## **RESPONSES TO DISABILITY:**

Greater understanding of disability from a social perspective; listen to people with disabilities; make accommodations in the community.

# INVOLVEMENT BY PEOPLE WITH DISABILITIES:

Advocates and activists; leaders and organizers; participants.





"Power concedes nothing without a demand. It never had and it never will."

- Frederick Douglass



## DISABILITY IS NO LONGER LIMITED TO MORAL OR MEDICAL DEFINITIONS; IT IS NOW VIEWED BY MANY AS A SOCIAL CONSTRUCT.





### THE MINORITY GROUP MODEL (or the Social Model):

In the 1990s, people with disabilities openly rejected the medical and moral models of disability and instead asserted a "minority group" model, which views disability as a socially constructed role and identity, the result of the interaction between the individual with a disability and society. Under this model, prejudice and discrimination are primary factors in the experience of disability. This change in consciousness is marked by a shift from passive patient to assertive citizen, from hiding or overcoming disability to expressing pride and celebrating culture.



Accommodations, like the TTY machine, are making communities accessi-

1960
The Student Non-Violent Coordinating
Committee (SNCC) is formed in
Raleigh, NC by a group of Shaw
University students.

Thurgood Marshall, national insel for the NAACP, warns again: accepting "token integration."

owell (UC Berkeley Healt 'einter) form a group calle the Rolling Quads. The Rolling Quads form the Disabled Students' Program on the U.C. Berkeley campus. Wyatt vs. Stickney court case in Alabama paves the tay for deinstitutionalizatie across the country.

1972
Pennsylvania Association
for Retarded Children v.
Commonwealth of
Pennsylvania rules that
exclusionary provisions in
Pennsylvania's compulsory
school attendance laws
are unconstitutional.
Geraldo Rivera's TV report on
the Willowbrook State School
and Letchworth Village is
aired to millions of viewers.

ACT