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?
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?
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…

Person-first language

Person or people with disabilities

Reclaiming identity-first language

d/Deaf

Capitalization

a/Autistic

Avoid Euphemisms

Differently abled

Handi-capable

Disabled person or people

Special needs

[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

Deficit Model

How do YOU think about disability?

Social Model

Society creates barriers for people with disabilities

Spaces are inaccessible

Discrimination and prejudice

This person needs to be fixed

This person isn’t “normal”

This person needs too much help
<table>
<thead>
<tr>
<th>DISABILITY RIGHTS</th>
<th>DISABILITY JUSTICE</th>
</tr>
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<tbody>
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<td>Disability rights focuses on <strong>legislation and policy</strong> to establish civil rights for people with disabilities, which requires top-down action.</td>
<td>Disability Justice is a <strong>grassroots movement</strong> led by those most impacted with ten tenants first drafted by <a href="http://example.com">Patty Berne and Sins Invalid (2015)</a>.</td>
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<td>While a <strong>civil-rights framework</strong> is vital, it misses individual, cultural, and attitudinal shifts in perceptions and beliefs about disability.</td>
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<td>The disability rights movement often lacks attention to <strong>intersectionality</strong>.</td>
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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 multiplicites 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.
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.
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

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?

For report out:
• What was your time period?
• What did your group notice and discuss?
INTEGRATION OF LEARNING: CALL TO ACTION

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

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


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:
HTTPS://WWW.SURVEYMONKEY.COM/R/DISABILITY Justiça_IN_SCHOOLS_2020_05_28


- Sarah Arvey, OO5 Curriculum Developer and UW Special Education/Teacher Education, saarvey@uw.edu
- Carrie Basas, Director, Governor’s Office of the Education Ombuds, carrie.basas@gov.wa.gov
- Sarah Butcher, Co-Founder of Roots of Inclusion and SEL WA, psbutcher@comcast.net
- Jennifer Cole, Program Director for the Parent Training Information Center, PAVE, jcole@wapave.org
- Naomi Fair, UW Special Education/Teacher Education, nfair@uw.edu
- Yordanos Gebreamlak, OEO, yordanos.gebreamlak@gov.wa.gov
- Jennifer Karls, Co-Founder Roots of Inclusion, jenniferwkarls@gmail.com
- Adina Rosenberg, OO5 Curriculum Developer and High School Special Education Teacher, adinarosenberg1@gmail.com
- 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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FINAL THANKS!
ATTENDANCE AND CONCLUSION

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