*Students with Disabilities: Socialization and School Friendships*

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MSU Human Rights Education Internship

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**Lesson Title:**

**Grade/Course: Lesson duration:**

**Unit: Topic of Lesson:**

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| **Central Focus:**  The central focus of this lesson is to educate students on the affects of Special Education and being separated from their able bodied peers has on the socialization of both students with and without disabilities |

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| **Essential Question(s):**  What is the purpose of Special Education?  What are the key differences between Special Education and Mainstream Education?  Why are students placed in Special Education? |

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| **State/Disciplinary Standards:** <https://www.state.nj.us/education/cccs/2014/ss/>  6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender  preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. |

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| **Daily Performance Objectives:**  Students will learn the pros and cons of the differences between Mainstream Education and Special Education  Students will learn how these differences and the separation as a whole affects the social development of students with and without disabilities. |

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| **Prior Knowledge Resources:**  Whether student have any prior knowledge of laws such as the Americans with Disabilities Act  Students having had positive or negative interactions with people with disabilities.  Students having negative or positive beliefs of the capabilities of those with disabilities  Where students believe their peers with disabilities should or can be educated alongside them.  The ability of students to put themselves into the shoes of someone who has had a very different life experience from them, and thus may have a completely different outlook on life.  Whether students understand that just because someone has a disability doesn't mean they want a cure for it so that they would be "normal" or like the majority. |

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| **Academic Language:**  The Americans with Disabilities Act (ADA)- a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.  IDEA- a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children (U.S. Department of Education’s Individuals with Disabilities Education Act (IDEA) website).  Person First Language- People first language is used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: “a person who ...”, “a person with ...” or, “person who has...”  Special Education- the education of children who have physical or learning problems  Mainstream Education- moving a child out of both special education self-contained classrooms and pull-out programs and putting him/her in a "regular" classroom  Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. |

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| **Materials and Preparation:**  Podcast  "Ian" CGI Animation on Youtube (Link can be found in "Assignment with a Text" Worksheet.  "Assignment with a Text" Worksheet  "How You Can Help" Sheet |

**Lesson Progression**

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| **Duration:** | **The teacher will…** | **The student(s) will…** |
| 5-10 Minutes | Ask students if they know, or have interacted with a person with a disability | Students answer and explain their relationship and/or interaction |
| 28 Minutes | Listen to the podcast with their students | Listen to the podcast with their teacher |
| 7:30 minutes | Teach will watch "Ian" with their students | Students will watch "Ian" with their teacher |
| 5-10 mintutes | Teacher will hand out the paper and then answer the four questions themselves | Students will answer the four questions. |
| (Optional)  10-20 minutes | Teacher will mediate a discussion of the answers of the above sheet with their students | Students will discuss their answers to the above question sheet |
| 2 Minutes | Teacher will hand out the "What You Can do to Help" sheet | Students will read the sheet and, later, have the option of watching and read the materials mentioned |

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| **Homework:**  (Optional, but **HIGHLY** recommended) watch the documentary ***Crip Camp*** on Netflix.  Note: If not yet 18, watch with someone who *is* 18 or older |

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| **Notes / Reflection** |

Assignment With Text

Name: Date:

Step 1: Watch video in this [link](https://www.youtube.com/watch?v=Hz_d-cikWmI&feature=youtu.be):

Step 2: Questions. Answer questions.

1. How would you describe Ian's reaction to watching the other children play? What specific aspects of the film helped you understand his feelings?

2. Do you think this film accurately captures the way some children with disabilities feel in real life? Why or why not?

3. How could the following people help a child in Ian's circumstance: his parent/s, his classmates, his teacher, his school principal

4. Sometimes able-bodied people do not know how to respond to a person with disabilities. After watching this video, what would you suggest they do or not do when interacting with a PWD

What You Can do to Help

**Say hello:** Next time you see a person with a disability, say hello. Introduce yourself, and ask how they are doing. This is an especially powerful act for teenagers, please try it!

**Support:** all-incisive organizations and places. An example is described in this cool [video](https://www.youtube.com/watch?v=4DS6h5JytH8&feature=youtu.be):

**Research**: laws about disability rights at the following [link](https://www2.ed.gov/about/offices/list/ocr/index.html):

**Watch:** [***Crip Camp***](https://www.netflix.com/title/81001496). This is a documentary available on Netflix about the Disability Rights Movement of the 1970s as well as the signing of the American's with Disabilities Act of 1990.

Note: this film is rated R.

Annotated Bibliography

"About IDEA." [sites.ed.gov](http://sites.ed.gov). <https://sites.ed.gov/idea/about-idea/>

An explanation of the Individuals with Disabilities Act (IDEA).

"Communicating With and About People with Disabilities: People First Language." Web.archive.org. <https://web.archive.org/web/20171213144444/https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf>

A definition of of Person First Language.

Egilson, Snaefridur Thora, and Rannveig Traustadottir. “Participation of Students With Physical Disabilities in the School Environment.” American Journal of Occupational Therapy, vol. 63, no. 3, May 2009, p. 264. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=edo&AN=43819846&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=43819846&site=eds-live&scope=site).

This article discusses the variable in regards to students with physical disabilities in mainstream education. It brings up the topic of physical barriers, limitations of the individual students in activities, and attitudes of others. The main goal of the research described in the article is to discover what influences affect SWDs more. They discovered that environment (such as, on snowy days, a student in a wheelchair not being able to play with their peers), traditions (such as one grade being on a specific floor or place), and staff, played a large part how successful the student was. However it was also concluded that, by having a student with a disability in the classroom, the students peers became more empathetic and understanding of different in others.

Frattari, Antonio, et al. “Educating in the Design and Construction of Built Environments Accessible to Disabled People: The Leonardo Da Vinci AWARD Project.” INTERNATIONAL JOURNAL OF TECHNOLOGY AND DESIGN EDUCATION, vol. 23, no. 2, pp. 257–271. EBSCOhost, doi:10.1007/s10798-011-9177-1. Accessed 1 Mar. 2020.

This article's topic is how Universal Design should always be considered when it comes to the education of SWDs. It also discusses how different views on disability and different amounts of education and exposure. All in all, its main subject is how, as a people, we can and need to use various methods and do various things to allow PWDs to be full participants of society, including educating ourselves and each other, building accessibly buildings, and being open minded to other ways of educating and interacting.

"Inclusion the Latest Trend in Educating Disabled." National Public Radio, 2007. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=edsglr&AN=edsgcl.171572503&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=edsglr&AN=edsgcl.171572503&site=eds-live&scope=site).

Just as the title states, this short radio segment discusses the trends in mainstreaming students with disabilities. One of. the more stand out sections is when the two speakers discuss how it is actually the parents choice where there child is placed. They state that it is the law the child be placed where they can be best educated, but that for many children with severe disabilities, it is more common for them to be placed in special education classrooms or even in separate schools. However, as the segment states, sometime this is the best place for SWD to be educated. Sometimes students need a different environment.

"Mainstream VS Inclusion." [faculty.knox.edu](http://faculty.knox.edu). <http://faculty.knox.edu/jvanderg/201_Website_S_08/Inclusion.html>

A definition of Mainstream Education.

Stoner, Grant. "How accessibility consultants are building a more inclusive video game industry behind the scenes." Washington Post. 2020. <https://www.washingtonpost.com/video-games/2020/02/25/how-accessibility-consultants-are-building-more-inclusive-video-game-industry-behind-scenes/>

This article, though not directly discussing mainstreaming or socialization does still talk about these topics through a leisure time activity; video games. It discusses how it sin't right for something that is such a big part of todays culture and what people do and talk about today, that it isn't right for PWDs not to be able to participate in them. However, the biggest topic under this umbrella that the article explains is that, when something is made accessible to all, it should not take a away from the experience that a non-disabled person would have. It should not lesson the experience for a PWD or any of their peers. It also brings up the topic that, just because one group of PWDs can play, doesn't mean that all can play, and things won't be fully accessible until all who want to play a video games can play them.

Shapiro, Arthur. Everybody Belongs: Changing Negative Attitudes Towards Classmates with Disabilities. 1999.

This book goes into great detail and depth about what causes and what perpetuates negative attitudes towards PWDs. It also explains a lot of how this affects disabled and non-disabled people, as well as what, as a society, we can do to create understand and acceptance for those who are adifferent from most of society. One of the most important things the book says in regards to this topic, is that it is much better for all parties to concentrate on the person first rather than on the disability. Along with this it says that, especially those in the medical field, need to be more openminded about the opinions of those with disability in regards to their disability. Not everyone can or even want to be cured of their disability, so, when it comes to making things easier for PWDs, a cure shouldn't be the main course of action. Changing peoples' attitudes and making the world more accommodating should be. Also, where I found a simplified definition of Special Education.

Watson, Karen. “‘We Are All Friends’: Disrupting Friendship Play Discourses in Inclusive Early Childhood Education.” Contemporary Issues in Early Childhood, vol. 20, no. 3, Sept. 2019, pp. 253–264. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1225590&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1225590&site=eds-live&scope=site).

This article explains how the the saying "we are all friends" doesn't always apply towards children with disabilities. It explore how limitations in attitudes and the environment makes it so that PWDs cannot play the same way or amount as their peers, and there cannot interact with them as another child who is able-bodied can.

"What is The Americans with Disabilities Act (ADA)?" [adata.org](http://adata.org). <https://adata.org/learn-about-ada>

An explanation of what the Americans with Disabilities Act (ADA) is.

'What is Universal Design?" [universaldesign.ie](http://universaldesign.ie). <http://universaldesign.ie/What-is-Universal-Design/>

Where I found the definition of Universal Design.

Zvoleyko, Elena V., et al. “Socialization of Students with Disabilities in an Inclusive Educational Environment.” International Journal of Environmental and Science Education, vol. 11, no. 14, Jan. 2016, pp. 6469–6481. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1115873&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1115873&site=eds-live&scope=site)

As the title suggest, this article's topic is one of how to socialize people with disability with their disabled and able-bodied peers. The major influences it brings up are PWDs being able to get out and about and meet other, how activities are made so they can participate, and most of all, how people's attitudes affect how able PWDs are when it comes to socializing. The latter of that list is the hardest and most important one to change according to this article, as if someone doesn't want to speak with or spend time with you, no amount of universal design can help PWDs socialize with others.