

There are fifty million individuals with disabilities in the United States alone (Fighting Hate For Good, n.d.). While in the United States there is a vast number of people with disabilities and a system in place to assist them, this does not mean that the system remains immune to discrimination. People have fought to end discrimination for individuals with disabilities since the 1900s. But, have they been successful? Individuals with disabilities have had to fight with a system that either ignores them or discriminates them based on assumptions and stereotypes. As a consequence, individuals with disabilities have been socially and economically isolated from many aspects of society, especially from the educational system. The intent of this paper is to inform about the political acts and reforms created to offer equity to people with disabilities with a focus in the educational system. Lastly, to offer a policy that can alleviate the disparities between individuals with disabilities in educational spaces by providing egalitarian educational opportunities for learning and create an inclusive environment.

Over the years, the United States has created laws that offered protections for students who have a disability. Even so, these laws are unclear and inconsistent. Depending on the situation of each student and, further, on the educational level in which they are, the law states different regulations. For example, benefits will depend on whether or not the student is transitioning to middle school, high school or postsecondary education. (Dragoo & Hsin, 2013, p. 1) There are three federal principal laws affecting students with disabilities: Section 504 of the Rehabilitation Act 1973, The individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) (Dragoo & Hsin, 2013).

Section 504 of the Rehabilitation Act 1973

This law gave a “statutory basis for the Rehabilitation Administration and funding for projects and studies supporting the employment of people with disabilities” (Dragoo & Hsin,

2013, p.1). However, section 504 was the last section that pertained to civil rights of people who have a disability. This act granted strong anti-discrimination protections for people with disabilities. This act covers P-12 public schools, but also postsecondary education and employment. (Dragoo & Hsin, 2013, p. 2) Section 504 makes it easier for individuals with disabilities to transition from one educational environment to another because it does not depend on the person's age to be under this law (unlike IDEA). The Office for Civil Rights (OCR) is the organization that enforces section 504 in the U.S educational system.

Not much has changed between the original ADA and section 504. However, the most notorious change has been implementing a new aspect called, "rules of construction" (Dragoo & Hsin, 2013, p. 6). These rules illuminated Congress on the meaning of "disability" in terms of this law (Holler & Zirkel, 2008). The three laws that are going to be mentioned in this paper have a general definition of what a disability is "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment" (Dragoo & Hsin, 2013, p. 6).

Some of the negative aspects of the ADA are that this law does not clarify what are the necessary documents that a person with a disability can present to be recognized by the law. (Dragoo & Hsin, 2013, p.6). It will depend on the educational institution and employers to create their own rules of what is the best document that people must present. Moreover, the ADA does specify anti-discrimination laws, but it does not define what anti-discrimination means and how do institutions ensure that they are not independently discriminating individuals with disabilities by segregating them.

The individuals with Disabilities Education Act (IDEA)

After the ADA, Congress passed the Education for All Handicapped Children Act. But, it was later renamed the IDEA. IDEA's primary focus is to provide children with disabilities with education (Dragoo & Hsin, 2013, p.2). The IDEA has been updated five times since its original introduction in 1975. The DOE's Office of Special Education Program in the Office of Special education Rehabilitative Services enforces the act. This law is in effect from the moment a disability is acknowledged until the individual turns 21 (Dragoo & Hsin, 2013, p.2).

The IDEA provides funding to state and local government in order to provide children with disabilities an education and alleviating this cost from state and local governments. For a student to be part of the IDEA, they must be recognized on the Autism spectrum, including Asperger's syndrome, or diagnosed with Deaf-blindness, specific learning disability (i.e. dyslexia, dysgraphia, and auditory processing disorder), Deafness, Hearing impairment, Emotional disturbance (i.e. anxiety, bipolar disorder, schizophrenia, and OCD), speech or language impairment, blindness or visual defect, Orthopedic impairment (i.e. cerebral palsy, spina bifida, and amputation), traumatic brain injury, Intellectual disability (i.e. Down syndrome, Fragile X syndrome, and FASD), or Multiple Disabilities (Special Education and The Government, 2016). It is important to note that any disability, or impairment that is not included in this list - has no bearing under this law. Furthermore, just because a child presents one of these conditions that does not mean that they will qualify. This will depend if the child academic performance must be "adversely affected" by the disability (Special Education and The Government, 2016).

The American Disabilities Act of 1990

The goal of The American Disabilities Act of 1990 is “to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” (Dragoo & Hsin, 2013, p.3) The American Disabilities Act of 1990 collaborates with Section 504 and IDEA to protect individuals with disabilities from being isolated and prevents unequal treatment in educational institutions, jobs, and the community (Disability Rights Education & Defense Fund, n.d.). The American Disabilities Act of 1990 is a great law. However, it can be extremely expensive for many institutions to maintain.

Section 504 of the Rehabilitation Act of 1973, The Individuals with Disabilities Education Act (IDEA) and The American Disabilities Act of 1990 are federal laws. Although they help to alleviate the problem, they do not fight the root cause of why people with disabilities are being discriminated against on such a large scale - especially in educational institutions.

There is plenty of evidence that exemplifies how special education services have greater positive outcomes for students with disabilities when they are granted with an inclusive rather than a segregated education (PBSS, 2012): As much as 85% of students with disabilities can succeed in general education classrooms when they are provided with the needed educational support (Blazer, 2008). Despite these findings, students with disabilities are being removed from general education and social environments and are forced to be segregated in a disproportionate amount (PBSS, 2012). The reason why students with disabilities are segregated and discriminated against is mainly economic. For schools, it is much easier to agglomerate students who have a disability all in one classroom than to integrate this student in a different classroom with other students. While we recognize that over the years, the number of schools in the united states has increased for schools that have “adopted inclusive education models in which students with disabilities attend classes with their nondisabled students” (Blazer, 2008). We still need to

do a better job integrating students with disabilities in the classroom by allocating more monetary resources to local and state government to assist public schools.

Part 2

II C. Present Status of the Problem: What is the problem? Who is affected by it? How widespread is the problem?

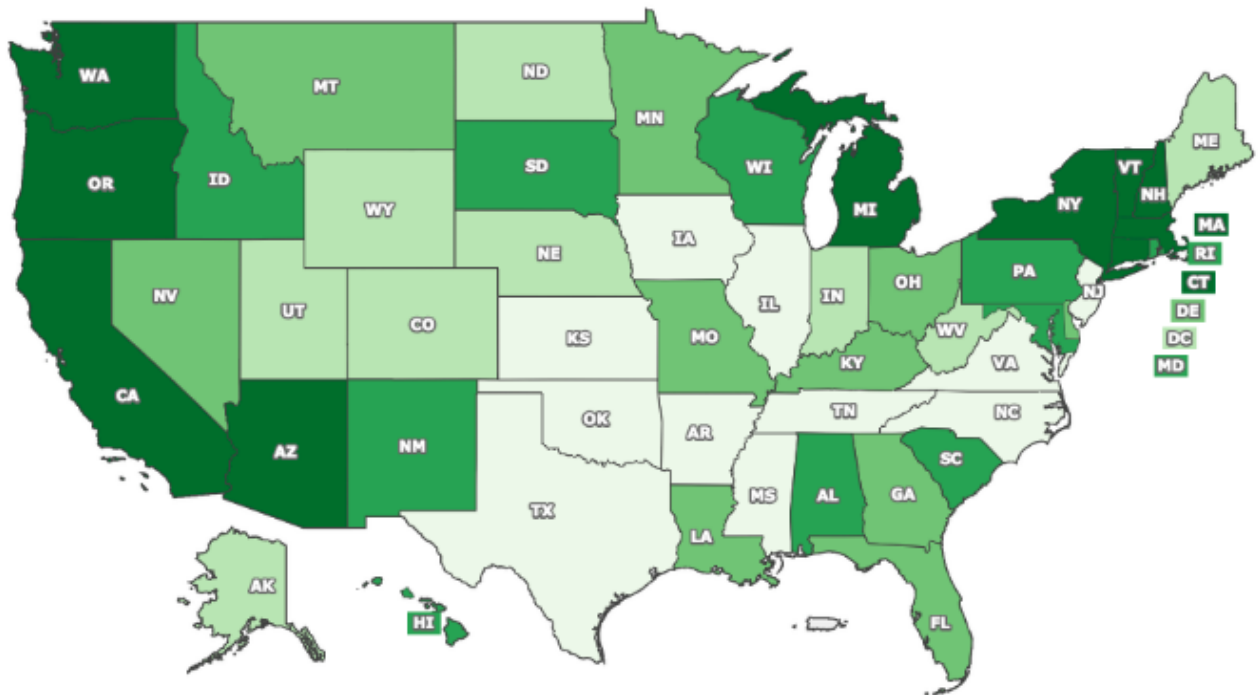
Individuals with disabilities have enormous disparities in regards to the amount of services they are being provided (economic resources), specifically, in educational settings. Additionally, individuals with disabilities experience ableism which is discrimination and social prejudice against people with disabilities due to our society's perceptions of people with disabilities. As a result of this views we have created a system that discriminates against people with disability. This intersects with the structural racism that is present in the distribution of services. As a consequence, there are great limits to the quality of life than an individual with disability will have compared with someone who does not have a disability.

- **Provide statistics to show how many people are affected (by geography, region, jurisdiction) Explain and provide statistics.**

The infographic below shows the proportion of individuals who have a disability by state.

As exemplified in this infographic, the states that have the largest portion of individuals with disabilities are Arizona, New Hampshire, Oregon, Vermont, and California. The issue is widespread among various states and geographies and therefore is important on the Federal level.

The United States have a clear necessity addressing and offering fair services for individuals



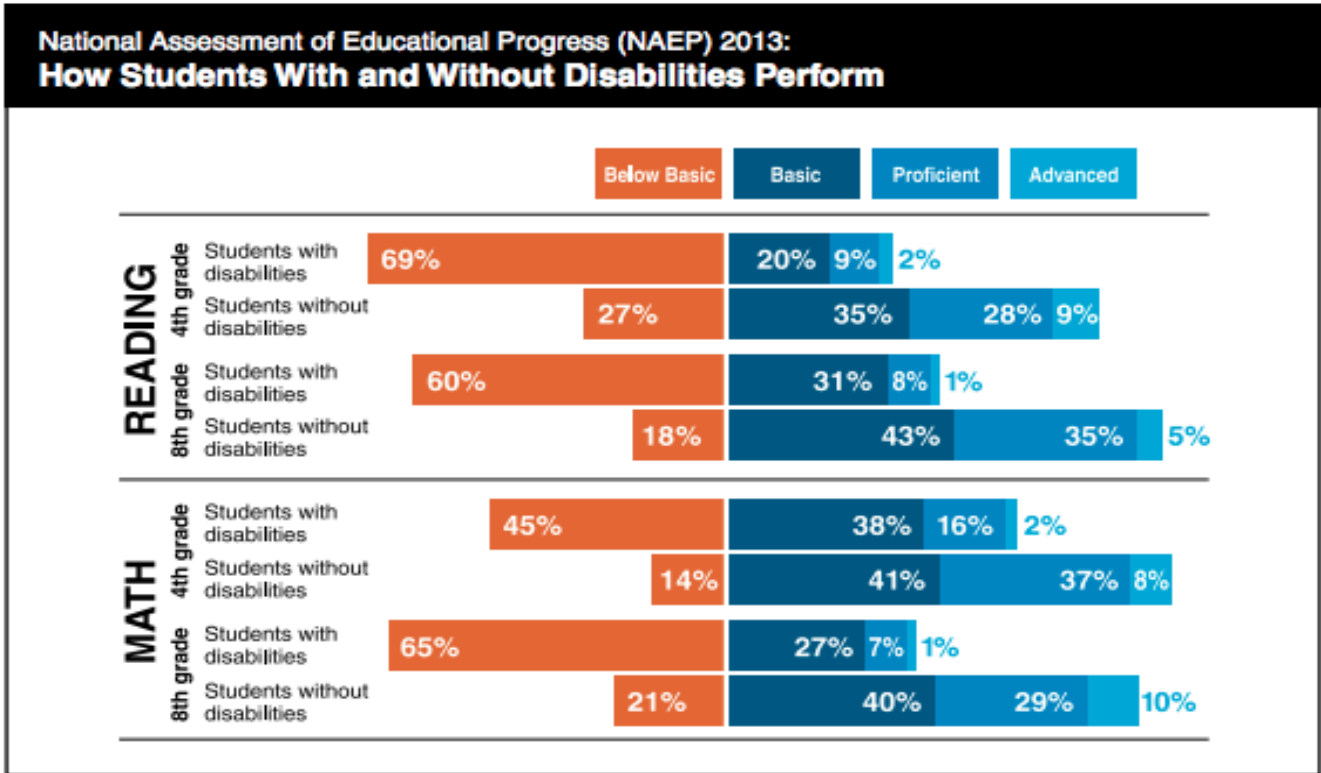
Legend

- Ranked 1-10
- Ranked 11-20
- Ranked 21-30
- Ranked 31-40
- Ranked 41-51
- No Data Reported

with disabilities.

(Source: Full APA citation Disability Report, 2011)

Additionally, the infographic below shows the performance of students with disabilities in reading and mathematical disciplines.



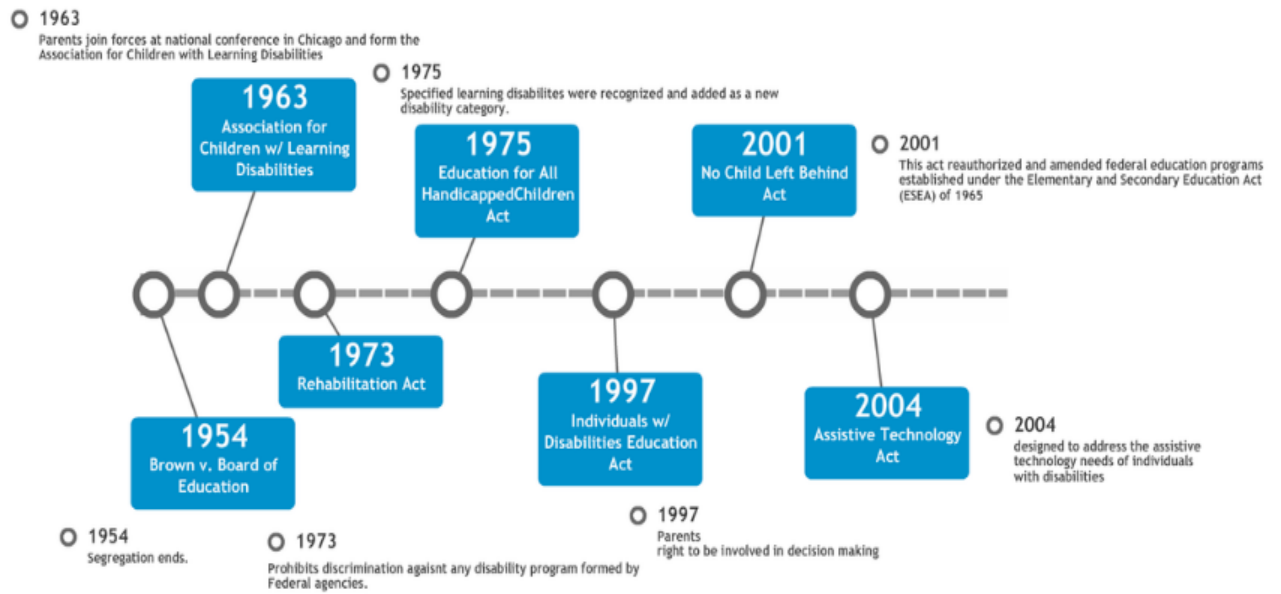
Source: National Assessment of Educational Progress, Reading and Mathematics Grade 4 and 8 National Results, 2013. Students with disabilities includes students with both IEPs and 504 plans.

(National Center for Learning Disabilities, 2014)

As illustrated by this graph, we can observe how students with disabilities are much more likely to perform below basic requirements in reading and math across different grades. Even though their performance may depend on their physical or cognitive disability we can assume that another reason can be the limited monetary resources allocated to schools - a deterrent for students with disabilities to perform the same way as a student who does not present disabilities.

- **Tracking the problem over time- how many people are affected in different years?**

The infographic below demonstrates the policies and reforms and how rights of individuals with disabilities has evolved over the years.



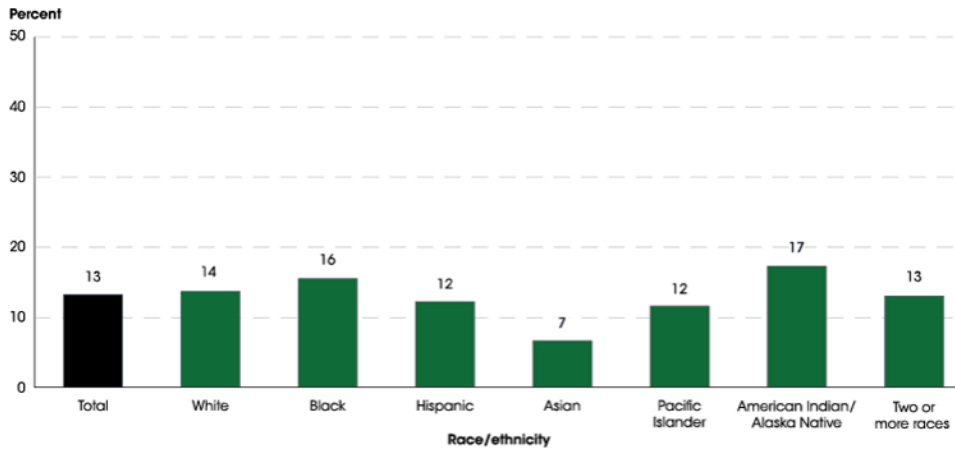
(Heredia, n.d.)

As displayed in this infographic, the United States has made enormous improvements into recognizing and alleviating discrimination for individuals who have disabilities. Nevertheless, there has not been any new legislation since 2004. This means that in fifteen years politicians have not created any new legislation in regards to alleviating the gap between students with disabilities and students who do not individuals with disabilities despite the vast research that has been conducted since 2004 proving that the creation of programs that are more inclusionary for individuals with disabilities are more beneficial for society.

- **Show proportions of different groups (racial, gender, ethnic, SES) that are differentially impacted – for example, how are women impacted vs. men**

The bar graph below displays the percentage of students between 3-21 who are under the IDEA by race:

Figure 2. Percentage of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2015–16



(National Center of Education Statistics, 2019)

From this bar graph we can interpret that African American and American Indian students with disabilities are the majority of the population under the IDEA. This can explain why the IDEA is discriminatory towards individuals who have certain disabilities. Under the IDEA disability must “adversely affect” their educational performance and must be one of the disability recognized by this reform. (Rosen, n.d.) But, this does not mean that because more students of color have disabilities they will be accommodated under states law the Idea specifies “that states can choose how to structure their schools as long as they provide special education in several types of placements.”(Rosen, n.d.) which is another way of expressing that they are not required to practice inclusion in educational settings as long as the student is receiving the service.

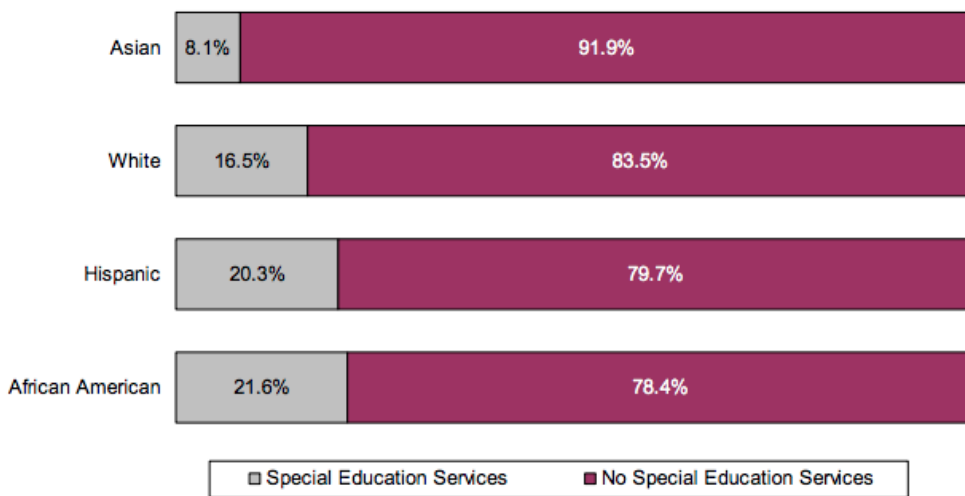
Moreover, when education institutions have higher percentages of minority groups enrolled in special education this can be a signifier that there is a “possibility that some of the students may not be truly disabled and may have been incorrectly identified” (Logsdon, 2007). As a consequence this can prevent minority children from reaching their academic potential, maintains extremely

negative stereotypes regarding certain minority groups, is a type of racial profiling that intentionally place minority students in disadvantage in their academic career (Logsdon, 2007). Additionally, it prones educator to have lower expectations for this students, it hinder educational institutions from recognizing the need to adjust curriculum “reach a broad range of instructional needs of a diverse student populations” (Logsdon, 2007).

This raises the question of how this happens? This is possible because of the failure accommodate cultural differences among minority groups (Logsdon, 2007). Additionally, to inadequate assessment strategies for English Language Learners and racial and ethnic minorities (Logsdon, 2007).

By the same token, even though there is more minorities students recognized under the IDEA this does not mean that they will be more likely to obtain benefits. As illustrated by the graph below:

Figure 2: Comparison of Special Education Incidence by Race in Massachusetts, 2007-2008 School Year



(Massachusetts Department of Elementary & Secondary Education, 2008)

This graph show special education services otoged and not otorged by race. For example, 16.5 percent of white students and 8.1 percent of Asian students receive special education services, we can express that white students are twice more likely to be found eligible for special education services than Asian students ($16.5 \div 8.1 = 2.04$) (Massachusetts Department of Elementary & Secondary Education, 2008). The number given 2.04 is called “risk ratio” because it illustrates “the probability, or risk, that one student from any given racial or ethnic group will be found eligible for special education services compared to any other student.” (Massachusetts Department of Elementary & Secondary Education, 2008).

- **What are the consequences of this problem? Is it a social or personal problem? Explain. More specifically:**

One of the personal problem that people with disabilities experience many societal issues (Center For Disease Control and Prevention, 2018) Individuals with disabilities have a difficult time engaging with other individuals because they experience communication barriers which affects their ability of speaking, hearing and focusing in a social environment. More specifically, in educational environments. For example, “long sentences, and words with many syllables” may be a deterrent in an educational environment with individuals with a impairments (Center For Disease Control and Prevention, 2018).

Moreover, the political acts and reforms created to offer equity to people with disabilities and that have a focus in the educational system have many barriers, and some of them lack awareness. The enforcement of these regulations do not take into consideration the general public need of inclusiveness (Center For Disease Control and

Prevention, 2018).

One of the barriers that the policies have is that it denies individuals with disabilities the opportunity to obtain benefits from federally funded programs and services. In addition these policies reject reasonable accommodations (Ex. Assistive Technology) to qualified individuals with disabilities. As a consequence, an impairment is present in their daily activities, and attempts at receiving an education (Center For Disease Control and Prevention, 2018).

Discuss the main causes of the problem.

○ **How is the problem defined?**

This problem can be defined as a system of discrimination that disincentivizes individuals with disabilities from receiving education, and in turn creates a potential prosperity gap between individuals with impairments and individuals who do not have impairments. This system is ableist in that it discriminates them based on assumptions and stereotypes of their own disabilities.

● **What is the terminology (language) associated with the problem? Explain the causes of the problem.**

Some terms that are associated with this problem are: individuals with disabilities, discrimination, wealth gap, implementing authentic instruction and inclusive environment. (PREUS, 2012). One of the main causes of this problem is the general public's ableist view of disabilities as a phenomenon. Since the foundation of the United States, we never acknowledged other people's impairments, and failed to see strengths where we do not have them.

It was not until a group of individuals with enormous power recognized the importance of

having a system that supports people with disabilities that something changed. One of these organizations was the National Association for Retarded Children (NARC). In 1960, NARC was committed to creating alternative forms of education for their children. (Mid Atlantic Center, 2017) In addition, President Kennedy was committed to research disability (Mid Atlantic Center, 2017)

- **What are the values and beliefs that make this issue a social problem?**

A social problem is an issue that needs to be improved in a society at large. But, belief is behavior that is set as true in an individual or group. In regards to this issue, some of the beliefs are that individuals with disabilities are incompetent. We have heard people express that all people with disabilities are retarded. Another general belief is that individuals with disabilities are unable to be a functioning member in society. Furthermore, values are preferences of what are appropriate actions. Values are the sense of a person “right” and “wrong”.

Some of the values around individuals with disabilities are that we as a society have a commitment to provide services to them. However, this does not mean that individuals with disabilities do not experience isolated socio-economic issues, separate from their disabilities. As a society, we recognize we have a commitment to them. But personally, and on the professional level, we do not recognize them as persons that deserve our attention. We treat people with disabilities more like a second class citizen, saying that we should feel pity towards them instead of encourage empowerment.

II D. Stakeholders & Costs: How many are affected by this problem? What are the costs (financial and social) associated with this problem? Give actual dollar amounts or estimate. Make sure to specify what is the time frame. (quantitative question)

19 percent of the population had a disability as of 2010 (US Census Bureau Public Information Office, n.d.). Although, it is estimated that in the United States a person with

disability has an extra cost of US \$1,170 to \$6,952 per year depending on the type of disability (Mitra, 2017) Now, if we focus on how much does public educational institutions allocate monetarily in educating individuals with disabilities by states and schools, we can learn that the IDEA provide 92 percent of grants to the states intended to be distributed for individuals with disabilities.. For example a program like the IDEA, (see the table below)

Table 1. Structure and Funding of the IDEA
(Funding in thousands of dollars)

IDEA Part	Description	FY2018 Funding	Percentage of Total IDEA Funding
	<ul style="list-style-type: none"> • Section 611, Grants to States • Section 619, Preschool Grants 	\$12,277,848	92.0%
	Subtotal, Part B	\$12,658,968	94.8%
Part C—Infants and Toddlers with Disabilities	Authorizes state grants for programs serving infants and toddlers with disabilities	\$470,000	3.5%
Part D—National Activities to Improve Education of Children with Disabilities	Contains the requirements for and authorizes various national activities	\$222,133	1.7%
IDEA Total		\$13,351,101	100%

(The Individuals with Disabilities Education Act (IDEA) Funding: A Primer, 2018)

However, it is unclear what are the types of programs that states develop to reduce this issue. In fact, as demonstrated in this table only 2.9 percent of these resources are granted to schools, more specifically to preschools. This demonstrates that there is a disproportion in providing services in general to children with disabilities.

Schools are not equipped to provide education for students with disabilities because of the lack of monetary resources given to them directly. As a concerned mother exemplified in an article for *CNN*, "As a mother of student with disability, I've seen how many schools don't have ramps that are usable. I am just stunned that there hasn't been more

attention in our education system to these very obvious emblems of discrimination."

(Bhattacharya & Long, 2015) Yet, the federal and state government still want schools to provide the best quality of education. This is the reason students with disabilities are being segregated from their classmates because of convenience and lack of awareness.

- **How does this problem impact society (e.g., New York City and its residents)? This problem impacts society because**

It impacts society because it continues to reproduce an individualistic society that does not recognize people's uniqueness. In addition, it impact society because we need to recognize that individuals are not created equal and some individuals need support that others do not need. Moreover, it forces individuals with disabilities to be isolated. Many individuals with disabilities lack social interaction as a consequence of their cognitive behaviour and this affects their ability to function, develop in a healthy way.

- **What organizations are researching or advocating on the problem? Describe their work. Are there coalitions? Is there legislation?**

Many organizations are dedicated to advocating for the egalitarian treatment for individuals with disabilities, especially in the educational sector. One of these organizations is the *Arc* which is largest community-based organization for people with intellectual and developmental disabilities. (Arc, 2018) This organization is committed to promote equity, a sense of community through self-determination including issues diversity by having participatory democracy. (Arc, 2018)

Another organization that is committed to this issue is *RESPECTABILITY*. They are a nonprofit, nonpartisan organization that has a mission to create welcoming, diverse, moral and respectful environments for individuals with disabilities (RESPECTABILITY, 2017).

RESPECTABILITY collaborates with policy makers, educators, self-advocates, nonprofits,

employers, faith-based organizations, philanthropists, journalists and online media to fight stigmas and advance opportunities for people with disabilities (RESPECTABILITY, 2017).

The actual coalition being formed to address this issue is the Health Care Reform: a coalition created by the Disability Coalition. They issued a series of brief provisions in regards to the Affordable Care Act that are of particular interest to persons with disabilities. (Disability Rights, 2019) As previously mentioned in this paper, there are three federal principal legislations affecting students with disabilities: Section 504 of the Rehabilitation Act 1973, The individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) (Dragoo & Hsin, 2013).

- **III. Relevance to Human Services:**
- **III A. What ideologies, theories, and paradigms of the social welfare system are relevant? Make sure you cover each. How do these apply?**

The ideology that best suitable for this issue is Social Welfare which stipulates that social welfare is a basic right. For example, education and health care should be considered public goods. We believe that this theory is suitable for this issue because it provides people with disabilities the opportunity to obtain benefits not as a convenience but as a right, because they are human beings. In addition, the theory that we believe best fit this socioeconomic issue is Critical Theory which makes allusions to an umbrella of actions: social welfare programs policies and reforms (usually the individuals who are in power. Ex: the government) takes actions and pressures which are designed to monitor and control individual's lives (social control) taking into consideration also social order and hierarchy. We believe that this theory best fit this issue because it demonstrates how our society determines who gets to be recognized as a person with disabilities. They exercise this control by creating a list of recognized disabilities that will be the list recognized as

“needy” and they will be the ones that obtain benefits, however, it neglects a group of people who are also in need of assistance.

Moreover, the paradigm that best describes this issue is social empathy.

Social empathy can be defined as an insight gained about people’s lives to develop public policies that are sensitive to individual’s needs based on their reality of their situation.

Although the three federal principal laws affecting students with disabilities mentioned

on this paper, Section 504 of the Rehabilitation Act 1973, The individuals with

Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA)

(Dragoo & Hsin, 2013) do help with providing an empathic insight into people with

disability. They do not help to alleviate social and economic disparities between

individuals with disabilities and other individuals, they fail to paint the whole picture and

provide all the services needed to accomplish equity and recognize all individuals with

disability.

- **III B. Explain how this issue is relevant to human services or social workers. Pay particular attention to how this problem disproportionately affects certain populations (e.g., older adults, urban populations, or underserved individuals). In this way, you should expose how the problem is related to social justice. Connect this to our ethical values and principles. What is our position based on our Code of Ethics on this issue.**

This issue is relevant to human services because in human services our objective is to assist

individuals to meet their needs through an applied knowledge base, having a focus on

prevention, remediation of problems, and uphold a commitment to improving the overall

quality of life and service for the overall population (Wood, n.d.). Now, in actuality, there are

fifty million individuals with disabilities in the United States and there is a vast majority that is

not receiving the proper services. How do we expect to accomplish our goal as human service

providers to assist individuals to be content with their quality of life, if the policies and

services we offer discriminate and segregate people.

By the same token, in the topic of disability and education, minorities are overrepresented in disproportionate amounts compared with their white counterparts. A study conducted by Morgan, Farkas and their collaborators exemplified that regardless of federal legislature, and policy efforts to minimize minorities-overrepresentation in special education, children of minorities in the U.S are less probable to receive special education services. (Morgan, Farkas, et al., 2018) All this in spite of the policies we have created that intend not to racially discriminate. This is the reason human services providers and social workers have a duty to be committed to this issue. It is not an issue of “fairness” it is an issue of social justice and social commitment to individuals in need.

Part 3

IV. Brainstorming a Policy Proposal: Brainstorm three possible policy solutions that could address an aspect of the problem. These solutions can be related or can build on policies that already exist by adapting or modifying them. Be creative. For each solution discuss:

Technology Update Proposal

The government will provide updated technology equipment to people with disabilities. An example of these types can be hearing aids, electric wheel chairs, accessible apps, smart gloves, the dynavox eyemax system, the robotic arm.

IDEA Educational Institutions Expansion

IDEA will enforce a set requirements for educational institutions that will be clear and concise. If educational institutions fail to enforce these requirements, monetary resources will be withdrawn from these educational institutions. In addition, for an educational setting they should be able to have access

Decency and Fairness Disabilities Act (DFDA)

The policy we decided to implement will be the Decency and Fairness Disabilities Act (DFDA). This law will help alleviate the negative experience that individuals with disabilities have. This law is intended to stop ableism in the most subtle ways. The DFDA will stipulate that regardless of someone's disability, which may intersect with their perceived race, color, ethnic group or religion, companies, organizations and educational spaces are not allowed to structurally design practices that deter individuals with disabilities in any way. This legislation will prevent structural ableism and harassment.

DFDA will be the first federally comprehensive nationwide anti-ableism legislation that protects individuals with disabilities and promotes the increased tolerance and lessons in diversity. DFDA will provide a set of protections against discriminatory practices. DFDA will have a section that explicitly, requires private and public educational institutions to adopt policies that do not hinder the process of obtaining benefits based on a disability. Educational institutions will be forced to incorporate programs that promote awareness to discrimination and harassment. DFDA will expand the list of disabilities that have been set by previously established laws. Under the DFDA, counseling programs will be a free service if individuals are covered by this legislation. The DFDA will have a department where individuals who experience perceived discrimination can report incidents. The DFD will have a division that investigates future and current recognized disabilities to be updated to the latest scientific advancements. This division will be responsible to investigate that is responsible for redefining the list of disabilities

1. How would you gain support/advocate for this policy?

Our plan is to obtain support of the following organizations: Autism Women's Network, Bazelon Center for Mental Health Law, Black Network In Children's Emotional Health (BNICEH), Center for the Human Rights of Users and Survivors of Psychiatry, Deaf Grassroots

Movement, Disability Policy Consortium, Disability Rights Center, Disability Rights Education & Defense Fund, DREAM, Independent Movement of Paratransit Riders for Unity, Vehicles, Equality (IMPRUVE), Little People of America, National Academy of Elder Law Attorneys (NAELA), National Coalition for Mental Health Recovery, National Council on Independent Living (NCIL), National Down Syndrome Congress, National Organization of Nurses with Disabilities (NOND), Northport Schools employee, Not Dead Yet (NDY), Olmstead Missions, Network, Ride for Life, Road to Freedom Bus Tour, Self Advocate, TASH New England, The Congress of Disabled Persons Against Exploitation, The CONGRESS OF DISABLED PERSONS AGAINST EXPLOITATION, Transverse Myelitis Association, United Spinal Association, United States Disability and Family Advocacy, `Voters with Disabilities (NDLA Supporter List, n.d.) We will propose the policy or ask for a coalition with these organizations to obtain support. Moreover, we will seek for the support of disabilities rights advocates like Daisy Wislar and Blessitt Shawn Bryant.

After we are able to have this coalitions, we will create a foundation that can raise monetary means to advertise this policy. By the same token, a TV advertisements that brings celebrities such as Marlee Matlin, Lady Gaga, Sudha Chandran and Daniel Radcliffe who have a disability, and have admitted. At the same time, celebrities that come from different backgrounds who can represent different individuals who are disabled.

2. What barriers would you face?

Some of the barriers that we may face are that lately Congress has been weakening social welfare programs like Social Security, Medicaid, Medicare, SSI, Temporary Assistance for Needy Families (TANF), and SNAP instead of strengthening this programs. We can assume that congress may not be interested in implementing a new legislation that empowers individuals with disabilities (ARC, n.d.).

3. Who would you need to convince? Be specific. Give names and titles of the stakeholders.

We will need to convince the leaders of organizations that fight for the egalitarian treatment of individuals with disabilities. One of these leaders are Sharon daVanport who is the Executive Director, Divergent Committee Co-Chair, Senior Editor for the Autism Women's Network. Another leader that we will need to convince is Jennifer Mathis who is the Deputy Legal Director and Director of Policy and Legal Advocacy of the Judge David L. Bazelon Center for Mental Health Law where. Jennifer Mathis can be a great ally because she is engaged in litigations and policy that advocacy to promote community integration of individuals with disabilities under the ADA and Section 504. Additionally, Jennifer Mathi has previous experience working with disabled individual from different socio economic, racial and gender backgrounds

4. How would you implement this policy? (who are the beneficiaries?)

This policy will be implemented though the federal government and the beneficiaries will be *all* individuals with disabilities. To make sure they are being aware of every type of disability and know what to do. Furthermore, we will organize a coalition of educational institution including high-schools, charter schools, private colleges and private high schools that are willing to expand their policies regarding to individuals with disabilities.

5. Where does the funding come from? How is the funding distributed?

The funding will come from the federal government and will be distributed to states. States will then distribute to local governments and nonprofit organizations or to individuals providing something similar to a universal basic coverage for individuals with disabilities.

6. Who gets the funding? How do you determine if they should get the funding?

The Decency and Fairness Disabilities Act (DFDA) will be provided by the federal government. It requires states to provide *all* individuals with disabilities special education services, counseling and accommodations. The federal government will provide federal funds to the states based on the percentage of individuals with disability in that state. The federal government will provide five funding grants to states. Likewise, funds that already are directed to educational institutions would be withdrawn if they fail to comply with the DFDA.

How is the policy carried out “in the real world”) What is the role of social workers in this policy?

Social workers will ensure that individuals who should be empowered by this policy receive the available services. Additionally, social workers will ensure that individuals who present a disability meet qualifications and that they receive the help they need and are entitled to under this policy. Moreover, our plan is to design a commission unbiased of social workers and psychologists that can carry out this policy. This commission will develop a system where individuals who made present a disability will be treated fairly and will be correctly assessed.

7. Our approach to advocacy asks that solutions to social problems prioritize social justice. To what extent will your solutions lead to social justice?

The solutions that we present will contribute social justice because this policy incentives to a better distribution of wealth, opportunities, and privileges within a society. It empowers individuals with disabilities to have the entitlement to receive fair services despite who they are.

You have done a superb job! Truly an example of a marvelous paper! 100%

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