



Identity-First Language Statement

YA recognizes ableism as a system of oppression and acknowledges the generations of Disabled people and organizations working to advance disability justice, equity, and inclusion in the arts. With guidance from the Social Model of Disability, an Affirmative Model of Disability and the lived experiences of disability arts advocates, we have learned that an increasing number of Disabled people view disability as an identity, culture, and community, and as a result prefer identity-first rather than person-first language. As an ally and co-conspirator working with Disabled people to dismantle ableism as a system of oppression and amplify the voices of Disabled artists, throughout this grant YA respectfully uses “Disabled students” as an example of identity first language.

YA recognizes the importance of language when describing identities. In acknowledgment of individuals’ diverse identities and varied language preferences, we use three terms throughout our United We Discover efforts: Disabled students/artists; students/people with disabilities; and students receiving IEP/504 services.