All Kids Included

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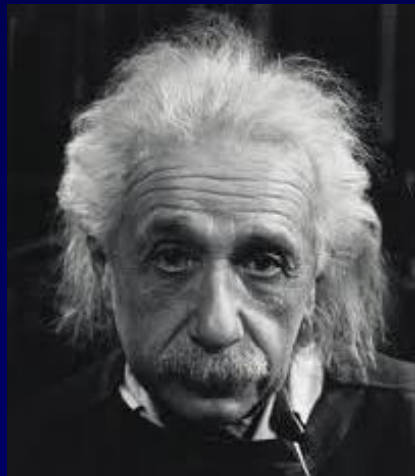## A World WithOut Labels

Understanding Disability:
to foster more inclusive summer programs

Facilitated by Phillip Collazo, MSEd., CYT

Hidden vs. Visible

Person First Language

- The words we choose to use, say a lot about how we think and feel.

- Remember to use "has/have", instead of "is/are".

- Never assume that someone has a disability.

- It is always better to refer to a person by their name, whenever possible.

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Americans with Disabilities Act

- **A Person with:**
  - A physical or mental impairment.
  - A person with a record of having a physical or mental impairment.
  - A person who is regarded as having a physical or mental impairment.

  that substantially limits one or more major life activities

What does it take to be inclusive?

Natural Settings: environments where children and adolescents typically spend time

Active Participation: program staff ensuring that children with and without disabilities participate in meaningful activities with necessary accommodations

Natural Proportions: in general, children with disabilities represent 10% of the overall population

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Categories of Disabilities

Learning Disabilities

Attention Deficit Disorder (ADD), Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD)

Developmental Disabilities

Cerebral Palsy (CP), Autism Spectrum Disorder (ASD), Spina Bifida, Prader Willi Syndrome, Down Syndrome and other Intellectual Disabilities
(formerly Mental Retardation)

Categories of Disabilities (cont.)

Social-Emotional

Clinical Depression, Bi Polar Disorder, Conduct Disorder, Obsessive Compulsive Disorder (OCD)

Physical

Paralysis, Spinal Cord Injuries, Multiple Schlerosis (MS), Certain forms of Traumatic Brain Injury (TBI)

Sensory

Visual Disabilities (Blindness), Auditory Disabilities (Deafness), Speech Disabilities

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In the State of Florida...

- A <u>Developmental Disability</u> is characterized as

  – Something for which there is no cure

  – Something an individual is born with

  – Something that impacts an individual at

    different stages throughout their development.

  A <u>Developmental Delay</u> refers to children who are not meeting their developmental milestones at the expected times.

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Respectful Interactions (1)

- Speak directly to the child, rather than through a companion or sign language interpreter.

- Always offer to shake hands when introduced and identify yourself.

- Ask a child if he or she would like assistance before actually doing anything.

- Treat people as you would like to be treated.

- Do not lean against or hang on someone's wheelchair or walker

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Respectful Interactions (2)

- Listen attentively to people who have difficulty speaking. Allow extra time and if you don't understand, ask for a simple clarification: Did you mean X? Did you want Y?

- Place yourself at eye level when speaking with a child using a wheelchair, or crutches.

- Tap a child who is deaf on the shoulder, or wave your hand to get his or her attention.

- **RELAX;** don't be embarrassed if you happen to use common expressions that seem to relate to the child's disability. Use it as a learning opportunity for the next time.

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Helpful Tips and Strategies

- People learn best in **20 min intervals**
- Tell students what they **can** do

  not what they can't do
- Make Transitions into activities
- Use fidget toys to increase focus
- Use bubbles to relieve stress and anxiety
- Praise in Public & Redirect in Private!

Working to Create a World WithOut Labels!

Disability Awareness/ People 1st

Goals to increase:

- use of Person First Language
- awareness of Disability Specific Strategies

1. Recall one fact or related content from the presentation.
2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?
3. How will you know if it is working and that professional growth is occurring?

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SASC Grantee Requirements

Goals to increase:

- ability to meet SASC reporting requirements

- appropriation of dollars to meet the individual needs of diverse populations

- marketing to diverse groups of students

1. Recall one fact or related content from the presentation.

2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?

3. How will you know if it is working and that professional growth is occurring?

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Universal Design / Learning

Goals to increase:

- Use of UD/L in program planning & assessment
- Understanding of the HOW, WHY & WHAT networks of the brain
- Multiple means of representation, expression & engagement

1. Recall one fact or related content from the presentation.
2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?
3. How will you know if it is working and that professional growth is occurring?

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Autism Awareness

Goals to increase:

- Our understanding & appreciation of students with ASD

- Use of socialization strategies & strengthen peer relationships

1. Recall one fact or related content from the presentation.
2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?
3. How will you know if it is working and that professional growth is occurring?

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Creative Movement & Expression

Goals to increase:

- Use of creative movement techniques

- Strategies that foster individual expression

1. Recall one fact or related content from the presentation.

2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?

3. How will you know if it is working and that professional growth is occurring?

Health & Medical Action Plans

Goals to increase:

- preparedness through action planning protocols
- ability to gather info, share, teach & respond

1. Recall one fact or related content from the presentation.

2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?

3. How will you know if it is working and that professional growth is occurring?

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Assistive Tech / Adaptive Strategies

Goals to increase:

- Ability to identify and reduce individual barriers to participation

- Identify means and resources for acquiring LOW to HIGH assistive technologies

1. Recall one fact or related content from the presentation.
2. How will you encourage Direct Care Staff to incorporate this knowledge and skills?
3. How will you know if it is working and that professional growth is occurring?

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What happens next?

- Please write any specific inclusion questions to be addressed in our follow up email.

- Respond to the mid-summer survey.

- Use audience access dollars to plan topic specific training to support professional development.

- Share your successes!

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Change can feel like...

Cookie Monster is having a hard time changing.mp4

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