Session Goals

- Discuss how disability is framed
- Apply new ways of thinking to our work
- Review the role of Disability Resources on campus
Medical frame

- Focus on an individual’s impairment
- Deficit approach
- Goal is to “cure” or “fix” the problem
How does the media frame disability?

- Tragic, pitiful
- A fate worse than death
- Fear of becoming disabled
- Villains
- Inspirational for overcoming disability
- “Super crip”
- Charity, telethons
- Human interest pieces
Sociopolitical frame

- Disability is socially constructed
- The environment creates barriers that exclude individuals with disabilities
  - physical, curricular, policy, attitudinal
## Frameworks

<table>
<thead>
<tr>
<th>Frame</th>
<th>Core</th>
<th>Intervention</th>
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<tbody>
<tr>
<td>Medical</td>
<td>• Locate the problem within the individuals</td>
<td>• Cure or fix problem</td>
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<td></td>
<td>• Focus on specific condition</td>
<td>• Disability is negative</td>
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<td></td>
<td>• Disabled individual is at a deficit</td>
<td>• Individual accommodations</td>
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<td>• Do not internalize disability as an identity</td>
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<tr>
<td>Sociopolitical</td>
<td>• Locate problem in environment</td>
<td>• Work to identify and eliminate barriers</td>
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<td>• Environmental barriers exclude disabled individuals and set parameters of disability experience</td>
<td>• Create sustainable change</td>
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<td>• Disability is neutral</td>
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<td>• Appreciate community and culture</td>
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Discuss

- Identify examples of environmental barriers that exclude people from participation
  - Physical
  - Curricular
- How does this affect students as they prepare for college?
What is “Universal” Design?
- Designing for the highest numbers of users, largest audience
- NOT disability-specific
- No need for individual accommodations
- Seamless access
- Sustainable
- Cultivates a welcoming and inclusive environment for all people
Examples

- Eliminate the need for a separate entrance by creating an accessible main entrance that all audience members use to enter and exit together.
- Provide materials electronically, ahead of time, so individuals have an option to modify size and contrast of documents. Many individuals benefit from receiving materials in advance so they may become familiar with content, print documents or read along during a presentation.
- Use good, clear signage to identify accessible features.
- Let language demonstrate your values—locate the problem in the environment, not in the individual.
- Strive to make the experience of disabled and non-disabled consumers as equitable as possible, eliminating additional burden on disabled individuals.
Discuss

- How can you redesign or re-envision processes and practices in your work to reframe disability?

- Things to consider:
  - Physical access
  - Printed materials
  - Transportation to/from events
  - Marketing
  - Language
  - Disability content and representation

- Share with the group
DRC – Disability Resources

- Resources for:
  - Students
  - Faculty
  - Staff
  - Campus Visitors/Community Members

- Highlights:
  - College wheelchair sports program
  - Accessible gym
  - Assistive Technology Lab
  - Testing Center
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