

Bibliography

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Publications



Publications

S.No	Article	Journal	Other Details Vol/No/Page No/ Year	Published in UGC- CARE / Scopus Indexed/ Web of Science
1	Exploring the Right to Education Discourse: Little's Education as a Model for Inclusion	<i>Inclusive</i> E-ISSN: 2278-9758	Vol. II No. 22 pp. 418-429 July 2023	UGC CARE Group I
2	Disability and Inclusion with Reference to Sally	<i>Margins: A Journal of Literature and Culture</i> ISSN- 2250-0731	Vol. X11 Dec 2023 pp. 26-40	UGC CARE Group I



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category 'A' by MHRD
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC Coimbatore
- 641 043, Tamil Nadu, India

Appendix

(Item No 5 of Check List) Details of Research Publications

S. No	Article	Journal	Other Details Vol/No/Page No/ Year	Published in UGC- CARE / Scopus Indexed/ Web of Science
1	Exploring the Right to Education Discourse: Little's Education as a Model for Inclusion	Inclusive (An open Access Peer Reviewed International Journal of Kerala Centre for Studies E-ISSN: 2278-9758	Vol. 11 No. 22 PP. 418 - 429 July 2023	UGC CARE
2	Disability and Inclusion with Reference to Sally	Margins: A Journal of Literature and Culture ISSN: 2250-0731		UGC CARE

*Proof of list of Journals from the Internet to be attached along with copies of reprints.

Scholar : Swathi
17/11/2023

Supervisor : Muzum
Dr. M. Anjum Khan

Checked By: A. Vijayarani
17/11/23

HoD/Dean of Respective School

The scholar Miss. Swathi, S (18PHENFOOH) has published her research article in the following journal:
1. Inclusive - is indexed and active in UGC care Group I from June 2019 to present and
2. she got acceptance from "Margins: A Journal of Literature and Culture" - is indexed and active in UGC care Group I from January 2022 to present. This may be considered.

J. J. D. L.
17.11.23



Inclusive



An Open Access
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Exploring the Right to Education Discourse: Little's Education as a Model for Inclusion

Srimathi and Anjum Khan

Abstract

*The overarching objective of this research is to emphasize the significance of education for children with disabilities in promoting personal growth and development, and ultimately, a higher quality of life. The study aims to examine the effectiveness of special education and inclusive education as two approaches to providing equitable educational opportunities for children with disabilities. To contextualize the importance of education for individuals with disabilities, the research draws on the example of Canadian novelist Jean Little, whose life and struggles with learning challenges, school difficulties, and identity issues in a new environment are detailed in her book *Little By Little: A Writers Education*. The research paper titled "Exploring the Right to Education Discourse: Little's Education as a Model for Inclusion" analyzes Little's experiences in education and underscores the role of education in her success as a writer, despite her blindness. Additionally, the study seeks to explore the concepts of social inclusion and the social model of disability in addressing the societal barriers that hinder access to education for individuals with disabilities. Overall, this research aims to contribute to the discourse on education for children with disabilities and offer insights into effective strategies for promoting equitable educational opportunities and social inclusion.*

Keywords: right to education, quality of life, special education, inclusive education, and social model of disability

Exploring the Right to Education Discourse: Little's Education as a Model for Inclusion

Every child has the right to education on the basis of equality of opportunity. Children with disabilities are particularly at risk of being marginalized or discriminated against in the realization of this right. (UNICEF 2012, 31)

The provision of education to persons with disabilities instils in them a sense of self-confidence and purpose in life. The entitlement of children with disabilities to receive an education promotes a favourable perspective and equitable opportunities within society. This

scholarly article adeptly chronicles the developmental journey of Jean Little, a writer with a disability, with emphasis on her formative years and educational experiences, as depicted in her autobiographical oeuvre. Specifically, *Little By Little: A Writer's Education* delves into Little's schooling, inclusive milieu, medical evaluations, immigration, and endeavours towards attaining social integration.

Introduction:

Little By Little: A Writer's Education delineates the formative period of Jean Little's life, from her infancy to childhood. The cover page of the book, published by Penguin Books Canada Limited, aptly summarizes the account as an indelible portrayal of the elation and anguish of childhood, maturation, familial relationships, and love, while extolling the resilience of the human psyche. Thus, Little serves as an exemplar for individuals with disabilities, fostered by her parents' endorsement of inclusion and education.

This scholarly article scrutinizes the notions of special education, inclusive education, and social inclusion within the context of Jean Little's autobiographical literature. The discourse encompasses these concepts vis-à-vis the life of an individual with a disability. Little's advantageous upbringing, facilitated by supportive parents and access to education, has afforded her a more uncomplicated and self-directed life. The article cogently expounds on the pivotal role of education in ameliorating the quality of life for persons with disabilities.

This scholarly article illuminates the life of Jean Little through the prism of the social model of disability, which prioritizes the societal obstructions and marginalization encountered by persons with disabilities over their physical impairments. In Lennard J. Davis' *The Disability Studies Reader (5th ed.)*, Tom Shakespeare's perspective on the social model of disability is expounded upon, as he acknowledges that culpability does not lie with the disabled individual, but rather with society (Davis 2017, 199). Little, however, encountered formidable social barriers hindering her access to education and inclusion. Consequently, the social model of disability is employed to underscore and scrutinize Little's struggles and challenges within society.

Exploring Little's Education:

Flora Jean Little's early life, chronicled in this scholarly article, highlights the importance of early disability identification in children. Little appeared to be slow, clumsy, and unfit to her siblings, Jamie, Hugh, and Patricia, who were unaware of her disability and initially excluded her from their activities. However, Little's parents, who were both doctors, observed her peculiar vision and identified her disability early on. The book "The Right of Children with Disabilities To Education: A Rights-Based Approach To Inclusive Education" emphasizes the significance of early identification and assessment of disabilities to provide appropriate support and care to children. As stated in the book, "Early identification and assessment to ensure that any developmental delay, impairment or particular difficulty experienced by the child is identified and addressed as early as possible in order to ensure the provision of appropriate support and care" (UNICEF 2012, 31). Consequently, Little was able to avoid unnecessary social challenges and was provided with the best guidance to live a stress-free life.

Little's experiences of bullying and exclusion due to her vision impairment are described in this scholarly article. Her brothers and friends often make fun of her for her poor vision, and in one instance, a friend named Marilyn is warned by her mother not to allow Little to participate in any dangerous activities. Marilyn tells Little, "She told me not to let you do anything dangerous because you have bad eyes" (Little 1987, 3), which impacts Little's mental health and reinforces the social oppression and exclusion of people with disabilities. As described in Lennard J. Davis's *The Disability Studies Reader (5th ed.)*, the social model of disability places the moral responsibility on society to remove the barriers that prevent the participation of disabled people. Davis states that "The social model demonstrates that the problems disabled people face are the result of social oppression and exclusion, not their individual deficits" (Davis 2017, 198). Little is perfectly content with her vision until she is excluded from activities and made to feel inferior by her peers. She reflects on this experience, thinking "Children could be bad. yet not eyes" (Little 1987, 3). Thus, it is clear that Little experiences bullying and exclusion due to her vision impairment, highlighting the importance of creating inclusive environments that value and support individuals with disabilities.

Little's mother provides her with significant moral encouragement, allowing her to explore the world with bravery, as evidenced by her becoming irate and a bit scared when teased by others, stating "I was furious. I was also a little frightened" (Little 1987, 4). However, such comments wear her out, causing her to ask her mother about Marilyn's mother's comment regarding her eyesight and whether she can climb a tree, to which her mother responds, "You do have bad eyes, she said, but you go right ahead and climb the tree" (Little 1987, 4). This exchange showcases Little's reliance on her mother's support to face the world confidently.

Little persists in trying new activities despite enduring numerous insults. She mirrors her brothers' behaviour by engaging in similar activities, including learning music from their grandmother, just as Hugh does. However, Little struggles with learning and becomes discouraged, stating, "If I just went slower, I could make it work" (Little 1987, 9). She ultimately believes that she cannot succeed in music due to her inability to follow her grandmother's instructions. To make matters worse, Hugh's laughter at her struggles brings her to tears, blurring her vision further (Little 1987, 10). Despite this setback, Little does not give up, as her grandmother provides her with the necessary support and motivation. Ultimately, Little perseveres and manages to memorize the lyrics effectively.

Little displays an inquisitive nature and wishes to understand the cause of her vision problems. Her mother provides an explanation, stating, "Because you were born with scars on your corneas. The cornea is like a window in the front of the eye. It has to be clear if you are to see. Yours were all misted over. We could not see your pupils at all" (Little 1987, 16). With this newfound knowledge, Little finally grasps the reason for her difficulties in navigating her surroundings, mistaking objects for their proper use, and struggling to climb trees alongside her siblings and friends.

Little's parents, despite being working individuals, demonstrate a sincere interest in and attentiveness to their children's pursuits. This attentiveness enabled them to detect Little's visual impairment early on, enabling her to receive the necessary assistance for smooth learning and reducing some of the challenges in her daily life. Little's mother recounts how she first learned of her daughter's issue:

When you were four months old, I was at the hospital examining a baby just your age. I put my stethoscope down beside him for one second and right away he reached out and tried to grab it. I realized then that you had never reached for anything. Not once. (Little 1987, 17)

Little's visual impairment causes her to worry that she cannot read as well as her family members. Although she enjoys listening to stories and words read by others, she finds that they are often too busy to do so, stating, "Whichever one read, I loved listening. The only trouble was, so much of the time they were too busy" (Little 1987, 19). Consequently, Little relies on others to assist her with reading books, which leaves her feeling inferior and dependent, expressing that "If I could read to myself, I would never have to wait for one of them to be free" (Little 1987, 19). This dependence on others can often lead to disappointment.

Little's mother plays a pivotal role in facilitating her access to education. As a working mother, she is able to provide the financial resources necessary to cover Little's medical needs and assistive technology. In order to support Little's reading requirements, her father procured a customized study desk and sourced large-print books from Canada, allowing her to read independently. It is evident that Little's parents are committed to ensuring that she has a conducive learning environment, free from any barriers.

Despite the availability of large-print books, Little still finds reading challenging. However, her mother offers academic assistance to help her overcome this hurdle. Even with the inclusion of illustrations and oversized text, Little's eyesight problems make it difficult for her to read. She resorts to touching the book with her nose while reading, indicating that she needs to bring the text close to her face to discern the letters and words. This is how she typically reads and these are her reflections on the experience.:

When I did eventually progress to reading an actual book, it was a lovely big one with cream-coloured pages and large, clear type. Even so, I had to put my face very close to the page to be able to see the shapes of the words, and my nose brushed against the paper as I tried to read. The book had a good smell. Not all books had that wonderful smell, I was to learn. (Little 1987, 21)

Little's primary challenge when reading is experiencing the sensation of letters moving, as she shares, 'They often wavered and sometimes seemed to jump' (Little 1987, 21). Little's mother, however, explains that it is her eyes that are moving, not the letters. Little's mother also informs her that she has a condition called nystagmus, which makes it difficult for her to maintain focus on one spot for more than a second at a time (Little 1987, 21). Despite these challenges, Little finds joy in reading and even though she still struggles with the moving letters, especially when tired, she enjoys the books she reads, which are enlarged for her benefit (Little 1987, 22). Little's greatest aspiration is to read independently and attend regular school without depending on others to read for her.

At the age of seven, Little's family relocated from China to Hong Kong to seek the expertise of an eye specialist, Dr. Ling. During the evaluation, Little was asked to identify letters on a chart in capital letters, but she was unable to identify any of them. The specialist diagnosed her with a visual acuity of 20/200ths in the right eye and 12/400ths in the left eye and recommended that she wear glasses to improve her vision.

Little feels apprehensive about starting at a new school in Hong Kong, primarily due to her fear of speaking in front of an unfamiliar class of peers. Both Little and her brother, Hugh, will attend the same school, which is inclusive in nature. In anticipation of their first day, they are curious about the dress code. Each class at the school is comprised of twenty-five students, with the majority being foreigners from business-class families. The school uniform consists of sleeveless cotton dresses in pastel colours such as pink, green, blue or yellow, each dress trimmed with white rick-rack braid, and accompanied by matching underpants (Little 1987, 34). However, after learning more about the school from her mother, Little is excited to attend and eager to learn.

On the first day of school, Little experiences feelings of unease and discomfort. When the teacher instructs the class to read, Little begins by holding her book close to her nose. Unfortunately, this action results in her classmates making fun of her, causing her to feel embarrassed and reluctant to continue reading. Despite wearing glasses, she continues to struggle with reading and is forced to hold the book so close to her nose that nobody notices her reading skills. As a result, Little becomes self-conscious in front of her peers and ends up getting ink from the book all over her nose. Despite the ridicule from her classmates, she chooses not to inform the teacher about the situation. Little reflects on her experience:

When the teacher walked into the room, I longed to tell, but I didn't. I knew tattletales were despised by everyone. I spat on the corner of my handkerchief and scrubbed my short nose until it felt raw. But a red nose was better than a nose smudged with printer's ink. (Little 1987, 35)

Little's classmates in the classroom treated her cruelly, and she felt their judgmental stares upon her. When she remembered her mother's promise of "riding lessons," Little struggled to deal with the discomfort of the situation. Her teacher's concerns prompted discussions with Little's parents about the benefits and drawbacks of inclusive schooling. The negative classroom atmosphere and the peers' insensitive gestures made Little fear attending school and lose interest in learning. Little expressed her disappointment, saying, "I was gradually learning that if you were different, nothing good about you mattered" (Little 1987, 36).

Therefore, the anticipation of receiving an education in an inclusive school became disturbed by the negative attitudes towards individuals with disabilities in classrooms. From Davis's social model of disability perspectives, he strongly emphasized that "the problem of disability is relocated from the individual, to the barriers and attitudes which disable her. It is not the disabled person who is to blame, but society. She does not have to change, society does" (Davis 2017, 199). Despite her disability, Little was eager to attend school and learn, but the cruel treatment from her peers made her feel bad about her disability.

Little's teacher recommends to her parents that they enrol her in a Sight saving class in Canada, emphasizing the importance of individual attention and care for her in the classroom to aid in her academic growth. This demonstrates the positive impact of special education on the learning and cognitive abilities of children with disabilities. The article "Importance of Special Education for Special Children" in *Education Today* recognizes that special education promotes individualized learning, instils confidence, and contributes to the personal development and growth of special-needs children: "It allows the students to enjoy the education and gain confidence due to individual learning. For the personal growth and development of the special children, it is important for all of them to receive proper education." Therefore, it is essential that children with disabilities receive appropriate care and education to support their personal development.

Dr. Aylesworth conducts a follow-up examination on Little before recommending enrollment in a sight-saving school. Additionally, he recommends that Little attend a specialized school for the visually impaired. In response, Little's parents decide to relocate to a residence closer to the sight-saving school. Little expresses her excitement and anticipation about attending the special education school, noting that the classroom and educational materials for children with special needs are specifically tailored:

Our classroom was special. The chalk was fat and yellow instead of skinny and white. The blackboards were green. No other room in the Duke of Connaught school had green blackboards then. The enormous dictionary, which lay open on a stand, had large black print. Each desk had its chair attached to it and all of them could easily be moved so you could sit as close to the board as you needed to. The desk lids, which we used for writing and reading, could be tilted up and down like the one I had had in Taiwan. (Little 1987, 60)

Little is concerned about her ability to see clearly even with her spectacles. To aid the students in her class, Miss. Burton, the teacher at the special needs school, uses large print books and writes on the board in larger type. Little notes, "When Miss Burton printed on the board, she did it in large letters. The thickness of the chalk made her lines fat and much easier to see than ordinary chalk marks" (Little 1987, 60). While everyone has visual issues to some extent, Little faces more challenges than most. She observes that others may wear glasses, but they do not provide her with sufficient assistance. Little's mother helps her to understand her eye condition through the use of drawings:

Mother drew me a picture of the inside of the eye. The cornea was at the front. My corneas were scarred. Glasses could not take away the scars. Behind the cornea was the iris. My iris was stuck to my cornea in places. My iris was stuck to my cornea in places. Behind the iris came the lens. Glasses could fix things that were wrong with the lens. (Little 1987, 60)

A classroom at the sight-saving school included multiple grade levels, but Little still thrived with the help of Miss Burton. Little expresses her fondness for the class, stating, "Even though I had less vision than others, I loved Miss Burton's class" (Little 1987, 61).

This highlights the crucial role that teachers play in the education of children with disabilities. In Rebecca Branstetter's article titled "How Teachers Can Help Students With Special Needs Navigate Distance Learning," the author emphasizes the importance of special education teachers, stating that "In the classroom, teachers can give instant feedback and support. Students may also get pull-out services with specialists to teach them needed skills for focus, problem-solving, and emotional or behavioural self-regulation."

Little's disability does not hinder her ability to learn effectively. Despite her poor vision, she demonstrates a strong desire to read, write, and learn. Her perseverance and willingness to work hard are commendable. Little's teacher at the sight-saving school helps her make a basket as a Christmas present for her parents, and Little learns the skill with enthusiasm. She expresses her relief after the experience by saying, "I did not feel cross-eyed all day long" (Little 1987, 75). Therefore, instead of feeling discouraged by her condition, Little strives to excel in her work.

At the age of eight, Little's parents once again arranged for an eye examination by Dr. Aylesworth, who determined that Little had poor vision and should attend a sight-saving school in Brantford. However, a special education teacher, Miss Bogart disagreed and encouraged Little's parents to enrol her in a mainstream school. According to Miss Bogart, the most inclusive approach to Little's education would be:

If she goes to Brantford, she'll soon think of herself as a blind child, she said. If she attends a regular class, she'll grow up thinking of herself as sighted and fitting into the sighted world and, after all, that is the world she'll have to live in when the years of schooling are over. (Little 1987, 75)

Upon enrolling in an inclusive school, Little experiences bullying on her first day of class, where she is subjected to hurtful comments such as "She's cross-eyed" (Little 1987, 78). As a result, Little becomes anxious and fearful of being in a classroom with non-disabled children, feeling too small to handle the bullies. Little expresses her fear:

I did not look to see who had said it. I was struggling to control the tears that were threatening to well up and spill over. Even though this was my first day in a regular classroom in Canada, I knew that crying right then would be a fatal mistake. I did not dare blink. I gazed straight ahead. (Little 1987, 78)

Little overcomes obstacles and perseveres through her struggles. Despite her visual impairment, she finds solace in reading and spends time at the library. Reading books can be a challenge for individuals with disabilities, but Little's love for reading drives her to write a poem, which she later publishes with the help of her father. Her father takes her to meet the renowned poet Mr. Macdonald to further develop her skills, and upon introducing Little, he notes, "She writes poems, too, though she's still a beginning, of course." (Little 1987, 190). Mr. Macdonald kindly offers his expertise to assist Little in honing her lyrical talent.

Little overcame numerous challenges and completed her education, despite facing hardships, obstacles, and bullying from her peers. She experienced both inclusive and special education and recognized the benefits and drawbacks of each. Despite the barriers to education, Little remained determined and persevered through her struggles to pursue her passions. The article "Social Model of Disability" published on the *People with Disability Australia (PWDA)* website highlights the importance of promoting equal participation and access to education for individuals with disabilities:

The social model sees 'disability' is the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It therefore carries the implication that the physical, attitudinal, communication and social environment must change to enable people living with impairments to participate in society on an equal basis with others.

As a consequence of her education, Little overcomes difficulties and becomes a writer, earning several awards and recognitions. Little describes how she was occupied with studying and completing essays, highlighting the importance of education in her life. Her success is a testament to her strength and intelligence.

Conclusion:

In conclusion, Jean Little's memoir "*Little by Little: A Writer's Education*" provides a firsthand account of the challenges and successes experienced by a person with disabilities in accessing education. Little's experiences highlight the importance of inclusive education, special education, and supportive teachers in ensuring equal participation for people with disabilities in the education system. Despite facing numerous obstacles, including bullying and a lack of resources, Little's determination to succeed in her education and pursue her passion for writing is a testament to the power of education in empowering individuals.

Little's story also underscores the need for society to shift towards a social model of disability, where people with disabilities are viewed as individuals with equal rights and opportunities. This model advocates for the removal of social barriers and the creation of an inclusive society that accommodates the needs of all individuals, regardless of their disabilities. By adopting this model, society can ensure that individuals with disabilities are provided with equal opportunities to access education, employment, and other aspects of life.

Overall, Jean Little's memoir provides valuable insights into the challenges and successes experienced by a person with disabilities in accessing education. Her story serves as a powerful reminder of the importance of inclusive education and the need for society to adopt a social model of disability to ensure that all individuals can participate fully and equally in society.

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Disability and Inclusion in Jean Little's *Mine for Keeps*

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Abstract

For individuals with disabilities, education paves way for the inclusion. There are two means of educating individuals with a disability special education and inclusive education. However, special education provides the fullest care and attention. Thus, children with disabilities avail themselves of fewer opportunities and participation. Generally, they are meant to be dependent always. Whereas mainstream education provides them to get along with all community children, it also provides equal educational opportunities for all children. This phase of integration leads to that inclusion. Few authors depict these kinds of issues as outspoken. One such author is Jean Little, who writes more on the early education of Children with disabilities in Canada. Little's *Mine for Keeps* portrays the support of the family and society in the lives of individuals

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with a disability. The present paper deals with Sally's education and struggles for inclusion in Canada as a child with a disability.

Keywords: inclusion, education, integration, disability, social model of disability

Disability and Inclusion with reference to Sally

Children with disabilities experience different forms of exclusion, which may cut them off from health, education and social services, and limit their participation in family, community and society. (UNICEF) Disability and inclusion are two interconnected concepts that emphasize the importance of integrating individuals with impairments into all aspects of society, especially when viewed through the lens of the social model of disability. This model underscores the significance of societal barriers rather than the individual's impairments. Inclusion seeks to create environments where people of all abilities can fully participate, contribute, and thrive, challenging and dismantling these societal barriers. It transcends mere accessibility and involves dismantling mental, verbal, and behavioural obstacles while fostering an environment that values respect, empathy, and equity.

This paper conducts a comprehensive analysis of Jean Little's *Mine for Keeps*, with the aim of providing an examination through the framework of the social model of disability. This literary work serves as a poignant portrayal of the lives of children and young adults grappling with disabilities, with a particular focus on the character Sally Copeland, who assumes the role of the protagonist. Here we would like to look at Sally's personal journey and the myriad obstacles that individuals with disabilities face daily due to societal attitudes and structures. These challenges include adapting to new environments, accessing education, cultivating independence, and striving for acceptance and inclusion in society.

In *Mine for Keeps*, the author emphatically underscores the significance of education in the lives of children with disabilities through the introduction of the character Sarah Jane Copeland, also known as Sally Copeland. Little's portrayal of Sally provides a highly positive representation of living with a disability within the confines of a society shaped by the social model. It highlights the physical and social transformations experienced by children and individuals facing such challenges while also examining the societal barriers that they

must navigate. Furthermore, the novel intricately weaves the theme of triumphing over obstacles and adversity as it relates to these societal structures. This article extensively examines Little's novel, with a specific focus on the character of Sally, her family dynamics, and her friendships, all through the critical lens of the social model of disability, in order to underscore the pivotal role of education and inclusion and to challenge prevailing societal norms.

Social Model of Disability

The social model of disability presents a compelling theoretical framework that challenges the conventional perception of disability as an individual medical or biological matter. Instead, it views disability as a socially constructed phenomenon. The social model of disability is described in Michael J. Prince's article, "Inclusive City Life: Persons with Disabilities and the Politics of Difference." Along with other thinkers, he expresses his opinions. As previously stated, he cites Crawford's opinions on the social model. Crawford, a theorist acknowledges that cultural developments, such as the creation of socially constructed surroundings, make people more disabled than they are by actual impairments, "The social model of disability emphasizes how people with impairments are disabled by the failure of societal arrangements to accommodate their needs." According to this model, disability is caused by the way society is structured and the barriers that individuals with disabilities encounter in their daily lives. These barriers encompass physical obstacles, such as inaccessible buildings, as well as societal attitudes and prejudices that restrict the opportunities and freedoms of people with disabilities.

The social model of disability seeks to dismantle and transform these barriers, aiming to create a more inclusive and equitable society. It emphasizes the importance of empowering individuals with disabilities to fully participate in all aspects of life, including education, employment, and community involvement. Additionally, it calls for a shift in attitudes and perceptions, advocating for the understanding of disability as a facet of human diversity rather than a personal tragedy or burden. Lijuan Wang observes, "The social model also addresses disability problems as a result of the social constraints through attitudinal barriers and lack of accommodation." (4) Therefore, the social model takes into account the societal attitudes towards disability.

When examining Sally's struggles for education and social inclusion, it is essential to utilize the lens of the social model of disability. This

model serves as a tool and framework to comprehend the interplay between disability and society. In the book *Disability, Inclusion, and Inclusive Education*, Sailaja Chennat quotes Michael Oliver's views on disability, highlighting that the social model is a "practical tool, not a theory, an idea, or a concept" in identifying the societal barriers to inclusion and liberating disabled individuals. (6) Therefore, analyzing these novels through the social model becomes crucial in addressing questions related to education, social inclusion, and identity.

The Objectives

The primary objective of this paper is to explore the profound impact of education as a tool for fostering inclusion, particularly exemplified through the character of Sally in *Mine for Keeps*. Through an examination of Sally's journey within the context of the social model of disability, this study aims to illustrate how her inclusion through education leads to more significant social participation, increased accessibility, and the dismantling of discriminatory barriers. Sally's story serves to highlight the broader implications of inclusive education initiatives, as it demonstrates how they empower individuals with disabilities to live with dignity and engage fully in society while actively contributing to their communities.

The Copeland family consists of four children, with Sally as the youngest and the only one affected by Cerebral Palsy. Despite their tender age, Melinda, Kent, and Meg, the other three children, show affection and support for Sally, treating her as an equal family member. However, due to their young age, they may not fully understand the complexities of Sally's condition and the daily challenges she faces.

Nevertheless, the Copeland family has successfully created an inclusive and supportive environment for Sally. They make sure she is not excluded or made to feel isolated and value her education just as much as her siblings' education. The Copelands recognize the importance of Sally's education and make dedicated efforts to provide her with the best possible opportunities, despite her disability. This unwavering commitment from the family demonstrates their dedication to fostering an inclusive and supportive atmosphere for Sally, where she is cherished and treated with respect. In essence, the Copelands serve as an exemplary model of a caring and supportive family that places the utmost importance on the education and well-being of all their children, regardless of their individual abilities.

Jean Little effectively portrays the challenges of cerebral palsy through the character Sally, illustrating the difficulties she faces due to her condition. As quoted from the *CDC*, “Cerebral Palsy (CP) is a group of disorders that affect a person’s ability to move and maintain balance and posture. CP is the most common motor disability in childhood. Cerebral means having to do with the brain. Palsy means weakness or problems with using the muscles.” Sally, as a representation of CP, experiences feelings of disparity and exclusion.

Sally’s physical appearance vividly illustrates the impact of her condition, presenting a simple and somewhat clumsy demeanour. She opts for garments adorned with buttons and zippers, which inadvertently emphasize the fine motor skill difficulties she grapples with. Her short hair, unlike her siblings Melinda and Meg Copeland, remains upbraided, further underscoring the constraints imposed by her condition. Sally consistently relies on leg braces and crutches to aid her mobility, granting her a measure of independence in her movements. It’s evident that her gait lacks the steadiness seen in others, necessitating the use of these assistive devices. Sally’s father acknowledges this reality, stating, “In one small detail, you are different. You have a motor handicap. That seems like a lot more than a small detail to you though.” (32) Despite these apparent differences, Sally’s character boldly defies notions of inferiority or inadequacy.

Through Sally’s portrayal, Little effectively conveys the challenges faced by individuals with cerebral palsy, shedding light on their encounters with disparity and exclusion. By highlighting Sally’s appearance and the hurdles imposed by her condition, Little successfully communicates the unique struggles experienced by those with cerebral palsy. It is imperative to acknowledge that these differences do not diminish Sally’s worth or value in any way; rather, they serve as a testament to the remarkable resilience and strength exhibited by individuals like her.

Sally at Special School

In line with the social model of disability, it is imperative to emphasize that offering specialized education is not merely advantageous but rather indispensable for children with disabilities. Special education employs customized approaches, methodologies, and educational environments to facilitate the learning process. Furthermore, special education plays a pivotal role in enhancing the involvement of children with disabilities in various extracurricular activities.

Within the novel, Sally undergoes a spectrum of positive emotions, including happiness, comfort, and a sense of belonging at the Special Care School. Here, she receives dedicated support and assistance from both educators and peers alike. The school fosters a welcoming atmosphere and provides resources like assistive tools to aid her in her educational journey. This aligns with the principles of the social model of disability studies, which emphasize prioritizing the curriculum over solely focusing on the disability itself. This approach allows Sally to learn and progress alongside her peers seamlessly, devoid of challenges or discrimination. The statement in the novel, “At school, there was always somebody there to help with the hard parts,” (16) underscores the pivotal role played by the Special Care School’s support and resources in creating an inclusive and accommodating learning environment for Sally.

Special education empowers Sally to acquire knowledge effectively through tailored instruction that caters to her specific needs. As articulated by Professor W. L. Heward in his article “Introduction to Special Education,” featured on *Newzbook*, special education encompasses individually planned, meticulously implemented, and thoughtfully evaluated instruction aimed at aiding exceptional children in achieving the highest possible level of personal self-sufficiency and success within their current and future environments.

In the novel, Sally’s parents consciously opt to enrol her in a special care school for her elementary education, acknowledging the challenges associated with comprehending her disability. The special education curriculum offered by the school is meticulously crafted to address Sally’s distinct needs and facilitate her attainment of the utmost level of personal self-sufficiency and success within her current and future environments.

Sally’s Transition from Special to Regular School

Sally, who lives with Cerebral Palsy, attends the Allendale School, a specialized institution designed to cater to the needs of children with disabilities. At this school, a dedicated team of human assistants provides extensive support and care, forming deep bonds with the children who rely on them for various daily tasks. As depicted in the novel, “People rushed around, helping with tasks like unbuttoning and teeth brushing, assisting children to the restroom, navigating through the wheelchairs, unbuckling braces, and issuing instructions amid the chaos.” (7) For Sally, her teacher Miss Jonas is her lifeline, assisting her

with dressing, undressing, and preparing for bedtime. Consequently, Sally forms a strong emotional connection with Miss Jonas and experiences a profound sense of longing when she is no longer at the Allendale School.

Recognizing the advantages of inclusive education, Miss Jonas encourages Sally's mother to enrol her in a regular elementary school. As a devoted teacher, Miss Jonas genuinely cares about Sally's well-being. Anke De Boer et al. acknowledge this by stating, "Teachers are considered pivotal figures in implementing inclusive education." (1) Sally's mother shares this perspective with Sally upon her return home, expressing, "Miss Jonas knows a lot about you. She believes that you will discover how to forge your own friendships and gain a deeper understanding of life, beyond what you could learn in a school exclusively for children with disabilities like yours." (30) These words of encouragement from Miss Jonas serve as a powerful motivator for Sally.

Miss Jonas is aware that Sally has never had the opportunity to attend a mainstream school, where she could interact with children without disabilities. This lack of exposure limits Sally's perspective of the world, and integrating her into a regular school environment becomes essential for enriching her life. According to Mary L. Trepanier-Street and Jane A. Romatowski in their article "Young Children's Attitude Toward the Disabled: A Classroom Intervention Using Children's Literature," they emphasize, "Given the increasing inclusion of children with special needs in regular classrooms, it is crucial to provide experiences that promote positive attitudes toward individuals with disabilities." Miss Jonas believes that a regular classroom setting would offer Sally the opportunity for full participation and an inclusive educational experience.

After spending five years at the Allendale School for children with disabilities, Sally has grown accustomed to the comfort and security that this specialized care facility provides. While residing in the hostel with fellow children facing similar challenges, she finds it difficult to adjust to the absence of structure and routine when she returns home during the holidays. The lack of a bell system disrupts her sleep, and she longs for the companionship of her peers at the school, as highlighted in the novel: "The idea of preparing for bed in an unfamiliar house, the prospect of days without a bell to guide her activities, and the thought of not having the other girls around suddenly appeared as a formidable set of challenges to Sally." (7) Surprisingly, she even comes to prefer her hostel room over her own home due to the greater sense of comfort it offers.

Sally's transition from a special-care school to a mainstream educational institution evokes profound despair within her, resulting in lasting emotional trauma. The absence of the Allendale School, which she dearly misses, intensifies her distress. She fondly reminisces about her companions at the Allendale Special Care School, all of whom share the experience of living with cerebral palsy, including Bonnie, Alice, Jane Ann, and Hilary, each with their unique challenges and complexities. As these memories flood Sally's mind, they only add to her confusion, as she begins to recognize the diversity of disabilities among them. "Recollections of other children overwhelmed Sally, further muddling her thoughts. Despite all of them having cerebral palsy, it suddenly appeared to her that there were numerous distinct handicaps within the group." (15)

In their quest to provide improved opportunities and support for their daughter with a disability, the Copelands decide to relocate to a new house. This new location is in close proximity to the Riverside Treatment Centre for Children with Motor Handicaps, where Sally will receive therapy, as mentioned in the quote: "They had moved for her sake. Their new house was situated near the Riverside Treatment Centre for Children with Motor Handicaps, where she would be attending therapy sessions." (6) Despite the Copelands' efforts to enhance Sally's well-being, she finds it challenging to fully embrace the idea of a new living environment and feels uncertain about the move. Social adaptation can be a daunting task for individuals with special needs in unfamiliar surroundings.

Sally's father envisions a more inclusive living arrangement for Sally by suggesting that she share a room with her younger sister, Meg, in their new house. In expressing his hope, he conveys, "I hope you won't mind sharing a room with Meg in the new house." (8) He firmly believes that this setup will facilitate Sally's development of richer social interactions and a deeper understanding of others, thereby nurturing her capacity to connect with individuals beyond her immediate family circle. However, whether Sally will embrace this new arrangement remains uncertain.

Similarly, Sally's mother eagerly awaits her daughter's return and warmly welcomes her upon arrival. The entire Copeland family eagerly anticipates Sally's homecoming and desires for her to experience a sense of inclusion in their new residence. However, upon entering this unfamiliar environment, Sally is filled with a sense of confusion. A mix of excitement and anxiety overwhelms her. Her mother promptly guides her to the room she will be sharing with Meg, aiming to provide Sally with companionship to prevent her from feeling isolated. Notably, Sally had

previously lived in a hostel at the Allendale School, where she shared a room with other girls, and she might miss the camaraderie she experienced there. By arranging for Sally to share a room with Meg, her mother intends to foster a welcoming and supportive atmosphere for Sally's overall well-being. Although initially hesitant, Sally eventually agrees to this arrangement, acknowledging, "Mine and Meg's." (13) Despite any feelings of inadequacy stemming from her disability in comparison to Meg, Sally recognizes the significance of this arrangement for her social development and emotional fulfilment.

Sally encounters her first significant challenge upon returning home, specifically the task of dressing herself. At the Special-Care School, she received assistance from helpers who aided her with difficult buttons and zippers. However, her initial morning at home proved to be a daunting experience. Left to dress on her own by her mother, Sally experiences profound loneliness and uncertainty, leading to tears. When her mother enters the room, Sally expresses her frustration by saying, "Don't you know I can't do it all by myself." (38) It is at this moment that her mother draws attention to the specially designed clothing for her, featuring an elastic waist, a wide neck for easy slip-on, and an absence of buttons. Even her underwear has been tailored with extra-large leg openings, enabling Sally to dress independently. By creating such adaptive clothing, Sally's mother aims to encourage her daughter's independence and eliminate any barriers that could impede her daily activities.

Initially, Sally experiences a sense of discomfort and frustration at home due to the disruption in her daily routine and her growing sense of vulnerability. After years of receiving constant assistance and support at the Allendale School, she expects her mother to cater to her every need. The educators and caregivers at the school had always gone the extra mile to help her understand even the simplest of tasks. Duque et al. cite Anderson et al. when they explain, "The study of the learning environment and the school context, which can either facilitate or hinder learning, has shown that teachers' expectations and their attitudes toward children with special needs are among the most influential factors." (2) At her special care school, Sally relies heavily on her caregivers and teacher for her daily needs. As Sally reflects, "Sal thought hard. Until today, someone else had always explained things for her." (14) She justifies her dependency on others by attributing it to her cerebral palsy, stating, "Because I have cerebral palsy." (14) Consequently, when she doesn't receive the level of assistance, she's accustomed to, she experiences a profound sense of vulnerability.

Assistive technology plays a crucial role in achieving this objective by empowering individuals with disabilities to actively participate in various aspects of life. Sally's experiences in the novel exemplify the positive impact of assistive technology. Despite her mobility challenges, Sally utilizes assistive devices like a wheelchair and crutches to achieve independent mobility. According to the World Health Organization and UNICEF, assistive technology enhances the functioning of individuals with disabilities and creates opportunities for their education, inclusion, and participation in society. (UNICEF 9) By embracing assistive technology, Sally gains empowerment and becomes an active participant in a variety of activities, underscoring the advantages of reducing dependence and promoting inclusion for children with disabilities.

Drawing inspiration from the principles of the social model of disability, Sally's parents share the vision of reducing her reliance on others and facilitating her integration into the mainstream education system. As researcher Monika emphasizes, "Most parents want their children to be welcomed into the real world and to receive the respect and resources they need and deserve, just like non-disabled children." (259) Sally's parents aim to provide her with greater autonomy and enhance her overall participation and engagement. Both of Sally's parents and the advocates at the Allendale School passionately advocate for her right to receive education in an inclusive setting. They firmly believe that children with disabilities should have the opportunity to attend integrated schools and access education without facing any form of discrimination. An article in the *International Journal of Technology and Inclusive Education (IJTIE)* titled "Models of Inclusive Education: One Size Does Not Fit All" underscores the importance of inclusive education, emphasizing that it should encompass all children, regardless of their special or typical designations. Such an approach not only upholds human rights but also embraces diversity in today's interconnected society. (329) Inclusive education not only enhances learning opportunities for all children, irrespective of their disabilities but also fosters a sense of belonging and friendship among all members of the community.

Sally at Regular School

On Sally's inaugural day at her new school, she finds herself in an unfamiliar environment, surrounded by unfamiliar faces, and grapples with a profound sense of discomfort. As Sally articulates, "She just had a feeling, a terrifying feeling of being thrust into a world filled with unfamiliarity, a world she was not yet prepared to face." (30)

Considering that Sally has never previously been in a classroom with children who do not have disabilities, it is entirely understandable for her to experience isolation and unease in this unfamiliar context.

In the Special-Care School, Sally does not encounter emotions of embarrassment or shame regarding her physical limitations, such as her use of crutches or a wheelchair. As emphasized by Lennard J. Davis in *The Disability Studies Reader*, an inclusive environment for wheelchair users necessitates features like ramps, curb cuts, and smooth surfaces (Davis 200). In this inclusive setting, where all classroom members share similar disabilities, Sally does not perceive herself as distinct from her peers. Additionally, the availability of various forms of assistance tailored to individual needs ensures that Sally receives the necessary support without causing distress. Consequently, Sally's experience of living with cerebral palsy in the Special-Care School does not impede her overall well-being.

Conversely, in an integrated school, Sally becomes acutely aware of her disability, which leads to self-consciousness and hesitance in interacting with her peers. Establishing an inclusive classroom environment for students with disabilities can pose challenges, and given Sally's newness to this setting, she feels uneasy and disempowered within the classroom. Sally's cerebral palsy presents various challenges within the classroom environment, including:

She had to get her crutches stowed out of the way, and then undo the knee-locks on her braces and get turned around so that her feet were under the desk instead of sticking out blocking the aisle. The lock on the left brace jammed. Sally tugged at it angrily. Her fingers, stiff with tension and damp with perspiration, slipped on the smooth steel. She wiped her skirt, gave one more tug, and the lock clicked open. Her knees bent. She swung her feet under her desk and sighed thankfully. (39)

This passage highlights the physical barriers and difficulties that Sally encounters in the classroom, including manoeuvring her crutches, unlocking her braces, and navigating the physical space to take her seat. These difficulties can be attributed to her cerebral palsy and the lack of accommodations in the classroom.

Sally experiences discomfort in the classroom, finding it challenging to connect with her classmates in a regular school setting with both disabled and non-disabled students. She enters the class in a state of unease and sits down with fear and insecurity. As described, "She scrambled up, her cheeks as red as poppies" (34) Sally feels self-conscious about her disability and becomes depressed, causing her to withdraw from socializing with others in the classroom:

She was face to face with a roomful of strange children. After the first glance, some of them looked away uneasily, but many stared back at her, their eyes bright with curiosity. Sal did not stop to think that she had stared at Libby like this only a few minutes before. Too many faces, too many... she thought dizzily. (38)

Despite these initial challenges, Sally is fortunate to find like-minded friends who make her feel accepted and supported. One such friend is Libby, a classmate who takes the initiative to introduce herself to Sally with a warm and inviting smile. This genuine gesture of friendliness elicits a smile in return from Sally, as it is mentioned, "Sal smiled back. She could not have helped it. Libby's smile, as anyone could tell you, was something special." (36) However, Sally feels a sense of security and comfort in Libby's presence, enabling her to overcome her initial discomfort and awkwardness in the classroom. Sevgi et al. admit, "Peer's acceptance is considered crucial to gain positive outcomes for young children with disabilities in inclusive early childhood education." (1) Libby demonstrates a kind and sociable nature towards her friends with disabilities, expressing a genuine desire to form friendships and foster inclusivity within the classroom.

In the context of Sally's experience during a math exam, Mr. Mackenzie, her teacher, administers an oral test. Sally, who struggles with shaky hands, finds it difficult to write down her answers quickly, leading to frustration and a fear of falling behind in math, despite knowing the correct responses. Ashamed of only completing a few questions, Sally instinctively shields her paper with her arm, attempting to hide her perceived lack of intelligence. As described, "Sal hunched over her paper. Instinctively, she put her arm around it as a shield, so that no one would see how stupid she was." (44) Sally resorts to cheating as a means to appear proficient in math, avoiding potential reprimand from the teacher and embarrassment among her peers.

Within inclusive classrooms, it is crucial for teachers to display considerate and accountable behaviour towards students with disabilities. However, initially, Mr. Mackenzie falls short of meeting this expectation by displaying impoliteness and neglecting Sally's needs as a student with a disability. Eventually, Mr. Mackenzie realizes his shortcomings and apologizes to Sally for his oversight. He begins to make efforts to understand and accommodate Sally's learning difficulties. To manage special needs pupils, the teachers in an inclusive classroom must be highly qualified and trained.

The pursuit of social inclusion aims to ensure that individuals with disabilities are granted equal opportunities to participate fully in society. Sally's parents actively work towards creating an environment that fosters equal opportunities for her. This involves facilitating meaningful relationships with family and friends and providing access to resources that help her navigate personal challenges. By doing so, they reinforce the idea that no one should be left behind. Social inclusion is fundamentally about promoting participation, equal opportunities, and empowerment for all members of society. By embracing this approach, the burden on children with disabilities and their families can be alleviated, allowing them to thrive and contribute to society.

Sally leads a busy life, juggling school, and fulfilling her family responsibilities. Previously, she felt discouraged about returning home from Allendale School, but now she finds happiness in her life with Susie and her family. Sally holds the belief that difficulties ultimately lead to positive outcomes, similar to the stories she loves where everything initially goes wrong but eventually turns around in the end. (168) She eagerly anticipates celebrating Christmas Eve with her siblings, as it brings her immense joy.

Conclusion

Mine for Keeps stands as a potent representation of the experiences of children and young adults living with disabilities, shedding light on the immense difficulties they encounter as well as the strength and fortitude they possess in confronting adversity. By featuring characters like Sally, the novels seek to foster understanding, empathy, and inclusive attitudes towards individuals with disabilities, while simultaneously raising awareness about the multifaceted issues they confront in society.

Throughout the novel, Sally encounters numerous hurdles on her journey, including transitioning from a specialized-care school to her home, mastering self-dressing, adapting to a new school environment, and acquiring knowledge despite her disability. In her relentless pursuit of forming a friendship with someone her age, Sally exhibits unwavering determination and resilience in the face of adversity.

Sally embraces her disability and seeks ways to adapt and cope with its challenges. She acknowledges her limitations but remains determined to grow and improve in all aspects of her life. Education plays a vital role in shaping Sally's character, establishing her identity, and fostering acceptance in society. Despite the hurdles she faces,

Sally's persistence and efforts enable her to make meaningful contributions to her family and community. Her education in a mainstream setting provides opportunities for engagement with other children and promotes her social integration.

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Chapter 1

Introduction

"Literary means not only what is written but what is voiced, what is expressed, what is invented, in whatever form."

-Greil Marcus and Werner Sollers

The realm of literature persists as a dynamic and ever-evolving domain, mirroring the perpetual flux of the human experience, all while preserving the enduring themes that bind across temporal epochs and cultural contexts. The contemporary literary landscape mirrors the multifaceted nature and intricacy of the modern world, as it grapples with a broad spectrum of issues, including matters of identity, societal challenges, the repercussions of globalisation, the influence of technology, environmental complexities, and a plethora of other themes diligently explored by authors. In this milieu, literature remains a compelling catalyst for fostering comprehension, empathy, and instigating transformative social progress. Concurrently, efforts aimed at recognising and elevating voices emerging from marginalised communities and underrepresented demographics have contributed to a more inclusive literary canon. The ascent of authors from diverse cultural backgrounds has enriched and diversified contemporary literature. As articulated by the eminent "English literary critic James Wood in his seminal work, *How Fiction Works*:

Literature differs from life in that life is amorously full of detail, and rarely direct us toward it, whereas literature teaches us to notice. Literature makes us better noticers of life; we get to practice on life itself; which in turn makes us better readers of detail in literature; which in turn makes us better readers of life. (28)"

World literature, with its universal themes resonating across diverse cultures and societies, encompasses a vast literary landscape. One distinctive subcategory within this

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