National Consortium on Leadership and Disability for Youth

Disability Knowledge and Identity Self-Assessment

ANSWER KEY

This tool was designed to find out what people know about disability history, culture, community, and policy. The goal of this assessment is to help programs that work with youth and emerging leaders with disabilities improve their teaching about disability. It is also designed to help programs that work with youth and emerging leaders with disabilities identify program strengths and opportunities.

In addition, program staff can utilize discussion tips to facilitate a broader discussion of a particular question or issue. The NCLD/Y Resource Guide (under development) can be used as a supplement for additional information on these and other questions related to disability history, culture, community, and identity.

This self-assessment can be given once—to see what youth and emerging leaders know at the beginning of a program—or twice, once in the beginning and once at the end—to document what has been learned. The self-assessment was designed to show what youth and emerging leaders learned about disability history, community, culture, and policy during enrollment in a program. It was also designed to look at how disability identity changes or evolves as over time youth and emerging leaders develop.

N C L D Youth

Directions:

This document provides answers to the self-assessment to be completed by youth and emerging leaders in your program.

While there may be technical or legalistic answers for some questions, NCLD/Y advises that program staff use their best and most appropriate judgment in assessing youth responses for the completed self-assessment.

STAFF NAME:

LEARNING

1. What major disability education law was passed in 1975?

   Education for All Handicapped Children's Act
   Later renamed the *Individuals with Disabilities Education Act*

2. *The Individuals with Disabilities Education Act* guarantees free and appropriate _____ _____ (2 words) in the _____ _____ _____ (3 words). *Fill in the blanks.*

   Public
   Education
   Least
   Restrictive
   Environment

3. Name the planning document used in the teaching of students in special education.

   Individual Education Program/Plan (IEP)

4. What famous university was known for having "the rolling quads?" *Check one.*

   ☐ A. University of the District of Columbia
   ☐ B. Stanford University
   ☑ C. University of California, Berkeley
   ☐ D. Hofstra University

5. What percentage of youth with disabilities are as likely to go to college as their same-age, non-disabled peers? *Check one.*

   ☐ A. 20%
   ☐ B. 35%
   ☐ C. 15%
   ☑ D. 50%

6. Right now, students with and without disabilities are learning about disability history in all K–12 public schools.

   ☐ True   ☑ False

7. Define *full inclusion.*

   Means that all students, regardless of disability, will be in a regular classroom/program full time. All services must be taken to the child in that setting.

8. What is "Deaf President Now"? Why is it important?

   "Deaf President Now" was a protest by students at Gallaudet University (for the deaf and hard of hearing) in 1988 after the president, who was not deaf, retired and was replaced by a new, hearing president. Students wanted a president who could understand their experience and they shut down the university until Dr. I. King Jordan was selected as Gallaudet's first deaf president..

9. Define *least restrictive environment.*

   It means that students with disabilities should be educated with non-disabled peers, to the greatest extent possible. They should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers are able to access. When placed in a setting with non-disabled peers, students with disabilities should receive the supplementary aids and services necessary to help them achieve educational goals.

10. What do we mean when we say "Universal Design for Learning" (UDL)?

    Instead of a one-size-fits-all approach to education, UDL posits that teachers, educators, and materials respond effectively to inherent individual differences within learning environments. Across learning goals, methods, materials, and assessments, UDL encourages:
    - **Giving learners various ways of acquiring information and knowledge through multiple means of representation**
    - **Providing learners alternatives for demonstrating what they know through multiple means of expression**
    - **Tapping learners' interests, challenging them appropriately, and motivating learning through multiple means of engagement..**

    Using UDL principles in the classroom removes obstacles to curriculum access and provides students with alternative methods for demonstrating what they know. UDL acknowledges that there is more than one way to learn and respects differences in individual learning styles.

CONNECTING

1. What term describes the idea that all people with disabilities have a right to information and referral, peer support services, individual and systems advocacy, de-institutionalization, and independent living skills?

   Independent Living

2. Where is one place that people with disabilities can go to interact with each other?

   Possibilities include:
   Centers for Independent Living, Pride Parades, Youth Information Centers, and so on

3. A person with a disability cannot get services from more than one agency.

   ☐ True   ■ False

4. Information regarding public transportation services must be available in accessible formats.

   ■ True   ☐ False

5. What does ADAPT stand for?

   American Disabled for Attendant Programs Today

6. What percentage of spinal cord injuries and traumatic brain injuries are as a result of drug or alcohol abuse? *Check one.*

   ☐ A. 10%
   ☐ B. 25%
   ■ C. 50%
   ☐ D. 75%

7. What percentage of the time do people with disabilities face discrimination when trying to rent housing? *Check one.*

   ☐ A. 5%
   ☐ B. 15%
   ☐ C. 35%
   ■ D. 50%

8. People with disabilities are ___ times more likely to be involved in the juvenile justice or corrections systems than their non-disabled peers. *Check one.*

   ☐ A. 2
   ☐ B. 7
   ■ C. 4
   ☐ D. 3

9. The disability community has participated in joint efforts with groups like the National Center for La Raza and the Black Panthers.

   ■ True   ☐ False

10. Under the ADA, people with mental health disabilities are allowed to use service animals.

    ■ True   ☐ False

THRIVING

1. People on Social Security Disability can work as much as they want and keep their benefits.

   ☐ True   ■ False

2. At one time, 25 states in the U.S. had sterilization laws for people with disabilities.

   ■ True   ☐ False

3. Teenagers with disabilities do not have a higher pregnancy rate than teenagers without disabilities.

   ☐ True   ■ False

4. What is a Medicaid waiver?

   Waivers enable States to cover a broad array of home- and community-based services (HCBS) for targeted populations as an alternative to institutionalization. Waivers may also include services not covered through the State Plan such as respite care, environmental modifications, or family training

5. Saying that someone with a disability is "broken" and in need of being "fixed" is an example of which model of disability?

   ■ A. Medical
   ☐ B. Social
   ☐ C. Charity
   ☐ D. Moral

6. Name this state-supported institution. It was known for controversial medical experiments on its patients from the 1930s–60s and was finally exposed for its deplorable conditions in the 1970s by Geraldo Rivera. (Bonus if you know when it was closed.)

   Willowbrook. It was closed in 1987.

7. What does *self-advocacy* mean?

   Self-advocacy is about people with disabilities speaking up for themselves. It means that although a person with a disability may call upon the support of others, the individual is entitled to be in control of their own resources and how they are directed. It is about having the right to make life decisions without undue influence or control by others.

8. People with disabilities have a lower chance of acquiring another disability in their lifetime.

   ☐ True   ■ False

9. What laws made it illegal for people with disabilities to go out in public?

   Ugly Laws

10. What is Aktion-T4?

    Nazi Eugenics Program Targeting People with DIsabilities

WORKING

1. What is the unemployment rate of people with disabilities? *Check one.*

   ☐ A. 20%
   ☐ B. 50%
   ☑ C. 70%
   ☐ D. 10%

2. Name one place where people with disabilities can go to get help finding a job.

   Possibilities include:
   One Stop, VR, Center for Independent Living

3. It is legal to discriminate against people with disabilities in the work place.

   ☐ True   ☑ False

4. Because students were not generally included in "Groundhog Job Shadow Day" or "Take Your Son/Daughter to Work Day," what event was developed to expose students with disabilities to the world of work?

   Disability Mentoring Day

5. Name as many of the 6 F's as you can. *CLUE: Traditional fields of employment for people with disabilities*

   a. **Food**
   b. **Filth**
   c. **Filing**
   d. **Flowers**
   e. **Fetching**
   f. **Folding**

6. People with disabilities can legally be paid less than people without disabilities for some jobs.

   ☑ True   ☐ False

   Discussion: Sheltered Workshops

7. When are you required to disclose your disability to a potential employer?

   1) You are not required, it is your right
   2) You may disclose at any point in time

8. Where can you go to learn about what accommodations may work for you?

   Possibilities include:
   Job Accomodation Network(JAN), Centers for Independent Living

9. Define ***reasonable accommodation***.

   Technical Response (from the *Americans with Disabilities Act (ADA) of 1990*):
   A *reasonable accommodation* is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities.
   There are three categories of *reasonable accommodation:*
   (i)   modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the desired position
   (ii) modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position
   (iii) modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.

10. Is Vocational Rehabilitation able to serve high school students?

    ☑ Yes   ☐ No

LEADING

1. Name two U.S. Presidents who had disabilities. (Bonus: Name what the disabilities were.)

   **Possibilities include, but are not limited to:
   Franklin D. Roosevelt (polio); Ronald Reagan (Alzheimer's); Abraham Lincoln (gigantism, bipolar disorder)**

2. Name two movements in the U.S. that had an impact on the disability rights movement.

   **Possibilities include, but are not limited to:
   Women's Rights Movement, Civil Rights Movement, La Raza Movement, Gay and Lesbian Rights Movement**

3. What is a YLF and why were they created?

   YLF stands for Youth Leadership Forum. They were created to help develop the next generation of leaders with disabilities.

4. What law requires the accessibility of polling places and disability etiquette training for poll workers?

   Help Americans Vote Act

5. Match each person's name with what they're known for.

E	Jacobus tenBroek
D	Judy Heumann
C	Justin Dart
A	I. King Jordan
B	Ed Roberts
F	Colleen Wieck
G	Tom Harkin

   A. First deaf president at Gallaudet
   B. Father of Independent Living Movement
   C. Father of the A.D.A.
   D. Leader of HEW uprising in San Francisco
   E. Founder of National Federation of the Blind
   F. Founder of Partners in Policymaking
   G. A leader on disability in the U.S. Senate

6. The first national, disability-pride parade took place in 2004 in what city?

   Chicago, Illinois

7. What is the name of the first major organization run for people with disabilities by people with disabilities?

   League of the Physically Handicapped

8. What are the four important points of the Americans with Disabilities Act?

   a. **Inclusion**
   b. **Equality of Opportunity**
   c. **Full Participation**
   d. **Economic Self-Sufficiency**

9. Name two members of the Supreme Court (past or present) who have disabilities.

   **Possibilities include, but not limited to:
   Ruth Bader Ginsberg, William Rehnquist**

10. What was the first piece of civil rights legislation passed that focused on people with disabilities?

    Section 504

BONUS

1. The term *mentally retarded* is no longer appropriate. Name one term that has replaced it.

   Possibilities include:
   Cognitive Disability, Intellectual Disability

   Discussion around *developmental disability* (DD) and how labels and names of disability categories have changed along with societal expectations and policy development.

2. Who are considered the five Congressional fathers of the Americans with Disabilities Act?
   a. **Senator Tom Harkin (D-IA)**
   b. **Senator Edward (Ted) Kennedy (D-MA)**
   c. **former Senator Robert Dole (R-KS)**
   d. **former Senator Lowell Weicker (R-CT)**
   e. **Senator Orrin Hatch (R-UT)**

3. Why do disability advocates largely disagree with the Jerry Lewis telethon?

   Critics suggest that the telethon exploits people with disabilities and makes them an object of pity for a largely non-disabled audience.

4. What was the first book released at the exact same time in Braille as it was in print?

   Harry Potter and the Half-Blood Prince

5. Name two members of Congress (past or present) who have disabilities.

   Possibilities include, but are not limited to:
   former Senator Robert Dole (R-KS)—right arm paralized from WWII injury
   Senator Paul Wellstone, deceased (D-MN)— diagnosed with a mild form of multiple sclerosis in adulthood
   former Senator Max Cleland (D-GA)—right forearm and both legs above the knee amputated due to injuries received during the Vietnam War
   Congressman James Langevin (D-RI)— paralyzed from the waist down at age 16 when a weapon accidentally discharged
   Congressman James Ramstad (R-MN)— an admitted alcoholic in recovery since 1981

PERSONAL

1. What are your expectations in regard to future employment?

   _____

   _____

   _____

   _____

   _____

2. What are your expectations in terms of living independently in the community?

   _____

   _____

   _____

   _____

   _____

3. What does the word *disability* mean to you?

   _____

   _____

   _____

4. What do you think the word *disability* means to those around you?

   _____

   _____

   _____

5. Are you proud to be a member of the disability community?

   ☐ Yes   ☐ No

   Why or why not?

   _____

   _____

RESOURCES ON DISABILITY HISTORY

Some additional resources on Disability History, Culture, Community, and Public Policy.

- **Museum of disABILITY History**
  The Web site for the only "brick-and-mortar" disability history museum in the country. Much of the museum's collection is available online.
  http://www.museumofdisability.org

- **Disability History Museum**
  The Disability History Museum's mission is to promote understanding about the historical experience of people with disabilities by recovering, chronicling, and interpreting their stories and to dispel lingering myths, assumptions, and stereotypes by examining these cultural legacies.
  http://www.disabilitymuseum.org

- **Parallels in Time:**
  A History of Developmental Disabilities
  Contains over 150 pages of information about the history of society's treatment of persons with developmental disabilities. It also features numerous video and audio clips; each page is linked to an audio reading of that page.
  http://www.mncdd.org/parallels/menu.html

- **Disability Social History Project**
  Provides an opportunity for disabled people to reclaim their history and to determine how to define themselves and their struggles.
  http://www.disabilityhistory.org

- **Smithsonian Virtual Exhibition:**
  The Disability Rights Movement
  Exhibition looks at the efforts—far from over—of people with disabilities, their families, and friends to secure the civil rights guaranteed to all Americans.
  http://www.americanhistory.si.edu/disabilityrights/

- **Institute on Disability Culture**
  Site offers a variety of different resources and articles about disability culture.
  http://www.hometown.aol.com/sbrown8912/index.html

- **Resource Center for Independent Living**
  Timeline of the disability civil rights movement.
  http://www.rcil.com/DisabilityFAQ/DisabilityRightsMovement.html

- **Beyond Affliction: The Disability History Project**
  A four-hour documentary radio series about the shared experience of people with disabilities and their families since the beginning of the 19th century. This Web site includes excerpts from the shows as well as many primary source documents— extended interviews, images, and texts—from which the on-air programs were developed.
  http://www.npr.org/programs/disability/

NCLD/Youth's TOP FIVE BOOKS on Disability History

The top five books on Disability History as rated by Youth with Disabilities who work with NCLD/Y. Contact your local bookseller or Amazon.com *for availability.*

1. Shapiro, Joseph. *No Pity: People with Disabilities Forging a New Civil Rights Movement,* Times Books, 1994.

2. Fleischer, Doris Zames, Zames, Frieda. *The Disability Rights Movement: From Chairty to Confrontation,* Temple Univ, 2001.

3. Charlton, James *Nothing About Us, Without Us,* University of California Press, Berkeley, 1998.

4. Longmore, Paul and Umanski, Lauri, eds. *The New Disability History: American Perspectives (History of Disability),* New York University Press, 2001.

5. Longmore, Paul. *Why I Burned My Book and Other Essays on Disability,* Temple University Press, 2003.

N C L D Youth

THE HSC HEALTH CARE SYSTEM

The HSC Foundation