**Plain language Literature review**

In my study, I looked at how mainstream ideas about healing and fixing bodies can make people with disabilities either too noticeable or not noticed at all. People often think that nobody wants to be disabled, and that disabled people are either sad and want to be average, or they are seen in a negative way. I explored the Accessible Canada Act, focusing on things like transportation, building designs like ramps, and ways of communicating like sign language. My work shows how these areas relate to the social model of disability, which says society needs to change to fit the needs of people with disabilities.

I believe it’s important to understand that barriers for disabled people often come from the world around them, not just from their own bodies. While it’s good to recognize these social models, they don’t always address the daily challenges and efforts disabled people go through to be part of society. Disability models often explain-what disability is and why it exists, but I think we need to focus more on how disabled people deal with these challenges in their daily lives.

In my research, I’ve seen that studies on disability are often used to make things more efficient or for political reasons, not always to help disabled people. I chose to use a table of terms in my work without any academic references. I did this to keep the definitions simple and relatable because everyone’s experience with disability is different. I didn’t want to limit these terms to one fixed meaning.

I believe that lived experience can’t be defined in just one way. So, in my research, I’ve combined my academic knowledge with a more open and relatable way of talking about these experiences. I think it’s important for people to understand that talking about disability in everyday language can be just as powerful as using academic terms. Disability and the experiences of wheelchair users are complex, and we shouldn’t hide or complicate their stories with difficult language.

In my study, I looked at how historical mistreatment and ideas have led to unfair treatment of people with disabilities. This includes being either ignored or noticed too much because of their disabilities. In the past, movements like eugenics and ugly laws treated disabled people badly. These old ideas still affect how people think today, leading to unfair assumptions and discrimination against disabled people.

For example, the medical model of disability focuses too much on medical proof and doesn’t listen enough to what disabled people themselves say about their experiences. This can make disabled people feel invisible. Also, old beliefs, like the idea that disability is always bad, need to change. We as a society can make things better by being more inclusive and adaptable.

I also talk about the “ugly laws” in America in the late 1800s, which hid disabled people from the public because they looked different. This made disabled people feel ignored and ashamed. Eugenics was another bad movement that tried to stop disabled people from having children. Both of these practices made disabled people feel both too visible and invisible.

I found that in Canada today, many people face barriers in public places. This shows that there’s still a lot of work to do to make things better for disabled people. There are different types of disabilities, and not all of them fit the usual definitions. This affects how people get help and support.

I believe that ableism, which is unfair treatment based on disability, is hard to get rid of because it’s part of our culture and how we learn to see the world. I talk about how ableism started and how it makes us think of disabled people in a limited way. For example, we might feel uncomfortable around disabled people because we’re not sure how to act. Making places more accessible can help change these attitudes.

One example I mention is an architect with multiple sclerosis who made a museum accessible for everyone, including wheelchair users. This kind of design can make a big difference in how disabled people feel and how others treat them. By creating more inclusive spaces, we can start to move beyond stereotypes and make society better for everyone.

In 2019, Canada made a big step forward with the Accessible Canada Act. This new law aims to remove barriers for people with disabilities by 2040. It’s really important because it says that people with disabilities should be involved in making laws and policies that affect them.

This Act looks at big issues like using American Sign Language in the Deaf community, how transportation affects First Nations people with disabilities, and the importance of sports for disabled people. It’s crucial to check if this Act is really helping and to understand problems like discrimination against disabled people, being too noticeable, or not being noticed.

I chose to focus on the Deaf community in my study. Being able to communicate is super important. It’s hard for me to imagine not being able to express myself. For people in the deaf community, not having enough access to American Sign Language or people not understanding its importance can make them feel ignored or overly noticed. This can stop them from fully taking part in everyday life, like talking to doctors or at work.

I also looked at sports and found that being involved in sports can really help disabled people feel better about themselves. Sports places are usually more welcoming and understand the need for different ways to communicate, like American Sign Language.

Transportation is especially important for First Nations people with disabilities who live in rural areas. Being able to get around helps them take part in their community, which is good for their health and happiness. My research shows that when these people can connect with others and feel useful, they tend to be healthier.

In short, the places we live and how these places meet our needs - whether it’s sports, getting around, or communication like American Sign Language - really affect our chances to live our best lives.

**Accessible Canada Act**

In my study, I looked at the Accessible Canada Act, a law that’s meant to make Canada more accessible for people with disabilities by 2040. This Act is supposed to involve disabled people in making decisions about laws and policies that affect them. However, there’s not much research on this Act yet.

My work focuses on the personal lives of disabled people and how they see themselves and are seen by others. I used my own experiences and research methods to try and bridge the gap between disabled and non-disabled people. Instead of thinking of people as just disabled or productive, my approach shows that people can be disabled and productive, and they need support from both disabled and non-disabled allies.

Critics say the Accessible Canada Act focuses too much on procedures and not enough on how it really helps people in their daily lives. People have asked for clear timelines, better systems for making complaints, and more expert groups to help make real changes. But these things aren’t fully in the Act yet. The government knows this, but just knowing isn’t enough to really change how things are for disabled people every day.

I wanted my research to show the real-life experiences of disabled people, beyond just policies and rules. It’s about living as you are, being part of society, and making a difference in how we include everyone. My work also looks at how disabled people could lead and make changes, especially in policies. As someone who uses an electric wheelchair, I see parts of my own story in the stories of the people in my study. We often deal with being ignored, overly noticed, or unfairly judged because of our disabilities.

I think it’s really important to make society more accessible and welcoming for everyone. In my study, disabled people share their experiences and show us what life is like for them. We need to listen, see, and ask them about their experiences.

the Accessible Canada Act, which is a law aimed at making Canada more accessible for people with disabilities by the year 2040. This law is important because it’s meant to include disabled people in decisions about laws and policies that impact their lives. But there’s not a lot of research on this law yet.

My research is about the everyday lives of disabled people, how they view themselves, and how others see them. I used my own experiences and research to try to close the gap between disabled and non-disabled people. My goal is to show that disabled people can be both disabled and productive, and they need support from everyone.

Some people criticize the Accessible Canada Act for focusing more on procedures than on actually helping people in their day-to-day lives. There are calls for clearer timelines, better ways to complain, and more expert groups for real change. These changes haven’t been fully added to the Act. The government is aware of this, but just being aware doesn’t make life different for disabled people.

I want my research to show what life is really like for disabled people, not just what the policies say. It’s about living as you are, being part of the community, and making society more inclusive for everyone. I also look at how disabled people can lead and influence policies. As a person who uses an electric wheelchair, I relate to many stories in my research. We often face being overlooked, too much attention, or unfair judgments because of our disabilities.

It’s very important for society to be accessible and welcoming to all. In my research, disabled people share their experiences, giving us insight into their lives. We should listen to them, see their perspectives, and ask them about their experiences

**Transportation**

In my research, I’m looking at transportation problems for Indigenous people with disabilities. It’s really important for them to have good access to transportation so they can go to medical appointments and be involved in their communities.

Indigenous communities value close relationships and cultural connections. But when transportation is hard to get or too expensive, it can cause a lot of stress and make people feel isolated. For example, sometimes people get told about medical appointments too late and can’t find a way to get there. Or, they might have issues with transportation services not finding their homes because they use P.O. Box addresses instead of street addresses.

There’s also a challenge with the distance to medical facilities and issues with who pays for transportation. This makes it hard for families who are taking care of disabled members because they don’t get help or money for transportation.

There’s a health program for First Nations and Inuit people that covers someone to travel with a person who can’t travel alone. But this doesn’t always work for everyone. Some older people who can technically travel alone would feel better with a family member with them, but the program doesn’t always allow for this.

Being part of cultural activities is really good for Indigenous people’s mental and physical health. It helps keep their language and culture alive and can even help reduce things like suicide rates on reserves. But to be part of these activities, they need to be able to get there, which is why transportation is so important.

In short, transportation isn’t just about getting from place to place. It’s about connecting with people, being part of the community, and being able to do everyday things. So, improving transportation for Indigenous people with disabilities is really important for their overall well-being and involvement in their communities.\

In my research, I’m looking at how the design of places like buildings, parks, and streets (the built environment) can be better for people with disabilities. This includes making sure entrances, sidewalks, and parking are easy to use for everyone, and keeping them well-maintained with clear signs.

**Built environment**

I found out that often buildings and public spaces are designed more for able-bodied people. This can make it hard for people with disabilities, like those who use wheelchairs, to use these spaces easily. Good design should think about everyone’s experience and make sure all people can participate fully in society. For example, if a wheelchair user finds a building with only stairs and no ramps, they know right away it’s not accessible for them.

I also looked at communication, focusing on American Sign Language (ASL). Many deaf children have parents who can hear and don’t use sign language at home. This can make it hard for them to learn from everyday conversations. For example, they might miss out on learning during family dinners because they can’t follow what’s being said. This affects how they see the world and interact with others.

In summary, how we design our buildings and spaces and how we communicate are really important for including everyone in society. My next part of the study will look at how sports and touch can be important for people with disabilities.

In my study, I focus on how sports and recreational activities can create an inclusive environment for people with disabilities. I explore how these activities help us understand our experiences in the world differently, making us reflect on life and learn constantly.

I found that when we pay attention to the experiences of people with disabilities in sports, we start to understand their unique situations. For example, a wheelchair in sports is not just a tool; it’s an extension of the athlete, helping them participate fully. Sports can change how we see people with disabilities, making us recognize their abilities and confidence.

I also learned about how architecture affects people with disabilities. Often, buildings and public spaces are designed without considering their needs. This can make it hard for them to access these places. We need to design buildings and spaces that are easy for everyone to use.

Communication is another important area. Many deaf children don’t get to learn sign language at home, especially if their parents can hear. This can make it hard for them to learn from everyday conversations and feel included.

Sports are a great way for people with disabilities to show their abilities and challenge the idea that they can’t be athletic. When playing sports, they use their bodies and minds to interact with the world. This can help change how we see disability, focusing on what people can do, not just their limitations.

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Communication is another important area. Many deaf children don’t get to learn sign language at home, especially if their parents can hear. This can make it hard for them to learn from everyday conversations and feel included.

My literature review offers a comprehensive and insightful look into how sports and recreation serve as vital platforms for people with disabilities to challenge and overcome societal perceptions of disability, such as hyper-visibility, invisibility, and ableism. By focusing on the concept of motion sensing phenomenology (MSP), you've highlighted how Persons with disabilities can showcase their abilities and participate actively in areas traditionally dominated by able-bodied individuals.

My emphasis on the relational aspect of MSP, where Persons with disabilities learn to anticipate and react to others' movements in sports, underscores the interconnectedness of physical and cognitive abilities. This point is particularly poignant when discussing the role of physical literacy in sports for Persons with disabilities, where body language, perception, and decision-making are seamlessly integrated.

In conclusion, my study looks at how we can better understand and support people with disabilities in different areas of life. We need to pay more attention to their experiences and make sure they have the same opportunities as everyone else. This includes designing accessible spaces, improving communication methods, and recognizing their abilities in sports and other activities.

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The perspective on sports as a medium for Persons with disabilities to redefine their bodies in terms of functionality rather than limitations is a powerful one. Your example of wheelchair rugby illustrates how sports equipment like various types of wheelchairs can become extensions of the athletes' bodies, enhancing their abilities and strategies in the game.

Moreover, you've touched upon an important aspect of representation in media, highlighting the underrepresentation of Persons with disabilities in film and digital media. This gap in representation underscores the need for more inclusive and diverse portrayals of Persons with disabilities, which could further help in dispelling myths and stereotypes associated with disability.

In conclusion, effectively conveys the transformative power of sports in altering societal perceptions of disability and empowering Persons with disabilities. It serves as an important reminder of the need for continued research, media representation, and policy attention to support the inclusion and visibility of Persons with disabilities in all areas of life. In 2019 the government of Canada The Accessible Canada Act, a groundbreaking federal legislation, sets the ambitious goal of achieving a barrier-free Canada by 2040. Central to the ACA is the principle of Nothing Without Us, emphasizing the necessity of involving persons with disabilities the development of laws, policies, and programs that affect their lives.

The Accessible Canada Act addresses several critical issues, including the use of American Sign Language in Deaf communities, the impact of transportation on First Nations communities with disabilities, and the significance of sports and recreation for persons with disabilities. Given that this legislation serves as a benchmark for inclusivity and accessibility in various organizations, it’s essential to assess its effectiveness. This involves examining potential challenges such as ableism, hyper visibility, and invisibility. By delving into the complexities of these issues and evaluating the measures in place to improve the well-being of persons with disabilities, we can better understand the Act’s impact and identify future directions for advancement.

I have chosen to focus on the Deaf community because, as highlighted in my literature review, the ability to communicate profoundly influences how individuals interact with others and perceive the world around them. Personally, my identity is deeply intertwined with my ability to communicate and express ideas. This ability transcends the limitations of my physical body, and I find it difficult to imagine its absence. This is particularly relevant for the Deaf community, who often have limited access to American Sign Language (ASL) or face societal underestimation of its significance. The prevalent issues—ranging from convenience to lack of knowledge, or even ableist assumptions that minimal communication suffices—can lead to feelings of invisibility, hyper-visibility, and ableism. This hinders individuals from reaching their full potential in various aspects of life, including simple daily interactions, medical consultations, and workplace communications.

Similarly, in my exploration of sports, I noticed a significant correlation between sports participation and positive impacts on feelings of visibility, invisibility, and ableism. My personal insights, alongside the literature, suggest that sports help individuals with (dis)Abilities move beyond the physical and functional constraints of their bodies. In these more accepting and welcoming environments, there’s a natural support for diverse modes of communication, including ASL.

This concept extends to First Nations communities, especially in terms of transportation. For First Nations individuals with (dis)Abilities living in rural areas, transportation is a critical factor. As I previously stated in my literature review, the well-being of First Nations people, (dis)Abilities notwithstanding, hinges on their ability to contribute fully to their community. This not only meets a community need but also fulfills an individual’s desire for purpose. My research indicates that these communal relationships and individual purposes significantly decrease disease rates in these communities. Thus, transportation emerges as a crucial element in revitalizing these vital social determinants of health.

To summarize, the environments we inhabit and the attention given to nurturing specific needs within these environments—be it the need for sports, transportation, or ASL—profoundly impact our ability to realize our personal truths and potentials

I decided to use the table of terms and purposely did not make them with any citations. The purpose of doing so was to keep the definitions as plain language, so that they are relatable. Also, since phenomenology is in essence the study of experience, all the terms could have different meanings to each reader and viewer based on their personal experiences. That said, I didn’t want to attach a name or ownership to a definition because each experience is unique, and I wanted to encourage the fluidity of the terms so that we can learn them. Although there are definitions attached to these terms that are explained further by literature review, by opening with relatable, every day, plain language, I hope to give readers and viewers the opportunity to ponder how they relate to these terms in their own life, and how they may wish to challenge the terms in their mind’s eye.

Lived experience and the study of lived experience does not come with a definition.

Therefore, I believe that the terms that encapsulate lived experience should not come with fixed understandings. As a graduate student, I’m bound to show my academic competencies acknowledge around certain language, so I have done so. But I have mixed it with my ability to be relatable, fluid, and open when it comes to thinking about and describing lived experience.

Any name or author I would stick with the definition does not diminish or validate the experience for the individual that is going through it. The individual that validates their own experience should be the individual experiencing it, not the individual talking about or writing about it. These are some of the reasons why plain language is so important. If we want to create (dis)Ability awareness, I think it is imperative to let people know that you can talk in everyday, plain language, and it can be just as powerful, incredible as something that is backed up by scholarly research.

The richness we hold in understanding our own lived experiences and giving our perspective is a richness that can’t matched to academic language, and I wanted that to come through in the first part of the literature review. Disability and wheelchair users ’experiences are complex. We owe and deserve the right to not have our truth complicated or hidden under academic jargon and understandings.

Plain Language:Phenomenological Terms and Concepts

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| Term | Description |
| Eugenics | A set of beliefs and practices aimed at improving the genetic quality of a human population. |
| Motion Sensing Phenomenology | Emphasizes understanding through physical sensation and movement, rather than relying mainly on sight. |
| Natural Attitude | The way we usually experience and accept the world around us without questioning it. |
| Phenomenological Wonder | A first person / first-hand experience promoting emotions of wonder and awe. |
| Welcoming the Other/Emptying the Mind | Understanding that all human experiences are unique and accepting them without needing to change. |
| Imaginative Engagement | Remaining open and intuitive towards possibilities for social engagement, action, and positive social change. |
| Architectural Phenomenology | The experience of navigating physical structures within the built environment. |
| Inner Horizon | Individual perception of being able to obtain what is needed or desired. |
| Outer Horizon | What is actually visible and available within the physical environment. |
| Ugly Laws | Laws prohibiting disabled individuals from being seen in public. |
| Crip Time | Time that accommodates (dis)abled bodies and minds, acknowledging longer completion times for tasks. |
| Relationally | The perception of space and relation to the environment. |
| Spatially | Human relationships and connectedness. |
| The Dinner Table Syndrome | The partial exclusion of the deaf community from conversations around the dinner table due to unfamiliarity with sign language. |
| Perceptual Experience | Deals with seeing a visual object and the mind's connection to that object once seen. |
| Critical Consciousness | A heightened awareness of the world and the power structures that shape it. |