A Guide To Including Students With Developmental Disabilities In Middle And High School Social Activities

Responsible Students • Accepting Students • Successful Students
SOCIAL INCLUSION PROJECT

Current Project Staff
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Web site: www.sipflorida.org

This publication was sponsored by
The United States Department of Health and Human Services,
Administration on Developmental Disabilities
And made possible by a grant from

Florida Department of Education
Jeanine Blomberg, Commissioner

Original Project Manual, 2005
Revised Project Manual, 2007
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>BEHIND THE SCENES</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong> – Implementing the SIP Vision</td>
<td>3</td>
</tr>
<tr>
<td>SIP Values and Principles</td>
<td>6</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>11</td>
</tr>
<tr>
<td>Funding and Support Considerations</td>
<td>15</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong> – Getting Started</td>
<td>17</td>
</tr>
<tr>
<td>Action Planning</td>
<td>17</td>
</tr>
<tr>
<td>Social Activities Inventory</td>
<td>18</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong> – Recruitment</td>
<td>19</td>
</tr>
<tr>
<td>Recruiting Students with a Disability</td>
<td>19</td>
</tr>
<tr>
<td>Recruiting Peers</td>
<td>19</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong> – Training Components</td>
<td>22</td>
</tr>
<tr>
<td>Peer Orientation</td>
<td>25</td>
</tr>
<tr>
<td>Peer Team Meeting</td>
<td>27</td>
</tr>
<tr>
<td>Staff Training</td>
<td>29</td>
</tr>
<tr>
<td>SIP Activities and Lessons</td>
<td>31</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong> – Program Evaluation</td>
<td>42</td>
</tr>
<tr>
<td><strong>CHAPTER SIX</strong> – SIP Across the State</td>
<td>44</td>
</tr>
<tr>
<td><strong>CHAPTER SEVEN</strong> – Resource Materials</td>
<td>46</td>
</tr>
<tr>
<td>Resources</td>
<td>46</td>
</tr>
<tr>
<td>References</td>
<td>48</td>
</tr>
<tr>
<td>SIP Appendix List</td>
<td>50</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>83</td>
</tr>
</tbody>
</table>
Introduction

The Social Inclusion Project (SIP) focuses on creating social opportunities for students with and without developmental disabilities so they can interact in social activities that are already established in middle and high schools. By regularly interacting with one another in and outside of class, students with and without disabilities are offered opportunities to experience new activities together and develop meaningful relationships.

Research clearly indicates that students with disabilities do not always participate in the same activities as their peers. In fact, adolescents with cognitive impairments are often restricted from attending gatherings of their peers during school, after school, and on weekends (Snell & Janney, 2000). One major factor that influences students’ social participation is the lack of opportunities offered to them. Often, interactions during school hours between students with disabilities and their peers without disabilities are limited by the location of the students’ activities. Establishing separate classrooms, frequent “pull out” sessions, special education areas in the back of the school, separate bus arrival and dismissal times, and cafeteria seating for students with disabilities creates barriers to interacting with peers. These barriers are a result of special education being a place one goes to rather than a set of supports that go to the student with the disability.

History has taught us that if students with and without disabilities do not spend time together during their school years, they will not develop meaningful relationships in school and as adults (Snell & Janney, 2000). In addition, social difficulties are often one of the leading reasons for being unsuccessful in employment after high school. Middle schools and high schools, where groups of students with and without disabilities already exist, provide a natural environment in which to develop skills and relationships and increase social opportunities between peers.

Increased visibility and “presence” alone do not necessarily ensure that students with disabilities are fully included. True inclusion is dependent on the development of meaningful and reciprocal relationships between youths. Formalized attempts to foster interaction and develop relationships between students include the implementation of friendship circles, school clubs, and buddy programs. Children may have successful supports for friendship development during school hours and still be isolated and friendless after school and in social activities. Children without disabilities may be helpful and involved in peer networks to support students with disabilities. However, a reciprocal relationship upon which genuine friendship is based does not always develop.

The Social Inclusion Project (SIP) challenges schools to increase the frequency of naturally occurring social opportunities for students with disabilities. SIP attempts to remove scheduling barriers to inclusion by providing daily interactions during existing school social opportunities in middle and high school. By interacting and providing support, general education peers help students with developmental disabilities become actively involved in the activities of school life.
Behind the Scenes

The Social Inclusion Project concentrates on reaching out to youth to teach them how to develop reciprocal friendships between students with and without disabilities.

Friendship gives life meaning. SIP values the importance of friendship, especially since friendships are usually a motivating force of children’s school attendance, especially in middle and high school. Over the long term, relationships have a strong impact on general outlook of life, self-concept, and cognitive growth (Snell, 2000). According to Snell, friendships develop when students are provided with opportunities to be together and have a desire to interact with others using basic social interaction and communication abilities. Further, when organizational, emotional, and social supports are available, they help to maintain the relationship as it develops. Friendships that are not entirely mutual or reciprocal may still be supportive and valued by one or both of the individuals; however, social reciprocity—or the balanced exchange of interactions between two people—is a characteristic of relationships and differentiates mutual relationships from “helping” relationships (Snell, 2000).

Historically, students with developmental disabilities, even those attending programs in inclusive settings, have not participated in the activities that occur beyond the academic school day. Activities like school clubs, sports, eating lunch, and even hanging out with general education peers have not occurred for many students with disabilities. People with disabilities have fewer relationships and friendships than do peers without disabilities. Also, these relationships are typically limited to family members, acquaintances with disabilities, and people who are paid to work or interact with them (Schleien, Ray, & Green, 1997).

One of the greatest barriers to the development of friendship between individuals with and without disabilities has been their lack of opportunity for social interaction. Social contact plays an important role in the development of children’s attitudes toward their peers with disabilities. Attitudes developed at a young age often carry into adulthood. The connections to the school and the community that children with disabilities develop while in school can serve as a guide and support for maintaining such connections as adults (Fisher, Sax, & Pumpian, 1999). For adolescents to be able to navigate the larger, complex, heterogeneous community of adulthood, they need experiences with students who reflect the community in which they live (Bauer & Brown, 2001). In addition, schools that function as a community produce students who show more interest in academics, greater achievement gains, and lower incidences of drop-out rates. Research clearly supports the benefits of inclusion for students with and without disabilities that result in positive educational and social outcomes for all students.
IMPLEMENTING THE SIP VISION

SIP may have a new name at your school or in your district. Students in the program may choose to name the program in accordance with the school mascot. District staff may choose to name the program so it is consistent throughout all schools in a particular district. However, one thing that remains the same throughout the project is the SIP vision.

SIP concentrates on reaching out to youth to teach them how to develop reciprocal friendships between peers with and without disabilities. SIP increases the frequency and the quality of social interactions between students with developmental disabilities and general education peers in middle and high school environments. The project achieves success by providing social opportunities; matching students based on mutual interests; and teaching students strategies for positive, age-appropriate interactions. Students will interact either daily or weekly during social opportunities, depending on the activity selected.

As with any school program, it is vital that administration endorse and practice the same philosophy with staff and students in order for SIP to be truly successful.

In order to achieve the SIP vision, recruit a variety of members from the school community. The following descriptions of the students with developmental disabilities and general education components indicate the role for students with disabilities, general education students, school staff, and families in achieving the SIP vision.

Students with Developmental Disabilities Component:

- Students with disabilities will be selected based upon need and current Individualized Education Plan (IEP) goals and objectives.

- When students with developmental disabilities are identified, parental approval (Appendix B) and consent for sharing photographs and critical information (Appendix C) in the program is requested.

- Information is gathered about the student with a disability by having a parent and a teacher complete a Critical Information Form (Appendix D). The student, with assistance as necessary, completes the Interest Inventory (Appendix E).
SOCIAL INCLUSION PROJECT

• Each school site will complete a Social Activities Inventory (Appendix F) to indicate all social activities occurring at the school.

• School SIP staff will then use the student’s current IEP, the Critical Information Form, and the Interest Inventory to match the student to an activity already occurring in school.

• Once an activity is selected, the school SIP staff will recruit students from the identified activities in general education (clubs, committees, sports, etc.) for participation.

General Education Students Component:

• In order for general education peers to participate in the program, they must complete an application (Appendix G), request teachers to complete a teacher recommendation (Appendix H), and receive parental approval and consent for participation in the project (Appendix I and J).

• SIP school staff should recruit at least four to five peers in each social activity to support one child with a disability

• Students will be selected according to school-based criteria as determined by the school team.

• Students without disabilities will participate in an orientation training before meeting and interacting with the student with a disability in the identified activity.

• Orientation is held one time with all general education students involved in the project. The training should be scheduled for two hours. The Training Components section in chapter four of this manual contains a training agenda, outline for a PowerPoint presentation, and activities. Orientation consists of disability awareness activities, specific information about the disability and special needs, team building, social skills, cooperative learning activities, peer network groups, accommodations and modifications, support strategies, and problem solving strategies. During the orientation, students are grouped according to the student they will support. For example, if there are five students with developmental disabilities (DD) identified to participate in the project, there should be five separate tables in the training. Each student with DD will have four to five general education peers grouped together learning about what the student with a disability needs in order to be successful. Team building is a component of the project for the general education peers. Peers not only learn about the student they will support during orientation, they also learn how they will work together as a team.

• School SIP staff provide all students with continuous support through weekly/biweekly team meetings that encourage problem solving sessions and success celebrations throughout the duration of the project. Team meetings should include all students with and without disabilities and should be scheduled at a time that allows at least 45 minutes to discuss strategies to support the inclusion of the student with DD. The site coordinator at the school site should lead the team meeting. Team meetings are intended to review Peer Feedback Sheets (Appendix Z) and discuss what is working and what is not working in identified activities. The site coordinator should follow an agenda and guideline (included in the training
component of the manual) in order to problem solve and discuss strategies for support and success.

**How Will Students Benefit?**

Support peers, or peers from general education, may include students who are considered “high-status” peers and/or peers that are at risk for dropping out. These students have much to benefit from by participation in SIP. Remember that a desire to help others and empathy are characteristics to look for when choosing peers. Try to avoid choosing only the “A” student and the popular student. Peers will participate in activities to learn how to develop social relationships with students with developmental disabilities. Support peers will use skills, like the following, that are needed in every aspect of their education:

- Creative thinking
- Problem solving
- Decision making
- Team building

Training will result in helping the support peers develop a strong sense of personal responsibility that will contribute to their individual growth and development.

Students with developmental disabilities will benefit from SIP because they will have the opportunity to experience school activities that will help them achieve their social and communication goals. SIP will also help enhance their self-esteem and confidence through the acceptance of their general education peers and inclusion in social settings. SIP believes social inclusion is the route to school inclusion.

**How Will School Staff Benefit?**

School staff working with SIP are required to attend trainings to learn how to support students with and without disabilities in social activities. Staff will also become part of a school community that collaborates to encourage the inclusion of all students in social activities throughout the school environment.

**How Will Parents Benefit?**

Parents of both students with and without disabilities will be given opportunities to meet and network with one another during a parent open house meeting. Parents will be encouraged to promote friendship between both sets of students during and after school. Parents of students with disabilities will also have opportunities to develop a support system with other parents.
SIP VALUES AND PRINCIPLES

SIP Values and Principles, discussed during staff training, peer orientation, and peer team meetings, are the guiding principles behind the project vision and are infused in day-to-day interactions between all participants.

The following is the list of SIP Values and Principles found in Appendix M on page 66:

- *Social inclusion* is the route to *school inclusion*.
- Students will be provided social opportunities in identified activities.
  Note: *Activities will not be taken away from a student because of behavior. If a student has an incident of inappropriate behavior in another class/activity, he/she will not be punished by not participating in the identified SIP activity.*
- Students, including those with developmental disabilities, will *always* be treated with dignity.
- Every effort will be made to *include* students in discussions that are related to them and a particular social activity.
- *All* students want to belong and have friends.

ROLES AND RESPONSIBILITIES

You may be wondering how SIP is implemented at one site if there is only one site coordinator. Remember, SIP is a TEAM project. The team members involved in the project should include representatives from the following at the beginning planning stages: site administrator(s), general education staff, special education staff, paraprofessionals, coaches, elective teachers, department chairperson, students, parents, and even the school bookkeeper if project funds are involved.

The members of the team should share the same beliefs and values about the philosophy of including students with disabilities. In order to align beliefs and values in a school or district, staff training may need to be scheduled. All team members should be aware of the content of the program and the method in which the program will be implemented. Once the “why,” the “what,” and the “how” of program implementation are clarified, next comes the “who.”

Identifying roles and responsibilities early in planning will assist in keeping expectations clearly defined. Roles and responsibilities for project team members to consider when completing the action plan are listed below. The Action Plan (Appendix A) will assist with clarifying roles and responsibilities for individuals involved in the project.
SOCIAL INCLUSION PROJECT

The Role of the School Site Coordinator

School site coordinators are responsible for overall school site coordination, communication, and collaboration between school team members and outside agencies. Their role in the implementation of SIP includes:

- Monitor action plan for school site (Appendix A).
- Coordinate activities at school site with teachers involved in SIP.
- Identify students with developmental disabilities to participate in the project.
- Identify interests of students with developmental disabilities in order to match them to an activity already occurring in school. Collect all forms for participation.
- Recruit general education students to participate (advertise with flyers, application) in identified activities.
- Identify general education students to participate in project. Collect all information and ensure mandatory attendance at peer orientation.
- Match students (general education and students with developmental disabilities) based on social opportunities/interest.
- Identify general education student team members.
  Remember, students with developmental disabilities should have four or five peers each to support them.
- Clarify roles of team members—site coordinator, administrator(s); teachers—general education teacher, exceptional student education (ESE) teacher, specials teachers, elective teachers; paraprofessionals; district support staff and/or curriculum program specialist—Center for Autism and Related Disabilities (CARD), Florida Inclusion Network (FIN), district, Florida Diagnostic Learning and Resources System (FDLRS).
- Schedule, attend, and possibly conduct training for faculty in collaboration with FIN/CARD/FDLRS. (Staff Training is two hours.)
- Schedule and lead general education peer training and provide ongoing assistance to peers and students with disabilities.
  Trainings include the following: peer orientation (one two-hour training) and peer team meetings (held weekly and/or biweekly for at least 45 minutes).
- Maintain records of allocation and appropriation of mini-grant funds (if applicable).
- Review General Education Peer Feedback Sheets and Journals to determine needs of peers and students with disabilities in specific social activities.
FIN, CARD, District ESE Representatives, and FDLRS Component

Each of these agencies may collaborate with identified school sites to provide listed project trainings or any additional training related to specific disabilities, accommodations and modifications, or other topics based upon team needs. Each agency may also provide technical assistance to families and/or schools. Participation will vary depending on needs and resources available at each site.

Teachers/Paraprofessionals/Coaches/Guidance Counselors/Administrators Component

Their roles in implementing SIP are as follows:

- Collaborate with site coordinator to develop implementation action plan at site. (See Appendix A for sample action plan.)
- Collaborate with site coordinator to identify social opportunities at site.
- Collaborate with site coordinator to identify students with disabilities to participate in the program based on current IEP goals and objectives. Collect information for participation.
- Collaborate with site coordinator to recruit peers from general education for social activities identified. Collect information for participation.
- Collaborate with site coordinator to train general education students about social inclusion strategies for effective peer interaction and support using information collected by families and teachers about the students with disabilities.
- Participate in training for school staff on SIP, learn how to provide assistance and answer questions from GE peers (Appendix X), and facilitate interactions between peers through modeling and feedback (Appendix W).

Individuals with Developmental Disabilities (DD) Component

Selecting students to participate in the project should be a team decision based on the current IEP. In addition, a student may have social goals that include peer facilitation activities. The goals and strategies for social inclusion of students with DD will vary depending on each individual’s area of interest, need, and current IEP Goals. Information gathered on students with disabilities will be completed by the student (if applicable), key family members, and the teacher(s). The following forms, found in the Appendix section of this manual, must be completed for the student with DD by a parent/guardian and a teacher:

- Parent Permission for Child with Disability (Appendix B)
SOCIAL INCLUSION PROJECT

- Consent to Photograph and Consent to Share Critical Information Form (Appendix C)
- Critical Information About Your Child (Appendix D)
- Student Interest Inventory (Appendix E)

General Education Peers Component

The following steps are taken for general education peers’ participation in SIP:

- General Education Peers are recruited from social activities based on the interest of the student with DD.
- A letter explaining the project requiring parent permission (Appendix I) and consent to photograph and share photos (Appendix J) is distributed.
- Peers must complete an application (Appendix G) and ask a teacher to complete a Teacher Recommendation (Appendix H) in order to participate.
- Peers participate in mandatory orientation training (one two-hour session) to learn about disabilities, how disabilities impact social skills, and strategies for interacting with peers with disabilities. In addition, each group will learn about their peers with disabilities. For example, they will learn about hobbies their peers enjoy, things that help them feel comfortable, things they don’t like, things they need for communication, etc. Orientation should be scheduled as a block or divided into shorter sessions before, during, or after school.
- Peers also participate in regularly scheduled team meetings to receive feedback based on interactions with students with developmental disabilities. During team meetings peers will participate in role-play situations for specific scenarios that may occur during social interactions as a problem solving strategy. Peers are required to complete a Peer Feedback Sheet (Appendix Z) for evaluation after each interaction with their peer and keep a journal of experiences (Appendix Y).

Family Component

In addition to assisting with gathering information about the student with disabilities, families whose children with DD are participating in the project will be invited to attend all meetings and trainings. Family members will learn how to plan for social opportunities and enlist support from general education peers for their child/children at home, school, and in community settings.

Also, each school involved in the project is encouraged to facilitate an open house/parent meeting inviting parents of students with and without disabilities. These meetings provide opportunities to meet, network, and learn more about the project and the students. The parent meeting is a “meet and greet” event that all schools coordinate and may include
dinner or an ice cream social. Think of the occasion as a “family night” and invite parents and siblings. It is important to ensure that there is plenty of space available and activities planned for children. Site coordinator(s) may schedule activities to get everyone acquainted. The following ideas may assist in planning this event:

- Have parents introduce themselves, their student, and other family members. Ask parents to share what they hope to gain in their involvement with SIP.

- Find two people who you do not know and share with them two things about yourself. After everyone has taken time to do this, have the groups introduce one another. You may have adults do this in one group and students do it in another group. Or, if you have other activities planned for students, you may have only the adults participate.

- The group may also participate in one of the disability awareness activities listed in the Training Component of the manual. The site coordinator(s) will determine the activity and make sure materials are ready.

- Exchange phone numbers and/or e-mail addresses. This provides parents with a communication system to keep in touch and schedule activities outside of school.

- Distribute pre-evaluations to parents at the first parent night. If you do not distribute evaluations with permission slips, the parent meeting/open house is the perfect setting to gather the information for evaluation. Distribute post-evaluations at the end of the year during a final parent night.

A parent meeting/open house at the beginning of the school year is a great way to start the project. Closing the school year with another parent meeting/open house offers an opportunity to celebrate the success and the friendships that have formed throughout the year.
COLLABORATIVE AGREEMENT OPTION

This collaborative agreement may be completed by SIP schools to secure support from individuals who are involved in the project in and outside of school. Pages 11 through 14 are the actual agreement pages.

The Social Inclusion Project Collaborative Agreement

1. Project Rationale and Purpose:

Students with developmental disabilities, even those receiving services in inclusive settings, have not historically participated in the activities that occur beyond the academic school day. Such activities include involvement in school clubs and sports, eating lunch, and hanging out with peers. Many students with developmental disabilities, particularly severe disabilities, do not use spontaneous communication or offer information. Because of the types of social language deficits often found in students with developmental disabilities, even students in inclusive settings are often not truly integrated in their schools.

Interactions between students with developmental disabilities and their general education peers can result in positive educational and social outcomes for both groups of students. The purpose of SIP is to increase social interactions between students with developmental disabilities and general education peers in middle and high school environments. The project will achieve this goal by providing social opportunities, matching students based on mutual interests, and teaching both groups of students the strategies to facilitate positive, age-appropriate interactions.

2. School Mini-Grants (if applicable in district)

Schools may or may not receive grant money to be spent on enhancing social opportunities and activities for inclusion of students with developmental disabilities. Individual school site action plans and grants allocation agreements should be developed with SIP and school staff.

3. Roles and Responsibilities of Collaborators

Center For Autism and Related Disabilities at University of South Florida/Florida Inclusion Network/Florida Diagnostic Learning Resources Specialist
SOCIAL INCLUSION PROJECT

• Assist with initial project planning and implementation (first two to three months) at selected school sites.
• Assist with ongoing project technical assistance, implementation, project training and technical assistance in selected school sites in collaboration with SIP staff.
• Develop and present replication training for FIN and CARD.

District Project Liaisons

• Assist with coordination of project development, implementation, and training.
• Assist with initial project planning and implementation (first two to three months) at selected school sites.
• Develop and present replication training in schools throughout county/district.

School Site Coordinators: School Site Coordinators may be an administrator, guidance counselor, or general education teacher

• Provide overall school site coordination, communication between school team, and implementation of SIP.
• Monitor action plan for school site.
• Coordinate activities at school site with teachers involved in SIP.
• Recruit students to participate (advertise with flyers, collect applications).
• Identify students for program participation (students with disabilities and students without disabilities).
• Match kids based on social opportunities/interest.
• Clarify roles of team members: site coordinators; teachers, i.e., general education, ESE, specials, electives; paraprofessionals; district support staff, i.e., CARD, FIN, district; and school administrators.
• Coordinate or provide training for faculty in collaboration with FIN/CARD and/or previous SIP schools.
• Provide training and ongoing assistance to peers and students with disabilities.
• Collaborate with school bookkeeper to maintain records of allocation and appropriation of mini-grant funds.
4. Federal Definition of Developmental Disability

All SIP students with developmental disabilities must meet the criteria of the federal definition of Developmental Disability as stated: The term developmental disability means a severe, chronic disability in an individual five years of age or older that exhibits the following characteristics:

• Is attributable to a mental or physical impairment or a combination of mental and physical impairments

• Is manifested before the person attains age 22

• Is likely to continue indefinitely

• Results in substantial functional limitations in three or more of the following areas of major life activity:
  - self care
  - receptive and expressive language
  - learning
  - mobility
  - self-direction
  - capacity for independent living
  - economic self-sufficiency

• Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Infants and young children from birth through age nine, who have a substantial developmental delay or specific congenital or acquired condition, may be considered to have a developmental disability without meeting three or more of the criteria described above. Infants or children in this instance have a high probability of meeting those criteria later in life if they are without services and supports.
Social Inclusion Program
Collaborative Agreement

School Name: __________________________________________________
Federal ID #: ________________________________________________
County: ______________________________________________________
Address: _____________________________________________________
City, State, Zip: ______________________________________________
Phone: _______________________________________________________
Fax: _________________________________________________________
Bookkeeper: __________________________________________________
Phone: _______________________________________________________
E-mail: ______________________________________________________

Please sign below:

School Administrator(s) Date ______________________________

School Site Coordinator ________________________________ Date ________________

FIN Representative ________________________________ Date ________________

CARD Representative ________________________________ Date ________________

FDLRS Representative ________________________________ Date ________________

District Representative ________________________________ Date ________________

__________________________________________________________
FUNDING AND SUPPORT CONSIDERATIONS

The Social Inclusion Project was a grant initially funded by the Florida Developmental Disabilities Council, FIN, USF CARD, and the Florida Department of Education. Chapter 6 includes a complete list of counties and schools that have implemented SIP since 2003.

In 2007, twelve counties will be funded with $5,000 regardless of the number of SIP schools within each county after submitting an action/work plan and budget that has been approved by the Florida Developmental Disabilities Council and the SIP Advisory Committee. In the plan should be sources of private and public funding to be used as the project funds are depleted.

Is there money for SIP in your district or at your school?

At the school level, potential sources of funding at the middle and high school levels include the school advisory council, athletic and band booster clubs, and the Parent Teacher Student Association. The student service, career, and special interest clubs have annual fundraisers. The parents receiving SIP Training may be able to approach their employers to be sponsors or ask them for donations.

At the county level, potential sources of funding include the county education foundation association; local Council for Exceptional Children Chapter; county/regional/state Special Olympics; local Florida Inclusion Alliance Partners (See Appendix, page 82); adult service clubs and organizations; and local restaurants, theaters, and grocery stores.

Additional Budget Considerations

SIP is a model of support for students with disabilities. Including students with disabilities in social activities that are already occurring throughout the school, providing support to those students, and training the peers on how to support the student can all be accomplished without incurring additional expense.

The 2007 SIP Retrospective Study surveyed results of SIP specific activities (see pages 18 and 19 of that study). They included school-sponsored sports events, arts and crafts activities, field trips, buddy or friendship clubs, community service projects, recreation activities, school dances, drama or music activities, and tutoring. Non-school sponsored events were pizza parties, swimming, and other recreation activities like going to the movies or bowling.

The SIP budget is designed around the special interests initially identified for the students with developmental disabilities that match those of selected general education peers who will provide support and mentoring. For example, if you are planning for an interest in computers, the students may together belong to the Future Business Leaders of America Club and participate in their meetings, fundraising events, and conferences together. If you have an interest in basketball, the students could be assigned the same PE Basketball class, attend
basketball games together, and participate in Special Olympics practice and games as an athlete and a volunteer. If your interest is performing arts (vocally, physically, or as a spectator), the students may join the school drama club, participate in stage performances (behind the scenes or on stage), and attend local and school performances together.
### GETTING STARTED:

**Action Planning**

In order to make SIP a success at any site, the following steps need to be followed. An action plan that outlines the steps below is also available in Appendix A.

<table>
<thead>
<tr>
<th>TASK:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure Collaborative Agreement Signatures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and enroll team members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarify roles and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write School plan for program</td>
<td></td>
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</tr>
<tr>
<td>Complete the Action Plan (Appendix A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare Grant Expenditures Plan (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan public/private funding sources to continue SIP activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Social Activities Inventory (Appendix F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and recruit students with DD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Parent Permission (Appendix B)</td>
<td></td>
<td></td>
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<tr>
<td>▪ Consent for Photo &amp; Share Critical Info (Appendix C)</td>
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<td></td>
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<tr>
<td>▪ Critical Information (Appendix D)</td>
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<td></td>
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<tr>
<td>▪ Interest Inventory (Appendix E)</td>
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<td>Match students with DD to Social Activity for School</td>
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<tr>
<td>Recruit Peers from social activities (at least 4-5 for each student with a disability)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Parent Permission (Appendix I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Consent for Photo (Appendix J)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Application (Appendix G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Teacher Recommendation (Appendix H)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send home acceptance letter (student and parent) (Appendix K &amp; L)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule Peer Training (at least 2 hours for 1st training)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule Staff Training (2-3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide on Pre-Evaluation Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likert Scale option - Complete Pre-Evaluation data included for distribution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent of child with DD (Appendix N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent of G.E. peer (Appendix O)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.E. Peer (Appendix P1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student with DD (Appendix P2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff (Appendix Q)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule team meetings with peers (regular meetings to be held weekly or bi-weekly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule parent open-house</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCIAL ACTIVITIES INVENTORY

Social Activities Inventory
(Appendix F)

Each school implementing SIP should complete a social activities inventory listing all extracurricular activities offered at school. Activities include sports, band, choir, clubs, committees, electives and classes. The Social Activities Inventory should be completed as a team at each site. Remember to include teachers from multiple disciplines, administrators, coaches, special area teachers, etc.

The social activities inventory will be vital in matching students with developmental disabilities. After information from families and teachers is collected for each child with a disability, staff will use the information to determine an area of interest for that child. By referring to the social activities inventory, staff will select activities that seem to best fit with the interest of the student. If applicable, teachers may interview students to determine interest as well.

After selecting activities that match the interest of the student, staff will select one activity in which the student with a disability will participate. A sample of the social activities inventory is included as Appendix F. Staff may reproduce the form in order to include all activities.
RECRUITMENT

Recruiting Students with a Disability

One of the first steps involved in the SIP process is identifying students with developmental disabilities to participate in the program. SIP staff recommends identifying at least five students the first year of the program. Once familiar with the program and success has been achieved, schools may want to consider expanding the program schoolwide. The steps for identifying and recruiting students with developmental disabilities are as follows:

- Students with developmental disabilities will be selected based upon need and current Individualized Education Plan (IEP) goals and objectives.

- When students with developmental disabilities are identified, parents will be requested to provide approval (Appendix B) and consent for sharing photographs and consent to share critical information (Appendix C) in the program. If a parent does not want their student to be photographed, yet wants the student to participate in the program, the site coordinator may decide whether or not to include the student.

- Information is gathered about the student with a disability by having a parent and a teacher complete a Critical Information Form (Appendix D). Also, students with a developmental disability and their parent, if necessary, will complete the Student Interest Inventory (Appendix E).

- Each school site will review the completed Social Activities Inventory (Appendix F) that indicates all social and extracurricular activities occurring at the school.

- School SIP Staff will then use the current IEP, the Critical Information Form, and the Interest Inventory to determine interests. Staff may also interview students to determine their priority of interest. Based on all the information collected, students will be matched to an activity already occurring in school.

Recruiting Peers

Be creative! Keep in mind that the SIP name may be modified or changed to suit your school mascot or reflect the spirit of the program. Consider allowing those selected in the program to create a new name or a new logo.
Many schools have selected a variety of methods to recruit peers. Advertise the program through morning/afternoon announcements, school newsletters, buttons that promote the program, posters, and providing incentives like community service hours. Since 75 hours of community service is required for students wanting 100 percent of their tuition provided with their Bright Futures Scholarship, becoming a peer can satisfy both needs for some students. Remember to include school administration in the recruitment phase of the program as well.

General Education peers may include any child who does not have a developmental disability. You may want to include highly visible peers and/or peers who are at risk for dropping out. Students at risk often make incredible support peers, and they benefit as much as the student with the identified disability.

In order to recruit peers from the activities in which the students with disabilities will be participating, go directly to that activity. Recruit from individual classes or recruit schoolwide. For the first year you implement the program, you may find it easier to recruit peers from activities only. Distribute applications to the students in the class and select from four to five peers to support one student with a disability. Steps for recruiting peers are as follows:

- **In order for the general education peers to participate in the program, they will need to complete an application (Appendix G), request a teacher to complete a teacher recommendation(s) (Appendix H), and receive parental approval and consent for participation in the project (Appendix I and J).**

- **Remember:** It is recommended that SIP school staff recruit at least four to five peers in each social activity to support one child with a disability.

- Students will be selected based on the demonstration of responsibility in completing the information listed above. Do not dismiss a student because of an unfavorable teacher recommendation. If you identified 5 students with disabilities to participate in the program, you will need approximately 25 general education peers.

- Send an acceptance letter to parents and to peers selected (Appendix K and L).

- Schedule orientation training for general education peers. The training module is included in the manual. Orientation should last approximately two hours and is **mandatory** in order to participate in the program.

- Orientation topics will include disability awareness activities, specific information about the disability and special needs, team building, social skills, cooperative learning activities, peer network groups, accommodations and modifications, support strategies, and problem solving strategies.
SOCIAL INCLUSION PROJECT

- Schedule a meeting date for all students in the program to interact. Consider including a social activity, such as pizza party and movie.
- Schedule time for students with DD to begin participating in identified activities. Depending on the activity, students will interact either daily or weekly during social opportunities. Remember that students with disabilities do not earn this time. Inclusion in social activities is part of their day even if it occurs during distress. See Guiding Principles (Appendix M).

- All peers will receive continuous support, either weekly/bi-weekly, during team meetings that include problem solving sessions and celebrations throughout the duration of the project from School SIP site coordinator/staff. A sample agenda for weekly and bi-weekly team meetings is included in the training component of this manual. Team meetings should last approximately 30 to 40 minutes and can be held during lunch, before school, or after school; or, a class can be created for weekly, bi-weekly, or daily team meetings.
TRAINING COMPONENTS

Training is a key component of the SIP program and should always be included in the implementation and follow-through of the program.

There are several training components involved in the program. Agendas for peer orientation and staff trainings are included in this section of the manual. PowerPoint training modules for the typical peer orientation, team meetings, and staff training have also been included in this section.

All of the activities listed in the trainings are provided immediately following the PowerPoint training module. In addition, resources for the activities from the sample agendas can be found in the resource books listed in the manual. Many of the activities are explained on the PowerPoint presentation and in the lessons and activities on this section. However, if you would like to include additional team building or disability awareness activities, refer to the resource books and resource list in Chapter 7.

Peer Training

- Orientation (2 to 3 hours)
- Team meetings: weekly or bi-weekly (30 to 45 minutes)

**Orientation:** Peer training should be conducted with peers grouped together according to the social activity and student with whom they will be interacting. Each student with disability should have at least 4 or 5 peers identified from the social activity. Therefore, if a program has 5 students with disabilities participating in SIP, 20 to 25 students will be trained in the program. Peer training includes an orientation that should be conducted before students meet and/or interact together. Attendance at orientation is mandatory for peers and staff members participating in the program.

SIP staff should arrange for the students with disabilities to join the group for a social activity such as a pizza party immediately following orientation, which will provide an opportunity for all students, parents, and teachers to meet and get to know one another.
Peer Team Meetings: SIP site coordinators should conduct peer team meetings with support peers every week or every other week. Included in this section are guidelines to follow for the team meetings. All team meetings review the Peer Feedback Sheets by celebrating successes and discussing specific scenarios. The agenda for team meetings should always include:

- Peer support role review
- Celebrate success:
  - What did your team do well?
  - What specific strategies worked well with _____________ (peer name)?
- Scenario cards (samples are provided with the team meeting guideline in this section of the manual). The site coordinator will create scenario cards based on Peer Feedback Sheets in order for students to apply what they know to create a support plan for the student with a disability. Students will then practice the scenario by answering the questions “what does it look like?” and “what does it sound like?”
- Team building activity includes a fun activity that encourages students to build the foundation of their team. This manual includes a variety of team building activities from which to choose. Also, there are various resources listed in the resource section of the manual.

Agendas and PowerPoint presentations for both peer orientation and team meetings training are provided.

Staff training
Staff training generally last about 2 hours. Staff training participants should include the school administrators, site coordinator(s), counselors, teachers, coaches, ESE and general education teachers, club sponsors, paraprofessionals, and cafeteria staff, etc.

Staff training can be done in collaboration with district ESE staff, FDLRS, FIN, and/or CARD. The site coordinator is responsible for determining the school staff needs and collaborating with identified involved agencies to schedule and conduct staff training.

Sample agendas and PowerPoint presentations for staff training are provided.
**Peer and Staff Training Appendix Items**

All handouts from trainings are included in the appendix section of this manual. They may be copied as needed for use in the Social Inclusion Project.

**Peer Training**
- Appendix M  Values and Principles
- Appendix V  Choosing Words with Dignity
- Appendix Y  Reflection Journal
- Appendix Z  Peer Feedback Sheet

**Staff Training**
- Appendix M  Values and Principles
- Appendix Q  Pre Evaluation for School Staff
- Appendix V  Person-First Language: Choosing Words with Dignity
- Appendix W  Friendship Facilitator: Top 10 Facilitator Tips
- Appendix X  **Why?** Answering Tough Questions About Students with Disabilities
There are critical components in the peer orientation that provide students the skills they need in order to support their peer. However, the disability awareness activity and team building activity in this agenda may be substituted with activities from those listed at the end of this section.

Schedule this training for 2 hours or for two 1-hour blocks.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Slide No.</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Introductions and complete peer pre-survey—Appendix P1</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why have the SIP Project?</td>
<td>3</td>
<td>Chalkboard or chart paper, markers</td>
</tr>
<tr>
<td></td>
<td>Discuss your role as a peer support.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Discuss things you like to do in school or after school.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: Let’s Make Friends (page 32)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>Discuss why you joined SIP.</td>
<td>8, 9, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout—Guiding Principles from Appendix M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>Activity: Life is Like a Box of Chocolates (page 34)</td>
<td>11, 12</td>
<td>Box of chocolate</td>
</tr>
<tr>
<td></td>
<td>This activity leads into learning about the peer they will work with and the critical information they will learn about. Remind everyone about confidentiality. Elect team jobs (leader, recorder, speaker, time keeper).</td>
<td></td>
<td>Post-it paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pens</td>
</tr>
<tr>
<td>15 min.</td>
<td>Discuss with handout, Choosing words with Dignity—Appendix V</td>
<td>13, 14</td>
<td>Completed Appendix D (one from parent, one from teacher)</td>
</tr>
<tr>
<td></td>
<td>Learning about the peer</td>
<td></td>
<td>Distribute to groups</td>
</tr>
<tr>
<td></td>
<td>Share critical information sheets for each peer. This form is used to answer questions about peer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SOCIAL INCLUSION PROJECT

| 15 min. | Balloon Game—working together  
Tips for the Relationship and Communication: Handout about friendship facilitators—Appendix W  
Discuss the tips on slide and handout. Allow group time to exchange phone numbers/e-mail address | 15  
16, 17, 18 |
|---|---|---|
| 10 min. | Video: Inclusion Works!  
Discussion after video. Remind students that they set an example for the entire school community. | 19  
20 |
| Video: Inclusion Works! |
| 5 min. | Your Feedback—completion of Reflective Journals and Feedback Sheet  
Handouts are Appendix Y and Z | 21 |
| 15 min. | Plan Group Activity:  
Meet your Peer  
Meet the Parents  
Plan a Social Activity this month  
Each Team will make a plan on how to meet their peer (what they will talk about, etc.).  
Have students make a plan on how to introduce the team to the parents of the student with the disability.  
Last, students will plan an activity (in or out of school) based on the interests of the student with disabilities for the upcoming month. Students will need to arrange for transportation, ask parents for permission, figure budget, etc. | 22 |
| 10 min. | Activity: Closure and Evaluation Activity (page 36) | 23  
Optional: Rainstick List of closure questions |
**Social Inclusion Project**

**Peer Team Meeting**

Peer team meetings should be held weekly at the beginning of the project (first four to six weeks), bi-weekly, and then monthly. Team meetings provide the students an opportunity to continue team building as a group, participate in problem solving sessions to create strategies for the students with disabilities, and role-play specific plans of action.

Team meetings should be from 30 to 45 minutes long.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Slide No.</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Introductions</td>
<td>1, 2</td>
<td>Post-it paper, Markers or pens</td>
</tr>
<tr>
<td></td>
<td>Have students write down one question they have about the activity they are involved in or the peer they are supporting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>Group Activity</td>
<td>3</td>
<td>Review activity before team meeting to ensure all materials are ready</td>
</tr>
<tr>
<td></td>
<td>Choose an activity from the team building activities and lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For additional activities, refer to the resource books in the manual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Review peer support role from peer orientation.</td>
<td>4</td>
<td>Refer to Peer Feedback Sheets for areas of discussion (Appendix Z)</td>
</tr>
<tr>
<td></td>
<td>Discuss each group success as well as individual success for peer with disability.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Review group activity—meet the parents—from peer orientation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td>Scenario “What If” Samples (page 40)</td>
<td>7–18</td>
<td>Chart Paper (one sheet for each team), Markers</td>
</tr>
<tr>
<td></td>
<td>Review sample and apply the value and principle to the sample.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The scenarios listed in this guideline are basic and sometimes occur with many students.</td>
<td></td>
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<tr>
<td></td>
<td>Based on student feedback, scenarios will change at each meeting.</td>
<td></td>
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<tr>
<td></td>
<td>Come to the meeting prepared to discuss specific scenarios.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>Integrity discussion. The site coordinator may choose a different topic each week to discuss.</td>
<td>19, 20</td>
<td>List of closure questions</td>
</tr>
</tbody>
</table>
Sample Scenario Cards for Peer Team Meetings

In order to discuss specific scenarios that are occurring in activities, it is necessary to infuse time into team meetings so that students work in groups to problem solve strategies. A great way to introduce the scenario cards is to have students participate in an activity called “What If…”. This activity can be found in the Activities and Lessons section of the manual.

Once the site coordinator feels comfortable with the activity procedure in “What If…”, you may start creating scenario cards based on the Peer Feedback Sheets that students complete. The site coordinator should have these cards created in advance so students will have time to problem solve specific situations that may be occurring in activities where peers are included.

The groups work together to answer scenario cards related to the peer they support. Next, students work as a large group to model support strategies that answer questions about the strategy. For instance, they will use chart paper to address the questions and practice answering the following questions in skit format: “What does it look like,” and “What does it sound like?”

This is an important component of the team meetings and should be infused into each team meeting so that students are constantly learning strategies or accommodations and modifications to support the student with the disability.

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>On your way to lunch, Jenny wants to hold your hand. If friends don't hold hands, do you hold hands with Jenny?</td>
<td>In band class Greg is walking around touching everyone’s instrument. What can your group do to redirect him?</td>
<td>In Physical Education class Johnny is having difficulty following the coach’s directions. What can your group do to help him?</td>
</tr>
<tr>
<td>You are planting a school garden and your group seems more interested in their own social agenda instead of helping Sam enjoy the activity. What can you do to bring your group together?</td>
<td>Your group has decided to take Paul to a football game after school. Since loud noises and crowds may upset him, what can your group do to ensure he enjoys the activity and you all experience success?</td>
<td>Jamie is talking throughout your Graphic Arts class. What can your group do to help him follow the class rules and also enjoy hanging out with you?</td>
</tr>
</tbody>
</table>
STAFF TRAINING

There are critical components in the Staff Training that provide staff the skills they need in order to support students involved in the project. However, the Disability Awareness Activity and Team Building Activity in this agenda may be substituted with activities at the end of this section.

Schedule this training for one and a half hours or for two, forty-five minute blocks.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Slide No.</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distribute Staff Pre-Survey—Appendix Q</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain SIP Project Development</td>
<td>4, 5, 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Line-Up Activity: Discuss Importance of Team Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>between school team members in SIP.</td>
<td></td>
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</tr>
<tr>
<td>20 min.</td>
<td><strong>Why</strong> the SIP Project?</td>
<td>7, 8, 9</td>
<td>Video—Inclusion Works!</td>
</tr>
<tr>
<td></td>
<td>Inclusion 101—discuss definition of inclusion, benefits, and</td>
<td>10, 11, 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>social inclusion</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch video, Inclusion Works!</td>
<td>14–21</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Pages</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>10 min.</td>
<td>SIP Vision</td>
<td>22, 23, 24, 25, 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss how to set up social inclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss peer supports and how to recruit peers without disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review criteria for choosing peer supports and participation in social</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min.</td>
<td>Behind the Scenes—Discuss the adult roles involved in SIP.</td>
<td>27–35</td>
<td>Box of Chocolates</td>
</tr>
<tr>
<td></td>
<td>SIP Guiding Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity—Life is Like a Box of Chocolates (page 34)</td>
<td></td>
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<tr>
<td></td>
<td>Person-First Language</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Facilitating Friendships: How to support the peers mentoring the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>students with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handouts are Appendix M, V, W, X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>How do parents support the project?</td>
<td>36, 37</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Discuss collaborative team’s school SIP action plan</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SIP state project success and review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min.</td>
<td>Activity: Closing and Evaluation</td>
<td>39</td>
<td>Rainstick: Optional Copy of list of closure questions</td>
</tr>
</tbody>
</table>
SIP Activities and Lessons

SIP activities and lessons include a variety of activities that can be used in the staff and peer training modules.

Disability awareness activities (or ability awareness activities as we like to call them) and team building activities are included in this section for reference. The activities may be used in both staff and peer trainings or may be used throughout the cycle of the project in team meetings. A detailed resource list is provided in the resource section of the manual.

Each activity is written like a lesson plan with objectives, key learning outcomes, materials needed, instructor preparation, and a detailed lesson plan. Also, the source is cited so that additional activities may be utilized if needed.

Keep in mind that as the site coordinator/trainer, you have a choice of activities to use when the presentation calls for a disability awareness activity or team building activity. You may choose from the following list or refer to the resources from which they were selected.

The following activities are included in this section of the manual:

<table>
<thead>
<tr>
<th>Disability Awareness Activities</th>
<th>Training</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Make Friends</td>
<td>Peer/Staff</td>
<td>32</td>
</tr>
<tr>
<td>Group Labels</td>
<td>Peer/Staff</td>
<td>33</td>
</tr>
<tr>
<td>Life is Like a Box of Chocolates</td>
<td>Peer/Staff</td>
<td>34</td>
</tr>
<tr>
<td>Line Up</td>
<td>Peer/Staff</td>
<td>35</td>
</tr>
<tr>
<td>Closure and Evaluation Activity</td>
<td>Peer/Staff</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Building Activities</th>
<th>Training</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized License Plates</td>
<td>Peer</td>
<td>37</td>
</tr>
<tr>
<td>Group Limbo</td>
<td>Peer</td>
<td>38</td>
</tr>
<tr>
<td>Find Someone Who</td>
<td>Peer</td>
<td>39</td>
</tr>
<tr>
<td>What If....</td>
<td>Peer/Staff</td>
<td>40</td>
</tr>
</tbody>
</table>
Let’s Make Friends

Time: 10 to 12 minutes

Number of People: Unlimited

Materials/Preparation: Chalkboard, chart paper, and markers

To Begin:
1. Ask the participants to brainstorm and recollect what people do to make friends or get acquainted with others. List all the ideas on a board or chart paper.
2. Instruct the participants to leave their seats, find someone they do not know, and make friends without speaking.
3. At the end of one minute, instruct the participants to find someone else they do not know and again try to make friends without speaking.
4. At the end of one minute, instruct participants to find another person they do now know and make friends the general way, which may allow speaking.
5. At the end of one minute, the participants should find the first two partners and say anything they need to say.
6. Look at the brainstorm list and note how many ideas the participants actually used to get acquainted with others.

To End:
1. Have the participants discuss the differences that communicating verbally and non-verbally made in trying to get acquainted.
2. Discuss how this activity may apply to a student with a disability.
3. This discussion can then lead to further discussion of communication strategies that include the use of visual cues, gestures, and sign language.

Source:
*Warm-Ups and Wind Downs: 101 Activities for Moving and Motivating Groups*
Sandra Peyser Hazouri and Miriam Smith McLaughlin
Educational Media Corporation
763-781-0088
$9.95
Group Labels

**Time:** 8 to 10 minutes

**Number of People:** 6 or more

**Materials/Preparation:** Sticky back labels, markers

**To Begin:**
1. To prepare for this activity, fill out sticky-back labels with titles—words that are considered “group labels.” Examples of group labels are “jock,” “nerd,” “popular,” “druggie,” “cowboy,” and “brain.”
2. Put a label on every person’s forehead or back. They must wear the label throughout the choosing words with dignity activity. Participants must treat one another as they have observed persons with that label being treated in real life.
3. Don’t let the players know what label they are wearing and others should not tell them what it is.

**To End:**
1. After the game, give each person a chance to guess what label they were wearing. Have participants tell how it felt to be treated this way.
2. Discuss the activity using the following prompts:
   - How do you feel after this activity?
   - What surprised you the most?
   - Do you think that in our culture people treat others who are different from them differently? Why or why not?
   - How do these differences affect our group and the students who will be included?

**Source:**
*Team-Building Activities for Every Group*
Alanna Jones
Rec Room Publishing
509-946-7315
www.gamesforgroups.com
Life is Like a Box of Chocolates

**Time:** 8 to 10 minutes

**Number of People:** 6 or more

**Materials/Preparation:**
1. Box of individual chocolates with variety of soft centers (Whitman’s); make sure there is enough for everyone to have one piece.
2. Post-it paper and pencils (one for each group of students).
3. Chart paper or chalkboard.

**To Begin:**
1. Distribute the chocolate to each student and instruct them NOT to eat it.
2. The group selects a recorder to take the post-it paper and make two columns. Label one column “Correct” and the other one “Incorrect” on top.
3. Next, each student guesses what type of filling is in the chocolate.
4. After each student predicts the type of filling, he/she takes a bite of the candy. The recorder places a check mark in the column “correct” if the guess was correct. If the guess was incorrect, the recorder places a check in the column “incorrect.”

**To end:**
Discuss the activity with the following prompts:
1. How many correct and how many incorrect guesses were there in your group? The teacher tallies them on the poster board.
2. What did you learn from this activity?
3. How can this activity be applied to people? *Prompted discussion should include the idea that we can’t judge people by what they look like on the outside or by the way they may act on the outside.*
4. What are some of the reactions you had when meeting persons who are different from you? Did those opinions change once you got to know that person?
5. Do you feel you have ever been treated differently because of the way you look or act?

**Source:**
*Activities from Diverse Classrooms: Connecting Students*
Leah Katz, Caren Sax, & Douglas Fisher
PEAK Parent Center
719-531-9400 / www.peakparent.org
$10.00
Line Up

**Time:** 5 to 10 minutes

**Number of People:** 6 or more

**Materials/Preparation:** None

**To Begin:**
1. Gather the group together and ask everyone not to speak.
2. Instruct the group to close their eyes while performing this activity.
3. Instruct the group to line up according to the month they were born.
4. Determine the beginning and ending of the line.
5. You will have 5 to 10 minutes to complete this activity.

**To End:**
Discuss the activity by asking the following questions:
1. How did it feel communicating with one another in a unique way in the first part of the activity?
2. How did you communicate since you were not able to talk or see? Or did you just hope to get through with luck?
3. What happens when you are on a team and there is lack of communication?

**Source:**
*Team-Building Activities for Every Group*
Alanna Jones
Rec Room Publishing
509-946-7315
www.gamesforgroups.com
Closure and Evaluation Activity

Time: 10 to 15 minutes

Number of People: Unlimited

Materials/Preparation:
- Copies of the list below (Closure and Evaluation Questions) or one copy of list of chart paper.
- Optional: use a rain stick (purchased at any science or teacher supply store) to pass around the group as each person shares an answer.

To Begin:
1. Distribute closure questions.
2. Ask participants to complete the sheets and share their answers in small groups.

To End:
Ask the participants to get in one large circle and share one of the answers they completed. Use the rain stick for participants to hold onto as they answer and then pass on to next participant.

Closure and Evaluation Questions:
- I learned that…
- I was impressed that…
- I was reminded…
- I especially enjoyed…
- Some things I wish had been different were…
- I never knew…
- I plan to change…

Source:
*Warm-Ups and Wind Downs: 101 Activities for Moving and Motivating Groups*
Sandra Peyser Hazouri and Miriam Smith McLaughlin
Educational Media Corporation
763-781-0088
$9.95
Personalized License Plates

**Time:** 10 to 15 minutes

**Number of People:** Unlimited (work in small groups)

**Materials/Preparation:**
- 8 ½ x 11 cardboard folded length-wise, one piece per group.

**To Begin:**
1. Distribute cardboard and pens.
2. Tell the participants that they will be making personalized license plates for their group.
3. Ask them to think of a word, letters and numbers, or their school motto/mascot that has personal meaning and write it on the cardboard. The result should resemble a license plate from their state.
4. Have the participants put their license plates in front of them tent style on the tables, so that other group members can read them.
5. Share the meaning of the license plates with other group members.

**To End:**
1. Ask for volunteers to share their license plate.

*Note: In addition to creating a license plate, groups may create a song or chant.*

**Source:**
*Warm-Ups and Wind Downs: 101 Activities for Moving and Motivating Groups*
Sandra Peyser Hazouri and Miriam Smith McLaughlin
Educational Media Corporation
763-781-0088
$9.95
Group Limbo

Time: 10 to 20 minutes

Number of People: 4 to 12 is ideal

Materials/Preparation: Limbo stick or string and chairs

To Begin:
1. Have two people hold the limbo stick two feet off the ground, or tie string between two chairs at this height. The challenge is for the entire group to move under the stick from one side to the other without anyone touching or bumping the stick. Some rules that must be followed for this team-building activity are:
   • The only part of your body that may touch the ground is your feet.
   • Once you move under the stick you may not return to the other side unless you successfully move back under the stick.
   • You don’t have to go under the stick limbo-style, but you must never touch the stick.
   • If anyone touches the ground with any body part besides his/her feet, the whole team must start over. (You may be flexible on this rule if you choose).
   • You may help each other!
   • Once the team is successful at this height, challenge them to go lower!

To End:
Discussion Prompts
1. Could you have gone under the stick without help from your teammates?
2. How did you come up with a plan?
3. How did you feel if you needed more help than others getting under the stick?
4. Is it okay for some people on a team to do more work than others?
5. Are you usually needing more help than others on your team or are you usually helping others more?

Source:
Team-Building Activities for Every Group
Alanna Jones
Rec Room Publishing
509-946-7315
www.gamesforgroups.com

Team Building Activity
SOCIAL INCLUSION PROJECT

Find Someone Who

Time: 5 to 10 minutes

Number of People: Unlimited

Materials/Preparation: List of characteristics on a worksheet (see below), markers or pens

To Begin:
1. Students Mix and Pair. With worksheets in hand, students circulate through the room until they find a partner. When you find a partner, see if he or she can answer a question on your sheet. If so, write the answer in your own words on the Find Someone Who form, then have your partner sign your form to show he/she agrees.
2. Students keep mixing partners until they complete the worksheet.

Sample Characteristics:
Find Someone Who…
• Was born in Florida
• Has lived in another country
• Was born the same month as you
• Likes the same music as you
• Has a brother or sister
• Is an only child
• Has flown on a plane
• Has been horseback riding
• Has surfed
• Has been to Disney World in the last year

Source:
Class Building Smart Card
Kagan
1-800-WEE CO-OP
SOCIAL INCLUSION PROJECT

What If...

**Time:** 10 to 30 minutes (depending on time available)

**Number of People:** Unlimited

**Materials/Preparation:** Cards with “What if…” scenarios (listed below)

**To Begin:**
We know how important it is to be able to think about the outcomes of our actions now and in the future. We use past and current events to predict the future. In this activity, students are encouraged to use this skill to consider a variety of situations and actions they should take. The purpose is to provide students the opportunity to act out and practice dealing with different situations they may encounter with diverse individuals.

1. Participants work in small groups of 4 or 5 persons. Give each group one activity card.
2. Participants have about ten minutes to read “What if…” card and practice their skit.
3. Each group presents their skit to the class.

**To End:**
**Discussion Prompts**
1. What did you learn from the different skits?
2. People can feel uncomfortable in new situations. It can help to practice or to think ahead of time how you would treat someone who is different than you or how you would want to be treated if you were different. Is there a time when this has happened to you?

**What If…Scenarios**

**What if** it is your first day of school and you find out you are sitting next to Joe. Joe uses a wheelchair and has difficulty pronouncing words clearly. You start to talk to him and realize you have a lot in common with Joe. When you go to lunch you notice that Joe is eating alone. What can you do?

**What if** your next door neighbor dresses in clothes that many people say look weird. You know her clothes are from the country where she used to live. This is the first year she will be attending your school. When the other kids meet her they notice she looks different and they start to tease her. What can you do?

**What if** there is a boy in your class who has trouble understanding math. He’s the only student in the class who uses chips to do his math tests. Some of the students make fun of him. What can you do?
What if there is a student in your class who is a talented artist. If seems that every time the class is working on an art activity, this student is gone for extra help from the speech therapist or resource teacher. What can you do?

What if you know a boy who has difficult time writing, so he uses a computer instead. His computer is in the back corner of the room, making it awkward for him if he has to interact with the other students and use the computer throughout the day. What can you do?

Source:
*Activities from Diverse Classrooms: Connecting Students*
Leah Katz, Caren Sax, Douglas Fisher
PEAK Parent Center
719-531-9401
www.peakparent.org
$10.00
PROGRAM EVALUATION

Success is evident when a student with a disability is invited to hang out at the mall, eat lunch with a friend, or receive their first phone call at home.

This manual includes pre- and post-test measurements to assess student, parent, and staff observations and experiences. A Likert Scaled assessment includes statements that address current knowledge about a disability, social involvement for students with developmental disabilities, knowledge about supporting and being a friend to an individual with a developmental disability, and overall feelings toward friendship and inclusion for students with and without disabilities.

Participants select answers based on a scale from 1 to 5:
   1 = Strongly Disagree
   5 = Strongly Agree

Schools or districts may choose to assess the success of the program based on the tools provided or may choose other criteria to measure success of the program. For instance, a school may be interested in measuring attendance rates, referrals, grades, or drop-out rates for students involved in the project. Remember that anecdotal information from teachers, parents, and students is sometimes the most convincing data collected.

The following evaluation tools are categorized as pre-evaluation (to be distributed before any orientations, training, or team meetings are held) and post-evaluation (to be distributed at the end of the school year):
# Pre-Evaluation Tool

<table>
<thead>
<tr>
<th>Appendix Item</th>
<th>Name</th>
<th>Recommended Distribution</th>
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</thead>
<tbody>
<tr>
<td>Appendix N</td>
<td>Pre-Evaluation for Parent of Student with Disability</td>
<td>Distribute with Parent Permission/Consent Forms</td>
</tr>
<tr>
<td>Appendix O</td>
<td>Pre-Evaluation for Parent of General Education Student</td>
<td>Distribute with Parent Permission/Consent Forms</td>
</tr>
<tr>
<td>Appendix P1</td>
<td>Pre-Evaluation for General Education Peer</td>
<td>Distribute at beginning of Peer Orientation</td>
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<tr>
<td>Appendix P2</td>
<td>Pre-Evaluation for Student with DD</td>
<td>Distribute with Parent Permission/Consent Forms</td>
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<tr>
<td>Appendix Q</td>
<td>Pre-Evaluation for School Staff (includes administrators, teachers, paraprofessionals, elective teachers, coaches, etc.)</td>
<td>Distribute at beginning of Staff Training</td>
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# Post-Evaluation Tool

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<tbody>
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<td>Appendix R</td>
<td>Post-Evaluation for Parent of Student with Disability</td>
<td>Distribute at end of school year during Family Night/Celebration</td>
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<tr>
<td>Appendix S</td>
<td>Post-Evaluation for Parent of General Education Peer</td>
<td>Distribute at end of school year during Family Night Celebration</td>
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<tr>
<td>Appendix T1</td>
<td>Post-Evaluation for General Education Peer</td>
<td>Distribute at end of school year during final team meeting</td>
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<tr>
<td>Appendix T2</td>
<td>Post-Evaluation for Student with DD</td>
<td>Distribute at the end of the school year during Family Night/Celebration</td>
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<tr>
<td>Appendix U</td>
<td>Post-Evaluation for School Staff (includes administrators, teachers, paraprofessionals, elective teachers, coaches, etc.)</td>
<td>Distribute at end of school year in mailboxes or at faculty meeting</td>
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SIP Across the State

The Social Inclusion Project has been implemented successfully in counties throughout the state of Florida.

PARTICIPATION BY DISTRICTS AND SCHOOLS

According to information provided by the FDDC, SIP was operating in 26 school districts throughout Florida in April 2006, ranging from Pensacola to Miami. SIP programs were located in 33 communities and in 47 schools. While most communities had only one SIP program operating, seven had two programs, and two communities had four or five.

The 26 districts that hosted SIP programs are listed in the table below. The locations of the SIP sites reported in April 2006 are shown on the following pages.

DISTRICTS HOSTING SIP PROGRAMS

<p>| 1. Alachua | 14. Hillsborough |
| 2. Brevard | 15. Jefferson |
| 4. Calhoun | 17. Lee |
| 5. Citrus  | 18. Leon |
| 7. Dade    | 20. Orange |
| 10. Flagler| 23. Polk |
| 11. Gadsden| 24. Santa Rosa |
| 12. Hernando| 25. Sarasota |</p>
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<th>Yr2</th>
<th>Yr3</th>
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<td>North Port/Sarasota</td>
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Resources

The Social Inclusion Project uses many resources for disability awareness activities and team building activities. Videos and other books and pamphlets are also listed as optional resources available to be used in the training component of the project.


SOCIAL INCLUSION PROJECT


University of New Hampshire. (1996). *Petroglyphs.* [Video]. Concord, NH. (Available from The Concord Center, P.O. Box 14, Concord, NH).

Additional resources for activities for team building, disability awareness and sensitivity awareness are available by contacting the resource people at the Web sites listed below.

Centers for Autism and Related Disabilities:

- At Florida State University in Tallahassee
  - www.autism.fsu.edu
- At University of Florida in Jacksonville
  - www.centerforautism.org
- At University of South Florida in Tampa
  - www.cardusf.fmhi.usf.edu
- At University of Central Florida in Orlando
  - www.ucf-card.org
- At University of Miami in Miami
  - www.umcard.org
- At University of Florida in Gainesville
  - www.card.ufl.edu
- At Florida Atlantic University in Boca Raton
  - www.coe.fau.edu/card

Florida Department of Education – Bureau of Exceptional Education and Student Services
  - www.fldoe.org/ese

Florida Diagnostic and Learning Resource Center
  - www.fdlrs.com

Florida Inclusion Network
  - www.floridainclusionnetwork.com

Multi-agency Network for Students with Emotional Disabilities (SEDNET)
  - www.fldoe.org/ese/sedhome.asp

SEDNET (Multi-agency Network for Students with Emotional Disabilities)
  - www.fldoe.org/ese/sedhome.asp
References


SOCIAL INCLUSION PROJECT


## SIP Appendix List

<table>
<thead>
<tr>
<th>Appendix Item #</th>
<th>Appendix Item</th>
<th>Implementation and Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Action plan</td>
<td>First step in implementing SIP at school site; should be completed by SIP school team and regularly monitored by site coordinator</td>
</tr>
<tr>
<td>B</td>
<td>Parent permission for child with disability</td>
<td>Distributed at beginning of project</td>
</tr>
<tr>
<td>C</td>
<td>Consent</td>
<td>Distributed with parent permission</td>
</tr>
<tr>
<td>D</td>
<td>Critical information</td>
<td>Distributed with parent permission and used in peer and staff training</td>
</tr>
<tr>
<td>E</td>
<td>Interest inventory</td>
<td>Distributed with parent permission and used by SIP School team to determine which activity the student with the disability will be included</td>
</tr>
<tr>
<td>F</td>
<td>Social activities inventory</td>
<td>Completed by SIP school team and used to match students with disability to activity already occurring at school</td>
</tr>
<tr>
<td>G</td>
<td>Application for GE peer</td>
<td>After identifying activities for students with disability, this form is distributed during recruiting GE Students</td>
</tr>
<tr>
<td>H</td>
<td>Teacher recommendation</td>
<td>Distributed with application</td>
</tr>
<tr>
<td>I</td>
<td>Parent permission for GE peer</td>
<td>Distributed with application</td>
</tr>
<tr>
<td>J</td>
<td>Consent</td>
<td>Distributed with application</td>
</tr>
<tr>
<td>K</td>
<td>Acceptance letter to GE peer</td>
<td>Distributed after peers are selected</td>
</tr>
<tr>
<td>L</td>
<td>Acceptance letter to parent of GE peer</td>
<td>Distributed with peer acceptance letter</td>
</tr>
<tr>
<td>M</td>
<td>Values and principles</td>
<td>Discussed and provided during peer orientation, staff training, and team meetings</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Evaluation for parent of child with disability</td>
<td>Distributed with parent permission</td>
</tr>
<tr>
<td>O</td>
<td>Pre-Evaluation for parent of GE peer</td>
<td>Distributed with parent permission</td>
</tr>
<tr>
<td>P1</td>
<td>Pre-Evaluation for GE peer</td>
<td>Distributed in peer orientation</td>
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<tr>
<td>P2</td>
<td>Pre-Evaluation for Student with DD</td>
<td>Distributed with parent permission</td>
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<tr>
<td>Q</td>
<td>Pre-Evaluation for school staff</td>
<td>Distributed in staff training</td>
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<tr>
<td>R</td>
<td>Post-Evaluation for parent of child with disability</td>
<td>Distributed at end of school year</td>
</tr>
<tr>
<td>S</td>
<td>Post-Evaluation for parent of GE peer</td>
<td>Distributed at end of school year</td>
</tr>
<tr>
<td>T1</td>
<td>Post-Evaluation for GE peer</td>
<td>Distributed at end of school year (last team meeting)</td>
</tr>
<tr>
<td>T2</td>
<td>Post-Evaluation for Student with DD</td>
<td>Distributed at end of school year</td>
</tr>
<tr>
<td>Appendix Item #</td>
<td>Appendix Item</td>
<td>Implementation and Distribution</td>
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<tr>
<td>U</td>
<td>Post-Evaluation for school staff</td>
<td>Distributed at end of school year (faculty meeting)</td>
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<tr>
<td>V</td>
<td>Choosing words with dignity</td>
<td>Discussed and distributed during peer orientation and staff training</td>
</tr>
<tr>
<td>W</td>
<td>Friendship facilitators top 10 tips</td>
<td>Discussed and distributed during staff training</td>
</tr>
<tr>
<td>X</td>
<td>WHY? Answering tough questions about students with disabilities</td>
<td>Discussed and distributed during staff training</td>
</tr>
<tr>
<td>Y</td>
<td>Reflection journal</td>
<td>Additional feedback sheet that site coordinator can use for GE peers earning community credit or credit for participation in program</td>
</tr>
<tr>
<td>Z</td>
<td>Peer feedback sheets</td>
<td>Distributed to all GE peers during peer orientation; should be completed daily or weekly after participating in social activity with student with disability; is used by site coordinators in team meetings to create scenario cards and discuss strategies for students with disability who may be experiencing difficulty in selected activities</td>
</tr>
<tr>
<td>Z1</td>
<td>Florida Inclusion Alliance Partners</td>
<td>Sources of funding and support</td>
</tr>
</tbody>
</table>
# SOCIAL INCLUSION PROJECT ACTION PLAN (Appendix A)

School: __________________ Site Coordinator: ________________ Date: ________________

<table>
<thead>
<tr>
<th><strong>Action Step</strong></th>
<th><strong>Activities/Task</strong></th>
<th><strong>Person(s) Responsible</strong></th>
<th><strong>Completion Date</strong></th>
<th><strong>Resources Needed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Team Implementation</strong></td>
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<tr>
<td>1. Identify &amp; enroll all team members.</td>
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<tr>
<td>Complete Checklist and/or action plan. Provide copy for each team member.</td>
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<tr>
<td>Clarify all roles &amp; responsibilities of SIP team members.</td>
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<tr>
<td>2. Meet with team to determine:</td>
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<tr>
<td>a. Methods of communications</td>
<td></td>
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<tr>
<td>b. Team Needs</td>
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<tr>
<td>c. Meeting schedules (bi-weekly, weekly, monthly?)</td>
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<tr>
<td>3. Inform faculty of SIP Program and activities.</td>
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<tr>
<td>5. Complete Social Activities Inventory for School</td>
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<td>6. Select staff to keep log of time and submit monthly to site coordinator.</td>
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<td>7. Complete pre/post evaluation materials.</td>
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<tr>
<td>Determine data (duration) to collect for school site: attendance rates, grades, discipline referrals, anecdotal information</td>
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<tr>
<td><strong>Steps for SIP Peers without disability.</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Community service hours for peers?</td>
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<tr>
<td>2. Recruit students to participate/distribute applications/teacher recommendation.</td>
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<tr>
<td>3. Distribute parent permission, release of information/consent/photo/video to all students and peers.</td>
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<tr>
<td>4. Identify students for program participation, matching students based on social interest</td>
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<tr>
<td>5. Develop accountability structures for SIP peer supports.</td>
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<tr>
<td>6. Determine schedules/timelines for SIP Peer Trainings: WHO, WHAT, WHEN, WHERE, HOW</td>
<td></td>
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</tr>
<tr>
<td>Steps for Identifying SIP Students with developmental disabilities to participate in the program.</td>
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<tr>
<td>1. Gather information on each ESE student (i.e., critical information sheet/interest inventory/parent permission/release for photo, video.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify supports needed for inclusion in social activities (i.e., visual supports, behavior support plans, activity support plan, communication plan, equipment, etc.).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Match students based on social interests.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Discuss social participation plan with student support staff.</td>
<td></td>
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<tr>
<td>5. Monitor student progress and ongoing needs.</td>
<td></td>
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</tr>
<tr>
<td>6. Complete pre/post evaluation material (Student &amp; Parent).</td>
<td></td>
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</tr>
</tbody>
</table>

**Parent Meeting/Open House**
Schedule Parent Night for all parents to network and learn more about the project.
Dear Parents:

The Florida Developmental Disabilities Council, Florida Inclusion Network, University of South Florida Center for Autism and Related Disabilities, Department of Education and ____________________(School Name) are implementing a new program entitled Social Inclusion Project (SIP). The grant focuses on developing friendships between kids with developmental disabilities and kids without disabilities through social opportunities and activities at school.

This program is FREE and is open to a limited number of participants. SIP activities will occur during school activities. Kids with disabilities will have peer buddies who attend training in order to understand disabilities and how to best support their buddy in social activities.

SIP promotes positive interactions. Throughout the country, research shows that all children benefit from experiences like this, as new friendships are developed and diversity is appreciated.

Please provide your permission by signing the statement below. If you have any questions, feel free to call __________________________ (School Site Coordinator) at ____________________.

My child, ___________________________________________, has my permission to participate in the Social Inclusion Project as a peer buddy.

Parent’s Signature: ____________________________________________ Date: ________________

Address: __________________________________________ Phone: ________________

May we ask your employer, __________________________________, for a yearly sponsorship or donation to support these social activities? No or Yes ________________

*Does your child currently have friends at school that you would like to have participate in the Social Inclusion Project? If yes, please list their names:

____________________________________________________________________

____________________________________________________________________
I, ____________________________(Parent’s Name), the undersigned, do hereby authorize and grant my permission to allow the Social Inclusion Project and school staff to use the photograph of my child in a program-related publication, newspaper, magazine, video, or other printed or electronic media for training, educational, community awareness, or informational purposes. I understand that I have the right to review all photographs in which my child is involved.

I understand that this consent includes publications that may be distributed outside of the school itself.

I authorize and grant my permission to allow the Social Inclusion Project and school staff to share the Critical Information Form that I completed as part of the application process in to the Project. This information will be shared in order to train peers who are typically developing. Peers will learn about the needs of my child and support strategies that work best for my child so that they can best support my child in social activities.

I have read and understand the contents of this authorization and give my consent to the use of my child’s photograph and Critical Information Form for the purposes described.

________________________________________________
Signature of Parent

____________________
Date

____________________________________
Child’s Name
### SOCIAL INCLUSION PROJECT

**CRITICAL INFORMATION ABOUT YOUR CHILD**  
*(APPENDIX D)*

Name: ___________________________________________ Nickname: ____________________________ Birth date: ___/___/_____

Date: ___________________ Parent/Guardian: _________________________________________ Phone: (____)_______________

What is your vision for your child? ________________________________________________________________

<table>
<thead>
<tr>
<th>How does your child communicate?</th>
<th>What are your child’s strengths and preferences?</th>
<th>What are your child’s challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary way ______________________</td>
<td>List the things your child does well: ___________</td>
<td>List things or events your child does not like: _____________________________</td>
</tr>
<tr>
<td>Alternative way __________________</td>
<td>_____________________________________________________________________________</td>
<td>_____________________________________________________________________________</td>
</tr>
</tbody>
</table>

How does your son/daughter let you know:

4. Wants/Needs ______________________
5. Object/Activity __________________
6. Needs Help ______________________
7. Wants to Stop ____________________
8. Need the bathroom __________________

Feelings:

9. Happy __________________________
10. Confused/frustrated ____________
11. Sick __________________________
12. Sad __________________________

How do you provide information to your child?  
(Check all that apply)

1. Visual **Visual** schedules
   - Verbal
   - Pictures
2. Social
3. Stories

Describe ______________________________________________________________________________________________________________________________________

List foods or snacks your child likes:

________________________________________________________________________

List things that your child needs to have to help him or her stay calm (supports, etc):

________________________________________________________________________

List things that make your child happy (be specific):

________________________________________________________________________

List people your child enjoys being around:

________________________________________________________________________

List specific safety and self-care assistance your child needs:

________________________________________________________________________

List things or events that might upset your child:

________________________________________________________________________

Describe what’s hard for your child:

________________________________________________________________________

List people your child doesn’t seem to enjoy:

________________________________________________________________________
Social Inclusion Project: Student Interest Inventory  
(Appendix E)

Student’s Name: ____________________________________________________ Age: __________ Grade: __________

Parent’s Name:______________________________________________________ Today’s Date: ______________________

Student Support Staff: ________________________________________________________________________________________________

Complete the following checklist and circle one: 1 = LOW level of interest,  2 = MODERATE level of interest, 3 = HIGH level of interest; or NS = Not sure if interested.

*Use the back of this page if more space in needed.

<table>
<thead>
<tr>
<th>Activity Interest</th>
<th>Interest Level</th>
<th>Have you done this before?</th>
<th>Explain details and any assistance needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riding a bike</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Walking/running</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Dancing</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Playing team sports</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Watching sports</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Going to the park</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Playing video games</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Reading or looking at books</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Singing</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Playing on the computer</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Playing board games</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Shopping</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Surfing the Internet</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Cooking</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Doing arts &amp; crafts</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Creating things (e.g., model cars)</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Doing puzzles</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Listening to music</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
<tr>
<td>Hanging out</td>
<td>1</td>
<td>2</td>
<td>3  NS</td>
</tr>
</tbody>
</table>
**List 3 other activities you enjoy:**

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________
Social Inclusion Project Social Activities Inventory
(Appendix F)

School Name: ____________________________________________
Completed by: __________ Date: _________________________

To help match students with similar interests in your school, please list all opportunities and activities, provide a brief description, list number of students that participate in the activity, the coordinating teacher, and check the activity type. Use as many sheets as needed.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Number of Students</th>
<th>Coordinating Teacher</th>
<th>Club</th>
<th>Sport</th>
<th>Activity during school</th>
<th>Elective</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</table>
Social Inclusion Project Application
(Appendix G)

Name: __________________________________ Grade: __________________
E-mail: ________________________________________ Home Phone: ________________

Check any of the following statements that describe you:
(   ) I am eager to help others.
(   ) I work well with others.
(   ) I am organized and reliable.
(   ) I have patience.
(   ) I care about others’ feelings.
(   ) I am responsible.
(   ) I am a good listener.
(   ) I make friends easily.
(   ) I am involved in at least one extra-curricular activity.
(   ) I am needing to complete community service.

Your responsibilities as a support peer will involve:
✓ Being a positive role model
✓ Assisting students in classroom or free time
✓ Encouraging peers to participate
✓ Having fun
✓ Completing feedback sheets
✓ Giving feedback to teachers about any concerns
✓ Respecting the privacy of others

★Why are you interested in being a support peer?

★What would you like to do as a support peer?

★What are things that you do not want to do as a support peer?

★What are you hoping to get out of this experience?

★Do you have any experience with children or adults with disabilities? Yes or No
   If yes, please explain:

Don’t Forget A Teacher Recommendation: Please ask one teacher to complete a recommendation for you.
The form that your teacher needs to complete is attached to this application. You do not need to turn in the recommendation; your teacher will give it to (the school representative).
Social Inclusion Project:  
Teacher Recommendation  
(Appendix H)

Student’s name: _____________________ Grade: __________

The above student has applied to be in the Social Inclusion Project. If accepted, the student will not be required to miss any academic classes. In order to participate in the project the student is expected to:

- Be eager to help others;
- Work well with students on a one-to-one basis;
- Be organized, reliable, and follow through with goals; and
- Be empathetic toward the needs of others.

Do you recommend this student for the Social Inclusion Project?
Yes or No Please Explain Why?/Why not?

Teacher’s comments:

Teacher’s name: ____________________________
Phone: ____________________________
E-mail address ____________________________

Thanks for taking the time to complete this form. Please return the form to (school representative) before ____________________________. 
Parent Permission for General Education Peer
SAMPLE
(Appendix I)

Dear Parents:

The Florida Developmental Disabilities Council, Florida Inclusion Network, USF Center for Autism and Related Disabilities, Department of Education and ________________ (School Name) are implementing a new program entitled Social Inclusion Project (SIP). The grant focuses on developing friendships between kids with developmental disabilities and kids without disabilities through social opportunities and activities at school.

This program is FREE and is open to a limited number of participants. SIP activities will occur during school activities. Kids with disabilities will have peer buddies who attend training in order to understand disabilities and how to best support their buddy in social activities.

SIP promotes positive interactions. Throughout the country, research shows that all children benefit from experiences like this, as new friendships are developed and diversity is appreciated.

Please provide your permission by signing the statement below. If you have any questions, feel free to call ________________ (School Site Coordinator) at ________________.

My child, ________________, has my permission to participate in the Social Inclusion Project as a peer buddy.

Parent’s Signature: ________________ Date: __/__/____
Address: ________________ Phone: ________________

May we ask your employer, ________________, for yearly sponsorship or to make a donation in support of our social activities? No or Yes
Consent to Photograph & Share Photos
SAMPLE
(Appendix J)

I, _____________________________________ (Parent’s Name), the undersigned, do hereby authorize and grant my permission to allow the Social Inclusion Project and school staff to use the photograph of my child in a program-related publication, newspaper, magazine, video, or other printed or electronic media for training, educational, community awareness, or informational purposes. I understand that I have the right to review all photographs in which my child is involved.

I understand that this consent includes publications that may be distributed outside of the school itself.

I have read and understand the contents of this authorization and give my consent to the use of my child’s photograph and Critical Information Form for the purposes described.

__________________________________
Signature of Parent

__________________________________
Date

__________________________________
Child’s Name
March 1, 2007

Janie Smith
123 Alphabet Street
Tampa, FL  33222

Dear Janie,

Congratulations! You have been selected to participate as a peer buddy in SIP: Social Inclusion Project. You will be a buddy and a role model to a friend with a developmental disability.

Your next step to becoming a Social Inclusion Project buddy is to attend a training orientation meeting on (insert date) at (insert time) in (insert location).

You will learn a lot of things about being a SIP buddy and will also have a chance to ask any questions you may have about the project. You will get to know more about your buddy with a disability and will get to meet other peers who will be in SIP with you.

You MUST attend this training in order to participate in the Social Inclusion Project program. Please let (insert site coordinator’s name) know if you are coming to the training.

The Social Inclusion Project will be a lot of FUN! There will be field trips and special celebrations for all those participating in the program. Thank you for choosing to be a part of this exciting program! See you soon!

Sincerely,

Site Coordinator
SAMPLE Letter to Parents of Peers Accepted
(Appendix L)

March 1, 2007

Mr. and Mrs. John Smith
123 Alphabet Street
Tampa, FL 33222

Dear Mr. and Mrs. Smith:

Your (insert son or daughter) has been chosen to participate in SIP: Social Inclusion Project.

This program will focus on developing friendships between kids with disabilities and kids without disabilities through social activities at school. SIP promotes positive interactions between children and will teach your child to become a peer buddy to peers with disabilities.

This program is FREE for your child and is open to a limited number of participants. SIP activities will take place during school hours and school functions starting in (insert month) and continuing through (insert date).

Your child will be a “buddy” and will be encouraged to model and coach a “peer” with a disability. Four “buddies” will be paired with a “peer” with a disability during social activities at school. The children in the program will be supervised by adult staff whose role will be to facilitate kid-to-kid interactions.

The mandatory training session for new buddies will be held on: (Insert Date, Time, and Location).

This training will include activities for the peer buddies selected to discuss the program goals and objectives, and learn about the “peers” with disabilities in the program. You will also have a chance to ask any questions you may have about the program at this training.

Your child MUST attend this training in order to participate in the SIP Program. Please call (insert site coordinator’s name) by (date) to confirm your child’s attendance at the training.

We anticipate SIP to be a BLAST and will guarantee some opportunities for character and friendship building for each and every child. We welcome your input and sharing throughout the SIP experience. Thank you for your support of this wonderful program. Please give the enclosed acceptance letter to your child.

Kindest regards,

SIP Site Coordinator
SIP Values and Principles

(Appendix M)

1. Social inclusion is the route to school inclusion.

2. Students will be provided social opportunities in identified activities.

3. Students, including those with developmental disabilities, will always be treated with dignity.

4. Every effort will be made to include students in discussions that are related to them and a particular social activity.

5. All students want to belong and have friends.
SOCIAL INCLUSION PROJECT

Parents of Students with Disabilities Pre-Evaluation (Appendix N)

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Please rate each section by circling your response.

1. How many times a week do you ask your child about his/her friends?

   0 1 2 3 4 5 or more

2. All students can learn with and from each other.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

3. I feel my child would benefit from being a friend with kids without disabilities.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

4. I understand the benefits of inclusion for students with and without developmental disabilities.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

5. Education for children should consider both their needs and their strengths.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

6. I understand and use person first language.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

7. Students with developmental disabilities can participate in typical social activities.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

8. I would like to learn to communicate with kids who cannot talk.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

9. I feel my child would benefit from the Social Inclusion Project.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

10. I would recommend this experience to other families.

    1 2 3 4 5
    Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

***Finished! Thank you for completing the survey.***
SOCIAL INCLUSION PROJECT
Parents of G. E. Peer Pre-Evaluation (Appendix O)

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Please rate each section by circling your response.

1. How many times a week do you ask your child about his/her friends?

0 1 2 3 4 5 or more

2. All students can learn with and from each other.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

3. I feel my child would benefit from being a friend to a child with disabilities.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

4. I understand the benefits of inclusion for students with and without developmental disabilities.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

5. Education for children should consider both their needs and their strengths.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

6. I understand and use person first language.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

7. Students with developmental disabilities can participate in typical social activities.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

8. I would like to learn to communicate with kids who cannot talk.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

9. I feel my child would benefit from the Social Inclusion Project.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

10. I would recommend this experience to other families.

1 2 3 4 5
Strongly Disagree Neither Agree/ Disagree Strongly Agree

***Finished! Thank you for completing the survey.
SOCIAL INCLUSION PROJECT
General Education Peer Pre-Evaluation (Appendix P1)

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Please rate each section by circling your response.

1. How many times a week do you do something with your friends after school?
   0 1 2 3 4 5 or more

2. All students can learn with and from each other.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

3. I like to hang out with and do the same things with kids with or without disabilities.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

4. I understand what inclusion means.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

5. I have friends who have a disability.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

6. I have talked to people who use wheelchairs.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

7. I would like to be around a person who looked or acted different than me.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

8. I would like to learn to communicate with kids who cannot talk.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

9. I say “Hi” to kids who have a disability.

   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

10. I think a student with a disability could be in my PE or elective class.

    1 2 3 4 5
    Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

***Finished! Thank you for completing the survey
SOCIAL INCLUSION PROJECT
Student with DD Pre-Evaluation (Appendix P2)

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Please rate each section by circling your response.

1. How many times a week do you do something with your friends after school?
   0 1 2 3 4 5 or more

2. All students can learn with and from each other.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

3. I like to hang out with and do the same things with kids with or without disabilities.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

4. I understand what inclusion means.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

5. I have friends who do not have a disability.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

6. I talk to people who use wheelchairs.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

7. I would like to be around a person who looked or acted different than me.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

8. I can communicate well with kids who cannot talk.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

9. I say “Hi” to kids who do not have a disability.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

10. I think a student without a disability could be in my PE or elective class.
    1 2 3 4 5
    Strongly Disagree Neither Agree/ Disagree Strongly Agree

***Finished! Thank you for completing the survey.
SOCIAL INCLUSION PROJECT
School Staff Pre-Evaluation (Appendix Q)

Thank you for helping make the Social Inclusion Project a success. Please take a few minutes to complete the following evaluation. Rate each section by circling your response.

1. How many times a week do you observe students with disabilities with students without disabilities talking and hanging out together?
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5 or more

2. All students can learn with and from each other.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

3. I am confident that I can work as part of a team to include students with developmental disabilities in typical social activities.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

4. I understand the benefits of inclusion for general education students include learning increased empathy and acceptance of differences.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

5. Education for children should consider both their needs and their strengths.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

6. I understand and use person first language.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

7. I feel comfortable creating accommodations and modifications for students with developmental disabilities.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

8. I am comfortable collaborating with support personnel to assist with inclusive efforts.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

9. I feel comfortable assisting students who require augmentative communication systems.
   1
   2
   3
   4
   5
   Strongly Disagree
   Neither Agree/ Disagree
   Strongly Agree

***Finished! Thank you for completing the survey.***
**SOCIAL INCLUSION PROJECT**

*Parents of Students with Disabilities Post-Evaluation (Appendix R)*

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Rate each section by circling your response.

1. **How many times a week do you ask your child about his/her friends?**

   |   | 0 | 1 | 2 | 3 | 4 | 5 or more |
---|---|---|---|---|---|---|-----------|
   |   |   |   |   |   |   |           |

2. **All students can learn with and from each other.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

3. **I feel my child would benefit from being a friend with kids without disabilities.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

4. **I understand the benefits of inclusion for students with and without developmental disabilities.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

5. **Education for children should consider both their needs and their strengths.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

6. **I understand and use person first language.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

7. **Students with developmental disabilities can participate in typical social activities.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

8. **I would like to learn to communicate with kids who cannot talk.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

9. **I feel my child would benefit from the Social Inclusion Project.**

   |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

10. **I would recommend this experience to other families.**

    |   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|---|
   |   |   |   |   |   |   |

    | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
   |   |   |   |   |   |

    | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |
-------------------|-------------------------|---------------|

***Finished! Thank you for completing the survey.***
Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Rate each section by circling your response.

1. How many times a week do you ask your child about his/her friends?
   
   |  |  |  |  |  |  
   | 0 | 1 | 2 | 3 | 4 | 5 or more |

2. All students can learn with and from each other.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

3. I feel my child would benefit from being a friend to a child with disabilities.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

4. I understand the benefits of inclusion for students with and without developmental disabilities.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

5. Education for children should consider both their needs and their strengths.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

6. I understand and use person first language.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

7. Students with developmental disabilities can participate in typical social activities.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

8. I would like to learn to communicate with kids who cannot talk.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

9. I feel my child would benefit from the Social Inclusion Project.
   
   |  |  |  |  |  |  
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

10. I would recommend this experience to other families.
    
    |  |  |  |  |  |  
    | 1 | 2 | 3 | 4 | 5 |
    | Strongly Disagree | Neither Agree/ Disagree | Strongly Agree |

***Finished! Thank you for completing the survey.***
SOCIAL INCLUSION PROJECT
GENERAL EDUCATION PEER Post-Evaluation (Appendix T1)

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Rate each section by circling your response.

1. How many times a week do you do something with your friends after school?
   0 1 2 3 4 5 or more

2. All students can learn with and from each other.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

3. I like to hang out with and do the same things with kids with or without disabilities.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

4. I understand what inclusion means.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

5. I don’t have any friends who do have a disability.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

6. I have talked to people who use wheelchairs.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

7. I would like to be around a person who looked or acted different than me.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

8. I would like to learn to communicate with kids who cannot talk.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

9. I say “Hi” to kids who do have a disability.
   1 2 3 4 5
   Strongly Disagree Neither Agree/ Disagree Strongly Agree

10. I think a student with a disability could be in my PE class.
    1 2 3 4 5
    Strongly Disagree Neither Agree/ Disagree Strongly Agree

***Finished! Thank you for completing the survey.
SOCIAL INCLUSION PROJECT
Student with DD Post-Evaluation (Appendix T2)

Thank you for participating in the Social Inclusion Project. Please take a few minutes to complete the following evaluation. Please rate each section by circling your response.

1. How many times a week do you do something with your friends after school?
   0 1 2 3 4 5 or more

2. All students can learn with and from each other.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

3. I like to hang out with and do the same things with kids without disabilities.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

4. I understand what inclusion means.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

5. I do have friends who do not have a disability.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

6. I talk to people who use wheelchairs.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

7. I like to be around a person who looked or acted different than me.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

8. I can communicate well with kids who cannot talk.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

9. I do say “Hi” to kids who do not have a disability.
   1 2 3 4 5
   Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

10. I think a student without a disability could be in my PE class.
    1 2 3 4 5
    Strongly Disagree  Neither Agree/ Disagree  Strongly Agree

***Finished! Thank you for completing the survey.
SOCIAL INCLUSION PROJECT
School Staff Post-Evaluation (Appendix U)

Thank you for helping make the Social Inclusion Project a success. Please take a few minutes to complete the following evaluation. Rate each section by circling your response.

1. How many times a week do you observe students with disabilities with students without disabilities talking and hanging out together?

   0   1   2   3   4   5 or more

2. All students can learn with and from each other.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

3. I am confident that I can work as part of a team to include students with developmental disabilities in typical social activities.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

4. I understand the benefits of inclusion for general education students include learning increased empathy and acceptance of differences.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

5. Education for children should consider both their needs and their strengths.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

6. I understand and use person first language.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

7. I feel comfortable creating accommodations and modifications for students with developmental disabilities.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

8. I am comfortable collaborating with support personnel to assist with inclusive efforts.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

9. I feel comfortable assisting students who require augmentative communication systems.

   1   2   3   4   5
   Strongly Disagree   Neither Agree/ Disagree   Strongly Agree

***Finished! Thank you for completing the survey.
Choosing Words with Dignity

Words Matter....Always put the person first.

A person is not only defined by their disability, therefore, referring to them in terms of their disability is demeaning. The following suggestions can help you to use person-first language.

AVOID: handicapped and the disabled
USE: people with disabilities

Avoid: an autistic, autistic person, autistic teacher
USE: person with autism, teacher of students with autism

AVOID: afflicted with, suffers from
USE: person with

"A person’s disability is a reality, but it is only part of who they are, it need not define who they are."
-UNKNOWN

Material from Families As Teachers Program
Friendship Facilitators
Top Ten Tips
(Appendix W)

1. Do not make friendship a big deal
   Allow friendships to follow a natural course…sometimes too much attention is spent admiring the typical peers interactions/contributions. Let friendships BLOOM naturally.

2. Respect personal boundaries
   Be watchful of behavior where kids treat kids with disabilities like a life-size doll.

3. Model behavior/communication.
   Actions speak louder than words.

4. Encourage contribution
   Focus away from the disability and toward the unique gifts each child contributes to the friendship.

5. Merge respect and help
   Kids will do what you do. One of the biggest challenges you will face is helping kids to stop doing everything for the child with disability. Keep your own behavior in check—make sure you are not jumping in to help before allowing the child the opportunity to do it him/herself.

6. Convey respect for the child
   Make sure that kids are NOT talking about other students right in front of them. If a question is asked in front of the child, do not speak about the child as though he/she isn’t there.

7. Encourage kids to attend to and interpret nonverbal communication
   It is important to help kids understand the communication style of a child with a disability. As the facilitator, draw kids into the experience of understanding nonverbal communication. This way, communication with an adult constantly in the middle isn’t needed.

8. Remind the kids to speak directly to the kid with the disability
   If a peer has a question for the child with a disability, they should talk directly to the child…even if a nearby adult has to answer the question.

9. Help kids include kids with disabilities in decision making and choosing activities
   This enhances independence, self-image, and control over one’s environment! Kids learn to recognize that their friend who has a disability has preferences and rights just as they do.

10. Address ongoing conversations or activities.
    Kids with disabilities cannot often join an activity with just their presence; they will initially need a voice to speak for their participation. “You guys look like you are having a great time building that sand castle. Can Joseph help?”
ANSWERING "TOUGH" QUESTIONS ABOUT STUDENTS WITH DISABILITIES

As general education students become exposed to students with disabilities, they are likely to ask many questions about them. Asking questions is GOOD! It reflects the students' interest in the student with disabilities and is an effort to gain knowledge. The manner in which adults respond is critical. We must answer the question factually and without conveying emotion that may negatively influence the students' impressions of persons with disabilities.

*Questions about the student's communication abilities:
Example: "Why does he always say the same thing I say?"
"Why does he sound like he's singing when he's talking?"
"Why does he use pictures (or toys) to tell you what he wants?"
"Why does she say weird stuff, like things from Disney movies?"

Appropriate response:
"Sometimes he understands better when he repeats things to himself."
"It's easier for him to talk when he makes it sound like a song."
"He has a hard time talking like you and I, so he uses pictures or objects to talk."
"Sometimes he isn't sure what to say, so he tells us about things he really likes. How can you help him to use more words?"

Inappropriate response:
"I'll explain it to you later."
"He just likes to do that."

*Questions about the student's problem behavior:
Example: "Why is she always screaming and throwing things?"
"Why does he always run away?"

Appropriate response:
"She doesn't always understand what she is supposed to be doing, or where she is supposed to be. What are some things we could teach her to express her feelings?"
"He is very excited about what we are doing and needs help relaxing."

Inappropriate response:
"Because she has a bad temper and is used to getting her own way."
"She just does, it's just how she is."
"Because he doesn't like to be around people much."
"Because he wants attention all the time."
Name: ________________________________________________
Peer supports for: ______________________________________

Team members present: ___________________________________
______________________________________________________
______________________________________________________
______________________________________________________

Date: _________________________________________________

Activity or Activities: ___________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

Reflections: ___________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
Appendix Z

Peer Support Feedback Sheet

- Your name: ___________________________ Date: ____________________

- BUDS name: ____________________________

- Activity: _____________________________

  Answer the following questions, use the back if you need additional space to answer.

  What did your team do well today? _____________________________

  What did your buddy enjoy today? _____________________________

  What could have gone better? ________________________________

  How was today’s activity?  (circle as many as you like):

  Fun!  A Blast  O.K.  Interesting

  Great  Hard  Busy  Silly

  Uncomfortable  Exciting  Excellent  Difficult

  I have a question about: _________________________________
Florida Inclusion Alliance Partners
Appendix Z1

Abilities Inc. of Florida
Action Mobility Products and Services, Inc.
Advocacy Center for Persons with Disabilities, Inc.
arc-Florida
Delmarva Foundation
Child Development Education Alliance (CDEA)
Early Childhood Association of Florida (ECA)
Easter Seals Florida State Headquarters
Family Care Council Florida
Family Network on Disabilities of Florida
Florida Association of District School Superintendents
Florida Association for Infant Mental Health
Florida Association of Centers for Independent Living
Florida Catholic Conference
Florida Chapter of The Association for Persons with Severe Handicaps (TASH)
Florida Coalition for the Education of Individuals with Developmental Disabilities
Florida Disabled Outdoor Association
Florida Family Child Care Home Association
Florida Head Start State Collaboration Office
Florida Housing Coalition
Florida Inclusion Network
Florida Institute for Family Involvement
Florida Institute of Education at the University of North Florida
Florida PTA
Florida Society of Association Executives
Florida State University Center for Autism and Related Disabilities
Florida State University Center for Prevention and Early Intervention Policy
Goodwill Industries Big Bend, Inc.
Nova University’s Mailman Segal Institute for Early Childhood Studies
Parent to Parent of Miami, Inc.
Publix Super Markets
St. Joe Towns & Resorts
St. Thomas University
Southern Movement for Independence
SunTrust Bank
The Able Trust
The Children’s Forum
The Family CAFÉ, Inc.
United Way of Florida
University Center for Excellence in Developmental Disabilities, Education, Research and Service and the University of Miami
University of Central Florida Center for Autism and Related Disabilities
University of Miami Center for Autism and Related Disabilities
University of South Florida Center for Autism and Related Disabilities
ACKNOWLEDGEMENTS

Project staff and advisors during the development of original manual

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Nila Benito
Cindy Valdes
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SPECIAL THANKS

Dr. Nina Barrios
President, Performance Evaluation and Improvement, LLC

Many of the revisions are based on the SIP Retrospective Study – March 2007