

Disability History and Awareness Month

A Resource Guide

Provided by the

Governor's Advisory Council for Exceptional Citizens (GACEC)



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This guide is designed to assist teachers, schools and school districts with the implementation of Disability History and Awareness Month activities in the classroom and school-wide. Additional information and resources may be obtained by contacting the Governor's Advisory Council for Exceptional Citizens (GACEC) at 302-739-4553. Also contact the GACEC for other locations for additional resources. The use of any item in this resource should not be construed as an endorsement by the GACEC of that item, its publisher, or its producer.

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Special thanks to the Florida Department of Education. Their Resource Guide provided a template that we have used to assist in developing this guide for the State of Delaware.

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Introduction

House Concurrent Resolution (HCR) 19, entitled “**Disability History and Awareness Month**” was introduced on June 10, 2009. The legislation designates the month of October as Disability History and Awareness Month. This resolution encourages school districts to provide instruction for students in all K-12 public schools to expand student knowledge, understanding, and awareness of individuals with disabilities and disability rights history. This resource guide was designed to assist school districts and educators in meeting the intent of the resolution. A copy of HCR 19 is included for further understanding of the legislation.

A list of promotional ideas is included in this guide. These ideas are designed to help schools and school districts that want to do more to promote disability history and awareness. There are many more ideas out there. As other ideas and information become available they will be available through the Governor’s Advisory Council for Exceptional Citizens (GACEC).

The following resources are included to assist schools and districts. Use of these resources is at the option of the district.

- A copy of House Concurrent Resolution (HCR) 19 has been provided on page 6.
- A letter for parents has also been included. It provides some basic information about HCR 19, inclusiveness of disabilities, and the history of special education in Delaware. This is a sample and may be modified to meet the needs of districts and schools that choose to send letters home to families. The letter may be modified to include any activities that may be conducted during October.
- Information recognizing the contributions of various individuals with disabilities is included. It is intended to raise awareness of the abilities of many individuals who happen to have a disability. This information can be sent home with a letter to parents to facilitate discussions at home. It can also be used as part of a classroom discussion with a focus on the individual’s abilities. Students can be asked to research more on these individuals and the time in which they lived. Students can conduct research to find out information on other individuals with disabilities and their contributions. This list is not comprehensive. Students may add to it.
- Disability etiquette documents are included to act as a starting point to helping people to feel more comfortable speaking with individuals with disabilities. However, the most important point to emphasize is that etiquette simply means good manners. When the disability etiquette documents are used in a classroom discussion, it is helpful to point out similarities with everyday good manners.
- Two 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). One document is a narrative handout explaining why people first language is important. The second document is a chart that contains examples of people first language that can also be enlarged and used as a poster.

- For middle and high school teachers, there are suggestions for classroom activities and discussion related to educational and civil rights laws.

This guide ends with a listing of agencies in Delaware that provide services to or advocate on behalf of individuals with disabilities and their families and a number of web sites containing a variety of games, activities and lesson plans that can be integrated within an overall curriculum for students at all levels (K-postsecondary).

**SPONSOR: Rep. Q. Johnson & Sen. Hall-Long
Reps. Barbieri, Bennett, Carson, J.
Johnson, Scott, B. Short, Walls**

**HOUSE OF REPRESENTATIVES
145th GENERAL ASSEMBLY**

**HOUSE CONCURRENT RESOLUTION
NO. 19**

**PROCLAIMING THE MONTH OF OCTOBER TO BE "DISABILITY HISTORY AND
AWARENESS MONTH" AND ENCOURAGING ALL DELAWARE SCHOOLS TO
PROVIDE INSTRUCTION AND EVENTS RELATED THERETO.**

1 WHEREAS, an estimated 115,000 Delaware residents, approximately 15% of the State's
2 population age 5 and over, have a disability; and

3 WHEREAS, the National Center for Education Statistics reported that Delaware served 18,857
4 students under the Individuals with Disabilities Act during the 2005-2006 school year; and

5 WHEREAS, research has shown that students with disabilities experience greater academic and
6 social challenges than non-disabled students; and

7 WHEREAS, the General Assembly finds that in order to ensure the full inclusion of all people
8 into society, there is a need to increase public awareness of the history of disabilities and the disability
9 rights movement; and

10 WHEREAS, the month of October is recognized nationally as Disability Awareness Month;
11 and

12 WHEREAS, the General Assembly finds that integrating disability history in the State's
13 education system, from kindergarten to grade twelve, during the month of October will help increase
14 awareness and understanding of the contributions that people with disabilities have made to our state,
15 county and the world; and

16 WHEREAS, the General Assembly finds that recognizing October as 'Disability History and
17 Awareness Month' and encouraging Delaware schools to include to instruction and events focusing on

18 disability history, people with disabilities and the disability rights movement will increase respect for
19 and acceptance of people with disabilities.

20 NOW, THEREFORE:

21

22 BE IT RESOLVED by the House of Representatives of the 145th General Assembly, with the
23 concurrence of the Senate, that the month of October is hereby declared to be ‘Disability History and
24 Awareness Month’ in this State.

25 BE IT FURTHER RESOLVED that the House of Representatives and Senate of the 145th
26 General Assembly hereby encourage all Delaware schools annually during the month of October to
27 provide instruction and events focusing on disability history, people with disabilities and the disability
28 rights movement, which may include supplementing existing lesson plans, holding school assemblies
29 and hosting guest speaker presentations.

30 BE IT FURTHER RESOLVED that upon passage a suitably prepared and duly authenticated
31 copy of this resolution be forwarded to the Secretary of the Delaware Department of Education and the
32 Superintendent of each of Delaware’s public school districts and charter schools.

SYNOPSIS

This concurrent resolution proclaims the month of October to be “Disability History and Awareness Month” in Delaware and encourages all Delaware schools annually during the month of October provide instruction and events focusing on disability history, people with disabilities and the disability rights movement.

Promotional Ideas for Disability History and Awareness Month

1. Use school marquees to recognize Disability History and Awareness Month.
2. Allow students to design posters related to Disability History and Awareness. Post student-designed posters and fliers in the school.
3. Utilize school and district Web sites to promote disability history and awareness.
4. Include biographical information on famous people with disabilities in morning announcements.
5. Encourage school district board to emphasize HCR 19 recognizing Disability History and Awareness Month in the month of October.
6. Distribute letter announcing Disability History and Awareness Month with flier to all parents (see sample letter and flier enclosed).
7. Distribute flyer with information on Disability History and Awareness Month to schools and teachers.
8. Ask teachers to incorporate into their lesson plans information about disabilities history and awareness (resource guide contains a number of Web sites that offer detailed lesson plans and activities).
9. Ask teachers to have students research various disabilities for greater understanding of their fellow students and the characteristics they may exhibit.
10. Post timeline of disability history in every school. Allow students to design timelines.
11. 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.
12. Host school-wide event(s).
13. Encourage student councils/student government in planning and implementing activities.
14. Contact disability advocacy organizations for potential speakers for assemblies in October.

Optional Letter for Parents

School District/School Name
Address
City, State Zip

Month xx, xxxx

Dear Parents:

House Concurrent Resolution 19, called "Disability History and Awareness Month," designates the month of October as Disability History and Awareness Month. The resolution also encourages Delaware public schools to provide information about disability history and promote the awareness of the contributions of individuals with disabilities.

One out of every five Americans is an individual with a disability. A person may be born with a disability or may acquire a disability through an accident or illness. A person may also 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, did school-aged children with disabilities have a right to a free appropriate public education (FAPE).

Delaware started one of its first special education classes in October of 1956 in Kent County, with one teacher and two students at the Delaware Day School in Dover. As of the December 30, 2008 unit count, approximately 19,299 students in Delaware have been identified as special education students and are participating in Delaware's public education system. These students are now graduating and going on to postsecondary education or moving into the workforce.

Now another first is occurring in October of 2009 with the passage of House Concurrent Resolution 19. We are proud to participate in promoting awareness of disability history and the contributions of individuals with disabilities now that the month of October 2009 has been designated as the first Disability History and Awareness Month in Delaware.

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)

OVERVIEW OF DISABILITY ETIQUETTE

When people know what is expected of them in certain situations, they can feel more comfortable and help those around them be more careful. Etiquette, or good manners, helps people know what to do. This overview is designed to let people know some of the etiquette to follow when meeting people with disabilities.

Remember introductions. When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, identify the person to whom you are speaking. Indicate the end of a conversation when you leave someone who is blind or has severe visual impairment.

When introduced to a person, 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. If the person cannot shake hands, they will let you know.

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

Speak directly to the person you are addressing rather than to a companion or sign language interpreter who may be with the person with a disability. When talking with a person with a disability use a natural conversational tone and speed.

Listen attentively when you are talking with a person with a disability. If the person 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 not sure. It is okay to ask them to repeat what they said. Also, you can repeat what you have understood and allow the person to respond.

Respect people's personal space. A wheelchair is considered to be part of the personal body space of the person who uses it. Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is not appropriate.

When having a conversation with a person who uses a wheelchair, consider pulling up a chair or moving to an area where you can sit. This places both of you at eye level 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 when you speak. Be sensitive to those who "read lips" by placing yourself facing a light source and keep your face visible by keeping hands, papers, cigarettes and food away from your mouth.

If guiding a person with a visual impairment, let them take your arm. Never take their hand and lead them or push them forward from behind. Describe your surroundings as you walk. Describe what is

coming up, such as steps or obstacles. Do not leave the person in an open space, guide them to a chair or the wall or to a group of people and make introductions.

Guide dogs are working mobility tools. Do not pet them, feed them, or distract them while they are working.

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

Do not make assumptions about what a person can or cannot do based on their disability. All people are different, and have a wide variety of skills and personalities, including persons with disabilities or special needs.

The following pages have information on disability etiquette from the University of Texas at Arlington Advisor Handbook and People First Language from Kathie Snow and the Disability Is Natural web page.

Disability Etiquette 101

General Etiquette

- Speak about a person with a disability by first referring to the person and then to the disability. 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.

Sensitivity to Blindness and Visual Impairments

The following points of etiquette are helpful to keep in mind when interacting with a person who is blind or visually impaired.

- Introduce yourself to people who are blind or visually impaired using your name and/or position, especially if you are wearing a name badge containing this information.
- Speak directly to people who are blind or visually impaired, not through a companion, guide, or other individual.
- Speak to people who are blind or visually impaired using a natural conversational tone and speed.
- Address people who are totally blind or severely visually impaired by name when possible. This is especially important in crowded areas.
- Immediately greet people who are blind or visually impaired when they enter a room or a service area. This allows you to let them know you are present and ready to assist. It also eliminates uncomfortable silences.
- Indicate the end of a conversation with a person who is totally blind or severely visually impaired to avoid the embarrassment of having them continue speaking when no one is actually there.
- Feel free to use words that refer to vision during the course of conversations with people who are blind or visually impaired. Vision-oriented words such as look, see, and watching TV are a part of everyday verbal communication. The words blind and visually impaired are also acceptable in conversation.
- Be precise and thorough when you describe individuals, places, or things to people who are totally blind. Don't leave things out or change a description because you think it is unimportant or unpleasant. It is also important to refer to specific people or items by name or title instead of general terms like "you", or "they" or "this."
- Feel free to use visually descriptive language. Making reference to colors, patterns, designs, and shapes is perfectly acceptable.
- Offer to guide people who are blind or visually impaired by asking if they would like assistance. Offer them your arm. It is not always necessary to provide guided assistance; in some instances it can be disorienting and disruptive. Respect the desires of the person you are with.
- Guide people who request assistance by allowing them to take your arm just above the elbow when your arm is bent. Walk ahead of the person you are guiding. **Never grab a person who is blind or visually impaired by the arm and push him/her forward.**
- Guide dogs are working mobility tools. Do not pet them, feed them, or distract them while they are working.
- Do not leave a person who is blind or visually impaired standing in "free space" when you serve as a guide. Always be sure that the person you guide has a firm grasp on your arm, or is leaning against a chair or a wall if you have to be separated momentarily.
- Be calm and clear about what to do if you see a person who is blind or visually impaired about to encounter a dangerous situation. For example, if a person who is blind is about to bump into a stand in a hotel lobby, calmly and firmly call out, "Wait there for a moment; there is a pole in front of you."

Interacting with people who have speech disabilities

There are a variety of disabilities, such as stroke, cerebral palsy, and deafness that may involve speech impairments. People with speech disabilities communicate in many different ways.

- People who have speech disabilities may use a variety of ways to communicate. The individual may choose to use American Sign Language, write, speak, use a communication device, or a combination of methods. Find out the person's preferred method and use it.
- Be appropriate when speaking with a person with a speech disability. Never assume that the person has a cognitive disability just because he or she has difficulty speaking.
- Move away from a noisy source and try to find a quiet environment for communicating with the person.
- If the person with a speech disability has a companion or attendant, talk directly to the person. Do not ask the companion about the person.
- Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod, or shake of the head.
- If you do not understand what the person has said, do not pretend that you did. Ask the person to repeat it. Smiling and nodding when you have no idea what the person said is embarrassing to both parties. Instead, repeat what you have understood and allow the person to respond.
- When you have difficulty conversing on the telephone with the person, suggest the use of a speech-to-speech relay service so that a trained professional can help you communicate with the person. Either you or the person can initiate the call free of charge via the relay service.
- If the person uses a communication device, make sure it is within his or her reach. If there are instructions visible for communicating with the person, take a moment to read them.
- Do not make assumptions about what a person can or cannot do based on his disability. All people with disabilities are different and have a wide variety of skills and personalities.

Adapted from the University of Texas at Arlington *Advisor Handbook*, <http://www.uta.edu/uac/uac/advisor-handbook/>.

A Few Words About People First Language Revolutionary Common Sense by Kathie Snow

Visit www.disabilityisnatural.com to see the original, full-length article.

People with disabilities constitute our nation's largest minority group. It's also the most inclusive: all ages, genders, religions, ethnicities, sexual orientations, and socioeconomic levels are represented. Yet the only thing people with disabilities have in common is being on the receiving end of societal misunderstanding, prejudice, and discrimination. And this largest minority group is the only one that *anyone can join, at any time*: at birth, in the split second of an accident, through illness, or during the aging process. If and when it happens to *you*, how will you want to be described?

Words matter! Old and inaccurate descriptors perpetuate negative stereotypes and reinforce an incredibly powerful attitudinal barrier—the *greatest obstacle facing individuals with disabilities*. A disability is, first and foremost, *a medical diagnosis*, and when we define people by their diagnoses, we devalue and disrespect them as individuals. Do *you* want to be known primarily by your psoriasis, gynecological history, or the warts on your behind? Using medical diagnoses incorrectly—as a measure of a person's abilities or potential—*can ruin people's lives*.

Embrace a new paradigm: "Disability is a natural part of the human experience..." (*U.S. Developmental Disabilities/Bill of Rights Act*). Yes, *disability is natural*, and it can be *redefined* as a "body part that works differently." A person with spina bifida has legs that work differently, a person with Down syndrome learns differently, and so forth. People can no more be *defined* by their medical diagnoses than others can be defined by gender, ethnicity, religion, or other traits! A diagnosis may also become a *sociopolitical passport* for services, entitlements, or legal protections. Thus, the *only places* where the use of a diagnosis is relevant are medical, educational, legal, or similar settings.

People First Language puts the person *before* the disability, and describes what a person *has*, not who a person *is*. Are you "cancerous" or do you have cancer? Is a person "handicapped/disabled" or does she "have a disability"? Using a diagnosis as a defining characteristic reflects prejudice, and also robs the person of the opportunity to define himself.

Let's reframe "problems" into "needs." Instead of, "He has behavior problems," we can say, "He needs behavior supports." Instead of, "She has reading problems," we can say, "She needs large print." "Low-functioning" or "high-functioning" are pejorative and harmful. Machines "function;" people live! And let's eliminate the "special needs" descriptor—it generates pity and low expectations!

A person's self-image is tied to the words used about him. People First Language reflects good manners, not "political correctness," and it was started by individuals who said, "*We are not our disabilities!*" We can create a new paradigm of disability and change the world in the process. Using People First Language is right—*just do it, now!*

A Few Examples of People First Language

Say:

Children/adults with disabilities.
He has a cognitive disability.
She has autism.
He has Down syndrome.
She has a learning disability.
He has a physical disability.
She uses a wheelchair.
He receives special ed services.
People without disabilities.
Communicates with her eyes/device/etc.
Congenital disability/Brain injury
Accessible parking, hotel room, etc.

Instead of:

Handicapped, disabled, special needs
He's mentally retarded.
She's autistic.
He's Down's/mongoloid.
She's learning disabled.
He's a quadriplegic/crippled.
She's confined to/wheelchair bound.
He's in special ed; a special ed kid.
Normal or healthy people.
Is non-verbal.
Birth defect/Brain damaged
Handicapped parking, hotel room, etc.

Pull-Quote: The difference between the right word and the almost right word is the difference between lightning and the lightning bug. Mark Twain

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LEGAL ASPECTS AND OPTIONAL RELATED ACTIVITIES

Overview of Significant Laws

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

Education

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

Civil Rights

The Americans with Disabilities Act (ADA) was passed in 1990 and is a civil rights law. This law 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.”

Another important right for all Americans is the right and the ability to vote. However, the 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 of 1920, that women gained the right to vote. The fifteenth amendment was passed in 1870 but race was still a factor until the passage of the Voting Rights Act. The Voting Rights Act of 1965 re-confirmed 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, particularly in the South. 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 persons with disabilities. This accessibility includes non-visual accessibility for the blind and visually impaired and assistance for individuals with other disabilities so that they are provided the same opportunity for access and participation (including privacy and independence) as is provided 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

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 pre-service 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 non-productivity.

(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. 12102. Definitions

As used in this chapter:

(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 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 non-visual 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 Activities Related to Pages 18-25

1. Have students read the Acts provided on pages 18-25. 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. America has had 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 for.

Adapted from the Disability History and Awareness Weeks: A Resource Guide from the Florida Department of Education and the U.S. Department of Justice, Civil Rights Division Voting Section, "Introduction to the Federal Voting Act."

Resources

WITHOUT THE CONTRIBUTIONS OF INDIVIDUALS WITH DISABILITIES, WHAT WOULD OUR WORLD BE LIKE TODAY?

Alexander Graham Bell

The inventor of the telephone was hard of hearing and had a learning disability.

Harriet Tubman

The woman who was called “the Moses of her people” led many slaves to freedom on the Underground Railroad. At the age of twelve, she was seriously injured by a blow to the head for refusing to assist in tying up a man who had attempted escape. The injury caused her to have seizures throughout the rest of her life.

Helen Keller

She became the first deaf and blind person to earn a college degree. She went on to become an author, political activist and public speaker.

Annie Sullivan

Helen Keller’s teacher and lifelong friend was herself nearly blind due to a childhood illness.

Thomas Edison

Teachers told him he was too stupid to learn anything but in spite of his learning disability, considered to be Attention Deficit Hyperactivity Disorder (ADHD), he went on to patent over 1000 inventions, including the light bulb and phonograph (record player).

Itzhak Perlman

The world’s greatest living violinist walks with the help of crutches and leg braces. He contracted polio when he was four years old.

Tom Cruise

Tom Cruise is one of the world's most popular movie star, with films grossing nearly three billion dollars. Cruise says he was diagnosed as dyslexic at seven but learned to get directors and producers to discuss characters and films in order to make good impressions at early auditions.

Pythagoras

The Greek who is often called “the first pure mathematician” had epileptic seizures.

Vincent van Gogh

Various biographies describe this artist as having episodes of epilepsy, depression, psychotic attacks, delusions, and bipolar disorder.

Sir Winston Churchill

The prime minister of Great Britain through World War II stuttered and worked hard all of his life to overcome a speech impediment.

Stephen Hawking

He has come to be thought of as the greatest mind in physics since Albert Einstein. He uses a wheelchair and speaks through a computer and voice synthesizer, due to Lou Gehrig's disease (amyotrophic lateral sclerosis, a disease that affects muscle control).

Eleanor Roosevelt

The wife of America's 32nd president was a tireless social reformer and activist with what we now call attention deficit disorder (ADD).

Christopher Reeve

Best known as Superman, he was also a director and activist. He was paralyzed in an equestrian competition in 1995 after sustaining a spinal cord injury.

James Earl Jones

This well-known actor, widely acclaimed for being the voice of such powerful characters as Darth Vader in the Star Wars films and Mufasa in The Lion King had a stuttering problem as a child and still struggles with the problem.

Chris Burke

He was the first person with Down Syndrome to star in a weekly television series, portraying a character named 'Corky' for four years on the television series, Life Goes On.

Jim Abbott

Although born with only one hand, he became the first baseball player to win the AAU's Sullivan Award as the top amateur athlete of the year in 1987. In 1989, in his first season as a professional, he won more games as a rookie than any other previous player.

Marlee Matlin

Deaf since she was eighteen months old, she is the youngest woman to win the Academy Award for Best Actress in a Leading Role, which she won at the age of 21.

YOU CAN MAKE A DIFFERENCE, TOO!

May be duplicated for classroom and other educational purposes.

RESOURCES

PLEASE NOTE : THIS LIST REPRESENTS ONLY A FEW OF THE AGENCIES IN DELAWARE THAT PROVIDE SERVICES TO OR ADVOCATE ON BEHALF OF INDIVIDUALS WITH DISABILITIES AND THEIR FAMILIES

Governor's Advisory Council for Exceptional Citizens (GACEC)

<http://gacec.delaware.gov/> serves as the review board for policies, procedures and practices related to the delivery of services for all citizens with exceptionalities/disabilities in Delaware. The GACEC also serves as the Individuals with Disabilities Education Act (IDEA) advisory panel to agencies providing educational services/programs for children (birth through age 26). GACEC's primary function is advisory, with an advocacy by-product when necessary to achieve its mission.

Developmental Disabilities Council (DDC) <http://ddc.delaware.gov/default.shtml> addresses the unmet needs of people with developmental disabilities through system-wide advocacy, planning and demonstration projects, such as the Partners in Policymaking advocacy training program. The mission of the Delaware Developmental Disabilities Council is to promote and embrace inclusion, equality and empowerment.

Council for Exceptional Children (CEC) <http://www.cec.sped.org> is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. The Delaware CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

Exceptional Children/Early Childhood Group/Delaware Department of Education http://www.doe.k12.de.us/infosuites/students_family/specialed/default.shtml The Exceptional Children/Early Childhood Group, Delaware Department of Education, administers programs for students with disabilities and for gifted students. Additionally, the Exceptional Children/Early Childhood Group coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.

Parent Information Center <http://www.picofdel.org/>

The Parent Information Center operates a resource center that provides parents, educators, and other Delawareans with access to materials about exceptional student education, student services, juvenile justice education, early intervention, parent and professional partnerships, and many other topics.

Autism Delaware <http://www.delautism.org/> is a multifaceted, effective professional staff and volunteer non-profit organization serving people and families affected by autism in Delaware. Visit their web site for fact sheets relating to autism, autism related disorders and activities throughout the State.

Best Buddies Delaware www.bestbuddiesdelaware.org is part of a national nonprofit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities.

The Delaware Assistive Technology Initiative (DATI) <http://www.dati.org/> connects Delawareans who have disabilities with the tools they need in order to learn, work, play and participate in community life safely and independently. DATI has an Assistive Technology Resource Center (ATRC) in each of Delaware's three counties. These centers are barrier-free, open to the public and contain examples of all types of AT. Highly-qualified Assistive Technology Specialists are available to demonstrate equipment and help identify technology options for a given need.

Special Olympics Delaware (SODE) <http://www.sode.org/> provides year-round sports training and athletic competition in a variety of Olympic-type sports for children two years of age and older and adults with intellectual disability (or other significant learning or vocational problems), giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Disabilities Law Program (DLP) of the Community Legal Aide Society, Inc. <http://www.declasi.org/dis.html> is designated by the Governor as the Protection and Advocacy agency in Delaware. This program provides advocacy services to Delaware residents with physical or mental disabilities in regard to legal problems that are related to their disability.

Web Sites

These Web sites are provided to help educators, schools, and interested persons integrate disability history and awareness in their curriculum. Please choose age-appropriate resources from the selected international, national, and state Web sites with links to activities. This is only a sample of the materials available to provide instruction on accessibility, awareness, disabilities history and inclusion.

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

ADL Curriculum Connections: Anti-Bias Lesson Plans and Resources for K–12 Educators This site provides curriculum suggestions for teaching disability history. 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 thru 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://pbskids.org/arthur/parentsteachers/lesson/index.html>

The **Public Broadcasting Corporation/Arthur’s Communication Adventure: Exploring Inclusion and Accessibility** web site contains online games and activities, targeting kids between the ages of four and eight, 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

www.disabilitystudiesforteachers.org

Center on Human Policies: Disability Studies for Teachers This site is a reference tool for teachers in grades 6-12. It includes lesson plans, activities, and materials for teaching disability history.

www.disabilitymuseum.org

Disability History Museum This site promotes understanding about the historical experience of people with disabilities by recovering, chronicling, and interpreting stories through documents and visual stills.

www.disabilityhistory.org/index.html

Disability Social History Project This resource is a community history project that provides information about famous activists in the disability movement, a disability history timeline, and related information.

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

Education for Disability and Gender Equity (EDGE) is a Web experience specifically for high school students. Its Teacher’s Guide contains an Overview. 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.disabilitystudiesforteachers.org/>

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.

Unit 1—Introduction to Disability includes

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: *Exposes 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*

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

Disability is Natural is a web site developed and maintained by Kathie Snow has as its mission to encourage new ways of thinking about developmental disabilities. The site has a lot of information, articles and products focusing on disability awareness and inclusion.

<http://www.familyvillage.wisc.edu/>

The **Family Village** web page connects to a number of resources on disability history.

<http://depts.gallaudet.edu/deafeyes/about.html>

The 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.

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

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.mnddc.org/>

The Minnesota Governor’s Council on Developmental Disabilities seeks to provide information, education, and training to build knowledge, develop skills, and change attitudes that will lead to increased independence, productivity, self determination, integration and inclusion (IPSII) for people with developmental disabilities and their families. This site provides a wealth of information on disability history and advocacy.

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

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 researched-based lesson plans with student-ready materials such as worksheets, interactives, and other Web resources.

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 through 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 through 12: four 50-minute sessions). Lessons use picture books to teach high school students about disabilities and help them discuss differences.

<http://www.sfsu.edu/~hrdpu/chron.htm>

This Web site of **San Francisco State University** provides “A Chronology of the Disability Rights Movements from 1817 to 1996.”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=872>

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. The disability awareness and history lessons include:

<http://www.tolerance.org/teach/activities/activity.jsp?ar=631>

“The ABCs of Disability Rights 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”

<http://ici.umn.edu/yesican/program/default.html>

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.

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*

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

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/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.

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

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.

Lesson 1: *The Braille Alphabet*

Lesson 2: *Sign Language – How Does It Work*

Lesson 3: *What It's Like to Have a Learning Disability*

<http://www.r-word.org/>

“Spread the Word to End the Word” campaign. The goal of this national campaign sponsored by Special Olympics is to make people stop and think about the hurtful and insulting use of the word “retard.” Campaigns across the nation in college campuses and high schools are raising the consciousness of society about the dehumanizing and hurtful effects of the ‘R’ word and urging people to resolve to stop using it as an insult, casual or intended. Visit this web site or the Special Olympics web site for more tools and resources to help raise awareness and encourage people to take the ‘R’ word pledge.

http://www.specialolympics.org/so_get_into_it.aspx

http://info.specialolympics.org/Special%20Olympics%20Public%20Website/English/Initiatives/Schools_and_Youth/SOGII/Default.htm

The Special Olympics “Get Into It” campaign provides curriculum that teachers can use to teach about tolerance and acceptance. It also introduces students to some of the activities provided by Special Olympics nationally and internationally. The curriculum is divided into sections to be used with different age groups.