The Resistance, Persistence and Resilience of Black Families Raising Children with Autism

New York, 2020. XIV, 210 pp., 1 b/w ill., 2 tables

hb. ISBN 978-1-4331-7419-3
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-$ 124.95

pb. ISBN 978-1-4331-7418-6
CHF 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US-$ 47.95

Prices are subject to change and do not include shipping and handling. CHF – RRP incl. VAT (valid for Switzerland). €D – fixed retail price incl. VAT (valid for Germany and EU customers without VAT Reg No). €A – fixed retail price incl. VAT (valid for Austria). US-$/£/€ – RRP excl. VAT.

Customers will receive a one-time 30% discount when ordering via peterlang@presswarehouse.com using the subject line DR30. This offer is valid until 8 May 2020.

The Resistance, Persistence and Resilience of Black Families Raising Children with Autism presents nuanced perspectives in the form of counternarratives of what Black families who have children with autism experience at the intersection of race, class, disability and gender. It intentionally centers the expertise of Black parents, challenging what is considered knowledge, whose knowledge counts, and how knowledge can be co-generated for learning, sharing and advocacy. The book speaks directly to Black parents on the autism journey. To right systemic racial inequities and to cultivate culturally responsive practices, it is critical for practitioners and professionals to understand what is known about Black families’ experiences with autism in general and how these experiences differ because of our intersecting identities. University faculty and students in programs involving medicine, speech and language pathology, nursing, political science, school psychology, teaching, special education and leadership can benefit from the wisdom offered by these parents. This text is perfect for several courses, including those in departments of anthropology, women and gender studies, health sciences, psychology, special education, teacher education and administrative leadership. In addition, given the uniquely Black perspective presented in the text, this text is relevant to other fields, including ethnic studies, cultural studies, urban studies and African American studies. It is relevant to individuals who wish to better understand how issues of race and intra-racial differences shape lived experiences with disability in American society.

ELIZABETH R. DRAKE is a professor in Teaching and Learning at the University of Wisconsin-Milwaukee. She prepares special educators and coordinates the Autism Spectrum Disorders Certificate Program. She is a co-editor of Black Participatory Research: Power, Identity and the Struggle for Justice in Education. Drame received her Ph.D. in Learning Disabilities from Northwestern University.

TARA ADAMS earned a Data Entry certificate at Milwaukee Area Technical College. She works in disability advocacy and serves as a family advocate for the University of Wisconsin-Madison Wisconsin Promise Program, helping families and youth receiving Social Security Supplemental Income to improve post-secondary outcomes.

VERONICA R. NOLDEN served as a special education paraprofessional, autism advocate and volunteer at a local hospital. She is a cofounder of the Milwaukee Urban Autism Summit and serves as a speaker on disability related topics with a specific focus on autism.

JUDY M. NARDI is currently a Senior Pharmacy Technician. She holds a bachelor’s degree in Psychology with a minor in African American Literature from Loyola University in Chicago, IL.