

## **Disability History and Awareness Month** ***School Activities***

Virginia Beach City Public Schools' Office of Programs for Exceptional Children, in collaboration with the Special Education Advisory Committee, has created this document with suggestions for celebrating October as Disability History and Awareness Month.

### **Project Information**

<b>Project:</b>	Disability History and Awareness Month
<b>Project Time-frame:</b>	October 1, 2011-October 31,2011
<b>Attached Worksheets:</b>	People First Language Pledge, Activity Sheet, Recommended Books List, Daily Disability Announcements, People First Language Paragraph and Translation, Resource List

### **Background and Motivation**

In February of 2009, the Senate and House of Delegates agreed upon Senate Joint Resolution 321, which designated the month of October in 2009 and each succeeding year, as Disability History and Awareness Month.

Virginia Department of Education reported that 172,704 students with disabilities are served under the Individuals with Disabilities Education Act (IDEA). Research indicates that students with disabilities have difficulty becoming involved in community-based activities and clubs, and also encounter difficulty making friends and being accepted by their peers.

Increasing public awareness, knowledge and understanding of disabilities, the etiology of disabilities, and the rights of people with disabilities are necessary to ensure full inclusion of students with disabilities into society.

### **Goal**

For all schools in the Virginia Beach City Public School Division to participate in one or more of the activities recommended by the Special Education Advisory Committee (SEAC) to ensure Disability History and Awareness Month is acknowledged and celebrated annually.

- Senate Joint Resolution 321

## Scope

Daily Disability History Awareness Announcements

People First Language

- The Basics
- Pledge Form
- Writing Activity
- Resources

Activities

- Elementary Schools
- Middle Schools
- High Schools

Contests

- Elementary Schools
- Middle Schools
- High Schools
- Clubs

Disability Display in Library

- Books
- List

Superintendent Spotlight

Highlight people with disabilities in the community.

The Parent Support and Information Center (PSIC) and SEAC subgroup have attempted to encourage full participation by providing materials to make it easy for staff in schools in the division to celebrate Disability History and Awareness month. Full participation will provide the best benefit to all students by opening the door to better communication, respect, compassion, and inclusion for students with disabilities.

## Plan Activities

1. Each morning all schools are encouraged to make a morning announcement using the Disability History Announcement document.

2. All schools are asked learn about People First Language by taking the pledge to use People First Language.
3. Each week all school levels are encouraged to participate in one or more of the recommended activities on the Awareness Month Activities Document.
4. Staff may consider developing a contest for their prospective grade level, club, or school.

Suggestions Are:

- Elementary School Students: Art Contest – How I Can Include My Friends with Disabilities?
  - Middle School Students: Essay Contest – Electronic Curb Cut Effect: How an Invention Created for the Need of a Person with a Disability has Benefitted Society.
  - High School Students: Essay Contest – Why is it Important to Look at Employment, Building Design, and Inventions When Talking About Accessibility for Everyone?
  - Clubs: Community Service Project Contest
5. All schools are encouraged to have a DHAM display in the library.
  6. All schools are encouraged to have a DHAM display on the marquee.

# **Disability History and Awareness Month**

## **Supporting Documents**

**2009 SESSION**

**SENATE JOINT RESOLUTION NO. 321**

*Designating the month of October, in 2009 and in each succeeding year, as Disability History  
and  
Awareness Month in Virginia.*

Agreed to by the Senate, February 4, 2009

Agreed to by the House of Delegates, February 20, 2009

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

and

WHEREAS, according to the United States Department of Commerce Bureau of the Census, disabilities affect one-fifth of all Americans, 1 in 10 has a severe disability, and the growth in the number of people with disabilities is expected to accelerate in the coming decades due to the aging of the population;

and

WHEREAS, the Bureau also reports that about 9 million people of all ages have disabilities so severe that they require personal assistance to perform everyday activities, and about 80 percent of primary caregivers are relatives, and nearly half of the primary caregivers live with the person with a disability;

and

WHEREAS, the Center for Personal Assistance Services estimated in 2005 that "962,000 people in Virginia have a disability, or 14.1 percent of the population age 5 and over," and that "an estimated 172,000 people, or 2.5 percent of the population age 5 and over, have difficulty performing self-care activities commonly referred to as Activities of Daily Living, such as dressing, bathing, or getting around inside the home";

and

WHEREAS, the Virginia Department of Education's 2006 Child Count reported that Virginia served 172,704 students with disabilities under the Individuals with Disabilities Education Act; and WHEREAS, research has shown that students with disabilities encounter more difficulty being accepted by their peers, making friends, and becoming involved in school and community-based activities and clubs than nondisabled students;

and

WHEREAS, to ensure the full inclusion of people with disabilities into society, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the etiology of disabilities, and the rights of disabled persons; and

WHEREAS, October is recognized as National Disability Employment Awareness Month by the United States Department of Labor and as National Disability Awareness Month by the United States Department of Health and Human Services Centers for Disease Control and Prevention;

and

WHEREAS, designating October as Disability History and Awareness Month in Virginia will increase public awareness and respect for persons with disabilities, inform the public concerning

their many contributions to society, encourage health promotion to increase community awareness of the needs of persons with disabilities, and emphasize the abilities and rights of disabled persons rather than their exceptionalities; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the General Assembly designate the month of October, in 2009 and in each succeeding year, as Disability History and Awareness Month in Virginia; and, be it

RESOLVED FURTHER, That the Governor be requested to encourage the people of the Commonwealth, including public schools, institutions of higher education, the business and corporate community, civic and advocacy organizations, the faith community, and other interested entities, through education and other appropriate activities, programs, and events to promote and highlight Disability History and Awareness Month in Virginia; and, be it

RESOLVED FURTHER, That the Clerk of the Senate transmit a copy of this resolution to Lisbet Ward, chairwoman of the Virginia Board for People with Disabilities, requesting that she further disseminate copies of this resolution to the Youth Leadership Forum of Virginia so that their members may be apprised of the sense of the General Assembly of Virginia in this matter; and, be it

RESOLVED FINALLY, That the Clerk of the Senate post the designation of this month on the General Assembly's website.

# Daily Disability History Awareness Announcements

The Disability History and Awareness Fact Sheet was created to use for daily announcements during Disability History and Awareness Month in October. The attached sheets are broken down by level for ease of use by all schools.

Elementary School Disability History Awareness Announcements	
FACT	DISABILITY HISTORY FACT
Day 1	In 2009, a Resolution was passed for October to be Disability History and Awareness Month in Virginia. This month, we will share information about events and people with disabilities who have played a part in our history. In 1975, a law was created called The Education for All Handicapped Children Act. This required states to provide a free and appropriate public education for all children with disabilities. Many students with disabilities were not able to go to school before this law.
Day 2	Native Americans of the Plains of the 19 <sup>th</sup> century were the first known to use sign language as a universal way to speak to each other. During that time, tribes spoke different languages. In order to communicate with other tribes, they developed a universal language of hand gestures. American Sign Language (ASL) was developed based on the language of hand gestures used by the Native Americans of the Plains. It was not developed because people were deaf or hard of hearing it was used as a tool to communicate beyond language barriers. Eventually, it was developed into a language to communicate beyond hearing barriers with people who have hearing impairments.
Day 3	Kids and adults with disabilities enjoy playing sports. Many of them play for the Special Olympics. Individuals compete against athletes from other countries for bronze, silver, and gold medals. Kids who are eight and older are eligible to play for the Special Olympics here in Virginia Beach.
Day 4	Michael Phelps is an American swimmer. He has won 14 career Olympic gold medals, the most by any Olympian. He is often referred to as the greatest swimmer and one of the greatest Olympians of all time. In his youth, Michael was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). He began swimming at age seven partly because of the influence of his sisters, and partly to provide him with an outlet for his energy. Michael won eight gold medals at the 2008, Summer Olympic Games in Beijing.

<b>Day 5</b>	Whoopi Goldberg is an American actor and comedian with a learning disability. She has starred in films such as <i>The Color Purple</i> , <i>Ghost</i> (for which she won an Oscar), and <i>Eddie</i> . In 1993, she received the Woman of the Year Award from Hampton University. Whoopi Goldberg is the host of the daily TV show, <i>The View</i> .
<b>Day 6</b>	Clay Aiken from <i>American Idol</i> said, "The message I'll share...is that inclusion is extremely important for kids with and without disabilities."  Inclusion means everyone with or without a disability is able to participate.
<b>Day 7</b>	Walt Disney, the creator of Disneyland, Disney World and all of the Disney movies, had a disability called dyslexia. People who have dyslexia see words differently which makes it hard for them to learn to read. He said, "If you can dream it you can do it."
<b>Day 8</b>	In Virginia Beach there is a park where you can play with your friends who have a disability. A surfer raised money to build <i>Grommet Island Park and Playground for EveryBODY</i> after he became disabled and found it hard to go to the beach. He wanted to make sure all kids, even kids who used wheelchairs, could enjoy the beach with their friends.
<b>Day 9</b>	General George Patton graduated school a year later than his peers because of a learning disability. His learning disability didn't prevent him from introducing armored warfare into the US Army or for being known as one of the most outstanding front line commanders of WWII. He was quoted saying, "Success is how high you bounce when you hit bottom."
<b>Day 10</b>	During the Middle Ages people with disabilities were kept in cages in the middle of the town. These cages were used to keep people with disabilities out of trouble and for the town's people to make fun of them. People are no longer this cruel.
<b>Day 11</b>	Did you know that hateful words were used a long time ago for people who had a learning disability? Because these are not kind words to use when talking about people with disabilities, the words were changed to learning disability and intellectual disability. You should never use unkind words because they hurt people's feelings.
<b>Day 12</b>	The Commonwealth of Virginia is home to the first institution built in the United States. Institutions were created to house people with disabilities because society thought they were deviant. They imprisoned people with disabilities and took away their freedom to make choices for their lives. People with disabilities want to have "a life like yours." They don't want to live in institutions; they want to live in their own homes, work, eat the foods they like, have families, and enjoy activities with their friends that they choose.

<b>Day 13</b>	The first Annual Wheelchair Basketball Tournament was played in 1949. Wheelchair basketball has been played in a variety of forms since 1945. The year 1949 saw the first wheelchair games which included several teams in the tournament format.
<b>Day 14</b>	A wheelchair, like a bicycle, skate board, or an automobile is a personal device that helps someone to get around. It is not something they are “bound to” or “confined in” it is a tool they use to get from one place to another.
<b>Day 15</b>	Invite friends with disabilities to your house for activities you enjoy, like sleepovers or play dates. You could even invite them to spend a day at the beach or go to <i>Grommet Island Playground and Park For EveryBODY</i> so that you can enjoy fun on the same playground together. Your friends with disabilities enjoy the same things you do!
<b>Day 16</b>	Nick Jonas, from the Jonas Brothers, has diabetes. This means his body doesn’t produce enough insulin. People with diabetes have to be careful not to eat too many sweets like cake, candy, or soda because this can affect their insulin levels.
<b>Day 17</b>	Two former football players in the NFL were deaf. In 1973, Bonnie Sloan played for the St. Louis Cardinals and in 1990, Kenny Walker played for the Denver Broncos. A football player at Gallaudet University paved the way for these players. In 1894, he invented the huddle after getting frustrated that the other team would try to watch their hand signals to guess what play they were going to run. Signal calling from the coach to the players was influenced by American Sign Language. Without it coaches would have to sub a player each play to ensure the call got to the players on the field. Signing has played a role in developing football into the game it is today.
<b>Day 18</b>	The first International Special Olympics Games were held at Soldier Field in Chicago. The International Olympic Committee officially recognized the Special Olympics in 1987. The games were founded by Eunice Kennedy Shriver. Society’s ideals of what an athlete is may have been changed due to the Special Olympics.
<b>Day 19</b>	Some people who are blind use a seeing eye dog to get around safely. When you see a person using a seeing eye dog do not go up and pet the dog. The seeing eye dog is working hard. Petting them would distract them from their important work.
<b>Day 20</b>	In 1973, a law was passed by Congress that would not allow organizations that received federal money to discriminate against people with disabilities. This was called Section 504 of the Rehabilitation Act. After the law was passed, efforts were made to weaken the law. This made people with disabilities frustrated. In San Francisco, a 25 day sit-in was organized by people with disabilities. They put their health at risk due to lack of medical treatment during the protest. They refused to leave until Section 504 was signed into law. Joseph Califano, Secretary of the U.S. Department of Health Education and Welfare, signed the Act on May 23, 1977, which ended the sit-in.

<b>Day 21</b>	There are 54 million Americans with disabilities making them the largest minority group in our country. Disability does not discriminate; it is in every race, gender, and age group. Disability is a natural part of the human experience. Everyone will age, and with age, there is a chance you may experience sight, mobility, hearing, or cognition impairments.
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## Middle School Disability History Announcements

FACT	DISABILITY HISTORY FACT
<b>Day 1</b>	The 2009 General Assembly passed a Resolution designating October as Disability History and Awareness Month in Virginia. This month we will highlight famous quotes, events, and persons with disabilities who have contributed to our history. The Education for All Handicapped Children Act, Public Law 94-142, was passed in 1975. This act mandated that the states, with the assistance of the federal government, provide a free and proper education for disabled children regardless of the seriousness of their disability. Included in the act were provisions for a free and appropriate education, individualized education programs with parental involvement, establishment of due process proceedings, and the obligation to provide an education in the least restrictive environment.
<b>Day 2</b>	Albert Einstein had a language disability called, dyslexia. His parents were told he would never have the ability to be a successful professional. Albert Einstein didn't listen to them. He said, "Once we accept our limits, we go beyond them," and he did.
<b>Day 3</b>	On September 4, 1993, Jim Abbott pitched a no-hitter for the New York Yankees against the Cleveland Indians. He also won a gold medal with the 1988 United States Olympic team. Abbott was born with only one hand but went on to have a long Major League Baseball career, amassing 87 wins.
<b>Day 4</b>	People with disabilities enjoy playing sports. Many of them play sports like soccer, basketball, and cheerleading here in Virginia Beach through the Special Olympics. Each year law enforcement officials and athletes kick off the Special Olympics with the Flame of Hope torch.
<b>Day 5</b>	Bruce Willis is an American actor who had a childhood stuttering deficit. Bruce Willis found it easy to express himself on stage and lost his stutter in the process. He began performing on stage and his high school activities were marked by such things as the drama club and student council president. He has starred in many films such as Die Hard and Cop Out.

<p><b>Day 6</b></p>	<p>Scott Hamilton is an Olympic gold medalist for figure skating. He had an unknown disease that impacted his growth. Scott once said, "The only disability in life is a bad attitude."</p>
<p><b>Day 7</b></p>	<p>A surfer, Josh Thompson, who lives in Virginia Beach, raised money to build a park at the ocean front for people with disabilities. Money was raised to <i>build Grommet Island Park and Playground for EveryBODY</i> after Josh was diagnosed with Lou Gehrig's Disease and became unable to access his favorite place, the beach, while using his wheel chair.</p>
<p><b>Day 8</b></p>	<p>"We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought." This quote is by Franklin D. Roosevelt the only President with a disability. There are only two pictures of President Roosevelt seated in his wheelchair.</p>
<p><b>Day 9</b></p>	<p>Michael Phelps is an American swimmer. He has won 14 career Olympic gold medals, the most by any Olympian. He is often referred to as the greatest swimmer and one of the greatest Olympians of all time. In his youth, Michael was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). He began swimming at age seven partly because of the influence of his sisters, and partly to provide him with an outlet for his energy. Michael won eight gold medals at the 2008, Summer Olympic Games in Beijing.</p>
<p><b>Day 10</b></p>	<p>"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time." This is a quote by Thomas Edison, who is reported to have had a learning disability. He couldn't read until he was twelve years old and had a very difficult time writing even when he was older. He is famous for improving the light bulb and the telegraph.</p>
<p><b>Day 11</b></p>	<p>In Rome, during the Ancient Era, children who were "blind," "deaf," or "mentally retarded" were publicly persecuted and reported to have been thrown in the Tiber river by their parents. Some children born with disabilities were mutilated to increase their value as beggars. Other children born with disabilities were left in the woods to die, with their feet bound together to discourage anyone passing by from adopting them. In the Greek military city of Sparta, the abandonment of "deformed and sickly" infants was the law. Parents were required by law, to abandon their children with disabilities.</p>
<p><b>Day 12</b></p>	<p>In the 1800s, Dorothea Dix began advocating for people with disabilities because they were being bound with chains, scourged with rods, and lacerated with ropes. She was not able to deliver her speech to Congress on behalf of people with disabilities because she was a woman. A male friend had to deliver her testimony. Her efforts created schools for people with disabilities which eventually led to the creation of institutions.</p>

<b>Day 13</b>	Ed Roberts is the father of the disability rights movement. He had polio and utilized an iron lung. He paved the way for people with severe disabilities to attend universities through his advocacy efforts to live in a dormitory on campus and to attend school with his peers. They began calling themselves the Rolling Quads and continued advocacy efforts beyond the campus which included curb cuts that continue to benefit all people, today.
<b>Day 14</b>	Invite friends with disabilities to your house for activities you enjoy, like sleepovers or play dates. You could even invite them to spend a day at the beach. Go to <i>Grommet Island Playground and Park For EveryBODY</i> so that you can enjoy fun on the same playground together. Your friends with disabilities enjoy the same things you do!
<b>Day 15</b>	Judith Heumann is an American disability rights activist who utilizes a wheelchair for mobility. She had to fight repeatedly to be included in the educational system. The local public school refused to allow her to attend, calling her a fire hazard. Heumann's mother challenged the decision and Judy was allowed to go to school in the fourth grade. Her class was in the basement of the building segregated from her peers. She was denied her New York teaching license because the board did not believe she could get herself or her students out of the building in case of a fire. She did not agree and took the case to court. As a result, Judith Heumann became the first person in a wheelchair to teach in New York City. She served in the Clinton Administration as Assistant Secretary of the Office of Special Education and Rehabilitation Services at the US Department of Education and as the World Bank Group's first Advisor on Disability and Development. She is currently the Special Advisor to the U.S. Department of State for International Disability Rights. Mrs. Heumann is a wonderful example of the potential for all people with disabilities and their ability to be productive able members of society when given the opportunity.
<b>Day 16</b>	Franklin D. Roosevelt was elected President of the United States in 1932. President Roosevelt suffered from post-polio disabilities requiring him to use a wheelchair for mobility except when propped up. He contracted the disease in 1921, and had severe paralysis as a result. He is the only President to serve in office with a disability. There are only 2 pictures of President Roosevelt seated in his wheelchair.
<b>Day 17</b>	If you think a person with a disability needs help, ask them if they would like your help, first. Don't just help them. If they do not wish to have your help, don't be offended. People with disabilities take pride in their independence.
<b>Day 18</b>	Two former football players in the NFL were deaf. In 1973, Bonnie Sloan played for the St. Louis Cardinals and in 1990, Kenny Walker played for the Denver Broncos. A football player at Gallaudet University paved the way for these players. In 1894, he invented the huddle after getting frustrated that the other team would try to watch their hand signals to guess what play they were going to run. Signal calling from the coach to the players was influenced by American Sign Language. Without it coaches would have to sub a player each play to ensure the call got to the players on the field. Signing has played a role in developing

	football into the game it is today.
<b>Day 19</b>	“A happy life consists not in the absence, but in the mastery of hardships.” This is a quote by Helen Keller, an American author who was born deaf and blind.
<b>Day 20</b>	In 1973, a law was passed by Congress that would not allow organizations that received federal money to discriminate against people with disabilities. This was called Section 504 of the Rehabilitation Act. After the law was passed, efforts were made to weaken the law. This made people with disabilities frustrated. In San Francisco, a 25 day sit-in was organized by people with disabilities. They put their health at risk due to lack of medical treatment during the protest. They refused to leave until Section 504 was signed into law. Joseph Califano, Secretary of the U.S. Department of Health Education and Welfare, signed the Act on May 23, 1977, which ended the sit-in.
<b>Day 21</b>	There are 54 million Americans with disabilities making them the largest minority group in our country. Disability does not discriminate; it is in every race, gender, and age group. Disability is a natural part of the human experience. Everyone will age, and with age, there is a chance you may experience sight, mobility, hearing, or cognition impairments.

## High School Disability History Announcements

Day	DISABILITY HISTORY FACT
Day 1	The 2009 General Assembly passed a Resolution designating October as Disability History and Awareness Month in Virginia. This month we will highlight famous quotes, events, and persons with disabilities who have contributed to our history. The Education for All Handicapped Children Act, Public Law 94-142, was passed in 1975. This act mandated that the states, with the assistance of the federal government, provide a free and proper education for disabled children regardless of the seriousness of their disability. Included in the act were provisions for a free and appropriate education, individualized education programs with parental involvement, establishment of due process proceedings, and the obligation to provide an education in the least restrictive environment.
Day 2	Two former football players in the NFL were deaf. In 1973, Bonnie Sloan played for the St. Louis Cardinals and in 1990, Kenny Walker played for the Denver Broncos. A football player at Gallaudet University paved the way for these players. In 1894, he invented the huddle after getting frustrated that the other team would try to watch their hand signals to guess what play they were going to run. Signal calling from the coach to the players was influenced by American Sign Language. Without it coaches would have to sub a player each play to ensure the call got to the players on the field. Signing has played a role in developing football into the game it is today.
Day 3	In the mid-1900s lobotomies were used to treat people with developmental disabilities. President Kennedy's oldest sister had a developmental disability She is considered the first person with a developmental disability to receive a lobotomy. This eventually led to her institutionalization. In 1963, President Kennedy addressed Congress for the reduction of the number of persons confined to residential institutions. He asked that ways be found to reintegrate those released back into the community. This was considered the start to deinstitutionalization that was popular in the 1970s.
Day 4	"Science may have found a cure for most evils; but it has found no remedy for the worst of them all -- the apathy of human beings," said by American author and lecturer, Helen Keller, who was blind and deaf from an undiagnosed illness at the age of two.
Day 5	Two years prior to the Holocaust, over 5,000 children with disabilities perished in a secret euthanasia program in 1939. This led to the T4 project which killed over 70,000 adults with disabilities from 1940-1941. This was eventually expanded to other diverse groups leading to the Holocaust.
Day 6	"A true friend knows your weaknesses but shows you your strengths; feels your fears but fortifies your faith; sees your anxieties but frees your spirit; recognizes your disabilities but emphasizes your possibilities." - William Arthur Ward

<b>Day 7</b>	Did you know that Michael Phelps, Jackie Chan, Joe Jonas, Zhang Ziyi, Bono, Yao Ming, Arnold Schwarzenegger, Nelson Mandela, Bill Clinton, Muhammad Ali, Vanessa Williams and Colin Farrell, among others, work as messengers for the Special Olympics?
<b>Day 8</b>	Josh Thompson is a local Virginia Beach surfer who loved the beach. In 2006, Josh was diagnosed with Lou Gehrig's Disease. As his disease progressed, he began to utilize a wheel chair and found access to his favorite place, the beach, was non-existent. J.T., along with many supporters, organized a walk which raised enough money to build J.T.'s <i>Grommet Island Park and Playground for EveryBODY</i> . Grommet Park is located at the ocean front in Virginia Beach and is the first park in America which enables people with disabilities to gain access to the beach.
<b>Day 9</b>	Franklin D. Roosevelt was the 32 <sup>nd</sup> President of the United States. He had polio making him the only president with a disability. There are only two pictures of President Roosevelt seated in his wheelchair.
<b>Day 10</b>	It is important for inventors and architects to invent and design with accessibility for everybody, in mind. When products and structures are designed to be accessible by people with disabilities, all of society benefits. This is called the Electronic Curb Cut Effect. There are many examples of this in our community. Curb cuts for wheelchair accessibility benefit people who use strollers, skate boards and bicycles. The type writer was designed to enable a blind woman to write love letters. The telephone was designed in support of Graham Bell's work with the deaf. Vinton Cerf had a hearing impairment and his wife was deaf. To communicate better with his wife, he invented text-messaging which later evolved to email. We must keep accessibility in mind in all of our inventions and designs.
<b>Day 11</b>	People with disabilities have experienced discrimination throughout history. Aristotle (384-322 B.C.), one of the great philosophers, recommended that there should be a law "to prevent the rearing of deformed children." In his Politics, Aristotle wrote "As to the exposure and rearing of children, let there be a law that no deformed child shall live."
<b>Day 12</b>	In Rome, it was not unusual for the wealthy to keep a person with a physical or a mental disability, referred to as a "fool," for their amusement. Later, royal courts commonly kept "fools" or "court jesters" as playthings.
<b>Day 13</b>	Michael Phelps is an American swimmer. He has won 14 career Olympic gold medals, the most by any Olympian. He is often referred to as the greatest swimmer and one of the greatest Olympians of all time. In his youth, Michael was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). He began swimming at age seven partly because of the influence of his sisters, and partly to provide him with an outlet for his energy. Michael won eight gold medals at the 2008, Summer Olympic Games in Beijing.
<b>Day 14</b>	Between 1563 and 1601, Queen Elizabeth of England, prompted Parliament to pass a series of laws to take care of the "poor and disadvantaged." These Elizabethan Poor Laws, as they were called, shifted more responsibility to the government for the care of the poor, which

	<p>included most persons with disabilities. Basic care was provided for the "unemployable poor," almshouses were established for the aged poor, and workhouses were built for vagrants who refused to work. The conditions in these facilities, however, were grim.</p>
<p><b>Day 15</b></p>	<p>Hubert H. Humphrey was the 38th Vice President of the United States and a strong supporter of the civil rights movement. He was quoted as saying, "The moral test of government is how it treats those who are in the dawn of life . . . the children; those who are in the twilight of life . . . the elderly; and those who are in the shadow of life . . . the sick . . . the needy . . . and the disabled."</p>
<p><b>Day 16</b></p>	<p>There are a limited number of accessible parking spaces. It is not ok for people without disabilities to park in accessible parking spaces or use their relative's placard when their relative with a disability is not with them. Accessible parking spaces are designed and situated to meet the needs of people who have disabilities. These spaces should only be used by people who need them. Large fines are imposed for those who park illegally in parking designated for people with disabilities.</p>
<p><b>Day 17</b></p>	<p>President George H.W. Bush signed the Americans with Disabilities Act (ADA) in 1990. The ADA provides civil rights protection to Americans with disabilities. Under this legislation, equal opportunity was established for employment, transportation, telecommunications, public accommodations, and state and federal government services. This act is considered the most wide-sweeping civil rights bill for individuals with disabilities.</p>
<p><b>Day 18</b></p>	<p>Ed Roberts is the father of the disability rights movement. He had polio and utilized an iron lung. He paved the way for people with severe disabilities to attend universities through his advocacy efforts to live in a dormitory on campus and to attend school with his peers. They began calling themselves the Rolling Quads and continued advocacy efforts beyond the campus which included curb cuts that continue to benefit all people, today.</p>
<p><b>Day 19</b></p>	<p>Judith Heumann is an American disability rights activist who utilizes a wheelchair for mobility. She had to fight repeatedly to be included in the educational system. The local public school refused to allow her to attend calling her a fire hazard. Heumann's mother challenged the decision and Judy was allowed to go to school in the fourth grade. Her class was in the basement of the building segregated from her peers. She was denied her New York teaching license because the board did not believe she could get herself or her students out of the building in case of a fire. She did not agree and took the case to court. As a result, Judith Heumann became the first person in a wheelchair to teach in New York City. She served in the Clinton Administration as Assistant Secretary of the Office of Special Education and Rehabilitation Services at the US Department of Education and as the World Bank Group's first Advisor on Disability and Development. She is currently the Special Advisor to the U.S. Department of State for International Disability Rights.</p>

<b>Day 20</b>	<p>There are many myths regarding people with disabilities related to work, such as, people with disabilities are more likely to have accidents on the job than employees without disabilities. This is not true. The safety records of people with disabilities and people without disabilities are identical. Another myth is that people with disabilities are unable to meet performance standards making them a bad employment risk. This is not true; employees with disabilities have a 90 percent rated average or better in job performance compared to 95 percent for employees without disabilities. Another myth is employees with disabilities have a higher absentee rate than employees without disabilities. Studies show that employees with disabilities are not absent any more than employees without disabilities. A final myth is that people with disabilities are not reliable. The reality is that people with disabilities tend to remain on the job and maintain better levels of attendance than people without disabilities. As future employers, you should not hesitate to hire a person with a disability as they are as reliable and valuable as any employee.</p>
<b>Day 21</b>	<p>There are 54 million Americans with disabilities making them the largest minority group in our country. Disability does not discriminate; it is in every race, gender, and age group. Disability is a natural part of the human experience. Everyone will age, and with age, there is a chance you may experience sight, mobility, hearing, or cognition impairments.</p>

# People First Language Activities and Resources

Schools may use the attached documents to assist in educating students and staff regarding the important use of People First Language. These resources may prove helpful to schools throughout to the school division in an on-going effort to correct dated and offensive language being used in existing documents. The key to People First Language is to always put the person before the disability.

- The Basics: A Few Words About People First Language
- Examples of People First Language Chart
- People First Language Pledge Form
- Respectful Disability Language Writing Exercise
- People First Language Resources

## Writing Exercise: Using Respectful Disability Language

Disabled people have been advocating for changes that would provide them with equal rights under the law, equal access to housing and equal opportunities for employment. This is called the Disability Rights Movement. Disabled people are advocating for improvement on how they are talked about in everyday conversations and through the media. The use of language and words describing disabled people has changed over time. Disrespectful language can make people feel excluded and can be a barrier to full inclusion. It's important for normal people to become aware of the meaning behind the words they use when talking to, referring to, or working with disabled people.

There was a time when retarded students weren't allowed to go to school. Instead they were institutionalized. The parents of idiot students and others began to fight for the rights of their children to receive a free public education. Due to advocacy efforts, in 1973 Section 504, The Rehabilitation Act was signed into law prohibiting any agency receiving federal funding from discriminating against disabled people. This paved the way for additional legislation which

included the Individuals with Disabilities Education Act (IDEA) which ensures educational services for disabled children throughout the nation. These laws have allowed for mentally challenged students to receive an education at their neighborhood school with their peers. Unfortunately, this is often provided in a segregated classroom. Because of this, disabled students are often the target of bullying because normal students don't understand that having a physical disability or a mental challenge does not mean you are stupid it simply means you process the information in a unique way and require different learning techniques to assist with that such as, an assistive technology device, extended time for assignments or testing.

Typical students need to understand that disabled people are more like able bodied people than they are different. Disabled people, whether deaf and dumb, mute or wheelchair bound, all want the same things you want. They want to build friendships, they want to be respected and they want acceptance. Eventually, with age, we will all experience some form of disability. You may become a blind person, a deaf person or crippled. If you become disabled at some point in your life how would you want people to describe you? If a family member or friend becomes disabled, how would you want him/her to be treated? Disability affects all people so, learn respectful language and teach others to put the person before the disability.

## Writing Exercise: Using Respectful Disability Language (KEY)

### **INSTRUCTIONS:**

*Students must first receive instruction on respectful disability language which puts the person before the disability. Once this instruction has been completed, students will be given the writing exercise to test their knowledge and ability to use respectful disability language. Ask students to identify and translate the disrespectful language into language that puts the person before the disability.*

**People with disabilities** have been advocating for changes that would provide them with equal rights under the law which include equal access to housing and equal opportunities for employment. This is called the Disability Rights Movement. **People with disabilities** are advocating for improvement on how they are talked about in everyday conversations and through the media. The use of language and words describing **people with disabilities** has changed over time. Disrespectful language can make people feel excluded and can be a barrier to full inclusion. It's important for **people without disabilities** to become aware of the meaning behind the words they use when talking to, referring to, or working with **people with disabilities**.

There was a time when **students with intellectual disabilities** weren't allowed to go to school. Instead they were institutionalized. The parents of **students with intellectual disabilities** and others began to fight for the rights of their children to receive a free public education. Due to

advocacy efforts, in 1973 Section 504, The Rehabilitation Act was signed into law prohibiting any agency receiving federal funding from discriminating against **people with disabilities**. This paved the way for additional legislation which included the Individuals with Disabilities Education Act (IDEA) which ensures educational services for **children with disabilities** throughout the nation. These laws have allowed for **students with disabilities** to receive an education at their neighborhood school with their peers. Unfortunately, this is often provided in a segregated classroom. Because of this, **students with disabilities** are often the target of bullying because **students without disabilities** don't understand that having a **mobility impairment or an intellectual disability** does not mean you are stupid it simply means you process the information in a unique way and require different learning techniques to assist with that such as, an assistive technology device, extended time for assignments or testing.

**Students without disabilities** need to understand that **people with disabilities** are more like **people without disabilities** than they are different. **People with disabilities, whether hearing impaired, speech impaired or utilizing a wheelchair for mobility**, all want the same things you want. They want to build friendships, they want to be respected and they want acceptance. Eventually, with age, we will all experience some form of disability. You may become **visually impaired, hearing impaired or mobility impaired**. If you become disabled at some point in your life how would you want people to describe you? If a family member or friend becomes disabled, how would you want him/her to be treated? Disability affects all people so, learn respectful language and teach others to put the person before the disability.

## **People First Language and Disability Etiquette Resources**

Primer on People First Language:

<http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/APrimeronPeopleFirstLanguage.pdf>

A Few Words About People First Language by Kathie Snow

<http://www.disabilityisnatural.com/images/PDF/pfl-sh09.pdf>

Examples of People First Language

<http://www.disabilityisnatural.com/images/PDF/pflchart09.pdf>

People First Language Pledge

<http://www.disabilityisnatural.com/images/PDF/pfl-pledgebw.pdf>

Disability is Natural:

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

Myths and Misconception PDF

<http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/myths-and-misconceptionsanswers.pdf>

Myth Quiz

[http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/myths\\_quiz.pdf](http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/myths_quiz.pdf)

National Youth Leadership Network:

<http://www.disabilitylawcenter.org/publications/Language%20Doc.pdf>

Disability Etiquette: United Spinal Association:

<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

Mobility International USA:

<http://www.miusa.org/ncde/tools/respect>

The Art of Respectful Language:

[http://www.equalitytraining.co.uk/images/news/language\\_of\\_respect.pdf](http://www.equalitytraining.co.uk/images/news/language_of_respect.pdf)

The ARC The Power of Respectful Language Brochure:

[http://www.arcdc.net/Intellectual%20Disability%20Brochure%20\(final%20300\).pdf](http://www.arcdc.net/Intellectual%20Disability%20Brochure%20(final%20300).pdf)

Easter Seals Disability Etiquette:

[http://www.easterseals.com/site/PageServer?pagename=ntl\\_etiquette](http://www.easterseals.com/site/PageServer?pagename=ntl_etiquette)

## Disability History Activities and Resources

Schools may use the attached documents and resources for activities to support Disability History and Awareness Month.

### Disability History Awareness Month Activity Sheet

#### ALL SCHOOL LEVELS

- Libraries are encouraged to set up a disability awareness display.
- Place a Disability History and Awareness Month Announcement on Marquee.
- Do some People First Language activities.
- Say the People First Language Pledge
- Participate in the "Show us how inclusive your school is contest."
- have a Spirit Day/Field Day related to disability
- Use the morning announcements on facts related to disability. (Announcement sheet has been provided by level of education.)
- Have a school wide poster contest on the time line of the disability rights movement that would be displayed, in order, in a main hallway. PTA could sponsor an ice cream social or pizza party for best poster. Elementary schools could compete by class. Middle and High schools could compete by clubs.
- Guidance personnel could provide a session on bullying.
- School web sites could feature pioneers of the disability rights movement, trivia, artists etc.
- Students and /or staff could view a video on disability history.
- Complete The Admiration Test

ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>- Log books read from the suggested reading list. The class who logs the most books wins an ice cream social from the PTA.</li> <li>- Art contest</li> <li>- Display work from artists with disabilities and discuss.</li> <li>- Teachers read books to class about disability and discuss.</li> <li>- Translate a sentence into People First Language.</li> <li>- Assembly featuring athletes with disabilities or a speaker on a topic related to disability.</li> </ul>	<ul style="list-style-type: none"> <li>- Fact vs. Myth test.</li> <li>- Essay writing Contest (i.e.: Electronic Curb Cut Effect-How an invention created for the need of a person with a disability has benefitted society., Why is it important to look at employment, building design and inventions when talking about accessibility for everyone., overcoming barriers, famous persons with disability, pioneer from the disability rights movement.)</li> <li>- Show a video of disability history.</li> <li>- Translate a paragraph using People First Language. Final positive message of PWD.</li> <li>- Hold Socratic Seminars related to disability.</li> <li>- Assembly featuring athletes with disabilities or a speaker on a topic related to disability.</li> </ul>	<ul style="list-style-type: none"> <li>- Contest for clubs who complete the best community service project related to disability. (i.e.: Start a mentoring program on campus, build a wheel chair access ramp, volunteer for Special Olympics, adopt an organization to volunteer for that month. etc.)</li> <li>- Essay writing contest.</li> <li>- Show a video of disability history.</li> <li>- Translate a paragraph using People First Language. Final positive message of people with disabilities.</li> <li>- Hold Socratic Seminars related to disability.</li> <li>- Fact vs. Myth Test</li> <li>- Assembly featuring athletes with disabilities or a speaker on a topic related to disability.</li> </ul>
<b>DIVISION PARTICIPATION AND INCENTIVES</b>		
<ul style="list-style-type: none"> <li>- Showcase students with disabilities who are making positive contributions to the community.</li> <li>- Showcase schools in the division publications for doing a wonderful job implementing Disability History and Awareness Month campaigns.</li> </ul>		

# The Admiration Test

This is an excellent activity for teaching staff, parents, and students the importance of using respectful language. For parents and educators, it will teach them the importance of writing IEPs in a positive manner that will showcase the student's abilities. For students, it will teach them the power of their words.

## Instructions:

1. Instruct the group of participants to think of someone they respect and admire. Give them a few minutes to come up with the name.
2. Instruct the students to write the name of that person in the box on the top of their form.
3. Point out that there are two columns. In one column, they are going to list all of the qualities that they like about this person. In the other column, they are going to list all of the qualities that may bother or annoy them about the person. (Let them know, that we all have a few qualities that we may improve upon.) Give them enough time complete both columns.
4. Tell the class how excited you are to hear about the person they admire. Begin to randomly select participants and ask them to read to you only from the column on the right. Do not allow them to read the positive comments at this time. After each one say something like, "Really, you like that person?" or "Why do you admire that person if they have those qualities?" or "I'm not so sure I want to meet the person you admire." Stop after 3-5 participants have shared their bad qualities.
5. Begin to randomly select different participants to read the qualities from the left column (the qualities they admire). With pride, they will tell you all of the things they like. Give them praise along the way by saying things like, "Wow! Sounds like a person I'd like to meet." or "I understand why you admire this person." or "This sound's like an amazing person."
6. Ask the class how it felt when you spoke of them with respect and admiration? How did it feel to talk about a person you admire in such a negative way? What about those of you who were hearing about the person for the first time, were you interested in getting to know the person? Maybe you formed opinions about them before having a chance to meet them?

**Staff/Parent Participants:** Explain to the participants that this exercise was to show them the value of writing positive IEPs that focus on a person's strengths. When you write IEPs that point out the negative and focus on the disability you create an opportunity for the student to be judged poorly by future educators. If at an IEP meeting, the student is present, he or she hears nothing but reinforcement of their struggles. By writing an IEP (or employee review) with this exercise in mind you encourage a positive working relationship between the student and staff members. Instruct participants to apply this lesson in all future IEP writing and to consider this lesson when reading IEPs that alarm them about working with a student. Remember it is only a small snap shot of the student not a representation of their entire person. We all have qualities we are not proud of but, we also possess something to be admired.

**Student Participants:** Ask the students if they have ever heard or thought negative things about people with disabilities. You might even ask what myths they have heard. Ask, "Do you think that made you think less of people with disabilities?" Ask if they have a friend or family member who wears glasses or has freckles or blue eyes. Do those features make you like them any more or less? Of course not, because it is just one part of who they are as a person. It is not the entire person. Having a disability does not define a person. Have you ever chosen not to be friends with someone just because you knew they were in a special education class? Have you ever had a friend tell you things they didn't like about someone you had never met or didn't know very well? Did your friend's opinion make you want to get to know the person better? Did you ever think that maybe your friend has only had the opportunity to get to see one side of that person? The next time a friend talks bad about a person you've never met, or you meet someone new who is in special education, remember this exercise. Don't judge the person based on one aspect that you can see or your friend didn't like. Remember there is a whole other side to the person worth getting to know. Take the opportunity to form an opinion for yourself based on fact and not assumption.

# The Admiration Test

<b>I Admire and Respect:</b>	
<b>Qualities I Admire</b>	<b>Not My Favorite Qualities</b>

## Books on Disability

Elementary	Middle	High
Russ and the Apple Tree By Janet Elizabeth Rickert	Rules By Cynthia Lord	Disability By Colin Barnes and Geof Mercer
Tobin Learns to Make Friends By Diane Murrell	Athletes with Disabilities By Deborah Kent	Why I Burned My Book and Other Essays on Disability By Paul Longmore
Russ and the Firehouse By Janet Elizabeth Rickert	Owning It: Stories About Teens with Disabilities By Donald Gallo	Hellen Keller: The Story of My Life By Hellen Keller
Russ and the Almost Perfect Day By Janet Elizabeth Rickert	Tangerine By Edward Bloor and Danny De Vito	Double Take: A Memoir By Kevin Michael Connolly
We'll Paint the Octopus Red By S.A.Bodeen, Stephanie Stuve-Boden	Freak The Mighty By Rodman Philbrick	Leaving Paradise By Simone Elkeles
My Friend Isabelle By Eliza Woloson	16 Extraordinary American's with Disabilities By Nancy Lobb	Gathering Blue By Lois Lawry
Looking After Louis by Lesley Ely	Things Not Seen By Andrew Clements	The Orange Houses By Paul Griffin
Different is Not Bad, Different is the World: A Book About Disabilities By Sally L. Smith	Out of My Mind By Sharon Draper	The Weirdo By Theodore Taylor
Arnie and the New Kid By Nancy L. Carlson	A Brand New Me (Hank Zipzer Series #17....Entire Series is related to disability) By, Henry Winkler, Lin Oliver and Jesse Joshua Watson	Izzy Willy-Nilly By Cynthia Voigt
Susan Laughs By Jeanne Willis	Summer of the Sawns By Betsy Byars and Ted Coconis	Hero's By Robert Cormier
What It's Like to Be Me By Helen Exley	The Secret Garden By Frances Burnett	Things That Are By Andrew Clements
A Smile From Andy By Nan Holcomb	Petey By Ben Mikaelson	Accidents of Nature By Harriet Johnson
Buddy's Shadow By Shirley Becker		The Window By Jeanette Ingold

<p>Don't Call Me Special By Pat Thomas and Lesley Harker</p> <p>The Night Search By Kate Chamberlin</p> <p>Patrick and Emma Lou By Nan Holcomb</p> <p>When I Grow Up By Candri Hodges</p> <p>Becky the Brave: A Story About Epilepsy By Laurie Lears</p> <p>Ben Has Something to Say: A Story About Stuttering By Laurie Lears</p> <p>Ian's Walk: A Story About Autism By Laurie Lears</p> <p>I'm Tougher than Asthema By Alden R. Carter and Sir M. Carter</p> <p>What's Wrong With Timmy By Maria Shriver and Sandra Speidel</p> <p>Through Grandpa's Eye's By Patricia Mac Lachlan and Deborah Ray</p> <p>Best Friend on Wheels By Debra Shirley and Judy Stead</p> <p>Deaf Child Crossing By Marlee Matlin</p> <p>Flight By Elizabeth Ellison</p>	<p>The Don't Give Up Kid: and Learning Disabilities By Jeanne Gehret and Michael La Duca</p> <p>The Winning Summer By Marsha Hubler</p> <p>Million Dollar Putt By Dan Gutman</p> <p>Reaching for the Sun By Tracie Vaughn Zimmer</p> <p>Window Boy By Andrea White</p> <p>Stranded By Ben Mikaelson</p> <p>Miss Spitfire: Reaching Helen Keller By Sarah Miller</p> <p>Wintering Well By Lea Wait</p> <p>What Katy Did By Susan Coolidge and Cathy Cassidy</p> <p>The Dark Days and Hamburger Halpin By Josh Berk</p> <p>Adam and the Magic Marker: A Magic Adventure By Adam and Carol Buehrens</p> <p>And Don't Bring Jeremy By Marilyn Levinson and Diane DeGroat</p> <p>Be Good to Eddie Lee By Virginia Fleming and Floyd Cooper</p>	<p>Small Steps By Louis Sachar</p> <p>Lady Macbeth's Daughter By Lisa Klein</p> <p>Are You Alone on Purpose By Nancy Werlin</p> <p>Crazy Horse Electric Game By Chris Crutcher</p> <p>A Face In A Window By Han Nolan</p> <p>Head Case By Sarah Aronson</p> <p>Leonardo's Hand By Wick Downing</p> <p>The Monument By Gary Paulsen</p> <p>Of Sound Mind By Jean Ferris</p> <p>One Handed Catch By M. Auch</p> <p>Peeling the Onion By Wendy Orr</p> <p>Phoning a Dead Man By Gillian Cross</p> <p>Shark Girl By Kelly Bingham</p> <p>Cruise Control By Terry Trueman</p> <p>The Seer By David Stahler Jr.</p>
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# Additional Activity Resources

Virginia Center for Self-Advocacy and Student Leadership:

<http://www.vcu.edu/partnership/C-SAL/>

Museum of Disability History:

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

Virginia Board for People with Disabilities:

<http://www.vaboard.org/links.htm>