

For too long special education has been weighted down by a history emphasizing deficit, disorder, and dysfunction.

—Thomas Armstrong, p. 10

Creativity for teachers means resourcefulness, a drive to see in students' qualities the possibilities for their further development.

—Carrie C. Snow, p. 30

We work with the understanding that children don't change but grow—sometimes slowly, rarely in leaps—in our supportive and appropriately challenging classrooms.

—Jeffrey Benson, p. 24

For many students, technology has diminished the impact of their disabilities to the point where they are no longer “disabled” in certain situations.

—Thomas Hehir, p. 36

8 Takes on Honoring Differences

How do we balance the neutrality of difference with the practical reality of disability?

—Barbara Boroson, p. 18

IEP meetings are often a mix of too much jargon and report reading, and not enough listening, goal setting, and dreaming.

—Janice Fialka and Emma Fialka-Feldman, p. 46

The lens through which we see an individual with intellectual disability has an impact on everything that follows.

—Michael F. Giangreco, p. 52

When we move to viewing deaf students as learners with differences, we gain insight into strategies that benefit all students.

—Christina Yuknis, Joseph Santini, and Thangi Appanah, p. 68