FLORIDA ATLANTIC UNIVERSITY™

OCT - 5 2009

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
UFS APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
BANNER POSTED _____
CATALOG POSTED _____
WEB POSTED _____

DEPARTMENT NAME: EXCEPTIONAL STUDENT EDUCATION	COLLEGE OF: Education

RECOMMENDED COURSE IDENTIFICATION:

PREFIX __EEX_____ COURSE NUMBER _7795_____ LAB CODE (L or C) __C___

(TO OBTAIN A COURSE NUMBER, GO TO www.fau.edu/academic/registrar/UUPCinfo/)

COMPLETE COURSE TITLE

CULTURAL AND LINGUISTIC DIVERSITY: ISSUES AND IMPLICATIONS IN SPECIAL EDUCATION

EFFECTIVE DATE

(first term course will be offered):

SPRING, 2010

CREDITS: 3	TEXTBOOK INFORMATION:

Cartledge, G., Gardner, R. III, & Ford, D. Y. (2009). *Diverse learners with exceptionalities: Culturally responsive teaching in tl inclusive classroom.* Upper Saddle River, NJ: Pearson.

Harry, B. & Klingner, J. (2006). *Why are so many minority students in special education? Understanding race and disability in schools.* New York, NY: Teachers College Press.

Harry, B., Klingner, J., & Cramer, E. (2007). *Case studies of minority student placement in special education.* New York, NY: Teachers College Press.

GRADING *(SELECT ONLY ONE GRADING OPTION)*: REGULAR _X_____ PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This course is designed to examine the critical cultural and linguistic diversity (CLD) issues specific to special education. Issues such as the influence of CLD on prereferral, assessment, placement of CLD students with disabilities, disproportionality, and effective pedagogy for CLD exceptional learners will be examined through a review of current literature.

PREREQUISITES: ESE Doctoral Students or Permission of Instructor	COREQUISITES: NONE	OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

TERMINAL DEGREE IN SPECIAL EDUCATION

Doctoral

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

All depts. In the College of Education were contacted and support is attached

Cynthia Wilson   clwilson@fau.edu   954-236-1006

Faculty Contact, Email, Complete Phone Number

SIGNATURES

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Dean, Graduate Studies: _____

Date:

10/5/09

9/30/09

10/5/09

SUPPORTING MATERIALS

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to:
www.fau.edu/graduate/gpc/index.php
to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Departmental Comments for EEX 7795

From: Dr. Susanne Lapp [mailto:slapp@fau.edu]
Sent: Wednesday, March 19, 2008 1:18 PM
To: 'Mike Brady'
Cc: slapp@fau.edu
Subject: FW: New Course Review in ESE

Hi Mike,
I wanted to get some of the suggestions which faculty in CCEI felt might strengthen your course proposal for *EEX 7795, Cultural and Linguistic Diversity.* I do however, see that there is no conflict between your proposed courses and the ones offered in CCEI and therefore give departmental support for your course proposals.
Thanks,
Susanne

Second response from Hani Zainuddin

Hello everyone:
Please disregard the earlier draft I sent. Please read this instead.

Hi, everyone:
I agree with what Joan has said about making sure that special ed teachers at least understand effective program models for CLD students and how to distinguish language barrier from learning disability in the EEX 795. I think it is important that the course also addresses how these cultural and linguistics differences are assessed as they can provide a foundation for contextualizing content and pedagogy. A CLD student's language use including English and the native language needs to be described to build on the child's current skills and cultural background that would assist further learning. Traditionally, special ed tends to focus on diagnostic assessment and detailing students' deficits/problems to know what type of intervention was appropriate. This type of approach views that the problem is generally physiological and resides within the child when in fact, the manifest problem may lie in the interactions between the student and the educational context. The use of standardized special ed assessments results must also be approached with caution for its undeniable lack of psychometric criteria given the CLD student's cultural and linguistic backgrounds. Even if the test is normed for non-English speakers, it may be inappropriate for the CLD students from certain regions and educational backgrounds. When assessing CLD students, the use of multiple measures is imperative. Students' unique linguistic, cultural, and educational backgrounds should be integrated into the educational setting and curricular modifications based on assessments should also be a part of the prereferral intervention process. This involves developing modified lessons, encouraging the use of students' native language and ESL, and engaging parent/community involvement in a real and functional manner so as to allow identified students to participate fully in classroom activities. I hope they would include a discussion of these issues in the doctoral course.

Sincerely,
Hani

From: Mike Brady [mailto:mbrady@fau.edu]
Sent: Monday, March 17, 2008 5:58 PM
To: 'Hanizah Zainuddin'; 'jfrieden@fau.edu'; 'slapp@fau.edu'; 'rkvasnak@fau.edu'
Cc: Cynthia Wilson (Cynthia Wilson); Mary Lou Duffy (mduffy@fau.edu)
Subject: RE: EEX 7795

You make some interesting points Hani, tho I think you overstate the "within child" assumption of special ed thinking. I'm sharing this with Cynthia Wilson (the course developer) to see if should add, alter, etc content. I'm not sure if I see you asking for that, or whether you are raising awareness issues – but we'll explore both routes with you.

Thanks for reviewing this. Cynthia might be in touch for more conversation.

Cheers
MB

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education

COE Curriculum Chair notes:
Subcommittee requested that course author work with Hani Zainuddin to incorporate content that the CCEI faculty felt would strengthen the course. The approved version reflects the inclusion of this content.
ML Duffy

From: TOROK [mailto:torok@fau.edu]
Sent: Thursday, March 20, 2008 10:12 AM
To: COE-chairs
Subject: Re: New Course Review in ESE

Mike,

These courses do not conflict with the curriculum offerings in Instructional Technology and Research.

Don

From: Barbara Ridener [mailto:bridener@fau.edu]
Sent: Wednesday, March 26, 2008 9:13 AM
To: Mike Brady
Subject: RE: New Course Review in ESE

Mike,

I don't see any conflicts.

Barbara

From: Deena Louise Wener [mailto:wener@fau.edu]
Sent: Wednesday, May 07, 2008 3:36 PM
To: Dr. Brady
Subject: ESE-Doctoral Course Proposal

Dear Dr. Brady,

I have reviewed your doctoral course proposal:
EEX 7795, Cultural and Linguistic Diversity: Issues and Implications in Special Education

Although we offer a graduate course, at the master's level, covering cultural and linguistic differences, it is geared specifically to the diagnosis and treatment of speech, language, and hearing disorders. Consequently, I do not see any duplication or overlap of course content.

Good luck with your course proposal.

With best regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders

Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor: **Office**:
Phone: **E-mail**
Office Hours: **Class Day/Time:**

COURSE NUMBER: EEX 7795

COURSE TITLE: CULTURAL AND LINGUISTIC DIVERSITY: POLICY ISSUES AND
                IMPLICATIONS IN SPECIAL EDUCATION

CATALOG DESCRIPTION: This course is designed to examine the critical cultural and
linguistic diversity (CLD) issues specific to special education. Issues such as the influence of CLD
on prereferral, assessment, placement of CLD students with disabilities, disproportionality, and
effective pedagogy for CLD exceptional learners will be examined through a review of current
literature.

PREREQUISITE: ESE Doctoral Students or Permission of Instructor

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Doctoral leaders must be reflective decision-makers informed by the knowledge and awareness of
varied cultures and linguistic backgrounds. They must be capable of working with diverse
professionals in diverse settings. Their skills include the ability to draw on the relevant literature
and then to disseminate findings to other educational professionals.

REQUIRED TEXTS:

Cartledge, G., Gardner, R. III, & Ford, D. Y. (2009). *Diverse learners with exceptionalities:*
        Culturally responsive teaching in the inclusive classroom. Upper Saddle River, NJ:
        Pearson.

Harry, B. & Klingner, J. (2006). *Why are so many minority students in special education?*
        Understanding race and disability in schools. New York, NY: Teachers College Press.

Harry, B., Klingner, J., & Cramer, E. (2007). *Case studies of minority student placement in*
        special education. New York, NY: Teachers College Press.

COURSE OBJECTIVES:
After completion of this course, each student should demonstrate an understanding of:
1. The issues in definition and identification procedures for individuals with exceptional learning needs from CLD backgrounds.
2. Research-based culturally responsive methods for teaching CLD exceptional learners.
3. The special education literature related to the preparation of special education teachers to meet the needs of CLD students with disabilities.
4. CLD perspectives influencing the relationship among families and schools.

COURSE CONTENT OUTLINE with REQUIRED READINGS:

Week 1: Introduction to Course
Understanding Diversity and Ethnic Disproportionality in Special Education

Harry & Klingner Text, Chapter 1
Cartledge, et al., Text, Chapters 1-2

Ferri, B.A, & Connor, D. J. (2005). In the shadow of Brown: Special education and overrepresentation of students of color. *Remedial and Special Education, 26,* 93-100.

Harris, J.J., Brown, E.L., Ford, D.Y., & Richardson, J.W. (2004). African Americans and multicultural education: A proposed rememdy for disproportionate special education placement and underinclusion in gifted education. *Education and Urban Society*, 36, 304-340.

Week 2: Critical Forces Influencing the Assessment and Identification of CLD Students with Disabilities

Harry & Klingner Text, Chapters 2-4
Cartledge, et al., Text, Chapters 7 & 14

Fujiura, G. T. & Yamaki, K. (2000). Trends in demography of childhood poverty and disability. *Exceptional Children*, 66, 187-99.

Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic and economic predictors. *Exceptional Children, 70,* 47-62.

Joseph, L. & Ford, D.Y. (Winter, 2006). Nondiscriminatory assessment: Consideration for gifted education. *Gifted Child Quarterly*, 50

Week 3: Family Identity: Stereotypes and Cultural Capital

Harry & Klingner Text, Chapters 5-6
Cartledge, et al., Text, Chapter 6

Al-Hassan, S. & Gardner, R. III. (2002). Involving immigrant parents of students with disabilities in the educational process. *TEACHING Exceptional Children*, 34(5), 52-58.

Antrop-Gonzalez, R., velez, W., & Garrett, T. (2004). Challenging the academic (mis)categorization of urban youth: Building a case for Puerto Rican High Achievers. *Multiple Voices*, *7*(1), 16-32.

Ford, D.Y. (2004). A challenge for culturally diverse families of gifted children: Forced choices between affiliation or achievement. *Gifted Child Today*, *27*(3), 26-29.

Harry, B., Klingner, J., & Hart, J. (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education, 26*(2), 101-112.

Matuszny, R. M., Banda, D. R., & Coleman, T. J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. *TEACHING Exceptional Children, 39(4)*, 24-31.

Week 4: Cultural and Linguistic Diversity and Early Childhood Special Education

Cartledge, et al., Text, Chapter 12

Denny, M.K., Itkonen, T., & Okamoto, Y. (2007). Early intervention systems of care for Latino families and their young children with special needs: Salient themes and guiding implications. *Infants & Young Children, 20* (4), 326-335.

Green, T. D. (2005). Promising prevention and early intervention strategies to reduce overrepresentation of African American students in special education. *Preventing School Failure, 49*(3), 33-4 1.

Horm, D.M. (2003). Preparing early childhood educators to work in diverse urban settings. *Teachers College Record, 105(2),* 226-244.

Lee, H., Ostrosky, M.M., Bennett, T., & Fowler, S. (2003). Perspectives of early intervention professionals about culturally-appropriate practices. *Journal of Early Intervention*, 25, (4), 281-295.

Week 5: Issues in Special Education for English Language Learners

Harry & Klingner Text, Chapter 7
Cartledge, et al., Text, Chapter 3

Altschuler, S. J., & Schmautz, T. (2006). No Hispanic student left behind: The consequences of "high stakes" testing. *Children and Schools*, 28, 5-14.

Artiles, A. J., Reuda, R., Salazar, J.J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English language learners in urban school districts. *Exceptional Children* 71(3), 283-300.

Klingner, J., Artile, A., & Mendez-Barletta, L. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities,* 39,(2) 108-128.

Rinaldi, C. & Samson, J. (2008). English language learners and response to intervention: Referral considerations. *TEACHING Exceptional Children*, 40(5), 6-14.

Wilkenson, C., Ortiz, A., Robertson, P., & Kushner, M. (2006). English language learning and reading-related LD: Linking data from multiple sources to make eligibility determinations. *Journal of Learning Disabilities,* 39, (2), 129-141.

Week 6: Mental Retardation and CLD Students

Harry & Klingner Text, Chapter 8

Blacher, J., Baker, B.L. (2007). Positive impact of intellectual disabilities on families. *American Journal on Mental Retardation, 112* (5), 330-348.

Eitle, T. M. (2002) Special education or racial segregation: Understanding variation in the representation of Black students in Educable Mentally Handicapped programs. *Sociological Quarterly, 43*(4), 575-605.

Jones, L. & Menchetti, B. M. (2001). Identification of variables contributing to definitions of mild and moderate mental retardation in Florida. *Journal of Black Studies, 31,* 619-634.

Week 7: Learning Disabilities and CLD Students

Harry & Klingner Text, Chapter 9

Vaughn, S., & Fuchs, L. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities: Research and Practice, 18,* 137-146.

Blair, C., & Scott, K. G. (2000). Proportion of LD placements associated with low socioeconomic
      status: Evidence for a gradient? *The Journal of Special Education*, *36*, 14-22.

Week 8: Emotional Disturbance/Behavior Disorders and CLD Students

Harry & Klingner Text, Chapter 10
Cartledge, et al., Text, Chapters 4- 5

Harris-Murri, N., King, K. & Rostenberg, D. (2006). Reducing disproportionate minority
      representation in special education programs for students with emotional disturbances:
      Toward a culturally responsive response to an intervention model. *Education and
      Treatment of Children, 17*, 231-237

Monroe, C.R. (2005). Why are "bad boys" always black? Causes of disproportionality in school
      discipline and recommendations for change. *The Clearing House*, 79, 45-50.

Week 9: Effective Pedagogy for CLD Students with Disabilities

Cartledge, et al., Text, Chapters 8-9

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse
      students: Setting the stage. *International Journal of Qualitative Studies in Education, 15*
      (6), 613-629.

Quenneville, J. (2001). Tech tools for students with learning disabilities: Infusion into inclusive
      classrooms. *Preventing School Failure, 45,* 167-170.

Week 10: Effective Pedagogy (continued)

Cartledge, et al., Text, Chapters 10- 11

Ford, D., Y., & Harris, J.J., III. (2000). A framework for infusing multicultural curriculum into
      gifted education. *Roeper Review*, *23(*1), 4-10.

Hourcade, J. J., Parette, H. P., & Huer, M. B. (1997). Family and cultural alert! Considerations in
      assistive technology assessment. *TEACHING Exceptional Children,* 30(1), 40–44.

Kemp, C. E., & Parette, H. P. (2000). Barriers to minority family involvement in assistive
      technology decision-making processes. *Education and Training in Mental Retardation
      and Developmental Disabilities,* 35(4), 384–392.[5]

Parette, H. P., & McMahan, G. A. (2002). What should we expect of assistive technology? Being
      sensitive to family goals. *TEACHING Exceptional Children, 35*(1), 56–61.

Week 11: Quality of Special Education Services for CLD Students

Harry & Klingner Text, Chapters 11-12

Hilliard, III A., G. (1992). The pitfalls and promises of special education practice
     Exceptional Children, 59, 168-172.

Lamorey, S. (2002). The effects of culture on special education services: Evil eyes, prayer
     meetings, and IEPs. *TEACHING Exceptional Children*, 34(5), 67-71.

Week 12:   Special Education Teacher Preparation Programs and CLD Students
       Cartledge, et al., Text, Chapter 13

Ford, B. A. (1992). Multicultural education training for special educators working with African-
     American youth*. Exceptional Children, 59(2)*, 107-114.

Towsend, B. L., Thomas, D. D., Witty, J. P., & Lee, R. S. (1996). Diversity and school
     restructuring: Creating partnerships in a world of difference. *Teacher Education and
     Special Education, 19,* 102-118.

Tyler, N.C., Yzquierdo, Z., Lopez-Reyna, N., & Flipplin, S.S. (2004). Cultural and linguistic
     diversity and the special education workforce: A critical overview. *The Journal of Special
     Education*, *38*(1), 22-38.

Week 13: Special Education Research and CLD Students

Singer, G.H.S. (2002). Suggestions for a pragmatic program of research on families and
     disability. *Journal of Special Education, 36*(3), 148-154.

Swisher, K. (1990). Cooperative learning and the education of American Indian/Alaska Native
     students: A review of the literature and suggestions for implementation. *Journal of
     American Indian Education, 29*(2), 36–43.

COURSE REQUIREMENTS:

1. Scholarly Paper: Cultural and Linguistic Diversity and Special Education
While professionals in special education often develop an area of specialization (e.g., early
childhood, severe disabilities, inclusion, etc.). The issues surrounding cultural and linguistic
diversity and special education include many areas that can inform or deepen our understanding
and make us aware of the different experiences our students encounter (e.g., Native American
special education, overrepresentation of African American males in special education, recruiting
and retaining minority special educators, preparing culturally sensitive teachers to meet the needs
of students with disabilities). You will write a 12-15 page paper discussing cultural and linguistic
diversity in your area of special education interest/expertise. The paper should be of sufficient

quality to be submitted for publication to a refereed journal. The paper should be in APA format with the following headings:
Introduction
Statement of problem
Literature Review
Educational Implications
Recommendations
Conclusion

2. Defining Cultural and Linguistically Diverse Special Education

Many individuals and organizations have attempted to define cultural and linguistically diverse education, but few of these definitions speak to the needs of special education students from CLD backgrounds. Using the definitions discussed in class and any additional resources in the literature create your own definition of cultural and linguistically diverse special education. Following your definition, describe what you liked/didn't like about the definitions presented. Discuss how your definition could be operationlized and what your role as a leader would be in operationalzing your definition in a school, particularly for students with disabilities and their families.

3. Explore your Hidden Biases

While many individuals claim to be without bias, many researchers now say our early experiences form a 'residue' on our brain and leave us with biases we are not aware we have. This internet survey is one way to help you uncover them. You will take a minimum of two of the tests and write a reflection afterward.
Southern Poverty Law Center
www.tolerance.org
1) See "DIG DEEPER" heading on the right side of the page:
2) Go to "Explore your Hidden Biases" and take two of the
"Test Yourself for Hidden Biases" tests.

Reflection: Write a 2-3 page reflective paper addressing the following:
1. Were you surprised by the results of the test?
2. If different than what you anticipated, in what ways?
3. As you reflect on this information, develop an action plan to address any areas of concern. Describe your role as a leader in the implementation of your action plan. Support your action plan with literature from the field.

4. Case Study Presentation: Select one of the case studies from the Harry, Klingner, and Cramer (2007) text to present to the class and lead a discussion addressing the questions following each case study (20 minutes each).

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES

Methods of instruction include a presentation / discussion format; this will include group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills through assigned readings, lecture and discussions, and student projects / presentations.

ASSESSMENT PROCEDURES

40 %: Scholarly Paper

20%: Definition of Cultural and Linguistically Diverse Special Education

20%: Reflection Paper on Hidden Biases

20%: Case Study Presentation

GRADING (FAU GRADING SCALE)

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A =	93-100	A- =	90-92	B+=	87-89	B =	83-86
B-=	80-82	C+=	77-79	C =	73-76	C-=	70-72
D+=	67-69	D =	63-66	D-=	60-62	F =	Below 60

POLICIES AND PROCEDURES

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations,

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or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see
http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

References

Al-Hassan, S. & Gardner, R. III. (2002). Involving immigrant parents of students with disabilities in the educational process. *TEACHING Exceptional Children*, 34(5), 52-58.

Antrop-Gonzalez, R., velez, W., & Garrett, T. (2004). Challenging the academic (mis)categorization of urban youth: Building a case for Puerto Rican High Achievers. *Multiple Voices*, *7*(1), 16-32.

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Harris-Murri, N., King, K. & Rostenberg, D. (2006). Reducing disproportionate minority representation in special education programs for students with emotional disturbances: Toward a culturally responsive response to an intervention model. *Education and Treatment of Children, 17*, 231-237

Harry, B., Klingner, J., & Hart, J. (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education, 26*(2), 101-112.

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Kemp, C. E., & Parette, H. P. (2000). Barriers to minority family involvement in assistive technology decision-making processes. *Education and Training in Mental Retardation and Developmental Disabilities,* 35(4), 384–392.[5]

Klingner, J., Artile, A., & Mendez-Barletta, L. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities,* 39,(2) 108-128.

Lamorey, S. (2002). The effects of culture on special education services: Evil eyes, prayer meetings, and IEPs. *TEACHING Exceptional Children*, 34(5), 67-71.

Lee, H., Ostrosky, M.M., Bennett, T., & Fowler, S. (2003). Perspectives of early intervention professionals about culturally-appropriate practices. *Journal of Early Intervention*, 25, (4), 281-295.

Matuszny, R. M., Banda, D. R., & Coleman, T. J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. *TEACHING Exceptional Children, 39(4)*, 24-31.

Monroe, C.R. (2005). Why are "bad boys" always black? Causes of disproportionality in school discipline and recommendations for change. *The Clearing House*, 79, 45-50.

Parette, H. P., & McMahan, G. A. (2002). What should we expect of assistive technology? Being sensitive to family goals. *TEACHING Exceptional Children, 35*(1), 56–61.

Quenneville, J. (2001). Tech tools for students with learning disabilities: Infusion into inclusive classrooms. *Preventing School Failure, 45,* 167-170.

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