Lambert and Lev Resource List
Access to Meaningful Mathematics for Students with Disabilities in Early Childhood
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Part 1: What is disability? How is it perceived?

Two great ways to learn more about disability from insider perspectives.
Twitter:
A few people from twitter I mentioned to start with:
People to follow: @MichaelSkyler, @BeingKaylaSmith, @kerima_cevik, @lilririah

Memoirs written from insider perspectives on disability. We mentioned these written by autistic authors:

Grandin, T. (2006). *Thinking in pictures: And other reports from my life with autism*. Vintage.

Higashida, N. (2013). *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism*. Random House.

Mukhopadhyay, T. R. (2011). *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing.

Prince-Hughes, D.. (2005). *Songs of the Gorilla Nation: My Journey Through Autism*. Broadway Books.

And this history of neurodiversity and autism:

Silberman, S. (2016). Neurotribes: The Legacy of Autism and the Future of Neurodiversity (Reprint edition). Avery.

Autistic Self Advocacy Network (ASAN) https://autisticadvocacy.org/

A blog that explains the importance of identity-first language in the autistic community.
https://ollibean.com/the-gymnastics-of-person-first-language/

Part 2: How does deficit thinking influence what we believe young children can do/are capable of in math?

A great book on how we need to develop understanding of individual differences, rather than assumptions that averages can capture human intelligence or capacity.

Rose, T. (2017). *The End of Average: Unlocking Our Potential by Embracing What Makes Us Different* (Reprint edition). HarperOne.

Article by Dr. Lambert on myths about mathematics education for students with learning disabilities (free download):

Lambert, R. (2018). "Indefensible, Illogical, and Unsupported"; Countering Deficit Mythologies about the Potential of Students with Learning Disabilities in Mathematics. Education Sciences, 8(2), 72. https://doi.org/10.3390/educsci8020072

Part 3: Universal Design for Learning in Mathematics

A great UDL text (free online) about UDL. A very comprehensive approach to the topic. Chapter 3 is the great text on neuroscience and UDL

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing. http://udltheorypractice.cast.org/

A policy brief by Dr. Lambert summarizing Universal Design for Learning in the area of mathematics.

Lambert, R. (2020). Increasing access to Universally Designed mathematics classrooms. Stanford, CA: PACE. https://edpolicyinca.org/publications/increasing-access-universally-designed-mathematics-classrooms

A great book on the history of Universal Design.

Hamraie, A. (2017). *Building Access: Universal Design and the Politics of Disability* (3rd ed. edition). Univ Of Minnesota Press.

First chapter free here:
https://www.google.com/books/edition/Building_Access/3Cl0DwAAQBAJ?hl=en&gbpv=0

Free text summarizing learning sciences research.

National Academies of Sciences, Engineering and Medicine of. (2018). *How People Learn II: Learners, Contexts, and Cultures*. National Academies Press.

Free download:
https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures

Part 4: Project Based Learning

Websites:

https://www.pblworks.org

https://www.earlychildhoodpbl.com

Books:

Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences by Suzie Boss with John Larmer (ASCD, 2018)

Setting the Standard for Project Based Learning by John Larmer, John Mergendoller and Suzie Boss (ASCD, 2015).

Implementing Project Based Learning in Early Childhood: Overcoming Misconceptions and Reaching Success by Sara Lev, Amanda Clark and Erin Starkey (Routledge, 2020)

PBL in the Elementary Grades by Sara Hallerman, John Larmer and John R. Mergendoller (Buck Institute for Education, 2011).

Other references

Simon, M. A. (1995). Reconstructing mathematics pedagogy from a constructivist perspective. *Journal for Research in Mathematics Education*, 114–145.

King, S. A., Lemons, C. J., & Davidson, K. A. (2016). Math Interventions for Students with Autism Spectrum Disorder: A Best-Evidence Synthesis. *Exceptional Children*, *82*(4), 443–462.

Wei, X., Lenz, K. B., & Blackorby, J. (2013). Math growth trajectories of students with disabilities: Disability category, gender, racial, and socioeconomic status differences from ages 7 to 17. *Remedial and Special Education*, *34*(3), 154–165.

Wei, X., Yu, J. W., Shattuck, P., McCracken, M., & Blackorby, J. (2013). Science, Technology, Engineering, and Mathematics (STEM) Participation Among College Students with an Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, *43*(7), 1539–1546. https://doi.org/10.1007/s10803-012-1700-z