

Disability types and children's schooling in Africa

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Schooling And Disability

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Badar**

Schooling And Disability:

Disability and Teaching Susan Gabel, David Connor, 2013-07-24 *Disability and Teaching* highlights issues of disability in K 12 schooling faced by teachers who are increasingly accountable for the achievement of all students regardless of the labels assigned to them. It is designed to engage prospective and practicing teachers in examining their personal theories and beliefs about disability and education. Part I offers four case studies dealing with issues such as inclusion over representation in special education, teacher assumptions and biases, and the struggles of novice teachers. These cases illustrate the need to understand disability and teaching within the contexts of school community and the broader society and in relation to other contemporary issues facing teachers. Each is followed by space for readers to write their own reactions and reflections. Educators dialogue about the case, space for readers' reactions to the educators' dialogue, a summary, and additional questions. Part II presents public arguments representing different views about the topic: conservative, liberal, progressive, and disability centered. Part III situates the authors' personal views within the growing field of Disability Studies in education and provides exercises for further reflection and a list of resources. *Disability and Teaching* is the 8th volume in the *Reflective Teaching and the Social Conditions of Schooling* Series edited by Daniel P. Liston and Kenneth M. Zeichner. This series of small, accessible, interactive texts introduces the notion of teacher reflection and develops it in relation to the social conditions of schooling. Each text focuses on a specific issue or content area in relation to teaching and follows the same format. Books in this series are appropriate for teacher education courses across the curriculum.

Disability & the Politics of Education Susan Lynn Gabel, Scot Danforth, 2008 *Disability and the Politics of Education: An International Reader* is a rich resource that deals comprehensively with the many aspects of the complex topic of disability studies in education. For nearly two decades, global attention has been given to education as a human right through global initiatives such as Education for All (EFA) and the Salamanca Statement. Yet according to UNESCO, reaching the goals of EFA remains one of the most daunting challenges facing the global community. Today, millions of the world's disabled children cannot obtain a basic childhood education, particularly in countries with limited resources. Even in the wealthiest countries, many disabled children and youth are educationally segregated from the nondisabled, particularly if they are labeled with significant cognitive impairment. International agencies such as the United Nations and the World Bank have generated funds for educational development but unfortunately these funds are administered with the assumption that 'west is best,' thereby urging developing countries to mimic educational policies in the United States and the United Kingdom in order to prove their aid worthiness. This McDonaldization of education reproduces the labeling, resource allocation, and social dynamics long criticized in disability studies. The authors in this volume explore these subjects and other complexities of disability and the politics of education. In doing so, they demonstrate the importance and usefulness of international perspectives and comparative approaches.

Distinguishing Disability Colin Ong-Dean, 2009-08-01 Students in special education programs can have widely

divergent experiences For some special education amounts to a dumping ground where schools unload their problem students while for others it provides access to services and accommodations that drastically improve chances of succeeding in school and beyond Distinguishing Disability argues that this inequity in treatment is directly linked to the disparity in resources possessed by the students parents Since the mid 1970s federal law has empowered parents of public school children to intervene in virtually every aspect of the decision making involved in special education However Colin Ong Dean reveals that this power is generally available only to those parents with the money educational background and confidence needed to make effective claims about their children s disabilities and related needs Ong Dean documents this class divide by examining a wealth of evidence including historic rates of learning disability diagnosis court decisions and advice literature for parents of disabled children In an era of expanding special education enrollment Distinguishing Disability is a timely analysis of the way this expansion has created new kinds of inequality

Who Benefits From Special Education? Ellen A. Brantlinger, 2006-08-15 Who Benefits From Special Education Remediating Fixing Other People s Children addresses the negative consequences of labeling and separating education for students with disabilities the cultural biases inherent in the way that we view children s learning difficulties the social construction of disability the commercialization of special education and related issues The theme that unifies the chapters is that tension exists between professional ideology and practice and the wishes and expectations of the recipients of professional practice children adolescents and adults with disabilities and their families These voices have rarely taken center stage in formulating important decisions about the quality and characteristics of appropriate practice The dominant view in the field of special education has been that disability is a problem in certain children rather than an artifact that results from the general structure of schooling it does not take into consideration the voices of people with disabilities their families or their teachers Offering an alternative perspective this book deconstructs mainstream special education ideologies and highlights the personal perspectives of students families and front line professionals such as teachers and mental health personnel It is particularly relevant for special education disabilities studies graduate students and faculty and for readers in general education curriculum studies instruction theory and critical theory

The Construction of Disability in our Schools Kathryn Underwood, 2019-02-18 This book is about the meaning of disability in schools The experience of children with disabilities in schools has undergone substantial change over the last twenty years and more with many children who would have once been living in institutions now going to school alongside their peers With this monumental shift and the continuing increased participation of people with disabilities one might wonder what disability means In the age of institutionalisation disability referred to those people who were not able to actively participate in society As it turns out many of the people who were deemed unable to participate were so only because the society in which they lived had kept them from active participation through institutionalisation In Ontario Canada where the author lives and works many adults with disabilities continue to live in institutions and are also active in

their communities So it is not just the institutions that disable people There are many reasons that people fall into the classification of disabled and for some this classification begins in an institution often in the institution of school This book explores the different beliefs that teachers and parents hold about disability and the types of barriers that cause disability and how these beliefs translate into education practice **Schooling and Disability** Douglas Biklen,Dianne Ferguson,1989

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

Special Education James M. Kauffman,Daniel P. Hallahan,Paige C. Pullen,Jeanmarie Badar,2018-05-30 Special Education What It Is and Why We Need It provides a thorough examination of the basic concept of special education a discussion of specific exceptionalities and constructive responses to common criticisms of special education Whether you re a teacher school administrator teacher educator or simply interested in the topic you will learn just what special education is who gets it or who should get it and why it is necessary The second edition of this brief yet powerful primer will help you build the foundation of a realistic rational view of the basic assumptions and knowledge on which special education rests *How Did You Get Here?* Thomas Hehir,Laura A. Schifter,Wendy S. Harbour,2015-03-01 When their children were young several parents interviewed in this book were told you can t expect much from your child As they got older the kids themselves often heard the same thing that as children with disabilities academic success would be elusive if not impossible for them How Did You Get Here clearly refutes these common destructive assumptions It chronicles the educational experiences from early childhood through college of sixteen students with disabilities and their paths to personal and academic success at Harvard University The book explores common themes in their lives including educational strategies technologies and undaunted intellectual ambitions as well as the crucial roles played by parents teachers and other professionals Above all it provides a clear and candid account in the voices of the students themselves of what it takes to grapple effectively with the many challenges facing young people with disabilities A compelling and practical book How Did You Get Here offers clear accounts not only of the challenges and biases facing young disabled students but also of the opportunities they found and created on the way to academic and personal success Special Educational Needs and Inclusive Education: Systems and contexts David R. Mitchell,2004 Demonstrates how the fields of special education and inclusive education have evolved philosophically and technically over the past 30 years Vital Questions Facing Disability Studies in Education Scot Danforth,Susan Lynn

Gabel, 2006 Disability studies in education is a provocative and innovative field of social inquiry that challenges standard ways of thinking about disability in education practices that serve to exclude disabled people from equal educational opportunity and policies that support or drive inequality This book brings together the best disability studies in education scholars to address the pressing questions facing the field It provides an introduction to the field for the newcomer a sharp challenge to the status quo in special and general education and a map to understanding the serious disability issues confronting education today

Excluded by Choice Federico R. Waitoller, 2020 It is the first book examining the experiences of Black and Latinx students with disabilities and their families with market driven educational policies It offers a unique theoretical contribution examining the relationship between disability race urban space and market driven educational policies It uses powerful and emotional narratives that unveil the collateral damages of market driven policies It explains how Black and Latinx parents of students with disabilities experience and resist pushout practices in charter schools It identifies the consequences of pushout practices in charter schools that are more severe than forcing parents to move to another school

Disability Matters Paul T. Jaeger, Cynthia Ann Bowman, 2002-09-30 Jaeger information studies and Bowman English education both Florida State U provide general education and special education teachers and administrators of both public and private schools with information about the rights of students with disabilities in any level school from elementary to gr

Handbook of Leadership and Administration for Special Education Jean B. Crockett, Bonnie Billingsley, Mary Lynn Boscardin, 2012-05-31 This book brings together for the first time research informing leadership practice in special education from preschool through transition into post secondary settings It provides comprehensive coverage of 1 disability policy 2 leadership knowledge 3 school reform and 4 effective educational leadership practices Broader in scope than previous books it provides in depth analysis by prominent scholars from across the disciplines of both general and special education leadership Coverage includes historical roots policy and legal perspectives and content supporting collaborative and instructional leadership that support the administration of special education Comprehensive This is the first book to integrate the knowledge bases of special education and educational leadership as these fields impact school improvement and the performance of students with disabilities Chapter Structure Chapters provide a review of the knowledge base as well as recommendations for special education leadership and future research Multicultural Focus Addressing special education leadership within the context of a multicultural society chapters incorporate content related to the diversity of families teachers and students Expertise Chapter authors have made significant contributions to the knowledge base in their specific areas of study such as educational policy special education law and finance school reform organizational management and instructional leadership This book is a reference volume for scholars leaders and policy makers and a textbook for graduate courses in special education educational administration and policy studies

Righting Educational Wrongs Arlene Kanter, Beth Ferri, 2013-12-24 Righting Educational Wrongs brings together the work of

scholars from the fields of disability studies in education and law to examine contemporary struggles around inclusion and access to education. Specifically, contributors examine policies and practices as they contribute to or undermine educational access for individuals with disabilities. Kanter and Ferri expand our understanding about the potential of legal studies to inform work around disability studies in education and vice versa. Contributors explore the intersections between disability studies, law, and education, forging a theoretical framework for thinking about educational access. Several essays take a critical look at some of the histories of exclusion in education and the ways that these exclusions have been upheld by a variety of educational policies and practices. Other essays reflect on how students with disabilities and their families experience the Individuals with Disabilities in Education Act. By bridging various disciplines, *Righting Educational Wrongs* offers new insights to allow us to better understand the multiple perspectives and voices within the field of disability studies.

Educating One and All National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Goals 2000 and the Inclusion of Students with Disabilities, 1997-06-27. In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for one: the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. *Educating One and All* examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications as well as parental participation in children's education.

(Un)Learning Disability AnnMarie Baines, 2014-12-04. How do high school students confront and resolve conflicting messages about their intelligence and academic potential, particularly when labeled with social and learning disabilities? How does disability become disablement when negative attitudes and disparaging perceptions of ability position students as outsiders? Following the lives of adolescents at home and at school, the author makes visible the disabling language, contextual arrangements, and unconscious social practices that restrict learning, regardless of special education services. She also showcases how young people resist disablement to transform their worlds and pursue pathways most important to them. Educators and scholars can use this important resource to recognize and

change disabling practices that are often taken for granted as a natural part of schooling Book Features Offers concrete ways that students schools and teachers can unlearn disabling behaviors Illuminates how social processes of disablement take place rather than simply describing their influence Looks at settings where students encounter more flexible ideas of ability and intelligence AnnMarie Baines shows us how LD can be rephrased readdressed and reworked LD can be a good idea again but the labels have to be tied to conditions of growth identity enhancement and institutional change From the Foreword by Ray McDermott professor Stanford Graduate School of Education Through compelling narrative vignettes and clear expository commentary the author makes a persuasive case that adolescents abilities and disabilities are situational not fixed The moral of her stories is this change the social situations of learning to foreground and affirm ability rather than disability Frederick Erickson George F Kneller Professor of Anthropology of Education emeritus University of California Los Angeles This book will touch everyone The stories ring with familiar pain strategies of persistence and the randomness of what counts for success or failure Valuable resources are lost to labels given too lightly for far too many this volume tells us how to recoup and to protect these resources and to restore hope by doing so Shirley Brice Heath Margery Bailey Professor of English and Dramatic Literature and professor of linguistics emerita Stanford University AnnMarie Darrow Baines is an assistant professor in the department of secondary education at San Francisco State University Disabling Policies? Gillian Fulcher, 2015-12-22 First published in 1989 this book is about integrating or mainstreaming policies looking specifically at how to improve circumstances for schoolchildren with disabilities or handicaps and their teachers The author draws on her experiences both within and outside the academic institution to conceptualise and theorise policy so as to place this policy in a political framework and locate it in a wider model of social life This model is then used to disentangle the nature and effects of policy practices surrounding integration and mainstreaming looking at practice in various parts of Europe the US and Australia at that time Although written at the end of the 1980s this book discusses topics that are still relevant today

Inclusive Schooling Stanley J. Vitello, Dennis E. Mithaug, 2013-12-16 This book provides new information on how various inclusion policies have been implemented in different schools and school districts in North America and in a range of European countries The purpose of inclusion policy is to prevent the marginalization of people who experience unfavorable circumstances in life It is an approach to the education of students with disabilities that is based on a commitment to what all members of a free society deserve in order to become fully participating members a fair chance to find a meaningful place in their own communities This book is a kind of status report on what inclusive education has achieved and what it may achieve in the future for children and youth with disabilities It describes the philosophical legal and practical terrain covered by inclusion policy in general and inclusive schooling in particular Contributors assess inclusion policy and suggest ways to reconceptualize it bringing to their data analysis a depth of experience and knowledge about public schooling in their respective countries Although inclusion of students with disabilities in general education classes has been embraced by

politicians and educators calling for equal opportunity in our society and is being incorporated into national and international education laws it continues to be controversial and the debate is sometimes heated A goal of this book is to shed some light on this debate Is inclusion mostly about student placement Are students with disabilities attaining social and learning membership in general classrooms Have they benefitted from inclusion How about students without disabilities What have been the benefits Must learning take second priority to socialization and friendship Are teachers getting the training they need How do parents feel about inclusion programs How do students feel What kind of curricular accommodations should be made These and other questions are addressed This volume is based on original papers presented by the contributing authors in October 1997 at the Rutgers Invitational Symposium on Education on Inclusive Schooling National and International Perspectives

School Connectedness for Students with Disabilities Therese M. Cumming, Robbie J. Marsh, Kyle Higgins, 2017-09-05 School Connectedness for Students with Disabilities From Theory to Evidence based Practice focuses on the importance of school connectedness for students with disabilities and presents ways in which this sense of connectedness can be fostered Written from a holistic perspective it embraces a variety of approaches strategies and interventions rooted in evidence based theory and practice and examines them not only in regard to the student with a disability but also school leaders teachers families and community members The book describes and defines the concept of school connectedness provides the reader with a theoretical framework from which to examine connectedness and explores connectedness from the lens of each of its components It discusses the importance of assessing school connectedness in order to make data based intervention decisions as well as unpacking the components of student engagement school climate bonding and attachment Several school wide and leadership approaches that foster school connectedness are presented as are ways to involve families All of these are discussed through the lens of disability in order to acknowledge the characteristics of disability that affect student levels of school connectedness School connectedness has become a priority for many schools and educators internationally Research demonstrates the importance of connectedness as a protective factor and its impact on the health behaviour social emotional and academic outcomes of young people Grounded in theory and relevant to practice this is essential reading for anyone interested in improving the school connectedness of students with different disabilities across the lifespan

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