A DISABILITY JUSTICE FRAMEWORK FOR ELEVATING STUDENT WELL-BEING

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University at Buffalo Student Life
OUR TIME TOGETHER

1. Experiences that brought the presenters here today
2. Building cultures of inclusion
3. Disability Justice as a framework
4. Domains that support academic success
5. Technology & Academic Success
1. The Personal Is Social, Cultural & Historical

How have our experiences informed our understanding of disability inclusion and disability justice?

- Personal identities
- Relationships to disability community
- Stereotypes
- Experiences of discrimination, marginalization and privilege
“If you are not intentionally creating cultures of inclusion, then by default, you are creating cultures of exclusion.”
2. Building Cultures of Inclusion

- 4 C’s for building cultures of inclusion
- Consistent with ACHA Cultural Competency guidelines

1. Communication
2. Complexity
3. Conflict
4. Change, and
5. Leadership from the Disability Community
Inclusion: A beginning definition

“a condition that exists deep within a group culture where differences are accepted, valued and respected”

- When I am included for who I truly am, I…

- What skills do we need to build cultures of inclusion?
- What skills do we need to build cultures of inclusion with disability communities?
3. Disability Justice
a Framework for Intentional Inclusion

Nothing About Us Without Us

“expresses the conviction of people with disabilities that *they* know what is best for them.”

“Piss on Pity”
Video: Being Disabled in College

DREAM
Disability Rights, Education, Activism, and Mentoring

NCCSD
National Center for College Students with Disabilities
Disability Voices for Inclusive Campus Culture

Web pages
Twitter Hashtags
Disability Studies
Podcasts
National Organizations - AHEAD
Local Organizations
Cultural Organizations
Campus Offices and Individuals
Books and periodicals
NY Times series on disabled lives
Ableism

1. Oppression, prejudice, stereotyping, or discrimination against disabled people on the basis of actual or presumed disability.
2. The belief that people are superior or inferior, have better quality of life, or have lives more valuable or worth living on the basis of actual or perceived disability.
How to Use Alt Text

An East Asian person looking up toward the sky, standing under an autumn tree with bright red leaves. The person is wearing a dark jacket, has a back pack on and is smiling.

Lydia X. Z. Brown's Website
“...what I do know is that the material, social, and emotional conditions of disability and education begin with these questions of segregation and integration. To put it bluntly, who gets in through the front door, who through the freight elevator, and who not at all?”

Eli Clare
Labels & Models

These words and their various relationships to marginalized people fascinates me...Which words get embraced, which don’t and why?

From Exile and Pride, pp 81-85

Eli Clare’s Website
Mia Mingus
Access Intimacy

Her writings can be found on her blog, Leaving Evidence, as well as Make/Shift, Criptiques, Octavia’s Brood: Sci-Fi from Social Movements, The Wind is Spirit: A Bio/Anthology of Audre Lorde and Radical Reproductive Justice: Foundation, Theory, Practice, Critique.

Mia Mingus on Twitter
Vilissa Thompson  
#DisabilityTooWhite

Hashtag addressing the lack of representation of disabled people of color

[Disabled Woman Syllabus](#), a resource for academics and the disabled community

You can find her at [Ramp Your Voice](#) and on Twitter [@VilissaThompson](#)
Sara Luterman
NOS founder

NOS Magazine is a news and commentary source for thought and analysis about neurodiversity culture and representation.

NOS stands for ‘Not Otherwise Specified,’ a tongue-in-cheek reference to when a condition does not strictly fit the diagnostic criteria, or is in some way out of the ordinary.

NOS Magazine
Sara Luterman on Twitter
Learning Outcomes for Wellness Student Interns

1. Able to define ableism, including examples of ableism on a university campus.

2. Able to identify one example of how disabled people have organized for civic participation, including being able to obtain a college education.

3. Able to write about the importance of intentional inclusion in health promotion and complete an ecological model to address factors at the levels of individual, community, policy.
Learning Outcomes, continued

4. Able to enumerate how to be an ally to disabled people; and discuss barriers to and opportunities for five of them.

5. Be able to discuss the phrase ‘Nothing About Us Without Us’ and how this concept pertains to the intersectional communities of disabled, POC, queer people, etc.
Let’s Stop and think, How can I Grow Forward?

How might you get input and direction from disabled scholars, students, artists, colleagues, advocates – in order to intentionally create the cultures of inclusion you want?

How can you create access on your campus?

  At your events?
  In your advertisements?

How can you keep informed?
Some On-line Resources

1. DREAM – disability rights, education, activism and mentoring [DREAM College Student Resources](#)
2. Eli Clare – poet, writer, educator - illness, cure, transgender lives [Eli Clare's webpage](#)
3. Mia Mingus – disability and transformative justice leader [Mia Mingus's Blog called Leaving Evidence](#)
4. Teaching Disability Studies – [Teaching Disability Studies Facebook group](#)
5. Disability Visibility Project – Alice Wong, Storycorps [Disability Visibility Project](#)
6. Planning Accessible Meetings and Events – American Bar Assn [Planning Accessible Meetings and Events Handbook](#)
Domains for supporting Academic and Personal Success

Dolores Cimini, PhD, Director, Center for Behavioral Health Promotion and Applied Research, State University of New York at Albany
Keys to Understanding

- Understand Disability Paradigms and Models and Their Implications for Service Provision
- Examine Your Own Beliefs and Emotional Reactions to Disability
- Know the Disability Laws
- Become Knowledgeable about Different Disabilities
- Provide a Barrier-Free Physical and Communication Environment
- Use appropriate Language and Respectful Behavior
- Understand individual, Social, and Contextual Factors in the Lives of Persons with disabilities
- Understand Disability-Specific Risk and Protective Factors
- Become Familiar with the Role of Assistive Technology for Persons with Disabilities
- Integrate Disability-Affirmative Content into Health Promotion Work with a Focus on Self-Determination, Choice, and Integration