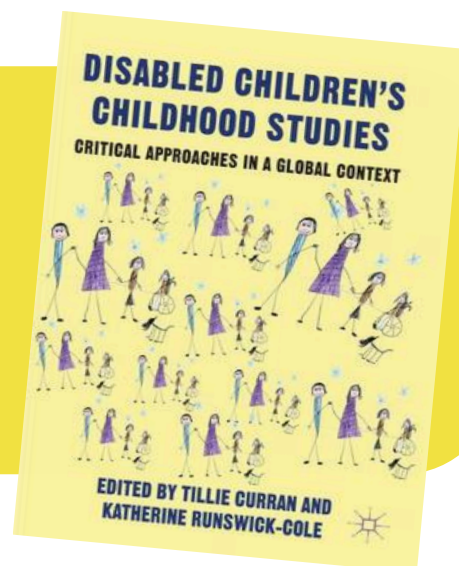


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Disabled Children's Childhood Studies – A Distinct Approach?

*In disabled children's childhood studies, disabled children are not viewed as necessarily **having problems** or **being problems**, but as **having childhoods**. Disabled children's childhood studies emerged from the concerns of young disabled people, their families and allies at a series of conferences. Three guiding principles has re-orientated research and theory away from deficit views of childhood and disability to centering disabled children's voices; developing ethical practice; and questioning the norms of 'ideal' or 'typical' Western notions of childhood. The presentation ends with questions around scholarly activism and creative forms of engagement with disabled children and young people as a vital source of resistance to indifference.*

THURSDAY, JUNE 22, 2017

11:30am - 2:30pm

Room S802, 8th Floor Ross Building South

Light refreshments will be served.

FOR MORE INFORMATION CONTACT: Maria Liegghio (mlieg@yorku.ca) or Cheryl Cowdy (ccowdy@yorku.ca). The event is sponsored by the Children's Studies Program as part of the Alexander F. Chamberlain Speaker Series.