Reframing Disability
Maximizing Inclusion for Student-Athletes with Disabilities

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Session Objectives

- Explore prevalent models of disability: medical, charity, and social
- Discuss NCAA and disability
- Identify opportunities to reframe disability in practice
Framing Disability

- Due to a physiological difference, diagnosis, injury or impairment, individual is at a deficit, must be cured or pitied.
- The individual is the problem.
- Disabled because of impairment.
- Fear, separateness, less-than.
How do we intersect with medical or tragedy thinking?

LANGUAGE    MEDIA    DESIGN
Turn a blind eye...

There but for the grace of God...

With deaf ears...

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Metaphor

Descriptors -
consistent, othering, subtle...?

- She turned a blind eye...
- It fell on deaf ears...
- He was crippled with debt...
- He’s a real stand-up guy...
- You’d have to be crazy to...
- Paralyzed with fear...
- He’s a lame duck candidate...
- I can run circles around...
Your excuse is invalid.

NEVER, NEVER, NEVER GIVE UP...

Limitations live only in our minds.

Every 48 seconds, a drunk driver makes another person eligible to park here...

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Someone I love needs a cure.

See the Person, Not the Disability

don't worry.
My disability isn't contagious...
But my smile is!!

Disability
“With great power, comes great disability.”
Design of Environments

- Information
- Technology
- Curricular
- Physical
- Policy
- Social
# Reframing Disability

<table>
<thead>
<tr>
<th>Prevalent</th>
<th>Emerging</th>
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<tbody>
<tr>
<td>• Due to a physiological difference, diagnosis, injury or impairment, individual is at a deficit, must be cured or pitied.</td>
<td>• The environment disables people with impairments by its design.</td>
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<tr>
<td>• The individual is the problem.</td>
<td>• The environment is the problem.</td>
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<td>• Disabled because of impairment.</td>
<td>• Access is a right, not a special need.</td>
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<tr>
<td>• Fear, separateness, less-than...</td>
<td>• Universal Design.</td>
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Universal Design

The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

<table>
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<th>Our responsibility</th>
<th>Impact</th>
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<td>• Identify and remove barriers to access</td>
<td>• Inclusive and welcoming environments</td>
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<tr>
<td>• Incorporate access into design initially</td>
<td>• Sustainable design</td>
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<td>• Equitable, respectful experience for all</td>
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Americans with Disabilities Act, As Amended (ADAAA)

- “The ADAAA is a civil rights law...and the goal of the ADAAA is to provide a clear and comprehensive national mandate for the elimination of discrimination of individuals with disabilities.” (www.law.georgetown.edu)
Education-Impacting Disability

- For academic eligibility purposes, the NCAA defines a disability as a current impairment that has a substantial educational impact on a student’s academic performance and requires accommodation – EID.
Most Common EIDs

- Learning Disability/Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Mental Health Disorders
- Medical Conditions
- Deaf/Hard of Hearing
- Autism Spectrum Disorder
Voluntary Disclosure

- The decision and responsibility to disclose belongs to the individual. Because concern about discrimination is prevalent, students may decide not to disclose their disability(s), even if that means forfeiting needed accommodations both in and out of the classroom.
NCAA Waiver Process

- The NCAA EID waiver process involves some measure of self-disclosure. As we reframe disability and cultivate more inclusive environments, we can help create a climate where disclosure is safe and encouraged.
Connecting on Campus

- Disability Resources
- Tutoring/Supplemental Instruction
- Counseling Services
- Student Conduct

- Sports Medicine and/or Student Health Services
- Residence Life
- Academic Advising
- FAR
Include Accessibility Statements

- To request disability-related accommodations or with questions about accessibility, please contact:
- We value access, inclusion and work to ensure full participation. To discuss barriers you may encounter...
Go Beyond Compliance

Quick Check:
- Special
- Extra
- Different
- Separate
- Requests

- The disability experience is value-added!
- How do we demonstrate to athletes and community members that they matter?
- Who is responsible for access?
- Compliant ≠ Equitable
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