

## What Do You See? Perceptions of Disability

### 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 Content 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

## 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
    - 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

- The Smith family
  - Link: <https://www.kathywoodsstore.com/Default.asp>
  - Audio: Lance Smith gives his perspective on having a sibling with a disability
  - Audio: Leona Smith discusses family dynamics and considerations for parents
- Jay

### ❖ 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

### ❖ 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

#### ❖ 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

#### ❖ 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
  - 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

### ❖ Page 6: Language Preferences

- Language communicates attitudes, perceptions, and emotions
- Over time, language shifts and changes
- It is our responsibility to learn about currently accepted terminology and respect individual preferences
- Current Terminology
  - Currently accepted terms acknowledge that disability is part of the human condition and help create a more inclusive educational system and society
  - Current Terms/Outdated Terms [Table]
  - Did You Know?
- Positive or Neutral Descriptions
  - Positive and Neutral Terms/Negative Terms [Table]
  - The connotation surrounding some terminology is subjective
- People-First and Identity-First Language
  - People-first language: refers to the person before the disability
  - Identity-first language: refers to the disability before the person
    - Did You Know?
  - People-First Language/Identity-First Language [Table]
  - Video: Andre explains why he prefers person-first language
  - Video: Eddy shares why he prefers identity-first language
  - Video: Lance offers his insights about the use of disability related terms and labels
- Activity: Take some time to think about and discuss the following scenarios.

### ❖ Page 7: References & Additional Resources

- Suggested Module citation
- References
- Additional Resources

### ❖ 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

## 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.

## 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](#)]