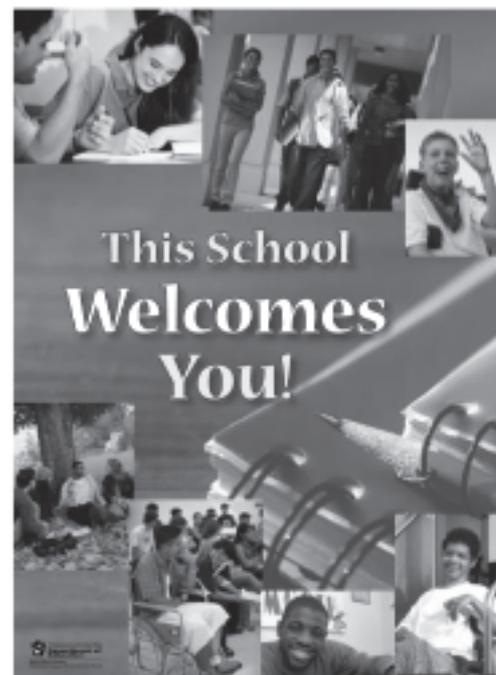# Welcoming All Students:

Resources for Pennsylvania Schools

Purpose of the Welcome Booklet

As a result of the <u>Gaskin v. Commonwealth of Pennsylvania</u> Settlement Agreement (2005), the Pennsylvania Department of Education has agreed to "design and distribute to school districts materials for display in school buildings that make it clear that all children, including those with disabilities, are welcome."

In addition to displaying the posters with the message that all children are welcome, there are many ways that educators and administrators can create a welcoming environment. The purpose of the "This School Welcomes You" posters and accompanying resources is to provide educators with information and tools to ensure that every student and family feels welcome in their school.

The sample lesson plans included in this booklet are offered for your consideration for use in your classrooms. Please feel free to individualize your instruction and consider this lesson plan a guide. We hope you find this helpful as you strive to create schools and classrooms where all students are welcome.

If you are interested in obtaining further resources or assistance to create a welcoming, inclusive school, please contact your local intermediate unit or one of the three regional Pennsylvania Training and Technical Assistance Network (PaTTAN) offices: Pittsburgh, 1-800-446-5607; Harrisburg, 1-800-360-7282 or King of Prussia, 1-800-441-3215.

To view the Gaskin Settlement Agreement in its entirety, please visit the following link: http://www.pde.state.pa.us/special_edu/lib/special_edu/Gaskin_Settlement_916.05_Finalized.pdf

Welcome All
Table of Contents

People First
A Language Guide

Prepared by The Institute on Disabilities at Temple University Pennsylvania's
University Center for Excellence in Developmental Disabilities Education, Research and Service

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

Language is powerful!

It reflects, reinforces, and shapes our perceptions of people. Words, which reflect positive attitudes and awareness, help develop positive communications.

Words about disability have been strongly influenced by legal, medical, and political terms. As a result, our daily language is filled with technical terms, which often do not convey our intended social message.

The suggestions made in this brochure are intended as a guide to improve language usage. Most suggestions are just common sense; others are a matter of becoming aware of appropriate, current terminology.

Each of us can:
- Educate, inform and politely correct inaccurate use of language.
- Encourage a societal attitude where only positive, accurate words are acceptable in the context of any conversation.

Language should accurately portray an individual or a situation. It should emphasize the person rather than the disability. Examples of good and bad language:

Don't say: Sara is a crippled student and is confined to a wheelchair. The other students in her class are normal.

Say Instead: Sara is a student with a disability. She uses a wheelchair, which enables her to be mobile and independent. The other students in the class do not have disabilities.

Don't say: The community is sponsoring a class for the retarded and the mentally ill.

Say instead: The community is sponsoring a class for people with intellectual disabilities and people with mental illness.

Don't say: We just hired a deaf mute to work in our office. He talks with his hands.

Say instead: We just hired a man to work in our office who is deaf and uses sign language.

Some **inaccurate terms** and expressions have negative, derogatory connotations. Avoid using them and discourage use by others.

- afflicted
- crazy, insane
- cripple, crip
- deaf and dumb/deaf mute
- defective/deformed
- handicapped
- retard
- spastic, spaz
- confined to a wheelchair
- invalid/wheelchair bound
- victim

Some currently **preferred terms** and expressions that reflect a positive attitude:

Person who is …
- blind, deaf, hard of hearing or visually impaired

Person with …
- cerebral palsy
- a developmental disability
- disabilities
- emotional disabilities
- intellectual disabilities
- a mobility impairment
- physical disabilities
- paralysis

Person who uses …
- a wheelchair

Using the right words can make a dramatic difference!

For more information, please contact:

Institute on Disabilities at Temple University
1601 North Broad Street
University Services Building Suite 610
Philadelphia, PA 19122
tel. 215.204.1356 (voice/TTY)
fax 215.204.6336
http://disabilities.temple.edu

This brochure is available in alternate formats, upon request. Para información en español: 215.204.9348 o por correo electrónico al: latino@temple.edu

Suggested additional resources on People First:

1. **People First**, a free pamphlet "… intended to increase awareness of appropriate ways to address and refer to individual with disabilities," published by Philadelphia Office of Housing and Community Development's Housing and Disability Technical Assistance Program, available at http://www.newsontap.org or contact:

   Technical Assistance Program
   6 South Easton Road
   Glenside, PA 19038
   tel. 215.576.1150, ext.4

2. Disability Etiquette, a free booklet published by United Spinal Association "for anyone with or without a disability who wants to interact more effectively with people with disabilities," available at http://www.unitedspinal.org or contact:

   United Spinal Association
   Regional Office
   5000 Wissahickon Avenue Box 42938
   Philadelphia, PA 19101tel. 800.807.0190

Note: Parts of this brochure are reprinted with permission from the California Governor's Committee for Employment of People with Disabiliti

Institute on Disabilities
TEMPLE UNIVERSITY®
College of Education

Is your School Inclusive?

☑ Some Things to Look For in YOUR school

☑ The school's mission is visibly posted and clearly states that ALL children are welcome.

☑ School administrators are committed to inclusion.

☑ School is architecturally and programmatically accessible.

☑ Children with disabilities are educated with their peers in regular education classrooms and are provided with needed supplemental aids and services.

☑ Teachers have the training and supports needed to implement inclusion.

☑ Collaboration between general and special education teachers is routine.

☑ Cooperative and diverse small-group learning is frequently used.

☑ Teaching methods are diverse and based on students' learning strengths.

☑ Differentiated instruction is a common instructional practice.

☑ School personnel use friendship facilitation strategies.

The Institute on Disabilities at Temple University, Pennsylvania's University Center for Excellence, 2007

Welcome All

A lesson plan to support
the statewide effort in creating schools in
Pennsylvania where ALL children
are welcome

Welcome All

This packet includes sample lesson plans for grades K-12 that are separated into grade levels K-2, 3-8 and 6-12. The overlapping grade level resources are provided so that age-appropriate lessons are available for your individual school district's needs. Following the overview of the lesson plans there are samples of two individual lessons for each grade level, assessment rubrics, websites and a bibliography of resources.

Grade level(s) K-12

Content Areas Social Studies/Humanities

Links to Curriculum Standards
1.3 Reading, Analyzing and Interpreting Literature
1.6 Speaking and Listening
1.8 Research

Vision
To promote a safe and welcoming school community where individual differences are valued, embraced and evident within the school (example: gender, disability, race, nationality, religion, social class or culture).

Timeline Two 30-45 minute segments, plus follow-up activity.

Student Objectives - Students will be able to demonstrate their understanding by:
• Identifying that differences occur in everyone.
• Identifying ways people are more the same than different, whether the characteristics are visible or not.
• Identifying disabilities as just another kind of difference that many people share.
• Defining supports used by people with disabilities as a positive attribute.
• Organizing a product to share their knowledge with their peers.

Materials and Resources
• Art materials
• Poster board paper
• Paper to record a script
• Access to the library to read additional resources as shared in the bibliography
• Scribes as needed
• Blackboard, whiteboard or smart board
• Literature to be read
• Access to a variety of technology as available and accessible for students to write

Guiding Questions
(To be phrased and presented as appropriate, based on grade level of student)
• Is it wrong, bad or unacceptable to be different?
• Are only some people/students different?
• How do I show more understanding of differences in others?
• What are some of my differences?
• Do all people/students learn the same or differently?
• How do supports used by people with disabilities help them to be successful?

Assessment of Prior Learning

The student must:
  - Observe and describe what is seen.
  - Think about sameness and difference with characteristics and interests that are visible and <u>not</u> visible.

IDEA!
The teacher could use an informal method of assessment such as a "whip around" (Pose a question and each student answers with one or two words. Move quickly in a logical sequence - front to back, sequential order of table seats, etc., until each child has given an answer or says "pass") to assess each student's ability to provide these answers. The information may be useful in grouping students for the activity in the lessons as well as follow-up output to show their learning. Suggested questions for the whip around can be found below.

Prior understanding of this concept can be assessed by the teacher through examining their experience with the school's general practice of including students with disability and difference.

Assess your students' exposure outside of school to people with a variety of differences to include disability, race, gender, nationality, religion, social class and culture. This can be achieved through a question and answer period with a variety of tools for response, such as a thumbs up/down response, use of colored cards, think, pair/share with a neighbor, debrief and follow-up. You can probe for more information following the initial response of your students. Sample questions provided below.

Whip Around Questions
(Using 1-2 words)

  - ✓ *Name something that is the same about you and other students in this class (or school).*
  - ✓ *Name something that is different about you and other students in this class (or school).*

Exposure Assessment Questions
(Using a variety of tools for display of response)

  - ✓ *Show me if you have ever been in a school or class with someone with a disability. How did you know?*
  - ✓ *Show me if you have ever been somewhere outside of school with someone who has a disability. How did you know? Where were you?*

Final Assessment
At the conclusion of the lessons, students will be assessed using differentiated methods to determine if they:

  - understand the concept of same/different within themselves and their peers
  - understand that disabilities are just another type of difference
  - can show the positive aspects of supports to assist with differences

Rubrics have been provided for several alternative methods of assessments at the end of this packet.

welcome An

Lesson 1 (K – 8)

Lead an activity in exploring the concept of same and different. Use a Venn diagram to record student input. Use a method that will ensure permanence, such as use of chart paper, poster board, smart board or similar technology.

Lead the discussion about the words "same" and "different." Emphasis should be placed on characteristics and interests we can see immediately, and then on characteristics and interests we cannot see, but know exist. Emphasis should be placed on the acceptance of difference.

Activity
   (K-8) Divide class into pairs of students. Instruct students to look at their partner and think about characteristics in which they are the:
   1. same (we can see)
   2. different (we can see)
   3. same (we can't see)
   4. different (we can't see)

Time should be provided for students to discuss answers with their partner prior to the debriefing.

Lesson 1 (K – 2) Procedures	Lesson 1 (3-8) Procedures
(K-2) Students will discuss and report out verbally to the teacher. Prompt students through numbers 1-4 (above), stopping to elicit their responses following each segment. Allow 2-3 minutes for each segment for pairing, 2-3 minutes for debriefing.	**(3-8)** Share a copy of a blank Venn diagram with each pair. Instruct the students to complete the diagram by writing each partner's differences on the outside and the sameness in the center. Prompt students through numbers 1-4 above. Allow 2-3 minutes for each segment. When complete, debrief the activity by beginning with items that are the same (1,3). When filling in the classroom chart, highlight common items that are the same for everyone in the room by using a different color when writing these words (i.e. *everyone in the class is a 4th grader*, would be written on the classroom chart in red). The debriefing activity will last 10 minutes.

When debriefing the sections on difference, follow up each child's response with, "Is it wrong or is it bad to _____?" Emphatically state "NO" with the child or after the child's response.

As the list evolves, point out similarities and differences among the class.
Ask the question, "Is there anyone who is exactly the same as anyone else in the classroom?"

Lead a discussion about differences being only ONE PART of who we are.

Lesson 2 (K- 8)

Review past learning in Lesson 1 as prerequisite for Lesson 2

Read one of these selections to the class:

(K-2)	(3-8)
My Friend Isabelle by Eliza Woloson*;* *My Buddy* by Audrey Osofsky or Choose a resource from the bibliography.	Choose a resource from the bibliography

Again, use a Venn diagram to record discussion (or have selected students record for you). Story and following discussion should take 15-20 minutes.

Lesson 2 (K-2) Procedures	*Lesson 2 (3-8) Procedures*
1. Ask, "What is different between the friends/classmates in the story?" 2. What is the same? 3. Ask students, "If you are a fast runner and your friend cannot run as fast, how do you play together? If you have a classmate in a wheelchair, how do you play on the playground? Do you think the child in the wheelchair wants to play?" Have students share their ideas out loud. Have students put their thumb up or down to indicate if they agree with the person's suggestion. 4. Explain that Isabelle is a child with a condition called Down syndrome. This means that she doesn't look or think quite like her friend does. But, she can do many of the same things it just might take her a little longer. In the story about Buddy's master, the boy has a disability called muscular dystrophy. This means the muscles are weaker. Although he can do most things other students can do, there are some things he can't do. However, he has strong friendships with his classmates. 5. Ask students for input regarding other types of disabilities and the supports and the positive aspects of a child's life by using the support! (e.g. a white cane allows a student who is blind to navigate their environment independently, a scribe allows a child who has difficulty writing the ability to share their thoughts). Make a list on the board. ***Lead a discussion about differences being only ONE PART of who we are***	1. Ask, "What is different between the friends/classmates in the story?" 2. What is the same? 3. Ask students, "If you like to play a sport and your friend cannot play very well, how do you play the game? Do you think a child in a wheelchair wants to play sports?" Lead discussion. 4. Relate story (selected from bibliography) to class. Talk about the disability highlighted in the story. Reflect on the strengths of the child featured in the story. ***Lead a discussion about differences being only ONE PART of who we are.***

Lesson 2 (K-8) cont'd

Culminating Assignment

Develop a project to reflect students' understanding about acceptance of differences. This activity should take about 30 minutes, but could be continued at another time.

Pair the students and refer to the teaching strategies section below for ideas regarding the differentiation of activities for students to share their learning. It is recommended that the product not be assigned, but provide the student a menu from which to choose.

Teaching Strategies

- Paired/shared response during the initial lesson.
- Compare and contrast similarities and differences among partners and class.
- Student opportunity to select the product to show their learning.
- Paired follow-up activities.
- Differentiate the manner for the students to show their learning. Provide choices as described below. Based upon your knowledge of the students, determine whether they are given a wide range or limited amount of choices.
- Students can be paired in a variety of ways (e.g. interest, mixed diversity). Students will present their project to the entire class. This can be done at a later date.

Assessment Strategies

- ✓ Design a poster to emphasize what the students have learned about differences.
- ✓ Have the students pair and interview each other about being the same/different and provide opportunities for one to develop questions and the other be an active responder.
- ✓ Create a drama between a cooperative group of students. Students can be paired in a variety of ways (i.e. interest, mixed diversity, etc.). Students will present their project to the entire class. This can be done the same day or at a subsequent date.
- ✓ Use rubrics to assess the students' knowledge retention.

Rubrics to assess the students' knowledge retention and development of the project
are included at the end of this packet.

Management

Students can work within the classroom. Extra space, as needed and available, should be considered (spreading out into the hallway to develop their poster, interview or script, use of the library) to complete follow-up project.

Lesson Evaluation and Teacher Reflection

Questions:
In what ways was this lesson effective?
What evidence do you have for your conclusion?
How would you change this lesson for teaching it again?
What did you observe your students doing and learning?
Did your students find the lesson meaningful and worth completing?

welcome All

Lesson 1 (6-12)

Begin with a brief introductory discussion about characteristics people have that are physical, social and mental. In front of the class should be a blank Venn diagram. If possible, use the diagram to record students' responses in a method that will ensure permanence, such as use of chart paper, poster board, smart board or similar technology. Structure the activity to explore the concept of same and different between classroom partners and the entire class. Students will be paired and directed to develop a list of characteristics about their partner and themselves in the following areas:

1. *same (we can see),*
2. *different (we can see),*
3. *same (we can't see),* and
4. *different (we can't see).*

Share a copy of a Venn diagram with each pair. Instruct the students to complete the diagram by writing each partner's differences on the outside and the similarities in the center. Prompt students through above numbers 1-4. Allow 2-3 minutes for each segment. When complete, debrief the activity by beginning with items that are the same (1,3). When filling in the classroom chart, highlight common items that are the same for everyone in the room by using a different color when writing the words (i.e. *everyone in the class is a 9th grader*, would be written on the classroom chart in red). The debriefing activity will last 10 minutes.

Engage a student to partner with you to do the recording, perhaps changing the student with each category.

Debrief the responses on difference to challenge the students about whether it is wrong, bad or socially unacceptable to display these differences.

> ***PLEASE NOTE***: *This could lead to some thought-provoking discussion.*

As the list evolves, elicit student response to point out similarities and differences among the class.

Ask the questions:
  "Is anyone exactly the same as anyone else in this classroom?"
  "Is there anyone who has exactly the same differences?"

> ***Lead a discussion about differences being only ONE PART of who we are.***

Lesson 2 (6-12)

Review past learning in Lesson 1 as prerequisite for Lesson 2

Select a resource from the enclosed bibliography. Introduce this lesson as expanding the previous discussion about differences to include students with various disabilities. Pair up readers who may need support and provide an opportunity to have the resource read to them via another student or on tape.

Place students with partners and provide each pair with another Venn diagram. Have them record differences and similarities noted between the character and themselves. Using another color, have them list characteristics that are similar and different between themselves and the person in the article with a disability. This will take about 10-15 minutes.

Debrief partners' responses using the Venn diagram at the front of the class.

Lead a discussion about the supports that enable all of us to accommodate for differences in our lives. Possibilities include:

Making lists to improve memory
- writing assignments into agendas
- e-mail address books
- cell phone contact lists

Accessing the environment
- remote controls for TV
- garage door opener
- eating utensils
- left-handed scissors
- glasses/contact lenses
- ear buds
- Map Quest

Completing daily tasks
- riding lawn mowers
- vacuum cleaners
- electric toothbrushes
- GPS system

People with disabilities use supports also, and are limited only by the creativity of people surrounding them. Discuss common supports which enhance the lives of people with disabilities:
- Wheelchairs provide freedom of movement for someone who cannot use their legs to walk.
- Social stories or scripts provide insight to someone having difficulty navigating the social world.
- A white cane allows a student who is blind to navigate their environment independently.
- A scribe allows a child who has difficulty writing the ability to share their thoughts.
- Behavior plans assist individuals experiencing difficulty controlling their emotions.
- Electronic communication devices enable a non-verbal individual the opportunity to speak.

Facilitate discussion with students, charting other types of support and the positive aspects of a child's life by using the support.

Lesson 2 (6-12) cont'd

Culminating Assignment

Students will develop a project to reflect their understanding about acceptance of differences. Pair the students and *refer to the teaching strategies section below* for ideas regarding the differentiation of activities. Avoid assigning specific activities to students, but allow them instead to choose their project. This project may need to be completed at a later session.

Teaching Strategies

- Paired/shared response during the initial lesson.
- Compare and contrast similarities and differences among partners and class.
- Student opportunity to select the product to show their learning.
- Paired follow-up activities.
- Differentiate the manner for the students to show their learning. Provide choices as described below. Based upon your knowledge of the students, determine whether they are given a wide range or limited amount of choices.
- Students can be paired in a variety of ways (e.g. interest, mixed diversity). Students will present their project to the entire class. This can be done at a later date.

Assessment Strategies

- ✓ Design a poster to emphasize what the student has learned about differences.
- ✓ Have the students pair and interview each other about being the same/different and provide opportunities for one to develop questions and the other to be an active responder.
- ✓ Create a drama between a cooperative group of students.
- ✓ Review another piece of literature or video and provide a written and/or oral presentation about the contents.
- ✓ Write an essay after researching and reviewing additional resources.
- ✓ Design a public awareness campaign about accepting differences, including disabilities.

Rubrics to assess the students' knowledge retention and development of the project
are included at the end of this packet

Management

- Students can work within the classroom.
- Extra space, as needed and available, should be considered (spreading out into the hallway to develop their poster, interview or script, use of the library) to complete follow-up project.

Lesson Evaluation and Teacher Reflection

Questions:
In what ways was this lesson effective?
What evidence do you have for your conclusion?
How would you change this lesson for teaching it again?
What did you observe your students doing and learning?
Did your students find the lesson meaningful and worth completing?

Welcome All

Lesson Plan

Assessment Rubrics

Welcome All
Assessment Rubric – Reading/ Analyzing Information

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Identifies important information	Student lists all the main points of the resource without having the article in front of him/her.	The student lists all the main points, but uses the resource for reference.	The student lists all but one of the main points, using the resource for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Links literature to the following relevant content: **- Identifies that differences occur in everyone** **- Identifies ways people are all more the same than different** **- Identifies disabilities as just another type of difference** **- Defines supports used by people with disabilities as a positive attribute**	Student accurately locates at least five facts in the resource that connect to the relevant content and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates four facts in the resource that connect to the content and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates four facts in the resource that relate to the content. Explanation is weak.	Student has difficulty locating facts related to the relevant content in the chosen resource.
Identifies opinions	Student accurately locates at least five opinions in the resource that relate to the content and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least four opinions in the resource that relate to the content and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates at least four opinions in the resource that relate to the content. Explanation is weak.	Student has difficulty locating opinions in the resource that relate to the content.
Summarization	Student uses only 1-3 sentences to describe clearly what the resource is about.	Student uses several sentences to accurately describe what the resource is about.	Student summarizes most of the resource accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the resource.

Welcome All
Assessment Rubric – Interview

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Preparation related to the content: - Identifies that differences occur in everyone - Identifies ways people are all more the same than different - Identifies disabilities as just another type of difference - Defines supports used by people with disabilities as a positive attribute	Before the interview, the student prepared at least one in-depth and factual question to ask related to each of the four areas of relevant content.	Before the interview, the student prepared at least one in-depth question and factual question to ask related to at least three areas of relevant content.	Before the interview, the student prepared at least one factual question to ask related to at least two areas of relevant content.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.

Welcome All
Assessment Rubric – Development of Poster

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Identifies that differences occur in everyone	Poster clearly defines the concept that differences occur in everyone.	Poster gives some indication that differences occur in everyone.	Poster mentions the word/concept of difference.	Poster does not refer to differences.
Identifies that people are more the same than different	Poster clearly displays that people are more the same than different.	Poster gives some indication that people are more the same than different.	Poster mentions the word/concept of same.	Poster does not refer to people being more the same than different.
Identifies disabilities as just another difference that many people share	Poster clearly shows disabilities as just another difference that many people share.	Poster gives some indication that disabilities are a shared difference among many people.	Poster displays disabilities but does not relate it as just another difference that many people share.	Poster does not mention disabilities or the concept that it is just another difference that many people share.
Defines supports used by people with disabilities as a positive attribute	Poster clearly shows supports used by people with disabilities in a positive light.	Poster gives some indication that supports used by people with disabilities can be helpful.	Poster mentions that supports are used by people with disabilities.	Poster does not show or mention supports used by people with disabilities.
Organizes a product to share their knowledge with their peers	Poster is presented and explained to peers in a clear, organized method. Questions are answered with clear responses demonstrating depth of understanding.	Poster is presented and explained to peers. Some assistance is required to answer questions.	Poster is presented and explained to peers with some support to complete explanation. Assistance is required to answer questions.	Poster is presented with extensive support to define content. Displays inability to answer questions.

Welcome All
Assessment Rubric – Persuasive Essay

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Includes relevant content: - Identifies that differences occur in everyone - Identifies ways people are all more the same than different - Identifies disabilities as just another type of difference - Defines supports used by people with disabilities as a positive attribute	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the relevant content. The writer anticipates the reader's concerns, biases or arguments and has provided at least one counter-argument.	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the relevant content.	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that support the relevant content.	Includes one or fewer pieces of evidence (facts, statistics, examples, real-life experiences).

Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.

Welcome All
Assessment Rubric – Public Awareness Campaign

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Brainstorming: Barriers to Including Students with Differences	Students identify more than four reasonable, insightful barriers/problems that need to change.	Students identify at least four reasonable, insightful barriers/problems that need to change.	Students identify at least three reasonable, insightful barriers/problems that need to change.	Students identify fewer than three reasonable, insightful barriers/problems that need to change.
Brainstorming: Solutions to Including Students with Differences	Students identify more than four reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least four reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least three reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than three reasonable, insightful possible solutions/strategies to encourage change.
Research to Support Including Students with Disabilities	Students include four or more high-quality examples or pieces of data to support their campaign.	Students include at least three high-quality examples or pieces of data to support their campaign.	Students include at least two high-quality examples or pieces of data to support their campaign.	Students include fewer than two high-quality examples or pieces of data to support their campaign.
Campaign/Product - **Reflects relevant content:** - **Identifies that differences occur in everyone** - **Identifies ways people are all more the same than different** – **Identifies disabilities as just another type of difference** - **Defines supports used by people with disabilities as a positive attribute**	Students create an original, accurate and interesting product that adequately addresses the issue and reflects the relevant content.	Students create an accurate product that adequately addresses the issue and reflects the relevant content.	Students create an accurate product but it does not adequately address the issue and reflects only some of the relevant content.	The product is not accurate.

Welcome All
Assessment Rubric – Role Play

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Required Elements	Student included more information about diversity and disability than was required.	Student included all information about diversity and disability that was required.	Student included most information about diversity and disability that was required.	Student included less information about diversity and disability than was required.
Knowledge Gained **Reflects relevant content:** **- Identifies that differences occur in everyone** **- Identifies ways people are all more the same than different** **- Identifies disabilities as just another type of difference** **- Defines supports used by people with disabilities as a positive attribute**	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain how it relates to the relevant content.	Can clearly explain several ways in which his character "saw" things differently than other characters and can relate it to some of the relevant content.	Can clearly explain one way in which his character "saw" things differently than other characters and can relate it to one aspect of the relevant content.	Cannot explain one way in which his character "saw" things differently than other characters. Cannot relate it to the relevant content.
Role	Point-of-view, arguments and solutions proposed were consistently in character and focused on the content of accepting diversity and disability.	Point-of-view, arguments and solutions proposed were often in character with a focus on the content of diversity and disability.	Point-of-view, arguments and solutions proposed were sometimes in character with some relation to diversity and disability.	Point-of-view, arguments and solutions proposed were rarely in character and rarely referred to diversity and disability.

Web Sites with Information Concerning Inclusive Practices in School Settings

- **The National Dissemination Center for Children with Disabilities (NICHCY) - http://www.nichcy.org/**
  NICHCY serves the nation as a central source of information on disabilities in infants, toddlers, children and youth, IDEA, No Child Left Behind (as it relates to children with disabilities), as well as research-based information on effective educational practices.

  Centro Nacional de Diseminación de Información para Niños con Discapacidades (NICHCY por sus siglas en inglés) - http://www.nichcy.org/
  NICHCY sirve toda la nación como una fuente de información con relación a discapacidades de infantes, niños pequeños, niños de edad escolar, y jóvenes, el *IDEA* ("El Acta de la Educación para los Individuos con Discapacidades"), el Acta *No Child Left Behind* ("Ningún Niño Dejado Atrás") (como refiere a niños con discapacidades), y además ofrece información basada en investigación acerca de prácticas educativas efectivas.

- **Florida Inclusion Network - http://www.floridainclusionnetwork.com/**
  The Web site entitled "Inclusion….Yours, Mine, Ours" is sponsored by the Florida Inclusion Network. This extensive site includes information for parents and teachers, and a comprehensive list of books and journal articles.

- **National Institute for Urban School Improvement (NIUSI) - http://www.inclusiveschools.org/**
  NIUSI supports inclusive, urban communities, schools, and families to build their capacity for sustainable, successful urban education by developing powerful networks of urban districts and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices.

- **Whole Schooling - http://www.wholeschooling.net/**
  This site explores more options for inclusive education.

- **Inclusion in Science Education for Persons with Disabilities - http://www.specialeducationalneeds.com/InclusiveCurricula/Sc.htm**
  This site offers information on providing accommodations for students with a variety of disabilities in general education science classes. Eight general types of disabilities are presented across six science teaching methods: teacher presentation, laboratory, field, reading, discussion and research (48 subsets). Over 800 teaching strategies are presented.

- **University of Oregon - http://www.uoecs.org/**
  This Web site is valuable for its review of the research supporting the various aspects of inclusive practices.

- **University of Wisconsin - http://www.waisman.wisc.edu/index.html**
  Web site of the Waisman Center at the University of Wisconsin in Madison. This site includes information and resources for persons with disabilities, their families and those who support them. The Family Village School section includes many valuable links to information on education and inclusive practices.

- **University of Northern Iowa - http://www.uni.edu/coe/inclusion/**
  The University of Northern Iowa provides valuable, in-depth information related to the research that supports the various components of inclusive practices. Also included are practical ideas and suggestions to guide school based teams through the various decision processes involved with an inclusive program.

- **National Resource Center for Paraeducators - http://www.nrcpara.org**

- **Wrightslaw - http://wrightslaw.com**
  This site is popular with parents, advocates and educators. It provides information regarding special education law and regulations.

- **Family Village - http://www.familyvillage.wisc.edu/**
  This site is a compilation of many links to resources to support inclusive practices.

- **Circle of Inclusion - http://circleofinclusion.org/**
  This is a site funded by the U.S. Department of Education. It targets inclusive programs for children of pre-school age through age 8.

- **Temple University, Institute on Disabilities - http://disabilities.temple.edu/index.htm**
  This Web site offers information related to training events in and around Philadelphia.

- **TASH - http://www.tash.org/index.html**
  TASH is an international association of people with disabilities, their family members, other advocates and professionals fighting for a society in which inclusion of all people in all aspects of society is the norm. TASH is an organization of members concerned with human dignity, civil rights, education and independence for all individuals with disabilities. They have over 30 chapters and members from 34 different countries and territories.

- **All-Learners' On-line Resource List - http://www.infinitec.org/all-learners/resources.html**
  On-line resources for educators, administrators and parents who are working to provide an inclusive education to all students.

- **Inclusion - http://www.uni.edu/coe/inclusion/**
  Information about philosophy, legal requirements, teaching strategies, decision-making, preparing for inclusion and inclusion resources.

- **Inclusion – http://www.inclusion.com**
  Founded by Jack Pearpoint & Marsha Forest who created PATH and MAPS person centered resource materials and "Circle of Friends" peer support programs. Inclusion resources include articles, books, newsletter, workbooks, DVDs, Videos and workshops.

- **Inclusion Video Series - http://www.inclusionseries.com/index.htm**
  An award-winning program, widely used by educators, professionals and parents in workshops, university classrooms, parent-teacher meetings, in-service training programs and in resource centers.

- **Layered Curriculum (Dr. Kathie Nunley) - http://www.help4teachers.com/**
  The site includes ideas and suggestions for including all types of learners in the classroom.

- **New Horizons For Learning - http://www.newhorizons.org/spneeds/inclusion/front_inclusion.htm**
  A new database of inclusion teaching and learning resources and strategies funded by the Office of the Superintendent of Public Instruction in Washington State designed to disseminate information related to inclusion resources, best practices, strategies and research.

- **Norman Kunc & Emma Van Der Klift - http://www.normemma.com/**
  Norman and Emma have spent the last 20 years working to ensure that people with disabilities are able to take their rightful place in schools, workplaces and communities.

ORGANIZATIONS

- **The Arc of Pennsylvania - http://www.thearcpa.org/default.aspx**
  The Arc is the largest advocacy organization in the United States for citizens with cognitive, intellectual and developmental disabilities, and their families. The Arc of Pennsylvania is the state chapter of The Arc. There are also local Arc chapters.

- **The Institute on Disabilities UAP - http://disabilities.temple.edu/**
  Supports people with disabilities in their pursuit of interdependence, contribution and inclusion through training, technical assistance, services and supports, research, dissemination and advocacy. Changing systems, so that Pennsylvanians with developmental and other disabilities can live, work, learn and play in the communities of their choice.

- **Pennsylvania's Initiative on Assistive Technology (PIAT) - http://disabilities.temple.edu/programs/assistive/piat/index.htm**
  Strives to enhance the lives of all Pennsylvanians with disabilities, and their families, through access to and acquisition of assistive technology devices and services, which allow for choice, control and independence at home, work, school and play.

- **Pennsylvania Speech, Language, and Hearing Association - http://www.psha.org**
  Advocate for the communicatively disabled and the professionals who serve them in order to insure that the integrity of services is maintained.

- **Pennsylvania Training and Technical Assistance Network - http://www.pattan.net**
  PaTTAN is an initiative of the Pennsylvania Department of Education (PDE), Bureau of Special Education. Support PDE's efforts to lead and serve the educational community by offering professional development that builds the capacity of local educational agencies to meet students' needs. PaTTAN's primary focus is special education. However, services are also provided to support Early Intervention, student assessment, tutoring and other partnership efforts, all designed to help students succeed.

Bibliography
Suggested Elementary Literature

Betancourt, J. (1993). **My name is "Brain" Brian.** New York, NY: Scholastic Inc.
Although he is helped by his new sixth-grade teacher after being diagnosed as dyslexic, Brian still has some problems with school and with people he thought were his friends. Ages 10-14.

Couric, K. (2000). **The brand new kid.** New York, NY: Random House, Inc.
This 32-page book teaches classmates an important lesson –one that isn't in their schoolbooks – about accepting people that are different. Ages 3-8.

Dobkin, B. (1994). **Just a little different.** Danbury, CT: Children's Press.
In this 32-page book for children in grades 1-3, a child relates how she and her best friend, who is in a wheelchair, are both alike and different.

Haines, S. (1995). **Becca and Sue make two.** Boise, ID: Writer's Press.
Becca wants to perform at the school talent show with her friend Sue who has Down syndrome. They discover that by working together they are better than when they practice alone. A fun story about friendship and cooperation. Ages 5-10.

Mayer, M. and Mayer, G. (1992). **A very special critter.** Racine, WI: Western Publishing Company.
Alex, a child with a physical disability, goes to a new school. At first the other children are curious because Alex uses a wheelchair. The other children learn that Alex can do just about everything that they do. There are also times when he can do more. Ages 3-8.

Osofsky, A. (1992). **My buddy.** New York, NY: Henry Holt and Company, Inc.
A young boy with muscular dystrophy tells how he is teamed up with a dog trained to do things for him that he can't do for himself. Ages 3-10.

Rickert, J.E., & McGahan, P. (2000). **Russ and the almost perfect day.** Bethesda, MD: Woodbine House.
This 25-page story, captured in detail with vivid color photographs, follows Russ, a 5-year-old boy with Down syndrome, as he goes through his excellent day. His mom makes his favorite breakfast; he gets ready for school in time to catch the end of his favorite TV show and he finds a $5 bill on the way to school. Russ decides to keep the money and treat himself and his friend Kevin to ice cream at lunch. But, Russ notices a classmate crying – she's lost her $5 lunch money. Now Russ is faced with a difficult decision, return the $5 to its rightful owner or enjoy ice cream with Kevin. Ages 5-8.

Simmons, K.L. (no date). **Little rainman**. Arlington, TX: Future Horizons, Inc.
This 72-page book is written by the mother of Jonathon, a youngster with autism, from his point of view. It explains how and why Jonathon reacts to different situations and that he knows that others often do not understand his reactions. The book also stresses some of the strengths of some people with autism- excellent memory, heightened senses and early reading ability. Includes illustrations by an adult with autism. Ages 3-10.

Vecere, J. (1992). **A story about courage.** Austin, TX: Raintree Steck-Vaughn Publishers.
This book follows the story of Jarrod, a new student who uses a wheelchair, who tries out for the school basketball team. Ages 3-7.

Woloson, E. (2003). **My friend Isabelle.** Bethesda, MD: Woodbine House.
My Friend Isabelle is a wonderful little book that teaches about difference and acceptance with simplicity and grace. Ages 3-7.

Adapted from Connecticut State Department of Education (2005) Disability Awareness Annotated Bibliography

Bibliography
Suggested Secondary Literature

Abeel, S. (1994). **Reach for the moon.** Duluth, MN: Pfeifer-Hamilton Publishers.
  A book of poetry and art written by a 13-year-old girl with learning disabilities. Reflections of her feelings and experiences will encourage anyone who has ever confronted their own limits and feared that they would never succeed. Offers guidance and support for all parents and teachers who are challenged by children with learning disabilities. Ages 11-Adult.

Anderson, R. (1992). **The bus people.** New York, NY: Henry Holt and Company.
  The lives of the passengers on Bertram's "fruit-cake bus" are shaped by the experiences and problems each has faced because of different disabilities. Ages 14 and up.

Betancourt, J. (1993). **My name is "Brain" Brian.** New York, NY: Scholastic Inc.
  Although he is helped by his new sixth-grade teacher after being diagnosed as dyslexic, Brian still has some problems with school and with people he thought were his friends. Ages 10-14.

Burke, C. & McDaniel, J.B. (1991). **A special kind of hero: Chris Burke's own story.** New York, NY: Dell Publishing.
  Chris Burke, who has Down syndrome and starred in the hit television series *Life Goes On,* tells his story of hope, determination and the extraordinary power of love. Chris talks about his disability, his goals, his family, his career and love and marriage.

Drimmer, F. (1991). **Born different: amazing stories of very special people.** New York, NY: Bantam Books.
  This book talks about three people who were born with birth defects whose stories give thrilling proof that with a courageous heart and lots of determination, people can overcome any limitation. Ages 16-Adult.

Haddon, M. (2003). **The curious incident of the dog in the nighttime.** New York, NY: Doubleday, Random House Inc.
  This book tells a story from the perspective of a young man with an autism spectrum disorder. His thoughts about reality and the incidents that occur to him reveal a very human side to the otherwise complex behavior often viewed by many.

Glatzer, J. and Dineen, T. (2002). **Taking Down syndrome to school.** JayJo, Valley Park, Miss.
  This easy-to-read text focuses on the story of Nick, a teenage boy with Down syndrome. Nick tells his own story in the hope that it will give the reader a greater understanding Down syndrome. Nick begins his story by sharing with the reader the things he has in common with them and then explains some of the differences he has because of Down syndrome. He loves chocolate ice cream, reading, playing hide and seek and playing sports. Nick quickly engages the reader by telling his story with frankness and humor.

Helfman, E. (1993). **On being Sarah.** Morton Grove, IL: Albert Whitman & Company.
  Even though life with cerebral palsy isn't easy for 12-year-old Sarah, she manages with the help of her loving family and several new friends. Ages 10-16.

Little, J. (1987). **Little by little: a writer's education.** New York, NY: Puffin Books.
  This book follows the life of Jean Little who was nearly blind from birth. Subjected to ridicule, rejection and bullying, she withdrew into a world of her own. Encouraged by her parents, she began to write poetry and stories. This is an account of the joys and pains of childhood and growing up. Ages 14 and up.

Adapted from Connecticut State Department of Education (2005) Disability Awareness Annotated Bibliography

Settlement Agreement
Gaskin v. Pennsylvania

Pennsylvania Department of Education
Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

- Fact Sheet -

Gaskin Settlement Agreement – Overview

The Gaskin Settlement Agreement is a formal resolution between the Pennsylvania Department of Education (PDE) and a group of families and advocacy organizations who filed a class-action lawsuit against PDE on behalf of a group of children with disabilities in 1994.

- The goal of the proposed settlement is to ensure that Individualized Education Program (IEP) teams determine whether the goals in a student's IEP can be implemented in the regular classroom with supplementary aids and services before considering a more restrictive placement.

- The activities agreed to in the Settlement Agreement are designed to increase the capacity of school districts to provide appropriate specially designed instruction, related services, supplementary aids and services, and support to students with disabilities placed in regular education classrooms.

- The agreement does not change an individual student's program, placement, or IEP. Only the IEP team can make such modifications.

In the Settlement Agreement, PDE agreed to make systemic changes pursuant to its general supervisory role over special education, including the following:

- Developing materials to be displayed in all public schools that show all children are welcome.

- Providing increased professional development for teachers and other school personnel.

- Expanding information and training that supports parents of children with disabilities.

- Ensuring that IEP teams determine the appropriateness of implementing IEP goals in regular classrooms with supplementary aids and services.

- Providing a single plan for a student with a disability who also qualifies for gifted support.

- Modifying portions of an IEP or annotated IEP to provide more information related to students participating in regular education.

- Clarifying complaint resolution and investigation procedures.

- Monitoring of Least Restrictive Environment (LRE) requirements to ensure that districts comply with federal and state laws related to student placement.

- Establishing a Least Restrictive Environment advisory panel of parents, advocates, and educators to review system-wide progress in the delivery of instruction to students with disabilities in regular education classrooms.

This fact sheet provides an overview of a topic related to obligations contained in the Gaskin Settlement Agreement and should not be relied upon for a complete understanding of the terms of the Settlement Agreement.

- ► View the entire Settlement Agreement at: www.pde.state.pa.us/special_edu/lib/special_edu/Settlement_Agreement.pdf.

- ► For more information for families and advocates of children with special needs, contact The Special Education ConsultLine at:1-800-879-2301 (Voice/TTY/TDD) or view additional information at: http://parent.pattan.net.

This Settlement Agreement was approved by the Court in September 2005 and continues for five years.