

Project Sidewalk Inclusive Service Learning Curriculum Study

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Community Health and Disability Inclusion Research and Training Program



Contact Information

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Interest Form <https://forms.gle/bkmsBH2PaK1GED2m8>



About Our Research

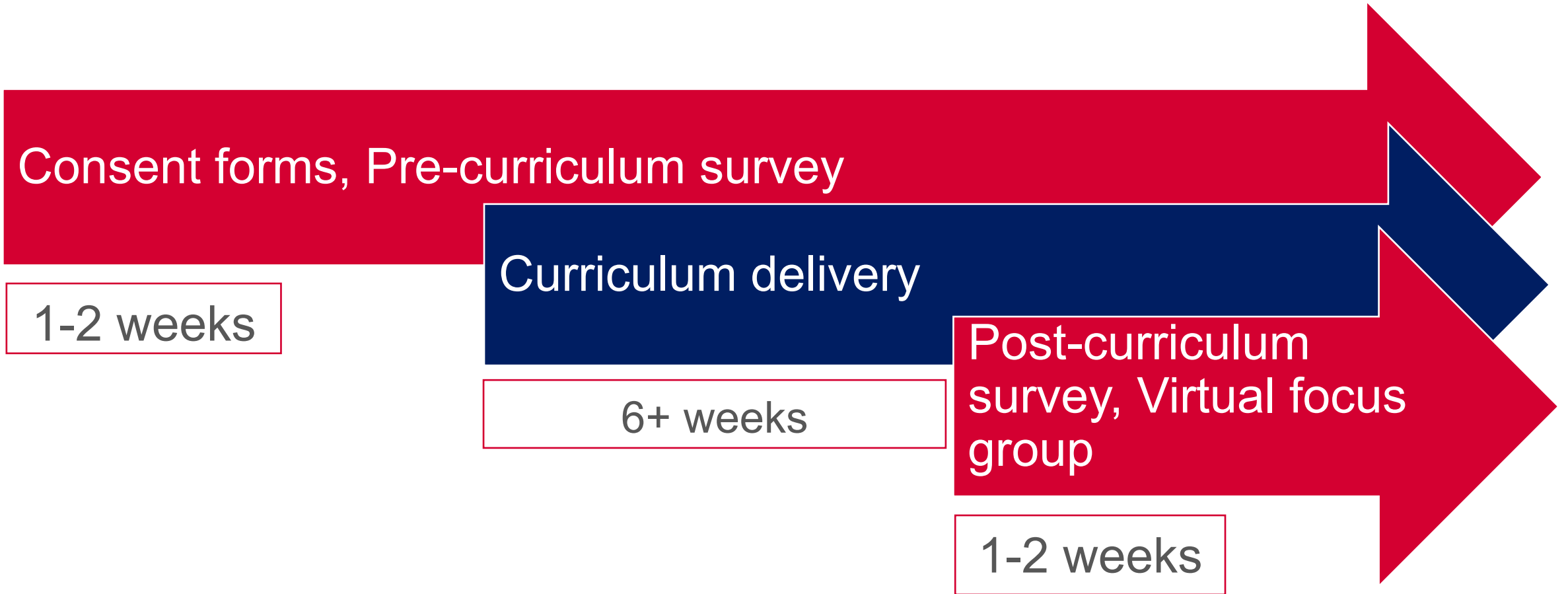
Background

- Ableism is negative beliefs, stereotypes, and misconceptions, which are rooted in societal beliefs about what constitutes normal and acceptable bodies and ways of living, leading to prejudice, exclusion, and systematic oppression of PWD from society.
- The built environment is often designed without considering PWD. This presents barriers in the form of:
 - inaccessible buildings (e.g. lack of ramps and elevators);
 - public transportation; and
 - pedestrian infrastructure (e.g. sidewalks, curb ramps, crosswalks, pedestrian signals) and maintenance services (e.g. snow removal).
- Due to lack of accessibility, PWD are socially excluded from the community which reinforces beliefs that come from cultural discourse versus experience.
- One way to address ableism is to provide formal disability education curriculum.

Purpose

- Our research will explore the feasibility, educator usage, student outcomes, and community impact of:
 - The Project Sidewalk Service Learning Curriculum, a general education disability education curriculum;
 - The Social Action and Media Curriculum, a special education self-advocacy curriculum; and
 - The Inclusive Service Learning Curriculum, an inclusive education curriculum combining the general and special education curricula.
 - Each curriculum is a service learning curriculum which focuses on disability, accessibility, sidewalk infrastructure, and data analysis, which culminates in an advocacy project.

Research Timeline





Research Requirements

- Letter from the school administrator approving participation in the curriculum research
- Consent or assent from parents and students
- Completion of a pre and post curriculum survey
- Participation in a post-curriculum focus group

General Education Project Sidewalk Service Learning Curriculum Summary

Module Summary of Essential Understandings and Skills Developed

1

Introduces disability etiquette, U.S. disability laws, and how inaccessible design affects PWD. Students are exposed to the lived experiences of PWD. Students identify sidewalk barriers and practice virtual neighborhood navigation.

2

Explores sidewalk features and careers in accessible urban design. Students identify barriers, perform an optional walk audit, learn PS Tool labels, and develop inquiry and analysis skills.

3

Students use the PS Tool to virtually label sidewalk features and generate data.

4

Focuses on validating data and analyzing complex sidewalk data patterns.

5

Students analyze PS Tool data and explore data visualization as a storytelling method for different audiences.

6

Students plan and implement advocacy projects with an emphasis on resource gathering, persuasive presentation skills, and measuring outcomes using the Ten Steps of Advocacy (NCSS, n.d.).

Special Education/Transition Program Social Action and Media Curriculum Summary

Module	Summary of Essential Understandings and Skills Developed
1	Learn the history of the Disability Rights Movement and ADA, understand accessibility barriers/enablers in sidewalks, and gain skills in photography, storytelling, and reflection to document accessibility issues.
2	Build vocabulary around accessibility (ADA Transition Plan, PROWAG, community connectivity), identify and analyze sidewalk features affecting mobility, and strengthen communication through Photovoice focus groups and presentations to peers.
3	Apply observation and data-collection skills through walk audits and compare issues found during the audit with Project Sidewalk's online gallery to reinforce advocacy with evidence.
4	Explore careers in accessibility and advocacy and develop professional skills through interviewing local advocates and reflecting on personal strengths.
5	Define self-advocacy and practice using personal voice to express needs and ideas, create media (story cards) that convey personal experiences and advocacy messages, and build confidence in communication and storytelling for change.
6	Plan, script, and produce an advocacy message (video, slideshow, or poster), conduct a final walk audit to capture supporting media, and present work to peers, families, and community while reflecting on growth as an advocate.

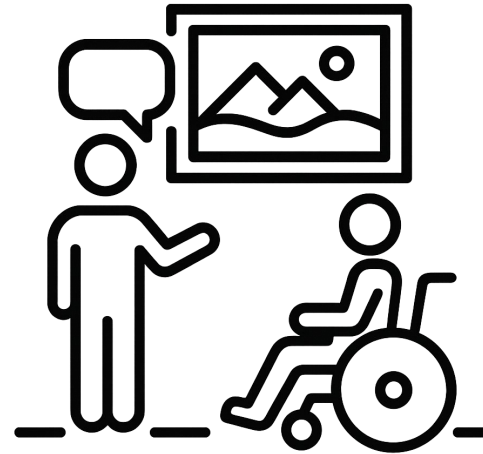


Module 1



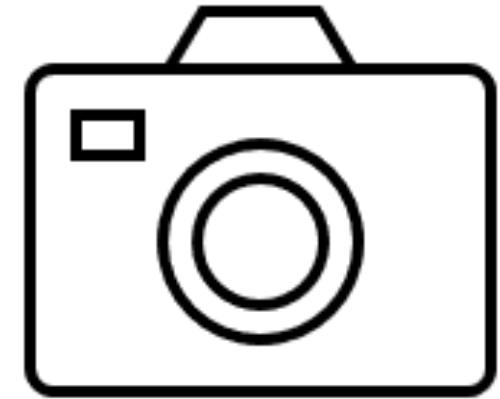
Service Learning Curriculum

Learning about the lived experiences of disability, disability language and etiquette, and accessibility.



Inclusive Curriculum

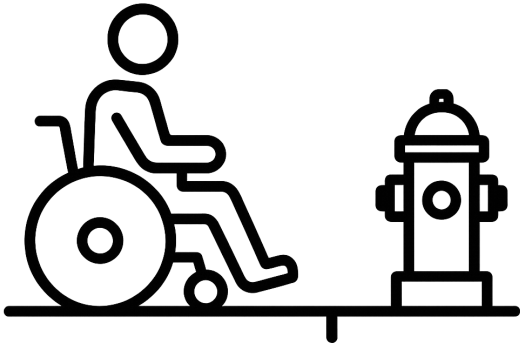
All students participate in a gallery showing of the photographs special education students took and engage in conversation about photos and experiences.



Social Action and Media Curriculum

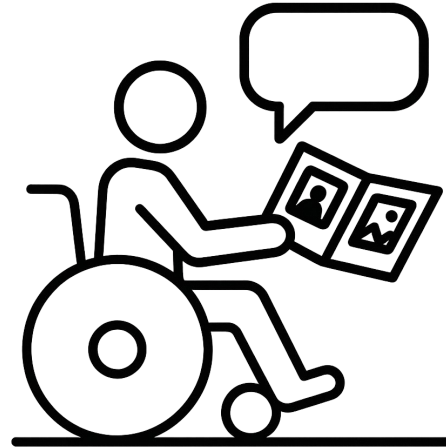
Documenting lived experiences with sidewalk infrastructure using SHOWED photography & storytelling method.

Module 2



Service Learning Curriculum

Students learn about sidewalk issues and accessibility.



Inclusive Education

Special education students share stories that accompany their photographs and general education peers provide feedback.



Social Action and Media Curriculum

Students have a focus group to refine photovoice stories.

Module 3



Service Learning Curriculum

Students use Project Sidewalk to virtually navigate their neighborhoods on Google Streetview while flagging sidewalk issues and rating their severity. They also have the option of conducting a walk audit in the community.



Inclusive Education

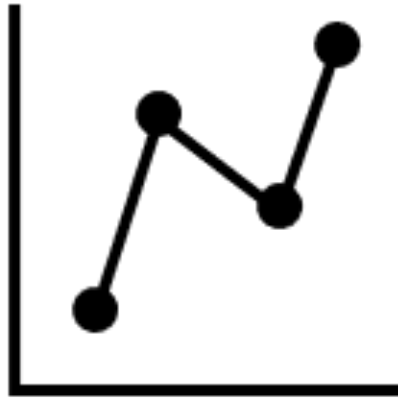
General education and special education students partner to perform a walk audit in the community and document the experience with photovoice.



Social Action and Media Curriculum

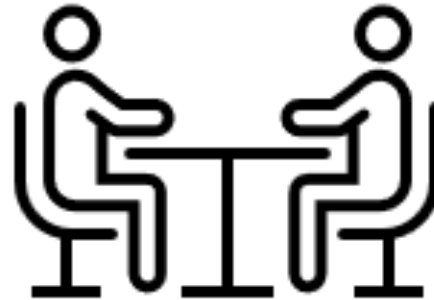
Students conduct a walk audit using photovoice.

Module 4



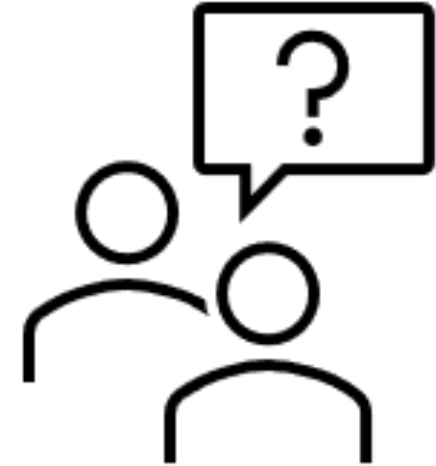
Service Learning Curriculum

Validating one another's data and analyzing data.



Inclusive Education

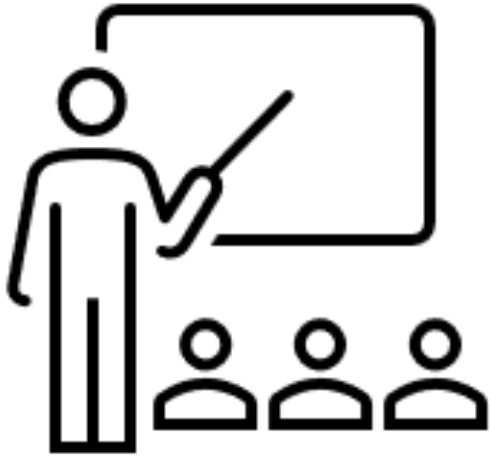
Students partner and review one another's data.



Social Action and Media Curriculum

Interviewing professional disability advocates and learning methods of advocacy.

Module 5



Service Learning Curriculum

Data analysis and learning methods of data storytelling for specific audiences.



Inclusive Education

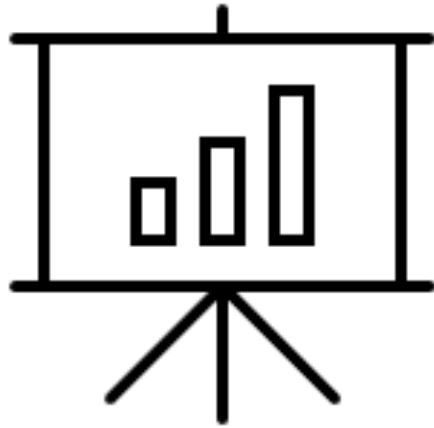
Students work together to incorporate each other's data and storytelling into their own advocacy projects.



Social Action and Media Curriculum

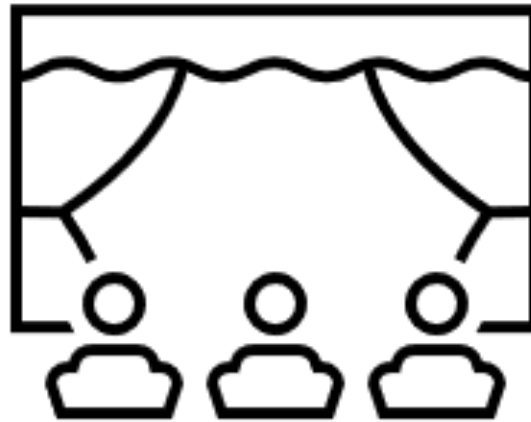
Students identify methods of self-advocacy and develop messaging and storytelling skills.

Module 6



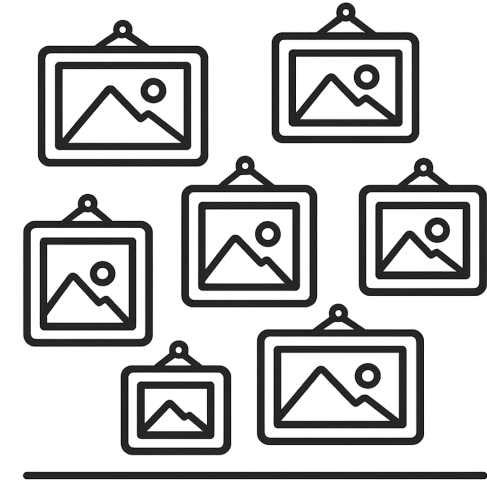
Service Learning Curriculum

Create advocacy projects.



Inclusive Education

Plan and create an advocacy project together using the data from each classroom. Have a showcase of their projects.



Social Action and Media Curriculum

Create advocacy projects.

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Questions?

Interested? Let us know!

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