Disability Awareness Activity Packet

Activities and Resources for Teaching Students About Disabilities

by Bev Adcock and Michael L. Remus

Introduction

This booklet gives you some ideas for helping students understand different disabilities. Keep in mind that two people can have the same disability and still be very different. You may also have students who have some of the disabilities described here, but are not at all similar to what is described. That is not uncommon. Not all blonde 4th graders are alike either!

You may need information on disabilities that are not listed here. If that happens, please contact your Special Education Department for more ideas and check the list of resources in the back of this booklet.

Warning! Unless you have permission in writing from a student's parents, it is illegal for you to tell anyone about a student's disabilities or even that they have a disability. Some families may be willing to do this, while others will not.

We suggest using these activities to talk about disabilities in a general way and build understanding. Many of the activities can be used to explain more than one disability. The activity for "Autism" for example, could also be used to illustrate Attention Deficit/Hyperactivity Disorder (ADHD). The problems with being unable to concentrate are similar. People with cerebral palsy might be in a wheelchair or have problems with their hands as described under "Physical Disabilities" and also have problems speaking clearly as described under "Communication Disorders." If you don't find the exact disability you are looking for, think instead of the problems it causes.

We applaud your efforts to educate all students. We hope you find the material helpful.

Bev Adcock & Michael L. Remus

Dedicated to all the kids who live it every day and succeed anyway

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We need your feedback!

We want to make sure this booklet meets your needs. Please answer the following questions and return the form to:

Kathy Wolter
DVUSD Special Education
20402 N. 15th Avenue
Phoenix, AZ 85027
Email: Kathy.Wolter@dvusd.org

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1. What was helpful?

2. List anything that needed more explanation.

3. If any of the activities were unsuccessful with your students, please describe the problem.

4. Would you use these activities again next year? ❑ Yes ❑ No
   If no, why not?

5. Do you have suggestions for changes or additions to this booklet?

Thank you!

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Autism

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Autism is a developmental disability that usually appears during the first three years of life. The cause is unknown. It affects how a person's brain works, but not all people with autism are affected the same way.

When a person has autism, they may have problems:

- letting you know what they want;
- thinking;
- understanding what other people say or want;
- ignoring sounds;
- ignoring things or people that are moving;
- ignoring lights;
- being touched;
- understanding social rules;
- showing affection;
- controlling their feelings;
- knowing how to play with other kids; and
- dealing with changes.

Autism is a "spectrum disorder." That means that not everyone with autism has all the problems. One person may have three of the problems listed while another person has only one. Some people with autism struggle to learn. Other people with autism are very smart and can do complicated math when they are 3 years old. Some people with autism have trouble being touched while others like to hug.

Many people with autism like to do things in the same order all the time and have things arranged the same way. This helps them stay calm.

Other people with autism have a very hard time ignoring noises, especially if they are upset or in a new situation. They may try to calm themselves by rocking, moaning, talking loudly or even screaming. The moaning, talking or screaming helps them drown out the other noises so they can calm down. They may also try to go under a desk or in a small, dark place where they feel safer.

Activity 1

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal.

One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

- Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.
- Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.
- Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.
- Person #4 - Pat Person #1 on the head and shoulder the entire time.
- Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

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Communication Disorders

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Communication disorders are disabilities that keep a person from being able to speak or makes their speech understood. This can be caused by many different disabilities or injuries.

Some people with difficulty speaking may use sign language, gestures or small pictures they carry with them.

Activity 1 - Different words

If you have students in your class who speak a different language, have them stand in front of the class and say one sentence in their language. Have the class try to guess what was said.

If you have more than one student who speaks the same foreign language, have them carry on a short conversation. Then have the class try to decide what was said.

Discuss how it feels to not be able to understand something. How quickly did the class give up? What are some other ways they could have tried to communicate? How is this similar to people with disabilities who can talk but are hard to understand?

Activity 2 - No words

Write a simple sentence on a piece of paper, for example, "The cat sat on a hot tin roof."

Show this sentence to 1 student. The student must let the rest of the class know the sentence **without writing, speaking or using any letters of the alphabet.**

Discuss:
Was it difficult to communicate using this method? What would have helped? How can we communicate with someone who can't talk back? How can we help them communicate?

If you want to give more students a chance to try this activity, here are some suggested sentences:

- I feel funny.
- I want a Coke.
- I lost my homework.
- My parents are getting a divorce.
- My foot hurts.
- I want a hamburger for lunch.
- I'm allergic to strawberries.
- I hate ketchup.

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Hearing Impairments

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Hearing impairments include everything from not being able to hear certain sounds to being totally deaf. In most cases, a hearing loss doesn't simply mean that sounds are not loud enough. It usually means that sounds are garbled or unclear. A hearing aid may make speech louder, but usually will not make speech clearer.

Activity 1 - Not being able to hear

You need:

- a pair of foam ear plugs for each student
- a radio, TV, fan or anything else that can make "white noise"

What to do:

- Show students how to put in the earplugs .
- Put on the "white noise". If using a TV, put it on a station with no reception and turn up the volume — loud enough to be distracting. If using a radio, set it between stations so you only hear static. If using a fan, turn it up on high.
- Read a long newspaper article or book passage. Read rapidly, using a soft voice, mumbling monotone, runing words together and pausing in odd places.
- Ask students 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice.
- Remove ear plugs, turn off white noise and discuss (in a normal voice) how not being able to hear clearly felt.

Activity 2 - Lip-reading

Instructions for teacher:

Divide the class into pairs. One of each pair is A, and the other B. Give them the relevant instructions (page 7) and briefly explain the exercise. They should not see each other's instructions. Have them take turns lipreading, while their partner "reads" (moving their lips but making no sounds) a list of words or sentences.

In their pairs, they should:

- "say" each word or phrase once only;
- go through the whole exercise before they tell each other the answers;
- when they finish discuss what they learned about lipreading; and
- return to the main group to share their ideas.

Discussion:

Allow 15 minutes for the exercise in pairs, then have everyone return to the main group.

Ask questions like:

- How successful were you at lip-reading?
- What helped make lip-reading easier?
- What does this show about lip-reading?

Points about lipreading:

- lipreading is not easy;
- a lot of guessing is involved;
- most people can lip-read a little;
- some people are better at it than others;
- some people are easier to lip-read than others;
- it is impossible to lip-read unless you can clearly see the mouth and face of the person talking;
- some words look alike on the lips, so single words are very difficult to lip-read;
- it helps if you know the topic.

Ways to make lipreading easier:

- the person lipreading must see the speaker;
- the speaker's mouth, jaw and eyes must be clearly visible and it helps to see the speaker's eyes.
- use sentences rather than single words;
- give clues to the subject;
- speak a little slower than usual, keeping the normal rhythm of speech;
- if you are not understood, try saying the sentence another way; and
- speak clearly (but don't exaggerate mouth movements).

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Instructions for person A

Don't let your partner see this page!

Read the following list of words - moving your mouth but making **NO** sounds and without moving your hands. **Say each word only once.** After each word, give your partner time to write down the word.

Word list: ship, Jim, chimp, punk, mud, bun, jeer, cheer, jib, chip

Now your partner will do the same for you but with a different list of words. Write down what you think was said.

Next, read the sentences below to your partner. Move your mouth but make NO sounds and don't move your hands. Say each sentence only once. Give your partner time to write each one down.

Sentences:

- Would you like tea or coffee?
- Do you take sugar?
- Here's the milk for your cereal.
- Would you like more toast?
- Do you prefer jam or marmalade?
- Would you like some eggs?

Now your partner will do the same for you with different sentences. Write down what you think was said.

This time tell your partner (really talking) that you will read sentences about breakfast. Now silently (moving your mouth but making NO sounds) read the sentences, again. This time you can use your hands if you want. Give your partner time to write down what you said.

Now your partner will tell you a clue and then silently read their sentences again. Write down the sentences.

Show each other the words and sentences you read out. Check how many you got right each time. What did you learn about lip-reading that you can share when you return to the main group?

Instructions for person B

Don't let your partner see this page!

Your partner will say a list of words to you. Try to lip-read your partner and write each word down.

Then read the following list of words to your partner - moving your mouth but making **NO** sounds and without moving your hands. **Say each word only once.** After each word, give your partner time to write down the word.

Word list: bad, man, pat, bat, sheep, cheese, tea, she, pound, mount

Now your partner will read you some sentences. Write down what you think was said.

Next, read the sentences below to your partner. Move your mouth but make NO sounds and don't move your hands. Say each sentence only once. Give your partner time to write each one down.

Sentences:

- It looks a bit cloudy.
- It might be quite hot.
- I think we're in for a storm.
- It looks like the wind's getting up.
- It looks like we're in for a good day.

Now your partner will tell you (out loud) a clue. Then they will read sentences and may use hand gestures. Write down what you think was said.

This time tell your partner (really talking) that you will read sentences about the weather. Now silently (moving your mouth but making NO sounds) read the sentences, again. This time you can use your hands if you want. Give your partner time to write down what you said.

Show each other the words and sentences you read out. Check how many you got right each time. What did you learn about lip-reading that you can share when you return to the main group?

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Learning Disabilities

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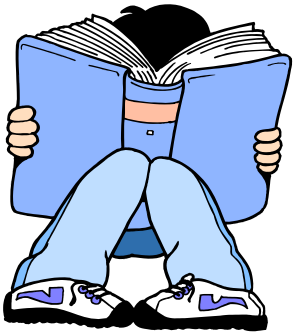
There are many different kinds of learning disabilities and they can range from mild to severe problems. Activity 1 gives a general idea what it is like to have to struggle against what your brain may be telling you.

Dyslexia can cause a person to see letters switched around when they read (seeing "bule" instead of "blue", for example). Activity 2 will give you an idea of what this is like.



Activity 1 - Say what?

Transfer the next page onto an overhead transparency. Have the class read it out loud. They must read the COLOR the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

Activity 2 - Backwards

Write a number of different sentences backwards on a piece of paper. Giving them very little time, ask different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example:
"ehT kcalb tac tas no eht toh nit foor"
"The black cat sat on the hot tin roof."

Discuss:
What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

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YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

BLUE RED PURPLE

GREEN BLUE ORANGE

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Mental Retardation

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When a person has mental retardation, it means that they learn slower. Because they learn more slowly, they don't learn as much as other people might. There are over 200 known causes for mental retardation. About one-third of the time, no one knows what caused it.

Not everyone with mental retardation is alike. One person can have mild problems while another may have severe problems.

A person with mental retardation may:

- have difficulty understanding what other people say or mean;
- may have difficulty saying what they mean or how they feel;
- understanding social cues (for example, if you turn away they may not know this means you don't want to talk to them);
- have difficulty learning and concentrating;
- have to do things many more times than average before they learn it;
- act younger than their age;
- not understand when someone is making fun of them;
- may find it hard to read or write;
- may not understand when someone tells them to do something wrong.

Activity 1
Difficulty understanding

Have 2 students sit back to back. Give one student a paper with an abstract shape on it (page 11). Without seeing each other, he/she must explain to the other student how to draw the shape.

Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

What were the problems? What would have helped?

Activity 2 - How it feels

Make a paper copy for each student of the "German Test" on page 12. Do the same with "Test Your Awareness" on page 13.

Hand out the "German Test."

Tell them they have 5 minutes to read the paragraph and answer the questions.

Tell them it is an easy test and all the answers are right there in the paragraph.

When students complain they can't do it, tell them to "try harder."

As soon as the time is up, take up their papers.

Hand out "Test Your Awareness." Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English.

When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?

The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "f."

Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was?

How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?

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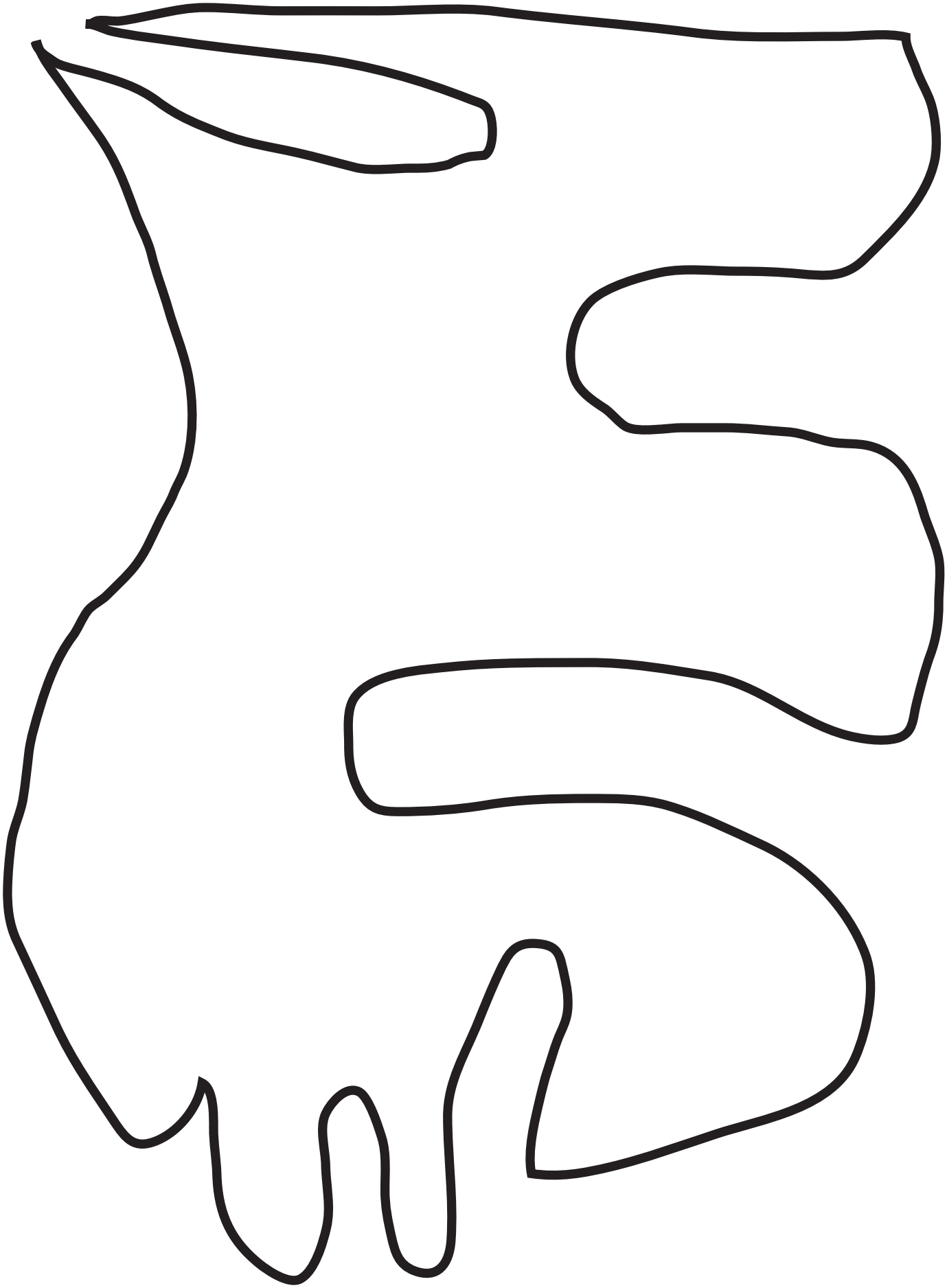

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German Test

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiB nicht, wer von uns einen zufriedeen Landsmann kenn. Ich Kenne sehr viele Franzosen, die vollstäämit ihrem Geshcick, mit ihren Eriebuissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn's möglich ist, vielleicht bis zum 45., 50. Jahre eine gewise Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückzuziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu genie ende Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht atwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem gröBeren Berliner Ideal schliech Bankier, Millionär werden. Sein Ehrgeiz hat keine Gemzen.

(Im Reichstag, 9.Oktober 1887)

1. Eine starke Neigung zur Unzufriedenheit hat der _____.

2. Nit ihrem Geschick und ihren Eriebuissen sind viele _____.

3. Sie stellen sich die _____ eine gewisse Vermögensequote zu

   _____.

4. Der Ehrgeiz der Deutschen ist _____.

5. Der Bäcker will Hausbesitzer, _____ werden.

6. Nach seinem gröBeren _____ Ideal will er Bankier, Millionär _____.

7. Keine _____ hat sein Ehrgeiz.

The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.

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Test Your Awareness

First read the sentence in the box below.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once. Do not go back and count them again.

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Physical Disabilities

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There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility. Many people will have more than one disability, such as not being able to use their legs or hands.

Activity 1 - In a wheelchair

Borrow a wheelchair from a disability agency or see if the school nurse has one.

Have each student take a turn sitting in the chair. Have them try different activities:

- Going from one part of the building to another, pushing the wheelchair with their hands
- Going through the lunch line
- Getting a book off the top shelf in the library
- Playing a game in the gym or playground (soccer, basketball, chase, etc.)
- Going to the bathroom
- Going through an outside door
- Being in a group where everyone else is standing up

Discuss how being in the wheelchair felt. What would have made things better?

Students in wheelchairs are often left out of games or PE or given the job of keeping score. Discuss how this would feel. What if you hate keeping score?

No one likes to be treated as if they are helpless. If you see someone in a wheelchair, don't just do things for them. Ask if they want help first.

Activity 2 - Using one hand

Have students try different activities using only one hand.

- Tying their shoes;
- Going through the lunch line and eating lunch;
- Opening a jar that has a screw-on lid;
- Playing catch;
- Holding a stack of papers and handing out one at a time; and
- Going to the bathroom.

Discuss the problems the students had. What if they couldn't use either hand? What problems would there be if they were in a wheelchair AND couldn't use their hands?

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Vision Impairments

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Vision impairments include things like being short-sighted or far-sighted that are correctable with glasses. It can also mean more serious problems like blindness or problems that are only helped a little by glasses.

Activity 1- Blindness

You need:

- A good blindfold.
- A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction. Leave the door halfway open.

What to do

Explain that you will need 2 students - a "guide" and a "blind person." You will be re-arranging the room. The guide's job is to help the blind person come into the room and go to the chair without running into anything. They can tell them how to do it and can also touch them to help guide their way.

Make sure the blindfold is on and foolproof. Send the 2 volunteers into the hall and re-arrange the room. The vacant chair should not be too easy to get to.

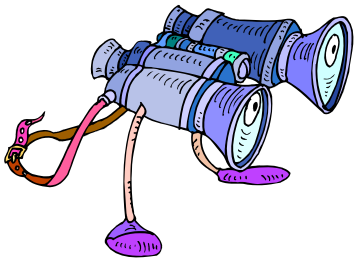
Hint: Most "guides" grab the blind person and pushes them around. This usually results in the "blind" person running into things. "Guides" usually don't describe the path, and say "look out" instead of "stop" at major obstacles. When the chair is reached, "guides" usually spin the "blind" person around and push them into the seat, then leaves without explanation.

NOTE: If you get an exceptional "guide" who does it correctly, use that as a way to talk about why their method was successful.

Discuss:

- Did the guide do a good job?
- How would it feel to be the blind person being dragged or pushed?
- What would be more helpful than saying "look out"?
- How did the 2 volunteers feel?

Repeat the activity, doing it the right way.



Activity 2 - Blurred vision

Use overhead projector. You may Transfer the text on the next page ("**More Than 60 Percent of U.S. in Drought")** to an overhead sheet or use any overhead with a lot of text.

Make sure the projector is out of focus so that the words cannot be read. Tell the class to copy the information. Then ask questions about the text. Discuss how frustrating it is when you are trying and paying attention, but can't see.

What are the ways the class could be helpful to someone who has vision problems? Be sure to point out that they should **ASK** before helping. Some people would rather do things for themselves.

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More Than 60 Percent of U.S. in Drought

By JAMES MacPHERSON, AP

STEELE, N.D. (July 29) - More than 60 percent of the United States now has abnormally dry or drought conditions, stretching from Georgia to Arizona and across the north through the Dakotas, Minnesota, Montana and Wisconsin, said Mark Svoboda, a climatologist for the National Drought Mitigation Center at the University of Nebraska at Lincoln.

A farmer attempts to harvest the shriveled up wheat in his drought-stricken field near Linton, N.D. An area stretching from central North Dakota to central South Dakota is the most drought-stricken region in the nation, climatologists say.

An area stretching from south central North Dakota to central South Dakota is the most drought-stricken region in the nation, Svoboda said.

"It's the epicenter," he said. "It's just like a wasteland in north central South Dakota."

Conditions aren't much better a little farther north. Paul Smokov and his wife, Betty, raise several hundred cattle on their 1,750-acre ranch north of Steele, a town of about 760 people.

Fields of wheat, durum and barley in the Dakotas this dry summer will never end up as pasta, bread or beer. What is left of the stifled crops has been salvaged to feed livestock struggling on pastures where hot winds blow clouds of dirt from dried-out ponds.

Some ranchers have been forced to sell their entire herds, and others are either moving their cattle to greener pastures or buying more already-costly feed. Hundreds of acres of grasslands have been blackened by fires sparked by lightning or farm equipment.

"These 100-degree days for weeks steady have been burning everything up," said Steele Mayor Walter Johnson, who added that he'd prefer 2 feet of snow over this weather.

Farm ponds and other small bodies of water have dried out from the heat, leaving the residual alkali dust to be whipped up by the wind. The blowing, dirt-and-salt mixture is a phenomenon that hasn't been seen in south central North Dakota since the Dust Bowl of the 1930s, Johnson said.

North Dakota's all-time high temperature was set here in July 1936, at 121. Smokov, now 81, remembers that time and believes conditions this summer probably are worse.

"I could see this coming in May," Smokov said of the parched pastures and wilted crops. "That's the time the good Lord gives us our general rains. But we never got them this year."

Brad Rippey, a federal Agriculture Department meteorologist in Washington, said this year's drought is continuing one that started in the late 1990s. "The 1999 to 2006 drought ranks only behind the 1930s and the 1950s. It's the third-worst drought on record - period," Rippey said.

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Disability in the Media

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Following is a list of famous people with disabilities. Mix up the names, occupations and disabilities and get students to re-arrange them into the correct columns. What effect did the disability have on these people and their way of life? (This may require some research.) Do students personally know anyone with a disability? Does it keep them from doing what they want to do?

Name	Occupation	Disability
Agatha Christie	Mystery writer	Epilepsy
Beethoven	Composer	Deaf
Christopher Reeves	Actor	Quadriplegia
Ithzak Perlman	Violinist	Polio
David Helfgott	Pianist	Psychiatric disability
Douglas Bader	Fighter Pilot	Physical disability (amputee)
Handel	Composer	Epilepsy
Franklin Roosevelt	US President	Polio
Helen Keller	Teacher	Blind and deaf
Jacqueline Du Pre	Cellist	Multiple Sclerosis
Julius Caesar	Roman Emperor	Epilepsy
Louis Braille	Inventor	Vision impairment
Marli Matlin	Actress	Deaf
Napoleon	General	Epilepsy
Ray Charles	Singer	Blind
Ray Orbison	Singer	Blind
Steady Eddie	Comedian	Cerebral Palsy
Stevie Wonder	Singer	Blind
Tom Cruise	Actor	Dyslexia

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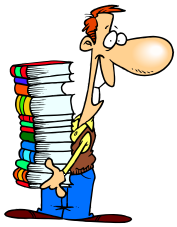
Other Resources

Books



Alike and Different: Exploring Our Humanity with Young Children (1992)
Editor: Bonnie Neugebauer
Available from:
National Association for the Education of Young Children
Educational Resources and Products
P.O. Box 932569, Atlanta, GA 31193-2569
Phone: (866) 623-9248 (toll free)
E-mail: naeyc@ pbd.com
Web: www.naeyc.org/onlineshop/welcome.asp

This collection of essays can be used to help teachers of young children "integrate children with special needs and children with all sorts of backgrounds into your program to make it better for everybody."

Different is Not Bad, Different is the World: A Book About Disabilities (1994)
Author: Sally Smith
Age: Elementary school
Available from: Sopris West Publishers
4093 Specialty Place, Longmont, CO 80504
Phone: (303) 651-2829
E-mail: customerservice@sopriswest.com
Web: www.sopriswest.com

This illustrated book introduces children to physical and learning disabilities. The book also introduces famous historical figures who had disabilities and succeeded despite them. The book "helps all children understand how disabilities can be 'nuisances,' but that differences are good—they add to the richness of our world."

Everybody's Different: Understanding and Changing Our Reactions to Disabilities (1999)
Authors: Nancy B. Miller & Catherine C. Sammons
Available from: Paul H. Brookes Publishing
P.O. Box 10624, Baltimore, MD 21285-0624
Phone: (800) 638-3775 (toll free)
E-mail: custserv@brookespublishing.com
Web: www.brookespublishing.com

This book "discusses mental and emotional obstacles to effective communication between people with and without disabilities and examines ways to become more at ease with the concept of disability."

Kids, Disabilities & Regular Classrooms (1997)
Author: Gary Bunch
Available from: Inclusion Press International
24 Thome Crescent
Toronto, Ontario, M6H 2S5, Canada
Phone: (416) 658-5363
E-mail: info@inclusion.com
Web: www.inclusion.com

This is an annotated bibliography of children's literature about disabilities. It is an "exciting guide to positive stories about children...[and] an excellent resource for every classroom, family, library, and human service organization."

Learning From Those We Support: A Disability Awareness Handbook (1999)
Author: Dr. Jill Wheeler
Available from:
Program Development Associates
P.O. Box 2038, Syracuse, NY 13022-2038
Phone: (800) 543-2119 (toll free)
E-mail: info@pdassoc.com
Web: www.disabilitytraining.com

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This book is intended as a primer for those who provide direct services to adolescents and adults with disabilities and require in-service training. Ideal for adult service personnel, general education staff, and paraprofessionals.

Using Children's Literature to Learn about Disabilities and Illness (1996)
Author: Joan K. Blaska
Available from: Practical Press
4627 Eagle Trace Drive
Medford, OR 97504-9049
Phone: (541) 608-9108
Web: www.practicalpress.net

This book is a detailed how-to manual for using children's literature to teach children about differences, disabilities, and chronic illness. It provides general information about using books, along with annotated bibliographies categorized by subject matter, type of disability, how the disability is treated, and theme.

Children's Books

There are many children's books available on a wide range of disabilities. We have listed some below. For assistance with obtaining these books, contact the publisher, your local bookstore, or a local library. Also, the book entitled *Using Children's Literature to Learn about Disabilities and Illness*, listed under Books, offers suggestions for using children's literature to teach children about differences and disabilities and includes annotated bibliographies of disability-related children's literature.

NICHCY's Resources You Can Use on children's literature may also help you identify other children's books.

Roots & Wings Educational Catalog
Available from: Roots & Wings
P.O. Box 19678, Boulder, CO 80308-2678
Phone: (800) 833-1787 (toll free)
Web: www.rootsandwingsbooks.com

This catalog offers a large number of children's books, including:

- *Arnie and the New Kid* (physical disabilities) by Nancy L. Carlson
- *Susan Laughs* (physical disabilities) by Jeanne Willis
- *What It's Like to Be Me* (general) edited by Helen Exley

Turtle Books

Available from: Jason & Nordic Publishers
P.O. Box 441, Hollidaysburg, PA 16648
Phone: (814) 696-2920
E-mail: turtlebooks@jasonandnordic.com
Web: turtlebooks.altoona-pa.com/index_html

- *A Smile From Andy* (cerebral palsy) by Nan Holcomb
- *Buddy's Shadow* (Down syndrome) by Shirley Becker
- *The Night Search* (blindness) by Kate Chamberlin
- *Patrick and Emma Lou* (cerebral palsy and spina bifida) by Nan Holcomb
- *When I Grow Up* (deafness) by Candri Hodges

Albert Whitman & Company Concept Books

Available from: Albert Whitman & Company
6340 Oakton St., Morton Grove, IL 60053-2723
Phone: (800) 255-7675 (toll free)
Email: mail@awhitmanco.com
Web: www.awhitmanco.com

Whitman & Company's Concept Books cover a wide range of topics including adoption, Down syndrome, asthma, and the loss of a loved one. Titles include:

- *Becky the Brave: A Story About Epilepsy* by Laurie Lears
- *Ben Has Something to Say: A Story About Stuttering* by Laurie Lears
- *Ian's Walk: A Story About Autism* by Laurie Lears
- *I'm Tougher Than Asthma* by Alden R. Carter and Siri M. Carter

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Woodbine House Children's Books
Available from: Woodbine House
6510 Bells Mill Rd., Bethesda, MD 20817
Phone: (800) 843-7323 (toll free)
Web: www.woodbinehouse.com

As part of its special-needs collection, Woodbine House offers a number of children's books related to disability, including:

- *Eddie Enough* (ADHD) by Debbie Zimmett
- *Josh, A Boy with Dyslexia* (ADHD/learning disabilities) by Caroline Janover
- *My Brother Matthew* (general) by Mary Thompson
- *Russ and the Almost Perfect Day* (Down syndrome) by Janet Elizabeth Rickert
- *Views from Our Shoes: Growing Up With a Brother or Sister with Special Needs* (a range of disabilities) edited by Don Meyer
- *We'll Paint the Octopus Red* (Down syndrome) by Stephanie Stuve-Bodeen

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TV

Little People, Big World
Airs on TLC on Saturday nights (8:00 pm, CTS), Check local listings for exact times in your area.
Website: http://tlc.discovery.com/fansites/lpbw/lpbw.html

This TV show is about a family made up of both dwarves and average size people. The parents, Matt and Amy Roloff are both dwarves. They have 4 children: Jacob, age 8; Molly, age 12; and 15-year-old twins, Zach and Jeremy. Of the children, only Zach has dwarfism. This show is an excellent documentary that shows the day-to-day lives and challenges of this family told in their own words.

Videos

As I Am: Portraits of Persons with Developmental Disabilities (1990)
Age: Teenagers

Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This documentary traces the experiences of three young people with disabilities. The video offers basic information on developmental disabilities and simple guidelines for relating to people with a cognitive impairment.

Autism: Being Friends (1991)
Age: Young children

Available from:
Center for Disability Information and Referral
Indiana Institute on Disability and Community
2853 East Tenth Street
Bloomington, IN 47408-2601
Phone: (812) 855-6508
E-mail: cedir@indiana.edu
Web: www.iidc.indiana.edu/cedir/autism.html

This 8-minute video "portrays the abilities of the child with autism and describes ways in which peers can help the child to be a part of the everyday world."

Challenge (1997)
Age: Unspecified

Available from: Fanlight Productions, Inc.
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: fanlight@fanlight.com
Web: www.fanlight.com

This 28-minute video focuses on a number of determined people with a variety of disabilities whose lives have been renewed through their participation in athletics. Using minimal narration, they tell us their own stories in their own words. The athletes participate in rock climbing, wheelchair tennis, golf, and downhill and cross-country skiing.

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Choices
Age: Pre-K thru junior college

Available from: Comforty Media Concepts, Inc.
2145 Pioneer Road, Evanston, IL 60201
Phone: (800) 343-5540
E-mail: comforty@comforty.com
Web: www.comforty.com

This 30-minute video profiles four students who are successfully included into preschool, elementary school, and junior college: Cami, age 3; Erin, age 5; Jackie, age 9; and Joan, 19.

A Classroom Explores Disabilities (1991)
Developed by: Kim Davis, Annamaria Mecca, and Laura Westberg
Age: Young Children
Available from: Early Childhood Center
Indiana Institute on Disability and Community
2853 East Tenth Street
Bloomington, IN 47408-2601
Phone: (812) 855-6508
E-mail: eccenter@indiana.edu
Web: www.iidc.indiana.edu/ecc/products_curriculum.htm

This videotape and companion curriculum guide provides an overview and specific examples of a disabilities awareness curriculum in action. It shows teachers, children, and parents as participants in the process of learning about disabilities, themselves, and each other.

Educating Peter (1993)
Age: Unspecified
Available from: Ambrose Video
145 W. 45th Street, Suite 1115
New York, NY 10036
Phone: (800) 526-4663 (toll free)
Web: www.ambrosevideo.com

This 30-minute, HBO prime-time documentary follows the story of Peter, a third-grader with Down syndrome, as he is included into a regular classroom. "Both Peter and his classmates go through a difficult and rewarding process of adjustment as he becomes a regular third grader."

Embers of the Fire (1992)
Age: Unspecified
Available from: Fanlight Productions, Inc.
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 29-minute documentary offers a straightforward clinical explanation of cystic fibrosis, but its primary focus is on the stories of several young people with CF during a week at camp. They talk openly about their fears of rejection, isolation, and death, but they also demonstrate the ways in which they have come to terms with their chronic illness and learned to lead fulfilling lives.

Face First (1998)
Age: Unspecified
Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 29-minute video reflects the filmmaker's own painful memories of social isolation as a child with cleft lip and palate and how it led him to the three other remarkable people profiled in this video, each with a facial birth defect. These young people developed a strong sense of self and the ability to look at their experiences with compassion and humor.

Freedom of Speech (1997)
Age: Unspecified
Available from: Attainment Company, Inc.
P.O. Box 930160, Verona, WI 53593-0160
Phone: (800) 327-4269 (toll free)
E-mail: info@attainmentcompany.com
Web: www.attainmentcompany.com

This 28-minute video examines the impact augmentative communication has on the quality of life of two individuals, one a professional, the other a preschooler.

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Just Like Anyone Else (1990)
Age: Grades 7-12
Available from: Human Relations Media
41 Kensico Drive, Mt. Kisco, NY 10549
Phone: (800) 431-2050 (toll free)
Web: www.hrmvideo.com

This 30-minute video portrays individuals with physical disabilities engaging in everyday activities. It is designed to "bring your physically-challenged students a sense of power and hope," while helping typical students to "reach out with new empathy and understanding to their peers." Included is a Teacher's Resource Book.

KidAbility (1999)
Age: Grades K-12
Available from:
Program Development Associates
P.O. Box 2038, Syracuse, NY 13220-2038
Phone: (800) 543-2119 (toll free)
E-mail: info@pdassoc.com
Web: www.disabilitytraining.com

This 25-minute video shows children narrators educating themselves and the viewers about disabilities. They meet people who have visible disabilities and some that do not. They discover how adults and other children with disabilities deal with obstacles in their everyday lives from using the telephone to participating in sports activities.

KidAbility Two: Assistive Technology (2001)
Age: Grades 5-12
Available from:
Program Development Associates
P.O. Box 2038, Syracuse, NY 13022-2038
Phone: (800) 543-2119 (toll free)
E-mail: info@pdassoc.com
Web: www.disabilitytraining.com

This 24-minute video, hosted by teenagers, is designed as an introduction to assistive technology for kids with and without disabilities. It shows how assistive technology devices work and how people with disabilities use the devices in their daily lives.

Making Inclusion Work—Video and Facilitator's Guide (1999)
Age: Elementary school
Available from: Sopris West
4093 Specialty Place, Longmont, CO 80504
Phone: (303) 651-2829
E-mail: customerservice@sopriswest.com
Web: www.sopriswest.com

This video is geared for teachers, school administrators, and staff to develop inclusion skills and to impart practical strategies for teaching diverse learners. The Facilitator's Guide offers tips for using the video with groups and individuals.

No Body's Perfect...Everybody's Special!!
Age: Grades Pre-K-5

Available from: Attainment Company, Inc.
P.O. Box 930160, Verona, WI 53593-0160
Phone: (800) 327-4269 (toll free)
E-mail: info@attainmentcompany.com
Web: www.attainmentcompany.com

This 21-minute video profiles three children with different disabilities. Students are introduced to signing, prosthetics, assistive technology, and Braille. The teacher's guide includes role-playing, drawing, completing worksheets, and discussing issues that extend to all disabilities.

One of Us: Four Stories of Inclusion (1992)
Age: Unspecified

Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02130
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 27-minute video showcases four individuals with developmental disabilities and their inclusion into mainstream society.

Raymond's Portrait (1997)
Age: High school

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Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 30-minute video profiles Raymond, a talented young artist who has Down syndrome. The video covers the challenges of growing up with Down syndrome and the experience of being included in high school.

Small Differences (1995)
Age: Unspecified
Available from:
Program Development Associates
P.O. Box 2038, Syracuse, NY 13220-2038
Phone: (800) 543-2119 (toll free)
E-mail: info@pdassoc.com
Web: www.disabilitytraining.com

This 20-minute video was shot by elementary and middle school children and professionally edited. The children interviewed and recorded each other, their parents and other adults, and children with various types of physical and sensory disabilities.

Something Magical
Age: Elementary school
Available from: Ed-Pro, Inc.
9000 S.W. Gemini Drive
Beaverton, OR 97008-7151
Phone: (800) 950-4949 (toll free)
Web: www.edpro.com

This 30-minute video shows the bonds that developed between typical third and fourth grade students and children from a special school for children with cerebral palsy during preparations for a musical.

Twitch and Shout (1994)
Age: Unspecified
Available from: Fanlight Productions
4196 Washington Street
Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 57-minute video looks through the eyes of a photojournalist with Tourette's Syndrome and introduces viewers to others who have this disorder, including a professional basketball player, an artist, an actress, and a lumberjack.

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