>> Anthony Brown: Good afternoon and welcome. Thank you for joining us as we begin RespectAbility's second installment of the eight-part webinar series, including people with disabilities in nonprofits and foundations. I am Anthony Brown, a communications fellow here, and I’m going to kick off today's webinar about the history of disability. Our pair of speakers today is Candace Cable, RespectAbility's California Workforce Program Manager, and Donna Meltzer CEO of the National Association of Councils on Developmental Disabilities. Before we begin, RespectAbility would like to thank all 18 of our equity and access partners. We thank you for your help in pushing our inclusive efforts forward. The disability community belongs in the conversation when it comes to diversity. It is very important that businesses welcome, respect and include anyone into their workforce. People with disabilities can be extremely successful if given the right supports. Stephen Hawking, Whoopi Goldberg, Richard Branson, Demi Lovato and Steve Jobs, to name a few, are people with disabilities.

There are 61 million people in the U.S. that have a disability. We want to work, succeed and reach our full potential. Kids and teens with disabilities grow up to be adults with disabilities. One in four adults have a disability. Their supports and services need to grow with them in order for them to live well and thrive. Disabilities are temporary and permanent, visible and invisible and can be acquired at birth or later in life. Again, I am Anthony Brown. Candace Cable and Donna Meltzer are your speakers and here's Candace with more.

>> Candace Cable: All right. Thank You Anthony! All right. Welcome everybody and thanks for being with us today. We're going to bring you a brief history around the idea of disability in the world and what that means. We're going to look at the beliefs, the myths, treatment of people with disabilities, some of the models, the laws, the anti-discrimination and the discrimination that's happened for people with disabilities. Some of the organizations, the people. Also, the rights that people with disabilities have and a little bit about universal design, arts and sports. All of this contributes to the history of disability, and how we create equity for everyone as we move forward in this idea of culture change. Because it really is about a change in culture as we change attitudes around disability.

And we're going to learn a little bit about the history here that will help us show where attitudes were first developed and how we're going to dismantle those attitudes. So, one of the things to think about when we look at access for people with disabilities. Compliance to the laws doesn't necessarily mean access. If we look at the two pictures that we have on the screen - and both are of me - I'm in places where they thought they were being compliant and making access available for someone with a disability.

But one of the slides - I use a wheelchair for mobility, and there is a concrete ramp that is built into five steps. The ramp is so steep I wouldn't be able to get up it myself. And I certainly would be very, very scared going down it. So I would need help to be able to do that, and having a ramp there is not just about access but it's also about independence. The other piece of attitude change and culture change is about exposure to people with disabilities, seeing people with disabilities. We didn't see people with disabilities in the past because they weren't around in areas where we could see them because they were either put away or in institutions, and we're going to learn a little bit about that. And this will help us define what our disability lens looks like. Because when we begin to get educated, as we're doing with this webinar series, and we experience life with people with disabilities out in the world, we begin to look at the world differently and we begin to look at it consciously, so that we're looking and saying, would this work for Candace using her wheelchair or would it not? And that's a part of that culture change which is so important for us to begin to have happen when we really talk about inclusion and equity for people with disabilities.

Let's have a slide change.

So let's just get started. There’re several models that have been in place around the idea of disability throughout the ages. Now through the beginning of time, we've had an idea that people with disabilities are either cursed or they've sinned, and that's why they have a disability. And I'll give you an example of that just in real time, my personal life - There's probably not a month that goes by when someone comes up to me and says can I pray for you because you clearly don't believe strong enough in a higher power, because if you did you would be healed. That I must have sinned, or I'm cursed, or I don't believe strong enough, that I could be able to walk again even though I use a wheelchair for mobility, and I seem to be moving around perfectly fine, doing my thing. People believe that there must be something wrong with me and that's the reason why I'm in it.

And disability isn't about a good thing or a bad thing, it's just a life experience that we're all going to have. And so there's three models that we're going to explore. This first one, the moral one, has to do with that we were cursed. And often times people that were thought to be cursed were put in institutions or they were either destroyed. And one of the fathers of eugenics movement which is to create a perfect gene pool was Plato. And that was the belief again, that people with disabilities were broken or there was something wrong with them. Or, as Aristotle thought, we were unworthy of life, that because we did not fit that traditional mold of what a human looked like, or moved through the world like or acted like, we were not worthy of life. Not saying that that these models were appropriate for the time and inappropriate for the time, in the sense that people didn't know what to do with people with disabilities, and so they thought there was something that they needed to do, was like get rid of them.

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The other two models are around the idea of charity - that a person with disability is either a burden and needs to be taken care of - or medical, the condition or the illness needs to be cured or fixed. And so around the idea of charity is that people with disabilities can't take care of themselves. They can't work, they don't know how to go to school. They aren't educated and they need to be taken care of by an outside group or an institution.

The other one, medical conditions or illnesses that need to be cured or fixed. Oftentimes people have said to me, that wouldn't I like to be cured of my spinal cord injury. And I said well actually that's the most incorrect word. It's actually my spinal cord injury would be fixed or healed and not necessarily cured. Because it isn't a disease, my spinal cord injury.

And so within the medical idea, it's that people with disabilities are broken. The term disability and disabled is now being redefined, as not necessarily meaning that there's a deficit or there's something wrong with that person. It's just that that's how they're moving through the world, which is different. And the more that we begin to embrace our differences and begin to change our environment - because this is about an environmental piece that our attitudes from these medical models, the charity model and the moral model have created an idea that, "well you don't deserve to be in the world." We've built a world that doesn't include people with disabilities and that's what our changes in our laws are about.

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So to further those ideas about the idea of disability and why people with disabilities shouldn't be a part of the world, there were laws that were brought forward, called the ugly laws, and these laws were about making sure that a person with a disability wasn't seen. Because it was considered unpleasant to have them around. So again, people with disabilities were either put away in institutions or they were killed.

And I want to tell a little story about my myself. I was a Paralympic athlete for 27 years, and my first Paralympic opportunity to compete was in 1980. And in 1980 that was during a time when the Olympic and the Paralympic Games were starting to be held in the same countries, the same cities, and the same venues.

That year - 1980 - the Olympic Games were to be held in Moscow and the Soviets told the people that were bringing the Paralympic Games forward that they didn't have any disabled people. They wouldn't hold the Paralympic Games. This is along the lines that people with disabilities in the Soviet Union were put into institutions or they were destroyed. They were out of sight, out of mind and that was the idea in the United States and in other places though, around the ugly laws.

Secondly, people with disabilities were considered defective. So once they was considered defective here in the United States and in other countries in the world, there were compulsory sterilizations that were forced along to people. And the very first ones in 1909 were in Indiana. And it said that if you had a disability, that they were forcing you to be sterilized because they didn't want you to breed children that might have disabilities.

So bring forward what was considered at the time an inferior race. Now, there were thousands and thousands of people that were sterilized under this idea. And in 1927, the Supreme Court said that it was legal to do that. And this continued on until 1963 in Indiana. This is one of the reasons why breaking down and dismantling these myths and beliefs around disability are important - through education like these webinars, but also by paying attention to what our laws bring forth, and how those kinds of ideas start to dismantle these fallacies that people believe around someone with a disability.

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So this slide is bringing forth our president, Franklin Delano Roosevelt, who at a very young age contracted polio. And he was using long leg braces to be able to stand and walk with crutches, as well as a wheelchair for mobility. When he was elected president, they told him that he could not use his wheelchair publicly because it showed a sign of weakness, which again shows that one of those models, medical needing to be fixed. That is really a fallacy because he was one of our greatest presidents ever, and brought forth many new changes in this country that supported the betterment of people and brought forward in society opportunities for many services to support people who might be in need of services, and also help rebuild the country after World War II. So what does that tell us, that someone with a disability -having a disability is a sign of weakness? Well, that they're not worthy, that they have no value and those kinds of things then diminish the opportunities for all of our people. Because the truth around disability is that this is a life experience that each and every one of us will have. It's not an if, it's a when. Because if we are lucky enough to live long enough, we will have age-related disabilities. So that's why education is a critical piece of being able to dismantle these myths and these old beliefs around disability.

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Now we're starting what I like to say is, we're starting - people with disabilities are starting to come out. They're starting to come out of the institutions, they're beginning to want lives like everyone else in this country, and they're pushing for a movement - the first beginnings of movement. And you're going to hear more about what brought forward, with the movements, the laws that we now have, the Americans with Disabilities Act, as well as several others, was the independent living movement, which began in the 1970s, as well as an organization called ADAPT and ADAPT stands for Americans with Disabilities for Accessible Public Transit. And that was really the first major push - was when people were not being put in institutions, but they wanted to live independent lives, they couldn't access anything. They couldn't get to school, they couldn't get to a job, because the public transportation wasn't accessible. It wasn't accessible for someone who used a wheelchair. Now it could have been accessible for someone who was blind or who is deaf. But for someone who used a wheelchair, there was no way to get where they needed to go to be able to learn the things in school, to be able to get the occupation, and to have a career and to begin to have a family, buy a house, have a life, just like anyone else in the United States. So ADAPT started these protests. And many of the protests were around putting themselves in front of - this image shows - in front of a Greyhound bus and blocking the bus and not leaving until the police pulled them away. And one of the major pieces of change that came forward was through this movement of ADAPT. Because now people with disabilities were becoming visible, and they were active. And they were actually pushing for change, so that they could be a part of society. Now, there was a lot of rage around that. And people were really angry, because they had spent so much time being ignored or pushed out of society. Again, the independent living movement begins. Now this was around the idea that people didn't want to live in institutions. They wanted to live lives, as I said before. And that movement started in the Berkeley area. And that also began to bring forward people into society. People started seeing people with disabilities. Oftentimes you would say, "well why should I make my business accessible? I don't see anyone with a disability." And it says, "well, no one can get into your business that has a disability. You wouldn't see them." It's a circle and a catch-22. And what really needs to happen is - if you build it, they will come. You will see them, because they will be able to get there.

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Now we come forward to the Olmstead Act, which was a major piece of legislation that really used the Americans with Disabilities Act well. The Americans with Disabilities Act had been in place since 1990 and this Supreme Court action was in 1999. And what was brought forward was Lois Curtis and Elaine Wilson had put themselves voluntarily into a psychiatric unit for treatment. And after the treatment was over, they wanted to leave. But they were not taken out of the treatment facility. They were not allowed to leave. And they were being held against their will. Now, once they were being held like that and they continued to push to get out, they had to take legal action, and that legal action was the fruition of the Olmstead decision, which was justifying the rights of people with disabilities to live independently. But it's even beyond independently. It's about self-determination. I can live by myself but if I can't determine what it is that I want to do, and someone else is still in charge of me, that really isn't independent living, and it isn't a reflection of how people all over the world without disabilities are allowed to live their lives. And this is a major piece of legislation and we have a link there for you be able to follow it and look at it and check it out, because it's really something to look at. Because we have a lot of acts that are in place now that are bringing forward more information on how we can have people with disabilities being able to make their own decisions.

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All right. So as you saw before in a previous slide, that there are lots of people who have disabilities that have been very successful. And oftentimes their disabilities are non-visible. Only knowing they have a disability, is if they decide to self-disclose. We have leaders who were a part of the movement in the past and also a part of our movement now. So in the upper left-hand corner, we have Judith Heumann, who really has been a disability rights leader throughout all of the movements that that I've talked about - the independent living movement, ADAPT... She was instrumental in getting the Rehabilitation Act 504 signed into regulations by being instrumental with many, many people on a sit-in in San Francisco, which was now the longest - and to this point the longest takeover of a federal building ever in the United States. There's an eight-minute piece that I'm super proud about that is on YouTube that you can check it out. Comedy Central has Drunk History, and it's an eight-minute piece on that sit-in, and how 504 was passed and the laws were written. It's called drunk history 504. So you got to check it out, because it's going to give you a really nice idea of - and a funny idea of - what needed to happen, was for people to be able to get these laws passed and to create that independence. And it wasn't just people with disabilities. It was a whole community. It was people in the religious community. It was people from the Black Panthers and the Gray Panthers. It was the machinist unions offering up their trucks with lifts being able to bring forward those opportunities to be able to get everybody in one place, and support them for 28 days. The person next to Judy is Senator Tammy Duckworth and she's a senator from Illinois. She's a veteran and lost both of her legs in the Iraq war. And she is now one of our youthful leaders, really changing the face of the disability movement. And being in the Senate is a huge piece of being able to make change. Next to Senator Duckworth is Ed Roberts, who was really the leader and the beginning of the independent living movement. He was born and contracted polio at a very young age and lived most of his life in an iron lung. And he wanted to go to school in Berkeley, California, at the University. And it wasn't accessible really. And there wasn't any place for him to live. So he and a group of people with disabilities lived in a hospital, and that was their dorm. And they pushed to create independent living movement. The next person is Marca Bristo, one of our great leaders who recently passed away, who also was a part of this independent living movement and in Chicago created Access Living, which was one of the most comprehensive, one-stop shop for people to go in a building and get all of the resources and services that they needed to be able to live lives independently. She was a major player in the Americans with Disabilities Act. Next, down below to the far left, was Tony Coelho, who at the time of his work within the disability movement and getting the Americans with Disabilities Act passed. He was in the House of Representatives for the state of California, and he was really instrumental working with Senator Dole, Senator Harkin. All of these advocates that I've talked about - Marca Bristo, Judy Heumann, Ed Roberts - in getting that Americans with Disabilities Act written and then passed. And Tony has epilepsy, so he has a non-visible disability. He also, once he retired from the House, started the Coelho Center for Disability Law Policy and Innovation, that Katherine Perez is directing now here in California, which is also innovating and changing. Next to Tony is Haben Girma. And she is the first deaf blind woman to graduate from Harvard. She's an activist now and she's a disability rights lawyer. She has a book that is named after her last name, Haben. And she is now one of our youthful leaders coming forward and creating that next level of Americans with Disabilities Act changes that we need, because all laws continue to evolve. Next to Haben is Victor Pineda. And Victor is a young man who was born with spinal muscular atrophy. And he really is instrumental in the movement of inclusive cities and inclusive societies. He helped draft the Convention on Rights for Persons with Disabilities, which is a human rights document that the United Nations created in 2008 that the rest of the countries in the world are signing on and ratifying, to be able to be guided on how to integrate people with disabilities in all aspects of the environments. He also has an organization called World Enabled that is working to create inclusive accessible cities. And finally, we have Justin Dart, who Marca Bristo called the spiritual leader of the disability rights movement. He also has since passed away, as Ed Roberts has. And one of the things about Justin was that he contracted polio at a young age. But he was a white man from a very wealthy family, and he didn't experience any kind of discrimination. But once he was exposed to the idea that people with disabilities were discriminated against, he worked very hard to teach people with disabilities all across this country. He went to every single state, three and four times, teaching about how Washington works, how laws are made and changed. And he really helped build that knowledge base in the disability movement to bring to fruition the Americans with Disabilities Act. And you'll see a photo later in this slideshow that shows Justin there when President Bush is signing the Americans with Disabilities Act.

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And we're passing it off to Donna.

>> Anthony Brown: Welcome again, Donna.

>> Donna Meltzer: Great! Thank you so much Anthony. And thank you Candace for a great presentation. and a fantastic review of so much of our history and how we've seen disability over the centuries. I love how you started with the Middle Ages and came right up until our current century. And that's really where I'm going to pick up now and talk a little bit about some of the legislative history, much of which has really only been in the last 50 years - so very recent history. I know if you are younger than 50 you might be thinking it sounds like ancient history. But when you look at how old our country is and how old our world is, because Candace was really looking at this from the viewpoint of the whole world, to look at how far we have come in terms of that cultural change, it's been in a relatively short time. So we have further to go, but we've made a lot of progress.

So what you see in front of you is a slide that shows three branches of government. I share this slide with you because this is really important to know - stuff that you probably learned in school at some point in your life. We have three functioning branches of government: the executive branch, which is the president of the United States, and the administration. so that would include the Department of Health and Human Services and the Department of Education, The Department of Labor, which is our workforce, etcetera...We have the legislative branch, which is Congress which includes the House of Representatives and the Senate. And then of course we have the judicial branch, which is the courts. I wanted to share this so that you understand that when we are creating laws, it comes through all three of these branches of government, working in unison together. So Candace talked for a bit about the Olmstead decision, which is through the judicial branch. That was a Supreme Court decision that came out of a law case. So that was one way to legislate, if you will, but through use of the courts. When we talk about some other legislative pieces, that I'll talk about in a bit more detail in a moment - but one of them of course, being familiar to you would be the Americans with Disabilities Act - that would come from the legislative branch. That is a piece of legislation that came through Congress. And I mentioned the executive branch, because that's a very important role that is played as well. When we have legislation that is passed by Congress, once it is passed, that legislation goes over to the federal government, to our administration, where they write regulations on those bills and then that gets translated out to our states and our localities so that those laws that were passed by Congress can actually be implemented at the very local level.

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I wanted to talk today about a few major pieces of civil rights laws that are specific to disability. The four laws that I'm going to talk a little bit about are the Developmental Disabilities Assistance and Bill of Rights Act - we call it the DD Act for short, the Individuals with Disabilities Education Act or IDEA, Section 504 of the Rehabilitation Act of 1973 and specifically Section 504 - that's what we refer to it as, and the Americans with Disabilities Act of 1990. I'll take them in chronological order.

If I could have the next slide, please?

The Developmental Disabilities Assistance and Bill of Rights Act, or as I said the DD Act for short, really came about in the early 1960s. At the time, the President of the United States was John F. Kennedy. And many of you may know that the Kennedy family had one member of their family - it was a sister of John F. Kennedy, her name was Rosemary - she had what we would today call an intellectual disability. Back then it was what we probably referred to as mental retardation. But because of Rosemary and very deep connections in the family about research and really looking to help all individuals, all Americans live healthier lives, the Kennedy family was very much committed to solving some of the puzzles around disability. What causes disability? How do we help people with disabilities to lead better lives, to feel fully included in community? And they understood that the first thing that we needed to do, was to do some research and to really gain some understanding, before we could move into a little bit of that medical model that came first, that Candace referenced, which started to come through the University Centers for Excellence in Developmental Disabilities. They had a different name at that time, but that was really how the DD Act started, was by legislation that was signed by President Kennedy, that was to really build a system of facilities across the country that would really study disability - particularly intellectual disabilities - and to look to see where there might be ways that we could intervene to prevent it in the first place. Some ways that we might have therapies, medications and other things that could mitigate some of the aspects of disability in order to help people live full and meaningful lives. And the DD Act was really formed and started, as I said, first with the university affiliated facilities, which later became known as the University Centers for Excellence in Developmental Disabilities. A short seven years later, a lot was happening in our country at that time. Between 1963, when the DD Act was first signed into law, to 1970, when the law was reauthorized and added into that law became the developmental disabilities councils, DD councils, we call them. The actual formal title is councils on developmental disabilities. The councils play a very extraordinary role in every state and territory of our nation. The councils - it's really a body of individuals that are appointed by the governor and those individuals are there to really work with the state legislatures, to work with the governor and to be the convener across the state or territory to bring all people together to talk about what is needed in the state or the territory in order to help people with intellectual and developmental disabilities live their best life in the community. Sixty percent of the body of the council must be individuals who either have an intellectual or developmental disability, or be a very close family member, and typically those family members are there when they are speaking on behalf of a child who is not yet old enough to speak for themselves as a member of the council. I think the councils are extraordinary, in their ability to really look across their entire state or territory, talk with individuals about what their needs are, and then develop innovative strategies and solutions that can help make communities much more welcoming for everybody in order to live there and to live their best life. Five years after the addition of the DD councils into the DD Act the protection and advocacy agencies were added in. Today they are part of the broad network that is known as disability rights. You might be familiar with disability rights in your own state. These are the folks that are typically the lawyers. They are looking to make sure that everybody's civil rights are actually being addressed and that when there are violations of civil rights, they are there to take care of that, to work with individuals, to work with families, work with school systems, transportation systems, housing entities, etc., to make sure that these rights are addressed and that the laws that we have are actually being adhered to. Collectively, all three of these entities make up the Developmental Disabilities Assistance and Bill of Rights Act. So as you heard me say, we were talking about the fact that the law was originally passed in 1963. The DD councils added in in 1970 and the PNAs in 1975. Again, fairly short history and period of time that we went from kind of beginning with looking at a medical model but very quickly taking that pivot into looking at - we need real voices of people who are living with intellectual and developmental disabilities making decisions in their states, advising their state legislatures and their governor's and taking congressionally driven money and putting that out in terms of programs and innovations in their own states. And then of course we added in that function of protecting people's rights. The DD Act has been in place for well over 50 years at this point and works beautifully. We like to refer to our three programs, as sister programs, or three legs to a stool. But honestly when I look back and I think about the people who created this particular piece of legislation. Elizabeth Boggs is one of the incredible women of history who really put a lot of personal thought into this. It's actually quite brilliant, as it brings together everybody in the States with very unique functions that they must do. But they all come together and really wrap around and support individuals and families and create change across the systems in the States so that they can all function better.

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So another very important law, something that I'm sure many of you know a lot about, is the Individuals with Disabilities Education Act or IDEA. This also has a very interesting history that dates back into the 1970s. The precursor to IDEA actually happened in the state of Pennsylvania in 1972, in a case called PARC versus Commonwealth of Pennsylvania. PARC is an acronym that stood for - the arc part of it, A-R-C was the Association for Retarded Citizens. Now that's the organization simply known as the ARC. But it was Pennsylvania Arc that brought forward a case. Because as you can see by the little clip that's in the middle that looks like it was cut out of a newspaper, was when folks in Pennsylvania were suddenly realizing that their children were being denied education due to their disability. And they had had enough. And folks came together under the auspices of the ARC and filed suit and they won that suit. And that really became the very beginning of understanding and looking at the fact that we need in our country to have a system where we have free and appropriate public education for all children. And so the PARC case then led to another precursor to what is now known as IDEA, but it was called the Education for All Handicapped Children Act. And that was brought forward and passed into law in 1975. By 1990 we had better terminology, we had numerous reauthorizations and did a big reauthorization in 1990, and changed the name of that law to the Individuals with Disabilities Education Act which we all know and hopefully love today. And again, it is really about ensuring that every child, every student has access to free appropriate public education. They have appropriate evaluation in the school system. Children can have individualized education plans; the school system is expected to educate all children in what is known as the least restrictive environment, meaning we want children to be educated in their local public school, in their own communities, with their peers, with their siblings, so that least restrictive environment - the place that is really best suited for them. The IDEA really encourages parent participation and each time that the school evaluates the student's IEP, parents need to be there. They can bring family members with them. They can bring other folks who really know their child with them, to really help develop this connection between the school and the family, ultimately for the success of that child. Often the child is there at the IEP meeting and in fact we always encourage that, because this is really a plan. It's almost like a contract that the family has with the school to talk about how they are going to provide that amazing education for that child so that he or she can eventually graduate from school and move on to - whether it's higher education or perhaps work in the community, and certainly a meaningful life in the community. And of course, finally under IDEA there are procedural safeguards and again that is where the work of the PNA might need to come in, if somebody's rights are being violated. If a student is not getting any of their rights attended to, we have that ability to come and kind of swoop in and work with the family and work with the school system and try to rectify the situation, if anybody's rights are being violated and if that student is not having their needs met in their educational system.

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Another very important piece of legislation also came about in the 1970s. So you can kind of get the sense here, the 1970s was a happening time in disability legislation! Section 504 of the Rehabilitation Act of 1973 is a very, very important provision or section of the larger Rehabilitation Act that states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives federal financial assistance or is conducted by any executive agency or the US Postal Service. Candace talked a little bit about a very important sit-in or takeover of a federal building in Berkeley, California around this time. That is what led to Section 504 of the Rehabilitation Act. And it was that way of really fighting for those rights to say if you are a federal entity, so that could be a federal government office, it could be any federal building like even a museum that is operated by the federal government, it can be the Postal Service and it can be a school system. All public schools are operated through the federal government system. That means no one can be excluded or denied the benefits of being in that building and partaking of whatever activities are actually happening in that building. Some of you might be very familiar with the fact that we also often talk about what are known as 504 plans within the context of education. So as I was talking just a moment ago about IDEA, I talked a little bit about an IEP, the individualized education plan. But some students might have something different. They might have what is called a 504 plan. I know many parents get confused like - "what's the difference?" If you look at this slide and you see those two connected circles that are there, they describe what's the same and what's different in terms of these two things. So I like to think of it as the IEP is actually really a full-blown education plan that involves the student and the family and it is revisited on an ongoing basis and really maps out the educational plan over the course of the school years for that student. Again, as I said, it was kind of like a contract between the family and the school. The 504 plan has some similarities to that but it's really more about accommodations. A student who might not need a full IEP might benefit from a 504 plan. That 504 plan might say things like, "my student needs to sit in the front row because he or she has low vision," or "my student might need to sit in the front row because he or she has some difficulty with concentration and focus." So sitting in the front row helps that student focus better. Or it might say, "this student needs to have access to a computer or laptop in the classroom to take notes and to follow along because my student cannot write." She or he may have a disability that impacts their ability to take handwritten notes and so capturing it on technology might be the best way to go. That's kind of some of the differences between a 504 plan and an individualized education plan. As you can see by what's written in the middle of those two circles, you can see three points where it comes together which are important points of how they are the same. No cost to parents - no parent should ever have to pay for any of these accommodations or plans. They both require the parent’s permission for the school to evaluate their child and then determine what services and supports are needed. And thirdly, serve to accommodate the needs of the child through education. Basically, both of these are ways to ensure that the child is receiving the best education plan possible and hoping for those best outcomes at the end of their years in the education system. Again, the differences between these two plans are minimal but they actually do come from two different pieces of legislation.

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The last piece of legislation that I want to talk about today is the one that you're probably most familiar with. And that's the Americans with Disabilities Act of 1990, or the ADA as we call it. It is such an amazing piece of legislation and something that is so unique to the United States. I'm sure many of you know other countries are trying to adapt it, adopt it, create something that is similar. But the United States was really a world leader in creating the Americans with Disabilities Act. And boy, it was a long time coming. As I said to you just a few moments ago, all of those other pieces of legislation I talked about were developed in the 1970s, at that period of time in our American history when we were moving people out of institutions and congregate settings and recognizing that people with disabilities absolutely must be in community, living at home, participating in community, being educated and being full members of our communities. And yet we didn't really have civil rights for people with disabilities when the Civil Rights Act was passed in the 1960s - that was really the beginning of all of this, the Civil Rights Act of 1964 - people with disabilities were left out. There are many other classes of individuals that are covered under the Civil Rights Act, but people with disabilities were not able to have their civil rights addressed until 1990 when Congress passed the Americans with Disabilities Act. So it is a very comprehensive piece of civil rights legislation and it really looks at prohibiting discrimination in employment, in public services and public accommodations, and even in telecommunications. To be protected by the ADA, one must have a disability, which is defined by the ADA as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history of a record of such an impairment or even a person who is perceived by others as having such an impairment. A great example of something like that might be cancer. Maybe you've had cancer, maybe you're in remission or still battling cancer. And while we might not traditionally think of that as a disability, as we might think of somebody who has epilepsy or has paraplegia, if you are perceived as not being well and not being fit for a job or to enter a public place, that is, under the ADA, considered a disability. The ADA is very careful not to specifically name all of the impairments that are covered and that was designed specifically so that we didn't end up with a list that people could come back to and say, "well, if you're not on that list you do not have a disability." We certainly recognize that couching it under these three big categories was a better way to go, and especially because, in our world, disabilities are continuing to be encountered, to be diagnosed, sometimes for the first time. There’re always new and different conditions of the body that occur throughout the lifespan. The ADA is built upon four really important pillars and that's where the work continues to this day around the ADA. That is full participation, independent living, equality of opportunity and economic self-sufficiency. And really, from those four pillars comes everything else that we really work on in today's world around policy decisions, both at the federal level and across our states and even localities, is making sure that all communities in our country - are there to be able to ensure that people can fully participate in their community, enjoy their civic society, to have opportunities to vote, to have healthcare, to have employment, to have education, to live, work, learn and play side by side with people who do not have disabilities, to have access to that community, to be able to have jobs, to be able to earn a living. Those are all very, very important pillars and really lead to all of the work that we continue to do today.

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This is a beautiful photograph on the day of the signing of the Americans with Disabilities Act. The gentleman to the far right, wearing the cowboy hat is Justin Dart who Candace mentioned. He was the final individual on the slide that had pictures of folks, and he really was an incredible leader in the passage of the Americans with Disabilities Act. He travelled the country, going state-by-state, talking with people about the importance of this critical civil rights piece of legislation. And he talked about his own story and what it meant to him. And of course, the person you see sitting at the desk signing the law is President George Bush, who was the president in 1990 who signed the ADA into law. And really until the day he died, [he] spoke often about the Americans with Disabilities Act and called it the single most important thing that he accomplished during his administration.

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So I wanted to just briefly mention something else, that is quite recent in terms of a judicial branch activity, that's been going on that impacts access and being able to have equality of opportunity in our country. And that is the Domino's Pizza Supreme Court case. I hope some of you are at least a little bit familiar with that. The Supreme Court just as recently as this October, actually, came down with a decision. The case was that, a gentleman by the name of Guillermo Robles, who is blind, was trying to place an order for pizza with the online app, so that he could order pizza. And he was unable to do so. There was a discrepancy between his screen reading software and the software, I guess, of the app. And he was not able to order his pizza. And so he ended up bringing forward a suit against Domino's. And there are many of these kinds of suits, by the way, that have been brought forward over the last couple of years -2200 just in the last year alone - because he said he was not able to access a public entity. And it was a very interesting case, because Domino's, and in their defense basically was saying, well, he could have come into the brick-and-mortar store to order his pizza, he still had access. And we're kind of sorry, that he wasn't able to use the app but that's not our problem. What's so special about this Supreme Court case is that the Supreme Court came down saying no that's not good enough. Although in 1990, when the ADA was written, it could not foresee the future of online apps, those apps today are part of doing business, and this is a public entity that conducts business and needs to be fully accessible for all people, and that includes people with a variety of disabilities. And the Supreme Court has come down to say that Mr. Robles is in the right and Domino's is in the wrong. I think that this is a very interesting case and I think it's kind of a game changer in terms of input from the judicial branch and that will really open up many other opportunities for people with disabilities and their ability to access all kinds of institutions online.

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So what I want to conclude with is to say all of these laws have some common language. As you can see, they each kind of were built like building blocks. One upon the next, upon the next. And that's really important that we have these building blocks. And that each one of these laws plays a role in our rights and our responsibilities and helps us to know what we can do and what we can achieve. What I want people to understand is when you look back across that history that Candace laid out for us, and you look at some of those individuals that we saw photographs of who have been amazing leaders in the disability movement over the last 50 years, they were really giants. And we are standing on the shoulders of those giants. They did a lot of a heavy lift - brought forward these laws that we all benefit from today. And you don't need to be a giant but you do need to know what the history is and you need to know your rights so that you too can join us in advocacy, and making our world a better place, and ensuring that everybody has equality of opportunity and equal access. Thank you!

>> Candace Cable: Thank you, Donna, so much for that, because it gives such a great foundation of what are the laws, and what are some of the things that are in place, that we as people with disabilities and people without disabilities need to know about? And what is our responsibility? And what's the responsibility of our government? The Americans with Disabilities Act, the power in it, is multifaceted but to really force people to do things, there has to be litigation. And sometimes that causes anger and resentment and people get very upset about that. And so there's some things that we can do in the future now to really be able to adjust how we able to enforce these laws so people understand that these laws are about everyone. They're not just for people with disabilities. They're for everyone and with that it supports everything: the laws, our social movements, the education, our communities - all break down the stigma and the stereotypes that are around people with disabilities. So there's a couple more slides left that are talking about what's happening in a global perspective. And what are some of the other things that contribute to inclusion and equity and access for everyone. Well, one is the Convention on Rights for Persons with Disabilities or the CRPD. And this was the human rights document that the United Nations created out of the millennium development goals of the year 2000. Those goals were written in 2000 to try to accomplish things for the global community that would create more opportunities for everyone. And so that was alleviating poverty, and clean water, and access to health care and those kinds of things. And two years into the millennium development goals, around the year 2002, the delegation from Mexico said we didn't include people with disabilities in this at all. There was a reflection that went back all the way to the end of World War II and the first human rights document that was written and looked at all of that. And people with disabilities were completely left out of all the human rights documents. We heard Donna say how people with disabilities were left out of these civil rights documents of the 1960s. Well, the human rights documents also left people with disabilities out. They realized they needed to build a document that was the most comprehensive document, that included everyone - and that's our CRPD that we see here that was beginning to be signed, and then ratified by countries all over the world in 2008. Now, almost every country in the world has ratified the Convention on Rights for Persons with Disabilities and our Americans with Disabilities Act was the model for the CRPD. And just as a FYI for everyone, the United States hasn't ratified the CRPD, which means that we are slipping behind, little by little, in the rights of people with disabilities. In the lower left-hand corner, we have UNICEF's very first study of children with disabilities was in 2012. Now, this is really important, because Donna mentioned how young this movement is around disability rights and anti-discrimination for people with disabilities. UNICEF only started looking at children with disabilities in 2012 - really shows you how young this movement is. This movement is defining itself daily.

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In this next slide, we have the sustainable development goals - were the goals that came after the millennium development goals ended in 2015. And the SDGs were written in 2015 to 2030. Now, these SDGs now mention people with disabilities 11 times in 17 goals. That means there is nothing in this world without us. Nothing. Because people with disabilities are a part of everything and one of our most critical goals that we need to see if we can reach is sustainable cities and communities. Because if we can't get there, if we can't be in a city that's accessible and sustainable, We can't participate in anything at all. So the sustainable development goals are important, and I would encourage all of you to do some research on the CRPD and the sustainable development goals. Get to know those because they're going to be able to affect the things that we're doing in this country.

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Universal Design. This is design that is focused on design that works for everyone. And it comes with seven different principles. Is there equitable use? Is it flexible in use? Is it simple to use? Do we understand how it works? Is it perceptible, the information, like - do I - I understand it, but can I perceive how it works? Is there a low physical effort in use? Is the size and space appropriate for the area? Now all of these principles of universal design help us design future environments that are inclusive of everyone. But also, adjust past environments to be inclusive. Right here we have two slides. This is a set of stairs that's in London, and the building is about 200 years old. Now, it was marble stairs and what they did was, they made cuts in those stairs, they put a mechanism in it, and when you push a button on the outside the stairs retract. And as you can see in the photograph on the right there is a metal plate that is being exposed. That is a lift that will bring someone who can't climb the stairs up to the very top of the platform. And there's a panel that will come up. And once the person leaves that platform, then this metal plate is lowered, and the stairs come back into place. And people walk by this, thousands of people every day, and never know that there's a lift there with those stairs. And so we have ancient structures and environments that can be altered in a way to create access, but not eliminate the beauty and the aesthetics of the building.

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In this - again, universal design is for everyone. Right now, in several airports in the United States, they're switching all of the stalls in the bathroom to large stalls, because it's a curb cut effect. And the curb cut effect, is that a curb cut, those little cuts in the corner of the sidewalks where you cross the street, works for everyone. It's not just for people in wheelchairs. Someone who uses a walker, or a mother, or a father with a stroller - these are things that work for everyone. And the large stall in the bathroom works for everyone now because really, people are travelling with their suitcases on and off aircraft. So we need space, and usually there's only one accessible large stall in a bathroom. Well, you can guess, people are taking that up because they need the space. If we make them all that way, then everyone will have an opportunity. And then the photograph on the right shows handles for doors. A lever works for everyone, a doorknob, one that we grab ahold of and try to grip, doesn't work for everyone. Someone with arthritis could have trouble with it. Someone who doesn't have the use of their hands or doesn't have a hand wouldn't be able to operate a doorway. But this I could do it with my head. I could do it with my shoulder. I could do it with my hands. And that's universal design, and that eliminates environmental privilege. And environmental privilege is a term that is used in the idea that non-disabled people are allowed to go wherever they please because the environment is built for them. The environment is not built for people who have physical disabilities, people who have intellectual disabilities, people who have psychosocial disabilities. Lots of environments aren't built for them. And they don't have that privilege, and we want to eliminate privilege when we eliminate stigma and stereotyping.

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Sports and art and culture are a huge part of eliminating stigma and stereotyping. We wanted to let you know that there's three different types of games that happen out in the world of sports that are focused specifically for people with disabilities. The Paralympic Games are in place for people who have physical disabilities. Special Olympics are for people who have intellectual disabilities and the Deaflympics are for people who are deaf. And these games are internationally recognized, and they support and change and dissolve and dismantle anything that would eliminate people having access to everything. Because sport has a wonderful universal language that includes everyone, so this is an important piece of this whole movement to create access and inclusion for everyone.

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And these are all of our equity and access webinar series, that we have had and also that are coming up. Please check our website for more information and RSVP for these events, because each one of these are being recorded, and you can go and refer back to them. Because honestly, the information that Donna brought forth is something that I think every single one of us could be using in our daily lives consistently. And all of the information that we're bringing forward in these webinars are things that can help us support access and inclusion for everyone.

>> Anthony Brown: And I just like to say, thank you, to Donna and Candace for all of the information you provided on disability history. It was very insightful. A lot of information to take in for a lot of the viewers that are going to be watching this webinar. But I thank you for all your knowledge.