

FOCUS on Research

Newsletter of the Division for Research (CEC-DR)



President's Message

See You in Indy

David Lee, *Pennsylvania State University*

We will convene very soon in Indianapolis at the CEC 2019 Convention and Expo, where several thousand teachers, parents, researchers, students, and others will have an opportunity to share information. During the 360 or so days per year that we are not at CEC, we sometimes fall into a routine that does not lend itself to thinking much about how this team comes together to support students. We get so busy with the day to day demands of our jobs that we forget that we are part of a larger group.

Teachers, parents, and others are often on the front lines, providing direct support to students. They identify problems, implement interventions, celebrate successes, and hit the reset button when things do not go quite as planned. Similarly, as researchers we identify problems, implement interventions, celebrate successes, and, well, you get the picture. We are often addressing similar issues, just from different angles. What makes the community work is our reliance on one another. As researchers we rely on teachers

to identify issues that occur within the context of classrooms; as teachers, we rely on evidence-based interventions that can be used to effectively support students. If you remove one group from the equation, we are either not solving important problems or are using interventions that have no research support. Our field is one that requires a strong research-to-practice link.

We have a series of events at CEC this year that are related to DR. For our Showcase Session, Betsy Talbot and colleagues will discuss approaches to delivery of adaptive, individualized, data-based, and effective interventions at Tiers 2 and 3. Our Graduate Student Colloquium will be held on Friday, followed by our Business Meeting. We will wrap up with our traditional reception Friday evening. Please plan on attending, and bring a friend or two. Safe travels, and we will see you in Indy!

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Diversity Spotlight

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 two papers:

Sinclair, J., Hansen, S. G., Machalicek, W., Knowles, C., Hirano, K. A., Dolata, J. K., et al. (2018). A 16-year review of participant diversity in intervention research across a selection of 12 special education journals. *Exceptional Children*, 84(3), 312-329.

Authors of this article provided results from a systematic literature review on the extent to which research participants of diverse backgrounds were included in special education intervention research within the context of school settings from 2000 to 2016. This review was conducted with data from over 5,000 articles published in 12 journals. The results indicated an increase in engagement of diverse populations, yet a lack of detailed demographic information, retention or recruitment strategies,

and research with and within specific diverse populations. The authors also adopted a broader definition of diversity. Findings from this review have implications for future research designs, as well as recruiting diverse intervention research participants.

Garcia, S. B., & Ortiz, A. A. (2013). Intersectionality as a framework for transformative research in special education. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(2), 32-47.

Authors of this article introduced intersectionality as a framework to better understand difference, identity, marginalization, and discrimination in special education research and practice. Intersectionality was defined from multiple perspectives, which would help develop a research framework guiding culturally and linguistically relevant studies. The authors argued that an intersectionality framework would offer a starting point for conceptualizing, developing, and conducting transformative research related to disability and difference. To address the complexity of diversity, future special education empirical research may require more collaborative, interdisciplinary methods, and research questions through different theoretical lenses.

DON'T FORGET TO CHECK US OUT ONLINE!

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2018–2019 DR Doctoral Student Scholars

The Division for Research of the Council for Exceptional Children (CEC-DR) is pleased to announce the 11th cohort of scholars selected through an internationally competitive process to participate in the **2018-2019 DR Doctoral Student Seminars in Special Education Research (DRDSS)**. The Division commends all of the students who applied this year, as well as their nominators, for upholding a high standard of scholarship. We would also like to thank the panel of reviewers who participated in the selection process and our seminar leaders.

DRDSS is an online seminar and discussion series designed to (a) foster connections among students at different universities and (b) contribute to raising the standard of research in the field through sustained inquiry into the question, “What makes for excellence in special education research?” Seminars will be led this year by noted scholars recognized for their outstanding research contributions, including Dr. Sarah Powell (University of Texas at Austin, recipient of the 2018 *DR Distinguished Early Career Award*), and DR past-presidents Dr. Karen Harris (Arizona State University) and Dr. Bryan Cook (University of Virginia).

All graduate students and interested faculty attending CEC’s national convention in Indianapolis are invited to attend the culminating Colloquium on Friday afternoon, February 1st. The Colloquium will be dedicated to graduate student development. Please see the CEC program for details.

Following the DR Graduate Student Colloquium, all are welcome to attend DR’s Business Meeting and reception. For more information on the convention and session locations, see the conference website at <https://cecconvention.org/>.

The 2018–2019 Cohort of DR Doctoral Student Scholars in Special Education Research

Scholars	Nominator	Institution
Leslie Ann Bross	Jason C. Travers	University of Kansas
Jennifer L. Bumble	Erik Carter	Vanderbilt University
Rachel Hammer	Kelley Regan	George Mason University
Ching-Yi Liao	Jennifer B. Ganz	Texas A&M University
Shannon Nemer	Jason Chow	Virginia Commonwealth University
Daniel V. Poling	Stephen W. Smith	University of Florida
Michelle Popham	Janie Hodge	Clemson University
Mark D. Samudre	Melinda Jones Ault	University of Kentucky
Jillian Schreffler	Lisa Dieker	University of Central Florida
Rachel Schwartz	Rachel Robertson	University of Pittsburgh
Colin Shepley	Melinda Jones Ault	University of Kentucky
Kimberly Tomeny	Robin McWilliam	University of Alabama

Jean B. Crockett, Ph.D.,
University of Florida

Mary Theresa Kiely, Ph.D.,
CUNY Queens College

Kristen Merrill O’Brien, Ph.D.,
George Mason University

Co-Chairs, DR Doctoral Student Scholars Program

Support CEC-DR Advocacy and Early Career Research Activities!

As part of our long-range financial planning strategy, CEC-DR encourages you to consider making a special contribution in the form of a sponsorship for advocacy work, as well as the early career and scholar development activities that DR supports on a regular basis, including travel to the annual Legislative Summit in July, Student Research Awards, and our Early Career Workshop held at CEC every 2–3 years.

We would greatly appreciate any contributions, in any amount, that you would like to make. If you would like your contribution earmarked for a specific use, consider the following activities, events, and expenses, and include a note on your check. Suggested donation amounts are also noted below.

Event/Award/Expense	Suggested Donation
Sponsor the annual DR scholars	\$50–\$100
Sponsor a student research award	\$100–\$200
Help cover expenses for the early career workshop at CEC	\$100–\$500
Sponsor a DR member to attend the CEC Legislative Summit	\$250–\$500

Supporting advocacy work and new scholars through CEC-DR is strongly aligned with our mission of advancing research related to the education of individuals with disabilities. It is also an excellent way to garner interest and encourage involvement of the future leaders of our field.

*If you wish to contribute, please send a check payable to **CEC-DR** to:*

Anne Foegen
316 Crystal St.
Ames, IA 50010

We are a 501c3; your donations are tax-deductible.



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