Disability is....

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

The Center on Disability and Development at Texas A&M University
and
The Department of Disability Resources
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** and **identity-first** language.
- Participants will identify at least three strategies for utilizing **Universal Design for Learning**.
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.
History of Disability:

Where did the term “Handicapped” come from?

"Help the Handicapped"

Beggar Cards

Circus attractions
Remove them!

“What is medically wrong with them?”
Disability Advocacy

1960s & 1970s
NOT EVERY DISABILITY IS VISIBLE.
Ed Roberts, a post-polio quadriplegic and Judy Heumann, Polio Survivor and wheelchair user, effectively began the Disability Rights Movement.

“Together we must remove the physical barriers we have created and the social barriers we have accepted.” - President George Bush, on signing the Americans with Disabilities Act.
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
IMPAIRMENT

THE INDIVIDUAL IS IMPAIRED
IS THE PROBLEM

FOCUS OF THE MEDICAL PROFESSION
\'CURE\'
ALLENIATE
THE EFFECT

IMPAIRMENT
THE SOCIAL MODEL OF DISABILITY

SOCIETY

BARRIERS

BARRIERS

BARRIERS

BARRIERS

BARRIERS

SOCIAL ‘BARRIERS’

ENVIRONMENT

INACCESSIBLE

BUILDINGS

LANGUAGE

SERVICES

COMMUNICATION

ATTITUDES

PREJUDICE

STEREOTYPING

DISCRIMINATION

ORGANISATIONS

INFlexible

PROCedURES

PRACTICES
Communicating With and About People with Disabilities

Remember…

- About 50 million Americans report having a disability (cdc.gov)
- People with disabilities are not victims (aucd.org)
- Disability is just one aspect of a person. They do not “suffer from,” or are bound by,” or “prisoner to” their disability.
People-First Language

AND

Identity-First Language
Language Use

**Person-First Language** places the emphasis on the person instead of on the disability. Highlighting that disability is a natural part of the human experience.

**Identity-First Language** places the emphasis that the disability plays a role in who the person is, and reinforces disability as a positive cultural identifier.

### Person - First
- I am a personal with a disability
- I am a person who has autism.
- I am a person with awesomeness.
- I am a woman with deafness.

### Identity - First
- I am disabled
- I am autistic
- I am awesome.
- I am a deaf woman
Language Use is **Important**

Does not emphasize the disability as the only aspect of the person

- Crippled, Retarded, Wheelchair-bound, “epileptics,” “schizophrenics”, etc
Additional Resources

If you are unsure as to whether you should use people-first or identity-first language in order to be respectful, the best thing to do is to ask people themselves. (AUCD.org)

• Spread the Word: https://www.spreadtheword.global
• Association of University Centers on Disabilities (aucd.org)
• Aggie Disability Awareness (cdd.tamu.edu)
• TAMU Disability Resources (disability.tamu.edu)
How does this make you think differently about labels?

What do you mean you're a lesbian - we thought you were disabled!
Facets of Identity

Geographic Location
Communication Style
Gender/gender identity/gender expression
Age
Ethnic Heritage
Race
Organizational Role and Level
Work Experience
First Language
Mental/Physical Abilities and Characteristics
Class
Sexual Orientation
Work Style
Education
Family Status
Religion
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
Disability Discussion

1. Break into small groups
2. As a group, come up with a scenario of what you have experienced or what you might encounter in the future regarding interactions involving individuals with disability (5-7 min)
   - **What was the situation?** What was done to accommodate the individual or manage any issues that arose?
   - How do/did these practices reflect or reinforce prejudicial attitudes (if applicable)?
   - **Implications** for your college, department, teaching, practices, work place, practices, classroom, and/or legal liability?
3. Share out (5-7 min)
There’s No Need to be Awkward

https://www.youtube.com/watch?v=Gv1aDEFIXq8
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Equality

Equity
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
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
Accommodation Topics of Discussion

• Extended Testing Time
  – In office or at the TAC

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

• Modified Attendance
  – Get a signed Modified Attendance Agreement

• Service Animal
  – A Service Animal is a dog or miniature horse
  – 2 Essential Questions that can be Asked
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/
Following Up with Disability Services

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

(Please write down your thoughts)
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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