

Abstract

Canadian literature in disability studies explores the themes of identity, disability, and societal views from a variety of viewpoints and voices. Indeed, the inclusion of characters with disabilities in Canadian literature has helped to build empathy and an appreciation for a range of viewpoints in the classroom. For children with disabilities, education is essential because it enhances their language ability, promotes communication, and progresses their cognitive development. Consequently, they advocate for inclusivity and empowerment. The Canadian writer Jean Little made a big impact on literature by writing about the difficulties experienced by children with disabilities. Little's disability-related works highlight the significance of comprehending and meeting the educational requirements of children with impairments. Through her work, Little has contributed to a greater understanding of diversity and the special educational needs of children with disabilities. She frequently draws attention to the difficulties experienced by individuals with disabilities in her writings, as well as the important role that assistive technology plays in improving their quality of life. The Social Model of Disability is used in her writings to highlight the difficulties and limitations faced by children with disabilities. To establish an inclusive and accessible society for people with disabilities, this study places a strong emphasis on changing societal structures, attitudes, and policies. To assess the efficacy of education, particularly special education and inclusive education, as reflected in Little's writings, this study will analyse social attitudes, depictions of inaccessible systems within her narratives and insights, and identify areas in need of additional development. It also seeks to take stories and observations from Jean Little's writings to offer a thorough analysis of the difficulties and solutions associated with disability in the context of her fiction and nonfiction writing.