

Terms from *Welcomed by Design* Episode 7 with Dr. Bess Williamson, Dr. Elizabeth Guffey, & Dr. Meryl Alper:

For more conversation about any of the following terms, you can refer back to the *Welcomed by Design* episode 7 conversation with Bess, Elizabeth, and Meryl.

Below the following terms and definitions, there will be a link and/or a brief statement of where to find more on that topic.

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Terms:

- **Social & medical models of disability**
 - According to Reginé Gilbert, “The **social model** of disability says that disability is caused by the way society is organized. The **medical model** of disability says that people are disabled by their impairments or differences.”
 - [Access Reginé’s book *Inclusive Design for a Digital World*](#) [specifically Chapter 1, “Designing with Accessibility in Mind”] for more

- [Check out the article “Rethinking disability: the social model of disability and chronic disease”](#) by Sara Goering, to read more about why the social model may not adequately address all lived experiences (and why it may be helpful to think about the models in terms of “and” instead of “versus”)
- **Augmentative and Alternative Communication (AAC)**
 - AAC encompasses all of the ways that someone can communicate besides talking, for example hand gestures, facial expressions, writing, drawing, using an app, using a speech-generating device, etc.
 - [More can be found under “Augmentative and Alternative Communication \(ACC\)”](#) from the American Speech-Language-Hearing Association
 - [Access CommunicationFIRST’s website](#), a non-profit organization that advocates for the rights of individuals with communication-based disabilities, led by members of the community
- **Technoabelism**
 - Technoabelism is a subtype of ableism that often views disabled people as objects for design, coupled with the belief in the “good power of technology,” and that disabled bodies must be altered with technology to be considered worthy.
 - [Go to the article “How To Get A Story Wrong: Technoableism, Simulation, and Cyborg Resistance”](#) by Dr. Ashley Shew, for more information

- **Crip technoscience/design**

- **Note:** the use of the term “crip,” in contexts like crip technoscience and crip design, is a reclamation *by* the disability community of the word “cripple.”
 - To learn more about the reclamation of the term crip, [refer to “Crip Theory”](#) by Robert McRuer and Emma Cassabaum
- According to the *Crip Technoscience Manifesto*, **crip technoscience** and design describes “world-building and world-dismantling practices *by* and *with* disabled people and communities that respond to intersectional systems of power, privilege, and oppression by working within and around them.”
 - [Go to the Crip Technoscience Manifesto](#) by Aimi Hamraie and Kelly Fritsch, for more information
 - [Check out the article “crip technoscience for beginners”](#) by Sara Hendren

- **Universal Design in education**

- Universal Design for Learning (UDL) is an approach that offers a variety of teaching and learning methods, creating flexibility to adjust to different learners (with the goal being to make education accessible to all learners).
 - [Check out the article “What is Universal Design for Learning \(UDL\)?”](#) by Amanda Morin
 - [Access “Instructional Accessibility @ Pitt”](#), offered by the Teaching and Learning Center at the University of Pittsburgh [shared with us by Instructional Designer Megan Kappel]. The University Teaching and Learning

Center is always in the process of updating their resources, so check back every so often for new information!

- **Curative imaginary**

- The curative imaginary refers to “the interpretive framework, practices, and disciplinary matrix that make up biomedicine and see intervention in the name of cure as the only alternative [to disability]”. This framework (reductively) determines a cure as the only way to a good life.

- [Check out the article “Trafficking in Cure and Harm: Placebos, Nocebos and the Curative Imaginary”](#) by Suze G. Berkhout and Ada S. Jaarsma