

Dear campus colleagues,

Thank you for choosing to present this **“Bulletin Board in a Bag”**:
Disability Awareness in your area this **April!**



In this packet, and any attached documents, you will find everything you need to **begin** a great bulletin board. The information presented was gathered by CME student staff from personal research unless stated otherwise. Past and future BBBs are posted on our Publications website: www.du.edu/cme/resources/publications.html

How to use

We've provided several flyer-sized pages of information, intended to get your board *started*. For the most part, the Board is just print and post ready. Color is obviously most eye-catching, but most of the graphics should be fine in black and white/grayscale if necessary. We strongly suggest researching and adding additional information that would be of most interest to your particular audience (relevant communities in home states/nations, campus/community activities that appeal to majors and hobbies); this can help expand the board and improve its impact.

If available at the time of publication, we've also included information about relevant campus/ community events that you can post as well. You can always check our online calendar (right –most column of www.du.edu/cme), the relevant Joint Council student organization (www.du.edu/cme/programs-services/joint-council.html) and/or other sources to see what events and resources you can add to your Board. And, consider attending one/some of these events too!

Feedback

If you use the board, to help us know where our boards have been, and how audiences have responded to them, please email us (igr@du.edu) the following:

- Your name, hall and floor where the board is posted
- A photo or two of the board up
- A brief description of any reaction/feedback the board generated on your community,
- And any feedback you have about this board or ideas for other Inclusive Excellence-related identities/issues/observances we could provide for the future.

(And in the unfortunate event there's any defacement or other negative reaction to the board, please follow your hall's reporting procedures, and let us know.)

THANKS for sharing this important, and interesting, info with your audiences!

www.du.edu/cme | www.facebook.com/DUCME



Photo: hopehousepost.blogspot.com/p/disability-rights-history.html

Able, Just Different:

Ableism and Disability

I am not inspirational and I am not overcoming and I am not needy or special. I wish more people realized that I only think of myself as disabled when you point it out to me.

--Claire Forrest's personal blog

Source: www.claireforrest.com/uncategorized/international-day-of-disability-2014-able-bodied-privilege

Ableism : Social Construction of “Normal”

“Able-bodied:” The idea of what “normal” people can do like go up stairs, work a 9-5 job, live independently, etc.

“Disabled:” Somehow different from “normal.” This social construct only makes sense because of an understanding of what is “normal” and “able.”

Ways that Ableist Social Construction Works:

- Language: Words like “deficit,” “impaired,” “crazy,” “lame,” and even “disabled” reinforce ideas of what’s socially accepted as normal and what’s not.
- Stigma and discrimination.

Ways that Ableist Social Construction Works:

- Architecture: All built environments are constructed and not naturally occurring, and all modern built environments are made with the able-bodied person in mind, e.g. stairs, telephones, and signs.
- Media: Shows, movies, and advertising reinforce the ideal of the able-bodied person. The few people with disabilities who are featured, are often portrayed as flat characters exploited for inspiration, token representation, or even to incite pity.

Thus, society and culture creates the ideal of physical and mental ability and also the flip side of disability.

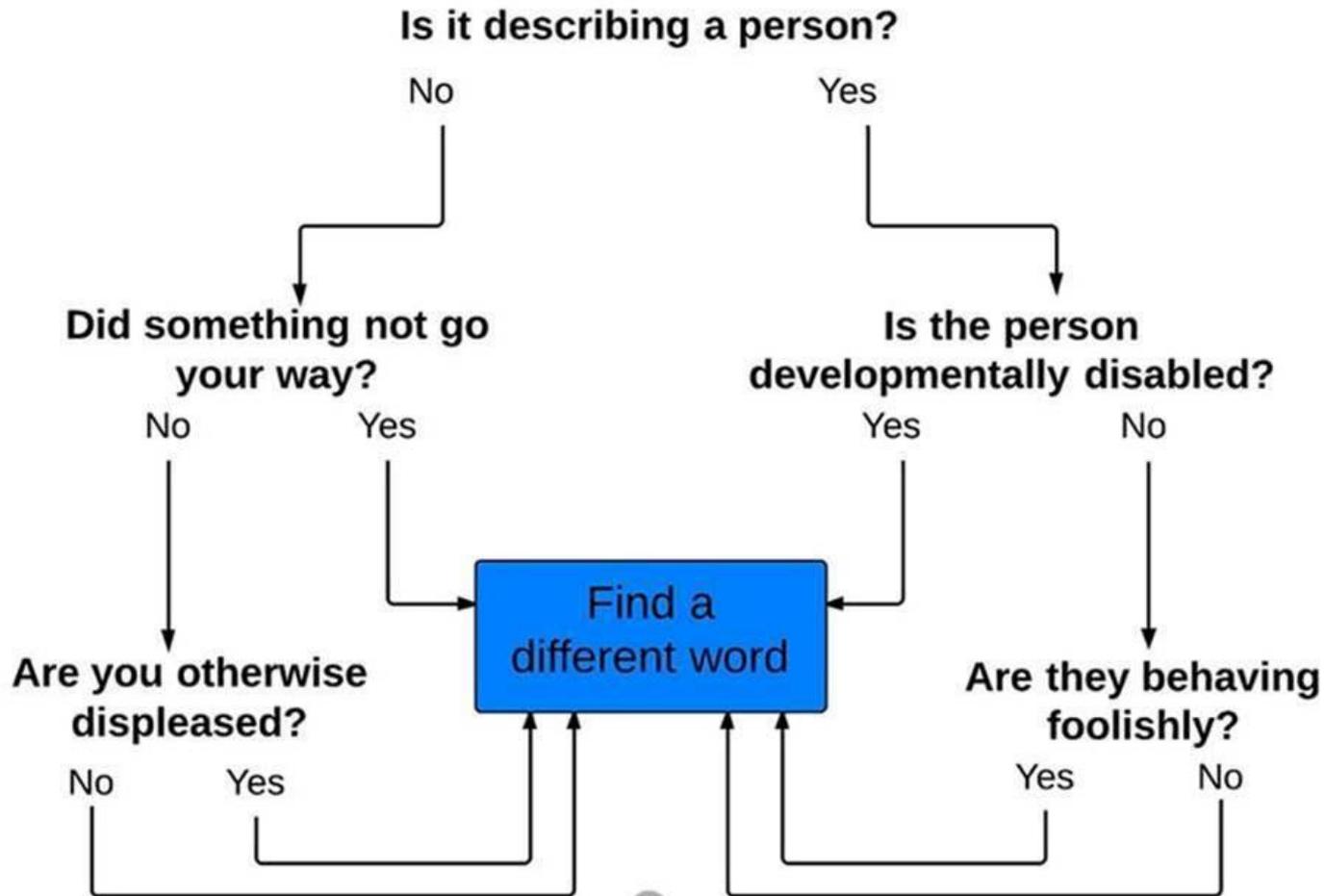


Able-bodied Privilege Checklist

Excerpts from adaptation of Peggy McIntosh's "Invisible Knapsack of White Privilege."

- I can, if I wish, attend social events without worrying if they are accessible to me.
- If I am in the company of people that make me uncomfortable, I can easily choose to move elsewhere.
- I can easily find housing that is accessible to me, with no barriers to my mobility.
- I can go shopping alone most of the time and be able to reach all items without assistance, know that cashiers will notice I am there, and can easily see and use credit card machines.
- I can turn on the television and see people of my ability level widely and accurately represented.
- I can do well in a challenging situation without being told what an inspiration I am.
- If I ask to speak to someone "in charge", I can be relatively assured that the person will make eye contact with me and not treat me like I am stupid.
- I can belong to an organization and not feel that others resent my membership because of my ability level.
- I do not have to fear being preyed upon because of my ability level.
- People do not tell me that my ability level means I should not have children.
- I can be reasonably sure that I will be able to make it to a regular job every day.
- My daily routine does not have to be carefully planned to accommodate medication or therapy schedules.
- If I am not feeling well, and decide to stay in bed, I will likely be believed and not told that I am lazy and worthless.

When is it okay to use the word retarded?



MILITARY SPECIAL
NEEDS NETWORK

“Freak Show”

**The Four-Legged
Woman**

Elephant Man

Lobster Boy

Camel Girl



The history of gawking at people with disabilities is long and complex. Dating as far back to the 1500s, when people with dwarfism acted as court jesters to the popularization of circus “freak shows” in the mid-1800’s in America, people with disabilities were objects of awe, disgust, and entertainment. Often considered the property of the circus owners, persons with disabilities had few options during that time—to “freak or die” in an institution. While social consciousness has evolved since the time of the side show, people with disabilities often still face issues of discrimination, exploitation and objectification.

Poster Child



The first use of the term, “poster child,” referred to a child with a disability or deformity whose picture is used on posters as part of campaigns to raise money or recruit volunteers.

Even when used for good causes, this type of campaign technique can reinforce cultural messages of what’s “normal” (able-bodied) and what’s “unfortunate” and “abnormal.”

Now, the term “poster child” has expanded to any person displayed publicly for a certain attribute or trait to symbolize a cause, circumstance, or movement. The use of a “poster child” is sometimes critiqued for tokenizing a particular identity or experience and exploiting it for a cause.

Balancing the complexity of someone’s full life experience while trying to raise awareness and resources for important causes remains a complex challenge.

Disability Rights Movement

YOU GAVE US YOUR DIMES



NOW WE WANT OUR RIGHTS

Centuries of stigmatization created persistent social, political, and economic marginalization for people with disabilities. In the 1800s, many were forced to enter institutions and asylums to live out their entire lives and endure forced sterilization.

A shift started after World War I when war veterans expected government support, resulting in the introduction of new technologies and policies to allow for self-sufficiency for people with disabilities. A similar push occurred after World War II. However, people with disabilities still did not have access to public transportation, telephones, bathrooms, stores, and most building entries and exits with stairs.

Allying with other civil rights advocates in the 1960s, disability advocates also protested for equal rights. The 1972 Rehabilitation Act was the first law to include people with disabilities and was followed by the 1975 Education for All Handicapped Children Act.

While certain laws have moved the needle forward, people with disabilities still face bias and discrimination that all advocates and allies must continue to challenge.

We're disabled.
Not from
another planet.

Time to get equal



Americans with Disabilities Act (ADA)

Photo: s-media-cache-ak0.pinimg.com/originals/a3/78/95/a378956b145ae6e14a6a6c56c32d5bfd.jpg

Passed in 1990, the ADA is the culmination of many efforts of disability advocates. A wide-ranging civil rights law, the ADA prohibits discrimination and protects equal opportunity for people with disabilities in employment, public services, public accommodations, commercial facilities, and transportation.

ADA definition of disability covers both mental and physical conditions; conditions do not have to be severe or permanent to be included. Some covered disabilities include deafness, blindness, developmental delay, mobility constraints requiring use of wheelchairs, cancer, diabetes, epilepsy, major depression, schizophrenia, and others.

Some examples of compliance:

- Providing a deaf applicant with a sign language interpreter during an interview
- Acquiring and/or modifying office equipment
- Installing ramps at entrances and exits
- Allow employee with diabetes to take regular breaks for blood sugar monitoring
- Modifying work schedules to accommodate radiation or chemotherapy
- Adequate parking or public transit vouchers

Access for All

General Accessibility and Universal Design Principles:

- Equitable Use: The design is useful and marketable to any group of users.
- Flexibility in Use: The design accommodates a wide range of individual preferences and abilities.
- Simple and Intuitive Use: Use of the design is easy to understand.
- Perceptible Information: The design communicates necessary information effectively to the user.
- Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintentional actions.
- Low Physical Effort: The design can be used efficiently and comfortably.
- Size and Space for Approach and Use: Appropriate size and space is provided for approach and use.

Source: www.makoa.org/accessable-design.htm



Access at DU

University of Denver provides services to accommodate disabilities defined by the American with Disabilities Act as any condition that substantially limits “major life activities” such as walking, seeing, hearing, speaking, breathing, or learning.

Available support include:

- Test accommodations (examples: extended time, minimal distraction)
- Alternate format texts & materials
- Course substitutions
- Classroom changes
- Early registration
- Note takers
- Sign language/oral interpreters
- Referrals to other services and programs

Visit www.du.edu/disability for info on campus services.



Photo: www.cornerstoneapartments.com/find-your-neighborhood/explore-neighborhoods/detail?url=university-of-denver

Access in Denver



Denver's Office of Disability Rights (DODR) oversees ADA compliance in Denver and provides services and resources for people with disabilities.

DODR provides and coordinates the following:

- Support for finding accessible, affordable housing
- Sign language interpreters for city and county events
- Sign language classes
- Responding to citizens' curb ramp requests
- Disability parking signs for residences
- Resources for disability parking and travel resources

Other area resources:

- **RTD Access-A-Ride:** reserve a ride during the same days and hours as local bus services in RTD's service area. www.rtd-denver.com/accessARide.shtml
- **Accessible Denver:** Online resource for living or visiting Denver. Provides information on transportation, medical care, entertainment, and help lines. www.denvergov.org/accessibledenver