



## 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.

Author	Resource Titles
Elena Aguilar	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Coaching for Equity: Conversations That Change Practice</li> <li>• Onward: Cultivating Emotional Resilience in Educators</li> <li>• The Art of Coaching: Effective Strategies for School Transformation</li> </ul>
Rosemarie Allen, EdD	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Culturally Responsive Pyramid Model Practices: Program-wide Positive Behavior Support for Young Children*</li> </ul>
Subini Annamma, PhD	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Animating Discipline Disparities Through Debilitating Practices: Girls of Color &amp; Inequitable Classroom Interactions*</li> <li>• Dis/ability Critical Race Studies (DisCrit): Theorizing at the Intersections of Race and Dis/ability*</li> <li>• Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education*</li> <li>• Identifying Dysfunctional Education Ecologies: A DisCrit Analysis of Bias in the Classroom*</li> </ul>

<p><b>Alfredo Artiles, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Justifying and Explaining Disproportionality, 1968–2008: A Critique of Underlying Views of Culture*</li> <li>• Overrepresentation of Minority Students in Special Education: A Continuing Debate*</li> <li>• Special Education’s Changing Identity: Paradoxes and Dilemmas in Views of Culture and Space</li> <li>• Within-group Diversity in Minority Disproportionate Representation: English Language Learners in Urban School Districts*</li> </ul>
<p><b>María Cioè-Peña, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Disability, Bilingualism and What it Means to Be Normal</li> <li>• Planning Inclusion: The Need to Formalize Parental Participation in Individual Education Plans (and Meetings)</li> <li>• Raciolinguistics and the Education of Emergent Bilinguals Labeled as Disabled</li> </ul>
<p><b>Lisa Delpit, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• “Multiplication is For White People”: Raising Expectations for Other People’s Children</li> <li>• Other People’s Children: Cultural Conflicts in the Classroom</li> </ul>
<p><b>Geneva Gay, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• At the Essence of Learning: Multicultural Education, Third Edition</li> <li>• Connections Between Classroom Management and Culturally Responsive Teaching (Chapter in Handbook of Classroom Management, Second Edition)</li> <li>• Culturally Responsive Teaching: Theory, Research, and Practice</li> </ul>
<p><b>Edward Fergus, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Solving Disproportionality and Achieving Equity: A Leader’s Guide to Using Data to Change Hearts and Minds</li> <li>• Journal Articles</li> <li>• Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts*</li> <li>• Distinguishing Difference from Disability: The Common Causes of Racial/Ethnic Disproportionality in Special Education</li> <li>• Pursuing Equity: Disproportionality in Special Education and the Reframing of Technical Solutions to Address Systemic Inequities*</li> </ul>

<p><b>Donna Ford, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Reversing Underachievement Among Gifted Black Students, Second Edition</li> <li>• Journal Articles</li> <li>• Culturally Different Students in Special Education: Looking Backward to Move Forward</li> <li>• Perceptions and Attitudes of Black Students Toward School, Achievement, and Other Educational Variables*</li> <li>• Understanding and Reversing Underachievement, Low Achievement, and Achievement Gaps Among High-Ability African American Males in Urban School Contexts*</li> </ul>
<p><b>Beth Harry, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Discarding the Deficit Model*</li> <li>• The Power of Parent Engagement: Sociocultural Considerations in the Quest for Equity*</li> </ul>
<p><b>David Hernández-Saca, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Addressing Special Education Inequity Through Systemic Change: Contributions of Ecologically Based Organizational Consultation*</li> <li>• Intersectional Rights of Teachers and Students in Computer Science and Special Education: Implications for Urban Schooling*</li> <li>• Intersectionality Dis/ability Research: How Dis/ability Research in Education Engages Intersectionality to Uncover the Multidimensional Construction of Dis/abled Experiences*</li> <li>• Troubling the Master Narrative of “Grit”: Counterstories of Black and Latinx Students with Dis/Abilities During an Era of “High-stakes” Testing*</li> </ul>
<p><b>David Kirkland, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Books Like Clothes: Engaging Young Black Men with Reading</li> <li>• Rewriting School: Critical Pedagogy in the Writing Classroom</li> <li>• “The Rose That Grew from Concrete”: Postmodern Blackness and New English Education</li> </ul>
<p><b>Gloria Ladson-Billings, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• The Dreamkeepers: Successful teachers of African American children, Second Edition</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy</li> <li>• From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools</li> <li>• Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching</li> <li>• It Doesn’t Add Up: African American Students’ Mathematics Achievement</li> </ul>

<p><b>Bettina Love, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Outstanding: Centering Black Kids’ Enoughness in Civic Education Research*</li> <li>• Racial Harmony &amp; Heroes: A Content Analysis of the Pearson Reading Program “Good Habits, Great Readers”*</li> <li>• What Do We Have to Lose: Toward Disruption, Agitation, and Abolition in Black Education*</li> </ul>
<p><b>Patricia Martinez-Álvarez, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Dis/ability as Mediator: Opportunity Encounters in Hybrid Learning Spaces for Emergent Bilinguals with Dis/abilities</li> <li>• English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities</li> <li>• Reconceptualizing What Counts as Language and Learning in Bilingual Children with Disabilities</li> <li>• Special Ways of Knowing in Science: Expansive Learning Opportunities With Bilingual Children with Learning Disabilities</li> </ul>
<p><b>Erica McCray, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• What are the roles of general and special educators in inclusive schools? (Chapter in Handbook of Effective Inclusive Schools)*</li> <li>• Equity challenges in the accountability age: Demographic representation and distribution in the teacher workforce (Chapter in Handbook of research in special education teacher education)*</li> <li>• Preparing teachers to work with diverse populations (Chapter in Handbook of research in special education teacher education)*</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• “Less Afraid to Have “Them” in My Classroom”: Understanding Pre-Service General Educators’ Perceptions about Inclusion*</li> </ul>
<p><b>Patricia Álvarez McHatton, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Co-teaching at the Pre-Service Level: Special Education Majors Collaborate with English Education Majors*</li> <li>• Cultivating Caring Relationships Between Teachers and Secondary Students with Emotional and Behavioral Disorders: Implications for Research and Practice*</li> <li>• Moving Beyond Disproportionality: The Role of Culturally Responsive Teaching in Special Education*</li> <li>• Principals’ Perceptions of Preparation and Practice in Gifted and Special Education Content: Are We Doing Enough?*</li> </ul>

<p><b>Richard Milner, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Beyond a Test Score: Explaining Opportunity Gaps in Educational Practice</li> <li>• Classroom Management in Diverse Classrooms*</li> <li>• Culturally Relevant Pedagogy in a Diverse Urban Classroom</li> <li>• Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Foreseen</li> <li>• Where's the Race in Culturally Relevant Pedagogy?</li> </ul>
<p><b>Gholdy Muhammad, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Focus on Middle School: Black Girls Write! Literary Benefits of a Summer Writing Collaborative Grounded in History</li> <li>• The Multiple Identities and Literacies of Black Girlhood: A Conversation About Creating Spaces for Black Girl Voices*</li> </ul>
<p><b>Pedro Noguera, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts*</li> <li>• Racial Politics and the Elusive Quest for Excellence and Equity in Education,</li> <li>• Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices</li> <li>• The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?*</li> </ul>
<p><b>Django Paris, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Whose Language Gap? Critical and Culturally Sustaining Pedagogies as Necessary Challenges to Racializing Hegemony, in Invited Forum: Bridging the “Language Gap”*</li> </ul>
<p><b>Lissa Ramirez-Stapleton, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Disability Justice, Race, and Education*</li> </ul>
<p><b>Jonathan Rosa, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Political Correctness is Not the Problem, Systemic Racism Is*</li> <li>• Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education*</li> <li>• Unsettling Race and Language: Toward a Raciolinguistic Perspective*</li> </ul>

<p><b>Seena Skelton, PhD</b></p>	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Situating My Positionality As a Black Woman With a Dis/ability in the Provision of Equity-focused Technical Assistance: A Personal Reflection</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Being an Equity-Oriented Educator</li> <li>• Culturally Responsive Response to Intervention*</li> </ul>
<p><b>Howard Stevenson, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Promoting Racial Literacy in Schools Differences That Make a Difference</li> </ul>
<p><b>Beverly Daniel Tatum, PhD</b></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Can We Talk About Race?: And Other Conversations in an Era of School Resegregation</li> <li>• “Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations About Race</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Teaching White Students About Racism: The Search for White Allies and the Restoration of Hope</li> </ul>

---

The content of this document was developed under a grant from the US Department of Education, #H326R190001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Perry Williams (October 2021)

WestEd is the lead organization for NCSI. For more information, please visit [www.ncsi.wested.org](http://www.ncsi.wested.org) and [www.wested.org](http://www.wested.org).