

Chapter 1 : Lesson: The Roots and Impact of Antisemitism | Facing History

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Labeling theory is the theory of how your identity and behavior is influenced by the terms labels you use to describe or classify yourself. Labels are what you call yourself in your head. They are tags that you attach to yourself to describe the person you think you are. We put ourselves in boxes trying to define who we are. We do it to others, and we do it to ourselves. Whether positive or negative, what we whisper to ourselves every day has a great influence on our self-concept, and dictates the direction of our thoughts and actions. More so than the labels attached to us by society. We are what we think we are. The Effect of Positive Labeling Praise and Encouragement If you think you are hard-working, inspiring, promising, etc. If you believe in yourself, you unconsciously take more risks which leads to self-development and growth. You are more capable. You live up to the labels you attach to yourself. People who like themselves are generally kinder and have a positive outlook. Those who think of themselves kindly are happier. Samples of positive labels: It can cause physical symptoms such as migraines, nausea, anxiety attacks, and stomach aches. It is a major contributor to Depression and Anxiety. Samples of negative labels: Although we know the truths about our self, constantly highlighting weaknesses and mistakes, and calling ourselves names will lead to unhappiness and undermines our potential. The labels we attach to ourselves can be a powerful motivator or detractor. If you adopt, reinforce, and feed the label in your mind “ you give it power over you. Before you label yourself, challenge the label with the following questions: Is that a fact that cannot be disputed or is that just your interpretation? Sometimes we exaggerate a situation and blow things out of proportion at the height of emotions. Gather the facts and examine them first. If you failed at a task or you did not reach a goal, does that really make you a hopeless, good-for-nothing? Does your friends and family think of you that way too? What do they think about you? Is their image of you the same as your self-image? Negative thoughts have a way of getting out of control, and some of us are simply self-critical. Have you always been that way, or did something just happen? There are some things that are beyond our control. Maybe you were born with a disability. Your whole person cannot be defined by a mistake or one failure in judgement. You cannot be a loser, or stupid in an instant. We all make mistakes. This question will stop the negative downward spiral of thoughts by opening your mind to another way of thinking. What is the silver lining? What have you achieved in the past that proves otherwise? Have you always been a failure? Have you achieved nothing in the past? Look at all your achievements, big and small. Do I want to be this person? Granted that your self-judgement may be justified. Is this the person you want to be? Are you happy to be labeled this way? Look for your other strengths and label yourself with those, and not highlight the negatives. Before you stick a label in your forehead, remember: One word cannot define you as a person. Give yourself a break. Life is an adventure. Just be better than you were yesterday. What you think of yourself affects how you live your life. You become what you think you are. You are a being with potential. Get a sponge and scrub it off. Then think of yourself kindly and appreciate the person you are. If you can empathize with other people, surely you can do it to yourself too. Your view of your life will change for the better.

Chapter 2 : The Power of Words on Personal Identity | interpersonal communication

Chapter 1 begins with an explanation of the identity construct. Information on the evolution of identities and how people categorize themselves is provided. This constitutes the background for issues related to how deaf and hard-of-hearing persons self-categorize themselves and the meanings of these labels or identities.

And I understand why many people think this way. Labels can certainly be used as tools of oppression. Labels can be both useful and harmful – it depends on where and how we use those labels. How Labels Can Be Harmful When it comes to sexual and romantic orientation, labels are descriptive and not prescriptive. This is to say that labels should not dictate our identities to us. Rather, we dictate the label. Labels can be incredibly oppressive when we impose labels on others. Often, imposing labels on people is rooted in a lot of queerphobia and monosexism. Non-monosexual people – people who are attracted to more than one gender – are often defined by the gender of their partner. Imposing labels on others can also limit gender expression. Society often conflates sexual orientation with how we express and perform gender. Similarly, people who seem to conform to gender norms are assumed to be heterosexual. Because of this, many people fear being labeled an orientation they are not because of how others may or may not perceive their gender. As a result, we limit and conform our gender expression to stereotypical norms. This is particularly harmful for non-binary and gender non-conforming folks. Often, people who are not heterosexual are also pressured into choosing a label that describes their sexuality. The best solution to this problem? Let people decide what to call their own sexuality, if they choose a label at all. My life is different from a heterosexual person because I encounter queerphobia. My life is different to that of a gay person, also, because I am oppressed by monosexism. And we need to discuss why society is like this. As a queer person, I want to be able to discuss how it feels when people discriminate against me. I want to speak about how it hurts when people around me make heterosexist comments. I want to challenge the ways in which bisexual women are simultaneously sexualized and erased by society. Inequality exists because of power structures. Finding a Community and Experiencing Solidarity Using labels to describe our sexuality can also help us find solidarity in a heterosexist world. Most spaces, literature, and media cater to heterosexuality. Queer narratives are often erased and ignored by the mainstream. This can contribute to low self-esteem, mental illness, and suicide. Feeling unaccepted by the media also means many of us are tentative to come out and discuss their experiences. It makes you feel hopeless and unsupported. Creating queer-friendly spaces and communities is revolutionary. It helps us support one another, share advice and feel loved in a world that constantly tries to dehumanize us. Labels enable us to create these spaces. Sexuality was always represented as a binary to me: As a pre-teen, I thought one was either homosexual or heterosexual. So imagine my confusion when I realized I was attracted to both girls and boys. I had no idea what to call myself or whether it was okay to feel those feelings or not. I felt confused, hurt, and completely alone. Eventually, I learned about bisexuality. I realized that people could be attracted to more than one gender. After realizing I was literally attracted to people of all gender identities and expressions equally, I decided that pansexuality described my sexuality best. Learning about bisexuality and pansexuality made me feel like I was not alone. It made me feel validated. The journey to self-acceptance was a tumultuous one, and it shaped much of who I am today. This is the battle scar that lies across my heart. Society has tried to erase my existence. This is my community, identity, and journey. This is who I love and how I love. I am resilient, I am bursting with love, and I am beautiful. It depends on how and when we use them. Labels can be helpful and empowering if and when we apply them to ourselves, and harmful when other people impose labels on us or define us by our label.

Chapter 3 : False Labels, and How They Affect Your Identity | This Incandescent Life

There was a famous psychological study in the '60s about the power of labels. A group of students were given a series of tests and were divided into two groups: ones who were labeled as "gifted" or "academic bloomers" and "normal kids".

Everyone will try to label you, including yourself. It takes some honesty and objective reflection to see it, but take a moment or two and really think about it. Over time, it becomes the foundation for our lives: In elementary school, we are quickly classified and reinforced with the ideas that we are smart, not smart, a good student, a bad student, a good reader, a bad reader, too hyper, too shy, athletic, uncoordinated. The list goes on and on. We begin to believe these ideas and take them on to be unquestionable, objective-reality truths. Fast forward to the present day. Now, more than ever, we begin to believe we have tested ourselves on nearly every level; we know who we are. While you may or may not still believe and buy into some of those labels from your childhood, I can almost guarantee that you still believe in and adhere to the holy idea of labels. Whether they are intellectual, physical, emotional, spiritual, or political, you still label everything, including yourself. That, my friends, is the first of two difficult steps to freeing yourself. Even if we know deep down that these labels and ideas are wrong or limiting, we are constantly faced with the subconscious war with fear. This is and will be the second, and most likely the hardest, obstacle you face as you; as an empowered human being with free will, you must consciously decide to step outside of the familiar box and into the unknown. In general, we fear the unknown and change. We each fear not being good enough, we fear rejection, we fear failing, and we fear not knowing what is going to happen to us. You are not a victim of your past and your labels. You are a human being capable of anything you set your heart, mind, and soul on. Once you have firmly decided who you are and who you are going to be as a human being, you have closed the door to endless possibility. Hold onto your character, integrity, and morals, but leave every other part of yourself open to the universe of possibilities. Stay open, stay present, meditate, self-affirm. Do the work needed in order to surround yourself with positive thoughts, emotions, and people—people who will support you and align with you as you shed the old beliefs and leave the confining box of comfort, expanding and evolving the way you are meant to as a human being. My Box I spent my entire life, until I was twenty-two, living in a well-crafted box. As I grew up and went to school, I was unable to focus my mind on anything but sports. I was praised as a great athlete and labeled a poor student. I was placed in alternative schools, private schools, and boarding schools; nothing helped. As I got older, I had to figure out what I was good at. All I knew was that I was good at sports and bad at school. From the age of eighteen until twenty-four years old I struggled trying to find my way. I knew I was good at business and I knew I was smart, but at the same time I knew school was out of the question: When I reached the age of twenty-five, my life changed forever. I realized and had come to terms with my intuitive abilities—ones I had possessed my whole life but never really knew about until looking back on it in that moment. I was faced with fear. I began an inner battle with all of the labels I had lived with my entire life: How could I become a professional intuitive and follow what felt right without shedding all of the ideas about who I am and who I am not? Will people judge me? Does this new me line up with who people think I am? Will my friends still like me? The list goes on and on. I was faced with all of the fears and questions you could imagine. As of today, I have spent half a decade overcoming a lot of my fears and peeling away the many layers of labels and self-imposed beliefs about my potential and who I am. I am back in college full-time, finally finishing my degree in health and counseling with nearly perfect grades. I have found healthy relationships and have overcome the fear and anxiety that previously limited the love I had for myself, and I now work as a professional intuitive and life coach with a successful business doing so. Was it where I ever thought I would be? Was it easy shedding the beliefs, ideas, and labels? Was it worth it? It has been the most freeing thing I have ever done, and even though it has closed some doors to my past, it has opened up new ones to my future I would have never thought possible before. Once I opened myself up to the endless possibilities of who I am and can be and listened to what my heart and soul were saying, I was free. Most importantly, I am no longer a victim of my past or my faults. I know I can overcome anything, simply by doing the work, facing my fears, and staying open to the endless possibilities this life has to offer. There are

countless other labels I have taken on in my personal life, each one just as difficult to shed as the ones I have mentioned. Yours will be similar or completely different; it is your work to identify and release them. I am where I am today because I constantly push myself through the two steps mentioned above. It takes time and effort to overcome years of conditioning, but we all have the power to do it.

Chapter 4 : Marked and Unmarked Identities and Social Hierarchy – camille kail

With them we label people and form identities. James encourages us to bless because our primary identity is as the likeness of God. If we took James seriously, how would our world be different?

The things people say affect us, whether we show it or not. But what affects us even more are the things we say about ourselves. Some we identify with voluntarily, while some are cast on us by other people. Others, we adopt out of hopelessness, discouragement, or desperation. These labels sink deep into our minds and affect how we think, how we act, and what we believe about who we are. Nobody appreciated my efforts or acknowledged how hard I tried to make a difference. Everything I did failed. I felt discouraged, hopeless, and alone. Over time, I began to think that something must be wrong with me. I began to believe that I had no talent – for anything, which evolved into the label of Useless. Maybe I was just being selfish. This barrage of messages seeps into your subconscious and affects the way you use your voice. This confusion smothers your voice. When we believe something, we place more and more of our identity in it. And identity, wherever it is based, is something we cling to with everything in us. Even into my adulthood, the feeling of Uselessness persisted. I have an amazing man who loves me and believes in me, even when I sometimes struggle to believe in myself. But there are times when I am still quick to run to the Useless Box. Something about it feels safe. The box might not be happy. You might not feel valued or understood. Breaking Out You were not made to be kept in a box. You were not created to be Useless, Unloved, or Misunderstood. You were created with a voice, and the power to make a difference. You were made for adventure in the Perilous Realm. Breaking free of the things that hold you back is a choice. What false labels have others put on you that limit and box you in? What labels have you put on yourself? Identifying these things takes time. And more than anything, it takes courage. But you were made to be as bold as a lion. Courage is yours for the taking. What lie do you believe about yourself? How has it hindered you in accomplishing the things you aspire to? If you know what the lie is – then what is the truth? If you enjoyed this post, please leave a comment and share it with a friend, or reply on Facebook or Twitter.

Chapter 5 : “Fat but not super-fat: On labels, power, and identity” FIT IS A FEMINIST ISSUE

A name, or identity, is a powerful thing. It is a descriptor that allows people to make quick judgments and assumptions about us. While we can understand the harm of assumptions, for the human.

Talk for five to 10 minutes about respect. After the allotted time, ask all participants to sit and open the discussion. How did people define respect? What were some of the core concepts discussed? Common responses will likely include: All responses are worthy of reflection in terms of their cultural and hegemonic influences. Ask participants where their ideas of respect come from and whom they are meant to protect. If the group raises any of the common responses above, challenge them to answer the following questions: Does everyone really want to be treated the same way you want to be treated? Is eye contact during conversation respectful in every culture? The point of the discussion is to reflect critically on assumptions and socializations regarding respect. This activity helps to establish a basis of respect within the group, helping the participants take the first steps toward creating and maintaining a constructive discussion of social justice and equity. At the very least, participants meet someone new and exchange ideas with that person. The group also gets its first look at the similarities and differences between participants, potentially in ways that reflect privilege and power.

Introduction Identity Definition Everyone has a personal and social identity. Social identity includes affinities one has with other people, values and norms that one accepts, and the ways one has learned to behave in social settings.

Materials Markers and 8-by-11 inch sheets of paper folded horizontally.

Instructions Write out your fullest name and tell your story. On the back of the piece of paper write the top three identities you feel closest to. The facilitator encourages participants to go around the circle to share any meanings, significance, culture, significant ancestors and the top three identities they hold dearest. Everyone will have a chance to share and be heard by the group. Suggested questions if participants need help getting started: Who gave you your name? Do you know the ethnic origin of your name? Do you have any nicknames? If so, how did you get them? What is your preferred name? Facilitators should encourage students to be creative. Make it clear that it is acceptable to write poetry, list adjectives that describe them, include humor, etc. If your group is large, break into diverse small groups of five or six to make sure everyone has an opportunity to share her or his story. Ask for volunteers to get the group started and tell participants they can share their stories from memory, or read them.

Facilitator Notes Some individuals will include personal information in their stories and may be reticent to read them. Sometimes it is most effective for facilitators to share their stories first “making yourself vulnerable will make others more comfortable doing the same. Allow time for every participant to share whether it be with the whole group or with their small group.

Discussion When everyone has shared, ask participants how it felt to share their stories. Why is this activity important? What did you learn?

Systems of Power and Privilege Definition Privilege is a right or exemption from liability or duty granted as a special benefit or advantage. Oppression is the result of the use of institutional privilege and power, wherein one person or group benefits at the expense of another.

Read Check off all of the statements that apply to you. Consider whether or not this would apply should your race be different.

Watch and Listen YouTube clip: [On White Privilege Discussion](#) What is privilege? We all have privileges. Were you surprised by any of the privileges you found in your invisible knapsack? This should not be confused with the biological male and female sexes.

Instructions Break participants into small groups and give them a printout of the chart below. Instruct participants to convert the suffixes of the nouns into gender-free, inclusive terms by changing the noun root word or substituting a non-gender-specific root word from another language. Tell participants that since male endings are so pervasive, it is OK to invent new words by replacing the endings of existing words with something non-gendered.

Chapter 6 : Identity and the Power of Labels - Oxford Scholarship

When somebody else slaps a label on you, it may hurt, but it's when you use that label yourself that you begin to believe it. This barrage of messages seeps into your subconscious and affects the way you use your voice.

Labeling Activity and Cultural Pursuit Stereotypes: Labeling Activity Goal To demonstrate how stereotypes affect the self-perception and behavior of the person who is stereotyped.

i. Preparation Obtain the same number of adhesive labels.

e. Activity Explain that you will conduct a labeling exercise to help students learn about how stereotypes work. Participation in this exercise should be optional; anyone who prefers not to participate directly can simply play the role of an observer. Then ask students to share how they felt during the exercise, how they were treated by others, and how this treatment affected them. Students will often mention their discomfort not only with being stereotyped but with treating others stereotypically. Finally, tell students that they can now remove their labels. Then discuss questions such as the following: Was the label what you guessed, or were you surprised by it? When people stereotyped you, were you able to disregard it? Did you try to disprove the stereotype? If so, did it work? How did you feel toward the person who was stereotyping you? If your attribute was positive.

e. When stereotyping others, how easy was it to find confirming evidence? When stereotyping others, how did you react to disconfirming evidence? These questions offer a natural forum to discuss self-fulfilling prophecies, confirmation biases, belief perseverance, and other psychological factors involved in stereotyping.

Source Adapted from Goldstein, S. The power of stereotypes: Teaching of Psychology, 24, Cultural Pursuit

Read your pursuit card and initial the boxes that have meaning to you or that you have knowledge about. Next, find others for whom the remaining boxes have meaning or knowledge about. Talk about what they know or have experience with regarding the box item. Have them initial the box they shared with you. Pursue your awareness of this cultural awareness activity for each item.

Using various media, such as photography, oil painting, video art, and installation, the artists explore the nuances in the expressions of identity and social interactions—touching upon politics, superstitions, voyeurism, and self-analysis.

When I told my parents about it, they told me to ignore them and they would stop. I ignored them and the girls quickly found new targets for their bullying and quit bothering me after a few days. My counselor was right in one way. She told me that I would be all right, and I was. Bullying affects millions of teenagers everyday. Many victims of bullying suffer low self-esteem and even take drastic measures to stop the bullying by taking their own lives. My counselor was wrong about one thing. She said that if the event had turned violent, then there would be an issue. In a blog article from The Washington Post, written by Sarah Anne Hughes, she said that it was known that Jamey Rodenmeyer had been tormented and name called for several years prior to him taking his own life. Jamey had been struggling with his sexual identity and he became the target of hurtful words. Jamey had been expressing himself through social media outlets about his bullying. Prior to taking his life, Jamey made a YouTube video shown below where he talks about his experience with bullying and hate speech. Clearly, words do shape our perception of ourselves. Wood explains that our perception of how others view us is called Reflected Appraisal. Reflected appraisal can be seen in forms of bullying. An example of this is when someone who is a victim of bullying has internalized all the harmful words spoken to him or her by a bully and they start to believe that others think of them that way. Direct Definition exclusively singles people out through the use of labels that describe the person being singled out. While there are positive direct definitions, bullying involves a lot of negative direct definition. The tragedy with bullying is when victims begin to believe these direct definitions that are being thrown at them. The power of words should never be taken lightly. When I think about Interpersonal Communication I often think about positive or neutral interactions with people that are close to me. I think a lot of negative communication goes overlooked because it is hard to deal with. Communication shapes our identities. The teenage years are vulnerable because those are the years when teens try to establish themselves and identify themselves in some way. Bullying shatters the building of this identity and lowers the self-esteem of the victim. From early on, words help to shape our perception. It is important that everyone have an understanding on how important it is to treat others the way we would like to be treated. We need to remove ourselves from I-It communication, where we treat people impersonally, and talk to others in a way that shows them that we understand the humanity within them.

Chapter 8 : Labels: Empowering, Harmful, or Both? - Everyday Feminism

The Concept of Self on Power, Identity and Labels. Public Â· Hosted by S.A.C. Subhashok The Arts Centre. Interested. clock. Saturday, May 13, at PM -

What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today? Guiding Questions What is antisemitism, and how has it impacted Jews in the past and today? Learning Objectives Students will be able to explain how anti-Judaism developed into antisemitism in the nineteenth century. Students will consider the present-day implications of longstanding patterns of discrimination and violence against Jews. Overview In the previous lesson, students examined the concept of race and learned how it was created by society in order to justify unequal power and status between different groups. Students will explore the long history of hatred and discrimination against Jews, and they will see how anti-Judaism, a religious prejudice, was transformed in the nineteenth century into antisemitism, a form of racism. Learning about the development of antisemitism will provide students with important context for the worldview of the Nazis. It will also help students recognize and understand the impact of stereotypes and myths about Jews that persist today. A note on terms: The term anti-Judaism refers to religious prejudice against Jews before the historical emergence of the concept of race. The word Semitic does not actually refer to a group of people. Because there is no such thing as a Semitic race, Facing History and Ourselves uses the alternate spelling antisemitism. Context Although antisemitismâ€™a central component of the Nazi worldviewâ€™is based on the belief that Jews are members of a distinct race, the history of hatred, prejudice, and discrimination targeting Jews extends back in time more than two millennia, long before the idea of race emerged during the Enlightenment. Marr founded the League of Anti-Semites in Berlin in to combat the threat he imagined that Jews posed. Although his political organization did not gain much support, the racist beliefs of antisemitism spread across Europe, providing justification for discrimination and violence against Jews in the twentieth century. Antisemitism relies on the idea that certain physical and intellectual differences exist between groups and that these differences are biological, permanent, and irreversible. Because they believed, falsely, that differences between so-called races were justified by modern science, antisemites were convinced that science also justified discrimination against Jews. Historian Deborah Dwork explains: The move from anti-Judaismâ€™against the religionâ€™to antisemitism with this notion of "race" was only possible when Europeans conceived of the idea of race. And once they had conceived of the idea of race in the 19th century, Wilhelm Marr had the notion that Jews constituted a "race. Notes to Teachers Teaching about the History and Impact of Antisemitism As with the topic of race in the previous lesson, students may begin this lesson with misconceptions about Judaism. Antisemitic beliefs and stereotypes persist today. Students may encounter facts and information in this lesson that conflict with things they learned at home or in church and that they did not realize were rooted in the history of anti-Judaism and antisemitism. Previewing Vocabulary The following are key vocabulary terms used in this lesson: Antisemitism Aryan Marginalize Add these words to your Word Wall , if you are using one for this unit, and provide necessary support to help students learn these words as you teach the lesson.

Chapter 9 : Stereotypes: Labeling Activity and Cultural Pursuit | VUcept | Vanderbilt University

The power of words, labels, language and frames is often a popular topic at the water cooler and lunch table here, but it has been top-of-mind lately. One reason is a recent experience I had when filling out a form to participate in an online forum with people from around the world.

Normal is a broad relative term. How many labels do we use in a day without conscious thought? The student, the teacher, the therapist, or the principal are labels that conjure up images of who those people may be, what they look like and how they might act. What are the labels that might be applied to us? Would we like them? Do the labels describe every aspect of who we are? Are we more reluctant to claim some labels and not others? How do we feel when we are labeled and categorized? Now, think about the students in special education and their labels; the identified students, the severes, the BDs and, of course, the autistics!! What images or feelings do those labels create? What do labels do? How are they used? Labels can be helpful, but can also become dangerous. They can create stereotyped images based on collective thinking, hearsay, bias, fears, and the inability to separate the person from the disability or behaviors that may occur. So, why do we use labels? Yet, a disability label is simply a medical and educational diagnosis. When people with disabilities are referred to by their medical or educational diagnosis, we have devalued them as human beings. For many people with disabilities, their medical diagnoses define who they are. Snow, In his book, *Learning to Listen*, Herb Lovett illustrates how labels are often used. When Herb asked the staff at an institution about a specific woman, the response was: This client is a left handed 32 year old Caucasian female, tending to obesity with a history of grand mal seizures, borderline personality disorder, depression and impaired intellectual functioning. She is currently a resident at the Dixon county developmental center where she is being treated with Haldol and Dilantin. Her day is spent at a community vocational training program when she is delusional, withdrawn, and both verbally and physically aggressive. Professionals often use labels in an attempt to understand a person but rarely do those descriptions help anyone to get to know the individual as a person. Instead those types of descriptions can create stigma and stereotypes that cause isolation. Stigma and the Student in the Classroom At a recent conference, Anne Donnellan shared a story about a totally black cat that, unfortunately, gets a stripe painted down its back. It now looks like a skunk, but is still a perfectly harmless pet cat. However, the cat now has a stigma or stereotype attached to it, and is named for that stigma which creates a bias. That bias will change ones expectations and reactions. It is important to remember that context is crucial to individual needs. We need to look at the whole picture within each context and our history in that context before making judgment. Donnellan, Perhaps immediate thoughts of the stereotypes about students with an autism spectrum disorder may emerge. That student can become categorized with all the other students with autism according to the stereotypes that have come to be associated with the label. Just as other groups of people are categorized based on stereotypes and labels, e. In that respect, the label negates the person. Quite often instead of seeing Johnny or Susie, one sees autism, behaviors or simply the disability! Labels can create expectations that are based on previous experiences, hearsay, or what was taught in teacher training. When a new person enters into any human service profession, e. Often those opinions may be mistaken for the truth about that individual. In fact, those opinions often color how others may see that individual with autism and create unfortunate situations. Because people with the label of autism and their support staff may have had challenges in the past, it can become the expectation or opinion that it will happen again. Therefore, those who support the person with autism take an attitude of power and control instead of compassion and understanding. We may overlook the human being and see only a label and a situation that needs to be managed or controlled. It is important to discard opinions and get to know each person with autism based on personal interactions and not on the experiences of others. The Language We Use The language we use sets a tone and also reflects on us. It is an indication of how we perceive others and their worth in the world. Our words can often reflect our practice. On the other hand, if she is told she is brilliant, she may begin to work to become brilliant! What words would you used to describe individuals with autism spectrum disorder if they did not have a disability? It is said that individuals with autism have challenges with generalization. Perhaps those of us who do not

have autism have challenges with generalization as well. We may over generalize our knowledge and experience about the label of autism to make it fit each individual we support. Too often, however, disability-related labels are used unnecessarily to describe a person. It is best to focus on the person first and not the disability. Using People First Language!! People who support individuals with autism spectrum disorder and other disabilities should begin to incorporate people first language into their everyday dialogues. This means that in choosing words to describe a person with a disability, the guiding principle is to put the person first not the disability such as the person with autism or the student with an autism spectrum disorder. It puts the person before the disability. When we start calling things by their right names, and when we recognize that people with disabilities are people first, then we can begin to see how people with disabilities are more like people without disabilities than they are different. In a internet conversation about labels as metaphors, Scott Danforth stated: We treat them as if they are solid as a rock, unchanging, unquestionable. We also pretend that everyone using a given label or term means the same thing, an inevitability in language use. Using a label tells us very little about an individual except the fact that there is a disability. If we can get away from the stigma of labels, perhaps we can begin to see a way to assume ability and competence and allow each individual to live up to expectations rather than allowing the label of autism to dictate potentially lower expectations. References Danforth, Scott Status and Effects of Labeling. TASH Newsletter, page Positive Approaches and People with Difficult Behavior. People First Language document. A Liability of Disability. Our only label should be our name: The Reporter, 9 2 , , Bloomington, IN circa indiana.