

# **Disability & Libraries Toolkit**

## **Reflection Questions**

### **Section 1.1 Paradigms & Models**

*Thinking about disability paradigms*

1. On your own, write your own personal definition for disability.
2. When you think about a “disabled person” or a “person with a disability” what image do you have in your head?
3. Out of the models described here, which ones come closest to your personal understanding of what disability means in your everyday life? In your workplace?

### **Section 1.2 Disability & Identity**

1. Write down how you describe your identity? Do you use person-first, or identity-first language?
2. How have others described your identity? Is different than how you describe or identify yourself?
3. Which facets of your identity create a "lens" for how you see the world and/or experiences?

## **Section 1.3 Disability Intersectionality**

Answer the following questions on your own, thinking about the graphic in the module:

1. What facets of your identity are represented in this graphic?
2. How do they intersect and impact how you move through the world?
3. Are there facets of identity that are not included in this graphic? How might this speak to how parts of identity are overlooked or marginalized in your community or culture?

## **Module 1: Respond in Your Library**

*Think about these questions on your own or discuss them as a group.*

1. Review your library's policies for user conduct while in the library. How might your policies affect users with disabilities? Do they discriminate against disabled community members?
2. Reflect on and review your library's disability community. How are their voices incorporated into library decision making, collection development, and library design/functionality? Is there a way for disabled users to provide anonymous feedback and is this feedback valued?
3. Are there currently any disability advocates or experts employed at your library? If not, are you partnering with local organizations or nonprofits for their feedback or input? Are these people or partners being properly compensated for their time and efforts?

## **Section 2.1 Intersectionality & Disability: The Problem of Universal Librarianship**

1. Are there services or programs that are considered "universal" in your library? If so, what are they?
2. How might those services be overlooking the needs of disabled or otherwise marginalized members of the community?
3. What groups of people in your city/county are underrepresented in the library? Choose one group and think critically about why they may not patronize the library?
4. What are some changes your library could make to break down barriers of access for member of yours community?

## **Section 2.2 Voice Choice: Listening to Disabled Voices in the Library**

1. In what ways can libraries incorporate the voices of their disabled patrons into library policies?
2. What is the importance of prioritizing disabled voices in the library?

### **Section 3.1 Information Poverty & Marginalization**

1. What *dangers* might using the library pose to your community members (disabled community members in particular)? If you're having trouble, start by thinking about what happens when community members break rules or policies.

2. What information do you ask for? What could the risk of personal data collection be for different community members?

3. What could be some of the potential repercussions of these groups, not being able to access the information they need?

### **Section 3.2 Voice Choice Working with Disabled Communities**

1. Have you seen some of the problems with inaccessibility, as described in the lectures, in your library or community?

2. How do you or other staff members address or accommodate community members when issues arise?

### **Section 3.3**

1. What is one thing you already knew about digital accessibility?
2. What new awareness and/or techniques did you learn in the presentation?
3. How might multiple ways of accessing programs and services be beneficial to all library patrons?

### **Module 3: Respond in Your Library**

1. Plan multiple ways of access for every event whether digital or in person. (online, language, text or video, etc.)
2. Create spaces in the library for different sensory experiences or noise levels.
3. Plan activities that explicitly include and both disabled and able-bodied adults or children.

## **Section 4.1 Disability & The Law**

1. How does your library or organization educate its staff on the history of disability?
2. What could be some of the benefits of staff-wide disability education?

## **Section 4.2 Disability Etiquette**

1. Think about some instances you and your colleagues have interact with individuals with disabilities. Is their humanity and dignity affirmed in these interactions?
2. How could educate or inspire other library patrons to learn about disability etiquette?

### **Section 4.3 Programming Ideas and Inspiration**

1. What are a few ways you and/or the library can boost accessibility for events and services?
2. What kinds of resources are needed to make programs and services more inclusive? Staffing, monetary, specific technologies, etc.

*Sections 5.1 & 5.2 Currently do not have reflection questions*

### **Section 5.3 Open Educational Resources**

1. How does community look different across varying physical and digital spaces?
2. In what ways can the library help disabled communities feel welcomed and supported? Does your library do these things?