ENABLING PARTICIPATION RESEARCH WITH YOUNG PEOPLE ON ABLEISM





KEY FINDING 1: UNDERSTANDING





Disability is too often misunderstood as a clear cut binary: Non-disabled, or disabled. In fact, it's a spectrum everyone negotiates across the life course in different ways.

have children?"



This constant public judgement meant that those with visible disabilities felt stereotyped and underestimated, while those with less visible disabilities had to explain and justify themselves.





KEY FINDING 2: ACCESSIBILITY

We often assume accessibility is about physical spaces but again, participants said it's about much more than the destination.





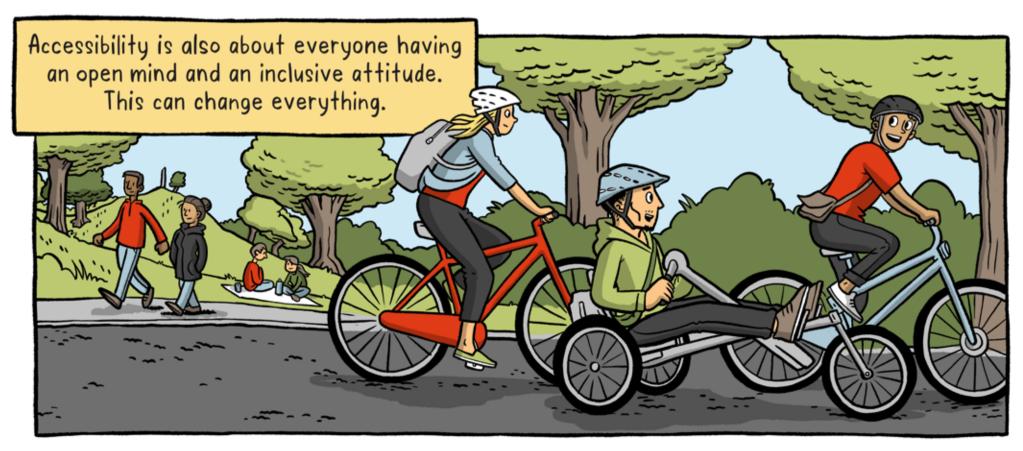
"Like, I'm thinking three steps ahead like oh, we're going to the cinema... how am I going to get on and off the bus? If I'm taking an Uber there who's going to put my wheelchair in the back? If I get there and there's steps...? Like, I'm thinking the whole journey and that's a big effort."



Attitudes of people along the way play a huge part too:

"I've had bus drivers... see me and just sigh. It's like, yeah, do it, please man, come on, do it, it's your job... Or I've had someone open the door and say, "Should you even be out at this time of the night?"





KEY FINDING 3: PARTICIPATION

Inclusion enriches lives. May grew up in another country, where she took part in large scale deaf dance classes and competitions.

"It was probably 1000-2000 deaf people competing... there was a teacher who would stand there and sign 1-2-3-go because we couldn't hear the songs but they would also be there counting out the beats for us... it was really fierce competition."



But when she moved to New Zealand she couldn't find classes that would take her.

"In Auckland all you hear is you can't, you can't, you can't and I don't understand why people have that attitude because we can."



Like accessibility, participation sometimes requires creativity and openness from teachers and decision makers - and depends on people being respected as experts in their own lives and experiences.

May



Sometimes that means knowing when to pull back. Rebecca, for example, talked about being singled out in class unnecessarily.



Economic privilege plays a part here too. For many the extra complexity involved in taking part requires extra time and extra money, and that can put a strain on resources.



AND IN CONCLUSION...



