
**Foregrounding Dis/ability in Mathematics
Education: A Call for Culturally Responsive and
Relational Inclusion**

Cathery Yeh
Assistant Professor
Chapman University



**Friday, May 10, 2019
12:00 – 1:00 pm**

6475 Alvarado Road, Suite 218

RSVP: crmse@sdsu.edu

Abstract: The disproportionate representation of ethnically and linguistically diverse students in special education and the historic marginalization of students with dis/abilities have prompted education researchers to advance inclusive practices related to dis/ability in mathematics education. While the bulk of the literature emphasize child factors, this talk offers a different perspective that honors the strengths of students labeled with dis/abilities and to human development as both internal and interactional, constructed not only through individual differences, but also situated in relation to cultural, historical, and political contexts. The theoretical assumptions and guiding principles for a framework of culturally responsive and relational inclusion and its application in classroom practice and teacher preparation will be share

Cathery Yeh, yeh@chapman.edu, is an assistant professor at Chapman University, CA. Her research investigates the construction of systems of competence in mathematics classrooms. Cathery is currently working in collaboration with a local school district capturing teachers' efforts to disrupt language, gender, and dis/ability hierarchies in special education mathematics classrooms.