

- **Guest Speaker, 07.26, 11-Noon Tatianna Manglona, K-8 Educator Perspectives on Inclusion**

(Miles) Is there any sort of instruction or guidelines given to general education teachers on how best to interact with children that have learning disabilities? Are they typically aware of deficit-oriented thinking?

(Miles) How involved are teachers in diagnosing a potential learning disability? Is it entirely up to them to decide that a child's education is being adversely affected?

What advice would you give students who have faced harsh inequities in school? Where would you guide them? (Wanjiru)

How can teachers talk about people with disabilities to students so that there isn't a social divide between each other (especially if the students with disabilities are in a separate classroom)? (Lekha)

(Jennifer) student's disability is not a deficit/burden? How can teachers or educators effectively communicate a student's disability to their families in a way that their

How do teachers effectively interact with children with disabilities and their families if there are cultural and language differences/barriers that make it harder to communicate? (Abby)

You mentioned a lack of collaboration between general and special education teachers in your student teaching placement. What are ways that schools can be better about this? (Saba)

(Logan) We've talked about how people don't fit neatly into the IDEA categories, can you give some examples of how the categories have served and *not* served kids with disabilities? Is it better to have categories to work with or is there some other way of identifying kids and the types of needs they may have that would be better?

- Should categories be more or less subjective?

(Jasmine Ramos) You talked about how students in special education want their lives at school to be similar to everyone else. As a person with no information on what the policy for students in special education in public schools is, is there a possibility you could explain why students in special education are separated from everyone else?

For educators that have both disabled and non-disabled children in their classroom, do holistic approaches to education allow for inclusivity or pose the risk of inadequately meeting every single child's unique approach for learning? This is definitely tricky and there is no one right answer for how to be accessible and inclusive - how have you seen educational structures approach this? (sarah c)

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- **Guest Speaker, 08.02, 10-11am Dr. Tyson Marsh, Educator & Parent**

(Jennifer) Based on what you know about ABA, how does one get trained to get certified?

What do you think is the best path to creating a more supportive and inclusive system for children with disabilities in public school systems? - Miles

You mentioned that you have concerns about your son being bullied by other kids due to problems with the education system. Do you think that there is more that can be done in teaching other children about disabilities in schools, especially in a way that can promote respectful interaction between able-bodied and disabled kids? (syed)

You mentioned about how teachers add to the deficit-based perspective in education but I am curious about how to combat about how this perspective as an outside influence on education (since the idea of “usefulness” is embedded in our society which also gets fueled into education as a purpose of “why do we have to learn this”)? (Lekha)

Understanding that there can be issues with communicating with a non-verbal student, are there good alternatives to ABA therapy that are able to remediate the issues with said therapy?(Jacqui)

(Saba) Given the lengths to which parents have to go in order to advocate for their children in public school settings (often having to fight with those in the education system to meet their student needs, as you mentioned) how can teachers better show up in an attempt to facilitate stronger relationships with parents?

In what ways do you see gaps in access to accommodations and services (like how you mentioned you were wanting to get a specific license in order to fulfill a role in your son’s education if someone else is unavailable) impacting children’s education as a whole? What do you think can be improved to make education for disabled kids as structural and consistent as “traditional” or what our society deems to be “standard” education? (sarah c)

What could educators do better at to ensure that there is more frequent communication with parents?

In your introduction you talked about being an education major but also not taking any class that teaches about disabilities. What are ways, as students that come from a variety of major, would be able to spread and encourage others to take a class that teaches about disabilities? How

would I convince an Engineering major to take a class about disabilities? What would I do if I can not convince them? (Jasmine Ramos)

- **Guest Speaker, 08.02, 11-noon, Dr. Emily Nusbaum , Advocacy and Disability Justice in K-12 Schools**

Logan - One of the most consistent things that has come up in the materials we've looked at so far is that the ADA is lacking in enforcement, both in its actual content and in practice. In your experience, do you see this issue in schools as well? If so, what do you think enforcement in schools could/should look like?

(Saba) Can you speak a bit more about the power dynamics that come into play when it comes to the subjective interpretation of vague legal language such as "to the maximum extent appropriate"?

(Aziza) what are some practical steps that teachers, parents or students could take to promote disability justice and advocacy in a K-12 setting?

What does disability justice advocacy look like in a school with limited resources? Is training faculty and staff in disability justice principle enough? (Wanjiru)

You talk about kids with multiple disabilities or having a more complex support needs often don't get placed into public schools and are sent to a county school, as a person who do not know much about law/law that has to do with where kids are placed for schooling, what are the laws and decisions that evoke this kind of moving of kids to different schools because of their disabilities? (Jasmine Ramos)

- **Guest Speaker 08.07; 10-11am Bree Callahan UW ADA/504 Coordinator**

In your work what does it mean to make the UW accessible? What are examples of when you see best practices? What are the most common barriers to accessibility at the UW?

I participated in an ADA compliance project this past quarter which meant students had to read UW buildings against ADA requirements. Many of these buildings were marked as inaccessible. What does UW plan to do about older buildings that are not fully up to code or well maintained enough to provide access? (Wanjiru)

Do class locations have to be shifted around depending on the students who enroll and their specific needs? Does this restrict students with disabilities from changing courses as frequently as able-bodied students? - Miles

How did the pandemic influence accessibility for students with disabilities? (Abby)

What are key responsibilities you handle on a daily basis? (sarah)

What is your office currently working on?

Are there other ways that you see ableism manifest on campus? (Irene)

Has student advocacy impacted the work being done to transition on-campus buildings to become more accessible, and what did this look like? (Saba)

What are your thoughts on low-income individuals who can't fully afford parking in some areas of the campus, especially the hourly rate? What if that person is too afraid to use those kinds of transportation? (Jasmine Ramos)

- **Guest Speaker, 08.07, 11am-noon, Christine Pettingill Educator & Parent**

As both a parent and a teacher, how do you understand accessibility and inclusion?

As an educator what do you wish more parents understood, and as a parent what do you wish more educators understood?(Aziza)

What do you think are the best ways to make our public schools more inclusive and accessible for children with disabilities? What changes need to be made? - Miles

As an educator, how did your perspective on accessibility change once you became a parent? (Jennifer)

What does accessibility look like in an IB classroom, given that the structure is a bit different than other classes offered at the high school? Are there any additional barriers or factors that must be considered in this specific context? (Saba)

How do you approach issues of intersectionality as an educator? For example, factors like race, gender, socioeconomic status, and more that impact a child's education. How do you best support children and parents amidst all these complexities? (sarah c)

How can a student's diverse background inform a teacher's choice of curriculum? (Wanjiru)

What are the most interesting experiences you've seen with students when incorporating inclusion? Is adding inclusions always turn out positive or are there times when you experience some negative events? (Jasmine Ramos)

- **Guest Speaker 08.09; Toby Gallant, 10-10:45, UW Alumni, Past Chair Student Disability Rights Commission**

Given our history at the UW, what do you see as our future? Especially the role of students and student activism in shaping policy and practice?

What is the biggest improvement in terms of accessibility that you have observed on campus? (sarah c)

What are the most important current issues related to disability and accessibility that you think the UW needs to focus on improving? - miles

How can we as students best support the work of disability advocacy currently happening on campus? (Saba)

What does solidarity look like to you in terms of advocating for disability rights? (Irene)

What ideologies do you hope for SDC to maintain now that you are no longer managing its functioning? (Wanjiru)

- **Guest Speaker 08.09; Rosa Liu, 11-noon, Director Veterans Services & Disability Resources for Students**

What are some of the most common compliance issues you see on a day to day basis? How has compliance changed over the years you've worked at UW? - miles

You mentioned that a lot of your work focuses on compliance with federal law. Can you speak to some of the benefits and limitations you have noticed with the legal frameworks for disability accommodations? (Saba)

What is some of the legislation you would like to see change in order to better suit the needs for disabled veterans, on campus or off? What is the biggest obstacle you see for disabled veterans and their education? (Irene)

- **Guest Speaker 08.14 10-11am Tim Nagel Program Manager - Volunteers Outdoors for All Foundation**

Are there any programs or activities that have not yet been adapted for inclusion that you would like to see in the future? - Miles

Working with unhoused youth, I'm aware of a huge intersection between homelessness and disability. Is there any recourse for individuals facing housing insecurity to join your programs? (Irene)

What feedback have you received from participants? Specifically, what have you found draws participants to join Outdoors for All, and what do participants tend to enjoy most about the programming? (Saba)

How do you see intersectionality between race, class, and gender impacting the ways in which kids have the accessibility to interact and participate with the activities in your programs, if at all? (sarahc)

You talk about the paralympics and how the creations of outdoors for all started because you and others wanted to see people with disabilities be able to go down a ski hill like everyone else. Thinking big, do you think your organization is a great start and learning path for kids with disabilities and want to do a sport? In what ways do you support them? Are the equipments free for all to use? (Jasmine Ramos)

- **Guest Speaker 11am-Noon, 08.14 Chris Hays UW Alumni & Outdoors For All Board Member**

Outside of skiing, what have been some of your favorite experiences or moments in Outdoors For All? - miles

In your experience with the Outdoors for All program, were there any issues that the program could improve on/work towards in terms of inclusivity or just in general? (Lekha)

Can you tell us a bit more about your work on the Outdoors for All board? What are the areas of focus you all are working on at the current moment? (Saba)

- **Guest Speaker 08.16, 10-11am, Tiara Schwarze-Taufiq, Huskies for Neurodiversity**

How do you see ableism against “invisible” disabilities take shape at UW? How does advocacy look different in the context of neurodiversity? - Logan

What are some of the biggest issues neurodivergent students face when first arriving at the University of Washington? -miles

How can neurodivergent students find community outside of a campus bubble? What resources do you recommend for students transitioning from having a community on campus to graduating and having to readjust? (Wanjiru)

Do you see a difference in the ways mentally disabled and, say, physically disabled on students differ in the ways they access accommodations and move through campus life? What specific discrepancies across factors like race, socioeconomic status, and more do you see impacting students who are neurodivergent? (sarah c)

A lot of graduating undergrads feel intimidated about going into a world where they will no longer have the security/routine that they and UW built. How do you feel about transitioning, knowing you and your values will be challenged? (Jennifer)

With huskies neurodiveristy organization, being a leader of it, do you see it reaching outside of campus? If so, what sort of impact do you think it would make and in what ways? (Jasmine Ramos)

- **Guest Speaker 08.16, 11am-12pm TBA**