This template offers a structured approach to introducing themes, guiding discussions, and reinforcing key concepts during a speaker series viewing of **"Community Building Practices Through a Disability Justice Accessibility Culture Lens"** by Alex Locust.

Alex Locust Bio

Alex Locust is a Black biracial, queer, disability justice educator, activist, and "Glamputee" who celebrates the harmony of his identities to help create the world they want to see.

Born disabled (above-the knee-amputee), Alex learned to navigate an ableist world that told him and other disabled people harmful, violent, and reductive ideas around which bodies are worthy and which bodies are beautiful. Armed with bombastic charm, whimsical humor, and a sharp wit, Alex synthesizes his lived experience with professional insight to educate others on how to adopt a disability justice framework that builds community and empowers fellow disabled folks.

Alex offers a series of workshops and lectures that foster empathy and are grounded in cultural humility and intersectionality. He creates spaces that model comfort and ease while exploring complex topics such as disability justice, microaggressions, harm reduction, and cross-movement solidarity.

With an M.S. in Clinical Rehabilitation and Mental Health Counseling, his approach highlights those who have been silenced and invisibilized while also activating those with privilege and power to recognize how to disrupt oppression and promote cultural shifts. Alex creates an environment that is both engaging and comfortable, adapting to the audience so they leave with newfound knowledge and awareness.

While earning his Masters of Science degree, Alex was honored with the Peggy H. Smith Distinguished Graduate Student award and named Graduate Student of the Year from the National Council on Rehabilitation Education.

Key Terms & Concepts + Notables Quotes

Ableism
Discrimination, prejudice, or social prejudice against people with disabilities based on the belief that typical abilities are superior. Ableism can manifest in individual attitudes, institutional policies, and societal norms that marginalize people with disabilities.

Accommodation
Modifications, adjustments, or supports provided to individuals with disabilities to ensure they can access the same opportunities as others. These might include physical changes, assistive technology, or policy modifications to remove barriers to participation.

ADA (Americans with Disabilities Act)
The Americans with Disabilities Act (ADA) is a landmark U.S. civil rights law, passed in 1990, that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places open to the general public. The ADA requires employers, businesses, and government entities to provide reasonable accommodations for people with disabilities, ensuring they have equal access to opportunities and services. The law aims to eliminate barriers and promote full inclusion in society for people with disabilities.

Disability
A physical or mental condition that significantly limits one or more major life activities. Disability can be visible or invisible, temporary or permanent, and can affect anyone at any stage in life.

Disability Justice
A framework developed by disabled activists of color, emphasizing the intersection of disability with other forms of oppression like race, class, and gender. It moves beyond a rights-based model, aiming to dismantle systemic ableism and create a more inclusive and accessible society for all.

Eugenics
Eugenics is a discredited movement and set of practices that sought to improve the genetic quality of human populations by promoting the reproduction of people with "desirable" traits (often defined by race, ability, and socioeconomic status) and discouraging or preventing the reproduction of people with "undesirable" traits. It was used to justify forced sterilizations, institutionalization, and other human rights abuses, particularly targeting disabled people, people of color, and those considered "unfit."

Exclusion
The act of intentionally or unintentionally keeping individuals or groups out of opportunities, resources, or participation due to characteristics like disability, race, gender, or socioeconomic status. In disability contexts, exclusion can occur through physical barriers, discriminatory attitudes, or inaccessible environments.

Impairment
A loss or abnormality of function or structure in the body, which may or may not result in disability. It refers specifically to the medical or physical aspect of a condition, without addressing the societal or environmental barriers that create a disability.

Intersectionality

A term coined by legal scholar **Kimberlé Crenshaw** to describe how various social identities, such as race, gender, sexuality, and disability, intersect and overlap. It highlights how people experience multiple, overlapping forms of discrimination and privilege in different contexts.

Invisible Disability

A disability that is not immediately apparent to others, such as chronic pain, mental health conditions, or neurological disorders. People with invisible disabilities may face unique challenges due to the lack of visible markers of their condition.

Liberation

The act of freeing oneself or others from systemic oppression, injustice, or inequality. In the context of social justice, it refers to the collective struggle for equal rights, autonomy, and freedom from oppressive systems.

Social Body vs. Power Analysis

In comparing these concepts, the **social body** is about how bodies are collectively viewed and categorized, while **power analysis** focuses on understanding who holds power to define those views and enforce those categories. Power analysis helps reveal who controls societal standards for the "social body" and how marginalized groups are excluded or oppressed based on those standards. For example, in a society that values able-bodiedness, power analysis would show how ableism perpetuates privilege for able-bodied individuals and disadvantages people with disabilities.

Ugly Law

The "Ugly Laws" were discriminatory ordinances in the United States (mostly during the late 19th and early 20th centuries) that prohibited people with visible disabilities or physical deformities from appearing in public spaces. These laws reflected societal biases against people with disabilities, criminalizing their presence and contributing to their marginalization and exclusion. The last of these laws was repealed in the 1970s.
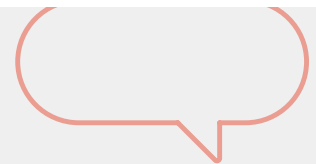
Notable Quotes

"Not convenient to have a body."

"We all need help."

"Cross movement solidarity, 'we are not free until we are all free.'"

"Unpacking "laziness."

Continued Learning Resources

Visit the following link to Alex Locusts Resource Page
https://www.glamputee.com/resources

Conversation Outline

Facilitator:

Welcome

Good [morning/afternoon/evening], everyone! Thank you for joining today's dialogue. It's my pleasure to guide us in a discussion about ***"Community Building Practices Through a Disability Justice Accessibility Culture Lens"*** presented by Alex Locust.

Facilitator: "To enhance your learning and engagement with today's topic, we've provided digital and printable activities and tools. These resources are designed to deepen your understanding, increase your comfort level, and help you apply the concepts discussed during the session. **The activities and tools are intended to be used while viewing the Speaker Series,** encouraging attentiveness and focus on the content. **Please feel free to choose the tools that best support your learning experience."**

Activities + Tools

- ### Activity/Tool 1: Bingo Card
  A bingo squares have key terms, phrases, quotes, and concepts listed in squares, folks can 'play' while they watch the Speakers Series to heighten engagement.

- ### Activity/Tool 2: Feelings Card
  A card divided into three sections (beginning, middle, end) with feeling words listed in each. Participants circle or highlight the feelings they experience at each stage of the video to practice introspection and assess comfort levels throughout the engagement. This can be completed while viewing the Speakers Series.

- ### Activity/Tool 3: Crossword Puzzle
  The crossword puzzle consists of key terms and concepts to increase learning and understanding of the topic. This can be worked on during the Speakers Series to heighten understanding of concepts and ideas.

Warm-Up Questions

Facilitator: Below are optional warm-up questions that facilitators can use to introduce key themes and help participants feel more comfortable with both the topic and the session structure. These questions serve as a useful tool to break the ice, encourage engagement, and set the stage for deeper discussions throughout the speaker series. **These are optional and can be used if time permits.**

"To start us off, let's dive into a few warm-up questions that will introduce the key themes of today's event. These questions are designed to get us thinking about ***"Community Building Practices Through a Disability Justice Accessibility Culture Lens"***

- **Question 1:** What does community building mean to you, and how do you think accessibility plays a role in creating truly inclusive spaces?

- **Question 2:** How has your understanding of disability evolved over time, and what are some challenges you've observed or experienced in creating accessible environments?

- **Question 3:** When you think of the term "disability justice," what comes to mind, and how do you think it intersects with human services?

Discussion Questions

Facilitator: "Let's move into some discussion questions to deepen our understanding and begin a conversation. These are intended to help us process the content and resources we've learned about in the today's Speaker Series viewing."

- **Question 1**: Reflecting on the quotes "It's not convenient to have a body" and "We all need help," think about the concept of universal design. How does creating accessible environments impact your own daily life?

  - Consider the following case example to get started and further unpack the previous question and the concepts:

    A pregnant employee is experiencing leg cramps, fatigue, and backaches, all of which affect her comfort and ability to perform daily tasks at work. In a workplace that incorporates universal design principles, accommodations such as ergonomic chairs with lumbar support, adjustable standing desks, and regular breaks for rest or stretching are available to all employees, not just those with specific needs like pregnancy.

    These universal accommodations reduce strain, alleviate discomfort, and make the workday more manageable. Because they are available to everyone, employees don't need to request special adjustments, whether they're dealing with pregnancy, chronic pain, or other temporary conditions. This demonstrates how universal design benefits the entire workforce, creating a more accessible and inclusive environment by normalizing supportive practices for all."

    This case demonstrates how universal design can naturally integrate support into the workplace without singling out individuals.

- **Question 2**: "Alex Locust mentioned the phrase "Unpacking 'laziness.'" How can the term "lazy" be a harmful stereotype, particularly when applied to disabled individuals and communities of color? How might this label reflect broader societal biases, and what can we do to challenge these assumptions in our daily interactions and workplaces?"

- **Question 3:** "Our concluding question encourages exploration of 'Social Body vs. Power Analysis' in a human services context:

In a human services setting, how do societal standards for the "social body" shape the way we categorize and serve individuals, especially those from marginalized groups? Using a power analysis lens, who holds the power to define these standards, and how does this impact the services and opportunities provided to individuals, particularly people with disabilities or other marginalized identities? How can understanding this dynamic help us create more equitable and inclusive service practices?"

Closing + Concluding Thoughts

Concluding Thoughts
Facilitator: "Thank you all for your engagement in today's dialogue. It's been a pleasure to explore ***"Community Building Practices Through a Disability Justice Accessibility Culture Lens"*** together. As we conclude I invite any closing thoughts or comments"

(Allow 5-10 minutes of closing thoughts or remarks)

Closing
"I encourage you to stay curious, continue learning, and grow in your efforts to advance racial equity and **disability justice**. Your commitment to this work is crucial in building more inclusive and equitable communities. Let's keep the conversation going and carry these lessons forward in all that we do."