

# A Resource Scan for teaching about Black disabled and deaf childhoods.

By Kathryn Underwood, [Kristin Snoddon](#), [Chellephe Gayle](#), and [Fiona Moola](#).

*The plague of racism is insidious, entering into our minds as smoothly and quietly and invisibly as floating airborne microbes enter into our bodies, to find lifelong purchase in our bloodstreams.*

(Maya Angelou, 1984)

*Disabled people have always existed, whether the word disability is used or not. To me, disability is not a monolith, nor is it a clear-cut binary of disabled and nondisabled. Disability is mutable and ever-evolving. Disability is both apparent and non apparent. Disability is pain, struggle, brilliance, abundance, and joy. Disability is sociopolitical, cultural, and biological. Being visible and claiming a disabled identity brings risks as much as it brings pride.*

(Alice Wong, 2020).

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## **Project Title:**

Black Excellence in disabled children's childhood studies

## **Project Team:**

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**Background:**

Our goal in this project is to consider how Black experience is represented across research and representation focused on childhood disability, special education, early childhood education, early intervention and other relevant disciplines. Our aim is to go beyond recommendations for readings by Black Scholars (although this will be one important component). Instead, we have done a review of literature that is inclusive of Black disabled and deaf activists, as well as Black research participants/informants and storytellers, and Black community partners and scholars who have made contributions to the scholarship of childhood disability and inclusive early and school age education. We have compiled this list to inform our own teaching but also to share with others who are working in higher education and training educators. We hope that this annotated bibliography supports better representation and centrality of Black experiences in lectures, feedback to students, and recommendations to students for further reading.

This literature is timely from the standpoint of Black disability studies. As Black disability scholars have pointed out, disability has always been enmeshed with structural racism and histories of colonisation and slavery (Boster, 2013; Samuels, 2011). However, recent Black disability studies scholars are building a body of work that centres Black experiences and provides the literature to inform the future of disability scholarship and professional work in education and healthcare (Bell, 2011). Several emerging scholars in Canada provide important perspectives that are specific to Black disabled and deaf childhood studies and whose work we want to weave into the curriculum.

**Purpose of the resource scan:**

Our goal in identifying Black scholarship, and research that focuses on Black experiences of disability, is to map out spaces in our curriculum where Black scholarship and Black studies either is already evident or should be included. This will involve both a review of existing articles, as well as possibilities for inserting new articles. This will also include examining how this scholarship can shape our understanding of other materials in the courses. For example, we teach our students about existing procedural environments for disabled children in early childhood, health and school structures, and Black studies has important contributions to make with regard to *how* we read this material. Similarly, when we teach students how disabled and deaf children and families navigate health care and education systems, learnings from Black studies will inform a better understanding of the additional barriers and constraints these families face.

Considerations of race, anti-Black racism, and Black experiences of early childhood education and care have typically been integrated into the family and community courses in programs where we teach and are often separated from curriculum on disability and inclusion. The authors of this report all teach courses on disability and inclusion and have included readings and lectures on intersectional experiences of disability (Crenshaw, 1991). However, Black and racialized children's experiences of disability have not been mapped out across our curriculum, and this project provides resources that can be integrated and planned out across our programs. It is also crucial to engage Black deaf and disabled scholarship to problematize the exclusion of disability and deaf studies from equity discourses in early childhood studies.

**Intended audience:**

This project primarily aims to prepare our students to be champions of anti-Black racism and anti-ableism in early childhood education and care settings. The audience is therefore the children and families who are served in these systems. The curriculum in Ontario for early childhood educators does not require students to have anti-ableism content. We see this absence as very problematic. Further, many of the programs actively teach approaches to disability that are grounded in positivist psychology which promotes interventionist approaches to child development, and is entangled in systems that embolden intersectional discrimination, racism, and classism. These approaches have been identified in analysis of settler-colonialism in early childhood education and care (Ineese-Nash, et al. 2017; Moola, et al. 2021). There is, however, a need to ensure a specific focus on Black experiences and expertise is embedded in our curricula (Parekh, et al., 2022).

Many curricular reviews focus solely on the reading list, which can lead to a narrow review of course content. Instead, we aim to support content on anti-Black racism and Black scholarship in other courses in our program, without overlapping. Our goal is to better integrate Black scholarship in disability studies across our school and the faculty, particularly for students from outside our school who may take our courses.

We aim to build content across courses, providing the opportunity to ensure we move beyond introductory concepts. Our goal is to provide resources so that we can include Black and disabled scholarship and experiences across our courses, through different topics, assignments and content in the required courses that the authors teach, but also to share these resources with our colleagues so that we can ensure infusion of critical perspectives across the curriculum. In some cases, we have noted articles/resources that may fit with the general mapping of disability theory and topics that we have suggested below. In most cases we have not recommended articles. Some of the articles are ones that we know well. Many of them have been included based on a review of the abstracts. We have made some notes where we think that a more in-depth read of the article is warranted. In no case do we recommend including the articles without a thorough review. We welcome feedback and would be pleased to hear from our colleagues if you are already using any of the resources, or plan to use them. We have made a note where we are planning to or already do use a reading. Sharing this information can help us to avoid repetition of readings, and to build on what they have learned in other courses.

Year 1	Year 2	Year 3	Year 4
Seeing disability in the classroom	Teaching/practice for awareness, identity pride	Systemic constructions of disability	Activism, social movements, and systems approaches
Sociological constructions of disability, Disabled children's childhood studies	Inter-dependence, disabled and deaf people's movements, Holistic model (Neurodiversity)	Progressive intervention and health care approaches	Radical Inclusion, Interconnected Social movements

**References:**

Angelou, M. (1984) <https://www.mprnews.org/story/2020/06/04/maya-angelou-westminster-forum>)

Wong, A. (2020). *Disability Visibility : First-Person Stories from the Twenty-first Century*. Vintage Books.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>

## Annotated Bibliography

1. Adjei, P. B. (2018). The (em)bodiment of blackness in a visceral anti-black racism and ableism context, *Race Ethnicity and Education*, 21:3, 275-287, DOI: [10.1080/13613324.2016.1248821](https://doi.org/10.1080/13613324.2016.1248821)

Paul Banahene Adjei explores placement practices in special education and disability diagnose. He examines the driving factors as well as critically exploring relations between race, disability diagnoses, segregation, class and placement practices within special education in Toronto. Through a personal story, an African Canadian mother shares her resistance and denial to her daughter's disability diagnoses. [Year 1]

2. Agénor M, Gill, TGR, Bailey, M., Benjamin, R., Charles, N., Dryden, O., Edu, U., Hammonds, E., Rosenkrantz, T.B.G., Harvey, S., Judd, B., Miles, A.L., Mobley, I. A., Oni-Orisan, A., Peoples, W., Roberts, D., Weiss, G. A., Schalk, S., ... et al. (2019). Open Letter to Editors of Journal of the National Medical Association from the Black Feminist Health Science Studies Collective. *Journal of the National Medical Association*. 111. [10.1016/j.jnma.2019.04.003](https://doi.org/10.1016/j.jnma.2019.04.003).

This open letter to the Editors of Journal of the National Medical association was sent in response to a publication review by Leonard F. Vernon who supported J. Marion Sims for his experimentation work on Black women. This response letter argues that medicalized experimentation on enslaved Black women constituted oppression. This letter explores correlations between scientific racism, medical history, experimentation and medical discoveries.

3. Ahmad, W.I., & Atkin, K.M. (1996). Ethnicity and Caring for a Disabled Child: The Case of Children with Sickle Cell or Thalassaemia. *British Journal of Social Work*, 26, 755-775.

This article highlights the need for more research work to be done with Black communities. The categories of ethnicity, racism and healthcare, along with chronic illness and childhood disability are also debated.

4. Alegria, M., Vallas, M., & Pumariega, A. J. (2010). Racial and ethnic disparities in pediatric mental health. *Child and adolescent psychiatric clinics of North America*, 19(4), 759-774. <https://doi.org/10.1016/j.chc.2010.07.001>

This article provides a holistic picture of the current climate of disparities in pediatrics. Factors such as the need for services, access to care and mental health treatment types are addressed. Other important variables such as community and socio-economic status, family dynamics are explored. Recommendations are offered for further success and improvement in this area. [Year 3]

5. Ali, K., Braithwaite, B., Dhanoolal, I., & Snoddon, K. (2021). Sign language-medium education in the global South. *Deafness & Education International*, 23(3), 169-178. <https://doi.org/10.1080/14643154.2021.1952507>

This special issue editorial explores education for deaf learners in the Global South with a particular focus on Trinidad and Tobago, and Guyana. Methods, practices, and ideologies in deaf education have often been imported from the global North and do not reflect local realities or Indigenous sign languages. Many of the complexities in deaf education in the Caribbean illuminate general issues involving sign language-medium education resources and training, and deaf students' access to education in the global South. [Year 2]

6. Ali, Z., Fazil, Q., Bywaters, P., Wallace, L., & Singh, G. (2001). Disability, Ethnicity and Childhood: A critical review of research. *Disability and Society*, 16(7), 949-968. <https://doi.org/10.1080/09687590120097845>

This literature review focuses on the voices of Black and Asian disabled children and families and some of their lived experience. The authors suggest that lived experience of disability differs greatly between Black and Asian children and White children with disabilities. It is positioned that further research is required in this area. [Year 4 – CLD 445]

7. Anderson, J.M (2020, June 25). *The intersection of Blackness & disability in Canada*. ASE Community Foundation for People with Disabilities. Black Canadians Disability [https://hrs.humber.ca/assets/files/human\\_rights/Black-Canadians\\_Disability25.06.20%20\(1\).pdf](https://hrs.humber.ca/assets/files/human_rights/Black-Canadians_Disability25.06.20%20(1).pdf)

This report presents data on Black, disabled, and Black disabled experiences in Canada. This data-based report concludes that Black disabled people do not have access to the same level of services as other disabled people, and calls for a disruption in both Black cultural narratives that exclude disabled people, and representations of disability that are white middle class and physically disabled. [Year 4]

8. Annamma, S. A. (2014). Whiteness as Property: Innocence and Ability in Teacher Education. *The Urban Review*, 47(2), 293–316. <https://doi.org/10.1007/s11256-014-0293-6>

Through a Critical Race Theory lens, this article empirically examined juvenile justice in relation to young Black women and the positioning of teacher education. Findings from this article indicate a positioning of surveillance as opposed to a supportive stance. It is also suggested that teachers require training around race theory and racism to help be an ally in disrupting the school to prison pipeline crisis.

9. Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability, *Race Ethnicity and Education*, 16:1, 1-31, DOI: [10.1080/13613324.2012.730511](https://doi.org/10.1080/13613324.2012.730511)

This article provides insights on Critical Race Theory and the intersection of Disability Studies. The article is meant to provide a theoretical framework that explores the dual analysis of ability and race. This article makes connections between how disability and race are constructed in educational institutions and society. Seven tenets of DisCrit are explored in detail and recommendations are made. [Year 4 – being considered for CLD 445.. These authors are important in DisCrit theory. This article could in Year 2 and then return to their work in Year 3 or 4. See below]

10. Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education. *Review of Research in Education*, 42(1), 46–71. <https://doi.org/10.3102/0091732X18759041>

This article looks at critical correlations between Critical Race Theory and intersectionality. It is interested in exploring the ways in which DisCrit has traditionally shown up in academia and how new knowledge can be produced. There is a focus on disrupting injustice in education. [Year 4 – CLD 445]

11. Annamma, S.A., Morrison, D., & Jackson, D. (2014). Disproportionality Fills in the Gaps: Connections between Achievement, Discipline and Special Education in the School-to-Prison Pipeline. *Berkeley Review of Education*, 5(1), 53-87.

This article uses Critical Race Theory to examine the ways in which racism is institutionalized. Educational policies and laws are examined to make meaning of the increasing issue of over representation of Black children in the juvenile justice system.

12. Annamma, S. A., & Handy, T. (2021). Sharpening Justice Through DisCrit: A Contrapuntal Analysis of Education. *Educational Researcher*, 50(1), 41–50.  
<https://doi.org/10.3102/0013189X20953838>

This article examines the work of Nancy Fraser, Iris Marion Young, Mia Mingus and Talila Lewis to critically examine common ideas centered around perceptions of justice and difference. Black students who are marginalized are highlighted through a DisCrit lens. [Note: This article includes graphic descriptions of sexual violence against a disabled Black student]

13. Annamma, S. A., Connor, D. J., & Ferri, B. A. (2016). A truncated genealogy of DisCrit. *DisCrit: Disability studies and critical race theory in education*, 1-8.

This book examines the intersectional lived experiences of students in school. The authors also shed light on issues such as overrepresentation of minority students in special educational settings, the school to prison pipeline and gaps between student achievement. School reform is also explored.

14. Annamma, S. A., Jackson, D. D. & Morrison, D. (2017) Conceptualizing color-evasiveness: using dis/ability critical race theory to expand a color-blind racial ideology in education and society, *Race Ethnicity and Education*, 20(2), 147-162, DOI: [10.1080/13613324.2016.1248837](https://doi.org/10.1080/13613324.2016.1248837)

In this article, the authors examine color blind racial ideology through the theoretical framework of DisCrit. Gotanda's 1991 critique of color-blind racial ideology is examined along with educational literature and legal studies. [Year 3 or 4]

15. Annamma, S. A. (2018). Mapping Consequential Geographies in the Carceral State: Education Journey Mapping as a Qualitative Method with Girls of Color with Dis/abilities. *Qualitative Inquiry*, 24(1), 20–34. <https://doi.org/10.1177/1077800417728962>

This article critically examined the school to prison pipeline connection through DisCrit theory. It mapped the educational journey and lived experiences of young Black girls who identified with a disability. [Year 3 or 4]

16. Aramburo, A.J. (1989). Sociolinguistic Aspects of the Black Deaf Community. In C. Lucas (Ed.), *The sociolinguistics of the Deaf community* (pp. 103-119). Academic Press, Inc.

The author examined challenges premised around the Black deaf lived experience. Data that queried identity was gathered from 60 Black deaf participants through a sociolinguistic perspective. This study also highlights some of the pressing issues around being Black and deaf such as, social advantages, better education and employment opportunities.

17. Bailey, M., & Mobley, I. A. (2019). Work in the Intersections: A Black Feminist Disability Framework. *Gender & Society*, 33(1), 19–40. <https://doi.org/10.1177/0891243218801523>

This article presents a Black feminist disability framework to explore experiences of oppression. It acknowledges that consideration must be given to disability in Black Studies and race in Disability Studies. It is also aimed at progressing an intersectional framework that looks for gaps in Disability Studies and Black Studies. [Year 4 – CLD 445]

18. Beneke, M.R., Collins, S., & Powell, S. (2021). Who may be competent? Mothering young children of color with disabilities and the politics of care. *Equity & Excellence in Education*, 54(3), 328-344. <https://doi.org/10.1080/10665684.2021.1992604>

A qualitative study was conducted through the use of Critical Race Theory to gain a better understanding of racism and ableism experienced in schools and early childhood, by Black mothers and their children with disabilities. Dominant notions around worthiness are challenged and mothers share their dream for agency. [Year 1]

19. Blanchett, W.J. (2006). Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism. *Educational Researcher*, 35, 24 - 28.

In this article the author examines how educational resources are allocated, inadequate teacher preparation, inappropriate teaching and curriculum methods have contributed to the ongoing concern around the overrepresentation of Black students in special education. The author further asserts the importance of examining the ways in which systems are structured. [Good background information, but there is concern about the relentless presentation of “disproportionality”. It is the basis of much of the racial analysis in special education for more than 30 years. The analysis is not wrong but a focus on Black excellence is needed]

20. Ben-Moshe, Magaña (2014). An Introduction to Race, Gender, and Disability: Intersectionality, Disability Studies, and Families of Color. *Women, Gender, and Families of Color*, 2(2), 105.

This article takes on an intersectional analysis of race, gender and disability. It does so from a cross and multi-disciplinary perspective. It also examines policy implications for families who identify with a disability. [Year 2]

21. Berghs, Maria. (2022). An African Path to Disability Justice: Community, Relationships and Obligations: by Oche Onazi, Cham, Springer, 2020, xix + 179 pp. *Canadian Journal of African Studies / Revue canadienne des études africaines*, 56, 1-3. [10.1080/00083968.2022.2041382](https://doi.org/10.1080/00083968.2022.2041382).

This book fleshes out some of the challenges centered around achieving an ideal disability justice systemically, i.e., legal and political institutions. It provides contemporary literature on disability justice as well as African legal philosophy. It critically examines ethical ideals that relate to relationship and community expectation. [Year 2]

22. Blanchett, W. (2010). Telling it like it is: The role of race, class, & culture in the perpetuation of learning disability as a privileged category for the white middle class. *Disability Studies Quarterly*, 30(2). <http://dsq-sds.org/article/view/1233>

The guiding and main purpose behind this paper was to answer the following questions: 1) What's the historical connection between how Black and other minority students are being treated in special education? 2) Does the grouping of "disability" lend non-disabled students' privilege? 3) What are some of the ways in which students who receive the same label of a LD have different lived experiences in school and beyond school, as it relates to their race and social class?

23. Bai, Y., Hillemeier, M. M., & Lengerich, E. J. (2007). Racial/ethnic disparities in symptom severity among children hospitalized with asthma. *Journal of health care for the poor and underserved*, 18(1), 54–61. <https://doi.org/10.1353/hpu.2007.0001>

This article uses a cross-sectional study to examine correlations between functional disabilities and examination disparities among Black, Hispanic and White children with asthma. Research findings suggested that Black children were twice as likely to present with more severe asthma symptoms. Factors such as insurance coverage, financial status and Medicaid coverage were related to a greater risk for clinical conditions.

24. Bell, C. (2017). Is disability studies actually white disability studies? In L. Davis (ed), *The Disability Studies R*. Routledge.

This article sheds light on the notion that Disability Studies tends to be White and lacks work that is produced by scholars of color. This article was a seminal call to action that had a broad uptake.

25. Bell, C. M. (2011). *Blackness and Disability: Critical Examinations and Cultural Interventions*. Ed. Germany: LIT Verlag, 2011. 161 pp.

This volume of work unveils some of the misconceptions of Black disabled bodies. Through the connecting themes around Disability Studies and African American Studies, an effort is made to keep the dialogue going around disability and blackness. [Year 2]

26. Boveda, M. (2022). Students of color in special education are less likely to get the help they need – here are 3 ways teachers can do better. *The Conversation*. <https://theconversation.com/students-of-color-in-special-education-are-less-likely-to-get-the-help-they-need-here-are-3-ways-teachers-can-do-better-178111>

The author addresses the growing concern of inequity in education among Black identified students with disabilities. The author covers themes that are related to advocacy, resistance, intersectionality and the importance of positive representation, especially for racially identified students with disabilities. Recommendations are made to help combat this growing concern. [Year 2]

27. Briarpatch (2022). Disability Justice, Activism and Advocacy: Special issue. <https://briarpatchmagazine.com/articles/briarpatch>

In their September to October 2022 issue, they catalogue and showcase writings that are focused on Disability Justice, Activism and Advocacy. It features a range of topics, here are a few (*War and Debility, Sex and Disability, and Childrens' literature about accessibility*). [Year 1]

28. Broder-Fingert, S., Mateo, C. M., & Zuckerman, K. E. (2020). Structural Racism and Autism. *Pediatrics*, 146(3), e2020015420. <https://doi.org/10.1542/peds.2020-015420>

This article explores barriers, racial inequity, systems of oppression and exclusion around the acquisition of services for Black children with autism. Recommendations are made for remedying the existing inequities around medical care for Black children with disabilities. The article further states that more critical discussion is necessary around issues of exclusion and oppression, unfair advantages in white communities and the history of scientific misuse on Black communities; as they relate to access and service acquisition and treatment. [Year 3]

29. Brown, K. (2020). Nurturing Black Disabled Joy. In A. Wong (Ed.), *Disability Visibility: First Person Stories from The Twenty-First Century (117-120)*. Vintage Books. (Ted Talk Video Link) <https://www.youtube.com/watch?v=Ng1cJNfYG0g>

Keah Brown is a journalist/ freelance writer. In this excerpt she takes her reader on a journey of what it means to be Black and disabled. She talks about how she finds joy in the “everyday”. [Year 1]

30. Burkett, K., Morris, E., Manning-Courtney, P., Anthony, J., & Shambley-Ebron, D. (2015). African American families on autism diagnosis and treatment: the influence of culture. *Journal of Autism and Developmental Disorders*, 45(10), 3244–3254. <https://doi.org/10.1007/s10803-015-2482-x>

This article examines connections between cultural factors and the delay of accessing early intervention autism support services. A qualitative study was conducted involving 24 urban African American family members and 28 ASD professionals. The goal was to establish reasons for the delay in diagnosis and treatment.

[Note: The article does not take a critical stance on “treatment”. We need to ensure that our students’ ideas of access to services are not situated in a medical model. The article remains on the list, because it is important to recognize the disparities in access to services. There are many disability specific services that do not take this stance. Access to these services is a named human right in the CRPD]

31. Cauce, A. M., Domenech-Rodríguez, M., Paradise, M., Cochran, B. N., Shea, J. M., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking: a focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology*, 70(1), 44–55. <https://doi.org/10.1037//0022-006x.70.1.44>

This article uses a mental health seeking model to help understand cultural and contextual elements that impact health outcomes for ethnic minority youth. The authors assert that a better understanding of culture and contextual factors will help shed light on how choices are made for ethnic minority youth and their families.

32. Chapple, R. (2018). Toward a Theory of Black Deaf Feminism: The Quiet Invisibility of a Population. *Affilia*. 34. 10.1177/0886109918818080.

Dr. Reshawna Chapple explores identity and lived experiences of Black deaf women through an intersectional lens, i.e., social constructions of Blackness, deafness and gender. Social theories such as CRT, Feminism, Feminist Disability Theory and the Tenets of Black Deaf Feminism are examined.

33. Chataika, T., McKenzie, J. (2013). Considerations of an African Childhood Disability Studies. In: Curran, T., Runswick-Cole, K. (Eds.) *Disabled Children's Childhood Studies*. Palgrave Macmillan, London. [https://doi.org/10.1057/9781137008220\\_12](https://doi.org/10.1057/9781137008220_12)

From an African contextual standpoint, the authors in this article examine theories of childhood disability studies. They discuss Global South, African Communities and Indigenous knowledge system and how it is undermined. They examine the African family structure and the ways in which children with disabilities are impacted for example, lived experiences such as poverty.

34. McKenzie, J. & Chataika, T. (2018). Supporting families in raising disabled children to enhance African child development. In K. Runswick-Cole, T. Curran, & K. Liddiard (Eds.), *The Palgrave Handbook of Disabled Children's Childhood Studies* (pp. 315-332).

These authors have contributed an African perspective in several volumes on disabled children's childhood studies. They are widely cited. This article is an update from the article listed above. [Year 1 – could be included with an article on disabled children's childhood studies].

35. Colour of Poverty (2019). *Fact Sheet #3 Racialized Poverty in Education & Learning*. <https://colourofpoverty.ca/fact-sheets/>. Retrieved March 2, 2022 from [colourofpoverty.ca](https://colourofpoverty.ca)

The Colour of Poverty website has a number of fact sheets related to race and racism in Ontario. The Colour of Change Fact Sheet #3, lists mechanisms of discrimination and sites of inequity in education. These include inequity around learning outcomes, health status, employment opportunities, income prospects as well as life outcomes as a result of streaming, special education, and other educational structures

36. Connor, D. J., Ferri, B. A., & Annamma, S. A. (Eds.) (2016). *DisCrit— Disability Studies and Critical Race Theory in Education*. Teachers College Press.

This is an edited volume that is a seminal reader on Dis/Crit. Some of the topics covered in this book include: Critical Race Theory, Class Education and Disability Studies. It also examines correlations between the school to prison pipeline, Black identity and special education. Educational policies are also explored in conjunction with practice inequities, lived experiences, access, historical and contemporary data around opportunity and achievement gaps. There are many chapters that focus on education.

37. Daniels A. D. (2022). Combining Family Systems Approaches to Address BIPOC Families' Racial Trauma Amidst the Global Pandemic. *Family journal (Alexandria, Va.)*, 30(2), 157–163. <https://doi.org/10.1177/10664807221078969>

This article is concerned with themes that are centered around racial trauma, family resiliency, advocacy and evidence-based approaches that can benefit BIPOC families in need of therapeutic support. A case study is presented for family therapists to better understand how they can appropriately meet the needs of BIPOC families, ie., building family resilience, coping with racial trauma and the global pandemic. [Might be good in some families' courses. This does not have a disability focus]

38. Danseco, E. R. (1997). Parental Beliefs on Childhood Disability: Insights on culture, child development and intervention, *International Journal of Disability, Development and Education*, 44:1, 41-52, DOI: 10.1080/0156655970440104

Within an ecological framework, this paper examines the connections between culture, parental beliefs and childhood disabilities. Through a discussion of studies parental views on biomedical and sociocultural views are explored. These findings critically highlight important themes about multicultural societies and its implication on intervention and clinical practice. [Year 1]

39. Elias, A., & Paradies, Y. (2021). The Costs of Institutional Racism and its Ethical Implications for Healthcare. *Journal of bioethical inquiry*, 18(1), 45–58. <https://doi.org/10.1007/s11673-020-10073-0>

This research article examines ethical implications of racism and bioethics. It reviews the ways in which Western society continues to perpetuate systemic racism, but more specifically in health care from a social and economic standpoint.

40. Eilers, N. (2021). Critical Disability Studies and ‘Inclusive’ Early Childhood Education: The Ongoing Divide, *I*(1-2), [https://brill.com/view/journals/jdse/1/1-2/article-p64\\_64.xml](https://brill.com/view/journals/jdse/1/1-2/article-p64_64.xml)

This paper examines the gaps between Critical Disability Studies and early childhood inclusive education. It provides a general overview of CDS and early childhood inclusive education as separate fields. It then seeks to flush out the factors that are creating the distance between the two. [Year 4 – CLD 445]

41. Ellis-Robinson, T. (2021). Bringing DisCrit theory to practice in the development of an action for equity collaborative network: passion projects. *Race Ethnicity and Education*, 24(5), 703-718, DOI: [10.1080/13613324.2021.1918411](https://doi.org/10.1080/13613324.2021.1918411)

Tammy Ellis- Robinson is an academic activist and author who has embraced critical conversations about race and disability with various community stakeholders. The article is centered around intersectionality, equity, identity and institutionalized practices in educational and community settings. She talks about the importance of using a DisCrit approach to build cultural competence and culturally responsive teaching. [Year 4]

42. Erevelles, N., & Minea, A. (2010). Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality. *Journal of Literacy & Cultural Disability Studies*, 4(2), p. 127-145. Project MUSE [muse.jhu.edu/articles/390395](https://muse.jhu.edu/articles/390395).

This article provides insight in the deconstruction of race and intersectional identity, coupled with disability. The literature is presented from the lens of a Critical Race Feminist Theory approach. It examines important correlations between inclusion and exclusion. Some other important points explored in this article are around social constructs and layered stigmas. Two other narratives are also examined which are based on historical and contemporary connections that aim to help shed some understanding of things such as “access”, “location”, “space” and “social institutions”.

[Note: Nirmala Erevelles is a seminal scholar on DisCrit and Disability Studies in Education (DSE) scholarship]

43. Ereveles, N. (2011). *Disability and Difference in Global Contexts*. Springer. ISBN: 9780230100183

This book analyzes disability within a global context. It covers varied interdisciplinary text. Some examples are: cultural studies, social theory, feminist ethics and theories of citizenship.

44. Ereveles, N. (2013). (Im)Material Citizens: Cognitive Disability, Race, and the Politics of Citizenship. In: Wappett, M., Arndt, K. (eds) *Foundations of Disability Studies*. Palgrave Macmillan, New York. [https://doi.org/10.1057/9781137363787\\_8](https://doi.org/10.1057/9781137363787_8)

This article challenges the notion of what is meant by citizenship. It explores what is meant by “common good” and “equal treatment”. It expresses the notion that citizenship is difficult for varied groups of people such as people who are Black, gay or disabled. Work remains to be done in the area of knowledge and social practice.

45. Ereveles, N. (2014). Crippin’ Jim Crow: Disability, Dis-Location, and the School-to-Prison Pipeline. In: Ben-Moshe, L., Chapman, C., Carey, A.C. (eds) *Disability Incarcerated*. Palgrave Macmillan, New York. [https://doi.org/10.1057/9781137388476\\_5](https://doi.org/10.1057/9781137388476_5)

This research work explores how certain bodies are being excluded from places and spaces such as schools, by virtue of oppressive policies and oppressive practices currently in place. Major themes of this paper are premised around violence, isolation, exclusion, inclusion and shame. More critical work is warranted in this area.

46. Feagin J, Bennefield Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine*, 103, 7-14.

Through a social science theoretical approach-systemic racism theory, this article examines how systemic racism presents as exploitative in nature on Americans of color. This is explored through the use of stereotypes, ideologies, narratives, images and emotions embedded within public health practices. This research also examines racial differences found in medical practices, how White doctors frame race as well as how Black physicians and Black patients experience public health and health care. The article concludes with concrete examples of successful policies that have been put into place to help with some of the challenges found at the intersection of race and health.

47. Fearon, S. (2024). To Mica With Love: Engaging Black Canadian Girls in Educational Research. *Journal of African American Women and Girls in Education*, 3(2), 183-197.

The author uses DisCrit, Black feminist notions of homeplace and arts-informed autoethnography to center the experiences of 3 Black Canadian girls in reimagining schools as liberatory spaces and reconceptualizing how scholars can partner with Black girls in research processes. Specifically, scholars need to shift from deficit perspectives and position Black girls as knowledge producers and leaders striving for social change.

48. Fedele, D. A., Molzon, E. S., Eddington, A. R., Hullmann, S. E., Mullins, L. L., & Gillaspay, S. G. (2014). Perceived barriers to care in a pediatric medical home: the moderating role of caregiver minority status. *Clinical pediatrics*, 53(4), 351–355.  
<https://doi.org/10.1177/0009922813507994>

This article seeks to explore correlations between child health quality of life and potential barriers that may exist. Fifty-three minority participants measured what they felt were barriers. Research findings suggested that minority families face barriers accessing appropriate health care and financial and logistical factors may play a role.

49. Feldner, H.A., Evans, H.D., Chamblin, K., Ellis, L.M., Harniss, M.K., Lee, D., & Woiak, J. (2022). Infusing disability equity within rehabilitation education and practice: A qualitative study of lived experiences of ableism, allyship, and healthcare partnership. *Frontiers in Rehabilitation Sciences*.

This article is explored through a qualitative study that addresses issues of diversity, equity and inclusion through the lived experiences of disabled and deaf identity and intersecting variables. Twenty-two undergraduate students who identify with varying needs of disability are interviewed through semi-structured interviews and focus groups.

50. Ferri, B. (2008). Changing the script: Race and disability in Lynn Manning's *Weights*. *International Journal of Inclusive Education*. 12. 497-509. 10.1080/13603110802377524.

This research paper examines counter narratives that are premised around lived experiences as a way to challenge the ways in which we formulate ideas about ableism and racism. Lynn Manning's autobiographical performance called "Weights" is used to connect deeper meaning of how race and disability are embedded in society. [Year 1]

51. Forber-Pratt, A. & Mueller, Carlyn & Andrews, Erin. (2018). Disability Identity and Allyship in Rehabilitation Psychology: Sit, Stand, Sign, and Show Up. *Rehabilitation Psychology*, 64. 10.1037/rep0000256.

This paper calls to attention the importance of rehabilitation practitioners to be mindful of their role in providing a disability identity. Emphasis also placed on this taking the stance of allyship as opposed to one that is deemed punitive.

52. Getfield, J. (2022). Family Engagement in a Pandemic: Seeing Through a Dark Glass. In K. Fox, & L. Szech (Eds.), *Handbook of Research on Family Literacy Practices and Home-School Connections* (pp. 176-195). IGI Global. <https://doi.org/10.4018/978-1-6684-4569-3.ch011>

Through the voices of Black educators and parents, this chapter seeks to draw attention to stories of lived experiences, measures and thoughts about home-schooling that specifically relates to Covid 19 and the schooling of Black students who are accessing special education in Ontario.

53. Getfield, J. (2021). Parenting and Schooling in a Pandemic. *Academia Letters*.  
<https://doi.org/10.20935/AL450>

In this article, Jacqui Getfield explores what it means to parent and school a child during a pandemic. She explores the following categories: Whiteness, Anti-Black Racism in Canadian Education, Power and Power Imbalances, The Generational Trauma of Black students, violence and

racial Discrimination and the importance of Canadian History Literature promoting positive Black images and narratives.

54. Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: race, class, gender, and disability in education. *Qualitative Inquiry*, 21(3), 277–287. <https://doi.org/10.1177/1077800414557827>

This article examines intersectionality as a piece of CRT in the field of education. Black middle-class parents from England are utilized in this study to flush out intersections of race, class and gender; and how it presents itself within narration and delivery within education. The article concludes by stressing the importance of understanding racism and racial inequity.

55. Ha, J., Greenberg, J. S., & Seltzer, M. M. (2010). Parenting a Child with a Disability: The Role of Social Support for African American Parents. *Families in Society*, 92(4), 405–411.

This research study examines the factors that contribute to better mental health for Black parents with disabled children. The study examines factors that contribute to family support and calls for better family specific to Black families. [Note: positioning disabled children as the cause of family stress, should be read with caution.]

56. Hartley, S., Ojwang, P., Baguwemu, A., Ddamulira, M., & Chavuta, A. (2005). How Do Carers of Disabled Children Cope? The Ugandan Perspective. *Child: Care, Health and Development*, 31(2), 167–180. doi:[10.1111/j.1365-2214.2004.00464.x](https://doi.org/10.1111/j.1365-2214.2004.00464.x).

This study looks at gender roles and the medically driven activities to find a cure, rather than to care for children. This Ugandan study holds important findings for families in Canada as well.

57. Love, H. R., Nyegenye, S. N. , Wilt, C. L. & Annamma, S. A. (2021) Black families' resistance to deficit positioning: addressing the paradox of black parent involvement, *Race Ethnicity and Education*, 24(5), 637-653, DOI: [10.1080/13613324.2021.1918403](https://doi.org/10.1080/13613324.2021.1918403)

This article describes lived experiences of school-parent interactions that perpetuate the marginalization of Black students and their parents. Educational practices that are predicated on White middle-class norms, fail to take into account Black and disabled identity. DisCrit Theory is used to examine the lived experiences of racism and ableism around the schooling of Black girls. The article pushes for support centered approaches for Black families, rather than ones which are punitive in nature. The voices of Black parents in this article aim to rescript more positive representation of Black children with disabilities, instead of perceptions that are deficit based. [Year 2 or 3 family courses]

58. The History of Black Deaf Education (n.d.). <https://express.adobe.com/page/cq21myYHHfx5B/> APA information for websites

This website link provides some general information on the history and education of Black deaf students.

59. Iqtadar, S., Hernández-Saca, D. I., Ellison, B. S., & Cowley, D. M. (2021). Global conversations: recovery and detection of Global South multiply-marginalized bodies. *Race Ethnicity and Education*, 24(5), 719–736. DOI: [10.1080/13613324.2021.1918412](https://doi.org/10.1080/13613324.2021.1918412)

In this article the UNCRPD (*United Nations Conventions on the Rights of People with Disabilities*) framework is examined in conjunction with DisCrit. This article analyzes intersectional disability

experiences of the Global South and Global North, as well as disability politics and the education of students with disabilities. This article stresses the need for the 7 tenets of DisCrit to account for global intersectional disability politics. Global Conversations stresses on the need for advocacy and representation and the voices of historically marginalized communities must be heard.

In this research paper, the authors analyze connections between the hegemony of Western cultural norms, domination, human rights and violence. They also examine the social construction of race

60. James, C. E. ., & Parekh, G. (2021). Fixed Trajectories: Race, Schooling, and Graduation from a Southern Ontario University. *Canadian Journal of Higher Education*, 51(4), 67–84. <https://doi.org/10.47678/cjhe.v51i4.189081>

This study examined the educational pathways of Black students from public education through tertiary education. The study uses both descriptive and regression analysis to examine the trajectories of students through academic and other programs.

61. Jennings, S., Khanlou, N., & Su, C. (2014). Public health policy and social support for immigrant mothers raising disabled children in Canada. *Disability & Society*, 29, 1645 - 1657.

It is argued in this article that public health policy needs to be revamped as it does not meet the unique needs of all populations in Canada. Immigrant mothers often face unique challenges around mothering a child with a disability in a dominant culture. Findings from this research suggest immigrant mothers face many barriers to essential social support for themselves and their disabled children.

62. King-Thorius K., Stephenson J. (2012). Racial and ethnic disproportionality in special education. In Noltemeyer A. L., McLoughlin C. S. (Eds.), *Disproportionality in education and special education: A guide to more equitable learning environments* (pp. 25–44). Charles C. Thomas Publishers.

There is a growing concern about disproportionality in special education. This article examines what is meant by disproportionality as it relates to practice remedies and policy. The Individuals with Disability Education Act is reviewed to make connection with how it addresses the concern of disproportionality. Recommendations are made to lessen and disrupt the challenge of disproportionality.

63. Kissi, E. (2016). *Theorizing Race, Gender, Ability, and Precarity in Early Childhood Education: A Way Forward*. Unpublished MRP. York University.

This research paper questions inclusivity and diversity within ECE settings. It also looks at policies and guidelines that govern ECE practices as it relates to education and workplace settings. Through the use of legal frameworks such as the Canadian Charter of Rights, this paper seeks to flush out how oppression is embedded in the field of ECE.

64. Kulkarni, S., Nusbaum, E., & Boda, P. (2021). DisCrit at the margins of teacher education: informing curriculum, visibilization, and disciplinary integration. *Race Ethnicity and Education*, 24, 1-17. [10.1080/13613324.2021.1918404](https://doi.org/10.1080/13613324.2021.1918404).

Taken from a DisCrit theoretical underpinning, the authors aim to flush out how DisCrit can be seen as beneficial in teacher education. It seeks to understand how certain ideologies can present as ableist and racist. The seven tenets of DisCrit are examined in conjunction with justice-oriented applications.

65. Lalvani, P., Broderick, A. A., Fine, M., Jacobowitz, T., & Michelli, N. (2015). Teacher education, InExclusion, and the implicit ideology of Separate but Equal: An invitation to a dialogue. *Education, Citizenship and Social Justice*, 10(2), 168–183. <https://doi.org/10.1177/1746197915583935>

The authors in this essay call to our attention issues centered around segregation, disability and educational equity. This article examines how power is connected to education, and the active exclusion of disability from equity discourses. Even where disability is included, it is often subjugated. [Year 2/3]

66. Liang, J., Matheson, B. E., & Douglas, J. M. (2016). Mental Health Diagnostic Considerations in Racial/Ethnic Minority Youth. *Journal of child and family studies*, 25(6), 1926–1940. <https://doi.org/10.1007/s10826-015-0351-z>

A systematic review was conducted to acquire empirical findings around the misdiagnosis of racial/ethnic minority youth as it related to health and behavioral challenges. As a result, ethnic minority youth received inappropriate health care that may have been linked to cultural and contextual factors. (Time span for source review was 1967-2004).

67. Torres, L. E. (2021) *Sobreviviendo Sin Sacrificando (Surviving without Sacrificing)– An intersectional DisCrit Testimonio* from a tired mother-scholar of color, *Race Ethnicity and Education*, 24:5, 623-636, DOI: [10.1080/13613324.2021.1918402](https://doi.org/10.1080/13613324.2021.1918402)

Lisette Torres critically examines her experiences of the intersections of race, disability and gender in a neoliberalist society. She identifies with a non-visible disability and takes readers on a journey of her experiences pertinent to microaggression, stereotypes, and imposter syndrome. Lisette Torres examines what it means to be a “mom” and the disadvantages associated with “Baby penalty” and the workforce. She also speaks about cultural norms and expectations and some of her challenges around the social model of disability.

68. Lindsay, S., King, G., Klassen, A. F., Esses, V., Stachel, M.(2012). Working with immigrant families raising a child with a disability: challenges and recommendations for healthcare and community service providers. *Disability and Rehabilitation*, 34(23),2007-17. doi: [10.3109/09638288.2012.667192](https://doi.org/10.3109/09638288.2012.667192).

The purpose of this article is to establish a more accurate understanding of how service providers go about facilitating culturally sensitive services to immigrant families and their children with physical disabilities. The data is gathered through focus groups and in depth-interviews involving two multicultural Canadian cities. The article concludes with concrete recommendations on implications for rehabilitation.

69. Louick, R., & Wang, M. (2021). Classroom discourse and disability: Interactional opportunities for development of self-determination beliefs. *The Journal of Educational Research, 114*, 52 - 63.

A qualitative study was used to assess the ways in which ongoing interactions in a highschool classroom is impacted by teacher and student in special educational settings. The article flushes out how self-determination, power, relationship building, role and responsibility are worked out.

70. Love, H. R., & Beneke, M. R. (2021). Pursuing Justice-Driven Inclusive Education Research: Disability Critical Race Theory (DisCrit) in Early Childhood. *Topics in Early Childhood Special Education, 41*(1), 31–44. <https://doi.org/10.1177/0271121421990833>

The authors of this article aim to bring to light some of the ways in which ableism and racism connect particularly in early childhood education. They also discuss how society upholds its view on what is deemed normal and abnormal. DisCrit is used to enact and envision justice oriented inclusive education research. [DEC/NAEYC definition of inclusion that is used in CLD 445 is discussed. Other courses might also be using this definition]

71. Lovelace, T. S., Robertson, R. E., & Tamayo, S. (2018). Experiences of African American mothers of sons with autism spectrum disorder: Lessons for improving service delivery. *Education and Training in Autism and Developmental Disabilities, 53*(1), 3–16.

This article addresses the ongoing need for more critical research around the lived experiences of Black identified children with autism. It also places emphasis on the need for more research on the intersection points of race, culture, identity and disability. This article uses three Black identified Mom's (*African American Decent*) to help gain perspective on what it is like to be a Black Mom of a child with autism. One main theme that was flushed out was the need for more culturally responsive approaches in service provisioning.

72. Mandell, D. S., Listerud, J., Levy, S. E., & Pinto-Martin, J. A. (2002). Race differences in the age at diagnosis among medicaid-eligible children with autism. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*(12), 1447–1453. <https://doi.org/10.1097/00004583-200212000-00016>

This article looks for differences in the age at which young children receive a mental health diagnoses and treatment services for autism. The article also examines race and age of first diagnoses and the number of medical visits prior to a diagnosis. Research data findings suggest that White children with autism are quicker to have access to treatment supports when compared to Black children with autism.

73. Millau, M., Rivard, M., & Mello, C. (2018). Immigrant Families' Perception of the Causes, First Manifestations, and Treatment of Autism Spectrum Disorder. *Journal of Child and Family Studies, 27*(11), 3468-3481. <https://doi.org/10.1007/s10826-018-1180-7>

Through a qualitative thematic analysis, the authors explore Canadian immigrant families' perceptions about ASD, its causes and symptoms and how they go about acquiring treatment and support. Forty-Five families from Africa, the Caribbean, East Asia, Western and Eastern Europe, Latin America and the Middle East were participants in this study. Parents perceptions are collectively examined and then data collection further explores a mothers' perception and then a fathers' perception on treatment priorities and causes related to ASD.

74. Moola, F. J., Moothathamby, N., Naganathan, M., Curran, C. J., Yerichuk, D., & McPherson, A. C. (2020). A scoping review of music therapy in the lives of children and youth with disabilities and chronic conditions in non-acute medical and community- based settings: A novel consideration for art therapists? *Canadian Journal of Art Therapy: Research, Practice, and Issues*, 33(1), 17–28. <https://doi.org/10.1080/26907240.2020.1753461>

The authors in this article examine whether or not there are therapeutic benefits associated with arts-based therapy being offered to minority children with disabilities. From a community-based context, the authors examine how music therapy impacts disabled children presenting with chronic medical challenges. Six academic databases in conjunction with 44 articles were used in this study to gather findings.

75. Murray, J. J., Snoddon, K., De Meulder, M., & Underwood, K. (2020). Intersectional inclusion for deaf learners: moving beyond General Comment no. 4 on Article 24 of the United Nations Convention on the Rights of Persons with Disabilities, *International Journal of Inclusive Education*, 24:7, 691-705, DOI: [10.1080/13603116.2018.1482013](https://doi.org/10.1080/13603116.2018.1482013)

In this article the authors examine intersectionality and diversity through experiences of deaf learners. It questions what inclusive education looks like for deaf learners with reference to the United Nations Convention on the Rights of Persons with Disabilities and international deaf community advocacy, and it provides examples of models of inclusive education for deaf learners. This article flushes out contradictory data, while also making recommendations for consideration to be afforded around our conception of segregation and inclusion of deaf learners with intersectional identities.

76. Muderedzi, J., & Ingstad, B. (2011). Disability and Social Suffering in Zimbabwe. In A. E. Eide & B. Ingstad (Eds.), *Disability and Poverty, A Global Challenge*. Bristol: Policy.

This chapter examines distinctions between what anthropologists and oral histories describe of family care for disabled children. They document the care practices of families for disabled children, which is valuable as a model for care around the globe.

77. Nsamenang, B. (2006). Human Ontogenesis: An Indigenous African View on Development and Intelligence. *International Journal of Psychology*, 41(4), 293–297. <https://onlinelibrary.wiley.com/doi/abs/10.1080/00207590544000077>

This article offers an Afro Indigenous theory of child development. It is not a disability specific article, but offers an alternative to Euro-centric theories of development. The Western reaction to pathologizing child development is to disengage from theories of development altogether. Instead, this article offers an African perspective.

78. Ocasio-Stoutenburg, L. (2021). Becoming, belonging, and the fear of everything Black: autoethnography of a minority-mother-scholar-advocate and the movement toward justice, *Race Ethnicity and Education*, 24(5), 607-622, DOI: [10.1080/13613324.2021.1918401](https://doi.org/10.1080/13613324.2021.1918401)

In this article, Lydia Ocasio-Stoutenburg brings to light the importance of not compartmentalizing intersectional lived experiences such as social class, race, ethnicity, gender and disability, as they each provide deep insight into current society. The article focuses on Black lived disability experience, beginning from a parent observer standpoint moving toward a parent advocate

standpoint. Dominant negative discourses which exist around disability and race are reframed in a more positive manner.

79. Omeiza, K. A. (2024). *Autistic and Black: Our Experiences of Growth, Progress and Empowerment*. Jessica Kingsley Publishers.

The author is a Black scholar and shares experiences of resilience and the intersectionality of being Black and autistic. The book includes a collection of stories which celebrate and advocate for all types neurodiversity and share relatable lived experiences from folks in the autism community.

80. Padía, L. B., & Traxler, R. E. (2021). *Traerás tus Documentos (you will bring your documents): navigating the intersections of disability and citizenship status in special education, Race Ethnicity and Education, 24(5), 687-702, DOI: [10.1080/13613324.2021.1918410](https://doi.org/10.1080/13613324.2021.1918410)*

Rachel Traxler, and Lilly Padia walk us through the lived experience of two high school students with a disability. They investigate the intersections of ethnicity, disability, immigration status and the student's quest for higher education. Gaps in the educational system related to post-secondary transitions for students with disabilities are brought to light. This article also examines critical connections between race, ableism, immigration and historical patterns related to DisCrit.

81. Parekh, G. (2022). *Ableism in Education: Rethinking School Practices and Policies*. Penguin Canada.

Drawing on empirical research and Critical Disability Theory, this book presents a comprehensive picture of how ableism is implicated in school-based racial inequality and disability discrimination. Using the best scholarship on this topic as well as original research, this Canadian text is critical reading on the intersections between racism and ableism.

82. Parekh, G., Cameron, D., Gaymes San Vicente, A., Gordon, A., James, C., Ineese-Nash, N, Murray, K., Reid, L., To, J., & Underwood, K. (2022). *Equity and Human Rights in Special Education: Critical Reflective Practice Guide*. York University. [https://www.criticalreflectivepractice.com/files/ugd/f13180\\_b8cfd08638584436a592da0fe9ad6c48.pdf](https://www.criticalreflectivepractice.com/files/ugd/f13180_b8cfd08638584436a592da0fe9ad6c48.pdf), Project digital web version. <https://www.criticalreflectivepractice.com/>

This guide for educators and school leaders presents research and practice reflections from early childhood to grade 12. The guide is available in a digital and report versions and includes consideration of Black, racialized, Indigenous and disabled school experiences. It speaks about the importance of unlearning as we teach, so we can teach with more accuracy. It also examines common discourses and emphasizes on the importance of challenging dominant conceptions of leadership.

83. Phiri, M. (2021). *Challenges faced by deaf children in accessing education in Malawi. Deafness & Education International, 23(3), 234-249, <https://doi.org/10.1080/14643154.2021.1952374>*

This article discusses barriers to education faced by deaf children in Malawi, which has shifted to an inclusive education system where deaf children are often isolated. At the same time, special schools for deaf learners are too expensive for many families with deaf children.

84. Piepzna-Samarasinha, L. (2018). *Care Work: Dreaming Disability Justice*. Arsenal Pulp Press.

This book holds a collection of essays that explore disability justice from an intersectional standpoint. It is an empowering book that is meant to build community, power, resiliency and liberation of persons often oppressed through their various forms of identity. [Note: a seminal text on disability justice, a social/activist movement]

85. Rausch A., Joseph J., Steed E. (2019). Dis/ability critical race studies (DisCrit) in early childhood education: Ethical considerations of implicit and explicit bias. *Zero to Three*, 40(1), 43–51.

This is a great professional resource (article) that critically analyzes and examines the following: ableism, race, disability, bias, inclusion practices in early childcare, ethical obligations and bias in early childhood education. It draws from the theoretical grounding of DisCrit and the work of Annama, Connor, & Ferri. [Note: used in DST 503 – Rethinking disability in education]

86. Rounds, K., Weil, M., & Bishop, K. (1994). Practice with Culturally Diverse Families of Young Children with Disabilities. *Families in Society*, 75(1), 3-15.

The authors in this article provide insight on the need for family centered practices that are culturally competent in the service provisioning of young racial minority groups. Recommendations are provided for practitioner strategies that focus on person and family centered approaches.

87. Rouse, J. (2020). "Exploring the Acquisition of American Sign Language by Deaf Kindergarten Children: Early Language Access and the Use of Appropriate Resources" . *Electronic Thesis and Dissertation Repository*. 7184. <https://ir.lib.uwo.ca/etd/7184>

This dissertation examines Deaf children's experiences with their ability to access and acquire American Sign Language in Ontario Canada. It also looks at gaps in current research around deaf children's language learning and ASL assessment. Other areas of challenges are examined: insufficient training and resources for ASL assessment, and the negative impacts these may have.

88. Samuels, E. (2011). "Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet.", *Signs: A Journal of Women in Culture and Society*. 37(1), Autumn, 53-81.

From an ethical standpoint, this article calls for us to revisit the ways in which the McKoy twins were exploited and narrated. Additionally, the author stresses the need for us to expand upon our current ideas around what bodies count as "exceptional", African American studies, feminism and disability.

89. Singal, N. & Spencer, C. & Mitchell, R. (2021). Primary Schooling for Children with Disabilities: A Review of African Scholarship. 10.13140/RG.2.2.31580.72325.

In this article, a systematic review is done to examine the (AERD) African Education Research Database to see how the education of children with disabilities is being probed and understood. Fourteen Sub-Saharan African countries are examined in the areas of education, disability and publication.

90. Singal, N., Lynch, P., & Johansson, S.T. (Eds.). *Education and Disability in the Global South: New Perspectives from Africa and Asia*. Bloomsbury Academic.  
<http://dx.doi.org/10.5040/9781474291231>

A collection of research on education for disabled children in Global South contexts. The volume draws on expertise of Global South scholars from a range of disciplines. The book holds important perspectives for educators and researchers in any context.

91. Singal, N., Mahama, E., Iddrisu, K., Casely-Hayford, L., & Lundebye, H. (2015). The impact of education in shaping lives: Reflections of young people with disabilities in Ghana. *International Journal of Inclusive Education*, 19, 1-18. [10.1080/13603116.2015.1018343](https://doi.org/10.1080/13603116.2015.1018343).

This article brings up the important issue of quality universal education and correlating themes linked to poverty, access employment and self-sufficiency. The authors assert that policy programs in Ghana overlook children with disabilities. Suggestions are made for systemic changes with a specific reference to policy making.

92. Singal, N. (2011). Disability, poverty and education: implications for policies and practices. *International Journal of Inclusive Education*, 15, 1047-1052.  
[10.1080/13603116.2011.555065](https://doi.org/10.1080/13603116.2011.555065).

This article talks about disability being a global issue. It examines connections with intersectionality and how one's historical, social and cultural understandings will vary and be different. The challenge of deprivation for disabled persons is also explored and ability that is situated outside of Western cultural norms.

93. Smith, A. (2020). IECSS Policy Brief No. 8. Black Experience and Disabled Childhoods: Comparison of Federal and Provincial Policies. Toronto, ON: Inclusive Early Childhood Service System project.

This policy brief from the Inclusive Early Childhood Service System (IECSS) project presents theoretical and empirical arguments for a focus on Black experiences of disabled children and their families.

94. Snoddon, K. (2020). The social and epistemological violence of inclusive education for deaf learners. *Canadian Journal of Disability Studies*, 9(5), 184-213. <https://doi.org/10.15353/cjds.v9i5.695>

This paper explores some of the ways in which the so-called inclusive educational system plays a pivotal role in hindering positive learning outcomes for deaf children and their loss of identity. It examines how deaf students are excluded within inclusive educational systems and places emphasis on the need for sign language policies and practices to make sure equity in education is provided for deaf students.

95. Snoddon, K. (2021). "It seemed like if you chose sign language you were going to be punished": A narrative case study of participant experiences with supporting a deaf child in Ontario early childhood education and care. *Deafness & Education International*, 23, 276 - 294.

Through the analysis of a case study, this research paper explores experiences of a racialized deaf young child in an Ontario daycare setting. Other important stakeholders who were a part of the analysis include the parent, community ASL instructor and resource consultant. Semi-structured

interviews were conducted to explore deaf children's inclusion and lack thereof in early childhood education and care settings.

96. Stivers T, Majid A. (2007). Questioning children: Interactional Evidence of Implicit Bias in Medical Interviews. *Sociology Psychology Quarterly*, 70(4), 424-41.

This article looks at implicit race bias in pediatric medical interviews. It brings to the surface answers to why doctors would seek to use children over parents to answer questions in their interviews about matters pertinent to their health. Bias became evident when Black and Latino parents were not selected due to low education, but White parents with low education were selected.

97. Taylor, D. & Richards, D. (2019). Triple Jeopardy: Complexities of Racism, Sexism, and Ageism on the Experiences of Mental Health Stigma Among Young Canadian Black Women of Caribbean Descent. *Frontiers in Sociology*, 4. <https://doi.org/10.3389/fsoc.2019.00043>

This paper explores intersectionality (race, gender and age) and the stigma often associated with mental health as a person of color. It talks about the “lack luster” response to the ongoing concerns around mental health support, such as funding. The barriers to accessing mental health supports in Canada are explored along with recommendations for more research work on Black women's experiences with mental health in Canada. The article is about young adults, not children, but the research is Canadian.

98. Thompson, P.W. (2014). African American parent involvement in special education: perceptions, practice, and placement. Unpublished doctoral dissertation, UC San Diego.

In this article Thompson addresses the ongoing concerns around the disproportionate number of Black students in special educational settings. Through a literature review the author brings to light some of the challenges associated with navigating the educational system as a Black American. Through CRT, this study examines the lived experiences of Black parents and their male children in special education, while also challenging how race and racism shows up in educational settings. Recommendations are made for future policy practice measures.

99. Underwood, K. (2012). A case study of exclusion on the basis of behaviour (and experiences of migration and racialisation), *International Journal of Inclusive Education*, 16:3, 313-329, DOI: [10.1080/13603116.2010.489122](https://doi.org/10.1080/13603116.2010.489122)

In this article the lived experiences connected to race, the construction of disability, inclusive education, special education and systemic exclusion is examined through the use of a case study. This article also explores how disablement is connected to issues of migration and race. The participant in the case study is a grade 6 Jamaican student residing in Canada.