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Session 10.11

Disability Dialogues:

An Intro to 7 Disability Equity Theories

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Director of Student Disability Services

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Community Agreements

1. We invite **full, authentic, and honest participation**
2. We encourage everyone to **demonstrate respect for differences.**
3. We also encourage ourselves to **listen for understanding**, not for responding.
4. We ask everyone to **keep what is shared today confidential.**
5. We encourage everyone to **make a space for all voices to be heard.**
6. We **acknowledge and embrace dissent and conflict** as they are vital to the process of building community.
7. As we share and disagree, remember to **work an issue, not a person.**
8. We invite everyone to **trust the process and lean into discomfort**, as it is a signal that we have something to learn.
9. We embrace the idea of **non-closure** and know that our time together is part of a larger process of learning that continues after we leave today.
10. We invite everyone to **take care of yourselves.**



Mentimeter Starter

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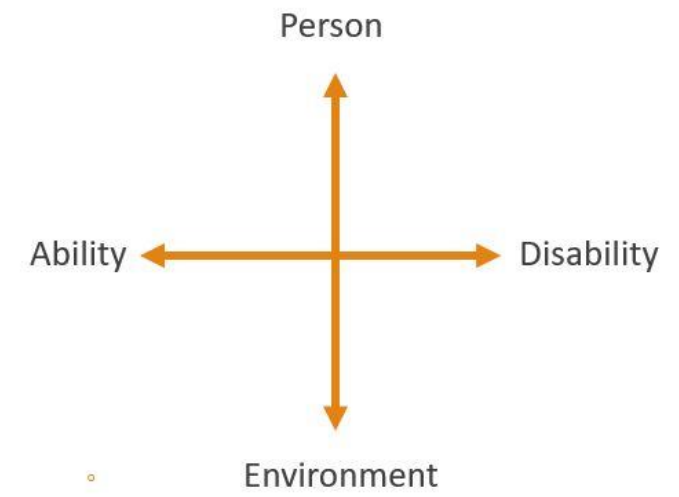
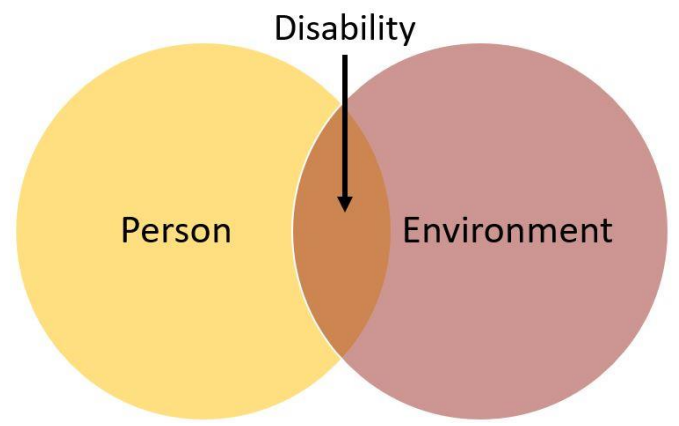
How do you conceptualize disability?



DISABILITY

- **Legal Definition:** A physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such an impairment; or a person who is perceived by others as having such an impairment.



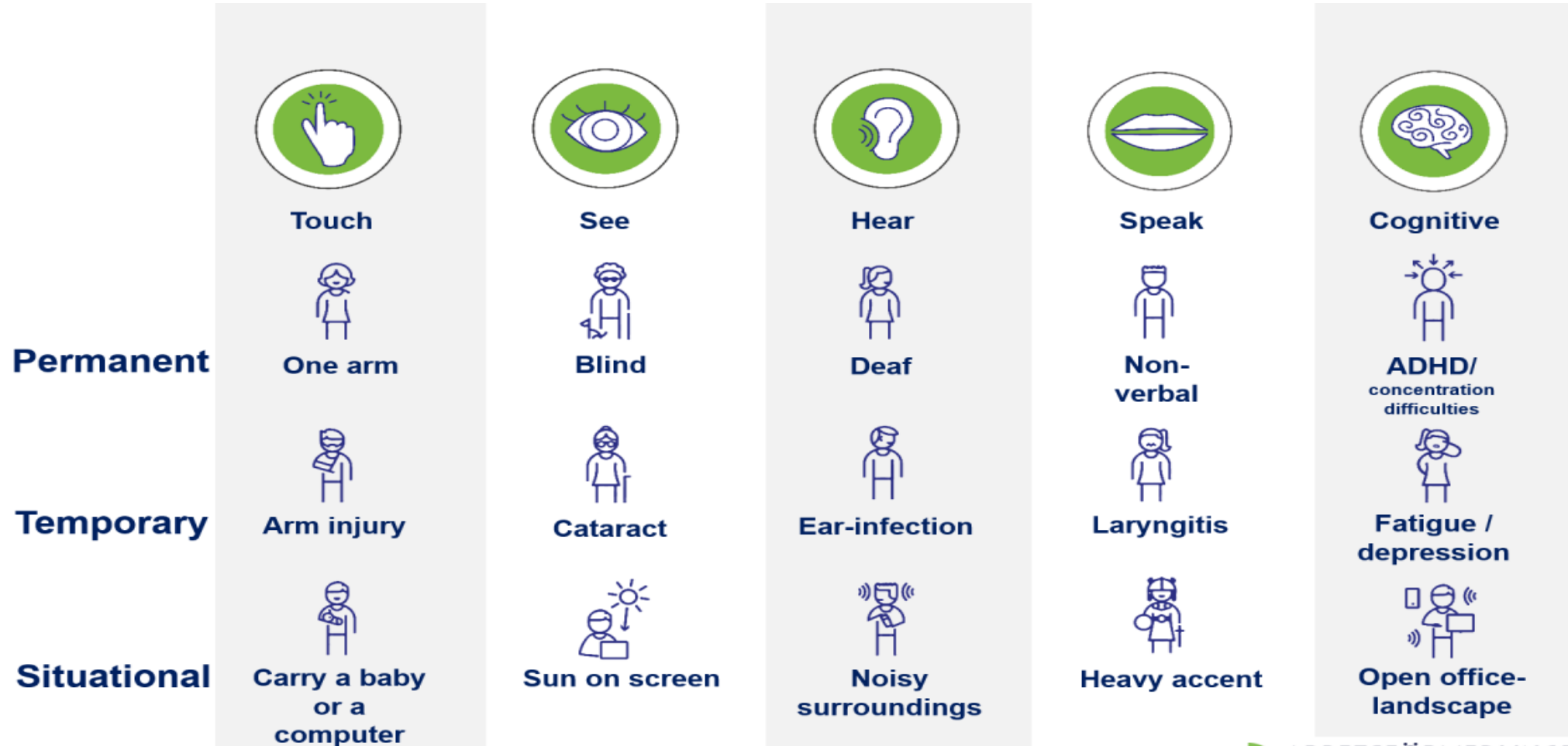


My Positionality: Ecological Model of Dis/ability

- Sarah Morrison, 2013

Dis/ability Equity Tenet One

- Recognize the ubiquity of dis/ability as a typical human experience, one that might be situational, temporary, intermittent (episodic), or permanent, impacting individuals across diverse circumstances.



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Dis/ability Equity Tenet Two

- Acknowledge that dis/ability constitutes both an element of diversity and is also a diverse spectrum in itself.



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Dis/ability Equity Tenet Three

- Critiques and challenges conventional ideas of normalcy by **embracing counter-narratives**, thereby fostering a positive repositioning of dis/ability beyond stereotypical representations and individual deficit theories.

Familiar Social Constructs	Alternative & Emerging Constructs
Medical (Individual Deficit) Model	Social/Social Justice/Ecological Models
Disability Stigma, Abnormal Narrative, & Deficit Bias	Disability Pride, Celebrated Identity, & Crip Culture
Medical & Psychological Studies	Disability Studies: DisCrit Theory and Academic Ableism, and Disablism Theory
Disability Accommodations (Reactive)	Universal Design (Proactive)
Disability Compliance	Diversity Includes Disability

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Dis/ability Equity Tenet Four

- Identifies and critically analyzes the ways special education and compliance approaches are complicit with disablism and ableism.

Accommodation Compliance Approach

Access is a problem for the individual and should be addressed by that person and specialists (e.g., the disability service program, medical or compliance professionals)

Access is achieved through accommodations and/or retrofitting existing requirements

Access is retroactive

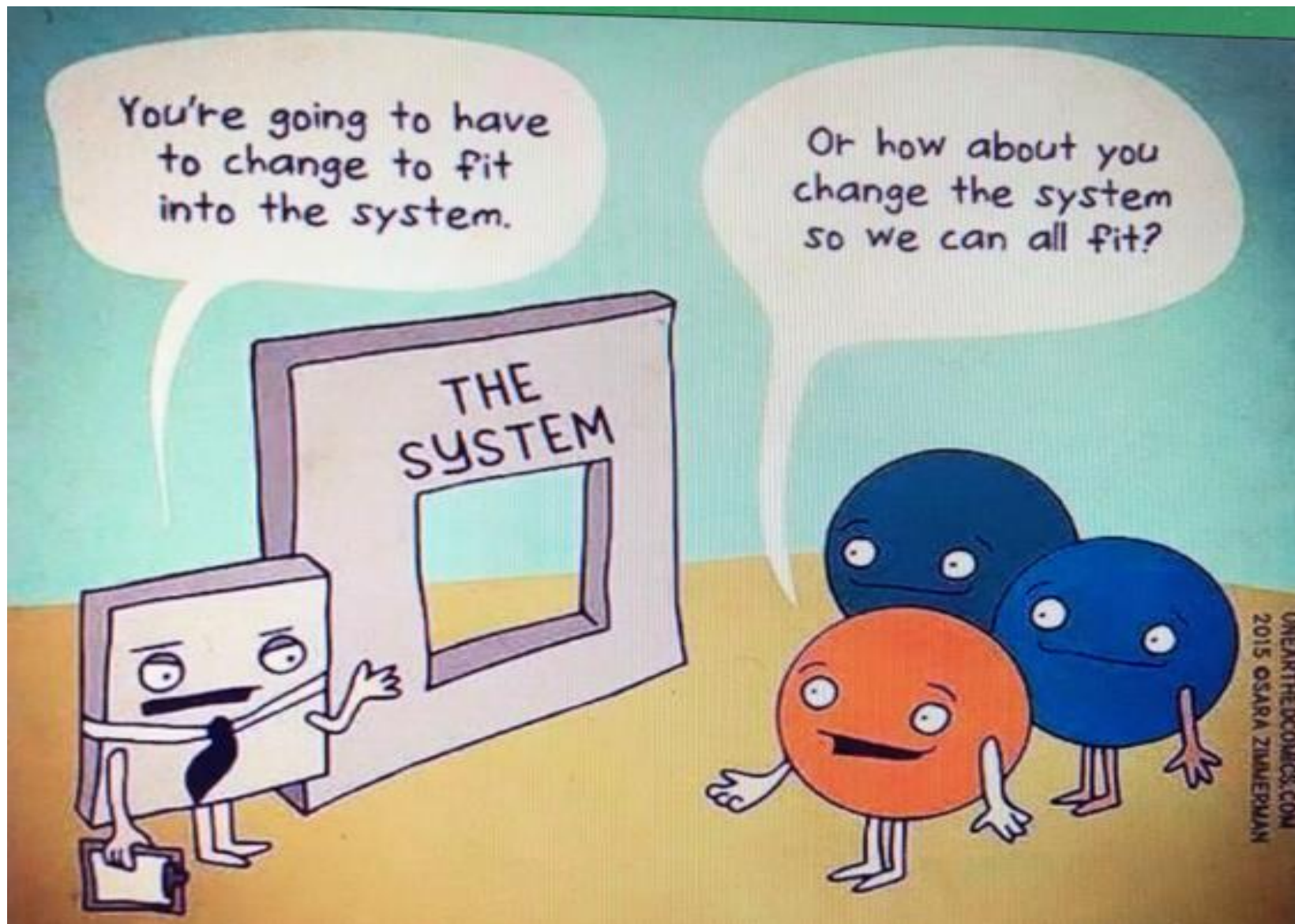
Access is often provided in a separate location or through special treatment

Access must be reconsidered each time a new individual uses the system, (e.g., is consumable)

You're going to have to change to fit into the system.

Or how about you change the system so we can all fit?

THE SYSTEM



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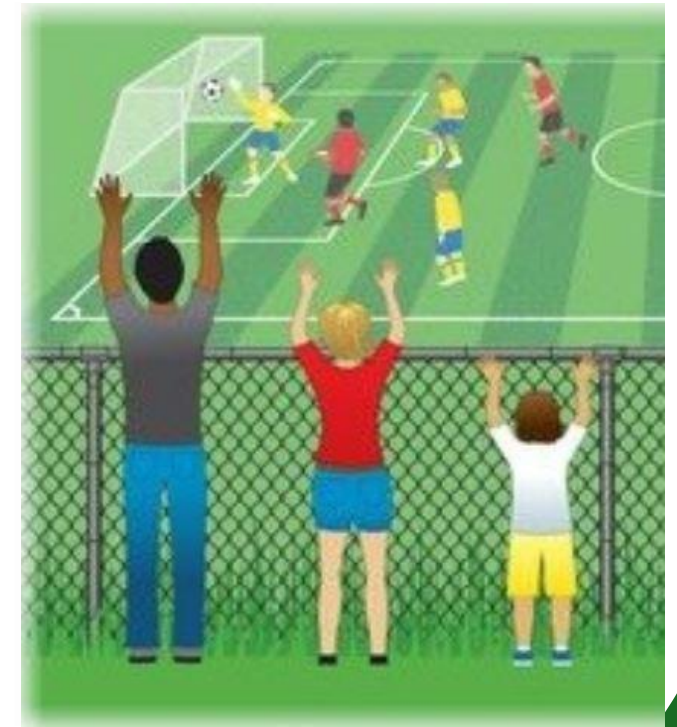
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Dis/ability Equity Tenet Five

- Actively identifies and intentionally engages in **inclusive practices** that disrupt systems of oppression towards dis/abled people.



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Dis/ability Equity Tenet Six

- Seeks to engage in proactive, **universally inclusive approaches** that anticipate a broad spectrum of human differences and abilities.

Universal Design Approach

Access is broadened to consider a spectrum of needs for all students

The need for individual modifications are minimized by inclusive course design

Access is proactive

Access occurs within the structure and organization of the course, program, or activity

Access, as an embedded part of the environmental design, and is a sustainable approach

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Dis/ability Equity Tenet Seven

Promotes self-awareness and urges individuals to conscientiously examine and address personal biases related to dis/ability, especially among those who contribute to shaping dis/ability studies, programming, and the provision of supports and services.



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**How might we put
dis/ability
inclusion into
practice?**



*“Disability **compliance** and **culture** are separate work.”*

Compliance is focused on the legal obligations of higher education institutions.

**COMPLIANCE =
FOUNDATION**

Culture is developing who we are and/or aspire to become..

**CULTURE =
BUILDING STRUCTURE**



Which types of inclusion barriers are most frequently observed or encountered by DRP; attitudinal, environmental, or institutional barriers?

Average	Barrier Group	Common Examples Reported
42.5%	Attitudinal Barriers	Ableist attitudes; compliance focused; medical model; faculty/staff push-back/resistance/no buy-in; ignorance/limited understanding; ignored/disregarded/afterthought; exclusion from DEI/lack of saliency; disability legitimacy/disbelief; fear
33%	Institutional Barriers	Training/awareness; Funding; Staffing Needs; Lack of support/prioritization/buy-in; Lack of disability representation; Culture of Ableism; Exclusionary policies/practices/silos; Insufficient guidance/communication/clarity
25%	Environmental Barriers	Physical inaccessibility; Digital/Technology inaccessibility; Inaccessible course content/communications
11.5%	No Barriers Reported	N/A; Never; Not Sure

Which dis/ability inclusion practices are most effectively implemented and used in higher education institutions?

Average	Inclusive Practice Category
31%	<p>Use of capacity building practices – working towards a shared responsibility to be inclusive; decentralizing disability inclusion or accessibility work; offering disability or accessibility resources and training to all stakeholders. (1)</p>
15%	<p>Use of counter-narratives – re-framing disability, disrupting norm narratives, broadly sharing disability as diversity messaging or individual stories of dis/abled individuals, universal design, social justice models, disability studies, disability pride, crip culture, non-ableist language, acknowledging ableism. (2)</p>
22%	<p>Use of a community of disability champions – collaborations with existing institutional allies, recruiting new inclusion champions, networking with other allies (e.g., digital accessibility, facility ADA staff, students, staff, or faculty with dis/abilities). (3)</p>
19%	<p>Use of disability representation – Ensure dis/abled individuals are represented in programs and recruited for positions, and they are able to fully participate and influence decisions that impact them. (4)</p>
31%	<p>Making systemic changes - Transforming systems, practices, procedures, and policies that were implicitly or explicitly exclusive and intentionally implement disability-inclusive practices; Implement universal design principles institution-wide (e.g., all videos are automatically captioned, ASL interpreters are hired for all public events, require all units to annually report on disability statistics, earmark funding for accommodations). (5)</p>

The image features a blue-tinted architectural blueprint background. The blueprint shows various technical drawings, including a large circular structure on the left, possibly a stadium or arena, and several rectangular rooms with labels such as 'STORAGE', 'COMPUTER TRAINING', 'SERVER ROOM', and 'ELECTRICAL ROOM'. The word 'blueprint' is written in a large, bold, blue font across the center of the image. The letters have a slight 3D effect and are set against the grid and lines of the blueprint.

blueprint

You are a designer and builder!



What phase of the construction process is your institution in?

Drafting (Conception)

Demolition (Disruption)

Maintenance (No Interruption)

Expansion (Construction)

Reverting Back (Regression)

What's in your toolbox?

<https://docs.google.com/spreadsheets/d/11DYEcqDr-93WKaiDzQJvjOPdV5-WAXbDyTr2FYxRuyA/edit?usp=sharing>



**How are you
planning to put
dis/ability inclusion
into practice?**



Mentimeter Wrap Up Check-in

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Like a cactus, you
have what it takes
to thrive in dry and
hostile
environments
because you are
sharp and know
when to conserve
and use your
resources to
blossom wherever
you are planted.





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