A Study of the Effectiveness of People-First Language

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Abstract People-First Language (PFL) is a form of inclusive language that attempts to prioritize people's humanity over their disability by literally putting "people" first. For example, in accordance to PFL one would say "a person with autism" rather than "an autistic person". However, there is a great deal of debate surrounding the effectiveness of People-First Language. In order to get at the question of effectiveness, I conducted a study in which participants judged the inclusivity of passages on a scale of 1-10. I chose passages related to disabilities and recreated a people-first (PF) version and a non-people-first (NPF) version of the same passages in order to determine whether the use of PFL made any difference on the inclusivity judgments of the participants. Findings suggest that without previous knowledge of PFL, it has no effect on perceived inclusivity.

1 Introduction

1.1 What is People-First Language?

People-First Language (PFL) is a type of linguistic prescription, which originated in the 1980s within the context of disability, but has since been extended to other contexts in which marginalization or stereotyping may be common. The main principle of People-First Language is using post-nominal modification over prenominal modification. For example, someone using PFL would say "a person with autism", rather than "an autistic person". Proponents of People-First Language argue that by stating the word "person" before that person's disability, the humanity of that person is prioritized over their disability. Essentially, by moving the disability term from a prenominal position to a post-nominal position, the disability becomes less of the sole identifier of a person and more so just one of the many characteristics that can make a person who they are. The aim of the People-First Language is "to avoid perceived and subconscious dehumanization when discussing people with disabilities" (disabled-world.com). There are also a number of lexical replacement associated with People-First Language; however, this work is only concerned with the syntactic change from prenominal to post-nominal modification. Some examples of PFL can be seen in the figure below:

Isn't it time to make this change? If not now, *when*? If not you, *who*?
Using People First Language is the *right* thing to do, so *let's do it!*

EXAMPLES OF PEOPLE FIRST LANGUAGE

SAY:	INSTEAD OF:
People with disabilities.	The handicapped or disabled.
Paul has a cognitive disability (diagnosis).	He's mentally retarded.
Kate has autism (or a diagnosis of...)	She's autistic.
Jose has Down syndrome (or a diagnosis of...)	He's Down's; a Down's person; mongoloid.
Sara has a learning disability (diagnosis).	She's learning disabled.
Bob has a physical disability (diagnosis).	He's a quadriplegic/is crippled.
Maria uses a wheelchair/mobility chair	She's confined to/is wheelchair bound.
Tom has a mental health condition	He's emotionally disturbed/mentally ill.
Ryan receives special ed services	He's in special ed; is a sped student/inclusion student.
LaToya has a developmental delay	She's developmentally delayed.
Children without disabilities	Normal/healthy/typical kids.
Communicates with her eyes/device/etc.	Is non-verbal.
People we serve/provide services to.	Client, consumer, recipient, etc.
Congenital disability	Birth defect.
Brain injury	Brain damaged.
Accessible parking, hotel room, etc.	Handicapped parking, hotel room, etc.
She needs . . . or she uses	She has a problem with. . . /She has special needs.

Keep thinking—there are many other descriptors we need to change!

Figure 1   Examples of People-First Language

The figure above was created by Kathie Snow (see Snow n.d.), founder of Disability is Natural. Note the caption:

> "Using People First Language is the right thing to do! So let's do it!"

Snow is a staunch defender of PFL and her caption may suggest that her opinion is universally held. However, this is most certainly not the case, as there exists much debate surrounding the effectiveness of using People-First Language.

1.2   Public Opinion

Even among the various communities of people with disabilities, there is division between those who are in favor of People-First Language and those who are not. For example, the Down Syndrome community is largely pro-PFL, the Deaf community

is largely not, and the Autism community is fairly split. Both sides agree that people with disabilities need to be seen and valued by society for who they are; however, there are a lot of differing opinion on how PFL can play a role in this shared goal. On the pro-PFL side, we see people like Kathie Snow who argue that using PFL can prevent people from seeing people with disabilities as just their disabilities. Snow states on her website that PFL can "change the way we see a person, and it can change the way a person sees herself" (Snow n.d.: Disability is Natural!). Proponents of PFL argue that using PFL can create a more inclusive environment for people with disabilities since it causes people to recognize their humanity.

On the anti-PFL side, people like Autistic author Lydia Brown argue that PFL is not effective in changing the way society sees people with disabilities. On her blog The Autistic Hoya, Brown posted an essay called The Significance of Semantics: Person-First Language: Why It Matters, in which she identifies some of her problems with PFL. One of her most pivotal arguments is that in separating the disability term from the person in language, there is a false assumption that a disability can be separated from an individual and that in order for that individual to be valued they need to be considered apart from their disability. Brown (2011) states:

> "[PFL] suggests that the person can be separated from autism, which simply isn't true. [. . .] It is impossible to affirm the value of an Autistic person without recognizing his or her identity as an Autistic person. Referring to me as "a person with autism" demeans who I am because it denies who I am."
> (The Significance of Semantics: Person-First Language: Why It Matters)

For proponents of PFL, the attempted separation of person and disability is seen positively because it is thought to prioritize humanity over disability, but for Brown, this is not the case. Since her Autism is such a large part of how she interacts with others and the world, it feels like an irremovable part of her identity. In her view, the desire to separate the person from their disability in order to value them as people inadvertently upholds the negative connotation of their disability. Brown also notes that using People-First Language might just be an empty circumlocution or euphemism that makes people feel more comfortable, but does not truly address the issue of the perception of disabled individuals. In her essay, Brown asks "Is it a reflection of a secret fear of the non-disabled of people who are not like them, or is it a reflection of the inhibiting fear of offending one of us?" (Brown 2011). Here the effectiveness of PFL is called directly into question. Proponents of PFL argue that using or hearing PFL changes the way people view people with disabilities, but others, like Brown, question the reality of this notion. Furthermore, Sociologist

C. Edwin Vaughan, argues in his (2009) article *People-First Language: An Unholy Crusade*, that people-first language can be awkward to use, which inadvertently can draw more attention to the disability of the person, rather than to their humanity.

1.3 Academic Work

The debate surrounding PFL is more public than academic, and the majority of the academic work done on People-First Language has been in the fields of psychology, sociology, and disability studies. There has been some work on PFL from linguistics—most notably by Helena Halmari in her (2011) article, Political Correctness, Euphemism, and Language Change: The Case of 'People First'. Halmari conducted a corpus study in which she looked at the distribution of premodification and post-modification in contexts containing the words "mental" and "retardation". Halmari found that prenominal modification, as discouraged by PFL, was found in contexts where the subject is "undesirable or a fictional character" (Halmari 2011: 838). On the other hand, the post-nominal modification, as encouraged by people-first language, was found in contexts where the subjects are "children or non-criminal adults" (Halmari 2011: 838). Halmari argues that PFL does not actually change the attitude speakers have about people they are talking about. Rather she argues that PFL is just the next prescription in a cycle of euphemisms and that people are more likely to use politically correct language when talking about subjects they deem more worthy. I think her conclusion that there is no attitude change in speakers of PFL is merely conjecture, and her study is less so about the perception of people using PFL and more so a study of the distribution of PFL usages.

In a similar vein, Angelo Muredda, in his article, Fixing Language: 'People-First' Language, Taxonomical Prescriptivism, and the Linguistics Location of Disability, also comes to the conclusion that "people first language operated variously as an empty circumlocution" (Muredda 2012: 8). Although both Halmari and Muredda come to the same conclusion that PFL is being used as an empty euphemism, I feel that neither provides the empirical evidence to back this claim.

1.4 The Question

This work seeks to answer the question of how effective People-First Language is in changing the perceptions of those who are exposed to it. As previously mentioned, Kathie Snow argued that using PFL can change the way society perceives people with disabilities, but it can also change the way people with disabilities perceive themselves. It is important to note, that this study will only investigate how people

perceive others who have disabilities as a result of PFL being used, not how people with disabilities perceive themselves as a result of PLF being used. This is an important matter to make clear, since the question of this work is not whether PFL is valid or not. If a person with a disability states that using People-First Language makes them feel better about how they perceive themselves, there is no question of effectiveness or validity there. People-First Language is in fact effective for that person and is therefore valid. The question being asked in this work is best demonstrated through a scenario. Imagine Person A is speaking to Person B about Person C's disability. Does Person A using People-First Language or not change the way Person B perceives Person C? This is the question of effectiveness being asked in this work. This question may contribute to the question of overall validity of PFL, but it in no way should take away from the validity of PFL for a person with a disability for whom PFL may be personally effective and preferred.

In addition to the effectiveness of PFL, this work also investigates other factors which may influence the effectiveness of PFL, such as voice (institutional v. personal), content (good v. bad), and immediate knowledge of PFL. The factor of voice refers to whether the message comes from an institutional or personal voice. The factor of content refers to whether the content of the message itself is accepting (good) or discriminating (bad). Lastly, the factor of immediate knowledge of PFL refers to whether the audience of the message has immediate previous knowledge of PFL or not.

2 Methodology

2.1 Participants

116 students enrolled in LING 2100: Introduction to Linguistics at the University of Georgia were recruited to complete an online survey between August and September of 2017. Extra credit was awarded for completion of the survey, if allowed by the instructor. Participants were split evenly into a control group and an experimental group without their knowledge. The control group was informed of People-First Language prior to beginning the task, while the experimental group was not. All participants were asked after the survey was completed if they were aware of PFL.

2.2   Stimuli[1]

The stimuli consisted of four pairs of target passages and four pairs of distractor passages. For each passage pair, one passage was taken from an existing source. Then a People-First (PF) version and a Non-People-First (NPF) version was created for each passage.[2] The target passages were all on the topic of disability, since disability was the original context for PFL. The distractor passages were on a variety of other topics. Each of the four target passages represented a combination of voice and content factors:

1 Disability Recourse Center: Testing Services (Institutional, Bad)

2 Disability Recourse Center: Notetakers (Institutional, Good)

3 Blogger on Assisted Suicide Legislation (Personal, Bad)

4 Blogger on Julia from Sesame Street (Personal, Good)

The two passage pairs from the University of Georgia's Disability Resource Center (DRC) represent an institutional voice, while the two passage pairs from bloggers represent a person voice. The DRC passage on Testing Service was recreated to have the opposite message of discrimination and a lack of resources available for students with disabilities in order to convey negative content. Each passage was presented separately and in a random order so that the language of each passage could not be compared closely to that of any other passage.

2.3   Task[3]

In order to get at the question of effectiveness, participants were asked to read and then rate each passage on a scale of 1-10 based on how inclusive it seemed to them with 1 being the least and 10 being the most. If the inclusivity rating for the PF version of a passage was higher than the NPF version of the same passage, one can conclude that PFL is effective for that individual for that particular passage.

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[1]All passages have been included in the appendix.

[2]Only syntactic changes from prenominal to post-nominal modification were made; lexical replacements associated with PFL were not used.

[3]I would like to thank Dr. Margaret Renwick and Dr. Chad Howe for their help in designing this experiment

3   Data Analysis

3.1   Data & Hypothesis

The experiment resulted in paired, ordinal data in which the inclusivity ratings were the dependent variable, and the independent variables were: language type (PF v. NPF), Voice (Institutional v. Personal), Content (Good v. Bad), and Immediate Knowledge of PFL (Control Group v. Experimental Group). The independent variable of most interest was language type since determining whether PFL was effective or not for the participants of this study was the primary question. Of the independent variables affecting the effectiveness of PFL, immediate knowledge of PFL was of the most interest. My original hypothesis based on previous work was that PFL would not be effective for participants who do not know about PFL (the experimental group), but PFL would be effective for the participants who do know about PFL (the control group). A snapshot of the data in its original, unpaired form can be seen below.

ID	Rating	Lang. Type	Passage	Voice	Content	Group
1	10	PF	Testing	Institutional	Bad	Experimental
2	7	PF	Testing	Institutional	Bad	Control
3	1	PF	Testing	Institutional	Bad	Control
4	1	PF	Testing	Institutional	Bad	Experimental
5	5	PF	Testing	Institutional	Bad	Control
6	3	PF	Testing	Institutional	Bad	Experimental
7	7	PF	Testing	Institutional	Bad	Control
8	6	PF	Testing	Institutional	Bad	Experimental
9	7	PF	Testing	Institutional	Bad	Experimental
10	5	PF	Testing	Institutional	Bad	Control

Table 1   Snapshot of Unpaired Data

3.2   Quantifying Effectiveness

In order to quantify effectiveness, I first reformatted the data into paired data and then created what I called an effectiveness score:

ID	PF	NPF	Passage	Voice	Content	Group	Effectiveness
1	10	7	Testing	Institutional	Bad	Experimental	3
2	7	1	Testing	Institutional	Bad	Control	6
3	1	1	Testing	Institutional	Bad	Control	0
4	1	3	Testing	Institutional	Bad	Experimental	-2
5	5	5	Testing	Institutional	Bad	Control	0
6	3	3	Testing	Institutional	Bad	Experimental	0
7	7	7	Testing	Institutional	Bad	Control	0
8	6	4	Testing	Institutional	Bad	Experimental	2
9	7	6	Testing	Institutional	Bad	Experimental	1
10	5	4	Testing	Institutional	Bad	Control	1

Table 2   Snapshot of Paired Data with Effectiveness Column

To create the effectiveness score, the NPF score was subtracted from the PF for each individual's passage pair. If PFL was effective for that particular individual in regard to that particular passage, then the PF score would be higher than the NPF score, and the effectiveness score would be a positive number. If PFL was not effective, then the effectiveness score would be 0 or below.

For the control group, the effectiveness scores were largely centered around 0 with a median of 0, but slightly skewed to the right with a mean of .427:
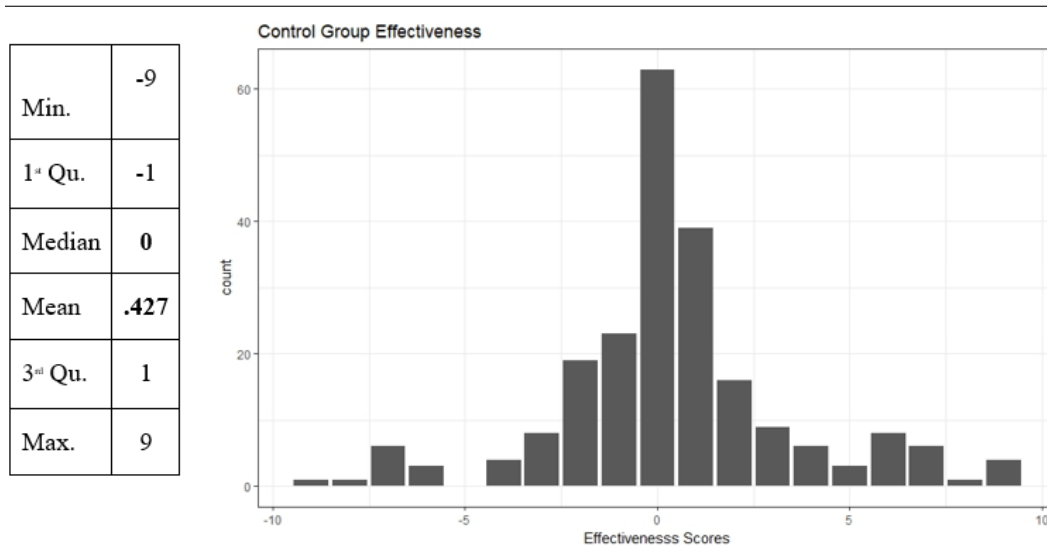
Min.	-9
1ˢᵗ Qu.	-1
Median	**0**
Mean	**.427**
3ʳᵈ Qu.	1
Max.	9

Figure 2   Distribution of Effectiveness Scores in the Control Group

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Consider now the distribution of effectiveness scores for the experimental group:

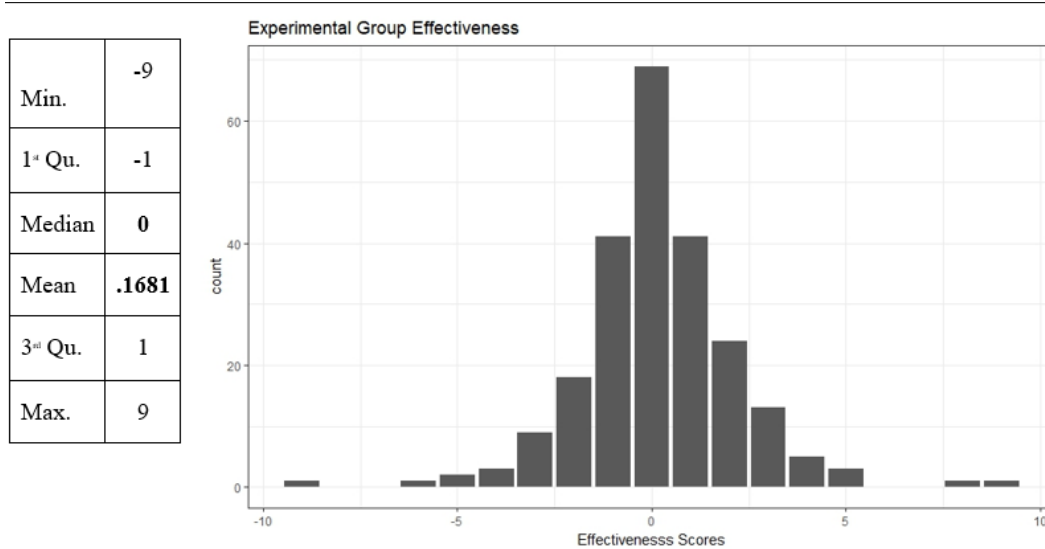|	
Min.	-9
1ᵈ Qu.	-1
Median	**0**
Mean	**.1681**
3ᵈ Qu.	1
Max.	9

Figure 3   Distribution of Effectiveness Scores in the Experimental Group

Similar to the control group, the experiment group also had effectiveness scores centered around with a median of 0 and a slight skew to the right with a mean of .1681. Just from visualizing the data it seems that PFL was not hugely effective for either group since both centered around 0, although there was a slight skew to the right for both groups, resulting in positive means. It did seem that PFL was more effective for the control group since the mean was slightly higher.

In order to determine whether the effectiveness scores were statistically significantly higher than 0, an unpaired, one-tail t-test was conducted with a p-value threshold of .05.[4] Since the data was not normally distributed, the more conservative non-parametric Wilcoxon test was used. For the control group, the Wilcoxon test resulted in p-value of .03, suggesting that PFL is in fact effective, although only barely since .03 is still a relatively high p-value. For the experimental group, the test resulted in a p-value of .09, suggesting that PFL is not effective at all in the experimental group. Lastly, a Wilcoxon test was conducted to determine if the effectiveness scores of the control group and the experimental group were statistically significantly different. The result was a very high p-value, suggesting that the effectiveness scores for both groups were not significantly different. The conclusion I gathered from these results, was that PFL was not effective for the experimental group, and it was

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[4]All statistical tests in this work were conducted with a p-value threshold of .05

only slightly effective for the control group since the p-value was relatively low and the control group did not have significantly different effectiveness scores from the experimental group. This helps answer the question of whether PFL is effective or not and if immediate knowledge of PFL influence how effective it is. From this study, it would seem that PFL is not effective for people without immediate knowledge of it, and it is only slightly effective for people with immediate knowledge of it.

3.3   Effect of Passage Type

This study also sought to answer the questions of whether the factors of voice or content had an effect on the effectiveness of PFL. In order to answer these questions, the passages were designed to reflect each combination of voice and content factors. When an ANOVA was run to determine if there was any effect of passage type on effectiveness scores, the test resulted in a very small p-value, suggesting that passage type did not have an effect on the effectiveness scores. A visualization of the distribution of effectiveness scores across each factor was also consulted:
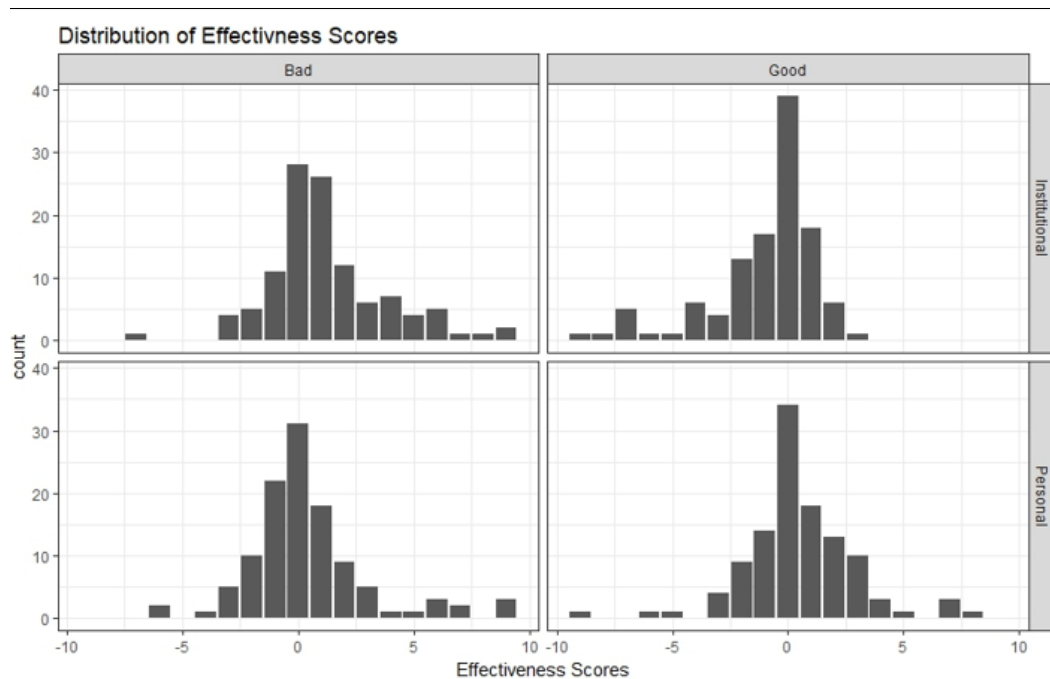

Figure 4   Distribution of Effectiveness Scores across Passage Type

In addition, Wilcoxon tests were conducted on each factor. For voice, the Wilcoxon test was conducted to determine whether the effectiveness scores were significantly different between passages with an institutional voice and those with a personal voice. The test resulted in a high p-value of .49, suggesting that voice had no effect on the effectiveness scores. For content, a similar Wilcoxon test was conducted to determine whether the effectiveness scores were significantly different between passages with good content versus bad content. Very small p-values indicated that there was a statistically significant difference; so then, a one-tail Wilcoxon test was conducted to determine whether the effectiveness scores for passages with bad content were statistically significantly higher than the passages with good content. Again, the test resulted in an extremely high p-value, indicating that PFL is much more effective in passages with bad content than those with good content. The hypothesized reasoning behind this trend is that perhaps PFL has more room to be effective in creating a more inclusive perception for the participant if the passage itself is already not very inclusive.

3.4   Most Significant Factors

Lastly, linear mixed-effects models were created and then subjected to an ANOVA test to determine which factors had the most influence. To determine which factors had the most significant effect on the effectiveness scores, four models were created that represented each factor:

m.1: participant (random)

m.2: content (fixed), participant (random)

m.3: voice (fixed), participant (random)

m.4: group (fixed), participant (random)

The ANOVA test produced the following results:

```
         Df    AIC     BIC  logLik deviance  Chisq Chi Df Pr(>Chisq)
model.1   3 2148.9 2161.3 -1071.5   2142.9
model.2   4 2131.8 2148.3 -1061.9   2123.8 19.083      1  1.252e-05 ***
model.3   4 2149.2 2165.7 -1070.6   2141.2  0.000      0          1
model.4   4 2149.8 2166.3 -1070.9   2141.8  0.000      0          1
```

Figure 5   Results of ANOVA Test for Significant Factors on Effectiveness Scores

The three asterisks indicate the model of best fit, meaning that content was the most influential factor for how effective PFL was. I originally thought that group (control v. experimental) would be the most influential factor on effectiveness, since the PFL was effective for the control group, but not the experimental group. However, content proved to be more influential than immediate knowledge of PFL. These results corroborate the results of the Wilcoxon test on content as a factor and also corroborate that PFL is barely more effective in the control group, since group seemed to have little influence on the effectiveness scores. A similar test was done to determine the most influential factor on ratings overall. The following models were created:

n.1: participant (random)

n.2: content (fixed), participant (random)

n.3: voice (fixed), participant (random)

n.4: language type (fixed), participant (random)

n.5: group (fixed), participant (random)

The results of the ANOVA were as follows:

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      Df      AIC      BIC   logLik deviance  Chisq Chi Df Pr(>Chisq)
n.1    3  4310.9  4325.3  -2152.5   4304.9
n.2    4  4306.0  4325.2  -2149.0   4298.0  6.953      1   0.008368 **
n.3    4  4230.8  4250.0  -2111.4   4222.8 75.188      0   < 2.2e-16 ***
n.4    4  4309.8  4329.0  -2150.9   4301.8  0.000      0   1.000000
n.5    4  4312.6  4331.9  -2152.3   4304.6  0.000      0   1.000000
```

Figure 6   Results of ANOVA Test for Significant Factors on Overall Ratings

The asterisks indicate that model n.3 representing voice was the best fit followed by model n.2 representing content. These results suggest that the factor most influential to how inclusive a passage seemed to participants was first voice, and the content. This is surprising for two reasons. Firstly this is surprising because one would assume that the actual content of the message would be the most important factor in how inclusive the passage was perceived to be, rather than whether the message came from an institutional or personal voice. Secondly, this is surprising because language type (whether PFL was used or not) was not the first or second most influential factor, which is fairly damning for the effectiveness of PFL.

4   Conclusion

The results of the experiment and the analysis of the resulting data tell us that PFL is largely not effective. PFL was shown to be slightly effective if participants had immediate prior knowledge of it, but not at all effective is participants did not have immediate prior knowledge of PFL, which confirms my original hypothesis. In the investigation of which factors may influence the effectiveness of PFL, the study found that PFL was much more effective in messages with negative, discriminatory content. Voice did not have an effect on the effectiveness of PFL, but it did have the most effect on ratings overall. Content was the second most influential factor for the overall ratings, and language type (PF v. NPF) was not a significantly influential factor on inclusivity ratings at all—suggesting that PFL was overall not very effective.

I think this work served an important role in contributing to the question of the effectiveness of People-First Language; however, there is still much work that can be done on the matter. For this study, participants were not asked whether they identified as having a disability, and it can be assumed that the majority of participants did not have a disability. It would be interesting to see if having a disability influences the effectiveness of PFL. Namely, if this experiment was conducted with only participants who identify as having a disability, would PFL be more effective? Also conducting this experiment on participants with different age demographics might produce different results, as well, since all the participants in this study were approximately 18-22 years of age.

Overall, the debate surrounding People-First Language is very multi-faceted and any issue that involves personal identity is understandably complex. Both sides of the debate share a lot of the same end goals of desiring change in the way that disability is seen by society. The results of this study may help people to better direct their efforts in the goal of creating a more inclusive environment for people with disabilities. The issue at the heart of PFL is completely valid and should be addressed, but PF language may not be the best way to address the problem. Of course, if PFL is effective for a person with a disability in terms of how they perceive themselves as a result of people using PFL, then PFL should be considered effective and valid. However, perhaps the request for the use of PFL should come from an individual, since PFL seems to not actually change the way people perceive others with disabilities, and not all people with disabilities like PFL. As this study suggests, the most effective aspect of People-First Language is that it must be explained first. This in turn usually sparks a conversation about how we, as a society, see people with disabilities, and this kind of open discussion is likely the most effective solution to ensuring that people with disabilities are seen and valued by society.

Appendix

Stimuli:
(Items in parenthesis were not be seen by participants)

Target Passages:

1. University Disability Resource Center – Notetakers (Institutional Good PF)

Students with disabilities may be accommodated with notetakers in their classes. Depending upon the student's disability, notetakers serve to either supplement the student's notes or provide notes fully for the student. Usually, notetakers are students enrolled in the same classes as students whose disabilities necessitate this service. Instructors and disability coordinators will offer assistance in helping the student locate a notetaker. Notetaker services are typically provided to students whose disabilities cause problems with manual dexterity, hearing, cognition, or attention.

2. University Disability Resource Center – Notetakers (Institutional Good NPF)

Disabled students may be accommodated with notetakers in their classes. Depending upon the disability of the student, notetakers serve to either supplement the student's notes or provide notes fully for the student. Usually, notetakers are students enrolled in the same classes as disabled students who necessitate this service. Instructors and disability coordinators will offer assistance in helping disabled students locate a notetaker. Notetaker services are typically provided to disabled students who suffer from problems with manual dexterity, hearing, cognition, or attention.

3. University Disability Resource Center – Testing Services (Institutional Bad PF)

Unfortunately, testing services are not provided for disabled students who might claim to need specific testing accommodations including a different testing room, more testing time, differently formatted tests, or the use of any additional technology. Instructors are encouraged not to offer any further special accommodations to ensure all students receive the same treatment from the instructor and no cheating occurs. If issues of this kind cannot be solved within the department is not possible, the issue may be brought to the Disability Resource Center.

4. University Disability Resource Center – Testing Services (Institutional Bad NPF)

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5. A Blogger on Sesame Street's new character, Julia (Casual Good PF)

I can't help but be captivated once again by Sesame Street and the introduction of its newest Muppet playmate, Julia. In case you haven't heard, Julia has autism. I suspect the introduction of Julia will benefit many children with autism and their parents. But her introduction should provide another advantage: For more typically developing children who tune into Sesame Street, when they come face-to-face with an individual with a disability in school or anywhere else, they simply may perceive that person's disability as a difference. A difference, and nothing more.

6. A Blogger on Sesame Street's new character, Julia (Casual Good NPF)

I can't help but be captivated once again by Sesame Street and the introduction of its newest Muppet playmate, Julia. In case you haven't heard, Julia is autistic. I suspect the introduction of Julia will benefit many autistic children and their parents. But her introduction should provide another advantage: For more typically developing children who tune into Sesame Street, when they come face-to-face with a disabled individual in school or anywhere else, they simply may perceive that person's disability as a difference. A difference, and nothing more.

7. A Blogger on Assisted Suicide Legislation (Casual Bad PF)

It saddens me that the input of people with a disability is so often ignored or dismissed out of hand. When I assert that assisted suicide legislation represents a serious risk to people with a disability, I am accused of having an agenda. Sorry but no. I have no agenda. I have an educated opinion based on a detailed knowledge of the history of people with disabilities that should be part of the discussion about assisted suicide legislation. I also grew up on various neurological wards as a child

and learned a few things about how hospitals operate. I had a physician offer to end my suffering by foregoing life-saving antibiotics. Like many others with a disability, I have something important others need to hear.

8. A Blogger on Assisted Suicide Legislation (Casual Bad NPF)

It saddens me that the input of disabled people is so often ignored or dismissed out of hand. When I assert that assisted suicide legislation represents a serious risk to disabled people, I am accused of having an agenda. Sorry but no. I have no agenda. I have an educated opinion based on a detailed knowledge of the history of people with disabilities that should be part of the discussion about assisted suicide legislation. I also grew up on various neurological wards as a child and learned a few things about how hospitals operate. I had a physician offer to end my suffering by foregoing life-saving antibiotics. Like many others with a disability, I have something important others need to hear.

Distractor Passages:

Indian Students Association (NPF)

Indian Students Association (ISA) is a student organization under the International Student Life (ISL) supporting the Indian students at UGA in Athens. ISA comprises of Indian students, faculty, and families residing in Athens. The members of the association enjoy various Indian festivals and activities and become an integral part of this closely knit Indian community. ISA hosts several events which help the students portray their talents and also celebrate India's rich heritage. We also participate in various international events held on campus such as The International Street Festival and International Week through which we highlight our diverse Indian culture

Students of Indian Heritage Association (PF)

Students of Indian Heritage Association (SIHA) is a student organization under the International Student Life (ISL) supporting the students of Indian descent at UGA in Athens. SIHA comprises of students, faculty, and families of Indian descent residing in Athens. The members of the association enjoy various festivals and activities of Indian heritage and become an integral part of this closely knit community of Indian heritage. SIHA hosts several events which help the students portray their

talents and also celebrate the rich heritage of India. We also participate in various international events held on campus such as The International Street Festival and International Week through which we highlight the diverse culture of India.

Athens Area Homeless Shelter (PF)

Athens Area Homeless Shelter provides collaborative, comprehensive services to individuals and families experiencing homelessness that are working toward sustainable independence. The Athens Area Homeless Shelter, Inc. (AAHS) is a 501(c)(3) non-profit organization serving individuals and families experiencing homelessness in Athens-Clarke County, Georgia. AAHS was established in 1986 and was formally incorporated in 1990.

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Athens Area Homeless Shelter provides collaborative, comprehensive services to homeless individuals and families working toward sustainable independence. The Athens Area Homeless Shelter, Inc. (AAHS) is a 501(c)(3) non-profit organization serving homeless individuals and families in Athens-Clarke County, Georgia. AAHS was established in 1986 and was formally incorporated in 1990.

Night Owls vs. Early Birds (NPF)

Night owls may have a mental advantage over early birds. Psychologists Richard D. Roberts and Patrick C. Kyllonen did a study of intelligence of 420 participants. The results between morning people and night people were not overwhelming, but night people did outperform morning people on most intelligence measures—with significant differences on working memory and processing speed. Especially interesting was that the finding seemed to hold up even when the cognitive tests were taken in the morning.

Night Owls vs. Early Birds (PF)

Night owls may have a mental advantage over early birds. Psychologists Richard D. Roberts and Patrick C. Kyllonen did a study of intelligence of 420 participants. The results between people who prefer mornings and people who prefer nights were not overwhelming, but the people who preferred to stay up later did outperform people who prefer to wake up early on most intelligence measures—with significant

differences on working memory and processing speed. Especially interesting was that the finding seemed to hold up even when the cognitive tests were taken in the morning.

Young Woman's Diary (NPF)

Today Bridget really got on my nerves. She's just such an angry and resentful person. It's so unnecessary. She randomly snapped at someone in class today. Like the guy she yelled at is such a nice person. If he was doing something that bothered her, she should have just asked him to stop nicely. And people wonder why she's is a loner. Maybe if she was a nicer and less angry person, then people would like her more.

Young Woman's Diary (PF)

Today Bridget really got on my nerves. She just has so much anger and resentment. It's so unnecessary. She randomly snapped at someone in class today. Like the guy she yelled at has such a friendly personality. If he was doing something that bothered her, she should have just asked him to stop nicely. And people wonder why she's doesn't have any friends. Maybe if she was nicer and less angry, people would like her more.

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