



Diversity Spotlight

DR's Diversity Committee has selected the following paper for this issue's Diversity Spotlight.

King, M. T., Merrin, G. J., Espelage, D. L., Grant, N. J., & Bub, K. L., Suicidality and intersectionality among students identifying as nonheterosexual and with a disability. *Exceptional Children*, 84(2), 141–158.

The purpose of the current study was to examine students with and without disabilities and those identifying as LGBTQ (lesbian, gay, bisexual, or questioning) regarding their reporting of peer victimization, school connectedness, and suicidal ideation. The findings suggest that students identifying with a disability or as LGBTQ reported higher levels of suicidal ideation than their peers without either identity. "School connectedness and peer victimization each moderated the association between identity and suicidal ideation. In addition, students who were victimized more than their peers and who identified both with a disability and as LGBTQ ($n=250$) reported the highest levels of suicidal ideation" (p. 141). Beyond its purpose, the strength of this study highlights the importance of including participants in special education research from traditionally marginalized backgrounds, examining students' multiple identities, and using a theoretical framework that is sensitive to complex contextual issues (i.e., issues of equity, culture, language, and learning). Research centered on LGBTQ youth with disabilities and utilizing a minority stress framework (Meyer, Schwartz, & Frost, 2008) as the theoretical buttress revealed that the combination of marginalized identities can result in additional levels of stress. ■