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I am an Assistant Professor in the School of Education at Syracuse University. I obtained my Ph.D. in Curriculum and Instruction with an emphasis on Early Childhood Education and a cognate in Special Education from Arizona State University. In my research, I aim to address issues of equity, justice, and inclusion for students who have been historically underserved and marginalized due to differences in ability, race/ethnicity, language, and immigration/refugee status. Specifically, my research agenda focuses on three interconnected areas: 1) inclusive education conceptualizations and practices for historically marginalized students, including students with disabilities, refugee students, and dual language learners; 2) dual language bilingual education to promote inclusive culturally sustaining learning opportunities for bi/multilingual students with and without disabilities; and 3) drama-based pedagogy to support inclusive learning opportunities for all students.

I use cultural historical activity theory (CHAT) as a theoretical and methodological framework to understand and unpack how educational practices respond to the needs of diverse students with and without disabilities and how these practices allow or constrain inclusive learning opportunities for these students. I also incorporate Disability Studies in

Education framework into CHAT to understand and problematize the meaning of disability, how students with disabilities are positioned in classrooms, and who is marginalized. Furthermore, utilizing drama-based pedagogy, I employ CHAT to transform traditional literacy environments, which are designed for students seen as “average,” into inclusive ones in which all students’ ways of being and learning are privileged and valued.

Selected Publications

Kilinc, S. (2022). Mothers of children without disabilities’ conceptions of inclusive education: unveiling an exclusionary education system privileging normality and ableism. *Disability & Society*, 37(10), 1678–1702.
<https://doi.org/10.1080/09687599.2021.1888281>

Kilinc, S. (2019). ‘Who will fit in with whom?’ Inclusive education struggles for students with dis/abilities. *International Journal of Inclusive Education*, 23 (12), 1296-1314
<https://doi.org/10.1080/13603116.2018.1447612>

Kilinc, S., Farrand, K., Chapman, K., Kelley, M. F., Millinger, J., & Adams, K. (2017). Expanding opportunities to learn to support inclusive education through drama-enhanced literacy practices. *British Journal of Special Education*, 44(4), 431-447.
<https://doi.org/10.1111/1467-8578.12186>