

ACCESS & CONTENT

**A CONTEMPORARY LENS ON DISABILITY EQUITY BEYOND
LITIGIOUS ACCOMMODATION**

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DEVELOPMENT**

ACCESS VS WELCOME

- “Even after addressing physical and structural barriers, the campus environment may be inhospitable for students, faculty, and staff with disabilities due to ableist attitudes about disability, as well as curricular, programmatic, and policy barriers”

2017 National Center for College Students with Disabilities (NCCSD)

DRAWING THE LINE: WHAT ARE WE WILLING TO TOLERATE?

- Progression
 - 1980's: "like it or leave it" "suck it up"
 - 2001 "See something say something" becomes reconfigured in the wake of the 2006 MeToo movement
 - 2008 "Stand your Ground" becomes reconfigured in 2016 as a symbol of justice and speaking truth to power.
 - 2016 #SayTheWord #Disabled



STUDENTS ARE CHANGING THE CONVERSATION ABOUT DISABILITY ON CAMPUS

- Visibly and vocally self-identifying as Disabled.
- Leading conversations about disability meaning-making, extrapolating from queer theory and critical race theory.
- Refusing to be relegated to "other" roles: such as outsider artists, patients, research subjects, therapy clients.
- Participating with agency, in control of representations of disability, and demanding economic benefits as owners, influencers, brands, aggregators and distribution channels.
- Refusing the binary of dis/abled: Black and Queer and Disabled. White and Gay and Disabled. Trans and Autistic.

HOW MUST WE ACKNOWLEDGE THE HISTORY OF THE LANGUAGE IN OUR FIELD?

EXAMPLE

[DPLA's Statement on Potentially Harmful Content | DPLA](#)

“The Digital Public Library of America (DPLA) is a portal to millions of freely available items from thousands of libraries, archives, museums, and other cultural heritage organizations across the United States.

DPLA contains some content that may be harmful or difficult to view. Our cultural heritage partners collect materials from history, as well as artifacts from many cultures and time periods, to preserve and make available the historical record. As a result, some of the materials presented here may reflect outdated, biased, offensive, and possibly violent views and opinions due to pervasive systemic intolerance. In addition, some cultural heritage institutions collect and preserve materials relating to violent or graphic events which are preserved for their historical significance.”

YOUR TURN

- If we acknowledge that students with disabilities are no longer relegated to the object of our (professional) action; that People with disabilities colleagues? How does this move from "them" to "us" demand changes in the classroom ?
- How must we address the language and content?
- What efforts do we need to make in the classroom regarding the use of Ableist language and assumptions?
- Your experience with trigger warnings?
- When students come to us to talk about discrimination in the classroom – this may be about content and not access, are we prepared to address this? Is this our role?

SHIFT

- Universal Design for Learning has been about access modalities and has not addressed reactions to content.
- Cultural (Diversity, Equity, Inclusion) Education has been about content but has often left out Disability.
- It's up to us to help both make a shift.

A FEW RESOURCES

- Consider how "Crip Time" can change the shape of a class: [What Is 'Crip Time'? - ArtReview](#)
- Microsoft's example of Inclusive Design which goes beyond "accommodations." And in particular check out the videos of persons with disabilities speaking about their lived experience [Microsoft Design](#)
- Information on #SayTheWord #Disabled: ['Disabled': Just #SayTheWord : 13.7: Cosmos And Culture : NPR](#)
- Resource from Libraries on Harmful Language: [List of statements on bias in library and archives description – Cataloging Lab](#)
- The problem with simulations: [The Problem with Disability Simulations - Disability Resource Center \(ualr.edu\)](#)
- Recommended Author: [Imagine Otherwise: Sami Schalk on Disability and Black Women's Speculative Fiction \(ideasonfire.net\)](#)

THANK YOU

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