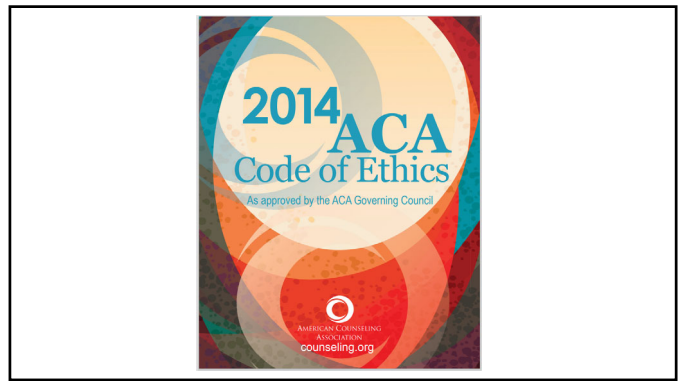
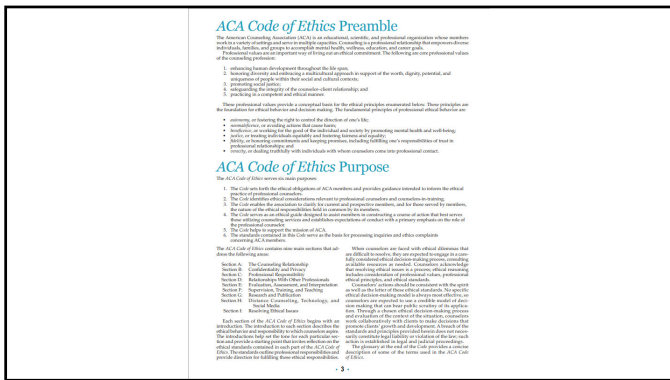




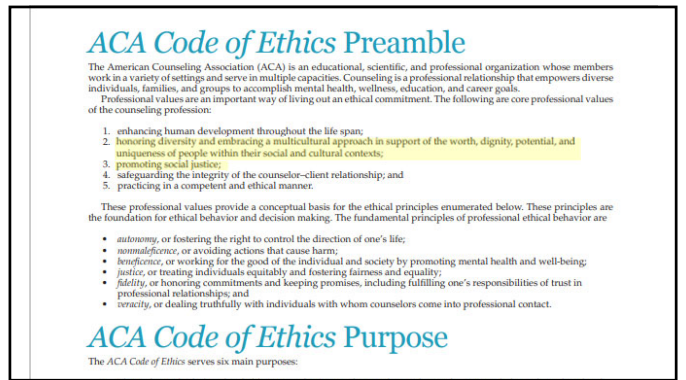
1



2



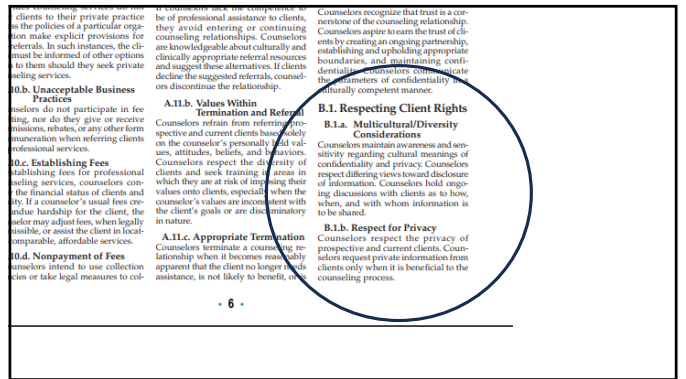
3



4



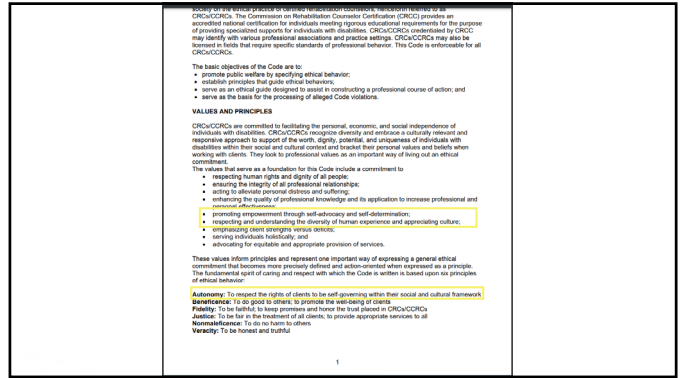
5



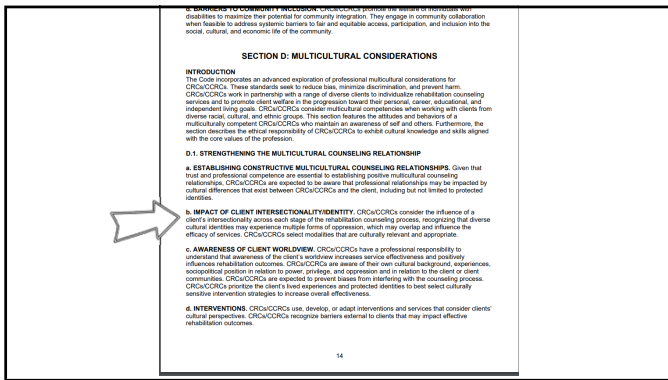
6



7



8



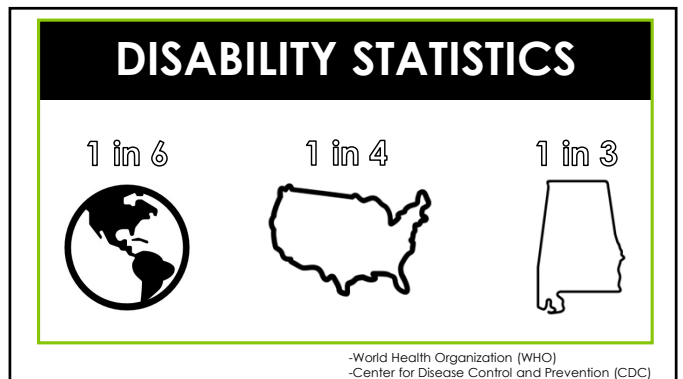
9



10



11



12



13



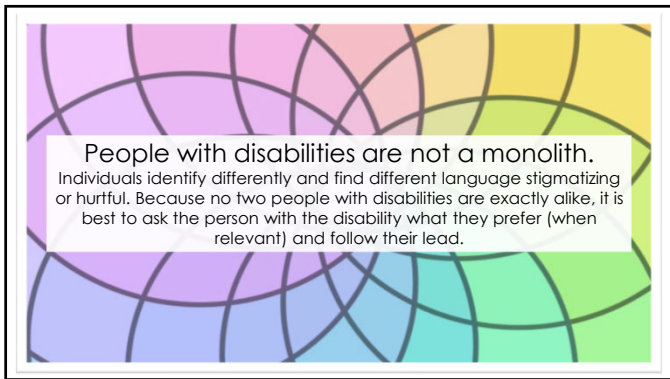
14



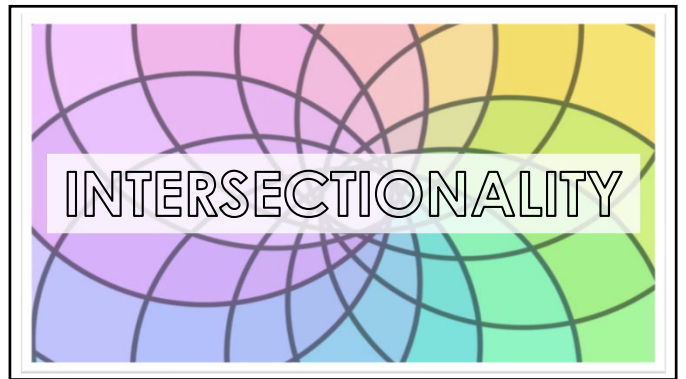
15



16



17



18

INTERSECTIONALITY

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

-Kimberle Crenshaw

19

What parts of my identities are most obvious to others?

What are parts of my identities that I often do not disclose?

What parts of my identities am I most proud of?

What is something that most people assume about me that is not accurate?

20

“As an African-American female with a disability, a wheelchair-riding quadriplegic, I exist as a triple threat to our society’s normative conceptions (white, male, able-bodied)...My gender, race, and disability all contribute to the ways in which I obtain and maintain power- not through my intersectional identity but through my search to become human in ways not easily codified. In spite of my reimagined relationship with these identity markers, the world has a lot to catch up on.”

- Crystal R. Emery
Filmmaker and Writer

Photo by Tessa Thale

21

FACTORS

- Type of disability or disabilities
- Born with a disability or acquired later in life
- If the disability is apparent or not
- The environment at the given time (home, safe space, around new people)
- The family view
- The culture
- How other identities intersect with disability

22

ABLEISM

Ableism perpetuates a negative view of disability. It frames being nondisabled as the ideal and disability as a flaw or abnormality. It is a form of systemic oppression that affects people who identify as disabled, as well as anyone who others perceive to be disabled.

As with other forms of oppression, people do not always know they are thinking or behaving in an ableist way. This is because people learn ableism from others, consciously or unconsciously. Bias that a person is unaware they have is known as implicit bias.

23

ABLEISM

- Believing that all people with a disability need help.
- Telling someone with a disability how to identify.
- Telling someone they do not look disabled.
- Believing people with disabilities need cured or fixed.
- Viewing a person with a disability as inspirational for doing typical things.
- Using outdated terms or language that can be considered offensive.

24

PEOPLE

first language

a way of describing disability that involves putting the word "person" or "people" before the word "disability" or the name of a disability, rather than placing the disability first and using it as an adjective.

Examples: "person with a disability" or "woman with cerebral palsy"

Purpose: promotes the idea that someone's disability label is just a disability label, not the defining characteristic of the entire individual.

IDENTITY

first language

some individuals prefer not to use person-first language because they consider their disabilities to be inseparable parts of who they are.

Examples: American Deaf community and a number of autistic people

Reasoning: some individuals and members of certain disability groups consider their disabilities to be inseparable parts of who they are.

25

+ DISABILITY-INCLUSIVE LANGUAGE	⊘ LANGUAGE TO BE AVOIDED
person with disability person with [type of impairment] persons with disabilities	disabled person, handicapped, person with special needs, handicapable, atypical person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability
person without disability the rest of the population	normal, healthy, able-bodied, typical, whole, of sound body/mind
have [disability/impairment/condition]	suffer from, afflicted by, stricken by, troubled with
wheelchair user person who uses a wheelchair person with a mobility disability person with a mobility impairment person using a mobility device	confined/restricted to a wheelchair, wheelchair-bound

26



27



28

MEDICAL MODEL

Focuses on disability as a person-based issue. Defining disability as a diagnosis or impairment that has an effect on an individual. A problem that needs to be fixed

SOCIAL MODEL

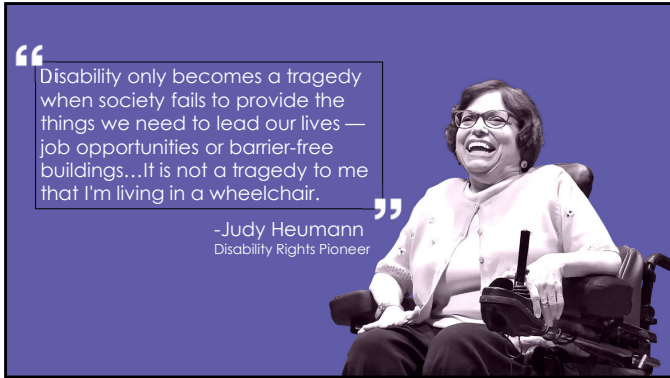
Focuses on the barriers created by environments, attitudes, and systems as the issues.

29

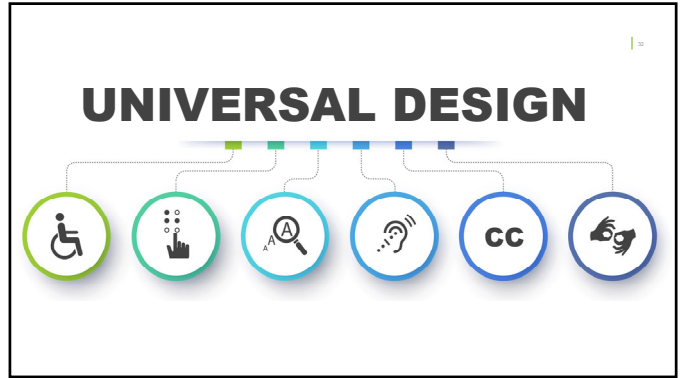
ACCOMMODATIONS

UNIVERSAL DESIGN

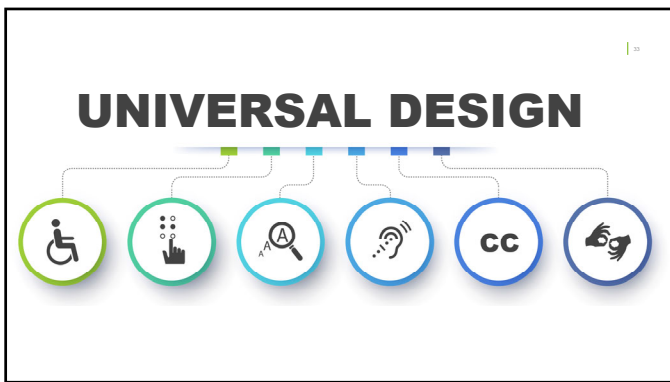
30



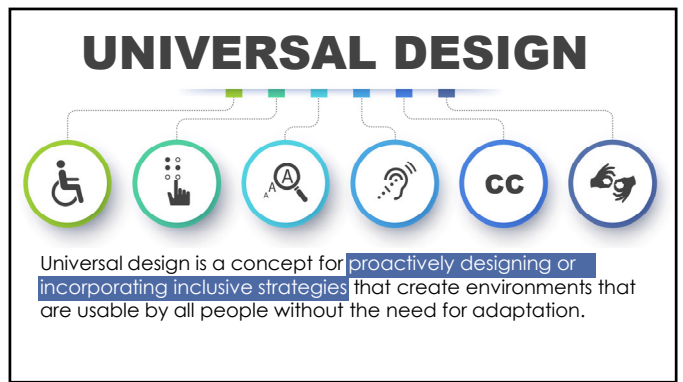
31



32



33



34



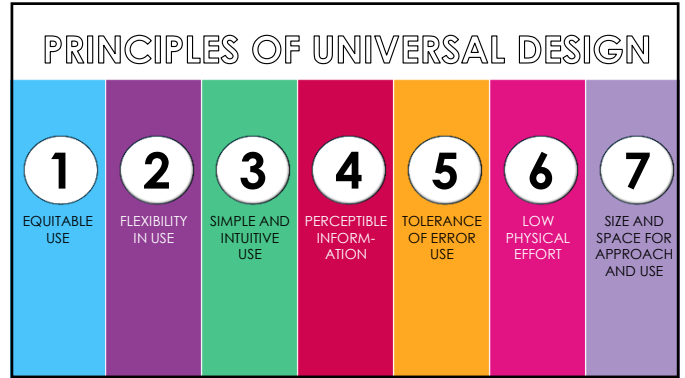
35



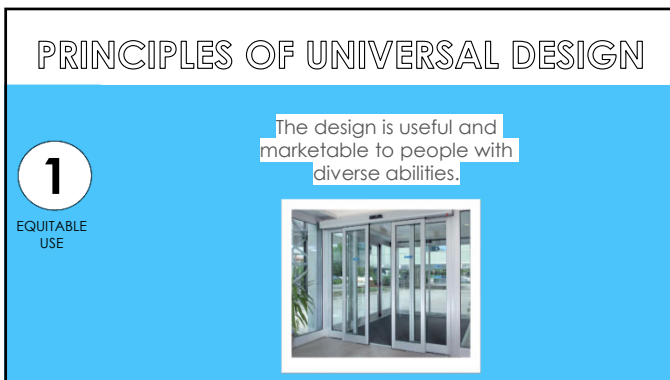
36



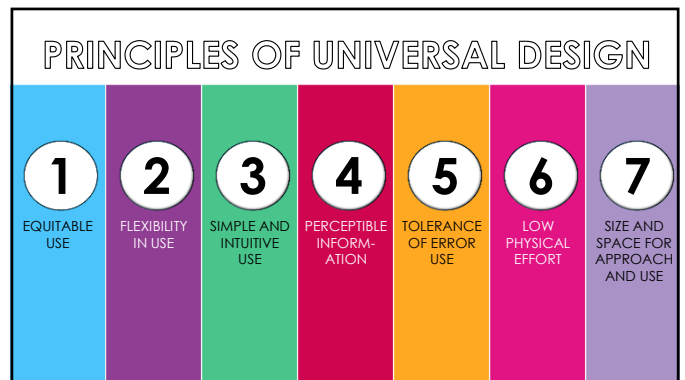
37



38



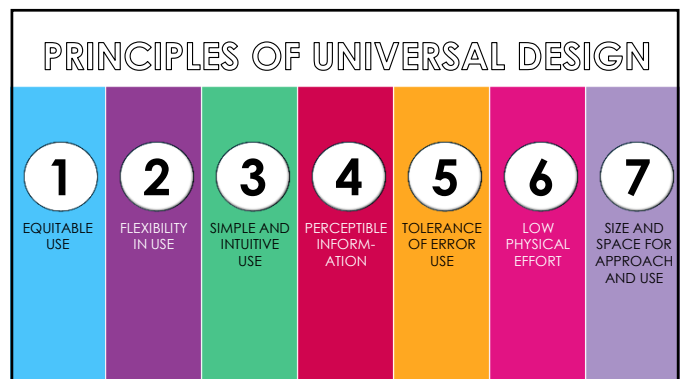
39



40



41

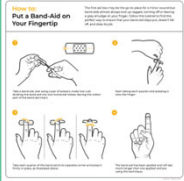


42

PRINCIPLES OF UNIVERSAL DESIGN

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

3
SIMPLE AND INTUITIVE USE



43

PRINCIPLES OF UNIVERSAL DESIGN

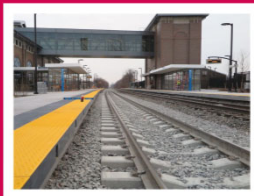
1 EQUITABLE USE	2 FLEXIBILITY IN USE	3 SIMPLE AND INTUITIVE USE	4 PERCEPTIBLE INFORMATION	5 TOLERANCE OF ERROR USE	6 LOW PHYSICAL EFFORT	7 SIZE AND SPACE FOR APPROACH AND USE
---------------------------	--------------------------------	--------------------------------------	-------------------------------------	------------------------------------	---------------------------------	---

44

PRINCIPLES OF UNIVERSAL DESIGN

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

4
PERCEPTIBLE INFORMATION



45

PRINCIPLES OF UNIVERSAL DESIGN

1 EQUITABLE USE	2 FLEXIBILITY IN USE	3 SIMPLE AND INTUITIVE USE	4 PERCEPTIBLE INFORMATION	5 TOLERANCE OF ERROR USE	6 LOW PHYSICAL EFFORT	7 SIZE AND SPACE FOR APPROACH AND USE
---------------------------	--------------------------------	--------------------------------------	-------------------------------------	------------------------------------	---------------------------------	---

46

PRINCIPLES OF UNIVERSAL DESIGN

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

5
TOLERANCE OF ERROR USE



47

PRINCIPLES OF UNIVERSAL DESIGN

1 EQUITABLE USE	2 FLEXIBILITY IN USE	3 SIMPLE AND INTUITIVE USE	4 PERCEPTIBLE INFORMATION	5 TOLERANCE OF ERROR USE	6 LOW PHYSICAL EFFORT	7 SIZE AND SPACE FOR APPROACH AND USE
---------------------------	--------------------------------	--------------------------------------	-------------------------------------	------------------------------------	---------------------------------	---

48

PRINCIPLES OF UNIVERSAL DESIGN

The design can be used efficiently and comfortably and with a minimum of fatigue.



6

LOW PHYSICAL EFFORT

49


PRINCIPLES OF UNIVERSAL DESIGN

1 EQUITABLE USE	2 FLEXIBILITY IN USE	3 SIMPLE AND INTUITIVE USE	4 PERCEPTIBLE INFORMATION	5 TOLERANCE OF ERROR USE	6 LOW PHYSICAL EFFORT	7 SIZE AND SPACE FOR APPROACH AND USE
---------------------------	--------------------------------	--------------------------------------	-------------------------------------	------------------------------------	---------------------------------	---

50

PRINCIPLES OF UNIVERSAL DESIGN






Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.



7

SIZE AND SPACE FOR APPROACH AND USE


51

	<p>Contrast on the Color Wheel</p> 
 <p>Serif</p>	 <p>Sans-Serif</p>
	

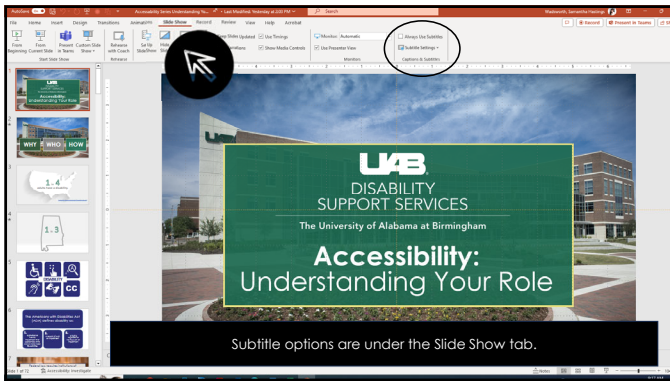
52



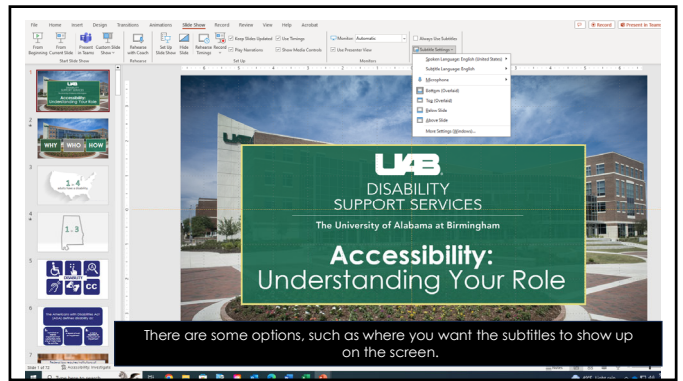
53

 <p>Courier Arial Verdana Calibri Trebuchet Open Sans Comic Sans Tahoma Century Gothic</p>	 <p><i>Brush Script</i> <i>Papyrus</i> Broadway <i>Chiller</i> Bauhaus 93 <i>Harlow Solid</i> <i>Italic</i> <i>Magneto</i> 0bjx</p>
--	--

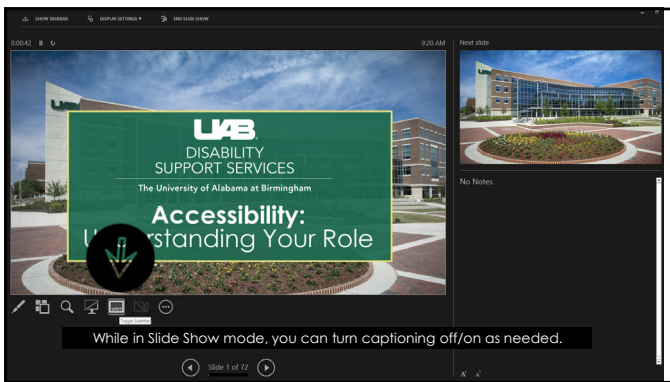
54



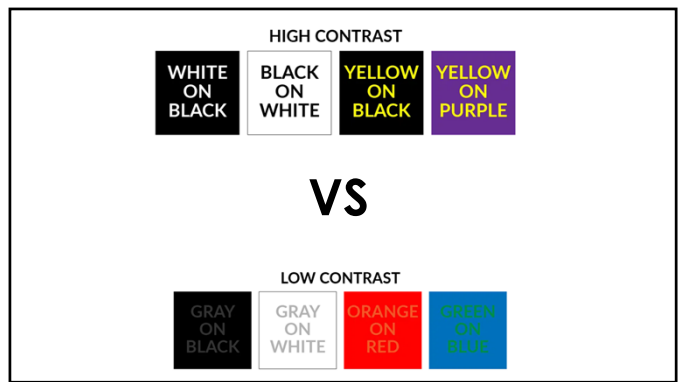
55



56



57



58



59



60

You are providing career counseling to someone who has a disability what is your process?

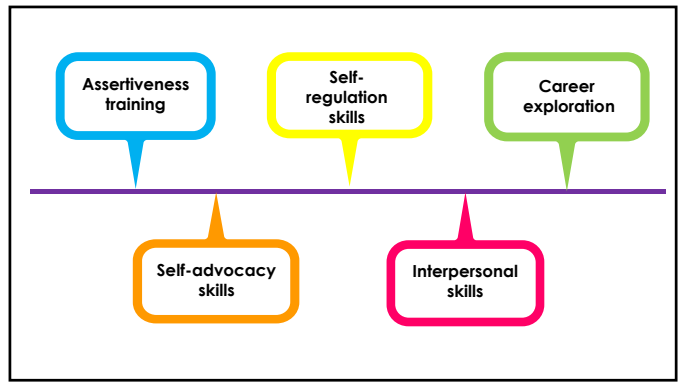
61



62



63



64

ACA Code of Ethics, 2014

10.b. Unacceptable Business Practices
Counselors do not participate in fee splitting, nor do they give or receive kickbacks, rebates, or any other form of remuneration when referring clients to professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors discontinue the relationship.

A.1.b. Values Within Termination and Referral
Counselors refrain from referring to prospective and current clients based solely on the counselor's personal bias, values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.1.c. Appropriate Termination
Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or

B.1. Respecting Client Rights
B.1.a. Multicultural/Diversity Considerations
Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy
Counselors respect the privacy of prospective and current clients. Counselors request private information from clients only when it is beneficial to the counseling process.

- 6 -

-ACA Code of Ethics, 2014

65

CRCC Code of Ethics, 2023

Basic Objectives of the Code are to:

- provide public welfare by guiding ethical behavior;
- establish principles that guide ethical behavior;
- serve as an ethical guide designed to assist in conducting a professional course of action; and
- serve as the basis for the processing of alleged Code violations.

VALUES AND PRINCIPLES

CRCC/CRCCs are committed to facilitating the personal, economic, and social independence of individuals with disabilities. CRCC/CRCCs recognize diversity and embrace a culturally relevant and responsive approach to support of the work, dignity, potential, and uniqueness of individuals with disabilities within their social and cultural context and bracket their personal values and beliefs when working with clients. They seek to professionalize ethics as an important way of living out an ethical commitment.

The values that serve as a foundation for this Code include a commitment to:

- respecting human rights and dignity of all people;
- ensuring the integrity of all professional relationships;
- acting to alleviate personal distress and suffering;
- enhancing the quality of professional knowledge and its application to increase professional and personal effectiveness;
- promoting empowerment through self-advocacy and self-determination;
- respecting and understanding the diversity of human experience and appreciating culture;
- empowering client strengths versus deficits;
- serving individuals holistically; and
- advocating for equitable and appropriate provision of services.

These values inform principles and represent one important way of expressing a general ethical commitment that becomes more precisely defined and action-oriented when expressed as a principle. The fundamental spirit of caring and respect with which the Code is written is based upon the principles of ethics behavior:

Autonomy: To respect the rights of clients to be self-governing within their social and cultural framework.

Beneficence: To do good to others; to promote the well-being of clients.

Fidelity: To be faithful; to keep promises and honor the trust placed in CRCCs/CRCCs.

Justice: To be fair in the treatment of all clients; to provide appropriate services to all.

Nonmaleficence: To do no harm to clients.

Veracity: To be honest and truthful.

1

-CRCC Code of Ethics, 2023

66

DISCLOSING

1 3 RD PARTY REFERENCE	2 APPLICATION/COVER LETTER	3 INTERVIEW	4 AT JOB OFFER	5 ONCE NEED ARISES	6 NEVER
---	--------------------------------------	-----------------------	--------------------------	------------------------------	-------------------

67

DISCLOSING

1
3RD PARTY REFERENCE

- The applicant is having the employment specialist make the initial contact with the employer.
- The employer had contact with the applicant through a program by VR, CRP, school, etc. that was for students with disabilities.

68

DISCLOSING

2
APPLICATION/COVER LETTER

Applicant may disclose in the application or cover letter for various reasons:

- Accommodations needed for the application process
- Explain a gap in work history
- Seen as a positive trait
- Required for the position

69

DISCLOSING

3
INTERVIEW

If the applicant has a visible disability or if it better explains an answer to an interview question. The applicant might choose to reassure the interviewer that he/she can perform the job tasks and explain how to accommodate.

70

DISCLOSING

Many applicants disclose once they have been offered to job. This would be important if the individual is aware that accommodations will be needed.

4
AT JOB OFFER

71

DISCLOSING

The individual may want to wait until he/she has started the position to determine if they will need any accommodations. Sometimes the individual may not recognize the need initially or circumstances could change, such as added tasks, and then the need to disclose might arise.

5
ONCE NEED ARISES

72

DISCLOSING

The individual may not choose to disclose at any point. If he or she is able to perform the job tasks without any accommodations or able to implement strategies on his or her own without involving management.

6
NEVER

73

- 1 PREPARE/GIVE OVERVIEW
- 2 LIMIT DISTRACTIONS
- 3 PROVIDE VISUALS
- 4 ALLOW PROCESSING TIME
- 5 MODIFY ROOM TO INDIVIDUAL'S NEEDS
- 6 SIMPLE/ CONCRETE LANGUAGE
- 7 GIVE OPTIONS FOR WAYS TO RESPOND
- 8 ADDRESS THE PERSON, NOT PARENT OR COMPANION

74

Avoid

abstract,

make things

CLEAR.

75

COMIC STRIP CONVERSATION

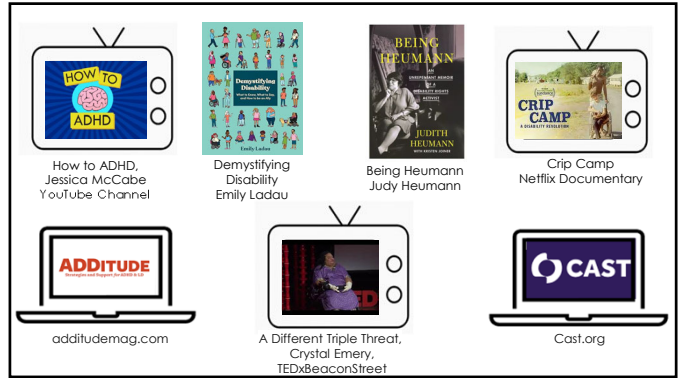
76

77

78



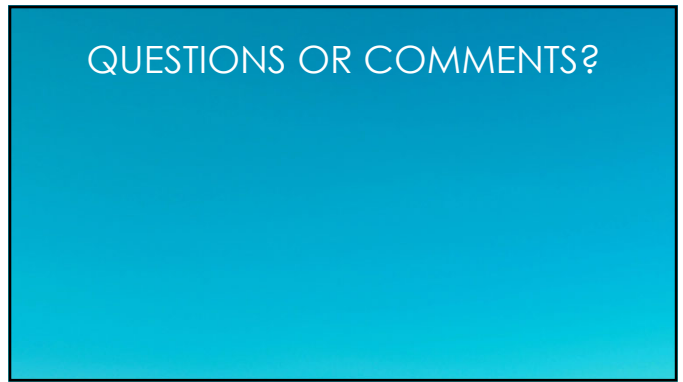
79



80



81



82



83