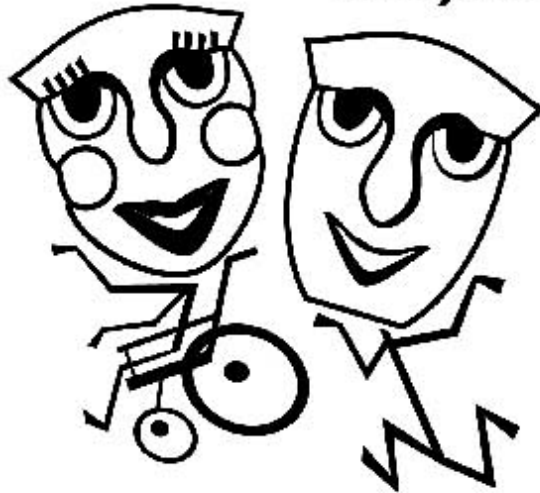


The
Dis-Ability
Project



Elementary & Middle School Study Guide

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*Not all of the pieces discussed here may be seen at a particular performance or are currently in our repertoire.

The DisAbility Project Study Guide

This guide is designed to allow teachers to discuss the culture of disability with their students before The DisAbility Project presentation. Questions for students and discussion outlines are provided to help teachers present “disability” in a positive and open way.

Please take a few minutes to review these questions and discussion outlines.

As an experience-based theatrical troupe, we always strive to improve our presentation. Please feel free to contact us with any questions or comments about our performance, actors and staff, this study guide, website, or other materials. We appreciate your input!

Let’s Get Started

There are a couple of things we would like to highlight.

1. We do not necessarily see ourselves as “broken” or being any worse off than people without “disabilities”. This group is focused on special attributes all we have, thus we highlight our Abilities (that is why you see the capital letter in our name).
2. When referring to an individual, please say there is a person with a disability, not a disabled person. This puts the adjective in its place.
3. Please phrase things actively, like “the girl **using** the wheelchair”, “the boy **speaking** sign language”. This is called “people first language” and promotes more positive attitudes about people with disabilities.

Wheelchair Symbol (following page)

Please use this page during your discussion.

- **Do you know what this symbol stands for?**

TEACHER: The wheelchair symbolizes an individual who might use a wheelchair, might not walk, or may not be able to do things as easily as you and I can do like:

- enter a building through a certain door
- use a phone that has been placed lower, so it is closer to reach.
- use a certain bathroom
- use the elevator to get to the upper floors in a building

This symbol has become a common symbol for the disability community in general.



Some Facts about Disability in America

- About 53 million people in the United States have a disability ... that's almost 1 out of every 5 people!
- 12.7% of children ages 6-14 have a disability.
- People with disabilities are the largest minority group in the U.S.
- People with disabilities are the largest group of unemployed or underemployed people in the U.S.
- Only about one third of people with disabilities work.
- About one third of Americans with a disability are older than 65.
- Only about 15% of Americans with a disability were born that way.
- Average life span of a person who is quadriplegic and lives in an institution = 18 months.
- Average life span of a person who is quadriplegic and lives independently = 15 years.
- Studies show that building a new facility that is accessible for people with a disability adds only 1/2 of 1% to the building's cost.
- About 1 in every 11 Americans has a hearing impairment. About 2 million Americans are deaf.
- Hearing loss affects approximately 17 in 1,000 children under age 18.
- 120,000 Americans are totally blind. 600,000 Americans are legally blind.
- 55,200 American children are legally blind.
- There are about 1 million people who use wheelchairs in the U.S.
- More than 80% of the people who use wheelchairs are men between the ages of 16-30.
- There were 4.6 million (7.6%) children diagnosed with a learning disability in 2003.
- Car accidents cause almost half the new spinal cord injuries each year.
- The Americans with Disabilities Act was made law in 1991. Here are some of the defined disabilities covered by ADA:

Lung disease
Muscular dystrophy
Cerebral palsy
Mental or emotional illness
Manic depression
Arthritis
Epilepsy
Alcoholism

heart disease
multiple sclerosis
cancer
schizophrenia
controlled diabetes
asthma
AIDS
drug or alcohol addiction

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Landmarks in the March to Equality for those with Disabilities

1817 American School for the Deaf is founded in Hartford, CT. It is the first US school for children who are deaf.

1848 First residential institution for people with mental retardation is founded in Boston. Over the next century, thousands of people with developmental disabilities are institutionalized.

1860 Simon Pollak demonstrates Braille at the Missouri School for the Blind.

1880 The hearing aid is invented by R.G. Rhodes.

1902 Helen Keller, the first person who was deaf and blind to graduate from college, publishes an autobiography, "The Story of My Life," in Ladies' Home Journal.

1908 Clifford Beers' autobiography, "A Man that Found Himself," which deals with his three years in an asylum, is published. It generates a storm of protests over the care of people with mental illness.

1913-1920 Activists push for creation of state workers' compensation programs. By 1919, 43 states have established some form of workers' compensation to assist people who have been injured at work.

1921 The American Foundation for the Blind is founded.

1927 The US Supreme Court, in Buck v. Bell, rules that forced sterilization of people with disabilities is not a violation of their constitutional rights.

1929 Seeing Eye establishes the first guide dog school in the United States.

1932 Disabled American Veterans is chartered by Congress to represent veterans in dealings with the government.

1933 Franklin D. Roosevelt, the first person with a physical disability to be elected president, is sworn into office.

1935 Roosevelt signs the Social Security Act, establishing federal old-age benefits and grants for assistance to people who are blind and children with disabilities.

1948 United Cerebral Palsy Association Inc. is founded.

1948 Harold Russell wins two Academy Awards for his role in "The Best Years of Our Lives." He was the first actor with a disability to win an Oscar.

1950 The National Association of Parents and Friends of Mentally Retarded Children is founded. The organization is now known as The ARC.

1957 Little People of America are founded to advocate on behalf of dwarfs, or little people.

1958 Gini Laurie, originally from St. Louis, first publishes gazette on disability in Cleveland, OH.

1960 The first Paralympics Games are held in Rome.

1961 American National Standards Institute Inc. publishes specifications for making buildings accessible to people with physical disabilities.

1963 President John F. Kennedy signs a bill creating a system of community health centers intended to replace the institutionalization of people with mental illness.

1963 Robert H. Weitbrecht invents “acoustic coupler,” forerunner of the telephone modem, enabling teletypewriter messages to be sent by telephone line. The invention gives people who are deaf access to telephone services.

1964 The Civil Rights Act is passed, outlawing discrimination on the basis of race in public accommodations, employment and federally-assisted programs.

1968 Architectural Barriers Act, regarded as the first federal disability rights’ legislation, requires federal buildings and facilities to be accessible to people with physical disabilities.

1970 Max Starkloff, who was living in a nursing home, founds Paraquad in St. Louis. Paraquad is an organization which helps people with disabilities live more independently.

1971 The Caption Center is founded at WGBH Public Television in Boston and the following year begins captioned programming for people who are deaf.

1972 The Center for Independent Living is founded in California by Edward Roberts.

1973 The Rehabilitation Act of 1973 addresses discrimination against people with disabilities.

1973 Passage of the Federal Aid Highway Act authorizes federal funds for construction of curb cuts.

1975 The US Supreme Court, in O’Connor v. Donaldson, rules that people cannot be institutionalized against their will in a psychiatric hospital, unless they are determined to be a threat to themselves or others.

1975 Individuals with Disabilities Education Act is enacted to ensure that children with disabilities receive free, public schooling that addresses their special needs.

1975 The Atlantis Community is founded in Denver as a group-housing program for adults with severe disabilities.

1976 The Higher Education Act of 1972 is amended to provide services to students with physical disabilities to enter college.

1978 Disability rights activists block Denver Regional Transit Authority buses to protest inaccessibility of city’s mass transit system.

1979 Parents establish National Alliance for the Mentally Ill in Madison, WI.

1982 Telecommunications for the Disabled Act mandates telephone access for people who are deaf and hearing-impaired, at places such as hospitals and police stations.

1983 American Disabled for Accessible Public Transit (ADAPT) is organized in Denver, CO.

1984 Voting for the Elderly and Handicapped Act requires polling places to be accessible or alternatives be found for people who are elderly or who are disabled so they may vote.

1985 Gini Laurie establishes International Polio Network, based in St. Louis.

1986 Air Carrier Access Act prohibits airlines from refusing service to people with disabilities and from charging higher fares.

1987 Marlee Matlin, who is deaf, wins an Oscar for her role in “Children of a Lesser God.”

1988 Fair Housing Amendments Act adds people with disabilities to its groups who are protected by federal fair housing legislation. It also establishes minimum standards for adapting newly constructed multiple-dwelling housing.

1990 Americans with Disabilities Act is signed by President George Bush on July 26.

1994 Heather Whitestone is crowned Miss America. She is the first woman who is deaf to hold the title.

1995 American Association for People with Disabilities is founded in Washington, D.C.

1996 the DisAbility Project, a touring ensemble of disabled and non-disabled adults, is founded by theatre artist Joan Lipkin and occupational therapist Fran Cohen in St. Louis to create original theatrical material about the culture of disability.

1998 Casey Martin cites ADA to win a court decision and the right to ride a golf cart in PGA Tour competitions. An appeal is pending.

1999 The US Supreme Court rules in Olmstead v. L.C. that confining those with disabilities to state institutions for no medical reason is discrimination and violates the ADA.

2000 Marla Runyan, who is legally blind, qualifies for the US Olympic team going to Sydney, Australia. She is a distance runner.

2000 The US Supreme Court heard arguments in October in University of Alabama v. Garrett on whether Title I (employment) and Title II (state and local government services) of the ADA violate sovereignty and thus is unconstitutional.

2002 Christopher Reeve announces that he has regained movement as well as feeling in his hands and feet due to spinal cord treatment involving exercise at Washington University in St. Louis.

Questions for Students

- What is a “disability”?

TEACHER: A disability is something that makes it difficult for some people to do the same things that you and I do every day.

There are three types of disabilities:

Physical disabilities affect how people move, walk or get around, like a person who cannot use their arms or legs very well.

Sensory disabilities affect 2 of the 5 senses: sight and hearing, like a person who is blind, or a person who is deaf.

Cognitive disabilities affect how a person thinks, like a learning disability, attention deficit or dyslexia.

- Is being “different” a “disability”?

TEACHER: Talk with the students about how basically everyone has some sort of “disability” and that no one should ever tease a person with a disability because the teaser probably has something he or she is embarrassed or may feel self conscious about, also.

- Can you name any famous people with disabilities?

TEACHER: You can get the students to think about people on TV, in movies, maybe even politicians or other celebrities. Discuss who these people are, what their accomplishments are, as well as what their disabilities are.

Christopher Reeve used a wheelchair. Do you remember Christopher Reeve from the movies? He played “Superman”. Do you know how he wound up in a wheelchair? He was in a horse-jumping competition when his horse stopped very quickly. Even though he had practiced for many, many years and knew how to ride a horse very well, he was thrown off the horse. When he landed on the ground, he broke his neck. Then he used his wheelchair to get around instead of walking with his legs. Sometimes, things happen even when we are careful. Christopher traveled around the country giving talks to help people understand disabilities more as well as to encourage medical research. He also continued to act in movies and sometimes directed them.

Helen Keller was blind and deaf. Have you seen the movie or the play called “The Miracle Worker”? Helen Keller was the girl who learned how to communicate in that story. She was a real person. Helen went all the way through school, even college. She and her teacher, Anne Sullivan, toured the country to show people that just because a person is blind, deaf or both, he or she can still go to school to learn and can still be a productive person in society. She was very famous.

President Franklin Roosevelt used a wheelchair. Have you seen pictures of President Roosevelt? Do you know what happened to him? He had a disease called polio, which made walking a hard thing to do. Polio was very contagious and lots of children used to get this disease. Now you get a shot when you are a baby that makes sure you will never get polio.

Stevie Wonder is a singer with many CDs and famous songs. One of those songs is “I Just Called to Say I Love You.” Does anybody know any of his other songs? Stevie has been blind since birth. But it hasn’t prevented him from writing and singing all over the world, including for the president at the White House. Sometimes, when somebody is blind, their other senses improve, especially their hearing. Some blind people are musicians because they love music and can play it beautifully.

Jackie Joyner Kersee is an athlete with asthma. Did you see her in the Olympics? She has won many races and holds many world records in track and field. Asthma makes it difficult for a person to breathe. Jackie grew up in East St. Louis.

Michael J. Fox has a disease called Parkinson’s disease. Do you know who Michael is? He is a movie star and television actor. He was on “Spin City” and “Family Ties” on TV. Maybe you saw the movie, “Back to the Future.” He was Marty McFly. Parkinson’s disease can make life very difficult. Sometimes, people with Parkinson’s hands and legs shake in what are called “muscle tremors”. These tremors can make it hard for them to walk and they can get very tired. Michael recently left “Spin City” to try to raise money for a cure for this disease. As a celebrity, he feels that he can attract more interest in this cause.

- **Do YOU know anyone who has a disability?**

TEACHER: Ask class about friends, relatives, neighbors, etc. Ask students what each person’s disability is and if they know what contributed to their disability. Was it acquired, i.e. a spinal chord injury, or were they born with it, i.e. cerebral palsy?

- **Does anyone here have a disability?**

TEACHER: You have probably already had a discussion with the class if one of your students is in a wheelchair, uses crutches, or needs special assistance. Use this opportunity to talk about the fact that everyone has some sort of “disability”, whether it means you need glasses to see clearly, etc.

- **Do you think disabilities are contagious? Can you catch them from other people?**

TEACHER: This is an opportunity to discuss why your class does not need to fear a person in a wheelchair, someone who walks with a cane or limps, someone who cannot see very well or is deaf, or anyone who is just plain different.

If Christopher Reeve fell off a horse, could you “catch” his disability if you talked to him? If you touched or hugged him?

- **Since we know who some people with disabilities are now, do you think everyone thinks of the word “disability” the same way?**

TEACHER: Discuss with the students how everyone will have a different explanation of what a disability is and who has a disability. There are many ways to describe a disability. Many people say the word disability in a hurtful way without thinking about the PERSON and only thinking about the DISABILITY.

- **How is a person with a disability different from us here? How are they the same?**

TEACHER: Some people with disabilities may walk slower or need help getting dressed, but that does not mean they necessarily think more slowly than you.

- **How do you think disabilities can affect the way a person lives their life? Can they go to the mall like you and me? Can they take a bath or go swimming?**

TEACHER: Discuss with your class how some disabilities may make it harder for some people to get dressed or go swimming. This means it may take them longer to get ready. Imagine how early some people must get up so they can get ready for school or to go to work!

- **Do you think a person with a disability can be happy?**

TEACHER: A person with a disability can be just as happy as you and me if they have good friends and a loving family, just like we have. There is no reason why a person with a disability cannot be happy.

- **How do you think a person with a disability feels?**

TEACHER: If the person has been teased or ignored they will feel just as bad as someone who is not “disabled” feels when they are teased or ignored. A person with a disability has the same feelings that we do.

- **Let’s play pretend. You are at the mall with your Mom or Dad and you are in the toy store. There is a new toy on a shelf that you REALLY want to see. But there is a girl and her father in the row and you can’t get to the toy. The girl is standing with two crutches and you would trip her if you reached for the toy. What should you do?**

TEACHER: Should you ask the girl’s father to have the girl move? Should you ask the girl to hand you the toy?

You should talk to the girl. She will probably apologize for standing in the way and hand you the toy. Her father will be happy that you were so polite. Besides, she may seem pretty nice once you talk to her. Maybe she could end up becoming your friend. She may actually live very close to you and just go to another school.

- **What can you do to make a person with a disability feel comfortable at school? At church or temple? At a relative’s house? At the mall?**

TEACHER: Have the children discuss things like ... make sure there is enough room for Aunt Judy’s wheelchair at the dinner table, talk to the old lady down the street who always waves, say hello and don’t run from the man who slurs his words at church, pick up something that a person drops ... and most importantly, consider if they might be a new friend.

Follow-Up Discussion Prompts

Questions about Specific Pieces

Asthma

- What is asthma?
- Do you know anybody who has asthma?
- Can you describe what having asthma feels like?
- What did the piece suggest can sometimes happen?
- Is there anything we can do to try to make sure that we don't have an attack if we have asthma?
- What should you do the next time you or someone you knows has an asthma attack?
- Besides the woman telling the story, what were the other parts?
- What did you think of them?
- Can you show what the lungs were doing? Can you show what the heart was doing?

Attendant Care

- How would you feel if you had to depend on someone else to use the bathroom or get out of bed?
- What other types of activities do you think a person with a disability needs help doing? Why?
- What if that person called in sick or didn't do their job well? What would you do?
- What if you had to trust a perfect stranger with personal and private activities because you cannot perform them without help?
- How would you feel if you lost your independence?

Coffeehouse

- Do you think this was a real-life story?
- Have you ever been to a restaurant or store that did not have a ramp or a way for a person using a wheelchair to enter?
- How would you feel if you or some of your friends couldn't get into a restaurant or store?
- Think about some of the places around St. Louis (i.e., your school, the Arch, Busch Stadium, City Museum, Forest Park, the Zoo, etc.). In what ways are these places accessible to people using wheelchairs? In what ways are they not accessible?
- There were two ways that the story was being told in this piece. One way was when people were talking. What was the other way?
- Some of the people were not talking. What kinds of things were they doing instead?
- What were your favorite parts of the story?
- Can you show us how they acted out the weather or the ramp?

Employment

- How did the store manager act toward the woman using the wheelchair?
- Did the store manager make some assumptions about the woman applying for the job?
- Was that the right thing to do? Was that nice?
- Why did the store manager assume that the woman applying for the job should go to the sheltered workshop? What is a sheltered workshop?

- How would you feel if someone talked to you like that?
- The woman using the wheelchair wanted to help sell clothes. The store manager said it was too crowded for her to get around. What were some of the ideas that people said the woman could do?
- What are some other ideas you have about jobs that the woman using the wheelchair could do in the store?
- Where are some of the places that you have seen people with disabilities working? What were their jobs?

Facts and Figures

- Have you or your friends ever used any of the words in the piece like lame, crippled, or retarded?
- Have you ever thought about what those words actually mean?
- After seeing this piece do you think you will use those words?
- Have you ever made fun of someone with a disability? Or seen someone with a disability being made fun of? How did that make you feel?
- What are some things you can say and/or do the next time someone is making fun of a person with a disability?

Falling in Love

- What did you think of the piece?
- Have you ever been friends with someone who has a disability? If not, why not? If so, what were other people's reactions to your friendship?
- Do you have any relatives who have a disability?

Gotta Move (Rock n'Roll)

- Before today, have you ever seen someone in a wheelchair dance?
- How did you feel about watching the dance?
- What did you like best about the piece?
- Do you like to dance?
- Do you think you could dance in a piece like that?
- Do you think everyone can?

Hello

- Have you ever been curious about someone with a disability?
- Have you been nervous about talking to someone with a disability?
- Has anyone prevented you from talking to someone with a disability?
- What would you have done if you were that little girl in that piece?
- Would you have disobeyed your mother? What would you have said to her when she caught you?
- What would you have said to the man in the chair?

Jeremiah

- What did you think this piece was about?
- What did you think about the movement between the performers?
- How did this piece make you feel?

-What did you like best about the piece?

Leaving Home

-Have you ever wanted to do something that your parents were nervous about you doing?

-How did your family deal with that?

-What are some of your dreams?

-Have you had people doubt your abilities or your dreams?

-How did you deal with that?

Mirroring

-What do you think those people were doing?

-Does everyone get ready in the morning?

-Were they doing the same kinds of things that you do when you get ready in the morning?

-What do you think the point of that piece was?

Parking

-What do you think the people doing different movements at the very beginning of the piece were trying to represent?

-Why was the person using the wheelchair having a hard time finding a place to park?

-Why did she think the woman was parking illegally? Was she?

-What do you call the sign that she said was in her car?

-Why do people use that sign?

-When she helped the person using a chair find a new space to park in, what happened?

-Have you ever seen someone who you thought did not have a disability, park in a parking space that says it is for people with disabilities?

-Can we always tell if someone has a disability?

-When you are older and can drive, do you think you will park in a special parking space if you are not disabled?

-What will you do to make sure your parents or other adults who drive you do not park in the disabled parking spaces?

Rap

-Have people ever misjudged you because of how you looked?

-How did that make you feel?

-Have you ever assumed something about someone because they were disabled?

-What are some celebrities that you know of that have disabilities?

-Can you think of some more verses to the rap? Write them down and share them with us.

Waiting

-Where do you think this piece took place?

-How do you think those people were feeling in the piece?

-Were they bored? Why?

-Do you think people with disabilities have to wait a lot? Why?

- Did you get bored, too, waiting with them? Then, what happened?
- What were some of the things you saw?
- Do you think this really happened?
- Could it also happen in someone's imagination?
- What kinds of things do you think about when you're waiting somewhere?

You Never Know

- Have you ever had something happen to you that was unexpected?
- How did you deal with that?
- What did you think of the performers' attitudes?
- In your opinion, what do you think would be more difficult, being born with a disability or becoming disabled later in life? Why do you feel the way you do?

Follow-Up Discussion Questions

General Questions

- **What do you think about people with disabilities now? Do you think they can do many of the things that YOU can do?**

TEACHER: This can be an open-ended discussion about students' thoughts on the program itself or on specific pieces.

- **What piece did you like the most? Why?**

TEACHER: See which pieces they liked and why. Was it the movement? Was something funny, or sad, or did it make them think about how some people act toward other people?

- **Why do you think there are curb cuts in the streets?**

TEACHER: Discuss how curb cuts make it easier for a person who uses a wheelchair to cross a street, or get out of a parking lot.

- **Who else might use curb cuts?**

TEACHER: Lots of people can use curb cuts ... people pulling luggage and someone pushing a stroller. See if they can think of any other people who might use a curb cut.

- **Why shouldn't you park in a disabled parking space when you go to the mall?**

TEACHER: Discuss how when people park in the disabled parking spaces, they can make it difficult or impossible for a person with a disability to get into the mall or store. This may make doing simple daily activities very hard for them and may keep them from doing things on their own. It might be like making you walk a mile to get to the mall. How would you like to walk a very long distance?

- **How will you now act toward a person with disabilities when you see one?**

TEACHER: Discuss that now students know that people with disabilities are basically like you and me, but may just have difficulties with certain tasks. They should be treated the same as people who are not disabled. Like all of us, they appreciate courtesy and friendliness.

- **Is there anything you want to do now to be more helpful?**

TEACHER: Students can learn sign language, read stories to a person who is blind, shovel the ice on the sidewalk to make sure their neighbor can get to their mailbox, etc. Students can discuss those people who they already know who have a disability and how they can help them out.

- **Is there anything you can do as a class to help someone with a disability?**

TEACHER: This can be as open as you feel comfortable with. Your class can do something simple or something more involved, depending on the person with disabilities and your resources.

Suggested Follow-Up Activities

Pictures and Stories

Draw a picture of one of the pieces. Now write a story about the piece. Tell what the piece was saying or why people were doing what they were doing.

You can tell one person's story from the piece, or talk about the whole thing.

What did you learn about that piece? Why do you think it's important?

Personal Experience

Draw a picture or tell a story about something that happened to you or someone you know that was similar to one of the pieces. If you were there, talk about what you did. Did you help someone? Did you talk to someone about what happened? Did you decide to do something afterward, like learn how to help someone in the future, learn how to use sign language, use a wheelchair for a day to see what it is like?

What if ...

Write a story telling what it would be like for you do something ordinary – like getting ready for school in the morning, going to church/temple, or visiting your grandparents – if you were to have one disability – Blindness – Deafness – Cannot Walk – Cannot Use Hands – Cannot Breathe Well (add or use other disabilities).

Have a Conversation...

Ask if you can with someone you know about their disability? Were they born with a disability or did they acquire it? What are some of the things, they find most challenging? What do they think people should know? Write up your experience with this conversation and share with the class.

Write a Letter

Draw a picture and write a letter to one of the actors telling them what you think about a person with a disability now. Tell the actor what you liked about their performance or the piece they were in.

Collage

Use cut out pictures or words from magazines for a variety of topics ... things you could do with a friend who has a disability, places you could go with a relative who has a disability, etc.

Assessing Your School Environment for Access to People with Disabilities

- Is the international symbol of access (an outline of a person in a wheelchair) displayed in the entrance way of the school?
- Are forms of public transportation that reach the school accessible to people with disabilities?
- Are parking spaces available close to and level with the entrance to the school building, and clearly marked with the international symbol of access?
- At entrances with stairways, are ramps available?
- Do the doors of the entrance way provide a clear opening of no less than 32 inches, and can they be easily opened?
- Is there a working elevator in the building? If not, are there enough classrooms on the first floor for all students who use a wheelchair? Or do stairways have mechanical risers wherever possible or necessary? Are there enough classes scheduled in these accessible classrooms for all students who use a wheelchair?
- Do all stairways have handrails?
- Do floors have a nonslip surface?
- Are the building hallways wide and flat enough to accommodate a person who uses a wheelchair or by other persons with different kinds of physical impairment?
- Are safety alarms, telephones and room controls (lighting, heat, air conditioning, windows, window shades) within reach for a person with a disability?
- Is there an emergency exit plan that assumes the needs of people with disabilities?
- Are warning signals clear to people with disabilities? Can they be heard and seen by people with disabilities?
- Are there water fountains and phones at a height that can be reached by a person in a wheelchair?
- Are there Braille signs in elevators, on restroom doors, public phones, etc.?
- Are common areas (libraries, cafeteria, auditorium, and other common spaces) accessible to people who use wheelchairs?
- Are there restroom stalls that permit a full 36" rotation of a wheelchair? Are there grab rails surrounding the restroom seat? Are sink, soap, and paper towel holders at a height accessible to a person in a wheelchair?

- Are there tables in common areas (computer labs, libraries, snackbars) and in classrooms high enough so that students who use wheelchairs can fit under them?
- Is classroom furniture moved so that aisles can be wide enough for students who are blind/visually impaired or who use wheelchairs or crutches?
- Are students with disabilities given equal opportunity to learn in public schools in your community?
- Are students with disabilities given multiple means of representation, expression, and engagement throughout the curriculum and within the classroom?
- Are inclusion methods employed to include students with physical, mental, developmental, and/or learning disabilities in all aspects of classroom activity?
- Are support services, special educational services and paraprofessionals provided to students with disabilities as needed?
- Are extracurricular and athletic program provided for students with disabilities?
- Are books in Braille provided to students?
- Are forms of assistive technology available to students with disabilities?
- Are audio and visual devices equipped with captions?
- Are big books or large type books provided for students who are visually impaired?
- Are specially equipped computers available to students who have difficulty printing on paper?
- Is there computer software that “reads” the print on screen to students?
- Are there classes provided in sign language for students who are hard of hearing or deaf?
- Are there athletic programs for students with disabilities, or athletic programs taught by a staff person with a disability?

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