

# infopack

# ACCESS TO EDUCATION

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."

**Universal Declaration of Human Rights, Article 26**



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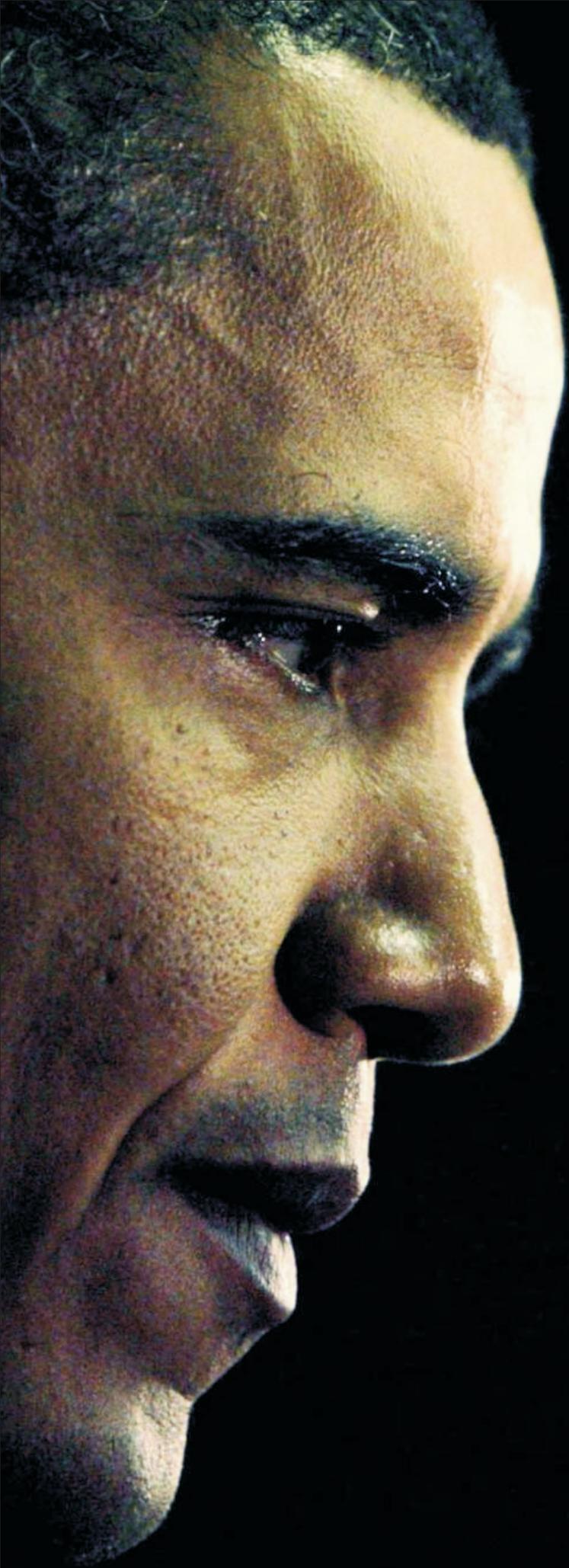
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Source: <http://www.whitehouse.gov/issues/education>

*“If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible — from the day they start preschool to the day they start their career.”*

**—President Barack Obama**

## **Expand Educational Opportunities**

President Obama supports improved educational opportunities for people with disabilities. The Elementary and Secondary Education Act (ESEA) reauthorization proposal will increase support for the inclusion and improved outcomes of students with disabilities, ensuring that teachers are prepared to meet the needs of diverse learners and that assessments more accurately and appropriately measure the performance of students with disabilities. President Obama also supports expanded funding and increase enforcement for programs like the Individuals with Disabilities Education Act (IDEA) that ensure all Americans have access to the tools to succeed.

- The U.S. Department of Education allocated more than \$19.9 million in grants to help prepare education personnel to improve services and results for children with disabilities.
- President Obama celebrated the 35th Anniversary of the Individuals with Disabilities Education Act.
- The Department of Justice and the Department of Education issued a joint “Dear Colleague” letter to college and university presidents expressing concern about the growing use of e-book readers that are not accessible to blind and low vision students. The letter reminds learning institutions that under federal law, emerging technology used in the classroom must be accessible to all students.
- The Department of Education issued guidance in a “Dear Colleague” letter to support educators in combating bullying in schools against all persons, including people with disabilities.

Source: <http://www.whitehouse.gov/issues/disabilities>

# Champions of Change: Americans with Disabilities Act



## President Obama Engages with Youth with Disabilities

<http://www.youtube.com/watch?v=qceocris2uE>

The White House honors eight Americans who embody the spirit of the Americans with Disabilities Act (ADA).



### Desiree Moore,

serves on the National Youth Leadership Network Board (NYLN) <http://www.nyln.org/> NYLN is a youth-led organization that works to build power among people

with disabilities between the ages of 16- 28 years old.



### Anupa Iyer,

founder of Self Advocates Now Empowered (SANE) <http://www.beinsane.org/> SANE envisions giving a cohesive national voice to, and empowering, individuals with mental illness, with a

focus on youth and young adults, by engaging in policy and advocacy actions.



### Lydia Brown,

Project Assistant with Autistic Self Advocacy Network (ASAN) <http://autisticadvocacy.org/> ASAN was created to provide support and services to individuals on the autism spectrum while working to

educate communities and improve public perceptions of autism.



### Dr. Anjali Forber-Pratt

serves on the Board of Directors for Disabled Sports USA <http://www.disabledsportsusa.org/> Disabled Sports USA's mission is to provide national leadership and opportunities for individuals with

disabilities to develop independence, confidence, and fitness through participation in community sports, recreation and educational programs.



### Zoe Gross,

Patricia Morrissey Disability Policy Fellow at the Institute for Educational Leadership (IEL) <http://www.iel.org/> IEL has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries

to address the needs of young people and their families. IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels to bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families. their families.



### Zach Garafalo,

Assistant Director of YOUTH POWER! (YPI) <http://www.youthpower.org/> YPI is the New York State network of young people who have been labeled and are seeking change. Through peer-to-peer mentoring, they empower

young people to be active citizens, aware of government operations, their rights and the ability to use their voices to influence policies, practices, regulation and law.



### Ki'tay Davidson,

social justice advocate and innovationist, Disability Rights International <http://www.disabilityrightsintl.org/> Disability Rights International is dedicated to promoting the human rights and full participation in society

of people with disabilities worldwide.



### Andrew Phillips,

Policy Counsel at the National Association of the Deaf (NAD) <http://www.nad.org/> NAD, a civil rights organization of, by and for deaf and hard of hearing

individuals in the United States of America, was shaped by deaf leaders who believed in the right of the American deaf community to use sign language, to congregate on issues important to them, and to have its interests represented at the national level.



# IIPdigital publications

(Click on the image to open the link)

## Overcoming Barriers to Education



Pamphlet

## Gallaudet University: Widening Horizons for the Deaf



Pamphlet

Publication

## Education for all

Article

## A Brief History of the Disability Rights Movement



# Reports

## Charter Schools:

### Additional Federal Attention Needed to Help Protect Access for Students with Disabilities.

U.S. Government Accountability Office. June 7, 2012

Charter schools enrolled a lower percentage of students with disabilities than traditional public schools, but little is known about the factors contributing to these differences. In school year 2009-2010, which was the most recent data available at the time of our review, approximately 11 percent of students enrolled in traditional public schools were students with disabilities compared to about 8 percent of students enrolled in charter schools.

<http://gao.gov/assets/600/591435.pdf> [PDF format, 46 pages, 936.01 KB].



# Reports

## **World Report on Disability.**

World Health Organization and The World Bank. June 2011.

Many people with disabilities do not have equal access to health care, education, and employment opportunities, do not receive the disability-related services that they require, and experience exclusion from everyday life activities. Following the entry into force of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), disability is increasingly understood as a human rights issue. Disability is also an important development issue with an increasing body of evidence showing that persons with disabilities experience worse socioeconomic outcomes and poverty than persons without disabilities. The World report on disability is directed at policy-makers, practitioners, researchers, academics, development agencies, and civil society.

[Note: contains copyrighted material].

[http://whqlibdoc.who.int/publications/2011/9789240685215\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf) [PDF format, 349 pages].

## **Deaf and Hard of Hearing Children: Federal Support for Developing Language and Literacy.**

U.S. Government Accountability Office. May 25, 2011.

Deaf and hard of hearing children can face significant challenges developing the language and literacy skills needed to succeed in school and become self-sufficient adults. The federal government supports these children through the Early Hearing Detection and Intervention (EHDI) program, which awards grants to states to develop systems to screen and diagnose newborns and infants for hearing loss and refer them for appropriate interventions. Also, the Individuals with Disabilities Education Act (IDEA) supports and funds early intervention and special education services for children with disabilities, including deafness and hearing loss. To better understand how federal programs support deaf and hard of hearing children, GAO was asked to examine the: (1) extent of hearing loss among children, (2) settings in which these children are educated, (3) factors that help deaf and hard of hearing children acquire language and literacy skills, and (4) challenges to providing appropriate interventions for these children.

<http://www.gao.gov/new.items/d11357.pdf> [PDF format, 31 pages].

## **Higher Education and Disability: Improved Federal Enforcement Needed to Better Protect Students' Rights to Testing Accommodations.**

U.S. Government Accountability Office. Web posted December 29, 2011.

Among accommodations requested and granted in the most recent testing year, approximately three-quarters were for extra time, and about half were for applicants with learning disabilities. High school and postsecondary school officials GAO interviewed reported advising students about which accommodations to request and providing documentation to testing companies, such as a student's accommodations history.

<http://gao.gov/assets/590/587367.pdf> [PDF format, 49 pages, 1.3 MB].



# Webliography

**AHEAD: Association on Higher Education and Disability**

<http://www.ahead.org/>

**Accessible Education Center – San Jose University Mission**

<http://www.sjsu.edu/aec/>

**Access and Disability Services – Harvard Graduate School of Education (HGSE)**

<http://www.gse.harvard.edu/>

**CAPED: California Association for Post-Secondary Education and Disability**

<http://www.caped.net/>

**Disability Services, ACCESS –The University of Vermont**

<http://www.uvm.edu/access/>

**The Individuals with Disabilities Education Act (IDEA)**

<http://idea.ed.gov/>

**The National Center on Accessible Information Technology in Education (AccessIT)**

<http://www.washington.edu/accessit/webpslegal.html>

**The National Center on Disability and Access to Education (NCDAE)**

<http://www.ncdae.org/>

**National Council on Disabilities (NCD) - Education**

<http://www.ncd.gov/policy/education>

**The National Dissemination Center for Children with Disabilities (NICHCY)**

<http://nichcy.org>

**RESNA: Rehabilitation Engineering and Assistive Technology Society of North America**

<http://resna.org/>

# Select articles

from the databases available in the American Library:

## **Does Access Matter?**

Time in General Education and Achievement for Students With Disabilities

by Meghan Cosier, Julie Causton-Theoharis and George Theoharis.

Remedial & Special Education.

Nov2013, Vol. 34 Issue 6, p323-332. 10p. DOI: 10.1177/0741932513485448

This study examined the relationship between hours in general education and achievement in reading and mathematics for students with disabilities. The study population included more than 1,300 students between the ages of 6 and 9 years old within 180 school districts. Hierarchical linear modeling (HLM) was utilized with the Pre-Elementary Education Longitudinal Study (PEELS) data set (Institute of Education Sciences). The relationship between hours in general education and achievement in reading and mathematics was explored while accounting for student- and district-level factors. Results suggest a strong positive relationship between the number of hours students spent in general education and achievement in mathematics and reading. Implications for policy and practice in special education are presented and discussed.

## **E-Word Wall**

by Drue E. Narkon, Jenny C. Wells and Lillian S. Segal.

Teaching Exceptional Children.

March/April 2011, Vol.43, Iss.4, p.38-45 (8pgs)

The article discusses literacy education in children with either learning disabilities (LD) or autism spectrum disorders (ASD) and examines how electronic word walls (EWW) can be used as an instructional tool for vocabulary development in these children. It provides instructions for teachers on how to develop EWWs using the Microsoft PowerPoint software, describes how EWWs differ from traditional word walls used as visual cues for vocabulary acquisition in elementary schools, and explores how the use of EWWs can provide students with group learning opportunities.

## **eText, Mathematics, and Students With Visual Impairments**

by Emily C. Bouck and Nancy C. Meyer. Teaching Exceptional Children.

November/December 2012, Vol.45, Iss.2, p.42-49 (8pgs)

The article discusses the teaching of mathematics to students with visual impairments using electronic assistive technologies that incorporate the electronic presentation of text (eText). The authors look at challenges students with visual impairments face, such as Braille and colors in traditional print textbooks, as well as the ways in which certain mathematical markup language (MathML) accommodates these challenges. Topics include various document markup languages that format electronic text such as LaTeX or TeX, the use of eText and electronic textbooks for online learning, as well as several eText products by various companies such as Touch Graphics Inc. which specializes in tactile graphics, ViewPlus Software, Inc. for graphing calculators, and APH Inc. for drawing.

# Select articles

from the databases available in the American Library:

## **Education abroad for students with disabilities:**

Expanding access by Soneson, Heidi M.; Fisher, Shelly.

New Directions for Student Services. Summer2011, Issue 134, p59-72. 14p. DOI: 10.1002/ss.395.

The article focuses on the key support services and advising procedures that institutions of higher education should have in place for students with disabilities as they participate in education abroad opportunities

## **Mathematics, Secondary Students with Disabilities, and Web 2.0 Technologies**

by Brown, Monica R. Intervention in School & Clinic.

Sep2013, Vol. 49 Issue 1, p54-58. 5p.

The Internet and Web 2.0 technologies i.e., (micro-)blogs, wikis, social networking sites, Voicethreads, etc. allows today's students to access mathematics and other general education curricula like never before. Since they already have the expertise in using the Internet, digital technologies, and other media compared to previous generations, it is imperative that teachers and students access these technologies to increase students' understanding of and connections with the general education mathematics content. This article will discuss: (1) the mathematics performance of secondary students with disabilities; (2) technologies available for use in secondary mathematics classrooms; and (3) Web 2.0 tools that secondary students with disabilities can access and use in their mathematics classrooms and/or at home.

## **One State's Initiative to Increase Access to Higher Education for People with Intellectual Disabilities**

by Mock, Martha; Love, Kristen. Journal of Policy & Practice in Intellectual Disabilities.

Dec2012, Vol. 9 Issue 4, p289-297. 9p

This article focuses on a state-based initiative to engage youth with intellectual disabilities (ID), their families, universities, schools, agencies, and funders in improving access to inclusive postsecondary education (PSE).

## **Person-Centered Planning**

by Jenny C. Wells, Patricia H. Sheehey.

Teaching Exceptional Children. January/February 2012, Vol.44, Iss.3, p.32-39 (8pgs)

The authors discusses an individualized education program (IEP) planning process called Making Action Plans (MAPS) that situates parent involvement in U.S. special education around the needs of the student with disabilities. The article comments on the special education legal framework of

# Select articles

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the 2006 U.S. Individuals With Disabilities Education Act Regulations (IDEA regulations). Topics include the use of technologies such as internet video conferencing products provided by internet communications companies such as Skype and Yahoo, laptops, and document sharing technology such as Google Docs. Also discussed are low technology aids such as post-it notes.

## **Tips for Using Interactive Whiteboards to Increase Participation of Students with Disabilities**

by Peggy Whitby, Mark L. Leininger and Kelly Grillo. *Teaching Exceptional Children*. July/August 2012, Vol.44, Iss.6, p.50-57 (8pgs)

The article discusses using interactive whiteboards (IWB) to teach special education students in group settings. The impact of the Internet, multimedia materials, and classroom interaction on learning is described, and pedagogy, lesson planning, and inquiry learning are discussed. Instructional websites for teachers to learn about IWBs and curricula are presented, and inclusive education, the effect of technology on learning, and ideas for IWB-based lessons are discussed. The authors suggest that the visual and aural aspects of IWBs can encourage student engagement.

## **Using an iPad in Inclusive Preschool Classrooms to Introduce STEM Concepts**

by Sara Aronin and Kim K. Floyd. *Teaching Exceptional Children*. March/April 2013, Vol.45, Iss.4, p.34-39 (6pgs).

The article discusses how iPad tablet computers and related software applications (apps) can be used to teach STEM (science, technology, engineering, and mathematics) concepts to preschool students. According to the authors, apps for inclusive preschool classrooms should include principles such as a visible cause and effect outcomes, visible outcomes when variables are changed, and immediate reaction to child interaction. Recommendations for implementing iPad based lesson are included as well as a chart of recommended apps for preschool classrooms that include students with disabilities.

## **When You Can't Get Out**

by Caroline DiPipi-Hoy and Daniel E. Steere. *Teaching Exceptional Children*. November/December 2012, Vol.45, Iss.2, p.60-67 (8pgs)

The article discusses the use of community-based instruction (CBI) for teaching students with severe disabilities life skills in special education. The authors look at evidence-based intervention strategies that support school-based instruction of life skills to students with disabilities. Topics

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include the use of video technology and community-referenced simulation for instruction, the importance of reviewing students' individualized education programs (IEPs), as well as the use of social stories to teach students about the social context of personal interactions.

## **Using Technology to Support Balanced Literacy for Students With Significant Disabilities**

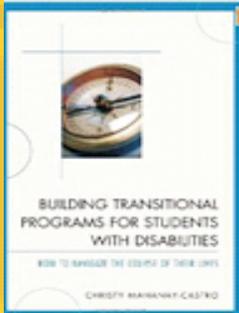
by Christina R. Carnahan, Pamela S. Williamson, Aleksandra Hollingshead and Maya Israel.  
Teaching Exceptional Children. September/October 2012, Vol.45, Iss.1, p.20-29 (10pgs)

The article discusses the use of educational technology to support a balanced literacy approach in U.S. schools for children with significant disabilities. It addresses the shortcomings of teaching sight words out of context, as well as notes classroom and Internet resources available to special education teachers. The authors comment on adapting literary materials, writing through the use of an alternative pencil, and meaningful word study. Tools suggested by the authors include interactive electronic books, word prediction computer software, and augmentative communication devices.

## **Videophone Technology and Students with Deaf-Blindness: A Method for Increasing Access and Communication**

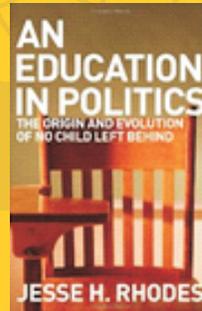
by Judith Emerson and John Bishop.  
Journal of Visual Impairment & Blindness.  
October/November 2012, Vol.106, Iss.10, p.622-633 (12pgs)

Introduction: Seeing the Possibilities with Videophone Technology began as research project funded by the National Center for Technology Innovation. The project implemented a face-to-face social networking program for students with deaf-blindness to investigate the potential for increasing access and communication using videophone technology. The primary outcomes were increased accessibility for interpersonal communication among the students with deaf-blindness, seen notably in subscales of the Intrinsic Motivation Inventory (IMI) and through the development of themes involving the cultivation and maintenance of friendships with peers through interaction using videophone technology. Dissemination of the results of the project, through the National Consortium on Deaf-Blindness and the American Association of the Deaf-Blind will encourage practitioners in the field to replicate the project's activities with videophone technology to benefit youths who are deaf-blind.



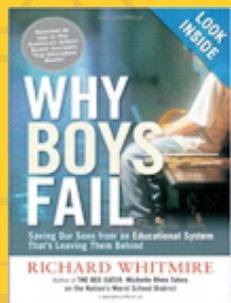
## Building Transitional Programs for Students with Disabilities: How to Navigate the Course of Their Lives

by Christy Mahanay-Castro.  
Rowman & Littlefield Education, 2010



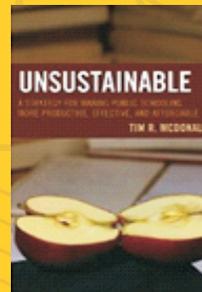
## American Institutions: Education in Politics: The Origins and Evolution of No Child Left Behind

by Jesse H. Rhodes.  
Cornell University Press, 05/2012.



## Why Boys Fail: Saving Our Sons from an Educational System That's Leaving Them Behind

by Richard Whitmire.  
AMACOM Books, 01/2010.

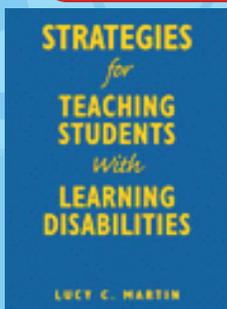


## Innovations in Education: Unsustainable: A Strategy for Making Public Schooling More Productive, Effective, and Affordable

by Tim R. McDonald.  
Rowman & Littlefield Education, 02/2011.

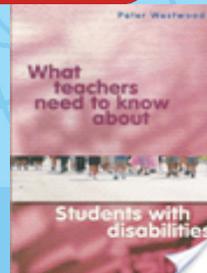
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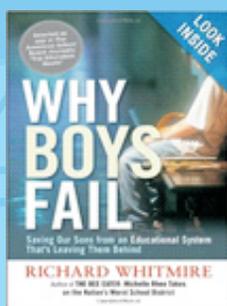
## Strategies for Teaching Students with Learning Disabilities

by Lucy C. Martin.  
Thousand Oaks,  
Corwin Press, 2009.



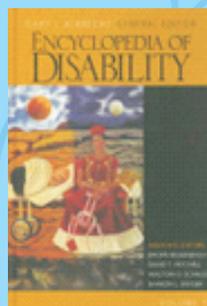
## What Teachers Need To Know About Students with Disabilities

by Peter Westwood. Camberwell,  
ACER Press, 2009.



## Special Stories for Disability Awareness: Stories and Activities for Teachers, Parents and Professionals

by Mal Leicester. Jessica  
Kingsley Publishers, 2007.



## Encyclopedia of Disability

edited by Gary L. Albrecht.  
Sage, 2005