

Wishful Thinking: Ablest Attitudes toward Academic Employment 1

Wishful Thinking: Ablest Attitudes toward Academic Employment

Yvonne Singer, MS

Abstract

The majority of people with disabilities are segregated into special education and sheltered workshops due to the myths, misconceptions, and realities of disability. The author with Cerebral Palsy was not segregated from the public education system. The author's educational degrees qualified her to teach college level classes. The author still faced numerous employment obstacles due to the myths, misconceptions, and realities of disability. However, the author overcame the employment obstacles. Some employers hired the author to teach online courses. The author's course load was significantly reduced due to change in college policy, and the myths, misconceptions, and realities of disability.

Introduction

As soon as I was born, I was not expected to earn a masters degree and to teach college level on-line classes. I was expected to be segregated into special education and a sheltered workshop. Why? I did not achieve the typical developmental milestones in a timely manner because I had severe Cerebral Palsy. My gross and fine motor skills and speech were affected. However, my cognitive skills were not compromised at all.

Background

Gifted children with physically disabling conditions are one of the most overlooked special populations.

A major portion of their school day is spent on learning how to develop life skills that can help them circumvent the effects of their disability. Unfortunately, this approach to learning may preclude the recognition and development of cognitive abilities. Therefore, there may be a significant discrepancy between a disabled child's academic potential and their actual performance (Willard-Holt, 1997). Click on

<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twiceexceptionalresourcehandbook.pdf> Twice-Exceptional Students Gifted Students with Disabilities Level 1: An Introductory Resource Book Second Edition July, 2009

Based on this literature:

Is it better to place disabled children in full inclusion or special education learning environments?

If disabled children are placed in full inclusion programs, they will have a chance to earn a high school diploma, they will have a chance to earn college degrees, and they will have a chance to obtain gainful employment.

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If disabled children are placed in special education programs, they will not have a chance to earn a high school diploma, they will not have a chance to earn college degrees, and they will not have a chance to obtain gainful employment. Instead, these children will be forced to collect disability benefits and will not have the academic skills to become productive members of society.

Watch the following video.

<http://www.youtube.com/watch?v=2MRiXYR6gwI> Jack Dorwart tells his story about disability benefits--Click and watch... "Jack Dorwart tells the story of his two disabled sons, and his mixed experience navigating the sometimes onerous and unfair system of disability benefits" (YouTube, Added: November 14, 2007).

According to the Michigan Community Service Commission Department of Health and Human Services web site (2018, 1), here are some myths, misconceptions, and realities of disability:

4. Employees with disabilities have a higher absentee rate than employees without disabilities.

False: Studies by firms such as DuPont show that employees with disabilities are not absent any more than employees without disabilities. In fact, these studies show that on the average, people with disabilities have better attendance rates than their non-disabled counterparts.

5. It is important to place persons with disabilities in jobs where they will not fail.

False: Everyone has the right to fail as well as to succeed. Be careful not to hold someone back from a position or a promotion because you think that there is a possibility that he or she might fail in the position. If this person is the best-qualified candidate, give them the same opportunity to try that you would give anyone else.

6. People with disabilities are less likely to have accidents than other employees.

True: Two studies, one conducted by the Bureau of Labor Statistics during the 1940's and a current study recently completed by the DuPont Company support the findings that workers with disabilities performed significantly higher than their counterparts without disabilities in the area of safety. These studies included people in professional, technical, managerial, operational, labor, clerical, and service areas. It evaluated individuals with orthopedic, vision, heart, health, and hearing disabilities. Conclusion: Workers with disabilities are often more aware, not less, of safety issues in the workplace.

7. Persons who are deaf make ideal employees for noisy work environments.

False: Loud noises of a certain vibratory nature can cause further harm to the auditory system. Persons who are deaf should be hired for all jobs that they have the skills and talents to perform. No person with a disability should be prejudged regarding employment opportunities.

8. Considerable expense is necessary to accommodate workers with disabilities.

False: Most workers with disabilities require no special accommodations and the cost for those who do is minimal or much lower than many employers believe. Studies by the President's Committee's Job Accommodation Network have shown that 15 percent of accommodations cost nothing, 51 percent cost between \$1 and \$500, 12 percent cost between \$501 and \$1,000, and 22 percent cost more than \$1,000.

11. Certain jobs are more suited to persons with disabilities.

False: As with all people, certain jobs may be better suited to some than to others. While there are obvious bad job matches, such as someone who is blind and wants to be a bus driver or someone who is quadriplegic and wants to be a loader for a shipping company, be careful not to pigeon hole people in or out of certain occupations based on their disability. Just because you can only think of one way to do something does not mean that other ways do not exist that are equally effective.

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12. Most people with cerebral palsy are less intelligent than the general population.

False: CP does not itself affect a person's intelligence. However, at times a person may have CP and another disability, such as a Developmental Disability that affects intellectual functioning.

14. An employer's worker's compensation rates rise when they hire disabled workers.

False: Insurance rates are based solely on the relative hazards of the operation and the organization's accident experience, not on whether workers have disabilities. A study conducted by the U.S. Chamber of Commerce and the National Association of Manufacturers showed that 90% of the 279 companies surveyed reported no effect on insurance costs as a result of hiring workers with disabilities.

15. Persons with disabilities are unable to meet performance standards, thus making them a bad employment risk.

False: In 1990, DuPont conducted a survey of 811 employees with disabilities and found 90 percent rated average or better in job performance compared to 95 percent for employees without disabilities. A similar 1981 DuPont study which involved 2,745 employees with disabilities found that 92 percent of employees with disabilities rated average or better in job performance compared to 90 percent of employees without disabilities. The 1981 study results were comparable to DuPont's 1973 job performance study.

17. People who use wheelchairs cannot work in a fast-paced, high-pressure job.

False: Ability to use a wheelchair is separate from ability to work quickly and to work under stress. Give the person ample room to maneuver their chair and let them go!

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Personal Encounter

I have severe Cerebral Palsy. Similar to Dr. Stephen Hawking, my disability does not affect my cognitive skills. I was mainstreamed into public school at an early age. Being included in the general curriculum prepared me to earn a Masters in Psychology from Walden University. My Masters qualified me to teach college level courses. Initially, schools said that I was required to teach on-ground courses before teaching online classes. This was unacceptable because I could not teach traditional courses due to my physical limitations. After years of self advocacy, I taught online courses for three different community colleges. For five years, I taught five online classes. As a result, I have received countless outstanding recommendation letters from faculty and students. However, due to employers' misconceptions of disabilities, I am currently only teaching one online course. Colleges now claim full-time professors have ultimate priority over the adjunct professors to teach the online classes.

Here are screenshots of my Psychology of Persons with Disabilities online course.

Fall 2018

18/FA-PSY-227-IN1 Psy of Persons W/Di...

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Welcome to PSY of Persons with Disabilities - IN1!



Professor Singer - Web Site: <https://sites.google.com/site/professoryvonesinger/>

People, with developmental disabilities, are just like you and me. Together, we will be covering an assortment of topics such as pregnancy, Cerebral Palsy, Autism, Intellectual Disabilities, Epilepsy, Learning Disabilities, and so much more. Since this 3 credit course is completely online, you can attend any time during the day or night. As long as you are an active learner, I will do my best to help you succeed. Remember, I am only an e-mail away: ysinger@middlesexcc.edu

Mackelprang, R. O., & Salsgiver, R. (2016). *Disability: A Diversity Model Approach in Human Service Practice*. (3ed.). Chicago, Illinois: Oxford University Press.

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- Dashboard
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- Help

Week 1: The Meanings and History of Dis... Complete All Items + ⋮

- Week 1 Information View ✓ ⋮
- Lecture 1 - Meanings and History of Disability in Society ✓ ⋮
- What is a Disability Identity? ✓ ⋮
- The Culture of Disability - Pt I ✓ ⋮
- The Culture of Disability - Pt. II ✓ ⋮
- Name your Files ✓ ⋮
- Assignment 1 15 pts ✓ ⋮
- Discussion 1 15 pts ✓ ⋮
- Videos on Disability ✓ ⋮

Week 2: Human Development and Disabil... Complete All Items + ⋮

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- Announcements
- Syllabus
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- Pages
- Discussions**
- Assignments
- Grades
- People
- Chat
- Files
- Purchase Course Materials
- Library Guides
- Outcomes
- Conferences
- Collaborations
- Quizzes
- Settings

This is a graded discussion: 15 points possible due -

Discussion 1

Suppose twin girls were born. One girl was born non-disabled. The other girl was born with severe Cerebral Palsy. Discuss what social / emotional problems the girl, with Cerebral Palsy, will have.

What do you think about the videos?

[These Two Brothers Made LeBron James Speechless ... Find Out Why](#) -- When cerebral palsy threatened to keep Cayden in a wheelchair, his big brother, Connor, stepped in and changed everything for him. Now they compete in triathlons as the best team around (faithit, n.d).

[Art Honeyman](#)



--Click and watch... Richard Pimentel talks about his [relationship with Art](#)



and the night at the Pancake House (Uploaded on Jan 4, 2009).

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Discussions

15% of Total

- Directions for Discussions**
Welcome, Course Syllabus, and Class Instructions Module
- Discussion 1**
Week 1: The Meanings and History of Disability in Society (9/4 - 9/9) Module | 15 pts
- Discussion 2**
Week 2: Human Development and Disability (9/10 - 9/16) Module | 15 pts
- Discussion 3**
Week 3: Traditional Approaches to Disability (9/17 - 9/23) Module | 15 pts
- Discussion 4**
Week 4: Disability Culture & Disability Laws, Policies, and Civil Rights (9/24 - 9/30) Module | 15 pts
- Discussion 6**
Week 6: Deafness and Hearing Impairments & Visual Disabilities (10/8 - 10/14) Module | 15 pts
- Discussion 7**
Week 7: Mental Health Disabilities (10/15 - 10/21) Module | 15 pts
- Discussion 9**
Week 9: ...

- Home
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- Syllabus
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Assignment 1

Published Edit

Assignment 1

You are required to answer the assignment questions in complete sentences. You are required to cite and reference sources in APA style.

Do you know anybody with a developmental disability? If you do, what are their unique personal characteristics? Do you have a developmental disability? Regardless of disability, what makes you unique?

Click to read <http://archive.education.jhu.edu/PD/newhorizons/Exceptional%20Learners/Inclusion/General%20Information/Singer> Professor Singer's unique story.

Define and distinguish etiology, impairment, disability, handicap.

Do you think that children, with developmental disabilities, should have the opportunity to be mainstreamed / included into public schools? Find one scholarly article to support your answer. Also, summarize article.

To note the differences between scholarly and popular articles, click on <http://help.library.ubc.ca/evaluating-and-citing-sources/scholarly-versus-popular-sources/>.

Then, place the article's http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html citation and reference in APA format. For examples, click on <http://writing.wisc.edu/Handbook/DocAPAResources.html> AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) FORMAT and <http://www.csus.edu/indiv/s/stonerm/apa%20crib%20sheet.pdf> Research Style Crib Sheet.

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18/FA-PSY-227-IN1 > Assignments

Search for Assignment

+ Group + Assignment

15% of Total

Assignment Title	Points	Status
Directions for Assignments Welcome, Course Syllabus, and Class Instructions Module		Completed
Assignment 1 Week 1: The Meanings and History of Disability in Society (9/4 - 9/9) Module 15 pts	15 pts	Completed
Assignment 2 Week 2: Human Development and Disability (9/10 - 9/16) Module 15 pts	15 pts	Completed
Assignment 3 Week 3: Traditional Approaches to Disability (9/17 - 9/23) Module 15 pts	15 pts	Completed
Assignment 4 Week 4: Disability Culture & Disability Laws, Policies, and Civil Rights (9/24 - 9/30) Module 15 pts	15 pts	Completed
Assignment 5 Week 5: Mobility Disabilities & Developmental Disabilities (10/1 - 10/7) Module 15 pts	15 pts	Completed

Conclusion

Regardless of my disability, I am well qualified to teach on-line courses. Schools should welcome diversity into their classrooms. Unlike non-disabled professors, students would benefit from my knowledge and life experiences.

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References

- (2007). Jack Dorwart tells his story about disability benefits. Retrieved September 21, 2018 from <http://www.youtube.com/watch?v=2MRiXYR6gwI>.
- (2018). Michigan Community Service Commission Department of Health and Human Services. Retrieved December 9, 2018 from https://www.michigan.gov/mcsc/0,4608,7-137-8074_22503_23185-63417--,00.html
- (2009). Twice-Exceptional Students Gifted Students with Disabilities. Level 1: An Introductory Resource Book. (2nd ed.). Retrieved September 21, 2018 from <https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twiceexceptionalresourcehandbook.pdf>.