

Accessible Handout to CTE Training session Part I. on inclusive environments in CTE for learners with disabilities

(Part One of a Three-Part Series), May 11, 2023

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Guest speaker: Rebecca Dosch Brown, Director of Interdisciplinary Education, University of Minnesota, The Institute on Community Integration, dosch018@umn.edu

Shared understanding and purpose

- Recognize and respect the Tribal Nations upon whose land we stand on today
- Recognize that legacies of violence, such as enslavement, displacement, forced migration, and segregation, shape today's society and systems
- Work to end these legacies by taking actions that repair, redress, and prevent ongoing harms
- Listen to and center people most impacted by systemic forms of oppression
- Build inclusive communities where everyone belongs and thrives

Learning objectives

1. Know how and why disability was and is defined and how old models of disability likely shape CTE
2. Know that inclusion should eliminate, not perpetuate, past harms and social isolation
3. Share examples of inclusion working well and of challenges/barriers that still exist
4. Question and reconsider what you were taught about disability and what inclusion is

Note about today's language

People use different words to describe disabilities. Not all words are equal, however. Using the word disability is often preferred to euphemisms like special needs, exceptional, etc. because disability is word enshrined in our civil rights laws: IDEA and ADA, Olmstead Act, etc.

In chat –

why is disability not included in DEI discussions?

What is disability?

A disability is when a person —
has a physical or mental impairment that substantially limits one or more major life activities,
has a history or record of such an impairment [such as cancer in remission], or
is perceived by others as having such an impairment

~ Americans with Disabilities Act, 1990: <https://beta.ada.gov/topics/intro-to-ada/>

USA estimate of disabilities:

1 in 5 Americans has a disability. Disability is Everyone's Business!

Reasonable accommodations and adaptations

Address barriers that people with disabilities face, such as:

Physical/Architectural
Sensory/Technological
Attitudinal/Prejudicial
Systemic/Procedural

Ableism is...

A way of thinking and doing that systematically treats some people's abilities, bodies and minds as less valuable, less worthy, and less desirable than others' are (and treats others' as more valuable, more worthy, and more desirable). ~ adapted definition by Rebecca from Lydia X. Z. Brown

Industrialization at turn of the 19th Century

- Moving workers from farms to factories
- Certain bodies and minds did not "fit" the factory standard for "worker"
- Families no longer worked as collective units

Institutionalization is modern, living history.

Survivors are alive today. Prejudice persists and is embedded deeply in attitudes and systems.

Judy Moiseff, Willowbrook survivor video

[Link to YouTube video of Judy's lived experiences](#)

Historical models of disability

Medical and charity – older prejudicial views; Social and liberatory – modern rights-based views

Medical, Charity, Social and Liberatory models

- Medical model: roots problem in the person. They try to "fix" or cure people and make them as close to "normal" as possible.
- Charity or tragedy model: society feels sorry for disabled people, they fear becoming disabled, and pity disabled people or treats them like perpetual children.
- Social model: aims to fix barriers in society (not fix the person). It focuses on civil rights and access.
- Liberatory or disability justice model: emphasizes fighting together against all forms of oppression and celebrates disability pride.
- We hope the latter two models can shape inclusive Career and Technical Education.

What is inclusive education?

Providing all students, including those with significant disabilities, with equitable opportunities to

quality, effective education and any needed supports

Inclusion happens...

- In classrooms with non-disabled peers in schools near their homes
- With high expectations for learning based on student's strengths
- When students learn, contribute and participate in all aspects of school life
- When unqualified acceptance and the valuing of all students fosters all students' growth

~Adapted from the Nat'l Center for Educational Restructuring and Inclusion, 2009

Quote

Somewhere on the edge of consciousness there is what I call a **mythical norm**, which each one of us within our hearts knows 'That is not me.'

~Audre Lorde

Three cited barriers to equitable CTE participation

- 1) Limited data and research
- 2) Lack of preparedness of CTE instructors and employers
- 3) Confusion about Perkins V and IDEA funding. But they **CAN** be braided.

~Advance CTE and National Center on Learning Disabilities (NCLD), 2020

We will discuss more in session II & III.

Discussion –

Use Jamboard link, type in chat, or discuss in breakouts

https://jamboard.google.com/d/16yL_z0Ew6YK4M8qbq-Eeg8tYD6wUSY1lyi62VIMnuPY/edit?usp=sharing

- 1) What's working well? Give examples of how disability inclusion is working in your CTE systems/workplace
- 2) What challenges or barriers do you face? Give examples of what's preventing inclusive CTE systems/workplaces

Share back

What's working [+] and not working [-] in inclusion in CTE ?

What's needed to make more progress toward inclusion?

Takeaways

1. Accept and understand that disability is a natural part of the human experience and we all do better when we all do better
2. Notice how disability is seen by others, & by you: Start to spot ableism/harms in our language, assumptions, and the systems

Grace Lee Boggs (1915–2015) Quote

"You cannot change any society unless you take **responsibility** for it, unless you see **yourself** as **belonging to it** and as **responsible for changing it.**"

Upcoming online training sessions II and III on inclusive CTE

Part II: *Practices for Inclusive Environments in CTE Programs: Voices from Learners with Disabilities*

Date: June 1, 2023 (TH)

Time: 10 am – 11:00 am

Presenters: Rebecca Dosch-Brown, Institute for Community Integration, University of Minnesota and Eva Scates-Winston, Minnesota State System Office

Zoom link: <https://minnstate.zoom.us/j/91732746856>

Part III: *Building Capacity and Accountability for Inclusive Environments in CTE Programs for Learners with Disabilities*

Date: June 8, 2023 (TH)

Time: 12 – 1 pm

Presenters: same as above

Zoom link: <https://minnstate.zoom.us/j/91523867807>

Further resources

CTE resource:

Advance CTE and National Center on Learning Disabilities. (2020). [Making Good on the Promise: Improving Equity and Access to Quality CTE Programs for Students with Disabilities.](#)

Disability history and anti-ableism learning resources:

Baynton, D. (2001). [Disability and the justification of inequality in American history.](#) In P.K. Longmore & L. Umansky (eds.), *The new disability history.* New York University Press.

Brown, L.X.Z. [Briefly Abled Privilege Checklist.](#)

[“Crip Camp”](#) film

[Parallels in Time: History of Disability](#) at the MN Governor’s Council on Developmental Disabilities website

Maria Palacio’s poem, [Naming Ableism](#)

Questions?

Thank you

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