

Time					
5:00 PM- 7:30	RECEPTION & JUNIOR SCHOLAR SPEECH				
Time	Room	Room	Room	Room	Room
8:30 AM – 5PM	Registration (Erickson Hall Foyer)				
9:00 AM – 10:15	Break-out sessions				
10:30 AM – 11:45	Break-out sessions				
11:45 AM – 1:00	POSTER/INTERACTIVE SESSIONS				Book series prospectus
1:00 PM – 2:00	PLENARY SESSION				
2:15 PM – 3:30	Break-out sessions				
3:45 PM – 5:00	TOWN HALL				
6:00 PM – 8:00	BUFFET DINNER & SENIOR SCHOLAR SPEECH				
8:00 PM – 10:00	PERFORMANCE				
Time	Room	Room	Room	Room	Room
9:00 AM – 10:15	Break-out sessions				
10:30 AM – 11:45	Break-out sessions				
12:00 PM – 1:00	PLENARY SESSION				
1:15 PM – 2:00	INFORMAL RECEPTION/FAREWELL LUNCH				

Breakout Workshop Sessions at a Glance — 6th Annual DSE Conference 2006

Time	Room	Room	Room	Room	Room
9:00 AM – 10:15	History of Disability Studies (David Connor & Susan Gabel)	Whose classroom is it? Struggles, strategies, and successes in an inclusion model early childhood program (V. Susan Bennett-Armistead, Laurie Linscott, Michael Caine, Nadia Perez)	Perception of self in college students who have disabilities (Katie Stolz) LD & graduate education: Suggestions for engendering positive learner identities and developing adequate support (Susan Baglieri & Jacqueline Leber)	Disability as metaphor: Examining the conceptual framing of emotional behavior disorder in American public education (Scot Danforth) Representation and Resistance: Viewing Emotional Disturbance through a Disability Studies Lens (Rachel Oppenheim)	Facilitating factors and barriers perceived by urban school educators and parents of students with disability in the development of unified service delivery system (Beverly Baroni-Yeglic) Dewey's Metaphor Use to Norm Subjects (Jon Kelland)
10:30 AM – 11:45	Poetry Reading (Johnson Cheu)	Negotiating the tension between IDEA & NCLB: A Disability Studies Perspective (Susan Peters, Gina Garner, Gina Umpstead, Nathan Jones, Angela Dalhoe)	From practice to policy: How students with significant disabilities strengthen the classroom community (Janet Sauer & Jillian McCarthy) Universal Design for Learning and Culturally Responsive Teaching: Creating Successful Instruction for All Students in the General Education Classroom (Barbara Meier)	The tension of inclusion in self-contained secondary programs (Emily C. Bouck) Positionings, problems, and possibilities: An examination of special education students' contributions in a mathematics classroom (Kerry Hoffman, Signe Kastberg, & Edy Hammond Stoughton)	Social work training and practice regarding current disability theory: Does it support an inclusive educational environment (Carolyn McAllister) Self-representation as empowerment: How two students labeled on Autism Spectrum construct identities in their transition from elementary to middle school (Carrie Snow)
11:45 – 1:00	POSTER SESSIONS/INTERACTIVE SESSIONS			Looting the Ludic: meta-ph(l)o(o)r(mat)s uv dis{ease}able tease stud{ease} (Phil Smith)	Prospectus for book series (Susan Gabel & Scot Dansforth)
2:15 PM - 3:30	The Ins and Outs of Program Evaluation Work: Putting the Evidence into "Evidence-Based" Practices (Gary Troia)	Critical pedagogy in the classroom: Educational transformations race, language, culture, and disability (Troy Mariage, Kathleen Kosobud, Catherine Wigent, Tracy Jones)	Instruction of English Language Learners with Labels of Learning Disabilities (Jean Wong) The evolutionary quandary: Expanding disability consciousness in English (Marcy Epstein)	The praxis and practice of inclusion within K-12: A research synthesis (Svjetlana Curcic & Edurado Rodriguez) Inclusion: Theory meets practice (Sheryle Dixon)	On Bad Seeds, spoiled brats, the disaffected, and the cosmically damned: Cinematic representation of "deviant" children and youth (Amy Peterson & Deborah Gallagher) The humorous construction of disability: "Stand-up" comedians in the United States (Robin Smith & Kim Reid)
Time	Room	Room	Room	Room	Room
9:00 AM – 10:15	All Children, All Together, All the Time (Carolyn Das & Lauri Stein)	Inclusive education in university-level teacher education programs: A case study of MSU's college of education (Susan Peters, Kathleen Kosobud, Joyce Burgener, Paula Hunt, with Discussants: Kim Reid & Sharon Schwille)	Educating those on the edge: Experiences of girls with disabilities in primary school in Malawi (Nancy Lubeski) Inclusive education in Brazil: The Gap between policy & practice (Nicole DeClouette)	On social class, disability, and discursive spaces: Using dialogical pedagogy to promote inclusive education (Deborah Gallagher & David Skidmore) Toward a democratic classroom: Inclusion as an Emerging activity within teaching and learning (Pamela Morris & Spring Schmidt)	Strong Positionings: Interrogating Educational Discourses Surrounding Students with Emotional/Behavior Disorders (Deborah Paxton-Buursma & Troy Mariage)
10:30 AM – 11:45	Discussion of International Handbook on Disability Studies (Susan Gabel, Susan Peters, David Connor, & Marisol Moreno)	Educational interpreting and issues of accessibility for a deaf student: The tension between responsiveness and impartiality (Kimberly Wolbers, Lisa Dimling, with Discussants K. Caslow & A. Leyden)	Parental Advocacy for community and educational inclusion: Viewpoints from three countries (Esther Onaga, Hsiu-Shuo Janice Hu, Rosalind Kirk, Carolyn Das, & Lauri Stein)	Personal shifts as professional rift: Reflections on paradigmatic changes (David J. Connor & Chris Hale) An alternate framework: Reconceptualizing inclusive education through a disability studies lens (Emily Mintz & Kathryn Young)	Models of teacher education for inclusive education: Comparative perspectives (Jinghong Tian) The involvement of Asian-American parents in the U.S. and Parents in Asian countries in IEP meetings (Hsin-Yuan Chen)

