Welcome!

Competence and Confidence: Partners in Policymaking Family Leadership for Inclusive Education in Non-Traditional Setting (C2P2/FL)

Please stand by for the Presenter.
COMMUNITY CONNECTIONS
Enriched, Engaged, and Included!

Tanya Regli
Executive Director, Arc of Philadelphia
and
Cathy Roccia-Meier, Family Education Coordinator,
Institute on Disabilities at Temple University

Hosted by C2P2 Family Leadership
October 29, 2014
About C2P2/Family Leadership

C2P2/Family Leadership is brought to you by the Institute on Disabilities at Temple University.

Funding for this project comes from the Pennsylvania Developmental Disabilities Council.
About C2P2/Family Leadership

C2P2 Family Leadership in Inclusive Education for Non-Traditional Schools is designed for families of students with disabilities who are educated in:

- home schools
- cyber charter schools
- charter schools
- private schools
- parochial schools
About C2P2/Family Leadership

The goal is to create a network of family leaders who will work together with educators and administrators to champion inclusive practices for children with disabilities in the Non-Traditional school community.
About C2P2/Family Leadership

Project Activities include:

• Online leadership development training;
• **FREE** One on One Parent Consultation supports from trained parent consultants; and
• Online Resources.
• Live session Spring 2015
Tonight’s Webinar

Community Connections
Enriched, Engaged and Included!

- Tanya Regli, Executive Director, The Arc of Philadelphia
- Cathy Roccia-Meier, Family Education Coordinator, Institute on Disabilities at Temple University
Available Archived Webinars

Teamwork for Success! The Parent-Professional Relationship with GUEST PRESENTERS Linda Carmona-Bell and Diana Neri of the Pennsylvania Education for All Coalition, PEAC.

Your Child's Rights! Learn the Laws and Rules to Support Your Child's Education with GUEST Maura McInerney, Esq., Senior Staff Attorney, Education Law Center.

Located at:
http://disabilities.temple.edu/programs/leadership/c2p2family.shtml
Available Archived Webinars


May 2013: Creating a Vision for Your Child's Future with GUEST SPEAKER Tim Gruesel, Director, Quality Enhancement Support Team, Sinking Springs, PA.

Located at: http://disabilities.temple.edu/programs/leadership/c2p2family.shtml
Future Webinars


Potential Topics

• Safety--Internet, Public, Schools, Bullying, Stranger Danger, Etc.

• What Accommodations are Available?

• Respite/Taking Care of Yourself--"Care for the Caregiver"

• Understanding Evaluations

• Understanding 504 Plans

• ADA and Accommodations

• Goal Writing

• Specially Designed Instruction

• Interventions

• Resources

• Transitions (Secondary)

• Self-Advocacy

• How to Talk to Your Child About Their Disability (Self-Disclosure)

• Other
Live Sessions

November 8, 2014

Busting Myths and Getting Support! Rules, Rights, Regulations and Resources for Supporting Students in Charter Schools.

Pennsylvania’s Education for all Coalition Annual Inclusion conference We’re all Better Together!
November 7 and 8, 2014, PATTAN King of Prussia
www.paedforall.org

Save the dates

- Next Webinars February 18, 2015 and March 18, 2015

- Spring C2P2 FL Live Event May 2015 date TBA
One-on-One Parent Consultation

**Free** one-on-one Parent Consultation is available through this project!!

Families participating in C2P2/FL training requesting guidance and technical assistance will be matched with Parent consultants from Pennsylvania’s Education for All Coalition (PEAC).
One-on-One Parent Consultation

PEAC consultants can assist with the following:

• Locating resources and supports
• Understanding your child’s rights
• Reviewing your Child’s Individual Education Plan (IEP) and/or Evaluation Report (ER)
• Strategies to support your child’s Inclusive Education Suggestions and ideas for accommodations and supports for your child’s specific needs
• Attending IEP meetings Transitions (Early Intervention Transitions/Secondary Transition)
• And more . . .
One on One Parent Consultation

• Support may be offered in person, over the phone, or by email as needed.
• To request a Parent Consultant, go to our project website:
  http://disabilities.temple.edu/programs/leadership/c2p2family.shtml
  and complete the form.
Online Resources

C2P2 Family Leadership Facebook (closed group): https://www.facebook.com/groups/364939946957712/

Click “Join Group.” Your request should be accepted within a few days, and then you can post and read comments.
For More Information about C2P2/FL

contact

Cathy Roccia-Meier
Family Education Coordinator

215-204-1772 (voice)
215-204-1805 (TTY)
215-204-6336 (FAX)
CathyRM@temple.edu
Housekeeping Items

**Q&A:** If you have a question about tonight’s topic, type it in the Q and A box. Click the question mark symbol at the top right of your screen to open the Q&A box...

Then type your question...

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Select a participant in the list and type your question here. There is a 250 character limit.
Chat: If you have a technical question, please type it in the Chat box in the lower right hand portion of your screen. Select the name “TECH HELP” in the menu.
Housekeeping Items

**Recording:** For those participants who wish to ask a confidential question, we will have a 10 minute question and answer period at the end of the session that will not be recorded.
Housekeeping Items

If you are using a phone to listen to this webinar, and you have access to email, you may send a question via e-mail to millerk@temple.edu and we will address your question at the appropriate time.
Tonight’s Webinar

Community Connections
Enriched, Engaged and Included!

Tanya Regli, Executive Director,
The Arc of Philadelphia

Cathy Roccia-Meier, Family Education Coordinator,
Institute on Disabilities at Temple University
About Us

Executive Director of The Arc of Philadelphia
– Training in advocacy, social work, and social policy
– Have worked with organizations and families to create inclusive opportunities since 2003
– Parent of two children, ages 13 and 16, son has diagnosis on the autism spectrum

Family Education Coordinator, Institute on Disabilities at Temple University
– Coordinator of Various C2P2 programming and Families First
– Past Chairperson of local Right To Education Task Force
– Member of state Special Education Advisory Panel
– Parent of a 17yr old with a Disability
Why?

Should your child participate in extracurricular, social and recreational activities in their schools and communities?
What did you want to be when you grew up?
“When I Grow Up”
Why

It’s all about opportunity. Starting with the opportunity to dream!

Why look to include my child in community settings outside of school?
Why Social Connections

Studies show that the more diverse social connections you have the healthier and happier you live life.

“Social Connection Makes a Better Brain”


“Social Networks: The Value of Variety”

http://ctx.sagepub.com/content/2/1/25.abstract
Why Active Citizenship

Provides opportunities to instill important values such as active citizenship.

Active citizenship is about taking an active role in community life and making a positive contribution to society. Ways in which active citizenship can be achieved include taking part in voluntary work, and involvement in community organizations.

Learn how to be part of the community and see yourself as able to contribute.
Benefits for ALL children!

Skills
Social skills development
Team work, collaboration
Fine and gross motor skills
Expanding and exploring creativity,

Yielding
Higher academic achievement
Feeling of belonging
It’s about being an active part of your school and community!
Why

Exploring interests

Uncovering hidden talents

Self discovery
Why

Do you have a vision for your child?

Building on strengths to support needs
It’s a long road we need to pave, so grab a shovel and let’s get to work!
Your rights
The importance of extracurricular and recreational activities has been recognized both federally and within the Commonwealth.
"Sports can provide invaluable lessons in discipline, selflessness, passion and courage, and this guidance will help schools ensure that students with disabilities have an equal opportunity to benefit from the life lessons they can learn on the playing field or on the court," said Education Secretary Arne Duncan.
Health and Social Benefits

The United States Government Accountability Office (GAO) published a report that underscored that access to, and participation in, extracurricular athletic opportunities provide important health and social benefits to all students, particularly those with disabilities. These benefits can include socialization, improved teamwork and leadership skills, and fitness.
Unfortunately, the GAO found that students with disabilities are not being afforded an equal opportunity to participate in extracurricular athletics in public elementary and secondary schools.
Your Rights

Both within schools and within the community, school children with disabilities may need supplementary aids and services so they can participate in academic and extracurricular activities with their classmates.
Your Rights

When IDEA (Individuals with Disabilities Education Act) was reauthorized in 2004, Congress amended the law to ensure that children with disabilities could participate in extracurricular activities and other nonacademic activities.

This applies to Charter and Cyber Charter Schools.
Your Rights

Regulations: Part 300 / B / 300.107*
Sec. 300.107 Nonacademic services.

The State must ensure the following:

(a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

*Code of Federal Regulations (CFR), Title 34, Part 300 Individuals with Disabilities Education Act
Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available. (Authority: 20 U.S.C. 1412(a)(1) )

*Code of Federal Regulations (CFR), Title 34, Part 300
Individuals with Disabilities Education Act
Right to Inclusion

Congress has specifically recognized the importance of education of special education students in regular classes and environments. [20 U.S.C. Secs. 1400(c)(5)(A) & (D).]

300.320(a)(1) & (2).] The statement of services in the IEP must also include statements of:

(1) The supplemental aids and services to be provided for the student; and

(2) The program modifications and supports for school personnel to be provided for her to be involved, progress in the general curriculum, and participate in extracurricular and nonacademic activities. [20 U.S.C. Sec. 1414(d)(1)(A)(i)(IV); 34 C.F.R. Sec. 300.320(a)(4).]

*Code of Federal Regulations (CFR), Title 34, Part 300 Individuals with Disabilities Education Act
Your Rights

Examples of Nonacademic Services and Extracurricular Activities:

Sports
Counseling
Health services
Recreation
School newspaper and literary magazines
Band
Chorus
Special interest groups and clubs
Your Rights

Some children with disabilities do not qualify for special education under IDEA and have no IEP (Individualized Education Program).

These students are eligible for a Section 504 Accommodation Plan.
Your Rights

Accommodations for extracurricular and nonacademic activities are part of this plan when necessary for the child’s equal participation.

Children with disabilities have the right to an equal opportunity to participate in public school-sponsored activities.

This applies to Charter, Cyber-Charter, and often Private and Parochial schools.
Your Rights

Section 504 of the Rehabilitation Act of 1973 prohibits the recipients of federal funding from discriminating against an individual because of a disability.

Your Rights

The statute provides:

"No otherwise qualified individual with a disability. . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . ."

See more at:

Your Rights

Section 504 of the Rehabilitation Act of 1973 prohibits the recipients of federal funding from discriminating against an individual because of a disability.

Your Rights

Section 504 replies to all entities including private sectarian as well as non-sectarian schools that receive, directly or indirectly, federal funds.

504 rules applicable to private school students differ from those in public schools (Charters, Cyber Charters).
Your Rights

Private schools requirements are minimal, but they must comply with the requirement to provide an equal opportunity to participate in extracurricular activities, and provide minor adjustments to accommodate students with disabilities.
Under 504 regulations, a charter or cyber-charter is required to provide a qualified student with a disability an opportunity to benefit from the school district’s program equal to that of students without disabilities.
Your Rights

The school may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program or activity, so long as the selection or competition criteria are not discriminatory.
Your Rights


www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.pdf
HOW?
Many of us believe...

...that when some people are excluded from the social fabric of our communities, that fabric contains a hole. When the fabric contains a hole, the entire fabric is weakened. It lacks the richness, texture and strength of diversity.

-- author unknown
How to Accomplish This

**Building Community** is supporting people in making and sustaining connections with others in their communities, it is not just a **disability** issue. . . .

It's connecting people with one another and teaching humanity!
Checklist

✓ What are your child’s interests?
✓ What does your family enjoy doing?
✓ Which institutions do you actively participate in, and do they embrace inclusion?
✓ Where do you have friends or family that can help make connections?
✓ Are there any other organizations or sources of support?
✓ Connect with others and successful models
How to Accomplish This

Once you’ve identified some of your child’s interests try out different activities which help develop interests and skills.

You don’t know what you can do until you have the opportunity to do it.

To presume competence means trying things you might just be good at. Think about what peers your child’s age are doing and how your child might participate.
How to Accomplish This

Where do I look for inclusive opportunities for my child?

Start with some natural priorities for your child and your family.

Prioritize, while still planning for other opportunities.

Begin with things that are close to home - travelling long distances out of your community makes it more difficult to develop the relationships.
How to Accomplish This

Community and recreation centers, places of worship, conversations with family and friends—are all places to start.

Learn from other families and their successes!
How to Accomplish This

How do I go about developing this inclusive opportunity?

Begin with what you know.

Think about where you have natural supports.
How to Accomplish This

Make the “Ask.”

Communicate, communicate, communicate, communicate.

Extended family and close friends may play a role.
How to Accomplish This

*Well, that didn’t work, now what?*

There will be times when things don’t work out. Remember that these can be just as valuable to learn from. Discrimination against your child can be hard to handle; reach out to others for support during these times. Move on and find other opportunities.

These situations help you learn just as much about the organization as it does about the needs of your child.
How to Accomplish This

When the people at the organization come back with a response of, “What should we try next?” You have a working relationship to PROBLEM SOLVE.

Creative problem solving is at the heart of successful inclusion.
How to Accomplish This - WHERE

School supported programs

Local recreation centers and YMCA’s

Boy Scouts/Girl Scouts

Churches, mosques, synagogues other places of worship

Programs for people with disabilities

Art and music schools
How to Accomplish This

The right match
Right Match

The right activities
Right Match

The right Philosophy
Right Match

The right structure
Right Match

The right staff
Right Match

The right time
Right Match

The right location
Pierce’s Journey

Gymboree
Rhythmic gymnastics
gymnastics
Soccer (2 different types of teams)
T-Ball
Violin/Orchestra
Swimming
Choir
NFL Flag Football
Keyboard Club
Karate
Chess Club
Philadelphia Mummer
Pierce’s Journey

- Basketball
- Boy Scouts
- Mural Arts Program
- Recreational bicycling
- Special Olympics competitive swimming
- Special Olympics Bowling
- Attended National Constitution Center “American Adventure” camp
Sabra Townsend

Director of Adult Advocacy
The Arc of Philadelphia
Brandon’s Inclusive Experiences

After school programming
Brandon’s Inclusive Experiences

Participated in age-appropriate activities during the summer

Supports provided: Behavioral
Negotiating the needed supports can be challenging as a 7am start was not customary for TSS workers

Participated in age-appropriate activities during the summer
Transportation was not provided, but morning snack, lunch, afternoon snack and trip t-shirts were provided
Brandon’s Inclusive Experiences: Setting up for Success

Staff were friendly and knowledgeable; they were, however, not trained regarding children who learned differently or have unfamiliar behaviors. They were uninformed and tentative.
Brandon’s Inclusive Experience: Setting up for Success

Discussions about "who was responsible for what" in regard to behavior and actions of all involved. Program management staff, Therapeutic Support Staff (TSS), TSS supervisor and parent had additional formal meetings that reviewed the philosophy, developed guidelines, and came to agreement on how to successfully integrate Brandon into daily activities at the program.
Brandon’s Inclusive Experience: Problem Solving

- Issues involved transition times

- Solutions
Brandon’s Inclusive Experience:
Take Away Message

Develop honest and open communication channels.

Be clear about what is expected, calm when things don't go as planned, and open to possible solutions to a challenge.

Brandon spent successful years with his Inclusive Experience.
Gabriel’s Inclusive Experience with Boy Scouts

Gabriel developed a friendship with a boy at school that belonged to Troop 290.

We also became close to his family, a family involved in the troop’s leadership.

This opened the door for us to develop a relationship with the troop.
Gabriel’s Inclusive Experience with Boy Scouts: Problem Solving

The troop leaders were volunteer parents, with little to no experience working with children with disabilities.

Some Scouts made fun of Gabriel.
Gabriel’s Inclusive Experience with Boy Scouts: Take Away

Because of the relationship we built with the troop and Gabriel’s friend he was eventually able to go on camping trips without us and learn some independence.

These activities gave Gabriel and our entire family the opportunity to develop friendships and be part of a community.

Scouts gave Gabriel the opportunity to volunteer in the community and learn valuable skills like swimming.
Resources

• National Center on Health, Physical Activity and Disability (NCHPAD)
  www.nchpad.org

• Afterschool Alliance
  www.afterschoolalliance.org

• Special Olympics Pennsylvania
  www.specialolympicspa.org

• Best Buddies PA
  www.bestbuddiespennsylvania.org
Resources

• Pennsylvania Center For Adapted Sport [www.centeronline.com]

• Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) [www.psaydn.org]

• Disability Resources; Sports and Recreation [www.disabilityresources.org]

• Autism Speaks PA Community and recreational guide for PA [www.autismspeaks.org]

• Challenger Leagues

• TOPS Sports
Local Resources

Cap 4 Kids - Philadelphia, Pittsburgh, Central Susquehanna Valley, York cap4kids.org –

Southeastern PA - 2-1-1 South Eastern 211sepa.org/wp-content/uploads/2014/07/SummerFun.pdf


The Arc of Philadelphia “Share Group” arcphiladelphia.org
Thanks to:

Include Me From the Start program of The Arc of PA for several pictures.
Please take a moment...

...to complete a brief evaluation of tonight’s webinar:

Please take a moment...

...and to select future topics 2014-15


Thank you!