“My Name Is”

Watch

[“My Name Is”](https://virginia.box.com/s/dyyjbcdgtcwwag42hd92o5l0eygqe15w)

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Performed by Alexandria Wailes

Reflect

To support your reflections, consider writing or drawing your responses, or talking to a trusted colleague.

* How has UVA played a role in helping this character name her identity? Why has that been significant?
* How has this character found belonging at UVA? What supported that?
* What does "full accessibility" mean to this character, and why is it important for them? How can isolated accessibility mistakes impact a student? What might that mean if accessibility needs are consistently derided or disregarded?

Learn

Explore the resources below as a starting point for further learning.

* [Stepleton, L.(2016). Audism and racism: the hidden curriculum impacting black d/Deaf college students in the classroom. The Negro Educational Review, Vol. 16(1-4), 149-168.](https://drive.google.com/file/d/10VHM7FvC9ymmMGNDwrjPseQlDPOmqv8c/view?usp=sharing)
* [Braun, D. et al. (2018). Welcoming Deaf students into STEM: Recommendations for university science education. CBE Life Sciences Education, Vol. 17(3).](https://drive.google.com/file/d/16BevOX23-Gz-GrocKCT-Z64LPIm3XjGH/view?usp=sharing)
* [Evans, N., et al. (2017). Disability in higher education : a social justice approach. John Wiley & Sons, Inc.](https://v4.lib.virginia.edu/sources/books/items/u7635384)

Act

You've reflected. You've learned. Now it's time to take action.

* Integrate principles of [Universal Design for Learning](https://provost.virginia.edu/subsite/coaa/instructional-resources/udl) into your courses.
* Make changes in your language and behavior to reflect [disability etiquette](https://provost.virginia.edu/subsite/coaa/disability-etiquette) in your interactions.
* When budgeting for events, course needs, lab materials, software upgrades, etc., include the financial resources needed to make learning fully accessible to all students and faculty.