
Disability History and Awareness: A Resource Guide



“If you believe people have no history worth mentioning,
it’s easy to believe they have no humanity worth defending.”

William Loren Katz

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Introduction

In May 2009, the Kansas legislature passed Senate Bill No. 41, an act concerning school districts; amending K.S.A. 2008 Supp. 72-6445a and 72-7535, which required the Kansas State Board of Education to promote recognition of Disability History and Awareness in public schools. Senate Bill No. 41 was the direct result of the advocacy efforts of the Kansas Youth Empowerment Academy (KYEA), an organization which promotes leadership and self-advocacy for youth with disabilities. KYEA and their taskforce made up of youth with disabilities worked with legislative leaders, providing testimony on behalf of the bill and worked diligently to see it successfully through the legislative session.

Senate Bill No. 41 requires the state board of education to designate a period of time each school year as a time for disability history and awareness. At the October 2009 meeting of the Kansas State Board of Education, a proclamation was adopted designating the third week of October each year as Disability History and Awareness week for the schools.



KYEA staff and youth pose with Governor Mark Parkinson and Senator Anthony Hensley after the Disability Awareness and History Bill, SB 41, is signed into law in June of 2009.(l-r): Jacob Johnson, Thad Smith, Senator Hensley, Governor Parkinson, Julia Thomas, and Carrie Greenwood

The Kansas State Department of Education then developed the guidelines for the inclusion of disability history and awareness activities and materials for use with all grade levels. Each school district shall include disability history and awareness within the district's curriculum as deemed appropriate by the district. Per Senate Bill No.41, the goals of disability history and awareness instruction include:

- (1) Encouraging the better treatment of individuals with disabilities, especially for school- age children.
- (2) Increasing attention to the prevention of bullying or harassment of students with disabilities.
- (3) Encouraging the development of self-esteem in individuals with disabilities.
- (4) Encouraging individuals with disabilities to obtain a postsecondary education which will empower such individuals to enter the workforce and contribute to their communities.
- (5) Reaffirming the local, state and federal commitment to providing an equal opportunity for, and the full inclusion in society of, all individuals with disabilities.

This resource guide was developed to help school districts promote Disability History and Awareness Week. The guide contains promotional ideas, activities, and resources designed to expand students' knowledge, understanding, and awareness of individuals with disabilities and disability rights history. There are many more ideas, activities, and resources out there. As other information becomes available, it will be listed on the Kansas State Department of Education website under the Resources Section at <http://www.ksde.org>.

Included in this guide are:

- A copy of Kansas Senate Bill 41.
- A list of optional promotional ideas to help schools and school districts that want to do more to promote disability history and awareness.
- A sample resolution. Changes can be made as necessary to fit the needs of individual school districts.

- A sample letter for parents that provides some basic information about Senate Bill 41, the inclusiveness of disabilities, and the history of disability legislation. Districts and schools that choose to send letters home to families may modify this letter to meet their needs, including adding activities they may be conducting during the week.
- Two fliers are included in this guide recognizing the contributions of various individuals with disabilities. They are intended to raise awareness about the abilities of many individuals who happen to have a disability. One or both fliers can be sent home with a letter to parents to facilitate discussions at home. They can also be used as part of a classroom discussion with a focus on these individuals' abilities and accomplishments. Students can be asked to research more on these individuals and the time in which they live(d). Students can create their own fliers using their own research to find out the contributions of other individuals with disabilities from their community or elsewhere.
- Disability etiquette documents are included to help people feel more comfortable in unfamiliar situations. This is a starting point to make people feel more comfortable. However, the important point to remember is that etiquette is simply good manners. If the disability etiquette documents are used in a classroom discussion, it is helpful to point out similarities with everyday good manners.
- Documents concerning "people first" language are included. People first language puts the person before the disability (e.g., saying a person with a disability rather than a disabled person).
- Information on differentiated instruction. Many teachers will recognize these strategies and realize they have been using them in their classrooms without thinking of them as differentiated instruction.
- Excerpts from the Individuals with Disabilities Education Act of 2004, the Americans with

Disabilities Act of 1990, and Help America Vote Act of 2002. For middle and high school teachers, there are suggestions for classroom activities and discussion related to educational and civil rights laws.

- A copy of the State Board proclamation recognizing the third week of October as Disability History and Awareness Week.
- A resource section with suggested books, organizations, and links to web sites that contain a variety of games, activities, and lesson plans that can be integrated into existing curriculum for students at all levels (K–postsecondary). For example, for elementary teachers, Arthur’s Communication Adventure: Exploring Inclusion and Accessibility can be found online at <http://pbskids.org/arthur/parentsteachers/lesson/index.html>. It contains a number of activities and some handouts to help “children who are hearing and sighted become more aware of ways that children who are blind, visually impaired, deaf, or hard of hearing learn, plan and enjoy the same things they do.”

Kansas Senate Bill 41

In May 2009, the Kansas Legislature passed Senate Bill 41 in support of disability history and awareness.

Provisions of the bill are below:

Sec.3

- (a) The state board of education shall designate a period of time each school year as a time for disability history and awareness.
- (b) The state board of education shall develop objectives and guidelines for disability history and awareness, for all grade levels, within the existing curriculum for history, social studies or other appropriate subject-matter curriculum. The components of disability history and awareness may include, but not be limited to, the events and time lines relating to the development and evolution of services provided to individuals with disabilities and information relating to the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.
- (c) The goals of disability history and awareness instruction include:
 - (1) Encouraging the better treatment of individuals with disabilities, especially for school-age children.
 - (2) Increasing attention to the prevention of bullying or harassment of students with disabilities.
 - (3) Encouraging the development of self-esteem in individuals with disabilities.
 - (4) Encouraging individuals with disabilities to obtain a postsecondary education which will empower such individuals to enter the workforce and contribute to their communities.
 - (5) Reaffirming the local, state and federal commitment to providing an equal opportunity for, and the full inclusion in society of, all individuals with disabilities.
- (d) Each school district shall include disability history and awareness within the district's curriculum as deemed appropriate by the district.

Sec. 4. Each postsecondary educational institution is encouraged to conduct and promote on its campus activities which provide education, understanding and awareness of individuals with disabilities, disability history and awareness.

PROCLAMATION

WHEREAS, *The Office of Disability Employment with the US Department of Labor recognizes October as National Disability Employment Awareness Month; and*

WHEREAS, *In Kansas, many communities support Disability Mentoring Day during the third week of October; and*

WHEREAS, *Kansas has a rich history of supporting people of all ages and abilities to live healthy lives complete with dignity, safety, freedom, and independence; and*

WHEREAS, *For Kansans with disabilities, education and employment is vital to independence, empowerment, and quality of life; and*

WHEREAS, *As taxpayers, consumers, educators, and workers, people with disabilities are a contribution to our society and to their own fulfillment of the American dream; and*

WHEREAS, *New generations of young people with disabilities are growing up in Kansas, graduating from high school, going to college, and preparing to participate in the workplace; and*

WHEREAS, *All Kansas citizens must recognize the worth and skills of community members with disabilities and assist to remove all barriers that prevent our citizens with disabilities from accessing education, reaching their fullest potential and achieving success; and*

WHEREAS, *The Kansas State Board of Education is committed to expanding opportunities for persons with disabilities by utilizing programs, developing curriculum, and planning activities in order to maximize opportunity in the state; and*

WHEREAS, *The Kansas State Board of Education desires to raise awareness of programs affecting people with disabilities such as education, employment, mentoring and health programs:*

NOW, THEREFORE, WE, as members of the KANSAS STATE BOARD OF EDUCATION do hereby proclaim the third week of October,

as

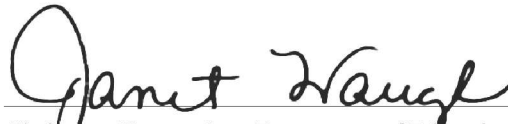
DISABILITY HISTORY AND AWARENESS WEEK

in Kansas and urge all educators and schools to join us.

Done: At the Kansas State Department of Education
under the seal of the State Board of Education

17th day of October A.D. 2010

BY THE Chairman of the State Board of Education


Chairman, Kansas State Department of Education


Interim Commissioner of Education



The 2008 Legislature amended the anti-bullying statute and requires school districts to:

-
- 1) *adopt and implement a plan to address cyberbullying, and*
 - 2) adopt policies prohibiting bullying on school property, in school vehicles, or at school-sponsored activities, and
 - 3) adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students.
 - 4) upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs.

Shown below are the provisions of the anti-bullying legislation:

Section 1. K.S.A. 2007 Supp. 72-8256 is hereby amended to read as follows: 72-8256. (a) As used in this section:

- (1) “Bullying” means: (A) Any intentional gesture or any intentional written, verbal, *electronic* or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:
 - i. Harming a student of staff member, whether physically or mentally;
 - ii. Damaging a student’s or staff member’s property;
 - iii. Placing a student of staff member in reasonable fear of harm to the student or staff member; or
 - iv. Placing a student or staff member in reasonable fear of damage to the student’s or staff member’s property; or
- (B) *cyberbullying, or*
- (C) any other form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205, and amendments thereto.

- (2) *“Cyberbullying” means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.*
- (3) “School vehicle” means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.
- (b) The board of education of each school district shall adopt a policy to prohibit bullying on school property, in a school vehicle or at a school-sponsored activity or event.
- (c) The board of education of each school district shall adopt and implement a plan to address bullying on *or while utilizing* school property, in a school vehicle or at a school sponsored activity or event. Such a plan shall include provisions for the training and education for staff members and students.
- (d) The board of education of each school district may adopt additional policies relating to bullying pursuant to subsection (e) of K.S.A. 72-8205, and amendments thereto.

Curricular Resources

Curriculum Integration and Differentiation¹

Have you ever seen a group of children mocking the way a person with a disability walks? Have you ever overheard a child call a person with a disability a disparaging name? When children don't fully understand why a person is different, they often make fun of him or her.

It is important for people to understand disabilities. For children, this is especially important because attitudes develop during childhood by watching and listening to peers, teachers and family. The classroom is an ideal place to increase knowledge about people with disabilities and to foster positive attitudes about them.

There are several resources available to the classroom teacher that will enable the integration of comprehensive disability awareness into the general curriculum. A good starting pace would be the content standards, several of which address the idea of teaching tolerance and awareness. An example would be the personal-social domain of the Kansas School Counseling Standards² that states: "The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others."

Another comprehensive best practice to follow would be the introduction and implementation of social-emotional learning standards (SEL) into the schools' general curriculum. The state of Illinois has adopted a set of social-emotional standards³ that have been incorporated as a part of the Illinois Learning Standards. Rather than being taught separately, social-emotional standards are taught alongside academic standards. A power point that describes SEL and how to integrate them into the general curriculum is provided in the attached resources section.

A third comprehensive practice that would allow for the integration of disability awareness would be the adoption of an evidenced based character education program (CE). CE program components generally align with SEL standards and can also be found in the Kansas School Counseling Standards. KSDE has developed and implemented the Kansas Character Education Partnership⁴ and the web site has a considerable amount of resource materials available.

It should also be noted that integrating disability awareness is the law (KSA 72-8256).

The information contained in this section provides suggestions for planning and implementing disability awareness activities in your classroom. When creating a unit on disability awareness it is suggested that the following format be used:

- **Step 1: Do activities that show how students are alike and different.**
- **Step 2: Teach how to interact with people with disabilities.**
- **Step 3: Talk about disabilities in general (what, what, why)**
- **Step 4: Teach what it is like to have different disabilities through hands on activities.**
- **Step 5: Celebrate the abilities of people with disabilities.**

¹ TIPS Program, Bavaria DSO, Jan Osier; National Institute of Urban School Improvement, Indiana Resource Center, TEACCH Program Website, and Girl Scouts of America.

² Kansas Curricular Standards for School Counseling, Personal and Social Development, pg. 5.

³ http://www.isbe.state.il.us/ils/social_emotional/standards.htm

⁴ <http://www.ksde.org/Default.aspx?alias=www.ksde.org/character>

17 Ways to Infuse Disabilities into Curriculum Across Age Levels

1. Have adults come to class to talk about their lives and history in the local community. Include adults with disabilities.
2. Have students do “accessibility surveys” and maps of neighborhoods, schools, and communities that identify various barriers and accommodations. Not just ramps and curb cuts, but Braille, graphics, visual cues, and so on.
3. Have students write children’s stories with portrayals of people with disabilities that challenge common stereotypes or misconceptions.
4. Incorporate and discuss stories that have disability themes and characters.
5. Have children do an oral history interview with 1) a family member or friend who has a disability or 2) a family member or friend who has a relative with a disability.
6. Have students write an essay on some common expression or term and explain the stereotypes about disability that it shows.
7. Show students videos about the history of eugenics (a move in the first part of the 20th century to involuntarily sterilize and segregate people with disabilities deemed “socially undesirable”) and its association with racism.
8. Have students write a biography of historical figures with disabilities.
9. Have students learn 20 words of American Sign Language or how to fingerspell the manual alphabet.
10. Have students learn the alphabet in Braille.
11. Take students to a museum and look for things about disability.
12. Have students prepare photo essays about the barriers disabled people face in the community.
13. Teach students about the parts of the brain that control different motor functions and have them color these in.
14. Have student groups design a new piece of equipment or adaptation (they don’t have to build it) for people with different types of disabilities (e.g., moving sidewalks on city blocks).
15. Have small groups of students surf the Web for resources about different types of disabilities.
16. Have students design a new graphic symbol (to replace the stick figure in the wheelchair) to signify disability access and rights.
17. Many disability advocates have criticized programs that try to “simulate” what it is like to have different disabilities. Their concern is that such exercises often reinforce stereotypes and emphasize a “deficit” model of disability. Putting socks on our hands to simulate fine motor problems or sitting in a wheelchair for a few hours is seldom a realistic way to understand the experience of disability. Discuss with students their views on these types of activities.

Family, Career and Community Leaders of America Resources

Family, Career and Community Leaders of America (FCCLA) has a national program titled “STOP the Violence” which addresses harassment, violence, respect and conflict issues. It is a peer to peer program and includes a number of activities that defines what harassment/violence is and includes emotional and social examples of violence. It shares methods of identifying healthy/unhealthy relationships, and

how to get out of an unhealthy situation. It promotes acceptance of others and their differences as a method of preventing the bullying/harassment behaviors. FCCLA's Power of One national program allows individual members to identify, organize and implement a plan to address an issue they feel is important to them. The plan format allows modifications to ensure success of the member regardless of limitation or need. The organization also expects and instills acceptance of all members, regardless of situation, need or disability. Speakers with disability/special situations are commonly included at meetings and conferences, and sessions on teamwork, accepting others and service learning are also common.

In schools, Family and Consumer Sciences Education has covered topics that relate to diversity and acceptance for many years. This list includes respect, healthy relationships, communication, conflict resolution and teamwork which are reflected in our course competencies. As we make the move to career pathways, FACS is closely aligned to the Human Services Career Cluster and offers these courses which cover the topics listed above:

- Introduction to Human Services,
- Human Growth and Development,
- Family Studies,
- Career Life Planning and
- Career and Community Connections.

In closing, most middle-level Family and Consumer Sciences Education programs include a unit on relationships, communication, acceptance and/or conflict resolution. Please note FCCLA is an extension of the Family and Consumer Sciences Education and has a middle school and high school affiliation option.

Differentiated Instruction

Students have a range of abilities and different learning needs. Differentiated instruction is matching instruction to meet the different needs of students in a given classroom. Differentiated instruction gives students a range of ways to access curriculum, instruction, and assessment. Just as important, differentiated instruction provides students a variety of ways to demonstrate and express what they have learned.

Some classrooms may include students with disabilities who have individual educational plans (IEP) or 504 plans that document specific accommodations to address the student's needs. Accommodations do not change the content of the curriculum. Accommodations are changes in how the curriculum is presented or how a student is able to respond to demonstrate what they have learned. Oftentimes, accommodations required for one student may benefit other students in a classroom.

Although the range of instructional needs within one classroom can be large, teachers may be able to adjust activities for the whole class to incorporate the various learning needs of students. This section identifies a variety of strategies to facilitate teachers' ability to meet the range of instructional needs of students in their classrooms. Many teachers will recognize these strategies and realize they have been using them in their classrooms without thinking of them as differentiated instruction.

The strategies below are from the Differentiated Instruction document adapted from the Center on Human Policy's Disability Studies for Teachers.

Role-Playing, Skits, and mock debates

- Differentiate the roles so that all can participate. Make sure that there are different kinds of roles (speaking and non-speaking) and activities with different levels of complexity (creating the set, making on-the-spot costumes, holding up cue cards).
- For some of these activities, some or all students may need worksheets to organize their thoughts before performing.
- Certain roles may be broken up so that more than one student can perform them. For example, instead of one-on-one debates, students can debate issues in pairs or teams.
- To help students get motivated, allow them to make and wear costumes and make scenery.
- If students have problems remembering lines or reading from a script, allow them to improvise.

Reading

- Students might be assigned to read complex materials in pairs or small groups.
- Have students read the documents in small pieces—assign small groups one paragraph to read and then paraphrase for others in the class.
- Enlarge the text for students with low vision.
- Students might be paired with a partner to read materials out loud.
- Have students “turn and talk” after reading each paragraph. Have them share their interpretations of the material.
- Let students use highlight pens to review copies of historical documents and other materials.
- Read the material along with students by making a copy for the overhead projector.

- Pre-teach difficult vocabulary (documents may contain words that will be new to many students).
- Encourage students to use dictionaries and the Internet to research unfamiliar words or concepts.
- Have some students read the documents on tape so others can listen to them, if necessary.
- Encourage students to take notes as they read. After reading a sentence or two, tell them to write comments about the meaning of the text in the margin.

Group discussions

- Before breaking a class into small groups, the teacher can lead a discussion identifying the central points in the lesson or readings. Students can be prompted to conduct their discussion around these points.
- Prior to small group discussions, the teacher can model different discussion strategies (e.g., questioning, active listening).
- Encourage students to adopt different roles within the groups (e.g., recorder, discussion leader).
- Give groups a short list of questions to address during their discussion.
- If some students do not speak or have limited speech, the group can conduct some of the discussion non-verbally. Students can draw some of their thoughts on butcher paper, for instance. Or students can record their responses on paper and the individual needing communication support can point to the ideas they find most interesting.

Writing

- Students may need a scribe to complete short in-class essays.
- Have students engage in a cooperative writing assignment, everyone adds one sentence to a paragraph.
- Give students options for writing; allow them to use pencil/paper, computer, or even a typewriter.
- For certain writing requirements, teachers might give students a template or model to follow.
- Students can be paired to complete in-class writing assignments.
- Give pencil grips or markers to students who cannot hold a pencil easily.
- Allow students to draw pictures or use magazine photos instead of written words.
- Have students tell instead of show—let them verbalize thoughts instead of writing them.
- Give students more time to work; share the writing assignment with them ahead of time or give them a head start by writing the first few sentences for them.

General

- For certain lessons, students can be asked to design their own standards and criteria for assessment.
- For Internet exercises, some students might need to be given specific directions for searching the Web (e.g., Web addresses or search engines).
- For extra credit, students might be encouraged to conduct Web searches; interview community experts; or examine literature and reference material for information related to the lessons.
- Give students choices during all lessons (e.g., work alone or with a partner, sit at your desk or on the floor, read the document or listen to it on tape).

What is Universal Design?

Universal Design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability or situation.

Other terms for *Universal Design* used around the world include *Design For All*, *Inclusive Design*, and *Barrier-Free Design*. Terminology and meanings differ from one country to another and often reflect each nation's societal values. Significant cultural differences between countries have influenced how the movement has been adopted and evolved in each location but the common goal of social inclusion transcends national laws, policies, and practices.

Universal design is not a fad or a trend but an enduring design approach that originates from the belief that the broad range of human ability is ordinary, not special. Universal design accommodates people with disabilities, older people, children, and others who are non-average in a way that is not stigmatizing and benefits all users. After all, stereo equipment labels that can be read by someone with low vision are easier for everyone to read; public telephones in noisy locations that have volume controls are easier for everyone to hear; and building entrances without stairs assist equally someone who moves furniture, pushes a baby stroller, or uses a wheelchair. Designing for a broad range of users from the beginning of the process can increase usability of an environment or product without significantly increasing its cost. It results in easier use for everyone and it reduces the need for design modifications later when abilities or circumstances change.

Universal design is assuming growing importance as a new paradigm that represents a holistic and integrated approach to design ranging in scale, for example, from product design to architecture and urban design, and from simple systems such as those that control the ambient environment to complex information technologies. Worldwide, a confluence of factors is driving the demand for more universally usable products, environments, and services. These factors include the competitive and global nature of modern business, the flourishing communications technology industry, the international disability movement, and the rapidly growing aging and disabled populations all over the world.

Universal design is not a synonym or a euphemism for accessibility standards. Universal design can be distinguished from meeting accessibility standards in the way that the accessible features have been *integrated* into the overall design. This integration is important because it results in better design and avoids the stigmatizing quality of accessible features that have been added on late in the design process or after it is complete, as a modification.

Universal design also differs from accessibility requirements in that accessibility requirements are usually prescriptive whereas universal design is performance based. Universal design does not have standards or requirements but addresses usability issues. The Principles of Universal Design, published by the Center for Universal Design in 1997, articulate the breadth of the concept and provide guidelines for designers.

The Principles of Universal Design

The Principles of Universal Design and their guidelines were developed by a working group [1] of architects, product designers, engineers, and environmental design researchers as part of a project coordinated by the Center for Universal Design at North Carolina State University. The seven Principles that describe characteristics that make designs universally usable are:

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive Use
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

You can view the seven [Principles of Universal Design](http://www.ncsu.edu/www/ncsu/design/sod5/cud/) and their 29 associated guidelines by going to the linked website (<http://www.ncsu.edu/www/ncsu/design/sod5/cud/>)

[1] Bettye Rose Connell, Mike Jones, the late Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, Gregg Vanderheiden. The citation for their use is "Center for Universal Design, North Carolina State University, Raleigh, NC, 1997."

Disability Etiquette

Disability Etiquette 101

Speak about a person with a disability by first referring to the person and then to the disability. For example, refer to “people who are blind” rather than to “blind people.”

When talking with a person with a disability, speak directly to that person rather than to a companion or sign language interpreter who may be present.

When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.

When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.

Treat adults as adults. Address people who have disabilities by their first names only when extending that same familiarity to all others present. Never patronize people who use wheelchairs by patting them on the head or shoulder.

Leaning or hanging on a person’s wheelchair is similar to leaning or hanging on a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.

Listen attentively when you’re talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for that person. If necessary, ask short questions that require short answers, a nod, or a shake of the head.

Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.

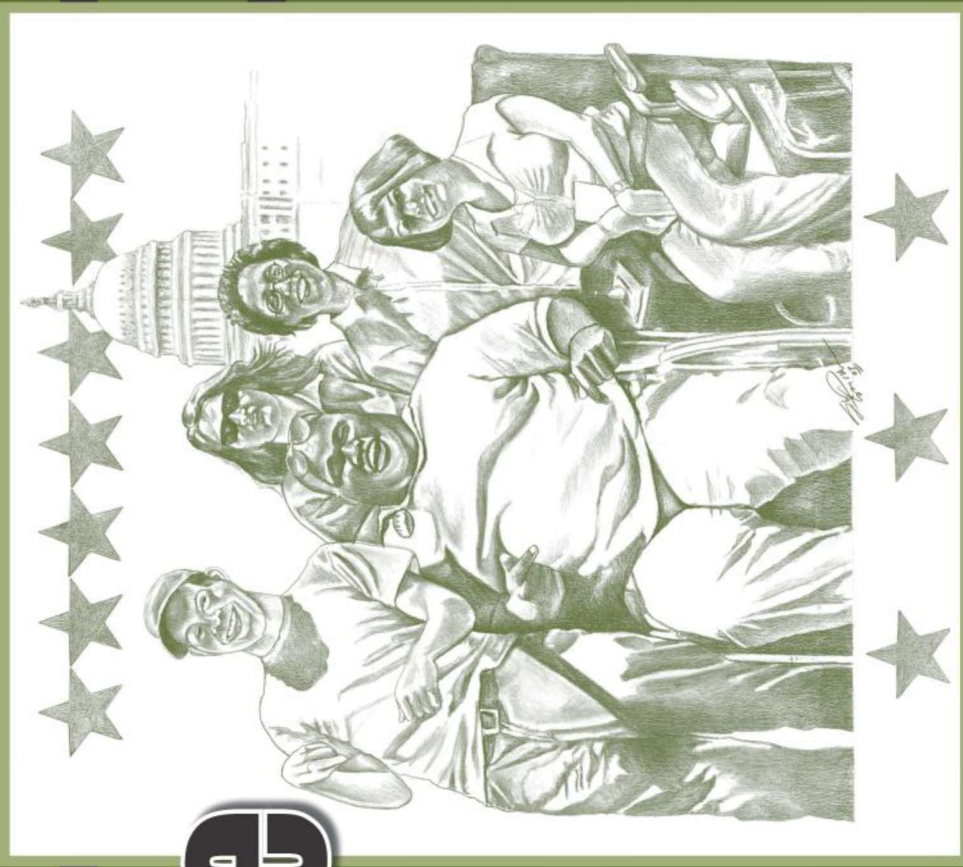
When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.

To get the attention of a person who is deaf or hard-of-hearing, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly. Not all people who are deaf or hard-of-hearing can “read lips.” For those who do “read lips,” be sensitive to their needs by placing yourself facing the light source and keeping hands, cigarettes, and food away from your mouth when speaking.

Relax. It’s okay if you happen to use accepted, common expressions, such as “See you later” or “Did you hear about this,” that seem to relate to the person’s disability.

Adapted from the University of Texas at Arlington Advisor Handbook, Disability Etiquette 101 (DOC)
<http://www.uta.edu/universitycollege/faculty/advisors/index.php> .

Your Words Our Image



Don't Say Do Say

<i>Differently abled, challenged</i>	Disability
<i>The disabled</i>	People with disabilities
<i>Slow learner</i>	Person with a learning disability
<i>Quad</i>	Person with quadriplegia
<i>Autistic</i>	Person with autism
<i>Mongoloid</i>	Person with Down syndrome
<i>Midget</i>	Person of short stature
<i>Burn victim</i>	Burn survivor
<i>Handicapped parking</i>	Accessible parking
<i>Blind</i>	Visually impaired
<i>Alcoholic</i>	Alcohol dependent
<i>Brain damaged</i>	Brain injury
<i>Polio</i>	Post-polio syndrome
<i>Confined to a wheelchair</i>	Uses a wheelchair
<i>Hare lip</i>	Cleft lip
<i>Fit, attack</i>	Seizure
<i>Mute, dumb</i>	Speech disorder
<i>Birth defect</i>	Congenital disability
<i>Mental retardation</i>	Intellectual disability
<i>Normal, able-bodied</i>	Nondisabled
<i>Deaf-mute, the hearing impaired</i>	Deaf, hard of hearing

You are in a unique position to shape the public image of people with disabilities. Your words can create insensitive, negative images or a straightforward, positive view of people with disabilities.



KU LIFE SPAN INSTITUTE
The University of Kansas

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Respectful Disability Language: Here's What's Up!

*"The difference between the right word and the almost-right word
is the difference between lightning and a lightning bug."*

— Mark Twain

What does "Respectful Disability Language" Mean?

The Disability Rights Movement advocates for positive changes in society. These changes include equal rights under the law and equal access to housing and employment. It could also mean improving how people with disabilities are talked about in places like the media or in everyday conversations. The use of language and words describing people with disabilities has changed over time. It's important that people are aware of the meaning behind the words they use when talking to, referring to, or working with the Disability Community. Disrespectful language can make people feel excluded and can be a barrier to full participation. This is a guide to using respectful words and language.

When does Language = Power?

Imagine living your whole life always having to explain why the words that people use are hurtful and offensive to you. Teachers, co-workers, friends, and family need to know how the words and phrases they use make you feel. Many of us are brought up in homes in which we are the only one with a disability. Maybe we haven't learned to think of ourselves or other people with disabilities as proud individuals. People with disabilities want respect and acceptance.


Many people who do not have a disability now will have one in the future. Others will have a family member or a friend who will become disabled. If you become disabled in your lifetime, how do you want people to describe you? If a family member or friend becomes disabled, how would you want him/her to be treated? Disability affects all people. So learn respectful language and teach others.

General Guidelines for Talking about Disability

- Refer to a person's disability only when it is related to what you are talking about. For example, don't ask "What's wrong with you?" Don't refer to people in general or generic terms such as "the girl in the wheelchair."
- When talking about places with accommodations for people with disabilities, use the term "accessible" rather than "disabled" or "handicapped." For example, refer to an "accessible" parking space rather than a "disabled" or "handicapped" parking space or "an accessible bathroom stall" rather than "a handicapped bathroom stall."
- Use the term "disability," and take the following terms out of your vocabulary when talking about or talking to people with disabilities. Don't use the terms "handicapped," "differently-abled," "cripple," "crippled," "victim," "retarded," "stricken," "poor," "unfortunate," or "special needs."

- Just because someone has a disability, it doesn't mean he/she is "courageous," "brave," "special," or "superhuman." People with disabilities are the same as everyone else. It is not unusual for someone with a disability to have talents, skills, and abilities.
- It is okay to use words or phrases such as "disabled," "disability," or "people with disabilities" when talking about disability issues. Ask the people you are with which term they prefer if they have a disability.
- When talking about people without disabilities, it is okay to say "people without disabilities." But do not refer to them as "normal" or "healthy." These terms can make people with disabilities feel as though there is something wrong with them and that they are "abnormal."
- When in doubt, call a person with a disability by his/her name.

This document was co-written by the National Youth Leadership Network (NYLN) and Kids As Self Advocates (KASA).

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NYLN is supported by 

Words to Describe Different Disabilities

Here are some ways that people with disabilities are described. This list includes “out-dated language” – terms and phrases that should not be used. This list also includes respectful words that should be used to describe different disabilities. What is “okay” for some people is not “okay” for others. If you don’t know what to say, just ask how a person likes to be described.

<u>Disability</u>	<u>Out-Dated Language</u>	<u>Respectful Language</u>
Blind or Visually Impairment	Dumb, Invalid	Blind/Visually Impaired, Person who is blind/visually impaired
Deaf or Hearing Impairment	Invalid, Deaf-and-Dumb, Deaf-Mute	Deaf or Hard-of-hearing, Person who is deaf or hard of hearing
Speech/Communication Disability	Dumb, “One who talks bad”	Person with a speech / communication disability
Learning Disability	Retarded, Slow, Brain- Damaged, “Special ed”	Learning disability, Cognitive disability, Person with a learning or cognitive disability
Mental Health Disability	Hyper-sensitive, Psycho, Crazy, Insane, Wacko, Nuts	Person with a psychiatric disability, Person with a mental health disability
Mobility/Physical Disability	Handicapped, Physically Challenged, “Special,” Deformed, Cripple, Gimp, Spastic, Spaz, Wheelchair-bound, Lamé	Wheelchair user, Physically disabled, Person with a mobility or physical disability
Emotional Disability	Emotionally disturbed	Emotionally disabled, Person with an emotional disability
Cognitive Disability	Retard, Mentally retarded, “Special ed”	Cognitively/Developmentally disabled, Person with a cognitive/developmental disability
Short Stature, Little Person	Dwarf, Midget	Someone of short stature, Little Person
Health Conditions	Victim, Someone “stricken with” a disability (i.e. “someone stricken with cancer” or “an AIDS victim”)	Survivor, Someone “living with” a specific disability (i.e. “someone living with cancer or AIDS”)

People First Language

EXAMPLES OF PEOPLE FIRST LANGUAGE

BY KATHIE SNOW; VISIT WWW.DISABILITYISNATURAL.COM TO SEE THE COMPLETE ARTICLE

Remember: a disability descriptor is simply a medical diagnosis;
People First Language respectfully puts the person before the disability;
and a person with a disability is more *like* people without disabilities than different!

SAY:	INSTEAD OF:
People with disabilities.	The handicapped or disabled.
He has a cognitive disability/diagnosis.	He's mentally retarded.
She has autism (or a diagnosis of...).	She's autistic.
He has Down syndrome (or a diagnosis of...).	He's Down's; a mongoloid.
She has a learning disability (diagnosis).	She's learning disabled.
He has a physical disability (diagnosis).	He's a quadriplegic/is crippled.
She's of short stature/she's a little person.	She's a dwarf/midget.
He has a mental health condition/diagnosis.	He's emotionally disturbed/mentally ill.
She uses a wheelchair/mobility chair.	She's confined to/is wheelchair bound.
He receives special ed services.	He's in special ed.
She has a developmental delay.	She's developmentally delayed.
Children without disabilities.	Normal or healthy kids.
Communicates with her eyes/device/etc.	Is non-verbal.
Customer	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 problems with...has special needs.

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

Excerpted from Kathie's People First Language article, available at www.disabilityisnatural.com.

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Disability Laws & History

Overview of Significant laws

Although there are hundreds of laws affecting persons with disabilities, the Education of All Handicapped Children Act of 1975 and the Americans with Disabilities Act (ADA) of 1990 were some of the most influential and far reaching.

Education

The Education of All Handicapped Children Act passed in 1975 was later renamed the Individuals with Disabilities Education Act (IDEA) by Congress. It was reauthorized again in 1997 and 2004. This law requires states receiving federal special education funds to ensure that all children with disabilities receive a “free appropriate public education.” All states currently receive this funding and are bound by this law.

Civil Rights

The ADA is a civil rights law. It was intended to provide “...a clear national mandate for the elimination of discrimination against people with disabilities.” It also invoked the “sweep of Congressional authority... to enforce the fourteenth amendment.” An important right and responsibility for many Americans is the ability to vote. However, the universal right to vote has not always been a part of American history. Over 200 years ago, only white, male landowners could vote. Women began actively campaigning for the right to vote in 1848. However, it was not until the nineteenth amendment passed in August 1920 that women gained the right to vote. The Voting Rights Act of 1965 readdressed the fifteenth amendment and guaranteed that, throughout the nation, no person shall be denied the right to vote because of race or color. This Act employed measures to restore the right to vote for many disenfranchised African Americans in the South. Then in 2002, Congress passed the Help America Vote Act (HAVA). Included in HAVA is a requirement that each polling location have at least one voting system accessible to individuals with disabilities—including nonvisual accessibility for the blind and visually impaired—in a manner that provides the same opportunity for access and participation (including privacy and independence) as for other voters.

Individuals with Disabilities Education Act of 2004

One Hundred Eighth Congress

of the

United States of America

AT THE SECOND SESSION

Begun and held at the City of Washington on Tuesday, the twentieth day of January, two thousand and four

An Act

To reauthorize the Individuals with Disabilities Education Act, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the Individuals with Disabilities Education Improvement Act of 2004.

SUBPART 4--GENERAL PROVISIONS

Sec. 682. Administrative provisions.

(c) FINDINGS- Congress finds the following:

(1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

(2) Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the educational needs of millions of children with disabilities were not being fully met because—

(A) the children did not receive appropriate educational services;

(B) the children were excluded entirely from the public school system and from being educated with their peers;

(C) undiagnosed disabilities prevented the children from having a successful educational experience; or

(D) a lack of adequate resources within the public school system forced families to find services outside the public school system.

(3) Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this title has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities.

(4) However, the implementation of this title has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities.

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to--

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

(B) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;

(C) coordinating this title with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965, in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent;

(D) providing appropriate special education and related services, and aids and supports in the regular classroom, to such children, whenever appropriate;

(E) supporting high-quality, intensive preservice preparation and professional development for all personnel who work with children with disabilities in order

to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible;

(F) providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children;

(G) focusing resources on teaching and learning while reducing paperwork and requirements that do not assist in improving educational results; and

(H) supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities.

(6) While States, local educational agencies, and educational service agencies are primarily responsible for providing an education for all children with disabilities, it is in the national interest that the Federal Government have a supporting role in assisting State and local efforts to educate children with disabilities in order to improve results for such children and to ensure equal protection of the law.

(7) A more equitable allocation of resources is essential for the Federal Government to meet its responsibility to provide an equal educational opportunity for all individuals.

(8) Parents and schools should be given expanded opportunities to resolve their disagreements in positive and constructive ways.

(9) Teachers, schools, local educational agencies, and States should be relieved of irrelevant and unnecessary paperwork burdens that do not lead to improved educational outcomes.

(10)(A) The Federal Government must be responsive to the growing needs of an increasingly diverse society.

(B) America's ethnic profile is rapidly changing. In 2000, 1 of every 3 persons in the United States was a member of a minority group or was limited English proficient.

(C) Minority children comprise an increasing percentage of public school students.

(D) With such changing demographics, recruitment efforts for special education personnel should focus on increasing the participation of minorities in the teaching profession in order to provide appropriate role models with sufficient knowledge to address the special education needs of these students.

(11)(A) The limited English proficient population is the fastest growing in our Nation, and the growth is occurring in many parts of our Nation.

(B) Studies have documented apparent discrepancies in the levels of referral and placement of limited English proficient children in special education.

(C) Such discrepancies pose a special challenge for special education in the referral of, assessment of, and provision of services for, our Nation's students from non-English language backgrounds.

(12)(A) Greater efforts are needed to prevent the intensification of problems connected with mislabeling and high dropout rates among minority children with disabilities.

(B) More minority children continue to be served in special education than would be expected from the percentage of minority students in the general school population.

(C) African-American children are identified as having mental retardation and emotional disturbance at rates greater than their White counterparts.

(D) In the 1998-1999 school year, African-American children represented just 14.8 percent of the population aged 6 through 21, but comprised 20.2 percent of all children with disabilities.

(E) Studies have found that schools with predominately White students and teachers have placed disproportionately high numbers of their minority students into special education.

(13)(A) As the number of minority students in special education increases, the number of minority teachers and related services personnel produced in colleges and universities continues to decrease.

(B) The opportunity for full participation by minority individuals, minority organizations, and Historically Black Colleges and Universities in awards for grants and contracts, boards of organizations receiving assistance under this title, peer review panels, and training of professionals in the area of special education is essential to obtain greater success in the education of minority children with disabilities.

(14) As the graduation rates for children with disabilities continue to climb, providing effective transition services to promote successful post-school employment or education is an important measure of accountability for children with disabilities.

(d) PURPOSES- The purposes of this title are--

(1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services

designed to meet their unique needs and prepare them for further education, employment, and independent living;

(B) to ensure that the rights of children with disabilities and parents of such children are protected; and

(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Americans with Disabilities Act of 1990

One Hundred First Congress of the United States of America

AT THE SECOND SESSION

Begun and held at the City of Washington on Tuesday, the twenty-third day of January, one thousand nine hundred and ninety-nine.

An Act

To establish a clear and comprehensive prohibition of discrimination on the basis of disability.

=====

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) Short Title.--This Act may be cited as the "Americans with Disabilities Act of 1990".

SEC. 2. FINDINGS AND PURPOSES.

(a) Findings.--The Congress finds that--

(1) some 43,000,000 Americans have one or more physical or mental disabilities, and this number is increasing as the population as a whole is growing older;

(2) historically, society has tended to isolate and segregate individuals with disabilities, and, despite some improvements, such forms of discrimination against individuals with disabilities continue to be a serious and pervasive social problem;

(3) discrimination against individuals with disabilities persists in such critical areas as employment, housing, public accommodations, education, transportation, communication, recreation, institutionalization, health services, voting, and access to public services;

(4) unlike individuals who have experienced discrimination on the basis of race, color, sex, national origin, religion, or age, individuals who have experienced discrimination on the basis of disability have often had no legal recourse to redress such discrimination;

(5) individuals with disabilities continually encounter various forms of discrimination, including outright intentional exclusion, the discriminatory effects of architectural, transportation, and communication barriers, overprotective rules and policies, failure to make modifications to existing facilities and practices, exclusionary qualification standards and criteria, segregation, and relegation to lesser services, programs, activities, benefits, jobs, or other opportunities;

(6) census data, national polls, and other studies have documented that people with disabilities, as a group, occupy an inferior status in our society, and are severely disadvantaged socially, vocationally, economically, and educationally;

(7) individuals with disabilities are a discrete and insular minority who have been faced with restrictions and limitations, subjected to a history of purposeful unequal treatment, and relegated to a position of political powerlessness in our society, based on characteristics that are beyond the control of such individuals and resulting from stereotypic assumptions not truly indicative of the individual ability of such individuals to participate in, and contribute to, society;

(8) the Nation's proper goals regarding individuals with disabilities are to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for such individuals; and

(9) the continuing existence of unfair and unnecessary discrimination and prejudice denies people with disabilities the opportunity to compete on an equal basis and to pursue those opportunities for which our free society is justifiably famous, and costs the United States billions of dollars in unnecessary expenses resulting from dependency and nonproductivity.

(b) Purpose.--It is the purpose of this Act-- (1) to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;

(2) to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;

(3) to ensure that the Federal Government plays a central role in enforcing the standards established in this Act on behalf of individuals with disabilities; and

(4) to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

Sec. 12101. Definitions

As used in this Act:

(1) Auxiliary aids and services.--The term "auxiliary aids and services" includes--

(A) qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;

(B) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;

(C) acquisition or modification of equipment or devices; and

(D) other similar services and actions.

(2) Disability.--The term "disability" means, with respect to an individual--

(A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment.

Help America Vote Act of 2002

116 STAT. 1666

HELP AMERICA VOTE ACT OF 2002

Public Law 107-252, October 29, 2002

107th Congress

An Act

To establish a program to provide funds to States to replace punch card voting systems, to establish the Election Assistance Commission to assist in the administration of Federal elections and to otherwise provide assistance with the administration of certain Federal election laws and programs, to establish minimum election administration standards for States and units of local government with responsibility for the administration of Federal elections, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) Short Title.--This Act may be cited as the "Help America Vote Act of 2002".

(1) In general.--A State shall use the funds provided under a payment made under this section to carry out one or more of the following activities:

- (A) Complying with the requirements under title III.
- (B) Improving the administration of elections for Federal office.
- (C) Educating voters concerning voting procedures, voting rights, and voting technology.
- (D) Training election officials, poll workers, and election volunteers.
- (E) Developing the State plan for requirements payments to be submitted under part 1 of subtitle D of title II.
- (F) Improving, acquiring, leasing, modifying, or replacing voting systems and technology and methods for casting and counting votes.
- (G) Improving the accessibility and quantity of polling places, including providing physical access for individuals with disabilities, providing nonvisual access for individuals with visual impairments, and providing assistance to Native Americans, Alaska Native citizens, and to individuals with limited proficiency in the English language.
- (H) Establishing toll-free telephone hotlines that voters may use to report possible voting fraud and voting rights violations, to obtain general election information, and to access detailed automated information on their own voter registration status, specific polling place locations, and other relevant information.

OPTIONAL RELATED ACTIVITIES

1. Have students read the handouts provided on pages 49-57. Then, have them work as a group to create a timeline for the passage of the amendments and laws.
2. Note the differences each amendment and law addresses. Why do you think this was necessary?
3. ADA and IDEA each state a reason for its existence. Have students paraphrase the purpose.
4. ADA and IDEA have different definitions of disabilities. Have students discuss the different definitions.
5. There was the Women’s Suffrage movement, the Civil Rights Movement, and the Disability Rights Movement. Which one do students know the most about? Have them discuss why they might know more about one movement than the other. Have them research and write a short paper on the similarities and differences between the movements.
6. Have students discuss their opinions on what rights we still need to advocate.

U.S. Department of Justice, Civil Rights Division Voting Section, “Introduction to the Federal Voting Act.”

History: The Right to Vote.

Kansas Disability Timeline

1861 Kansas School for the Deaf opens as the Asylum for the Deaf and Dumb. The Kansas State School for the Deaf is the oldest state educational institution in the State of Kansas.

1866 The Kansas Insane Asylum, now known as Osawatomie State Hospital was established by the legislature as a reward to the City of Osawatomie for its role in the Civil War.

1867 The Kansas State School for the Blind was established. The mission of KSSB is to empower students with the knowledge, attitudes, and skills needed to assume responsible roles in society and to lead fulfilling lives.

1874 Students with mental and physical disabilities were excluded from compulsory school attendance.

1879 Osawatomie State Hospital became so crowded Governor Osborne approved legislation allocating funding for an additional “asylum for the insane,” and Topeka State Hospital opened its doors.

1881 The Kansas Constitution stated that the care, treatment, and education of the handicapped were responsibilities of public residential institutions. The Kansas State Asylum for Idiotic and Imbecile Youth was temporarily established at Lawrence, moving to Winfield in 1887.

1903 The legislature established the State Hospital for Epileptics in Parsons, which received most of its patients from Osawatomie and Topeka. The hospital officially became the Parsons State Training School in 1953.

1914 Larned State Hospital opens to provide care and treatment for the mentally ill in the western part of the state.

1920 Senator (former Governor and newspaper publisher) Arthur Capper establishes a fund to help children with disabilities. In 1934, the Capper Fund became The Capper Foundation for Crippled Children, a nonprofit Kansas corporation, now known as Easter Seals Capper Foundation.

1947 The Capper Foundation becomes the area's first comprehensive rehabilitation facility with the donation of property from the closing of the Topeka Orphans Home.

1949 A special education division was created in the State Department of Public Instruction. The first appropriations for financing special education classes were made two years later.

1953 Parsons State Hospital and Training Center was established on the grounds of the former State Hospital for Epileptics.

1960 The state legislature authorized the creation of the Kansas Neurological Institute in Topeka.

1967 A law that expanded the educational programs and funding for exceptional children was passed.

1969 A law was passed mandating special education services for mentally handicapped students in public school districts by the 1974-75 school year. The only age limitation was that students should be under 21 years of age.

1983 Kansas became one of the first four states in the nation to implement a Home and Community Based Services waiver, providing services to individuals with developmental disabilities in community settings rather than institutional care.

1988 Norton State Hospital closes. The lessons learned during the Norton closure would become important in later years, allowing for smoother transitions for future hospital closings.

1991 The Community Integration Project was launched to provide a mechanism for individuals to transition out of state mental retardation hospitals into community settings.

1997 Topeka State Hospital closes.

1998 Winfield State Hospital closes its doors after 117 years of serving individuals with mental illness.

2009 Senate Bill 41 was signed into law by Governor Mark Parkinson. The Kansas Board of Education designated the third week of October each year as Disability History & Awareness Week for public schools.

2010 Governor Mark Parkinson signed Executive Orders 10-09 and 10-10, recognizing individuals and agencies that support persons with disabilities and advance state employment opportunities for such individuals.



Disability Rights Timeline

The following is a select list of national and international milestones highlighting people, events and legislation that effect disability rights.

1848

The Perkins Institution, founded by Samuel Gridley Howe in Boston, Massachusetts, was the first residential institution for people with mental retardation. Over the next century, hundreds of thousands of developmentally disabled children and adults were institutionalized, many for the rest of their lives.

1864

Columbia Institution for the Deaf and Dumb and Blind was authorized by the U.S. Congress to grant college degrees. It was the first college in the world established for people with disabilities.

1878

Joel W. Smith presented Modified Braille to the American Association of Instructors of the Blind. The association rejected this system, endorsing New York Point, although blind readers complained that it was more difficult to read and write. The War of the Dots followed – blind advocates who preferred Modified Braille versus sighted teachers and administrators who preferred New York Point and who also controlled the funds for transcribing.

1880

The International Congress of Educators of the Deaf in Milan called for the suppression of sign languages and the firing of all deaf teachers at schools for the deaf. Deaf advocates saw this triumph of oralism as a direct attack upon deaf culture.

The National Convention of Deaf Mutes met in Cincinnati, Ohio forming what became the National Association of the Deaf (NAD); their first major issue - oralism and the suppression of American Sign Language.

1883

Eugenics is a term that was coined by Sir Francis Galton in his book *Essays in Eugenics*. Americans embraced the eugenics movement by passing laws to prevent people with disabilities from moving to the U.S., marrying or having children. Eugenics laws led to the institutionalization and forced sterilization of disabled adults and children.

1890s–1920

Activists pushed for the creation of state workers' compensation programs. By 1913, 21 states had established programs. By 1919, 43 states had programs.

1901

The National Fraternal Society of the Deaf, founded by Michigan School for the Deaf alumni in Flint, became the world's only fraternal life insurance company managed by deaf people. It advocated for the rights of deaf people to purchase insurance and obtain driver's licenses.

1909

A Mind That Found Itself by Clifford Beers exposed conditions inside state and private mental institutions. Later, Beers organized what became known as The National Mental Health Association.

The New York Public School System adopted American Braille after public hearings where blind advocates called for abandoning New York Point.

1911

Congress passed a joint resolution authorizing the appointment of a federal commission to investigate the subject of workers' compensation and employer liability for financial compensation to disabled workers.

1912

The Kallikak Family by Henry H. Goddard was a best-selling book. It proposed that disability was linked to immorality and alleged that both were tied to genetics. It advanced the agenda of the eugenics movement.

The Threat of the Feeble Minded (pamphlet) created a climate of hysteria allowing for massive human rights abuses of people with disabilities, including institutionalization and forced sterilization.

1917

The Smith-Hughes Vocational Education Act became law.

1918

The Smith-Sears Veterans Rehabilitation Act provided for the promotion of vocational rehabilitation and return to civil employment of disabled persons discharged from U.S. military.

1920

The Smith-Fess Vocational Rehabilitation Act provided for the promotion of vocational rehabilitation of persons disabled in industry.

The United States Office of Vocational Rehabilitation was established.

1921

The U.S. Veterans Bureau was established (later known as the Department of Veterans Affairs).

1924

The Commonwealth of Virginia passed a state law that allowed for sterilization (without consent) of individuals found as "feebleminded, insane, depressed, mentally handicapped, epileptic and other." Alcoholics, criminals and drug addicts were also sterilized.

1927

The Buck v. Bell Supreme Court decision ruled that forced sterilization of people with disabilities was not a violation of their constitutional rights. This decision removed all restraints for eugenicists. By the 1970s, over 60,000 disabled people were sterilized without their consent.

The U.S. Supreme Court upheld Commonwealth of Virginia eugenic laws as constitutional. Justice Oliver Wendell Holmes equated sterilization to vaccination. Nationally, twenty-seven states began wholesale sterilization of "undesirables."

1932

The Disabled American Veterans was chartered by Congress to represent disabled veterans in their dealings with the federal government.

1935

The League for the Physically Handicapped in New York City was formed to protest discrimination by the Works Progress Administration (WPA). The Home Relief Bureau of New York City stamped all applications with "PH" which stood for physically handicapped. Members of the League held a sit-in at the Home Relief Bureau for nine days and a weekend sit-in at the WPA headquarters. These actions eventually led to the creation of 1500 jobs in New York City.

Man the Unknown, written by Nobel Prize winning Dr. Alexis Carrel, suggested the removal of criminals and the mentally ill by euthanasia, using institutions equipped with suitable gases.

The Social Security Act was passed. This established federally funded old-age benefits and funds to states for assistance to blind individuals and disabled children. The Act extended existing vocational rehabilitation programs.

1936

The Randolph Sheppard Act established a federal program for employing blind vendors at stands in the lobbies of federal office buildings.

1938

The Fair Labor Standards Act led to the growth of sheltered workshop programs for blind workers. Meant to provide training and job opportunities for blind and visually disabled workers, practices led to the exploitation of workers, sub-minimum wages and poor working conditions.

1939

World War II began. Hitler ordered widespread mercy killing of the sick and disabled. The Nazi euthanasia program (code name Aktion T-4) was instituted to eliminate "life unworthy of life."

1940-44

908 patients were transferred from an institution for retarded and chronically ill patients in Schoenbrunn, Germany to the euthanasia installation at Eglfing-Haar to be gassed. A monument to the victims stands in the courtyard at Schoenbrunn.

1940

The National Federation of the Blind was formed in Wilkes-Barre, Pennsylvania by Jacobus Broek and others. They advocated for white cane laws, input by blind people for programs for blind clients and other reforms.

The American Federation of the Physically Handicapped, founded by Paul Strachan, was the first cross-disability national political organization to urge an end to job discrimination, lobby for passage of legislation, call for a National Employ the Physically Handicapped Week and other initiatives.

1941

Hitler suspended the Aktion T4 program that killed nearly one hundred thousand people. Euthanasia continued through the use of drugs and starvation instead of gassings.

1942

Henry Viscardi, an American Red Cross volunteer, trained hundreds of disabled soldiers to use their prosthetic limbs. His work at Walter Reed Army Medical Center in Washington, D.C. drew the attention of Howard Rusk and Eleanor Roosevelt, who protested when Viscardi's program was terminated by the Red Cross and the military.

1943

The LaFollette-Barden Vocational Rehabilitation Act added physical rehabilitation to the goals of federally funded vocational rehabilitation programs and provided funding for certain health care services.

1944

Howard Rusk began a rehabilitation program for disabled airmen at the U.S. Army Air Force Convalescent Center in Pawling, New York. Dubbed “Rusk’s Folly” by the medical establishment, rehabilitation medicine became a new medical specialty.

1945

President Harry Truman signed PL-176 creating an annual National Employ the Handicapped Week.

1946

The Hill-Burton Act (also known as the Hospital Survey and Construction Act) authorized federal grants to states for the construction of hospitals, public health centers and health facilities for rehabilitation of people with disabilities.

The National Mental Health Foundation was founded by World War II conscientious objectors who served as attendants at state mental institutions rather than in the war. The Foundation exposed the abusive conditions at these facilities and became an impetus toward deinstitutionalization.

1947

The President’s Committee on National Employ the Physically Handicapped Week was held in Washington, D.C. Publicity campaigns, coordinated by state and local committees, emphasized the competence of people with disabilities and used movie trailers, billboards, radio and television ads to convince the public that it was good business to hire the handicapped.

The Paralyzed Veterans of America was organized.

1948

The National Paraplegia Foundation, founded by members of the Paralyzed Veterans of America as the civilian arm of their growing movement, took a leading role in advocating for disability rights.

University of Illinois at Galesburg disabled students’ program was officially founded and directed by Timothy Nugent. The program moved to the campus at Urbana-Champaign where it became a prototype for disabled student programs and independent living centers across the country.

We Are Not Alone (WANA), a mental patients’ self-help group, was organized at the Rockland State Hospital in New York City.

1950’s through 1960’s

- ❖ U.S. Civil Rights Movement
- ❖ Self-Help Movement
- ❖ Deinstitutionalization Movement
- ❖ Demedicalization Movement
- ❖ Consumerism Movement

1950

Mary Switzer was appointed the Director of the U.S. Office of Vocational Rehabilitation where she emphasized independent living as a quality of life issue.

Social Security Amendments established a federal-state program to aid permanently and totally disabled persons.

1951

Howard Rusk opened the Institute of Rehabilitation Medicine at the New York University Medical Center in New York City.

1952

The President's Committee on National Employment of the Physically Handicapped became the President's Committee on Employment of the Physically Handicapped, a permanent organization reporting to the President and Congress.

1953

Los Angeles County provided at-home attendant care to adults with polio as a cost-saving alternative to hospitalization.

1954

The U.S. Supreme Court in *Brown v. Board of Education of Topeka* ruled that separate schools for black and white children are unequal and unconstitutional. This pivotal decision became a catalyst for the Civil Rights Movement.

Vocational Rehabilitation Amendments were passed that authorized federal grants to expand programs available to people with physical disabilities.

Mary Switzer, Director of the U.S. Office of Vocational Rehabilitation, authorized funds for more than 100 university-based rehabilitation-related programs.

Social Security Act of 1935 was amended by PL 83-761 to include a freeze provision for workers who were forced by disability to leave the workforce. This protected their benefits by freezing their retirement benefits at their pre-disability level.

1956

Social Security Amendments of 1956 created the Social Security Disability Insurance (SSDI) program for disabled workers aged 50 to 64.

1958

Social Security Amendments of 1958 extended Social Security Disability Insurance benefits to dependents of disabled workers.

Rehabilitation Gazette (formerly known as the Toomeyville Gazette), edited by Gini Laurie, was a grassroots publication which became an early voice for disability rights, independent living and cross-disability organizing. It featured articles by writers with disabilities.

1960

Social Security Amendments of 1960 eliminated the restriction that disabled workers receiving Social Security Disability Insurance benefits must be 50 or older.

1961

President Kennedy appointed a special President's Panel on Mental Retardation.

The American National Standard Institute, Inc. (ANSI) published American Standard Specifications for Making Buildings Accessible to, and Usable by, the Physically Handicapped. This landmark document became the basis for subsequent architectural access codes.

1962

The President's Committee on Employment of the Physically Handicapped was renamed the President's Committee on Employment of the Handicapped reflecting increased interest in employment issues affecting people with cognitive disabilities and mental illness.

Edward Roberts sued to gain admission to the University of California. (James Meredith sued to become the first black person to attend the University of Mississippi.)

1963

President Kennedy called for a reduction "over a number of years and by hundreds of thousands, (in the number) of persons confined" to residential institutions and asks that methods be found "to retain in and return to the community the mentally ill and mentally retarded, and thereto restore and revitalize their lives through better health programs and strengthened educational and rehabilitation services." This resulted in deinstitutionalization and increased community services.

The Mental Retardation Facilities and Community Health Centers Construction Act authorized federal grants for the construction of public and private nonprofit community mental health centers.

South Carolina passed the first statewide architectural access code.

1964

The Civil Rights Act, signed by President Johnson, prohibited discrimination on the basis of race, religion, ethnicity, national origin and creed (gender was added later). This Act outlawed discrimination on the basis of race in public accommodations and employment as well as in federally assisted programs.

1965

Medicare and Medicaid were established through passage of the Social Security Amendments of 1965, providing federally subsidized health care to disabled and elderly Americans covered by the Social Security program. These amendments changed the definition of disability under Social Security Disability Insurance program from "of long continued and indefinite duration" to "expected to last for not less than 12 months."

Vocational Rehabilitation Amendments of 1965 were passed authorizing federal funds for construction of rehabilitation centers, expansion of existing vocational rehabilitation programs and the creation of the National Commission on Architectural Barriers to Rehabilitation of the Handicapped.

The National Technical Institute for the Deaf at the Rochester Institute of Technology in Rochester, New York was established by Congress.

1966

The President's Committee on Mental Retardation was established by President Johnson.

Christmas in Purgatory by Burton Blatt and Fred Kaplan documented conditions at state institutions for people with developmental disabilities.

1968

The Architectural Barriers Act prohibited architectural barriers in all federally owned or leased buildings.

California legislature guaranteed that the Bay Area Rapid Transit (BART) would be the first rapid transit system in the U.S. to accommodate wheelchair users.

1969

The concept of normalization was introduced to an American audience by Niels Erik Bank-Mikkelsen (Denmark) and Bengt Nirje (Sweden) at a conference sponsored by the President's Committee on Mental Retardation. This provided a conceptual framework for deinstitutionalization.

1970

The Urban Mass Transit Act required all new mass transit vehicles be equipped with wheelchair lifts. APTA delayed implementation for 20 years. Regulations were issued in 1990.

The Rolling Quads was started by Ed Roberts at U C Berkeley.

Disabled in Action was a group started by Judy Heumann at Long Island University, New York.

Developmental Disabilities Services and Facilities Construction Amendments were passed which contained the first legal definition of developmental disabilities. They authorized grants for services and facilities for the rehabilitation of people with developmental disabilities and state DD Councils.

Paraquad, St. Louis was founded by nursing home resident Max Starkloff.

The Physically Disabled Students Program (PDSP) was founded by Ed Roberts, John Hessler, Hale Zukas and others at UC Berkeley. With its focus on community living, political advocacy and personal assistance services, it became the nucleus for the first Center for Independent Living, founded in 1972.

1971

The National Center for Law and the Handicapped was founded at the University of Notre Dame, Indiana. It became the first legal advocacy center for people with disabilities in the U. S.

The U.S. District Court, Middle District of Alabama decided in Wyatt v. Stickney that people in residential state schools and institutions have a constitutional right "to receive such individual treatment as (would) give them a realistic opportunity to be cured or to improve his or her mental condition." Disabled people were no longer to be locked away in custodial institutions without treatment or education.

The Mental Patients' Liberation Project was initiated in New York City.

The Fair Labor Standard Act of 1938 was amended to bring people with disabilities (other than blindness) into the sheltered workshop system.

1972

The Berkeley Center for Independent Living was founded by Ed Roberts and associates with funds from the Rehabilitation Administration. It is recognized as the first center for independent living.

The Rehabilitation Act was passed by Congress and vetoed by Richard Nixon.

The U.S. District Court, District of Columbia ruled in Mills v. Board of Education that the District of Columbia could not exclude disabled children from the public schools.

The U.S. District Court, Eastern District of Pennsylvania, in PARC v. Pennsylvania struck down various state laws used to exclude disabled children from the public schools. Advocates cited these decisions during public hearings that led to the passage of the Education for All Handicapped Children Act of 1975.

Social Security Amendments of 1972 created the Supplemental Security Income (SSI) program. The law relieved families of the financial responsibility of caring for their adult disabled children.

The Houston Cooperative Living Residential Project was established in Houston, Texas. It became a model for subsequent independent living programs.

The Judge David L. Bazelon Center for Mental Health Law, founded in Washington, D.C. provided legal representation and advocated for the rights of people with mental illness.

The Legal Action Center (Washington, D.C. and New York City) was founded to advocate for the interests of people with alcohol or drug dependencies and for people with HIV/AIDS.

Paralyzed Veterans of America, National Paraplegia Foundation and Richard Hedding filed suit against the Washington Metropolitan Area Transit Authority to incorporate accessibility into their design for a new, multibillion-dollar subway system in Washington, D.C. Their victory was a landmark in the struggle for accessible public mass transit.

The Network Against Psychiatric Assault was organized in San Francisco.

In *New York ARC v. Rockefeller*, parents of residents at the Willow Brook State School in Staten Island, New York filed suit to end the appalling conditions at that institution. A television broadcast from the facility outraged the general public. Eventually, thousands of people were moved into community-based living.

Disabled in Action demonstrated in New York City, protesting Nixon's veto of the Rehabilitation Act. Led by Judy Heumann, eighty activists staged a sit-in on Madison Avenue, stopping traffic. A flood of letters and protest calls were made.

Demonstrations were held by disabled activists in Washington, D.C. to protest Nixon's veto of the Rehabilitation Act. Among the demonstrators are Disabled in Action, Paralyzed Veterans of America, the National Paraplegia Foundation and others.

The Commonwealth of Virginia ceased its sterilization program. 8300 individuals never received justice regarding their sterilizations.

1973

The Rehabilitation Act of 1973 was passed. Sections 501, 503 and 504 prohibited discrimination in federal programs and services and all other programs or services receiving federal funds. Key language in the Rehabilitation Act, found in Section 504, states "No otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Handicap parking stickers were introduced in Washington, D.C.

The first Conference on Human Rights and Psychiatric Oppression was held at the University of Detroit.

The Federal-Aid Highway Act authorized federal funds for construction of curb cuts.

The Architectural and Transportation Barriers Compliance Board established under the Rehabilitation Act of 1973 enforced the Architectural Barriers Act of 1968.

The Consortium for Citizens with Disabilities advocated for passage of what became the Developmentally Disabled Assistance and Bill of Rights Act of 1975 and the Education for All Handicapped Children Act of 1975.

1974

The Disabled Women's Coalition was founded at the University of California, Berkeley by Susan Sygall, Deborah Kaplan, Kitty Cone, Corbett O'Toole and Susan Shapiro.

Atlantis Community, Denver, Colorado was founded by Wade Blank who relocated adults with severe disabilities from nursing homes to apartments.

The Boston Center for Independent Living was established.

Halderman v. Pennhurst, filed in Pennsylvania on behalf of the residents of the Pennhurst State School and Hospital highlighted conditions at state schools for people with mental retardation. It became a precedent in the battle for deinstitutionalization, establishing a right to community services for people with developmental disabilities.

The first Client Assistant Project (CAP) was established to advocate for clients of state vocational rehabilitation agencies.

North Carolina passed a statewide building code with stringent access requirements. Drafted by access advocate Ronald Mace, the code became a model for effective architectural access legislation in other states.

Barrier Free Environments, founded by Ronald Mace, advocated for accessibility in buildings and products.

1975

The Education of All Handicapped Children Act (PL 94-142) required free, appropriate public education in the least restrictive setting. This Act was later renamed The Individuals With Disabilities Education Act (IDEA).

The Developmental Disability Bill of Rights Act established protection and advocacy (P & A) services.

The Community Services Act created the Head Start Program. It stipulated that at least 10% of program openings were to be reserved for disabled children.

The Developmentally Disabled Assistance and Bill of Rights Act provided federal funds to programs serving people with developmental disabilities and outlined a series of rights for those who are institutionalized.

The American Coalition of Citizens with Disabilities was founded. It became the leading national cross-disability rights organization of the 1970s.

The Association of Persons with Severe Handicaps (TASH) was founded by special education professionals in response to PARC v. Pennsylvania (1972) and other right-to-education cases. This organization called for the end of aversive behavior modification and the closing of all residential institutions for people with disabilities.

U.S. Supreme Court ruled in O'Connor v. Donaldson that people cannot be institutionalized in a psychiatric hospital against their will unless they are determined to be a threat to themselves or to others.

Parent and Training Information Centers were developed to help parents of disabled children exercise their rights under the Education for All Handicapped Children Act of 1975.

Ed Roberts was appointed Director of the California Department of Rehabilitation. He established nine independent living centers based on the Berkeley CIL model.

The Western Center on Law and the Handicapped was founded in Los Angeles.

1976

Centers for independent living are established in Houston and Chicago.

The Federal Communications Commission authorized reserving Line 21 on televisions for closed captions.

Higher Education Act of 1972 amendment provided services to physically disabled students entering college.

Disabled in Action of Pennsylvania, Inc. v. Coleman was known as the Transbus lawsuit. Disabled in Action of Pennsylvania, the American Coalition of Cerebral Palsy Associations and others were represented by the Public Interest Law Center of Philadelphia. They filed suit to require that all buses purchased by public transit authorities receiving federal funds meet Transbus specifications (making them wheelchair accessible).

Disabled in Action, New York City picketed the United Cerebral Palsy telethon calling telethons "demeaning and paternalistic shows which celebrate and encourage pity."

The Disability Rights Center was founded in Washington, D.C. Sponsored by Ralph Nader's Center for the Study of Responsive Law, it specialized in consumer protection for people with disabilities.

The Westside Center for Independent Living, Los Angeles was one of the first nine independent living centers established by Ed Roberts, Director of the California Department of Rehabilitation.

1977

Joseph Califano, U.S. Secretary of Health, Education and Welfare, refused to sign meaningful regulations for Section 504. After an ultimatum and deadline, demonstrations took place in ten U.S. cities on April 5th. The sit-in at the San Francisco Office of the U.S. Department of Health, Education and Welfare lasted until May 1st. More than 150 demonstrators refused to disband. This action became the longest sit-in at a federal building to date.

Section 504 regulations were issued.

Max Cleland was appointed head of the U.S. Veterans Administration. He was the first severely disabled and youngest person to fill that position.

The White House Conference on Handicapped Individuals drew 3,000 disabled people to discuss federal policy toward people with disabilities. It resulted in numerous recommendations and acted as a catalyst for grassroots disability rights organizing.

Legal Services Corporation Act Amendments added financially needy people with disabilities to the list of those eligible for publicly funded legal services.

In *Lloyd v. Regional Transportation Authority*, the U.S. Court of Appeals, Seventh Circuit ruled that individuals have a right to sue under Section 504 of the Rehabilitation Act of 1973 and that public transit authorities must provide accessible service.

The U.S. Court of Appeals, Fifth Circuit, in *Snowden v. Birmingham Jefferson County Transit Authority* undermined this decision by ruling that authorities need to provide access only to "handicapped persons other than those confined to wheelchairs."

1978

American Disabled for Public Transit (ADAPT) was founded. It held a transit bus hostage in Denver, Colorado. A yearlong civil disobedience campaign followed to force the Denver Transit Authority to purchase wheelchair lift-equipped buses.

The Adaptive Environments Center was founded in Boston.

Title VII of the Rehabilitation Act Amendments of 1978 established the first federal funding for consumer-controlled independent living centers and created the National Council of the Handicapped under the U.S. Department of Education.

On Our Own: Patient Controlled Alternatives to the Mental Health System by Judi Chamberlin became the standard text of the psychiatric survivor movement.

The National Center for Law and the Deaf was founded in Washington, D.C.

Handicapping America by Frank Bowe was a comprehensive review of the policies and attitudes denying equal citizenship to people with disabilities. It became a standard text of the general disability rights movement.

1979

Part B funds created ten new centers for independent living across the U.S.

Vermont Center for Independent Living, the first statewide independent living center in the U.S., was founded by representatives of Vermont disability groups.

In *Southeastern Community College v. Davis*, the Supreme Court ruled that under Section 504 of the Rehabilitation Act of 1973, programs receiving federal funds must make “reasonable modifications” to enable the participation of otherwise qualified disabled individuals. This decision was the Court’s first ruling on Section 504 establishing reasonable modification as an important principle in disability rights law.

The Disability Rights Education and Defense Fund (DREDF), founded in Berkeley, California, became the nation’s leading disability rights legal advocacy center. It participated in landmark litigation and lobbying of the 1980s and 1990s.

1980

The National Disabled Women's Educational Equity Project, Berkeley, California, was established by Corbett O'Toole. Based at DREDF, the Project administered the first national survey on disability and gender and conducted the first national Conference on Disabled Women's Educational Equity held in Bethesda, Maryland.

Social Security Amendments, Section 1619 was passed. Designed to address work disincentives within the Social Security Disability Insurance and Supplemental Security Income programs, other provisions mandated a review of Social Security recipients. This led to the termination of benefits of hundreds of thousands of people with disabilities.

The Civil Rights of Institutionalized Persons Act authorized the U.S. Justice Department to file civil suits on behalf of residents of institutions whose rights were being violated.

Disabled Peoples’ International was founded in Singapore with participation of advocates from Canada and the United States.

1981-1984

The Reagan Administration threatened to amend or revoke regulations implementing Section 504 of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975. Disability rights advocates Patrisha Wright (DREDF) and Evan Kemp, Jr. (Disability Rights Center) led an intense lobbying and grassroots campaign that generated more than 40,000 cards and letters. After three years, the Reagan Administration abandoned its attempts to revoke or amend the regulations.

The Reagan Administration terminated the Social Security benefits of hundreds of thousands of disabled recipients. Distressed by this action, several disabled people committed suicide. A variety of groups including the Alliance of Social Security Disability Recipients and the Ad Hoc Committee on Social Security Disability fought these terminations.

1981

The International Year of Disabled Persons began. During the year, governments were encouraged to sponsor programs bringing people with disabilities into the mainstream of their societies.

The parents of “Baby Doe” in Bloomington, Indiana were advised by their doctors to decline surgery to unblock their newborn’s esophagus because the baby had Down's syndrome. Although disability rights activists tried to intervene, “Baby Doe” starved to death before legal action was taken.

The Telecommunications for the Disabled Act mandated telephone access for deaf and hard-of-hearing people at public places like hospitals and police stations. All coin-operated telephones had to be hearing aid-compatible by January 1985. The Act called for state subsidies for production and distribution of TDD’s.

1983

The National Council on Independent Living (NCIL) was founded by Max Starkloff, Charlie Carr and Marca Bristo.

A national ADAPT action was held for accessible transportation in Denver, Colorado at the American Public Transit Association (APTA) Convention.

The World Institute on Disability (WID) was established by Ed Roberts, Judy Heumann and Joan Leon.

The Disabled Children's Computer Group (DCCG) was founded in Berkeley, California.

The National Council on the Handicapped called for Congress to include persons with disabilities in the Civil Rights Act of 1964 and other civil and voting rights legislation and regulations.

The United Nations expanded the International Year of Disabled Persons to the International Decade of Disabled Persons (1983-1992).

The Job Accommodation Network (JAN) was founded by the President's Committee on Employment of the Handicapped to provide information to businesses with disabled employees.

Amendments to the Rehabilitation Act provided for the Client Assistance Program (CAP), an advocacy program for consumers of rehabilitation and independent living services.

1984

Ted Kennedy, Jr., spoke from the platform of the Democratic National Convention on disability rights.

The "Baby Jane Doe" case involved an infant being denied needed medical care because of her disability. The litigation argued before the U.S. Supreme Court in *Bowen v. American Hospital Association* resulted in the passage of the Child Abuse Prevention and Treatment Act Amendments of 1984.

The U.S. Supreme Court, *Irving Independent School District v. Tatro* ruled that school districts are required under the Education for All Handicapped Children Act of 1975 to provide intermittent catheterization performed by the school nurse or a nurse's aide as a "related service" to a disabled student. School districts can no longer refuse to educate a disabled child because they might need such service.

The National Council of the Handicapped became an independent federal agency.

The Social Security Disability Reform Act was passed in response to the complaints of hundreds of thousands of people whose social security disability benefits were terminated. The law required that payment of benefits and health insurance coverage continue for terminated recipients until they exhausted their appeals.

The Voting Accessibility for the Elderly and Handicapped Act mandated that polling places be accessible.

1985

The Mental Illness Bill of Rights Act required states to provide protection and advocacy services for people with psychological disabilities.

Final legal hearings on eugenics were held in the Commonwealth of Virginia. No financial settlement was granted.

The U.S. Supreme Court ruled in *Burlington School Committee v. Department of Education* that schools must pay the expenses of disabled children enrolled in private programs during litigation under the Education for All Handicapped Children Act of 1975, if the courts ruled that such placement is needed to provide the child with an appropriate education in the least restrictive environment.

The U.S. Supreme Court ruled in *City of Cleburne v. Cleburne Living Center* that localities cannot use zoning laws to prohibit group homes for people with developmental disabilities from opening in a residential area solely because its residents are disabled.

The International Polio Network, St. Louis, Missouri, founded by Gini Laurie, began advocating for recognition of post-polio syndrome.

The National Association of Psychiatric Survivors was founded.

1986

Toward Independence, a report of the National Council on the Handicapped, outlined the legal status of Americans with disabilities and documented the existence of discrimination. It cited the need for federal civil rights legislation (eventually passed as the Americans with Disabilities Act of 1990).

Concrete Change, a grassroots organization advocating accessible housing, was organized in Atlanta, Georgia.

The Employment Opportunities for Disabled Americans Act was passed allowing recipients of Supplemental Security Income and Social Security Disability Insurance to retain benefits, particularly medical coverage, after they obtain work.

The Protection and Advocacy for Mentally Ill Individuals Act was passed setting up protection and advocacy (P & A) agencies for people who are in-patients or residents of mental health facilities.

Rehabilitation Act Amendments of 1986 defined supported employment as a “legitimate rehabilitation outcome.”

1987

Justin Dart, Commissioner of the Rehabilitation Services Administration, was forced to resign after he testified to Congress that “an inflexible federal system, like the society it represents, still contains a significant portion of individuals who have not yet overcome obsolete, paternalistic attitudes toward disability...”

The Alliance for Technology Access was founded in California by the Disabled Children’s Computer Group and the Apple Computer Office of Special Education.

1988

The Air Carrier Access Act was passed prohibiting airlines from refusing to serve people simply because they are disabled and from charging people with disabilities more for airfare than non-disabled travelers.

The Civil Rights Restoration Act counteracted bad case law by clarifying Congress’ original intention. Under the Rehabilitation Act, discrimination in any program or service that receives federal funding – not just the part which actually and directly receives the funding – is illegal.

The Fair Housing Act amendments prohibited housing discrimination against people with disabilities and families with children. It also provided for architectural accessibility of certain new housing units, renovation of existing units and accessibility modifications at the renter’s expense.

The "Deaf President Now" protest was held at Gallaudet University. I. King Jordan became the first deaf president of Gallaudet University.

ADAPT protested inaccessible Greyhound buses.

The Technology-Related Assistance Act for Individuals with Disabilities was passed authorizing federal funding to state projects designed to facilitate access to assistive technology.

The Congressional Task Force on the Rights and Empowerment of Americans with Disabilities was created by Rep. Major R. Owens, with Justine Dart and Elizabeth Boggs, co-chairs. The Task Force began building grassroots support for passage of the Americans with Disabilities Act (ADA).

Congress overturned Ronald Reagan’s veto of the Civil Rights Restoration Act of 1987.

In Honig v. Doe, the U.S. Supreme Court affirmed the stay-put rule established under the Education for All Handicapped Children Act of 1975. School authorities cannot expel or suspend or otherwise move disabled children from the setting agreed upon in the child’s Individualized Education Program (IEP) without a due process hearing.

1989

In ADAPT v. Skinner, the Federal Appeals Court ruled that federal regulations requiring that transit authorities spend only 3% of their budgets on access are arbitrary and discriminatory.

The original version of the American with Disabilities Act was introduced in 1988. It was redrafted and reintroduced in Congress. Disability organizations across the country advocated on its behalf (Patrisha Wright, Marilyn Golden, Liz Savage, Justin Dart Jr., and Elizabeth Boggs, among others).

The Center for Universal Design (originally the Center for Accessible Housing) was founded by Ronald Mace in Raleigh, North Carolina.

Mouth: The Voice of Disability Rights began publication in Rochester, New York.

The President's Committee on Employment of the Handicapped was renamed the President's Committee on Employment of People with Disabilities.

1990

The Americans with Disabilities Act was signed by George H. W. Bush. The Act provided comprehensive civil rights protection for people with disabilities. Closely modeled after the Civil Rights Act and Section 504, the law was the most sweeping disability rights legislation in history. It mandated that local, state and federal governments and programs be accessible, that businesses with more than 15 employees make "reasonable accommodations" for disabled workers and that public accommodations such as restaurants and stores make "reasonable modifications" to ensure access for disabled members of the public. The act also mandated access in public transportation, communication, and in other areas of public life.

Sam Skinner, U.S. Secretary of Transportation, issued regulations mandating lifts on buses.

American Disabled for Accessible Public Transit (ADAPT) organized The Wheels of Justice campaign in Washington, D.C. which drew hundreds of disabled people to support the Americans with Disabilities Act. Activists occupying the Capitol Rotunda were arrested when they refuse to leave.

The Committee of Ten Thousand was founded to advocate for people with hemophilia who were infected with HIV/AIDS through tainted blood products.

The Ryan White Comprehensive AIDS Resource Emergency Act was passed to help communities cope with the HIV/AIDS epidemic.

American Disabled for Accessible Public Transit (ADAPT) changed its focus to advocating for personal assistance services, changing its name to American Disabled for Attendant Programs Today (ADAPT).

The Education for All Handicapped Children Act was amended and renamed the Individuals with Disabilities Education Act (IDEA).

1992

Amendments to the Rehabilitation Act were infused with the philosophy of independent living.

1993

The American Indian Disability Legislation Project was established to collect data on Native American disability rights laws and regulations.

A legal case of four men convicted of sexual assault and conspiracy for raping a 17-year old mentally disabled woman in Glen Ridge, New Jersey, highlighted the widespread sexual abuse of people with developmental disabilities.

Robert Williams was appointed Commissioner of the Administration on Developmental Disabilities. He is the first developmentally disabled person to be named the Commissioner.

Holland v. Sacramento City Unified School District affirmed the right of disabled children to attend public school classes with non-disabled children. The ruling was a major victory in the ongoing effort to ensure enforcement of IDEA.

1995

Maria Rantho, South African Federation of Disabled People's Vice-Chair, was elected to Nelson Mandela's Parliament in South Africa. Ronah Moyo, head of the women's wing of the Zimbabwe Federation of Disabled People, was elected to Robert Mugabe's Parliament in Zimbabwe. Both women felt they faced an uphill struggle with legislators who were ignorant of the needs of people with disabilities.

The First International Symposium on Issues of Women with Disabilities was held in Beijing, China in conjunction with the Fourth World Conference on Women.

ACLIFM, an organization of people with disabilities in Cuba, held its first international conference on disability rights in Havana, Cuba.

Justice for All was organized by Justin Dart and others in Washington, D.C.

When Billy Broke His Head...and Other Tale of Wonder premiered on PBS. The film is about the disability rights movement.

The American Association of People with Disabilities was founded in Washington, D.C.

The U.S. Court of Appeals, Third Circuit in Helen L. v. Snider ruled that continued institutionalization of a disabled Pennsylvania woman, when not medically necessary and where there is the option of home care, was a violation of her rights under the Americans with Disabilities Act of 1990. Disability rights advocates perceived this ruling as a landmark decision regarding the rights of people in nursing homes to personal assistance services.

Sandra Jensen, a member of People First, was denied a heart-lung transplant by the Stanford University School of Medicine because she has Down's syndrome. After pressure from disability rights activists, Stanford U School of Medicine administrators reversed their decision. In 1996, Jensen became the first person with Down's syndrome to receive a heart-lung transplant.

1996

Congress passed legislation eliminating more than 150,000 disabled children from Social Security rolls along with persons with alcohol and drug dependencies.

Not Dead Yet, formed by disabled advocates to oppose those who support assisted suicide for people with disabilities, focused on the idea of rationing health care to people with severe disabilities and imposition of "do not resuscitate" (DNR) orders for disabled people in hospitals, schools, and nursing homes.

In *Vacco v. Quill* and *Washington v. Glucksberg*, the Supreme Court validated the state prohibition on physician-assisted suicide, deciding that the issue is within the jurisdiction of the states.

1998

The Persian Gulf War Veterans Act was passed.

In *Bragdon v. Abbott*, the U.S. Supreme Court decided that under the Americans with Disabilities Act, the definition of disability includes asymptomatic HIV.

In *Pennsylvania Department of Corrections v. Yeskey*, the Supreme Court decided that the Americans with Disabilities Act includes state prisons.

1999

In *Carolyn C. Cleveland v. Policy Management Systems Corporation, et. al.*, the Supreme Court decided that people receiving Social Security disability benefits are protected against discrimination under the Americans with Disabilities Act if and when they are able to return to work.

In *Olmstead v. L.C. and E.W.*, the Supreme Court decided that individuals with disabilities must be offered services in the most integrated setting.

In three employment cases (*Sutton et. al. v. United Air Lines, Inc.*, *Murphy v. United Parcel Service, Inc.* and *Albertsons, Inc. v. Kirkingburg*), the Supreme Court decided that individuals whose conditions do not substantially limit any life activity and are easily correctable are not disabled under the Americans with Disabilities Act.

The Works Incentives Improvement Act (Ticket to Work) became law, allowing those who require health care benefits to work.

2001

The Commonwealth of Virginia House of Delegates approved a resolution expressing regret for its eugenics practices between 1924 and 1979. Approximately 8000 Virginians were sterilized, most housed in the state's institutions.

The New Freedom Initiative is a comprehensive plan to ensure that all Americans have the opportunity to learn and develop skills, engage in productive work, make choices about their daily lives and participate fully in community life. The Initiative's goals are to increase access to assistive and universally designed technologies, expand educational opportunities, promote homeownership, integrate Americans with disabilities into the workforce, expand transportation options and promote full access to community life. This initiative includes promoting full access to community life through swift implementation of the *Olmstead* Supreme Court decision, integrating Americans with disabilities into the workforce through swift implementation of the Ticket to Work and Work Incentives Improvement Act of 1999 (TWWIIA), and the creation of the New Freedom Commission on Mental Health.

2002

Oregon Governor John Kitzhaber apologized for Oregon's forced sterilizations of more than 2750 Oregonians during the last century.

Help America Vote Act Pub.L. 107-252 (HAVA) was signed on October 29, 2002. In part a reaction to the controversy surrounding voting practices in the 2000 U.S. presidential election, the goals of HAVA are to replace punch card voting systems, to create the Election Assistance Commission to assist in the administration of Federal elections, and to establish minimum election administration standards. HAVA mandates that all states and localities upgrade their election procedures including voting machines, registration processes and poll worker training. Specifics of implementation was left to each state which allows for varying interpretations of the federal law.

2005

Spector v. Norwegian Cruise Line. This case determined that Norwegian Cruise Line which owns cruise ships such as the *Norwegian Sea* and the *Norwegian Star* must have its ships comply with the U. S. American with Disabilities Act (ADA). Lower courts found that since Congress has not explicitly included foreign-flag ships in the ADA, it did not apply. The Supreme Court disagreed, ruling that the Act is applicable when a foreign-flag ship is operating in US waters.

2006

Combating Autism Act of 2006 was signed. The bill authorizes nearly \$1 billion over five years to combat autism through research, screening, early detection and early intervention. It includes provisions relating to the diagnosis and treatment of persons with autism spectrum disorders and expands and intensifies biomedical research on autism, including an essential focus on possible environmental causes. The new law will help protect autism patients from discrimination by ensuring that services for the treatment are covered by health insurance. The law defines autism as a neurobiological disorder instead of a mental health disorder.

2007

The U.S. Supreme Court determined that under the Individuals with Disabilities Education Act (IDEA) parents have a right to prosecute claims pro se (without counsel) independent of any right they may or may not have to litigate their child's claims. This right is not limited to prosecuting procedural and reimbursement-related matters but also extends to the child's entitlement to a free appropriate public education (FAPE).

Sources

Author Unknown. A Chronology of the Disability Rights Movements.

<http://www.sfsu.edu/~dprc/chronology/index.html>

(Taken from Fred Pelka's book *The ABC-CLIO Companion to the Disability Rights Movement*, copyright 1997).

Fleischer, D. Z., & Zames, F. (2001). *The disability rights movement: From charity to confrontation*. Philadelphia: Temple University Press.

Francis, L. P., & Silvers, A. (Eds.). (2000) *Americans with disabilities: Exploring implications of the law for individuals and institutions*. New York: Routledge.

Special thanks to Paul Longmore, PhD. for verification.

Click here for additions, changes and corrections to the Disability Rights Timeline

<http://www.wnyilp.org/timelines/>.

©2001, 2002, 2003, 2007 rev., The CIL Management Center (home of the Rehabilitation Research & Training Center on Independent Living Management), member of the Western New York Independent Living Project, Inc.Sources

Promoting Disability History & Awareness

Promotional Ideas for Disability History and Awareness Weeks

1. Hang banners in schools and/or use school marquee to recognize Disability History and Awareness Week.
2. Allow students to design posters, fliers, and/or buttons related to Disability History and Awareness. Post student-designed posters and fliers in the school.
3. Use school and district Web sites to promote disability history and awareness.
4. Ask schools to include biographical information on famous people with disabilities in morning announcements.
5. Encourage district school board to pass a resolution recognizing Disability History and Awareness Week (see sample resolution in packet).
6. Distribute a letter announcing Disability History and Awareness Weeks, including a flier to all parents (see sample letter and flier enclosed).
7. Ask the local PTA/PTO to include articles related to disability history and awareness in their newsletters and October meetings.
8. Ask teachers to incorporate into their lesson plans information about disability history and awareness (the Resources Section of this manual contains a number of Web sites that offer detailed lesson plans and activities).
9. Post a timeline of disability history in every school. Allow students to design timelines.
10. Encourage school libraries to do a book exhibit to expand students' understanding and awareness of individuals with disabilities and related history and on the disability rights movement.
11. Contact local media outlets concerning articles and stories related to disability history or awareness during Disability History and Awareness Week.
12. Recognize the achievement of local and other people with disabilities all year. Focus on their abilities and achievements through the district Web site, newsletters, morning announcements, and working with local media for stories and articles.
13. Encourage schools to host schoolwide Disability History & Awareness event(s).
14. Involve parents and other members of the community in planning and implementing activities at the district and school level.
15. Encourage student councils/student government in planning and implementing activities at district and school level.
16. Provide training for teachers concerning disability history and awareness, giving inservice points for participation.
17. Encourage district and school personnel to participate in Disability Mentoring Day. Additional information on Disability Mentoring Day can be found at:
<http://kcdinfo.com/index.aspx?NID=131>
18. Designate a point person to coordinate disability history and awareness activities for the district.

These ideas and activities were adapted from the Florida Department of Education, Bureau of Exceptional Education and Student Services and Workforce Education, the Family Café, the Florida Developmental Disabilities Council, the Florida Youth Council, and the Florida Alliance for Assistive Services and Technology (FAAST).

Optional “Sample” School Board Resolution

A Resolution designating the third week of October of every year as “Disability History and Awareness Week” and encouraging our schools to provide instruction on disability history, people with disabilities, and the disability rights movement.

WHEREAS, there are approximately 64,000 students with disabilities in the Kansas K–12 education system; and

WHEREAS, the Americans with Disabilities Act of 1990 is founded on four principles: inclusion, full participation, economic self-sufficiency, and equality of opportunity for all people with disabilities; and

WHEREAS, a key method of promoting these four principles is for our schools to recognize the contributions by people with disabilities to our society and provide instruction in disability history, people with disabilities, and the disability rights movement through school curriculum, school assemblies, and other school activities, and it is desirable that state postsecondary institutions promote activities that provide education awareness and understanding regarding people with disabilities; and

WHEREAS, the Legislature also encourages cooperation between the school system, postsecondary institutions, and the community at large, to promote better treatment and fairer hiring practices for people with disabilities.

NOW THEREFORE, BE IT RESOLVED by the School Board of _____ that the Board urges our schools to provide intensive instruction on disability history, people with disabilities, and the disability rights movement, especially during the third week of October, and periodically throughout the school year, and encourages other institutions to conduct and promote educational activities on those subjects.

on: _____ (Date)

By: _____ (Chair
of the Board)

Optional Letter for Parents

School District/School Name

Address City, State Zip

Month xx, xxxx

Dear Parents:

In May 2009 the Kansas State legislature passed Senate Bill 41. This bill required the Kansas State Board of Education to designate a period of time for the promotion of Disability History and Awareness. In October of 2009, the Kansas State Board of Education signed a proclamation designating the third week of October each year as Disability History and Awareness week for public schools. The bill encourages schools to provide information about disability history and promote the awareness of the contributions of individuals with disabilities.

One of every five Americans is a person with a disability. A person may be born with a disability, or may acquire a disability through an accident or illness. A person may acquire a disability simply as a part of growing older. Despite the fact that disability is a natural part of life, people with disabilities have not always had access to equal opportunities. Not until 1975, with the passage of the federal Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act), did school-aged children with disabilities have a right to a free appropriate public education. Approximately 64,000 students identified with disabilities are participating in the Kansas public education system and are graduating and going on to postsecondary education or employment.

We are proud to participate in promoting awareness of disability history and the contributions of individuals with disabilities and to designate the third week of October each year as Disability History and Awareness Week.

Thank you for helping us raise awareness of the abilities of all persons and for sharing this information with other family members. Should you need further information, please contact us at (xxx) xxx-xxxx.

Sincerely,

(Type name and title of originator of letter)

SAMPLE

Anti-Bullying Policy

Bullying on **or while utilizing** USD No. ____ property, in a USD No. ____ vehicle or at any USD No. ____-sponsored activity or event is prohibited.

The Superintendent of USD No. ____ shall develop a plan to address bullying on **or while utilizing** USD No. ____ property, in USD No. ____ vehicles and at USD No. ____-sponsored activities and events. The plan shall include provisions for training and education of staff and students. The plan shall be submitted to the Board of Education for its approval. When approved, the Superintendent shall assure that the plan is implemented.

As used in this Policy, the following definitions apply.

(1) “Bullying” means: (A) Any intentional gesture or any intentional written, verbal, **electronic** or physical act or threat that is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- (i) Harming a student or staff member, whether physically or mentally;
- (ii) damaging a student’s or staff member’s property;
- (iii) placing a student or staff member in reasonable fear of harm to the student or staff member; or
- (iv) placing a student or staff member in reasonable fear of damage to the student’s or staff member’s property; or

(B) **cyberbullying, or**

(C) any other form of intimidation or harassment prohibited by any policy of USD No. ____.

(2) **“Cyberbullying” means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.**

(3) “School vehicle” means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

###

NOTABLE KANSANS

AUSTIN HANSON



Austin is a two time Paralympian and an eight time National Boccia Champion. He has traveled the globe competing in singles and pairs competition. Austin has won numerous medals and has ranked 8th in the world as a Boccia athlete. In addition to his achievements as an athlete Austin has owned and managed several local small businesses and is continually looking for his next successful opportunity. In 2006 he was the recipient of the “Peter John Loux Award” for outstanding personal achievement. Austin looks forward to his next goal of bringing home the gold medal in Boccia at the 2012 Paralympics in London.

CARRIE GREENWOOD

Carrie Greenwood has a passion for promoting diversity, empowerment, and education amongst ALL people, especially youth and women with disabilities. Carrie works at Kansas Youth Empowerment Academy in Topeka, KS, a non-profit organization that works to educate, mentor, and support youth with disabilities in Kansas. As the Program coordinator, Carrie coordinates the Kansas Youth Leadership Forum, Disability Heritage Project, and more. Carrie attended national and local conferences and speaks to 150 groups about disability awareness and youth empowerment. After attending the Youth Leadership Forum in 2001, Carrie has emerged as a youth leader and voice in the disability community of Kansas. Carrie held the title of Ms. Wheelchair Kansas 2004 (a first for Kansas) and has served as the volunteer state coordinator of this program for the past six years. Carrie’s testimony before the Kansas Legislature was key in adopting Senate Bill 41 regarding Disability History and Awareness. She holds an Associate of Applied Science degree in Design Technology from Washburn University in Topeka.



NOTABLE KANSANS

CHUCK BAIRD



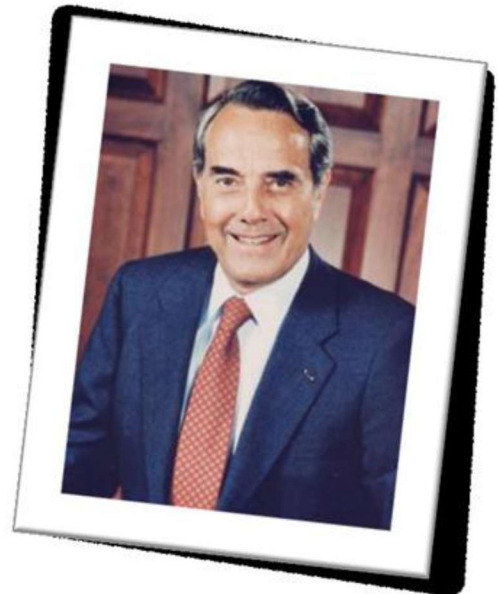
Chuck Baird was born deaf in Kansas City and along with his three older sisters, went to the Kansas School for the Deaf. He received his art education from Mrs. Grace Bilger, a renowned watercolorist and graduated in 1967. He enrolled at Gallaudet University but then transferred to the Rochester Institute of Technology, where he received his BFA in Painting in 1974. Baird spent his first 5 summers after graduation at the National Theatre of the Deaf (NTD) painting their sets. During these years, he held a variety of jobs while working to develop his art. He had his first major exhibition at the World Federation of the Deaf Conference in Washington, DC in 1975. Read more about him at chuckbaird.com or deafart.org

SENATOR ROBERT DOLE

On July 26, 1990, President H.W. Bush signed the Americans with Disabilities Act into law. The act was an important piece of civil right legislation, decreeing “that persons with disabilities ought to be judged on the basis of their abilities; they should not be judged nor discriminated against based on unfounded fear, prejudice, ignorance or mythologies.”

Senator Dole was a fitting advocate for people with disabilities. In an interview with ABILITY Magazine, Senator Dole described the effect of his war injury: “Experiencing a disability yourself, you could almost walk around with a blindfold and pick out the other people with disabilities... Having a disability changes your whole life, not just your attitude.”

Throughout his career, Senator Dole advocated for the disabled. In 1989 he founded the Dole Foundation, an organization that helps disabled people find employment. In a 2000 interview with C-Span, he remembered the Americans with Disabilities Act as one of his proudest achievements.



NOTABLE KANSANS

SENATOR ARTHUR CAPPER



Arthur Capper, the first Kansas-born governor and only five term senator from our state, demonstrated his interest in young people with the establishment of the Capper Foundation for Crippled Children located in Topeka, KS. Founded on Christmas Day in 1920, using his own resources, Capper paid for the care needed to help children with disabilities. Incorporated in 1934, The Capper Foundation for Crippled Children is known as Easter Seals Capper Foundation with a mission of enhancing the independence of people with disabilities, primarily children and their families.

MICHAEL DONNELLY

A nationally recognized leader in the disability rights and independent living arena, Michael Donnelly is the Director of Kansas Rehabilitation Services (KRS), the state's vocational rehabilitation (VR) and independent living agency. His major goals include emphasizing the potential of people with disabilities and empowering them to achieve quality employment and self-sufficiency. Prior to joining KRS, Mr. Donnelly was the Director of Policy and Outreach for the Disability Rights Center of Kansas. He has extensive experience in independent living, having served as executive director of several centers, including the historically significant center in Berkeley, California as well as centers in Wamego and Topeka. He was previously a member of the National Council on Independent Living; a member of the National Americans with Disabilities Act Implementation Network; president of the California Foundation of Independent Living Centers; and president of the Kansas Association of Centers for Independent Living. He has also worked as the Executive Director of Big Brothers and Big Sisters of Topeka, Inc.





INTERNATIONAL DAY OF PERSONS WITH DISABILITIES, 2009

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

This year, in an effort to renew our global commitment to human rights and fundamental freedoms for persons with disabilities, the United States became a proud signatory of the United Nations Convention on the Rights of Persons with Disabilities. This treaty represents a paradigm shift, urging equal protection and benefits for all citizens, and reaffirming the inherent dignity and independence of the 650 million people living with disabilities worldwide. Today, as we commemorate the International Day of Persons with Disabilities, we celebrate the skills, achievements, and contributions of persons with disabilities in America and around the world. We recognize the progress we have made toward equality for all, and we rededicate ourselves to ensuring individuals with disabilities can reach their greatest potential.

Despite our increased efforts, persons with disabilities continue to face barriers to their full participation in society. In the United States, Americans with disabilities still experience discrimination in the workplace and in their communities. In developing nations, 90 percent of children with disabilities do not attend school, and women and girls with disabilities are all too often subjected to deep discrimination. If we are to move forward as a people, both at home and abroad, all individuals must be fully integrated into our human family.

The International Day of Persons with Disabilities is a time to renew our commitment to the principles of empowerment, dignity, and equality. The United States has co-sponsored and joined consensus on the United Nations General Assembly Third Committee's resolution titled, "Realizing the Millennium Development Goals for Persons with Disabilities." We must continue to embrace diversity and reject discrimination in all its forms, and insist on equality of opportunity and accessibility for all. Let our efforts remind us that when we work together, we can build a world free of unnecessary barriers and include every member of our international community.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim December 3, 2009, as International Day of Persons with Disabilities. I call on all Americans to observe this day with appropriate ceremonies, activities, and programs.

IN WITNESS WHEREOF, I have hereunto set my hand this second day of December, in the year of our Lord two thousand nine, and of the Independence of the United States of America the two hundred and thirty-fourth.

BARACK OBAMA

Famous historic individuals with disabilities, without them where would we be?



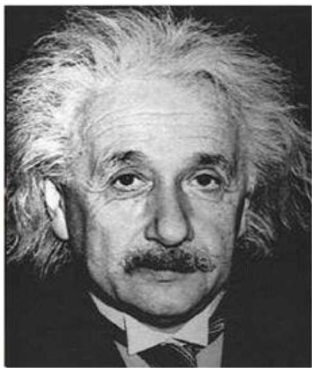
Abraham Lincoln



Harriet Tubman



Ludwig Van Beethoven



Albert Einstein



George Washington



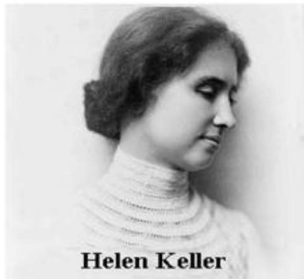
Sir Isaac Newton



Louis Braille

YOU

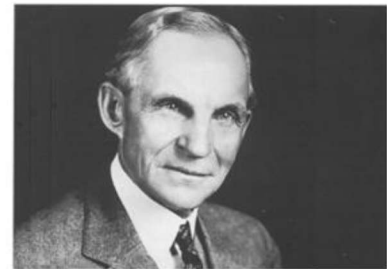
Can make a difference, too!



Helen Keller



Emily Dickinson



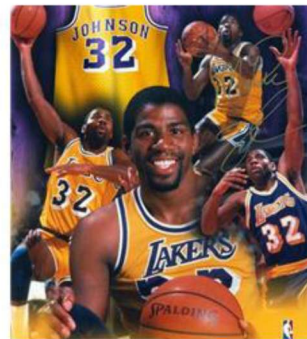
Henry Ford



Franklin D. Roosevelt



Stephen Hawking



Magic Johnson



Christopher Reeve

The 16th President of the United States is said to have suffered from melancholia, which later in history was defined as depression.

Abraham Lincoln

The woman who led many slaves to freedom on the Underground Railroad. She was struck in the head as a child and this injury caused seizures and blindness.

Harriet Tubman

Music composer and writer who started going deaf in his early twenties. He continued to play and compose despite his hearing loss. It is also noted that he suffered from depression.

Ludwig Van Beethoven

An atomic scientist made famous by his Theory of Relativity. Won the Nobel Peace prize in 1921. He is long believed to have had a learning disability and recently speculated to be a person with high functioning autism.

Albert Einstein

The first President of the United States had very poor grammar skills and could barely write because of a learning disability.

George Washington

Great mathematician of his time. He is famous for his Three Laws of Motion and his Theory of Universal Gravitation. Newton had a speech impediment and epilepsy.

Sir Isaac Newton

Became blind at the age of 4. He developed a tactile alphabet for the French Army so they could read in the dark to keep cover from enemies. He later adapted it for the blind to use.

Louis Braille

YOU

can make a difference, too!

Became deaf and blind due to a childhood illness. She was the first deaf/blind student ever to attend and graduate from a Institute of Higher Learning(Radcliffe College). She later became an author and a world renowned lecturer.

Helen Keller

One of America's greatest poets. She had an extreme mood disorder that caused her to become a recluse. She barely left her home after her mid-20s.

Emily Dickinson

An Engineer who revolutionized the automobile industry. In 1903, the Ford Motor Company was born. In 1908 the Model T was introduced and became a huge success. By 1918 half the cars in America were Model T's. Ford exhibited all the classic signs of Attention Deficit Hyperactivity Disorder

Henry Ford

32nd President of the United States and served three terms in office. Roosevelt proposed a National Social Security System that is still in use today. In 1921 he became ill with the Polio virus that left him almost totally paralyzed—he never walked unaided again.

Franklin D. Roosevelt

Perhaps the most accomplished astrophysicist, his theories draw upon both relativity theory and quantum mechanics. Much of his work has been done since he was diagnosed with Amyotrophic Lateral Sclerosis also known as Lou Gehrig's Disease.

Stephen Hawking

Tallest point guard in the NBA. He had a 12 year career with the Los Angeles Lakers. He retired in 1991 after being diagnosed with HIV. He now educates youth on HIV and Aids prevention. He also has a learning disability.

Magic Johnson

An actor made famous by his role of Superman. After being thrown from his horse he suffered a spinal cord injury that paralyzed him from the neck down. He became an activist for Spinal Cord Research and raised millions of dollars for the cause.

Christopher Reeve

Classroom Ideas

- Have student's research famous people with disabilities and report on their accomplishments.
- Have students read about students with disabilities and report on their accomplishments.
- Have students research the American's With Disabilities Act (ADA) and Individual with Disabilities Education Act (IDEA) to find out how they help people with disabilities.

Resources

Bullying Prevention and Character Education

The KSDE website offers more information on bullying prevention and character education at: <http://www.ksde.org/Default.aspx?alias=www.ksde.org/kssafeschoolsresourcecenter>.

Or go to www.ksde.org - Highlight “Educators” and select “Kansas Safe Schools Resource Center” (KSSRC).

The KSSRC will help guide you to resources relative to the following:

Bullying Prevention:

- Kansas Bullying Prevention Legislation
- Definitions/Characteristics of Bullying
- Cyberbullying
- Kansas Bullying Prevention Program
- Sample Bullying Prevention Program
- Sample Policies

Further Resources:

- Child Mental Health Resources
- Positive Behavior Supports
- Survey & Assessment Tools

Character Education Links:

- Kansas Schools of Character Recognition
- Partnership in Character Education Grant
- Character Education Resources
- Sample Character Education Curriculum

Crisis Planning:

- Prevention Professional Development
- Safe Schools
- Practical Information on Crisis Planning
- School Safety Hotline
- Rachel's Challenge

Resources

Research shows that schools with a positive and welcoming school climate increases the likelihood that students succeed academically while protecting them from engaging in high risk behaviors like substance abuse, teen pregnancy, and violence. A positive school climate encourages behaviors with clear consequences for violating rules as well as rewards for meeting expectations. School climate can be understood as the frequency and quality of interactions among and between staff, students, parents, and the community throughout the entire school community.

In a positive school climate, the caring attitude of the school is clearly visible and is reflected by widespread participation in all areas of the school. According to the National School Safety Center (1990), a student's perspective of the school climate is affected by the following:

- **Student involvement:** The degree to which students are involved in and enjoy classes and extracurricular activities at school.
- **Student relationships:** The level of comfort students feel in relating to one another and the ease with which they make new friends.
- **Teacher support:** The amount of help and care that teachers direct toward students.
- **Physical environment:** The extent to which the school building reflects the caring attitude of the school, the school buildings are clean, well cared for, supervised, and safe.
- **Conflict resolution:** Whether students are clear about the rules and feel that conflicts are resolved fairly and rules are consistently enforced.
- **Participation in decision-making:** The extent to which students, administrators, and teachers share in making decisions about school improvement.
- **Curriculum:** The extent to which students feel that what is taught in classes meets their needs.

OTHER LINKS:

School counseling home page and resource links: <http://www.ksde.org/Default.aspx?tabid=1799>.

Approved curricular model counseling standards and model practices at: <http://www.ksde.org/Default.aspx?tabid=149>.

Disability Acronyms and Abbreviations

AAA Area Agency on Aging	NIDRR National Institute on Disability and Rehabilitation Research
ADA Americans with Disabilities Act	NIH National Institutes of Health
ADD Administration on Developmental Disabilities (DHHS)	NIMH National Institute of Mental Health (NIH)
ADD/ADHD Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	NOD National Organization on Disability
ADL Activities of Daily Living	NRH National Rehabilitation Hospital
AIDS Acquired Immune Deficiency Syndrome	OERI Office of Educational Research and Improvement
ALS Amyotrophic Lateral Sclerosis/Lou Gehrig's Disease	OHI Other Health Impaired
ASD Autism Spectrum Disorder	OI Orthopedic Impairment
ASL American Sign Language	OSEP Office of Special Education Programs
AT Assistive Technology	OSERS Office of Special Education and Rehabilitation Services
CC Closed Caption	OT Occupational Therapy
CCTV Closed Circuit Television	P&A Protection and Advocacy
CDC Centers for Disease Control and Prevention	PACER Parent Advocacy Coalition for Educational Rights
CDDO Community Developmental Disability Organization	PAS Personal Assistance Services
CHP Center on Human Policy	PCA Personal Care Assistant
CMHC Community Mental Health Center	PCEPD President's Council on Employment of People with Disabilities, now Office of Disability Employment Policy (ODEP) of the Department of Labor
CP Cerebral Palsy	PT Physical therapy
CRP Community-based Rehabilitation Program	QOL Quality of Life
DME Durable Medical Equipment	R&D Research and Development
DRC Disability Resource Center	Rehab Act The Rehabilitation Act of 1973 and its amendments
DTV Digital Television	ROM Range of Motion
HHS Department of Health and Human Services	RRTC Rehabilitation Research and Training Center
HIV Human Immunodeficiency Virus	RSA Rehabilitation Services Administration
IDEA Individuals with Disabilities Education Act	RTC/IL Research and Training Center on Independent Living
ILC/CIL Independent Living Center or Center for Independent Living	SCI Spinal Cord Injury
KACIL Kansas Association of Centers for Independent Living	Section 504 Section of the Rehabilitation Act of 1973 regarding the accessibility of items procured by the Federal government including electronic and information technologies.
KSDE Kansas State Department of Education	SILC State Independent Living Council
MD Muscular Dystrophy	SLD Specific Learning Disability
MR/DD Mental Retardation/Developmental Disability	SRS Social & Rehabilitation Services
MS Multiple Sclerosis	SSA Social Security Administration
NCD National Council on Disability	SSDI Social Security Disability Insurance
NCHS National Center for Health Statistics (CDC)	SSI Supplemental Security Income
NCI National Cancer Institute	TA Technical Assistance
NCMHD National Center on Minority Health and Health Disparities (NIH)	TBI Traumatic Brain Injury
NEI National Eye Institute (NIH)	TT/TTY/TDD Teletypewriter or Telecommunications Device for the Deaf
NIA National Institute on Aging (NIH)	TWWIIA Ticket to Work/Workforce Incentives Improvement Act
NIAA National Institute on Alcohol Abuse and Alcoholism (NIH)	UCPA United Cerebral Palsy of America
NICHY National Institute on Children and Youth with Disabilities	UD Universal Design
NICHD National Institute of Child Health and Human Development (NIH)	VR Vocational Rehabilitation [KRS]
NIDA National Institute on Drug Abuse (NIH)	WHO World Health Organization
NIDCD National Institute on Deafness and Communication Disorders	WID World Institute on Disability

Disability Awareness Activities

The following activities are traditional activities that are used to “simulate” what it is like to have different disabilities.

Drinking Straws Galore

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

Disabilities Addressed

--Blindness, speech impairments (muteness), amputations (missing limbs and fingers)

Desired Outcome

This activity is designed to emphasize the interactions that occur between youth with and without disabilities as they work to accomplish a specific goal--in this case the construction of a structure using drinking straws and masking tape.

Materials Needed

--Drinking Straws- (40 straws per group) Spaghetti noodles may be used instead of drinking straws, but can be more challenging as they will break during the construction process.

--Masking Tape

--Scotch Tape (one roll per group)

--Blind Folds (one per group)

What To Do

1. Divide the large group into smaller groups of 4 to 5.
2. Distribute a handful of drinking straws to each group.
3. Provide each group with a roll of Scotch tape.
4. Assign different disabilities to the members of the groups. Do this by asking one person, at a time, in each group to hold up their hand. In succession notify these individuals that they have one of the following disabilities:
 - No use of their thumbs (You might wish to tape their thumbs to their hands using masking tape)
 - No use of their dominant hand and arm (they must place it behind their back)
 - Unable to talk
 - Blind (Distribute blind folds)The remaining member(s) of each group will be a “TAB” (temporary able bodied), meaning they will not possess a disability. (Note: If you have only four members per group, it is still a good idea to leave one person in each group a “TAB”.)
5. After each group is ready, inform them that the object of this activity is to construct the tallest free standing structure possible using only drinking straws and Scotch tape. The structure may NOT be anchored to the floor or any other structure, such as a table or chair. It must be free standing.
6. Give them approximately 20 minutes to construct their straw structure. This part is very flexible. Additional time can be allotted for this segment.

Variation

If working with a group of adults or if a member of the audience is in a wheelchair, this activity can be adapted by building the longest structure off the end of a table, anchoring (taping) the structure only to any part of the table.

Questions To Ask

Following completion of the activity ask and discuss the following questions:

- What did the blind person in your group do? (Sometimes, especially in youth groups, they do not participate:
- Did members of the group assume that since someone possessed a disability that they were not capable of being an active member of the group or they would only be able to do certain tasks?
- Did any group ask their members with a disability what they felt they could do to contribute to the group activity? (This is a good chance to mention that one of the greatest barriers to individuals with a disability is people's perceptions or beliefs in what the person with a disability can or cannot do.)
- If you possessed a disability in real life, how would you want people to treat you when doing something such as what you did here?

Peanut Butter Sandwiches

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

Disabilities Addressed

--Blindness, arm amputation

Desired Outcome

--Participants will develop an awareness of the barriers that challenge people who have major sight limitations or arm amputations.

Materials Needed

- Plates and Table Knives (The number of plates and knives needed depends on the number of youth that try this activity. You may wish to have two to four youth demonstrate the activity in front of the entire group.
- Jar of Peanut Butter
- Loaf of Bread
- Blind Folds

What To Do

Part 1

1. Place the plates, knives, jar of peanut butter (with lid tightly screwed on) and loaf of bread (wrapped, tied) on a table.
2. Ask for two volunteers.
3. Blindfold the two volunteers.
4. Instruct them that they will, blindfolded, make a peanut butter sandwich.
5. Prior to letting them start, quietly move the jar of peanut butter and loaf of bread. (This is in effect the same thing that a person without a disability might do, unintentionally, when visiting the home of a person who is blind.

Questions to Ask

Following completion of the activity ask and discuss the following questions:

- What were some of the problems encountered?
- What were your thoughts when you couldn't find the peanut butter or loaf of bread?
- How do you think a blind person would feel if you moved items in their home?

Part 2

1. Place the plates, knives, jar of peanut butter (with lid tightly screwed on) and loaf of bread (wrapped, tied) on a table.
2. Ask for two new volunteers.
3. Ask them to place one hand and arm behind their back.
4. Instruct them to make a peanut butter sandwich using only one hand and arm. (NOTE: You might require them to use their non-dominant hand and arm.)

Questions to Ask

Following completion of the activity ask and discuss the following questions:

- What were some of the problems encountered?
- What were your thoughts when you couldn't spread the peanut butter like you wanted to?
- What might be done to make it easier to make a peanut butter sandwich for a person with only one hand and arm?
- What should you do if you are unsure if a person with a disability needs help or not?

Answer: Ask them if they would like some help. Don't be pushy, simply ask. If they say no, leave it at that.

Socks, Socks, and More Socks

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

Disabilities Addressed

- Muscular dystrophy, multiple sclerosis, cerebral palsy

Desired Outcome

- This activity is designed to make people aware of the challenges faced by people who have a muscular mobility disability.

Materials Needed

- Two Heavy Pairs of Socks (It is important that heavy winter type socks be used.)
- Small (Snack-Size) Box of Raisins and/or Several Pieces of Tightly Wrapped Candy.

What To Do

1. Select a volunteer from the audience.
2. Ask them to place two socks on each hand.
3. Instruct them to either remove ONE raisin at a time from the box or eat it or unwrap a piece of candy and eat it. (You may wish to have one person do the raisin activity and another person do the candy activity.)

Variation

Select a volunteer who is wearing shoes with laces or a button down shirt. Ask the volunteer to place two socks on each hand. Instruct them to tie their shoes or button a shirt.

Questions to Ask

Following completion of the activity ask and discuss the following questions:

- What were some of the problems encountered?
- What was the most difficult part of trying to eat a raisin or a piece of candy?
- What are some other tasks that would be difficult for you to do on a daily basis?

Ruler Legs

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

Disabilities Addressed

- Muscular dystrophy, multiple sclerosis, cerebral palsy

Desired Outcome

- Participants will develop an awareness of the barriers that challenge people who have a fairly severe muscular control limitation.

Materials Needed

- Ruler
- Masking Tape
- String

What To Do

1. Select a volunteer from the audience.
2. Tape and/or tie the ruler between the person's legs such that their legs are far apart from each other.
3. Ask the person to walk away from and then return to the group.

Questions to Ask

Following completion of the activity ask and discuss the following questions:

- Did you feel awkward as you walked?
- What do you think people would say or do if you walked like this all the time?
- What would be some other limitations or problems if you had to walk like this all the time?

What's in the Bag?

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

Disabilities Addressed

--Blindness, glaucoma, other sight limitations

Desired Outcome

--Participants will develop an awareness of the barriers that challenge people who have major sight limitations.

Materials Needed

--Paper Bag

--Misc. Items, Select Items that might require the use of different senses (Smell, touch, hearing)

--Blindfold

What To Do

1. Prior to the program place approximately 15 small items in a paper bag.
2. Select a volunteer from the audience.
3. Blindfold them.
4. Instruct them to identify the items in the paper bag using their senses. (i.e., feeling, smelling, listening)

Questions to Ask

Following completion of the activity ask and discuss the following questions:

--What were some of the problems the blind person encountered?

--What was the most difficult item for the blind person to identify?

--In addition to listening, feeling, and smelling; how else might a person with sight impairment identify different items and objects?

Computer Mania

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

Disabilities Addressed

--Spinal cord injury that limits use of hands and legs. (quadriplegic)

Desired Outcome

--Participants will develop an awareness of the barriers that challenge people who have little to no use of their upper body including arms and hands.

Materials Needed

--Computer with Word Processing Software

--Tall Table

--Tall Cup

--Large 3-ring Binder

--Unsharpened Pencils

What To Do

1. Place the computer with the word processing software running on a table tall enough so that the

participants do not have to bend their trunk in order to press keyboard buttons with a mouth stick. (NOTE: The keyboard should be tilted slightly forward. This can be accomplished by placing the keyboard on a large 3-ring binder notebook.)

2. Place a new pencil (mouth stick) in a tall cup with the eraser toward the bottom next to the computer.
3. Ask the participant to sit in a chair close enough to the table such that they will be able to type their name with the mouth stick using only their head, neck, and mouth. (NOTE: They should not move their trunk.)
4. Have them try to access the print menu using the mouse or function keys.

Questions to Ask

Following completion of the activity ask and discuss the following questions:

- What is the most difficult part of typing your name?
- What would it be like if you had to type a 10-page school report this way?
- What might be done to make it easier to type?

Hearing Disabilities- Muffled Sounds

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

This activity will help girls to understand the frustration of not hearing clearly.

Ask for one or two volunteers. Have the girls place a cotton ball in the outer part of each ear and tie a scarf around her head to hold the cotton balls in place. As an alternative you can place earphones over her ears.

Continue with the regular activities at the meeting. Do nothing special for the girl. Repeat when she asks you to.

1. Ask the girls to share how it felt to have their hearing impaired.
2. What were their feelings toward the leader? The other girls?
3. How do people feel who have hearing loss?
4. Develop some helpful hints for working with someone with a hearing loss.

Hearing Disabilities- Communicating

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

There are two parts to sounds: loudness and pitch. Loudness ranges from soft to loud. Pitch ranges from high tones to low tones. Both loudness and pitch together produce the sounds we hear. Persons with hearing disabilities usually experience a loss in certain tones or pitches as well as loss in volume of loudness. Hearing disabilities can range from mild to profound and can produce difficulties in communicating with others. Try this activity to simulate communicating with someone who cannot hear and understand speech.

Divide the girls into pairs. Give one girl in each pair a message to communicate to her partner without talking.

- Please get me a drink of water.

- Please get me three books to read.
- It's your turn to write on the blackboard.
- I have three cats at home.

Discuss:

1. How did they communicate using eye contact, gestures, pointing to objects, writing, etc.?
2. How did it feel to communicate silently?
3. What are some things to remember when communicating with someone with a hearing disability?

Vision Disabilities- Central Vision

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

Persons with central vision disabilities can see, but they don't see images clearly and they don't focus well. The world is seen as a fuzzy image. Try this activity to simulate this disability.

Give each girl a 3" strip of waxed paper over their eyes with their hands at their temples. Ask them to walk around the room. What can they see or not see? Try to read signs, look at pictures, etc. Point out that people with vision disabilities learn to rely on environmental clues: shapes, sounds, light, color, and movement. They do not have any special sensory perceptions, just a well-trained awareness.

Discuss:

1. What are some adaptive aids that can help people with this disability?
2. Try reading with a small, portable telescope or a magnifying glass.
3. Ask if anyone has seen a television screen enlarger.

Vision Disabilities- Tunnel Vision

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

Persons with tunnel vision see a narrower visual field and a very small amount of accurate central vision. They have very little or no peripheral vision. Try this activity to simulate tunnel vision.

Have the girls make binoculars with their hands and place them directly around their eyes. Talk about they can and cannot see.

Discuss:

1. How would this disability affect their everyday activities such as walking to school, crossing streets, playing games, etc.?

Vision Disabilities- Wearing a Blindfold

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

When moving from place to place, blind persons may use a guide dog, a cane, and learn to pay attention to a variety of environmental clues. Sometimes another person serves as a sighted guide and functions as the eyes for the blind person. The sighted guide describes what is around and in front of them. One way to describe things is to relate objects to the face on a clock. For example, in describing a plate of food say your meat is at 3 o' clock, your potatoes are at 9 o' clock, etc. Sighted guides also need to describe noises and the source of the sounds.

Each girl will need a partner. One of the partners is blindfolded; the other is the sighted guide. Have the sighted guide take her partner around the room or to another part of the building. Visit the drinking fountain, play a game, have refreshments, do a friendship circle, etc.

Have the partners change roles.

Discuss the following activities:

1. Have the girls talk about how it felt to be blindfolded.
2. How did it feel to be the sighted guide?
3. What was helpful; what was difficult?
4. Develop a list of suggestions for guiding and helping a person with a vision disability.

Physical Disabilities- Daily Living Skills

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

A physical disability occurs when there is an impairment of the bones, joints, muscles, nerves, or malfunctioning spinal cord. A physical disability can affect how one moves, as well as how one speaks or writes.

Talk with the girls about some of the things they do every day that use their "little muscles," also known as fine motor skills. Include things done with muscles, joints, and bones (eating, writing, drawing, buttoning, shoe tying, teeth brushing, etc.).

Give each girl a piece of paper and pencil. Simulate a partial loss of hand control by writing name and address with the non-dominant hand. Next, pass out long strips of masking tape and have the girls tape their thumbs and first two fingers to the palm of their dominant hand. Try shoe tying, zippers, buttons, cutting, turning pages, etc.

Discuss

1. What made these tasks difficult?
2. What kinds of devices could have helped them?

Learning Disabilities- Reading

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

Reading is a skill that is necessary for almost every task in school. When a person doesn't read well, it's very difficult to succeed in school no matter how bright or motivated. A reading disability is the most

common type of learning disability. Try these activities to see how it would feel to have a reading disability.

Hold a book up to a mirror. Read the book by looking in the mirror.

Hold a book upside-down and read it.

Discuss:

1. Did you have trouble reading?
2. Did you use your fingers to keep your place?
3. Do you know anyone with a problem like this?
4. How could you help a person with this problem?
5. What are some things a person with reading problems could do well?

Developmental Disabilities- Following Directions

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

A developmental disability occurs when there is a general slowing down in a person's thinking and learning abilities. Following directions may be difficult even for people with a mild developmental disability because they may not learn as quickly or remember as much. This activity will simulate developmental disabilities by changing some of the everyday words to make it more difficult.

Stand in a circle and name three positions:

Hands in air = CAT

Hands on waist = DOG

Hands on thighs = FISH

Practice each motion a few times.

Then try: Hands on FISH

Right hand on FISH, left hand on DOG

Right hand on CAT, left hand on DOG

Now give directions without doing them yourself. Complicate them by adding standing on one leg, legs together, legs apart, etc.

Discuss:

1. How the girls succeeded, but the exercise took a long time and lots of concentration.
2. What helped them to succeed?
3. How did they feel?

Learning Disabilities- Writing

Source: Girl Scout of Colorado (A United Way Agency), Celebrating Diversity: Disability Awareness Activities

A learning disability occurs when a person has problems processing information in order to perform tasks which are generally related to learning. Sometimes a learning disability shows up in the way people write. This activity will help girls understand how it feels to know how something should look, but somewhere between the brain and the pencil, the information gets mixed up.

Have each girl place a piece of paper on her forehead and write her name on the paper. Discuss the amount of concentration and extra time required, the "look" of the final product, and how this exercise made them feel.

Some of the girls will write their name backwards. Talk about how they felt when they saw what they had done. Point out that the girls who wrote backwards did not realize, at the time, that they were doing so.

Variation: Hold the paper to your forehead with the hand you usually write with. Write with the other hand. First write the word "zonker." Turn the page over and write your name.

Understanding Friends Supply List and Description of Experiential Activities

Catherine Faherty, Asheville TEACCH Center. A program to educate children about differences, and to foster empathy <http://teacch.com/educational-approaches/understanding-friends>

Activities: For a group of 25-30 students

Here is a description of four different centers you can use. I recommend that you choose only three of the following at any one time, to keep the program within a realistic time-frame (45-60 minutes).

Fine Motor Activity

8 pairs of large cloth garden gloves

8 sets of shoestrings and beads, each in a small tub

8 sets of hardware (nut, bolt, and washer), each in a small tub

Table with 8 chairs

Each child wears the gloves and tries to string beads and assemble hardware.

Hint: For K-1 students, have them just wear one glove and use large beads.

Visual Activity

8 pairs of safety goggles

Jar of petroleum jelly (to smear on lenses of goggles) or sandpaper to scratch lens

8 pencils and pads of lined paper

Books at grade level

Table with 8 chairs

Each child wear goggles (with obstructed view because of petroleum jelly or scratched lenses). Try to write sentences on the lines and read the print in a book.

Hint: Do not let children take off goggles until they are done.

Perceptual and Sensory (Tactile) Activities

Roll of masking tape and binoculars:

Place a length of tape on the floor and have children walk on the line. Have each child hold the binoculars on their eyes, backwards. This causes perception to be distorted.

Several strips of yarn, 4-feet in length:

Have child jump rope using the yarn, instead of a rope. This causes the feeling of distorted perception of the weight of the "rope".

Garden glove with Velcro sewn on to inside of fingers and palm; and

A large handful of lambs-wool or a feather duster:

You wear the scratchy glove and hold the soft feathers or wool. While children are participating in the above activities, walk by and touch a bare arm. Simulates unpredictable sensation on the skin (either too scratchy or uncomfortably soft!)

Attention and Sensory (Auditory) Activity

8 pairs of headphones hooked up to a Listening Station

Cassette tape of static-noise or noisy crowd sounds

Worksheets at slightly higher grade level - requires concentration

8 pencils

Table with 8 chairs

Students wear headphones and have to listen to noises in their ears. They must complete the worksheets within a given time. Simulates difficulty focusing on work while not being able to filter out distractions.

Suggested Books for Children, Youth and Families About Disabilities and Special Needs

There are many resources available from libraries and Web sites about individuals with disabilities. This list is intended as a starting point for children, youth, families, and others as they learn more about differing abilities. Please add to it as you discover additional resources and then please share your selected titles with others.

Pre-K & Elementary	
Title	Author
<i>A Season of Secrets</i>	Allison Cragin Herzig and Jane Lawrence Mali
<i>A Young Man's Dance</i>	Laurie Lazzaro Knowlton
<i>Adam and the Magic Marble</i>	Adam and Carol Buehrens
<i>Andy Finds a Turtle</i>	Nan Holcomb
<i>Anna Joins In</i>	Katrin Arnold
<i>Brian's Bird</i>	Patricia Anne Davis
<i>Brothers and Sisters</i>	Laura Dwight,
<i>Can't You Be Still?</i>	Sarah Yates
<i>Dad, Jackie, and Me</i>	Myron Uhlberg
<i>Dancing with Katya</i>	Dori Chaconas
<i>Dear Santa, Please Come to the 19th Floor</i>	Yin
<i>Fair and Square</i>	Nan Holcomb
<i>Featherless/Desplumado: Story/Cuento</i>	Juan Felipe Herrera
<i>Hi I'm Adam</i>	Adam Buehrens
<i>I'm Like You You're Like Mer</i>	Cindy Gainer
<i>Kathy's Hats: A Story of Hope</i>	Trudy Krisher
<i>Keeping Up with Roo</i>	Glenn, Sharlee
<i>Knockin' on Wood</i>	Lynne Barasch
<i>Learning Disabilities and the Don't Give Up Kid</i>	Jeanne Gehret
<i>Little Trees</i>	Joyce C. Mills, Ph.D.
<i>Looking Out for Sarah</i>	Glenna Lang
<i>Luna and the Big Blur</i>	Shirley Day
<i>Making of My Special Hand: Madison's Story</i>	Jamee Riggio
<i>Mandy Sue Day</i>	Roberta Karim
<i>Margaret's Moves</i>	Bernice Rabe
<i>Moses Goes to a Concert</i>	Isaac Millman
<i>My Friend Ben</i>	Wanda Gilberts Kachur
<i>My Pal, Victor/Mi Amigo, Victor</i>	Diane Gonzales Bertrand
<i>Rainbow Joe and Me</i>	Maria Diaz Strom
<i>Sarah and Puffle</i>	Linnea Mulder
<i>Sarah's Surprise</i>	Nan Holcomb

<i>Screaming Kind of Day</i>	Rachna Gilmore
<i>Shelley: The Hyperactive Turtle</i>	Deborah M. Moss
<i>Sosu's Call</i>	Meshack Asare
<i>The Deaf Musicians</i>	Pete and Paul DuBois Jacobs Seeger
<i>The Flying Fingers Club</i>	Jean F. Andrews
<i>The Flying Fingers Club</i>	Jean F. Andrews
<i>The Hickory Chair</i>	Lisa Rowe Fraustino
<i>The Printer</i>	Myron Uhlberg
<i>The Sound of Colors: A Journey of the Imagination</i>	Jimmy Liao
<i>We Can Do It!</i>	Laura Dwight
<i>Zoom!</i>	Robert N Munsch
Middle School & Older	
<i>A Mango-Shaped Space</i>	Wendy Mass
<i>Al Capone Does My Shirts</i>	Gennifer Choldenko
<i>Are You Alone on Purpose?</i>	Nancy Werlin
<i>Becoming Naomi Leon</i>	Pam Munoz Ryan
<i>Ben, King of the River</i>	David Gifaldi
<i>Can You Feel the Thunder?</i>	Lynn E. McElfresh
<i>Chuck Close: Up Close</i>	Jan Greenberg
<i>Do You Remember the Color Blue?</i>	Sally Hobart Alexander
<i>Emily Good as Gold</i>	Susan Goldman Rubin
<i>Extraordinary People with Disabilities</i>	Deborah Kent and Kathryn A. Quinlan
<i>Gentle's Holler: A Novel</i>	Kerry Madden
<i>Granny Torrelli Makes Soup</i>	Sharon Creech
<i>Harry Sue</i>	Sue Stauffacher
<i>Iron Horse: Lou Gehrig in His Time</i>	Ray Robinson
<i>Nothing Wrong with a Three-Legged Dog</i>	Graham McNamee
<i>One-Handed Catch</i>	M. J. Auch,
<i>Probably Still Nick Swansen</i>	Virginia Euwer Wolff
<i>Rules</i>	Cynthia Lord
<i>Singing Hands</i>	Delia Ray
<i>Tell Me How the Wind Sounds</i>	Leslie D. Guccione
<i>Tending to Grace. Knopf</i>	Kimberly Newton Fusco
<i>The Next-Door Dogs</i>	Colby Rodowsky
<i>The Sound of Colors: A Journey of the Imagination</i>	Jimmy Liao
<i>The Storyteller's Beads</i>	Jane Kurtz
<i>Tiger's Fall</i>	Molly Bang
<i>Views from Our Shoes: Growing Up with a Brother or Sister with Special Needs</i>	Donald Meyer, Ed.
<i>What Would Joey Do?</i>	Jack Gantos
<i>Wish on a Unicorn</i>	Karen Hesse

<i>World at Her Fingertips: The Story of Helen Keller</i>	Joan Dash
For Young Adult Readers	
<i>A Small White Scar</i>	K. A. Nuzum
<i>Accidents of Nature</i>	Harriet McBryde Johnson
<i>Blind Sighted</i>	Peter Moore
<i>Inside Out</i>	Terry Trueman
<i>Invisible</i>	Pete Hautman
<i>Louis Braille: A Touch of Genius</i>	C. Michael Mellor
<i>My Thirteenth Winter: A Memoir</i>	Samantha Abeel
<i>Small Steps</i>	Louis Sachar
<i>So B. It</i>	Sarah Weeks
<i>Stoner & Spaz</i>	Ronald Koertge
<i>Stuck in Neutral</i>	Terry Trueman
<i>Things Not Seen</i>	Andrew Clements
<i>Under the Wolf, Under the Dog</i>	Adam Rapp

Websites and Additional Resources

Accessible Arts, Inc. Accessible Arts offers programming focused on educating professionals and families about the need for access to the arts for children with disabilities and ways to meet those needs. www.accessiblearts.org

The Web site of the **Anti-defamation League** contains anti-bias lesson plans and resources for K–12 educators. It promotes equal treatment and equal access for persons with disabilities and provides the following resources.

Lesson 1: *Getting to Know People with Physical Disabilities* (Grades K–2) Lesson 2: *Experiencing Hearing Disability through Music* (Grades 2–4) Lesson 3: *Seeing the World through the Hands of People with a Visual Disability* (Grades 4–6) Lesson 4: *Understanding Learning Differences* (Grade 6–9) Lesson 5: *History of the Disability Rights Movement* (Grades 10–12) There are also a number of resources listed that include, but are not limited to, “Assessing Your School Environment for Access to People with Disabilities,” “Evaluating Children’s Books that Address Disability,” “Communication Guidelines on Disability,” and “Famous People with Disabilities.”

http://www.adl.org/education/curriculum_connections/fall_2005/

The **Because Films Inspire** Web site contains lesson plans and an order form for a DVD of short films and clips representing disability issues. <http://www.bfi.org.uk/education/teaching/disability/>

Lesson 1: *Introduction—Why Study Moving Image Media? Distorted Images?* Lesson 2: *Ways of Thinking about Disability—History of Attitudes to Disabled People, Medical Model vs. Social Model, Stereotypes, Disability and Diversity, and Equal Opportunities* Lesson 3: *Teaching with Moving Images—About Teaching with Moving Images, Teaching Techniques 1–8, Stills Analysis* Lesson 4: *Treatment of Disabled People in Moving Image Media—A History, Commercial Films, TV Representation, Hollywood and Disability* Lesson 5: *Introducing [a] Disability in Class with Suggested Activities, Detailed Plans, and Student Handouts* Lesson 6: *Further Resources*

The **British Red Cross** Web site contains a program entitled “Class act: Jet ski challenge.” This site contains lesson plans based on a man named Graham Hicks who enjoys extreme sports. Initially, the lesson gets students thinking about risk taking and encourages them to imagine what it might be like to be someone else. As the story develops and students find out that the initial scenario really happened, the discussion moves to the topic of disability.

This resource is divided into three phases. Each phase provides nuggets of information for discussion and reflection and encourages students to think creatively. There are several optional activities that can be completed during the lesson or as homework. This program is designed for 7- to 14-year-olds but may also be used with older students.

<http://www.redcross.org.uk/standard.asp?id=73621>

The **Center on Human Policy’s Disability Studies for Teachers** Web site contains lesson plans and materials designed to help teachers integrate disability studies into social studies, history, literature, and related subjects in grades 6–12. The plans and materials also can be adapted for use in postsecondary education. Each lesson plan contains the following elements: grade level, subjects, overview of lesson plan, standards, objectives, questions to consider, resources and materials, and

activities and procedures. You may also access “Differentiated Instruction,” which provides ideas on how the lesson plans can be adapted to meet diverse learning needs.

<http://www.disabilitystudiesforteachers.org/>

Unit 1—Introduction to Disability: Lesson 1: *The Meaning of Disability* Lesson 2: *What’s in a Name?* Lesson 3: *The U.S. Constitution and Disability Laws*

Unit 2—Deaf Education: Lesson 1: *Religion and Deaf Education: The Contract Between Clerc and Gallaudet*

Unit 3—A Woman’s Crusade: Dorothea Dix: Lesson 1: *Dorothea Dix: Reform in Massachusetts* Lesson 2: *A Woman’s Crusade: Dorothea Dix* Lesson 3: *The Duties of Governments: Dix vs. Pierce* Lesson 4: *Out of Jails into Asylums: The Mission of Dorothea Dix* Lesson 5: *Exposés in Different Eras: The Works of Dorothea Dix and Burton Blatt*

Unit 4—Freak Shows : Lesson 1: *The Father of Lavish Advertising: P.T. Barnum* Lesson 2: *General Tom Thumb: Star or Spectacle?* Lesson 3: *A Woman’s Story: The Autobiography of Mrs. Tom Thumb*

Unit 5—Out of Sight, Out of Mind: Conscientious Objectors in World War II : Lesson 1: *Conscience and Public Service* Lesson 2: *Out of Sight, Out of Mind* Lesson 3: *Making a Difference*

Unit 6—Deaf Culture and Diversity : Lesson 1: *American Deaf Culture: A History of Language* Lesson 2: *American Deaf Culture: Deaf Art*

Unit 7—Intelligence Testing : Lesson 1: *The Testing of the Feeble-minded Immigrants* Lesson 2: *Lippmann vs. The Testers: Can Intelligence Be Measured?*

Unit 8—Eugenics : Lesson 1: *Eugenics in the Hospital: The Death of the Bollinger Baby* Lesson 2: *Three Generations of Imbeciles... Eugenic Sterilization in America* Lesson 3: *American Influences on Eugenics in Nazi Germany*

Unit 9—Social Model of Disability : Lesson 1: *Johnny Can’t Play: The Charity Model of Disability* Lesson 2: *To Help the Unfortunate: Benevolence and American Charities*

The **Education for Disability and Gender Equity (EDGE)** Web site is specifically made for high school students. Its Teacher’s Guide contains an Overview and topics include Disability and Gender/Common Threads; About the EDGE Web site; Using the Guide; and Lessons in Physics, Biology, Government and Culture. Lessons include plans, activities, resources, notable people, before and after guides, and a self-test. The goal of the lessons is to show interesting facts and ideas about sciences and humanities that look at men and women with disabilities.

<http://www.disabilityhistory.org/dwa/edge/curriculum/>

Kansas Youth Empowerment Academy (KYEA) www.kyea.org

Since 2005, KYEA has worked very closely with schools across Kansas to educate students with **AND** without disabilities about disability history and awareness. KYEA travels throughout the state and can provide presentations on:

Disability Heritage Project: Leaders in our young adult community present on various topics surrounding disability heritage, culture, awareness, and the struggles and triumphs that mark our history. **Audiences learn what leaders, laws, and movements paved the road to the freedom of our future. This presentation is interactive, informative, and can benefit any group of youth or classroom from elementary to college age.**

Disability Awareness Training: This presentation brings people together through awareness. The training covers various disability etiquette topics such as proper language, team building, interaction, personal stories, and much more! Audiences of all ages can learn more about awareness and how to interact with people who have disabilities.

Other Presentation Topics: Advocacy, Self-Esteem, Goal Setting, Leadership and Empowerment

For more information, contact: Kansas Youth Empowerment Academy, 517 B SW 37th St., Topeka, KS 66611, (785)215-6655, Carrie Greenwood, Program Coordinator.

The Web site for **Gallaudet University** offers “History though Deaf Eyes.” It contains information and pictures related to the history of individuals with deafness. The site also offers a link for ordering a PBS documentary, “Through Deaf Eyes,” and the book *Through Deaf Eyes: A Photographic History of an American Community*, as well as a poster set.

The **Journal of Literary Disability** publishes issues that contain between five and seven articles and reviews on the literary and cultural representation of disability, literary and cultural disability theory, and writings by people with disabilities. The journal also includes reviews of books about the literary and cultural representation of impairment and disability.

<http://www.journalofliterarydisability.com/>

The **Public Broadcasting Corporation/Arthur web site** contains online games and activities that can be printed and used in the classroom, including, but not limited to:

Marina’s Guide to Braille, Braille Key, Braille Name Tag, Fingerspelling, Word Puzzle, Talking and Learning with Sight, and Signing Create Your Own Captions

Reflections and Projects

Cool Tools

<http://pbskids.org/arthur/index.html>

ReadWriteThink is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. Its Web site offers a wide array of research-based lesson plans with student-ready materials, such as worksheets, interactives, and other Web resources. <http://www.readwritethink.org/>

http://www.readwritethink.org/lessons/lesson_view.asp?id=890 — “It’s Okay to Be Different: Teaching Diversity with Todd Parr” (grades K–2: four 50- to 60-minute sessions). The lesson introduces the topic of diversity through Todd Parr’s book, *It’s Okay to Be Different*. Students participate in discussions designed to encourage empathy and explore the idea of what makes us diverse. They then create books to help educate their peers.

http://www.readwritethink.org/lessons/lesson_view.asp?id=256 — “Exploring Disability Using Multimedia and the B-D-A Reading Strategy” (grades 9–12: four 50-minute sessions). Students apply the B-D-A (before-during-after) reading comprehension strategy as they explore varied aspects of disability by investigating interactive multimedia resources. Students participate in pre-reading, during reading, and post-reading comprehension monitoring activities as they make predictions, take notes, summarize, and state main ideas.

http://www.readwritethink.org/lessons/lesson_view.asp?id=1011 — “Inclusive Stories: Teaching about Disabilities with Picture Books” (grades 9–12: four 50-minute sessions). Lessons use picture books to teach high school students about disabilities and help them discuss differences.

The Research and Training Center on Independent Living at the University of Kansas, <http://www.rtcil.org/products/index.shtml>, is committed to research and its use that enhances Independent Living for people with disabilities, including a resource entitled “Guidelines for Reporting and Writing About People With Disabilities”.

The Web site of San Francisco State University provides “A Chronology of the Disability Rights Movements from 1817 to 1996.” <http://www.sfsu.edu/~hrdpu/chron.htm>

Tolerance.org was developed by the Southern Poverty Law Center to host a variety of resources and lesson plans to promote diversity. Several activities focus on disability rights and disability awareness, and additional lessons on this site explore related issues. The disability awareness and history lessons include:

<http://www.tolerance.org/teach/activities/activity.jsp?ar=872> — “The ABCs of Disability Rights Civil Rights and Americans with Disabilities: Early Grades Activity”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=631> — “Civil Rights and Americans with Disabilities: Early Grades Activity”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=632> — “Civil Rights and Americans with Disabilities: Middle Grades Activity”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=633> — “Civil Rights and Americans with Disabilities: Upper Grades Activity”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=85> — “Disability Awareness: We’re In It Together”

The **Yes I Can** curriculum was developed at the University of Minnesota’s Institute on Community Inclusion (ICI). This curriculum includes 20 lessons to be presented in weekly classes of 45–60 minutes. Although some lessons can be completed within one class period, many require multiple sessions. ICI recommends that the program be offered over an academic year to allow sufficient time for development of partner relationships and acquisition of skills and knowledge. Master copies of handouts and overheads accompany the curriculum.

<http://ici.umn.edu/yesican/program/default.html> **Lesson 1: Orientation Lesson 2: Introductions Lesson 3: A New Way of Thinking Lesson 4: How We’re Alike Lesson 5: Myths and Misconceptions Lesson 6: Quality-of-Life Issues Lesson 7: Understanding Friendships Lesson 8: Developing Communication Skills Lesson 9: Characteristics and Needs of Persons with Autism and Mental Retardation Lesson 10: Characteristics and Needs of Persons with Physical and Other Disabilities Lesson 11: Enhancing Sensitivity Lesson 12: Everyone’s a Winner Lesson 13: Being a Team Member Lesson 14: Legal and Human Rights Lesson 15: Being an Advocate Lesson 16: Self-Determination and Self-Advocacy Lesson 17: Person-Centered Social Inclusion Planning Lesson 18: Making a Difference Lesson 19: “Yes I Can” Review Lesson 20: Planning the “Yes I Can” Celebration**

VSA Arts has developed several programs for disability and history awareness. The Express Diversity! resource guide contains teacher materials to provide 12–20 hours of art activities for the “non-art” teacher. Art activities range from creative writing to visual arts to drama and are the basis of the resource guide lesson plans. The lessons may be used at any time during the year or targeted to commemorate Disability Awareness Month or Exceptional Children’s Week. Express Diversity! is available in alternative formats. <http://www.vsarts.org/x595.xml>

<http://www.vsarts.org/> <http://www.vsarts.org/x2178.xml> — **A Portrait of an Artist-Scientist** educational kit profiles artist Mark Parsons, who has multiple sclerosis, and incorporates his experience with both disability and science into his works of art. Classroom activities listed in the teacher guide allow students to more fully explore the topics of heredity, DNA, and visual art. These activities meet national standards for science, art, and thinking and reasoning.

<http://www.vsarts.org/x1132.xml> — **Let Your Style Take Shape** is a downloadable resource that provides educators with suggestions for creating inclusive educational environments and provides teachers with cross-curricular lessons that meet national standards for math and the visual arts.

<http://www.vsarts.org/x2274.xml> — **Writing Spotlight** includes short literary works by prominent writers with disabilities. Designed to engage middle and high school students and encourage dialogue about disability and diversity, each Writing Spotlight is accompanied by discussion questions and writing activities to promote language arts skills, including reading comprehension and creative writing. Download and photocopy the Writing Spotlights to use in your classroom. Writing Spotlight is published three times a year.

The **Yale-New Haven Teachers Institute** has a Web site that contains a curriculum unit by Mary Ellen Leahy entitled “Getting to Know Your Classmates with Special Needs”. The content includes a narrative, materials for classroom use, a reading list for students, and three lessons.

<http://www.yale.edu/ynhti/curriculum/units/1992/1/92.01.05.x.html>

www.museumofdisability.org One of the best websites related to disability history and teaching in classrooms. There is a whole section on teacher resources, curriculum, timelines, and great activities. The best part is... it is very interactive!

www.disabilitymuseum.org An excellent resource for pictures and artifacts from disability history. This site is supposed to have teacher resources in the near future.

Family, Career and Community Leaders of America (FCCLA)

<http://www.ksde.org/Default.aspx?alias=www.ksde.org/ksfccla>

ONLINE VIDEOS

Disability Media Initiative: Sharing Stories of People with Disabilities –

<http://dmi-us.blogspot.com>

PSA for Employment of People with Disabilities - www.youtube.com/watch?v=BG_W7wAe1kw

Succeeding in College and at Work: Students with Disabilities Tell Their Stories-
http://adaptiveenvironments.org/neada/site/student_videos

“I’m Tyler” – www.imtyler.org



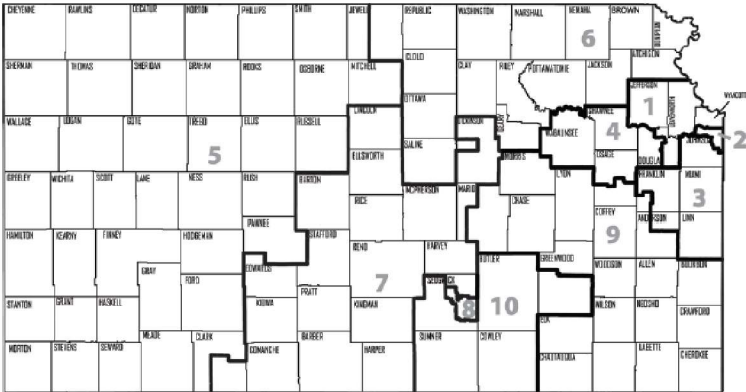
Kansas State Board of Education
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Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

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 Adopted 5/2009



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An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612 (785) 296-3201