

INDEX

- Abolitionist teaching, 35–36
Achievement gap, 20, 114–115
Action, 216–217
Admissions application process, 58
Adverse Childhood Experience (ACE), 231
Aetas (indigenous group), 187
African Americans, 231–232
 adolescents, 231
 challenging experiences of, 21–23
 graduate students, 26
 students, 21
Allies and cocreators of history, 212–217
Allyship, 213, 215–216
American social systems, 208
American society, 208
Anti-Blackness, 37
Antiracist, 37, 41
Antisubordination, 66
Asian Americans, 107
 communities, 90
 students, 90–91
 studies, 100–101
 subgroups, 104
Asian critical theory (AsianCrit), 59
 tenets of, 93
 theoretical framework, 91–92, 102
Asianization, 93, 96
 integrating, 102–103
 perpetual/forever foreigner stereotype, 95–96
 stereotype of model minority, 94–95
Asiatic Barred Zone Act (1917), 95–96
Aspirational capital, 123
Assessment policies, 39–40
Attention Deficit Hyperactive Disorder (ADHD), 129
Authentic democratic process, 201
Autism (AUT), 146
Banking system, 67–68
Behavior support plan (BSP), 128
Binary thinking, 169–170
Bioecological system theory, 237
Black, Indigenous, and People of Color (BIPOC), 21, 59, 142
Black Lives Matter movement (BLM movement), 106, 202–203, 217–218
Black Panther Party (BPP), 202–203
Black students, 38
California Land Act (1851), 61–62
California Mission System, 83
California Professional Standards for Education Leaders (CPSELs), 154–155
Censorship, 196–197
Center for American Progress (CAP), 209–210
Centers for Disease Control and Prevention (CDC), 211
Chinese Exclusion Act (1882), 95–96
Chinese immigrants, 96
Civil Rights Act (1964), 64–65, 113–114
Civil Rights Movement, 98–99, 106
Classism, 106
Classroom dynamics, 85–87
College Board Advocacy and Policy Center, 22
Colonization, TribalCrit and interpreting, 83–85
Color blind approaches, 242–243
Community
 critical pedagogy, 67–68
 cultural wealth, 68, 123

- practitioners, 70
 praxis, maletas, and community
 cultural wealth, 68
 relationships and, 66, 69–73
 rupture of ancestral connection to
 indigenous
 onto-epistemologies, 66–67
 Congress on Racial Equality (CORE),
 202–203
 Contrastive analysis, 47
 Control Funding Formula (CA), 37
 Convergence theory, 234, 236
 Counseling
 theoretical issues in counseling
 pedagogy, 224–226
 traditional view of, 224–225
 Counselor education, 236–238
 critical pedagogy in, 225–226
 critical race perspective on human
 development, 244
 critical race theory as framework
 for, 226–241
 pedagogy, 243–246
 recommendations, 241–246
 theoretical issues in counseling
 pedagogy, 224–226
 traditional view of counseling,
 224–225
 whiteness and, 239–241
 Counter storytelling, 80
 Counter-story, 25–26
 power of, 233–238
 Counter-storytelling, 25
 Counternarratives to nonindigenous
 narratives, 188–189
 COVID-19 pandemic, 90
 Crenshaw's concept of
 intersectionality, 211–212
 Critical consciousness of educators,
 identity inclusion as way to
 increase, 61–62
 Critical legal studies (CLS), 59
 Critical pedagogy, 67–68, 169
 in counselor education, 225–226
 Critical race counter-story
 framework, 234
 Critical race perspective on human
 development, 244
 Critical race theoretical framework,
 170–171
 Critical race theory (CRT), 1, 9, 11,
 21, 34, 36, 56, 63–64, 80,
 122, 133–134, 142, 169,
 180, 182, 185, 197, 199,
 224, 227–228, 240–242,
 253, 255–256
 activists and scholars, 181–182
 brief historical outlook of, 59–61
 challenging experiences of African
 American students, 21–23
 defending, 182–183
 as disruption tool, 41–42
 feminism and social justice,
 240–241
 foundation of CRT and tenets for
 inclusion, 34
 as framework for counselor
 education, 226–241
 implications, 29
 interest convergence theory,
 234–236
 intersectionality theory and
 counselor education,
 236–238
 in our current reality, 35–37
 participants, 26
 permanence of racism, 227–229
 power of counterstories, 233–238
 racism and mental health, 229–233
 results, 26
 scholars, 188
 seminal early reads on, 73–74
 study, 25–26
 as theoretical framework, 23–25
 whiteness and counselor education,
 239–241
 whiteness as property, 238–241
 Critical scrutiny of labeling practices,
 64
 Criticality, 39
 Cultural identities, 46
 Cultural misalignment/outsider, 147

- Cultural racism, 229
- Culturally Relevant and Responsive Education (CRRE), 47
- Culturally Relevant and Responsive Instruction (CRRRI), 35–36, 45–46, 51
- history of, 42–45
- learning and instruction taught from deficit lens instead of, 40–41
- Culturally Relevant Pedagogy (CRP), 35, 43
- Culturally responsive teaching, 35, 44–45
- Culturally responsive/sustaining practices, 133
- Culture wars redux
- CRT, 197–199
- light in dark places, 203–204
- schooling in authoritarian states, 195–197
- schools in democratic society, 199–203
- Curriculum, 39
- Deferred Action for Childhood Arrivals (DACA), 96–97
- Deficit theory of schooling, 68
- Democratic society, schools in, 199–203
- Development, Relief, and Education for Alien Minors Act (DREAMer Act), 96–97
- Dis/Ability Critical Race Studies (DisCrit), 119–120, 133–134
- as advocate for DisCrit lens in education, 150–155
- application, 126–132
- Dominick, 129–131
- for education, 142
- as education specialist in Title I school, 144–147
- examining our story, 143
- framework, 119–120
- help education, 155–157
- inherent structures of special education, 144–145
- integrating prismatic inquiry and, 142
- Lilyanya, 127–129
- Madison, 131–132
- mistrust, 147–149
- as parent of children in dual immersion Title I school, 149–150
- positionality, 126–127
- research supporting, 120–126
- impact of segregated spaces, 123–124
- impact of singular identity, 122–123
- impact of subjective judgment and labeling, 120–122
- impact of western cultural norms, 125–126
- Disability studies, 142
- Displacement, 62
- Disproportionality, 115
- Diversity, 143, 145
- Doctrine of Black inferiority, 6
- Double-consciousness, 42
- Dumping ground/overrepresentation, 146–147
- Education, 52
- as advocate for DisCrit lens in, 150–155
- DisCrit help, 155–157
- DisCrit lens for, 142
- educator, 151–152
- as educator, 156
- emergence of “traditional program evaluation” in, 166–167
- LatCrit pedagogy as framework supporting, 70
- for leaders, 156
- leaders, 200–201
- public scholarship, 152–153
- specialist, 144
- for students, 157
- system, 38

- Education for All Handicapped
 Children Act, 113–114
 Education Trust, The, 210
 Educational debt, 122
 Educational inclusion, 187
 Educational justice, commitment to,
 16
 Educational process, 44, 243
 Educators, 70, 87, 91, 142, 151–152,
 156, 200–201
 CRT and DisCrit, 133–134
 identity inclusion as way to
 increase critical
 consciousness of, 61–62
 LatCrit pedagogy as framework
 supporting, 70
 significance to, 132–134
 Elementary and Secondary Education
 Act, 40
 Emancipation Proclamation, 113–114
 Engagement, 80–81, 86–87
 English as a second language (ESL),
 156
 English language arts (ELA), 20
 English language learner (ELL),
 146–147
 Equality, 187
 Equity, 142, 144, 181–182
 commitment, 16
 Ethnic assimilation, 94–95
 Ethnic groups, 180
 Ethnic studies, 172
 evaluation, 172
 in public schools, 164
 Ethnicity, 188
 Eurocentric epistemology, 82
 Evaluations, 166
 practice, 168
 as praxis, 169
 Every Student Succeeds Act (ESSA),
 40, 64–65, 114
 “Evidence-based” models, 168
 Excelencia in Education, 57
 External evaluation, 166–167

 Familial capital, 123

 Family connection, 148
 Feedback loops, 173–174
 Feedback strategies, 173–174
 Feminism, 240–241
 Feminist pedagogies, 65
 of resistance, 63, 65, 70, 72
 Filipino Americans, 98
 Forever foreigner stereotype, 95–96
 Free and appropriate public education
 (FAPE), 114

 Governmental laws, 211
 Grade point average (GPA), 38
 Grading policies, 39–40
 Grounded Theory, 234

 Harvard Center on the Developing
 Child, The, 231
 Hegemony, 143
 High referrals to special education, 39
 Homelessness, 233
 Human development, critical race
 perspective on, 244
 Humanizing praxis, LatCrit as, 66–67

 IDEA law, 114, 148
 Ideal membership, 125
 Identity, 120
 Identity inclusion, 70–72
 displacement, 62
 Latinidad studies, 62
 as way to increase critical
 consciousness of educators,
 61–62
 Immigration Act (1790), 95–96
 Immigration Act (1924), 95–96
 Immigration Act (1952), 95, 97–98
 Immigration Act (1965), 95, 97–98
 Implicit biases, 121
In lak'ech concept, 66–67
 Incarceration, 218
 Inclusion, 185
 commitment to, 16
 foundation of CRT and tenets for,
 34
 Inclusive education, 105–106, 191–192

- Inclusive educational praxis, 102, 105–107
- Asianization, 93–96
 - commitment to social justice, 101–102
 - integrating Asianization, 102–103
 - integrating commitment to social justice, 106
 - integrating intersectionality, 105
 - integrating story, theory, and praxis, 105–106
 - integrating strategic (anti)essentialism, 105
 - integrating transnational context, 103–104
 - intersectionality, 100
 - (re)constructive history, 97, 99, 104–105
 - story, theory, and praxis, 100
 - strategic (anti)essentialism, 99–100
 - tenets of AsianCrit theoretical framework, 93
 - theoretical framework of Asian-Crit, 92–102
 - transnational context, 96–97
- Inclusive general education curriculum, 192
- Inclusivity, 49
- Incorporate literacy, 51
- Indigenous communities, 125
- Indigenous cultural communities/indigenous peoples (ICCs/IPs), 185
- Indigenous identity, 83–84
- Indigenous onto-epistemologies, rupture of ancestral connection to, 66–67
- Indigenous organizational structures, 68
- Indigenous peoples (IPs), 180, 185, 187, 189
- Indigenous Peoples Rights Act (IPRA), 185
- Indigenous symbols, The, 67
- Individual racism, 4
- Individualized Education Plan (IEP), 114, 146–148
- Individualized family support plan (IFSP), 127–128
- Individualized Transition Plan (ITP), 114, 128
- Individuals with Disabilities Education Improvement Act (IDEA), 113–114, 117–118
- Institutional racism, 4, 230–231
- Instructional strategies, 50
- Intelligence quotient (IQ), 121
- Intersectionality, 100, 123, 134, 213, 238
- integrating, 105
 - theory, 236–238
- Invisible dis/ability, 126
- Justice, equity, diversity, inclusion (JEDI), 154
- Justice Safety Valve Act, 218
- Kankanaey (indigenous group), 188–189
- Kapwa*, 66–67
- Labeling classification, 64–65
- Language, 63–64
- rights of resistance, 63, 65, 70, 72
- Latinidad* studies, 61–62, 70–72
- Latino critical theory (LatCrit), 56
- brief historical outlook of CRT and LATCRIT, 59–61
 - context, 56
 - CRT, LatCrit theory, and language, 63–64
 - demographic challenges and educational needs of Latinx students, 56–59
 - as humanizing praxis, 66–67
 - identity inclusion and Latinidad, 70–72
 - identity inclusion as way to increase critical

- consciousness of educators, 61–62
- intersectional approach, 63
- labeling and student classification, 64–65
- language rights and feminist pedagogies of resistance, 63, 65, 70, 72
- pedagogy as framework supporting education and educators, 70
- recommendations for field, 70–71
- relationships and community, 66, 69–73
- resilient resistance and feminist pedagogies, 65
- seminal early reads on CRT, 73–74
- theory, 63–64
- Latinx students
 - demographic challenges and educational needs of, 56–59
 - demographics, 57–58
 - education challenges confronting Latinx students, 58–59
- Laws and policies, 189–190
- Leaders, 156
- Leadership, 149, 154–155
- Learning, 48, 50
 - and instruction taught from deficit lens of CRRJ, 40–41
 - process, 45, 86
- Least restrictive environment (LRE), 114, 117
- Lesson plans, 84–85
- Liberation-based social justice pedagogy, 243–244
- Liberatory pedagogy, 51
- Linguistic capital, 123
- Literacy, 46–47
- Local community-based work for racial justice, 218
- Local Control Accountability Plan (LCAP), 40
- Local Control Funding Formula (LCFF), 40
- Maletas, 68
- Manifest Destiny concept, 84–85
- Marginalization, 211–212
- Marshall Project, The, 211
- Marxist theory, 234–235
- Mental health, 224–225, 229, 233
- Microaggressions, 22
- Mistrust, 147–149
 - authentic alignment of services, 148
 - family connection, 148
 - leadership, 149
 - leadership, 154–155
 - service, 149–150
 - successfully building equitable programs, 148–149
 - trust, 148–149
- Model minority, stereotype of, 94–95
- Multiculturalism, 224
- Multiple Tiers and Systems of Support (MTSS), 50–51, 147
- Multisystemic racism, 230–231
- Multisystemic theory, 243
- Narrative story, 25–26
- Narrative therapy, 234
- National Alliance to End Homelessness, The, 232–233
- National Center for Education Statistics (NCES), 57, 115
- National Center for Health Statistics, The, 211
- National Education Association, The, 143
- National Education Policy Center, 198
- Nation-building, 80
- Native learners, 83
- Native youth, 82–83
- Natural Product Reports (NPR), 214–215
- Neoliberalism on education, 153

- New York's Primary Care
Development Corporation,
209
- News media, 90
- Non-Native educators, 82–83
- Nonindigenous narratives,
counternarratives to,
188–189
- Novel Coronavirus pandemic, The, 59
- Occupy Wall Street (OWS), 202–203
- Office of Special Education Programs,
115–116
- Opportunity gap, 114–115, 117
- Organizational intimacies navigation,
169–170
- Other health impairment (OHI), 146
- Outcast phenomenon, 28–29
- Overrepresentation, 146–147
- “Partus sequitur ventrem”, 7
- People's Response Act (PRA), 218
- Perpetual foreigner stereotype, 95–96
- Planning process, 84–85
- Pláticas*, 65
- Policies not necessarily neutral they
fail to end social inequality,
189–190
- Positionality, 213
honest assessment of, 213
- Positive Behavior and Intervention
Supports (PBIS), 147
- Postsecondary National Policy
Institute (PNPI), 118–119
- Postsecondary transition, 114
- Practical lessons, 85–87
- Praxis, 67–68
evaluation as, 169
reconceptualizing program
evaluation as, 168
- Prismatic inquiry, integrating, 142
- Private sector policies, 211
- Privilege, 211–212
- Problem-posing education, 66
- Problem-posing methodology, 49
- Professional counseling, 224–225
- Program evaluation, 166
conventions, 167
reconceptualizing program
evaluation as praxis, 168
- Public education, 39
- Public good conversations, 202
- Public scholarship, 152–153
- Queer theoretical framework, 170–171
- Queer theory, 169–170
- Queering evaluation in practice,
171–174
- Race, 2–4, 6–8, 34, 62, 181, 185–186,
227–228, 254–255
intersects with variables, 188
as property, 6–7
- Racial battle fatigue, 22–23
- Racial classification, 113–114
- Racial climate, 21–22
- Racial hierarchy, 3–4, 7–8
- Racial identities key to motivation
and engagement,
recognition of, 255–256
- Racial justification, 5
- Racial minorities, 232
- Racial oppression, 226
- Racial violence, 233
- Racialization, 99–100
- Racialized system, 225
- Racism, 3–4, 8–9, 20, 23–24, 106, 123,
170, 181, 208, 212,
228–231, 233
creative things, 217–219
in higher education, 29
in manifestations, 211–212
permanence of, 227–229
social life, 186–187
- Racist, 37, 182
policies, 232–233
- (Re)constructive history, 97–99
integrating, 104–105
- Redlining, 209
- Relevancy, 86–87
- Research, 153
studies, 90

- Resilient resistance, 65
- Resistance, language rights and
feminist pedagogies of, 63,
65, 70
- Resistant capital, 123
- Response to Intervention (RtI), 147
- Scholar–practitioner approach, 16
- Scholastic Assessment Test (SAT), 23
- Schooling
in authoritarian states, 195–197
system, 49–50
- Schools, 202–203
in democratic society, 199–203
evaluating school reform, 167–168
- Schott Foundation, 20–21
- Second Amendment, 8–9
- Segregated spaces, impact of, 123–124
- Self-reflection, 213
- Service, 149–150
- Sexism, 106
- Showing Up for Racial Justice
(SURJ), 219
- Singular identity, impact of, 122–123
1619 Project, 198–199
- Slavery, 3–4, 6
- Smarter Balanced Assessment
Consortium (SBAC), 20
- Smarter Sentencing Act, 218
- Social capital, 123
- Social dominance paradigm, 5
- Social inequality, laws and policies
not necessarily neutral they
fail to end, 189–190
- Social justice, 47–48, 240–241
commitment to, 101–102, 240–241
- Socioculturally centered teaching, 44
- Socioeconomic status (SES), 122
- Socratic method, The, 67
- Solidarity, 214
- Southern Christian Leadership
Conference (SCLC),
215–217
- Special education (*see also* Counselor
education), 148
cultural misalignment/outsider, 147
diversity, 145
dumping ground/over-
representation, 146–147
high referrals to, 39
inherent structures of, 144–145
preparation, 144–145
systemic inequity, 145–147
transitional, 145
- Specific, measurable, action oriented,
realistic, and time sensitive
(SMART), 148
- Speech and language impairment
(SLI), 146
- Standardization, 37–38
- Stereotypes, 26, 28
of model minority, 94–95
- Story, theory, and praxis, 100
integrating, 105–106
- Strategic (anti)essentialism, 99–100,
105
integrating, 105
- Structural racism, 4
- Student classification, 64–65
- Student Nonviolent Coordinating
Committee (SNCC),
202–203, 216–217
- Students, 157
- Students for Democratic Society
(SDS), 202–203
- Systemic inequity, 145–147
- Systemic racism, 210
impacts of, 208–211
- Teachers, 147–148, 195, 197
attrition, 145
candidates, 104
education programs, 202–203
educators, 102–106
- Teaching, 37, 48, 50
methodologies, 143
- “Traditional program evaluation” in
education, emergence of,
166–167
- Transformative equity education
assessment and grading policies,
39–40

- CRT as disruption tool, 41–42
- CRT in educational settings, 37
- CRT in our current reality, 35–37
- curriculum, 39
- disciplinary practices, 38
- experience, 48–49
- foundation of CRT and tenets for inclusion, 34
- high referrals to special education, 39
- history of CRRI, 42–45
- hope and healing through CRT and CRRI, 42
- learning and instruction, 37–38
- learning and instruction taught from deficit lens instead of CRRI, 40–41
- low referrals in gifted, honors, and advanced placement courses, 38
- research on purpose of writing, 47–48
- thriving over surviving, 49–52
- wholeness through culturally relevant and responsive instruction, 45–47
- Transitional kindergarten to age 21 programs (TK-21), 114
- Transnational context, 96–97
 - integrating, 103–104
- Tribal Critical Race Theory (TribalCrit), 80
 - classroom dynamics, practical lessons and, 85–87
 - historical, cultural, and language backgrounds, 81–83
 - and interpreting colonization, 83–85
- Tribal membership, 83–84
- Trust, 148–149
- U.S. Census Bureau, 57
- Ubuntu*, 66–67
- UN General Assembly (1966), 203
- Universal design for learning (UDL), 123
- US justice system, 231
- Veterans Affairs (VA), 209
- Virginia criminal law, 7–8
- Western cultural norms, impact of, 125–126
- Western industrial model of schooling, 67–68
- Western schooling, 82–83
- White Racial Identity (WRI), 239
- Whiteness, 37, 181
 - and counselor education, 239–241
 - critical consciousness of structures of, 169
 - as property, 3–4, 6–7, 238, 241
- Works Progress Administration (WPA), 203
- Yellow Peril*, 95–96
- Zero tolerance policies, 38