

**From Identity to Action:  
Leveraging Disabled Perspectives in  
Professional Practice**

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We ask you to join us in creating a culture that reflects...

**Access and Inclusion**

and

**Civility and Respect**

...this week and in all aspects of our organization.

# Proposal outline:

[https://docs.google.com/document/d/13YcC-LybLu\\_Aok0fXLaKMhUgLMr7DvlsvuqWtUb2bas/edit?tab=t.0#heading=h.g7qk2qciy9su](https://docs.google.com/document/d/13YcC-LybLu_Aok0fXLaKMhUgLMr7DvlsvuqWtUb2bas/edit?tab=t.0#heading=h.g7qk2qciy9su)

# Session Agenda

- Session Overview and Grounding
- Key Concepts
- Individual Reflections and Group Sharing

# Session Overview and Grounding

- Presenter Introductions
- Meet your neighbors
  - Share your name, pronouns, (disability reference), institution/role
  - What is one superpower you bring to the work?
- Framing and Positionality
- Group Discussion Norms

# Framing and Positionality

This is a participatory workshop, *not* a lecture-style session. We hope you'll take what we discuss and think about how you can apply it on your own campus.

As presenters, we acknowledge our framing is heavily influenced by our other identity markers. Both of us are White and cisgender so this inherently shapes our discussion of this topic in ways that we know are limited.

We also hold the reality that each person here has different experiences with exploring disability identity. Our main intention is to listen and learn together.

# Guiding Thought

There is a significant emphasis on **HOW** to do the work of a Disability Services professional; however, not as much attention or value is placed on offering reflection and knowledge sharing spaces that center the importance of the lived experience of disabled practitioners.

**Pair Share: What motivated you to come to this session?  
Why does this topic matter to you?**

# Icebreaker

How does your own experience of disability inform how you approach your work in Disability Services?



# Group Discussion Norms

**All discussion** is welcome. This is an **interactive workshop**.

**Take space, make space.** Notice and acknowledge the power dynamics in the room.

Speak **one at a time** with an ear to **listening rather than responding**.

Wait for **the microphone** before speaking to ensure everyone is able to access the conversation.

**Don't be afraid** of using the **wrong language**; it's most important to engage in **authentic dialogue**.

**Acknowledge** and **respect** each other and **the validity of your varied experiences**.

# Key Concepts (1)

- Expectations of the higher education environment
  - What are the spoken and unspoken expectations of higher ed?
  - Where do these expectations come from?
  - Which make sense in today's ADA world and which don't?
  - Why is compliance alone not enough?

# Key Concepts (2)

- Equal access
- Equitable access
- Compliance
  - Why is compliance alone not enough?

# Siloing in Disability Services

- Why do you think Disability Services is often not integrated with the rest of Student Affairs? or Academic Affairs?
- Where is your office situated – within Academic or Student Affairs?

What would your office policies, processes and services look like if they were designed with principles of DEI, including disability in mind? Come up with an example from your own campus.

# Emotional and Intellectual Labor of Disabled Staff

- Tokenization
- Disability Tax

Think of examples from your own experience of when you felt the dynamics of tokenization versus more authentic representation?

How do you navigate the emotional labor demands in your role and/or department? Do you find that students/faculty gravitate more toward you than other non-disabled colleagues when it comes to emotional labor?



What is a key takeaway from today's session that you want to bring back to your own campus?

# Contact Us

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# Session Evaluation



[tinyurl.com/AHEADFeedback](https://tinyurl.com/AHEADFeedback)

Your feedback helps shape future programming.

Thank you for attending!