

TEACHER NOTES: Lesson 4: The Integration  
of Students with Disabilities into Classrooms  
(1970s-2000s)

**This is a part of the Indiana Disability History Project series:  
From Segregation to Integration, Oral History about the Education of  
Children with Disabilities\*.**

- **Lesson 1: Children with Disabilities in the Age of Institutions**
- **Lesson 2: Educating Children with Disabilities without Public Schools**
- **Lesson 3: Students with Disabilities in Segregated Public Education  
(1960s and 1970s)**
- **Lesson 4: The Integration of Students with Disabilities into  
Classrooms (1970s–2000s)**

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\*The Indiana Disability History Project is funded by the Indiana Governor's Council for People with Disabilities. The views expressed herein do not necessarily represent positions or policies of the Council.



# The Integration of Students with Disabilities into Classrooms (1970s–2000s)



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY  
**CENTER FOR HEALTH EQUITY**



**GOVERNOR'S  
COUNCIL FOR  
PEOPLE WITH  
DISABILITIES**



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Opening: excerpt from Mapping Out My Life (Jaime Cousins)

- Runtime: 55 sec.

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**I Learned Like Everyone Else Did (Sharon Hauss and Michael Ely)**



**Guiding Question**

Michael uses a wheelchair to get around and a communication device to speak. He has been able to graduate from high school and college.

- **When he started school, what choices did his mother make that helped him succeed?**

**Things to Know**

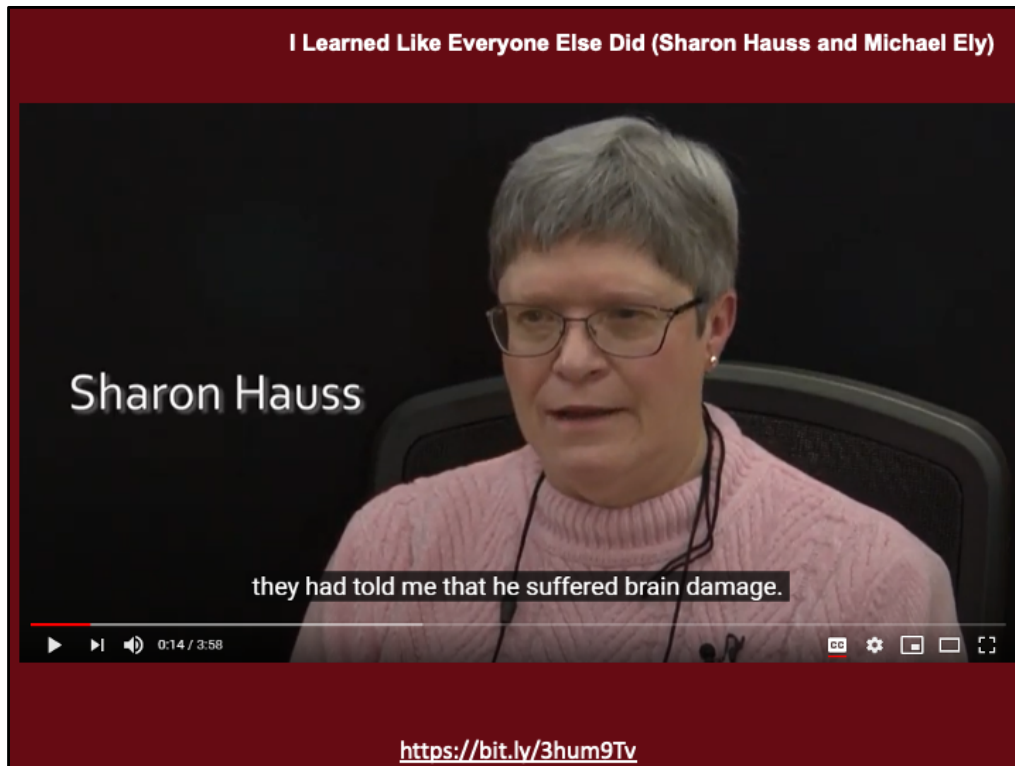
- Some students know the words they want to say, but cannot speak. Michael types his thoughts into his **communication device**, a computer that speaks for him.
- Michael was helped in his classroom by an aide, a person who is now called a **paraprofessional educator**. Some of the things the aide helped him with were using his books and papers, eating lunch, and going to the restroom.

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## Notes for Teacher

**Video Description:** “I don't really know why people underestimate my ability other than that I use a wheelchair and a communication device. I am really not different from anyone else.” A little over 30 years ago, a doctor told Michael’s mom, Sharon, she should put him in an institution. She let the doctor know she was not going to do that. In this video, Michael and Sharon describe how the 1975 federal law now known as IDEA gave Michael the right to be fully included in his public school and have a classroom aide to assist him. Michael eventually graduated from high school and college. Michael says, “It would be nice if people would get to know me as a person before they decide what I am capable of doing.”

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Video 1: I Learned Like Everyone Else Did (Sharon Hauss and Michael Ely)

- Runtime: 3 min. 1 sec.

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**The Right to the Same School Opportunities (Dixie Patterson and Pat Barber)**



**Guiding Question**

Before an important law was passed in 1975, many children with disabilities were not able to go to school and learn. The law made big changes for student with disabilities, saying they have a right to an education with other children in public schools.

- **How did the law change things for their teachers or their parents?**

**Things to Know**

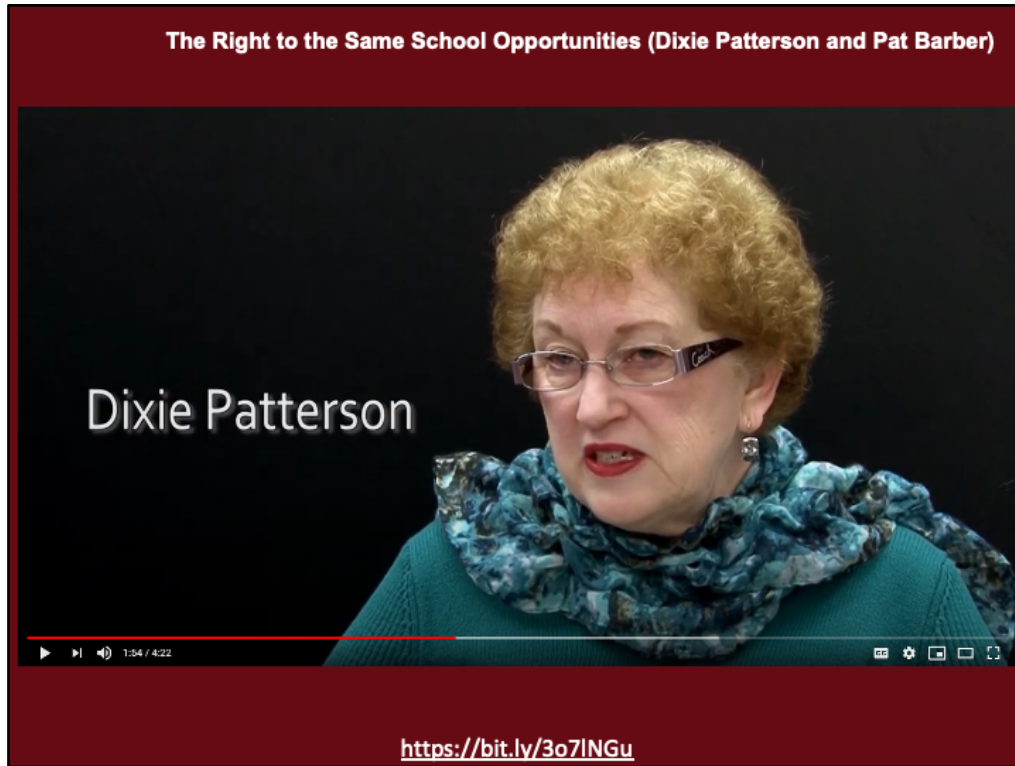
- The Education for All **Handicapped** Children Act was passed in 1975. It said that all students with disabilities must have the right to a free, public education. This law is now known as "IDEA" (Individuals with Disabilities Education Act).
- Having a disability "label" doesn't mean you are that different from anyone else, you just learn in different ways.

 The Integration of Students with Disabilities into Classroom (1970s-2000s) 

## Notes for Teacher

**Video Description:** "We were asking teachers to do some things they had not done before, to interact and support and teach kids that they didn't have a lot of experience doing in the past." An educator and a parent discuss the beginnings of integration of students with disabilities into the public schools in the 1970s, and the impact of the 1975 Education for All Handicapped Children Act. (That legislation is now known as the Individuals with Disabilities Education Act, or IDEA.) The interviewees talk about the law's impact on teachers and parents.

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- Video 2: The Right to the Same School Opportunities (Dixie Patterson and Pat Barber)
- Runtime: 2 min. 24 sec.

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**Mapping Out My Life (Jaime Cousins)**



**Guiding Question**

Jaime is a high school student. He is proud that he makes choices about his own education.

- **When his schooling was planned in the past, how was the process (Individualized Education Program or IEP) different for him?**

**Things to Know**

- Jaime has **autism**. This means that he may learn, talk, think, act and understand the world differently than others.
- Jaime wanted to go to college.
- Until IDEA was passed in 1975, children with disabilities did not have the right to a public school education.
- The **IEP** is required by law for every public school student with a disability.

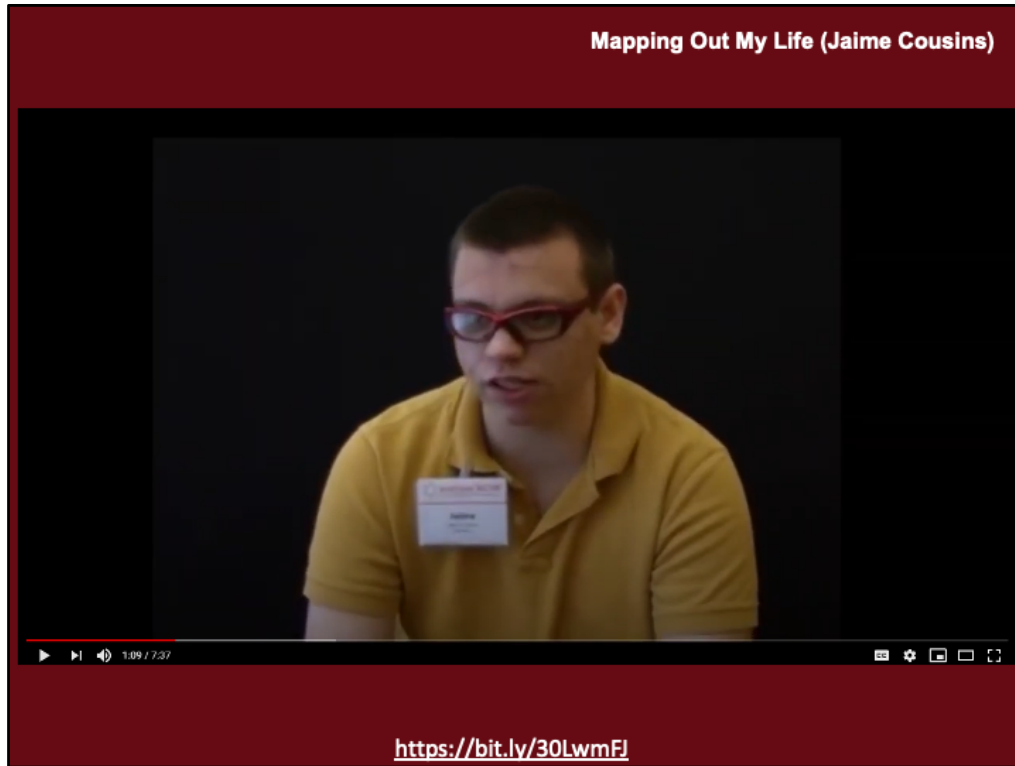
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## Notes for Teacher

**Video Description:** "I'm going to need to go to a college with a very highly rated psychology department." James Martin (Jaime) Cousins was a sophomore at a charter high school in Indianapolis when he was interviewed in 2011. Jaime has autism (a diagnosis of autism spectrum disorder.) In this video clip he describes his central role in creating his own Individualized Education Program, a plan for his schooling that he is guaranteed by the education law IDEA. Jaime talks about his goals after graduation, and how his dream job is doing research for the Lego company.



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Video 3: Mapping Out My Life (Jaime Cousins)

- Runtime: 2 min. 54 sec.

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**Reaching My Dream Job (Mark and Al Hublar)**



**Guiding Question**

Mark went to elementary and high school at a time when there were few opportunities for students with disabilities. Later in life, he attended a community college.

- **Why did Mark want to go to college?**

**Things to Know**

- When Mark was born in 1964, many southern Indiana children with **Down syndrome** were being sent away from their families to **institutions** at the recommendation of medical professionals. Instead, he stayed at home and went to public schools.
- Until the 21st century, people didn't think it was possible for students with **intellectual disabilities** to continue their education past high school.

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## Notes for Teacher

**Video Description:** "When Mark left high school, there was no plan," recalls Mark Hublar's father. This was the mid-1980s and Mark went to work at a sheltered workshop. However, he had a dream of becoming a motivational speaker. At the age of 54, Mark went to community college through a program called Down Syndrome of Louisville College Connections, graduating in 2016. In these interview excerpts, Mark and his father have a conversation about how Mark's education helped him become a speaker who addresses audiences around the U.S.

**Resource on the IDHP Website:**

- photo of [Mark Hublar on Graduation Day](#)

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Video 4: Reaching My Dream Job (Mark and Al Hublar)

- Runtime: 2 min. 58 sec.

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**Discussion/Debrief**

I Learned Like Everyone Else Did with **Sharon Hauss and Michael Ely**:

- **How was Michael able to succeed in his schooling?**

The Right to the Same School Opportunities with **Dixie Patterson and Pat Barber**:

- **Why did parents push for the Education for All Handicapped Children Act?**
- **How did the new law affect the teachers?**

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The prospective answers of each question are available in [LP4-debrief-answers.pdf](#)

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**Discussion/Debrief**

Mapping Out My Life with **Jaime Cousins**:

- **What are the goals Jaime had for his life after high school?**
- **How did Jaime's Involvement in his education planning process, also known as the Individualized Education Program (IEP), change over the years?**
- **How did Jaime say that his IEP helped him in school?**

Reaching My Dream Job with **Mark and Al Hublar**:

- **Until very recently, students with Down syndrome did not have any opportunities to go to college. What was Mark's "dream job"?**
- **What did Mark's father say he had learned about Mark?**

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## Glossary

- **Autism:** a developmental disability affecting the brain so that a boy, girl or adult may learn, act, talk, think, have fun, and understand the world differently, with each student having unique skills and challenges
- **Communication device:** a tool used by people who have difficulty or cannot speak to communicate with others, which can be a type of computer, or a "low-tech" device such as a visual communication book with pictures
- **Down syndrome:** a condition in which a person is born with an extra chromosome, causing them to have an intellectual disability, delays in development, and distinctive facial features. It is lifelong, not contagious, and may be accompanied by medical problems
- **Handicapped:** an outdated term that has been replaced with more inclusive words such as "person with a disability" or "accessible" restrooms and parking
- **IEP (Individualized Education Program):** a written plan developed by the child, parent, teacher, and other team members to help the child reach his/her educational goals
- **Intellectual disability:** a lifelong condition related to thinking that can cause a person to develop and learn more slowly or differently
- **Institution:** a large facility where people with disabilities live and receive care, often in a confined setting and without their consent
- **Paraprofessional educator/Paraeducator:** a person whose job is to support a student with disabilities while at school and may provide physical care (help with eating, moving around, or cleaning tasks), help with schoolwork, or help with behavior

