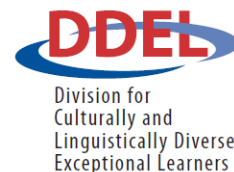




DDEL Voices



Volume 2, Issue 3

January, 2013

DDEL would like to hear your VOICE...

If interested in contributing to future newsletters please consider the following categories:

1. **"Voices from the Classroom"** - featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving culturally and linguistically diverse exceptional learners.
2. **"Voices from the Field"** - featuring programs, research studies, organizations, or opportunities involving culturally and linguistically diverse exceptional learners and/or those who are serving this population.
3. **"Research Spotlight"** - featuring studies related to CLD learners.

Please email a summary of up to 500 words to either of the above categories to the newsletter editor at:
mcamacho@lynn.edu

Inside this issue:

<i>Multiple Voices' Guidelines for submission</i>	1
<i>President's Message</i>	1
<i>Research Spotlight</i>	2-3
<i>CEC DDEL Student Research Forum</i>	3
<i>Voices from the Classroom</i>	4
<i>Announcements</i>	5
<i>DDEL Survey Results</i>	6
<i>IASE Conference, Multiple Voices, DDEL Membership</i>	7

President's Message: Continuing our Journey

As 2012 comes to a close, I want to thank each of you for the work that you do and your commitment and dedication to DDEL. This is my last entry as the outgoing President and I welcome Liz Cramer as your incoming President. Throughout the year I have had the pleasure of working with and getting to know many of you – thank you for letting me be part of your community.



It has been a hectic year and one in which we have accomplished a great deal as an organization.

We had a successful search for new editors for Multiple Voices. Dr. Wanda Blanchett and Dr. Monika Shealey were selected as the new editors. They will begin their tenure in January. As I congratulate Drs. Blanchett and Shealey, I also want to thank Dr. Alba Ortiz, Dr. Shernaz Garcia, and Dr. Audrey Sorrells for their work over the past five years as editors of Multiple Voices. Under their tenure we have seen the quality of the journal increase as has the consistency of publication.

The Professional Development Committee surveyed our members on pertinent professional development topics. As a result, the committee has developed a plan of action to provide resources and information based on your needs.

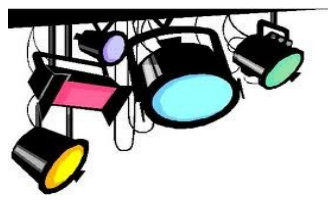
We had a record number of proposal submissions for CEC and encourage everyone to attend the conference.

To assist with leadership development and ensure consistency with new Board members, we developed Guidelines for Leadership Roles and Responsibilities which detail what each Board member or Committee Chair must attend to throughout the year. This document is currently in draft form and should be completed by next year.

We surveyed our members to gather information on research/topics of interest and to learn more about what DDEL can do for our members. Results of the survey are included in this issue of the newsletter.

The Board has also been discussing addition of a Student Group and a Historian to the organization. We feel both of these are instrumental to the organization. The Student Group will provide opportunities for leadership to graduate students. The Historian will allow DDEL to chronicle its development across time. Addition of these two entities will require a revision to the constitution and approval by members which will take place at CEC during the DDEL Business Meeting.

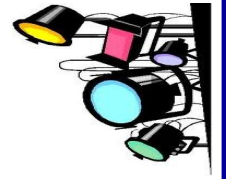
Please remember that DDEL's strength is drawn from its membership. We need you! I urge each of you to take an active role in assisting us as we continue our journey in meeting our strategic goals and assuming the role of the premier professional organization for individuals committed to meeting the needs of diverse exceptional learners and advocating for social justice and equity.



Research Spotlight

Examining Potential Teacher Bias of Hispanic Males with Emotional Disturbances in Virtual Settings

Dr. Angel L. Lopez, Jr.
University of Central Florida



The importance of looking at student and teacher interactions holistically is essential and results in reflective teaching practices; consequently, the reflective practice of teaching needs to incorporate all facets of the teacher, known and unknown. According to a recent press release issued by the U.S. Department of Education (2012) on high school graduation rates, in most states Latinos lag behind all other demographic groups. Children with identified disabilities graduation rates were even lower. One group of students, those labeled with an emotional disturbance, are at great risk; Nelson (2000) reported that fifty to sixty percent of students labeled ED do not graduate from high school. Rodriguez (2008) asserts that the reason Hispanic youth are not graduating is because the system is discriminatorily pitted against them and a scarcity of social policies to remedy this problem are not in place. This discrimination is the foundation for this research; which looked at the potential of recondite bias against Hispanic males; by placing the label of emotional disturbance upon this population and consequently lowering academic expectations and outcomes due to this label. According to Wagner, Kutash, Duchnowski, Epstein, and Sumi (2005), approximately four hundred fifty thousand students are labeled ED in the U.S. Wagner and colleagues (2005) also assert that students labeled ED will most likely have less success in school than any other group of students with or without disabilities. Similarly, Landrum, Tankersley, and Kauffman (2003) apprehend students labeled ED have increased rates of academic failure, get lower grades and have higher rates of not progressing academically than students in other disability categories. With this preponderance of evidence pointing to a lower level of academic achievement for Latino students, many variables could be researched and mined investigating the “why”. However, the one key variable that has the greatest and most direct impact on learners each day is the teacher (Bouck, 2005; McKinney, Haberman, Stafford-Johnson, & Robinson, 2008). The cultural bridge as stated by McKown and Weinstein (2008) that exists between the learner and the teacher is a critical topic to consider.

This study looked at the potential influence of hidden biases towards adolescent Hispanic males and students with Emotional Behavior Disorders by observing PT interactions with students within a simulated classroom environment. In this mixed methods design with a weightless control, data were collected on two non-equivalent groups of preservice teachers (PTs) for a total of twelve participants.

Factorial MANOVAs and Discriminant analyses were conducted to answer the following questions: 1) Within a simulated classroom environment do the identification and exchanging of the label emotionally disturbed between two virtual adolescent Hispanic male students increase, decrease or maintain the PT's frequency of: a) Positive comments, b) Negative comments, and c) Proximity or d) the content of AAR comments? 2) Does providing and completing an instructional module on Cultural Linguistic Diversity and a module on Emotional Disturbances and classroom management influence a PT's frequency of: a) Positive comments, b) Negative comments, and c) Proximity or d) the content of AAR comments when interacting with adolescent Hispanic male students identified with and without emotional disturbances within a simulated classroom environment. 3) How does a teacher's rating on bias measures correlate with performance on data in research questions 1 and 2 on a) Cultural measures and b) Disability. The results revealed statistically significant interactions and relationships between participant level of bias and the identified student avatars. These exchanges were more prevalent with one student avatar by both experimental and control PTs; indicating that student characteristics and their differences are important factors that need to be considered when addressing issues related to bias (see figures 1 and 2).

Figure 1 Results for Question 1

Descriptive Statistics			
All Sessions/Student	Mean	Std. Deviation	F Ratios
Neg Comm M	.69	1.095	Student F (1, 11) = 5.432, p=0.040
Neg Comm V	.29	.651	
Prox M	1.85	1.611	Student F (1, 11) = 11.070, p=0.007
Prox V	.88	.841	

Figure 2 Results for Question 2

Descriptive Statistics			
All Sessions/Student	Mean	Std. Deviation	F Ratios
Neg Comm M	.69	1.095	Student F (1, 11) = 5.432, p=0.040
Neg Comm V	.29	.651	
Prox M	1.85	1.611	Student F (1, 11) = 11.070, p=0.007
Prox V	.88	.841	

The use of the MANOVA analysis controlled for Type I error however, the statistical analysis and the small sample size did not allow the researcher to identify or tease out any specific data related to the statistically significant results. The results however, were tied together with the qualitative comments and further inquiry is needed to delve into all facets of statistically significant relationships and differences that resulted from this study. Additionally the two themes that emerged from the content analysis of the AAR statements; the use of and participant learning within the virtual environment require further inquiry as well.

Qualitative data analysis revealed that with increased exposure participants were more at ease with use of the virtual environment. In addition, all participants found the virtual students to be “interactive” and “engaging” with behaviors consistent with “real” secondary students. Participants also shared that active student engagement resulted in a better behaved class; and found the intervention and modules on cultural linguistic diversity and behavior management as important and valuable resources for all teachers. Finally, student avatar characteristics were significant within this study and further investigation into how those characteristics influences interactions between students and teachers is warranted. Attached to individual student characteristics are teacher characteristics; an investigation into the intersection of classroom interactions between both teachers and students, measuring what role personality plays within those interactions would further append to the literature.

References:

- Bouck, E. C. (2005). Secondary special educators: Perspectives of preservice preparation and satisfaction. *Teacher Education and Special Education*, 28(2), 125-139.
- Landrum, T. J., Tankersley, M. & Kauffman, J. M. (2003). What is special about special education for students with emotional or behavioral disorders? *Journal of Special Education*, 37 (3), 148-158.
- McKinney, S. E., Haberman, M., Stafford-Johnson, D., & Robinson, J. (2008). Developing teachers for high-poverty schools. *Urban Education*, 43(1), 68-82.
- McKown, C., & Weinstein, R. S. (2008). Teacher expectations, classroom context, and the achievement gap. *Journal of School Psychology*, 46(3), 235-261.
- Nelson, J. R., & Roberts, M. L. (2000). Ongoing reciprocal teacher-student interactions involving disruptive behaviors in general education classrooms. *Journal of Emotional & Behavioral Disorders*, 8(1), 27-37, 48.
- Rodriguez, L. F. (2008). Latino school dropout and popular culture: Envisioning solutions to a pervasive problem. *Journal of Latinos & Education*, 7(3), 258-264.
- United States Department of Education. (2012). Provisional data file: SY2010-11 Four-Year Regulatory Adjusted Cohort Graduation Rates [Data file]. Retrieved from <http://www2.ed.gov/documents/press-releases/state-2010-11-graduation-rate-data.pdf>
- Wagner, M., Kutash, K., Duchnowski, A. J., Epstein, M. H., & Sumi, W. C. (2005). The children and youth we serve: A national picture of the characteristics of students with emotional disturbances receiving special education. *Journal of Emotional & Behavioral Disorders*, 13(2), 79-96.



DDEL Student Research Forum Poster Session

**CEC 2013 Convention and Expo
San Antonio, TX
April 3-6, 2013**



Join us at our Student Research Forum Poster Session in San Antonio, Texas. We will help you every step of the way; from the proposal preparation to the presentation. You will have support and feedback throughout the whole process. For more information about the DDEL Student Research Forum Poster Session or if you are interested in assisting, please contact CECDDEL@gmail.com

Voices from the Classroom

Retooling Teacher Preparation for Culturally and Linguistically Diverse Learners with Disabilities through the Use of Virtual Environments

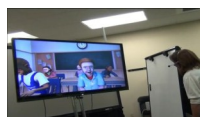
Carrie Straub, Ph. D., University of Central Florida

Lisa Dieker, Ph.D., University of Central Florida

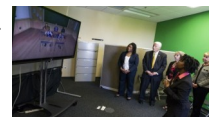
The importance of rigorous clinical experiences that prepare teachers for settings with culturally and linguistically diverse (CLD) learners has been emphasized in general and special education (Blanton, Pugach, & Florian, 2011). Clinical field experiences should develop pre-service teacher skills by providing opportunities to learn “situated in practice, interacting with real children of various cultural backgrounds and developmental levels” (American Association of Colleges for Teacher Education, 2011, p.6). Authentic clinical experiences can prepare teacher candidates for students they will encounter in their own classrooms in the future (Nieto, 2006; Nuby, 2010; Zygmunt-Fillwalk, 2005). New options for teacher candidates of students with CLD backgrounds are emerging that can accommodate the complex set of teaching practices needed to successfully educate students with disabilities from CLD backgrounds, while at the same time protecting those vulnerable populations.

Because a complex set of knowledge, skills, and attitudes are required to educate students from CLD backgrounds (Ladson-Billings, 2006), teacher preparation efforts must include opportunities which engage pre-service teachers in culturally responsive activities, so that they begin to develop “rich repertoires of multicultural examples” (Gay, 2002, p.113). Clinical field experience in authentic settings can provide opportunities for observing, practicing, and reflecting upon culturally responsive practices (Heilman, Blair, & Rupley, 2002), yet novice teachers may make mistakes in practice that might be prevented had they been more experienced.

Computer-simulated, virtual classroom environments are one option for providing teacher candidates with experiences in an authentic setting. Much like flight simulators for pilots, classroom simulators for teachers can approximate the teaching experience, but allow novice teachers to practice without potentially harming real students (Ogilvie, Aronin, Dieker, Hynes, & Hughes, 2012). Immersive, mixed-reality classrooms are creating authentic learning environments for teacher preparation which allow teacher candidates to step into a simulated classroom and within moments experience suspension of disbelief. Once belief is suspended, the classroom simulator can engineer experiences that provide the opportunity to rehearse culturally responsive practices with virtual students with CLD backgrounds (Lopez, 2012). The activity of virtual rehearsal of teaching practices in a simulated, mixed-reality classroom allows teachers to learn from mistakes in a compressed amount of time - without harming real students. The immersive classroom simulator, TeachLivE™, is currently being used at over 18 universities across the United States to help teacher candidates develop the complex set of teacher behaviors needed to successfully teach students. The classroom simulator provides teacher candidates access to an immersive classroom environment of urban, middle school students with ethnically diverse backgrounds. Teacher candidates may prepare a lesson and practice its delivery, benefitting from the opportunity to teach and reflect on how practices can be modified to address issues of language and culture that impact classroom instruction. Simulated classrooms can provide authentic environments that allow for virtual rehearsal of teaching practices, serving as a practice ground for novice teachers before they begin interacting with real students. This same type of environment in the future could be tweaked to assist a range of professionals and school-based personnel to understand, reflect and most importantly respect the range and richness of the diversity in today’s schools, classrooms and society in general.



Teacher candidate in the TLE TeachLivE™ classroom simulator teaching to urban, middle school students.



References

- American Association of Colleges of Teacher Education. (2010). *Reforming teacher preparation: The critical clinical component*. AACTE Day on the Hill. Washington, D.C.: Author.
- Blanton, L. Pugach, M., & Florian, L. (2011). *Preparing general education teachers to improve outcomes for students with disabilities*. Washington, DC: Joint publication by the American Association for Colleges of Teacher Education and the National Center for Learning Disabilities.
- Heilman, A.W., Blair, T.R., & Rupley, W.H. (2002). *Principles and practices of teaching reading (10th ed.)*. Upper Saddle River, NJ: Merrill-Pearson Education.
- Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing culturally relevant pedagogy. In J. Landsman & C. Lewis (Eds.), *While teachers/Diverse classroom: A guide to building inclusive schools, promoting high expectations and eliminating racism* (pp. 29-42). Sterling, VA: Stylus.
- Lopez, A. (2012). *Examining potential teacher bias of Hispanic males with emotional disturbances in virtual settings*. Doctoral dissertation. University of Central Florida, Orlando.
- Ogilvie, C.R., Aronin, S., Dieker, L., Hynes, M., & Hughes, C. (submitted October 2012). Developing virtual middle schoolers: Lessons learned and potential applications. *Computer Animation and Virtual Worlds*. <http://mc.manuscriptcentral.com/cavw>
- Nieto, J. (2006). The cultural plunge: cultural immersion as a means of promoting self-awareness and cultural sensitivity among student teachers. *Teacher Education Quarterly*, 33(1), 75-84.
- Nuby, J. (2010). An awakening through an inner-city immersion experience. *Multicultural Perspectives*, 12(1), 42-49.
- Zygmunt-Fillwalk, E. (2005). Disequilibrium and reconstruction: the urban encounter as catalyst for preservice educators' cultural transformation. *Journal of Early Childhood Teacher Education*, 26 (2), 133-147.

Announcements



Professional Development Committee, Chair:

Mary Ann Prater, Ph.D.

Thanking you for your service to DDEL and wishing you a wonderful transition into your new leadership role.

DDEL wishes to congratulate Mary Ann Prater in her new role as Vice President of the Teacher Education Division of CEC. Mary Ann has been a long standing member of DDEL and chair of our Professional Development Committee. As Chair of this committee, Mary Ann has provided leadership to the organization and modeled how to meaningfully and actively engage our members in the organization. Under her leadership, the committee accomplished a great deal. Most significantly, the committee designed and distributed a survey exploring the professional development needs of our members. As a result, we have specific information that will be instrumental as we continue to explore how to improve the organization so that it is responsive to, and considered invaluable by our members. Thank you again for being part of DDEL and we look forward to collaborating with you in your new role at TED.



We would also like to welcome Kelly Carrero, Ph.D., Assistant Professor in Department of Educational Leadership & Special Education, College of Education & Human Services at Shippensburg University, as our new Professional Development Committee Chair. Kelly has been involved in several divisions of CEC and recently earned her doctorate in special education with an emphasis in emotional and behavioral disorders from the University of North Texas – Denton.



Monika Shealey, Ph.D.

Dr. Shealey received her doctorate from the University of Central Florida in 2003. Her areas of interest include examining the teaching and research methodologies, and the experiences of African American faculty and doctoral students in special education. She is currently the Associate Dean for Teacher Education and Associate Professor at the University of Missouri—Kansas City. shealeym@umkc.edu



Wanda Blanchett, Ph.D.

Dr. Blanchett received her doctorate from The Pennsylvania State University in 1997. Her areas of interest include urban teacher preparation, issues of race, class, culture, and gender, overrepresentation of African American students in special education, and issues of sexuality and disability. She is currently the Dean, Professor, & Ewing Marion Kauffman/Missouri Endowed Chair in Teacher Education at the University of Missouri—Kansas City. blanchettw@umkc.edu

Dr. Wanda Blanchett and Dr. Monika Shealey, both from the University of Missouri-Kansas City, have been selected as the new editors of Multiple Voices. Thank you to the Publications Committee who, under the leadership of Dr. Loury Floyd, were responsible for reviewing applications and submitting their recommendation to the board on the new editors. In their application, Drs. Blanchett and Shealey noted the need to increase awareness of the needs of diverse exceptional learners among our general education colleagues by expanding partnerships with a wide range of organization whose focus is on social justice, multicultural education, and urban education in order to expand conceptualizations of diversity to include exceptional learners and adults. The transition to the new editors will begin in January. Congratulations!

DDEL Survey Results

Thank you to all of you who completed our recent survey. Below is a summary of the results:

- 1) Role in the field: the majority of respondents were higher education faculty
- 2) Member of other CEC divisions: most were members of other divisions
- 3) The top five benefits desired by members from DDEL:
 - Affordable or low cost webinars on topics pertinent to diversity
 - Resources on the website (articles, case studies, important links, etc)
 - Opportunities for members to network
 - Multiple Voices*
 - Advocacy
- 4) The top four benefits desired by member from CEC:
 - Affordable or low cost webinars
 - Advocacy
 - Improve website for navigability
 - Reduced membership and conference registration costs
- 5) The top five research areas for DDEL to support:
 - Culturally responsive and appropriate interventions/instruction (including RTI and PBIS) that have been validated with different populations
 - Working with families
 - Culturally responsive and appropriate assessments
 - Teacher Preparation (pre-service and in-service)
 - ELLs and SWDs
- 6) The top five topic areas for DDEL to focus on in the next year:
 - Culturally responsive and appropriate interventions/instruction (including RTI and PBIS) that have been validated with different populations
 - Culturally responsive and appropriate assessments
 - Teacher Preparation (pre-service and in-service)
 - Mentoring-Recruiting-Retaining diverse faculty (higher education and schools)
 - Working with families and Content areas (reading and math) were tied for fifth
- 7) How members conceptualize diversity
 - Majority of respondents utilized descriptors (e.g., SES, Race, Ethnicity, LGBT, etc.)
 - Several indicated the need to make evident that diversity is more than race or ethnicity
- 8) In regard to diversity, how DDEL can better serve its members:
 - Majority indicated by disseminating information and resources on diversity
 - Request to continue to reach out to members through the web, special sessions at conferences, a DDEL conference
 - Personnel preparation
- 9) In regard to diversity, how CEC can better serve its members:
 - Majority indicated by disseminating information and resources on diversity
 - Ensure diversity is central to the organization
 - Recruitment of diverse individuals in leadership positions

THANKS FOR YOUR COLLABORATION AND PLEASE KEEP YOUR EYES OPEN FOR THE BALLOTS FOR PRESIDENT ELECT AND SECRETARY, THEY SHOULD BE COMING OUT SOON!

The International Association of Special Education (IASE)

13th Biennial Conference

A Bridge from Segregation to Inclusion... A Long Journey



The International Association of Special Education (IASE) 13th Biennial Conference will be held in Vancouver, British Columbia, Canada July 7-11th 2013. This association represents professionals who are dedicated to improving the quality of life and service delivery for all individuals identified as having special needs. This conference is in collaboration with the University of British Columbia, Department of Educational & Counseling Psychology, and Special Education.

Multiple Voices

Guidelines for Preparation and Submission of Manuscripts

Multiple Voices for Ethnically Diverse Exceptional Learners (MV) is the official, peer-reviewed journal of the Division for Ethnically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children (CEC). The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and book reviews. We seek works that explicitly address the interrelationships between culture, language, and exceptionality in educational systems, policy, research, and/or practice. Topics may include (but are not limited to):

- Early childhood through post-secondary education
- Disproportionate representation
- Prevention and early intervention
- Identification and assessment
- Instruction/intervention
- Programs and services for exceptional populations and their families
- Family and community empowerment
- Recruitment and retention
- Personnel preparation
- Policy and law

Authors should submit manuscripts that conform to APA style (6th edition) and not exceed 30 pages (including references).

MV is published twice a year in the fall and spring.

For Additional Information, including manuscript guidelines and subscription rates, please visit our website at <http://www.ddelcec.org/Publications.php>

DDEL Membership

DDEL is pleased to announce a new membership benefit: electronic access to current and past content of the division journal, Multiple Voices for Ethnically Diverse Exceptional Students. Please be advised that your access will be active until your CEC/DDEL membership expires. Renewing your membership will ensure uninterrupted access. If you have any questions, please contact Charity Gillman, DDEL Membership Chair, ddelearner@gmail.com

