

Practicing Disability Studies in Education

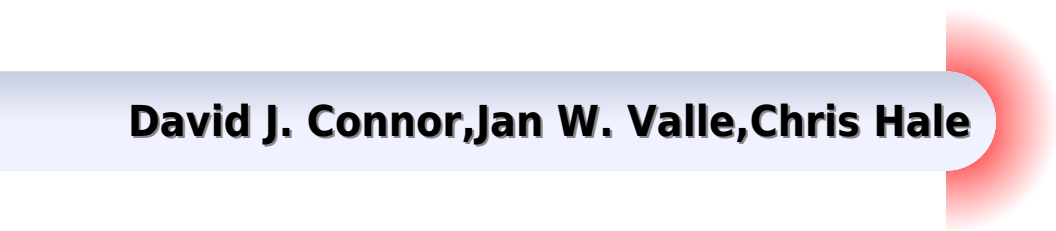
— ACTING TOWARD SOCIAL CHANGE —



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

Practicing Disability Studies In Education Acting Toward Social Change

David J. Connor, Jan W. Valle, Chris Hale



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

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

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 **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 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

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 **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 in 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 **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 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

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

Decoding **Practicing Disability Studies In Education Acting Toward Social Change**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Practicing Disability Studies In Education Acting Toward Social Change**," a mesmerizing literary creation penned by a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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