**EDCP 471**
**Lecture Notes**
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## Social Justice & Accommodations for Diversity

1. *Canadian Charter of Rights and Freedoms*
   a. Equality Rights
      i. Equality before and under law and equal protection and benefit of law
         1. 15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
      ii. Affirmative action programs
         1. (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
2. *Moore v BC (Education)* (2012, November 9): Adequate special education, therefore, is not a dispensable luxury. For those with severe learning disabilities, it is the ramp that provides access to the statutory commitment to education made to all children in British Columbia.
3. Definitions
   a. Social Justice
      i. Barker (1995, p. 54): an ideal condition in which all members of a society have the same basic rights, protection, opportunities, obligations, and social benefits.
      ii. Brabazon (2002, p. 168): a deployment of fairness, recognition of personal differences, an affirmation of distinct needs and values, and a desire to overcome economic disadvantage.
      iii. BC MoE, *Social Justice 12* (2008, p. 53): the full participation and inclusion of all people in society, together with the promotion and protection of their legal, civil, and *human rights*. The aim of social justice— to achieve a just and equitable society where all share in the prosperity of that society— is pursued by individuals and groups through collaborative social action.
      iv. Hansen (2009, p. 7): a just society is one that *distributes its resources equitably and non-exploitatively; ensures that the needs of all individuals and groups are treated as equal; provides meaningful participation in societal affairs and governance for all; honours the human rights of all; and eliminates all forms of oppression, systemic violence, and structural violence from societal processes and the social structure.* The pursuit of social justice is the struggle to realize these societal ideals, particularly with and on behalf of disadvantaged and vulnerable individuals and groups.
   b. Universal design
      i. UN *Convention on the Rights of Persons with Disabilities* (*CRPD*) (2006/2016, Article 2): means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.
   c. Accommodation ("Reasonable Accommodation")
      i. Removing a burden or facilitating the exercise of a student's (or worker's) access or participation, without which could or would be discriminatory.
         1. e.g., making existing facilities used by students readily accessible to and usable by individuals with disabilities.
      ii. Miller (1988, p. 472): Accommodation is defined as an environmental responsiveness to the needs and/or desires of students, as those needs or desires are perceived by various institutional actors. It represents an effort to adjust the demands of school life to bring them more into correspondence with the realities of adolescent

life, a willingness to compromise on the part of the school in order to reconcile student needs and school demands. Accommodation functions in a variety of ways: to modify the demands made of students, to provide support for students in meeting those demands, or to provide alternate means by which students may meet the demands of schooling. It also operates at various levels: *institutional* accommodation is reflected in schoolwide rules and policies and their waiver, *classroom* accommodation is reflected in the adjustments that teachers make to tasks and setting demands, and *personal* accommodation is reflected in the responsiveness of teachers to the personal needs of individual students.

    iii. McLachlin in *BC (Public Service Employee Relations Comm.) v. BCGEU* [*Meiorin*] (1999): Accommodation does not go to the heart of the equality question, to the goal of transformation, to an examination of the way institutions and relations must be changed in order to make them available, accessible, meaningful and rewarding for the many diverse groups of which our society is composed. Accommodation seems to mean that we do not change procedures or services, we simply "accommodate" those who do not quite fit. We make some concessions to those who are "different", rather than abandoning the idea of "normal" and working for genuine inclusiveness.

    iv. Peck (2008, p. 78): accommodations that include little to no real change on the part of the majority group member (**passive**); accommodations that appear to make the most sense or serve a particular purpose, particularly avoiding conflict (**pragmatic**); and accommodations that are based on notions of what is right and fair (**principled**).

4. Accommodation Strategies, for example (Moon, 2012, pp. 50-51, 81)…
   a. Physical Accommodations
      i. Classroom accommodations must take into account maneuverability, but also a number of positioning, communication, and social factors that make learning easier for students in the classroom setting (Stefanich, 2007b). A typical listing includes (Stefanich, 2007a):
      ii. Provide classroom and laboratory aisles wide enough for a wheelchair to maneuver, a minimum of one meter in width;
      iii. Review work areas for appropriate height and positioning for access, including wheel and leg room for wheeled mobility access;
      iv. Be aware of social impact of mobility issues, and provide means for the student to interact freely with the class at large;
      v. Be aware of student needs for physical assistance and provide as necessary but guard against unnecessary intervention that will "single out" the student.
   b. Learning Disability Accommodations
      i. RIDD Strategy
         1. R – "Read the passage from the first capital to the last mark without stopping," which forces readers to focus on the entire task of reading rather than taking a line-by-line approach to the assignment.
         2. I – "Imagine or make a mental picture of what you have read," which assists students to transform content to be learned into meaningful visual, auditory, or kinesthetic images of information.
         3. D – "Decide what to do," which refers to specific actions that may need to be taken, such as operations to complete a word problem or using a dictionary to ascertain word meanings that may be unclear.
         4. D – "Do the work," also derived from math word problems but equally applicable to science [or STEM], this step refers to students completing any task at hand (Jackson, 2002).