

Dear campus colleagues,

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

In this packet, and any attached documents, you will find everything you need to begin a great bulletin board.

How to use

We’ve provided several flyer-sized pages of information, intended to get your board started; researching and adding additional information that would be of most interest to your particular residents (relevant communities in their home states/nations, campus/community activities that appeal to their majors and hobbies) can help expand the board and improve its impact.

For the most part, the Board is just print and post ready. If we had it available at the time of publication, we’ve also included or attached information about campus/community events observing this month, that you can post as well. If there aren’t any, you can check campus calendars such as the Diversity Portal (www.du.edu/diversity) or IEE (www.du.edu/studentlife/ie-education/) for opportunities you can add to your Board. And, consider making attending one of these events a program for your floor!

Feedback

To help us know where our boards have been, and how residents have responded to them, please email us (igr@du.edu) any/all of the following:

- Your name, hall and floor where the board is posted
- A photo or two of the board up on your floor
- A brief description of any reaction/feedback the board generated on your floor 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 residents!

Sincerely,

Inclusion and Equity Education

www.du.edu/studentlife/ie-education/

facebook.com/IEedDU

 INCLUSION is within  ABILITY. Everyone's 

DISABILITY AWARENESS
MONTH, 2019

WHAT DOES IT MEAN TO LIVE WITH A DISABILITY

- Disabilities can make it harder to do normal daily activities; they may limit physical or mental activity.
- Disability doesn't mean unable, and it isn't a sickness.
- Most people with disabilities can - and do - work, play, learn, and enjoy full, healthy lives.
- Here is what some people living with a disability have to say about their lives:
 - “Me having a disability is nothing for you to feel sorry about.”
 - “Having a disability does not define you.”
 - “I am not stronger than you.”
- <https://themighty.com/2015/11/people-with-disabilities-share-what-its-like-to-have-a-disability/>



<https://www.nlm.nih.gov/medlineplus/disabilities.html>

STATISTICS AND STIGMA

- It's estimated that nearly 1 in 5 people in the United States and 1 billion people in the world have a disability. Despite those figures, disability is a topic that many individuals don't feel comfortable discussing due to the stigma that surrounds them.
- Disability is not inability, nor is it something that anyone should feel sorry about.
- Whether the disability is hidden or visible, many that live with them feel very uncomfortable talking about their disability, and this needs to change in order to foster positive change in terms of how disability is viewed in our society.



VISIBLE VS. INVISIBLE DISABILITIES:

- Often people think the term disability only refers to people who use a wheelchair or walker. On the contrary, the 1994-1995 Survey of Income and Program Participation found that 26 million Americans were considered to have a severe disability, while only 1.8 million used a wheelchair and 5.2 million used a cane, crutches or walker. In other words, 74% of Americans who live with a severe disability do not use such devices. Therefore, a disability cannot be determined solely on whether or not a person uses assistive equipment.
- The term invisible disabilities refers to symptoms such as debilitating pain, fatigue, dizziness, weakness, cognitive dysfunctions, learning differences and mental disorders, as well as hearing and vision impairments. These are not always obvious to the onlooker, but can sometimes or always limit daily activities, range from mild challenges to severe limitations and vary from person to person.



<https://invisibledisabilities.org/invisible-no-more/the-visible-invisible-disability/>

<https://www.rickhansen.com/news-stories/blog/lets-talk-about-invisible-disabilities>

WHAT IS THE AMERICANS WITH DISABILITIES ACT (ADA)?

The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

Examples of the ADA's accommodations:

- 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



EMPLOYMENT HURDLES

- The share of adults with disabilities who are working by some measures hasn't improved since the ADA was passed in July 1990. When the law was signed, about half of disabled Americans were employed, a share that declined to 41 percent by 2010, according to Census data.
- Ironically, some economists suggest the ADA may have made it less likely for employers to hire people with disabilities because of the costs they might incur for providing accommodations. Yet disability advocates point out that Americans with disabilities face a host of complex issues such as stigmas, typically lower education rates and higher rates of poverty, which add to the difficulties of finding a job while disabled.



www.cbsnews.com/news/americans-with-disabilities-still-cant-land-jobs/

<https://bizfluent.com/info-7943797-effects-disability-discrimination.html>

BEING INTENTIONAL WITH LANGUAGE:

- Many stress that it's important to refer to someone living with a disability as a person first, and diagnosis second. (Person-first language.)
- Without hiding or downplaying a disability, that's not any person's only attribute.
- A person isn't a disability, condition or diagnosis; a person has a disability, condition or diagnosis.
- As with many identities, it can be best to mirror how people describe themselves, or just ask!

Who do *you* see?

“a student with autism”

“an autistic student”

Be the voice of equity, acceptance and respect:
Use **PERSON-FIRST TERMINOLOGY**

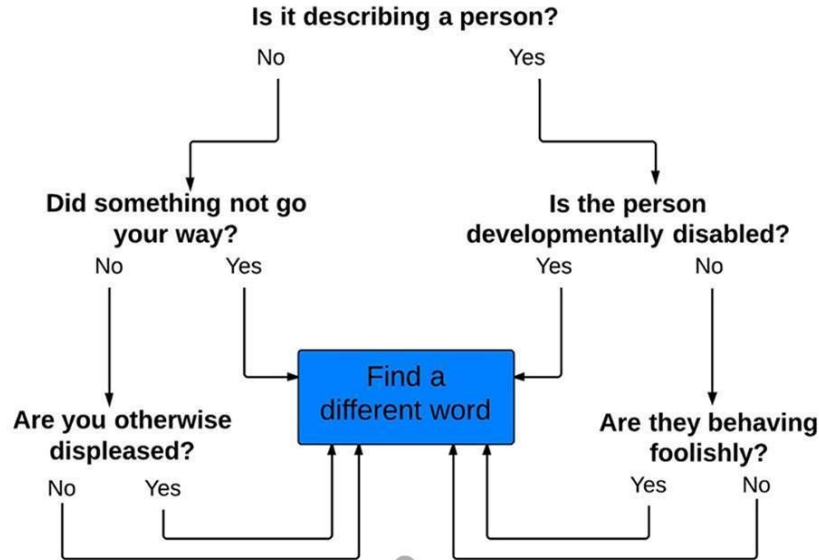
SCCOE Policy: In writing or speech, place the person *before* the label.

Santa Clara County
Office of Education
www.sccoed.org

INCLUSION COLLABORATIVE
www.inclusioncollaborative.org

DISABLE THE LABEL!!!

When is it okay to use the word retarded?



MILITARY SPECIAL
NEEDS NETWORK

THE R-WORD HURTS
DISABLE
THE LABEL

<http://lionschronicle.uafs.edu/fall/2012/editorial/let%E2%80%99s-get-rid-%E2%80%9Cr%E2%80%9D-word>

WHAT IS ACCESS+ABLE DU CAMPAIGN?

- Have you found an automated door in a particular building never working?
- Campus paths or corridors always blocked?
- Counters too high?
- Other obstacles keeping some Pios from literally joining in?

- To help raise awareness and empower action, campus partners are gathering examples of physical challenges our students, staff, faculty and visitors face in coming to and using DU campus, offices and services. And we need your help with a snapshot campaign to identify areas for improvement!

- Send your picture/video/story and brief details to igr@du.edu with "access" in subject line. (Your name will not be attributed to the example/experience.) We'll work on on making fixes, identifying patterns and finding systemic solutions!



DISABILITY ACCOMMODATIONS AT DU

The 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 includes:

- 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.

DISABILITY ACCOMMODATIONS 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

