

Assignments & Web Resources for:

Capstone UNST 421, SPED 199/460/560

As Mt. Hood Kiwanis Camp

“Learning from and about Persons with Significant Disabilities”

In these courses students:

- Learn from and learn about persons with significant disabilities as a counselor at camp.
- Become aware of the broader range of issues and experiences of all persons with disabilities through readings (web resources), discussions, and written reflection.

WHO ARE "PERSONS WITH DISABILITIES"?	3
USE "PEOPLE FIRST" LANGUAGE	3
HOW TO USE THE WEB-BASED RESOURCES FOR COURSE ASSIGNMENTS	4
BEFORE YOU COME TO CAMP FOR YOUR TWO-WEEK SESSION:	4
YOUR FINAL PAPER	5
WEB RESOURCES: PERSONS WITH DISABILITIES AND SOCIETY	6
WEB RESOURCES: PERSONS WITH DISABILITIES AND THEIR FAMILIES	8
WEB RESOURCES: CONNECTING YOUR ACADEMIC & CAREER INTERESTS WITH ISSUES IMPORTANT TO PERSONS WITH DISABILITIES	10
BIOLOGY/MULTIDISCIPLINARY SCIENCES	10
BUSINESS	10
DISABILITY STUDIES	11
EDUCATION	11
ENGINEERING/COMPUTER SCIENCE/WEBSITE DESIGN	12
FINE AND PERFORMING ARTS	13
MUSIC	14
DANCE	14
VISUAL ARTS	14

THEATER.....15

FOREIGN LANGUAGES.....15

HEALTH PROFESSIONS15

 MEDICAL FIELD.....16

 DENTAL FIELD.....16

LITERATURE, WRITING, JOURNALISM.....16

RECREATION AND SPORTS17

SOCIAL SCIENCES.....17

SOCIAL WORK & CHILD & FAMILY STUDIES18

SPEECH & HEARING SCIENCES19

URBAN STUDIES & PUBLIC AFFAIRS.....20

WOMEN’S STUDIES.....20

Who are "Persons with Disabilities"?

This information will help you understand the different information in the websites.

The words "persons with disabilities" refers to a wide array of individuals. Many of these websites address the issues and concerns of this broad array of persons with disabilities in society.

Most but not all of our camper participants are described as persons with significant disabilities, defined as persons who need some form of intensive and daily support for everyday living. Many camper participants would also be described as persons with developmental disabilities, or persons who have been disabled from birth or early childhood. Some of the websites focus specifically on persons with significant disabilities or developmental disabilities and their families.

Use "People First" Language

In this course we use "People First" language. As Kathy Snow describes:

"...Our words and the meanings we attach to them create attitudes, drive social policies and laws, influence our feelings and decisions, and affect people's daily lives and more. How we use them makes a difference. People First Language puts the person before the disability, and describes what a person has, not who a person is. Using a diagnosis as a defining characteristic reflects prejudice, and also robs the person of the opportunity to define him/herself..."

Say:

Children/adults with disabilities.
He has a cognitive disability.
She has autism.
He has Down syndrome.
She has a learning disability.
He has a physical disability.
She uses a wheelchair.
He receives special ed services.

Instead of:

Handicapped, disabled, special needs.
He's mentally retarded.
She's autistic.
He's Down's/mongoloid.
She's learning disabled.
He's a quadriplegic/crippled.
She's confined to/wheelchair bound.
He's in special ed; a special ed kid.

See your Handbook for more information and Kathy Snow's article.

How to Use the Web-based Resources for Course Assignments

You will read web-based resources before you arrive at camp for your two week session and after you return home and write your final paper.

Before you come to camp for your two-week session:

1. Explore the websites in the section “Persons with Disabilities and Society”.

- 1. Consider the questions at the top of the section.
- 2. Choose one website of interest and read the site in more depth.
- 3. Choose information provided at the website that you feel is important to share during our discussions at camp.
- 4. Print 1-3 pages from the website you can use in our discussions.
- 5. Bring the pages with you to camp.
- 6. Write the name of the website on your Take Home Exam.

2. Explore the websites in the section “Persons with Disabilities and their Families”.

- 1. Consider the questions at the top of the section.
- 2. Choose one website of interest and read the site in more depth.
- 3. Choose information provided at the website that you feel is important to share during our discussions at camp.
- 4. Print 1-3 pages from the website you can use in our discussions.
- 5. Bring the pages with you to camp.
- 6. Write the name of the website on your Take Home Exam.

3. Explore the websites in the section “Connecting Your Academic & Career Interests with Issues Important to Persons with Disabilities”

- 1. Consider the questions at the top of the section.
- 2. Choose one website of interest and read the site in more depth.
- 3. Choose information provided at the website that you feel is important to share during our discussions at camp.
- 4. Print 1-3 pages from the website you can use in our discussions.
- 5. Bring the pages with you to camp.
- 6. Write the name of the website on your Take Home Exam.

4. Read your Counselor Handbook and complete the Take Home Exam and bring both to camp.

- 1. Complete the Take Home Exam
- 2. Bring your Handbook to camp
- 3. Bring your completed Take Home Exam to camp.

After you return home from camp...Use web-based resources in your final paper

After you have completed your two weeks at camp you will complete a final reflection paper based on your experience as a counselor and what you have learned from these websites.

The final paper is a 3-4 page paper in which you reflect on what you learned from the websites you visited and your experiences at camp. The paper should be typed and double spaced.

Respond to two of the following three topics in your paper:

Topic 1: New awareness, new knowledge about persons with disabilities in society.

Briefly describe information that you learned about persons with disabilities and/or disability issues from the websites you visited. Say why you find this information important/significant. Provide the website name/address.

Topic 2: Being an advocate and agent for social change

You are now one of a relatively few members of our community that have lived with and gotten to know persons with significant disabilities. You have read and/or discussed some of the social and economic challenges faced by persons with disabilities in our community. You have met family members of camper participants and now have a glimpse into the daily challenges and joys they experience.

In your lifetime, you are likely to have a person with disabilities move into your neighborhood or work alongside you on the job. Some of us will also experience a family member or friend becoming disabled.

What have you learned from this experience and from the course websites that would help you:

- Ensure that the individual with disabilities had a voice in decisions that affected them?
- Teach and coach others that are unsure what to do or how to interact?

Topic 3: Describe what you have learned about yourself and others during this experience

Choose and address questions such as:

- a) What did you learn about yourself? What events helped you learn this?
- b) What did you learn about others? What events helped you learn this?
- c) How did you feel about yourself and what you did?
- d) What have you discovered about working with others (the other counselors and staff)?
What experiences at camp led to this discovery?
- e) What have you discovered about persons with disabilities? What experiences at camp led to this discovery?
- f) How have these experiences contributed to your thoughts about your career or other personal goals?
- g) What have you learned about leadership and teamwork?

Web Resources: Persons with Disabilities and Society

Questions to explore

1. What is Disability Studies?
2. How many people experience disability in the U.S. and world-wide?
3. What is the likelihood that someone in your family and friendship circle will experience disability in their lifetime?
4. What policies and conditions around the world influence the opportunities, access, and quality of life of persons with disabilities?
5. Explore questions that interest you....

Websites

What is Disability Studies?

According to the Disability Studies Department at Syracuse University "Disability Studies focuses on disability as a social phenomenon, social construct, metaphor, and identity..." "...In contrast to clinical, medical, or therapeutic perspectives on disability, Disability Studies focuses on how disability is defined and represented in society. ..." Explore their website and check out their [academic programs](#) and the question of '[what is disability studies?](#)'

Current and Historical Perspectives

[The World Institute on Disabilities](#) (WID) is an internationally recognized public policy center organized by and for people with disabilities. A wide variety of topics and links to other resources are available at this site.

"[Parallels In Time: A History of Developmental Disabilities](#)" is a brief history of the struggles of persons with developmental disabilities. It provides video clips of individuals and events within this social history. In Section VII: Self Advocacy Movement, the birth of the organization "People First", which has early roots in Oregon, is described.

[The Big Sky Project/Life Without Limits](#) is a national effort to create a new vision of the future for people with disabilities. The project is designed to raise public awareness about the serious challenges that remain for people with disabilities and develop strategies, initiatives, programs, and public policy to address them. Check out the forecast map from the Institute for the Future and the podcasts/stories from the National Visioning Sessions. See their evaluation of the disability experience in America: [The State of Disability in America](#).

The [Online Resource for Disability Statistics at Cornell University](#) provides data on employment, income, etc, for persons with disabilities in the United States. You can access these data by logging in as a "guest".

The National Institute on Disability and Rehabilitation Research (NIDRR): [Access to Disability Data](#). This site provides Chartbooks (brief reports) on disability in the U.S.

The [Museum of disAbility History](#) “...is dedicated to advancing the understanding, acceptance and independence of people with disabilities. The Museum's exhibits, collections, archives and educational programs create awareness and a platform for dialogue and discovery....”

Films that explore or portray the experiences of persons with disabilities

These sites provide lists of suggested films about persons with disabilities.

We suggest viewing the recent HBO Film— [Temple Grandin](#)—about a woman with autism who has helped us understand autism by sharing her experiences and how she thinks. Here is information about the film. You can also find short videos of Dr. Grandin on Youtube.

The Autism Research Institute has a page about [Movies Featuring Autism Spectrum Disorder](#).

We suggest you view the film “[The Music Within](#)”, a true story of two PSU students in the 1970’s that includes the Hotcake House on Powell Blvd. You can also explore information about Richard Pimentel and Art Honeyman and [what happened at the Hotcake House](#) .

Center for Disability Information & Referral (CeDIR): [The Disability Awareness Site for Youth](#) site includes a Book Nook, Famous People, Fun Facts, Games, Movies ‘n More. Their [Media Scoop](#) features people with disabilities on television and in movies and documentaries.

OPB, PBS: [Misunderstood Minds](#)

DISABOOM: [Ten Must-See Disability-Themed Documentaries](#)

Web Resources: Persons with Disabilities and their Families

Questions to explore:

1. How do persons with disabilities (such as autism) describe what it's like for them?
2. Caring for a child with significant disabilities can be challenging for parents and families. How can we best support families? Do families get the support they need?
3. Explore questions that interest you....

Websites

Persons with Developmental Disabilities and their Families

[The Beach Center on Disability: Families](#), University of Kansas strives to make a significant and sustainable difference in the quality of life of families and individuals affected by disability. You will find stories from families under "Beach Stories."

A number of our camper participants are persons with Down Syndrome. To learn more about persons with Down Syndrome and their families, read the article by Susan Buckley, "[Living with Downs Syndrome](#)" at [Downs Syndrome Online](#).

Local nonprofit organizations such as [Community Vision](#) help adults with developmental disabilities live in their own homes, work and participate in their communities. At this site several individuals share their stories.

The mission of the [Best Buddies organization](#) is to enhance the lives of people with intellectual disabilities by providing opportunities for one-to-one friendship and integrated employment.

Some of our camper participants are individuals with intellectual disabilities. [The Arc](#) is the world's largest community based organization of and for people with intellectual and developmental disabilities. The Arc is devoted to promoting and improving supports and services for all people with intellectual and developmental disabilities. At their site, under "Public Policy" you will find fact sheets that describe issues and legislation important to families.

Some of our camper participants experience cerebral palsy. The [United Cerebral Palsy](#) (UCP) organization provides information about persons with cerebral palsy. Explore the issues related to education, mobility, and housing, etc. that are important to persons with cerebral palsy and their families.

NICHCY stands for the [National Dissemination Center for Children with Disabilities](#) and serves the nation as a central source of information on education and family support for infants, toddlers, children, and youth with disabilities.

Persons with Autism Spectrum Disorder and their Families

To learn more about persons with autism, visit the [Autism Society of America](#).

This [knowledge path about autism spectrum disorders](#) (ASD) has been compiled by the Maternal and Child Health Library at Georgetown University. It offers a selection of current, high-quality resources about ASD identification and intervention, and it includes resources about biomedical research into the causes of ASD; resources that address the communication, education, and vocational challenges of autism; and resources about autism's impact on family life.

[The Autistic Self Advocacy Network](#) “...seeks to advance the principles of the disability rights movement in the world of autism. Drawing on the principles of the cross-disability community on issues such as inclusive education, community living supports and others, ASAN seeks to organize the community of Autistic adults and youth to have our voices heard in the national conversation about us. ... Nothing About Us, Without Us!”

Persons who are Blind or Experience a Loss of Vision and their Families

The American Foundation for the Blind (AFB) has a page dedicated to “[Living with Vision Loss](#)”, which includes people sharing personal experiences and strategies they use in daily life.

Family Connect features a page on [raising a visually impaired child](#), which offers a place for families of children with visual impairments to connect. It includes personal stories and ideas for teaching and supporting children in school and youth as they transition to adulthood and employment.

Web Resources: Connecting Your Academic & Career Interests with Issues Important to Persons with Disabilities

In this section are websites organized by academic and career interest areas. It is not a complete list of academic disciplines or career areas.

Explore any areas that interest you within or outside of your own major/minor area of study.

BIOLOGY/MULTIDISCIPLINARY SCIENCES

Questions to Explore:

- How does early intervention with infants and young children with disabilities impact the developing brain?
- Do we know what causes autism?

Websites:

The [Center on the Developing Child](#) generates, translates, and applies knowledge in the service of improving life outcomes for children in the United States and throughout the world.” View the in-brief video talks on child development.

We are still searching for the causes of autism spectrum disorder. Current research is monitored at this site: National Institute of Child Health and Human Development's [Center on Research in Autism](#).

Environment Health Perspectives (EHP). Environmental Health Perspectives (EHP) is a monthly journal of peer-reviewed research and news on the impact of the environment on human health. EHP is published by the National Institute of Environmental Health Sciences and its content is free online. They have published an article about [research into the possible origins of autism](#).

BUSINESS

Question to Explore:

- What are some of the creative ways that employers have provided accommodations so that talented individuals with disabilities can contribute to their business?

Websites:

[INCIGHT - Resources for Self-Empowerment](#). The mission of this Oregon-based organization is to educate and employ persons with disabilities. Watch the great video clip that explains what they do.

United States Department of Justice [Americans with Disabilities Act \(ADA\) Business Connection](#).

[National Business & Disability Council](#). Is a ...”resource for employers seeking to integrate people with

disabilities into the workplace and companies seeking to reach them in the consumer marketplace....”

[National Organization on Disability](#) (NOD). The CEO council of NOD “...consists of America's business leaders who share NOD's commitment to expand the participation of people with disabilities in all aspects of life...”

[Think Beyond the Label](#) is committed to making the business case for employing people with disabilities.

DISABILITY STUDIES

Here are several on-line journals in disability studies. You can review article titles and select a journal article of interest:

[Journal of Disability Policy Studies](#)

[Disability and Society](#)

[Disability Studies Quarterly](#)

[The Review of Disability Studies: An International Journal](#)

The PSU library also has a section under “Research Tools” and then under “Databases and Articles” where you will find a section for “Disability Studies”. Here you can select from many article databases. Select a database and within that you can search for articles across many journals using the search terms “disability studies” or “disability” and other search terms from your field, such as “anthropology”, “economics” etc.

Below are links to some of the universities that offer a program in Disability Studies:

[Syracuse University](#)

[University of Chicago](#)

[University of Hawaii at Manoa](#)

[University of Washington](#)

EDUCATION

Questions to explore:

- How do teachers teach students with significant disabilities to do the tasks of daily living as independently as possible? To ride the bus? To perform a specific job?
- What is Universal Design? How do some of the adaptations teachers make for students with learning differences in their classroom help every learner in the classroom?

- A teacher needs a toolbox of teaching strategies for different learners. How do teachers differentiate their instruction for different students? How can they find out ‘what works’?

Websites:

[Center for Applied Special Technology](#) (CAST): The mission of CAST is to transform education through universal design for learning. Go to the [online module](#) for an introduction.

[The Council for Exceptional Children](#) is the national professional organization for special educators.

[Differentiating instruction](#), a topic within "Reading Rockets", a site which provides information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.

[Teaching Exceptional Children Plus](#) is an online publication from the Council for Exceptional Children. It contains practical articles for teachers about teaching students with special needs. Use the “browse issues” tool on the left of the screen.

The [What Works Clearinghouse](#) is a website where the latest research on important topics in education is summarized for teachers. Topics such as teaching struggling readers, helping students learn math, or dropout prevention in schools.

The PSU library also has a section under “Research Tools” and then under “Databases and Articles” where you will find a section for “Special Education”. Here you can select “Education Full Text” database and select and explore topics in special education. A good place to start is the journal for special educators: “Teaching Exceptional Children”.

ENGINEERING/COMPUTER SCIENCE/WEBSITE DESIGN

Questions to explore:

- What are the latest breakthroughs in rehabilitation engineering? How are individuals with physical disabilities contributing to this research?
- What is augmentative communication and assistive technology?
- What are the latest standards and breakthroughs for accessibility in telecommunications and the web?
- How can engineering/information technologies help persons with physical disabilities be more in control of their lives?
- What are important design features of accessible websites for persons with disabilities?

Websites:

From the World Disability Institute (WID): List of [links to sites for assistive technology](#)

[Rehabilitation Engineering Research Center](#) focused on development for persons who are blind and visually impaired. Individual researchers describe their projects.

[DO-IT \(Disability, Opportunity, Internetworking, Technology\)](#) at University of Washington. Using technology as an empowering tool for college and careers. Check on the many topics under "Resources".

[Rehabilitation Engineering Research Center on Telecommunications](#) at University of Wisconsin.

[Workplace Rehabilitation Engineering Research Center](#), Georgia Institute of Technology.

[Woman, minorities, and persons with disabilities in engineering.](#)

The [TRACE center](#) at University of Wisconsin announces "...research to make everyday technologies useable and accessible..." Check out their section on [web design resources](#).

The Nelson Norman Group hosts an article called "[Beyond ALT Text: Making the Web Easy to Use for Users with Disabilities](#)." The report includes empirical, visual evidence from user testing showing what actually happens when real people with disabilities use real websites.

FINE AND PERFORMING ARTS

Questions to explore:

- How have persons who experience disability expressed their experience through arts and literature?
- How has artistic expression helped individuals with disabilities to discover gifts that stem from their experience?

Websites:

[National Institute of Art & Disabilities](#) features work of many visual artists.

Northeast Center for Special Care describes fine and performing art therapy with persons with brain injuries. Go to "fine arts", "art gallery" and the portal to "[links to fine and performing arts page](#)."

National Arts & Disability Center at UCLA promotes the full inclusion of artists and audiences with disabilities into all facets of the arts community. See their [extensive list of web links](#).

National Endowment for the Arts: [Organizations that Assist Artists with Disabilities](#)

MUSIC

[Special Needs in Music Web Site](#): A Resource for People of All Ages, Abilities and Challenges. Kaila Rochelle, a special educator and music teacher offers her ideas for teaching music to people of all ages, abilities and challenges.

[Nordoff-Robbins Center for Music Therapy](#), Department of Music and Performing Arts Professions, Steinhart School of Culture, Education, and Human Development, New York University (NYU). Nordoff-Robbins is a specialized approach to creative music therapy, in which improvisational music and an individual's innate creativity are used in overcoming emotional, physical and cognitive difficulties. This website has additional links to video demonstrations of those technique as well as links to other programs.

DANCE

[Axis Dance Company](#), Oakland, CA. From the website: "Since 1987, AXIS Dance Company has created an exciting body of work developed by dancers with and without disabilities. They are pioneers of a powerful and inclusive dance form, 'physically integrated dance'."

[Infinity Dance Company](#). Kitty Lunn, Artistic Director says: "While preparing for my first Broadway show in 1987, I slipped on ice, fell down a flight of stairs and broke my back. Now a paraplegic, I use a wheelchair, and work diligently on behalf of performing artists with disabilities.

[The Disability Art and Culture Project](#), Portland, OR. From the website: "The mission of the Disability Arts and Culture Project (DACP) is to further the artistic expression of people with both hidden and visible disabilities. We view disability as a natural and valuable variation of the human form. DACP utilizes the performing arts as a method of examining disability in relation to society."

VISUAL ARTS

[Mouth and Foot Painting Artists](#) (MFPA) is an international, for-profit association wholly owned and run by disabled artists to help them meet their financial needs. Members paint with brushes held in their mouths or feet as a result of a disability sustained at birth or through an accident or illness that prohibits them from using their hands."

The International Organization on Arts and Disability (VSA) was founded in 1974 by Ambassador Jean Kennedy Smith to create a society where all people with disabilities can learn through, participate in, and enjoy the arts. Two of its guiding principles are: (1) Every young person with a disability deserves access to high quality arts learning experiences and (2) All individuals with disabilities who aspire to careers in the arts should have the opportunity to develop appropriate skills." A juried art show entitled "Transformations" in which artists explore their experience of disabilities through their work can be [viewed at the site](#). (from their website).

THEATER

[Theater Breaking Through Barriers](#), formerly Theater By The Blind, has been working for 29 years to develop blind and low vision talent for the theater, television and film. With great pride, the company has just changed its name to reflect its commitment to include all artists with disabilities in its work, onstage, backstage, in the office and in the audience. As baby boomers age, more and more Americans will be dealing with disability. 52,000,000 of us, 18%, already do. Yet only 2% of characters on television exhibit a disability and only 0.5% are allowed to speak. TBTB needs to get the reality of our rich, independent lives in front of audiences. (From their website)

The mission of the [National Theatre of the Deaf](#) (NTD) is to produce theatrically challenging work of the highest quality, drawing from as wide a range of the world's literature as possible; to perform these original works in a style that links American Sign Language with the spoken word; to seek, train and employ Deaf artists..." (from NTD Website).

FOREIGN LANGUAGES

Questions to explore:

- How can teachers of foreign languages support students with learning differences in their classroom to learn a new language?
- How can teachers of English Language Learners support a student who also has special needs?

Websites:

LD Online provides an [article concerning students with oral and/or written language learning difficulties](#) in their native tongue; that may have problems learning a second language at school.

At the Center of Applied Linguistics, this digest discusses instructional methods for English Language Learners who also have special needs. <http://www.cal.org/resources/digest/0108ortiz.html>

HEALTH PROFESSIONS

Questions to explore:

- What are some of the issues persons with disabilities face in obtaining health care?
- Are physicians, nurses, dentists, dental hygienists prepared to provide care to persons with significant disabilities?

Websites:

The [Center for Disability Issues](#) and the Health Professions includes many topics. Scan the many links to be found under "[online resources](#)".

MEDICAL FIELD

The World Health Organization (WHO) provides information and [perspectives on disability, health, and rehabilitation](#).

BioMed Central Ltd. published "[A Curriculum to Teach Medical Students to Care for People with Disabilities: Development and Initial Implementation](#)".

The U.S. Department of Justice/ Americans with Disabilities Act offers a pamphlet that outlines "[Access to Medical Care For Individuals With Mobility Disabilities](#)". This pamphlet provides information about accessibility to medical buildings as well as answers to questions that physicians may have about working with persons who have disabilities.

DENTAL FIELD

The International Center for Disability Resources on the Internet (ICDRI) includes: "[Dental Resources for People with Disabilities](#)."

The National Institute of Dental and Craniofacial Research (NIDCR) offers "[Strategies for Providing Oral Care to People with Developmental Disabilities](#)" There is information specific to disabilities such as, autism and cerebral palsy.

LITERATURE, WRITING, JOURNALISM

Questions to explore:

- What can we learn from the writings of persons with disabilities about their experience?
- What are some of the most famous and informative 'first person accounts' written?

Websites:

[Disability World](#): A web-zine of international disability news and views.

Beginning in 1986, members of the disability rights movement published a magazine called the "Disability Rag." In 1997, that evolved into the website [Ragged Edge Online Magazine](#). The site publishes articles and links to other news articles about the rights and experiences of persons with disabilities.

A [guide to children's literature and disability](#).

More on [Children's literature and disability](#).

A list of [twenty-two books on disability](#). The first book in this list is written by John Callahan (1951-2010) one of Portland's most famous comics. <http://www.callahanonline.com/index.php>

PSYCHOLOGY (See also Disability Studies)

Questions to explore:

- What factors are important in psycho-social adjustment to disability?
- What are typical attitudes towards persons with disabilities, what contributes to these attitudes, and what can change attitudes?
- What can we learn about social cognition in general by exploring the ways persons with autism understand social situations? (see also sites under biology/multidisciplinary sciences)

Websites:

The [Office of Disability Issues and Psychology](#) within the American Psychology Association.

[Accessibility & Disability Information & Resources](#) in Psychology Training & Practice

In the field of psychology, many topics related to persons with disabilities and learning, development, social behavior, health, etc. are the subject of psychological research. The PSU library has a section under "Research Tools" and then under "Databases and Articles" where you will find a section for "Psychology". Here you can select from many article databases.

RECREATION AND SPORTS

Question to explore:

- What barriers have athletes with disabilities faced when they try to compete?

Websites:

[National Center on Physical Activity and Disability](#). Provides information about exercise and other forms of physical activity (e.g. yoga for children with cerebral palsy).

Top athletes with disabilities <http://www.disaboom.com/athletes-with-disabilities>

Learn about the paralympics: <http://usparalympics.org/?cmpid=2&keyword=Paralympics>

SOCIAL SCIENCES

Questions to explore:

- What are the consequences of various national and global (United Nations - 2007) policies regarding persons with disabilities?
- What are the key themes in the social history of disability?
- How is disability viewed in different cultures?

Websites:

[“Economic, neurobiological, and behavioral perspectives on building America’s future workforce”](#), an article by Knudsen, E. I. Heckman, J. J. Cameron, J.L. and Shonkoff, J. P. (2006) in the Proceedings of the National Academy of Sciences links research across biology and economics leading to the conclusion: “...that the most efficient strategy for strengthening the future workforce, both economically and neurobiologically, and improving its quality of life is to invest in the environments of disadvantaged children during the early childhood years.”

United Nations Enable: [Rights and Dignity for Persons with Disabilities](#). There are an estimated 650 million persons living with disabilities in the world today. If one includes the members of their families, there are approximately 2 billion persons who are directly affected by disability, representing almost a third of the world's population. Ensuring equality of rights and access for these persons will have an enormous impact on the social and economic situation in countries around the world. This site provides information about the 2007 UN Resolution.

United States Office of [Disability & Employment Policy](#) provides data on employment of persons with disability.

The [Disability Social History Project](#) is a website devoted to the history of people with disabilities. This website includes a history timeline, biographies of historical figures, and links to other interesting sites.

Center for an Accessible Society-[Economics & People with Disabilities](#)

[Employment & Disability Institute](#), Cornell University. Current studies of employment and economic well-being of working age persons with disabilities.

United States Department of Labor-Office of Disability Employment Policy: [Disability Data Resources](#).

Disability Statistics Center, University of California, San Francisco. At this site you can select a brief article providing various types of [demographic data about persons with disabilities](#).

Here is an [index of links to other organizations that capture disability-related statistics](#).

The Center for an Accessible Society Disability Issues Information for Journalists: [Communications Clearinghouse](#) providing journalists credible information and quotable sources on national disability policy and independent living issues.

SOCIAL WORK & CHILD & FAMILY STUDIES

Questions to explore:

- What are the major parent/family advocacy groups for individuals with disabilities and their families?

- What are the social and economic challenges faced by persons with disabilities and their families?

Websites:

The [Regional Research Institute](#) (RRI) at Portland State University conduct research with persons with disability. Select 'projects by category' and then 'disability' to see current projects.

[National Association of Social Workers](#) (NASW). This NASW research Web page focuses on developmental disabilities and social work's response through research, collaboration, and advocacy.

[Family Village](#).

[National Resource Center for Women & Families](#)

[Center for Law and Social Policy](#): Strengthening policy for low-income families

[CLASP](#): Policy solutions for low-income people provides policy perspectives on strengthening low-income families in the U.S.

SPEECH & HEARING SCIENCES

Questions to explore:

- How can various disabilities impact language development?
- How do we use augmentative communication systems and visual systems to help persons with significant disabilities communicate?

Websites:

[American Speech-Language-Hearing Association](#) (ASHA). This is the professional association of speech language pathologists. Through the search tool, you can read about several topics related to camper participants, such as augmentative communication, feeding and swallowing disorders, autism, deafness, and hearing disorders.

The PSU library has a section under “Research Tools” and then “Databases and Articles” where you will find a section for “Speech & Hearing”. Here you can select “Education Full Text” or other databases and explore various topics.

URBAN STUDIES & PUBLIC AFFAIRS

Questions to explore:

- What is universal design and how has it been applied in urban planning and architecture?
- In what ways does universal design benefit everyone?

Websites:

[The Center for Universal Design](#) (CUD) Environments and products for all people.

[Center for Applied Special Technology](#) (CAST): The mission of CAST is to transform education through universal design for learning. United States Department of [Housing & Urban Development](#)

United States Department of Health & Human Services-[Office of Public Affairs Administration on Developmental Disabilities](#)

[Adaptive Environments: Human Centered Design](#)

[Disability and the Open City](#): For at least three decades, the issue of physical accessibility has been a focus of analysis amongst some spatial scientists, including geographers, urban planners and architects

The [Center for Inclusive Design and Environmental Access](#) describes many projects and innovations:

You can also check out [Universal Designers and Consultants](#).

Institute for Human-Centered Design has a list of [resources](#).

WOMEN'S STUDIES

Questions to explore:

- What aspects of society are discussed within feminist disability studies?
- Are women with disabilities at greater risk of interpersonal violence/abuse?

Websites:

[Center on Research on Women With Disabilities](#) (CROWD), Baylor College of Medicine.

[Chartbook on Women and Disability](#) from the National Institute on Disability and Rehabilitation and Research.

[Women's Health.gov](#) includes sections on a variety of disability-related topics.

[Feminist Disability Studies](#) at Syracuse University.