

School and Community Participation

Biklen, D. (2000). Lessons from the margins, narrating mental retardation: A review essay. *Mental Retardation*, 38(5), 444-456.

“The work of two leaders in the field of intellectual disability suggests basic principles for approaching inclusion policy and practice. This work is an example of how experiences on society’s margins can inform and possibly transform meanings at the dominant, cultural center” (p. 444).

Biklen, D., & Burke, J. (2006). Presuming competence. *Equity and Excellence in Education*, 39, 166-175.

"At least since the early 1990s, educators in inclusive schooling as well as scholars in Disability Studies have critiqued prevailing notions of intellectual ability and have suggested the importance of interpretive communities for constructing students’ competence (Biklen, 1990; Goode, 1992;; 1994; Kliever, 1998; Kluth, 2003; Linneman, 2001). This work follows in the tradition of education-as-dialogue, which some have argued is a sine qua non for conceptualizing education with individuals who have been traditionally marginalized (see for example, Ashton-Warner, 1963; Freire, 1970). The core of this article is a conversation between a university educator and a high school student with autism who types to communicate. Out of this essay, the authors find a series of principles for inclusive schooling, the most central of which is the idea of presuming competence of students."

Biklen, D., & Kliever, C. (2006). Constructing competence: autism, voice and the ‘disordered’ body. *International Journal of Inclusive Education*, 10(2-3), 169-188.

Definitions of intelligence have traditionally been rooted in literacy competence. In this article, the authors examine two historical examples where societal prejudices and institutional forces worked to limit and regulate access to literacy. The first example illustrates how racism and denial of competence were so profoundly linked and established in 18th century America that author and poet Phyllis Wheatley was forced to go before a tribunal to demonstrate her faculties. The second example concerns Helen Keller. She too was, on more than one occasion, was presumed a fraud and had her literacy interrogated. The authors then identify contemporary instances of societal monitoring of who may be literate, drawing especially on experiences of individuals classified as autistic. Based upon these examples, the authors examine the connection between perceptions of communicative competence and understandings of intelligence and mental retardation.

Bogdan, R., & Taylor, S. J. (1989). Relationships with severely disabled people: The social construction of humanness. *Social Problems*, 36(2), 135-148.

The authors investigate the nature of relationships between people with and without disabilities, stressing the importance of assuming competence, humanity, and personality in those previously declared retarded. The authors frame their discussion around a sociology of acceptance and identify four dimensions which maintain humanness of the people with severe disabilities: attributing thinking to the other, seeing individuality in the other, viewing the other as reciprocating, and defining social place for the other.

Causton-Theoharis, J. (2009). The paraprofessional's handbook for effective support in inclusive classrooms. Baltimore, MD: Brooks Publishing.

This book provides guidance and practical tips for supporting students with disabilities in inclusive classrooms. Although geared toward paraprofessionals, this is a great resource for parents, educators, and related service providers.

Causton-Theoharis, J., Ashby, C., & Cosier, M. (2008). Islands of loneliness: Exploring social interaction through the autobiographies of individuals with autism. Intellectual and Developmental Disabilities, 47(2), 84-96.

The authors used autobiographical accounts of individuals who identified themselves as autistic to explore the ways in which these individuals discuss social interaction during elementary and secondary school. Results suggest that many of these individuals craved social interaction and friendship. Implications and suggestions for educators working with students with autism are included.

Duchan, J. (2006). Communication access to the arts. Topics in Language Disorders, 26(3), 210-220.

“Art galleries, theaters, and museums are often communicatively inaccessible to people with aphasia. This article describes how a group of people with aphasia and a group of health and arts service providers worked together to develop an arts access initiative that involved people with aphasia in accessing museums and arts courses in the community and in organizing and managing their own arts group” (p. 210).

Duchan, J. (2006). Communication access: Models and methods for promoting social inclusion. Topics in Language Disorders, 26(3), 183-290.

“A special issue on models and methods for promoting the social inclusion of individuals with language disorders. Articles discuss communication access to health and social services, the development of a communication training program to enhance access to legal services for individuals with complex communication needs, communication access to the arts, access to speech-language pathology services for individuals with language disorders, communication access to conversational narrative, and the promotion of learning of the general education curriculum by students with significant disabilities” (p. 183).

Giangreco, M.F., Luiselli, T. E., & MacFarland, S. Z. C. (1997). Helping or hovering? Effects of instructional assistant proximity on students with disabilities. Exceptional Children, 64(1), 7-18.

With the recent proliferation of paraprofessional support in inclusive classrooms, this article analyzes the nature of that support. The authors offer specific benefits and drawbacks of paraprofessional support the way that it is currently offered. They suggest directions for future research and trends for paraprofessional support that benefit all students in inclusive classrooms.

Giangreco, M. F., Broer S. M., & Edelman, S. (1999). The tip of the iceberg: Determining whether paraprofessional support is needed for students with disabilities in general education settings. Journal of The Association for Persons with Severe Handicaps, 24, 281-291.

Building on their earlier work “Helping or Hovering?,” (1997) the authors present a framework for determining the need and nature of paraprofessional support in inclusive classrooms. Their work is based on extensive observations and interviews in inclusive classrooms.

Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2001). Teacher engagement with students with disabilities: Differences between paraprofessional service delivery models. *Journal of The Association for Persons with Severe Handicaps*, 26, 75-86.

Continuing their work on the nature of paraprofessional support, the authors describe various levels of teacher and paraprofessional engagement in inclusive classrooms. Their work is based on extensive observations and interviews in these classrooms.

Hehir, T. (2002). Eliminating ableism in education. *Harvard Education Review*, 72, 1-32.

In this article, Hehir defines ableism as “the devaluation of disability” that “results in societal attitudes that uncritically assert that it is better for a child to walk than roll, speak than sign, read print than read Braille, spell independently than use a spell-check, and hang out with nondisabled kids as opposed to other disabled kids.” He asserts that “the pervasiveness of . . . ableist assumptions in the education of children with disabilities not only reinforces prevailing prejudices against disability but may very well contribute to low levels of educational attainment and employment.” In conclusion, Hehir offers six detailed proposals for beginning to address and overturn ableist practices.

Jorgensen, C. (1998). Restructuring high schools for all students: Taking inclusion to the next level. Baltimore, MD: Paul H. Brookes.

Simultaneously thoughtful and straightforward, this book shares a process of systems change and specific strategies to implement inclusive education with the goal of developing schools that value and teach all students. The book contains strong inclusive values and pedagogical information and is valuable for educators in every role (teachers, paraprofessionals, families, administrators, individuals, professors).

Kasa-Hendrickson, C. (2004). “There’s no way this kid’s retarded”: Teachers’ optimistic constructions of students’ ability. *International Journal of Inclusive Education*, 9, 55-69.

This qualitative study analyses the experiences of four teachers who, within the context of the inclusive classroom, resist interpreting non-verbal students with autism as mentally retarded and seek to form a new understanding of ability. The author discusses the following themes: finding situations where students demonstrate competence, rethinking performance and understanding, and expecting struggles.

Kasa-Hendrickson, C., Broderick, A., Biklen, D. (producers), & Gambell, J. (director) (2002). Inside the edge: A journey to using speech through typing. Video documentary.

This video documents a high school student’s emergence into speech: he can speak words as he types them and can read the texts he has written, and most recently is beginning to use longer sentences in spoken dialogue. The video includes clips of the student when he first learned to communicate through facilitation and shows his ability to now type without physical support. Jamie Burke, the subject of the video, wrote and speaks the entire narrative of the video.

Kasa-Hendrickson, C., & Kluth, P. (2004). "We have to start with inclusion and work it out as we go": Purposeful inclusion of non-verbal students with autism. *Journal of Whole Schooling*, 2, 2-17.

In this qualitative study the authors analyzed the experiences of five teachers who were actively committed to practicing inclusion and seeking strategies to provide access and opportunity within the general education classroom. Findings from a long-term qualitative study suggested that teachers' thoughtful planning and systematic teaching created successful educational experiences for six non-verbal students with autism. Teachers engaged in the following principles when supporting the successful inclusion of non-verbal students with autism: establishing the community, making classrooms accessible, and working through challenges.

Kliewer, C. (1998). *Schooling children with Down syndrome: Toward an understanding of possibility*. New York: Teachers College Press.

This book explores how children with Down syndrome are "constructed" by the school settings they attend. The author demonstrates how competent performance is contextualized and how it emerges especially well in inclusive settings. He includes several examples of students who use facilitated communication to express themselves.

Kliewer, C., & Biklen, D. (2007) *Enacting literacy: Local understanding, significant disability, & a new frame for educational opportunity*. *Teachers College Record*, 109(2), 2579-2600.

Culturally authoritative texts such as Text Revision of the Diagnostic & Statistical Manual-IV [DSM-IV-TR](American Psychiatric Association [APA], 2004) describe literate impossibility for individuals with disability labels associated with severe developmental disabilities. Our qualitative research challenges the assumptions of perpetual subliterate authoritatively embedded within the DSM-IV-TR (APA, 2004). U. S. education policy also confronts, at least rhetorically, assumed hopelessness with reading and writing remediation in schools. In this analysis and synthesis of our recent qualitative and ethnographic studies, we specifically describe the dimensions of local understanding that foster citizenship in the literate community for individuals commonly acted upon as hopelessly aliterate, subliterate, or illiterate due to assumptions surrounding their degree of disability. We contrast these descriptions of local understanding with U.S. education policy that mandates what we believe to be a singular, narrow, and rigid approach to early or initial written language instruction.

Kliewer, C., Biklen, D., & Kasa-Hendrickson, C. (2006). *Who may be literate? Disability and resistance to the cultural denial of competence*. *American Educational Research Journal*, 43(2), 163-192.

"Through a critical interpretivist frame, the authors use ethnography and archives to examine themes associated with society's ongoing denial of literate citizenship for people with perceived intellectual disabilities. They link this denial to the experiences of other devalued and marginalized groups to challenge the common perception that citizenship is an organic impossibility for people defined as intellectually disabled. The authors present four themes of literate disconnection, and in the conclusion, ponder the moral shift necessary to craft a science of literacy for all."

Kluth, P. (2003). "You're going to love this kid!": Teaching students with autism in the inclusive classroom. Baltimore: Paul H. Brookes Publishing Co.

In this book, Kluth challenges readers to rethink autism by presenting the experiences and words of those with autism spectrum labels as she offers specific strategies to achieve inclusive education. She offers many curricular ideas and methods to support and teach all students with autism labels in inclusive classrooms. The book flows easily between theory and practice.

Kluth, P., Straut, D., & Biklen, D. (Eds.). (2003). Access to academics for all students: Critical approaches to inclusive curriculum, instruction and policy. Mahwah, NJ: Lawrence Erlbaum Associates.

Inclusion, with its roots in mainstreaming and integration, has long been focused on social gains of students with disabilities. While there is value to this, the assumption that students with disabilities cannot learn academics in inclusive classrooms undermines inclusive education. This book challenges this assumption by presenting theory and practice which unequivocally states that all students can and do make academic gains in inclusive classrooms.

Kluth, P., Villa, R. A., & Thousand, J. S. (2002). "Our school doesn't offer inclusion" and other legal blunders. Educational Leadership, 59(4), 24-27.

The authors investigate current resistance to inclusive education based on their own experiences in schools. They not only question the educational value and social justice of continued educational segregation of students with disabilities but also turn to the law to challenge such practices legally.

Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. In R. Villa, J. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring and effective education. Baltimore: Paul H. Brookes Publishing Co.

Kunc, a man with cerebral palsy, is a noted presenter and author stressing not only the benefits of, but also the need for inclusive education. This article focuses on the basic human need to belong and how this plays out in today's schools for students with and without disabilities.

Lobisch, B.G. (1999). Malen ist Hoffnung. Wurzburg (Germany): Bentheim.

Paintings by people with autism and related disabilities, with their own explanations and discussions of their work; the artists are facilitated communication users. (In German).

Lovett, H. (1996). Learning to listen: Positive approaches and people with difficult behavior. Baltimore: Paul H. Brookes Publishing Co.

This book is not focused on alternative and augmentative communication per se, but may be useful in helping readers to see how behavior is often a communicative response to social contexts. The book jacket reads: "The case studies within convincingly demonstrate that people do not have to be deprived of their dignity or robbed of their civil rights in order to help them with their difficult behaviors."

Reed, D. (1996). Paid for the Privilege. Madison, WI: DRI Press.

This is a facilitator's account of how he happened upon facilitation when he went to work at a supported employment agency. It is a humorous and poignant account of how a business-man-turned-day-center-marketing-director learns about disability from people who had grown up without speech and whom others believed were mentally retarded.

Rice, N. (2001). Encouraging inquiry: Professional exploration in three organizations. *Journal of Disability Policy Studies*, 12, 28-39.

This qualitative study explores leadership factors and organizational culture of agencies and schools that sustained the use of facilitated communication over an 8-year period. It was found that staff's personal experiences with the method challenged traditional disability constructs, allowing for further exploration of the method in collaborative work groups. Administrative support and individual and organizational histories were also elements that supported use of the method. The author contends that a complex, controversial and individualized method such as facilitated communication may be sustained in an environment that supports and encourages professional inquiry.

Schnorr, R. (1990). "Peter? He comes and goes...": First graders' perspectives on a part-time mainstream student. *Journal of The Association for Persons with Severe Handicaps*, 15, 231-240.

This article explores students' perceptions of a classmate who is pulled out of his class for special education services. The perception that Peter does not belong to the class is a powerful reminder of what inclusion is not and the consequences of educational practices that separate students.

Schnorr, R. F. (1997). From enrollment to membership: "Belonging" in middle and high school classes. *Journal of The Association for Persons with Severe Handicaps*, 22, 1-15.

This article describes participation and membership in four inclusive middle and high school classes. Based on classroom observations and interviews, this work allows readers glimpses of classroom life in the form of student perspectives. Many of the social goals that all kids have can be met with thoughtful supports and lessons in inclusive classrooms.

Sonnenmeier, R., McSheehan, M., & Jorgensen, C. (2005). A case study of team supports for a student with autism's communication and engagement within the general education curriculum: Preliminary report of the Beyond Access model. *Augmentative and Alternative Communication*, 21, 101-115.

The authors provide a model for organizing a team approach to developing communication, academic, and social supports in an inclusive classroom.

Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the least restrictive environment. *Journal of The Association for Persons with Severe Handicaps*, 13, 41-53.

This article examines the principle of "least restrictive environment" and the associated "continuum" concept, which have served as frameworks for the design of residential, vocational, and special education services for people with developmental disabilities. The author identifies the conceptual and philosophical flaws underlying these notions and argues for the need to develop new concepts and principles to guide the development of services.

Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice and school reform*. New York, NY: Teachers College Press.

The author uses stories and words of school leaders who have worked to toward increasing social justice and equity in schools to provide the theory, strategy, and practical tips for school leaders and educators.

Udvari-Solner A., & Thousand, J. (1996). *Creating a responsive curriculum for inclusive schools*. *Remedial and Special Education*, 17, 182-192.

The authors begin with a reconstructionist perspective that suggests that the current state of educational practices can and should improve. They continue to describe theoretical and practical aspects of inclusive classrooms in which all students belong and are successful. Central to this learner-centered vision are multiple intelligences theory, multiculturalism, cooperative learning, authentic assessment, and social responsibility.

