

# Exploring Disability: From Access to Inclusion

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Presented by:

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# Learning Outcomes

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- Recognize disability as both diversity and an identity
- Examine the wide range of attitudes and beliefs about people with disabilities by using the Medical and Social Models of Disability
- Discuss disability-related microaggressions
- Learn effective ally behaviors to challenge ableism (discrimination in favor of able-bodied and able-minded people)

What do we mean by  
“disability?”

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# Who is a Person with a Disability?

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The Americans With Disabilities Act (ADA) of 1990 defines the term "disability" with respect to an individual:

- (A) a physical or mental impairment that substantially limits one or more **major life activities** of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment.

DISABILITY  
is a natural  
*part*  
of the HUMAN  
EXPERIENCE



Approximately **1 in 5 people (20%)** have a disability in the United States.

# Examples of Major Life Activities

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<b>Hearing</b>	<b>Speaking</b>	<b>Walking</b>	<b>Lifting</b>
<b>Seeing</b>	<b>Breathing</b>	<b>Caring for Oneself</b>	<b>Standing</b>
<b>Learning</b>	<b>Concentrating</b>	<b>Reading</b>	<b>Sitting</b>
<b>Working</b>	<b>Eating</b>	<b>Thinking</b>	<b>Sleeping</b>
<b>Bending</b>	<b>Communicating</b>	<b>Performing Manual Tasks</b>	

<b>Types of Disabilities</b>	<b>Examples</b>
<b>Physical</b>	Blindness, Arthritis, Cerebral Palsy, Spinal Cord Injuries, Amputation, Brittle Bone Disease
<b>Auditory</b>	Deaf, Hard of Hearing
<b>Medical</b>	Cancer, Diabetes, Crohn's Disease, Epilepsy, Asthma, Arthritis, Eating Disorders
<b>Psychiatric</b>	Depression, Bipolar Disorder, Post Traumatic Stress Disorder, Anxiety, OCD
<b>Cognitive</b>	Attention Deficit Disorder, Learning Disabilities
<b>Environmental</b>	Allergies, Chemical Sensitivities
<b>Developmental</b>	Autism Spectrum Disorder (i.e. Asperger's)
<b>Temporary</b>	Broken Foot or Arm, Minor concussion

# The Diversity of Disabilities

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- Visible or Invisible
- Temporary or Long term
- Chronic or Episodic
- At birth or later in life
- Multiple disabilities
- No one size fits all
- Variety of social factors that contribute to the construction of disability



# Identifying (or not) with a Disability

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- My disability lets me experience the world in a unique way.
- The process of coming out as disabled was difficult for me. I was scared people would treat me differently.
- Every day, I wish for a cure to get rid of my disability.
- I won't apologize for requesting accommodations so I can have the same access to learning and socializing in college.
- Once I finally received a diagnosis, I was able to find a community for support and felt relieved that I was not alone.
- I am happy my disability is not visible so I can hide it from the world.
- There is nothing wrong with me. I am proud and disabled.

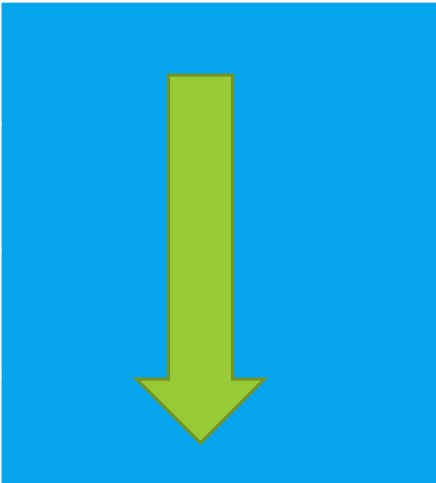



# Historical Attitudes & Current Disability Models

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# 2 Models of Disability in Connection with Historical Attitudes

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Time period	Attitudes	Medical Model	Social Model
1700s and earlier	Possessed by Devil ; Result of Sin		
1800s-1920s	Genetically Defective; Inferior		
1930s-1945	Polluting the race; Sterilization		
1945-1960s	Object of Charity; Pity		
1970s-Today	Independent; Dignity		

# The Medical Model

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- Disability viewed as a problem to be fixed
- Requires individual to adapt to the environment
- Diagnosis may provide an individual clarity about condition and a sense of community



# Reasonable Accommodations

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**Definition:** Modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007)

**Paradox:** In order to be treated the same, a person has to be treated differently!

***What are examples of accommodations, either in the college setting or in the work place, that a person with a disability may request?***

# The Social Model

- Disability is neutral or positive
- The environment disables and needs to change
- Can overlook the individual nature of people and their disabilities by a “one size fits all” approach

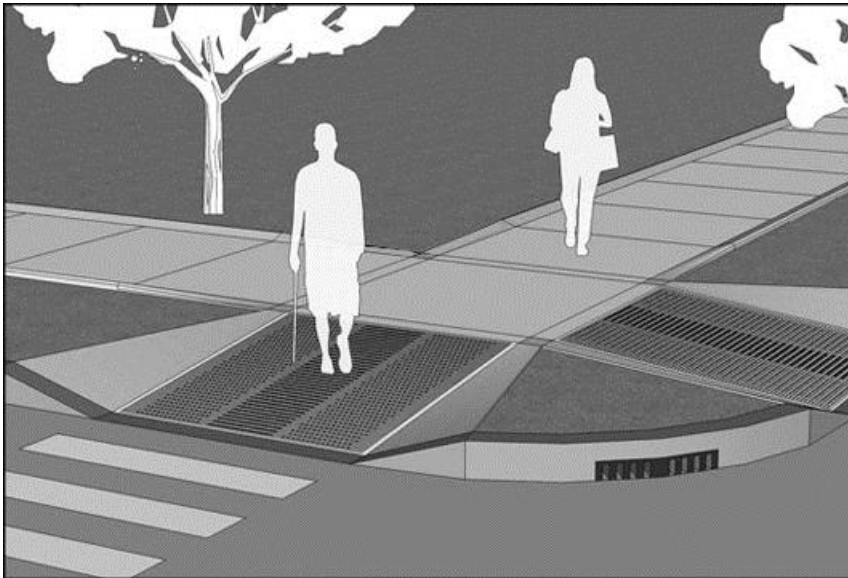


CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!

# Universal Design (UD) & the Physical Environment

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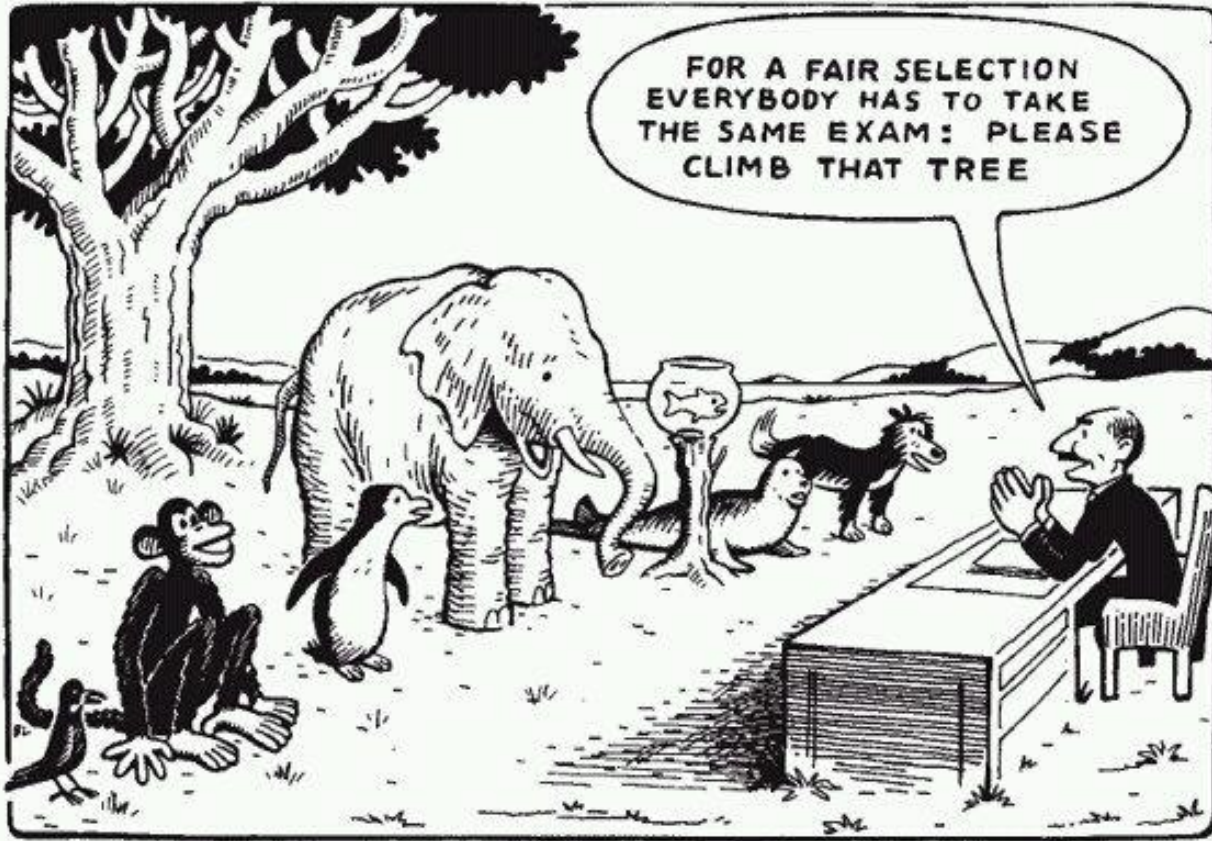
Designing facilities so they are useable, without modification, by the widest range of people possible.



**Examples:** curb cuts, ramps, elevators, automatic lights and sinks, etc.

# Universal Design (UDL) & the Learning Environment

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Designing the environment for the maximum diversity of learners.

# Practical Application at AU

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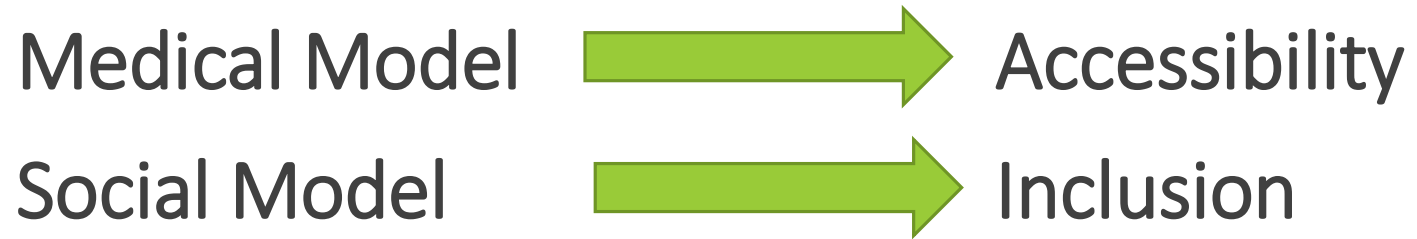


## Activity:

In small groups, think of one creative idea (or more!) to make your department more **accessible and inclusive**. Be ready to share your ideas with the larger group.

# Accessibility & Inclusion

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We need both!

# Building Disability Ally Behaviors

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# Disability-Related Microaggressions

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Theme	Example
Denial of personal identity	“I can’t believe you are married”
Second Class Citizen	“We won’t fix the ramp until a person with a disability complains ”
Patronization	“You people are so inspiring”
Desexualization	“I would never date someone who uses a wheelchair”
Infantilization	“Let me do that for you”
Minimization	“I get it! I’m so OCD about my files!”

# Video

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# Disability Ally Behaviors

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**Make No Assumptions:** Let the person decide what they can or can't do

**Language:** Use “People First Language”; non-disabled NOT normal; speak toward the person with the disability

**Interactive Process:** We may not get it right the first time

**Helping:** Ask before offering assistance

**Fears:** Do not be afraid to use terms related to a disability such as “see you later” or “I like what I hear”

**Be Open:** Individuals' life stories reframe our work!

# Thank you for participating today!

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