

Types of Disability I

In the unit entitled "people first", we discussed the use of appropriate language when talking about people with disabilities. In this unit, we are going to talk about some of the underlying conditions that cause or contribute to people having a disability.

[Click here to read the directions for the activity](#) you are supposed to do to demonstrate completion of each of the sections linked to this page. The product, a notebook entry, is the same for every topic.

The assignment for this overview page is different and is [described below](#).

As an introduction, let's look at the four part scheme that the World Health Organization (*International Classification of Impairments, Disabilities, and Handicaps*. World Health Organization, Geneva, Switzerland, 1980) uses to discuss individual differences in health, physical ability, intellectual ability, and psychological status.

- **"Disease or Disorder:** Something abnormal occurs within the individual: this may be present at birth or acquired later... gives rise to changes in the structure or functioning of the body." For example, a student in your school may have a disorder known as autism that **may** be the result of differences in the way the brain works.
- **"Impairment:** An abnormality of structure and/or function at the organ level. At this stage, an affected individual becomes aware ... he or she is unhealthy." Because of the autism, the students has trouble communicating the same way other people do.
- **"Disability:** Restriction or lack of ability to perform an activity in a manner considered normal, a disability is a disturbance manifested in the performance of daily tasks. Disabilities are the functional consequences of impairments." Because autism interferes with communication, the student has a great deal of difficulty being successful in school.
- **"Handicap:** A disadvantage resulting from an impairment or a disability, a handicap limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for the affected individual...Measured as such, handicaps largely reflect societal attitudes toward people with disabilities." The student with autism has a significant handicap because the school has not provided him with an alternative communication system

In this model, the World Health Organization starts at the level of the basic structure of the body (the cell, chromosome, or organ) and moves outwards until it reaches the point when the person encounters a barrier in society. Much of the discussion in this peer tutoring web site deals with the ways in which the person with a disability interacts with the world. Much of what we will discuss focuses on creating educational opportunities and accommodations that will minimize the impact of the disability.

In this section, however, you going to focus on the underlying conditions that have led a student to be eligible for special education services.

When we encounter somebody who acts, moves, communicates, or learns differently, we often wonder why is he or she liked that. That is a legitimate question. Knowing the underlying condition does not always answer that question, but it does often give us a better understanding of the person.

Before we proceed, it's important to point out that there is a difference between a medical diagnosis and an educational disability. Students do not receive special education based solely on a medical diagnosis. To begin, there are many more medical conditions than there are categories of special education. In order to receive special education three things have to be in place student has to have a recognized disability, the disability has to fit into one of the 13 categories of disability defined in Individuals with Disabilities Education Act, and **that disability has to adversely affect the student educational performance**.

Below is a list of the thirteen categories of disability defined by I.D.E.A.:

- Autism
- Deafblindness
- Deafness
- Emotional disturbance

- Hearing impairment
- Mental Retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

Your school almost certainly has some students diagnosed with disabilities who are not receiving special education services. That is because their disability has not adversely affected their educational performance. In other words, academically they are doing OK. This does not mean they are not eligible for some accommodations for their disability. Requirements in two laws, the Rehabilitation Act and the Americans with Disabilities Act, require that schools to provide reasonable accommodation for these individuals with the diagnosed disability. The most obvious difference from special education is that these students do not receive services (specially designed instruction) from a special education teacher.

A publication entitled [General Information about Disabilities](http://www.nichcy.org/pubs/genresc/gr3.htm) is available on the NICHCY web site at <http://www.nichcy.org/pubs/genresc/gr3.htm>. This document describes the 13 categories of disability in the Individual with Disabilities Education Act. These categories were intended to take the multitude of possible disabling conditions and group them together in a manageable number of categories to aid communication among educators and assist effective management of special education programs. Unfortunately, this hope has not always worked out as planned. For example, the categories of autism and traumatic brain injury were added to the law in 1990 because some students with those conditions were not succeeding in school, but because they did not fit into one of the predefined categories, they did not always receive needed services.

Recently, a number of people have called for the elimination of these 13 categories in favor of the smaller number of categories (3 or 4). They feel that the current categories do not aid communication among teachers, have actually led to inappropriate labeling students and what is known as "self-fulfilling prophecies." They feel that once a teacher hears someone is "mentally retarded" or "autistic" they deal with him or her in a different way, rather than learning about the student.

The process of determining whether a student has an educational disability is outlined in detail the booklet entitled: "[Basics for Parents: Your Child's Evaluation](http://www.nichcy.org/pubs/basicpar/bp1txt.htm)" available on it NICHCY web site at <http://www.nichcy.org/pubs/basicpar/bp1txt.htm> . Please read this document.

ACTIVITY

After doing the reading for this section, please write a one page (single-spaced, one-inch margins, 12 point type) position paper on how you would revise the system of evaluation and classification (labeling) in special education. Make sure that you connect your ideas with the current 13 categories and the evaluation process (In other words, make sure your teacher sees that you read the material!). Be innovative and creative, but explain your thinking. In addition, if you think the current system works just fine, you can take that position too. Just be sure you explain it in your paper.

Now that you know something about the process of identifying educationally relevant disabilities, you are ready to proceed to learning a little bit more about specific diagnoses. On this web site the emphasis is on the students who are likely to be classified as having a functional mental disability, the people you are encountering in peer tutoring. Nevertheless, remember the presence of one of these diagnoses does not mean a person automatically has a severe disability. While anyone described here would clearly have an impairment or disorder, to use the language of the World Health Organization, their actual disability could be mild, severe, or not adversely affect their educational performance.

The point is to always see the person first!

On the links in this unit, you will have the opportunity to find out more about the following conditions:

1. [Intellectual Disability](#)
2. [Autism](#)

3. [Cerebral Palsy](#)
4. [Down Syndrome](#).

Direction for Activities:

The structure of each of these topics is similar. You will review at least the following three types of information:

- 1) fact sheets or frequently asked questions lists that present basic information about the condition;
- 2) links to at least one major organization concerned with people who have this conditions; and
- 3) at least one story about a person who has the condition.

In some cases, there will be other links that you will be asked to examine because of their relevance to the topic.

What are you expected to know when you finish each of these topics? In other words, what will we be on the quizzes?

When you finish this unit, we want you to have an accurate understanding of the conditions. We are not trying to turn you into experts or junior professionals, but that does not mean we do not expect you to remember specific information. As in so many fields, an accurate understanding of disability requires knowing some facts—it is not all a matter of opinion.

****ACTIVITY****

Your assignment for each of these units is to keep a notebook in which you will answer the following questions. When you are done with this unit, show your notebook to your teacher. You should be ready for the quiz. The topics in your notebook should be:

1. What are the essential elements in the **definition** of this condition? (Can you explain this condition to your parents or classmates in a way they would understand it?)
2. How is it **different** from other conditions? (What is unique about this condition; for example, how is spina bifida different from cerebral palsy?)
3. Are there different **forms** of this condition? (What kind of variation will you see in people with this condition—do professionals have names or terms they use to describe this variation?)
4. What do we know about what **causes** this condition?
5. What are the **difficulties** a person with this condition is likely to encounter in school and in day-to-day life in the community?
6. What are some **supports** that will assist a person with this condition? (How would you answer someone if that person asked you to offer some ideas about things they could do to help a person with this condition?)
7. What is at least one major **organization** that is a good source of information about this condition?
8. Can you list at least three major **issues** (problems, controversies, etc) related to this condition?
9. Finally, what are the major **myths or misconceptions** (list at least 3) that people have about people with this condition and what are some things you could do to show others the error of their beliefs?

Remember if this is the first time through this unit, you are responsible for this section and four of the conditions. Check with your teacher or your syllabus to see if you are supposed to do things in a particular order. If this is your second time in the section (i.e., the second time you have taken this course), you are responsible for the five conditions you did not study the first time.

Intellectual Disability

Because of some added complexity related to what this disability is "called" and how it is "defined," there is a bit more information on this page than there is for other conditions.

When you looked at the list of disabilities covered by the Individual with Disabilities Education Act, you noticed that term **intellectual disability** is *not* there. However, the term **mental retardation** does appear. Obviously, the term of "retardation" comes with a lot of baggage. For years people with this disability, their parents, their friends, and others have been encouraging the field of special education to stop using the term retardation and come up with a better term to describe this condition.

The American Association on Retardation (AAMR) (www.aamr.org) is the oldest professional organization in the field of mental retardation and for over 100 years has taken responsibility for defining this condition. In May of 2002, AAMR began actively moving to remove the term mental retardation from its name and replace it with the term intellectual disability. In making this move, the association pointed out that legally the term mental retardation is still required for programs such as special education. This means that the term mental retardation will be around for a number of years but the field is gradually beginning to abandon this awful term. In beginning this move away from the term "mental retardation", the organization urges its members to begin to use the term intellectual disability. That is why we are using the term here, however, in the rest of the material on this page, we will discuss mental retardation.

Perhaps more than any other category in special education the label of "mental retardation" is seen as a curse, not a diagnosis. There is much mythology, misinformation, and outright prejudice associated with mental retardation. The field of special education and the individuals who have this condition will be well served when "mental retardation" is finally laid to rest. In the meantime, we want to be sure you have accurate knowledge of what a diagnosis of mental retardation means and does not mean.

The [NICHCY fact sheet on mental retardation](http://www.nichcy.org/pubs/factshe/fs8txt.htm) provides an easy to read overview of this label. Please carefully reading this document at <http://www.nichcy.org/pubs/factshe/fs8txt.htm>.

It is interesting that at the same time that it was preparing to change its name and was urging people to start using a different term, AAMR issued a new revised definition of mental retardation. Perhaps nothing better captures the ambiguity in the field than this two contradictory actions taking place at the same time. This contradiction notwithstanding, the [AAMR fact sheet on the 2002 definition of a retardation](http://www.aamr.org/Policies/mental_retardation.shtml) nicely supplements the NICHCY fact sheet by bringing you up-to-date on thinking behind the current way of describe this condition. Please review this document at http://www.aamr.org/Policies/mental_retardation.shtml

The ARC (formerly Association for Retarded Citizens of the United States) is a voluntary organization committed to the welfare of all children and adults with mental retardation and their families. Its website is a leading source of information about this condition.

Please visit its web site at <http://www.thearc.org> . Look around at the various links to get a sense of the information that is available here.

There's whole library at <http://www.thearc.org/info-mr.html> .

You may find the organization's position statements at <http://www.thearc.org/position-statements.htm> helpful in completing your notebook.

After having reviewed the basic material on the definition of mental retardation, you should appreciate that it is a very broad category. It encompasses people with relatively mild disabilities to people with very severe disabilities. You should also understand that it is not a single condition but as the definition says, it is a limitation in intellectual functioning accompanied by problems in daily living, and it is caused by a wide variety of conditions. With all the talk of intellectual functioning, adaptive behavior, conceptual, social, and practical adaptive skills, IQ scores, and systems of support, it may be easy to lose sight of the basics of the definition of mental retardation.

At its most basic definition, mental retardation means that a person has difficulty learning, and this difficulty worsens as the material becomes increasingly abstract. It also means that the limitations in learning ability interfere with a person's ability to function independently in society. To put it another way, if person can get by day-to-day without difficulty, his IQ score does not matter.

ACTIVITY

On its web site, Prentice-Hall a publisher of textbooks for the training of teachers, has posted a series of stories about people with disabilities. These stories appeared in an earlier edition of a textbook entitled *Exceptional Lives: Special Education in Today's Schools* by Rud Turnbull, Ann Turnbull, Marilyn Shank, Sean Smith, and Dorothy Leal. At this link, you will find the story of Ryan Banning a young man with Mental Retardation.

http://cwx.prenhall.com/bookbind/pubbooks/turnbull5/medialib/CH08_vig.pdf. Please read it.

What do IQ tests measure? As you go on to explore other conditions explained here, this is an important point to consider. Most of you taking this peer tutoring course are working with peers who have been labeled as having a Functional Mental Disability (FMD) in Kentucky schools. That means, as far as the school system is concerned, all of these students have at least moderate to severe mental retardation. As you may know already, and will certainly know when you complete this unit, many of these students have other conditions such as autism, cerebral palsy, sensory impairments, and others that affect their ability to do many things. You have learned that the results on an IQ test are still an important part of the diagnosis of mental retardation. So now, consider the following.

- How do you think someone who has trouble with verbal communication would do on a test with items such as seen in [verbal test items similar to some in the Wechsler Intelligence Scale](#)?
- How do you think someone with a physical disability would do on test items such as what you see in [performance test items similar to some in the Wechsler Intelligence Scale](#)? (You are supposed to: 1) tell what is missing in B; 2) put the blocks together to match the pattern in C, and, 3) assemble the object in D.

Your score is based on your accuracy and **speed**.)

So what does an intelligence test measure? These tests are fairly accurate in predicting how well a person will do in school. The question you are left to ponder is whether this type of test should have the power of a potentially life-changing result such as, "Your child is mental retarded."

Here are some **additional links** about intellectual disability/mental retardation that you may find useful in completing your notebook entries

■ [Children with Mental Retardation – Facts for Families](#) was developed and distributed by the American Academy of Child and Adolescent Psychiatry (AACAP). It can be found at <http://www.aacap.org/publications/factsfam/retarded.htm>

- [The Family Village - Cognitive Disability / Mental Retardation](#) Like all of the links to this group this one provides medical information, a list of contacts, mailing lists and a selection of related links. http://www.familyvillage.wisc.edu/lib_cdmr.htm
- [Mental Retardation. ERIC Digest E528.](#)
This digest presents basic information on mental retardation for educators and others. http://www.ed.gov/databases/ERIC_Digests/ed372593.html
- [Causes of intellectual disability](#)
<http://www.minds.org.sg/Person.htm>

Autism

Many people are fascinated by the condition known as autism. We see this in the popularity of movies like *Rain Man* and *I am Sam*. The seeming contradictions, different behavior, and social isolation seen with this conditions seem to draw our imagination. However, it is important to remember the lives of people with autism are not movies—they are real. Reality comes with the daily humdrum of just getting by, moments of joy and sometimes with many tears. You need to be aware that the range of functioning seen in people with autism has led the field to beginning talk about **autism spectrum disorder**—a range of conditions. However, you will know a lot more about this when you have finished pulling your notebook entry together. The first five sites listed will give you a great deal of information about this condition. You also will need to look at the information on savant syndrome and Asperger syndrome. As you prepare your notebook entries and if you want even more information, the additional links give you plenty of good resources.

1. [NICHCY Fact sheet on General Information about Autism And Pervasive Developmental Disorder](#) As always, this site offers a good place to start in your search for information.
2. [The Autism Society of America Home Page](#)
This is the leading national organization in the field of Autism <http://www.autism-society.org/>. It has a fact sheet that expands the idea found in the NICHCY document at <http://www.autism-society.org/whatisautism/autism.html> (Use this link. The link on the Society's main site makes you think you need a password to access this information)
3. The cover story for the May 6, 2002 issue of Time magazine was the Secrets of Autism. It can be read at this link: <http://www.time.com/time/covers/1101020506>. There is a photo essay, three first-person accounts, the main articles, and two shorter pieces on the possible link of certain vaccines with autism and a section called “the geek syndrome” which primarily discusses Asperger's syndrome. Well worth reading.
4. [Ooops... Wrong Planet! Syndrome - Autism Spectrum Resources](#) This take different, personal, view of autism. Lot of information, but make sure you click on the maze, the autism & autistry link, and symposium papers (some of the essays are by people with autism) More Autism links than you can shake a stick at! A very thorough site. <http://www.isn.net/~jypsy/>
5. [One Mom's View of Autism/PDD](#) is for families of children with autism and PDD. Includes coping with the diagnosis, myths, communication, and behavior The myth section alone makes the visit worthwhile. <http://www.challengenet.com/~onemom/>

Savant Syndrome

- This paper was written by a student in a course at Bryn Mawr College, and reflects that student's research and thoughts on autism and savant syndrome. <http://serendip.brynmawr.edu/bb/neuro/neuro01/web2/Shah.html>

Asperger's Syndrome

- [Asperger's Syndrome](#) An Asperger's Syndrome fact sheet <http://www.wpi.edu/~trek/aspergers.html>
- [Asperger's Syndrome in Our Family](#) . Offers an introduction to the condition and a personal story about how it affects an entire family. <http://djensen.ourfamily.com/aspergers/index.html>

Additional Links for additional information

- [TEACCH - Autism Primer : Twenty Questions and Answers](#)
This is from a highly regarded education program in North Carolina called Treatment and Education of Autistic and related Communication Handicapped Children. This site is very concise. <http://www.unc.edu/depts/teacch/20ques.htm>
- [Family Village - Autism](#)
Like all of the links to this group this one provides medical information, a list of contacts, mailing lists and a selection of related links. http://www.familyvillage.wisc.edu/lib_autm.htm
- [for the Study of Autism](#) Provides resources for both professionals and family members of individuals with autism. The site includes interventions, family support, and stories of persons with autism. <http://www.autism.org/> The is associated with the [Autism Research Institute](#). They were both founded by Bernard Rimland, Ph.D., an internationally recognized authority on autism and the father of a high-functioning son with autism. Dr. Rimland is the author of the prize-winning book *Infantile Autism*, and the founder of the Autism Society of America. He served as chief technical advisor on the film *Rain Man*. <http://www.autism.com/ari/>
- [Cure Autism Now Foundation](#) is a leading organization of parents, physicians, and researchers, dedicated to

promoting and funding research with direct clinical implications for treatment and a cure for autism.

<http://www.canfoundation.org/>

- [Asperger's Syndrome Coalition of the US](#) is a national nonprofit organization committed to providing the most up-to-date and comprehensive information on Asperger Syndrome and related conditions, including: Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), High Functioning Autism (HFA), Nonverbal Learning Disability (NLD), semantic-pragmatic disorder, and hyperlexia <http://www.asperger.org/>
- [Asperger's Syndrome Education Network \(ASPEN\)](#) organization providing support and education to families of those affected by Asperger Syndrome, High Functioning Autism, PDD-NOS, and related disorders. <http://www.AspenNJ.org>
- [The Family Village / Library / Asperger Syndrome resources.](#) Like all of the links to this group, this one provides medical information, a list of contacts, mailing lists and a selection of related links at http://www.familyvillage.wisc.edu/lib_aspe.htm

The stories of other people with autism and their families

- [Asperger's Syndrome & My Brother Timothy](#) ... My youngest brother, Timothy, is twelve years old and has Asperger's Syndrome. He attends sixth grade at a regular school, <http://www.wpi.edu/~trek/timothy.html>
- [We the Siblings](#) <http://www.angelfire.com/bc/autism/> This is a page for all sisters and brothers of kids with special needs. Written by Jamie, the sister of a boy with autism, this site offers several first-person accounts from individuals who have a sibling with autism.
- [University Students With Autism and Asperger's Syndrome](#) <http://www.users.dircon.co.uk/~cns/> A rich, first-person account by several university students with autism and Asperger's syndrome. The site also offers related links, and has an interactive mailing list for students with autism and Asperger's Syndrome to communicate online.
- [Ray's Autism Page](#) <http://web.syr.edu/~rjkopp/autism.html> This page is meant to provide an insight to the world of autism, as well as a quick way of getting to some sites that a parent considers of value to him and to those seeking information and answers to people's questions regarding autism.

Cerebral Palsy

Cerebral Palsy (CP) is the most common cause of physical disability. It is a complex group of related conditions. CP takes a variety of forms and can vary widely in the degree to which it affects individual ability. Almost certainly, you have individuals in your school who have this condition. They can be identified as being gifted and talented or as having severe multiple disabilities. Unfortunately, you can still find people with this condition who are denied the opportunity to achieve their maximum potential because of their appearance. As you learn about cerebral palsy, remember to reflect on how problems of motor skill frequently determine how other perceive us. The first five links will give you a wealth of information, but as you will see, because of numerous physical, social, psychological, educational, personal, and family factors, cerebral palsy can keep people engaged for a life time.

1. [NICHCY- General Info About Cerebral Palsy](#) General information about Cerebral Palsy including definition, incidence, characteristics, educational implications, and a list of resources.
2. Children's Medical , at University of Virginia has an excellent online [Cerebral Palsy Tutorial for Children and Parents](#). Just click on the links on the left side of the screen to go through the tutorial <http://www.med.virginia.edu/cmc/tutorials/cp/cp.htm>
3. [United Cerebral Palsy - UCPnet](#) The United Cerebral Palsy Association is the major organization in the field. It provides education and research services to people with disabilities, their families, the public and other organizations. <http://www.ucpa.org/main.cfm/176>
4. [Living with cerebral palsy](#) is A newspaper story about Paul Pecunas, a young man living in a small city in Pennsylvania. The story is part of his web site, which among other things shows how one person can affect the awareness of a whole community. <http://www.toolcity.net/~coonster/home/article/index.html>
5. [The Story on Cerebral Palsy](#) from TeensHealth! TeensHealth was created for teens looking for honest, accurate information and advice about health, relationships, and growing up. Created by The Nemours Foundation's for Children's Health Media, TeensHealth provide teens and families with accurate, up-to-date, and jargon-free health information they can use.

Additional Information

- [Cerebral Palsy: Hope Through Research](#) This site is posted by the National Institute for Neurological Disorders and Stroke, part of National Institute of Health. This is a professional site serving the leading researchers in the field, but if you want in-depth and "state of the art" information, there is no better source. http://www.ninds.nih.gov/health_and_medical/pubs/cerebral_palsyhtr.htm
- [An Information Site for Individuals with Cerebral Palsy and for Families with Children with Cerebral Palsy](#) created and maintained by the parents of a 11 year old child with CP. They would like to share their experience and research with others--parents, medical professionals, educators and anyone else interested in cerebral palsy. <http://www.cerebralpalsy.com/>
- [The Family Village / Library / Cerebral Palsy](#) ..Cerebral Palsy; Who to Contact; Where to Go to Chat with Others; Learn More About It http://www.familyvillage.wisc.edu/lib_cerp.htm

The stories of other people with cerebral palsy and their families

- [Angels And Heroes](#) is an effort recognizing the men and women of science, the nurses and doctors, and the moms and dads, and the children who can inspire us all with Help and Hope. People just like you have submitted the stories listed.
- [Taryn's World](#) <http://www.tarynsworld.org/taryn/index.htm>
Taryn has created a wonderful site for visitors to learn more about physical disabilities and how adapted switches can assist those with special needs.
- [Susie's Cerebral Palsy Home Page](#) A very personal perspective on growing up with cerebral palsy. <http://www.susiephome.com/>

Down Syndrome

People with Down syndrome have been, for a long time, the “poster children” for mental retardation. As a result, a major struggle of people with Down syndrome now is to leave behind that poster child image and to be allowed to live life as they choose. The first five sites listed will give you a great deal of information about this condition. As you prepare your notebook entries, and if you want more information, the additional links offer plenty of good resources.

1. [The Arc's Q&A on Down Syndrome](http://thearc.org/faqs/down.html) by Siegfried M. Pueschel, one of the leading authorities in the field at <http://thearc.org/faqs/down.html>
2. [The General Information Section](#) at the National Down Syndrome Society has 14 topic that will expand on an d perhaps clarify information on the fact sheet. [The Myths and Truths Page](#) is highly valuable.
3. [National Down Syndrome Society](#) was established in 1979 to ensure that all people with Down syndrome have the opportunity to achieve their full potential in community life. Since that time, this not-for-profit organization has become the largest non-governmental supporter of Down syndrome research in the United States. Today, NDSS continues to increase public awareness about Down syndrome and discover its underlying causes through research, education and advocacy. In particular, take a few minute to check out [Club NDSS](#), a place for people with Down syndrome and other developmental disabilities and the organization’s statement about [self advocacy](#).
4. [The National Down Syndrome Congress](#) (NDSC) is a not-for-profit organization founded in 1973. The purpose of the NDSC is to promote the interests of persons with Down syndrome and their families through advocacy, public awareness, and information dissemination on all aspects of Down syndrome. You may want to take a look at the organization’s [Position Statements](#)
5. [What's Up With Down's](#) Dan, a 19-year-old with Down syndrome, offers an introduction to his life and his relationship with his older sister and younger brother. Dan also offers links to the 5-Step Plan, the Social Security Administration, and the Down syndrome Medical Checklist. <http://hometown.aol.com/karen12888/dan.html>

Additional Information

- [Down Syndrome Title Page](#) The Down Syndrome WWW Page was established in February of 1995 and has been (and still is) compiled from the contributions of members of the Down Syndrome Listserv and others. <http://www.nas.com/downsyn/>
- [Down Syndrome: Health Issues - Medical Essays and Information](#) Medical essays and information about Down Syndrome for parents and professionals. <http://www.ds-health.com/>
- [Family Village Down Syndrome Site](#) Like all of the links to this group this one provides medical information, a list of contacts, mailing lists and a selection of related links at http://www.familyvillage.wisc.edu/lib_down.htm
- [Health Care Guidelines for Individuals with Down Syndrome](#) [Reprinted from Down Syndrome Quarterly, Volume 1, Number 2, June, 1996] (Down Syndrome Preventive Medical Check List).
- [National Association For Down Syndrome](#) is a not-for-profit organization, which was founded in 1961. It is the oldest organization in the country serving children and adults with Down syndrome and their families. NADS concentrates its energies and services primarily in the Chicago area.

The stories of other people with Down syndrome and their families

- [Johnson, Michael Jurogue](#) A contemporary native artist who has Down syndrome. With beautiful colors, he expresses his own personal vision of an idyllic world where animals are the best of friends. <http://www.psln.com/~sharing/Michael>
- [National Down Syndrome Association – First-Person Stories](#) <http://www.nas.com/downsyn/donations.html> Stories contributed by parents and siblings of individuals with Down syndrome. Read a letter from a mother of a 6-year-old with Down syndrome (Jessica) that she sent to Jessica's teacher, principal, and director of special education
- [Families Exploring Down Syndrome](#) <http://www.geocities.com/HotSprings/1369/> A web-based community for families interested in sharing ideas and information together about issues surrounding Down syndrome.

- **Kid's Together - Perspectives** <http://www.kidstogether.org/prspct.htm> This website features a number of perspectives by parents, siblings and professionals concerning individuals with disabilities. For example, Lynne McDevitt, a parent of a child with Down syndrome, offers her perspective on vitamin therapy.