

## **B-1 Villain With A Disability**

If you want to make a movie character really scary, just give them a disability. According to this harmful stereotype, the disability shows that the person is evil inside.

## **B-3 The Perfect Body**

This is the false idea that a “fashion model” body is good and all other body types are bad.

## **B-5 Telethons**

A telethon is a fundraising technique that presents people with disabilities as helpless, pathetic objects of pity.

## **B-7 Medical/ Professional View Of Disability**

This is the false idea that a disability is simply a physical problem that needs to be fixed by experts. (This attitude is also known as the “medical model.”)

## **B-2 The Defective Delinquent**

One hundred years ago, respected professionals were scapegoating people with disabilities, calling them “mental defectives” and blaming them for America's crime problem.

## **B-4 'Normal'**

A judgmental word that is used to shame and exclude people who are different from others - as in “Something's wrong with him. He's not normal.”

## **B-6 Moral View Of Disability**

This is the false idea that people with disabilities are morally different from others - either especially good (special) or especially bad (sinful).

## **B-8 Institutions**

Throughout history, most residential institutions started with good intentions, but ended up mistreating a large proportion of their residents.

## **I-18 Women's Movement**

In 1840, women began organizing themselves to demand equal treatment under the law. Eighty years later they finally got the right to vote by changing the US Constitution.

## **I-20 Labor Movement**

Beginning in the 1920s, working people organized labor unions. They used collective bargaining power to win decent hours, better working conditions, and fair wages.

## **I-22 Farm Workers Movement**

Beginning in the late 1960s, farm workers used union organizing, strikes and boycotts to get better working conditions and higher wages from landowners.

## **I-24 Parents Movement**

Beginning in the 1940s, parents of children with disabilities joined forces to demand a say in their children's education, health care and to press for new legislation.

## **I-19 Gay Rights Movement**

Beginning in the 1960s, people of different sexual orientations organized for an end to harassment and for equal treatment under the law.

## **I-21 Independent Living Movement**

Beginning in the 1960s, people with physical disabilities organized to gain equal access throughout the community, to live on their own and to be in charge of their own supports.

## **I-23 People First Movement**

An organization by and for people with developmental and other disabilities. Not run by professionals, not run by parents, but run by the people themselves.

## **I-25 League Of The Physically Handicapped**

In the 1930s, six people with disabilities organized a sit-in to demand fair access to federal jobs. They won jobs for 500 people with disabilities.

## **N-34 Helen Keller**

Helen Keller changed society's perception about disability. Rather than just being an "inspiring example of overcoming disability," she moved through society as an equal of all. She was perceived as a regular person.

## **N-36 Judy Heumann**

A disability-rights activist from New York who has spent her life using protest and legal action to fight discrimination and change society.

## **N-38 Dorthea Dix**

1840s whistle-blower who visited hundreds of New England jails and exposed horrible abuse of people with disabilities.

## **N-39 Phillipe Pinel**

Pinel was a French reformer who believed in humane treatment for people with disabilities. In 1790 he took leadership of several of Europe's asylums. He set all the inmates free, taking the chains off their arms and legs.

## **N-35 Sandra Jensen**

Jensen was a self-advocate who successfully fought discrimination by the Stanford Medical Center to get a heart/lung transplant.

## **N-37 Franklin Roosevelt**

The only American president who had a disability, Roosevelt used a wheelchair in private (but hid his disability from the public).

## **N-41 Conscientious Objectors**

During World War II, conscientious objectors were assigned to work in large institutions. They were appalled by the widespread abuse of people with disabilities, and they let the public know about it.

## **N-40 Samuel Gridley Howe**

Howe started the first American school for children with developmental disabilities in 1848. His goal was for students to live productive lives in the community.

## **G-50 Sparta**

The ancient Greek city of Sparta had a law requiring that any child born with a disability should be taken out to the wilds and left to die.

## **G-52 Voting Rights Act**

This 1965 law was the result of the African-American civil rights movement. It established and enforced fair voting practices.

## **G-54 Title IX**

Title IX of Education Amendments is a 1972 federal law that outlaws sex discrimination in public schools.

## **G-56 Thurgood Marshall**

The most renowned lawyer of the African-American civil rights movement, Marshall argued cases across the country between 1940 and 1960.

## **G-51 Undesirables Act Of 1882**

This U.S. law was designed to deport undesirable immigrants, including those who had disabilities or were criminals.

## **G-53 Civil Rights Act**

Because of the civil rights movement, Congress passed this 1964 law, which legally desegregated all aspects of American life.

## **G-55 Luther Youngdahl**

As Minnesota's governor, Youngdahl challenged society in 1950, saying that children with disabilities are human beings with "the same rights that children everywhere have."

## **G-57 Respectful Language Law**

In 2004 the State of Washington made it a law that person-first language be used in all official state documents.

## **O-66 Collaborate**

When groups join forces with other groups to make change, they gain a lot of power. This is the power of collaboration.

## **O-68 Be Assertive**

Assertiveness is the most effective way to communicate. It involves saying clearly what we want while respecting the other person.

## **O-70 Vote**

Voting is one important part of being involved in the community. If you have this number on your card, TELL your table where your polling place is: where you go to vote. Then cover the square.

## **O-72 Speak Up, Tell Your Story**

It is important for self-advocates to tell their story. If you have this number on your card, TELL your table something about yourself. Then cover the square.

## **O-67 Society Needs Fixing, Not Us**

Self-advocates are clear about where the disability “problem” lies. “We are not the problem. Society has the problem and society needs to change to give us equal rights.”

## **O-69 We Belong In The Community**

People with disabilities belong in the community, not segregated in separate housing, separate programs, separate education, or separate sporting events.

## **O-71 Shared Leadership**

Shared leadership is one of the core values of the self-advocacy movement. If you have this number on your card, TELL your table one thing you can contribute to the group you're a part of. Then cover the square.

## **O-73 Don't Think We Don't Think**

Self-advocates are demanding to be treated not as children but as adults who can make decisions for themselves.