

Disability at the Intersections: Expanding Reflective Practices Within Special Education Teacher Preparation

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ABSTRACT

The development of more culturally competent special education teachers is integral to striving for a more equitable education system for all students. However, the development of cultural competency around disability as diversity, especially from an intersectional lens, is often underrepresented in teacher preparation programs. As a result, if it is included at all, it is often at the discretion of individual teachers willing to incorporate such content into their teacher preparation classes. For teacher educators who are searching for ways to infuse disability as diversity content into their coursework, critical disability studies provides a framework for implementation by supporting teacher candidate's critical reflective practice. In adopting such a framework, teacher educators can better target the development of cultural competency in their special education teacher candidates. As such, the aim of the present article is to provide a method of instruction to support the development of critical reflective practices in special education teacher preparation programs.

KEYWORDS

Cultural and linguistic diversity, special education, teacher preparation, disability, intersectionality

There is increased acknowledgement that special education pre-service teachers benefit from the inclusion of cultural and linguistic diversity (CLD) within their teacher preparation coursework (Civitillo et al., 2018; Sleeter, 2016). Yet, relatively few programs incorporate changes that include disability as an aspect of CLD. Even fewer incorporate changes that include intersectionality (Crenshaw, 1991), which describes the ways in which disability intersects with other linguistic and cultural identity markers (Pugach et al., 2020; but see Robertson et al., 2017 and Ortiz & Robinson, 2018 for exceptions). Such intersections result in the presence of unique lived experiences for those with intersecting identities that require space and thoughtful consideration in special education teacher preparation (Pugach et al., 2020).

In general, current efforts to include CLD topics across special and

general education teacher preparation are aimed in piecemeal fashion or subordinated to elective classes due to varied commitment to critical practices across teacher preparation programs (Barrio, 2021; King & Butler, 2015). Teacher preparation programs thus do not purposefully and systematically incorporate CLD content into program syllabi (Barrio, 2021; Gorski, 2009; Sleeter, 2017). This omission leaves the inclusion of CLD content incumbent upon individual teachers within such programs (Robertson et al., 2012). However, there are several challenges teacher educators may face when incorporating CLD content into their courses.

First, not all teacher educators may feel equipped to include CLD content in their courses (Barrio, 2021). Further research suggests that even after substantial professional development, special education faculty still face barriers to implementation; while the content may be worthwhile, meeting such a demand

while maintaining the expectations for methods and core content courses is challenging (Devereaux et al., 2010). Second, teacher educators may have difficulty in changing the limiting beliefs of the pre-service teachers that enter their programs. In fact, a recent review of research on teachers' adoption of culturally responsive practices suggests that one challenge teacher educators may face with pre-service teachers is a limited understanding and belief in culturally responsive practices (Neri et al., 2019). As a result, teacher educators are confronted with the task of not only teaching the pedagogical skills of culturally relevant teaching alongside method pedagogical content, but also cultivating the dispositions of culturally relevant educators in their pre-service teachers.

Further compounding this problem is the turbulent political climate we find ourselves in, especially given the current egregious assault on Critical Race Theory (CRT; Delgado & Stefancic, 2001; Kim, 2021). These current issues may lead to hesitancy and resistance among teacher educators, which may further hinder the incorporation of CLD content into program content. Teacher educators may experience a lack of collaboration with and support from colleagues regarding the incorporation of CLD content into program content due to hesitancy and resistance. Finally, students may also be hesitant and resistant to engage in discussions of CLD and intersectionality, and when engaged in such discussions, disputes between students may arise (Evans-Winters & Hines, 2020).

Nevertheless, these challenges should not dissuade special education teacher educators from the responsibility we bear of preparing our pre-service teachers to serve the increasingly diverse public-school population. We believe the best

antidote to any potential trepidation in the face of such challenges is preparation and support. The purpose of the present article is thus twofold. The first purpose is to detail what a critical perspective in special education teacher preparation is and why it is needed to offer a foundation of knowledge for teacher educators looking to include CLD and intersectional content in their coursework. The second purpose is to expand upon this foundation to provide teacher educators with a concrete framework of instruction that supports the inclusion of CLD and intersectional content. The specific teaching practice introduced centers on building a disposition of critical reflection in special education pre-service teachers.

Critical Disability Studies: A Theoretical Framework

At the most basic level, one's association with CLD in education is predominantly defined by one's relative position to power in society (Artiles, 2009). Power in society is defined by racial and ethnic whiteness, maleness, heteronormativity, wealth, and normalcy. Consequently, the social constructions of race, ethnicity, gender, sexual orientation, class status, and disability are what most often constitutes a CLD association for groups of students within education systems and research. However, other definitions may include religion (Ault, 2010); transiency, such as students in foster care (Scherr, 2007) or from families in the military (Esqueda et al., 2012); and citizenship status (Ford, 2012).

To critically examine these positions of power, especially in the field of special education and teacher preparation, participants within these spaces must critically examine the way disability is viewed, as part of diversity, and as but one part of

person's intersectional identity (Conner et al., 2019). In order to do so, special education teacher preparation programs may consider the use of a critical disability studies framework to teach the practice of critical reflection. Disability studies is a field of inquiry that examines the effects of the social construction of disability in our society (Goodley, 2016). Specifically, disability studies refers to works of scholarship that examine how barriers within systems subvert inclusive spaces and thus work as entities of exclusion for students with disabilities (Baglieri et al., 2011; Connor et al., 2008). Critical disability studies (DisCrit; Annamma et al., 2013) is an extension of the general field of disability studies based on the inclusion of CRT. In line with CRT, DisCrit focuses on centering the lived experiences of persons with disabilities with intersectional identities that continue to be oppressed (e.g., disability + race, ethnicity, immigration status, native language, sexuality, etc.).

Connor et al. (2019), for example, situates DisCrit as the lens in which the disproportionality of students of color receiving special education services can be used to not only critically analyze this issue but use it as means to alleviate it as well. Therefore, this article uses DisCrit as the overarching theoretical framework for teaching critical reflection. Specifically, this article focuses on centering the experiences of Black and Indigenous students of color (BIPOC) with learning disabilities. In adopting this view, special education teacher educators can meet the charge in calling attention to the ways in which ableism impacts the lived experiences of those with disabilities, and at the same time, acknowledge that ableism is culturally and historically symbiotic with other systems of oppression based on

perceived identify markers, such as race and ethnicity (Artiles, 2016).

Disability Sub-Cultures and Intersectionality

When discussing the culture of disability, it is necessary to recognize the subcultures that exist within the culture of disability. For instance, language is a strong indicator of one's culture (Gay, 2018); American Sign Language used by the those who are deaf undergirds the robust history of a strong cultural identity (Sutton-Spence, 2010). This example showcases that unidimensional identity markers not only fail to capture the intersections of such markers, but also fail to capture the myriad ways in which identities are shaped by the variation within, defined by place and history (Hulko, 2009).

Artiles et al. (2016) cultural-historical analysis of disability argues that the concept of disability historically, and at present, plays a dual role of protection through the obtainment of legal rights and resources, but also marginalization through the erasure of students' intersectional identities. As a more concrete example, Sleeter (1986) details how the term learning disability historically served as a product of social construction to justify the exclusion of students of color and students experiencing poverty. These examples illustrate that conceptualizing the culture of disability in schools cannot exist without an intersectional lens (Pugach et al., 2020).

Using Critical Reflective Practice in Teacher Preparation

Reflective practice is a common exercise in teacher preparation programs (Brookfield, 2017). Reflective practice describes a cyclical process of learning through action by reflecting on one's knowledge acquisition,

performance, and experiences (Shön, 2007). For instance, a pre-service teacher may reflect on how well the lesson went that day and identify areas of their instruction in need of improvement. The development of a critical reflective practice, within a DisCrit framework, extends the general practice of teacher reflection by aiming to support the growth of cultural responsiveness in teacher candidates by making visible the inherent biases they carry (Hoffman-Kipp et al., 2003; Liston & Zeichner, 2013). For instance, in addition to reflecting on their teaching practice, critical reflection may incorporate questions such as, "Whose story was told today?" and "Whose story was missing?" or "How much time did I spend disciplining students today?" and "Did I facilitate knowledge today or did I dictate knowledge?" Gay (2018) contends that by developing the practice of critical reflection, educators are better equipped to combat the negative effects of the social constructions in their classrooms (i.e., deficit-minded when it comes to working with students who are CLD).

Critical reflection in education encourages teachers to interrogate their educational experiences and socialized beliefs to better understand how such factors influence their own instruction and the general workings of school systems (Gay & Kirkland, 2003), especially as it relates to oppressive practices (Barrio, 2021). The adoption of disparate viewpoints (i.e., counter-narratives; Solórzano & Yosso, 2002) to common issues in today's schools (e.g., disproportionality) allows pre-service teachers to examine how social constructions of power within society, such as those based on theories of class, gender, or race, impact educational outcomes (Connor et al., 2019). For example, exposure to counternarratives

provided from BIPOC students with disabilities demonstrates how the intersection of the cultural identity markers of disability and race results in unique lived experiences for such students in education (Annamma et al., 2013). See Harper (2015) as an example counter narrative.

Case Study: Professor Hutchison

We developed a case study to explore how ability is a product of social construction in today's schools (Omansky & Rosenblum, 2001) through a focus on race and student behavior. That is to say, how disability is 'seen' relative to how ability is defined and relative to racial stereotypes (Cooc, 2017; Fish, 2017). This choice is purposeful in order to highlight the need for intersectional perspectives that center race more generally in the field of special education (Gillborn, 2015). The use of critical reflective practice as a teaching tool provides pre-service teachers with a means to think about how their views on student behavior may be influenced by implicit bias. Further, the practice supports teachers in thinking about what actions they can use to limit the influence of implicit bias.

A second purpose of the example case study is to provide teachers who are curious but unsure—or even hesitant—with a template for implementation. It is our intention that the case study, along with the step-by-step guide assists teacher educators in addressing any potential challenges that arise as they engage in this work. Still, our article is apt for seasoned teacher educators as well who may be looking for a more deliberate and systematic way to include disability as an aspect of diversity in their classrooms. The case study is a fictional account of the first author's experiences learning about critical

reflection and translating her learning into practice. The series of topics and practices provided in the case study and Table 1 are intended to extend guidance and provide a sample of resources to teach critical reflective practice and inculcate cultural awareness around disability from an intersectional lens in special education teacher preparation courses. It is not the intention of the first author to provide a prescriptive method to teach critical reflection but to relay their best efforts to explore such vital topics in teacher preparation courses.

Professor Hutchison is a faculty member in special education who identifies as a white female. At the conclusion of the spring semester, Professor Hutchison learns she is taking over teaching a behavior management course for the special education teacher preparation program at her university. She has never taught this course before and so she is given a syllabus to plan from for the upcoming semester. She notices the syllabus mentions reflective practice as a learning objective of the course but does not mention anything about cultural awareness. Professor Hutchison understands the critical importance of supporting her students in wrestling with the implications of race in special education. While discussing the changes to her syllabus with some of her colleagues, she learns about a three-day workshop on DisCrit offered by the disability studies program at her university. Professor Hutchison decides to attend the workshop, hoping she can use some of the information for planning her behavior management course.

While at the workshop, Professor Hutchison is introduced to the practice of critical reflection. At the start of the workshop, a disability studies professor gave a lecture on the culture of disability and how it is inextricably tied to intersectionality. Over the three-day workshop, the leaders of the workshop engaged Professor Hutchi-

son in critical reflection by modeling how professors can implement the process in their classrooms. First, the facilitators introduced a topic from multiple perspectives. In the workshop, the topic was disproportionality in special education identification. Next, the participants discussed their reactions to the topic with each other in response to guiding questions provided by the facilitator. Questions for the discussion aimed to have the participants unpack and interrogate the concept of disproportionality (i.e., under- or over-representation of students from diverse cultural and linguistic backgrounds in special education) using the 5 Wh's Questions.

Who: Who does disproportionality affect? Who are the actors that drive disproportionality in special education identification?

What: What is disproportionality in special education identification?

When: How has disproportionality sustained or changed over time? What progress, if any, has been made?

Where: How does disproportionality look nationwide? How does it look at the state or district level? How do contributing factors change by localized context? In what ways does it stay the same?

Why: Why is it important for teacher educators to understand disproportionality and its effects? Why is there disproportionality in special education identification?

Finally, each participant engaged in critical reflection after the participants' discussion through a private journaling activity which tasked them in answering the How. "How can teacher educators build awareness and help their pre-service teachers make sense of disproportionality and work to combat its effects in their classrooms?" The participants shared their reflections with the facilitators to continue to the discussion.

After her involvement in the workshop, Professor Hutchison decides to include the practice of critical re-

flexion in her syllabus as a means to have her students grapple with topics around CLD in schools. Professor Hutchison planned her inclusion of critical reflection for her semester long class by identifying the central theme of disproportionality in addressing student behavior and then a series of critical reflection topics related to the chosen theme with guiding questions and associated resources she assigned to her students. Throughout the planning process, Professor Hutchison worked with other teacher educators, consulted experts in the field, and read the literature to identify academic articles and other resources to provide students with challenging resources that present multiple and counter perspectives. In particular, Professor Hutchison sought out works of scholarship written by BIPOC or that centered the voices of BIPOC students. See Table 1.

As an example of Professor Hutchison's process, during the first class session, she first acknowledges to the class the sensitive nature of the content about to be discussed. She explains to her students that they may leave the room at any time if they feel uncomfortable or overwhelmed, and that they can email her with their concerns or drop an anonymous note in her mailbox. After Professor Hutchison established the protocol for any potential triggering event, she introduced the central theme for the critical reflection aspect of the course: Disproportionality in the treatment of student behavior; which refers to the unequal use of punitive and exclusionary practices to address the behavior of different groups of students (e.g., Black students being X times suspended from school in comparison to white students).

Professor Hutchison then executed a mini-lesson lecture on the central topic keeping the 5 Wh's in mind. Professor Hutchison deliberately choose a mini-lesson format in place of a traditional lecture to introduce

the topic to her students. Mini lessons are designed to provide students with a short (approximately 10-15 min) and concise introduction to a topic. Because Professor Hutchison planned to go deeper into all these topics in subsequent weeks, the mini-lesson format allowed her to provide her students with a foundation of knowledge and pique their interest to generate questions and comments for thoughtful class discussion. To begin her mini-lesson, she first defined what disproportionality is and who it applies to as it pertains to student behavior. Next, she reviewed disproportionality statistics at present and overtime for the local school district she worked for and nationwide statistics to discuss how place and time (where and when) impact disproportionality in student discipline. Finally, she reviewed findings from the literature to begin to explore why disproportionality in addressing student behavior exists and introduce the topic of implicit bias.

Following the mini-lesson, Professor Hutchison facilitated a classroom discussion. To begin, Professor Hutchison set the purpose for the discussion—to engage in discussion around the central topic, to expand and share perspectives, and to prepare for the reflection prompt. Professor Hutchison established norms for the discussion and modeled her expectations for the discussion, such as using sentence stems for agreements/disagreements, paraphrasing others' responses for clarification, and building upon others' ideas. During the discussion, Professor Hutchison listened for student talk and captured some thoughts expressed by the students. She hears one student say, "I wouldn't let a student's skin color dictate the way I discipline them." She notes this as colorblind and highlights the need to address it if it goes unquestioned during the class discussion and more specifically in her feedback to the student's reflection journals. She hears another student say, "It's clear there are not supports at home in some

school districts which likely causes higher rates of behavior." She notes this comment as problematic because it reveals the presence of implicit biases and again highlights the need to discuss such statements. Finally, she hears a student comment on their school placement for student teaching, "I was shocked at how the school looked, the building and lack of resources and facilities. I couldn't believe places like that still exist today. It makes me realize just how blessed I am that I had access to fully resourced and funded schools." She records this statement as an emerging moment of critical reflection in the student's comparison of their experience to those of their students but notes to follow up with the student to explore more deeply their perceptions of their school placement and encourage further thought.

Once Professor Hutchison concludes the classroom discussion, to close out the class session, she introduces the weekly critical reflection assignment of the course. She explains to her students that the weekly reflection assignment will task her students with reflecting on how the information from the mini-lecture and discussion help them begin to answer the 'how' question of each week's topic and introduces the 'how' question for the first week: *How might my role as a future educator support disproportionality in student discipline?* She designed this assignment to be a weekly reflective journal activity and she offered her students the choice of whether to keep a written journal or an audio journal. She explains to her students that she will grade the reflection assignment based on a participation rubric that reflects varying levels of engagement in critical reflection in relation to the content. See Barrio (2021) for sample rubric.

STEP BY STEP GUIDE FOR TEACHER EDUCATORS

In order to implement critical re-

flexion in special education teacher preparation programs, similar to Professor Hutchison, this step-by-step guide could help lead the way.

Before Instruction: Plan

1. Gather resources. A teacher educator cannot develop critical reflection in their students if they themselves do not practice critical reflection. Integral to this process is the continual building and expansion of knowledge and resources including articles, videos, and other creative works that explore issues of CLD. Importantly, such resources should be written by BIPOC authors or center the voices of BIPOC students with disabilities in the work. The resources in italics in Table 1 are written by BIPOC authors or center the voices of BIPOC students with disabilities.

2. Establish a safe a routine space for reflection. The critical reflection topics discussed are sensitive and could be triggering for pre-service teachers. We can never anticipate the experiences and traumas our students are entering our classroom with and so you must have a contingency plan in place and communicate this plan to students in your very first class—before you discuss any material. This contingency plan should directly tell students what to do if they feel triggered; for example, where they should go if they need to remove themselves from the room and how they can contact you if they care to express what was triggering and how they are feeling. Importantly, this method should have the option to be anonymous (dropping a note in your mailbox or an anonymous survey link students know how to access).

Providing a structured group discussion atmosphere is the second step in building a safe classroom.

Topic	Guiding Wh Questions for Class Discussion	Question for Reflection Journal	Readings
Topic 1: Behavior and Disproportionality	<ol style="list-style-type: none"> Who does disproportionality affect? What is disproportionality in special education identification? How has disproportionality sustained or changed over time? What progress, if any, has been made? How does disproportionality look nationwide? How does it look at the state or district level? Why is it important for teacher educators to understand disproportionality in student discipline and its effects? 	<p>How might my role as a future educator support disproportionality in student discipline?</p>	<p>Rudd (2014) Green et al. (2019)</p>
Topic 2: The Role of Adults in Student Behavior	<ol style="list-style-type: none"> Who: Who are the adults that drive disproportionality in student discipline? What: What role do adults play in disproportionality in student discipline? When: When, if ever, in your schooling experience did you receive punitive punishment in response to your behavior? Where: Where is the use of punitive punishment practices most often seen? Why: Why is it important for adults that work in schools to understand their role in contributing to and combating disproportionality in student behavior? 	<p>How can I continue to build awareness and make sense of my role in perpetuating or ameliorating disproportionality in student discipline?</p>	<p>Aviv (2018) Allen (2016)</p>
Topic 3: The school-to-prison pipeline	<ol style="list-style-type: none"> Who: Who does the school-to-prison pipeline impact? What: What is the school-to-prison pipeline? When: When does the school-to-prison pipeline begin? Where: Have you ever seen any instances of the school-to-prison pipeline operating in your schooling experience? Why: Why does the school-to-prison pipeline exist? 	<p>How can I share my knowledge about disproportionality in student discipline and the school to prison pipeline with others?</p>	<p>Mallet (2017) Tallent (2021)</p>
Topic 4: The school-to-prison pipeline and students with disabilities	<ol style="list-style-type: none"> Who: Does the school-to-prison pipeline differentially impact certain disability categories? What: What is the percent of students with disabilities are incarcerated? Why do you think this is? When: What role historically and at present does ableism play in supporting the pipeline? Where: How does the role of behavior influence the setting of where students are educated? Why: Why do disciplinary practices within schools work to exclude students with disabilities? 	<p>How might my role as a special education teacher, in particular, differ from other education professionals?</p>	<p>Annamma (2013) Connor (2006) Mallet (2014)</p>
Topic 5: Course Takeaways	<ol style="list-style-type: none"> Who: Who are the students that I will be teaching? What: What inherent biases do I carry with me? When: How has my past schooling experience influenced my thinking about student behavior and discipline? Where: Where do I plan to teach? What do I need to know about my community and its history? Why: Why is answering these questions important? 	<p>How will I continue this work beyond this course and educate others like myself and hold myself and others accountable?</p>	<p>Milner & Tenore (2010) Hollingshead et al. (2016)</p>

The critical reflection topics discussed are sensitive and could be triggering for pre-service teachers. Teacher educators can structure group discussions by first establishing norms for discussion and explicitly modeling how to agree and disagree with classroom comments, for example, by using sentence starters. Further, when student disputes arise, these sentence starters can provide a template for dispute resolution. The importance of modeling for students how to engage in discussion when points of view are not aligned should not be understated. We must remember that as much as we try to facilitate knowledge and learn from and alongside our students, we are still a figure of authority in the classroom that students will model their behavior from, and it is our responsibility to maintain the classroom environment.

Third, students should have a private space for reflection to ensure a safe mental and emotional space for reflection and an increased likelihood of authentic responses. Fourth and finally, any grading conducted during group discussions or on student journals should be low stakes, reflected by low weight in relation to other graded categories such as quizzes and assignments, based on a participation rubric, or a simple pass/fail.

3. Conduct iterative and judicious review of instruction and student work. Teacher educators should acknowledge that planning may need to shift in response to student need. As educators, we should continually reflect on our own practice, as we teach our students to do. Student reflections should serve as a guide for how instruction should adapt in response to student need. Student reflections may reveal a miscommunication that occurred during

your instruction which resulted in a misunderstanding for some students. This should be addressed in follow up instruction to remedy the misunderstanding. Students' reflections may also reveal something to add to your instruction or something that may not be needed, depending on the level of need displayed in their responses. Student comments during class discussions can also serve this purpose. By engaging in this review of student work and instruction, teacher educators can continually work to ensure instruction is catered to and meeting student need.

During Instruction: Teach

1. Introduce the topic. Identify a central theme and related to topics for your course that addresses an aspect of disability as an aspect of cultural diversity from an intersectional lens. For instance, in mathematics preparation coursework a central theme could center around the racial representation in STEM fields, reading methods preparation coursework could examine the diverse representation in literature, assessment courses could examine the difficulties in identifying students who are emerging bilinguals, and a family course topic could focus on partnering with CLD families. Although such topics do not need to be present in every class, it is important that teacher educators weave such topics throughout the course (every week or every other week), rather than relegate them to one specific class.

2. Facilitate class discussion as a knowledgeable participant. Critical reflection requires both internal dialogue as well as dialogues with others (Gay & Kirkland, 2003). Engaging in class discussions provides further perspectives and supports critical reflection. Be sure to reflect

with students, set a purpose for the discussion, and provide a summary at the end of the discussion. Teacher educators need to practice critical reflection too and can learn from hearing the experiences and knowledge of students within their classes. But also respect the position of responsibility you hold as the teacher educator and facilitate the discussion as needed to ensure problematic mindsets are not reinforced by paying close attention and noting problematic statements to address and positive statements to encourage.

3. Assign reflection. The class discussion serves as knowledge and experience to spur reflection. As detailed in the sample case study, reflection questions should task the student to reflect on how their thinking and practices are shifting in response to the learning occurring within the course.

After Instruction: Support

1. Provide feedback. Pre-service teachers enter teacher preparation programs with varying experiences and readiness to engage in critical work (Kelly, 2020). Pre-service teacher reflection journals are a means for teacher educators to gauge their student's engagement with such topics, and the journals should guide the teacher to provide individualized feedback to ensure all students receive the appropriate level of support they need.

2. Repeat the process with a new topic related to the central theme that builds from the former topic. Pre-service teachers enter teacher preparation programs with different experiences and needs regarding topics of race and disability (Kelly, 2020). Scaffolding the content to ensure the needed foundation on which such topics build is important

to student success. The topics provided in Table 1 reflect this process in that each week's content supports the understanding of the subsequent week's content.

3. Commit to life-long cultural competency. The work of culturally competency is never finished but rather a continual journey of praxis (Gay, 2018). In other words, one never reaches mastery with cultural competency, it is a persistent pursuit we choose each day that requires concrete action. The field of culturally responsive teaching/pedagogy is lively, and so it is necessary for those committed to this work to stay abreast of the current topics in the field and share the most up-to-date research from the perspectives of persons with non-dominant identities. Special education teacher educators must therefore commit to embodying a commitment to cultural awareness and competency in order to cultivate a disposition of cultural awareness and commitment in their special education preservice teachers.

Conclusion

One last important note is to recognize that CLD is a dynamic, fluid phenomenon with neither static operations nor fixed boundaries. Indeed, the notion of disability itself continues to evolve and varies across time and cultures (Munyi, 2012). In addition, by recognizing the impact of place on intersectional identities we can adopt a cultural-historical perspective which is important to enacting the suggestion of critical reflective practice within this article (Artiles, 2009). For instance, those near indigenous reservations may implore different needs related to CLD (see Pewewardy & Fitzpatrick, 2009 for strategies), and rural areas may oblige resources respective of

specific needs (see Azano & Stewart, 2015). Accordingly, teacher educators should work to include specific resources respective to what intersectional topics are prominent within their communities.

To conclude, we again want to acknowledge this work is not easy. Any initial undertaking of such worthwhile tasks is effortful. In addition, it is difficult to ensure our pre-service teachers will embody the practice of critical reflection and carry the practice of critical reflection with them as they matriculate to their in-service positions. Nonetheless, providing pre-service with the necessary tools and instruction to do so is vital to creating a more just and equitable education system for students with disabilities. Now, perhaps more than ever, is the time to heed this call.

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