

Same and Different Like Me Curriculum Agenda

July 22, 2013

WHS Conference room (high school office)

12:00-3:00

1. Introductions-
2. Update of the Curriculum Review
3. Brainstorming-
 - Who will teach the program?
 - When will the program be taught?
 - Why? What is the purpose of the program? What is the vision of the program?
 - Logistics?
 - Scope and sequence of the curriculum

Notes/Resources:

1. Wonder by RJ Palacio
2. Fire Girl by Tony Abbott
3. Because of Mr. Terupt by Rob Buyea
4. PBS Misunderstood Minds
5. cast.org
6. www.ncld.org (National Center for Learning Disabilities)
7. Little Parachutes
8. Kindergarten resources [Teaching Your Child About Peers with Special Needs](#)
9. [Resource Directory](#)
10. Letter to parents:

Dear Second Grade Parents,

Each year students in Grade 2 participate in a program called "Same and Different Just like Me, Understanding Our Differences." This program is made up of three units: visual, hearing and physical. Students learn about blindness/visual impairments, deafness/hard of hearing differences, and physical differences. They learn about these differences through a series of discussions and reading with their teacher, listening to a guest speaker, and engaging in activities at three or four centers. The program gives children an understanding of what it is like to be different and gives them an opportunity to walk in 'someone else's shoes.'

If you have any questions.....

Thanks,

1) Same and Different Like Me- Positives and Questions

Behaviors as a Communication or a Disability

- | | |
|---|---|
| <ul style="list-style-type: none">• Knowledge is power• We all learn differently• Focus is : capability• “Hands on”• Who is the audience?• Kids see it as a common experience• Opportunity for later reflection in upper grades• Opportunity to explore equipment “feel what it is like” Hands On”• Perspective• Lifeskills- respect for Human Differences | <ul style="list-style-type: none">• Role of the speakers and parents• all types not included; broader? updated?• hands on too much of a “game”• quality of facilitation makes a difference• fragmented/ not pro-active• inconsistent delivery• volunteer fatigue• continuity• Kids knowledge may be than adult• developmental match• ambassador/mascot issues not a peer relationship• Equipment as a tool |
|---|---|

Vision

The vision of this program is to provide meaningful experiences related to our individual differences to create an environment that promotes awareness, increases knowledge, and builds acceptance for all.

Goals

Awareness

- To build disability awareness into the school curricula through active learning experiences.

Knowledge

- To increase knowledge and decrease misconceptions about people living with disabilities.

Acceptance

- To foster acceptance, respect, and positive attitudes towards people living with disabilities in the school and in the community.

1. Respect and celebrate each student’s individuality (attributes) and uniqueness
2. Tolerance = find out the similarities/learn about the differences
3. People are complex (some/sum parts)

4. Both students who are “typical” and those who “have disabilities” are positively impacted by the program
5. Informed/Inclusive community members benefit everyone (decrease discomfort)
6. We all strive (and sometimes fail) to provide equal access
7. Universal Design for Living /Technology/Tools help people live independently

Who Will Teach/Lead?

Common agreements:

Team teaching approach with Student Services (slp, special ed. teacher, ot, pt, psych, health) staff/ and General Ed (grade level) staff teams , with staffing and structure worked out by the in house people to determine, benefits of familiar adults will increase student responsiveness.
 ? creation of a point person for each building? can it fit into open circle time? team per school?
 communication and support from Principals? Judith overview for District wide

What and When will it be taught?

Spots from Open Circle taken for teaching the lesson/Use long wednesdays

K - foundation/intro to inclusion/overview

1- sensory/inclusion- vision and hearing

2- physical/inclusion

3 - cognitive disabilities /inclusion

4 - autism spectrum disorders/inclusion

5- specific learning disabilities and attention deficit disorder, mental health, anxiety/inclusion

6 - 8 Health class- Krissy Wambolt

Create a Glossary of the different disabilities in adult language

? can Deerfield/Downey have a different trajectory for the units based on the needs of the district programs?

LOGISTICS

- parent input activate SEPAC
- parent concerns/ferpa/proactive communication re siblings/disclosure
- Go To person - in building and in district for teacher support
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TIME

- location
- materials, money, resources
- put curriculum on-line for parents to view prior?

Tomorrow-

- Common Template?
- Scope and Sequence?
- Outcomes by grades?

Equipment needed	To do
Human Eye	Purchase the Human Eye for all 2nd grade classrooms
	Organize the bibliography by “disability”