



# Disability Ethics

INEZ KOLLER, 2020

## Theoretical Part

## Practical Part

<i>10th Sept.</i>	Introduction	Bring them Back! Experimental game
<i>17th Sept.</i>		Drama pedagogy games Measurement 1.
<i>24th Sept.</i>	Literacy and communication	
<i>1st Oct.</i>	Recognising wrong behavior: lack of knowledge	Kahoot! Test Measurement 2.
<i>8th Oct.</i>	Forms of prejudice Types of discrimination	
<i>15th Oct.</i>	Recognising wrong behavior: demand for conformity and discrimination	Ash Test Bring them back - analysis Measurement 3.
<i>22nd Oct.</i>	Community judgement	Where should the family move? Heinz dilemma
<i>5th Nov.</i>	Models on disability	
<i>12th Nov.</i>		Baseball game Measurement 4.
<i>19th Nov.</i>		Disability sensitivity training designs
<i>26th Nov.</i>		Disability sensitivity training designs
<i>3rd Dec.</i>		Disability sensitivity training designs
<i>10th Dec.</i>		Disability sensitivity training designs

# Course requirements

- ▶ Active participation
- ▶ Active documentation (attendance list, measurements, photos)
- ▶ Presentation on a designed disability sensitivity training
  - ▶ Duration: 15 minutes
  - ▶ Elements (you should use at least 3 of them): literacy, communication skills, raise awareness of forms of discrimination and prejudice, drama, gamification, debate, introduce people with disability (personal attachment), bring examples from films, novels, poems, video clips, ads related to disability

# Readings

- ▶ CHARLTON, James: *Nothing About Us Without Us: Disability, Oppression and Empowerment*, Berkeley: University of California Press, 1998.
- ▶ FISKE, Susan T. (1998). 'Stereotyping, prejudice and discrimination', in (D.T. Gilbert, S.T. Fiske and G. Lindzey, eds.), *The Handbook of Social Psychology*, vol. 2, pp. 357–414, New York: Oxford University Press.
- ▶ DISABILITY: Definitions, Models, Experience <http://plato.stanford.edu/entries/disability/> First published Fri Dec 16, 2011
- ▶ DISABILITY LANGUAGE STYLE GUIDE. National Centre on Disability and Journalism. <http://ncdj.org/style-guide/>
- ▶ JARMAN, Michelle: Disability Studies Ethics: Theoretical Approaches for the Undergraduate Classroom. *Review of Disability Studies*, 2008. 4.4, 5-14.
- ▶ KITAY, Eva Feder: The Ethics of Care, Dependence and Disability. *Ratio Juris*. Vol. 24 No. 1 March 2011 (49–58)
- ▶ KOLLER, Inez Zsófia: Ethical approaches of disability. Notes. Available only for students of the course *Disability Ethics at the University of Pécs*. 2018



# MS TEAMS

Readings, Assignments and Communication Platform

# Drama pedagogy games





# Make your choice!

PAIR UP WITH SOMEONE AND FOLLOW THE INSTRUCTIONS!

# Say Hi!

*Free move in the room then greet someone in a way as it is stated in the order!*



# Attraction - Repulsion

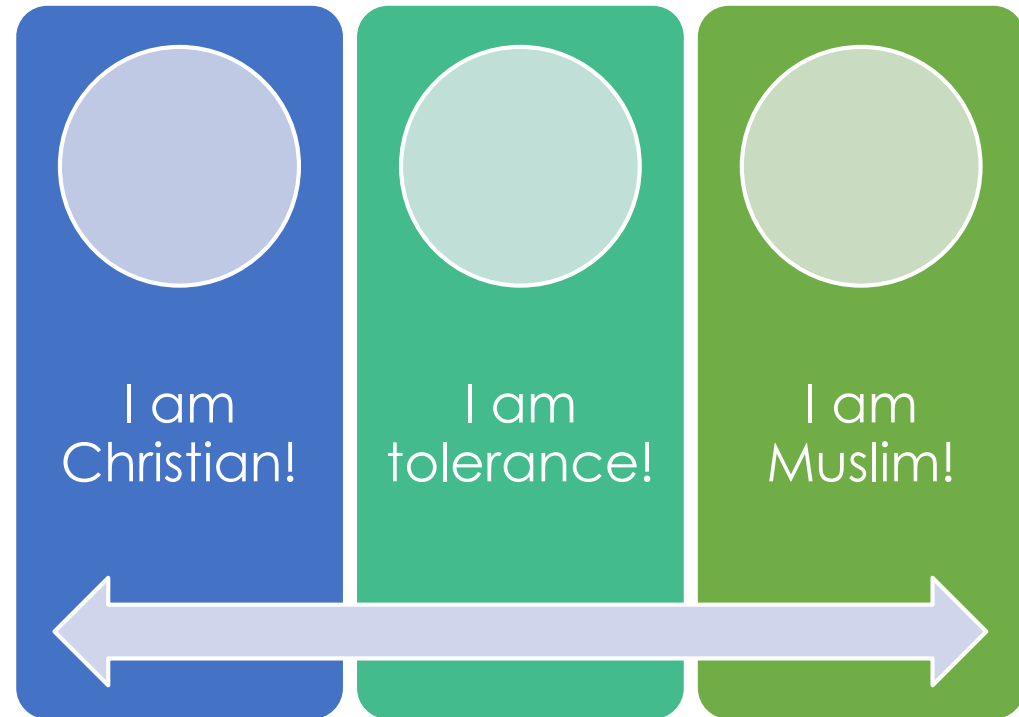
- ▶ Former pairs form column A and B standing in front of each other.
- ▶ The task is direction by eyes. If you want the other to move backwards, look hostile. But if you want the other to move closer smile with your eyes!
- ▶ A column starts, then change roles.
- ▶ You can communicate only with your eyes! No smiles, no teeth baring, no talk!

# I am a cheese...

- ▶ Free walk in the room then someone steps into the middle and identifies herself/himself.
- ▶ For example: „I am a cheese”. Others can join her/him by touching the shoulder and identifying themselves with a connected idea or object.
- ▶ I am a cheese! → I am a mouse! → I am the tail of this mouse!...
- ▶ More rounds

# Bridge

- ▶ Three are playing at once, two of them are negative pole and positive pole and the third player's role is to provide a connection.
- ▶ First player chooses the one from the other two who is more sympathetic and they leave the game.
- ▶ One player stays she/he starts the next game.

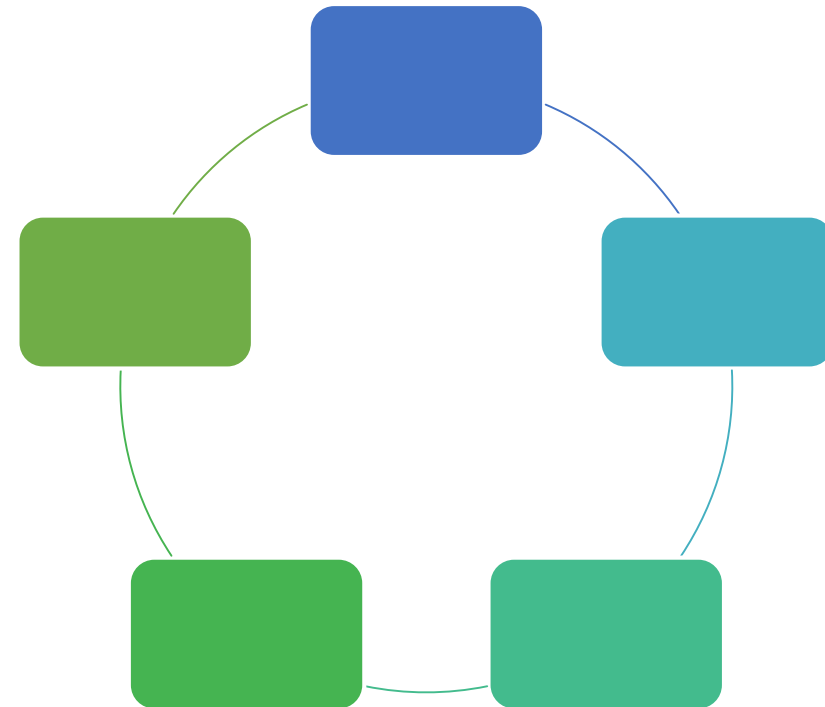


# Gate

- ▶ Players form a circle.
- ▶ One voluntary player leaves the room. As she/he is waiting outside others in the circle decide where will the gate be.
- ▶ The gate is between two neighbour players.
- ▶ The one returns, steps into the middle of the circle and the task is to find the way out of the circle.

## **BUT!**

- ▶ No one is allowed to talk! You can communicate only with your eyes. If the main player wants to get out of the circle at a wrong place those two players need to move closer to each other then move to the original position.



# Romeo and Juliet

- ▶ Another circle is formed. Close your eyes! The game master touches two players. They will be Romeo and Juliet. Others don't know who they might be.
- ▶ Romeo and Juliet must find each other in the crowd and hug each other.
- ▶ The other players have to prevent it.

## **BUT!**

- ▶ As during choosing Romeo and Juliet everyone closed their eyes noone knows who they might be.
- ▶ You can move in the room but you are not allowed to talk. Rest of the players can prevent the hug with their bodies other communication can be done only with your eyes.
- ▶ The game ends when Romeo and Juliet finally hug each other. Watch out! Anyone can pretend being Romoe or Juliet!

# Summary

## 1. **Make your choice!**

*Icebreaking game, helps participants to become players. It shows the process of opinion forming. Simple and funny.*

## 2. **Say hi!**

*Tension easing game, prepares for the focus on the eye contact in the following games brings out of the comfort zone.*

## 3. **Attraction-Repulsion**

*It teaches how to use our eyes consciously, moreover how to gesture to seem more inclusive/open and it also shows how other people see us.*

## 4. **I am a cheese...**

*It develops creativity and spontaneity. Brings up possibilities for cognitive and emotional connections.*

## 5. **Bridge**

*Association game, puts emphasis on contrasting ideas and the connections between them. Encourages individual opinion forming.*

## 6. **Gate**

*Directs the emphasis on the eye contact, it makes the difference visible between discriminative and inclusive faces. It provides the experience of being discriminated.*

## 7. **Romeo and Juliet**

*This game models the cooperation of the discriminative crowd, also it provides the experience of being discriminated and stigmatised.*



# Disability literacy



# Who was she?

A) Helen  
Keller

B) Princess  
Beatrice of  
York

C) Agatha  
Christie

D) Ingrid  
Bergman





# Who was she?

A) Mary  
Cassatt

B) Frida  
Kahlo

C) Berthe  
Morisot

D) Amrita  
Sergil



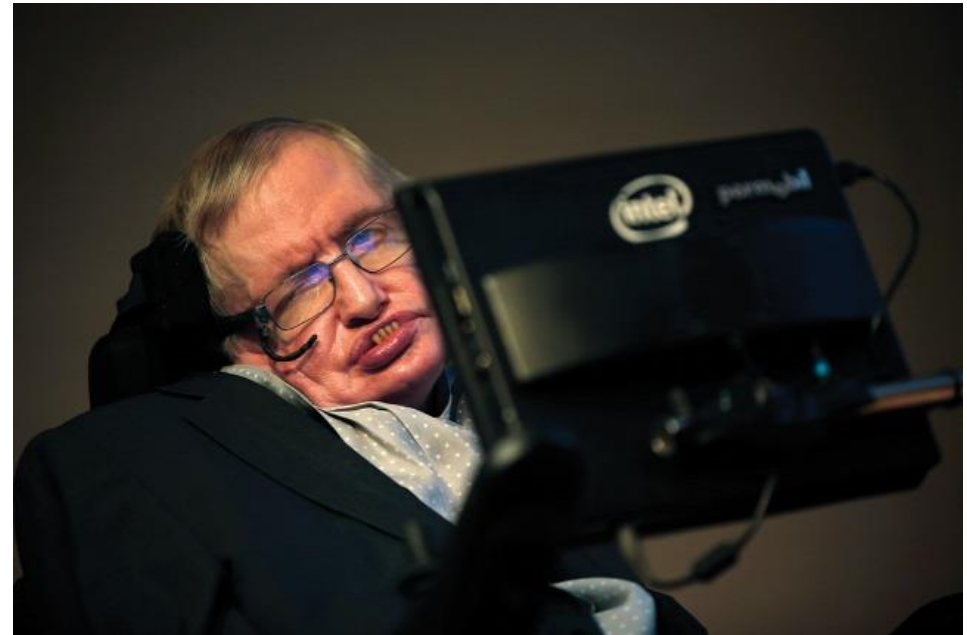
# Who was he?

A) John Nash

B) Bertrand Russell

C) Stephen William Hawking

D) Paul MacCartney



Which term is avoidable for describing a person who uses an equipment for moving?

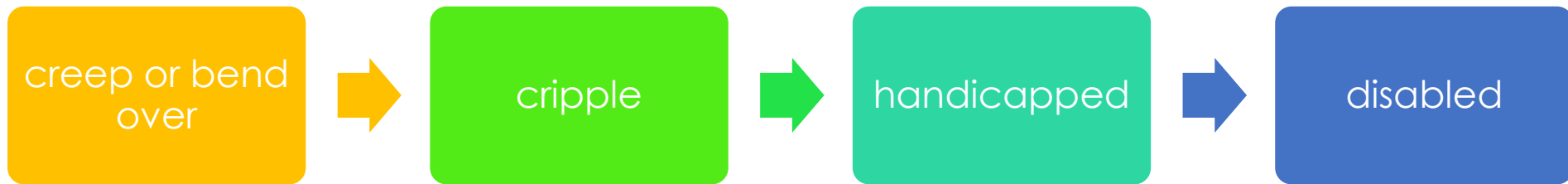
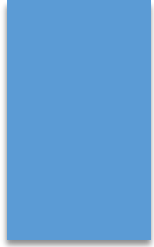
A) Someone who uses a wheelchair

B) Confined to a wheelchair

C) wheelchair-bound

# Wheelchair/wheelchair-bound/confined to a wheelchair

It is acceptable to describe a person as “**someone who uses a wheelchair,**” followed by an explanation of why the equipment is required. **Avoid “confined to a wheelchair” or “wheelchair-bound”** as these terms describe a person only in relationship to a piece of equipment. The terms also are misleading, as wheelchairs can liberate people, allowing them to move about, and they are inaccurate, as people who use wheelchairs are not permanently confined in them, but are transferred to sleep, sit in chairs, drive cars, etc.



# Afflicted with/stricken with/suffers from/victim of

- ▶ **Background:** These terms carry the assumption that a person with a disability is suffering or has a reduced quality of life. Not every person with a disability suffers, is a victim or is stricken.
- ▶ **NCDJ Recommendation:** It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability. For example: “He has muscular dystrophy.” Also suggests avoiding “descriptions that connote pity.”
- ▶ **Source:** Disability Language Style Guide. National Center on Disability and Journalism

# Who is he?

A) Nicolaj  
Coster-  
Waldau

B) Peter  
Dinklage

C) Tyrion  
Lannister

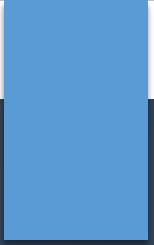
D) Kit  
Harrington



# Dwarf/little person/midget/short stature

- ▶ **Background:** Dwarfism is a medical or genetic condition that results in a stature below 4'10," (or 147 cm).
- ▶ Use of the word "**dwarf**" is considered acceptable when referring to the genetic condition, but it is often considered offensive when used in a non-medical sense.
- ▶ The term "**midget**" was used in the past to describe an unusually short and proportionate person. It is now widely considered **derogatory**.
- ▶ The terms "**little people**" and "**little person**" refer to people of short stature and have come into common use since 1957. Other recommended descriptors "**short stature,**" "**little person**" or "**someone with dwarfism.**"
- ▶ Avoid the terms "vertically challenged" and "midget."





“ I myself am not always the most politically correct person in terms of my dwarfism. I don't care, really. I think that can be damaging as well. For example, if I see a kid and he's pointing at me, and the parent has him look the other way, what's that kid going to grow up into? Somebody who can't make eye contact with somebody who's four and a half feet tall? That's sad, to me. ”

Peter Dinklage, 2019

Which one of these terms is not accepted well by disabled people?

A) Able-bodied

B) Non-disabled

C) Is not living with a disability

# Able-bodied

- ▶ **Background:** it implies that all people with disabilities lack “able bodies” or the ability to use their bodies well.
- ▶ **Recommended:** “non-disabled”, “enabled”, “does not have a disability” or “is not living with a disability” are more neutral choices.

# Differently-abled

- ▶ **Background:** This term came into vogue in the 1990s as an alternative to “disabled,” “handicapped” or “mentally retarded.” Currently, it is not considered appropriate as it implies a way of avoiding talking about disability. Others prefer it to “disabled” because “dis” means “not,” which means that “disabled” means “not able.” But particularly when it comes to referring to individuals, “differently abled” is problematic. As some advocates observe, we are all differently abled.

# Avatar



# Meet Aaron Fotheringham



# Disability Language Style Guide

- ▶ <https://ncdj.org/style-guide/>
- ▶ It is difficult for communicators to figure out how to refer to people with disabilities.
- ▶ The National Center on Disability and Journalism covers almost 200 words and terms commonly used when referring to disability.

# Basic guidelines

- ▶ Refer to a disability **only when it's relevant** to the story and when the diagnosis comes from a **reputable source**, such as a medical professional or other licensed professional.
- ▶ When possible, use **people-first language** unless otherwise indicated by the source.
- ▶ When possible, **ask the source how he or she would like to be described**. If the source is not available or unable, ask a trusted family member or relevant organization that represents people with disabilities.
- ▶ **Avoid made-up words** like “diversability” and “handicapable” unless using them in direct quotes or to refer to a movement or organization.



## People-first language

- ▶ People-first language avoids defining a person in terms of his or her disability. In most cases, this entails placing the reference to the disability after a reference to a person, as in “a person with a disability,” or “a person living with a disability,” rather than “the disabled person.”

## Identity-first language

- ▶ With identity-first language, the disability is mentioned first. For example, “Down syndrome girl” or “autistic boy.” An example of people-first language is “a girl with Down syndrome” or “a boy with autism.”
- ▶ Generally speaking, people-first language is preferred, but in some cases – most notably in the Deaf community and among autistic people – identity-first language is preferred.

## Disabled/disability

- ▶ “Disability” and “disabled” generally describe functional limitations that affect one or more of the major life activities, including walking, lifting, learning and breathing. Various laws define disability differently.
- ▶ Disability and people who have disabilities are not monolithic. **Avoid referring to “the disabled”** in the same way that you would avoid referring to “the Asians,” “the Jews” or “the African-Americans.” Instead, consider using such terms as “the disability community” or “the disability activist.”

## Disabled people/people with disabilities

- ▶ The phrased “disabled people” is an example of identity-first language (in contrast to people-first language). It is the preferred terminology in Great Britain and by a growing number of U.S. disability activists.
- ▶ **NCDJ Recommendation:** Ask the disabled person or disability organizational spokesperson about their preferred terminology. If that is not possible, use people-first language.

# What „tools” does sign language utilize?

A) moving the hands, facial expressions and postures of the body

B) Only moving the hands and fingers

C) moving the hands combined with facial expressions



# Sign language

- ▶ Language is a complete language that utilizes “signs made by moving the hands combined with facial expressions and postures of the body,”.
- ▶ A signer is “a person who may be able to communicate conversationally with deaf persons but who may not necessarily possess the skills and expertise to accurately interpret complex dialogue or information,”.

Which one of these terms is not accepted well by people with hearing loss?

A) Deaf

B) Hard of hearing

C) Hearing impaired

- ▶ Some people with mild or moderate hearing loss may affiliate themselves with the Deaf community and **prefer to be referred to as “deaf”** instead of “hard of hearing.” Alternatively, some who are deaf and don’t have a cultural affiliation to the Deaf community **may prefer the term “hard of hearing.”**
- ▶ “Deaf” **should be used as an adjective**, not as a noun; it describes a person with profound or complete hearing loss. Other acceptable phrases include “woman who is deaf” or “boy who is hard of hearing.” When quoting or paraphrasing a person who has signed their responses, it’s appropriate on first reference to indicate that the responses were signed. It’s acceptable to use the word “said” in subsequent references.
- ▶ The terms “hearing impaired” and “hearing impairment” are sometimes used to describe people with hearing loss that ranges from partial to complete. Many **dislike the terms because**, like the word “handicap,” **“hearing impaired” describes a person in terms of a deficiency or what they cannot do.**

Which one of these terms is not accepted well by people with sight impairment?

A) Legally blind

B) Low vision

C) Visually impaired

# Blind/legally blind/limited vision/low vision/partially sighted/visually impaired

- ▶ The term “legally blind” denotes a person with 20/200 visual acuity or less. Therefore, **“blind” or “legally blind” is acceptable** for people with almost complete vision loss. Many people with vision loss are not considered blind. Unless the person refers to himself or herself as legally blind, the terms **“low vision,” “limited vision” or “visually impaired”** should be used.
- ▶ **Visually impaired:** Similar to the term “hearing impaired,” some may object to it because it describes the condition in terms of a deficiency.



# Recognising wrong behavior

LACK OF INFORMATION



# Forms of prejudice and types of discrimination

# Types of discrimination based on lack of knowledge

## Taste-based discrimination

- ▶ Gary Becker (1957)
  - ▶ people hold less favourable attitudes toward minorities based on emotional and irrational motives
- ▶ Susan T. Fiske (1998)
  - ▶ personal dispositions or early socialization experiences lead to a lifelong development of prejudice and discrimination

## Statistical discrimination

- ▶ Kenneth Arrow and Edmund Phelps (1971, 1972)
  - ▶ Discrimination can be a cause of rational actions: so people respond to uncertainties by searching for additional sources of information which are highly predictive. They use stereotyping.

# Attitudes

- ▶ An **attitude** is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event (the **attitude object**) which in turn influences the individual's thought and action. (Gordon Allport)
- ▶ Attitudes express values and the person's identity as well.

# Prejudice, stereotyping and discrimination

- ▶ Attitudes have triple structures (they can cause reactions in three ways):
  - ▶ Affective response (perceptions, feelings)
  - ▶ Cognitive response (views, opinions, beliefs)
  - ▶ Behavioral response ( the way of approaching or avoiding the attitude object)

Prejudice, stereotyping and discrimination are attitudes which contain dominantly one of the three components.

- ▶ **Prejudice** – emotional reactions toward a person is determined by feelings for the group. **Feelings are accentual.**
- ▶ **Stereotyping** – applying expectations, views and beliefs on a group to one certain individual. **Cognitive components are accentual.**
- ▶ **Discrimination** – when acting based on prejudice and/or stereotyping. **Behavior is accentual.**



# 1. allegory: A restaurant saga

- ▶ Dual Reality:
- ▶ I looked up and noticed a sign that said “Open.” Racism structures “Open/Closed” signs in our society. It is difficult to recognize systems of inequity that privilege us. Those on the outside are very aware of the two-sided nature of the sign. “Is there really a two-sided sign?”
- ▶ Those who are inside have no idea about the situation of people stuck outside.



## 2. allegory: A Gardener's Tale

- ▶ Levels of Racism:
- ▶ A story about the soil in which we grow Institutionalized racism illustrated Personally-mediated racism illustrated Internalized racism illustrated How do we set things right? Who is the gardener? Power to decide Power to act Control of resources Dangerous when: Allied with one group Not concerned with equity
- ▶ The Gardener decides which plant to give advantage to grow.





### 3. allegory: Life on a Conveyor Belt

- ▶ Moving to action Three steps to take when confronting racism: Name racism Ask how is racism operating here Organize and strategize, work with others to dismantle the system that supports racism
- ▶ Those who think differently from the majority are like people in opposite direction to the course and the mass.



# Camara Jones allegories

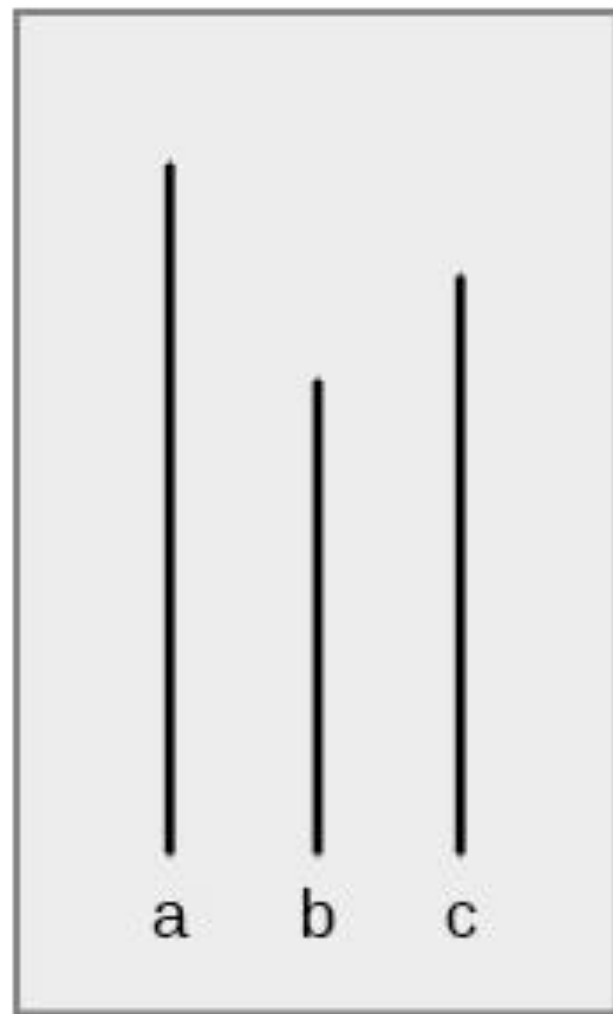
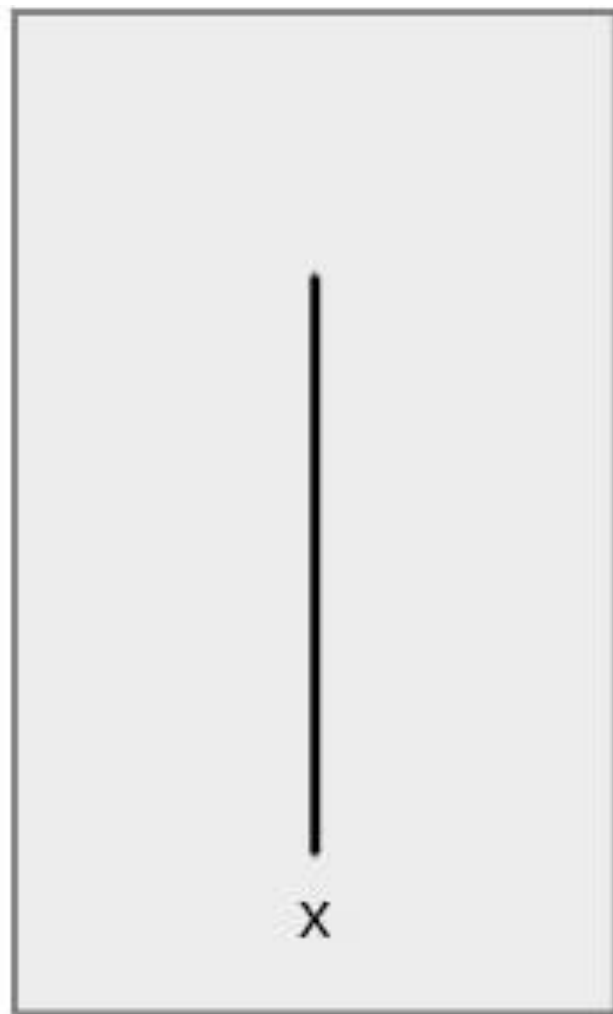
- ▶ <https://www.youtube.com/watch?v=GNhcY6fTyBM>

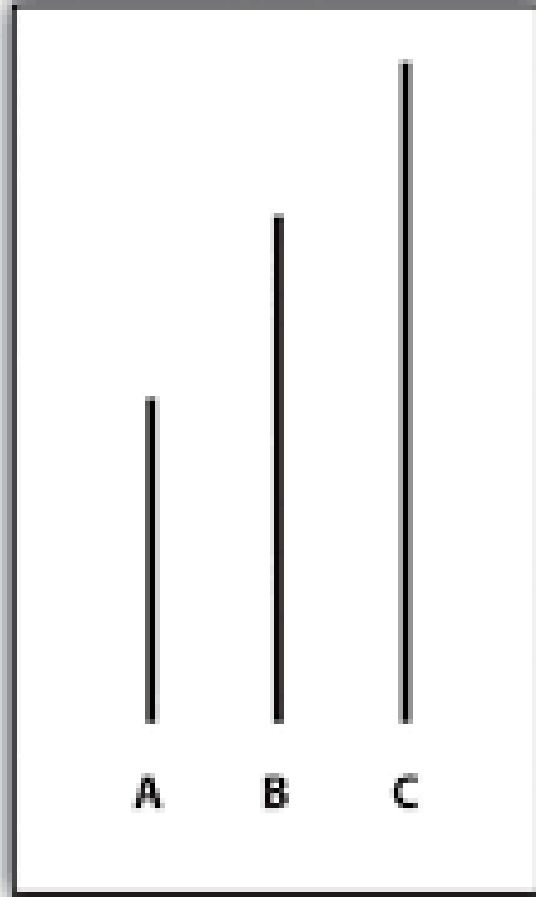
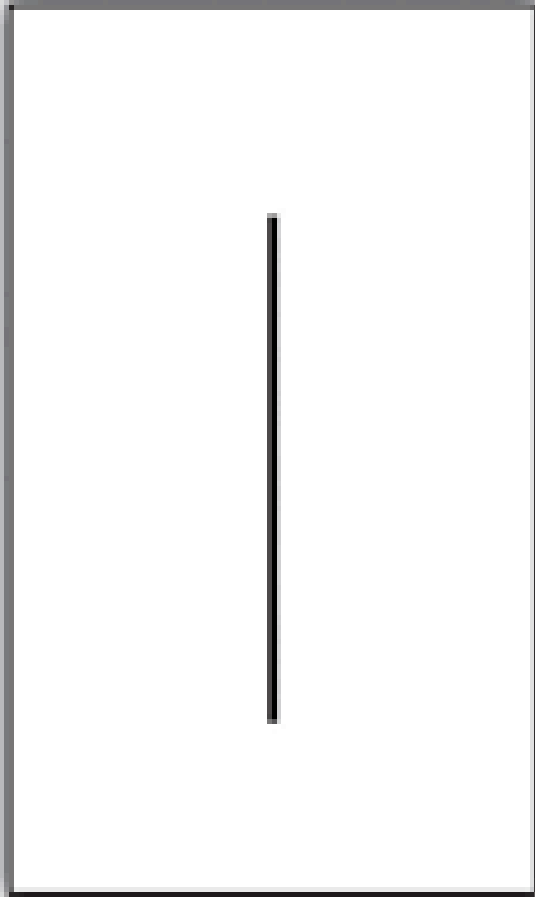
Recognising  
wrong behavior

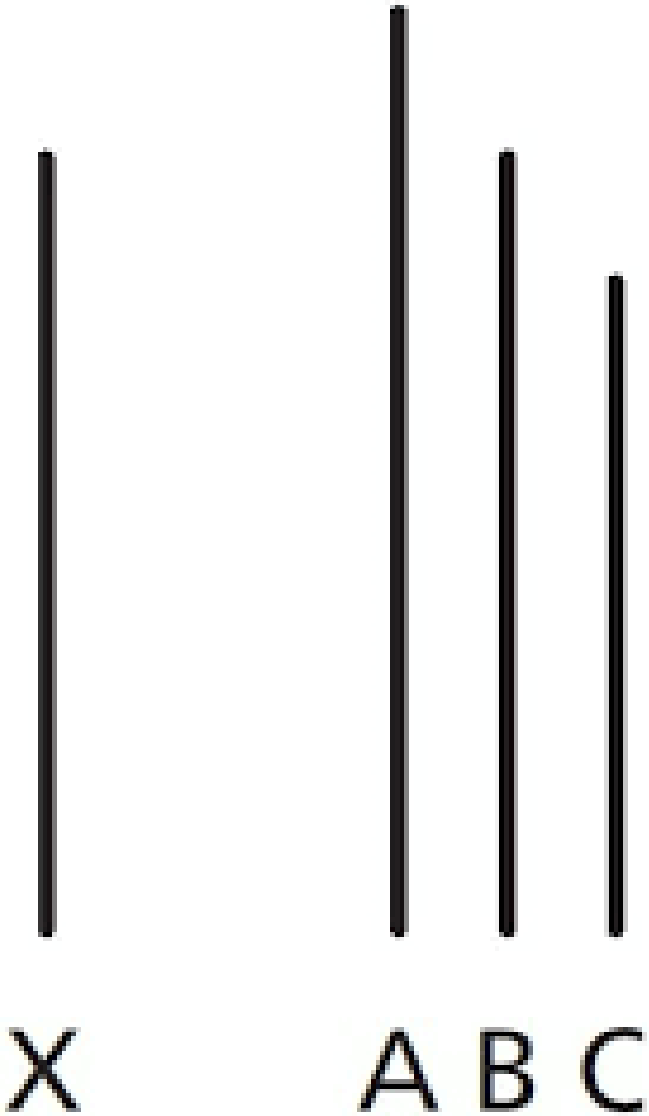
DEMAND FOR CONFORMITY

# Asch conformity test

- ▶ Test group and control group
- ▶ You will see two cards:
  - The left line is the **reference line**
  - You need to match it with one of the **comparison lines** shown on the right card!









A



B

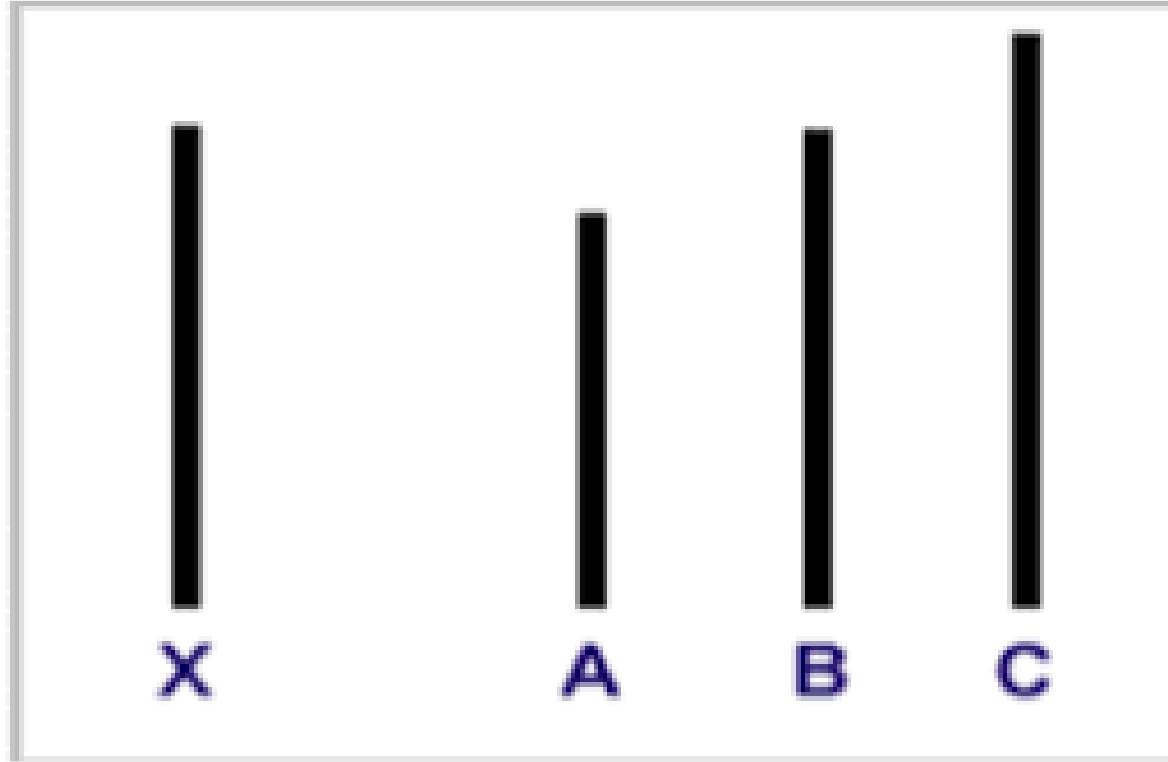


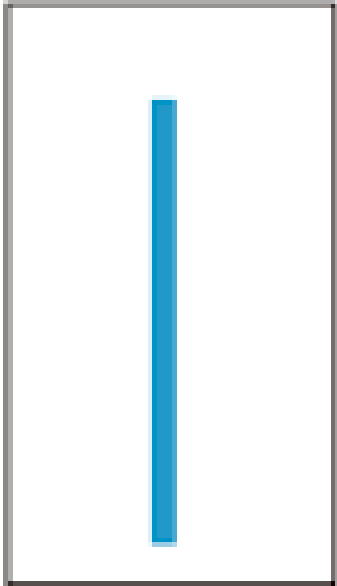
C



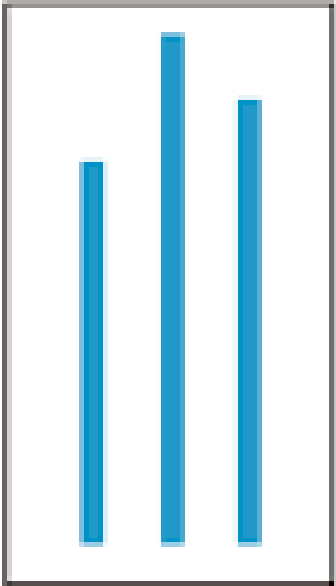
D



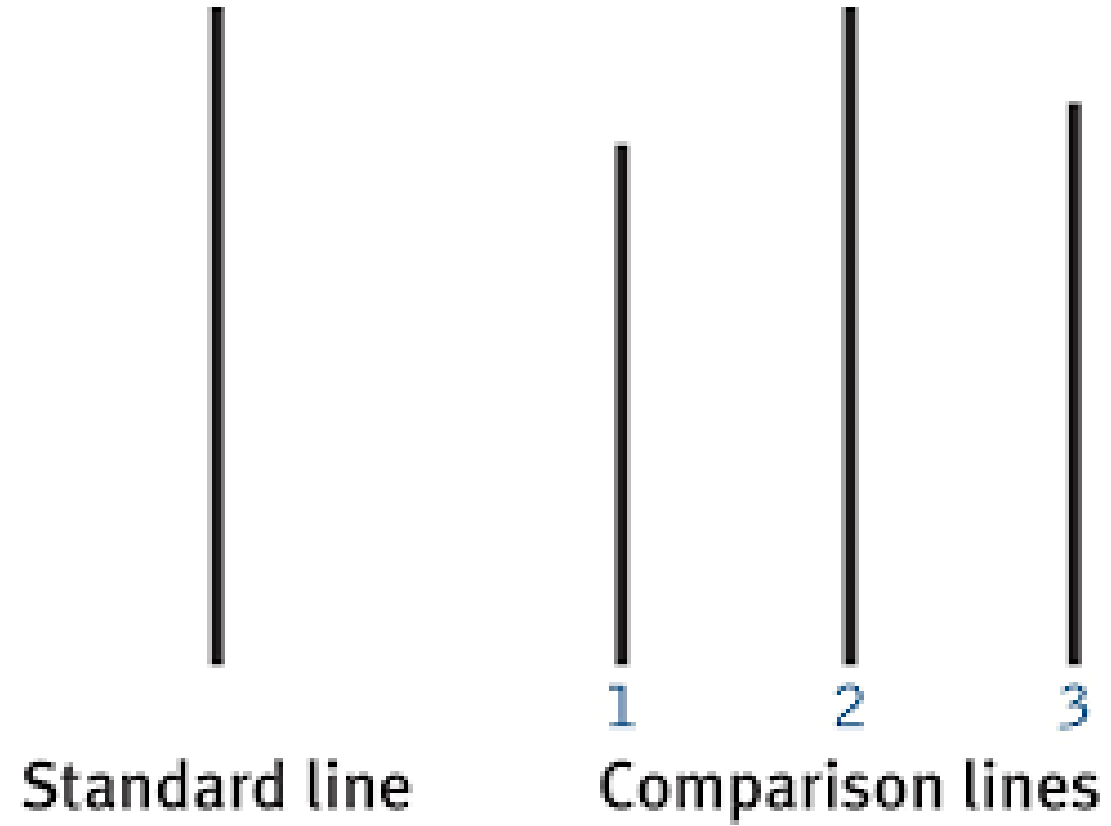




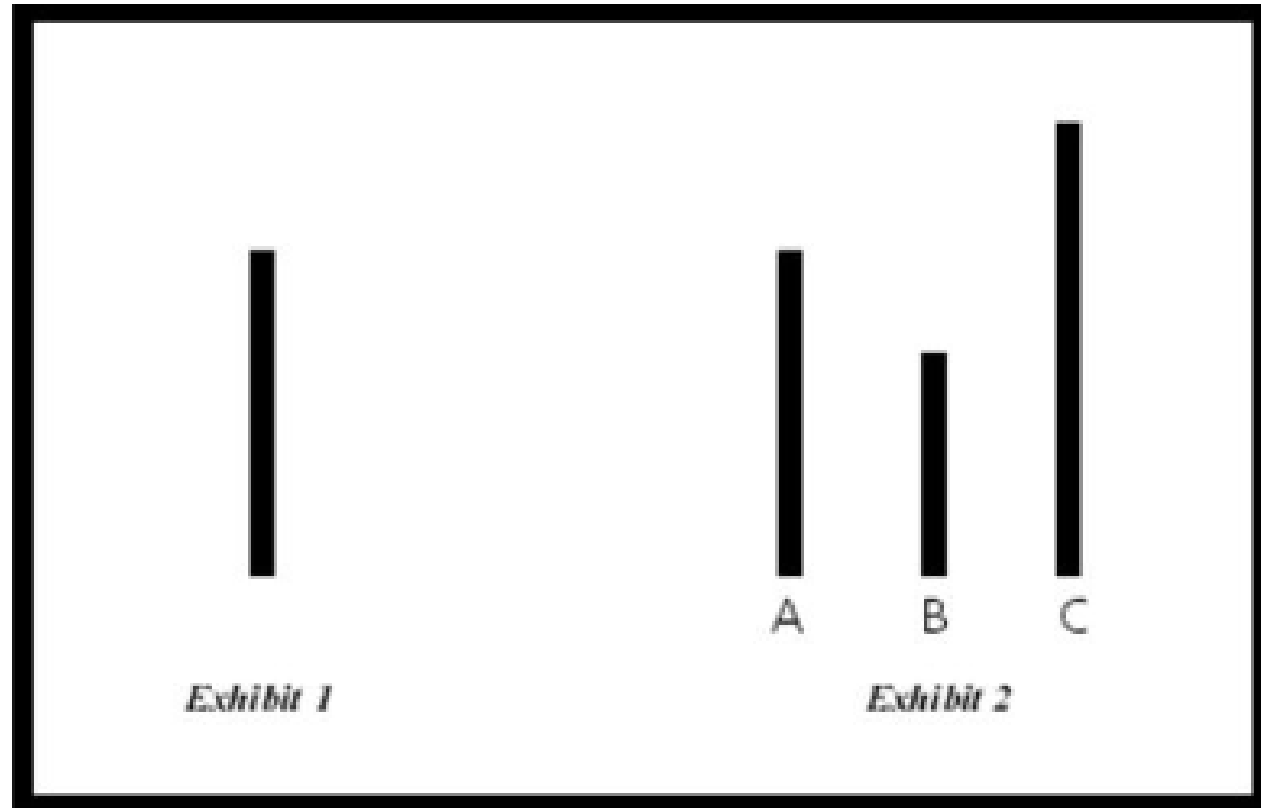
Target line

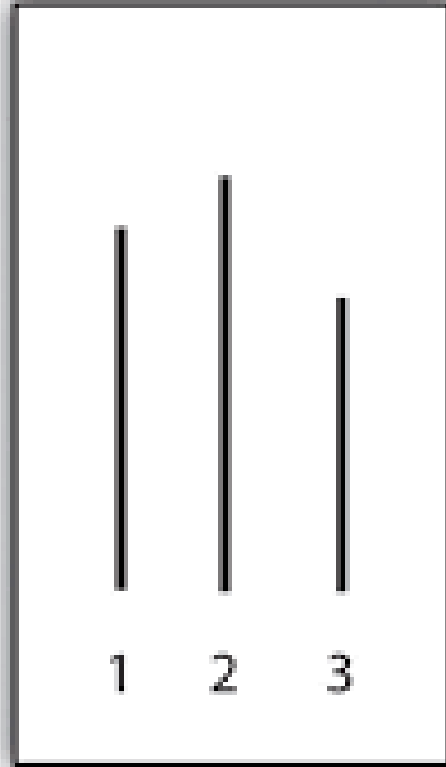
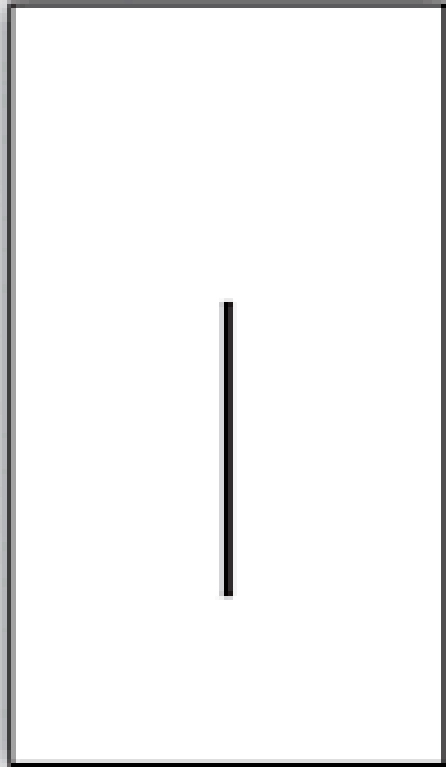


A B C









# Laboratory experiment in Swarthmore College – distortion of judgement

- ▶ Groups of eight male college students participated in a **simple "perceptual" task**.
- ▶ In reality, **all but one** of the participants were actors, and the true focus of the study was about how the remaining participant would react to the actors' behavior.

# Laboratory experiment in Swarthmore College – distortion of judgement

- ▶ Actors were told beforehand **in which trials they have to give right or wrong answers**. It was **the subjects' behavior on the critical trials** that formed the aim of the study: to test how many subjects would change their answer to conform to those of the actors, despite it being wrong.
- ▶ In total, there were **50 subjects** in the experimental condition.
- ▶ Overall, **75%** of participants gave at least one incorrect answer of the critical trials.



# Laboratory experiment in Swarthmore College – distortion of judgement

- ▶ Subjects who did not conform to the majority reacted either with "**confidence**": they experienced conflict between their idea of the obvious answer and the group's incorrect answer, but stuck with their own answer; or were "withdrawn".
- ▶ These latter subjects stuck with their perception, but did not experience conflict in doing so. Some participants also exhibited "**doubt**", responding in accordance with their perception, but **questioning their own judgment** while nonetheless sticking to their (correct) response, expressing this as needing to behave as they had been asked to do in the task.



Bring them back!

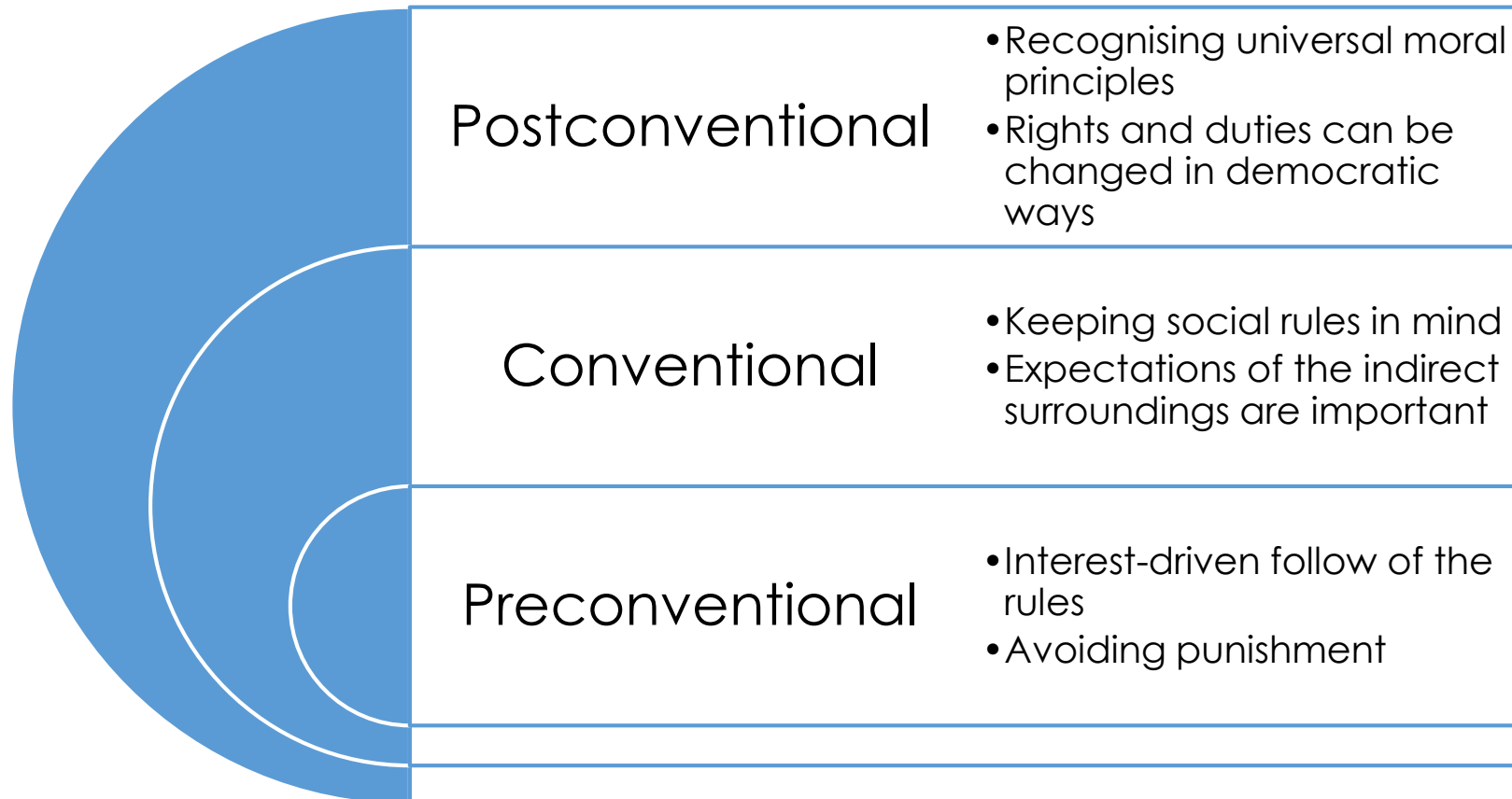
# Explanations

- ▶ An **artificial system** was created that obviously discriminates disability.
- ▶ Some participants were stigmatized with disabilities: **dyslexia, speaking and moving impairments.**
- ▶ As you **got your stigmas** you were closed out of decision making.
- ▶ Others **seemingly** had power. **You, decision makers** by keeping our rules contributed to maintain this discriminative system no matter how you tried to eliminate discrimination.
- ▶ During the game your **conformity** was measured.
- ▶ **Game masters represented the authority** who possessed the real power in this game.

# Theoretical background – 1. Asch conformity

- ▶ Participants were separated in order to keep the majority together.
- ▶ Formerly tested students reported on their relief when they were not picked as stigmatized.
- ▶ They wanted to belong to the decision makers so they kept the rules.

# Theoretical background – 2. Moral development– Lawrence Kohlberg



# Theoretical background – 3. Camara Jones

## A restaurant saga

### **Dual Reality**

Some were excluded

Others were included –  
how conscious are you in  
a situation like this?

## A Gardener's Tale

Rules are coming from  
the external reality –  
**POWER** and **CONTROL**

Devided people are  
treated differently, so  
the difference grows.

## Life on a Conveyor Belt

Confronting discrimination  
is nearly **impossible if you  
are not organized** and  
strategized, work with  
others to dismantle the  
system that supports  
discrimination.

Those who think differently  
from the majority are like  
people in opposite  
direction to the course  
and the mass.

# Theoretical background – 4. Social contract theories

## John Rawls

- ▶ For creating a just society common rules have to be made together.
- ▶ If we don't know who we are, what attributes characterize us we tend to create equal rules – **veil of ignorance**
- ▶ Decision makers are described as fully competent, independent, **self-interested people**.

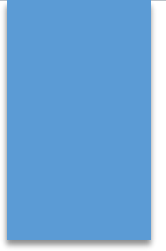
## Martha Nussbaum

- ▶ This doesn't lead to justful decision-making.
- ▶ So rules need to be made to **include also those people** who are not fully competent, independent – maybe **interdependent** and **not entirely self-interested**.

**People with disabilities can only live in a justful society if non-disabled people contribute to this.**



# Community Judgement

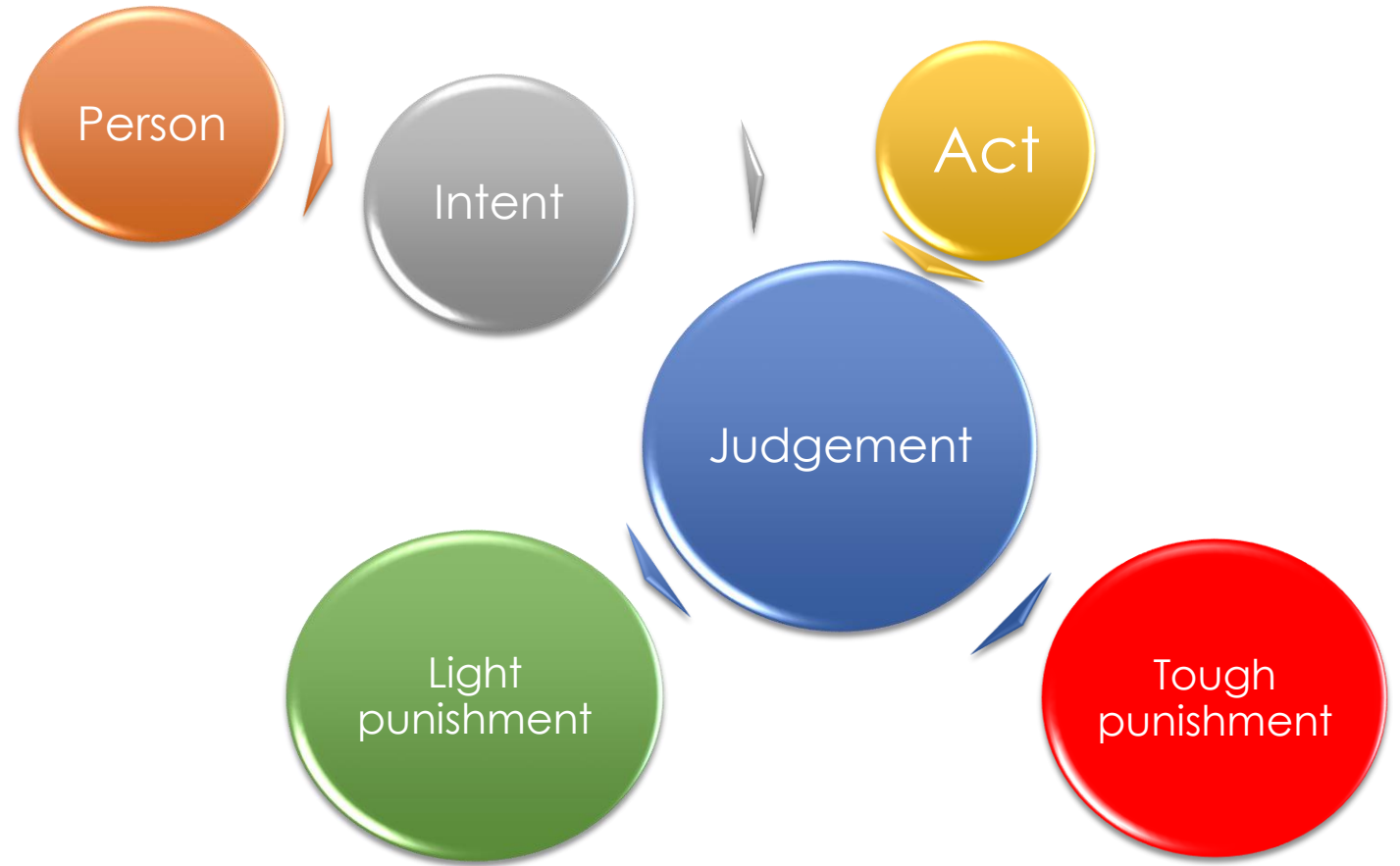


## How do we judge? A model

Emphasis on the person directs to a higher level of discrimination, while emphasis on intent or act brings to a lower level of discrimination.

Further factors:

- composition of judges
- firstly articulated opinion
- previous personal experience
- debate culture of judges (how they take confrontation)



# Where should the family move?

## Garden city

- ▶ School is nearby
- ▶ Big garden
- ▶ Secure environment
- ▶ Hospital is far away

## Downtown

- ▶ School is far away
- ▶ Department on the first floor
- ▶ Heavy traffic
- ▶ Hospital is nearby

# Solutions

## Utilitarian

- ▶ Acting in favour of the higher number is morally right.

## Rawlsian

- ▶ Acting in favour of those who in disadvantaged situation is morally right.

# Lawrence Kohlberg - Moral development stages

- ▶ <https://www.youtube.com/watch?v=bounwXLkme4&vl=ko>

# Heinz-dilemma

## Lawrence Kohlberg

- ▶ The actor is a husband.
- ▶ The wife has a serious cancer, the cure is very expensive and the pharmacist persuadable.
- ▶ **Has Heinz the right to steal the cure?**
- ▶ Which one is more important? Saving a life or not stealing from anyone?



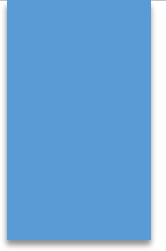
# Gender voices are different

## Carol Gilligan interpretation

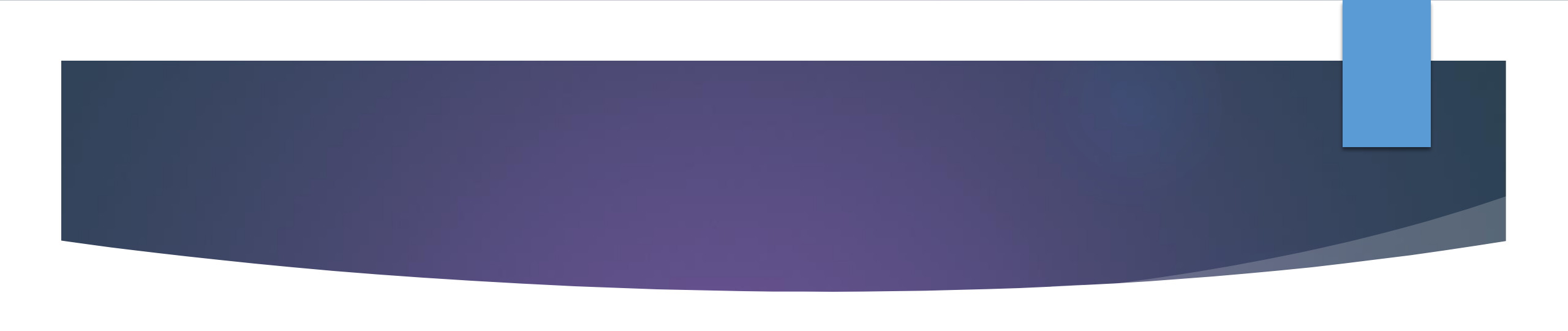
- ▶ Jake's solution:
  - ▶ It is a mathematical problem where the right for life has higher value than the right for property.
- ▶ Amy's solution:
  - ▶ If Heinz would steal the cure he had to go to prison and had to leave his ill wife alone.
  - ▶ She is sure about if the pharmacist was informed in a detailed way about the situation of Heinz's wife, he would be more helpful.



# Models on Disability







	Religious-Moral	Medical	Social	Minority/ Human rights	Cultural	Human variation
Jarman	√	√	√	√		
Hoog		√	√			
Devlieger	√	√	√		√	
Schreiner – Scotch		√		√		√

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# Disability describes personality

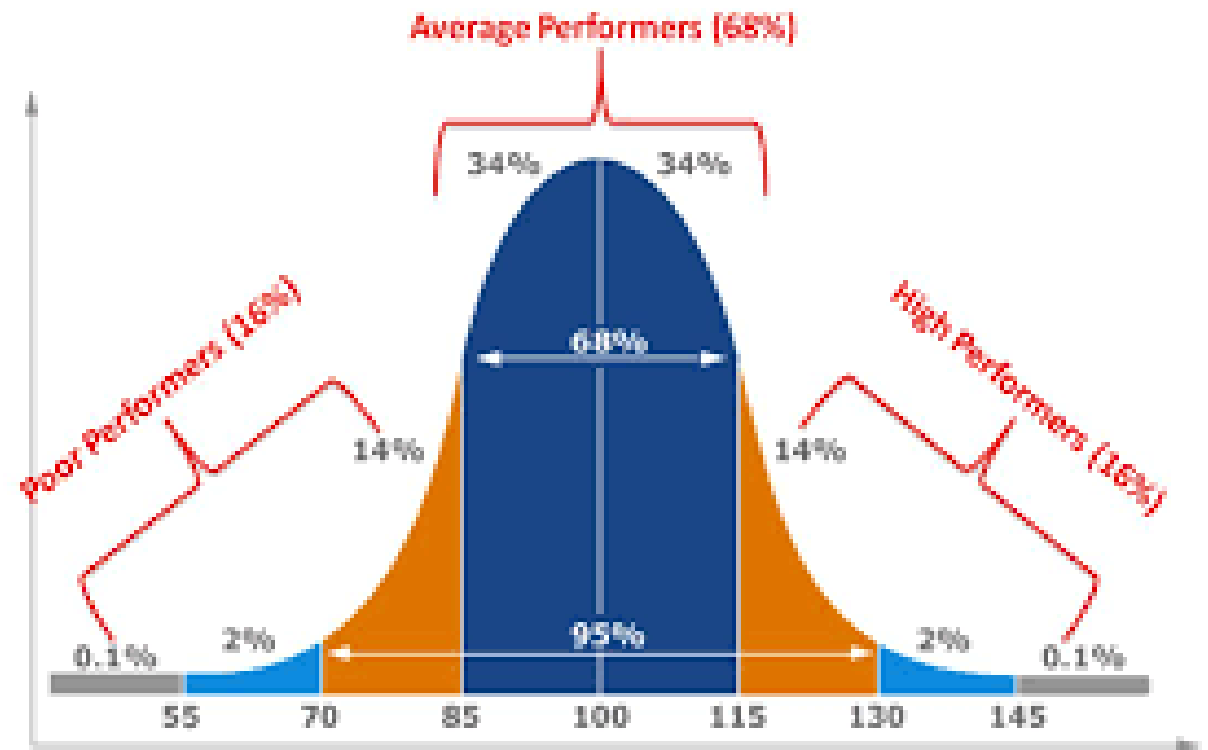


# Religious and moral model

- ▶ Renaissance
- ▶ Mapping of body anatomy
- ▶ Disability is the fault of the person



# The Medical Model



# The Medical Model

## Lennard Davis and Simi Linton

Average

- Norm, normal, normativity

Disability

- Abnormality

Consequences

- Exclusion
- Stigmatisation
- Eugenics

## Kately Hoog

Disability

- Tragedy
- Problem
- Victim

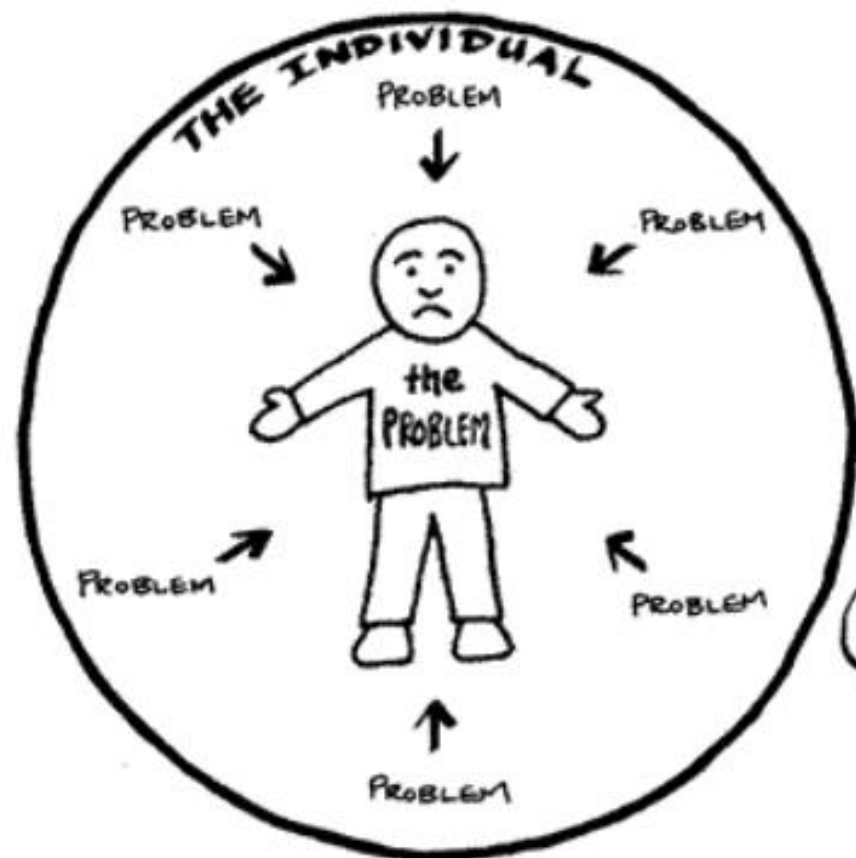
Medicalization

- Focus on disability not on person
- Medical descriptions

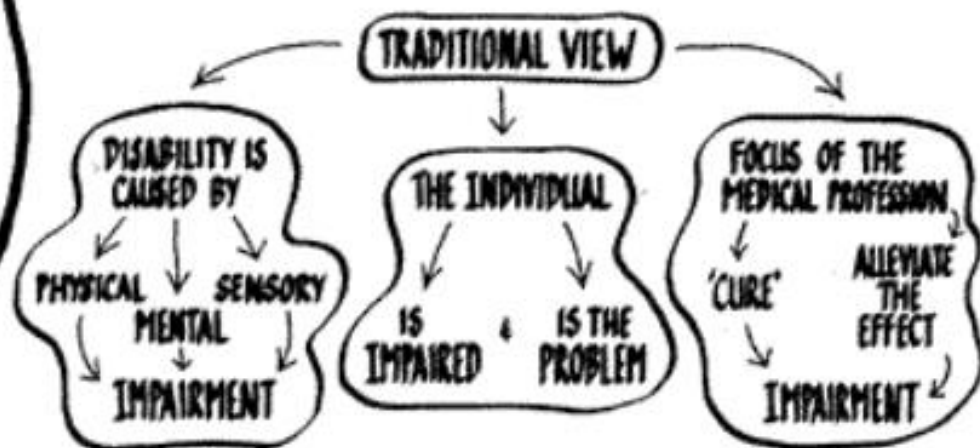
Consequences

- Low self-esteem, dependency
- Low education, unemployment

# THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS  
OFTEN POSE REAL DIFFICULTIES BUT  
- THEY ARE NOT THE MAIN PROBLEMS



# Cure of disability cures the mind as well



# Attitudes

## Prejudice

- Sorrow, pity
- Mercy
- Fear

## Stereotype

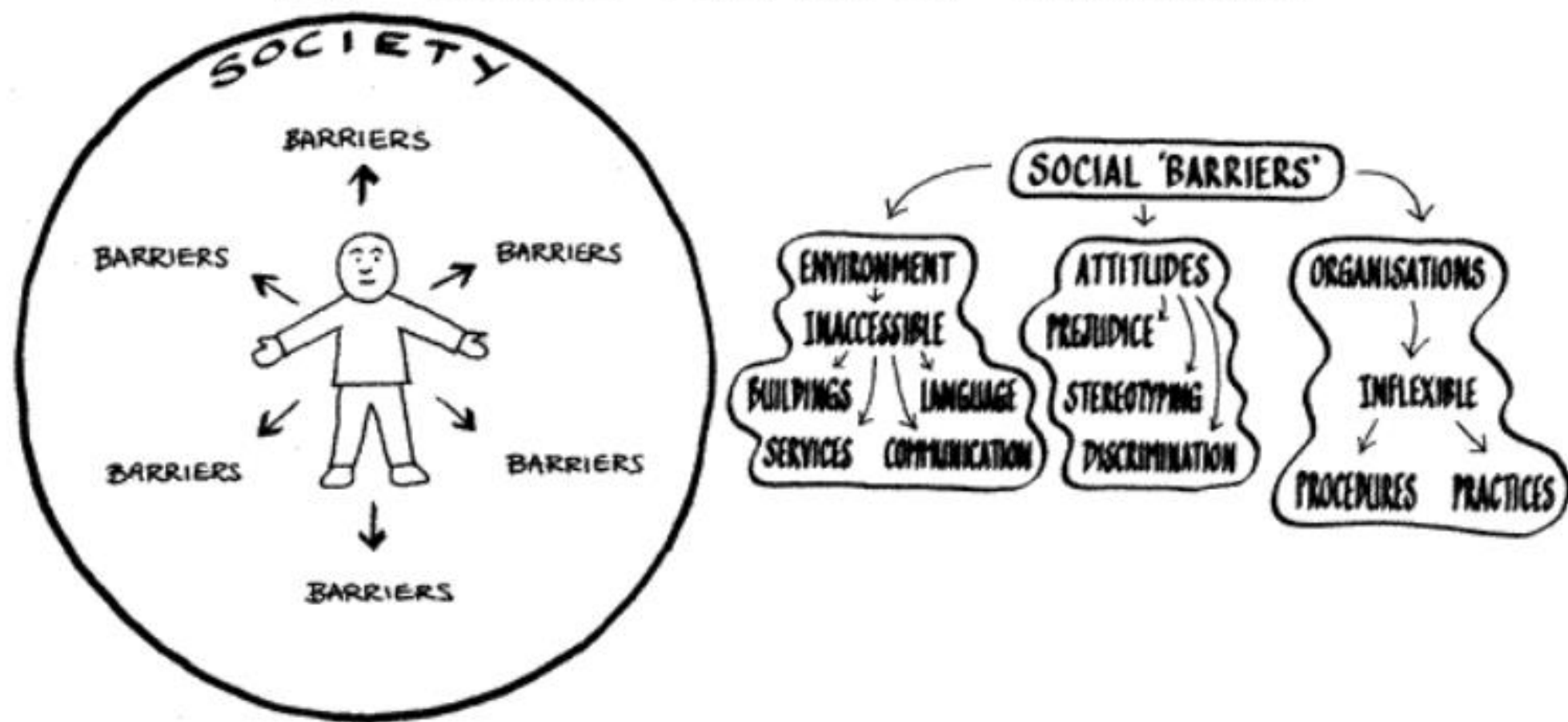
- Disabled people are incompetent adults

## Behavior

- Support
- Mockery
- Avoiding



# THE SOCIAL MODEL OF DISABILITY



# The social model of disability has launched a revolution, both in theory and practice

- ▶ 1970s social movements on equal rights
- ▶ Disability has no connection to personality
- ▶ People with disability need to be recognised as inclusive parts of the society
- ▶ Change traditional discriminatory behavior
  - ▶ UN Convention on the Rights of Persons with Disabilities (CRPD) - 2006

# Attitudes

## Emotions

- Solidarity

## Stereotype

- old-fashioned is outdated, everyone's voice counts

## Behavior

- support, inclusion

# The Human Rights Model

## Political movement

- Gender studies
- Racial studies, ethnicity studies

## Discrimination

- Stigmatization
- Isolation

## Accessibility

- Physical – access to buildings
- Social – access to education, to work

# The Human Variation Model

Sub-branch of the human rights model

Disabled people are too varied to form a community.

Social institutions cannot handle or integrate such variety.

# Cultural Model of Disability

- ▶ Patrick Devlieger (2005)
  - ▶ Globalisation, multiculturalism
  - ▶ The cultural model of disability recognizes the existence of multiple rather than one (dominant) model.
  - ▶ Deaf community is a cultural community at the same time (distinct language, distinct habits)

# Al-Sayyid Bedouin Sign Language

- ▶ Community sign language of 150 deaf people.
- ▶ They all live in the Negev desert (Israel) and members of the al-Sayyid Bedouin tribe.
- ▶ Deafness is frequent and not stigmatised.
- ▶ Ancestors who founded the village were a couple having five deaf sons. So deafness is genetically recessive.

Sources: <https://www.youtube.com/watch?v=8DzrkopgLfU>  
<https://www.youtube.com/watch?v=kBjllcVMdRQ>

# Baseball







**Medical model (MM)** – „Disabled people need help, they cannot manage on their own.”

Stereotypical behavior: treats disabled people as they were little children



**Human Variation model (HVM)** – „Everyone is somehow different from the others, from the mean or from the normal. Our differences make us united!”



**Human Rights model (HRM)** – „Nothing about us without us!”; „Disability cannot be basis of any kind of discrimination”; „Equal opportunities for everyone!”

Stereotypical behavior: refuses extra help, provides equal support for everyone

# Pitched Request



You have difficulty in interpreting visual information, you cannot read a map, charts, symbols, pictures.



You have problems with coordination, difficulty with left and right, you cannot move to the rhythm.



You have selective muteness, difficulty in speaking aloud in front of other people.



Your dominant hand is deformed after a car crash, you have to do everything with your other hand and it is very challenging for you.

# Posed request

a) You have to get to the library and ask somebody for the right direction



a) You lost your purse and ask a police officer to help you



a) You missed two weeks from school and ask your classmate to catch up with the homeworks



a) Your class plans a trip and you ask the headmaster to find a place where you would feel yourself comfortable



a) Your progress is very slow in chemistry and you ask your teacher to help you



a) You will have a surgical intervention soon and ask about the details from your nurse



You are in love and want to ask the person of your interest to go out with you



# Players



Ball – main player, passive executor of directions from other players



Pitcher – throws the ball: gives special disability character to the ball



Batter – poses a request to the ball



Fielder – reacts in the ball's request