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 students 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.

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?
Perspectives & Resources

❖ Module Objectives

• After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
  ◦ Understand that societal views can shape beliefs about people with disabilities
  ◦ Recognize myths and misconceptions about disabilities
  ◦ Understand how perceptions impact people with disabilities in positive and negative ways
• This IRIS Module aligns with the following licensure and program standards and topic areas...

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

• Links: Click on each of the pictures from the Challenge to read a description of each subject

❖ Page 2: Myths and Facts

• Test your belief system
  ◦ Link: puzzle activity
• Activity: Make a list of five assumptions about people with disabilities
  ◦ Link: Test your knowledge about people with disabilities
Page 3: People-First Language

- The words we use to express ourselves convey meaning, but they also...
- People-first language considerations include...
  ◦ Word order [bullet points and comparison table]
  ◦ Current terminology [bullet points and comparison table]
  ◦ Use of positive or neutral descriptions [bullet points and comparison table]
  ◦ Exceptions to these guidelines
- Video: Lance Smith addresses the issue of language and terminology in his poem “Special Needs World”
- Activity: Respond to the following scenarios
- Spread the Word To End the Word
- Audios: Lance and his mother Leona offer their insights about the use of disability related terms and labels

Page 4: Ursa Minor

- Take a moment to consider some of the ways in which perceptions of disability can vary by culture [bullet points]
- Read and reflect on the poem “Ursa Minor” by Jody Barnes
- Activity: Answers the questions then meet in groups to share and discuss your responses

Page 5: Film and Literature Portrayals

- If we don’t know a person with these disabilities, from where do our images of them come?
  ◦ Oftentimes, we learn about these disabilities through the media
  ◦ Activity: Pick a movie that you have seen or a book that you have read from the provided lists then answer the questions
Page 6: Biography

- Activity: Write a brief biography about the young woman in the accompanying photograph
- Did you include:
  - Occupation [bullet points]
  - Family [bullet points]
  - Education [bullet points]
  - Hobbies [bullet points]
- Activity: Re-examine the biography that you wrote

Page 7: References & Additional Resources

- Suggested Module citation
- References
- Additional Resources

Page 8: Credits

- Suggested Module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews
Wrap Up

- 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]