This presentation uses the critical narratives of a researcher’s observations in schools to illustrate the ways in which two young women, Kate and Lauren, are constituted as intellectually disabled by “landscapes of power and exclusion” (Kitchin, 1998, p. 346). The narratives reveal the politics of the women’s “category membership” (ibid., p. 19) as situated in physical and social space. The objects of study are not Kate and Lauren but rather the spaces in which they are constituted as subjects labelled with intellectual disability. Implications for inclusive practice and research in inclusive education will be discussed and the audience will be encouraged to participate in this discussion.

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Susan L. Gabel earned her doctorate in Curriculum, Teaching, and Educational Policy & Social Analysis from Michigan State University in 1997. She is known internationally for her work in Disability Studies in Education. Susan’s areas of research include: global issues in disability studies, intellectual and developmental disability, and access and equity in postsecondary education. She is the co-editor of a book series with Peter Lang Publishers. Her articles have appeared in numerous peer reviewed journals and she has edited several books. Her current research focuses on access and equity to higher education for disabled students in the US and Flanders, the Flemish speaking part of Belgium. In addition to her scholarly activities, Susan has taught courses in disability studies, contemporary curriculum theory, inclusive education, global issues in education, and critical policy analysis.

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Inquiries: missy.morton@canterbury.ac.nz or peter.roberts@canterbury.ac.nz