



Discovering Inclusion

An introduction to disability awareness and the benefits of inclusion for all.

What is The Advocacy Network on Disabilities?

MISSION

“The Advocacy Network on Disabilities champions the rights of individuals with intellectual, developmental, and other disabilities by promoting inclusion, providing services, and advancing systems change.”

Our Services

- **FAMILY SUPPORT:** Experienced, family-friendly staff help people with disabilities and their families identify and access services.
- **ALL CHILDREN TOGETHER (ACT):** An initiative of The Children's Trust, project staff work with the organizations it funds to increase their capacity to provide quality, inclusive programs.
- **SYSTEMS ADVOCACY:** Seeking change that can help many people at once, staff works to change policies, rules or laws that determine how services are provided.

At the end of this workshop you will be able to....

- **Define “disability” and “inclusion”**
- **Identify your beliefs and perceptions about people with disabilities**
- **Name the 3 characteristics of an inclusive program**
- **Demonstrate “Respectful Interactions” & “People First” language**
- **Describe at least 2 benefits of inclusion**

To successfully complete this training and receive a certificate, you must answer a minimum of 8 out of 10 questions correctly on the Learning Assessment at the end of today's session.

To receive your certificate, please visit:
<http://collabornation.net/login/advocacynetwork>

We welcome you to ask as many questions as you want, and to fully participate in today's activities.

Reflect on a time you felt....

**INCLUDED or
WELCOMED?**

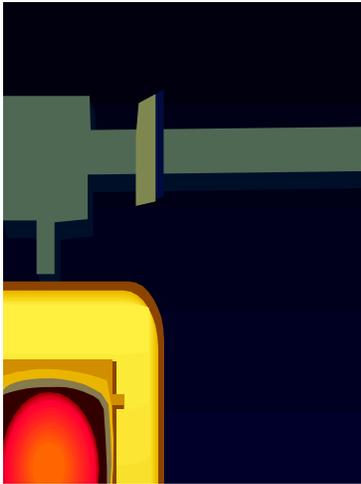
**EXCLUDED or
LEFT OUT?**



What are your beliefs?

Draw a line from the statement to the color on the traffic light that represents whether you:

- **AGREE** with the statement
- **NOT SURE** Cautious about the statement
- **DISAGREE** with the statement



Compare your ratings with a partner and discuss why each of you rated your statements as you did.

What Is a Disability?



DICTIONARY DEFINITIONS

1. A physical or mental condition that limits a person
2. A disqualification, restriction, or disadvantage

Another Way to Look at It



- Disability is a common aspect of life (we will almost all have some disability during our lifetime);
- Persons with disabilities do not have a “defect”; they have the ability to live, learn, and be in a different way.

Did You Know?

- **The most common disabilities are those you cannot see, like learning disabilities.**
- **1 out of every 7 children are diagnosed with a disability.**
- **Disabilities can be present at birth, develop later in life, caused by an accident, genetics or an unknown reason.**
- **A diagnosis does not tell you much about what a child can do.**

Broad Categories of Disabilities

- Learning
- Emotional/Behavioral
- Physical
- Sensory
- Developmental

Some Types of Disabilities

Learning

Dyslexia, Language Processing Disorder, Dysgraphia, Visual Processing Disorder

Emotional Behavioral

Depression, Oppositional Defiant Disorder (ODD), Bipolar Disorder, Attention Deficit and Hyper-activity Disorder (ADHD)

Some Types of Disabilities

Physical

Spinal Cord Injury, Paralysis,
Certain types of Traumatic Brain
Injury (TBI)

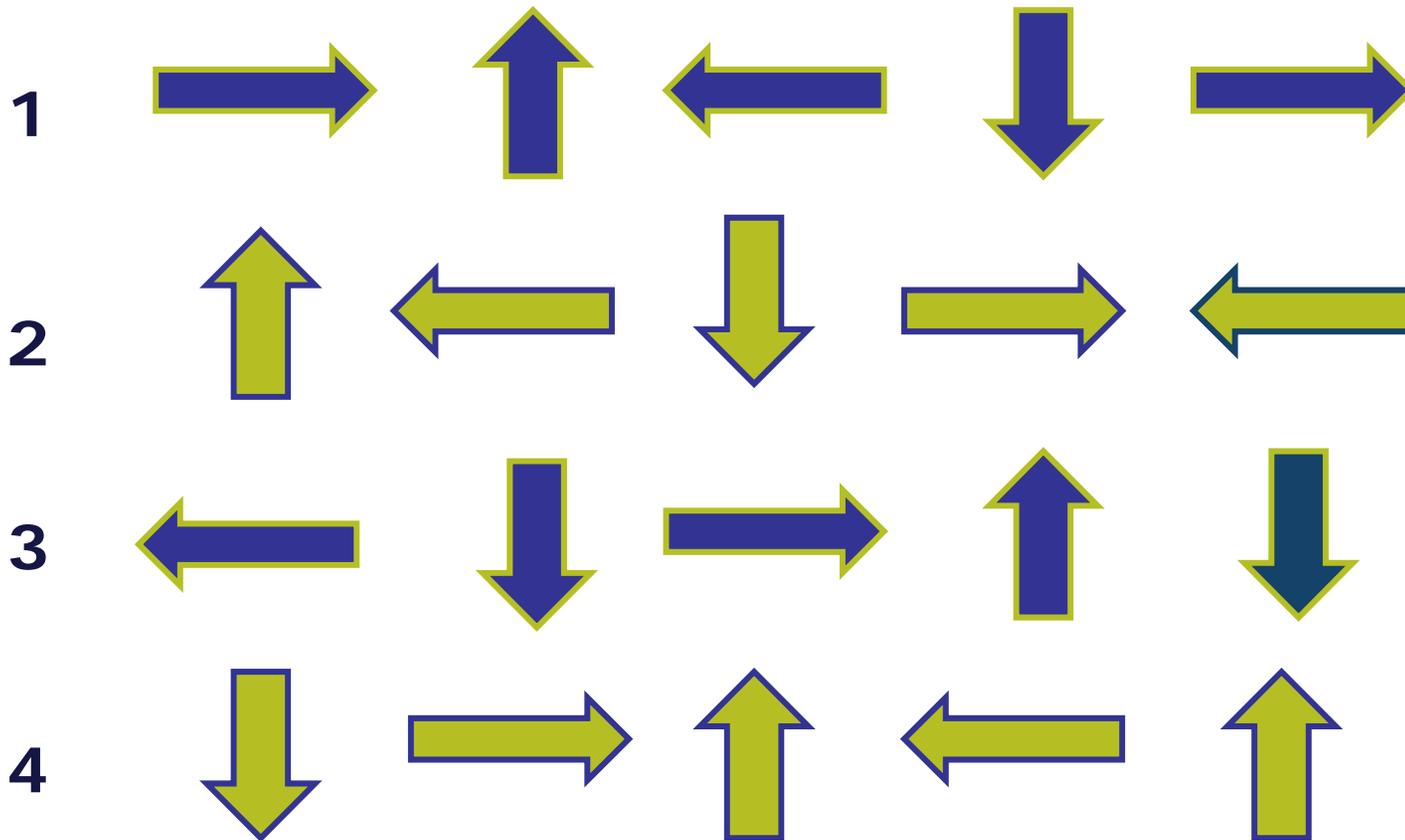
Sensory

Visual or Deaf, Speech Impairment

Developmental

Autism Spectrum Disorder (ASD),
Cerebral Palsy,
Spina Bifida, Intellectual Disability

What's it like to have a disability?



WHAT IS INCLUSION?

Inclusion is when all children, regardless of their diverse abilities, actively participate in all aspects of community life.



What are you doing to ensure students with disabilities are supported by you and their peers in your program?



3 Characteristics of an Inclusive Program

❖ **Natural Settings**

❖ **Active Participation**

❖ **Natural Proportions**

Natural Setting

Places where you would typically find children.



NOT in a therapist's office, or a "special school."

Active Participation

All Children with and without disabilities:

- **Actively participate in the same activities**
- **Activities may be adapted**

• **No "inclusion classes"**

• **Not "grouped"**

• **Not SEPARATE and DIFFERENT**

Natural Proportions

Generally 1 out of every 7 children,
or 14%, has some type of a
disability.



End the “R” Word





PEOPLE FIRST LANGUAGE

Would you like people to define and judge you only by:

Where you live?

The clothes
you wear?

Your tattoos?

How you look?

Of course not.

And people with disabilities don't like it either.

If a person's disability is not relevant to the conversation, don't mention it. If it is necessary to mention it, then always be respectful and use PEOPLE FIRST language.

PEOPLE FIRST language puts the PERSON before their DISABILITY, and recognizes that a person HAS a disability, a person IS NOT the disability. There is more to each of us than any one characteristic we may have.

Using PEOPLE FIRST language positively empowers and includes people. Using stereotypes and negative language limits and segregates them.

A person with a disability is – first and foremost – a person.

“Handle them carefully, for words have more power than atom bombs.”

Pearl Stratchan

I'm not crippled or confined. I use my wheelchair to play basketball.



Some examples of PEOPLE FIRST language:

Instead of: Antoine is slow or retarded
Say: **Antoine has an intellectual disability**

Instead of: Marly is confined to a wheelchair or wheelchair bound
Say: **Marly uses a wheelchair**

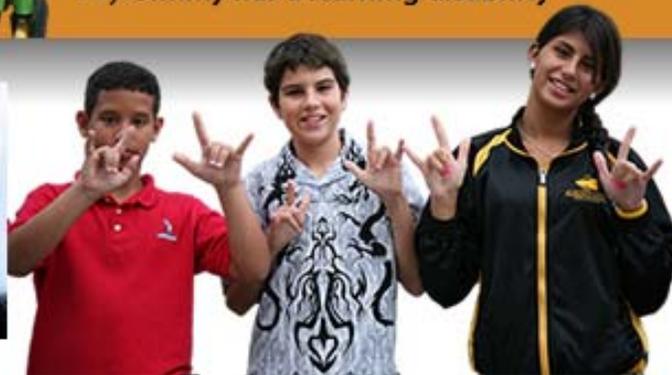
Instead of: Roberto is pscho, crazy, or loco
Say: **Roberto has an emotional disability**

Instead of: Handicapped parking space
Say: **Accessible parking space**

Instead of: Mr. Joseph is afflicted with, a victim of, or suffers from Alzheimer's Disease
Say: **Mr. Joseph has Alzheimer's Disease**

Instead of: Jimmy is slow or learning disabled
Say: **Jimmy has a learning disability**

I'm not autistic or on the spectrum. I'm Robbie.



We speak with our hands; we aren't "deaf and dumb"



RESPECTFUL INTERACTIONS

Respectful Interactions

- **Speak directly to a person with a disability, rather than to the sign language interpreter or companion**
- **Always offer to shake hands when introduced to a person with a physical disability**
- **When meeting someone who has a visual impairment, always identify yourself and others who are with you**
- **If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions**
- **Treat people as people. Address people who have disabilities by first name when extending the same familiarity to all others**

From The 10 Commandments for Communicating with People with Disabilities

Respectful Interactions Continued

- Do not lean on a person's wheelchair
- Listen attentively and patiently to a person who has difficulty speaking. Don't pretend to understand, instead say something like "did you mean x, or did you want y?"
- When speaking to someone who uses a wheelchair, place yourself at eye-level in front of the person
- To get the attention of a person who's hard of hearing, tap them on the shoulder or wave your hand
- Relax. Don't be embarrassed if you happen to use common expressions that seem to relate to a person's disability

From The 10 Commandments for Communicating with People with Disabilities

AWKWARD



Benefits of Inclusion for Students With Disabilities

- 1. Meaningful friendships**
- 2. Prepares students for life in an inclusive society**
- 3. Increased social networks**
- 4. Peer role models**

Benefits of Inclusion for Students Without Disabilities

- 1. Meaningful friendships**
- 2. Prepares students for life in an inclusive society**
- 3. Increased acceptance of diversity**
- 4. Opportunities to master activities by teaching others**

What is the ADA ?

In 1990, the Americans with Disabilities Act (ADA) was passed to prohibit discrimination against individuals with disabilities and their families.

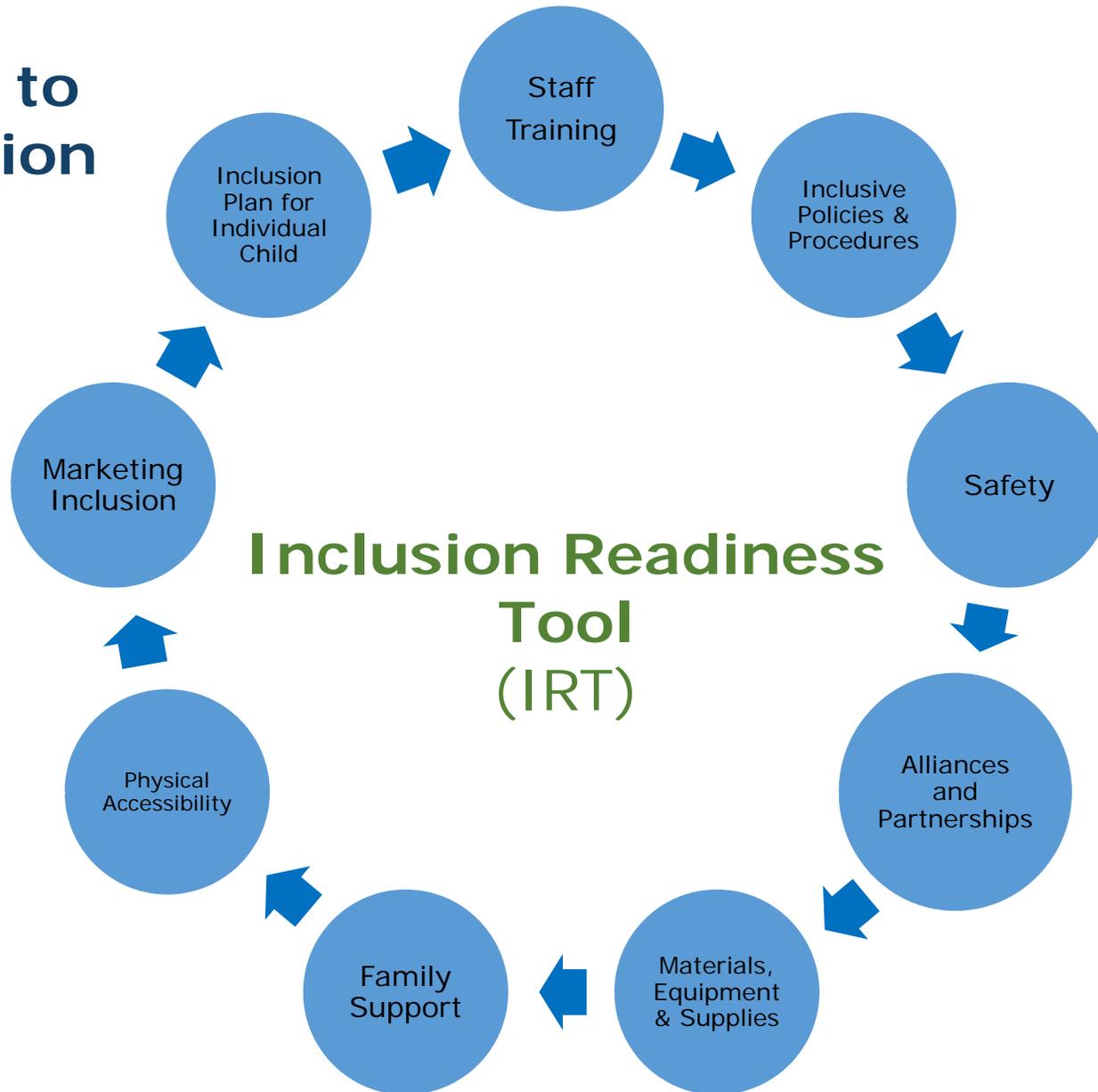


As a Provider, the ADA . . .

- Prohibits **DENYING** enrollment simply because a child has a disability.
- Requires an **INDIVIDUAL ASSESSMENT** to determine what accommodations are needed to participate.
- States public places must be **ACCESSIBLE AND USABLE**.
- Mandates **REASONABLE ACCOMMODATIONS** are provided.



Steps to Inclusion



What Are You Waiting For?



Inclusion is NOT a service, placement , or program.



Inclusion is a MINDSET.

Visit www.advocacynetwork.org and register to receive NetNews e-newsletter or call 305-596-1160 for assistance or additional information



Assessment and Evaluation

