# Ableism Examples

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## Education

### [Ableism in the Medical Profession](https://www.cmaj.ca/content/192/15/E411.short)

* Medicine functions according to the basic idea that ‘healthy’ is ‘normal’ and ‘unhealthy’ is ‘abnormal’
* “In medical school, I experienced the distinction personally: I was mad, but desperately trying to pass. I can recall staying in a bed for days, becoming vertical only to use the bathroom, and then, after such down periods, working furiously to catch up with other students — all because I wanted to be a good doctor. Despite the intense bursts of work, I received the predictable feedback applied to a student looking and sounding like me in that era in which the rise of professionalism meant that I was characterized as *bad*, a problem student. Not one who was, constantly, thinking I should die, that I should do as the world, as the profession, seemed to want. I even did my unwitting best to be recognized as *bad* because it was somehow better to be dysfunctional than sick.”

### [Exploring Experiences of Ableism in Academia: A constructivist Inquiry](https://link.springer.com/article/10.1007/s10734-021-00739-y)

* This study identified three dominant themes through the contextualization of ableism in academia:
* **Marginalised in academia:** Participants felt strongly about being othered and consistently commented on how specific ways of working or living were not accepted and acceptable in academia. For example, negotiating everyday pressures, alongside managing a condition and soundscapes of bright rooms in busy buildings, leads to increased levels of tiredness and fatigue.
* **Silenced in academia:** Participants consistently highlighted the time and effort required for self-advocacy in order to gain access to reasonable adjustment, time and effort that other academics can spend on preparing grant proposals and publications.
* **Perspectives on improving disabled academics’ experiences:** The key recommendations for policy and attitudinal changes related to a clearer vision of inclusion in academia and more awareness through networking opportunities. On individual levels, delegates highlighted how some practices modeled in the conference need to become standard, such as live-captioning or the use of microphones, recording and streaming

### [Addressing Racism and Ableism in Schools: A DisCrit Leadership Framework for Principals](https://www-tandfonline-com.proxy.library.carleton.ca/doi/full/10.1080/00098655.2019.1690419)

* “Students with disabilities, in particular students of color and students in urban settings, as well as students with specific disability levels (such as autism or intellectual disability), continue to be removed from general education, instructional, and social opportunities… the opportunity for students to participate in their neighbourhood school alongside their peers without disabilities is influenced more by the zip code in which they live, their race, and disability level, than by meeting the federal law defining how student placements should be made.”

### [Dolmage, Jay Timothy. Academic Ableism. University of Michigan Press; 2017.](https://doi.org/10.3998/mpub.9708722)

* A phrase which many disability studies teachers have heard from colleagues over and over again: “but there are no disabled students in my class.” Dolmage explains how this statement is used as a defense for not creating an inclusive classroom and is statistically and nearly impossible.
* **The Steep Steps to Ivory Towers metaphor:** describes how universities have been constructed as a place for the very able, that only the truly “fit” survive the climb to access university. Dolmage explains how although universities do have a lot of steep steps, the entire university experience can be metaphorized as a movement up the steep steps. The steep steps, physically and figuratively, lead to the ivory tower. The tower is built upon ideals and standards and perpetrates a fear of the presence of disability and a desire for its opposite. The people who make up a university are not just able-bodied and normal, but exceptional and elite. This projection unites many other discourses of normativity: whiteness, heteronormativity, empire, colonialism, masculinity. People with disabilities have traditionally been seen as objects of study in higher education, rather than as teachers or students. The steps work as well to teach students to look down upon those on the steps below them while they carefully maintain their own positions.
* As scholar and activist Daniel Freeman writes, “Able-bodied people all have things that they fall short with, skills or tasks that they will never master. But when disabled folks say, ‘These are the things I need in order to do my very best,’ it is labeled as an ‘accomodation’… The language itself is ableist in nature, bringing into focus the reality of how disabled bodies are seen as barriers to able-bodied life”. Accommodation is thought of as something that always needs to be created, something that has a cost. Dolmage explains how nothing is designed to be accessible in the first place.
* Universities also refuse to address mental illness as a systemic issue, as something caused by higher education, and definitely refuse to address mental disability.

## Policy

### [Inclusion Canada: People with disabilities significant historical events.](https://inclusioncanada.ca/wp-content/uploads/2019/04/Historical_Timeline_for_People_with_Disabilities.pdf)

* in 1839, the Ontario Government passed “An Act to Authorize the Erection of an Asylum Within this Province for the Reception of Insane and Lunatic Persons”, which led to the establishment of the first provincial asylum for people with developmental disabilities.
* This perpetrated themes of the medical model of disability.

### [Ontario Rights Commission: What is Disability?](https://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/2-what-disability)

* Acts of involuntary sterilization, eugenic ideologies and legislation targeted individuals with a disability. In the late 1920s, Alberta and British Columbia introduced sexual sterilization legislation which targeted those with disabilities without the knowledge or consent of the victims or their parents. The law was not repealed until 1972.

### [Social isolation continued: Covid-19 shines a light on what self-advocaes know too well](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8261336/)

* Pandemic responses reveal that governments have failed to consider disabled persons’ living situations, support requirements, and daily realities in pandemic planning.
* *“First – is getting the support I need. That’s huge. Second is being able to socially distance. I use a wheelchair and can’t get off the sidewalk if someone doesn’t walk around and stay 6 feet away. Also, it’s really hard to communicate with staff who are wearing masks – I can’t understand what they’re saying or read their lips. It’s heartbreaking. Next is my managing my anxiety – my mental health. I just don’t know when this is going to end, what the future looks like. Staying healthy is another big worry – the disability community is at risk for Covid-19, and I’m nervous.”*- Marissa, a self-advocate labelled/with intellectual disability
* *“My brother has intellectual disability and schizophrenia and asked me to support him at a hospital appointment during Covid-19. We contacted the hospital the day before to plan and prepare them but when we got to the hospital it was different. The screener asked my brother if he really needed support, pressuring him, saying ‘only one person was allowed in’. My brother was scared and gave in and said, “I guess not”. The advocacy didn’t kick in because we were nervous we’d be told we were causing a scene and be denied treatment. My brother felt so bad, that he did something wrong by bringing a support person to the hospital and went into the hospital without the support he needed.”*- Kory, a self-advocate labelled/with intellectual disabilities

### [Disabled Canadians ignored in policies on COVID-19](https://policyoptions.irpp.org/magazines/october-2020/disabled-canadians-ignored-in-policies-on-covid-19/)

* Canadians who reside in group homes for individual or intellectual and developmental disabilities face many of the same risks as elders in long-term care, however it took one home experiencing a 95% infection rate to bring attention to this issue. While cases that occur in long-term care homes are included in public data, many public health units do not distinguish between cases within other congregate living settings, which identifies significant gaps in the data.
* COVID-19 case fatality rates for people with intellectual or developmental disabilities is 2.5 times higher than the general population.
* People with intellectual disabilities are also overrepresented among those living in poverty and in emergency shelters, where physical distancing is not possible

##

## Housing

### [Ontario Human Rights Commission](https://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/2-what-disability)

* **Example**: A human rights tribunal found that a person with multiple physical disabilities was discriminated against when she was denied a first-floor apartment that would have accommodated her. Her physical disability prevented her from cleaning and maintaining her apartment. Her landlord assumed that this was due to mental health issues and that the building was not appropriate for her because of her physical and perceived mental health issues. He thought that she should instead live in a long-term care home. The HRTO rejected this assumption and said that the landlord imposed a “socially constructed” disability on her.

### [The Accessible Housing Network](https://www.accessiblehousingnetwork.org/our-message-2)

* The need for accessible affordable housing is in a crisis
* 45% of Canada’s homeless have a physical or mental disability
* There is no Ontario law requiring that housing be accessible
* The Accessibility for Ontarians with Disabilities Act (AODA) does not mention housing
* The Ontario Building Code only requires that 15% of new apartments be ‘visitable’, not accessible enough to live there.

## Healthcare

### [Infusing Disability Equity Within Rehabilitation Education and Practice: A Qualitative Study of Lived Experiences of Ableism, Allyship and Healthcare Partnership](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9397845/)

* Semi-structured interviews and focus groups with 22 diverse undergraduate and graduate students, faculty and staff with disabilities:
* Ever-present ableism in healthcare:
	+ When describing negative healthcare experiences, numerous participants reported having their symptoms minimized, dismissed or directly disbelieved
	+ “*I had an Endocrinologist, who chose to be a Diabetes doctor, make a comment to me that she wore an insulin pump for one day, so she knows exactly what it's like to wear one and manage Diabetes… I guess in a way [it felt like she was] almost dismissing the challenges that I go through every day that are hard. That was pretty bad. (Justin, Faculty)”*
	+ *Another [negative encounter] that comes to mind, is actually the first primary care provider that I went to, about getting diagnosed with Generalized Anxiety. So, I went to another doctor and I came in and I'm like, “I'm having panic attacks.” I'm like, “I can't be in a room full of people anymore. I am having a really hard time being in crowded rooms and being in classes. It's really hard for me.” He was like, “Oh, that's kind of normal.” He seriously said something like, “It's normal for when you get older, you're just more aware of these things. You're okay. Just try to breathe through it. You're fine.” Things like that. I had to basically be like, “Can you refer me? Can you just get me to a psychologist?” (Amanda, Graduate Student)*

### [Ableism, Human Rights, and the COVID-19 Pandemic](https://pubmed.ncbi.nlm.nih.gov/36554887/)

* This study interviewed people who are deaf and identified that the following limited access to care:
	+ The inability of healthcare providers to communicate appropriately
	+ Cultural insensitivity and limited awareness of deaf person’s unique needs
	+ The impact of ableist assumptions

### [Healthcare inequities among adults with developmental disability](https://pubmed.ncbi.nlm.nih.gov/34649127/)

* A study analyzing adults with developmental disabilities knowledge on their health concluded that participants were less likely to receive vaccinations, dental cleanings, cancer screenings, psychiatric services and periodic health examinations.

## Workplace

### [Ableism and workplace discrimination among youth and young adults with disabilities: a systematic review](https://pubmed.ncbi.nlm.nih.gov/35976480/)

Rates of workplace ableism:

Three studies reported on rates of workplace ableism and harassment. For example, 20% of workers aged 18-24 with mental illness experience some type of job-related stigma such as being refused employment, a promotion or transfer, or access to job training.

Data from a Canadian public service sector employee survey reported that 37% of those aged 29 years and under with a disability experienced workplace harassment and 26% experienced discrimination

Factors affecting workplace ableism:

Disability type

Gender

Education level

Type of employer and knowledge about disability

Ableism when job searching and anticipated ableism in the workplace:

Individuals aged 21-25 found that job applicants who disclosed mental health issues were discriminated against in the hiring process, had a 27% lower probability of receiving an invitation for a job interview, and a 22% lower probability of receiving any positive employer response

Impact of workplace ableism:

Pay discrimination

Lack of job support and social exclusion

Job turnover, underemployment and unemployment

Discrimination allegations and charges

### [Ontario Human Rights Commission](https://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/2-what-disability)

**Example:** After coming back from a disability-related leave, an employee returned to modified duties. Even though his doctor cleared him to go back to work full-time, his employer placed him in a lower, part-time position at a lower pay rate. He was eventually terminated from his employment. The HRTO found that the employer violated the *Code* when it decided to place the employee in a lower-paying position based on its belief about his ability to perform in the workplace, and continued to refuse to provide full-time work, even though full-time work was supported by his doctor. The employer relied on “non-expert opinion” and “stereotypes.” It incorrectly relied on assumptions that the employee could not withstand the pressures of his job, and that his performance would be unreliable because of his past medical condition

## Language

### [DO-IT Center: Ableism in Everyday Language](https://www.washington.edu/doit/ableism-everyday-language)

* Here are a few examples of how ableist language is used in everyday English:
	+ “My life has just been crazy lately!”
	+ “I was late to work again because of traffic. Seattleites drive like lunatics!”
	+ “He can be a real moron, can’t he? That was a dumb thing to say.”
	+ “Who came up with that idiotic idea anyway?  It’ll never work, it’s just lame.”
	+ “Remember that student who became hysterical when she learned she failed your last exam? Totally spazzed out? Well, I have that nutjob in my class this quarter.”
	+ “They are really obsessed with their grade; they’ve gone all OCD on it and are emailing me a dozen times a day. It’s starting to drive me mad.”
	+ “Teaching during the COVID pandemic has just been next-level insane. I went to that seminar on how to teach online but the trainer was a total, disorganized nutter; it was like the blind leading the blind.”

###

### [Automatically Neutralizing Ableist Language in Text](https://www.semanticscholar.org/paper/Automatically-Neutralizing-Ableist-Language-in-Text-Liu-Shibata/108c50d8375107cc40d79531d10cce6871ef9e4b)

* This study analyzed 1500 sentence pairs that originate from movie scripts, news articles, and speech transcripts

|  |  |  |
| --- | --- | --- |
| Source | Target | Subcategory of ableism |
| “And I know about your experiments with the inmates of your **nut house**” | And I know about your experiments with the inmates of your **psychiatric hospital** | Derogatory depiction of disability  |
| “We can no longer **turn a blind eye to** the damage done to our seas” | We can no longer **feign ignorance** about the damage done to our seas | Using disability as idiom  |
| “Indeed, when communism constituted one of the two poles in the previous **bipolar** world order, terrorist acts were few and far between” | Indeed, when communism constituted one of the two poles in the previous **rapidly-changing** world order, terrorist acts were few and far between | Trivializing disability |
| “Apparently, she’s **confined to a wheelchair**” | Apparently, she **uses** a wheelchair.  | Equating disability to pathology |
| “There may be a prophet hidden inside each of us, but we tend to be **deaf to** such warnings” | There may be a prophet hidden inside each of us, but we tend to **deliberately ignore** such warnings. | Using disability as a metaphor |
| “their son is a **special needs case**” | Their son is **disabled** | Euphemizing disability |
| “But neither of the victims, he concedes, were the most honest and **upstanding** of people” | But neither of the victims, he concedes, were the most honest and **respectable** of people | Using non-disability inclusive language  |

### [Why You Need To Stop Using These Words by Rakshitha Arni Ravishankar](https://hbr.org/2020/12/why-you-need-to-stop-using-these-words-and-phrases)

* Ableism often shows up as metaphors (“My boyfriend is *emotionally crippled”*), jokes (“That comedian was *hysterical*!”), and euphemisms (“He is *differently abled.*”) in conversations.
* Using terms such as “stupid”, “insane”, “crazy”, “lame”, or “dumb”
* People use ableist terms and phrases such as these everyday without realizing the harm they do

### [Ableist Language & Choosing Your Words More Intentionally](https://throughisabelsglasses.blogspot.com/2020/09/ableist-language-choosing-your-words.html)

* **Words that refer to someone having a mental disability:** daft, dim, dumb, idiot/ic, imbecile/ic, mongo/loid, moron/ic, retard/ed, stupid
* **Words that refer to someone having a mental illness:** bonkers, crazy, insane, mad, maniac/manic, nuts, psychopath/psychotic
* **Words that refer to someone having a physical disability:** cripple/crippled/crippling, lame
* **Other phrases that pose disability as inherently negative or moral failing:** blinded by/blind to, deaf to

## Intersectionality

### [Infusing Disability Equity Within Rehabilitation Education and Practice: A Qualitative Study of Lived Experiences of Ableism, Allyship and Healthcare Partnership](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9397845/)

* Semi-structured interviews and focus groups with 22 diverse undergraduate and graduate students, faculty and staff with disabilities:
	+ While most participants reported experiencing discrimination and microaggression based on their disability, for those with intersecting marginalized identities, these experiences were exacerbated by sexism, racism, non-citizenship status, and/or fatphobia (weight shaming).
	+ “*Again, I think in the US my healthcare interactions were very much colored by color. I overwhelmingly feel blame, I feel shame, I feel between the lines of what providers say. I know that I'm being treated differently based on whether they perceive I come from a low-income community, or I am not a white American, or I'm an immigrant. …[T]hey treat you like they would treat an immigrant - which is not very nicely. (Mira, Graduate Student)”*

### [Western University: Centre for Research and Education on Violence Against Women and Children](https://www.vawlearningnetwork.ca/our-work/issuebased_newsletters/issue-27/index.html)

* Women with disabilities face higher rates of poverty and structural violence in Canada
* Women with disabilities face 45% of all reported incidents of violent crime against women in Canada, yet they only make up 14.9% of women in  Canada
* Women living with disabilities who have experienced homelessness are 3 times more likely than other women to self-report violent victimization
* Women living with disabilities are 2 times more likely than other women to be:
	+ A victim of a violent crime
	+ Victimized in their own home
	+ Sexually assaulted
	+ Victimized multiple times
	+ Emotionally, financially, physically, or sexually abused by a current or former partner
	+ Sexually abused by an adult before age 15
	+ Homeless (visible or hidden) at some point in their lives

###

## Media

### [Sitting Pretty: The View From My Ordinary Resilient Disabled Body by Rebekah Taussig](https://rebekahtaussig.com/portfolio/sitting-pretty/)

* Taussig discusses many disability tropes seen in media throughout her book.
* Page 92: “In James Cameron’s 2009 Academy Award–winning film Avatar, our hero, Jake Sully, is paralyzed during active duty with the Marines and is consumed with longing for freedom from his confinement. This reinforces the ableist belief that one surely cannot live a fulfilling life in a disabled body, especially when Jake’s character finds power and contentment only when he enters an alternate world that restores his abilities.”
* Page 94: “This idea that disabled people exist with one sole desire, one holy passion, one desperate fixation on an able-body, is overemphasized and obsessively repeated.”. For instance, Taussig explains how she dreamed of walking down the aisle on her wedding day as she searched and longed for a “whole” body in a moment of respite from the burden of disability. Taussig reflects on how the media she consumed as a child only portrayed able-bodied women who set unattainable beauty standards walking down the aisle which skewed her perception of the perfect wedding day.
* Page 186: “In the ableist script that drives so many of our interactions, disabled people are either cast as helpless victims who need a hero’s help to survive or the inspirational figures who inspire nondisabled characters to be grateful for their beautiful able-bodied lives.”
* Page 188: Taussig refers to the story *A Christmas Carol,* written by Charles Dickens and published in 1843, which tells a story of Tiny Tim, the sweetest yet sickest child, whose tombstone is the only thing which can change Ebeneezer Scrooge’s cold heart. Taussig explains how this story is Scrooge’s and Tiny Tim is here to inspire Scrooge’s generosity, to transform him into a “joyful philanthropist”.

### The Washington Post

* Artist Lizzo used the term “spaz” in her new song called “Grrrls”.

## ‘Everyday Ableism’

### [Dawson Women’s Shelter: Unlearning Ableism](https://www.dawsonwomensshelter.com/blog/unlearning-ableism)

* Choosing an inaccessible venue for a meeting or event, therefore excluding some participants
* Using someone else’s mobility device as a hand or foot rest
* Framing disability as either tragic or inspirational in news stories, movies, and other popular forms of media
* Casting a non-disabled actor to play a disabled character in a play, movie, TV show, or commercial
* Making a movie that doesn’t have audio description or closed captioning
* Using the accessible bathroom stall when you are able to use the non-accessible stall without pain or risk of injury
* Wearing scented products in a scent-free environment
* Talking to a person with a disability like they are a child, talking about them instead of directly to them, or speaking for them
* Asking invasive questions about the medical history or personal life of someone with a disability
* Assuming people have to have a visible disability to actually be disabled
* Questioning if someone is ‘actually’ disabled or ‘how much’ they are disabled
* Asking ‘How did you become disabled?’

### [“You Look Fine!”: Ableist Experiences by People with Invisible Disabilities](https://journals-sagepub-com.proxy.library.carleton.ca/doi/pdf/10.1177/0886109918778073)

* This study interviewed 14 participants exploring how people with invisible disabilities experience ableism. There were four emerging themes:
* Policing of bodies
	+ Participants stated various stories of having their bodies ‘policed’ and commented on by others. This included being verbally called out for needing accommodations, the underlying assumption being that they were ‘lazy’ or did not deserve or need to use chairs, elevators, disability parking, etc.
	+ On participant stated: “I rode public transportation all the time and I would need to sit. And sometimes I would sit in the disabled chairs if they were there because I would be in a lot of pain, especially when the train was crowded and people were jostling and stuff and that was really hard for me. And people would give me dirty looks or actually say something like, ‘What is wrong with you?’ you know, ‘Get out of that chair.’”
* Tension in roles
	+ Participants had various thoughts on whether they should be responsible for educating others, particularly nondisabled individuals, on how not to be ableist. Most participants were torn between these two polarities; they discussed the tension they experienced between feeling the need to provide information and education about disability and ableism, and how exhausting and vulnerable it made them feel when they were put in the position of being the disability educator.
	+ On participant stated: “I get accommodations to type my notes in class because it’s too tiring to hand write. And she [the professor] said that she doesn’t allow computers in class, and if she let me use my accommodations in class then everybody would know I have a disability. She highly encouraged me to not use my accommodations in class so that people didn’t know ... I still did and was like, ‘it’s what you have to do, and maybe you can restructure your class so that it doesn’t out students with disabilities for instance.’”
* Desire for justice
	+ The theme for desiring justice brings together many of the sentiments the participants shared on educating the world at large, ideals of how they would be treated in a less ableist world, and feelings of anger and/or resentment at the ableism they have experienced during their lives.
	+ On participant stated: “I think it’s really significant that people start thinking about invisible disabilities and talking about them in the everyday because I think one of the problems with invisible disabilities... is that people don’t believe they are real. And it’s because you can’t see or ... you take for granted a body able to perform certain things that even when the manifestations of an invisible disability are apparent, because of the take for granted nature of ableism, they get glossed over.”
* Internalized ableism
	+ Many participants shared thoughts and beliefs that indicated their own internalizing of ableist beliefs and ideals.
	+ On participant stated: “... when my friend first pointed out to me that I was in a category of disabled ...I had two reactions at the same time. One was sort of a relief that this thing existed for other people and that there were other people that I could talk to and there was a real validation in that, but the other reaction was really not to want that label. And to feel how the label disabled applied to me was really hard ... part of my identity is physical strength and so—I mean even now I have both stories in my head at the same time. Like I am 484 Affilia: Journal of Women and Social Work 33(4) unbelievably strong to do what I do, given the limitation and the pain that I experience, and I also have the story of I can’t do all of that so I’m weak. So I do ...I have major internalized ableism”

### [I Don’t Look Blind, or Do I? (A Blind Girl Rant)](https://www.youtube.com/watch?v=g7gEb8lVkCE.)

* Molly Burke, a blind content creator and disability advocate, explains in a YouTube video how she often receives the comment “You don’t look blind”which is used to not only invalidate her blindness but also to praise her for fitting society’s standards of beauty and able-bodieness

## Sports and Fitness

### [Repurposing the (Super)Crip: Media Representations of Disability at the Rio 2016 Paralympic Games](https://journals.sagepub.com/doi/full/10.1177/2167479519853496)

* One of the main discourses to develop since the early 2000s has been that of the so-called supercrip, one of which challenges the notion of ‘impairment’ often connected with disability by foregrounding the para-athlete triumph over adversity, celebrating instead their course, grit, and perseverance leading to athletic success and personal and increasingly national prestige. This narrative with its typically “inspirational” stories of para-athletes defying the odds in order to achieve great feats of athletic prowess. This discourse gives the impression that the seemingly impossible is in fact possible
* Part of the reason that narratives of overcoming disability have been perpetrated stems from an ableist logic that aligns with the medical model.
* The commercial imperative behind the growth of the Paralympic Games, which includes objectives to grow sponsorship, television audiences, and celebrity icons, also creates and exacerbates the need to represent disabled athletes in a manner commensurate with global consumption.

### [Fitness for all: how do non-disabled people respond to inclusive fitness centres?](https://bmcsportsscimedrehabil.biomedcentral.com/articles/10.1186/s13102-021-00303-2)

* There is a lack of people with disabilities in fitness centres
* Ableism is proposed as a regulator within sport and exercise settings as they are often spaces that value one particular muscular, fully functional, aesthetic physical form, leading to the exclusion of people with disabilities in these spaces.
* There are a lack of physical access, inaccessible changing facilities, unsuitable equipment and lack of space to transfer equipment in most fitness centres.

### [Media portrayal of elite athletes with disability – a systematic review](https://www.tandfonline.com/doi/full/10.1080/09638288.2017.1397775)

* This systematic review’s aim was to identify how elite athletes with disability are portraying in the media
* Six themes emerged from the data: frequency of articles and photos about elite athletes with disability; athlete gender; athlete nationality; disability; athleticism; and Olympic games vs Paralympic Games
* The results displayed that elite athletes with disability are less visible in the media than their nondisabled counterparts; female athletes received less coverage than male; the media favored domestic athletes and certain types of disability; and, although there was a focus on athleticism, this was underpinned by a ‘supercrip’

## Disablism

### [Ableism and disablism – how to spot them and how we can do better](https://theconversation.com/ableism-and-disablism-how-to-spot-them-and-how-we-can-all-do-better-204541)

* Disablist attitudes are more overt: comments like “If you are unable to walk down the ramp then you shouldn’t have gotten tickets to this concert” demonstrate the low expectations and damaging beliefs that impact on people’s opportunities for education, employment and social interaction.
* In contrast, ableism manifests in the use of well-intended “empathetic” comments such as “I can’t imagine losing my eyesight. That would be the worst.”

### [Unveiling ableism and disablism in assessment: a critical analysis of disabled students’ experiences of assessment and assessment accommodations](https://link.springer.com/article/10.1007/s10734-022-00857-1)

* Assessment in education is designed for the “ideal, able student” and disabled students are framed as “the Other”
* Disablism is identified in students’ experiences of outright discrimination, such as teachers denying access to assessment accommodations when they are officially granted.
* Disablism often manifests through the segregation of disabled students.
* Disablism has been reported through negative staff and peer experiences towards disabled students, and teachers’ unwillingness to provide accommodations even when they are officially granted.
* This study revealed how although assessment accommodations were perceived as helpful, the students also largely connected them with shame and embarrassment. Some students reported that assessment accommodations were seen as unfair by others.

### [Sense: Ableism and disablism](https://www.sense.org.uk/information-and-advice/ableism-and-disablism/)

* Calling someone by an offensive slur for disabled people.
* Ignoring someone who is disabled or speaking condescendingly to them.
* Assuming that a disabled person can’t do something.