The Disability Rights Movement
List of Resources

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Abstract

This document provides an annotated list of resources focusing on disability rights, the disability rights movement, disability activism, and campus disability activism. It is hoped that this resource will be helpful to educators who wish to learn more about disability rights and teach others about it as well. Resources are categorized in five areas:

1. Disability Rights Chronology: This section provides a timeline of major events in disability rights in the order that they happened over time in the United States.

2. Important People in the History of Disability Rights Activism: This section includes key figures in disability rights together with the changes they brought about. It shows the development of disability rights from the 1800's to the present in the United States.

3. Legal Victories in the Disability Rights Movement: A key part of movements is pushing for and obtaining laws that support the goals of the movement. This section contains the key laws giving rights to the disabled in the United States.

4. Social Role Valorization: SRV addresses how the disabled are often marginalized and how to support them to have access to the same good things in life that everyone should have.

5. Inclusive Higher Education: This section provides resources on why and how the significantly disabled are being included on college campuses.

Keywords: Disability, disability education, disability rights, disability rights movement

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Disability Rights Chronology

1. Disability Rights Timeline

https://en.wikipedia.org/wiki/Timeline_of_disability_rights_in_the_United_States

This Wikipedia chronological timeline from the Revolutionary War though the present outlines the major people and events in the history of disability rights and what each contributed. This timeline is unique because of the way that Wikipedia functions as a source that the public can add to and edit it. Because of the many contributors worldwide over many years, it contains many more events and nuances than other disability timelines.

Key Persons in the History of Disability Rights Activism

2. **Dorothea Dix, Pioneer in Disability Rights, National Women's History Museum**

Webpage, https://www.womenshistory.org/education-resources/biographies/dorothea-dix

"They're confined in cages, closets, cellars! Chained, beaten with rods,

lashed into obedience" Dorothea Dix

This museum site tells about the life and work of Dorothea Dix, an an early pioneer in disability rights who toured prisons and workhouses in the 1840's and exclaimed that the sick and insane were being tortured, unfed, and physically and sexually abused. While society viewed disabled persons as 'something' to be rejected, Dix focused national attention to helping the disabled rather than hurting them. She established five hospitals and her national tours and speaking influenced the creation of clean, well-kept hospitals and staff with trained personnel who could help the disabled to lead a comfortable life.

3. Abraham Lincoln Founder of Gallaudet University, Washington Post Article

https://www.washingtonpost.com/local/education/gallaudet-university-marks-150-years-since-lincoln-signed-a-bill-for-deaf-higher-education/2014/04/08/ae77a548-bf47-11e3-b574-f8748871856a_story.html?utm_term=.8721016e5c60

This Washington Post article tells how individual-led disability activism came to a national focus when President Abraham Lincoln established a charter for Gallaudet University in 1860, a school for the deaf, mute, and blind. In doing this, he said that he, "created a beacon in the world for visual learning, visual language, social justice and full rights for deaf and hard-of-hearing people!" Later in 1864, Lincoln had two giant victories all in the same day to make the "the race" more fair: the Senate voted to support his proposed 13th Amendment to abolish slavery and Lincoln signed authorization for Gallaudet to become the first institution in the world to award college degrees to the deaf, mute, and blind. Lincoln's action sent a powerful national message that disabled persons are intelligent and capable. Today, Gallaudet University is proud to proclaim itself as, "the premier institution of learning, teaching and research for deaf and hard-of-hearing students!"

4. Oliver Brown and the Brown v. Board of Education Reader's Theater Script

https://brownvboard.org/content/brown-case-brown-v-board

In 1954, Oliver Brown filed a lawsuit after the local public school district refused to enroll his daughter in the local school because she was black but insisted that she ride a bus to a school for blacks that was further away. While on the surface Brown's work might not appear to have anything to do with disability rights, it spoke to the larger issue of human rights and he won the case. The Brown V. Board of Education victory started the Disability Rights Movement (DRM) legal conversation by ruling that separate facilities, even if equal in their construction, were a form of discrimination. It propelled the DRM to one of its first legal victories; the Architectural

Barriers Act of 1968 stipulated that separate facilities for the disabled were not equal and that any facility built with or receiving federal funds had to be accessible to all.

5. The Paul Longmore Institute Twitter Feed

https://twitter.com/longmoreinst?lang=en

Dr. Paul Longmore, San Francisco State University, staked his claim as a leading scholar of disability studies and one of only a few historians studying disability. He was unable to use his hands because of a childhood bout with polio, but that didn't stop him from expressing his ideas about disability rights and he wrote his first book by punching a keyboard with a pen he held in his mouth. It took him 10 years, and when he was done, he burned it in front of the Social Security Administration's offices in Los Angeles because he faced the loss of federally funded health insurance if he earned even modest royalties from his book. It made national headlines and highlighted how the disabled were being force to conform to the government "work disincentive" model of being totally unable to do anything or else literally die from lack of the support they need to live daily life. Longmore's book burning fueled public policy changes that promoted disabled persons being able to participate more fully in education and the work place without losing their government benefits.

6. Judy Heuman, Activist, Government Official, TED Talk

https://www.ted.com/speakers/judith_heumann

Heumann, a post-polio paraplegic in her wheelchair, had been declared a "fire hazard" by her local school when she was a child and was prohibited from attending. But in the 1970s, she created new waves. Using the technology of the day (phone, TV, and print), Heumann gathered a small group to form Disabled in Action (DIA) and grew this group of disabled activists so they could march together effectively even blocking Nixon's 1972 campaign efforts to raise awareness for disability rights. Heumann captured media attention (which she did quite

effectively with her radiant personality) making her the initiator of media involvement in the Disability Rights Movement. This coverage further propelled the DRM towards legal victories and Heumann wrote legislation leading to the Americans with Disabilities Act (1990) and the Individuals with Disabilities Education Act (1990). President Obama appointed her as the first Special Advisor for International Disability Rights at the U.S. Department of State. Since then, she has served as Senior Fellow at the Ford Foundation.

<u>**Legal Victories in the Disability Rights Movement**</u>

7. The Architectural Barriers Act of 1968

https://www.access-board.gov/the-board/laws/architectural-barriers-act-aba

The Architectural Barriers Act of 1968 law requires that buildings or facilities that were designed, built, or altered with federal dollars or leased by federal agencies after August 12, 1968 be accessible to all persons regardless of their physical disabilities. Facilities that predate the law do not need to comply, but alterations or leases undertaken after the law took effect must be ADA compliant. The passage of this law helped to solve a particular problem, but it also created social reactions to propel the movement. It is valuable for undergraduates to know about this law historically but also to look around them and realize that the accessible features in buildings that they see are a result of this Act.

8. Rehabilitation Act of 1973

https://www.ada.gov/cguide.htm#anchor65610

This document from the U.S. Department of Labor outlines the key points of the law which require agencies to take affirmative action in hiring, placing and advancing of individuals with disabilities. Section 503 prohibits employment discrimination based on disability and requires affirmative action in the hiring, placement and advancement of people with disabilities by federal contractors or subcontractors. Section 504 prohibits recipients of federal financial

assistance from discriminating against qualified individuals with disabilities in employment and

in their programs and activities. Section 508 applies to Federal Government agencies and the

technology providers that sell to them and requires that all information and communications

technology (ICT) the Federal Government develops, procures, maintains and uses be accessible

to people with disabilities.

9. Individuals with Disabilities Education Act of 1975 (IDEA)

https://sites.ed.gov/idea/about-idea/

IDEA guaranteed children a "free and appropriate public education" (FAPE) and ensures

special education students the right to education in a "least restrictive environment" (LRE).

Through this law, the federal government acknowledged that, "Disability is a natural part of the

human experience and in no way diminishes the right of individuals to participate in or

contribute to society. Improving educational results for children with disabilities is an essential

element of our national policy of ensuring equality of opportunity, full participation, independent

living, and economic self-sufficiency for individuals with disabilities." IDEA was the first major

legal victory that the DRM had in the realm of education.

10. Americans with Disabilities Act of 1990

https://www.ada.gov/cguide.htm#anchor62335

The Americans with Disabilities Act (ADA) prohibits discrimination against people with

disabilities in employment, transportation, public accommodations, communications and access

to state and local government programs and services. Title I of the ADA protects the rights of

employees and people seeking jobs. The ADA also establishes requirements for

telecommunications relay services. Title IV, which is regulated by the Federal Communications

Commission, requires closed captioning of federally funded public service announcements.

<u>Social Role Valorization</u>

11. International Social Role Valorization Association Homepage

https://socialrolevalorization.com

Social Role Valorization (SRV) is a powerful set of ideas for addressing the marginalization of people in society by supporting them to have access to the same good things in life enjoyed by typical people. The International SRV Association was formed in 2013 to promote Social Role Valorization (SRV) development, education, assessment, and leadership to assist people and organizations to implement SRV concepts so that vulnerable people may have better access. Role-valorizing asserts that the good things any society has to offer are more easily accessible to people who have valued social roles. Conversely, people who have devalued social roles, or very few or marginally valued ones, have a much harder time obtaining things of life available to most everyone else.

12. Wolf Wolfensberger Interviews

https://www.wolfwolfensberger.com/video-audio/extended-interviews-by-about- wolfensberger

Wolf Wolfensberger, Ph.D. was a world-renowned advocate for and expert on the care of the developmentally disabled. A faculty member in the Department of Psychiatry and a researcher at the former Nebraska Psychiatric Institute from 1964 to 1971, he later joined Syracuse University as director of the Training Institute for Human Service Planning, Leadership and Change Agentry. His research collection is a one-of-a-kind resource in the academic world.

13. Social Role Valorization Facebook Page

https://www.facebook.com/groups/8623212156/

This Facebook page is a group for individuals who have studied the theory of Social Role Valorization and are committed to its implementation. It gives up-to-date information about SRV ideas and events worldwide. It is a way for people who are interested in SRV to connect, support

one another, and exchange ideas. This is a closed Facebook group but permission can be easily

gained by request.

14. An Interpreted Pictorial Presentation on the History of Human Services

http://www.mn.gov/mnddc/wolfensberger/index.html

Set 1:

This series of 19 videos emphasizes the origins contemporary service patterns, universal

lessons for planning service patterns, and lessons for planning and structuring of services which

can be learned from this history. Videos begin with the early counts of human service

interventions in the Greco-Roman times through western civilization. The overriding theme is

that service has often served to limit the disabled.

Set 2:

This series of 12 videos emphasizes service patterns from the 1950's through the present

along with implications for the future. From prior to the Reforms of the 1950's-70s to the present

it covers implications for the future; specifically, what has gotten better, what has gotten worse,

what is the same, and what lies ahead.

<u>**Inclusive Higher Education**</u>

15. Post-secondary Inclusive Education, Academic Journal Article

Uditsky, B., & Hughson, E. (2012). Inclusive postsecondary education-an evidence-based moral

imperative. *Journal of Policy & Practice in Intellectual Disabilities, 9*, 298–302.

This article discusses that inclusive education and the beliefs and principles of inclusive

practices must be the foundation for inclusive postsecondary education. Although there is

research for over 40 years about the benefits of inclusive education both for the disabled as well

as for society as a whole, it still remains relatively rare. Programs that do exist are often only

partially inclusive and segregate the disabled from the rest of the population. The rationale for a

totally inclusive approach is based on positive outcomes derived for young adults where opportunities for inclusion in context of universities, colleges, and technical schools offer a means for them to become part of regular life pathways that can lead to positive lifelong outcomes.

16. Think College Film

https://thinkcollege.net/resources/rethinking-college

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. Rethinking College is a 25-minute film produced by Think College that explores the growing movement to include students with intellectual disability in higher education. Through the perspectives of parents, educators, advocates, policy leaders, and (most importantly) students, this film illustrates how colleges and universities can provide a setting for all students to grow, learn, and build toward better futures.

17. PIHEC Infographic

https://pihec.com/wp-content/uploads/2019/04/pihec-infographic-flyer-2019-02-1.pdf

Pennsylvania Inclusive Higher Education Consortium (PIHEC) is funded by the U.S. Department of Education Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grant and is housed at Millersville University. The purpose of the Consortium is to further develop the Millersville University Integrated Studies model of postsecondary education for students with intellectual disabilities (ID) and to encourage program development among other Pennsylvania institutions of higher education (IHEs), although the model is now being further developed across the United States. PIHEC's vision is to design and support postsecondary campus settings in which education, authentic social experiences, independent living and integrated and competitive employment can be accessed by young adults

with intellectual disabilities within inclusive and supportive environments.

18. Elks, M., Bechtel, J., Licata, A., Neuville, T. (2019). *A Passion For Full Inclusion: Integrated Studies At Millersville University.* **Independently published book.**

https://www.amazon.com/dp/1098576578?ref_=pe_3052080_397514860

Inclusive Postsecondary Education curriculums are university designed and aimed at giving access to a liberal arts education for students with intellectual disabilities. This book promotes fully inclusive postsecondary education and serves to assist others in implementing their own fully inclusive postsecondary education initiatives. A Passion For Full Inclusion and the model initiative is based on the disability studies framework, the theories of Dr. Wolf Wolfensberger, and is implemented with a healthy mix of passion and practical organizational strategies. The stories told in this book are meant to guide and inspire institutions of higher education as they create a fully inclusive postsecondary education curriculum.

19. Daniel Castellanos, Graduation Speech, First Integrated Studies Graduate

https://pihec.com/daniel-castellanos-first-integrated-studies-graduate-at-millersville-university/

Dan Castellanos was the first graduate from the Integrated Studies program at Millersville University and among the first to graduate from any such program in the United States. Dan has significant intellectual disabilities and throughout his K-12 education was, like most Integrated Studies students, isolated as a special education student in his school. Like others with intellectual disabilities, he was told that college would never be something he could do. This source is helpful for undergraduates because it demonstrates another victory in the DRM as disabled persons can be more included in college education and life.

20. ADAPT Blog

https://adapt.org/category/blog/

ADAPT is a national grass-roots community that organizes disability rights activists to engage in nonviolent direct action, including civil disobedience, to assure the civil and human rights of people with disabilities to live in freedom. This blog is valuable to undergraduates because it provides very up-to-date information on how, where, and when the disabled can be involved in direct action. Longmore and Heumann often were alone as disabled persons advocating for the disabled. ADAPT arose from their efforts and also to mobilize the disabled population to learn how to advocate and have the opportunity to come together to advocate.

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