



RESOURCE BOOKLET

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ABOUT 3DA

3DA is a registered 501(c)3 nonprofit organization that advocates for individuals with developmental disabilities across the United States.

Mission Statement:

Giving a voice to every individual with a developmental disability.

Vision statement:

Our vision is to connect with individuals with developmental disabilities and their families, to partner with individuals and organizations regarding legal rights and assistive technology, and have a nationwide advocacy presence.

Priorities:

Legal Rights

Assistive Technology

This resource booklet is to highlight the many in-depth articles and resources that we have on our website, helping give a comprehensive overview of our growing resources.

IDD HISTORY

Starting back to the beginning of human history, intellectual and developmental disability (IDD) has always been prevalent. The history of developmental disabilities (and disabilities broadly) is important in understanding why things are the way that they are today, from attitudes and perceptions to laws and the names of different developmental disabilities. This section will go through some of the historical research we have on our website. To read about more historical events regarding people with developmental disabilities (and disabilities broadly), you can go to <https://www.3da.org/articles/categories/history> where we have over 50 historical articles.

Ancient History

Disability has always existed in human history, dating back to ancient times. Signs of autism spectrum disorder in the stone age¹, religious perceptions of disability², and Chosŏn's Confucianism³ are just a few examples of disability history in the early existence of humans.

Culture and Art

While people with disabilities have historically been mistreated and misunderstood, there have been cultural differences in the perception and how it is depicted by society at large as well as through art. Disability is perceived in various ways throughout different cultures. In the Mahabharata⁴, one of the longest known epic poems, disability is seen under a positive light that points to inclusiveness. On the contrary, disability also has a more negative connotation in some of Shakespeare's work⁵. Moving forward, The Disability Arts Movement in the 1970s helped not only give people with disabilities increased self expression, but it also did so under a creative light⁶.

Institutionalization

Institutionalization has been utilized to isolate and abuse people with disabilities. Among the most notorious were Willowbrook⁷, Pennhurst⁸, and Byberry⁹. Almshouses, broadly speaking, were also used to seclude disabled people and keep them out of the public eye¹⁰. However, institutionalization remains an issue in the current day, especially as funding to support individuals with developmental disabilities is cut.

Significant People

There are many significant people in the disability field, including those with disabilities who made great strides for disability rights and understanding,

There have also been political figures with disabilities, including at least two of our founding fathers¹¹. There are also political figures who contributed greatly to the advancement of those with disabilities, including the Kennedy family¹². You can search the following people (and more) from the search bar in our articles page: <https://www.3da.org/articles>:

- Ed Roberts
- Hans Asperger
- Leo Kanner
- John Landgon Down
- Temple Grandin
- Andreas Rett
- Huda Zogbhi
- Julia Bell
- James Purdon Martin
- Gouverneur Morris
- Stephen Hopkins

LEGAL RIGHTS

Self advocacy

It's always crucial for us to listen to each individual with a developmental disability and for each person to be enabled to advocate for themselves, understand and exercise their rights. We have numerous articles pertaining to self advocacy, including personal stories, an overview of self advocacy, and more. For more on self advocacy, you can go to our self advocacy page: <https://www.3da.org/self-advocacy>

Special education

Understanding your rights in the classroom is vital for student success. Every student with an Individualized Education Plan (IEP) is entitled under federal law to the following:

- Free Appropriate Public Education (FAPE)
- Placement in the Least Restrictive Environment (LRE)
- Having assistive technology (AT) needs to be considered, and if needed, having the device(s) and related services both provided.
- And more

More information and in-depth articles about special education, such as extended school year (ESY), filing a complaint, etc., can be found here: <https://www.3da.org/articles/categories/special-education>.

Court Cases

There are many court cases that have impacted people with developmental disabilities (and disabilities broadly), such as special education, accessibility, housing, treatment, and more. This section will give a brief overview on a significant court case from each decade from the 1970s to current day. For more cases and in depth summaries of these provided cases, you can go to <https://www.3da.org/articles/categories/court-case>, where we have over 50 court case summaries concerning people with disabilities.

Wyatt v. Stickney (1971)

This class action lawsuit led to following cases over a span of three decades and greatly discussed the importance of mental health and those with developmental disabilities. This case also created the Wyatt Standard, the improvement of care, leading to significant reforms in mental health systems¹³. The full case summary can be read here:

<https://www.3da.org/post/wyatt-v-stickney-1971>.

Daniel R.R. v. State Board of Education (1989)

This case helped define the standard for a student being placed in the least restrictive environment (LRE) with supplemental aids and services. This case also created a two part test, the Daniel R.R. Test, to help determine these standards. The Daniel R.R. Test is still used in multiple district courts to this day. To read the full court summary <https://www.3da.org/post/daniel-r-r-v-state-board-of-education-1989>.

Miller v. Shalala (1994)

This case was ruled in favor of Shalala, who denied child disability benefits to Miller, a man with developmental disabilities, since he had multiple jobs before the age of 22. This case helped strengthen the Continuous Disability Test as the standard to determine whether a child is entitled to disability benefits. To read the full case: <https://www.3da.org/post/miller-v-shalala-1994>.

Atkins v. Virginia (2002)

This case ruled that executing individuals with mental disabilities is a violation of cruel and unusual punishment of the 8th amendment. The impact of this led to diminished capital punishment in court cases to follow. To read the full court case: <https://www.3da.org/post/atkins-v-virginia-2002>

Endrew F. v. County of Douglas School District (2017)

This case was caused by Andrew F., a student with autism, making minimal progress in his Individualized Education Plan (IEP) for multiple years. This was a landmark case with the Supreme Court and ruling in favor of Endrew F. and led to a reassessment of many court cases involving FAPE. To read the full case: <https://www.3da.org/post/endrew-f-v-county-of-douglas-school-district-2017>.

Rogich et al. v. Clark County School (2021)

This case involves a student not being given a free appropriate public education (FAPE) for reasonable accommodations under section 504 and the failure of the IEP team to properly adjust her IEP based on recent evaluations. This case results in Rogich getting reimbursed for tuition and travel. To read the full case: <https://www.3da.org/post/rogich-et-al-v-clark-county-school-district-2021>

ASSISTIVE TECHNOLOGY

Our work with assistive technology includes having resources on our website to help people find their AT needs and spread awareness as well as pursue more AT policy advancements. To learn more about assistive technology, you can go to either page on our website:

- <https://www.3da.org/at>
- <https://www.3da.org/articles/categories/assistive-technology-at>

Assistive Technology (AT) is defined under the Individuals with Disabilities Education Act (IDEA) as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.”

The World Health Organization (WHO) and the Global Cooperation on Assistive Technology (GATE) created the WHO-GATE 5P Framework; marking the importance of each area within the assistive technology ecosystem. The 5P Framework includes the following:

- People: Assistive technology users and those close to them
- Products: Physical or digital assistive technologies
- Policy: Legislation that creates assistive technology support structures
- Personnel: Training and development of professionals in the AT field
- Provisions: Systems for service delivery of assistive technologies

Finding Your Assistive Technology Needs

To find your assistive technology (AT), you can refer to the following steps under the 3 Step AT Process, which can be read in full here: <https://www.3da.org/post/3-step-at-process>:

1. Identifying assistive technology needs
2. Acquiring assistive technology
3. Training to both use and maintain assistive technology

The 3 types of assistive technology are as follows:

- Low Tech
 - Typically inexpensive and not usually needing batteries or electricity as well as being very accessible and easy to get.
 - Examples include adaptive utensils (utensils with grips), phone holders, modified scissors, magnifiers
- Mid Tech
 - May require a power source or batteries
 - Examples include audiobooks, calculators, digital recorders, wheelchairs
- High Tech
 - Typically more expensive, but necessary for many.
 - Examples include screen readers, communication devices, tablets, powered wheelchairs

Assistive Technology Provisions

For assistive technology (AT) provisions, every state has an AT program that provides provisionary assistance in AT assessment, training, loans, etc. Each state can be found here:

<https://at3center.net/state-at-programs/>. Moving forward, as included in the Legal Rights section, students with IEPs are supposed to be considered for AT on an annual basis; and if a need is prevalent, the student is entitled to the device(s) and related services under the Individuals with Disabilities Education Act (IDEA). With that said, schools also serve as a provisionary for assistive technology needs. There are also organizations independent of the state programs or schools that provide AT provisions.

Assistive Technology Policy

Policies involving assistive technology (AT) as either the primary purpose of the policy (AT Acts) or included under a broader policy (IDEA) are necessary in having a structured support for people with developmental disabilities (and disabilities broadly). Protecting and enforcing these implications of AT policies are important for 3DA as well as pushing for more AT policy advancement such as Technology First; a framework that considers technology before other solutions when best supporting individuals with developmental disabilities. Our assistive technology policy aims can be found here:

<https://www.3da.org/policyagenda>.

ADDITIONAL RESOURCES

Review Journal

In 2024, we started our annual Review Journal which serves as a literature review and comprehensive review of research projects being done around the world that pertain to legal rights and assistive technology. Our first Review Journal last year was a test run of this initiative, spanning 33 pages. This year's journal will be much longer and more in-depth. To read more: <https://www.3da.org/reviewjournal>.

Additional Research

We also have begun many research articles which can give us a deeper understanding to help shape the future with our policy aims.

Interviews

We have interviewed many people in the field, including professors, an assistive technology specialist, and other experts in the field, which can be found within the articles page on our website: <https://www.3da.org/articles/categories/interviews>.

GET INVOLVED

Advisory Committee

We have a committee specifically for individuals with developmental disabilities that meets bimonthly to provide their feedback and perspectives on our current work. For more details on our Advisory Committee: [insert link to page]

Membership Program

Our membership program is important for us in creating a larger 3DA community. Our members get access to detailed operational updates, quarterly meetings, and are applicable to get discounts from our sponsors. For more details on how to become a member: [insert link to page]

Internship Program

Our interns are tremendously valuable, especially considering that we're a smaller organization. We offer 12 week remote internships in the spring, summer, and fall that require 10 hours per week. To read more about our internship program and available positions: <https://www.3da.org/internship>



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