



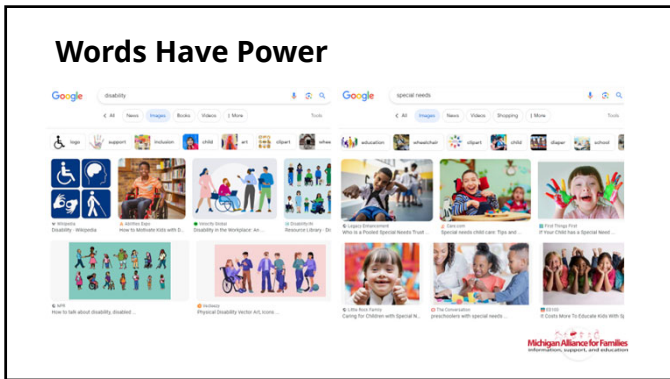
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dis·a·bil·i·ty

/ˈdɪsəˈbɪləti/
noun

1. a physical or mental condition that limits a person's movements, senses, or activities
2. a physical or mental impairment that substantially limits one or more major life activities
3. a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions

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Individuals with Disabilities Education Act

"Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."


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Individuals with Disabilities Education Act
Sec. 300.1 Purposes

The purposes of this part (Part B) are—


- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.



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Medical Model of Disability



The problem is the person with a disability

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Social Model of Disability


The problem is the disabling world

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BIAS tendency, inclination, or prejudice for something or someone

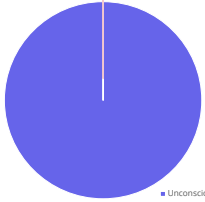
| | |
|---------------------------------|------------------------------|
| Explicit: Conscious | Implicit: Unconscious |
| Person is aware and intentional | Automatic and unintentional |



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Brain Function

Bits of Information



The human brain can process **11 million** bits of information every second.


Our conscious minds can handle only **40 to 50 bits** of information a second.



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Implicit Bias

- “more automatic and less controlled” than more conscious explicit beliefs, are usually widespread in society and tend to come from personal experiences, upbringing, and the media
- individuals tend to have more negative associations with marginalized groups, including people of color, those with disabilities, or members of the LGBTQ community




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Implicit bias *can* change

“It changed for sexuality and race bias pretty dramatically. Sexuality biases dropped 64 percent over 14 years, but it hasn’t changed at all for disability, age, or body weight bias. Disability bias over 14 years has only shifted by 3 percent.

New data shows that, based on the rate of past movement, it will likely take more than 200 years for implicit disability biases to reach neutrality.”

– Dr. Tessa Charlesworth




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Defining Ableism

Ableism is the intentional or unintentional discrimination or oppression of individuals with disabilities.


The discrimination of and social prejudice against people with disabilities based on the belief that able bodies are superior.




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But I am not ableist! ,

A friend’s adult daughter has an intellectual disability and is pregnant. The family is financially stable. What do you say to your friend? What do you say to others about the situation?




Please type response in chat.




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But I am not ableist! 2



You are in the grocery store and see a person in a wheelchair using a grabber to get an item off a high shelf. What do you do?


Please type response in chat.




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But I am not ableist! 3

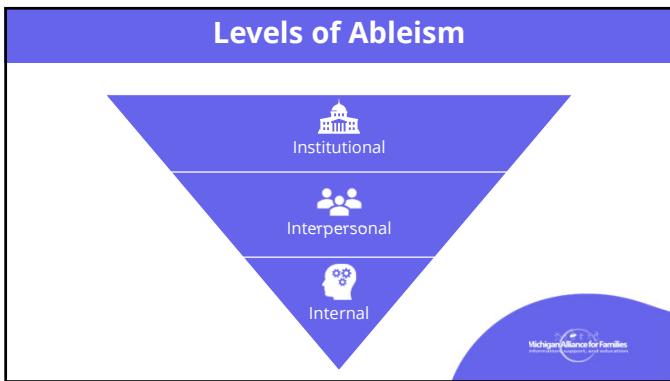
You are scrolling Facebook and see a story about a young woman with down syndrome elected prom queen. What is your reaction?



Please type response in chat.




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Institutional Level




- Educational
- Medical
- Legislation
- Employment
- Public Transportation
- Media



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Ableism at School


- Focusing on what the child **cannot** do
- Speaking down to or about a person with a disability
 - Babytalk to older students and young adults
 - Talking about the person while in their presence, as if they aren't there
- Predetermination of placement and segregation
- Assuming **"won't"** instead of **"can't"**
- Assuming **"can't"** when we haven't given the opportunity
- Refusal to accommodate - due to seeing it as unfair
 - Not allowing additional speaking, processing or response time for students who need it



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Ableism at School: Implicit Bias

- Not called on to participate in class
- Assumptions of no college or trade school
- Unsolicited help
- Peers trained to be helpers instead of friends
- Low expectations



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Interpersonal Level




- Day-to-day social interactions
- Interpersonal relationships
- Microaggressions




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Internal Level



- Believe not normal or equal
- Believe not worthy of accommodation
- Believe should be separate
- Believe can't do things



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Impacts of Ableism - Access & Quality




- Education
- Employment
- Housing
- Community activities
- Transportation
- Medical care



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Impacts of Ableism – Risks



- Unemployment
- Poverty
- Bullying, harassment, and violence
- Incarceration
- Loneliness, depression, chronic stress
- Early death



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What can you do?


- Educate yourself on disability
- Reflect on your own implicit bias
- Learn about ableism and ableist stereotypes
- Learn about the history of disability rights activism
- Listen to people with disabilities share their experiences
- Challenge ableism as it happens
- Presume competence
- Advocate for accessibility and inclusivity
- Get involved




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“Recognizing the truth — that every disability may come with a unique way to know the world that could **create innovation, a different way to solve problems.** When we see somebody in a wheelchair, [let] the first association that pops into our heads be, ‘Wow, I wonder what they know that I don’t know. **I wonder what they can teach me that I could never know.**”

Mahzarin Banaji
Professor of Social Ethics in the Department of Psychology @ Harvard University




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5 "A"s

Choose (at least) **one** of these after you leave:

- **A-ha** (lightbulb moment)
- **Appreciation** (what are you thankful for?)
- **Apology** (oops, I didn't realize)
- **Ask** (specific question to further your understanding)
- **Action** (a next step you will take)



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