



## **“Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest Diversity Celebration Toolkit**

The Arc Maryland, in partnership with the Maryland State Department of Education, Maryland Department of Disabilities, and the Maryland Developmental Disabilities Council, is pleased to announce its 2018-2019 “Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest **in celebration and honor of National Inclusive Schools**

**week (December 3 – 7).** National Inclusive Schools Week highlights and celebrates the progress schools have made in providing a supportive and quality education to all students, including students with disabilities. This year’s theme for National Inclusive Schools Week is **KALIEDESCOPE OF FRIENDS** because inclusion results in improved outcomes for all students and provides an important opportunity for educators, student and families to support all children to have meaningful friendships with each other. Inclusive Schools are characterized as inclusive schools when they:

- Make every student feel welcome and provide the supports they need to learn.
- Embrace the understanding that every student is unique, and therefore, learns differently.
- Understand that all children learn better if teaching is tailored to their abilities and interests.
- Collaborate with families.
- Hold high expectations for student success.

***Improving Education: The Promise of Inclusive Schooling*** booklet includes a laundry list of more than two dozen practical ways educators can make their classrooms more inclusive. Those inclusive practices include:

- LESS whole-class, teacher-directed instruction
- LESS classroom time devoted to fill-in-the-blank worksheets
- LESS tracking or leveling of students into "ability groups"
- MORE active learning in the classroom
- MORE emphasis on higher-order thinking and learning of key concepts and principles
- MORE responsibility transferred to students for their work
- MORE attention to affective needs and the varying cognitive styles for individual students
- MORE delivery of aid and help to students in general education classrooms.

The Arc Maryland and its partners is pleased to provide you with an extensive **Diversity Celebration Toolkit** at ([www.thearcmd.org](http://www.thearcmd.org)) and activities that align with Maryland State Curriculum Indicators for teachers, counselors, volunteers and other staff in preparing lesson plans and activities for students in grades K-5 and 6-8 to celebrate inclusive schools and diverse abilities of all students. Also, this year’s 2018-2019 Diversity Celebration Toolkit contains resources to plan activities and tools aimed to guide your **students in participating in our Artwork contest.**

**RESOURCES AND ACTIVITIES Aligned with Maryland State Curriculum Indicators**

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**Health Education**

1. Mental and Emotional Health

**Additional Subject Area Connections: Art**

**Outcomes:**

1. Students demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.
2. Students will communicate their understanding of what bullying is, and how using certain labels to describe people with disabilities is hurtful.

**Art**

- 3.2.a Identify sources for ideas and describe the processes used to create artworks based on those sources

**Unit Title:** Disability Awareness

**Unit Description:** Students will participate in activities that promote disability awareness and celebrate diversity.

**Experiences:**

- Students participate in disability awareness activities (e.g., guest speakers and published sample activities in suggested resources)
- Students read books related to disability awareness and acceptance.
- Students view videos (links shown below) to understand disabilities.
- Students design and create artwork demonstrating knowledge and ideas gained.
- Students complete one-page post-activity surveys to demonstrate attitudinal changes and increased knowledge following campaign activities.

**PRESENTATIONS/ASSEMBLIES**

- Sponsor a Disability Awareness Day. Invite guest speakers to come to your school – including individuals with disabilities as well as representatives from nonprofit and community service agencies. **Contact The Arc Maryland to make arrangements at [info@thearcmd.org](mailto:info@thearcmd.org).**

**VIDEOS**

<https://www.youtube.com/watch?v=gM96e0yWjhl&list=FLhr7RGyPqO6Rx-gRAnAJBRg&index=7>

Respect- 1-minute video

<https://www.youtube.com/watch?v=fkdtEOrrkPs>

End the “R” word- 1-minute video

[https://www.youtube.com/watch?v=kTGo\\_dp\\_S-k](https://www.youtube.com/watch?v=kTGo_dp_S-k)

I am a person- 1-minute video

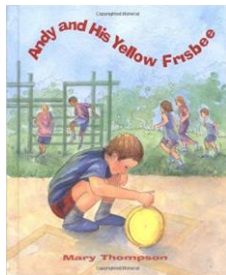
<https://www.youtube.com/watch?v=bwW6mYdJ7Xc>

Disability-How you see me (for middle school)



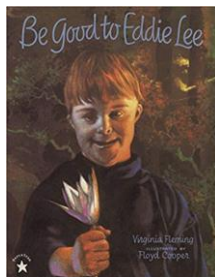
**All Kinds of Friends, Even Green!** - Ellen B. Senisi

Moses, a first-grade student who uses a wheelchair, develops a special relationship with an iguana who is missing her back toes.



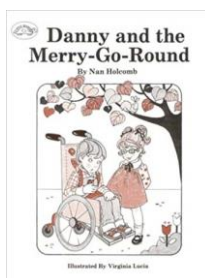
**Andy and His Yellow Frisbee** - Mary Thompson

The new girl at school tries to befriend Andy, a boy who has autism, who spends every recess by himself, spinning a yellow frisbee under the watchful eye of his older sister.



**Be Good to Eddie Lee** - Virginia Filling

Christy's mother always tells her to be good to Eddie Lee, a neighborhood child with Down Syndrome. But Christy wants to run and play -- and not worry about Eddie Lee tagging along. One hot summer day, though, Eddie Lee takes Christy to a secret place in the woods and teaches her that beautiful things can be found in unexpected places.



**Danny and the Merry-go-Round** - Nan Holcomb

Danny, who has cerebral palsy, is faced with another frustrating day at the playground watching the other children play, until a friendly gesture from another kid gives him an unexpected adventure and helps him feel better about himself.

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Days With Dad  
Nari Hong

**Days With Dad** - Nari Hong

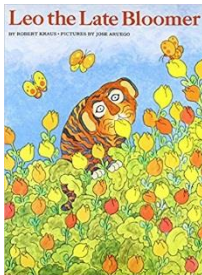
A young girl comforts her father, who uses a wheelchair, as they talk about all the fun things they can still do together.



Hello Goodbye Dog  
Maria Gianferrari  
Illustrated by Patrice Barton

**Hello Goodbye Dog** - Maria Gianferrari

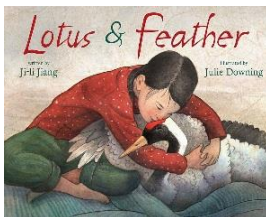
Zara, a girl who uses a wheelchair, and her dog Moose seem inseparable, but when Zara has to go off to school, Moose is left upset. Eventually they solve this, as Moose becomes a therapy dog for Zara and the other kids at school.



Leo the Late Bloomer  
Illustrated by John Schoenherr

**Leo the Late Bloomer** - Robert Kraus

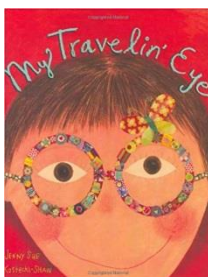
Leo isn't reading, or writing, or drawing, or even speaking, and his father is concerned. But Leo's mother isn't. She knows her son will do all those things, and more, when he's ready.



Lotus & Feather  
Written by Ji-li Jiang  
Illustrated by Julie Downing

**Lotus & Flower** - Ji-li Jiang

The bond between a girl who does not use words to communicate and a crane left flightless that learn to care for one another.



My Travelin' Eye  
Jenny Sue Kostecki-Shaw

**My Travelin' Eye** - Jenny Sue Kostecki-Shaw

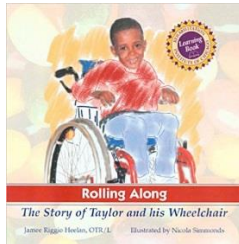
Jenny Sue describes her life with amblyopia, a vision development disorder, and how it lets her see the world in a unique way.

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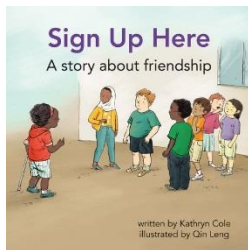
### **Rescue & Jessica** - Jessica Kensky

Rescue; the service dog’s journey into the life of Jessica, and how they have saved each other.



### **Rolling Along: The Story of Taylor and his Wheelchair** - Jamee Heelan

Explains how having cerebral palsy affects Taylor, and how getting a wheelchair makes a big difference in helping him get around, do things by himself, and even play basketball with his twin Tyler.



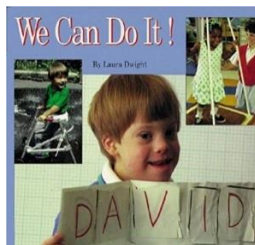
### **Sign Up Here** - Kathryn Cole

After Dee-Dee has trouble finding a club at her school that will allow her to join, she and her teacher set out a plan to teach the other kids about how Dee-Dee can be included.



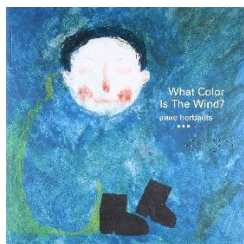
### **We All Have Different Abilities** - Melissa Higgins

What can you do? Tie your shoes? Play piano? Everyone has different talents and abilities. Let's share and celebrate our many talents!



### **We Can Do It!** - Laura Dwight

Photographs show five pre-school children, each with a disability, leading full, productive and happy lives because they believe *We Can Do It!*



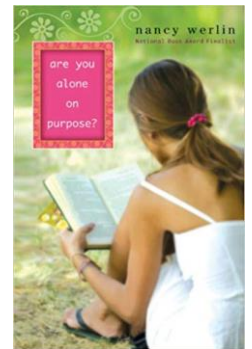
### **What Color Is the Wind?** - Anne Herbauds

A boy with a vision impairment asks many different animals and parts of nature “What Color is the Wind?” Each animal describes the wind uniquely, in words and in ways you can feel it on the pages.

### **Are You Alone on Purpose?**

by Nancy Werlin

Harry Roth is the bane of Alison Shandling’s existence. He’s obnoxious and rude, and thinks nothing of taunting brainy Alison or making comments about her twin brother who has autism. Alison tries to ignore him, but since she sees him at school and at synagogue, he’s hard to avoid. Then Harry is injured in a diving accident and winds up using a wheelchair. Now Harry is vulnerable, too, and Alison finds herself inexplicably drawn to him. Initially cautious, these unlikely companions begin to understand each other, and their relationship grows first into a friendship and then into something more....

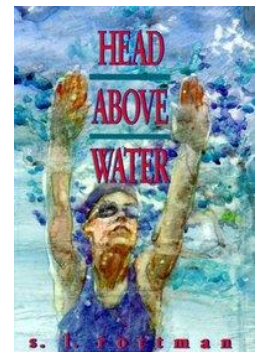


### **Head Above Water**

by S.L. Rottman

For a sixteen-year-old high school junior, Skye has a lot on her plate. As she faces the challenges of caring for her brother who has a disability and making time for school, swimming, and a boyfriend, Skye begins to gain a new perspective into what is truly important in her life.

With her mother holding down two jobs to support the family since Skye’s father left years ago, Skye is given the primary responsibility of caring for her older brother Sunny, who has Down syndrome.



Skye’s relationship with her brother constantly challenges and sometimes frustrates her. All the while, Skye is trying to maintain her GPA, and she is training intensely to qualify for the state championships as a member of her high school swim team, in hopes of earning a college scholarship. She is also struggling to come to terms with her feelings for her boyfriend, who wants more from her than she is ready to give.

Award-winning author S. L. Rottman has crafted an absorbing young adult novel that powerfully depicts the emotional turbulence of teenage life and the difficulty of negotiating complex human relationships. This book is suited for high school, due to some mature subject matter.



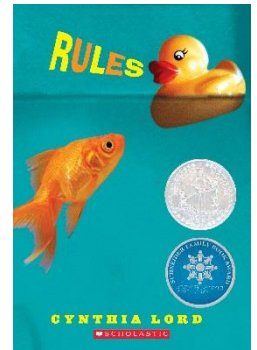
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### Rules

by Cynthia Lord

Twelve-year-old Catherine just wants a normal life. Which is nearly impossible when you have a brother with autism and a family that revolves around his disability. She's spent years trying to teach David the rules from "a peach is not a funny-looking apple" to "keep your pants on in public"---in order to head off David's embarrassing behaviors.

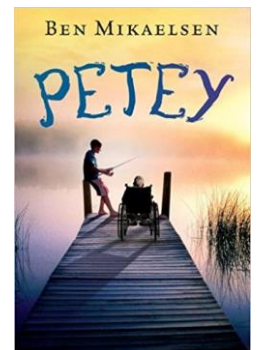
This is a Newbery Honor Book and Schneider Family Book Award winner. The story follows a brother with autism and a sister who shares a lot of responsibility for teaching her both the rules of getting along in a world that does not always have compassion and understanding for someone with autism. Catherine creates rules to help David understand how to live in the world. Catherine also learns a few lessons about other disabilities. This is an excellent book for middle and high school alike.



### Petey

by Ben Mikaelson

This novel examines the notion that people with physical disabilities are often assumed to have intellectual disabilities when they often do not. This story starts in the early part of the 1900s and follows Petey Corbin through living in an institution and then a nursing home. It is a delightful journey that clearly shows how people without disabilities often are frightened of people with disabilities until they get to know them. It is a particularly good book for boys and is appropriate for both middle and high school students.

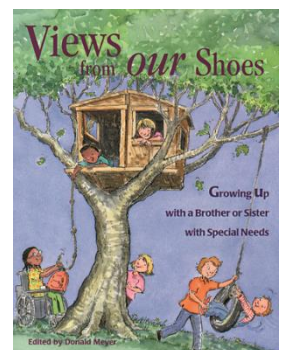


### Views from our Shoes

Edited by Donald Meyer

This is a compilation of forty-five (45) short narratives of siblings of children with disabilities and how they view living with their siblings.

It is a nice view from children as young as four to as old as eighteen. This book is appropriate for middle and high school students.

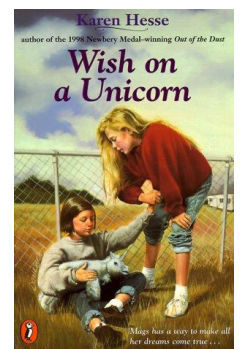


### Wish on a Unicorn

by Karen Hesse

Mags has a lot to wish for—a nice house with a mama who isn't tired out from work; a normal little sister; a brother who doesn't mooch for food; and, once in a while, she'd like some new clothes for school. When her sister Hannie finds a stuffed unicorn, Mags's wishes start to come true. She knows the unicorn can't really be magic, but she won't let anything ruin her newfound luck—even if it means telling her own sister to believe something that can't possibly be true.

This novel uses imagination and wishes to explore the dreams of children living in poverty with a sibling with a disability. The relationship between the children and how protective they are of their sister with an intellectual

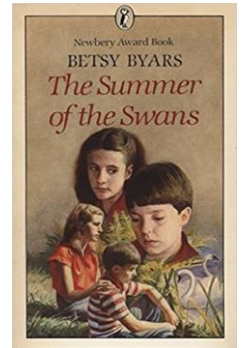


disability is heartwarming. It would be an easy novel to do writing activities with. What would you wish for if you found a unicorn? How would you handle a bully? This story lends itself to middle and high school students.

### **The Summer of the Swans**

by Betsy Byars

All summer Sara Godfrey has fretted over herself, her impossible body, her terrible new haircut. One moment she's elated, the next, she's in tears. And she can't figure out why. Maybe her wildly changing moods are tied to the sudden and unaccountable appearance of the swans, which hold the rapt attention of Charlie, Sara's brother who has an intellectual disability, who she loves far more than herself these days. In fact, it will be the sudden disappearance of Charlie that will compel Sara to abandon her own small, annoying miseries, and lose herself in searching for him. In her anguish, Sara turns to Joe Melby, whom she has long despised, and together they search through the dense woods and rough fields to find him. Sara knows that she will never be the same again.



This is a short book that easily shows the family dynamics and how it is to be a sibling of a child with a disability. This is a good book for middle school level.

#### **Additional Resources for Teachers:**

[http://www.uh.edu/cdi/diversity\\_education/resources/case-studies/activities.pdf](http://www.uh.edu/cdi/diversity_education/resources/case-studies/activities.pdf)

[http://www.spannj.org/pti/Improving\\_Education\\_Promise\\_of\\_Inclusive\\_Schooling.pdf](http://www.spannj.org/pti/Improving_Education_Promise_of_Inclusive_Schooling.pdf)

Learn about improving inclusive education: The Promise of Inclusive Schooling –Urban Schools Institute

Inclusive School Communities for Students with Disabilities: 10 Reasons Why

[http://ici.umn.edu/products/inclusive\\_schools.pdf](http://ici.umn.edu/products/inclusive_schools.pdf)

<http://www.thearc.org/learn-about>

Learn about different conditions of disability for better understanding.

<https://www.cec.sped.org/Tools-and-Resources>

The Council for Exceptional Children

CEC's Resources offer educators many aids to assist them in providing the best of special education services. From publications for new teachers and tools to use in the classroom each week to the latest in education policy news and information on the Department of Education resources, CEC is the place to find the tools you need for your classroom!



<https://www.ppm.org/resources/library/>

### Helpful Teacher Resources in the Library

#### AUTISM SPECTRUM DISORDER

Amazing Me: Developmental Milestones Book for Children

Autism Spectrum Disorders

#### BULLYING

Bullying Among Children and Youth with Disabilities and Special Needs

Warning Signs that a Child is Being Bullied

#### EPILEPSY

Epilepsy Factsheet

<http://inclusiveschools.org/inclusive-schools-week/>

Inclusive Schools Week Teacher Planning/Activity Tools.

<http://www.wholechildeducation.org/podcast/inclusive-learning-meeting-each-students-special-needs>

### Inclusive Learning: Meeting Each Student's Special Needs

Creating an inclusive environment where each student feels safe and supported in an engaging and appropriately challenging environment is rarely an easy feat, yet it is essential to educating the whole child. Regardless of strengths and challenges, each student needs and is deserving of full membership within the classroom and school community. While each student benefits from this inclusive environment, it is critically important and often challenging to ensure it for students with special needs.

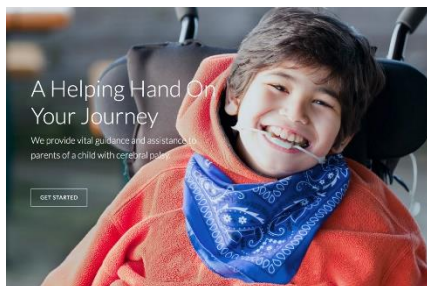


<https://www.naeyc.org/files/yc/file/200707/Mickel.pdf>

Inclusion and Disability Awareness Training for Educators

<http://inclusiveschools.org/the-importance-of-inclusion-in-play-for-children-with-cerebral-palsy/>

### THE IMPORTANCE OF INCLUSION IN PLAY FOR CHILDREN WITH CEREBRAL PALSY



[www.cerebralpalsyguidance.com](http://www.cerebralpalsyguidance.com)

At CerebralPalsyGuidance.com, we have brought together a variety of experts to provide families and individuals with cerebral palsy the resources they need. With medical experts, lawyers, and even people who live with this condition, we gather the latest information about everything that impacts [children with cerebral palsy](#), including the

important topic of inclusion.

### Children with Cerebral Palsy Need to Be Included in Play

When people think of inclusion, they tend to think of school and academics, integrating special needs children into general education classrooms, but inclusion is important in play and recreation too. Children with physical

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disabilities, like cerebral palsy, too often get left out. This doesn’t necessarily happen intentionally, but people make quick judgments about what they think a disabled child can do, and those are often wrong. With encouragement and some adaptive equipment, every child can get involved.

For more information on the “Together We’re Better” Inclusive Education Awareness Campaign and Artwork Contest for elementary and middle school students please visit [www.thearcmd.org](http://www.thearcmd.org) or contact Kathy Swanson, Director of Education and Advocacy, The Arc Maryland at (410) 571-9320 or email [kswanson@thearcmd.org](mailto:kswanson@thearcmd.org).

***Creating a world where children and adults with I/DD have and enjoy equal rights and opportunities.***