

## Rethinking Disability A Disability Studies Approach To Inclusive Practices

*The book approaches the topic of disability, inclusion and inclusive education in a holistic way including both academic and psycho-social perspectives. It also focuses on the contemporary status of disability studies with a multidisciplinary dimension. The experiences and challenges of children with disabilities and the different dimensions of inclusive education have been situated appropriately by including at the outset, a chapter on 'Disability Studies: The Context'. Chapter on 'Sociology of Disability' accentuates the tone and perspective of the authors and editor. The research findings presented in the book indicate grounded realities and suggestions for transactional strategies which are plausible in the Indian context. It has never been timely to publish a book that helps professionals who work with schools, special education teachers, and counsellors to analyse disabilities from a socio-psychological perspective keeping the protagonist at the centre. Case narrations situated in the Indian context enrich the presentations giving voice to the marginalized children/adults with disabilities. This work serves as a comprehensive reference for the most prevalent disabilities at school education level covering the conceptual understanding about each disability, their psycho-social perspectives, implications for classroom transactions, suggestions of transactional strategies along with a brief explanation of assistive technology that can be used in case of each disability.With Right to Education Act (2009) in place, a diverse range of readers, from special educators and other teachers in schools, prospective teachers pursuing their pre service teacher education programmes, teacher educators and researchers in the field of disabilities and inclusive education will all find this volume useful, as a reference material with long shelf life. This introduction to disability studies represents a clear, engaging and consistently thought-provoking study of the field. The book discusses the global nature of disability studies and disability politics, introduces key debates in the field and represents the intersections of disability studies with feminist, class, queer and postcolonial analyses. The book has a clear and coherent format which matches the interdisciplinary framework of disability studies – including chapters on sociology, critical psychology, discourse analysis, psychoanalysis and education. Sitting alongside discussions on the global and global significance of disability studies these chapters include: Society: Sociological disability studies Individuals: De-psychologising disability studies Psychology: Critical psychological disability studies Culture: Psychoanalytic disability studies Education: Inclusive disability studies Each chapter engages with important areas of analysis such as the individual, society, community and education to explore the realities of oppression experienced by disabled people and to develop the possibilities for addressing it. Broad, dynamic and interdisciplinary in scope this book will be crucial reading for students, researchers and practitioners alike. This is the first book of its kind to feature interdisciplinary art history and disability studies scholarship. Art historians have traditionally written about images of figures with impairments and artworks by disabled artists, without integrating disability studies scholarship, while many disability studies scholars discuss works of art, but do not necessarily incorporate art historical research and methodology. The chapters in this volume emphasize a shift away from the medical model of disability that is often scrutinized in art history by considering the social model and representations of disabled figures from a range of styles and periods, mostly from the twentieth century. Topics addressed include visible versus invisible impairments; scientific, anthropological, and vernacular images of disability; and the theories and implications of looking/staring versus gazing. They also explore ways in which art responds to, evokes, and at times stereotypes and pathologises disability. The insights offered in this book contextualize understanding of disability historically, as well as in terms of medicine, literature, and visual culture.*

*Disability Studies in India Handbook of Disability Studies Inclusive Instruction Disability in the Industrial Revolution Disability Rights and Wrongs Disability Studies Emerging Perspectives on Disability Studies brings together up-and-coming scholars whose works expand disability studies into new interdisciplinary contexts. This includes new perspectives on disability identity; historical constructions of (dis)ability; the geography of disability; the spiritual nature of disability; governmentality and disability rights; neurodiversity and challenges to medicalized constructions of autism; and questions of citizenship and participation in political and sexual economies. In sum, this volume uses disability studies as an innovative framework for its investigation into what it means to be human. Rethinking Normalcy introduces the growing field of disability studies to an undergraduate audience in a variety of disciplines and programs based in the social sciences, humanities, and health sciences. The authors articulate the depth and breadth of this newly emerging field of study and provide a vibrant foretaste of the kind of work likely to be done in this emerging field. Society: Sociological disability studies Individuals: De-psychologising disability studies Psychology: Critical psychological disability studies Culture: Psychoanalytic disability studies Education: Inclusive disability studies Each chapter engages with important areas of analysis such as the individual, society, community and education to explore the realities of oppression experienced by disabled people and to develop the possibilities for addressing it. Broad, dynamic and interdisciplinary in scope this book will be crucial reading for students, researchers and practitioners alike. This electronic version has been made available under a Creative Commons (BY-NC-ND) open access license. An electronic version of this book is also available under a Creative Commons (CC-BY-NC-ND) license, thanks to the support of the Wellcome Trust. The Industrial Revolution produced injury, illness and disablement on a large scale and nowhere was this more visible than in coalmining. Disability in the Industrial Revolution sheds new light on the human cost of industrialisation by examining the lives and experiences of those disabled in an industry that was vital to Britain's economic growth. Although it is commonly assumed that industrialisation led to increasing marginalisation of people with impairments from the workforce, disabled mineworkers were expected to return to work wherever possible, and new medical services developed to assist in this endeavour. This book explores the working lives of disabled miners and analyses the medical, welfare and community responses to disablement in the coalfields. It shows how disability affected industrial relations and shaped the class identity of mineworkers. The book will appeal to students and academics interested in disability, occupational health and social history.*

*Critical Practices for Embracing Diversity in Education*
*Handbook of Disability Studies*
*An interdisciplinary Introduction Bodies, Senses, and Things Rethinking Learning Disabilities Rethinking Disability Theory and Practice*

This book provides a theoretical lens through which to view Disability. Rather than taking a medical-diagnostic stance, which has been the traditional perspective, the authors explain disability as category in which membership is based on of judgments about explanations for what people do, experience and how they appear. In Part I, the authors discuss various aspects of Disability and current trends, which influence how disability is defined and addressed. In Part II, Explanatory Legitimacy (EL) theory is explained in detail and applied to an analysis of disability. In Part III, the EL theory is applied to rethinking disability now and the future.

This book examines the state of art in disability studies, focusing on the Indian context, as well as the broader South Asian situation. It presents interdisciplinary perspectives on the basic idea, evolution, practices and challenges of researching and teaching disability studies at various higher education institutions and in other civil society spaces. The chapters address a range of related themes, including activism, development politics, research, pedagogy, spatial and social access, caste and gender representations and rights-based discourses. Given the scope of its coverage, the book is of interest to scholars and students in area of humanities, education, law, sociology and social work, political science development and disability studies. 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.

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 Ewelles, Edward Fergus, Zanita E. Fenton, David Gillborn, Kris Gutiérrez, Kathleen A. King Thorius, Elizabeth Kozleski, Zeus Leonardo, Claudina 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, 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, (dis)ability, 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

Foucault and the Government of Disability considers the continued relevance of Foucault to disability studies, as well as the growing significance of disability studies to understandings of Foucault. A decade ago, this international collection provocatively responded to Foucault's call to question what is regarded as natural, inevitable, ethical, and liberating. The book's contributors draw on Foucault to scrutinize a range of widely endorsed practices and ideas surrounding disability, including rehabilitation, community care, impairment, normality and abnormality, inclusion, prevention, accommodation, and special education. In this revised and expanded edition, four new essays extend and elaborate the lines of inquiry by problematizing (to use Foucault's term) the epistemological, political, and ethical character of the supercrip, the racialized war on autism, the performativity of intellectual disability, and the potent mixture of neoliberalism and biopolitics in the context of physician-assisted suicide. "[A] important, prescient, and necessary contribution...a kind of litmus test for the efficacy of Foucault's concepts in the study of disability, concepts that lead to a refusal of the biological essentialism implied in the disability/impairment binary." —Foucault Studies "Tremain has done an exceptional job at organizing and procuring important, rigorously argued, and entertaining essays.... This book should be a mandatory read for anyone interested in contemporary philosophical debates surrounding the experience of disability." —Essays in Philosophy "A beautiful exploration of how Foucault's analytics of power and genealogies of discursive knowledges can open up new avenues for thinking critically about phenomena that many of us take to be inevitable and thus new ways of resisting and possibly at times redirecting the forces that shape our lives. Every scholar, every person with an interest in Foucault or in political theory generally, needs to read this book." —Ladelle McWhorther, University of Richmond

The Routledge Handbook of Disability Studies takes a multidisciplinary approach to disability and provides an authoritative and up-to-date overview of the main issues in the field around the world today. Adopting an international perspective and consisting entirely of newly commissioned chapters arranged thematically, it surveys the state of the discipline, examining emerging and cutting edge areas as well as core areas of contention. Divided in five sections, this comprehensive handbook covers: different models and approaches to disability how key impairment groups have engaged with disability studies and the writings within the discipline policy and legislative responses to disability studies and to disability activism disability studies and its interaction with other disciplines, such as history, philosophy and science and technology studies disability studies and different life experiences, examining how disability and disability studies intersects with ethnicity, sexuality, gender, childhood and ageing. Containing chapters from an international selection of leading scholars, this authoritative handbook is an invaluable reference for all academics, researchers and more advanced students in disability studies and associated disciplines such as sociology, health studies and social work.

*A Disability Studies Reader*
*Bending Over Backwards*
*Rethinking Rehabilitation*
*Undoing Ableism*
*Public Health Perspectives on Disability*
*The Oxford Handbook of Social Justice in Music Education*
*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. Over the last thirty years, the field of disability studies has emerged from the political activism of disabled people. In this challenging review of the field, leading disability academic and activist Tom Shakespeare argues that the social model theory has reached a dead end. Drawing on a critical realist perspective, Shakespeare promotes a pluralist, engaged and nuanced approach to disability. Key topics discussed include: dichotomies - the dangerous polarizations of medical model versus social model, impairment versus disability and disabled people versus identity - the drawbacks of the disability movement's emphasis on identity politics bioethics in disability - choices at the beginning and end of life and in the field of genetic and stem cell therapies care and social relationships - questions of intimacy and friendship. This stimulating and accessible book challenges orthodoxies in British disability studies, promoting a new conceptualization of disability and fresh research agenda. It is an invaluable resource for researchers and students in disability studies and sociology, as well as professionals, policy makers and activists. This accessible book presents research-based strategies for supporting K-8 students with high-incidence disabilities to become accomplished learners. The authors clearly describe the core components of effective inclusive instruction, showing how to recognize and respond to individual students' needs quickly and appropriately. Teachers are provided with essential tools for managing inclusive classrooms; planning a curriculum that fosters content development across content areas, promotes strategic learning, and builds fluent skill use; and integrating technology into instruction. Case examples illustrate ways that special and general education teachers can work together successfully to solve complex learning problems and improve outcomes for students who are struggling. Experts have yet to reach consensus about what a learning disability is, how to determine if a child has one, and what to do about it. Leading researcher and clinician Deborah Waber offers an alternative to the prevailing view of learning disability as a problem contained within the child. Instead, she shows how learning difficulties are best understood as a function of the developmental interaction between the child and the world. Integrating findings from education, developmental psychology, and cognitive neuroscience, she offers a novel approach with direct practical implications. Detailed real-world case studies illustrate how this approach can promote positive outcomes for children who struggle in school. Disability, Dismodernism, and Other Difficult Positions Emerging Perspectives on Disability Studies Critical issues and perspectives Methods for Rethinking an Ableist World Approaching Disability Disability and Art History*

Moving away from clinical, medical or therapeutic perspectives on disability, this book explores disability in India as a social, cultural and political phenomenon, arguing that this `difference' should be accepted as a part of social diversity. It further interrogates the multiple issues of identification of the disabled and the forms of oppressio

*Rethinking Rehabilitation: Theory and Practice* presents cutting-edge thinking on rehabilitation from a range of leading rehabilitation researchers. The book emphasizes discussion on the place of theory in advancing rehabilitation knowledge, unearthing important questions for policy and practice, underpinning research design, and prompting readers to question clinical assumptions. Each author proposes ways of thinking that are informed by theory, philosophy, and/or history as well as empirical research. Rigorous and provocative, it presents chapters that model ways readers might advance their own thinking, learning, practice, and research. Each of the 14 chapters tackles a specific issue of interest rethinking theory and practice in rehabilitation. The authors: Rethink core processes in rehabilitation, such as goal setting, teamwork, communication with clients, and outcome measurement Rethink how rehabilitation services and interventions might better 'fit' clients and address what matters most to them and their families Rethink research designs, considering how to enhance the understanding of the "why" behind the findings This book will be especially helpful to rehabilitation professionals and students who want to develop and improve their practice, or research, but might not know where to start. With contributions from an international and multidisciplinary team, this book is essential reading for all involved in rehabilitation. She opened for jazz great Billie Holiday, shared the set with Marilyn Monroe, and flirted on-screen with Jack Lemmon. In her dream role, Gene Roddenberry beamed her aboard the Starship Enterprise as Yeoman Janice Rand in the original "Star Trek" series. But a terrifying sexual assault on the studio lot and her lifelong feelings of emptiness and isolation would soon combine to turn her stary dream into a nightmare.

*KUUSISTO/EAVESDROPPING*
*Interdisciplinary Perspectives*
*DisCrit—Disability Studies and Critical Race Theory in Education*
*Exceptional People*
*Disability and Qualitative Inquiry*
*World Perspectives in Culture and Society*
*Lessons Learned from Special Education Survivors*
Drawing from work in a wide range of fields, this book presents novel approaches to key debates in thinking about and defining disability. Differing from other works in Critical Disability Studies, it crucially demonstrates the consequences of radically rethinking the roles of language and perspective in constructing identities. Music education has historically had a tense relationship with social justice. One the one hand, educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters. On the other hand, they have often done so while promoting and privileging a particular set of musical practices, traditions, and forms of musical knowledge, which has in turn alienated and even excluded many children from music education opportunities. The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide. The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns. Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home, school, university, and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy. The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice. Consisting of 42 chapters by authors from across the globe, the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters. Traditionally, the public view of autism on disability or events. More recently, with the movement for disability rights and the emergence of disability studies, the challenge to the field has been to promote positive health outcomes in this underserved community. Such a change in public health culture must start at the educational level, yet training programs have generally been slow in integrating this perspective—with its potential for enriching the field—into their curricula. Public Health Perspectives on Disability meets this challenge with an educational framework for rethinking disability in public health study and practice, and for attaining the competencies that should accompany this knowledge. This reference balances history and epidemiology, scientific advances, advocacy and policy issues, real-world insights, and progressive recommendations, suiting it especially to disability-focused courses, or to add disability-related content to existing public health programs. Each chapter applies awareness and understanding of disabled persons` experience to one of the core curriculum areas, including: Health services administration, Environmental health science and occupational health, Health law and ethics. The school as physical setting, Maternal, child, and family health, Disasters and disability. In Public Health Perspectives on Disability, faculty, researchers, administrators, and students in graduate schools of public health throughout the U.S. will find a worthy classroom text and a robust source of welcome—and much needed—change.

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.

*Theory and Practice*
*Physical Impairment in British coalmining, 1780–1880*
*Epidemiology to Ethics and Beyond*
*Foucault and the Government of Disability*
*Understanding Children Who Struggle in School*
*Exceptional People: Lessons Learned from Special Education Survivors* is a unique work that describes disabled (exceptional) students' and their parents' perspectives as they journeyed through the education system. An easy read with a powerful message, this educator and family resource conveys significant insights through its personal stories and professional tips. "This book provides an interdisciplinary approach to the challenges of the interface between disability & culture. Twelve papers discuss the following topics: Towards a cultural model of disability, Disability Values, Representations & Realities, Labeling " A history of design that is often overlooked—until we need it Have you ever hit the big blue button to activate automatic doors? Have you ever used an ergonomic kitchen tool? Have you ever used curb cuts to roll a stroller across an intersection? If you have, then you've benefited from accessible design—design for people with physical, sensory, and cognitive disabilities. These ubiquitous touchstones of modern life were once anything but. Disability advocates fought tirelessly to ensure that the needs of people with disabilities became a standard part of public design thinking. That fight took many forms worldwide, but in the United States it became a civil rights issue; activists used design to make an argument about the place of people with disabilities in public life. In the aftermath of World War II, with injured veterans returning home and the polio epidemic reaching the Oval Office, the needs of people with disabilities came forcibly into the public eye as they never had before. The US became the first country to enact federal accessibility laws, beginning with the Architectural Barriers Act in 1968 and continuing through the landmark Americans with Disabilities Act in 1990, bringing about a wholesale rethinking of our built environment. This progression wasn't straightforward or easy. Early legislation and design efforts were often haphazard or poorly implemented, with decidedly mixed results. Political resistance to accommodating the needs of people with disabilities was strong; so, too, was resistance among architectural and industrial designers, for whom accessible design wasn't "real" design. Bess Williamson provides an extraordinary look at everyday design, marrying accessibility with aesthetic, to provide an insight into a world in which we are all active participants, but often passive onlookers. Richly detailed, with stories of politics and innovation, Williamson's Accessible America takes us through this important history, showing how American ideas of individualism and rights came to shape the material world, often with unexpected consequences.

Exploring issues of disability culture, activism, and policy across the African continent, this volume argues for the recognition of African disability studies as an important and emerging interdisciplinary field. **The Emergence of New Definitions, Concepts and Communities**
**Challenging Essentialism**
**Teaching About Disability in K-12 Classrooms**
**Accessible America**
**Rethinking Disability**
**The Disability Studies Reader**
*Undoing Ableism is a sourcebook for teaching about disability and anti-ableism in K–12 classrooms. Conceptually grounded in disability studies, critical pedagogy, and social justice education, this book provides both a rationale as well as strategies for broad-based inquiries that allow students to examine social and cultural foundations of oppression, learn to disrupt ableism, and position themselves as agents of social change. Using an interactive style, the book provides tools teachers can use to facilitate authentic dialogues with students about constructed meanings of disability, the nature of belongingness, and the creation of inclusive communities. This text re-examines issues concerning the relationship between disability and normalcy in the light of postmodern theory and political activism. It argues that disability can become the new prism through which postmodernity examines and de/ines itself. This book's mission is to integrate knowledge and practice from the fields of disability studies and special education. Parts I & II focus on the broad, foundational topics that comprise disability studies (culture, language, and history) and Parts III & IV move into practical topics (curriculum, co-teaching, collaboration, classroom organization, disability-specific teaching strategies, etc.) associated with inclusive education. This organization conforms to the belief that least restrictive environments (the goal of inclusive education) necessarily emerges from least restrictive attitudes (the goal of disability studies). Discussions throughout the book attempt to illustrate the intersection of theory and practice. The act of life is a lived experience, common and unique, that ties each of us to every other lived experience. The fact of disability does not alter this fundamental truth. In this edition of Rethinking Disability: World Perspectives in Culture and Society, we are presented with a system of thinking that considers the values of disability, as a resource, as a creative source of culture that moves disability out of the realm of victimized people and insurmountable barriers, and provides opportunities to use the experience of disability to enter into networks that recognize strengths of differing abilities. The authors within will intrigue you, will move you, will charm you, but always will challenge your notion of sameness and difference as they confront the construct and (de)construct of disability and ableism. They present compelling arguments for viewing disABILITY through the multiple lenses of disability culture. They explore themes and issues that transcend past and origins, time and place, nuances of genetics, to experiences of present and becoming, and towards the future and beyond mere human, yet always intrinsically connected to being human. This book is intended for all audiences who dare to confront difference and sameness within themselves and in connection with others; to inspire researchers who wish to explore, and examine disability across social, cultural and economic barriers. It is an invitation to push away the barriers, bring ableism inside to a place where the prosthesis is no longer the elephant in the room.*

*A Disability Studies Approach to Inclusive Practices*
*Principles for Professional and Social Change*
*Disability in Africa*
*Evidence-Based Practices for Teaching Students with Disabilities*
*Rethinking Disabilities in Biblical Studies*
*Inclusion, Care, and the Ethics of Humanity*
The fifth edition of The Disability Studies Reader addresses the post-identity theoretical landscape by emphasizing questions of interdependence and independence, the human-animal relationship, and issues around the construction or materiality of gender, the body, and sexuality. Selections explore the underlying biases of medical and scientific experiments and explode the binary of the sound and the diseased mind. The collection addresses physical disabilities, but as always investigates issues around pain, mental disability, and invisible disabilities as well. Featuring a new generation of scholars who are dealing with the most current issues, the fifth edition continues the Reader's tradition of remaining timely, urgent, and critical. This path-breaking Handbook of Disability Studies signals the emergence of a vital new area of scholarship, social policy and activism. Drawing on the insights of disability scholars around the world and the creative advice of an international editorial board, the book engages the reader in the critical issues and debates framing disability studies and places them in an historical and cultural context. Five years in the making, this one volume summarizes the ongoing discourse ranging across continents and traditional academic disciplines. The Handbook answers the need expressed by the disability community for a thought provoking, interdisciplinary, international examination of the vibrant field of disability

*Rethinking Normalcy*
*Disability Studies and the Inclusive Classroom*