LEARNING OUTCOMES

- Understand the spectrum of disability, disability identity, and ableism
- Discuss how you have experienced or seen ableism in your work with students
- Identify two social justice approaches to disability, specifically Universal Design and SPAR Model
DISABILITY SPECTRUM

Temporarily able-bodied

Temporarily disabled

Disabled

Severely disabled
20% people have a disability

11% of college students have a disability

88% of disabilities are invisible, meaning you would not know if someone has a disability simply by looking at them

610 students disclose as students with disabilities and receive accommodations from Services for Students with Disabilities at Loyola
The video depicts a world in which the majority of people have a disability. As you watch the video look for different indications of universal design. What types of disabilities were present in the video? How might this represent the experience of students at Loyola? How does this connect to your experience of working with students?
Universal Design focuses on ability identity

Can be applied in any situation

Makes programming/objects more accessible to residents

The design of events, objects, or spaces to be usable by people of all ability levels
<table>
<thead>
<tr>
<th>PRINCIPLES OF UNIVERSAL DESIGN</th>
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<tbody>
<tr>
<td>✗ Equitable use</td>
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<tr>
<td>✗ Flexibility in use</td>
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<tr>
<td>✗ Simple and intuitive use</td>
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<tr>
<td>✗ Perceptible information</td>
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<tr>
<td>✗ Tolerance for error</td>
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<tr>
<td>✗ Low physical effort</td>
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<tr>
<td>✗ Size and space for approach and use</td>
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SPAR MODEL

- Takes on the Minority Model assumption that disability is a part of diversity (Jones, 1996)

- Framework for examining the basic functions of a student affairs unit from the perspective of particular groups of student

- Needs of students vary, but need for inclusion does not
Services - including students with disabilities is the responsibility of all units, not just disability services

Programs - must address the unique needs of students with disabilities and result in meaningful interactions among all students

Advocacy - requires that all student affairs administrators
  ▪ learn about the needs and issues of students with disabilities
  ▪ raise the level of knowledge of the campus community
  ▪ create the conditions for institutional change

Research - disability is best understood as a socio historical context and continually transforming process
What are barriers to access that you see in your office or institution?

How might you apply either of these models to your work with students?

What is one way that you can immediately affect change to reduce ableism in your office or institution?

