

Learning Objectives:

- Describe the limited opportunities for children with disabilities to get an education before U.S. law required public education for all children.
- Describe the experiences of families trying to obtain an education for their children with disabilities.
- Compare the educational circumstances of children with disabilities before the 1970s and today.

Procedure:

| Session | Material | Content | Reference | Notes |
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| Opening | LP2-videoclips.pdf <ul style="list-style-type: none"> • Opening (Page 3) | excerpt from National Movement Led by Parents | Opening on YouTube <ul style="list-style-type: none"> • Runtime: 35 sec. | |
| Video 1 | LP2-videoclips.pdf <ul style="list-style-type: none"> • Guiding Questions/ Things to Know (Page 4) • Video (Page 5) | Sandy Braunbeck | Searching for School Opportunities <ul style="list-style-type: none"> • Runtime: 2 min. 57 sec. | Video Description: Before there was a public law providing public education to children with disabilities, most children stayed at home during the day. Sandy Braunbeck shares the story of a mother, Mrs. Receveur, in southern Indiana who searched for educational opportunities for her daughter. After discovering there were no other options, she decided to start her own school, Mrs. Receveur found a church willing to house a classroom in their basement. |

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| Video 2 | LP2-videoclips.pdf <ul style="list-style-type: none"> Guiding Questions/ Things to Know (Page 6) Video (Page 7) | Bonnie Smith | Go to School <ul style="list-style-type: none"> Runtime: 1 min. 43 sec. | <p>Video Description: “It was wonderful because he felt like he was going to school.” Bonnie Smith’s family moved to Bloomington, Indiana in 1966. One day, shortly after moving in, a minister from the First United Methodist Church knocked on her door. He informed Bonnie he had found a teacher interested in working with her young son, Brooks, who had disabilities. Bonnie took Brooks to the church every morning, five days a week, for lessons. Bonnie said Brooks was happy because he finally felt he was able to go to school like his sisters did.</p> <p>About the Clip: Students were introduced to Brooks in lesson 1. Although that video describes Brooks as being in an institution, this excerpt is about a period when he was younger and lived at home with his family.</p> |
| Video 3 | LP2-videoclips.pdf <ul style="list-style-type: none"> Guiding Questions/ Things to Know (Page 8) Video (Page 9) | John Dickerson | National Movement Led by Parents <ul style="list-style-type: none"> Runtime: 2 min. 32sec. | <p>Video Description: In the past, many parents sent their children with disabilities to institutions for the rest of their lives, on the advice of physicians. In the late 1940s to early ‘50s, some parents began thinking differently about their children's futures. Parents across the country began organizing meetings. Two mothers in Indianapolis arranged a meeting expecting around 15 people, but 300 people showed up. One outcome of the parent organizations was the creation of informal schools for children with disabilities, with many starting in church basements.</p> |

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| Video 4 | LP2-videoclips.pdf <ul style="list-style-type: none"> Guiding Questions/ Things to Know (Page 10) Video (Page 11) | Pat Barber | Segregated Education for Children with Disabilities <ul style="list-style-type: none"> Runtime: 3 min. 7 sec. | Video Description: “No children were really served in a community setting, in a public school, especially children with moderate to severe disabilities.” Pat Barber started her teaching career at Stone Belt Center, an agency that provides services to individuals with disabilities. There were several classrooms in the facility serving infants to school-age youth. In this video, Pat describes what the typical school day looked like for children with disabilities at Stone Belt in the early 1970s. |
| Discussion /Debrief | LP2-videoclips.pdf <ul style="list-style-type: none"> Discussion/ Debrief (Pages 12 - 13) | Discussion/ Debrief question for each video | | The potential answers for each question are available in LP2-debrief-answers.pdf |
| Closing | Kahoot Quiz Lesson 2 | IDHP Lesson 2 (20s) | 5 questions, 20-second interval | https://bit.ly/2PJa9BC |
| | | IDHP Lesson 2 (30s) | 5 questions, 30-second interval | https://bit.ly/3fNRPlj |