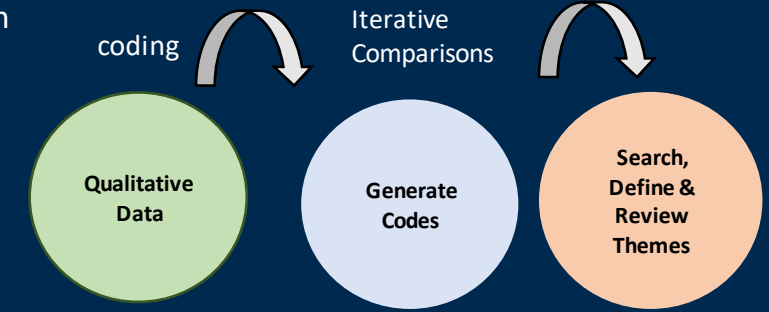


Stories of Thriving & Surviving: Using a Participatory Research Design to inform Pedagogical Tools for Disability Awareness

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Background

6.2 million (22%) adults in Canada are living with a disability (Morris et al., 2018).

Having a disability is associated with stigmatization and discrimination (Kravetz et al., 2000).

Societal misconceptions about disability are moderated by an individual's type of disability (Shaw et al., 2012).

Previous research on disability awareness tools has found mixed results – including favourable effects but also stigma (Nario-Redmond et al., 2017).

Methods

Five racially diverse individuals with a lived experience of a disability.

Videotapes were transcribed verbatim to conduct a qualitative thematic analysis.

The technique allows for the identification of key themes and patterns in the data .

Purpose

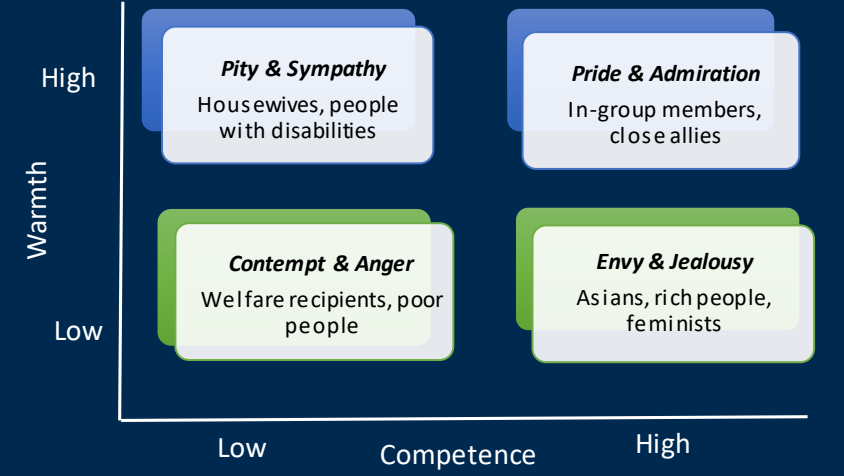
To conduct a participatory research study designed to capture the authentic picture of disability and improve disability representation in simulation games.



Discussion

Based on these results, the following recommendations are made to refine future awareness paradigms:

- Sharing people's personal stories of a lived experience.
- Fostering initiatives and placement opportunities
- Recognizing and celebrating the success of those with lived experience.
- Educating, advocating, teaching from an early age.
- Considering the need of consumers when developing awareness techniques.
- Prefacing and contextualizing simulation tools.



Results

Each individual's experience living with a disability is unique and is impacted by intersectional identities.

Invisible disabilities are more vulnerable to stigma than physical ones.

A lack of awareness often leads to the conflation between different types modalities of impairments.

Diagnostic labels can preclude others from “seeing the person before their disability”.

There is a need for including disability education in training program and school curricula.

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