

National Consortium on Leadership and Disability for Youth

Disability Knowledge and Identity Self-Assessment



This tool was designed to find out what you know about disability history, culture, community, and policy. The goal of this assessment is to help programs that work with youth and emerging leaders with disabilities figure out what kind of job they're doing in educating about disability issues. It is also designed to help programs that work with youth and emerging leaders with disabilities identify program strengths and opportunities.

N | C | L | D Youth

Directions:

Complete the self-assessment and turn it in to program staff. If you don't think you know an answer, take a guess. Chances are you know a lot more than you think you do!

If you want to learn more about a question, mark it by circling the number or putting an "X" next to it for later review.

NAME:

LEARNING

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

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

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

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

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

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

- A. 20%
- B. 35%
- C. 15%
- D. 50%

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

- True False

7. Define **full inclusion**.

8. What is “Deaf President Now”? Why is it important?

9. Define **least restrictive environment**.

10. What do we mean when we say “Universal Design for Learning”?

CONNECTING

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

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

3. A person with a disability cannot get services from more than one agency.
 True False
4. Information regarding public transportation services must be available in accessible formats.
 True False
5. What does ADAPT stand for?

6. What percentage of spinal cord injuries and traumatic brain injuries are as a result of drug or alcohol abuse? *Check one.*
 A. 10%
 B. 25%
 C. 50%
 D. 75%
7. What percentage of the time do people with disabilities face discrimination when trying to rent housing? *Check one.*
 A. 5%
 B. 15%
 C. 35%
 D. 50%
8. People with disabilities are ___ times more likely to be involved in the juvenile justice or corrections systems than their non-disabled peers. *Check one.*
 A. 2
 B. 7
 C. 4
 D. 3
9. The disability community has participated in joint efforts with groups like the National Center for La Raza and the Black Panthers.
 True False
10. Under the ADA, people with mental health disabilities are allowed to use service animals.
 True False

THRIVING

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

True False

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

True False

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

True False

4. What is a Medicaid waiver?

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

- A. Medical
- B. Social
- C. Charity
- D. Moral

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

7. What does *self-advocacy* mean?

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

True False

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

10. What is Aktion-T4?

WORKING

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

- A. 20%
- B. 50%
- C. 70%
- D. 10%

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

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

- True False

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

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

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

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

- True False

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

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

9. Define *reasonable accommodation*.

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

- Yes No

LEADING

- Name two U.S. Presidents who had disabilities. (Bonus: Name what the disabilities were.)
 - _____
 - _____
- Name two movements in the U.S. that had an impact on the disability rights movement.
 - _____
 - _____
- What is a YLF and why were they created?

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

- Match each person's name with what they're known for.
___ Jacobus tenBroek
___ Judy Heumann
___ Justin Dart
___ I. King Jordan
___ Ed Roberts
___ Colleen Wieck
___ Tom Harkin
 - First deaf president at Gallaudet
 - Father of Independent Living Movement
 - Father of the A.D.A.
 - Leader of HEW uprising in San Francisco
 - Founder of National Federation of the Blind
 - Founder of Partners in Policymaking
 - A leader on disability in the U.S. Senate
- The first national, disability-pride parade took place in 2004 in what city?

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

- What are the four important points of the Americans with Disabilities Act?
 - _____
 - _____
 - _____
 - _____
- Name two members of the Supreme Court (past or present) who have disabilities.
 - _____
 - _____
- What was the first piece of civil rights legislation passed that focused on people with disabilities?

BONUS

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

2. Who are considered the five Congressional fathers of the Americans with Disabilities Act?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
3. Why do disability advocates largely disagree with the Jerry Lewis telethon?

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

5. Name two members of Congress (past or present) who have disabilities.
 - a. _____
 - b. _____

PERSONAL

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

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

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

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

5. Are you proud to be a member of the disability community?
 Yes No
Why or why not?

RESOURCES ON DISABILITY HISTORY

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

- **Museum of disABILITY History**
The Web site for the only “brick-and-mortar” disability history museum in the country. Much of the museum’s collection is available online.
<http://www.museumofdisability.org>
- **Disability History Museum**
The Disability History Museum’s mission is to promote understanding about the historical experience of people with disabilities by recovering, chronicling, and interpreting their stories and to dispel lingering myths, assumptions, and stereotypes by examining these cultural legacies.
<http://www.disabilitymuseum.org>
- **Parallels in Time: A History of Developmental Disabilities**
Contains over 150 pages of information about the history of society’s treatment of persons with developmental disabilities. It also features numerous video and audio clips; each page is linked to an audio reading of that page.
<http://www.mncdd.org/parallels/menu.html>
- **Disability Social History Project**
Provides an opportunity for disabled people to reclaim their history and to determine how to define themselves and their struggles.
<http://www.disabilityhistory.org>
- **Smithsonian Virtual Exhibition: The Disability Rights Movement**
Exhibition looks at the efforts—far from over—of people with disabilities, their families, and friends to secure the civil rights guaranteed to all Americans.
<http://www.americanhistory.si.edu/disabilityrights/>

- **Institute on Disability Culture**
Site offers a variety of different resources and articles about disability culture.
<http://www.hometown.aol.com/sbrown8912/index.html>
- **Resource Center for Independent Living**
Timeline of the disability civil rights movement.
<http://www.rcil.com/DisabilityFAQ/DisabilityRightsMovement.html>
- **Beyond Affliction: The Disability History Project**
A four-hour documentary radio series about the shared experience of people with disabilities and their families since the beginning of the 19th century. This Web site includes excerpts from the shows as well as many primary source documents—extended interviews, images, and texts—from which the on-air programs were developed.
<http://www.npr.org/programs/disability/>

NCLD/Youth’s TOP FIVE BOOKS on Disability History

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

1. Shapiro, Joseph. *No Pity: People with Disabilities Forging a New Civil Rights Movement*, Times Books, 1994.
2. Fleischer, Doris Zames, Zames, Frieda. *The Disability Rights Movement: From Charity to Confrontation*, Temple Univ, 2001.
3. Charlton, James *Nothing About Us, Without Us*, University of California Press, Berkeley, 1998.
4. Longmore, Paul and Umanski, Lauri, eds. *The New Disability History: American Perspectives (History of Disability)*, New York University Press, 2001.
5. Longmore, Paul. *Why I Burned My Book and Other Essays on Disability*, Temple University Press, 2003.

NCLD Youth

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For more information on this, or other products developed by the National Consortium on Leadership and Disability/Youth, please contact Rebecca Hare at 202-822-8405 x127 or <http://www.ncld-youth.info>.

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