

Condition Critical

Key Principles for Equitable
and Inclusive Education



Diana Lawrence-Brown and Mara Sapon-Shevin

Foreword by Nirmala Erevelles

Disability, Culture, and Equity Series

Series Editors: Alfredo J. Artiles and Elizabeth B. Kozleski

Condition Critical Key Principles For Equitable And Inclusive Education Disability Culture And Equity Series Disability Equity And Culture Series

Srikala Naraian



Condition Critical Key Principles For Equitable And Inclusive Education Disability Culture And Equity Series Disability Equity And Culture Series:

Condition Critical—Key Principles for Equitable and Inclusive Education Diana Lawrence-Brown, Mara Sapon-Shevin, 2015-04-26 This important book provides a unique merging of disability studies critical multiculturalism and social justice advocacy to develop both the knowledge base and the essential insights for understanding and implementing fully inclusive education Although inclusion is often viewed in schools as primarily serving students with disabilities this volume expands the definition to include students with a broad range of traditionally marginalized differences including but not limited to disabilities cultural linguistic racial background gender sexual orientation religion and class Chapters provide 12 key principles important to developing and applying a critical perspective toward educating diverse students and promoting equity and inclusion Book Features Personal stories that make concepts accessible to new and pre service teachers Application exercises ideal for courses and professional development workshops Highlight boxes that raise additional questions for discussion and debate Interactive multimodal instructional activities to use with many kinds of learners Additional activities and resources available online at www.tcpress.com Contributors Subini Annamma Laura Atkinson David J Connor Elizabeth Z Dejewski David Feingold Ana Maria Garc a Kathryn Henn Reinke Jodell Heroux Kathleen Kotel Elizabeth B Kozleski Valerie Owen Susan Peters Julie Ramirez Maryl A Randel Janet Sauer Stacey N Skoning Graciela Slesaransky Poe Robin M Smith Jeannie Zeitli A powerful call to challenge rigid school practices that attempt to sort and level students This extremely clear guide helps us move from critique to action interweaving difficult matters of income disparity language and religious marginalization racism and gender expression and identity The authors inspire us to engage in the hard work of justice and equity oriented pedagogy and to do so collectively with humor and with passion Celia Oyler professor of education Teachers College Columbia University *Condition Critical* offers a critical framework for valuing and responding to student differences grounded in an expansive view of social justice equity access and excellence Accessible and engaging each chapter skillfully weaves together first person narratives opportunities for self reflection and practical examples of key classroom practices The result is a thoughtful and inspiring book that does more than critique the status quo it points the way to transforming classrooms and schools for all Beth Ferri associate professor School of Education Syracuse University Teaching Emergent Bilingual Students with Dis/Abilities Patricia Martínez-Álvarez, 2023 Grounded in authentic teaching and learning experiences this book shows elementary school educators how to create spaces that more respectfully and humanely address the needs of emergent bilinguals with disabilities While the fields of bilingual education and disability studies have been traditionally kept separate Mart nez lvarez argues that many of the constructs researchers and educators employ in their respective fields can be combined to improve instruction This book establishes a dialogue among important constructs such as issues of assimilation and ableism and the expansion of identity agency and humanistic

pedagogies It then looks at how these constructs can be used to better understand children who have been assigned inflexible labels that do not cohesively represent their bilingual bicultural identities and their varied ways of learning The text explores the limitations of categorizing children into boxes particularly those of minoritized backgrounds and focuses on actual practices that will engage and empower learners Book Features Combines the fields of bilingual education and disability studies so that bilingual students with disabilities can be understood and taught from a strengths based perspective Includes activity invitations to help teachers create high quality learning spaces Provides sample work from diverse elementary school aged children as well as children s responses to the learning activity Proposes curriculum to expand what identity and agency look like in schools embracing more humanistic pedagogies **Affirming Disability** Janet Story Sauer,Zachary Rossetti,2019 Providing both a theoretical framework and practical strategies this resource will help teachers counselors and related service providers develop understanding and empathy to improve outcomes for culturally and linguistically diverse CLD students with disabilities The text features narrative portraits of six immigrant families and their children with disabilities including their cultural histories and personal perspectives regarding assessment diagnosis Individualized Education Program IEP meetings and other instances in which families engaged with the special education process Using guiding questions for reflection and Talk Back comments from preservice students throughout the text readers are encouraged to reflect on their own positionality and to develop nuanced and dynamic understandings of CLD children youth and families countering persistent and stereotypical deficit views A long overdue textbook that proactively contributes to preparing teacher candidates to know more about and better understand the diverse students they will teach From the Foreword by Maria de Lourdes B Serpa professor emerita Lesley University Accessible and innovative It will be valuable to students teachers and family members Philip Ferguson professor emeritus Chapman University This powerful and much needed book highlights the cultural misunderstandings and systemic inequities that can occur when disability intersects with race Maya Kalyanpur University of San Diego *Dismantling Disproportionality in Practice* Marí a G. Hernández,Reed Swier,Hui-Ling Sunshine Malone,2024 This resource offers culturally responsive processes and concrete tools to address disproportionality and create more equitable schools The authors draw on their work with school districts to demonstrate how using a theory of change can address disproportionate outcomes of special education placement and exclusionary discipline for students of color Educational institutions can use this application guide to build educators capacities so that they respond better to the needs of racially culturally and linguistically marginalized students families and communities The book includes chapters dedicated to the process of an equity audit to identify and tackle the root causes of disproportionalities approaches for partnering with young people toward creating an environment every student deserves and the critical self reflective work that is foundational to shift the experiences and outcomes of Black Latinx Indigenous multilingual learners and students with an IEP as well as students with intersecting identities Use Dismantling

Disproportionality in Practice to guide your work with district and school leaders and staff teachers families and youth Book Features This companion to Dismantling Disproportionality A Culturally Responsive Sustaining Systems Approach 2023 offers lessons learned from a former state funded technical assistance center Applicable tools and processes to help school districts confront beliefs policies procedures and practices that result in disproportionate outcomes and experiences A holistic look at what equitable and culturally responsive schools look like and actionable steps for creating these spaces Tangible exercises and examples from two decades of experience centering equity within school systems Guidance for partnering with youth to create equitable systemic change alongside school leadership **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 *DisCrit Expanded* Subini A. Annamma, Beth A. Ferri, David J. Connor, 2022 This sequel to the influential 2016 work *DisCrit* Disability Studies and Critical Race Theory in Education explores how *DisCrit* has both deepened and expanded providing increasingly nuanced understandings about how racism and ableism circulate across geographic borders academic disciplines multiplicative identities intersecting oppressions and individual and cultural resistances Following an incisive introduction by *DisCrit* intellectual forerunner Alfredo Artiles a diverse group of authors engage in inward outward and margin to margin analyses that raise deep and enduring questions about how we as scholars and teachers account for and counteract the collusive nature of oppressions faced by minoritized individuals with disabilities particularly in educational contexts Contributors ask readers to consider incisive questions such as What are the affordances and constraints of *DisCrit* as it travels outside of U S contexts How can *DisCrit* as a critical and intersectional framework be used to support and extend diverse forms of activism expanded solidarities and collective resistance How can *DisCrit* inform

and be augmented by engagements with other critical theories and modes of inquiry How can DisCrit help to illuminate agency and resistance among learners with complex learning needs How might DisCrit inform legal studies and other disciplinary and interdisciplinary contexts How can DisCrit be a critical friend to interrogations involving issues of citizenship language and more Contributors include Alfredo J Artiles Joy Banks Maria Cio Pe a Anjali Forber Pratt David Hernandez Saca Valentina Migliarini and Jamelia N Morgan *Condition Critical* Mara Sapon-Shevin Diana Lawrence-Brown,2014

Teaching for Inclusion Srikala Naraian,2017-04-28 Teaching for Inclusion shows how educators navigate the competing demands of everyday practice with examples from urban suburban elementary and secondary schools The author offers eight guiding principles that can be used to advance an inclusive pedagogy These principles permit teachers to both acknowledge and draw from the conditions within which they work even as they uphold their commitments to equitable schooling for students from historically marginalized groups particularly students with disabilities Situated in the everyday realities of classrooms that often include mandated testing requirements and accountability policies this book addresses multiple dimensions of inclusive practice including curricular decisionmaking the grammar of schooling the status of family communities and the demands of professional roles Book Features Values teachers as contributors to the field of inclusive education rather than technicians implementing given concepts Offers ways of thinking about inclusive practices that educators can adapt to their own school contexts Captures the real dilemmas faced by classroom teachers as they implement recommended practices Incorporates a range of perspectives including educators students and families *Journal of Disability Policy Studies* ,2012 Ability, Equity, and Culture: Sustaining Inclusive Urban Education Reform Elizabeth B. Kozleski,Kathleen King Thorius,2013 This comprehensive book is grounded in the authentic experiences of educators who have done and continue to do the messy everyday work of transformative school reform The work of these contributors in conjunction with research done under the aegis of the National Institute of Urban School Improvement NIUSI demonstrates how schools and classrooms can move from a deficit model to a culturally responsive model that works for all learners To strengthen relationships between research and practice chapters are coauthored by a practitioner researcher team and include a case study of an authentic urban reform situation This volume will help practitioners reformers and researchers make use of emerging knowledge and culturally responsive pedagogy to implement reforms that are more congruent with the strengths and needs of urban education contexts **DisCrit** Subini A. Annamma,2016 In this groundbreaking volume 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 Excluded by Choice Federico R. Waitoller,2020-06-12 Through powerful narratives of parents of Black and Latinx students with disabilities this book provides a unique look at the relationship between disability race urban space and market

driven educational policies Offering significant insights into complex forms of educational exclusion the text illustrates the actual challenges and paradoxes of school choice faced by today's parents Included are explanations for the kinds of injustices students with disabilities face every day as well as resources that can be helpful for engaging in collective action aimed at improving educational services for all children This accessible resource offers recommendations to help policymakers charter school administrators teachers and families tackle the challenges of school choice while dealing effectively with the new generation of inclusive schools Book Features Presents a first of its kind look at how Black and Latinx parents of students with disabilities experience market driven approaches to education Identifies the consequences of push out practices in charter schools and how families experience and resist these practices Situates school choice amid historical and compounding forms of exclusion associated with geographical neighborhood and social disability race and class locations Provides lessons learned and valuable guidance for creating a new generation of inclusive charter schools

Disability, culture, and equity series, 2019 *Inclusion, Equity and Access for Individuals with Disabilities* Santoshi Halder, Vassilios Argyropoulos, 2019-03-02 The book provides multiple perspectives and insights on the area of Inclusion Equity and Access for people with disabilities and brings together various inclusive effective practices from 21 countries across the world most comprehensively in one book The book documents perspectives from educational researchers and teacher educators through first hand experience using cutting edge research and conceptual understandings thought processes and reflections The book brings together various methodologies to expose scientific truths in the area of disability and inclusion Chapter authors utilize a self reflective stance representing state of the art theory and practice for exploring notions of disability Authors examine cultural relational practices common values and beliefs and shared experiences for the purpose of helping cultural members and cultural strangers better understand interdependent factors Each chapter is an attempt to unravel a thought provoking comprehensive and thorough understanding of the challenges and abilities of individuals with disabilities shaped by their own culture society and country re engaging the promise of scientific research as a generative form of inquiry The book is designed to be of use to a wide range of professionals researchers practitioners advocates special educators and parents providing information and or discussions on educational needs health care provisions and social services irrespective of country and culture

DisCrit Expanded Subini A. Annamma, Beth A. Ferri, David J. Connor, Alfredo J. Artiles, 2022 The grounding assumption that undergirds Disability Critical Race Theory DisCrit is that racism and ableism are mutually constitutive and collusive always circulating across time and context in interconnected ways Through we originally wrote DisCrit in 2013 and have written a number of projects with it as the foundation DisCrit rapidly expanded far beyond our own work In tracing this reverberation we are struck by the ways DisCrit has been taken up expanded upon and used as a jumping off point for further creative articulations The dynamic landscape of scholarship taking up DisCrit reflects its role in fostering a transgressive space that has generated critical questions looking

outward inward and across differences and divides Following an introduction by a intellectual forerunner to DisCrit Alfredo Artiles is a three part edited book organized around central inquiries that are directed outward inward as well as across or margin to margin Through each section authors answer these central inquiries by applying DisCrit across theoretical methodological and analytical spaces to shift praxis exploring who we are answerable to axiologically and expanding beyond missing pieces or silences associated with DisCrit The closing chapter synthesizes ruptures including issues raised and explored in the present text and look toward the future of how DisCrit can be useful in developing more complex understandings of inequalities with view to working toward countering them in different yet interconnected levels including the personal the professional and the structural

Disability, Intersectionality, and Belonging in Special Education Elizabeth A. Harkins Monaco, L. Lynn Stansberry Brusnahan, Marcus C. Fuller, Martin O. Odima Jr., 2024-02-23 Disability Intersectionality and Belonging in Special Education focuses on preparing educators who use socioculturally sustaining practices curricula and instruction through an intersectional lens This book empowers preservice students and special education practitioners and administrators to meet the needs of disabled individuals Understanding the full range of requirements relating to socioculturally sustaining practices is imperative to working with individuals with disabilities as well as with their families and caregivers Being able to understand and explain this complex issue to others is important and often necessary Social injustices in special education are historical and systemic Special education practitioners are typically unaware of the importance of intersectional differences because they have been prepared to address cultural perspectives only during awareness days or through specific units in curricula At other times they discuss the topic diagnostically for example as part of an educational plan or when teaching English as a second language Other issues stem from the value system of the special education practitioners themselves some are not willing to engage in these concepts while others prioritize treating all students the same by using the terms fairness equity and colorblindness to justify this treatment Even when special educator practitioners attempt to address injustices on behalf of their students they tend to center on only the student's disability which means they are ignoring or erasing other aspects of their students identities These concerns highlight the importance of building the sociocultural competence of our teaching force This book will help practitioners build this competence in their own spheres of influence

Culturally Proficient Inclusive Schools Delores B. Lindsey, Jacqueline S. Thousand, Cynthia L. Jew, Lori R. Piowlski, 2017-05-25 Create inclusive educational environments that benefit ALL learners As schools become more diverse with students of differing abilities and needs this self reflective and action oriented guide helps you create and support more inclusive schools and classrooms that intentionally educate all students Using the Five Essential Elements of Cultural Proficiency as a roadmap this book presents Students learning differences as just that differences rather than deficits Strategies that show you how to break through the common barriers to culturally proficient and inclusive schooling Assessments that gauge your awareness and show you how to best serve every

student s needs **Ability, Equity, and Culture** Elizabeth B. Kozleski, Kathleen King Thorius, 2014-01-31 This comprehensive book is grounded in the authentic experiences of educators who have done and continue to do the messy everyday work of transformative school reform The work of these contributors in conjunction with research done under the aegis of the National Institute of Urban School Improvement NIUSI demonstrates how schools and classrooms can move from a deficit model to a culturally responsive model that works for all learners To strengthen relationships between research and practice chapters are coauthored by a practitioner researcher team and include a case study of an authentic urban reform situation This volume will help practitioners reformers and researchers make use of emerging knowledge and culturally responsive pedagogy to implement reforms that are more congruent with the strengths and needs of urban education contexts

Sustaining Disabled Youth Federico R. Waitoller, Kathleen King Thorius, 2022 Asset based pedagogies such as culturally relevant sustaining teaching are frequently used to improve the educational experiences of students of color and to challenge the White curriculum that has historically informed school practices Yet asset based pedagogies have evaded important aspects of students culture and identity those related to disability Sustaining Disabled Youth is the first book to accomplish this It brings together a collection of work that situates disability as a key aspect of children and youth s cultural identity construction It explores how disability intersects with other markers of difference to create unique cultural repertoires to be valued sustained and utilized for learning Readers will hear from prominent and emerging scholars and activists in disability studies who engage with the following questions Can disability be considered an identity and culture in the same ways that race and ethnicity are How can disability be incorporated to develop and sustain asset based pedagogies that attend to intersecting forms of marginalization How can disability serve in inquiries on the use of asset based pedagogies Do all disability identities and embodiments merit sustaining How can disability justice be incorporated into other efforts toward social justice Book Features Provides critical insights to bring disability in conversation with asset based pedagogies Highlights contributions of both university scholars and community activists Includes analytical and practical tools for researchers classroom teachers and school administrators Offers important recommendations for teacher education programs

Affirming Disability Janet Story Sauer, Zachary Rossetti, 2019-12-16 Providing both a theoretical framework and practical strategies this resource will help teachers counselors and related service providers develop understanding and empathy to improve outcomes for culturally and linguistically diverse CLD students with disabilities The text features narrative portraits of six immigrant families and their children with disabilities including their cultural histories and personal perspectives regarding assessment diagnosis Individualized Education Program IEP meetings and other instances in which families engaged with the special education process Using guiding questions for reflection and Talk Back comments from preservice students throughout the text readers are encouraged to reflect on their own positionality and to develop nuanced and dynamic understandings of CLD children youth and families countering persistent and stereotypical deficit views Book

Features In depth descriptions of immigrant family ecologies Strategies for challenging a system that has been implicated in the over representation of minorities in special education Artwork photographs and other materials from students and families Talk Back sections featuring personal reflections and feedback on the portrait narratives from preservice teachers Questions at the end of each portrait narrative chapter to facilitate meaningful classroom discussions A personal action plan framework to guide improvements in cultural competence and inclusive special education practices

Condition Critical Key Principles For Equitable And Inclusive Education Disability Culture And Equity Series Disability Equity And Culture Series Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Condition Critical Key Principles For Equitable And Inclusive Education Disability Culture And Equity Series Disability Equity And Culture Series**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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