

Supplemental Material S1. Selected readings.

Application

Baker-Bell, A. (2020). *Linguistic justice: Black Language, literacy, identity, and pedagogy*. Routledge.

Flores, N. (2020). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory into Practice*, 59(1), 22–31.
<https://doi.org/10.1080/00405841.2019.1665411>

Flores, N., & Chaparro, S. (2018). What counts as language education policy? Developing a materialist anti-racist approach to language activism. *Language Policy*, 17, 365–384.

Lyiscott, J. (2019). *Black appetite. White food. Issues of race, voice, and justice within and beyond the classroom*. Routledge.

Further Reading

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. <https://doi.org/10.1080/13613324.2012.730511>

Privette, C., (2021). Critical race theory for speech-language pathology: How race-conscious practice mitigates disparities. In R. Horton (Ed.), *Critical perspectives on social justice in speech-language pathology* (pp. 84–104). IGI Global.

Stanford, S., & Muhammad, B. (2018). The confluence of language and learning disorders and the school-to-prison pipeline among minority students of color: A critical race theory. *The American University Journal of Gender, Social Policy & the Law*, 26(2), 691–718.

Yu, B. (2022, March). *A DisCrit-informed examination of pathologization, ableism, & racism in speech-language pathology*. Oral session presented at Intersections in Rehabilitation [virtual]. University of Alberta. <https://sites.google.com/ualberta.ca/intersections-rehabilitation/session-2?authuser=0>

Yu, B., Epstein, L., & Tisi, V. (2021). A DisCrit-informed critique of the difference vs. disorder approach in speech-language pathology. In R. Horton (Ed.), *Critical perspectives on social justice in speech-language pathology* (pp. 105–128). IGI Global.