IDASL  Interdisciplinary Disability Awareness and Service Learning

Class Syllabus

SPED 6500

Spring 2019

Instructors:  Alma Burgess
             Mary Ellen Heiner

Schedule:  Fridays, 1:00-3:50

Location:  CCE 302
Instructors Information

This course is listed as **SPED 6500** (Special Education and Rehabilitation). This course is taken for 3 credits. [http://www.cpdusu.org/projects/idasl](http://www.cpdusu.org/projects/idasl) and [http://www.idasl.net](http://www.idasl.net)

There are two instructors for this course:

**Alma Burgess**
- Office Hours: Friday 10-12 or by appt.
- CPD 102G
- Phone: (435) 797-0253
- [alma.burgess@usu.edu](mailto:alma.burgess@usu.edu)

**Mary Ellen Heiner**
- Office Hours: 8-4 or by appt.
- CPD 101N
- Phone: (435) 797-2619
- [maryellen.heiner@usu.edu](mailto:maryellen.heiner@usu.edu)

Course Description

This course is designed to look at the world of disability through the lens of disability studies—from awareness to action. Power and privilege will be explored as well as how we can break down barriers between individuals with disabilities and society. In-depth discussions will include review of disability history and civil rights, cultural competency, universal design, technology for the blind, advocacy, empowerment, privilege, allyship, and many other current relevant topics. Students will participate in in-class debates on four current hot topics (sheltered workshops, people first & identify first language, cochlear implants, and eugenics and genetic testing).

Interdisciplinary Core Curriculum Objective

The Interdisciplinary Disability Awareness and Service Learning (IDASL) class is designed to provide students with the knowledge and skills to assume leadership roles in improving services to adults and children with disabilities and their families.

Course Learning Objectives

On completion of this course, students will:

- Increase understanding of power and privilege.
- Improve knowledge of the barriers power and privilege create.
- Understand what privilege looks like on a personal level.
- Understand how systems that benefit those in privilege and power create barriers for other groups of people.
- Learn about allyship
- Learn more about privilege, oppression and discrimination.
- Explore prejudice and be able to define what it is.
- Gain an understanding of societal attitudes from both the public and the personal perspective as they impact the lives of persons with disabilities and their families.
- Learn about the legislative process including current policy, regulations, and funding streams that impact services and supports for individuals with disabilities and their families.
- Identify and understand strategies for advocacy that address disability-related issues of individuals with disabilities and their families.
- Understand the value of family-centered/person-centered systems of services and supports for
individuals with disabilities and their families.

- Develop enhanced skills as a member of an interdisciplinary team in the provision of family-centered/person-centered services and supports to individuals with disabilities and their families.
- Provide assessment and intervention supports and services for individuals with disabilities and their families, as appropriate.

Course Text and Materials

*Privilege, Power, and Difference* (3rd edition), Allan G. Johnson

Book to read for the book reflection.

- *Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See* by Erik Weihenmayer

Suggested Readings for Debate Preparation:

**Sheltered Workshops:**


**Person First vs. Identify First Language**


**Cochlear Implants**


The Sound and the Fury: 6 Years Later (video).


**Eugenics and genetic testing**


**Films we will watch are:**

- Lives Worth Living: Documentary about Disability Rights (we will watch in class)
- Bottom Dollars: A Rooted in Rights Original Documentary (we will watch in class)
- Sound and Fury: Documentary (must watch BEFORE class and take notes for discussion)

**Course Requirements**

The requirements include:

- Because students will be working with projects that work with individuals with disabilities, and will thus have access to confidential information, you will be required to undergo a background check ($15 for fingerprinting and $20 for the actual background check for a total of $35 paid by the student) as well as complete a HIPPA awareness training module.
- Log service learning hours weekly on the IDASL.net website
- Complete additional assignments as required during the semester
Instructional Methods and Community Sites

In order to achieve the competencies for the SPED 6500 class, specially designed seminars and service learning activities are provided for students. The focus of these activities is to enable students to increase their awareness, knowledge, and skills relating to disability issues and interdisciplinary practice. There are four components of the class: a didactic or teaching component, service learning, and media and/or service learning and assignments.

1. Didactic (teaching) Component. The didactic component of the IDASL Program is taught through interactive seminars and presentations, conducted by faculty from a variety of disciplines, assisted by community members and professionals as appropriate. Seminars also focus on the challenges that policies and service delivery systems present to individuals with disabilities and professionals.

2. Service Learning Hours at Community Sites. All students participate in a selection of community activities that provide examples of interdisciplinary teaming and community-based, family-centered provision of services to individuals with disabilities and their families. The Center for Persons with Disabilities houses a large number of projects that provide a wide variety of services to individuals with disabilities and their families, and a number of off-campus sites are also associated with these projects. The focus of activities includes care of newborns, assistive technology, supported employment, and recreational activities, and covers the whole age span from newborns to seniors. A full description of each site is given later in this handbook. Each student is expected to volunteer for AT LEAST 5 hours at each site for AT LEAST 30 service learning hours. You are welcome to volunteer as many hours as you want or have time for at any one site; however, you will only receive class credit for a maximum of 30 hours. While at the community site, students engage in guided observation of procedures and practices and may participate as an active member of the interdisciplinary team as appropriate, depending upon their own qualifications and experience and the professional requirements of the team focus. See an explanation of each community site in Canvas.

3. Media and/or Service Learning. Students will share at least five media items and/or a service learning experiences each semester. Each media or service learning item is worth 10 points each. PLEASE NOTE: a maximum of ONLY one video can be shared. If the video is found on Facebook, find the non-Facebook link or download the video, and email it to Alma and Mary Ellen by 5 p.m. on Thursday before class. All media items must be current, meaning within the past 6 months.
## 4. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>DATE DUE</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preflection</td>
<td>30</td>
<td>January 11 by 10:00 a.m.</td>
<td>You should have received an email a week prior to class with a list of questions that you should respond honestly and openly to—there are NO RIGHT OR WRONG ANSWERS.</td>
</tr>
<tr>
<td>Video Discussion</td>
<td>25</td>
<td>January 11 (in class)</td>
<td>WATCH: Lives Worth Living. We will watch this movie during class and it will be followed by an in-depth class discussion. <strong>NOTE: Take good notes, you will be writing a paper on this video and the disability history presentation by Dr. Matt Wappett.</strong></td>
</tr>
<tr>
<td>Video Discussion</td>
<td>25</td>
<td>January 11 (in class)</td>
<td>WATCH: Bottom Dollars. We will watch this movie during class and it will be followed by an in-depth class discussion.</td>
</tr>
<tr>
<td>Debate</td>
<td>100</td>
<td>January 25</td>
<td>Topic: Sheltered Workshops</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>150</td>
<td>February 1 by 10:00 a.m.</td>
<td>Write a 2- to 3-page reflective paper on the video we watched on the first day of class “Lives Worth Living” and the History of Disability presented by Dr. Matt Wappett. Make sure you address each of the questions as outlined in the syllabus and “Assignments” document.</td>
</tr>
<tr>
<td>Debate</td>
<td>100</td>
<td>February 8</td>
<td>Topic: People First &amp; Identity First Language, Handicapped v. Disability</td>
</tr>
<tr>
<td>Video Discussion</td>
<td>25</td>
<td>February 15 (by start of class)</td>
<td>WATCH Sound and the Fury (outside of class). This movie is available to watch on Canvas. We will be discussing this movie in depth with a guest presenter, Dr. Karl White.</td>
</tr>
<tr>
<td>Debate</td>
<td>100</td>
<td>March 1</td>
<td>Topic: Cochlear Implants</td>
</tr>
<tr>
<td>Book reflection</td>
<td>150</td>
<td>March 8 by 10:00 a.m.</td>
<td>READ: <em>Touch the Top of the World: A Blind Man’s Journey to Climb Farther than the Eye Can See</em> by Erik Weihenmayer</td>
</tr>
<tr>
<td>ADA Survey</td>
<td>100</td>
<td>March 29</td>
<td>This was a handout you should have received on February 22.</td>
</tr>
<tr>
<td>Debate</td>
<td>100</td>
<td>April 12</td>
<td>Topic: Genetic Counseling, Eugenics</td>
</tr>
<tr>
<td>Service Learning</td>
<td>300</td>
<td>April 19 by 10:00 a.m.</td>
<td>Upload in Canvas a minimum of 6 entries (one per service learning site) on your experiences at each of the service sites. Upload a separate file for each site. This can be completed as your finish your hours—you do not need to wait until the end of the semester.</td>
</tr>
</tbody>
</table>
Defining moments  150  April 19 by 10:00 a.m.  This is a paper that reflects how your insights have changed throughout the year. Answer each of the questions as outlined in the syllabus and “Assignments.”

Utah Assistive Technology Program Experience Tracking  100  April 19

Sharing Media/Service Learning items  50  April 19  Each student is required to share AT LEAST 5 media and/or service learning items. A MAXIMUM of ONE video may be shared.

Presenter Reflections  400  Ongoing throughout the semester  Completed for each guest presenter. Log onto the IDASL.net website by clicking on Seminar Feedback link and entering your user name and password assigned by Alma.

Class participation  130  Ongoing throughout the semester

TOTAL POINTS AVAILABLE: 1,935

Late Assignment Policy

If there are questions or concerns, please talk to Alma or Mary Ellen before the due date.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>1,935 – 1,800</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>1,799 – 1,742</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>1,741 – 1,683</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>1,682 – 1,606</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>1,605 – 1,548</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>1,547 – 1,490</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>1,489 – 1,413</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>1,412 – 1,355</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
<td>1,354 – 1,296</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
<td>1,295 – 1,219</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
<td>1,218 – 1,161</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>≥ 1,160</td>
</tr>
</tbody>
</table>
Expectations of Students

Students are expected to:

- arrive to class **ON TIME**, class starts promptly at 1:00 p.m.
- develop a foundation in values and knowledge associated with the disability community, and participate in individually tailored service learning experiences;
- participate in “best practices” as defined by the students’ discipline and interdisciplinary team;
- demonstrate ethical principles, including confidentiality, to guide their service learning experience;
- display professional behavior and be treated professionally;
- engage in experiences with families and consumers as partners, forming part of a team which assists and supports the individual and family in the broadest sense, with the individual and/or family as team members whose voices are heard and responded to;
- experience interactions with persons with disabilities across the age span and across a variety of disabilities;
- participate in a variety of service delivery settings;
- interact with community members with disabilities and/or their family members to better understand the impact of disabilities on their lives;
- be aware of and utilize treatment options and interventions appropriate to the specific difficulties of individuals with disabilities which are based on individual and/or family preferences; and
- develop the skills to access community-based services.

Professional and Respectful Participation includes:

1. Paying attention in class
2. Being respectful of others’ opinions
3. Making comments and/or asking questions
4. Sharing media items
5. Sharing Service Learning Experiences
6. Laptops used only for taking class notes
7. Turn off cell phones, no texting or answering calls
8. No cleaning out notebook, purse, or backpack

Disability Accommodation Policy

If you have specific special needs to participate in this course, please let us know so that we may make the appropriate accommodations. If we cannot make the requisite accommodations, we will work with you to get the necessary support from the Disabilities Resource Center (DRC).

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. DRC is the designated USU program responsible for coordinating
academic support services for students who experience disabilities. To access support services, students must contact the DRC and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Students are asked to notify the DRC as soon as possible to discuss disability-related concerns and needs. Services include, but are not limited to: alternate text, assistive technology information, readers, note takers, sign language interpreters, real-time captioning, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs.

**Academic Honesty Policy**

In general, those caught cheating and/or plagiarizing in this class will be failed. If you do not know what cheating and plagiarizing are, it is worth your time and it is your responsibility to find out. The following is more specific information on Academic Honesty/Integrity from the USU General Catalog (see: [http://catalog.usu.edu/content.php?catoid=12&navoid=3140](http://catalog.usu.edu/content.php?catoid=12&navoid=3140)):

“Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

**The Honor Pledge**—To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Violations of the Academic Integrity Standard (academic violations) include, but are not limited to:

1. **Cheating:** (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

3. **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.”
Classroom Learning Civility

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, and guests) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with the instructor during office hours to discuss your concern. You can also contact The Affirmative Action Office at 435-797-1266 if you have concerns you do not feel comfortable talking with your instructor about.

Showing respect for your fellow students includes:

- Respecting the rights of others to express their views, regardless of what you may think of them.
- Respecting the rights of others by voicing your own observations in a clear, concise and precise manner, and by not dominating the conversation.
- Adhering to common courtesies and civilities, such as coming to class on-time, turning off cell phones, computers, and other electronic devices, listening and not talking while others are talking, in short: “Do unto others as you would have them do to you.”

Confidentiality

Students in this class have a unique opportunity to work with agencies both on and off campus who serve individuals with disabilities. As such, you have an obligation to respect the confidentiality rights of these clients and their family members. Betrayal of this obligation has serious professional and legal implications. The ethics code for each discipline has guidelines with regard to confidentiality but some key points to review include:

a. All client information is confidential including, but not limited to, information obtained from observations, verbal communications, assessment protocols/scores, and written communication. The client’s clinical record is also confidential.
   - No written or verbal information about a client may be released to anyone outside of the service unit and the class faculty without the written consent of the client.
   - Care must be taken to prevent access to confidential information by making sure that conversations with clients are held in private (i.e., with office doors closed and not in hallways), and that records are protected (i.e., stored in a secure place, not left unattended on desks).
   - Confidential information may only be discussed with the service unit staff or a class faculty member on a “need to know” basis. Even if client names are omitted, it is a breach of confidentiality to discuss clients with other program personnel, friends, spouse, or classmates if that person does not have a “need to know.” (IDASL students may discuss client information, without identifying the client, in IDASL seminars, as appropriate, as informed consent has been obtained from the client for these discussions to occur within the context of training. However, any identifying information should be omitted during these training activities.)
b. There are limits to confidentiality (i) whenever a client indicates danger to self or others, (ii) when child/adult abuse or neglect is suspected or reported, (iii) when there is a court subpoena of client records, (iv) when there are court actions against the agency, agency staff, or students, initiated by the client, (or when there is a court-ordered release of information) or (v) to obtain payment for services.

- Consultation with a supervisor is strongly recommended prior to releasing any information with a limit to confidentiality.

c. Document with a signed consent form in which any permission is given to release confidential information. Also document when information is released without client permission (i.e., information falling within the limits of confidentiality, as described in section b above).

d. Example: When you see an individual you have met during a service learning experience outside of the community site or a family’s home, caution should be exercised to not indicate how you know them, by only saying hello and nothing more. You do not want to put them in an uncomfortable situation or indicate in any way how you know them. You should not discuss any details learned at any of the sites or while visiting a family’s home with anyone.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter(s)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Civil Rights</td>
<td>Alma, Mary Ellen</td>
<td>View Lives Worth living in class. Assign reflective paper based on video and Dr. Wappett’s presentation next week: Due February 1</td>
</tr>
<tr>
<td></td>
<td>Watch <em>Bottom Dollars</em></td>
<td>Alma, Mary Ellen</td>
<td><strong>READING:</strong> Privilege, Power, and Difference, Chapter 1 (We’re in Trouble) and Chapter 2 (Privilege, Oppression, an Difference) for class <strong>discussion on January 18.</strong></td>
</tr>
<tr>
<td>January 18</td>
<td>Discuss Chapters 1 and 2 from PP&amp;D (Exploring Power and Privilege)</td>
<td>Alma, Mary Ellen</td>
<td>Form 2 groups for debate on January 25 on Sheltered Workshops (see suggested readings in syllabus)</td>
</tr>
<tr>
<td></td>
<td>• Disability History</td>
<td>Matt Wappett</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>• Sheltered workshops (debate)</td>
<td>Students</td>
<td><strong>READING:</strong> Privilege, Power, and Difference, Chapter 5 (The Trouble with Trouble) <strong>for class discussion on February 1.</strong></td>
</tr>
<tr>
<td></td>
<td>• People First &amp; Identity First discussion</td>
<td>Alma, Mary Ellen</td>
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</tr>
<tr>
<td>February 1</td>
<td>• Cultural Competency</td>
<td>JC Vazquez</td>
<td>Form 2 groups for debate on February 8 on People First, Identity First and handicapped vs disability. <strong>Reflective paper on Disability History and Lives Worth Living Video Due</strong></td>
</tr>
<tr>
<td></td>
<td>• Breaking Down Barriers and Allyship and the Trouble with Trouble—Discuss Chapter 5</td>
<td>Alma, Mary Ellen</td>
<td></td>
</tr>
<tr>
<td>February 8</td>
<td>• People First &amp; Identity First, handicapped vs disability (debate)</td>
<td>Students</td>
<td>View Sound and Fury (due by February 15 for class discussion with Karl White)</td>
</tr>
<tr>
<td></td>
<td>• Disability Policy Framework</td>
<td>Jeff Sheen/Sachin Pavithran</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>• Hearing—cochlear Implants</td>
<td>Karl White Curt Radford</td>
<td>Form 2 groups for debate on cochlear implants on March 1.</td>
</tr>
<tr>
<td></td>
<td>• Cochlear Implants—the other side of the story. Deafness/ASL</td>
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<tr>
<td>February 22</td>
<td>• Universal Design</td>
<td>Keith Christensen</td>
<td>Assign ADA Survey: Due March 29. <strong>READING:</strong> Privilege, Power, and Difference, Chapter 6 (What It Has to Do with Us) <strong>for class discussion on March 1.</strong></td>
</tr>
<tr>
<td></td>
<td>• Wheelchair experience</td>
<td>Alma, Mary Ellen</td>
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<td></td>
<td>• Visit Smart Apartment</td>
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<tr>
<td>March 1</td>
<td>• Hearing—cochlear Implants (debate)</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What It Has to Do with Us Discussion – Chapter 6</td>
<td>Alma, Mary Ellen</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenter(s)</td>
<td>Assignments</td>
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</table>
| March 8    | • ADA  
• Therapy animals vs. emotional support animals vs. service animals | Alma, Mary Ellen                  | **Book reflection on “Touch the Top of the World: A Blind Man’s Journey”** |
| March 15   | **SPRING BREAK**                                                      |                                   |                                                                            |
| March 22   | • Legislative Policy  
• Genetic counseling, Eugenics discussion | TBA, Alma, Mary Ellen             | Form debate groups. Read materials about Genetic Counseling and Eugenics in preparation for debate on April 12 |
| March 29   | • Technology – Devices for the Blind  
• WebAIM                  | Sachin Pavithran, Jared Smith     | **ADA Survey due today.**                                                  |
| April 5    | • Autism  
• Mental Health Court                                           | Juliana Aguilar and Stephanie Mattson, Judge Allen or Judge Cannell |                                                                            |
| April 12   | • Trauma  
• Genetic counseling, Eugenics (debate)                           | Vonda Jump Students               | **READING: Privilege, Power, and Difference, Chapter 8 (Getting off the Hook: Denial and Resistance), Chapter 9 (What Can We do?) and Epilogue (A World View is Hard to Change) for class discussion on April 19** |
| April 19   | Advocacy – Individual, Self, Group Empowerment and What Are You Going to Do About it?  
Discuss Chapters 8, 9, & Epilogue | Alma, Mary Ellen                  | **Defining Moments, UATP Experience Tracking, and service learning reflections are ALL DUE April 19 by 10 a.m.** |
## Disability Policy Framework

<table>
<thead>
<tr>
<th>Disability Policy Framework</th>
<th>Checklist: The questions to ask ourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History</td>
<td>Do we know the history?</td>
</tr>
<tr>
<td>B. Core Precept</td>
<td>Are we addressing the core precept in our change efforts?</td>
</tr>
<tr>
<td>1. Disability natural part of human experience.</td>
<td></td>
</tr>
<tr>
<td>2. Fix environment, not individual.</td>
<td></td>
</tr>
<tr>
<td>C. Four Goals of Disability Policy</td>
<td></td>
</tr>
<tr>
<td>1. Equality of Opportunity</td>
<td>Are the decisions based on the individual? Does the plan provide meaningful opportunity for all? Do people need to be segregated to receive public benefit?</td>
</tr>
<tr>
<td>2. Full Participation</td>
<td>How are people with disabilities involved with decisions that affect their lives? How are people with disabilities involved at the policy level?</td>
</tr>
<tr>
<td>3. Independent Living</td>
<td>Does the system support independent living?</td>
</tr>
<tr>
<td>4. Economic Self-Sufficiency</td>
<td>Does the system support work? Are there work incentives?</td>
</tr>
<tr>
<td>D. General Administration</td>
<td>Does the plan respond to people’s needs?</td>
</tr>
</tbody>
</table>

The above questions are questions we should ask ourselves when looking at a policy to see which components of the Disability Framework are in place and that are missing.