

Disability 101: A Workshop for Educators

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Who am I?



About Disability 101

This workshop is to help build skills around disability for educators in higher education. By utilizing the social model of disability, story telling, the spoon theory, disability culture, social interactions, and accessibility this workshop offers an introductory framework that higher education institutions should use to train their teachers for better interactions and relationships with disabled students.

This workshop incorporates role playing, story telling and teacher student interactions, interactive talk about disability culture, disability language, and a tutorial on online accessibility resources for teachers for accessible online syllabuses, accessible PowerPoint format, and other tools such as captions for videos.

Background

- University of Central Florida
 - April 9th 2018 Inclusion Week for Students with Disabilities
 - Teacher Lunch and Learn
 - Student panel of different students with disabilities talking about inclusion, accessibility, and the interactions they have with their teachers talking about disability.
 - Won a grant from the Ruderman Family Foundation Link20 and Hillel International
 - Hillel of Central Florida's Ruderman inclusion ambassador

The Frame Work: **S.U.C.C.E.S.S**

- **S**-Social Model
- **U**-Uniform
- **C**-Coalition
- **C**-Culture
- **E**-Easy Access
- **S**-Spoon Theory
- **S**-Story Telling

Social Model

- The social model of disability is a way of viewing the world, developed by disabled people.
- The model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things.
- The social model helps us recognize barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control.
- Importance on professor and faculty be educated on inclusion, accessibility and understanding of accommodations and how they work at their institutions.
 - The social model goes beyond the physical barriers and works on the social barriers that students may face in higher education institutions.

Social Model VS. Medical Model

- *Social Model:*
 - Promotes independence, inclusion, and self determination
- *Medical Model:*
 - Promotes institutionalization, exclusion, and dependence
- We now go beyond the social model

MEDICAL / SOCIAL MODELS

Medical And Social Model Thinking In Schools

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

Medical model of disability

- The medical model of disability says people are disabled by their impairments or differences.
- The medical model looks at what is 'wrong' with the person, not what the person needs. We believe it creates low expectations and leads to people losing independence, choice and control in their lives.

Examples of the social model in action

- You are a disabled person who can't use stairs and wants to get into a building with a step at the entrance. The social model recognizes that this is a problem with the building, not the person, and would suggest adding a ramp to the entrance.
- Your child with a visual impairment wants to read the latest best-selling book, so they can chat about it with their friends. The social model solution makes full-text recordings available when the book is published.
- You are a teenager with a learning difficulty who wants to live independently in your own home, but you don't know how to pay the rent. The social model recognizes that with the right support on how to pay your rent, you can live the life you choose. The medical model might assume that the barriers to independent living are insurmountable, and you might be expected to live in a care home.

Uniform

- University of Central Florida Inclusion Week for Students with Disabilities
 - Limited
 - Student lead
 - Long term goal was to make it a training for faculty and a credit for there inclusion training

Coalition

- University and Colleges Student Accessible/Disability services should build relationships with RSO's, Disability Studies programs, Diversity and inclusion offices and outside disability groups to create a disability culture on campus.
- Student representatives for training for student panel
- Should be the hub of disability on campus and expand to social and cultural model
- Disability Community Engagement, Advocacy, and Action
 - Disability is an identity and has its own culture

Culture

- Disability culture model
- Disability Language
 - Disabled Persons V. Persons with disabilities
 - Dated terms that are no longer used, handicap, special needs, etc.
- Misrepresentation of people with disabilities in the media
- Avoid inspiration porn → Stella Young
- Understanding different disability communities
 - Understanding different disabilities
- Asking about what someone prefers is the best way to learn, the disability community is divided on first person language and identity first language, but there are some outliers where people truly do like differently-abled, handicapable, or special needs. However, generally in the community it is seen as offensive. The idea is that society is disabled not the person, thus accessibility is the true issue and why people in the disability community vocalized the importance of universal design.

Disability Language

- Use “disability” rather than “handicap, special needs or challenged.”
- When talking about or referring to an object use the word “accessible,” for example: “accessible” parking
- Do not use “normal” to describe people who do not have disabilities.
 - Better to use “people without disabilities” or “non-disabled”
- Older generation prefers people first language
 - *People with disabilities*
- Younger generation prefers disability first language
 - *Disabled person*

The Younger Generation and Identity First Language

- Great example of this from the Washington Post “This Georgetown sophomore wants to change how we view and talk about disabilities”
- Anna Landre, who has spinal muscular atrophy type 2 and has been in a wheelchair most of her life, wants you to call her “a disabled woman.” She wants you to see her disability as more than a medical determination. She wants you to view it as part of her identity, just like race and gender. “I take pride in my disability,” she says. “It gives me a certain strength. I don’t see it as a deficit or a problem.”
- “In praising achievement as ‘overcoming’ disability, we are only teaching that disability is incompatible with success,” she writes. “Only when we learn to view disability as a normal part of human diversity will these harmful practices and inequalities cease. We cannot pretend to pursue a just and equal society if we continue to leave the largest minority behind.”

challenged 
handicapped 
handi-capable 
differently abled 
divers-abled 
special needs 
disabled 

Avoid “Inspiration Porn”

- What is inspiration porn?
 - Objectifying a person with a disability
 - Inspiration solely on basis of their disability
- To learn more watch Stella Young’s Ted Talk “I am not your inspiration porn, thank you very much”

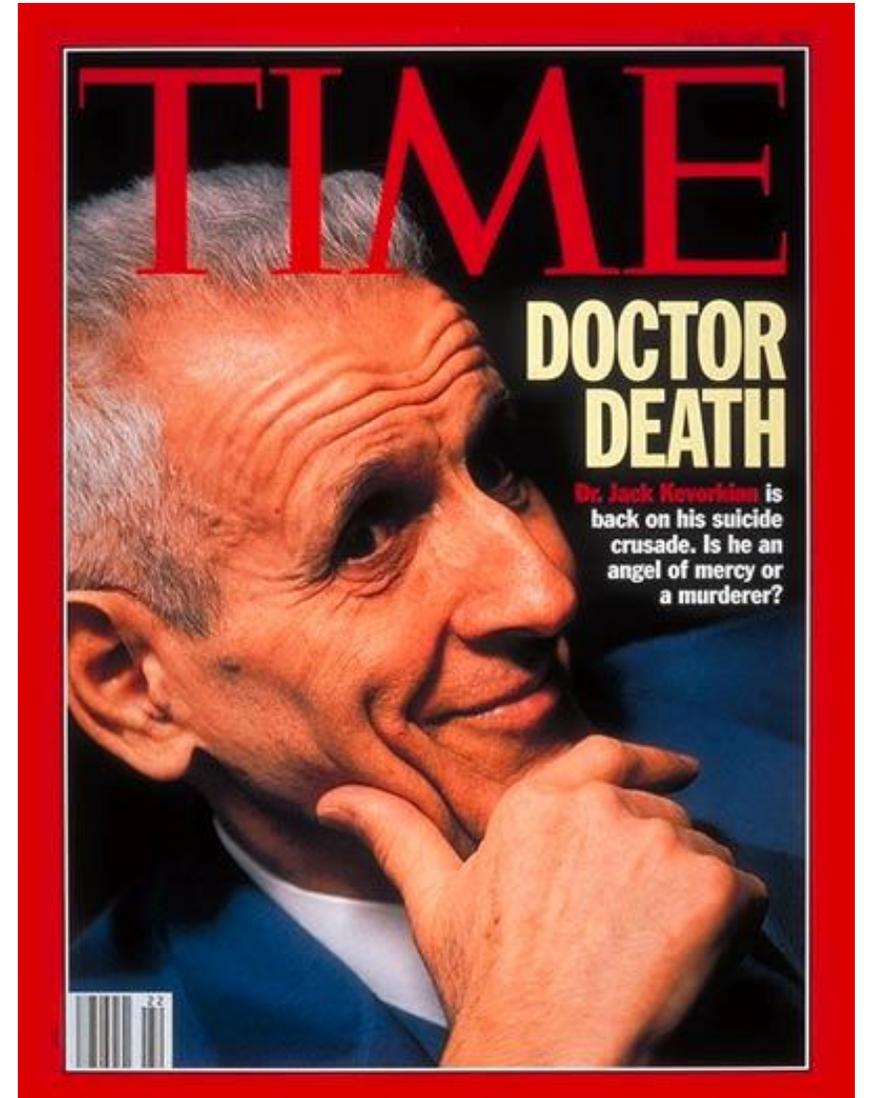
Three Headed Monster

- Jerry Lewis
 - Disability was about charity and pity
 - Painted a picture of the medical model
 - Most of the money went to salaries



Three Headed Monster

- Jack Kavorkian
 - Major issue in disability community, It promotes an agenda with ending the problem... rather than acceptance



Three Headed Monster

- Christopher Reeves
 - Searching for a cure
 - Rather than acceptance
 - Used his own body as a test subject



Media Representations

- Stereotypical portrayals of disability
 - Road Map for Inclusion: Changing the Face of Disability in Media
 - The Ford Foundation, Judith E. Heumann, Katherine Salinas, and Michellie Hess
 - The Super Crip
 - Examples
 - Daredevil
 - Professor X
 - The Villain
 - Darth Vader
 - The Joker
 - The Victim
 - Maggie Fitzgerald In Million Dollar Baby
 - The Innocent Fool
 - Forrest Gump
 - Lenny in Mice of Men

Easy Access

- Social interaction tips → People with disabilities want to participate independently
 - Guidelines for interaction
 - Showing students you are open and available
 - Discussing accommodations in a respectful way
 - Open dialogue on how to help them succeed
 - Accommodations in the classroom
- Accessible syllabi, accessible PowerPoints, accessible videos
- Universal Design

Social Interactions Tips

- Students with disabilities want to participate independently
 - Guidelines for interactions
 - Look at person if they have an interpreter or personal attendant
 - Do not touch or lean on wheelchair or mobility device
 - Do not treat people with disabilities as "special", "other", or "inspirational"
 - Students with disabilities like anyone else are performing a task, this should not be a heroic accomplishment

Showing Students You are Open

- Questions you can ask students:
 - What would you like me to know about how you learn best?
 - How can I best help you succeed in this course?
 - What can I do to best support your learning needs?
 - Do you have any access needs that you would like me to know about?

WHAT TO SAY WHEN YOU DON'T KNOW WHAT TO SAY...

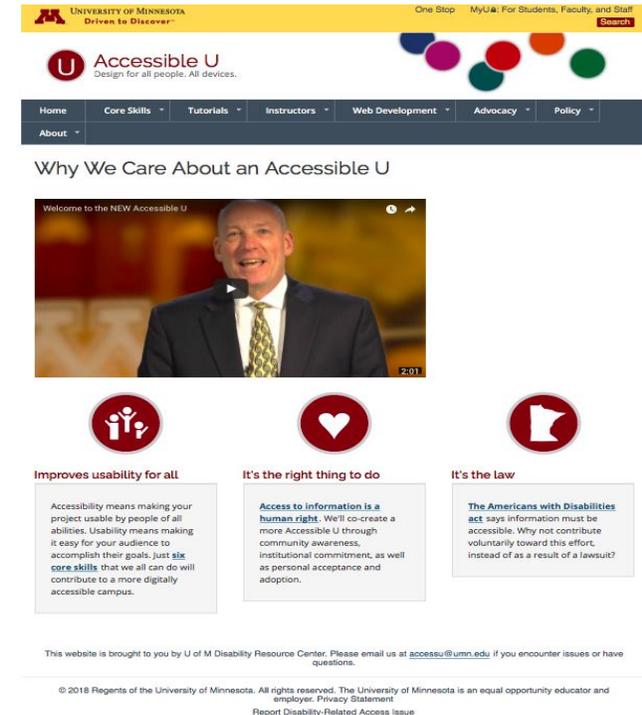
1. Acknowledge — "I can see and hear that you are dealing with so much"
2. Validate and avoid assumptions — "That is so hard, I can't imagine how that must feel"
3. Be there — "I want you to know I'm here for you in whatever way you need. I am always willing to listen with love and without judgement. You're doing great"

Accommodations in the Classroom

- Examples of Accommodations
 - Captions for Videos
 - Materials
 - Universal accessible print
 - 14pt Arial font
 - Plain text or outlines
 - Contrast and coloring
 - Extra time on tests, quizzes, and pop quizzes
 - Consistent understanding of accommodations by teachers, faculty, and TA's
 - Make sure your students have note takers
 - It can be hard to find people willing to do this, create more incentives for students to be willing to do this

Great resource for Accessibility

- Accessible U by the University of Minnesota
 - Helps with
 - Accessible Syllabus
 - Course Readings
 - Tutorials for
 - Canvas
 - Video Captions
 - Alt Text
 - **And much much more!**
 - <https://accessibility.umn.edu/tutorials/canvas-accessibility-considerations>



The screenshot shows the homepage of the University of Minnesota's Accessible U website. At the top, there is a yellow navigation bar with the University of Minnesota logo and the motto "Driven to Discover". Below this is a dark blue header with the "Accessible U" logo and the tagline "Design for all people. All devices." A navigation menu includes links for Home, Core Skills, Tutorials, Instructors, Web Development, Advocacy, and Policy. The main content area features a video player with a man in a suit, followed by three columns of text explaining the importance of accessibility. The footer contains contact information for the Disability Resource Center and a copyright notice for 2018.

UNIVERSITY OF MINNESOTA
Driven to Discover

One Stop MyU: For Students, Faculty, and Staff

Accessible U
Design for all people. All devices.

Home Core Skills Tutorials Instructors Web Development Advocacy Policy

About

Why We Care About an Accessible U

Welcome to the NEW Accessible U

Improves usability for all

Accessibility means making your project usable by people of all abilities. Usability means making it easy for your audience to accomplish their goals. Just **six core skills** that we all can do will contribute to a more digitally accessible campus.

It's the right thing to do

Access to information is a human right. We'll co-create a more Accessible U through community awareness, institutional commitment, as well as personal acceptance and adoption.

It's the law

The Americans with Disabilities Act says information must be accessible. Why not contribute voluntarily toward this effort, instead of as a result of a lawsuit?

This website is brought to you by U of M Disability Resource Center. Please email us at accessu@umn.edu if you encounter issues or have questions.

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Report Disability-Related Access Issue

Spoon Theory

- Explaining the energy cost of activities that some students with disabilities may experience
 - Written by Christine Miseradino
 - Spoon Theory was designed originally for people with chronic illness
- You have 12 spoons for your day
 - Disability is a spectrum, but spoon theory can be applied not just to persons with disabilities.
 - A wheelchair user has to exert more energy since the campus is not fully accessible, meaning it could take them twice as long to go around a building, go up a steep ramp to access their classroom.
 - A person who may have anxiety may exert more energy trying to go through coping and calming skills to de-escalate a panic attack, this cuts into their energy for the day.

The Spoon Theory

DYSAUTONOMIA INTERNATIONAL



AWARENESS

ADVOCACY

ADVANCEMENT

The Spoon Theory is a creative way to explain to healthy friends and family what it's like living with a chronic illness. Dysautonomia patients often have limited energy, represented by spoons. Doing too much in one day can leave you short on spoons the next day.

If you only had 12 spoons per day, how would you use them? Take away 1 spoon if you didn't sleep well last night, forgot to take your meds, or skipped a meal. Take away 4 spoons if you have a cold.



get out of bed



get dressed



take pills



watch TV



bathe



style hair



surf the internet



read/study



make & eat a meal



make plans & socialize



light housework



drive somewhere



go to work/school



go shopping



go to the doctor



exercise

The Spoon Theory was written by Christine Miserando,
which you can check out on her website www.butyoudontlookstuck.com.

Exercise for Spoon Theory

- You have 12 spoons for your entire day
 - You start your day off by?
 - You get out of bed?
 - Shower?
 - Do your hair or make up?
 - Get Dressed?
 - Eat Breakfast?

How do you get to work or school?

- Do you Drive?
- Metro?
 - The escalator is down, you now have to walk up
- Bus?
 - The bus is late, you now have to start walking

What do you do at work or school?

- What do you do at work or school?
 - Use the computer for work?
 - Have to read or study?
 - Plan and schedule meetings?

Exercise for Spoon Theory

- It is a Saturday night and you've already used 7 spoons today
 - It's trivia at your co-workers/classmates favorite bar
 - The bar is not accessible and you need to walk up a flight of steps to get there
 - How many spoons do you have left?
 - Are you able to use extra spoons and have less spoons for tomorrow?
 - If you are able to drink, how many spoons will that cost you?

Exercise for Spoon Theory

- You are in a group project for your class in communications
 - You got up, showered, got dressed, took your medications =5 spoons
 - You took the bus to school= 3 spoons
 - You have already attended two classes today = 4 spoons
 - Spent a few hours studying for a test = 2 spoons
 - Two of your group members just email you saying they are no longer able to meet for your group project tomorrow and wants to meet tonight instead,
 - You are already over two spoons for your day and should really go to bed early
 - You have to be at your internship tomorrow from 9 AM – 4PM
 - Your group project is due in 5 days?
 - What do you do?

Story Telling

- Story telling is critical in training educators on students with disabilities. That is why having a student panel in this framework for the training teachers is important.
 - You will be seeing a student panel today
- As we talked about in the cultural section, many people have these misrepresentations of people with disabilities.
- Actually being able to listen to a person with a disability and understanding the narrative many in the disability community have leads to creating more inclusive and accessible environments

“We all do better when we all do better.”
-Paul Wellstone

Disability is not either-or, and neither is accessibility. Each of us has different needs. Writing and designing inclusively requires us to consider that each of us is at one particular--and transient--point on a spectrum of ability. That's a big shift in thinking for many people.

