

# 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 and/or mental difference or perceived difference that changes the way society treats someone, can also be a part of someone's identity**



*[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.]*

Photo credit: [Disabled and Here Project](#)

# A note on language...



**Person-first language**

Person or  
people with  
disabilities

**Identity-first language**

Disabled  
person or  
people

**Capitalization**

d/Deaf

a/Autistic

*[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.]*

# 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. "]

# CHARLOTTE



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

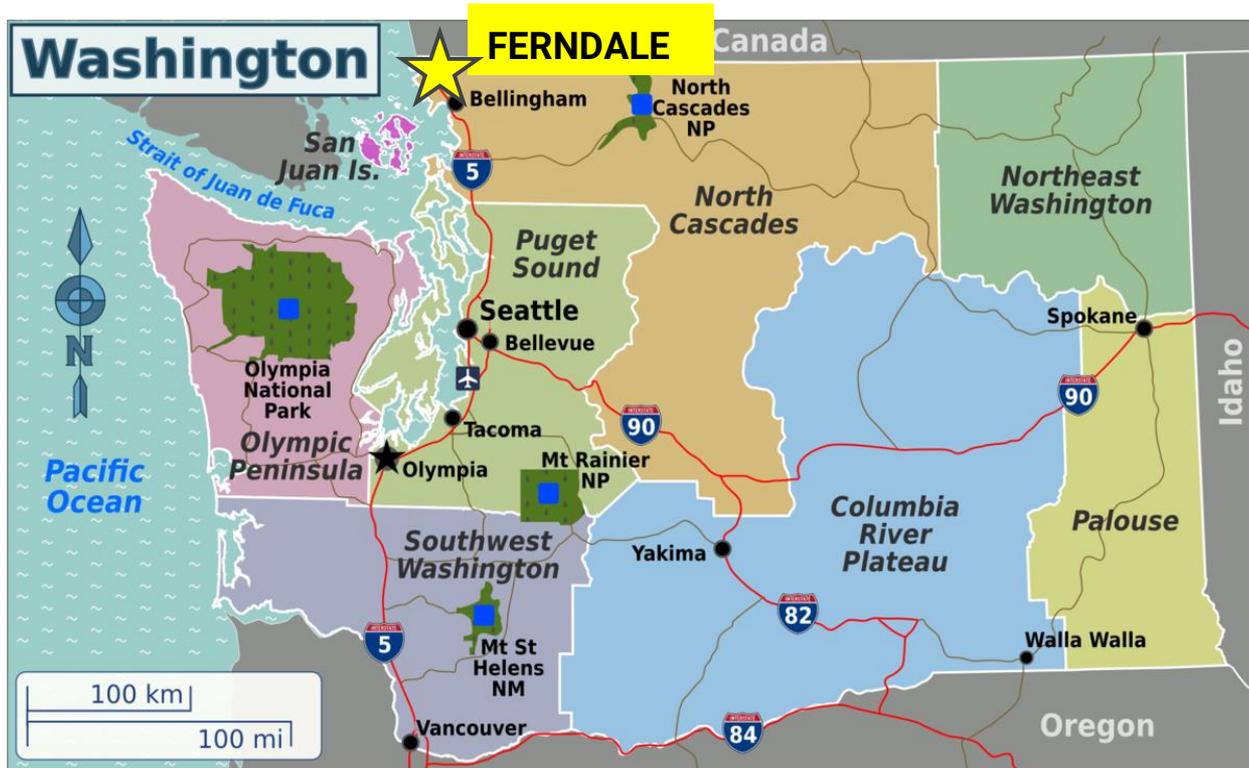
Charlotte's Story Open Captions: <https://youtu.be/qwLdNByCy4U>

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

# Charlotte Student Voice Video Discussion:

1. How does Charlotte's disability make her school experience different from other students? How is it similar to other students?
2. How do Charlotte, her mom, and her friends who use wheelchairs make things easier for themselves?
3. 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. ]*

# AJ



*[Image description: AJ, a Black youth 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>

# **AJ Student Voice Video Discussion:**

1. How could kids and adults at AJ's old school have been more inclusive? What would have changed?
2. Is having a disability a part of AJ's identity? How so?
3. 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. ]*

# JULIAN



*[Image description: Julian, a mixed race African American, white male youth 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](https://youtu.be/e-Jkhq_WxOw)

Julian's Story Spanish/English Closed Captions: [https://youtu.be/lz3\\_n5g4LRs](https://youtu.be/lz3_n5g4LRs)

# **Julian Student Voice Video Discussion:**

1. How is Julian's school different from a school that you attend or have attended? How is it similar?
2. How does Julian talk about having pride in his identity? How can students, teachers, and community members support pride in disability identity?
3. 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. ]*

# WARREN



*[Image description: Warren, a white male youth in eighth grade, with short brown hair wearing a navy t-shirt.]*

Warren's Story Open Captions: [https://youtu.be/PJ7jK\\_IyOPs](https://youtu.be/PJ7jK_IyOPs)

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

# **Warren Student Voice Video Discussion:**

1. Warren has an invisible disability. What do you think some of the effects are of having a disability that is not immediately apparent?
2. Is having a disability a part of Warren's identity? Why or why not?
3. 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. ”]

# ANNA



*[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](https://youtu.be/8GrgEOsfl_M)

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

# Anna Student Voice Video Discussion:

1. 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?
2. 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?
3. What is one new thing that you learned from this video?

# 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. "]

# KENASSA



*[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](https://youtu.be/cs_6aDxS6WY)

# **Kenassa Student Voice Video Discussion:**

1. How did autism impact Kenassa when he was younger compared to today? How can disabilities change over time?
2. 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?
3. What is one new thing that you learned from this video?

# References

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