DR's Diversity Committee has charged itself with identifying empirical studies and resources that represent the recommendations made in our 2015 white paper titled "Increasing the Involvement of Culturally & Linguistically Diverse Students in Special Education Research". These resources exemplify any one of our White Paper recommendations.

For this issue, our Spotlight includes the following paper:

**Hoover, Erickson, Patton, Sacco, & Tran (2018). Examining IEPs of English learners with learning disabilities for cultural & linguistic responsiveness. Learning Disabilities Research & Practice, 34(1), 14-22.**

The purpose of this study was to investigate the appropriateness of existing IEPs for English learners with learning disabilities using a qualitative document analysis method. Thirty IEPs from elementary and secondary levels were selected from two school districts and examined by experienced special educators and university faculty. Four of the IDEA (2004) mandated IEP components were examined for cultural and linguistic responsiveness including present levels of academic achievement and functional performance, measurable annual goals, special factors/delivery, and accommodations. Results indicated a lack of cultural and linguistic attention in the examined IEPs with little to no reference to English learners’ diverse linguistic and cultural characteristics to meet legislative mandates and to inform effective special education programming. This paper was selected for this Spotlight given the study’s use and description of employing experts with extensive experience in “teaching culturally and linguistically diverse exceptional learners, and training classroom teachers of English learners with disabilities” (pg. 17) (White Paper Recommendation 2). Additionally, the study described training implications for practitioners when developing appropriate IEPs for English learners with disabilities (White Paper Recommendation 6).