

Chapter 1: Activity Materials

When Did It Happen Dates

1910

1915

1920

1925

1930

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1935

1940

1945

1950

1955

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1960

1965

1970

1975

1980

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1985

1990

1995

2000

2005

2010

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Soldier's Rehabilitation Act

Congress passes the nation's first vocational rehabilitation act to help World War I veterans with war-related disabilities return to work after being discharged.

National Vocational Rehabilitation Act

Congress enacts the nation's first vocational rehabilitation legislation designed to help civilians with disabilities regain work skills. The Act often is referred to as the Civilian Vocational Rehabilitation Act.

Buck v. Bell

This U.S. Supreme Court ruling stated that the forced sterilization of people with disabilities does not violate their constitutional rights. The *Buck v. Bell* decision removes the last restraints for eugenicists who advocated that people with disabilities should not be allowed to have children. By the 1970s, more than 60,000 people with disabilities had been sterilized without their consent.

Social Security Act

This Act establishes federal old-age benefits and grants to states to be used to assist individuals who are blind and children with disabilities. The Act also extends existing vocational rehabilitation programs established by earlier legislation.

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Brown v Board of Education

The right and opportunity to an education must be made available to all; schools could not discriminate on the basis of race. Separate schools for black and white children were ruled unequal and unconstitutional. The U.S. Supreme Court decision provided the basis for the legal challenges in the 1970s related to the educational rights of children with disabilities.

Civil Rights Act

Outlaws discrimination on the basis of race in public accommodations, employment, and federally assisted programs. It becomes a model for subsequent disability rights legislation.

Elementary and Secondary Education Act

The first federal grant program to fund the education of children with disabilities in state-operated or state-supported schools and institutions. Part of Lyndon Johnson's War on Poverty, the Act provided federal funds to help low-income students and led to educational programs such as Title I, Head Start, and bilingual education.

Social Security Act Amendments- Title XVIII (MEDICARE) Title XIX MEDICAID (Medi-Cal in California)

The amendment establishes Medicare and Medicaid. Initially the amendments included no special provisions for people with disabilities; over time Medicaid became a primary source of funding for long-term care services for individuals with severe disabilities.

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<p>LANTERMAN ACT--CALIFORNIA This California law established the right of people with developmental disabilities in CA to services and supports to allow them to live a more independent life. Regional Centers are developed to provide needed services.</p>	<p>Developmental Disabilities Services and Facilities Amendments Integrated previous legislation and required every state to establish a Council on Developmental Disabilities and included a new definition of developmentally delayed.</p>
<p>Rehabilitation Act (Section 504) Often called the first civil rights act for people with disabilities. Discrimination against people with disabilities is confronted for the first time. Section 504 prohibits programs receiving federal funds from discriminating against "otherwise qualified handicapped" individuals and sparks the formation of "504 workshops" and numerous grassroots organizations. Litigation arising out of Section 504 generates such disability rights concepts as "reasonable modification", "reasonable accommodation", and "undue burden" that will form the framework for the Americans with Disabilities Act of 1990.</p>	<p>Education for All Handicapped Children Act A free appropriate public education (FAPE) in the least restrictive environment is guaranteed. Individualized Education Programs (IEPs) are mandated with special education and related services designed to meet the needs of each child (aged 3-21) with disabilities, and "wherever possible" to be educated with children who do not have disabilities.</p>

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Developmental Disabilities Assistance and Bill of Rights Act

Set out a Bill of Rights for people with developmental disabilities including the right to appropriate treatment services and rehabilitation in the least restrictive environment, and required each state to establish a protection & advocacy system.

Civil Rights of Institutionalized Persons Act

The Act ensures that the rights of persons in institutions, including people with disabilities, are protected against unconstitutional conditions. It authorizes the federal government to file civil suits on behalf of residents with disabilities whose rights are violated by institutional care.

Telecommunications for the Disabled Act

The Act mandated telephone access for deaf and hard-of-hearing people at public places like hospitals and police stations. All coin-operated telephones had to be hearing aid-compatible by January 1985. The Act called for state subsidies for production and distribution of TDDs.

Mental Illness Bill of Rights

The Act requires states to provide protection and advocacy services for people with psychological disabilities.

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Americans with Disabilities Act (ADA)

If the *Rehabilitation Act of 1973* was the first civil rights act for people with disabilities, the *ADA* was the second. Closely modeled after the *Civil Rights Act* and *Section 504*, the law was the most sweeping disability rights legislation in history. It extended all civil rights protections to people with disabilities, including protection from discrimination in employment, transportation, public accommodations, telecommunications, and activities of state and local governments.

Individuals with Disabilities Education Act (IDEA)

IDEA replaced the *Education of the Handicapped Act* and expanded discretionary programs. *IDEA* also included transition and assistive technology services as special education services and expanded the list of those eligible to include children with autism and traumatic brain injuries.

The Family and Medical Leave Act (FMLA)

This act is a federal law that allows eligible employees of covered employers to take job-protected and unpaid leave for qualifying medical and family reasons. Leave includes the continuation of group health insurance coverage with no changes to terms and conditions of the coverage. Qualifying medical and family reasons include: birth of a child, adoption or foster care placement of a child, personal illness, illness of a family member, or family military leave.

No Child Left Behind Act

This reauthorization of the *Elementary and Secondary Education Act (ESEA)* represents a sweeping reform of the nation's general education system. The Act's focus on accountability and testing could potentially have serious implications on the education of children with disabilities. It also required state plans to be developed in coordination with *IDEA*.

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<p style="text-align: center;">Individuals with Disabilities Education Improvement Act</p> <p>This Act aligns IDEA closely with the <i>No Child Left Behind Act (NCLB)</i>, helping to ensure equity, accountability and excellence in education for children with disabilities.</p>	<p style="text-align: center;">Family Opportunity Act / Deficit Reduction Act</p> <p>F2F HICs (Family to Family Health Information Centers) were established in all States and the District of Columbia by the Family Opportunity Act / Deficit Reduction Act. The Affordable Care Act extended the F2F HIC Program. The Health Resources and Services Administration (HRSA), Maternal Child Health Bureau (MCHB) funds the F2F HICs through a competitive grant process.</p>
<p style="text-align: center;">The California Mental Health Services Act (MHSA) (Prop 63)</p> <p>MHSA established a broad continuum of community-based prevention, early intervention, and other services for Californians with severe mental illnesses. The California Department of Mental Health administers the act, and counties and their contracted agencies provide the direct consumer services.</p>	<p style="text-align: center;">The Genetic Information Non- Discrimination Act</p> <p>This Act prohibits group health plans and health insurers from denying coverage to a healthy individual or charging that person higher premiums based solely on a genetic predisposition to developing a disease in the future. The legislation also bars employers from using individuals' genetic information when making hiring, firing, job placement, or promotion decisions.</p>

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<p>The Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act (MHPAEA)</p> <p>This is a federal law that generally prevents group health plans and health insurance issuers that provide mental health or substance use disorder (MH/SUD) benefits from imposing less favorable benefit limitations on those benefits than on medical/surgical benefits.</p>	<p>The Patient Protection and Affordable Care Act</p> <p>Due to this law, since companies cannot drop a person's coverage when they get sick due to a mistake the person made on their application, or put a lifetime cap on how much care they will pay for if a person gets sick, and companies cannot deny coverage based on preexisting conditions, or put an annual cap on how much care they will pay for if a person gets sick. This law also expands the Mental Health Parity and Addiction Equity Act to apply to almost all forms of health insurance.</p>

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Jeopardy

Points	People & Places	Important Legislation	Organizations	Important Dates	Odds & Ends
10	This President vetoes a rehabilitation bill living activists support. Congress overrides this President's veto and passes the Rehabilitation Act of 1973.	This Act requires a free, appropriate education in the least restrictive environment possible for children with disabilities.	Judy Heumann, Ed Roberts and Joan Leon co-found this advocacy and research center promoting the rights of people with disabilities.	Amendments to the Rehabilitation Act create the first federal funding for consumer-controlled centers for independent living this year.	While the Urban Mass Transit Act requires all new mass transit vehicles to be equipped with wheel chair lifts, it will take this length of time before it happens.
20	She is an early disability rights leader who stages a sit-in on Madison Ave. along with 80 activists, stopping traffic as a protest of the President's veto.	This Act is known as the 2 nd civil rights act for people with disabilities, containing the most sweeping disability rights legislation in history.	Wade Blank and the Atlantis community found this organization to bring attention to the need for accessible public transportation if people with disabilities are to live freely.	During this year, the Mental Health Bill of Rights is passed, requiring protection and advocacy services for people with disabilities.	This organization hold protests against the federal government for discrimination against disabled people in federal programs.
30	In 1977 this city is the site of a demonstration by people with disabilities who take over the federal building for almost 1 month until regulations implementing the Rehabilitation Act are issued	This Act requires all new mass transit vehicles be equipped with wheel chair lifts.	This organization urged all nations to recognize their disabled populations and to adapt the goal of full and equal participation of people with disabilities in all aspects of life	The first Center for Independent Living was founded in Berkeley on this date.	Ed Roberts leads a group of students with disabilities at UC Berkeley to start this program that will advocate for accessibility on campus and in the larger community

Facilitators Notes:

Options for setting up the Jeopardy game board:

1. Use the Jeopardy PowerPoint presentation available for download in the Dec2018 Training Manual under PowerPoints: 1.2 FVCA_PL_Chapter1_PP_Jeopardy.Slide17.pptx
2. Enlarge and print this Jeopardy Board. Cover each question with a blank Post-It. Remove Post-Its as participants select the questions.
3. Write the 5 question categories across the top of a piece of chart paper. Under each category, write the point values (10, 20, 30). Read the questions and cross out the boxes as participants select different squares.

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Action Planning Template Activity - Scenarios

Your daughter's hearing aids are not covered under the state medical coverage.

Your son has a seizure disorder, but the elementary school he attends does not have a full-time nurse. The school has assured you that the nurse has trained the staff to handle seizures in her absence. You are concerned that your son will not get the appropriate care required if he has a seizure at school.

Your son requires a g-tube for feeding. You want to transition him from formula to a blended food diet. Your son's GI specialist isn't supportive of your wishes. You don't want to seek treatment elsewhere because his other specialists are all part of the same hospital and you know these providers are all within your health care plan.

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Chapter 2: Activity Materials

GLOSSARY OF TERMS ACTIVITY

DEFINITIONS	
<p>This occurs when the legislature acts to authorize the expenditure of a designated amount of public funds for a specific purpose.</p>	<p>These are commands issued by a court that have the force of law.</p>
<p>These are federal/state programs that guarantee a certain level of benefits to persons or other entities who meet requirements set by law, such as Social Security, farm price supports or unemployment benefits. It thus leaves no discretion with the legislature on how much money to appropriate, and some entitlements carry permanent appropriations. (Example: Medi-Cal)</p>	<p>These set out the basic framework of the law and are made by the Legislature. (Sometimes this word is used interchangeably with the word law.) (Example: Lanterman Act)</p>

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<p>This is an approach to the planning, delivery, and evaluation of health care that is grounded in mutually beneficial partnerships among health care patients, families, and providers. Patient- and family-centered care applies to patients of all ages, and it may be practiced in any health care setting.</p>	<p>These serve as a local resource to help find and access the services and supports available to individuals with developmental disabilities and their families.</p>
<p>These are rules established by a governing authority to institute and maintain orderly coexistence. The combination of those rules and principles of conduct is promulgated by legislative authority, derived from court decisions, and established by local custom.</p>	<p>These guide us in how to use the law/statute in more detail. They are made by federal, state, county and city agencies. If there is a conflict between what the law/statute says and what the regulations say, the law/statute is our guide and the regulations must be made to agree with the law/statute. Although they are not laws, regulations have the force of law since they are adopted under authority granted by laws/statutes, and often include penalties for violations. (Example: The specifics of service coordination responsibilities for early intervention services provided in the Lanterman Act.)</p>

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TERMS	
APPROPRIATION	LEGAL MANDATES
ENTITLEMENT PROGRAMS	STATUTES
FAMILY-CENTERED CARE	REGIONAL CENTERS
LAWS	REGULATIONS

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Chapter 4: Activity Materials

TOWN HALL MEETING: ROLE CARDS

You are the FACILITATOR of the Town Hall Meeting.
You should use GOOD COMMUNICATION SKILLS while at the meeting.

You are PARENT 1 at the Town Hall Meeting.
You should act as THE COMPLAINER while at the meeting.

You are the 11TH GRADE STUDENT at the Town Hall Meeting.
You should act as NEGATIVIST while at the meeting.

You are the LIBRARY COORDINATOR at the Town Hall Meeting.
You should act as HOSTILE/AGGRESSIVE while at the meeting.

You are the EVENT PLANNER at the Town Hall Meeting.
You should act as SUPER AGREEABLE while at the meeting.

You are the PARK MANAGER at the Town Hall Meeting.
You should act as SILENT/UNRESPONSIVE type while at the meeting.

You are the DOG WALKER at the Town Hall Meeting.
You should act as THE KNOW-IT-ALL EXPERT while at the meeting.

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You are the LOCAL BUSINESS OWNER at the Town Hall Meeting.
You should act as THE KNOW-IT-ALL EXPERT while at the meeting.

You are the 7TH GRADE STUDENT at the Town Hall Meeting.
You should USE THE "COMMUNICATION IN PROBLEM SOLVING" STRATEGIES JUST DISCUSSED ON THE SLIDE.

You are the DAY CAMP COUNSELOR at the Town Hall Meeting.
You should act as AN OVERLY POSITIVE PERSON while at the meeting.

You are the TOWN MAYOR at the Town Hall Meeting.
You should EXHIBIT GOOD COMMUNICATION SKILLS while at the meeting.

You are the PARENT 2 at the Town Hall Meeting.
You should TRY TO ACT AS A MEDIATOR BETWEEN ALL THE PARTIES while at the meeting.

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PARENT AND CHILD ROLES ACTIVITY

Scenario 1: *You and your child are going to the doctor's office for a check-up. Roles = Parent, 10-year-old Child, Doctor/Receptionist.*

Scenario 2: *You and your child are meeting with the teacher to discuss changes to your child's IEP. Roles = Parent, 15-year-old Child, Teacher.*

Scenario 3: *Your child is mad that funding for his/her services are being cut. What can you as a parent do to encourage your child to take action? Roles = 1 or 2 Parents, 17-year-old Child.*

Scenario 4: *You and your child are attending a legislative hearing to provide testimony regarding the state's funding cuts to In Home Health Services (IHHS). Roles = Parent, 12-year-old Child, Legislator.*

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Chapter 5: Activity Materials

TELLING YOUR STORY IN DIFFERENT SETTINGS ACTIVITY

1. *Telling your story one-on-one with the mayor of your town v. in front of a town hall meeting which includes the mayor, town council, and residents.*

2. *Telling your story in the opening 10 minutes of a meeting v. the last 10 minutes of a 5-hour meeting.*

3. *Telling your story during an informational meeting with a potential ally (the leader of an influential CSHCN organization) in 15 minutes v. 1 hour*

4. *Telling your story to your child's teacher face-to-face v. in an email.*

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Body Language Activity- Body Language Mistakes

SPEAK REALLY, REALLY FAST while delivering your fill-in-the-blank prompt.

SPEAK REALLY QUIETLY while delivering your fill-in-the-blank prompt.

FROWN AND ROLL YOUR EYES EXCESSIVELY while delivering your fill-in-the-blank prompt.

LOOK OFF TO THE SIDE, NOT AT THE AUDIENCE while delivering your fill-in-the-blank prompt.

GO OFF YOUR PROMPT AND CONTINUE SPEAKING FOR MUCH LONGER ABOUT YOUR SUBJECT while delivering your fill-in-the-blank prompt.

HYPERVENTALATE while delivering your fill-in-the-blank prompt.

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PACE AROUND THE ROOM while delivering your fill-in-the-blank prompt.

SPEAK IN A MONOTONE VOICE while delivering your fill-in-the-blank prompt.

WAVE AND GESTURE WITH YOUR HANDS EXCESSIVELY while delivering your fill-in-the-blank prompt.

LOOK DOWN AT THE GROUND while delivering your fill-in-the-blank prompt.

GO OFF TOPIC AND TALK ABOUT SOMETHING UNRELATED TO YOUR ISSUE while delivering your fill-in-the-blank prompt.

SPEAK DIRECTLY TO THE FACILITATOR, NOT TO THE AUDIENCE while delivering your fill-in-the-blank prompt.

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