Toward a Psycho-Emotional Inclusive Praxis

Disability can no longer be considered in isolation from the psycho-emotional aspects of disability oppression. Structural, hegemonic forces in society and schooling, directly and indirectly, influence how individuals and students with disabilities, such as students with LD, experience disablement. In turn, the relationship they have with their disability and how they might conceptualize their “disability identity” or not does not exist in isolation from how they make sense of the macro circulating narratives about what counts as disability.

Inside and outside of the DS and DSE literature, there are narrative and discursive-based approaches toward addressing the psycho-emotional dimensions that persons with disabilities, such as students with LD, have experienced and suffer from (e.g., Lambie and Milsom 2010).

**Goodley and Lawthom (2006) call for an alliance between Disability Studies and psychology through the following 11 objectives:**

(a) rethink impairment, recognize and resist the exclusive psychological elements of disablement,
(b) promote socially valued understanding of disabled identities,
(c) assume an active/activist vision of people with disabilities,
(d) acknowledge the complex relationship between individual and social worlds,
(e) work toward enabling psychological practices,
(f) transform institutions,
(g) promote a psychology of inclusion,
(h) critique therapeutic assumptions,
(i) seek radical psychological theories, and
(j) develop emancipatory research [and teaching] practices

a. Liberation Psychology

   i. Critical Consciousness about technical, social justice and philosophical issues of teaching and learning

   ii. Democratic relationships across the educational system

      1. Disrupt negative and hierarchical power relations

         a. Student and teacher
         b. Teacher and staff
         c. Principals and teachers
         d. Principals and administration
         e. Administration/school and neighborhood community
         f. School and school district
         g. Etc. that is systemically minded for inclusive
praxis—critically reflecting and action within the system

Overall, taking a DS and DSE lens and honoring the local contexts of people as they enact their agency on the ground – within their cultural-historical conditions – and using what Artiles (2011) has called an interdisciplinary prism to addressing the intersectional nature of disabled people’s multidimensional identity markers and their psycho-emotional disablism can enable a praxis, the coupling of reflection and action, by all stakeholders, disabled people, and students with disabilities toward deconstructing disability as psycho-emotional disablism for liberation, freedom, and social justice.

Reference