TOWARD CONSERVING DISABILITY & RIGHTFUL PRESENCE IN MATHEMATICS EDUCATION

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Conserving disability and rightful presence

Powerful Mathematics IEPs

Inclusive Mathematics Classrooms & Community
Conserving Disability (from medical to social to revolutionary)

- Disability as a culture & pride (e.g., Autistics, Deaf)
- Disability as an essential characteristic of being human (Garland Thompson, 2012)
- Disability as resource and new ways to understand our world (and mathematics)
- Challenge the notion of disability as
  - tragedy
  - deficit, lacking, needing to be fixed, eradicated, hidden
  - stigma (e.g., “my SPED babies”, “special needs”)
  - unable to do and think mathematically -> remediation
  - disconnected from issues of race
Mathematics education as a human rights issue

- Rightful presence (Calabrese Barton & Tan, 2020)
- Everyone belongs (not a debate)
- Immediate (vs. earning rights to inclusion in the abstract future)
- Human rights not an extension of rights akin to the IDEA (e.g., guests, temporary, conditional)
- Shared burden, solidarity, justice-oriented
- UN’s Convention on the Rights of Persons with Disabilities (CRDP)
TOWARD CONSERVING DISABILITY AND RIGHTFUL PRESENCE (CD-RP)

Aim: CD-RP
+ Immediate
+ Anti-racists & anti-ableist
+ Leverage students’ gifts
+ Foster interdependency

- United Nation’s Convention on the Rights of Persons with Disabilities [right to inclusive education; U.S. has not ratified]
  - Universal Design for Learning (UDL)
  - Individuals with Disabilities Educational Act (IDEA) & Assistive Technology (AT)
- Multitiered systems of support (MTSS)
- Differentiated instruction (DI); Accommodations & modifications
- MTSS: Response to Intervention (RtI); Social & Emotional Learning (SEL)

Outcomes: Segregation, disproportionality, low-expectations, and disability stigma, erasure, and pathologization - racists, ableist, & conforms to neoliberalism (e.g., efficiency, competition, market/monetary value, zero-sum game)
- Dysfunctional learning ecologies (e.g., students’ gifts go unrecognized)
- Largely blames students & families for failures while ignoring systemic factors & political struggles
- Extension of rights is incremental (e.g., working towards “full-inclusion” which rarely materializes)
**Immediate vs. Incremental**

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>All environments</th>
<th>Regular school, time inside general class</th>
<th>Separate school for students with disabilities</th>
<th>Separate residential facility</th>
<th>Parentally placed in regular private schools</th>
<th>Homebound/hospital placement</th>
<th>Correctional facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students with disabilities</td>
<td>100.0</td>
<td>13.3 18.3 63.4</td>
<td>2.8</td>
<td>0.2</td>
<td>1.4</td>
<td>0.4</td>
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<tr>
<td>Autism</td>
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<td>33.2 18.3 39.7</td>
<td>7.0</td>
<td>0.4</td>
<td>1.1</td>
<td>0.3</td>
<td>#</td>
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<tr>
<td>Deaf-blindness</td>
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<td>18.1</td>
<td>5.1</td>
<td>0.9</td>
<td>3.0</td>
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<tr>
<td>Developmental delay</td>
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<td>14.7 19.0 64.7</td>
<td>0.8</td>
<td>#</td>
<td>0.5</td>
<td>0.2</td>
<td>#</td>
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<tr>
<td>Emotional disturbance</td>
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<td>12.4</td>
<td>1.2</td>
<td>0.4</td>
<td>1.0</td>
<td>1.2</td>
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<tr>
<td>Hearing impairment</td>
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<td>10.8 15.1 62.4</td>
<td>7.9</td>
<td>2.1</td>
<td>1.6</td>
<td>0.2</td>
<td>#</td>
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<tr>
<td>Intellectual disability</td>
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<td>0.4</td>
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<td>0.1</td>
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<tr>
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<td>18.1</td>
<td>1.3</td>
<td>0.6</td>
<td>3.5</td>
<td>0.1</td>
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<tr>
<td>Orthopedic impairment</td>
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<td>4.2</td>
<td>0.1</td>
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<td>2.7</td>
<td>#</td>
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<tr>
<td>Other health impairment</td>
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<tr>
<td>Specific learning disability</td>
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<td>0.4</td>
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<td>0.1</td>
<td>0.2</td>
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<tr>
<td>Speech or language impairment</td>
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<td>0.1</td>
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<tr>
<td>Traumatic brain injury</td>
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<td>0.1</td>
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<td>Visual impairment</td>
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<td>5.8</td>
<td>2.6</td>
<td>1.3</td>
<td>0.7</td>
<td>#</td>
</tr>
</tbody>
</table>
Powerful Mathematics IEPs as a Path

- Most IEP mathematics goals are
  - Narrow
  - Target very specific content standards
  - Signal low expectations
  - Lack input from teachers of mathematics
  - SMART: measurable, achievable -> racists & ableist practices

- IEP as a site for innovative mathematics practices
  - Advocate for and with your students
  - Advocate for rightful presence and conserving disability
  - Solidarity with disabled students and their families
  - You are the mathematics expert
  - Harness the power of the IDEA for political struggle (shared burden)
Mathematics Classrooms and Community Guided by Conserving Disability & Rightful Presence

- Advocate for and with disabled students: Nothing about us without us (Charlton, 1998) (avoid: mansplaining, whitesplaining, spedsplaining, abled-bodiedsplaining)

- Immediately challenge dysfunctional learning ecologies (Annamma & Morrison, 2018)
  - Dysfunctional b/c students’ gifts and resources are not recognized, affirmed, and leveraged
  - Focus on curriculum, pedagogy, & solidarity

- Become a leader of abolitionist teaching (Love, 2019); conscious of standards but not standards-driven; change the game while playing the game (Gutiérrez, 2013); read and write the world, (Gutstein, 2006),
Thank You!

References


