### Purpose

The purpose of this course redesign proposed is two-fold:

1. **To interrogate course materials and examples as they represent families of children with disabilities (e.g., families and communities representing diversity in race, class, disability, sexuality, language, ethnicity, migration status).**

2. **In doing so, foster inclusivity by affirming students’ own identities and family structures.**

Through these coordinated aims towards equity, student motivation and course rigor will be enhanced organically and through multidimensional learning that involves and propels their existing knowledges.

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### Contextualizing the Problem

This redesign goes beyond current expectations to engage pre-service educators in supported dialogue and content that addresses intersectional complexities of working with families of exceptional students.

For example:

- **For Black families**, involvement in their child’s education can be ignored, unrecognized, and misunderstood by school personnel (Reynolds et al., 2015). This is due in part to prevailing frameworks of parent involvement with schooling not accounting for the nuanced and deliberate actions of Black families in supporting their children’s education (McWayne et al., 2017).

- That is, prevailing framings position Black students in ableist ways by assuming they are less smart (Leonardo & Broderick, 2011) and in need of discipline (Losen et al., 2015) by racialized educational systems. Black families too often interact with predominantly White school personnel who presume they are unable to contribute to their child’s education (Hines et al., 2021).

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### Redesign Efforts

This redesign involves:

- **Reviewing cultural examples and representations of families.** Currently, “traditional” families (heteronormative, white, abled, married, middle class) dominate the textbook’s examples—and family voices in the field generally. Yet these characteristics combined are not the typical experience, nor are they “better” than other family arrangements.

- **Identifying areas for deeper intersectional understandings:**

  - For example, current coursework describes foster care, yet stops short of reflecting on national and state-level racial disproportionality and disparate outcomes experienced by children/youth in those systems.

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### Multi-Modal Readings and Activities

- Blog posts
- Podcasts
- Book chapters
- Social media on disability justice
- Intersectionally Conscious Collaboration Protocol (Boveda & Weinberg, 2022)
- FlipGrid Discussions

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### Example 1: Centering Families and Students Experiencing Multiple Barriers to Equity in Special Education

**Two Black Parents Walk Into a Meeting: On Race, Education, and Our Son’s IEP**

I'm not just advocating for a child whose challenges don't follow a script; I'm also a Black mother advocating for my black son in a room full of people who don't look like us.

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### Example 2: Centering Immigrant Mothers

**Example 3: Centering Indigenous Families**

- **Blog posts**
- **Podcasts**
- **Book chapters**
- **Social media on disability justice**
- **Intersectionally Conscious Collaboration Protocol (Boveda & Weinberg, 2022)**
- **FlipGrid Discussions**

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### CONTACT

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