MEDICAL LENS

- Disability resides within the individual
- Focus on individual pathology or impairment
- Aim is to fix or remediate
- Disability Labels are seen as deficits
- Focus on the label as a problem, not the systems
- Ignore systemic inequities
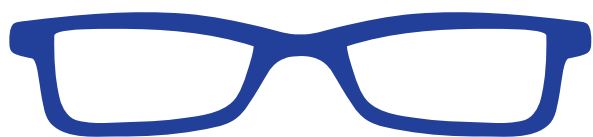
TRANSITION TO AN EQUITY LENS OF DISABILITY

EQUITY LENS

- Disability is a socially constructed identity
- Focus on societal barriers that disable people
- Aim is to provide "just right" supports
- Disability is a natural difference
- Focus on the systems as a problem, not disability
- Name and address systemic inequities

INCLUSIVE schooling

TRANSITION FROM...

DISABILITY RESIDES WITHIN THE INDIVIDUAL

TO...

DISABILITY IS A SOCIALLY CONSTRUCTED IDENTITY

FOCUS ON INDIVIDUAL PATHOLOGY OR IMPAIRMENT

- Delay
- Disorder
- Impairment
- Atypical
- Below
- Off grade level

FOCUS ON SOCIETAL BARRIERS THAT DISABLE PEOPLE

- Universal design
- Differentiation
- Choice
- Specially designed instruction
- Access points

AIM IS TO FIX OR REMEDIATE

- Pull out, pull over, pull aside
- Aim is to close the gap/catch kids up
- The more therapy the better
- Use phrases and terms related to intervention
- Continue to staff resource rooms

AIM IS TO PROVIDE "JUST RIGHT" SUPPORTS

- Bring services and supports to students
- Use human supports last
- Least to most prompting
- Embedding across daily routine
- Role release and role extension

[INCLUSIVE schooling]

TRANSITION FROM...

TO...

DISABILITY LABELS ARE SEEN AS DEFICITS

- Worry about giving out a label
- To some extent – person first language
- Use of derogatory statements and/or beliefs about stereotypes
- Bemoan differences and the challenges these bring to covering content and preparing students for accountability measures

DISABILITY IS A NATURAL DIFFERENCE

- Anticipate (not surprised by) the range of ability of students
- Use person first and identify first language
- Use strength-based language and "call out" when we are medicalizing
- Celebrate and learn from differences (part of the culture)

FOCUS ON THE LABEL AS THE PROBLEM, NOT THE SYSTEMS

- Cohorting students and/or putting students with the same labels in the same class and/or track
- Scheduling based upon educators' titles, expertise, preferences
- Talking about students with particular labels as representative as all students with that label

FOCUS ON THE SYSTEMS AS A PROBLEM, NOT DISABILITY

- Aim for natural proportions
- Schedule with students in mind first and then staff
- Revisit and review staffing and scheduling regularly
- "Get out of the hallway" - move toward total inclusion ASAP

IGNORE SYSTEMIC INEQUITIES

- Unaware of "ist" practices and policies (e.g., race, gender, ability and discipline norms)
- Prioritize comfort, particularly of White educators, leaders, and families
- Accept current grading practices, adopted software/curriculum, and standardized tests/norm-referenced/IQ testing as necessary and without error/bias

NAME AND ADDRESS SYSTEMIC INEQUITIES

- Name the harm caused by "ist" practices and policies
- Disrupt and dismantle the White Dominant Culture (WDC)
  - An understanding of whiteness and white racial identity as the way white people, their customs, culture, and beliefs operate as the standard by which all other groups are compared
- Challenge accountability mandates

[INCLUSIVE
schooling]