

National Education Association Educator's Locally Led Book Clubs Focused on Disability Rights and Inclusion

The National Education Association is expanding its Disability Rights and Inclusion (DRI) initiative through a local-level book club program to deepen member engagement and understanding of disability perspectives at the grassroots level. This innovative approach aims to raise awareness about the experiences of people with disabilities while exploring the environmental, social, and attitudinal barriers that impede true inclusivity and accessibility within local NEA affiliate communities.

Who can participate in the NEA Locally Led Book Clubs?

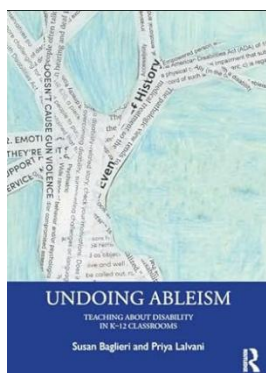
The NEA Book Club is open to all members! This is a great opportunity for members to take what they learn and share key concepts about disability with their community.

How do the NEA Locally Led Book Clubs work?

NEA members can register as book club leaders to organize local meetings, either in-person or virtually, focusing on disability rights and inclusion. The program provides up to 12 books and comprehensive online resources per local affiliate. It empowers local leaders to facilitate meaningful discussions and create collaborative learning environments that advance understanding of disability rights within their communities.

Where, when, and how will the Book Clubs meet?

Each local book club leader will share information about the book club and collaborate with interested members to identify meeting logistics, including the number of meetings and their duration, time, location, and format. The reading guide for *Undoing Ableism: Teaching About Disability in K–12 Classrooms* is structured to complete the book study in three sessions. Local leaders can adjust the reading assignments, number of sessions, and other logistics to meet the needs of the local participants. The reading guides are available at [NEA.org/disabilities](https://nea.org/disabilities).



Undoing Ableism: Teaching About Disability in K–12 Classrooms

By Susan Baglieri and Priya Lalvani

Undoing Ableism is a practical guide for teaching about disability and anti-ableism in K–12 classrooms. Grounded in disability studies, critical pedagogy, and social justice education, it provides strategies for helping students explore the roots of oppression, challenge ableism, and become agents of social change. Through interactive tools, the book equips teachers to engage students in meaningful discussions about disability, belonging, and inclusive communities.



Reading Guide: *Undoing Ableism: Teaching About Disability in K–12 Classrooms*

What NEA Leadership Competencies are addressed in this book?

You will gain a foundational understanding of advocacy, leading our profession, and social-emotional learning. Find out more about [NEA Leadership Competencies](#).

What are the main objectives?

As you are reading this book, approach the content with the following objectives in mind:

- Understanding how ableism intersects with racism, classism, and other forms of oppression in schools and identify ways these intersections impact students with disabilities;
- Identifying strategies for incorporating disabled voices, histories, and diverse perspectives into K–12 curriculum across content areas; and
- Creating accessible learning environments that challenge deficit-based models of disability.

Session 1: Chapters 1–5, pp. 1–70

Pre-Reading Reflection Questions

- 1) What do you know or think you know about disability? What early and/or current experiences have shaped this? Consider using the template(s) on pages 65–68 to respond.
- 2) In what ways do you include disability in your curriculum or notice the absence of disability?
- 3) What is your previous learning about/or experience with social justice education, critical pedagogy, and/or critical inquiry?

Post-Reading Reflection Questions

- 1) What type of activity could you design for your students or colleagues to help them explore and discuss the meanings and perceptions of disability?
- 2) Why do you think it's important to teach about disability and ableism in K–12 schools? How did these chapters further your thinking about this?
- 3) What are specific ways that the content and resources from Chapter 3 (Teaching and Learning as Critical Inquiry) supported your previous learning about/or experience with social justice education, critical pedagogy, and/or critical inquiry?

Discussion Questions

- 1) What are three ideas for anti-ableist, disability-centered teaching that you could implement in your classroom/school in the short-term or long-term?
- 2) What support and learning do you think you will need to achieve this?

Next Steps

Read Chapters 5–9.

Session 2: Chapters 6–9, pp. 71–154

Pre-Reading Reflection Questions

- 1) How do you define ableism?
- 2) Based on your definition, how can you identify ableism in your classroom's/school's structures, policies, or practices?
- 3) What have you previously learned about disability history, disability rights, and/or disability culture and identity?

Post-Reading Reflection Questions

- 1) How can you identify ableism interacting with other forms of marginalization (e.g., race/ethnicity, poverty, gender identity) in educational contexts/practices?
- 2) What are specific ways that the content and resources from Chapter 7 (History of Disability and Ableism) and Chapter 8 (Emergence of Disability Rights Movement) deepened your previous knowledge about disability history and disability rights? How can you use this knowledge to inform your professional practice, whether you are a teacher, counselor, SISP, or ESP? How does this information intersect with various aspects of the educational environment?
- 3) After reading Chapter 9 (Disability Culture and Disability Pride), how can you use what you have read to foster positive disability identity development and allyship in your classroom or educational environment? What limitations or barriers may hinder this, such as the use of separate special education classrooms or the presence of disability stigma?

Discussion Questions

- 1) Return to the three ideas that you generated in the Discussion Questions for Session 1; how can you continue to develop and make these ideas more specific and robust?
- 2) Return to the support/learning that you identified in the Discussion Questions for Session 1; how can you make these more specific or expand on them based on content in Chapters 6–9 and how these chapters have deepened your understanding?

Next Steps

Read Chapters 10–12 .

Session 3: Chapters 10–12, pp. 155–191

Pre-Reading Reflection Question

- 1) Educators are often allies and advocates. How do you currently act as an ally and/or an advocate for marginalized group(s) at your school site?
- 2) How do you and/or your school/work site foster belonging for **everyone** and in what ways might you and/or your school/work site fall short?

Post-Reading Reflection Questions

- 1) Who at your school/work site can be part of a critical reflection circle about the issue of membership and belonging for *everyone*?
- 2) What questions and considerations would you want this reflection circle to focus on? (Consider using the questions on pg. 181 “Concluding Reflection Circle” to guide your responses.)

Discussion Questions

- 1) You have now identified three ideas for anti-ableist, disability-centered educational environments that you can begin planning to implement in your classroom/school setting in the short-term or long-term; can you finalize one to implement in the short-term and two to save for longer-term development after finishing the book?
- 2) For your short-term goal, what do you now know and what do you want/need to know to implement it? For your longer-term goals, what do you now know and what do you want/need to know? Please list the resources and support that you will need.
- 3) Finally, who can be a critical friend or accountability partner as you implement these goals?

Next Steps

Recommend the book to others in your community and have conversations about what you learned.