

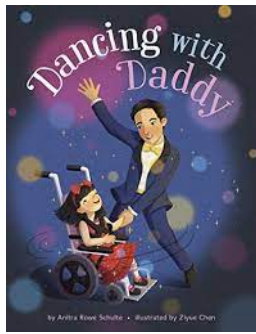
United We Discover Library Collection

As part of the Young Audiences (YA) mission to “inspire young people and expand their learning through the arts” this United We Discover Library Collection has been created to support Disability learning, and is used in conjunction with YA’s United We Discover Professional Learning Lab and Residencies.

YA’s United We Discover Professional Learning Lab is a hands-on creative experience for New Jersey teaching artists, arts specialists, classroom teachers, and organizational partners. In community we will examine how collaborative learning design and implementation can increase meaningful inclusion & Arts Equity within school settings. Participants engage with opportunities to experience, understand, discuss and co-design learning experiences for art forms including dance, theatre, photography, spoken word, songwriting, and visual art. The sessions are delivered by artists who offer a unique and valuable contribution to Arts and Arts Education for students. Leadership from Disabled artists and their allies will encourage our shared responsibility to provide nurturing, challenging, supportive and stimulating arts centered environments for students with and without Disabilities.

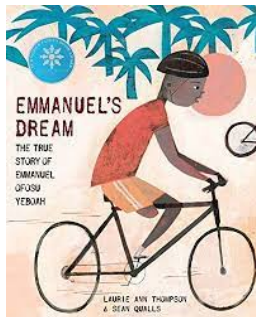
This United We Discover Library Collection includes selections for children, teens, and adults and was created in March 2020 & updated in September 2026.

Contact Sr. Director of Education & Equity, Michelle L. Marigliano for additional recommendations: mmarigliano@yanjep.org



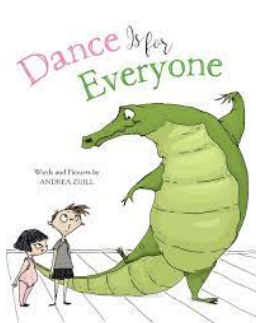
Schulte Anitra Rowe and Ziyue Chen. 2021. *Dancing with Daddy*
First ed. New York: Two Lions.

Recommended Ages: 3-5



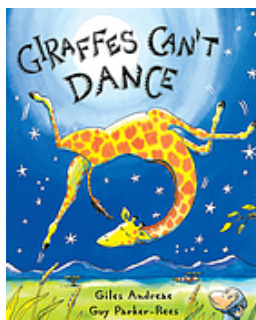
Thompson Laurie Ann and Sean Qualls. 2015. *Emmanuel's Dream : The True Story of Emmanuel Ofosu Yeboah* First ed.
New York: Schwartz & Wade Books.

Recommended Ages: 3-5



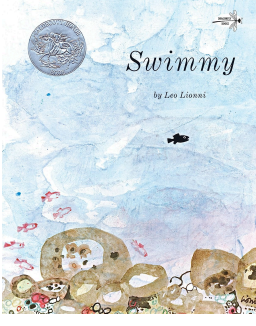
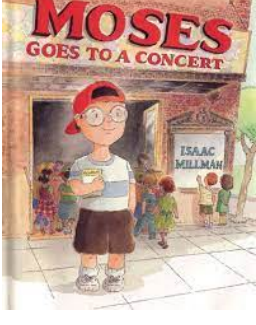
Zuill Andrea. 2017. *Dance Is for Everyone*. New York: Sterling Children's Books.

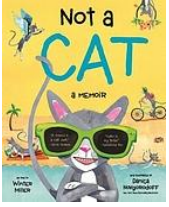
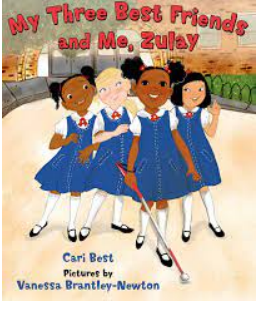
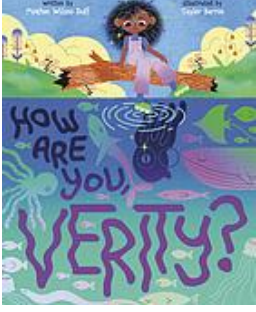
Recommended Ages: 3-5

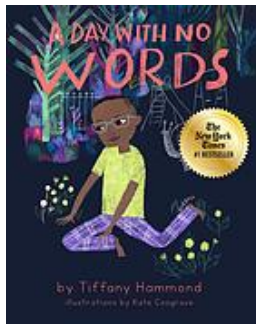


Andreae Giles Guy Parker-Rees and Billy Dee Williams. 2019. *Giraffes Can't Dance*. Solon Ohio: Findaway World LLC.

Recommended Ages: 3-5

	Lionni Leo. 1991. <i>Swimmy</i>. New York: Alfred A. Knopf. Recommended Ages: 3-5
	Millman Isaac. 2012. <i>Moses Goes to a Concert</i> First Square Fish ed. New York: Square Fish. Recommended Ages: 3-5
	Fritsch Kelly Anne McGuire and Eduardo Trejos. 2021. <i>We Move Together</i>. Chico California: AK Press. Recommended Ages: 3-5 Included Social Justice Dictionary Recommended Ages 6-9
	Sotomayor, Sonia. 2019. <i>Just Ask! : Be Different, Be Brave, Be You</i>. New York: Philomel Books. Recommended Ages: 5-8
	Bell, Davina. 2019. <i>All the Ways to Be Smart</i>. London: Scribble, an imprint of Scribe Publications. Recommended Ages: 5-8

	Miller, Winter. 2022. <i>Not a Cat : A Memoir</i>. Thomaston, Maine: Tilbury House Publishers. Recommended Ages: 5-8
	Stroker Ali and Gillian Reid. 2022. <i>Ali and the Sea Stars</i> First ed. New York NY: Harper an imprint of Harper Collins Publishers. Recommended Ages: 5-8
	Best, C. (2018). <i>My three best friends and me, Zulay</i>. Recommended Ages: 5-8
	Duff, M. W. (2023). <i>How are you, Verity?</i> Magination Press, American Psychology Association Recommended Ages: 5-8
	Wendy Elliot Vandivier A Day of Questions Recommended Ages: 7-9



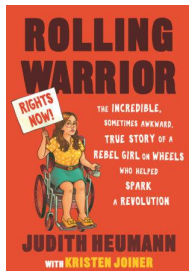
Hammond, T. (2023). *A day with no words* (First edition). Wheat Penny Press.



F. & Leach W. (2020). *Meeting mimi : a story about different abilities*. Rourke Educational Media.



Masiclat, C., & Luan, H. (2023). *Different!Awesome! : a neurodiversity-affirming introduction to autism*. [Carol Masiclat and Heming Luan].



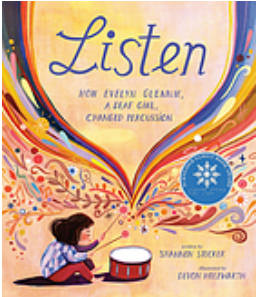
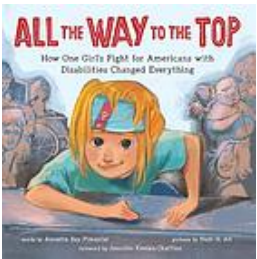
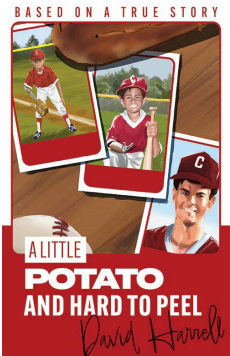
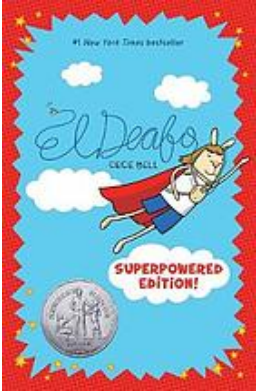
Heumann, Judith, & Joiner, Kristen. (2021) *Rolling Warrior*

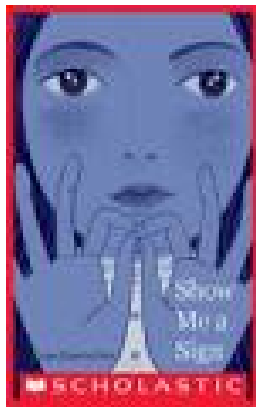
Recommended Ages: 10-14



Schaefer L. M. (2018). *Some kids use wheelchairs* (Revised). Capstone Press.



	Stocker S Holzwarth D. <i>Listen : How Evelyn Glennie a Deaf Girl Changed Percussion</i>. New York: Dial Books for Young Readers; 2022.
	Scott, J., & Spangler, B. (2021). <i>Unbound : the life + art of Judith Scott</i> (First edition). Alfred A. Knopf.
	Pimentel, A. B. (2020). <i>All the way to the top: How one girl's fight for Americans with disabilities changed everything</i>.
	Harrell, David. (2025). <i>Little Potato and Hard to Peel</i>. [S.l.]: MASCOT BOOKS INC.
	Bell, C., & Lasky, D. (2020). <i>El Deafo: Superpowered edition</i>.



LEZOTTE, A. N. N. C. L. A. R. E. (2030). *SHOW ME A SIGN*.
Place of publication not identified: SCHOLASTIC (US).

Recommended Ages: 8-12



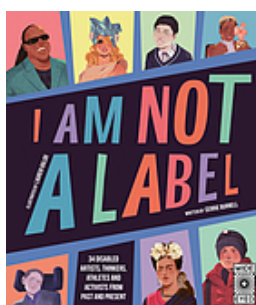
Palacio, R. J. (2020). *White Bird*.

Recommended Ages: 8-12

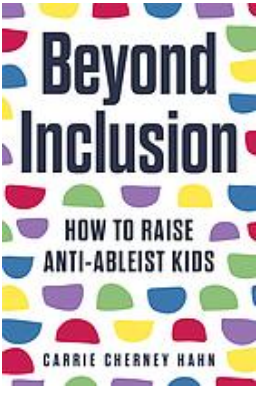
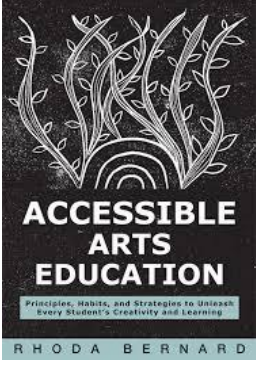
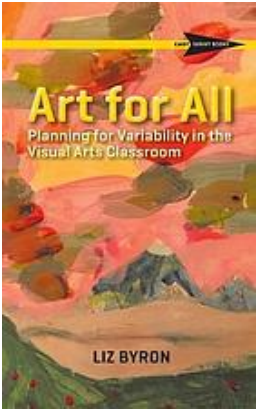


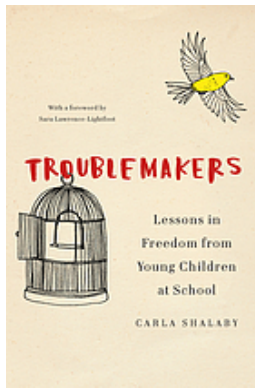
Jamieson, V., & Mohamed, O. (2020). *When stars are scattered*.

Recommended Ages: 8-12



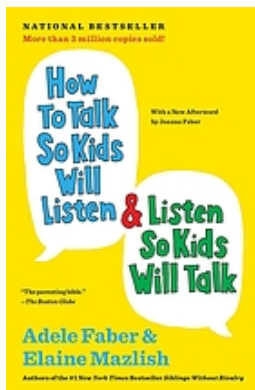
Burnell Cerrie. 2020. *I Am Not a Label : 34 Disabled Artists Thinkers Athletes and Activists from Past and Present*. London
United Kingdom: Wide Eyed Editions.

	Cherney Hahn, Carrie. 2024. <i>Beyond Inclusion : How to Raise Anti-Ableist Kids</i>. Chicago: Parenting Press, an imprint of Chicago Review Press Incorporated.
	Bernard, Rhoda. (2025). <i>Accessible Arts Education: Principles, Habits, and Strategies to Unleash Every Student's Creativity and Learning</i> (Ensure accessible and inclusive arts education for all students)
	Ginsburg, Faye D., and Rayna Rapp. 2024. <i>Disability Worlds</i>. Durham: Duke University Press. http://dx.doi.org/10.1215/9781478059394.
	Byron, L. (2018). <i>Art for all: Planning for variability in the visual arts classroom</i>. Teaching Artists & Teachers



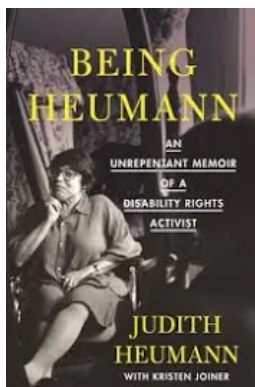
Shalaby Carla. 2017. *Troublemakers : Lessons in Freedom from Young Children at School*. New York: New Press.

Teaching Artists, Teachers and Guardians



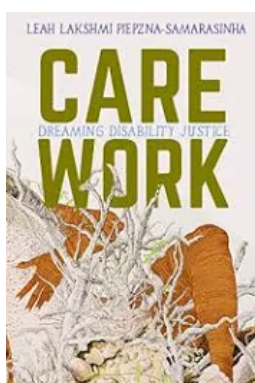
Faber A Mazlish E Coe KA Faber J. *How to Talk so Kids Will Listen & Listen so Kids Will Talk*. First Scribner hardcover edition. 30th anniversary ed. New York New York: Scribner Classics; 2012.

Teaching Artists, Teachers and Guardians



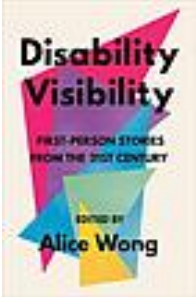
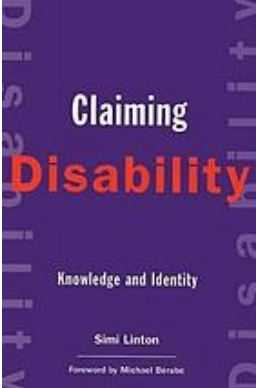
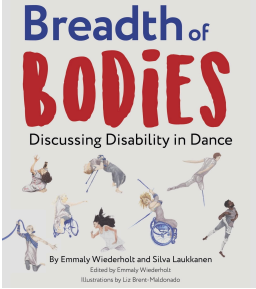
Heumann. E., Joiner, K., & Beacon Press. (2020). *Being Heumann: An unrepentant memoir of a disability rights activist*.

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Piepzna-Samarasinha, L. L. (2018). *Care work: Dreaming disability justice*

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	Wong, A. (2020). <i>Disability visibility: First-person stories from the Twenty-first century</i>. Teaching Artists, Teachers and Guardians
	Linton, S. (2010). <i>Claiming disability: Knowledge and identity</i>. New York: New York University Press. Teaching Artists, Teachers and Guardians
	Wiederholt Emmaly Silva Laukkanen and Liz Brent-Maldonado. 2022. <i>Breadth of Bodies Discussing Disability in Dance</i>. La Vergne: Stance on Dance. https://public.ebookcentral.proquest.com/choice/PublicFullRecord.aspx?p=6940903. Teaching Artists, Teachers and Guardians

Digital Resources		
	Inclusion Guide for Arts Education	Submitted by Michelle Marigliano
	Magnificent by Lachi (Music celebrating Disability)	Submitted by Michelle Marigliano
	Disabled &	Submitted by Michelle Marigliano
	Disability Equity Education	Submitted by Wendy Elliot Vandivier

	The Eugenics Logic Behind Running the Government Like A Startup by Valerie Black	shared by Susan Coll-Guedes
	Marlin Mullen Painter	
	Rachel Handlin Photographer & Sculpture	
	Disabled Artists I Love Spotify Playlist	Submitted by Summer Dawn
	Socially Engaging Education	
	Social Justice Books , A project of Teaching for Change	Submitted by Michelle L. Marigliano
	How to Use the Paralympics to Talk to Kids About Limb Difference	
	Ludia is a Universal Design for Learning (UDL) Automated Intelligence Free Tool	Submitted by NJ Coalition for Inclusive Education (Michele Gardner/Annie Corley Hand)
	Episode 49 Planning for Specially Designed Instruction with Sara Jutcovich	Submitted by NJ Coalition for Inclusive Education (Michele Gardner/Annie Corely Hand)
	Ann Benninghoff: Specially Designed Instruction What it is and Why We Provide It	
	Unpacking the Standards	
	Teach with Give Guide	Submitted by Sofiya Cheyenne Brown
	Inclusive Healthy Communities Grant Videos, Webinars and Presentations	Submitted by Michelle L. Marigliano
	Boggs Cast: Episode 16: Disability and Health Equity (ableism and	Submitted by Michelle L.

	assumptions)	Marigliano
	Hacking Deficit Based Practices	Submitted by Kristina Hill
	Thrively	Submitted by Kristina Hill
	Beyond Access: Strength-based Language	Submitted by Kade Friedman
	ABLE Podcasts	Submitted by Michelle L. Marigliano
	10 Principles of Disability Justice	Sins Invalid
	New Day Films	Submitted by Michelle L. Marigliano
	Throw Away the Master's Tools an essay by Nick Walker	Submitted by Kade Friedman
	Autism & The Pathology Paradigm an essay by Nick Walker	Submitted by Kade Friedman
	5 Helpful Resources for Teaching Disability History	Submitted by Michelle L. Marigliano
	Nothing Without Us: A Guide to Total Liberation for Disability Communities by Jeremy Einbinder	Submitted by Michelle L. Marigliano
	Crip News	Submitted by Kade Friedman
	Stella Young I am not your inspiration, thank you very much	Submitted by Kade Friedman
	Lydia X. Z. Brown Ableist Language Guide	Submitted by Kade Friedman
	Understood	Submitted by Kade Friedman
	Made By Dyslexia	Submitted by Kade Friedman
	Not Special Needs	Submitted by Kade

		Friedman
	Cuerdas	Submitted by Summer Dawn
	Different	Submitted by Sumer Dawn
	Disability/Arts/NYC 2019 Report	Submitted by Christine Bruno
	National Consortium on Leadership and Disability Youth	Submitted by Christine Bruno
	How to Avoid Inspiration Porn by Andrew Purlang	Submitted by Christine Bruno
	National Center on Disability and Journalism Style Guide	Submitted by Christine Bruno
	NCLD Disability Timeline	Submitted by Christine Bruno
	Indigenous Perspectives of Disability, Minerva Rivas Velarde. 2008	Submitted by Michelle L. Marigliano
	What's Next? Teaching & Learning Disability Justice with Judy Heumann, Anna Landre and Lydia X.Z. Brown	Submitted by Michelle L. Marigliano

Inclusive Healthy
Communities
NJ Division of Disability Services



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ENDOWMENT** for the **ARTS**
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