

DDEL would like to hear your VOICE...

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

**“Voices from the Classroom”**  
 featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving exceptional learners who are culturally and linguistically diverse.

**“Voices from the Field/Community”**  
 featuring programs, research studies, organizations, or opportunities involving exceptional learners who are culturally and linguistically diverse and/or those who are serving this population.

**“Research Spotlight”**  
 featuring studies related to CLD learners.”

Please email a summary of up to 500 words to the newsletter editor Okyoung Lim, [olim@marian.edu](mailto:olim@marian.edu)

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## President’s Corner

Dear DDEL members,



In the three short months since my inaugural address the country continues to reveal the dark underbelly of institutionalized and widespread racism rampant in US society. We are heartened and enraged by the ongoing targeting of Asian-Americans as culpable for the spread of COVID-19. Our hearts and condolences go out to the families of the victims in the most recent shooting at an Atlanta, GA spa. We recognize that this trauma is not only perpetuated by the 24-hour news media, but also in the classroom and streets of our students’ neighborhoods. Please see the DDEL Call to Action Against Asian American Hate and Violence including resources for how to hold space and confront Anti-Asian Hate Speech in your spaces.

In 2020, we learned to adjust to the unpredictable and to settle into an unusual rhythm in a routine of isolation. In 2021, we have growing hopes and aspirations to return to “normal” whatever that may be. Pondering this transition has brought to mind the quote from Greek philosopher Heraclitus, “No man ever steps in the same river twice. For it’s not the same river and he’s not the same man.” This leaves us to examine, how has the river changed? As well as, how have we changed?

As special educators, our river flows through schools and carries with it the most vulnerable and exceptional children impacted most by the biological, social, and economic pandemic. As scholars, we might be looking at the research we conduct, the methods we use and the participants we engage. As faculty, we may be considering the erosion of higher education and the ever-shrinking demand for teacher education. Whatever your river and whomever it carries, we have an opportunity for cleansing and renewal. Take the time to imagine how you will cross this river, what previous patterns have you shed and what new ways have you adopted? As you reflect, please consider sharing your story to be included in our next Voices Newsletter [here](#).

As you approach the next phase, DDEL recognizes that altering the course of any river is a grand undertaking. As such we are working to embed additional supports in your DDEL membership. The work the DDEL Executive Board and committees are engaged in for 2021 can be themed as “root, grow, and shine”.

## President's Corner-*continued*

### **Root: Continue Systems that Work**

- The Executive Board meets bimonthly (full member list in page 8)
- Committee Chairs meet bimonthly
- Biweekly Announcements through the CECommunity Board exclusively for DDEL members
- New DDEL website [www.ddel.exceptionalchildren.org](http://www.ddel.exceptionalchildren.org)

### **Grow: Develop new systems for institutional memory and supports to DDEL members**

- Enhance the Voices Newsletter
- Routines for transfer of institutional memory through consolidation of files and annual onboarding process
- Increase participation and actions of committees

### **Shine: Be Visible & Prepare for the future**

- Review & Renew the 5-year Strategic Plan through 2025
- 30-year DDEL anniversary: Prepare for 2023
- 100-year CEC anniversary in Orlando, Florida 2022: Highlight role of scholars, teachers, and students of color (click [here](#) to nominate a special educator as part of 100 teachers' stories)
- Establish the Annual DDEL Critical Conversations Webinar Series (page of monthly topics)

I welcome your feedback, input and words of wisdom. Please don't hesitate to contact us at our official DDEL email: [ddel.exceptionalchildren@gmail.com](mailto:ddel.exceptionalchildren@gmail.com)

In solidarity,  
Dr. Alta Joy Broughton



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## Upcoming Events- DDEL Critical Conversations

Join DDEL for a series of Critical Conversations with experts and practitioners in the field of special education. This webinar series will feature research and practice from scholars of color and allies engaging in work to address the needs of diverse exceptional learners. Each month, you will be invited to join a panel of experts as they discuss a pertinent topic facing the field. Webinars will be designed as a Town Hall with a brief overview of their work followed by a facilitated discussion and Q&A. Come prepared to learn, discuss, and engage!

DDEL (Division for Culturally and Linguistically Diverse Exceptional Learners) is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities.

**Register [here](#)** for the DDEL Critical Conversation series. Use the discount code (DDELCC100) for FREE access to all upcoming webinars. The full schedule is listed in pages 12-14.

## Introducing New Executive Board Members



Dosun Ko (Ph.D., University of Wisconsin-Madison) is an assistant professor in the School of Education at Wichita State University. Formerly, he worked as an inclusive elementary classroom teacher in South Korea. As an immigrant scholar, his scholarship centers primarily on equity issues in special/inclusive education at the intersection of different social markers. He has been working with a school community to design and implement a culturally decolonizing behavioral support system to address racial disproportionality in school discipline that American Indian youth and community experience at a rural High School. He is currently working with Wichita Public Schools (USD-259) to design and enact culturally sustaining, inclusive support systems for addressing racial disproportionality in special education. His research has appeared in *Teachers College Record*, *Remedial and Special Education*, and *International Journal of Qualitative Studies in Education*.



Belkis Choiseul-Praslin (Ph.D., University of Oklahoma) is the Special Education Program Lead and Assistant Professor at the University of the Pacific. She was a special education teacher for students with mild/moderate disabilities and a transition coordinator/teacher for students with severe/profound disabilities in Washington, D.C. Belkis' current research focuses on linguistically-inclusive special education assessment validation and special education teacher preparation. Her research can be seen in *Journal of Research in Special Education Needs*, *Rural Special Education Quarterly*, and *Career Development and Transition for Exceptional Individuals*. She has been a DDEL member since 2017 and served as the CAN coordinator from 2018-2020. Belkis is excited for the opportunity to help elevate DDEL as a top-tier organization for diverse exceptional learners and educators.



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When you shop at AmazonSmile, Amazon will donate to Division for Culturally and Linguistically Diverse...

## Membership Highlight



Dr. Rene S. Parmar, president of New York's DDEL subdivision teaches at St. John's University in the Department of Administrative and Instructional Leadership. She has been instrumental in forming NY-DDEL and in supporting other states development of subdivision. In 2020 she was chosen as one of the Rockefeller Institute of Government's Richard P. Nathan Public Policy Fellows. Through this prestigious fellowship, fellows research public problems and the policy to address them. Dr. Parmar shared insights in the January 22 blog, [Supporting Families of Students with Special Education Needs During the Pandemic School Closures](#).

### Welcome new and returning DDEL members

Kat Alves, VA  
 Jennifer Amilivia, MD  
 Mary Hendy, CA  
 Sharon Blatz, VA  
 Merrily Bowers, CO  
 Gloria Campbell, NC  
 Karen Campbell, YT  
 Allison Cole, IL  
 Corinna Cole, TX  
 Valentina Contesse, FL  
 Jennifer Counts, IA  
 Michael Crider, CA  
 Karen Cypress, TN  
 Susan Davison, MA  
 Richard Gallucci, MA  
 Lori Hostetler, VA  
 Samantha Krenitsky, PA

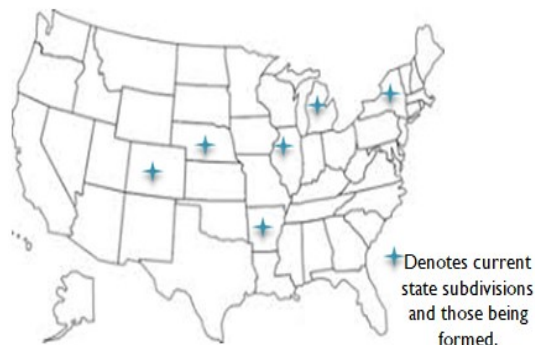
Anne Larson, MN  
 Tim Lawless, WA  
 Stella Lugalía, WA  
 Ruth Mininger, IL  
 Erika Moore, FL  
 Janelle Nagar, CO  
 Anthony Palomo, IL  
 Nina Powell, CA  
 Lauren Scott, MD  
 Cindy Sheahan, OH  
 Margaret Shippen, AL  
 Chelsea Stinson, NY  
 Nicole Taylor, CA  
 Shernava, Vakil, UT  
 Carmen Valladolid, CA  
 Isabel Vargas, VA  
 Stephanie Vietor, KS

Meetings 12 PM-1 PM, 5/5/21, 7/7/21, 9/1/21, 11/3/21 contact [tellis-robinson@albany.edu](mailto:tellis-robinson@albany.edu) for Zoom link

## Interested in Joining/Starting a state DDEL Subdivision?

If you are in New York, Colorado, Nebraska, Michigan, or Arkansas, please reach out to the organizing contact for more information about newly forming DDEL subdivisions in your state.

New York	Renee Parmarr, President, par marr@stjohns.edu
Michigan	Precios Armstrong, preci os.armstrong@jcisd.org
Nebraska	AnneMarie Boose, aboose@lps.org
Arkansas	Kimberly Davis, Kimberley davis@astate.edu



### DDEL's Mission:

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

### DDEL's Vision:

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

### Core Values

Diversity, social justice and equity  
Inclusiveness

## Stay Connected!

<https://community.cec.sped.org/ddel/home>

Check us out on social media!

<https://www.facebook.com/DDEL.CEC>

[https://twitter.com/DDEL\\_CEC](https://twitter.com/DDEL_CEC)





## State chapter highlights

State subdivisions are a great way to build and work together. Please contact these subdivision presidents and organizers to get involved.

Save the date: STATES AND SUBDIVISIONS MEETING: **MAY 12, 2021 6 PM**

**New York** Rene Parmar, President, [parmarr@stjohns.edu](mailto:parmarr@stjohns.edu)

- *Book Study: Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* by Ghody Muhammad

- *Meet and Greet*

**Michigan** Precios Armstrong, President, [precios.armstrong@jcisd.org](mailto:precios.armstrong@jcisd.org)

- *Becoming Culturally Responsive: A Strategic Webinar Series*

Description: Culturally Responsive Pedagogy (CRP) offers educators an evidence-based approach to provide equitable instruction opportunities and supports to meet the evolving needs of diverse students. The question that prevails is how to begin and sustain these practices. This series provides participants the chance to explore and build foundational knowledge with three one-hour workshops. The first webinar establishes a basic understanding of CRP. In the second webinar, learn essential components to supporting English Language Learners with disabilities. The third webinar conveys key insights for navigating the transition from high school to college for diverse students with disabilities. Webinar participants will expand knowledge and learn strategic ways to support improved outcomes for diverse learners using Culturally Responsive Pedagogy. MI-CEC and the MI-DDEL are excited to provide this exciting webinar series.

Just \$25 per webinar; Free to individuals in the MI unit as a member benefit. REGISTRATION LINK: <https://forms.gle/yzG2GWvPtHhdHyZn8>

- *How do We Bridge the Divide? Strategic ways to support diverse students with disabilities in higher education*

Higher education can be a daunting undertaking for any student. For diverse students with disabilities, there are added challenges. The objective is made easier when there is a guide for strategies and resources. Join our panelists Dr. Ebony D. Green, Assistant Dean at Ohio University, Dr. Caryn Reed-Hendon, Director of Diversity, Equity, and Inclusion, Lawrence Technological University, Monica Bouman, Director for Student Success; Disability & Inclusion Officer, Jackson College, and facilitator Dr. Andrea “Angie” Jasper, Central Michigan University as they provide recommendations and answer pressing questions to support High School to College transitions.

Date: April 27, 2021

Time: 4:30-5:30 EST

Speakers:

Ebony Green, Ed.D., Assistant Dean, Ohio University

Caryn Reed-Hendon, Ph.D., Director of Diversity, Equity, and Inclusion, Lawrence Technological University

Monica Bouman, M.A., Director, Center for Student Success; Disability and Inclusion Officer, Jackson College

Facilitator: Andrea “Angie” Jasper, Ph.D. Professor, Central Michigan University

**Nebraska** AnneMarie Boose, [aboose@lps.org](mailto:aboose@lps.org)

**Arkansas** Kimberly Davis, [kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu)

**Colorado** Melinda Rossi, [melindaarossi@gmail.com](mailto:melindaarossi@gmail.com)

**California** Anna Villalobos, [annamariavillalobos@gmail.com](mailto:annamariavillalobos@gmail.com)

**Washington** Rebecca Ray, [rrey2@uw.edu](mailto:rrey2@uw.edu)

Contact membership chair Tammy Ellis-Robinson [tellis-robinson@albany.edu](mailto:tellis-robinson@albany.edu) if you are interested in forming a subdivision in your state.

## Legislator's Page from CAN-coordinator

### Federal Policy Updates

#### [New Infrastructure Plan Calls for \\$100 Billion for School Construction, Upgrades](#)

- Of President Biden's recently announced \$2 trillion infrastructure package, \$100 billion is dedicated to help repair existing classrooms and build new public schools. The proposal includes removing and replacing lead pipes, including in schools, which disproportionately affects students and families of color.

#### [Senate Confirmed Secretary of Education Miguel Cardona](#)

- On March 2nd, Secretary Cardona was sworn in as the 12th Secretary of Education. One of Cardona's priorities is education equity, including fully funding IDEA within 10 years, addressing inequities related to school discipline for students with disabilities, and responding to inequities related to COVID-19's disproportionate effect on students at the intersection of race/ethnicity, income, and disability differences.

#### [US Department of Education \(ED\) Releases Guidelines for Elementary and Secondary School Emergency Relief Fund \(ESSER\)](#)

- ED provided guidance on how ESSER funds from the American Rescue Plan of 2021 can be allocated. Funding includes \$3 billion for special education and funds specifically for "homeless children and youth, Tribal Education Agencies, and Native Hawaiians and Alaska Natives." The plan also controversially dedicates funds to private schools (\$2.75 billion).

#### [House Hearing Examines Educational Equity in a Post-COVID Context](#)

- On March 25, the House of Representatives held a hearing focused on using stimulus funds to ensure education equity post-COVID. Attorney and parent advocate - Selene Almazan - from the Council of Parent Attorneys and Advocates (COPAA) and a parent of a child with a disability - Jennifer Dale - both presented at the hearing. They powerfully outlined and discussed the equity consequences of COVID-19 facing students with disabilities and their families, and the ongoing inequities students of color face, particularly related to disproportionate school discipline. Here's a [link](#) to the video with their presentations.

### Key Advocacy Organizations Making Change at National and Local Levels

#### [Requiring State Schools to include Asian History](#)

- In 2020, anti-Asian hate crimes surged by nearly 150%, which is occurring at a time when Asian students make up the second fastest growing demographic in the country. Yet, public schools often negate the inclusion of Asian history. An Illinois bill, introduced in February by a Chicago-based organization - Asian Americans Advancing Justice - requires state public schools teach Asian American history beginning next year.

### Fulfill the Promise

- A national coalition of parents and educators signed a petition for federal guidance from the Department of Education to fulfill its promise to fully fund IDEA. Read the coalition letter [here](#).

## **DDEL Executive Board Members**

<b>Role</b>	<b>Name</b>
President	Dr. Alta 'Joy' Broughton
President-Elect, RA Representative, & Research & Professional Issues Chair	Dr. Christopher Cormier
Vice President	Dr. Dosun Ko
Immediate Past President & Nominations Committee Chair	Dr. Endia Lindo
Treasurer	Dr. Shaqwana Freeman-Green
Secretary	Dr. Belkis Chouseul-Praslin
<b>Committees</b>	
Membership & Subdivisions Chair	Dr. Tammy Ellis-Robinson
Professional Development Chair	Dr. Evette Simmons-Reed
Constitution & Bylaws Chair	Dr. (Andrea) 'Angie' Jasper
Finance Chair	Dr. Ruby Batz
Government Relations Committee Chair & CAN Coordinator	Dr. Adai A. Tefera
Publications Chair & Committee	Dr. Taucia Gonzalez
Newsletter Editor	Dr. Okyoung Lim
Multiple Voices for Ethnically Diverse Exceptional Learners, Journal Editors	Dr. Kathleen A. King Thorius Dr. Cristina Santamaria Graff Dr. Seena M. Skelton
Webmaster	Ms. Jocelyn Belden
Archivist	Dr. Kimberly Davis
Student Representatives	Ms. Kim Reddig Ms. Amber Brown Ms. Melinda Rossi



## Voices from the Field



Christina Gabaldon is an elementary principal, grant writer, and federal program coordinator of a rural charter school in northern Arizona. She has M.Ed. degrees in Educational Leadership and Elementary Education. Currently she is a LEADERS scholarship recipient and full time PhD student at Northern Arizona University, working on her doctorate in Curriculum and Instruction with an emphasis in culturally and linguistically diverse exceptional (CLDE) students and educational technology. Ms. Gabaldon has worked in the educational field for 20 years in various positions, including special education (SPED) director, SPED teacher, and instructor for grades 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, middle school English & social studies.

Ms. Gabaldon grew up in the same rural area where she is currently a principal. She has witnessed the disparities that exist among the resources and funding that is available for rural schools. These disparities have only been amplified since the Covid 19 pandemic and have fueled her current research interests. Her research passions include professional development in rural areas, trauma informed instruction for CLDE students, paraeducators, and mobile learning.

Ms. Gabaldon is currently working on two research projects. One of them is a direct result of the pandemic, and particularly important as students transition back to reopened schools. During the pandemic she witnessed the numerous changes and uncertainties that her CLDE students were facing due to the various instructional models in which they were expected to learn. Her students were experiencing trauma; therefore, she began to research trauma informed instruction and specific trauma informed practices to implement in order to support students' mental health. Her research resulted in a case study research project to examine what trauma informed practices were being implemented in rural areas with CLDE students during the pandemic.

As educators welcome CLDE students back into the classroom the following are some basic trauma informed practices that educators can implement for students who have experienced trauma. The first involves teaching and modeling coping strategies for students. Teaching coping strategies involves demonstrating how to take deep breaths, close your eyes and count to 10, think of a calm or happy place, or run-in place. Checking in with students throughout the day to gauge how students are feeling is another affective trauma informed practice. This strategy could be accomplished by simply having students use a thumb motion to signify if they are experiencing good, fair, or unfavorable emotions. Finally, creating an inclusive, safe, and secure classroom environment that is predictable will help students who have experienced trauma feel protected. Strategies that an educator can use to create a safe and secure environment begins by developing a predictable classroom schedule that is visually posted in the classroom. Setting boundaries and clear and consistent expectations for students' academic and behavior has also been shown to be an effective trauma informed practice for CLDE students.

Through projects such as this, Ms. Gabaldon hopes to bring a voice to all rural areas and provide direction on how best to address some of the disparities that exist in rural areas, while also supporting educators and schools in trauma informed practices for CLDE students as the country begins the reopening of schools during these uncertain times.

*By Christina Gabaldon, Northern Arizona University*

## Statement by The CEC-DDEL on Rising Anti-Asian Violence

### Rising Anti-Asian Violence

*By Dosun Ko in Wichita State University & Okyoung Lim in Marian University*

Asian immigrants have come to American shores since the 19th century and played a significant role in building this country's infrastructure and history. Despite this, Asian Americans have confronted a long history of exclusion and inequity in our society (i.e., *The Chinese Exclusion Act*) as well as in our education systems (i.e., *Lau v. Nichols*). Since the pandemic started, false racial rhetoric groundlessly linking Asian Americans to the global pandemic has induced racial incidents mainly inflicted toward the most vulnerable Asian American and Pacific Islander elders and women. More than 2,800 hate incidents targeting at Asian Americans were reported in 2020, according to the advocacy group Stop Asian American Pacific Islander.

Among these recent events, the recent shooting in Atlanta, Georgia took the lives of eight people, six of them Asian Women, must be named for what it is, a racially motivated hate crime. This violence reveals the thinly veiled facade of xenophobic racism and misogyny deeply engrained in U.S. society towards minoritized groups. We extend our deepest condolences and sympathy to Asian American communities in Atlanta and across the United States that have been traumatized by intolerable acts of anti-Asian violence, harassment, and bullying, escalated under the COVID-19 pandemic.

The CEC Division of Culturally and Linguistically Diverse Exceptional Learners DDEL vehemently decries and condemns racially motivated violence against Asian Americans. As a professional organization with a deep commitment to diversity, social justice, equity, and inclusiveness, we call for educators committed to anti-racist and anti-oppression education to engage in concrete actions to combat racism, xenophobic bigotry that brings about the humanitarian crisis in U.S. schools and communities. We call for collective solidarity and alliance to end all forms of structural and institutional racism that feed and reinforce racism, bigotry, and ignorance, profoundly impact the everyday lives of Black, Indigenous, and other communities of color.

We encourage educators to initiate a discussion with students on how to stand up against racism, bigotry, and white supremacy to create a safe, inclusive, and culturally sustaining learning environment for *all students*.

#### National Resources:

- Bystander training: <https://www.ihollaback.org/bystanderintervention/>
  - Teaching About Anti-Asian Racism and Xenophobia: <https://educators4sc.org/topic-resources/teaching-about-anti-asian-racism-and-xenophobia/>
  - COVID-19-related Anti-Bias Education Resource Guide: <https://criminaljustice.cityofnewyork.us/wp-content/uploads/2020/04/COVID-ED-Resources-4.13.pdf>
  - Anti-Asian Violence Resources: <https://anti-asianviolenceresources.carrd.co/>
- Stop Asian Hate Organizations to Support: <https://www.harpersbazaar.com/culture/politics/a35862857/stop-asian-hate-organizations-to-support/>

## Multiple Voices

Our first Multiple Voices Facebook Live event hosted in November was a success with over 173 people participating in the event. Thank you all who joined us. We are planning two more events this spring and summer. The word is getting out!

We are experiencing an influx of manuscript submissions with the spring 2021 issue coming together very well and already looking at manuscripts for the fall 2021 issue. If you have questions please feel free to contact us at [mvjourn@iupui.edu](mailto:mvjourn@iupui.edu)



### Editors' Note:

The logo incorporates the journal's name where *Voices* is bolded and larger than the word *Multiple*. Metaphorically, *Voices* is more prominent aligning with the Editors' vision of Multiple Voices journal as a platform to hold space for and value "epistemologies, methodologies, and forms of expression" held or expressed by those whose contributions have been silenced, repressed, or undervalued. Historically, these voices and contributions belong to scholars with disabilities, scholars of color, and those who engage in creative work with and in communities outside the academy. Immediately to the right of the words Multiple Voices are three sets of nested circles representing three intersectional identity markers in special education – disability, race, and language – each distinguished by a different colored dot (red, teal and yellow). Reminiscent of sound waves that emanate from the center of each dot outward, each set of circles' resonance extends both vertically and horizontally depicting patterns in practice and policy impacting individuals with disabilities at the intersections of race and language in special education.

Connecting the dots are different colored lines forming an equilateral triangle that is slightly tilted to the left. These connecting lines represent the relational intersections among and between disability, race, and language.

Situated under the words Multiple Voices is the tagline *Disability, Race, and Language Intersections in Special Education*, signaling our dedication to advancing scholarship for and the liberation

## Announcement

Dear Division:

Applications are being accepted for two positions on the Representative Assembly Committee. Terms are for two years: July 1, 2021 – June 30, 2023. The deadline for receipt of all materials is 12:00 p.m. ET, June 16. Applicants must be a current or former RA Representative and have attended at least one RA meeting.

The committee advises the presiding officer of the Representative Assembly (the CEC President) on procedures, formats, and field-based issues for Assembly meeting discussions/working sessions or online input opportunities. Other duties include approval of Assembly meeting minutes, conducting orientations and online discussions, and determining eligibility for courtesy resolutions.

Please review the attached preview application. This is provided so that you can prepare your answers in advance and past them into the online application, accessible [here](#).

Thank you for your consideration and please don't hesitate to let me know if you have any questions.

Sharon Rodriguez  
Director of Governance and Executive Services

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## DDEL Critical Conversations Schedule

#	Date	Title, Description & Presenters
1	May 27, 2021 5pm EST	<p>Migration and The Cultural Shift: Perspectives on Disability from Immigrant Families</p> <p><i>Join DDEL for a conversation about understanding the experiences and perspectives of immigrant families on disability. Listen as our panelists highlight important considerations for supporting these families through the transition and acculturation to schooling for students with disabilities in the United States.</i></p> <p><b>Featuring</b> Drs. Sadi Warsi, Robai Werunga, &amp; Alyssa Blasko</p>

## DDEL Critical Conversations Schedule—*continued*

2	June 29, 2021 5pm EST	<p>‘Yes, and’: Pride at the Intersections of BIPOC, Dis/ability &amp; LGBTQA+ <i>Join DDEL for a conversation celebrating Pride month with a discussion on the unique strengths and challenges faced by scholars, teachers, and students with intersectional identities. Our panelists will share insights, stories, and recommendations from their own experiences, scholarship and teaching. Come participate in an affirming queerness And dis/ability, And Blackness, And Indigenous, And People of color across all the intersectional identities we are.</i></p> <p><b>Featuring</b> Dr. Bryan Cichy-Parker, Hannah Grabowski, &amp; Ms. Amy Ortiz</p>
3	July 29, 2021 5pm EST	<p>But What Does It Look Like? Instructional Strategies for Exceptional CLD Students <i>Across the country educators are realizing the importance of implementing culturally responsive and humanizing pedagogy, but sometimes it’s not clear what that entails. Join DDEL to hear the research-based instructional strategies to support culturally and linguistically diverse exceptional learners</i></p> <p><b>Featuring</b> Drs. Sarah Gorsky, Le Tran, &amp; Lindsay Carlisle</p>
4	August 26, 2021 5pm EST	<p>Persevering Through Difficult Times: Supporting Students with Disabilities from Diverse Backgrounds During the Pandemic <i>Teachers and students are finally returning to the halls of school buildings for face-to-face instruction. But what does post-pandemic school look like? What considerations do we need to make for diverse exceptional students and their families? Join DDEL for a discussion on lessons-learned and what’s next in post-pandemic schooling.</i></p> <p><b>Featuring</b> Drs. Christina Gabaldon &amp; Peishi Wang</p>
5	September 30, 2021 5pm EST	<p>Uncovering Segregation: How Disability, Race, &amp; Language Become Tools of Exclusion <i>Join DDEL in a discussion on how to address the pervasive and persistent issues of segregation within schools. These panelists will share the patterns of discrimination and segregation at the state, district, and school levels.</i></p> <p><b>Featuring</b> Dr. Adai Tefera, Dr. Melissa Cuba, Dr. Rebecca Cruz, &amp; Cady Landa</p>
6	October 28, 2021 5pm EST	<p>Assessing Our Awareness: Tools for Developing Teachers' Cultural Competence <i>Join DDEL for a discussion on tools to support teachers to become culturally competent, critically conscious allies in the fight for racial justice. Panelists will share tools and strategies for teacher educators, administrators, and teachers themselves to engage and commit to anti-racist teaching.</i></p> <p><b>Featuring</b> Drs. Elizabeth Harkins, Alta “Joy” Broughton, Kelly Carrero &amp; Tammy Ellis-Robinson</p>

## DDEL Critical Conversations Schedule—*continued*

7	November 18, 2021 5pm EST	<p>Mothers, Fathers, Aunts, &amp; Uncles: Asset-Based Pedagogy for Family Engagement in Special Education</p> <p><i>Join DDEL for a conversation on affirming and engaging with diverse family structures. Students from culturally and linguistically diverse backgrounds come from families of diverse backgrounds and composition. Let's prepare for the holiday season centering the importance of family in all shapes and sizes.</i></p> <p><b>Featuring</b> Drs. Amy Noggle, Sehrish Shikarpurya, &amp; Cristina Santamaria</p>
8	December 16, 2021 5pmEST	<p>Removing Shade From Their Light: Magnifying Minoritized 2E Learners With Strategies and Implications for Research</p> <p><i>Join DDEL in highlighting the upcoming Teaching Exceptional Children Special Issue centering twice exceptional diverse learners. Panelists will discuss how giftedness has been racialized and excluded students of color. Learn strategies for referral, evaluation, and supporting twice exceptional students and the research that's needed.</i></p> <p><b>Featuring</b> Dr. Endia Lindo, PhD &amp; Dr. Donna Ford Moderated by Dr. Christopher Cormier</p>

Division Collaborator	Title, Description	Presenters
DISES	Translanguaging and Bilingualism Across Borders: Addressing the Myths to Support the self-determination of students with disabilities	Alta Joy Broughton, PhD. Steve Pryzmus, PhD. Alba A. Ortiz, PhD. & Rachael Gonzales, PhD.
Pioneers	CEC Pioneer Division and DDEL Showcase Session: Implementing Culturally Responsive Practices to Foster Family Engagement	Cathy Kea Endia Lindo, Mary Ruth Coleman Joy Banks Kimberly Bunch-Crump, Joy Broughton (Moderator)