Reframing Disability

A 2021 Workshop by

UCSB Associated Students'

Facilitators: A.S Commission on Disability Equality

Visit our renewed website here at: https://code.as.ucsb.edu/

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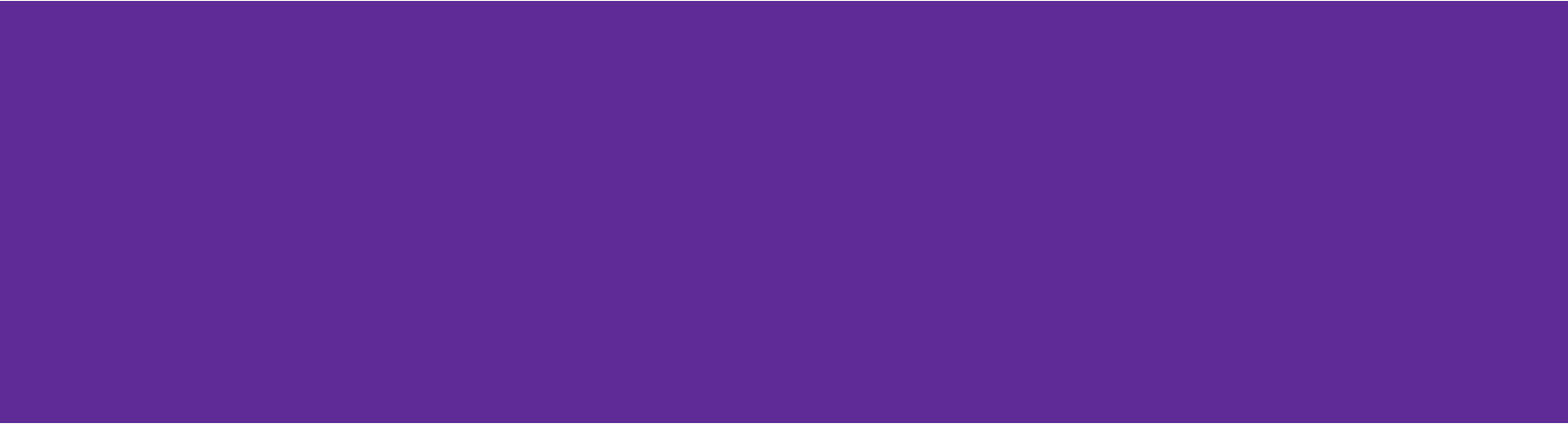External Affairs Chair

Marvia Cunanan
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Disclaimer:

There is no Singular, Homogenous "Disabled Student Experience!"

Objective: to give students the language and resources to recognize ableism, and to ensure that all social and academic spaces are inclusive for students of all abilities

Agenda

(40 min) Introduction and Part One: Disability Inclusion
- Introductory large group discussion question
- Breakout rooms: Discussing how the social model of disability shifts some of the ways we understand disability
- Presentation of important terms
- Disability inclusion and our campus community

10 minute break

(35 min) Part Two: Disability Justice
- History and overview
- Large group discussion question
- Discussion Breakout rooms: Discussing "Universal Design," and what "inclusivity" and "anti-ableism" means

(15 min) Conclusion
- Large group final discussion question
- Takeaway document and closing video
- Reflection questions and Q&A

Part One: Disability Inclusion

Discuss: What is a disability?

The Social Model of Disability

TEDx Talk: "Why Everything You Know About Autism is Wrong"

Autistic scholar and researcher Dr. Jac den Houting (they/them) is one of the many disability advocates calling for a "paradigm shift" surrounding the way we view "disability"

We will watch a brief 20 second clip from their TEDx Talk now.

Breakout Rooms

Discussing how the social model of disability **shifts** some of the ways we understand disability
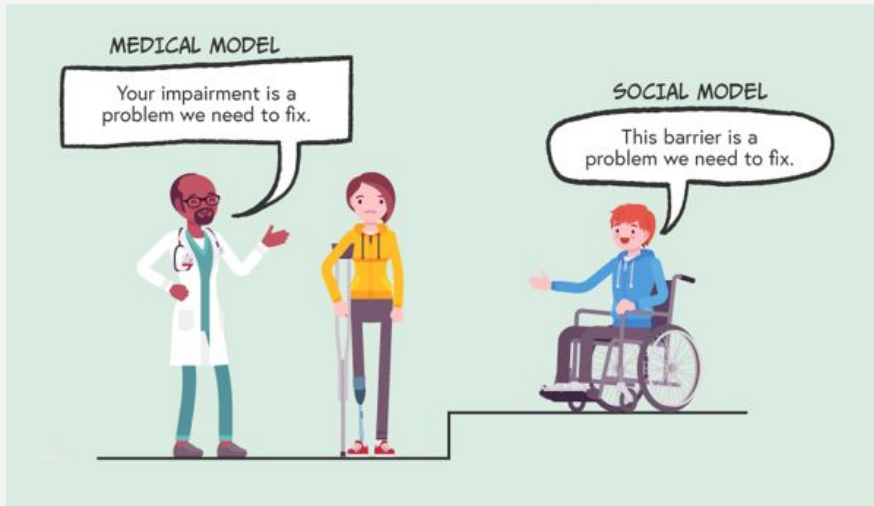
1. What were your first interactions with "disability"?

2. In what contexts have you heard/seen the term "disability" used/portrayed in the past and the present?

3. When and where have you learned about disability history or culture? If you have *not* been taught this, why do think that is?

What are Access needs?

An ***access need*** is something a person needs to communicate, learn, and participate in an activity.

Some examples:

- Glasses or contact lenses
- Soft or dim lighting
- Ramps and elevators
- Closed Captions **[CC]**

Discuss: What are additional examples of access needs?

(please use the chat or "raise hand" feature!)

A Non-Exhaustive List of Different Access Needs

- Automatic door buttons
- Scent-free events
- ASL interpretation
- Flexible scheduling and timing of events, duration limit
- Assistive technology (text-to-speech or screen-reading software, high- or low-contrast display settings, Braille displays, larger print options)
- Earplugs and noise-cancelling headphones
- Virtual options for classes and office hours
- Sunglasses or FL-41 "rose-tinted" glasses

- Single-stall bathrooms and lighter doors
- Extended time on assignments or exams
- Resource distribution stands at fairs, ticket offices (ex: student/parent welcome info, menstrual products, access cards, voting polls, or face masks) in close proximity to other public buildings, emergency exits, and bus stops (**all other RHA and/or A.S enterprise activities**)
- Using on-campus transportation services
- Alt Text and visual descriptions
- Dyslexia-friendly typefaces
- Accessible seating options
- "Stim toys" and fidget sensory support items and rooms

Disability Inclusion

When people say "special needs" or "special education," it may seem like an individual's needs are "special" or "out of the ordinary"

However, *everyone* has unique needs, experiences, and ability levels.

access needs are *human* needs

Note: "accessibility specialist" is an alternative term for "special education teacher," since it describes the specific knowledge and skill set the teacher might have.
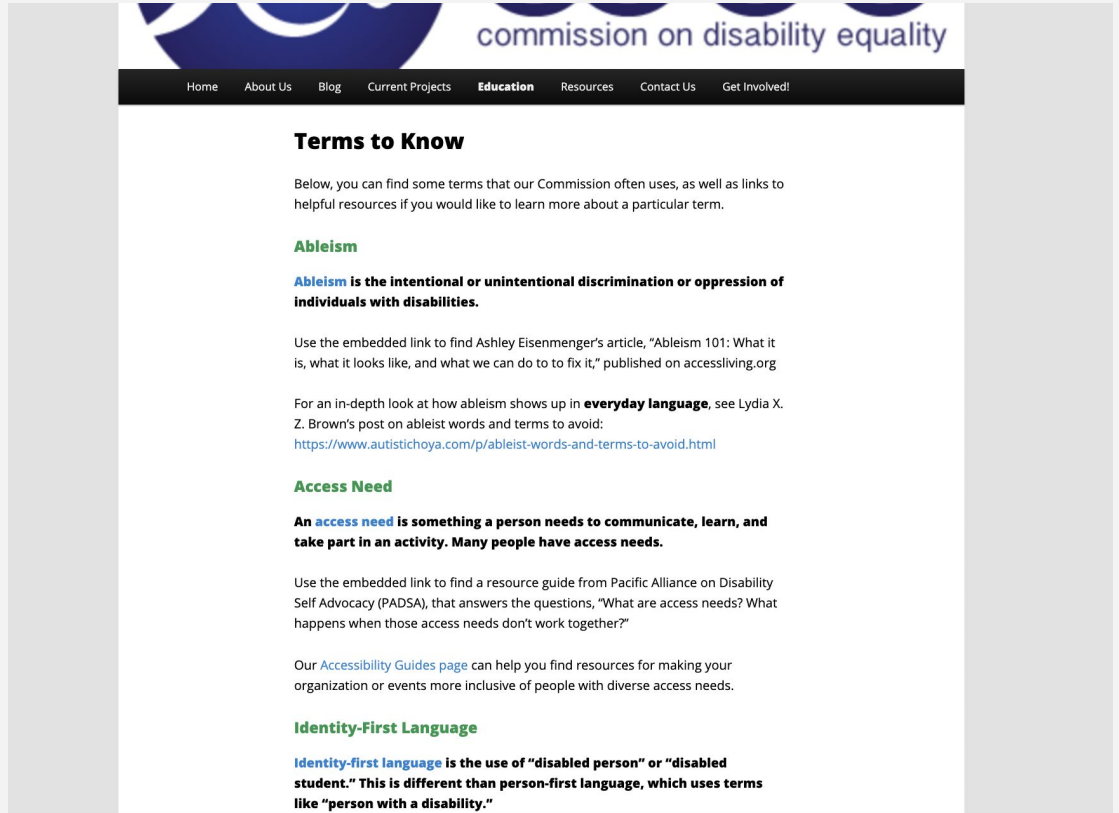
Disability Inclusion and our Campus Community

- For disabled students, we may experience limitations when there aren't **supports** in place to accommodate for various access needs.
  - Students should not have to disclose their medical history for organizations to **proactively** prioritize accessibility.
  - Engaging in disability inclusion means making the question, "**How can I support you?**" part of ongoing conversations

- **Access is a *process* of anti-ableism**, *not* just an outcome.

https://code.as.ucsb.edu/important-terms/

Our webpage has compiled more educational resources if you would like to learn more!

pictured right: a screenshot of the CODE website's "Terms to Know" page, which can be found under our **"Education"** tab

10 minute break

Part Two: Disability Justice

10 PRINCIPLES OF DISABILITY JUSTICE

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."

2. **LEADERSHIP OF THOSE MOST IMPACTED**
"We are led by those who most know these systems." --Aurora Levins Morales

3. **ANTI-CAPITALIST POLITIC**
In an economy that sees land and humans as components of profit, we are anti-capitalist by the nature of having non-conforming body/minds.

4. **COMMITMENT TO CROSS-MOVEMENT ORGANIZING**
Shifting how social justice movements understand disability and contextualize ableism, disability justice lends itself to politics of alliance.

5. **RECOGNIZING WHOLENESS**
People have inherent worth outside of commodity relations and capitalist notions of productivity. Each person is full of history and life experience.

6. **SUSTAINABILITY**
We pace ourselves, individually and collectively, to be sustained long term. Our embodied experiences guide us toward ongoing justice and liberation.

7. **COMMITMENT TO CROSS-DISABILITY SOLIDARITY**
We honor the insights and participation of all of our community members, knowing that isolation undermines collective liberation.

8. **INTERDEPENDENCE** We meet each others' needs as we build toward liberation, knowing that state solutions inevitably extend into further control over our lives.

9. **COLLECTIVE ACCESS** As brown, black and queer-bodied disabled people we bring flexibility and creative nuance that go beyond able-bodied/minded normativity, to be in community with each other.

10. **COLLECTIVE LIBERATION** No body or mind can be left behind -- only moving together can we accomplish the revolution we require.

www.sinsinvalid.org

SINS INVALID 2015

"nothing about us without us"
#DisabilityDemandsJustice (released by the Ford Foundation)

A disability justice framework or lens acknowledges that …

- **The disability community is diverse** and exists across all identities and backgrounds
  - Ableism affects all communities; it is at the core of our society.
  - All members of the disability community, but especially disabled people of color, are *marginalized* and are vulnerable to ableist discrimination, economic instability, prejudice, and violence.
- To dismantle systems of oppression and difference, such as racism or sexism, disabled people's voices *must* be **included** in the conversation.

Discuss: How can we use a disability justice framework to analyze different social issues and current events?
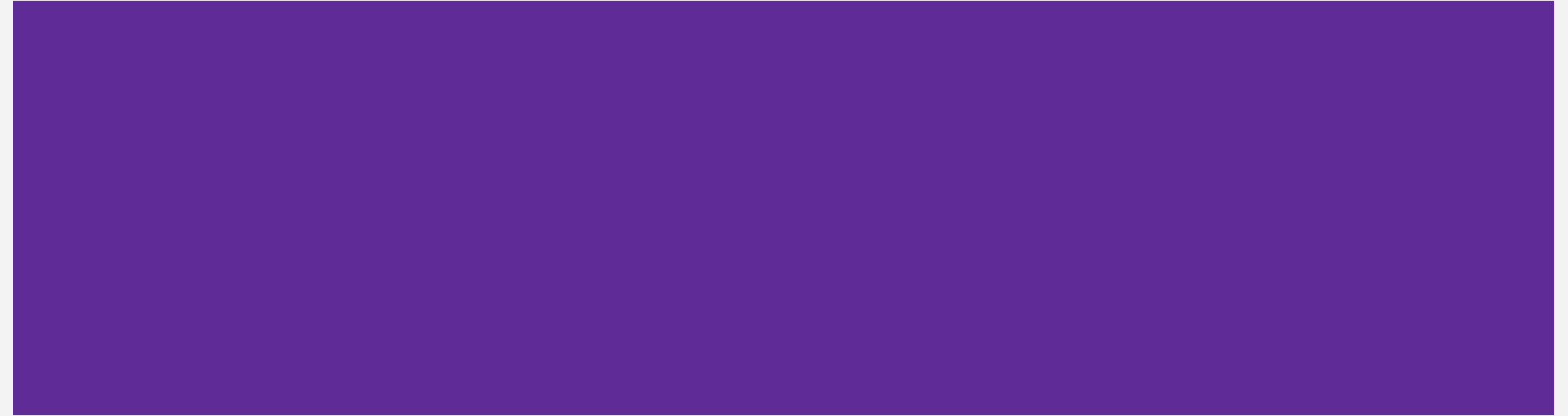
Breakout rooms

Discussing "Universal Design," and what "inclusivity" and "anti-ableism" means

What would a world with universal access look like?
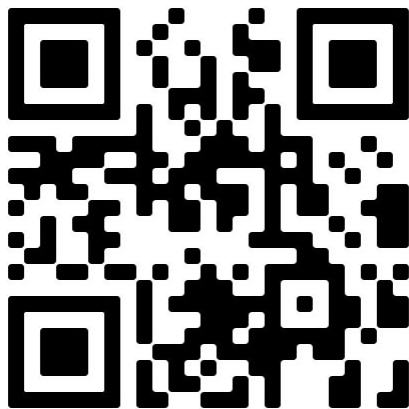
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Final discussion question:
How has your perspective on disability changed after this workshop?

CODE's 3-Pillar Vision:

1. enhance the emotional and mental well-being of students in the disability community

2. ensure the academic success of disabled students

3. empower students to develop meaningful social relationships with peers

https://tinyurl.com/CODEinterest21

Questions?

You can write to
code@as.ucsb.edu to contact us!

Who are we?

We are a student-run A.S. group dedicated to **disability justice**.

We are committed to establishing a platform for self-advocacy and community-building efforts, **run by and for students in the disability community**.

As we work to make UCSB a more accessible and inclusive campus for everyone, our Commission invites collaboration with other marginalized communities. Many of us experience ableism at the intersection of other interlocking oppressions. It is critical to recognize that in our efforts empower fellow students in the disability community.

Students: connect with us on Discord or Instagram!

https://tinyurl.com/CODE-Virtual-Space

@ucsbcode

Educational Resources:

Disability Justice Praxis:

- **UC Access Now! Demandifesto:** https://archive.org/details/disability-equity-and-justice-demands/mode/2up
- **Resource Guide for Addressing Conflicting Access Needs:** PADSA - Conflicting Access Needs

Recommended Readings:

- *New Yorker* **Article** "When the World Isn't Designed for Our Bodies: A new book argues that disability is a social phenomenon, not a medical one." By Katy Waldman, September 3, 2020
- **Roundtable with Kay Ulanday Barrett, Sandy Ho, Leah Lakshmi Piepzna-Samarasinha, Angel Powell, s.e. Smith, and Maria Town:** Be the Change: Six Disabled Activists On Why the Resistance Must Be Accessible
- **Educational resource page created by DSP's specialists, and posted on the Dean of Student Life Webpage:** Disability Is Diversity

Featured Videos:

- **Ford Foundation's Youtube #DisabilityDemandsJustice Playlist:** #DisabilityDemandsJustice
- **Video and** Transcript of "Why everything you know about autism is wrong" | Jac den Houting

Presentations:

- **Justice, Advocacy, and Disability Education (JADE) 2021 Workshop:** UCSA Disability Inclusion Training 2021
- **CODE's Spring 2021 Workshop on Disability Justice:** CODE - DJI 4/23 - 10 Principles of Disability Justice
- **MCC Event - Kay Ulanday Barrett's Prezi:** Liberation Shows Up! by kay ulanday barrett

Thank you!

Exit Handout:

https://bit.ly/CODEworkshop

SOCIAL JUSTICE: WHAT'S DISABILITY GOT TO DO WITH IT?

1. How can you work to end ableism (in the immediate present and in the future?)
2. How might disability justice apply to your life?
3. What are ways that your campus entity could collaborate with CODE in the future and how does a disability justice lens help you better your on-the-ground work? :)

Overview

- **"What is disability, how is it apparent in your own life?"**
  - Definitions/Inclusive language: ableism; invisible disabilities; neurodiversity.
  - Striving for a universal access mindset.
- **"What is an *access barrier*?"**
  - "Access barriers" are obstacles that make our campus inaccessible.
- **"How does accessibility play a role in other resistance movements?" "Why does this matter?"**
  - **We should recognize the lack of emotional/communal support and awareness, and we should acknowledge how ableism intersects with other systems of oppression and stigma.**
    - All members of the disability community, especially disabled people of color, experience discrimination, economic/environmental challenges, violence, and prejudice.
- **Breakout room: What would a world with "*universal access/design*" look like?**
  - We would like others to understand the challenges that students in the disability community face. We need support networks and more accommodations.
  - **Discuss: allyship, ability inclusion in strategic planning, and the importance of listening and responding**