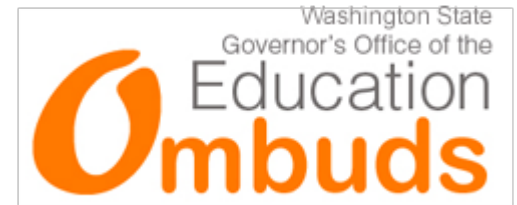


Nothing About Us Without Us

Intro to Disability Lesson



[Image Description: Silhouettes of students of different ages, races, and abilities are on a backdrop of waves and shapes of various colors, including green, yellow, blue, and dark pink.]



[Image description: The orange Office of the Education Ombuds logo]

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



[Image description: A group of adults with disabilities dressed in formal attire, smiling and posing as a group. Some of the adults are using wheelchairs, while others stand or kneel. The group represents people of many different races, genders, and ages.]

A note 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.]

Person-first language: Person or people with disabilities

Person-first language started as a way to ensure that people with disabilities were seen as a person, not just as a disability. People with disabilities advocated for laws and policies to change all government documents to use person-first language.

Identity -first language: Disabled person

Some people strongly and positively identify as disabled and choose to call themselves a disabled person instead of using person-first language. The word “disabled” also highlights how society disables them through discrimination.

Make sure that someone tells you that they identify this way before using identity-first language with them.

Capitalization: d/Deaf

Deaf with an uppercase D refers to a cultural identity and being part of the Deaf community. With a lowercase d, it refers to the medical condition of having hearing loss.

Accessible

When people with and without disabilities can fully participate in tasks, events, and physical spaces



[Image description: A 3 by 3 grid with images in each of the boxes. The top row shows an access symbol, teletype device symbol, and assistive listening symbol. The second row has a telephone symbol, empty cell, and sign language symbol. The bottom row show a person with a cane symbol, braille symbol, and closed captioning symbol.]

Assistive Technology

Any product, device, or service that makes tasks possible or easier for people with and without disabilities



[Image description: A dark green GoTalk communication device with 9 squares. The squares each have an image and a word. The top row says: bathroom, lunch, gym. The middle row says: take bus home, Can I..., computer. The bottom row says: yes, no way, change overlay.]



[Image description: A bald white man with glasses wearing a white button down shirt sits at a computer. On the computer screen is "Zoom Text" written in large font.]



[Image description: 8 plastic bendy straws in rainbow order: red, orange, yellow, green, light blue, dark blue, purple, pink.]

Student-Voice Videos



[Image description: A student's profile is shown in teal blue as they hold a light blue piece of paper.]

CHARLOTTE



[Image description: A map of the State of Washington. Seattle is located in Western Washington, by the Puget Sound. Seattle is labeled with a yellow star and written in black with a yellow border.]



*[Image description:
Charlotte, a girl in fourth
grade with long dark brown
hair and purple glasses]*

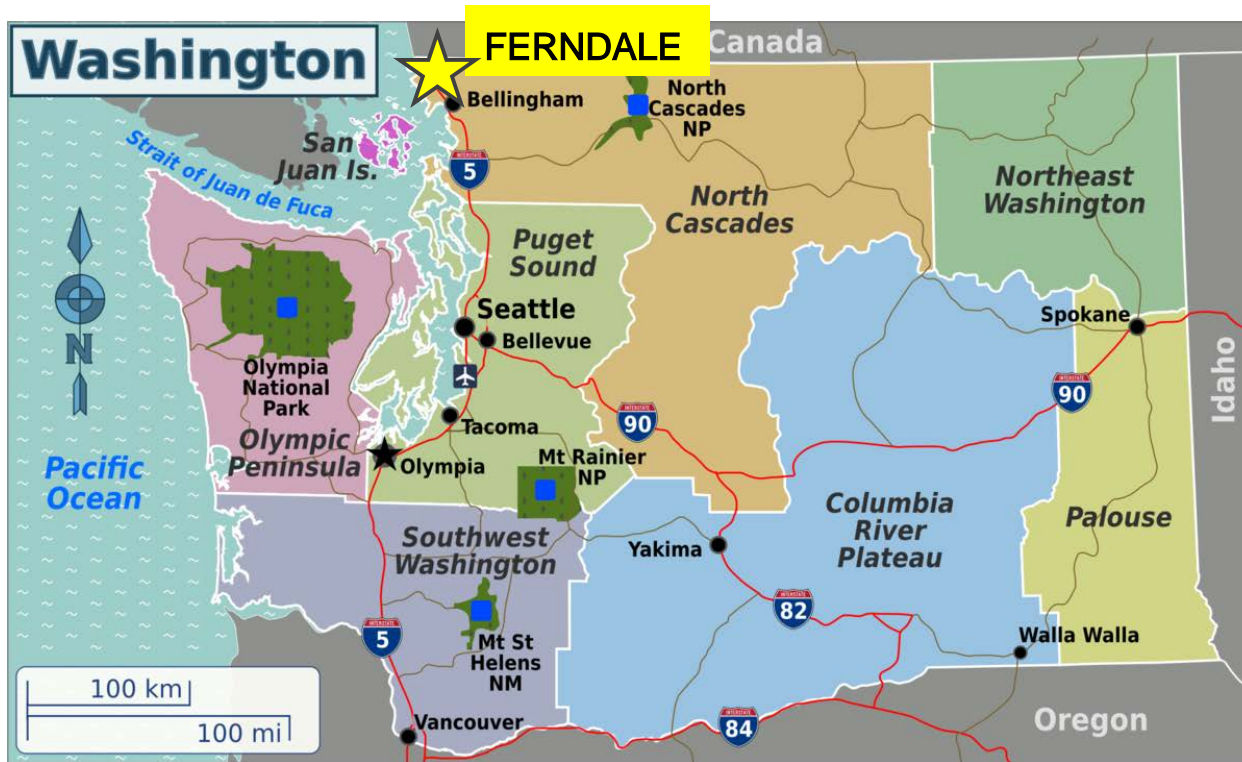
Charlotte's Story Open Captions: <https://youtu.be/qwLdNByCy4U>

Charlotte's Story Spanish/English Closed Captions: <https://youtu.be/r-uFBfw3mlk>

Discussion:

1. What does Charlotte like to do at school?
2. How does Charlotte's disability make her school experience different from other students? How is it similar to other students?
3. How do Charlotte, her mom, and her friends who use wheelchairs make things easier for themselves?
4. What kinds of adaptive recess equipment does Charlotte use?
5. How does Charlotte get around by herself throughout her school?
6. What is one new thing that you learned from this video?

ANGELINA (AJ)



[Image description: A map of the State of Washington. Ferndale is located north of Bellingham, by the Canadian border. Ferndale is labeled with a yellow star and written in black with a yellow border.]



[Image description: Angelina (AJ), a black tween in sixth grade, wearing a red sweatshirt and purple headband]

Angelina's (AJ's) Story Open Captions: <https://youtu.be/1XQyuMHUwrc>

Angelina's (AJ's) Story Spanish/English Closed Captions: <https://youtu.be/8NE3sFz9vto>

Discussion:

1. How could kids and adults at Angelina's (AJ's) old school have acted differently? What would have changed?
2. Is having a disability a part of AJ's identity? How so?
3. In the video, AJ walked and used a wheelchair. They also talked about using other kinds of assistive technology. What are some ways that AJ's body moves differently in the world?
4. What would their experience be like if there were more ramps and more acceptance of disability?
5. How did their environment help them as a student with a disability? How did it limit them? What could have been better?
6. What is one new thing that you learned from this video?

JULIAN



[Image description: A map of the State of Washington. Vancouver is located on the southern border of Washington right above Portland, Oregon. Vancouver is labeled with a yellow star and written in black with a yellow border.]



[Image description: Julian, a mixed race African American, white boy in seventh grade, wearing glasses and a navy shirt greets the camera in American Sign Language.]

Julian's Story Open Captions: https://youtu.be/e-Jkhq_WxOw

Julian's Story Spanish/English Closed Captions: https://youtu.be/lz3_n5g4LRs

Discussion:

1. How is Julian's school different from a school that you attend or have attended? How is it similar?
2. Why does Julian say that it's important for him to be with other students and teachers who are d/Deaf?
3. How can teachers support students who are d/Deaf regardless of whether it's a school for the d/Deaf or any other public school?
4. How does Julian's family provide support for him? Why is signing so important in Julian's family?
5. How does Julian talk about having pride in his identity? How can students, teachers, and community members support identity pride?
6. What is one new thing that you learned from this video?

WARREN



[Image description: A map of the State of Washington. Quincy is located in Central Washington, about midway between Tacoma and Spokane. Quincy is labeled with a yellow star and written in black with a yellow border.]



[Image description: Warren, a white boy in eighth grade, with short brown hair wearing a navy shirt.]

Warren's Story Open Captions: https://youtu.be/PJ7jK_IyOPs

Warren's Story Spanish/English Closed Captions: <https://youtu.be/xtyYluovtnM>

Discussion:

1. What are some ways the video itself was made more accessible for people with disabilities?
2. Warren has an invisible disability. What do you think some of the effects are of having a disability that is not on the surface? How might that change Warren's experience from Angelina's (AJ's)?
3. In the video Warren talked about bullying. How did the bullying impact him at school?
4. Is having a disability a part of Warren's identity? Why or why not?
5. In the video, Warren used an iPad as a kind of assistive technology. What devices or tools have you used to help you with school?
6. What would be helpful about getting a "break" card at school?
7. What is one new thing that you learned from this video?

ANNA



[Image description: A map of the State of Washington. Issaquah is located near Bellevue, Washington right by the freeway I-90. Issaquah is labeled with a yellow star and written in black with a yellow border.]



[Image description: Anna, a white young woman, who is a senior in high school. Anna has blonde hair and is wearing a white cardigan and black blouse]

Anna's Story Open Captions: https://youtu.be/8GrgEOsfl_M

Anna's Story Spanish/English Closed Captions: <https://youtu.be/CLFezthp62A>

Discussion:

1. What difference does Anna describe between her perception of her disability and the way other people perceive it?
2. What accommodations does Anna use? How can your school ensure that students with disabilities get the accommodations that they need?
3. Anna talks about how some of her teachers haven't provided accommodations and she has felt that she's needed to prove her worth to them. Why are accommodations important? What might you recommend students do when advocacy doesn't work?
4. Anna's relationship with her white cane has changed over the years. Why does she decide to use it second semester senior year?
5. Anna's software LEVI is a useful tool for all students, including people with disabilities. Why do you think it's useful to include accessibility in the design process?
6. What extra information is important for students with disabilities to think about in the transition from high school to college? How might a disability resource center affect the transition to college for students with disabilities?

KENASSA



[Image description: A map of the State of Washington. Shoreline is located in Western Washington, north of Seattle. Shoreline is labeled with a yellow star and written in black with a yellow border.]



[Image description: Kenassa, a 21-year-old senior in high school of Japanese, Chinese, and Oromo heritage, wearing glasses and a sweatshirt]

Kenassa's Story Open Captions: <https://youtu.be/ZUzupiG1D3Y>

Kenassa's Story Spanish/English Closed Captions: https://youtu.be/cs_6aDxS6WY

Discussion:

1. What was your reaction when Kenassa explained about how difficult it was for him to talk and walk when he was younger, compared to how he appears today?
2. How do improv and theater provide a space for personal expression that is not typical in schools?
3. Why do you think Kenassa didn't think he would make it to college?
4. Why do you think Kenassa states that some neurotypical people may be "naive"?
5. Kenassa describes how supportive his mom has been in his life. Why do you think it's important to have a support system at home, at school, and in the community?

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