

When I think about what an inclusive society could look like, the scene is that people can choose the way they live, pursue their dream without judgment, and be confident as different and unique. In other words, society allows everyone to access the community without limits and discrimination. However, in the real world, our behaviors are usually framed by many stereotypes. For example, when we think of disabled people, what is the first thing come into our mind? I vividly remember what I did when my husband told me his father lost eyesight due to an accident many years ago. My eyes were full of tears, and I looked at the man in front of me with compassion, I can't imagine how his family comes through the tragedy. When he caught my reflection, he stopped me and said, "That is what I concerned. It's not a big deal, we had a hard time, but we are all good now. I just want to tell you my family story, but I don't need sympathy". When I recall the memory now, I realize that kindness could be others' burden if it is not based on equality and understanding. In fact, my emotional reflection drew from the assumption that disabled people live hard with a sense of misery. But I never got to know them and observed their life, and I did not know what they need. As Treweek, Wood, Martin, and Freeth (2019) state, the stereotype could simplify perception and ignore individuality which is much more important than their group identity. Their research reveals how autistic people consider people's stereotype of them, and many autistic people admit the stereotype has a negative effect on their lives. Combine this article with my experience I shared above, I start rethinking what disabled people need, and how we can help.

Michell (2019) illustrates that the participatory performance in Coffee House is not to force everyone to perform on the stage, rather, being audience and listening is meaningful participation as well. She pays more attention to how participants feel and what they need, especially for those who are not ready for the stage, public performance will not be a strategy of inclusion, instead, could lead to anxiety and exclusion. I reflected my previous teaching, and asked myself that how many times I ignored students' needs and persisted my own way; and how often I complained to my friends because students are "incapable" of achieving my teaching goal. I prioritized my pedagogy, expectation and purpose, but ignored students' voice. "I am doing this for your good" is a lie trying to cover the essence- hierarchical relationships. There is always room for dialogue in real equal relationships, no judgment and assumption before getting to know a person.

In terms of how stereotypes are formed, the first thing comes into my mind which plays an important role on the process is social media. For instance, in China, all PSAs (Public Service Advertising), bus broadcast, and social propaganda taught people to take care of vulnerable groups, including the old, young, sick and disabled. Even these slogans try to convey kindness, it also implies their group impression as inferiority. It does not mean abled people should ignore other people' special needs, instead, paying attention to their individual needs is better than presuming their needs according to their group identity. If these propagandas could adjust the language they use, stop specializing some groups, more people may pay attention to hear individuals' voices.

Reference

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