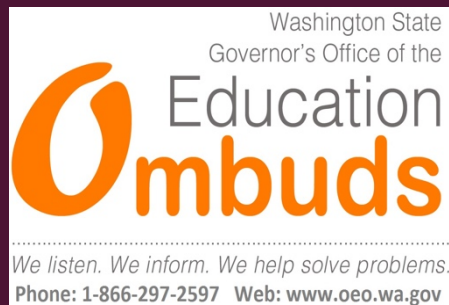


DISABILITY TEACHES US: INTRODUCTION TO DISABILITY JUSTICE IN SCHOOLS

FACILITATED BY SARAH ARVEY, UW COLLEGE OF EDUCATION · CARRIE BASAS, OEO · SARAH BUTCHER, ROOTS OF INCLUSION · JEN COLE, PAVE · NAOMI FAIR, UW COLLEGE OF EDUCATION · YORDANOS GEBREAMLAK, OEO · JENNIFER KARLS, ROOTS OF INCLUSION · ADINA ROSENBERG, SPECIAL EDUCATION TEACHER · ROSE SPIDELL, OEO

As we come into the session, please chat a short introduction:

- Name
- What's your connection to the disability community?
- What brings you to this learning space today?



Roots of Inclusion



WELCOME AND ATTENDANCE

-
- We are so excited for this webinar!
 - Attendance check in (especially for clock hours)
 - Take a moment to ground and make this an accessible space for yourself

SESSION SNAPSHOT

- Personal Reflection (~15 min)
- Models and Language of Disability (~10 min)
- Disability in Schools
 - One Out of Five Overview (~5 min)
 - Disability and Ableism in Schools Timeline (~30 min)
- Next Steps (~15 min)
- Optional Extension: Language Matters (30 min)

Clock hours available: Please check in for 1.5 – 2 hrs
Clock hour forms will be sent out at a later time

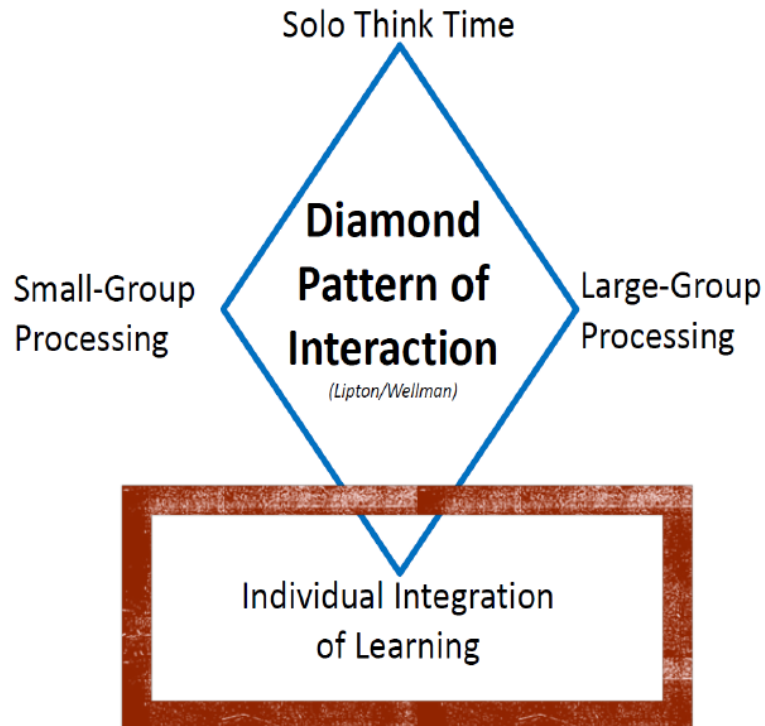
SESSION GOALS

Participants will reflect on their understanding of disability as an identity and social justice issue.

Participants will learn about Disability Justice as a framework to discuss disability in our schools and communities.

Participants will leave the session with concrete tools and examples of how to integrate disability history and pride in K-12 curriculum and family and community learning.

PRESENTATION PROCESS



Solo Think Time: a moment to self reflect on the topic

Small Group Processing: breakout rooms offer an opportunity to cross-talk more

Large Group Processing: return to the main session to hear general reflections and make connections

Individual Integration of Learning: synthesizing what we learned and planning a tangible next step

SOLO THINK TIME: PERSONAL REFLECTION (5 MIN)

1. How did you explicitly and implicitly learn about disability in your own schooling and community experience?
2. How was (or was not) disability talked about in your community and education?

SMALL GROUP: SHARING REFLECTIONS (10 MIN)

1. How did you explicitly and implicitly learn about disability in your own schooling experience?
2. How was (or was not) disability talked about in your community and education?

What connections, similarities, and differences do you hear coming up in your group?

CLARIFYING LANGUAGE (10 MIN)

How do we talk about disability?

DISABILITY

A physical or mental difference or perceived difference that changes the way society treats someone, can also be a part of someone's identity.

Visible

Invisible

Cognitive

Physical

Psychological

Sensory

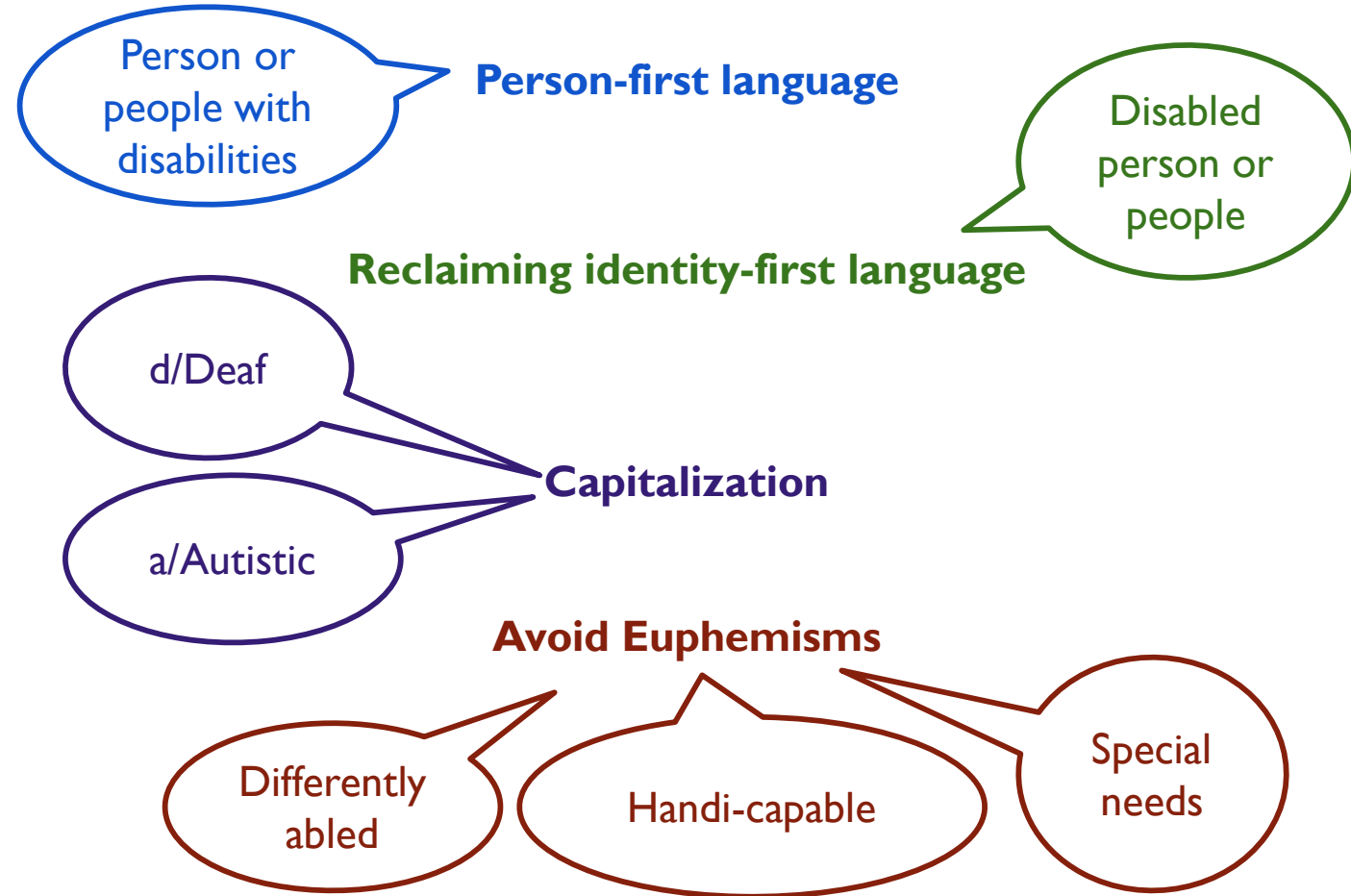


[Image description: Six disabled people of color smile and pose in front of a concrete wall. Five people stand in the back, with the Black woman in the center holding up a chalkboard sign reading "disabled and here." A South Asian person in a wheelchair sits in front. Photographer [Chona Kasinger](#) as part of the [Disabled And Here project page](#)]

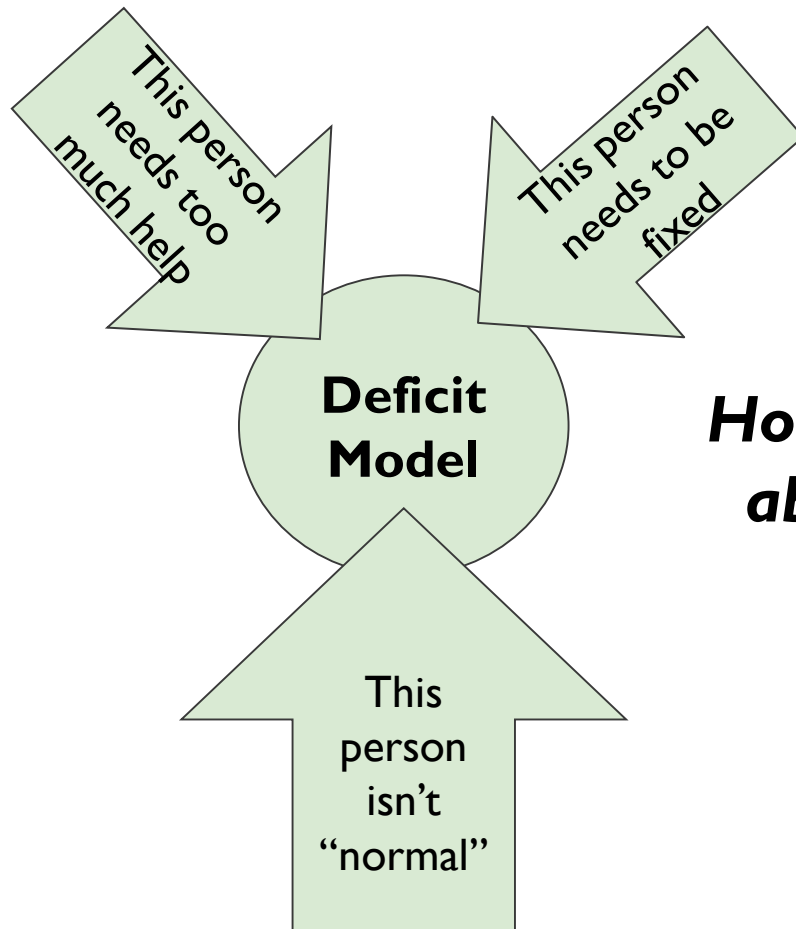
MORE ON LANGUAGE...



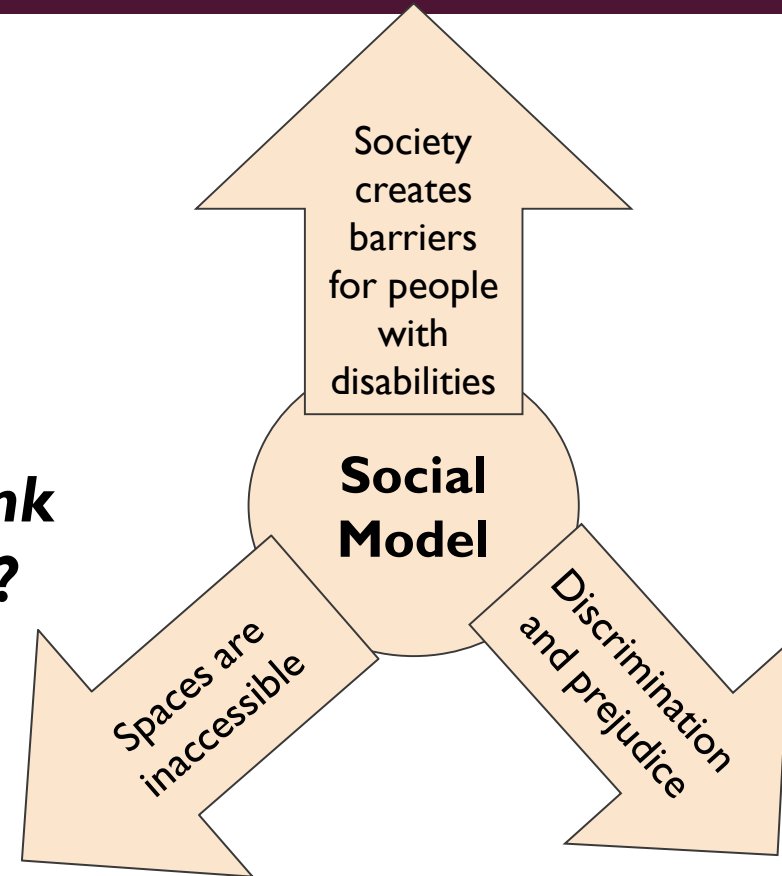
[Image description: Anita Cameron, a black woman with a cane on her lap, holds up her right fist as a sign for disability power. She is a disability rights activist and advocate]



MODELS FOR CONCEPTUALIZING DISABILITY



How do YOU think about disability?



FROM DISABILITY RIGHTS TO DISABILITY JUSTICE

DISABILITY RIGHTS

- Disability rights focuses on **legislation and policy** to establish civil rights for people with disabilities, which requires top-down action
- While a **civil-rights framework** is vital, it misses individual, cultural, and attitudinal shifts in perceptions and beliefs about disability
- The disability rights movement often **lacks attention to intersectionality**

DISABILITY JUSTICE

- Disability Justice is a **grassroots movement** led by those most impacted with ten tenants first drafted by Patty Berne and Sins Invalid (2015)
- It promotes **interdependence and collective access**, living and caring for one another without shame of having a disability
- Intersectionality is a core tenet with a focus on **cross-movement and cross-disability solidarity**

DISABILITY JUSTICE

- *Disability Justice is “an honoring of the longstanding legacies of resilience and resistance which are the inheritance of all of us whose bodies or minds will not conform. Disability Justice is a vision and practice of yet-to-be, a map that we create with our ancestors and our great grandchildren onward, in the width and depth of our multiplicities and histories, a movement towards a world in which every body and mind is known as beautiful” (Berne, 2015)*



CENTERING
LIVED
EXPERIENCES
(5 MIN)

SOLO THINK TIME (2 MIN)

How does AJ's experience impact your perception of disability and accessible, inclusive education?

- Feel free to share thoughts and reactions to the video in the chat

DISABILITY HISTORY MONTH MANDATE

- **RCW 28A.230.158**
- **Disability history month—Activities.**
- Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities... The legislature further finds that recognizing disability history will **inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school.**

ONE OUT OF FIVE (OO5) DISABILITY HISTORY AND PRIDE TEAM



DISABILITY HISTORY AND PRIDE RESOURCES (5 MIN)



Student Voice Videos

Lesson 1: Intro to Disability

Lesson 2: Intersectionality

Lesson 3: Disability History in US

Lesson 4: Disability History in WA

Lesson 5: Allyship

Book Resource Guide

http://bit.ly/One_Out_of_Five

BREAKOUT GROUP ACTIVITY (20 MIN): HISTORY OF DISABILITY, ABLEISM, AND ACTIVISM IN SCHOOLS

Directions

- Each group will be given a time period (pre-colonial times to the present)
- Read your group's events and discuss
 - Someone will take notes to report back to the main session

Essential Question:

How do historical (and current) beliefs and practices contribute to ableism, racism and intersectionality in schools today? And how do we shift them towards justice?



Add to chat: Based on what you've learned, what's a next step you will take?

LARGE GROUP
SHARE OUT
(10 MIN)

For report out:

- What was your time period?
- What did your group notice and discuss?

INTEGRATION OF LEARNING: CALL TO ACTION

 Add to chat: Based on what you've learned, what's a next step you will take?

- Scroll through people's next steps.
- How can we work in solidarity with one another to promote disability justice in our schools and communities?

ADDITIONAL RESOURCES

- [Rethinking “We Are All Special”: Anti-Ableism Curricula in Early Childhood Classrooms](#) by Priya Lalvani, & Jessica Bacon (2019): Goals and resources to interrupt ableism in schools
- [Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices](#) by Lisa P. Kuh, Debbie Leekeenan, Heidi Given, Margaret R. Beneke: Provides a framework for anti-bias teaching and concrete tools and resources to support it
- [Disability Sensitivity Training Video](#): Youtube Video (3:40) shows experiences of people with a variety of disabilities in the workplace.
- [An Introductory Guide to Disability Language and Empowerment](#): Lists accessible definitions of disability and language, including “differently abled” and “d” v “D.” .
- [Disability Pride Toolkit and Resource Guide](#): Resource guide created by National Council on Independent Living about the importance of disability pride. Includes representation of people with disabilities in the media and video links.
- [One Out of Five Book Resource Guide](#): List of books that may be used in the classroom or recommended to students, organized by grade level and topic.
- [Disability in KidLit](#): Blog posts and resources about children’s literature featuring people with disabilities.

THANKS!
ATTENDANCE AND
EXTENDED
DISCUSSION
PLEASE COMPLETE SURVEY:
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 - **Jennifer Cole**, Program Director for the Parent Training Information Center, PAVE, jcole@wapave.org
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 - **Rose Spidell**, OEO, Rose.Spidell@gov.wa.gov

EXTENDED DISCUSSION: LANGUAGE MATTERS

- **Learning Objectives:** Participants will dialogue about the impact that language has on perceptions of disabilities and be able to identify ways to support disability justice through and beyond our rhetoric.
- **Essential Question:** Why is it important to go beyond a disability rights perspective in schools to enact disability justice?
- **Agenda**
 - Introductions (~5 min)
 - Breakout rooms: Revisit the slides about language and discuss how these terms and models of disability show up in your schools, homes, and community. (~15 min)
 - Large group share and cross talk (~10 min)

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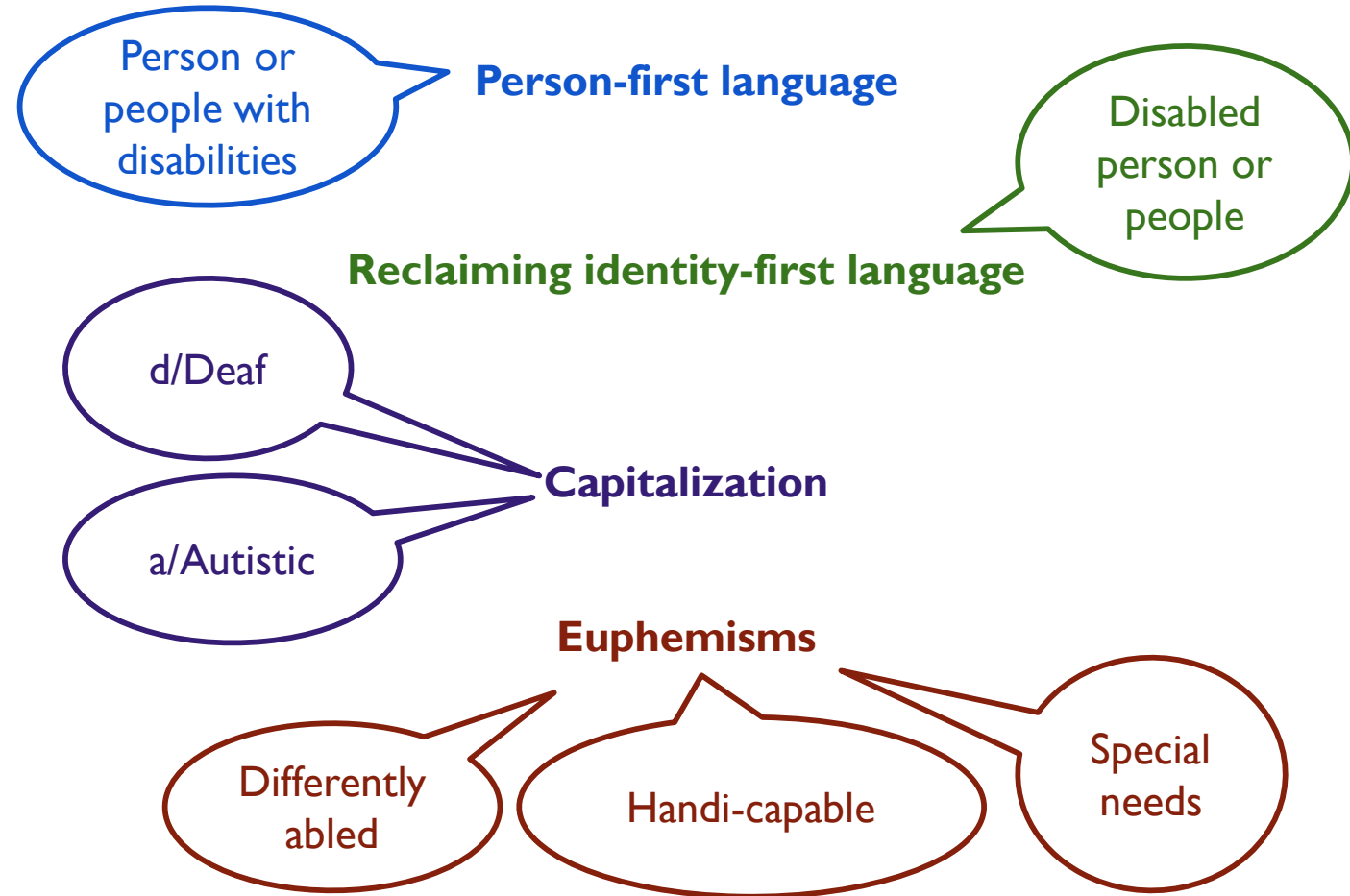


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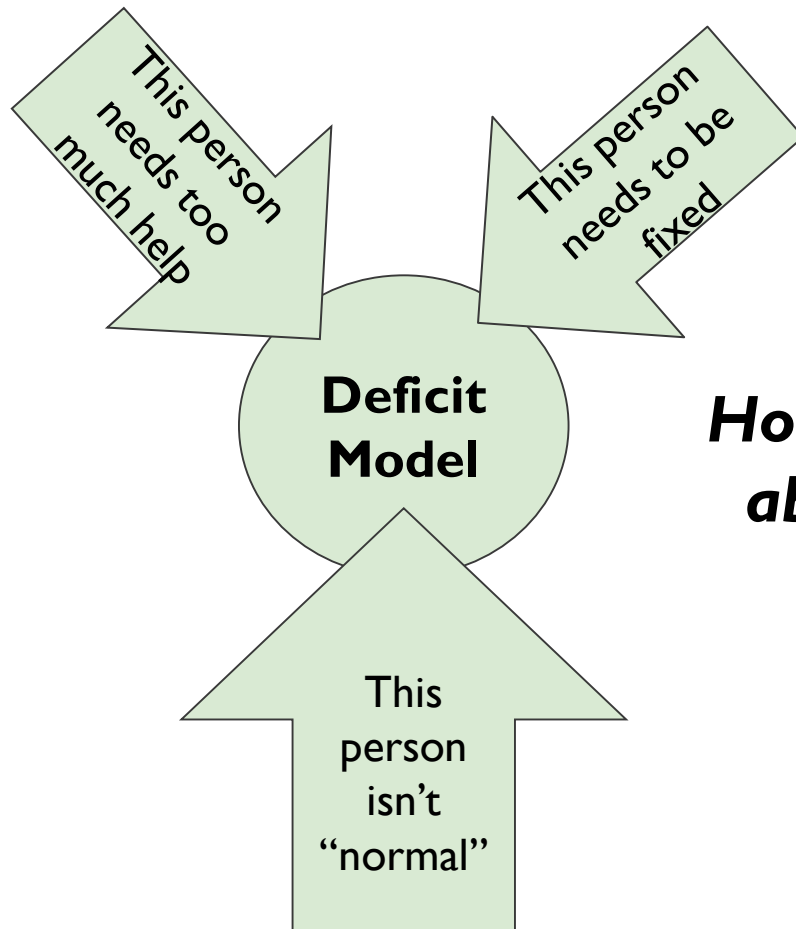
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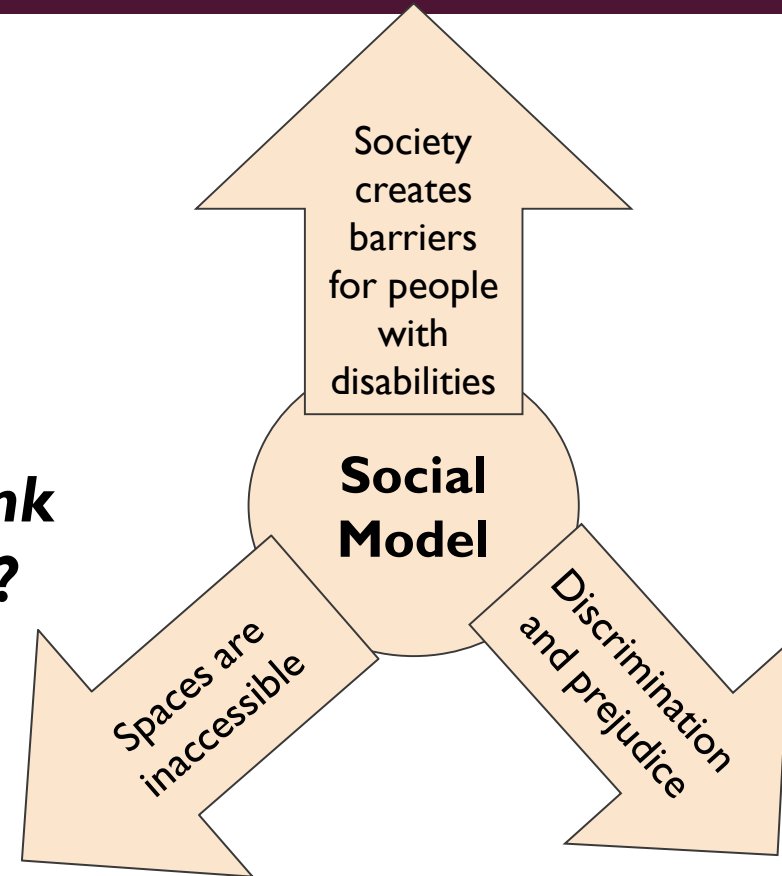
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FINAL THANKS!
ATTENDANCE AND
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