

# References

## Introduction

Yu, T. 2024. *The Anti-Ableist Manifesto: Smashing Stereotypes, Forging Change, and Building a Disability-Inclusive World*. New York: Hachette Go.

## Chapter 1

Bergland, C. 2019. Longer Exhalations Are an Easy Way to Hack Your Vagus Nerve. *Psychology Today*. First published online May 9, 2019. [www.psychologytoday.com/us/blog/the-athletes-way/201905/longer-exhalations-are-easy-way-hack-your-vagus-nerve](https://www.psychologytoday.com/us/blog/the-athletes-way/201905/longer-exhalations-are-easy-way-hack-your-vagus-nerve).

Cleveland Clinic. 2021. How Box Breathing Can Help You Destress. First published online August 17, 2021. <https://health.clevelandclinic.org/box-breathing-benefits>.

Headspace. n.d. Breathing Exercises to Reduce Stress. [www.headspace.com/meditation/breathing-exercises](https://www.headspace.com/meditation/breathing-exercises).

Ladau, E. 2021. *Demystifying Disability: What to Know, What to Say, and How to Be an Ally*. New York: Ten Speed Press.

Meehan, M. 2020. *Every Child Can Write: Entry Points, Bridges and Pathways for Striving Writers*. Thousand Oaks, CA: Corwin Literacy.

Shew, A. 2023. *Against Technoableism: Rethinking Who Needs Improvement*. New York: W.W. Norton.

The World Bank. 2023. Disability Inclusion. Last updated April 3, 2023. [www.worldbank.org/en/topic/disability](https://www.worldbank.org/en/topic/disability).

## Chapter 2

Individuals with Disabilities Education Act. 2018. Sec. 300.8 Child with a Disability. Last updated May 25, 2018. <https://sites.ed.gov/idea/regs/b/a/300.8>.

## Chapter 3

Hehir, T. 2017. Academic Modifications: What You Need to Know. Understood. <https://youtu.be/tuKdIxmd6QE?si=9Uytbcc2B-1KBGm3>.

Individuals with Disabilities Education Act. 2017. Sec. 300.34 Related Services. Last updated May 2, 2017. <https://sites.ed.gov/idea/regs/b/a/300.34>.

## Chapter 4

Friend, M. 2020. *Interactions: Collaboration Skills for School Professionals*. 9th ed. Hoboken, NJ: Pearson.

Haas, S. B. (2019). Working with Your Hands Does Wonders for Your Brain. *Psychology Today*. June 21. [www.psychologytoday.com/us/blog/prescriptions-life/201906/working-your-hands-does-wonders-your-brain](http://www.psychologytoday.com/us/blog/prescriptions-life/201906/working-your-hands-does-wonders-your-brain).

Jung, L., D. Frey, J. Fisher, and J. Kroener. 2019. *Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms*. Arlington, VA: ASCD.

National Center for Education Statistics. 2023. Students With Disabilities. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Accessed February 17, 2023. <https://nces.ed.gov/programs/coe/indicator/cgg>.

Ross, L. J. 2019. Speaking Up without Tearing Down. *Teaching Tolerance Magazine* 61 (Spring): 19–22.

Yu, T. 2024. The Anti-Ableist Manifesto: Smashing Stereotypes, Forging Change, and Building a Disability-Inclusive World. New York: Hachette Go.

Individuals with Disabilities Education Act. 2017. Sec. 300.114 LRE Requirements. Last updated May 3, 2017. <https://sites.ed.gov/idea/regs/b/b/300.114>.

## Chapter 5

Brous, S. 2024. *The Amen Effect: Ancient Wisdom to Mend Our Broken Hearts and the World*. New York: Penguin Random House.

Individuals with Disabilities Education Act. 2017. Sec. 300.39 (b) (3). Last updated May 2, 2017. <https://sites.ed.gov/idea/regs/b/a/300.39/b/3>.

Pryal, K. R. G. 2023. Accommodations and Accessibility: What's the Difference? *Psychology Today*. November 6. [www.psychologytoday.com/us/blog/living-neurodivergence/202310/accommodations-and-accessibility-whats-the-difference](http://www.psychologytoday.com/us/blog/living-neurodivergence/202310/accommodations-and-accessibility-whats-the-difference).

## Chapter 7

Cleveland Clinic. 2020. 3 Reasons Adult Coloring Can Actually Relax Your Brain. May 26. <https://health.clevelandclinic.org/3-reasons-adult-coloring-can-actually-relax-brain>.

## Chapter 8

Anbar, R. D. 2024. 3 Activities to Beneficially Release Dopamine. *Psychology Today*. [www.psychologytoday.com/us/blog/understanding-hypnosis/202402/3-activities-to-beneficially-release-dopamine](http://www.psychologytoday.com/us/blog/understanding-hypnosis/202402/3-activities-to-beneficially-release-dopamine).

Brooks, A. C. 2024. Busyness, Boredom, and the Perils of Always Being in Motion. *The Atlantic*, April 18. [www.theatlantic.com/ideas/archive/2024/04/busyness-boredom-happiness-worklife/678085](http://www.theatlantic.com/ideas/archive/2024/04/busyness-boredom-happiness-worklife/678085).

Cherry, K. 2024. 10 Surprising Psychological Benefits of Music. Verywell Mind. [www.verywellmind.com/surprising-psychological-benefits-of-music-4126866](http://www.verywellmind.com/surprising-psychological-benefits-of-music-4126866).

Duke, N. 2022. What Wordle Reminds Us About Effective Phonics and Spelling Instruction. ASCD Blog. <https://ascd.org/blogs/what-wordle-reminds-us-about-effective-phonics-and-spelling-instruction>.

Garey, J. 2024. The Power of Mindfulness. Child Mind Institute. <https://childmind.org/article/the-power-of-mindfulness>.

Kohn, A. 2006. *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing*. Philadelphia: Da Capo Press.

Kohn, A. 2012. The Case Against Homework. *Family Circle*. [www.alfiekohn.org/article/case-against-homework](http://www.alfiekohn.org/article/case-against-homework).

Lee, I. F. 2018. *Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness*. New York: Little, Brown Spark.

LEGO Foundation and Tænketanken Mandag Morgen. (2021). The Good Life – According to Children. [https://cde-lego-cms-prod.azureedge.net/media/r4nd0vq4/tmm-det-gode-b%C3%98B8rneliv\\_en\\_gb\\_lowres.pdf](https://cde-lego-cms-prod.azureedge.net/media/r4nd0vq4/tmm-det-gode-b%C3%98B8rneliv_en_gb_lowres.pdf).

Miller, D. 2017. Access to Books: A Game Changer for Kids. Keynote at Teachers College, February 9, 2017.

Pietrangelo, A. 2019. How Does Dopamine Affect the Body? *Healthline*. [www.healthline.com/health/dopamine-effects](http://www.healthline.com/health/dopamine-effects).

UMass Memorial Health Center for Mindfulness. n.d. Mindfulness Programs FAQ's. [www.umasshealth.org/umass-memorial-medical-center/services-treatments/center-for-mindfulness/faqs](http://www.umasshealth.org/umass-memorial-medical-center/services-treatments/center-for-mindfulness/faqs).

United Nations Human Rights: Office of the High Commissioner. n.d. Convention on the Rights of the Child | OHCHR. [www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child](http://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child).

Wood, S. 2022. Should Kids Get Homework? *U.S. News and World Report*. [www.usnews.com/education/k12/articles/should-kids-get-homework](http://www.usnews.com/education/k12/articles/should-kids-get-homework).

## Chapter 9

Bishop R. S. 1990. Mirrors, Windows, and Sliding Glass Doors. *Perspectives* 6 (3): ix–xi.

Grabmeier, J. 2019. *The Importance of Reading to Kids Daily*. The Ohio State University College of Education and Human Ecology, April 9. <https://ehe.osu.edu/news/listing/importance-reading-kids-daily-0>.

Jackson-Retondo, M. 2023. Choosing Children's Books That Include and Affirm Disability Experiences. KQED, August 7. [www.kqed.org/mindshift/62049/choosing-childrens-books-that-include-and-affirm-disability-experiences](http://www.kqed.org/mindshift/62049/choosing-childrens-books-that-include-and-affirm-disability-experiences).

## Chapter 10

CASEL. 2021. SEL 101: What Are the Core Competencies and Key Settings? YouTube Video, June 23. [https://youtu.be/ouXhi\\_CfBVg?si=g4vZXnvexsSzIREi](https://youtu.be/ouXhi_CfBVg?si=g4vZXnvexsSzIREi).

Mayer, B. A. 2023. 35 Phrases To Set Boundaries Firmly and Fairly, According to Mental Health Pros. *Parade*, May 12. <https://parade.com/living/boundary-phrases>

Test, D. W., C. H. Fowler, W. M. Wood, D. M. Brewer, and S. Eddy. 2005. A Conceptual Framework of Self-Advocacy for Students with Disabilities. *Remedial and Special Education* 26 (1): 43–54.

University of New Hampshire. n.d. What Is Self-Advocacy? Diversity, Equity, Access and Inclusion. [www.unh.edu/diversity-inclusion/student-accessibility/students/self-advocacy-guide/what-self-advocacy](http://www.unh.edu/diversity-inclusion/student-accessibility/students/self-advocacy-guide/what-self-advocacy).

## Afterword

Anderson, C. 2024. *Infectious Generosity: The Ultimate Idea Worth Spreading*. New York: Crown.

Breheny Wallace, J. 2023. *Never Enough: When Achievement Culture Becomes Toxic—and What We Can Do About It*. New York: Portfolio / Penguin.

Dai, S. 2025. The Easiest Way to Keep Your Friends. *The Atlantic*, January 12. [www.theatlantic.com/family/archive/2025/01/friendship-schedule-recurring-calendar-date/681292](http://www.theatlantic.com/family/archive/2025/01/friendship-schedule-recurring-calendar-date/681292).

Jamison, M. 2024. A Ridiculous, Perfect Way to Make Friends. *The Atlantic*, November 20. [www.theatlantic.com/health/archive/2024/11/group-fitness-exercise-friendship/680713](http://www.theatlantic.com/health/archive/2024/11/group-fitness-exercise-friendship/680713).