

At the Crossroads: Supporting Experiences of Multiply- Marginalized Disabled Students

Presenters

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Session Agenda

- Introductions, Community Agreements, and Access Check-In
- Review Key Concepts: Intersectionality, Administrative Violence, and Infrastructural Violence
- Model Case Study: Examining Bias at the Intersections
- Small Group Case Studies: Practice Interrupting Bias at the Intersections
- Whole Group Share and Discussion
- Closing Reflection: Head, Heart, and Hands

Group Agreements: Part One

- **We will** value vulnerability and mutually hold each other accountable for showing up authentically as our full selves in this space.
- **We will** listen with resilience, staying present even when something is difficult to hear or understand.
- **We will** assume good intentions. This means giving each other the benefit of the doubt and trusting that we are all doing our best in each moment. When we are unsure of meaning or intent, we will ask directly for clarification.

Group Agreements: Part Two

- **We will** practice accepting that there may not always be closure.
- **We will** respect each other's freedom to move, honoring our own emotions and bodily needs.
- **We will** monitor airtime and be mindful of including new/other voices.

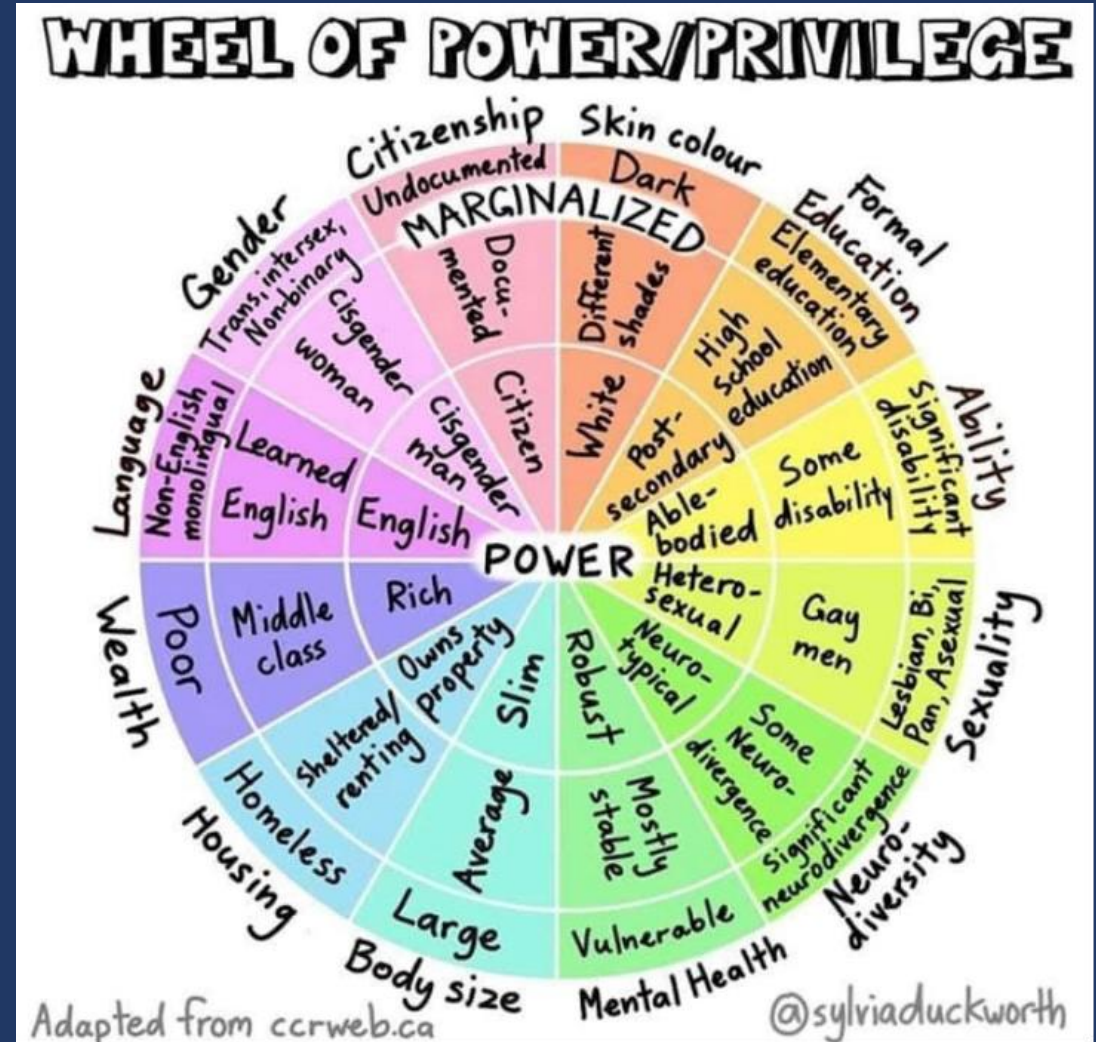


Access Check in

- What do you need from the presenters and each other to fully engage in the workshop?
- How can we collaborate creatively to meet everyone's needs so that everyone can fully engage?

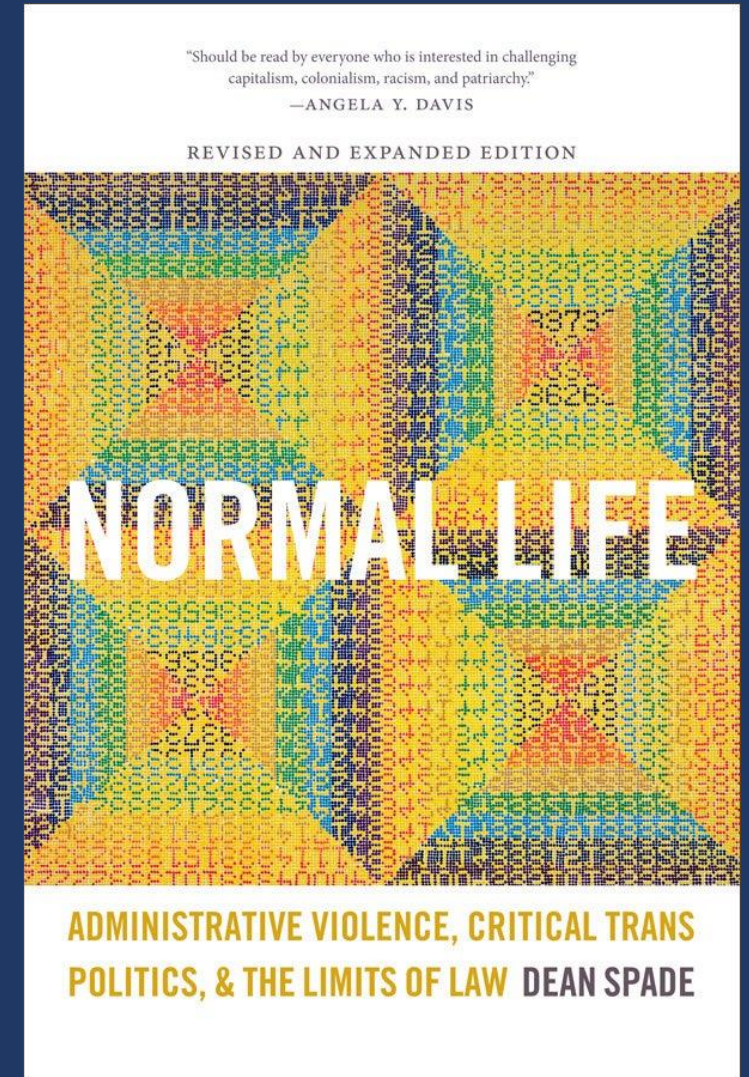
Intersectionality

The idea that people's experiences are shaped by the interaction of multiple identities and systems of power (such as race, gender, class, sexuality, and ethnicity), rather than by any single identity alone (Crenshaw, 1991).



Administrative Violence

Harm and erasure produced through bureaucratic systems, policies, and institutional procedures that may appear neutral but disadvantage certain groups or limit their rights and access to resources (Spade, 2015).



Infrastructural Violence

Harm caused by the design, neglect, or unequal distribution of physical and social infrastructures (such as housing, transportation, healthcare, or environmental systems), which systematically disadvantage certain communities (Kim, 2025).

care at the end of the world



jina b. kim

Sins Invalid (2017)

Principle 1: Intersectionality

“We do not live single issue lives.”

—Audre Lorde

Ableism, coupled with white supremacy, supported by capitalism, underscored by heteropatriarchy, has rendered the vast majority of the world “invalid.”

10 principles of disability justice

1. Intersectionality
2. Leadership of most impacted
3. Anti-capitalist politic
4. Cross-movement organizing
5. Recognizing wholeness
6. Sustainability
7. Cross-disability solidarity
8. Interdependence
9. Collective access
10. Collective liberation

(from sins invalid)



Case Study Analysis and Discussion

Whole Group Case Study: Part 1

Jackson is a senior at Andor College of the Arts (ACA). Jackson is a first-generation college student, and he's financially independent from his family. Although loans and scholarships cover most of tuition, he still pays out of pocket for things like textbooks, groceries, and healthcare costs. Jackson was recently diagnosed with a rare autoimmune condition called ankylosing spondylitis (AS). This is an illness that causes chronic pain, fusion in joints, fatigue, and harmful autoimmune responses. He has to miss both work and class several times per semester in order to attend doctor's appointments, get blood infusion treatments, and rest during illness flare-ups.

Whole Group Case Study: Part 2

As an official accommodation, the Disability Services Office suggests professors should excuse absences when possible, but the policy makes clear that individual professors determine what works best for their courses. One professor grades attendance and requires that students write a three-page paper for each class missed to “make up” absences. Jackson falls behind as these make-up assignments stack up alongside other coursework. Over an email exchange, Jackson’s professor shares “I just don’t think you’re as ill as you say when I know you show up to your tutoring position the same days you miss class.” The professor suggests Jackson might consider dropping their class to take a different semester.

Whole Group Case Study: Part 3

Jackson knows that he indeed prioritizes work over class at times when he has limited energy, but he doesn't feel like he has a choice. Later, Jackson discusses this situation with a peer in the same major, who suggests he might need to "just lock in" and that he might not be "cut out" for college if he can't attend both work and classes. Jackson doesn't know what to do, and he starts to feel like attending college might be too challenging in the end.

Whole Group Questions

What are the “crossroads” present here in this case study for this student?

Where do you see examples of administrative or infrastructural violence?

How might individual staff members or departments reimagine procedures, practices, and/or policies to help this student feel supported?

Thinking about your own institution, what can you and your community learn from this case study?



Case Studies: Noticing and Interrupting Bias

1. Introduce yourself to your groupmates, sharing names, pronouns (optional), and institutional affiliation.
2. Read your assigned case study scenario independently.
3. Discuss the case study as a small group using the questions underneath the scenario text.
4. Identify 2-3 key actions that could be taken to repair or transform interpersonal / institutional bias within the case study. Prepare to share these ideas in the larger group.

Case Study #1: Race and Disability

- What are the “crossroads” present here in this case study for this student?
- Where do you see examples of administrative or infrastructural violence?
- How might individual staff members or departments reimagine procedures, practices, and/or policies to help this student feel supported?
- Thinking about your own institution, what can you and your community learn from this case study?

Case Study #2: Gender and Disability

- What are the “crossroads” present here in this case study for this student?
- Where do you see examples of administrative or infrastructural violence?
- How might individual staff members or departments reimagine procedures, practices, and/or policies to help this student feel supported?
- Thinking about your own institution, what can you and your community learn from this case study?

Case Study #3: Religion and Disability

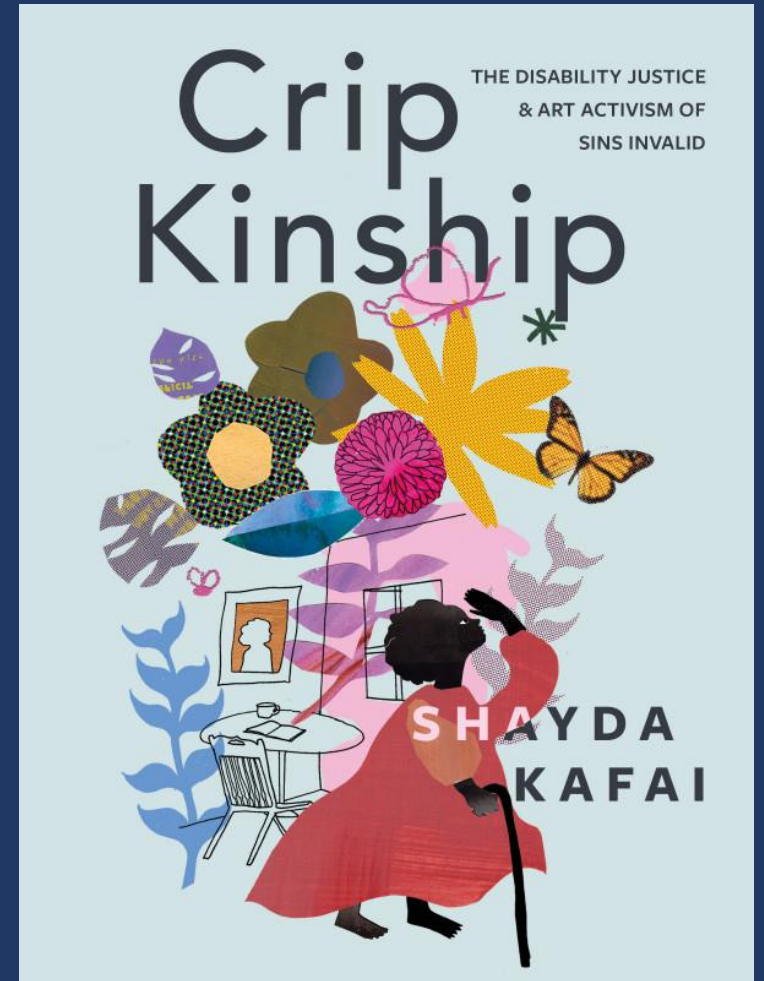
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Case Study #4: Indigeneity and Disability

- What are the “crossroads” present here in this case study for this student?
- Where do you see examples of administrative or infrastructural violence?
- How might individual staff members or departments reimagine procedures, practices, and/or policies to help this student feel supported?
- Thinking about your own institution, what can you and your community learn from this case study?

Crip Kinship: The Disability Justice & Art Activism of Sins Invalid

“Creating new realities requires imagination. It requires rousing inventiveness. Dreaming a reality that holds space for all our intersectional bodyminds is how we declare ourselves in a world that, as Audre Lorde writes, ‘we were never meant to survive’” (Kafai, 2023, p. 35).

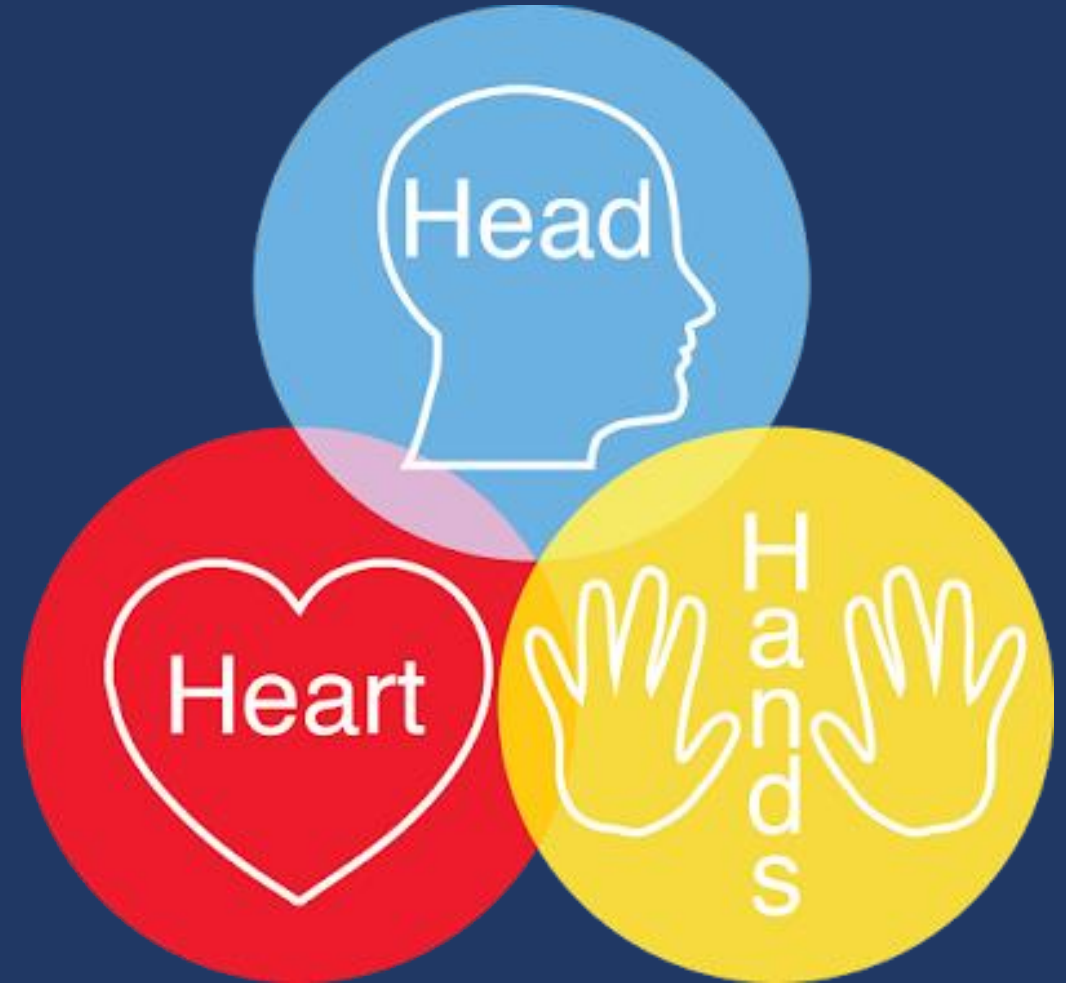


Closing Reflections

HEAD: What is one thing you're still *thinking* about?

HEART: What is one thing you're *feeling* right now?

HANDS: What is one thing you're going to *do* after attending this session today?



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Session Evaluation

[Eval Link: tiny.cc/8zu1101](https://tiny.cc/8zu1101)

Thank you so much for attending!

Your feedback helps shape future programming.

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