

President's Message

Our world continues to witness acts of horrific violence, perpetuated out of fear and hate of “other.” As advocates and educators, we MUST use every opportunity to create spaces for our students to feel safe—safe to learn, be who they are, explore the world around them, engage current events, and ask questions. What are you putting into place to make our students feel safe to learn, explore, and unpack? What will you intentionally integrate into your spheres of instruction, research, program development, community partnerships, or other avenues of influence that will assist in dismantling the seeds of fear, hate, and confusion planted and watered daily in our society?

I recently represented DDEL at the CEC Leadership Institute held in Washington, DC. At the Leadership Institute, I met with other division and unit leaders to identify ways to strengthen our organization. We discussed plans and preparations for the 2017 CEC Convention and Expo to be held in Boston, MA. DDEL member and Program Advisory Committee Co-Chair, Claudia Rinaldi, noted to the Program Advisory Committee that issues surrounding cultural and linguistic diversity were among the highest rated by members as hot topics to be highlighted at the convention. DDEL President-Elect, Quintella Bounds, and I will be sending out requests for proposal reviewers within the next month or two. It is critical that we receive feedback from DDEL members, so we can submit our recommendations to the Program Advisory Committee Co-Chairs and DDEL membership interests will be reflected in the convention program.

After the Leadership Institute concluded, I had the opportunity to attend the Legislative Summit with our CAN coordinator, Donna Sayman. There were over 200 advocates this year and the experience was very energizing! I encourage you to read Donna’s column and consider getting more involved in advocating for youth in your state, provincial unit, or country.

The most recent issue of Multiple VOICES is out! In this newsletter, the co-editors highlight articles featured in the recent special issue of the journal that debunk the



assertion that students of color are disproportionality underrepresented in special education. Also, details about the new journal website are available on page 12.

As we begin another academic year, I send my most profound hopes that you and your students have an incredibly successful and joy-filled year! Please take the time to access and explore all of your CEC member resources and stay focused on the 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.*

Humbly submitted,

Kelly M. Carrero, Ph.D., BCBA
DDEL President

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Make sure to take advantage of the early bird rates!

For information about registration and lodging for the 2017 CEC Annual Convention follow: <http://www.cecconvention.org> & the **#CEC17** hashtag on social media

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
Advocacy

Inquiry leading to the development of practices that attend to unique learner characteristics

STAY Connected!

Have you visited our website lately?

Do you want to learn more about how to get involved with DDEL?

Keep connected with the latest news from DDEL by visiting

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

Also, check us out on social media!

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

If you have any suggestions, please contact our webmaster:

Ramon B. Goings

ramongoings@gmail.com



A MESSAGE FROM YOUR DDEL VOICES NEWSLETTER CO-EDITORS

Donna Y. Ford and Mildred Boveda

A number of treatises have been published regarding ethical research and the principle of “do no harm”, not only in the medical profession, but also in education. Yet, Morgan, Farkas, Hillemeier, Mattison, Maczuga, Li, and Cook’s (2015) dubious “findings” reminds us that some may have not studied these ethical principles—or worse, they conveniently choose to disregard them. In this Fall issue of our newsletter, the Research Spotlight (see page 4) highlights the compelling arguments in the latest issue of DDEL’s journal, *Multiple Voices*. Unlike the hypothetical children that are privileged in the Morgan et al. (2015) study, we also includes two essays in the VOICES from the Community section that honor real life situations and challenges faced by culturally and linguistically diverse learners, including learners with disabilities.

It is essential that researchers adhere to ethical principles in their design, analyses, and methodology. Ethical researchers must also seriously consider the interpretation and implications of their work and must be culturally responsive and responsible. In ‘What is Ethics in Research & Why is it Important? Resnik (2015) tendered several suggestions about research ethics. Their work is adapted from Shamoo and Resnik (2015). We share 10 of their 15 suggestions:

Honesty

Strive for honesty in all scientific communications. Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent data. Do not deceive colleagues, research sponsors, or the public.

Objectivity

Strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity is expected or required. Avoid or minimize bias or self-deception.

Integrity

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

Carefulness

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your

peers. Keep good records of research activities, such as data collection, and research design.

Openness

Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

Responsible Publication

Publish in order to advance research and scholarship, not to advance just your own career. Avoid wasteful and duplicative publication.

Social Responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

Non-Discrimination

Avoid discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.

Competence

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in science as a whole.

Human Subjects Protection

When conducting research on human subjects, minimize harms and risks and maximize benefits; respect human dignity, privacy, and autonomy; take special precautions with vulnerable populations; and strive to distribute the benefits and burdens of research fairly.

References

Morgan, P. L., Farkas, G., Hillemeier, M. M., Mattison, R., Maczuga, S., Li, H., & Cook, M. (2015). Minorities are disproportionately underrepresented in special education longitudinal evidence across five disability conditions. *Educational Researcher*, 44(5), 278-292.

Resnik, D.B. (2015). What is ethics in research & why is it important? Retrieved from <http://www.niehs.nih.gov/research/resources/bioethics/whatis/>

Shamoo A. & Resnik D. (2015). *Responsible conduct of research* (3rd ed.). New York: Oxford University Press.

RESEARCH SPOTLIGHT

An Excerpt From the Editors of *Multiple Voices for Ethnically Diverse Exceptional Learners*

by

Wanda J. Blanchett and Monica Shealey

“We Won’t Be Silenced”: Senior Scholars in Special Education Respond to Deficit Derived Claims That “Minorities [Students of Color] Are Disproportionately Underrepresented in Special Education”

As researchers, we have a moral obligation not only to uncover social injustice but also to conduct socially transformative research that results in more equitable educational practices and policies and to speak out when research that would seek to take us back is presented. This special issue of *Multiple Voices* is intended to correct misinformation that has been widely distributed and to continue to be a voice for those who have been rendered voiceless. We thank and are grateful to all who contributed to this special issue and especially to the senior scholars whose decades of work shout loudly that, “We Won’t Be Silenced,” while others would seek to ignore nearly five decades of empirical evidence that African American and other students of color are overrepresented in specific programs in special education. Thank you for your contributions to this special issue. (p. 3)

Read more: <http://multiplevoicesjournal.org/doi/abs/10.5555/2158-396X.16.1.1>

Dangerous Assumptions and Unspoken Limitations: A Disability Studies in Education Response to Morgan, Farkas, Hillemeier, Mattison, Maczuga, Li, and Cook (2015)

by

Kathleen M. Collins, David Connor, Beth Ferri, Deborah Gallagher, and Jennifer F. Samson

Abstract:

In this article, we critically review the work of Morgan et al. (2015) and offer Disability Studies in Education (DSE) as an alternative conceptualization to traditional research within special education. We first unpack many of Morgan et al.’s (2015) assumptions, which are grounded in deficit discourses about children, family structures, economic status, and home cultures. Next, we identify flaws in their research design and methodology. Finally, we elaborate on how, through naming and making visible the workings of ableism and racism, DSE offers a way to counter the deficit discourses and inaccurate abstractions of lived realities upon which Morgan et al.’s (2015) work rests.

Read More: <http://multiplevoicesjournal.org/doi/abs/10.5555/2158-396X.16.1.4>

APA Citation:

Collins, K. M., Connor, D., Ferri, B., Gallagher, D., & Samson, J. F. (2016). Dangerous assumptions and unspoken limitations: A disability studies in education response to Morgan, Farkas, Hillemeier, Mattison, Maczuga, Li, and Cook (2015). *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(1), 4-16.

Risk in Schooling: The Contribution of Qualitative Research to Our Understanding of the Overrepresentation of Minorities in Special Education

by

Beth Harry and Patrice Fenton

Abstract:

This article reviews 15 qualitative studies examining factors contributing to the overrepresentation of minorities in special education. Eleven studies constituted numerical surveys of practitioner perspectives, with additional questions that were analyzed qualitatively. Four studies relied on face-to-face interviews or qualitative surveys, in-field observations, and review of students' documents. This review is organized into two main groups of studies—those that investigated stakeholders' explanations only and those that combined stakeholders' perspectives with direct investigation of actual practices. Findings reflected considerable overlap in explanations for disproportionality including poverty, family issues, intrinsic child deficit, and school-based issues such as professional bias regarding socioeconomic status (SES) and race. The article calls for increased use of qualitative studies to unearth the root causes of disproportionality.

Read more: <http://multiplevoicesjournal.org/doi/abs/10.5555/2158-396X.16.1.17>

APA Citation::

Harry, B., & Fenton, P. (2016). Risk in schooling: The contribution of qualitative research to our understanding of the overrepresentation of minorities in special education. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(1), 17-28.

Special Education Disproportionality: A Review of Response to Intervention and Culturally Relevant Pedagogy

by

Gwendolyn Cartledge, Cathy D. Kea, Martreece Watson and Alana Oif

Abstract:

Special education disproportionality for culturally and linguistically diverse (CLD) students persists as a controversial and intractable problem in our educational systems. Response to intervention (RtI) and culturally relevant pedagogy (CRP), both independently and collectively are considered to offer promise for mitigating conditions of overrepresentation in special education programs. The purpose of this paper is to review the existing research to examine the effects of RtI on minority students and the combined effects of RtI and CRP on minority students. The reviews of these works are discussed to assess whether the Morgan et al. (2015) recommendation for the U.S. Department of Education to recall its efforts to reduce minority disproportionality is justified.

Read More: <http://multiplevoicesjournal.org/doi/abs/10.5555/2158-396X.16.1.29>

APA Citation:

Cartledge, G., Kea, C. D., Watson, M., & Oif, A. (2016). Special education disproportionality: A review of response to intervention and culturally relevant pedagogy. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(1), 29-49.

Historical and Legal Overview of Special Education Overrepresentation: Access and Equity Denied

by

Donna Y. Ford and Charles J. Russo

Abstract:

The history of the denial of equal education opportunities to Black children is a long one, whether through racial segregation or overrepresentation in special education. No other group is as overreferred, overidentified, and overrepresented in special education as Black students, specifically Black males. The authors present an historical and legal overview of special education and critique in the 2015 report by Morgan, Farkas, Hillemeier, Mattison, Maczuga, Li, and Cook. Based on their analysis of limited criteria rather than comprehensive criteria, Morgan and colleagues claim that Blacks were not overrepresented in special education and that more should have been identified. This study created a swelter of discussion and debates that are not new but that the authors find to be biased, polemic, and deficit-oriented assertions. The potential impact of Morgan et al.'s work (arguments, findings, and conclusions) must be interrogated rather than discounted.

Read More: <http://multiplevoicesjournal.org/doi/abs/10.5555/2158-396X.16.1.50>

APA Citation:

Ford, D. Y., & Russo, C. J. (2016). Historical and legal overview of special education overrepresentation: Access and equity denied. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(1), 50-57.

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” 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.

“VOICES from the Community” featuring the perspectives of families, advocates, and community members.

Please email a summary of up to 500 words, indicating one of the above categories, to newsletter co-editors, Donna Y. Ford and Mildred Boveda: mbove001@fiu.edu

VOICES FROM THE COMMUNITY

**What if Leo Didn't Have a Dr. Goings in His Life?
Advocating Against the Over-Referral of Black Boys into Special Education**

Ramon B. Goings, Ed.D.
Assistant Professor
Loyola University Maryland

In the newly released *Multiple Voices*, co-editors Blanchett and Shealey (2016) declared that scholars focused on disrupting the overrepresentation of students of color in special education “will not be silenced” (p. 1). In my efforts as a scholar who studies the educational experiences of Black boys and men, I write this essay to give voice to those who have been silenced. More specifically, I introduce you to my nephew “Leo”—an energetic five-year-old kindergartener; I share his referral for retention and special education services, and my fight to ensure he was not retained.

Leo's Story

Halfway through the school year, around early March, my sister presented me a letter stating that there would be an emergency meeting to discuss retaining Leo for Kindergarten. For support, I decided to accompany her. Fifteen minutes prior to the scheduled time, as my sister and I prepare to enter the meeting we are greeted by the assistant principal who announced, “We already had your meeting. We didn't think you all would come.” For my sister, the assistant principal's demoralizing words conveyed that the school doubted she would handle her responsibilities as a parent. Knowing how the system works, I was outraged. Parents are entitled to have a meeting about retention matters. Thus, we requested that the meeting be reconvened so we could actually discuss Leo's progress.

When we finally met, Leo's classroom teacher stated that Leo was only able to read four out of 39 sight words. Leo needed to read at least 30 of the words for promotion to the 1st grade. When I began to ask questions about the district policies with regard to student supports—policies I had already printed out and brought to the meeting—she and the administrators stated that, since October, Leo has

received help from a reading specialist three days per week for 45 minutes each session.

“So you are saying that with the help of a reading specialist for the past four months, he is only able to read four sight words?” The assistant principal began to answer, but I continued to explain that in preparation for the meeting I administered the Qualitative Reading Inventory (QRI) to Leo to get an idea of his reading ability. During my assessment, I noticed his struggles with reading, but he still remained excited about the possibility of becoming a proficient reader like his older brother. By the end of our meeting, we all agreed that there needed to be more communication between the school and the parent. It was unacceptable for a child to go from October to March without improving as a reader, especially without the parent's knowledge. With the information that she received in March, my sister knew to work with Leo on his reading at home.

While space prevents me from going into further detail, the fact that I advocated for Leo put the teacher and school administrator on notice that I would be checking on their procedures. Moreover, when we reconvened in April, Leo was reading 36 out of 39 sight words and no longer under consideration for retention. While my sister worked very hard with Leo to improve his reading, I believe whole-heartedly that my title and ability to understand the school system influenced whether Leo's school gave him the support he needed. However, as the title of this essay reads, what if Leo didn't have a Dr. Goings in his life?

Leo's story is not uncommon. It is my hope that from reading our story, you are reminded to act to ensure Black boys like Leo are not unfairly being retained or placed in special education, but rather supported so their Black brilliance can shine. ■

The Shooting of Charles Kinsey and the Erasure of Arnaldo Rios Soto

Brittany Aronson, Ph.D. and Mildred Boveda, Ed.M.

This summer, the official narrative put out by North Miami police indicated the bullet that hit a Black behavioral therapist, Charles Kinsey, was intended for a “White male.” According to police, officers were responding to a threat: a man sitting on the street with an object that appeared to be a gun. John Rivera, president of a local police union, claimed the officers did not know the “White male” had a disability. After hearing the official narrative, we ask: why was Charles Kinsey shot and handcuffed?

Since the police union first came out with their position, the [audio recording](#) of the 911-call has been released to the public. During the three-and-a-half-minute phone call, the caller described the man holding the object as “Spanish” on five separate occasions. (The first time was in response to the dispatcher’s question of whether he was a “White male or a Black male”). The caller also expressed three times that she thought he had a disability, using phrases such as “he’s mentally sick,” a “mentally ill person,” and “mentally disturbed kid” as descriptors. The object in his hands, it turned out, was not a gun but a toy truck; its owner, Arnaldo Rios Soto, was a 26-year-old autistic resident at a group home. Kinsey tried to bring Rios Soto back after he wandered away from the home.

Police representatives erased Rio Soto’s intersecting identities; they insisted that because of his supposed White identity, the shooting could not possibly be another case of excessive force and racial profiling. In other words, the police argued that this was not connected to #blacklivesmatter or other activists’ call for the improvement of police/community relations.

“You said he was a Black male?” the dispatcher asked the caller, referring to the man with the object. The caller clarified that the Black man was trying to help and “talk him out...” But somehow, Kinsey was shot, handcuffed, and left bleeding for over 20 minutes while waiting for the ambulance to arrive. The video of the incident revealed that before the shooting, Kinsey laid down on the street next to Rios Soto with both hands in the air—a physical embodiment of the slogan we’ve heard so often these past three years: “Hands Up! Don’t Shoot!” Kinsey is heard saying, *“All he has is a toy truck. A toy truck. I am a behavioral therapist at a group home”*. The video does not show the exact moment when he was shot, but, when Kinsey asked the officer “why?” the officer answered, “I don’t know.”

This has been a particularly difficult summer for us to process the many tragedies that have taken place across

the country. From the Orlando massacre, to the killings of Alton Sterling and Philando Castile caught on camera, to the retaliation sought by single actors toward Dallas and Baton Rouge that resulted in the death of eight officers. The shooting of Charles Kinsey, however, hits especially close to home.

As two women who grew up in South Florida, an area lauded for its cultural and linguistic diversity, we each interrogate and write about the complexity of words like “diversity” and “inclusion” in the context of systems of oppression. Although we believe that Rios Soto would have been shot had his therapist not been there, we also argue that Kinsey became the target because he is Black.

The callous way that officers declared Rios Soto as the intended target reinforced the lack of attention given to the criminalization of people with disabilities. Days before the news of the North Miami shooting broke out, the White House held a [forum](#) on “Disability and the Criminal Justice System.” A report by the Center for American Progress came out the same week which revealed that “incarcerated persons are at least three times as likely to report having a disability as the non-incarcerated population” (Vallas, 2016, p. 1). The language used by police during the aftermath of the North Miami shooting is tragically in line with the recent report.

Through social media and #blacklivesmatter, the video received international attention and was reported via news channels like [BBC](#) and [Democracy Now](#). Kinsey is now walking with a cane and dealing with the physical and psychological stress from the shooting. He has filed a federal suit against the officer that shot him. Rios Soto is traumatized by the incident and had to be admitted to a psychiatric hospital, according to his mother.

Kinsey undoubtedly saved Rios Soto’s life. What complicates this story is that all involved in the shooting—including the caller and police officers—are people from culturally and linguistically diverse backgrounds. The insistence that Rios Soto is White is therefore a farce—a weak attempt to justify the shooting as non-racist. This case exemplifies why an intersectionality lens is needed to talk about criminal justice reform. Those of us who advocate for people with disabilities must take into account their (and our) multiple diversities and challenge the notion that an individual holding a toy is deserving of police fire.

Sources


Vallas, R. (2016). Disabled behind bars: The mass incarceration of people with disabilities in America's jails and prison. Center for American Progress. Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2016/07/180001512CriminalJusticeDisability-report.pdf>

Authors Bio

Brittany Aronson holds a Ph.D. in Cultural Studies in Education from the University of Tennessee. She is originally from and has taught in elementary school in South Florida. She now works as a Visiting Assistant Professor at Miami University Ohio but spends her summers in Florida writing about her research related to preparing teachers to work in urban and diverse schools.

Mildred Boveda is a graduate of North Miami Senior High School. For the past 12 years, her work has centered on advocating for people with disabilities. She holds an Education Policy and Management degree from Harvard Graduate School of Education. She is currently a doctoral candidate at Florida International University and her research is focused on developing and validating the Intersectional Competence Measure (ICM).

VOICES FROM THE CLASSROOM



Cause I Ain't Got a Pencil
by Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.

Building An Empathetic and Equitable Classroom

This poem is a poignant reminder that high expectations in the classroom must be paired with an equal level of support. Beyond cultural and linguistic needs, are we equitably and empathetically mindful of our students living in poverty, too many of whom are students of color?

To learn more about the author of this poem, please click the following link:
<http://www.joshuatdickerson.com>

CAN CORNER: LEGISLATIVE UPDATE - MAY-JULY, 2016



Greetings!

I hope this finds you all well. Things have been busy in Washington, D.C. I first want to remind everyone about CEC's Legislative Conference which took place from July 10th – 15th. From July 9-12, I attended Council for Exceptional Children's legislative summit and it was fabulous! I was able to go with two other advocates from Oklahoma and we visited with the education liaisons of both senators and our representative. As the CAN coordinator for DDEL, I was interested in the Higher Education Act. Specifically, the provisions against Value Added measures of teacher evaluation, the shortage of teachers in SPED, and financial aid for education programs. Other concerns are: Full funding of IDEA, Gifted education and the lack of diversity, mental health and school partnerships, and Career Tech education. More information can be

found at: <http://www.specialeducationlegislativesummit.org/>

It is also with abundant honor to let you know that CEC member **Shawn Sheehan**, a special education teacher in Norman, OK, was one of four finalists for the National Teacher of the Year award. He was honored at a celebration held Tuesday, May 3, at the White House. Shawn teaches high school students with exceptionalities at Norman High School, said he became a teacher to help students see that a disability does not disqualify them from reaching their goals. He also hopes to inspire teachers as well as students, and developed the "Teach Like Me" campaign to build teacher morale and recruit new teachers to the profession. I had the opportunity to interview Shawn last year and I found him to be a sincere, caring, and uniquely fabulous young man! Please visit his Facebook page for "Teach like me" for inspiration.

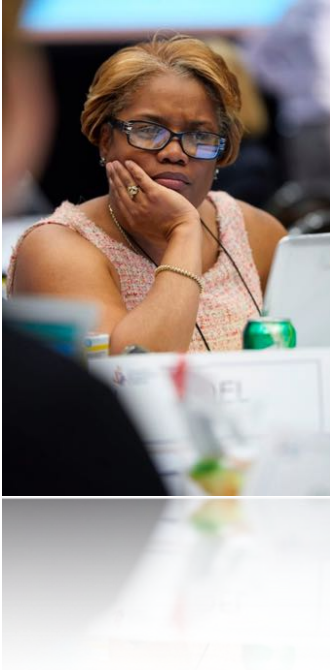
Disproportionality in SPED has been a decades long concern for CEC. I am thrilled to witness CEC making responding to this issue which impacts our students from culturally and linguistically diverse families. In March, the U.S. Department of Education issued a Notice for Proposed Rulemaking (NPRM) in the Federal Register regarding determinations of significant disproportionality based on race, ethnicity, and gender in the identification, placement and discipline of children and youth with disabilities. CEC developed its response to the NPRM in consultation with its members, through CEC's special interest divisions and state units. You can read CEC's response here: http://www.cec.sped.org/-/media/Files/Policy/Current%20Sped%20Issues%20Home/DOE_NRPM_Disproportionality%20Response_51616%20%28003%29.pdf

Finally, the U.S. Department of Education and Justice released their joint Title IX guidance for transgender students. This guidance outlines ways in which schools can provide a safe, welcoming environment for this population. You can read more at: <http://www.policyinsider.org/2016/05/ed-and-justice-release-guidance-to-help-schools-ensure-the-civil-rights-of-transgender-students.html>

Remember, your voice counts! You can familiarize yourself with all of the current policies and issues at: <http://cecblog.typepad.com/policy/>. Once you know the issues, you can contact your member of Congress through this website: <http://capwiz.com/cek/home/>. Let your voice be heard!

Thank you all!
Your DDEL CAN representative,
Donna Sayman

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS



Dr. Quintella Bounds —President Elect, CEC-DDEL
at CEC-Representative Assembly at the 2016 CEC Expo & Convention considering the implications of adopting high-leverage practices.



Dr. Kelly M. Carrero —President, CEC-DDEL
Speaking at the CEC-Representative Assembly at the 2016 CEC Expo & Convention advocating for the concerns of DDEL membership with the proposal of instating high-leverage practices.

DDEL REPRESENTED AT THE OSEP 2016 PROJECT DIRECTORS' CONFERENCE

August 1-3, 2016 at the Marriot Wardman Park, Washington, DC



Photos of Dr. Nicole McZeal Walters and her students from the School of Education at University of St. Thomas-Houston during the annual conference.

DDEL's very own, Drs. Wanda Blanchett and Donna Ford (pictured with Dr. Walters and her students) were co-presenters on a panel titled "Complex and Multifaceted: Pursuing Equity in Education". Other members of the panel not pictured above were Drs. Cathy Kea, Jody Fields, Kent Macintosh, and Alba Ortiz.

MULTIPLE VOICES

Guidelines for Preparation and Submission of Manuscripts

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

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

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

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

For additional information, including manuscript guidelines and subscription rates, please visit our web-site at

<http://multiplevoicesjournal.org>

and

<http://community.cec.sped.org/ddel/publications>

Wanda Blanchett & Monika Shealey, Co-Editors

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Make sure to explore the new online journal site for [Multiple Voices](http://multiplevoicesjournal.org)

