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DISABILITY RESOURCES FOR THE EDUCATOR

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Career and Technical Education

---

by  
Pauline Aines Kimball

June 2003

DISABILITY RESOURCES FOR THE EDUCATOR


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by  
Pauline Aines Kimball  
June 2003

Approved by:

  
\_\_\_\_\_  
Joseph Scarcella, Ph.D., First Reader

5/30/03  
Date

  
\_\_\_\_\_  
Ronald Pendleton, Ph.D., Second Reader

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## ABSTRACT

This thesis identifies what disability resources are currently accessible and needed by the educator in order to service the disabled students in the classroom.

This thesis is a compilation including current medical, equipment, academic, and financial resources currently available to the educator. It was made available so that it might be used as a tool for optimizing the education of the disabled student. This project may also allow accessibility to fit the needs of educators seeking to learn more about how to assist the disabled.

The results of the resource manual, was two fold: to provide educators with information that would help to ensure that disabled students have a successful learning experience; and to clarify the services available for parents of disabled students that will fulfill equal opportunities in education.

The implications for this project include the educators being able to provide better environments for the disabled student and improvement of the classroom environment. The educators will find resources that they can use to help many of the disabled students rely on

themselves and become self-supporting contributors to society.

The results of this thesis and project are: a better understanding of the need of disabled students in the classroom; resources are comprehensive and in a format that is easy to use and can be updated on a regular basis.

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Donna, Robin, Ros, Kevin, Fred, Vernon, Reesa, Scott.

My CASA Colina friends who put fun back in my life.

The SSD Department staff and volunteers.

DEDICATION

To Carrie Anne Still and

Herb Brunkhorst, Ph.D.

You taught, encouraged, and were there in tough times.  
It's rare to find those who don't just give help, but give  
the right kind. Through you, I realize that mountains can  
be climbed, not in spite of, but by utilizing my  
disabilities.



## TABLE OF CONTENTS

ABSTRACT .....	iii
ACKNOWLEDGMENTS .....	v
CHAPTER ONE: BACKGROUND	
Introduction .....	1
Purpose of the Project .....	2
Context of the Problem .....	2
Significance of the Project .....	3
Assumptions .....	3
Limitations and Delimitations .....	4
Limitations .....	4
Delimitations .....	4
Definition of Terms .....	5
Organization of the Thesis .....	11
CHAPTER TWO: REVIEW OF THE LITERATURE	
Introduction .....	13
A Brief History .....	13
Understanding the Law .....	14
Emphasis of this Thesis .....	15
Disabilities in Society .....	18
Educator Support for Disabled Students in the Classroom .....	19
Classifications of Physical Disabilities .....	24
Resource List .....	25

Ever-shifting World and Laws .....	26
Schools in the State of California and Laws on Disabilities in the Classroom .....	27
Preparing the Disabled Students for the Classroom .....	29
Summary .....	32
CHAPTER THREE: METHODOLOGY	
Introduction .....	34
Development .....	35
Resources and Content Validation .....	35
Design .....	38
Population Served .....	42
Project Development .....	42
Data Analysis Procedures .....	43
Summary .....	44
CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS	
Introduction .....	46
Conclusions .....	46
Recommendations .....	48
Summary .....	50
APPENDIX A: INTERNET DISABILITY RESOURCE BOOK .....	51
APPENDIX B: TERMS .....	197
APPENDIX C: THE AMERICANS WITH DISABILITIES ACT UPDATES AND NEWS .....	213
APPENDIX D: TITLE I NO CHILD LEFT BEHIND ACT .....	215

APPENDIX E: CLASS SIZE REDUCTION AND THE AMERICANS  
WITH DISABILITIES ACT ..... 224

REFERENCES ..... 233

## CHAPTER ONE

### BACKGROUND

#### Introduction

After a thorough literature review and source review, it was found that available disability resources for the educator (i.e., lists of equipment, educational materials, grants and other monetary sources, and law reviews) are difficult to access, are not current, or specialized. This lack of resources has created a barrier for the educator to best serve the disabled students in the classroom.

Because of the government mandate in 1973, disabled students who had been previously placed in specialized classes now must be mainstreamed into regular classrooms (i-village, Parent Soup, 2002).

Mainstreaming has changed education. Academic teaching strategies and the classroom environment are some of many changes facing the educator because as they are now required to incorporate computer technology in their classrooms, accommodate students of varying disabilities, and make recommendations to the administration on equipment and resources needed to accommodate each disabled student in the classroom.

## Purpose of the Project

The purpose of the project was to compile a comprehensive listing of disability resources for the educator. The project includes both a booklet and interactive CD that includes resources.

## Context of the Problem

The context of the problem addresses outdated disability resources currently available to educators.

Because many disabled students are mainstreamed into the traditional classroom, educators in each classroom are usually responsible for finding funds, selecting and ordering the necessary computer, educational tools, and playground equipment for the disabled student.

There are also times when educators are asked to help families of disabled students. Because many of the disability resources available to the educator are not readily accessible, are out dated or too specialized; teachers have very little useful and relevant information.

The resources can be used to not only find items to meet the needs of the children in the classroom, but will also provide the parent with the necessary resources to help the student in the home and exercise all of the

benefits available to the child through private, government and public resources. The student's needs could be for medical equipment, educational materials and school supplies. By accessing these resources the educator can work closely with the parents to enhance the educational experience for the child in and out of the classroom.

### Significance of the Project

The significance of the project is to provide educators with comprehensive lists of available disability resources. The resource guide provides access to tools that educate disabled students, making it possible for the educator to have an optimal teaching/learning environment.

### Assumptions

The following assumptions were made regarding the project:

1. Current resource lists are outdated.
2. No comprehensive lists currently exist.
3. More demands are required of the educator as they are responsible for servicing the needs of the disabled students in their schools and classrooms.

## Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

### Limitations

The following limitations apply to the project:

1. This project was limited to disability resources needed by the educator.
2. The scope of resources cannot possibly be comprehensive for the subject.
3. Resources reviewed are included only if they meet the requirement of current and pertinent.
4. Due to innovations in the field, there are many practical, but un-sifted resources. In contrast scholarly research is incomplete.

### Delimitations

The following delimitations apply to the project:

1. This document can be modified for parental usage.
2. This resource guide consists of research that is consistently updated by federal, state, public and private sectors.

3. The goal this resource guide provides is a basis of scholarly research.

#### Definition of Terms

The following terms are defined as they apply to the project.

The Americans with Disabilities Act (ADA) - The ADA was passed by Congress in 1990 with staggered dates for implementation. The five sections of the act cover the areas of employment, public accommodation, transportation, state and local government operation, and telecommunications. The educational institution is affected by several of these areas (U.S. Department of Justice, 1990).

Cognitive Disabilities/Mental Illness - Trauma, neurological disease or emotional illness may cause problems with mental and/or cognitive skills. Due to the range, causes and degrees of impairment, each student's needs for accommodation will be unique (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, 2002).

Disability - A disability, under Federal disability discrimination law, is a physical or mental impairment



that substantially limits one or more of a person's major life activities [for example, caring for one's self, speaking, breathing, or learning] (U.S. Department of Labor, 2002).

Fine Motor Output - often requires the processing of visually presented information that guides the fingers during an activity (such as drawing, tying shoelaces, sculpting, building models, or repairing a motor (LD Online, 2002)).

Graphomotor Output also involves the fingers but is limited to the act of writing (LD Online, 2002).

Gross Motor Output - entails the use of large muscles for participating in athletic events and accomplishing a range of chores at home (American Occupational Therapy Association, 2002).

Hearing Limitations - Individuals with a hearing impairment may have some degree of hearing loss or be totally deaf. Because hearing disabilities are often invisible, it may be difficult to recognize this disability (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services 2002).

IEP - An Individualized Education Program or plan is completed for each disabled child (McNamara, 1995).

L.R.E. - The concept of Least Restrictive Environment (L.R.E.) is important to mainstreaming. L.R.E. is concerned with providing the most appropriate education placement for all students with special needs (i-village, Parent Soup, 2002).

Learning Mode Methods - Learning Disabilities is a term used to refer to a large group of difficulties that an individual may have with various types of perception and information processing. A person with a learning disability may have trouble taking in or expressing information through the senses (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, 2002).

Mainstreaming - Mainstreaming is the placement of disabled students in regular classes with non-disabled peers (I-village, Parent Soup, 2002).

Mentally Handicapped - Children that are mentally handicapped may be mildly, moderately or severely impaired in intellectual and adaptive behavior that is reflected in a reduced rate of learning. They show

deficits in intellectual, academic and adaptive behavior skills. Often times they appear less mature than their peers (Exceptional Student Education, 2002).

Mobility Devices - Individuals use wheelchairs, crutches, leg braces, canes, scooters or walkers as a result of various disabilities (Ideal Inc., 2002).

Mobility/Standing Limitations - Individuals with mobility/standing limitations may involve the hand(s), arm(s), shoulder(s), trunk, and/or leg(s); and may include slight weakness, in-coordination tremor, or total disuse (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, 2002).

Neurological Disability - Neurological disabilities are those associated with damage to the nervous system that results in the loss of some bodily or mental functions. The brain and the spine are two critical areas closely associated with neurology (Diversity of Work, 2002).

Neurological Mobility Impairment - Limitation of one or more of an individual's cognitive motor skills cause

mobility impairment. Diseases such as multiple sclerosis, muscular dystrophy, and polio as well as conditions such as cerebral palsy and spinal cord injuries often contribute to the impairment of motor skills (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services 2002).

Occupational Therapy - Skilled treatment that helps individuals achieve independence in all facets of their lives (American Occupational Therapy Association, 2002).

Orthopedic Disabilities - The term orthopedic disabilities refers to a broad range of disabilities which may be either congenital, or the result of an injury or disease. Students with these disabilities must often use devices such as wheelchairs, crutches, canes and artificial limbs to obtain mobility (St. Louis Community College, 2002).

The Rehabilitation Act of 1973 - Section 504 of that act states that "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the

participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Federal Department of Rehabilitation, 1974, Section 504).

Verbal Communications Limitations - Disabilities with verbal communications may result from illness or be congenital. The problems vary and may include stuttering, chronic hoarseness, and difficulty evoking the correct word, esophageal speech and muteness (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services 2002).

Vision Limitations - An individual with a visual disability may be totally blind or may have partial (legal) blindness. Partial blindness may fluctuate in its severity and if caused by a disease process, may deteriorate with time (Indiana University - Purdue University Indianapolis Office of Adaptive Educational Services, 2002).

Vocational Rehabilitation - Government agency that provides evaluation, training and support for the disabled. Their goal is to provide services that lead to the

employment of the disabled (State Of California, Vocational Rehabilitation, 2002).

Wheelchair Etiquette - An individual with a motor impairment involving the legs and sometimes the trunk may use a wheelchair, which should be regarded as part of the person's body. It would be inappropriate to lean or hang on the wheelchair, or to use it to transport equipment. When necessary a person in a wheelchair will usually ask for assistance. It is appropriate to offer help, but do not assume automatically that assistance is needed (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, 2002).

#### Organization of the Thesis

The thesis portion of the project is divided into four chapters. Chapter one provides an introduction to the context of the problem, purpose of the project, and significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents

conclusions and recommendations drawn from the development of the project. The Appendices for the project consists of: Appendix A : Internet Disability Resource Book; Appendix B : Terms; Appendix C : The Americans With Disabilities Act Updates And News; Appendix D : Title I - No Child Left Behind Act; Appendix E : Class Size Reduction and the Americans With Disabilities Act. Finally, the Project references are provided.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Introduction

"The Americans with Disabilities Act (ADA) is the disability related law with which many Americans are most familiar..." (U.S. Department of Justice, 1990).

As a result of the ADA, schools are required to modify their education techniques for all disabled students.

The project compiles a comprehensive listing of disability resources for the educator. The project is both a booklet and interactive CD that includes the necessary resources.

#### A Brief History

With the enactment of the ADA the government, schools and businesses were given specific guidelines in their dealings with the disabled population. The ADA also triggered the mainstreaming of disabled students into regular classrooms. Before that time, disabled students were placed in special classes, sometimes even separate schools.



The students were both physically and mentally handicapped. The mentally disabled were and still are evaluated by school psychiatrists and doctors. An IEP is prepared for each student. After evaluation the students are placed in appropriate classes, if necessary, for part of their day and in the traditional classroom as much as possible. Those students with only physical disabilities are in the regular classroom. Mainstreaming for all handicapped students is now a regular part of all classes and is required by law (U.S. Department of Justice, 2002).

#### Understanding the Law

The ADA is constantly being rewritten. Parts of the law are both added and deleted, some are changed. In order to stay current the educator can go to the ADA or Department of Justice (DOJ) web site to find current information. Because this is the current Federal law and guideline for all disability programs the educator must be maintain currency (ADA-DOJ).

"Access Currents" is a free newsletter issued by the Access Board (a branch of ADA) every other month by mail and e-mail. The newsletter notifies of revised laws. The public and private sectors are expected to be aware and

implement these laws as specified. The newsletter is also used to inform individuals and organizations of meetings where they are allowed to have input in the current ADA changes to be considered (Department of Justice, 2002).

(See Appendix C)

#### Emphasis of this Thesis

Because of the complexity of disabilities the emphasis of this thesis was to focus on the accommodation of physical disabilities of students in the classroom.

In order to service disabled students in the classroom the educator is expected to be sure all of the student's needs are met so that the optimal education is received. It is, therefore, important for the teacher to know the requirements of disabled student accommodations. Services can include seating, computer hardware and software, safety of classroom, playground and transportation. An aid may be used in freeing the teacher to render assistance to the disabled student. There are occasions where the educator may need to help the family find resources such as transportation, mobility aids and rehabilitation resources.

The San Jose State University, WorkAbility IV, Student Services with Disabilities Manual for Teachers, quotes the ADA and its rules on supervising disabled students:

DO:

- Make reasonable accommodations to the known limitations of a disabled student.
- Ask the disabled person the best way to accommodate his/her limitations.
- Expect good work habits from disabled students.
- Expect the same quality of work from disabled students as others.
- Expect the disabled student to have the same production standards as others.
- Give honest feedback to the disabled student.
- Respect your disabled student as a person.
- Include your disabled student in all activities, i.e., group projects, outings.
- Expect your disabled student to have the same ambitions as others.

(San Jose State University, WorkAbility IV, Student Services with Disabilities Manual for Teachers, 2002, p. 1-30).

DON'T:

- Be afraid of disabled students. They won't break and you can't catch disabilities.
- Feel like the disabled person is more fragile than others. Constructive criticism produces growth.
- Assume the disabled student can't perform a certain task. Ask the student if there is something that can be done so they can complete the task and help them come to a resolution.
- Excuse poor work habits because a student is disabled.
- Feel sorry for the disabled person's disabilities. Get to know him/her and discover abilities.
- Treat your disabled student like a child.
- Talk down to disabled students.

(San Jose State University, California, Manual for Students with Disabilities, 2002, p. 1-30).

### Disabilities in Society

Disabilities have been a part of human history since the beginning of time. Over the centuries the place of the disabled person in their society have changed significantly from one of lying on a pallet or begging in the streets, to becoming bankers, presidents, athletes, mothers and fathers, and drivers. Even those with mental disabilities have become a very productive part of society in general.

An individual with a disability is legally defined as: "Any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities, and has a record of such an impairment..." (Federal Department of Rehabilitation, 1974). Disabilities result from accidents, illness or genetic disorders. As well as teach disabled person may have one or more disabilities. An example of this would be a person who has multiple sclerosis, along with vision and/or orthopedic problems (Commonwealth of Australia, 2000).

Conditions that result in physical disabilities include: spinal cord injury, arthritis, cerebral palsy,

muscular dystrophy, acquired brain injury, dyslexia, multiple sclerosis and a number of other conditions of the macular (eye), muscular, neurological and respiratory systems. Many of the disabilities can result in hampered activity in the areas of mobility, dexterity, visual and spasticity, (See Appendix B).

#### Educator Support for Disabled Students in the Classroom

The educator, who has students with disabilities in the classroom, can use the information provided in this project. The education system instituting mainstreaming of all disabled students and shifting responsibility for accommodations created the need for resources on to the educator. It is important to the educator because they now are responsible for meeting the needs of all the students in class and they are required to give all students the most comprehensive educational experience possible. Each state and school district sets policy as to the duties of individual teachers in the classroom. This project attempts to provide a listing of resources readily accessible to educators in meeting these requirements.

The creation of the ADA and Title III has forced classroom integration. Mainstreaming is the practice for placing disabled students in classes at the traditional, public and community schools.

Students with various intellectual, behavioral, learning, physical disabilities, or attention deficits are mixed in classes with their non-disabled peers. Currently most students with learning disabilities are educated in the regular classroom, while receiving support services. At times parents are resentful of the placement of the disabled student in the classroom, but many times the needs of non-disabled student can take more time than the needs of the disabled students. Instead utilizing Least Restrictive Environment (L.R.E.) in the classroom is important to mainstreaming. The time that a teacher spends with the disabled student is sometimes excessive. It is imperative that the teacher recognizes their need for extra help if there is a disabled student in the classroom. Appropriate placement of the teaching aid, to be used at the teacher's discretion, is made available through the funding and mandate of a combination of the L.R.E. and I.E.P methodologies. Students can benefit greatly from the

regular classroom providing that they receive extra training as needed. Assistance could be in the form of:

- Providing a modification of instruction.
- Giving the student additional instruction time.
- Placing an aid with the student.
- Having accessible computer hardware.
- Assigning a tutor or note taker to the student.

(U.S. Department of Education 2002).

Mainstreaming experiences can be successful if educators plan ahead. They must read any information the school's administration has on the child's specific circumstances. In addition, the teacher must communicate with the parents to receive suggestions on their child's specific needs and to discover which teaching methods and strategies have worked before. It is important to maintain communication with the parents so that the any changes in the child's health or classroom needs can be discussed and implemented where necessary. Finally, the teacher must keep up on the ever-changing ADA. It is a live document and frequently changes. As previously discussed, the educator can subscribe to the "Access Currents" newsletter and visit



the ADA web page to keep abreast of any changes that are being discussed or changed.

According to Parent Soup and Education Central, it is imperative that the student's parent must be involved in the placement of their child to be sure the education received is the best possible. The educator and school normally welcome parent volunteers in the classroom. If the parent is unable to be in the classroom they should participate in the planning of classroom activities and build a positive relationship with the educator (i-village, Parent Soup 2002).

"Mainstreaming is a success when the following procedures are put into action:

- Parents and schools work cooperatively.
- Any specific mainstreaming experiences are recorded in the child's IEP.
- Special-education teachers meet with regular classroom teachers in the mainstreamed setting.
- Mainstreamed teachers receive information on the special-education student's strengths, needs, and

the techniques considered effective for the student's particular learning disability.

- Mainstreamed teachers are provided with time to consult with the special-education teachers to discuss student performance and progress.
- Regular classroom students are provided with information in order for them to better understand students with special needs (Parent Soup 2002, p. 1).

Together, professionals and parents can make the mainstreaming experience a successful one for everyone concerned - teachers and students, disabled and non-disabled." (I-village, Parent Soup 2002).

The disabled student will benefit because they will better fit in, learn at the same rate as other students, and will be productive citizens in society. The regular classroom will be less disruptive, students will have more of the teacher's time and they will know how to get along and have compassion for their fellow citizens through understanding their specific needs and skills.

## Classifications of Physical Disabilities

In order to best educate the disabled child it is imperative that the educator know what the different classifications of physical disabilities are and what types of resources will be needed. The ADA gives a legal definition of each. The parents or the school's Disabled Student Advocate can give the details of a specific child's disability. The student's parent can be your best ally (See Appendix B, detailed definitions).

1. Hearing Impairment
2. Visual Impairment
3. Speech Impairment
4. Seizure Disorder
5. Motor Impairment
6. AIDs
7. Attention Deficit Disorder
8. Cancer
9. Amputation
10. Paralysis
11. Sensory deficits
12. Language

13. Memory problems
14. Cognitive disorders
15. Cerebral Palsy
16. Closed Head Injury
17. Multiple Sclerosis
18. Muscular Dystrophy
19. Respiratory Problems
20. Rheumatoid Arthritis
21. Sickle Cell Anemia
22. Substance Abuse

Providing for the future. Internet sources are updated more frequently and timely than book sources (U.S. Department of Justice, 1990).

#### Resource List

The resource list provided will only be most practical if the sources are updated on a regular basis. A continuous retooling of resources will best serve the educational community by providing up-to-date information. Internet sources tend to be updated more frequently and timely than book sources. According to Krull, "A book can take a year or more to write. Once it is edited and formatted several months can pass. The printing of the manuscript usually

takes about six months. By the time I get the book to hand out, the information is already about two years old and very out of date" (M. Krull, Personal Communication, 2002).

In providing a compact disk, teachers can place it in the computer and in combination with the Internet can go directly to the sources needed. The written booklet is for those in the field who do not have access to a computer.

#### Ever-shifting World and Laws

With the advent of the ADA and mainstreaming, the need for disability resources for the educator has become imperative. In our ever-shifting world, resources are changing daily. Better tables, chairs, computers, ramps, vehicles, and playgrounds are evolving to accommodate the specific needs of the disabled student. The educator must have sources to draw upon to meet the needs of his/her students.

On November 26, 2002, the "No Child Left Behind Act" (NCLB), was passed by congress. This act provides billions of dollars to the schools for the purpose of better servicing under-advantaged students which includes disabled students (NCLB, 2002).

What is unique about the NCLB is that money can be used by the parents of the disadvantaged to assist in the education of their children. (U.S. Department of Education 2002).

The Title I Program, a \$10.4 billion federal education program that aims to close the achievement gap between disadvantaged children and their peers, by supporting schools in providing extra help to more than 14 million disadvantaged children. NCLB provides unprecedented new resources, including an extraordinary \$15 billion or 41 percent increase in federal funding since fiscal year 2000 (U.S. Department of Education 2002).

The U.S. Department of Education issues, all final regulations for "No Child Left Behind" Act. Regulations cover Title I, accountability, parental options, teacher quality (See Appendix D).

#### Schools in the State of California and Laws on Disabilities in the Classroom

On August 14, 2001 the State of California passed SB 982. This provided for "...school districts to receive \$520 million plus \$100 million annually in additional funding for special education and other programs..." (State of

California, Office of the Governor 2002). This settlement affords school districts the opportunity to focus on what is really important - educating California's children and implementing programs targeting student achievement.

"The funds have been disbursed to the school districts at the rate of 3% per student" (Buchi, M., CSBA President, State of California, 2002). This should be adequate to provide adequate accommodations for each disabled student and the classroom.

Class Size Reduction was implemented by the State of California Schools in the 2000-2001 school year and was rescinded in 2002. Section 504 and Title II of the Rehabilitation, provided that students with disabilities must have comparable learning environments to those provided to students who are not disabled. This included class size, facilities, equipment and supplies, recreational facilities and class interaction opportunities (See Appendix E).

Unfortunately due to on going budget cuts, at the state and county levels, the classroom sizes have increased, teachers have been laid off, but the teachers must continue to provide the same education to the

classroom and the disabled students. According to the Press Enterprise, teachers and administrators at the local school districts through out the Inland Empire will be laid off and similar cuts are expected through out the state of California in the 2003-2004 school year. The direct impact on the disabled student will be affected because of lower funds and the increased classrooms size. Some monies will continue to be available through the NCLB for the disabled student, but that will not help with the added burden of the teachers in the classroom (Press Enterprise, 2003, p. 1).

#### Preparing the Disabled Students for the Classroom

By the time a physically disabled child enters the classroom, they have been tested and evaluated by their personal doctors. If the school receives a student who has not been tested, the procedure in place at each school should be followed to insure these children are ready to enter the classroom. If there is special equipment or other adaptations necessary for the student, they must be available to accommodate the needs if the student. Every disabled student has different needs. Two disabled students



having the same disability might have different symptoms (See Appendix B) and needs that, but never the less must be accommodated.

Because of the implementation of mainstreaming, the teacher is responsible for each student in the class. Educators will devise a plan to accommodate the disabled student in the classroom and work with the administration to evaluate the accessibility of the facility. Some questions that need to be asked and answered might include:

- Are the exits clearly marked?
- Are bathrooms accessible?
- Are the desk, books, equipment, computer, etc. going to meet this students needs?
- Can the student see the board, teacher, overhead and demonstrations?
- Can the student reach the work surface and supplies he/she might need for an assignment?
- Is the lighting adequate?
- Can the student hear the teacher?
- Can the student see the teacher?

- What is the evacuation plan for the disabled person?

(California State University, San Bernardino, Student Services with Disabilities Advisory Committee, 2002).

Often times, if a teacher is unclear as to what to do about a particular student's needs, they can ask the student and/or their parent. Keeping the line of communication open will make the difference of success or failure in integrating the disabled student into the classroom (California State University, San Bernardino, Student Services with Disabilities Advisory Committee, 2002).

The project of this thesis will provide disability resource lists of agencies that will donate items when no other source or money is available. It is also possible to find an agency that is willing to provide equipment or supplies at share of cost or for advertising their business/agency. This has been a practice of athletic departments for many years and is now being used by schools and agencies throughout the country.

## Summary

The educator has a formidable responsibility. They are not doctors, psychologists, therapists or evaluators, but they are responsible for any disabled student placed in their classroom, many times without even an aid to assist with the class.

ADA, the Rehabilitation Act and the "No Child Left Behind" Act have mandated that the disabled student be given the exact opportunities as regular students in all facets of their education grades K-12. Money has been made available through federal, state, county and city resources, but it may only pay for a small portion of the actual costs of having disabled children in the classroom.

The resource list provided by this project may aid educator in locating specific resources to meet all the student's needs. If the school does not have funds for certain equipment, there should be provisions in place to secure whatever is needed. The Administration, School District and teachers need to combine their efforts to establish a workable plan that will provide necessary items needed because of a specific medical disability. The school can involve the parent's by having them check with the

child's physical or occupational therapist. They can evaluate the child, issue a prescription and have the insurance pay for the article. Even Medi-Care and Medi-Cal will pay for some needs.

Since the growth of the Internet, educators are no longer limited in where they can look for help in the classroom. This is a definite asset for the educators and a major benefit for the disabled. In conjunction with this flow of information, the review and updating on a regular basis, makes it a regular basis making each list a valuable resource for the educator.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

The topic for this thesis was chosen because of the need of educators created by the passage of new federal regulations and laws as well as the expectation placed on educators to meet the educational and physical needs of their disabled students.

In order to provide a comprehensive disability resource list in the project, several people of the disabled population were employed to identify appropriate websites.

The chapter contains a description of the populations to be served by this project. Results of the literature review are applied to the practical application of the disability resource list.

Four criteria were established in order to assure a comprehensive treatment of the subject:

- Resources are easily accessible (preferably designed) to the specific use of disabled persons).

- Resources apply to a variety of disabilities
- Resources are updated on a routine basis.
- Resources that can be contacted for more comprehensive information if needed.

### Development

By combining the resources of others with those collected personally, a more reliable and comprehensive listing has been developed.

### Resources and Content Validation

The study was needed to fill a void caused by the passage of the Title and the Rehabilitation Act of 1973, American with Disabilities Act, 1990 and the "No Child Left Behind " Act, 2001. These three acts change the way disabled students are placed in the classroom through mainstreaming, the new responsibilities of the educator in the classroom and requirement to provide all disabled students the same educational opportunities as other students. The disability resources will provide the means to accomplish these goals.

Resources were collected over a period of three years and were re-verified in the fall and winter of 2002/2003.

The sites no longer available or not kept current, were removed from the project, thus increasing the importance of this project.

Panels of experts, in the field, were selected to validate this thesis and the lists of resources in the project. Selection criteria consisted of: five years in the field, completed compelling research of their own, educators and professionals currently involved in the field of serving the disabled student, and have expressed the need for comprehensive resource lists.

Those serving on the panels are:

- Craig Muir, Ph. D., Director, Neuropsychology, LLUMC, Loma Linda, California
- Marcia Krull, M.A., Learning Center Director, MSJC, San Jacino, California
- Lori Flynn, Ph. D., Director, Student Services With Disabilities Office, CSUSB, San Bernardino, California, San Bernardino, California
- Tom Berry, M.A., Instructor, CC, Riverside, California and SBVC, San Bernardino, California

- Robert Binstein, B. A., Computer resource and disability consultant, Canoga Park, California
- Rose Marie Martel, M. A., National Multiple Sclerosis Society, Redlands, California
- Kevin Price, M. A., Media Center, Disability Resource Center, CSUSB, California
- Craig Monroe, Ph. D., Professor, Communications Department, CSUSB, San Bernardino, California
- Brian Heisterkamp, Ph. D., Professor, Communications Department, CSUSB, San Bernardino, California

Research was completing by reviewing available resources at the John M. Pfau Library and an exhaustive search of Internet resources of appropriate materials.

The research confirmed the lack of comprehensive, accurate and timely resources available to today's educator. Books had been published more than 2 years before. Copy write dates were more than 2 years old. Internet sites had not been updated in more than 2 years. Many printed resources had been researched several years before they were actually published. Some printed resources



had been re-printed with no changes made to the content. Books are expensive and no teacher can own all of the printed matter available. As a result they are able to have a current comprehensive resource.

By offering digital resources, which are updated on a regular basis, the educator can have a comprehensive list, fast and easy access, and valid resources that enable the educator to adequately service their disabled students.

### Design

The design was chosen to allow for rapid and easy access to the resources. Each listing will be in 14 pt. Type for use to those with low vision or reading difficulties. I will provide a copy of the project to The Braille Institute where it can be translated and also put on tape. Once the project is completed, continuing work will be done to make the list accessible to any disability. Categories will be used to separate the resources into a format that will identify the resources available to the educator.

The categories will include:

Agencies that provide services to a particular disability

Resource Lists:

- Activism
- ADA and Educators Interaction
- Arts
- Classroom Equipment
- Cognitive Disabilities
- Disability Culture
- Employment
- Facility Management
- Government and the Laws
  1. ADA
  2. Title III
  3. Rehabilitation Act
  4. No Child Left Behind Act
  5. State laws
- Grant and Scholarship Money
  1. ELM
  2. NCLB
  3. ADA
  4. Titles I, III, IX
- Health
- Hearing

- Independence
- Library Access and Statistics
- Mainstreaming
- Media & Societies
- Medical Equipment
- Medical Questions Answered
  1. Where can I have my child evaluated to see what they will need to do class work?
  2. My child needs a tutor, doe I have to pay for that or does the school?
  3. I have not been able to get the wheelchair my child needs, where can I get help to get one?
  4. My child has speech problems. I don't want him to be embarrassed in class. Is there a program he can go to?
- Miscellaneous Resource List
- Mobility Resources
- Muscular Diseases
- Neurological Diseases/Injuries
- NeuroMuscular Disease

- Occupational Therapy
- Organizations
- Orthopedic
- Physical Rehabilitation Resources
  1. Physical rehabilitation
  2. Occupational rehabilitation
  3. Speech therapy
  4. Visual rehabilitation
- Physical rehabilitation facilities
  1. LLUMC
  2. CASA
  3. Ballard
- Speech
- Sports
- Travel
- U.S. Domestic Assist for Disabled
- Verbal Communication Limitation
- Visual
- Vocational Rehabilitation
- Wheelchair Etiquette

- Women

There will be a mail list offered (free) for those who want to receive updates as resources are added. They will also be encouraged to share resources that are not in the project.

#### Population Served

Those served by this project are educators, students, administrators, parents and the disabled population. The main target group of this thesis is the educator, but the resources will help others involved in or working in the field of education and disabilities.

#### Project Development

This project will consist of two parts. The written resources will be in booklet form. Each category of resources will be listed with the actual name of the site and a brief description of the sites contents. The booklet will be separated into sections and each section will include one category of resources. Appropriate graphics will be used to visually identify each section.

The second part of the project will consist of a CD with the resources listed in category format. A printable

copy of the booklet will be included on each CD. The disk will be formatted so that when the user is connected to the Internet they can select a resource and it will be linked to the actual Internet site. They can then identify the information that is needed.

### Data Analysis Procedures

In conducting the study that led to the development of this resource agency leaders, business owners, educators, and government authorities were consulted and helped to identify the need for a new and more comprehensive resource.

The professionals were enlisted in determining the actual needs of the educator in the classroom, the needs of the disabled student and how this thesis can solve the challenges facing all of the groups.

After completing and accessing the literature review it was determined the need for the study, what resources are available and how this research would best benefit the educational community. The scholarly literature on the subject was sorely lacking. Informational interviews produced facts that substantiate the practical need and use of disability resources and how the laws are currently

enforced in educational facilities. It was determined that the educators were frustrated with the resources that they can currently access. They have old books that have not been updated, they knew nothing about the publication *Access Currents*, and they were not aware how they could access the information needed on the Internet. All stated that the ADA was complicated and out of date. Many were not aware of the NCLB Act. The teachers were surprised that there were grants available to upgrade the classroom facilities and hire aids. Administrators were not aware of the challenges and frustrations being faced each day by the individual teachers. All are looking forward to an accurate and useful disability resource list.

#### Summary

The research and compilation of disability resources is appropriate for the current needs of the educator. The previous resources are useful and should not be discarded. They contain more in-depth information of agencies not on the Internet or not updated on a regular basis on the Internet.

Careful attention to the accuracy of the resources has been made for the CD and booklet to be useful to the

educator. The information is compiled so that the educator can quickly locate and access the information that they need.



## CHAPTER FOUR

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

Included in Chapter Four is a presentation of the conclusions gleaned as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

#### Conclusions

The conclusions extracted from the project follows.

1. The body of literature is incomplete and not current.
2. There are many variables that create the need for the disability resources.
3. The need is nationwide, not indigenous to California.
4. The resource list is needed at all levels of education and useful to educators and administrative personnel.
5. The current laws are difficult to understand.
6. Areas of the laws are old and need to be updated.

7. Educators' responsibilities to the disabled student are not always clearly defined.
8. Educators' responsibilities to the disabled student can vary depending on the particular school district's administration.
9. Often times the educators are more up to date on available resources than are the administrators.
10. Resources for the disabled are constantly evolving and should be updated to meet the demand.
11. The four laws, previously listed, have created the need for updating disability resources and increase their availability.
12. Educational institutions should have clear guidelines for the educator so they will know what part of meeting the guidelines is the responsibility of the classroom educator.
13. Administrators should also keep current on any changes to the laws so the needs of the disabled student can be effectively met and comply with the current laws.

## Recommendations

Recommendations resulting from the project:

1. The body of literature will increase as the educators become more involved in servicing the disabled students in educational facilities. The list should be updated at once a year to maintain the viability of the resource.
2. Due to the advent of the World Wide Web, resources around the globe are now available to educators. Because the laws are federal, all of the educators are responsible for their implementation. They are charged with knowing changes as they occur.
3. There are four major laws that dictate the responsibilities of the educator and schools, the "Americans with Disabilities" Act, the "Rehabilitation Act), Title III and the No "Child Left Behind" Act. They range from 1973 to 2002. With the advent of the technical age there have been many changes in the needs of the disabled student. The ADA and NCLB are currently being updated to reflect that change. The educators

should subscribe to *Access Currents* to keep current of the constantly changing laws.

4. The current laws printed on paper, are formidable. The ADA can fill many bookcases. They are bound as very thick hard to handle volumes. Most educators would never have the time to read or understand the books much less buy a copy. We are fortunate to have the four major laws listed by the U.S. Departments of Education and Justice on the Internet. Each site has provided a search engine so the educator can locate the part of the law needed. Once they find the law, they can then use the disability resource list provided in this thesis.
5. Educators, working with the disabled students and who use the resources, should network with their colleagues for both updates and support. It is impossible to know the details of each disability and the educator normally will have one disabled student at a time in class. Because each disabled student has varying needs, it is an asset to be able to glean from another educator's practical

experience. When educators share their experiences and knowledge their job is made easier and they are more likely to be successful.

6. As the educator is researching the web sites for current law and resources he should pass on any new information to the schools administration. This will enable the schools to remain current and provide additional resources to other educators.
7. Create note in both the booklet and on the CD to encourage educators to pass on any new resources so that I will be able to keep the lists current and useful. I will send out resource updates on a regular bases to those who provide an email address.

#### Summary

Chapter Four reviewed the conclusions extracted from the thesis and project. Lastly, the recommendations derived from the project were presented.

APPENDIX A  
INTERNET DISABILITY  
RESOURCE BOOK

**Electronic  
Internet  
Resources  
for the  
Educator**



*by: Paulie Kimball*

## Table of Contents

Introduction .....	55
Activism .....	56
ADA and Educators Interaction.....	62
Arts.....	64
Classroom Equipment.....	66
Cognitive Disabilities/Mental Illness .....	70
Computer Equipment and Software .....	73
Disability Culture.....	85
Employment.....	89
Facility Management.....	94
Government and The Laws .....	97
Grant and Scholarship Money.....	101
Grant Information .....	103
Health .....	104
Hearing .....	107
Independence .....	111
Library Accommodations and Statistics.....	115
Mainstreaming.....	119
Media & Societies.....	122
Medical Equipment.....	126
Medical Questions Answered .....	130
Miscellaneous Resources .....	134
Mobility Resources .....	140
Muscular Diseases .....	145
Neurological Diseases & Injuries.....	148
Neuro-Muscular Disease.....	151



Occupational Therapy .....	154
Organizations .....	156
Orthopedic .....	158
Physical Rehabilitation Equipment .....	163
Physical Rehabilitation Facilities .....	165
Speech.....	167
Sports .....	170
Travel.....	171
Verbal Communications Limitations.....	174
Visual.....	175
Vocational Rehabilitation .....	188
Wheelchair Etiquette.....	189
Where to go for Help .....	191
Women .....	193
BIOGRAPHY.....	195

## **Introduction**

With the advent of the Internet changes take place moment by moment. No longer do we wait 2 years for the publishing of a book. No longer are we required to do research in the dark hallways of the library.

Most businesses, schools, hospitals and non-profits have Internet addresses where we can go to find our answers. We need our answers accurate and need them now. We no longer want to wait and waiting is no longer necessary, but the accuracy of the information is also important. We must know how to tell the difference.

These Internet DisAbility Resources were compiled so that educators would be able to find the answers needed to best service the students in their class, aid other educators and staff to make the education of DisAbled students complete, and to help the parents find the answers and resources to best meet their child's needs.

Don't forget, your best resource might come from the disAbled student or the family. In most cases they have been dealing with the disabled student for many years and have had to work with the system during that time.

There will be times that you may need to assist the parents in finding resources. If the family is from another country or the student is newly disAbled any help is most welcome and will help in making the educational experience more successful.

## **Activism**

- ***Do you want to find the latest in legislation?***
- ***Do you need to find out where to get help for obtaining the assistance you need to service a student?***
- ***Do you want to have input in the development of programs or laws?***

***These resources are what you are looking for.***

### **American Association of People with Disabilities**

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

Information about AAPD, a cross-disability organization whose goals are unity, leadership and impact

### **The Americans with Disabilities Act**

<http://www.robson.org/capfaq/ada.txt>

The full Americans with Disabilities Act.

### **Office on the Americans with Disabilities Act Civil Rights Division**

[www.usdoj.gov/crt/foia/tal165.txt](http://www.usdoj.gov/crt/foia/tal165.txt)

US Department of Justice

PO Box 66118

Washington, DC 20035-6118

(202) 514-0301 voice

(202) 514-0383 tdd

### **Architectural and Transportation Barriers Compliance Board**

<http://access-board.gov>

1111 18th St. NW

Suite 501

Washington, DC 20036

(800) USA-ABLE voice

(800) USA-ABLE tdd

**Center on Human Policy**

<http://soeweb.syr.edu/thechp/index.html>

The Center is at Syracuse University and is a policy, research and advocacy organization involved in the national movement to insure the rights of people with disabilities.

**Consortium for Citizens with Disabilities**

<http://www.c-c-d.org>

The Consortium for Citizens with Disabilities is a coalition of approximately 100 national disability organizations working together to advocate for national public policy that ensures the self determination, independence, empowerment, integration and inclusion of children and adults with disabilities in all aspects of society.

**Disability and Business Technical Assistance Centers**

[www.adata.org/](http://www.adata.org/)

Call 1-800-949-4ADA to be automatically connected to the center in your region.

**The Disability Rights Advocates**

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

DRA's mission is to advocate for people with disabilities to ensure full participation in all aspects of life locally, nationally and internationally.

**Disability Rights and Education Defense Fund**

[www.dredf.org/](http://www.dredf.org/)

2212 Sixth St.

Berkeley, CA 94710

(510) 644-2555 voice

(510) 644-2629 tdd

**Equal Employment Opportunity Commission**

[www.eeoc.gov/eeoinfo.html](http://www.eeoc.gov/eeoinfo.html)

1801 L Street NW

Washington, DC 20507

(800) 669-EEOC voice

(800) 800-3302 tdd

### **Federal Communications Commission**

<http://www.fcc.gov/realaudio/mt120301.pdf>

Tutorial on TDD Systems FCC Office of Engineering and Technology.

1919 M Street NW

Washington, DC 20554

(202) 632-7260 voice

(202) 632-6999 tdd

**TDD Coalition** <http://www.tddcoalition.org>

### **Institute for Global Communication**

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

To expand and inspire movements for peace, economic and social justice, human rights and environmental substance around the world.

### **Justice for All**

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

Formed to defend and advance disability rights programs in the 104th congress.

### **Mobility International USA**

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

The mission is to empower people with disabilities around the world through international exchange, information, technical assistance and training, to ensure the inclusion of people with disabilities in international exchange and development programs.

### **National Council on Disability**

<http://www.ncd.gov/>

An independent federal agency making recommendations to the president and Congress on issues affecting 54 million Americans with disabilities.

### **National Endowment for the Arts Office of AccessAbility**

1100 Pennsylvania Avenue

Washington, DC 20506

(202) 682-5532 voice

(202) 682-5496 tdd

### **The National Mail Voter Registration Form**

<http://www.fec.gov/votregis/vr.htm>

The National Mail Voter Registration Form is the one document that allows you to register to vote from anywhere in the United States.

### **National Rehabilitation Association**

<http://www.NationalRehab.org>

Provides advocacy, awareness and career advancement for professionals in the field of rehabilitation.

### **Network Consulting**

<http://www.istal.com/smoke/>

A list of ADA consultants.

### **Office of Compliance**

<http://www.compliance.gov/bro.html>

A site regarding the Congressional Accountability Act and how it is applied.

### **Office of Disability Site Map**

<http://www50.pcepd.gov/pcepd/sitemap.htm>

**and**

<http://www50.pcepd.gov/pcepd/projects/projects.htm>

### **Pacific Disability And Technical Assistance Center**

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

Pacific DBTAC is one of ten federally funded organizations dedicated to being resources for ADA related information and assistance.

### **President's Committee on Employment of People with Disabilities**

[www.usccr.gov/pubs/crd/federal/pcepd.htm](http://www.usccr.gov/pubs/crd/federal/pcepd.htm)

1331 F. Street NW

Third Floor

Washington, DC 20004

(202) 376-6200 voice

(202) 376-6205 tdd

### **People with Disabilities Program**

[http://www.tc.faa.gov/employee-prg/civil\\_rights/pwdnet.htm](http://www.tc.faa.gov/employee-prg/civil_rights/pwdnet.htm)

To provide a resource to management and people with disabilities for disability awareness, accessibility issues, ADA issues and removal of barriers to hiring and promoting people with disabilities.

### **RIATT@NASDSE**

<http://www.nasdse.org>

Accredited University training in assistive technology for Degrees, Certificates, CEUs and graduate credit. Complete via on-line, hands-on, multimedia format.

### **U. S. Department of Transportation**

<http://www.dot.gov/accessibility/>

400 Seventh St. SW

Washington, DC 20590

(202) 366-9305 voice

(202) 755-7687 tdd

### **U.S. House of Representatives Roll Call Voters**

<http://clerkweb.house.gov/evs/1999/index.asp>

This is a list of the votes on a specific topic according to the representative.

### **Welcome to the Circle of Friends**

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

Information about how to become involved with the American Paralysis Association and join the fight for the cure for spinal cord injury.

### **World Association of People With Disabilities**

<http://www.wapd.org>

Advances the interests of people with disabilities at national, state, local, and home levels.

**U. S. Department of Transportation**

400 Seventh St. SW  
Washington, DC 20590  
(202) 366-9305 voice  
(202) 755-7687 tdd

**Western Law Center for Disability Rights Options**

<http://www.lls.edu/community/wlcdr.htm>  
Counseling and Lawyer Referral Service  
Loyola Law School, 919 South Albany Street, Los Angeles, CA  
90015  
213/736-1031  
213/736-1428 (fax)  
California Counties served: Kern, Los Angeles, Orange, Riverside,  
San Bernardino, San Diego, Ventura, and Kern.



## **ADA and Educators Interaction**

***These resources will assist the educator in the planning and implementation of the program and setting up the facility.***

### **ADA and Faculty Interaction**

<http://www.udel.edu/ADA/Fac/fac.html>

This web page for educators has been designed to assist you in working effectively with students with disabilities and to facilitate their progress to attain their highest academic potential.

### **ADA Accommodations**

<http://www.udel.edu/ADA/Fac/fac.html#letters>

A sample educators guide on accommodating the disabled student in a school atmosphere. Based on Section 504 of the Rehabilitation Act. (1973)

### **Disability, Culture and Service Issues**

<http://www.purl.oclc.org/NET/bld2/disabilities>

<http://home.earthlink.net/~bldunlap2/disabilities/index.html>

A bibliography for those interested in the Americans with Disabilities Act, disability culture, and attitudes the 'mainstream' holds towards PWDs.

### **Exam Modifications/Accommodations**

<http://www.udel.edu/ADA/Stu/Access/002exam.html>

The Office of the ADA strongly encourages faculty/instructors to provide test accommodations within their own departments

### **Guide to Reasonable Accommodations**

<http://www.butler.edu/disability/content/facultyguide.html#rights>

A sample educators guide on accomodating the disabled studnet in a school atmosphere. Based on Section 504 of the Rehabilitation Act. (1973)

### **Program Development Associates**

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

Ideas, Training, and Solutions for Today's Disability Professional  
Disability training and multimedia solutions from the experts on  
Disability Awareness, Advocacy, Developmental and Learning  
Disabilities, and Special Education. PLUS Physical Disabilities,  
Mental Health, Assistive Technology and Vocational Rehab.

### **RIATT@NASDSE**

<http://www.nasdse.org>

Accredited University training in assistive technology for Degrees,  
Certificates, CEUs and graduate credit. Complete via on-line,  
hands-on, multimedia format.

### **Santa Rosa Junior College**

[http://www.santarosa.edu/disability\\_resources/index.html](http://www.santarosa.edu/disability_resources/index.html)

Disability Resources Department - College wide information  
system.

Excellent Faculty handbook.

## **Arts**

***If you are unsure of the capabilities of the child refer to their I.E.P., ask the parents or the child's physical therapist. The child's may only need a special piece of equipment. It will give the child a time of participation, give their fellow students the opportunity to accept and the opportunity to use muscles that they normally would not use. The benefits are immeasurable.***

### **Access Expressed**

<http://www.accessexpressed.net>

This website brings information about access for people with disabilities at cultural venues.

### **Artslynx International Arts Resources**

<http://www.artlynx.org/issues.htm>

Art Therapy, Arts Access, Arts for people with disabilities and more.

### **Association for Theater and Accessibility**

<http://ata.ucla.edu>

A membership based organization whose mission is to foster full participation and involvement of individuals with all types of disabilities in drama and theater.

### **Axis Dance Company**

<http://www.axisdance.org>

A new dimension of dance ò a collaboration between dancers with and without disabilities.

### **Hospital Audiences**

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

Information about Hospital Audiences, and organizations dedicated to making arts events available to people with disabilities in New York.

### **National Arts and Disabilities Center**

<http://nadc.ucla.edu>

National Arts and Disabilities Center gives information about artists with disabilities as well as links to other art sites.

### **Resonance/From This Moment On**

<http://www.changingtones.com/thorson.html/>

The music of singer Lisa Thorson.

### **VSA Arts of Massachusetts**

<http://vsamass.org>

Very Special Arts Massachusetts is a non-profit organization which seeks to create and promote opportunities in the arts and cultural mainstream for people with disabilities.

### **Very Special Arts**

<http://www.vsarts.org/index.html>

International nonprofit organization which promotes arts education and creative expression involving children and adults with disabilities.

## **Classroom Equipment**

***These resources will aid the educator in preparing their classroom for the disAbled student. You may not purchase equipment from the listed venders, but you can also use them for helpful information concerning the accommodation of the student.***

### **2001 Conference Proceedings**

<http://www.csun.edu/cod/conf/2001/proceedings/0144george.htm>  
Accommodating the Disabled student in the classroom.

### **Adamlab, LLC**

<http://www.adamlab.com>

Specializes in affordable augmentative communication devices and switches.

### **IBM Accessibility Center**

<http://www.ibm.com/able>

Solutions for accessibility issues and transform your business to ensure accessibility is a consideration in everything you do.

### **The Instant Access Treasure Chest**

<http://www.fln.vcu.edu./ld/ld.html>

A list of resources from Assistive Technology to Visual Deficits for foreign language teachers put together by Virginia Commonwealth University

### **Innovation Management Group, Inc.**

<http://www.imgpresents.com>

OnScreen (formerly My-T-Soft AT) - US & International infinitely sizeable, onscreen keyboards with Word Complete;  
CrossScanner-switch scanning; My-T-Mouse for Kids - onscreen keyboards; Joystick-To-Mouse run Windows with any joystick;  
The Magnifier - magnifier and cursor tracker; and Smartclick - mouse click software.

### **InterAct Plus**

<http://interactplus.com>

The Imperium 200H Environmental Control Unit and Imperium MobileLink features reliable dual switch input, a fully integrated telephone, advanced X-10 and Infrared features, bed control and a 6-hour battery backup.

### **Internet Resources for Special Children**

<http://www.irsc.org:8080/irsc/irscmain.nsf>

Excellent links for servicing Disabled Children in the classroom.

### **Keyboard Alt & Vision Solutions**

<http://www.keyalt.com>

Addresses all disability issues, from low vision & blindness, physical limitations, ergonomic, to oral-deaf. Products include Braille notetakers & displays, CCTVs, head control devices, deaf.

### **Kurzweil Educational Systems, Inc.**

<http://www.kurzweiledu.com>

Reading and writing software for individuals with learning difficulties (Kurzweil 3000) and people who are blind or visually impaired (Kurzweil 1000).

### **LATCH School / Switch-Hitters Club**

<http://www.latchschool.org>

Units-Unique theme-based switch activities which are paired with lights and music to develop cause and effect. BookNook Activity Kits-Literacy-based kit, which includes children's book, craft activities and cooking activities.

### **LC Technologies**

<http://www.eyegaze.com>

Portable eye-operated communication and control system that can be mounted on a wheelchair and run off a 12- or 24-volt battery. Speech output, environmental controls, full PC access when docked to Windows computer.

**Lexia Learning Systems, Inc.**

<http://www.lexialearning.com>

Software to support reading instruction in the classroom and home.

**Plextor Corporation**

<http://www.plextalk.org>

The Plextalk PTR1, with extensive Daisy playback features and stand-alone recording capability, delivers exceptionally high performance in a battery powered, portable, and stylish design.

**RERC On Communication Enhancement**

<http://www.aac-rerc.com>

The Rehabilitation Engineering Research Center on Communication Enhancement (the AAC-RERC) conducts research, sponsors/conducts conferences, develops technology, provides technical assistance, conducts training seminars, facilitates technology transfer, and evaluates technology that is focused around improving AAC technologies.

**RESNA**

<http://www.resna.org>

Interdisciplinary association of people with a common interest in technology and disability. Improves the potential of people with disabilities to achieve their goals through the use of technology.

**School Board of Sarasota County, FL**

**Gail Gregg Rosenberg**

[www.framingham.k12.ma.us/mccarthy/clements.htm](http://www.framingham.k12.ma.us/mccarthy/clements.htm)

Classroom Amplification Equipment not just for the hard of hearing it can be used for other students and disabilities. average student in a typical classroom...processing disorder, learning disability, attention deficit disorder.

**SensAbility, Inc.**

<http://www.sensability.com>

The Galileo and Pronto stand-alone reading machines for easy access to printed materials.

**Sensitrac**

Website: <http://www.I-ADL.com>

Attachment System for switches and keyboards.

**Texas Industries For The Blind & Handicapped**

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

Quality Products and Services. Office Furniture.



## **Cognitive Disabilities/Mental Illness**

*There are many hidden disAbilities. It can be difficult to know how to identify and respond to those disAbilities. These resources will be able to help you in that process.*

### **Cognitive Disabilities & Technology**

<http://www.sunnybrook.utoronto.ca:8080/>

[~csia/Research/cogmain.htm](http://www.sunnybrook.utoronto.ca:8080/~csia/Research/cogmain.htm)

Cognitive Disability & Technology. Technology and assistive devices have commonly been used to assist people with mobility difficulties.

### **Cognitive Disability - Eligibility Criteria**

<http://www.dpi.state.wi.us/dpi/dlse/een/eligicd.html>

Cognitive Disability (CD) Resources. A list of resources that have been distributed for CD eligibility criteria.

### **Cognitive Disabilities Information**

<http://www.dpi.state.wi.us/dpi/een/cd.html>

Cognitive Disability (CD) services are for students who exhibit significant delays in measured intelligence, adaptive functioning, and academic functioning.

### **Family Village - Cognitive Disability / Mental Retardation Library**

[http://www.familyvillage.wisc.edu/lib\\_cdmr.htm](http://www.familyvillage.wisc.edu/lib_cdmr.htm)

Cognitive Disability / Mental Retardation. See also: Down syndrome, Fragile X Syndrome, Williams Syndrome, and Social Skills.

Description: Directory of contact information for organizations and links to information.

**Harvey**

<http://programs.esc3.net:8080/lowincidence/morenews.cgi?section=11>

<http://programs.esc3.net:8080/lowincidence/>

Severe Cognitive Disability Information for teachers serving students who have a severe cognitive disability. Severe Cognitive Disability programs.

**Prentke Romich Company**

<http://www.prentrom.com>

Augmentative and assistive communication (AAC). A combination of language expertise with technology to create products that allows people to achieve independent and interactive communication.

**RERC On Communication Enhancement**

<http://www.aac-rerc.com>

The Rehabilitation Engineering Research Center on Communication Enhancement (the AAC-RERC) conducts research, sponsors/conducts conferences, develops technology, provides technical assistance, conducts training seminars, facilitates technology transfer, and evaluates technology that is focused around improving AAC technologies.

**RESNA**

<http://www.resna.org>

Interdisciplinary association of people with a common interest in technology and disability. Improves the potential of people with disabilities to achieve their goals through the use of technology.

**SoftTouch, Inc.**

<http://www.funsoftware.com>

Offers products for students in early childhood classes and students of all ages with significant disabilities.

**Telesensory**

<http://www.telesensory.com>

Manufacturer of solutions to assist people with low vision. Video magnifiers enable people with eye conditions to read, write, and work.

**Telex Communications, Inc.**

<http://www.telex.com>

Playback devices for talking books. High-speed analog to digital conversion products. High-speed CD & cassette copiers. Multimedia headsets for PC applications and audio classroom amplification systems.

**Unique Logic & Technology**

<http://www.playattention.com> Play Attention is a patented computer-based feedback training system for students demonstrating difficulty in focusing attention and restless behaviors.

## **Computer Equipment and Software**

***Many of those with disAbilities require special software and adaptive computer equipment. After the child is evaluated and the needs are determined you can find the necessary resources to meet the students needs.***

### **Advanced Multimedia Devices Inc.**

<http://AMDi.net>

The manufacturer of the Tech Series family of multi-level augmentative communicators is releasing the new generation touch table.

### **Ai Squared**

<http://www.aisquared.com>

Develops and markets software products for the visually impaired.

### **AlphaSmart, Inc.**

<http://www.alphasmart.com>

The AlphaSmart 3000 is a portable word processor that facilitates students' writing. SmartApplets increase the functionality for keyboarding, test taking and more.

### **CFILC/AT Network**

<http://www.atnet.org>

Provides a free information and referral service to anyone in California needing assistive technology. Advocacy is also available through the AT Network's community based specialists throughout the state.

**Computer equipment – PC compatible**

**Computer equipment – Apple**

**Computer software – PC compatible**

**Computer software – Apple**

**Computer peripherals**

**Computer furniture**

**Click&Go Interactive, Inc.**

<http://www.clickandgomap.com>

Designs customized tactile and low vision maps, interactive computer maps, and low vision software.

**ClosedCaption Maker**

<http://www.CCmaker.com>

As a service bureau (for a fee), ClosedCaption Maker adds captions (open/closed) to VHS videos.

**Columbia Lighthouse For The Blind**

<http://www.clb.org>

Offers programs and services that enable individuals who are blind or visually impaired to maintain independence at home, school, work and in the community. Services include nationwide training and consultation in assistive technology, rehabilitation services, career services, low vision care and services for seniors and children.

**Computer Application Specialties**

<http://www.c-a-s.com>

Braille2000: an easy to use but comprehensive XML tool for Windows, for both the non-Braille-reading teacher or para professional transcriber, working in English, Spanish, or French.

### **Computer/Electronic Accom Prgm**

<http://www.tricare.osd.mil/cap>

The Computer/Electronic Accommodations Program (CAP) is the centrally funded program that provides assistive technology and accommodations for individuals with disabilities in the Department of Defense and throughout the Federal Government. CAP Services are available to individuals with visual, hearing, dexterity and cognitive disabilities by providing them with the appropriate accommodations for each individual's specific situation, taking into account functional capabilities and computer compatibility at no cost to the agency. CAP has expert staff to assist in complying with identifying and purchasing accessible information and electronic technology to ensure that employees, programs, and facilities are accessible to individuals with disabilities, as required by Section 508 of the Rehabilitation Act.

### **CrissCross Technologies**

<http://www.crisscrosstech.com>

Develops audio tutorials and software to help blind and visually impaired computers users learn Windows and Windows applications.

### **Daedalus Technologies Inc.**

<http://www.daessy.com> DAESSY

Manufacturer of the Daessy Mounting System for computers and communication devices, the STEM System for switch mounting and the Daessy height adjustable workstations for wheelchair accessibility. Adaptive computer access with the INDE.MOUSE.

### **Dancing Dots**

<http://www.dancingdots.com>

Supporter of blind music students, professionals and mainstream educators. Create sound recordings and print notation with PC; for work, school or fun.

### **DBH Attachments**

<http://www.dbhattachments.com>

Adjustable computer stations.

### **Dewitt Consulting**

<http://www.4dewitt.com>

Full service consulting firm that can provide training, assessment, curriculum, software and technical support for the full range of assistive technology for the blind and visually impaired.

### **DOR Rehabilitation AT Section**

<http://www.dor.ca.gov>

<http://bschlesi@dor.ca.gov>

Department of Rehabilitation provides assistive technology assistance.

### **DO-IT / University of Washington**

<http://www.washington.edu/doiit>

DO-IT (Disabilities, Opportunities, Internetworking, and Technology), serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

### **Dolphin Computer Access**

<http://www.dolphinuk.co.uk>

Featuring the Supernova software for both blind and low vision computer users, with a unique combination of magnification, speech and Braille output.

### **Doug Dodgen & Associates**

<http://www.dougdodgen.com>

ActiveVoices-Multilingual dynamic screen communication software.

### **Duxbury Systems, Inc.**

<http://www.duxburysystems.com>

Software for Braille. DBTWin, MegaDots, PerkyDuck for professionals, transcribers, students, teachers, publishers, and novices. Literary Braille, Braille-clip-art and Braille math for many languages.

**DynaVox Systems LLC**

<http://www.dynavoxsys.com>

Manufacturer of advanced augmentative communication solutions, will display its full line of products, including the DynaVox 3100, Dynamyte 3100, Dynamo and DynaVox Software.

**ERICA**

<http://www.ericainc.com>

The ERICA eye-tracking system allows individuals to directly control all mouse and keyboard functions of any Windows computer through eye-movement alone.

**EyeTech Digital Systems**

<http://www.eyetechds.com>

Quick Glance System by EyeTech Digital Systems, Inc. Quick Glance is an eyetracker which allows you to use your computer completely hands-free.

**Freedom Scientific B/LV Group**

<http://www.freedomscientific.com>

Manufacturer of software and hardware for people with vision impairments.

**Freedom Scientific/Learning Sys Grp**

<http://www.freedomscientific.com/wynn>

Provides WYNN, the easy-to-use software solution for students with reading and writing difficulties.

**Freedom Vision**

<http://www.freedomvision.net>

Flat screen magnifiers for visually impaired rehab clients and students.

**GW Micro**

<http://www.gwmicro.com>

Manufacturer of Window-Eyes, a screen reader for Windows 95, 98, Me and Windows 2000.



**Henter Math**

<http://www.hentermath.com>

Virtual Pencil is a computer software that simulated a pencil solving a math problem. The user controls the pencil with the keyboard and the computer reads the numbers out loud using Jaws or Connect Outloud.

**Hewlett-Packard Company**

<http://www.hp.com/accessibility>

Computing, imaging solutions and services. Providing products and services that are accessible for people with disabilities.

**Inclusive TLC**

<http://www.InclusiveTLC.com>

Technology for students with severe and profound disabilities. A variety of switch accessible programs, AAC devices and computer access products designed to promote inclusion.

**Infogrip, Inc.**

<http://www.infogrip.com>

Creative computer access solutions for people with all types of disabilities. Alternative keyboards and mice, switches, screen readers, and magnifiers and educational software.

**Innovation Management Group, Inc.**

<http://www.imgpresents.com>

OnScreen (formerly My-T-Soft AT) - US & International infinitely sizeable, onscreen keyboards with Word Complete; CrossScanner-switch scanning; My-T-Mouse for Kids - onscreen keyboards; Joystick-To-Mouse run Windows with any joystick; The Magnifier - magnifier and cursor tracker; and Smartclick - mouse click software.

**Keyboard Alt & Vision Solutions**

<http://www.keyalt.com>

Addresses all disability issues, from low vision & blindness, physical limitations, ergonomic, to oral-deaf. Products include Braille notetakers & displays, CCTVs, head control devices, deaf.

**Kurzweil Educational Systems, Inc.**

<http://www.kurzweiledu.com> Kurzweil

Reading and writing software for individuals with learning difficulties (Kurzweil 3000) and people who are blind or visually impaired (Kurzweil 1000).

**LATCH School / Switch-Hitters Club**

<http://www.latchschool.org>

Units-Unique theme-based switch activities which are paired with lights and music to develop cause and effect. BookNook Activity Kits-Literacy-based kit, which includes children's book, craft activities and cooking activities.

**LC Technologies**

<http://www.eyegaze.com>

Portable eye-operated communication and control system that can be mounted on a wheelchair and run off a 12- or 24-volt battery. Speech output, environmental controls, full PC access when docked to Windows computer.

**Lexia Learning Systems, Inc.**

<http://www.lexialearning.com>

Software to support reading instruction in the classroom and home.

**Madentec Limited**

<http://www.madentec.com>

Assistive technology for people with physical disabilities. Products include solutions for accessing the computer 100% hands-free or through the Discover line of products.

**Magitek**

<http://magitek.com>

Alternative input device utilizing tilt-sensing technology to provide wireless proportional cursor control for PC's and AAC.

**Mayer-Johnson, Inc.**

<http://www.mayer-johnson.com>

Manufacturer of Augmentative Communication Products including The Picture Communication Symbols (PCS), Boardmaker, Speaking Dynamically Pro, and Writing with Symbols.

**Metroplex Voice Computing Inc.**

<http://www.mathtalk.com>

Speech recognition mathematics software using Naturally Speaking Professional/Dragon Dictate.

**Ontario Rehab Tech Consortium ORTC**

<http://www.ortc.on.ca>

Developes products for computers accessibility, learning disabled, and the visually impaired. and computer accessibility.

**Origin Instruments Corporation**

<http://www.orin.com>

Products for alternative access to computers and augmentative communication devices include HeadMouse(R), SofType(TM), Dragger/(TM) and KeyStrokes(TM).

**OVAC, Inc.**

<http://www.ovac.com>

CCTV magnifiers, ranging from low-cost, hand-held scanners to color, auto-focus, auto zoom DBST desktop machines.

**Parrot**

<http://www.voice-assistant.com>

Voice recognition organizer for the blind and visually impaired.

**Rapidtext, Inc.**

<http://www.rapidtext.com>

Provides voice-to-text services for the educational, business, and entertainment industries.

**Recording For The Blind & Dyslexic**

<http://www.rfbd.org>

RFB+D Learning through listening educational and professional library of 87,000 textbooks on tape and CD, serve K-Adult.

**Riverdeep - The Learning Company**

<http://www.riverdeep.net>

Publisher of interactive curriculum for K-12 schools, featuring award-winning software, online coursework, professional development, and special needs.

**RJ Cooper & Associates Inc.**

<http://www.rjcooper.com>

Developers for Assistive Technology, software and hardware for special needs.

**Saltillo Corporation**

<http://www.saltillo.com>

Manufactures and distributes augmentative communication devices and accessories. ChatBox, ChatPC and Vocaflex are among Saltillo's practical AAC product offerings.

**Sensitrac**

<http://www.I-ADL.com>

Attachment System for switches and keyboards.

**Slater Software, Inc.**

<http://www.slatersoftware.com>

Develops computer programs and materials which enhance and develop literacy and language skills.

**Sun Microsystems Inc.**

<http://www.sun.com/access>

For users, the GNOME 2.0 platform ships with key assistive technologies plus an accessible browser and office productivity suite.

For developers, the Java and GNOME 2 platform make it straightforward to design and build accessible applications.

**Synapse**

<http://www.synapse-ada.com>

Provides integrated access solutions that empower individuals regardless of their disabilities. Design and engineer solutions for employers, government, special-needs labs, rehabilitation facilities and libraries.

**TACK-TILES(R) Braille Systems**

<http://www.tack-tiles.com>

TACK-TILES(R) Braille Systems provides a smoother, shorter, more interesting universal access to Braille literacy, mathematics, computers, music, and entertainment.

**Tash Inc.**

<http://www.tashinc.com>

Manufactures communication devices, environmental control systems, switches, and computer access products to make technology simple to use.

**Tech Connections/UCPA**

<http://www.techconnections.org>

Connecting rehabilitation and education programs with information, training, and technical assistance on assistive technology.

**Technologies F/T Visually Impaired**

<http://www.tvi-web.com>

Distributors of adaptive hardware and software designed for the blind and visually impaired for employment, education and recreation.

**Technology For Education Inc.**

<http://www.tfeinc.com>

Faberg TerriStudent computer products, Quick Pad and Laser PC-6 - Aug Com and switches by AMDI and ERI - hand-free mouse by Tracker, Don Johnston products, Big Keys, LittleFingers Keyboards and Felix Mouse Plus Large Track Ball.

**Telesensory**

<http://www.telesensory.com>

Manufacturer of solutions to assist people with low vision. Video magnifiers enable people with eye conditions to read, write, and work.

**Telex Communications, Inc.**

<http://www.telex.com>

Playback devices for talking books. High-speed analog to digital conversion products. High-speed CD & cassette copiers. Multimedia headsets for PC applications and audio classroom amplification systems.

**TextHELP Systems Ltd.**

<http://www.texthelp.com>

Provides a portfolio of innovative software to assist and motivate students with learning difficulties, particularly with dyslexia, with their reading and writing.

**Great Talking Box Company**

<http://www.greattalkingbox.com>

Manufacturer of dependable, hand held, durable and affordable speech devices.

**Trace R & D Ctr., Univ. of WI-Madison**

<http://www.trace.wisc.edu>

Trace is a research and development center that focuses its work on the accessibility of off-the-shelf computer, telecommunications and information technologies.

**Troll Touch**

<http://www.trolltouch.com>

Desktop and laptop touch screen systems for both PC and Mac. Internal and external systems.

### **Turning Point Therapy & Tech, Inc.**

<http://www.turningpointtechnology.com>

Manufacturer of custom keyguards for all styles of keyboards and other assistive technology devices. Also manufacture custom polycarbonate wheelchair trays, which can be engraved with owner identification to promote, return of misplaced trays.

### **Unique Logic & Technology**

<http://www.playattention.com> Play Attention is a patented computer-based feedback training system for students demonstrating difficulty in focusing attention and restless behaviors.

### **Vcom3D, Inc**

<http://www.vcom3d.com>

Internet enabled 3D characters that communicate in sign language with hand signs and facial expressions, and authoring tools to create signed content.

### **VisuAide Inc.**

<http://www.visuaide.com>

GPS-based orientation and mobility product for the visually impaired: Victor Trekker. Victor Reader, the digital talking book players line developed by VisuAide, allows reading of talking books recorded in digital format, meaning fast, easy navigation through the structure of a book.

## **Disability Culture**

***These resources will help you understand the way of life for those with disAbilities. It is also important that the educator help the other students in the classroom and school understand the disAbilities so they might better understand and be accepting of the disAbled student. Understanding removes apprehension and fear.***

### **AccessLife.com**

<http://www.accesslife.com>

AccessLife.com provides relevant, up-to-the-minute news and sports, travel information, peer support, and medical products in an all-inclusive on-line destination for individuals in the disability community.

### **Barbara's Specific Diseases and Disorders Page**

<http://www.gate.net/~barbara/diseases.htm>

search or select from list) with usage, numbers - Link to CancerNet - factsheets, statistics and self-sufficiency. forum - Resources for the handicapped in the U. S.

### **Culture, Disability, and Family Policy**

<http://soeweb.syr.edu/thechp/dfpbcult.htm>

A paper by Susan O'Connor

### **Crip World**

<http://www.cripworld.com>

The information and marketing resource for the disabled community.

### **EXPAGE**

<http://www.expage.com/page/cripquips2>

Disability Culture Awareness Tribute To Our Lives.



### **Disability Culture - Institute on Independent Living Newsletter**

<http://www.independentliving.org/links/links-disability-culture.html>

What is Disability Culture? We promote our culture with the NEXT RENAISSANCE: an online link to disability art, culture.

### **The DRM WebWatcher: Art, History & Culture (Index)**

<http://www.disabilityresources.org/CULTURE.html>

Disability Culture - General Sometimes called "crip culture," the arts and politics of the contemporary disability scene are reflected in these web sites.

### **Disability, Culture and Service Issues**

<http://www.purl.oclc.org/NET/bld2/disabilities>

<http://home.earthlink.net/~bldunlap2/disabilities/index.html>

A bibliography for those interested in the Americans with Disabilities Act, disability culture, and attitudes the 'mainstream' holds towards PWDs.

### **Disability Related Issues: A web pathfinder for student research**

<http://www.disrights.org/guide/research.html>

This guide focuses on researching disability related issues on the world wide web.

### **Disability Net**

<http://www.disabilitynet.co.uk/info/other/DisCultFocus.html>

A Disability Culture Focus Group held by Very Special Arts.

### **Disability Information for Students and Professionals**

<http://www.abilityinfo.com/category.culture.html>

A section on disability culture and links to other disability culture sites.

### **EDGE - Curriculum - Culture / DISABILITY CULTURE**

[http://www.disabledwomen.net/edge/curriculum/cult\\_contenta8.htm](http://www.disabledwomen.net/edge/curriculum/cult_contenta8.htm)

The culture and media these artist/activists are producing has come to be collectively called Disability Culture.

### **Institute on Disability Culture**

<http://hometown.aol.com/sbrown8912/>

Institute on Disability Culture, To all text site - mall. What we mean by disability Culture People with disabilities have forged a group identity.

### **Institute on Disability Culture NEXT RENAISSANCE Newsgroup**

<http://www.dimenet.com/disculture/>

Institute on Disability Culture. Description: Promoting pride in the history, activities, and cultural identity of individuals with disabilities.

### **June Isaacson Kailes**

<http://www.jik.com>

A disability policy consultant who has products discussing disability culture.

### **Lakeshore Center for Independent Living: Disability Culture...**

[http://www.lcil.org/disability\\_culture.htm](http://www.lcil.org/disability_culture.htm)

### **Personal Crip Home Page**

<http://www.expage.com/page/cripquips2>

A disability culture awareness tribute to our lives (personal stories).

### **The Resource Site**

<http://www.theresourcesite.com>

This site contains links to disability resources, current events, and more. It also contains personal stories and articles.

### **RERC On Communication Enhancement**

<http://www.aac-rerc.com>

The Rehabilitation Engineering Research Center on Communication Enhancement (the AAC-RERC) conducts research, sponsors/conducts conferences, develops technology, provides technical assistance, conducts training seminars, facilitates technology transfer, and evaluates technology that is focused around improving AAC technologies.

### **RESNA**

<http://www.resna.org>

Interdisciplinary association of people with a common interest in technology and disability. Improves the potential of people with disabilities to achieve their goals through the use of technology.

### **RIATT@NASDSE**

<http://www.nasdse.org>

Accredited University training in assistive technology for Degrees, Certificates, CEUs and graduate credit. Complete via on-line, hands-on, multimedia format.

### **Tell Us Your Story**

<http://www.tell-us-your-story.com>

A discussion forum that also features publications on disability culture.

### **University of California Press Bookshop**

<http://www.ucpress.edu/books/pages/6273.html>

Featuring a book by Benedict Ingstad and Susan Reynolds written on disability culture.

### **VSA arts: Disability Culture**

<http://www.vsarts.org/gallery/exhibits/disability/disabculture.html>

The artwork of artists with disabilities is explored within the context of disability culture.

### **WheelChair Net**

<http://www.wheelchairnet.org>

Supplies, resources and education

## **Employment**

***One of the goals of consular, educators, parents and agencies is to make it possible for the disAbled student to be as independent as possible. One of the ways to accomplish that is to work with the student in finding realistic employment. It is important for the future of the student and important for their self-esteem. The student may not be totally independent, but will feel a sense of accomplishment.***

### **Access**

<http://www.accessjobs.org/jobs.html>

A resources for jobs in the nonprofit field.

### **Career Builder**

<http://www.careerbuilder.com>

Personal Job Search Agent - Free Services

### **Choice Employment**

<http://www.choiceemployment.com>

An Internet based recruiting network for people with disabilities sponsored by United Cerebral Palsy of Metropolitan Dallas, Inc.

### **Compusult Limited**

<http://www.compusult.net>

Assistive technology with a focus on workplace adaptation and accommodation for employees with disabilities. Provides access to computer systems, telephone consoles, alarm systems, electronic indicators and displays, bar coded items, data files, web sites, databases, and broadcast and spoken information.

### **Conference on employing the disabled Sept. 23 - 2002-09-20**

<http://www.albany.bizjournals.com/albany/stories/>

2002/09/16/daily51

The Conference on employing the disabled Sept. 23. A conference focusing on ways to offer employment opportunities to people with disabilities.

### **Conover Company**

<http://www.conovercompany.com>

Functional Literacy System. Provides information that allows learners to become more capable of functioning independently in their school, community, or workplace.

### **Disability Net**

<http://www.disabilitynet.co.uk/index.shtml>

Worldwide information and news services for people with disabilities including job information, shopping, media and feedback.

### **Employing the Disabled**

[http://www.weeklywire.com/ww/06-05-00/alibi\\_feat2.html](http://www.weeklywire.com/ww/06-05-00/alibi_feat2.html)

Employing the Disabled How ARCA and Honeywell

### **Employing Learning Disabled TANF Recipients**

[http://www.labor.state.ny.us/business\\_ny/welfare\\_to\\_work/wtw/EmployLearningDisabled.html](http://www.labor.state.ny.us/business_ny/welfare_to_work/wtw/EmployLearningDisabled.html)

Employing Learning Disabled TANF Recipients. The New York State Department of Labor.

### **Employing the Disabled Awareness**

<http://www.creativeresistance.ca/awareness/>

2002-july15-employment-for-disabled-mhr-document-excerpt.htm

Employing the Disabled. 2002-07-15, Source: Ministry of Human Resources.

### **Employing the Disabled**

[http://www.scope.org.uk/work/rwd\\_employee.shtml](http://www.scope.org.uk/work/rwd_employee.shtml)

Disabled people would need more help and support from their colleagues and managers and that this would be a barrier to employing disabled people.

### **Employing disabled people A practice guide for managers**

<http://www.employment-solicitors.co.uk/specialneeds.PDF>

Employing disabled people: A practice guide for managers and employers. There are good business reasons for employing disabled people.

### **Entrepreneur Profiles: A FUNNY THING HAPPENED...**

<http://www.businessweek.com/smallbiz/9911/b3654069.htm>

Talk about overcoming a disability: Michael Aronin turned his cerebral palsy into a career opportunity.

### **FSB - Disabled Questionnaire**

<http://www.fsb.org.uk/policy/archivePubs/disabilitysurvey/default.asp>

What do you think are the greatest barriers to employing a disabled person in your business?

### **Got Links?**

<http://victorian.fortunecity.com/stanmer/414/index.html>

A comprehensive employment site.

### **Lift, Inc.**

<http://www.lift-inc.org>

A nonprofit corporation identifies, trains, and hires computer professionals who have physical disabilities through contracts with major corporations who eventually hire them directly.

### **People With Disabilities Program**

[http://www.tc.faa.gov/employee-prg/civil\\_rights/pwdnet.htm](http://www.tc.faa.gov/employee-prg/civil_rights/pwdnet.htm)

To provide a resource to management and people with disabilities for disability awareness, accessibility issues, ADA issues and removal of barriers to hiring and promoting people with disabilities.

### **People with Disabilities**

<http://www.nish.org/people/index.html>

Creative employment opportunities for people with disabilities.

### **Project HIRED**

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

A non-profit organization working to make Silicon Valley workplaces fully inclusive of people with disabilities.

**South Dakota State Library: Research**

[http://www.sodaklive.com/Business\\_Industry/Employment/Employing\\_the\\_Disabled/index.asp](http://www.sodaklive.com/Business_Industry/Employment/Employing_the_Disabled/index.asp)  
Employing the Disabled.

**Sun Microsystems Inc.**

<http://www.sun.com/access>

For users, the GNOME 2.0 platform ships with key assistive technologies plus an accessible browser and office productivity suite.

For developers, the Java and GNOME 2 platform make it straightforward to design and build accessible applications.

**Synapse**

<http://www.synapse-ada.com>

Provides integrated access solutions that empower individuals regardless of their disabilities. Design and engineer solutions for employers, government, special-needs labs, rehabilitation facilities and libraries.

**Texas Industries For The Blind & Handicapped**

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

Quality Products and Services. Furniture, Office.

**Vision Technology, Inc.**

<http://www.visiontechnologyinc.com>

Innovative products to help individuals with macular degeneration and other forms of low vision read, write, and live independently.

**Weekly Alibi . Handicapable: Employing the Disabled .  
06/01/00**

<http://www.alibi.com/alibi/2000-06-01/feat2.html>

Advertisement, Handicapable: Employing the Disabled How ARCA and Honeywell Have Teamed Up to Give Jobs to the Developmentally Disabled by Dennis Domrzalski.

**Western States Arts Federation**

<http://westaf.org>

This is a wonderful list of websites that list job openings and opportunities in the arts from all over the country.



## **Facility Management**

***There are times when equipment or adaptations in the school building, on the playground or at recreational facilities are necessary to accommodate the disAbled student. These resources will help you to be sure to have the proper changes executed.***

### **“Access Currents”**

<http://www.access-board.gov/>

A free newsletter issued by the Access Board every other month by mail and e-mail.

(800) 872-2253 ext. 0026 (voice) or (800) 993-2822 (TTY).

Mailing address: 1331 F Street, N.W., Suite 1000; Washington, D.C. 20004-1111

Guidelines for facilities covered by the Americans with Disabilities Act (ADA)

Sign up for newsletter at [news@access-board.gov](mailto:news@access-board.gov)

### **AccessIT: National Center on Accessible Information Technology in Education**

<http://www.washington.edu/accessit>

The goal of the National Center on Accessible Information Technology in Education (AccessIT) is to increase accessibility of information technology (IT) in education. Provide information about making IT in education more accessible.

### **ADA and Construction standards**

<http://www.usdoj.gov/crt/ada/adahom1.htm>

Technical questions about ADA requirements and standards in accessibility design

(800) 514-0301 or 98000 5140383 (TTY)

### **Adaptivation, Inc.**

<http://www.adaptivation.com>

Address: 2225 West 50th Street, Suite 100,

Communication aids, switches and environmental controls.

**Adaptive Switch Laboratories, Inc.**

<http://www.aslinc.com>

Designing and adapting devices that allow individuals with severe disabilities to achieve independent movement, environmental control, and communication and computer access.

**ADAS**

<http://www.ad-as.com>

Offers four lines of accessible workstations for use with assistive technology devices.

**D.J. Technical Sales Ltd**

<http://www.djtech.com>

Manufacturer of mounting systems for computers, speech devices, switches and joysticks.

**Daedalus Technologies Inc.**

<http://www.daessy.com> DAESSY -

Manufacturer of the Daessy Mounting System for computers and communication devices, the STEM System for switch mounting and the Daessy height adjustable workstations for wheelchair accessibility. Adaptive computer access with the INDE mouse.

**Georgia Inst Of Technology - CATEA**

<http://www.catea.org>

The Center for Assistive Technology & Environmental Access (CATEA) is a research, training and dissemination center within Georgia Tech's College of Architecture. Specialize in accessible environment.

**InterAct Plus**

<http://interactplus.com>

The Imperium 200H Environmental Control Unit and Imperium MobileLink features reliable dual switch input, a fully integrated telephone, advanced X-10 and Infrared features, bed control and a 6-hour battery backup.

**The Outlet: Custom/brandname wheelchairs - 20-80% off**

<http://www.the-outlet.com/>

This website specializes in new and like-new durable medical equipment for sale.

**Santana Solid Plastic Products**

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

This organization makes plastic products for restroom applications. They also have ADA information and accessible restroom equipment.

**Sun Microsystems Inc.**

<http://www.sun.com/access>

For users, the GNOME 2.0 platform ships with key assistive technologies plus an accessible browser and office productivity suite.

For developers, the Java and GNOME 2 platform make it straightforward to design and build accessible applications.

**Synapse**

<http://www.synapse-ada.com>

Provides integrated access solutions that empower individuals regardless of their disabilities. Design and engineer solutions for employers, government, special-needs labs, rehabilitation facilities and libraries.

## **Government and The Laws**

***Schools and educators do not always have the money available to make adaptations, provide necessary equipment and supplies, and provide training for the disAbled student. These resources eith have monies available or can advise you where to go to get help in accommodating the disAbled student.***

### **ADA - 1990**

<http://www.ada.gov>

Search on whatever topic you need information on.

### **ADA**

<http://www.ada.gov/#Anchor-47857>

ADA Information Line.

Call to obtain answers to general and technical questions about the ADA and to order technical assistance materials:

800-514-0301 (voice) 800-514-0383 (TDD).

### **ADA Publications**

<http://www.ada.gov/#Anchor-ADA-35882>

Toll-Free ADA Information Line

Call to obtain answers to general and technical questions about the ADA and to order technical assistance materials:

800-514-0301 (voice) 800-514-0383 (TDD).

### **Americans with Disabilities Act Document Center**

<http://janweb.icdi.wvu.edu/kinder/>

This site provides you with regulations, documentation, and links to other disability related sources.

### **The Americans with Disabilities Act**

<http://www.robson.org/capfaq/ada.txt>

The complete Americans with Disabilities Act.

**Architectural and Transportation Barriers Compliance Board**

<http://www.access-board.gov>

1111 18th St. NW, Suite 501

Washington, DC 20036

(800) USA-ABLE voice

(800) USA-ABLE tdd

**Disability and Business Technical Assistance Centers**

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

Call 1-800-949-4ADA to be automatically connected to the center in your region.

**Disability Rights and Education Defense Fund**

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

2212 Sixth St.

Berkeley, CA 94710

(510) 644-2555 voice

(510) 644-2629 tdd

**Equal Employment Opportunity Commission**

<http://www.eeoc.gov/eeoinfo.html>

1801 L Street NW

Washington, DC 20507

(800) 669-EEOC voice

(800) 800-3302 tdd

**Federal Communications Commission**

<http://www.fcc.gov/realaudio/mt120301.pdf>

1919 M Street NW

Washington, DC 20554

(202) 632-7260 voice

(202) 632-6999 tdd

**National Endowment for the Arts Office of AccessAbility**

<http://www.nea.gov/partner/Accessibility/Brochure.html>

(202) 682-5532 voice

(202) 682-5496 tdd

### **National Web Resources**

<http://www.disabilityresources.org/DRMwwwINDEX.html>

National web resources

### **No Child Left Behind Act - Title I**

<http://www.ed.gov/PressReleases/11-2002/11262002.html>

Regulations cover Title I, accountability, parental options, and teacher quality.

Melinda Malico or Dan Langan, (202) 401-1576

Title I Program Office , (202) 260-0826

### **Office on the Americans with Disabilities Act Civil Rights Division**

<http://www.usdoj.gov/crt/foia/tal165.txt>

US Department of Justice

PO Box 66118

Washington, DC 20035-6118

(202) 514-0301 voice

(202) 514-0383 tdd

### **OFF OF DISABILITY SITE MAP**

<http://www50.pcepdc.gov/pcepdc/sitemap.htm>

**and**

<http://www50.pcepdc.gov/pcepdc/projects/projects.htm>

### **Pacific Disability And Technical Assistance Center**

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

Pacific DBTAC is one of ten federally funded organizations dedicated to being resources for ADA related information and assistance.

### **People with Disabilities Program**

[http://www.tc.faa.gov/employee-prg/civil\\_rights/pwdnet.htm](http://www.tc.faa.gov/employee-prg/civil_rights/pwdnet.htm)

To provide a resource to management and people with disabilities for disability awareness, accessibility issues, ADA issues and removal of barriers to hiring and promoting people with disabilities.

## **President's Committee on Employment of People with Disabilities**

<http://www.ada-ohio.org/presiden.htm>

1331 F. Street NW, Third Floor

Washington, DC 20004

(202) 376-6200 voice

(202) 376-6205 tdd

## **Rehabilitation Act - section 504 of the Rehabilitation Act of 1973**

<http://www.newulm.k12.mn.us/policies/500/504d.pdf>

<http://ag.arizona.edu/extension/employee/pandp/aap-4.pdf>

## **Social Security**

<http://www.ssa.gov>

## **State Laws**

Go to your school disability office or the district disability office. They will have all of the regulations that pertain to your school.

## **You can type your state in place of California.**

<http://www.disabilityresources.org/CALIFORNIA.html>

Go to your state page ie: [www.ca.gov](http://www.ca.gov), and type in the word disability or disabled student and you will find links to the laws and regulations that you need.

## **U. S. Department of Transportation**

<http://www.dot.gov/accessibility/>

400 Seventh St. SW

Washington, DC 20590

(202) 366-9305 voice

(202) 755-7687 tdd

## **Grant and Scholarship Money**

***Schools and educators do not always have the money available to make adaptations, provide necessary equipment and supplies, and provide training for the disAbled student. These resources eith have monies available or can advise you where to go to get help in accommodating the disAbled student.***

### **ADA**

<http://www.ada.gov>

### **American Association of University Women Educational Foundation**

<http://www.aauw.org>

Three Million dollars in fellowships and grants awarded each year.

### **Computer/Electronic Accom Program**

<http://www.tricare.osd.mil/cap>

The Computer/Electronic Accommodations Program (CAP) is the centrally funded program that provides assistive technology and accommodations for individuals with disabilities in the Department of Defense and throughout the Federal Government. CAP Services are available to individuals with visual, hearing, dexterity and cognitive disabilities by providing them with the appropriate accommodations for each individual's specific situation, taking into account functional capabilities and computer compatibility at no cost to the agency. CAP has expert staff to assist in complying with identifying and purchasing accessible information and electronic technology to ensure that employees, programs, and facilities are accessible to individuals with disabilities, as required by Section 508 of the Rehabilitation Act.

### **ELM**

<http://www.elm.org>

A private organization that offers grants and scholarships to accredited institutions that serve the disabled population.



**No Child Left Behind - Title I -- Improving the Academic Achievement of the Disadvantaged; Final Rule,**” is available now at:

<http://www.ed.gov/offices/OESE/SASA/cepprogressp.html#reg>. The regulations will be published in the Federal Register within days.

For additional information about NCLB, visit [www.nclb.gov](http://www.nclb.gov).

Title I, Part A Program--Improving Basic Programs Operated by Local Educational Agencies (Title I Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants)

## **Grant Information**

### **Program: Title I, Part A Program**

<http://www.ed.gov/offices/OESE/SASA/cepprogrresp.html>

Improving Basic Programs Operated by Local Educational Agencies (Title I Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants) (CFDA # 84.010)

Amount available for awards in FY 2002: \$10,350,000,000

Eligible Applicants: State Educational Agencies

### **Open Meadows Foundation**

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

A grant-making organization which funds projects that are designed and implemented by women and girls.

### **Title III**

<http://www.usdoj.gov/crt/ada/reg3a.html>

### **Title iX**

<http://www.finaid.org/fafsa/tiv.phtml>

## **Health**

***This section includes resources where you can locate information on a variety of disabilities and diseases. Also included are resources for information for educational purposes.***

### **AMA Physician Select**

<http://www.ama-assn.org/aps/amahg.html>

This site provides information on virtually every physician in the United States.

### **The Boulevard**

<http://www.blvd.com>

Providing valuable information about quality products and services available to individuals with disabilities and healthcare professionals.

### **Center for Disease Control and Prevention**

<http://www.cdc.gov/>

This is information provided by the Center for Disease Control in Atlanta about current concerns in disease control.

### **Disability and Medical Resource Mall**

<http://www.coast-resources.com>

A directory designed and committed to featuring information on disabilities.

### **Dr. John's Free MedWorld**

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

This web site is medical information for educational purposes.

### **Healthy People 2000**

<http://odphp.osophs.dhhs.gov/pubs/hp2000/>

National Health Promotion and Disease Prevention Objectives.

### **Healthy People with Disabilities 2010**

<http://www.saem.org/inform/hp2010.htm>

To help build the nation's health agenda for the 21st century.

### **HandiLinks to Disabilities**

<http://ahandyguide.com/cat1/d/d178.htm>

This is a list of links from A-Med Health Care to the World Association of Physically Disabled.

### **The International Spinal Cord Injuries and Rehabilitation Center**

<http://www.royalbucks.co.uk/isu.htm>

This organization provides comprehensive rehabilitation programs for people with spinal cord injuries in the United Kingdom.

### **The PeopleNet Disability - Datanet Home Page**

<http://www2.ios.com/~mauro/>

Created so men and women with disabilities can freely read about love, relationships, and sexuality the way we experience them.

### **Persoanl Care Aid Connection**

<http://www.pca-hha.com>

We connect Homecare Professionals and those who need them.

### **RERC On Communication Enhancement**

<http://www.aac-rerc.com>

The Rehabilitation Engineering Research Center on Communication Enhancement (the AAC-RERC) conducts research, sponsors/conducts conferences, develops technology, provides technical assistance, conducts training seminars, facilitates technology transfer, and evaluates technology that is focused around improving AAC technologies.

### **RESNA**

<http://www.resna.org>

Interdisciplinary association of people with a common interest in technology and disability. Improves the potential of people with disabilities to achieve their goals through the use of technology.

### **Roosevelt Warm Springs Rehabilitation Institute**

<http://www.roosevelt rehab.org>

This web site gives information about this rehabilitation institute in Warm Springs, Georgia that treats patients for spinal cord injuries, stroke, and other related medical problems.

### **Spine Wire**

<http://www.spinewire.com>

The Internet news and information gateway for the spinal cord community.

### **University of La Laguna**

<http://www.iac.es>

Virtual acoustic space is a research and development team in the perception of the space using only sounds. An electronic device has been developed that allows blind people to perceive an auditory image of their frontal environment.

### **Welcome to Shepherd Center**

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

This is information about Shepherd Center in Atlanta, Georgia that specializes in the care of people with spinal cord injury and disease.

## **Hearing**

***The child's ability to hear is vital in the classroom and to the student's success. The educator can easily find the necessary resources either through their school administration, school district or the Internet.***

***Can you recognize a student who is having hearing difficulty?***

### **Accessible Technology Services Center - Hearing Disabilities**

<http://www.doi.gov/atc/hearwstation.html>

The first workstation features technology for people who are deaf or have hearing disabilities.

### **Aqua Human Interface Guidelines: Hearing Disabilities**

[http://apple.com/techpubs/macosx/Essentials/AquaHIGuidelines/AHIGHIGs/chapter\\_2\\_section\\_23.html](http://apple.com/techpubs/macosx/Essentials/AquaHIGuidelines/AHIGHIGs/chapter_2_section_23.html)

People with a hearing disability cannot hear auditory output at normal volume levels, or cannot hear it at all.

### **CIB - Television Access For People With Hearing Disabilities**

<http://www.fcc.gov/cgb/snowden/01-09-02.html>

Forum: Emergency Information: Television Access For People With Hearing Disabilities Sponsor: Minnesota Department of Public Safety, Division of Emergency.

### **Disability Services: Hearing Disabilities**

[http://www.uri.edu/disability\\_services/booklet/hearing.html](http://www.uri.edu/disability_services/booklet/hearing.html)

Disabilities Information Guide. Hearing Disabilities.

### **Hearing Disabilities**

<http://www.lrs.ed.uiuc.edu/wp/original/access/hearing.html>

Disability Information lists many categories including resources, disability information, education, hearing and visual disabilities, mental/learning.

### **Hearing Disabilities**

<http://www.fccs.org/disability/hearing.html>

THINGS TO KNOW. There are more people who are partially deaf than have no hearing at all. Sign language is not another form of English.

### **Hearing Disabilities**

<http://www.myhome4work.net/version2/cms/article.asp?ia=258&art=860>

Oesterreich, L. Children who have difficulty hearing need opportunities to learn how to listen and speak.

### **Hearing Disabilities**

<http://www.dsp-psd.communication.gc.ca/Thesaurus/English/00001610.htm>

Hearing disabilities in the Depository Services Program Core Subject.

### **LS&S, LLC**

<http://www.lssonline.net>

Products for the Visually Impaired and Hard-of-Hearing.

### **MAXI-AIDS**

<http://www.maxiaids.com>

Provides a complete line of products for the Blind/Visually impaired, Deaf/Hearing impaired, Arthritic, and individuals with special needs.

### **ODS - Hearing**

<http://www.haverford.edu/ods/hearing.html>

Hearing Disabilities and the Haverford Community.

### **Resources - Hearing Disabilities**

<http://www.callanservices.org/resources/rshearingdisabilities.html>

Skills, Health Topic, Social Topics, Religious - Topic Hearing Disabilities

**SensAbility, Inc.**

<http://www.sensability.com>

The Galileo and Pronto stand-alone reading machines for easy access to printed materials.

**Telesensory**

<http://www.telesensory.com>

Manufacturer of solutions to assist people with low vision. Video magnifiers enable people with eye conditions to read, write, and work.

**Telex Communications, Inc.**

<http://www.telex.com>

Playback devices for talking books. High-speed analog to digital conversion products. High-speed CD & cassette copiers.

Multimedia headsets for PC applications and audio classroom amplification systems.

**University of La Laguna**

<http://www.iac.es>

Virtual acoustic space is a research and development team in the perception of the space using only sounds. An electronic device has been developed that allows blind people to perceive an auditory image of their frontal environment.

**Vcom3D, Inc**

<http://www.vcom3d.com>

Internet enabled 3D characters that communicate in sign language with hand signs and facial expressions, and authoring tools to create signed content.

**Web AIM-Web Accessibility In Mind**

<http://www.webaim.org>

Accessibility to online learning opportunities for all people in particular, to improve accessibility for individuals with disabilities.



**Westing Software Inc.**

<http://www.AbleMouse.com>

AbleMouse, a computer pointer without ball or buttons, so easy to use that you can move the cursor and left or right click with stiff or tired hands, or with only one finger, or by clipping to a cast, prosthesis or amputation stump, or even with your toe.

**WizCom Technologies, Inc.**

<http://www.wizcomtech.com>

Reading Pen II is a highly portable device that reads words aloud. With improved accuracy, you can scan a word, see the word and hear the word.

**Words+ Inc.**

<http://www.words-plus.com>

Supplier of state-of-the-art, durable, computer-based AAC systems and innovative window-based software.

**ZYGO Industries, Inc.**

<http://www.zygo-usa.com>

The latest text-to-speech communication aid, Polyana with Persona. Type, scan, touch, talk-all in one very portable unit.

## **Independence**

***Each student needs self-assurance and acceptance. It is imperative that each student be as independent as possible. It will also increase the interaction between the students.***

***These resources can help in finding that balance needed by both the educator and the disAbled student.***

### **Access Center for Independent Living - Dayton Ohio**

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

### **Conover Company**

<http://www.conovercompany.com>

Functional Literacy System. Provides information that allows learners to become more capable of functioning independently in their school, community, or workplace.

### **Disable Hot Line Home Page**

<http://people.delphi.com/disable/disable.htm>

To enable family, friends and people with disabilities become more independent.

### **Disabilities Resources from Evan Kemp Associates**

<http://disability.com/>

Linking people with disabilities and chronic health conditions to resources, products and services that promote active, healthy and independent living.

### **Independent Living Aids, Inc.**

<http://www.independentliving.com>

Memovoice, a pocket-sized note-taker and personal organizer, as well as the "CAN-DO" Cassette Recorder/Player with a built-in "sleep switch.

### **Industry Canada**

<http://www.strategis.ic.gc.ca/adio>

Assistive Devices Industry Office, supports the growth of AT in Canada.

**National Rehabilitation Home Page**

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

This website provides opportunities through knowledge and diversity for professionals in the fields of rehabilitation.

**Outlet**

<http://www.the-outlet.com/>

New and like-new durable medical equipment.

**Prentke Romich Company**

<http://www.prentrom.com>

Augmentative and assistive communication (AAC). A combination of language expertise with technology to create products that allows people to achieve independent and interactive communication.

**Sun Microsystems Inc.**

<http://www.sun.com/access>

For users, the GNOME 2.0 platform ships with key assistive technologies plus an accessible browser and office productivity suite.

For developers, the Java and GNOME 2 platform make it straightforward to design and build accessible applications.

**Synapse**

<http://www.synapse-ada.com>

Provides integrated access solutions that empower individuals regardless of their disabilities. Design and engineer solutions for employers, government, special-needs labs, rehabilitation facilities and libraries.

**Tacomc Resources for Independence, Inc.**

<http://www.idsi.net/tri/history.htm>

Disability links and Internet resources.

**Telesensory**

<http://www.telesensory.com>

Manufacturer of solutions to assist people with low vision. Video magnifiers enable people with eye conditions to read, write, and work.

**Telex Communications, Inc.**

<http://www.telex.com>

Playback devices for talking books. High-speed analog to digital conversion products. High-speed CD & cassette copiers. Multimedia headsets for PC applications and audio classroom amplification systems.

**Through the Looking Glass**

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

Information about clinical and support services and training and research serving families in which one or more members (parents and children) have a disability.

**Vision Technology, Inc.**

<http://www.visiontechnologyinc.com>

Innovative products to help individuals with macular degeneration and other forms of low vision read, write, and live independently.

**VisuAide Inc.**

<http://www.visuaide.com>

GPS-based orientation and mobility product for the visually impaired: Victor Trekker. Victor Reader, the digital talking book players line developed by VisuAide, allows reading of talking books recorded in digital format, meaning fast, easy navigation through the structure of a book.

**Web AIM-Web Accessibility In Mind**

<http://www.webaim.org>

Accessibility to online learning opportunities for all people in particular, to improve accessibility for individuals with disabilities.

**Westing Software Inc.**

<http://www.AbleMouse.com>

AbleMouse, a computer pointer without ball or buttons, so easy to use that you can move the cursor and left or right click with stiff or tired hands, or with only one finger, or by clipping to a cast, prosthesis or amputation stump, or even with your toe.

**WheelChair Net**

[http://www.wheelchairnet.org/WCN\\_ProdServ/Products/adldev.html](http://www.wheelchairnet.org/WCN_ProdServ/Products/adldev.html)

Supplies, resources and education.

**WizCom Technologies, Inc.**

<http://www.wizcomtech.com>

Reading Pen II is a highly portable device that reads words aloud. With improved accuracy, you can scan a word, see the word and hear the word.

**Words+ Inc.**

<http://www.words-plus.com>

Supplier of state-of-the-art, durable, computer-based AAC systems and innovative window-based software.

**ZYGO Industries, Inc.**

<http://www.zygo-usa.com>

The latest text-to-speech communication aid, Polyana with Persona. Type, scan, touch, talk-all in one very portable unit.

## **Library Accommodations and Statistics**

***Libraries provide a variety of information:***

- ***Adaptations needed to make your school's library accessible.***
- ***Information of the use of libraries outside the schools.***
- ***Statistics and resources for research.***

**The access to information at the Warsaw University**

[ebib.oss.wroc.pl/Frankfurt/hollender.html](http://ebib.oss.wroc.pl/Frankfurt/hollender.html)

**The access to information at the Warsaw University**

[ebib.oss.wroc.pl/Frankfurt/hollender.html](http://ebib.oss.wroc.pl/Frankfurt/hollender.html)

**ASL Interlibrary loan usage has increased**

[www.asl.lib.ar.us/lsta5yearplanprint.htm](http://www.asl.lib.ar.us/lsta5yearplanprint.htm)

**Brandeis Libraries' Guide: Education**

[www.library.brandeis.edu/resources](http://www.library.brandeis.edu/resources)

Education of the handicapped. Accesses statistics.

**Data Resource Library: Disabilities Disabilities. Data and Key Statistics**

[www.uwkc.org/skchs/disabil.htm](http://www.uwkc.org/skchs/disabil.htm)

**Harrold's Reference Desk Books, Lookup Facts, Conversions**

[www.harrold.org/rfhextra/referenc.html](http://www.harrold.org/rfhextra/referenc.html)

Teachers, Blind & Physically Handicapped ... areas, research, references, online resources.

**Library Access Policies for Disabled Clients**

[www.geocities.com/Heartland/Bluffs/3959/lbryacss.htm](http://www.geocities.com/Heartland/Bluffs/3959/lbryacss.htm)

Library Services for the Mentally Handicapped.

**Mid Hudson Library System**

[midhudson.org/meetings/board/documents/minnov.pdf](http://midhudson.org/meetings/board/documents/minnov.pdf)

Resources, reported that initial usage statistics.

### **Mid Hudson Library System**

<http://midhudson.org/workforce/disabled.html>

Ulster People with disabilities Job Access JobAccess provides a place where people with disabilities can seek employment, confident that the Americans with disabilities Act (ADA), and the employability of people with disabilities.

### **NCSS DataBank - Resources for Social Studies Educators**

[databank.ncss.org/index.php?topic=student&page=1](http://databank.ncss.org/index.php?topic=student&page=1)

The Passage of The Education for All Handicapped. Resources will be made available to participating students.

### **Nesmith Library ...**

[www.nesmithlibrary.org/Staff.html](http://www.nesmithlibrary.org/Staff.html)

National Center for Educational(NCES)Statistics. Parking accommodates 51 cars, with access for handicapped and an expected and welcome increase in usage.

### **NH Today - "Checking Out" Libraries in New Hampshire.**

[www.nhpr.org/content/fullmonty\\_view.php/2235/](http://www.nhpr.org/content/fullmonty_view.php/2235/)

### **North Carolina State Library**

[statelibrary.dcr.state.nc.us/jnr/execsum.htm](http://statelibrary.dcr.state.nc.us/jnr/execsum.htm)

### **Pace Law School Library**

[csmail.law.pace.edu/lawlib/VirtualLibrary/generalresources.htm](http://csmail.law.pace.edu/lawlib/VirtualLibrary/generalresources.htm)

Cities, geography, and the latest statistics and link to federal agency online resources. Best methods for dealing with handicapped.

### **A Plethora of Information and Resources**

[www.libofmich.lib.mi.us/binary/stat00intro.pdf](http://www.libofmich.lib.mi.us/binary/stat00intro.pdf)

services for blind and physically handicapped different pattern of statistics. Online databases and Internet usage.

### **Public Library Statistics**

[www.mlc.lib.ms.us/consulting\\_assistance/statistics.htm](http://www.mlc.lib.ms.us/consulting_assistance/statistics.htm)

State Library that generates research, statistics, and guidelines for statistical measures of usage of web-based, indexed, abstracted, and full text resources.

**Trends, anticipate appropriate future resources**

[www.sunybroome.edu/~acad\\_aff/Lib.doc](http://www.sunybroome.edu/~acad_aff/Lib.doc)

The Library statistics are compiled.

**State Librarian's Report...**

[www.cslib.org/libbrd/rpt1101.htm](http://www.cslib.org/libbrd/rpt1101.htm)

Personnel Library for the Blind and Physically Handicapped.

**State Library of Ohio NEWS**

[winslo.state.oh.us/newsletter/v2002\\_july.html](http://winslo.state.oh.us/newsletter/v2002_july.html)

Public Services, presented the usage statistics. The in-house usage has increased by for the Blind and Physically Handicapped.

**State of Louisiana Library System**

[www.state.lib.la.us/](http://www.state.lib.la.us/)

**Study of Rehabilitation Needs & Resources**

[www.eisenhower.utexas.edu/listofholdingshtml/listofholdingsL/](http://www.eisenhower.utexas.edu/listofholdingshtml/listofholdingsL/)

1984 Cyprus Health & Hospital Statistics. Problems of the transportation of the handicapped.

**State of South Carolina**

[www.state.sc.us/scsl/pubs/ar99-00/99-00ar.pdf](http://www.state.sc.us/scsl/pubs/ar99-00/99-00ar.pdf)

Government Service 60,420 Libraries 44,188 Blind & Physically Handicapped. Provide information resources and library services to the disabled.

**UIA Database Index Selections**

[www.uia.org/indices/alpha/home.php?db=ST&ltr=H](http://www.uia.org/indices/alpha/home.php?db=ST&ltr=H)

Handicapped resources.

**Utah State Library Division - Library for the Blind and Physically Handicapped**

[www.dced.state.ut.us/annrep97/library.htm](http://www.dced.state.ut.us/annrep97/library.htm)

**"Visually impaired." Library Resources ...**

[www.askeric.org/Old\\_Askeric/InfoGuides/](http://www.askeric.org/Old_Askeric/InfoGuides/alpha_list/Resources-Blind07-98.html)

[alpha\\_list/Resources-Blind07-98.html](http://www.askeric.org/Old_Askeric/InfoGuides/alpha_list/Resources-Blind07-98.html)

Blind and Physically Handicapped.



**Washington State University Libraries**

[www.wsulibs.wsu.edu/general/stratp1998.htm](http://www.wsulibs.wsu.edu/general/stratp1998.htm)

Association of Research Libraries statistics and indication on library usage.

**Windsor Public Library - Technology Plan**

[www.together.net/~windsorl/techplan.htm](http://www.together.net/~windsorl/techplan.htm)

The usage rate for homebound patrons will be expected to serve 100% of handicapped who can enjoy growing access to Web resources.

**WLA 2001 Conference**

[www.wla.lib.wi.us/fall2001/wla2.html](http://www.wla.lib.wi.us/fall2001/wla2.html)

Based on data collected from database usage statistics. Library materials for blind and visually handicapped. Digitized Library and Other Archival Resources.

## **Mainstreaming**

***Educators have been dealing with the art of "Mainstreaming" the disAbled student. These resources should help with making the task successful.***

### **The Americans With Disabilities Act: Time for Amendments**

<http://www.cato.org/pubs/pas/pa-158es.html>

Those laws are based on the principle of "mainstreaming" - Integrating disabled individuals as fully into American society as technologically possible.

### **Conover Company**

<http://www.conovercompany.com>

Functional Literacy System. Provides information that allows learners to become more capable of functioning independently in their school, community, or workplace.

### **Disability Project Directory - The Gambia**

<http://wbIn0018.worldbank.org/HDNet/HDdocs.nsf/2d5135ecbf351de6852566a90069b8b6/1cad40b1787a50285256a81006adb08?>

### **Internet Resources for Special Children**

<http://www.irsc.org:8080/irsc/irscmain.nsf>

Excellent links for servicing Disabled Children in the classroom.

### **Leveling the Playing Field: Mainstreaming Sports Events**

<http://www.ou.org/oupr/1999/yachadsports2.htm>

Mainstreaming Sports Event Unites Handicapped and Non-Handicapped.

### **Mainstreaming the Computer Technology Needs of Disabled Persons**

<http://portal.acm.org/citation.cfm?id=73770&coll=portal&dl=ACM&ret=1#Fulltext>

Needs of Disabled Persons in Higher Education.

### **Mainstreaming the Disabled**

<http://www.iadb.org/exr/am2001/press/backgrounders/DISABILITE.htm>

Education and social programs perpetuate segregation and dependence when they are conducted under the assumption that mainstreaming the disabled.

### **OpenDocument**

<http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20048666~menuPK:34463~pagePK:34370~piPK:34424,00.html>

The integration of the formal school curriculum, and special needs education will be extended to rural areas by mainstreaming mildly disabled children into the classroom and society.

### **Parent Soup Education Central: Mainstreaming**

<http://www.parentsoup.com/edcentral/vocabulary/bsa070.html>

Mainstreaming is the placement of disabled students in regular classes with non-disabled peers. In many schools mainstreaming is the norm.

### **RIATT@NASDSE**

<http://www.nasdse.org>

Accredited University training in assistive technology for Degrees, Certificates, CEUs and graduate credit. Complete via on-line, hands-on, multimedia format.

### **SoftTouch, Inc.**

<http://www.funsoftware.com>

Offers products for students in early childhood classes and students of all ages with significant disabilities.

### **Telesensory**

<http://www.telesensory.com>

Manufacturer of solutions to assist people with low vision. Video magnifiers enable people with eye conditions to read, write, and work.

**Telex Communications, Inc.**

<http://www.telex.com>

Playback devices for talking books. High-speed analog to digital conversion products. High-speed CD & cassette copiers. Multimedia headsets for PC applications and audio classroom amplification systems.

**Unique Logic & Technology**

<http://www.playattention.com> Play Attention is a patented computer-based feedback training system for students demonstrating difficulty in focusing attention and restless behaviors.

**Vision Technology, Inc.**

<http://www.visiontechnologyinc.com>

Innovative products to help individuals with macular degeneration and other forms of low vision read, write, and live independently.

**VisuAide Inc.**

<http://www.visuaide.com>

GPS-based orientation and mobility product for the visually impaired: Victor Trekker. Victor Reader, the digital talking book players line developed by VisuAide, allows reading of talking books recorded in digital format, meaning fast, easy navigation through the structure of a book.

## **Media & Societies**

***Books and magazines have an abundance of information for the educator. Questions can be answered, find resources on specific diseases, and stories of real people dealing with disAbilities. Resources on how to develop accessible web pages, T.V. and radio programs.***

### **Able Informer "Book Rack"**

<http://www.sasquatch.com/ableinfo/books.html>

Listing of books on all subjects dealing with disabilities and access.

### **Ability Magazine**

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

In addition to providing the magazine on-line, Ability also provides information about the ADA, links to disability related websites and other resources.

### **Ability Network Magazine**

<http://www.ability.ns.ca/anet.html>

Canada's Cross Disability Magazine including current and past issues as well as a network for entrepreneurs with disabilities and contributions from kids and teens.

### **Ability and Link Magazine**

<http://www.inet.net.au/~sharono/arata/Ability%26Link.html>

Dissemination of information that can empower people with a disability in Australia. This includes Link magazine and information.

### **Ability Magazine Resources**

<http://www.abilitymagazine.com/ability/text/yellow.htm>

Listings of National and Local Resource Centers for people with disabilities in Australia.

### **Accessible Web Page Design**

<http://weber.u.washington.edu/~doit/Other/web-design.html>  
Information from the University of Washington including how to make web sites more accessible.

### **Access Media Home Page**

<http://www.human.com/mkt/access/>  
Access Media is a non-profit organization that works to fulfill the potential of millions of Americans by providing a source for the acquisition of important documents in a form useful to them.

### **Adapt Z.com**

<http://www.adaptz.com/index.html>  
Internet newsletter for people with disabilities.

### **At Your Own Speed**

<http://www.ownspeed.com>  
The Internet radio program for people with disabilities.

### **Categories**

<http://www.caravan.demon.co.uk/>  
Films involving disabilities.

### **Crip Zine**

<http://www.stanford.edu/~jaaron/crip.htm>  
Penline magazine devoted to disability arts and culture.

### **Deaf Entertainment Online**

<http://www.deo.org/>  
The Deaf Community's source for entertainment news.

### **Disability Media Project**

<http://www.dmedia.org>  
Work with the media to broaden, challenge and change community held attitude and stereotypes about people with disabilities.

### **Disability News Service**

<http://www.disabilitynews.com>  
Pioneering disability news and information.

### **Disability Radio Worldwide**

<http://www.independantliving.org/LibArt/DRW.html>

The experiences of people with disabilities can be heard on radio around the world.

### **EASI Equal Access to Software and Information**

<http://www.rit.edu/~easi/>

This serves as a resource to the education community by providing information and guidance in the area of access to information technologies by individuals with disabilities.

### **Enable Magazine**

[http://www.dnaco.net/~elainc/enable\\_endorse.html](http://www.dnaco.net/~elainc/enable_endorse.html)

Endorsements of Enable Magazine as well as listing of other disability resource magazines and rehab centers.

### **Federal Communications Commission**

<http://www.fcc.gov/real/audio/>

Federal Communications Commission Internet Audio Broadcast Home Page.

### **On A Roll**

<http://www.onarollradio.com>

Talk radio on life and disability.

### **Publications**

<http://www.dsc.ucsf.edu/reps/index.html>

The Disability Statistics RRTC Information Service provides statistical information on a wide variety of topics concerning disability in the United States.

### **Special Needs Project**

<http://www.specialneeds.com>

Good books about disabilities.

### **Trafalgar Square Publishing**

<http://www.trafalgersquarebooks.com/special/ability.htm>

Books on women with disabilities.

**We Media**

<http://wemedia.com>

We Media is the most comprehensive cross-media company designed specifically for the estimated 54 million Americans with disabilities, their family and friends.

**ZDNET**

<http://www.zdnet.com/zdnn/stories/news/0,4586,2243282,00.html>

Handicapped access hits the web, a news page.



## **Medical Equipment**

*There are times special medical equipment is needed for the accessibility and mainstreaming of the disabled student. These resources will help you find the appropriate equipment and other resources, previously mentioned in the book.*

### **The Boulevard**

<http://www.blvd.com>

Providing valuable information about quality products and services available to individuals with disabilities and Healthcare professionals.

### **Diabetic Supplies, Wheelchair Accessories, Kitchen Gadgets, Home Bathroom Aids**

<http://www.lifesolutionsplus.com/products.asp>

Make common bathroom chores easier with the help of these unique products that make bathing, washing hair and going to the bathroom safe.

### **Disability and Medical Resource Mall**

<http://www.coast-resources.com>

A directory designed and committed to featuring information on disability and medical products.

### **Disability Related Products/Services**

<http://www.makoa.org/cmpyinfo.htm>

Medical Equipment Exchange; Project Mend - Medical Equipment Network. Provide disability awareness.

### **Durable Medical Equipment**

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

[http://directory.google.com/Top/Business/Healthcare/Products\\_and\\_Services/Disability/Durable\\_Medical\\_Equipment/](http://directory.google.com/Top/Business/Healthcare/Products_and_Services/Disability/Durable_Medical_Equipment/)  
Specializes in durable medical equipment using wood and composite materials.

### **Exact Dynamics BV**

<http://www.exactdynamics.nl>

Produces the Robotic Manipulator, which may be fixed to a wheelchair in order to gain extended independence for those who are severely handicapped.

### **Financing Available**

<http://www.leasesourceinc.com>

LeaseSource, Inc. finances new & used medical equipment. Low rates.

### **Health information at your fingertips**

<http://www.patient.co.uk/showdoc.asp?doc=12>

Medisave Online shop selling a wide range of medical and disability aids and equipment including mobility aids, aids for daily living, incontinence, furniture.

### **Herb Packs**

<http://www.lifesolutionsplus.com/herb-packs.asp>

Aromatherapy Herb Packs, home medical equipment, disability aids.

### **InterAct Plus**

<http://interactplus.com>

The Imperium 200H Environmental Control Unit and Imperium MobileLink features reliable dual switch input, a fully integrated telephone, advanced X-10 and Infrared features, bed control and a 6-hour battery backup.

### **Kennedy's Disease Association**

[http://www.kennedysdisease.org/res\\_equipment.html](http://www.kennedysdisease.org/res_equipment.html)

Medical and mobility equipment.

### **Manufacturing Equipment**

<http://www.uspromec.com>

Custom Medical & Pharmaceutical lab and production equipment systems.

**Medical Equipment Sales**

<http://www.icsmedical.net>  
Quality MRI and CT Equipment  
Call (972) 935-0851

**Medical Equipment Savings**

<http://NorthInfinity.com>  
Transport Wheelchair under \$150

**Medical Imaging Equipment**

<http://www.CTronics.com>  
Pre-Owned Equipment and Service, Install, De-Install, Full Service.

**Open Directory - Business: Healthcare: Products and Services**

[http://dmoz.org/Business/Healthcare/Products\\_and\\_Services/](http://dmoz.org/Business/Healthcare/Products_and_Services/)  
Healthcare: 3,459 Products and Services.

**The Outlet: Custom/brandname wheelchairs - 20-80% off**

<http://www.the-outlet.com/>  
This website specializes in new and like-new durable medical equipment for sale.

**Pre-owned CT Scanner**

<http://www.medportal.de>  
Hundreds of second hand CT scanner, spareparts & tubes largest database.

**Preowned Medical Equip**

<http://www.westshoretech.com>  
Used discount lab, medical & test equipment.

**Santana Solid Plastic Products**

<http://www.santanaproducts.com/>  
Makes plastic products for restroom applications. ADA information and accessible restroom equipment.

**Social Sec. Disability**

<http://www.social-security-benefits.com>

Nationwide Immediate Help for Social Security Disability Claims.

**Used Disability and Medical Equipment Classifieds**

<http://www.kansas.net/~cbaslock/classifi.html>

Buy and/or Sell Used Disability and Medical Equipment. List your used items for Free.

**Used Disability and Medical Equipment Classifieds**

<http://www.d-r-d.com/classifieds.html>

Buy and/or Sell Used Disability and Medical Equipment. List your used items for free. DRD Home Page Buy and Sell Used Disability and Medical Equipment.

**Venture Medical ReQuip**

<http://www.venturemedical.com>

New, Used and Refurbished Medical and Surgical Equipment.

**WheelChair Net**

[http://www.wheelchairnet.org/WCN\\_ProdServ/Products/adldev.html](http://www.wheelchairnet.org/WCN_ProdServ/Products/adldev.html)

Supplies, resources and education.

## **Medical Questions Answered**

*There are thousands of disAbilities. A student can have one or any combination of many. To help you sort through the questions and to help deal with classroom activities I have included resources for the educator enabling him to find medical answers to ensure the best possible experience for you, the disAbled student and the remainder fo the class.*

### **Access Arts**

<http://hukilau.com/yellowpage/db/access.html>

Accessibility links.

### **Alternative Medicine**

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

A collective wisdom of thousands of alternative physicians and practitioners worldwide.

### **Ask the Doctor**

<http://www.MyPhysicians.com>

### **Awakening to Disability**

<http://www.nmia.com/~kgstone/>

The Karen G. Stone website featuring her book as well as personal updates.

### **Barbara's Specific Diseases and Disorders Page**

<http://www.gate.net/~barbara/diseases.htm>

search or select from list) with usage, numbers - Link to CancerNet - fact sheets, statistics and self-sufficiency. forum - Resources for the handicapped. US

### **Braille Jewelry Design**

<http://www.roule.com>

### **Christopher Reeve Homepage**

<http://www.geocities.com/Hollywood/Studio/4071>

An unofficial web site dedicated to supplying fans with information on Christopher Reeve.

**curbcut.com, the wheelchair access to the internet**

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

Curbcut.com is a gathering place for people in wheelchairs with information and a bulletin board.

**Diseases**

<http://healthtalk.org>

Information resource for diseases.

**Diseases**

<http://www.wkap.nl/home/topics/>

Immunology of All Diseases

**Disabilities Resources from Evan Kemp Associates**

<http://disability.com/>

Linking people with disabilities and chronic health conditions to resources, products and services that promote active, healthy and independent living. Ask your medical questions to board certified specialists for just \$15.

**Disability Information Victoria**

<http://www.disabilityinfo.org.au/>

Information for people with disabilities.

**Disabled**

<http://gnv.fdt.net/~mother/dislist.html/>

Disability within a social and relational context mailing list.

**Health MSN**

<http://health.msn.com/>

**Hot Braille**

<Http://www.hotbraille.com>

The world's first free web-based Braille transcribing service to all those interested in sending free Braille in the mail.

**The Huge List**

<http://thehugelist.com/>

This website includes links to all sorts of websites including information for people with disabilities.

### **The Instant Access Treasure Chest**

<http://www.fln.vcu.edu./ld/ld.html>

A list of resources from Assistive Technology to Visual Deficits for foreign language teachers put together by Virginia Commonwealth University

### **Johns Hopkins University Medical Center**

<http://www.intellihealth.com>

One of the world's largest and most comprehensive medical library and resource center.

### **KU Special Education Internet Resources on Disabilities**

<http://www.sped.ukans.edu/disabilities/>

Internet Resources on Disabilities courtesy of the Special Education Dept. of the University of Kansas

### **Mayo Clinic**

<http://www.mayo.edu>

Medical resources of Mayo Clinic and Arizona State University

### **MEDLINEplus**

<http://www.nlm.nih.gov/medlineplus/>

National Institute of Medical Disorders.

### **MedWebPlus - Diseases**

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

MedWebPlus 2.3! A free service to help you find health sciences information quickly and easily.

### **NE Kansas Education Service Center**

<http://kids.nekesc.k12.ks.us/rod.html>

NE Kansas Education Service Center list of resources for people with disabilities.

### **O and P Network Connection**

<http://neptune.psn.net/~oandpnet/>

Promote professional growth and knowledge for the Orthotics, Pedorthics and Prosthetics professionals.

### **Occupational Therapy Disability Links**

<http://www.ot.wustl.edu/OTVL/DisabilityLinks.html>

Links to Related World Wide Web Sites

### **Spinal Cord**

<http://www.ability.org.uk/spinal.html>

This provides links to other websites around the world that gives information about spinal cord injuries and related topics

### **Solutions from disability.com**

<http://disability.com/links/cool.shtml>

Disability resources on the internet

### **UCLA Disability Links**

<http://dcp.law.ucla.edu/nadc/links.htm>

### **Web MD**

[http://content.health.msn.com/community/live\\_events/default.htm](http://content.health.msn.com/community/live_events/default.htm)



## **Miscellaneous Resources**

*These resources range from special equipment, to support, and to promoting your program.*

### **The Ability Web Directory**

<http://www.cloudnet.com/~oandpnet/Disabil.html>

### **Able TV.Net**

<http://www.abletv.net>

Global TV network for people with disabilities, powered by accessibility, via the web.

### **Ablenet**

<http://www.ablenetinc.com>

Develop, market and support creative, reliable and moderately priced assistive technology products used by persons around the world to become active participants at home, at work, at school and in their communities.

### **Access the Web**

<http://hukilau.com/yellowpage/db/access.html>

Very Special Arts Hawaii information on links to other disability pages.

### **Association Handicapped National Resources**

[www.richlist.com/usage.htm](http://www.richlist.com/usage.htm)

### **Applications of Technology in the Learning.**

[www.broward.k12.fl.us/ITP/5/5-2sssprograms.pdf](http://www.broward.k12.fl.us/ITP/5/5-2sssprograms.pdf)

Statistics examinations financial calculations using technology examples of usage and allow access to the resources for visually impaired students and voice handicapped.

### **Applications of Technology in the Learning**

[www.broward.k12.fl.us/ITP/8/8.1.1.pdf](http://www.broward.k12.fl.us/ITP/8/8.1.1.pdf)

Statistics examinations financial calculations allow access to the Resources. Using technology examples of usage for visually impaired students and voice handicapped.

### **Available Resources in education**

[www.co.chautauqua.ny.us/health/Assessment/Injury\\_Prevention.pdf](http://www.co.chautauqua.ny.us/health/Assessment/Injury_Prevention.pdf)

Collecting monthly statistics of frail elderly or the younger handicapped

### **Board of Examiners; Acupuncture Committee; Advisory Committee**

[www3.gov.ab.ca/foip/legislation/regulation/page19.cfm](http://www3.gov.ab.ca/foip/legislation/regulation/page19.cfm)

Resources and employment under the Assured Income for the Severely Handicapped.

### **Bobby**

[www.lib.umich.edu/staff/sselec/ssmin499.txt](http://www.lib.umich.edu/staff/sselec/ssmin499.txt)

A web program that verifies the handicapped.

### **Career Development**

[www3.gov.ab.ca/hre/library/hr/vhr\\_careerdev.htm](http://www3.gov.ab.ca/hre/library/hr/vhr_careerdev.htm)

Human Resources & Employment Quick Links

### **Common Acronyms used by Special Educators**

[www.tlflaw.com/specialed/resources/acronyms.htm](http://www.tlflaw.com/specialed/resources/acronyms.htm)

### **Common Acronyms USED by Special Educators**

[www.tlflaw.com/specialed/resources/acronyms.htm](http://www.tlflaw.com/specialed/resources/acronyms.htm)

### **Community Solutions Online**

[www.arcofkingcounty.org/guide/cultural/online/sites/](http://www.arcofkingcounty.org/guide/cultural/online/sites/)

Cultural on-line resources: Web jobs, contracts, diversity news, statistics brief list of multicultural resources for All Handicapped. Research involving indigenous peoples' usage.

### **Cooperative Wilderness Handicapped Resources**

[www.isu.edu/outdoor/opindex.htm](http://www.isu.edu/outdoor/opindex.htm)

### **Creative Growth**

<http://www.creativegrowth.com/coollink.htm>

### **Disability Graphics - FREE**

<http://www.disabilityresources.org/GRAPHICS.html>

### **Disability on the Internet**

<http://www.geocities.com/CapitolHill/4746/gva2gc.htm>

This is a directory of resources on the internet for people with disabilities.

### **Disability on the Net**

<http://theguru.com/pkts/pktstx7.htm>

Links to Other Pertinent Pages, Mailing Lists, Gopher and FTP sites.

### **Guide Dogs for the Blind, Inc. - Resources**

<http://whyfiles.org/003eye/statistics>

### **Guide to Internet resources - Guide Dogs**

[www.guidedogs.com/Resources.html](http://www.guidedogs.com/Resources.html)

### **Hearing Disabilities**

<http://www.lrs.ed.uiuc.edu/wp/original/access/hearing.html>

Disability Information Lists many categories including resources, disability information, education, hearing and visual disabilities, mental/learning.

### **Inclusive TLC**

<http://www.InclusiveTLC.com>

Technology for students with severe and profound disabilities. A variety of switch accessible programs, AAC devices and computer access products designed to promote inclusion.

### **Internet Resources for the Blind**

[www.brailleinstitute.org/Media-Statistics](http://www.brailleinstitute.org/Media-Statistics)

An AskERIC InfoGuide

### **Internet Resources for Special Children**

<http://www.irsc.org:8080/irsc/irscmain.nsf>

Excellent links for servicing disabled children in the classroom.

### **IUPUI Adaptive Educational Services**

[life.iupui.edu/aes/access/disability.html](http://life.iupui.edu/aes/access/disability.html)

Links to Disability Websites.

### **NAU Academic Computing Resources**

[www.nau.edu/cts/acssc/labcap/resources.html](http://www.nau.edu/cts/acssc/labcap/resources.html)

Roving profiles", student Web research for handicapped students online creating more demand for resources.

### **North Dakota State University**

[www.ndsu.nodak.edu/communication/sitehistory.htm](http://www.ndsu.nodak.edu/communication/sitehistory.htm)

Communication web site history.

### **Nuts and Bolts of Web Accessibility**

[www.state.sc.us/scsl/access/articlex.html](http://www.state.sc.us/scsl/access/articlex.html)

Department for the Blind and Physically Handicapped Technology for the Internet: Making Electronic Resources

### **92,455 Physically handicapped**

[www.info.gov.hk/digital21/eng/milestone/download/webacc\\_020122/iproa.pdf](http://www.info.gov.hk/digital21/eng/milestone/download/webacc_020122/iproa.pdf)

Barrier free web production.

### **ProQuest Acquires Micromedia, Ltd.**

[www.infotoday.com/newsbreaks/nb020204-1.htm](http://www.infotoday.com/newsbreaks/nb020204-1.htm)

Adds More Titles; Upgrades the resources needed to mount the expansion ... to assist the visually and manually handicapped. ... Library Holdings, Guided Search, and improved usage statistics.

### **Section I: Executive Summary... provided by the Library for the Blind and Physically Handicapped**

[www.loc.gov/today/annrpt/annreports/fy1999/lc-01intro.pdf](http://www.loc.gov/today/annrpt/annreports/fy1999/lc-01intro.pdf)

Of concern, as was the use of specialized communication resources.

### **Resources and Services... of software is available for statistics**

[www.stmarys.ca/administration/registra/cal\\_0001/index8.html](http://www.stmarys.ca/administration/registra/cal_0001/index8.html)

### **Section 8 - Resources and Services**

[www.stmarys.ca/administration/registra/cal\\_9899/index8.html](http://www.stmarys.ca/administration/registra/cal_9899/index8.html)

Mac software is available for statistics and can demonstrate actual computer system usage in campus-widenetwork; for other resources. Library for the Print Handicapped.

**Social Work Library: Selected Bibliography of Gerontology**

[www.lib.umich.edu/socwork/gerontology.html](http://www.lib.umich.edu/socwork/gerontology.html)

United States, Mentally handicapped child and elder care resources. A guide to contemporary usage. National Center for Health Statistics.

**Style and grammatical usage**

[library.brandeis.edu/resources/resguides/subject/eduguide.html](http://library.brandeis.edu/resources/resguides/subject/eduguide.html)

Brandeis University Libraries.

**Social capital concerns relationships among people**

[www.odeluce.stir.ac.uk/docs/analysiscafe6.doc](http://www.odeluce.stir.ac.uk/docs/analysiscafe6.doc)

**Social Work**

[wally.rit.edu/information/collection/Statements/SocialWork.html](http://wally.rit.edu/information/collection/Statements/SocialWork.html)

mothers, child welfare, aged, drug abusers, handicapped criteria, as well as, the Electronic Resources in Section IX.

**SoftTouch, Inc.**

Booth #204/205 Marriott

<http://www.funsoftware.com>

Offers products for students in early childhood classes and students of all ages with significant disabilities.

**Sun Microsystems Inc.**

<http://www.sun.com/access>

For users, the GNOME 2.0 platform ships with key assistive technologies plus an accessible browser and office productivity suite.

For developers, the Java and GNOME 2 platform make it straightforward to design and build accessible applications.

**Synapse**

<http://www.synapse-ada.com>

Provides integrated access solutions that empower individuals regardless of their disabilities. Design and engineer solutions for employers, government, special-needs labs, rehabilitation facilities and libraries.

### **UCP Channels - Parenting & Families: Resources**

[www.ucpa.org/ucp\\_channelsub.cfm/1/11/57/national](http://www.ucpa.org/ucp_channelsub.cfm/1/11/57/national), Research Neurological. National Center for Educational Statistics for the Blind and Physically Handicapped.

### **University of Michigan**

[www.libofmich.lib.mi.us/binary/stat01intro.pdf](http://www.libofmich.lib.mi.us/binary/stat01intro.pdf)  
Services for blind and physically handicapped

### **University of Minnesota**

[education.umn.edu/nceo/OnlinePubs/MnReport7.html](http://education.umn.edu/nceo/OnlinePubs/MnReport7.html)  
A compendium of research and resources for testing students with disabilities.

### **US Citizenship**

[patriot.org/citizen.htm](http://patriot.org/citizen.htm)  
Students; for Blind & Physically Handicapped. Related Resources; GPO Access. publications and application forms. Library of Congress Web Style Guide; Usage Statistics.

### **US Senator Bill Frist**

[frist.senate.gov/privacy.cfm](http://frist.senate.gov/privacy.cfm)  
Privacy Policies of Senator Bill Frist... Live, gives us an additional way to monitor traffic and usage statistics, largely compliant with Section 508, 1194.22 the Federal standard for handicapped.

### **UWEC WebDev Tools - Web Accessibility FAQ**

[www.uwec.edu/webdev/style/accessfaq.htm](http://www.uwec.edu/webdev/style/accessfaq.htm)

### **Web Authoring Impact Report--Busy Buddies**

[www.edtech.esc11.net/~dgsaenz/portfolio/impactBZBDS.htm](http://www.edtech.esc11.net/~dgsaenz/portfolio/impactBZBDS.htm)  
A person can be viewed as 'handicapped'. History of the Internet, web usage statistics.

## **Mobility Resources**

*The more mobile a disAbled child can be the better they can participate and feel a sense of belonging and enjoyment. There is equipment and resources for every circumstance.*

### **ABLEDATA**

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

[http://www.abledata.com/Site\\_2/Default.htm](http://www.abledata.com/Site_2/Default.htm)

Premier Source for Information on Assistive Technology.

### **Bourbon Street**

<http://www.geocities.com/BourbonStreet/7935/pdir.html>

10 Resources for the physically disabled.

### **Breaking New Ground Resource Center**

<http://abe.www.ecn.purdue.edu/ABE/Extension/BNG/agaclinks.html>

Rural Assistive Technology Links. Cultivating Independence for Persons with Disabilities in Agriculture.

### **Centers for Medicare & Medicaid Services**

<http://www.cms.hhs.gov/default.asp>

Questions and answers on coverage of Medicare and Medicaid.

### **DisabilityInfo.Gov**

<http://www.disabilityinfo.gov/>

President Bush's agenda on meeting the mobility needs of the disabled. Many links.

### **Disability Resources on the Internet**

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

Great search engine and links.

### **Easter Seals Project Action**

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

Accessible Community Transportation in our country.

**Exact Dynamics BV**

<http://www.exactdynamics.nl>

Produces the Robotic Manipulator, which may be fixed to a wheelchair in order to gain extended independence for those who are severely handicapped.

**The Health Law Resource**

<http://www.netreach.net/~wmanning/mmmjoint.htm>

The Medicaid - Medicare relationship.

**Inclusive TLC**

<http://www.InclusiveTLC.com>

Technology for students with severe and profound disabilities. A variety of switch accessible programs, AAC devices and computer access products designed to promote inclusion.

**IntelliTools, Inc.**

<http://www.intellitools.com>

Produces an integrated set of resources for the classroom-IntelliPics(R) Studio, IntelliMathics(TM), IntelliTalk II(R), and ReadyMade(TM) Curriculum Activities, as well as IntelliTools(R) Reading.

**Internet Resources for People with Disabilities**

[www.sasquatch.com/resource/easi.html](http://www.sasquatch.com/resource/easi.html)

Information on mental retardation and information sites concerned with disability; Physical Loss Resources; Cool Disability Resources.

**Internet Resources for Special Children**

<http://www.irsc.org:8080/irsc/irscmain.nsf>

Excellent links for servicing Disabled Children in the classroom.

**Invacare**

<http://www.invacare.com/cgi-bin/imhqprd/index.jsp>

Invacare Corporation is the world's leading manufacturer of wheelchairs, respiratory products and other home health care and mobility products for people with disabilities.



**LC Technologies**

<http://www.eyegaze.com>

Portable eye-operated communication and control system that can be mounted on a wheelchair and run off a 12- or 24-volt battery. Speech output, environmental controls, full PC access when docked to Windows computer.

**Lefever & Associates, Inc.**

<http://electricscooter.com/>

<http://electricscooter.com/ramps.htm>

Big Discounts on the World's Best Electric Scooters and Ramps.

**Lexia Learning Systems, Inc.**

<http://www.lexialearning.com>

Software to support reading instruction in the classroom and home.

**Madentec Limited**

<http://www.madentec.com>

Assistive technology for people with physical disabilities. Products include solutions for accessing the computer 100% hands-free or through the Discover line of products.

**Matias Corporation**

<http://www.half-qwerty.com>

Touch-type with one hand using the Half-Qwerty one-handed keyboard. Typing speeds of up to 64 words per minute.

**MAXI-AIDS**

<http://www.maxiaids.com>

Provides a complete line of products for the Blind/Visually impaired, Deaf/Hearing impaired, Arthritic, and individuals with special needs.

### **Mobility Planning Services**

<http://www.projectaction.org/mpservices.html>

Limited mobility still prevents many people from taking full advantage of the opportunities the Americans with Disabilities Act (ADA) now affords them. Mobility Planning Services (MPS) targets localities with fixed-route services and offers them a comprehensive approach to accessible transportation.

### **Pride Mobility Products Resource Center**

[http://www.pridemobility.com/Resource\\_Center/resource\\_center.html](http://www.pridemobility.com/Resource_Center/resource_center.html)

An ever-expanding information database wherein you are invited to research mobility products, funding information.

### **Remote-Ability**

<http://remote-ability.com/unique/e-trac.htm>

Evacuation chairs.

### **Remote-Ability**

<http://remote-ability.com>

Mobility for the disabled

### **Remote-Ability**

<http://remote-ability.com/stairclimb.htm>

Chair evac, stair climber.

### **Senior Law**

<http://www.seniorlaw.com/recent.htm>

Medicare & Medicaid Updates

### **Stanford University Disability Resource Center**

<http://www.stanford.edu/group/DRC/>

Excellent Faculty handbook.

### **Trace R & D Ctr., Univ. of WI-Madison**

<http://www.trace.wisc.edu>

Trace is a research and development center that focuses on the accessibility of off-the-shelf computer and telecommunications.

### **TriCare Home**

<http://www.tricare.osd.mil/cap/>

CAP is the centrally funded program to accommodate people with disabilities in the Federal government. CAP's purpose is to ensure that all DoD and Federal partners' employees with disabilities get the equipment that best suits their needs, at no charge to the employer or agency.

### **Troll Touch**

<http://www.trolltouch.com>

Desktop and laptop touch screen systems for both PC and Mac. Internal and external systems.

### **U.S. Department of Defense Computer/Electronic Accommodations Program (CAP)**

<http://www.tricare.osd.mil/cap/>

CAP is the centrally funded program to accommodate people with disabilities in the Federal government.

### **Health Care Financing Administration**

The Health Care Financing Administration Web site.

<http://www.hcfa.gov/>s purpose is to ensure that a DOD and Federal Partners' employees with disabilities get the equipment that best suits their needs, at no charge to the agency.

### **U.S. Department of Transportation**

[http://www.its.dot.gov/TravelManagement/transportation\\_service\\_coordination.htm](http://www.its.dot.gov/TravelManagement/transportation_service_coordination.htm)

The Transportation Service Coordination development track focuses on the availability to increase transportation access services for those who are mobility impaired through transit/paratransit system management and the referral of mobility impaired people to appropriate transportation services.

### **WheelChair Net**

[http://www.wheelchairnet.org/WCN\\_ProdServ/Products/adldev.html](http://www.wheelchairnet.org/WCN_ProdServ/Products/adldev.html)

Supplies, resources and education.

## **Muscular Diseases**

***Muscular diseases greatly affect the mobility of the disAbled student. The more information you have the better you can meet the needs of your student.***

### **Bioresearch - Muscular Diseases**

<http://bioresearch.ac.uk/browse/mesh/detail/C0026848L0026848.html>

Mitochondrial Myopathies, European neurology, The journal European Neurology covers.

### **Bone Diseases**

<http://omni.ac.uk/browse/mesh/detail/C0005940L0005940.html>

Arthritis, back pain, bone cancer, bone diseases, bursitis, carpal and disorders, movement disorders, muscle disorders, muscular dystrophy, osteoarthritis.

### **Brisbio - Muscular Diseases**

<http://www.brisbio.ac.uk/ROADS/subject-listing/muscular diseases.html>

Muscular Diseases. Image URL Atrophic fibres, Image URL Atrophic fibres, Image URL Degenerate muscle fibre, Image URL Degenerate muscle fibre.

### **Columbia University College of P & S**

[http://cpmcnet.columbia.edu/texts/guide/hmg26\\_0005.html](http://cpmcnet.columbia.edu/texts/guide/hmg26_0005.html)

Complete Home Medical Guide. CPMCnet. Brain, Nerve, and Muscle Disorders Muscular Dystrophy and other muscle diseases.

### **GoGuides.Org**

<http://www.goguides.org/index.php/viewCat/13377>

Directory Muscular Diseases, Conditions & Diseases, Musculoskeletal Disorders.

### **HealthInsite - Muscular diseases**

[http://healthinsite.gov.au/topics/Chronic\\_Conditions\\_and\\_Injury/Musculoskeletal\\_conditions/Muscular\\_diseases](http://healthinsite.gov.au/topics/Chronic_Conditions_and_Injury/Musculoskeletal_conditions/Muscular_diseases)

Topic page linking to information on muscular diseases, including myalgic encephalomyelitis, chronic fatigue syndrome, fibromyalgia and muscular.

### **HONselect - Muscular Diseases**

<http://www.hon.ch/HONselect/Selection/C05.651.html>

Nervous system diseases, neuromuscular diseases and musculoskeletal diseases.

### **HONmeeting**

<http://www.hon.ch/Conf/Theme/C05.651.html>

Information for "Muscular Diseases" with HONselect such as MeSH Hierarchy, medical images, Web resources, News.

### **Muscular Diseases**

<http://www.ohsu.edu/clinweb/C5/C5.651.html>

Back to previous level: Arthrogryposis: Search PUBMED for Arthrogryposis.

### **OMNI - Muscular Diseases**

<http://omni.ac.uk/browse/mesh/detail/C0026848L0026848.html>

The UK's Most comprehensive resource on health issues.

### **Muscular Dystrophy Association**

bioresearch [www.mdaua.org/disease/](http://www.mdaua.org/disease/)

### **Musculoskeletal Diseases**

<http://www.ohsu.edu/clinweb/C5/C5.html>

College of Wisconsin. Muscular Diseases

### **Musculoskeletal Diseases - Exam Anatomy Atlas**

<http://www.mic.ki.se/Diseases/c5.html>

### **National Eosinophilia - Myalgia Syndrome Network**

<http://216.247.115.236/nemsn/>

FMS (fibromyalgia syndrome), Dietary Supplements, Auto-immune Disorders, Health Foods, Toxic Oil Syndrome (TOS), Muscular Diseases, New Diseases.

### **National Institute of Health**

[http://www.nlm.nih.gov/cgi/mesh/2K/MB\\_cgi?term=Muscular+Diseases](http://www.nlm.nih.gov/cgi/mesh/2K/MB_cgi?term=Muscular+Diseases)

### **National Institute of Health - Muscular Diseases**

[http://www.nlm.nih.gov/news/new\\_files.html](http://www.nlm.nih.gov/news/new_files.html).

<http://www.nlm.nih.gov/medlineplus/newsbydate.html>

### **NMAP**

<http://nmap.ac.uk/browse/rcn/detail/5580.html>

The UK's gateway to high quality Internet resources in Muscular Diseases: Fibromyalgia. This brief public-orientated fact links to further information. Muscular Diseases.

### **Trach-ties.**

[www.angelfire.com/va2/trachties/NMD.html](http://www.angelfire.com/va2/trachties/NMD.html)

Muscular Diseases. Movement. Do you think about it often?

Muscular Dystrophy Muscular, bioresearch.

### **Vetgate - Muscular Diseases**

[vetgate.ac.uk/browse/cabi/detail/](http://vetgate.ac.uk/browse/cabi/detail/73bb79651a57b60c14a454136bd62fb5.html)

[73bb79651a57b60c14a454136bd62fb5.html](http://vetgate.ac.uk/browse/cabi/detail/73bb79651a57b60c14a454136bd62fb5.html)

muscular diseases - Bioresearch.

### **Viacord**

[http://www.viacord.com/Preservation/](http://www.viacord.com/Preservation/Preservation.asp?s=DiseasesTreated)

[Preservation.asp?s=DiseasesTreated](http://www.viacord.com/Preservation/Preservation.asp?s=DiseasesTreated)

Muscular dystrophy; Neurological disorders (ex: ALS);

Muscular/cartilage diseases.

## **Neurological Diseases & Injuries**

***Neurological disAbilities are often accompanied by other symptoms and disabilities. Sorting it out, in order to meet the student's needs, can be difficult. The use of these resources can help the educator to identify specific symptoms, therefore provide the needs of the student.***

### **Access Arts**

<http://hukilau.com/yellowpage/db/access.html>

Accessibility links.

### **Awakening to Disability**

<http://www.nmia.com/~kgstone/>

The Karen G. Stone website featuring her book as well as personal updates.

### **Christopher Reeve Homepage**

<http://www.geocities.com/Hollywood/Studio/4071>

An unofficial web site dedicated to supplying fans with information on Christopher Reeve.

### **Clinical Neurosciences - Tutorial Menu**

[http://depts/clin\\_neuro/teaching/tutorials/tutorials.html...](http://depts/clin_neuro/teaching/tutorials/tutorials.html...)

Neuromuscular Diseases Tutorial (from the American Academy of Neurology).

### **curbcut.com, the wheelchair access to the internet**

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

Curbcut.com is a gathering place for people in wheelchairs with information and a bulletin board.

### **Disabled**

<http://gnv.fdt.net/~mother/dislist.html/>

Disability within a social and relational context mailing list.

### **Disability Information Victoria**

<http://www.disabilityinfo.org.au/>

Information for people with disabilities.

### **Health: Conditions and Diseases: Neurological**

[http://dmoz.org/Health/Conditions\\_and\\_Diseases/Neurological\\_Diseases/](http://dmoz.org/Health/Conditions_and_Diseases/Neurological_Diseases/)

Top Health Conditions and Diseases: Neurological Diseases.

### **The Huge List**

<http://thehugelist.com/>

This website includes links to all sorts of websites including information for people with disabilities.

### **The Instant Access Treasure Chest**

<http://www.fln.vcu.edu./ld/ld.html>

A list of resources from Assistive Technology to Visual Deficits for foreign language teachers put together by Virginia Commonwealth University

### **Internet Handbook of Neurology**

<http://www.neuropat.dote.hu/nmd.htm>

Neuromuscular Diseases. Pathology of Nerve and Muscle.

Overview: Neuromuscular Diseases - Washington University, St.

### **MEDLINEplus: Neurologic Diseases**

<http://www.nlm.nih.gov/medlineplus/neurologicdiseasesgeneral.html>

National Institute of Neurological Disorders and Stroke The primary NIH organization for research on Neurologic Diseases.

### **Monash Institute for Neurological Diseases - Faculty of Medicine**

<http://www.med.monash.edu.au/medicine/mmc/mind/>

The Monash Institute for Neurological Diseases is a medical research institute that seeks to excel in research related to diseases of the brain.

### **National Institute of Neurological Disorders and Stroke (NINDS)**

<http://www.ninds.nih.gov/>

Information on neurological and neuro-developmental disorders from a leading supporter of biomedical research.



### **National Multiple Sclerosis Society**

<http://www.nmss.org>

Multiple Sclerosis research, education, and support.

### **Nervous System Diseases**

[www.mic.ki.se/Diseases/c10.html](http://www.mic.ki.se/Diseases/c10.html)

Diseases of the Nervous System.

### **Neuroguide.com - Human Neurological Diseases**

[www.neuroguide.com/neurodis.html](http://www.neuroguide.com/neurodis.html)

Neurobiology, neurology, neurosurgery, psychiatry, psychology, cognitive science sites and information on human neurological diseases are covered.

### **Neurological Diseases Caused by Viruses**

[www.uct.ac.za/depts/mmi/jmoodie/neurol2.html](http://www.uct.ac.za/depts/mmi/jmoodie/neurol2.html)

Clinically, viral neurological disease can be divided into acute diseases and chronic syndromes.

### **O and P Network Connection**

<http://neptune.psn.net/~oandpnet/>

Promote professional growth and knowledge for the Orthotics, Pedorthics and Prosthetics professionals.

### **Program For Understanding Neurological Diseases**

<http://www.med.umich.edu/pfund/>

The Program for Understanding Neurological Diseases (PFUND) is a program within the University of Michigan Health System focusing on neurological diseases.

### **Spinal Cord**

<http://www.ability.org.uk/spinal.html>

This provides links to other websites around the world that gives information about spinal cord injuries and related topics.

### **Spine Wire**

<http://www.spinewire.com>

The Internet news and information gateway for the spinal cord community.

## **Neuro-Muscular Disease**

***Neuro-Muscular diseases are quite common. These resources will help you identify the students needs, inform the educator and give the resources to provide the necessary resources to meet the needs of the disabled student.***

### **Columbia Weill Cornell Neuroscience Centers**

<http://www.nypneuro.org/healthinfo/neurom.html>

Neuromuscular diseases affect the nerves and muscles, causing pain, weakness, numbness, and other symptoms.

### **Diseases**

<http://healthtalk.org>

Information resource for diseases.

### **Genetics and Neuromuscular Diseases**

<http://www.mdausa.org/publications/genetics.html>

Gives an up-to-date review of genetics information relating to neuromuscular diseases.

### **Healthspa - Ratite Neuromuscular Diseases**

<http://www.netpets.org/birds/healthspa/vet/ratite.html>

Ratite Neuromuscular Diseases Brian L Speer, DVM. Disorders of the neuromuscular system of ratite species are fairly commonly encountered.

### **Internet Handbook of Neurology**

<http://www.neuropat.dote.hu/nmd.htm>

Neuromuscular Diseases. ... Pathology see Pathology of Nerve and Muscle.

Overview: Neuromuscular Diseases - Washington State University.

### **Management of Neuromuscular Diseases**

[http://www.dgm.org/muskelk/letters/start\\_lt.html](http://www.dgm.org/muskelk/letters/start_lt.html)

Management of Neuromuscular Diseases.

**MedWebPlus - Neuromuscular Diseases**

[http://www.medwebplus.com/subject/Neuromuscular\\_Diseases](http://www.medwebplus.com/subject/Neuromuscular_Diseases)  
MedWebPlus 2.3! A free service to help you find health sciences information quickly and easily. Neuromuscular Diseases.

**Muscular Dystrophy Association**

<http://www.mdaua.org/disease/>  
Neuromuscular Diseases in the MDA Program.

**Mitochondrial Disorders**

<http://www.neuro.wustl.edu/neuromuscular/mitosyn.html>

**Myositis. Nail Problems**

[http://www.healthtalk.org/neuromuscular\\_diseases.html](http://www.healthtalk.org/neuromuscular_diseases.html)  
Neuromuscular Diseases.

**National Library of Medicine/National Institute of Health**

[http://www.nlm.nih.gov/cgi/mesh/2K/MB\\_cgi?term=Neuromuscular+Diseases](http://www.nlm.nih.gov/cgi/mesh/2K/MB_cgi?term=Neuromuscular+Diseases)

**Neuromuscular Diseases**

<http://www.mic.ki.se/Diseases/c10.668.html>  
Patients and laypersons looking for guidance among the target sources of this collection of links.

**Neuromuscular Diseases**

[http://www.emedicine.com/neuro/NEUROMUSCULAR\\_DISEASES.htm](http://www.emedicine.com/neuro/NEUROMUSCULAR_DISEASES.htm)

Neuromuscular Diseases Articles. Acute Inflammatory Demyelinating Polyradiculoneuropathy.

**Neuromuscular Diseases**

<http://www.ohsu.edu/clinweb/C10/C10.668.html>  
Amyotrophic Lateral Sclerosis: All Review Therapy Diagnosis.

**Neuromuscular Diseases**

<http://vetgate.ac.uk/browse/cabi/detail/09feced19bb0e10bda0e63c226d143a7.html>

**Neuromuscular Diseases...**

<http://www.wkap.nl/home/topics/E/7/8/>

Immunology of Neuromuscular

**Neuromuscular Diseases**

<http://omni.ac.uk/browse/mesh/detail/C0027868L0027868.html>

**Neuromuscular Disease Center**

<http://www.neuro.wustl.edu/neuromuscular/>

Review of various muscle, nerve and neuromuscular disorders; links to relevant sites.

**Rehabinfo Network Neuromuscular Diseases Information**

<http://www.rehabinfo.net/>

The Rehabilitation Research and Training Center in Neuromuscular Diseases.

**Rehabilitation Research and Training Center in Neuromuscular Diseases**

<http://www.rehabinfo.net/rrtc/>

The Rehabilitation Research and Training Center in Neuromuscular Diseases at UC Davis has a research program and an information services and training program.

**A Short Course in the Anatomy of Neuromuscular Disease**

<http://www.bgsm.edu/neurology/department/diagneuro/disease2.html>

Myotonic dystrophy. Diseases of the Neuromuscular Junction. Myasthenia gravis.

## **Occupational Therapy**

***Occupational Therapy is a resource that can be invaluable to an educator. After an evaluation is made the therapist can make or provide utensils to help the disAbled student complete a task, bracing, supports and other recommendations are used in assisting the student in classroom tasks.***

### **Ballard Rehabilitation Hospital**

<http://www.ballardhospital.com>

### **Casa Colina Rehabilitation Centers**

<http://CasaColina.org>

### **Loma Linda Medical Center**

<http://www.llumc.edu>

### **O&P Net Work Connection Disability Resources**

<http://www.disability.com/links/links.html>

Disability Links-links to links. This is a combination of websites linking information from aging to travel for people with disabilities

### **Occupational Therapy Disability Links**

<http://www.ot.wustl.edu/OTVL/DisabilityLinks.html>

Links to Related World Wide Web Sites.

### **Web AIM-Web Accessibility In Mind**

<http://www.webaim.org>

Accessibility to online learning opportunities for all people in particular, to improve accessibility for individuals with disabilities.

### **Westing Software Inc.**

<http://www.AbleMouse.com>

AbleMouse, a computer pointer without ball or buttons, so easy to use that you can move the cursor and left or right click with stiff or tired hands, or with only one finger, or by clipping to a cast, prosthesis or amputation stump, or even with your toe.

**WizCom Technologies, Inc.**

<http://www.wizcomtech.com>

Reading Pen II is a highly portable device that reads words aloud. With improved accuracy, you can scan a word, see the word and hear the word.

**Words+ Inc.**

<http://www.words-plus.com>

Supplier of state-of-the-art, durable, computer-based AAC systems and innovative window-based software.

**ZYGO Industries, Inc.**

<http://www.zygo-usa.com>

The latest text-to-speech communication aid, Polyana with Persona. Type, scan, touch, talk-all in one very portable unit.

## **Organizations**

***Advice, information, direction, money, equipment, and resources are provided through organizations. their purpose is to help those with disabilities, their families, caregivers and those who work with the disAbled.***

### **American Association of People with Disabilities**

<http://aapd-dc.org>

A non-profit, non-partisan, cross-disability organization whose goals are unity, leadership and impact.

### **Center on Human Policy**

<http://soeweb.syr.edu/thechp/index.html>

A Syracuse University based policy, research, and advocacy organization involved in the national movement to insure the rights of people with disabilities.

### **The Council for Disability Rights**

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

Advancing rights and enhancing lives of people with disabilities.

### **disabilityworld.com**

<http://www.roule.com>

Jewelry that has Braille writing.

### **HANDGLASS.COM**

<http://www.handglass.com>

A whole new kind of magazine that has a variety of periodicals for the deaf and hard-of-hearing communities. Submissions are accepted.

### **The International Spinal Injuries and Rehabilitation Centre**

<http://www.royalbucks.co.uk/isu.htm>

Provides comprehensive specialized rehabilitation programs for those with spinal injuries and other disabilities.

**National Alliance of the Disabled**

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

An online informational and advocacy organization dedicated to working towards gaining equal rights for the disabled in all areas of life.

**National Organization on Disability**

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

Promotes full and equal participation of America's 54 million men, women and children with disabilities in all aspects of life.

**National Spinal Cord Injury Association**

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

The primary mission of the NSCIA is to work to empower individuals and families with spinal cord injury issues to make informed choices and take actions to achieve their highest level of independence and personal fulfillment.

**NICHCY**

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

The National Information Center for Children and Youth with Disabilities.

**Society for Disabled Studies**

<http://www.uic.edu/orgs/sds/>

Established to promote interdisciplinary research on humanistic and social scientific aspects of disability and chronic illness.

**Through the Looking Glass**

<http://www.lookingglass.org>

Create, demonstrate, and encourage resources and model early instruction services that are non-pathological and empowering.



## **Orthopedic**

***The educator has the occasion to have students with orthopedic injuries and diseases in the classroom. Whether it is a broken leg that will heal in six weeks or a student with Cerebral Palsy with deformed legs, the resources will inform the educator and give information to meet the needs of the student.***

### **ACAOJH**

<http://www.congo-pages.org/ipvrc/ACAOJH.htm>

Disabled persons by: -providing treatment and orthopedic equipment which substantially enhances their mobility.

### **Allhealthnet.com First Aid Orthopedic Equipment**

<http://www.allhealthnet.com/First+Aid+-+Emergency/Equipment/Orthopedic/>

Med Help Lines. Patient Safety. Medical Topics. Drug Finder. Eye Care. Online Textbooks. Medical Dictionary. Med Databases. Med Organizations. Med Publications.

### **ASCO**

<http://www.ascoindia.com/orthopaedic-implants-instruments/dhs-dcs-implants.html>

Orthopedic Equipment Manufacturer.

### **CEEBICnet TRADE & INVESTMENT**

<http://www.mac.doc.gov/eebic/partcust/plphytherapy.htm>

Purchase Rehabilitation and Orthopedic Equipment, and Physiotherapy and Hydrotherapy Equipment.

### **Charges**

<http://www.depts.ttu.edu/studenthealth/dollarsandcents.htm>

Orthopedic Equipment that students may purchase.

### **curbcut.com, the wheelchair access to the internet**

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

Place for people in wheelchairs: information and a bulletin board.

### **Equipment at eBay.com**

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

Amazing selection. affiliate.

### **Excess orthopedic equipment and supplies**

<http://www.orthodeals.com/inventory/medsurg.htm>

The following orthopedic equipment is available for purchase.

### **Health Center Charges**

<http://www.healthcenter.vt.edu/charges.htm>

Orthopedic Equipment, Orthopedic Equipment that Students may Borrow Crutches and Canes, prescribed by SHC health care provider, may be borrowed from SHC.

### **HisKidsToo Current Travel Report**

<http://www.hiskidstoo.org/travelSummer02.html>

Providing orthopedic equipment to several children.

### **jobsforpros.com**

<http://www.jobsforpros.com/industry/medicaldev.htm>

test and measurement, telecommunications jobs, telecommunications control equipment; dialysis equipment; orthopedic equipment: including goniometers; and, orthotic devices. respiratory therapy equipment.

### **Medical and Hospital Equipment**

<http://vancouver-webpages.com/sic/50/4/7.shtml>

Equipment--wholesale; Medical glass--wholesale; Orthopedic equipment--wholesale; Patient monitoring equipment--wholesale; Physicians.

### **Metropolitan Society For Crippled Children and Adults**

<http://www.wheeler.org/pages/directory/equipment.html>

MDA will provide medical equipment, including hydraulic lifts, wheelchairs, braces and other orthopedic equipment.

**Muscular Dystrophy Family Foundation**

[http://www.mdff.org/support\\_services.htm](http://www.mdff.org/support_services.htm)

Patient Services orthopedic specialist. Home medical equipment specialist available to provide information on needed orthopedic equipment/appliances.

**Orthopedic Device, Orthopedic Equipment**

<http://www.indiamart.com/fortpharma/>

Traders of orthopedic device, orthopedic equipment, veterinary drugs, blood bags, blood collection bags, medical products.

**Orthopedic Equipment**

<http://www.exportbureau.com/medical/orthopedicequipment.html>

Comfort Orthopedic Co., Ltd. Email: [comfort5@ms6.hinet](mailto:comfort5@ms6.hinet)

**Orthopedic Equipment**

<http://www.allegromedical.com>

Orthopedic equipment.

**Orthopedic Equipment**

<http://www.ohsu.edu/cliniweb/E7/E7.858.442.html>

Artificial Limbs.

**Orthopedic Equipment**

[http://orthopedie.free.fr/mot.php3?id\\_mot=56](http://orthopedie.free.fr/mot.php3?id_mot=56)

**Orthopedic Equipment**

[http://www.med-electronics.com/cat23\\_1.htm](http://www.med-electronics.com/cat23_1.htm)

Orthopedic Equipment, Titanium Coated Cast Cutter Blade-2, \$36.00 Titanium Coated. Cast Cutter Blade-2 Q0295-222 For cutting both fiberglass and plaster.

**Orthopedic Equipment**

[www.ohsu.edu/cliniweb/E7/E7.858.html](http://www.ohsu.edu/cliniweb/E7/E7.858.html)

Search PUBMED for Orthopedic Equipment

**Orthopedic Equipment**

<http://www.elasticthai.com/products.htm>

Orthopedic equipment.

### **Orthopedic Equipment On Sale**

<http://www.search-e.com/cgi-bin/search/smartsearch.cgi?keywords=orthopedic+equipment>

### **Orthopedic Equipment Fund**

<http://www.theplanningcouncil.org/tpcdatabase/iw0mdedo.htm>

This covers co-payment for orthopedic equipment, home and auto modifications.

### **Orthopedic Products**

<http://www.AllegroMedical.com>

Allegro Medical is your discount source for quality medical supplies.

### **Orthopedic Specialists**

<http://www.memoryfoamfactory.com>

Orthopedic Surgeon recommends memory foam for pain. Guaranteed!

### **Orthopedic Surgical Equipment**

<http://www.sahnisons.com/orthopadic-instruments.html>

Orthopedic instrument, Medical and orthopedic surgical equipment, orthopedic instrument, medical disposables, disposable set sterile.

### **Orthopedists and Orthopedic Equipment**

<http://www.yellowpages.lt/yph/o.html>

### **Pro-Med Products**

<http://www.promedproducts.com>

Buy direct and save on Physical Therapy equipment and supplies.

### **Rodeo Equipment**

[http://www.elmrodeoequipment.com/osb2/](http://www.elmrodeoequipment.com/osb2/showitem.cfm?Category=103)

showitem.cfm?Category=103

ELM Rodeo Equipment

TOLL FREE 1-888-356-4628

**SHIC Resource Needs: Orthopedic Equipment**

<http://www.sarges.com/shic/ortho.html>

SHIC Incorporated Orthopedic Equipment.

**Surgery Using Voice - activated computer**

<http://library.advanced.org/26451/gather/>

[board/messages/45.html](http://library.advanced.org/26451/gather/board/messages/45.html)

A division of US surgical and orthopedic equipment maker Stryker Corp.

## **Physical Rehabilitation Equipment**

*An educator is sometimes asked to use specialized equipment in the classroom. These resources will inform the educator of the vast amount of hardware and their uses.*

### **ALTRUSACurrent Projects: Physical Rehabilitation Equipment Needed**

[www.altrusa.ws/current\\_projects/special\\_project\\_rehab\\_equipment\\_2.htm](http://www.altrusa.ws/current_projects/special_project_rehab_equipment_2.htm)

### **BMCI Products --- Orthopedic & Physical Rehabilitation Equipment**

[www.bataanmfg.com/ortho\\_rehab.htm](http://www.bataanmfg.com/ortho_rehab.htm)

Universal Orthopedic Frame. S/S Turning Frame. Invalid Walker w/ Crutches & w/o Feeding Tray. Overhead Pulley. Shoulder Wheel. Duplex Pulley Weights.

### **The Boulevard**

<http://www.blvd.com>

Providing valuable information about quality products and services available to individuals with disabilities and Healthcare professionals.

### **The Cabinet for Health Services**

[www.lrc.state.ky.us/record/03rs/SB61/bill.doc](http://www.lrc.state.ky.us/record/03rs/SB61/bill.doc)

The Cabinet for Health Services shall develop a certification program establishing minimum safety standards for physical rehabilitation equipment and supplies.

### **Disability and Medical Resource Mall**

<http://www.coast-resources.com>

A directory designed and committed to featuring information on disability and medical products.

### **Handiflex**

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

Produces and manufactures physical rehabilitation equipment.

**Isokinetics, Inc.**

[http://dir.yahoo.com/.../Business\\_to\\_Business/Health\\_Care/Equipment\\_and\\_Supplies/Rehabilitation/Physical\\_Therapy/](http://dir.yahoo.com/.../Business_to_Business/Health_Care/Equipment_and_Supplies/Rehabilitation/Physical_Therapy/)  
Offers physical rehabilitation equipment and home patient rehabilitative systems.

**Jefferson Regional Medical Center: Inpatient Rehabilitation Unit**

[http://www.shhspgh.org/services/physical/inpatient\\_rehab.html](http://www.shhspgh.org/services/physical/inpatient_rehab.html)  
If needed, our nurses help patients learn to use adaptive and physical rehabilitation equipment such as walkers, splints, and braces.

**Medical Supplies & Equipment**

[http://www.medical-supplies-equipment.net/site\\_map.htm](http://www.medical-supplies-equipment.net/site_map.htm)  
Accessories; EMS Stimulator; Heating Pads; Hot & Cold Therapy Supplies; Paraffin Therapy; Physical Rehabilitation Equipment; TENS Units.

**Outlet**

<http://www.the-outlet.com/>  
New and like-new durable medical equipment.

**Rehabilitation Equipment**

<http://rehabilitation-products.medical-supplies-equipment.net/>  
Product search by category.

**Physical Rehabilitation Equipment**

[http://www.medical-supplies-equipment.net/product/PPF/param/506\\_0\\_\\_1\\_true/product\\_search.asp](http://www.medical-supplies-equipment.net/product/PPF/param/506_0__1_true/product_search.asp)  
Used Physical Rehabilitation Equipment Medical Supplies & Equipment Search

**Zeal.com**

<http://www.zeal.com/category/preview.jhtml?cid=213575>  
Disability Equipment and information.

## **Physical Rehabilitation Facilities**

*DisAbled students often under go rehabilitation. The educator must have access to the facilities to be better informed in the assistance of those students.*

*There is sometimes a need to assist the parents of the disAbled in their seek to find appropriate resources for their student.*

### **Ballard Rehabilitation Hospital**

<http://www.ballardhospital.com>

### **Casa Colina Rehabilitation Centers**

<http://CasaColina.org>

### **Loma Linda Medical Center**

[www.llumc.edu](http://www.llumc.edu)

### **National Rehabilitation Home Page**

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

This website provides opportunities through knowledge and diversity for professionals in the fields of rehabilitation.

### **O and P Network Connection**

<http://neptune.psn.net/~oandpnet/>

Promote professional growth and knowledge for the Orthotics, Pedorthics and Prosthetics professionals.

### **Rehabilitation Research and Training Center in Neuromuscular Diseases**

<http://www.rehabinfo.net/rrtc/>

The Rehabilitation Research and Training Center in Neuromuscular Diseases at UC Davis has a research program and an information services and training program.



**Roosevelt Warm Springs Rehabilitation Institute**

<http://www.rooseveltrehab.org>

This web site gives information about this rehabilitation institute in Warm Springs, Georgia that treats patients for spinal cord injuries, stroke, and other related medical problems.

**Shepherd Center**

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

This is information about Shepherd Center in Atlanta, Georgia that specializes in the care of people with spinal cord injury and disease.

**Rehabilitation Research and Training Center in Neuromuscular Diseases**

<http://www.rehabinfo.net/rrtc/>

Davis has a research program and an information services and training program.

## **Speech**

***These resources will aid the education understanding speech difficulties and will help in adapting the classroom for the best learning environment of the speech impaired.***

### **Applications of Technology in the Learning.**

[www.broward.k12.fl.us/ITP/5/5-2sssprograms.pdf](http://www.broward.k12.fl.us/ITP/5/5-2sssprograms.pdf)

Statistics examinations financial calculations using technology examples of usage and allow access to the resources for visually impaired students and voice handicapped.

### **Don Johnston, Inc.**

<http://www.donjohnston.com>

Learning interventions resources provides a full range of literacy intervention products for older struggling readers, writers and professional development services to help you effectively integrate technology tools into balanced literacy instruction.

### **EyeTech Digital Systems**

<http://www.eyetechds.com>

Quick Glance System by EyeTech Digital Systems, Inc. Quick Glance is an eyetracker that allows you to use your computer completely hands-free.

### **Freedom Scientific B/LV Group**

<http://www.freedomscientific.com>

Manufacturer of software and hardware for people with vision impairments.

### **Freedom Scientific/Learning System Group**

<http://www.freedomscientific.com/wynn>

Provides WYNN, the easy-to-use software solution for students with reading and writing difficulties.

### **Freedom Vision**

<http://www.freedomvision.net>

Flat screen magnifiers for visually impaired rehab clients and students.

### **Great Talking Box Company**

<http://www.greattalkingbox.com>

Manufacturer of dependable, hand held, durable and affordable speech devices.

### **Hearing Disabilities**

<http://www.lrs.ed.uiuc.edu/wp/original/access/hearing.html>

Disability Information Lists many categories including resources, disability information, education, hearing and visual disabilities, mental/learning.

### **IntelliTools, Inc.**

<http://www.intellitools.com>

Produces an integrated set of resources for the classroom-IntelliPics(R) Studio, IntelliMathics(TM), IntelliTalk II(R), and ReadyMade(TM) Curriculum Activities, as well as IntelliTools(R) Reading.

### **Keyboard Alt & Vision Solutions**

<http://www.keyalt.com>

Addresses all disability issues, from low vision & blindness, physical limitations, ergonomic, to oral-deaf. Products include Braille notetakers & displays, CCTVs, head control devices, deaf.

### **Kurzweil Educational Systems, Inc.**

<http://www.kurzweiledu.com> Kurzweil

Reading and writing software for individuals with learning difficulties (Kurzweil 3000) and people who are blind or visually impaired (Kurzweil 1000).

### **LATCH School / Switch-Hitters Club**

<http://www.latchschool.org>

Units-Unique theme-based switch activities which are paired with lights and music to develop cause and effect. BookNook Activity Kits-Literacy-based kit, which includes children's book, craft activities and cooking activities.

**Mayer-Johnson, Inc.**

<http://www.mayer-johnson.com>

Manufacturer of Augmentative Communication Products including The Picture Communication Symbols (PCS), Boardmaker, Speaking Dynamically Pro, and Writing with Symbols.

**Metroplex Voice Computing Inc.**

<http://www.mathtalk.com>

Speech recognition mathematics software using Naturally Speaking Professional/Dragon Dictate.

**Plextor Corporation**

<http://www.plextalk.org>

The Plextalk PTR1, with extensive Daisy playback features and stand-alone recording capability, delivers exceptionally high performance in a battery powered, portable, and stylish design.

**Prentke Romich Company**

<http://www.prentrom.com>

Augmentative and assistive communication (AAC). A combination of language expertise with technology to create products that allows people to achieve independent and interactive communication.

**University of La Laguna**

<http://www.iac.es>

Virtual acoustic space is a research and development team in the perception of the space using only sounds. An electronic device has been developed that allows blind people to perceive an auditory image of their frontal environment.

**Vcom3D, Inc**

<http://www.vcom3d.com>

Internet enabled 3D characters that communicate in sign language with hand signs and facial expressions, and authoring tools to create signed content.

## **Sports**

***Physical Education and Athletics are a part of every child's learning experience. These resources will help in the adaptation of equipment and facilities so that all students can participate.***

### **Disabled Sports USA**

[www.cwo.com/html/disabled\\_sports\\_usa.html](http://www.cwo.com/html/disabled_sports_usa.html)

Welcome to Disabled Sports USA's sponsor page. You will find information about their Programs and Services.

### **Disabled Sports USA**

<http://www.dsusa.org>

A national nonprofit organization providing sports and recreation services to children and adults with physical or mobility related disabilities.

### **DS/USA Links to other disability related sites**

<http://www.dsusa.org/otherw3.html>

Links to other related sites.

### **National Sports Center for the Disabled**

[www.nscd.org/](http://www.nscd.org/)

Welcome to the National Sports Center for the Disabled! This season is our 32nd year of offering outdoor recreation opportunities.

### **United Cerebral Palsy Athletic Association**

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

To provide information about sports training for athletes with cerebral palsy.

### **United States Quad Rugby Association**

<http://www.quadrugby.com/toc.htm>

United States Quad Rugby Home Page.

## **Travel**

***Traveling has become an integral part of our society. These resources can help the educator plan trips for the disAbled student, making it a safe and fun environment.***

### **AAPD - News**

[www.aapd.com/docs/dotdisabilityaviationhotline.html](http://www.aapd.com/docs/dotdisabilityaviationhotline.html)

Newsletter for the Department of Transportation's aviation consumer disability toll-free hotline.

### **AccessAbility Travel**

<http://www.access-able.com>

Resource for the individual and travel industry in evaluating accessibility levels to meet the needs and expectations of disabled travelers.

### **Accessible Journeys Web Page**

<http://www.disabilitytravel.com>

This gives information about designing accessible holidays and escorting groups on accessible vacations for slow walkers, wheelchair travelers and families and friends.

### **Disability Toll Free Hot Line for Air Transportation Problems**

<http://www.ci.la.ca.us/DOD/pdf/DOTHotline.pdf>

[www.namisc.org/News/2002/Summer/](http://www.namisc.org/News/2002/Summer/DisabilityTravelHotline.htm)

[DisabilityTravelHotline.htm](http://www.namisc.org/News/2002/Summer/DisabilityTravelHotline.htm)

The Department of Transportation's aviation consumer disability toll-free hotline will become operational at 7 a.m. local time in Washington, D.C., on August 5, 2002. The toll-free number for our aviation consumer disability hotline is 1-866-266-1368 (voice) and 1-866-754-4368 (TTY). We ask that you advise members of your respective organizations about the establishment of the hotline and encourage them to call the hotline to obtain information and assistance if they should experience disability-related air service problems.

**Disabled Hotline**

<http://www.delphi.com/disable/travel.html>

How to get around while traveling with a disability.

**Emerging Horizons**

<http://www.candy-charles.com/Horizons>

Accessible travel news and resources updated daily.

**Global Access**

<http://www.geocities.com/Paris/1502>

Provides an extensive archive of worldwide access reports, suggestions for accessible travel guides, travel links and networking opportunities.

**Travel Care Companions, Inc.**

<http://www.travelcarecompanions.com>

A site for special-needs travelers.

**Travelinâ Talk**

<http://www.access-able.com>

A worldwide network of people with disabilities who offer travel information and emergency assistance to one another.

**TASC**

<http://www.tasc.org>

Supervised vacations for persons with developmental disabilities and special needs.

**US Senator Bill Frist: Privacy Policies of Senator Bill Frist**

<http://frist.senate.gov/privacy.cfm>

Gives an additional way to monitor traffic and usage statistics.

Largely compliant with Section 508, 1194.22 the Federal standard for handicapped.

**Wheelchair Getaway**

<http://www.disabilitytravel.com>

Provides wheelchair accessible van rentals for people with disabilities.

**Disabled Hotline**

<http://www.delphi.com/disable/travel.html>

How to get around while traveling with a disability.

**Emerging Horizons**

<http://www.candy-charles.com/Horizons>

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Gives an additional way to monitor traffic and usage statistics.

Largely compliant with Section 508, 1194.22 the Federal standard for handicapped.

**Wheelchair Getaway**

<http://www.disabilitytravel.com>

Provides wheelchair accessible van rentals for people with disabilities.



**Wheels Up!**

<http://www.wheelsup.com>

Wheelchair travel specialist.

**The World on Wheels**

<http://www.geocities.com/Heartland/6295/index.htm>

Primarily travelogues from wheelchair travelers.

## **Verbal Communications Limitations**

***Communication is one of the privileges we take for granted. It is also one of the most necessary functions for survival in our electronic age. We must remember that people communicate in many ways: through words, sign language, tactile devices and computers.***

***It is important to find a way to communicate with the disAbled student as well as providing a way the disAbled student can communicate with the other students and faculty.***

### **EyeTech Digital Systems**

<http://www.eyetechds.com>

Quick Glance System by EyeTech Digital Systems, Inc. Quick Glance is an eyetracker which allows you to use your computer completely hands-free.

### **Freedom Scientific B/LV Group**

<http://www.freedomscientific.com>

Manufacturer of software and hardware for people with vision impairments.

### **Freedom Scientific/Learning System Group**

<http://www.freedomscientific.com/wynn>

Provides WYNN, the easy-to-use software solution for students with reading and writing difficulties.

### **Freedom Vision**

<http://www.freedomvision.net>

Flat screen magnifiers for visually impaired rehab clients.

### **IUPUI Adaptive Educational Services: Handbook**

<http://life.iupui.edu/aes/handbook/>

Verbal Communications Limitations. Disabilities with verbal communications may result from illness or be congenital.

## **Visual**

***Visual resources provide a wide variety of helps to the educator. These resources will teach you proper etiquette in relating to visually impaired students as well as finding the proper resources to help the students succeed.***

### **A.T. Kratter & Co/Access Ingenuity**

<http://www.atkratter.com>

Low Vision

### **Adaptive Technology Services**

<http://adaptivetec.com>

Specializes in providing services such as training, installation, on-site technical support, scripting and evaluations with regard to technology for those living and working with vision impairment.

### **Ai Squared**

<http://www.aisquared.com>

Develops and markets software products for the visually impaired.

### **AlphaSmart, Inc.**

<http://www.alphasmart.com>

The AlphaSmart 3000 is a portable word processor that facilitates students' writing. SmartApplets increase the functionality for keyboarding, test taking and more.

### **ALVA**

<http://www.aagi.com>

Braille displays and software for the blind.

### **AmbuTech**

<http://www.ambutech.com>

Mobility products for the blind and visually impaired.

### **American Foundation For The Blind**

<http://www.afb.org>

Information packet and information on a fully accessible web site. Online versions of the Journal of Visual Impairment & Blindness and Access World: Technology and Consumers with Visual Impairments.

### **American Printing House F/T Blind**

<http://www.aph.org>

Dedicated to making products for people who are visually impaired, and is the official supplier of educational materials for blind students in the U.S. Manufactures books and magazines in Braille, large type, recorded, and computer disk form. APH also manufactures a wide range of educational and daily living aids.

### **American Thermoform Corporation**

<http://www.atcbrleqp.com>

Manufactures and distributes products for the Blind. Products include Braille embossers (personal and high production), tactile graphics machines, and all supplies necessary to product Braille (e.g. Braille paper, labeling material, etc.).

### **Applied Human Factors**

<http://www.ahf-net.com>

Develops assistive software for Windows(R). REACH Interface Author (TM) with Smart Keys(TM) provides on-screen keyboards and speech augmentation, REACH Scan Plus.

### **Assistive Technology, Inc.**

Booth #107 & /108 Hilton

Address: 7 Wells Ave,

Newton, MA 02459

Phone: (617) 641-9000x248

<http://www.assistivetech.com>

Develops innovative solutions to enhance the lives of people with disabilities. Communication devices include computer-based Mercury and Gemini, plus dedicated Mercury SE, Gemini SE and LINK.

**Astra Tech**

<http://www.astratechusa.com>

Produces the LoFric catheter for intermittent catheterization.

**ATEC/Goodwill Industries Of Orange County**

<http://www.ocgoodwill.org>

Provides assessments, trainings and technical support and supplies the necessary tools to people with disabilities.

**Attainment Company Inc.**

<http://www.info@attainmentcompany.com>

Easy-to-use, inexpensive Augmentative Communication devices, instructional software teaching basic skills, hands-on student material and teacher resources in books and videos.

**Aurora Ministries**

<http://www.auroraministries.org>

Free service for persons with print handicap, low vision or visual impairment. The Bible on audiocassette is available in 63 languages and is given completely FREE. Complimentary sets are also provided for use in resource centers or libraries.

**Avaya Inc.**

<http://www.avaya.com>

Designs, builds and manages communications networks.

**Benetech Bookshare.org**

<http://www.bookshare.org> Bookshare.org is an online community that enables people with visual and other print disabilities to scan shared books. Bookshare.org acts as a clearinghouse where readers can legally share their scanned books and qualified members can download from a collection of accessible books.

**Betacom**

<http://www.betacom.com>

Vision enhancement products including the: VisAble Magnify(TM) magnifiers; VisAble Video Telescope(TM).

**Braille Jewelry Design**

<http://www.roule.com>

**Brain Actuated Technologies, Inc.**

<http://www.brainfingers.com>

The Cyberlink Interface is a revolutionary hands-free computer controller which allows you to point and click a mouse cursor, play interactive video games and music, and interfaces with third party software such as Words+EZKeys, Wwik and Clicker 4.

**Braille Jymico Inc.**

<http://www.braillejymico.com>

Scientific Braille Production (Nemeth code), Tactile Graphics. Literary Braille Production, Music Braille Production and Personalized Braille Cards.

**C.J.T. Enterprises**

<http://www.cjt-yes.com>

Mounting Systems, Table Mounts, and Mobile Carrier.

**California Telephone Access Program**

<http://www.ddtp.org>

State mandated program that provides phones for people with disabilities. There is no charge for the phones since the program is funded by a surcharge.

**CAST Inc.**

<http://www.cast.org>

The CAST eReader adds spoken voice, visual highlighting, and navigation to word processing files, web pages, and scanned documents. eReader Daisy Edition, reads the NISO/DAISY format as well as speaks digitized text and HTML.

**CFILC/AT Network**

<http://www.atnet.org>

Provides a free information and referral service to anyone in California needing assistive technology. Advocacy is also available through the AT Network's community based specialists throughout the state.

**Clarity**

<http://www.clarityaf.com>

Manufactures auto-focus video magnifiers for the visually impaired with innovative, modular designs, making this technology flexible, portable, easy to use, and ideal for distance viewing.

**Click&Go Interactive, Inc.**

<http://www.clickandgomap.com>

Designs customized tactile and low vision maps, interactive computer maps, and low vision software.

**ClosedCaption Maker**

<http://www.CCmaker.com>

As a service bureau (for a fee), ClosedCaption Maker adds captions (open/closed) to VHS videos.

**Columbia Lighthouse For The Blind**

<http://www.clb.org>

Offers programs and services that enable individuals who are blind or visually impaired to maintain independence at home, school, work and in the community. Services include nationwide training and consultation in assistive technology, rehabilitation services, career services, low vision care and services for seniors and children.

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**Computer Prompting & Captioning**

<http://www.cpcweb.com>

Closed captioning software and complete systems. High quality captioning service.

### **CrissCross Technologies**

<http://www.crisscrosstech.com>

Develops audio tutorials and software to help blind and visually impaired computers users learn Windows and Windows applications.

### **DAISY Consortium**

<http://www.daisy.org>

Develops the International Standard and implementation strategies for the production, exchange, and use of Digital Talking Books in both developed and developing countries.

### **Dancing Dots**

<http://www.dancingdots.com>

Supporter of blind music students, professionals and mainstream educators. Create sound recordings and print notation with PC; for work, school or fun.

### **DBH Attachments**

<http://www.dbhattachments.com>

Adjustable computer stations.

<http://www.4dewitt.com>

Full service consulting firm that can provide training, assessment, curriculum, software and technical support for the full range of assistive technology for the blind and visually impaired.

### **DOR Rehabilitation AT Section**

<http://www.dor.ca.gov>

[http://bschlesi@dor.ca.gov](mailto:bschlesi@dor.ca.gov)

Department of Rehabilitation provides assistive technology assistance.

### **Doug Dodgen & Associates**

<http://www.dougdodgen.com>

ActiveVoices-Multilingual dynamic screen communication software.



**Duxbury Systems, Inc.**

<http://www.duxburysystems.com>

Software for Braille. DBTWin, MegaDots, PerkyDuck for professionals, transcribers, students, teachers, publishers, and novices. Literary Braille, Braille-clip-art and Braille math for many languages.

**DynaVox Systems LLC**

<http://www.dynavoxsys.com>

Manufacturer of advanced augmentative communication solutions, will display its full line of products, including the DynaVox 3100, Dynamyte 3100, Dynamo and DynaVox Software.

**En-Vision America, Inc.**

<http://www.envisionamerica.com>

Manufacturers of "ScriptTalk," a prescription reader for the visually impaired.

**Enabling Technologies Co.**

<http://www.brailer.com>

Produces Braille production equipment. Manufacturer of a complete line of computer interfaced Braille Embossers.

**ERICA**

<http://www.ericainc.com>

The ERICA eye-tracking system allows individuals to directly control all mouse and keyboard functions of any Windows computer through eye-movement alone.

**EyeTech Digital Systems**

<http://www.eyetechds.com>

Quick Glance System is an eyetracker that allows you to use your computer completely hands-free.

**Freedom Scientific B/LV Group**

<http://www.freedomscientific.com>

Manufacturer of software and hardware for people with vision impairments.

**Hot Braille**

<http://www.hotbraille.com>

The world's first free web-based braille transcribing service to all those interested in sending free Braille in the mail.

**The Instant Access Treasure Chest**

<http://www.fln.vcu.edu./ld/ld.html>

A list of resources from Assistive Technology to Visual Deficits for foreign language teachers put together by Virginia Commonwealth University.

**Keyboard Alt & Vision Solutions**

<http://www.keyalt.com>

Addresses all disability issues, from low vision & blindness, physical limitations, ergonomic, to oral-deaf. Products include Braille notetakers & displays, CCTVs, head control devices, deaf.

**Kurzweil Educational Systems, Inc.**

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<http://www.latchschool.org>

Units-Unique theme-based switch activities which are paired with lights and music to develop cause and effect. BookNook Activity Kits-Literacy-based kit, which includes children's book, craft activities and cooking activities.

**LS&S, LLC**

<http://www.lssonline.net>

Products for the Visually Impaired and Hard-of-Hearing.

**Lutheran Braille Workers, Inc.**

<http://bw@lbwinc.org>

A ministry made up of mostly volunteers which produces Braille and large print Christian material and offer it free of charge.

**MagniSight Inc.**

<http://www.magnisight.com>

CCTV video magnifiers.

**MAXI-AIDS**

<http://www.maxiaids.com>

Provides a complete line of products for the Blind/Visually impaired, Deaf/Hearing impaired, Arthritic, and individuals with special needs.

**Optelec US Inc.**

<http://www.optelec.com>

Provider of magnification products for the visually impaired.

**OVAC, Inc.**

<http://www.ovac.com>

CCTV magnifiers, ranging from low-cost, hand-held scanners to color, auto-focus, auto zoom DBST desktop machines.

**Parrot**

<http://www.voice-assistant.com>

Voice recognition organizer for the blind and visually impaired.

**Pulse Data - HumanWare**

<http://www.pulsedata.com>

**BLINDNESS, LOW VISION & LEARNING DISABILITIES**

Solutions to people with visual impairments or reading disabilities, bridging the gap between access and mainstream technologies.

**Rapidtext, Inc.**

<http://www.rapidtext.com>

Provides voice-to-text services for the educational, business, and entertainment industries.

**Recording For The Blind & Dyslexic**

<http://www.rfbd.org>

RFB+D Learning through listening educational and professional library of 87,000 textbooks on tape and CD, serve K-Adult.

**Repro-Tronics Inc.**

<http://www.repro-tronics.com>

Products for the generation of Tactile Documents for the Blind.

**Revolution Enterprises, Inc.**

<http://www.advantagecanes.com>

White canes for the blind made of graphite.

**SensAbility, Inc.**

<http://www.sensability.com>

The Galileo and Pronto stand-alone reading machines for easy access to printed materials.

**Sighted Electronics, Inc.**

<http://www.sighted.com>

High resolution CCTV's, Two-Dimensional Braille Displays, OPTICAL Braille Recognition (scan Braille and convert back to text), and True Window drivers for Braille Embossers.

**Sun Microsystems Inc.**

<http://www.sun.com/access>

For users, the GNOME 2.0 platform ships with key assistive technologies plus an accessible browser and office productivity suite.

For developers, the Java and GNOME 2 platform make it straightforward to design and build accessible applications.

**Synapse**

<http://www.synapse-ada.com>

Provides integrated access solutions that empower individuals regardless of their disabilities. Design and engineer solutions for employers, government, special-needs labs, rehabilitation facilities and libraries.

**TACK-TILES(R) Braille Systems**

<http://www.tack-tiles.com>

TACK-TILES(R) Braille Systems provides a smoother, shorter, more interesting universal access to Braille literacy, mathematics, computers, music, and entertainment.

**Tactile Vision Inc.**

<http://www.tactilevisioninc.com>

Developer of a raised printing method which involves the deposition of a polymer on paper.

**Technologies F/T Visually Impaired**

<http://www.tvi-web.com>

Distributors of adaptive hardware and software designed for the blind and visually impaired for employment, education and recreation.

**Telesensory**

<http://www.telesensory.com>

Manufacturer of solutions to assist people with low vision. Video magnifiers enable people with eye conditions to read, write, and work.

**Telex Communications, Inc.**

<http://www.telex.com>

Playback devices for talking books. High-speed analog to digital conversion products. High-speed CD & cassette copiers. Multimedia headsets for PC applications and audio classroom amplification systems.

**ViewPlus Technologies**

<http://www.viewplustech.com>

Tiger Embosser. Get more Braille and more graphics with less work.

**Vision Technology, Inc.**

<http://www.visiontechnologyinc.com>

Innovative products to help individuals with macular degeneration and other forms of low vision read, write, and live independently.

**VisuAide Inc.**

<http://www.visuaide.com>

GPS-based orientation and mobility product for the visually impaired: Victor Trekker. Victor Reader, the digital talking book players line developed by VisuAide, allows reading of talking books recorded in digital format, meaning fast, easy navigation through the structure of a book.

**Visual Disabilities**

<http://www.lrs.ed.uiuc.edu/wp/original/access/hearing.html>

Disability Information Lists many categories including resources, disability information, education, hearing and visual disabilities, mental/learning.

**Wagner Products, Inc.**

[www.wwwagner.com/](http://www.wwwagner.com/)

Refreshable Braille display.

**Web AIM-Web Accessibility In Mind**

<http://www.webaim.org>

Accessibility to online learning opportunities for all people in particular, to improve accessibility for individuals with disabilities.

**Westing Software Inc.**

<http://www.AbleMouse.com>

AbleMouse is a computer pointer without ball or buttons. You can move the cursor with stiff or tired hands, or only one finger, or by clipping to a cast, prosthesis or amputation stump, or your toe.

**WizCom Technologies, Inc.**

<http://www.wizcomtech.com>

Reading Pen II is a highly portable device that reads words aloud. With improved accuracy, you can scan a word, see the word and hear the word.

**Words+ Inc.**

<http://www.words-plus.com>

Supplier of state-of-the-art, durable, computer-based AAC systems and innovative window-based software.

**ZYGO Industries, Inc.**

<http://www.zygo-usa.com>

The latest text-to-speech communication aid, Polyana with Persona. Type, scan, touch, talk-all in one very portable unit.

## **Vocational Rehabilitation**

***As an educator you may at some time have a student in your class that is sponsored by DOR . If you find that the student could benefit from certain equipment, books or special training you can contact DOR for assistance.***

### **Center for Consumer Information: State Vocational and Rehabilitation**

<http://www.pueblo.gsa.gov/crh/vocational.htm>

Description: Listing of State vocational and rehabilitation agencies.

### **FSSA - Services for Disabled Persons**

<http://www.in.gov/fssa/servicedisabl/vr/>

People with Disabilities - Vocational Rehabilitation Services.

### **OSERS' Rehabilitation Services Administration Home Page**

<http://www.ed.gov/offices/OSERS/RSA/>

RSA's major Title I formula grant program provides funds to state Vocational Rehabilitation (VR) agencies to provide employment-related services for disabled adults.



## **Wheelchair Etiquette**

***Wheelchairs are a common site in schools today. There are ways to relate to the disAbled student who is in a chair, scooter or walker. These resources will not only help you learn the proper etiquette, but will also help you teach your other students. The knowledge will help all be more comfortable.***

### **Ability.org.za: Wheelchair users: Etiquette**

<http://www.ability.org.za/accommodations/wheelchair/etiquette.html>

When addressing a person who uses a wheelchair, do not lean on the wheelchair unless you have permission to do so.

### **Communication Etiquette**

<http://www.rge.com/Etiquette.html>

Wheelchair Etiquette, Leaning on or hanging on to a person's wheelchair is similar to leaning on hanging on to a person and is generally considered annoying.

### **Wheelchair Ettiquette**

<http://www.upenn.edu/affirm-action/StudentHandAppend8.html>

This can create some embarrassing moments. Here are some suggestions on wheelchair etiquette.

### **Wheelchair Ettiquette**

<http://www.fccs.org/disability/WHEELCHAIR%20ETIQUETTE.html>

Have you ever felt uncomfortable around a person in a wheelchair? If it was because you didn't know what to do.

### **Wheelchair Ettiquette**

<http://www.ilc.asn.au/resources/pamphlets/wheeletiq.pdf>

Some suggestions on what to do / what not to do when meeting a person in a wheelchair.

### **Wheelchair Net Etiquette**

[http://www.wheelchairnet.org/WCN\\_TownHall/Docs/etiquette.html](http://www.wheelchairnet.org/WCN_TownHall/Docs/etiquette.html)

**Wheelchair University**

[http://www.wheelchairnet.org/WCN\\_WCU/wcu.html](http://www.wheelchairnet.org/WCN_WCU/wcu.html)

## **Where to go for Help**

***This catalog of services and information offers a complete insight into the world of the DisAbled and how to best meet their needs.***

### **CATALOG OF FEDERAL DOMESTIC ASSISTANCE**

<http://aspe.os.dhhs.gov/cfda/ifunna.htm>

#### **Subject: Disabled and Handicapped Services**

- 16.108 Americans With Disabilities Act Technical Assistance Program
- 64.007 Blind Rehabilitation Centers
- 42.001 Books for the Blind and Physically Handicapped
- 20.513 Capital Assistance Program for Elderly Persons and Persons with Disabilities
- 84.132 Centers for Independent Living
- 17.307 Coal Mine Workers' Compensation
- 93.630 Developmental Disabilities Basic Support and Advocacy Grants
- 93.631 Developmental Disabilities Projects of National Significance
- 93.632 Developmental Disabilities University Affiliated Programs
- 53.001 Employment Promotion of People with Disabilities
- 17.207 Employment Service
- 93.560 Family Support Payments to States: (AFDC)
- 27.005 Federal Employment for Individuals With Disabilities
- 93.600 Head Start
- 17.302 Longshore and Harbor Workers' Compensation
- 93.773 Medicare: Hospital Insurance
- 93.774 Medicare: Supplementary Medical Insurance
- 93.613 Mental Retardation: President's Committee on Mental Retardation
- 84.133 National Institute on Disability and Rehabilitation Research
- 93.138 Protection and Advocacy for Individuals with Mental Illness

- 84.177 Rehabilitation Services: Independent Living Services for Older Individuals Who are Blind
- 84.128 Rehabilitation Services: Service Projects
- 84.126 Rehabilitation Services: Vocational Rehabilitation Grants to States 94.016 Senior Companion Program
- 57.001 Social Insurance for Railroad Workers
- 96.001 Social Security: Disability Insurance
- 96.004 Social Security: Survivors Insurance
- 96.005 Special Benefits for Disabled Coal Miners
- 93.047 Special Programs for the Aging: Title VI, Part A, Indian Programs: Grants to Indian Tribes and Part B, Grants to Native Hawaiians
- 96.006 Supplemental Security Income (SSI)

## **Women**

***These resources are available to assist women who are disAbled and give information to educators and provide assistance in meeting the needs of their disAbled students.***

### **Abuse and Women with Disabilities**

[http://www.bcm.tmc.edu/crowd/abuse\\_women/abuse\\_women.html](http://www.bcm.tmc.edu/crowd/abuse_women/abuse_women.html)  
Abuse. Interventions: Abuse of Women with Disabilities: Policy Implications. Research Methods. Description: Articles on prevalence of abuse, guidelines for physicians, access to shelters, and intervention.

### **Disabled Women on the Web**

<http://www.disabilityhistory.org/women/>  
A site containing issues and resources for disabled women.

### **Center for Research on Women with Disabilities**

<http://www.bcm.tcm.edu/crowd/>  
A research center that promotes and disseminates information on women with disabilities.

### **Gender and Disability**

<http://soeweb.syr.edu/thechp/gendis.htm>  
links to other sources within the Center on Human Policy that relate to gender and disability.

### **Gimp Girl Community**

<http://www.gimpgirl.com>  
A site for women with disabilities.

### **International Leadership Forum for Women with Disabilities**

<http://www.prodworks.com/ilf/>  
To create an international support network with an emphasis on technical assistance for women with disabilities. The website is to continue the information beyond the duration of the Conference and be enhanced with new information as it becomes available.

### **Women with Disabilities**

[http://disability.ucdavis.edu/database/Document/Women\\_with\\_Disabilities/women\\_bib.html](http://disability.ucdavis.edu/database/Document/Women_with_Disabilities/women_bib.html)

A list of books and information about Women with Disabilities through the years.

### **Women with Disabilities**

[http://www.onlinewbc.gov/women\\_with\\_disabilities.html](http://www.onlinewbc.gov/women_with_disabilities.html)

Government Contracting E-commerce and Technology Exporting  
Disaster Assistance Military Spouses and Portable Businesses  
Women with Disabilities Research.

### **Women with Disabilities: Health and Aging**

<http://www.uic.edu/~lisab/homepage.htm>

Women With Disabilities: HEALTH & AGING. Discussion of health issues for Older Women With Disabilities.

### **Women with Disabilities - Homepage**

<http://www.4woman.gov/wwd/>

Some of the challenges faced by women with disabilities include: physical barriers, such as architectural barriers and lack of adequate transportation.

### **Women with Disabilities: Issues, Resources, Connections**

<http://soeweb.syr.edu/thechp/women.htm>

Issues relating to women with disabilities.

***With the right resources the job can be successful, providing the best learning and teaching environment possible.***

***These Internet resources will assist in answering your questions about disabilities, equipment, legal questions, federal and state requirements and offer help from other educators.***

## **BIOGRAPHY**

In Burlington, Vermont 1980, Pauline Kimball began to develop the symptoms of Multiple Sclerosis, and was diagnosed in 1995. Since her diagnosis she has been a strong advocate for other individuals facing the challenges of disAbilities.

Returning to school was a top priority and Paulie navigated the system to make it possible. After her graduation with an AS from Mt. San Jacinto College, in San Jacinto, CA, Paulie entered the Vocational Rehabilitation Program. It was then possible for the completion of life long dreams.

California State University, San Bernardino was a perfect fit. Dr. Craig Monroe, Ph.D. of the Communications Department guided Paulie helping her to complete her undergraduate degree. She was awarded a BA in June of 2000. Going one step farther she entered the Master's program with majors in Career and Vocational Education with a specialty in Digital Design and Communication. In June of 2003 she received her MA in Ed. and will receive her MA in Communication in June 2004.

Throughout her years, Ms. Kimball has taught others the art of self-advocacy and now uses the knowledge she has accumulated to provide this invaluable resource.

Despite of all the struggles and discouragements that accompany MS, Ms. Kimball has persevered. Her generosity and concern for others shines brightly in the dark tunnel of this disease.

***Look beyond the wheelchairs, scooters, canes and awkward speech or walk, so that you may look into their faces and hearts.***

Paulie Kimball

APPENDIX B

TERMS



The following terms are defined as they apply to the project.

**The Americans with Disabilities Act (ADA)**

The ADA was passed by Congress in 1990 with staggered dates for implementation. The five sections of the act cover the areas of:

1. Employment
2. Public Accommodation
3. Transportation
4. State and Local Government Operation
5. Telecommunications

The educational institution is affected by several of these areas. These areas include but are not limited to:

1. All government facilities, services and communications must be accessible, consistent with the requirements of section 504 of the Rehabilitation Act of 1973.
2. "Reasonable changes in policies, practices and procedures must be made to avoid discrimination."
3. "Public accommodations may not discriminate on the basis of disability..."

4. "Physical barriers" in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be implemented.
5. "Auxiliary Aids" and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result."

The Act calls for "reasonable modifications" in accommodation of such person. If reasonable modifications are not evident, effort must be made to look for accommodations. Those resulting in an "undue burden" or "significant difficulty or expense" are not required by the Act. Neither term is defined. As an example, a faculty member would be expected to consult with Adaptive Educational Services before concluding that a requested modification could not be provided.

Americans with Disabilities Act, 1990, U.S. Department of Justice, Civil Rights Division, Coordination and Review Section, P.O. Box 66118, Washington DC 20035-6118.

## **Disability**

A disability, under Federal disability discrimination law, is a physical or mental impairment that substantially limits one or more of a person's major life activities (for example, caring for one's self, speaking, breathing, or learning). A disability need not be obvious; such conditions as learning disabilities, psychological illnesses, asthma, or infection with HIV (the virus that causes AIDS) may qualify as disabilities under the law. (U.S. Department of Labor, page 1, ¶2)

## **Hearing Limitations**

Individuals with a hearing impairment may have some degree of hearing loss or be totally deaf. Because hearing disabilities are often invisible, it may be difficult to recognize this disability. Some hearing aids are very small and in some cases can be implanted behind the ear and be virtually undetected. Usually the profoundly hearing impaired are more visible due to their use of interpreters and/or sign language. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶123)

Because of the wide range of limitations possible with those with a hearing disability, each individual student needs to work with the instructor to determine his/her optimal means of accommodation. A student with a "less significant" hearing loss may need only to have some type of amplification system to allow full participation in a class. A student with a profound hearing disability will communicate either by speech reading (lip reading) or some type of manual communication (sign language). In this case an interpreter will probably be necessary in the classroom. Interpreters have a code of ethics requiring complete confidentiality of private conversations as well as accuracy and honesty in translation. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶124)

### **Individualized education program (IEP)**

An individualized education program is completed for each disabled child. Considerable time, energy and planning go into every successful mainstreaming experience. Parents must be advocates for their children and provide input about the type and amount of mainstreaming that takes

place. Most importantly, they need to forge positive relationships with school personnel. This should be done during the development and implementation of the IEP. Barry E. McNamara, ED.D. and Francine J. McNamara, M.S.W., C.S.W., Barron's, 1995.c, Keys to Parenting a Child With a Learning Disability

### **Learning Mode Methods:**

**Learning Disabilities** is a term used to refer to a large group of difficulties that an individual may have with various types of perception and information processing. A person with a learning disability may have trouble taking in or expressing information through the senses. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶142)

### **Cognitive Disabilities/Mental Illness**

Trauma, neurological disease or emotional illness may cause problems with mental and/or cognitive skills. Due to the range, causes and degrees of impairment, there are several symptoms that may be seen in the classroom. No student will have every symptom, but may display a unique

pattern of behaviors. Therefore, each student's needs for accommodation will be unique. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶151).

### **Least Restrictive Environment (L.R.E.)**

Most students with learning disabilities are educated in the regular classroom, while receiving support services. The concept of least restrictive environment (L.R.E.) is important to mainstreaming. L.R.E. is concerned with providing the most appropriate education placement for all students with special needs. Parent Soup, Page 1, ¶2-3, taken from Barry E. McNamara, ED.D. and Francine J.

### **Mainstreaming**

Mainstreaming is the placement of disabled students in traditional classes with non-disabled peers. In many schools mainstreaming is the norm. Students with various intellectual, behavioral, learning or physical disabilities, and attention deficits are mixed in classes with their non-disabled peers. (Education Central, page 1, ¶1)

### **Mobility Impairment**

Limitation of one or more of an individual's cognitive motor skills cause mobility impairment. Diseases such as multiple sclerosis, muscular dystrophy, and polio as well as conditions such as cerebral palsy and spinal cord injuries often contribute to the impairment of motor skills. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶158)

### **Motor Productivity**

It is possible to delineate three major forms of motor productivity: gross motor output, fine motor output, and graphomotor output. Gross motor output entails the use of large muscles for participating in athletic events and accomplishing a range of chores at home. Fine motor output often requires the processing of visually presented information that guides the fingers during an activity (such as drawing, tying shoelaces, sculpting, building models, or repairing a motor). Graphomotor output also involves the fingers but is limited to the act of writing. It is important that the motor skills for effective written

output (page 185) are rather different from those needed to mend a hem or to use a pair of scissors. A child may be excellent at fixing things but have an illegible or labored handwriting. Individual students may experience difficulty with one, two, or all three of these forms of motor output. In the sections that follow, we will explore the phenomenology of disappointing motor performance affecting each of these three forms of output. (LD Online, page 1, ¶1-2), Excerpted from Educational Care, Dr. Mel Levine, Reprinted by permission.

### **Mentally Handicapped**

Children that are mentally handicapped may be mildly, moderately or severely impaired in intellectual and adaptive behavior which is reflected in a reduced rate of learning. They show deficits in intellectual, academic and adaptive behavior skills. Often times they appear less mature than their peers. (Exceptional Student Education, Page 2, ¶1)

### **Mobility Devices**

Individuals use wheelchairs, crutches, leg braces, canes or walkers as a result of a variety of disabilities.



Wheelchairs, crutches, and other devices provide mobility that may not otherwise be possible, or may be possible only with great difficulty. Here are some suggestions for more effective interfacing with individuals with mobility impairments. (Ideal Inc., Page 1, ¶1 Hints Regarding Individuals With Mobility Impairments, Employee Etiquette)

### **Mobility/Standing Limitations**

Individuals with mobility/standing limitations may involve the hand(s), arm(s), shoulder(s), trunk, and/or leg(s); and may include slight weakness, incoordination tremor, or total disuse. Because of the wide variability of problems that an individual may have with mobility limitations, it is important for the faculty member/instructor to discuss a student's capabilities with him/her prior to the beginning of the semester. Each student's situation and needs are unique, and unless the onset of the limitation is recent, by the time he/she reaches college level, the student is the best source for the physical accommodations that are needed. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶132)

## **Neurological Disability**

Neurological disabilities are those associated with damage to the nervous system that results in the loss of some bodily or mental functions. The brain and the spine are two critical areas closely associated with neurology. Acquired Brain Injury, or ABI as it is known, is perhaps one of the most prevalent of neurological disabilities. Brain injury is often the result of a trauma to the head and/or brain. Road accidents are a major cause of ABI. Heart attacks, infections, and lack of oxygen to the brain may also deficits. (Diversity of Work, page 1, ¶2-4)

## **Occupational therapy**

Skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational therapy gives people the "skills for the job of living" that are needed for independent and satisfying lives. (American Occupational Therapy Association, page 1, ¶3)

## **Orthopedic Disabilities**

The term orthopedic disabilities refers to a broad range of disabilities which may be either congenital, or the result of an injury or disease. Students with these

disabilities must often use devices such as wheelchairs, crutches, canes and artificial limbs to obtain mobility. (St. Louis Community College, page 1, ¶1-5)

### **The Rehabilitation Act of 1973**

Section 504 of that act states that "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." This law, which is intended to provide students with disabilities with an equal opportunity to achieve and be successful, specifically addresses a variety of issues that may disadvantage students with disabilities. For example, the law covers modifications of degrees and courses, exclusion from classes, alternate testing and evaluation techniques, use of special equipment, use of note takers and interpreters, use of guide dogs, service dogs, admission policies and counseling students away from certain programs.

The Americans with Disabilities Act, effective date July 26, 1992, only enhances IUPUI's policies regarding employment to assure that qualified students, staff and faculty with disabilities will not be discriminated against. Americans with Disabilities Act, 1990, U.S. Department of Justice, Civil Rights Division, Coordination and Review Section, P.O. Box 66118, Washington DC 20035-6118.

### **Verbal Communications Limitations**

Disabilities with verbal communications may result from illness or be congenital. The problems vary and may include stuttering, chronic hoarseness, difficulty evoking the correct word, esophageal speech and muteness. Any type of verbal communication impairment may cause an individual to hesitate to participate in activities requiring speaking.

The loss of physical control can be due to a number of reasons (some examples are listed above). Medication can control some of the disorders, however, other disorders cannot be controlled. It is very helpful for the student to inform an instructor of a condition that may cause the loss

of physical control in the classroom/lab setting so that if something occurs, the instructor will understand what is happening. If a student begins to experience the loss of physical control, the instructor's calm response and self-assured approach to informing the class while assisting the student is very helpful. Many chronic medical problems can cause excessive fatigue. People with fatigue may experience problems that effect performance in the classroom. Some problems may include:

1. High rate of absenteeism
2. Tired, sluggish appearance in class
3. Poor endurance
4. Inability to complete a task in the average time allotment

Confusion and an inability to concentrate

(Indiana University - Purdue University Indianapolis,  
Office of Adaptive Educational Services, page 1, ¶127

### **Vision Limitations**

An individual with a visual disability may be totally blind or may have partial (legal) blindness. Partial blindness may fluctuate in its severity and if caused by a

disease process, may deteriorate with time. The enormous quantity of reading necessary in college level courses is the most difficult obstacle these students must overcome. Related to this are some additional problems encountered by the partially blind that include:

1. Eye strain while reading
2. Need for large print handouts and textbooks
3. Difficulty reading poor quality print
4. Inability to read certain colors of ink (i.e., "ditto" purple or correction in red ink)

The increased quantity of visual material utilized in the classroom may add to the difficulties encountered by those with visual disability. The partially blind individual sometimes has problems with people not taking the disability seriously, since the individual can perform some tasks that require sight. (Indiana University - Purdue University Indianapolis (IUPUI, Office of Adaptive Educational Services, page 1, ¶120), ¶127.)

### **Vocational Rehabilitation**

Government agency that provides evaluation, training and support for the disabled. Their goal is to provide

services that lead to the employment of the disabled.

(State Of California, Vocational Rehabilitation, page 1,  
¶2)

### **Wheelchair Etiquette**

An individual with a motor impairment involving the legs and sometimes the trunk may use a cane, crutches, braces, a walker, or a wheelchair all or part of the time. The use of a wheelchair only part of the time may be to conserve energy or move about more quickly. The wheelchair should be regarded as part of the person's body. It would be inappropriate to lean or hang on the wheelchair, or to use it to transport equipment. When necessary a person in a wheelchair will usually ask for assistance. It is appropriate to offer help, but do not assume automatically that assistance is needed. Students in wheelchairs often require no accommodation except those related to access, while others may require extensive accommodations. (Indiana University - Purdue University Indianapolis, Office of Adaptive Educational Services, page 1, ¶138

APPENDIX C  
THE AMERICANS WITH  
DISABILITIES ACT UPDATES  
AND NEWS



"Access Currents" free newsletter issued by the Access Board every other month by mail and e-mail. (800) 872-2253 ext. 0026 (voice) or (800) 993-2822 (TTY). Mailing address: 1331 F Street, N.W., Suite 1000; Washington, D.C. 20004-1111.

APPENDIX D

TITLE I

NO CHILD LEFT BEHIND ACT

Title 1

<http://www.ed.gov/index.html>

<http://www.ed.gov/PressReleases/11-2002/11262002.html>

Education Department Issues Final Regulations for **No Child  
Left Behind Act**

Regulations cover Title I, accountability, parental options, teacher quality.

**FOR RELEASE:**

November 26, 2002 Contact: Melinda Malico or Dan Langan,  
(202) 401-1576

Title I Program Office , (202) 260-0826

Related Resources

- Title I Final Regulations
- Sec. Rod Paige's Statement
- Summary of Final Regulations
- Fact Sheet

U.S. Secretary of Education Rod Paige today released final regulations for the No Child Left Behind Act (NCLB) and expressed confidence in the ability and determination of states, school districts and the public to rise to the challenge of helping each and every child improve their academic achievement.

"With these regulations in hand, states can continue to move forward in their efforts to raise student achievement," said Paige. "States that have already established robust accountability systems can build upon and augment them—all states have room to improve.

"We know that the goal of achieving genuine education reform will only be met with the insight gleaned from measurement of student and school progress toward high academic standards. Only if we hold schools and school districts accountable for the improved achievement of all students will we meet the goal of leaving no child behind and ensure that every child learns, every school has the opportunity to improve and every dollar is spent wisely for those purposes."

The new law authorizes the Title I Program, a \$10.4 billion federal education program that aims to close the achievement gap between disadvantaged children and their peers by supporting schools in providing extra help to more than 14 million disadvantaged children. NCLB provides unprecedented new resources, including an extraordinary \$15 billion or 41 percent increase in federal funding since fiscal year 2000.

"The American people have made it clear that they want schools held accountable for delivering a world-class education for every child," added Paige. "We will no longer spend billions of dollars on education without accountability. The president's requested increase for the Education Department for 2003 will build upon these generous resources. The No Child Left Behind Act is about getting a return on that investment—improved student achievement for all our children."

Under one of the landmark reform law's central principles—stronger accountability for student results—schools will be required to measure student progress annually and make "adequate yearly progress," known as "AYP," toward state standards, both overall and for subgroups of students.

"States now have what they need to move forward in fully implementing the accountability provisions of No Child Left Behind," Paige said, "and we will work as full partners in helping states complete their work on one integrated, statewide accountability system. Accountability is the linchpin of school improvement and, indeed, the central tenet of NCLB. We will be firm but fair in guiding this

bipartisan effort to raise student achievement and close the achievement gap.”

If Title I-funded schools do not make progress, they receive new resources and extra help to improve student achievement. Parents receive a range of options to help their children advance academically, including the option to transfer their child to a better-performing public school within the district or receive extra supports to help their child learn, such as tutoring.

“Giving parents options for helping their children learn better is a natural and necessary condition for improving student achievement,” Paige noted. “These final regulations reiterate that parents must be given options for seeking better and expanded learning opportunities for their children. School districts must tell parents what they deserve to know about the quality of their schools, what their plans are for revamping schools that need to improve, the qualifications of their teachers and teachers’ aides, and options and opportunities for additional help.”

The final regulations signal that Secretary Paige and President Bush faithfully implemented the statutory provisions governing AYP. If a state integrates AYP, as

defined in the statute and regulations, into its current accountability system it may continue to use its existing accountability system.

A spirit of partnership with state and local officials was set in motion by Secretary Paige in meetings with state education officials just days after the January 8, 2002, signing of the bill.

Under the secretary's direction, department officials have met early and often with parents, teachers, superintendents, principals, state school chiefs and governors to listen to and learn about their concerns and views.

Following his historic January 2002 summit with state education officials at the Mount Vernon Estate in Alexandria, Va., in February, Paige also met with and listened to school superintendents and school board members representing the nation's largest school districts. Paige next held discussions with governors, and, beginning in April, he toured 25 cities across the nation to reach out to local communities about the principles of the new law. In May, President Bush joined Secretary Paige for one of those visits in Southfield, Mich.

In addition to making numerous presentations at education conferences across the nation, this fall ED officials hosted four regional meetings for state- and district-level education administrators to help familiarize them with the proposed Title I rules.

Regional academies to acquaint state and district education leaders with the new \$900 million Reading First Program and the president's Good Start, Grow Smart early childhood initiative, have helped prepare hundreds of educators to move forward. The secretary met with urban school superintendents in mid-October to hear their concerns and suggestions.

The draft regulations were published in the Federal Register on August 6, followed by a 30-day public comment period. In addition, prior to the public comment period, the department received extensive comments on AYP and other aspects of the law during the negotiated rulemaking process for standards and assessments.

The department also undertook extensive outreach during meetings and conferences to solicit public input for the proposed regulations. Departmental staff and senior leadership reviewed the comments and, when necessary,



changes were made to clarify and answer questions raised during the public comment period.

The all-encompassing final regulations take into consideration the fruits of this ambitious and time-consuming effort to hear from every sector of America on the best way to ensure that every child learns.

"I want to send my sincere thanks and appreciation to the American people for their time and thoughtfulness in sharing their views on these critical issues and reforms," Paige added. "And I also want to thank the many dedicated employees at the U.S. Department of Education who put in countless hours of work in completing this Herculean task."

"Title I -- Improving the Academic Achievement of the Disadvantaged; Final Rule," is available now at:

<http://www.ed.gov/offices/OESE/SASA/cepprogressp.html#reg>.

The regulations will be published in the Federal Register within days. For additional information about NCLB, visit [www.nclb.gov](http://www.nclb.gov)

<http://www.ed.gov/offices/OESE/SASA/cepprogressp.html#reg>

Title I, Part A Program--Improving Basic Programs Operated by Local Educational Agencies (Title I Basic Grants,

Concentration Grants, Targeted Grants, and Education Finance Incentive Grants)

**Grant Information**

Program: Title I, Part A Program - Improving Basic Programs Operated by Local Educational Agencies (Title I Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants) (CFDA # 84.010)

Authorization: ESEA Title I, Part A

Amount available for awards in FY 2002: \$10,350,000,000

*Estimated Number of Awards: 52*

Eligible Applicants: State Educational Agencies

Program Purpose and Description: This program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

APPENDIX E  
CLASS SIZE REDUCTION AND THE  
AMERICANS WITH DISABILITIES  
ACT

## **Class Size Reduction Program**

Selected Areas for Consideration Regarding Individuals with Disabilities

Discrimination: Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibit discrimination against individuals on the basis of disability. These statutes and their implementing regulations provide that qualified students with disabilities may not, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a school district. They also prohibit a school district from providing a student with a disability with an aid, benefit, or service that is not as effective in affording the same opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement as that provided to others. (Ref. 34 C.F.R. 104.4(a) and (b), and 28 C.F.R. 35.130(a) and (b)). It is recommended that districts applying for the Class Size Reduction Program (CSR) review their locally adopted policies and procedures implementing Section 504 and Title II to assure that discriminatory violations do not occur as the result of implementation of CSR.

Comparability: Under Section 504 and Title II, components of the educational program provided to students with disabilities must be comparable to those provided to students who are not disabled. (Ref. 34 CFR 104.4 and 104.34(c) and 28 CFR 35.130). For example, CSR implementation must not result in students with disabilities receiving an educational program in which facilities, class size, educational resources, and/or instructional staff are not comparable to those provided in the program for students who are not disabled.

Least Restrictive Environment: To the maximum extent appropriate, students with disabilities are to be educated with children who are not disabled. Special classes, separate schooling or other removal of children with disabilities from the general education environment is to occur only when the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Ref. 34 C.F.R. 300.550, 34 C.F.R. 104.34, 28 C.F.R. 35.130(d)). Implementation of CSR must not have a negative effect on the integration of students with

disabilities with their non-disabled peers to the maximum extent appropriate to the needs of the disabled student.

Continuum of Alternative Placements: School districts are also required to ensure that a continuum of alternative placements are available to meet the needs of students with disabilities for special education and related services. This required continuum includes instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and/or supplementary services (such as a resource room or itinerant instruction) to be provided in conjunction with regular class placement. (Ref. 34 C.F.R. 300.551)

Placements: Under IDEA, each district shall ensure that the educational placement of each student with a disability is determined at least annually, is based on his or her Individualized Education Program (IEP) and is as close as possible to their home. Various alternative placements are sometimes required to the extent necessary to implement the IEP for each child with a disability. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if not disabled. In selecting the least restrictive

environment, consideration is to be given to any potential harmful effect on the child or on the quality of services that he or she needs. (Ref. 34 C.F.R. 300.552)

Under Section 504 and Title II, students with disabilities must be provided an appropriate education, defined as the provision of regular or special education and related aids and services that are designed to meet the individual needs of disabled students as adequately as the needs of students who are not disabled are met. (Ref. 34 C.F.R. 104.33(a) and (b), 28 C.F.R. 35.103(b)(1)(ii) and (iii)). Implementation of CSR must not interfere with the provision of an individualized, appropriate placement for each student with a disability enrolled in a participating school district, including special education and related aids and services. Facilities, class size, educational resources, and instructional staff assigned to students with disabilities must be appropriate to their individual needs.

Individualized Education Program: Under IDEA, the IEP for each student must include a statement of the specific special education and related services to be provided he/she and the extent that the student will be able to participate in the general education programs. Each public

agency must provide special education and related services to a student with a disability in accordance with an IEP. (Ref. 34 C.F.R. 300.346(a)(3), 300.350)

Personnel: State law provides that caseloads for Resource Specialists shall not exceed 28 pupils. Resource Specialists shall not simultaneously be assigned to serve as Resource Specialist and to teach regular classes. Resource Specialists shall not enroll a pupil for the majority of a school day without prior approval by the State Superintendent of Public Instruction. (Ref. ECS 56362)

Facilities: Under State law, a new building area allowance for special day class and resource specialists program facilities specifies basic needs of students with disabilities, grade levels, pupil loading factors and square footage. There is a "reasonableness" of standards to provide adequate facilities for all students with disabilities, as there is a "reasonableness" and compliance standard requirement for students in kindergarten through grade twelve. The standard for students with disabilities must be comparable to K-6 facilities and must consider the allowances outlined in ECS 17747. As noted above, under



Section 504 and Title II, facilities assigned to students with disabilities must be comparable to those assigned to students who are not disabled, and must be appropriate to meet the individualized needs of the students with disabilities.

Participation: Please note that this subsection applies to the State CSR Program and not the Federal Title VI CSR Program. Pupils receiving special education participate or count in the Class Size Reduction Program in a different manner, depending on a student's IEP and placement as follows:

Resource Specialist Pupils are members of a general education class. As such, they are eligible for the Class Size Reeducation Program funding and they must be counted within the 20:1 ratio.

Designated Instruction and Services Pupils usually are members of a general education class and, if so, would be counted as part of the 20:1 and be eligible for Class Size Reduction funding. However, some pupils are not members of a general education class (such as home taught or a full-time member of a special day class) and they may not

be counted and are not eligible for Class Size Reduction funding.

Nonpublic School Pupils are not counted and not eligible for funding.

Special Day Class (SDC) Pupils who attend a general education classroom for any part of the day (mainstreaming or inclusion) may or may not be counted as part of the Class Size Reduction Program as determined by local policy. The policy may be to include the SDC pupils in the 20:1 count and receive Class Size Reduction funds, or the policy may be to not include the SDC pupils who attend a general education classroom and not receive funds. Regardless of the policy chosen, it must be applied consistently, and it must be auditable. If a SDC pupil is not counted as part of the CSR Program, that student is still required to attend the general education class, as determined by the student's individual education program (IEP), without jeopardizing the funding received by the district for the 20:1 class in the CSR Program.

Special Day Class Pupils who attend a special day class full-time are not counted in the 20:1 and are not eligible for Class Size Reduction funds. The special day class is

not considered for Class Size Reduction Program purposes. However, under Section 504 and Title II, school districts must ensure that SDC students who are not eligible for CSR funding are not denied the benefits of this program. For example, if a school district has reduced the size of its first grade classes under CSR, a SDC enrolling first graders should not have a larger class size, even though it is not eligible for CSR funding. In addition to considerations of comparability, the school district should also consider whether the first grade SDC should enroll even fewer students than general education first grade classes, if necessary to meet the individualized needs of the disabled students.

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