

**A MYSTICAL QUEST TO SLAY NORMALCY
POST-SHOW SURVEY**

Please answer the following questions to the best of your ability. This survey is completely anonymous; please do not put your name anywhere on the survey. Completion of the survey is voluntary. If any questions make you uncomfortable, you may choose not to answer them though completed surveys will be the most helpful to us. It should only take you about five minutes to complete the survey. The results of the survey will be used to make a report to the Associated Colleges of the South, an organization that provided funds for the development of this project and to assess whether the show was successful in terms of convincing you and other audience members that disability issues at Southwestern are important and that you will change your attitudes and behavior as a result. Results will also tell us whether we need to do more consciousness-raising about these issues in the future. If you are interested in the results of the survey, we can provide them to you. Contact Lindsey Smith at smithl@southwestern.edu. If you have any questions about filling out the survey, please feel free to ask any member of the cast. Thank you so much for your assistance.

INCREASING EQUITABLE & NON-BIASED BEHAVIOR TOWARD PEOPLE WITH DISABILITIES ON THE SU CAMPUS

	Always	Sometimes	Never	I GOT SOME NEW IDEAS from the show about how to do this in the future: <i>(please circle one)</i>
1. ATTITUDE. I take the idea of cultural competence when it comes to people with disabilities seriously (i.e., I believe that people should not be subject to culturally discriminatory attitudes and behaviors).				Yes Maybe No N/A
2. LANGUAGE. I use nonbiased language (e.g., I do not use derogatory names/comments or call people with disabilities “handicapped,” “retards,” “slow” or “those people.”)				Yes Maybe No N/A
3. GENERALIZATIONS. I avoid generalizations that refer to stereotypes (e.g., “people with disabilities are brave,” “people with disabilities are always nice or amazing,” “people with disabilities never have sex,” “people with disabilities aren’t normal people”).				Yes Maybe No N/A
4. INCLUSION in CURRICULA & ACTIVITIES: I give examples in my teaching or class presentations or in university literature I help develop showing people with disabilities and other diverse backgrounds who have a wide range interests, and I include people with disabilities in social activities and make sure there is transportation for them.				Yes Maybe No N/A
5. FACTS. I display and use accurate and factual knowledge about disabled people and their issues.				Yes Maybe No N/A

6. DISCIPLINE. I immediately address all pejorative, culturally insensitive name-calling or behavior toward people with disabilities, when I hear it in my classes or workplace.				Yes	Maybe	No	N/A
7. DISCIPLINE. I immediately address all pejorative, culturally insensitive name-calling or behavior toward people with disabilities in and around the campus as I go about my daily life.				Yes	Maybe	No	N/A
8. SAFE ENVIRONMENT. I let students know by my behavior that disability issues can be discussed safely around me.				Yes	Maybe	No	N/A
9. SAFE ENVIRONMENT. I do not leave bikes or other obstructions in the middle of sidewalks, in front of doors, or in other places that might make it difficult for people with disabilities to get around campus.				Yes.....Maybe....No....N/A			
10. PEER RELATIONSHIPS. When my peers make culturally insensitive jokes or comments about people with disabilities (using the word "retard" for example), I immediately bring it to their attention.				Yes	Maybe	No	N/A

11. **Please list any ideas** you now have for increasing equitable and non-biased behavior toward people and their culture on your school campus?

12. Which of the following were helpful: **The show? The discussion? The forum theatre presentation after the show?**
(Please circle all that apply, and use the space below to tell us more... including how we can improve!)