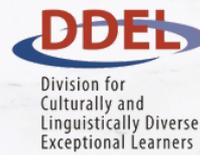


DDEL Voices



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President's Corner

Dear DDEL Members,

I truly feel honored to serve as your president for 2022. I have spent the last two years on the board moving from Vice President to President-Elect and now President, and I am grateful that you have entrusted me with the (ever- changing and shifting!) responsibilities of the presential role. It was also great seeing many of you at the CEC Convention in Orlando a few weeks ago. For those who did not attend, I hope to see you next year at the convention in Louisville.

This division holds a special place for me, given its focus on students who come from diverse backgrounds in terms of their race, ethnicity, home language, and dialect. My own personal ethn racial and gender identity, as well as my memories of being a special education teacher, has sensitized me to the needs of the students our division focuses its efforts on supporting. When I was a special education teacher, I always knew that, despite what was going on in my students' homes and communities, that they had as much desire and ability to learn as any other student.

cont. p.2

President's Corner cont.



From Left to Right Christopher, Casey, Gabrielle, & Ariel Cormier
Disneyland Paris, France
December 25, 2021

I often saw how other teachers and even administrators overlooked their exceptional abilities. Yet these students persisted even as they recognized as well as I did the hidden message of the placement of their classes in remote parts of the campus: the administration, and by extension, their school, had no concern for their learning or welfare and failed to recognize their value. I knew that if given the right tools they would succeed beyond their own wildest dreams.

I was one of those children. I spent most of my life raised by a grandmother as a result of a challenging home environment—a grandmother who had not graduated from high school but who nonetheless became my greatest inspiration and supporter and pushed me to excel academically. I know what it's like to have parents who use illegal drugs and who are incarcerated. I also am aware that we should be giving these students our best—our most qualified and dedicated educators and our greatest accommodation for those who have disabilities and proper classification and placement for those who do not. I also know what it's like to be a parent whose children have to face racism in the school setting. My 11-year-old twin daughters, Gabrielle and Casey, are Black girls who are fluent in Spanish and learning Mandarin and American Sign Language. Yet they face racist stereotypes and assumptions about their abilities.

My wife of 15 years, Ariel, grew up in the Watts neighborhood of Los Angeles during a time of increased violence as well as political and social unrest but is now a successful finance professional. Like my own story, hers is a reminder to us and to our daughters of what is possible, and that even in our family we all have our hills to climb. Thus, I will never lose sight of the students DDEL's mission is centered around. When I say I am honored to be your president I mean that I am honored to serve those students as well as each of you.

As president, I have set up a list of goals that I have in mind to make DDEL an even stronger division. First, I am working on having research to practice briefs by leading scholars in education. These briefs will help practitioners as well as preservice teachers to understand the complexities of working with minoritized students with disabilities as well as those who have linguistic differences. I am pleased to announce that one of the leading scholars in special education and DDEL member – and one of my mentors, [Alfredo Artiles](#), will write our first research to practitioner brief. I truly am thankful to him to taking time out of his busy schedule to support our division and his continued effort to strengthen the field. Also, on the horizon this year I have developed several seminars for our student members and the executive board will complete our 5-year strategic plan. My vision for DDEL also calls for increased membership and revenue as well as subscribers to our journal *Multiple Voices*.

I can't do any of this alone, so I ask for five minutes of your time. If you are affiliated with an institution of higher education in any way, please send an email to your librarian and ask them to subscribe to *Multiple Voices*. You can send them this [link](#). Next, if you have Amazon Prime sign up for [Amazon Smile](#) where Amazon will give 0.5% back of your purchases to DDEL. When you sign in just search for DDEL. Also make sure that you also turn on the Smile feature in the Amazon app if, like me, you shop on Amazon through your mobile phone. Directions for the app can be found [here](#) as you must have Amazon Smile turned on in the app for DDEL to get a percentage.

cont. p.3

President's Corner cont.

We also will be having a membership campaign where, for the next two weeks, new members can get half off their DDEL membership. Please share the flyer on page 13 with your network. Given this time of increased interest in racial diversity, I believe that all members of CEC should be members of DDEL. Also, please consider getting involved with one of our committees! You can look up a description of each of these committees and then send an email to the chair of the [committee](#) that interests you to find out meeting times.

In keeping with our focus on Black History Month, I am overjoyed that we are highlighting Black male teachers in this newsletter. As a former special education teacher and a Black man, I know the struggles that come along with this position. For years policy makers, districts, and even scholars have sought to recruit more Black men into U.S. classrooms. The underlying logic of these efforts has been that we need Black men in schools to serve in roles like cultural brokers for Black kids, disciplinarians, and father figures. Like several other scholars I find this narrative severely problematic. It reflects a deficit narrative that has trapped these men in what I call "[glass classrooms](#)." They are hypervisible to those who want them to take on these role, but not valued as competent teachers with real insight about curricula and teaching, as I have highlighted in a recent [commentary](#). The Black male teacher brings so much more to schools than their stature or perceived ability to be the "Black Child Whisperer." Burdening them with tasks White teachers find inconvenient, such as discipline, while failing to value their intelligence and expertise as educators has had predictable impacts on their morale and persistence in the profession. Certainly, such burdens played a role in my own trajectory. It's well past time to ring the alarm about the racism Black male teachers face generally as well as the severe neglect of Black male special education teachers in the [literature](#).

At the same time, there are reasons for optimism, and I find it in all of you. Despite several years of socially distanced teaching, learning, and working due to the COVID-19 pandemic, we all have remained true to our passion to educate culturally and linguistically diverse exceptional learners and to support those who teach them.

DDEL has done this through webinars and the scholarship in our journal *Multiple Voices* and more is on the horizon. I know that together we can make this the year of increase for DDEL: increased membership, increased revenue, increased *Multiple Voices* subscribers, and increased involvement from each of you as members. Together, I believe, we can make real change for students throughout the country better yet throughout the globe through our dedication and our passion. Thank you all.

Christopher J. Cormier, PhD

President, Division of Culturally and Linguistically
Diverse Exceptional Learners (DDEL),
Council for Exceptional Children

Mission, Vision, and Core Values

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.

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, equity, and inclusiveness

Stay Connected!

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

MULTIPLE VOICES



Disability, Race, and Language Intersections in Special Education

One of the many benefits of your DDEL membership is your *Multiple Voices* journal subscription.

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Cristina Santamaría Graff, PhD
Seena M. Skelton, PhD

Managing Editor

M. Nickie Coomer, PhD

Journal Announcement:

For Author Guidelines and Submission Information Visit:

<https://meridian.allenpress.com/DocumentLibrary/DDEL/Author-Guidelines-7-09-20.pdf>

Multiple Voices: Disability, Race, and Language Intersections in Special Education Editors' Note

A new issue is coming soon! The Fall/Winter issue of *Multiple Voices (MV)* issue is coming out this month. This issue we feature four articles focused on disrupting normative assumptions, policies, practices, and structures that create barriers to realizing equitable, inclusive schools starting with the article *Inclusion of Students with Autism in a Dual Immersion Program: A Case Study* by Diana Baker, Hyejung Kim, Emma Hardee, Katherine Percoski, Sophie Ritter, and Kelly M. Carrero who examine the impact of dual language instruction for students with significant language- and communication-related disabilities. The second article by authors Tanushree Sarkar and Anjali J. Forber-Pratt, titled *Examining Inclusive Education Research in India with a Focus on Teachers: A Systematic Scoping Review* conduct a comprehensive literature review examining how inclusive education is taken up in research conducted in India. In the article *English Learners with Significant Cognitive Disabilities: Reflecting on Diverse Needs and A Call to Advance Effective Practice* authors Christopher Rivera, Alba Ortiz, Laurene Christensen, and James Mitchell discuss how English learners with significant cognitive disabilities have often been left out of inquiry related to examining the inequitable schooling opportunities experienced by students with disabilities. We conclude the issue with authors Alexis Padilla, Pamela Vasile, Kamil, and Paulo Tan challenging readers to (re) conceptualize what it means to listen as an act of consciousness formation in their essay *Exploring the Nexus Between Listening for, Listening with, and Archetypical Modes of Consciousness Formation: The Case of Relational Inclusive Education Situatedness*.

Keep a look out in your mailboxes for this powerful issue.

Stay connected via social media. Stay up to date on Multiple Voices activities by following the journal on social media. Each month journal editors highlight a consulting editor or reviewer who are critical to the publishing of *Multiple Voices*. This month, the journal highlights Dr. Morris Council. Read about Dr. Council's research area and interest on the journal's Facebook page www.facebook.com/multiplevoicesjournal.

Join the online community, currently, there are over 547 individuals who have liked the page and their 548 followers on Facebook. If prefer tweets over posts, follow us on Twitter at [Twitter@MVJourn](https://twitter.com/MVJourn) and join over 93 Twitter followers.

MV events coming this Spring

Journal Talks: If you missed the MV journal talk at CEC, do not worry. You will find us at AERA.

This spring the editors will be hosting a Facebook Live event, stay tuned for information about this event coming soon.

Voices from the Field



Shannon Garrett

My name is Shannon Garrett, I am originally from Berkeley California, but have been living and working in Stockton, California for ten years. I am currently in my second year as a special education resource specialist at TEAM charter school in educating 4-8th grade students. I am a recent graduate from the University of the Pacific in 2021 with a master's of education with a concentration in special education.

The journey of a Black educator is one that is both rewarding and lonely. It requires the teacher to be comfortable being uncomfortable. This phrase, in my opinion, exemplifies what special education students must do to succeed in a general education classroom. It is also a feature of the Black experience in education.

In the learning environment, special education students are confronted with the fact that they learn differently than other students, which can be uncomfortable at times. In the same way, being the only black male face as a student at a university or at a school as a teacher

can be very uncomfortable, especially when sharing personal perspectives with others in meetings or in the classroom. But I believe this unique parallel allows me to understand exactly how uncomfortable some of my special education students feel in their general education classes.

This experience, coupled with the reality that more than 60 percent of students in special education classrooms in California are from minoritized backgrounds, allows me to relate culturally on a different level than other educators will ever be able to. As a new teacher I am still learning the proper techniques that are most effective for teaching. As a result, many of my resource classroom teaching sessions are prefaced by me telling students that I believe in them and how well they are progressing on their goals. It is my opinion that this message is received differently coming from a face that resembles their own as they trust and relate to the messenger on a deeper level. Ultimately, the discomfort I experienced throughout my own academic journey, which I initially thought was a disadvantage, turns out to be an advantage. It is one that I will carry with me in my career as I continue to relate to special needs students from diverse backgrounds.

STATE CHAPTER HIGHLIGHTS

State subdivisions are a great way to build and work together. 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. We meet at least twice a year to share plans, ideas and strategies.

The next meeting May 11, 2022 at 6 PM EST

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, annamariavillalobos@gmail.com
Washington	Rebecca Ray, rray2@uw.edu
Virginia	Mary Margaret Hughes, mmh2y@virginia.edu
Illinois	Wendy Gonzales, wendygonzales2828@gmail.com
Michigan	Precios Armstrong, precios.armstrong@jcisd.org

STATE PRESIDENTS IN THESE STATES ARE WORKING ON SUBDIVISIONS

Pennsylvania	Brooke Lylo, blylo@bloomu.edu
Louisiana	Keita Wilson, kronel908@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
Publications

NEW and RETURNING MEMBER HIGHLIGHT



Jocelyn Belden, DDEL Webmaster

Jocelyn Belden graduated with her BS in Elementary education and her MEd in Special Education. Currently, she is studying for her PhD in Students with Exceptionalities at Georgia State University (GSU) in the Learning Sciences department. Jocelyn has taught in education for 13 years, and the past four years at GSU, she supervises students in their student teaching practicum. Her research interest involves equitable learning and teaching of culturally and linguistically diverse learners in special education. Furthermore, her research has also led her to advance her knowledge of social justice, teacher certification requirements, and professional development for teaching culturally and linguistically diverse learners in special education.

NEW and RETURNING MEMBER HIGHLIGHT



MiIsha Reid, DDEL Newsletter Editor

MiIsha Reid, MEd, is currently a 4th year doctoral student studying Urban Education and Special Education at the University of Pittsburgh. Prior to pursuing her PhD, MiIsha served as a second-grade teacher for three years in the Pittsburgh area. Her research addresses racial disparities in school disciplinary practices and the applications of culturally (responsive) sustaining practices with classroom management. She is currently examining the impact of culturally (responsive) sustaining pedagogical training on novice special education teachers positive and negative interactions with students in urban schools. MiIsha is eager to actively participate in DDEL as the Newsletter Editor and be in community with other scholars focused on social justice and equity.



amazon smile



project 20/20
Creating a vision of Diversity, Equity and Inclusion in all of CEC

"We pledge to uphold the vision of diversity, equity, and inclusion, and to support all of our members, volunteers, and staff as well as the infants, toddlers, and students with exceptionalities and families we serve, especially those differentially impacted by systemic racism."

More information about taking the pledge and getting involved in Project 2020 below.
<https://exceptionalchildren.org/get-involved/engage/project2020>

introduction of NEW DDEL EXECUTIVE BOARD MEMBERS

The 2022 CEC DDEL Executive Board election results are in! We are excited to welcome our new Executive Board members. Their commitment to serve will enrich DDEL's ability to meet our mission to advance knowledge, practice, and policy to elevate the needs of culturally and linguistically diverse exceptional learners.



Dosun Ko
President-Elect



Camille Byrd O'Quin
Vice President



Belkis Choiseul-Praslin
Secretary



Latasha Schraeder
Treasurer

Committee Chairs



Endia Lindo
Professional Development



Allison Gunter
Research and Professional
Issues



Sean McDonald
Co-Student Representative



Dana Page
Co-Student Representative

CHILDREN'S ACTION NETWORK & GOVERNMENT RELATIONS COMMITTEE

Federal Policy Updates

UPDATE #1

Honoring Black History Month: Teaching the Complete History

Honor Black History this month by going “beyond trauma and struggle to examine the liberation, civic engagement, creativity and intersecting identities of Black people during Black History Month.”¹

[READ MORE](#) ▶

UPDATE #2

43rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2021

The U.S. Department of Education released their 43rd annual report to congress on the implementation of the Individuals with Disabilities Education Act (IDEA). The key national findings are reported from the 2018-2019 school year.

[READ MORE](#) ▶

UPDATE #3

Investing in Preschool, A Joint Economic Committee Brief

The Joint Economic Committee released a brief on the importance of investing in universal preschool. They reported the outcomes of investments having close to 9 times the return on investment with positive impacts in social and economic outlooks when 3 and 4-year old's have access and attend universal preschools programs.

[READ MORE](#) ▶

UPDATE #4

U.S. Department of Education's Office for Civil Rights Solicits Public Input on Civil Rights Data Collection for 2021-2022 School Year

OCR plans to introduce new data categories, including those related to educational experiences related to COVID and restore key data categories from previous collections. Be sure to write a comment for additional data you think is critical to the civil rights of students with disabilities. You can include your comments here.

[READ MORE](#) ▶

KEY REPORT # 1

Solving Teacher Shortages

The Learning Policy Institute released a report that discusses the education system at a staffing shortage crisis and details a recent survey report on close to half of recently surveyed teachers reporting they have considered leaving their teaching positions. In another survey they discuss, 64% of teachers who recently left the teaching profession stated salaries were not worth the amount of work and stress they endured. Certain states have responded and increased teachers' pay to retain teachers, like Alabama and New Mexico.

[READ MORE](#) ▶

KEY REPORT # 2

Schools Have Been Illegally Removing Students with Disabilities

The National Disability Rights Network released a report on schools that have been illegally removing students with disabilities from schools through informal removal. The report includes historical shortcomings and current practices that have negatively resulted in the illegal removal of students with disabilities based on their behaviors. The report concludes with a call to action with recommendations and guidance on addressing illegally removing students with disabilities through informal removal.

[READ MORE](#) ▶

¹ Dillard, C. (2020, January 29). Black history: Teaching the complete history. Learning for Justice. <https://www.learningforjustice.org/magazine/black-history-month-teaching-the-complete-history>

1/2 OFF MEMBERSHIP



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Disability, Race, and Language Intersections in Special Education

***Can only be used once per contact,
once per shopping cart, and cannot be combined
with other promotion codes.
Cannot be used for CEC individual membership,
merchandise, bookstore items,
webinars, group membership(s), and/or other promotional products,
services, or items.**

CEC 2022 Convention

DDEL Paint and Sip Photos

Orlando, Florida



**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 culturally and linguistically diverse learners.

[**Submit**](#)

Please use the links above to submit your contribution of up to 500 words to the newsletter editor