



RESILIENCY, DISABILITY AND THE SOCIAL MODEL IN MODERN DAY CLASSROOMS

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A MEANINGFUL QUOTATION FOR RESILIENCE

- Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education is not; the world is full of educated failures. Persistence and determination alone are omnipotent (Calvin Coolidge).



AM I RESILIENT?

- My personal story and how it relates to resilience
- Family Support
- Teacher and School Support
- Spiritual Connections
- High Expectations
- Involvement and Participation



WHY RESILIENCY?

- The focus should be on the assets that people with disabilities bring to the table , not the deficits.
- Our business as educators and scholars should be about affirming and building, not destroying and tearing our students' visions and hope.
- There are multiple intelligences, not just academic.
- “Normality”, “beauty” and “disability” are all subjective and ambiguous.
- People with disabilities live with insurmountable odds on a daily basis.
- Too many social fences and attributes of the social model continue to exist in schools.



RESILIENCE DEFINED

- Resilience can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress that is inherent in today's world (Rirkin & Hoopman, 1991).



SEVERAL POINTS ABOUT RESILIENCE

- It is an American Buzzword.
- It was recently adopted. Other words were used to describe the phenomenon.
- Resilience varies from person to person
- Similar characteristics between at-risk children and people with disabilities, but with slight variation (Henderson & Milstein, 1996).



THE SOCIAL MODEL OF DISABILITY

- Disability is the disadvantage or restriction of activity caused by a contemporary social organization which takes no or little account of people who have impairments and thus excludes them from the mainstream of social activities (UPIAS, 1976).



THE SOCIAL MODEL IN MODERN DAY CLASSROOMS

- Organizational Barriers
- Attitudinal Barriers
- Knowledge Barriers (Darrow, 2009).



WAYS TO OVERCOME THE SOCIAL MODEL IN SCHOOLS

- Know who your students with disabilities are ahead of time.
- Seek support from administration.
- Create an accessible classroom and environment.
- Focus on one or two students at a time.
- Educate all stakeholders about disability.
- Do surveys to find out about students' strengths (Darrow, 2009).



WAYS TO OVERCOME THE SOCIAL MODEL IN SCHOOLS

- Do school and classroom awareness on disability issues.
- Model a Positive Attitude
- Ask the Student with a disability about other ways they can participate.
- Educate yourself about the general characteristics of specific disabilities.
- Conduct a survey to find out what teachers and students know about disability
(Darrow, 2009).



WAYS TO OVERCOME THE SOCIAL MODEL IN SCHOOLS

- Create Intervention Strategies
- Develop a team of support members
(Darrow, 2009)



CREATING A RESILIENT ATMOSPHERE FOR STUDENTS

- The urgent need for Bonding and Unconditional love
- The continued need for High Expectations
- The need for Meaningful Participation
- The need for Boundaries and Discipline
- The need for Life Skills
- The need for Intervention Services
- The need for Constant Support and Caring (Benard, 2004).



TEACHING STUDENTS WITH DISABILITIES TO BE RESILIENT

- Avoid unnecessary Pity
- Teach them Independence
- Teach them what it means to be a Friend
- Teach them how to be of Service to Others
- Teach students to have a sense of self worth and value
- Teach them good decision-making skills, problem-solving and assertiveness (Henderson & Milstein).



CRUTCHES

BY RODNEY HUME-DAWSON

To some people you are crutches
To me you are my feet
To some people you are pain and a burden
To me you are my independence.

How I treasure your aid
For without you
I would be a real crippled
But who is a real crippled
Is it me?

Or is it society that cannot walk the walk
Or talk the talk for the voiceless
Or perceive the road blocks for the visually impaired
Or stand firm for what is right for the mentally challenged
Or be willing to die for the severely impaired



CRUTCHES

BY RODNEY HUME-DAWSON

Who is really disabled?
Is it me or you?
Or are we all.
You, me, all of us, in this garden of life.

Thank you crutches
For giving me the gift of light and vision
In a dark and fallen world
To be hope for others and
To stand up for a just world
where all of us as brothers and sisters would live in
harmony.

