

# **IDASL** Interdisciplinary Disability Awareness and Service Learning

SpEd 6500

## **ASSIGNMENTS**

**IDASL  
Pre-flection Exercise**

Please take a few minutes to answer each of the questions below. Using the questions as headers, answer the following questions in a 1-2 page paper (double spaced, one inch margins, Times New Roman 12 pt font). Use the questions as headings for your answers with the headings single spaced and bolded.

Your assignment should be submitted in Canvas.

1. What do you think you will learn from this class?
  
2. What would you like to learn from this class?
  
3. What are you most excited or anxious about concerning the class?
  
4. How would you define disability?

**Pre-flection Assignment Grading Matrix**

**Name:** \_\_\_\_\_

|   | <b>Points Possible</b> | <b>Points received</b> |
|---|------------------------|------------------------|
| 1-2 pages                                     | <b>5</b>               |                        |
| 1 inch margins, 12 pt font<br>Double spaced   | <b>5</b>               |                        |
| All questions used as headers<br>in the paper | <b>10</b>              |                        |
| Questions answered                            | <b>10</b>              |                        |
| <b>Total:</b>                                 | <b>30</b>              |                        |

## Reflective Paper on Disability History

2-3 pages

Using the questions as headers, answer the following questions in a 2-3 page paper (double spaced, one inch margins, Times New Roman 12 pt font). Use the questions as headings for your answers with the headings single spaced and bolded.

- In the syllabus on the last page is the Disability Policy Framework, on the Checklist it asks, “Do we know the History?”, why do you think it is important that we know the history of disability?
- Briefly explain the Americans with Disability Act (ADA) and talk about how it helped people with disabilities. In your opinion what else still needs to happen?
- What are Centers for Independent Living and what role do you think they played in the development of the ADA? In your judgement why were they important?
- One of the first disability rights laws was Section 504 of the Rehabilitation Act of 1973, how do you think it helped in forming the ADA?
- How do you think advocacy played a role in the development of the ADA?
- How did Lives Worth Living make you feel? Explain
- From the presentation by Dr. Matt Wappett, what are some significant events in history that stood out to you? Why?

### Disability History Reflective Paper Matrix

Name: \_\_\_\_\_

|  | Points Possible | Points received |
|--|-----------------|-----------------|
| 2-3 pages  | 10              |                 |
| 1 inch margins, 12 pt font<br>Double spaced  | 10              |                 |
| All questions used as headers<br>in the paper; correct number<br>of questions answered   | 50              |                 |
| Content of answers including<br>use of people first language,<br>questions answered etc. | 80              |                 |
| Total:   | 150             |                 |

# Utah Assistive Technology Program Experience Tracking

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

| Activity   | Date | UATP staff initials |
|--|------|---------------------|
| <b>SHOP</b>  |      |                     |
| Service a Manual Wheel chair   |      |                     |
| Service a Power Wheel chair or Scooter   |      |                     |
| Review principles on the Mobility Evaluation Form  |      |                     |
| Observe how an adaptive switch is used   |      |                     |
| Work on a cardboard or PVC project   |      |                     |
| Learn basics of battery maintenance  |      |                     |
| <b>COMPUTER LAB</b>  |      |                     |
| Make a Board Maker project in the computer lab and let UATP staff see the finished project   |      |                     |
| Become familiar with computer programs in the computer lab (Magic, JAWS, & Dragon Naturally Speaking) by watching tutorial videos on their respective websites |      |                     |
| Become familiar with iPad applications (communication, education, hearing, language, & vision)   |      |                     |
| Review accessibility features on the iPad  |      |                     |
| Review ease of access on the PC  |      |                     |
| Review the accessibility features on the MAC   |      |                     |

**TAKE THIS TO UATP EVERYTIME YOU GO!!!!**

**IDASL**  
**Service Learning Reflection**  
**Complete one for each of the sites (Service Learning Journal)**

Please reflect on your service learning experiences you have had at the community sites interacting with people with disabilities. Write **1- to 2-page journal entry**, answering the questions below, for each service learning site (**double spaced, one inch margins, Times New Roman 12 pt font**). Answer all of the questions. **Questions should be used as headings and remain single spaced and be bolded.** (for example the questions below are shown as a heading and are the way they should appear in your paper)

1. Share some of your service learning experiences that stood out the most for you?
  
2. How did interacting with people with disabilities or assistive technology (AT) equipment present new concepts or new ways of thinking about disability?
  
3. What did you learn about yourself while interacting with people with disabilities or assisting with their AT devices?
  
4. 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 Journal Assignment Matrix

Name: \_\_\_\_\_

|  | Points Possible      | Points received |
|--|----------------------|-----------------|
| 1-2 pages/entry x 6 entries  | 10 x 6 entries = 60  |                 |
| 1 inch margins, 12 pt font<br>Double spaced  | 10 x 6 entries = 60  |                 |
| All questions used as headers<br>in the paper  | 10 x 6 entries = 60  |                 |
| Content of answers including<br>use of people first language,<br>questions answered etc. | 20 x 6 entries = 120 |                 |
| <b>Total:</b>  | <b>300</b>           |                 |

**IDASL**  
**BOOK REFLECTION ASSIGNMENT**  
**See Assignments at a Glance for the due date.**

Your assignment is to read *Touch the Top; of the World: A Blind Man's Journey to Climb Farther than the Eye Can See*, by Erik Weihenmayer. Use the questions listed below to complete the book reflection assignment, write a reflective **five page (double spaced, one inch margins, Times New Roman 12 pt font)** paper. **Questions should be used as headings and remain single spaced and be bolded.** (for example the questions below are shown as a heading and are the way they should appear in your paper)

***Synopsis of 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 Reflection Assignment Matrix

Name: \_\_\_\_\_

|  | Points Possible | Points received |
|--|-----------------|-----------------|
| 5 pages  | 20              |                 |
| 1 inch margins, 12 pt font<br>Double spaced  | 10              |                 |
| All questions used as headers<br>in the paper; correct number<br>of questions answered   | 50              |                 |
| Content of answers including<br>use of people first language,<br>questions answered etc. | 70              |                 |
| <b>Total:</b>  | <b>150</b>      |                 |

***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 reflection 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 Alex'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?

## 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, single spaced and bolded. **See Forms and Assignments at a Glance for the due dates.** (for example the questions below are shown as a heading and are the way they should appear in your paper)

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<br>Double spaced  | 10              |                 |
| All questions used as headers<br>in the paper  | 30              |                 |
| Content of answers including<br>use of people first language,<br>questions answered etc. | 90              |                 |
| Total:   | 150             |                 |