

The logo for 'COUNT ME IN' features the words 'COUNT' and 'IN' in a bold, magenta, sans-serif font. The word 'ME' is in a bold, white, sans-serif font and is positioned inside a solid lime green circle. The entire logo is set against a light green, tilted rectangular background.

**COUNT ME
IN**

Discovering Inclusion for Kids

Encouraging children to accept differences and
build disability awareness.

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.

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.

In order to receive your certificate: Please visit the website where you registered.

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

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

- Share and conduct at least one disability simulation activity, this school year, with your students, to increase awareness and acceptance of students with disabilities.
- Identify characteristics of common disabilities found in the classroom.
- Read books provided, as well as website resources, to teach of children with disabilities.

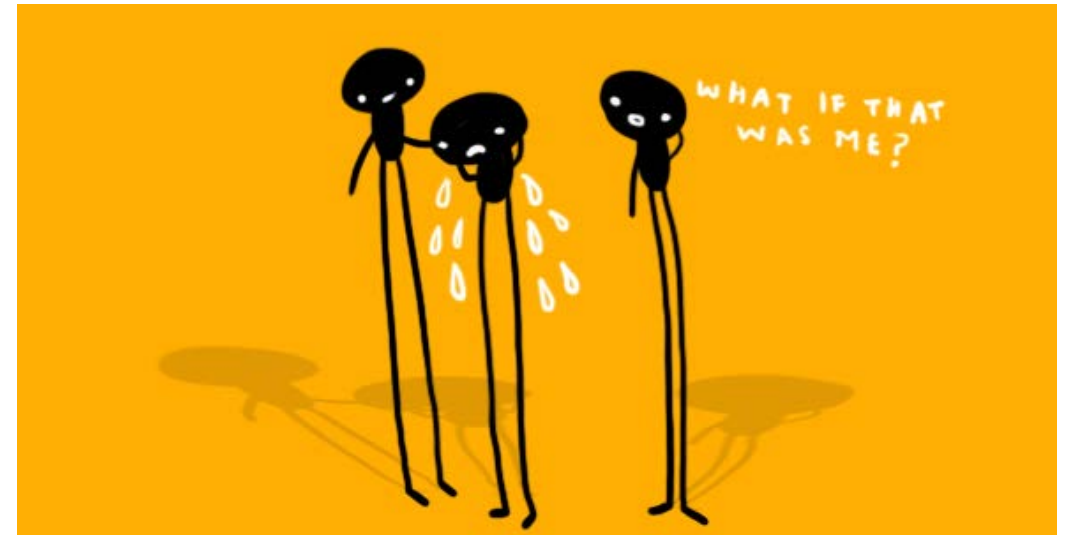


Why is it important to promote disability awareness?

- To develop an **understanding** of self, others and differences
- To develop **empathy**
- To develop **acceptance**

“Children do not start out cruel or kind. It is up to adults to teach them how to empathize by imagining others’ feelings. It’s our job to show children how to be respectful and to focus on others’ strengths instead of their weaknesses.”

<http://www.kars4kids.org/blog/talking-to-kids-about-disabilities-6-tips/>



Words Matter



The difference between the right word and the almost right word is the difference between lightning and a lightning bug. - Mark Twain

- “Sticks and stones may break my bones, but words will never hurt me!” “No offense, but.....,” “just joking,” “I didn’t mean anything by it.” How do people’s words make us feel?
- People First Language
- Positive Post-its Activity

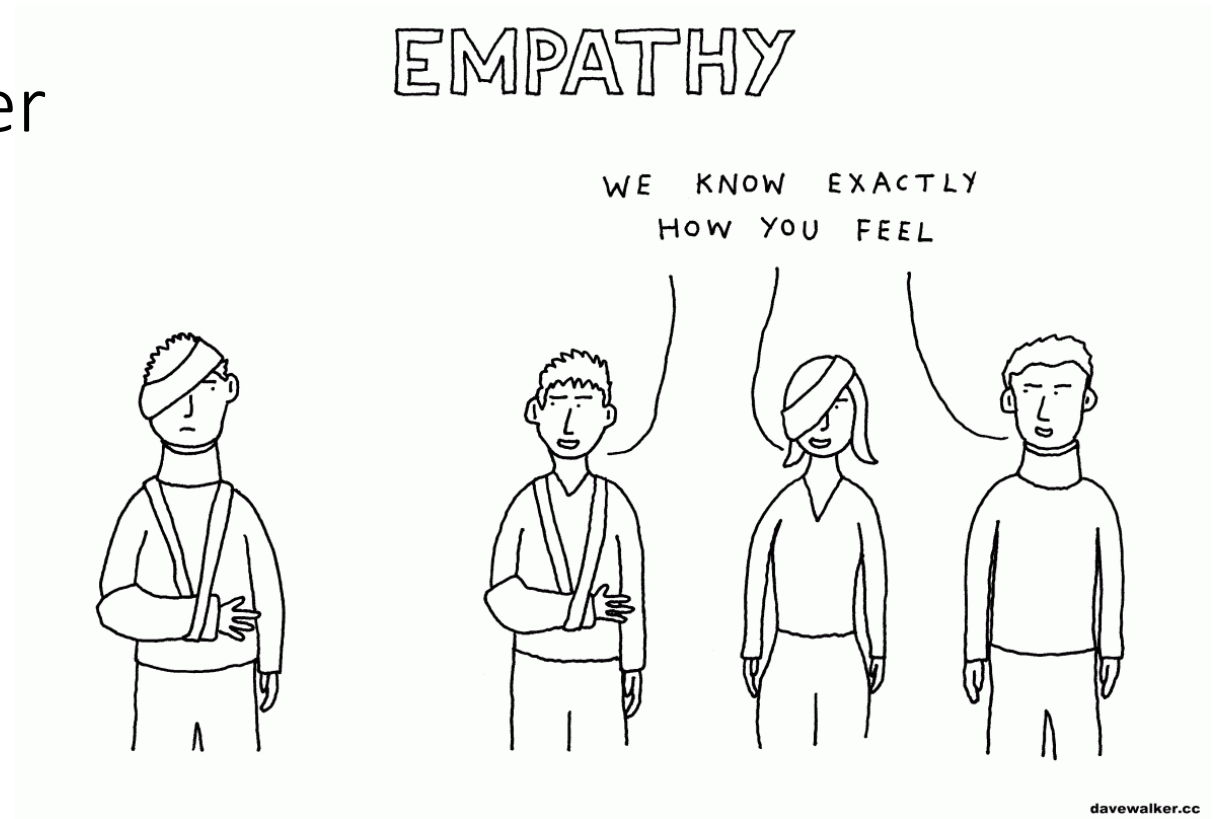
How do we introduce and encourage disability awareness?

- Modeling positive interactions with children who have disabilities.
- Helping children understand that we are better at some things, than other things.
- Demonstrating what the child *can* do, which is more important than what they cannot do.
- Teaching empathy and understanding.



Disability Simulations

- Autism Spectrum Disorder
- Intellectual Disability
- Speech Impairment
- Hearing Impairment
- Learning Disability
- Physical Disability
- Visual Impairment



Autism Spectrum Disorder

It is a neurodevelopmental disorder that impairs a child's ability to communicate and interact with others.

A person with autism may have difficulty:

- Letting you know what they want
- Thinking
- Understanding what others want
- Ignoring sounds, lights and things that are moving
- Being touched
- Understanding social rules
- Showing affection
- Controlling their feelings
- Knowing how to play with other children
- Dealing with changes



Autism Spectrum Disorder

Simulation Activity



Intellectual Disability

Characterized by below-average intelligence or mental ability and lack of skills necessary for day-to-day living.



A person with intellectual disabilities may:

- Have difficulty understanding what other people say or mean
- Have difficulty saying what they mean or how they feel
- Have difficulty understanding social cues
- Have difficulty learning and concentrating
- Have to do things many more times than average before they learn it.
- Find it hard to read or write.

A cartoon illustration showing a family of four. A man and a woman are on the left, looking at a single line of text that says "results". The woman is holding a large yellow pencil. On the right, a boy and a girl are standing with their arms raised, reaching towards a large, colorful cloud of numbers and symbols that appears to be emerging from the text. The cloud contains various numbers (0-9), mathematical symbols (%, +, =, ∞), and other characters (like @, \$, &). The background is white.

Speech Impairment

Inability to produce speech sounds that are necessary to communicate.



- **Affects articulation:** “thaggetti” for “spaghetti”, “wabbit” for “rabbit”.
- **Affects fluency:** Ex: stuttering or false start, which is when you say something, stop in the middle of your sentence and restart with a new idea.
- **Affects voice:** Ex: harsh or hoarse voice, voices that are too high or low, too loud or too nasal.

Speech Impairment

Simulation Activity



Hearing Impairment

Prevents a person from totally receiving sounds through the ear.

- If mild, the person has difficulty hearing faint or distant speech, but can use hearing aids to amplify sounds.
- If more severe, the person may not be able to distinguish any sounds.



Learning Disabilities

Difficulties acquiring knowledge or skills to the level expected of those the same age.



- Problems can interfere with learning basic skills such as reading, writing, and/or math.
- Can interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.
- “Learning Disabilities” is an “umbrella” term describing a number of other, more specific learning disabilities, such as dyslexia and dysgraphia.

Physical Disability

Pertains to total or partial loss of person's bodily functions (walking) or part of the body (amputation).

- Ranges from mild to complete immobility



Physical Disability

Simulation Activity



Visual Impairment

Person's eyesight cannot be corrected to a normal level



- Inability to see objects clearly
- Inability to see as wide an area without moving the eyes or turning the head.
- Inability to look at light
- Double vision
- Distortion of images
- Difficulties with perception

Visual Impairment

Simulation Activity



Encouraging Disability Awareness

- Ask students to define “disability”.
- Identify ways that a student with a disability can be a helper.
- Discuss the differences between “good help” (ask first if help is needed) and “poor help” (I’ll do it for you).
- Discuss how being different can be a strength.
- Let children know that a disability is not something shameful.

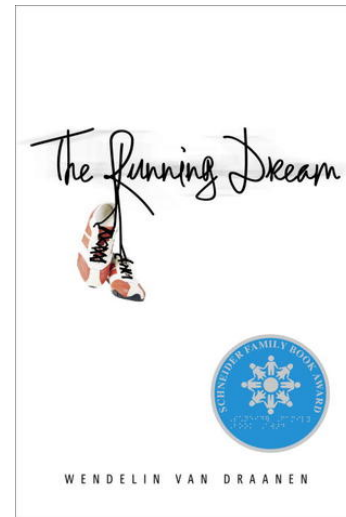
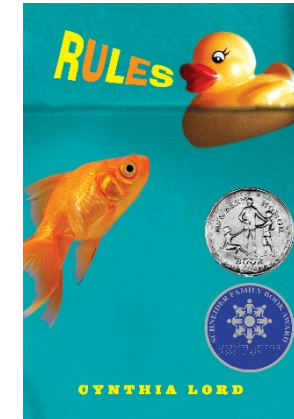
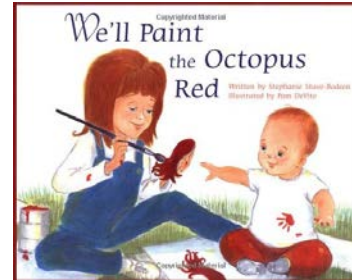
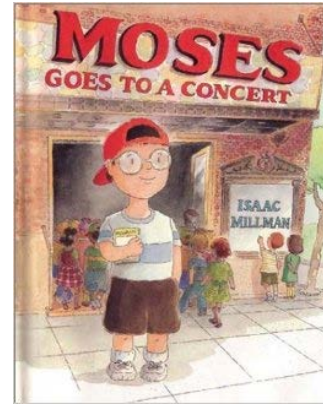
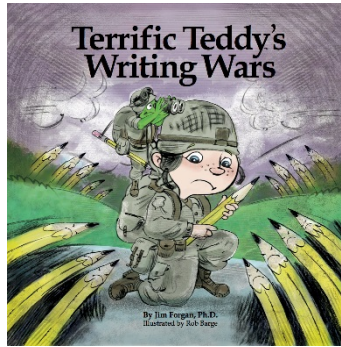
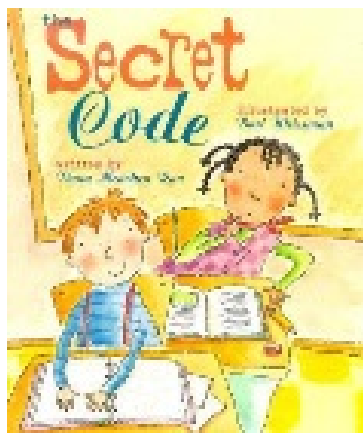




Resources on Disability Awareness

Websites

- **Disability Awareness Information**
Includes information on People First Language and Disability Etiquette.
<http://www.cpdusu.org/about/committee/awareness/>
- **Promoting Disability Awareness and Acceptance in Childhood Handbook**
Includes activities and resources from 3 years of age up to high school students.
https://wiki.uiowa.edu/download/attachments/34245691/rhab-disability_awareness_manual.pdf
- **Disability Awareness Activity Packets**
Activities and resources for teaching students about disabilities.
http://www.lifeinawheelchair.net/wp-content/uploads/2013/10/Disability_Awareness_packet.pdf
<http://www.indianadisabilityawareness.org/assets/docs/activitiesbooklet.pdf>



Books

- **Autism** Rules by Cynthia Lord
- **Intellectual Disability** We'll Paint the Octopus Red by S.A. Bodeen
- **Speech Impairment** Adam and the Magic Marble by Adam & Carol Buehrens
- **Hearing Impairment** Moses Goes to a Concert by Isaac Millman
- **Learning Disability** Terrific Teddy's Writing Wars by Jim Forgan, Ph.D.
- **Physical Disability** The Running Dream by Wendelin Van Draanen
- **Visual Impairment** The Secret Code by Dana Meachen Rau

In conclusion, you should be able to:

- Introduce a disability simulation activity to the students in your program, in order to increase understanding and acceptance of students with disabilities.
- Identify characteristics of common disabilities found in the classroom.
- Utilize books provided and website resources to teach of children with disabilities.



Use disabilities as a motivator to find a way and not as a reason to exclude.



Visit advocacynetwork.org and register to receive our newsletter or find additional information.



Learning Assessment and Evaluation

