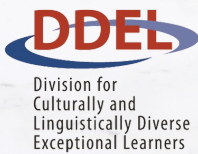


DDEL Voices



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President's Corner

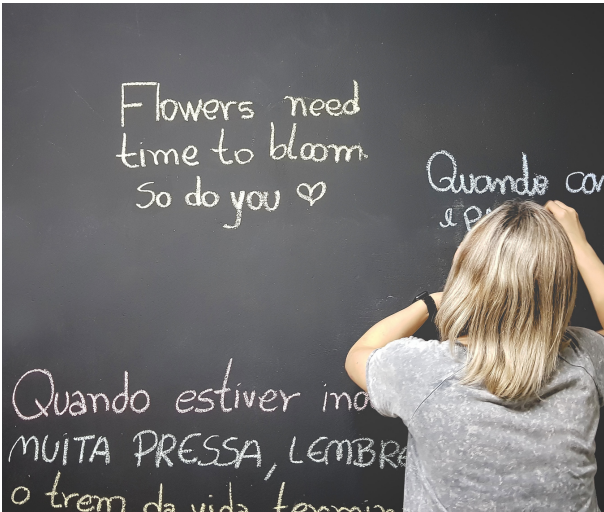
Dear DDEL Members,

Welcome Back to School! This statement carries new weight and a new mission to each teacher, administrator, and teacher educator who has spent the past year and half at home. As we enter the 2021-2022 school year, we want DDEL members and the broader community to know that we are here to carry this burden with you. Over the summer, the bombardment of social justice issues continued to surface. While there are advances to celebrate, President Biden’s approval of legislation to make Juneteenth a federal holiday, other events such as the ongoing onslaught to ban the teaching of Critical Race Theory in schools reinforced how deeply ingrained racism is within American society and schools.

In this issue of VOICES, you will read about both our ongoing efforts to shine a light as well as challenge and uproot these persistent threats to equitable education in schools. At the beginning of 2021, I announced my goals as president were to root, grow, and shine.

cont'd p.2

President's Corner con't.



Thank you for your service to the field and to your dedication to DDEL. If you're interested in serving on these initiatives or contributing new ideas, please contact us at ddel.exceptionalchildren@gmail.com

Stay Strong,
Dr. Alta Joy Broughton

Root: Continue Systems that Work

- Executive Board met June 2 and September 1: Approved five award competitions for the CEC 100th Anniversary Convention
- Link to Award Descriptions: [Click Here](#)
- Link to Award Nominations: [Click Here](#)
- Transferred DDEL website to the CEC portal

Grow: Develop new Systems & Supports to DDEL Members

- **Enhance the VOICES Newsletter: Accomplished!** We are grateful for Okyoung Lim's dedicated service to the VOICES Newsletter. She has handed over the reins to MiIsha Reid... with her skills we are excited to unveil the newly refreshed format.
- **Increase participation and actions of committees: Ongoing;** new committee members needed. Get Involved and join a Committee! See the table below for the current committee initiatives.

Shine: Be Visible & Prepare for the Future

The DDEL Executive Board has an ongoing mission to:

- Renew the 5-year Strategic Plan by January 2022
- Prepare for DDEL's 30th Anniversary in 2023
- Continue the DDEL Critical Conversations Series with a 2022 season focused on conversations between CEC Divisions on the intersections of race, language, and disability.

DDEL Critical Conversations

Upcoming Critical Conversations

September 30th, 2021 5pm EST
Uncovering Segregation: How Disability, Race, & Language Become Tools of Exclusion

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.

Featuring
Dr. Adai Tefera, Dr. Melissa Cuba,
Dr. Rebecca Cruz, & Cady Landa

October 28th, 2021 5pm EST | *Assessing Our Awareness: Tools for Developing Teachers' Cultural Competence*

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.

Featuring
Drs. Elizabeth Harkins, Alta "Joy" Broughton, Kelly Carrero & Tammy Ellis-Robinson

Researcher Spotlight



Learn more about Dr. Cioè-Peña [here](#)

María Cioè-Peña, Ph.D. is a bilingual/biliterate neurodiverse researcher and assistant professor in the department of Educational Foundations at Montclair State University. Taking a sociolinguistic approach and stance, Dr. Cioè-Peña's work pushes and reimagines the boundaries of inclusive spaces for minoritized children (e.g., emergent bilingual learners with disabilities, Latinxs with disabilities, immigrants with disabilities). As such, she examines the intersections of disability, race, language, school-parent partnerships, and education policy. Much of this work happens through the unpacking and uncovering of how mothers of marginalized learners are affected by school-based decision-making (e.g., language allocation policies, special education and bilingual program placement).

Dr. Cioè-Peña's work also investigates how the assessment of language practices is influenced by both racism and ableism, which are deeply intertwined and work in service of white supremacy and anti-blackness. Through her research, Dr. Cioè-Peña also investigates how the racialization and pathologization of linguistic ability heavily influences the educational placements of marginalized learners and their subsequent opportunities to learn and attain traditional measures of success (e.g., High School diploma, employment, social inclusion).

Dr. Cioè-Peña's research is driven by innovative methodologies composed of traditional qualitative methods used in educational research as well as public health methods used to understand systemic issues. Through this work she has been able to identify (1) barriers to active parental engagement during individual education plan meetings; (2) how student racialization and pathologization influences mothers' abilities to advocate for their children; and (3), how English-monolingual placements for students negatively impact family dynamics in households where the primarily language of communication is a language other than English.

The study featured in "[Wanting to Leave, Needing to Stay](#)," is grounded in the fields of bilingual education, special education, family studies and critical race studies and has three aims. First, exploring how program placement decisions for emergent bilinguals labeled as disabled (EBLADs) are made, how they are communicated to mothers and the subsequent effects on the child and family. Secondly, this study investigated how decisions that are made within schools, centering academic achievement and English acquisition, impact mothers. Finally, this study offered opportunities to imagine ways forward by highlighting mother-suggested ways to create more equitable classroom and research practices. Most research relating to the educational experiences of marginalized learners, particularly those who are racialized and apathologized like EBLADs, is rooted in schools. However, Dr. Cioè-Peña's research centers the narratives and experiences of Latinx mothers, particularly those who identify as immigrants, members of mixed status families and users of languages other than English. All of the data featured in this study were collected outside of formal school spaces offering a glance into the family lives of students.

Dr. Cioè-Peña's research with mothers aims to shift the distribution of power to create a more equitable and inclusive educational experience for parents and children. This effort not only contributes to a diversity of perspectives within research but to fulfilling the promise of parents as partners set forth by the Individuals with Disabilities Education Act (IDEA).

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!

Like & Follow



Receive Biweekly Announcements with Job Postings, Upcoming Events & PD
<https://community.cec.sped.org/ddel/home>



Follow our events at CEC's 100th Convention!
https://twitter.com/DDEL_CEC



Participate in the conversation on our page
<https://www.facebook.com/DDEL.CEC>

MULTIPLE VOICES

Disability, Race, and Language Intersections in Special Education



Volume 20 Issue 2 Fall 2020

Editors

Kathleen King Thorius
Seena M. Skelton
Cristina Santamaria Graff



Indiana University School of Education
Indiana University-Purdue University Indianapolis

Next Issue Coming Up!

The next issue of Multiple Voices will be coming up in September 2021.

This issue will be the Spring/Summer 2021 Issue.

[Read more](#)

ATTENTION ALL WRITERS! ZOOM SESSIONS

The Research and Professional Issues Committee is hosting two quiet writing sessions. If you are struggling with finding time to write, this is a great opportunity to write in community with others. For questions please reach out to Mildred Boveda at mbb5694@psu.edu.



Writing Session 1 **SEPTEMBER 17TH**

Starting at 12:00 PM ET.
90 minute session

Meeting ID:
404 869 6355

ZOOM LINK

Writing Session 2 **SEPTEMBER 24TH**

Starting at 12:00 PM ET.
90 minute session

Meeting ID:
404 869 6355

ZOOM LINK



Research to Practice

EMERGING BILINGUALS' DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION: DO SPECIAL EDUCATORS' BELIEFS MATTER?

BY JENNIFER KAISER RICKARD, ED.D., CCC-SLP

A lengthy history of marginalization, oppression, and segregation for those whose native language is other than English persists today within the institution of American public education, in part by the disproportionate representation of emerging bilinguals (EBs) in special education. The enduring nature of EB disproportionality suggests the need for novel ways to examine and solve this tenacious problem. As a speech-language pathologist and then a special education administrator immersed in a doctoral program in Leadership for Educational Justice (University of Redlands), I was particularly interested in research that had strong implications for the on-the-ground work my colleagues and I faced daily.

As such, my doctoral study (Rickard, 2020) examined disproportionality through a lens of educational and social justice, and explored the ways in which special educators' attitudes and beliefs may increase the potential for over- or under-identification. Specifically, special educators' reliance on outdated and invalid methods to assess the learning skills of EBs continues to be problematic and calls into question the validity of their determinations of special education eligibility.

I utilized Q methodology for its unique suitability for studying human beliefs and behavior. Q is a hybrid methodology that discovers commonalities in attitudes across a group of participants.

This is a particularly robust method for informing practice; wise educational leaders might then create a differentiated action model designed for educators fitting each distinct profile revealed through the research.

My research with a small sampling of California school-based speech-language pathologists (SLPs) revealed 4 profiles. Participants in profile 1, Social Justice Warriors, are deeply concerned—to the point of conviction—regarding the just educational and social treatment of emerging bilinguals and of their correct identification for special education. They are reflective practitioners who use sophisticated social justice vocabulary and draw parallels between the current political climate and risk to school-age EBs. Participants in profile 2, Competent & Confident Professionals, are strongly supportive of multilingualism throughout public education and society at large for its wide-ranging social and intellectual benefits, although their perspective lacks the inexorable conviction and moral imperative toward educational justice for EBs which characterize Social Justice Warriors. Participants comprising the third profile, Dichotomous Believers/Maintainers of the Mainstream Modus Operandi, are less knowledgeable about best practices for the special education assessment of school-age EB children. They hold a largely pessimistic view of the general education instruction, supports, and services offered to EBs.

cont'd p.7

Research to Practice Con't.

They “talk the talk” of cultural competence and social justice yet fall prey to implicit deficit-thinking that can inhibit them from “walking the walk.” And finally, the participant unique to profile 4, the Parti Pris Pessimist, endorses several parti pris (biased) notions, does not feel a moral imperative to engage in unbiased assessment practices, and does not perceive social or professional pressure to ensure the law’s requirements in this respect are fulfilled.



Jennifer Kaiser Rickard, Ed.D., CCC-SLP

The CCEIS plan is a mandated step in our state-identified district’s roadmap to remedying its designation as “Significantly Disproportionate” in the proportion of Hispanic students identified with Specific Learning Disabilities (SLD). A cultural lens is applied at all four stages of the programmatic improvement process, and the perspectives illuminated in my doctoral study each carry a targeted remedy (e.g. varying PD themes, resource allocation, accountability measures, district policy revisions). It is my profound hope that a broader understanding the disproportionate representation of culturally and linguistically diverse students in special education can transform our district’s practices for good.

Study results shed new light on the association between special educators’ assessment practices and the issue of EB disproportionality, and suggested ways to enhance the ability of pre-service educators, professional development providers, and school administrators to create targeted remedies for the tenacious problem of EB disproportionality in special education. In my current role as Assistant Director of Special Education for the Pleasanton Unified School District in Northern California, I have integrated the knowledge gained from my study into our district’s Comprehensive Coordinated Early Intervening Services (CCEIS) plan.

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STATE CHAPTER HIGHLIGHTS

In May, leaders from state subdivisions and Unit presidents working on DDEL chapters in their states met to talk about the process and brainstorm ideas for future work together. From regional conferences, to spotlights on exemplary teachers, student chapters, and ideas for the Council for Exceptional Children’s 100th celebration, plans for future activities in the states are underway.

There is no additional cost to build a subdivision in your state. State subdivisions are a great way to build and work together. Please contact these subdivision presidents and organizers to get involved.

New York	Rene Parmar, President, parmarr@stjohns.edu
Nebraska	Anne Marie Boose, aboose@lps.org
Arkansas	Kimberly Davis, kimberleydavis@astate.edu
Colorado	Melinda Rossi, melindaarossi@gmail.com
California	Anna Villalobos, annamariévillalobos@gmail.com
Washington	Rebecca Ray, rray2@uw.edu

STATE PRESIDENTS IN THESE STATES ARE WORKING ON SUBDIVISIONS

Pennsylvania	Brooke Lylo, blylo@bloomu.edu
Illinois	E. Paula Crowley, epcrowl@ilstu.edu
Louisiana	Keita Wilson, krone1908@gmail.com

Contact membership chair, Tammy Ellis-Robinson tellis-robinson@albany.edu if you are interested in forming a subdivision in your state.

MEMBER HIGHLIGHTS

Welcome New Members!

Please welcome new and rejoining DDEL members. We are so pleased to have you join the Division of Culturally and Linguistically Diverse Exceptional Learners (DDEL) community and look forward to getting to know you better. We invite you to reach out and get involved with one of our committees.

Professional Development
Governmental Relations
Research and Professional Issues
Membership and Subdivisions

Descriptions of each of these are linked or visit our [website](#).

The Governmental Relations committee is accepting submissions for DDEL position statements. If you have an idea, or completed webinar, presentation, or paper that fits the DDEL mission, please submit to: <https://forms.gle/3EgU3iFvvYRTvNPb9>

NEW and RETURNING MEMBER HIGHLIGHT



Welcome Dr. Wendy Hite, Director of Special Services, at [Spartanburg District Five](#) in Indiana.

“Wendy Hite has dedicated her career to students with special needs, beginning as a cross-categorical resource teacher at St. Joseph’s High School in South Bend, IN in 1994. Years later, when she became a mother, her passion for that area of education grew even more. Hite’s youngest daughter is deaf, and she says the experience has shown her the true importance of serving students with disabilities. Hite earned her Bachelors of Science degree in Special Education at Indiana University, then later earned her Masters in Educational Administration from Boston College. She also holds her Ph.D. in Educational Leadership and Ed.S. degree in School Superintendency, both from Indiana State University.”

DDEL Government Relations Committee

EQUITY RECOMMENDATIONS FOR RE-OPENING SCHOOLS POST-COVID-19

SARAH SALINAS
ADAI TEFERA
BENJAMIN GALLEGOS
DOSUN KO

The dual pandemics in the US make clear that we have what US National Youth Poet Laureate, Amanda Gorman, powerfully described as an opportunity to move beyond what “just is” toward “justice.” Indeed, racial injustice and COVID-19 have made explicit the inequality nondominant communities have experienced for centuries. What these twin pandemics also make clear is that the public has a responsibility to recreate a society beyond what it was before and toward what it can be. However, many special and inclusive education practitioners, researchers, parents, and advocacy communities remain concerned about what will happen once schools re-open. The purpose of this policy brief is to present four key recommendations that we have identified with a focus on students with disabilities (SWD), particularly for culturally and linguistically diverse exceptional learners (CLDE).

Recommendation 1: Address the Digital Divide

The inequities CLDE have endured in the educational digital spaces existed before the pandemic but were on full display during the shift to remote learning. The issues many students, families, educators, and communities faced during the pandemic included lack of access to digital devices that were accessible for all learners and educators’ and inadequate training centering teaching and learning practices in digital spaces. At the same time, it is important that policymakers, stakeholders, and other decision-makers recognize how students, families, communities, and schools have shown their resiliency and ingenuity in the time of crisis in remote learning spaces.

With schools re-opening to face-to-face settings it is important to invest in the infrastructure of supporting digital spaces that are accessible for all learners (e.g., devices, connectivity at home, digital platforms and websites, supporting parent/guardian/care-taker with creating learning spaces at home), teacher preparation programming course(s) focused on learning in digital spaces, reaching out to, focusing on, and supporting students who were unable to consistently attend school during remote learning, and examine how digital spaces may serve as an advantageous learning spaces in face-to-face classroom settings (e.g., blended learning).

Recommendation 2: Assess Students’ Learning and Social/Emotional Needs

Focusing on both students’ academic and social/emotional needs will be integral to the re-opening of schools. An important initial step will be to understand students’, teachers’, and staff social and emotional wellbeing. Specifically, to support CLDE learners, it is essential that schools use culturally responsive social and emotional learning (SEL) models. These practices should be responsive to students’ contexts and draw on culturally responsive practices, so students learn to view their own cultural and linguistic practices as assets that help them develop not just academically but holistically. In this sense, students’ cultural practices can be leveraged as pedagogical resources to increase learning opportunities and ensure educational progress for CLDE. In addition, authentic formative assessments are needed for students that includes feedback with rich, detailed information rather than over-simplified test scores.

cont'd p.11

Importantly, because learning is a social and cultural process, school leaders and educators need to realize that assessing students' learning and social/emotional needs should not be done in isolation. Rather, there should be explicit attention to assessing and addressing students' learning, social and emotional needs, particularly for CLDE.

Recommendation 3: Establish Community Partnerships and Wraparound Services

The COVID-19 crisis and its disrupting fallout (e.g., social isolation, economic hardship) demand school districts and schools expand alliances with community partners to offer holistic, wraparound services for students and families from vulnerable communities. As schools reopen, districts and schools need to take critical roles in expanding mutual, reciprocal partnerships with community partners (e.g., nonprofit organizations and government agencies) to identify the needs of CLDE and their families and develop customized support beyond a one-size-fits-all approach. In addition to offering high-quality school-based specially designed instruction, schools can identify and coordinate community resources, including academic enrichment, technological access, trauma-informed care, nutrition support, housing assistance, and physical/mental health care for CLDE and their families. To establish wraparound services for CLDE, schools need to invite community partners and treat them as equal partners in coordinating, integrating, and deploying community-based supports and services. Schools and community partners can work together to collect data on the basic needs of CLDE and their families, map out community-wide resources, and match identified resources with students' and families' needs. Schools and districts also need to establish multimodal communication tools to reach out to families and community members. In-person home visits, phone calls, text messages, emails, and surveys can be effective communication tools to obtain families' feedback in developing school reopening plans and empower families to make their voices heard in the school decision-making process.

Recommendation 4: Ensure Strategic Investments and Equitable School Funding

It is critical that states and local school districts thoughtfully consider how to spend the approximately \$2.6 billion that will be dedicated to supporting all students with disabilities, including CLDE through the American Rescue Plan. Strategic investments in training both general and special education teachers on how to provide academic and emotional supports to students with disabilities are essential. This might include, for example, sustained and collaborative learning opportunities for all teachers on strategies to support and expand the learning of all students, including racially and linguistically diverse learners with disabilities. Investments are also needed in developing and implementing culturally and linguistically sustaining curriculum and instruction that values students' cultures, knowledges, and linguistic assets. States also have the opportunity to re-imagine funding formulas by creating more equitable school funding and resources across school districts similar to what California and Rhode Island have done.

CHILDREN'S ACTION NETWORK & GOVERNMENT RELATIONS COMMITTEE

Federal Policy Updates

UPDATE #1

Juneteenth is Now a Federal Holiday

On June 17th, President Biden signed a bill making June 19th a federal holiday commemorating the end of slavery in the United States. Although the Emancipation Proclamation was signed in 1863 and called for the end of slavery in confederate states, it took two and half years for those who were enslaved in Texas to be freed. This holiday is a long time coming. Happy Juneteenth!

[READ MORE](#)

UPDATE #2

Protecting Our Students in School Act was Reintroduced

Congressman McEachin (D-VA), Congresswoman Bonamici (D-OR), and Senator Murphy (D-CT) have re-introduced the Protecting our Students in Schools Act prohibiting corporal punishment. Corporal punishment disproportionately affects students of color, with negative physical, emotional, and academic consequences as a result of this outdated form of discipline that lacks evidence and race-consciousness.

[READ MORE](#)

UPDATE #3

Call to Public to Submit Comments on Discipline

The U.S. Department of Education, Office for Civil Rights issued a request for information asking the public to submit written comments on school discipline in schools. Information provided through the comments will be used to guide policy, technical assistance, and other resources regarding discipline, school climate, and safety, including racial disparities in school discipline. The public can still provide comments.

[READ MORE](#)

UPDATE #4

Keeping All Students Safe Act was Reintroduced

Members of both the House of Representatives and Senate have re-introduced a bill prohibiting the seclusion of students and the use of restraints that are dangerous to students' health (e.g., restraint that restricts student breathing). In 2017-18, the Office of Civil Rights Data Collection revealed that 78% of students who were secluded or restrained were students with disabilities, a disproportionate number of whom were Black boys with disabilities.

[READ MORE](#)

UPDATE #5

Catherine Lahmon is the New Nominee for Office of Civil Rights

Secretary of Education, Miguel Cardona, nominated Catherine Lahmon for Assistant Secretary of the Office of Civil Rights at the U.S. Department of Education. Catherine Lahmon is currently Deputy Assistant to the President and Deputy Director of the Domestic Policy Council for Racial Justice and Equity.

[READ MORE](#)

KEY ORGANIZATIONS ADVOCATING FOR EQUITY AT NATIONAL & LOCAL LEVELS

UCLA Civil Rights Project Published Report on Racial Inequities Facing Students with Disabilities

This three-part report published by the UCLA Civil Rights Project outlines the need for states and school districts to do a better job of meeting the needs of students with disabilities, including providing mental health services, behavioral supports, and educational supports that are provided by well qualified teachers and staff.

Recommendations include offering supports and services that ensure a free appropriate public education (FAPE), especially for students of color with disabilities in a post-COVID-19 context.

[READ MORE](#)

**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.

Submit



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.

Submit



Research Spotlight

featuring studies related to CLD learners.

Submit

**PLEASE EMAIL A SUMMARY UP TO 500 WORDS TO THE
NEWSLETTER EDITOR MIISHA REID,
MJR91@PITT.EDU**

CEC 2022 CONVENTION & EXPO



Have you registered yet?

"The CEC 2022 Convention & Expo will be presented as a hybrid event with both in-person and virtual opportunities. The in-person event will be held at the Orlando World Center and will include new interactive programming, an upgraded Technology Playground, and several events to celebrate CEC's 100th Anniversary.

The in-person event will be held Jan. 16-19, 2022, and the virtual component will be held Feb. 1-4, 2022."

[**LEARN MORE**](#) ►