Developing Cultural Competence:

Disability as Diversity,
Disability Culture,
Disability Awareness

Lilly North 2008

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CENTER ON DISABILITY STUDIES

Overview

A. Why culture matters.

B. Learn about common paradigms of disability.

C. Examples of disability culture.

D. Addressing disability as diversity in postsecondary education.
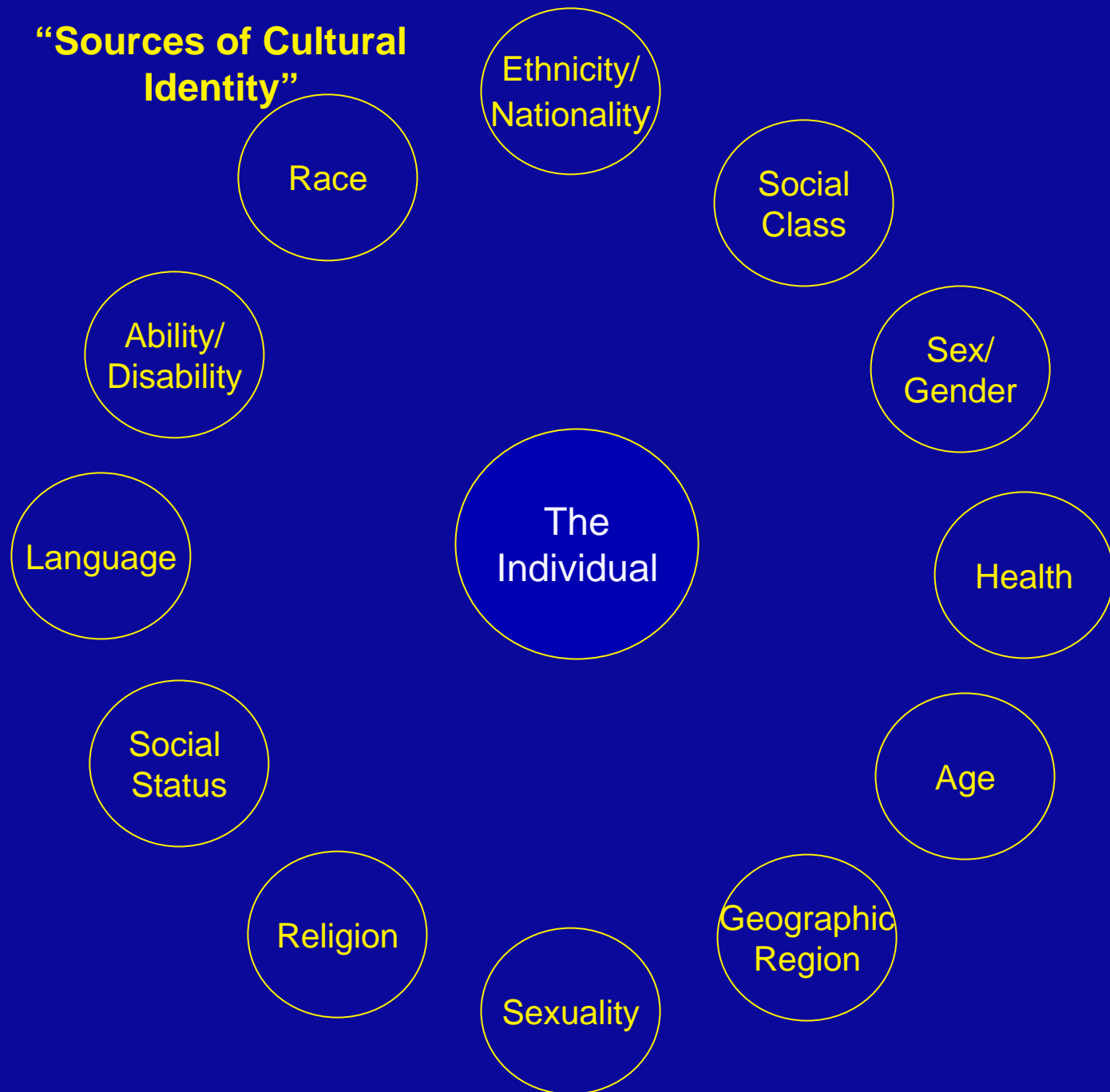
Questions to Consider :

- What is your personal definition of disability?

- Where did your definition of "disability" come from?

- How does your definition of disability affect how you approach your students?

4. How might your understanding of another culture affect your teaching style?

Why Culture Matters

What is Culture?

- SYSTEM of learned and shared standards for perceiving, interpreting and behaving in interactions with others and with the environment.

- Cultural system components.

- Culture is not static.

"Sources of Cultural Identity"

Ethnicity/ Nationality

Race

Social Class

Ability/ Disability

Sex/ Gender

Language

The Individual

Health

Social Status

Age

Religion

Geographic Region

Sexuality

"Socializing Agents that Transmit Culture"

The Individual

Family
School
Church
Community
Neighborhood
Peer Group
Electronic Media
Sports
The Arts
Print Media
Workplace
Technology

Cushner, McClelland, & Safford (1996), *Human Diversity in Education: An Integrative Approach*, p. 66

"The Cultural Acquisition Process"

The Individual

Inner ring (clockwise from top): Family, School, Church, Community, Neighborhood, Peer Group, Electronic Media, Sports, The Arts, Print Media, Workplace, Technology

Outer circles (clockwise from top): Ethnicity/Nationality, Social Class, Sex/Gender, Health, Age, Geographic Region, Sexuality, Religion, Social Status, Language, Ability/Disability, Race

Cushner, McClelland, & Safford (1996), *Human Diversity in Education: An Integrative Approach*, p. 75.

Western vs. Non-western

Collectivistic……*CONTINUUM OF VALUES*…...Individualistic

Interdependence……………………..……………………….………….Independence

Obligations to others……………..………………………………Individual rights

Rely on group…………………..……………………….…………Self-sufficiency

Adhere to traditional values…………………………True to own values and beliefs

Maintain traditional practices………..Continuously improve practices (progress)

Fulfill roles within group……………...……..…..Pursue individual goals/interests

Group achievement………………………………………Individual achievement

Competition between groups..………..…….....…Competition between individuals

Group/hierarchical decision-making……….Self-determination, individual choice

Shame/guilt due to failing group……………Shame/guilt due to individual failure

Living with kin…………………………………………….……Independent living

Family takes care of own……..…………………………Seek outside help if needed

Property shared within group..…………….......……Strong individual property rights

Elders transmit (oral) knowledge………..…..Individuals seek (textual) knowledge

Objects valued for social uses………..……Objects valued for technological uses

Common Paradigms Of Disability

Assumptions about Causes and Effects of Disability

A. Medical Model

Disability is located:

In an individual
(who is broken or sick
and needs fixing or curing)

B. Social Model

Disability is located:

In environment, which prevents people with disabilities from access to (for example):

Buildings

Communication

Education

C. Disability Culture/Pride Model

Disability is located

In positive identity:

People with disabilities have forged a group identity. We share a common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability. Most importantly, we are proud of ourselves as people with disabilities. We claim our disabilities with pride as part of our identity.   We are who we are: we are people with disabilities.

(Brown, *Movie Stars and Sensuous Scars,* 2003, pp. 80-81)

DISABILITY RIGHTS/CULTURE/PRIDE PARADIGM
by
Steven E. Brown
©Institute on Disability Culture, 1995
http://web.mac.com/disculture

	COMMUNITY ASSISTANCE/MEDICAL/ CHARITY PARADIGMS	DISABILITY RIGHTS CULTURE/ PRIDE PARADIGM
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

Examples of Disability Culture

- http://www.youtube.com/watch?v=qMSrpZi_6WM&feature=related
- Fishing is Free
- http://www.youtube.com/watch?v=AmJ6FDj9R1k

D. Storytelling Model

Disability is located
Everywhere:

We all have so many stories to bear
Cry, laugh, sing, and despair;
how will our children learn and compare
if we're too timid to dare
to raise the flare
share that we care.

From, Steven E. Brown, "Tell Your Story"

E. Policy/Legal Model

An individual is considered to have a disability if:

- S/he has a physical or mental impairment that substantially limits one or more major life activities,

- S/he has a record of such an impairment, or

- S/he is regarded as having such an impairment

Disability as Civil Rights

- The law posits disability rights as a form of civil rights. How did this thinking come about?

- People with disabilities formed a civil rights movement, inspired by that of the 1960s.

- The law now asks us to think of disability discrimination like discrimination on the basis of race or gender.

In a rally in Washington, D.C., before the passage of the ADA, demonstrators extend the frame of civil rights by incorporating slogans from the civil rights movement.

"Access is a civil right."

Disability Law

- Section 504 of the 1973 Rehabilitation Act

  ✓ The first acknowledgment of disability discrimination

  ✓ Agencies receiving federal funds may not discriminate on the basis of disability, including public schools and universities.

A demonstrator's sign at a New Jersey public transit accessibility protest illustrates the core civil rights issue for people with impairments: accessibility.

"I can't even get to the back of the bus."

The 1990 Americans With Disabilities Act

- First comprehensive civil rights law that outlawed disability discrimination in public **and** private areas.
- Title II: People with disabilities have the right to access and participate in public programs and services in which people without disabilities participate, including attending YOUR class.
- You and the institution are responsible for providing accommodations.
- Failure to provide accommodations is a form of discrimination.

Disability, Diversity, and Postsecondary Education

PAUSE

Signs of Positive Growth

- An increasing number of students with disabilities are entering colleges & universities.
  - ✓ Enrollment has tripled since the 1970s.
  - ✓ Students with Disabilities make up approximately 9% - 12% of the total U.S. college population.

- A postsecondary education degree serves as an equalizer for persons with disabilities in employment settings

But…in reality

- Only 41% of SWD in postsecondary education obtain a degree

- Unemployment rates for SWD with a college degree range from 33% to 45%

- For people aged 16-64, only 56% of people with disabilities are employed

How to include disability as diversity in postsecondary education

Traditionally:

- Working with your disability student services office to provide appropriate accommodations.
- Support provision is linked to access rather than learning success or program completion.

Now:

- Addressing the needs through Universal Design for Learning.
- Disability studies programs.

Universal Design Continuum

Americans with Disabilities Act

Higher Education Opportunity Act

Accommodating
individuals one at
a time

Universal Design:
Barrier-free,
fewer individual
accommodations
needed

Universal Design for Learning

"[Universal Design for Learning] UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences. 'Universal' does not imply a single optimal solution for everyone. Instead, it is meant to underscore the need for multiple approaches to meet the needs of diverse learners." (CAST, www.cast.org)

Principles of UDL

- Multiple means of representation

- Multiple means of expression

- Multiple means of engagement

Diversity of Strengths

- Learning through seeing

- Learning through hearing

- Learning through touching and doing

Diversity of Challenges

- Lack of interest or engagement

- Returning/age

- Learning disabilities

- Sensory and physical disabilities

- Psychiatric disabilities

- Language barriers

How is UDL Applied in Postsecondary Settings?

- Diversification of instructional method

- Diversification of instructional materials

- Application of technology

Interdisciplinary Certificate Program in Disability and Diversity Studies

- 15 credit graduate level program by the Center on Disability Studies (CDS) in the College of Education.
- An interdisciplinary approach to disabilities and diversity issues.
- The goal is to acquire skills in joint planning, decision-making, goal setting and to understand contemporary disability issues, research, and effective practices from a social, political, cultural and historical context.

- Trained over 700 graduate students.
- Students from over 15 disciplines including: education, social work, psychology, public health, law, nursing, and political science.

Who needs to know about Disability?

Everyone. Every Profession.

DIS 693: **Introduction to Disability and Diversity Studies**
Instructor: Dr. Megan Conway
mconway@hawaii.edu
Tuesdays, 4:00-6:30pm
WIST 128

DIS 694: **Interdisciplinary Team Development**
Instructor: Dr. Steven Brown
sebrown@hawaii.edu
Thursdays, 4:30-7:00pm
BUS AD (Shidler) E-201

Two Courses For Fall 2008

The Center on Disability Studies (CDS) offers a fifteen-credit graduate level **Certificate Program in Disability and Diversity Studies.**

Students and professionals from all disciplines are welcome.

Courses may be taken as part of the Certificate Program or as an elective. For more information, visit **www.cds.hawaii.edu**

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Questions & Comments

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