

THIS WEB CONFERENCE WILL BEGIN SOON...

# **ADVANCING DISABILITY JUSTICE THROUGH SEXUAL VIOLENCE PREVENTION:**

Including Disabled Youth as Stakeholders in Our Work

June 1 & 3 2021 | 12:00 pm – 1:30 pm PT





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## Including Disabled Youth as Stakeholders in Our Work

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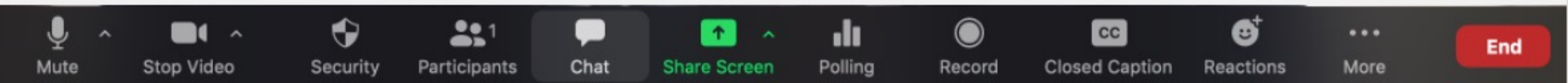
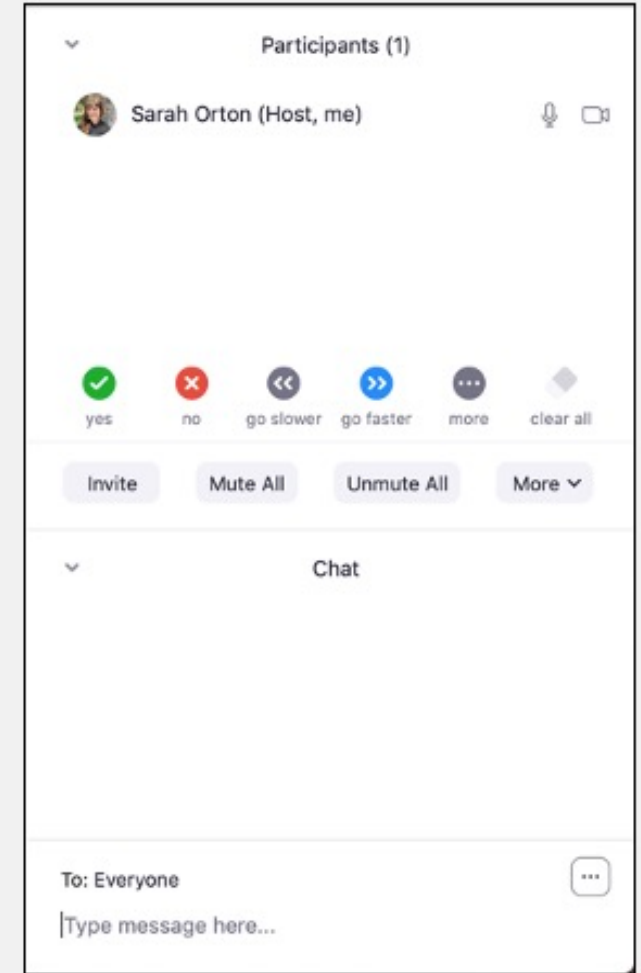
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# HOUSEKEEPING & HOW TO USE ZOOM

- ▶ Text chat
  - Please send a private chat message for assistance
- ▶ Polling Questions
- ▶ Dial-in
- ▶ Slides & Recording
- ▶ Closed Captioning
- ▶ Web Conference Guidelines



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## ON THIS WEB CONFERENCE

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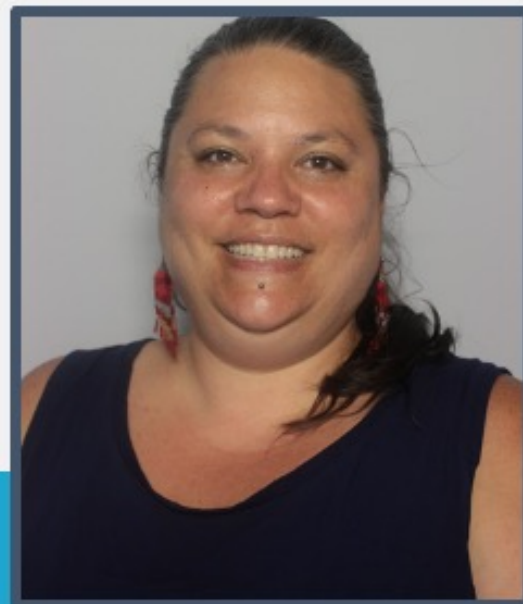
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## ON THIS WEB CONFERENCE

### Presenters:



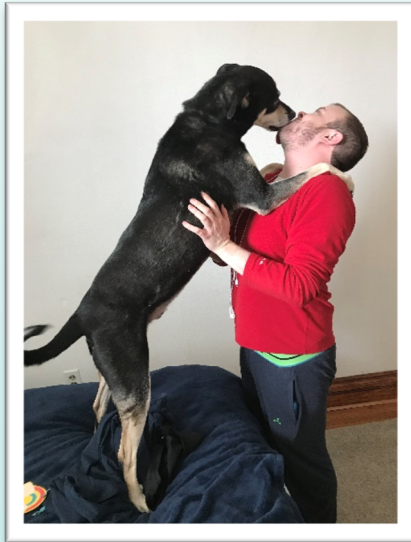
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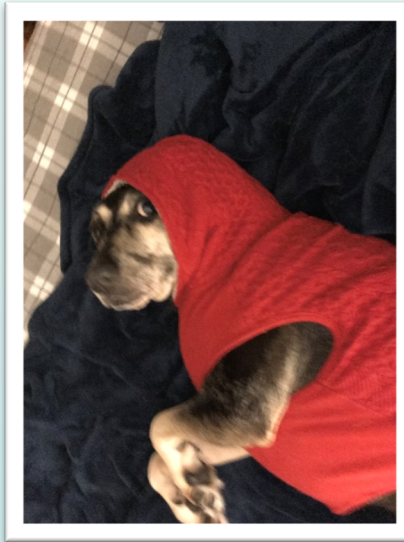
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# Skylar Ashton Kantola (she/they)



Rapid & Aiden



Jean

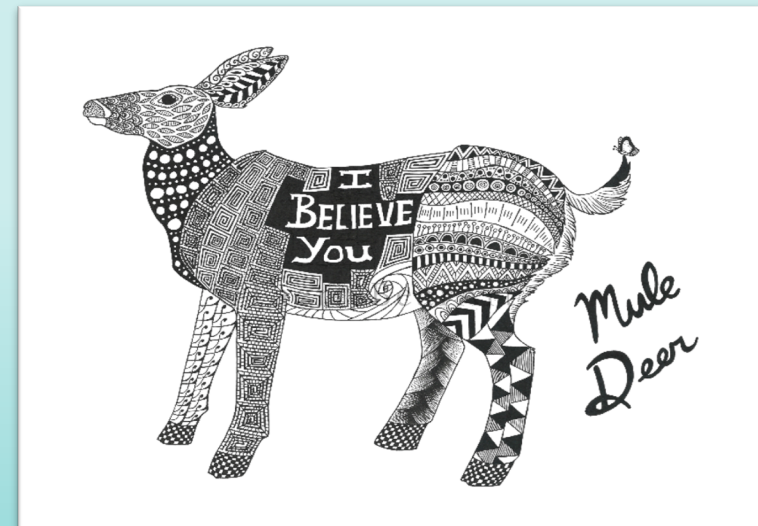


Rapid & Cricket

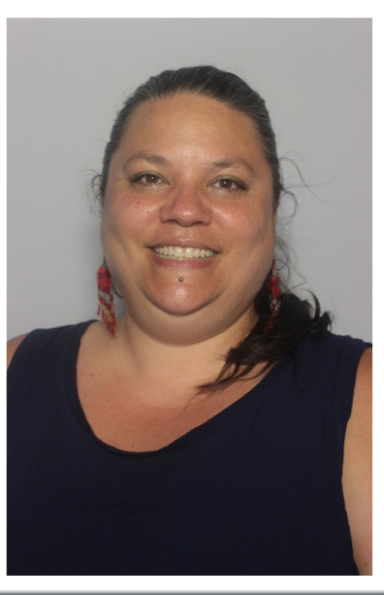


## **Indiana Disability Justice – Multicultural Efforts to End Sexual Assault – Faerie Bear Art – Pedagogy & Theatre of the Oppressed, Inc. – Purdue U.**

- 14 years in community organizing, facilitation, transformative education, and guerilla intervention
- 8 years in prevention, evaluation, experiential learning
- Organizing with LGBTQi+ communities and people with disabilities, and engaging white people in racial justice, and working at other intersections of marginalization



# Cierra Olivia Thomas-Williams (she/her)



**Anya & Morgaine**

- Working in Sexual Violence Prevention since 2005
- SVPP with people with disabilities since 2011
- Crisis Advocate 1998-2015



**Poppy the Pupper +  
Maximum Cat**





# Agenda/Outline

## Webinar 1

1. Frameworks
2. What we know
3. Addressing Interpersonal & Cultural Ableism & Ageism
4. Addressing Organizational Ableism & Ageism

## Webinar 2

5. Outreach & Collaboration
  6. Safety & Transformative Accountability
  7. Youth Driven Evaluation
- 

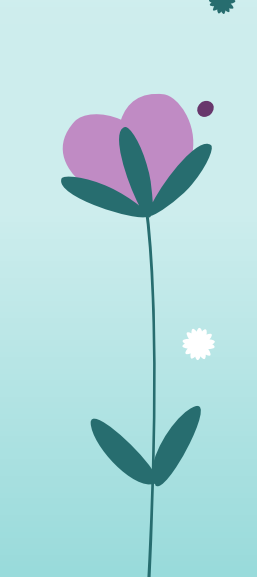


# Workshop Guidelines

## Communication Guidelines

1. “I” statements
2. Say it ugly
3. We’re all learning together
4. Jargon finger
5. Move up to listen/Move up to communicate
6. [Jamboard](#) Parking Lot

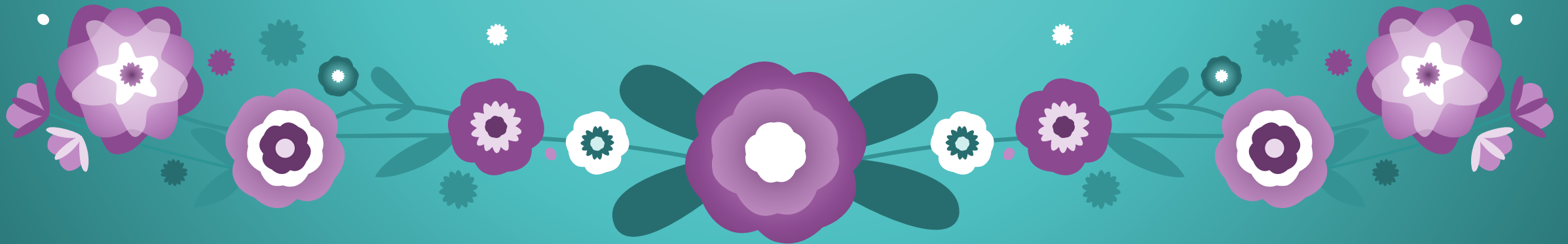
## Context

- Facilitation (modeling accessibility)
  - Front-loaded content
  - Opportunities for questions/comments
  - Recording (anonymity)
  - Skills, not memorization
  - Breaks
  - Use of photos
  - Resources/References (APA)
- 



# 1. Frameworks

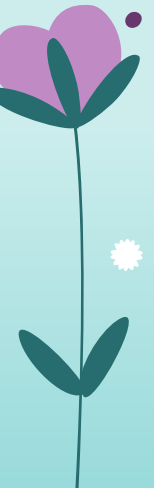
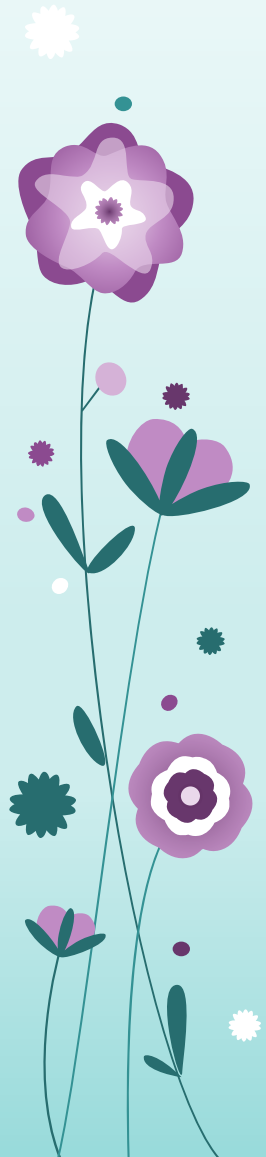
For Engaging Youth with Disabilities



# Disability Justice<sup>1, 7, 11, 13, 14, 16</sup>

A social movement lead by PWD

- **Mia Mingus:** “**disability justice** is 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.**”<sup>13</sup>
- **People valued for their humanity**, regardless of their “productivity” or ability to contribute to economy
- No more attempts to “cure” disability
- Celebration, not just tolerance, of neurodiversity and **diverse ways of being**
- People have **equitable access** to health care, employment, housing, water, etc.
- **All people are believed** to know their own needs, bodies, and convey their own narratives; “**quality of life**” is defined by individuals themselves
- **Universal Design:** a product of disability justice in which spaces, and organizational practices are intentionally designed to be most accessible to those with least access



# Assessing Internalized Ableism

- Ableism is the discrimination and/or prejudice against people with disabilities
- Examples:
  - Do you feel pity, disgust, or fear when you see someone with visible disabilities?
  - Do you judge yourself (or others) when you take time to rest or aren't working?
  - Do you ever feel ashamed for taking care of yourself?
  - When you work on collaborative projects do you begin by telling people what you can and can't do? Do you ask others?



# Models of Disability

**Legal:** Defined by “deficits” in impacts on work abilities according to non-disabled standards

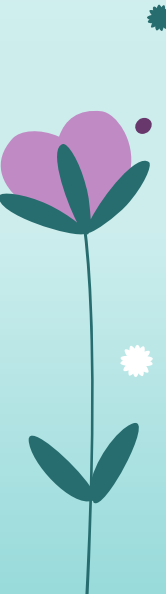
- **Goal:** Move towards being non-disabled to increase work capacity according to able-bodied standards
- **Implications:** People are human resources for the sake of production
- **Values:** Work, productivity, financial success

**Medical:** Defined by “deficits” in bodily function based on non-disabled standards

- **Goal:** Move towards being able-bodied to increase body function according to non-disabled standards
- **Implications:** People should be “cured” of disability to reduce the financial/medical “burden” of bodily diversity
- **Values:** Health, standardized body functioning

**Social:** Defined by disadvantages on the basis of structural inequities

- **Goal:** End structural inequity (policies, practices, cultural norms) so society supports all people to be successful based on the ways they move through the world
- **Implications:** people have human value/worth regardless of productivity or body function
- **Values:** Equal opportunity, holistic wellness, “quality of life” defined by the individual, justice





# General Categories of Disability

- **Chronic illness and chronic pain** (examples: HIV, HPV, diabetes, cystic fibrosis, Chrones disease, chronic fatigue syndrome, fibromyalgia)
- **Cognitive and developmental disabilities** (examples: down syndrome, traumatic brain injury, cerebral palsy, autism, fetal alcohol syndrome)
  - Not “retarded” or “mentally retarded/slow”
- **Neurodivergence and Mental illnesses** (examples: autism, ADHD, bipolar, attachment or personality disorders, depression, post-traumatic stress disorder)
- **Physical disabilities** (spinal cord injury, muscular dystrophy, arthritis)
- **Sensory disabilities** (Deaf, Hard-of-Hearing, Blind, Low Vision)
  - Note: Some Deaf people consider Deaf communities to be a minoritized linguistic and cultural community and reject the idea of deafness as a disability.

# Primary Prevention & Disability Justice<sup>4, 10, 13</sup>

- **Convergences**

- Seek to create holistic wellness
- Attempt to prevent harm by changing structures
- Both rely on changes to social determinants of health

- **Divergences**

- Disability Justice includes policy change but this is not usually considered to be the “highest” impact goal
- Primary Prevention is sometimes implemented in ways that support “cure” ideology when discussing health disparities
  - Example: Disability Justice has very explicit delineations between “health” and “wellness”
  - Example: Disability and race as “risk factors” for SV or approaches to “obesity”
- Assumptions around “scaling” the work (impacts methods, outcomes, trauma/healing)
- Definition of harm and time (assumptions regarding abilities and the consequences of harm)

# Strengthening Families Protective Factors

- Parental Resilience
- Social Connections
- Concrete Supports
- Knowledge of Parenting and Child Development
- Social and Emotional Development of Children

*Example: CPS is often carceral in practice because:*

- *Disproportionate impacts on BIPOC families*
- *Perceptions of “incompetence” of disabled parents*
- *Definition of harm based on visual perceptions of harm*
- *Removal of children without addressing core needs of family/community needs*



# Socio-Historical Context: 1700's and Enlightenment

- “Egalitarian norms required special reasons for exclusion... The precedent of excluding women, children, and the insane from the electorate and denying them equality under the law could be applied to racial groups deemed by science to be incompetent to exercise the rights and privileges of democratic citizenship.”<sup>3</sup>
- Enlightenment (the formation of the modern scientific method) gave people a non-religious way to articulate and justify slavery, white supremacy (biological determinism), ableism, sexism, etc.<sup>9</sup>
- Positivism (neo-colonial context)<sup>17</sup>, “worship” of the written word, academic supremacy<sup>21</sup>
  - There is a single truth and truth is “knowable”.
  - There is an “objective” truth which can be discovered by scientific methods
  - Academic knowledge is > experiential knowledge

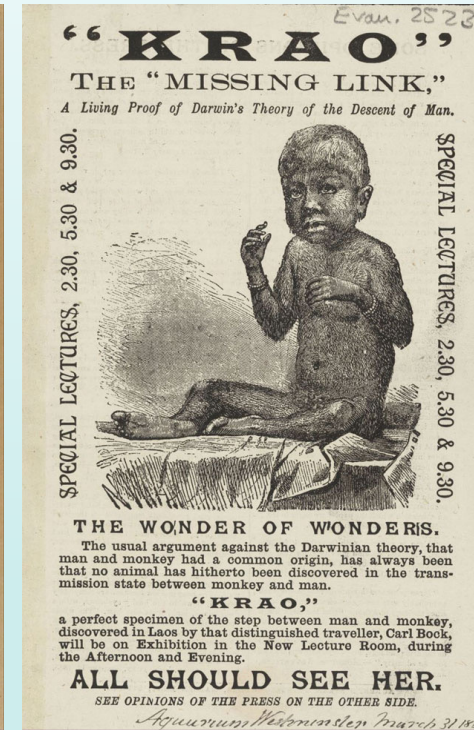


# Socio-Historical Context: 1800's, Abolition, and Backlash

- Black slaves and Indigenous people lose rights to children: 1869-1870 U.S. awarded contracts to religious institutions to abduct and assimilate indigenous youth.<sup>19</sup>
- Minstrel Shows<sup>20</sup> and Freak Shows<sup>5</sup> become “entertainment” as anti-Black and anti-disability propaganda



1907 Poster for an Al. G. Field Minstrel Show



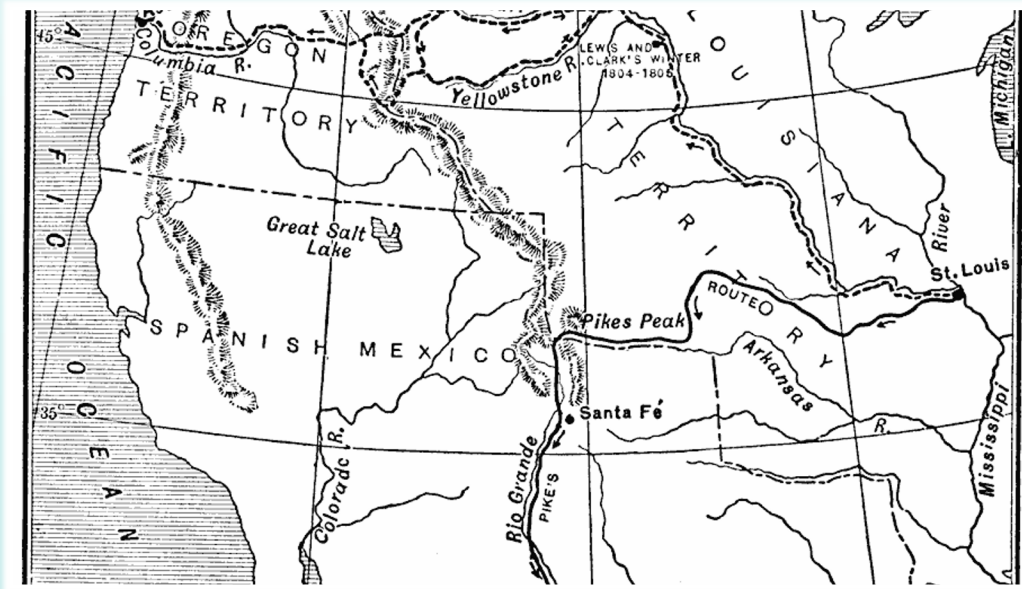
Late 1800's: Krao Farini, disabled Indigenous Laotian who was abducted & placed in freak shows



# Socio-Historical Context: 1800's, Abolition, and Backlash

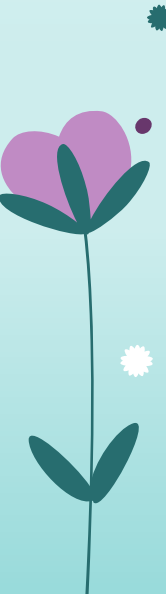
- Slavery, Colonization, Black codes, Jim Crow, and Reservation System lay the foundation for segregation and institutionalization of people with disabilities<sup>3, 9, 12, 15, 18, 19</sup>
  - U.S. is 1 of 3 Apartheid States in history (South Africa and Nazi Germany)
  - 1824: establishment of Office of Indian Affairs
  - 1830: Indian Removal Act (Trail of Tears)
  - 1887: Dawes Act (assimilation, destruction of anti-colonial leadership)
- “Lunatic asylums” (prisons) established for people with developmental disabilities, mental illness, the poor, and “the distressed”: 1848 Dorothy Dix via male advocate lobbied for total separation of PWD on 5 acres passed both houses of congress vetoed by president #14 Franklin Pierce.<sup>15</sup>
  - Parallels to detention centers, boarding schools, and concentration camps

# Eugenics Started as Racial Genocide, Developed into a Public Health Effort to “Eradicate Public Charges” and Poverty”



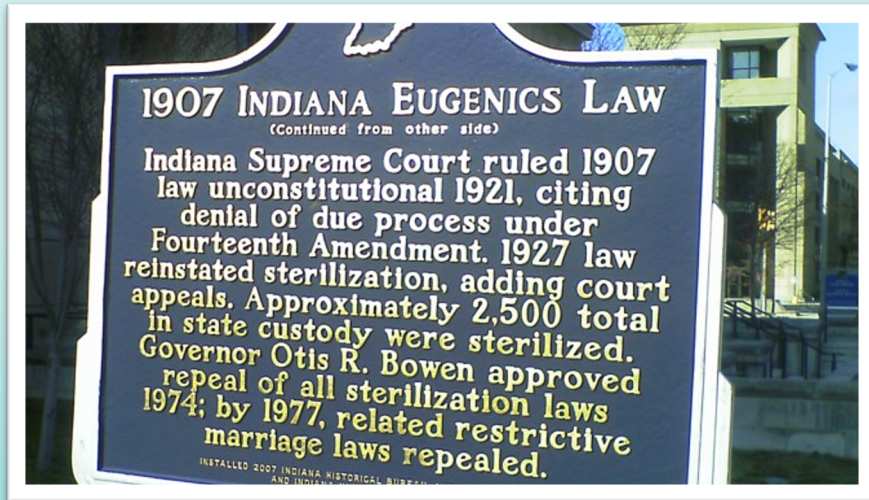
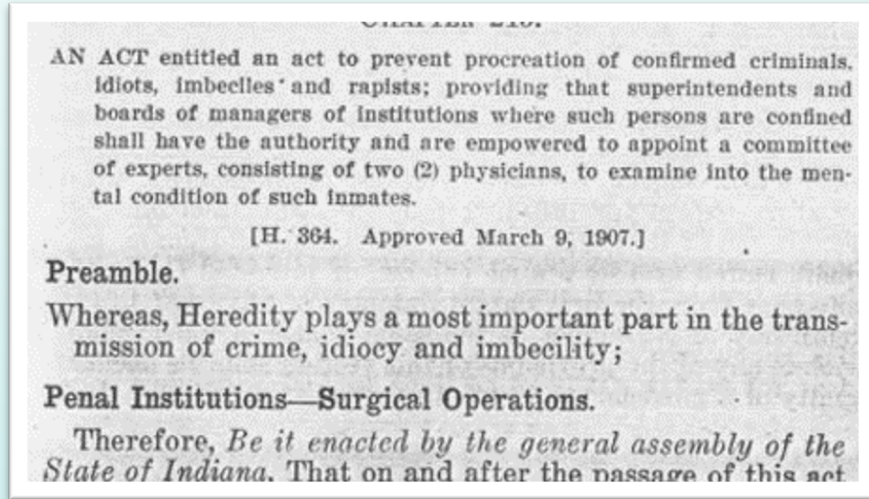
1807/1817 U.S. Indian Contract Laws<sup>12, 18, 22</sup>  
Indigenous adults made legally children:

- “a state of **dependence** and **imbecility** on the part of the Indians and that correspondent **claim upon us for protection arising out of the superiority of our condition**” [emphasis added].
- Weak, dependent and “mental debasement” made Indians “notoriously unfit” to make a contract, sell land, be witnesses in court, raise children
- “Infants, Idiots, lunatics, spendthrifts, and married women” are among the *Un Demente* (mentally deficient) and *Inops consilii* (unfit)<sup>18</sup>





# Eugenics



- Indiana first in world to enact a law in 1907 that provided for **the sterilization of “confirmed criminals, idiots, imbecils, and rapists.”**<sup>4</sup>
- California is responsible for 1/3<sup>rd</sup> of all recorded compulsory sterilizations in U.S. history (over 20,000). People commonly document that “last” forced sterilization in 1981.<sup>8</sup>
  - But this continues even today, especially trans people, women and afab folks under legal guardianship, incarcerated women and afab folks
- Forced/coerced sterilizations continue to ignore the process of obtaining informed consent from people who fall within “target” demographics or populations, especially women of color, trans people, and detained immigrants.<sup>10</sup>



# Resources: Disability Justice & Ableism

- [History of Disability Justice](#), Project LETS
- [10 Principals of Disability Justice](#), Sins Invalid
- [Models of Disability](#) by Disabled-World.com
- [Models of Disability](#) by DisabilityInPublicHealth.org
- [Origins of “Disability Justice”](#) by Nomy Lamm, The Body is Not an Apology
- [How our communities can move beyond access to wholeness](#) by Mia Mingus
- [Moving Toward the Ugly: A Politic Beyond Desirability](#) by Mia Mingus
- [Maltreatment of People With Intellectual and Developmental Disabilities](#), edited by John R. Lutzker, Kate Guastaferro, and Megan L. Benka-Coker (Book + [Webinar](#))
  - Removing Reproductive, Sexual, and Rearing Rights of Women with Intellectual Disability: Congratulated, Condoned, and Condemned by Dr. Laraine Glidden (Chapter)

# Resources: Historical Context

- [Racism:A Short History](#) by George M. Fredrickson
- [Stamped from the Beginning:The Definitive History of Racist Ideas](#) by Ibram X. Kendi
- [Indigenous Peoples and Boarding Schools:A Comparative Study](#) by Andrea Smith
- [The History of Minstrel Shows](#) by American Heritage
- [The History of Freak Shows](#) by Laura Grande
- [The Intergenerational Effects of Relocation Policies on Indigenous Families](#) by Melissa L.Walls, PhD and Les B. Whitbeck
- [Land Tenure History](#) (Dawes Act) by Indian Land Tenure Foundation
- [The Rise of Institutions](#) by Parallels in Time, Minnesota Council on Developmental Disabilities
- [American Indians and State Law: Sovereignty, Race, and Citizenship, 1790-1880](#) by Deborah A. Rosen
- [History of Forced Sterilization in the U.S.](#) by Katheryn Krase, Our Bodies Our Selves
- [History of Forced Sterilization in California](#), University of Vermont

# Resources: Theories/Practices

- [Positivism](#), Science Direct Library
- [Academic Supremacy via White Supremacy](#) by Minnesota Library Association's Academic and Research Libraries Division (ARLD), the Instruction Round Table (IRT), and the Twin Cities Archives Round Table (TCART)
- [Abolitionism for Educators](#) by The Abolition Seminar

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1. Disabled World. "Models of Disability: Types and Definitions." *Disabled World*, Disabled World, 6 Dec. 2019, [www.disabled-world.com/definitions/disability-models.php](http://www.disabled-world.com/definitions/disability-models.php).
2. Edited by Ben Wright and Richard Newman, *The Abolition Seminar*, The Library Company of Philadelphia; National Endowment for the Humanities, [www.abolitionseminar.org/](http://www.abolitionseminar.org/).
3. Fredrickson, George M. *Racism: A Short History*. Princeton University Press, 2015.
4. Glidden, Laraine. "Removing Reproductive, Sexual, and Rearing Rights of Women with Intellectual Disability: Congratulated, Condoned, and Condemned." *Maltreatment of People with Intellectual and Developmental Disabilities*, edited by John R. Lutzker et al., American Association on Intellectual and Developmental Disabilities, 2016.
5. Grande, Laura. "Strange and Bizarre: The History of Freak Shows." *Things Said And Done*, 26 Sept. 2010, [thingssaidanddone.wordpress.com/2010/09/26/strange-and-bizarre-the-history-of-freak-shows/](http://thingssaidanddone.wordpress.com/2010/09/26/strange-and-bizarre-the-history-of-freak-shows/).
6. Griffen, Adriane. "Compare and Contrast Different Models of Disability." *Including People with Disabilities: Public Health Workforce Competencies*, Disability in Public Health, 15 June 2016, [disabilityinpublichealth.org/1-1/](http://disabilityinpublichealth.org/1-1/).



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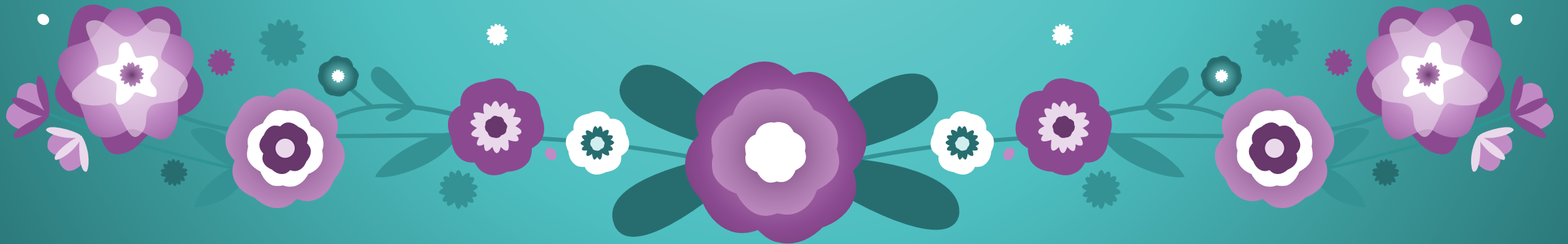
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10. Krase, Kathryn. “The History of Forced Sterilization in the United States.” *Our Bodies Our Selves, Our Bodies Our Selves*, 1 Oct. 2014, [www.ourbodiesourselves.org/book-excerpts/health-article/forced-sterilization/](http://www.ourbodiesourselves.org/book-excerpts/health-article/forced-sterilization/).
11. Lamm, Nomy. “This Is Disability Justice.” Edited by Patty Berne and Kiyaan Abadani, *The Body Is Not An Apology*, The Body Is Not An Apology, 2 Sept. 2015, [thebodyisnotanapology.com/magazine/this-is-disability-justice/](http://thebodyisnotanapology.com/magazine/this-is-disability-justice/).
12. “Land Tenure History.” *Indiana Land Tenure Foundation*, Indiana Land Tenure Foundation, [iltf.org/land-issues/history/](http://iltf.org/land-issues/history/).
13. Mingus, Mia. “Changing the Framework: Disability Justice.” *Leaving Evidence*, RESIST Newsletter, Nov 2011, 12 Feb. 2011, [leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/](http://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/).
14. Mingus, Mia. “Moving Toward the Ugly: A Politic Beyond Desirability.” *Leaving Evidence*, Femmes Of Color Symposium Keynote Speech, Oakland, CA (8/21/11), 22 Aug. 2011, [leavingevidence.wordpress.com/2011/08/22/moving-toward-the-ugly-a-politic-beyond-desirability/](http://leavingevidence.wordpress.com/2011/08/22/moving-toward-the-ugly-a-politic-beyond-desirability/).

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15. The Minnesota Governor's Council on Developmental Disabilities. "The Rise of Institutions 1800 - 1950." *Parallels In Time: A History of Developmental Disabilities*, Council on Developmental Disabilities, Minnesota Department of Administration, [mn.gov/mnddc/parallels/four/4a/1.html](http://mn.gov/mnddc/parallels/four/4a/1.html).
16. Patty. "10 Principles of Disability Justice." *Sins Invalid*, Sins Invalid, 17 Sept. 2015, [www.sinsinvalid.org/blog/10-principles-of-disability-justice](http://www.sinsinvalid.org/blog/10-principles-of-disability-justice).
17. "Positivism: An Overview." *ScienceDirect*, ScienceDirect, [www.sciencedirect.com/topics/social-sciences/positivism](http://www.sciencedirect.com/topics/social-sciences/positivism).
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19. Smith, Andrea. United Nations Permanent Forum on Indigenous Issues, 2009, *Indigenous Peoples and Boarding Schools: A Comparative Study*, [www.un.org/esa/socdev/unpfii/documents/IPS\\_Boarding\\_Schools.pdf](http://www.un.org/esa/socdev/unpfii/documents/IPS_Boarding_Schools.pdf).
20. Toll, Robert C. "Blackface: the Sad History of Minstrel Shows." *American Heritage*, 2019.
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22. Walls, Melissa L., and Les B. Whitbeck. "The Intergenerational Effects of Relocation Policies on Indigenous Families." *Journal of Family Issues*, vol. 33, no. 9, 2012, pp. 1272–1293., doi:10.1177/0192513x12447178.

# 2. What We Know

About Harm Against Youth with Disabilities



# Prevalence of Violence Against Youth with Disabilities

## 5.2% U.S. children have a disability

- ~4x likely to experience violence than non-disabled peers
- 3.6 x as likely for physical violence
- 2.9x as likely for sexual violence
- 2.5x rate of violence crime victimization

## Cognitive disabilities associated with an increase in vulnerability to violence:

- 4.6x the risk for sexual violence
- 4x risk for any kind of violence



# Vulnerability for SV among Youth with Disabilities



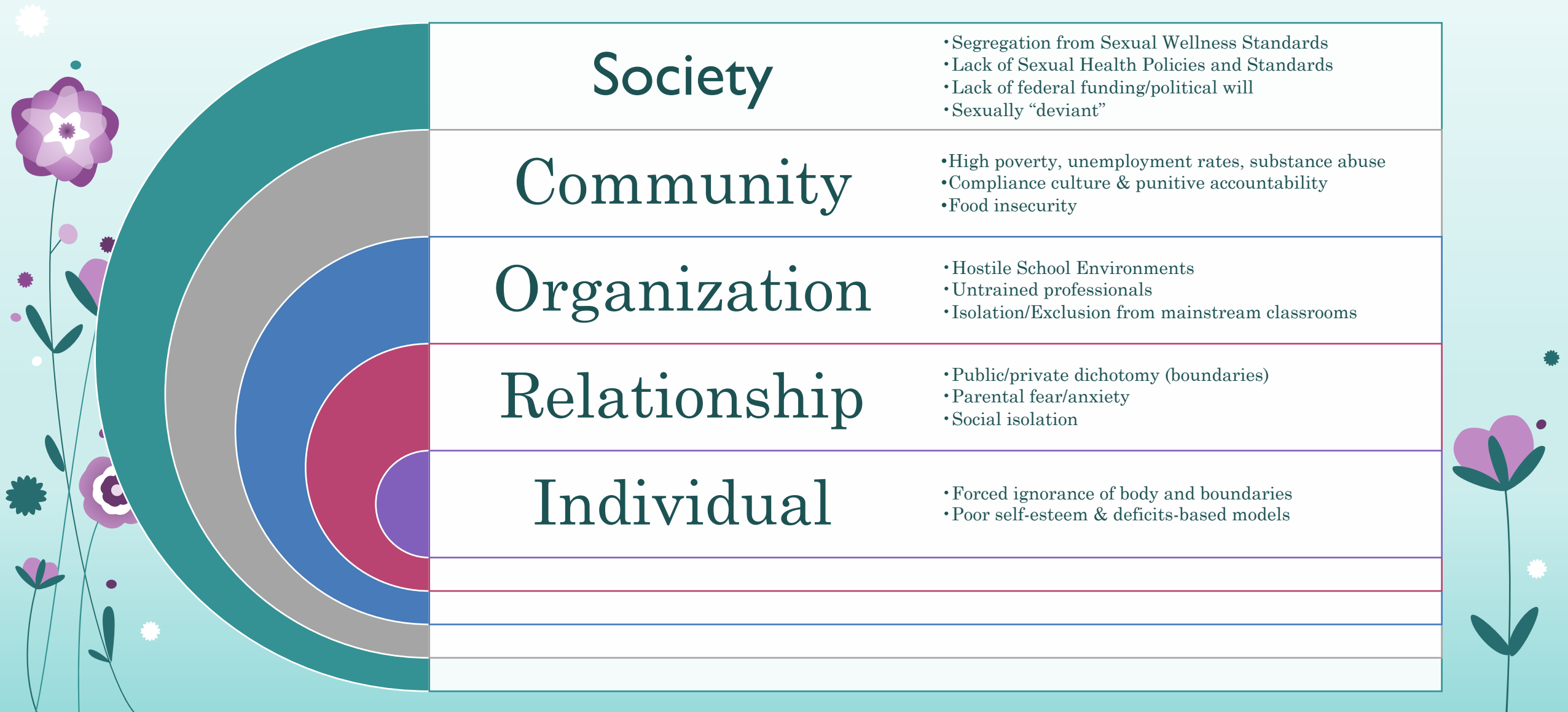
40-70% girls with disabilities will experience sexual abuse prior to age 18.

Up to 30% boys are at risk during the same period.

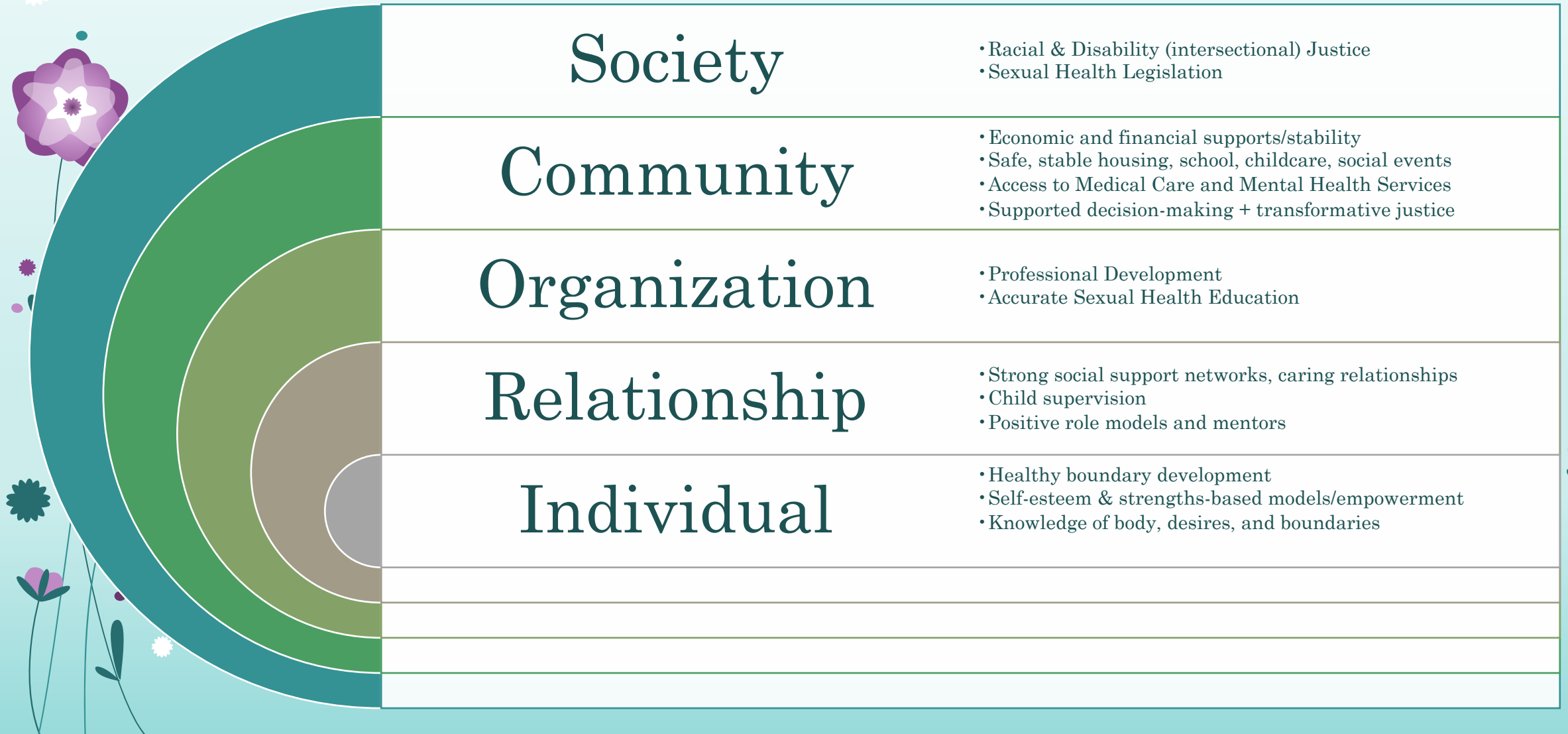
**Increased danger** - maltreatment is 3x more severe for children with disabilities than nondisabled peers



# Risk Factors for Violence Against Youth with Disabilities



# Protective Factors Against Violence Against Youth with Disabilities



# Forms of Evidence: Evidence Based Practice

1. **Best Available Research:** literature, policy/program assessment
2. **Contextual Evidence:** community strengths and needs assessment, polls/surveys, data from schools
3. **Experiential Evidence:** humans, communities

## A Framework for Thinking About Evidence



Source: [https://www.cdc.gov/violenceprevention/pdf/Evidence\\_Project\\_Overview2013-a.pdf](https://www.cdc.gov/violenceprevention/pdf/Evidence_Project_Overview2013-a.pdf)



# Resources

- [The Strengthening Families Approach and Protective Factors Framework](#) by Charlyn Harper Browne
- [The Risk and Prevention of Maltreatment of Children with Disabilities](#), Child Welfare Information Gateway
- [Comprehensive Sex Education for Youth with Disabilities](#): A Call to Action. By Laura Graham Holmes and SIECUS
- [Essentials for Childhood](#): Creating Safe, Stable, Nurturing Relationships and Environments for All Children, CDC
- [Changing the Odds for Vulnerable Children](#): Building Opportunities and Resilience, OECD
- [Sexual Violence Risk and Protective Factors](#), CDC
- [Proactive Approaches to Addressing the Abuse and Neglect of Children and Young People with Disability](#) by Sally Robinson
- [RYSE Theory of Liberation](#), Ryse Center
- [Risk Factors for Sexual Violence Among People with Cognitive and Developmental Disabilities](#) by Cierra Olivia Thomas-Williams
- [The Prevalence of Safe, Stable, Nurturing Relationships Among Children and Adolescents](#) by Heather Turner

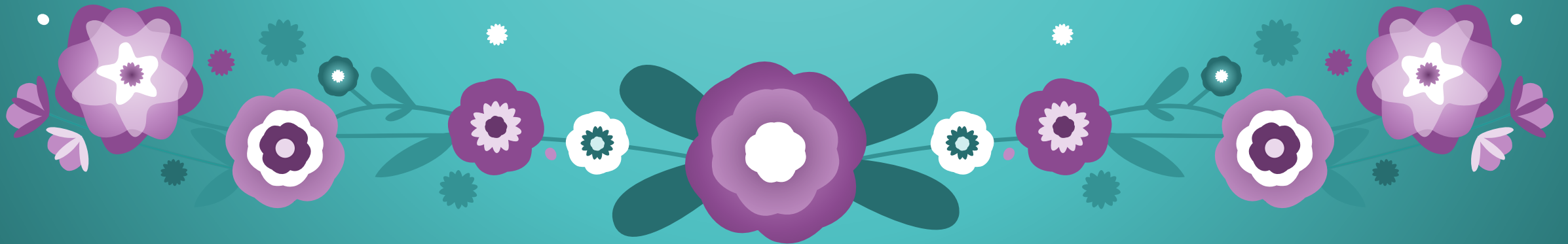
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# 3. Addressing Interpersonal & Cultural Ableism & Ageism



# Disability Community Language<sup>1, 3, 7</sup>

## Historical/Communal Context!

- **Slurs (Master Effect Language):** “crips,” “gimps,” “robot,” “crazy”/“mad,” etc.
  - Harmful and inappropriate when used by abled, neurotypical, healthy people
  - Sometimes used by PWD, neurodivergent people, and chronically ill people to reclaim harm caused by ableism
- **Descriptive Language:** Disabled person
  - Examples: Deaf person, Blind person, Autistic person, Chronically ill person, Neurodivergent person
- **Person-First Language:** People with disabilities
  - Examples: Person with a TBI, they are HIV+, person with down syndrome, someone with bipolar



# Ableist, Harmful Language <sup>2, 5, 13</sup>

**Ableist Language Sorted by Disability Type Referenced by Slurs (Alphabetical Order)**

General	Cognitive Disabilities	Mental Illness	Physical Disabilities	Sensory Disabilities
<b>Birth defect</b>	Cretan	Bonkers	Cripple	Dumb
Defective	Dim-witted	<b>Crazy</b>	Dwarf	<b>Hearing impaired</b>
Deformed	Feeble-minded	Delusional	Gimp	Mute
Freak	Idiot	Hysterical	<b>Lame</b>	Visually impaired
<b>Lazy</b>	Imbecile	Insane/Mad	Midget	
Mutant	Invalid (as a noun)	Lunatic	Spaz	
“Suffers from [disability]...”	Moron	Nuts		
“Victim of [disability]...”	Retarded	Psycho		
<b>“Living with a disability”</b>	<b>Robot</b>	Schitzo		
<b>Handicapable, Differently abled, “Special needs” or “Special”</b>	Stupid	“Wild” (some contexts) & “Savage”		
	Wacko			

# Common Societal Frameworks Rooted in Ableism, Ageism, & Classism

- Mind over matter<sup>5</sup>
- Intelligence and standardized “capacity”<sup>12</sup>
- “Human resources” – people are not a form of capital for the sake of production
- Equal contributions vs. equitable contributions
- “Common sense” and “Adult behavior”<sup>10</sup>
- Divide and conquer, not allowing colleagues to talk, no opportunities for accountability
- “Idiot savant”
- Masking to succeed
- “Working to the bone” – “pull yourself up by your bootstraps” – No breaks<sup>11</sup>

## “Intelligence” Testing

- IQ developed in 1904 by Alfred Binet to differentiate “normal” people from “the feeble minded”
- 1908 Henry Herbert Goddard brings this to the U.S.
  - Brought this into schools & physicians
  - Applied to immigrant processing centers
  - Established connections between disabilities and genetics (heredity) to strengthen eugenics movement against POC & PWD

# Questions to Assess Your Ableism and Ageism

- **Do you value qualifications (degrees, formal education, or position title) over experience or informal education?**
- Do you value contributions of middle-aged over youth or elders?
- If someone is confused by something considered “common sense”, do you lose respect for them?
- Do you value yourself or others based on their productivity?
- **Does the way someone speaks, processes information, or takes care of themselves impact your level of respect for them?**
- Are you willing to admit when you don’t know something and model seeking out additional information?
- **Do you deliberately create opportunities for constructive criticism from people “ranked lower” than you?**

# Promising Practices for Relationship-Building

- Face people when you are speaking
- Eye contact is not necessary/may feel painful for some
- When ableism or ageism happens/you contribute to it, acknowledge/apologize, and then center the needs of the young PWD<sup>8</sup>
- Lots of breaks! Identify when you're impatient and why.
- "Do you understand?" "Does this make sense?"
- Concrete, simple, non-academic language<sup>6, 9</sup>
- Budgeting for time, representation/expertise, space, and travel

# Resources

- [Person-First Language vs. Identity-First Language: An Examination of the Gains and Drawbacks of Disability Language in Society](#) by Phillip Ferrigon, Journal of Teaching Disability Studies
- [Does Language Matter? Identity-First Versus Person-First Language Use in Autism Research: A Response to Vivanti](#) by Monique Botha, Jacqueline Hanlon, and Gemma Louise Williams
- [Identity First Language](#) by Lydia X. Z. Brown
- [Ableism and Language](#) by Lydia X. Z. Brown, Autistic Hoya
- [What is Ableism?](#) By StopAbleism.org



# Resources

- [Tackling Ableist Culture in Research](#) by Naheda Sahtout and Nicole Brown, Nature
- [The Rhetoric of Ableism](#) by James L. Cherney
- [Intelligence is an Ableist Concept](#) by Amy Sequenzia
- [Social Class and Rankism at Work](#) by Farzana Nayani & Donna Stringer
- [Debunking the “Pull Yourself Up by Your Bootstraps” Narrative](#) by Carmen Rios
- [The Four Parts of Accountability: How To Give A Genuine Apology](#) by Mia Mingus
- [Ditch the Fancy Vocabulary for Accessible Language](#), Bureau of Internet Accessibility
- [Guide for Creating Cognitively Accessible Language](#), National Technical Assistance Center for Voting and Cognitive Access

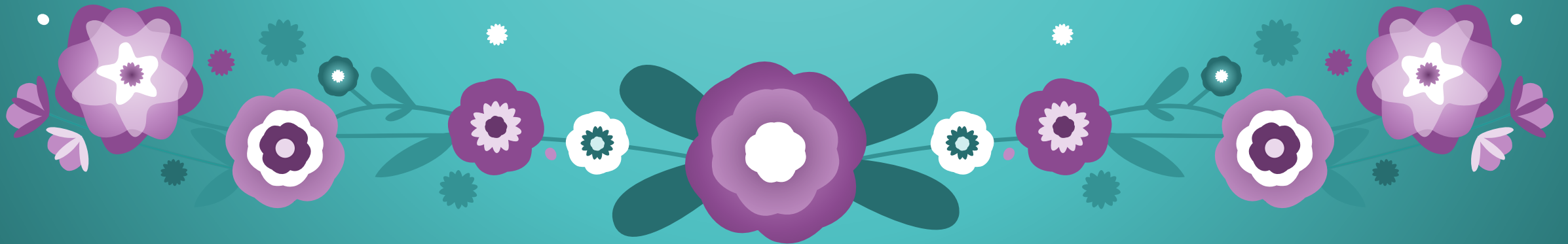
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# 4. Addressing Organizational Ableism & Ageism



# Professionalism, White Supremacy, and Ableism

Modified “White Supremacy Culture” by Tema Okun, DRworks

White Supremacy	Disability & Racial Justice
<b>Perfectionism</b>	<b>Dignity of Risk</b>
Sense of Urgency	It will happen
<b>Defensiveness</b>	<b>Open to Constructive Criticism</b>
Quantity over Quality	Quantity and quality in balance
Worship of the Written Word/Academic supremacy	All methods are great if they work for us/Creative problem-solving
Only One Right Way	Many effective methods



# Professionalism, White Supremacy, and Ableism

Modified “White Supremacy Culture” by Tema Okun, dRworks

White Supremacy	Disability & Racial Justice
Paternalism	Consensus-Building
<b>Power Hoarding/Vertical Leadership: “power over”</b>	<b>Empowerment/Horizontal Leadership: “power with”</b>
Either/Or Thinking: “Best Practices”	Both/And: “Promising Practices”
Fear of Open Conflict	Growth from conflict
<b>Individualism</b>	<b>Mutual Aid Networking</b>
I’m the only one/Savior mentality	Group Trust/Solidarity

# Professionalism, White Supremacy, and Ableism

Modified “White Supremacy Culture” by Tema Okun, dRworks

White Supremacy	Disability & Racial Justice
“Objectivity”	Balance of research + experiential expertise/community voices
<b>Right to Comfort</b>	<b>Right to Growth</b>
Punitive punishment for mistakes or harm (disposability)	Restorative and Transformative Accountability
Overwork	Boundary Setting
Majority rules	Margins to Center
<b>Ignoring bodies &amp; needing permission for self-care</b>	<b>The personal is political + agency for self-care</b>

# Physical & Sensory Accessibility

- Transportation!
- Accessible entrances, restrooms, sitting areas (comfortable seating!)
- Enough space for wheelchairs, balance challenges, and ASL
- Is the space sensory-overstimulating with TVs/music, overly bright or dim lights, loud conversation, perfume?
- Flexible seating options (wheelchairs, people with sensory sensitivity, Deaf folks, Blind/low vision people)
  - Chairs with and without rails
  - Chair spacing – accessibility, touching/trauma, sensory overload (perfume)
- Is the space layout available to collaborators in advance?
- Provide multiple formats for materials (print, verbal, digital, etc.)
- Breaks for rest, stretching/movement, self-care time



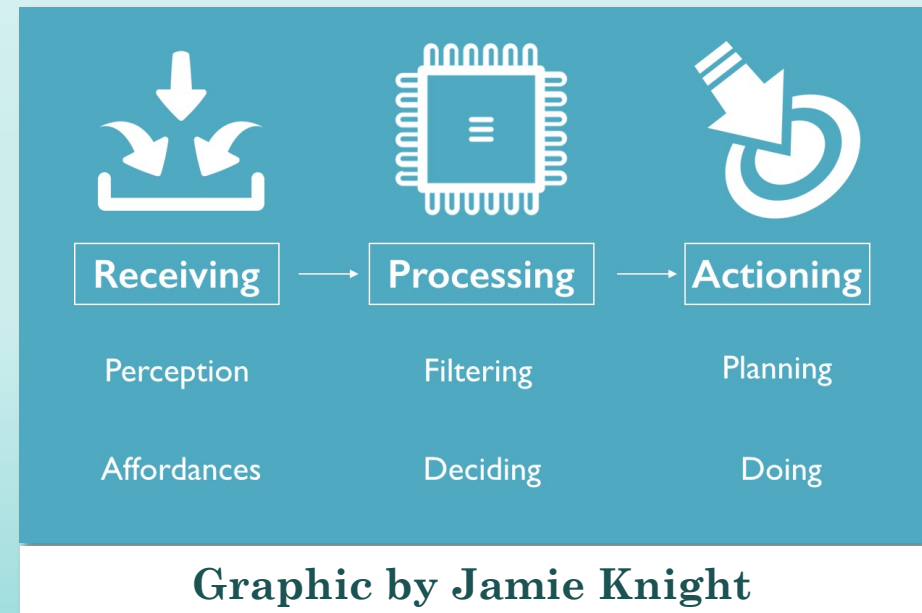
# Time-Related Promising Practices

- Advance notice for meetings, questions, etc.
- Time, Energy, and Productivity flexibility: Flex time, working remotely, using social media and non-email platforms
- Soft and hard deadlines
- Pre-emptive discussions about falling behind, needing support, transferring work



# Cognitive Accessibility & Translating Across Neurotypes

- Speak to people in an age-appropriate way & don't infantilize PWD
- Be attentive to processing speeds and remember: someone needing you to speak slowly does not reflect their "intelligence"
- If you are unsure what someone needs or what they are doing, it's okay to ask.
- Allostatic load (sick woman theory/spoon theory) & cognitive load (splines theory)
- Consider how people may process info differently
  - ADHD & dissociative conditions (attention, focus, memory)
  - Autism (associational and spider web thinking vs. logical/linear thinking)
  - Mental illness or trauma (triggers, perceptions of harm)



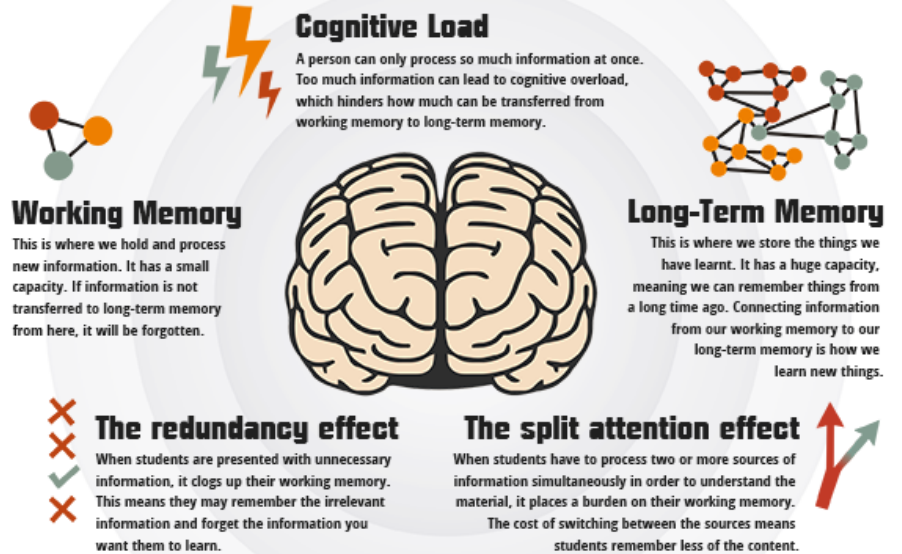


# Communication & Process Promising Practices

- CART services, subtitles, image descriptions, text readers
- ASL Interpreters – are there for hearing people, but often paid for by Deaf & HOH folks
- **Offering many formats (text, images, auditory, writing space, interactive, etc.)**
- Concrete, specific, simple questions and sentences (reduce cognitive load)
- Asking clarifying questions instead of assuming intent/meaning
- **Developing discussion and activity formats ahead of time, with input from all stakeholders (this is messy!)**

## COGNITIVE LOAD THEORY: KEY TERMS

by @inner\_drive | www.innerdrive.co.uk



## Scaffolding Support

NOVICE

EXPERT



### Worked Examples

This is a problem that has already been solved for the student, with every step fully explained. This is helpful for novice learners. By showing them the strategy, they can devote all of their working memory to applying the information to the problem at hand.



### Completion Tasks

This is similar to a worked example, but instead of showing all the steps, only a partial solution is given. The students then have to complete the test themselves. This is more appropriate if the students have more knowledge about the topic, as they can make the appropriate links themselves.




### Independent Problem Solving

This is a task where students are simply given a question and they have to choose the correct strategy and solve the problem themselves. This is appropriate for students with a large knowledge base and high levels of confidence in that domain.



## How does ableism & ageism show up in the work?

- Segregated prevention work (and education) in schools
  - Inaccessible curricula
  - All work, no play (professionalization)
    - Agenda > community-building (outcomes > process)
  - Youth work separated from other prevention work
  - Youth and PWD are not on boards, committees, or leadership positions
    - And if they attend, there's high turnover – why?
  - Professional development opportunities where it is “about” youth instead of “with” youth
  - No budget! (lack of planning, interest, awareness, or intentionality)
- 

# Recruitment & Hiring/Onboarding Promising Practices

1. Is accessibility, equity, and inclusion incorporated in the job/volunteer position descriptions and events/interviews?
2. Are you reaching out to community-specific organizations?
3. Do you have on-going relationships with marginalized community organizations/leaders?
4. How much time do you provide for recruitment? Are you wanting for who you need (it's okay to “fail” searches)? Who are you marketing positions to?
5. Do you provide most/all interview questions in advance?
6. Does hiring/on-boarding offer many formats for educational materials?
7. Do job applicants have opportunities for feedback regardless of hiring status?

# Retention & Advancement Promising Practices

1. Have you ever conducted a climate survey or asked people about their experiences with your organization? Staff, volunteers, and collaborators?
2. Have you developed ways for staff, volunteers, and collaborators to provide ongoing feedback?
3. Who gets promoted/raises? Who doesn't? Why? Have you asked them? Is it a living wage?
  - Example: Food security doesn't just mean survival. Is the food nutritious, physically adequate, and emotionally/spiritually fulfilling?
4. How are leaders selected? Does that selection criteria actually assess for needed leadership qualities?
5. Why are those leadership qualities needed?
6. Is there a culture of secrecy around interpersonal dynamics or are challenges discussed openly?

# Disability/Employment Resources

## National+ Legal & Advocacy Organizations

- [U.S.Access Board](#) (includes Architectural and Transportation Barriers Compliance Board)
- Department of Labor's Office of Disability Employment Policy ([ODEP](#))
- [National Council on Disability](#)
- [Disability Info](#) (you can search for organizations)
- [National Disability Rights Network](#)
- [VERA Institute](#)
- [National Organization on Disability](#) (employment focus)
- [National Center of Disability & Journalism](#) (amazing list of resources)
- [National Resource Center for Supported Decision-Making](#)

## State Organizations

- Protection & Advocacy Organizations
- Councils for People with Disabilities
- Disability Rights/Legal Centers
- State Independent Living Councils (SILCs)
- Area Agencies on Aging and Disability
- [Employment First](#) & Rehab Services
- Self-Advocacy Groups & Parent Organizations
- Youth and family organizations

# Youth Organizations & Other Resources

## Youth (with Disabilities) Organizations

- [U.N.Youth with Disabilities](#) Initiatives
- [Youth with Disabilities Employment](#)
- [National Collaboration on Workforce & Disability](#):Youth Transition
- [Office of Disability Employment Policy](#):Youth Transition Services
- [LEAD Center](#):Youth Leadership Examples!
- [Advocates for Change](#)
- [Youth BreakOUT!](#)
- [Partners for Youth with Disabilities](#)
- [Safety & Prevention for Youth-Serving Organizations](#)

## Other Resources

- [White Supremacy Culture](#) by Tema Okun, Dismantling Racism Works
- [Web Accessibility Guidelines](#)
- [Allostatic Load](#)
  - [Sick Woman Theory](#)
  - [Spoon Theory](#)
- [Cognitive Load](#) & [Splines Theory](#)



# 5. Outreach & Collaboration

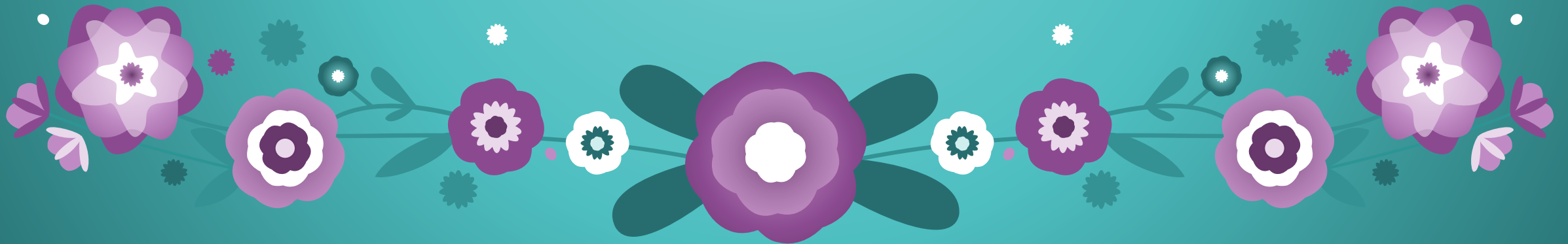


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ADAPT, 2017  
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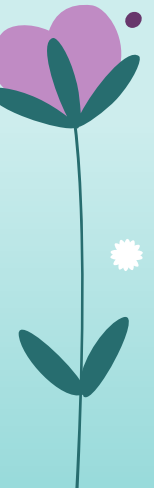
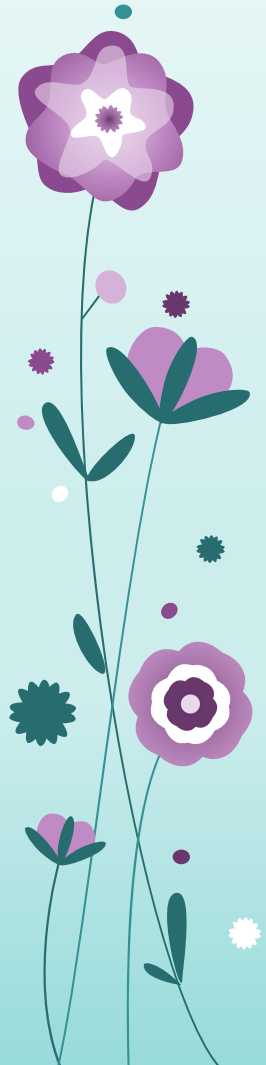


# Directed Outreach

- Go to the community centers, disability support centers, and youth organizations in your region
  - Mainstream organization's have the responsibility to initiate relationships with marginalized groups + ask about accessibility early and often
- Attend events organized by people with disabilities and meet self-advocates at self-advocacy organizations
- Support the efforts of people with disabilities and show up with the understanding that they know the solutions to their problems (we aren't "saviors")
- Be willing to invest in accessibility (infrastructure, communication, grant writing, professional development funds, travel, PCAs', etc)
- After building relationships, invite folks to take positions of leadership (staff, volunteers, interns, etc) where your goals intersect – plan ahead and pay them!

# Supported Decision-Making

- Identify needs, strengths, challenges, triggers, boundaries/limits and goals at the start of any project (and check-in periodically)
- Legality and guardianship (check out IDJ webinar #2 “Consent and Guardianship”)
- How do we ask people the questions they need to be asked? Use scaffolded questions:
  - When do you feel more/most mentally flexible or productive?
    - Do you like to work in the mornings or afternoons?
    - Do you have a hard time working in the winter when it gets dark earlier?
  - What kinds of work do you are you best at?
    - Do you like talking with other people?
    - Do you like to do things alone or in groups?
  - What kinds of work is the most difficult for you?
    - Do you find it difficult to write out your thoughts?
    - Are there topics you don't like to discuss?



# Collaboration & Consensus Building

- Use soft and hard deadlines + develop alternative plans if things don't go as expected
- **Roles for adults (structure, process, co-facilitation) vs. youth (content, goals, direction)**
- Positions related to responsibilities instead of hierarchies
- “How can we support you in feeling like you can be successful?”
- **Test for consensus** (The Secrets of Facilitation by Michael Wilkinson)
  - Yes, I'm excited to move forward! (thumbs up, cards of a certain color, etc)
  - I'm comfortable moving forward even though this option is not my fav (flat hands, cards, etc)
  - No, I feel strongly about blocking taking this action until we make some changes (thumbs down, cards, etc)

# Leadership & Mentoring

- Who has the most and least access to leadership and mentoring opportunities?  
**Who is and isn't “already” there?**
- Identify strengths/needs through scaffolded questioning
- Where do their strengths fit into the project?
- **Provide 2-3 leadership options.** Does it sound fun to do one of those?
- Establish routine group and individual check-ins
- Establish opportunities for mutual feedback from the beginning. How do they prefer to give feedback (survey, texting, conversation, etc)?
- **Build a village of support** (what are the limitations of your own mentorship?)
- Continue learning and growing (self-study + community engagement)

# Resources

## Outreach, Collaboration, and Organizing

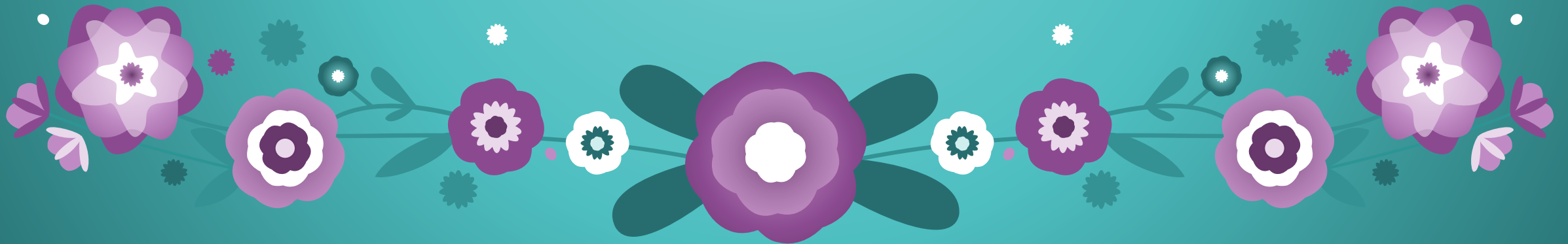
- [Culturally Affirming Outreach for Violence Prevention Work](#) by NSVRC
- [INCITE!](#) Women of Color
- [Black Lives Matter](#)
- [ADAPT](#)
- “by and for” organizations (in the vein of “nothing about us without us”)

## Transformative Teaching, Leadership, and Mentoring

- [Teaching for Transformation](#)
- [Cult of Pedagogy](#)
- [Pedagogy & Theatre of the Oppressed, Inc.](#)
- Books by Paulo Freire & bell hooks (starting place suggestion)
- [Indigenous Circle Work](#)
- [Arches Transformative Mentoring Program](#) (focused on incarcerated youth)
- [Seeds for Change](#)
- [Consensus Building Institute](#)
- [The Secrets of Facilitation](#): The S.M.A.R.T. Guide to Getting Results With Groups by Michael Wilkerson
- [Indigenous Youth Council](#)



# 6. Safety & Transformative Accountability





# Consent and Disability

Guidelines to assess social/professional consent:

1. Individual can evaluate and make knowledgeable decisions (agency).
2. They should have knowledge about work/projects (competency/capacity).
3. They should be able to discuss a plan on how to protect themselves, identify boundaries, recognize harm (skills).
4. What about youth who don't experience this at home? (trauma-informed)
5. Mandatory reporting/Informed decision-making

A person's capacity can change over time. A person can gain capacity if they receive training and education to fill in their knowledge/skill gaps.

Example: "professionalism"



# Dignity of Risk

- Refers to the human right to make mistakes (safety and agency are a balance)
- We all come to our values and perspectives through our own experiences.
- Denying people the opportunities to be wrong, messy, and even cause harm denies people agency and the ability to engage in social relationships, to fail, to heal, and to grow.
- People who perpetuate oppression and harm are often (not always) lashing out from their own socialization and trauma. (This is NOT an excuse.)
  - Example: Professionalism standards
  - Example: Ignoring social consent and “process” in organizing
  - Example: Forced/strict gender norms in relationships
- Meeting people where they are at means embracing messiness and preparing for healing/accountability options.

# Trauma-Informed Practice

- **Noticing displaced trauma-responses** *(examples provided do not ALWAYS refer to a trauma response)*
  - **Fight:** Sudden emotional outbursts/reactions, inflexibility, projection/externalizing emotions, perpetuation of oppression/violence/trauma (example: unmanaged clinical narcissism or sexism)
    - “**What feminine part of yourself did you have to destroy in order to survive in this world?**” **Alok Vaid-Menon**
  - **Flight:** Confusing emotional reaction, absence, leaving, different communication with different people (gossip)
  - **Freeze:** Disengagement, dissociation, sudden reduction in emotional response
    - Note: “flat affect” isn’t always a trauma response

# Trauma-Informed Practice

- How do we navigate when someone is not in a safe space to do integration?
- More ethical (consensual) mandated reporting
- Giving complements: What kinds do you like? What kinds do you not like?
- Identifying their “window of tolerance” – changes in breathe, appetite, emotions, stimming
- **Responding**
  - Group vs. one-on-one (and other context response questions)
  - “Are you okay?” “What’s is upsetting you right now?”
  - “How do you feel right now?” “How does your body feel?”
  - “Would you like to talk about what you’re feeling?”
  - “What do you need right now to calm down or feel better?” (hopefully you know this in advance)

# Transformative Accountability

- Some people enter this work to have access to victims (consciously or unconsciously)
- **Conflict ≠ Harm AND Constructive criticism ≠ disposability**
- Prevention of harm = being process oriented, discussing triggers, adjusting practices as needed
- Intervention
  - **Identify the harm** – is this something that should be resolved between individuals or is a process needed?
  - **Check-in with target** (immediately and periodically): How are they? What do they need now vs. later? Give space and time.
  - **Check-in with harmer**: What happened? Did they notice that the target was hurt? What do they think should happen? Would they be willing go through a process if necessary?
  - What are the **intended outcomes** of the process?
  - **How will you know the process is complete?**
- Failure is helpful, necessary, and okay! Accountability should always follow.



# Resources: Consent & Dignity of Risk

## Mainstream Organizations

- [Consent and People with DD](#), U of Hertfordshire
- [Rooted in Rights](#): Consent with Kids with Disabilities
- [Sexuality and Disability Consortium](#)
- [Dignity of Risk](#) Example, Parallels in Time (MN)
- [Dignity of Risk](#), ASUMED
- [Self-Determination and Dignity of Risk](#), MHDD Center
- Sexuality Education for People with DD by Katherine McLaughlin (curriculum)

## Grassroots Resources

- Beginner's Guide to [Responsible Sexuality](#) for Men Zine
- [Learning Good Consent](#) Zine
- [Not Without My Consent](#) Zine
- [Podmapping](#), Bay Area Transformative Justice Collective

# Resources: Trauma and Accountability

## Organizational Publications

- [Community Accountability](#) by INCITE!
- [What to do When You've Been Called Out](#): A Brief Guide (Zine)
- [Taking the First Step](#): Suggestions to People Called Out for Abusive Behavior, Sprout Distro
- [As If They Were Human](#): A Different Take on Perpetrator Accountability
- [We are all survivors, we are all perpetrators](#), CrimeThinc
- [In the Middle of a Whorlwind](#), Philly's Pissed and Philly Stands Up

## Organizations

- [Creating Presence](#) (Sanctuary Model) – organizational capacity building
- [Safe Outside the System](#), The Audre Lorde Project
- [UBUNTU](#), North Carolina
- [Community Accountability](#), INCITE!
- [No More Silence](#)
- [Philly Stands Up](#)
- [Philly Survivor Support Network](#)
- [The Fireweed Collective](#)
- [Trans Lifeline](#)
- [Oakland Power Projects](#)
- Pedagogy and Theatre of the Oppressed, Inc. Accountability Working Group

# Resources: Trauma and Accountability

## Books

- AK Press: [abolition section](#) & [young readers section](#)
- [Beyond Survival](#): Strategies and Stories from the Transformative Justice Movement
- [Care Work](#): Dreaming Disability Justice by Leah Lakshmi Piepzna-Samarasinha
- [Damaged Like Me](#): Essays on Love, Harm, and Transformation by Kimberly Dark
- [Disability Visibility](#): First-Person Stories from the Twenty-First Century, edited by Alice Wong
- [Love WITH Accountability](#): Digging Up the Roots of CSA, edited by Aishah Shahidah Simmons
- [The Revolution Starts at Home](#): Confronting Intimate Partner Violence within Activist Communities

## Podcasts

- [The 1619 Project](#)
- [Behind the Bastards](#)
- [Bliss & Grit](#)
- [Bobo and Flex](#)
- [Decolonize Social Work](#)
- [EQ Evolution](#)
- [Medicine for the Resistance](#)
- [Unlatched Mind](#)
- [Yoga is Dead](#)

# Resources: (Lower-Cost) Trauma Integration Therapies

*Note: Some therapies work better for those with a primary/acute unintegrated traumatic event while others are more helpful for long-term unintegrated trauma. Each person may respond differently to each modality, so it's often helpful to try out different options to see what fits the person.*

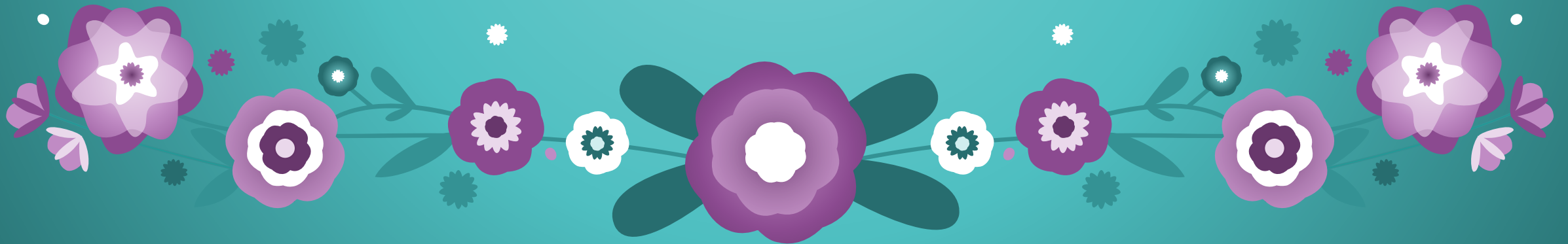
## Methods that Require Support/Ongoing Training

- Somatic Processing (Peter Levine)
- Jin Shin Jyutsu (revived recently by Master Jiro Murai & Mary Burmeister)
  - Healing system for “harmonizing the life energy in the body”
- Qigong, Doe-in, Tha Chi
- EMDR (eye movement desensitization and reprocessing) (Francine Shapiro)
- Accupressure/puncture
- Massage

## Methods that May be Done Individually or Minimal Training (but may require support)

- Felt Sense (Gene Gendlin)
- Emotional Freedom Technique/Meridian Tapping (Gary Craig)
- Trauma release exercises (David Berceli)
- Anything that builds attunement and interoception (especially rhythmic exercises)!
  - Attending to the body (food, hygiene, water, engaging pleasure, sex, stimming/flapping, crying)
  - Boxing, Dancing, Singing/choir
  - Yoga/Palates, stretching
  - Theatre, Creating art

# 7. Youth Driven Evaluation



# Participatory Evaluation & Activity Based Assessment

- Photovoice
- Artwork: visual art, creating songs, writing music, creative writing
- Wall notes/sticky notes
- Circle work/group discussion (Story Circle!)
- Theatre of the Oppressed or Traditional Theatre
- Color card “voting”
- Experiential learning



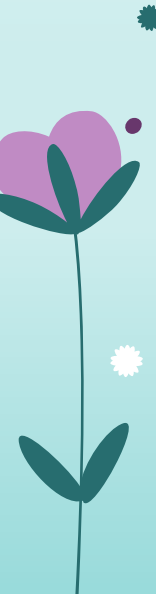
# Photovoice Example:

What are the barriers to inclusion in neighborhoods, businesses, and public spaces?

**“I can’t even see it.”**

A young artist who often experiences seizures said of her excursion to see ancient Egyptian art at IU Museum.

Photovoice image captured in November 2015 by community partner Amy Leyenbeck, Rural Transit Manager, during participatory social mapping of Indiana University Museum, a public space in Bloomington, Indiana with Stone Belt Stakeholders, staff and Heather Dane from Family Voices Indiana.



# Artwork Example:

## Photovoice Illustrations from “Data Party” Debrief

What are the barriers to inclusion in neighborhoods, businesses, and public spaces?





# Artwork Example:

## Using Other Mediums for Photovoice-like Data

**What is the meaning of community?**

The young blind woman who painted this shared that **her pets help her to feel connected, like she belongs, and they also help her to cope with a loud world.**

This heart was painted during an art session exploring the multiple meanings of community with Van Go Mobile Art Studio.



From Sidewalks to Sexual Violence Prevention: A Guide to Exploring Social Inclusion with People with Developmental Disabilities

# Creative Writing Example:

## Using Other Mediums for Photovoice-like Data

**What do you need when you are sad?**

“When I am sad, I like to go somewhere. I like to get in a restaurant. I love Bob Evans. I don’t feel sad much. I’m mad at Stone Belt all the time. I go for a walk to feel better and I listen to music. I calm down when I watch TV. I walk outside. I see trees and sky that calms me down.”

-Written by a young man with disabilities in collaboration with community partners from Women Writing for a Change, 2017.



From Sidewalks to Sexual Violence Prevention: A Guide to Exploring Social Inclusion with People with Developmental Disabilities



# Wall Notes Example

2016 Workshop by MESA for Southern Indiana Service Providers

1. Whole group brainstormed risk and protective factors in their area
2. People were facilitated in identifying major themes/issues locally to focus on that day
3. People self-selected into a group of their topic of choice
4. Each group developed skits to explain and process those dynamics
5. Facilitation debrief and action steps

Risk Factors	Protective Factors
age (younger! older)	supportive family
poverty	community organizing
homelessness	: accountability w/o systems
employment based discrimination (sex work)	(intersectionality makes this complicated)
lack of rep. in power	access cis/straight allies
structures	educational resources that are queer-centric
↳ edu. settings	self-acceptance
not having models of healthy queer relationships	badly autonomy since youth
+ actively toxic models of relationships ! que ID	queer competent therapy
isolation from community	access to education
heteronormative institutions (shelters that bars men)	↳ non-academic, accessible language
assumptions that men are dangerous	↳ community generated resources / education
heteronormative language	being w/ others of shared identity
unsupportive friends	destruction of gender
criminalization (dual arrest of queer DV)	access to aware medical professionals ! who are willing to prescribe poetry, music, fun
blind eye by protectors	sense of queer culture connection
perp. by protectors	knowing about queer history
depression ! mental health	legally inclusive language
addiction	medical literacy
access to education	
ostracism, esp on a moral basis	
internalized gender norms	
medicalization	

Allegorical Skit Themes

Police ? how this affects queer SV

presumption of cis heteronormativity

reliance on cis heteropatriarchal models of being ? authority

being forced into legal remedies/state systems to address SV

people struggling w/ identity going against own belief system

breaking the perfect dichotomy between victim ? perp - Linds

perspectives children are given around identity (gender) ? Consent - Ben

failure of community accountability sys (esp. in activist circles)

# Theatre of the Oppressed Example

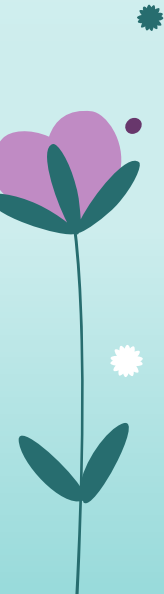
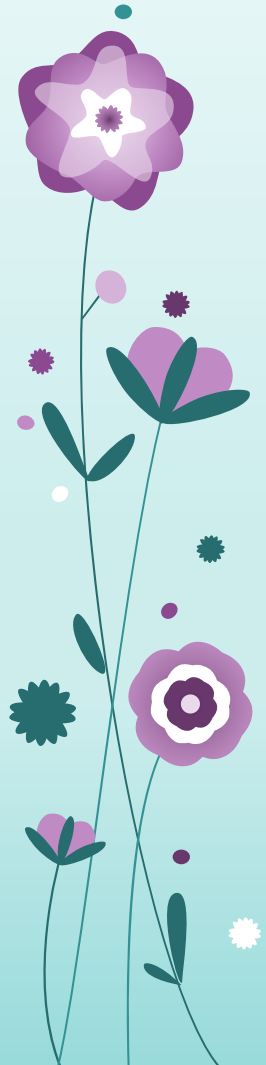
## Pedagogy and Theatre of the Oppressed, Inc.

- Allegorical skit: “Women in the Machine”
  - Allegory means each part of a story contains the same core meaning as the entire piece of work
  - Metaphorical
  - Topic: rape culture in university settings in the U.S.
  - Intergentational and multiracial actors who developed the skit
- Skit was produced by attendees at the 2016 Pedagogy and Theatre of the Oppressed regional gathering in Chicago, IL
- [https://www.youtube.com/watch?v=nxR8RyFVqBM&list=PLwOU2WzeijtQbbQIMgy\\_2gvRBw7p3VUvh&index=8&t=1s](https://www.youtube.com/watch?v=nxR8RyFVqBM&list=PLwOU2WzeijtQbbQIMgy_2gvRBw7p3VUvh&index=8&t=1s)
  - Starts 2:01 – Ends 4:38

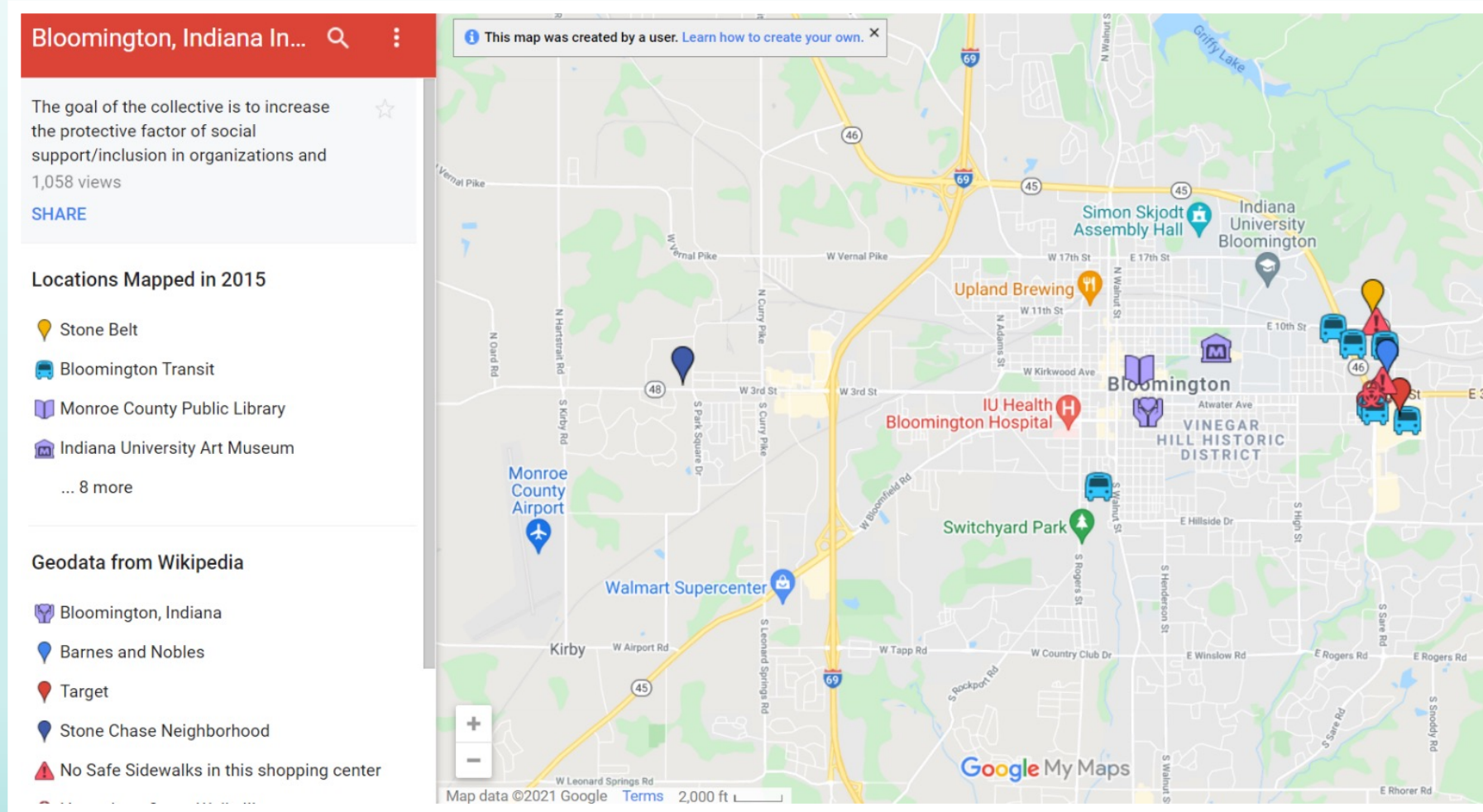


# Public Health Models for Participatory Evaluation

- Social mapping
- Windshield surveys
- +/- mapping
- What surrounds us, shapes us (SSNRE game)



## Google map of barriers to inclusion in Bloomington, Indiana



## Social Mapping Example:

Sidewalks to Sexual Violence Prevention: A Guide to Exploring Social Inclusion with People with Cognitive and Developmental Disabilities

Webinar #6 Sexual Violence Prevention with People who Are Deaf and Hard of Hearing

# Student Focus Groups

- *Methods (mapping, interviews)*
- *Grade Levels K-12*
- *Data Collection*



Where do you feel safe?  
Willard School

Lobby	Playground	Bus Area
ART	GYM	Hallway
Classroom	CAFETERIA	Restroom

SAFE Not Safe

Cafeteria



Student Mapping Activities Evaluation

School Grouping: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Race: \_\_\_\_\_

Locations Used During The Day: \_\_\_\_\_

Alumni Hall \_\_\_\_\_ CTE \_\_\_\_\_ Cafeteria \_\_\_\_\_ Caskey \_\_\_\_\_

Do you feel safe walking to/from classes? ☐ Yes ☐ No

Evaluator Comments: \_\_\_\_\_

Do you feel safe on campus-field, near fenced areas? ☐ Yes ☐ No

Evaluator Comments: \_\_\_\_\_

If you describe what "being safe" means to you?

Comments: \_\_\_\_\_

My particular areas/locations WHERE you do NOT feel safe?

Comments: \_\_\_\_\_ ☐ Yes ☐ No

Describe what does "not feel safe" mean to you?

Comments: \_\_\_\_\_

Are there any other comments/concerns you may have seen with other students/teachers you'd like to share?

Evaluator Comments: \_\_\_\_\_





# Resources

## Sticky Notes

- Google online sticky notes Jamboard:  
<https://jamboard.google.com/>
- Gettin' Sticky With It: Post-It Notes for Formative Assessment, Sharing, Meaning Making, and Noticing:  
<https://livinginthelayerscom.wordpress.com/2017/08/26/gettin-sticky-with-it-post-it-notes-for-formative-assessment-sharing-meaning-making-and-noticing/>
- Post it note Pedagogy:  
<https://www.theconfidentteacher.com/2012/12/post-it-note-pedagogy-top-ten-tips-for-teaching-learning/>

## Other Activity-Based Assessment

- Circle Work:  
<http://www.livingjusticepress.org/?SEC=51F9C610-C097-446A-8C60-05E8B4599FE7>
- Story Circle (by John O'Neil and Dr. Doris Derby – Free Southern Theatre):  
<https://roadside.org/asset/how-facilitate-story-circle>
- Color Card Voting:  
<https://theparticipationcompany.com/2016/12/consensus-building-successful-techniques/>
- TAASA Activity Based Assessment Toolkit:  
<http://taasa.org/wp-content/uploads/2015/05/Activity-Based-Assessment-Toolkit.pdf>
- Prevention Toybox: <https://icadvinc.org/program-resources/>

# Resources

## Photovoice

- A Guide for Conducting Photovoice with Youth Receiving Culturally- and Community-Based Services:  
<https://www.pathwaysrtc.pdx.edu/pdf/proj5-photovoice.pdf>
- Youth Participation in Photovoice as a Strategy for Community Change:  
<http://phdresearchdesignandimplementation.yolasite.com/resources/photovoice%20strategy%20for%20community%20change.pdf>
- Rutgers PhotoVoice Facilitator's Guide:  
[https://www.rutgers.international/sites/rutgersorg/files/PDF/PhotoVoice\\_Manual\\_18042016.pdf](https://www.rutgers.international/sites/rutgersorg/files/PDF/PhotoVoice_Manual_18042016.pdf)

## Theatre of the Oppressed

- Theater of the Oppressed in an after-School Program:  
<https://files.eric.ed.gov/fulltext/EJ1041890.pdf>
- Youth and Theatre of the Oppressed:  
<https://www.palgrave.com/gp/book/9781137472250>
- Theatre of the Oppressed A Manual for Educators:  
[https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie\\_capstones](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_capstones)

# Resources

## Social Mapping

- Hotspot Mapping: How Colorado Is Working to Improve School Climate to Prevent Violence: [www.preventconnect.org/wp-content/uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf](http://www.preventconnect.org/wp-content/uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf)
- Mapping for Social Inclusion: [www.preventconnect.org/2016/10/social-inclusion-as-sexual-violence-prevention-strategy/](http://www.preventconnect.org/2016/10/social-inclusion-as-sexual-violence-prevention-strategy/)
- Windshield and Walking Surveys: [www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main](http://www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main)
- What About Power and Patriarchy? Examining Social Cohesion Strategies to Prevent Sexual and Domestic Violence: [www.preventconnect.org/wp-content/uploads/2017/07/Inclusion-Appendix.pdf?x47887](http://www.preventconnect.org/wp-content/uploads/2017/07/Inclusion-Appendix.pdf?x47887)
- Sidewalks to Sexual Violence Prevention: A Guide to Exploring Social Inclusion with People with Intellectual and Developmental Disabilities: <http://indisabilityjustice.org/sidewalks-to-sexual-violence-prevention-a-guide-to-exploring-social-inclusion-with-people-with-developmental-disabilities/>

## Experiential Learning

- Preparing for Adulthood: A Systematic Review of Life Skill Programs for Youth with Physical Disabilities: [https://www.bctra.org/wp-content/uploads/tr\\_journals/3875-13448-1-SM.pdf](https://www.bctra.org/wp-content/uploads/tr_journals/3875-13448-1-SM.pdf)
- Inclusive Recreation for Transition-Age Youth: Promoting Self-Sufficiency, Community Inclusion, and Experiential Learning: <https://www.sciencedirect.com/science/article/pii/S1054139X07002728>
- Shifting Boundaries: [http://www.preventconnect.org/2013/05/shifting\\_boundaries/](http://www.preventconnect.org/2013/05/shifting_boundaries/)



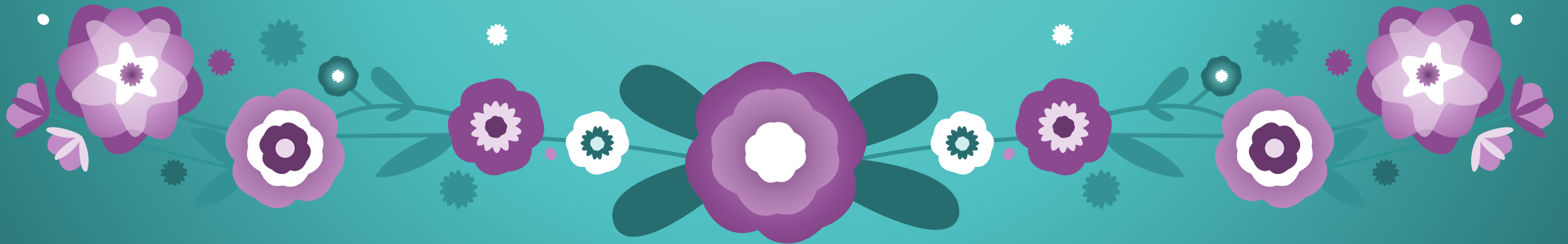
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3. Duffy, P., and E. Vetrano. *Youth and Theatre of the Oppressed*. Palgrave MacMillan, 2016.
4. Gopal, Midha. Master's Capstone Projects, 2010, pp. 1–68, *Theatre of the Oppressed A Manual for Educators*.
5. "Hotspot Mapping: How Colorado Is Working to Improve School Climate to Prevent Violence ." [Http://www.preventconnect.org/Wp-Content/Uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf](http://www.preventconnect.org/Wp-Content/Uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf), Prevent-Connect, Prevention Institute, 2018, [www.preventconnect.org/wp-content/uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf](http://www.preventconnect.org/wp-content/uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf).
6. Kingsnorth, Shauna, et al. "Preparing for Adulthood: A Systematic Review of Life Skill Programs for Youth with Physical Disabilities." *Journal of Adolescent Health*, vol. 41, no. 4, 2007, pp. 323–332., doi:<https://doi.org/10.1016/j.jadohealth.2007.06.007>.

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7. Kunstler, Robin, et al. "Inclusive Recreation for Transition-Age Youth: Promoting Self-Sufficiency, Community Inclusion, and Experiential Learning." *Therapeutic Recreation Journal*, XLVII, no. 2, 2013, pp. 122–136.
8. Lewis, Mo. *Mapping for Social Inclusion*. Performance by Cierra Olivia Thomas Williams, et al., *Social Inclusion as Sexual Violence Prevention Strategy*, National Sexual Violence Resource Center, 31 Oct. 2016, [www.preventconnect.org/2016/10/social-inclusion-as-sexual-violence-prevention-strategy/](http://www.preventconnect.org/2016/10/social-inclusion-as-sexual-violence-prevention-strategy/).
9. "Section 21. Windshield and Walking Surveys." *The Community Tool Box*, Center for Community Health and Development, University of Kansas, 2021, [ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main).
10. Thomas Williams, Cierra Olivia. "Inclusion Appendix Evaluation Tools (Social Mapping, Focus Groups, Key Informant Interviews, Walk/Roll Survey)." *What About Power and Patriarchy? Examining Social Cohesion Strategies to Prevent Sexual and Domestic Violence*, Prevent-Connect, Prevention Institute, 13 July 2016, [www.preventconnect.org/wp-content/uploads/2017/07/Inclusion-Appendix.pdf?x47887](http://www.preventconnect.org/wp-content/uploads/2017/07/Inclusion-Appendix.pdf?x47887).
11. Thomas Williams, Cierra Olivia. Indiana Coalition Against Domestic Violence, 2016, pp. 1–94, *Sidewalks to Sexual Violence Prevention: A Guide to Exploring Social Inclusion with People with Intellectual and Developmental Disabilities*.
12. "Youth Participation in Photovoice as a Strategy for Community Change." *Youth Participation and Community Change*, by Barry Checkoway and Gutiérrez Lorraine M., Taylor and Francis, 2006, pp. 147–161.

# 8. Addendum



# Other General Resources

- [Khan Academy](#)
- [Youth Organizing! Disabled and Proud](#)
- [BreakOUT! Youth](#)
- [Trans Student Equality Resources \(TSER\)](#)
- [Invisible Disabilities Project](#)
- [National Youth Rights Association](#)
- Search “youth of color organizers” for lots of cool papers/resources
- Access to Love, Alice Wang
- [Becoming White Allies & Accomplices Talking Circle](#) (at Purdue)
  - 15-30min webinars
  - Powerpoints/curriculum
  - Resources

# Credible Sources

- [CRAAP Test](#) can be very helpful
- Experience can be a form of authority! Someone does not need degrees, organizational affiliations, or formal leadership experience to be an “authority” on a topic. Each of us is an “expert” in our own lived experience.
- Be wary of “foundations” as these are often the political arm of wealthy individuals.
  - Not all foundations are named foundations (e.i. Cato Institute)
  - Some foundations are no longer receiving income from a single wealthy benefactor (e.i. Kellogg Foundation)
- When looking at community leaders, do a basic internet search to identify if they are in an ongoing accountability process, if they have not been accountable to harm, or otherwise have harmful leadership practices. Talk with them (and those involved in these processes) about these things before collaborating.