

### Learning Objectives

- Discuss how laws led to changes in school systems for students with disabilities.
- Identify efforts by students and parents to promote learning opportunities for students with disabilities in general education settings.
- Describe how supports such as accommodations and help from peers can help students with disabilities learn in the regular classroom.

Video Clip	Debrief Question	Possible Answers
<b>Sharon &amp; Michael</b>	How was Michael able to succeed in his schooling?	<p>The following contributed to Michael’s educational success:</p> <ul style="list-style-type: none"> <li>• He was fully included in general education classes, from preschool on.</li> <li>• There were higher expectations and academic standards for him in the general education classrooms.</li> <li>• His mother was very involved in decisions about his education.</li> <li>• He had supports and accommodations such as a classroom aide and a communication device.</li> </ul>
<b>Pat</b>	<p>(1) Why did parents push for the Education for All Handicapped Children Act?</p> <p>(2) How did the new law affect the teachers?</p>	<p>(1) Under the new law, teachers in general education classrooms were expected to teach students with disabilities. Many of the teachers didn’t have experience teaching, supporting, or interacting with students who had disabilities.</p> <p>(2) Parents wanted their sons and daughters with disabilities to have the same opportunities as their siblings. They wanted their children and their neighbors’ children to go to the same schools.</p>
<b>Jaime</b>	<p>(1) What are the goals Jaime had for his life after high school?</p> <p>(2) How did Jaime’s involvement in his education planning process, also known as the Individualized Education Program (IEP), change over the years?</p> <p>(3) How did Jaime say that his IEP helped him in school?</p>	<p>(1) Jaime wanted to go to college and he wanted to work for the company that makes Lego®, eventually moving to Denmark where the company is based.</p> <p>(2) When Jaime was younger, others made decisions about his education. His parents would attend the meetings and tell him what happened. In high school, Jaime started having a big role in making those decisions.</p> <p>(3) Jaime said his IEP helped him remove himself from situations when he was having problems with other</p>

		<p>students. He said it helped him do his best and to work at the right pace for him.</p>
<p><b>Mark &amp; Al</b></p>	<p>Until very recently, students with Down syndrome did not have any opportunities to go to college.                  (1) What was Mark’s “dream job”?                  (2) What did Mark’s father say he had learned about Mark?</p>	<p>(1) Mark’s dream job was to become a public speaker. He wanted to get paid for speaking and to be “motivational,” to help others to achieve their own dreams.                  (2) Mr. Hublar had told Mark that he could never make a living as a speaker. He says that since then he has learned not to tell Mark that he will never be able to do something.</p>