Inclusive Principles for Networking around Research with Children, Young People and Families

Katherine Runswick-Cole

k.runswick-cole@mmu.ac.uk @k_runswick_cole
Overview

• A brief look back, where did we come from and where are we going?

• Some principles for networking?
Looking back and looking forward

- 2009: Child, Family & Disability 1 (MMU)
- 2010: Child, Family & Disability 2 (MMU)
  - Idea for the book
- 2011: Child, Family & Disability 3 (MMU)
- 2012: Child, Youth, Family & Disability 4 (MMU)
- 2013: Child, Youth, Family & Disability 5: “Time for Change?” (MMU)
  - Book published
- 2014: Child, Youth, Family & Disability 6: “Building Understandings” (Conference moves to UWE)
- 2014: Network launch
- 2015: Child, Youth, Family & Disability 7: “There is no them!” (UWE)
- 2016?: Handbook of Disabled Children’s Childhood Studies
Principle 1

- Invite: children, young people, family members, allies, academic, activists & practitioners
Principle 2

• Create an accessible environment
Principle 3

• Whose concerns?
Principle 4

• Ethical voice
Principle 5

- Thinking about the norm
Some more thinking about the norm

- Braidotti (2013) ‘human norm that stands for normality, normalcy and normativity’ (p. 26)
- ‘anti-humanist’ (Braidotti, 2013)
- we want to remain critical of the category of the human, at the same time as we claim the human
- ‘[a] dis/human position means that we recognize the norm, the pragmatic and political value of claiming the norm, but we always seek to trouble the ‘norm” (Goodley and Runswick-Cole, 2014: 5).

Thinking about children: DisPlay

- play has been systematically categorized by type and stage along a ‘typical’ trajectory (Goodley and Runswick-Cole, 2010: 504).
- Failure to play ‘properly’ is a risky business as it raises a red flag for ‘atypical development’, difference, and disorder.
- that disabled children play just as ‘typically developing children’ do (DisPlay), but, at the same time they have to ask for accessible environments and play spaces to be included (DisPlay) (Runswick-Cole, Goodley and Liddiard, under review).
- How can we think about the DisChild
Principle 6

• Share information
Big Society? Disabled People with Learning Disabilities & Civil Society

Becoming dishuman: thinking about the human through disability

This research project is a partnership between Manchester Metropolitan University; The University of Sheffield; The University of Bristol and Northumbria University as well as SpeakUp: Mencap; Foundation for People with Learning Disabilities; Pathways Associates; Manchester Learning Disability Partnership; Central Manchester University Hospitals NHS Foundation Trust; Circles of Support.

We ask how are people with learning disabilities faring in a time of Big Society?

For more details, please visit: bigsocietydis.wordpress.com

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Big Society? Disabled People with Learning Disabilities & Civil Society

Impact Summary Card 3: Dis/humanism: thinking about the human through disability

d.goodley@sheffield.ac.uk & k.runswick-cole@mru.ac.uk
Becoming dis/human

- We found that:
  - Disabled people want to be treated the same as other people but to be treated equally sometimes they have to be treated differently;
  - Sometimes dis/abled people want to emphasise difference and celebrate disability [dis] but sometimes they want to be 'normal' like other people [human];
  - It is important to question the value of 'normal' at the same time as recognising that disabled people are human too;
  - Families, communities, and people can be both different from and the same as each other at the same time;
- We suggest that:
  - To be independent, you need people who you can rely on (peers, family members, job coaches and circles of support);
  - To have your say, you need the help of other people (self-advocacy);
  - We need a social policy that recognises the importance of interdependence, rather than independence.

Animation
Over to you ...

• What do you think is important for inclusive networking?