**BARRIERS TO HIGHER EDUCATION FOR PEOPLE WITH INTELLECTUAL DISABILITIES WITH RACIALIZED IDENTITIES**

**Rexella Dwomoh1, Laura Mullins1**

**1Brock University**

**Objectives:** Access to education is a human right. However, students with intellectual (and developmental) disability have had the lowest engagement rates in postsecondary education due to significant barriers to access. Data from the 2017 National Education Association of Disabled Students (NEADS) report on the post-secondary experiences of disabled learners revealed that 7% of post-secondary learners had a developmental disability, and very few identified as a visible minority. It is essential to consider the social (e.g. perceptions of normal vs. abnormal), historical (e.g. past events, collective attitudes, and conditions) and political contexts (e.g. impacts of policies and legislations) that create exclusionary and discriminatory practices for learners with developmental disabilities of racialized identities when accessing higher education. Thus, this literature review aims to challenge and address these contexts to improve accessibility to higher education for persons with intellectual disabilities from racialized identities.

**Method:** The literature review is an ongoing research project that will include the following steps: (1) Identifying the research question, (2) Identifying the relevant search database and search strings, (3) Identifying relevant studies, (4) Creating inclusion and exclusion criteria for screening, (5) Screening relevant studies based on inclusion and exclusion criteria to include in the full-text review, (6) Summarizing the articles during a full-text review to identify themes of social, historical, and political contexts that impact accessibility and (7) Summarizing the articles during a full-text review to provide recommendations based on transformative pedagogies (e.g., anti-racism and anti-ableism) to improve accessibility to higher education.

**Results:**Results are pending. However, we aim to identify social, historical, and political contexts that impact the experiences of learners with developmental disabilities. Additionally, transformative pedagogies (e.g., anti-racist and anti-ableist) will be identified and recommended as approaches to increase access to higher education for racialized learners with intellectual disabilities.

**Discussion/Conclusions:** This data blitz will discuss approaches to reducing discrimination and exclusionary measures in higher education settings. Intersectional approaches will be emphasized as essential as they consider how the intersections of race and disability impact experiences of inclusion and belonging in access to higher education for racialized learners with intellectual disabilities. The target population's intersectional identities and social, historical, and political sensitivities must be considered in policies and practices to reduce barriers to accessibility.

**Correspondence:**

Rexella Dwomoh

Brock University

1812 Sir Isaac Brock Way

St. Catharines, ON  L2S 3A1

rd12wo@brocku.ca

Dr. Laura Mullins, Ph.D., BCBA

Brock University

1812 Sir Isaac Brock Way

St. Catharines, ON  L2S 3A1

lmullins@brocku.ca