

ASSIGNMENTS

Assistive Technology Lab Experience Tracking

(Due the Friday after spring break)

The Assistive Technology (AT) Lab is a place where you can learn how to build and use assistive technology. This list facilitates creating and learning how to use a wide variety of AT. After you have completed an activity please have an AT staff initial in the corresponding box. After you have finished the list feel free to continue going to the Lab for more experience. All projects completed in the Lab will be added to the loan bank or given to clients.

Activity	Date	AT staff initials
SHOP (Complete a minimum of 8 of 9 activities)		
Learn and demonstrate knowledge of how to operate a variety of power tools (drill, sanders, etc.).		
Learn and demonstrate knowledge of how to operate a variety of power saws.		
Service a Manual Wheel chair.		
Service a Power Wheel chair or Scooter.		
Make a switch.		
Gain some basic knowledge in the area of seating and positioning.		
Work on a cardboard or PVC project.		
Evaluate a client's needs, design, build/adapt, and implement an AT device for a specific client.		
Learn basics of battery maintenance.		
COMPUTER LAB		
Make a Board Maker project in the computer lab and let AT lab staff see the finished project		
Navigate the Internet or a computer program using the MAGIC.		
Navigate Windows or the internet using JAWS.		
Become familiar with other computer programs in the computer lab.		
Become familiar with iPad applications; (communication, education, hearing, language, & vision).		
Watch the 10 minute video and then make a Herbi project, and let AT lab staff see the finished project		
Review accessibility features of the iPad.		
Review ease of access on the PC.		
Review the accessibility features of the MAC.		
GORDON		
Have Gordon demonstrate Dragon and sign this paper.		

TAKE THIS TO THE AT LAB EVERYTIME YOU GO!!!!

9. What are examples of appropriate documentation for a student to qualify for DRC services?

10. What information is the DRC able to accept as disability documentation? List 3

11. What is the most important part in requesting accommodations?

12. What happens to my medical information once it is given to the DRC?

13. What is a note taker and their responsibilities?

14. Have an employee of the DRC sign your assignment.

DRC Assignment Matrix

Name: _____

	Points Possible	Points received
Questions answered correct: 10 points per question	140	
Total:	140	

IDASL
Discipline Presentation
See Forms and Assignments at a Glance for the due date.

Prepare a 5-7 minute presentation to give in class about who you are and about your major. You will be deducted points for going over the time limit. Use the following bullet points to guide your presentation.

- What are the various work opportunities and settings available to people who have graduated in your discipline?
- What do you hope to do with your degree and why?
- Do you know of any interdisciplinary collaboration within your field? For example, a speech pathologist would most likely have contact with an audiologist.
- How do you envision working with people with a disability in your field?
- Is there anything else you would like to share with the class?

Discipline Presentation

Name: _____

	Points Possible	Points received
Questions answered	50	
Presentation given	10	
Within time limit	10	
Total:	70	

IDASL
Service Learning Reflection
See Forms and Assignments at a Glance for the due date.

Please reflect on your service learning experiences you have had at the community sites interacting with people with disabilities. Write a **three-five** page, **(double spaced, one inch margins, Times New Roman 12 pt font)**, response paper about some of these experiences. Answer all of the questions. Questions should be used as headings and remain single spaced.

1. Share some of your service learning experiences that stood out the most for you?

2. How did your service learning experiences relate to the core competencies?

3. How did interacting with people with disabilities present new concepts or new ways of thinking about disability?

4. What did you learn about yourself while interacting with people with disabilities?

5. What changes will you make or have you made in your professional or personal behavior as a result of your service learning experiences?

Service Learning Reflections Assignment Matrix

Name: _____

	Points Possible	Points received
3-5 pages	20	
1 inch margins, 12 pt font Double spaced	10	
All questions used as headers in the paper	30	
Content of answers including use of people first language, questions answered etc.	40	
Total:	100	

IDASL
BOOK REVIEW ASSIGNMENTS I & II
See Forms and Assignments at a Glance for the due dates.

Your assignment is to read one book each semester with a disability theme. You will be assigned one book and you can select the other one from the following list. Use the questions listed on the following pages for each individual book to complete the book review assignments I & II.

Assigned book (fall semester):

Getting Life by Julie Cole Shaw

Getting Life offers a rare glimpse behind the closed doors of long term care. This fictional story draws readers into the wheelchair of Emily Mason, a 35-year-old nonverbal woman with cerebral palsy, and allows you to share each of her experiences -- painful, thrilling, or confusing—as she struggles to leave the nursing home behind and join the community.

List of books to choose from for spring semester:

Emergence: Labeled Autistic by Temple Grandin

Temple Grandin was diagnosed with autism at the age of three. An intelligent child with a thirst for knowledge, but unable to properly express herself or control her behavior, Temple struggled through grade school. Eventually moved from a 'normal' school to an educational program for autistic children, she began to suffer 'nerve attacks.' Now Temple tells the story of how she went from a fear-gripped, autistic child to a successful professional and a world leader in her field.

Strong in the Broken Places by Richard M. Cohen

Strong at the Broken Places is the remarkable story of five ordinary people trapped in the complex world of serious chronic illness. Cohen spent three years chronicling the lives of five diverse "citizens of sickness": Denise, who suffers from ALS; Buzz, whose Christian faith helps him deal with his non-Hodgkin's lymphoma; Sarah, a determined young woman with Crohn's disease; Ben, a college student with muscular dystrophy; Larry, whose bipolar disorder is hidden within. The five are different in age and gender, race and economic status, but they are determined to live life on their own terms.

The Spirit Catches You and You Fall Down by Anne Fadiman

Anne Fadiman walks an incredibly fine, and very well documented, line as she describes what happens when American medical technology meets up with a deep and ancient Eastern culture. A little Hmong girl is diagnosed with epilepsy which her parents believe is caused by spirits. Because of this belief, they try to cure her illness not with western medication but their own Hmong ways. The doctors and other professionals want to help the child with the best medical treatment.

Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See by Erik Weihenmayer

In this poignant and inspiring memoir, Erik Weihenmayer shares his struggle to push past the limits imposed on him by his visual impairment-and by a seeing world. He speaks movingly of the role his family played in his battle to break through the barriers of blindness: the mother who prayed for the miracle that would restore her son's sight and the father who encouraged him to strive for that distant mountaintop. And he tells the story of his dream to climb the world's Seven Summits, including Mount Everest, and how he is turning that dream into astonishing reality.

Book Review Assignment Matrix

Name: _____

	Points Possible	Points received
5 pages	20	
1 inch margins, 12 pt font Double spaced	10	
All questions used as headers in the paper; correct number of questions answered	50	
Content of answers including use of people first language, questions answered etc.	70	
Presentation in class	50	
Total:	200	

IDASL
BOOK REVIEW ASSIGNMENTS I & II
See Forms and Assignments at a Glance for the due dates.

Your assignment is to read two books with a disability theme. You will be assigned one book fall semester. Spring semester you can select one from the following list. For each assignment, use the questions for the book to write a **five page (double spaced, one inch margins, Times New Roman 12 pt font)** paper. Questions should be used as headings and remain single spaced.

Getting Life by Julie Shaw Cole **(assigned for fall semester)**

Emergence: Labeled Autistic by Temple Grandin

Strong at the Broken Places: Voices of Illness, a Chorus of Hope by Richard M. Cohen

The Spirit Catches You and You Fall Down by Anne Fadiman

Touch the Top of the World: a Blind Man's Journey to Climb Farther than the Eye Can See by Erik Weihenmayer

On the pages below are the questions for each book:

***Getting Life* by Julie Shaw Cole**

IDASL Book Report Questions

Complete both sections and follow the instructions for the book assignments.

Section One

Discuss **three** of these questions.

1. Identify and share examples from the book where Emily experiences the philosophy of independent living?
2. Identify and share Emily's various living arrangements? How does this change throughout the book? Using examples from the book, discuss how living in a community setting with the appropriate supports and services enhanced Emily's quality of life as opposed to living in a nursing home.
3. Identify and share modes of transportation Emily uses? How does this change throughout the book? How much control or choice in transportation options does Emily have?
4. Share examples of social and recreational activities Emily experiences? How do these change throughout the book?
5. Share some of the barriers Emily faced that limited her choices? Share an example of a barrier that could be easily addressed and eliminated? How could the barrier be eliminated? Why do you think so many were resistant to Emily moving out? Discuss the various responses from the characters in the book, i.e. the director, Emily's aides, including her friend, George, a fellow resident of the nursing home.
6. Identify examples where Emily uses self-determination skills she has developed that allows her to pursue something she wants?

Section Two

Discuss **two** of these questions.

1. Though *Getting Life* is a work of fiction, Julie Shaw Cole based many of Emily's experiences on real circumstances she had encountered while working as an Independent Living coordinator. What were some of your reactions to some of Emily's experiences in the nursing home? Did they challenge some of your beliefs about what nursing homes represent?
2. Some of Emily's experiences are abusive, and some fall into the category of neglect. Why do you think Emily and others with disabilities have a higher risk for being victims? Why do you think that people in society don't want to believe people of disabilities are victims?
3. Though many of you won't become an Independent Living coordinator like Sarah Cohen who helped Emily move out of the nursing home into a community setting, how can understanding the Independent Living Philosophy how you better serve individuals with disabilities and their families in your chosen profession?

Emergence: Labeled Autistic by Temple Grandin
IDASL Book Report Questions

Complete both sections and follow the instructions for the book assignments.

Section One

Discuss **three** of these questions.

1. People usually say that children diagnosed with autism cannot be helped to learn and modify behavior. How does Temple Grandin refute that assertion?
2. Various people looked beyond Temple's disabilities and assisted her. Give examples of the people in her life that helped her find ways to succeed.
3. What was the reaction of some of the professionals to Temple's "Squeeze Machine"? Discuss some of Temple's strategies to cope with sensory problems and anxiety.
4. Discuss how Temple's mother is not valued as an expert on her daughter. Discuss how her mother decides to follow her own knowledge and instinct about Temple, leading to better care and education.

Section Two

Discuss **two** of these questions.

1. In the foreword, it is stated that Temple Grandin is a "recovered autistic individual." What do you think about this description? * (see note)
2. As a professional in your field, how does being able to "think outside the box" help those individuals with disabilities and their families you will serve?
3. Temple's family evidently has major resources to pay for private schooling and therapists. Discuss the possibilities for disadvantaged children who have been diagnosed with autism to receive the supports and services they need—i.e. agencies funded by state, community services, etc.

***Additional thoughts for question #1, not to be included in the section heading in the paper:** This quotation from her website, www.templegrandin.com, reads: "Dr. Grandin has become a prominent author and speaker on the subject of autism because "I have read enough to know that there are still many parents, and yes, professionals too, who believe that 'once autistic, always autistic.' This dictum has meant sad and sorry lives for many children diagnosed, as I was in early life, as autistic. To these people, it is incomprehensible that the characteristics of autism can be modified and controlled. However, I feel strongly that I am living proof that they can" (from Emergence: Labeled Autistic)." Is the term "recovery" the same as "modified and controlled?" (This notion intrigues me—I think Temple still grapples with autism. Just because someone wears eyeglasses to see better doesn't mean he/she no longer has myopia.)

Strong at the Broken Places: Voices of Illness, a Chorus of Hope by Richard M. Cohen
IDASL Book Report Questions

Complete both sections and follow the instructions for the book assignments.

Section One

Discuss **two** of these questions.

1. Having a chronic illness/disability doesn't erase individual choice or personality. Discuss why you think societal attitudes about chronic illness/disability are painted so broadly—everyone who has mental illness is like _____ (fill in the blank). Using examples from the book, discuss how having a chronic illness/disability does not totally define that person.
2. Using examples from the book, discuss some of the differences that someone with a very visual disability/chronic illness from someone who has an "invisible" disability/chronic illness.
3. Using examples from the book, discuss the differences and similarities between someone who has had a chronic illness/disability from an early age from those who are diagnosed when they are adults?
4. How do different support systems work for the people in the book, i.e. family members, doctors, friends, community agencies?

Section Two

Discuss **three** of these questions.

1. Richard M. Cohen entitles his book *Strong at the Broken Places: Voices of Illness, a Chorus of Hope*. He chooses the word "illness" rather than the word "disability." Why do you think he chooses this word? Are there differences from someone who has a chronic illness from someone with a disability? How does chronic illness and disability relate?
2. Richard M. Cohen has a chronic illness, multiple sclerosis (MS). Do you think this book would be different if the author didn't have MS? Did you find the author always agreeing with the five people he wrote about in the book?
3. As a future professional, how will you help those you serve find their "voice?"
4. Share your thoughts and feelings you had as you read the book.
5. Do you think there is something "isolating" about illness? In your future profession, in what ways will you "connect" to individuals with disabilities and their families?

The Spirit Catches You and You Fall Down by Anne Fadiman
IDASL Book Report Questions

Complete both sections and follow the instructions for the book assignments.

Section One

Discuss **three** of these questions.

1. Anne Fadiman chooses to subtitle this book “A Hmong Child, Her American Doctors, and the Collision of Two Cultures.” Do you agree with this subtitle? Lia Lee’s epilepsy was a biological fact. Why do you think this fact led to a “collision of two cultures” when it was diagnosed?
2. Using examples from the book, discuss how the concept of disability is culturally defined.
3. Describe how in the book having an openness to others’ perceptions helps foster “cultural competency.”
4. Drs. Neil Ernst and Peggy Philip are consummate doctors. They believe in giving the best, and sometimes most complicated, care possible. Discuss how Lia’s drug regimen creates confusion and leads to Lia’s parents believing that the drugs were not healing their daughter’s “soul”.
5. Why do you think the doctors only saw the parents’ failure to follow the drug regimen as “noncompliance,” resulting in Lia being placed in foster care? Do you view Foua Yang and Nao Kao Lee as abusive or neglectful parents?

Section Two

Discuss **two** of these questions.

1. Some disability scholars believe there is a “disability culture.” In your opinion, can the concept of cultural competency be applied to someone with a disability? As a future professional, how can you value the viewpoints of someone with a disability or his/her family members?
2. Why do you think disability is not exclusively tied to a physical condition?
3. Anne Fadiman is the narrator of the book, piecing the story together after Lia has the “big one,” the seizure that leaves her in a vegetative state. Do you find Fadiman giving an unbiased view, painting neither Western medicine nor Hmong culture as a “hero” or a “villain?”

Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See

by Erik Weihenmayer
IDASL Book Report Questions

Complete both sections and follow the instructions for the book assignment.

Section One

Discuss **two** of these questions.

1. Using examples from the book compare and contrast how Erik's parents responded to his visual disability and how they supported him. Explore why you think each of his parents responded the way that they did.
2. Using examples from the book, explore how Erik did not want to be treated as "the blind boy." Share how Erik's perception of disability and his attitude changes when he learns new skills and meets others with visual disabilities.
3. What were the different methods Erik used when he first started teaching elementary school? What was effective and what wasn't effective and why?
4. How did Erik's friends respond to his blindness? Did blindness change the person Erik was? How important was the support and encouragement of his friends? Do you think Erik could have been successful without his friends and family?
5. Erik found a climbing buddy with an attention deficit disorder. Why did his friend enjoy and excel at climbing? What did climbing do for his confidence and his ability to concentrate. What was the difference between the support Erik received and his friend Sam?
6. As a sighted person share with us your perception of how Erik's learning about sonar and using echolocation greatly enhances his ability to climb mountains. Identify a few of the examples found in the book where Erik greatly relies on echolocation to continue climbing.

Section Two

Discuss **three** of these questions.

1. Share with us your thoughts and perceptions when Erik answered Ellen's question, "What do you miss most after becoming blind?" What do you think you would miss the most if you acquired a disability?
2. Explore how Erik's ambition and hard work along with his understanding and acceptance of his disability allowed him to pursue climbing first as a hobby and then as a professional. Considering his disability, do you find Erik's extreme mountain climbing a potentially foolhardy pursuit? How do you think people assess risk in setting goals?
3. Prior to climbing Everest, many climbing experts believed Erik would be a danger to his team members and he should never have been on the mountain in the first place. Is this double standard fair? Despite Erik's success, do you think the risks of climbing Everest are too great for someone with a disability? For anyone?

4. Discuss the growth Erik made from not wanting to rely on others when he first became blind to how he has to rely on his climbing buddies so everyone can summit the mountain. Relate how working together as a “team” will enable more success for everyone in your future profession or personal life?
5. Using examples from the book, discuss how societal attitudes about visual disabilities and blindness created barriers for Erik. Why do you think some of the people he encountered reacted the way they did? Do you think Erik’s success at climbing and other areas in his life nullifies society’s perceptions of how little an individual with visual disabilities can achieve? Share how these barriers would relate to individuals with other types of disabilities.
6. Erik's buddies called him “Super Blind.” Discuss your perceptions of this nickname? How do you think society views individuals with disabilities who accomplish extraordinary things, such as climbing Mt. Everest? Why is it important to get to know an individual rather than rely on popular perceptions?

IDASL
Disability Legislation Assignment
See Forms and Assignments at a Glance for the due date.

Assignment:

Follow a specific piece of State of Utah legislation that is related to disability. Prepare a **4-5 page summary (double spaced, one inch margins, Times New Roman 12 pt font)**. Bullets should be used as headings and remain single spaced. **You will need to email your representative or one of the sponsors of the bill.** **The copy of the email is not included in the 4-5 pages, but you need to submit a copy of this email and any response you receive with your paper.** You will also present this information in class.

If your bill is passed or dies within the first two weeks you must choose another bill and let one of the instructors know via email.

- Brief description of the bill
- The path the bill took (we don't want a copy and paste), describe it in your own words
- Final outcome of the bill
- Fiscal note attached to the bill
- Describe what occurred with your bill and what the terms mean: i.e. 'circled'
- Pros and cons of the proposed bill from the perspective of disability advocacy groups
- Your opinion of the bill
- **Describe your experience from the "meet and greet" with the local Legislator, If they do not recognize your bill then you should be prepared to educate them on the bill and why they should or should not vote on the bill**
- **Discuss how the bill supports or doesn't support the four goals of disability policy from the Disability Policy Checklist**
- **Email your representative or one of the sponsors of the bill. In this email you should give them your opinion of the bill and why. If you email your legislator who is not the sponsor you should educate them on the bill and why or why not they should vote for or against the bill.**

You should also include with your paper a copy of your email(s) or letter(s) that you sent to a representative/senator and any responses you received. The copy of the email is not included in the 4-5 pages.

Helpful Websites:

State Legislation

1. Utah Legislature's official website: www.le.utah.gov
2. Utah's Legislative Coalition of People with Disabilities (LCPD): www.lcpdut.org
3. Disability Law Center website: <http://www.disabilitylawcenter.org/>

Federal Legislation (These are just for your info. You are following state legislation.)

1. Consortium for Citizens with Disabilities (CCD): www.c-c-d.org
2. Association of University Centers on Disability (AUCD): www.aucd.org

Choosing a Bill:

Go to www.le.utah.gov. On the left side, click on Bills and then Bills/Bill Requests and then choose the subject of a bill from the drop down menu. After clicking on this link you can search

by Senator, Representative, Subject or Recommended by Committee. Each one of these has a drop down box. It is suggested that you use the search by Subject drop down box.

Once you have found a bill related to disability, click on the bill and sign up for Web Watch. You will be sent emails informing you of the status of the bill.

Legislative Assignment Matrix

Name: _____

	Points Possible	Points received
4-5 pages	20	
1 inch margins, 12 pt font Double spaced	10	
All questions used as headers in the paper	20	
Content of answers including use of people first language, questions answered etc.	75	
Copy of email sent and any response included(this does not count towards the 4-5 pages)	25	
Attendance at Community meeting with Legislators	25	
Total:	175	

Defining Moments in IDASL

Instructions: Please reflect on your experiences you have had taking this course and interacting with people with disabilities during this past academic year. Write a **six to seven** page, (**double spaced, one inch margins, 12 pt font**), response paper about some of these experiences. The questions below should be the headers of your paper. **See Forms and Assignments at a Glance for the due dates.**

1. What seminars have impacted you the most? Why?
2. How has your definition of disability changed?
3. Discuss how this IDASL course has presented new concepts or new ways of thinking about disability.
4. How did interacting with people with disabilities present new concepts or new ways of thinking about disability?
5. How will you apply these new concepts of disability to your discipline/ profession?
6. How will you apply these new concepts of disability to your personal life?
7. What things from the service learning opportunities at the community sites or at other activities with people with disabilities stood out most for you? Why?

8. How did these experiences relate to the core competencies? (You should spend at least 2-3 paragraphs answering this question)

9. How will you use the Disability Policy Framework in your professional or personal life?

Defining Moments

Name: _____

	Points Possible	Points received
6-7 pages	20	
1 inch margins, 12 pt font Double spaced	10	
All questions used as headers in the paper	30	
Content of answers including use of people first language, questions answered etc.	90	
Total:	150	

IDASL
People First Language in Disability-related Media Assignment
See Forms and Assignments at a Glance for the due dates.

To complete this assignment, you will need to address all four sections (I, II, III, and IV).

The Purpose of this assignment is twofold:

1. To be aware of how disability is portrayed in the media
2. To learn and become an advocate for people first language

Section I:

Each week you will have the opportunity to share disability related media items with the class. This media item should be current (since September 2016) that the event described occurred. You are required to share a minimum of 6 items per semester. These items can be from the newspaper, websites, or TV. They cannot be from a disability related journal, website, list serve, etc.

Later in the year you will complete an assignment which will focus on People First Language and its proper use within the media. For this assignment you will need to obtain and save your media items from a newspaper. It would be a good idea for each of you to review the newspaper from your home town or home state to find a media item for use in Section II.

Section II:

Step 1: Choose a newspaper or magazine article and have it approved by an instructor prior to beginning the assignment; this is to help prevent duplication of newspapers and articles. Remember you will need to have contact information for any media item you choose. You must print this article and turn in a hard copy of the article.

Step 2: Compose a letter to the author/editor about your media item. In this email you will either educate or thank them for using People First Language. The email should include: why you are writing, mention IDASL, professionally educate and advocate for People First Language in future media items. You should also include the article where you have highlighted the portions of the article where either People First Language was used or not.

Step 3: Submit email you will be sending to the editor for approval. **DO NOT EMAIL THE EDITOR or AUTHOR UNTIL YOUR EMAIL HAS BEEN APPROVED!**

Section III:

After Section II has been approved and returned, you may email the editor or author. You should BCC idaslusu@gmail.com when you send the email. If you have to submit your letter to the editor using a form on the website, you need to take a screen shot to submit as part of your assignment, send a copy of the screen shot to idaslusu@gmail.com Make sure you attach the People First handout from the IDASL website, www.idasl.net

Section IV:

Write a one or two-page paper reflecting on the following questions. Remember to use Times New Roman, double spaced, 1 inch margins. Bullet points (single spaced) as headers in your paper

- What was the reply to your email?
- How has this assignment changed the way you are using People First Language?
- How does the language used affect people with disabilities?
- How has this assignment changed your views about being an advocate in using people first language?

People First Language Assignment at a glance:

Section I	Share media items with the class, a minimum of 6 times per semester
Section II:	1. Choose a news article: Submit a hard copy of your article for approval. Approval of article by February 3, 2017 2. Write your letter to the editor or author of your news article including the highlighted PFL corrections 3. Submit this letter for approval by: February 17, 2017
Section III	Email the editor or author your approved letter. Make sure you attach the People First Handout from the website. BCC idasusu@gmail.com If you have to submit your letter on a website then you need to make sure you take a screen shot. No screen shot. The letter wasn't sent. The screen shot should be emailed to idasusu@gmail.com
Section IV:	Write and submit a one or two page paper. Due date: April 7, 2017

People First Language Assignment Matrix Section II and Section III

Name: _____

	Points Possible	Points received
Approval of article by February 5, 2016	25	
Approval of email prior to sending email by February 19, 2016	25	
Gmail account received BCC of email or copy of screen shot that you sent to editor/ author with handout by April 1, 2016	50	
Total:	100	

People First Language Assignment Matrix Section IV

Name: _____

	Points Possible	Points received
1-2 pages	20	
1 inch margins, 12 pt font Double spaced	10	
All questions used as headers (4) in the paper	40	
Content of answers including use of people first language, questions answered etc.	80	
Total:	150	

Disability Awareness-Crossword Puzzle Clues

See Forms and Assignments at a Glance for the due date.

ACROSS

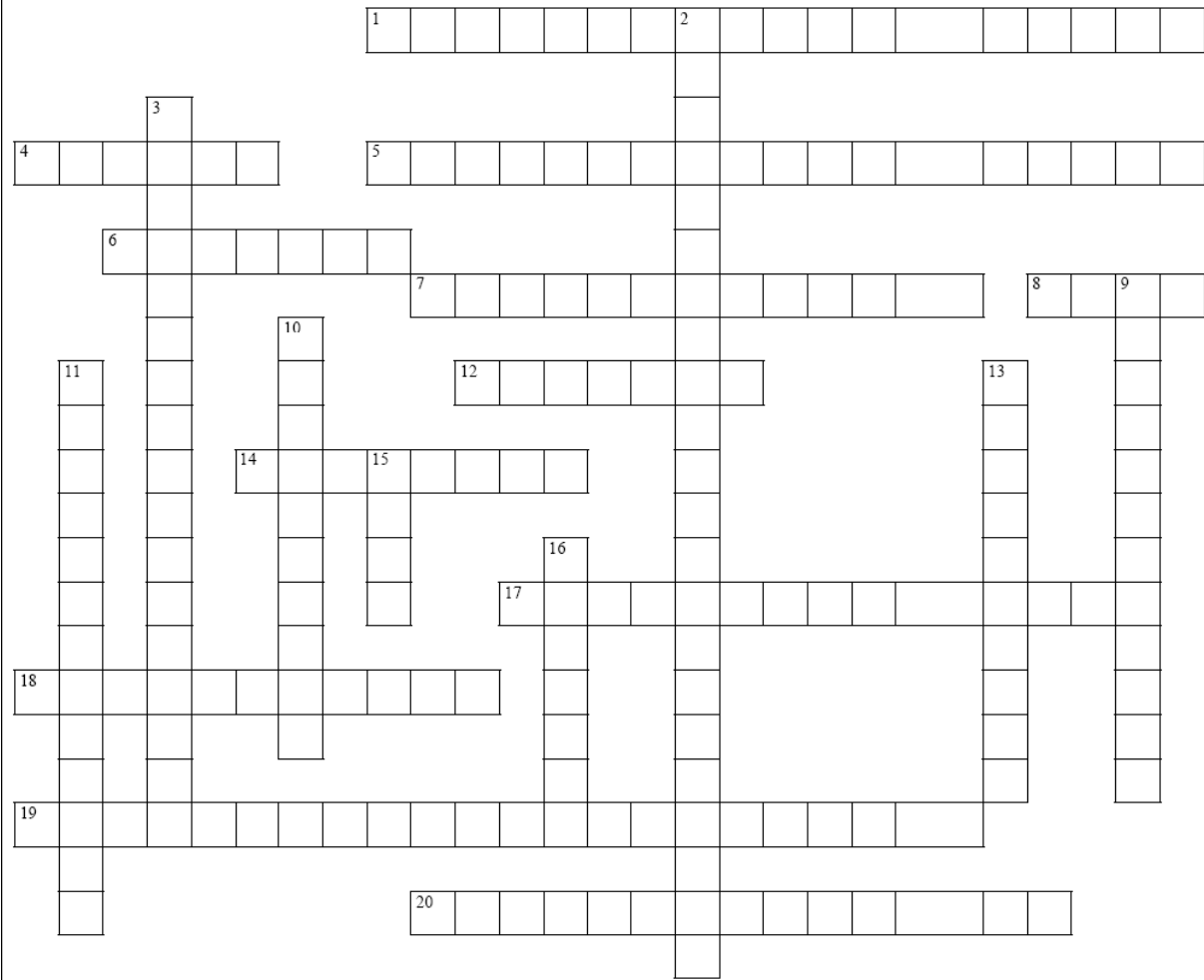
- 1 Respectful language that does not use labels to identify a person-it acknowledges the person first then their disability
- 4 Caused by interruption of blood to brain hemiplegia (paralysis on one side) may result
- 5 Support clients to obtain, maintain, or advance in competitive employment in integrated work settings
- 6 Muscle with sudden abnormal and involuntary spasm-muscles, not people, are spastic
- 7 Links individuals and families to natural community supports in order to promote family preservation
- 8 State operated Intermediate Care Facility for people with Mental Retardation
- 12 Short-term relief for those individuals who normally provide the care
- 14 Condition or barrier imposed by society, the environment or by one's self-not a synonym for disability
- 17 Term used by some individuals to indicate any degree of hearing loss
- 18 A condition where there is long-term or temporary disruption in brain function resulting from injury to the brain
- 19 Allows people with disabilities and their families to take an active role in the service planning process and have a voice in their choice of services
- 20 Assist clients to gain and/or maintain skills to live as independently as possible in a community setting

DOWN

- 2 Psychiatric disability, learning disability, cognitive impairment
- 3 Non-medical care, supervision and socialization for an adult with disabilities
- 9 Chromosome disorder that usually causes a delay in physical, intellectual and language development
- 10 Loss or abnormality of an organ or body mechanism, which may result in a disability
- 11 Physical changes caused by burn, trauma, disease or congenital problems
- 13 General term used for a functional limitation that interferes with a person's ability
- 15 State division responsible for promoting opportunities and providing support for persons with disabilities to lead self-determined lives
- 16 Involuntary muscular contraction, a brief impairment or loss of consciousness resulting from a neurological condition such as epilepsy or from an acquired brain injury

Autism
Assert
Assistive Technology
Abuse of individuals with disabilities
AUCD
Brain injury
Companion services
Carpal tunnel
CVDT
Disability
Disfigurement
Down Syndrome
DSPD
Dystonia
Developmental disability
Handicap
Hearing impaired
Hearing loss
Herniated disc
Impairment
Inclusive environments
Independent living
Intellectual disability
People first language
Person centered planning
Prosthesis
Rehabilitation
Respite
Seizure
Service broker
Spastic
SSI
SSDI
Stroke
Supported employment
Supported living
Tourette's syndrome
USDC

Disability Awareness



NOTE: IF YOU CAN'T WRITE LEGIBLY THEN YOU WILL NEED TO TYPE THE ANSWERS TO ALL OF THESE QUESTIONS.

Lives Worth Living
Movie shown in class

1. One of the first disability rights laws, Section 504 of the Rehabilitation Act of 1973 mandates equal access of? _____
2. Is a Center for Independent Living a place where people with disabilities goes to live? What is the purpose of an Independent Living Center?
3. What was the first disability civil rights law for people with disabilities:
4. Why didn't it work?
5. Disability Rights movement began as separate disabilities working towards change. What did they eventually do?
6. Who vetoed the first Rehabilitation Rights legislation in early 70's?
7. In 1977, when asked about not implementing section 504 of the Rehab Act of 1973 what did Representative Califano from California say?
8. What happened that forced the issue?
9. In 1977 in San Francisco when they were meeting with the elected official's what did Judy Heumann say to them?

10. Who became a prominent player in the disability rights movement especially in the Republican Party? He could articulate the issues, guide the process, educate groups of people with disabilities to present what people with disabilities were saying about what was missing.

11. In San Francisco there was a demonstration/protest for what?

12. What significant event happened at Gallaudet University?

13. Why do you think they said that the ADA is the 20th century emancipation proclamation?

14. When was the following quote stated and by whom? “Let the shameful wall of exclusion finally come tumbling down.”

15. What did the ADA do?

IDASL CPD Poster Questions

<http://cpdusuhist.tumblr.com/timeline>

NOTE: IF YOU CAN'T WRITE LEGIBLY YOU WILL NEED TO TYPE THE ANSWERS TO ALL OF THESE QUESTIONS

Poster: 1817-1918

- 1) What movement forbids people with disabilities from marrying immigrants?
- 2) What Institute was formed that created the first residential institution of people with disabilities?

Poster: 1927-1945

- 3) What President of the United States is considered one of the most historically significant presidents and why?
- 4) When was Social Security Act passed? Who did it extend benefits to?
- 5) When and where was euthanasia used and on what populations?

Poster: 1946-1957

- 6) What foundation was formed and when to investigate abuses in institutions?
- 7) What decade did the civil rights movement began in? What was the focus?
- 8) What year was SSD I created and what reasoning was used? Who else benefited?
- 9) What year were more than 100 vocational rehabilitation programs are authorized? What US Supreme Court ruling led to developing these programs?

Poster: 1961-1965

- 10) When were University affiliated facilities started and what would they later become?
- 11) When did USU form a special education department?

Poster: 1966-1970

- 12) When was the first grant approved for building the Exceptional Child Center? What act also passed that year?
- 13) When was the Development Disabilities Act passed?
- 14) When was the first screening of children with disabilities and where?

Poster: 1972-1977

- 15) What was the quote a member of the Presidents Commission on MR stated?
- 16) What year did the original bill that later became IDEA pass?

Poster: 1978-1983

- 17) When the Disability Law Center established and what was it called?
- 18) What was an alternative to sending children to the Utah State Training School in American Fork? What year did this happen?
- 19) What is it now called and where is it located?
- 20) When were CPD students first mainstreamed into the Cache and Logan school districts and how long did it take?

Poster: 1984-1989

- 21) When was the voting act passed and what did it ensure?
- 22) When was the ADA passed?
- 23) Explain what Utah case sent 220 people from the Utah State Developmental Center into the community? What was its' requirement?
- 24) Who and when was policy developed that created AT programs in all states?
- 25) When was the Up to 3 Program started and in what CPD division was it created?

Poster: 1990-1993

- 26) Why was the Utah Assistive Technology Foundation established?
- 27) Explain the results of Bangerter v Orem.

Poster: 1993-2000

- 28) The Early Education and Development Journal devotes an entire issue to what program at the CPD?
- 29) What happened that caused the CPD to help the Utah State Office of Rehabilitation obtain state funds?
- 30) What does UCAT stand for and where is it?

31) When was the Citizens Democracy Project developed? What were the results and who benefited?

Poster: 2001-2005

32) Who develops the URLEND program here at the CPD? Explain the URLEND focus, number of trainees and states that are involved.

33) What does Dr. Anthony Ron Torres identify through research as it relates to families more likely to have children with autism?

34) Logan's Willow Park begins construction on Angel's Landing and inclusive playground for individuals with disability. Who was this spearheaded by and when was it completed?

35) When was ASSERT developed and by who? What does ASSERT stand for?

36) Web accessibility a program at the CPD now known as WebAIM was established at the CPD and was called what?

37) Hurricane Katrina hit New Orleans. What population of individuals was especially disadvantaged? And why?

Poster: 2005-2010

38) CPD research on building and landscape design focuses on?

39) What does CReATE stand for? Where is it? And initial funding was from what foundation?

40) What did Rosa's Law do?

Poster: 2011-2012

41) What was a big event in 2012?

42) What were some of the events that occurred that year?

Different posters:

43) What are the three names and year of change the Center for Persons with Disabilities has had?

Disability History Panel Questions

Directions: Each panel has a timeline with dates on the bottom of the poster; these dates do not necessarily mean that the information on the poster occurred during that time period. The dates on the timeline are the same dates in parenthesis below. The top portion and bottom portion often do not correlate by year. The dates are included to help you find the correct poster to answer your questions.

NOTE: IF YOU CAN'T WRITE LEGIBLY THEN YOU WILL NEED TO TYPE THE ANSWERS TO ALL OF THESE QUESTIONS.

Panel #1 (3500 BC through 1000 AD)

1. When was the first recorded reference to mental retardation? Where was it found?

Panel #2 (787 AD through 1601)

2. Disability was considered to be either a Sin or an act of God. In the first case people were often _____ in the second case they were viewed as _____.

Panel #3 1620 through 1768

3. Persons with disabilities were viewed as _____ and _____ . Viewing people with disabilities this way became known as _____. People with disabilities were entitled to: _____

Panel #4 (1776-1798)

4. The term that views the person as broken and needing to be fixed or no longer seen as the result of divine intervention refers to what? _____

Panel #5 (1799-1825)

5. In 1798 what did Thomas Malthus do?

Panel #6 (1837-1848)

6. What is the stereotype in this era?

7. What did Dr. Samuel Gridley Howe do? And when?

Panel #7 (1851-1865)

8. What are the societal values? _____

9. What were the responses to Disability?

10. What declined and why?

11. When was the Braille system introduced to America?

Panel #8 (1880-1897)

12. Describe the societal values:

13. What did Associate Supreme Court Justice Oliver Wendell Holmes say about “imbeciles”?

14. What did he say should be done?

Panel #9 (1866-1876)

15. Describe societal values

Panel #10 (1899-1910)

16. A group of self-advocates and allies began a project called Remembering with Dignity. What was their focus and intent?

Panel#11 (1911-1921)

17. A group in New York City called the League for the Physically Handicapped formed in 1935. What issue brought them together to form an advocacy group?

18. What significant event occurred in 1918?

Panel #12 (1924-1934)

19. When was the term developmental disabilities adopted?

20. What were the societal values?

21. Disability activists have written and spoken out against the use of pity. What are some of their actions?

Panel#13 (1935-1945)

22. In 1962, what did President Kennedy form?

23. Who was appointed to this panel?

Panel#14 (1947-1957)

24. As civil rights activists were asserting their status as equal citizens, individuals with disability self-advocates were beginning to also fight for their rights. What common term used today to identify individuals with disability did they use for recognition?

Panel#15 (1960-1972)

25. Who participated in the signing of the ADA and gave the following quote?
"The Americans with Disabilities Act is the world's first declaration of equality for people with disabilities by any nation. It will proclaim to America and to the world that people with disabilities are fully human; that paternalistic, discriminatory, segregationist attitudes are no longer acceptable; and that hence forth people with disabilities must be accorded the same personal respect and the same social and economic opportunities as other people."

Panel #16 (1972-1977)

26. Most professionals and parents believed that persons with developmental disabilities should be protected at all costs. Who disagreed with this and what did he state?

Panel#17 (1979-1987)

27. Who is the "Godfather of Self-Advocacy in Minnesota, and what did he push for?

28. What and when was Olmstead?

29. Why do you think Olmstead is an important case in the disability field?

Panel#18 (1978-1985)

30. One way that self-advocates have redefined the "disability problem" is through reclaiming the language used to describe them. Explain the terminology used by the self advocates?

Panel#19 (1988-1990)

31. When and who signed the ADA into law?

What does ADA stand for?

Panel#20 (1990-1995)

32. Within the broader disability rights movement, there has been a shift from rights to an emphasis on disability culture. Who noted this and what did he say?

Panel# 21 (1995-2000)

33. What was Sandra Jensen denied and why?

34. What happened to her in January 1996?

35. How many people were living in public institutions in 2000?

Panel #22 (2001-2005)

36. Why did ADAPT members and allies march from Philadelphia to Washington DC?

37. In 2003 Self-Advocates demanded a change. What change was made?

Disability History Assignment Matrix

Name: _____

	Points Possible	Points received
Questions answered 2 points per question. If you can't write legibly, then you will need to type your answers	200	
Total:	200	