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CONSULTING INC.

Adult Autism: Community Life and Assistive Technology

**SCHOOLS: A COMMUNITY BUILT FOR
DIVERSITY AND INCLUSION**

1



The Arc.
*For people with intellectual
and developmental disabilities*


The National Arc
Position
Statement

All people, regardless of disability, deserve the opportunity for a full life in their community where they can live, learn, work, and play alongside each other through all stages of life.

People with autism, intellectual and/or developmental disabilities need varying degrees of support to reach personal goals and establish a sense of satisfaction with their lives.

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2



We the people!

- The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990, by President George H.W. Bush.
- The ADA is one of America's most comprehensive pieces of **Civil Rights** legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.
- The Americans with Disabilities Act (ADA) is a **Federal Civil Rights Law** that prohibits discrimination against people with disabilities in everyday activities.
- IDEA rolled out in 1991!

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3

3

What are your hopes and dreams, for your students or your sons or daughters?

Functional Communication, Power and Choice

Safely living, working and recreating in our community; safety and well-being

Joy in ordinary and everyday places

Having money for life, fun and expenses and not be exploited

Being with family, having friends and spending time with them; meaningful and enduring relationships...with and without paid staff

Contribute to the community, sense of value and self-worth

Relevant skills and knowledge

Access to Healthcare

Access to services based on the needs of disabilities and supporters who are themselves supported

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4



What do these words or actions say about people outside the Disability Field?

- Regular
- Special
- Separate
- Groups of people/students with disabilities at the mall with teachers or support providers
- Disability
- 1:1 Para-Professional

5

Philosophical Shift Toward Inclusion

The label of “special” education is sometimes felt to be inadequate and inferior, as well as separate and not necessarily equal to the regular education programs in the other regular classrooms.

Children without special needs need to understand how to learn and eventually work alongside those with handicapping conditions, who will live with them in their community. Inclusion provides this opportunity as well.

6



Philosophical Shift Toward Inclusion

- From Labels and Places to Individual Supports
- From Separate Silos to a Seamless System
- Shared Ownership of all Students

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7

Inclusion versus Vulnerable and Isolated

Willard Gaylin, Clinical Professor of Psychiatry (Retired) at Columbia College of Physicians and Surgeons writes;




**“To be vulnerable is not to be in jeopardy.
To be vulnerable and isolated
is the matrix of disaster”**

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8

<h2>Addressing Risk Factors and Cultures</h2> <p>11/6/19</p>	<p>Risk factor correlated with incidences of abuse and neglect and rates of reporting is the setting in which services are provided. People who receive institutional and congregate services and supports are just as likely to experience abuse but are less likely to report (or have someone report on their behalf).</p> <p>Studies have shown that a disproportionate number of abusers are people who have a relationship with their victims specifically because of their disability. So, when people are supported in their communities, there are more opportunities for people to see and report abuse and neglect.</p> <ul style="list-style-type: none"> ▪ Improving training for law enforcement and direct service personnel; ▪ Expanding education opportunities for individuals with intellectual and developmental disabilities; ▪ Raising public awareness on the identification of abuse and neglect of individuals with developmental disabilities; and, ▪ Conducting advocacy efforts to increase options for prosecutions or removal of abusers from service delivery systems for individuals with developmental disabilities. <p>1. DD-COUNCILS-ADDRESSING-SEXUAL-ABUSE-REPORT-FINAL.PDF</p> <p>9</p>
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9

<h2>Risk Factors for Individuals with I/DD</h2> <p>Studies indicate that people with Autism, Intellectual and Developmental Disabilities are at increased risk to experience abuse and neglect for several reasons. Specifically the frequently reported risk factors for abuse, neglect and sexual violence against people with Autism, Intellectual and Developmental Disabilities;</p> <ol style="list-style-type: none"> 1. Lack of education about sexual development and anatomy 2. Lack of information on abuse awareness 3. Lack of healthy relationship education 4. Lack of social skill education 5. Lack of age-appropriate friends 6. Lack of friendship outside of paid support staff 7. Lack of community, membership <div style="text-align: right;">    </div> <p>11/6/19</p> <p>M MEYER CONSULTING, INC. 360-904-8938</p> <p>10</p>	
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10



Each School Building is a Community!

It starts with the Principal, emphasizing the “Pal” in Principal

It’s a process of fundamental and essential change that will have lifelong benefits to all!

From funding streams to student needs!


Lifelong learning: educators, paraprofessionals, volunteers, students, office management, secretaries, janitors, etc.

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11

Educators: Asking Questions, Changing the Narrative and Mapping a Course to Inclusion

- Are we truly inclusive in all aspects of our thinking, planning, and teaching?
- Do we share ownership for all students?
- Do we have high expectations for the success of every student?
- Are we collegial in our relationships with our peers?
- Welcoming of every student?



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12

Belonging and Person Centered!

One of the reasons why so many people who experience disabilities are unhappy is that they are never welcome in places where their **gifts are noticed or valued**.

Rather, they are notices for their label, barrier, disability.

Belonging means you come as you are, you bring your strengths and talents and share with a group



13

Eliminate Learned Helplessness!

When a person perceives that he/she has little to no control over a situation, it will apply the same thought process to later situations, even if they do have control.

In a student application, if a student believes that they have no control over their **academic success** or failure, then they would have little belief that they could improve their situation.

Sadly, many people have learned that the only way to be “seen” is to be needy.



14

Charted, Planned Inclusion Is Necessary

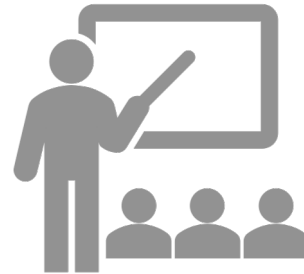
We know that exposure alone is not enough to teach children with special needs.

Clearly, inclusion does not mean putting students with disabilities in regular classrooms and hoping for the best.

Learning opportunities need to be planned for, lessons need to be structured, and the learning style and needs of the learner must be considered.

Accommodations for learning styles, academic needs, and sensory and social issues must all be addressed.

Highlight strengths, gifts and talents of all students



15

It Takes A Village! Charted, Planned Inclusion Is Necessary

Many people who challenge us are seen only for their "limitations" or "problem behaviors."

Helping a person to grow means that we must take responsibility for "seeing" the person's gifts and potential.

Take ownership of teaching this student

Network with specialists, teachers, etc.

No one person has the answer to it all, it take a village!



16

<p>Needs!</p> <p>11/6/19</p>	<p>A faculty needs and wants a clear vision of the direction their leader is promoting and his or her rationale for doing so.</p> <p>A formal opportunity to state your expectations will significantly increase goal clarity and progress toward implementation.</p> <p>Informal conversations are not as effective as a formal presentation with clear expectations from the <u>principal leader</u>.</p> <p>M MEYER CONSULTING, INC. 360-904-8938</p> <p>17</p>
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17

<p>Students: Asking Questions, Changing the Narrative and Mapping a Course to Inclusion</p> <p><i>*Inclusive Schools Network</i></p> <p>11/6/19</p>	<p>Do we seek out a friendly, supportive relationship with all people in our school and in community?</p> <p>Do we protect each other from bullying or peer pressure?</p> <p>Are we the friend we want others to be to us?</p> <p>M MEYER CONSULTING, INC. 360-904-8938</p> <p>18</p>
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18

Wake up to the people right next to you!

Initiate a simple introduction.

Your classmate is not a collection of labels or disabilities, they are students, brothers/sisters, family members just as you are.

To promote an inclusive environment, it starts with you.

Keep in mind that no two disabilities are the same. Some disabilities exist on a spectrum (such as varying degrees of low vision), and others are complex (such as autism).

Your classroom may include students who have some disability while other students have none, others have specific disabilities that may vary among students who face them, and others have invisible disabilities.

Sit with or invite people to you lunch table, a seat in the library or at an assembly

Fear is the greatest barrier to inclusion; addressing the unknown, able to understand, stepping out of your comfort zone, taking an initiative.

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19

Parents: Asking Questions, Changing the Narrative and Mapping a Course to Inclusion

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Do we create inclusive homes and neighborhoods?

Do we join with educators in finding ways to improve inclusive schools and in celebrating the successes – large and small?

Do we make certain that our children’s circle of friends includes the diversity reflected in our community and in our world?

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20

Is your child a contributing member of your own home?

Are there chores your son/daughter do on a regular basis.

Do you or a siblings, "do for them?"

What message is your household culture saying?

Regardless of the disability, does your son/daughter participate in community errands, activities, etc.?

You are completely overwhelmed!

Do you need help?

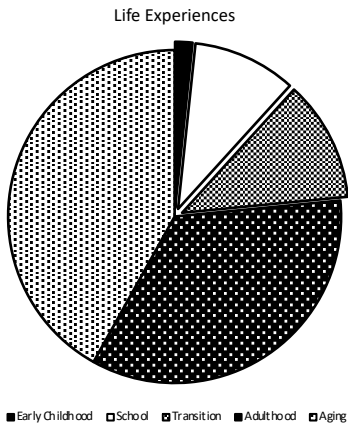
Who is your support network?

It's Not All About You Darlin'!

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21

21

Focusing on Life Experiences



- Making mistakes
- Supported risks
- Learning to say "no" (Functional Communication)
- Birthday parties with friends
- Scouting, playing sports or an instrument
- Chores and allowance
- Volunteering
- Participation in local Faith Community
- Volunteering; giving back to the community

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22

<p>Schools: Asking Questions, Changing the Narrative and Mapping a Course to Inclusion</p> <p>11/6/19</p>	<hr/> <p>Are inclusive practices a “non-negotiable” for our entire faculty?</p> <hr/> <p>Do we evaluate our current status in providing inclusive classrooms and schools and do we create plans for continuous improvement?</p> <hr/> <p>Do visitors to our school immediately feel the climate of acceptance and engagement?</p> <p><i>*Inclusive Schools Network</i> M MEYER CONSULTING, INC. 360-904-8938</p> <p>23</p>
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23

<p>Bringing your staff on board for the sake of Inclusion?</p> <hr/> <p>There will be and are staff members that refuse to have an inclusive classroom.</p> <p>While there are other teachers that are open and willing; they get every child with an IEP placed in his/her classroom</p> <p>Leadership from the school’s community, i.e. Principal needs to set the “Inclusion Tone.”</p> <p>Create a Culture of Inclusion that is prevalent to anyone who enters the building.</p> <p>11/6/19</p> <p>M MEYER CONSULTING, INC. 360-904-8938</p> <p>24</p>

24

Professional Development

Many professionals in the teaching profession are worn out and discouraged.

The oppressive nature of regulations and increased job requirements with shrinking resources have left many feeling dread each time we enter our workplace with more expectation.

Drive dread and fear from your workplace

Infuse “joy” practices into your community

Changing attitudes starts with leadership and a plan!

Do we offer services and supports to children, youth and families that are compatible with an inclusive philosophy?

Is our message clear and well communicated?

Do we model inclusive approaches and decisions?

Agencies:
Asking
Questions,
Changing the
Narrative and
Mapping a
Course to
Inclusion

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Communities:
Asking
Questions,
Changing the
Narrative and
Mapping a
Course to
Inclusion

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Does our community provide inclusive settings and opportunities for students to learn about their place in society?

Do we model an inclusive living and learning environment?

Do the message and experience we provide to citizens reinforce inclusivity that students experience in school?


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27

27


Defining Supports

GOAL



Individual
Will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life

Will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support the individual to achieve their goal



Recognizing that individuals exist within a family system

<p>DISCOVERY AND NAVIGATION Knowledge & Skills</p>	<p>CONNECTING & NETWORKING Health & Self- Efficacy</p>	<p>GOODS & SERVICES Day-to-Day & Caregiving Supports</p>
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28

Let's Recap: Benefits of Inclusion

Improved feelings of well-being and self-esteem.
 Access to resources and activities not available in the group home.
 Expanded "horizons"/life experiences.
 Participating in activities in different types of settings.
 Participation – engaging with others; being known.
 Feeling the excitement of being part of a community group.
 Opportunities to make new friends and develop new and varied relationships.
 Incentive to learn appropriate social behavior.
 More diversity in their relationships.
 People with disabilities can pay taxes if they have a job.
 People with disabilities can share their gifts and talents with the community.



29

Inclusion can look like...

1. Martina, a woman with a cerebral palsy and intellectual disability, sings in her church choir.
2. Brian became interested in politics through his local People First group for people with disabilities. He now advocates for his own rights and teaches other people about disability rights issues.
3. Adam, who has Down syndrome, is an Eagle Scout in the Boy Scouts of America.
4. Michael has a Companion Golden-Doodle dog. He takes his dog to the "dog-pack" evening walk with his dog's former trainer twice weekly.
5. Gerald plays in a "Board-Game" club at a locally owned coffee shop every Tuesday night.
6. Shauna started participating in a Women's Club at the Senior Center making baby quilts and crocheting premature newborn baby caps. She has branched out with other women and started crocheting purple caps for "shaken-baby" awareness.
7. Jacob loves music, he goes to the local brewery on Thursday evenings and listens to free live music while sipping on his root beer.
8. Tommy and Chip attend a local game and hobby shop and participates in the Pokémon League and weekly challenges.
9. Traycie enjoys throwing a frisbee and started attending a group through "Meetups" for a game of "Ultimate Frisbee." This group had advertised it was for serious enthusiasts and first-time players. Afterwards Traycie attends the get together for drinks after the game.
10. Kenny loves to watch cooking shows on TV. He now attends local cooking classes at New Seasons Grocery Store and although he does not cook, he loves to watch and eat.

30

Resources Sited:

1. Together we are Better: Inclusive School Network: <https://inclusiveschools.org/>
2. Autism Roadmap: <https://www.carautismroadmap.org/inclusion-vs-self-contained-education-for-children-with-asd-diagnoses/>
3. David Pitonyak: <http://dimagine.com/articles-publications/>
4. Learned Helplessness: <https://www.teachhub.com/learned-helplessness-and-how-we-can-overcome-it>
5. US Department of Education: <https://www2.ed.gov/about/offices/list/ocr/docs/hq9805.html>
6. Differentiating Instruction: <https://education.jhu.edu/advanced-methods-for-differentiated-instruction-and-inclusive-education/>
7. Instruction for Diverse Learners: <https://inclusiveschools.org/category/resources/instruction-for-diverse-learners/>

31



Path to Inclusion!

Thank you for attending!

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32