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Bank Street College of Education Releases Occasional Paper Series #36
***Life in Inclusive Classrooms:
Storytelling with Disability Studies in Education***

Guest Editors Joseph Michael Valente and Scot Danforth Share Nine Essays Highlighting the Complexities of Teaching and Learning in Inclusive Classrooms

New York, NY – November 29, 2016 – Bank Street College of Education, a recognized leader in early childhood education, teacher and leader preparation, and learner-centered practice, is pleased to announce the publication of Occasional Paper Series #36, titled *Life in Inclusive Classrooms: Storytelling with Disability Studies in Education*.

Guest-edited by Joseph Michael Valente, Assistant Professor of Early Childhood Education at Pennsylvania State University, and Scot Danforth, Professor of Disability Studies and Inclusive Education at Chapman University, *Life in Inclusive Classrooms* contains nine essays that shine a light on teachers, parents, and advocates who are working to create meaningful learning environments for students with disabilities.

“Traditional scholarship on inclusion is often disconnected from the lived experiences of those it intends to describe. It is our hope that these essays will further amplify and provoke unending discussions about how to create and sustain genuinely inclusive classrooms and communities,” Valente said.

The essays highlight the use of storytelling as a medium for inspiring dialogue about the complexities that make up the lives of children with disabilities, their families, and educators. As a recent report from the Department of Education notes, young children and minority students with disabilities are experiencing unparalleled rates of abuse, seclusion, and suspensions. Stories from real classrooms show how disability, inclusion, and exclusion feel inside inclusive classrooms to help effect change in teaching beliefs and practices.

The essays provide distinct windows into the field of Disability Studies. Authors Diane Linder Berman and David J. Connor, for example, illustrate the importance of listening to students in order to understand how they learn from each other in the essay entitled “Eclipsing

Expectations: How a Third Grader Set His Own Goals (And Taught Us All How to Listen).” In Linda Ware and Natalie Hatz’s “Teaching Stories: Inclusion/Exclusion and Disability Studies” readers examine how their unknown personal biases about disabilities effect their teaching practice. Readers will also experience how lunch detention became a safe space where marginalized students found their voice in Lisa Johnson’s poignant “Lunch Detention: Learning from Students in Our Little Barred Room.”

To view the issue, please visit bankstreet.edu/OPS36.

About Bank Street College of Education

Bank Street College of Education is a recognized leader in early childhood education, teacher and leader preparation, and the development of innovative practice in school systems across the country. For one hundred years, Bank Street’s focus has been improving the education of children and their teachers by applying to the education process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. Learn more about Bank Street’s Children’s Programs, Graduate School of Education, and Division of Innovation, Policy and Research at bankstreet.edu.