

Measuring Progress in Achieving Societal Inclusion of People in Marginalized Communities

Presentation to IDEA DEI Forum
10 August 2022

by Tom Pearson, Managing Director
MarketResponse International



MARKETRESPONSE[™]
I N T E R N A T I O N A L



Overview of methods and output from 3 studies regarding inclusion and discrimination:

- **becoming ONE MINNESOTA**

The ultimate objective was to obtain rich insights that illustrate what must happen for **One Minnesota** to be operationalized across state agencies while remaining inclusive of people with developmental disabilities.

- **Tracking changes in attitudes over decades regarding inclusion**

Prior to conducting the 5th wave of a statewide attitudinal tracking survey, a one-hour online forum was conducted in December 2021 using **Remesh**. From this initial online qualitative research, we gained new depth of insights regarding many of the attitudes measured in the quantitative survey.

- **Understanding discrimination and how it is experienced**

Narrative focus groups and sense-making exercises were used to explore

- The Nature of Discrimination and all its forms
- How it is Experienced by various groups
- Impacts and Results both short-term and long-term



The Minnesota
Governor's
Council on
Developmental
Disabilities

becoming **ONE MINNESOTA**

qualitative research study #2456 – 1 April 2019

WHAT DOES ONE MINNESOTA MEAN FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES?

Personal experiences and perspectives were provided by people with developmental disabilities, advocates and family members from throughout the state.

28

respondents participated
in 3 day online bulletin board
focus groups



9

respondents participated
in hour long
in-person interviews



6

respondents were interviewed
by telephone in hour long
in-depth interviews



The 43 individuals who participated matched the state demographic profile in terms of race/ethnicity, geographic location, males, females, internet access and no internet access, etc. They were specifically selected to be a cross section of One Minnesota.

The ultimate objective was to obtain rich insights that illustrate what must happen for One Minnesota to be operationalized across state agencies while remaining inclusive of people with developmental disabilities.

NOTE: Verbatim quotes from respondents throughout this report are shown in *italics*.

EXECUTIVE SUMMARY:

TO ACHIEVE ONE MINNESOTA FOR PEOPLE WITH DISABILITIES:

There needs to be a fundamental shift in the way the state perceives individuals with developmental disabilities – from a cost to society, to an opportunity for inclusion that will enhance the quality of life for all Minnesotans.

- Create awareness among all Minnesotans of the importance of including people with developmental disabilities in the One Minnesota promise.
- Focus resources and efforts on identifying fulfilling opportunities for employment and earning a livable income.
- Educate service providers on the importance of having a customer service mentality.
- Assure that all services and supports for people with developmental disabilities are equally available and easily accessible everywhere in the state.
- Include people with developmental disabilities and/or their families and advocates in policymaking processes and decisions.

ONE MINNESOTA

PEOPLE WITH DISABILITIES NEED TO BE INCLUDED



Include people with disabilities in the conversations, because we know our realities. Push the Federal Government to pay its fair share of Special Education funding because right now they only contribute 16% instead of the promised 40%.

ONE MINNESOTA

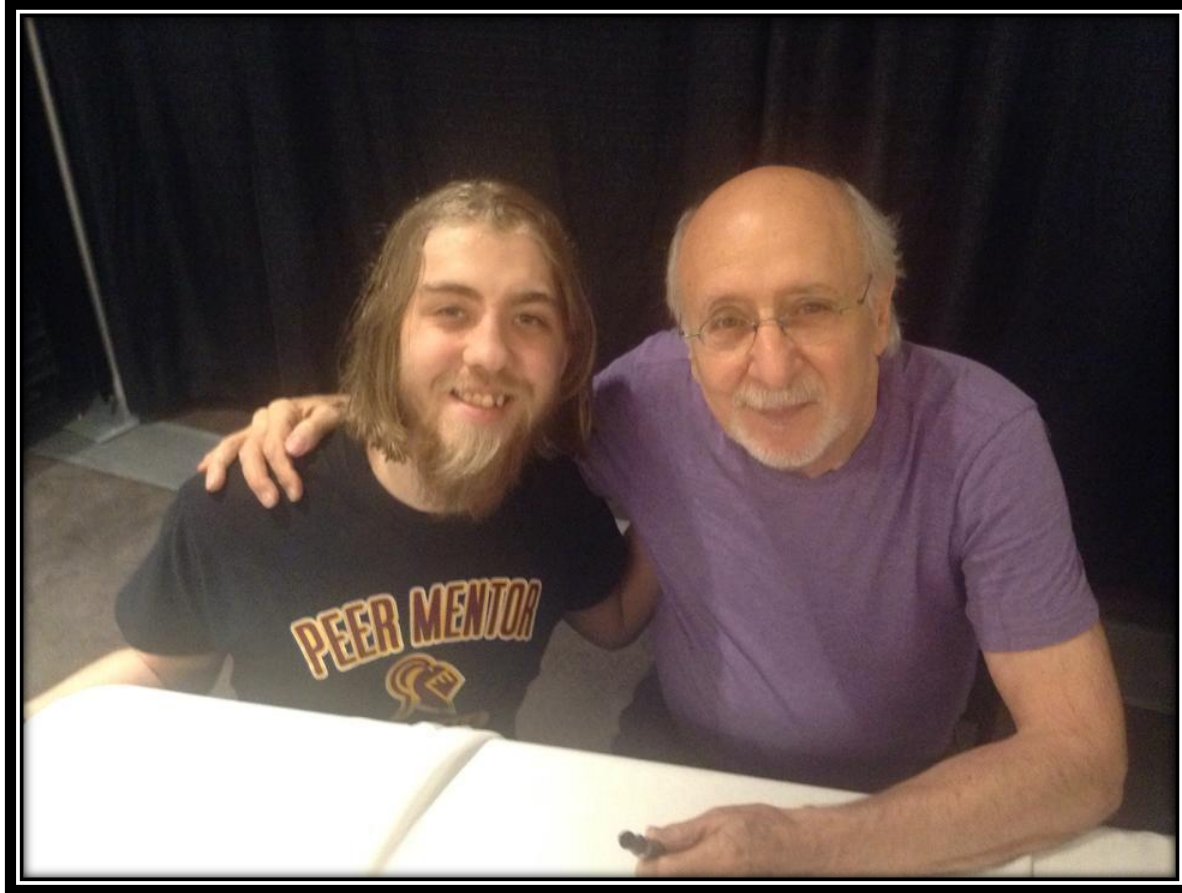
HOW DO WE GET THERE?



Empowering people to contribute, in the ways that they can, fosters much more motivation and happiness. The important thing is having people integrated into their communities in a way that is respectful and empowering for them, not a bullet list of requirements they have to make themselves fit into. This is hard, it requires understanding each person and what they need to be successful.

ONE MINNESOTA INCLUSION

SEE ME, NOT MY DISABILITY



*We are human beings
with actual feelings and
problems, not statistics.*



2022 Minnesota General Population Survey of Attitudes Towards People with Developmental Disabilities

MN Governor's Council on Developmental Disabilities

Quantitative Research Study #2496A

4 April 2022

Respondents rated the extent to which they *agreed* or *disagreed* (using the scale shown below) with several statements related to people with developmental disabilities and selected quality of life issues, including:

- Integration and Inclusion
- Productivity
- Self Determination
- Services and Supports

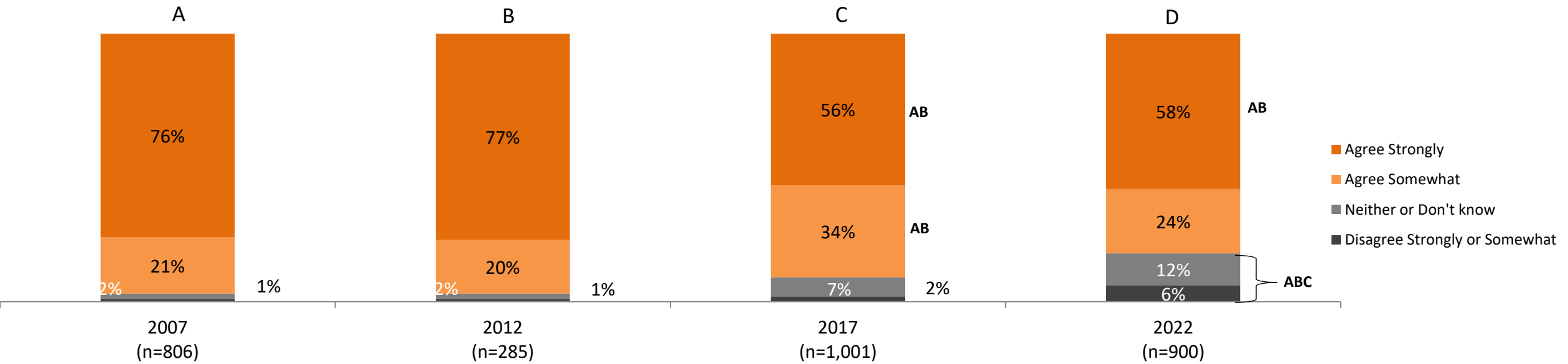
Disagree Strongly	Disagree Somewhat	Neither	Agree Somewhat	Agree Strongly
1	2	3	4	5

We see a slight increase in 2022 among those who are unsure or disagree whether people with developmental disabilities should be included in public spaces and social events. However, widespread agreement remains among Minnesotans, with 8-out-of-10 agreeing with social inclusion.

We have come a long way since 1962 when:

- 25% believed that people with developmental disabilities should not be allowed to use public playgrounds and beaches
- 20% believed they should not be able to attend movie theaters
- 35% believed they should be kept in an institution

People with developmental disabilities should be included in public places and social events



ABC Indicates statistically significant differences between populations at the 95% confidence level.

QUALITATIVE INSIGHTS: Please list public places or events where you feel accommodations should be made (or improved) for persons with developmental disabilities

Supportive of Accommodations for SOCIAL INTEGRATION:

Any public place should have accommodations: theaters, museums, rallies, outdoor activities, concerts, restaurants.

I think education and the school system is fundamentally flawed and would need addressing first.

Accommodations should be made wherever possible. They're members of the society and deserve to be treated with kindness.

VS. PERSONAL AVOIDANCE:

People are afraid of what they don't know. Not of ill intent, but a lot of people just don't know how to interact with people with developmental disabilities, so they avoid them.

I myself try to avoid contact with disabled people. I just don't like dealing with it.

Disagree Strongly	Disagree Somewhat	Neither	Agree Somewhat	Agree Strongly
1	2	3	4	5

Another issue related to Integration and Inclusion continues to be the question whether school-aged children with developmental disabilities should be taught together in the same classes as other children. Half of Minnesotans believe we're all better off when all students are taught together; while the rest are evenly split between those who disagree and those who are unsure.



QUALITATIVE INSIGHTS: Please explain why you agree or disagree that students with developmental disabilities should be taught together with other students, as much as possible

AGREE that Students with Developmental Disabilities should be taught together with other students:

It helps them associate with people without disabilities, as well as helping the people without disabilities learn how to associate with individuals that do have disabilities.

Let's educate our children about disabilities and foster an environment of empathy, compassion and teamwork.

Kids with disabilities need socialization as well as education.

Do NOT Support Classroom Integration for Students with Developmental Disabilities, or IT DEPENDS:

They hold back other kids from learning at a more advanced rate.

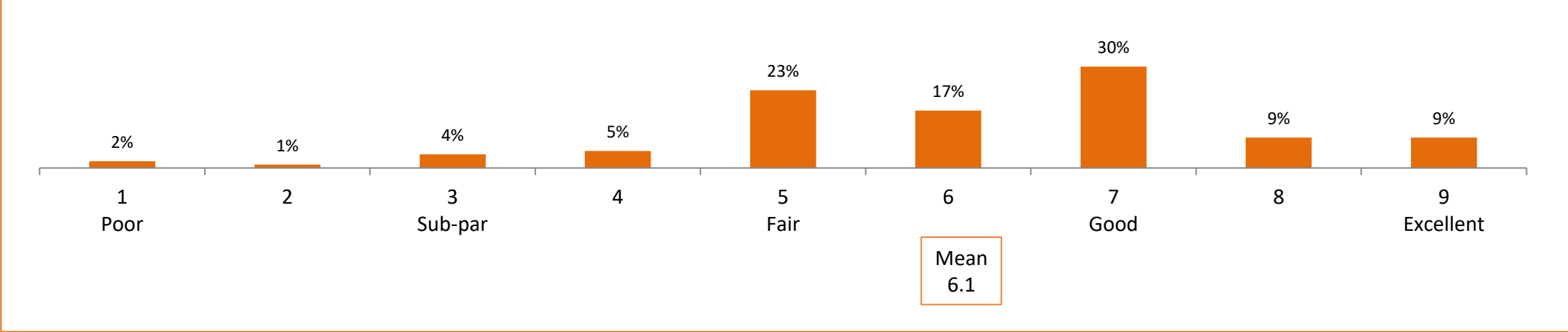
It depends on the level of disability; some children are just not able to do it.

All children deserve the right to learn, but not all children learn the same way. Sometimes being separated helps the child as well as the class. The para can focus in on their individual needs when possible.

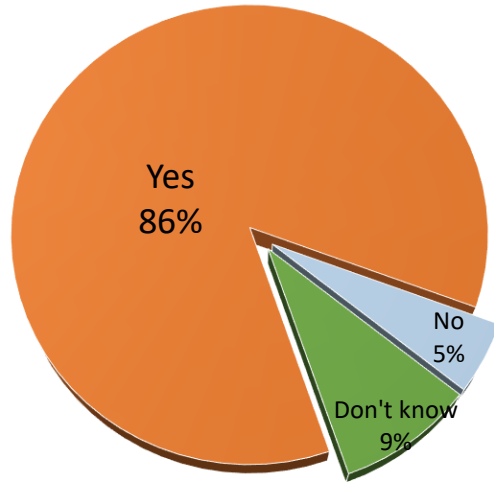
OVERALL RATING OF MINNESOTA STATE GOVERNMENT ON SERVICES TO PEOPLE WITH DEVELOPMENTAL DISSABILITIES

Over half of Minnesotans (52%) believe that the State and its people performs *less than good* in providing needed quality of services to people with developmental disabilities. Eighteen percent rate the state’s performance as *better than good*.

All things considered, how would you rate the overall performance of Minnesota state government, or the state and its people, in providing needed quality of services to people with developmental disabilities? Q20 (n=900)



Do you believe people with developmental disabilities face any form of discrimination? (Q16)



QUALITATIVE INSIGHTS: What specific situations or incidents of discrimination towards persons with developmental disabilities have you witnessed, or heard of?

Barriers to Employment

I believe that people with developmental disabilities face the greatest discrimination when trying to get jobs.

Bullying, Teasing, name calling

Kids at school bullying kids that were in the special ed classes.

Patronizing, ignoring, rude comments; treated like they aren't regular people.

I've heard people making fun of people who look different and act different; former president making fun of someone with a disability.

Exclusion, treated poorly

They are judged way quicker and people are not very nice most of the time to them. Not very patient with them either.

People get impatient when they have to go around wheelchairs and electric scooters.

Limited accessibility

General exclusion from events and places. The infrastructure in place currently is only somewhat designed to accommodate varying levels of ability.



Impact of the Intersection of Developmental Disabilities and Other Population Profiles on Experiences with Discrimination

Report From Qualitative/Narrative Research

Project 2496B

Prepared for: The Minnesota Governor's Council on Developmental Disabilities

Prepared by: MarketResponse International

8 August 2022

WHY THIS RESEARCH IS IMPORTANT

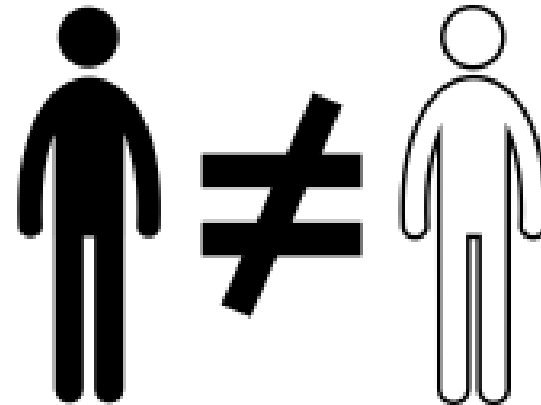
There are strikingly persistent disparities in employment, income production and net worth between people with and without disabilities. Those disparities remain even larger for BIPOC Americans with disabilities.

National Disability Institute, “Race Ethnicity and Disability” August 2020. (p.10)

A DEFINITION OF DISCRIMINATION

Discrimination is the act of making unjustified distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong.

- Occurs when individuals or groups are unfairly treated in a way which is worse than other people are treated.
- Involves restricting members of one group from opportunities or privileges that are available to members of another group.



VARIOUS FORMS OF DISCRIMINATION

Three general categories and 6 forms of discrimination were identified from the secondary research review.*

Individual	Overt prejudice	Undisguised expressions of feelings and beliefs about the inferiority or undesirability of certain groups (racial slurs, verbal or physical harassment, bullying, threats to personal harm, etc.)
	Implicit bias	Attitudes or <i>culturally embedded stereotypes</i> towards people, held with or without our conscious knowledge
Social	Social exclusion	Preferences for members of one's own group can result in segregated networks within organizations, and exclusion from social interactions and events
	Organizational barriers	Physical obstacles, and policies or procedures that limit opportunities or access to services, imposed by groups or organizations
Systemic	Institutional barriers	Institutional policies, regulations, rules, etc., written in a way that discriminate against marginalized communities
	Cumulative Disadvantage	Legacy of historical discrimination in housing, education, lending markets, etc., maintain high levels of wealth inequality through the intergenerational transition of advantage

*Some examples of each form of discrimination are provided next.

The Nature of Discrimination

Individual

- Overt prejudice
- Implicit bias

Societal

- Social exclusion
- Organizational barriers

Systemic

- Institutional barriers
- Cumulative Disadvantage



How it is Experienced



Impacts and Results

Fear, isolation

Limits to IPSII

Limited access to services

Limited access to favorable:

- Housing
- Healthcare
- Education
- Employment

Discrimination Experiences – Narrative Case Study

The Narrative Workshop typically lasts 2-3 hours and includes a story telling and sense-making process.

The participants are divided into groups for story telling and *tagging*



Discrimination Experiences – Narrative Case Study

Story Solicitation

Respondents were asked to share stories of experiences they've had or heard about, that describes how they or someone from their community:

- were unfairly treated in a way which is worse than how other people are treated; or,
- encountered barriers or obstacles to accessing needed services, or
- were restricted from opportunities or privileges that are available to others

Tagging exercise

On yellow Post-It notes, listeners would write down key words and phrases that described what was happening, the key elements that made up the story.



Discrimination Experiences – Narrative Case Study

Tagging step 2

After a story was told, participants identified feelings and characters in the story.

- A transcriber recorded these emotions and character descriptions on blue Post-Its



Discrimination Experiences – Narrative Case Study

Sense-Making

After the storytelling, participants from each group were moved to a different table and tasked with sorting the BLUE and YELLOW Post-Its into coherent clusters representing discrete discrimination experience's *themes*.

- 4-5 clusters were achieved at each table



Each cluster was assigned a title and presented to the group

HOW DISCRIMINATION IS EXPERIENCED

Five themes emerged from the stories describing how the various forms of discrimination are experienced.

Service without a smile

Segregated, isolated, excluded

Shamed, dismissed, ridiculed

Policies before people

Flawed policies, exploitative systems

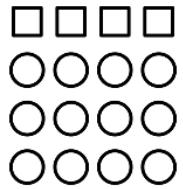
Service Without a Smile

Rude and disrespectful treatment by persons in a position of providing some kind of service to others. The absence of any attempt at empathy, or effort to provide any level of accommodations for people with disabilities, is evident in these stories.



Segregated, Isolated, Excluded

Barriers to access and exclusion are happening in schools, workplaces and other social settings, giving people with disabilities the sense that they're not wanted, or not even acknowledged:



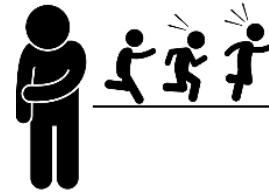
Segregated Schools

Students who require special education services are experiencing more exclusion and segregation from other students, even in well-funded and resourced districts.



Not Accessible

Black woman trying out a new restaurant finds access blocked by tables. Staff and customers are oblivious to the fact that they are blocking access for people using wheelchairs.



Rejected Services

Hispanic child with down syndrome rejected by day care service providers *because of his condition.*

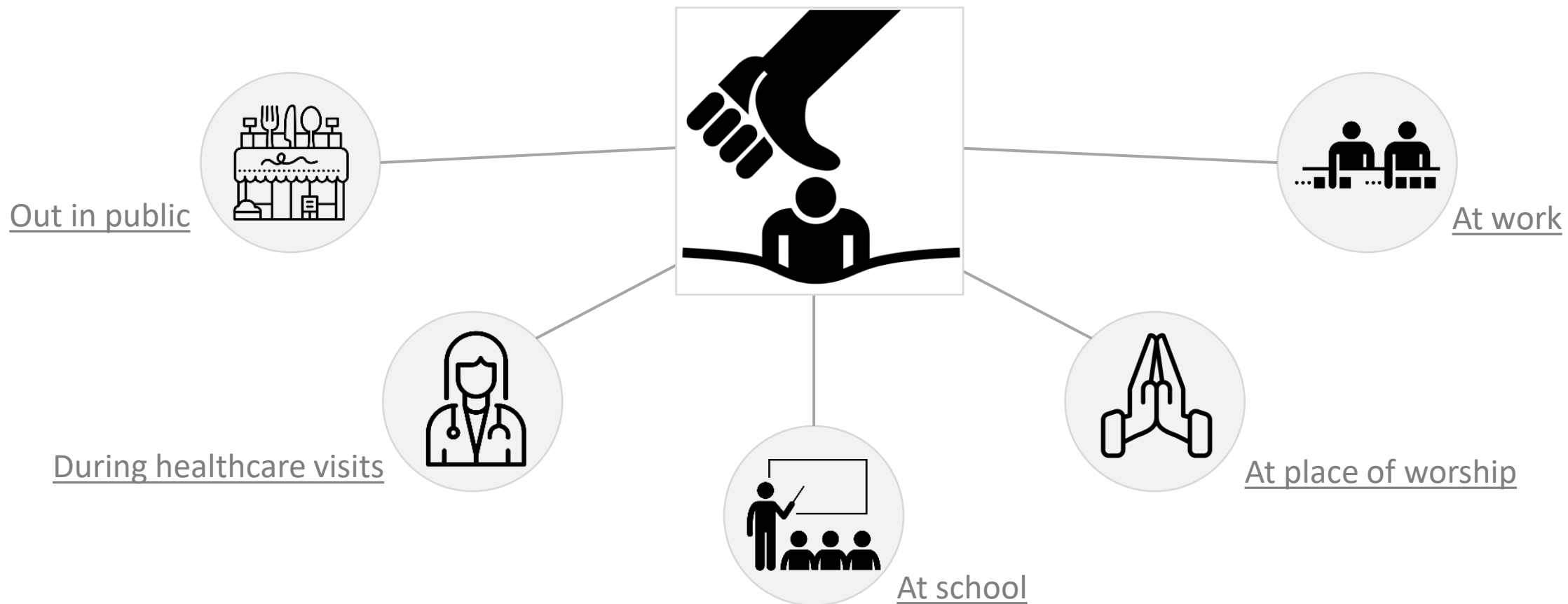


Job Discrimination

Adult male believes he was fired from his job after 6 years employment, because of his developmental disability and he is Latino.

Shamed, Dismissed, Ridiculed

Those with disabilities are sometimes not seen or treated as people. What *is seen* is their disability, their skin color, someone who is less than. They are feared, labeled *other*, and treated differently. Encounters of being shamed, dismissed, and ridiculed are not limited to just going out in public or online, it can occur in places that are supposed to be safe havens: hospitals/doctor's office, schools, and even churches.



Policies Before People

Strict adherence to the rules, policies or procedures are enforced on people with developmental disabilities (and other marginalized communities), imposing barriers to access to services, or as an excuse for not offering any kind of needed accommodations.



Flawed policies, exploitative systems

Unintended negative consequences reveal flaws in the State's policies designed to help attract more PCAs to assist people with developmental disabilities. And due to more blatant exploitation in areas related to housing and the penal system, the deck is stacked even more against black and brown people trying to get ahead in our state.



SUMMARY

People with developmental disabilities, especially those who are a part of other marginalized communities, experience various forms of discrimination, such as:

- Rude and disrespectful treatment by persons in positions of providing various services to others;
- Barriers to access and exclusion, happening in schools, workplaces and other social settings, giving people with developmental disabilities the sense that they're not wanted, or not even acknowledged;
- Strict enforcement of rules, policies or procedures, that impose barriers to access to services, or are used as excuses for not offering any kind of needed accommodations.

The deck is stacked even more against black and brown people trying to get ahead in our state, because of flaws in some State policies, and due to more blatant exploitation in areas related to housing and the penal system.

CONCLUSIONS

Instead of being seen as people first, what is seen is their disability, their skin color, someone who is “less than.”

Being a Black person with a disability. . . It really did hurt me when people were looking at my disability, and not looking at me. (But my disability) is not who I am.

For progress to happen, among the general population of Minnesotans there needs to be:

- More empathy and appreciation for people with developmental disabilities and other marginalized communities;

We have so much to teach the world because we are forced to survive in a way that is different, because our access needs aren't met every day, because we have to fight to live. And that leads to a special kind of insight and a special kind of knowing and understanding and navigating the world that others won't experience.

- Greater awareness of our own internal implicit biases and prejudices, and the impacts on the ways we think, talk about, and treat people with developmental disabilities and other marginalized communities.

Presentation to IDEA DEI Forum

Thank you!

MarketResponse International

Tom Pearson, Managing Director
t.pearson@marketresponse.com

Susan McCullough, Senior Research Director
s.mccullough@marketresponse.com

Lynn Schreifels, Research Analyst
l.schreifels@marketresponse.com

