

## Disability Studies in Education Special Interest Group (DSE SIG) Newsletter American Educational Research Association

### Executive Committee

#### Co-Chairs

Amy Petersen  
University of Northern Iowa  
Cedar Falls, IA  
(4/14-4/16)

Janet Story Sauer  
Lesley University  
Cambridge, MA  
(4/13-4/15)

#### Program Co-Chairs

Elizabeth J. Grace  
National Louis University  
Chicago, IL  
(4/13-4/15)

Jessica Bacon  
Lehman College, The City University of New York  
New York, NY  
(4/14-4/16)

#### Secretary/ Treasurer

Kathleen M. Collins  
Pennsylvania State University,  
University Park, PA  
(4/13-4/15)

---

## Table of Contents

Report from the Co-chairs .....	2
Report on Melbourne 2014 .....	3
Call for Nominations: Outstanding Dissertation Award.....	4
Graduate Student Corner: Updates .....	5
Secretary/Treasurer's Report .....	5
DSE SIG AERA Sessions Schedule .....	6
Recent DSE Publications .....	13

## **Report from Co-chairs**

Amy Petersen and Janet Sauer have worked collaboratively on the transition to a new cycle of the SIG, appreciative of the guidance of past Chairs and other SIG members. We are pleased to have welcomed a number of new members and the start of an active group of graduate students who have stepped up their activities and contributions to the SIG. We would like to express our thanks to Casey Woodfield and David Hernandez Saca who assisted in the writing of this newsletter.

In the last few months, we have continued to support the Accessibility subcommittee's involvement with the AERA administration to continue to make improvements on the accessibility of the annual conference. This involved a number of phone calls, emails, and the annual site visit. We are extremely grateful for Julia White's willingness to carry out the site visit and Linda Ware's continued work to keep these issues at the forefront. Future work related to these accessibility concerns includes sharing and examining related accessibility data in collaboration with George Wimberly and Laurie Cipriano.

We continue to be challenged by institutional barriers to building alliances with other SIGs who may share some of our goals. For instance, if we are to have two SIGs share a symposium, one of the SIGs will have to 'give up' a session. That said, the Queer Studies SIG approached us about participating in a Fireside Chat during the Chicago conference – we certainly agreed and details are forthcoming. Meanwhile, we continue to share Newsletters and our Programs with other SIGs and many of our members are submitting papers to other SIGs in order to build awareness of our shared goals. We might want to consider asking the membership to report back to us on which other SIGs have accepted our work, so this can be shared as well. Please email either of us with your thoughts on this or any activities/goals you would like us to address in the next year.

We are trying to increase our web presence. Amy spearheaded the updating of our website this year and the graduate students are using social media (see the Graduate Student update below). We were happy to be able to continue to provide some financial support to the Second City conference in "The Land Down Under" this past summer, and to the forthcoming Second City conference which will be hosted by National Louis University and Elizabeth (Ibby) Grace in Chicago. Please prepare your proposals in response to her forthcoming CFP.

Last, thanks to those of you who put your names forward to join our leadership team in the coming year. Please look for the official AERA ballot in the near future and remember to cast your vote for an individual to replace Janet Sauer as co-chair and an individual to replace Ibby Grace as co-program chair.

## DSE Conference in “The Land Down Under” A Report on Melbourne, 2014

David J. Connor

The 14<sup>th</sup> Annual Disability Studies in Education Conference was held at Melbourne’s Victoria Institute, part of the Victoria State University system, in Australia. In keeping with previous years, the conference ran for three days over the weekend of July 25<sup>th</sup>-27<sup>th</sup>. Senior Research Fellow Tim Corcoran was the convener of the conference, working closely with Roger Slee, Director of the Victoria Institute and Editor of the *International Journal of Inclusive Education*. The conference was a truly international event with representatives from Australia (of course), Fiji, Germany, Greece, Japan, Nigeria, Papua New Guinea, New Zealand, South Korea, Taipei, the UK, and the USA.

The Senior DSE Scholar Award was given to Professor Athina Zoniou Sideri of the University of Athens whose presentation was titled *Inclusive Education, Neoliberal Plans and the Economic Crisis in Greece*. The Junior DSE Scholar Award was given to Ben Whitburn, a Ph.D student at Deakin University, Melbourne. His presentation was titled, *Attending to the Potholes of Disability Scholarship*. Professor Dan Goodley from the University of Sheffield, England, and Dr. Katherine Runswick-Cole, Research Fellow from Manchester Metropolitan University in the U.K. were keynote speakers, co-presenting *Disability Studies in Education: A Posthuman Manifesto*.

Each of the three days was filled with interesting panels and presentations from what is likely the most “international” DSE to date. As usual, there were ample breaks between sessions with time enough to catch up with old colleagues from distant lands as well as meet new colleagues from other far-flung places. The content of sessions ranged from perennial favorites such as critiquing current educational policies and school systems, to practical suggestions of working within inclusive classrooms, from engaging with parents to garner services for their children, to facing the global *zeitgeist* of “accountability” and high stakes testing.

Social times during the evenings meant opportunities for dining and drinking, both considered serious pastimes by Australians. Melbourne itself is a beautiful, multicultural city—not unlike Vancouver, Canada—with a very high standard of living, including numerous neighborhoods with their own distinct “flavor,” incredible Victorian and modern architecture, wonderful museums, and endless options for exploration. The people were open and friendly, always very helpful if asking for directions or recommendations.

During the plenary session we collectively shared our thoughts, experiences, and impressions of the three days. There was a sense that the DSE conference continues to provide a welcome respite from other academic venues by allowing an open atmosphere for exploring ideas about disability and education, as well as related areas and fields of interest. Attendees were eager to hear about possibilities for next year’s conference and expressed a desire that it be

held in the United States again. I said I'd take the message back, and the US-DSEers will collectively try and grant their wish! ... more on that topic to follow soon.

It was clear from the presentations that many DSE articles and chapters are about to be published, have hit the press already, or are shaping up as you read this. Furthermore, there will be a collection of articles based on presentations of this DSE conference in a forthcoming edited volume coordinated by Tim Corcoran. In closing, I'd like to say that the Aussies did a brilliant job in not only maintaining the quality of conference we have come to expect, but also expanding the very discipline of DSE. Thank you Tim, Roger, and the 2014 DSE Conference Committee.

**CALL FOR NOMINATIONS**  
***AERA Disability Studies in Education Special***  
***Interest Group***  
**Outstanding Dissertation Award**

The Disability Studies in Education (DSE) Special Interest Group is pleased to invite nominations from junior faculty and graduate students of dissertations that represent outstanding/innovative theoretical and/or empirical work in the field of Disability Studies in Education. Recipients will receive recognition by the SIG in the form of an award and will be invited to present their research at the Business Meeting of the DSE SIG during the Annual Meeting of the American Educational Research Association, to be held in **Chicago, Illinois on Thursday, April 16 – Monday, April 20, 2015.**

The junior faculty/graduate students who self-nominate or are nominated for this award by university faculty or a SIG member must submit academic scholarship that was a dissertation and was defended, but not published, before April 2014. The nominated work should represent an original, scholarly contribution to knowledge related to theory, policy, and pedagogical practice in the area of Disability Studies in Education. The winner must be willing and able to travel to the AERA conference in Chicago to present her or his work and receive the award.

To be considered, adherence to the following criteria is necessary: The author must submit a chapter or publishable paper that derives from the dissertation:

- The overall length of the submission must not exceed 45 pages, double spaced, 12 point font, with 1 inch margins;
- The content must reflect a topic relevant to disability studies;
- The work must be written by a single author who is primarily responsible for the research described in the manuscript;
- The work must not have been previously published.

The application should include:

1. A cover letter that includes a short biographical statement and a short statement explaining why the award is merited; nominations are welcome.
2. An abstract
3. Table of contents from the dissertation
4. The author's address, e-mail, and phone number.

Nomination packages should be sent via email to BOTH AERA DSE/SIG Co-Chairs: Amy Petersen ([amy.petersen@uni.edu](mailto:amy.petersen@uni.edu)) and Janet Sauer ([jsauer2@lesley.edu](mailto:jsauer2@lesley.edu)) by **January 10, 2015**. If you have any questions, please contact us.

## Graduate Student Corner: Updates

The database listing of graduate students includes 24 active students. If you know of any interested students who would like to join the group, please forward their name, email, and affiliation to Amy Petersen at [amy.petersen@uni.edu](mailto:amy.petersen@uni.edu). In an effort to connect more graduate students, Alaska Hults set up a facebook group for the SIG. We are in the process of adding people from the sign-in sheet at the 2014 meeting, but folks can also add themselves, as it is currently an open group. We hope this space will prove a good place to share news, links, resources etc. and may even be able to use it for recruitment. The name of the group is Disability Studies in Education.

## Secretary/Treasurer's Report

Our current account balance is \$3,300.77. In 2014 we paid \$3,000 to Victory University to reimburse a portion of the costs incurred in hosting the 2014 Second City Conference. We also paid \$500 in student travel awards (\$125 to each of four students). AERA governance charged us \$300 as an annual "management fee."

Please renew your SIG memberships and encourage others to do so! Our ability to support the causes we invest in as a group – for example, the Second City Conference -- is dependent on members paying their dues. At present we have 218 paid members (including 85 members who were new in 2014) and 137 lapsed members.

## AERA DSE SIG Program: 2015

We are excited to announce the exciting program for the 2015 Disability Studies in Education Special Interest Group. We had more high-quality submissions than ever before and were able to put together a very strong program. We thank all of those who volunteered their time to review papers this year for AERA. This year, due to the increasing number of members and paper submissions, we have the most robust program we have ever had with a total of 6 paper sessions and 5 roundtable sessions.

In addition to the DSE sessions, our SIG will also host a business meeting (date TBD). During the business meeting we will provide an overview of the DSE-SIG year, present awards, and give reports. The winner of the 2015 Outstanding Dissertation Award will also give a brief presentation. The meeting is open to all members and those interested in participating in DSE-SIG. Please invite your colleagues to join us!

An overview of the DSE SIG presentations follows:

### PAPER SESSIONS:

#### 1. Disability studies in education: Toward justice through educational reform and practice in K-12 schools

The papers in this session use disability studies in education as a framework to explore issues of justice and equity in K-12 education. In particular, papers critically investigate how educational reform, policy, and practice construct both large-scale and daily experiences for children with disabilities.

**Chair:** Xuan Thuy Nguyen, York University

**Discussant:** Jessica K. Bacon, Lehman College – CUNY

##### ***Children with disabilities and the new national curriculum in Cyprus:***

###### ***Promises, statements and consequences***

Simoni Symeonidou, University of Cyprus; Katerina Mavrou, European University

##### ***Family income and special education identification, placement and performance***

Todd Grindal, Thomas Hehir, Harvard University; Laura A. Schifter; Monica Ng; Hadas Eidelman, Harvard University

##### ***Reframing mathematical learning disabilities through a vygotskian lens: A case study of a re-mediation***

Katherine Lewis, University of Washington - Seattle

##### ***Squeaky wheels, mothers from hell, and CEOs of the IEP: Parents, privilege, and inclusive education***

Priya Lalvani, Montclair State University; Chris Hale, College of Staten Island - CUNY

***Toward unity in school reform: What discriit contributes to multicultural and inclusive education***

Susan E. Baglieri, Montclair State University

**2. Disability studies in education: Promoting justice in the post-secondary world**

This series of papers apply a disability studies perspective to examine the transition towards and experiences within institutions of higher education. The papers critically investigate how disability is positioned as students enter post-secondary education, including teacher preparation programs.

***Discussant:*** Missy Morton, University of Canterbury

***Chair:*** Matthew Wappett, University of Idaho

***A study of the impact of online disability studies modules on teacher perceptions and practice***

Meghan Cosier, Trinity Washington University; Aja McKee, Chapman University; Audri Gomez, Chapman University

***Compliance or Culture?: The Americans with Disabilities Act, Disability Studies and Diversity in Higher Education***

Lauren Shallish, Syracuse University

***Disability and diversity on CSU websites: A critical discourse study***

Susan L. Gabel, Wayne State University; Denise P. Reid, Chapman University; Holly Pearson, , Chapman University; Litzzy Z. Ruiz, Azusa Pacific University; Rodney Hume-Dawson, Chapman University

***The wizard behind the curtain: Understanding the teaching experiences of graduate teaching assistants with disabilities***

Michelle Damiani, Syracuse University; Wendy S. Harbour, Syracuse University

***Transition metaphors***

Sarah M Hart, Auckland University

**3. Disability studies in education: Promoting justice through critical narratives and lived experiences**

The papers in this panel apply a disability studies perspective to understand the lived reality and experiences of individuals with and educators of people with disabilities. This panel considers issues of identity and experience through the narratives of individuals with disabilities.

***Discussant:*** Philip Smith, Eastern Michigan University



***Community's Ethos, Peoples' of Color Core-Identity: Critical Narrative Reflections about Dis/ability and other Intersections***

David Isaac Hernandez-Saca, Arizona State University; Mercedes Adell Cannon, Indiana University - Indianapolis

***It's All About Relationships: Rewriting the Narrative of Supporting "Challenging" Behavior***

Christine Elaine Ashby, Syracuse University; Carrie E Rood, Syracuse University

***Lived Experiences of Women with Hidden Disabilities: A Phenomenologically Based Study***

Michelle Yee, University of San Francisco

***Negotiation within the Third Space: Stories of Three Special Educators with Social Justice Commitment***

Sujung Um, Long Island University - Brooklyn

***Visibly Invisible: An Exploration of the Educational Experiences of Rwanda's Rural Disabled Youth***

Derron Wallace, University of Cambridge

---

**SYMPOSIUMS:**

***1. Typing and talking back: Challenging prevailing discourses of research with persons with complex communication needs***

**Chair:** Christine Elaine Ashby, Syracuse University

***Inclusion of the Brain Versus Inclusion of the Heart:" Constructions of Competence in Schools***

Casey Reutemann, Syracuse University

***Communication as a Skill, Not a Gift: Practice of Movement for Communication***

Eun Young Jung, Syracuse University; Katie Nichiporuk, Syracuse University

***Rejected: Discourse Analysis of Reviewer Feedback on Research Related to Facilitated Communication***

Christine Elaine Ashby, Syracuse University; Jamie Burke, Syracuse University

***Constructing Knowledge-Makers: Representation of Individuals with Communication Needs in Academic Conference Culture***

Katherine Vroman, Syracuse University; Jennifer Seybert,



## **2. *Disabling Race and Racing Disability: Developing DisCrit***

**Chair:** Beth A. Ferri, Syracuse University (Chair)

**Discussant:** David J. Connor, Hunter College – CUNY

### ***Race, class and ability***

Sally Tomlinson, [s@stomlinson.net](mailto:s@stomlinson.net); University of Oxford

### ***Calcifying categories: Measurement in search of understanding***

Elizabeth B. Kozleski, [Elizabeth.Kozleski@ku.edu](mailto:Elizabeth.Kozleski@ku.edu); The University of Kansas, Alfredo J. Artiles, Ph.D., [aartiles@asu.edu](mailto:aartiles@asu.edu); Arizona State University

### ***The wrong kind of special? The black middle class & dis/ability***

David Gillborn, [d.gillborn@bham.ac.uk](mailto:d.gillborn@bham.ac.uk); The University of Birmingham

### ***The slippery slope: Using dis/crit to examine student push-out into the school to prison pipeline***

Deanna Adams, [dis.studies@gmail.com](mailto:dis.studies@gmail.com); Syracuse University, Nirmala Erevelles, [nerevell@bamaed.ua.edu](mailto:nerevell@bamaed.ua.edu); The University of Alabama, Alicia A. Broderick, [brodericka@mail.montclair.edu](mailto:brodericka@mail.montclair.edu); Montclair State University, Zeus Leonardo, [zeusleonardo@berkeley.edu](mailto:zeusleonardo@berkeley.edu); University of California – Berkeley

## **3. *Beyond the Nod to Justice in Disability Studies in Education: A Symposium Revising the Scholarship of Thomas M. Skrtic***

**Chair:** Linda P. Ware, SUNY - College at Geneseo

**Discussant:** Roger C. Slee, University of London

### ***When opposites attract: The alchemy of an adhocrat & a bureaucrat***

David Egnor, United States Department of Education

### ***“Skrticizing” a new generation of special educators***

Zachary A. McCall, University of Missouri - Kansas City

### ***Tom Skrtic: The intellectual tradition of a discontent***

Beth A. Ferri, Syracuse University; David J. Connor, Hunter College – CUNY

### ***“Knock, knock.who’s there? Skrtic. skrtic who?”***

Andrea Dinero, Illinois State University; Linda P. Ware, SUNY - College at Geneseo

## ROUNDTABLES:

### 1. College and High School Experiences of Disability

These papers look at the experiences and structures of schooling for young men and women in high school and into college.

**Chair:** Elizabeth J. Grace, National Louis University

***A social justice issue: Exploring the landscape of assistive technologies for students with sensory and orthopedic disabilities in high school science classes***

Lisa Marie Lacy, Arizona State University; Heather Anne Pacheco, Arizona State University; Cean Richard Colcord, Arizona State University; Dale Rose Baker, Arizona State University

***Reasoned action and request for accommodations among collegians with disabilities at two- and four-year institutions***

Amanda Bell, Eastern Michigan University; Eboni M. Zamani-Gallaher, University of Illinois at Urbana-Champaign

***The freshman experience of students with mental and physical disabilities***

Jamie Mary Carroll, The University of Texas - Austin; Chandra Muller, The University of Texas - Austin; Evangeleen Pattison, The University of Texas - Austin

***Young Latino men with mild/moderate disabilities reflect on their high school experiences***

Cheri D. Whitehead, Chapman University

***"We are one;" A Collaborative group inquiry with high school students who type to communicate***

Casey Reutemann, Syracuse University; Beth Myers, Syracuse University

### 2. Constructing Disability Discourse and Identity

These papers look critically at how discursive structures position special education students. These papers also use intersectional lenses to more deeply understand constructions of disability identities.

**Chair:** Xuan Thuy Nguyen, York University

***"His profile would not match." The Discursive construction of the continuum of alternative placements***

Erin McCloskey, Vassar College

***Educators as mirrors: discourse appropriation by students with behavior issues' classmates***

Fernanda Orsati, Hussman Institute for Autism

***Can't we just be who we are? Identity and beliefs of LGBTQI adolescents with disabilities***

Lauren Gutmann Kahn, University of Oregon; Lauren Lindstrom, University of Oregon

***“And then they ride away into the sunset.” Opting in and opting out of publicly constructing reader identities.***

Michiko Hikida, The University of Texas - Austin

***Toward justice in the education of youth with behavioral/emotional disorders***

Colleen Reardon, Dominican University

### **3. Disability Studies in Education: Perspectives on teaching and teacher preparation**

These papers look critically at what it means to be a teacher of students with disabilities. The papers interrogate how teachers understand their students with disabilities and how teachers are trained in relation to a disability studies perspective.

**Chair:** Christine Elaine Ashby, Syracuse University

***Dysconscious ableism: The continuing miseducation of teachers***

Alicia A. Broderick, Montclair State University; Priya Lalvani, Montclair State University

***How beliefs about disability, race, and culture influence urban special education teachers' retention decisions***

Saili S. Kulkarni, University of Wisconsin - Madison

***Knowledge as privilege: Special educator perceptions of curricular access***

Maria Timberlake, SUNY - College at Cortland

***Roadmap for inclusive course development in online learning***

Zerrin Ondin, Virginia Polytechnic Institute and State University

### **4. Interrogating Inclusion and Exclusion in an International Context**

The papers in this session investigate how processes of inclusion and exclusion operate in five different countries around the world. This session will provide attendees a deep understanding of how inclusion and Universal Design for Learning is understood internationally.

**Chair:** Mara Sapon-Shevin, Syracuse University

***Hidden voices: Parents' perspectives on the impact of full-inclusion on their preschool children with disabilities***

Susan R. Warren; Lori Sortino; Richard S. Martinez, Azusa Pacific University

***Girls with disabilities in the global south: A critical approach for understanding exclusion***

Xuan Thuy Nguyen, York University; Claudia Mitchell, McGill University

***The impact of inclusive education on visually-impaired students in Turkey***

G. Irem Bayram, TED Bursa College; Burcu Alapala, Bogazici University;  
M. Sencer Corlu, Bilkent University

***To what extent is universal design for learning “universal”? A case study in township special education schools in South Africa***

Yosung Song, Syracuse University

***“A school with a difference” lessons learned from inclusive schools project in Italy and Spain.***

Fabio Dovigo, University of Bergamo

## 5. Theorizing Disability Studies in Education

These papers critically investigate the meanings of disability and disability studies. The papers push the boundaries of current medical and social model thinking and offer new insights for understanding disability studies.

***Chair:*** Kathleen Caroline Sitter, Memorial University

***Exploring the intersections of disability studies and non-human animal rights: Implications for inclusive education.***

Deborah J. Gallagher, University of Northern Iowa

***Classifications & perceptions: Samuel Kirk and the formation of the learning disabled child***

David J. Roof, Ball State University

***Examining “diversity pedagogies”: Disability studies in education and curriculum theory***

Susan E. Baglieri, Montclair State University

***Pedagogical anchors for critical disability studies***

Kathleen M. Hulgin, Mount St. Joseph University

## Recent DSE Publications

- Ashby, C. (2014) [Review of the book Educating college students with autism spectrum disorders, by D. Zager, C. Alpern, B. McKeon, S. Maxam, & J. Mulvey.] *Teacher's College Record*.
- Ashby, C., Burns, J. & Royle, J. (2014). ALL kids can be readers: The marriage of Reading first and inclusive education. *Theory into Practice*, 53(2), 98-105.
- Ashby, C. & Kasa, C. (2013). Pointing forward: Supporting academic access for individuals that type to communicate. *ASHA Perspectives on Augmentative and Alternative Communication*, 22(3), 143-156.
- Allred, K. (in press). Engaging parents of students with disabilities: Moving beyond the grief model. *Improving Schools*.
- Bacon, J. (2014). The impact of standards-based reform on special education and the creation of the individual. *Critical Studies in Education*. DOI: 10.1080/17508487.2015.979845 Retrieved from: <http://www.tandfonline.com/doi/full/10.1080/17508487.2015.979845#.VHyKoVXF94g>
- Collins, K.M., Green, P., Nelson, S., Madahar, S. (in press). Cyber charter schools and students with dis/abilities: Rebooting the IDEA to address equity, access and compliance. *Equity and Excellence in Education*.
- Collins, K.M. (2014). A disability studies in education (DSE) analysis of corporate based educational reform: Lessons from New Orleans. To appear in: David Connor, Jan Valle and Chris Hale (Eds.) *Practicing disability studies in education, acting toward social change*, forthcoming from Peter Lang.
- Collins, K. M. (2013). *Ability profiling and school failure: One child's struggle to be seen as competent*. New York, NY: Routledge.
- Collins, K.M. and Broderick, A. (2013). When the light turns blue: Journeying into disability studies guided by the work of Ellen Brantlinger. *International Journal of Inclusive Education*, 17:12, 1265-1277, DOI: 10.1080/13603116.2013.826291.
- Cologon, K. (Ed), (2014). *Inclusive education in the early years: Right from the start*. Oxford University Press
- Cologon, K. (2013). Recognizing our shared humanity: Human rights and inclusive education in Italy and Australia. *Italian Journal of Disability Studies*, 1(1). 151-169
- Cologon, K. (2013). Growing up with 'difference': Inclusive education and the portrayal of characters who experience disability in children's literature. *Write4Children: The International Journal for the Practice and Theories of Writing for Children and Children's Literature*, 4(2), 100-120
- Cologon, K. (2013). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155-1173
- Cologon, K. (2013). Inclusion in education: Towards equality for students with disability. *Children with Disability Australia, Issues Papers*.

- Connor, D. J, Valle, J. & Hale, C. (Eds). Practicing disability studies in education, acting toward social change. New York: Peter Lang.
- Curcic, S., Miskovic, M., Plaut, S., & Ceobanu. C. (2014). Inclusion, integration or perpetual exclusion? A critical examination of the Decade of Roma inclusion, 2005-2015. *European Educational Research Journal*, 13(3), 257-267.  
doi:dx.doi.org/10.2304/eeerj.2014.13.3.257.
- Danforth, S. (2014) *Becoming a great inclusive educator*. New York: Peter Lang Publishing.
- Danforth, S. (2014, in press) Social justice and technocracy: Tracing the narratives of inclusive education in the United States. *Discourse: Studies in the Cultural Politics of Education*.
- Danforth, S. & Naraian, S. (2014, in press). This new field of inclusive education: Beginning a dialogue on conceptual foundations. *Intellectual and Developmental Disabilities*.
- Gallagher, D., Connor, D., & Ferri, B.A. (2014). Beyond the far too incessant schism: Special education and the social model of disability. *International Journal of Inclusive Education*.
- Lalvani, P. (2014). The enforcement of normalcy in schools and the disablement of families: Unpacking master narratives on parental denial. *Disability and Society*, 29(8), 1221- 1233.
- Lalvani, P. (2013). Eye on the prize: Parents, privilege, and the politics of inclusive education. *PowerPlay*, 5(2). (Refereed).
- Lalvani, P. & Broderick, A. (2013). Institutionalized ableism and the misguided “disability awareness day:” Transformative pedagogies for teacher education. *Equity and Excellence in Education*, 46(4), 468-483.
- Lalvani, P. & Polvere, L. (2013) Historical perspectives on studying families of children with disabilities: A case for critical research. *Disability Studies Quarterly*, 33(3).  
<http://dsq-sds.org/article/view/3209/329>
- Lawrence-Brown, D. & Sapon-Shevin, M. (Eds). (2013). Multiple identities, shifting landscapes. Condition critical: Key principles for equitable and inclusive education. New York: Teachers College Press.
- Mitchell, D. T., S.L. Snyder & L. Ware (2014). "Curricular cripistemologies: Or every child left behind." *Journal of Literary and Cultural Disability Studies*, 8(3), 301-319.
- Naraian, S. (published online, 2014). Agency in real time? Situating teachers' efforts towards inclusion in the context of local and enduring struggles. *Teachers College Record*, 116(6).
- Naraian, S. (2013). Dis/ability, agency and context: A differential consciousness for doing inclusive education. *Curriculum Inquiry*, 43(3), 360-387.
- Naraian, S. (published online, Dec. 2013). Love's labor lost: Emotional agency in a school worker's story of family advocacy. *International Journal of Qualitative Research in Education*.
- Naraian, S, & Oyler, C. (2014). Professional development for special education reform: Re-articulating experiences of urban educators. *Urban Education*, 49(5), 499-526.

- Naraian, S. & Surabian, M. (2014). New Literacy studies: An alternate frame for preparing teachers to use assistive technology. *Teacher Education and Special Education*, 37(4), 330-346.
- Ryndak, D., Jackson, L., & White, J. (2013). Involvement and progress in the general curriculum for students with extensive support needs: K-12 inclusive education research and implications for the future. *Inclusion*, 1(1), 28-49.
- Smith, P. (Ed.) (2013). *Both sides of the table: Autoethnographies of educators learning and teaching with/in [dis]ability*. New York: Peter Lang.
- Smith, P. (2014). BEyonceD inclusion: Wud mite[ymouse] be NEXTERATED X. In D. Connor, J. Valle, and C. Hale (Eds.), *Practicing disability studies in education: Acting toward social change*. New York: Peter Lang.
- Smith, P. (2014). ~[wo]maniFEST[ival][the big]0~neuroqueer: nodes fer uh Grammuh C. Available at <http://neuroqueer.blogspot.com/2014/04/womanifestivalthe-big0neuroqueer-nodes.htm>
- Taub, D., White, J., & Ryndak, D. (in press). Promising practices for professional development and school reform impacting students with complex instructional needs: Perceptions of an expert panel. *Inclusion*.
- Timberlake, M. T. (2014). Weighing costs and benefits: Teacher interpretation and implementation of access to the general education curriculum. *Research and Practice for Persons with Severe Disabilities*, 39(2) 83-99. doi: 10.1177/1540796914544547.
- Timberlake, M.T., Leutz, W. N., Warfield, M. E. & Chiri, G. (2014). "In the driver's seat": Parent perceptions of choice in a participant-directed Medicaid waiver program for young children with autism. *Journal of Autism and Developmental Disorders*, 44(4), 903- 914 doi: 10.1007/s10803-013-1942-4.
- Ware, L. (2012). Disability Studies (entry). In James A. Banks (Ed.), *In encyclopedia of diversity in education*. Sage Publications. Thousand Oaks, CA.
- Ware, L. (2014). Who Cares about Kelsey?" (2012). [Review of the film by D. Habib, K. Carroll, R. Rosenblatt, D. Siragna & R. Baltz. *Disability Studies Quarterly*, v 34 (2).
- Warfield, M. E., Chiri,G., Leutz, W.N. & Timberlake, M. (2013). Family well-being in a participant-directed autism waiver program: The role of relational coordination. *Journal of Intellectual Disability Research*, 58(12) 1091-1104. doi: 10.1111/jir.12102
- Wilgus, G., Valle, J. and Ware, L. (2013). "Algorithms of access: Immigrant mothers negotiating disability resources and services." *Review of Disability Studies Journal*, IX, 79-91.
- Young, K., & Curcic, S. (2013). Perspectives on policy/practice (dis)connection –special educators turned teacher educators’ points of view. *Creative Education*, 4(7), 452-460. doi:10.4236/ce.2013.47065
- Zeitlin, V., & Curcic, S. (2014). Parental voices on IEPs: ‘Oh, IEP meeting tomorrow? Rum tonight!. *Disability and Society*, 29(3), 373- 387. doi:10.1080/09687599.2013.776493