



Critical Disability Studies

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Do we need Disabled Children's Childhood Studies?

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Introduction to Disabled Children's Childhood Studies

- Shift away from deficit discourses;
- Draws on childhood studies and disability studies but offers more than a combined critique.



DISABLED CHILDREN'S CHILDHOOD STUDIES

CRITICAL APPROACHES IN A GLOBAL CONTEXT



**EDITED BY TILLIE CURRAN AND
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- Curran, T. and Runswick-Cole, K. (2013) (eds) *Disabled Children's Childhood Studies: critical approaches in a global context*, Basingstoke: Palgrave MacMillan
- Curran, T. and Runswick-Cole, K. (in press) *Disabled Children's Childhood Studies: a distinct approach? Disability & Society*
- Runswick-Cole, K., Curran, T. and Liddiard, K. (forthcoming) (eds) *The Palgrave Handbook of Disabled Children's Childhood Studies*, Basingstoke: Palgrave MacMillan

The authors – a global inquiry

- Disabled children and young people
- Disabled adults reflecting back
- Family members
- Allies
- Activists
- Practitioners
- Academics

Three principles

1. Different starting points:
2. Distinct approach to ethics and voice;
3. Troubles the hegemony of the norm.

1. Different starting points

- Family, friendship, likes and dislikes, every day life, hopes and dreams

2. Ethics and research design

- ‘a good guest’ (Abbott, 2013)
- Ethical issues always important, never fully resolved

3. Troubling the norm

- In local, historical and global locations (Cooper, 2013; Grech, 2013; Chataika & McKenzie, 2013)
- Turning the gaze (Goodley & Lawthom, 2013)
- Questioning ableist adult normativity (Slater, 2013)
- Disrupting dominant global North accounts (Grech, 2013; Chataika & McKenzie, 2013)

(Re)claiming the norm

*** OPEN ACCESS ***

- Goodley, D., Runswick-Cole, K. and Liddiard, K. (2015) The DisHuman Child in *Discourse: The Cultural Politics of Education* DOI: 10.1080/01596306.2015.1075731#.Vh-V2844RDE

Overview

- Relationship between disability, childhood and the human;
- Reveal the historical markings of childhood disability as an object of curiosity and fear that have rendered disabled children as non human monsters;
- Aim to refuse social and cultural contexts that mark disabled children as monstrous;
- Drawing on the developing idea of the DisHuman and re-claiming the human.

Reclaiming the human

- We fundamentally believe that disabled children are key agents of change;
- We also have to acknowledge the huge body of critical disability studies literature that has documented the abuses, neglect and marginalization experienced by disabled children & young people (Curran & Runswick-Cole, 2014; Goodley and Runswick-Cole, 2011; Haraldsdóttir, 2013; Skitteral, 2013)
- #JusticeforLB #JusticeforNico #IamThomas

Thinking again

- #justiceforLB
- children who deviate from the norm are considered 'monstrous'
- what does disability do to typical, common sense normative human categories of child, youth, family and, indeed, adult?
- what do disabled children do to the widely held phenomenon of the 'normally developing child'?

DisDevelopment & DisPlay

Do we need disabled children's childhood studies?

- Has it all been said before?
- Do we need to say it again?
- Why does so little change, even in a changing context?
- What next?