

Differently Abled

Discussing Disabilities and Ableism

The Bonner Community Engagement Curriculum

Overview:

During this training, participants will explore definitions and conceptualizations related to physical and mental abilities. They will be introduced to the notion of being differently abled, which is a more inclusive way of thinking about individuals with different physical and mental abilities. After discussing terms and definitions, participants will discuss stereotypes and stigmas that revolve around being disabled and, in doing such, explore and discuss some of the struggles that individuals and the community face. Toward the end the training, they will be exploring ways to move forward and get involved with the issue, if it is something they identify as an interest. This training is also designed to allow for participants to become more aware of how this issue may affect themselves, their peers, and their community. It builds skills in critical thinking and empathy.

Category:

Diversity, Community Building, Critical Thinking, Empathy

Level:

This training will target an audience that is in the third stage of the Dialogue Across Difference model. It is suggested that participants have previous service experiences.


This training will call upon participants to critically reflect on previous service sites and projects while exploring the concept of disabilities. This training assumes that the participants have participated in the training *Unpacking The -ism's*.



Junior
Year

Recommended

Bonner Connections: This training was developed for third year students, as part of the Dialogue Across Diversity and Inclusion 4x4 model, Stage 3: Application and Discussion.

Dialogue Across Diversity and Inclusion 4x4 Student Developmental Model			
Stage 1: Exposure	Stage 2: Understanding	Stage 3: Application and Discussion	Stage 4: Adaptation
			

Focus or Goals of this Guide:

- Participants will explore the definition of disability, and explore ways to respectfully discuss disabilities.
- Participants will discuss different types of disabilities and become more aware of their unconscious bias towards ableism.
- Participants will discuss struggles that the disabled or differently-abled community face.
- Participants will be able to leave with ideas on how to become more active advocates on this issue.
- In doing everything above, participants will learn how to advocate for bettering the lives of individuals who have disabilities.

Materials:

- **Terms Defined** Handout
- **Putting It Into Perspective** Handout
- **Link to TED Talk** “Why Design Should Include Everyone”
- **The Struggles** Handout
- Assigned articles (Links Are In Part 3)

How to Prepare:

To prepare for this training, make sure that you have read the guide and understand all the concepts discussed in this trainer guide.

- Test all the links provided and make sure you are able to access all the resources, prior to the groups arrival.
- Make sure you have printed all of the necessary handouts, provided at the end of this guide.
- Read the all of assigned articles, located in part 3 of the trainer guide.

Brief Outline:

This training requires little to no previous knowledge of the issue. However, it is strongly recommended that you look through the entire guide, especially the handouts, prior to facilitating so that you are comfortable facilitating the session or handling participants if they are uncomfortable or unaware of this issue. This guide will navigate you through defining disabilities and discussing struggles an individual with visual or unseen disabilities may encounter as well as discussing things the community at large faces. This should be educational and empowering, using the activities to become more aware of the issue and ways to get involved. The outline has the following parts and is designed to last 60 minutes.

- | | |
|---|---------------------------|
| 1) Opening Game/Activity & Group Expectations | suggested time 10 minutes |
| 2) Terms Defined | suggested time 15 minutes |
| 3) Stigma & Struggles: Small Group Discussion | suggested time 25 minutes |
| 4) Moving Forward: Reflecting & Connecting | suggested time 10 minutes |

Your Plan

Part 1) Opening Game or Activity

Suggested time: 5 Minutes

During this portion, you will play establish group expectations and then open the space by paying a fun activity. You will need to read the points in the below as well as pick a fun activity of the group to play.

To start, have the points listed in the chart below, posted. It is important that group be able to see these expectations throughout the training. Have the group popcorn read, going through each term.

Afterwards, proceed on to playing a fun activity. You will need to pick a game or activity for the group. You can refer to the *Games, Games, Games!* section on the Bonner Wiki for ideas. It is highly suggested that you chose something easy to set-up as well as something that makes everyone begin to feel comfortable around each other. Establishing this comfort early on will help lead into deeper, fruitful conversations.

Suggested Games:

- **I Didn't Know You...**

This activity warms the groups up by allowing the participants to group up and ask a series of questions that they may have about the other participants. Participants will take turns making statements like, "I don't know your favorite color". After 15 seconds of straight questions, the person being questioned will answer as many as they can remember. This one is easy for the facilitator to manage since their main role is to keep track of time.

- **Mingle Mingle**

This activity does require some prep work. In this activity, participants will be asked to walk around and "mingle." After about fifteen seconds you will say, "mingle in a group of (insert number)" and the participants will group in that number. After getting in their groups, you will give them a prompt or question to discuss. You repeat this as many times as you want.

Part 2) Terms Defined

Suggested time: 15 Minutes

During this activity, you are going to discuss terms and definitions. The group will also look at how many people have disabilities and how many people are affected by this topic. This activity will be split into 2 sections, Terms Defined and Scope Of The Topic.

At the start of the activity, you will need to give the group two handouts, Terms Defined and Putting It Into Perspective. You should become familiar with the content on those handouts to make facilitation easier. Those documents are attached at the end of trainer guide.

Section 1: Terms & Definitions

Have the group start by looking at the *Terms and Definitions* handout. Let the group know about the information being provided by reading the script below.

“Today we are going to look at some terms and definitions regarding disabilities. Most of the information as well as the list of relevant/outdated terms came from MIUSA, Mobility international USA. This is a group that works to educate people on disabilities and in doing such, advancing in rights and protections for those with disabilities. Some definitions regarding governmental policies came from the U.S Office of Disability Employment Policy.”

For the sake of time, have the group read the definitions aloud, in the large group. You can ask for volunteers or read popcorn style, meaning a volunteer reads and then picks the next person. Go through each term and definition in this style. Following the list, you will see a chart that has three sections; Disability, Out-Dated Language, and Respectful (Updated) Language.

When looking at the chart with the types of disabilities and respectful language to use, ask the group the questions below to engage in a critical thinking exercise:

- When looking at the out-dated and disrespectful language, how often do you hear these phrases? How are they commonly used?
- Are these phrases always used appropriately? For example, when people talk about quickly changed weather, do people say the weather is changing or do they say that the weather is being bipolar? Does this improper use of terms have any effect? Does it add any connotations to the phrase being used?

After going through the definitions and the chart, read the script below to transition to the next section of this activity.

“ Now that you have been exposed to some of the terminology used when discussing disabilities, we are to look at the another handout and discuss the scope of this topic.”

After finishing the script, draw their attention to the *Putting It Into Perspective* handout.

Section 2: Scope

This handout has some statistics concerning global rates of disabilities, national rates of disabilities, and some statistics concerning the college students and disabilities. If it

accessible, it may be nice to include local data from your college or university. This will allow for the topic to span from the world to your own campus.

Have the participants look at the handout and pick three (3) things that they find interesting about the information being provided. These responses should be similar to, "I was unaware of how many people had disabilities" or " I did not realize how many college students face a disability." Pick on two to three people to share one thing that they found interesting. Following that, have them look at the info graphic presented by the World Health Organization (WHO) .On the bottom of their infographic are a few ways to get involved with "bettering the lives of individuals who have disabilities." Have the group look at them and reflect on these two questions:

- 1.) Which options seems the easiest? Why?
- 2.) Which solution seems the hardest? Why?

Allow for 2 to 3 people to share, preferably someone who has not shared with the group already. You do not want this to take to much time, however, allowing for some responses allows for some sharing and trust-building.

After this, transition to the next activity.

Part 3) Stigmas & Struggles: Small Group Discussion

Suggested time: 25 Minutes

To open up this next activity, note the script below.

"Now that we have explored and established our terms and definitions, we are going to talk about some important factors that influence the lives of people who are differently-abled. We will be looking at struggles and stigmas that surround having a disability. To begin we are going to watch a short TED Talk."

TED Talk Brief Description: This TED Talk briefly introduces the idea of universal design and why it is important. The speaker discussing how things often being perceived as accessible are often not accessible for everyone. This lack of intentionality in design excludes some persons from everyday things like bathroom usage, etc. This is consistent with the theme of the trainer guide, pushing participants to think of being intentional and considerate of all persons, regardless of disabilities.

Link for Ted Talk is listed here: https://www.ted.com/talks/sinead_burke_why_design_should_include_everyone

Watch the Ted Talk and open up the space for 1 to 3 people to share immediate thoughts and/or reactions. Following that, move into small group discussion. Instruct everyone to form small groups. It is recommended that the groups be no larger than 6 to 8 people. From here, you will need to handout the *Struggles* handout as well as one of the two articles from NPR and EmpowHer.

The Link for the two articles are below:

- <http://www.npr.org/2015/03/08/391517412/people-with-invisible-disabilities-fight-for-understanding>. This article discusses the life of persons with 'invisible' disabilities. This article briefly discussing how some are starting to speak up and try to attain awareness and understanding for 'invisible' disabilities. This article also addresses the need for more protections in the work place for those individuals who have disabilities that are not easily/able to be seen.
- <http://www.empowher.com/print/10440998>. This article discusses stigma and the harmful effects it can have. Throughout, the author uses narratives from a professor and a therapist to highlight everyday stigmas and micro-aggressions that people with disabilities especially women, encounter on a daily basis. After exploring some of the stigmas and micro-aggressions often being encountered, the author provides some ways to cope with these occurrences.

Give every group one handout and one article. You want to have half the groups read the NPR article and the other half read the *EmpowHer* article. It is important to have as even a split as possible since one discusses mental disabilities and the other focuses on physical disabilities.

Instruct the participants to review the handout as they read the article. On the handout, they will see 4 categories of "struggle." As they read the article as a group, have them discuss how those categories are relevant to the situations being discussed in their readings.

When the group is done reading, have them use the handout to reflect on the TED talk. Inform them that every group will be asked to share and should be ready to tell the large group one thing that their group discussed.

After reflecting and discussing both the Ted talk and the article their small groups, move on to sharing out with the large group. **Use the questions below to get answers from the different small groups.**

- Can a group briefly sum up the NPR article? Can a group briefly sum up the *EmpowHer* article?
- When reading the articles Did your group find examples from each of the categories listed on your handout? Was there any you had trouble finding an example of?
- In regards to the TED talk, did you see any connections between the talk and the handout's categories of struggle?
- Which category was the most surprising?

Part 4) Moving Forward: Connecting & Reflecting

Suggested Time: 10 Minutes

To open, read the script below.

"There are a lot of ways to involved with this issue. The Bonner Foundation has recently began to explore mental health in their new project called The Wellness Project. This initiative is being taken by the national network to increase awareness around mental health and in part, help break down the stigma and stereotypes that surround mental health. To close, we are going to reflect on ways we as individuals as well as a bonner cohort can get involved in tackling issues that surround people with disabilities."

For more information on the Wellness Project, check out the link provided below. The link allows you to access multiple documents including basic data on health and "How To" steps for implementing healthier practices on your campus. These resources were created and compiled by Eric Hearst, an intern from Princeton Theological Seminary.

<http://bonner.pbworks.com/w/page/118984356/Wellness%20-%20Guides>

To conclude the training, get everyone back into one large group. Ask the questions below, allowing time for a few volunteers to answer a loud with the group. When you get to the last question, have everyone answer that one.

Credits:

This training was developed in 2017 by Hunter Malone, a Bonner Scholar at Berea College, with the help of Eric Hearst, an intern from Princeton Theological Seminary. Resources used in the making of this training are listed below:

- Community Participation: Maximizing The Quality of Life For Persons With Disabilities by Marilyn Johnson, Sylvia Walker, Shirley Ball, and Eric Hearst
- Violence Against Persons With Disabilities: Who Are The Most Vulnerable? by Sylvia Walker and Eric Hearst
- The Office of Disability Employment Policy
- MIUSA, Mobility International USA
- NPR, People With 'Invisible Disabilities' Fight For Understanding
- *EmpowHer*, Coping With the Stigma of Having a Physical Disability.

Handouts on the following pages:

- **Terms Defined** Handout
- **Putting It Into Perspective** Handout
- **The Struggles** Handout

Terms & Definitions

On this hand out, you will find important definitions and terms that will be used throughout this training.

Disabled- Federal laws define a person with a disability as "Any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment."

People First Language- a way of describing disability that involves putting the word "person" or "people" before the word "disability" or the name of a disability, rather than placing the disability first and using it as an adjective. An examples of people-first language might include saying..."person with a disability."

Handicap- an outdated way of decrying or talking about someone who has a disability.

Differently-Abled- a term coined in the 1980's to more respectfully discuss people with disabilities.

ADA (Americans With Disabilities Act) Legislation passed in 1990 that prohibits discrimination against people with disabilities. Under this Act, discrimination against a disabled person is illegal in employment, transportation, public accommodations, communications and government activities.



Individuals With Disabilities Act (IDEA) ensuring services to children with disabilities, governing how states and public agencies provide early intervention, special education and related services.

Disability	Out-Dated Language	Respectful Language
Blind or Visual Impairment	Dumb, Invalid	Someone who is Blind or Visually Impaired.
Deaf or Hearing Impairment	Invalid, Deaf-Mute	Deaf, Hard-of-Hearing, Someone who is...
Speech/ Communication Disability	Dumb, Bad at talking	A person with a speech/ communication disability
Learning Disability	Retarded, Slow, Brain-Damaged, Special Ed	Learning Disability, Cognitive Disability, A person with...
Mental Health Disability	Psycho, Mental, Insane, Crazy, Nuts	Mental health disability, Someone with a disability.
Mobility/Physical Impairment	Handicapped, Special, Deformed, Lamé, Crip/Crippled	Wheelchair user, Physically disabled, person with a...
Health Conditions	Victim, Stricken with "x", Nasty, Dirty, Unclean	Survivor, Someone living with..., A person with HIV/ Aids, etc.

Putting It Into Perspective

1 in 5 Americans Have A Disability.

According to the U.S. census, nearly 56.7 million people in America have a disability.

Percentage of Undergrad Students Enrolled The number of students with disabilities attending higher education has increased!

Students With Disabilities	Students Without Disabilities
In 2007-2008: 10.9%	In 2007-2008: 89.1%
In 2011-2012: 11.1%	In 2011-2012: 88.9%

80 percent of high school students with disabilities list post-secondary education as a goal, but only 60 percent of them enroll.

In 2010, the U.S. Census showed that only 41% of those age 21 to 64 with any disability were employed, compared with 79 percent of those with no disability.

For people age 15 to 64
10.8% that have a severe disability experienced persistent poverty.
4.9% of those with a non-severe disability face persistent poverty
3.8 percent of those with no disability.

In 2010 567, 310 people with disabilities experienced some type of crime. 282,460 experienced a violent crime.

Better health for people with disabilities



Over **1 BILLION** people globally experience disability

People with disabilities have the same general health care needs as others

But they are:

2x more likely to find health care providers' skills and facilities *inadequate*

3x more likely to be *denied* health care

4x more likely to be treated *basely* in the health care system



1 in 7 people

1/2 of people with disabilities cannot afford health care

They are: **50%** more likely to suffer catastrophic health expenditure



These out-of-pocket health care payments can push a family into poverty

Rehabilitation and assistive devices can enable people with disabilities to be independent

200 MIL people need glasses or other low-vision devices and do not have access to them

70 MIL people need a wheelchair. Only **5-15%** have access to one

360 MIL people globally have moderate to profound hearing loss
Production of hearing aids only meets: **10%** of global need **3%** of developing countries' needs

Making all health care services accessible to people with disabilities is achievable and will reduce unacceptable health disparities

remove physical barriers to health facilities, information and equipment

make health care affordable

train all health care workers in disability issues including rights

invest in specific services such as rehabilitation

Source: World report on disability: www.who.int/disabilities/world_report

Resources:

- <https://www.census.gov/newsroom/releases/archives/miscellaneous/cb12-134.html>
- <https://www.bjs.gov/content/pub/pdf/capd10st.pdf>
- <https://nces.ed.gov/fastfacts/display.asp?id=60>
- <http://www.washington.edu/doit/statistics#header>
- http://www.huffingtonpost.com/2014/02/27/students-with-disabilities-college_n_4869793.html

The Struggles

Use the space below to reflect on the different issues that arise in conversations or reading, connecting those with disabilities. Think about these specific areas when reading the articles and discussing them in your small groups.

