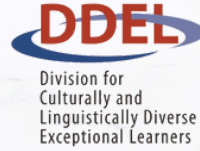


DDEL Voices



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President's Corner



**CAMILLE BYRD O'QUIN
DDEL PRESIDENT**

Greetings DDEL Members,

I'm excited and honored to step into the role of President of DDEL. The opportunity to meet or reconnect with so many of you at the 2024 CEC Convention in San Antonio was a delight. DDEL's presence was strongly felt, offering a host of engaging and insightful sessions. One standout was the DDEL Showcase "Scholars of Color Advancing Racial, Linguistic, and Disability Justice," spotlighting the monumental work of scholars of color in the inclusive/special education field. This panel featured amazing contributions from Drs. Mildred Boveda, Audrey M. Sorrells, Julie Esparza Brown, and Joy Banks.

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We also celebrated the installation of both new and returning members to DDEL's executive board at the 2024 CEC Convention. A heartfelt thank you to everyone continuing to serve on our executive board, and a warm welcome to our newest board members: Dr. Conrad Oh-Young, Webmaster; Ms. Kelley Taksier, Student Representative; and Drs. Nickie Coomer, Chelsea Stinson, and Paulo Tan, Multiple Voices Journal Editors. Our gratitude also extends to the executive board members transitioning out, for their incredible service to DDEL: Drs. Christopher Cormier, Belkis Choiseul-Praslin, Kathleen King Thorius, Seena Skelton, and Latasha Schraeder.

A special acknowledgement to Dr. Christopher Cormier, our outgoing Immediate Past President, for his four years of service on DDEL's executive board. Under his leadership, we saw remarkable initiatives and advancements, including a special publication for TEACHING Exceptional Children focusing on minoritized twice exceptional students and an increase in institutional subscribers for Multiple Voices. Also, a special thank you to the exceptional leadership of Dr. Dosun Ko, our Immediate Past President, whose notable achievements include the publication of two Multiple Voices issues with 11 manuscripts and guidance in finding and transitioning to new editors for the journal.

My vision is to build upon this legacy, driving DDEL forward in 2024, nurturing a vibrant community that elevates scholars, leaders, and practitioners dedicated to the progression of students with intersecting vulnerabilities. Our goal is to make DDEL a cornerstone for educators, offering resources for the development and implementation of culturally responsive practices and guidelines that foster culturally sustaining pedagogy. Excitingly, we're already taking a big leap towards sustainability and accessibility with the Multiple Voices Journal transitioning to online-only issues. This forward-thinking transition facilitates a seamless access to our wealth of content while aligning with our dedication to environmental stewardship and your convenience.

I'm eager to embark on this journey this year with all of you, striving to elevate DDEL's mission to enhance the education and life quality for individuals with exceptionalities from diverse backgrounds. I encourage you to dive into this issue of VOICES, where you'll find numerous ways to engage and contribute to our collective efforts. Looking forward to an incredible year ahead, full of progress, learning, and shared successes.

All the best,
Camille Byrd O'Quin, Ed.D., CCC-SLP/L
President, DDEL
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Immediate Past President

AMPLIFYING DDEL'S VOICE TO RESIST INTERSECTIONAL MARGINALIZATION

Dosun Ko

As the Immediate Past President of the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), I wish to reaffirm our unwavering commitment to challenging and disrupting the discriminatory and inappropriate use of exclusionary disciplines, restraint, and seclusion in our schools. Research has consistently shown that students with disabilities are disproportionately subjected to these exclusionary and punitive practices compared to their non-disabled peers. Notably, Black students with disabilities are disproportionately affected by these dehumanizing practices.

The misuse of exclusionary disciplines, restraint, and seclusion, particularly for students with disabilities who exhibit behavioral challenges, can often serve as a tool of exclusion. These practices not only potentially violate the human rights of students with disabilities but also leave a lasting and profound impact on their lives. Such punitive practices infringe upon the educational rights guaranteed to students with disabilities under the Free and Appropriate Public Education provision of the Individuals with Disabilities Education Act. Furthermore, the employment of exclusionary practices can deprive these students of essential opportunities to learn, including access to the general curriculum and necessary special education and related services.

It is critical to acknowledge that both physical and mechanical restraints, which aim to immobilize a student's movement, may result in discrimination against students with disabilities. This can cause irreparable traumatic experiences. Exclusionary school discipline and involuntary isolation of a student, aimed at managing students with disabilities' challenging behaviors, not only disrupts their educational participation and progress but may also exacerbate or create new behavioral issues. The misuse of exclusionary school discipline, seclusion, and restraints signals a systemic failure within our educational system. This includes a lack of educators skilled in de-escalation techniques, culturally responsive positive behavioral supports, inadequately designed Individualized Education Programs to address the unique behavioral needs of students with disabilities, and a punitive and exclusionary school culture.

This issue delves into multiple viewpoints on the use of exclusionary practices for students with disabilities, with a special emphasis on the detrimental effects these practices have on students of color with disabilities. It offers thoughtful insights and reflections on the suitability of current support frameworks and presents collaborative strategies aimed at preventing the inappropriate use of school discipline, seclusion and restraint.

cont. p.4

Our goal with this issue is to create a platform that fosters collective reimagining towards inclusive, culturally responsive, positive and preventative approaches to better support students with disabilities.

I am deeply grateful to each contributor to this issue of the DDEL newsletter for sharing their invaluable insights and perspectives on this critical issue. At DDEL, we remain committed to combatting any discriminatory practices, programs, procedures, and policies that undermine equity, inclusion, access, and justice for all learners, notably those with intersectional identities.



Dosun Ko, PhD
Immediate Past President (DDEL)

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

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Website:
<https://multiplevoicesjournal.org/>

Welcome to our incoming editors !

Dr. Nickie Coomer
Dr. Chelsea Stinson
Dr. Paulo Tan

Thank you to our outgoing editors!

Dr. Kathleen King Thorius
Dr. Seena Skelton
Dr. Cristina Santamaria Graff

Journal Announcement: [Multiple Voices Journal Goes Green!](#)

We're thrilled to announce that the Multiple Voices Journal is transitioning to online-only issues, starting now! By going green, we're committing to sustainability and making it easier for you to access journal content anytime and anywhere. As a current journal subscriber, you will be able to log into the site to explore past and future issues at your convenience. Thank you for joining us in this eco-friendly journey! Stay tuned for more online content and updates.

Voices from the Field

EXCLUDED AND UNHEARD MY REFLECTIONS ON DISCIPLINARY PRACTICES

Suman Rath

Introduction

As I started my schooling, I remember how I felt. It was so new, the sounds and smells were different, and my feelings were mixed, slightly nervous while remaining expectant. I later found out that this was a project to which my parents contributed significantly. At eight years old, the unfamiliar environment was filled with novel sensations and experiences. However, this journey, initially filled with hope, soon exposed me to various forms of exclusion, not only due to my visual impairment but also due to my proactive approach to learning. This account critically examines the exclusion I faced, highlighting its reflection of broader institutional patterns that are also evident in educational systems globally, including in the United States.

Exclusionary practices within a special setting

The school, intended as a nurturing space, often felt restrictive. My attempts to engage more deeply with my lessons or seek further clarifications were met with subtle discouragement, favoring passive compliance over active exploration. This approach seemed to reflect a wider societal tendency to prioritize uniformity over individuality and diversity (Erevelles, 2000).

In areas like physical education and extracurricular activities, where I hoped to find inclusivity and freedom, I frequently encountered barriers. The protective measures, though well-intentioned, perpetuated the notion of disability as a condition to be managed, rather than a unique aspect of individual diversity (Davis, 2013).

Often, I was disciplined for small infractions. This meant that if I talked too much in class, I was sent out to stand outside the room or in a different part of the building all together. Sometimes, if I asked too many questions or made mistakes in class, I was excluded from all other activities throughout the day. I remember one instance where I was excited because I knew the answer to a history question. We were studying the history of how fishes appeared in the oceans. For showing this excitement, I was punished by being sent to a room where the door was kept closed and I was in isolation.

cont. p.7

Transitioning to Inclusive Settings

The enactment of the Persons with Disability Act of 1995 in India was as transformative as the Education for All Handicapped Act of 1975. The law marked a significant transition to more inclusive educational environments. However, this promise of diversity and inclusion was not fully realized in practice. My efforts to actively participate in classroom discussions and collaborative projects were often viewed as burdensome, exacerbating my sense of isolation (Connor, Gabel, Gallagher, & Morton, 2008). This feeling of exclusion extended beyond academic activities, affecting all aspects of school life and challenging the very notion of inclusivity that these settings aimed to uphold.

For instance, I faced similar exclusionary practices in this particular setting as I did in the previous institution. What other kids could do and get away with landed me in trouble. For example, I remember talking to a child who I considered my friend and I was made to move to a corner of the classroom and sit by myself for the rest of the day. I was not allowed to interact with any other children.

Reflecting on Institutional Patterns

A critical reflection on these experiences, through the lens of institutional theory, reveals a tendency for educational institutions to replicate broader societal norms, leading to uniform exclusionary practices (DiMaggio & Powell, 1983). This mimetic behavior is not unique to India but is also observed in educational systems worldwide, including in the United States, where despite progressive legislation like the Americans with Disabilities Act, similar challenges persist.

Charting a Course Forward

Addressing these deep-seated barriers necessitates a critical reassessment of what true educational inclusivity entails. It calls for a shift beyond mere accessibility and academic accommodations towards an environment that genuinely values and encourages every student's participation (Artiles, Kozleski, Dorn, & Christensen, 2010).

Conclusion

My journey through the educational landscape, characterized by critical challenges of exclusion, mirrors broader systemic issues that extend beyond geographic boundaries. It underscores the critical need for a paradigm shift in educational policy and practice towards a model that genuinely celebrates diversity and fosters a sense of belonging for every student. As we navigate this path, it is crucial to create an inclusive space where every student is empowered to thrive.

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DON'T JUST STAND THERE—DO SOMETHING: A CALL TO INTERVENE DURING INCIDENTS OF RESTRAINT AND SECLUSION IN SCHOOL

CONTRIBUTED BY:

William A. Proffitt

On May 25, 2020, during the height of the COVID-19 pandemic, 17-year-old Darnella Frazier pulled out her cellphone and risked life and liberty to record one of the most notorious murders of the 21st century: the murder of George Perry Floyd Jr. (Nieto del Rio, 2021). Mr. Floyd, like many middle-aged Black American men, died at the hands of police while managing several chronic conditions, including high blood pressure and heart disease, which made him particularly vulnerable during the police encounter (Bogel-Burroughs, 2021). Darnella Frazier's courageous act brought the world face-to-face with the ongoing reality of police brutality against Black people with and without disabilities in the United States (U.S.). Frazier's bravery also led to the indictment and conviction of the four officers responsible for killing Mr. Floyd and helped reignite global protests against police brutality.

At the heart of this tragedy lay issues of restraint and intervention. Derek Chauvin, a White field training officer, detained and restrained a handcuffed Mr. Floyd in the prone position after a store clerk called the cops on Mr. Floyd for allegedly using a counterfeit \$20 bill. Two other officers helped Chauvin restrain Mr. Floyd while another officer barred bystanders from intervening. Chauvin knelt on Mr. Floyd's neck for over nine minutes until Mr. Floyd could no longer breathe and his heart gave out. Many of those witnessing the horror, including Ms. Frazier, shouted in vain at Chauvin and the other officers to free Mr. Floyd and provide him with medical assistance. Although the bystanders' pleas were ignored and they could not save Mr. Floyd's life, their attempts to intervene did not go unnoticed. History will remember their actions.

The actions of Darnella Frazier and her fellow bystanders and the officers who refused to thwart Derek Chauvin teach us that during times of crises, we all have the potential to be implicated—morally, ethically, and sometimes legally. Further, choosing to do nothing is as much a decision as choosing to intervene. Either choice can help bring about life-changing (or life-ending) results. While most people go their entire lives never needing to make such consequential decisions, some must weigh their options in crisis situations on a more frequent basis, even if they are unaware of the gravity of those situations. This is especially true for educators and all other school staff (e.g., librarians, counselors, paraprofessionals, and cafeteria workers) who are tasked with supporting the learning and development of children with and without disability labels. Across the U.S., students with and without disability labels are regularly subjected to seclusion and restraint akin to the restraint police officers used to subdue George Floyd. While the decision to intervene in these cases should weigh heavily on the minds of staff, too often, adults in the building show few signs of an intent to intervene when watching their colleagues restrain and seclude powerless children. In many cases, no one intervenes. Now is the time for change.

cont. p.10

The restraint and seclusion of students with and without disability labels is harmful and wrong. Yet some schools and districts continue to employ these practices. They do so, in part, because no federal law prohibits the use of restraint and seclusion. Federal guidance only recommends the practices not be used “except in situations where the child’s behavior poses imminent danger of serious physical harm to self or others” (U.S. Department of Education, 2012, p. 2). The Office for Civil Rights (2023) reported that during the 2020-21 school year, approximately 52,800 students experienced physical restraint, mechanical restraint, and/or seclusion. Black students and students labeled disabled were overrepresented among this population. Moreover, just this month (January 2024), NPR published an article discussing how some school districts violate federal policy by underreporting—or not reporting at all—cases of seclusion and restraint for students with disability labels (Clasen-Kelly, 2024). In a sense, why school staff continue to restrain and seclude students is less important than the abolition of these practices. There is no good reason to traumatize children. To give any attention to the justifications for restraint and seclusion is to provide too much validation to perpetrators’ feelings.

Abolishing restraint and seclusion can happen almost overnight without the need for federal or state intervention. School staff need to co-create a school culture in which the use of these practices is shameful. Establishing this culture will not likely begin with a schoolwide conversation about the hurt these practices cause children. Consider that there are many people in buildings who know that these practices are wrong but continue to weaponize them anyway. Creating this culture of shame will likely begin with one person—like Darnella Frazier—who is bold enough to act on social justice principles and forcefully call out the abuse (i.e., the restraint or seclusion of a child) while witnessing it in the moment. The challenge for this person is that the perpetrator may be a close colleague or someone more powerful, such as the principal or the school resource officer. But the benefits of publicly protecting a child far outweigh the potential risk of fracturing a work relationship or being in bad graces with administration. Also, word can quickly spread around the building that the intervenor did a good thing, and in no time, their actions may be lauded and normalized. In the future, others may think twice before restraining or secluding a student for fear of being shamed.

I conclude with these final words for the reader: Do not help normalize violence in your school. If you ever witness a colleague restrain or seclude a student, don’t just stand there—do something! Intervene!

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William Proffitt, PhD
Assistant Professor of Inclusive Education
Montclair State University

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](#)
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RETURNING MEMBER HIGHLIGHT

Germaine Koziarski



Germaine Koziarski is a doctoral student at Arizona State University (ASU). Prior to studying at ASU, she taught in Las Vegas as an elementary resource teacher. She earned her Master's degree in Special Education from the University of Nevada - Las Vegas. Her research interests include: discipline inequities for multiply marginalized students with disabilities, culturally responsive classroom management, and preparing teachers to equitably respond to student behavior.

As a DDEL member, Germaine serves on multiple committees in hopes of pushing the vision of the division forward. She loves learning from DDEL members, whose work inspires and motivates her to continue pushing for systemic change. She has been committed to serving the division for over three years with plans to continue as her career progresses.

introduction of DDEL EXECUTIVE BOARD MEMBERS

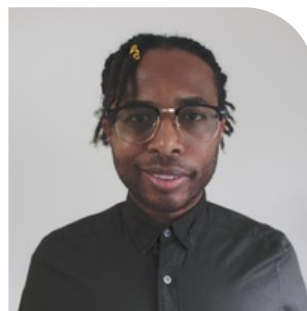
The 2024 CEC DDEL Executive Board election results are in! We are excited to welcome our new Executive Board members. Their commitment to serve will enrich DDEL's ability to meet our mission to advance knowledge, practice, and policy to elevate the needs of culturally and linguistically diverse exceptional learners.



Camille Byrd O'Quin
President



Julie Esparza Brown
President Elect



William Proffitt
Vice President



Dosun Ko
Immediate Past
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introduction of
NEW DDEL EXECUTIVE BOARD MEMBERS
New Multiple Voices Editors



Nikki Coomer
Multiple Voices
Editor



Chelsea Stinson
Multiple Voices
Editor



Paulo Tan
Multiple Voices
Editor

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IF YOU ARE INTERESTED IN CONTRIBUTING TO FUTURE NEWSLETTERS
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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.

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Voices from the Field/ Community

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