

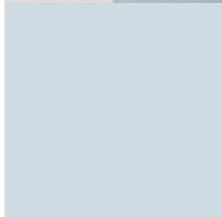
# Discussing Social Constructs and Bringing Awareness to Disability in Education

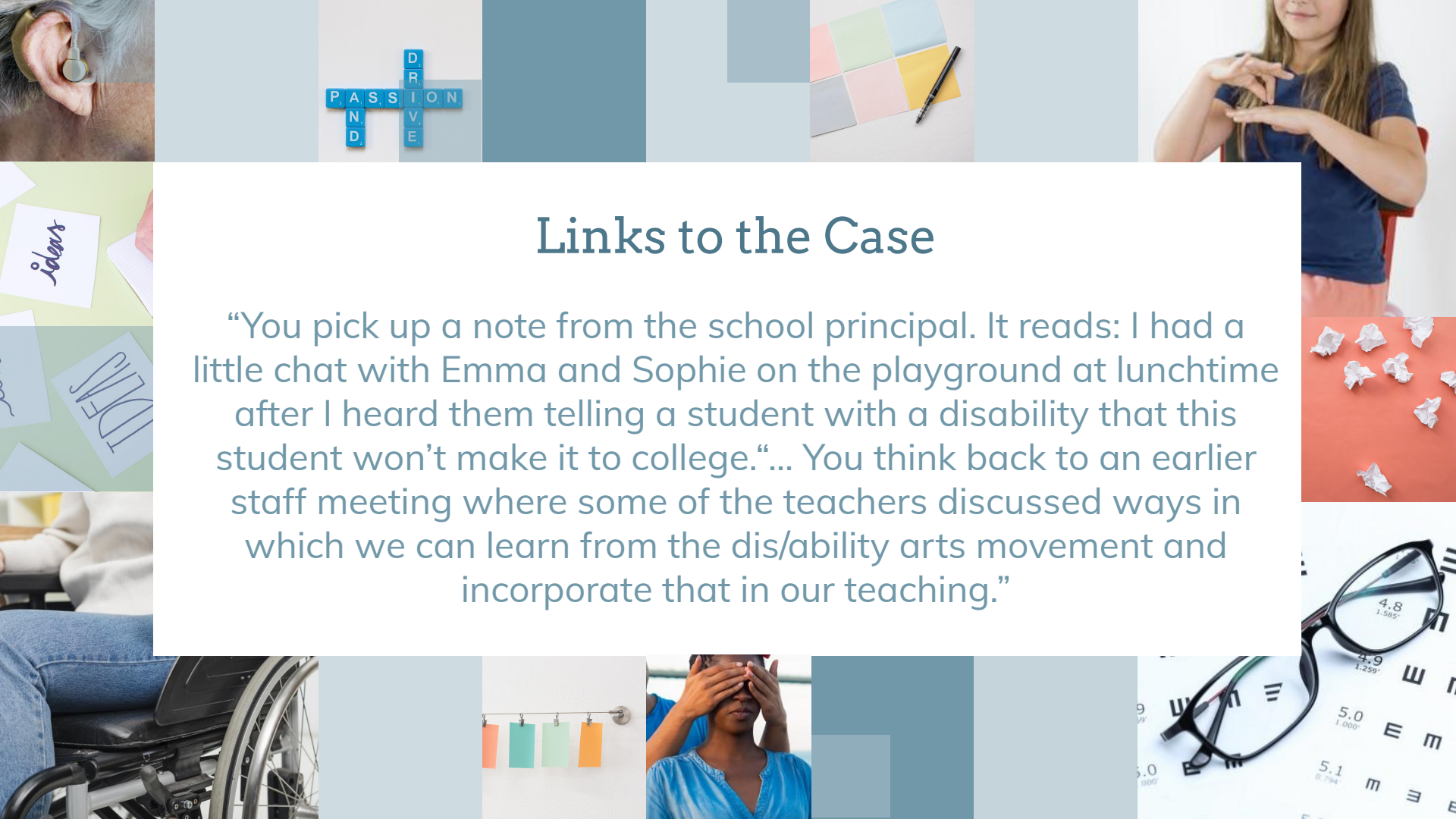
With a focus on Dis/ability Arts Movement Artists

By Cindy Choi, Denis Walsh & Karen Nanat

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## Links to the Case

“You pick up a note from the school principal. It reads: I had a little chat with Emma and Sophie on the playground at lunchtime after I heard them telling a student with a disability that this student won’t make it to college.“... You think back to an earlier staff meeting where some of the teachers discussed ways in which we can learn from the dis/ability arts movement and incorporate that in our teaching.”



## RESEARCH QUESTION

With help from the dis/ability arts movement, how can we promote inclusion in our teachings by interrogating the social constructs that define someone as disabled or not?

# Our Practicum Experience



Cindy

One of my students has down syndrome (I'll call him B), everyone in my classroom is very supportive of his learning. When my class was doing their passion project, we gave B time to make anything that he loved. He made a video game console out of a box and pasted words he wrote, pictures of his favourite soccer players, and game characters he loved. Thinking of the old art curriculum, focusing on the mastery of art skills (ex. Stippling, cross-hatching, etc.) will be challenging and excluding students with disabilities. Therefore, I wish to find more ways to integrate B into my lessons. I am still curious to find ways to include B in my lessons during my practicum.



Denis

During Canadian Down Syndrome Week at Gilpin, the students with Down syndrome made morning announcements with facts about Down syndrome over the school PA system, and an event was held in the gym on Nov. 6th called the Dance for Downs.

A student in my class with an older sister with Down syndrome was bullied by some students who used the r-word towards her at the end of the school week (Nov. 21st), she and her mother must have had some in depth conversation because the following week she brought a presentation she'd been working on called "The R-Word, and Why It's Bad" I hope I will get the chance to see it when she finishes.



Karen

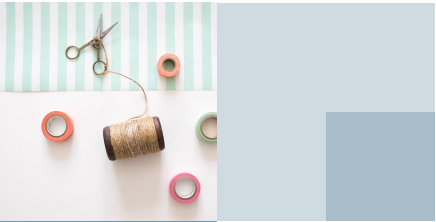
One of my students has Neurofibromatosis (Type 2) -- a genetic disorder that affects the nervous system. Other than physical challenges with balance and sight, they have learning difficulties where they cannot absorb and store subject material into their memory. Some of the information sticks, but most of it is lost by the end of the day. Thus, making it harder for them to build upon previous lessons.

They appear able bodied, so it brings up the opportunity to discuss anti-ableist etiquette and behavior.



# What are Dis/ability Arts?

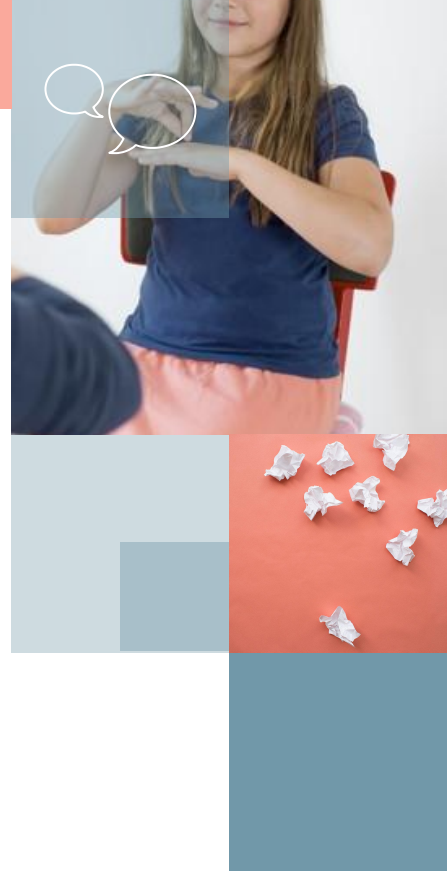
# What is the Dis/ability Arts Movement?

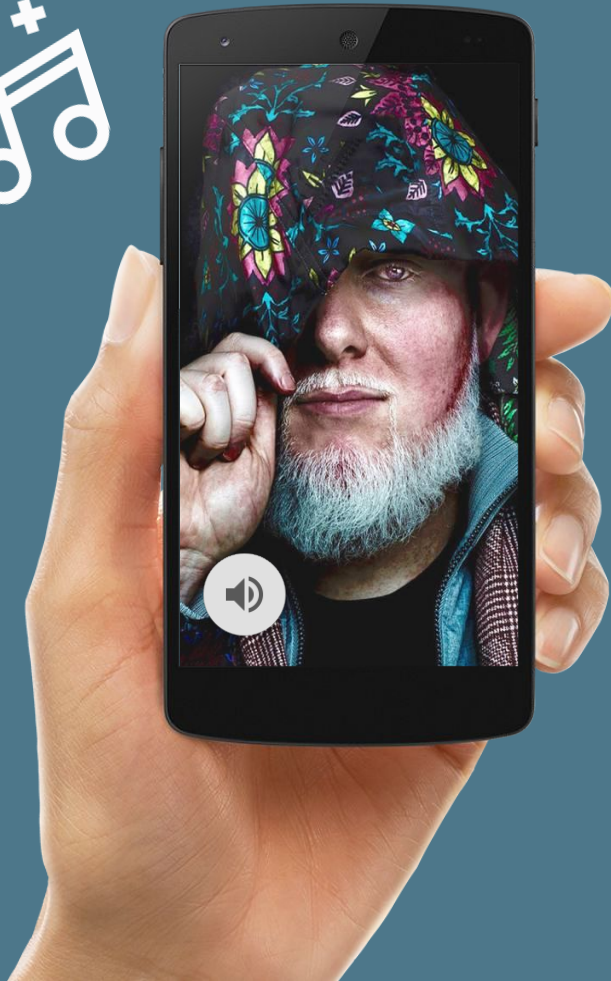


# Dis/ability Arts

(Jacobson & McMurchy, 2010)

- Artists with disabilities creating work that expresses their identity as people with disabilities
- Creators of **disability art** advance the message of their own work, contributing to an expression of a distinct **disability culture**
- Not necessarily explicitly dealing with disability experience, but can be looked at with historic factors in mind
  - Disability artists' work may still be biographical in nature without expressing the experience of disabled individuals





▶ Now Playing: Brother Ali - Pray for Me

- Ostracized growing up because of his albinism.
- Connected with the community of black families in his neighbourhood
- Was taught to love himself following in the ideals of the black is beautiful movement.
- Went from feeling like his identity was being forced upon him by others to learning to love himself and take control of his own identity.





## Now Playing: Brother Ali - Pray for Me



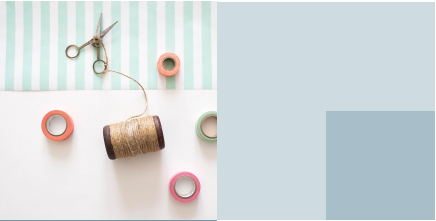
[Verse 1]

The first day of third grade  
Topic of discussion at the kick ball game  
Is who's the new student why he look that way?  
A eight-year-old expert determined I've got AIDS  
A vote must've been taken, it became my name  
I mean literally AIDS is my name okay  
It made its way around the school and eventually  
I heard a teacher try to catch herself as she yelled it to me  
I tried to be invisible honestly  
Wishing that the ground would just open up, swallow me  
What kind of crime did I commit for this mockery?  
Guess I must've lost some kind of cosmic lottery  
How am I processing this at a baby's age?  
It felt like I had a gut full of razor blades  
I fantasized someone else would come take my place  
Because they taught me to hate my face

[Verse 2]

Imagine how my mama felt  
Obviously she want to offer me some kind of help  
Pretty white lady never probably dealt  
With this particular type of hell  
If she dyed my hair blonde maybe I can blend  
Get a better response maybe even a friend  
She took me to the salon, put chemicals in my head  
When they took the towel off, it was purple in the end  
Lot of money spent just to get me presentable  
Message that it sent, the real you ain't acceptable  
I knew what she meant, what else could she expect to do?  
That was just the lens that she viewed protection though  
And so eventually I began to see that  
What grows out of me is my dirty little secret  
Had to go back every few weeks to keep it  
I think that part depressed me the deepest

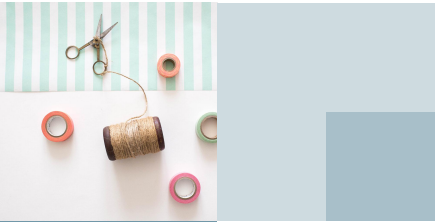
# Special Education Models



# Special Education Models

**“[T]raditional special education doctrine has proven [to be] out of step with relevant cultural practise in education (Artiles, 2003; Artiles et al., 2006; Erevelles, 2000, 2002; Harry & Klingner, 2006); and outside the sense that disabled people make of their own lives (Connor, 2008; Ferri et al., 2005; O’Brien, 2004; Oyler et al., 2006; Valle et al., 2004; Solis, 2004)” (Ware, 2008, p. 564)**

**[T]he perceived limitations of a person with a disability is caused by “the failure of social systems to accommodate the ‘needs and aspirations’ of all citizens” (Blandy, 1994, p. 180).” (Eisenhauer, 2007, p. 8)**



# Special Education Models

(Dunn, 2010; Ware, 2008)

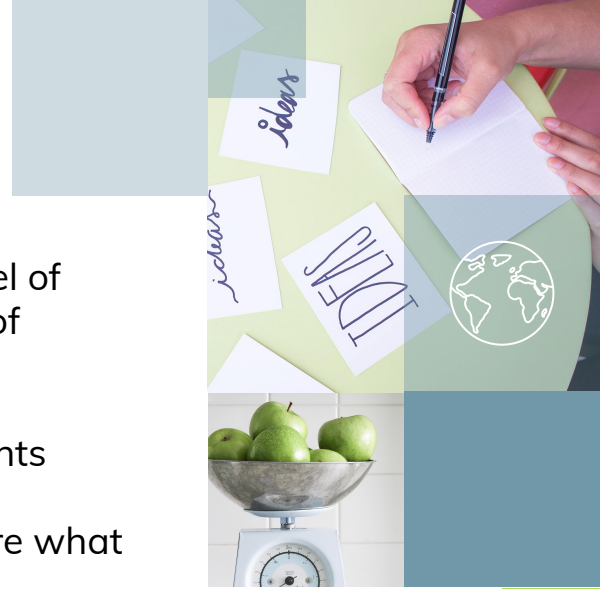
- Special education practice has been accused of historically relying on the **medical model of disability**, this causes special education practices to seek to fix or cure a child so they may become 'normal'
- This model is rooted in old reductionist ideologies about disability, specifically, the idea that disability equates to a reduction in quality of life.
- Negative outcomes are thought to have resulted from this model:
  - Problematic conceptions of what it means to be 'normal' or not
  - A focus on a person's limitation
  - Stigmatization, marginalization, and **medicalization** of people with disabilities
  - Oppressive behaviour such as staring, bullying, dismissal of achievement, and exclusion



# Special Education Models

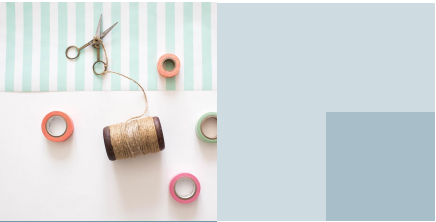
(Dunn, 2010; Eisenhauer, 2007)

- One way to combat the problems of a reliance on the medical model of disability in special education is through the transformative model of **sociopolitical orientation**
- This model frames disability as a result of human-made environments
- Government policy, educational curricula, and architectural plans are what define these environments
- Sociopolitical Orientation seeks to engage in the concept that what defines a 'limitation' is a social construct
  - Embedding these ideas into the K-12 curriculum and teacher education transforms special education and makes it more inclusive





# Dis/ability & Social In/justice



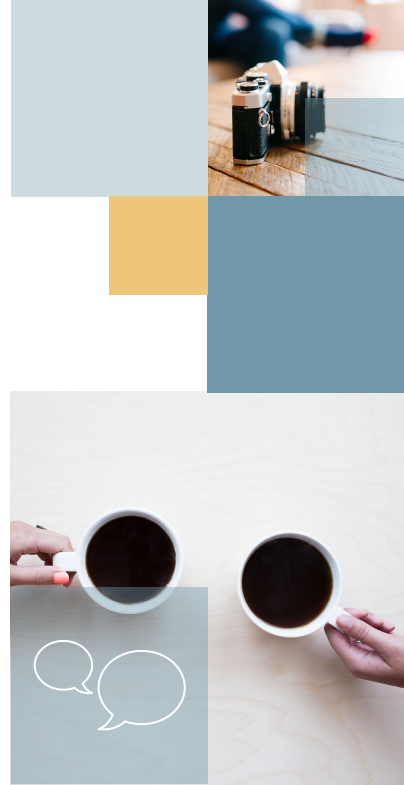
# Dis/ability & Social In/justice

- People with disabilities are subject to cultural injustices through misrecognition, and the idea that they are inferior, and inaccurately or negatively portrayed in media
  - Specific examples of these injustices, labeled as **ableist**, that pervade society include:
    - Staring - the privileged concept of those without visible disabilities 'just looking' while being able to comfortably live without others 'just looking' at them
    - Exhibitioning - people with disabilities being displayed as part of a 'freak show' or sideshow or fetishising disabled body forms
    - Ableist language, omitting access, removing autonomy, assumptions that disabilities are all visible, and many others...



# Dis/ability & Social In/justice

- One remedy for misrecognition evident in the dis/ability arts movement is dissolving the concepts that have led to the injustice
  - Artists with disabilities hope to challenge the notion that they have limitations that make them a burden to society
- Another is highlighting the negatives of these injustices, exposing the hidden ableist thoughts and actions of society
  - This is seen in the works of artists such as Mary Duffy (detailed in this package), Petra Kupper, and Carrie Sandhal  
(Eisenhauer, 2007)



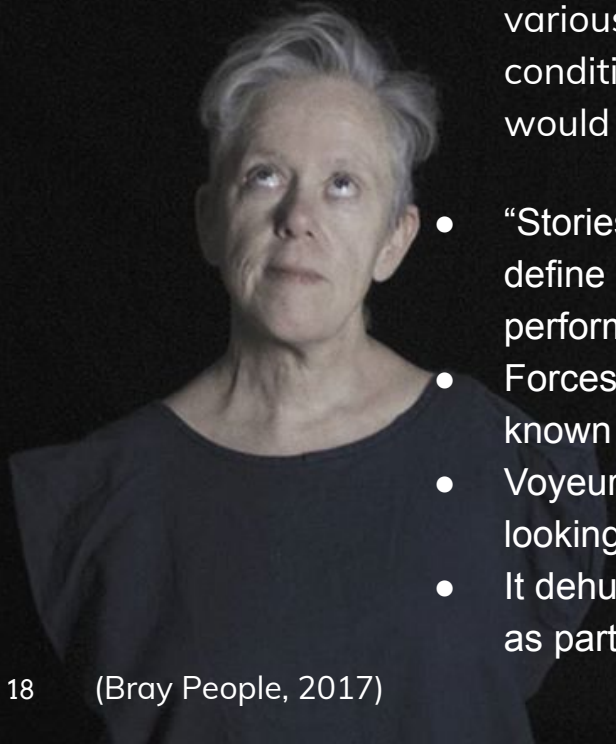
# Mary Duffy - Stories of a Body (1990-2000)



*“You have words to describe me that I find frightening. Every time I hear them they are whispered or screamed. Silently, wordlessly, from the front to the middle-spreads of newspapers Only you dare to speak them out loud. I look for them in a dictionary, and I only find some. The words you use to describe me are Congenital malformation. In my child’s dictionary I learn that the fist part means “born with.” How many times have I answered that question? Were you born like that? Or did your mother take them dreadful tablets? How come I always felt ashamed when answering those big staring eyes and gaping mouths? Did you have an accident? Or did your mother take them dreadful tablets? With those big words, those doctors used, they didn’t have any that fitted me properly. I felt even in the face of such opposition that my body was the way it was supposed to be That it was right for me Jennifer Eisenhauer Studies in Art Education 15 As well as being whole, complete, and functional (...) Today, I’m winning battles everyday against my own monster— my inner critic Who has internalized all my childhood oppressions The oppression of constantly trying to be fixed, to be changed, to be made more whole. (Mitchell & Snyder, 1997)”*

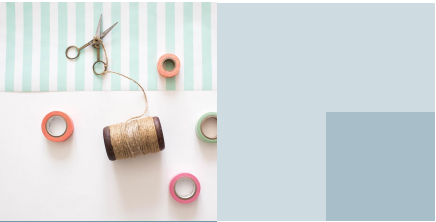
# Mary Duffy - Stories of a Body

- An artist born with no arms; she performed a piece called “stories of a body” in which she recites a monologue while fully nude. It was inspired by her various doctor visits throughout her life, including the doctors’ horror at her condition, and recommendations of cutting off her little hand so artificial arms would fit better when she was 2 years old. (Duffy, 2014)
- “Stories” invokes the concept of voyeurism and challenges the audience to define that term in themselves, as they are of course looking at the naked performer
- Forces the audience to reflect on people with disabilities in their lives, both known and strangers, and how their gaze might have affected these people
- Voyeurism, through this work, is contrasted against the ableist practice of ‘just looking’
- It dehumanizes people as property, and hearkens back to people being paraded as part of a sideshow or “freak” show exhibiting bodily rarities





# Dis/ability Arts in Education

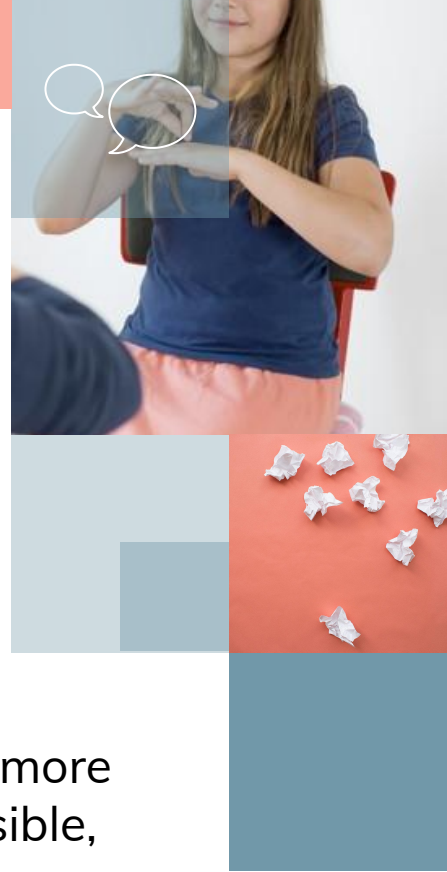


# Dis/ability Arts in Education

(Roman, 2009a)

- Movements to transform education to become a more inclusive environment for students and staff with disabilities.
- Invitations to learn and hear the voices of people with disabilities as achieved artists, scholars, and members of the community
- Begs the question:

“Who is not here? Who cannot afford to be here; what more must be done to make buildings on the campus accessible, and well beyond that, to create social and intellectual spaces for people with impairments to be full citizens” (pp. 671)



# Shifts in Pedagogy for inclusive classroom

(Collins, 2011; Dunn, 2010)

## Broadening the definition of Reading

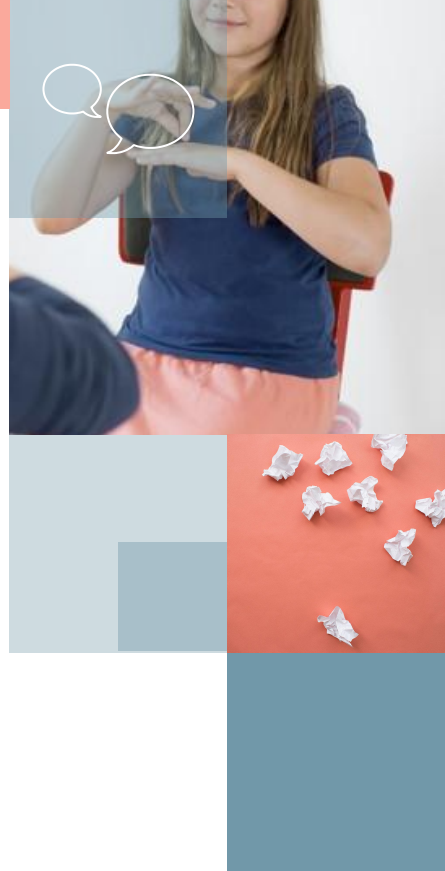
- If we define reading more broadly to paying closer attention to content and interacting deeply with the text, teachers can provide **audio texts**.
- Students can also produce an collaborative audio text as a class

## Broadening the definition of Writing

- Provide more means for students to generate and organize their ideas (sketching, voice-recognition technology, visually active storyboard)

## Expanding understanding of Literacy

- Delivering content through multiple literacies
  - Visual & Graphic forms of meaning making (ex. Map, flowchart, illustrations)
  - Physical kinesthetic forms of meaning making (ex. Movement, dance)



# Inclusive Dance Movement

(Zitomer, 2016)

A **Rational Ethics Lens**: encourages the reflection on how people relate to one another in environments when the right way to act is ambiguous.

- **Mutual Respect**: unconditional acceptance, recognition, and acknowledgement of individuals.
  - Every students is recognized and accepted for the contribution they can make.
- **Relational Engagement**: community connection; moments of collaboration.
  - **Embodiment**: experiencing, living, sensing, knowing, and understanding one's world/ environment through the body.

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# Inclusive Dance Movement

(Zitomer, 2016)

- Explores the perspectives and experiences of elementary students with disabilities participating in an inclusive dance education with their non-disabled peers.

**Social Context & Inclusion Concerns** (seen in disabled adults who participated in similar movements).

- Slow acquisition of new skills/ techniques
- Pain associated from previous experiences
- Tendency to compare oneself to others

These perspectives may be applied to childrens' experiences.





# Inclusive Dance Movement

(Zitomer, 2016)

- Aims to celebrate individuality by teaching children to appreciate their own talents and those of their peers.

“The dance program provided students with a space where they could just be themselves, enabled self- expression, allowed opportunities to get to know themselves and personal capacities”  
(pp. 219-220)

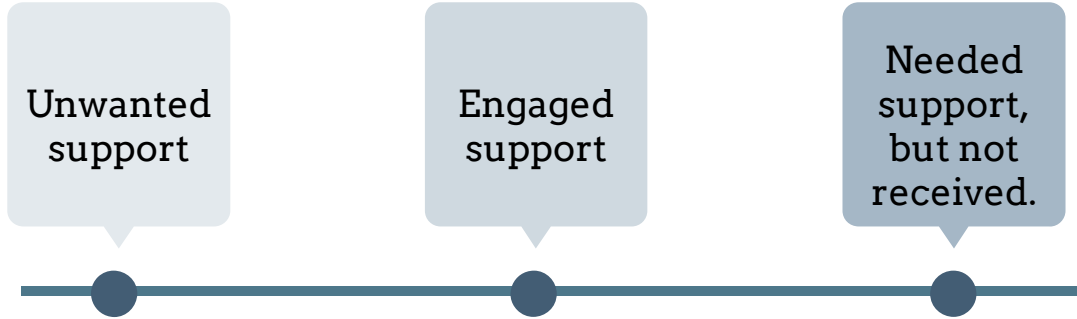
- The students experienced joy and success, and gained a sense of belonging.

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# Inclusive Dance Movement

(Zitomer, 2016)



- Engaged support helped children participate in dance activities and socially interact with peers, whereas too much or too little support impeded on such opportunities (pp. 228).



# Dis/ability Arts in Teacher Education

(Roman, 2009a; Roman, 2009b; Ware, 2008)

- Examining art made by disabled people at conferences for special education and in teacher education classes reinforces the social justice issues and issues surrounding special education models
- Teachers can come to understand why this art implicitly and explicitly helps affect change in educational and social systems
- The art can inspire teachers, give them resources to use in lessons, and provide interpretations and meaning behind art that suits a teacher's specific pedagogical needs
- Some examples of projects that have helped for teacher education:
  - The Unruly Salon - collaborative documentary series involving disability scholars and performing artists with disabilities (Roman, 2009b)
  - Riva Lehrer's Circle Stories (detailed in this package)
  - Wingspan - a research initiative where scholars collaborate on projects regarding the rights of people with disabilities (About Wingspan, n.d.)



# Riva Lehrer's "Circle Stories" (1999 - 2004)



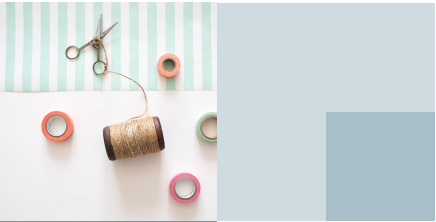
(Lehrer, 2018)

- Involving artists with dis/abilities and art depicting or incorporating themes of dis/ability in schools and education conferences displays educational inclusion against older reductionist models
- This art forces people to consider what inclusive education means when aesthetic, social, and cultural conventions have historically cast disabilities as 'not normal'  
(Ware, 2008)
- These portraits of people with careers in the arts, academia, and political activism are all of people with physical disabilities who explore body issues in their work
- The visual art component was accompanied by interviews meant to allow the artist to fully understand how to truthfully represent the participants' experiences  
(Circle Stories, n.d.)

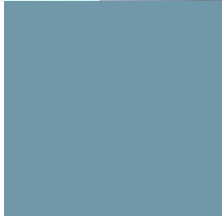


# Riva Lehrer's "Circle Stories" (1999 - 2004)

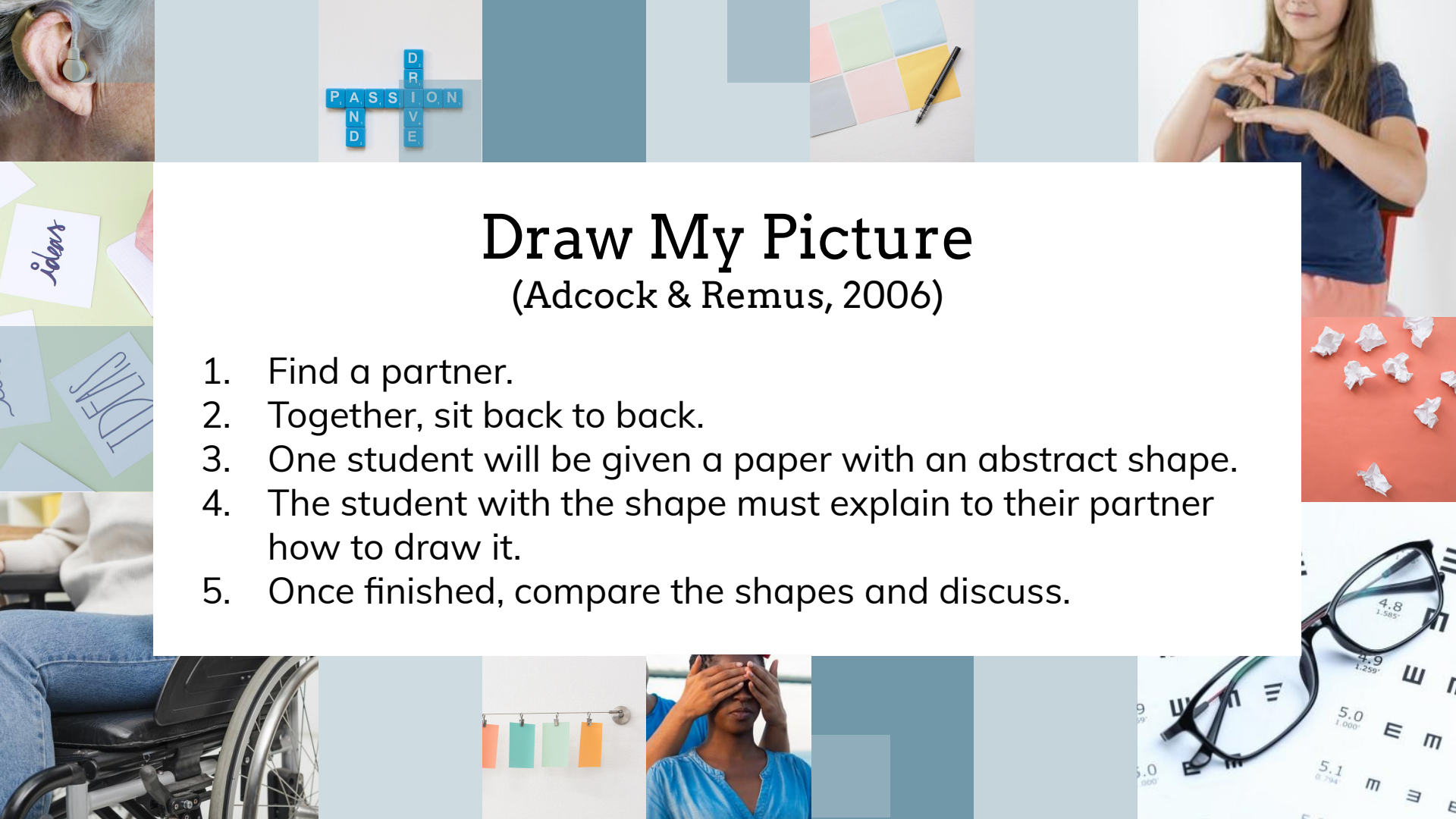




# Activity







# Draw My Picture

(Adcock & Remus, 2006)

1. Find a partner.
2. Together, sit back to back.
3. One student will be given a paper with an abstract shape.
4. The student with the shape must explain to their partner how to draw it.
5. Once finished, compare the shapes and discuss.

# Draw My Picture: Discussion

(Adcock & Remus, 2006)

1. What problems did you and your partner encounter?
2. What would have helped?

This activity can be used to raise awareness about intellectual disability. A person with intellectual disability may have difficulty:

- Learning and concentrating
- Reading and writing
- Understanding what others mean/ instruction
- Saying what they mean/ feel
- Understanding social cues
- And more....



# Draw My Picture: Discussion

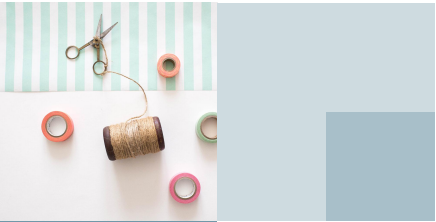
(Adcock & Remus, 2006)

As teachers, if we have students with intellectual disability we need to:

- Give explicit instructions.
- Refer to Universal Design of Learning to provide multiple modes of:
  - Representation
  - Action & expression
  - Engagement
- Have patience for curiosity.



# Practical Applications



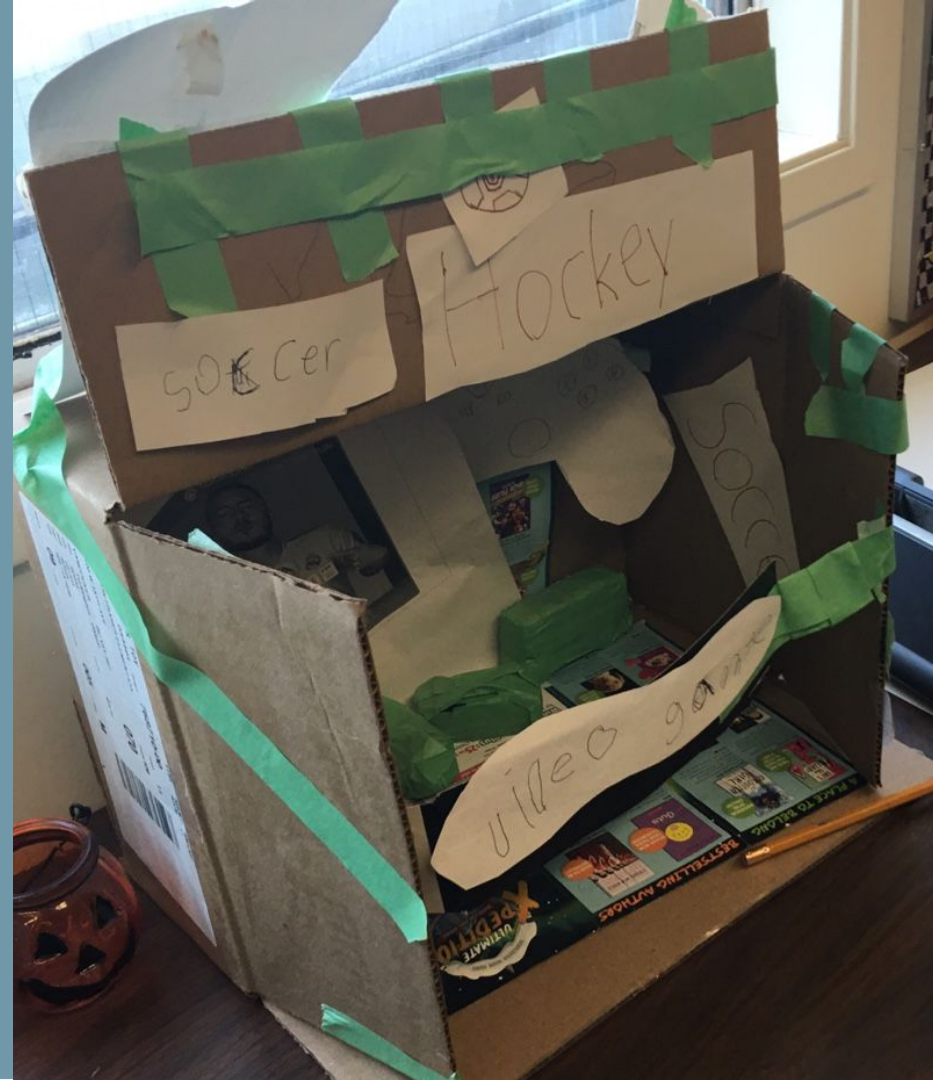
# Passion Project

Passion project is a form of project-based learning where students with special needs can have ownership of their learning experiences. Students will practice and develop skills in various areas such as creativity, problem-solving skills, communication skills, fine motor skills, reading and writing.

Also, it gives students a choice to explore and create an artwork that expresses their interests and passion.

## Instructions:

- Research or brainstorm student's passion using magazines, technology, etc.
- Plan the project & Gather materials
- Create anything!
- Students will share/present their work to the class





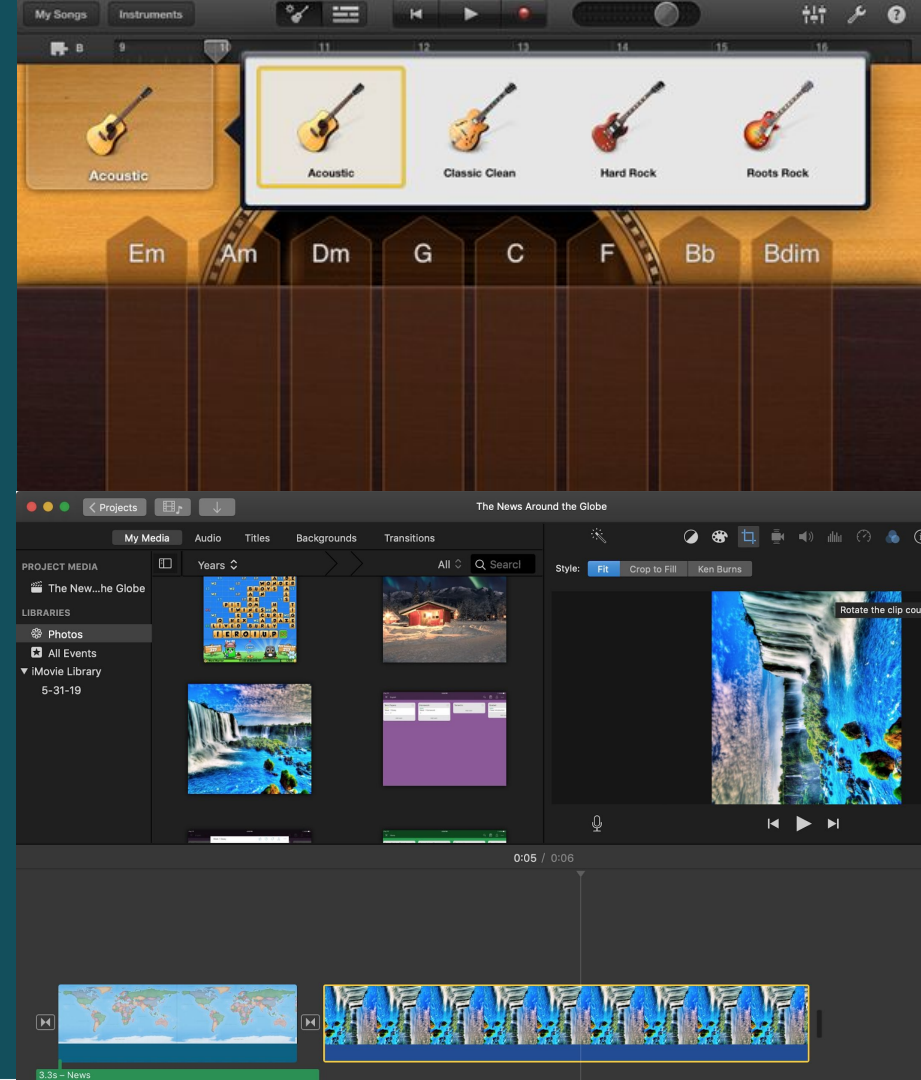
# Technology & Arts

Integrating technology and arts in the classroom is not difficult. A lot of basic/free software programs are available to promote student's creative growth and to meet their individual needs.

Some examples are...

- Paint
- Movie Maker
- iMovie
- Garageband
- Podcast
- Pages
- Keynote

By profiling student's interest, tailor your project so that learning is purposeful and engaging. Students can create any forms of art using these tools. Some examples of creations could be music videos, magazines, drama scenes, fine art pieces, or songs.





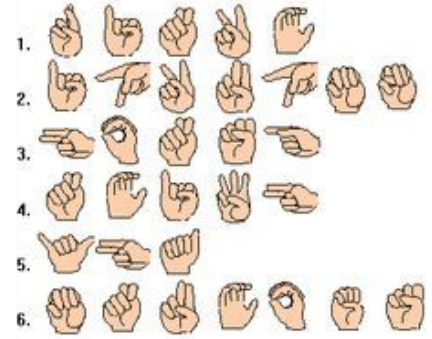
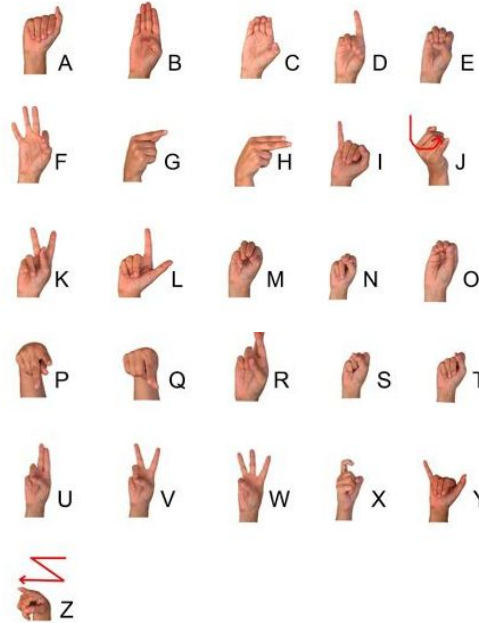
Disability Awareness Activity

# Hearing Impairment: Learn American Sign Language(ASL)

1. Have a discussion about other possible ways to communicate without speaking out loud.
2. Talk about communicating American Sign Language (ASL)
3. Explore the ASL with a chart
4. Try spelling out words
5. Extend to ASL riddles and quotes



American Sign Language Alphabet



ASL Finger Spelling Quotes #2

Can you figure out the famous quote?



# Learning Disabilities - Mismatched Colors (K-8)

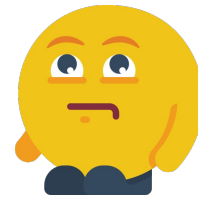
**Instruction:** Read out the color the word is written in, not the word itself.

The purpose of this activity is to understand what it would be like to have struggles against what your brain may be telling you. So the brain knows what needs to be done but they have to struggle to make it come out right.

For example, students with dyslexia have struggle reading because dyslexia cause a person to see letters switched when reading. (ex. Blue → Bule)

Correctness does not mean you are not smart!  
It's a sign that your brain wants to do something different.

**RED**  
**PURPLE**  
**BLUE**  
**GREEN**  
**YELLOW**



## *Did you know that?*

Daniel Radcliffe lived with a mild form of dyspraxia for his entire life.

Never let the condition hold you back from doing the things you truly want to do!

## Disability Awareness Activity

# Intellectual Disabilities - Draw My Picture

**Instruction:** Give students a paper with an abstract shape. Two members sitting back-to-back, without seeing the shape, student must explain to the other student how to draw the shape.

The **purpose** of this activity is to understand and raise awareness of the learning experiences of students with an intellectual disability. Students with intellectual disability may have difficulty understanding what others are saying, social cues, learning, focusing, reading and writing.



## Disability Awareness Activity

# Communication Disorders: Wordless Class Activity

1. Generate simple sentences
2. The teacher tells the sentence to one student
3. Student must communicate the sentence to the rest of the class without speaking, writing, or using letters of the alphabet
4. As a class, guess what the sentence is

The purpose of this activity is to understand the challenges when a person's disorders cause a person to struggle to effectively comprehend, detect, or apply language.



### Did you know that?

Stephen Hawking was diagnosed with ALS. He was no longer able to speak after his tracheotomy to contain infections from pneumonia. But, loss of voice did not stop one of the world's brightest minds.

Stephen Hawking is one of the most famous physicists of the 21st century!

# Conclusion

The dis/ability arts movement involves artists with disabilities as a medium of expression for their arts that depict their unique experiences and identity.

Educational models and ways of thinking about disability have been historically rooted in reductionist ideologies. Specifically, institutions such as government, education, and city planning have either marginalized, ignored, or sought to 'fix' people with disabilities which has resulted in segregation and ableism that hinders the educational experience of people with disabilities and affects everyone. To create a learning environment that respects and empowers students with disabilities, the thought process on special education requires a transformative sociopolitical orientation. With examples from the dis/ability arts movement, teachers and teacher educators can begin to shape this new model for special education.

Throughout this package, we have introduced a number of disabled artists and their work. Using the art from the dis/ability arts movement we can continue to transform education to have a more inclusive environment and to shift the deeply rooted systemic perspectives surrounding disability. We presented a study that resulted in positive experiences by the disabled students when they participated in an inclusive dance education which created a sense of belonging and acceptance of their own talents and abilities.

Integrating project-based learning with students with disabilities is an effective way to give ownership of their learning, practice and develop their core skills, and for students to stay motivated and engaged with their learning.



# Resources for teaching...

- ❖ <https://hiehelpcenter.org/disability-awareness-class-lessons/>
  - Provides lesson plans & activities for raising disability awareness.
- ❖ <http://www.ldonline.org/>
  - Provides general information and ideas for working with and raising awareness for students with learning disabilities.
- ❖ <http://www.childrensdisabilities.info/books/index.html>
  - Provides a list of children's books about different disabilities.
- ❖ <https://www.teachervision.com/childrens-books-about-disabilities>
  - Provides a list of children's books about different disabilities.
- ❖ <https://do2learn.com/>
  - Printable resources for special education.
- ❖ <https://kinderart.com/blog/special/>
  - Practical arts and craft ideas for students with disabilities.
- ❖ <http://www.pbs.org/wgbh/misunderstoodminds/intro.html>
  - Presents learning experiences and challenges experienced by students with learning disabilities through interactive flash.
- ❖ [https://education.kennedy-center.org/education/vsa/resources/edu\\_parents.cfm](https://education.kennedy-center.org/education/vsa/resources/edu_parents.cfm)
  - General guidelines & resources for teaching special education.
- ❖ <https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-disabilities>
  - Lesson plans on raising disability awareness.
- ❖ [http://www.dvusd.org/cms/lib011/AZ01901092/Centricity/Domain/1318/Disability\\_Awareness\\_Packet\\_2.pdf](http://www.dvusd.org/cms/lib011/AZ01901092/Centricity/Domain/1318/Disability_Awareness_Packet_2.pdf)
  - A booklet with various activities to help students learn and understand different types of disabilities.
- ❖ <https://cdss.ca/>
  - Canadian Down Syndrome Society - devoted to Down syndrome advocacy; contains many resources



# Glossary

**Ableism:** A form of cultural injustice, it is the discrimination and social **prejudice** against people with disabilities or who are perceived to have disabilities.

**Disability arts:** Any art, theatre, fine arts, film, writing, music or club that takes disability as its theme or whose context relates to disability.

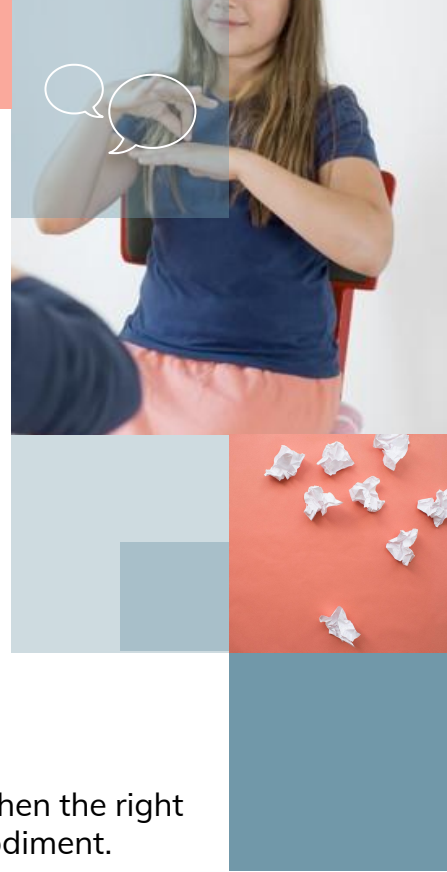
**Disability culture:** A set of behaviours, beliefs, ways of living, and material artifacts that are unique to persons affected by disability.

**Medicalization:** The process by which human conditions and problems come to be defined and treated as medical conditions, and thus become the subject of medical study, diagnosis, prevention, or treatment. Medicalization of people with disabilities has civil rights related concerns.

**Medical model of disability:** This model presupposes that a disability equates to a lower quality of life and must be 'fixed' or 'cured' in order for someone to have a 'normal' life. This model is considered problematic and reductionist in the opinion of many disability activists and advocates.

**Rational Ethics:** A reflection on how people relate to one another in environments when the right way to act is ambiguous. Includes mutual respect, relational engagement, and embodiment.

**Sociopolitical orientation:** Also called the social model of disability, this model identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) that mean society is the main contributory factor in making people with impairments be unable to participate fully in society. This model was and continues to be developed in direct contrast with the medical model.



# Annotated Bibliography

About Wingspan. (n.d.). Retrieved from <https://wingspan.educ.ubc.ca/about/>.

Wingspan is a research initiative where scholars collaborate on projects regarding the rights of people with disabilities. This webpage is from the UBC website and describes the goals, priorities and themes of Wingspan. The video on the page links to the Wingspan YouTube channel which has videos that can be used for disability studies.

Adcock & Remus, (2006). Disability Awareness Activity Packet. Retrieved from [http://www.dvUSD.org/cms/lib011/AZ01901092/Centricity/Domain/1318/Disability Awareness Packet 2.pdf](http://www.dvUSD.org/cms/lib011/AZ01901092/Centricity/Domain/1318/Disability%20Awareness%20Packet%202.pdf).

This activity packet by Adcock and Reamus (2006) provides a variety of activities that help students understand different types of disabilities and disorders (communication, hearing, learning, intellectual, and so on). They highlight the importance of being aware that from these disabilities are hundreds of subtypes as no two people will experience the disability in the same way. We used an activity from this packet to talk about and understand the perspectives of disabled students.

Bray People. (2017, May 25). Mary: my art's full of surprises. Retrieved from <https://www.independent.ie/regionals/braypeople/entertainment/mary-my-arts-full-of-surprises-35748119.html>.

This is a regional news column website for Bray, Ireland. Mary Duffy exhibited artwork here and this link is to a story advertising for the exhibition. It includes a photograph of Mary Duffy.

# Annotated Bibliography

Circle Stories: riva-lehrer-art. (n.d.). Retrieved from <https://www.rivalehrerart.com/circle-stories>.

This page on Lehrer's website describes the series of portraits in her project known as "Circle Stories." It includes information on her methods when creating the portraits, and high quality digital images of the portraits.

Collins, K. M. (2011). " My mom says I'm really creative!": Dis/Ability, Positioning, and Resistance in Multimodal Instructional Contexts. *Language Arts*, 88(6), 409-418.

This article centers around a case study of a student named Christopher who was labelled deficient in the classroom. The author tries to deconstruct the process of students getting 'labelled', and shows Christopher's misbehaviours behaviours as a symbol of resistance against marginalization. The author emphasizes the importance of multimodal instructions and being mindful of the cause and reason behind the student's behaviours.

Duffy, (2014). Mary Duffy, Artist. Retrieved from [https://www.maryduffy.ie/section771353\\_301147.html](https://www.maryduffy.ie/section771353_301147.html).

This is a collection of essays by Mary Duffy. They are personal in nature and style, and contain opinions and life experiences. The value of these essays comes from Duffy providing interpretations of her art, including the performance art piece "Stories of a Body" (1990-2000). Being able to read explanations of art dealing with complex themes of intersectionality and disability from the person who created the art is a special source of insight.

# Annotated Bibliography

Dunn, P. A. (2010). EJ in Focus: Re-Seeing (Dis) Ability: Ten Suggestions. *The English Journal*, 100(2), 14-26.

This article focuses on suggestions for shifting perception about disability and broadening literacy so that education becomes more accessible for all students. Dunn (2010) offers ten practical suggestions for instructors to reflect on their current understanding and stereotypes and initiating change in the classroom.

Eisenhauer, J. (2007). Just Looking and Staring Back: Challenging Ableism through Disability Performance Art. *Studies in Art Education*, 49(1), 7–22. doi: 10.1080/00393541.2007.11518721

“This article advocates for art curriculum to be guided by the goal of challenging the discrimination, stigmatization, marginalization, and medicalization of disabled people” (quoted from the abstract). The article studies the pedagogical practices of performance artists with disabilities. The goal is to focus on the cultural contributions of people with disabilities rather than focusing on their limitations, and to dissolve the notion that anyone represents a burden on our society. The article will interrogate the reader’s ideologies behind group differences, and point out socio political issues with regard to curriculum related to the arts. Ableist ideologies are challenged in this article, and it is a resource that would be useful for anyone finding it difficult to approach these topics in classrooms.

National Center for Technology Innovation and Center for Implementing Technology in Education (CITEd). (n.d.). Integrating the Arts with Technology: Inspiring Creativity | LD Topics | LD OnLine. Retrieved from <http://www.ldonline.org/article/30245/>

This article gives great ideas on how we can integrate technology with art in the classroom. The article focuses on the benefits of arts (drama, music, and fine arts) for students with disabilities. It also provides readers with practical software teachers can use.

# Annotated Bibliography

Riva Lehrer - Alchetron, The Free Social Encyclopedia. (2018, May 20). Retrieved from <https://alchetron.com/Riva-Lehrer#riva-lehrer-37a08389-7488-4324-a02f-ee3e7328e5a-resize-750.jpeg>

This webpage contains biographical information about Riva Lehrer, as well as a photograph.

Roman, L. G. (2009a). Disability arts and culture as public pedagogy. *International Journal of Inclusive Education*, 13(7), 667–675. <http://doi.org/10.1080/13603110903041912>

Roman (2009a) challenges the terms of inclusion and disability in education systems and policies with the significant social impacts resulting from UBC's *The Unruly Salon* series. They “discuss new ways of imagining disability on various pedagogical stages of education” (pp. 674) as the series celebrated inclusion and learning from the various arts of disabled artists.

Roman, L. G. (2009b). The Unruly Salon: unfasten your seatbelts, take no prisoners, make no apologies! *International Journal of Qualitative Studies in Education*, 22(1), 1–16. doi: 10.1080/09518390802581901

This article examines the contributions to disability studies, including those from people involved with the disability arts, culture, and scholarship documentary series, *The Unruly Salon*. The documentary examines people with disabilities who are artists and scholars, and the article expands that to people who were inspired by the documentary. The article discusses social, structural, cultural, and material barriers that create the human construct of what makes someone ‘disabled’ and others not. It challenges research of others to rethink methodologies and epistemologies and puts current and past barriers and human constructs into a framework focusing on human rights and politics.

# Annotated Bibliography

The HIE Help Center. (2018). Disability Awareness Lessons Plans For Teachers | HIE Help Center. Retrieved from <https://hiehelpcenter.org/disability-awareness-class-lessons/index.html>

Great resource for activities for raising disability awareness in classrooms. The activities are divided by types of disabilities.

Ware, L. (2008). Worlds remade: inclusion through engagement with disability art. *International Journal of Inclusive Education*, 12(5-6), 563–583. <http://doi.org/10.1080/13603110802377615>

This paper examines the 2007 disability studies in education conference (DSE) held in Chicago. An art show featuring multimedia works by various artists who present disability experience in their art. The panel at the conference discussed the paintings by Lehrer. All the art presented at the conference was meant to link to a greater understanding of how to teach about disability in teacher education.

Wilson, K., Brother Ali raps in search of truth and love. (2017, May 3). Retrieved from <https://www.straight.com/music/903966/brother-ali-raps-search-truth-and-love>.

In this interview with the Georgia Straight, Brother Ali discusses his inspirations for creating rap music that deals with themes of social justice. He talks about his personal struggles that are referred to in the song “Pray for Me” (2017).

Zitomer, M. R. (2016). 'dance makes me happy': Experiences of children with disabilities in elementary school dance education. *Research in Dance Education*, 17(3), 218-234. doi:10.1080/14647893.2016.1223028

Zitomer (2016) documents the experiences of eight children (ages 6-10) in a study that explores their perspectives and their peers perspectives of elementary students with disabilities through an inclusive dance education classroom methodology. The data analysis afterwards found that the “relationships with teachers, educational assistants, and classmates created a dance education environment that enabled these children to participate alongside their classmates, experience joy and success, and gain a sense of belonging” (Zitomer, 2016, pp. 218).