



Volume 14, 2025

## **Re/Considering Access during Crisis: Disability, Theatre Education, and the End of Equity**

An editorial note from Dr. Catherine (Katya) Peckinpugh Vrtis

The world has changed dramatically since this Special Section was first conceptualized in 2022. Developed collectively by members of the Mid-America Theatre Conference Accessibility Committee – including, at the time, current *Theatre/Practice* editor Karin Waidley – the goal was to promote the conscious inclusion of disabled theatre artists, scholars, and educators across the field by placing a spotlight on their current work and by offering some introductory guidance for those considering expanding their access for and representation of disabled bodyminds. It was a moment that seemed to shine with possibilities for serious, structural change. The initial publication of “We See You, White American Theatre” on June 8, 2020 sparked a reckoning across the field,<sup>1</sup> triggering a range of actions including the founding of our committee, and with it our mission to increase equitable access within the field, beginning with the conference itself. Additionally, those next two years bubbled over with radical and creative experiments testing the limits of liveness, mediation, and theatricality. Training programs and performance companies likewise experimented to minimize risk and maximize opportunity for all participants,

---

<sup>1</sup> “About,” We See You W.A.T., accessed March 30, 2025, <https://www.wesceyouwat.com/about>.

particularly for those most vulnerable to the raging SARS-CoV-2 virus. A better, more just future seemed within grasping reach.

Ironically, for all of the loss, fear, and trauma of the early Pandemic years, for many disabled people it was a moment of expanding access and inclusion. Widespread shutdowns across the society, including but in no way limited to colleges and universities and professional theatres, forced a seismic shift. Suddenly everyone was in online classes, telecommuting to work, and inventing ways to do theatre virtually. Accommodations that had been dismissed as impossible when requested by the disabled became standard, even mandatory, almost immediately. For many, myself included, it was “an unexpected expansion of possibility” for a robust life unfettered by inaccessible spaces and expectations of conformity to normative ways of being.<sup>2</sup> This is not to suggest the result was utopian, even without considering the negative impact of anti-masking propaganda; analysis of disparities in the effects of COVID containment efforts concluded that “people with disabilities can be especially vulnerable to negative effects of lockdown and other public health measures to contain the pandemic, especially when these measures are not disability-inclusive and not designed to prevent or mitigate any disproportionate impacts.”<sup>3</sup> As always, the dominant focus was on maximizing the benefit to the abled, rather than achieving equity. Still, the expansion of opportunities for was real, and it contributed strongly to the sense that real change was possible.

Even in those heady days of expanding opportunities, there skulked a harsh awareness of the potential for backlash. Just as it took widespread need by the abled to provoke the expansion

---

<sup>2</sup> Zoë Beery, “When the World Shut Down, They Saw It Open,” *The New York Times*, August 24, 2020, <https://www.nytimes.com/2020/08/24/style/disability-accessibility-coronavirus.html>.

<sup>3</sup> Tiago S. Jesus, et. al., “Lockdown-Related Disparities Experienced by People with Disabilities during the First Wave of the COVID-19 Pandemic: Scoping Review with Thematic Analysis,” *International Journal of Environmental Research and Public Health* 18, no. 12 (June 8, 2021): 3.

of accessibility programs, this widening reversed almost immediately “as nondisabled people rush[ed] to return to face-to-face interactions, accessibility threaten[ed] to narrow back to pre-pandemic levels.”<sup>4</sup> Despite widespread efforts maintain flexible and inclusive working policies, ultimately the combined forces of ableist bias, default to the normative, and commercial real estate use agreements, among others, undermined the opportunity for cultural change. This is unfortunately not unusual or unexpected:

Covid-19 and the fight for worker protections during the pandemic have highlighted how disability rights advocates have long been at the forefront of the labor movement.

Workers with disabilities face an uphill battle when it comes to getting and maintaining positions, getting fair compensation, and accessing fair accommodations and safe working conditions.<sup>5</sup>

The once bright-seeming future for disabled people in the United States, including in US theatre, once again turned dark. Then Trump was elected.

The result of these desperate factors is a crisis for disability justice that I discuss at length in the second section of this note. In the face of so much ongoing harm, it is easy to see the small candle in the darkness represented by the articles and talks published in this section as entirely insufficient. It’s true they have little power alone; however, I hope readers across performance venues, training institutions, positions within field, engage with these works and are inspired to adapt and expand the practices described, and in this way continue the work of building disability equity in our profession. Authoritarians demand preemptive self-censorship as it makes

---

<sup>4</sup> Beery.

<sup>5</sup> Bianca Gonzalez, “Covid Isn’t Going Anywhere. Workers’ Rights and Accommodations Are,” *Next City* (March 19, 2024), <https://nextcity.org/urbanist-news/covid-isnt-going-anywhere.-workers-rights-and-accommodations-are>.

the work of oppression easier and faster. We must not fall into the trap of easy surrender of our rights. It's a dark time, but we have each other and the ghost light; we can do this.<sup>6</sup>

---

This is a time of crisis: in our theatres, in our schools, and in our nation. It may be tempting to disregard this assertion. The fashion for declaring a crisis in the American theatre long predates my involvement in the profession. Indeed, the practice has been *en vogue* since well before I was born, or my parents, or my grandparents. Always incipient disaster, it seems to me, is the base state of the entire profession. This culture of eternal emergency, displacement, and collapse is similar in the world of education, wherein competing ideologies of student behavior, pedagogical praxis, and scholarly freedom have driven journal editorials and conference keynotes for decades. Despite this narrative of overwhelming threat barely resisted and always poised to overwhelm, the country is nevertheless rich with performing arts venues and educational institutions. We have been told the “end is nigh” for so long that another claim of crisis in one or the other or both professions makes less impact than the voice of another soapbox prophet warning of an imaginary apocalypse millennia past due. It is simply noise, a minor distraction from the daily work of these not-so-doomed professions. Unfortunately, this means that, like the Boy Who Cried Wolf or a malfunctioning fire alarm, anyone crying out warnings of urgent and immediate danger is likely to be ignored as part of the same old background noise.

Sometimes, however, the threat is so urgent that there is no choice but to dig out the soapbox and join the chorus. This is exactly such a time. The United States is experiencing an unprecedented period of crisis, one that affects every element of the society. As is usually the

---

<sup>6</sup> For a description of the articles and events in the Special Section, please see pages 11-12.

case when a culture embraces rising intolerance and nascent totalitarianism, rights for the disabled are first on the chopping block. We are not the only ones under threat, of course, and many of us have intersectional identities that mean we face multiple forms of state violence and oppression under this viciously bigoted regime. Nevertheless, the United States has continued to tolerate the same eugenic ideology that drove the infamous 1927 *Buck v. Bell Superintendent* decision that “three generations of imbeciles are enough”<sup>7</sup> and inspired the Nazis’ Aktion T4 mass murder of the disabled fully two years prior to the establishment of their other genocidal programs.<sup>8</sup> Just as it was used to “justify” saving respirators for the abled while the disabled died from COVID,<sup>9</sup> the dehumanization of those with disabilities continues to drive oppressive and even deadly policies that are then promoted as “saving valuable resources” for those without disabilities, on the grounds that their lives are imagined as having more value by virtue of their abled status. In other words, the “useless eaters” Nazi propaganda is alive and well in the contemporary US, and worse, the current government is enthusiastically reinventing and promoting it for their own goals. This was true his first time as president, when “his budget threaten[ed] to set disability rights and inclusion back 50 years or more by stripping away critical protections and slashing vital programs that ensure basic living standards for the 1 in 5 Americans with disabilities,”<sup>10</sup> but at least then the moderating effects of previously stable government institutions protected potential victims from the worst of his and his supporters’ depredations. This time Donald Trump and his fascist cronies are systematically dismantling the

---

<sup>7</sup> Supreme Court of the United States, *Buck v. Bell Superintendent*, 274 U.S. 200 (1927).

<sup>8</sup> The United States Holocaust Memorial Museum, accessed on March 12, 2025, “Euthanasia Program and Aktion T4,” *Holocaust Encyclopedia*, <https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>.

<sup>9</sup> Joseph Shapiro, “Oregon Hospitals Didn’t Have Shortages. So Why were Disabled People Denied Care?” NPR, December 21, 2020, <https://www.npr.org/2020/12/21/946292119/oregon-hospitals-didnt-have-shortages-so-why-were-disabled-people-denied-care>.

<sup>10</sup> Katherine Gallagher Robbins, “The Trump Budget’s Attack on People with Disabilities,” Center for American Progress, May 23, 2017, <https://www.americanprogress.org/article/trump-budgets-attack-people-disabilities/>.

government infrastructure to ensure nothing can block their eugenicist, racist, heterocissexist, imperialist violence.

While propaganda frames these efforts to harm disabled people as being primarily driven by the ideology of austerity (designed to “offset” extreme tax cuts for the wealthiest people and not out of actual concern for economic stability), as in the case of Project 2025’s goals to remove all supposedly “nonmedical” services from Medicaid, the truth is far darker. In that case the supposedly “wasteful” spending constitutes payments for home aids and durable medical equipment necessary for maintaining a safe and healthy life, which will force many disabled people out of their communities and into the kinds of institutions that led to the rise of the Independent Living Movement in the 1970s.<sup>11</sup> The triumvirate of Trump, Elon Musk, and Robert F. Kennedy, Jr. regularly reveal the eugenic ableism that actually drives these policies. Trump’s vicious personal bigotry against disabled people is well documented across multiple sources, as is collected and summarized by the Autism Self Advocacy Network, among others.<sup>12</sup> Most notable in capturing the depth of his antipathy is his infamous claim that “those kinds of people [the disabled] should just die,” starting with his nephew’s son.<sup>13</sup> Musk, the unelected troll-in-chief, is an open eugenicist<sup>14</sup> who gets a transgressive thrill out of using ableist hate speech.<sup>15</sup> Kennedy is an extremist opponent of science and medicine who is using his position as Secretary

---

<sup>11</sup> Matthew Borus, “Cutting Medicaid and Federal Programs are Among 4 Key Trump Administration Changes that Could Make Life Harder for Disabled People, accessed on March 14, 2025, *The Conversation*, <https://theconversation.com/cutting-medicaid-and-federal-programs-are-among-4-key-trump-administration-policy-changes-that-could-make-life-harder-for-disabled-people-244458>.

<sup>12</sup> Autism Self Advocacy Network, “ASAN Condemns Announcement of President’s ‘Make America Healthy Again’ Commission and Harmful Ideas about Autism and Other Disabilities,” February 13, 2025, <https://autisticadvocacy.org/2025/02/asan-condemns-announcement-of-presidents-make-america-healthy-again-commission-and-harmful-ideas-about-autism-and-other-disabilities/>.

<sup>13</sup> Fred C. Trump III, “My Uncle Donald Trump Told Me Disabled Americans Like My Son ‘Should Just Die,’” *Time*, July 24, 2024, <https://time.com/7002003/donald-trump-disabled-americans-all-in-the-family/>.

<sup>14</sup> Paris Marx, “Why Silicon Valley is Bringing Eugenics Back,” *Disconnect*(blog), April 21, 2023, <https://www.disconnect.blog/p/why-silicon-valley-is-bringing-eugenics>.

<sup>15</sup> Justin Kirkland, “‘The Basis of Eugenics’: Elon Musk and the Menacing Return of the R-Word,” *The Guardian*, March 3, 2025, <https://www.theguardian.com/world/2025/mar/03/r-word-right-wing-rise>.

of Health and Human Services to dismantle the American healthcare system. While that affects everyone, his targeted discrimination against disabled people includes promoting the creation of forced labor concentration camps – calling them “healing farms” does not change the reality – instead of treatment or support for, at least to begin with, those with addictions, madness or mental illness, and neurodiversity.<sup>16</sup> The common beliefs that disability is innately disqualifying and that need for accommodations is proof of incompetence means that bigoted lies like Trump’s outrageous claim that the January 29, 2025 crash of American Airlines Flight 5342 and a U.S. Army helicopter that killed sixty-seven people was caused by the Federal Aviation Administration’s employment of disabled workers are widely accepted as “common sense,” and so provides “evidence” for the anti-DEI/A efforts of the current administration<sup>17</sup> In this way their extensive and multivalent anti-disability rights program serves as both one part of and a key cover for their larger program of reactionary patriarchal White supremacy.

While of urgent importance within the broader political and social milieu of the United States, the rise of ableism and eugenics may seem entirely detached from the current theatrical and academic systems. To be fair, this isn’t entirely inaccurate as far as the professional theatre is concerned, though changing requirements of equitable hiring and reasonable accommodations risks driving the already dire employment level for disabled theatre workers even further downward. This is especially true in the long term, as where the performing arts and Trump’s anti-disability program intersect most jarringly is in the realm of theatre education, given the ongoing dismantling of rights for disabled students. The newly installed Secretary of Education, anti-public education extremist Linda McMahon, has sworn to use her position to completely

---

<sup>16</sup> Jan Hoffman, “Kennedy’s Plan for the Drug Crisis: A Network of ‘Healing Farms,’” *The New York Times*, January 18, 2025, <https://www.nytimes.com/2025/01/18/health/rfk-addiction-farms.html>.

<sup>17</sup> Jack Horton and Lucy Gilder, “Fact-Checking Trump’s claims about Diversity Schemes and the Washington Plane Crash,” *BBC*, January 31, 2025, <https://www.bbc.com/news/articles/cwyeg61pnl5o>.

unmake her Department. This effort is dangerous to every student and educator within the entire system, from those in pre-K early childhood education to graduate and post-graduate level work:

Any plan to shut down the Education Department – and, indeed, the cuts and layoffs that have already happened – will disproportionately hurt students with disabilities. That includes kids who receive special education, but also those in general education classrooms who get supports or accommodations to learn, from speech therapy to sign language interpreters to counseling. Any kid who has an Individualized Education Program (IEP) or 504 plan through their school could be affected by what’s going on at the Education Department.<sup>18</sup>

This effect is further compounded by the decision to end investigation and enforcement efforts in cases of ableist discrimination – or indeed any discrimination beyond the invented “victim of DEI policy” complaints by bigots angry at others’ success.<sup>19</sup>

Again, the targeting of disabled students goes beyond the broader increase of oppression under the emergent fascist administration. Republicans have been working for some time to end public, secular education in this country, but those efforts have been frustrated by the legal requirement to provide “educational support and funding from public schools” as part of the Individuals with Disabilities Education Act (IDEA) passed in 1975.<sup>20</sup> So long as IDEA is on the books, the Department of Education cannot be dismantled and the American public primary and secondary education program must continue. Therefore the dismantling of protections for

---

<sup>18</sup> Anna North, “What Dismantling the Education Department Means for Kids with Disabilities,” *Vox*, March 13, 2025, <https://www.vox.com/policy/403596/what-dismantling-the-education-department-means-for-kids-with-disabilities>.

<sup>19</sup> Heather Hollingsworth, Collin Binkley, and Annie Ma, “Kids’ Disability Rights Cases Stalled as Trump Began to Overhaul Education Department,” *Associated Press News*, February 20, 2025, <https://apnews.com/article/education-department-iep-disability-civil-rights-trump-85a6687d9ef1f5236f2637924d66a560>.

<sup>20</sup> Jessica Grose, “What the Trump Era Looks Like for Disabled Students in K-12,” *The New York Times*, February 12, 2025, <https://www.nytimes.com/2025/02/12/opinion/trump-education-disability.html>.



disabled students serves both the broad eugenicist ideological goals of the administration and its backers and establishes the conditions necessary to end secular public education in the country entirely. To that end, propagandists and apologists are actively promoting the myth that disability is either diagnostic nonsense offering thin cover for behavior that should be corrected with (physical) punishment rather than accommodations and legal rights or is so severe that independent and self-determined life is impossible and should be prevented, so that education of these individuals is pointless due to incapability. In either scenario, offering legally protected, equitable education, teachers are “coddling America’s children and bilking taxpayers.”<sup>21</sup> Given these circumstances, we must seriously consider that in our near future there will be no laws or mandates requiring accessibility, accommodation, or support for disabled students. Tragically, we must also consider a future in which students, faculty, and staff protesting the deconstruction of disability inclusion American higher education could have credentials revoked or even be subject to illegal arrest or detention by government agents, in attacks similar to those on the Gaza War protesters at Columbia University this winter.<sup>22</sup>

Theatre education, like the professional theatre, has not been a welcoming environment for disabled artists since long before the current crisis. Exceptions to anti-discrimination laws on grounds of artistic merit have prevented the kinds of painfully expensive fines and legal judgments that have at least partially compelled the integration of other academic divisions and of civic, commercial, and social institutions more broadly. The dominant “inclusion through judicial action” model is further complicated by the particularly, uniquely embodied nature of performance in the theatre and dance. The practice of physically separating creator and work

---

<sup>21</sup> Ibid.

<sup>22</sup> Jessica Corbett, “Columbia University Revokes Degrees from Some Pro-Palestine Campus Protesters,” *Truthout*, March 14, 2025, <https://truthout.org/articles/columbia-university-revokes-degrees-from-some-pro-palestine-campus-protesters/>.

during assessments of skill, like those for exhibit juries and hiring committees in the visual arts and for editors reviewing written work, cannot be adopted into the performing arts. While blinded auditions can reduce rates of discrimination by symphonies and other employers of instrumental musicians,<sup>23</sup> and, to a lesser extent, in vocal music and voice acting, the centrality of the actor's or dancer's physical performance – live or mediated – means that the assessment of their work cannot be abstracted from assessment of their bodymind. What is more, this assessment necessarily includes the corporeal traits culturally associated with core identities like race or ethnicity, gender and sexuality, and disability. While these material details can be consciously disregarded depending on philosophy of casting in play, students and workers in the theatre – even those who are not performers – are constantly evaluated and judged based on these factors.

Further complicating the quest for equitable theatre education, the “Broadway body” ideal discussed at length in his monograph *Broadway Bodies: A Critical History of Conformity* by Ryan Donovan, establishes an expectation of conformity to the markers of American power and privilege. The commercial “look” is one of hypercapacitated talent, extreme physical fitness, normative beauty and extreme thinness, compulsory abledness, and heterocissexual patriarchal Whiteness. Up until recently, theatre students were expected to follow highly standardized forms of dialect, movement, and affect even during their personal time to prove their mastery of instrument and craft. While students are now permitted to switch during their off hours, the codified norms of the American stage live on in many acting programs. As a result, students whose performances of emotion or action, whether due to disability – including but not limited to

---

<sup>23</sup> Claudia Goldin and Cecelia Rouse, "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians," *The American Economic Review* 90, no. 4 (2000): 716.

neurodiversity – or even cultural difference, may be judged as failing to perform to standard rather than successfully performing an interpretation of the role appropriate to their lived reality. Meanwhile, disabled students training for positions off the stage are protected from some of these pressures, particularly those that judge affective states, yet lack of physical access and appropriate accommodations in rehearsal halls, set and costume shops, lighting grids, sound booths, and other work spaces remain a consistent problem. Likewise harmful are the common requirements that design students provide physical labor for the technical needs of productions, work that some disabilities make unsafe or impossible despite having no impact on the artistic quality of their design work, whether for classes or professional productions. Similarly, these physically demanding requirements and inaccessible environments limit opportunities for those students hoping to become directors, administrators, theatre teachers, playwrights, critics, performances scholars, and more. Meanwhile visitors from other majors encounter these and other limitations and determine that the elective they were considering and maybe the world of theatre as a whole has no space for them, to everybody's loss. All these factors and so many more have too long made theatre departments into hostile territory for disabled students, even in the best of times. Now, with governmental and pedagogical policy changing to prevent, rather than compel, access and inclusion for disabled students, the concerted effort necessary to make our schools and departments equitable will only increase. To passively trust our institutions to do a “good enough” job of inclusion for us is to betray some of our most vulnerable students at this moment of social and educational catastrophe.

Fortunately, I brought out my soapbox and selected my corner to do more than just shout “the end is nigh.” The twin pillars of art and education can and must stand tall during these difficult times. Theatre offers a chance for community and a chance to tell our truths, even when

the institutions we thought we could count on attempt to deny us both of those things. Instead of giving up on the pursuit of educational justice, we must work even harder to make sure our classrooms are diverse, equitable, inclusive, and accessible. To that end, the works in this special section on “Practicing Access” demonstrate a variety of intersectional models for approaching disability in the theatre – onstage, offstage, in the classroom, and as a vehicle for social change. This section was several years in the making, and it represents tremendous work by the Mid-America Theatre Conference Accessibility Committee members, Karin Waidley as editor of *Theatre/Practice*, the speakers from the MATC 2024 conference special sessions on disability and inclusion, and the guest speakers from the 2023 and 2024 winter Zoom sessions hosted by the Accessibility Committee, among others, guaranteeing a wide range of expert insights on the best practices for equitable theatres and theatre classrooms. In the articles portion of the section, Winter Phong provides a deep longitudinal analysis of audience experiences at the explicitly disability-friendly productions of *Teenage Dick* by Mike Lew; Clara Kundin analyzes practices that can complicate the theatre making process for students with a range of learning disabilities; and I provide a cross-comparison on a range of commonly promoted pedagogical approaches for their impact on disabled students specifically. We are also honored to have transcripts of talks by Terry Nudd and Donna Galloway of Mickee Faust Theatre Club in Tallahassee; Florida; T. S. Banks of Loud ‘N’ Unchained Theatre Company in Madison, Wisconsin; and actor and solo artist Diana Elizabeth Jordan from Los Angeles, California. This group of educators, researchers, artists, and activists provide a range of philosophies and tactics for resisting ableist norms in theatre education, for everyone from those new to disability inclusive work to those who are already deeply experienced in the topic who are looking for further inspiration. I hope they serve

as inspiration to fight back against rising oppression and to keep making our theatre programs better, safer, more inclusive spaces, no matter how many laws change. Thank you all.

## Works Cited

- “About.” We See You W.A.T. Accessed March 30, 2025. <https://www.weseeyouwat.com/about>.
- Autism Self Advocacy Network. “ASAN Condemns Announcement of President’s ‘Make America Healthy Again’ Commission and Harmful Ideas about Autism and Other Disabilities.” February 13, 2025. <https://autisticadvocacy.org/2025/02/asan-condemns-announcement-of-presidents-make-america-healthy-again-commission-and-harmful-ideas-about-autism-and-other-disabilities/>.
- Beery, Zoë. “When the World Shut Down, They Saw It Open.” *The New York Times*. August 24, 2020. <https://www.nytimes.com/2020/08/24/style/disability-accessibility-coronavirus.html>.
- Borus, Matthew. “Cutting Medicaid and Federal Programs are Among 4 Key Trump Administration Changes that Could Make Life Harder for Disabled People.” *The Conversation*. Accessed on March 14, 2025. <https://theconversation.com/cutting-medicaid-and-federal-programs-are-among-4-key-trump-administration-policy-changes-that-could-make-life-harder-for-disabled-people-244458>.
- Corbett, Jessica. “Columbia University Revokes Degrees from Some Pro-Palestine Campus Protesters.” *Truthout*. March 14, 2025. <https://truthout.org/articles/columbia-university-revokes-degrees-from-some-pro-palestine-campus-protesters/>.
- Goldin, Claudia, and Cecelia Rouse. "Orchestrating Impartiality: The Impact of ‘Blind’ Auditions on Female Musicians." *The American Economic Review* 90, no. 4 (2000): 715-741.

Gonzalez, Bianca. “Covid Isn’t Going Anywhere. Workers’ Rights and Accommodations Are.”

*Next City*. March 19, 2024. <https://nextcity.org/urbanist-news/covid-isnt-going-anywhere.-workers-rights-and-accommodations-are>.

Grose, Jessica. “What the Trump Era Looks Like for Disabled Students in K-12.” *The New York*

*Times*. February 12, 2025. <https://www.nytimes.com/2025/02/12/opinion/trump-education-disability.html>.

Hoffman, Jan. “Kennedy’s Plan for the Drug Crisis: A Network of ‘Healing Farms.’” *The New*

*York Times*. January 18, 2025. <https://www.nytimes.com/2025/01/18/health/rfk-addiction-farms.html>.

Hollingsworth, Heather, Collin Binkley, and Annie Ma. “Kids’ Disability Rights Cases Stalled as

Trump Began to Overhaul Education Department. *Associated Press News*. February 20, 2025. <https://apnews.com/article/education-department-iep-disability-civil-rights-trump-85a6687d9ef1f5236f2637924d66a560>.

Horton, Jack and Lucy Gilder. “Fact-Checking Trump’s claims about Diversity Schemes and the

Washington Plane Crash.” *BBC* January 31, 2025. <https://www.bbc.com/news/articles/cwyeg61pnl5o>.

Jesus, Tiago S., et. al. “Lockdown-Related Disparities Experienced by People with Disabilities

during the First Wave of the COVID-19 Pandemic: Scoping Review with Thematic Analysis.” *International Journal of Environmental Research and Public Health* 18, no. 12 (June 8, 2021): 1-24.

Kirkland, Justin. “‘The Basis of Eugenics’: Elon Musk and the Menacing Return of the R-

Word.” *The Guardian*. March 3, 2025. <https://www.theguardian.com/world/2025/mar/03/r-word-right-wing-rise>.

Paris, Marx. “Why Silicon Valley is Bringing Eugenics Back.” *Disconnect* (blog). April 21, 2023. <https://www.disconnect.blog/p/why-silicon-valley-is-bringing-eugenics>.

North, Anna. “What Dismantling the Education Department Means for Kids with Disabilities,” *Vox*. March 13, 2025. <https://www.vox.com/policy/403596/what-dismantling-the-education-department-means-for-kids-with-disabilities>.

Robbins, Katherine Gallagher. “The Trump Budget’s Attack on People with Disabilities.” Center for American Progress. May 23, 2017. <https://www.americanprogress.org/article/trump-budgets-attack-people-disabilities/>.

Shapiro, Joseph. “Oregon Hospitals Didn’t Have Shortages. So Why were Disabled People Denied Care?” NPR. December 21, 2020. <https://www.npr.org/2020/12/21/946292119/oregon-hospitals-didnt-have-shortages-so-why-were-disabled-people-denied-care>.

Supreme Court of the United States. *Buck v. Bell Superintendent*. 274 U.S. 200 (1927).

Trump, Fred C., III. “My Uncle Donald Trump Told Me Disabled Americans like My Son ‘Should Just Die.’” *Time*, July 24, 2024. <https://time.com/7002003/donald-trump-disabled-americans-all-in-the-family/>.

The United States Holocaust Memorial Museum. “Euthanasia Program and Aktion T4.” *Holocaust Encyclopedia*. Accessed on March 12, 2025. <https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>.