

Call for Manuscripts

Research in Social Science and Disability is a new annual volume to be published by JAI Press. It will focus on linkages between disability and the social and cultural environment. It is based upon the premise that disability is not purely a medical phenomena, but rather is based on the interaction between the social and physical environment and a person's physical or mental state. It will consider aspects of disabilities as viewed through the lens of social science disciplines including history, economics, geography, political science, psychology, anthropology, sociology, demography, or closely related fields. It will consider all forms of disability, including mental and physical.

Submissions could include theoretical and critical papers, analyses based on qualitative as well as quantitative research methodologies, methodological or conceptual papers, and comprehensive reviews of the literature. Examples of submissions could include topics such as cultural aspects of blindness, the history of institutionalization for mental illness, the demography of mental retardation, the social structure of deaf communities, measuring disability for research purposes, or changing attitudes towards persons with disabilities. *Research in Social Science and Disability* will not consider medical, or clinical aspects of disability, case studies, practice descriptions, or program evaluations. All articles will be peer-reviewed by reviewers from the same disciplinary background.

The editors, Barbara M. Altman and Sharon N. Barnartt, are soliciting original, unpublished manuscripts for Volumes 2 and 3, which will be published in 2000. Papers should not exceed 40 pages double spaced. Four copies should be submitted by June 1, 2000, for Volume 3, to Sharon Barnartt, Department of Sociology, Gallaudet University, Washington, DC 20002. Information on purchasing Volume 1 and/or instructions for authors available on request, e-mail <baltman@ahcpr.gov>.

Call for Papers: Disability Rights, *Disability Studies Quarterly*, Publication Date: Fall 2000, MANUSCRIPTS DUE FEBRUARY 1, 2000.

Disability rights from childhood to adulthood will be the subject of a special edition of *Disability Studies Quarterly*, to appear Fall 2000. Manuscripts are due by February 1, 2000, to the Guest Editor, Timothy Lillie, Ph.D., The University of Akron.

Because of the recently re-authorized Individuals with Disabilities Education Act (IDEA) of 1997, and the accompanying regulations, issued March 12, 1999, the contrast between the right to education as an entitlement for those students covered under IDEA and the eligibility (not entitlement) laws that protect the rights of many individuals with disabilities (such as Section 504 and the Americans with Disabilities Act [ADA]) has become very strong. In particular, IDEA now mandates that children with disabilities be advised about rights that they may exercise, beginning a year before the age of majority in their state.

What has happened (and continues to happen) is that students move from an entitlement program, where involved and active parents (when present) are able to exert a great deal of influence and, with effort, achieve good or at least acceptable outcomes, to a system which new graduates are often expected to negotiate on their own because they have reached the age of majority. Students who have not learned how to exercise rights while in school may be unable to protect their rights when out in the community.

This issue of *Disability Studies Quarterly* will focus on addressing the following areas:

1. How might school culture be a barrier or facilitator for the teaching of rights to students with disabilities? What are the specific legal rights that might be in question? Does severity of impairment (e.g., severe or profound mental retardation) have an impact?
2. What role do parents have in rights transfers? How can schools make this a positive experience?
3. Who, in the community, would be a guardian of the rights of an individual with disabilities? What is the role of the Centers for Independent Living?

Send submissions by February 1, 2000, to: Timothy Lillie, PhD, 127 Carroll Hall, The

University of Akron, Akron OH 44325-5007; Phone: 330-972-6746, Fax: 330-972-5292, Email: <tlillie@uakron.edu>.

CALL FOR PAPERS: Center on Disability Studies and Hawai'i University Affiliated Program Present the 16th Annual Pacific Rim (Pac Rim) Conference: Creating Futures: Kaleidoscopes of Opportunity for People with Disabilities, March 6 & 7, 2000, Hilton Hawaiian Village, Waikiki Beach, Honolulu, Hawai'i, USA.

PROPOSALS AND PRE-REGISTRATION ARE DUE BY NOVEMBER 30, 1999.

This year's theme, *Creating Futures: Kaleidoscopes of Opportunity for People with Disabilities*, celebrates the unique opportunities for persons with disabilities in the Pacific Region and embraces national and international disability issues. Since the first Pacific Rim (Pac Rim) Conference in 1985, the scope and size have grown to include participants from the US Mainland, Alaska, Pacific Island Nations, Japan, Australia, the Philippines and numerous other countries. Persons with disabilities, family members, and nationally recognized speakers in the field of disabilities participate in Pac Rim to learn from each other and to share resources for communities to fully accept and support persons with disabilities.

Pac Rim 2000 brings together persons with disabilities and without disabilities who are researchers, professionals, advocates, family members, and students in a variety of disciplines that include health, education, social services and others. Pac Rim 2000 is planned around strands that move us into the future. Strands have a special focus on the family and people with disabilities. Strands reflect changing perspectives on disabilities and building communities which value diversity and support all persons. Pac Rim 2000 features keynote presentations, special strand sessions, and over 100 presentations in the following strand areas.

SECONDARY TRANSITION/POSTSECONDARY SUPPORT: Employment, advocacy, self-determination, program development, model programs, the use of technology and other secondary transition and postsecondary educational supports that impact the quality of life for individuals who have disabilities.

IMPROVING EDUCATIONAL AND BEHAVIORAL OUTCOMES: Inclusion, least restrictive environment (LRE), free and appropriate education (FAPE), assessment and the IEP process, building self esteem, building social-emotional well-being, and practices in the school and home that improve student self esteem, literacy and inclusion in general education will be provided.

RECREATION AND LEISURE: Discover recreation and leisure, maximize activity potential, enhance our abilities through assistive technology and other support strategies that enable individuals to participate in a variety of leisure and recreation activities.

TECHNOLOGY FOR TEACHING, LEARNING AND LIVING: Content will include on-line teaching, learning and living strategies, hardware, software resource needs and information. Presentations will also address how on-line teaching, learning and living can enhance the lives of people with disabilities.

SPECIAL HEALTH NEEDS: Health issues and the health care systems interact with many aspects of a person's life. Some innovative approaches to promote collaboration between the health and educational system on such issues as: the impact of health care on a child in an educational setting; finding barriers and solutions to interdisciplinary teamwork; managing health care and its impact; training health personnel to work effectively with the educational system; and utilizing health services in educational settings.

Strand: Each of the strands will address one or more areas that relate to specific topics.

Breakout Session: Forty-five minute presentation designed to address the strand topics.

Panel Presentation and Discussion: Forty-five minute session with brief presentations by a panel of experts followed by discussion.

Poster Session: The poster session will highlight current information about research outcomes as well as innovative practices and projects. This more relaxed setting offers great opportunities to exchange information, identify opportunities for collaboration, and renew old friendships.

Kaleidoscope: Ninety-minute topical session with multiple presentations and discussion groups. Participants will have the opportunity to participate in several of these groups during this time period.

PAC RIM 2000 PRE- AND POST-CONFERENCE SESSIONS:

EXEMPLARY PRACTICES FOR SERVING CHILDREN WHO ARE DEAF-BLIND AND/OR HAVE MULTIPLE DISABILITIES, March 1, 2, 3; Terry Rafalowski-Welch, Consultant, Webster, New York; Lori Goetz, Professor, San Francisco State University, San Francisco, CA; Jessica Taule, Conference and Institute Coordinator, Center on Disability Studies, University of Hawai'i; JoAnn Enos, Technical Assistance Specialist, National Technical Assistance Consortium for Children and Youth who are Deaf-Blind, Teaching Research, Monmouth, Oregon. This preconference institute will cover four areas of exemplary practice effecting students with deaf-blindness and/or multiple disabilities: communication; identification and assessment; inclusive practices for students in regular setting or classroom; and for transition.

AFTER ASSESSMENT, THEN WHAT? CREATING A DEVELOPMENTALLY APPROPRIATE PRESCHOOL PROGRAM WHERE ALL CHILDREN, INCLUDING THOSE WITH DISABILITIES, WILL BE SUCCESSFUL, March 1, 2 & 3; Deborah O'Neill, Preschool Coordinator, Rochester Community Schools, Rochester, MI; Kathy Williams, Speech Therapist, Rochester Community Schools, Rochester, MI. Experienced practitioners, O'Neill and Williams will share strategies for establishing a preschool program designed to meet the needs of all children, with special emphasis on addressing IEP goals and objectives within the planned daily activities of the program. Means of facilitating the growth of speech and language skills, reducing challenging behaviors, and responding to the needs of children in a way that increases independence and self esteem will be provided. Suggestions for parent involvement in the program will be included. Participants will understand the concept of "developmentally appropriate" and how to implement developmentally appropriate practices in the classroom to ensure outcomes for all children.

HOW TO GET STUDENTS TO WORK HARDER THAN THEIR TEACHERS: COMBINING WORKPLACE BASICS AND EFFECTIVE INSTRUCTIONAL STRATEGIES, March 2 & 3; Meredith Fellows, Consultant, San Diego, CA; Kim Sherman, Special Education Teacher, Seattle, WA. This two-day course will focus on increasing student productivity while decreasing the paperwork and performance responsibilities which often overwhelm teachers. Content will integrate workplace basics concepts (teamwork, leadership, problem-solving as well as the SCANS skills) and strategies found effective in making every student responsible for every event in the learning day. Participants will learn a minimum of 23 techniques to increase learner productivity and decrease the need for a bag of teacher-implemented magic tricks.

CALMING THE CONFLICT: MEDIATION AND RESOLUTION SKILLS FOR STAFF AND STUDENTS (2 day workshop), March 2 & 3; David Sherman, Consultant & CEO, Sherman Consulting, Monmouth, Oregon. Tensions and frictions erupt into disputes and violence. Teachers, counselors and administrators try their best, but they cannot quell the conflict. They need the assistance of students trained in the art of mediation and conflict resolution. Peer mediation can calm the conflict in your school. This two-day course provides the tools to reduce and manage conflicts in the school environment. You will learn essential skills for handling the most difficult conversations: how to keep the conversation centered; how to handle emotions productively; and how to get at the heart of hidden agendas and needs. Strategies and techniques of the mediation process enable you to achieve creative, lasting resolutions to volatile situations. You will also learn how to teach these skills to student/peer mediators and how to implement a peer mediation program with limited resources in "real world" settings.

ONLINE TEACHING AND LEARNING, March 8 & 9; Elliot Mazie, Executive Director, The Mazie Center, Saratoga Springs, New York. The two-day Online Teaching and Learning Lab will provide hands-on learning for participants. Content will include online teaching and learning strategies, resources needed, and new software and hardware options. We will explore how online teaching

and learning can replace, extend or enhance classroom programs; how students benefit from training; and the most effective options for your organization.

EDUCATING EVERYBODY'S CHILDREN, PART II, March 8 & 9; Dr. Judy Wood, Professor, Virginia Commonwealth University and President and Consultant, Judy Wood Publishing Company, Richmond, VA. Last year's popular presenter is returning to expand on teaching methods and strategies that can insure success for all children as learners. Her highly successful method of analyzing the needs of students and how they can be addressed by effective teaching will provide participants with practical strategies that can be implemented in the classroom.

SIG-EFFECTIVE PRACTICES, March 8 & 9. This two-day course will offer a number of state-of-the-art essential practices. The focus will be how to achieve school-based services. DOE employees, especially the SSC are encouraged to attend. Categories of essential practice will include: pre-referral interventions; referral procedures; assessment, eligibility; performance; planning the IEP; 504 and other service interventions; supports, accommodations and services; behavioral interventions and how to support student learning.

TOOLS FOR LIFE EXPO 2000, Blaisdell Center Exhibition Hall, March 7 & 8. This Expo features: (1) workshops and seminars by the Commission on Persons with Disabilities, Hawaii Assistive Technology Training and Services, and Hawaii Association for Home Care; (2) workshops by the Commission on Persons with Disabilities will be provided to update the community on the latest legal and policy updates on civil rights laws affecting people with disabilities. Emphasis will be placed on new policy guidelines, rules, design standards, and legal rulings of the Americans with Disabilities Act, Federal Fair Housing Act, Air Carrier Access Act, Uniform Handicapped Parking Act, and other similar federal and state civil rights laws; (3) Hawaii Assistive Technology Training and Services (HATTS) will provide assistive technology (AT) training throughout the Tools for Life Expo, including workshops on: funding for assistive technology, self-advocacy through technology, understanding of assistive technology policy, and trends in the politics of AT. Besides information workshops, HATTS will also provide hands-on training to help people develop or strengthen assistive technology skills in areas such as computer access and communication. A computer teaching lab will be setup to provide students with relevant technology training on-site; (4) Hawaii Association for Home Care will be offering two exciting educational days in addition to the opportunity to participate in the Tools for Life Expo featuring over 50 exhibits of healthcare products and supplies. The number one job of healthcare leaders is getting ready for the future. You won't want to miss these educational offerings which will help you be better prepared.

FOR REGISTRATION FORMS AND ROOM RESERVATION FORMS contact the PAC RIM 2000 Program Committee, Center on Disability Studies, Hawai'i University Affiliated Program, 1776 University Ave, UA 4-6, Honolulu, HI 96822 USA.

FOR MORE INFORMATION CONTACT: Dotty Kelly: (808) 945-1432, Email: dotty@hawaii.edu or huap@hawaii.edu, FAX: (808) 956-7878, TTY: (808) 956-5715.

PROPOSALS AND PRE-REGISTRATION ARE DUE BY NOVEMBER 30, 1999.

CALL FOR PAPERS: 13TH ANNUAL MEETING OF THE SOCIETY FOR DISABILITY STUDIES, Conference Theme: "Activism in the Academy;" Program Organizer: Rosemarie Garland-Thomson, Howard University.

The Society for Disability Studies (SDS) will hold its 13th annual meeting at the Sheraton City Center in Chicago, Illinois, on June 28-July 2, 2000. SDS is a nonprofit educational organization established to promote research on the ways that disciplines, policies, and cultural representations structure ideas about disability. This announcement solicits abstracts for individual paper presentations, panels, workshops, roundtables, or performances on a wide range of topics and approaches to work in disability studies. Proposers are particularly encouraged to submit complete panels or roundtable sessions that have been solicited outside of this process.

This year's conference theme, "Activism in the Academy," seeks to expand and engage current disability studies models, practices, theories, and methodologies in all academic fields. We ask proposers to consider in the very broadest sense how disability studies might function as a form of activism in the larger world and in the academy. We encourage proposers to frame their research and scholarship so that it questions, clarifies, challenges, or complicates the relation between work in disability studies and the lives of disabled people.

Here are some questions that might inform the proposals:

- * What are the politics of disability research methodologies?
- * Can or should teaching and research be activist in their orientation?
- * What influence does activism have upon academic inquiry?
- * How can grassroots organizing invigorate disability studies?
- * What is the appropriate place of activism in research and teaching?
- * How can we assess the effects of disability studies in the larger world?
- * What relation can disability studies have upon administrations or departments such as disability services?
- * How can disability studies be integrated into other fields and teaching?
- * Can studying the cultural, historical, or aesthetic representation of disability be activism?
- * How does disability studies figure in political activism?
- * What kinds of affiliations can or should be forged with other organizations that focus on policy, education, or other forms of activism?

The theme is intended to provide only one basis of criteria for submissions. Because one of the organization's primary objectives is to promote interdisciplinary scholarship, we are particularly interested in other proposals that address an array of crossdisability issues such as: disability policy and politics, disability rights movements, images of people with disabilities in media, disability culture(s), the relationship of disability to other ethnic/minority identities, health and medical industry reform, participatory political action models, cultural responses to disability, artistic representations of disability, social and individual implications of disability technologies, theories of bodily and cognitive norms/deviancy, disability and ethics, disability and the global economy, etc.

The submission deadline is December 10, 1999. For the proposal form and more information, please contact: Carol J. Gill, Ph.D., Executive Officer, SDS, Department of Disability and Human Development, University of Illinois at Chicago (M/C 626), 1640 W. Roosevelt Rd., Rm. 236, Chicago, IL 60608-6904; Phone: 312-355-0550, TTY: 312-413-0453, fax: 312-413-2918, Email: <cg16@uic.edu>.

PROPOSAL MUST BE POSTMARKED NO LATER THAN DECEMBER 10, 1999.

Call for Papers: Section on Chronic Disease & Disability, Western Social Science Association, San Diego, CA, April 26-29, 2000.

The Section on Chronic Disease & Disability of the Western Social Science Association (the precursor of the Society for Disability Studies) will meet in San Diego, CA, on April 26-29, 2000. The Section encourages research on policies, problems, cultural representations, and experiences which involve people with disabilities. The Section invites abstracts for individual paper presentations, panels, or roundtables on a wide range of topics in disability studies to be presented at its annual meeting in 2000.

The submission deadline is November 15, 1999. The submission can be via email or snail mail. To have your proposal considered, please use a copy of the form below and send it as indicated at the bottom.

WSSA PROPOSAL FORM

Title of paper, panel, or roundtable:

Name, affiliation, and contact information (telephone number, mailing address, email address) for the organizer or paper presenter and the name and affiliation of each addition presenter (if any).

Name of presenter or organizer:

Affiliation:

Mailing address:

Telephone number:

Email address:

Type of presentation (mark one):

- Paper presentation (10-15 minute presentation)
- Panel (1 hour block for presentation of 3-4 papers by individual presenters)
- Roundtable (1 hour discussion format)

Abstract (150 words) must contain the following information:

1. Title and author(s) of the paper(s) or panel or the roundtable participants.
 2. Explicit statement of the presentation's thesis, findings, and/or significance.
 3. Statement describing how the presentation will be made accessible to all individuals with disabilities.
- All of the presentations must be accessible; for example, hard copies of all papers available for distribution in regular print must also be available in large print (17 point font or larger) and in audio or braille format; visual information in overheads, slides, or any type of projection must also be presented in oral format by the presenter. Sign language interpretation will be provided by the WSSA.

The proposal must be received by or post-marked no later than November 15, 1999. Email attachments **WILL NOT BE ACCEPTED** due to the possibility of transmitting a virus. Mail or email your proposal to: David Pfeiffer, 2575 Kuhio Ave #1802, Honolulu, HI 96815 USA, email: <pfeiffer@hawaii.edu>.

The WSSA is a good place for informal discussion of the presentations and graduate students and junior faculty are particularly welcome because of their fresh perspective. Mentors of junior (or senior) faculty and graduate students are encouraged to come with them to offer papers. In addition, self-advocates, community advocates, providers, and government agency personnel (if not faculty members) are especially welcome to submit proposals. If you can write a decent abstract relating to the presentation it will be accepted **SUBJECT TO ROOM**.

Section Co-Chairs: Dr. J. Gary Linn, Tennessee State University in Nashville; Dr. Yvonne Stringfield, Tennessee State University in Nashville; Dr. David Pfeiffer, Center on Disability Studies, University of Hawai'i at Manoa.