

### **Project 3: Ableism, Discrimination, and Institutions**

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The social model, the religious-moral model, and the medical model are the hypotheses in my opinion that explain disability bias in education. According to the social concept of disability, people with disabilities often feel constrained and disabled by society rather than necessarily being physically hampered. According to the "social model of disability," rather than a person's physical or mental health, society's mental and social systems are what cause disabilities (Buder, Perry, 2021). Why there is a disability bias in education may be related to the notion that individuals with disabilities' concerns really aren't taken into account by society organizations. Those with disabilities in education may feel marginalized, perhaps not by their own personal restrictions but rather by their inability of educational systems to adapt and offer suitable services. Instances of this are the historical exclusion of disabled children from general education programs, which causes them to lose contact with their peers, families, and homes. Disability-related

education in residential schools is insufficient, it isolating, and frequently abusive, failing persons with disabilities. Even if a child is not sent to a residential school, isolation still occurs when they are put in a "special education" classroom. In regards to school systems, persons with disabilities experience isolation no matter how you want to phrase it. The lack of accessibility in educational settings is another illustration of how the social model of disability explains how institutions of higher learning harm people with disabilities, not only in terms of inadequate instructional methods and resources, but also in terms of physically impassable school structures. The system was not created with people with disabilities in mind. People with disabilities are more likely to leave school early or not continue on to secondary education, which is not a coincidence. People with disabilities are not limited by their intelligence, their capacity for learning, their lack of sight, hearing, or any other sense; rather, they are constrained by the inflexible and non-accommodating conditions of the educational system.

Another theory that explains disability prejudice within education is the religious-moral model. The religious-moral model expresses that disability is a punishment from God, and was the retribution for the fall of Adam and Eve. Repentance, prayer, and adherence to the guidance and care of the religious authority were the personal responses to the infirmity. People with disabilities should feel guilty and embarrassed since biological "norms" or wholeness were

perceived as a religious reward for virtue or biological "norms." People would kill and avoid persons who have disabilities as a result of the concept behind this approach. Because of the connection between attitudes toward disability and behavior, this model explains the discrimination against individuals with disabilities that exists in education. Children with disabilities have a higher likelihood to experience bullying and violence in schools. When the religious-moral model was the dominant one, people regarded people with disabilities in a manner similar to this. The way we see impairment typically mirrors the way we respond to it. According to this viewpoint, the concept of disability conveys shame, blame, and stigma, which practically excuses someone acting in a way that promotes stigma, shame, and blame toward people with disabilities. A person with a disability is viewed in this perspective as someone who has to be isolated; in schooling, children with impairments are frequently divided into a separate classroom environment. There are some systems that were simply not designed for particular people, despite rules like the IDEA and 504 that were put in place to help those with disabilities through the educational process.

Another explanation for why there is so much bias against people with disabilities in school is the medical approach. Disability is a sickness that must be treated. That is a highly problematic and unfair claim, but the medical model

makes it. "Disability is viewed as an internal medical issue that affects the person. It is a flaw in or failure of a physical system, and as such, it is pathologically abnormal (Scielo, 2018). The complete treatment or maximum physical condition improvement are the objectives of the medical model. The person with the handicap is expected to assume the position of being a patient, listening to various opinions rather than accepting the condition, who they are, and moving throughout society as is. Once more, the way this model depicts disability lends it a bad connotation. The medical model has a negative connotation that permeates every aspect of society, including education. According to the paradigm, those who have a disability need to be fixed since they are flawed. These attitudes toward disabilities are incompatible with not engaging in excluding, prejudiced, and discriminatory behavior. It is not surprising that this prejudice manifests itself in daily life, particularly in school systems, due to the bias inside the medical model, whether that bias is conscious or unconscious.

Animosity and negative behavior are the definitions of hostility. When it comes to disabilities, hostility can appear for a variety of reasons, such as a desire to protect privilege, a fear of spreading the disease, or a conviction that the handicap is being feigned. For several causes, hostility has found its way into education. A person with a handicap almost always needs some kind of accommodation in order to succeed. In education, this is especially true. IDEA is a

good example. According to the IDEA, a federal legislation, students with disabilities are given the accommodations and adjustments they require from kindergarten through grade 12. A pupil cannot fail under this strategy. A child and parent who are not disabled may think this is unfair from the outside looking in. It is possible to foster hostile attitudes, behaviors, and environments by having a student who seems to receive "special treatment" and who is unable to fail while others can. Frustration with the teacher is another factor that might lead to hostility. Perhaps the instructor is not sympathetic to the student's condition or to disabilities in general; as a result, they become antagonistic. This could be due to a variety of factors, including aggressive tantrums, a child who is having difficulty understanding the subject, requests for specific accommodations, etc. Consider the case of ADHD. Individuals sometimes believe that a youngster who has ADHD is acting out and deliberately choosing to have behavioral problems. Given this, it is typical for professors to penalize and be hostile toward students rather than taking the handicap into account. As I previously stated, the perception that the impairment is being feigned is one of the causes of antagonism. Teachers sometimes become so preoccupied with the essentials of their position that they lose sight of the fact that people are more than simply students. Last but not least, if youngsters are only mean, there may be antagonism in the classroom. Every fifth student reports experiencing bullying. Bullying is two to three times more likely to

happen to people with disabilities (Bullying Statistics, 2022). A definition of ambivalence is having conflicting or conflicted sentiments regarding something or someone. Ambivalence can appear in the educational setting because it would be simpler to feel and think ambivalently if one could feel and think harshly enough to be hostile. On one extreme of the scale, hostility would be present, and in the middle, ambivalence. It is simple for the typical individual to feel conflicted regarding disability. Disability both draws and repels people because it is such a force that helps to define what it is to be human. When it comes to who exhibits discrimination, there is no distinction. The findings of a Norwegian study show ambivalence among teachers and administrators who supervise students with disabilities. The findings show that staff members and managers have mixed feelings about dealing with pupils who have disabilities. This ambivalence appears to be brought on by competing roles and values, unclear result measures to evaluate the students, a lack of expertise in accommodations, time restraints, inadequate support mechanisms, as well as a lack of transparency concerning disabled students in professional courses (Additional, 2022).

The system, idea, or practice known as paternalism is the management or governing of people, organizations, or nations in a way similar to how a father treats his children—benevolently and frequently intrusively. When we talk of paternalism toward persons with disabilities, we mean that the person is seen as

being unable to make their own decisions. People with the ability to make decisions typically believe that in order to provide disabled people their ideal life, they must be in charge of how they are cared for. When it comes to students with intellectual disabilities, paternalism typically manifests itself in the classroom.

"Students with intellectual disabilities are routinely denied opportunities in schools to acquire the skills and information necessary to express political, moral, and epistemic agency in later adulthood, and this denial of opportunity is based on the following: on the pervasive and unexamined assumption that intellectually disabled people will be justifiably subject to some degree of paternalism throughout their lives" (Disabling Intervention, 2022). This presumption is backed by the reality that people with intellectual disabilities are frequently excluded from or given limited access to civic and sex education programs, as well as conventional school settings. Paternalism in education is demonstrated by the fact that people with disabilities, particularly those who have intellectual disabilities, are also subjected to restricted behavioral regimens, the use of shackles, and seclusion in schools. Paternalism in education has its roots in ability-mindedness. According to the definition of "able-mindedness," it is "a set of normative standards of cognitive and developmental normalcy, or the manifestation of ways of processing information and communicating that are considered the norm or common, and viewed as necessary for full expression of adult rational agency and

autonomy" (Disabling Intervention, 2022). When you view education through an able bodiedness lens, it is easy to understand how paternalism is pervasive throughout it.

Discrimination takes many different forms in education, particularly for people with disabilities. Workplace obstacles are the first type. Almost always, when you think of people with disabilities in school, you picture a student. At least many people in our society think that way. The U.S. The Bureau of Labor Statistics reported that eight out of ten people with disabilities were not working in 2020, according to an article that was addressed in class. 3 out of 10 people without disabilities fall into this category (Luk, 2022). That figure applies to any employment on its own, including those in retail, the food industry, management, business, etc. Someone might assume that a disabled individual is better suited for employment at McDonald's than in a school. To further emphasize the prejudice in education, the educational system does not prepare students for careers in the workplace. This relates to the paternalism I just mentioned, as well as the fact that the majority of persons with disabilities either stop after high school or drop out entirely. How can one expect someone who has spent their entire life receiving favors from the educational system to be capable of being independent and prepared to enter the workforce?

Ableism is another type of prejudice in the educational system. The prejudice or discrimination known as ableism, which targets people with disabilities, is rooted in the idea that "normal" or typical bodies are superior. People are excluded, treated differently, and seen as being outside the norm due to ableism. Because teachers and the educational system place a high value on ability and perfection, or as close to it as feasible, academic ableism occurs. Anything less is a warning sign and is stigmatized since it suggests an intellectual, mental, or physical problem. It's not difficult to see that there is a lot of ableist thinking going on in the educational system when one considers something as basic as the accommodation method used by the school system, building accessibility, and architectural design. Additionally, ableism can manifest itself in the way that people act in the classroom, as well as in the tools, techniques, and teaching methods that are employed. The ableism that occurs in education is a result of structural barriers, attitude barriers, and physical barriers.

Additionally, a form of prejudice exists in the educational system because of lack of accessibility. Over a billion people are thought to have disabilities worldwide, including up to 10% of children. Their capacity to receive a high-quality education continues to be severely hampered by discrimination, accessibility issues, and poor classroom design (Unesdoc, 2022). Sometimes

individuals with disabilities are left out of a count or, in exceptional circumstances, fully rejected, discrimination may be present. I still would consider denial of access as discrimination even when it is implicit. The message that accessibility delivers is that we should make it challenging for disabled people to use, access, or participate in activities.

Finally, accommodations can be considered a direct kind of discrimination in the context of education. I say this because, most of the time, when a child or parent of a child tells an adult in the educational system what they need, they are either ignored or not properly accommodated. Under the Equal Pay act, it is the responsibility of organizations, enterprises, and employers to ensure that people with disabilities have equal access to jobs, education, and services as people without disabilities. This is known as the obligation to offer reasonable accommodations. That said, it isn't always the case. If the school system or teachers fail to make a sensible adjustment for the student, people with disabilities may experience prejudice when it comes to accommodations. A person with ADHD who requires extra time to finish tests because it causes them to get distracted would be an example of this, but an instructor may well not give it to them. It can be challenging to recognize prejudice sometimes if you're not the one who is directly impacted by it, but if you pause to look more closely, it wouldn't be

difficult to realize that inaccessibility and a lack of accommodations occur in schooling.

Section 504 of the Rehabilitation Act of 1973 is a law that covers students with disabilities. A civil rights law known as Section 504 prohibits discrimination against children with "impairments" in both public and private schools that receive federal funds for academic purposes, based on the course article. Institutions are required to make appropriate modifications for these kids. A physical or mental handicap must be present and must have a significant adverse effect on main life activities in order to qualify for Section 504. The ability to walk, see, hear, breathe, study, work, and take care of oneself are only a few of the major life activities. The student does not have to require special education in order to be eligible for Section 504 services. Specialized teaching, related services, and accommodations can be provided to section 504 students in regular classroom settings. Because it shields people with disabilities from discrimination, Section 504 is beneficial (Understanding the Differences, 2022).