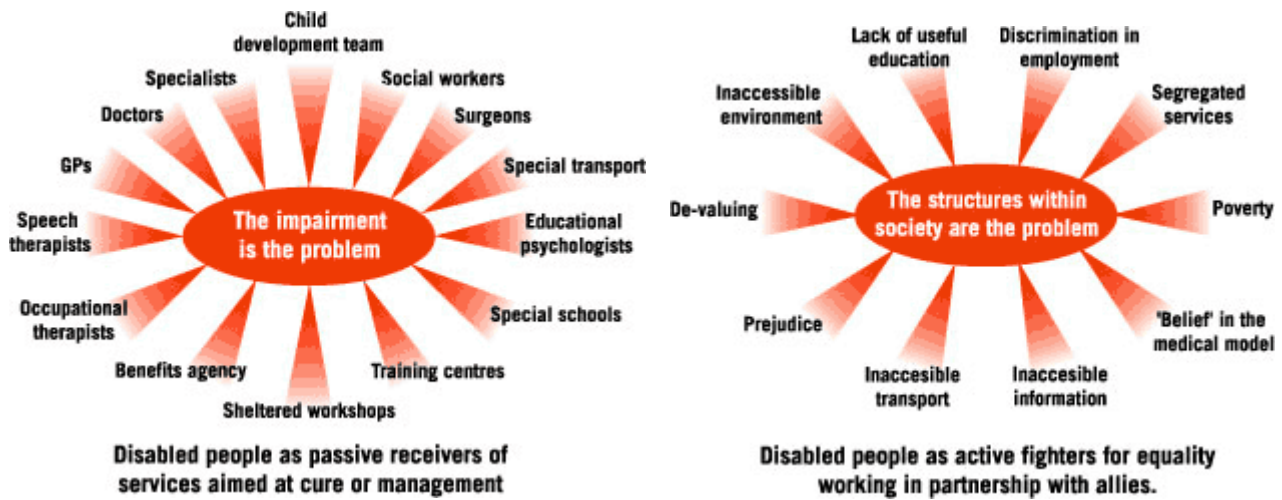


Examining Representations of Disability

Disability, Identity and Society



Medical Model	Social Model
The person with a disability is the problem – the person embodies the problem	Barriers and biases within society are the problem – the person experiences the problem
Diagnosis by professional defines problem	Strengths and needs are defined through a combination of self-awareness and consultation
Compliance is ensured by making adjustments when a person can prove they have a legitimate need based on legal definitions	Access is achieved when environments and products are designed for a wide range of people from the start
Ordinary needs are put on the back burner until the person with a disability can fit into the “normal” society without adjustment	Ordinary needs are nurtured through an individualized approach with integration into a society that celebrates diversity
Society remains unchanged	Society evolves

Models of Disability adapted from <http://www.bfi.org.uk/education/teaching/disability/>

Those who are drawn to the Social Model of Disability may be interested in learning more about Universal Design which seeks to create products and environments that are accessible to a wide range of users from the beginning, thus minimizing the need for retroactive accommodation.

Contact Disability Services to request a group activity centered on UD

www.pcc.edu/disability

Examining Representations of Disability
Disability, Identity and Society



The Treatment of Individuals with Disabilities in Society		
Pariah	People with disabilities are denied most if not all claims to succor and to rights by the dominant nondisabled majority and are deemed a threat to the group itself.	Education is aimed at containment and control as in the institutions and asylums of the past.
Economic and Social Liability	Disabled people are unwelcome because they are thought to drain resources or deflect attention from other needs.	Education is aimed at decreasing the drain on society by educating students in the tools and skills needed for self-sufficiency.
Tolerant Utilization	Disabled people, although often marginal figures in the society, are allowed to participate to the extent that they have the ability to fulfill certain roles and duties designated by the nondisabled majority as necessary.	Education is designed to guide individuals with disabilities into what have been defined by society as appropriate roles (roles that are useful to mainstream society).
Limited Participation	Disabled people's roles and status are largely derived from their ability to be productive in terms of the standards set by the dominant majority.	Students with disabilities participate in special education or standard educational offerings.
Laissez-Faire	Relations between nondisabled and disabled people exist, and where the family and community provide varying degrees of support for disabled people, whether they are able to work or not.	Because standard offerings are typically designed for an "average" learner, there are often academic adjustments that are required to ensure full access.
Participation and Accommodation	A proactive stance is evident toward the equitable participation of all members of the society.	A Universal Design provides multiplicity and flexibility to support a full and natural range of learners from the beginning.

Classification System adapted from Simi Linton's text "Claiming Disability"