

Check in

GREEN

- Sharing my ideas
- Responding in real time in the chat, on or off camera, on or off mic



BLUE

- Focussing on what's happening
- Responding in the chat



YELLOW

- Not sure how I want to participate today



Credit: Allison Jones based on training they created and taught in July 2021 entitled "'you don't look autistic...': cognitive aesthetics and the dos and don'ts of autistic allyship" designed to help participants recognize and navigate autistic relational time/the autistic-specific manifestations of crip time (as described by Alison Kafer and Ellen Samuels

Let's Talk Numbers

12.6%

Increase in the
percentage of
disabled people
in the U.S for
2013-2015

19%

Of
undergraduates
reported having a
disability

12%

Of graduate
students reported
having a
disability

***Keep in mind this only accounts for the disabled people/students who reported.**

What is Disability?

Impairment: An Injury, illness, congenital or acquired condition that causes or likely to cause a loss of physiological or psychological functioning

Disability: the loss of limitation or opportunities to fully participate in all aspects of life due to societal, physical, environmental, attitudinal barriers

What We Know...

- While disability resource centers on campuses operate with the intention of supporting students, students reported feelings of shame, discomfort and stigma from being viewed as different and requiring accommodations (Kattari, 2015).
- Often includes ill-prepared advisors, negative faculty perceptions, and stigma due to separation from peers such as having to leave the classroom to receive testing accommodations (Hong, 2015).
- Accommodations may be effective in helping students succeed in the classroom but do not ameliorate all the students' concerns about being on campus with a disability (Zehner, 2018).
- Disabled students are "invisible on campus because others see their disability only as a need for an accommodation rather than as an identity" (Abes & Wallace 2018, p. 551).

What is Disability Culture?

Peters (2000) describes three possible worldviews for considering disability culture:

- A community with a common language and history;
- A way to organize collective efforts towards social justice by challenging historical and ongoing oppression; and
- As a personal disability identity characterized by pride.

Disability Identity

- Possessing a sense of self and feelings of connection to and solidarity with the disability community (Murugami, 2009)
- The salience of disability identity is likely to shift based on context of how the individual or the sociocultural environment defines disability (Dunn & Burcaw, 2013)

To combat stigma and inequity we must examine our practices for...



CONSISTENCY



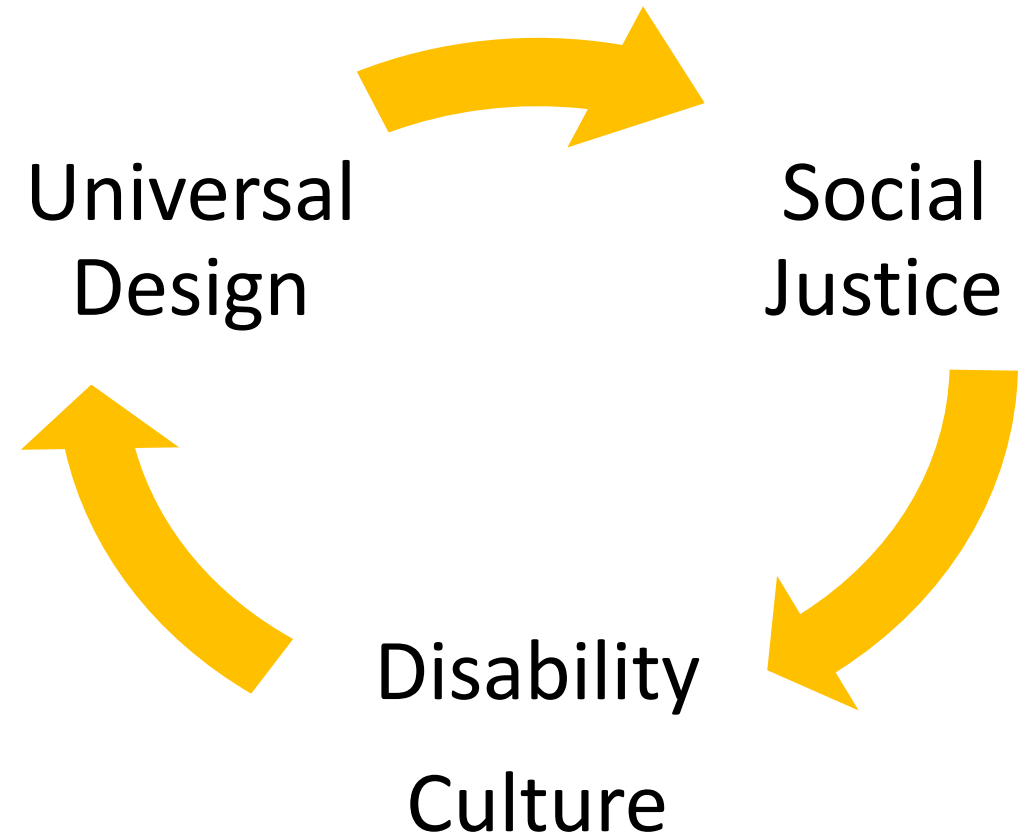
TRANSPARENCY



RESPONSIVITY

What can we do? Moving Beyond Compliance

- Work together/collaborate. Disabled people cannot carry all the labor
- Trust that disabled people understand their experience best
- Say the word
- Think proactively about how you design spaces, assignments, etc.
- Engage in conversation about disability with your students, staff, etc.
- Recognizing disability is an aspect of diversity
- Representation matters
- Regularly reflect on your own biases/be open to feedback



Ways to Engage Students

- ✓ Create a student organization or club for disabled students to connect, share experiences while navigating campus life and the college experience. This club can engage students and create leadership opportunities for disabled students within the club. Run by and for disabled students.
- ✓ Establish a disability studies major, minor, or class to expose campus to the depth of the disability experience, disability history, disability activism and the disability rights movement.
- ✓ Collaborate with other minority groups on campus to infuse disability into larger discussions of social justice. Host programs or events that promote intersectionality that allow disabled students and the disability community to share their stories and experiences.
- ✓ Ensure when discussions of diversity or diversity initiatives arise, disability is not forgotten or neglected. When you are in meetings or discussions, ask yourself the question, "Who is not (represented) at the table?" Invite disabled people; they know and understand their experience best.
- ✓ Make sure disability is represented on marketing materials across campus. Marketing materials should be accessible to disabled students. If posters are hung so high that disabled students cannot see them or reach them, they may not be aware of various events and opportunities or feel welcome at the event.

What does be
an **ALLY**
really mean?

- Kayla Reed

A- always center the impacted

L- listen & learn from those who live in the oppression

L- leverage your privilege

Y-yield the floor

Avenues for improving **ACCESSIBILITY** on the college campus

- Appropriate space in classrooms to navigate around the room
- Various seating options not exclusively in the back of rooms
- Easily movable furniture
- Make it a policy to have breaks during classes, making two-hour classes more feasible
- Use microphones consistently
- Have elevators accessing all floors in every building
- Make all class notes available to everyone prior to class
- Adopt braille maps and menus around campus not just within the DRC
- Use exclusively automatic doors on campus
- Remove fluorescent lighting on campus.

Pulled from: Saia, T. (2022). Disability Cultural Centers in Higher Education: A Shift Beyond Compliance to Disability Culture and Disability Identity. *Journal of Postsecondary Education and Disability*, 35(1), 17-30.

Avenues for improving **CLIMATE** and **ATTITUDES** on the college campus

- Trust and validate disabled student experiences to decrease disabled students' feelings of not being trusted or making the non-disabled people the experts of the situation
- Include disability in diversity and social justice conversations without tokenizing one single disabled person
- Infuse disability culture and history into the curriculum, beyond a single reading.
- Create a disability studies major- not housed within the same department as special education
- Host disability pride events
- Reduce person-first language
- Respect the lived experience of disability- knowledge about disability and understanding of the lived experience are two different things
- Continue to have events that allow disabled students and the disability community to share their stories and experiences
- Host joint events with other cultural centers to promote intersectionality.
- Commit to a strategic plan of advocacy, organizing and visibility to create change

Pulled from: Saia, T. (2022). Disability Cultural Centers in Higher Education: A Shift Beyond Compliance to Disability Culture and Disability Identity. *Journal of Postsecondary Education and Disability*, 35(1), 17-30.

“Change never happens at the pace we think it should. It happens over years of people joining together, strategizing, sharing, and pulling all the levers they possibly can. Gradually, excruciatingly slowly, things start to happen, and then suddenly, seemingly out of the blue, something will tip.”

— Judith Heumann, *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist* p. 183





Questions or comments?

THANK YOU!!!

Please follow up with any questions, comments, or collaborations!!

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