(Re)constructing (dis)ability through participation in early childhood markets: Preschool leaders’ (dis)enrollment decision-making.

Young children with special needs are more likely to be expelled from early care and education programs. This article employs a critical case study (critical disability and policy studies) to unpack how leaders in publicly funded prekindergarten programs invoke conceptions of normality during decision-making processes for student (dis)enrolment. Findings indicated leaders’ sense of identity impacted interpretation of and reaction to program policies, local market pressures, and construction of the “good consumer” -- a parent/child dyad prepared for rigor with the exhibition of self-control. This research evinces complexities undergirding leaders’ decision-making and how decisions function to (re)shape (dis)ability discourses in early childhood.