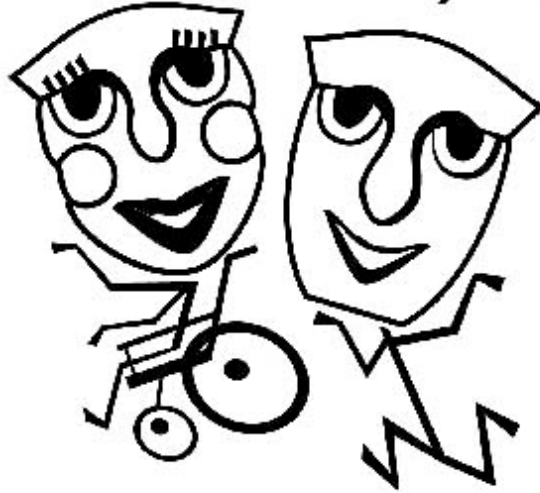


The
Dis-Ability
Project



Elementary School Study Guide

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The DisAbility Project Study Guide for Elementary Schools

Thank you for having The DisAbility Project come to your school!

This guide is designed to allow teachers to discuss the culture of disability with their students before The DisAbility Project presentation. Questions for students and discussion outlines are provided to help teachers present “disability” in a positive and open way for students.

Please take a few minutes to review these questions and discussion outlines.

After our presentation, we will give you a questionnaire about our performance and study materials. You may mail this in.

As an experience-based theatrical troupe, we are always improving and modifying our presentation. Please feel free to contact us with any questions or comments about our performances, actors and staff, this study guide, Web site, or other materials. We appreciate your input!

Let’s Get Started

There are a couple of things we would like to highlight.

1. We do not necessarily see ourselves as “broken” or being any worse off than people without “disabilities”. This group is focused on the special attributes we have, thus we highlight our Abilities (that is why you see the capital letter in our name).
2. When referring to someone, please say they are a person with a disability, not a disabled person. This puts the adjective in its place.
3. Please phrase things actively, like “the girl **using** the wheelchair”, “the boy **speaking** sign language”. This is called “people first language” and promotes more positive attitudes about people with disabilities.

Wheelchair Symbol (following page)

Please use this page during your discussion.

- Do you know what this symbol stands for?

TEACHER: The wheelchair symbol means people who might use a wheelchair or might not walk as easily as you and I do can do things like:

- enter the building through a certain door
- use a phone that has been placed lower so a person using a wheelchair can easily reach it
- use a certain bathroom
- use the elevator to get to the upper floors in a building

This symbol has become a common symbol for the disability community in general.



Some Facts About Disability in America

- About 53 million people in the United States have a disability ... that's almost 1 out of every 5 people!
- People with disabilities are the largest minority group in the United States.
- People with disabilities are the largest group of unemployed or underemployed people in the United States.
- Only about one third of people with disabilities works.
- About one third of Americans with a disability are older than 65.
- Only about 15% of Americans with a disability were born that way.
- Average life span of a person who is quadriplegic and lives in an institution = 18 months.
- Average life span of a person who is quadriplegic and lives independently = 15 years.
- Studies show that building a new facility that is accessible for people with a disability adds only 1/2 of 1% to the building's cost.
- About 1 in every 11 Americans has a hearing impairment. About 2 million Americans are deaf.
- 120,000 Americans are totally blind. 600,000 Americans are legally blind.
- There are about 1 million people who use wheelchairs in the United States.
- More than 80% of the people who use wheelchairs are men between the age of 16-30.
- Car accidents cause almost half the new spinal cord injuries each year.
- The Americans With Disabilities Act was made law in 1991. Here are some of the defined disabilities covered by ADA:

lung disease
muscular dystrophy
cerebral palsy
mental or emotional illness
manic depression
arthritis
epilepsy
alcoholism

heart disease
multiple sclerosis
cancer
schizophrenia
controlled diabetes
asthma
AIDS
drug or alcohol addiction

Landmarks in the March to Equality for Those With Disabilities

1817 American School for the Deaf is founded in Hartford, CT. It is the first US school for children who are deaf.

1848 First residential institution for people with mental retardation is founded in Boston. Over the next century, thousands of people with developmental disabilities are institutionalized.

1860 Simon Pollak demonstrates Braille at the Missouri School for the Blind.

1880 The hearing aid is invented by R.G. Rhodes.

1902 Helen Keller, the first person who was deaf and blind to graduate from college, publishes an autobiography, "The Story of My Life," in Ladies Home Journal.

1908 Clifford Beers' autobiographical classic, "A Man that Found Himself," which deals with his three years in an asylum, is published. It generates a storm of protests over the care of people with mental illness.

1913-1920 Activists push for creation of state workers compensation programs. By 1919, 43 states have established some form of workers compensation to assist people who have been injured at work.

1921 The American Foundation for the Blind is founded.

1927 The US Supreme Court, in Buck v. Bell, rules that forced sterilization of people with disabilities is not a violation of their constitutional rights.

1929 Seeing Eye establishes the first guide dog school in the United States.

1932 Disabled American Veterans is chartered by Congress to represent veterans in dealings with the government.

1933 Franklin D. Roosevelt, the first person with a physical disability to be elected president, is sworn in to office.

1935 Roosevelt signs the Social Security Act, establishing federal old-age benefits and grants for assistance to people who are blind and children with disabilities.

1948 United Cerebral Palsy Association Inc. is founded.

1948 Harold Russell wins two Academy Awards for his role in "The Best Years of Our Lives." He was the first actor with a disability to win an Oscar.

1950 The National Association of Parents and Friends of Mentally Retarded Children is founded. The organization is now known as The ARC.

1957 Little People of America is founded to advocate on behalf of dwarfs, or little people.

1958 Gini Laurie, originally from St. Louis, first publishes gazette on disability in Cleveland, OH.

1960 The first Paralympic Games are held in Rome.

1961 American National Standards Institute Inc. publishes specifications for making buildings accessible to people with physical disabilities.

1963 President John F. Kennedy signs a bill creating a system of community health centers intended to replace the institutionalization of people with mental illness.

1963 Robert H. Weitbrecht invents “acoustic coupler,” forerunner of the telephone modem, enabling teletypewriter messages to be sent by telephone line. The invention gives people who are deaf access to telephone services.

1964 The Civil Rights Act is passed, outlawing discrimination on the basis of race in public accommodations, employment and federally-assisted programs.

1968 Architectural Barriers Act, regarded as the first federal disability rights legislation, requires federal buildings and facilities to be accessible to people with physical disabilities.

1970 Max Starkloff, who was living in a nursing home, founds Paraquad in St. Louis. Paraquad is an organization which helps people with disabilities live more independently.

1971 The Caption Center is founded at WGBH Public Television in Boston and the following year begins captioned programming for people who are deaf.

1972 The Center for Independent Living is founded in California by Edward Roberts.

1973 The Rehabilitation Act of 1973 addresses discrimination against people with disabilities.

1973 Passage of the Federal Aid Highway Act authorizes federal funds for construction of curb cuts.

1975 The US Supreme Court, in O’Connor v. Donaldson, rules that people cannot be institutionalized against their will in a psychiatric hospital, unless they are determined to be a threat to themselves or others.

1975 Individuals with Disabilities Education Act is enacted to ensure that children with disabilities receive free, public schooling that addresses their special needs.

1975 The Atlantis Community is founded in Denver as a group-housing program for adults with severe disabilities.

1976 The Higher Education Act of 1972 is amended to provide services to students with physical disabilities to enter college.

1978 Disability rights activists block Denver Regional Transit Authority buses to protest inaccessibility of city’s mass transit system.

1979 Parents establish National Alliance for the Mentally Ill in Madison, WI.

1982 Telecommunications for the Disabled Act mandates telephone access for people who are deaf and hearing-impaired, at places such as hospitals and police stations.

1983 American Disabled for Accessible Public Transit (ADAPT) is organized in Denver, CO.

1984 Voting for the Elderly and Handicapped Act requires polling places to be accessible or alternatives be found for people who are elderly or who are disabled so they may vote.

1985 Gini Laurie establishes International Polio Network, based in St. Louis.

1986 Air Carrier Access Act prohibits airlines from refusing service to people with disabilities and from charging higher fares.

1987 Marlee Matlin, who is deaf, wins an Oscar for her role in “Children of a Lesser God.”

1988 Fair Housing Amendments Act adds people with disabilities to its groups who are protected by federal fair housing legislation. It also establishes minimum standards for adapting newly constructed multiple-dwelling housing.

1990 Americans With Disabilities Act is signed by President George Bush on July 26.

1994 Heather Whitestone is crowned Miss America. She is the first woman who is deaf to hold the title.

1995 American Association for People With Disabilities is founded in Washington, D.C.

1996 The DisAbility Project, a touring ensemble of disabled and non-disabled adults, is founded by Joan Lipkin in St. Louis to create original theatrical material about the culture of disability.

1998 Casey Martin cites ADA to win a court decision and the right to ride a golf cart in PGA Tour competitions. An appeal is pending.

1999 The US Supreme Court rules in Olmstead v. L.C. that confining those with disabilities to state institutions for no medical reason is discrimination and violates the ADA.

2000 Marla Runyan, who is legally blind, qualifies for the US Olympic team going to Sydney, Australia. She is a distance runner.

2000 The US Supreme Court heard arguments in October in University of Alabama v. Garrett on whether Title I (employment) and Title II (state and local government services) of the ADA violate sovereignty and thus are unconstitutional.

2002 Christopher Reeve announces that he has regained movement as well as feeling in his hands and feet due to spinal cord treatment involving exercise at Washington University in St. Louis.

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Questions for Elementary School Students

- What is a “disability”?

TEACHER: A disability is something that makes it difficult for some people to do the same things that you and I do every day.

There are three types disabilities:

Physical disabilities affect how people move, walk or get around, like a person who cannot use their arms or legs very well.

Sensory disabilities affect 2 of the 5 senses: sight and hearing, like a person who is blind, or a person who is deaf.

Cognitive disabilities affect how a person thinks, like a learning disability, attention deficit or dyslexia.

- Is being “different” a “disability”?

TEACHER: Talk with the students about how basically everyone has some sort of “disability” and that no one should ever tease a person with a disability because that person who is teasing the other probably has something they are embarrassed or may feel self conscious about, too.

- Can you name any famous people with disabilities?

TEACHER: You can get the students to think about people on TV, in movies, maybe even politicians or other celebrities. Discuss who these people are, what their accomplishments are, as well as what their disabilities are.

Christopher Reeve uses a wheelchair. Do you remember Christopher Reeve from the movies? He played “Superman”. Do you know how he wound up in a wheelchair? He was in a horse-jumping competition when his horse stopped very quickly. Even though he had practiced for many, many years and knew how to ride a horse very well, he was thrown off the horse. When he landed on the ground, he broke his neck. Now he uses his wheelchair to get around instead of walking with his legs. Sometimes, things happen even when we are careful. And now he travels around the country giving talks to help people understand disabilities more as well as to encourage medical research. He also still acts in the movies and sometimes directs them.

Helen Keller was blind and deaf. Have you seen the movie or the play called “The Miracle Worker”? Helen Keller was the girl who learns how to communicate in that story. She was a real person. Helen went all the way through school, even college. She and her teacher, Annie, toured the country to show people that just because a person may be blind, deaf or both, they can still go to school to learn and can still be a productive person in society. She is very famous.

President Franklin Roosevelt used a wheelchair. Have you seen pictures of President Roosevelt? Do you know what happened to him? He had a disease called polio, which made walking a hard thing to do. Polio was very contagious and lots of children used to get this disease. Now you get a shot when you are a baby that makes sure you will never get polio.

Stevie Wonder is a singer with many CDs and famous songs. One of those songs is “I Just Called to Say I Love You.” Does anybody know any of his other songs? Stevie has been blind since birth. But it

hasn't prevented him from writing and singing all over the world, including for the president at the White House. Sometimes, when somebody is blind, their other senses get better, especially their hearing. Some blind people are musicians because they love music and can play it beautifully.

Jackie Joyner Kersee is an athlete with asthma. Did you see her in the Olympics? She has won many races and holds many world records in track and field. Asthma makes it difficult for a person to breathe. Jackie grew up in East St. Louis.

Michael J. Fox has a disease called Parkinson's. Do you know who Michael is? He is a movie star and television actor. He was on "Spin City" and "Family Ties" on TV. Maybe you saw the movie, "Back to the Future." He was Marty McFly. Parkinson's Disease can make life very difficult for the people who have it. Sometimes, their hands and legs shake in what are called "muscle tremors". These tremors can make it hard for them to walk and they can get very tired. Michael recently left "Spin City" to try to raise money for a cure for this disease. As a celebrity, he feels that he can attract more interest in this cause.

- **Do YOU know anyone who has a disability?**

TEACHER: Ask class about friends, relatives, neighbors, and classmates. Ask students what each person's disability is and if they know what made them have a disability.

- **Does anyone here have a disability?**

TEACHER: You have probably already had a discussion in class if one of your students is in a wheelchair, uses crutches, or needs special assistance. Use this opportunity to talk about the fact that everyone has some sort of "disability", whether it means you need glasses to see clearly, etc.

- **Do you think disabilities are contagious? Can you catch them from other people?**

TEACHER: This is an opportunity to discuss why your students do not need to fear a person in a wheelchair, someone who walks with a cane or limps, someone who cannot see very well or is deaf, or anyone who is just plain different.

If Christopher Reeve fell off a horse, can you "catch" his disability if you talk to him? If you touch him? Could you give him hug?

- **Since we know who some people with disabilities are now, do you think everyone thinks of the word "disability" the same way?**

TEACHER: Discuss with the students how everyone will have a different explanation of what a disability is and who has a disability. There are many ways to describe a disability. Many people say the word disability in a hurtful way without thinking about the PERSON and only thinking about the DISABILITY.

- **How is a person with disabilities different from us here? How are they the same?**

TEACHER: Some people with disabilities may walk slower or need help getting dressed, but that does NOT mean they think slower than you.

- **How do you think disabilities can affect the way a person lives their life? Can they go to the mall like you and me? Can they take a bath or go swimming?**

TEACHER: Discuss with your students how some disabilities may make it harder for some people to get dressed or go swimming. This means it may take them longer to get ready. Imagine how early some people must get up so they can get ready for school or to go to work!

- **Do you think a person with a disability can be happy?**

TEACHER: A person with a disability can be just as happy as you and me if they have good friends and a loving family, just like we have. There is no reason why a person with a disability cannot be happy.

- **How do you think a person with a disability feels?**

TEACHER: If the person has been teased or ignored they will feel just as bad and someone who is not “disabled” feels when they are teased or ignored. A person with a disability has the same feelings that we do.

- **Let’s play pretend. You are at the mall with your Mom or Dad and you are in the toy store. There is a new toy on a shelf that you REALLY want to see. But there is a girl and her father in the row and you can’t get to the toy. The girl is standing with two crutches and you would trip her if you reached for the toy. What should you do?**

TEACHER: Should you ask the girl’s father to have the girl move? Should you ask the girl to hand you the toy?

You should talk to the girl. She will probably apologize for standing in the way and hand you the toy. Her father will be happy that you were so polite. Besides, she seems pretty nice once you talk to her. Maybe she could end up becoming your friend. She may actually live very close to you and just go to another school.

- **What can you do to make a person with a disability feel comfortable at school? At church or temple? At a relative’s house? At the mall?**

TEACHER: Have the children discuss things like ... make sure there is enough room for Aunt Judy’s wheelchair at the dinner table, talk to the old lady down the street who always waves and says “Hello!”, don’t run from the man who slurs his words at church, pick up something that a person drops ... and most importantly, just be their friend.

Follow-Up Discussions for Elementary School Students

Specific Questions

Gotta Move (Prince piece)

Have you ever seen someone in a wheelchair dance?
How did you feel about watching the dance?
What did you like best about the piece?
Do you like to dance?
Do you think you could dance in a piece like that?
Do you think everyone can?

Asthma

What is asthma?
Do you know anybody who has asthma?
What did the piece suggest can sometimes happen?
Is there anything we can do to try to make sure that we don't have an attack if we have asthma?
Besides the woman telling the story, what were the other parts?
What did you think of them?
Can you show what the lungs were doing? Can you show what the heart was doing?

Parking

What do you think the people doing different movements at the very beginning of the piece were trying to represent?
Why was the man using the wheelchair having a hard time finding a place to park?
Why did he think the woman was parking illegally? Was she?
What do you call the sign that she said was in her car?
Why do people use that sign?
When she helped the man find a new space to park in, what happened just as he was arriving?
How do you think he felt?
Have you ever seen someone who you thought did not have a disability, park in a parking space that says it is for people with disabilities?
Can we always tell if someone has a disability?
When you are older and can drive, do you think you will park in a special parking space if you are not disabled?

Coffeehouse

Do you think this was a real-life story? It was.
Have you ever been to a restaurant that did not have a ramp or a way for a person using a wheelchair to get into the restaurant?
How would you feel if you or some of your friends couldn't get into a restaurant?
There were two ways that the story was being told in this piece. One way was when people were talking. What was the other way?
Some of the people were not talking. What kinds of things were they doing instead?
What were your favorite parts of the story?
Can you show us how they acted out the weather or the ramp?

Employment

How did the store manager act toward the woman using the wheelchair?

Did she make some assumptions about the woman applying for the job?

Was that the right thing to do? Was that nice?

Why did the store manager assume that the woman applying for the job should go to the sheltered workshop?

How would you feel if someone talked to you like that?

The woman using the wheelchair wanted to help sell clothes. The store manager said it was too crowded for her to get around. What were some of the ideas that people said the woman could do?

Waiting

Where do you think “Waiting” took place?

How do you think those people were feeling in the piece?

Were they bored? Why?

Do you think people with disabilities have to wait a lot? Why?

Did you get bored, too, waiting with them? Then, what happened?

What were some of the things you saw?

Did you think it was funny?

Do you think this really happened?

Could it also happen in someone's imagination?

What kinds of things do you think about when you're waiting somewhere?

Have you ever seen anything like that onstage?

Did you think it was fun?

Pets

What kinds of pets did you see the actors portraying?

Can you show us what some of them were?

Why do you think we did this piece about pets?

Mirroring

What do you think those people were doing?

Does everyone get ready in the morning?

Were they doing the same kinds of things that YOU do when you get ready in the morning?

Follow-Up Discussions for Elementary School Students

General Questions

- **What do you think about people with disabilities now? Do you think they can do many of the things that YOU can do?**

TEACHER: This can be an open-ended discussion about their thoughts on the program itself or on specific pieces.

- **What piece did you like the most? Why?**

TEACHER: See which pieces they liked and why. Was it the movement? Was something funny, or sad, or did it make them think about how some people act toward other people?

- **Why do you think there are curb cuts in the streets?**

TEACHER: Discuss how curb cuts make it easier for a person who uses a wheelchair to cross a street, or get out of a parking lot.

- **Who else might use curb cuts?**

TEACHER: Lots of people can use curb cuts ... people pulling luggage and someone pushing a stroller. See if they can think of any other people who might use a curb cut.

- **Why shouldn't you park in a disabled parking space when you go to the mall?**

TEACHER: Discuss how when people park in the disabled parking spaces, they can make it difficult or impossible for a person with a disability to get into the mall or store. This may make doing simple daily activities very hard for them and may keep them from doing things on their own. It might be like making you walk a mile to get to the mall. How would you like to walk a very long distance?

- **How will you now act toward a person with disabilities when you see one?**

TEACHER: Discuss that now you know that people with disabilities are basically like you and me, but they may just have difficulty with certain tasks. They should be treated the same as people who are not disabled.

- **Is there anything you want to do now to be more helpful?**

TEACHER: Students can learn sign language, read stories to a person who is blind, shovel the ice on the sidewalk to make sure their neighbor can get to their mailbox, etc. Students can discuss those people who they already know who have a disability and how they can help them out.

- **Is there anything your class can do as a group to help someone with a disability?**

TEACHER: This can be as open as you feel comfortable with. Your class can do something simple or something more involved, depending on the person with disabilities and your resources.

Follow Up Activities for Elementary School Students

Pictures and Stories

Draw a picture of one of the pieces. Now write a story about the piece. Tell what the piece was saying or why people were doing what they were doing.

You can tell one person's story from the piece, or talk about the whole thing.

What did you learn about that piece? Why do you think it's important?

Personal Experience

Draw a picture or tell a story about something that happened to you or someone you know that was similar to one of the pieces. If you were there, talk about what you did. Did you help someone? Did you talk to someone about what happened? Did you decide to do something afterward, like learn how to help someone in the future, learn how to use sign language, use a wheelchair for a day to see what it is like?

What if ...

Write a story telling what it would be like for you do something ordinary – like getting ready for school in the morning, going to church/temple, or visiting your grandparents – if you were to have one disability – Blindness – Deafness – Cannot Walk – Cannot Use Hands – Cannot Breathe Well (add or use other disabilities).

Write a Letter

Draw a picture and write a letter to one of the actors telling them what you think about a person with a disability now. Tell the actor what you liked about their performance or the piece they were in.

Collage

Use cut out pictures or words from magazines for a variety of topics ... things you could do with a friend who has a disability, places you could go with a relative who has a disability, etc.

Glossary

Braille – a written language that uses bumps in the paper, instead of ink, to make letters. People read it by using their fingers instead of their eyes.

Cane – a piece of metal, wood or plastic that helps a person walk if they cannot balance themselves very well, or a tool a person who is blind uses to help them walk (instead of using a Guide Dog)

Curb cut – a lower portion of a sidewalk where a person using a wheelchair can easily access the street.

Disabled Parking – a parking space which is wider than other spaces, near the entrance of a building. The extra space makes it easier for a person with a disability to get in and out of their car.

Guide Dog – a dog that has been trained to “see” for a blind person. A guide dog will have a special harness over his body, instead of a leash. Also known as a Seeing Eye Dog.

Inhaler – a medical device that helps a person with asthma breathe easier by squirting medicine into their lungs to stop an asthma attack.

Interpreter – a person who has been trained to translate between a deaf person and a hearing person.

Lip Reading – a way to understand what a person is saying by watching their lips, instead of listening to them speak.

Placard – a sign with the wheelchair symbol that a person can place in their car in order to park in a disabled parking space.

Prosthetic – an artificial limb, such as a leg or arm.

Ramp – a slope at the entrance/exit to a building designed for a person who uses a wheelchair to easily enter/exit the building.

Seeing Eye Dog - a dog that has been trained to “see” for a blind person. A guide dog will have a special harness over his body, instead of a leash. Also known as a Guide Dog.

Seizure – when communication in a person’s brain gets confused for a little bit and makes the person’s body shake or tremble uncontrollably. The person will often have no idea they just had a seizure.

Sign Language – a language that uses hand motions to communicate instead of speaking.

Support Dog – a dog that has been trained to help a person with a disability. Support dogs do things like open doors, answer the phone, help get a person up if they fall down, and many other ordinary things that may be difficult.

Disability Etiquette

When talking to a person with a disability, use a normal voice. Look at and speak directly to that person rather than their companion. Introduce yourself and anyone else who might be present. When introduced, it is appropriate to offer to shake hands.

When talking to a person with a disability, do not stare at their wheelchair, their crutches, etc. Would you want to be stared at? Don't ask the person about their disability. If they want to share with you, they will.

Do not assume a person with mobility limitation needs assistance. However, you may offer to assist them. Listen carefully to any instructions, but be prepared to have the offer declined.

Don't say confined to a wheelchair when referring to a person who uses a wheelchair.

When talking to a person in a wheelchair for more than a few minutes, you should sit down, if possible, so you will be at his or her eye level. Imagine what it feels like to look up all the time.

Don't lean on or touch someone's wheelchair unless they tell you it is OK. For some people, their wheelchair is an extension of their body. Would you want someone to touch you or lean on you?

A guide dog is trained as a working animal and should not be petted or spoken to without the permission of the handler.

If you are unsure about what to do or say when you are with a person with a disability, ask that person.

Originally compiled by the St. Louis Post-Dispatch, edited by That UPPITY Theatre Company

Sources: City of St. Louis Office on the Disabled; Paraquad; and the University of Missouri Office on Disability.

Some Resources on the Culture of Disability

The DisAbility Project

A touring theatrical troupe which performs pieces about the culture of disability.
<http://www.disabilityproject.com>

Paraquad

A vital source of disability-related information in the Bi-State area.
311 North Lindbergh, St. Louis, MO 63141
Phone 314-567-1558, Fax:314-567-1559
<http://www.paraquad.org/>

ADAPT

A group dedicated to helping people with disabilities live in the community with real supports instead of being locked away in nursing homes and other institutions.
Phone 314-822-3285
<http://www.adapt.org/>

Illinois Assistive Technology Project

IATP helps people with disabilities in Illinois find the right technology . . . technology that lets them learn, work, play with greater independence.
1 West Old State Capitol Plaza; Suite 100, Springfield, Ill., 62701
Phone: 217-522-7985
<http://www.iltech.org/>

ADA Web Site

The US Department of Justice Americans With Disabilities Act Home Page.
<http://www.usdoj.gov/crt/ada/adahom1.htm>

Americans With Disabilities Document Center

ADA Statute, Regulations, ADAAG (Americans with Disabilities Act Accessibility Guidelines), Federally Reviewed Tech Sheets, and Other Assistance Documents
<http://janweb.icdi.wvu.edu/kinder/>

Cornucopia of Disability Information (CODI)

CODI serves as a community resource for consumers and professionals by providing disability information in a wide variety of areas.
<http://codi.buffalo.edu/>

Governor's Council on Disability (Missouri)

The Council promotes equal employment opportunities, full participation in all aspects of community life, educates the public to promote positive images, and serves as the voice and advocate for 949,000 Missourians with disabilities in public policy making.
Phone 573-751-2600, Information Hotline 1-800-877-8249
Fax 573-526-4109
<http://www.dolir.state.mo.us/gcd/>

National Arts and Disability Center

Discover the talent of artists, musicians, writers, filmmakers, actors and performers with disabilities.
<http://nadc.ucla.edu/links.htm>