UNIVERSITY OF WISCONSIN - MILWAUKEE
Department of Teaching and Learning
The Exceptional Individual
EXCEDUC 300-001/002
Fall 2021

Instructor: Elizabeth Drame, Ph.D.
E-mail: erdrame@uwm.edu

Class Info: EMS, E225, Wed from 12:30-1:45pm
Office Hours: after class from 2-3pm & by appt.

This is a quandary living in my blackness with a disability: I have a multiplicity of oppressions because of my dark skin color and the effects of my double stroke which has me to walk with a cane and limited use of my right hand. Disability rights is more than getting a ramp or an accessible door. It's about respecting me as a human, not looking beyond my race and cane, but including them in my humanity. By **Kendrick Kemp Sr.**, a Black man dedicated to Black liberation and living with a disability:

Thompson, V. & Wong, A. (July 26, 2016). #GetWokeADA26: Disabled People of Color Speak Out, Part One. Ramp Your Voice! http://wp.me/p3Ov4P-FA

Course Description and Goals:
This course introduces students to the etiology, historic background, current service provisions (childhood through adulthood), and issues, challenges and trends related to diverse individuals with learning, sensory, behavioral, or physical disabilities through a critical racial equity lens.

Students will:
1. Understand the historical, legal, philosophical and programmatic frameworks of special education.
2. Consider the intersection of disability identity with other aspects of identity, including racial identity.
3. Identify low and high incidence disabilities and the various characteristics that comprise each category as designated by federal law, as well as general perceptions.
4. Describe the educational & societal implications of special education labeling within the K-12 context.
5. Describe how an ethical ecological perspective on disability with a focus on abilities rather than deficits provides the foundation to a strength-based, person-centered perspective or approach to the development and implementation of services.
6. Summarize how institutional discrimination is evidenced in our society through classism, racism and ableism—and how they marginalize and ignore the human value and dignity of people.

Nature of the Course/Time Investment:
UWM requires a minimum of 48 hours of expected coursework per credit hour (144 hours for a 3-credit course). This course will include in person classes, online postings, reflective activities and projects. One purpose of a course organized in this fashion is to give you more time for thought and thus hopefully more in-depth in-class discussion of issues raised by course topics.

You should expect to spend an average of **8-10 hours per week on course readings/material review and working on assignments**.

Computer skills and software required:
Please note that use of a computer and an Internet connection are fundamental to your participation in this course. You are responsible forYou need to know how to use and regularly monitor e-mail. **If you are using a private email account, please transfer your UWM email to that account**. You must be able to use a Web browser, such as Google Chrome or Firefox and use word processing software, including saving and managing your files. The online course platform used for this course is Canvas. All course materials, assignments, announcements and grades are accessible on Canvas. Contact Canvas technical support at https://uwm.edu/canvas/students/ if you are having technical difficulties. They are available 24/7.

Required Readings :

- ❒ Readings on Canvas course site
- ❒ Selected book for Book Review Assignment

Recommended Resources:

- National Museum of American History - Disability History - https://americanhistory.si.edu/topics/disability-history
- National Museum of African American History and Culture - https://nmaahc.si.edu/
- Wisconsin Department of Public Instruction called Promoting Excellence for All. https://media.dpi.wi.gov/excforall/ecourse/story_html5.html
- Building the Legacy: IDEA 2004 http://idea.ed.gov/
- OSEP Ideas That Work http://www.osepideasthatwork.org/toolkit/index.asp
- Wrightslaw http://www.wrightslaw.com/
- Wisconsin Department of Public Instruction – Special Education https://dpi.wi.gov/sped

Course Information

People-first vs. Identity-first language:
Language relating to people with disabilities has changed over the years. Please note that language is very powerful. How we talk about and to individuals impacts how they are treated and perceived. Over the years, it has been unacceptable to use the disability as an adjective describing the person (e.g., handicapped student, disabled person) or as a noun describing a group of persons (e.g., the autistics, the TMRs, the ED room). This language can inadvertently elicit stereotypical perceptions which overshadow an individual's true abilities. People first language (e.g., people with disabilities, a student with a learning disability) emerged in reaction to this issue with language. Others believe that identity-first language is more appropriate and respectful. For example, many people who are Deaf prefer referring to themselves as a Deaf person. Some individuals with autism prefer being called an "autistic person" (see https://autisticadvocacy.org/about-asan/identity-first-language/).

When working with people with a disability, you may find that they may have an individual preference for how you refer to them. You should make it a habit to ask someone or the family members before you label someone.

Controversy with Civility:
The rich nature of discussions in this course is likely to raise opposing points of views, which should enhance the learning experience. As such, it is expected that individuals and individual perspectives will be treated with respect to facilitate a civil learning environment for all. Critique the idea, not the individual.

Assignments Guidelines:

- All work must be submitted in Canvas or other platform as specified in the syllabus. Go to the appropriate Module for a specific week to see what assignments due. Assignments can also be accessed via the Assignments tab on the Canvas course Home page. **Assignments submitted via email will not be accepted; submit all assignments in the platform specified.** Submit all written work in Microsoft Word or PDF. If you are using a Mac, please be sure your documents are PC compatible.
- I want to support your learning. **Take the initiative to ask your instructor questions** if you do not understand the material. Remember to factor in response time to questions when completing your work. **If you wait until an assignment due date, you may not have time to receive a response before your assignment is due.** Late assignments (only accepted if turned in no later than <u>one</u> week after the due date) will have a point **reduction equivalent of one full letter grade prior to grading the assignment**.
- **All assignments must be submitted prior to the last day of class.**
- Assignments are evaluated on a variety of measures such as clarity, writing style, creativity, organization of thought, grammar, ability to analyze and synthesize class concepts, and overall professional quality. All assignments must be typed (double spaced with one-inch margins; 12 point font; New Times Roman or Arial). **Include your <u>name</u>, <u>assignment title</u> and <u>date</u>. Please also include page numbers on all written assignments before uploading.**
- Turn in edited versions of your work, not draft copies (this includes discussion posts). **Points may be deducted for grammar, spelling, sentence structure, organization of thought and lack of people first language.**
- You must cite all sources in any written assignment submitted for grading. The adoption of another's thoughts or ideas without giving credit to that person/source is plagiarism. If you are referring to an article or text, cite the source. If you are referencing a PowerPoint slide, cite the name of the presentation and slide number (e.g., Social Construction, Slide 5). If you are referencing a video, cite the name of the video. If you need assistance in writing, contact the Writing Lab on campus located in Curtin Hall room 127 (www.writingcenter.uwm.edu) or 229-4339. They offer both in person and online support.

Email Correspondence and Canvas Announcements:
I will communicate periodically with you via your UWM panther email account. You may forward your panther email to another email account. You are encouraged to check your email on a very regular basis. In addition, announcements will be posted on the Canvas course website, which will be visible on your Home Page under Announcements once you log on to Canvas. You are responsible for all information sent via email and posted on the Announcements.

Course Assignments

1. **Attendance, Preparation, & Appropriate Participation (12 in person classes; 5 points/class, 60 points total):** Through active participation during in-class activities, you will enhance your own learning and the learning of your peers by sharing your insights and experiences. Therefore, attendance, preparation, and appropriate participation are required. Your grade may be lowered accordingly if you arrive late or leave early. If you miss a class, you will lose participation points for that class.

   There may be times when missing class is unavoidable. *An absence does not relieve students of the responsibility to turn in an assignment on time. Students are responsible for getting information and assignments presented during an absence.* In the event of an absence, students can provide a written summary of course content for the session missed. If you miss class, you can review the materials uploaded to Canvas for that class (e.g., powerpoints, reflection activities) and post a written summary of what you learned. If there are any videos, watch them and if there are any in class written reflection assignments, complete them and post them to this folder to make up the 5 participation points for the class you were absent for. Make sure to include the **date of the class** you missed and the **topic** at the top of your posting. The written summary must be submitted in the **Make-Up Class Assignments** folder under the Assignments tab in the Canvas homepage. Make-up summaries will be accepted up to **11/30/21** to make up the participation points for that session. If you find that you are faced with a problem that will affect your attendance on a consistent basis, see me before this becomes a real issue impacting your learning.

   In-class Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional in-class behaviors that are considered to be unprofessional include: (a) carrying on side conversations during class instruction and/or while another individual is speaking, (b) arriving late to class and disrupting others already engaged in the session's activities, (c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the student, (d) texting or using your laptop for non-class related activities during class time.

2. **Online Reading Reflections (9 postings; 5 points/posting, 45 points total) –** This is a hybrid course. In lieu of one class per week, you will be expected to complete course reading(s) and post a reflection on the Canvas Discussion board for the current week prior to that weeks in person class. Due dates and times are included at the end of the syllabus. This will ensure adequate preparation and active, informed preparation in face

to face classes. **Late postings are not accepted. If you do not post by the due date and time, for a particular week, you will receive a 0.**

3. **Selected Assignment – 20 points**
   You are required to complete one of the following two assignments, either the Parent/Caregiver Perspective Assignment OR the Film Critique.

   Option 1: Parent/Caregiver Perspective Assignment: Identify a parent/caregiver of a child with a disability. Develop a minimum of 10 questions and interview the parent/caregiver. Questions should be structured so you gain background information about the children, their diagnostic history, the quality of the collaboration between home and school, other outside supports, life experiences raising a child with a disability, and additional supports or resources needed. Write a **narrative report** of the interview. This report should be **a minimum of four pages, double-spaced**. Make sure you do not only include a list of responses to interview questions. Integrate the responses into a summary. Include a reflection on insights learned, as well as ideas about ways to develop positive relationships with parents. Include a **blank** copy of your interview questions attached to your narrative report.

   Option 2: Film Critique: Watch a **documentary** (**not a fictional film**) related to the experience of living with a disability and write a critique of the film by responding to questions in Appendix A (last page of the syllabus). The paper should be a **reaction and discussion** about what you viewed in the film, **comparing and contrasting the film to readings, discussions, current events relative to disability issues and other related topics**. In other words, this should not be a video summary but a critical analysis of the film's content, tying in specific concepts cited from readings. Information should be synthesized into an essay, so do not simply number the questions, and respond to them. Do not copy a film review or other written summaries of these movies. This is plagiarism and will result in a grade of "F" for the assignment and possibly the course. Your essay should be written stylistically, grammatically, and syntactically correct. No colloquialisms, abbreviations, slang terms or informal expressions. This is an academic essay.

   You can select your documentary film from UWM Library Resources - https://uwm.edu/libraries/media/media-library-general-collection/, or other video platforms (e.g. Netflicks, Hulu). Your selected documentary should be focused on one or more of the disability categories addressed in this course. **Include your name, the title of the documentary, a URL link at the top of your review and the source (platform accessed)**. Your critique should be a **minimum of four pages, double spaced**.

4. **Book Review Assignment (20 points).** You are expected to select a book from the list below to review for the book review assignment. Books are available on Amazon. The books represent a variety of topics including perspectives from individuals with disabilities and intersectionality. In addition to providing a brief overview of the book, you must include the following components:
   - Cover page with your name, class information and the full citation of the book

- A brief summary of the book (**maximum of 1 page**).
- A description of at least two of each of the following (**minimum of 3 pages**):
  - a) *aha* moments (points where you realized something for the first time or something became clearer as a result of something you read in the book);
  - b) *confirmation* moments (points where you read something that confirmed your thinking or experiences); and
  - c) *dissonance* moments (points where you read something where you had a visceral, conflicting reaction because you either disagreed with it or because it was difficult to read and understand). Include specific text-based references (cited quotes) with each of these descriptions. Your book review should be **a minimum of four pages, double-spaced**.

Book List

Title	Author	Focus
Ghost Boy	Pistorius, Martin	Physical Disability
The Center Cannot Hold: My Journey Through Madness	Saks, Elyn	Schizophrenia
Learning Outside the Lines	Mooney, Jonathan	Learning Disability & Other Health Impairment
Look me in the Eye	Elder, John	Autism Spectrum Disorder (Asperger's Syndrome)
El Deafo	Bell, Cece	Deafness, identity (graphic novel)
Fish in a Tree	Hunt, Lynda Mullaly	Dyslexia
Haben: The deafblind woman who conquered Harvard Law	Girma, Haben	Deafblind
A Smile as Big as the Moon	Kersjes, Mike	Various students with disabilities
Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools	Harry, Beth Klinger, Janette	Intersection of race and disability; disproportionality
Condition Critical: Key Principles for Equitable and Inclusive Education	Lawrence-Brown, Diana Sapon-Shevin, Mara	Inclusive education
The Culturally Inclusive Educator: Preparing for a Multicultural World	Samuels, Dena	Cultural responsiveness; equity
Claiming Disability: Knowledge and Identity	Linton, Simi	Disability identity
Native American Community on Health and Disability: A Borderland Dialogue	Lauren, Lovenna Locust, Carol	Native American identity and disability conceptions

Have dog will travel	Kuusisto, Stephen	Blindness
Black Disabled Art 101	Moore, Leroy	Black and Deaf
The Reason Why I Jump	Higashida, Naoki	Autism Spectrum Disorder
Resistance and Hope: Essays by Disabled People, Crip Wisdom for the People	Wong, Alice (editor), Disability Visibility Project	Anthology – multiple perspectives and experiences
Laughing at my Nightmare	Burcaw, Shane	Spinal muscular atrophy (physical disability)
The Memory of Light	Fransisco X	Mental health/Depression
The resistance, persistence and resilience of Black families raising children with autism	Drame, Elizabeth	Family perspectives, autism

Final Project – 40 points

There is no final exam. Instead, you will create a final project translating the knowledge you gained over the semester in a creative format. Your final project should describe and show to others in the course what you learned regarding conceptions of disability, identity and intersectionality. You will also present your project and what you learned to myself and your peers.

Part 1: Your Project (20 points)

- Complete an actual project, such as a poem, video, poster, skit, game, painting, presentation, etc.

Part 2: Your Project Presentation and Reflection on your Learning (20 points) – You are required to reflect on your learning this semester and present both your project and your reflection. You have 3 options for how you can present your project and learning. Select one of the 3 options below. The rubric and Assignment description on Canvas explain the guidelines for your reflection and presentation.

- Written reflection uploaded on Canvas under *Assignments*
- Videotaped presentation of your project and reflection in Flipgrid (five minute maximum). The Flipgrid link will be posted on Canvas later in the semester.
- In class presentation of your project and reflection. Sign up for this will be made available in the middle of the semester.

Course Assignments & Point Values

Requirements	Points
Attendance & Participation (12 in person classes)	60
Online Reading Reflections (9 online postings)	45
Selected Assignment (Parent/Caregiver Interview OR Film Critique)	20
Book Review Assignment	20
Final Project	40
TOTAL POINTS	**185**

Grading Scale: XXX/190

96-100	A	73-76	C
90-95	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	64-66	D
80-82	B-	61-63	D-
77-79	C+	Below 60	F

*Please note, the schedule and topics may be adjusted as the course progresses. Any changes to the Syllabus will be posted on Canvas. **ALL ASSIGNMENTS ARE ON DUE ON TUESDAYS, 11:59PM.**

Date	Topic	Readings	Assignments
Week 1 9/8/21	**Class overview**		
Week 2 9/15/21	**Disability rights movement and disability construct**	• *Foundations for teaching about disability and ableism* • *Slaves, Immigrants and Suffragists: The uses of disability in citizenship debates* • *Exploring meanings of disability* • *History of disability and ableism*	**Online reading reflection due Tues. 9/14/21, 11:59pm**
Week 3 9/22/21	**Confronting deficit narratives, implicit biases, stereotypes**	Read: *Understanding ableism in society* and one of the following articles: • *Stigma, public awareness about intellectual disability and attitudes to inclusion among different ethnic groups* • *Living with stigma…*	**Online reading reflection due Tues. 9/21/21, 11:59pm**
Week 4 9/29/21	**Identity development and exploring personal identity constructions**	• *A primer on intersectionality* • *Suicidality and intersectionality…*	**Online reading reflection due Tues. 9/28/21, 11:59pm**
Week 5 10/6/21	**Critiques of IDEA, special education and inclusion**	• *Chapter 1: Inclusive teaching as responsive education* • *Caught in the continuum…* • *Inclusive education: lessons from history*	**Online reading reflection due Tues. 10/5/21, 11:59pm**
Week 6 10/13/21	**NO IN PERSON CLASS**		**Selected Assignment due due Tues. 10/12/21, 11:59pm**
Week 7 10/20/21	**High Incidence: Specific learning disabilities focus**	• *Chapter 2: High-incidence disabilities or conditions* • *Types of learning disabilities*	**Online reading reflection due Tues. 10/19/21, 11:59pm**
Week 8 10/27/21	**High Incidence: Attention difficulties**	• *About ADHD* • *ADHD and Autism Spectrum Disorders*	**Online reading reflection due Tues. 10/26/21, 11:59pm**

Date	Topic	Readings	Assignments
Week 9 11/3/21	**NO IN PERSON CLASS**		**Book Review assignment due Tues. 11/2/21, 11:59pm**
Week 10 11/10/21	**High Incidence: Emotional Behavioral Disorders**	• *Behavior disorders: definitions & characteristics* • *Out of school suspensions…* • *Constructing emotional/behavioral disorders (Harry & Klinger chapter)*	**Online reading reflection due Tues. 11/9/21, 11:59pm**
Week 11 11/17/21	**Low incidence disabilities: Autism focus**	• *Chapter 3: Low incidence disabilities or conditions* • *Chapter 1: Autism and the Autism spectrum* • *Black and Latino fathers of children with autism*	**Online reading reflection due Tues. 11/16/21, 11:59pm**
Week 12 11/24/21	**THANKSGIVING BREAK**		
Week 13 12/1/21	**Low incidence: Deafness focus**	• *Deaf identity and psychological wellbeing* • *Race and identity in deafness*	**Online reading reflection due Tues. 11/30/21, 11:59pm**
Week 14 12/8/21	**Adult Services and Post-Secondary Outcomes**	• *Wehmeyer and Schalock self-determination*	**Work on Final Project**
Week 15 12/15/21	**Final Project** **Presentations of final project due in class if presenting or due Tues, 12/14/21 if uploading to Canvas or Flipgrid**		

UNIVERSITY COURSE POLICIES

Panther Community Health and Safety Standards: UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther Interim COVID-Related Health & Safety Rules, which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- All individuals visiting UWM facilities must wear face coverings while indoors;
- Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the UWM COVID-19 webpage.

Religious Observances: From time to time, students who are observing religious holidays or other days of special religious significance will find it necessary to be absent on a class day. While it is undoubtedly impossible to avoid the scheduling of tests and other major activities without conflicting with some religious observance, Wisconsin law (Chapter 36.43) and UWM Faculty Policy (Document 1918) require that we provide a reasonable accommodation of a student's sincerely held religious beliefs with regard to all examinations and other academic requirements. Please make every effort to accommodate students who face conflicts between their academic responsibilities and religious commitments. A copy of the policy is located on the web at https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf . In addition, the current religious calendar can be found at https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2021/06/calendar2122.pdf.

Sexual Harassment/Sexual Violence: Consistent with state and federal law, UWM policy prohibits sex discrimination and sexual violence, including sexual harassment, sexual assault, dating/domestic violence, and stalking. UWM will respond to allegations of such conduct, regardless of where it occurred, if it has the potential to interfere with an individual's participation in UWM's educational programs or activities. **UWM takes these reports very seriously and strongly encourages individuals impacted by sex discrimination or sexual violence to contact the UWM Title IX Office for information about resources and reporting options.** More information is available at uwm.edu/titleix.

UWM employees have certain obligations to notify the UWM Title IX Coordinator if they receive reports related to these concerns. Employees can learn about their specific reporting obligations by visiting the Title IX website or by contacting the Title IX Office (titleix@uwm.edu, 414-229-7012). Please see UWM's Sexual Violence and Sexual Harassment Policy, SAAP 5-2, and UWM's Policy on Investigation and Resolution of Formal Title IX Complaints, SAAP 5-4, for more information on sex discrimination. See UWM's Discriminatory Conduct and Consensual Relationships Policy, SAAP 5-1, for more information on other prohibited forms of discrimination.

The Campus Assessment, Response, and Education (CARE) Team and Student Support Team (SST): The CARE Team addresses incidents involving anyone (student, employee, non-affiliated persons) who may pose a risk of potentially harmful or threatening behavior to the campus community. The SST helps identify students who appear to be in distress and provides supportive intervention and guidance to the student in need. These teams are not emergency response teams; if there is an emergency, or you need immediate assistance, call UWMPD at 414-229-9911 or 9-911 from a campus phone.

Students Called to Military Service: UWM and the UW System have in recent years put in place a number of policies and procedures designed to accommodate students who must temporarily interrupt their studies when called to active duty military service. Go to https://uwm.edu/onestop/students-called-to-active-duty/ for more detailed information. Students in this situation do have some options not generally available under our usual academic and administrative policies, so if you have not done so recently, I encourage you to review this document.

Academic Misconduct: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources and for respect of others' academic endeavors. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
See www.uwm.edu/Dept/Acad_Aff/policy/academicmisconduct.cfm .

Drop/Withdrawal/Repeat Policies: UWM Academic and Administrative Policy SAAP 1-8 details the Drop/Withdrawal/Repeat policies (https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-8.%20Drop,%20Withdrawal,%20and%20Repeat%20Policy%20for%20Courses.pdf). A student may drop a full-term course(s) through the end of the 10th week of classes. (Deadlines for shorter session courses are prorated.)

Financial Obligation: The submission on your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the schedule of classes. It is important to both you and the University that you make payment on time. A complete description of UWM fee policies is in the Schedule of Classes.

Incompletes: A notation of incomplete may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester (i.e., has completed a majority of the coursework and attended the majority of classes) but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause. See http://www4.uwm.edu/secu/docs/other/S31.pdf.

Complaint Procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. See http://www4.uwm.edu/secu/docs/other/S49.7.htm.

Grade Appeal Procedures: A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. See http://www4.uwm.edu/secu/docs/other/S28.htm.

Participation of Students with Disabilities: UWM supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with you or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Questions regarding classroom accommodations or working with individual students can be directed to the Accessibility Resource Center counselor listed on the student VISA (accommodation plan) or to the Accessibility Resource Center (archelp@uwm.edu), 414-229-6287.

Appendix A
Film Critique Questions

***Note:** These are suggested questions meant to give you a general idea of the level of analysis I expect in your film critique. You can respond to the most relevant questions and other questions that may not be included, but that help to deepen your analysis.

1. Looking at this film from a different lens – that of a disability advocate – what are some of the key issues related to disability highlighted in this film?
2. Discuss whether individuals with cultural differences and/or exceptionalities were portrayed realistically, stereotypically, or as people with "superhuman" capacities.
3. Discuss what expectations others held for the individual(s) with disabilities and what contributions the individual(s) with disabilities made in others' lives.
4. Describe the opportunities individuals with disabilities were given to make decisions or choices in the film? What significance does this hold in your life? In other words, as a teacher, advocate, attorney, therapist—what will you do to make certain choice, decision-making opportunities are available to individuals with disabilities?
5. Describe the relationships between individuals with and without disabilities. What did you learn about relationships from these examples?
6. What legal issues were included in the film relative to educational opportunity, access or protection? Any conclusions, concerns or suggestions? If you did not see any reference to the legal aspects of disabilities or equal access in your film, suggest one legal issue such as educational access or employability that the film could have included.
7. What implicit and explicit messages about "disability" can you identify from the film? Describe and explain.
8. Take one scene from the film and describe how it could affect viewers' attitudes about people with disabilities? Explain.