

# Model of Inclusion and Access in Participatory Visual Methodologies

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# Participatory Visual Methods (PVM) and Disability

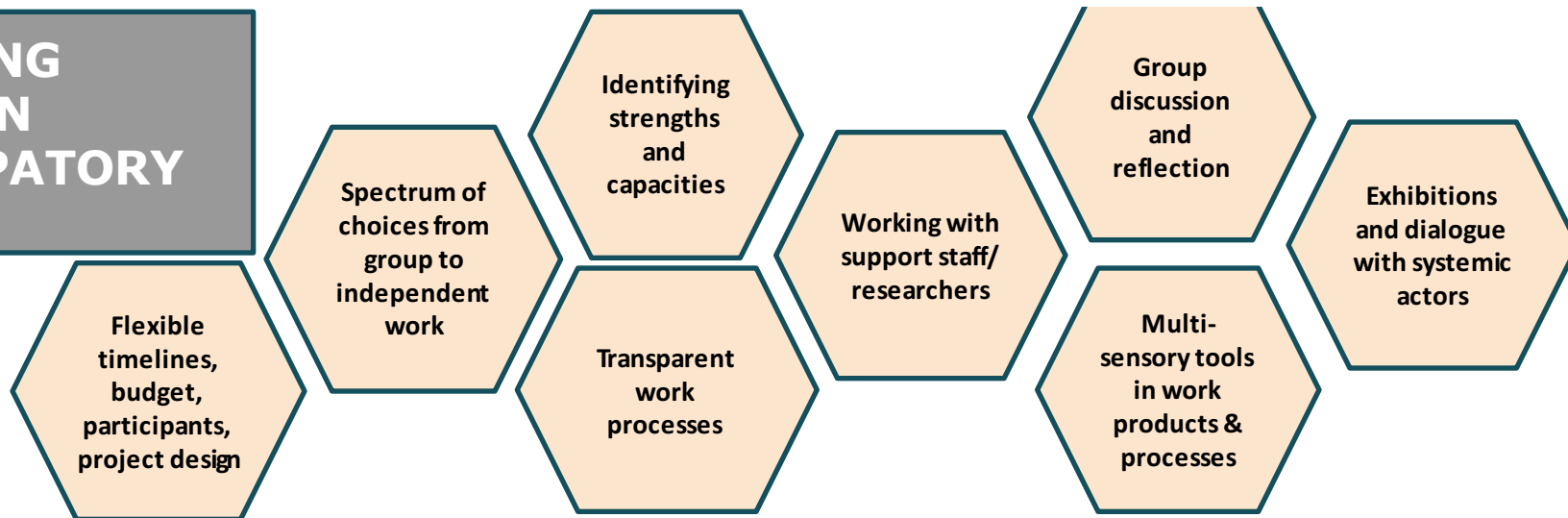
- PVM opens opportunities for increased participation of equity-seeking communities and populations
- Limited examples of conducting participatory visual research with disabled people (Charnley & Hwang, 2010; Nguyen, Mitchell, de Lange et al., 2015; Richards, Lawthom & Runswick-Cole, 2019; Rix, Lowe & Forum, 2010; Sitter, 2015; Switzer, 2020)
- PVM can be used by people with diverse abilities and in different contexts
- “Habitus of Ableism” (Dokumaci, 2018)



Photo credit Getty in Forbes: <https://www.forbes.com/sites/andrewpulrang/2020/10/25/words-matter-and-its-time-to-explore-the-meaning-of-ableism/?sh=58d586b77162>

# DESIGNING ACCESS IN PARTICIPATORY VIDEO

## STRATEGIES



## PRINCIPLES

FLEXIBILITY	PARTICIPANT CHOICE	RELATIONSHIPS & TRUST	REFLEXIVITY & ITERATION	PROCESS & OUTCOMES
One size does <b>not</b> fit all - access requires continuous check-ins and adjustments to support participants.	<i>Nothing about us without us</i> - being guided by participants creates a sense of shared ownership.	Building trusting relationships creates an interdependent and supportive network.	Reflexive conversations allow participants and researchers to learn from mistakes.	Working towards and achieving a goal can build confidence and sense of empowerment.

## THEORIES

**Society disables.** (Dis)ability is shaped by how individuals experience the world around them. When resources, services, and experiences are made inaccessible to someone, they are disabled by society. Thus, disability is socially constructed within society.

**Disability and diversity enriches.** People with disabilities interact with not only dominant modes of living, but also put in work to make their surroundings more accessible. In doing so, they create alternative forms of living, experiencing, and knowing that enriches us all.

**Participation shifts power imbalances in research.** When participants take part in the research design, process, and analysis, the researched become the researchers, and thereby expand the potential for research to create transformative social change.

# ACTon Study

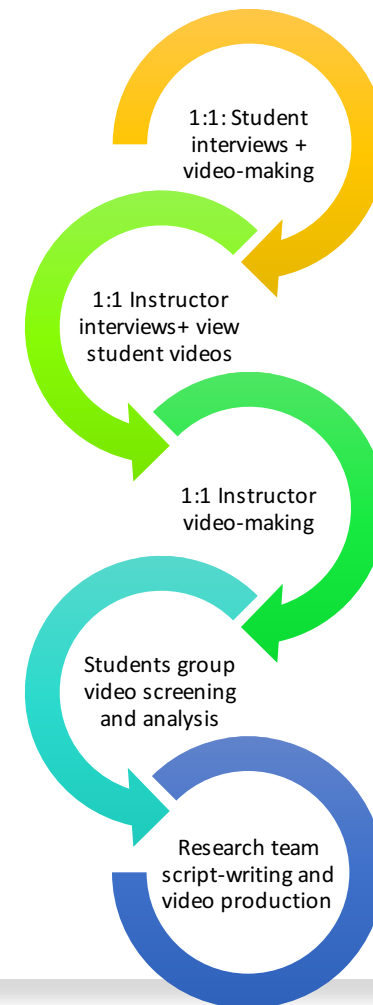
- Supporting students in accessing their right to accommodation in placements
  - Accommodation = a modification or change to existing program structures or systems so disabled students have access to materials and can demonstrate their knowledge and skills
  - Placements = practicums, experiential education programs, clinical placements, work integrated learning.
- Primary Output: 2 interactive videos that explore disabled students' and placement instructors' experiences of navigating students' accommodation needs in placement



<https://youtu.be/DoZjhHI4ORw?t=99>

## ACTon Phase 1 Participatory Video Method

- Navigating power inequities when engaging students and instructors in research on a potentially sensitive and stigmatized topic
- Asynchronous dialogue using participatory video method
- Data collection during COVID-19
- 24 participants with diverse disabilities



# Inclusion Strategies

**DESIGNING  
ACCESS IN  
PARTICIPATORY  
VIDEO**

**STRATEGIES**

Flexible  
timelines,  
budget,  
participants,  
project design

Spectrum of  
choices from  
group to  
independent  
work

Identifying  
strengths  
and  
capacities

Transparent  
work  
processes

Working with  
support staff/  
researchers

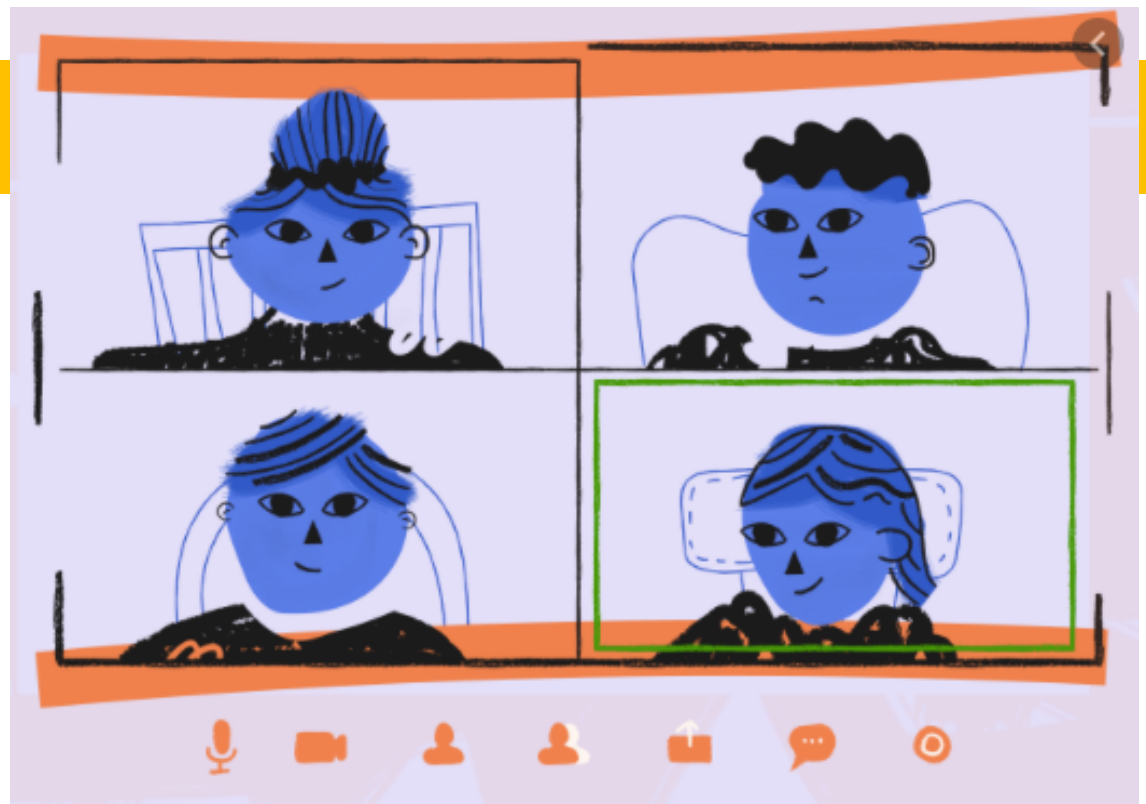
Group  
discussion  
and  
reflection

Multi-  
sensory tools  
in work  
products &  
processes

Exhibitions  
and dialogue  
with systemic  
actors

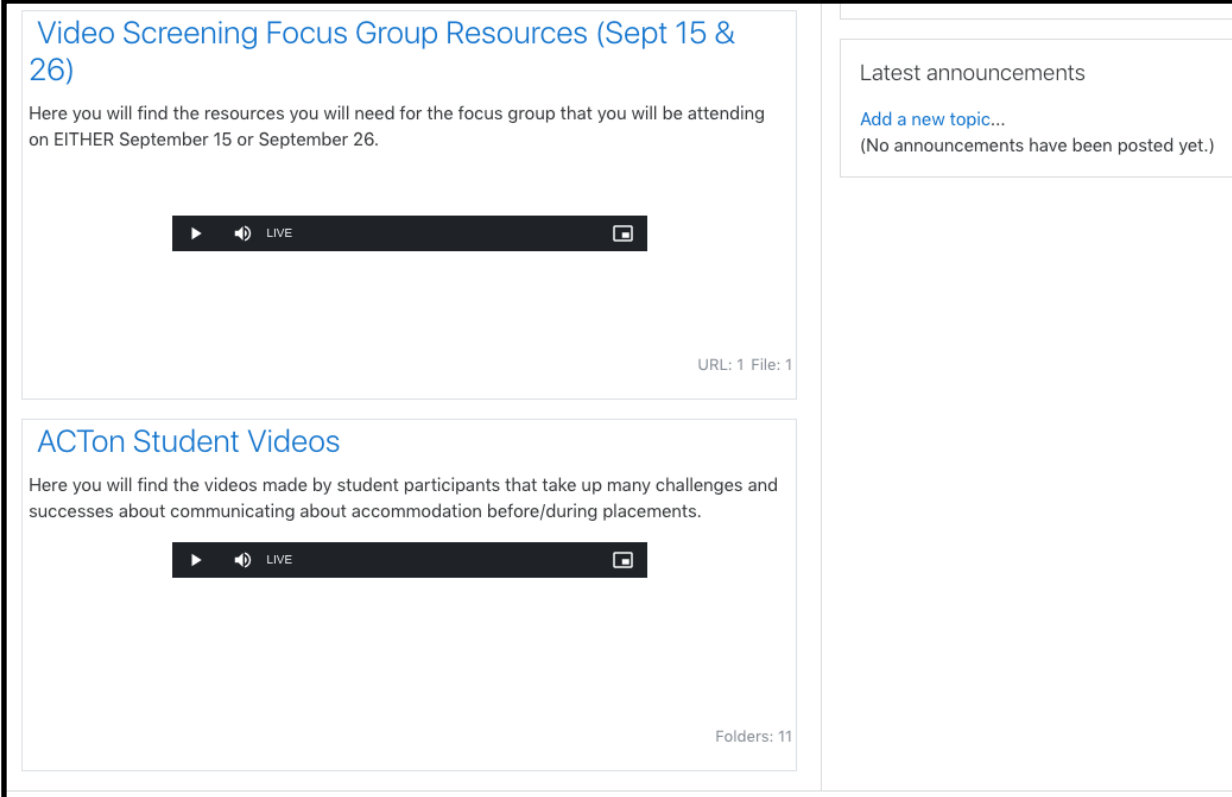
# Flexible timelines, budget, project design

- Honorarium
- Participant-centered scheduling (1:1 and options for group meets)
- Flexible meeting lengths
- Budget for staff that can accommodate flexibility



# Spectrum of Choice from Group to Independent Work

- Independent or supported video-making
- Office hours (supported)
- ACTon eClass resources (independent)
- Option for group or 1:1 analysis



The screenshot displays a web interface with two main content areas on the left and a sidebar on the right. The top-left area is titled "Video Screening Focus Group Resources (Sept 15 & 26)" and contains a paragraph of text and a video player. The bottom-left area is titled "ACTon Student Videos" and also contains a paragraph of text and a video player. The right sidebar is titled "Latest announcements" and includes a link to "Add a new topic..." and a note that no announcements have been posted yet.

**Video Screening Focus Group Resources (Sept 15 & 26)**

Here you will find the resources you will need for the focus group that you will be attending on EITHER September 15 or September 26.

URL: 1 File: 1

**ACTon Student Videos**

Here you will find the videos made by student participants that take up many challenges and successes about communicating about accommodation before/during placements.

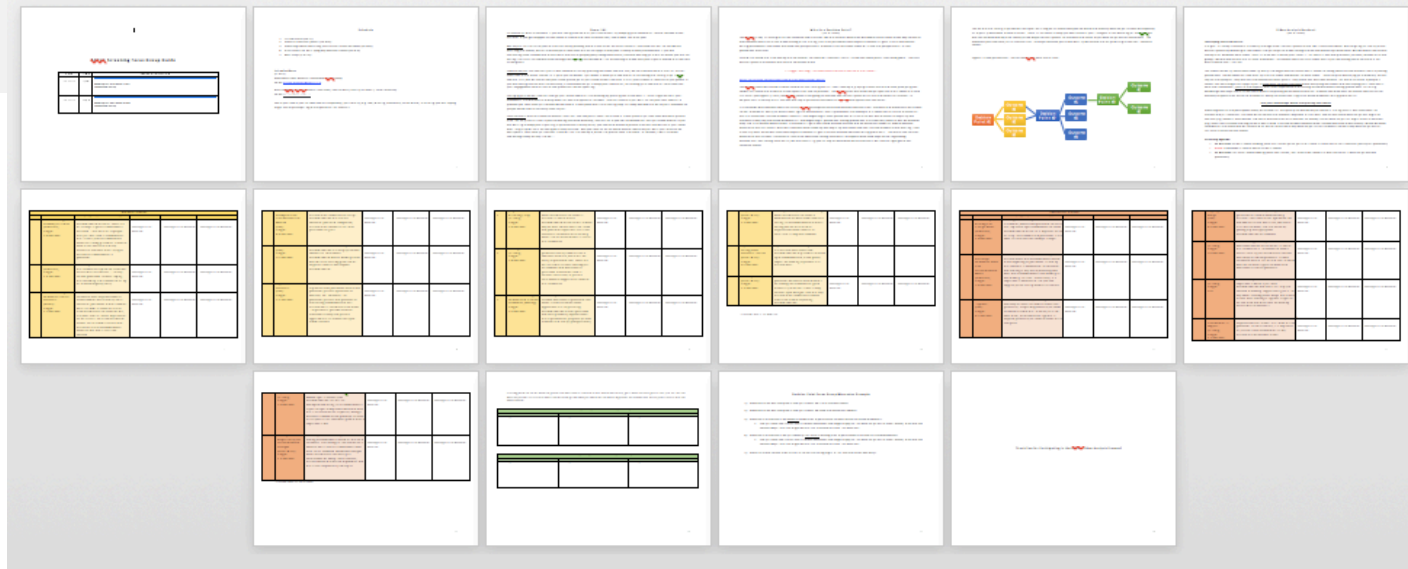
Folders: 11

Latest announcements

[Add a new topic...](#)

(No announcements have been posted yet.)

# Transparent work process: Research Guides & Handouts



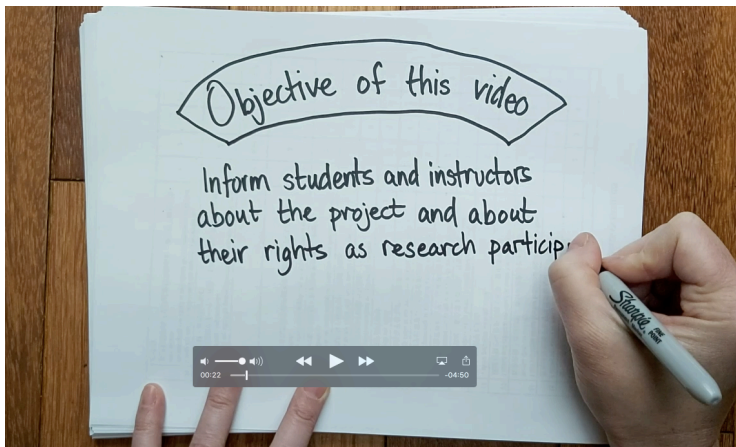
Eg: Analysis Handout guide

# Working with support staff and researchers + Group discussion and reflection

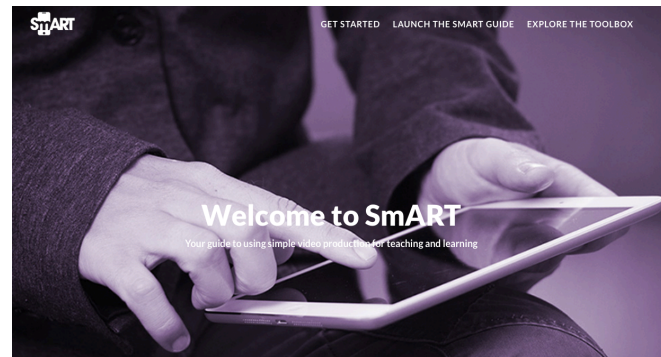
Instructor Video Decision Points

Decision Point #1	Decision Point #2	Decision Point #3
<p>During orientation ask "if you have accommodations, let me know privately or via email"</p> <p>Should I approach student? Or should I?</p>	<p>continue your own education about what disabilities are and ways to accommodate.</p> <p>how can I make this environment inclusive?</p> <p>Is this an accommodation I can be flexible with, or assist in reaching out to the right person?</p> <p>Know the student is the expert on what is the best way to accommodate the challenges</p> <p>anticipate student's needs</p>	<p>how can I adapt from the initial letter?</p> <p>being flexible</p> <p>Ask for feedback from the student on how the class or experience is going</p>

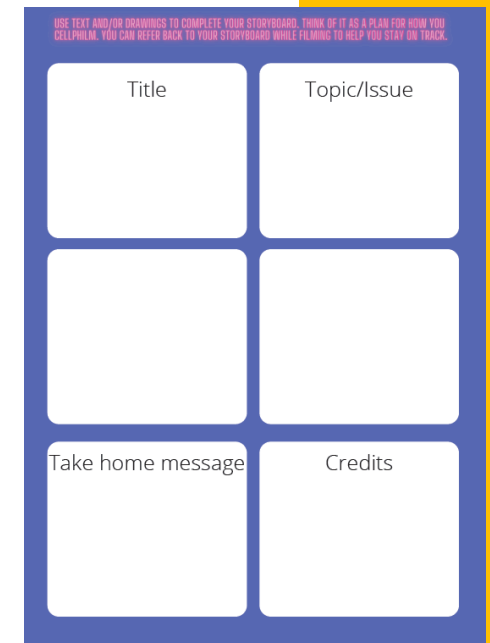
# Multi-sensory tools in work process and products



ACTon Consent Video

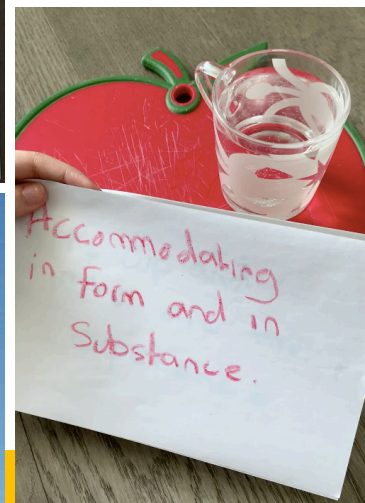
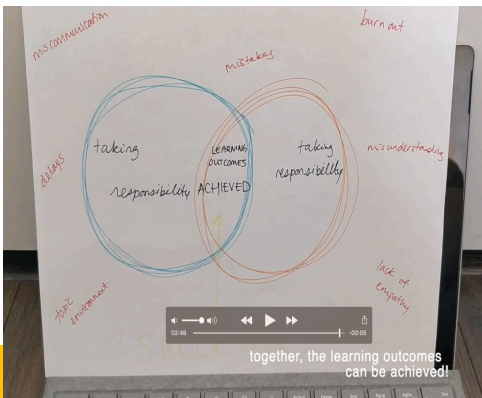
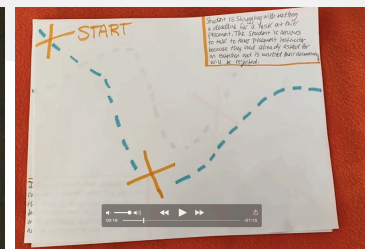
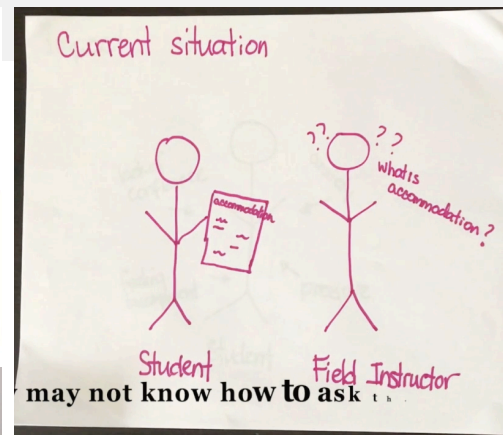


SmART Video-Making Resources



Participatory Video  
Storyboard

# Exhibition and Dialogue

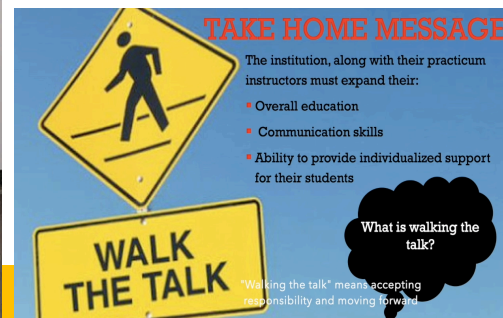


The Best Part of School!

Sometimes, we learn better outside of the classroom... and going to a placement can be the best part of school.

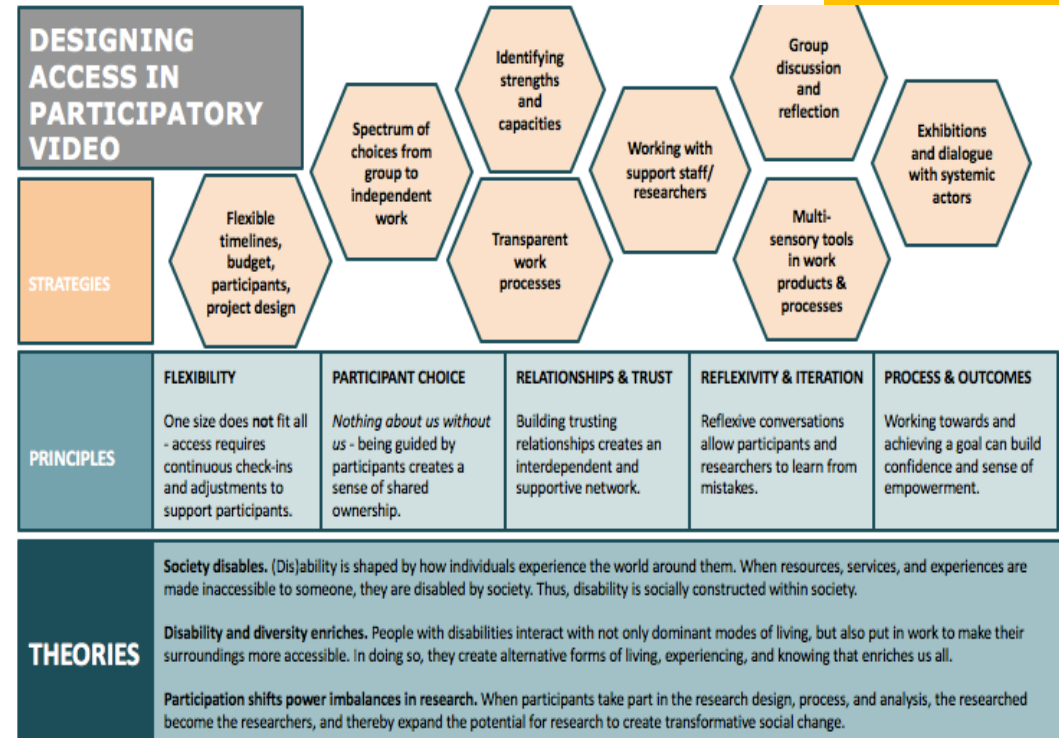


and people say that that can be in fact the best part of school



# Conclusions & Recommendations

- Access is not just about disability
- Inclusion is best integrated into project planning
- Strategies are time-intensive and require money
- Not all strategies are necessary all the time. Participants choose if they use these strategies/you can offer strategies and participants may not use them.
- Integrate capacity-building materials and research infrastructure to support engagement
- Institutions need to provide 'safe spaces' for community engagement with data



# ACTon Interdisciplinary Team- Acknowledgement

## Project Leads

Iris Epstein, RN, PhD Assistant Professor, Nursing

Roxanne Mykitiuk, JSD Professor, Osgoode Hall Law School

## Research Associate:

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## Research Assistants:

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## Co-Applicant: Media production, design and evaluation team lead

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Melanie Baljko, Associate Professor, Computer science Engineerin

Lindsay Stephens, Assistant Professor, Geography and planning, critical disability studies

Linda Juergensen, Assistant Professor, Nursing

Marian MacGregor, Director Human Rights Office at YorkU

Nazilla Khanlou, Associate Professor, Nursing and Women's Health Research Chair in Mental Health; Founder of the International Network on Youth Integration (INYI)

## Subject Matter Experts and Advisory Members

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Lillian Heinson, Instructional Technology Coordinator, AMPD

Teaching Commons

Robin Sutherland-Harris, Educational Developer

## Experiential Education Leaders: Educators and Administrators

Lindsay LaMorre, Associate Director, Experiential Education and Facilitator of Community Partnerships

Laura Crane, Faculty of Education

Vina Sandher, Field Education Manager, School of Social Work

Ellen Schraa, Associate Professor, School of Health Policy and Management (SHPM)

Paola Calderon-Valdivia and Anda Petra, Faculty of Health, EE Coordinators, School of Health Policy & Management (SHPM)

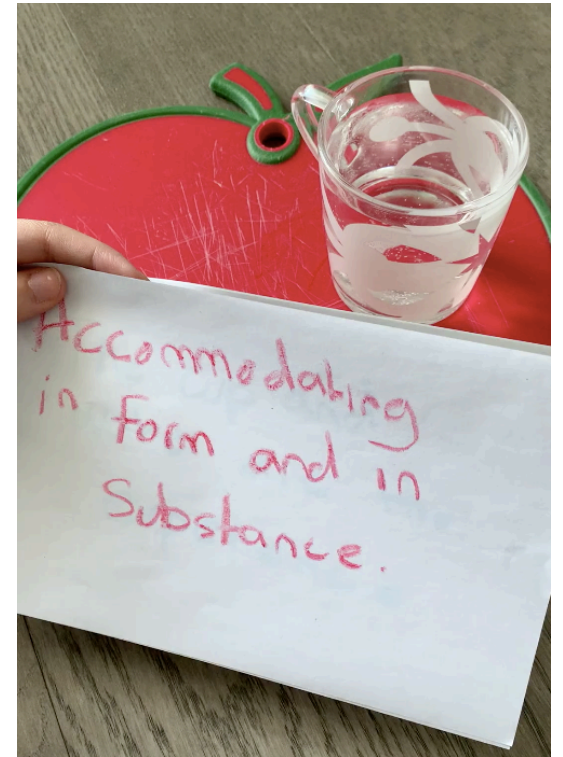
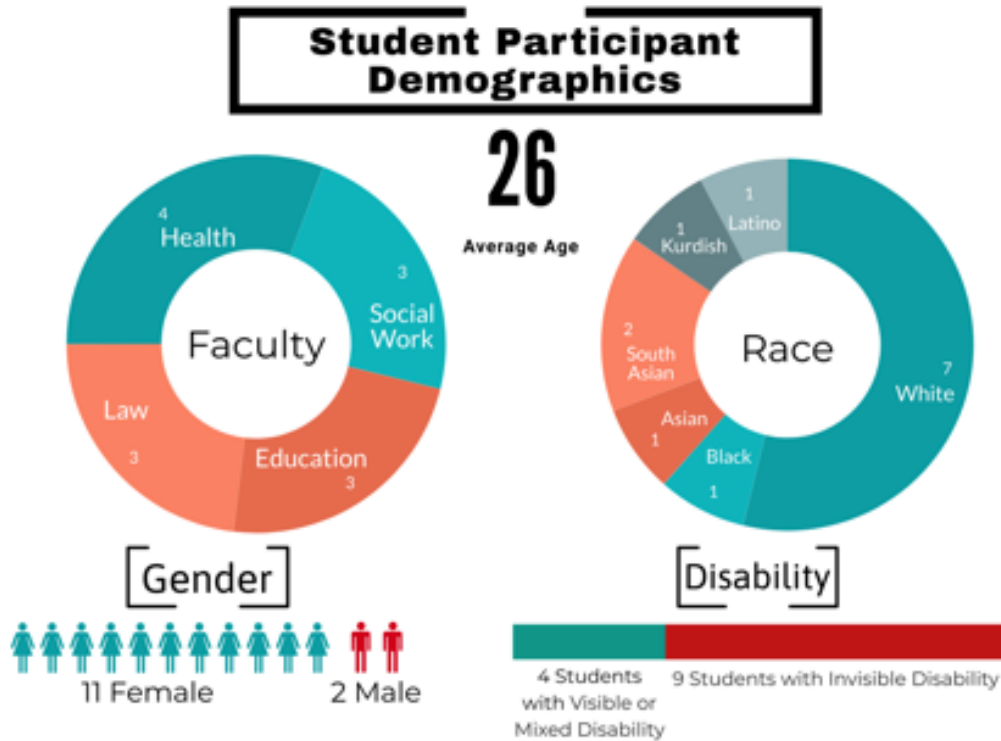
Experiential education at York

Kathleen Winningham Director, YU Experience Hub

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# Student Videos = 12



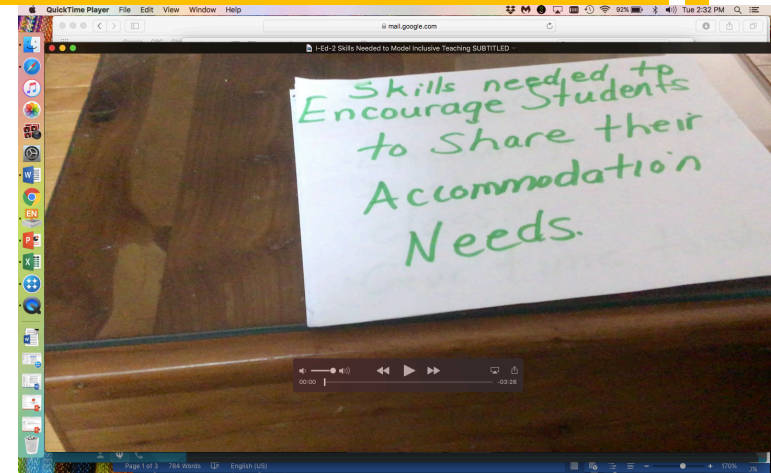
Example from student video

# Instructor Videos = 10

## Instructor Participant Demographics



## Gender



Example from Instructor video