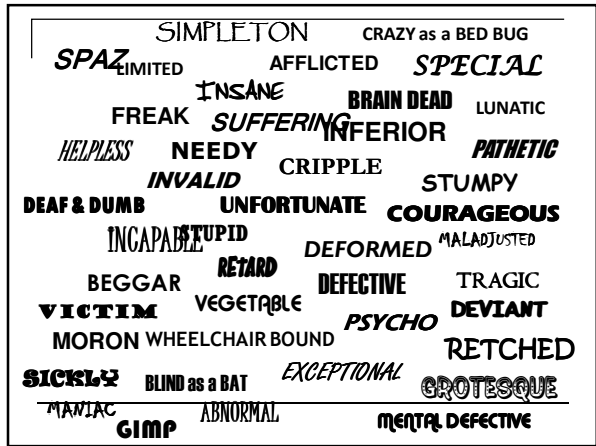


**The Long Road to Social Justice:
The Intersection of Perception,
Disability Policy and Change**

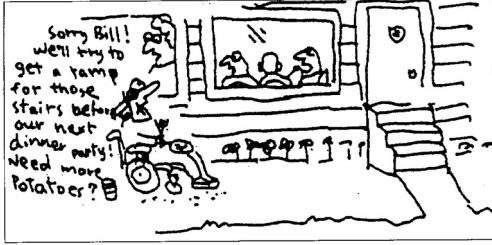
Bill Pollard UMass Boston
Gladys Loewen UALR

“I stand here,
like I’ve stood so many time before
so you can assess the damage.
You have words to describe me
and although I cannot give them a voice,
I know all of them”.

“I built a wall around me
I can’t even remember when I began.
I don’t even know if it has a beginning”
Mary Duffy



Man in wheelchair eating dinner outside a house with people inside at a dinner party. Person at the window calls to man: "Sorry Bill! We'll try to get a ramp for those stairs before our next dinner party. Need more potatoes?" Cartoon by John Callahan; *Don't Worry, He Won't Get Far on Foot.*



Cartoon reprinted from *Don't Worry, He Won't Get Far on Foot*, by John Callahan

Disability in America

- Poverty rates 50% to 300% higher
- Less likely to complete high school and get jobs
- Unemployment 5 times the national average
- Paid on average 20% less than nondisabled
- Socially isolated, marry later
- Disabled women less likely to marry or form families than nondisabled women or disabled men

A ramp built to accommodate FDR's touring car at a Mississippi Courthouse. FDR would walk with long leg braces to the podium, supported on either side by aides. Ramp demolished after he left. These accommodations were never reported in the press.



Timeline

- 1973 Rehabilitation Act prevents disability discrimination in federal programs
- 1975 Developmental Disabilities Act establishes protection, advocacy services
- 1975 P.L. 94-142 Education for all Handicapped Children's Act free and appropriate education
- 1983 Amendments to the Rehabilitation Act provide for Client Assistant Programs

"The world which people have constructed is made by and for nondisabled people; for those who can climb stairs, turn doorknobs, and faucets, see where they are going, hear noises and voices, commit instructions and information quickly to memory. Educational programs reflect these values."

From "Access for Handicapped Students to Higher Education." 1981. U.S. Department of Education.

Sample of Backlash and Protest

- 1973 Nixon vetoed the Rehabilitation Act
- 1977 HEW refused to issue regulations implementing and enforcing 1973 Rehabilitation Act

Sample of Backlash and Protest

- 1977—nationwide protest implementation and enforcement of 1973 Rehabilitation Act
- 1978—ADAPT (Americans Disabled for Accessible Public Transportation) staged demonstration protest inaccessibility of city's mass transit system
- City refused to purchase wheelchair lift-equipped buses to that point

Examples of Backlash and Protest
1981-88 REAGANOMICS

- SS benefits terminated for thousands of disabled recipients
- Advocates claimed terminations were an effort to reduce the federal budget
- Threatened to amend or revoke regulations implementing Section 504 of 1983 of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975
- Took three years to back off

Examples of Backlash and Protest
1981-88 REAGANOMICS

- Reagan vetoed Civil Rights Restoration Act of 1987
- Act undid Supreme Court decision Grove City College v. Bell and other decisions limiting scope of federal civil rights law, including Section 504, Rehabilitation Act of 1973
- Congress overturned the Veto

Examples of Backlash and Protest

- 2002 Columnist Bernadette Malone Connolly
- “with clear conscience and firm conviction, the ADA was a “bad law
- Disrespectful of able-bodied people’s rights.

Examples of Backlash and Protest

- Robert P. O’Quinn
- ... only “the blind, the Deaf and the wheelchair users” that the public saw as “groups of disabled individuals who deserve some form of special assistance,”
- “The fewer of them there were, the less one could rationally argue that the majority should change to accommodate them.”

Social Justice or Social Welfare

- 1975 P.L. 94-142, Education for all Handicapped Children’s Act, free and appropriate education
- 1973 Rehabilitation Act to prevent discrimination of disability in federal programs
- 1975 Developmental Disabilities Act for protection and advocacy services

What is Social Justice

- Human rights of all people
- Equality of their human value
- Fair treatment
- Share of the benefits of society
- Participatory democracy (full participation)

Social Justice or Social Welfare

- What are the key factors in determining how a policy fits into social justice or social welfare model?

Social Justice or Social Welfare

- A right versus a special arrangement
- Equal treatment versus special qualifications
- Planned inclusion versus accommodation or separate treatment
- Planned inclusion versus qualification barriers



Depicts disability logo equals bag of money

- Public policy and societal perceptions regarding disability often identified with costs and not social justice
- Why is this?

Social Justice Movements

- Women's
- Vietnam War Veterans
- Veterans of Gulf War and Iraq invasion
- Gay and Lesbian
- Civil Rights (African Americans, Hispanics, Asians, etc)

Purpose of Movements

- Economic and social equality
- Fairness, equal benefits
- Dignity, acceptance,
- Full inclusion
- Freedom from harassment

Learning from Social Movements

- Physical access, attitudinal barriers seen as political way, a social problem
- Quotas do not lead to social justice and full inclusion (social and housing programs, segregated education, employment, etc)

Goals Disability Rights Movement

- Change construction of world so everyone can participate to the greatest extent possible
- Respect and dignity
- Economic and social equality
- Usable and inclusive environments
- Participation in educational, employment, and community activities

Social Justice Approach

- Civil rights model: reform mainstream social institutions to include people with disabilities, rather than to maintain a parallel track
- Disabled people included through design and attitude

Social Justice Approach

- Emphasis on capabilities of people with disabilities
- Focus on inclusionary design and restructuring activities rather than retrofitting them

Privilege

- Offers opportunities and opens doors
- Oppression slams the doors shut and limits opportunity
- For every person who has privilege, there is a person who is oppressed

Privilege Affects Others

- Always at someone else's expense and exacts a cost (suffering and deprivation)
- Positions of power are dominated by members of that privileged group
- Example: AHEAD and role African Americans

Role of Privilege

Privilege allows one to move through life without being identified as:

- An outsider
- Exceptional
- Labelled as “other” to be included
- Or included with conditions

■ **Identify when you were labelled**

Question:

- Think about your job and ways privilege and power might be exercised.
- What policies, procedures and practices may affect how students feel welcome and valued and have a sense of belongingness to your campus?

Question:

- Identify which of these “isms” affect you:
 1. Sexism
 2. Racism
 3. Heterosexism
 4. Ableism
 5. Classism
 6. Professionalism
 7. Ageism

“ISM’s

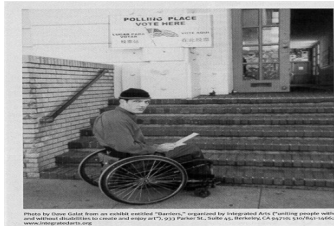
- Affect everyone since everyone has a race, gender, sexual orientation, disability status, age, class, etc.
- All affected by differences related to privilege and oppression

Racism

Sign stating
“We serve
white’s only no
Spanish or
Mexicans



Picture of a man in a wheelchair at the bottom of seven steps which lead to the polling station



Question:

- Are the stairs at the Polling Station a form of discrimination?
 1. Yes
 2. No
 3. Maybe

Discrimination

- We often recognize discrimination related to women, race, sexual orientation, age, culture, class
- Difficulty recognizing it when it relates to disabled people

**From Intent to Practice
Rehab. Act 1973**

“Disability Antidiscrimination Act”

- establish a clear and comprehensive prohibition of discrimination on the basis of disability
- Disabled people form a “discrete and insular minority”
- Congress added “undue hardship/burden” - more about money than civil rights

Question:

- The ADA was originally written as a civil rights legislation. Do you feel that today it is still implemented in its original intent?
 1. Yes
 2. No
 3. Unsure

Discrimination

- "Treating people with disabilities as if they were invisible, designing buildings as if everyone was nondisabled, seeing people with disabilities as inferior or abnormal... all these aspects of their oppression enable nondisabled people to deny a basic truth of the human condition." (Johnson,2006)

Question

- Identify which ways disabled students are treated differently than their non-disabled cohorts in your institution.
 1. Separate location for exams
 2. Advocate for themselves
 3. Separate location for access to computers
 4. Access to a professional or expert

2 approaches: ramp or stairs



One entrance for all



Question:

- Do you consider the dual entry options as an example of universal design or social justice?

1. Yes
2. No
3. Maybe

Question:

- To what can we ascribe the fact that we have difficulty identifying discrimination against disabled people?
 1. The impairment
 2. Public policies
 3. Institutionalized societal practices
 4. Design of the environment
 5. Insensitivity
 6. Not sure

Question:

- On my campus, academic accommodations are a response to:
 1. the mandates of 504 and the ADA
 2. disabled students' need for access
 3. instructors' poor curricular design
 4. DS goal to provide individualized services

Primary Focus of DS Unit?

- Accommodations primary solution
- Individualized services and accommodations
- Compliance with law is achieved
- Professional, expert decisions regarding accommodations
- Consult departments to increase inclusive environments
- Encourage advocate for own accommodations
- Talking to instructors about poor design of courses

Disability and Diversity

- What changes in our job if we view disability as part of the diversity of humanity?

DS and Diversity

Do you

- Offer Disability History week activities
- Offer Disability Studies courses
- Offer literature on Disability Rights Movement, achievements of disabled authors, actors, etc.

Are you

- Listed under the diversity options on the web and campus publications
- A Member of a Diversity Committee

Social Welfare VS Social Justice

<ul style="list-style-type: none"> ■ Disabled students require special treatment and assistance ■ Disabilities cause problems that need to be resolved 	<ul style="list-style-type: none"> ■ Disabled students have right to full participation without special services or segregated support ■ Design of environment causes problems that affect participants
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Social Welfare VS Social Justice

- Sorting, labeling, documentation
- Retrofitting instructional activities
- Offering segregated services
- Opening doors, include everyone
- Inclusive design, reduce retrofitting
- Inclusive strategies to minimize segregation

Social Welfare VS Social Justice

- Focus on minimum legal requirement
- Disabled student is the client
- Disabled students ask for support to be included
- Modeling best practices for inclusive design
- Disabling environments are clients
- Disabled students included in all aspects of campus design

GET YOUR STAFF DEPARTMENT ON BOARD

- Walk the Talk before asking campus community to change
- Stumbling blocks
- Mandate/Mission
- Short and long term changes

Building Coalitions

- Often more effective than individual efforts
- Develop stronger public support for an issue by increasing visibility and public awareness
- Working together is the foundation for making significant change

What gets in the way of developing a coalition

- Ego
- Concern for Loss of....
- Time constraints
- No clear plan
- Poor communication
- Unreasonable expectations
- ?

FIRE or WATER

- Discussion

Action

- If you choose not to act, pay attention to the impact your inaction has on you and target group
- Action is the only way to affect change
- Keeping awareness, knowledge and skills to ourselves will not change systems

- Change how we think ⇨
- Change how we act ⇨
- Change how we participate in the world ⇨
- “Become part of the complex dynamic through which the world itself will change”
