

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Number	SCED 512
Course Name	Disability in the Educational Context
Term	Spring 2020
Department	Educational Leadership
Faculty Name	Rafe McCullough

Catalogue Description: *This course provides an opportunity to learn about variations in learning, behavior, and physiology that are defined as significant enough to warrant a disability classification and special education intervention. The course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of awareness of stigma and discrimination and their impacts to persons with disabilities, as well as counselor self-awareness and advocacy with and on behalf of individuals with disabilities.*

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

GSEC GP (2) Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

Class meeting(s) or assignment(s) addressing this standard: 2/14, 2/21

GSEC GP (8) Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

Class meeting(s) or assignment(s) addressing this standard: 2/15, 2/21, Final Project

TSPC OAR 584-017-0441 (2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains.

Class meeting(s) or assignment(s) addressing this standard: 2/14-2/22

TSPC OAR 584-017-0441 (3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

Class meeting(s) or assignment(s) addressing this standard: 2/14-2/22, Final Project

TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

Class meeting(s) or assignment(s) addressing this standard: 2/14-2/22

TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families.

Class meeting(s) or assignment(s) addressing this standard: 2/15, 2/22

TSPC OAR 584-017-0441 (7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.

Class meeting(s) or assignment(s) addressing this standard: 2/14-2/22

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary 3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school.	R
Middle Level 5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School 9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page 5-9 of this syllabus (student performance includes goals, evidence, and levels of performance).

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

COURSE INFORMATION

Course: SCED-512-01
Title: *Disability in the Educational Context (2 cr)*
Room: York 121
Day/Time: Fri/Sat, Fri/Sat (2/14-2/15 & 2/21-2/22)
9:30-5:00pm
Term: Spring 2020

INSTRUCTOR

Rafe McCullough, Ph.D., LPC, NCC
Office: Rogers Hall 309
Office hours: By Appointment
Email: rafemccullough@lclark.edu

COURSE MATERIALS

Required Texts and/or Readings:

Bryce, L. (2012). *I love being my own autistic self: A thAutoons book*. Publisher: thAutcast.

Quigney, T. A., & Studer, J. R. (2016). *Working with students with disabilities: A guide for professional school counselors*. Routledge.

From LC Library Online:

Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #SaytheWord: A disability culture commentary on the erasure of “disability”. *Rehabilitation psychology* 64(2), 111-118.
<https://doi.org/10.1037/rep0000258>

Blanchett, W. J., Klingner, J. K., & Harry, B. (2009). The intersection of race, culture, language, and disability: Implications for urban education. *Urban Education*, 44(4), 389-409.
<https://doi.org/10.1177/0042085909338686>

Connor, D. J. (2012). Helping students with disabilities transition to college. *Teaching Exceptional Children*, 44(5), 16-25. <https://doi.org/10.1177/004005991204400502>

Gutmann Kahn, L., & Lindstrom, L. (2015). “I Just Want to Be Myself”: Adolescents with disabilities who identify as a sexual or gender minority. *The Educational Forum* 79(4), 362-376. <https://doi.org/10.1080/00131725.2015.1068416>

Lalvani, P., & Broderick, A. A. (2013). Institutionalized ableism and the misguided “Disability Awareness Day”: Transformative pedagogies for teacher education. *Equity & Excellence in Education*, 46(4), 468-483. <https://doi.org/10.1080/10665684.2013.838484>

Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development*, 87(3), 269-275.
<https://doi.org/10.1002/j.1556-6678.2009.tb00106.x>

Recommended Articles:

- Back, L., Keys, C., McMahon, S., & O'Neill, K. (2016). How we label students with disabilities: A framework of language use in an urban school district in the United States. *Disability Studies Quarterly*, 36(4), 1. doi:10.18061/dsq.v36i4.4387
- Blanchett, W. J. (2010). Telling it like it is: The role of race, class, & culture and the perpetuation of learning disability as a privileged category for the white middle-class. *Disability Studies Quarterly*, 30(2). <https://doi.org/10.18061/dsq.v30i2.1233>
- Cavendish, W., Artiles, A. J., & Harry, B. (2014). Tracking inequality 60 years after Brown: Does policy legitimize the racialization of disability?. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 14(2), 30-40. <https://doi.org/10.5555/2158-396X.14.2.30>
- Hale, C. H. (2015). Legendary LD: Learning disabilities, creativity, and social class. *Disability Studies Quarterly*, 35(1), 3. <https://doi.org/10.18061/dsq.v35i1.3806>
- Lalvani, P. I. (2015). We are not aliens: Exploring the Meaning of Disability and the Nature of Belongingness in a Fourth Grade Classroom. *Disability Studies Quarterly*, 35(4), 1. <https://doi.org/10.18061/dsq.v35i4.4963>
- Milsom, A., & Hartley, M. T. (2005). Assisting students with learning disabilities transitioning to college: What school counselors should know. *Professional School Counseling*, 436-441. <https://www.jstor.org/stable/42732486>
- Osteen, Mark. (2010). Neurodiversity and daregiving: A roundtable with parents and siblings of children with autism. (Facilitated by Ralph James Savarese). *Disability Studies Quarterly* 30(1), n.p. <https://doi.org/10.18061/dsq.v30i1.1061>
- Sousa, A. (2015). Crying doesn't work: Emotion and parental involvement of working class mothers raising children with developmental disabilities. *Disability Studies Quarterly*, 35(1), 6. <https://doi.org/10.18061/dsq.v35i1.3966>

COURSE DESCRIPTION

This course provides an opportunity to learn about variations in learning, behavior, and physiology that are defined as significant enough to warrant a disability classification and special education intervention. The course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of awareness of stigma and discrimination and their impacts to persons with disabilities, as well as counselor self-awareness and advocacy with and on behalf of individuals with disabilities.

COURSE OBJECTIVES

At the conclusion of this course, students will be able to:

- Foster a sense of moral responsibility and cultural consciousness that prepares graduate students to provide appropriate services to individuals with disabilities.
- Increase awareness of societal, political, historical, and ideological issues around disability and how that impacts individuals with disabilities.
- Understand to the importance of appropriate advocacy for individuals with disabilities.
- Utilize respectful language, spoken and written, relative to individuals with disabilities, developing an understanding of person-first language as appropriate.
- Become familiar with basic special education terminology and disability definitions.
- Increase understanding of Individualized Education Plans and 504 Plans for students with disabilities.
- Become familiar with special education legislation and court decisions.
- Develop an awareness of issues within families of individuals with disabilities.
- Develop an awareness of issues within schools that can promote students' learning and adjustment or create disability-related barriers.
- Become familiar with the school counselor role in working with students with disabilities, including transition planning toward adulthood.

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and/or (f) the use of multimedia.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

Assignment	Points Possible	Due
<p>Participation: Please refer often to the rubric for participation for guidelines on how you will be assessed in this area.</p> <p>*Rubric attached</p>	15	ongoing
<p>Disability Reflection Paper Reflect on your childhood and adolescent memories about disability and write a 4-5 page paper. Your grade will be primarily based on your adherence to the assignment guidelines (below), and on your ability to synthesize your thoughts, reactions, and experiences so as to form a clearer understanding of how your own views/beliefs/biases have formed and developed about individuals with</p>	20	2/18

<p>disabilities. Writing must be graduate level and free of spelling, grammatical and punctuation errors.</p> <p>Please include the following:</p> <ul style="list-style-type: none"> • Discussion about assumptions you had about people with disabilities (PWD) as a child or adolescent • Your thoughts, feelings, reactions to one of the first times you encountered someone with a disability (<i>if you experience a disability, you may write about that, but also include your experience of another's disability</i>) • Description of your awareness of how PWD were treated by others (include a specific example of something you witnessed/experienced) <ul style="list-style-type: none"> ○ Discussion of how adults and peers around you talked about PWD (include specific names & labels you heard) ○ Description of how adults and peers in your life behaved toward PWD (share a memory if you have one) • Analysis of how you think these experiences/memories informed your current thoughts, views, feelings, and actions toward PWD (give examples) • Your current areas for growth related to working with PWD (be specific) 		
<p>Advocacy Role Play Recording & Reflection</p> <p>PART I:</p> <p>You will demonstrate your understanding of the <i>Client/Student Level</i> of the <i>Advocacy Competencies</i> (Ratts & Hutchins, 2009), by operationalizing the framework in two 6-7 minute recorded, simulated sessions with a class partner. Grading will be largely based off of your willingness to take risks to have difficult conversations (i.e. broaching disability and any pertinent aspects of the student's identity with the student, and advocating with and on behalf of the student in the teacher session), and your depth of analysis in your reflection. Perfection in execution is not what you are being evaluated on.</p> <p>Details:</p> <p>1) Session One: You will be given a short synopsis that includes your student's presenting issue. You will demonstrate the <i>Student Empowerment</i> competency by holding a 6-7 minute session with this student, using your best counseling skills, affirming them, and addressing their needs within the framework.</p> <p>2) Session Two: Using the same short synopsis about your student, you will demonstrate the <i>Student Advocacy</i> competency by holding a 6-7 minute session with a teacher (role-played by your partner), advocating on behalf of the student's needs, using the framework.</p> <p>PART II</p> <p>In one Word document, you will turn in your 2 recorded sessions with 2-page, self-evaluations of each session (4 pages total). You will use this format:</p> <ol style="list-style-type: none"> a) What did you do really well in this session that clearly demonstrated advocacy or student empowerment? b) What did you really struggle with? (Include specific thoughts/feelings) 	25	2/21

<p>you had while in the session) Why do you think you struggled here?</p> <p>c) How might your personal biases have played a role here?</p> <p>d) What do you think will be your personal challenges as you move forward and work with individuals with disabilities? What are some specific areas that you would like to work on?</p> <p>*Writing must be graduate level and free of spelling, grammatical and punctuation errors.</p>		
<p>Counter-Narrative Disability Story Project</p> <p><i>“If there is a book that you want to read, but it hasn't been written yet, you must be the one to write it.” -- Toni Morrison</i></p> <p>Counter-narratives challenge ideologies, discourse, and stories that disempower individuals whose real stories and experiences are not often told. A dominant narrative is an explanation or story that is told in service of the dominant social group’s interests and ideologies. Disability counter-narratives serve to challenge and deconstruct dominant discourse around disability. Counter-narrative stories help to contradict ableist characterizations and reframe the experiences of persons with disabilities. For this assignment, you can choose to work alone or in pairs to create a children’s book (for 3rd grade and beyond) that troubles dominant narratives for a specific disability or disabilities. You will also be including an accompanying paper that gives background on the hegemonic disability narrative you are trying to counter and how you address it in your book.</p> <p>An outline and further guidelines provided below. Be sure you have thoroughly researched your particular disability of focus (i.e. read and referenced writings by people with disabilities). Information should come from written personal narratives by PWDs and peer reviewed articles written by individuals with disabilities. Use APA (6th or 7th edition) citations for Parts I & II.</p> <p><u>PAPER</u></p> <p>Resource Guidelines:</p> <ul style="list-style-type: none"> • Include at least 1 resource from an article about “counter-narratives” • Include at least 4 resources from peer-reviewed academic journals <p>Include at least 2 resources depicting narratives written by individuals with disabilities themselves (books, blogs, vlogs, twitter/social media, or online articles, etc.)</p> <p><i>*All resources must come from sources that are disability affirming. For instance, you may not use resources that “otherize”, “medicalize”, “criticize”, or “dehumanize” people with disabilities unless it’s used as a non-example.</i></p> <p>Your paper should resemble this outline (6 pages w/o references):</p>	<p>30</p>	<p>3/1</p>

Part I: Identify dominant hegemonic narratives

What are the dominant narratives about disability that you chose to write your book about that operate in US society to justify and perpetuate disability oppression and an unequal status quo? Discuss the hegemonic narratives surrounding the particular disability you are writing about. Reference the specific dominant archetypes (i.e. “supercrip”). How are these narratives perpetuated in US society (i.e. media or other avenues)? How are these narratives reinforced in schools? Give specific examples. How have these narratives impacted you? (How do you benefit? How are you harmed?) Cite all sources throughout.

Part II: Deconstruct hegemonic narratives, and critically analyze

What are the stories about disability and ableism that we don’t hear that you chose to write your book about? How are these stories left out? What does your book teach us about people with disabilities that the dominant stories do not? How does your counter-narrative promote equity and justice for people with disabilities? Cite any sources.

Part III: Design counter narratives and evaluate

Give a specific breakdown of dominant narratives you are countering and explain how you have countered them in your book. This can be a bulleted list.

Part IV: Reflect, develop critical consciousness

Reflect on your process. What was it like? What were important learnings?

COUNTER-NARRATIVE STORY

This part of the project can look anyway you like. Let your creativity flow. The only part you must include is an author biographical positionality statement in the back on the story. See below:

Positionality Statement

"Each person is located in the culture in a particular way, not only being part of the process of reproducing and possibly changing it, but also experiencing it in ways which differ according to one’s race, ethnicity, class, gender, religion and other crucial components of our life experience (Rosen, 1998)."

Write a one paragraph biographical positionality statement that details some of your social identity positions (i.e. ability/disability, gender, gender identity, race, ethnicity, class, sexual orientation, country of origin, religion, etc.) that impact your life outcomes and worldview. As part of decolonizing disability, it is important that readers of your story understand the social positions you occupy and how they may impact your perspective in writing this story. See "I Love Being My Own Autistic Self!" for an example.

Tips for your Disability Story

Before writing up your story, be sure to consider:

<p>How are you communicating the counter-narratives to kids who read the story? How are you using color, imagery, language? Who is speaking in the story? What are they speaking about? How are they communicating about their experiences? Perspective taking: What pictures would you want kids to see, hear, be told about themselves? **Be sure you don't inadvertently reinforce a dominant narrative with your story.</p> <p>Turn in 2 things on Taskstream:</p> <ol style="list-style-type: none"> 1) PDF of your Disability Story 2) The accompanying 6 page paper <p>*Rubric provided on Taskstream. You will each turn in a copy of the entire assignment to Taskstream to receive an individual grade, however, if you work in pairs, each person will receive the same grade on this paper.</p>		
<p>Reading Accountability Points</p> <p>Since this class is heavily discussion-based, please make sure to read and study all material prior to class and maintain notes of material you read in order to help with your discussion participation.</p> <p>Reading accountability checks will be administered for this class periodically, for the sole purpose of helping hold students accountable for reading. It is a fairness issue when some students complete the assigned readings and others do not, and students who do not are unable to substantively contribute to class discussions. Accountability checks may include being asked to briefly summarize in writing the main points of some of the assigned reading for a class period or writing answers to some question prompts about the readings prior to discussion. These will not be assessing miniscule details, but whether you understand main ideas or premises from the authors.</p>	10	ongoing

B. Grading:

94-100 points	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

C. Course Expectations:

Assignments: All assignments are due prior to the beginning of class on the due date. Late assignments will not be accepted. All assignments must be successfully completed to pass the class.

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing an extra assignment designed by the instructor. More than one missed class session (3.25 hours in the case of a three credit hour class; **2.25 hours for a two-credit class**; 1.25 hour for a one-credit class) constitutes *failure* to complete the class.

Readings: All assigned readings are to be completed prior to the beginning of class. This will enhance class discussions and understanding of course material.

Written Work: All written work is to be typed, double spaced, and adhere to APA style 6th edition guidelines unless otherwise stated.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	Readings Due	Assignments Due
Class #1 02/14/20	Introductions Expectations and Syllabus History of disability Disability Models Affirmative Language Ableism Erasure & Stigma Zoom Guest Speaker: Alex Winninghoff	<u>Book:</u> <i>Quigney & Studer, Chpts. 1, 2, 3</i> <u>Articles:</u> <i>Lalvani & Broderick (2013)</i> <i>Andrews et al. (2019)</i>	
Class #2 02/15/20	Intersections of Disability Disability & Disproportionality Multilingual/Multicultural Considerations Social Distance & Disability Prejudice School Counselor Role in Equity & Fairness Advocacy & Advocacy Competencies Zoom Guest Speaker: Dr. Ken Shell	<u>Book:</u> <i>Quigney & Studer, Chpt. 12</i> <u>Articles:</u> <i>Ratts & Hutchins (2009)</i> <i>Blanchett, Klingner, & Harry (2009)</i> <i>Gutmann Kahn & Lindstrom (2015)</i>	Upcoming: Disability Reflection Paper (Due 2/18)
Class #3 02/21/20	IDEA, 504 & related legislation Identification Process & Timelines Neurodiversity Supporting students Hegemonic Disability Narratives Guest Speaker: Dr. Kate Jaspers	<u>Books:</u> <i>Quigney & Studer, Chpts. 4, 5, 6, 7, 8,</i> <i>Bryce: "I Love Being My Own Autistic Self"</i>	Due today: Advocacy Role Play Recording & Paper
Class #4 02/22/20	Families & Disability Transition Planning College, Career & ADA	<u>Book:</u> <i>Quigney & Studer, Chpts. 9, 10, 11</i> <u>Articles:</u> <i>Connor (2012)</i>	Upcoming: Counter-Narrative Disability Story Project (Due 3/1)

Professional Behavior & Dispositions

Students are expected to adhere to the school counseling program's professional behavior and disposition standards at all times:

- **Cooperativeness:** Cooperates with peers, faculty, supervisors, and others *Cooperativeness:* Cooperates with peers, faculty, and others
- **Feedback:** Demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, supervisors, and others *Respect:* Respects the fundamental rights, dignity and worth of all people
- **Respect:** Respects the fundamental rights, dignity and worth of all people. Maintains respectful relationships and boundaries with peers, faculty, supervisors, and others *Conflict:* Appropriately handles conflict with others, trying to address the person whom the conflict is with first
- **Self-Awareness:** Considers the impact of their actions on the well-being of others and the group (e.g., class, program, school) as a whole *Professional:* attitudes and behaviors are professional and align with *ASCA Code of Ethics*, including professional use of technology
- **Conflict:** Appropriately handles conflict with others, trying to address the person whom the conflict is with first *Multiculturalism:* Accepting of social and cultural diversity
- **Personal Responsibility:** Takes responsibility for own thoughts, choices, and reactions
- **Professional:** Attitudes and behaviors are professional, align with *ASCA Code of Ethics*, including professional use of technology
- **Initiative:** Takes responsibility for own learning and initiates tasks independently
- **Multiculturalism:** Accepting of social and cultural diversity
- **Social Justice:** Attitudes and behaviors promote a just world

Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:

https://www.lclark.edu/offices/counseling_service/

https://www.lclark.edu/offices/counseling_service/emergency/

Academic Integrity:

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.” We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

Non-discrimination Policy

Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

****The contents of this syllabus and course schedule are subject to change as deviations may be necessary to achieve maximum learning****

References

- Back, L., Keys, C., McMahon, S., & O'Neill, K. (2016). How we label students with disabilities: A framework of language use in an urban school district in the United States. *Disability Studies Quarterly*, 36(4), 1. doi:10.18061/dsq.v36i4.4387
- Barnes, E. (2016). *The Minority Body: A Theory of Disability*. Oxford University Press.
- Blanchett, W. J. (2010). Telling it like it is: The role of race, class, & culture and the perpetuation of learning disability as a privileged category for the white middle-class. *Disability Studies Quarterly*, 30(2).
- Bryce, L. (2012). *I love being my own autistic self: A thAutoons book*. Publisher: thAutcast.
- Blanchett, W. J., Klingner, J. K., & Harry, B. (2009). The intersection of race, culture, language, and disability: Implications for urban education. *Urban Education*, 44(4), 389-409.
- Cavendish, W., Artiles, A. J., & Harry, B. (2014). Tracking inequality 60 years after Brown: Does policy legitimize the racialization of disability?. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 14(2), 30-40.
- Charlton, J.I. (1998). *Nothing about us without us: Disability oppression and empowerment*. University of California Press.
- Collins, K. M. (2013). *Ability profiling and school failure: One child's struggle to be seen as competent*. Routledge.
- Connor, D. J. (2012). Helping students with disabilities transition to college. *Teaching Exceptional Children*, 44(5), 16-25.
- Connor, D., Ferri, B. & Annamma, S. A. (2015). *DisCrit: Disability studies and critical race theory in education*. Teachers College Press.
- Cortiella, C., & Horowitz, S. H. (2014). The state of learning disabilities: Facts, trends and emerging issues. *New York: National Center for Learning Disabilities*, 2-45.
- Hale, C. H. (2015). Legendary LD: Learning disabilities, creativity, and social class. *Disability Studies Quarterly*, 35(1), 3.
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- Milsom, A., & Hartley, M. T. (2005). Assisting students with learning disabilities transitioning to college: What school counselors should know. *Professional School Counseling*, 436-441.
- Nielsen, K. E. (2012). *A disability history of the United States* (Vol. 2). Beacon Press.
- Osteen, Mark. (2010). Neurodiversity and daregiving: A roundtable with parents and siblings of children with autism. (Facilitated by Ralph James Savarese). *Disability Studies Quarterly* 30(1), n.p.
- Quigney, T. A., & Studer, J. R. (2016). *Working with students with disabilities: A guide for professional school counselors*. Routledge.
- Ratts, M. J., Toporek, R. L., & Lewis, J. A. (2010). *ACA advocacy competencies: A social justice framework for counselors*. American Counseling Association.
- Shapiro, J. P. (1994). *No pity: People with disabilities forging a new civil rights movement*. Three Rivers Press.
- Sousa, A. (2015). Crying doesn't work: Emotion and parental involvement of working class mothers raising children with developmental disabilities. *Disability Studies Quarterly*, 35(1), 6.
- Werner, D., Thuman, C., & Maxwell, J. (1998). *Nothing about us without us: Developing innovative technologies for, by and with disabled persons*. Palo Alto: Healthwrights.
- Wood, C. (2014). *Criptiques*. San Bernardino.
- Woodbury, C., Stephens-Pisecco, T. L., & Rademacher, J. A. (2017, January). Results of a Disability Awareness Assignment Conducted with Preservice Teachers. In *National Forum of Special Education Journal* (Vol. 28, No. 1).

AREA	DISTINGUISHED (3)	PROFICIENT (2)	EMERGING (1)	UNACCEPTABLE (0)	Your Score
Frequency (3 pts)	Initiates contributions (in small or large group) more than once in a class period	Initiates contributions (in small or large group) once per class period	Initiates contributions occasionally (in small or large group), but not necessarily each class period	Rarely, or does not contribute during class	
Preparation (3 pts)	Arrives fully prepared at every session; Reading completed and prepared to discussion level	Arrives mostly prepared at class sessions; Reading mostly completed or prepared to discussion level	Arrives occasionally prepared at class sessions; Reading often not completed or prepared to discussion level	Rarely, or does not prepare or complete readings	
Engagement (3 pts)	Consistently builds on others' comments and advances the level and depth of the dialogue	Occasionally builds on others' comments and sometimes advances the level and depth of the dialogue	Infrequently builds on others' comments or rarely advances the level and depth of the dialogue	Rarely, or does not build on others' comments	
Contributions (3 pts)	Willing to be unsure or risk partially formed ideas Comments insightful & constructive Thoughtful criticisms or contributions	Comments mostly thoughtful, insightful & constructive Occasionally risks partially formed ideas	Comments sometimes constructive, with occasional signs of insight Usually does not risk partially formed ideas	Comments rarely, or comments not relevant to discussion	
Self-Awareness (3 pts)	Is mindful of classroom dynamics Balances frequency of own comments with others Actively creates space for quieter students, or helps bring out others	Often mindful of classroom dynamics Sometimes balances frequency of own comments with others Occasionally creates space for quieter students, or helps bring out others	Infrequently mindful of classroom dynamics Difficulty balancing frequency of own comments with others Dominates class discussion, or interrupts others	Disregards classroom dynamics Frequently shuts down other students, or otherwise creates a hostile classroom environment for others	