Forum: Disability Studies Meets Special Education

Introduction: Disability Studies Meets Special Education

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**Abstract:** An overview of key issues surrounding the intersection between disability studies and

special education. Discussed are the history of special education, the role of special education in the

quest for equal opportunities, and integrating disability studies and the disability experience into the

educational field.

**Key Words**: special education, disability studies, instruction

 Special education is perhaps the most well known social science field that concerns itself with the

subject of disability, but few scholars in the field of disability studies see themselves as special

educators. From the perspective of some disability studies scholars, a “special” education can be

equated with segregation, social isolation, and stigma (Barnes, Mercer & Shakespeare, 1999; Irvin,

2004; Linton, 1998). By contrast, many educators maintain that special education represents every

child’s right to an education (CEC, n.d.). There is also the question of whether special education

“takes away” from regular education and if another solution for the appropriation of resources

should be found. Each of these perspectives has a valuable place in disability studies, because they

represent the myriad of perceptions of disability itself (i.e. as socially constructed, as a civil rights

issue, as a drain on society). Education is in many ways a microcosm of society and its attempt to

prepare people for, or fit them into their functional and social roles (Barnes, Mercer & Shakespeare,

1999; Duke, in press; Puri & Abraham, 2004).

 Disability studies has much to offer the field of education. The same lens that sees disability as a

cultural, sociological, and historical construct can inform a field that is often criticized for viewing

children with disabilities as a problem that will forever need fixing. Over the past decade, disability

studies scholars have begun to develop a theoretical grounding and corresponding curriculum that

seeks, not necessarily to take the “special” out of education, but to view each child as a “special”

individual with a learning style to be nurtured and respected.

 Whether looking at education through the eyes of the disability scholar or at disability studies

through the eyes of the educator, questions that need to be explored include:

1. What is the history of educational opportunities for individuals with disabilities?

2. Has “special education” helped or hindered people with disabilities in their quest for equal

opportunities?

3. How can the field of education better integrate the disability experience and disability culture

into its curriculum?

 These questions elicited interesting responses when they were posed online for a number of

disability studies list-serves. Among the responses:

“I know that educational law [in the United States] did allow for individuals with the

correct IQ and the correct behavior to attend school before [the enactment of special

education legislation]. The rest of us had to plead and were expected to show the

appropriate appreciation just for the opportunity to attend any type of school…[But]

special education is looked upon by our youth to mean that you are dumb, you have

less value, you do not belong…disability experience should be life experience…”

(Tricia Benefield, Alaska).

“I think every student in public education should have an IEP (Individualized

Education Plan)…[Although] I feel blessed to have [special education legislation] in

place for [my children]…I have met many adults [with disabilities] who ‘graduated’

with a certificate of attendance or a special education diploma that isn’t worth the

paper it’s printed on…[They and their parents] didn’t know that they had a choice [of

a regular diploma]…” (Treva Maitland, Tennessee).

 The remainder of this introduction will explore the questions above broadly, and will introduce the

five articles in the forum, Special Education Meets Disability Studies.

The History of Educational Opportunities for Individuals with Disabilities

 As a special educator in the United States, it is easy to slip into the perception that the United

States is the international forerunner of special education. While it is true that the United States has

been at the cutting edge in terms of establishing government policy and laws that seek to guarantee

civil rights for people with disabilities (most notably the Americans with Disabilities Act of 1990,

the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act of 1997), private

and public action concerning the education of children with disabilities has been in evidence in

Europe for longer than it has in the United States (Disability Social History Project, n.d.). What the

United States and many countries in the world share, however, are a progression through various

approaches to educating children with disabilities. At first glance these approaches may appear to be

hierarchical, but they are not intended to be so. Various countries may be dominated by a particular

approach throughout their history, or may cycle through different approaches (see for example, Quin

& Redmond, 2003).

Approaches to Educating Children with Disabilities

No Education or Inclusion of Select Individuals

 Under this approach, most children with disabilities are not educated at all. They may be

institutionalized, or remain at home with their family. In some cases, they may contribute to the

maintenance of the household and family while other family members work or go to school. A

select few children, normally children with well-to-do parents or more “able” children, are educated

by tutors or with their peers (Winzer, 1993).

Institutions

 Institutions for the “deaf,” “dumb,” “blind,” “mentally retarded,” etc. are often initiated via the

benevolence of a charitable organization or individual for the “benefit” of poorer children (Quin &

Redmond, 2003). In many cases, these private institutions eventually come under the auspices of the

government. Institutions vary in terms of the actual educational benefit that children receive from

them. Some institutions function as schools with highly committed educators, others are mere

“holding pens,” and most fall somewhere in-between (Winzer, 1993).

Special Education Legislation

 Government policy and legislation establishing and regulating special education can result from

civil rights awareness and/or attempts to “normalize” people with disabilities (Linton, 1998; Quin &

Redmond, 2003). Laws can be general, simply stating that children with disabilities have a right to

be educated, or they can be more prescriptive, as exemplified by the Individuals with Disabilities

Education Act (IDEA) (1997) in the United States. This law states that children with disabilities are

entitled to a “free and appropriate public education” and must be educated in the “least restrictive

environment.” In the United States, the IDEA has resulted in the government’s becoming intensively

involved in the “special education” process, with resulting policies, procedures and bureaucracy.

Professionalism of Special Education

 With special education legislation and policy comes the professionalism of special education.

Special education teachers are trained to work specifically with children with “special needs.”

Specialists, or “paraprofessionals” in the fields of speech therapy, physical therapy, rehabilitation,

orientation and mobility, and the like, are trained to provide services that are deemed to be beyond

the realm of the educator’s responsibility or capability (Barnes, Mercer & Shakespeare, 1999; De

Poy & Gilson, 2004). University personnel develop personnel preparation and research programs

around the study of special education (Winzer, 1993).

Special Education Classrooms

 Special education for children with disabilities, with its related policies and professionals, usually

takes the form of either (a) a specialized/separate classrooms within a “regular” school, (b) a

specialized/separate school, or (c) what is known as “mainstreaming,” where the Special Education

student spends all or part of their day being educated with their non-disabled peers, but receives

specialized supports and services from a special education teacher and/or paraprofessionals (Barnes,

Mercer & Shakespeare, 1999; Linton, 1998; Winzer, 1993).

Reaction Against “Special” Label

 Special education has been criticized by some members of the general public, educators, parents,

and individuals with disabilities. They argue that special education draws resources away from

“regular” education. Others say that special education segregates and labels children with

disabilities, perpetuating their status as outcasts in society. Still others claim many special education

classrooms and curriculum are inferior to regular education and do not prepare children with

disabilities for adulthood, higher education, and employment (Barnes, Mercer & Shakespeare, 1999;

Irvin, 2004; Linton, 1998).

Universal Design and Full Inclusion

 The concepts of “Universal Design for Learning” and full inclusion of students with disabilities

into the education system are attempts to address concerns about special education. In Universal

Design for Learning, curriculum and classrooms are designed to meet a wide variety of learning

needs. Thus, every child is “special,” and intervention beyond the regular curriculum or

environment is only needed for a small number of children. Ideally, a universally-designed

curriculum and classroom means all children can be educated together, or “fully included,”

regardless of any disability or other unique characteristic (Barnes, Mercer & Shakespeare, 1999;

Center for Human Policy, n.d. [a]; Linton, 1998; Puri & Abraham, 2004; World Bank, 2003).

Special Education in Greece and Lethosa

 In Disability in Greece: Social Perception and Educational Policies, Stathis Balias and Pandelis

Kiprianos trace the history of education for children with disabilities in Greece from the turn of the

20th century to the present. This ambitious article describes how civil unrest, war, politics, and

educational thought imported from Europe and the United States have shaped Greece’s education

system for children with disabilities. “Greece does not stand comparison with the more advanced

European nations,” write the authors. Yet the unfolding of events and their effect on education in

Greece are not unfamiliar to a majority of countries around the world.

 In Who is Disabled, Who is Not? Teacher Perceptions of Disability in Lethosa, Christopher

Johnstone presents an interesting picture of how intense training efforts can shape the perceptions of

teachers about their students with disabilities. Children with disabilities are, for the most part,

educated alongside their peers in Lethosa, not for reasons of inclusive philosophy but because the

government lacks money for special education. Efforts to educate children with disabilities in

Lethosa have focused on professional training so teachers are accepting and sympathetic to their

students. Acceptance and sympathy, as the author points out, do not mean children with disabilities

are regarded as “normal” or are necessarily receiving an equal education to that of their peers.

However, the author demonstrates these perceptions are a long way from the outcast status that is

delegated to many children with disabilities elsewhere in Africa.

Special Education and the Quest for Equal Opportunity

 Access to education is paramount to equal opportunities for people with disabilities (Puri &

Abraham, 2004). As with women and ethnic minority groups all over the world, people with

disabilities have an ongoing fight for the right to be educated and to have the full range of

opportunities for employment and daily living that are available to the majority of the population. It

can be argued that special education, as we know it today in the United States and in many other

countries, has both helped and hindered people with disabilities in their quest for equal opportunity.

Importance to Societal Integration

 It is important to recognize that in many respects special education promotes the right that all

children have to an education equal to that of their peers. Under special education programs, children

with disabilities may receive the services and supports they need to develop intellectually,

emotionally and socially (Barnes, Mercer & Shakespeare, 1999; CEC, n.d.). In many cases, special

education is focused on individualized instruction, and teachers are trained to recognize and respect

the individual difference of their students.

Barrier to Equal Opportunity

 However, because special education often separates children with disabilities from their non-

disabled peers, whether physically or nominally, it can also promote the very stereotypes of

freakishness, pity, and lack of ability from which people with disabilities struggle to be free. Special

education can be a subtle, or not-so-subtle, form of discrimination that tracks children according to

their “ability” or other “distinctive” characteristics. Finally, because of all of the “special services”

students may receive, special education can value the outside professional (i.e. health, rehabilitation,

social work) over the student and the educator (Barnes, Mercer & Shakespeare, 1999; De Poy &

Gilson, 2004; Irvin, 2004; Linton, 1998).

Educational Spaces and Experiences

 In Spaces of Education, Finding A Place That Fits, Nancy Hansen poignantly explores the

educational experiences of women with disabilities in Scotland and Canada from a geographical

perspective. Through the voices of these women, special education is portrayed as the cause of both

their exclusion and their success. The “spaces” of education represent a society where people with

disabilities are often not welcome but are ever present as a “problem” to be dealt with.

 In Reflections on Inclusion, Integrating the Disabled Self, G. Denise Lance describes her

educational experiences in the United States before special education became mandatory by law, and

then later as an adult pursuing an advanced degree in education. Ironically, the author’s experiences

in elementary and secondary school were in many cases quite positive. It was not until she entered

college and began studying special education as an adult that her disability manifested itself through

other people’s perceptions. Writes Lance, “My area of expertise was assistive technology, and when

I attended exhibits at conferences vendors always assumed that I was looking for technology to help

myself. The concept that I was looking for ways to help others was beyond their comprehension.”

Re-framing Special Education and Integrating the Disability Experience into

Education.

 In recent years, increasing numbers of disability studies scholars and educators have begun re-

framing education for children with disabilities as a diversity issue rather than as a special issue.

These frameworks are focused on both fully including children with disabilities into the classroom

and fully including disability studies and the disability experience into the general curriculum.

Examples of these frameworks include (a) utilizing Differentiated Instruction and Universal Design,

(b) including examples of disability and disabled people as “normal” aspects of the general

curriculum, and (c) including disability culture and history in the general curriculum.

Differentiated Instruction and Universal Design

 Universal Design originated as an architectural term and refers to a design that is intended to be

usable by a wide variety of people with as little adaptation as possible (Center for Universal Design,

n.d.). Universal Design has been adopted by a number of fields beyond architecture, and can be

applied by designers of communications, websites and curriculum. The Center for Applied Special

Technology (CAST) delineates key differences between the design of existing general and special

education programs and programs that implement “Universal Design for Learning” (UDL):

“UDL shifts old assumptions about teaching and learning in four fundamental ways;

- Students with disabilities fall along a continuum of learner differences rather than

constituting a separate category,

- Teacher adjustments for learner differences should occur for all students, not just those with

disabilities,

- Curriculum materials should be varied and diverse including digital and online resources,

rather than centering on a single textbook, and

- Instead of remediating students so that they can learn from a set curriculum, curriculum

should be made flexible to accommodate learner differences” (CAST, n.d.).

 UDL heavily emphasizes using multi-media tools to address the needs of a wide variety of

learners. Differentiated Instruction is related to UDL and focuses on teaching methods: Examples

of Differentiated Instruction methods include having students work in small groups, encouraging

cooperative learning, encouraging both verbal and non-verbal means of communicating information,

allowing students to present material in a variety of medium, fully utilizing web and computer-based

learning, and presenting material to students using a variety of formats and methods (Center on

Human Policy, n.d.[a]; Puri & Abraham, 2004).

 Both Universal Design for Learning and Differentiated Instruction potentially minimize the need

for special education and related services for many children with disabilities. This is not to say that

by using these applications the need for some special services (for example instruction in Braille)

and adaptations (for example assistive technology) are completely eliminated. However, with an

emphasis on the different learning styles and needs of all students, the child with a disability is much

less likely to be singled out from other children and is more likely to have their learning needs met in

a non-segregated setting.

Including Examples of Disability in the Curriculum

 Disability has largely been absent in curricula at all levels of the educational system (Taylor,

2004). Integrating disability studies into the curriculum provides children with learning tools that

are meaningful and provides a realistic view of diversity and society. As with gender, race, and

ethnicity, disability can be integrated into a wide range of curricula and teaching materials. Some

examples are depicting people with disabilities doing ordinary things in textbooks, discussing

historical figures with disabilities, learning about how people with disabilities contribute to civil

rights movements, using symbols of disability (such as wheelchairs) to study scientific principles,

and discussing art and literature that is created by people with disabilities (Center on Human Policy,

n.d. [b]; Disabled Women’s Alliance, n.d.).

Model for Special Education in Finland

 In Education in the Prevention of Social Exclusion, Markku Jahnukainen presents a model of

education that embodies principles of Differentiated Instruction to establish various levels of

inclusion for youth who are at-risk of failure in the general curriculum. Jahnukainen asserts that

instruction should initially be designed to address a wide variety of student needs (primary level).

The next level (secondary level) involves providing minimal adaptations or services to some

students whose entire learning needs cannot be met under the regular curriculum. Only at the last

level (tertiary level) is significant intervention needed for a few students whose needs are profoundly

different from their peers.

Conclusion

 This introduction is intended to acquaint readers with some of the issues and concepts explored in

the forum that follows. These include the history and global status of special education, ways in

which special education has helped and hindered people with disabilities in their fight for civil

liberties, and innovative models for educating youth with disabilities and infusing disability studies

into the general curriculum. The forum articles were selected from the numerous submissions

because of their quality, and because they represent a variety of approaches to the meshing of

disability studies and special education.

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