DIVERSITY - DISABILITIES

University of Central Arkansas
Arkansas
2011-12
Create a simple logo representing today’s topic:

Disabilities

(line, scribble, character, cartoon, shape, symbol, icon, anything visual)
DISABILITY DATA

- United States 12%
- Arkansas 17.3%

American Community Survey, 2009
UCA DISABILITY DATA

- ADHD (Attention Deficit/ Hyper Activity Disorder): 111
- Learning Disability (Dyslexia, Dysgraphia, Dyscalculia, Auditory & Visual Processing Disorder, etc.): 48
- Physical: 42
- Psychological: 33
- Neurological: 20
- Digestive/Endocrine/ Nutritional/Metabolic: 16
- Deaf/Hard of Hearing: 13
- Autism/Aspergers/Developmental: 12
- Acquired Brain Injury (motor vehicle accidents, veterans who experienced IED explosions, etc.): 11
- Blind/Low Vision: 10
- Respiratory: 1
- Speech: 1
- Other: 11
As any parent, grandparent, or being -caring knows, some babies are adaptable, placid, and regular in their habits, while others are difficult and unpredictable. Differences in temperament show up from the first day of life; some infants sleep very little, others sleep a lot; some infants are highly sensitive and excitable, others are quiet and unresponsive.

Some measures have not been exposed to the mental for long, environmental factors beyond the womb can hardly account for such differences in temperament. Rather, the differences must be largely a result of genetic influences. Yet these have been little if any attempts to either different biological environments at birth (intrapartum) behavior.
UCA DISABILITY TRENDS

- Service Animals
- PTSD (Post Traumatic Stress Disorder)
- ADHD (Attention Deficit/Hyper Activity Disorder)
- Aspergers/Autism
Youtube – Temple - - Autism
Almanac

KNOWLEDGE OF DISABILITIES
Focus on the person’s ability, not their disability
Speak with the person with the disability, not the interpreter
Use a normal tone of voice, and tempo of speech
Remember... information regarding a student’s disability is confidential
Let the person with the disability describe how you may help
Help if they want help, but don’t insist if they decline your offer
Consider the needs of those with disabilities when you plan an event or program
If you offend, apologize
PEOPLE FIRST LANGUAGE

**SAY**
- People with disabilities
- Ron has Down Syndrome
- Betty uses a wheelchair
- Kellie has a brain injury
- Bob has a physical disability

**DON’T SAY**
- The handicapped or disabled
- He’s a Down’s person; mongoloid
- She’s wheelchair bound
- She’s brain damaged
- He’s crippled
Students self-identify

Documentation has to support accommodations

Provides assistance with accommodations

Promotes “Access” vs. “Success”
“ACCESS” VERSUS “SUCCESS”

IDEA - “Entitlement” law intended to guarantee persons with disabilities a free and appropriate primary and secondary education that allows for achievement. Within this educational framework, funding is mandated to identify children with significant problems and provide them with services that will facilitate successful learning.

Section 504 and ADA - “Non-discriminatory” statutes based on a civil rights model, not entitlement laws. They do not guarantee successful learning or mandate the creation of special programs for persons with disabilities.
COMMON ACCOMMODATIONS (REASONABLE)

- Note-takers
- Extended testing time
- Distraction-reduced test environment
- Interpreting services & transcription
- Tables & chairs
- Proctor & scribe
- Electronic format text (e-text)
THINGS TO CONSIDER

- People First language and Disability Guidelines
- Campus Accessibility (map, checklist)
- Mental Health Disabilities
- Seizures
Fear of the *unknown* and lack of *knowledge* about how to act leads to *uneasiness* when meeting and interacting with a person who has a disability.

A person with a disability is a person with feelings. Treat him or her as *you* would want to be treated.
FOCUS ON THE ‘PERSON’

……..NOT THE ‘DIAGNOSIS.’