

D.R.E.A.M.-U

MAGAZINE

SPECIAL ISSUE

ISSUE 03

**Judy Heumann:
Pioneering disability
rights activist and
champion of inclusion
for all**

ID: An illustration of activist Judith Heumann seated in her wheelchair wearing a purple top and a purple shawl. She is surrounded by stylistic illustrations of leafy plants in blue. The background is rust colored and dotted.



01.

[About and Social Media](#)

DREAM acts as an online disability cultural center. Learn about DREAM's mission. Get connected via social media and email.

02.

[Judy Heumann](#)

Read the DREAM Student Advisory Board's statement about the legacy and passing of Judith Ellen Heumann.

03.

[Editors and Contributors](#)

Meet Em Doffing and Chloe Davidson, the editors of the DREAM-U zine. Also meet Jen Montag and Anjoleigh Schindler as contributors

04.

[Employment Tips](#)

Be aware of the benefits, negatives, and access needs of college worker employment, community employment, campus leadership, and experiential learning. Take advantage of career search services.

05. [Disability Disclosure](#) [Tips](#)

Receive advice about disability disclosure, specifically ADHD.



Click the words to jump to that section!

06.

[Resource Center](#)

We recommend the book, "Sustaining Spirit: Self-Care for Social Justice," and webinar, "Road to Employment: Indigenous Stories of Success."

07.

[Preparing for Postsecondary Education](#)

The US Department of Education answers common questions about the transition into postsecondary education.

08.

[Disability Life Hack](#)

Explore Goblin Tools to make daily tasks easier!

09.

[Opportunities & Event](#)

Consider applying to the Achieve Tahoe Internship, Emerge Summer 2025 Hybrid Disability Studies Workshop, Young Adult Rare Representatives, and the The Black Disabled Women Activism Digital Archive Project. Consider attending the Ignite: Artist Development Workshops.

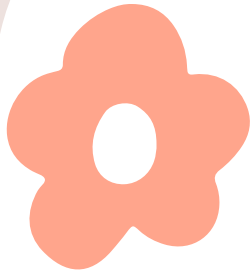
10.

[Activism Spotlight](#)

Learn about the powerful work of the Autistic People of Color Fund.



A national organization for and by
disabled college students



DREAM'S MISSION

Advance the interests of **student rights, increased accessibility, social and policy change, support, and mentorship** to students with disabilities and their allies in higher education institutions across the United States

LinkedIn and Facebook: **DREAM - Disability Rights, Education, Activism, and Mentoring**

Instagram: **dreamdisability**

GroupMe: <https://tinyurl.com/fuchjwff>



Image description: a black and white photo shows Judith Ellen Heumann speaking into a microphone. She is wearing a button that reads "Sign 504". There is a yellow circle with flowers behind her and various cacti and leaves framing her.

Photo by Hollynn D'ilil

LEGACY & PASSING OF JUDITH ELLEN HEUMANN

We are deeply saddened about the passing of Judith Ellen Heumann, a trailblazing disability rights activist who worked tirelessly to advance the rights of people with disabilities. Her life's work paved the way for a more inclusive world and her legacy will continue to inspire and empower people with disabilities for generations to come. Judith's unwavering courage, commitment and tenacity will be remembered and her mission to create an accessible and equitable society will live on.

ISSUE 03

Widely known as a disability rights advocate, Judy Heumann has held positions in the Clinton and Obama Administrations and was a Senior Fellow at the Ford Foundation. She was prominently featured in the 2020 Oscar-nominated documentary Crip Camp: A Disability Revolution, and wrote Being Heumann: An Unrepentant Memoir of a Disability Rights Activist and an YA edition Rolling Warrior, both with Kristen Joiner. Heumann also produced and hosted The Heumann Perspective, a podcast and YouTube channel which spotlights individuals in the disability community, who are making a difference.

Sincerely,
DREAM Advisory Board Members



Image description: A colorful drawing of Judith Heumann in a wheelchair. She is wearing a purple sweater and red-framed glasses. She is framed by simplistic leaf shapes.

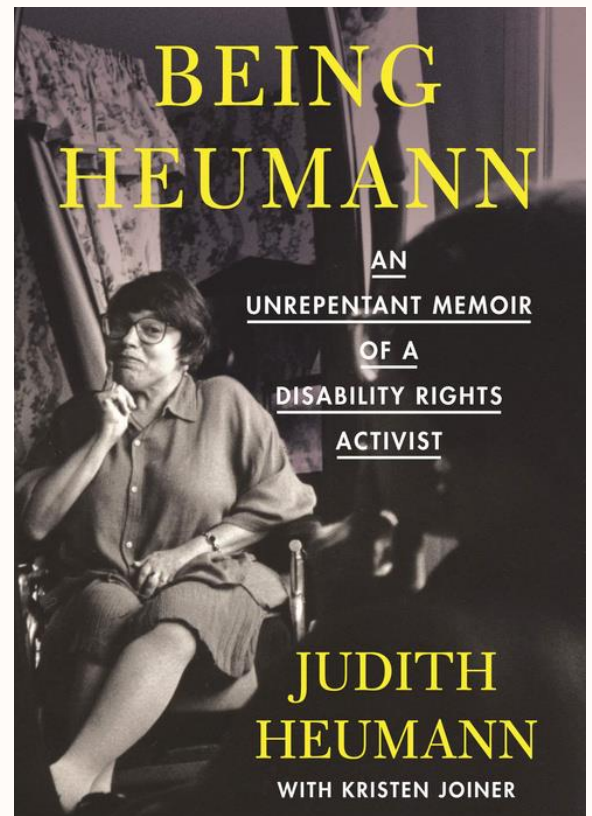


Image description: The book cover for "Being Heumann: an Unrepentant Memoir of a Disability Rights Activist" by Judith Heumann and Kristen Joiner. Heumann is depicted in a black and white photograph, sitting in her wheelchair and wearing glasses.

DREAM-U ZINE EDITORS



Em Doffing, M.A.
(She/They)

They are the queer and neurodivergent-psychologically disabled DREAM Coordinator. They are certified as a proactive disability inclusion ambassador and mentor from the University of Kansas's Disability Inclusion Program. She currently manages the Disability Justice research lab at California State University in Long Beach. Their thesis is "Chronically Pained Webcomic Readers with Endometriosis Collectively Coping and Resisting Medical Ableism."

Their ongoing project centers other disabled graduate students' lived experiences using a Participatory Action Research approach using critical pedagogy theory. They are also a co-author on the book, "Disability Life Stories: Unfiltered Voices on School, Family, Career, and Finding Purpose." She is open to sharing information of her disabled lived experiences, research, and how to make both work and student environments inclusive.



Chloe Marbell Davidson
(She/Her/Ella)

She is a neurodivergent-chronically ill Latina and disability advocate from Orange County, California. As a University of California, Irvine alumni, Chloe leads accessible social and recreational programs for the City of Irvine Disability Services. This summer, she is a 2024 intern for the American Association for People with Disabilities (AAPD) in Washington D.C.

Chloe has researched at the iSchool Inclusion Institute (i3) based at the University of Texas at Austin where her team's poster proposal on university patient health portals was presented at iConference 2023 in Barcelona, Spain. She aims to apply for graduate school to improve college access policy that ensures disabled high school students are included and supported as future scholars

Contributor

Jenifer :Montag

Ed.D., NIC, CRC

- Associate Director of the National Center for College Students with Disabilities (NCCSD).
- Prior to the NCCSD, she directed, facilitated, and managed college disability services in a large doctoral university, a large community college, and at two medium-sized community colleges.
- Her doctoral research focused on the facilitation of college disability services for disabled students enrolled in college prison education programs.
- Presented nationally on accessibility
- Continues to teach college classes, especially loving the First Year Experience class and making sure new college students know resources they can use.



ANJOLEIGH SCHINDLER

DESIGN CONTRIBUTOR

ABOUT ME

With a passion for storytelling and community building, they bring a thoughtful perspective to their writing, drawing on their experiences growing up in Virginia and Texas. Outside of journalism, they enjoy supporting local arts, advocating for disability rights, and collaborating on projects that inspire connection and inclusivity.

EDUCATION

Senior journalism student at American University



Image Description: A smiling person with short brown hair that has pink highlights sits at a wooden table. They are wearing a sleeveless black top and a black choker necklace with a green pendant. Their arms are resting on the table as they hold a clear glass of water. On their left arm, there is a tattoo of a mushroom and other small botanical elements.

EXPERIENCE

Editorial Intern

Northern Virginia Magazine

- Anjoleigh has a talent for crafting witty, engaging content.

Employment

Tips



Many students attend college to get a degree that leads to good jobs. A "good job" means something that's engaging, pays well, and offers respect. College classes teach important skills for specific careers. But for disabled students, there may be questions about how to prepare for employment. The suggestions on the next pages can help you learn how to navigate the job market. Employers often want to see work experience on resumes.

What can students do if they don't have much or any work experience?

College Student Worker Jobs

Types

Federal Work Study helps students with financial aid work at college offices. It's part of a financial aid program that funds student jobs on campus.

Non-Work Study positions are similar, but colleges pay for them using different funds.

Both types of jobs offer work experience while students earn money. The main difference is how the wages are funded..

Access Note

You may work with HR, the ADA Coordinator, or the Disability Services (DS) office, depending on the college.

Clarify with the DS office who handles accommodations for student employees.

Make sure to understand the process for requesting accommodations for your job on campus.

Benefits

Convenient: No need to commute between campus and work.

Flexible: Jobs can be scheduled around classes.

Skill Development: Gain office and work experience with staff support.

Social Opportunities: Meet other students while working.

Accommodations: More likely to provide necessary accommodations for disabled students.

Negatives

Limited Hours: Jobs depend on campus operating hours.

Lower Pay: May pay minimum wage or slightly higher (though some campuses offer competitive wages).



Community Employment

Types

Working at a community organization or business.

Some work at restaurants and stores.

Others seek community organizations such as the local library, or a business such as a factory.

Access Note

Organizations with 15+ employees must follow the ADA and Section 504 for non-discrimination.

Experience with accessibility varies by organization.

Employers must provide reasonable accommodations for applications, interviews, training, and job tasks if requested.

Employers are not required to provide personal aids or services (e.g., personal care assistants) but must allow access to them.

EEOC guidance helps understand disability rights and employer responsibilities.

Benefits

May offer higher pay than minimum wage.

Opportunity to connect with the local community.

Could align with your major (e.g., working for the American Red Cross if you're a social services major).

Potential for networking and securing full-time employment after graduation.

Negatives

May require commuting between campus and work.

Might not accommodate your class schedule.

Risk of shifts being canceled last-minute, reducing income and limiting the chance for a second job.

Accommodations may be harder to request if the employer lacks experience working with disabled employees.



Campus Leadership

Types

Take on leadership roles in campus organizations such as student government or the student organization for your major, such as Young Business Professionals.

Build skills in teamwork, setting and achieving goals, running an organization, leadership, etc. Be sure to include these roles and the skills/tasks you did in these roles on your resume.

Access Note

Campus activities are part of the college's programs and must be accessible to disabled students.

The college is responsible for covering the cost of accommodations for campus events.

If accommodations are delayed or denied, remind the college of their responsibility.

In case of issues, follow the grievance process, contact the Ombudsperson or ADA Coordinator, and keep communication records.

Students can file discrimination complaints with the U.S. Department of Education's Office for Civil Rights if needed.

Benefits

- Skills to add to your resume; can include on resume as volunteer or leadership experience.
- Showcases the ability to work with others
- Make connections that can help with future employment opportunities
- On-campus so easy to get to meetings
- Disability access for campus activities.

Negatives

- May have “busy times” that coincide with heavy course work – such as midterms might be when the big campus events the organization is running occurs
- Not paid employment.



Experiential Learning

Types

Experiential Learning is a growing method to help students build work skills while studying.

Examples include internships, apprenticeships, clinical experiences, student teaching, and fellowships.

Keep a record of tasks, skills, and responsibilities from these experiences.

Add these to your resume to showcase skills to future employers.

Your program may require internships, clinicals, or student teaching.

Some are paid, but many are unpaid.

Nationally, paid internships and apprenticeships are increasing.

Some schools offer internships as summer classes where students secure their own placements (e.g., federal agencies, Google, Microsoft, Boeing).

During the school year, students might intern locally (e.g., American Red Cross, Chamber of Commerce).

Access Note

Colleges must provide disability accommodations for required experiential learning, often with the internship site's HR.

Students should coordinate with Disability Services and Career Services for accommodations.

Even non-required internships offering college credit may require college-provided accommodations.

Some accommodations, like service dogs in medical settings, may not be allowed.

The federal government and many state agencies offer internships with established accommodation procedures, making them great options for disabled students.

Benefits

Opportunity to gain work skills; may be paid; variety of different settings are possible; satisfy course requirements for degree; national or local organization; may lead to future employment opportunities.

Negatives

May not be paid; might have to travel to different city / state to complete opportunity (cost of travel and/or housing)- travel out of state may impact Medicaid coverage / Medicaid waivers for PCA care; scheduling internship "work" times around other classes you are enrolled in for the semester

Career Search Services

College Career Services

It's the campus office that is tasked with helping students prepare for the transition to employment (and some will help students find part time jobs while a student as well!).

- Resume help
- Interview skills help
- Job board of open positions
- Career decision making
- Develop a career path
- Career counseling

Note:

You should never have to pay to apply for a job. If the job looks too good to be true, and there are red flags like asking you to send a gift card or pay to submit your resume and application –

STOP! It is likely a scam.

Reputable employers do not require applicants to pay to apply for jobs. If you have any doubt – ask your college Career Services staff to review the job posting and help you understand if it is legit or bogus.

State Vocational Rehabilitation (VR) Services:

Help disabled individuals obtain and maintain employment.

Provide support for college expenses (tuition, books, transportation).

Arrange accommodations for internships and experiential learning.

Assist with job searches, resumes, and interview skills. Offer assistive technology or interpreters for access.

Work with employers to implement accommodations.

Each state has its own application process with personalized counselor support.

Independent Living Center (ILC)

:Each state has ILCs to support the disabled population, often employing individuals with disabilities.

Core services include:

- Peer Support
- Information and Referral
- Advocacy
- Independent Living Skills Training
- Transition Assistance

ILCs assist job seekers with resources and advocacy. Provide training for independent living skills.

Example: ILC staff help a graduate navigate public transit in Chicago by addressing accessibility concerns and offering practice rides.

Find your state's ILC system in the online database.

DISCLOSE?? / 15

Should you disclose your ADHD?

Notes from Dr. Ari Tuckman

People often ask whether to disclose their ADHD to family, friends, or coworkers. The decision depends on individual **circumstances, openness, and the listener's trustworthiness. It's** important to consider this choice carefully.

Dr. Stephanie Sarkis notes that "ADHD is the worst kept secret," as unmanaged ADHD can be visible to others. For those who value privacy, effective management is essential. Individuals should be intentional about what they disclose and to whom.

How to think about disclosure

Finding the right balance in sharing personal information is key to healthy relationships. Here are three reasons to hesitate before disclosing your ADHD:

Irreversible: You can't take it back once you tell someone.

Judgment: Gauge their views on ADHD first; negative reactions may mean it's better not to share.

Privacy: Consider if they'll respect your confidentiality.

Ultimately, it's about making the choice that feels right for you.

Symptoms before diagnoses

Instead of deciding to disclose your ADHD, consider discussing specific symptoms first. This simplifies the conversation and avoids the complexities of a diagnosis.

For example, you might say, “I sometimes get caught up in other tasks, so feel free to check in if I miss something.” This focuses on behavior rather than the diagnosis.

Prepare explanations: Think of your common ADHD struggles and practice expressing them clearly.

Advocate generally: If working from home is hard, ask to work in the office a few days a week without mentioning ADHD.

If you choose to disclose, be mindful of the potential challenges and make it comfortable for both parties.

Are you sure you want to disclose?

Intimacy in relationships relies on sharing personal information and respecting it. Before disclosing your ADHD, ensure the person can handle it responsibly.

One group member humorously set rules to avoid disclosing his ADHD. In contrast, another client faced communication issues in **his relationship but hadn't shared his diagnosis. After discussing** it, he realized that telling his girlfriend would help her understand his behavior, improving their communication and relationship.

What about disclosure at work?

Disclosing at work, especially to a boss, can lead to misunderstandings about your job performance. People may make incorrect assumptions, potentially affecting promotions or assignments. While some bosses may handle the information well, **it's often safer to avoid disclosing ADHD unless necessary.**

Instead, concentrate on strategies that enhance your job effectiveness. When discussing accommodations, focus on symptoms rather than the diagnosis. For instance, you could request daily check-ins for support with deadlines or adjusted start times to ease your commute. Frame these requests in a way that highlights how they can improve your productivity.

Do you need to educate the person?

Despite increased awareness about adult ADHD, misunderstandings still exist. When sharing your ADHD with someone, consider educating them to prevent misconceptions. Use your own words and experiences to explain it. If needed, direct them to reliable resources like the CHADD website for official information.

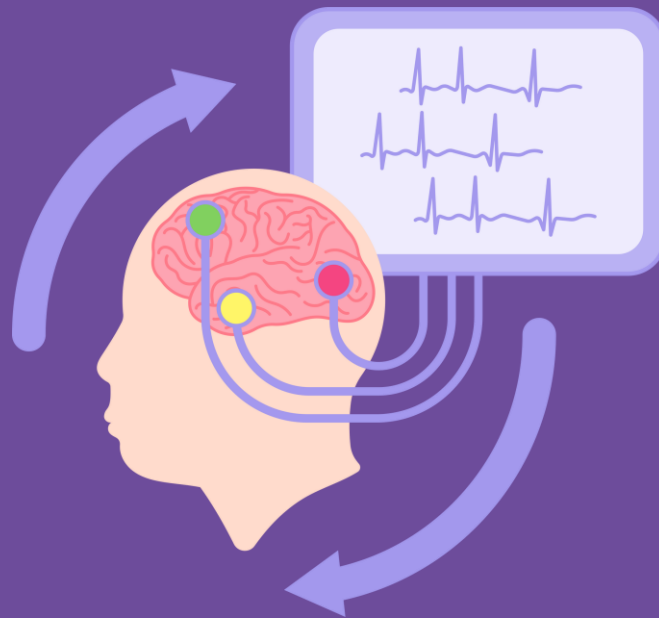
It's important to note that a lack of knowledge is forgivable if the person is open to learning. Your role is to help them understand, fostering a better relationship for both of you.

Truth is earned

Deciding whether to share personal information, like ADHD, depends on your comfort with how the other person will handle it. Trustworthy individuals will receive more details, while those who misuse your information will receive less.

Before disclosing, assess if the person has earned your trust. Sometimes, your hesitation reflects their character. For instance, a client with a critical boss wisely keeps details private.

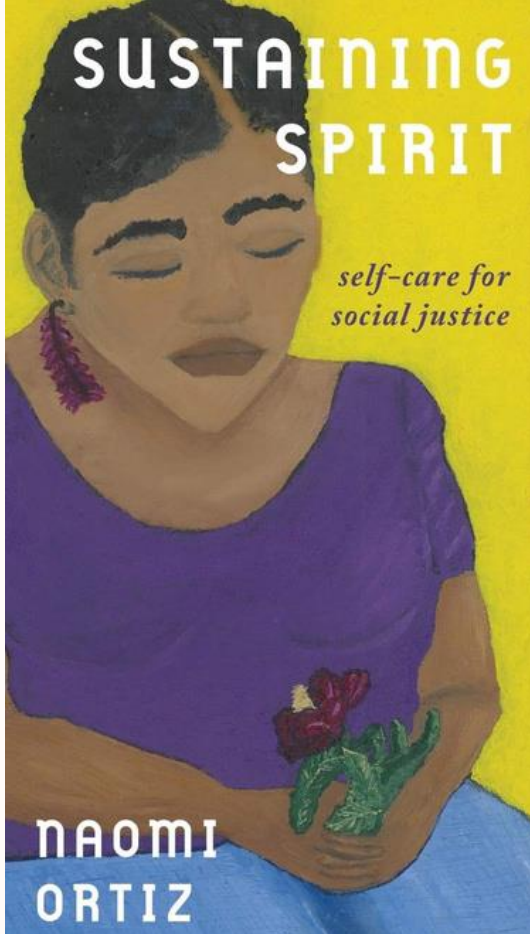
A person's response can reveal their attitude. In new relationships, it's beneficial to gauge their stance early. Sharing your ADHD is part of building trust and relationships, focusing on doing the right thing at the right time.



Sustaining Spirit: Self-Care for Social Justice

Naomi Ortiz

Activists often worry about burnout and wonder how they can keep making a difference when they feel exhausted. The big question is how to stay passionate about a cause without getting overwhelmed and how to be kind to ourselves in the process. Naomi Ortiz, a social change activist, shares personal advice on avoiding burnout, using their experiences in advocacy and a connection to the Sonoran Desert to give practical tips for staying strong and balanced.



*Naomi Ortiz focuses on self-care, connection, and interdependence in their writing, art, and activism. Their 2023 book, *Rituals for Climate Change*, explores supporting each other while caring for the environment. *Sustaining Spirit* offers tips on avoiding burnout, based on Ortiz's own experiences and interviews with activists. Ortiz is also co-editing *Every Place on the Map is Disabled*, a collection of poems and essays.*

A 2022 U.S. Artist Disability Futures Fellow, Ortiz is recognized for their work on disability and climate action. They live with their partner and cats in the Arizona U.S./Mexico borderlands.

Road to Employment: Indigenous Stories of Success

Hunter Canaday, Graduate of
Cybersecurity

Jack & Carla Pittman, Owners, Designs by
Carla

Madison Threet, BSN, Reentry Recovery
Specialist, Cherokee Nation Career
Services,, Reentry & Recovery Programs

Paul Williams Jr., Ambassador, River
People Health Center

Kenneth Wilson, Baboquivari High School
Instructional Aide, Special Olympics
Coach



[Watch here:](https://tinyurl.com/mrhku6m9)

[https://tinyurl.com/
mrhku6m9](https://tinyurl.com/mrhku6m9)

Founded in 1983, the Virginia Commonwealth University RRTC offers support for professionals, people with disabilities, and their advocates. The team of well-known researchers focuses on creating proven methods to help people with disabilities get hired and stay employed.

This webinar features Native professionals sharing their unique employment journeys, challenges, and strengths. This session is perfect for job seekers, employers, and those assisting with employment, offering practical strategies and resources for success.

Key objectives include learning proven strategies for full-time employment, addressing common challenges, and discovering resources at local, state, federal, and Tribal levels.

Presenters include Hunter Canaday (Chickahominy Tribe), a George Mason graduate in cybersecurity; Carla and Jack Pittman, founders of Designs by Carla for Evermore; Madison Threet (Cherokee Nation), a Peer Recovery Support Specialist; and Paul Williams Jr. (Salt River Pima-Maricopa), celebrating one year at River People Health Center.

Students with Disabilities Preparing for Postsecondary Education

US Department of Education
answers these questions and
more in this article

<https://tinyurl.com/2udtymkc>

What services can help pay for a new evaluation?

What can I do if I believe the school is discriminating against me?

What academic adjustments must a postsecondary school provide?

Will I see differences in my rights and how they are addressed?

What documentation should I provide?



Disability Life Hack: goblin.tools.com

Magic To Do

Breaks down to do items

Formalizer

Transforms text for tone

Judge

Reads text for emotion

Professor

Gives a crash course

Estimator

Estimates a task's time

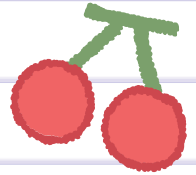
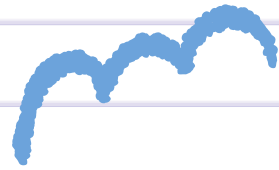
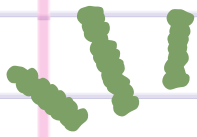
Compiler

Turns a brain dump into action items

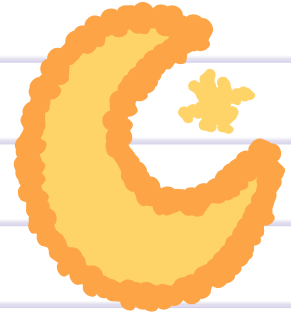
Chef

Creates recipes from ingredients

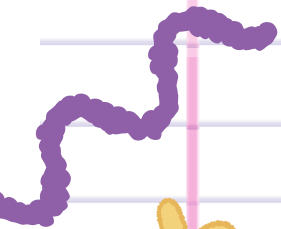
Opportunities



Achieve Tahoe Internship

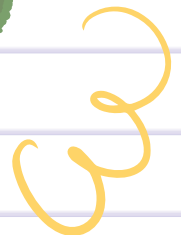


➔ Dive into adaptive snow sports with this immersive full-time program running December through April. Interns teach adaptive skiing and snowboarding, handle outreach and administrative tasks, and have the chance to earn PSIA certifications. Housing, a Palisades Tahoe season pass, and skill-building clinics are included. Former interns credit the program for shaping their careers in adaptive sports, medicine, and beyond. Open to applicants 18+, this internship demands full commitment, including holiday availability, but offers unparalleled hands-on experience and lasting connections.




Apply:


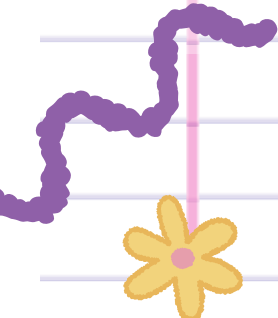
[https://tinyurl.com/
bdhc7unm](https://tinyurl.com/bdhc7unm)



Emerge Summer 2025 Hybrid Disability Studies Workshop



The Paul K. Longmore Institute on Disability invites disabled scholar-activists, artists, filmmakers, and cultural producers to apply for Emerge, a three-year initiative supported by the Mellon Foundation. Over five weeks, fellows will develop projects that explore intersections of disability with race, gender, sexuality, incarceration, or immigration, supported by \$10,000 honorariums and travel stipends. Participants will engage in workshops, mentoring, and a virtual symposium. Open to early-career individuals with 2-4 years in disability studies or activism.



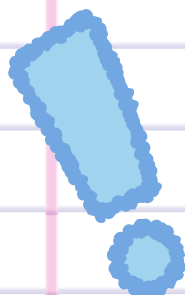
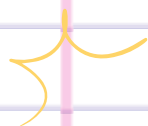
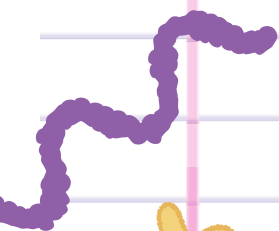
Apply [here](https://tinyurl.com/2548px2x):
<https://tinyurl.com/2548px2x>

Deadline
December 27th
at 12 PM PT.

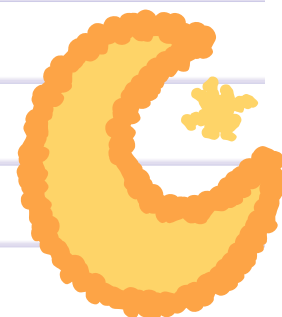
Young Adult Rare Representatives



→ YARR empowers young rare disease advocates (ages 16-30) to build confidence and advocacy skills while influencing public policy. Open to U.S. and territory residents with a personal connection to rare diseases, the program offers opportunities to improve public speaking, participate in legislative advocacy, and engage in the YARR Policy Campaign—a collaborative effort to support policies impacting the rare disease community. Members must create a profile, attend three general meetings, and participate in an advocacy meeting within one year. Applications are accepted year-round, with monthly reviews. Youth under 18 need guardian assistance to apply.



[https://tinyurl.com/
2rhyh2db](https://tinyurl.com/2rhyh2db)

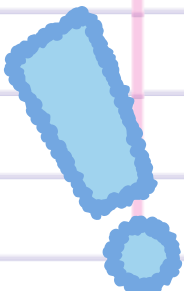


The The Black Disabled Women Activism Digital Archive Project



Aims to preserve and share the online activism and cultural contributions of Black disabled women and femmes across social movements and subcultures. The archive collects materials like Twitter content, digital zines, blog posts, podcasts, and short social videos to make these impactful works accessible to the public. Conceived by Keidra Chaney during the Longmore Institute on Disability's Emerge Fellowship, CTRL seeks to educate and inspire through its collection. To contribute, learn more, or get involved, email: blackdisabledwomenarchive@gmail.com.

<https://tinyurl.com/2wexn6ub>





IGNITE: ARTIST DEVELOPMENT WORKSHOPS

Monday

25

November

DaDa welcomes Chronically ill
Artist Network to share their
expertise on using creative
access within artistic
practice.

2pm - 3:30 GMT

<https://tinyurl.com/37tust3>

Autistic People of Color

Fund

Provides direct support, mutual aid, and reparations to autistic people of color globally, with a focus on addressing the financial impact of racism and ableism. Founded in 2018, the Fund has distributed over \$300,000 in microgrants for needs such as survival, leisure, and organizing. Grounded in Disability Justice principles, it operates through donations, offering a tax-deductible option via its fiscal sponsor, the Autistic Women & Nonbinary Network.

Applications are exclusively open to autistic people of color for individual needs, not for parents or caregivers. The Fund does not support Applied Behavior Analysis (ABA) due to its documented harm within the autistic community. Crisis applications for emergencies like housing or food insecurity are also accepted.

<https://autismandrace.com/autistic-people-of-color-fund/>