

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling
Dept of Counseling, Therapy, and School Psychology

COURSE INFORMATION

Course: MHC-560-01
Title: *Critical Disability Perspectives in Counseling*
Credits: 2
Room: York 115
Day/Time: Saturdays/Sundays (Sept 17, 18, 24, 25)
Term: Fall 2022

INSTRUCTOR

Dr. Rafe McCullough, Ph.D., LPC, NCC
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Office hours: By Appointment
Phone: (503) 768-6144
Email: rafemccullough@lclark.edu

COURSE MATERIALS

Required Texts and/or Readings:

Bryce, L. (2012). *I love being my own autistic self: A thAutoons book*. Publisher: thAutcast.

From LC Library or Online:

Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #SaytheWord: A disability culture commentary on the erasure of “disability”. *Rehabilitation psychology* 64(2), 111-118. <https://doi.org/10.1037/rep0000258>

Bailey, M., & Mobley, I. A. (2019). Work in the intersections: A Black feminist disability framework. *Gender & Society*, 33(1), 19-40. <https://doi.org/10.1177/0891243218801523>

Baril, A. (2015). Transness as debility: Rethinking intersections between trans and disabled embodiments. *Feminist Review*, 111(1), 59-74. <https://doi.org/10.1057/fr.2015.21>

Baynton, D. (2013). Disability and the justification of inequality in American history. In Davis, L. J. (Ed.), *The disability studies reader* (5th ed., pp. 17-34). Routledge.

Berne, P. (Director). (2013). *Sins Invalid: An unshamed claim to beauty* [Film]. New Day Films. (Watch through Kanopy via Watzek Library)

Chapin, M., McCarthy, H., Shaw, L., Bradham-Cousar, M., Chapman, R., Nosek, M., Peterson, S., Yilmaz, Z., & Ysasi, N. (2018). *Disability-related counseling competencies*. Alexandria, VA: American Rehabilitation Counseling Association, a division of ACA.

Davis, L. J. (2013). Introduction: Normality, power, and culture. In Davis, L. J. (Ed.), *The disability studies reader* (5th ed., pp. 1-14). Routledge.

- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85(4), 401-409. <https://doi.org/10.1002/j.1556-6678.2007.tb00608.x>
- Forber-Pratt, A. J., Minotti, B. J., Burdick, C. E., Kate Brown, M., & Hanebutt, R. A. (2021). Exploring disability identity with adolescents. *Rehabilitation Psychology*. <https://doi.org/10.1037/rep0000411>
- Lebrecht, J., & Newnham, N. (Directors). (2020). *Crip Camp* [Film]. Netflix. <https://www.youtube.com/watch?v=OFS8SpwioZ4>
- Lund, E. M., Forber-Pratt, A. J., & Andrews, E. E. (2020). Combating old ideas and building identity: Sexual identity development in people with disabilities. In *The Routledge Handbook of Disability and Sexuality* (pp. 97-105). Routledge.
- Mingus, M. (2018). Moving toward the ugly: A politic beyond desirability. In Davis, L. J. (Ed.), *Beginning with disability: A primer* (pp. 137-141). Routledge.
- Nario-Redmond, M. R., Kemerling, A. A., & Silverman, A. (2019). Hostile, benevolent, and ambivalent ableism: Contemporary manifestations. *Journal of Social Issues*, 75(3), 726-756. <https://doi.org/10.1111/josi.12337>
- Olkin, R. (2007). Disability-affirmative therapy and case formulation: A template for understanding disability in a clinical context. *Counseling and Human Development*, 39(8), 1.
- *Palacios, M. (2017). Ableism: A poem. In Nario-Redmond, M. R. (Ed.). *Ableism: The causes and consequences of disability prejudice*. John Wiley & Sons.---***we will read in class**
- Rainey, S. S. (2017). Disidentification and ingenuity in the sex lives of disabled men. In *Disability and masculinities* (pp. 213-231). Palgrave Macmillan, London.
- Schalk, S. (2021). Black disability gone viral: A critical race approach to inspiration porn. *CLA Journal*, 64(1), 100-120. <https://doi.org/10.1353/caj.2021.0007>
- Weaver, H. N. (2015). Disability through a Native American lens: Examining influences of culture and colonization. *Journal of social work in disability & rehabilitation*, 14(3-4), 148-162. <http://dx.doi.org/10.1080/1536710X.2015.1068256>

***Recommended Reading**

- Hunter, T., Dispenza, F., Huffstead, M., Suttles, M., & Bradley, Z. (2020). Queering disability: Exploring the resilience of sexual and gender minority persons living with disabilities. *Rehabilitation Counseling Bulletin*, 64(1), 31-41.

Winninghoff, A. (2020). Trauma by numbers: Warnings against the use of ACE scores in trauma-informed schools. *Occasional Paper Series*, 2020(43), 4.

COURSE DESCRIPTION

This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Students will engage in reflection about their own, as well as broader societal implications of ableism and hegemonic narratives of disability that harm disabled individuals. This course utilizes an historical, intersectional lens to help students recognize and understand disabled people as a fundamental part of human diversity, and will explore how disability and counselor effectiveness when addressing disability and disability identity impacts the counseling process. Students will practice skills and strategies for effective and affirmative counseling with clients with disabilities.

COURSE OBJECTIVES

At the conclusion of this course, students will:

- Increase awareness of societal, cultural, political, historical, and ideological issues around disability and the impacts to individuals with disabilities of varying intersectional identities (e.g. race, ethnicity, class, culture, gender, sexual/affectional orientation, etc.).
- Develop an understanding of disability rights movement and legislation that impact individuals with disabilities.
- Understand how disability intersects with other systems of power and oppression.
- Develop basic understanding of the eugenics movement and its enduring impact, origins of society's concept of normalcy and the prevalence of hegemonic narratives of disability, and recognize how they perpetuate harm toward disabled individuals..
- Examine ableism and the roles of stigma and “passing”, discrimination, and marginalization and their impact on disabled clients’ development and wellness.
- Understand various frameworks (models) for analyzing disability.
- Develop an awareness of the importance of disability identity development on clients’ mental health.
- Identify and utilize counter narratives to promote development of positive identity for clients with disabilities.
- Demonstrate understanding of nuances of identity-first and person-first language, and use of respectful language relative to individuals with disabilities.
- Develop critical cultural consciousness and skill set to directly address/broach aspects of disability and disability identity, and to better provide appropriate advocacy and counseling services to individuals with disabilities.

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) small-group and whole-class discussion; (b) interactive problem

solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) role-plays and/or simulations.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

Assignments	Points Possible	Due
Participation: Please refer often to the attached rubric for participation guidelines on how you will be assessed in this area.	15	ongoing
Disability Reflection Paper (This is not an APA paper) Reflect on your childhood/adolescent and early adult memories about disability and write a 4-5 page paper following the prompts below. Writing must be graduate level, and free of spelling, grammatical and punctuation errors. Please include the following: <ul style="list-style-type: none"> a) Assumptions and beliefs you had about people with disabilities as a child, adolescent, and/or young adult b) Your thoughts, feelings, reactions to one of the first times you encountered someone with a disability (<i>if you have a disability, you may write about that, but write also your experience of another's disability</i>) c) Description of how disabled people were treated/regarded by others in your presence (<i>include specific examples</i> of things you witnessed) Also include: <ul style="list-style-type: none"> i. Discussion of how adults and peers around you <u>talked about</u> disabled people (<i>include specific names & labels</i> you heard) ii. Description of how adults and peers in your life <u>behaved toward</u> disabled people (<i>share a memory if you can</i>) d) Analysis of how you think these experiences/memories informed your current thoughts, views, feelings, and actions toward disabled people (give examples) e) Aside from specialized knowledge (e.g. knowledge of specific disabilities, or medical or legal aspects) discussion of a few of your current areas for growth related to working with disabled individuals (be specific) Grading: Your grade will be primarily based on your adherence to the assignment guidelines (below), and on your ability to synthesize your thoughts, feelings , reactions, and experiences to form a clearer understanding of how your own views/beliefs/biases have formed and developed about disabled people.	20	9/17

<p>Broaching Role Play & Self-Evaluation</p> <p>According to Day-Vines et al., counselor broaching behavior contributes to “more in-depth self-disclosures by clients, their likelihood of returning for follow-up sessions, and their heightened satisfaction with the counseling process” (2007; 2021, p. 348). After some class discussion and practice, you will work on operationalizing this framework by attempting to demonstrate broaching in a 12-15-minute, simulated counseling session with a class partner. You will be given a case study. The session will be recorded, viewed together with your instructor for feedback, and self-evaluated by you.</p> <p>Details:</p> <p>Using the case study provided, arrange for a class partner to role-play the client for your 12-15-minute broaching session. You will record outside of class. It can be a virtual or in-person session. Use your best counseling and broaching skills, affirming the client, and addressing their needs per the case study. <u><i>You will not be able to have a proper opening and closing during this session, so focus on a moment in time of the counseling session.</i></u></p> <p>Turn In:</p> <p>You will turn in a 2-3 page (This is not an APA paper) self-evaluation of the session. Use this format for the self-evaluation:</p> <ol style="list-style-type: none"> What went really well in this session? What specific thoughts/feelings came up for you in the session? What did you struggle most with? What do you think made you struggle here? How might your personal biases have played a role? What do you think will be your personal challenges as you move forward to work with individuals with disabilities? <p>Grading:</p> <p>Grading will be solely based on: (a) your willingness to take risks to have broaching conversations about disability, or any other aspects of the client's identity that may be relevant to your conversation with the client, and (b) your depth of self-evaluation and analysis in your reflection of your session. I will not be evaluating your therapeutic skill execution (students will be taking this class at various points in their programs), though I may comment on the presence of these skills in your feedback. I want to stress that <u>taking risks</u>, rather than <u>perfection</u> in execution is what you are being evaluated on.</p>	25	9/21
<p>Counternarrative Disability Story Project</p> <p><i>“If there is a book that you want to read, but it hasn't been written yet, you must be the one to write it.” -- Toni Morrison</i></p> <p>Counternarratives challenge ideologies, discourse, and stories that disempower individuals whose real stories and experiences are not often told. A dominant or hegemonic narrative is an explanation or story that is told about a minoritized group to reinforce the dominant group's interests and ideologies. Disability</p>	40	10/21

counternarratives serve to challenge and deconstruct dominant discourse around disability. Counternarrative stories help to contradict ableist characterizations and reframe the experiences of disabled people. Writing narrative stories is often quite effective in helping to enhance critical thinking and assess a person's integration of concepts or ideas.

For this assignment, you will choose one disability to write a short, illustrated counternarrative story, or graphic novel, and include an accompanying paper that provides some background, grounded in research, on the hegemonic disability narratives you are trying to counter and address in your story. You will also write a short reflection. An outline and further guidelines are provided below.

Part I: Paper

For this paper, cite all sources (APA 7th ed.) whenever you use a source or someone's thoughts or ideas. Use the following prompts to construct the paper portion of this project (**3-4 pages** not including your reference/title page):

- a) Discuss the dominant narratives about the disability that you chose to write your counternarrative about? Why did you choose these? Explain how these hegemonic narratives perpetuate ableism and harm disabled people.
- b) Define and explain what a counternarrative is and answer the question, why are counternarratives important. Describe what your counternarrative story tells us about people with disabilities that the dominant stories do not. Specifically, how is your story a counternarrative?

Information should come from peer reviewed articles and written/video personal narratives by disabled people with the disability you are writing a counternarrative story about. It's best if your peer reviewed articles are written by disabled researchers as well. ****All resources must come from sources that are disability affirming (e.g. Disability Studies or DisCrit/LatDisCrit frameworks and/or Queer Theory, Black Studies, etc.). For instance, you may not use resources that "otherize", "medicalize", or "dehumanize" people with disabilities unless it's used as a non-example.***

Part II: Counternarrative Story

For this part of the assignment, **create a story** (PDF format) that troubles dominant narratives for a specific disability. Avoiding stereotypes or disability tropes, your goal is to depict a disability story in a way that does not conceive of disability primarily as loss, tragedy, and trauma, but rather more as difference, gain, or even just a neutral experience (Schalk, 2021). Characters should be depicted as authentic and believable. The story can be told from a 1st or 3rd person perspective (whichever helps you embody a perspective-taking approach best). This part of the project can look anyway you like. Let your creativity flow.

<p>Use some graphics to illustrate your story. The graphics should be integral to the story and should play a role in helping you visually depict your narrative. Examples provided in class if needed.</p> <p>*Be sure you don't inadvertently reinforce racism, ableism, heterosexism, etc., or a dominant disability narrative within your story.</p> <p><u>Positionality Statement</u></p> <p>You must also include an author biographical positionality statement in the back on the story. Write a short, one paragraph statement detailing some of your social identity locations (i.e. ability/disability, gender identity, race/ethnicity, class, sexual orientation, country of origin, religion, etc.) that impact your worldview as they pertain to this story. Readers of your story should understand the social locations you occupy and how they may impact your perspective in writing this story. Your positionality statement should briefly answer: who are you to this story, and what do you hope will come out of the writing of it.</p> <p><u>Part III: Reflection</u></p> <p>Write a 1-2 page reflection about your process. You can tack this on the end of your paper from Part I for ease of turning in. Include reflections from the following prompts in your writing: Discuss your process in doing this project. What was it like? What were your most important learnings about disability? What did you learn about yourself?</p> <p>Turn in 2 things on Moodle:</p> <ol style="list-style-type: none"> 1) PDF of your Disability Story 2) Word document of the accompanying 3-4-page paper, and 1-2-page reflection (same document please). Don't forget to label the sections. <p>*Rubric provided on Moodle</p>		
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B. Grading:

94-100 points	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

C. Course Expectations:

Assignments: All assignments are due by 11:59 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 5% for each day late unless an extension is requested in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class. All written work is to be typed, double spaced, and adhere to APA style 7th edition guidelines unless otherwise stated.

Attendance: Class attendance is expected and required as reported in the student handbook. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than 10% of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.).

Readings & Media: All assigned readings and films are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is heavily discussion-based, so please do all the reading to the best of your ability. I want you to deeply interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and find connections with your personal experiences and others'. Fun and engaging discussions also depend on your willingness to take some risks which will help cultivate a climate of openness and intellectual humility.

Professional Qualities & Ethics

Students are expected to adhere to your program's Professional Qualities, Dispositions, Professional Standards, as well as your profession's Code of Ethics (ACA, AAMFT, APA, NASP, AATA, ASCA) at all times.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	Readings Due	CACREP Standards	Assignments Due
Class #1 9/17	Introductions Expectations and Syllabus Disability & Normalcy History ADA Eugenics Disability Models Ableism & Erasure	<u>Articles:</u> <i>Andrews et al. (2019)</i> <i>Baynton (2013)</i> <i>Davis, (2017)</i> <i>Nario-Redmond et al. (2019)</i>	2: F2: a, b, d, e, g, h 2: F3: e, f, g, h	Disability Reflection Paper Due 9/17
Class #2 9/18	Disability Competencies Disability Identity Hegemonic Disability Narratives Counternarratives Broaching ACEs, Trauma-Informed Frameworks, & Disability Guest Speaker: Alex Winninghoff	<u>Book:</u> <i>Bryce: "I Love Being My Own Autistic Self"</i> <u>Articles:</u> <i>Chapin et al. (2018)</i> <i>Day-Vines et al. (2007)</i> <i>Forber-Pratt et al. (2021)</i> <i>Mingus (2017)</i> <u>Film:</u> <i>Lebrecht & Newnham (2020)—Crip Camp</i> <u>*Recommended</u> <i>Winninghoff (2020)</i>	2: F2: a, b, c, d, e, f, h 2: F3: e, f, g, h	Broaching Role Play & Self-Evaluation Due 9/21

Date	Topics	Readings Due	CACREP Standards	Assignments Due
Class #3 9/24	Intersections of Disability Multicultural Considerations Disability Prejudice & Avoidance Stigma	<u>Articles:</u> <i>Bailey & Mobely (2019)</i> <i>Baril (2015)</i> <i>Schalk (2021)</i> <i>Weaver (2017)</i> <u>*Recommended</u> <i>Hunter et al. (2020)</i>	2: F2: a, b, c, d, e, f, g, h 2: F3: e, f, g, h	
Class #4 9/25	Disability & Sexuality Maintaining Complexity & Flexibility Clinical Applications Revisit and Review	<u>Film:</u> <i>Berne (2013)-Sins Invalid</i> <u>Articles:</u> <i>Lund et al. (2020)</i> <i>Olkin (2007)</i> <i>Rainey (2017)</i>	2: F2: a, d, e, g, h 2: F3: e, f, g, h	Counternarrative Disability Story Project Due 10/21

Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:

https://www.lclark.edu/offices/counseling_service/

https://www.lclark.edu/offices/counseling_service/emergency/

Academic Integrity:

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.”

We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

Links to Lewis & Clark Graduate School essential policies

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

****The contents of this syllabus and course schedule are subject to change as deviations may be necessary to achieve maximum learning****

References & Recommended Reading

Barnes, E. (2016). *The Minority Body: A Theory of Disability*. Oxford University Press.

Charlton, J.I. (1998). *Nothing about us without us: Disability oppression and empowerment*. University of California Press.

Davis, L. J. (2017). *The disability studies reader (5th Ed.)*. Routledge.

Foucault, M. (2003). *Abnormal: lectures at the Collège de France, 1974-1975 (Vol. 2)*. Macmillan.

Higashida, N. (2013). *The reason I jump: The inner voice of a thirteen-year-old boy with autism*. Knopf Canada.

Hunt-Kennedy, S. (2020). *Between fitness and death: disability and slavery in the Caribbean*. University of Illinois Press.

Kafai, S. (2021). *Crip Kinship: The Disability Justice & Art Activism of Sins Invalid*. Arsenal Pulp Press.

- Nielsen, K. E. (2012). *A disability history of the United States* (Vol. 2). Beacon Press.
- Prahlad, A. (2017). *The secret life of a Black Aspie: A memoir*. University of Alaska Press.
- Puar, J. K. (2017). *The right to maim*. Duke University Press.
- Shapiro, J. P. (1994). *No pity: People with disabilities forging a new civil rights movement*. Three Rivers Press.
- Shayda, K. (2021). *Crip kinship: The disability justice & art activism of Sins Invalid*. Arsenal Pulp Press.
- Taylor, S. R. (2021). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.
- Thomson, R. G. (2017). *Extraordinary bodies: Figuring physical disability in American culture and literature*. Columbia University Press.
- Thompson, V. (February, 2021). Understanding the policing of Black, disabled bodies. *Center for American Progress*.
- Werner, D., Thuman, C., & Maxwell, J. (1998). *Nothing about us without us: Developing innovative technologies for, by and with disabled persons*. Palo Alto: Healthwrights.
- Wood, C. (2014). *Criptiques*. San Bernardino.
- Wong, A. (2020). *Disability visibility: First-person stories from the twenty-first century*. Toronto: Vintage.
- Zhang, S. (December, 2020). The last children of Down Syndrome. *The Atlantic*.

Other Resources

Ability Magazine: <https://abilitymagazine.com/>

American Foundation for The Blind: <http://www.afb.org/info/programs-and-services/public-policy-center/civil-rights/advocacy-resources/disability-rights-resources/12345>

Association on Higher Education & Disability: <https://www.ahead.org/>

Autistic Self Advocacy Network: <http://autisticadvocacy.org/>

Crippling Masculinity: <https://www.cripplingmasculinity.com/>

Disability Rights Oregon: <https://droregon.org/>

Disability Visibility Project: <https://disabilityvisibilityproject.com/>

FACT Oregon, Empowering Families Experiencing Disability: <http://factoregon.org/>

Goucher College Affirming Disability Language & Considerations: <http://www.goucher.edu/student-life/accessibility-services/resources/faculty-and-staff-resources/affirming-disability-language-and-considerations>

Krip-Hop Nation: <https://kriphopnation.com/>

Learning Disabilities Association of America: <https://ldaamerica.org/advocacy/disability-rights-and-advocacy/>

National Center for Learning Disabilities: <http://www.ncld.org/>

National Council on Disability: <http://www.ncd.gov/resources>

National Disability Rights Network: <http://www.ndrn.org/index.php>

National Rehabilitation Information Center (Spanish Language Resources about Disability): <http://www.naric.com/?q=en/content/spanish-language-resources>

National Indian Parent Information Center: <http://nipic.org/>

Native American Disability Law Center: <https://www.nativedisabilitylaw.org/>

Oregon Council on Developmental Disabilities: <http://www.ocdd.org/>

Oregon Family Support Network (help with complex challenges resulting from mental or behavioral health disorders: <http://www.ofsn.org/>

Oregon Self Advocacy Coalition: <https://askosac.org/>

Sins Invalid: <https://www.sinsinvalid.org/>

The ARC (for people with intellectual & developmental disabilities): <https://www.thearc.org/>

The National Black Disability Coalition (NBDC): <http://www.blackdisability.org/>

AREA	DISTINGUISHED (3)	PROFICIENT (2)	EMERGING (1)	UNACCEPTABLE (0)	Your Score
Frequency (3 pts)	Initiates contributions (in small or large group) more than once in a class period	Initiates contributions (in small or large group) once per class period	Initiates contributions occasionally (in small or large group), but not necessarily each class period	Rarely, or does not contribute during class	
Preparation (3 pts)	Arrives fully prepared at every session; Reading completed and prepared to discussion level	Arrives mostly prepared at class sessions; Reading mostly completed or prepared to discussion level	Arrives occasionally prepared at class sessions; Reading often not completed or prepared to discussion level	Rarely, or does not prepare or complete readings	
Engagement (3 pts)	Consistently builds on others' comments and advances the level and depth of the dialogue	Occasionally builds on others' comments and sometimes advances the level and depth of the dialogue	Infrequently builds on others' comments or rarely advances the level and depth of the dialogue	Rarely, or does not build on others' comments	
Contributions (3 pts)	Willing to be unsure or risk partially formed ideas Comments insightful & constructive Thoughtful criticisms or contributions	Comments mostly thoughtful, insightful & constructive Occasionally risks partially formed ideas	Comments sometimes constructive, with occasional signs of insight Usually does not risk partially formed ideas	Comments rarely, or comments not relevant to discussion	
Self-Awareness (3 pts)	Is mindful of classroom dynamics Balances frequency of own comments with others Actively creates space for quieter students, or helps bring out others	Often mindful of classroom dynamics Sometimes balances frequency of own comments with others Occasionally creates space for quieter students, or helps bring out others	Infrequently mindful of classroom dynamics Difficulty balancing frequency of own comments with others Dominates class discussion, or interrupts others	Disregards classroom dynamics Frequently shuts down other students, or otherwise creates a hostile classroom environment for others	