

Everybody Belongs: Incorporating Disability Studies into the Classroom

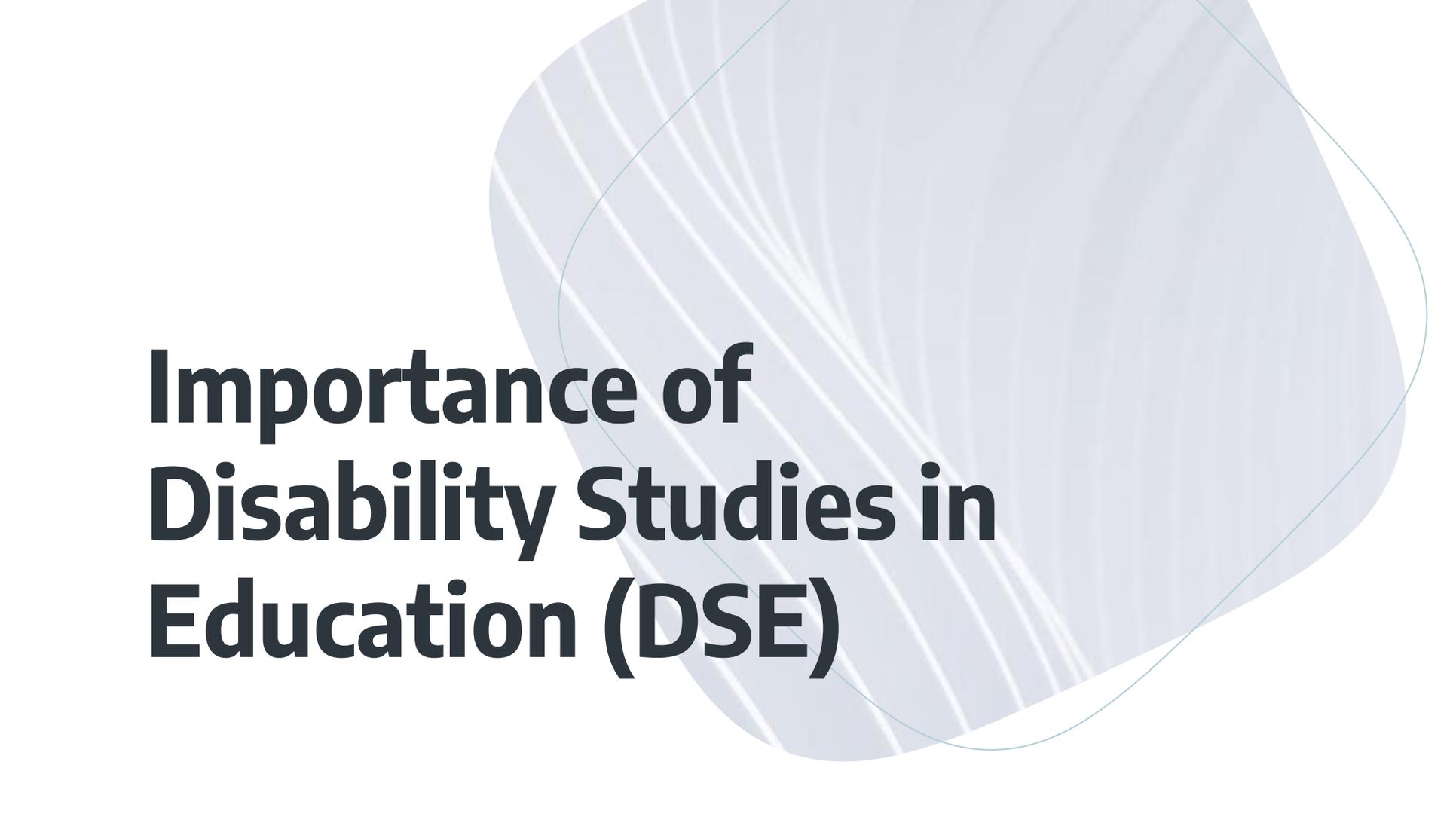
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Agenda

- Importance of Disability Studies in Education
- Student Program
- Application to current secondary curriculum



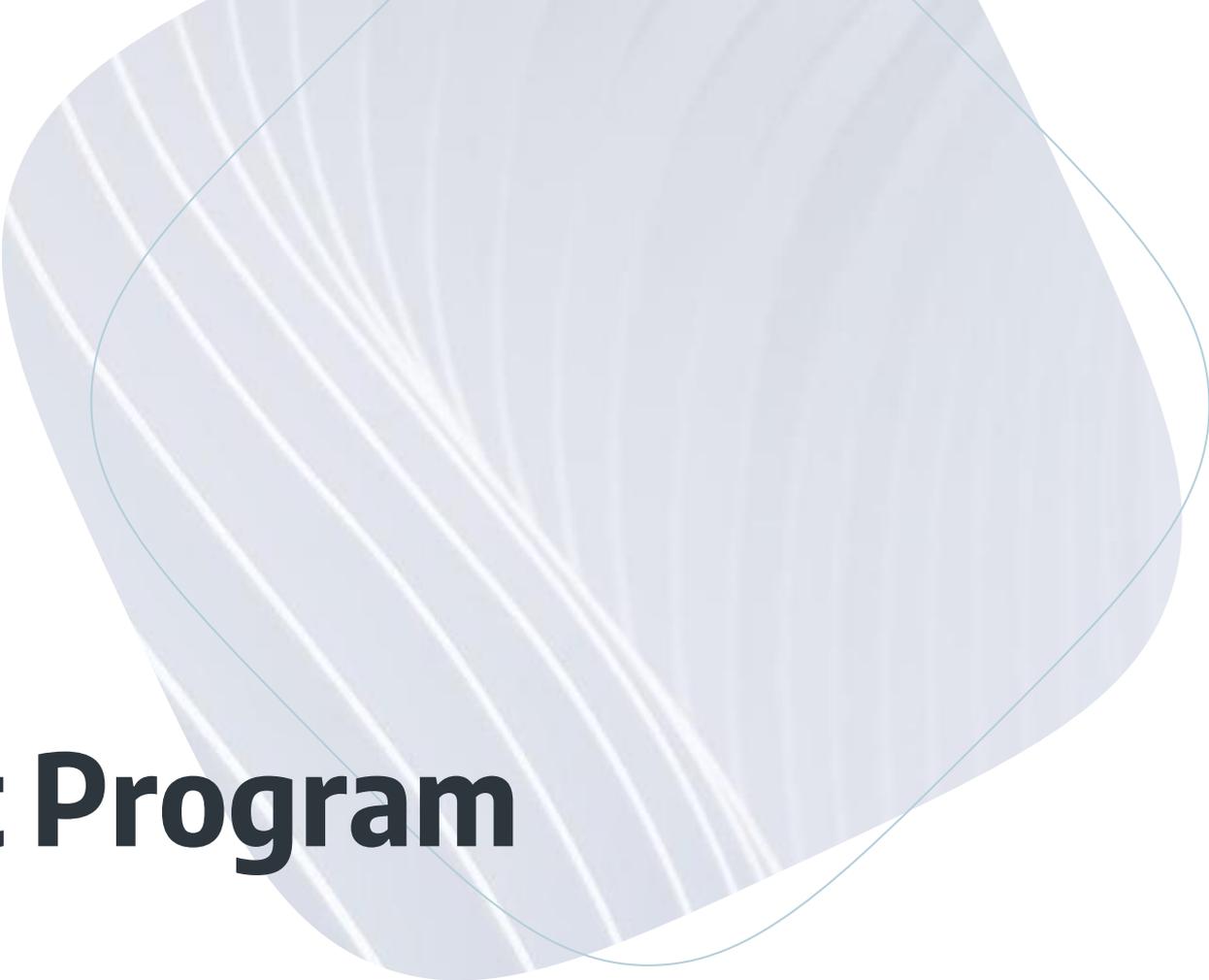
Importance of Disability Studies in Education (DSE)

What is Disability Studies (DS) and why is it important?

- **Disability Studies (DS)** aims to explore the different social, political, economic, and cultural factors that construct disability, while also dismantling stereotypes and confronting assumptions about people with disabilities.
- According to the CDC, 61 million people live with a disability in the U.S. (26% of the population, largest minority group in the U.S.)¹
- Disability Civil Rights Movement is a significant part of our sociopolitical history.
- There is no better way to introduce a disability studies framework than in the classroom—specifically the English classroom.
- DS in secondary education would broaden students' perspectives on inclusivity and diversity beyond what is typically taught in the curriculum.

Disability Studies (DS) in Secondary Education

- “A disability studies in education framework contextualizes disability within social and political spheres, foregrounds the voices of students with disabilities, promotes social justice and equitable educational opportunities, and rejects deficit models of disability.”²
- DS is rarely taught in the public school system when students with disabilities, in fact, make up a large part of the education system.
- **Why is it that critical race theory and gender studies are deemed as significant enough to teach to secondary students, but not disability studies?**
- DS in my own education has inspired me to participate in more research and projects about DS and how I plan to implement it in my classroom one day.
 - **Student Voices: The Impact of a Disability Studies Framework Panel Discussion**



Student Program

Program Outline

Teacher's Guide

- Background Information
- Disability Etiquette
- Supportive Research
- Additional Resources for Educators

Student Program

- **Unit I: Politics of Disability**
 - Lesson 1: Introduction to Disability History
 - Lesson 2: Understanding the Importance of the Disability Civil Rights Movement
 - Lesson 3: Analyzing the Disability Civil Rights Movement
 - Lesson 4: The Ongoing Fight For Disability Rights
- **Unit II: Culture & Inclusion**
 - Lesson 1: Introduction to Disability Narratives
 - Lesson 2: Analyzing Disability Poetry
 - Lesson 3: Short Stories on Disability
 - Lesson 4: Disability in Film
- **Unit III: Advocacy for and with People With Disabilities**
 - Lesson 1: Understanding Accessibility
 - Lesson 2: Disability Advocacy: Ableism
 - Lesson 3: Allyship & Solidarity

What is included in each lesson?

- **UDL (Universal Design for Learning)**
Aligned Applications and Accommodations
- **Differentiated Strategies** for not only students with disabilities, but different kinds of learners in the classroom (ELLs, different learning styles)
- In-depth objectives (academic goals) and assessment strategies
- **Free and accessible resources** and technologies (websites, films, books, etc.)
- Detailed description of lesson procedures
- Supplemental materials (graphic organizers, worksheets, pictures with descriptions)



Application to current secondary curriculum

How can we apply this program to current curriculums?

- This is just the beginning! In the future, I plan to update and publish this curriculum as a free resource for teachers.
- This program is fully accessible, free, and easy to adjust for teachers in different disciplines.
- DS in secondary classrooms allows students to think critically about our society and the relationships we have with others.
- This is just one small step towards a more accessible and inclusive future!

References

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- Sandoval Gomez, Audri, and Aja McKee. “When Special Education and Disability Studies Intertwine: Addressing Educational Inequities through Processes and Programming.” *Frontiers*, Frontiers, 1 Jan. 1AD, www.frontiersin.org/articles/10.3389/feduc.2020.587045/full.



Thank you!
Any Questions?