

VOICES ON THE MARGINS

Inclusive Education at the Intersection
of Language, Literacy, and Technology



Yenda Prado and Mark Warschauer

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**The MIT Press
Cambridge, Massachusetts
London, England**

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The MIT Press would like to thank the anonymous peer reviewers who provided comments on drafts of this book. The generous work of academic experts is essential for establishing the authority and quality of our publications. We acknowledge with gratitude the contributions of these otherwise uncredited readers.

This book was set in Stone Serif and Stone Sans by Westchester Publishing Services.

Library of Congress Cataloging-in-Publication Data

Names: Prado, Yenda, author. | Warschauer, Mark, author.

Title: Voices on the margins : inclusive education at the intersection of language, literacy, and technology / Yenda Prado and Mark Warschauer.

Description: Cambridge, Massachusetts : The MIT Press, 2024. |

Includes bibliographical references and index.

Identifiers: LCCN 2023035584 (print) | LCCN 2023035585 (ebook) |

ISBN 9780262548021 (paperback) | ISBN 9780262378598 (epub) |

ISBN 9780262378581 (pdf)

Subjects: LCSH: Inclusive education—United States. | Inclusive education—

Technological innovations. | Mainstreaming in education—United States. |

Children with disabilities—Education (Elementary)—United States.

Classification: LCC LC1201 .P73 2024 (print) | LCC LC1201 (ebook) |

DDC 371.9/0460973—dc23/eng/20230920

LC record available at <https://lcn.loc.gov/2023035584>

LC ebook record available at <https://lcn.loc.gov/2023035585>

From Yenda

For my beloved son, Attilio Andrés. You are my universe and the catalyst for this work.

For my students—past, present, and future. To you, I owe everything.

To my faithful mother, Nelida, for being the first to fight for me, and to my extended family and friends for setting a strong foundation of love.

Finally, to my teachers and mentors for believing and challenging me to shoot for the stars.

From Mark

For Danny

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A Note about Authorship

The genesis of this research lay in a research-practice partnership between the University of California, Irvine School of Education, and Future Visions Academy, with the first author, Yenda Prado, as the graduate student researcher and the second author, Mark Warschauer, as the faculty supervisor. It later expanded into Yenda's dissertation, for which Mark served as advisor and chair. Following the dissertation, the two of us continued to collaborate closely on all aspects of the book manuscript, from developing the initial prospectus, to revising the dissertation and adding additional material, to responding to feedback from reviewers and MIT Press editors. However, while the analysis and interpretation of data and the conceptualization and planning of the book have been a highly collaborative effort, all of the data gathering and most of the writing was done by the first author. For that reason, unless otherwise specified, we use first-person singular pronouns in this manuscript to refer to Yenda as the first author.

Acknowledgments

We are immensely grateful to the students, parents, teachers, and paraprofessional staff at Future Visions Academy who introduced us to the possibilities of fully inclusive schools and whose commitment to interdependent community inspires us on a daily basis. This book builds upon research we conducted at Future Visions Academy, under the auspices of the Orange County Education Advancement Network.

A number of colleagues provided feedback for the ideas that inform this book. In particular, we extend our thanks to Dr. Elizabeth Peña and Dr. Stacy Branham, whose interdisciplinary work in the space of disability and language, and interdependence and inclusion, respectively, demonstrated to us the need for intersectional approaches to the study of technology for social inclusion; Dr. Penelope Collins, for engaging with us as a fellow reading specialist and cultivating our interests in language and literacy for differently abled students; and Dr. Steve Graham, whose research has transformed how we support the literacy practices of students with disabilities.

A great deal of gratitude also goes to Kaitlyn Koo and Ricardo Hernandez. This work would not have been possible without their dedicated assistance and meticulous attention to detail. Dr. Sharin Jacob and Dr. Melissa Dahlin also provided helpful comments and support.

Finally, we would like to thank the editors and reviewers at the MIT Press, particularly our acquisition editor Susan Buckley, for understanding and championing our vision for this book.

Foreword: A Note about the Writing of This Book during the Pandemic

As social scientists, it is easy to get lost in the day-to-day phenomena of what we study and to miss the bigger picture of how and why these things matter. This was supposed to be a book about technology and literacy, but as the pandemic forced us to engage in new and digitally intimate ways, it also became a book about connection and the ways that we could choose to use digital technologies to mediate that connection inclusively. As we reflected on our uses of digital technologies, both before and during the pandemic, we couldn't help but extrapolate the broader impact social uses of digital technologies have had on people's access and inclusion in this historical moment in time.

Nor could we ignore how the need for interdependent collaboration and engagement, always relevant, had magnified. As a result, the events of the past four years have illuminated the importance of working together and the disastrous effects of not doing so. Our handling of crises, including how we choose to engage—or not engage—with the digital technologies at our disposal, bears direct consequence on our ability to mitigate impact.

What the past four years have taught us, more than anything, is that the problems of the future will continue to be of a global, and interdependent nature. This means that solutions must come forth from a place of interconnection. Our increasingly digitized lives will center more and more on the ways that we can use technology to engage collaboratively in both problem solving and communication. Global problems require an interdependent framing to generate global solutions.

The physical isolation precipitated by the pandemic afforded a unique window in time to experience technology's potential to bring people together, whether it be to share a meal together virtually, say a final FaceTime

goodbye, or to teach a Zoom class of fourth graders how to use a protractor. Through various digital technologies, we came together to celebrate and mourn both the quotidian and the extraordinary moments of our lives. If there was ever a time to understand and to act upon the power of digital technologies to amplify or to minimize our interconnection, that time is now.

As countries and states across the world reflect on their responses to the pandemic, the transition of educational programs to collaborative hybrid environments for teaching, learning, and working has created a context entirely distinct from what came before. Acknowledging this reality entails not shying away from examining how digital technologies can be used to cultivate and maintain inclusive communities that make learning maximally accessible for the diversity of students in today's schools.

Alongside extraordinary challenges, the pandemic has presented an opportunity of sorts: a forced revisioning of the role of digital technologies in inclusive education. Of particular concern in this context are those students most likely to face significant barriers to meaningful learning opportunities: young students, students with learning differences and disabilities, students who are linguistically and culturally diverse, and students living in poverty. By centering the needs of these students in the adaptation of digital technologies for inclusive education, this book aims to support educators and policymakers in the pursuit of maximizing the integration and engagement of *all* students across diverse learning contexts.

I

1 Introduction

An inclusive approach to education is a universal human right and focuses on all children learning and socializing together . . . acknowledges our shared humanity, and respects the diversities that exist in ability, culture, gender, language, class, and ethnicity.

—Matthew J. Schuelka and Suzanne Carrington, “Innovative and Global Directions for Inclusive Education in the 21st Century”¹

In an era of integrated schools, one group remains segregated: children with disabilities. This book takes an in-depth look at a school that is breaking the mold.

We do this through the lens of language, literacy, and technology (LLT)—the three media of communication that most define our twenty-first-century lives. In particular, we examine how new digital tools are used in a school not only to reshape how individual students communicate, read, and write but also to foster a larger community of social and educational inclusion among teachers, children, and families. We learn about children such as Tammy, a nonspeaking fourth grader with Down syndrome who enthusiastically uses the software Proloquo2Go on her iPad to collaborate with her classmates, and Finn, a second grader with autism who uses interactive digital writing tools to mediate his writing experiences and give voice to his thoughts. Through these stories and others, we catch a glimpse of both what is possible and what is yet to be done.

In the remainder of this introductory chapter, we offer a brief overview of the landscape of inclusive education and then discuss how we approach inclusion in relation to LLT both in our work and in this book.

The Landscape of Inclusion in Education

Educators, policymakers, and communities are increasingly charged with advocating for inclusion in all aspects of life. Toward this endeavor, organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the National Council on Disability (NCD) in the United States have increasingly invested in supporting institutional cultivation of inclusive education practices critical to developing equitable education systems fundamental to increasingly diverse nations. Global initiatives supporting inclusive education include Education for All and the Convention on the Rights of Persons with Disabilities.² These global initiatives built upon the Salamanca Statement developed in 1994 at the World Conference on Special Needs Education and signed by more than one hundred countries.³ In the United States, the movement toward inclusion is historically grounded with the passing of *Brown v. Board of Education*, which made segregated school environments (i.e., the separation of students based on their race and ethnicity) unconstitutional and led to the passage of the Individuals with Disabilities Education Act (IDEA).⁴

However, despite advancing efforts, the segregation of students with disabilities from their nondisabled peers persists. In the United States, for example, 63 percent of all students with Individualized Education Programs (IEPs) spend approximately 20 percent of their instructional time in segregated classrooms. In response, the NCD pushed for full desegregation of children with disabilities in their 2018 report *Segregation of Students with Disabilities*.⁵ Additionally, they have called on the US Department of Education to support research identifying practices that improve educational outcomes for students with disabilities educated in inclusive environments. More broadly, UNESCO reports that 258 million children in low- and middle-income countries have limited access to schooling, and those without access receive their education in segregated settings.⁶

Accordingly, as countries and states begin shifting toward inclusive models of education, understanding technology's role in this process will be critical to the success of inclusion efforts aimed at creating educational access and equity. Technology matters in the context of inclusive education in part due to a shared history between assistive technologies and the education of students with disabilities.⁷ This history affords examples of how accessibly designed technologies, including but not limited to assistive

technologies, could be used to create access to information and activities for people with disabilities.⁸ More broadly, research to date indicates that students with disabilities benefit from inclusive instructional supports, including those mediated by technology, that scaffold students' learning and engagement. Inclusive uses of technologies, particularly those informed by universal design principles, afford visual, auditory, and tactile scaffolds that all students, including those with disabilities, can use to engage with content.⁹

In this context, research specifically targeting inclusive uses of mainstream, educational, and assistive technologies to include and scaffold disabled students' language and literacy practices have emerged. Inclusive supports for literacy are those that create access to the reading and writing curriculum and bolster the development of fluency and comprehension for all students.¹⁰ As such, examining the social uses of digital technologies to support students' inclusion and engagement with language and literacy practices has become increasingly salient.¹¹

However, this research has not been conducted in full inclusion environments in which students with and without disabilities are educated together in the general classroom setting with supports being pushed in rather than students being pulled out.¹² Moreover, in the majority of research in the area of disability, LLT has been conducted with students either partially included in the general education setting or in a special day-class placement.¹³ Furthermore, this research has primarily focused on clinical uses of assistive technologies as interventions to support individual student functioning rather than the broader social uses of digital technologies to support inclusion and access in education.¹⁴

Purpose

Where we are in our quest for inclusive education begs several questions. What does it mean to be inclusive in today's schools? How do we approach the increasingly pervasive use of digital technologies in schools from an inclusive perspective that supports access for all students? What does inclusive education look like at the intersection of language, literacy, and technology? *Voices on the Margins* is about how Future Visions Academy (pseudonym, hereafter FVA), an extraordinary full inclusion public charter school in the Western United States, engaged, and sometimes grappled

with, these questions. In this book, we seek to examine the ways that digital technologies support inclusion and language and literacy practices for culturally and linguistically diverse children with and without disabilities. Based on a wide range of qualitative data collected during our case study of FVA, we illuminate three central themes: (1) the social organization that allowed a fully inclusive environment for children with disabilities to thrive, (2) the ways that digital technologies were used in the program to help students express their voice and agency while developing language and literacy skills, and (3) the ways that digital technologies were used to foster stronger networks and connections within the school.

The impact of this work supports an improved understanding of technology's role in operationalizing a full inclusion model, as well as of how integrating digital technologies into language and literacy practice can support student inclusion. As a result, this book is also about how insights gleaned from our work with FVA can lead to broader understandings of approaches for supporting inclusion in schools on a wider scale. This is achieved through a discussion of social inclusion and technology, a review of extant literature topics, and an examination of school community engagement across sociocultural context.

Voices on the Margins centers on an ethnographic case study of FVA, incorporating participant observations across in-person, hybrid, and remote schooling environments; interviews with a culturally and linguistically diverse group of teachers, staff, parents, and children; and collection and analysis of a variety of school-, teacher-, and student-produced documents. While the argument could be made that a case study of a single school may not be representative, our purpose was not to examine typical practices but rather to illuminate the possibilities of what *could be*. Baines beautifully makes the argument for the value in studying unique schools in her examination of another outlying institution: "It is tempting to write off the case of Pathways Academy as a unique and singular case impossible to replicate . . . it is important not to let 'yes, but . . .' statements act as excuses to ignore cultural ideals that can be actionable or disregard such as culture as a valuable aspiration."¹⁵

Finally, we seek to understand how learning takes place through multilayered development, examining both the unfolding of events and the transformation of school community members over time. This work is situated in sociocultural theories of education, learning, and literacy¹⁶ and

associated new literacy studies,¹⁷ disability studies,¹⁸ and a novel theoretical perspective of interdependence—a framework that makes human collaboration central to understanding the ways that inclusion occurs within communities.¹⁹ In adopting these perspectives, *Voices on the Margins* takes a student-centered, assets-based approach to exploring how FVA engages with technology in the context of creating community in relation to disability and inclusion. As such, this book explores the wide range of overlapping and plural practices that students, teachers, and parents engage in at FVA. This includes examining the role digital technology use plays within the broader school ecology in relation to students' inclusion, engagement, and practice. It also examines the varying attitudes, tensions, and competing priorities among FVA's parents, teachers, and staff regarding the value and use of digital technologies to inform and mediate instruction, particularly during the transition to remote learning in the spring and fall of 2020.

Argument

To our knowledge, few ethnographic works present in-depth case studies of teacher, student, and parent day-to-day inclusive education practice at the intersection of language, literacy, and technology in schools using a full inclusion model of instruction. We preview here the foundational works upon which we built our study of inclusive education, language, literacy, and technology to situate, complement, and differentiate our work within current academic literature.

Prior academic works examining the use of digital media by children with disabilities include Meryl Alper's *Giving Voice: Mobile Communication, Disability and Inequality* and *Digital Youth with Disabilities*, as well as Sue Cranmer's *Disabled Children and Digital Technologies: Learning in the Context of Inclusive Education*. Similar to this book, both take an intersectional approach to examining issues of disability, technology, and inclusion. However, what differentiates this work is our focus on students' language and literacy practice vis-à-vis the mediating impact of mainstream, educational, and assistive uses of digital technologies in a fully inclusive school integrating students with and without disabilities. Another differentiating factor is that much of the emerging literature is set in contexts outside the United States, making this research a complementary US-based addition to international contributions.²⁰

Moreover, *Voices on the Margins* is intentionally intersectional in response to the tendency for research addressing technology, inclusion, language, literacy, or disability to do so in silos (i.e., with a principle focus on one, sometimes two, of these topics). Examples include ethnographic investigations of culturally diverse children's use of digital media but without a focus on disability and inclusive practice, such as Sonia Livingstone and Julian Sefton-Green's *The Class: Living and Learning in the Digital Age* and Antero Garcia's *Good Reception: Teens, Teachers, and Mobile Media in a Los Angeles High School*. Alternatively, work in education anthropology that looks at disability and inclusive education practices, but not necessarily the mediating impacts of digital technology use, includes Matthew J. Schuelka and Suzanne Carrington's *Global Directions in Inclusive Education*, Federico Waitoller's *Excluded by Choice: Urban Students with Disabilities in the Education Marketplace*, and AnnMarie Baines's *(Un)Learning Disability*. This book is meant to situate, and extend, the utility of such academic works in understanding the multiple socio-technical factors that preclude or support students' inclusion and practice.

While *Voices on the Margins* does not center on clinical, interventionist, or specialist uses of assistive technologies, as is sometimes the norm for works examining the dual topics of disability and technology, we do discuss assistive uses of digital technologies for social engagement and inclusion within a well-known body of assistive technology literature. These foundational works include Sumita Ghosh's *Technology for Inclusion: Special Education, Rehabilitation, for All*, Elina Beltrán, Chris Abbott, and Jane Jones's *Inclusive Language Education and Digital Technology*, and Mike Blamires's *Enabling Technology for Inclusion*.

This work intends to continue the tradition occupied by the aforementioned works by taking an in-depth assets-based approach to examining the ways that children engage with technology in the context of creating community—but with a specific focus on issues related to disability and inclusion. In these ways, *Voices on the Margins* both fits and extends these empirical bodies of literature pertaining to inclusive education practice at the intersection of language, literacy, and technology.

Author Positionality

We were not neutral observers in our research and writing for *Voices on the Margins*, given our holding of specific beliefs about the potential and

affordances of using digital technologies to support inclusion and language and literacy practices within school communities. These beliefs informed our analysis and writing. For example, as a disabled person, I situate my disability as an inextricable part of who I am. This intersects with both my, and Mark's, personal experiences as parents of children with disabilities—all of which inform our orientations toward social perspectives of disability and inclusive school practice.

Professionally, our backgrounds as researchers are precluded by our backgrounds as educators and practitioners. In these capacities, we have taught and provided services and programs across socioeconomically diverse school community settings. These experiences inform our individually developed beliefs about children with disabilities and the potential of using digital technologies to support student agency and voice inclusively.

As a result, we adopt a social model of disability, grounded in the critical view that identity is intersecting and multiple, to interrogate the social-contextual impacts of school practices on disabled children's lives.²¹ As social constructivists, we also adopt the perspective that knowledge is co-constructed and is interdependent on a variety of individual and group processes that position schooling as a cultural process.²²

Approach to Disability, Language, and Inclusion

Voices on the Margins adopts a social model of disability, affording a more nuanced way to interrogate contextual impacts of inclusion and exclusion on disabled children's lives and education. As such, we look to seminal academic works, such as Alper's *Giving Voice*, Cranmer's *Disabled Children and Digital Technologies*, and Schuelka and Carrington's *Global Directions in Inclusive Education*. We also look to the disability community's positioned use of language in our framing of disability and inclusion. This includes the writings of culturally diverse disability rights activists, such as Mia Mingus, whose liberatory conceptualization of interdependence inspired this book, as well as Alice Wong and Emily Ladau, whose works *Disability Visibility* and *Demystifying Disability*, respectively, critically informed our approach to writing this book.²³

As a disabled person, I use identity-first language to take terms typically deemed pejorative and reappropriate them as a source of identity and strength—a common practice among many marginalized folk.²⁴ As a result, when discussing disability, we may interchangeably use identity-first

(“disabled students”) in addition to person-first (“students with disabilities”) language, in recognition of the fact that language preferences vary within and across disability, advocacy, and research communities. We also differentiate between our use of “inclusion” (i.e., inclusion model) and “inclusive” (i.e., inclusive practice), with the first referring to structures of access and participation and the latter referring to integrative actions.

Furthermore, we adopt Schuelka and Carrington’s conceptualization of inclusive education as requiring a reimagining of schools as ecosystems where all children learn together and are respected for the diversity of abilities and backgrounds that they bring.²⁵ In this context, we define inclusive instructional practices as those that address the needs of students with a variety of abilities and support a sense of belonging.²⁶ Inclusive classrooms are those that support an integrated environment in which all students’ contributions are equitably supported and valued.²⁷ Non-inclusive classrooms are those that privilege specific ranges of ability and need deemed normative and exclude or segregate students who fall outside these externally prescribed norms.²⁸

Approach to Investigating Digital Technologies

Complementing our adoption of a social model of disability, *Voices on the Margins* takes a social use approach to the study of digital technology use. This contrasts with determinist approaches that center the premise that technologies place positive or negative impacts on society. Determinist perspectives privilege the technology itself and tend to obscure the mediating impact of human characteristics on technology use, including class, gender, race, and disability.²⁹

In contrast, views that center the social uses of technology privilege the role of people in mediating technology use.³⁰ This is an important distinction that affords a study of technology in context, as well as more balanced views of technology use vis-à-vis wider systems of influence.³¹ The social use approach is consistent with sociocultural perspectives that view human development and learning as social, collaborative, and interdependent, mediated by a variety of tools best understood in their unity rather than as separate components. Thus, we frame our approach in terms of how digital technologies might help change the broader ecology of learning. Specifically, *Voices on the Margins* outlines the impact of sociocultural dynamics at

play in students', teachers', and parents' meaning making across in-person, remote, and technology-mediated contexts.

Approaches that consider "the social shaping of technology" reflect the influence of social group designation and consider the sociocultural factors that inform technology use.³² These approaches support analysis of inclusive uses of digital technologies in schools. In taking a social use approach to investigating technologies, we hope to demonstrate how new uses and forms of digital technologies provide a powerful means for children with disabilities to amplify their voice, thus enhancing their educational and social inclusion.

It is important to note that *Voices on the Margins* focuses attention on the social, educational, and assistive uses of digital technologies and applications, rather than on clinical or specialist uses of assistive technologies. The technologies studied include laptop and tablet computers such as Chromebooks and iPads, software with features that support accessibility such as those found in Google Suite, and assistive communication applications such as Proloquo2Go for iOS.

Approach to Intersectionality and Diversity

Voices on the Margins situates technology use as mediated by sociocultural context, including the impact of culture and disability. Similar to Livingstone and Sefton-Green's *The Class* and Alper's *Giving Voice*, this work engages in a richly descriptive ethnographic study of linguistically and developmentally diverse children's engagement across a sociocultural context. This includes the impact of sociocultural dynamics at play in students', teachers', and parents' meaning making across technology-mediated contexts.

We present the origin story of FVA as a county public charter school codeveloped by multiple community constituents, including parent advocates, to serve the needs of culturally and linguistically diverse students with and without disabilities. As such, this case study centers on marginalized voices of families of color—a departure from prior research on disability, technology, and education centering majority white, higher-resourced families.

We intentionally recruited family interviewees with racially, linguistically, culturally, and developmentally diverse children who reflect the demographics of the school and community (e.g., high- and low-income immigrant families from rural and urban Mexico, working- and middle-class mixed race and

second-generation families, as well as families whose children had a variety of disabilities or, in some cases, no disabilities). Our analysis focuses on how these families' diverse life experiences, combined with the school practices, shaped the education and development of their children and how they draw on their funds of knowledge to address challenges.

Narrative Organization

As discussed above, chapter 1 front-loads the aims and, along with chapters 2 and 3, makes up part I of the book to provide an introductory framing for case-study findings, synthesis, and recommendations. Part II, consisting of chapters 4, 5, 6, and 7, is the heart of the book and details case-study findings from our ethnographic work at FVA. Chapters 8 and 9 compose part III and provide final syntheses and recommendations for using digital technologies to support students' language and literacy practices inclusively in schools. Below, we outline the subsequent chapters in detail:

Chapter 2, "Contested Models of Inclusive Education," presents a brief history of inclusion in the United States within the context of global initiatives in inclusive education. The chapter outlines models of inclusive education leading up to current approaches aimed at benefiting the maximum number of students with and without disabilities in which each student is seen as a permanent member of the general education classroom.³³ The chapter then juxtaposes this movement toward inclusive models of education with the continued and persistent segregation of disabled students from their nondisabled peers. The chapter discusses the movement's contested nature—including challenges faced by inclusion advocates in the design and implementation of inclusive practices—as being centered in the varied, and often contentious, perceptions held toward inclusion.³⁴ Questions of equity and access—essentially, who are general education settings made for and who has the right to share space within such settings—are presented in this chapter as being at the heart of the struggle to normalize the inclusion of all students into general education settings.

Chapter 3, "Technology-Supported Language and Literacy," starts with a brief overview of the language and literacy needs of disabled students before diving into the uses of digital technologies to support disabled students' language and literacy needs specifically. While several research syntheses of technology-based solutions for promoting literacy instruction

exist,³⁵ few specifically outline the impact of technology use on supporting interdependent language and literacy practices between students with and without disabilities. A more common approach over the past decade has instead been for empirical studies to present the use of specific technology tools to support the development of specific components of literacy, such as decoding or comprehension.³⁶ This chapter presents the argument that digital technologies hold a broader potential to be used collaboratively to support inclusion, language and literacy practices, and shared meaning across school contexts. This concept will be reiterated and made evident in the subsequent chapters “Amplifying Student Voice: LLT Practices at FVA” and “Technology as Connection,” where an essential value of the social use of digital technologies lays in their affordances for bringing school communities together.

Chapter 4, “Future Visions Academy: An Inclusive School,” descriptively introduces results from the two-year case study at FVA, a full inclusion public charter school in the Western United States, which form the basis for the remaining chapters in the book. This chapter presents a detailed discussion of the particular ways in which FVA strove to ensure that the social organization of the school facilitated a fully inclusive environment for students to thrive. We detail the origins and context of FVA as the only fully inclusive public charter school in its county, discuss how this case study centers on marginalized voices of families of color, and elaborate our intentional recruitment of family participants who reflect the demographics of the school and community. Analyses focus on how these families’ diverse life experiences, combined with the school’s practices, shaped the education and development of their children and how they draw on their funds of knowledge to address challenges. Observations of classroom learning and interviews with students, parents, teachers, and staff are all used to document inclusive practices across the school.

Chapter 5, “Amplifying Student Voice: LLT Practices at FVA,” discusses how FVA families and staff used digital technologies across school and home environments to engage students in language and literacy practices. This includes an examination of LLT practices, defined here as an integrated approach to examining LLT as interconnected practices and literacies.³⁷ The chapter includes student, staff, and parent observations and perceptions of LLT practices at FVA, while exploring the uses of digital technologies to support disabled students’ language and literacy practice across contexts.

This chapter also analyzes how FVA used digital technologies to afford alternative modes of expression for students to express their agency and voice while developing their language and literacy skills. Vignettes—such as the case of Tammy, a nonspeaking fourth grader learning to use Proloquo2Go to engage with her classroom community—are used to illustrate potential uses of digital technologies to embody and empower student voices.

Chapter 6, “Technology as Connection,” chronicles FVA’s shift to remote learning at the onset of the COVID-19 pandemic during the spring of 2020. The chapter specifically documents the historical moment when schools were forced to pivot to emergency remote learning—essentially turning our original one-year ethnographic study of FVA’s school practices into an (un)natural two-year experiment. This chapter documents how the transition to emergency remote learning precipitated novel shifts in how FVA used technology to mediate and cultivate connection during a period of significant isolation brought on by the pandemic. Combining analysis of remote interviews and observations collected during the pandemic, the chapter explores how motivations for technology use during the pandemic gravitated toward bolstering family support, connection, and inclusion within the FVA school community. The chapter also includes exploration of FVA’s use of synchronous platforms such as FaceTime, Zoom, and instant messaging, as well as asynchronous uses of platforms such as Google Classroom and YouTube content, to scaffold instruction inclusively during the transition to emergency remote learning.

Chapter 7, “Reflections on Technology and Inclusion in a Changing World,” provides a snapshot of FVA’s return to hybrid and in-person instruction during the latter portion of the 2020–2021 school year. The chapter chronicles that transitory space during the mid-pandemic period when quarantine restrictions began to lift and schools, including FVA, started to take tentative steps back toward in-person instruction. The chapter focuses on the residual effects of surviving the first year of the pandemic and explores future hopes and dreams at FVA. This shift resulted in a revision to FVA’s hybrid program, consisting of on-site in-person instruction coupled with a real-time synchronous remote learning option for approximately 30 percent of FVA families who opted to remain fully remote.

Chapter 8, “Interdependence: A Relational Framework for Exploring Inclusive Education,” fully explicates the theoretical perspective presented in *Voices on the Margins* and builds an argument for using interdependence

as a frame for (1) assessing the moves that participants make to support inclusion, (2) interpreting current aims in the intersectional study of inclusive education and LLT practices, and (3) interrogating the notion that independence is the most important goal of assistive uses of digital technologies. We discuss interdependence in relation to sociocultural theory, new literacies, and disabilities studies, arguing that the true social value of technologies—those designated as both assistive and mainstream—is their mediational power to promote interdependence between users. This argumentation is illustrated with examples taken from the preceding chapters to provide further analysis of the meaning making and actions that took place among students, parents, teachers, and staff at FVA.

Finally, chapter 9, “Looking to the Future,” synthesizes the preceding chapter content to offer suggestions, policy, and best practices in bringing a fuller vision of inclusive education to fruition. In this concluding chapter, we discuss how a comprehensive vision of inclusive education requires a substantive paradigm shift by policymakers, district and school leadership, teachers, and parents in understanding and mitigating how principles of inclusion have historically played out in public schools. Using FVA as a case study, this chapter identifies key factors and recommendations for realizing a fuller vision of inclusive education in schools. Finally, the chapter suggests a rethinking of the way that digital technology use can contribute to the inclusive education of students with disabilities, arguing for a perspective of interdependence.³⁸ We highlight how a framework of interdependence can support the development of policies, practices, and pedagogies that foster full inclusion of *all* students across schools and society.

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