

Understanding Kids Who Are Different: Activities for Teaching About Disabilities

http://www.education-world.com/a_lesson/lesson115.shtml

April is Special-Education Month. In the classroom, of course, every month is special-education month -- and every day is a day when special students need to be recognized, appreciated, and understood. This week, Education World brings you some of the best on-line resources for teaching students about the special needs -- and unique strengths -- of people with disabilities.

Editor's note: Be sure to see this week's CURRICULUM story, [Teaching Special Kids: Online Resources for Teachers](#), to learn about on-line activities, lesson plans, and resources for teaching students who have disabilities.

Kids Who Are Different

Here's to the kids who are different,
The kids who don't always get A's,
The kids who have ears twice the size of their peers',
And noses that go on for days . . .

Here's to the kids who are different,
The kids they call crazy or dumb,
The kids who don't fit, with the guts and the grit,
Who dance to a different drum . . .

Here's to the kids who are different,
The kids with the mischievous streak,
For when they have grown, as history's shown,
It's their difference that makes them unique.

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As teachers, we know that all kids are different -- and all kids are special. But some kids are special in ways that present them and their families, friends, and teachers with more difficult challenges. The sites below can help you introduce your students to information and activities that will enhance understanding of and tolerance for kids with all kinds of special needs.

INFORMATIONAL SITES

It's often difficult to find sites on disabilities that are written for students. Yet an understanding and acceptance of people with disabilities is an essential characteristic of a good citizen and an essential component of a good education. The sites below provide information to help all students understand what it's like to deal with a disability. Whether the information directly affects your students or not, the sites are sure to increase their understanding of disabilities and their acceptance of the people who live with them.

Encourage your students to begin their on-line exploration of disabilities at [Just Because We Have a DisAbility Doesn't Mean We BYTE!](#) This 1997 ThinkQuest entry provides an introduction to a number of common disabilities, both visible and invisible, with the intent of eliminating fear, prejudice, and intolerance of people who are different. Kids, the authors say, can make the world a better place -- if they

only understand. The site contains sections on vision, hearing, and mobility problems; learning disabilities; eating disorders; respiratory diseases; and more. The information is simply and clearly written, and the discussions include lots of personal insights. The colorful graphics, animations, and simulations are sure to entertain as well as educate. And if your students have forgotten or have never heard of the "Macarena," they can listen to it here. (Although I'm not sure why they would want to!)

[Band-Aides and Blackboards: When Chronic Illness ... or Some Other Medical Problem ... Goes to School](#), an informational site about chronic medical conditions, provides stories, poems, tips, and coping strategies for children with chronic illnesses, as well as information and insights for their families, friends, and classmates. Maintained by an assistant professor of nursing, this colorful and appealing site includes factual information about scoliosis, cerebral palsy, rheumatoid arthritis, lupus, cystic fibrosis, and many other chronic and acute diseases and disorders. But more importantly, it presents the perspectives of children, teens, and adults who live with chronic illnesses -- and all students will benefit from reading about such topics as teasing, hospital stays, daydreams, and bad days.

Finally, the University of Virginia Children's Medical Center provides tutorials designed to help children understand the scientific causes and effects of common medical problems, including [Asthma](#) (find easy-to-understand text on the causes and symptoms of childhood asthma with graphics and animations of the human respiratory system), [Cerebral Palsy](#) (basic information on different types of cerebral palsy and their effects on muscles) and [ADHD](#) (including information on its diagnosis and treatment).

ACTIVITY SITES ABOUT ...

Many of the following sites provide information about diseases and disabilities, but most importantly, they include activities that can be used to promote interaction and understanding between students with disabilities and their classmates.

... PHYSICAL DISABILITIES

Probably the best site for students with -- and without -- physical disabilities is [Plane Math](#). This Internet-Based Curriculum on Math and Aeronautics for Children With Physical Disabilities site was developed in cooperation with NASA. It is designed to provide students in grades 4 and above with mathematics-based activities that don't require manipulative materials -- and are therefore accessible for people with physical limitations -- and that increase awareness of career opportunities in aeronautics. The exciting movies and activities in **Pioneer Plane** and **PlaneMath Enterprises** make full use of the interactive medium with lessons such as *Gone With the Winds* (mapping the flight of Amelia Earhart) and *Mission Possible* (sharing the adventures of Jimmy Doolittle). The **Applying Flying** section has word problems that include people with disabilities, as well as interviews with people with disabilities who are working in the field of aeronautics. The site also provides instructional strategies, a forum for teachers, and links to additional resources. This is a terrific inclusion site that allows all students to compete and collaborate in exiting and highly educational activities. Don't miss it!

... LEARNING DISABILITIES

Of course, not all disabilities are obvious. Probably the most common challenges your students face, or need to understand, are caused by hidden learning disabilities.

Probably the best-known and most widely referenced Web site on learning disabilities for students is [Kid Zone](#). This site includes **Listen Up**, a student's guide to the Individualized Educational Program; **Speak Up**, tips on dealing with and compensating for LD-related problems; **Read Up**, a list of books about LD and kids with LD; and **Interact Up**, an activity page where students can take a quiz to learn about celebrities with learning disabilities and print a page to show other people what it's like to have a learning

disability. Kid Zone also includes a student art gallery and magazine where kids can submit their own work.

Additional sites that help students understand learning disabilities include these:

- [A Classic](#) provides support, encouragement, and links for students with ADD.
- [Teens Helping Teens](#) includes study tips, a list of famous people with learning disabilities, and a place for teens with learning disabilities to share their work.
- [General Rubrics and Checklists](#) A site where students with learning disabilities can find rubrics helpful for checking their work before they hand in assignments.

WRAPPING IT UP

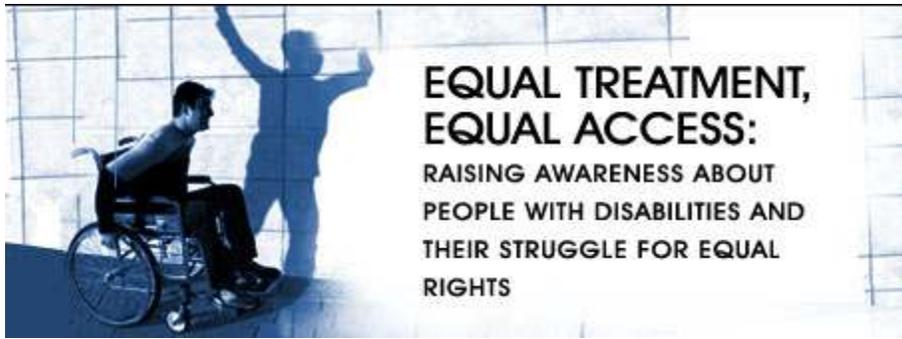
Finally, you may want to encourage your older students to complete the [Disabilities/Probability Interdisciplinary Project](#) developed at Frisbie Middle School in Rialto, California. The interdisciplinary project, appropriate for middle- and high-school students, helps students learn about people with disabilities while they participate in a variety of lessons and activities that supplement and enhance the entire curriculum. In language arts, students research and report on a variety of disabilities and learn about famous people who have overcome those disabilities. In mathematics, they study the incidences of various kinds of disabilities and develop a game based on probability. In social studies, they study how various cultures treat people with disabilities. And in technology, they conduct Internet research and create multimedia presentations. This is one of the best disability awareness sites on the Web, and it can be used either to wrap up a unit on disabilities or as an entire unit by itself. Even if you teach younger students, you'll find lots of ideas and inspiration at this site.

In life, of course, a lack of understanding, tolerance, empathy, and friendship may be the greatest disability of all. The sites mentioned here can help your students overcome any disability.

Article by Linda Starr
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Related Articles from Education World

- [Education World's Special Education Archive](#)
- [Teaching Special Kids: Online Resources for Teachers](#)
- [Understanding Kids Who Are Different: Activities for Teaching About Disabilities](#)
- [What Does An 'Inclusive' School Look Like?](#)
- [Principals Solve Inclusion Challenges](#)
- [Strategy of the Week: Inclusion](#)



Lesson 3: Seeing the World through the Hands of People with a Visual Disability (Grades 4 - 6)

http://www.adl.org/education/curriculum_connections/fall_2005/fall_lesson_3_2005.asp?cc_section=lesson_3

Rationale: The purpose of this lesson is to introduce the concept of disability to students by exploring and understanding daily experiences of people with a visual disability. By engaging in concrete activities such as transcribing Braille and learning about the achievements of activists like Helen Keller, students are challenged to rethink assumptions and beliefs about the abilities of people with disabilities. Students are also asked to consider issues of accessibility by noting barriers in the environment that may limit opportunities for people with disabilities.

Objectives:

- Students will learn the terms disability, handicap, and visual disability
- Students will learn about the varying degrees of visual disability
- Students will learn the Braille alphabet, and use it to decode a sentence coded in Braille
- Students will learn about Helen Keller, and her life as a writer and activist for people with visual disabilities
- Students will research and discover the various ways that people with disabilities perform daily functions
- Students will consider ableist attitudes and assumptions towards people with disabilities, and ways to challenge those assumptions

[National Standards](#) (.pdf format - 119 KB - requires [Acrobat Reader](#))

Age Range: Grades 4 - 6

Requirements:

 [Handouts/Supporting Documents:](#)

(Click on the link above for a master pdf file that contains handouts for this lesson. Please note that two of the handouts for this lesson are not included in this master pdf file. Both handouts are accessible by clicking on the individual titles below. Click on any of the individual titles below for an html version of that single handout.)

- [Braille Alphabet Card](#) (Note: This handout is not included in the master PDF file above. Click on the individual title to access this handout.)
- [Famous Quote by Helen Keller Coded in Braille](#) (Note: This handout is not included in the master PDF file above. Click on the individual title to access this handout.)
- [Group Discussion Questions about Helen Keller Quote](#)
- [True/False Questions about the Life of Helen Keller](#)
- [Answer Key: True/False Questions about the Life of Helen Keller](#)

Other Materials: chart paper, paper, pencils, markers

Time: Parts I – III are 35 minutes each

Techniques and Skills: analyzing documents, brainstorming, collecting and analyzing data, connecting past to present, cooperative group work, critical thinking, forming opinions, large and small group discussion, reading skills, research skills, using Braille code, using the internet, writing skills

Key Words: activist, assumptions, Braille, campaigning, disability, handicap, visual disability

Procedures:

Note: In order to appropriately define language and guide student discussion on disability issues, it is recommended that teachers carefully read ADL's resource sheets on disability prior to facilitating lessons with students. See the Resources section in the right-hand toolbar of this webpage for further reference.

Part I (35 minutes)

1. Distribute copies of the following handouts to each student:
 1. [Famous Quote by Helen Keller Coded in Braille](#)
 2. [Group Discussion Questions about Helen Keller Quote](#)
 3. [Braille Alphabet Card](#)

2. Ask students if they know who Helen Keller was? Ask if they know what Braille is?
 - Explain that Helen Keller was a famous writer in the late 1800s/early 1900s. She was both deaf and blind, due to an illness she contracted as a

child. She learned how to communicate through finger spelling with her teacher, Anne Sullivan, and learned how to read using Braille.

- Explain to students that Braille is a code used to enable people who have a visual disability to read. Explain that the quote written on their handouts has been coded in Braille, letter by letter, thus making it possible to transcribe for non-Braille readers. Normally, certain words like 'of' and 'the' are coded in contractions that stand for the whole word, and other words are abbreviated, like "tomorrow" which is spelled "tm", and "friend" which is spelled "fr". For the purposes of this exercise, students will translate letter by letter.

3. In their groups, ask students to translate the quotation using the [Braille Alphabet Card](#), and to discuss the following questions in their groups. Invite students to puncture the points of Braille on their individual handouts with their pens or pencils after they have transcribed the quote to feel what the quote would feel like to a person who is blind or has a visual disability.

[Once transcribed, the quote will read: "The chief handicap of the blind is not blindness, but the attitude of seeing people towards them. -Helen Keller]

- What do you think was Helen Keller's message in this quote?
- What are some attitudes of "seeing people" towards people who are blind or who have a visual disability?
- How do these attitudes or beliefs affect the way "seeing people" behave towards people who are blind or who have a visual disability?
- How might people with a visual disability go about doing things differently from people who can see?

4. Reconvene the class, and hold a class discussion to process the group questions above. Write the words "DISABILITY", "HANDICAP" and "VISUAL DISABILITY" on a piece of chart paper, and ask the following questions:

- What is a disability?
(Explain to students that the word disability means a mental or physical condition that affects a person's ability to engage in one or more activities, for example seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, or working.)
- What types of disabilities could a person have?
- What is the difference between a "disability" and a "handicap"?
(Explain to students that the word "handicap" was commonly used to refer to people with disabilities, but that it is an offensive term and should no longer be used. The origin of the word "handicap" is literally a person with

"cap in hand", or beggar. Because of this negative association, it is disrespectful to call a person with a disability "handicapped". The more appropriate and respectful term is "person with a disability". Explain to students that a disability describes a person's mental or physical impairment, whereas a handicap describes a barrier in the environment that limits that person's opportunity to enjoy in everyday activities, such as not having ramps or elevators in a school for a student who uses a wheelchair.)

- What is the difference between blindness, and having a visual disability? *(Explain to students that blindness is a form of visual disability. Some people may have a slight visual disability, and need to wear glasses, whereas other people may be blind and are not assisted by glasses. Visual disability can range in terms of levels of visual impairment.)*
- What do you think was Helen Keller's message in her quote?
- What are some attitudes of "seeing people" towards people who are blind or who have a visual disability?
- How do these assumptions or beliefs affect the way "seeing people" behave towards people with visual disability?
- How might people with a visual disability go about doing things differently from people who can see?

Part II (35 minutes)

1. In their groups, ask students to list all the things they do in a day (going to school, using a computer, going to the library, playing an instrument, going to the movies, watching TV, etc).
2. Once each group has completed its list, ask students to go through the list and imagine how a person with a visual disability might go about doing those things differently. Have groups conduct research to find out the answers to their questions about the daily experiences of people who are visually disabled by going to the [Lighthouse for the Blind](#) and [National Foundation of the Blind: Questions From Kids About Blindness](#) websites. Teachers may also print out the pages from these websites, and have students work in groups to check their responses against the information provided by both organizations.
3. Reconvene students to share their ideas and research with the class, and to clarify answers. Chart responses of students, and add the following, if not mentioned by students:
 - People who are visually impaired or blind can travel unassisted, and some may use canes or guide dogs to do so. They plan their routes using certain landmarks to guide them, or by using trained guide dogs that follow their directions and commands (like 'right', 'forward', 'left', etc).

- People with visual impairment or blindness who use guide dogs are reliant on their guide dogs to be alert; thus a person should not pet or distract a guide dog, and should always walk on the side opposite the guide dog so as not to stand as an obstacle in the way of the person.
- Depending on the different levels of visual impairment a person may experience, some people with a visual disability may read written material in large print, whereas others may use Braille to read. (If possible, present a book coded in Braille for students to feel the raised points of Braille.)
- In any physical space, it is helpful for a person with a visual disability to have bright light, and to have doors, stairs, electrical outlets, light switches, and railings along stairwells be painted in different colors from the wall so that they can recognize them more easily.
- Always introduce yourself first to a person with a visual disability, before asking to make physical contact, like shaking their hand or hugging them. If you are in a large group, always have others introduce themselves too.
- Some people who have a visual disability rely on their arms for balance; therefore, it is best to offer your arm or elbow for support if the person requests to be guided.
- If you serve food to a person who is blind, describe to the person where everything is placed on the plate so that they know what they are consuming, and can avoid certain foods they may be allergic to.

Part III (35 minutes)

1. Explain to students that they are going to work in their groups to discover how much they know about Helen Keller. Distribute copies of the handout, [True/False Questions about the Life of Helen Keller](#), to each student and ask students to work together in their groups to complete the handout.
2. Once each group has completed the quiz, review answers and share details about Helen Keller's life included in the [Answer Key: True/False Questions about the Life of Helen Keller](#).
3. Ask students some or all of the following discussion questions:
 - Were you surprised at some of the things that Helen Keller accomplished as a person who was deaf and blind?
 - What types of assumptions do you think people who are not disabled made about her being disabled?
 - How do you think she may have felt about the assumptions that people made about her?

- How do you think people like Helen Keller challenged some of those assumptions?
- Do you think these types of assumptions or attitudes about people with disabilities still exist today?
- How can people change some of their attitudes or assumptions about people with disabilities?

Extension Activities :

1. Organize a class project for students to assess their school's accessibility to people with visual disabilities and/or other forms of disability. Select questions from the [Assessing Your School Environment for Access to People with Disabilities \(Student Version\)](#) resource sheet, and have students work together in research teams to investigate the accessibility of their school (as necessary, adapt statements to make developmentally appropriate).
2. As an individual reading assignment, have students read the book [Sees Behind Trees](#) by Michael Dorris. Ask students to write a two-page essay in response to some or all of the questions below :

[*Book Summary of [Sees Behind Trees](#): Set in the pre-colonial past, this coming-of-age story is about a young Powhatan Indian boy with a visual impairment who dreads the warrior's test, a rite of passage for boys his age to enter manhood. He uses his acute senses of hearing and smell to prove his warrior ability, and is acknowledged by the adult name, Sees Behind Trees, which he is given by the weroance (expert on hunting) in the village. As a result of his skills, he is asked by a respected elder in the village to help him find an elusive land of waters deep in the forest.]*

- a. What are some of the most important lessons that Sees Behind Trees learns from his journey to adulthood?
 - b. How do his feelings about being visually disabled change from the beginning to the end of the story?
 - c. How does Sees Behind Trees challenge negative assumptions or beliefs about people living with a disability?
3. Have students research and learn about the life story of Louis Braille, and his invention of Braille. Have students visit a local Braille bookstore or publisher to learn about the process of transcribing books into Braille.

Exploring Disability Using Multimedia and the B-D-A Reading Strategy

http://www.readwritethink.org/lessons/lesson_view.asp?id=256

Overview

In this lesson, students apply the B-D-A (before-during-after) reading comprehension strategy as they explore varied aspects of disability by investigating rich, interactive multimedia resources. "Beyond Affliction: The Disability History Project" is a National Public Radio documentary series about the shared experience of people with disabilities and their families since the beginning of the 19th century. The companion website, which features audio transcripts, text transcripts, images, timelines, primary source documents, interviews, and other resources, provides the main source of information for the students' literacy activities.

From Theory to Practice

Laverick, C. (2002). B-D-A strategy: Reinventing the wheel can be a good thing. *Journal of Adolescent & Adult Literacy*, 46, 144–147.

- High school students need guidance in effective reading comprehension strategies when working in varied content areas.
- Prereading, during reading, and postreading comprehension monitoring strategies are an essential component of reading instruction that should be explicitly taught.
- Using the B-D-A (before-during-after) comprehension strategy while reading provides students with a structure to take notes, summarize, and state main ideas that may facilitate comprehension.

Student Objectives

Students will apply the B-D-A reading comprehension strategy.

Before reading, students will

- Brainstorm ideas on disability
- Read a variety of resource materials to gain background information on disability
- Conduct a survey on disability, and evaluate and discuss the results to

activate background knowledge on the topic of disability

During reading, students will

- Read, view, and listen to information from a multimedia website to learn about disability
- Work in small collaborative research groups
- Utilize a reading comprehension strategy worksheet to synthesize their understanding of the materials they are reading by writing a main idea and a summary statement

After reading, students will

- Create a visual presentation that highlights their understanding of disability
- Respond in writing to reflective/assessment questions

Instructional Plan

Preparation

1. Preview the following websites used in the background-building initial lesson activities:
 - [Faces of the ADA](#)
 - [Special Olympics](#)
 - [Disability Sports: Fencing](#)
 - [International Paralympic Committee](#)
 - [USA Water Skiing for the Disabled](#)
2. Preview the [Chronology of the Disability Rights Movement](#), and print one copy of the chronology to hand out to each group of students.
3. Preview the [Beyond Affliction: The Disability History Project](#) website, which will be the main student resource for the lesson.
4. Preview the following student handouts:

- [B-D-A Strategy Worksheet](#)
- [B-D-A Strategy Reflection Questions](#)

Instruction and Activities

Day 1

1. Write the word *disability* on the board and ask each student to brainstorm a list of related ideas. After students have finished with their individual lists, ask them to share their thoughts and ideas with the entire class. Tell students to save their lists for use later in the lesson activities.
2. As a class, visit [Faces of the ADA](#) to read an article that highlights the experiences of disabled golfer Casey Martin. Ask students to share their thoughts on this article.
3. As a class, explore the following websites to gain background information about disability:
 - [Special Olympics](#)
 - [Disability Sports: Fencing](#)
 - [International Paralympic Committee](#)
 - [USA Water Skiing for the Disabled](#)

These websites provide students with a positive view of disability. Discuss students' reactions to the information they discover on the varied websites, using the following questions as a guide:

- What surprised you the most about what you viewed on these websites?
 - How are disabled people usually portrayed in media and print?
 - In your opinion, what value does seeing disabled athletes have on the general public?
4. Tell students that they are going to conduct a survey on disabilities. The purpose of the survey is for students to gain background information on the topic, and see how attitudes toward disabilities have changed

through different generations. Each student should ask four people who are older than 40 years old the following questions:

- How were disabled people treated when you were young?
- Why do you think people's attitudes have changed regarding how disabled people are treated?
- What is the biggest challenge facing disabled people today?

In addition, ask each student to record an example of his or her own personal experience with disability to share with the class.

Day 2

1. Ask students to share the results of their surveys and their personal experiences with the class. Lead a class discussion, using the following questions as a guide:
 - What surprised you the most about your survey results?
 - How aware are you of the challenges disabled people face in everyday life activities?
 - How can you increase your awareness of disabilities in your daily life experiences? What is the value of doing so?
2. Divide the class into groups of three or four students. Print a copy of the [Chronology of the Disability Rights Movement](#). Since the chronology is more than 30 pages, give each group a different section of it. Ask each group to circle the three most interesting facts on this list. Encourage students to make connections between their surveys and the information they learned by reading the chronology.

Have each group share with the entire class the facts they selected. Compare and discuss the students' choices.
3. Introduce the B-D-A strategy to students. This strategy provides a framework for students to use before, during, and after reading. Provide each student with a copy of the [B-D-A Strategy Worksheet](#) and explain the three sections.
 - Tell students that the “Before” section is a place for them to list what they know about the topic of disability before they begin

reading. (In this case, students can refer back to the list they brainstormed on Day 1 and background information from their surveys and class discussions.)

- Explain to the class that the “During” section of the worksheet is a place to write brief notes on the information they find while reading. Instruct students to place a check next to the statements in the “Before” section of the worksheet if they find information as they read that confirms what they have written.
- Tell students that the last section of the worksheet, “After,” is to be used for two purposes. First, students should write a summary of what they have learned, and second, they should write three questions based on what they learned that could be used to quiz other readers.

Day 3

1. Divide the class into small groups and tell students that they are going to explore a website called [Beyond Affliction: The Disability History Project](#) using their B-D-A Strategy Worksheets. This website features a National Public Radio documentary series about the shared experience of people with disabilities and their families since the beginning of the 19th century and will provide the main source of information for students’ small group research.
2. To begin, ask students to complete the “Before” section of the worksheet by referring to their brainstormed ideas on the topic and their class discussions.
3. Next, tell students to use the “During” section of the B-D-A strategy worksheet to take notes as they explore the different parts of the specified website. Encourage students to explore the audio transcripts, text transcripts, images, timelines, primary source documents, interviews, and resources on the website to learn more about the topic.
4. After students have finished exploring the information on the website, ask them to complete the “After” section of the worksheet by summarizing the information they have learned and writing three questions that are phrased so that only readers of the website could answer them. [You may wish to have students quiz each other after all of the worksheets are completed.]

Day 4

1. As a class, revisit the students' "Before" sections of the B-D-A Strategy Worksheet. Ask students to then share what they learned from the website with their classmates.
2. In order to complete the worksheet, students will need to write a one-sentence main idea statement. Discuss the difference between the summary and the main idea with your students. For example, you may tell your students that a summary contains a series of facts. A main idea is the key overarching idea that is presented. In this activity, the summary may highlight the different facets of disability, yet the main idea is that we have changed our ideas about disability over time. This is a difficult skill, and you can continue to practice this distinction using other examples from your own class activities. Practice writing main idea statements as a class and then have students write individual main idea statements on the B-D-A Strategy Worksheet.
3. Ask students to share their main idea statements with their classmates. Discuss and compare the differences in students' statements.
4. After students have shared their ideas, ask them to reflect on what they knew about disability before they read, what they learned as they read, and what they were able to summarize after they read.
5. Have students work in pairs or small groups to create a visual representation that highlights the changes in what students learned about disability as they participated in the lesson activities.
6. Ask students to present their work to the class and explain how it represents what they learned about disability before, during, and after reading.
7. Post students' work to share with the school community.

Extensions

- Create a collage of print images that reflects how disabled people are portrayed in the media.
- Research the work and lives of one of the disability advocates listed on the [Disability Social History Project](#) website.
- Research the [United Nations Declaration on the Rights of Disabled Persons](#).
- Ask the students to choose one of the following writing prompts and

share their thoughts.

Prompt 1:

"The reason that people with disability are often thought to have had no history is really that they've had no recorded history. Only recently have there been any histories of disability. It's been partly because society has denied that there was anything important to be learned. It was partly because, as with any minority group, the people were so of the Other that they were never given any of the tools to record any aspects of their history: 'history' would be, supposedly, only one of successes, of the heroes of the society, not those who had difficulty, in some ways, fitting in. So, people with disability have followed the paths of people with color, and women, of trying to reclaim what has long been lost."

-- Irving Zola, 1995 (Source:

http://www.npr.org/programs/disability/ba_shows.dir/index_sh.html---Click on the tab "Evidence")

Prompt 2:

Several people prefer the term "differently-abled" to "disabled."

Student Assessment/ Reflections

- Ask each student to complete the [B-D-A Strategy Reflection Questions](#) as part of the lesson assessment.
- After students have answered the questions, spend time with each student individually to discuss how they used the B-D-A strategy to more effectively comprehend what they read.
- Ask each student to write directions on how to use the B-D-A strategy for someone who is unfamiliar with it. Use the students' responses to assess their understanding of the strategy, and follow up with students who may need further instruction. You may also wish to have someone use the students' directions to actually teach the strategy, and assess their effectiveness.

[IRA/ NCTE Standards](#)

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word

identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4 - Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

7 - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Another good site with several lesson plans is:

<http://www.lessonplanet.com/directory/Health/Disabilities>