Moving Towards Justice, Equity, Diversity, and Inclusion

JEDI Team, NTACT:C 2023
Introductions - Members of the JEDI Team

- Natasha Mitchell, Ph.D. – University of Maryland
- Bettie-Ray Butler, Ph.D. – University of North Carolina at Charlotte
- RaQuaam Smith, M.A.T., University of North Carolina at Charlotte
- DJ Ralston, M.A., George Washington University
- Brigid Griffin, M.S. – George Washington University
- Mary Morningstar, Ph.D. – Portland State University
- Dawn Rowe, Ph.D. – Eastern Tennessee State University
- Katherine Hurley, Ph.D. – George Washington University
Session Objectives

At the end of this session participants will be able to:

→ Describe the process the JEDI team enacted to support its work across NTACT:C and why that process, in itself, is representative of justice, equity, diversity, and inclusion.
→ Explain the historical context surrounding the link and between race and disability and its impact.
→ Cite contemporary examples of disparities that exist as a result of the historical linkage between race and disability.
Session Agenda

→ Share the process the NTACT:C JEDI team enacted to support its work across NTACT:C

→ Group Discussion(s)
  • Co-Construct Ground Rules for Participatory Discussion
  • Conceptualize your own understanding of JEDI

• Ground today’s Justice, Equity, Diversity and Inclusion (JEDI) efforts in a historical context.
JEDI Process
JEDI Process (2)

- All voices included
- Slower, but more sustainable
- Courage; Vulnerability
- Encourage & acknowledge all contributions
JEDI CONCEPTUALIZATION

All voices included

Inclusive to JEDI Committee & NTACT:C

Evidence Based Conceptualizations

Let’s Continue this Discussion
Importance of Co-Construction

**VISION Co-construction**

To develop a climate that cares for the whole person and that seeks the active participation and voices of all persons in both decision making and knowledge construction where everyone is the DEI Team.

To develop a climate that cares for students and youth with disabilities and their families by seeking the active participation of all persons and multiple diverse voices of the community in both decision making and knowledge construction where everyone is the DEI Team.
Importance of *Co-Construction* (2)

**Mission Co-construction**

This includes a commitment consistent critical reflection of self and systems on one’s own mental models and the co-construction of knowledge of youth transition planning in a way that values all individuals and their respective voices regardless of their race, ethnicity, dis/ability, and/or social identity. ... Inclusion of all voices for secondary students and out of school youth with disabilities.

We are committed to consistent critical reflection of self and systems and the co-construction of knowledge of youth transition in a way that ascribes value to all individuals regardless of social identity including both/and; race, ethnicity, dis/ability, gender identity, sexual orientation, SES, religion or other social identities.
JEDI Defined
Breakout Groups

- Group 1 - Define Justice
- Group 2 - Define Equity
- Group 3 - Define Diversity
- Group 4 - Define Inclusion
Context of Race and Dis/Ability: History to the Present
Historical Context - Linking Race & Dis/Ability

→ Researchers in the fields of science, anthropology, sociology, and psychology were instrumental in the construction and support of intertwining racism and ableism, in society, by positioning Black people as less intelligent or able to control their behavior (Annamma et al., 2013).

→ With the expansion of pseudosciences such as polygenism and craniometry, academic research purported that each race had separate origins, and the caucasian race ranked superior above all. Additionally, western eugenics and medical science deemed disability “undesirable.”

→ Consequently, a reward and punishment system was created for social groups based on their social position and deviation from what was deemed “normal,” meaning caucasian, thus, regulating social space and social distance between races.
Historical Context to Current Oppressive Climate

- Subsequently, the justification for the deficit-based, ableist mindset toward race as code for “disabled” helped expand and enshrine inequality. Moreover, the social construction of race and ability were entangled and further compounded in society by legalized discriminatory policies and practices (i.e. Dred Scott Case & Ugly Laws).
- Ultimately, these ideologies, laws, and policies curtailed the social mobility of Black citizens, and ingrained racism and ableism into America’s institutional structures and systems (Annamma et al., 2013). Namely, the education system (Annamma & Morrison, 2018).
- To Illustrate, the legalization of the process of labeling and segregating students was codified through IDEA in 1975
  - As a result, continued segregation of races being continued via the identifiers of disabled students
- Historically, many students placed in special education classes:
  - have lower academic performance
  - increased risk for dropout and juvenile justice placement
  - limited access to college compared to that of their non disabled peers
Current Impact

As shared by the by USDOE-OSEP Director, Valerie Williams, in her latest blog post data collected as part of the Civil Rights Data Collection (CRDC), documents that students in certain racial or ethnic groups and students with disabilities served under the Individuals with Disabilities Education Act (IDEA) are disciplined more often than their peers.

- Students with disabilities served under IDEA represented 13.2% of total student enrollment but received 20.5% of one or more in-school suspensions and 24.5% of one or more out of school suspensions.
- Black students with disabilities accounted for 2.3% of total student enrollment but received 6.2% of one or more in school suspensions and 8.8% of one or more out of-school suspensions.
- Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment — 38.8% of expulsions with educational services and 33.3% of expulsions without educational services.
- Of all expulsions from school, boys received 72.5% of expulsions with educational services and 73.8% of expulsions without educational services.
- More than half of African Americans with disabilities have been arrested by age 28—double the risk when compared to whites with disabilities.
Discussion Question

In what other ways do we see the implications of this history manifest today?
References

Please take a moment to submit your session

Quick Reaction