



Disability Inclusion

By Lucía Quesada-Ramírez, Alexandria Dupont

This lesson plan provides instruction for running the EDI workshop Disability Inclusion. Relevant terminology around disability and accessibility will be introduced. This will be followed by a description of the Centre for Workplace Accessibility and the Stay at Work/Return to Work Programs offered at UBC. Next a video outlining the connection between social justice and disability, as well as the topics of ableism and different disability models will be covered. There will be an activity introducing the concept of Spoon Theory and encouraging participants to put themselves in the shoes of someone with an energy-limiting disability. The workshop will conclude with a case study, and the audience will be asked some follow-up reflection questions about this.

Time and Notes:

1.5-2 hrs depending on number of participants, and participation levels. Two facilitators recommended. At least one of the facilitators should have lived experience as a disabled person. It is highly recommended to have someone from the Centre for Workplace Accessibility as one of the facilitators.

Slides: Please see link at <https://www.bioteach.ubc.ca/portfolio/equity-diversity-and-inclusion-projects/>

Learning Objectives:

1. Introduce relevant terminology around disability and accessibility.
2. Provide knowledge of UBC departments and programs that support disabled staff and faculty.
3. Learn and reflect on ableism and its ubiquity in day-to-day life.
4. Reflect on the challenges and barriers that some disabled people experience.

Materials needed:

- Spoons (plastic are easier to bundle, distribute and store, but metal work well too)

 Disability Inclusion Photo: Three people working together with building blocks surrounded by gears This is meant for self-education purposes, and not meant for redistribution or republication.	- Introductory slide.
Land Acknowledgment UBC Vancouver is on the traditional, ancestral and unceded homelands of the Musqueam. Go beyond the protocol piece (acknowledging whose lands you're on), commit to restorative, redistributive, and caring work. It is crucial to reflect on the ties between colonialism and ableism. This is meant for self-education purposes, and not meant for redistribution or republication.	- Land acknowledgment.
 Terminology Person-first vs. Identity-first Photo: The outline of two heads facing each other, with speech bubbles above each head. This is meant for self-education purposes, and not meant for redistribution or republication.	- Terminology slide. - Go over the terms person-first (i.e. 'disabled') vs. identity-first (i.e. person with a disability). Explain that it is best to mirror the language a person uses for themselves.
Impairment an injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function. Disability the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers. University of Leeds This is meant for self-education purposes, and not meant for redistribution or republication.	Impairment - an injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function. Disability - the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers.
Accessibility is proactive and strives to remove barriers during the design stage of an event, program, space, experience or service. Accommodation is reactive and strives to remove barriers caused by inaccessible design. This ensures people with disabilities have the same access as people without disabilities. This is meant for self-education purposes, and not meant for redistribution or republication.	Accessibility - is proactive and strives to remove barriers during the design stage of an event, program, space, experience or service. Accommodation - is reactive and strives to remove barriers caused by inaccessible design. This ensures people with disabilities have the same access as people without disabilities.
Centre for Workplace Accessibility Disabled Employee Support Current and prospective employees Private, confidential person-centred support Funding Workplace Accommodation Fund (WAF) Funds accessibility solutions Does not fund standard office equipment Accessibility Consultations Support for departments to remove barriers to accessibility This is meant for self-education purposes, and not meant for redistribution or republication.	Slide explains the services offered by the Centre for Workplace Accessibility.

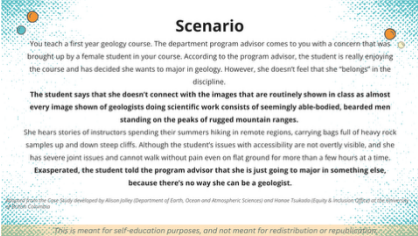
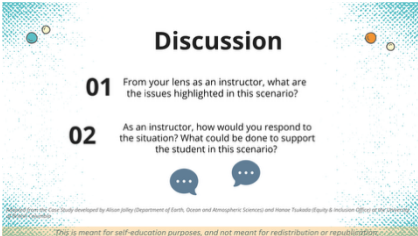
CWA • Job seekers • General disability inclusion and accessibility inquiries • Accessibility support (removing disability related barriers in the workplace) • Projects that enhance disability inclusion literacy This is meant for self-education purposes, and not meant for redistribution or republication. SAW/RTW Program • Acute disabilities, injuries or illnesses • Time off of work/disability leaves • Advise on Duty to Accommodate • Formal Workplace Accommodation Plans and processes • Medical information requested from healthcare practitioner(s)	Slides further explains the services offered by the Centre for Workplace Accessibility and those offered by the Stay at Work/Return to Work.
	The video in this slide outlines the connection between social justice and disability, and recognizes disability an identity to be proud of.
Ableism Ableism may be defined as a belief system, analogous to racism, sexism or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities. From the Ontario Human Rights Commission This is meant for self-education purposes, and not meant for redistribution or republication.	Ableism - Ableism may be defined as a belief system, analogous to racism, sexism or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. - Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities.
Ableism (Examples) • Making assumptions about someone's abilities based on their disability/condition/neurotype • Saying someone is too [insert "positive" adjective] to be disabled • Inaccessible buildings/infrastructure (i.e. washrooms, entrances) • Schools/employers refusing accommodations, or deliberately providing them in a way that is not supportive of the needs of the disabled person requesting them • Assuming laziness when someone disabled/chronically ill frequently needs time off from work/school • Feeling entitled to the diagnosis/medical details/other information of a disabled person • Colloquial ableist language ("dumb", "tame", "crazy", "OCD", etc.) • Immigration policies that are exclusive of disabled people This is meant for self-education purposes, and not meant for redistribution or republication.	Ableism (examples) - Making assumptions about someone's abilities based on their disability/condition/neurotype - Saying someone is too [insert "positive" adjective] to be disabled - Inaccessible buildings/infrastructure (i.e. washrooms, entrances) - Schools/employers refusing accommodations, or deliberately providing them in a way that is not supportive of the needs of the disabled person requesting them - Assuming laziness when someone disabled/chronically ill frequently needs time off from work/school - Feeling entitled to the diagnosis/medical details/other information of a disabled person

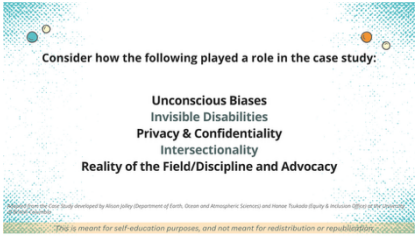
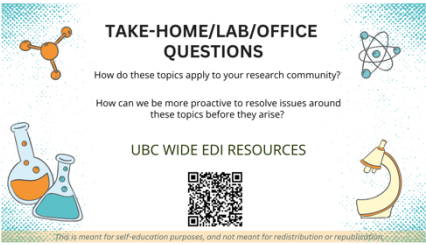
	- Colloquial ableist language ("dumb", "lame", "crazy", "OCD", etc.) - Immigration policies that are exclusive of disabled people -
The over-medicalization of disability  Photo: A doctor in white coat holding a piece of paper in one hand, and a clipboard in the other. The doctor is looking up the clipboard and looking at it. This is meant for self-education purposes, and not meant for redistribution or republishing.	Slide introduces the topic of overmedicalization of disability
Hayes and Hannold (2007) provide 'A Historical Perspective on the Medicalization of Disability': • Disability became a clinical concept in order to categorize individuals according to work or needs-based systems • This medical categorization enabled value to be assigned to different groups of people based on their ability to do the 'necessary work' • Medical categorization led to the 'othering' of people with disabilities - separating, marginalizing and oppressing them • The institutionalization of hundreds of thousands of people with disabilities from the 18th to 20th centuries was a direct consequence of the medicalization of disability This is meant for self-education purposes, and not meant for redistribution or republishing.	Hayes and Hannold (2007) provide 'A Historical Perspective on the Medicalization of Disability': - Disability became a clinical concept in order to categorize individuals according to work or needs-based systems - This medical categorization enabled value to be assigned to different groups of people based on their ability to do the 'necessary work' - Medical categorization led to the 'othering' of people with disabilities - separating, marginalizing and oppressing them - The institutionalization of hundreds of thousands of people with disabilities from the 18th to 20th centuries was a direct consequence of the medicalization of disability
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	- Having significant expertise in their own condition and needs - An important agent of change and active participant (Roberts, 2013)
Ableism and Colonialism Researcher Audrin Thorn from Western Washington University (2020) found that: • Ableism and colonialism are deeply entangled • I. Colonialism produces impairment • II. Eugenics reifies ableism-colonialism • Differing Western and Indigenous perspectives on impairment are a result of differing values Indigenous scholars pose that ableism is a colonial construct. One way in which this is reflected is that many Indigenous languages in North America do not have a word that describes the concept of disability (Ineese-Nash, N, 2020). Many Indigenous communities believe that the concept of disability conflicts with Indigenous worldviews. Historically in some Indigenous communities, disability was a welcome characteristic (Lovern, 2008). This is meant for self-education purposes, and not meant for redistribution or republication.	Ableism and Colonialism - Researcher Audrin Thorn from Western Washington University (2020) found that: ○ Ableism and colonialism are deeply entangled I. Colonialism produces impairment II. Eugenics reifies ableism-colonialism ○ Differing Western and Indigenous perspectives on impairment are a result of differing values - Indigenous scholars pose that ableism is a colonial construct. One way in which this is reflected is that many Indigenous languages in North America do not have a word that describes the concept of disability (Ineese-Nash, N, 2020). - Many Indigenous communities believe that the concept of disability conflicts with Indigenous worldviews. Historically in some Indigenous communities, disability was a welcome characteristic (Lovern, 2008).
Activity Each of these activities require a certain amount of spoons, try to complete as many of these daily activities as you can with the spoons given to you: • Taking a shower – one spoon • Getting dressed – one spoon • Reading or studying – two spoons • Doing light housework – three spoons • Making and eating a meal – three spoons • Working – four spoons • Visiting a friend or relative – three spoons • Going to a healthcare provider appointment – three spoons This is meant for self-education purposes, and not meant for redistribution or republication.	Introduction to the first activity! - To complete all the activities, people would need a bundle of 20 spoons. - Give bundles of 25, 20, 15, and so on down, to bundles of four spoons. - Each participant receives a bundle. - They are told to complete as many activities as they can with the spoons they have. - Naturally, many people will run out of spoons to complete all the activities. They are told to prioritize the activities they considered essential. This is followed up by reflection questions, and then an introduction to spoon theory.

Reflection Questions • Where you able to complete all your daily tasks? • Did you have “spoons” to spare? • Did you notice other people had a different number of spoons? • How did you feel if/when you were unable to complete your daily activities? • Which activities did you let go off if you didn’t have enough spoons to complete them all? This is meant for self-education purposes, and not meant for redistribution or republication.	Reflection Questions - Where you able to complete all your daily tasks? - Did you have “spoons” to spare? - Did you notice other people had a different number of spoons? - How did you feel if/when you were unable to complete your daily activities? - Which activities did you let go off if you didn’t have enough spoons to complete them all?
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Case Study: Discussion Activity  This is meant for self-education purposes, and not meant for redistribution or republication.	Introduction to the second activity! - Case study and discussion
Case Study Goal: To put on the hat of an instructor and identify key concerns regarding disability and inclusion in an academic setting! We will go over a scenario to explore how unconscious biases, historically embedded & institutionalized habits in teaching practices, representation and intersectionality can influence an individual's sense of belonging to an academic community. This is meant for self-education purposes, and not meant for redistribution or republication.	Case Study - Goal: To put on the hat of an instructor and identify key concerns regarding disability and inclusion in an academic setting! - We will go over a scenario to explore how unconscious biases, historically embedded &

	institutionalized habits in teaching practices, representation and intersectionality can influence an individual's sense of belonging to an academic community.
 Scenario You teach a first-year geology course. The department program advisor comes to you with a concern that was brought up by a female student in your course. According to the program advisor, the student is really enjoying the course and has decided she wants to major in geology. However, she doesn't feel that she "belongs" in the discipline. The student says that she doesn't connect with the images that are routinely shown in class as almost every image shown of geologists doing scientific work consists of seemingly able-bodied, bearded men standing on the peaks of rugged mountain ranges. She hears stories of instructors spending their summers hiking in remote regions, carrying bags full of heavy rock samples up and down steep cliffs. Although the student's issues with accessibility are not overtly visible, and she has severe joint issues and cannot walk without pain even on flat ground for more than a few hours at a time. Exasperated, the student told the program advisor that she is just going to major in something else, because there's no way she can be a geologist. Adapted from the Case Study developed by Allison Jolley, Department of Earth, Ocean and Atmospheric Sciences and Human Factors Study & Inclusion Office at the University of British Columbia This is meant for self-education purposes, and not meant for redistribution or republication.	Scenario You teach a first-year geology course. The department program advisor comes to you with a concern that was brought up by a female student in your course. According to the program advisor, the student is really enjoying the course and has decided she wants to major in geology. However, she doesn't feel that she "belongs" in the discipline. The student says that she doesn't connect with the images that are routinely shown in class as almost every image shown of geologists doing scientific work consists of seemingly able-bodied, bearded men standing on the peaks of rugged mountain ranges. She hears stories of instructors spending their summers hiking in remote regions, carrying bags full of heavy rock samples up and down steep cliffs. Although the student's issues with accessibility are not overtly visible, and she has severe joint issues and cannot walk without pain even on flat ground for more than a few hours at a time. Exasperated, the student told the program advisor that she is just going to major in something else, because there's no way she can be a geologist
 Discussion 01 From your lens as an instructor, what are the issues highlighted in this scenario? 02 As an instructor, how would you respond to the situation? What could be done to support the student in this scenario? Adapted from the Case Study developed by Allison Jolley, Department of Earth, Ocean and Atmospheric Sciences and Human Factors Study & Inclusion Office at the University of British Columbia This is meant for self-education purposes, and not meant for redistribution or republication.	Discussion 1. From your lens as an instructor, what are the issues highlighted in this scenario? 2. As an instructor, how would you respond to the situation? What could be done to support the student in this scenario?

 Consider how the following played a role in the case study: - Unconscious Biases - Invisible Disabilities - Privacy & Confidentiality - Intersectionality - Reality of the Field/Discipline and Advocacy This is meant for self-education purposes, and not meant for redistribution or republishing.	Consider how the following played a role in the case study: - Unconscious Biases - Invisible Disabilities - Privacy & Confidentiality - Intersectionality - Reality of the Field/Discipline and Advocacy
 TAKE-HOME/LAB/OFFICE QUESTIONS How do these topics apply to your research community? How can we be more proactive to resolve issues around these topics before they arise? UBC WIDE EDI RESOURCES This is meant for self-education purposes, and not meant for redistribution or republishing.	TAKE-HOME/LAB/OFFICE QUESTIONS - How do these topics apply to your research community? - How can we be more proactive to resolve issues around these topics before they arise?
 Increasing Disability Inclusion Literacy Workplace Learning Courses	- Question and Answer period. - Wrap up the workshop with a Q+A about the concepts introduced. - Promote UBC Workplace learning resources on Canvas.



Activity I: Spoons

- To complete all the activities, people would need a bundle of 20 spoons.
- Give bundles of 25, 20, 15, and so on down, to bundles of four spoons.
- Each participant receives a bundle.
- They are told to complete as many activities as they can with the spoons they have.
- Naturally, many people will run out of spoons to complete all the activities. They are told to prioritize the activities they considered essential.

This is followed up by reflection questions, and then an introduction to spoon theory. Make sure to also reflect on how disabled people have to use more spoons than they have and how this can exacerbate conditions, and how having less spoons may also be the result of constantly dealing with ableism.

Link for spoons: <https://www.amazon.ca/Hiceeden-Colored-Disposable-Plastic-Multi-Color/dp/B0BL355ZKV>

Activity II: Case study

- Introduce the activity and the goal of the case study
- Read the scenario
- Introduce Discussion questions
- Give participants 5-10 mins to read the scenario on their own and discuss the questions with their neighbours
- As a group, discuss the questions all together
- As a group, discuss the role of:
 - o Unconscious Biases
 - o Invisible Disabilities
 - o Privacy & Confidentiality
 - o Intersectionality
 - o Reality of the Field/Discipline and Advocacy
- The following are optional questions participants can reflect on, and/or bring to their next team meeting:
 - o How do these topics apply to your research community?
 - o How can we be more proactive to resolve issues around these topics before they arise?