Attitudes, Prejudice, and Inclusion: Nothing About Us Without US

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“NOTHING ABOUT US WITHOUT US”

• Slogan of disability movement

• Appropriate for any minority group
Disabled Peoples’ International (DPI)

• Calls for people with disabilities to unite

• To become activists

• To continue to grow in strength and voice
Disabled Peoples’ International (DPI)
Organisation Mondiale des Personnes Handicapées
Organización Mundial de Personas con Discapacidad
Disabled Peoples’ International (DPI) Says

- We are the experts regarding our own situation
- We must be consulted at all levels, on all initiatives concerning us
- We must recognize oppression
- We must resist oppression
“NOTHING ABOUT US WITHOUT US” IS THE FOUNDATION OF

Attitude Change

Prejudice Reduction

Inclusion Enhancement
IFAPA has Honored this Slogan “NOTHING ABOUT US WITHOUT US”

• By adding an official board position,

• Called a **DISABILITY COMMUNITY LIAISON**

• By changing by-laws to emphasize that we will advocate for inclusion of voices of IWDs

• This means more speakers at conferences, more representation on committees
“NOTHING ABOUT US WITHOUT US” Is Fully Described

- In the book (1998) by James Charlton, an IWD
- University of California Press, Berkeley.
Charlton’s Chapter Titles

1. Introduction: NOTHING ABOUT US WITHOUT US
2. Dimensions of Disability Oppression
3. Political Economy and the World Systems
4. Culture (s) and Belief Systems
5. Consciousness and Alienation
6. Observations on Everyday Life
7. Empowered Consciousness and the Philosophy of Empowerment
8. The Organization of Empowerment
9. The Dialectics of Oppression and Empowerment
Definiton of OPPRESSION

“Oppression occurs when individuals are systematically subjected to political, economic, cultural, or social degradation because they belong to a social group.”

Charlton (1998, p. 8)
Sherrill’s 2004 Textbook Associates
Oppression with the ISMs

- Ageism, Ableism, Racism, Sexism, Classism
- Sees APA as rights-based profession, broadening to advocate for all minority groups because . . .
- Most people with disabilities belong to several minority groups:
  - UNDEREMPLOYED
  - POOR
  - UNDEREDUCATED
  - MINORITY RACE
## Multiperspective Oppression Theory

<table>
<thead>
<tr>
<th>Forms of Oppression</th>
<th>Groups that Oppress Others</th>
<th>Target Groups without Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ableism</td>
<td>Able bodied (ABs)</td>
<td>People with disabilities</td>
</tr>
<tr>
<td>Racism</td>
<td>Whites</td>
<td>Blacks, Latinos, &amp; Asians,</td>
</tr>
<tr>
<td>Sexism</td>
<td>Men</td>
<td>Woman</td>
</tr>
<tr>
<td>Classism</td>
<td>Rich</td>
<td>Working class &amp; poor</td>
</tr>
<tr>
<td>Heterosexism</td>
<td>“Normal” sex</td>
<td>Lesbians &amp; gays</td>
</tr>
<tr>
<td>Ageism</td>
<td>Almost everyone</td>
<td>People over 65</td>
</tr>
</tbody>
</table>
Types of Oppression

- Marginalization: Unwillingness to let people in
- Glass Ceiling: Unwilling to employ minorities at the top
- Powerlessness: Lack of power, authority, representation
- Cultural Eliteism: Demeaning a group that can’t meet dominant group’s criteria or standards
- Discrimination: Acts of rudeness, hurtfulness usually associated with prejudice
- Violence
All Aspects of Oppression Pertain to Attitudes, Prejudice, and Exclusion: Failure to Understand and Appreciate

- Individual and minority group differences
- Person-environment interactions that are different
- Human rights and equality of opportunity theories
Pedagogy Needs to Focus on Differences that Disadvantage Persons and Groups

- **Old Practice:** Emphasize similarities

- **New Practice:** Stress difference, good to be different, pride in difference, celebration of difference, richness that difference brings to others
Opposite of Being Oppressed is **RESISTANCE** Strategies

- Passive Strategies
- Active Strategies
- All about Managing Power of Others Stronger than Us
Past and Present

• Used to call this advocacy for rights or minority groups, liberation, freedom

• “We SHALL OVERCOME” of Martin Luther King

• Now refer to resistance practices or strategies

• Becoming empowered, achieving empowerment
• “Empowerment must translate into a process of creating or acquiring power.

• ... When power is taken, it is taken away from someone.

• ... Someone loses”

Politics of BACKLASH

Will the “DOMINANT POWER GROUP” get even?

Win / Win situations
“Empowerment begins when marginalized persons change their ideas about the cause of their powerlessness, when they recognize the systematic forces that oppress them, and when they act to change the condition of their lives”

(Cited in *Deaf Empowerment*, p. 6)
Cognitive, Emotional, Spiritual, and Physical Powerlessness

• What oppresses or causes physical inactivity?

• How can we empower others to empower themselves?
Importance of Community

- Disability community, Deaf community, Church community
- Reciprocal support
- Resources
- Sharing power, taking turns
- Cooperating, equal status
New Emphasis on Interdependence Instead of Inclusion

- INTER means **between**, as in
  - Interaction
  - International

- “We’re looking for **INTERDEPENDENCE**, not independence. We’re looking for power, not integration. If we have power, we can integrate with who we want”  
  (Brown, 1995, p. 150).
Adapted Physical Activity
Professional Preparation Paradigm

- Attitude theories
- Individual differences (person-environment interactions; ecological) theories
- Service delivery and job functions theories
- Physical activity and exercise science theories
- Empowerment and social science theories

Theories and Practices Related to Each Component to be Decided
BELIEFS are cognitions; thoughts, ideas, facts that are learned.

ATTITUDE is feeling or emotion, the predisposition to like or dislike, to avoid or approach.
Popular Attitude Change Model of Ajzen and Fishbein

Beliefs

Attitude

Intentions or Goals

Actions or Behaviors
Use structured contacts that are
- Frequent
- Interactive
- Meaningful
- Focused on common goals
- Promoting mutual respect
- Long duration
- Pleasant
- Equal status

Contact Theory
Attitude Develops First Model

- Attitudes
  - Feelings that arise during near distance contact
  - Far Distance Contact
  - Indirect Sources

- then Beliefs & Intentions

- Behaviors
  - Seeing, Hearing, Smelling, and Touching
  - In same class, in same school, in same community
  - Reading, Hearing and Seeing media
Kudlacek et al. (2002). *An inclusion instrument based on planned behavior theory for prospective PE teachers.*


Slininger et al. (2000). *Children’s attitudes toward severe disabilities: Revisiting contact theory.*

Rizzo’s Statements

1. Students labeled ______ will learn more rapidly if they are taught in my regular physical education class with nondisabled students.
   1. Emotional/behavioral disorder        SD D U A SA
   2. Specific learning disability        SD D U A SA
   3. Mild-moderate mentally impaired     SD D U A SA
   4. Moderate-severe mentally impaired   SD D U A SA

2. Teaching students labeled _____ in my regular physical education classes will motivate nondisabled students to learn to perform motor skill.
   1. Emotional/behavioral disorder        SD D U A SA
   2. Specific learning disability        SD D U A SA
   3. Mild-moderate mentally impaired     SD D U A SA
   4. Moderate-severe mentally impaired   SD D U A SA
Qualitative Research

**Reflective thinking** is interpreting and giving personal meaning to day-by-day experiences. Relating past and present experience to the future.

**Critical thinking** is judging or evaluating, using standards or criteria.
VENUS on WHEELS
Two Decades of Dialogue on Disability, Biography, and Being Female in America
GELYA FRANK
Feminism is for EVERYBODY

Passionate Politics

bell hooks
PATHOLOGIES OF POWER
HEALTH, HUMAN RIGHTS, AND THE NEW WAR ON THE POOR
PAUL FARMER
FOREWORD BY AMARTYA SEN
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