

Positionality Statement

Xigrid Soto-Boykin, PhD. Dr. Soto-Boykin (she/her/ella) is a Puerto Rican, cisgender, non-disabled, woman racialized as white and linguistically minoritized for her perceived accentness. She also is a first-generation college student, lived in an under-resourced community for most of her life, and her brother has Cerebral Palsy. When she moved from Puerto Rico at 11 years old, she was erroneously placed in special education for not speaking English. Professionally, Dr. Soto-Boykin was trained as a bilingual speech-language therapist where she worked with children diagnosed with communication impairments in early intervention and school settings. She has a doctorate in Communication Sciences and Disorders, with a focus on early literacy and bilingualism. Together, these intersecting personal and professional identities have positioned her as both an insider and outsider, depending on the context. These positionalities impact her perceptions and understanding of this world, and most specifically, the societal context in which young children and families who are racially and linguistically minoritized exist and thrive. To this end, she draws from critical theories, including raciolinguistics and CritDis, and emancipatory pedagogies, such as culturally responsive and sustaining education, liberatory teaching, and translanguaging. The sum of Dr. Soto-Boykin's positionalities and philosophical stances ground the framings she uses in her work focusing on promoting justice-centered policies, research, and practices for young Latine, Black and other children of color with and without disabilities in early childhood settings.