

Project Proposal

Virginia Beach City Public School
Dr. James G. Merrill
Superintendent of Schools

Project Information

Project:	Disability History and Awareness Month 2012-2013 Theme: People First Language
Project Time-frame:	October 1, 2012-October 31,2012
Attached Documents:	A Few Words on People First Language, People First Language Bookmark Contest Form, People First Language Chart, People First Language Pledge, Senate Joint Resolution 321, People First Language Pledge Recap, Disability History and Awareness Month Activity Sheet, Recommended Books List, Daily Disability History and Awareness Announcements, Using Respectful Disability Language Paragraph and Translation, The Admiration Test and Resource List

Background and Motivation

In February of 2009 the Senate and House of Delegates agreed upon Senate Joint Resolution 321, which designated the month of October in 2009 and each succeeding year, as Disability History and Awareness Month.

Virginia Department of Education reported that 172,704 students with disabilities are served under the Individuals with Disabilities Education Act. Research indicates that students with disabilities have difficulty becoming involved in community-based activities and clubs. They also encounter difficulty making friends and being accepted by their peers.

Increasing public awareness, knowledge and understanding of disabilities, the etiology of disabilities and the rights of people with disabilities is necessary to ensure full inclusion of students with disabilities into society.

Goal

For all schools in the Virginia Beach City Public School Division to participate in one or more of the activities recommended by the Special Education Advisory Committee (SEAC) to ensure Disability History and Awareness Month is acknowledged and celebrated annually.

Scope

Daily Disability History Awareness Announcements

People First Language

- The Basics
- Pledge Form
- Writing Activity
- Resources

Activities

- Elementary Schools
- Middle Schools
- High Schools

Contests

- Elementary Schools
- Middle Schools
- High Schools

Disability Display in Library

- Books
- List
- Log

Superintendent Spotlight

- Highlight schools, principals and individuals who have gone above and beyond in their efforts to celebrate Disability History and Awareness Month.
- Highlight efforts by the school division to support People First Language.

Risks and Rewards

Risk: There is the potential for some schools to not understand the importance and benefit of supporting Disability History and Awareness Month, therefore, participation may be limited.

Reward: In an effort to make it easy for the school division to celebrate Disability History and Awareness Month, the SEAC has prepared activities and identified resources. Full participation will provide the best benefit to all students by opening the door to better communication, respect, compassion and inclusion for students with disabilities.

Project Plan

1. For the Disability History and Awareness Month theme in the school year 2012-2013 to be People First Language.
2. Each morning, throughout the month of October, is it suggested that all schools participate by making a morning announcement using the Disability History Announcement document.
3. The first week in October it is suggested that all schools send home the document, *A Few Words on People First Language*, to all students. Teachers are encouraged to discuss it in class identifying why People First Language is important. (This could be sent through the PTA or along with their documents.)

Link to *A Few Words On People First Language* Document:

<http://www.disabilityisnatural.com/images/PDF/pfl-sh09.pdf>

4. The second week in October it is suggested that homeroom teachers discuss the People First Language Bookmark Contest with students. The application to participate may be sent home with all students on Monday, October 8, 2012. Additional copies may be kept in the library. Participating students will turn in contest forms to the school librarian by Monday, October 22, 2012. The librarian of participating schools will send all contest forms to the SEAC by October 26, 2012 at:

SEAC c/o Brenda C. Lenhart
1413 Laskin Road Annex
Virginia Beach, VA
23451

The application can be found below in the Disability History and Awareness Month Supporting Documents section.

5. The third week in October it is suggested that homeroom teachers in all schools send home the People First Language Chart after having a brief classroom discussion about the chart. Teachers may consider using articles from the newspaper or passages from books to identify opportunities where People First Language could be used. Students could then be asked to rephrase the sentence using People First Language based on the examples in the People First Language Chart.

People First Language Chart:

<http://www.disabilityisnatural.com/images/PDF/pflchart09.pdf>

6. The fourth week in October it is suggested that all homeroom teachers ask their students to take the People First Language Pledge. Homeroom teachers at participating schools will forward all signed pledge forms, stapled to the People First Language Pledge Recap Form, to an individual assigned by the principal to collect them. The assigned individual will then forward all pledge forms to the SEAC at:

SEAC c/o Dr. Brenda Reid
1413 Laskin Road Annex
Virginia Beach, VA
23451

Link to The People First Language Pledge Form:

<http://www.disabilityisnatural.com/images/PDF/pfl-pledgecol.pdf>

The People First Language Recap Form may be found below in the Disability History and Awareness Month Supporting Documents.

Additional Options:

1. It is suggested that each week all school levels participate in one or more of the recommended activities on the Awareness Month Activities Document.

2. A suggested option is for all school libraries to have a Disability History and Awareness Month display. This display can include additional People First Language Bookmark Contest forms, People First Language Pledge forms and Disability History and Awareness Month Reading Logs, along with books on the topic of disabilities.

A list of books on disabilities by level of education can be found in the Disability History and Awareness Month Supporting Documents section.

3. Schools can display a Disability History and Awareness Month message on their marquees/signs during October.
4. It is suggested that each week VBCPS highlight schools, staff, students or community members who have gone above and beyond in their efforts to support Disability History and Awareness Month and People First Language.

Disability History and Awareness Month

Supporting Documents

2009 SESSION

SENATE JOINT RESOLUTION NO. 321

Designating the month of October, in 2009 and in each succeeding year, as Disability History and Awareness Month in Virginia.

Agreed to by the Senate, February 4, 2009

Agreed to by the House of Delegates, February 20, 2009

WHEREAS, the Americans with Disabilities Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency, and equality of opportunity for all people with disabilities; and

WHEREAS, according to the United States Department of Commerce Bureau of the Census, disabilities affect one-fifth of all Americans, 1 in 10 has a severe disability, and the growth in the number of people with disabilities is expected to accelerate in the coming decades due to the aging of the population; and

WHEREAS, the Bureau also reports that about 9 million people of all ages have disabilities so severe that they require personal assistance to perform everyday activities, and about 80 percent of primary caregivers are relatives, and nearly half of the primary caregivers live with the person with a disability; and

WHEREAS, the Center for Personal Assistance Services estimated in 2005 that "962,000 people in Virginia have a disability, or 14.1 percent of the population age 5 and over," and that "an estimated 172,000 people, or 2.5 percent of the population age 5 and over, have difficulty performing self-care activities commonly referred to as Activities of Daily Living, such as dressing, bathing, or getting around inside the home"; and

WHEREAS, the Virginia Department of Education's 2006 Child Count reported that Virginia served 172,704 students with disabilities under the Individuals with Disabilities Education Act; and WHEREAS, research has shown that students with disabilities encounter more difficulty being accepted by their peers, making friends, and becoming involved in school and community-based activities and clubs than nondisabled students; and

WHEREAS, to ensure the full inclusion of people with disabilities into society, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the etiology of disabilities, and the rights of disabled persons; and

WHEREAS, October is recognized as National Disability Employment Awareness Month by the United States Department of Labor and as National Disability Awareness Month by the United States Department of Health and Human Services Centers for Disease Control and Prevention; and

WHEREAS, designating October as Disability History and Awareness Month in Virginia will increase public awareness and respect for persons with disabilities, inform the public concerning their many contributions to society, encourage health promotion to increase community awareness of the needs of persons with disabilities, and emphasize the abilities and rights of disabled persons rather than their exceptionalities; now, therefore, be it RESOLVED by the Senate, the House of Delegates concurring, That the General Assembly designate the month of October, in 2009 and in each succeeding year, as Disability History and Awareness Month in Virginia; and, be it RESOLVED FURTHER, That the Governor be requested to encourage the people of the Commonwealth, including public schools, institutions of higher education, the business and corporate community, civic and advocacy organizations, the faith community, and other interested entities, through education and other appropriate activities, programs, and events to promote and highlight Disability History and Awareness Month in Virginia; and, be it RESOLVED FURTHER, That the Clerk of the Senate transmit a copy of this resolution to Lisbet Ward, chairwoman of the Virginia Board for People with Disabilities, requesting that she further disseminate copies of this resolution to the Youth Leadership Forum of Virginia so that their members may be apprised of the sense of the General Assembly of Virginia in this matter; and, be it RESOLVED FINALLY, That the Clerk of the Senate post the designation of this month on the General Assembly's website.

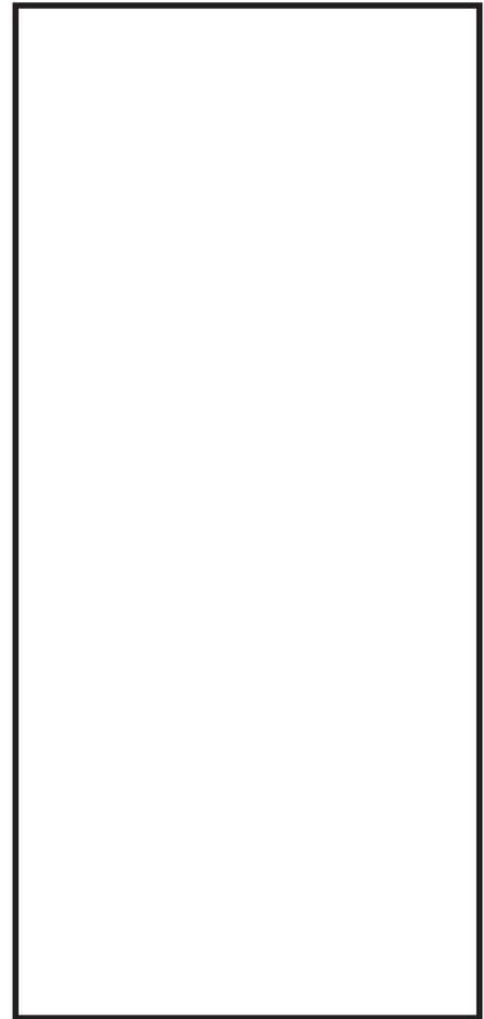
Calling All Artists:

People First Language Bookmark Contest celebrates Disability History and Awareness Month!

Contest Rules:

- The contest is from October 8 through October 22, 2012, and is open to all VBCPS students.
- Each entry must be the original work of one student. Use the bookmark space on this entry form to create a vertical design, and return this entire page to the school librarian by October 22, 2012. This document may be copied so a student can practice before completing the finished design.
- Any medium may be used (crayon, marker, colored pencil, etc.). Do not use glitter or other "3D" materials. Words, numbers, and/or pictures can be drawn for your design, or you can create the words, numbers, etc. on a computer, then cut out what you create and glue onto the bookmark space. Do not use copyrighted characters, logos, art, etc. Please *do not* write your name on your design.
- The design theme must reflect People First Language.
- The Special Education Advisory Committee will select five semi-finalists each from these grade level categories: K-2, 3-5, 6-8, and 9-12, by November 12, 2012.
- From the semi-finalist entries, Kathie Snow at www.disabilityisnatural.com, will select one winning design from each category, for a total of four winners. School libraries at the winner's school will receive 25 bookmarks of their winner's design. The four winning designs become the property of Kathie Snow, Disability is Natural, and they may be: digitally/electronically altered (to include adding the student's name, grade, and school); reproduced for public distribution; displayed and/or sold on her web site; and/or displayed by VBCPS.
- For design inspiration, click on the Bookmarks link at www.disabilityisnatural.com/shop.

Create your
bookmark here!



Name: _____ Teacher: _____

Grade: _____ School: _____

Parent Signature: _____

Virginia Beach City Public Schools

People First Language Pledge Recap

Name of School: _____

Name of Teacher: _____

Grade: _____ Room Number: _____

Number of Students in the Class: _____

Number of Pledges Signed: _____

Please share how you taught students about People First Language.

Writing Exercise: Using Respectful Disability Language (KEY)

INSTRUCTIONS:

Students must first receive instruction on respectful disability language which puts the person before the disability. Once this instruction has been completed, students will be given the writing exercise to test their knowledge and ability to use respectful disability language. Ask students to identify and translate the disrespectful language into language that puts the person before the disability.

People with disabilities have been advocating for changes that would provide them with equal rights under the law which include equal access to housing and equal opportunities for employment. This is called the Disability Rights Movement. **People with disabilities** are advocating for improvement on how they are talked about in everyday conversations and through the media. The use of language and words describing **people with disabilities** has changed over time. Disrespectful language can make people feel excluded and can be a barrier to full inclusion. It's important for **people without disabilities** to become aware of the meaning behind the words they use when talking to, referring to, or working with **people with disabilities**.

There was a time when students, including **students with intellectual disabilities**, weren't allowed to go to school. Instead they were institutionalized. The parents of **students with intellectual disabilities** and others disabilities began to fight for the rights of their children to receive a free public education. Due to advocacy efforts, in 1973 Section 504, The Rehabilitation Act was signed into law prohibiting any agency receiving federal funding from discriminating against **people with disabilities**. This paved the way for additional legislation which included the Individuals with Disabilities Education Act (IDEA) which ensures educational services for **children with disabilities** throughout the nation. These laws have allowed for **students with disabilities** to receive an education at their neighborhood school with their peers. Unfortunately, this is often provided in a segregated classroom. Because of this, **students with disabilities** are often the target of bullying because **students without disabilities** don't understand that having a **physical disability or a learning disability** doesn't mean you're stupid; it simply means you process the information in a unique way and require different learning techniques to assist with that such as, an assistive technology device, extended time for assignments or testing.

Students without disabilities need to understand that **people with disabilities** are more like **people without disabilities** than they are different. **People with disabilities**, whether they have a **hearing impairment, speech impairment or utilizing a wheelchair for mobility**, all want the same things you want. They want to build friendships, they want to be respected and they want acceptance. Eventually, with age, we will all experience some form of disability. You may acquire a **visual impairment, hearing impairment or a mobility impairment**. If you become disabled at some point in your life how would you want people to describe you? If a family member or friend acquires a **disability**, how would you want him/her to be treated? Disability affects all people so learn respectful language and teach others to put the person before the disability by describing what the person "has," not who the person "is."

Writing Exercise: Using Respectful Disability Language

INSTRUCTIONS:

This writing assignment will test your knowledge of respectful disability language. Read the passage below and highlight the disrespectful disability language. Once complete rewrite the passage using respectful disability language.

Disabled people have been advocating for changes that would provide them with equal rights under the law, equal access to housing and equal opportunities for employment. This is called the Disability Rights Movement. Disabled people are advocating for improvement on how they are talked about in everyday conversations and through the media. The use of language and words describing handicap people has changed over time. Disrespectful language can make people feel excluded and can be a barrier to full inclusion. It's important for normal people to become aware of the meaning behind the words they use when talking to, referring to, or working with the disabled.

There was a time when disabled students, including retarded students, weren't allowed to go to school. Instead they were institutionalized. The parents of idiot students and others handicapped began to fight for the rights of their children to receive a free public education. Due to advocacy efforts, in 1973 Section 504, The Rehabilitation Act was signed into law prohibiting any agency receiving federal funding from discriminating against disabled people. This paved the way for additional legislation which included the Individuals with Disabilities Education Act (IDEA) which ensures educational services for handicapped children throughout the nation. These laws have allowed for mentally challenged students to receive an education at their neighborhood school with their peers. Unfortunately, this is often provided in a segregated classroom. Because of this, disabled students are often the target of bullying because normal students don't understand that having a physical disability or a mental challenge doesn't mean you're stupid; it simply means you process the information in a unique way and require different learning techniques to assist with that such as, an assistive technology device, extended time for assignments or testing.

Typical students need to understand that disabled people are more like able bodied people than they are different. Disabled people, whether deaf and dumb, mute or wheelchair bound, all want the same things you want. They want to build friendships, they want to be respected and they want acceptance. Eventually, with age, we will all experience some form of disability. You may become a blind person, a deaf person or crippled. If you become disabled at some point in your life how would you want people to describe you? If a family member or friend becomes disabled, how would you want him/her to be treated? Disability affects all people, so learn respectful language and teach others to put the person before the disability by describing what the person "has," not who the person "is."

People First Language Activities and Resources

School divisions may use the attached documents to assist in educating students and staff regarding the important use of People First Language. These resources may prove helpful to school systems and to the school division in ongoing efforts to correct dated and offensive language being used in existing documents. The key to People First Language is to always put the person before the disability and describes what the person “has,” not who the person “is.”

- The Basics: A Few Words About People First Language
<http://www.disabilityisnatural.com/images/PDF/pfl-sh09.pdf>
- Examples of People First Language Chart
<http://www.disabilityisnatural.com/images/PDF/pflchart09.pdf>
- The People First Language Pledge Form (color):
<http://www.disabilityisnatural.com/images/PDF/pfl-pledgecol.pdf>
- The People First Language Pledge Form (black and white):
<http://www.disabilityisnatural.com/images/PDF/pfl-pledgebw.pdf>

People First Language and Disability Etiquette Resources

Primer on People First Language:

<http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/APrimeronPeopleFirstLanguage.pdf>

Disability is Natural:

<http://www.disabilityisnatural.com/>

National Youth Leadership Network:

<http://www.disabilitylawcenter.org/publications/Language%20Doc.pdf>

Disability Etiquette: United Spinal Association:

<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

Mobility International USA:

<http://www.miusa.org/ncde/tools/respect>

The Art of Respectful Language:

http://www.equalitytraining.co.uk/images/news/language_of_respect.pdf

The ARC: The Power of Respectful Language Brochure:

[http://www.arcdc.net/Intellectual%20Disability%20Brochure%20\(final%20300\).pdf](http://www.arcdc.net/Intellectual%20Disability%20Brochure%20(final%20300).pdf)

Easter Seals Disability Etiquette:

http://www.easterseals.com/site/PageServer?pagename=ntl_etiquette

Disability History Activities and Resources

School divisions may use the attached documents and resources for activities to support Disability History and Awareness Month.

Disability History Awareness Month Activity Sheet

ALL SCHOOL LEVELS		
<ul style="list-style-type: none"> - Set up a disability awareness display in all school libraries. - Display a Disability History and Awareness Month announcement on school marquee during the month of October. - Engage students in People First Language activities. - Encourage students to take the People First Language Pledge. - Sponsor a "Show Us How Inclusive Your School Is" contest. - Organize a spirit day/field day related to disabilities. - Share morning announcements on facts related to disability (See "Awareness Announcements" sheet.) - School wide poster contest on the time line of the disability rights movement that would be displayed, in order, in a main hallway. PTA could sponsor an ice cream social or pizza party for best poster. Elementary schools could compete by class. Middle and High schools by clubs. - Conduct a guidance session on the negative effects of bullying and how it affects people with disabilities. - Post information featuring successful people with disabilities and/or the pioneers of the disability rights movement on school web pages. - Show a video on the history of the disability rights movement. - Ask students to take the Admiration Test. 		
ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> - Sponsor a reading contest. The class that reads the most books from the reading list could win an ice cream social from the PTA, etc. - Art contest with work displayed in the mall. Display work from artists with disabilities and discuss with students. - Read aloud to students from books about people with disabilities and discuss with students. - Translate a sentence into People First 	<ul style="list-style-type: none"> - Fact vs Myth test. - Essay writing Contest on topics such as the Electronic Curb Cut Effect: How an invention created for a person with a disability has benefitted society as a whole; Why it is important to look at employment, building design and inventions when talking about accessibility for everyone; Overcoming barriers; famous people with disabilities; pioneers from the disability rights movement, etc. - Show a video of the history of the disability 	<ul style="list-style-type: none"> - Sponsor a cash prize contest for clubs who organize the best community service project to help people with disabilities. (ie: Start a mentoring program on campus, build a wheel chair access ramp, volunteer for Special Olympics, adopt an organization to volunteer for that month, etc.) - Essay writing contest. - Organize an assembly featuring athletes with disabilities or a speaker on a topic related to disability.

<p>Language.</p> <ul style="list-style-type: none"> - Organize an assembly featuring athletes with disabilities or a speaker on a topic related to disability. 	<p>rights movement.</p> <ul style="list-style-type: none"> - Translate a paragraph using People First Language. - Hold Socratic Seminars on topics related to people with disabilities and the issues they face. - Organize an assembly featuring athletes with disabilities or a speaker on a topic related to disability. 	<ul style="list-style-type: none"> - Translate a paragraph using People First Language. Look for positive messages about people with disabilities. - Assembly featuring athletes with disabilities or a speaker on a topic related to disability. - Hold Socratic Seminars on topics related to people with disabilities and the issues they face.
DISTRICT PARTICIPATION AND INCENTIVES		
<ul style="list-style-type: none"> - Showcase students with disabilities who are making positive contributions to the community. - Showcase schools in the Monthly Superintendent's report that are successfully promoting and implementing campaigns supporting Disability History and Awareness Month. - Promote the Disability Awareness Month Community Calendar. - PTA Outstanding Advocacy Award. - Profile a person with a disability who is doing wonderful things in our community on the Parent Connection and parent resource and information websites. 		
COMMUNITY INVOLVEMENT		
<ul style="list-style-type: none"> - Coordinate with local recreation centers to set up displays and "feature walls." - Promote community resource fair as a part of Disability Awareness Month. - Ask community organizations and local businesses to donate prizes and judge contests to support and promote agencies and initiatives for people with disabilities. - Tie in Dept. of Labor /Educate Workforce. 		

Daily Disability History Awareness Announcements

Virginia Beach SEAC created the Disability History and Awareness Fact Sheet to use for daily announcements during Disability History and Awareness Month in October. The attached sheets are broken down by level for ease of use by the division.

- Elementary School
- Middle School
- High School

Elementary School Disability History Awareness Announcements

FACT	DISABILITY HISTORY FACT
Day 1	In 2009, the State of Virginia passed a resolution designating October as Disability History and Awareness Month across the state. During October, we will talk about disabilities and the challenges people with disabilities face in society. In 1975, a law was created called The Education for All Handicapped Children Act, which was revised in 2004 to become the Individuals with Disabilities Education Act (IDEA.) This important law requires all states to provide a free and appropriate education for all individuals with disabilities. In fact, many students with disabilities were not able to go to school before this law was enacted.
Day 2	Native Americans of the Plains of the 19 th century are the first known to use sign language as a universal way to speak to each other. During that time, tribes spoke different languages. In order to communicate with another tribe they developed a universal language of hand gestures. American Sign Language was developed based on the language of hand gestures used by the Native Americans of the Plains. It was not developed because people were deaf or hard of hearing it was used as a tool to communicate beyond language barriers. Eventually, it was developed into a language to communicate beyond hearing barriers with people who have a hearing impairment.
Day 3	Children and adults with disabilities enjoy playing sports. Many of them play in inclusive recreation or compete in the Special Olympics with athletes from other countries for bronze, silver and gold medals. In Virginia Beach, children who are 8 and older are eligible to compete in the Special Olympics.
Day 4	Michael Phelps is an American swimmer. He has won 14 career Olympic gold medals, the most by any Olympian, is often cited as the greatest swimmer and one of the greatest Olympians of all time. In his youth, Michael was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). He began swimming at the age of 7, not only because of his sisters' influence, but also as an outlet for all of his extra energy. Michael Phelps went on to win 8 gold medals at the 2008 Summer Olympic Games in Beijing.
Day 5	Whoopi Goldberg is an Oscar-winning actor, comedian, and TV show host who also has a learning disability. She has starred in films such as <i>The Color Purple</i> , <i>Ghost</i> , and <i>Eddie</i> . In 1993, she received the Woman of the Year Award from Hampton University.
Day 6	Clay Aiken from American Idol said, "The message I'll share...is that inclusion is extremely important for kids with and without disabilities." The word <i>inclusion</i> means that children with disabilities share the classroom environment with children who do not have disabilities.
	Walt Disney, the creator of Disneyland, Disney World and all of the Disney movies, had a disability called dyslexia. People who have dyslexia see words differently which makes it

Day 7	hard for them to learn to read. He said, "If you can dream it you can do it."
Day 8	In Virginia Beach there is a park where you can play with your friends who have a disability. A surfer raised money to build Grommet Island Park and Playground for EveryBODY after he acquired a disability and found it hard to go to the beach. He wanted to make sure all kids, even kids who used wheelchairs, could enjoy the beach with their friends.
Day 9	General George Patton graduated school a year later than his peers because of a learning disability. His learning disability didn't prevent him from introducing armored warfare into the US Army or for being known as one of the most outstanding front line commanders of WWII. He was quoted saying, "Success is how high you bounce when you hit bottom."
Day 10	During the Middle Ages people with disabilities were kept in cages in the middle of the town. These cages were used to keep people with disabilities out of trouble and for the people of the town to make fun of them. Fortunately, in today's world, people are no longer this cruel.
Day 11	Did you know that a long time ago, hateful words were used against people with disabilities? Because these are not kind words to use when talking about people with disabilities, the words were changed to learning disability and intellectual disability. You should never use unkind words because they hurt people's feelings.
Day 12	The state of Virginia is home to the first institution built in the United States. Institutions were created to house people with disabilities because society thought they were deviant. They imprisoned people with disabilities and took away their freedom to make choices for their lives. People with disabilities want to have "a life like yours." They don't want to live in institutions. They want to live in their own homes, go to their jobs, eat the foods they like, have families and enjoy activities with their friends.
Day 13	Wheelchair basketball has been played in a variety of forms since 1945. The first Annual Wheelchair Basketball Tournament was played during the first ever Wheel Chair Games in 1949.
Day 14	A wheelchair, like a bicycle, skate board or an automobile, is a personal device that helps someone to get around from one place to another. A person is not "wheelchair-bound" or "confined to" a wheelchair, however. A person uses the wheelchair as a vehicle to get from one place to another, just like you might use your legs or your bicycle.
Day 15	Invite friends with disabilities to your house to share activities you enjoy, like spending a day at the beach. Local parks and playgrounds designed for easy access for people with disabilities like Grommet Island Playground and Park For Everybody let everyone enjoy outdoor activities together. Your friends with disabilities enjoy the same things you do!
	Nick Jonas, from the Jonas Brothers, has diabetes. This means his body doesn't produce enough insulin. People with diabetes have to be careful not to eat too many sweets like

Day 16	cake, candy or soda because this can affect their insulin levels.
Day 17	Two former football players in the NFL were deaf. In 1973 Bonnie Sloan played for the St. Louis Cardinals and in 1990 Kenny Walker played for the Denver Broncos. A football player at Gallaudet University paved the way for these players. In 1894 he invented the huddle after getting frustrated that the other team would try to watch their hand signals to guess what play they were going to run. Signal calling from the coach to the players was influenced by American Sign Language. Without it coaches would have to sub a player each play to ensure the call got to the players on the field. Sign has played a role in evolving football into the game it is today.
Day 18	The first International Special Olympics Games were held at Soldier Field in Chicago. The International Olympic Committee officially recognized the Special Olympics in 1987. The games were founded by Eunice Kennedy Shriver. Society's ideals of what an athlete is may have been changed due to the Special Olympics.
Day 19	Some people who are blind use a seeing eye dog to get around safely. When you see a person using a seeing eye dog or other service animal do not go up and pet the dog. The seeing eye dog or service animal is working hard. Petting them would distract them from their important work.
Day 20	In 1973 a law was passed by Congress that would not allow organizations that received federal money to discriminate against people with disabilities. This was called Section 504 of the Rehabilitation Act. After the law was passed efforts were made to weaken the law. This frustrated many people with disabilities. In San Francisco, a 25 day sit-in was organized by people with disabilities. They put their health at risk for lack of medical treatment in order to protest. They refused to leave until Section 504 was signed into law. Joseph Califano, Secretary of the US Department of Health Education and Welfare, signed Section 504 on May 23, 1977.
Day 21	There are 54 million Americans who have disabilities, making people with disabilities the largest minority group in our country. Disability does not discriminate; it occurs in all ethnic groups, age groups, religions and genders. Disability is a natural part of the human experience. A person may be born with a disability, or a person may acquire a disability through an accident, illness, or through the aging process.

Middle School Disability History Announcements

FACT	DISABILITY HISTORY FACT
Day 1	The 2009 General Assembly passed a Resolution designating October as Disability History and Awareness Month in Virginia. This month we will highlight famous quotes, events and persons with disabilities who have contributed to our history. In 1975, a law was created called The Education for All Handicapped Children Act, which was revised in 2004 to become the Individuals with Disabilities Education Act (IDEA.) This important law requires all states to provide a free and appropriate education in the least restrictive environment for all individuals with disabilities. Included in the act are provisions for a free and appropriate education, individualized education programs with parental involvement, as well as procedures for conflict resolution.
Day 2	Albert Einstein had a reading disability called, dyslexia. His parents were told he would never have the ability to be a successful professional. Albert Einstein didn't listen to them. He said, "Once we accept our limits, we go beyond them," and he did.
Day 3	On September 4 1993, Jim Abbott pitched a no-hitter for the New York Yankees against the Cleveland Indians. He also won a gold medal with the 1988 United States Olympic team. Abbott was born with only one hand but went on to have a long Major League Baseball career amassing 87 wins.
Day 4	People with disabilities enjoy playing sports. Many of them play sports like soccer, basketball, and cheerleading here in Virginia Beach through inclusive recreation or competing in the Special Olympics. Each year law enforcement officials and athletes kick off the Special Olympics with the Flame of Hope torch.
Day 5	Bruce Willis is an American actor who had a childhood stuttering deficit. Bruce Willis found it easy to express himself on stage and lost his stutter in the process. He began performing on stage and his high school activities were marked by such things as the drama club and student council president. He has starred in many films such as "Die Hard" and "Cop Out."
Day 6	Scott Hamilton is an Olympic gold medalist for figure skating. He had an unknown disease that stagnated his growth. Scott once said, "The only disability in life is a bad attitude."
Day 7	A surfer, Josh Thompson, who lives in Virginia Beach raised money to build a park at the ocean front for people with disabilities. Money was raised to build Grommet Island Park and Playground for EveryBODY after Josh was diagnosed with Lou Gehrig's Disease and became unable to access his favorite place, the beach, while using his wheelchair.

Day 8	"We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought." This quote is by Franklin D. Roosevelt the only President with a disability. There are only two pictures of President Roosevelt seated in his wheelchair. A statue of him can be seen in Washington, D.C.
Day 9	Michael Phelps is an American swimmer. He has won 14 career Olympic gold medals, the most by any Olympian, is often cited as the greatest swimmer and one of the greatest Olympians of all time. In his youth, Michael was diagnosed with Attention-Deficit Hyperactivity Disorder (ADHD). He began swimming at age seven partly because of the influence of his sisters and partly to provide him with an outlet for his energy. Michael won 8 gold medals at the 2008 Summer Olympic Games in Beijing.
Day 10	Thomas Edison, the inventor of the light bulb and the telegraph, reportedly had a learning disability. He couldn't read until he was twelve years old and had a very difficult time writing, even when he was older. He is quoted as saying: "Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."
Day 11	In Rome, during the Ancient Era, children who were "blind," "deaf," or "mentally retarded" were publicly persecuted and some were reported to have been thrown in the Tiber river by their parents. Some children born with disabilities were mutilated to increase their value as beggars. Other children born with disabilities were left in the woods to die, with their feet bound together to discourage anyone passing by from adopting them. In the Greek military city of Sparta, the abandonment of "deformed and sickly" infants was the law. Parents were required, by law, to abandon their children with disabilities.
Day 12	In the 1800s Dorothea Dix began advocating for people with disabilities because they were being bound with chains, scourged with rods, and lacerated with ropes. She was not able to deliver her speech to Congress on behalf of people with disabilities during that time because she was a woman. A male friend had to deliver her testimony. Her efforts created schools for people with disabilities which eventually led to the creation of special facilities and institutions.
Day 13	Ed Roberts is the father of the disability rights movement. He had polio and utilized an iron lung. He paved the way for people with severe disabilities to attend universities through his persistent efforts to live in a dormitory on campus and to attend school with his peers. They began calling themselves the Rolling Quads and continued advocacy efforts beyond the campus which included curb cuts that continue to benefit all people today.
Day 14	Invite friends with disabilities to your house to share activities you enjoy, like spending a day at the beach. Local parks and playgrounds designed for easy access for people with disabilities like Grommet Island Playground and Park For Everybody let everyone enjoy outdoor activities together. Your friends with disabilities enjoy the same things you do!

Day 15	Judith Heumann is an American disability rights activist who utilizes a wheelchair for mobility. She had to fight repeatedly to be included in the educational system. The local public school refused to allow her to attend, calling her a fire hazard. Heumann's mother challenged the decision and Judy was allowed to go to school in the fourth grade. Her class was in the basement of the building segregated from her peers. She was denied her New York teaching license because the board did not believe she could get herself or her students out of the building in case of a fire. She did not agree and took the case to court. As a result, Judith Heumann became the first person who used a wheelchair to teach in New York City. She served in the Clinton Administration as Assistant Secretary of the Office of Special Education and Rehabilitation Services at the US Department of Education and as the World Bank Group's first Advisor on Disability and Development. She is currently the Special Advisor to the U.S. Department of State for International Disability Rights. Mrs. Heumann is a wonderful example of the potential for all people with disabilities and their ability to be productive, able members of society.
Day 16	Franklin D. Roosevelt was elected President of the United States in 1932. He developed Polio in 1921 which left his legs paralyzed. President Roosevelt used canes, wore leg braces, and used a wheelchair for mobility. He is the only US president to serve in office with a disability. There are only two pictures of President Roosevelt sitting in his wheelchair.
Day 17	If you think a person with a disability needs help, ask them if they would like your help, first. If they do not wish to have your help, don't be offended. People with disabilities take pride in their independence and self-reliance.
Day 18	In 1894 a football player at Gallaudet University invented the huddle after getting frustrated that the other team would try to watch their hand signals to guess what play they were going to run. Signal calling from the coach to the players was influenced by American Sign Language. Without it coaches would have to sub a player each play to ensure the call got to the players on the field. Sign language has played a role in evolving football into the game it is today. In fact, Two former football players in the NFL were deaf. In 1973 Bonnie Sloan played for the St. Louis Cardinals and in 1990 Kenny Walker played for the Denver Broncos.
Day 19	"A happy life consists not in the absence, but in the mastery of hardships." This is a quote by Helen Keller, an American author who was born deaf and blind.
Day 20	In 1973, a law was passed by Congress that would not allow organizations who received federal money to discriminate against people with disabilities. This was called Section 504 of the Rehabilitation Act. After the law was passed efforts were made to weaken the law. This made people with disabilities frustrated. In San Francisco, a 25 day sit-in was organized by people with disabilities. They put their health at risk for lack of medical treatment, in protest. They refused to leave until the issue was resolved. Joseph Califano, Secretary of the US Department of Health Education and Welfare, signed Section 504 on May 23, 1977 which ended the sit-in.

Day 21	There are 54 million Americans who have disabilities, making people with disabilities the largest minority group in our country. Disability does not discriminate; it occurs in all ethnic groups, age groups, religions and genders. Disability is a natural and normal part of the human experience. A person may be born with a disability, or a person may acquire a disability through an accident, illness, or through the aging process.
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High School Disability History Announcements	
Day	DISABILITY HISTORY FACT

Day 1	The 2009 General Assembly passed a Resolution designating October as Disability History and Awareness Month in Virginia. This month we will highlight famous quotes, events and persons with disabilities who have contributed to our history. In 1975, a law was created called The Education for All Handicapped Children Act, which was revised in 2004 to become the Individuals with Disabilities Education Act (IDEA.) This important law requires all states to provide a free and appropriate education in the least restrictive environment for all individuals with disabilities. Included in the act are provisions for a free and appropriate education, individualized education programs with parental involvement, as well as procedures for conflict resolution.
Day 2	In 1894 a football player at Galluadet University invented the huddle after getting frustrated that the other team would try to watch their hand signals to guess what play they were going to run. Signal calling from the coach to the players was influenced by American Sign Language. Without it coaches would have to sub a player each play to ensure the call got to the players on the field. Sign language has played a role in evolving football into the game it is today. In fact, Two former football players in the NFL were deaf. In 1973 Bonnie Sloan played for the St. Louis Cardinals and in 1990 Kenny Walker played for the Denver Broncos.
Day 3	In the mid 1900's, a lobotomy, which is the surgical removal of a portion of the brain, was sometimes used to treat people with developmental disabilities. President Kennedy's oldest sister had a developmental disability. She is considered the first person with a developmental disability to receive a lobotomy. This eventually lead to her institutionalization. In 1963, President Kennedy addressed Congress for the reduction of the number of persons confined to residential institutions. He asked that ways be found to reintegrate children and adults back into their natural communities. This was considered the beginning of the Deinstitutionalization Movement.
Day 4	"Science may have found a cure for most evils; but it has found no remedy for the worst of them all -- the apathy of human beings," said by American author and lecturer, Helen Keller, who was blind and deaf from an undiagnosed illness at the age of two.
Day 5	Two years prior to the Holocaust, in Nazi Germany, over 5,000 children with disabilities perished in a secret euthanasia program in 1939. This led to the T4 Project which killed over 70,000 adults with disabilities from 1940-1941. This was eventually expanded to other diverse groups, eventually leading to the Holocaust.
Day 6	"A true friend knows your weaknesses but shows you your strengths; feels your fears but fortifies your faith; sees your anxieties but frees your spirit; recognizes your disabilities but emphasizes your possibilities." - William Arthur Ward
Day 7	Did you know: Michael Phelps, Jackie Chan, Joe Jonas, Zhang Ziyi, Bono, Yao Ming, Arnold Schwarzenegger, Nelson Mandela, Bill Clinton, Muhammad Ali, Vanessa Williams and Colin Farrell, among others, work as messengers for the Special Olympics?
	Josh Thompson is a Virginia Beach surfer who loves the beach. In 2006 Josh was diagnosed

Day 8	with Lou Gehrig's Disease. As his disease progressed he began to utilize a wheelchair and found access to his favorite place, the beach, was non-existent. JT, along with many supporters, organized a walk which raised enough money to build JT's Grommet Island Park and Playground for EveryBODY. Grommet Park is located at the ocean front in Virginia Beach and is the first park in America which enables people with disabilities to gain access to the beach.
Day 9	Franklin D. Roosevelt was the 32 nd President of the United States. He had polio making him the only president with a disability. There are only two pictures of President Roosevelt seated in his wheelchair.
Day 10	It's important for inventors and architects to invent and design with accessibility for everybody, in mind. When products and structures are designed to be accessible by people with disabilities, all of society benefits. This is called the Electronic Curb Cut Effect. There are many examples of this in our community. Curb cuts for wheelchair accessibility benefit people who use strollers, skate boards and bicycles. The type writer was designed to enable a blind woman to write love letters. The telephone was designed in support of Graham Bell's work with the deaf. Vinton Cerf had a hearing impairment and his wife was deaf. To communicate better with his wife, he invented text-messaging which later evolved to email. We must keep accessibility in mind in all of our inventions and designs.
Day 11	People with disabilities have experienced discrimination throughout history. Aristotle, an ancient philosopher, recommended that there should be a law "to prevent the rearing of deformed children." Aristotle wrote, "As to the exposure and rearing of children, let there be a law that no deformed child shall live."
Day 12	In Rome, it was not unusual for the wealthy to keep a person with a physical or a mental disability, referred to as a "fool," for their amusement. Later, royal courts commonly kept "fools" or "court jesters" as objects of amusement.
Day 13	Michael Phelps is an American swimmer. He has won 14 career Olympic gold medals, the most by any Olympian, is often cited as the greatest swimmer and one of the greatest Olympians of all time. In his youth, Michael was diagnosed with Attention-Deficit Hyperactivity Disorder (ADHD). He began swimming at age seven partly because of the influence of his sisters and partly to provide him with an outlet for his energy. Michael won 8 gold medals at the 2008 Summer Olympic Games in Beijing.
Day 14	Between 1563 and 1601, Queen Elizabeth of England prompted Parliament to pass a series of laws to take care of the "poor and disadvantaged." These Elizabethan Poor Laws, as they were called, shifted more responsibility to the government for the care of the poor, which included most persons with disabilities. Basic care was provided for the "unemployable poor", almshouses were established for the aged poor, and workhouses were built for vagrants who refused to work. The conditions in these facilities, however, were grim.

Day 15	Hubert H. Humphrey was the 38th Vice President of the United States and a strong supporter of the civil rights movement. He was quoted as saying, "The moral test of government is how it treats those who are in the dawn of life . . . the children; those who are in the twilight of life . . . the elderly; and those who are in the shadow of life . . . the sick . . . the needy . . . and the disabled." When he said the disabled he was referring to people with disabilities.
Day 16	There are a limited number of accessible parking spaces. It's not alright for people without disabilities to park in accessible parking spaces or use their relatives placard when their relative with a disability is not with them. Accessible parking spaces are designed and situated to meet the needs of people who have disabilities. These spaces should only be used by people who need them. Large fines are imposed for those who park illegally in parking designated for people with disabilities.
Day 17	President George H.W. Bush signed the Americans with Disabilities Act in 1990. The ADA provides civil rights protection to Americans with disabilities. Under this legislation, equal opportunity was established for employment, transportation, telecommunications, public accommodations, and state and federal government services. This act is considered the most wide-sweeping civil rights bill for individuals with disabilities.
Day 18	Ed Roberts is the father of the disability rights movement. He had polio and utilized an iron lung. He paved the way for people with severe disabilities to attend universities through his persistent efforts to live in a dormitory on campus and to attend school with his peers. They began calling themselves the Rolling Quads and continued advocacy efforts beyond the campus which included curb cuts that continue to benefit all people today.
Day 19	Judith Heumann is an American disability rights activist who utilizes a wheelchair for mobility. She had to fight repeatedly to be included in the educational system. The local public school refused to allow her to attend calling her a fire hazard. Heumann's mother challenged the decision and Judy was allowed to go to school in the fourth grade. Her class was in the basement of the building segregated from her peers. She was denied her New York teaching license because the board did not believe she could get herself or her students out of the building in case of a fire. She did not agree and took the case to court. As a result, Judith Heumann became the first person in a wheelchair to teach in New York City. She served in the Clinton Administration as Assistant Secretary of the Office of Special Education and Rehabilitation Services at the US Department of Education and as the World Bank Group's first Advisor on Disability and Development. She is currently the Special Advisor to the U.S. Department of State for International Disability Rights.
Day 20	There are many myths regarding people with disabilities related to work, such as people with disabilities are more likely to have accidents on the job than employees without disabilities. This is not true. The safety records of people with disabilities and people without disabilities are identical. Another myth is that people with disabilities are unable to meet performance standards making them a bad employment risk. Employees with disabilities have a 90 percent rated average or better in job performance compared to 95 percent for employees

	without disabilities. Another myth states employees with disabilities have a higher absentee rate than employees without disabilities. Studies show that employees with disabilities are not absent any more than employees without disabilities. A final myth is that people with disabilities are not reliable. The reality is that people with disabilities tend to remain on the job and maintain better levels of attendance than people without disabilities. As future employers, you should not hesitate to hire a person with a disability as they are as reliable and valuable as any employee.
Day 21	There are 54 million Americans who have disabilities, making people with disabilities the largest minority group in our country. Disability does not discriminate; it occurs in all ethnic groups, age groups, religions and genders. Disability is a natural and normal part of the human experience. A person may be born with a disability, or a person may acquire a disability through an accident, illness, or through the aging process.

The Admiration Test

This is an excellent activity for staff, parents and students for teaching the importance of using respectful language. For parents and educators, it will teach them the importance of writing IEP's in a positive way that will

showcase the student's ability. For students, it will teach them the power of their words.

Instructions:

1. Instruct the group of participants to think of someone they respect and admire. Give them a few minutes to come up with the name.
2. Instruct the students to write the name of that person in the box on the top of their form.
3. Point out that there are two columns. In one column they are going to list all of the qualities that they like about this person. In the other column they are going to list all of the qualities that may bother or annoy them about the person. Let them know that it's OK that we all have a few qualities that we may improve upon. Give them enough time to list qualities in both columns.
4. Tell the class how excited you are to hear about the person they admire. Begin to randomly select participants and ask them to read to you only from the column on the right. Do not allow them to read the positive comments at this time. After each one say something like, "Really, you like that person?" or "Why do you admire that person if they have those qualities?" or "I'm not so sure I want to meet the person you admire." Stop once 3-5 participants have shared their bad qualities.
5. Begin to randomly select different participants to read from the column of qualities they like in the person they admire. With pride they will tell you all of the things they like. Give them praise along the way by saying things like, "Wow! Sounds like a person I'd like to meet." or "I understand why you admire this person." or "This sound's like an amazing person."
6. Ask the class how it felt when you spoke of them with respect and admiration? How did it feel to talk about a person you admire in such a negative way? What about those of you who were hearing about the person for the first time, were you interested in getting to know the person? Maybe you formed opinions about them before having a chance to meet them?

Staff/ Parent Participants: Explain to the participants that this exercise demonstrates the value of writing positive IEP's that focus on a person's strengths. When an IEP focusses primarily on the "negatives", students may be unfairly judged by educators who may work with them in the future. In addition, if a student attends the IEP meeting, the student may have a tendency to filter in only the negative comments. Share this lesson with others, and apply it in future IEP meetings. It's important that the "whole

child” be considered during an IEP meeting: the student’s needs as well as the student’s strengths.

Staff/Parent Participants: Explain to the participants that this exercise demonstrates the value of writing positive IEPs that focus on a person’s strengths. When an IEP focuses primarily on the “negatives,” students may be unfairly judged by educators. In addition, if a student attends the IEP meeting, the student may have a tendency to filter in only the negative feedback. Share this lesson with others, and apply it in future IEP meetings. It’s important that the “whole child” be considered during an IEP meeting: the student’s strengths and needs.

Student Participants: Ask the students if they have ever heard or thought negative things about people with disabilities. You might even ask what are some of the myths they heard. Do you think that made you think less of people with disabilities? Ask if they have a friend or family member who wears glasses or has freckles or blue eyes. Do those features make you like them any more or less? Of course not, because it is just one part of who they are. It’s not the entire person. Having a disability does not define a person. It’s only one piece of who they are. Have you ever chosen not to be friends with someone just because you knew they were in a special education class? Have you ever had a friend tell you things they didn’t like about someone you had never met or didn’t know very well? Did your friend’s opinion make you want to get to know the person better? Did you ever think that maybe your friend has only had the opportunity to get to see one side of that person? The next time a friend talks bad about a person you’ve never met or you meet someone new who is in special education remember this exercise. Don’t judge the person based on one aspect that you can see or your friend didn’t like. Remember there is a whole other side to the person worth getting to know. Take the opportunity to form an opinion for yourself based on fact and not assumption.

The Admiration Test

I Admire and Respect:

Qualities I Admire	Not My Favorite Qualities
Books on Disability	

Elementary	Middle	High
Russ and the Apple Tree By Janet Elizabeth Rickert	Rules By Cynthia Lord	Disability By Colin Barnes and Geof

<p>Tobin Learns to Make Friends By Diane Murrell</p> <p>Russ and the Firehouse By Janet Elizabeth Rickert</p> <p>Russ and the Almost Perfect Day By Janet Elizabeth Rickert</p> <p>We'll Paint the Octopus Red By S.A.Bodeen, Stephanie Stuve-Boden</p> <p>My Friend Isabelle By Eliza Woloson</p> <p>Looking After Louis by Lesley Ely</p> <p>Different is Not Bad, Different is the World: A Book About Disabilities By Sally L. Smith</p> <p>Arnie and the New Kid By Nancy L. Carlson</p> <p>Susan Laughs By Jeanne Willis</p> <p>What It's Like to Be Me By Helen Exley</p> <p>A Smile From Andy By Nan Holcomb</p> <p>Buddy's Shadow By Shirley Becker</p> <p>Don't Call Me Special By Pat Thomas and Lesley Harker</p> <p>The Night Search By Kate Chamberlin</p> <p>Patrick and Emma Lou By Nan Holcomb</p> <p>When I Grow Up By Candri Hodges</p> <p>Becky the Brave: A Story About Epilepsy By Laurie Lears</p> <p>Ben Has Something to Say: A Story About Stuttering By Laurie Lears</p> <p>Ian's Walk: A Story About Autism</p>	<p>Athletes with Disabilities By Deborah Kent</p> <p>Owning It: Stories About Teens with Disabilities By Donald Gallo</p> <p>Tangerine By Edward Bloor and Danny De Vito</p> <p>Freak The Mighty By Rodman Philbrick</p> <p>16 Extraordinary Americans with Disabilities By Nancy Lobb</p> <p>Things Not Seen By Andrew Clements</p> <p>Out of My Mind By Sharon Draper</p> <p>A Brand New Me (Hank Zipzer Series # 17...Entire Series is related to disability) By Henry Winkler, Lin Oliver and Jesse Joshua Watson</p> <p>Summer of the Sawns By Betsy Byars and Ted Coconis</p> <p>The Secret Garden By Frances Burnett</p> <p>Petey By Ben Mikaelson</p> <p>The Don't Give Up Kid: and Learning Disabilities By Jeanne Gehret and Michael La Duca</p> <p>The Winning Summer By Marsha Hubler</p> <p>Million Dollar Putt By Dan Gutman</p> <p>Reaching for the Sun</p>	<p>Mercer</p> <p>Why I Burned My Book and Other Essays on Disability By Paul Longmore</p> <p>Hellen Keller: The Story of My Life By Hellen Keller</p> <p>Double Take: A Memoir By Kevin Michael Connolly</p> <p>Leaving Paradise By Simone Elkeles</p> <p>Gathering Blue By Lois Lawry</p> <p>The Orange Houses By Paul Griffin</p> <p>The Weirdo By Theodore Taylor</p> <p>Izzy Willy-Nilly By Cynthia Voigt</p> <p>Hero's By Robert Cormier</p> <p>Things That Are By Andrew Clements</p> <p>Accidents of Nature By Harriet Johnson</p> <p>The Window By Jeanette Ingold</p> <p>Small Steps By Louis Sachar</p> <p>Lady Macbeth's Daughter By Lisa Klein</p> <p>Are You Alone on Purpose By Nancy Werlin</p> <p>Crazy Horse Electric Game</p>
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<p>By Laurie Lears I'm Tougher than Asthma By Alden R. Carter and Sir M. Carter What's Wrong With Timmy By Maria Shriver and Sandra Speidel</p> <p>Through Grandpa's Eye's By Patricia Mac Lachlan and Deborah Ray</p> <p>Best Friend on Wheels By Debra Shirley and Judy Stead</p> <p>Deaf Child Crossing By Marlee Matlin</p> <p>Flight By Elizabeth Ellison</p>	<p>By Tracie Vaughn Zimmer</p> <p>Window Boy By Andrea White</p> <p>Stranded By Ben Mikaelson</p> <p>Miss Spitfire: Reaching Helen Keller By Sarah Miller</p> <p>Wintering Well By Lea Wait</p> <p>What Katy Did By Susan Coolidge and Cathy Cassidy</p> <p>The Dark Days and Hamburger Halpin By Josh Berk</p> <p>Adam and the Magic Marker: A Magic Adventure By Adam and Carol Buehrens</p> <p>And Don't Bring Jeremy By Marilyn Levinson and Diane DeGroat</p> <p>Be Good to Eddie Lee By Virginia Fleming and Floyd Cooper</p>	<p>By Chris Crutcher</p> <p>A Face In A Window By Han Nolan</p> <p>Head Case By Sarah Aronson</p> <p>Leonardo's Hand By Wick Downing</p> <p>The Monument By Gary Paulsen</p> <p>Of Sound Mind By Jean Ferris</p> <p>One Handed Catch By M. Auch</p> <p>Peeling the Onion By Wendy Orr</p> <p>Phoning a Dead Man By Gillian Cross</p> <p>Shark Girl By Kelly Bingham</p> <p>Cruise Control By Terry Trueman</p> <p>The Seer By David Stahler Jr.</p>
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October is Disability History and Awareness Month



Reading Log

DATE	BOOK TITLE	PARENT SIGNATURE

THIS LOG BELONGS TO: _____

GRADE: _____ TEACHER: _____



Activity Resources

Virginia Center for Self-Advocacy and Student Leadership:

<http://www.vcu.edu/partnership/C-SAL/>

Museum of Disability History:

<http://www.museumofdisability.org/>

Virginia Board for People with Disabilities:

<http://www.vaboard.org/links.htm>