

BECOMING AN ACCESS-CENTERED EDUCATOR: DISABILITY JUSTICE IN PRACTICE

ACCESS IS L♥VE

Presenters:

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PROFESSIONAL LEARNING OUTCOMES

- i. Explore what it means to be an “Access-centered Educator”
- ii. Gain practical approaches for immediate implementation in the classroom and writing center (i.e., student support strategies, universal design, technological resources available to all employees)
- ii. Explore recent challenges and solutions to address issues of access and accommodation in the classroom and writing center

ACCESS-CENTERED

*“**Access-Centered** means radically centering intersectional access – We think of access not only in regards to disability but all of our identities (race, class, gender, sexuality, size, language, immigration status, etc.). We believe that offering this kind of space, language, and culture gets us closer to access that is rooted in love, connection, and liberation of all beings”. – Access Centered Movement*

DISABILITY JUSTICE

“**Disability Justice**, a multi-issue political understanding of disability and ableism, moving away from a rights-based equality model and beyond just access, to a framework that centers justice and wholeness for all disabled people and communities.” (Taormina-Wiess, 2013)



ABLEISM

"**Ableism**, a system that places value on people's bodies and minds based on societally constructed ideas of normalcy, intelligence and excellence. These constructed ideas of normalcy, intelligence and excellence are deeply rooted in anti-Blackness, eugenics and capitalism. This form of systemic oppression leads to people and society determining who is valuable or worthy based on people's appearance and/or their ability to satisfactorily produce, excel & "behave." Importantly, you do not have to be disabled to experience ableism. - *a working definition by Talila "TL" Lewis*

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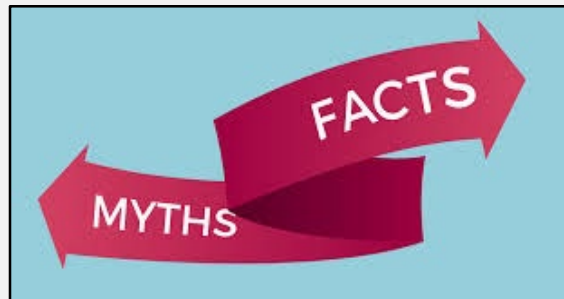
“**Access Is Love**, aims to help build a world where accessibility is understood as an act of love. It is a belief that access is a collective responsibility instead of a sole responsibility placed on a few individuals.” Collaborative project launched by Alice Wong, Mia Mingus, and Sandy Ho.

INTERSECTIONALITY

“**Intersectionality**, Kimberlé Crenshaw, a legal scholar, created a term to describe our multiple identities: *intersectionality*. Crenshaw explains that our identities are like traffic flowing at an *intersection* – one identity may flow in one direction while another identity is flowing in a different direction (Crenshaw, 1989). In 2013, The Oxford Dictionary of Social Work and Social Care broadened Crenshaw’s conceptualization of the term, defining it as the combined effects of one's multiple identities, which includes identities such as race, gender, sexual orientation, religion, and employee status.”

MISCONCEPTIONS AROUND ACCESS

- Same treatment equals equity and fairness
- Legal demand vs an collaborative and interactive process
- This is a top-down order vs student-centered approach
- “Students are just working the system...”
- Access exclusively means accommodation
- We have access experts/all of the access lies within SAS
- “They’re SAS students...”
- SAS is just a resource for students
- Accommodations can provide an unfair advantage (i.e., “extended time is an academic boost”)



CRIP CAMP



<https://tiny.one/disabilityjustice>



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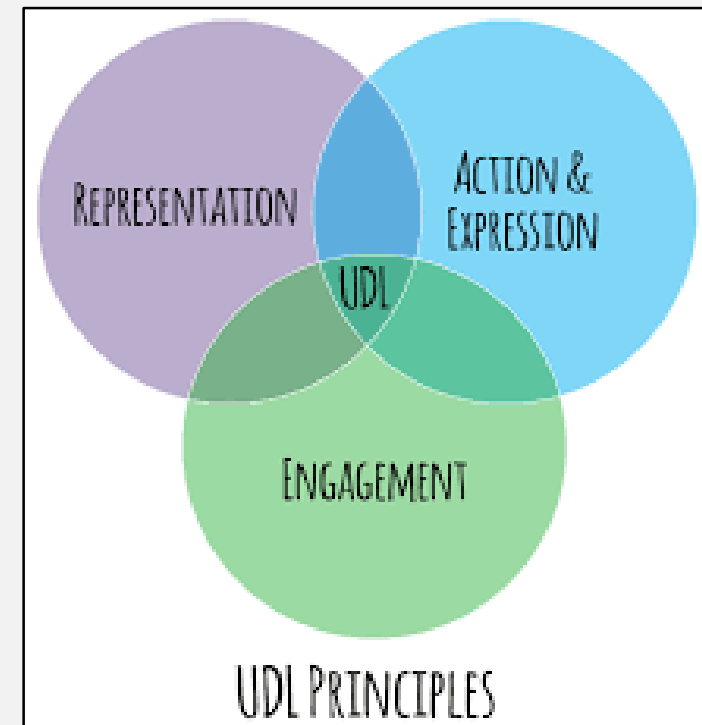
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UNIVERSAL DESIGN FOR LEARNING (UDL)

- UDL Basics – Good for all, necessary for some. Captions and Audio Books.
- Technology that extends and invites. It should not mediate or act as another barrier.
- Read and Write and Otter
 - Writing to learn – Notetaking. [Otter Notes – https://otter.ai](https://otter.ai)
 - Writing to know, think and revise – Highlights, Predictive Text and Read Aloud. Read and Write [Read and Write – https://udlforelle.tiny.us/readandwrite](https://udlforelle.tiny.us/readandwrite)



PUTTING IT INTO PRACTICE “WHAT IS MY RESPONSIBILITY?”

- Taking ownership in providing access
- Providing space for the personal narrative and the sharing of stories
- Trusting that students are the experts in understanding their access needs and barriers to access
- Observing ways in which ableism can manifest in our expectations of others
- Understanding what it means to be trauma-informed, especially during these times of uncertainty
- Being willing to offer “creative flexibility” to the process



every day
is another chance to practice
living out the values
that matter most to us,
to be our best selves,
to be the legacy
we want to leave.

-mia mingus

MINDFUL APPROACHES AND CONSIDERATIONS/ACCESS CHECKLIST

- ✓ Who benefits?
- ✓ Who doesn't?
- ✓ Who can understand this?
- ✓ Can everyone access this?
- ✓ Who can I reach out to for help?
- ✓ What possibilities can I offer for same learning objectives?
- ✓ What is the goal here?
- ✓ Where is there and opportunity for creative flexibility (i.e., during course design, course delivery, etc.)
- ✓ What can I prepare ahead of time to allow access to material in multiple formats?

THE INTERACTIVE PROCESS

- Participation in SAS is Voluntary
- Students schedule an appointment to meet with a counselor
- An interactive discussion occurs when the student meets with the counselor
- Discuss accommodation and other support services on campus



PRACTICAL APPROACHES (CON'T) IN TUTORING

- The student is the best resource to get any information. Ask the student what tutoring strategies work best for them.
- Begin the session by highlighting work done in the previous session. A quick review of past materials and a highlight of what the current session will contain, creates a sequence for the student.
- Let the student know you are engaged: keep eye contact as much as possible.
- Check in with the student during the session with follow-up questions
- Refrain from own your assumptions.
- Toward the end of the session, recap the information covered so that the student can “bring it all together”. Even better, ask the student to recap what they went over and the tutor can then “fill in the blanks” as to what topics were covered.

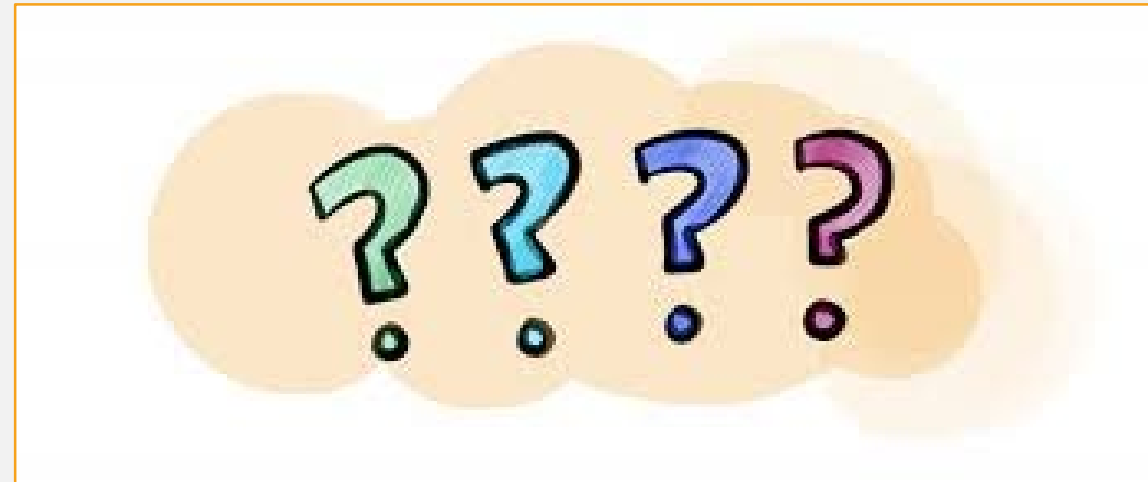
PRACTICAL APPROACHES (CON'T) IN TUTORING

- **Writing:** Using charts (flow charts, mind maps, etc.) helps to emphasize the brainstorming aspect of the writing process and to help them create structure within the brainstorm. Charts can be used to highlight main concepts with follow up questions, *for instance, what do you think comes after that? What do you think is a detail?* Help the student structure the essay before writing the essay. Try not to focus on spelling and grammar during that time *the goal of that session should be to create the flow of the essay*, focusing on those details can discourage the student and they get fixated on those details too. Grammar and spelling can be fixed in the editing process, but that tutoring session is to create the flow and the content of that essay.
- **Most important thing to keep in mind is to** be warm, patient, caring, and understanding. Let the student know that you will go over these concepts with them as many times as necessary.
- **Repetition is key** for students with disabilities, especially if memory is an issue for them. The more times information has been repeated, the greater the chance that ends in the student's long-term memory and actually understanding that process.

SAS'S ROLE IN SUPPORTING FACULTY AND STAFF

- In partnership with the student, we establish the services, supports, and reasonable accommodations needed to foster student success in the classroom and beyond
- Simultaneously, we are a resource the faculty and staff, aiming to answer questions, address concerns, and support your understanding of access
- We aim to empower you as an equity-minded leader committed to seeing students success
- We hold ourselves, students, and the broader campus community accountable in the role of providing access

COMMENTS/QUESTIONS



RESOURCES

- Writing Resources:
- Childers, Pamela B., Eric H. Hobson, and Joan A. Mullin. ARTiculating: Teaching Writing in a Visual World. Heinemann, 1998.
- Dunn, P. A. "Differentiating Writing, Reading, and How We Respond to Writing." ENGLISH JOURNAL, vol. 104, no 2, NCTE, 2014, pp. 118–120. <http://www.ncte.org/journals/ej/issues/v104-2>
- AccessDL | DO-IT (washington.edu)
- The Perceived Success of Tutoring Students with Learning Disabilities: Relations to Tutee and Tutoring Variables
- Peer Tutoring for College Students With Learning Disabilities | Semantic Scholar