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Learning Lab: [www.crpbis.org](http://www.crpbis.org)

Blog: <https://equityalliance.stanford.edu/content/beyond-color-discipline-radical-possibilities-culturally-responsive-school-discipline>

Personal Zoom Room: <https://uwmadison.zoom.us/my/aydinbal>

I am professor of education and the faculty director of Global Engagement Office at the University of Wisconsin—Madison. As a practitioner and researcher, I have worked with youth from minoritized communities experiencing academic and behavioral problems in schools, hospitals, and prisons from the United States, South Sudan, Syria, Iraq, the Russian Federation, Turkey, the Anishinaabe Nation, and Malawi. My research focuses on the interplay between culture, learning, and dis/ability across local and global education systems. Informed by the theory of expansive learning, historical materialism, and decolonializing and emancipatory epistemologies, my work focuses on the social justice issues in education, student-family-school-community-university collaboration, organizational innovations, and future making.

I have been involved in the development *the Culturally Responsive Positive Behavioral Interventions and Supports framework* and *the Learning Lab methodology*. Learning Lab is a formative intervention aiming at facilitating collective agency, systemic transformation, and expansive learning. In Learning Labs, local stakeholders (educators, youth, families, policy makers, and community representatives), especially those from historically marginalized communities, design and implement inclusive and transformative education systems. Learning Lab has been implemented in more than 20 public schools and teacher education institutions in California, Florida, Kansas, New Hampshire, and Wisconsin in the United States and internationally in the Anishinaabe Nation, Brazil, and Turkey. My colleagues and I work toward developing sustainable, just, and joyful alternatives to capitalism. Learn more about our research team's work at <http://crpbis.org>.

## **Selected Publications**

- Bal, A. & Bird Bear, A. (2023). Decolonizing agency: Future-making with indigenous communities. In A. Sannino and N. Hopwood (Eds), *Agency and transformation: Motives, mediation, and motion*. Cambridge University Press.  
<https://tuni.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=24369e93-fc9b-48d1-b9b1-b0f3017f531e&start=0>
- Bal, A., Afacan, K., Clardy, T. & Cakir, H. I. (2021). Inclusive future making: Building a culturally responsive behavioral support system at an urban middle school with local stakeholders. *Cognition and Instruction*, 29(3), 275-305.  
<https://doi.org/10.1080/07370008.2021.1891070>
- Bal, A. (2018). Culturally responsive positive behavioral interventions and supports: A process-oriented framework for systemic transformation. *Review of Education, Pedagogy, and Cultural Studies*, 40(2), 144-174. <https://doi.org/10.1080/10714413.2017.1417579>
- Bal, A. (2017). System of disability. *Critical Education*, 8(6), 1-27.  
<https://doi.org/10.14288/ce.v8i6.186166>
- Bal, A. (2016). From intervention to innovation: A cultural-historical approach to the racialization of school discipline. *Interchange: A Quarterly Review of Education*, 47, 409-427.  
<https://doi.org/10.1007/s10780-016-9280-z>