**Title: Reimagining inclusive and just disability and Deaf scholarship**

**Abstract**

This webinar will bring together disability, autistic, and Deaf studies scholars to discuss ableism within educational research and reimagine access via theoretical, methodological, and community-based choices.

**Webinar Agenda and Advanced Resources**

Thank you for joining us today to think about ableism within educational research. In order to facilitate multiple means of communication, we are providing the questions that will guide our discussion, brief talking notes, and a list of resources for further reading.

**Welcome Script:** Dr. Amanda R. Tachine will be hosting this conversation. She will start with general housekeeping information and announcements.

**Introductions:**

Dr. Lissa D. Stapleton is an assistant professor at California State University Northridge in the Department of Deaf Studies. Her research focuses on equity and access, identity development, and the educational history of Deaf students, faculty, and staff with a particular interest in the intersections of race, gender, and disability.

Dr. Edlyn Peña is the Chair, Director, and Associate Professor of the Education Leadership doctoral program at California Lutheran University. She is an award-winning researcher who studies ways to support the transition and success of autistic students in the preschool through higher education pipeline.

Dr. Kirsten R. Brown is a faculty member at Edgewood College.Her research focuses on disability and educational systems, neurodiversity, and constructions of ability.

Collectively, we would like to note that we are three people and we do not represent the entire disabled community.

**Questions:**

1. Why you are doing this work?
2. How do we think about disability in higher ed? This is not a specific category, there is variance/intersectional in disability, will you all speak to that?
   1. We recognize that in answering this question we do not have the capacity to speak to all the variance that occurs within disability-- for example none of us use a chair, we all see, hear, and speak.
   2. Monolithic aggregate or category; it is more appropriate to disaggregate.
   3. Lissa example: only at ASHE am I disability studies, anyplace else Deaf studies.
3. What theories guide your work and research? How does theory inform types of research questions we ask, recruitment tools, data collection, analysis, and how we construct findings.
   1. Critical Disability Race Theory
   2. Deaf epistemology
   3. Critical disability theory
   4. Social justice
   5. Spoon theory
4. Challenging ableist research design and how can we reimagine research to be more open/inclusive? Participatory method?
   1. Participatory research- what does this mean, provide examples
   2. Disability justice is not coming from higher education, it comes from the community.
   3. How to make sure ALL types of research is accessible to disabled people.
5. Challenging ableist practice, how do we think and do practice that is more inclusive?
   1. Caption webinars
   2. Put image descriptions on pictures
   3. Act as if this was your kid, your mom, or your best friend
6. What are you are reading, the sources of inspiration for you to imagine possibilities that are outside of the field of Higher Education? What other conferences do you attend that enrich your work? (Disability justice; community of the academy)
   1. AHEAD <https://www.ahead.org/home>
   2. Disabled, Deaf, and Autistic Twitter
   3. PTI (Postsecondary disability training institute) <https://pti.education.uconn.edu/>
   4. Spectrum of Opportunity <https://www.callutheran.edu/centers/autism/events/?event_id=4554>
   5. Pacific Rim <https://pacrim.coe.hawaii.edu/>
   6. National Black Deaf Advocates <https://www.nbda.org/content/conference>
   7. TASH <https://tash.org/>
7. How are you bringing your research back to the community? Why?
   1. Lissa- Black deaf advocates
   2. Kirsten- Disability Across the Life Span, Cutting Edge, community college
   3. Edlyn- Autism and Communication Center
8. How do you build access into your research?
   1. Multiple means of communication and advertising
   2. Multiple means of participation
   3. Write access into your grant applications
9. What do you want people to take away from this webinar?
   1. Disability is not homogenous.
   2. Accessibility is very important, even if you are not doing “disability” research.
   3. Thinking through accessibility will actually make your research better because it will result in advanced planning and organization.
10. What resources would you like people to know on reimagining disability work in Higher Education?
    1. There are some folks out there doing really great work. We have created a short list of some readings and community resources that might be useful.

**Readings / Resources**

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**Key Words / Topic Specific Words**

Augmentative and Alternative Communication (AAC)

Autism

Autistic

Black and deaf

Critical Disability Theory

Deaf

Deaf epistemologies

Disability

Disability justice

Disability studies

Dyslexic

Intersectionality

Learning disabilities

Neurodiversity

Neurodiverse

Neurotypical

Participatory research methods

Self advocacy

Social justice

Universal design

Wheelchair user