Conceptual Analysis on Inclusive Education for Students Labelled with Severe Disabilities: A Critical Disability Studies Approach

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ABSTRACT

The literature on inclusive education rarely focuses on students labelled with severe disabilities. Severe disabilities consist of a range of impairments requiring extensive daily support. This analysis examines the three pillars or impacts of inclusive education for students labelled with severe disabilities: proximity, social, and academic.

The critical disability studies (CDS) perspective in education is described to examine the root of inclusive education and the historical, cultural, and social factors that impact educational settings and outcomes for students with disabilities more generally. The analysis applies the critical disability studies framework in an educational context to promote systemic change and anti-ableist pedagogy in education. As systemic ableism is built into educational pedagogy and curriculum, this analysis applies the established CDS framework to students labelled with severe disabilities in inclusive education.

Future research should examine the root of systemic ableism and work towards deconstructing ableist systems that oppress students labelled with severe disabilities.

***Key words**: students labelled with severe disabilities, critical disability studies, systemic ableism, inclusive education, academic outcomes*

INTRODUCTION

Within the field of disability education, there is a tendency to highlight the overwhelming benefits of inclusive education. The broadest and the most agreed upon definition of inclusive education integrates all students into the same programme - socially, academically, and physically (Paseka and Schwab, 2020).

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This definition includes various elements of inclusive education in instructional time, accommodations, and social skill development. It is important to note that the definition of inclusive education varies across disciplines and research fields, but the overarching bodies of literature focus on three fundamental areas: physical proximity, social impact, and academic impact.

Severe disabilities consist of a range of impairments such as physical, sensory, or cognitive impairments that require extensive support for daily living. Students labelled with severe disabilities commonly have an impairment that limits their ability to perform tasks of daily living.

The research questions the study addresses are:

1) Where does the literature on inclusive education land on inclusive education for students labelled with a severe disability?

2) More specifically, how does the literature describe academic success for students labelled with a severe disability in inclusive settings?

The study begins with an overview on the literature surrounding proximity and social impact. It goes on to outline the debate within the literature on academic impacts to inclusive education for students labelled with a severe disability by applying the critical disability studies perspective.

Proximity

There is a body of literature centralised on proximity of students with disabilities to other able-bodied students. Although this literature is dated, the discussion on inclusive education relies heavily on ensuring that students with disabilities are in physical proximity to those without disabilities (Feldman et al, 2016). The framework surrounding proximity is rooted in inclusive education but does not encompass the larger picture of inclusive education. As Feldman et al (2016) state "interactions with general education classmates are impossible if students with disabilities are not physically present in these classes" (p.193). Unless they are in the same space with their peers without disability, students labelled with severe disabilities will not be able to interact, socialise and develop strong relationships. Carter et al (2005) also suggest that proximity is a predictor to students developing quality relationships with their peers. Heir et al (2016) highlight that this is the nature of inclusive education: proximity, interactions, and awareness.

Morningstar et al (2017) found that students with significant disabilities including autism, intellectual disability, deaf- blindness, and multiple disabilities are only included academically for about 40-60% of the day. This varies across disability, but the general trend suggests that students with significant disabilities are not being included academically at the same rate as less significant disabilities (Morningstar et al, 2017). The general proximity to their peers outside of the academic context was much lower at 40.72% (Feldman et al, 2016). The interactions varied from task-related communication and socially related interactions with their peers in proximity. Moreover, proximity alone can act as a support for positive social and academic facilitation (Giangreco, 1997). Proximity as a singular element does not warrant many benefits as most of the benefits are interrelated to social facilitation or academic outcomes (Kozleski et al, 2014). In addition, Carter et al (2016) highlight the use of peer support arrangements in inclusive settings to increase proximity, social interactions, and academic engagement. Proximity is an important aspect in inclusive education but is not exhaustive of educational programming.

Social Impact

Discussion on the social benefits of inclusive education is found in many bodies of literature and can vary from children with disability feeling part of the community to playing more with peers. Social benefits refer to the students' feelings of belonging, communication, sociability, and social skills. Downing et al (2007) highlight the preference for inclusive education by parents, teachers, and para-educators. Within their study, 89% of parents, 100% of teachers and 94% of para- educators noted the superiority of inclusive education over specialised formats (Downing et al, 2007). The rationale for and benefits of inclusive education overly discuss social benefits. More specifically, students in inclusive education were found to have increased self-esteem, received a more balanced education, and were viewed as valued members of society (Downing et al, 2007). Moreover, inclusive education promptly offers students with disabilities communication and social skills (Kefallinou et al, 2020). Downing et al (2007) note the importance of consultation and collaboration in inclusive settings and social skill and communication development.

Not only is general classroom placement beneficial for students with disabilities, but Florian (2019) argues that having peers with disability within the classroom and having them actively involved facilitates the acknowledgement of difference

for students. The shift towards more understanding and awareness can grow from the social exposure to various learners (Florian, 2019). Alquraini and Gut (2012) highlight that students with severe disabilities in inclusive education commonly have stronger communication skills as compared to their stand-alone classroom peers. This is attributed to the increased opportunity to interact and communicate with their peers in the classroom.

Academic Impact

The core academic instruction impact of inclusive education can range from positive or negative impacts on students' comprehension, grades, attitude towards learning, and collaboration with peers. Despite the social benefits for all students in the classroom, the approach to inclusive education can sometimes be primarily socially-oriented which limits support towards academic outcomes (Mitchell 2005; Booth and Ainscow 2011; Haug, 2017). This is problematic as students with disabilities are expected to not only be included in the regular classroom and in discussions, but also receive individualised support and assessments (Haug, 2017). There is a chance that the academic requirements of students with disabilities are overshadowed by the focus on physical integration and social inclusion (Haug, 2017, Kauffman, 2021). Kauffman (2021) is skeptical of the "all means all model" of inclusive education and expresses the disservice inclusive education does to students with disabilities in academic success. The analogy used is, "If you can dig a ditch, it matters little whether you are digging a trench for a sewer line or a water line. Ditch-digging requires no special training depending on what is to be put in the ditch" (Kauffman, 2021, p. 2). Kauffman (2021) emphasises that inclusive education does not account for individualised instruction that some students with severe disabilities require. The current analysis emphasises that the ditch for some students requires special training and design, and this is something that inclusive education, or the universal ditch cannot account for.

Ayres et al (2012) highlight some of the concerns with inclusive education, such as it may water down academic standards rather than offering more specific curriculum that is specialised and meaningful to a student's future independence and community engagement. Their study offers a quote from a parent that is the basis of their argument - *"My son can identify Saturn, but he still can't request a snack or even wipe his ass"* (Ayres et al, 2012, pg.12). As the focus for these students is centred less around academic prosperity and more on life skill development and

independence, the curriculum should reflect this. Ayres et al (2011) maintain that education not individualised to the students' needs is a poor form of education. This would mean identifying the skills students require to be independent and fulfilled through community engagement and employment (Ayres et al, 2011) and paying heed to individualised student needs in terms of programming, curriculum and enrichment, based on the student's trajectory and future goals. This strategy centralises the instruction to the students' trajectories and capacities.

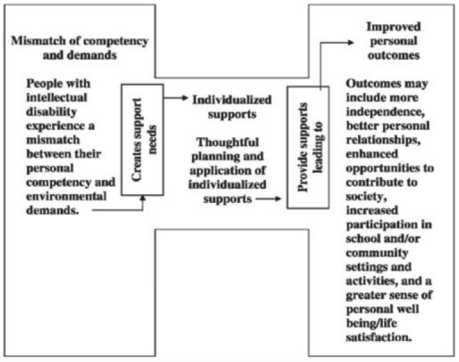

Figure 1: Supports Model created by Thompson et al (2009)

This strategy centralises the instruction to the students' trajectories and capacities. In response to some of these concerns, Thompson et al (2009) describe a model of support to improve future support in the community for those with severe disabilities and show how educational support can be more practical. This is the distinction between support and support needs. According to Thompson et al (2009), supports are strategies that promote individual well-being, development, education, and future enhanced functioning. Support needs are the patterns of support and the intensity of support deemed necessary for normative human functioning (Thompson et al, 2009). These support needs are not intended to lessen human capacity; rather they are centred on support based on the limitation in human functioning related to disability (Thompson et al, 2009). Figure 1 highlights the mismatch between the environmental demands that educational systems perpetuate and the individual capacity of the student. Thompson et al (2009) suggest that there needs to be individualised, thoughtful and intentional support needs based on an individual's capabilities rather than on mainstream standards. For example, instead of providing broad support based on a diagnosis, educational workers should be intentional towards the student's support needs.

Although some researchers highlight the failures of inclusive education in terms

of academic success, many others suggest the contrary. York et al (2015) define academic success in six factors: academic achievement, persistence, attainment of learning outcomes, satisfaction, acquisition of skills and competencies, and career success. Students with disabilities who attended inclusive programming for most of the day warranted higher scores on math and language abilities compared to their segregated peers (Wagner et al, 2005; Heir et al, 2012). In fact, Blackorby et al (2007) reflected that students with an intellectual disability who were involved in inclusive education read 23-43 more words than their less integrated peers. In terms of academics, it is also important to note that students in inclusive education on average attend more school per year and are more involved in school groups (Newman et al, 2003).

Moreover, for students with severe disabilities, Dessemontet et al (2012) examined the academic effect based on placement in special schools or inclusive schools. They compared the groups and found that students with severe disabilities in inclusive settings perform stronger in literacy than those in special schools (Dessemontet et al, 2012). Adaptive behaviours and math skills were the same across the inclusive and special programming groups. According to Downing et al (2007) segregated settings disable students from pursuing academic goals by limiting creativity and reducing their ambitions. Outside of this, parents noted that students in segregated settings are commonly not challenged and receive minimally accepted academic instruction (Downing et al, 2007; Braunsteiner and Mariano-Lapidus, 2014). Similarly, Cole et al (2004) studied sixteen inclusive education programmes in comparison to special classrooms and found that students with severe disabilities in the inclusive programmes performed better academically. Alquraini and Gut (2012) highlighted that for students with severe disabilities, an integrated environment with their peers increases their likelihood of meeting their Individualised Education Programme (IEP) goals. By facilitating inclusion, the cooperative learning environment promotes academic success in areas of math and reading in particular, for students with severe disabilities (Cole et al, 2004; Alquraini and Gut, 2012). Heir et al (2016) also suggest that typically developing children stand to benefit from learning in a flexible environment tailored to students' individual strengths and needs. In addition, Browder et al (2012) provide detailed intervention strategies to support students with severe disabilities in math in inclusive settings. As scholars move towards diverse teaching styles and Universal Design for Learning (UDL), it becomes more achievable and practical for all students to receive the support they require.

There is also a gap in the resources and supports that teachers have while implementing inclusive education (Curcic, 2009; Oswald & Swart, 2011; Chiner & Cardona, 2013). Scholars suggest that educators do not have the adequate support, assistive technology, or knowledge of curriculum modification to support students (Heir et al, 2016). If adequate support and resources are not there, inclusive education is not operating to its full capacity of delivering appropriate outcomes as it implies. Aside from this, Horn et al (2019) stress that parental-teacher partnerships are crucial for the success of inclusive education. For students with severe disabilities in particular, it is crucial for academic goals to be functional, discipline-free and to facilitate meaningful outcomes (Horn et al, 2019).

Therefore, outside of these critiques of academic-focused inclusion for students with severe disabilities, it is important to note that many authors have discussed the failures in implementing inclusion and this may be a barrier. Florian (2019) argues that the policies and procedures leading inclusive education are powerful but require systemic change in attitudes and systems.

Dymond et al (2007) suggest that the problem with inclusive education is not structure, but funding. The authors note that there is space to discuss community and social locations in inclusive education, but nothing is possible or successful without adequate funding and implementation. Positive outcomes for students cannot be accessed without proper funding and education to continuous funding (Dymond et al, 2007; Curcic, 2009). There is a large body of literature around funding disability education and inclusive education programming or the lack thereof (Tones et al, 2001; Dymond et al, 2007; Aron & Loprest, 2012). Inclusive education provides opportunities and space for students with disabilities to practice self-determination in their academic journey (Mittler, 2000), but without funding this is not possible. Dukes et al (2020) also highlight that there are these key differences in theorising programming and practice for students with severe disabilities.

There is a consensus on this element, but the divide in inclusive education is regarding academic benefits and whether inclusive education can effectively educate students labelled with severe disabilities. Moreover, the divide is more prevalent when discussing students labelled with severe disabilities. The movement towards proximity is examined from the critical disability studies approach and highlights the relationality between systems of marginalisation and oppression and systemic disablement for students labelled with severe disabilities.

While reflecting on the objectives of publicly funded education, it is important to note the outlined goals and policy promises. On a larger Canadian scale, quality education is a vast objective to build knowledge, skills, and a prosperous world (United Nations, 2022). Education is a fundamental aspect of economic, social, and political development across the globe and Canada is no different. The Constitution Act of 1867 outlined the expectations of classical federalism and the responsibility of education to be exclusively controlled by the provincial jurisdiction under Section 92. This led to the development of the Education Act in Ontario. The Education Act is a provincial document that outlines the responsibilities of educational staff, structures of school boards, and the rights of students and parents. The Education Act (2009) outlines the purpose of education on page 12:

> "(1) A strong public education system is the foundation of a prosperous, caring, and civil society. (2) The purpose of education is to provide students with the opportunity to realise their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society. (3) All partners in the education sector, including the Minister, the Ministry, and the boards, have a role to play in enhancing student achievement and well-being, closing gaps in student achievement, and maintaining confidence in the province's publicly funded education systems" .

To reflect further on this critical piece of policy development, it is important to examine the purpose and goals of the system and the traditional trajectories that may be influencing attainment of these goals. This bears the critical reflection on how does inclusive education fit into these policy objectives and goals and how do students labelled with severe disabilities potentially differ in this framework?

Most of the research examined above focuses on academic success, separate from social success or the overarching social benefits. In some manner, the social benefits are amplified within the literature, and this overshadows the larger academic worries, specifically when discussing students labelled with severe disabilities. In some ways, the divide generates a larger argument about what is more important - academic success or social success. Although the current study would not view these as separate entities and the author values the work of Carter et al (2016) and their proposition of social development improving academic participation and engagement, there is a divide when the discussion begins on how schools

and teachers can individually include students with disabilities socially, without suffering academically.

Critical Disability Studies in Education

Critical disability studies (CDS) offer a crucial perspective on educational programming based in the historical, social, and political understanding of disability from a macro-systems level approach. CDS examines the larger institutions and social structures that systemically oppress or 'disable' individuals (Hall, 2019). Through the reproduction of ableist attitudes and promoting the individual as the root of the problem, the education system marginalises and 'disables' students with impairments (Goodley, 2007; Oliver, 2013). Based on the social model of disability studies, the larger systems and institutions are using the medical model to exert power and systemically exclude and discriminate against those with disabilities. Some individuals prefer the terminology of 'disabled' because of these feelings of marginalisation and oppression that is disabling them from participation, actions, and inclusion (Goodley, 2007). The impairment is one aspect, but the discrimination, exclusion and lack of access disables them further (Titchkosky, 2011).

In the educational context, Iannacci (2018) highlights the reproduction of ableist attitudes through educators and the larger institution of curriculum. Since educators are also subjected to the systematic ableism involving students with disabilities and accommodations through society and education, Iannacci (2018) calls for the critical examination of educators' pre-existing understandings of disability and possible pre-existing biases. As there are historical predispositions, discourses and problematic procedures built into systems of education, it is crucial to be cognisant and aware of prejudices and the reproduction of these attitudes through larger social systems and institutions. As Dolmage (2017) points out, some mainstream movies such as Monsters University even attempt to conceptualise disability and diversity in education. The movie begins to recognise students' diversity or differences, but rather than altering the system to be accessible or accommodating, the institution does not adapt and students learn to conform to the larger macro-level structures such as standardised testing (Dolmage, 2017). Dolmage (2017) highlights the abundance of ableist attitudes built into the educational system, including pressure to conform to able-bodied standards of behaviour, such as sitting still, a considerable attention span, and learning without additional supports or resources. These subtle forms of ableism

are not only built into systems and institutions, but also reproduced by curriculum standards and educators' compliance.

Baglieri and Lanvani (2020) offer some strategies and worksheets for critical reflection on systemic ableism and how educators can undo ableism in K-12. To critically engage with the systems that are oppressing or limiting students with disabilities, self-reflection and positionality are key elements. As educators, Baglieri and Lanvani (2020) suggest making a list of the ways in which an individual has power as a teacher. From here, the individual can reflect on what pedagogical changes can be made to change the dynamics and improve the pedagogical framework for students with disabilities. Also, make a list of what power young people have in the classroom and what pedagogical changes they can change independently (Baglieri and Lanvani, 2020). Now review these lists and reflect on the intersections between teachers and students and how they can influence or impact one another. In addition, Baglieri and Lanvani (2020) prompt educators to think about how our constructions or deconstructions of normalcy, ableism, and disability can help grow a community of learners. This question helps educators reflect on the practices they engage in that could be altered to be more inclusive and contributing to deconstructing systemic ableism.

CDS and Inclusive Education for Students Labelled with Severe Disabilities:

There are a few strategies that educators and researchers alike can take forward from this critical reflection. First, oppression, discrimination, and marginalisation for students labelled with severe disabilities (all disabilities and impairments moreover) is built within and reproduced by the current education system, curriculums, and policies more generally. The standards within education and the expectations, or the illusion of the 'normal child' as Baglieri et al (2011) refer to it, systematically disable students from their full potential and their ability to fully participate in the classroom. This disablement of students is built of relationality, social standards and power imbalances within education that are generated through colonialism and policy structures (Titchkosky, 2007; Baglieri et al, 2011). To be truly inclusive and implement inclusive education properly, Ballard (1999) highlights the need for larger systemic change by stating that "inclusive education is about confronting all forms of discrimination as part of a concern to develop an inclusive society based on 'social justice, equity and democratic participation' ". To be fully inclusive means to remove barriers for all students, not just students with disability, and to strive towards the intersectionality of identity in education

(Baglieri et al, 2011). This approach would be rooted in a social justice approach to education that involves the recognition of injustices and barriers, and addresses them. Finn (2021) proposed a theoretical framework to turn theory into practice in terms of social justice in education. The 'Just Practice' framework addresses five key concepts: meaning, power, context, history, and possibility. These concepts call for action and critical reflection, but also challenge power dynamics through the curriculum and the ways educators approach teaching and learning (Finn, 2021). The first step towards social justice is understanding the key concepts and addressing them in individual practice and work.

Within the field of critical disability studies there are goals of removing able-bodied standards and dismantling systems that reproduce systemic ableism including academic curriculum and physical spaces. In the instance of severe disability, the goal should be removing the stigma and systemic ableism that these students are problematic or a burden to the educational system. Rather than embracing diversity or the social construction of abnormal or divergent, the educational system and some individuals in education see their needs as problematic; this is where a change is needed. If the student with the severe disability is regarded as the problem, it reproduces systemic ableism that presumes students' capabilities, trajectory, and abilities. Rather, if larger macro-level structures evaluate their ableist and problematic dis-abling processes, this can switch the onus away from the student and towards the systems that are regenerating oppression, marginalisation, and discrimination.

The educational goal towards inclusive education, including social and academic efforts, is demonstrated in the Education Act as "the purpose of education is to provide students with the opportunity to realise their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society" (p.12). By enacting effective and culturally responsive pedagogy into inclusive education, this could work towards the goal of education more generally and orient itself towards social justice frameworks. For example, Baglieri and Lanvani (2020) suggest that young children should be intentionally taught about disability and the social construction of disability through a variety of work sheets and self-reflections. As is, there is no formal educational pedagogy for discussing disability with children, let alone students in higher education. If the intention is to make students realise their potential, work must first be done towards educating the community away from ableist and bias perceptions about disability and capacity.

Students in the community can act against ableist tendencies, but so can professionals and educators who are working within the system. Whether one is an activist, self-advocate or ally, assumptions about other disabilities work towards the reproduction of ableist attitudes (Baglieri and Lanvani, 2020). The more people categorise, label and push individuals into diagnoses, the more this limits their lived experiences and can reproduce stereotypes about those who have disability. By being an advocate for support, learning and equal access for all students, one is playing a part in dismantling systems of oppression and marginalisation (Baglieri and Lanvani, 2020).

In practice, there are a few different strategies to start this process or conversation of systemic change. O'Brien (2014) suggests the use of a person-centred approach to system reform. One of the key insights that O'Brien (2014) provided was the success of system reform through community consultation. Those with severe disabilities are commonly left out of policy decisions and community support initiative decisions, but by giving them a seat at the table this allows for individuals to have power in the decision making about their future and exercises their democratic rights (O'Brien, 2014). The top-down approach to policy decisions is outdated and should be reformed to actively communicate and consult the communities that are directly impacted by these decisions. What can this look like? In the classroom this can be by simply asking one's students what they prefer, or which approach works best for them. For example, communicating with the student about what math manipulative they feel is the most 'fun' or 'engaging' for them. Each student with the same disability may differ, but this is centering the person at the root of learning, and they become autonomous over their education.

The Individual Education Plan (IEP) programme in Ontario attempts to fulfill O'Brien's person-centred approach. IEPs outline the manner in which the student's needs can be met through programming, accommodations, or alternative expectations. The Identification, Placement, and Review Committee (IPRC) assesses the student's "strengths, needs and ability to learn and demonstrate learning" (Government of Ontario, 2022). Although IEPs appear to be person-centred or student focused, they are rooted in an ableist system that fails to recognise their part in dis-ability. Commonly, students that received an IEP are categorised by behaviour or diagnosed (Government of Ontario, 2022), which inherently relies on the medical model that problematises students with disabilities and not the systems that dis-abled them from learning. The

accommodations and solutions proposed to students are also routed in systems that understand these students as problematic and do not engage with these communities to develop policies and procedures. Moreover, IEPs are based on systemic solutions to accommodate disability and not inherently generated, co-produced or consulted with, as O'Brien (2014) suggests in a person-centred approach.

Although this suggestion seems individual and does not consider the systems that are dis-abling students, O'Brien (2014) suggests that changes in practices, monitoring, training, and assistance can generate transformation. These types of procedural changes at the individual level mobilise change into the larger policies that govern all bodies. This can also assist in self-determination for students labelled with severe disabilities. As Agran and Hughes (2014) suggest, self-determination is critical for students labelled with severe disabilities. Self-determination allows for students to determine their own educational desires and directs their education (Agran and Hughes, 2014). This can alleviate some of the concerns that Ayres et al (2011) highlight with the disparities in curriculum and equity in educating for life skill development. If students (and indirectly parents) had the choice to determine the courses they take with more freedom and self-determination, this could empower students in their own education and consider the injustices that Ayres et al (2011) discuss. Moreover, courses surrounding 'life skills' do not need to be centralised to only students labelled with severe disabilities. These courses can be beneficial to all students to become autonomous and learn practical skills such as personal banking and taxes.

DISCUSSION and CONCLUSION

While examining the literature on inclusive education for students labelled with severe disabilities, the three prominent themes of impact were proximity, social and academic. In response to the research questions, the literature highlights the large social impacts of inclusion for students labelled with and without disabilities. Inclusive education is coined for promoting acceptance and belonging, increasing exposure, and improving social skills for those labelled with severe disabilities (Carter et al, 2016; Florian, 2019; Kefallinou et al, 2020). There is a smaller body of literature that discusses the academic impact for students labelled with severe disabilities. The literature debates the academic impact and highlights that the academic requirements of some students with disabilities are being overshadowed by the focus on physical integration and social inclusion (Kauffman, 2021). Ayres

et al (2011) and Kauffman (2021) emphasise that inclusive education performs a disservice for students labelled with severe disabilities as it lessens the importance of student trajectories and does not teach them appropriate skills. On the other side, Heir et al (2012) and Wagner et al (2005) highlight that those inclusive settings produced higher scores in math and language abilities for students compared to their segregated peers.

The policies in Canada, and Ontario more specifically, support the move to fully inclusive programming for all students. This is evident through the Constitution Act of 1867 and the Education Act (2009) which outlines the purpose of education for all and the overarching goal of academic participation and reaching individual potential. When applying the critical disability studies in education framework, scholars in this field examine the systems, institutions and standards built within the educational context that can dis-able or generate barriers for students labelled with severe disabilities. Many scholars including Baglieri et al (2011) and Ballard (1999) have critiqued the individualistic approach to removing ableism and point towards the systems that perpetuate injustice, oppression, marginalisation, and discrimination. Moreover, to be fully inclusive is to strive towards the intersectionality of identity in education and remove barriers for all students (Baglieri et al, 2011). Therefore, the inclusive education system discussed above and the key impacts of inclusive education must be broadened to remove barriers for all students, not just those that have disability.

Based on the CDS framework, the author of the present analysis would argue that these classes do not need to be segregated to only those with disabilities and the systematic advertisement and promotion of these courses stream a particular population to these courses. Students labelled with severe disabilities may be impaired from completing an advanced algebra class, but the system is perpetuating that this makes them less intelligent, worthy, or important in society. The general education system may not ever become centralised to be universally accessible for all, including those with severe disabilities, but the system can be altered to alleviate some of the ableist attitudes towards specific courses and the value of these courses more generally. The construction of high academic success as desirable further divides society's structure into two tiers, which is detrimental to societal growth and systemic development. The removal of systemic ableism is not a simple solution; it requires growth, expansion, and development through systems.

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