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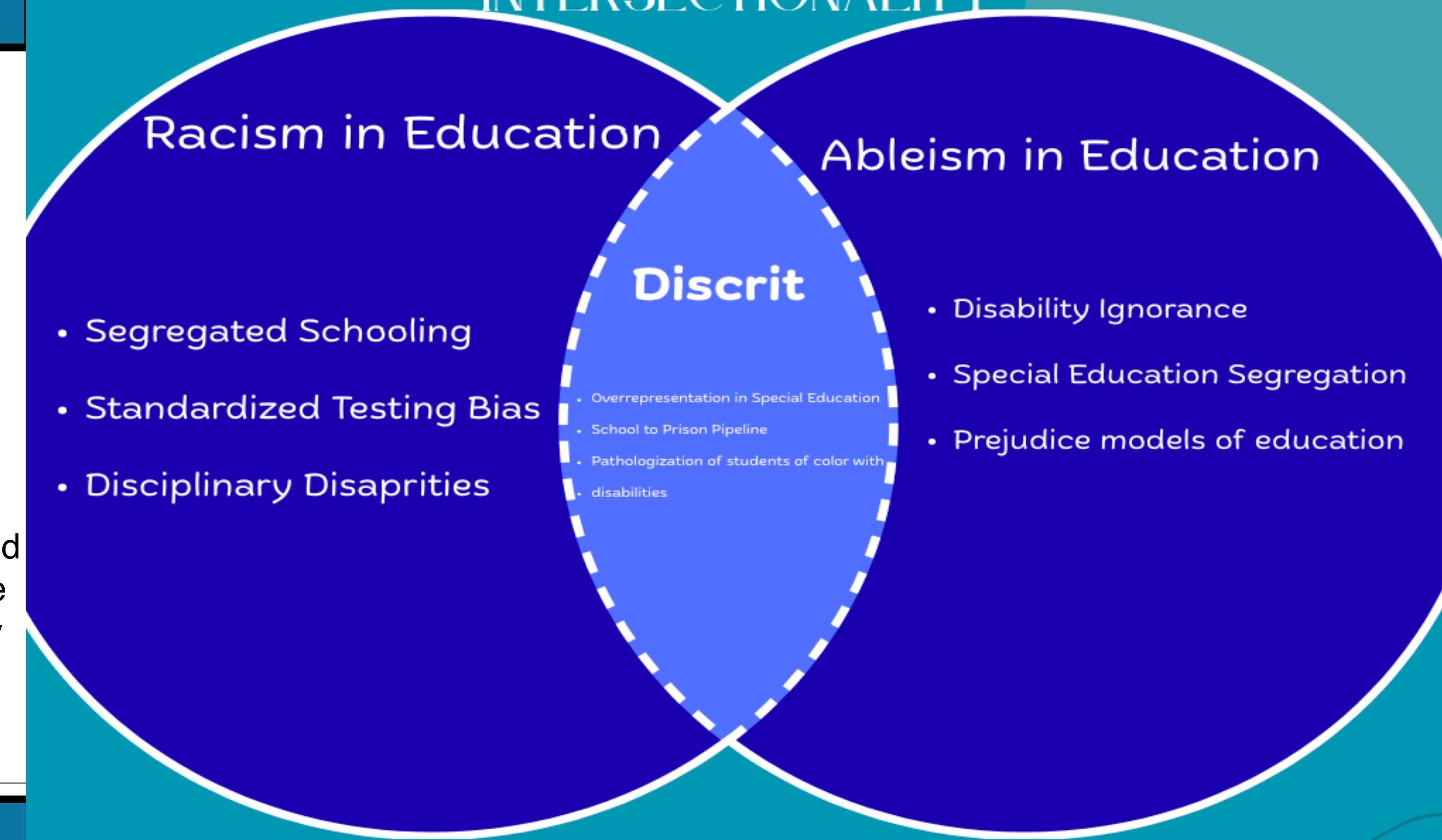
## ABSTRACT

Our research question is how does race and disability affect individual equality in America. We are investigating this question to identify how racial minorities in America who live with a disability are inhibited from reaching their goals due to race and ability prejudices. Our research is relevant to the reader because it clarifies the systematic inequalities a minority group in America experiences. In our research, we've explored various scholarly sources that determine the context, consequences, and systems that enabled bias against people of color who also live with disabilities. We approached our data analytically, thinking about how this research applies to the present, and how our research can help abled people, or people of a more privileged group, understand through the sources exactly how marginalized the group we studied is. From my method, the research resulted in detailed literature reviews that verify the need for greater advocacy and awareness for people of color who live with disabilities. To the reader, our research means that advocacy is needed. Through awareness, the minority can have better access to equal treatment from school aged minors to working adults. The next steps are to challenge law enforcement and U.S. systems that inhibit equality for this minority.

## METHODS

- To test the hypothesis that being a person of color with a disability is an intersectional identity that leads to oppression in the United States, our project analyzed various literature sources that centered on researching the intense prejudices imposed on people with the intersecting identity.
- we analyzed sources like DisCrit, a body of works created by various authors' point of views in which the critical race theory is combined with theories centered around disability prejudices.
- Through analyzing sources like DisCrit, we gained context on the history of disability and race in the United States. We also studied resources that examined how race and disability mix presently.
- We analyzed the "school to prison" pipeline, and acknowledged how the process is fueled by inherent racism in special education classrooms, placing children of color in disadvantageous positions early on in life. Furthermore, we studied first hand experiences from people of color who live with mental or physical disabilities.
- By study a large expanse of stories, perspectives, and studies done to indicate how people of color with disabilities live in regards to equality and equity in the United States, we were able to verify our initial hypothesis.

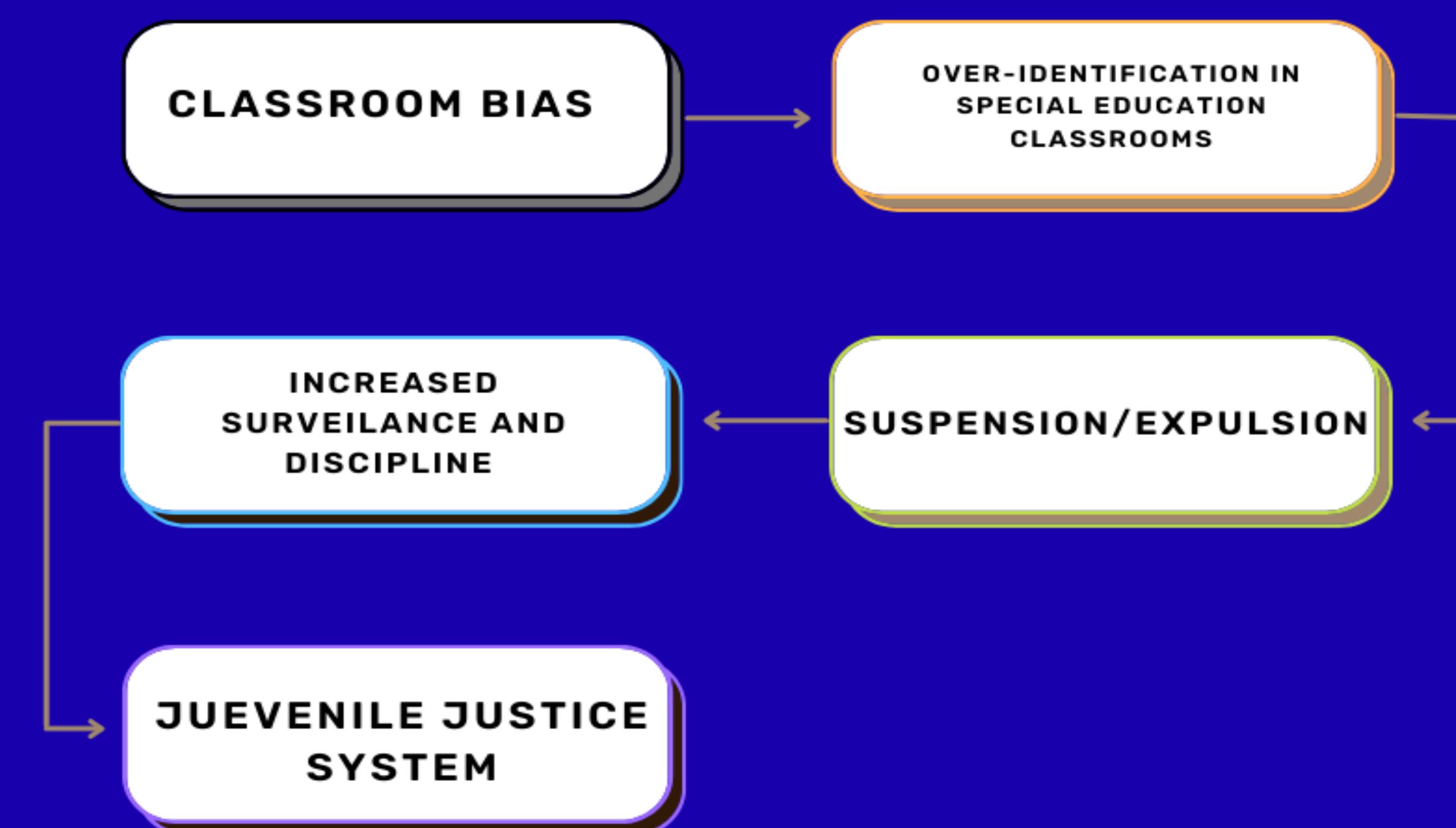
## DISCRIT: INTERSECTIONALITY



## DISCUSSION

- Black and Hispanic students with disabilities are more likely to be placed in special education classrooms (DisCritt,2012).
- Racism increases with the availability of using ableism as a guise (Crenshaw, 1993)
- White counterparts use ableism to inhibit equal educational access (Anderson, 1991)
- Lawsuits and Court cases often leave children with disabilities at a plateau (*Larry v. Riles*)
- The dismemberment of black teachers leads to unequal treatment of students in classrooms and decreases equality morale ( Fenwick, 2022.)
- Students of color are either over or under-identified in special education classrooms, adding to systems of inequity (Harry and Klinger, 2014)
- "Pedagogy of Pathology" refers the act of identifying behaviors of students with disabilities as "dangerous, contributing to the school to

## SCHOOL- TO PRISON PIPELINE



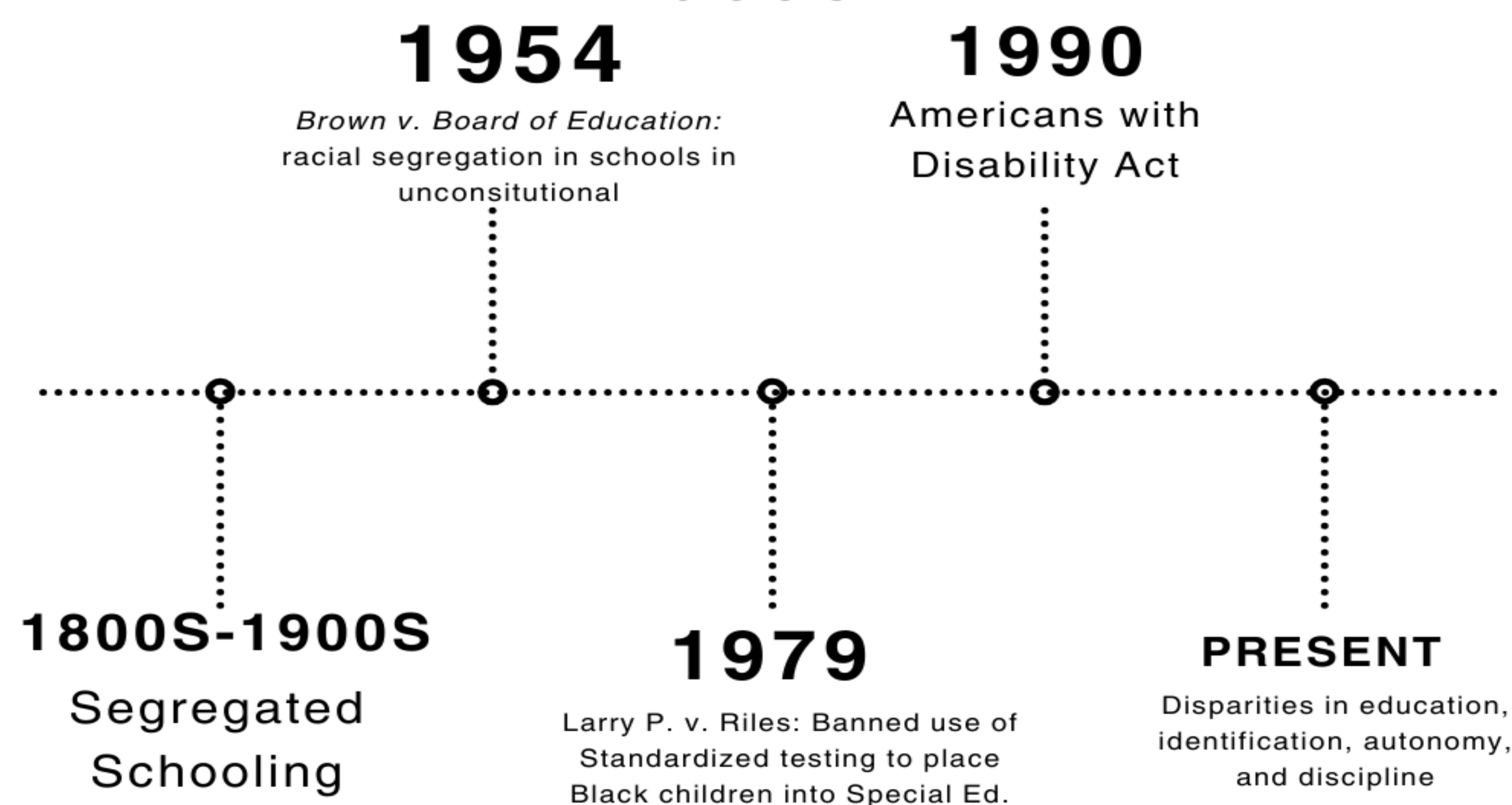
## CONCLUSION

- The research highlights the growing need to protect individuals of color with disabilities, especially for black youth. Our hypothesis concludes with support as the literature identifies the disparities experienced by this minority in the United States.
- From early on and throughout history, race and disability have been a dangerous combo, according to the sources, adding to systems of inequality that prevail in the U.S.
- Students who lack resources continue to be exposed to prejudice at academic institutions, leading to a lack of education for students who possess disabilities
- Furthermore, students of color with disabilities are labeled as dangerous, leading them into lives of constantly having to prove why they are not.
- The "school to prison pipeline" prevails because of a lack of education distributed to the masses, misleading society by contributing to racism and ableism
- Individuals of color with disabilities are constantly at a disadvantage in the U.S., inhibiting them from living the lives they deserve

## ADVOCACY

- Addressing issues of ableism and racism require advocacy that is sustained by Americans
- Reevaluation of continued Standardized IQ testing
- Expansion of access to disability inclusive education
- Disciplinary reform to stop notions of "Pathologization of Pedagogy"
- Advocacy must reach past structural systems of inequity
- Future research must center on the experiences of people of color with disabilities in order to change to occur
- Community based research
- Integration of forms of education, such as *DisCrit*

### Timeline: Legal Developments in Race and Disability Rights in the U.S.



## RESOURCES

Scan QR Code for list of authors, sources, journals used for the research project!

