

THE RESISTANCE, PERSISTENCE
AND RESILIENCE OF
BLACK FAMILIES RAISING
CHILDREN WITH AUTISM

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Combating Anti-Black Racism in Schools: Intersectional Experiences

Keynote Address & Panel

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Purpose

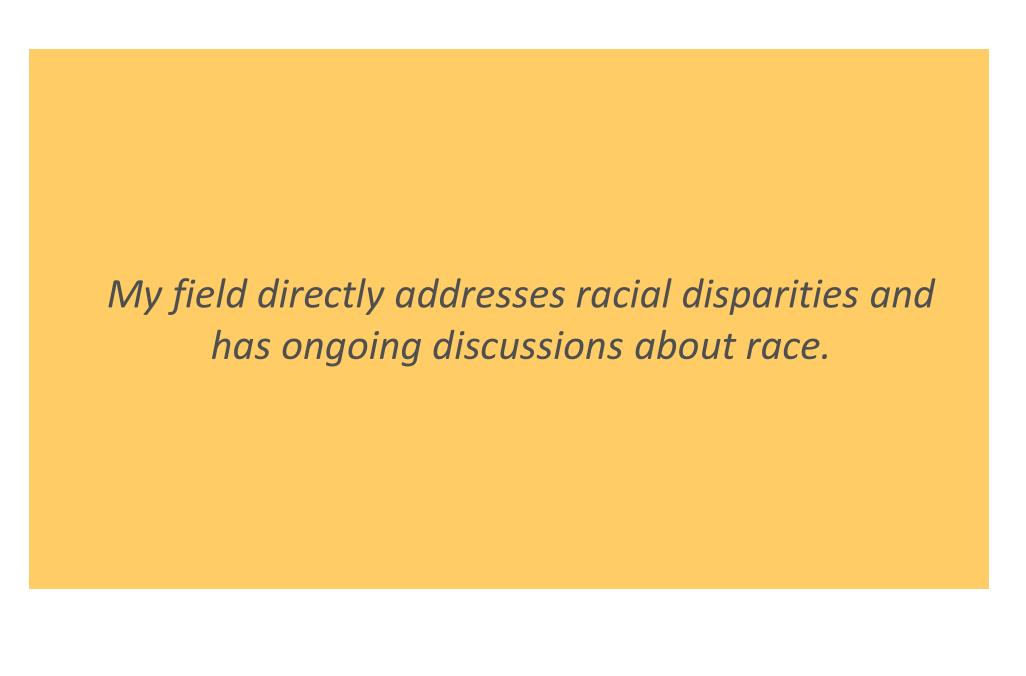
- Challenge our fearful gaze
- Explore potential roots of this fear
- Reorient our gaze
- Vision spaces of belonging and acceptance

Commitments

Commit to looking in the mirror

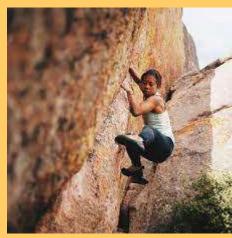
Commit to naming your biases









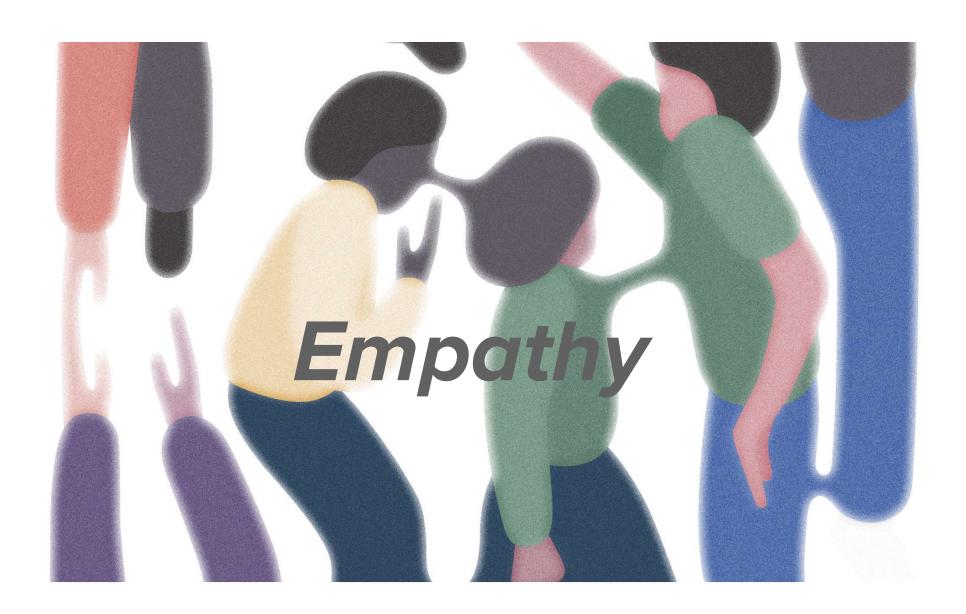












Empathy map

FEEL?

How do they feel? Major preoccupations? Worries?

THINK?

What do they think? Major aspirations/plans?

HEAR?

What do they hear from friends? Family members? Teachers?

SEE?

What do they see? What is in the home and community environment? What is in their school environment?



SAY?

What do they say? Attitude in public? In private?

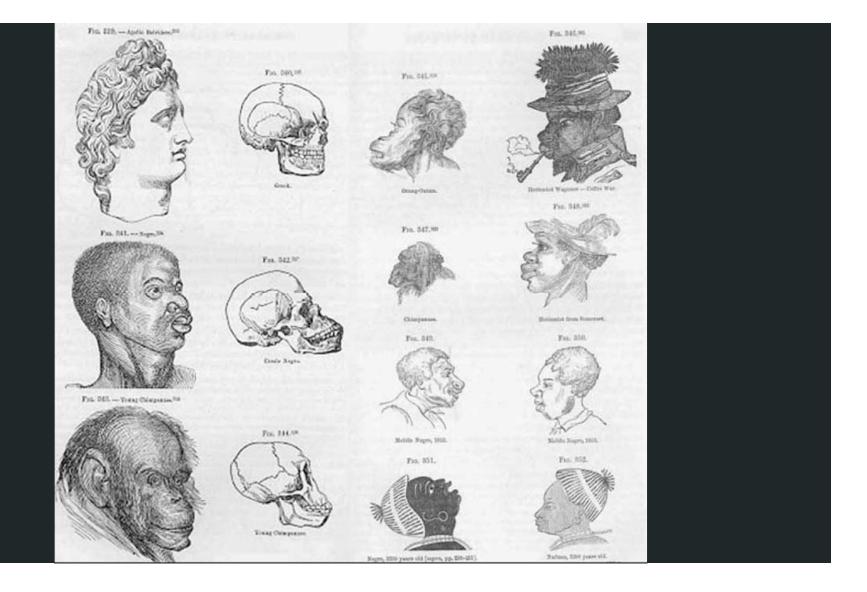
DO?

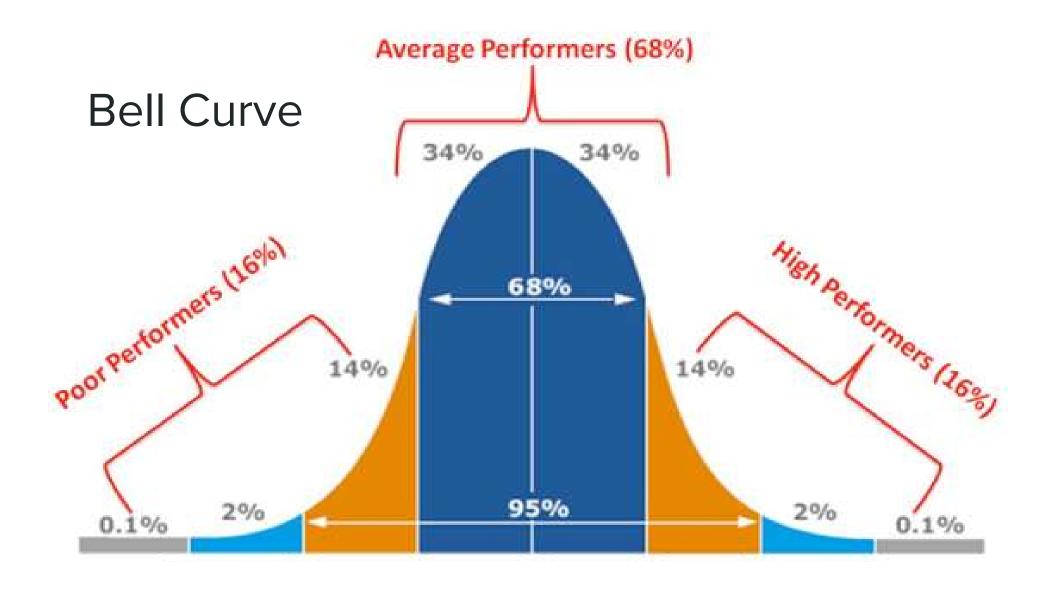
What do they do? What is their behavior toward others? Toward themselves? Appearance?





Anti-Black Racism







Deficit Beliefs

Caregiver and/or provider identification of developmental concerns (e.g. social communication delays)

• Example: Different presentations of ASD symptoms across racial groups

Developmental surveillance by providers

 Example: Provider bias & dismissal of caregiver report

Age-appropriate ASD screening tools

Example: Tools not validated/normed in diverse samples

Identification of available services

 Example: Provider bias leading to less coordination of care, dismissal of service needs

Apply for medical assistance if eligible by state (e.g. Medicaid waivers)

 Example: Level of assistance needed could differ across racial groups

Referral for diagnostic testing & assess for co-occurring conditions (e.g. via Early Intervention, school district)

 Example: High rates of misdiagnosis for Black autistic individuals Initial service access

 Example: Less use of outpatient services, specialized services, delays in access to care

Continuous decision to obtain/receive services

 Example: Lack of cultural humility can lead to discontinuation of services

Ongoing service navigation (e.g. service system transitions, re-evaluation for eligibility)

 Example: Provider bias may disrupt or limit support in service system transitions (e.g. Early Intervention to Kindergarten)

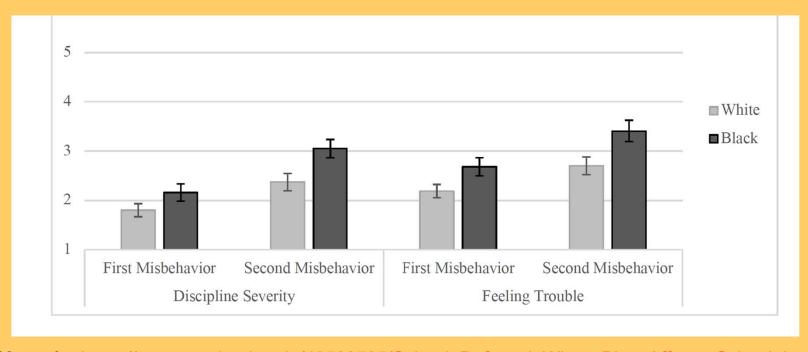
Figure 1. Pathway to access and utilize autism services, including examples of anti-Black racism. Adapted from Levy et al. (2015). Primary Care Clinical Pathway for Autism Screening and Referral, Children's Hospital of Pennsylvania, https://www.chop.edu/clinical-pathway/autism-screening-and-referral-clinical-pathway.

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The fearful gaze in schools



Racial bias and school discipline

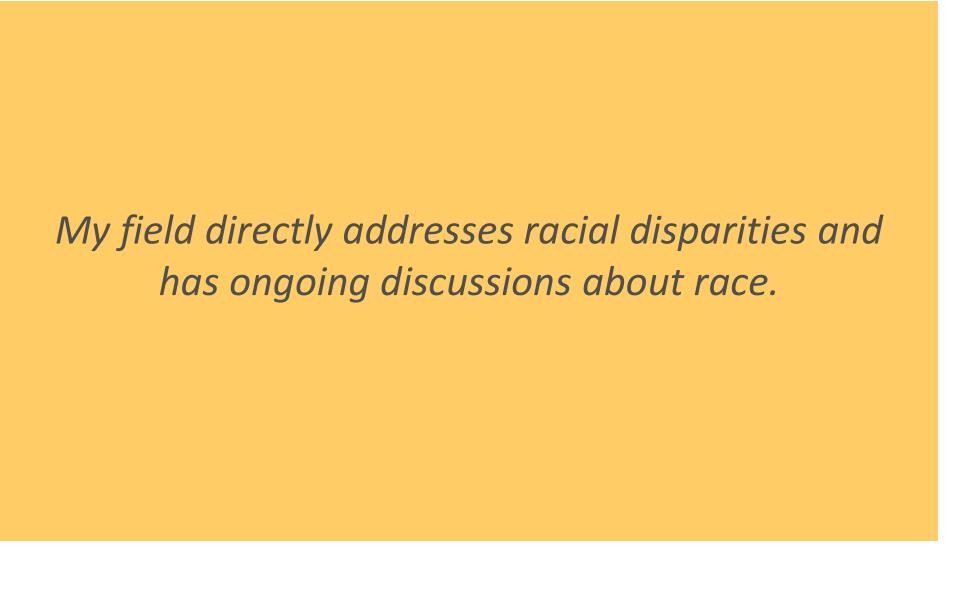


2019 study: https://www.academia.edu/40593795/School Deferred When Bias Affects School Leaders





What now?



Visualize

Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin