

# **Disability History and Awareness: A Resource Guide**



**“Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.”**

*Section 1003.4205(1)(3)(c), Florida Statutes*

**Florida Department of Education  
2008**

This guide is one of a series of publications available through the Bureau of Exceptional Education and Student Services, designed to assist school districts, state agencies that operate or support educational programs, and parents in the provision of special programs.

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## INTRODUCTION

Senate Bill 856 created section 1003.4205, Florida Statutes, entitled “Disability History and Awareness Instruction.” This bill was signed into law by Governor Crist on June 13, 2008. Although the law requires school districts to designate the first two weeks of October as Disability Awareness and History Weeks, provision of history and awareness activities are at the discretion of the district.

The bill 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 in meeting the intent of the bill. A copy of Senate Bill 856 is included for further understanding of the legislation.

A list of optional promotional ideas is included in this guide. These 20 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 listed on the Bureau of Exceptional Education and Student Services Web site under the Resources section at <http://www.fldoe.org/ese/linkhome.asp>.

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

- A resolution has been provided. Changes can be made as necessary to fit the needs of individual school districts.
- A letter for parents has also been included. It provides some basic information about Senate Bill 856, inclusiveness of disabilities, and the history of special education in Florida. Again, this is a sample and may be changed. Districts and schools that choose to send letters home to families may modify this letter to meet their needs, including adding any activities they may be conducting during these two weeks.
- A flier included in this guide recognizes the contributions of various individuals with disabilities. It is intended to raise awareness of the abilities of many individuals who happen to have a disability. It 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.
- Disability etiquette documents are included because many people become uncomfortable when they do not know how to act in certain 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.

- 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.
- Classroom activities have been included for elementary students as well as middle school and high school students. For the elementary teacher, *Arthur’s Communication Adventure: Exploring Inclusion and Accessibility* may 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.” For middle and high school teachers, there are suggestions for classroom activities and discussion related to educational and civil rights laws.
- “Meeting the Different Needs of Students: 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. It is suggested that before implementing any of the activities, teachers take a moment to read the section.

This guide concludes with a listing of Web sites that contain a variety of games and activities and lesson plans that can be integrated within an overall curriculum for students at all levels (K-postsecondary).





## SENATE BILL 856

Be It Enacted by the Legislature of the State of Florida:

**Section 1.** Section 1003.4205, Florida Statutes, is created to read:

1003.4205 Disability history and awareness instruction.--

(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as "Disability History and Awareness Weeks."

(2)(a) During this 2-week period, students may be provided intensive instruction to expand their knowledge, understanding and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

(b) The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

(3) The goals of disability history and awareness instruction include:

(a) Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.

(b) Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.

(c) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

**Section 2.** State postsecondary institutions are encouraged to conduct and promote activities on their campuses which provide education, understanding, and awareness of individuals with disabilities, disability history, and the disability rights movement.

**Section 3.** This act shall take effect July 1, 2008.



Optional Promotional Ideas  
for Disability History  
and Awareness Weeks



## **OPTIONAL PROMOTIONAL IDEAS FOR DISABILITY HISTORY AND AWARENESS WEEKS**

1. Hang banners at all schools and/or use school marquee to recognize Disability History and Awareness Weeks.
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. Utilize 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 school district board to pass resolution recognizing Disability History and Awareness Weeks (see sample resolution in packet).
6. Distribute letter announcing Disability History and Awareness Weeks with flier to all parents (see sample letter and flier enclosed).
7. Ask local PTA/PTO to include articles related to disability history and awareness in their newsletters.
8. Ask local PTA/PTO to include activity related to disability history and awareness in their October PTA meeting (or every meeting).
9. 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).
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 disability rights movement.
12. Contact your local media concerning articles and stories related to disability history or awareness in the paper during Disability History and Awareness Weeks.

13. Recognize the achievement of local and other people with disabilities all year—focus on their abilities and achievements through district Web site, newsletters, morning announcements and working with local media for stories and article.
14. Ask schools to host school-wide event(s).
15. Involve parents and other members of community in planning and implementing activities at district- and school-level.
16. Encourage student councils/student government in planning and implementing activities at district- and school-level.
17. Encourage school libraries to add *The Noodle*, the Florida Youth Council newsletter to their materials (*The Noodle* may be downloaded free from [http://www.familycafe.net/index.php?option=com\\_content&task=category&sectionid=17&id=104&Itemid=81](http://www.familycafe.net/index.php?option=com_content&task=category&sectionid=17&id=104&Itemid=81)).
18. Provide training for teachers concerning disability history and awareness. Award in-service points for participation.
19. Encourage district and school personnel to participate in Disability Mentoring Day (DMD) on October 15, 2008. Additional information on DMD can be found at <http://www.floridadmd.org/>.
20. Designate a point person to coordinate disability history and awareness activities in the district.

These ideas and activities have been developed to promote disability history and awareness in Florida by representatives of the Florida Department of Education, Bureau of Exceptional Education and Student Services and Workforce Education, the Family Café, the Florida Developmental Disabilities Council, and the Florida Youth Council.

# Optional School Board Resolution

## SCHOOL BOARD RESOLUTION

**A Resolution designating the first two weeks in October 2008, as “Disability History and Awareness Weeks”** and encouraging our schools and universities to provide instruction on disability history, people with disabilities, and the disability rights movement.

**WHEREAS**, there are approximately 400,000 students with disabilities in Florida’s 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 provide instruction in disability history, people with disabilities, and the disabilities 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 \_\_\_\_\_ County** that the Board urges our schools to provide intensive instruction on disability history, people with disabilities, and the disability rights movement, especially during the first two weeks of October, and periodically throughout the school year, and encourages other institutions to conduct and promote educational activities on those subjects.

**BE IT FURTHER RESOLVED that the first two weeks in October 2008, be recognized as “Disability History and Awareness Weeks” in \_\_\_\_\_ County, Florida.**

Approved by the Board on: \_\_\_\_\_  
(Date)

By: \_\_\_\_\_  
(Chair of the Board)



## Optional Letter for Parents

School District/School Name  
Address  
City, State Zip

Month xx, xxxx

Dear Parents:

On June 13, 2008, Governor Crist signed into law Senate Bill 856. The bill, called "Disability History and Awareness Instruction," requires school districts to designate the first two weeks of October as Disability History and Awareness Weeks. The bill also allows 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. A person 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, did school-aged children with disabilities have a right to a free appropriate public education.

Florida started the first special education class in 1926 in Jacksonville. Since 1926, specially designed instruction and related services have expanded throughout Florida. Now, approximately 400,000 students identified with disabilities are participating in Florida's public education and are graduating and going on to postsecondary education or employment.

We are proud to participate in promoting awareness of disability history and contributions of individuals with disabilities and to designate the first two weeks in October 2008 as Disability History and Awareness

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



## 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.

Adapted from "Disability Etiquette," from the United Spinal Association,  
<http://www.unitedspinal.org/disability-publications-resources/disability-publications/>.

# 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** by Kathie Snow

Visit [www.disabilityisnatural.com](http://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 which *anyone*

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

Mark Twain

*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, which is 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, medical, educational, legal, or similar settings are the *only places* where the use of a diagnosis is relevant.

**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" and 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:	Instead of:
Children/adults with disabilities.	Handicapped, disabled, special needs.
He has a cognitive disability.	He's mentally retarded.
She has autism.	She's autistic.
He has Down syndrome.	He's Down's/mongoloid.
She has a learning disability.	She's learning disabled.
He has a physical disability.	He's a quadriplegic/crippled.
She uses a wheelchair.	She's confined to/wheelchair bound.
He receives special ed services.	He's in special ed; a special ed kid.
People without disabilities.	Normal or healthy people.
Communicates with her eyes/device/etc.	Is non-verbal.
Congenital disability/Brain injury	Birth defect/Brain damaged
Accessible parking, hotel room, etc.	Handicapped parking, hotel room, etc.

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Rev. 02/08. Visit [www.disabilityisnatural.com](http://www.disabilityisnatural.com) for more new ways of thinking!

May be duplicated for classroom and other educational purposes.



# EXAMPLES OF PEOPLE FIRST LANGUAGE

BY KATHIE SNOW

VISIT [WWW.DISABILITYISNATURAL.COM](http://WWW.DISABILITYISNATURAL.COM) TO SEE THE COMPLETE ARTICLE

## SAY:

People with disabilities.

He has a cognitive disability/diagnosis.

She has autism (or a diagnosis of...).

He has Down syndrome (or a diagnosis of...)

She has a learning disability (diagnosis).

He has a physical disability (diagnosis).

She's of short stature/she's a little person.

He has a mental health condition/diagnosis.

She uses a wheelchair/mobility chair.

He receives special ed services.

She has a developmental delay.

Children without disabilities.

Communicates with her eyes/device/etc.

Customer

Congenital disability

Brain injury

Accessible parking, hotel room, etc.

She needs . . . or she uses . . .

## INSTEAD OF:

The handicapped or disabled.

He's mentally retarded.

She's autistic.

He's Down's; a mongoloid.

She's learning disabled.

He's a quadriplegic/is crippled.

She's a dwarf/midget.

He's emotionally disturbed/mentally ill.

She's confined to/is wheelchair bound.

He's in special ed.

She's developmentally delayed.

Normal or healthy kids.

Is non-verbal.

Client, consumer, recipient, etc.

Birth defect

Brain damaged

Handicapped parking, hotel room, etc.

She has a problem with . . .

She has special needs.

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

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Excerpted from Kathie's People First Language article, available at [www.disabilityisnatural.com](http://www.disabilityisnatural.com).

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**VISIT [WWW.DISABILITYISNATURAL.COM](http://WWW.DISABILITYISNATURAL.COM) FOR OTHER NEW WAYS OF THINKING!**







## 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 to 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. To facilitate teachers' ability to meet the range of instructional needs of students in their classrooms, this section identifies a variety of strategies. 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<sup>1</sup> 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 scenery.
- If students have problems remembering lines or reading from a script, allow them to improvise.

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<sup>1</sup> By Paula Kluth, with the assistance of Tracy Knight and Steve Taylor.

## 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 indentifying 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.
- Develop learning contracts with students who may want to do more complex or slightly different work on a given topic.
- 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).
- Give students many ways to understand the content of the documents—they might paraphrase what they read, act it out, or interview each other to learn how different people interpret the words.
- Give students background information before asking them to work with a document. If students are learning about P.T. Barnum, for instance, encourage them to read his biography.

Adapted from “Differentiated Instruction.” Center on Human Policy, Syracuse University, 2004.

Can be duplicated for classroom and other educational purposes.



# Legal Aspects and Optional Related Activities



# LEGAL ASPECTS AND OPTIONAL RELATED ACTIVITIES

## 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

## **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. 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

You can view this document as a [PDF](#) file.

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 35-48. 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 discussed 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."

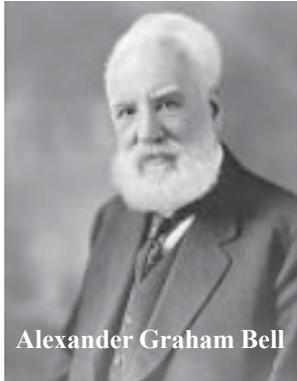
History: The Right to Vote.



# Resources



Without the contributions of people with disabilities, what would this world be?



Alexander Graham Bell



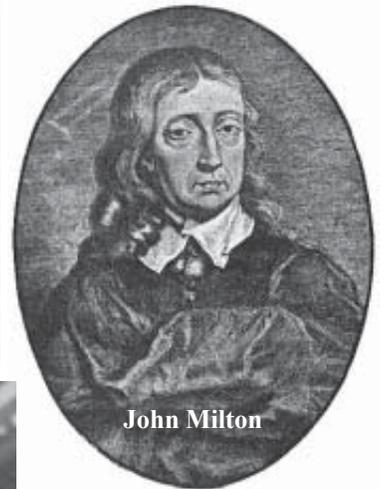
Harriet Tubman



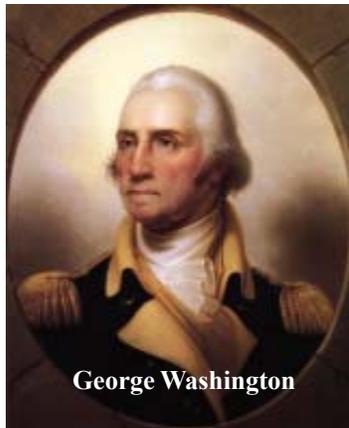
Itzhak Perlman



Annie Sullivan



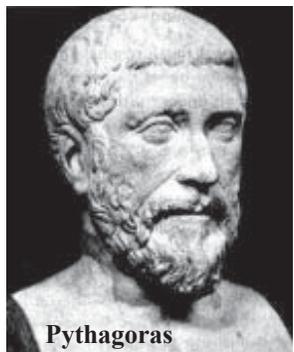
John Milton



George Washington

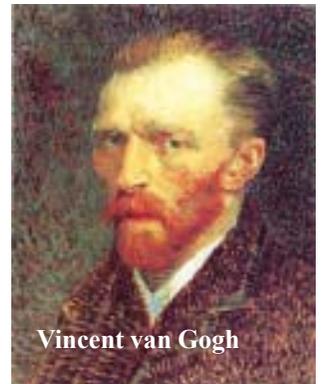


Henry Ford

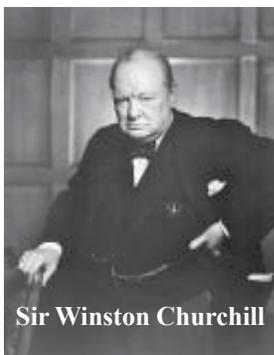


Pythagoras

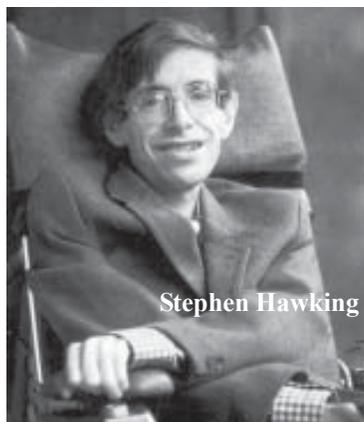
**YOU**  
can make a difference, too!



Vincent van Gogh



Sir Winston Churchill



Stephen Hawking



Virginia Woolf



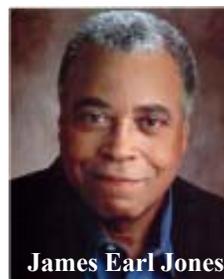
Emily Dickinson



Axl Rose



Eleanor Roosevelt



James Earl Jones



The inventor of the telephone had a learning disability and slight hearing loss.

**Alexander Graham Bell**

The woman who was called “the Moses of her people” led many slaves to freedom on the Underground Railroad. At the age of 12 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 her life.

**Harriet Tubman**

The world’s greatest living violinist walks with the help of crutches and leg braces. He contracted polio when he was 4 years old.

**Itzhak Perlman**

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

**Annie Sullivan**

The author of “Paradise Lost” and other epic poems dictated his poetry to an assistant after glaucoma caused him to lose his sight.

**John Milton**

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

**Pythagoras**

The first U.S. president had very poor grammar skills and could barely write because of a learning disability.

**George Washington**

Attention deficit disorder had not yet been named when Henry Ford’s ideas about mass production revolutionized American industry, but he exhibited all the classic symptoms.

**Henry Ford**

Various biographies describe the artist as suffering with epilepsy, depression, psychotic attacks, delusions, and bipolar disorder.

**Vincent van Gogh**

## can make a difference, too!

The eloquent scholar who led Great Britain through World War II worked hard all his life to overcome a speech impediment.

**Sir Winston Churchill**

Perhaps the world’s most accomplished astrophysicist, whose 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 called “Lou Gehrig’s Disease.”

**Stephen Hawking**

This British writer and editor contributed much to modern literature and social reform in spite of severe bipolar disorder.

**Virginia Woolf**

One of America’s greatest poets, an extreme mood disorder caused her to become a recluse and she rarely left her home after her mid-20s.

**Emily Dickinson**

The raw n’ raucous lead singer of Guns N’ Roses has been diagnosed and treated for bipolar disorder.

**Axl Rose**

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

**Eleanor Roosevelt**

One of America’s best-known actors, his resonant voice once stuttered badly.

**James Earl Jones**

## RESOURCES

### **Bureau of Exceptional Education and Student Services (BEES)**

<http://www.fldoe.org/ese/>

The Bureau of Exceptional Education and Student Services (BEES), Florida Department of Education, administers programs for students with disabilities and for gifted students. Additionally, the Bureau 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.

### **Clearinghouse Information Center**

<http://www.fldoe.org/ese/pub-home.asp>

The Clearinghouse, a service of BEES, operates a resource center that provides parents, educators, and other Floridians with access to materials about exceptional student education, student services, juvenile justice education, early intervention, parent and professional partnerships, and many other topics.

### **Center for Autism and Related Disorders (CARD)**

<http://card-usf.fmhi.usf.edu/centers.asp>

CARD is founded on the strong belief that all individuals, regardless of their abilities or disabilities, have the right to live as full participants in society. All people have the right to be treated with dignity and understanding. People with disabilities are members of families. All families have strengths and capacities and have the right to be treated with sensitivity and respect, and as integral members of a person's system of support. People with autism and related disabilities have the right to be regarded as individuals who need services and supports that are based on their unique characteristics. There are seven CARD centers around the state and all can provide workshops related to Autism Spectrum Disorder. The CARD center serving your area can be found at the link above. For fact sheets relating to autism and CARD services, visit <http://autism.fsu.edu/factSheets.php>.

## Florida Diagnostic and Learning Resources System (FDLRS)

<http://www.paec.org/fdlrsweb/>

The Florida Diagnostic and Learning Resources System provides statewide diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities. Consistent with the Florida Statutes, functions of the Associate Centers include enhancement of learner outcomes, partnership between families and professionals, student identification and evaluation, inservice training, assistive, instructional, and administrative technology, interagency services, and implementation of state educational goals and priorities. Services are available to district, agency, community, and other personnel working with exceptional students as well as parents and families.

FDLRS includes nineteen Associate Centers that serve from one to nine school districts. These Centers collaborate with districts, agencies, communities, and other personnel and educational entities, providing education and support for teachers, parents, therapists, school administrators, and students with exceptionalities. Each Center includes specialists in the areas of Child Find, Parent Services, Human Resource Development (HRD), and Technology. Contact your local Center at: <http://www.paec.org/fdlrsweb/managers.pdf>.

Centers offer books, videos, and DVDs to promote awareness and understanding of disabilities as well as offer workshops, trainings, and presentations. Selected resources are:

*Beyond FAT City—A Look Back, A Look Ahead* is a video that offers practical strategies as well as inspirational messages for those who teach children with learning disabilities who constantly struggle with frustration, anxiety, and tension.

Collaborating with the ESE Parent Advisory Committee on how to educate the community and students about disabilities.

*Disabilities Awareness* is a workshop that provides an overview of exceptionalities that includes interactive activities to allow participants to gain first-hand experience with challenges that many individuals with disabilities encounter. The session includes the enlightening and motivational video *Billy Hawkins*.

*Ennis' Gift: A video about learning differences.*

*ESE 101 for bus drivers and other groups.*

*Express Diversity*—This VSA arts educational module was developed to provide interactive art-based activities. This kit includes a series of learning modules, lessons, and resources designed to expand students' sensitivity and awareness

about society and the importance of every individual. The topic of disability is infused throughout to promote discussion and new insights.

*FAT City* is an informative and entertaining video that allows the viewer to look at the world through the eyes of a child with learning disabilities. It features a unique workshop attended by parents, educators, psychologists, and social workers. They participate in a series of classroom activities that cause frustration, anxiety, and tension...emotions all too familiar to the student with a learning disability. Following the workshop, the participants enter into a lively discussion of topics ranging from school/home communication, sibling relationships, and social skills.

*Kids on the Block* is a workshop that uses puppets to educate youth about disability awareness. The performances adhere strictly to scripts that are written and developed by The Kids on the Block, Inc. Schools and community agencies may schedule a performance at their location.

*List of Speakers*—a list of possible speakers with disabilities and/or speakers from agencies that provide services to individuals with disabilities.

*Loan/Resource Library* with materials related to disabilities (Behavior, Inclusion, 504, Reading, Transition, etc.). Books, including but not limited to, *Kids with Special Needs-Information and Activities to Promote Awareness and Understanding* and children's books that incorporate an understanding of learning differences.

*More Alike Than Different* are training materials to assist in increasing the sensitivity of children toward people with disabilities by guiding them to recognize what a disability is, identifying the feelings children have when they have learning difficulties, and recognizing that all children can do—it just may be done differently!

*Presentations*—staff can present an overview of exceptionalities with simulation activities.

*Standing Up For Me* provides a K–12 curriculum that teaches self-determination skills, including self-awareness and self-evaluation.

*The Ten Commandments of Communicating with People with Disabilities* is an award-winning video developed as both a “diversity” and “sameness” training tool. Its goal is to make us more sensitive and respectful of people with varying disabilities, while recognizing that all of us (no matter how different we may appear to each other at first) share many of the same values, interests, hopes, and dreams.

## **Florida Inclusion Network (FIN)**

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

The Florida Inclusion Network has facilitators in regions throughout Florida. They can help your district and school identify needs for inclusive practices, meet with teams of staff and family to plan for inclusion, conduct study groups and develop communities of learning, and provide training on a variety of topics related to inclusion and student achievement

Professional learning opportunities offered by FIN include *Collaborative Planning and Teaching*, *Differentiated Instruction*, *Peer Supports for Inclusive Classrooms*, and *Building Learning Communities* as well as *Foundations of Inclusion* and *Disability Etiquette*.

## **Institute for Small and Rural Districts (ISRD)**

<http://www.nefec.org/isrd/about.asp>

The Institute for Small and Rural Districts serves district-level and school-based administrators in the 34 small and rural districts in Florida. The mission of ISRD is to improve outcomes for students with disabilities in small and rural school districts. ISRD provides technical assistance to establish administrator-to-administrator linkages, provides mentors for new ESE administrators, maintains a lending library, facilitates job-alike networking, sustains linkages with other projects, and supports consultants.

## **Teaching Resources for Florida ESE**

<http://www.cpt.fsu.edu/ese/>

This project offers resources in curriculum, instruction, and assessment as well as training opportunities for *Dealing with Differences: Strategies that Work!*, [Dealing with Differences Training](#), *Meaningful Participation: Planning Instruction for Students with Significant Disabilities*, [Meaningful Participation Training](#), *ESE Instruction Manager 2 Training*, [ESE Instruction Manager 2 Training](#), *Annual Goals—Make Them Measurable!*, [Annual Goals Training](#), *Pathways for Progress: Reading and Language Arts Access Points for Students with Significant Cognitive Disabilities*, and [Pathways for Progress Training](#).

## **VSA arts of Florida, Inc.**

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

VSA arts of Florida, Inc. offers an *Express Diversity! Kit* and staff available for training on the use of the Express Diversity! Kit. This kit incorporates art-based activities that enhance self-esteem, communication, and inclusion by encouraging all students to put

themselves in the place of others, believe in themselves, and discover a world of unlimited possibility. The kit includes teacher materials, easy-to-use lesson plans and an interactive timeline. The kit can be ordered from the VSA arts national office for \$75.00. See more about this kit under the VSA arts Web site.

Contact: Marian Winters  
VSA arts of Florida  
Telephone: (813) 558-5095  
TTY (888) 844-2787  
[mwinters@tempest.coedu.usf.edu](mailto:mwinters@tempest.coedu.usf.edu)

## Web Sites

These additional 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 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.

[http://www.adl.org/education/curriculum\\_connections/fall\\_2005/](http://www.adl.org/education/curriculum_connections/fall_2005/)

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.”

The **Because Films Inspire** Web site contains lesson plans and an order form for a DVD of short films and clips representing disability issues.

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*

<http://www.bfi.org.uk/education/teaching/disability/>

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#section2>

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 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 Cleric 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 Feebleminded 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 a Web experience 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/>

The **Florida Alliance for Assistive Services and Technology, Inc. (FAAST)** is a nonprofit organization that provides Floridians of all ages and abilities with access to assistive technology.

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

The **Florida Youth Council (FYC)** has pages within the Family Café, Inc. Web site. The Florida Youth Council is a group of youth and emerging leaders with disabilities or health care needs that live in Florida. The Web site offers a link to the latest news from the FYC as well as to the FYC's newsletter, *The Noodle*.

[http://www.familycafe.net/index.php?option=com\\_content&task=section&id=17&Itemid=81](http://www.familycafe.net/index.php?option=com_content&task=section&id=17&Itemid=81)

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.

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

**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 researched-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](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](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](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.

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>

<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”

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>

Lesson 1: *The Braille Alphabet*

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

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







Florida Department of Education  
Dr. Eric J. Smith, Commissioner  
ESE 312957