

# Disability History and Awareness

October

SESSION LAW 2007-274

SENATE BILL 753

July 27<sup>th</sup> 2007

# Americans with Disabilities Act 1990

- Inclusion
- Full participation
- Economic self-sufficiency
- Equality of all people with disabilities

# US Census Bureau Report 2000

- 1,117,577 people with disabilities in NC out of total population of 8,046,485
- 2003-2004 school year in NC served 193,956 students with disabilities

# Inclusion

- Why inclusion?
- Peer interaction, friends
- School/community involvement
- Full inclusion helps:
- Expand public knowledge
- Awareness
- Understanding of the history
- Disability rights movement

# Designated a month as Disability History and Awareness

- Local Board of Education should:
- Provide instruction
- Incorporated into standard curriculum by:
- Supplemental lesson plans
- School assemblies hosting disability-focused activities, guest speakers from community

People with disabilities are America's  
largest minority group

1 in 5 people have a disability

It's one of the only minority groups  
that you don't have to be born into to  
join

- Get overlooked and underserved
- Employment rate is only 35%
- 73% would rather be working

# Barriers

Employers worry they cannot perform required  
work duties

Lack of knowledge

Cost of accommodations





# Cerebral Palsy

- Just the Facts:



## Cerebral Palsy:

- Permanent, non-inherited, non-progressive motor function disorder resulting from prenatal, or postnatal injury to the brain
- Cerebral refers to brain involvement
- Palsy refers to the degree of paralysis resulting from the brain injury  
Primary disorder of movement and posture



- **Incidence & Prevalence**

Second most common neuro-impairment behind mental disabilities

- Average rate: 2 cases per 1000 live births
- Greatest incidence in premature, low birth weight infants



## **Associated Problems**

50% - 75% have mental disabilities or learning disabilities

65% have communication disorders

25% have auditory impairments

25% - 35% have seizures

25% have visual impairments

Socio-psychological problems & family problems



## Classifications

- Based on 3 descriptors: body distribution, type of involvement, severity
- Hemiplegia: upper and lower extremities on one side
- Quadriplegia: entire body with greater involvement of the arms and legs
- Diplegia: quadriplegia with mild involvement of the arms
- Monoplegia: (rare) one extremity is involved
- Triplegia: (rare) involvement of 3 extremities



## Types

- **Spastic:** most common type: 75% of cases
- Involves stiff muscles, abnormal movements, limited motion range, abnormal timing of muscle activation
- Major concerns are: hip dislocation, limited knee flexibility, tight hamstrings limit stride length, posture issues, balance and stability problems
- Treatment: electrical stimulation, muscle relaxants, physical therapy, surgery



- **Dyskinetic:** uncontrolled, purposeless muscle movement, rigid, tremors, involuntary muscle movements, feeding problems and speech problems
- **Needs:** assistance with feeding and speech therapy as well as devices to control muscle movements, (standers, seats with restraints , etc.)



- **Ataxic:** problems with balance and uncoordinated movements, abnormal posture, less than 10% of cases
- Needs: a stander, stabilization, pressure garments (Thera Togs)
- Program called MOVE teaches how to sit, stand, and walk, as well as provides increased opportunities to interact within the community. The goal is to help the person reach a level of independence, maintain dignity, improve health



- **Hypotonic:** instable posture, unable to control muscles, muscles control themselves
- Needs: restraints to control muscles, special chairs, feeding devices



# *Severity*

## **Mild:**

- poor coordination
- inefficient muscle movements
- gross motor limitations
- no special assistance needed
- extra time to carry out activities



## Moderate:

- Difficulty walking and sitting
- Hand use
- Speech
- Can participate in age appropriate activities with modifications (extra time, environment changes, adaptive equipment, physical assistance)



## Severe:

- Restricted normal life roles
- Unable to be independent within play, school, or family activities
- Quality of life is affected



# Profound:

- No purposeful motor abilities
- Need a full time caregiver to assist with position changes, sitting, speech, community assess
- Dependent on technology, mobility aids
- Health issues are major



## Teaching Disability Awareness

Understanding, accepting  
and admiring  
those with disabilities

# Believing In Achieving

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Teachers play a major role in teaching children ways to accept and to admire those who are different.



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Walk through a roped off area of the playground, blindfolded with cotton in your ears. What words can you use to describe the experience?

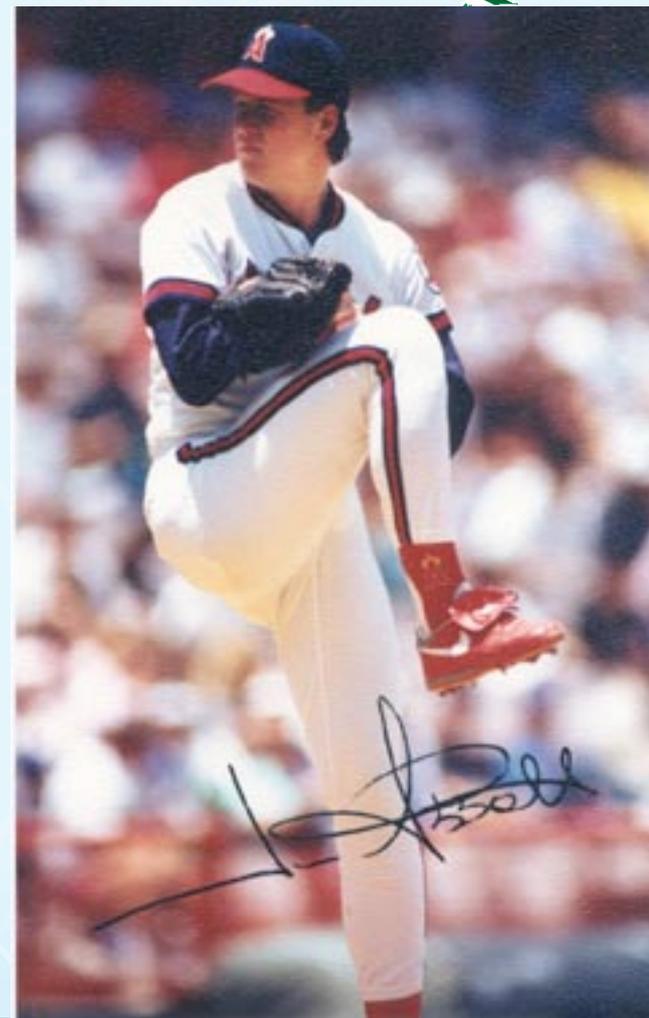




## Role Models

“I worked very hard. I felt I could play the game. The only thing that could stop me was myself.”

Jim Abbott



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In 1994 Heather  
Whitestone  
becomes the first  
Miss America  
who is deaf.



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Erik lost his sight at age 13. He became a great mountain climber and an advocate for people who are blind.

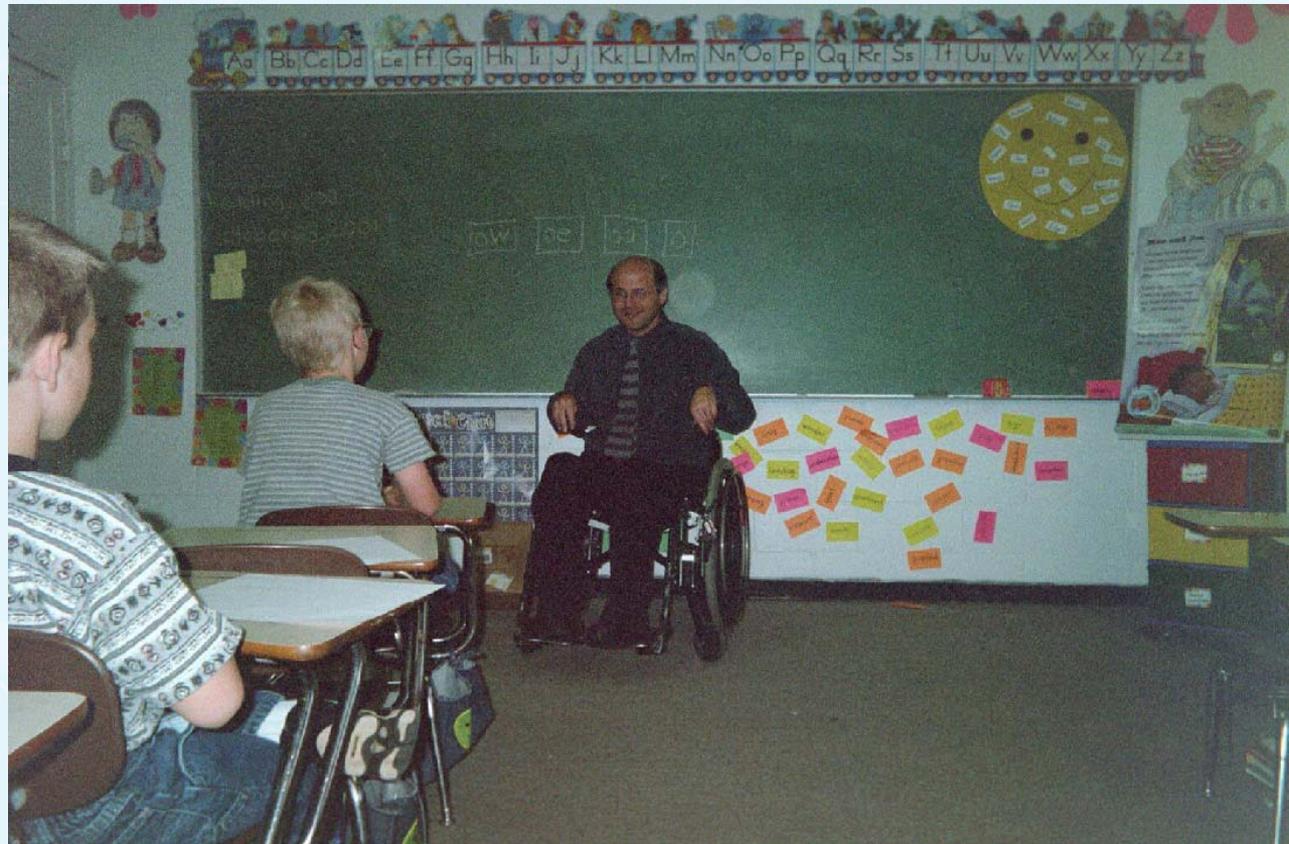


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Dave taught us that we all have gifts to share with the world. His courage helped us to understand and to admire those who are different.



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Misty shows  
how her blood  
is like ketchup  
while our blood  
is like a  
mixture of  
water and  
ketchup.



63<sup>RD</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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<http://www.afb.org/braillebug/>



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## A Trip to the Prosthesis Center



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Students learn that the marks show what parts of the foot the brace will support.



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Prosthesis  
and braces  
are made  
from  
different  
materials.



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First we  
make a mold  
of  
the foot.



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Braces must  
be molded  
to fit each  
individual.

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Students learn how the braces are baked in an oven.



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Students learn that  
braces and  
prosthesis come in  
many sizes.



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Hands-on learning  
Creates an  
understanding of  
how braces work.

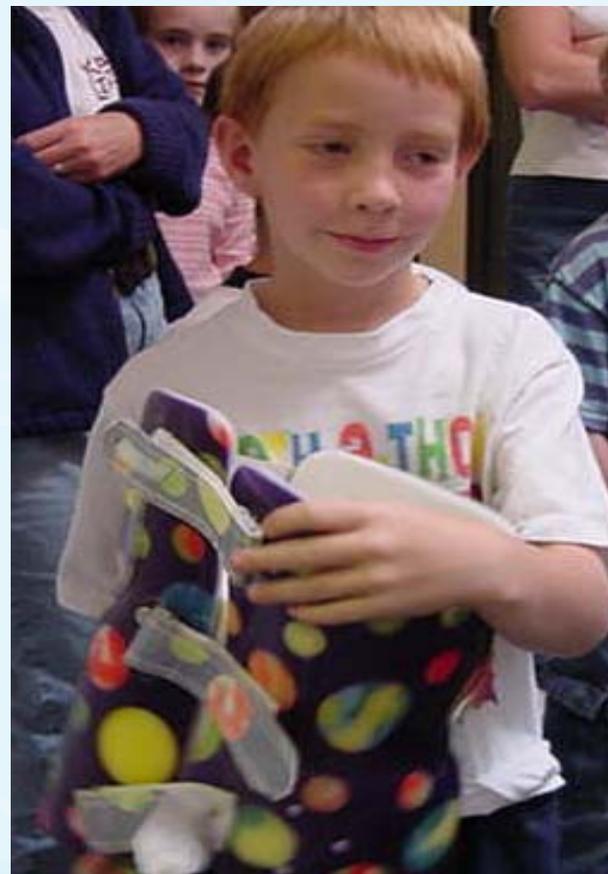


# Believing In Achieving

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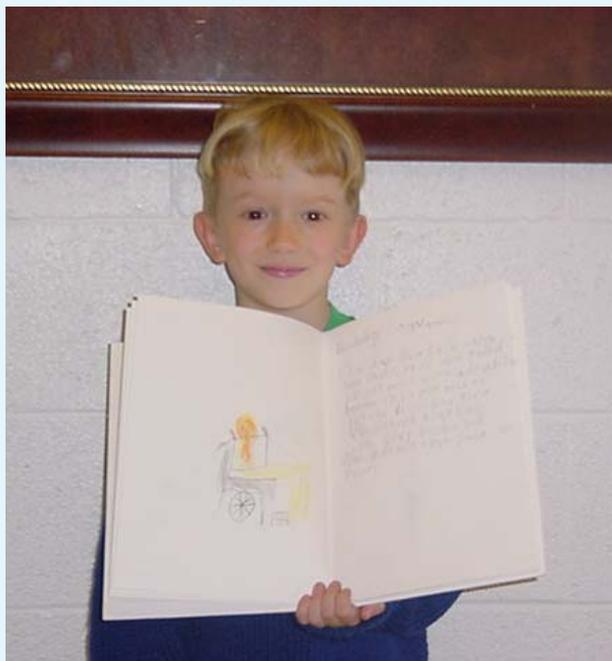


Experience  
Creates  
understanding.





## Through the Eyes of a Child



“In my class we talked about people with disabilities. It’s not nice to put the disability first.”

# Believing In Achieving

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“People with disabilities can do anything. If you have love in your heart and think you can and try, then you can do it. Like me, I hated reading because my reading level is low. I never gave up and it’s getting better.”

“I have a reading disability. I have to go to Mrs. Fox. I have gotten better at reading because she told me I have a lot of confidence. I hope I get very good at reading.”

# Believing In Achieving

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- “People with disabilities can do many things. Erik climbed mountains without seeing. Jim Abbott had no fingers on his right hand. Mrs. Fox cannot use her right hand. But they can do many things.”
- “People with disabilities can do a lot of stuff. Some people cannot see but their brain does not go blind. Erik was blind and climbed mountains. He used his brain to see where he was going. In his mind he could see.”

# Believing In Achieving

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“I like you coming to our class. I like when you tell about your cerebral palsy.”

“Thank you for letting us try on your leg brace and for telling us to never give up. It felt funny. When you told us how you learned to drive, it was funny. I’m glad you got your driver’s license.”

# Believing In Achieving

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“Thank you for talking about your disability and letting us know your life. You never gave up. You didn’t stop trying.”

“I’m so glad you came today to tell us about your right side. Thanks for showing us how you drive.”

- It is cool that you don’t care what other people say about you and your disability. You are an inspiration to us all.

# Believing In Achieving

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- “I learned to always put the person first, not the disability.”
- “It’s okay to be different.”
- “Some people are blind and don’t see well. You put the person first.”
- “I liked when we did Braille. It was like dots.”
- “I liked trying on the leg brace. It felt funny. I would not like to walk in it all day.”

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- “We made a snake using one hand. It wouldn’t be fun all the time because I like to use both hands and it is hard to use one hand to do something.”
- “We were blindfolded. It was hard to draw a house and pictures.”
- “Life is not as hard as some people think it is.”
- “People are different. Don’t get mad at them because they are different.”



# Person First Language

- The difference between the right word and the almost right word is the difference between lightning and the lightning bug.
- Mark Twain



# They are people first

- The only group which any person can become a part of, at any time!
- How would you want to be described?
- How would you want to be treated?



# The Power of Language and Labels

- Words: the greatest obstacle facing individuals with disabilities
- Has the potential to ruin people's lives when used to define potential



- The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind.
- William James
- Children are children first. The only labels they need are their names.



# Examples

- People with disabilities----the handicapped
- She has autism-----she's autistic
- She has a learning disability----she's learning disabled
- She needs...or she uses-----she has a problem with