

C E L E B R A T I N G

40 years



“Because of IDEA, my son has received such great care and education through his local school district. The school he attends always has his best interest and makes sure all of his supports are being met. Without access to a fair and equal education, I really don’t know where my son would be. I am so grateful.”



My son at his afterschool program that works with children of all types of abilities.

The Reflections Arts Recognition Program allows ALL children the opportunity to express themselves. The “Special Artist” category allows developmentally challenged students to create works of art earning them recognition at the school, State, and national level.

Photo of 2015 SC State PTA President, Dr. Clifford Fulmore with “Outstanding Interpretation of Theme in Visual Arts” winner, Mary Elizabeth McNair.



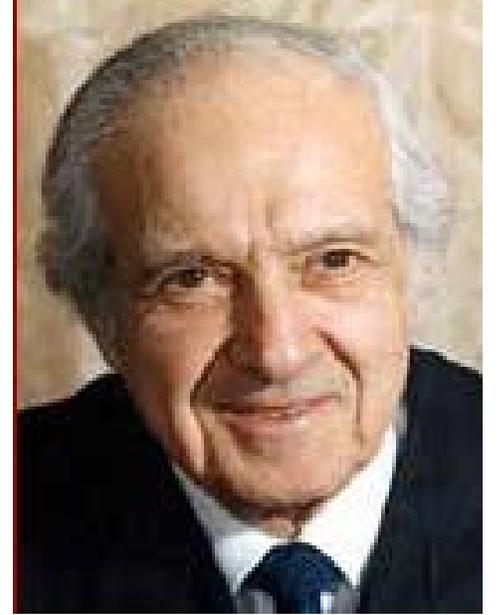
1950 - 1960



Elizabeth M. Boggs, an advocate for people with intellectual disabilities, was the founder and former president of the Association for Retarded Children (the Arc).



Leonard Mayo was an advocate for people with intellectual disabilities who served as director of President Kennedy's Committee on Mental Retardation and executive director of the Association for the Aid of Crippled Children.



Judge David L. Bazelon was one of the first jurists to apply findings from psychiatry and social science to his legal decisions, which helped establish the rights of people with mental illness to appropriate treatment.

Tahoma News's Videos

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Untitled

2 weeks ago



Interview with Jo Butt

4 months ago



SBE Chapter 16 Seattle Interview News Pie...



SBE Chapter 16 Seattle Interview

“I was told by the first pediatrician who saw my son that I should ‘look into custodial care because he would never walk, talk, or feed himself.’ Thanks to IDEA, he has his associate’s degree in television broadcasting, is a certified Television Engineer and Operator by the Society of Broadcast Engineers, is producing videos for local nonprofits, and just interviewed for a job at the local PBS television affiliate. You can find his video work here: <https://vimeo.com/user29570304/videos>”

“My daughter is dyslexic. She is a smart kid and she gets good grades, but she struggles to read. Without the opportunity given to her because of her Individual Education Plan (IEP), she would have been held back a grade and the root problems with her reading still would not have been addressed. Her IEP has opened up opportunities and made a tremendous difference in her education. This photo is her selfie with her personal lightbulb turning on.”





“IDEA has made a major impact in the lives of me and my children. Having two children with Autism has afforded me the opportunity to give them a ‘jump start’ with early intervention programs in my local area. My children came into the school system as three-year-olds and have made numerous strides due to great teachers, administrators, and many other stakeholders. They have always been made to feel ‘included’ in whatever environment they were in. As a parent and administrator, I believe IDEA ROCKS!!! These are my two kids who started school at 3 years old. Look at them now – happy, productive, ‘included,’ 8 and 11 year olds!”

1960 - 1970



Samuel A. Kirk was one of the founders of the field of special education, producing influential scholarly work and contributing to early Federal legislation that ultimately led to contemporary special education law.



President John F. Kennedy was a key figure in creating greater public awareness about the issues faced by people with intellectual disabilities and introduced legislation that helped create better programs for people with intellectual disabilities.



Eunice Kennedy Shriver, founder of the Special Olympics and advocate for community living programs, was a pioneer in providing opportunities to people with intellectual disabilities.



“Here is Tyler in preschool. At age 3, he was diagnosed with Pervasive Developmental Delay, and was unable to talk.”



“Here is Tyler at the age of 16, running on the cross country team. With the help of grade school administration, Tyler was brought out of the self-contained setting and mainstreamed as much as possible with his peers. He is well-liked and learned much of the same material as other students. Thank you, IDEA.”



“IDEA provides support in extracurricular activities, as well as in academics. Steven, with the support of a paraprofessional at practices, had a speaking part in the middle school play (bottom right in picture). This afforded him a wonderful social experience with typically-developing peers and boosted his self-confidence.”

Dare to Dream Annual Leadership Conference

This conference, held at the University of Rhode Island in Kingston, provides students with special needs the opportunity to examine the concepts of transition and to share experiences with other students. The primary goal of the conference is to help students gain self-determination and leadership skills. Participants learn valuable skills such as advocacy, teamwork, public speaking, time management, and mentoring.

Who Should Attend? Students who:

- Receive accommodations in school (IEP, IHP, 504) or in transition to adulthood;
- Have disabilities;
- Have special healthcare needs;
- Come from diverse cultural and ethnic backgrounds;
- Have had or are experiencing a mental health challenge;
- Have difficulties with school attendance;
- Have experience with the juvenile justice system;
- Have experience with the child welfare system (foster care, adoption);



Interested in presenting at the 2016 Dare to Dream Conference?

Since 2009, the Rhode Island Department of Health's Office of Special Needs – in partnership with the Rhode Island Department of Education, Regional Transition Centers, and the Rhode Island Parent Information Network – have sponsored the Dare to Dream Student Leadership and Development initiative which culminates in an annual peer-to-peer conference held each May at the University of Rhode Island.

1960 - 1970



Burton Blatt (1927–1985) was a pioneer in humanizing services for people with intellectual disabilities, an advocate of deinstitutionalization, and the author of *Christmas in Purgatory*.



Dr. Donald D. Hammill is an important scholar in the areas of language development, learning disabilities, remedial education, and assessment methods whose work was influential to the formation of Public Law 94-142.



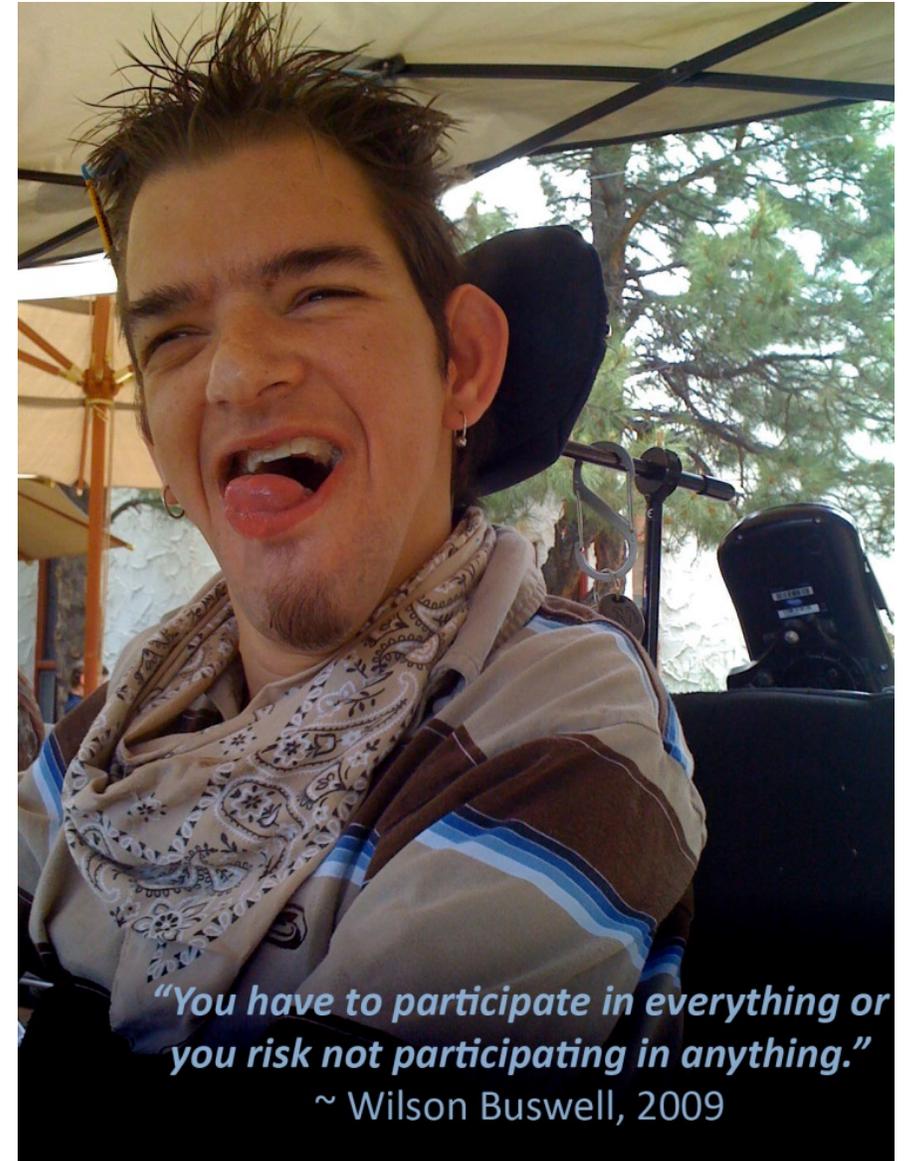
In this 1971 photo, Governor Dan Evans signs House Bill 90, Education for All, into law, flanked by the people who wrote and lobbied it into existence - Janet Taggart, Katie Dolan, Cecile Lindquist, Evelyn Chapman, and law student William Dussault (fellow law student George Breck, also part of the team, not pictured).

Janet Taggart, Cecile Lindquist, Katie Dolan, and Evelyn Chapman were four mothers of children with developmental disabilities who insisted their children not be institutionalized, but extended the right to a free and appropriate public education. Their advocacy resulted in the “Education for All Act” (1971), which became the foundation for IDEA.



“Phoenix, Arizona’s Dear Valley School District has for the last ten years embraced teaching students in inclusive settings, and the positive impact on students, staff, and parents has been huge.”

“IDEA protected my right to be included and fully participate in school. Because I was fully included in school, today I am the Co-Instructor of a graduate course at the University of Colorado at Colorado Springs, where I teach current and future teachers about inclusion, access, participation, and significant support needs. Please continue to support, reauthorize, and advance this essential law.”



“You have to participate in everything or you risk not participating in anything.”

~ Wilson Buswell, 2009

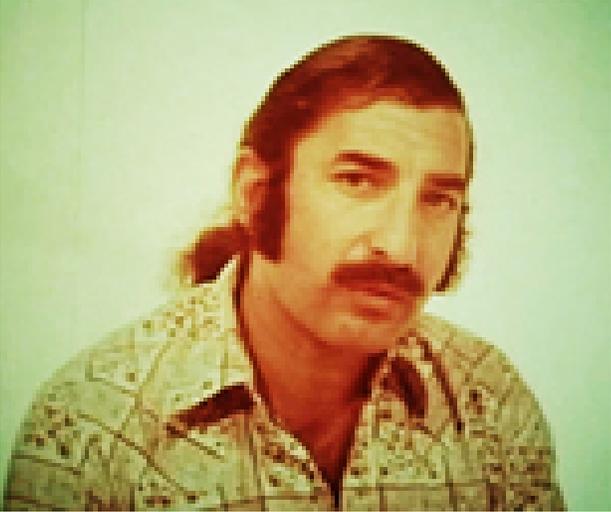


“IDEA has given our child, Tonny, the ability to learn how to be happy with himself. He has found a way to learn and play and not be stressed out by school. Having help makes a difference in Tonny’s life. Since he started attending school on a regular basis, he is talking and drawing pictures. He wants to play with and around other kids. Before, he did not do those things – he was isolated in his own world. Thank you for opening him up.”

“Korinne's placement in our Autism Center allowed her access to curriculum while engaging her through her own interests. The class was learning about the solar system, and Korinne used her characteristic cartoon characters to represent the planets.”



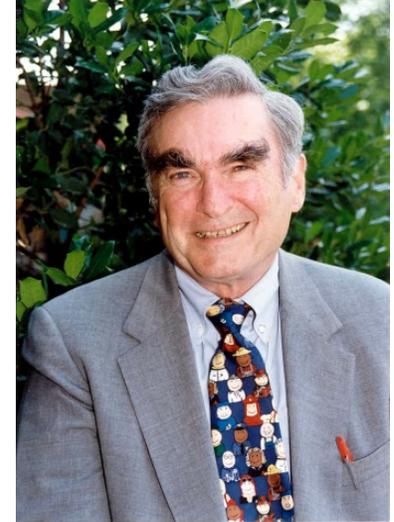
1970 - 1980



Dr. Marc Gold believed that all people with disabilities had the opportunity to decide how to live their lives, and demonstrated that instruction was a powerful intervention in changing the lives of people of all ages who had been considered unable to learn.



Judge Frank M. Johnson was a U.S. Federal Judge whose 1971 ruling in *Wyatt v. Stickney* led to a precedent that required State institutions to provide effective treatment to patients, helping to create more humane conditions in State institutions.



Dr. James J. Gallagher served as an Associate Commissioner in the United States Office of Education from 1967 to 1970, where his work led to the passage of Public Law 94-142 in 1975.



“My son Micah was born 13 years ago and has Down Syndrome. The fourth of five children, he has shown our family the true meaning of unconditional love...Thanks to IDEA, he is able to participate in activities that were once unheard of. He is exposed to so many new adventures, atmospheres, social events, and people. We are very thankful he has options for his future and that he is included just like everyone else. We look forward to him living a life full of potential. If he were not included, this would be almost impossible. Thank you to our legislators, who long ago fought to provide our special children a place in this world.”



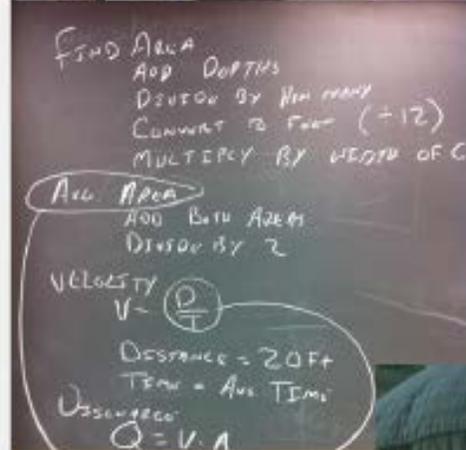
“My son is deafblind, one of the rarest of rare educational disabilities. The education to Dylan's educational team through the Arizona Deafblind Project has been essential for him having access to the educational environment and learning with his peers.”



“I am able to achieve success and my goals because of IDEA. Without this landmark law, my life would be in a separate classroom with curriculum that would be way below my ability level. IDEA has given me access to the tools, technology, and teachers that allow me to reach my personal goals. I will continue to speak out in support of IDEA and increased inclusion and supports for all students with disabilities. IDEA has changed my life outcome and is why I continue to advocate and speak out.”

Because of IDEA....

I Educate Educators On Technology - I'm in 9th grade taking a Dual Credit Computer Science Course for College Credit - I Advocate For Inclusion For Students With Disabilities - I Fall Asleep with a Good Book and I'm Dyslexic - I Had the Confidence to Apply for a Job at Apple at Age 11 - I Believe Everyone Has the Right to High Expectations and Support to Reach Their Goals!

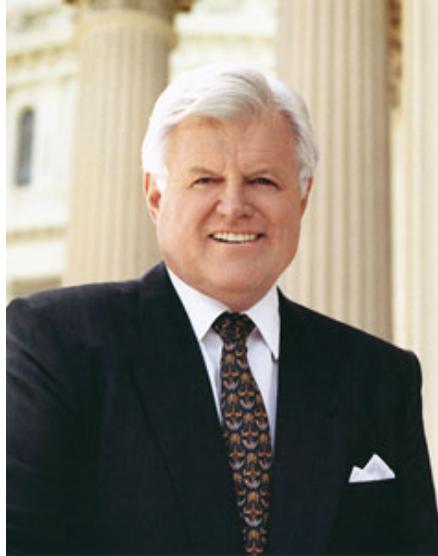


**Because of IDEA...
I'm Taking Charge
of My Future!**

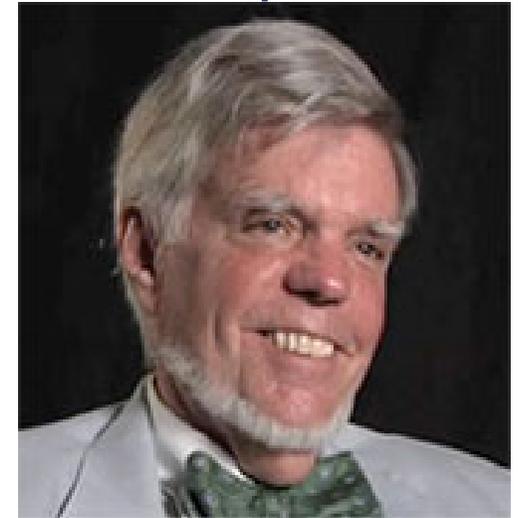
1970 - 1980



Dennis Haggerty, an attorney specializing in disability law and estate planning for individuals with disabilities, played a key role in the landmark case *PARC v. Pennsylvania*.



Senator Edward Kennedy was one of the most prominent political voices for securing the rights and legal protections of people with disabilities and was an original cosponsor of Public Law 94-142 in 1975.



Thomas K. Gilhool, JD, a retired staff attorney from the Public Interest Law Center of Philadelphia, was involved in a number of precedent-setting lawsuits on behalf of people with disabilities from 1965 to 2006.



On July 18, 2014, Governor Tom Corbett signed a bill entitled the Down Syndrome Prenatal Education Act, or "Chloe's Law."



“My beautiful daughter Chloe was born in 2003 with a diagnosis of Down Syndrome, and because of IDEA she is a valued, priceless member of her community and people focus on her ABILITIES. As a Dad, Chloe has led me and my family on an amazing journey! Recently, a community magazine highlighted the incredible positive seeds Chloe has planted in her community in just 12 years. Thanks to IDEA, Chloe currently attends 7th grade at her neighborhood middle school with typical peers and reads at grade level – AMAZING! “



“Because of the basic components of appropriate education in the least restrictive environment, and the requirement of collaborative efforts focused on the needs of the student, our two children with varied, complex, and unique abilities were fully included throughout their PreK-12 years. This set the stage for their successful move to college and the workforce!”

Christmas Pageant Brings Mom an Early Gift

By Karen Scallan

Inclusive Education: The research-based practice of including children with disabilities and special needs in the same classes as typical children with supports and services that allow them to benefit fully from the same educational, social and recreational experiences as all other children.

December 12, 2006

Tonight I got one of the greatest Christmas gifts a mother of a child with special needs could have. Tonight was my son's very first Christmas pageant. I was really worried because he tends to hate being in the cafeteria when it's noisy and is very afraid of loud speakers and audio equipment. He has an auditory sensory problem and noise can be painful to him.

He also has Down syndrome.

I was full of angst and sure we had gone to all this preparation for nothing. I even considered not going. But Kevin loves music and loves to sing so I thought if nothing else, we can sit and watch the other kids if he feels up to it and it's not too loud.

When I got there, I told the teachers to be aware, he might balk or throw a fit at going in the cafeteria, going on the stage, seeing the crowd...any number of things. I warned the music teacher and the principal. I stood guard at the door where the kindergartners were going to enter to be sure that if he bolted I could catch him and try to coax him to go with the class.

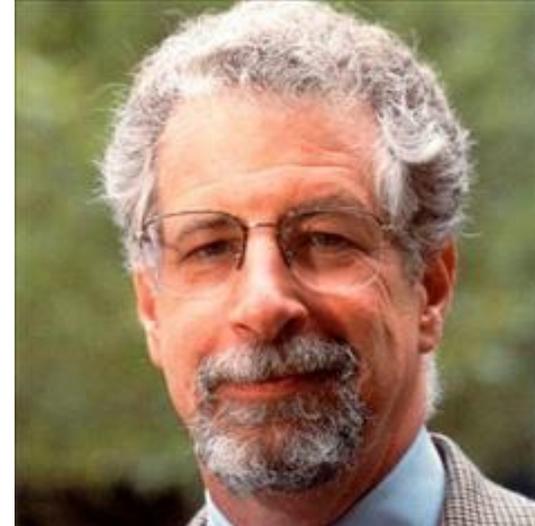
But the music teacher had it under control. She knew just the person to call upon in a situation like this-- Kevin's kindergarten classmate....Danielle. MIGHTY Danielle!

“This is a story of my son in elementary school, when he was about five or six. He is now 14, and because of inclusion in our area, my child is known all over town. He can't go to a store or restaurant or out on Halloween, without seeing people he knows from the community. He is missed when he doesn't go to his regular restaurants and is always greeted enthusiastically. We are approaching transition and I couldn't have asked for a better community to raise him. It all started at school.”

1970 - 1980



Frederick Weintraub, one of the authors of Public Law 94-142, was also the director of governmental affairs at the Council for Exceptional Children (CEC) where he helped to transform the spectrum of educational opportunities and services for children with exceptionalities in the United States.



Stanley Herr, an attorney who spent his career working to secure the rights of people with disabilities, was the lead attorney in the landmark 1972 case *Mills v. Board of Education of the District of Columbia*.



“Because of the supports and services provided by IDEA and the access to inclusion in the general education classroom with typically developing peers, upon graduating high school my son has simultaneously held two jobs in competitive employment for the past 11 years. He continues to learn and take on new responsibilities with the assistance and support of his managers and peers, some of whom were his classmates. He continues to contribute to his community and to society.”

“IDEA has allowed my six-year old, Ella, who has Down Syndrome, to be fully included, accepted and embraced by her typical classmates. Ella is learning to read, loves math, and will become a productive adult. At the same time, her friends will be better, more tolerant adults after growing up with a peer who is different from them but largely the same. IDEA is a win-win!”



“The differences I have been a part of because of the 1975 passage of PL 94-142 have been nothing less than transforming. The law created a pathway to a better quality of life for the many students I have had the pleasure and honor to call my students. The law made a difference in the lives of those who needed dedicated, committed, and passionate educators to support their learning. Attached is just one of the thousands of brainstorming sessions I go through when designing new programming.”

What we believe:

- ❖ Place children in natural settings when appropriate
- ❖ Use sound research-based techniques
- ❖ Embed reinforcers into daily program
- ❖ Integrate child when he/she shuts down
- ❖ Prepare child for changes
- ❖ Create an accepting embracing community where child feels safe
- ❖ Encourage children to risk new challenges
- ❖ Want school staff to understand child as an individual

Why??

- ❖ Learn to attend
- ❖ Learn to participate
- ❖ Learn to engage
- ❖ Learn to cope with new settings, situations, people
- ❖ Learn to comply (appropriate protest/request)
- ❖ Learn to interact
- ❖ Learn to live and function in natural settings of life (future environment)

Strategies used to integrate children:

- ❖ Errorless teaching strategies
- ❖ Task analysis
- ❖ Manage the environment
- ❖ Precise prompting
- ❖ Conservative prompting
- ❖ Joint participation
- ❖ Teaching Play Skills
- ❖ Relationship Development
- ❖ Learn antecedents to target behavior
- ❖ Reduce verbal instructions- self-management is a goal
- ❖ Choice-making- (Use of visuals)
- ❖ Fade assistance
- ❖ Integrate peers into relationships
- ❖ Work on child understanding function of language
- ❖ Discrete trials- grounded in the behavioral learning principles/theories- used to teach new skills
- ❖ Joint action routines

1980 - 1990



Dr. Gunnar Dybwad (1909–2001) was an American professor and advocate for the rights of people with disabilities, particularly developmental disabilities, and is best known for his support of the social model of disability, which helped abolish some of the negative stigma surrounding individuals with disabilities.



Senator Lowell P. Weicker, Jr. (R-CT) fought against budget cuts that would have cut funding for special education programs and services for children with disabilities during the 1980s.



Dr. Wolf Wolfensberger was a major contributor to the field of intellectual and developmental disabilities. Wolfensberger was the originator of *Social Role Valorization* and the *Normalization Principle*, concepts that strongly influenced disability policy and practice in the U.S. and Canada.



“I was in special education from 7th- 9th grade. I didn't want to be known as the special education kid...I worked hard. I had a teacher that helped me progress and gave me a chance to be in regular classes...”

“I have only been a special education teacher for five years, but I have seen how technology has brought the curriculum to students with disabilities. Smartboards, Google, and iPads have enhanced learning for everyone.

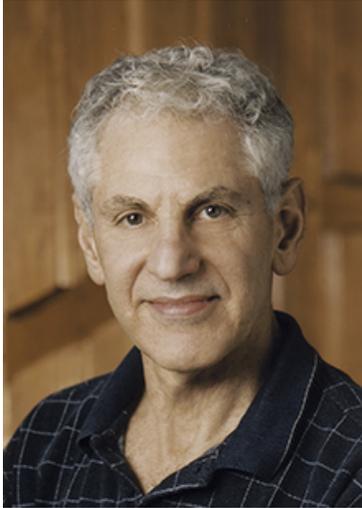
The inclusion class with this technology gives children a sense of belonging. We can adapt the curriculum for a student with a delay or the student who is a genius.”



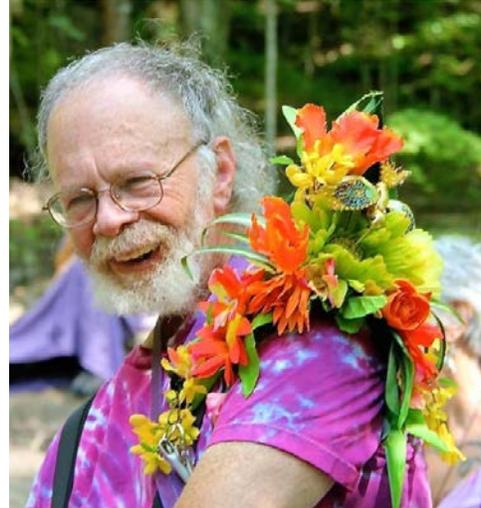


“When I look at the success experienced by my son, it is ALL due to IDEA and the unique supports this law has provided. IDEA has allowed him to reach his potential. Changing perspectives about students with disabilities is what my son advocates for. IDEA is what you make of it. We hope the next 40 years of IDEA will be synonymous with success.”

1980 - 1990



Robert "Bo" A. Burt was a professor of law, author, and longstanding board member of the Judge David L. Bazelon Center for Mental Health Law, where he contributed greatly to the cause of protecting and expanding the rights of people with mental illness.



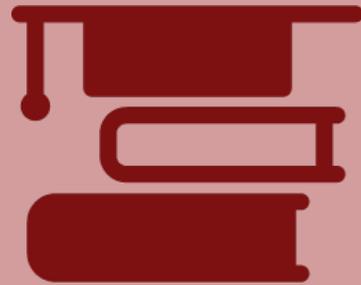
Dr. Mayer Shevin was a psycholinguist who dedicated his work to empowering individuals with disabilities. Dr. Shevin was also a poet, best known for his poem "The Language of Us/Them."



Dr. Herb Lovett, scholar, teacher, and advocate for people with disabilities and their families, promoted inclusive supports and equal access in the areas of education, employment, housing, and human rights.

“Jayden has had an IEP since second grade. It was amended in fifth grade to include the specific diagnosis of dyslexia, audio processing disorder, and sensory integration disorder. This year, Jayden is starting junior high, and we are very pleased to see better accommodations and a focus placed on what he *can* do. He is happy to be part of regular classrooms and earned straight A's this term through hard work and the help of great teachers.”





“My bright, talented son, George is getting a fair and equal education thanks to IDEA. His IEP is helping him get through the public school system. He still struggles, but finally believes he is capable!”



HOMEROOM

THE OFFICIAL BLOG OF THE U.S. DEPARTMENT OF EDUCATION

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Know It 2 Own It: Advocating for Your Rights on Campus

As we approach the end of the school year, most high school seniors are preparing for graduation and their future. At this time, I'm reminded that each passing year, more and more students with autism and other disabilities are attending college with their peers. For many of them this will be their first time away from home, a time for excitement and a time for independence. It will also be the first time where they will be responsible to advocate for their own needs at school.

The transition from high school to college can be tough, especially for students with disabilities; however, when students know their rights and where to get help, the transition can be made a little easier. Some students, such as Elijah a high school senior from Jacksonville, Florida, learn the importance of advocating for themselves and their needs for accommodations while still in high school. Here is his story and his wish for all students with disabilities.



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#AskArne

Federal Student Aid

College Completion

“Without IDEA and the support from the Office of Civil Rights, I would not have had access to the individualized accommodations I needed in high school.

In May 2015, I had the opportunity to record the Department’s Homeroom Blog promoting IDEA and advocating for the rights of students with disabilities. This November, I am attending the IDEA 40th Anniversary at the White House.

Thanks to IDEA, I am now a freshman at Penn State and committed to IDEA and advocating for the rights of students with disabilities, professionally.”

1990 - 2000



James Kauffman is Professor Emeritus at the University of Virginia, and an important scholar in the fields of learning disabilities, special education policy, and emotional and behavioral disorders.



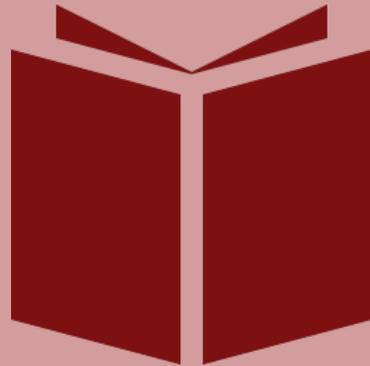
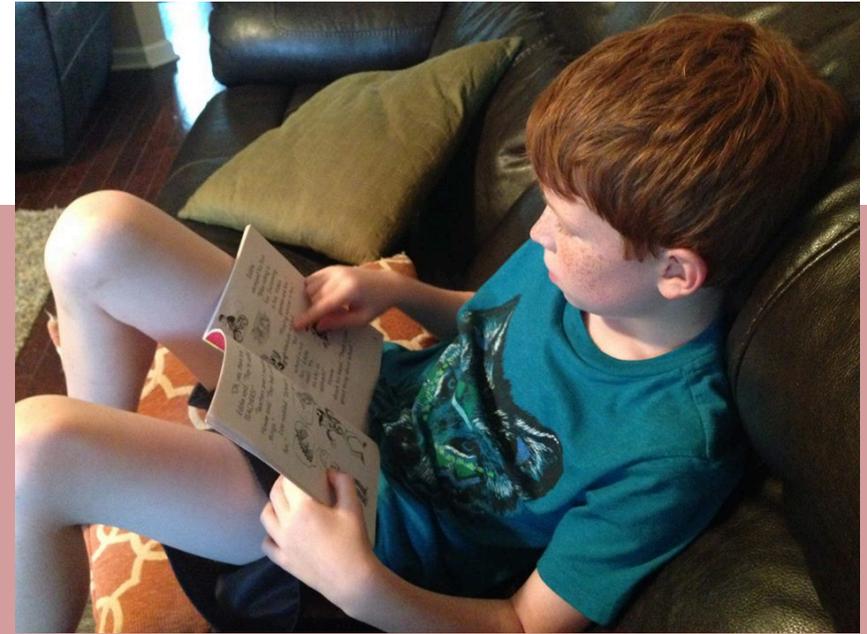
Dr. Susan M. Daniels was Deputy Commissioner for Disability and Income Security Programs at the Social Security Administration, where she played a key role in the direction of disability programs during the Clinton administration.



Paul Marchand, former director of the Disability Policy Collaboration of the Arc and United Cerebral Palsy, is a nationally recognized expert on public policy and disability.



“My IEP under the IDEA has allowed the accommodations for the extra time I need. [IDEA] allows my accommodations to be used properly.”



“IDEA helped my son read! My son has dyslexia, and he was not getting what he needed in general education for reading. He needed a very specific type of instruction. I am forever grateful for IDEA!”

“This is my son, age nine, reading! He's diagnosed severely dyslexic, and he just began reading chapter books this year thanks to IDEA and his fabulous public school!”

1990 - 2000



Thomas Hehir, director of the U.S. Department of Education's Office of Special Education Programs from 1993 to 1999, was responsible for Federal leadership in implementing the Individuals with Disabilities Education Act (IDEA) and played a leading role in developing the Clinton administration's proposal for the 1997 reauthorization of IDEA.



Judith Heumann, an American disability rights activist, served in the Clinton administration as Assistant Secretary of the Office of Special Education and Rehabilitation Services at the U.S. Department of Education from 1993 to 2001.

“My daughter, Beth Knipstein, now 32, was fully included throughout elementary and secondary schools. What made it work was her peers; they embraced Beth....They even attended transition meetings between elementary and middle, and middle to high school. They taught teachers more than any text could!



When Beth was born in 1983, I was 28 years old and teaching in a child care program. Ready to quit my job in order to access and coordinate services for Beth, the child care program invited Beth to be ‘one of the kids’. I returned to work with Beth and she received her services at the child care program well before natural environments was the thing to do! Early Intervention shared equipment, techniques, and strategies with childcare staff and Beth thrived! She was indeed one of the kids!”





“IDEA allowed us to range from full inclusion to having an aide in a separate school based on my daughter’s needs. She is currently attending community college. Inclusion comes in many forms. My daughter Stephanie spent most of the three years post-transplant, including her graduation and prom, at Children’s Hospital of Philadelphia...

...Stephanie continued her education while hospitalized and graduated on time. Child Life took pictures of both graduation and prom, and the school included her in the yearbook.”



1990 - 2000



Dr. Steven Taylor – noted scholar and professor, visionary leader, and passionate advocate for and with people with intellectual disabilities – helped found the first disability studies program in the U.S. at Syracuse University.



Dr. Doug Guess' work led to a more comprehensive understanding about the learning abilities of individuals with significant disabilities when effective instruction and appropriate support were provided.



“IDEA allows my son to participate in the regular education environment. THANK YOU!!!”

Name _____

Chapter 25 Test

Matching:
Put the letter of the definition that matches the vocabulary word on the blank provided.

100%

1. e anthracite A. powerful land-owning warriors in Japan

2. C megalopolis B. lack of food

3. B famine C. heavy urban (city) settlement over a large area

4. a samurai D. group of people related to one another

5. D clan E. a type of hard coal





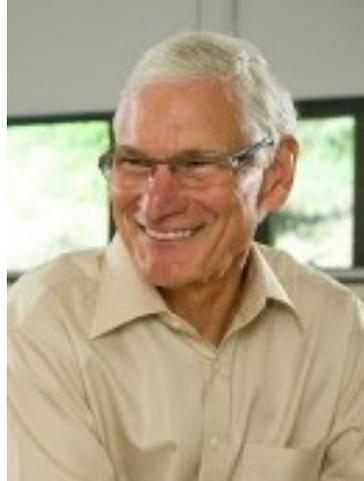


“My son has an intellectual disability. Because of IDEA, he has rights to LRE and has been included in general education science and social studies since the third grade. Special and general education teachers and I collaborated to modify and adapt materials for him, which allowed him to learn the same curriculum as his peers without disabilities. This eighth grade social studies test depicts the success achieved when opportunities to access the general education curriculum are presented.”

2000 - 2015



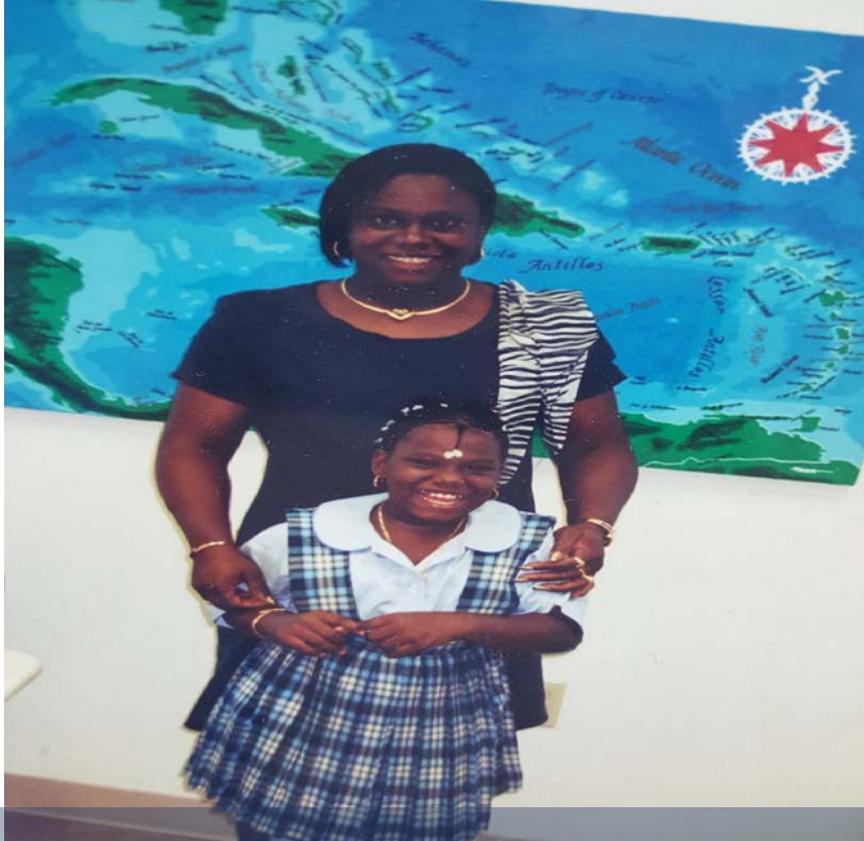
Madeleine Will has been an advocate for persons with disabilities for three decades and has led efforts to establish services nationally for infants and toddlers with disabilities and their families.



Dr. Tom Bellamy is the founding director of the Goodlad Institute for Educational Renewal at the University of Washington Bothell and a former director of the Federal Office of Special Education Programs.

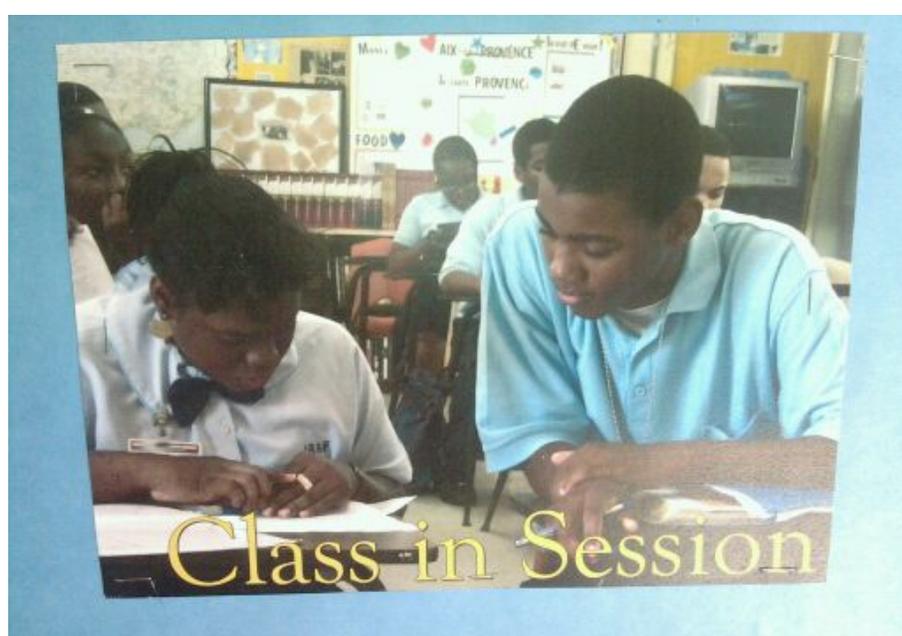


Dr. June Downing, a leader in the field of special education globally, demonstrated commitment to providing inclusive education to students with the most complicated disabilities, including those with dual sensory and multiple disabilities.



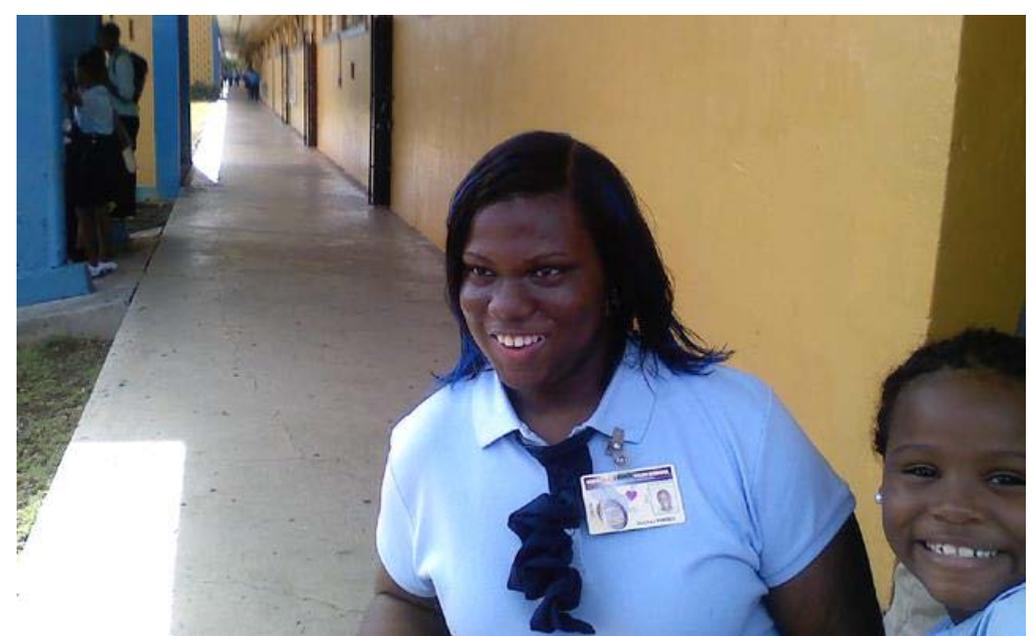
“IDEA gave my parent a voice and allowed her to have an input in my education. Provisions of the IDEA empowered my parent to take an active role in my education. This involved close collaboration with school district personnel in the development of an individualized education plan, tailored just for me.

IEP meetings were held to set goals for each school year. Attending these meetings were teachers, support staff and my parent. Although an IEP was agreed upon at the end of the meeting, if services were not being provided, my mother would call another IEP meeting to address this discrepancy. In essence, the IDEA served as a vehicle or a tool that my parent used to assist me in achieving my full potential.”



Because of this law, I was educated in the least restrictive environment with my peers even though I am physically challenged.

Not only was I able to attend school with my peers, but I was also able to prove that I was not disabled. I was an individual with a disability who had abilities as well. I was privileged to graduate from high school with a regular, twelfth grade diploma, and then enrolled in an institution of higher learning.



IDEA made a difference to me in that it gave me a voice to advocate and the opportunity to achieve and succeed above and beyond my wildest expectation.

Even though I succeeded academically in certain areas, there were some areas in which I was still challenged. Through IDEA, my IEP provided extra learning time and accommodations enabling me to keep up in those areas in which I was weak.



With the help of IDEA, I can now proudly say that not only was I able to keep up with my peers academically, but I have recently graduated from a four year college with a bachelor of science degree.

To me, equity and opportunity means that I have value. I have worth and should be treated like any other person instead of just someone with a disability. Deep within me are untapped possibilities that will surface when unearthed and nurtured. Given the opportunity, I can become a contributing part of my community.

Opportunity will help me to practically apply what I have learned in school. Opportunity will improve morale and boost my equity but most of all opportunity will confirm and reassure me of what I have known all along; there is a place for me. THANK YOU IDEA!

The Next 40 Years

