

**African Americans Who Received Special
Education Services and
Succeeded Beyond Expectations**

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Presentation Overview



- **Voiceless No More: Let the world know**
- **Brief Review of literature**
- **Transformative Framework**
 - **Personal Narratives**
 - **The Stories from African American Males**
 - **The Stories from African American Women**
- **Aspirational Capital**
- **Who The Author Is**
- **Personal Response Now**

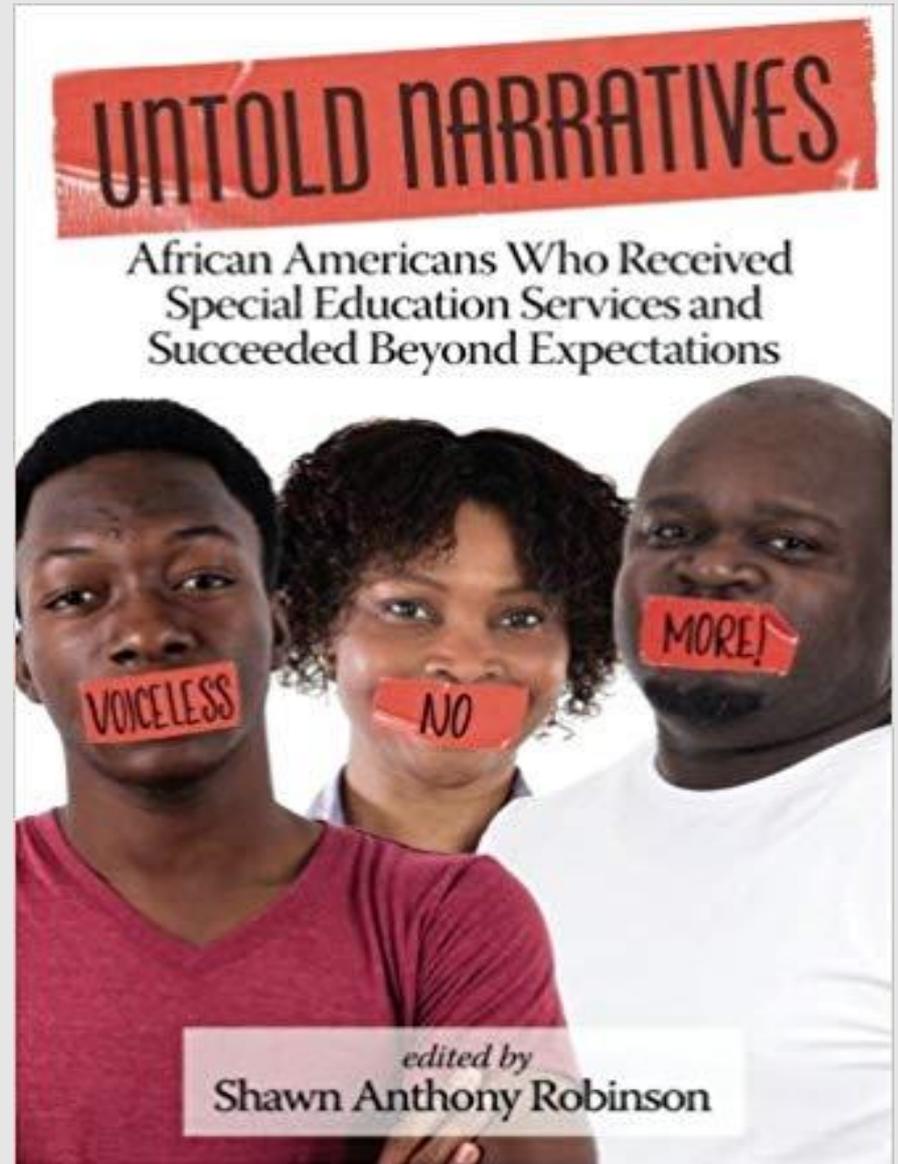
Voiceless No More: Let the world know



Critical Media Literacy (Activity #1)

[Questions to reflect on
when analyzing book
image](#)

**BREAK INTO
GROUPS OF 4**



Brief Review of literature



- African American (AA) students have been ignored, discounted, and silenced, and their learning framed from a deficit rather than strength-based perspective while in the PK-20 educational system (Robinson, Ford, Ellis, & Hartlep, 2016).
- Literature is often excludes the authentic voices of AA students with a “disability” who successfully navigated the special education system (Connor, 2006).
- Structural segregation, disproportionate representation, and lower academic standards (Albrecht et al., 2012).
- Educational policies have not fully protected the academic rights of AA students, especially those with a disability (Gillborn, 2015).

Transformative Framework



- To “lift up the voices of participants and to develop a call for action using data sources that can challenge injustices and provide evidence that is acceptable to stakeholders” (Creswell & PlanoClark, 2011; p. 151).
- Their stories are to empower students in special education in realizing that they can achieve what they never thought conceivable.
- Authors’ interactions with the world influenced their identities and how they became academically successful.



Personal Narratives

“...This volume represents one, important step towards adding new voices to the continuing struggle of meaningful inclusion...”

Dr. Gregory A. Diggs

- Activity #2 (Groups of 4)

- Discuss

- 1: Provide a definition of inclusion as it relates to education.

- 2: How have your interactions with the world influenced your identify and academic success?

- Share with larger group

The Stories from African American Males



Accessing Special Education: The Lived Experience of a Black Male with Learning Disabilities, navigates the challenges of his education.

Dr. Amar Abbott

Activity #3: read introduction and reflect on:

1. What does the author want the reader to think?



A Voice Within: How Private Speech Continues to Propel One Man to Academic Success

Rev. Russell Ewell

-Though discouraging voices rang loud, he refused to be influenced by sociocultural negative experiences. Teachers warned his parents that blind students could not succeed in integrated classrooms and that they shouldn't dream of seeing their son graduate from high school with a diploma...
- <https://www.youtube.com/watch?v=eUB62dE6Wv8> (1 min 30 second – 2 min).
- Activity #4: What ideas, values, information, and/or points of view are overt? Implied?



Insecurities of Special Education: What it's like to be Black, Male, and Learning Disabled

Ronnie Nelson Sidney, II, LCSW

“...Described here are the compelling experiences of an African American male serviced by a small town Special Education program that focused on a deficit view of his capabilities. Over time, through a combination of parent advocacy, intercession by a caring teacher, and sheer willpower, the life outcome becomes positive and instructive for others to learn from. The dynamic intersection of race, gender, schooling and parental intervention are demonstrated throughout this chapter providing resourceful ideas for educators and other advocates interested in developing positive outcomes for African American males from similar circumstances.”

<https://www.youtube.com/watch?v=pAo9rTyYV3I>

- Activity #5: What message can be taken away from his story?



It Can Be Done By Danyelle Cerillo

The chapter will explore the endless possibilities of accommodating a student with a disability, and the academic success that can come out of providing appropriate support services. This chapter is a description of my life as an African American woman who not only received Special Education services for my blindness, but also turned a “disability” into an ability. Based on my journey and what I have overcome and learned, it is time to stop limiting student’s abilities based on their physical or mental limitations. I believe students, parents and teachers need to realize that “it can be done” for people with disabilities.

- <https://www.youtube.com/watch?v=ZS9AFzafREk>
- Activity #6: How can her story impact young girls, especially those from underserved communities?



Otosclerosis: The Invisible Disability

Aunye Boone

What would the world be without the ability to hear? A dark and mysterious place. In this chapter, the author takes the audience through a journey of hope, pride, and self-advocacy. Things aren't always as they seem, and looking at Aunye from the outside, you would think she was a well put together former Virginia Tech athlete and academic.

Her chapter debunks the most common myths that hearing loss is a disease that consumes your life. Hearing loss does not become a person's identity; you have the power to take your disability and define it yourself.

- <https://www.youtube.com/watch?v=oijA0p6sTqM&t=72s> (first few mins).
- Activity #7: How is her story important?



Not About the Disability, but the Ability to Succeed Oluwakemi Elufiede

This chapter strives to employ a personal perspective based on lived experience, lessons learned, mentoring, advocating, and accessibility to resources. Moreover, the chapter covers six emerging themes from my own experiences.

Activity #8: What do you think the author wants the reader to take away regarding: (1) the label, (2) my understanding, (3) the transition, (4) re-evaluation, (5) the aftermath, and (6) recovery.

Aspirational Capital



- After learning about these stories, how was **aspirational capital (AC)** critical to their identify development?
 - AC = Emphasizes the ability to maintain hope and a vision for a brighter future despite what may have been impossible odds otherwise.
- How has **aspirational capital** influenced your identify?
Questions to reflect on:
 - How and why you have overcome adversity in your life
 - How you made a way out of your situation
 - What you did to get here today and why

About The Author



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<http://drdyslexiadude.com>

Personal Responses Now



- Reflecting back on the presentation, have your responses changed to the [Questions](#) from beginning? If so, how?
- How can Culturally Responsive Pedagogy impact the learning of students in Sp. Ed? What can it look like?
- What action(s) could I take moving forward to include all voices?



Thank you & Questions