

What Do You See?: Perceptions of Disability

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module encourages students to explore their own attitudes and beliefs about people with disabilities. It highlights the abilities of individuals with disabilities (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Wrap-Around Concept Map](#)

Challenge

- **Video:** Watch a short movie intended to stir your reactions to images of different kinds of people.

Notes

Initial Thoughts

- What did you see?
- What feelings did you have about the photos?
- What thoughts did you have about the individuals in this challenge?
- Do perceptions matter?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Understand that our perceptions about people with disabilities are shaped by our beliefs, our cultural backgrounds and experiences, and portrayals in media
 - Recognize and dispel some of the common misconceptions about people with disabilities
 - Understand how perceptions impact people with disabilities in both positive and negative ways
 - Recognize that the language we use conveys meaning but also communicates attitudes, perceptions, and emotions
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Learn More About the People in the Challenge

- Links: Take a moment to learn more about the people from the Challenge.
 - Benjamin
 - Link: <https://johnscrazysocks.com/>
 - John Cronin
 - Michael Hingson
 - Link: <https://michaelhingson.com/>
 - Video: Michael Hingson recounts how his guide dog helped so many people on 9/11 and also discusses the importance of positive attitudes and perceptions toward people who are blind
 - Dylan
 - Tony Melendez
 - Link: <https://www.tonymelendez.com/>
 - Russ and Melody Stein
 - Link: <https://mozzeria.com/#welcome>
 - Kathy D. Woods
 - Link: <https://www.kathydwoodsstore.com/Default.asp>
 - The Smith family
 - Audio: Lance Smith gives his perspective on having a sibling with a disability

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- Jay
 - Audio: Leona Smith discusses family dynamics and considerations for parents

Notes

❖ Page 2: Common Perceptions

- Our perceptions influence how we respond to the world around us and interact with others
 - Common Misperception/Fact [table]
 - Link: Easterseals [source]
- Activity: Make a list of assumptions about Erik, who is blind
 - Link: Let's check in on Erik as an adult
- Consider the case of Jay, who uses a wheelchair
 - Video: Jay talks about his disability
 - Video: Jay's parents talk about their son and his disability

Notes

❖ Page 3: Cultural-Based Perceptions

- Culture influences the way we think about disabilities
- Depending on your cultural background, you might perceive a disability to be... [bullet points]
- Audio: Jody Barnes reads her poem "Ursa Minor"
 - "Ursa Minor" [text]
 - Activity: Take a moment to answer some questions about the poem you just read

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❖ Page 4: Film and Literature Portrayals

- Media influences the way we see the world around us
 - Activity: Pick a movie that you have seen or a book that you have read from the provided lists then answer the questions

Notes

❖ Page 5: Facts and Figures

- U.S. Census data
- Activity: How do you perceive individuals with disabilities compared to those without disabilities?
- Employment
 - U.S. Bureau of Labor Statistics [bullet point]
 - Occupation/Person with a Disability/Person Without a Disability [table]
 - Data about employee accommodations [bullet points]
 - Data about workplace accessibility [bullet points]
 - Link: speech-to-text [definition]
 - Link: screen reader software [definition]
- Education
 - Data about high school graduation rates [bullet point]
 - Data about higher education [bullet points]
 - Data about accessibility and college campuses [bullet point]
- Social and Community Engagement
 - Data about social engagement [bullet points]
 - Disability advocates and social engagement [bullet point]
 - Link: Achilles International

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- Technology and social engagement [bullet point]
- Accessible outdoor spaces and social engagement [bullet point]
 - Link: Morgan's Wonderland
- Activity: Reflect on your initial perceptions and revise if necessary

Notes

❖ Page 6: People-First Language

- Language communicates attitudes, perceptions, and emotions
- Over time, language shifts and changes
- People-first language
- When we use people-first language, we must take into account... [drop-down menus]
 - Word order
 - Current terminology
 - Use of positive or neutral descriptions
- Exceptions to the rule
- Video: Lance Smith addresses the issue of language and terminology in his poem "Special Needs World"
- Activity: Take some time to think about a few scenarios
- Spread the Word To End the Word [box]
- Audio: Lance offers his insights about the use of disability related terms and labels
- Audio: Lance's mother Leona adds her own thoughts about disability related terms

Notes

❖ Page 7: References & Additional Resources

- Suggested Module citation
- References
- Additional Resources

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❖ Page 8: Credits

- Suggested Module citation
- Content Contributors
- Module Developers
- Module Production Team
- Media

Wrap Up

- Summary of the module
- Video: The sculptor Michael Naranjo shares his experiences of losing his sight during the Vietnam War and how he views himself
- Revisit your Initial Thoughts responses

Notes

Assessment

- Video: Nine photos of students with and without disabilities
- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Hours Shop](#)
- Related Resources [[links](#)]