

Resources from Rachel Lambert's Presentation – Leveraging Student Strengths: Neurodiversity and Mathematics

- <https://disabilityvisibilityproject.com/2019/02/01/access-is-love/>
- Brown, L. X. Z., Ashkenazy, E., & Onaiwu, M. G. (2017). *All the Weight of Our Dreams: On Living Racialized Autism*. Autism Women's Network.
- Eide, B., & Eide, F. (2012). *The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain* (Reprint edition). Plume.
- Edmund Harriss's blog: <https://maxwelldemon.com/edmund-harriss/>
- Lambert (2021). The Magic is in the margins; UDL Math. *Mathematics Teacher Learning and Teaching K-12*. 114 (9), copy on my website
- Lambert, R. (2018). "Indefensible, Illogical, and Unsupported"; Countering Deficit Mythologies about the Potential of Students with Learning Disabilities in Mathematics. *Education Sciences*, 8(2), 72. <https://doi.org/10.3390/educsci8020072>
- Lambert, R., & Harriss, E. (2022). Insider accounts of dyslexia from research mathematicians. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-021-10140-2>
- Rooke, M. (2017). *Dyslexia is My Superpower*. Jessica Kingsley Publishers.
- Silberman, S. (2016). *Neurotribes: The Legacy of Autism and the Future of Neurodiversity* (Reprint edition). Avery.
- <https://www.sinsinvalid.org/blog/10-principles-of-disability-justice>
- Lewis, K. E. & Lynn, D. L. (2018). Against the odds: Insights from a statistician with dyscalculia. Special Issue of *Education Sciences* on "Dispelling Myths about Mathematics" <https://www.mdpi.com/2227-7102/8/2/63>