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## Agenda

- Purpose and Mandates
- Sample Activities
  - Curriculum Integration
- Real Student Examples
- Real Student Experiences
- Your Ideas
- Review

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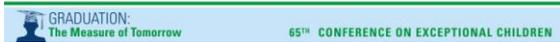
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## Legislative Purpose

- Whereas, research has shown that students with disabilities encounter more difficulty fitting in with their peers, making friends, and becoming involved in school and community-based activities and clubs than their nondisabled peers; and
- Whereas, in order to ensure the full inclusion of people with disabilities into society, it is necessary to expand the public's knowledge, awareness, and understanding of the history of disabilities and the disability rights movement; and

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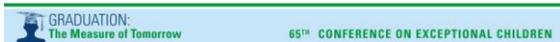
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## Legislative Purpose

- Whereas, October is recognized nationally as Disability Employment Awareness Month; and
- Whereas, designating Disability History and Awareness Month in North Carolina will increase public awareness and respect for people with disabilities who comprise a substantial percentage of North Carolina's population, teach future generations that people with disabilities have a rich history and have made valuable contributions throughout North Carolina and the United States, and ensure future generations understand that disability is a natural part of life and that people with disabilities have a right to be treated as individuals above all else;

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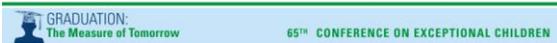
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## Legislative Mandate

- Each local board of education shall provide instruction on disability, people with disabilities, and the disability rights movement in conjunction with Disability History and Awareness Month, established pursuant to G.S. 103-11. This instruction shall be incorporated into the standard curriculum through measures that include: (i) supplementing existing lesson plans, (ii) holding school assemblies, (iii) hosting disability-focused film festivals, or (iv) organizing other school activities. Local boards of education are encouraged to incorporate individuals with disabilities or knowledgeable guest speakers from the disability community into the delivery of this instruction."

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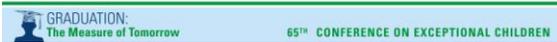
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## Legislative Encouragement

- The constituent institutions of The University of North Carolina are encouraged to conduct and promote activities that provide education, awareness, and understanding of disability history, people with disabilities, and the disability rights movement.

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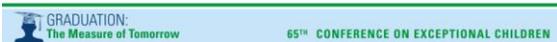
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## Legislative Funding

- Nothing in this act shall require the General Assembly to appropriate funds to implement it or require a local school administrative unit to spend additional funds to implement it. The provisions of this act are not intended to create a burden, financial or otherwise for public schools, teachers, or State institutions of higher learning.

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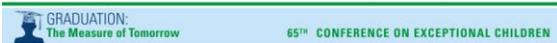
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## Sample Activities

- Book Marks
  - Art
  - Fine Motor skills
  - Technology
  - Research
  - Academic (science, social studies, reading and writing)

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## Sample Activities

- PowerPoint, Website, Poster Board, etc
  - Technology
  - Research
  - Academic (science, social studies, reading and writing)
  - Collaboration

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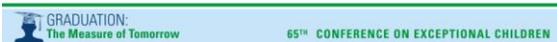
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## Sample Activities

- Presentations (in your class and to other classes)
  - Research
  - Academic (science, social studies, reading and writing)
  - Public Speaking

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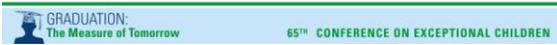
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## Sample Activities

- Zine, Publications, etc
  - Self-Expression
  - Technology
  - Specials or Electives
  - Project Management
  - Research
  - Academic (science, social studies, reading and writing)

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## Sample Activities

- Skits, Role Play, Plays, etc
  - Self-Expression
  - Self-Advocacy (generalization)
  - Self-Awareness (for nondisabled peers)
  - Research
  - Academic (science, social studies, reading and writing)

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## Sample Activities

- Videos, Songs, etc
  - Self-Expression
  - Specials (elementary)
  - Electives (secondary)
  - Accessibility (avoids disability barriers)

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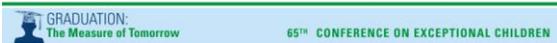
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## Impact!

- Nondisabled peers get a unique perspective
- Students with disabilities can express their perspective in multiple ways
- Better understanding of accessibility, accommodating, and collaboration
- Integration across all curriculum areas (special, academic, etc)
- Self-Advocacy and school wide inclusion

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## Bookmark



**harriet tubman**  
**freedom fighter**

Harriet was an abolitionist. When she was 13, she threw herself between a slave & the overseer who was about to whip him. The overseer hit her & gave her a traumatic brain injury (TBI). After she escaped slavery, she went on secret missions to rescue other slaves. B/c of her TBI, many people brushed her as "crazy." She played her disability up so no one would guess she was mapping out paths for slaves to escape.

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## PowerPoint, etc



GRADUATION: The Measure of Tomorrow 65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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## Harriet Tubman

- Harriet Tubman was born in 1820. She helped free slaves through the Underground Railroad. She was once a slave. Harriet had a visual impairment.

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## Real Stories

- How has or would these types of activities impact students with disabilities?

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## Your Ideas!

- What can you do in your school?
- What can your LEA do to support you?
- What community organizations, institutions of higher education, or people can help you?
- YOUR TURN:
  - In small groups, brainstorm some activities you can do to implement this Act. Be ready to report your ideas!

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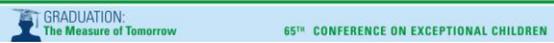
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## Questions?




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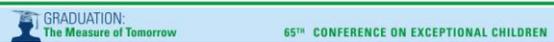
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## Contact

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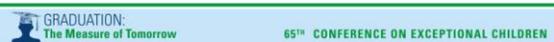
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## The Challenge!

From the mountains to the coast....spread Disability  
History and Awareness!

You have 11 months to plan for October 2016!

Call, email, or visit me to show me what you've  
done! I look forward to hearing from EACH of  
you!

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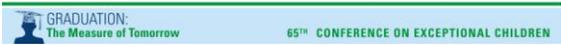
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**frida kahlo**  
artist

Frida was a Mexican painter who painted using vibrant colors in a style that was influenced by Mexican culture. Frida had polio. Her art illustrated both her love of her body & her experience with disability. She was a modern woman & had many lovers. Frida is both a feminist icon for the way she was not afraid to be herself and a legend for the way she brought light to Mexican art and culture.



**franklin d. roosevelt**  
president

FDR was the 32<sup>nd</sup> President of the US. He had polio & had to hide his disability because the public would have rejected him. He did this by speaking on the radio & having secret service carry him in a way that made it look like he was walking. Elected to 4 terms in office, he is the only US president to serve more than 2 terms. He set up a lot of programs & gave people hope to recover from the Great Depression.



**audre lorde**  
feminist poet

Audre Lorde was a feminist, poet, & activist known for organizing women of color. Her poems and teachings reflected her concern for oppressed people. When she had surgery for her breast cancer, she refused to wear a prosthesis stating, "Either I love my body one breasted now or remain forever alien to myself." She is celebrated by poets, feminists and activists everywhere.



**harriet tubman**  
freedom fighter

Harriet was an abolitionist. When she was 13, she threw herself between a slave & the overseer who was about to whip him. The overseer hit her & gave her a traumatic brain injury (TBI). After she escaped slavery, she went on secret missions to rescue other slaves. B/c of her TBI, many people brushed her as “crazy.” She played her disability up so no one would guess she was mapping out paths for slaves to escape.



**dummy hoy**  
athlete

William “Dummy” Hoy was a Deaf baseball player. He played for 18 seasons, including 5 with the Cincinnati Reds. In 1887, he requested umpires to use hand signals instead of shouting so he could follow the game. Umpires and players found these signals so useful that they are standard practice today. Fans who loved Hoy used an early form of “Deaf applause”- waving their arms & hats wildly when he did well.



**stevie wonder**  
musician

Stevie Wonder is from Detroit. He has been blind since birth and was a child prodigy. As a child, he showed a strong interest in music at his church. At 11, he had his first record deal with Motown Records. Not only could he sing but he could play the piano, organ, harmonica and drums. He even wrote most of his music. He has recorded more than 30 US top ten hits and won 22 Grammy Awards.



# GRADUATION: The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

## **We live in a culture of rampant ableism.**

Ableism comes in many forms. Like racism, ableism is done by both the “system” and by every day people. An example of systemic ableism is a government policy that keeps one group in power over others.

Two forms are systemic ableism and personal ableism. Systemic ableism is done by people in power to disabled people so that nondisabled people can stay in power. An example of this is eugenics, a movement and political philosophy that tries to create a perfect race by erasing people who are considered to have imperfections. Personal ableism is done by one person to another, with or without realizing it. When ableism is practiced by a disabled person, it is called internalized ableism because they are perpetuating messages they have been told by society.

Ableism is a false standard of perfection that’s tied with other isms. It can leave out many people.

This is why the disability community really values interdependence. Instead of competing against each other, interdependence says that we all need each other, have a lot to contribute, and are valuable to society when we are working as a team and everyone is adding different talents and passions.

Ableism is oppression and discrimination against disabled people.  
When have you seen ableism play out? Keep in mind ableism a quiet, but loud monster.  
Rawr!

## **Deaf History**

### History of Oralism

#### Natural or Normal?

In the 1800s, people looked at speech as what separated humans from animals. People looked at Deaf people who used sign language as barbaric and animal-like.

Oralism is a teaching style that focuses on lip reading and speech. Oralists strongly believed that parents and schools of deaf children should try their hardest to make deaf people like hearing people. Oralists saw speech as “normal” communication and thought deaf people should assimilate into society by learning how to communicate orally. Oralists also did not want Deaf people to communicate with each other because they would create a race of Deaf people. If Deaf students were caught signing, they were forced to wear gloves tied together so they couldn’t use their hands. By the 1860s, using American Sign Language was not allowed



in many places. Deaf people continued to use sign language secretly and many underground clubs for Deaf people formed.

Deaf students in oral schools spent hours learning how to speak, instead of learning math, reading, and writing. Supporters of sign language, called “manualists,” thought that sign language was the most natural way for Deaf people to communicate. They found sign language liberating. They thought that forcing deaf students to spend all their time trying to be “normal” took away from their ability to develop. The oralism versus manualism debate still goes on today. Doctors who view deafness as brokenness often support oralism, while proud Deaf people support manualism.

**"You Have to Be Deaf to Understand," written by Willard Madsen in 1971**

What is it like to "hear" a hand?  
You have to be deaf to understand.  
What is it like to be a small child,  
In a school, in a room void of sound  
With a teacher who talks and talks and talks;  
And then when she does come around to you,  
She expects you to know what she's said?  
You have to be deaf to understand.  
Or the teacher thinks that to make you smart,  
You must first learn how to talk with your voice;  
So mumbo-jumbo with hands on your face  
For hours and hours without patience or end,  
Until out comes a faint resembling sound?  
You have to be deaf to understand...  
What it is like in a corner to stand,  
Though there's nothing you've done really wrong,  
Other than try to make use of your hands  
To a silent peer to communicate  
A thought that comes to your mind all at once?  
You have to be deaf to understand.  
What is it like to be shouted at  
When one thinks that will help you to hear;  
Or misunderstand the words of a friend  
Who is trying to make a joke clear,  
And you don't get the point because he's failed?  
You have to be deaf to understand.  
What is it like to be laughed in the face  
When you try to repeat what is said;  
Just to make sure that you've understood

And you find that the words were misread  
And you want to cry out, "Please help me, friend"?  
You have to be deaf to understand.  
What is it like to have to depend  
Upon one who can hear to phone a friend;  
Or place a call to a business firm  
And be forced to share what's personal, and,  
Then find that your message wasn't made clear?  
You have to be deaf to understand.  
What is it like to be deaf and alone  
In the company of those who can hear  
And you only guess as you go along,  
For no one's there with a helping hand,  
As you try to keep up with words and song?  
You have to be deaf to understand.  
What is it like on the road of life  
To meet with a stranger who opens his mouth  
And speaks out a line at a rapid pace;  
And you can't understand the look in his face  
Because it is new and you're lost in the race?  
You have to be deaf to understand.  
What is it like to comprehend  
Some nimble fingers that paint the scene,  
And make you smile and feel serene,  
With the "spoken word" of the moving hand  
That makes you part of the word at large?  
You have to be deaf to understand.  
What is it like to "hear" a hand?  
Yes, you have to be deaf to understand.

### **Alexander Graham Bell**

Many people know that Alexander Graham Bell invented the telephone and consider him a hero. What people do not know is that Alexander Graham Bell spent his lifetime working with deaf people and is one of the people who really pushed oralism. Bell believed in eugenics. Eugenics is a scientific and political movement to make the human race better by getting rid of people society considers bad. Hitler studied American Eugenicists and practiced eugenics during the Holocaust.

In 1884, Bell published a paper "Upon the Formation of a Deaf Variety of the Human Race," where he said that a "great calamity" was facing the nation because deaf people were forming

clubs, socializing with one another and, consequently, marrying other deaf people. He thought that Deaf people should be kept apart from each other and sign language banned.

1. Gallaudet University is a college for Deaf students in Washington D.C. Deaf and hard of hearing students come from all over the world to study at Gallaudet. All of the classes are taught in sign language. Many Deaf people feel at home there because everyone can speak the same language and understands Deaf culture.

Until Deaf President Now protests, all of the university presidents had been hearing people. In 1988, it was time to pick a new president for the school. The Deaf community thought that since 2 out of the 3 candidates were Deaf, they would finally have a Deaf president. However, the Board of Trustees picked the 1 hearing candidate, even though she had less experience than the 2 Deaf candidates. Deaf students were outraged. Picking the 1 hearing person to lead the school was part of the idea that Deaf people needed to be “taken care of” and that a Deaf person did not know enough to lead the school. Deaf people hated being treated like children and fought back.

Deaf students began protesting. On the first day, they hotwired school buses, moved them in front of the gates, and took the air out of the tires so no one could come in or out of the campus. Since Congress was in charge of Gallaudet, they led a march with over 2,500 people to visit their congressmen. Banners read: “We still have a dream.” Students also marched to the hotel where the Board of Trustees were staying. Students slept on the streets. People all over the world sent money and support and after a week of students controlling the school, the demands of the student protestors were met. I King Jordan, one of original Deaf candidates, was chosen to be president and now 51% of the Board of Trustees must be Deaf or Hard of Hearing.

A student flyer read: "It's time! In 1842, a Roman Catholic became president of the University of Notre Dame. In 1875, a woman became president of Wellesley College. In 1886, a Jew became president of Yeshiva University. In 1926, a black person became president of Howard University. AND in 1988, the Gallaudet University presidency belongs to a deaf person."

## **Eyes**

By: Daria Bannerman

Some of us are forced into submission to the government  
By saying that we are incapable of doing the things we're capable of doing  
Just to get what we know we deserve

How superb... not!

This makes me hot because the privileged people don't seem to have to do a lot of work  
Doesn't this irk you?

You may think my blindness is my demise,  
But I see the world with a different pair of eyes  
People in public places see me as a wanderer  
They would probably want me to get lost  
So they can try to "save me" at any cost  
They can't fathom how I make it in this world  
I'm no ordinary girl

These eyes are the kind that cannot be physically seen  
They see further than the world's greatest telescope ever could  
Bare in mind that these eyes are abstract and are no where near my face  
They are inside my heart

### **Blind Culture**

By: Alan Chase

Did you know the blind community has a culture of its own? Typically, culture is defined as shared beliefs, behaviors, values, or attitudes. Many times the blind community, which includes the visually impaired, is overshadowed by the disability community and the distinct culture of the blind is lost in the shuffle. Let's set the record straight.

The blind community shares many characteristics and customs that we strongly believe form a valuable history and culture. The use of Braille and large print is the norm in the blind community and probably the most visible throughout our cities. Similar to sign language, the Braille code is significantly different from the alphabet and the many abbreviations make it so distinct that some say it is a language itself. Besides Braille, orally the blind use many acronyms and specialized terminology, such as CCTV, VI, and audible crossings, which set us apart and carry different meanings than the general public use.

For travel, the use of guide dogs and white canes are unique to us and often identify us to society. There is the age old debate of guide dog verses cane, but that's for another day. Also, the use of sighted guide, orientation and mobility training, audible crossing signals and detectible warnings on sidewalks are all aspects of our culture. The idea is that as a whole we use alternative means to travel independently. On the other hand, we all agree that travel for the blind can be hazardous or impossible if vehicles block crosswalks or fail to yield to us and if transportation planners fail to build sidewalks and public transit options into their comprehensive plans. These actions have a direct and dramatic impact on our lives.

One really exciting thing about the blind community is how we come together to fight for our rights when other disability groups turn us away. For example, the fight over accessible money, new hybrid car engines, and the proposed closing of The Governor Morehead School, just to name a few. When you heard the U.S. Court of Appeals order that all paper currency be made accessible to the blind you probably heard organizations like American Council of the Blind, National Federation of the Blind, and American Foundation of the Blind. Where was the American Association of People with Disabilities or any of the thousands of Independent Living Centers? When Congress began to study the lack of noise made by hybrid cars how many cross-disability organizations supported it? None. But, when the American's with Disabilities Amendments Act was being considered the many cross disability organizations expected the blind community to sign on in support. Finally, look at the proposed closing of GMS in the summer of 2009. Only the NC Council of the Blind, National Federation of the Blind, and GMS Alumni Association publicly opposed it. Now maybe you have a better understanding of why the blind community has three main organizations all to themselves. We are all alone in our fight for justice, equality, and accessibility, but as a community we stand together and strong.

Another very controversial issue in the blind community is the choice to attend schools for the blind or local public schools. Why is there such a debate? If a student decides to attend the NC School for Math and Science because they excel in those areas you don't hear any debate. Statistics show that blind children generally do much better at schools for the blind. The schools offer so much more than public schools can offer, such as independent living skills, orientation and mobility training, and individualized academic plans. The students are also around other visually impaired children and this typically fosters their confidence, socialization, and communication skills. Many of these skills will never be improved in a public school because of the large class sizes and structured school day. There is some argument that schools for the blind have lower academic standards and do not challenge students. This is certainly not true since these schools must meet the same state requirements as public schools. Also, many schools for the blind partner with local public schools so blind students can be exposed to traditional public school education and their nondisabled peers. Some might say that attending a school for the blind alienates them from their communities and there is some truth to this claim, but the quality of services offered at these schools greatly outweighs any negatives of being away from home. We are proud to have Governor Morehead School as part of our community!

As you have read, you might be thinking that the blind community wants people to accommodate them and see their disability as an obstacle. This is farthest from the truth. One of the interesting things about blindness is that people are narrow minded when they consider accommodations for the blind. Many blind people are excluded from normal daily activities simply because people fail to think outside the box. For example, if no audio description is available, watching a movie is a waste of time or if materials are not in large print prior to an event the visually impaired person is not on the same playing field as the others at the event. Also, consider how a blind person might locate a meeting room or restroom if Braille is

not displayed. This is one primary reason why the blind community is so invested in legislative and legal careers. The fight for rights of the blind is ongoing and a constant battle when uneducated or ignorant people fail to provide reasonable accommodations. The blind community sees blindness as a way of life and not a disability. The disability only comes into play when we are denied basic rights afforded to other disabled persons or nondisabled persons. Why is it that people in wheelchairs can demand physical access, but detectable warnings on sidewalks are few and far between? And why can the deaf community have listening devices at public events, but we are unable to have audio description? All we want is the same access to materials, performances, and places everyone else has.

Many stereotypes continue to plague the blind community and this tends to play right into the negative attitudes of the general public. Next time you listen to the radio, count how many songs you hear that talk about going blind or being blind. These artists portray blindness as a very bad and terrifying experience. In reality, visual impairments have many advantages. We are very detail orientated and aim use our other senses to compensate for any vision loss. Blind people are also very good with driving directions and retaining information. These are valuable skills anyone can use. Another interesting stereotype is that blind people can only see darkness and they wear sunglasses to hide their eyes. The truth is that most people have some type of light perceptions and the purpose of wearing sunglasses is to block out bright light. Also, many people think that blind people get around by counting their footsteps. While some may do this, the vast majority become familiar with their environment by recognizing distinctive sounds, places, or objects. Now, there are some stereotypes that are somewhat true. For example, almost 70% of the blind community is unemployed and a large number of people can't read Braille. These two statistics are true only because the public schools continue to push technology as a means for blind children to read and discrimination in the workplace is widespread. Finally, many people believe the blind can't or don't do adventurous things. There are many cases of blind people driving cars, being arrested for various criminal offenses, or performing other newsworthy feats. The fact is that many blind people simply don't have access to their communities to partake in many ordinary activities for their age groups. For instance, blind teenagers typically don't go on dates, out late at night, or to sporting events because it's inaccessible to them. How can a blind teenager get home after a late night party if there is no transportation? What if his friend leaves him? Also, many blind people rely on others to help them shop simply because stores make it difficult to identify price tags, closely examine some products, or navigate around displays. Blind people enjoy doing everything other people do, but we just want to enjoy it along with other people.

As you can see, we share many ways in which we adapt to everyday life, such as labeling clothes, navigating traffic, using talking computer software, going to schools for the blind when public schools can't serve us, and much more. All of these things are only shared within the blind community and if you look carefully you can draw many comparisons to other more well known cultures, such as deaf culture. People who are blind or visually impaired continue to

rally around their cause for justice, equality, and inclusion. Remember, it's the environment and people around us that make things inaccessible. As a parting thought, think about how you will interact with a blind person next time you meet them. Will you shake their hand? Will you say your name every time you talk? Will you say when you are leaving a room? Will you be sure to arrange activities that that person can participate in fully (i.e. transportation, alternative formats, audio description, tactile supplies, etc)? To me these are common practice in the blind community, but they are overlooked by other members of the disability community. In many cases, the disability communities focus too much on their own agenda and fail to understand the true meaning of community. It's time we all stand up and work together. It's time for blind culture to be recognized and embraced. It's time to break out of our shells. Blinkie pride!

### **The story of ADAPT and Right to Ride**

Wade Blank was hired in 1973 by a nursing home called Heritage House. They wanted him to start a youth wing at their nursing home. 60 young people with disabilities lived at the nursing home. Every day they would go to a sheltered workshop and count fish hooks all day. It was called a work activities program, but it was not like a real job at all. They barely got paid.

The youth that lived at the nursing home would ask for things that most nursing homes wouldn't let them have. Wade was in charge and he said yes.

"Can we have pets?" "Yes!"

"Can we have coed rooms?" "Yes!"

"Can we have rock 'n roll bands?" "Yes!"

Pretty soon Heritage House didn't look like a nursing home. The residents were happy, but the nursing home owners were pissed. The last straw came when Wade asked if some of the residents could live in their own apartments and aides could clock in at the nursing home and then provide services at the apartments. The nursing home did not like that idea at all. They got rid of the pets, televisions, stereos and coed rooms and fired Wade.

The nursing home went back to being a sad, boring place and the residents went back to being miserable. Wade felt that he had recruited most of the youth to live at the nursing home. He decided to help them move out. Wade and the former nursing home residents formed a community and together they liberated more people from nursing homes.

"We're free!"

Once the youth moved out they were excited they didn't have to follow the nursing home's stupid rules anymore. Now, they could do things that most young adults like to do, such as listen to loud music, eat unhealthy food and stay up really late.

However, soon they realized there were still a lot of things they couldn't do. Denver, where they lived, didn't have accessible transportation. The buses did not have wheelchair lifts. Even though they were free from the nursing homes, they were still trapped at their apartments. They asked Denver Public Transportation to make accessible buses but they said no.

"Will you put lifts on buses?"

"No way!"

They decided to start a group called American Disabled for Accessible Transportation or ADAPT. They used a technique Wade learned from the African American civil rights struggle called nonviolent direct action.

Famous activists like Rosa Parks, Dr Martin Luther King and Mahatma Gandhi have used nonviolent direct action. It's a good way to make the public pay attention to an injustice that is happening. As Dr King wrote in "Letter from a Birmingham Jail," nonviolent direct act seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it cannot be ignored." Nonviolent direct action creates a confrontation between the group seeking change and the target. A sit-in is a well known kind of nonviolent direct action. That is where people occupy a business or government office preventing it from fully functioning in order to bring to light an injustice that the business or office is creating.

ADAPT used nonviolent direct action by using their wheelchairs to block the Denver buses. They forced Denver public transportation and the public to pay attention to how unfair it was that not all people could ride buses that were supposed to be for everyone. They soon realized that wheelchair users were really good at nonviolent direct actions. Since wheelchairs are heavy and take up a lot of space, they could get in the way really easily and since the police officers and security guards had never seen disabled people doing anything like that, they didn't know what to do. They couldn't arrest them because their wheelchairs couldn't even fit in their police cars. ADAPT kept protesting and blocking buses until finally a victory! Denver public transportation started getting buses that had wheelchair lifts.

After their success in Denver, ADAPT decided to take their issue to the national level. Even though they could ride the buses in Denver, they couldn't go to other places. Next, they decided to take on Greyhound. ADAPT worked for years to make Greyhound buses accessible by blocking buses. ADAPT grew as more disabled people across the country joined the cause. Finally, they had success with Greyhound too and Greyhound started adding lifts on their buses. When the Americans with Disabilities Act was passed, it said that all public transportation and public places had to be accessible. A lot of places took a long time to become accessible, but thanks to all the work ADAPT had done, a lot of bus systems were

already accessible. ADAPT is still going strong today. Now they are fighting for attendant care so people have a choice to live in their own homes, instead of nursing homes.

### **Disability Heroes**

1. Judy Heumann was born in 1947. She developed polio at the age of 18 months and she used a wheelchair to get around. When she was six, her mom took her to register to start school, but the principal said she could not come to school because she would be a fire hazard. She had to stay at home and learn from a teacher who would come to her apartment an hour or so three times a week. Her mother fought the school's decision and finally when she was in 4<sup>th</sup> grade, Judy could go to school with other kids.

Judy's early experiences inspired her to want to make change and fight for equal rights for people with disabilities. In college, she started organizing rallies and protests with other students with disabilities. After she graduated college, she tried to get a teaching license, but they said she couldn't be a teacher because she wouldn't be able to get herself and her students out of the building if there was a fire. She fought the decision and became the first wheelchair user to teach in New York City.

Judy has been a lifelong disability activist. In 1970, she founded a group called Disabled in Action that worked to secure civil rights for people with disabilities. Over the past 30 years, she has worked to write the legislation that would become the Individuals with Disabilities Education Act, she helped build the first Independent Living Center, and she organized a sit-in to demand the implementation of Section 504 of the Rehabilitation Act (see Legend of the 504 Sit In). More recently, she co-founded the World Institute on Disability and she served the Clinton Administration in the office of Special Education and Rehabilitation Services. She has worked to change policies both in the U.S. and across the world to assure equal rights for disabled people.

2. Ed Roberts was a young man who had polio. He used an iron lung, a machine that helped him breathe better. Ed wanted to go to school, but the school said they did not want him. So, Ed had a teacher that would come to his house and teach him. By the time he was graduating from high school, Ed was tired of learning from home by himself. He applied to go to college even though no one thought he could do it. Vocational Rehabilitation, a government agency that helps disabled people go to school and work, told him he could never have a job so there was no point in going to college. However, he would not take no for an answer.

Ed convinced UC Berkeley to let him go to school there. They said he would have to live in the campus hospital instead of a dorm because that was the only place where his iron lung could fit. Ed did well in school and soon other disabled people wanted to go to school like Ed. The campus hospital was full of disabled people living and going to

class. Ed and his friends started a group call the “Rolling Quads.” They advocated for better accessibility on campus and for services so more disabled people could go to college.

After he graduated, Ed founded the first Center for Independent Living. It was a place where people with disabilities advocated for one another and worked from a peer to peer model, where disabled people would help other disabled people figure out how to go to school, get jobs, and be able to live in the community. The concept of Centers for Independent Living quickly spread and soon they were popping up all over the country.

In 1976, Ed Roberts became the Director of the California Department of Vocational Rehabilitation. He became the boss of the Vocational Rehabilitation counselor that told him he would never be able to get a job.

3. Justin Dart Jr, was born into a wealthy and prominent family. He was the black sheep of his family. He attended seven high schools without graduating from any of them. In 1948, when he was a teenager, Justin contracted polio. He went to college at the University of Houston. He decided he wanted to be a teacher, but they wouldn't give him a teaching certificate because he used a wheelchair. Justin worked as a businessman after he graduated. He worked in Japan and started three corporations there. He used his businesses to hire women and people with disabilities. For one of his companies, he took disabled people out of institutions to work for him. His employees became Japan's first wheelchair basketball team. Justin met his wife, Yoshiko, when he was living in Japan.

A turning point in Justin's life came when he visited a “rehabilitation center” for children with disabilities in Vietnam. There were terrible conditions. Disabled children were left on the concrete floor to starve.

After that experience, Justin decided to give up being a businessman to devote his life to fighting for the rights of people with disabilities. He and Yoshiko went to the United States. In 1986, he was appointed to head the Rehabilitation Services Administration, which is a huge government agency that makes decisions for people with disabilities. He called for really big changes and was fired for thinking too far outside the box.

In 1988, he was appointed to chair the Congressional Task Force on the Rights and Empowerment of People with Disabilities. He decided to use this as an opportunity to work on a big civil rights law for people with disabilities. He and Yoshiko used their own money to travel to every state to talk to people with disabilities and collect their stories to show Congress how people with disabilities were being discriminated against. He worked to empower people with disabilities all across the country to work together to get the Americans with Disabilities Act (ADA) passed. He talked endlessly to Congress to

convince them to pass the law. Finally, on July 26, 1990, the ADA was passed. Justin Dart became known as the father of the ADA. He is well known for his famous words that inspired disabled people to act: “I love you, Lead On”

4. Judi Chamberlin is considered the mother of psychiatric survivors/ex-patient movement. It is a movement of people with psychiatric disabilities that advocated for more control over their treatment and a stronger voice in policy decisions that affected people with psychiatric disabilities. The psychiatric survivor’s movement advocated for self determination for people with psychiatric disabilities or as people in the movement say: “Nothing About Us Without Us.”

In 1966, Judi was hospitalized against her will for depression. She was treated really poorly while she was forced to stay at the hospital. After that experience, she wrote a book called, *On Our Own: Patient Controlled Alternatives to the Mental Health System*. The book had new ideas about how people with psychiatric disabilities could be more in control of their treatment, instead of doctors and pharmaceutical companies having the only say. The book sparked the psychiatric survivor’s movement. Judi spent the next 30 years advocating for the rights of people receiving mental health treatment.

At first, she fought for the rights of patients who lived in mental health hospitals. Then, “deinstitutionalization” began and she focused on the rights of people with psychiatric disabilities to receive services in the community. She is a co-founder of the Ruby Rogers Advocacy and Drop-In Center, which is a center for people with psychiatric disabilities that is run by people who have psychiatric disabilities from a self-help model. She joined forces with people fighting for community supports for people with physical disabilities. Even though she is very sick from a lung disease, Judi continued to fight for disability justice issues when she was feeling well enough.

## Eugenics

A lot of people know a little about eugenics from what they have learned in school about the Holocaust in Europe. What people don’t realize is that eugenics started long before Hitler and the Nazis.

Eugenics is a social, medical, and political movement that focuses on making the human race “better.”

Targets of eugenics include women, people of color, poor people, and people with disabilities. These are all people who are often considered inferior, unworthy, bad, dirty, stupid, or wrong.

“Wrong is not my name!” –June Jordan, black feminist poet

Step one: Eugenics works by creating a box or norm, where people in power or people who fit status quo, are inside the box and people who don't are outside the box.

Who do you consider "normal?" Why?

Who do you consider different, weird, ugly or unattractive? Is it just a personal preference or does society think these things about those people too?

Note: People who are inside the box stay inside the box by fitting society's standards or expectations. This is how people in power stay in power simply by pushing those who don't look like them outside of what is considered normal or good.

Examples: Women who want to go to college instead of being housewives or African American people who wanted to vote.

Step Two: Eugenics attacks people outside of the box by using every tool people in power have.

### **Ransom Notes Campaign**

Three images were among others created by the NYU Child Study for a New York billboard campaign with an estimated 700 million viewers. Can you guess why self advocates fought against them?

Image one was a ransom note written in scribbled handwriting. It read: "We have your son. We are destroying his ability for social interaction and driving him into a life of complete isolation. It's up to you now." – Asperger Syndrome

Image two is another ransom note. It read: "We have your son. We will make sure he will not be able to care for himself or interact socially as long as he lives. This is only the beginning." – Autism

Image three is another ransom note. It read: "We are in possession of your son. We are making him squirm and fidget until he is a detriment to himself and those around him. Ignore this and your kid will pay." – ADHD

What is wrong about these 3 ransom notes? Here are a few counter points by the Autistic Self Advocacy Network. For more info, visit [autisticadvocacy.org](http://autisticadvocacy.org)

- The ads stigmatize disabled people by suggesting that we are a detriment to ourselves and those around us.

- The ads make disabled people feel shame and embarrassment.
- The ads are inaccurate! For example, while some autistic people often have difficulty with some forms of social interaction, we are not incapable of it. we can succeed when supported, accepted and included for who we are.
- The ads suggest that our true selves have been kidnapped by terrible disease and that we need urgent treatment to become normal again. This stolen child stereotype has been associated with horrible abuses against disabled people, ranging from social cruelty to beating, electric shock and even murder.
- The ads do not inspire parents to bring struggling children to professionals for diagnosis and appropriate treatment. Instead they make parents terrified that their children are destined to have horrible, sad lives.
- The ads convey an incomplete and inaccurate picture of the diagnoses they purport to represent; they fail to show the many strengths and abilities of the individuals with these diagnoses. They fail to show the opportunities for which support, education and resources that the NYU Child Study Center should be offering to parents and individuals with disabilities.

### **Institutionalization**

Society has a history of hiding or putting away people that they are scared of or don't like. They do this by institutionalizing them. Institutionalization is when people are committed to mental hospitals, nursing homes, and other places instead of living in the community. The scary thing about institutionalization is that the people being put away in these institutions do not get to make the choice about whether they want to go there. When a person lives in an institution, they do not have any power over their own lives. These institutions say they are there to help the people that live there, but often it is to control them and keep them away from society. Institutionalization is related to eugenics because part of the reason people are put in institutions is so they don't mix and reproduce with general society. A good example of this is with schools for disabled children. Before laws were enacted that said disabled children deserved an equal education in the least restrictive environment possible, many disabled children were shipped off to schools away from their homes. These schools said they helped disabled children in ways public schools couldn't, but often times they did not provide any real education for their students and it was more about warehousing them. Many older disabled people have a lot of resentment about being taken out of their community, not getting to see their friends or family, and not receiving an equal education and they fight for students with disabilities to go to public schools in their communities. A lot of these schools for disabled children have shut down and the ones that still exist have to follow educational standards and are much better for students today. However, there are still bad places, like the Judge

Rotenberg Center in Massachusetts, a "school" known for using shock therapy on disabled students. Disability advocates are fighting for the Judge Rotenberg Center to be closed, but there are also other nondisabled people fighting to open more schools like it.

Another issue around institutionalization is the "institutional bias" or the favoring of people living in institutions instead of the community. Right now, if a person wants to live in a nursing home, the government sees that as an "entitlement" and will pay for it. If a person wants to live in their own home and receive some of the services that a nursing home provides, such as mostly personal care services, the government does not see it as a civil right and will not pay for it. Because of this, a lot of people who need personal care services are forced to live in institutions just because they might need help a few hours a day. Disability activists are really fighting for this to change and have been working on a bill called the Community Choice Act for a long time. The Community Choice Act allows people to make the decision about whether they want to live in the community or in a nursing home.

### **The Legend of the 504 Sit-In**

In 1973, the United States passed the Rehabilitation Act of 1973. It was a really big law that says that government programs can't discriminate against people with disabilities. One part, called Section 504, says that all programs that receive money from the government have to be accessible for people with disabilities. That means if there are barriers that prevent disabled people from participating in a program, they have to provide a reasonable accommodation.

In 1977, even though the Rehab Act had been passed, it wasn't being implemented. Most programs that received government funds were still not accessible to people with disabilities and no one was telling them they had to be. People with disabilities were fed up because they had waited long enough to participate in things nondisabled people could access. They were paying taxes for programs they couldn't even use. On April 5, 1977, disabled people organized demonstrations in 10 U.S. cities to demand that regulations be put into place to enforce Section 504. The biggest demonstration happened in San Francisco at the federal building. The demonstration turned in to a sit-in. Over 100 disabled people stayed at the federal building day and night for 26 days. They used a strategy called nonviolent direct action. They wanted people to know that Section 504 needed to be enforced right away. They wouldn't leave until the Health Education and Welfare (HEW) secretary Joseph Califano signed the regulations promising that the law would get enforced.

Finally after 26 days, there was a victory! Califano signed the regulations and Section 504 went into effect. The Section 504 sit-in is still to this day the longest U.S. sit-in in a federal building.

A few famous disability activists were at the sit-in. They went to hearings with congressmen to try to convince them that the regulations must be signed.

Ed Roberts said: “These kinds of issues, the issue of civil rights, of human rights, are not issues the people with disabilities can compromise any further.”

Judy Heumann said: “I can tell you that every time you raise the issue of “separate but equal” the outrage of disabled individuals across this country is going to continue. It is going to be ignited. There will be more takeovers of buildings until finally, maybe you begin to understand our position. We will no longer allow the government to oppress disabled individuals. We want the law enforced, we want no more segregation.”.

## Models of Disability

Models of disability are different ways people think about disabilities. For example, a lot of times the way doctors think about disabilities is different than the way family members think about a person's disability and that may also be different than the way the person with a disability thinks about their own disability. Here are a few examples of common ways people think about disability.

The charity model is a way to think about disability as something that you need to raise money for in order to change it. People who think about disability from a charity model usually pity people who have disabilities. The charity model is about people without disabilities organizing and attending fundraisers so that money can be given to disabled people that they think deserve it. While all disability related fundraising may not be bad, an important question to ask is: who is in control? Is it people with disabilities who the money is getting raised for or is people without disabilities who think they know what's best for disabled people? Also, pitying disabled people can be a bad thing. It spreads the idea that people with disabilities are helpless and that having a disability is the worst thing that can happen to someone. Most disabled people will tell you it's not true!

The medical model is the way most doctors, scientists, and therapists think about disability. They think about disability as something you need to use science, medicine and therapy to fix. The medical model is mostly focused on what is wrong with people with disabilities. It looks at people's impairment instead of the whole person. A lot of people with disabilities have really negative experiences with doctors and therapists trying to fix them. The medical model is all about trying to make people as nondisabled as possible, even when it's not possible to get rid of a person's disability. It's really hard for someone to hide their disability and still be themselves.

People who think about disability from the social model know that it's hard being disabled, but they think the hardest thing about having a disability is living in a world that's not accessible. In other words, that means that in most places in our society things are not set up with disabled people in mind. Another thing that makes it hard to be disabled is people's attitudes. A lot of people have preconceived notions about what it is like to have a disability. For example, people assume that disabled people can't work, can't live independently, can't live full lives, or can't be parents. These kinds of attitudes that disabled people encounter everyday are more "disabling" than someone's actual disability. Plus, people with disabilities don't have the same rights as nondisabled people. Although a lot of progress has been made, people with disabilities are still discriminated against and do not have access to all the things that nondisabled people have access to.

The administrative model of disability is the way a lot of agencies that provide services to people with disabilities think about disability. A lot of times people with disabilities have to go

through a lot of agencies and procedures to get what they need. There's social security, Medicaid, home healthcare, vocational rehabilitation, and special education, just to name a few. There are a lot of hoops that disabled people have to jump through and a lot of systems to maneuver. It is really hard to figure out how to get the services you need to get healthcare, live in the community, get an education or find a job if you are disabled. Services can be really helpful if you can get them, but often they put restrictions on what you can and can't do. Also, a lot of times people working from the administrative model think that they know what's best for people with disabilities. Oftentimes, the way services are set up disabled people do not get a lot of choice or freedom in how they use them.

### **Scene One**

Setting: An employer interviewing a job candidate with a disability.

Employer: People with disabilities have a high unemployment rate because they aren't able to work and for those that can work, once you give them a government check, they'll just want to collect that for the rest of their lives.

Disabled Person: it's true there are a lot of people who can't work because their disability, but that's the whole point of living in a society instead of on an island by yourself. If you ever need help, there will be a "safety net" for you. Why do you think people with disabilities can't work though?

Employer: I run a candy shop. I need someone who can run the cash register, make the candy, talk to customers, and do everything. How could some cripple do that?

Disabled Person: That's the thing though, i'm a crip and I love making candy! i've been making candy and running businesses for 20 years! I can do all of those things. The only reason I can't do them at your place of business is because you have stairs outside. It isn't my disability that's stopping me, it's your inaccessible location.

Employer: oh.

### **Scene Two**

Setting: Blind person sitting at bus stop, while another person quickly approaches. .

Person 2: Hello! You're blind right? Are you okay??

Person 1: (slightly annoyed but trying to be polite): Yes? Thank you for asking. I'm just waiting for the bus.

Person 2: Oh, so there isn't anything I can get you? You don't need me? I can walk you across the street or anywhere you need to go.

Person 1: (firmly, but with bit of sarcasm): No, I'm fine. I am on my way to work. I ride this same bus every day at the same time. I think I'll be okay.

Person 2: (very patronizingly): oh really! Work! It's so good to see you out and about in the community staying busy. My grandmother had a similar condition to you. She couldn't see out of her left eye. How wonderful that you are doing regular things and not letting your blindness stop you. I know it must be such a horrible thing to live through, you poor dear, not being able to see the world. You can't see the colors of these beautiful leaves changing, how sad. Is there anything I can get you? There is a man selling hot dogs down further and I was going to go get one. Can I buy you one? Poor darling, it's the least I can do.."

Person 1: (stands up sharply and moves a few feet away): Once again, no thank you. Having a visual impairment does not mean I need your pity. I'm not sure how much my client would appreciate me showing up at the courthouse with a hot dog in my hand any ways.

Person 2: (still clueless): Are you sure? It's no bother, really.

Person 1: Have a nice day.

### **Scene Three**

Setting: At the local vocational rehabilitation office

VR Employee: Next!

Joe: Oh, that's me.

VR Employee: What do you need?

Joe: Well, I just graduated and I am looking for a job. I need to see how much money I can make while still being able to keep my Medicaid benefits.

VR Employee: You will need to fill out this paperwork with your basic information. Then, we will schedule you for a three hour assessment to see if you are disabled enough to receive our services. Then, if you pass the assessment, we will assign you a VR Counselor. Since there is a waiting list for our services, it should take about two years.

Joe: Two years! I kind of wanted to get started working right away, but I know I can't afford to lose my healthcare coverage. I just need simple information. Maybe someone could just help me now.

VR Employee: Sir, we'd appreciate your cooperation. Please go back to the waiting room and fill out the paperwork. Next!

### **Scene Four**

Setting: At a doctor's office.

Doctor: What brings you in today?

Sam: Well, I have a sore throat and a really bad cough. It's probably just a cold, but I wonder if you could prescribe something for my cough.

Doctor: I see from your chart you are on the Autism Spectrum.

Sam: Yeah

Doctor: Do you take any medication for that? You know a lot of anti-depressants have shown to really improve focus and concentration for people with Autism.

Sam: (coughs)

Doctor: Or better yet, you might want to look into water submerging therapy. It's supposed to really improve your need for routine. Have you thought about Neurofeedback? That could really help to control your behaviors.

Sam: But, I just need something for my cough

Doctor: By the way, what kind of diet are you on?

Sam: Maybe, I will just find something to take that's over the counter. I'm leaving!

Doctor: Wait, you didn't answer my questions.

## Self Advocacy Rap

Self Advocacy We Need It  
In Our Lives  
To Survive.  
These People Telling Us What We Need  
Is Driving Us  
BANANAS.  
Perhaps We Need  
Stop Being Lazy  
And Get Our Voices Back.  
We Wanna Watch  
How They'll React.  
As We Pour Out Our Suggestions  
And Objections At The Meetings,  
While They Follow  
Their Boring Proceedings.  
Telling Us We Can't Do This And We Can't Do That.  
Should She Be On This Track,  
They Say Yes, But She Says No.  
This Ain't About To Make Us Blow.  
We're Trying Not to Lose Our Heads  
We're Trying To Grow Instead.  
Chorus:  
Were Tired Of The Games  
That They Keep On Playing  
They Know What We Need  
Is What They Keep Saying  
but you know what  
we disagree  
so we practice self advocacy  
what what, self advocacy  
you know why?  
that's right' you see.  
Our Brains Are About To Burn Out  
Cause Of All Of This Wackness  
Were Tired Of All This Madness  
Around Us, Everyday  
But We're Gonna, Make A Way.  
Don't Tell Us, We're Gonna Fail.  
We'll Work Hard  
And We'll Prevail.

Chorus.  
My Brain Is About To Burn Out  
What? What?  
My Brain Is About To Burn Out.  
From All This Madnessssss

Song Writers:  
Daria Bannerman  
Leila Mayer  
Atlas Pittman  
Jessica Smith

## Puppet Show

Setting: A blind person at their home. Suddenly, a magical fairy appears.

Act 1

Fairy: Hello ladies and gentlemen and boys and girls.

Fairy: You're in for quite a treat today my fine audience. Today we weave a tale of struggle and hardship, of heroism and saintliness, of determination and

Joseph: Who are you?

Narrator: Ah! It appears we've been joined by our noble hero!

Joseph: Why are you in my house?

Fairy: This man may seem like a simple disabled person, but he is in fact a hero! A saint! An idealist exemplar to us all! This man...this man...uh...this uh...

Joseph: Joseph, my name is Joseph.

Fairy: Oh, yes, quite right. This man, Jeremy, is a shining inspiration to us all!

Joseph: It's Joseph...

Fairy: Sure, whatever you say, John.

Joseph: No, it's *Joseph*. Can you please tell me why you're in my house?

Fairy: Because you, sir, are an inspirational hero! And every hero needs his own fairy to watch over him!

Joseph: Really? Wait. What? What did I do to deserve to be called a hero?

Fairy: Well, I understand you're blind.

Joseph: Yeah?

Fairy: Then you're a hero!

Joseph: Wait, how does that work?

Fairy: I don't understand the question.

Joseph: Whatever, I need to go to work so if you'd please leave I'd -

Fairy: Wait, hold on one second there Jimbo.

Joseph: Joseph.

Fairy: I'm sure. Could you say that again?

Joseph: Oh, if you'd please leave I'd.

Fairy: No, no, before that.

Joseph: I was saying I had to go to work.

Fairy: My God! You truly are amazing! Like a comic book hero! We should call you "The Incredible Blind Going To Work Man!"

Joseph: I'm no superhero. I don't even have a superpower.

Fairy: But you do! You're blind, but you still have to go to work!

Joseph: Worst. Superpower, ever.

Fairy: Say what you will, but you're still a superhero.

Joseph: You're unmovable on this aren't you?

Fairy: Yes.

Joseph: Well, I need to exercise my single, lame superpower now and go to work.

Narrator: Inspirational, isn't he audience?

Act 2

Setting: At a courthouse.

Fairy: Now, we join him as he arrives at his place of work.

Joseph: Holy crap, how did you get here? How did you get here before me?

Fairy: As your fairy, I can do almost anything I want.

Joseph: What? How do you mean?

Fairy: Nothing.

Joseph: So, you're all powerful?

Fairy: Indeed, but we digress. The important thing is the job you have here, Johnson!

Joseph: Joseph

Fairy: Yes, yes I'm sure. So, what can you tell us about your job here? Are you the courthouse janitor or something?

Joseph: No, I'm a lawyer.

Fairy: My god! That would mean that you've gone to college, extensively!

Joseph: Well, yeah.

Fairy: And here you are to so stubbornly claim to be less than the inspirational hero that you truly are. Seriously, I've seen headlines in newspapers about this sort of thing.

Joseph: Not really. I'm hardly the only lawyer around.

Fairy: Yeah, unfortunately.

Joseph: What was that?!

Fairy: Nothing at all, Joe.

Joseph: It's Joseph and I need to get to court before the judge holds me in contempt.

Act 3

Setting: In a crowded courtroom.

Bailiff: All rise! This court is now in session. The honorable judge Jones presiding.

Judge: Thank you, bailiff. Folks we are here today in the matter of Day verses Night. Mr. Day is the owner of Daytime Creamery and Mr. Night was an employee at Daytime Creamery, but was terminated after he lost his vision in a horrific traffic accident.

Attorney: Your honor, I'd like to call Mr. Night to the stand, please.

Attorney: Mr. Night, I'd imagine that a profession such as working in a creamery would bring certain challenges to a disabled person.

Mr. Night: Well, I get lots of brailled versions of books and in today's day and age, I also have a computerized voice to read things to me. To be honest, if just the correct accommodations are given to make things accessible, almost any disabled person should be able to do anything.

Attorney: I see. What was your job at the creamery Mr. Night?

Mr. Night: I was the accountant. I crunched all the numbers and made sure our revenue exceeded our expenses.

Attorney: So, what you are saying is that a blind person can be an accountant simply by having Braille books and a talking computer?

Mr. Night: Yes. Everything is computerized these days so the technology allows me to access all the records electronically.

Attorney: What about paper receipts and invoices? How can you process those?

Mr. Night: Well, I have a scanner that I can scan the receipt or invoice into my computer and it will read it to me.

Attorney: I see. What if your computer breaks? How can you do your job then?

Joseph: Objection your honor. A broken computer would hinder the work productivity of any employee.

Judge: Sustained. Mr. Night, you may step down.

Joseph: Your honor, I'd like to call Mr. Day to the stand.

Joseph: Mr. Day, why did you terminate my client?

Mr. Day: Well, I'm in business to make money and after his accident Mr. Night never called to say that he wasn't coming to work. I heard through the grapevine that he was in the hospital, but that's no excuse. My staff handbook clearly says employees must call me if they aren't coming to work.

Joseph: How do you expect my client to call you if he is in the hospital unresponsive?

Mr. Day: They have phones there, I'm sure. And, as I was saying, I'm in business to make money. I need my accountant to be competent to give me figures I can read. I can't read Braille. Those dots mean nothing to me.

Joseph: So, you don't think Mr. Night is competent any longer because he's now blind?

Mr. Day: Exactly! Now you understand what I've been trying to say. How can someone be competent if they can't read? Plus, I don't trust all those gizmos and gadgets. I want to keep my records on paper. I don't want my profits eaten up by buying computers, fixing them when they break, and updating them.

Joseph: No more questions, your honor.

Fairy: Nice job, Jim! You showed him.

Judge: Silence! Court is in recess. Be back in an hour.

Act 3

Setting: At the courthouse cafeteria.

Fairy: Wow! Jack, that was a heroic feat of strength back there in the courtroom.

Joseph: It's Joseph and it wasn't anything special. I do it all the time. In fact, there are many disabled people who have done truly great things and had no need to be put up on a pedestal.

Fairy: I should really chat with that judge. He is quite a character. I should probably ask him what is it like to be the friend of a disabled person? I was thinking that we could use his testimony in some sappy documentary or maybe use it in a lesson plan in schools to teach kids about people who are disabled.

Joseph: Maybe, but you never actually asked me about what it was like to be disabled.

Fairy: I'm sorry, I couldn't understand a word you just said there, you were mumbling.

Joseph: Instead of interviewing my friend the judge, wouldn't it be nice to have a lesson plan of some sort that would teach people about the disabled from the point of view of the disabled themselves? Now, that might help put people in the proper perspective.

Narrator: You really need to stop mumbling.

Joseph: Oh, look at the time. It's almost time to be back in court. I better hurry.