Exploring and Amplifying Research from Scholars of Color: A Resource Guide

Research in special education is historically rooted in quantitative methodology, often centering the views around dominant culture while overlooking scholars of color who may use less esteemed research methods but still generate important useful findings. Scholars of color live unique experiences that shape the logic and values fundamental to their research, providing legitimate inquiries and methodologies that provide insight and recommendations for improving the outcomes for students of color, including those with disabilities. This list represents a snapshot of the brilliant scholarship produced by a sample of scholars of color in the fields of race, language, and disability. Books, journal articles, and presentations are organized alphabetically. Journal articles and book titles denoted with an asterisk indicate co-authorship with additional authors. A more thorough reference list is found in the accompanying attachment.

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<tr>
<th>Author</th>
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<tr>
<td><strong>Elena Aguilar</strong></td>
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<td>• Coaching for Equity: Conversations That Change Practice</td>
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<td>• Onward: Cultivating Emotional Resilience in Educators</td>
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<td>• Culturally Responsive Pyramid Model Practices: Program-wide Positive Behavior Support for Young Children*</td>
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<td><strong>Subini Annamma, PhD</strong></td>
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<td>• Animating Discipline Disparities Through Debilitating Practices: Girls of Color &amp; Inequitable Classroom Interactions*</td>
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<td>• Dis/ability Critical Race Studies (DisCrit): Theorizing at the Intersections of Race and Dis/ability*</td>
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<td><strong>Alfredo Artiles, PhD</strong></td>
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<td>• Justifying and Explaining Disproportionality, 1968–2008: A Critique of Underlying Views of Culture*</td>
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<td>• Overrepresentation of Minority Students in Special Education: A Continuing Debate*</td>
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<td>• Special Education’s Changing Identity: Paradoxes and Dilemmas in Views of Culture and Space</td>
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<td>• Within-group Diversity in Minority Disproportionate Representation: English Language Learners in Urban School Districts*</td>
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<th><strong>María Cioè-Peña, PhD</strong></th>
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<td>• Disability, Bilingualism and What it Means to Be Normal</td>
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<td>• Planning Inclusion: The Need to Formalize Parental Participation in Individual Education Plans (and Meetings)</td>
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<td>• Raciolinguistics and the Education of Emergent Bilinguals Labeled as Disabled</td>
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<td>• “Multiplication is For White People”: Raising Expectations for Other People’s Children</td>
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<td>• Other People’s Children: Cultural Conflicts in the Classroom</td>
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<td>• At the Essence of Learning: Multicultural Education, Third Edition</td>
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<td>• Connections Between Classroom Management and Culturally Responsive Teaching (Chapter in Handbook of Classroom Management, Second Edition)</td>
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<td>• Culturally Responsive Teaching: Theory, Research, and Practice</td>
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<td>• Solving Disproportionality and Achieving Equity: A Leader’s Guide to Using Data to Change Hearts and Minds</td>
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<td>• Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts*</td>
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<td>• Distinguishing Difference from Disability: The Common Causes of Racial/Ethnic Disproportionality in Special Education</td>
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<td>• Pursuing Equity: Disproportionality in Special Education and the Reframing of Technical Solutions to Address Systemic Inequities*</td>
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<td>Donna Ford, PhD</td>
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<td>• Reversing Underachievement Among Gifted Black Students, Second Edition</td>
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<td>• Understanding and Reversing Underachievement, Low Achievement, and Achievement Gaps Among High-Ability African American Males in Urban School Contexts*</td>
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<th>Beth Harry, PhD</th>
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<td>• Discarding the Deficit Model*</td>
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<td>• The Power of Parent Engagement: Sociocultural Considerations in the Quest for Equity*</td>
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<th>David Hernández-Saca, PhD</th>
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<td>• Addressing Special Education Inequity Through Systemic Change: Contributions of Ecologically Based Organizational Consultation*</td>
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<td>• Intersectional Rights of Teachers and Students in Computer Science and Special Education: Implications for Urban Schooling*</td>
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<td>• Intersectionality Dis/ability Research: How Dis/ability Research in Education Engages Intersectionality to Uncover the Multidimensional Construction of Dis/abled Experiences*</td>
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<td>• Troubling the Master Narrative of “Grit”: Counterstories of Black and Latinx Students with Dis/Abilities During an Era of “High-stakes” Testing*</td>
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<th>David Kirkland, PhD</th>
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<td>• Books Like Clothes: Engaging Young Black Men with Reading</td>
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<td>• Rewriting School: Critical Pedagogy in the Writing Classroom</td>
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<td>• “The Rose That Grew from Concrete”: Postmodern Blackness and New English Education</td>
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<th>Gloria Ladson-Billings, PhD</th>
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<td>• The Dreamkeepers: Successful teachers of African American children, Second Edition</td>
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<td>• But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy</td>
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<td>• From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools</td>
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<td>• Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching</td>
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<td>• It Doesn't Add Up: African American Students’ Mathematics Achievement</td>
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* indicates a focus on underachievement and educational inequities among high-ability African American males.
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<td>Bettina Love, PhD</td>
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<td>• Outstanding: Centering Black Kids’ Enoughness in Civic Education Research*</td>
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<td>• What Do We Have to Lose: Toward Disruption, Agitation, and Abolition in Black Education*</td>
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<td>Erica McCray, PhD</td>
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<td>• What are the roles of general and special educators in inclusive schools? (Chapter in Handbook of Effective Inclusive Schools)*</td>
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<td>• “Less Afraid to Have “Them” in My Classroom”: Understanding Pre-Service General Educators’ Perceptions about Inclusion*</td>
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<td>Patricia Álvarez McHatton, PhD</td>
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<td>• Cultivating Caring Relationships Between Teachers and Secondary Students with Emotional and Behavioral Disorders: Implications for Research and Practice*</td>
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<td>• Principals’ Perceptions of Preparation and Practice in Gifted and Special Education Content: Are We Doing Enough?*</td>
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- Classroom Management in Diverse Classrooms*  
- Culturally Relevant Pedagogy in a Diverse Urban Classroom  
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| Pedro Noguera, PhD  | **Journal Articles**  
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- The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?* |
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- Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education*  
- Unsettling Race and Language: Toward a Raciolinguistic Perspective* |
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<th>Seena Skelton, PhD</th>
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<td>• Situating My Positionality As a Black Woman With a Dis/ability in the Provision of Equity-focused Technical Assistance: A Personal Reflection</td>
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<td>• Being an Equity-Oriented Educator</td>
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<th>Howard Stevenson, PhD</th>
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<td>• Promoting Racial Literacy in Schools Differences That Make a Difference</td>
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<td>• Can We Talk About Race?: And Other Conversations in an Era of School Resegregation</td>
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<td>• “Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations About Race</td>
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<td>• Teaching White Students About Racism: The Search for White Allies and the Restoration of Hope</td>
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