

# NEW DIRECTIONS *in* SPECIAL EDUCATION



Eliminating Ableism in Policy and Practice

  
Thomas Hehir

# New Directions In Special Education Eliminating Ableism In Policy And Practice

**Yi-Tong Ma**



## **New Directions In Special Education Eliminating Ableism In Policy And Practice:**

**New Directions in Special Education** Thomas Hehir, 2005-11-01 A comprehensive study that is also practical and realistic New Directions in Special Education outlines principles for decisionmaking about special education at every level from the family to the classroom school and district and for state and federal policy With this volume leading scholar and disability advocate Thomas Hehir opens a new round of debate on the future of special education Extending the conceptual framework developed in his seminal 2002 article in the Harvard Educational Review Eliminating Ableism in Education Hehir examines the ways that cultural attitudes about disability systematically distort the education of children with special needs and uses this analysis to lay out a fresh approach to special education policy and practice Hehir traces the roots of ableism the pervasive devaluation of people with disabilities and shows how negative attitudes continue to shape debates in the field He assesses recent trends in special education policy particularly the shift of emphasis from compliance to outcomes and discusses in depth the successes and limitations of the inclusion movement He also investigates the impact of standards based reforms on children with disabilities and critically examines the promise of Universal Design for Learning *Kids in the Middle* Marshall Strax, Carol Strax, Bruce S. Cooper, 2012-03-08 Children with disabilities their parents teachers administrators advocates attorneys and adult educators all have a key role to play in the micro politics of special education The children in the middle are pivotal in the growing special education saga This book brings together people with disabilities and others who advocate for their cause with expertise in special education law administration severe and profound disabilities ethics foundations finance teaching disability rights and culture All these people work together to develop an awareness that beyond the administrative aspects of special education and the Individuals with Disabilities Education Act IDEA are micro political issues that affect how children with disabilities are educated R sum de l diteur

**Handbook of Effective Inclusive Schools** James McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2014-05-16 Over the last decade the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed Effectiveness is addressed within the current movement toward multi tiered systems of support and evidence based practices that meet the demands of high stakes accountability **Exploring Education** Alan R. Sadovnik, Peter Cookson, Jr., Susan Semel, Ryan Coughlan, 2017-10-10 This much anticipated fifth edition of Exploring Education offers an alternative to traditional foundations texts by combining a point of view analysis with primary source readings Pre and in service teachers will find a solid introduction to the foundations disciplines history philosophy politics and sociology of education and their application to educational issues including school organization and teaching curriculum

and pedagogic practices education and inequality and school reform and improvement This edition features substantive updates including additions to the discussion of neo liberal educational policy recent debates about teacher diversity updated data and research and new selections of historical and contemporary readings At a time when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted approaches to curriculum and instruction Exploring Education helps teachers to think critically about the what and why behind the most pressing issues in contemporary 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

**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

**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

*Progress Toward Agenda 2030* Danielle Lane, Nicholas Catania, Sarah Semon, 2023-09-20 At the midway point towards the United Nations UN Agenda 2030 this critical volume focuses on how a range of contextually diverse countries are progressing towards inclusive education Contributors critically consider the current state of inclusive education in their own countries in relation to meeting the UN s Agenda 2030 initiative and Sustainable Development Goal 4 The foundation is set in chapter one by the editors with a historical overview of inclusion and inclusive policies globally Key international scholars critique the history and status of inclusion in their respective contexts In reference to local research they explore the history of inclusion the current policies and state of inclusion barriers and levers for inclusion and look towards the future of inclusive education Chapters demonstrate how the continued call for a shift towards inclusive education in different countries is extremely complex and varies greatly within each international context Attention is given to levers promoting inclusion through contextually appropriate international initiatives and the importance of the realignment of policies and practices if all countries are to achieve the 2030 UN s education goal *Progress Toward Agenda 2030* serves to challenge all educational stakeholders to critically consider analyze and innovate policies and practices for inclusive education for all by 2030

**Learning About Learning Disabilities** Bernice Wong, Deborah L. Butler, 2012-08-14 This book is intended to provide a summary of current research in learning disabilities suitable for use as a reference source for researchers and as a graduate level text

**Being Bad** Crystal T. Laura, 2015-04-28 *Being Bad* will change the way you think about the social and academic worlds of Black boys In a poignant and harrowing journey from systems of education to systems of criminal justice the author follows her brother Chris who has been designated a bad kid by his school a person of interest by the police and a gangster by society Readers first meet Chris in a Chicago jail where he is being held in connection with a string of street robberies We then learn about Chris through insiders accounts that stretch across time to reveal key events preceding this

tragic moment Together these stories explore such timely issues as the under education of Black males the place and importance of scapegoats in our culture the on the ground reality of zero tolerance the role of mainstream media in constructing Black masculinity and the critical relationships between schools and prisons No other book combines rigorous research personal narrative and compelling storytelling to examine the educational experiences of young Black males Book Features The natural history of an African American teenager navigating a labyrinth of social worlds A detailed concrete example of the school to prison pipeline phenomenon Rare insightsof an African American family making sense of and healing from school wounds Suggested resources of reliable places where educators can learn and do more Other books have focusedon the school to prison pipeline or the educational experiences of young African American males but I know of none that bring the combination of rigorous research up close personal vantage point and skilled storytelling provided by Laura in Being Bad Gregory Michie chicago public school teacher author of Holler If You Hear Me senior research associate at the Center for Policy Studies and Social Justice Concordia University Chicago Refusing to separate the threads that bind the oppressive fabric of contemporary urban life Laura has crafted a story that is at once astutely critical funny engaging tearful dialogue filled profoundly theoretical despairing and filled with hope Being Bad is a challenge and a gift to students families policymakers soon to be teachers social workers and ethnographers Michelle Fine distinguished professor Graduate Center CUNY Perhaps more than any other study on this topic this book brings to life the complicated fleshed lived experience of those most directly and collaterally impacted by the politics of schooling and its relationship to our growing prison nation Garrett Albert Duncan associate professor of Education and African American Studies Washington University in St Louis

*The Complex Web of Inequality in North American Schools* Gilberto Q. Conchas, Briana M. Hinga, Miguel N. Abad, Kris D. Gutierrez, 2019-08-22 The Complex Web of Inequality in North American Schools analyzes and challenges the critical gaps and inequalities that persist in the American school system Showing how historical biases have been inherited in current policies relating to non dominant youth the text calls for educational reforms that perform in the name of social justice This edited collection carefully interrogates how technocratic educational policies and reforms are often unequipped to address the interplay of political social economic ideological factors that are at the roots of educational injustice Considering the most vulnerable student populations original case studies explore how inadequate structures practices and beliefs have increased marginalization and highlight those instances in which policy has proved effective in reducing opportunity gaps between economically rich and poor students between white Asian Black and Latino youth between native English speakers and second language learners highlighting racial integration and unequal American Indian education and for students with special educational needs The insights into such policies shed light on the complex web of historically embedded inequities that continue to shape the construction roll out and consequences of education policy for the most marginalized youth populations today This volume will be of interest to graduate and postgraduate students researchers and

academics in the fields of education policy sociology of education economics of education and history of education and well as policy evaluation

**Diversity and Inclusion in Higher Education and Societal Contexts** SunHee Kim Gertz, Betsy Huang, Lauren Cyr, 2018-01-03 Groundbreaking in its international interdisciplinary and multi professional approach to diversity and inclusion in higher education this volume puts theory in conversation with practice articulates problems and suggests deep structured strategies from multiple perspectives including performed art education disability studies institutional as well as government policy health humanities history jurisprudence psychology race and ethnicity studies and semiotic theory The authors originating from Austria Germany Luxembourg Trinidad Turkey and the US invite readers to join the conversation and sustain the work

*Choice, Preference, and Disability* Roger J. Stancliffe, Michael L. Wehmeyer, Karrie A. Shogren, Brian H. Abery, 2020-04-17 This book examines choice and preference in the lives of people with disability focusing on people with intellectual and developmental disabilities It provides an overview of choice and examines foundational concepts related to choice and preference including self determination and supported decision making Chapters examine a range of critical service and policy issues such as guardianship individualized funding the health care system and the situation regarding choices for people with disability in international contexts In addition chapters explore issues ranging from the development of preference and choice in childhood to choices in older age and end of life matters It provides in depth analysis of particular choices faced at different points across the lifespan The book concludes with implications for policy and practice Topics featured in this book include Supported decision making for adults with intellectual disabilities or acquired brain injury The role of parents and families in the development of choice making skills Preference assessments for individuals who cannot tell us what they prefer Employment opportunities for people with intellectual disabilities Sexual and reproductive rights for people with intellectual disabilities Disability and the choice to become a parent *Choice Preference and Disability* is an essential resource for researchers professors clinicians therapists and other professionals as well as graduate students in the fields of developmental and positive psychology rehabilitation social work special education occupational speech and language therapy public health and healthcare policy

*Reading Upside Down* Deborah L. Wolter, 2015-06-26 *Reading Upside Down* offers a paradigm shift from achievement gaps to opportunity gaps in literacy instruction Drawing on the author's rich experiences working one on one with challenged readers this book presents case studies illustrating the complexities of student learning experiences and the unique circumstances that shaped their acquisition of literacy Wolter explores eight key factors that contribute to reading challenges in developing readers including school readiness the use of prescribed phonics based programs physical hurdles unfamiliarity with English and special education labeling With a focus on the differences that educators can make for individual students the text suggests ways to identify and address early opportunity gaps that can impact students throughout their entire educational career *Reading Upside Down* will help educators to Shift from identifying deficit based achievement gaps among students to addressing

opportunity gaps in literacy instruction Move beyond student labels categories or placements to provide true opportunities for children to explore and develop literacy Take a strength based view that students are in multiple places of exploration of language and literacies and all children can succeed in becoming readers Develop a strong sense of ownership and expertise in order to foster inclusion and assure authentic and engaged reading within their classrooms The book not only challenges the status quo but offers a rational alternative that would benefit every struggling reader I hope Reading Upside Down initiates a widespread movement to undo so much of what we have done in the name of helping children who struggle with learning to read Richard L Allington University of Tennessee Reading Upside Down is a powerful tool an eye opener a call to arms and a plan for action Wolter does a superb job not only identifying and addressing opportunity gaps in literacy instruction but also providing ways to begin fixing them Patricia A Edwards Ph D professor of teacher education Michigan State University and past president International Literacy Association      **Education and Incarceration** Erica R.

Meiners, Maisha T. Winn, 2014-07-16 The United States of America is in possession of the largest prison population in the world with 2.3 million people currently behind bars This number is predominantly and disproportionately made up of communities of colour and poverty Between 1987 and 2007 the U S prison population tripled the direct result of various tough on crime public policies Organizers and scholars use the term prison industrial complex PIC to name the structure that encompasses the expanding economic and political contexts of the detention and corrections industry in the USA The PIC is a network that sutures capital communities and the State to a permanent punishment economy The term the PIC aims to capture the range of material and ideological forces that shape the growth of detention the political and lobbying power of the corrections officers unions the framing of prisons and jails as a growth industry in the context of deindustrialization the production and sales of technology and security required to maintain and expand the state of incarceration and the naturalization of isolation as a logical response to harm Education and Incarceration highlights the significance of centering agency and autonomy and documents scholars who work to be accountable to justice movements and communities not simply to academic disciplines or to research Additionally as emerging scholars committed to challenging the PIC these authors struggle to build multi layered analytic and material tools for resistance within and beyond the walls of schools jails and prisons This book provides snapshots of practices in motion activist scholars working to engage to be accountable to families communities and larger justice movements and to build abolition democracies This book was originally published as a special issue of Race Ethnicity and Education      **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

**Diversity's Promise for Higher Education** Daryl G. Smith, 2015-06-01

Daryl G Smith has devoted her career to studying and fostering diversity in higher education She has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to a reality of the modern university experience In *Diversity's Promise for Higher Education* Smith brings together scholarly and field research relevant to the next generation of diversity work The book argues that achieving excellence in a diverse society requires increasing the institutional capacity for diversity while simultaneously working to understand how diversity is tied to better leadership positive change research in virtually every field student success accountability and more equitable hiring practices To become more relevant to society the nation and the world while remaining true to their core missions colleges and universities must continue to see diversity like technology as central not parallel to their work In *Diversity's Promise for Higher Education* Smith proposes a set of clear and realistic practices that will help colleges and universities locate diversity as a strategic imperative and pursue diversity efforts that are inclusive of the varied and growing issues apparent on campuses without losing focus on the critical unfinished business of the past In this edition which is aimed at administrators faculty researchers and students of higher education Smith emphasizes a transdisciplinary approach to the topic of diversity drawing on an updated list of sources from a wealth of literatures and fields The tables have been refreshed to include data on faculty diversity over a twenty year period and the book includes new information about gender identity stereotype threat student success the growing role of chief diversity officers the international emergence of diversity issues faculty hiring and implicit bias

*Because of Race* Mica Pollock, 2010-11-14 In *Because of Race* Mica Pollock tackles a long standing and fraught debate over racial inequalities in America's schools Which denials of opportunity experienced by students of color should be remedied Pollock exposes raw real time arguments over what inequalities of opportunity based on race in our schools look like today and what if anything various Americans should do about it Pollock encountered these debates while working at the U S Department of Education's Office for Civil Rights in 1999 2001 For more than two years she listened to hundreds of parents advocates educators and federal employees talk about the educational treatment of children and youth in specific schools and districts People debated how children were spoken to disciplined and ignored in both segregated and desegregated districts and how children were afforded or denied basic resources and opportunities to learn Pollock discusses four rebuttals that greeted demands for everyday justice for students of color inside schools and districts She explores how debates over daily opportunity provision exposed conflicting analyses of opportunity denial and harm worth remedying *Because of Race* lays bare our habits of argument and offers concrete suggestions for arguing more successfully toward equal opportunity

**A World Away From IEPs** Erin McCloskey, 2022 Step outside of the IEPs and behavioral paperwork

currently generated in schools go where disabled people are thriving today and see the results in learning growth and expression This authoritative book offers readers alternative ways to think about learning and behavior in special education Through illustrative case studies and a disability studies lens author Erin McCloskey uses the voices of people with disabilities to show how these students progress creatively outside the classroom and school building at the dojo the riding arena the theater stage the music studio and other community centered spaces where disabled students can make choices about their learning their bodies and their goals Balancing theory and practice the book describes alternative learning spaces demonstrates how disabled students learn there and passes on the important lessons learned in each space The ideas apply to students of all ages with a wide variety of disabilities Book Features Uses the voices of people with disabilities to promote alternative ways to think about learning and behavior in special education Presents rich case studies and briefer interludes to illustrate how disabled students are learning and thriving in surprising ways outside of school where they have opportunities to explore Distills important key takeaways from each case study through chapter sections of lessons learned Promotes informed discussion of the concepts in the book with questions at the end of each chapter Combines theory and practice to help readers put the concepts into action in a variety of settings with a variety of disabled students

*Social Justice Pedagogy Across the Curriculum* Nikola Hobbel, 2010-04-05 What knowledge and tools do pre and in service educators need to teach for and about social justice across the curriculum in K 12 classrooms This compelling text synthesizes in one volume historical foundations philosophic theoretical conceptualizations and applications of social justice education in public school classrooms Part one details the history of the multicultural movement and the instantiation of public schooling as a social justice project Part two connects theoretical frameworks to social justice curricula Parts I and II are general to all K 12 classrooms Part three provides powerful specific subject area examples of good practice including English as a Second Language and Special Exceptional Education Social Justice Pedagogy Across the Curriculum includes highlighted Points of Inquiry and Points of Praxis sections offering 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 this text is ideal for classes that are not subject level specific and serve a host of students from various backgrounds

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