Ableism and Inclusion in Education

At a recent Forum on Human Rights and Inclusive Education in Saskatchewan, Margaret Kress-White of the University of Saskatchewan described the connection between “ableism” and traditional special education practice. Ms Kress-White, who is also a parent, has put together a compelling analysis of the influence of several concepts and perspectives and how they limit opportunities for students with disabilities.

Margaret says: “The impetus to study disability, human rights and inclusive education occurred after witnessing many injustices disabled students encounter in schools. A few areas my research is looking at includes: the invisibility of the disabled student, the barriers/avenues to citizenship for students with disabilities, the deconstruction of special education: correlations between eugenics and the framework of special education, and analysis of the construction of disability and normality through the legitimization of the medical model of disability found in academic discourse, helping teachers understand social and bio-social models of disability.”

Margaret also recently presented a paper “The right to belong: Addressing Ableism in Education” on March 15 at an Open House and Celebration of Research, at the College of Education, University of Saskatchewan.

You can contact Margaret for more information at email: Margaret Kress White