

girl scouts  
of central indiana



# People just like you



People with disabilities are, first and foremost, people who want and deserve to be active, participating members of their communities. These activities will help scouts understand the importance of inclusion and appropriate ways to interact with people with disabilities and discuss disability issues.

To earn the disability awareness patch, Daisy Girl Scouts should complete four activities; Brownie Girl Scouts should complete five activities; Junior Girl Scouts should complete six activities; and Girl Scouts ages 11 to 18 should complete seven activities.

## Discussion: The Importance of Inclusion

### Discover:

People with disabilities have the same thoughts and feelings as everyone else.

### Activity:

Have the girls sit in a circle and ask them to name some activities that are performed in groups. They might mention playing hide-and-seek, a team sport or a board game. Next, ask the girls what these activities would be like if they did them alone. Would soccer be fun if you always played by yourself? How could you play hide-and-seek by yourself? Emphasize that these activities are not fun or even possible unless many people participate.

Next, ask the girls how they would feel if they were excluded from such activities while everyone else participated. Ask them to raise their hands if they've ever felt "left out" of an activity or conversation. What did it feel like? How did they react?

Finally, ask the girls to discuss ways to make other people feel welcome in a group. How can they adapt activities to include children with disabilities? Brainstorm specifics on how to include children with disabilities in some common activities. What modifications would be needed for a child who is blind? Deaf? Someone who cannot read? Explain that children with disabilities have the same thoughts and feelings as children without disabilities and want to participate in the same activities.

## Speaker

### Discover:

Get to know a person who has a disability. Girls will discover that people with disabilities have the same skills, talents, thoughts and feelings as people without disabilities.

### Activity:

Invite a speaker, preferably a person with a disability, to talk with the girls about disabilities. Some possibilities include:

- A local teenager with a disability.
- A person who is deaf or a sign language interpreter.
- An adult who acquired a disability as a result of an illness or injury.
- An athlete with a disability, such as a member of a beep ball or wheelchair basketball team.
- A staff person from the local independent living center or other organization that advocates for people with disabilities to become more integrated into the community.

Ask the speaker to address his or her own experiences with disability, as well as ways the girls can include others with disabilities in their everyday activities.



Before the speaker arrives, give the girls some background information and ask them to write down questions. Be sure to allow time at the end of the presentation for the girls to ask these questions.

## Matter

### Discover:

When talking about people with disabilities or disability-related issues, there are correct words and phrases to use.

### Activity:

Discuss language used to talk about disabilities. Use the list on page 14 to discuss offensive terms and the preferred alternatives. In general, tell girls to keep in mind the rule of “people first” language: Refer first to the person, then – when necessary – to the disability. For example, say “woman who is blind” instead of “blind woman.” Using “people first” language reminds us that people with disabilities are, first and foremost, people. Their disabilities do not define who they are as people, just as a girl with brown hair is not exactly like every other girl with the same hair color.

Also remind the girls that some slang words and phrases can be very hurtful to people with disabilities and their family members and friends. For example, the common phrase “that’s retarded,” used to indicate that something is stupid, wrong or unfair, spreads negative messages about people with disabilities and can cause hurt feelings. Ask the girls to remove such phrases from their vocabulary and to encourage friends and family to do the same.

## Inclusion Theatre

### Discover:

Learn the proper terminology to use when discussing disability and the best ways to interact with people with disabilities.

### Activity:

Have a discussion with the girls about correct ways to interact with people with disabilities and the proper language to use when discussing disability. The Indiana Governor’s Council for People with Disabilities offers a “Power of Words” brochure that includes information on proper behavior and language to use when interacting with someone with a disability, and this brochure can serve as a good guide. (See the Resources section for contact information.) Another popular resource is The Ten Commandments of Communicating with People with Disabilities, a video available at most libraries.

When the girls understand the guidelines, ask them to divide into groups and role play two- or three-minute disability-related scenarios, such as:

- A group of friends, one of whom is deaf, enters a restaurant to eat lunch. The server approaches the table to take the order.
- Your teacher asks you to play host to the new girl in class, who is blind.
- You and your friends go to the movies. When you sit down in the theater, you notice that the person next to you has an assistance dog.
- The substitute teacher for the day is a woman who uses a wheelchair.

- You and your friends are invited to a slumber party at Amy's house. Her little brother will be there; you have never met him, but Amy has mentioned that he has an intellectual disability.

In the first round, each group's skit should contain language and interactions that are intentionally incorrect, and the other girls should point out the mistakes. In the second round, each group should role play its situation using proper language and following the interaction guidelines. If desired, these skits can be presented to parents, elementary-school students or others in your community.

## Community Service

### Discover:

People with disabilities are able to contribute many talents and skills and perform activities that benefit the entire community.

### Materials:

Accessibility Survey (page 19), tape measures, paper, clipboards, wheelchair, and pens or pencils.

### Activity:

Use the Accessibility Survey to assess the accessibility features and architectural barriers people with disabilities encounter in your building or neighborhood. You might assign the girls to small teams to complete the activity.

To supplement the Accessibility Survey, or as an alternative, develop a route around your building or neighborhood. Have the girls take turns riding in the wheelchair while others in the group push it along the route. Along the way, have the girls identify accessibility features, such as curb cuts, that make it easier to use the wheelchair. Also ask them to note any barriers they encounter. For example, is it easy to open the doors of your building while using a wheelchair? Can the girl using the wheelchair reach light switches or use the water fountain? Is it easy to cross the street in the wheelchair?

When you have finished both portions of the activity, discuss the accessibility features you identified. Explain how these features, many of them required by the Americans with Disabilities Act of 1990, have made everyday tasks easier for people with disabilities. Also discuss the barriers you found in your survey. Consider preparing a report for your principal, mayor or other appropriate authority outlining the existing barriers and recommending appropriate changes.

## Adaptive Equipment

### Discover:

Explore the assistive technology and equipment people with disabilities use.

### Activity:

Arrange a visit to a local rehabilitation agency or hospital, medical device supplier, or other local organization that sells, rents or uses adaptive equipment for people with disabilities. Some examples of items to explore include:

- Computer technology, such as voice-recognition software, Braille displays and screen readers.
- Assistive communication devices, such as text-to-speech and teletypewriter devices.
- Braille note-takers and embossers.
- Athletic equipment, such as tandem bicycles, bell/beep balls and racing wheelchairs.

If possible, allow the girls to try out the equipment. Be sure to leave time for them to ask questions of the organization's representative. Afterward, emphasize that these devices allow people with disabilities to accomplish almost any task.

As an alternative, assign each girl to research one of the above items and prepare a poster or presentation to share with the group.

## Learn the Girls Scout Promise in American Sign Language (ASL)

### Discover:

Learn how to communicate using basic sign language.

### Materials:

"ASL Letter Symbols" (page 18) ASL Number (page 19)

"The Girl Scout Promise in ASL" (page 20)

### Activity:

Distribute the handout showing the sign language symbols for letters of the alphabet. Practice forming these letters and reading them when someone else forms them. Encourage each girl to practice spelling her own name and signing her troop number.

Next, sit in a circle. The leader should spell a three-letter word using the hand symbols. The person next to her in the circle must state the word that has been spelled and then spell her own word, using the last letter of the leader's word as the first letter of her own word. Continue around the circle so that everyone has several chances to play. After the first round, you might try longer words or words that fit into a specific category (e.g., foods or animals).

Learn the Girls Scout Promise in American Sign Language. Have the girls learn it in small groups then sign it together at the end of the meeting.

## Star Search

### Discover:

Many famous and accomplished people throughout history have had disabilities. The same is possible for people with disabilities today.

### Activity:

Ask the girls, individually or in small groups, to research famous people with disabilities. What did these people accomplish? What role did their disabilities play in achieving their goals? Some examples of famous people and historical figures with disabilities include:

- Muhammad Ali
- Ludwig van Beethoven
- Ray Charles
- Winston Churchill
- Tom Cruise
- Walt Disney
- Bob Dole
- Thomas Edison
- Albert Einstein
- Michael J. Fox
- Stephen Hawking
- Helen Keller
- Marlee Matlin
- Itzhak Perlman
- Christopher Reeve
- Franklin Delano Roosevelt
- Harriett Tubman
- Luther Vandross
- Montel Williams
- Stevie Wonder

When the girls have completed their research, discuss their findings as a group. Mention that people with disabilities are capable of accomplishing great things if they are given the opportunity.

As a creative alternative, consider asking each girl to “role play” a famous person with a disability, giving a brief “autobiographical” speech to the group about the life of that person and his or her accomplishments. This presentation could also be shared with elementary-school students, parents or others in the community.

## Using Literature for Disability Awareness

### Discover:

Use a book about a real or fictional person with a disability to build understanding about what it is like to have a specific disability.

### Activity:

Read an age-appropriate book featuring a main character with a disability. The Recommended Book List (pages 12-14) includes many options. For younger scouts, you might read a short book aloud in a reading circle. Older scouts may choose to read a book independently and discuss it at the next meeting.

When you have read the book, discuss the main character and his or her disability. What would it be like to have that disability? What did the girls learn about the thoughts, feelings and abilities of people with disabilities? If the book’s character came to the girls’ school, how could they adapt activities to include that person?

# Code Breakers

## Discover:

Learn about some ways a person who is blind can read and write.

## Materials:

Braille Alphabet

## Activity One:

Distribute the Braille letters handout. Tell the girls that people who are blind use this system of raised dots to read with their fingertips. Divide the girls into small teams and give each team a book printed in Braille. Allow time for them to “read” several passages of the text. Afterward, discuss what it was like to read the raised dots. Remind the girls that people who are blind can, with practice, read Braille just as quickly as we read visually.

## Activity Two:

Distribute the Braille Secret Code Activity and Braille alphabet handout. Ask the girls to use their Braille alphabet as a code breaker to read the Braille message. Award a small prize to the girl who “cracks the code” first. To continue the activity, ask the girls to compose short written “secret messages” to a partner, drawing the Braille dots on paper. Then give time for the girls to translate their partner’s message.

## Activity Three:

Arrange a “Braille Adventure Trail,” with a series of hidden clues directing girls to the next clue locations. All of the clues should be written in Braille, so girls must read each clue (using the Understanding Braille handout) to continue toward the final destination. Divide the girls into teams, if desired, and hide a small prize at the final destination.

For younger girls, consider developing a theme for the activity, such as a jungle exploration expedition or pioneer trail. Girls could wear dress-up costumes, if desired, and clues and destination points could also be adapted to the theme.

## Activity Four:

Organize a scavenger hunt to discover where Braille is used in the community. Older girls can complete this scavenger hunt competitively in small groups, if desired, or younger girls can complete the activity as a troop. Take along a video camera or digital camera to record each item when it is found. Items on the Braille scavenger hunt list could include:

- A building sign, such as room number, emergency exit or restroom sign, that includes Braille lettering.
- A Braille menu from a local restaurant.
- A Braille-labeled elevator button.
- A public telephone with Braille-labeled buttons and/or instructions.
- A Braille book at the local library and/or bookstore, such as a dictionary, children’s book, religious text and/or novel.
- An ATM with Braille-labeled buttons.
- A Braille brochure, price list, contract or other document prepared by a local business for its customers who are blind.
- An official government document, such as a court document, offered in a Braille format.

## Different Ways to Communicate

### Discover:

Learn about tools available to assist people with communication-related disabilities.

### Activity One:

Watch a short movie or TV show, turning off the sound and instead using closed captioning. Discuss how this technology can assist people who are deaf or hard of hearing, and then discuss how closed-captioning also benefits people without disabilities. For example, televisions with closed captioning are now very common in places with high noise levels, such as airports and fitness centers.

### Activity Two:

Rent a short movie from your local library that is “audio described.” This type of technology, for people who are blind or have vision impairments, describes out loud what is happening on the screen. Discuss how this technology can benefit people both with and without disabilities.

### Activity Three:

Not all people who are blind read Braille. In fact, there are many other options available to help people read in a non-visual way. Ask the girls to research alternatives to Braille, such as screen-reading computer software, books on tape/CD, books that can be downloaded to a computer or digital music player and read aloud, and much more. If possible, work with your local independent living center, college/university student disability services center or rehabilitation agency to arrange a demonstration of some of these technologies.

### Activity Four:

On the Internet, research Relay Indiana, a phone service for people who are deaf or hard of hearing. Work with your local independent living center, college/university student disability services center or rehabilitation agency to identify a person in your community who would be willing to serve as a Relay Indiana “phone pal.” Set up a time to call this person using the Relay Indiana service. Using a speaker phone so that everyone can listen and experience the Relay service, have several girls ask questions of the phone pal. Be sure to send a thank-you note afterward.



**People Just Like You patch is available in all Girl Scouts of Central Indiana shops.**



# DIRECTORY OF DISABILITY ORGANIZATIONS

## National Organizations

### American Association of People with Disabilities

www.aapd.com  
(202) 457-0046 (voice/TTY)  
(800) 840-8844 (voice/TTY)  
(202) 457-0473 (fax)

### National Association of the Deaf

www.nad.org  
(301) 587-1788 (voice)  
(301) 587-1789 (TTY)  
(301) 587-1791 (fax)  
NADinfo@nad.org (e-mail)

### National Council on Disability

www.ncd.gov  
(202) 272-2004 (voice)  
(202) 272-2074 (TTY)  
(202) 272-2022 (fax)  
mquigley@ncd.gov (e-mail)

### National Down Syndrome Society

www.ndss.org  
(800) 221-4602 (voice)  
(212) 979-2873 (fax)  
info@ndss.org (e-mail)

### National Federation of the Blind

www.nfb.org  
(410) 659-9314 (voice)  
(410) 685-5653 (fax)  
nfb@nfb.org (e-mail)

### National Organization on Disability

www.nod.org  
(202) 293-5960 (voice)  
(202) 293-5968 (TTY)  
(202) 293-7999 (fax)  
ability@nod.org (e-mail)

### United Cerebral Palsy

www.ucp.org  
(202) 776-0406 (voice)  
(800) 872-5827 (voice)  
(202) 973-7197 (TTY)  
(202) 776-0414 (fax)  
webmaster@ucp.org (e-mail)

## Indiana Organizations

### The Arc of Indiana

www.arcind.org  
(317) 977-2375 (voice)  
(800) 382-9100 (voice)  
(317) 977-2385 (fax)

### Attain

www.attaininc.org  
(317) 486-8808 (voice)  
(800) 528-8246 (voice)  
(317) 486-8809 (fax)  
attaininfo@attaininc.org (e-mail)

### Indiana Association of Rehabilitation Facilities

www.inarf.org  
(317) 634-4957 (voice)  
(317) 634-3221 (fax)  
inarf@inarf.org (e-mail)

### Indiana Down Syndrome Foundation

www.indianadsf.org  
(317) 216-6319 (voice)  
(317) 925-7619 (fax)  
idsfdirector@sbcglobal.net (e-mail)

### Indiana Family and Social Services Administration

www.in.gov/fssa/servicedisabl  
(317) 233-4454 (voice)  
(317) 233-4693 (fax)

### Indiana Governor's Council for People with Disabilities

www.in.gov/gcpd  
(317) 232-7770 (voice/TTY)  
(317) 233-3712 (fax)  
gpcpd@gpcpd.org (e-mail)

### Indiana Parent Information Network

www.ipin.org  
(317) 257-8683 (voice)  
(800) 964-4746 (voice)  
familynetw@ipin.org (e-mail)

### IN\*SOURCE

Indiana Resource Center for Families with Special Needs  
www.insource.org  
(574) 234-7101 (voice)  
(800) 332-4433 (voice)  
(574) 234-7279 (fax)  
insource@insource.org (e-mail)

# DIRECTORY OF DISABILITY ORGANIZATIONS

## *continued*

### Indiana Organizations

#### **Mental Health Association in Indiana**

www.mentalhealthassociation.com  
(317) 638-3501 (voice)  
MHAI@mentalhealthassociation.com  
(e-mail)

#### **VSA arts of Indiana**

www.vsai.org  
(317) 974-4123 (voice)  
(317) 974-4117 (TTY)  
(317) 974-4124 (fax)  
gholtman@vsai.org (e-mail)

### Indiana Independent Living Centers

#### **Assistive Technology Training and Information Center (ATTIC) (Vincennes)**

(812) 886-0575 (voice/TT)  
(812) 886-1128 (fax)  
(800) 96-ATTIC (voice)  
inattic1@aol.com (e-mail)

#### **Everybody Counts and the Ruben Center (Merrillville)**

(219) 769-5055 (voice)  
(219) 756-3323 (TT)  
(888) 769-3636 (voice)  
(219) 769-5325 (fax)  
ecounts@netnitco.net (e-mail)

#### **Future Choices (Muncie)**

(765) 741-8332 (voice)  
(765) 741-8333 (fax)  
FutureChoicesInc@aol.com (e-mail)

#### **Southern Indiana Independent Living Center (SIILC) (Vevay)**

Phone: 812-427-3333  
Fax: 812-427-3338  
siilc@live.com

#### **Independent Living Center of Eastern Indiana (Richmond)**

(765) 939-9226 (voice)  
(765) 939-1309 (TT)  
(877) 939-9226 (voice)  
(765) 935-2215 (fax)  
info@ilcein.org (e-mail)

#### **AccessABILITIES**

(317) 926-1660 (voice/TTY)  
(866) 794-7245 (voice)  
(317) 926-1687 (fax)  
ircil@netdirect.net (e-mail)

#### **League for the Blind and Disabled (Fort Wayne)**

(260) 441-0551 (voice/TT)  
(800) 889-3443 (voice/TT)  
(260) 441-7760 (fax)  
the.league@verizon.net (e-mail)

#### **Southern Indiana Center for Independent Living (SICIL) (Bedford)**

(812) 277-9626 (voice/TTY)  
(800) 845-6914 (voice)  
(812) 277-9628 (fax)  
sicil@tima.com (e-mail)

#### **Wabash Independent Living and Learning Center (WILL) (Terre Haute)**

(812) 298-9455 (voice)  
(877) 915-9455 (voice)  
(812) 299-9061 (fax)  
info@thewillcenter.org (e-mail)

# RECOMMENDED BOOK LIST

- Adler, C.S., Eddie's Blue-winged Dragon. Putnam, 1988.
- Alda, Arlene, Sonya's Mommy Works. Julian Messner, 1983.
- Amadeo, Diana, There's a Little Bit of Me in Jamey. Albert Whitman and Company, 1989.
- Archambault, John and Bill Martin, Knots on a Counting Rope. Henry Holt & Company, 1997.
- Arthur, Catherine, My Sister's Silent World. Children's Publisher, 1989.
- Aseltine, Lorraine and Evelyn Mueller, I'm Deaf and It's Okay. Albert Whitman and Company, 1986.
- Berenstain, Jan and Stan Berenstain, The Berenstain Bears and the Wheelchair Commando. Random House, 1993
- Betancourt, Jeanne, My Name is Brain Brian. Scholastic, 1993.
- Booth, Barbara D., Mandy. Lathrop, Lee and Shepard Books, 1991.
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- Carlson, Nancy, Arnie and the New Kid. Puffin Books, 1992.
- Caseley, Judith, Harry and Willy and Carrothead. Greenwillow, 1991.
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- Clifton, Lucille, My Friend Jacob. Dutton Children's Books, 1980.
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- Cowley, Joy, The Silent One. Knopf Books for Young Readers, 1981.
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- Depoix, Carol, Jo, Flo and Yolanda. Lollipop Power, 1973.
- Dick, Jean, Mental and Emotional Disabilities. Crestwood House, 1988.
- Emmert, Michelle, I'm the Big Sister Now. Albert Whitman & Company, 1989.
- English, Jennifer, My Mommy's Special. Children's Publisher, 1985.
- Ethridge, Kenneth, Toothpick. Troll Communications, 1988.
- Ferris, Caren, A Hug Just Isn't Enough. Gallaudet University Press, 1981.
- Flodin, Mickey, Signing for Kids. Perigee Books, 1991.
- Foreman, Michael, Seal Surfer. Harcourt Children's Books, 1997.
- Friis-Baastad, Babis, Don't Take Teddy. Athenaeum, 1975.
- Gehret, Jeanne, The Don't Give-Up Kid and Learning Differences. Verbal Images Press, 1996.

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- Giff, Patricia Reilly, *The Beast in Ms. Rooney's Room*. Yearling, 1984.
- Girion, Barbara, *A Handful of Stars*. Athenaeum, 1981.
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- Goodsell, Jane, *Katie's Magic Glasses*. Houghton Mifflin, 1978.
- Gorman, Carol, *Chelsey and the Green-Haired Kid*. Simon Pulse, 1992.
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- Green, Phyllis, *Walkie-talkie*. Addison Wesley, 1978.
- Greenwald, Sheila, *Will the Real Gertrude Hollings Please Stand Up?* Yearling, 1986.
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- Powers, Mary, *Our Teacher's in a Wheelchair*. Albert Whitman & Company, 1986.
- Prall, Jo, *My Sister's Special*. Children's Press, 1985.
- Quinn, Patricia O. and Judith M. Stern, *Putting on the Brakes: Young People's Guide to Understanding Attention Deficit Hyperactivity Disorder*. Magination Press, 2001.
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# LANGUAGE GUIDELINES

## Disrespectful/inappropriate terms

- Crazy/insane/deranged
- Cripple/crippled person
- Deaf and dumb/deaf-mute
  
- Differently-abled/Handi-capable
  
- The disabled/the blind/the deaf
  
- Handicap
- Handicapped parking/restrooms/seating
- Mental retardation/mentally retarded
  
- Mongoloid
- Retard
- Stricken with/victim of/suffering from [a particular disability]
  
- Wheelchair -bound/confined to a wheelchair

## Respectful terms

- Psychiatric disability
- Person with a disability
  
- Deaf or hard of hearing, as appropriate – Deafness refers to a profound hearing loss, while a person who is hard of hearing has mild to moderate hearing loss. When the person is also unable to speak, say “person who is deaf and unable to speak.”
  
- Has a disability – Avoid trendy or “cute” terms, which are viewed by many people with disabilities as condescending.
  
- People with disabilities/people who are blind/people who are deaf
  
- Disability
  
- Accessible parking/restrooms/seating
  
- Intellectual disability/person with an intellectual disability – “Cognitive disability” is also widely used.
  
- Person with Down syndrome
  
- Person with an intellectual disability
  
- Had or has [a particular disability] – Do not use negative terms that imply illness or suggest that people with disabilities should be pitied.
  
- Uses a wheelchair – For a person with a disability, a wheelchair is a liberating, not a confining, tool; it creates freedom of movement for people who cannot walk.

# UNDERSTANDING BRAILLE

People who are blind often use Braille to read. Braille is written with patterns of raised dots, which can be “read” with the fingertips. Braille symbols are based on a grid made of six dots:

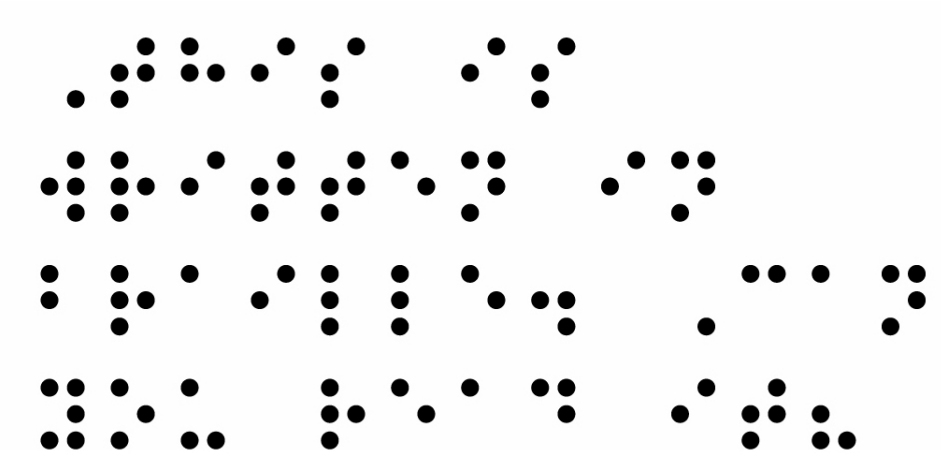


Letters are capitalized in Braille by adding a dot at the number-six space on the grid, just before the letter to be capitalized. Numbers are shown by adding a number sign (dots three, four, five and six) in front of one of the first 10 letters of the alphabet. For example, a number sign and the sign for letter “C” means “three.”

•	••	•••	••••	•••	••••	•••••
a	b	c	d	e	f	g
1	2	3	4	5	6	7
•••	••••	•••••	••••••	••••	•••••	••••••
h	i	j	k	l	m	n
8	9	0				
••••	•••••	••••••	•••••••	•••••	••••••	•••••••
o	p	q	r	s	t	u
•••••	••••••	•••••••	••••••••	••••••	•••••••	••••••••
v	w	x	y	z	,	.
• Capital sign	••• Number sign	•••• ?				

# BRAILLE SECRET CODE ACTIVITY

The three-dimensional symbols of Braille enable people who are blind or have vision impairments to read quickly using their sense of touch. How quickly can you crack the code of a two-dimensional version?



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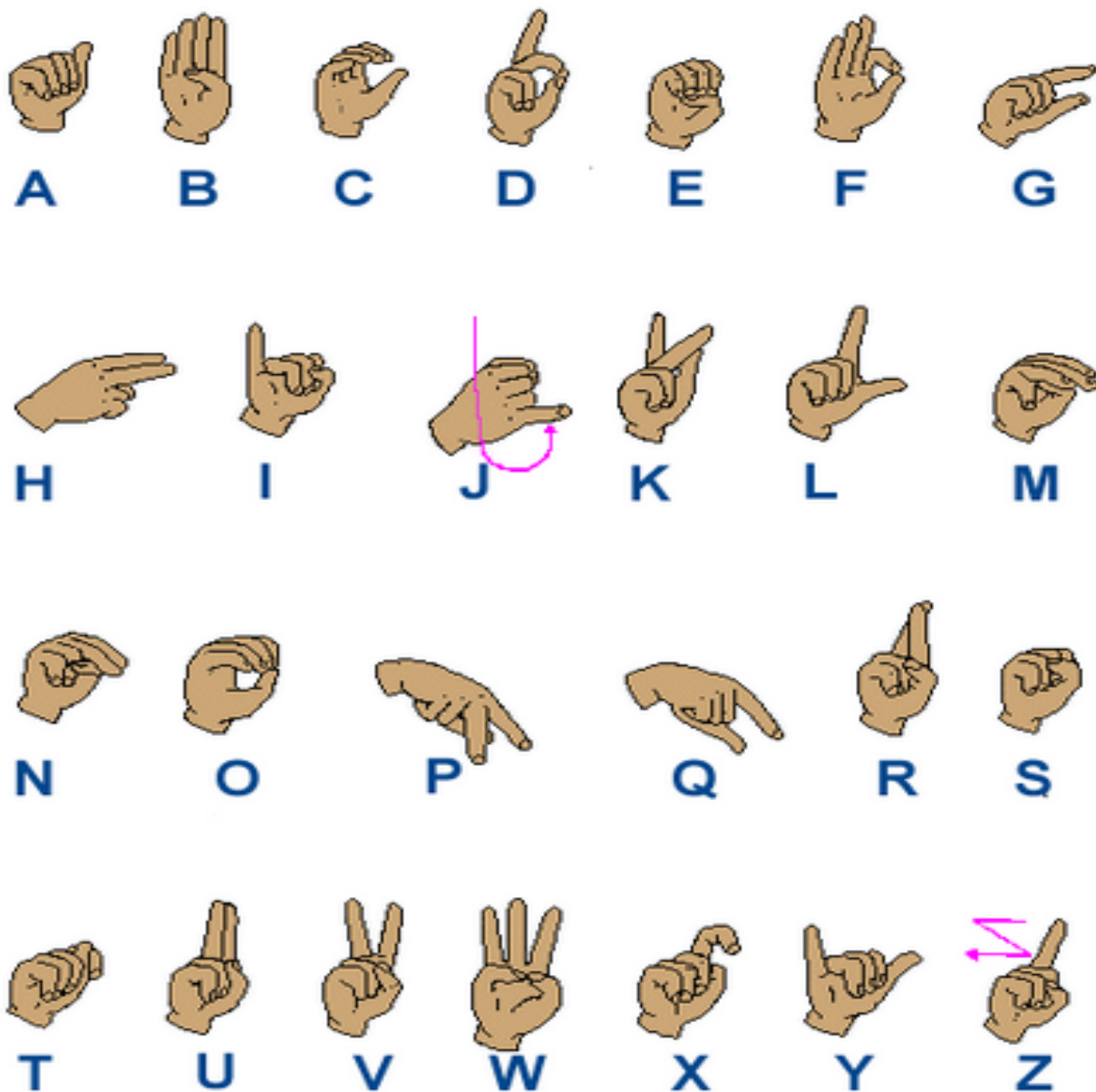
# ACCESSIBILITY SURVEY

Is the number of accessible parking spaces adequate (one accessible space for each 25 spaces)?	Yes	No
Are accessible parking spaces marked with the Universal Symbol of Accessibility?	Yes	No
Are there curb cuts at drives, parking areas and drop-off areas?	Yes	No
Can you enter the building without climbing stairs?	Yes	No
Is the entrance door at least 32 inches wide?	Yes	No
Is the door handle no higher than 48 inches and able to be operated with a closed fist?	Yes	No
Are all public spaces in the building on an accessible route of travel (at least 36 inches wide with no barriers)?	Yes	No
In paths of travel, are all obstacles detectable by a person who is blind and uses a cane (located no higher than 27 inches above the floor or no lower than 80 inches above the floor, or protruding no more than 4 inches from the wall)?	Yes	No
Do directional and elevator signs have Braille text?	Yes	No
Are light switches and other controls operable with a closed fist?	Yes	No
Are tabletops and counters between 28 and 34 inches high?	Yes	No
Are there ramps, lifts or elevators to all levels?	Yes	No
Is at least one restroom stall fully accessible (at least 5 feet by 5 feet, with grab bars on the wall nearest the toilet and a toilet seat 17-19 inches high)?	Yes	No
Is there at least one water fountain with clear floor space of at least 30 by 48 inches in front?	Yes	No
Is the spout no higher than 36 inches from the ground?	Yes	No
Is the public telephone hearing-aid compatible?	Yes	No
If there are four or more public telephones, is at least one of the phones equipped with a text telephone (TT)?	Yes	No

Source: The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal. Adaptive Environments Center and Barrier Free Environments.

# American Sign Language (ASL)

## The Alphabet



# Numbers



1



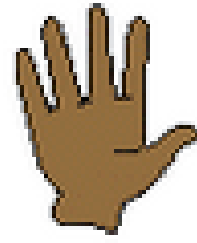
2



3



4



5



6



7



8



9



10

# AMERICAN SIGN LANGUAGE



GIRL



SCOUT



PROMISE



ON



MY



HONOR



I



WILL



TRY



TO



SERVE



GOD



MY



COUNTRY



AND



PEOPLE



AND



TO



OBEY



GIRL



SCOUT



LAW

The Girl Scout Promise is shown in American Sign Language (ASL), a separate language used by individuals with severe hearing loss. In ASL, each sign denotes a whole word. While sign language may appear to be universal, it is not. Sign language differs from country to country.

American Sign Language is an attempt to standardize a method of communication for the hearing-impaired in the United States. Since ASL is not English, its grammatical structure is different, and small words such as "the," "is," and "as" are not used. Some of the words of the Promise have been changed to accommodate this different language without changing meaning.