



IF YOU EMBRACE **DIVERSITY** BUT IGNORE **DISABILITY** YOU'RE DOING IT **WRONG!**

ALLYSHIP IN PRACTICE

Adapted from Forber-Pratt, Mueller, & Andrews, 2018

- Understand that disability is not a monolithic experience.
- Understand that intersectional identities include disability identity.
- Ask & respect your students' choices for terminology.
- Embrace principles of universal design in lesson planning & classroom design.
- Act as an ally by calling out inaccessibility in all its forms.
- Recognize & shut down inspiration porn & the over sensationalizing of disabled people.
- Check internal disability-related biases.
- Embrace disabled individuals as experts.

ACCESS NOTES:

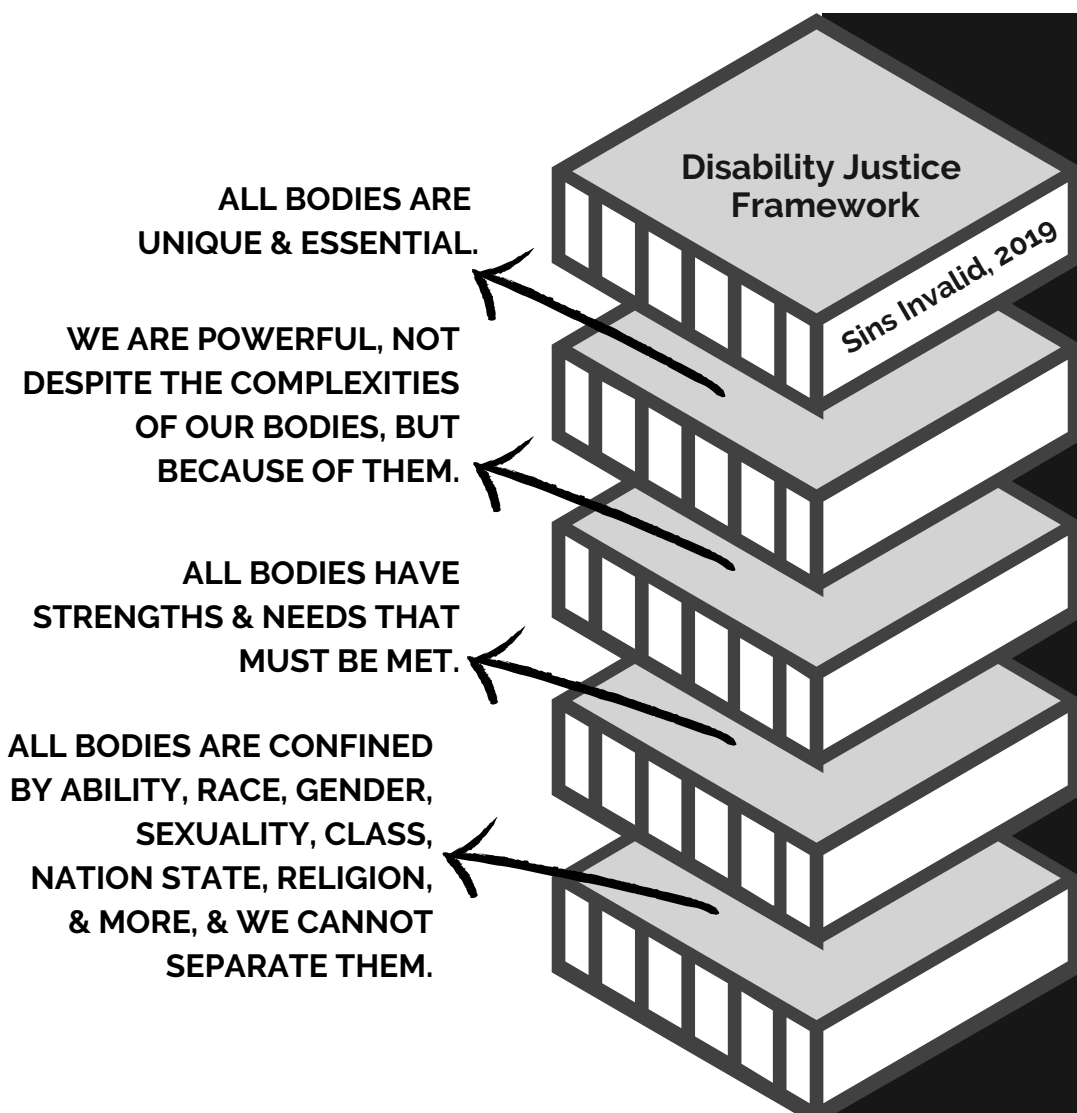
ONLINE

- Prominently display access information on websites & materials.
- Use Camel Case for all text.
- Include Alt Text for images.
- Create captions for all videos.
- Provide transcripts for all audio files.
- Consider visibility when creating color schemes.
- <https://wave.webaim.org/>

IN PERSON

- Welcome students' & families' access disclosures early & often.
- Familiarize yourself with existing on-campus accessibility resources (ASL interpreters, Large Print, assistive technologies, etc.).
- Commit to expanding student access by introducing yourself to the SPED department & school therapists (physical, occupational, & speech), acknowledging their expertise.
- Create classroom spaces that honor students' needs to connect with others.

WHAT COULD IT LOOK LIKE TO INCORPORATE A DISABILITY JUSTICE FRAMEWORK INTO YOUR PRACTICE?



SEARCH THESE HASHTAGS:

#DisCrit
#DisabilityTwitter
#AccessIsLove
#DisabilitySolidarity
#DisabilityJustice

FOLLOW THESE TWITTER ACCOUNTS:

@DisVisibility
@DrSubini
@sinsinvalid
@Imani_Barbarin
@drerinandrews
@anjalifp
@RebeccaCokley
@TAShtweet
@HabenGirma
@andraealavant

"...DEHUMANIZATION, ALTHOUGH A CONCRETE HISTORICAL FACT, IS NOT A GIVEN DESTINY..."

FRIERE, 1968