

HUMAN DIFFERENCES

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HANDICAPPED VS DISABLED

- ▶ A **disability** is a condition caused by such things as an accident or trauma, disease, or genetics that limits a person's vision, hearing, speech, mobility, or mental function.
- ▶ A **handicap** is a constraint imposed upon a person, regardless of that person's ability or disability. These constraints can be physical or attitudinal. For example, stairs and curbs are handicaps imposed on those who use wheelchairs.

Always remember that the **person** is not the **condition**. Keep all your speech person focused, not disability focused.

THINGS TO REMEMBER

- ▶ Individuals with disabilities are people!
- ▶ Individuals with disabilities are whole people!
- ▶ They expect to be treated with the same dignity and respect that you do.
- ▶ Just because someone has a disability does not mean he/she is disabled.

DISABILITY ETIQUETTE

1. He/she is a person, NOT a disability.
2. Never patronize them by patting them on the head or back.
3. Offer to shake their hand, even if it appears as if they have limited use of their arms or have an artificial limb
4. For those who cannot shake hands, lightly touch the individual on the shoulder or arm
5. Look at and speak directly to the person
6. Don't apologize if you use an expression such as "I gotta run" or "See you later" that relates to the person's disability.
7. Don't pet or feed service animals or guide dogs as they are working.

WHEELCHAIR ETIQUETTE

1. Different degrees of assistance
2. Do not automatically assist the individual without permission. If you will be speaking with an individual in a wheelchair for more than a couple minutes, find a place where you can sit down to give the individual a more comfortable viewing angle.
3. A person's wheelchair is part of his/her own personal space.
4. Do not assume that having to use a wheelchair is a tragedy.

HEARING DISABILITY ETIQUETTE

1. Speak in at a normal volume
2. Keep conversations clear
3. If asked to repeat yourself – DO.
4. Face them
5. Don't have distractions in your hands/mouth – i.e.:
cigarettes

VISUAL DISABILITY ETIQUETTE

1. Introductions- indicate others with you with descriptive words
2. Ask before describing things
3. Walking- offer your arm
4. Talk at a normal rate and volume

WORDS TO AVOID

▶ Avoid terms which carry a negative connotation:

- ▶ Abnormal
- ▶ Afflicted
- ▶ Confined
- ▶ Crippled
- ▶ Defective
- ▶ Handicap
- ▶ Invalid
- ▶ Lame
- ▶ Palsied
- ▶ Retarded
- ▶ Stricken
- ▶ Sufferer
- ▶ Victim
- ▶ Withered

Use empowering, individualized vocabulary; don't clump people with phrases like "the blind" or "the disabled"

VOCABULARY

Acceptable

- ▶ A person with a disability
- ▶ Disability
- ▶ A person who has mental or developmental disabilities
- ▶ Able-bodied: able to walk, see, etc.
- ▶ A wheelchair user; walks with an aid
- ▶ Mental or emotional disability
- ▶ A person who is deaf/hearing impairment

Unacceptable

- ▶ Cripple
- ▶ Handicap; handicapped
- ▶ Moron; retarded; feeble-minded
- ▶ Healthy, normal
- ▶ Confined/restricted to a wheelchair
- ▶ Crazy; insane
- ▶ Deaf and dumb

INCLUSION

▶ Mainstreaming

- ▶ putting students into classes like Art and Music
- ▶ Only placed when they are “ready”

▶ Inclusion


- ▶ Integrating students regardless of nature or severity
- ▶ All classes and activities – school and community

INCLUSION

- ▶ **ALL** students are included in general classroom – with modifications if necessary
- ▶ Collaborative teams
- ▶ Students and teachers learn from one another
- ▶ Students grouped by different abilities
- ▶ System is successful when it strives to meet each student's needs
- ▶ Awareness and informational activities are provided for teachers, staff, parents and community members.
- ▶ People first language – person before the disability

Reference: LEARNS (undated). [Guidelines for Inclusive Schools](#). Maine: University of Maine, Maine Department of Education

PRACTICAL APPLICATION STUDENTS

- ▶ Treat all peers with the same respect
 - ▶ If you are curious, don't stare, ask questions
 - ▶ Use before mentioned etiquette
 - ▶ Be a role model to other students
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PRACTICAL APPLICATION PROFESSORS

- ▶ Be informed on disabilities
- ▶ Be a role-model for the community and students
- ▶ Be prepared to make accommodations
 - ▶ Is the accommodation necessary in order for the student to enjoy equal opportunity?
 - ▶ Is the accommodation reasonable in the context of the student's course of study?
- ▶ Be flexible in your education style and expectations
- ▶ Create assignments that meet all learning styles
 - ▶ Service Learning is one great example of this

PRACTICAL APPLICATION

PROFESSORS

- ▶ Handouts and writing on the board
 - ▶ Pay attention to those who have visual impairments
 - ▶ Offer for large print if needed
- ▶ Lectures and Discussions
 - ▶ For students with hearing impairments, face them so they can read lips
 - ▶ Ensure students remain engaged – vary activity
 - ▶ Provide notes for those who can not take them on their own
- ▶ Classroom Accessibility
 - ▶ Ensure all students are able to move throughout the classroom

SERVICE LEARNING IN THE CLASSROOM

Two Types of projects:

- ▶ Service Learning projects to address the topic the class is covering
 - ▶ Something that is a need in the community
 - ▶ Students use the skills/knowledge from the class
 - ▶ Meets all student's learning styles.
 - ▶ Strengths of students can be in their job description for the project

- ▶ **Project to enhance the community for persons with disabilities**
 - ▶ MUST have a dialogue prior to creating the project
 - ▶ Work on the design and project with persons with a disability
 - ▶ Don't want people to become charity cases or make them feel as though they have a deficit
 - ▶ Needs to be empowering and a partnership
 - ▶ Project to help your community become more accessible for persons with disabilities.

THOUGHTS

- ▶ How can you change ways you currently interact with people with disabilities?
 - ▶ What can you do – now?
 - ▶ How can you make a difference in your school or community?
 - ▶ What challenges do you see in making change?
 - ▶ What service learning projects could you use in your classroom?
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