

***Multiple Voices:  
Disability, Race and Language Intersections in Special Education***

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**Guidelines for Preparation and Submission of Manuscripts**

*Multiple Voices Disability, Race and Language Intersections in Special Education*, is the official, peer-reviewed journal of the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL). Since the mid-1990s, *Multiple Voices* has been a beacon and a haven for special education scholars and practitioners concerned with equitable education for and disruption of oppressions experienced by youth at the intersection of disability, race, ethnicity, and language. The new journal editors are committed to addressing critical issues affecting special education, and above all else, countering troubling legacies and contributing innovations in the education of students with disabilities: especially those who are students of color, immigrant students, and those learning English as a new language. To do so, the editors are interested in original research articles, conceptual or theoretical pieces, book reviews, and creative works in other forms that

- 1) Examine and debunk notions of normalcy and disrupt racism/ableism and other intersectional oppressions
- 2) Examine culture as dynamic and intersectional
- 3) Explore disability as culture(s) and cultures of disablement

in educational systems, policy, research and/or practice from early childhood through post-secondary education. Topics may include, but are not limited to:

- Academic and social supports
- Asset pedagogies (e.g., Universal Design for Learning, Culturally Sustaining Pedagogy)
- Family, community, school partnerships
- Identity and experiences of students with disabilities at multiple intersections
- Patterns and contexts of special education identification, placement, outcomes, and/or school discipline
- Personnel preparation

- School choice, vouchers, and charter schools
- School culture and climate

Further, as much as we are committed to countering troubling legacies and contributing innovations in the education of students with disabilities at other identity intersections, we strive for the same within our special education scholarly community. In addition to those qualitative, quantitative, and mixed-methods approaches more commonly valued and applied in our field, we hold space and value those epistemologies, methodologies, and forms of expression that fall outside those historically associated with “normalcy” or “rigor” in the academy, and which have at times, diminished contributions by disabled scholars, scholars of color, and those who engage in creative work with and in communities outside the academy. We seek works by (special) education scholars with physical and learning disabilities, Indigenous scholars, international and transnational scholars of color, LGBTQIA+ scholars, graduate students, junior faculty, and senior scholars, and those individuals partnering with family, student, and/or community organizations with stake in special education. Although authors should submit manuscripts that conform to the Publication Manual of the American Psychological Association (APA) style (7th ed.) and not exceed **30** pages (including references), we have invited an equally diverse and intersectional board of consulting editors to provide substantive feedback on submission content, style, form, and expression in supportive and constructive ways. Further, we recognize that some manuscripts will exceed these limits due to the nature of the topic, methodology, or forms of expression, the editors will consider longer submissions based on availability of space and the congruence of the topic with the goals and mission of the journal.

Please adhere to the following additional requirements when submitting your manuscript.

- ❖ Submit only manuscripts not previously published and not being considered for publication in other outlets and include a cover letter to this effect.
- ❖ Submit two electronic copies -- one masked and one unmasked -- of the manuscript to Multiple Voices to **MVjournal@iupui.edu** with the subject line “Manuscript Submission”. One copy of the manuscript must include a title page that also includes each author’s name, title, affiliation, and e-mail address, if available. In order to facilitate a masked review, the first page of the manuscript for the remaining copy should include only the manuscript title (no author names), and any reference to the authors’ own scholarship within the manuscript should be masked (e.g. Author, 2019).

Receipt of your manuscript will be acknowledged via an auto-generated email, and all submitted manuscripts will undergo an initial review by the editors on a once-monthly basis, after which authors will receive an email update on the disposition of their submission based on the following criteria:

- Contributions to the journal's stated purpose;
  - Strength of the rationale;
  - Adequacy of the theoretical and/or conceptual framework;
  - Scope and adequacy of the literature review;
  - Soundness of the approach or method (adequacy of design, participant description, measures, data analysis, conclusion, and interpretation);
  - Social and educational equity implications for students with disabilities at other intersectional identities
  - Adherence to APA (7<sup>th</sup> ed.) style and language.
- ❖ Please adhere to DDEL's policy on the use of copyrighted material. Obtaining written permissions for material such as figures, tables, extensive quotation, clip art, screen captures, and other material taken directly, or adapted in minor ways, from another source is the author's responsibility, as is payment of any fees the copyright holder may require. Authors should obtain official permission from appropriate sources and include it along with the submitted manuscript.

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