1. Title: Intervening In the School to Prison Pipeline for Students with Dis/Ability
2. Presenter Names: Miruna Ouatu-Lascar
3. Presentation Type: Paper Presentation/individual presentation
4. Narrative
   1. Include a 500 – 1000 word summary that includes:
      1. How the presentations addresses one or more of the conference themes

The presentation will explore the implications of race, ethnicities, and dis/ability identity in the school to prison phenomena. It will also explore the impact of interventions and how they relate to race, ethnicity and dis/ability identity, and can be utilized to create school policy that serves to curtail the STPP as well as develop a curriculum fostered in social justice that empowers students of color with a dis/ability in their our identity.

* + 1. Description of the workshop, panel, paper, or poster that includes (*What is the content of your presentation? Why is it significant? How do you plan on engaging your audience?*)

The construction of the school to prison pipeline (STPP) metaphor to describe the social and disciplinary practices of American public school sites and their impact on students of color overwhelming participation in the juvenile detention system has been a widely studied topic, particularly its causes and impact. This literature review synthesizes available research present on the school to prison pipeline (STPP) with particular focus on three emerging theoretical intervention camps; restorative justice, DisCrit theory, and legal advocacy, all of which are concerned with dismantling the school to prison pipeline in public schools. The findings from the research are utilized to facilitate and encourage further discourse regarding potential future research and the imperative need not just for restorative interventions in curtailing the impact of the school to prison pipeline on students of color with disabilities, but also for further development of critical pedagogy that influences school site policies and culture as it relates to the daily educational lives of students of color participating in special education services.

This paper presentation will engage teachers, administrators, and educational activists in analyzing the impact of interventions for students of color with disabilities in curtailing their participation in the school to prison pipeline, as well as engage participants in the analysis of social justice pedagogy and DisCrit in an effort to generate discussion around curriculum building that is rooted in DisCrit and social justice with a special education context. This paper presentation will push participants to analyze the implications of DisCrit and social justice pedagogy on the current special education system present in school and work to facilitate critical discourse around curriculum and culture change as it relates to special education settings in k-12 schools.

* + 1. How you plan to engage participants in meaningful ways (please outline and be descriptive of their engagement)

Participants will engage in a gallery walk where they explore the interventions related to the STPP for students of color with disabilities.

Participants will engage in a bias inventory activity to analyze the way in which disability is materialized in their own perception and the perception of their respective schools. Participants will also explore the intersection of race and disability through this activity and how both identities create a nexus of oppression.

Participants will engage in facilitated discussion that prompts them to discuss the implementation or rather lack of implementation of disability status within social justice and various avenues of changing the context of social justice education to include DisCrit perspective.