



EMERALD POINTS

# LIVING LIFE TO THE FULLEST

Disability, Youth and Voice

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INVESTOR IN PEOPLE

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## ABOUT THE AUTHORS

**Kirsty Liddiard** is currently a Senior Research Fellow in the School of Education at the University of Sheffield and a theme Co-leader in iHuman. She is the author of *The Intimate Lives of Disabled People* (2018, Routledge) and the Co-editor of *The Palgrave Handbook of Disabled Children's Childhood Studies* (2018, Palgrave) with Tillie Curran and Katherine Runswick-Cole. She is also Co-editor of *Being Human in Covid-19* (in press, Bristol University Press) with Warren Pearce, Paul Martin and Stevie de Saille.

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**Katy Evans** works as an Associate for Changing Our Lives, a rights-based organisation which champions the rights of disabled people and people with mental health difficulties to live ordinary lives. She was also an Advisor to the government during the 2014 Special Educational Needs and Disability reforms. Alongside this, she worked with the Council for Disabled Children to improve co-production with disabled young people nationally. She writes about her lived experiences of disability and being a trauma survivor and her difficulty accessing appropriate, non-pathologising mental health services. She has been a Co-researcher on the Living Life to the Fullest Project for four years and is keen to continue research in this field.

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**Harry Gordon** is a UPS Teacher at Greenacre Special School in Barnsley. He has developed the research partnership between Greenacre School and the University of Sheffield's iHuman Research Institute. Through his passion for developing the ways in which schools and academies co-produce research in the classroom, he has championed a change in practice to enable Special Educational Needs and Disability students to have greater influence over the decisions that affect their lives. He and his students collaborated with Dr Kirsty Liddiard to co-produce the 'Why Can't We Dream?' toolkit (see Chapter 8). He is proud to lead Wellspring academy trust-wide training on co-producing research in the classroom: training practitioners in the methods, language and skills to enable young people with disabilities to have their voices heard on the issues that matter most to them.

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