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## Notes on Contributors to This Issue

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**Dr. Alfredo J. Artiles** is the Ryan C. Harris Professor of Special Education at Arizona State University. His scholarship examines the consequences of educational inequities related to the intersections of disability, race, social class, gender, and language. His interdisciplinary scholarship examines the ways cultural practices and ideologies of difference mediate school responses to students' needs. His research also focuses on teacher learning for social justice. Dr. Artiles has published extensively for research, policy, and practice audiences in education, psychology, and related disciplines. His work has been published or reprinted in English, Spanish, French, Portuguese, and Hungarian. Dr. Artiles was appointed in 2011 to the President's Advisory Commission on Educational Excellence for Hispanics. He is Editor (with J. MacSwan) of the *International Multilingual Research Journal* (Taylor & Francis), and edits (with E. Kozleski) the book series *Disability, Culture, & Equity* (Teachers College Press). Dr. Artiles has made over 240 professional presentations in the US, Latin America, Africa, and Europe.

**Dr. Phyllis Campbell Ault** is a Practice Expert in Evaluation at Education Northwest. Her research and evaluation interests are in working with traditionally underserved populations using culturally-responsive approaches. Dr. Ault is lead researcher for the REL Northwest Tribal Educators Alliance. Her other current studies include a professional development program for science teachers to gain endorsement in English as a second language and a randomized control trial of an early career mentoring project in Alaska.

**Dr. Julie Esparza Brown** is an Associate Professor in the Department of Special Education at Portland State University having worked for 18 years in public schools. Her teaching and research is focused on differentiating language difference from disability in English Learners, creating culturally and linguistically appropriate multi-tiered support systems, and nondiscriminatory assessment.

**Dr. Todd Fletcher** is a Distinguished Outreach Professor in the Department of Disability and Psychoeducational Studies in the College of Education at the University of Arizona where he coordinates the graduate program in bilingual/multicultural special education. His research interests and scholarly writing focus on culturally responsive educational practices for diverse learners in the U.S. and educational reform, special education policy and inclusive education practices in Latin America, and in particular, Mexico. He is co-editor of the book *Educating Children with Disabilities and Their Families: Blending US and Mexican Perspectives*.

**Dr. Taucia González** is an assistant professor at the University of Wisconsin-Madison in the Rehabilitation Psychology and Special Education department. Her research examines expansive and inclusive literacy practices for culturally and linguistically diverse (CLD) students with learning disabilities (LD); and preparing teachers to pursue equity for CLD students with LD. Dr. González taught for a decade in urban dual language schools where she was honored by Chicanos por la Causa as an exemplary Latina educator with the Esperanza Award.

**Dr. Bradford Harkins** received his Ph.D. in the Department of Psychoeducational Studies in the College of Education at the University of Arizona. He is currently a special education teacher at Robles Elementary School in the Altar Valley School District located near Tucson, Arizona. Brad has over 25 years of experience teaching in regular and special education in the United States and internationally. He has served as a regular education teacher, a special educator and a director of a special school for children with autism. His research interests and scholarly writing include educator attitudes and perceptions regarding inclusive education for diverse learners with special educational needs in Mexico, Chile and the United States. He is co-author of an article entitled: "How Do We Educate Those Children? Attitudes Toward and Perceptions of Inclusion in Chile".

**Ms. Bethany Hatheway** has taught in New York City Public schools since 1987. She is in her fourteenth year of teaching Pre-Kindergarten at PS 58 in Carroll Gardens, Brooklyn. She is an EEL Scholar in the Graduate School of Education at Fordham University and will graduate in May 2016 with a Master's degree in Early Childhood Special Education. She received her first Master's Degree of Science in Education from Brooklyn College in 1995. She plans to get a bilingual extension in Spanish and teach in a combined Dual Language Program/Integrated Co-Teaching early childhood program.

**Dr. Elizabeth Ijalba** is an Associate Professor in the Department of Linguistics and Communication Disorders at Queens College, City University of New York. Her research focuses on biliteracy, bilingualism, and parent education. Dr. Ijalba teaches classes with a bilingual and experiential focus on academic language, language disorders, and phonetics. She established the Bilingual Biliteracy Lab and mentors a diverse group of students from Hispanic and Asian backgrounds. She was the 2012 award recipient from the American-Speech-Language-Hearing-Association's Office of Multicultural Affairs to support research with Latino and Asian families. She is a certified bilingual speech language pathologist and she is on the faculty of the Bilingual Extension Institute at Teachers College, Columbia University.

**Dr. Patricia Martínez-Álvarez** is an assistant professor in the Department of Arts and Humanities at Teachers College, Columbia University. Through her research, Patricia entertains the concepts of expansive learning and hybridity for exploring technology and disabilities in bi/multilingual contexts. Her work has been featured in journals such as the *Bilingual Research Journal*, *International Journal of Bilingual Education and Bilingualism*, the *Computer Assisted Language Instruction Consortium Journal*, and the *Journal of Geoscience Education*.

**Dr. Diane Rodríguez** is an Associate Professor at Fordham University, Graduate School of Education. She has received numerous grants from the U.S. Office of Special Education and Rehabilitation Services and the Office of English Language Acquisition. She is the co-author of the book *The Bilingual Advantage: Promoting Academic Development, Biliteracy, Native Language in the Classroom* (with A. Carrasquillo & K. S. Lee, 2014). Her research is at the intersection of special education, bilingual education, and the academic development of culturally and linguistically diverse students. Univision selected Dr. Rodríguez as an example of "Orgullo de Nuestra Comunidad,"

which highlights individuals who give back to the community, recognizing her work with individuals with disabilities. She has been interviewed on PBS documentary on Dual Language Programs for bilingual students.

**Ms. Deborah Shea** has been working in the field of early childhood education for over a decade. She is currently a scholar of the Enhancing Early Learning Environments and Outcomes for Young Children with Disabilities (EEL) project at Fordham University and is slated to graduate in May 2016 with a master's degree in early childhood special education. Deborah is a first year special education teacher at a private preschool in Manhattan. Topics of interest in research include: implementing self-regulation skills during circle time and bilingual special education. In addition, she was a presenter at the NYSABE 38th Annual Conference in March 2015.

**Dr. Peishi Wang** is an Associate Professor of Special Education in the Department of Educational and Community Programs at Queens College, City University of New York. She is a Board Certified Behavior Analyst—at the Doctoral Level (BCBA-D). Dr. Wang is the Principal Investigator of Project Culturally Aligned and Responsive Early Intervention (Project I-CARE), a personnel preparation grant funded by the U.S. Department of Education, Office of Special Education Programs. The overarching goal of Project I-CARE is to train early childhood special educators to work with culturally and linguistically diverse young children with special needs and their families. Dr. Wang has over 20 years of experience in working with infants, toddlers, and preschool children with disabilities and their families. Her research focuses on families of young children with developmental delays, language acquisition in young children with special needs, evidence-based social skills interventions for children with autism, and cross-cultural comparison studies in parenting young children with special needs in the U.S. and China.

**Ms. Monica Winslow** is an early childhood professional with ten-years' experience as an educator. She presently works as a Pre-K teacher in New York City. She will be receiving her Master's degree in Special Education from Fordham University in May 2016. She presented at the New York State Association for Bilingual Education 38th Annual Conference in March 2015.

**Dr. Sara B. Woolf** is an Assistant Professor of Special Education in the Department of Educational and Community Programs at Queens College, City University of New York. She Coordinates *Project Culturally Aligned and Responsive Early Intervention* (Project I-CARE), funded by the U.S. Department of Education, Office of Special Education Programs, to prepare early childhood special educators to work with culturally and linguistically diverse young children with disabilities. Dr. Woolf has expertise in collaboration, team facilitation, and applied behavior analysis and over 30 years of experience providing support to young children with disabilities, their families, and community based providers. Her research interests include special education teacher professional preparation, comprehensive standards to evaluate special educators' professional competence, and evidence based applied behavior analysis.