

Think About How You Disable Others...

# Disability Awareness Toolkit

By

Team Access 2007

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Innovative and Sustainable Teaching Methods and Strategies to Ensure  
Students with Disabilities Receive a Quality Higher Education  
([www.ist.hawaii.edu](http://www.ist.hawaii.edu))

Center on Disability Studies ([www.cds.hawaii.edu](http://www.cds.hawaii.edu))

University of Hawai'i – Manoa

Certificate in Disability and Diversity Studies

DIS 694, Interdisciplinary Team Development, Fall 2007

Instructor, Steven E. Brown, Ph.D.



## PREFACE

*This Toolkit evolved from one of the fruitful Team Access 2007 project meetings in working towards a disability awareness campaign for the class called DIS 694, Interdisciplinary Team Development. We wanted to create something sustainable beyond a one-day event.*

*As a result, we developed this Toolkit to help any interested groups repeat the project process we went through in a step-by-step way. The Toolkit includes objectives and targeted outcomes along with samples and resources. Thought-provoking and guiding questions go along with each section to stimulate conversation and action.*

*We would like to thank our class professor, mentor, reader, and editor, Dr. Steven Brown, in pushing us in thinking about sustainability of a project. Had it not been for his high expectations, we would not have been able to come up with the idea of this Toolkit.*

*We also would like to thank the Center on Disability Studies (CDS) at the University of Hawai'i at Manoa for the active endorsement of our project, specifically Dr. Robert Stodden, Director, Center on Disability Studies, and the CDS Media Center.*

*Finally, we would like to extend our gratitude to all of the following:*

*Campus cafeterias, housing, and libraries for permitting distribution of slogan postcards*

*Graphics Department, Kapolei High School, for the printing of T-shirts*

*Hawai'i Disability Rights Center for information on disability rights services*

*Rachel Manuel, staff reporter for Ka Leo O Hawai'i, University of Hawai'i at Manoa, for covering and reporting the event in the campus newspaper*

*Dr. Steven Brown, for creating a disability culture music CD*

*Dr. Katharina Heyer, for sharing information on Germany's campaign and stimulating ideas for our campaign*

*Kevin Dierks, for providing and running the sound system for the event*

*Adam Tanners for filming the event; and Dusty Santos for filming the making of our Toolkit*

*These materials were partially developed from a grant from the U.S. Department of Education Grant award number P33A050031. However, the contents do not necessarily represent the policy of the U.S. Department of Education and the reader should not assume endorsement of the Federal government. Note: Websites in this document are up-to-date as of its printing; checking is always a good idea.*

*Team Access 2007*

Think about how you disable others...

# TABLE OF CONTENTS

<b>PREFACE</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>OPERATION BASIC LAW</b>	<b>4</b>
<b>DEFINING DISABILITY</b>	<b>5</b>
<b>DISABILITY AWARENESS</b>	<b>5</b>
<b>TABLE 1: DISABILITY RIGHTS / CULTURE / PRIDE PARADIGM</b>	<b>6</b>
<b>PHASE 1: RESEARCH AND SELF-EXPLORATION</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>EXERCISE 1: PERSPECTIVES</b>	<b>10</b>
<b>EXERCISE 2: CLIMATE ASSESSMENT INSTRUMENT AND SCORING</b>	<b>11</b>
<b>PHASE 2: PLANNING</b>	<b>16</b>
<b>TABLE 2: SAMPLE 1 - MINUTES FORMAT</b>	<b>16</b>
<b>TABLE 3: SAMPLE 2 - TIMELINE</b>	<b>18</b>
<b>ACCESSIBILITY AWARENESS CAMPAIGN PROJECT FALL 2007</b>	<b>18</b>
<b>SAMPLE TIMELINE TEXT VERSION</b>	<b>19</b>
<b>EXERCISE 3: SAMPLE 3 - SOCIAL CONTRACT</b>	<b>20</b>
<b>PHASE 3: THE CAMPAIGN</b>	<b>220</b>
<b>SAMPLE 4: SLOGANS / MYTHS AND FACTS</b>	<b>221</b>
<b>SAMPLE 5: FLYER</b>	<b>35</b>
<b>PHASE 4: THE EVENT</b>	<b>36</b>
<b>PHASE 5: WRAP-UP</b>	<b>37</b>
<b>REFERENCES</b>	<b>38</b>

## INTRODUCTION

### **Operation Basic Law**

Team Access 2007 chose as its mission to develop and increase the consciousness and awareness of disability access at the University of Hawai'i at Manoa through outreach and education.

Team Access partially modeled the disability awareness campaign on Germany's "Operation Basic Law" campaign. The purpose of "Operation Basic Law" was to raise public awareness on a 1994 constitutional amendment prohibiting discrimination based on disability in Germany. This campaign was initiated as a result of a 1994 survey, which showed 79% of the people in Germany were unaware of this particular constitutional amendment. Disability activists and organizations in Germany worked to create "Operation Basic Law", an intense two-month campaign, in 1997, to raise public awareness on the constitutional amendment as well as various other issues related to disability. The strategy used in this campaign was to flood the country with materials related to "Operation Basic Law" with a signature bright green background, presented with thought-provoking slogans designed to confront and challenge the public's stereotypical image and/or opinion on disability (Heyer, 2002).

To have a similar effect as "Operation Basic Law", Team Access used a bright green background in all the materials developed. Thought-provoking slogans with respect to disability issues were printed on postcards and distributed on campus. The tag line "Think about how you disable others..." was created to ground the project to Team Access' primary cause – to raise consciousness and awareness on disability access. The culmination of the project was a one-day campus event where Team Access staffed an informational booth to distribute information and resources related to disabilities.

A key feature of the event was an experimental attempt to turn increased awareness into positive community based action. We asked individuals to sign a social contract. The social contract was created based on the honor system and intended to motivate individuals to take positive action regarding what they learned about disabilities through disability awareness campaign activities. Between 35 and 40 individuals signed the social contract. The team felt each individual who committed to the social contract was sincere. Many individuals took the time to read through the social contract and clearly gave it some thought before signing. We sensed individuals who signed the contract were pleased with the chance to play a part in bringing about positive awareness to disability issues. Some individuals pointed out they regularly did some of the items listed in the social contract and felt signing the social contract presented at the booth would further reinforce their current attitudes on disabilities and "Think About How You Disable Others..."

## **Defining Disability**

What does disability mean? How is disability defined? Diverse values and theoretical propositions influence answers to these questions. Regardless of which perspectives one takes, the definition and meaning of disability is wide and varied, and is best defined by and with people with disabilities.

A framework within which disability could be viewed is generally divided into three main models – the moral, medical and social models. The moral and medical models of disability are grounded in the perspective that “disability resides in the individual and carries with it a degree of stigma or pathology” In contrast, the social model places the locus of disability in the environment that fails to appropriately accommodate and include people with disabilities (Olkin, 2002, quote on p. 132).

Disability can also be defined from a cultural framework (Brown, 1995; Gilson & Depoy, 2000). The cultural view of disability presents the issue of disability from the perspective of group identity distinct from other groups who do not share the disability identity (Brown, 1995; Mackelprang & Salsgiver, 1999). Pride is taken in the “unique talents and attributes of each individual” grounding the person with a “positive disability identity” (Brown, 1995). The final column in Table 1 on page 5 demonstrates aspects of this viewpoint.

## **Disability Awareness**

The purpose of this Toolkit is to guide you and your group in outreach and education activities to raise disability awareness in your community within the framework of the cultural and social model. Rather than viewing disability as a defect within individuals that inherently requires “fixing”, disability is perceived as a social construct where problems resulting from disabilities are centered on the environment’s failure to accommodate to the needs of people with disabilities (Brown, 1995; Olkin, 2002).

The presence of negative attitudes, limited physical access, limited access to communication and/or resources, and barriers to rights as individuals are some examples of obstacles faced by people with disabilities obstructing fulfillment of their desired roles in society (Brown, 1995; Gilson & Depoy, 2000). Disability awareness, as perceived from the cultural and social paradigm, is a step to remove these social and environmental barriers to enable the full social, physical and spiritual participation of individuals with disabilities in the community (Brown, 1995; Gilson & Depoy, 2000).

*We hope this Toolkit will inspire and guide you in implementing a simple disability awareness campaign in your environment.*

**TABLE 1:**

**Disability Rights/Culture/Pride Paradigm**

by

Steven E. Brown

©Institute on Disability Culture, 1995

<http://web.mac.com/disculture>

	<b>COMMUNITY ASSISTANCE/MEDICAL/ CHARITY PARADIGMS</b>	<b>DISABILITY RIGHTS CULTURE/ PRIDE PARADIGM</b>
DEFINITIONS OF PROBLEMS	Physical or mental impairments; lack of socio-economic, political, educational, and cultural skills	Dependence on professionals, family members, and others; hostile attitudes and environments; lack of legal protections or recognition of inherent worth of disabled people
LOCUS OF PROBLEMS	In individual ( who is broken or sick and needs fixing or curing)	In socio-economic, political, educational, and cultural environments and perceptions
SOCIAL ROLES	Patients, clients, charity recipients, non-existent	Family and community members, customers, coworkers, advocates, same as anyone else
SOLUTIONS TO PROBLEMS	Professional and volunteer interventions and treatments	Equitable socio-economic, political, educational, and cultural options
WHO CONTROLS	Professional and/or volunteer	Individual or group of individual's choice
DESIRED OUTCOMES	Maximum self-care; No social misfits	Pride in unique talents and attributes of each individual and positive disability identity

## PHASE 1: Research and Self-Exploration

### Purpose:

- Research disability issues in your community and explore your personal feelings, thoughts, and perspectives about what disability means to you.

### Process/Method:

- If not already included, outreach to include people with disabilities (**See Exercise 1 on page 9**).

## Selected Reading List

Identify readings on disabilities followed by group discussion. The suggested readings below are intended to be used as a guide for developing your own reading list:

### Nonfiction:

1. *Americans with Disabilities Act of 1990*, 42 U.S.C.A. 12101 et seq 1993. Retrieved May 28, 2004, from <http://www.usdoj.gov/crt/ada/pubs/ada.txt>
2. Brown, S. E. (2003). *Movie stars and sensuous scars: Essays on the journey from disability shame to disability pride*. New York: People with Disabilities Press.
3. Browne, S. E., Connors, D., and Stern, N., Eds. (1985). *With the power of each breath*. Pittsburgh and San Francisco: Cleis Press.
4. Charlton, J. I. (1998). *Nothing about us without us: Disability oppression and empowerment*. Berkeley: University of California.
5. Department of Justice. (n.d.). *ADA questions and answers*. Retrieved May 28, 2004, from <http://www.usdoj.gov/crt/ada/q%26aeng02.htm>
6. Finger, A. (1990). *Past due: A story of disability, pregnancy, and birth*. Seattle: Seal.
7. Gallagher, H. G. (1985). *FDR's splendid deception*. New York: Dodd, Mead.
8. Irvin, C. (2004). *Home Bound: Growing up with a disability in America* (Philadelphia: Temple, 2004).
9. Johnson, H. M. (2005). *Too late to die young: Nearly true tales from a life*. New York: Picador.
10. Linton, S. (1998). *Claiming disability: Knowledge and identity*. New York: New York University.
11. Linton, S. (2006). *My body politic: A memoir*. Ann Arbor: Michigan.
12. Longmore, P. K. (2003). *Why I burned my book and other essays on disability*. Philadelphia: Temple.
13. Mairs, N., (1996). *Waist-high in the world: A life among the nondisabled*. Boston: Beacon.

14. Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books.
15. Smith, Greg. (2005). *On a roll: Reflections from America's wheelchair dude with the winning attitude*. Ocean Springs, MS: On a Roll Communications, 2005.
16. Walker, P. K. (2005). *Moving over the edge: Artists with disabilities take the leap* (MH Media, PO Box 687, Davis, CA 95617).

**Fiction:**

1. Cole, J. S. (2000). *Getting life*. Louisville, KY: Advocado, Available from PO Box 145, Louisville, KY 40201.
2. Wood, P. (2007). *Lottery*. New York: Putnam.

## Videos

Identify guest speaker(s), video(s), and/or website(s) exploring disability issues from various perspectives, such as autobiographical stories, cultural diversity, and examples of individuals with various disabilities.

1. *When Billy Broke his Head...and other tales of wonder:*  
[http://www.fanlight.com/catalog/films/136\\_wbbhh.php](http://www.fanlight.com/catalog/films/136_wbbhh.php)
2. *Twitch and Shout:*  
[http://www.fanlight.com/catalog/films/261\\_twitch.php](http://www.fanlight.com/catalog/films/261_twitch.php)
3. *Disability, Identity, and Culture:*  
<http://www.pdassoc.com/dic.html>

The following videos and many others are available at [www.youtube.com](http://www.youtube.com):

1. *A Credo for Support:*  
<http://www.youtube.com/watch?v=SKCxDwDF-SrI>
2. *Seeing Beyond Images: A Prelude:*  
<http://www.youtube.com/watch?v=ANTYQptfajM&feature=related>

## Web Resources

1. Faces of the ADA  
<http://www.usdoj.gov/crt/ada/fmartin.htm>
2. Special Olympics  
<http://www.usdoj.gov/crt/ada/fmartin.htm>
3. Disability Sports: Fencing  
<http://edweb6.educ.msu.edu/kin866/Sports/spfencing.htm>
4. International Paralympic Committee  
[http://www.paralympic.org/release/Main\\_Sections\\_Menu/index.html](http://www.paralympic.org/release/Main_Sections_Menu/index.html)
5. Fight Hate and Promote Tolerance  
<http://www.tolerance.org/>
6. Diversity Web  
<http://www.diversityweb.org/>
7. USA Water Skiing for the Disabled  
<http://www.usawaterski.org/pages/divisions/WSDA/main.htm>
8. A Chronology of the Disability Rights Movements <http://www.sfsu.edu/~hrdpu/chron.htm>
9. Beyond Affliction: The Disability Cultural History Project  
[http://www.straightaheadpictures.org/beyond-affliction/intr\\_pre.html](http://www.straightaheadpictures.org/beyond-affliction/intr_pre.html)

- Explore the definition of disability through self- reflection and/or journaling. What does disability mean to you?
- Go on targeted outings exploring physical access/barriers for individuals with disabilities.
- Conduct community interviews or review current articles focusing on disability issues.

### Materials:

- Meeting minutes and notes (**See Table 2 on page 15**) for a sample method of maintaining minutes.

### Outcomes:

- Develop a problem statement or an awareness issue that is to be addressed.
- Complete a climate assessment of your community. **See Exercise 2 on page 10** for a sample Climate Assessment Instrument and Scoring Instructions (Murray, Brown, Casey-Powell, Izzo, Lissner & Stodden, 2006).

- Identify a target audience for your awareness campaign. Whose attitudes do you intend to change?
- Identify the intended beneficiaries of your campaign.
- Increase your self-awareness of what disability means to you.
- Understand the difference between physical access and social access. The impact of how physical barriers can prevent people from participating in social activities or having shared experiences in the community.

### **EXERCISE 1: Perspectives**

Try one of the following projects and see if or how it changes your perspectives about disability issues:

1. Create a collage of print images that reflects how disabled people are portrayed in the media and by different cultures.
2. Research the work and lives of one of the disability advocates listed on the Disability Social History Project website (<http://www.disabilityhistory.org/>). Is this person from the dominant culture? If not, what culture are they from?
3. Research the legal aspects of disability using the Americans with Disabilities website (<http://www.ada.gov/>).
4. Research the United Nations Declaration on the Rights of Disabled Persons.

**EXERCISE 2:**  
**Climate Assessment Instrument and Scoring**  
**Climate Assessment 1**

I am a(n):             Instructor/Faculty             Administrator  
                          Support Person             Student

Using the rating scale provided below, place an “A” for Agree or a “D” for Disagree in each space provided to indicate your agreement or disagreement with the statement. Your response should reflect your actual campus experience to the extent possible. Please respond to each item and complete the survey honestly and thoroughly. Thank you for your time and patience.

**A = Agree      D = Disagree**

1. We are less strict with students with disabilities than we are with students without disabilities when applying admission policies.
2.  Students with disabilities in postsecondary education are as intelligent as students without disabilities.
3.  Students with disabilities learn, live, and produce their best work when they are in classes and activities with persons without disabilities.
4.  Professors find teaching students with disabilities to be similar to teaching students without disabilities.
5.  Most students with disabilities have lower expectations of themselves than do students without disabilities.
6.  Students with disabilities have the same difficulties coping with college pressures as students without disabilities.
7.  Instructors sometimes avoid conferencing with students with disabilities because it makes instructors feel uncomfortable.
8.  Students with and without disabilities are equally likely to succeed in college courses.
9.  Students with and without disabilities are able to find places on campus to study.
10.  There is no reason for professors to modify their assignments to accommodate students with disabilities.
11.  Students with disabilities should not take college classes because they can receive federal assistance not to work.

12. \_\_\_\_ Professors with disabilities don't want to be seen helping students with disabilities because that would appear unfair to students without disabilities.
13. \_\_\_\_ When I see students with disabilities on campus, I am concerned they are going to injure themselves.
14. \_\_\_\_ Students with disabilities have too many accommodations, like more time to take tests, than students without disabilities.
15. \_\_\_\_ Captioning benefits the learning of all students.
16. \_\_\_\_ Students without disabilities have the same opportunity and ability to confer with their professors as students with disabilities.
17. \_\_\_\_ Students with disabilities are automatically guaranteed a passing grade because of legal obligations.
18. \_\_\_\_ Students with disabilities take instructional resources away from other students.
19. \_\_\_\_ Students without disabilities sign up for classes taught by professors with disabilities without concern about the impact of the professor's disability.
20. \_\_\_\_ Professors with disabilities empathize equally with students with and without disabilities.

**Thank you...for your time!**

## **CLIMATE ASSESSMENT 1: Attitudes**

### **Scoring Guide**

This instrument is intended to survey attitudes of persons in postsecondary education (administrators, faculty, staff & students) toward typical situations involving students with disabilities. The instrument seeks to measure how respondents (including persons with disabilities) perceive twenty different situations routinely encountered within postsecondary education environments. Respondents are asked to agree or disagree, individually, with each of the twenty items below. In scoring this rating scale it is important for the person charged with this task to note that each of the twenty items in the instrument has been identified with either a positive (+) or a negative (-) value. There are an equal number of items assigned to a negative and positive value (ten each). Those items coded with a plus, reflect positively on the campus attitudinal climate toward persons with disabilities; those coded as a minus reflect the reverse or a more negative campus attitudinal climate.

**Steps for Scoring & Interpretation:** Possible responses to items are “agree” or “disagree”. The following steps are required to score and interpret the results:

1. The first step in scoring this instrument is to understand the relationship between the plus and minus values assigned to the items (noted below for each item) and the response (agreed or disagreed) provided by the person completing the instrument. If the item has been assigned a negative value and the response is “disagree” then “one point” is scored for the item. If the response to an item has been assigned a negative value and the response is “agree” then “no point” is scored for the item. If an item has been assigned a positive value and the response is “agree” then “one point is scored for the item – if the response is “disagree” then “no point” is scored for the item. Also, if the item is left blank, no point is given.
2. The second step in scoring is to add up the number of points given responses for each instrument – the range of points possible for a single instrument should be between 20 and 0, with 10 being a mid-range score. The closer the point total for an individual instrument is to 20, the greater the indication of an overall positive attitudinal climate toward persons with disabilities on campus.
3. The third step in scoring is to average the point totals for all completed instruments or for sub-groupings of respondents (faculty, students, administrators or other categories) depending upon the goal of the instrument administrator. This step is completed by adding up the totals for all instruments completed (or grouped together) and then dividing that total by the number of instruments used in the averaging process. This should give you an average for scores across a total set of instruments or a specific group of respondents.
4. When interpreting data from this scoring process, averages closer to 15 - 20 indicate a positive attitudinal climate on campus – averages that drop below 10 provide an indication that a negative attitudinal climate may be present on campus.

**Value Coding of Items:** Each item on this instrument is worded in a positive or negative manner and has been assigned a value, as follows:

1. \_\_\_-\_\_\_ We are less strict with students with disabilities than we are with students without disabilities when applying admission policies.
2. \_\_\_+\_\_\_ Students with disabilities in postsecondary education are as intelligent as students without disabilities.
3. \_\_\_+\_\_\_ Students with disabilities learn, live, and produce their best work when they are in classes and activities with persons without disabilities.
4. \_\_\_+\_\_\_ Professors find teaching students with disabilities to be similar to teaching students without disabilities.
5. \_\_\_-\_\_\_ Most students with disabilities have lower expectations of themselves than do students without disabilities.
6. \_\_\_+\_\_\_ Most students with disabilities have the same difficulties coping with college pressures as students without disabilities.
7. \_\_\_-\_\_\_ Instructors sometimes avoid conferencing with students with disabilities because it makes instructors feel uncomfortable.
8. \_\_\_+\_\_\_ Students with and without disabilities are equally likely to succeed in college courses.
9. \_\_\_+\_\_\_ Students with and without disabilities are able to find places on campus to study.
10. \_\_\_-\_\_\_ There is no reason for professors to modify their assignments to accommodate students with disabilities.
11. \_\_\_-\_\_\_ Students with disabilities should not take college classes because they can receive federal assistance not to work.
12. \_\_\_-\_\_\_ Professors with disabilities don't want to be seen helping students with disabilities because that would appear unfair to students without disabilities.

13. \_\_\_-\_\_\_ When I see students with disabilities on campus, I am concerned they are going to injure themselves.
14. \_\_\_-\_\_\_ Students with disabilities have too many accommodations, like more time to take tests, than students without disabilities.
15. \_\_\_+\_\_\_ Captioning benefits the learning of all students.
16. \_\_\_+\_\_\_ Students without disabilities have the same opportunity and ability to confer with their professors as students with disabilities.
17. \_\_\_-\_\_\_ Students with disabilities are automatically guaranteed a passing grade because of legal obligations.
18. \_\_\_-\_\_\_ Students with disabilities take instructional resources away from other students.
19. \_\_\_+\_\_\_ Students without disabilities sign up for classes taught by professors with disabilities without concern about the impact of the professor's disability.
20. \_\_\_+\_\_\_ Professors with disabilities empathize equally with students with and without disabilities.

## PHASE 2: Planning

**Purpose:**

- Plan and design your awareness campaign and event. Take minutes of your meetings:

**TABLE 2:**

### Sample 1 - Minutes Format

**Minutes: (Date)**

**Attendance:**

TOPIC	DISCUSSION	ACTION
<b>Colors &amp; Printing</b>	Printing done 100 of each card, 1,200 total. Kiriko and Lily went to FedEx Kinko's and had cards cut.	
<b>Distribution plan</b>	Place all over campus where social hangouts are. Hand out as well.	All to help with distribution. Pick up cards from Lily's office.
<b>Event</b>	Discussed activities in detail. We want speakers, music, and brochures, along with contract. T-shirt giveaway. Flyer to increase awareness of the event. Video event to show what we did.	All to follow up with recruiting people and materials.  Lily to develop and print flyer.  Juliana to arrange for videographer.
<b>Media Awareness</b>	Discussed getting an article into <i>Ka Leo</i> prior to event.	Juliana and Kiriko to follow up with <i>Ka Leo</i> contact.

**Process/Method:**

Group discussion on issues related to the topics below:

- Issues of gaining permission and/or approval from authority with respect to implementing the awareness campaign and event.
- The impact of the campaign and event in influencing change in the perceptions of people with disabilities.
- Collaboration opportunities with community organizations to form partnerships and/or sponsorships in implementing the campaign and event.

- Explore possible reactions and reasons for the reactions to the awareness campaign and event from community/interest groups.
- Guest speaker(s) and/or video(s) addressing topics on public relations, publicity, and/or advertising.
- Self-reflection and/or journaling exploring the various media that positively or negatively influence your opinions and perspectives.

**Materials:**

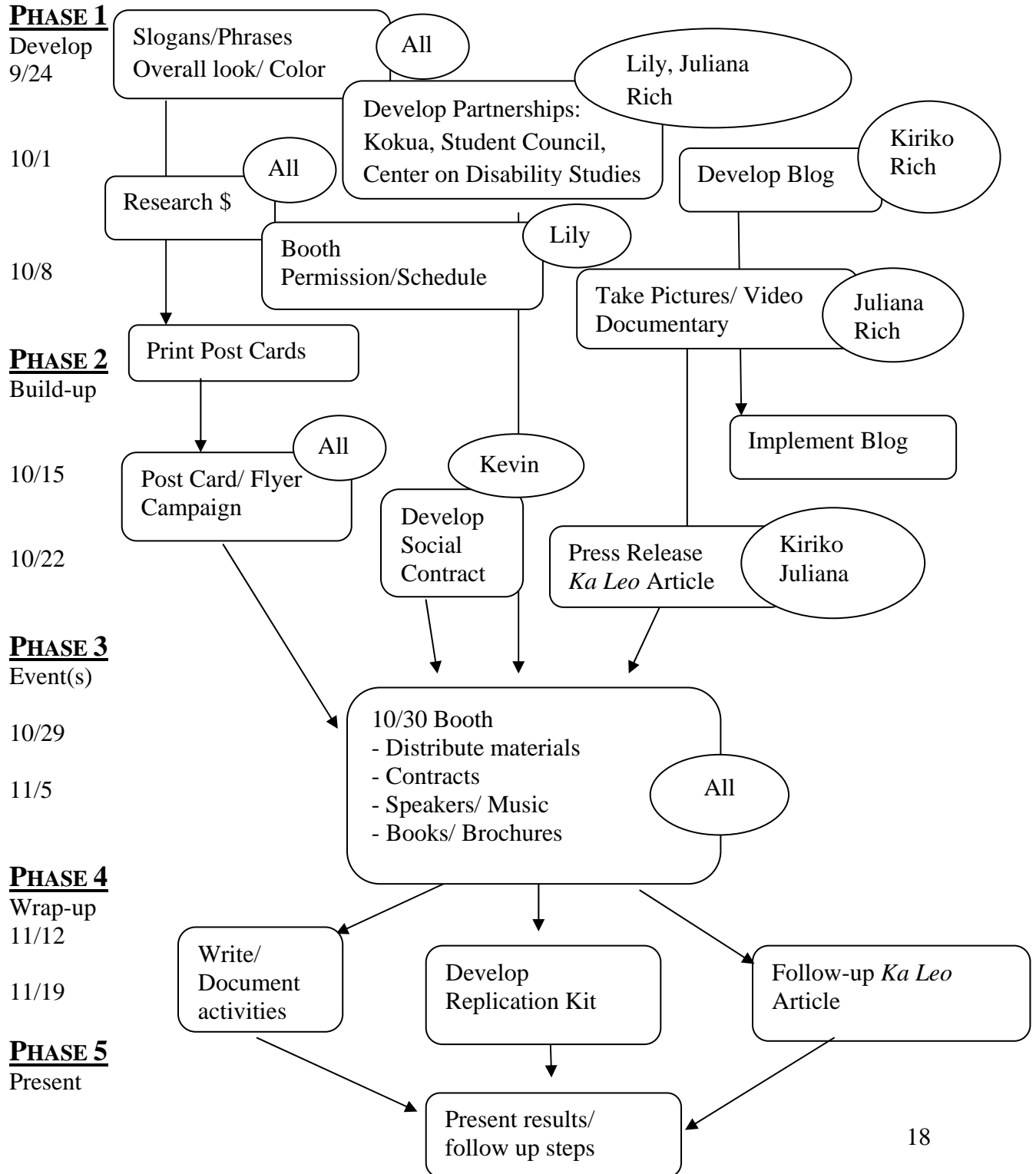
- Activity timelines (**See Table 3 on page 17**).
- Social Contract (**See Exercise 3 on page 19**).

**Outcomes:**

- Create a tag line or slogan (for example, “Think about how you disable others...”)
- Identify the medium(s) you will use: print, radio, internet, etc.
- Develop your materials, including colors and design, and why and how it will have the biggest impact/visibility in the campaign. Be aware there is a somewhat new imperative called Universal Design for Learning (UDL) that addresses how to facilitate materials being accessible to everyone. For information, see the Center for Applied Special Technology (CAST) at: <http://www.cast.org/research/udl/index.html>.
- Develop a timeline for your activities and mark down important milestones.
- Identify key activities of your event as well as time, date, and location.
- Develop the first draft of your social contract (**See Exercise 3 on page 19**).
- Identify your community partners and sponsors.
- Develop an impact statement that is what results do you anticipate to see from Disability Awareness Day and any related activities, and reflect on the different reactions you anticipate.

**TABLE 3:**

**Sample 2 - Timeline**  
**Accessibility Awareness Campaign Project Fall 2007**  
 (Sample Timeline text version on page 18)



## **SAMPLE TIMELINE TEXT VERSION**

### **Accessibility Awareness Campaign Project Fall 2007 (text version)**

#### **PHASE 1: DEVELOPMENT**

- 1. Slogans, phrases, look and design of materials**
- 2. Identify partners and funding**
- 3. Develop press release**
- 4. Print materials**
- 5. Develop blog**

#### **PHASE 2: BUILD-UP**

- 1. Post/distribute materials, engage partners**
- 2. Develop newsletter/ greater awareness materials**
- 3. Develop social contract**
- 4. Implement blog**

#### **PHASE 3: EVENT**

- 1. Staff booth at student center, distribute materials engage students**
- 2. Commit students to action – social contract**
- 3. Speakers/ Music**
- 4. Books/ Brochures**

#### **PHASE 4: WRAP-UP**

- 1. Write and document activities**
- 2. Follow up article/media**
- 3. Develop “Kit” for replication of awareness activity**

#### **PHASE 5: PRESENT**

- 1. Class presentation**
- 2. “Kit” advertising/ awareness**

**EXERCISE 3:  
Sample 3 - Social Contract**

**Disability Awareness Contract  
*An Agreement with Myself***

**As a part of my personal effort to make the world around me more accessible, I agree to do one or more of the following in the next week:**

- *Smile and say hello to a person in a wheelchair.*
- *Take a few extra minutes to listen to a person with a speech or communication disability.*
- *Ask a person with a disability to lunch.*
- *Read the Americans with Disabilities Act ([www.ada.gov](http://www.ada.gov))*
- *Watch a movie that shows a person with a disability and think about what kind of statement it makes about disability.*
- *Think about a stereotype I have about people with disabilities and research it to find out if it is true.*
- *Contact an organization that supports people with disabilities and ask how I can help.*
- *Find out more about hidden disabilities and don't judge or make assumptions about people.*

**I, ( \_\_\_\_\_ ), will do my best to remain aware of how my actions or decisions may create circumstances that build barriers for others.**

- *I understand I am only temporarily able bodied. 50 million people in the U.S., or one in five people, are living with at least one disability and most people in this country will experience a disability at some time during the course of their lives.*
- *I believe that access to social spaces is a right that belongs to every citizen.*
- *I believe that when anyone is excluded from public spaces and events, every person loses.*
- *I believe that all people are valuable and have something unique to contribute to the world.*

**SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_**

**THINK ABOUT HOW YOU DISABLE OTHERS....**

## PHASE 3: The Campaign

### **Purpose:**

- Disseminate your information and materials to implement the awareness campaign.

### **Process/Method:**

Group discussion on issues related to the topics below:

- Survey the people to whom campaign information and materials are disseminated.
- What kind of feedback are you getting? Are there things you did not anticipate?
- What do you feel about how people are reacting to your campaign?
- Is there anything that you need to change to be more effective?

### **Materials:**

- Distribution materials and schedule of event (**See Sample 4 beginning on page 21**).
- Announcements /flyers (**See Sample 5 on page 35**).

### **Outcomes:**

- Demonstrate you reached your target population.
- Distribute your message as thoroughly as possible including publicity for your event.
- Obtain feedback along the way and modify your approach to improve effectiveness.
- Solicit additional partners.
- Refine your event agenda based on what you have learned and discovered.
- Gauge your feelings about disability and how others are reacting to your awareness campaign.

**SAMPLE 4:  
Slogans / Myths and Facts**

1. Slogans and myths and facts in a postcard layout: front and back (pages 21-32)
2. Slogans and myths and facts in text format (pages 33-34)

*Slogans and myths and facts in a postcard layout: front and back bellow*

**POSTCARD FRONT 1:**

Think about how you disable others...

October is Disability Awareness Month

**Your attitude may be causing disabilities.**

Disability is not contagious, but your attitude might be.

 Team Access presents: Living life with a disability.

**POSTCARD BACK 1:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** People with disabilities live very different lives than people without disabilities. **Fact:** Overall, people with disabilities live the same way people without disabilities live – They go to school, get married, work, have families, do laundry, shop, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 2:**

Think about how you disable others...

*October is Disability Awareness Month*

**Learning Disabilities doesn't mean that you're slow.  
You just learn differently.**

 Team Access presents: Living life with a disability.

**POSTCARD BACK 2:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** Students with LD have low intelligence or are slow learners. **Fact:** Students with LD have at least average to high average intelligence and many are gifted. Many people with LD are successful: singers Tony Bennett & Jewel, actors Patrick Dempsey & Whoopi Goldberg, Kinko's founder, Paul Orfalea, author Avi to name a few.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 3:**

Think about how you disable others...

*October is Disability Awareness Month*

***Ignorance is not a disability.***

**Don't block ramps and sidewalks!**



Team Access presents: Living life with a disability.

**POSTCARD BACK 3:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** It is all right for people without disabilities to park in accessible parking spaces, if only for a few minutes. **Fact:** Because accessible parking spaces are designed and situated to meet the needs of people who have disabilities, these spaces should only be used by people who need them.

*What do you think? What does disability mean to you?*

***Comment here.***

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 4:**

Think about how you disable others...

*October is Disability Awareness Month*

**Can you read this sign?**

*A person who's blind can't think about how you disable others.*



Team Access presents: Living life with a disability.

**POSTCARD BACK 4:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** Blind people have exceptional hearing. **Fact:** A person's vision, or lack of vision, does not affect their hearing. However, someone who is blind may depend more on their hearing and be more attuned to sounds than a sighted counterpart.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 5:**

Think about how you disable others...

*October is Disability Awareness Month*

If you want to help a person with a disability,  
**invite them to a party.**

 Team Access presents: Living life with a disability.

**POSTCARD BACK 5:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** People with disabilities are more comfortable with "their own kind."  
**Fact:** In the past, grouping people with disabilities in separate schools and institutions reinforced this misconception. Today, many people with disabilities take advantage of new opportunities to join mainstream society.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 6:**

Think about how you disable others...

*October is Disability Awareness Month*

**Don't judge people with disabilities until you've rolled a mile in their chair.**

**Wheelchairs don't confine they liberate.**



Team Access presents: Living life with a disability.

**POSTCARD BACK 6:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** Wheelchair use is confining; people who use wheelchairs are "wheelchair-bound."

**Fact:** A wheelchair, like a bicycle or an automobile, is a personal assistive device that enables someone to get around.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 7:**

Think about how you disable others...

*October is Disability Awareness Month*

**Find out what a person with an intellectual disability can teach you.**

 Team Access presents: Living life with a disability.

**POSTCARD BACK 7:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** Curious children should never ask people about their disabilities.  
**Fact:** Many children have a natural, uninhibited curiosity and may ask questions that some adults consider embarrassing. But scolding curious children may make them think having a disability is "wrong" or "bad." Many people with disabilities won't mind answering a child's question.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 8:**

Think about how you disable others...

*October is Disability Awareness Month*

Are you agalins discrimination  
Do you include people with disabilities in your life?

 Team Access presents: Living life with a disability.

**POSTCARD BACK 8:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** There is nothing one person can do to help eliminate the barriers confronting people with disabilities. **Fact:** Everyone can contribute to change. One way that you can help remove barriers is by encouraging participation of people with disabilities in community activities by using accessible meeting and event sites.

What do you think? What does disability mean to you?

**Comment here.**

Questions? AccessUH@gmail.com

**POSTCARD FRONT 9:**


Think about how you disable others...

*October is Disability Awareness Month*

How you treat people with disabilities says a lot about you.

**Are you conscious of your actions?**

Team Access presents: Living life with a disability.



**POSTCARD BACK 9:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** People with disabilities always need help.

**Fact:** Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

## POSTCARD FRONT 10:

Think about how you disable others...

*October is Disability Awareness Month*

***If you don't know a person with a disability,***

**You don't know what you're missing.**



Team Access presents: Living life with a disability.

## POSTCARD BACK 10:

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** Persons with disabilities are unable to meet performance standards, thus making them a bad employment risk. **Fact:** In 1990, DuPont conducted a survey of 811 employees with disabilities and found 90% rated average or better in job performance compared to 95% for employees without disabilities.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 11:**

Think about how you disable others...

*October is Disability Awareness Month*

***There is something you may not know about the person next to you,  
there's a good chance they have a hidden disability.***

 Team Access presents: Living life with a disability.

**POSTCARD BACK 11:**

*Think about how you disable others...The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Fact:** One in five Americans has a disability; that's 49.7 million people (U.S. Census 2000). Hidden or invisible disabilities are physical or mental impairments that are not readily apparent to others. Hidden disabilities include disabilities such as learning disabilities, AD/HD, mental illness, traumatic brain injuries, epilepsy, diabetes, cancer, chronic health pain, and AIDS.

*What do you think? What does disability mean to you?*

***Comment here.***

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

**POSTCARD FRONT 12:**

Think about how you disable others...

*October is Disability Awareness Month*

**Just because you talk a lot doesn't mean you're smart;  
Just because you don't talk doesn't mean you're stupid.**

 Team Access presents: Living life with a disability.

**POSTCARD BACK 12:**

**Think about how you disable others...***The barriers people with disabilities face begin with attitudes that are often rooted in misinformation and misunderstandings about what it's like to live with a disability.*

**Myth:** People with disabilities are usually very sedate and unable to participate in recreational activities. **Fact:** People with disabilities lead diverse lives and take part in any sport or hobby you can think of including: mountain climbing, kayaking, dancing, horseback riding, scuba diving, racing, skiing, and skydiving.

*What do you think? What does disability mean to you?*

**Comment here.**

Questions? [AccessUH@gmail.com](mailto:AccessUH@gmail.com)

## Slogans and myths and facts in text format

Think about how you disable others...

**October is Disability Awareness Month**  
**2007 Team Access presents: Living life with a disability.**



**1. Your attitude may be causing disabilities. Disability is not contagious, but your attitude might be.**

*Myth:* People with disabilities live very different lives than people without disabilities

*Fact:* Overall, people with disabilities live the same way people without disabilities live – They go to school, get married, work, have families, do laundry, grocery shop, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else.

**2. Learning Disabilities doesn't mean that you're slow. You just learn differently.**

*Myth:* Students with LD have low intelligence or are slow learners.

*Fact:* Students with LD have at least average to high average intelligence and many are gifted. Many people with LD are successful: singers Tony Bennett and Jewel, actors Patrick Dempsey and Whoopi Goldberg, Kinko's founder -Paul Orfalea, and author Avi to name a few.

**3. Ignorance is not a disability. Don't block ramps and sidewalks!**

*Myth:* It is all right for people without disabilities to park in accessible parking spaces, if only for a few minutes.

*Fact:* Because accessible parking spaces are designed and situated to meet the needs of people who have disabilities, these spaces should only be used by people who need them.

**4. Can you read this sign? A person who's blind can't. Think about how you disable others.**

*Myth:* Blind people have exceptional hearing.

*Fact:* A person's vision, or lack of vision, does not affect their hearing. However, someone who is blind may depend more on their hearing and be more attuned to sounds than a sighted counterpart.

**5. If you want to help a person with disability, invite them to a party.**

*Myth:* People with disabilities are more comfortable with "their own kind."

*Fact:* In the past, grouping people with disabilities in separate schools and institutions reinforced this misconception. Today, many people with disabilities take advantage of new opportunities to join mainstream society.

**6. Don't judge people with disabilities until you've rolled a mile in their chair. Wheelchairs don't confine they liberate.**

*Myth:* Wheelchair use is confining; people who use wheelchairs are "wheelchair-bound."

*Fact:* A wheelchair, like a bicycle or an automobile, is a personal assistive device that enables someone to get around.

**7. Find out what a person with an intellectual disability can teach you.**

*Myth:* Curious children should never ask people about their disabilities.

**Fact:** Many children have a natural, uninhibited curiosity and may ask questions that some adults consider embarrassing. But scolding curious children may make them think having a disability is "wrong" or "bad." Many people with disabilities won't mind answering a child's question.

**8. Do you include people with disabilities in your life? Are you against discrimination?**

**Myth:** There is nothing one person can do to help eliminate the barriers confronting people with disabilities.

**Fact:** Everyone can contribute to change. One way you can help remove barriers is by encouraging participation of people with disabilities in community activities by using accessible meeting and event sites.

**9. How you treat people with disabilities says a lot about you. Are you conscious of your actions?**

**Myth:** People with disabilities always need help.

**Fact:** Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

**10. If you don't know a person with a disability, you don't know what you're missing.**

**Myth:** Persons with disabilities are unable to meet performance standards, thus making them a bad employment risk.

**Fact:** In 1990, DuPont conducted a survey of 811 employees with disabilities and found 90% rated average or better in job performance compared to 95% for employees without disabilities.

**11. There is something you may not know about the person next to you, there's a good chance they have a hidden disability.**

**Myth:**

**Fact:** One in five Americans has a disability; that's 49.7 million people (U.S. Census 2000). Hidden or invisible disabilities are physical or mental impairments that are not readily apparent to others. Hidden disabilities include disabilities such as learning disabilities, attention deficit disorder, mental illness, brain injuries, epilepsy, diabetes, arthritis, asthma, cancer, chronic health pain, and AIDS.

**12. Just because you talk a lot doesn't mean you're smart; just because you don't talk doesn't mean you're stupid.**

**Myth:** People with disabilities are usually very sedate and unable to participate in recreational activities.

**Fact:** People with disabilities lead diverse lives and take part in any sport or hobby you can think of including: mountain climbing, kayaking, dancing, horseback riding, scuba diving, racing, skiing, and skydiving.

**SAMPLE 5:  
Flyer**

Think about how you disable others...

TEAM ACCESS 2007

Presents



# Disability Awareness

- |                      |                           |                  |
|----------------------|---------------------------|------------------|
| • <b>Speakers</b>    | Tuesday, October 30, 2007 | • <b>Music</b>   |
| • <b>Conferences</b> | 9 am – 3 pm               | • <b>Books</b>   |
| • <b>Projects</b>    | Campus Center Courtyard   | • <b>Classes</b> |

## PHASE 4: The Event

### **Purpose:**

- Implement your event.

### **Process/Method:**

- Arrange for all logistical details for the event.
- Prepare event program agenda.
- Anticipate unforeseen happenings and be flexible to accommodate them.
- Be prepared to explain about social contract.

### **Materials:**

- Tables and chairs
- Handouts and resources
- Social Contract (**See Exercise 3 on page 19**).

### **Outcomes:**

- Provide closure for your awareness campaign.
- Make sure everyone is able to get all the information they need from you.
- Link people at your event with existing resources and information.
- Affect behavior change through the social contract and commitment to action.
- Enjoy the experience and the event. Take note of how people are reacting.

## PHASE 5: Wrap-Up

### **Purpose:**

- Debrief on the event.
- Evaluate the effectiveness and impact you have had on your community and yourself.

### **Process/Method:**

Group discussion on issues related to topics below:

- Was the campaign and event effective in reaching your goal?
- How could things be done differently to further improve the campaign and event?
- What can be done to sustain disability awareness in the environment?

### **Outcomes:**

- Evaluate your effectiveness on how many people you were able to impact. We evaluated our success on the number of individuals who signed social contracts. Many other evaluation criteria could have been chosen, for example, how many people stopped by the Awareness Booth; how many articles were published about the event; were any obvious campus changes made within a month following the event?
- Reflect on your personal attitudes about disability and compare it with your journaling at the beginning of the project.
- Think about how you disable others...

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- When Billy Broke his Head...and other tales of wonder:*  
[http://www.fanlight.com/catalog/films/136\\_wbbhh.php](http://www.fanlight.com/catalog/films/136_wbbhh.php)