**Slide 1:**

* **Disability Studies 102:   
  Integrating Disability Studies   
  Concepts on Your Campus**

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Slide 2:

* Presentation Goals

1. Identify the principles and concepts of Disability Studies
2. Discuss ways that these principles and concepts can inform policies and practices of Disability Services / Accessibility Resources on college campuses
3. Provide resources for focusing our work on social justice and disability studies concepts.
4. Review checklist to guide your process

Slide 3:

* Disability Studies Concepts that affect service provision
* Equitable campus environments
* Defining disability
* legally
* socially

Slide 4:

* ANDREW MARCUM IDEAS
* Provide info to students about social model of disability
* Provide information about self-advocacy
* Provide information about Universal Design
* Provide or collaborate on workshops/trainings on topics above
* Instruct all Disability Services/Accessibility Resources staff on these topics
* Collaborate with student advocates on campus for access
* Support students to hold the institution responsible for access to all campus activities
* Advertise and promote Disability Studies events
* Slide 5:
* Models of Disability in Society
* This graphic depicts 6 varying models of disability. The graphic consists of 6 orange circles surrounding one circle in the center. The top three balls are titled, social adapted, social model and customer empowering. The top three circles describe a focus on the environment. The bottom 3 circles are titled expert model, medical model and tragedy/charity. The bottom three circles focus on the individual. Each ball is connected with a straight line to the ball across from it; Medical Model – Social Models, Social adapted - customer empowering, and tragedy/charity – social adapted.
* Slide 6
* Models of Disability in Resources and Services Offices
* This graphic consists of 3 orange rectangles representing the 3 types of DS Offices described by Guzman and Balcazar; individual, universal and social. The rectangles are positioned in the shape of a triangle with arrows that point to and from each triangle to show they are all related.
* Slide 7

Continuum of utilization of disability models in Disability Resources and Services offices

This graphic depicts a continuum of approaches for DS Offices. The orange line has arrows on each end with arrows showing the line continues. The left side of the line depicts the individual approach, the right side depicts the social model and the center of the line depicts a hybrid model between both sides.

* Slide 8
* Group Activity (10 minutes)
* 1. Reflect on how your office does it’s work
* 2. Write on a piece a paper all thoughts regarding what model(s) are being used to guide the work in your office
* 3. Gather with one or two others near you (from your or other offices) and discuss what you wrote.
* 4. Decide if anyone would like to share with the larger group
* Slide 9
* Review of the Social (Justice) Model of Disability
* The Social Model of disability sees the issue of "disability" as a socially created problem and a matter of the full integration of individuals into society. In this model, disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence, the management of the problem requires social action and is the collective responsibility of society at large to make the environmental modifications necessary for the full participation of people with disabilities in all areas of social life. The issue is both cultural and ideological, requiring individual, community, and large-scale social change. From this perspective, equal access for someone with a “variation” is a human rights issue of major concern.
* Slide 10
* Designing offices based on “the social model”

Focus on social barriers

* Environment
* Attitudes
* Organizational practices
* Slide 11
* Framework for Thinking About Change

“The journey toward social justice requires time, patience, and collaboration. “[T]he true sign of success is not whether we are a source of perpetual aid that helps people scrape by—it’s whether we are partners in building the capacity for transformational change.”

* Obama, B. (2009). Remarks by the president to the Ghanaian parliament. Ghana, Africa: US Government. Retrieved July 14, 2009 from [**http://www.america.gov/st/texttrans-english/2009/July/20090711110050abretnuh0.1079783.html**](http://www.america.gov/st/texttrans-english/2009/July/20090711110050abretnuh0.1079783.html)
* <http://www.projectshift-refocus.org/>
* Slide 12:
* Using concepts from disability studies to create resources and services  
  that value the disability experience and model equity
* Organizational Structure (including function of ADA 504 coordinator)
* Staffing
* Position Descriptions
* Student Processes
* Utilization of student data that supports disability experience and models equity

Slide 13

* Mission Statements
* **Missouri State University Disability Resource Center**
* Through innovative consultation and collaboration, the Disability Resource Center leads the campus community in its commitments to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and design more welcoming and inclusive environments
* **University of Arizona Disability Resources**
* To create inclusive and sustainable learning and working environments and facilitate access, discourse, and involvement through innovative services and programs, leadership, and collaboration.

Slide 14

Mission Statements 2

* **University of Arkansas Little Rock Disability Resource Center**
* In the interest of creating usable, inclusive and sustainable environments, the Mission of the UALR Disability Resource Center encompasses two primary functions:
* 1. To consult and collaborate with faculty, students, other campus stakeholders, and outside entities regarding Universal Design and reframing disability.
* 2. To facilitate access via accommodations, including those related to communication, the physical environment, print materials, and technology.
* Slide 15
* Disability Studies Informed Procedures
* Documentation Guidelines
* Letters to Faculty/notification
* Syllabus Statements
* Test Proctoring
* Provision of Accommodations such as note takers

refocus <http://www.projectshift-refocus.org/awareness.htm>

* Slide 16
* Project Shift/Refocus
* **Refocus** –<http://www.projectshift-refocus.org/index.htm>
* Disability resource professionals set the tone for how a campus frames and responds to disability. Refocus was created as a tool for examining the role the resource office can play in challenging stereotypes and creating truly equitable environments. You are invited to explore **core values** that anchor us to this goal and to **examine practices** that influence the campus narrative around disability.
* Slide 17
* REFOCUS INFO: Administration
* Office Name
* Mission Statement
* Job Descriptions
* Funding Structure
* Advocacy
* Slide 18
* REFOCUS INFO: Service
* Documentation
* Faculty Notification
* Syllabus Statement
* Exams
* Notetaking

* Slide 19
* REFOCUS INFO: Outreach
* Office Website
* Faculty Development
* Student Development
* Awareness Events
* Collaboration
* Slide 20
* REFOCUS Notetaking Example/Exercise   
  (10 minutes)
* 1. Write down quick list of everything you know about how your office provides notes for students (2 minutes)
* 2. Turn to 1 or 2 people near you, either from your office or another office and discuss what you wrote.
* 3. Decide if anyone would like to share with larger group.
* Slide 21
* One Possible Notetaking Process
* A typical approach to the provision note-taking as an accommodation is to have students ask someone in the class to assist them by sharing notes. If students are unable to find someone on their own, they are encouraged to give the course instructor an announcement to read to the class asking a classmate to volunteer to assist with note-taking. Note-takers are typically not paid or given a token amount as a “thank you” for helping out.
* **Slide 22**
* **What are the implicit messages?**
* Disabled students don't have basic academic skills. They cannot take notes. This is an individual problem, not a possible concern for numerous students or representative of an ineffective pedagogy.
* The barriers to learning that a student describes should not be trusted. The disability service office must verify eligibility for the service and legitimize it to the course instructor.
* Disabled students are dependent on the charity of their classmates and cannot be achieve academically on their own.
* The time, effort and awkwardness required of disabled students to coordinate note-taking (likely over 40 times during an academic career) are justified because the student is getting an advantage.
* Having a disabled student in class is a burden to both the instructor and other students.
* Note-taking is the best (or only) way to capture what is happening in the course.
* Disability is special and requires a special response, including strict confidentiality.
* **Slide 23**

**How might this be different?**

An alternate approach locates the problem within the course design, rather than within the student, while responding to the realities that the kinds of course design which create this barrier will likely continue to exist for years to come. This approach would also reduce the burden that is placed upon the student to the greatest degree possible.

* **Slide 24**
* **What is the potential impact of this change?**
* The student is less burdened with the responsibility of working out arrangements to identify the note-taker, get notes, and supervise the note taker.
* Notes are more likely to be effective since students with higher GPAs are targeted and/or the instructor is overseeing the process.
* The institution is responsible, namely the disability resource office, to solve the problem.
* The problem is located with the course design and the designer (i.e. course instructor).
* It avoids the charity approach to solving the problem. The volunteer is helping the course instructor, not the disability service office or disabled students.
* It challenges the conventional approaches to both teaching and to accommodation provision.
* Slide 25
* Checklist (based on REFOCUS)
* This checklist is a table of 4 columns and 16 rows. The first column lists the topics DS could review: organization – mission statement, policies and procedures, HR/job descriptions, and assessment; Program and services – documentation guidelines, letters to faculty, test proctoring and accommodations – note takers; and outreach – website, faculty training, and student development. The other 3 columns are date reviewed, action needed and update completed. These column are to be filled in by the office as completed.
* Slide 26
* Six steps to self-study process for program evaluation
* The title of this graphic is steps in the evaluation process. The graphic is a series of 6 arrows each pointing to the right. Each arrow is slightly lighter in color than the arrow to its left. The arrows represent a different step in the evaluation process: designing evaluation plan, designing data collection tools, collecting data, analyzing results, reporting findings, and planning program changes. Below the line of arrows is a blue text box that states: Input from: you, your staff, program participants, key stakeholders, and wider community. A blue line from runs from each arrow to the text box to show that each group provides input to the entire process.
* Slide 27
* What might be your first step?   
  (5 minutes)
* 1. Review the checklist and reflect on your office
* 2. Which item(s) on the list would you start with in a self study for moving your office toward a more disability Studies informed approach.
* 3. Write down any notes to yourself about things to discuss when you get back to your office.
* 4. Would anyone like to share their first step?
* Slide 28
* Questions? Comments?
* Thank you!
* Slide 29
* References
* **Refocus** –<http://www.projectshift-refocus.org/index.htm>
* tool for examining the role the resource office can play in challenging stereotypes, creating truly equitable environments, and examining practices that influence the campus narrative around disability.
* **CAST** – <http://www.cast.org>
* CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.
* **Journal of Postsecondary Education and Disability**, Vol 23, Number 1 (2010) Special Issue: Disability Studies