

Discussion/Debrief Guide: Lesson 3: Students with Disabilities in Segregated Public Education (1960s and 1970s)

Learning Objectives

- Describe the experiences of students with disabilities in the period when classrooms were segregated.
- Discuss some barriers faced by students with disabilities in segregated education, as recounted by the person in the video interview.

Video Clip	Debrief Question	Possible Answers
Andrea	(1) What happened that caused Andrea to get a better education? (2) Andrea’s abilities were underestimated because of her appearance. Have you ever seen that happen to someone?	(1) Andrea was in segregated classes with only children with disabilities. Then she was placed in one general education class, for art. The art teacher recognized her abilities and talked with the principal. When that didn’t work, he talked to Andrea’s parents and went to the school board. As a result, Andrea was able to attend regular public school classes and later she attended college. (2) Students can share any example they might think of where an individual was judged negatively because of the way they look.
Beverly	How could Beverly’s schools have been prepared for children with medical disabilities such as the kidney condition Beverly had?	Teachers were apprehensive because Beverly’s medical condition caused her to not have control over when she needed to go to the bathroom. Solutions to this challenge could have included <ul style="list-style-type: none"> • Providing a classroom aide that could help change Beverly if she had an accident • More flexibility about when students were allowed to go to the bathroom • The school keeping a change of clothing available for Beverly • Talk to Beverly and her parents about what works best for Beverly • Provide training to teachers to understand how to accommodate students
Darcus	What kinds of barriers did Darcus face in her educational experience?	Darcus’ teachers and others who made decisions about her education... <ul style="list-style-type: none"> • Had very low expectations for her • Wanted her to play at an age when other children were expected to learn • Didn’t want her to do things that they thought only “regular” people should do, like typing on a typewriter • Didn’t want her to get a job while she was in high school • Didn’t give her any choices about what she wanted to do in school and after graduating