



Diversity Spotlight

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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 diverse research participants 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 increase in engagement of diverse populations, yet lack of detailed demographic information, retention or recruitment strategies and lack of 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 & Ortiz (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 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.