

FACING YOUR FEAR FACTOR





- Kids Included Together helps organizations engage children & youth with and without disabilities.
- Presenter: Viviana H. Saint-Louis



Kids Included Together

Learning Objectives



- **Define inclusion in your own words**
- **Identify three barriers to inclusion**
- **Create a plan to meaningfully include a child with a disability**

What Do You See?



- **Look at the child or children in the picture**
- **Take notes on your observations**
 - **Can you tell how old the child is?**
 - **Can you infer anything about his or her likes or dislikes?**
 - **What else do you notice?**

Kit



Kit



Kit



Kit



Kit

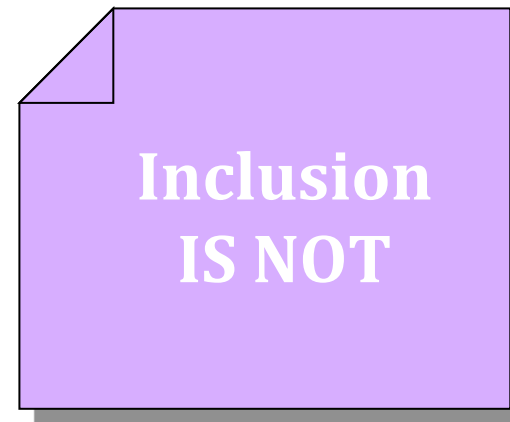
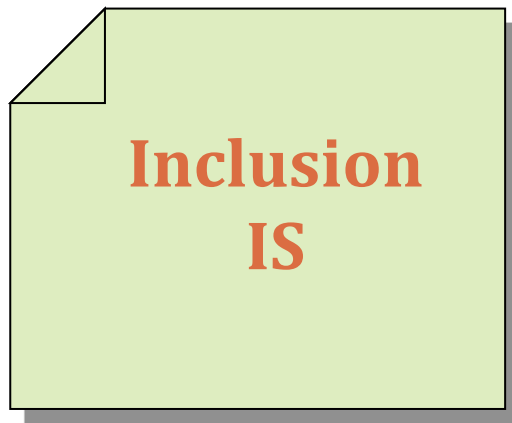


- **Always put the child before the disability:**
 - Child with a disability
 - Children with special needs
 - Child with autism
- **Way to communicate respect for the child**
- **Recognizes that the child is a child first**

What is Inclusion?



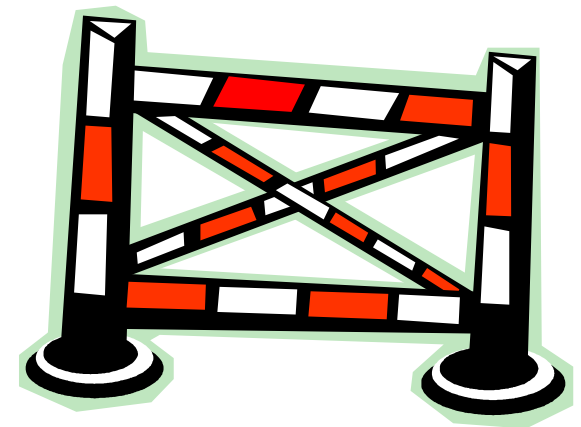
- **Determine which statements are consistent with inclusion and which statements are not**



Barriers to Inclusion



- **What do you feel is the biggest barrier to inclusion?**
- **Take your time, dig deep and think about what is holding you back**
- **Have one person collect all the index cards for your group**



Biggest Barrier



- Pass out the new cards
- Decide as a group which barrier you feel is the greatest barrier to inclusion



- **You will need:**
 - Scenario (child's name at top)
 - Inclusion Tool Kit (for ideas)
 - Inclusion Action Plan
 - Examples of Possible Accommodations (one for each member of the group)

- **Work together to come up with a plan to meaningfully include the child**

Share Your Best Idea



- **Pick a group spokesperson**
- **Send your spokesperson over to another table to share your best idea**



- **Think about the concepts presented during the workshop.**
- **Share one idea or concept that you are going to implement next week with the person sitting next to you.**

- **To help us better serve you and the needs of your program, please take the time to fill out the survey at the conclusion of the presentation**



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Invite individuals with disabilities to share their experience. The best way to learn about a group of people is to get to know them. People with disabilities have unique perspectives to share. It is best to learn directly from them.

For example:

Ask an individual who uses a wheelchair to talk about physical barriers and accessibility.

Ask individuals with disabilities to talk about their interests, their work, and their lives

Encourage children and youth to ask questions about disability. Most kids have questions and curiosities about disability. Telling a child or youth not to look or not to ask questions teaches them to fear and avoid people with disabilities.

- Give straightforward answers
- Respect confidentiality
- Don't be afraid to admit that you don't know all the answers

Explore the ways people with varying abilities use technology in their daily lives. Looking at technology, children and youth see a wide variety of ways in which individuals interact in the world. It focuses on what individuals are able to do rather than on what they are unable to do.

For example:

Teach kids about assistive devices like wheelchairs, hearing aids, and TTY services.

Look at accessibility features on computers and at software that enables people with disabilities to communicate, learn, and create.

Discuss how new ideas might change people's lives in the future.

Include people with disabilities in service roles with children and youth. Seeing people with disabilities in service roles shows that everyone belongs and everyone contributes. It teaches that individuals with disabilities are not always recipients of service, but providers of service, too.

- Volunteers
- Employees
- Guest speakers

Model respectful ways to talk about disability. Children and youth learn the language that they see and hear. Language used to describe people can be damaging or empowering. Part of creating an inclusive environment involves keeping children and youth safe from hurtful language.

- Speak respectfully about disability, using language that is neither belittling nor patronizing
- Communicate directly with individuals with disabilities rather than talking about them.



Teach Children and Youth To...

Learn About Disability Culture

This is a great way to celebrate diversity and to recognize the contributions of the disability community. Learning about disability culture can give children and youth with disabilities a space to feel a sense of pride about this aspect of their identities.

- Don't restrict disability awareness to one month/day of the year.
- Read stories written by people with disabilities.
- Learn about it and share it:

Disability Social History Project:

www.disabilityhistory.org

Disability History Museum:

www.disabilitymuseum.org



Question Norms

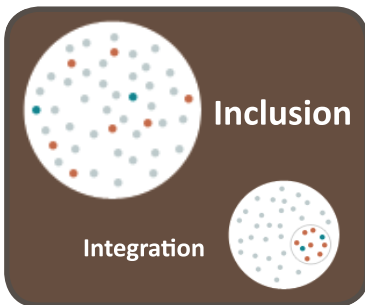
Children and youth often are taught to value what is normal. They feel pressure to be like everyone else and need to know that it is okay to be unique. Learning to question norms can also encourage them to be accepting of others. Be careful about representing things as normal.

- Ask, "Do we all have to be the same?"
- Say, "All girls do not like pink."
- Say, "Some kids don't like football."

Recognize Disability Stereotypes

Understanding what a disability stereotype is can help children and youth question the misconception that all people with disabilities are alike. Really understanding someone requires getting past stereotypes and learning the individual characteristics that make him or her unique.

- Common stereotypes portray people with disabilities as: tragic, incapable, burdensome, comical, etc.
- When reading stories and watching movies, talk about the depictions.
- Discuss examples that counter these stereotypes.
- Do not use simulation activities to teach kids what it's like to have a disability.



Communicate an Inclusive Mission

- State the program's inclusion policy - some families may assume the exclusion of children with disabilities
- Posting the inclusion policy can encourage awareness among the whole program community



Model Respect for Differences

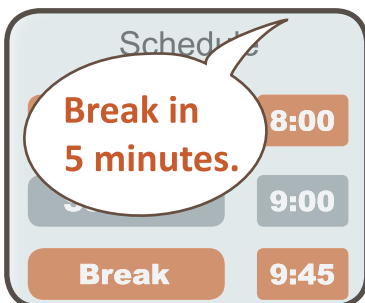
- Celebrate the diversity of all members of the community
- Spend time interacting with people with all abilities and interests
- Ask about their perspectives - use respectful language



Protect Confidentiality

Share information that is pertinent to the care of the child only with direct care providers.

- Maintain the trust of families
- Support open communication
- Keep personal and medical information confidential



Maintain Consistency

- Establish routines to manage expectations
- Post a daily schedule
- Create individual schedules when appropriate



Consider the Environment

- Minimize clutter
- Provide access to a quiet space
- Dedicate space for movement
- Place materials in reach



Support: Children & Youth

Teach children and youth to participate in activities, to communicate, and to positively interact with peers.

- Use accommodations when needed
- Repeat lessons, as needed



Support: Co-workers & Families

- Provide assistance when needed
- First, ask if help is wanted
- Acknowledge efforts, struggles, and successes

Continual Assessment

Assess what is going well and what needs improvement. If an idea fails, learn from the experience and try a new approach. If an idea succeeds, share it with others. Reach out to others for brainstorming, for trouble-shooting, and for fresh ideas.



Use our *KIT Inclusion Checklist for Programs* to help you quickly & easily assess your program. Find it online at KITonline.org.

TAMIKA

Tamika is a seven year old girl who has enrolled in a theater arts camp for a four week summer session that culminates in a production for parents and other campers. She loves music and has memorized almost the entire script for her favorite Disney movies.

Tamika's parents have not share any information on the registration form that would suggest that she has any special needs, however...

- The staff and other kids are asking "What's wrong with her?"
- She is very rigid and gets upset if the schedule changes.
- She resists going into the lunchroom because it is too noisy so she prefers to eat alone.
- She is anxious about having to wear a costume and headpiece for the performance.

JUAN CARLOS

Juan Carlos is a 13 year old boy who has enrolled in a summer recreation program and his neighborhood park where he will need to "hang out" for 3 or 4 hours each afternoon while his single mom works. The recreation department has week long sessions of different camps including basketball, soccer, flag football, dance, tumbling and art classes.

Juan Carlos can run and jump but has poor coordination and balance as a result of a traumatic brain injury from a motor vehicle accident last year.

- He has also gained weight from inactivity and is moderately obese.
- He occasionally has seizures if he forgets to take his seizure medication or if he gets dehydrated.
- He tends to be somewhat impulsive and has poor judgment in some situations.
- Social skills are immature and he tends to perseverate (repeat the same thing over and over) when he is anxious.
- Transitions are difficult for Juan Carlos and he gets frustrated when he has to change activities and is not ready to change yet.

MEGHAN

Meghan is a ten year old girl who has just joined a Girl Scout troop at her local public school. The meetings are held after school once per week on the stage in the auditorium. The other girls have been in the troop together since the first grade. This year the leaders have planned two overnight camping trips, one at the beach and one in cabins in the nearby mountains. Meghan is excited to be a Girl Scout because her cousin is a scout and told her about the experiences, however she is nervous because she doesn't know any of the other girls since she is in a Special Education class during the day.

- Meghan tends to be withdrawn or shy, especially when others can't understand what she is saying.
- Arts and crafts are difficult for her because of poor fine motor skills
- Meghan needs assistance with dressing (buttons, zippers, shoe tying).
- Meghan has Down syndrome.

JEREMY

Jeremy is a six year old boy who is enrolled in the before and after school program on the public school campus. He will be attending the program for 30 minutes in the morning and two hours each afternoon. The ratios of the program are one adult to fifteen children, and there is a requirement of one hour of homework/academic support each day.

Jeremy loves talking about weather systems and is especially knowledgeable about satellite forecasts, storm systems, etc. He has very poor eye contact and delayed social skills. Jeremy has trouble transitioning to new activities and is tactilely defensive (doesn't like others being too close to him and doesn't like to put his hands in sand, paint or play with textured materials). He is also auditorily sensitive (doesn't like noisy environments).

Examples of Possible Accommodations for Children with Disabilities

For Children with Developmental Disabilities

- To give successful directions or demonstration:
 - Keep it simple, organized and sequenced.
 - Speak clearly and slowly.
 - Stay in the child's visual field.
 - Break down activities into manageable and learnable steps.
 - Be consistent.
- Offer assistance with activities requiring fine or gross motor skills if needed.
- Pay special attention to transition times. Give independent timelines or ask another child to assist their friend in getting ready.
- Stay positive! Keep the positive reinforcement going.

For Children with Neurological or Physical Considerations

- Learn how to use and care for specialized equipment.
- Become familiar with handling and positioning techniques so that the child is moved safely.
- Remember to set brakes on wheelchairs.
- Always ask the child before you touch the controls or move them. Remember to tell them where you are taking them before you begin to move a wheelchair.
- Assist the child in activities they may not be able to do alone (self-care, throwing/kicking a ball, or an art project).
- Always keep the child in mind:
 - In planning field trips
 - Moving barriers
 - Allowing for adaptive equipment
 - And in making sure the area is modified and encourages full participation

For Children with Visual Impairments

- Assure the child's physical safety at all times.
- Use sighted-guide technique. Train peers how to safely assist the child.
- Be aware of:
 - Increasing and decreasing light in the room, especially glares
 - Use materials or pictures that are clear and uncluttered
 - Use large print books or computer software that enlarges print materials
- Encourage the child to learn through hands-on activities.
- Borrow or purchase a beeper ball (has a bell inside) so the child can participate in sports or games.

For Children with Speech and Language Delays/Disorders

- Be a good listener.
- Keep directions simple and in complete sentences.
- Expand on what the child is saying. Ask her what she is doing.
- Model the correct usage and pronunciation versus correcting the child.

- Provide frequent and concrete visual reinforcement while trying to encourage facial attending.

For Children with Social-Emotional Disorders

- Provide routines and structure for the child.
- Do not change activities or the schedule abruptly.
- Use a posted schedule on a poster, paper, or chalkboard.
- Allow the child the opportunity to make some choices but limit the items choices to two or three.
- Use visual or auditory cues to prepare the children for transitions (songs, lights) as this gives the child time to prepare for and complete the transition.
- Be vigilant:
 - To anticipate when and where they have difficulties
 - To help the child express their feelings in appropriate ways
 - Allow the child to check out by removing themselves from the stressful area to a bean bag or quiet place in the room

For Children with Hearing Loss or who are Deaf

- Be sensitive.
- Know the degree of hearing loss and what that means to the child.
- Know if they use sign language, lip reading, hearing aids, etc.
- Position the child so that they will be able to hear you, next to a speaker, or in front in order to lip read and face them when you speak.
- Be aware that you should demonstrate new activities in more ways than just verbally.
- Have a signal with the child they can use if they do not understand or need assistance.
- As a group, learn basic sign language and encourage the group to rephrase rather than repeat.

For Children with Learning Disabilities

- Be realistic.
- Allow adequate time and repetition to learn a new skill.
- Break activities down into small steps and sequence them accordingly.
- Know they may never learn the entire song or game but will enjoy being a participant in the activity.
- Use pictures to label objects and actions you are talking about.
- Be tolerant of the child who might be impulsive.
- Give frequent and consistent positive reinforcement.
- Encourage cooperative behaviors in children by moving from independent to parallel play and then facilitate the development of cooperative play and encouragement with others.
- Know the child's learning preferences. Have information and materials presented in appropriate and respectful manners.
- Recognize their skills and gifts and allow them to be seen as competent or skilled by other children.

Please visit our website at www.KITonline.org or call us at 858-225-5680 for more information.

Facing Your Fear Factor

Inclusion Action Plan

Barriers:

After reading the scenario, what are the potential barriers to successful inclusion for this child?

Inclusion Tools Used to Overcome Barriers:

Using your Inclusion Tool Kit, list the tools you feel will be helpful to overcome the barriers:

Accommodations:

What supports will you put in place for the child to facilitate meaningful inclusion?