

Practicing Disability Studies in Education

— ACTING TOWARD SOCIAL CHANGE —



— EDITED BY DAVID J. CONNOR, JAN W. VALLE, & CHRIS HALE —

Practicing Disability Studies In Education Acting Toward Social Change

**Jenifer L. Barclay, Stefanie Hunt-
Kennedy**



Practicing Disability Studies In Education Acting Toward Social Change:

Practicing Disability Studies in Education David J. Connor, Jan W. Valle, Chris Hale, 2015 *Practicing Disability Studies in Education Acting Toward Social Change* celebrates the diversity of contemporary work being developed by a range of scholars working within the field of Disability Studies in Education DSE The central idea of this volume is to share ways in which educators practice DSE in creative and eclectic ways in order to rethink, reframe and reshape the current educational response to disability Largely confined to the limitations of traditional educational discourse this collective and growing group continues to push limits, break molds, assert the need for plurality, explore possibilities, move into the unknown, take chances, strategize to destabilize and co-create new visions for what can be instead of settling for what is Much like jazz musicians who rely upon one another on stage to create music collectively these featured scholars have been and continue to riff with one another in creating the growing body of DSE literature In sum this volume is DSE at work

Social Justice Pedagogy Across the Curriculum Thandeka K. Chapman, Nikola Hobbel, 2022-04-20 How can we continue to support educators who wish to design and facilitate social justice classrooms What knowledge and tools do pre and in-service educators need to teach about in equity, justice, resilience and agency across the curriculum in K-12 classrooms The new edition of this compelling text synthesizes in one volume historical foundations, philosophic, theoretical, conceptualizations and applications of social justice education in public school classrooms Part I details the history of the multicultural movement and the instantiation of public schooling as a social justice project Part II connects theoretical frameworks to social justice curricula Parts I and II are general to all K-12 classrooms Part III provides powerful specific subject area examples of good practice including Multilingualism and Ethnic Studies *Social Justice Pedagogy Across the Curriculum Second Edition* includes highlighted Points of Inquiry and Points of Praxis sections that offer recommendations to teachers and researchers and activities, resources and suggested readings These features invite teachers at all stages of their careers to reflect on the role of social justice in education particularly as it relates to their particular classrooms, schools and communities Relevant for any course that addresses history, theory or practice of multicultural social justice education and teaching diverse groups of students this text is essential reading for future and practicing teachers to understand and create resources for transformative, rigorous and inclusive learning environments that support students from a range of backgrounds

Critical Readings in Interdisciplinary Disability Studies Linda Ware, 2020-03-13 This edited volume includes chapters on disability studies organized around three themes: Theory, Philosophy and Critique Informed by a range of scholars who may or may not fashion their work beneath the banner of disability studies in explicit terms it draws connections across a range of identities, knowledges, histories and struggles that may on the face of the text seem unrelated The chapters are cross-categorical and interdisciplinary for purposes of complicating disability studies across international contexts and multiple locations that consider practice-oriented and intersectional approaches for analysis and advocacy This integrative approach

heralds more powerful ways to imagine disability and the conversation on disability **Understanding the Boundary between Disability Studies and Special Education through Consilience, Self-Study, and Radical Love** David I. Hernández-Saca, Holly Pearson, Catherine Kramarczuk Voulgarides, 2022-12-13 In *Understanding the Boundary between Disability Studies and Special Education through Consilience Self Study and Radical Love* the authors explore what it means to engage in boundary work at the intersection of traditional special education systems and critical disability studies in education The book consists of fifteen groundbreaking accounts that challenge dominant medicalized discourses about what it means to exist within and around special education systems that create space for new conceptions of what it means to teach lead learn and exist within a conciliatory space driven by radical love and disability justice principles The book pushes readers to consider how their own personal professional and programmatic future transformational actions can be driven by disruption and the desire for freedom from the hegemony of traditional special education and White and Ability supremacy

Contemplating Dis/Ability in Schools and Society David J. Connor, 2018-07-15 This book chronicles the professional life of a career long inclusive educator in New York City through eight different stages in special and general education Developing a new approach to research as part of qualitative methodology David J Connor merges the academic genre of autoethnography with memoir to create a narrative that engages the reader through stories of personal experiences within the professional world that politicized him as an educator After each chapter's narrative a systematic analytic commentary follows that focuses on teaching and learning in schools and universities the influence of educational laws specific models of disability and how influence educators and educational researchers and educational structures and systems including their impact on social political and cultural experiences of people with disabilities This autoethnographic memoir documents over three decades the relationship between special and general education the growth of the inclusion movement and the challenge of special education as a discrete academic field As part of a national group of critical special educators Connor describes the growth of counter theory through the inception and subsequent growth of DSE as a viable academic field and the importance of rethinking human differences in new ways Disability Studies and the Inclusive Classroom Susan Baglieri, 2017-04-21 *Disability Studies and the Inclusive Classroom* is a core textbook that integrates knowledge and practice from the fields of disability studies and special education The second edition has been fully revised and updated throughout to include stronger connections between race class sexual orientation gender and disability to emphasize intersecting identities and experiences stronger emphasis on curriculum and teaching rather than on attitudes toward disability and updates to current events cultural references resources research literature laws and policies

Crippling the Archive Jenifer L. Barclay, Stefanie Hunt-Kennedy, 2025-08-05 How do we explain the conspicuous absence of disability from the histories we write What forces and factors create this dynamic How can disability be everywhere and nowhere present and absent and obvious and overlooked in both the historical record and historians interpretations of the past Jenifer L Barclay

and Stefanie Hunt Kennedy edit a collection of interdisciplinary essays that consider how and why physical sensory intellectual and psychological disabilities are underrepresented erased or distorted in the historical record The contributors draw on the methodology and practice of crippling to uncover disability in contested archives and explore ways to build inclusive archives accountable to and centered on disabled people and disability justice Throughout they show ableness informing the politics of the archive as a physical space a discriminatory record and a collection of silences An essential contribution to research methods and disability justice *Crippling the Archive* offers a blueprint for intersectional and interdisciplinary approaches that bridge disability studies history and archival studies

Organizational Theory for Equity and Diversity Colleen A. Capper, Kevin Lawrence Henry Jr., 2025-04-30 *Organizational Theory for Equity and Diversity* covers the full range of organizational theories as applied to educational leadership practice and research exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory LatCrit Asian Tribal Crit and Black Crit Disability Studies theories feminist theories Queer Theory and theories of intersectionality Each chapter features teaching suggestions discussion questions and questions to help aspiring leaders critically analyze their leadership strengths and limitations in order to understand apply and integrate theories into practice This new revised second edition includes updated coverage of the latest epistemological literature expanded applications to practice and a revision of the popular Identity Development Inventory This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable

Handbook of Research on Classroom Diversity and Inclusive Education Practice Curran, Christina M., Petersen, Amy J., 2017-05-30 As classrooms are becoming more diverse teachers are now faced with the responsibility of creating an inclusive classroom community As such researching classroom pedagogies and practices is an imperative step in curriculum planning The *Handbook of Research on Classroom Diversity and Inclusive Education Practice* is an authoritative reference source for the latest scholarly research on ways to effectively teach all students and further refine and strengthen school wide inclusive pedagogy methods and policies Featuring extensive coverage on a number of topics such as special education online learning and English language learners this publication is ideally designed for professionals educators and policy makers seeking current research on methods that ensure all students have equal access to curricular content and the chance for growth and success

DisCrit—Disability Studies and Critical Race Theory in Education David J. Connor, Beth A. Ferri, Subini A. Annamma, 2016 This groundbreaking volume brings together major figures in Disability Studies in Education DSE and Critical Race Theory CRT to explore some of today's most important issues in education Scholars examine the achievement opportunity gaps from both historical and contemporary perspectives as well as the overrepresentation of minority students in special education and the school to prison pipeline Chapters also address school reform and the impact on students based on race class and disability and the capacity of law and policy to include and exclude Readers will discover how some

students are included and excluded within schools and society why some citizens are afforded expanded or limited opportunities in life and who moves up in the world and who is trapped at the bottom of the well Contributors D L Adams Susan Baglieri Stephen J Ball Alicia Broderick Kathleen M Collins Nirmala Erevelles Edward Fergus Zanita E Fenton David Gillborn Kris Guitierrez Kathleen A King Thorius Elizabeth Kozleski Zeus Leonardo Claustina Mahon Reynolds Elizabeth Mendoza Christina Paguyo Laurence Parker Nicola Rollock Paolo Tan Sally Tomlinson and Carol Vincent With a stunning set of authors this book provokes outrage and possibility at the rich intersection of critical race class and disability studies refracting back on educational policy and practices inequities and exclusions but marking also spaces for solidarities This volume is a must read for preservice and long term educators as the fault lines of race disability and class meet in the belly of educational reform movements and educational justice struggles Michelle Fine distinguished professor of Critical Psychology and Urban Education The Graduate Center CUNY Offers those who sincerely seek to better understand the complexity of the intersection of race ethnicity disability social class and gender a stimulating read that sheds new light on the root of some of our long standing societal and educational inequities Wanda J Blanchett distinguished professor and dean Rutgers University Graduate School of Education Rethinking Disability Jan W. Valle, David J. Connor, 2019-02-05 Now in its second edition Rethinking Disability introduces new and experienced teachers to ethical framings of disability and strategies for effectively teaching and including students with disabilities in the general education classroom Grounded in a disability studies framework this text's unique narrative style encourages readers to examine their beliefs about disability and the influence of historical and cultural meanings of disability upon their work as teachers The second edition offers clear and applicable suggestions for creating dynamic and inclusive classroom cultures getting to know students selecting appropriate instructional and assessment strategies co teaching and promoting an inclusive school culture This second edition is fully revised and updated to include a brief history of disability through the ages the relevance of current educational policies to inclusion technology in the inclusive classroom intersectionality and its influence upon inclusive practices working with families and issues of transition from school to the post school world Each chapter now also includes a featured voice from the field written by persons with disabilities parents and teachers **Sharing Perspectives for Educating Young Children with Disabilities** Nancy Sall, Catherine Hall Rikhye, Darnell Carr Newsum, Samreen Hoda, 2024-09-06 This important book is an exploration of the ways parents teachers and academics view the development and schooling of young children with disabilities It offers an in depth examination of the common and critical issues that emerge as children and their families first enter the school system navigate the educational landscape and learn to advocate for their rights Each chapter of the book presents a parent's perspective of significant issues followed by a teacher's perspective From their stories numerous themes are identified and connected to the academic literature The experiences shared and the literature reviewed address the challenges successes and opportunities for increased understanding that

emerge as parents and educators work together toward a common goal *Sharing Perspectives for Educating Young Children with Disabilities* is essential reading for all pre service and in service early childhood and special education professionals and parents engaging in the process of listening carefully to others with the aim of supporting the education of young children

Development, Education and Learning Disability in India Maya Kalyanpur, 2021-12-13 This book uses qualitative research methods to examine why students in an Indian context are being identified as having learning disabilities on criteria that are largely drawn from the context of the Global North It explores the push towards English language instruction as a possible factor that affects poor academic outcomes for students from low income backgrounds who may be first generation learners or English language learners The book contrasts the different outcomes and supports for academically struggling students across low income and middle income backgrounds with evidence to suggest that despite the inclusionary principles of Education For All this label is creating a marginalized group of students

The Routledge International Handbook of Critical Disability Studies Katie Ellis, Mike Kent, Kim Cousins, 2024-12-26 Disability impacts everyone in some way Approximately 10 20% of the world s population live with disability and the associated issues affect not just these individuals but also their friends family and colleagues When looking at it this way it is strange that disability continues to be thought of as an anomaly either as a medical problem located in a damaged body or something that exists exclusively outside the body in a society that takes little account of non normative bodies Critical disability studies both questions these existing notions of disability and interrogates how they have become a part of the academic attitude towards the field As the first comprehensive handbook on critical disability studies this volume provides an authoritative overview of the subject Including 32 chapters written by established scholars and emerging next generation researchers it also includes contributions from activists writers and practitioners from the global north and the global south Divided into three parts Representation art and culture Media technology and communication and Activism and the life course it offers discussions on core critical disability studies topics including the social model technology studies trauma studies representation and queer theory as well as ground breaking work on emerging and cutting edge areas such as neurodiversity and critical approaches in the Middle East United States Australia and Europe It is required reading for all academics and students working in not just critical disability studies but sociology digital accessibility and inclusion health and social care and social and public policy more broadly

Becoming Disabled Jan Doolittle Wilson, 2021-06-28 Using an autoethnographic approach as well as multiple first person accounts from disabled writers artists and scholars Jan Doolittle Wilson describes how becoming disabled is to forge a new consciousness and a radically new way of viewing the world In *Becoming Disabled* Wilson examines disability in ways that challenge dominant discourses and systems that shape and reproduce disability stigma and discrimination It is to create alternative meanings that understand disability as a valuable human variation that embrace human interdependency and that recognize the necessity of social supports for individual flourishing and happiness From her own disability view of the world

Wilson critiques the disabling impact of language media medical practices educational systems neoliberalism mothering ideals and other systemic barriers And she offers a powerful vision of a society in which all forms of human diversity are included and celebrated and one in which we are better able to care for ourselves and each other

Queer People of Color in Higher Education Joshua Moon Johnson, Gabriel Javier, 2017-07-01 Queer People of Color in Higher Education QPOC is a comprehensive work discussing the lived experiences of queer people of color on college campuses This book will create conversations and provide resources to best support students faculty and staff of color who are people of color and identify as LGBTQ The edited volume covers emerging issues that are affecting higher education around the country Leading researchers and practitioners have remarkable writing that concisely summarizes current literature while also adding new ways to address issues of injustice related to racism sexism homophobia heterosexism and transphobia QPOC in Higher Education insightfully combines research with practical implications on services systems campus climate and ways to hostility violence and unrest on campuses This book rises out of places of turmoil and pain and brings attention to broken systems on higher education QPOC in Higher Education is a must read for anyone who wants to transform their society campus or community into places that fully value the complex and beautiful intersections that our diverse communities come from This book takes diversity to a deeper level and speaks from a social justice philosophy of looking big pictures at our systems and cultures instead of simply at our oppressed groups as the problems

Foundations of Inclusive Education Research Phyllis Jones, Scot Danforth, Chris Forlin, 2015-11-25 This volume focuses on inquiry into inclusive education from the perspective of scholarly influences in the field of practice and research

Disability as Diversity in Higher Education Eunyoung Kim, Katherine C. Aquino, 2017-02-03 Addressing disability not as a form of student impairment as it is typically perceived at the postsecondary level but rather as an important dimension of student diversity and identity this book explores how disability can be more effectively incorporated into college environments Chapters propose new perspectives empirical research and case studies to provide the necessary foundation for understanding the role of disability within campus climate and integrating students with disabilities into academic and social settings Contextualizing disability through the lens of intersectionality Disability as Diversity in Higher Education illustrates how higher education institutions can use policies and practices to enhance inclusion and student success

[The SAGE Handbook of Inclusion and Diversity in Education](#) Matthew J. Schuelka, Christopher J. Johnstone, Gary Thomas, Alfredo J. Artiles, 2019-09-30 This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights philosophy context policy systems and practices for a global audience This makes it an ideal text for researchers and those involved in policy making as well as those teaching in classrooms today Chapters are separated across three key parts Part I Conceptualizations and Possibilities of Inclusion and Diversity in Education Part II Inclusion and

Diversity in Educational Practices Policies and Systems Part III Inclusion and Diversity in Global and Local Educational Contexts The Race Controversy in American Education Lillian Dowdell Drakeford Ph.D., 2015-07-28 In this unique two volume work expert scholars and practitioners examine race and racism in public education tackling controversial educational issues such as the school to prison pipeline charter schools school funding affirmative action and racialized curricula This work is built on the premise that recent efforts to advance color blind race neutral educational policies and reforms have not only proven ineffective in achieving racial equity and equality of educational opportunities and outcomes in America s public schools but also exacerbated existing inequalities That point is made through a collection of essays that examine the consequences of racial inequality on the school experience and success of students of color and other historically marginalized populations Addressing K 12 education and higher education in historically black as well as predominantly white institutions the work probes the impact of race and racism on education policies and reforms to determine the role schools school processes and school structures play in the perpetuation of racial inequality in American education Each volume validates the impact of race on teaching and learning and exposes the ways in which racism manifests itself in U S schools In addition practical recommendations are presented that may be used to confront and eradicate racism in education By exposing what happens when issues of race and racism are marginalized or ignored this collection will prepare readers to resist and perhaps finally overcome the racial inequality that plagues America s schools

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