Disability is....

(Please write down your thoughts)
A new tradition in disability consciousness for the Texas A&M community

aggieability.tamu.edu
Sponsored by

The Center on Disability and Development at Texas A&M University
and
The Department of Disability Services
and
The Center for Teaching Excellence
Welcome

- Introductions of facilitators
- Brief overview of schedule
- Ground rules
- Introductions of attendees
  Who are you?
  Why are you here?
Learning Objectives

• Participants will identify an important fact related to disability history and legislation.
• Participants will differentiate between the medical model and the social model of disability.
• Participants will identify one importance of people first language and etiquette.
• Participants will identify at least three strategies for utilizing Universal Design for Learning
Morning Ritual
Develop Your Own Morning Ritual

• Write down your morning ritual

• Start with how you wake up and end with leaving or when you feel your morning routine is completed.


• Include as much detail as you are comfortable with - do ensure you include enough details so that you can learn how to collect sufficient information

• Tell us how long it takes – indicate what time it starts and what time it ends.
CIVIL RIGHTS ARE NOT SPECIAL TREATMENT
NOT EVERY DISABILITY IS **VISIBLE**.
Disability Legislation

- Individuals with Disabilities Education Act (IDEA)—relates to the elementary and secondary education of children and adolescents with disabilities
- Section 504 and Americans with Disabilities Act (ADA)—relate to general community accessibility and accommodations in the workplace and education
Models of Disability

The Medical Model of Disability

Impairments and chronic illness often pose real difficulties, but they are not the main problems.

Traditional View

Disability is caused by physical, sensory, mental, and impairment.
The individual is impaired, and the problem is impairement.
Focus of the medical profession: ‘cure’ and alleviate the effect.
THE SOCIAL MODEL OF DISABILITY

SOCIETY

BARRIERS

BARRIERS

BARRIERS

BARRIERS

BARRIERS

ENVIRONMENT

INACCESSIBLE BUILDINGS

LANGUAGE

SERVICES

COMMUNICATION

STEREOTYPING

DISCRIMINATION

ATTITUDES

PREJUDICE

ORGANISATIONS

INBREEDING

PROCEDURES

PRACTICE

SOCIAL 'BARRIERS'
Apple
Labels and Identity

- Who are you?
- Write down your thoughts.
Do labels limit you?
Do they tell the whole story?

aggie woman dog lover asian football player corps member brother man skater short poor english as a second language rich fat cyclist waiter teacher volunteer mentor poet hiker redneck popular loud creative introvert disabled actress white gardener skinny rapper nerd tall mechanical deaf pessimist frat brother immigrant son runner surfer slow spouse intellectual engineer musical black pilot mother felon priest preemie astrologer vegan dancer survivor
How does this make you think differently about labels?

What do you mean you're a lesbian - we thought you were disabled!
Do labels help or hurt?

- Intellectual Disability (MR)
- Autism
- Visual Impairment
- Hearing Impairment
- Deaf/Blind
- Orthopedic
- Traumatic Brain Injury
- Emotional Disturbance
- Learning Disability
- Other Health Impairment
- Speech Impairment
- Multiple Disabilities
- Non Categorical
- Disabled Veterans
Discrimination

1. Break into small groups of 3-5
2. As a group, come up with a scenario of what you have experienced or what you might encounter in the future regarding institutional discrimination involving disability (5-7 min)
   - Is bias present?
   - What groups does the practice/scenario discriminate?
   - How do these practices reflect and reinforce prejudicial attitudes?
   - Implications for your college, department, teaching, practices, work place, practices, classroom, and/or legal liability?
3. Share out (5-7 min)
SO. WHAT DO YOU PREFER TO BE CALLED? HANDICAPPED? DISABLED? OR PHYSICALLY CHALLENGED?

"JOE" WOULD BE FINE.

THE MOST APPROPRIATE LABEL IS USUALLY THE ONE PEOPLE'S PARENTS HAVE GIVEN THEM.
Terms of Endearment?

• Cripple/crippled, Gimp, Lame, Retarded, “Short-bus”, Wheelchair-bound, Differently abled, Dumb (referring to someone who does not speak), Moron, Idiot, Nutso, Crazy, Whacked out, etc.

• Terms emphasizing the disability as the key or only aspect of the person (“epileptics,” “schizophrenics”

NOTE: Individual preferences may vary. Some common PC exceptions include “autistic people,” “blind people,” and “Deaf/Hard of Hearing people”
There’s No Need to be Awkward

https://www.youtube.com/watch?v=Gv1aDEFlXq8
Who are Our students?

- They have never licked a postage stamp
- Justin Timberlake has always been a solo act
- Grown up treating Wi-Fi as an entitlement
- They have avidly joined Harry Potter, Ron, and Hermione as they built their reading skills through all seven volumes.
- Google and eBay have always been around
- The US has always been at war
- SpongeBob SquarePants has always lived at Bikini Bottom
- DreamWorks has always been making animated creatures heroic and loveable
- There have always been emojis to cheer us up
- They are the last class to be born in the 1900s, the last of the Millennials--enter next year, on cue, Generation Z!
Knitting 101
Single Cast On

1. Take the loose end of the yarn and pull out from the longer end of the yarn. This is the yarn we’ll be working with. Take the tail of the yarn and make a small loop, fold working end of the yarn over onto the tail of the yarn creating a small x between the two strands that are crossing with the loose end is on bottom.

2. Take another small section of yarn away from the loop, pinch the x with thumb and index finger, create another small loop and pinch it together as well.

3. Take the smaller loop and thread through the bigger loop making sure to come underneath the larger loop instead of over it.

4. Grab the tail end of end of the yarn and the working yarn, pull the loop tight leaving enough room for your knitting needle

5. Grab your knitting needle and slip the loop around it, lightly tighten loop so it sits securely but not tightly on the needle
Beginners Guide to Knitting

Cast On

1. Loop yarn around your left thumb & needle, then with your right hand wind yarn around the needle as shown.

2. Next, lift the loop on your thumb over the yarn.

3. Lift the loop off the end of the needle

4. Pull yarn tight to make your first stitch

5. Repeat steps 1 - 4 until you have correct number of stitches
YouTube Link

https://www.youtube.com/watch?v=ntY1Mexfyso
Purpose of Universal Design for Learning

- Maximize learning and motivation for all students
- Full inclusion in the learning process for diverse students
- Takes into account things like:
  - Learning preferences/styles
  - Age
  - Individual skills
  - Gender
  - Sexual orientation
  - Culture
  - Abilities
  - Disabilities
MULTIPLE MEANS OF

REPRESENTATION

ACTION

EXPRESSION

ENGAGEMENT
An Example of a Poorly Formatted Page (Apply This to Your Lectures)

Not Another Boring Lecture! (Revised Version)

Sick and tired of your students looking sick and tired? Demoralized after reading articles such as Declining by Degrees, an article by John Morrow on the declining quality of education experienced by college students? ** Stressed by the students reading the newspaper in the back row of your lecture hall? Here are some ways to improve the form of your lectures without degrading the quality or the content. Turn up your volume and go to China's Great Amadon (http://www7.nationalgeographic.com/cgi-bin/0507/feature2/multimedia.html), a subsite feature on National Geographic's web site. What do you notice right away? (If this were a lecture I would pause here for answers.)

Here are some of the features from this site that can be translated to teaching. Each point will be followed by how you can apply it in your lectures, unless it is obvious. If your sound is turned on, you are hearing music, there is a colorful picture, there is a concise introduction (let your students know what the take-home point of each lecture is), you are alerted to the fact that there are four sections (clarify how you will organize the lecture), there is a map, which leads to a timeline (present the material in different ways), there are "learn more" links (this is the homework — you don't have to give all the information in your lecture — let them "link" to the homework later), there is a forum (allow time for discussion, perhaps by asking a provocative question).

Although you might be thinking at this point, "I'm not teaching Kindergarten," or "They came to college to learn and they can take in the Information any way I give it," consider what attracts and holds your own interest. Think about this every time I write a newsletter. Here is a sample of what I consider when preparing a newsletter. How can I get the reader to open this newsletter? What will make the reader want to read this entire article? How can I make this article of value? How can I entice the reader to look forward to my next issue? These points relate to your classes in a direct fashion. How do you get your students to think, "That lecture was really worth attending?" How do you get them what they need and want? As one student told me, don't make your students wonder "Why am I here, and not in my room, reading a book about this in bed?"

Here are some actions I take to make my newsletter achieve its purpose. I use color to engage the senses. I use links. I use examples in various forms. I show my own thought process when appropriate (click here for a brief summary of my thought process in creating this article). I use "white spaces." Any graphic designer will tell you that you must leave white spaces on the page to allow the eye to rest. (Allow pauses in your lectures to allow the students' mind a place to rest. Pace yourself. Ask for questions periodically.) I use bullets (help students understand the organization of your thinking as you proceed.) I try to be creative and interesting, in order to keep the reader interested.

If you've read this far, which I doubt, you have a high capacity for reading boringly formatted text. If this were a lecture, I would ask you to write down five ways that you could use the ideas from this article to enhance your lectures. Since this is a newsletter, I would only ask you to write me with anecdotes of how you used this article to breathe life into your teaching.

**My thanks to Rick Reis and the Tomorrow's Professor Mailing List (to subscribe: mailto:Majordomo@lists.stanford.edu with subscribe tomorrow-professor in the subject line) for the posting on this article.
Class Climate

- Welcome everyone
- Avoid stereotyping
- Be approachable and available
- Motivate all students
- Address individual needs in an inclusive manner
- Avoid segregating or stigmatizing any student
- Promote effective communication
- Make interactions accessible for all participants
- Encourage inclusive cooperative learning
Delivery Methods

- Select a flexible curriculum
- Make content relevant
- Provide cognitive supports
- Provide multiple ways to gain knowledge
- Deliver instructions clearly and in multiple ways
- Make each teaching method accessible to all
- Use large visual and tactile aids
- Know how to arrange for accommodations
Feedback and Assessment

- Provide regular feedback and corrective opportunities
- Set clear expectations
- Provide multiple ways to demonstrate knowledge
- Monitor and adjust
- Provide sample test questions and study guides
- Test in the same manner in which you teach
- Minimize time constraints when appropriate
Transcripts and Captions

• Provide an additional representation of information
• Allow students to engage in a way that may be more effective for their learning style
• Can Benefit all Learners
  – Can increase retention
  – Beneficial for multilingual students
  – Provide access for people who can’t hear audio content
Additional Resources

• One-page accessibility resources, or “cheatsheets,” developed to assist anyone who is creating accessible content.

The National Center on Disability and Access to Education

http://www.ncdae.org/resources/cheatsheets/
Accommodation Topics of Discussion

• Extended Testing Time
  – In office or at the TAC

• Notetaking Assistance
  – Peer Notes, Recording, Laptop for Notes

• Recording Lectures
  – Recording Agreement

• Modified Attendance
  – Get a signed Modified Attendance Agreement
Following Up with Disability Services

- We’re here to help!
- Access Coordinator information on Accommodation Letters
- Give us a call: (979) 845-1637
Wrap-up

• What did you learn?
• How has what you learned impact what you will do in the classroom?
• Please complete the evaluation!
• Any final comments or questions?
Thank You!

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