

Girl Scouts of Colorado Including ALL Girls Patch Program



Originally created by
Girl Scout Council of the Nation's Capital © 2008

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Including ALL Girls

Welcome

Thank you for bringing the *Including ALL Girls* patch program to your girls! Funded by a generous grant from Mitsubishi Electric America Foundation, *Including ALL Girls* educates girls about inclusion and how they can include girls with disabilities in all aspects of Girl Scouts. The patch program will heighten Girl Scouts' awareness, understanding and acceptance of people's differences and disabilities.

No Experience Required

You do not need to be an expert in the disability field to teach girls about acceptance and including all girls. All of the activities include easy-to-follow activity plans complete with discussion questions and material lists. The helpful links below can provide some valuable support.

Helpful Links

Refer to the Resource Guide located on pages 15-44 for additional information.

About This Publication

The *Including All Girls* publication outlines the requirements for the patch. Many of the activity options will require materials from your local Service Center's Resource Center.

GSCO would like to acknowledge and thank both the
Girl Scout Council of the Nation's Capital (GSCNC) Inclusion Task Force
and
Ashley LaGasse Anderson

Including ALL Girls was updated from the original GSCNC patch program *Keeping The Pace*, revised by Ashley as her Gold Award project in 1997.

Since receiving her Gold Award, Ashley went on to college.
She is a board certified music therapist who specializes in working with children with autism and developmental disabilities, and is currently a doctoral candidate at the University of Kansas in neurologic music therapy.

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By the GSCNC Inclusion Taskforce

Including All Girls Patch Program Modified December 2011
By Joy G. Henika, Membership Manager Girl Scouts of Colorado

Patch Requirements

Daisies D

Complete the two **REQUIRED** activities first (these activities meet the **DISCOVER** requirements), and then choose **ONE** activity from **CONNECT** and **ONE** activity from **TAKE ACTION** for a total of **FOUR** activities.

Activities:

(REQUIRED) DISCOVER:

- 1
- 3

CONNECT

- 1
- 2
- 3
- 4
- 5
- 13
- 14

TAKE ACTION

- 1
- 2
- 4
- 5
- 6

Brownies B

Complete the two **REQUIRED** activities first, and then choose **ONE** activity from **EACH** of the **DISCOVER**, **CONNECT**, and **TAKE ACTION** categories, for a total of **FIVE** activities.

Activities:

(REQUIRED) DISCOVER:

- 1
- 3

CONNECT

- 6
- 7
- 8
- 13
- 14

TAKE ACTION

- 3
- 4
- 5
- 6
- 15

DISCOVER

- 1
- 2
- 4
- 5
- 6

Juniors J

Complete the two **REQUIRED** activities first, and then choose **ONE** activity from **EACH** of the **DISCOVER**, **CONNECT**, and **TAKE ACTION** (in addition to the required activities, then two additional activities from any category, for a total of **SEVEN** activities.

Activities:

(REQUIRED) DISCOVER:

- 1
- 3

CONNECT

- 6
- 7
- 8
- 9
- 13
- 14

TAKE ACTION

- 4
- 5
- 6
- 7
- 15

DISCOVER

- 2
- 4
- 5
- 6

Cadettes 

Complete the **REQUIRED** activity first, and then choose **ONE** activity from **EACH** of the **DISCOVER, CONNECT, and TAKE ACTION** (in addition to the required starred activities) and **YOUR OWN ACTIVITY** categories. Then, complete the **REFLECTION** activity, for a total of **SEVEN** activities.

Activities:

(REQUIRED) DISCOVER:

- 2
- 3

DISCOVER

- 3
- 4
- 5
- 6

CONNECT

- 10
- 11
- 13
- 15

TAKE ACTION

- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 15

- YOUR OWN ACTIVITY
- REFLECTION

Seniors and Ambassadors  

Complete the **REQUIRED** activity first, and then choose **ONE** activity from **EACH** of the **DISCOVER, CONNECT, and TAKE ACTION** (in addition to the required starred activities) and **YOUR OWN ACTIVITY** categories. Then, complete the **REFLECTION** activity, for a total of **SEVEN** activities.

Activities:

(REQUIRED) DISCOVER:

- 2
- 3

DISCOVER

- 3
- 4
- 5
- 6

CONNECT

- 10
- 11
- 12
- 13
- 14

TAKE ACTION

- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

- YOUR OWN ACTIVITY
- REFLECTION

REQUIRED DISCOVER

(These activities must be completed first).

1. The Most Beautiful Orange


Materials: oranges, markers and stickers, towel or cloth, bowl, plate.



Have an orange for each girl. Give the girls markers or stickers to decorate their oranges. Tell the girls you will be having a contest to choose the most beautiful orange. When the oranges are decorated, place them in a bowl and send them to the judges. Have one orange already peeled. Place the peeled orange on a plate and cover with a towel or cloth. Bring the covered peeled orange to the girls and announce: "We have chosen the most beautiful orange!" Then uncover the orange and ask "Whose orange is this?" Explain that what matters is not on the outside, that inside we are all the same, with the same feelings, needs, etc.




2. Strengths and Weaknesses

We are all unique and have strengths and weaknesses. There are some things we can do well and there are other things we don't do as well as others. Discuss as a troop some examples of strengths and weaknesses. Write up a list of your strengths and weaknesses. Pair up with another girl to compare lists when you are both done. Then, compare lists as a troop. Look for similarities in the lists. How did you feel discussing some of your weaknesses? Was it comforting to see that other girls had some of the same things on their lists?

3. Disability Awareness Quiz

 Go over the Daisy/Brownie/Junior level Disability Awareness Quiz questions (Resource Guide pages 16 or 18) with your troop. Lead a small discussion on each question to make sure the girls understand the concept of inclusion.

  Have the troop take the Daisy/Brownie/Junior Disability Awareness Quiz (Resource Guide page 16). Distribute the activity to them to do individually, but read the questions out loud to them and have them use True or False for their response. When they finish, go over each question and discuss their answers as a troop.

   Take the "Disability Awareness Quiz" (Resource Guide page 18). Do the activity individually, and check your own answers when finished. Be prepared to discuss each answer with your troop.

DISCOVER

1. Read a Book on Inclusion

Contact your local Service Center to check out the book Don't Call Me Special: A First Look at Disability, by Pat Thomas. Read it to your troop and lead a discussion on topics such as person-first language (information in the Resource Guide on page 23) or on special equipment that children with disabilities might use in schools, their home, the bathroom, etc. There is a brief discussion guide located in the back of Don't Call Me Special: A First Look at Disability.

2. Understanding Differences Color Wheel

Materials: paper plates, crayons and several mirrors

Have each girl look into a mirror. Ask them, "What do you see? How many different colors do you see?" Giving them time to answer, ask, "What colors are your eyes, hair, skin, lips, clothes, shoes, etc.?" Say out loud two colors that you are wearing today." (If you do not have mirrors, pair the girls to tell each other the colors they see). Give each girl a large circle or paper plate. Instruct them to divide it into six wedges. Instruct the girls to color each section according to the colors that they just observed on themselves. Have the girls look at the color wheels that they have just created and compare them to the other girls' wheels. Point out that there are no two exactly alike (if there are two that have the same colors, they most likely do not have them in the same places on the wheel.) Emphasize the large variety of colors. One color wheel is as special as another. Stress how people are all very different and that making decisions about someone according to color, shape of eyes, height, weight, ability is wrong. Talk about how our differences make us special. And that what we have in common connects us.

3. Learn to Sign

American Sign Language (ASL) is one of the primary forms of communication for people in America who are Deaf, have a hearing impairment, or are non-verbal. Contact your county or local library, about taking an introductory sign language class or observing one for free. Another option is to arrange for an ASL interpreter or instructor to come and teach some basic signs to your troop. Also, learn the Girl Scout Promise in ASL as a troop. See this website for more information: (<http://www.girlscouts-swtx.org/Images/gssa/ResourceCenter/TroopMgtForms/GSPromiseSignLanguage.pdf>) or (page 42).


4. Including Samuel


Contact your local Program Center to check out the film "Including Samuel" from the Inclusion Resource Center and watch it with your troop. As a group, go over the discussion questions that are included with the checked-out materials.




5. The Girl Scout Law: Its True Meaning

Recite the Girl Scout Law together. Talk about what inclusion means and go over each section of the Law and discuss how it is applicable to inclusion. Focus on the last line of the Law and talk about what it really means to be a sister to fellow Girl Scouts.

6. Famous People With Disabilities

 **Walt Disney** -Have the girls talk about their favorite Disney show, movie or ride at a Disney theme park. Explain that all of those shows, movies and rides exist because of one man, Walt Disney. Tell the girls that he had dyslexia, and explain to them that dyslexia is a learning disability where an individual has trouble processing written language. As a child, Walt Disney was called slow and as a young adult, he was fired from a Kansas City newspaper for not being creative enough. Have the girls discuss how he didn't let people get him down; he overcame his challenges and succeeded. If he didn't believe in himself there would be no Disney.

 Have the girls take the **Celebrity Trivia Quiz** located in the Resource Guide (page 21). After reviewing it with them, have them research the life and accomplishments of a famous person who has (or had) a disability. They can share what they have learned with the troop/group in their own creative way (for example, performing a monologue, using visual or audio aids, or reading fun facts).

   Take the **Celebrity Trivia Quiz** in the Resource Guide (page 21) and go over the answers (page 22) as a troop. Research the life and accomplishments of a famous person who has (or had) a disability. Share what you have learned with your troop/group in a creative way of your choice (for example, performing a monologue, using visual or audio aids, or reading out fun facts).

CONNECT

1. **Understanding Differences Color Wheel**

Materials: paper plates, crayons and several mirrors

Have each girl look into a mirror. Ask them, “What do you see? How many different colors do you see?” Giving them time to answer, ask, “What colors are your eyes, hair, skin, lips, clothes, shoes, etc.? Say out loud two colors that you are wearing today.” (If you do not have mirrors, pair the girls to tell each other the colors they see). Give each girl a large circle or paper plate. Instruct them to divide it into six wedges. Instruct the girls to color each section according to the colors that they just observed on themselves. Have the girls look at the color wheels that they have just created and compare them to the other girls’ wheels. Point out that there are no two exactly alike (if there are two that have the same colors, they most likely do not have them in the same places on the wheel.) Emphasize the large variety of colors. One color wheel is as special as another. Stress how people are all very different and that making decisions about someone according to color, shape of eyes, height, weight, ability is wrong. Talk about how our differences make us special and that what we have in common connects us.

2. **Famous People That Have a Disability**

Materials: CD player, iPod, or other multimedia player, Beethoven’s Ninth Symphony
Beethoven (Deaf) - play a portion of Beethoven’s Ninth Symphony. Ask the girls, “How does this music make you feel?” Talk to girls about how this music was written by Beethoven, who was deaf at the time he wrote this symphony. Ask the girls, “Can you imagine writing the music if you couldn’t hear what it would sound like?” Talk to girls about feeling music through vibrations on the floor. Have girls see if they can feel the vibrations and the change in the music through the floor.

OR

Ray Charles or Steve Wonder - (Blind) -If you have access to a piano you might try this activity. Have the girls listen to a piece of music by Ray Charles or Stevie Wonder. Now show the girls the piano. Ask the girls if any of them knows how to play the piano. Ask them if they could imagine learning how to play the piano without being able to see the keys. Explain to the girls that the music they heard at the beginning of this activity was played by a person who is blind.

3. **Read a Book on Inclusion**

Contact your local Service Center or library to check out Susan Laughs (about an active girl who uses a wheelchair) by Jeanne Willis or My Friend Isabelle (a book about a young friend who has Down Syndrome) by Eliza Woloson and read it to your troop. Lead a discussion on topics such as person first language (information in the Resource Guide page 25) or on special equipment that children with disabilities might use in schools, their home, the bathroom, etc.

4. **Including Samuel**

Contact your local Service Center to check out the film “Including Samuel” from the Inclusion Resource Center and watch it with your troop. As a group, go over the discussion questions that are included with the checked out materials.

5. The Girl Scout Law: Its True Meaning

Recite the Girl Scout Law together. Talk about what inclusion means and go over each section of the Law and discuss how it is applicable to inclusion. Focus on the last line of the Law and talk about what it really means to be a sister to fellow Girl Scouts.

6. Work Out a Workout

Have girls choose an activity or game they play at recess or in physical education class and think of ways they would play these games with girls with different abilities. They can ask a knowledgeable adult who is familiar with disabilities, such as a physical or special education teacher, for ideas, or use the Girl Scouts game book and adapt a game.

7. Cooking with Awareness

This is a great opportunity for children to work together, learn to cook, and learn why some children need to eat foods different from what other children eat, for reasons which include, but are not limited to, allergies, braces, or cultural habits. Talk about and use adaptive cooking equipment. Several other important concepts could be incorporated into cooking activities such as counting, patience, taking turns/sharing, and sequencing. Go to <http://kidshealth.org/kid/recipes/index.html> for some great recipe ideas.

8. Activities of Daily Living

Contact a local school/college or assistive technology provider, and arrange for a professional who works or has worked with people with disabilities to come to a troop meeting and bring adaptive equipment. Have the girls try to use some of the equipment and explain how it helps children with disabilities participate in everyday activities better.

9. Act it Out

Pair up girls to act out the scenario given to them for the troop:

- a. It is your first day in school with new braces on your teeth.
- b. Your best friend tells you that you have big ears.
- c. You are playing softball in gym class and you just struck out.
- d. The only clean pair of jeans you have to wear to school are too short.

Start a discussion with the girls about how they felt while acting these scenarios out, and how everyone should be treated equally, regardless of appearance or ability.

10. Check Out a Local Service Provider

Visit an organization that works with adults and/or children with disabilities. Find out what the organization does, what kinds of services they offer and how they can be a resource. Check the Resource Guide (pages 36-39) in the back of this booklet for local service providers and organizations near you.

11. Volunteer

Volunteer with an organization that works with adults and/or children with disabilities. If you did CONNECT activity 10, you can arrange to volunteer with that organization, or choose another service provider or program. Check the Resource Guide (pages 36-39) in the back of this booklet for local service providers and organizations near you.

12. Interview a Person with a Disability

If you know a person with a disability, ask her/him if she/he will do an informational interview. Ask about her/his hobbies, family, dreams, what she/he wants people to know about her/his disability, or if she/he uses any accommodations. Go over the interview and what you have learned from it with your troop.

13. A Night at the Theater **D B J C S A**

As a troop, attend a performance put on by PHAMALY whose mission is to provide professional theatre opportunities and artistic development for performers with disabilities, and to promote the inclusion of people with disabilities in the performing arts community. Or see a movie at a theater with open captions (<http://www.freecoloradodeaf.com/open-captioned-close-caption-movie-theaters.html>).

14. Service Animals **D B J C S A**

D B J C S A Do some research on the internet and discuss with your troop about how service animals are trained, what they can do, and how the public should interact with them. If possible, arrange for someone who trains or uses a service dog to come and speak to your troop about these topics.

AND

C S A *You could even look in to possibly training a service animal yourself. Training a service animal is not required.*

TAKE ACTION

1. Coloring Activity

Have each of the girls color the picture located in the Resource Guide (page 43). Discuss what the picture shows and why it's important to include all children in everyday activities.

2. Make a Schedule

Go to <http://www.dotolearn.com/picturecards/printcards/index.htm> and use the links to print out different Picture Communication Symbols. Have the girls use them to make up a schedule for the day. Discuss why Picture Communication Symbols are important for some children to use.

3. Start a Collection




Have the girls talk to their school about organizing a collection for the Lions Club (<http://www.lionsclubs.org/EN/index.shtml>), a service organization that is known for helping individuals who are blind or have a visual impairment.

Remember, Girl Scouts cannot raise money for other organizations, but there are plenty of other ways you can help! Ask about collecting items that the Lion's Club may need.

4. Volunteer

Arrange for your troop to volunteer with an organization that works with adults and/or children with disabilities. Check the Resource Guide (pages 36-39) in the back of this booklet for local service providers and organizations near you.

5. Signing the Girl Scout Promise

   Using the Resource Guide (page 42) and web resources such as <http://www.lifeprint.com>, if necessary, go over the Girl Scout Promise in American Sign Language (ASL) with your troop. Explain to them why some people might use ASL and what it is. Have them practice the Promise on their own and with each other, and then sign it together as a troop.

AND


  Have each girl sign it individually to the troop.


6. Plan around the Playground



Have girls think about accessible playgrounds- visit this site: <http://projects.kaboom.org/FeaturedAccessiblePlayspaces/tabid/20512/Default.aspx>. Find and visit an accessible playground in your neighborhood. Use the checklist in the Resource Guide (pages 28-29) to measure its accessibility. What is different from other playgrounds? What is the same?

7. Person First Language

(Information on Person First Language is located in the Resource Guide on page 23)

 Have each girl carry a notebook around with her for a week and write down when she notices that person first language is not used. At the end of the week, have girls individually look over their notebooks and brainstorm ways that they can help change the behaviors of those around them, with occasional prompting. Have them conduct their own group discussion of possible ideas for action.

 Carry a notebook around with you for a week and write down when person first language is not used. At the end of the week, look over the notebook and brainstorm ways that you can help change the behaviors of those around you. Share these ideas with your troop.

  Look through your local newspapers, church newsletters, school newspaper, college websites, your friends' Facebook, and blogs to see when person first language is not used. If you notice that person first language is not being used in a paper or on a website, write a letter or e-mail pointing out when it was not used and how it could have been stated. If you find that your friends are not using person first language, bring it to their attention and let them know why it is important to use it.

8. Be a Buddy!

Form a “buddy system” with a girl your own age with disabilities. Go to <http://www.bestbuddies.org> for more information on which schools in your area participate in the “Best Buddies” program. If your school is not listed, you have the option to find a buddy through another organization, find an e-buddy at <http://www.ebuddies.org> , or complete another TAKE ACTION activity instead.

9. Start a Buddy Program

Go to the “Best Buddies” programs website <http://www.bestbuddies.org> and see if your school participates in the program. If not, contact the given Program Manager listed on the website for your area and work with that person to start a chapter for your school.

10. Use Your Voice

Record books for people who are blind and people who are dyslexic. Go to http://www.rfbd.org/support_1.htm for more information on how to get involved.

11. Get into Technology

Interview an Assistive Technology Specialist (a person who designs, constructs, and/or modifies assistive devices for people with disabilities), volunteer at a local assistive technology exchange program, or see if you can help get one started in your community.

12. Physical Barriers Survey

A physical barrier is something that makes it very difficult or impossible for a person with a disability to get into or around a building. Locate a public building or a GSCO campsite and use the checklist located in the Resource Guide (pages 24-27) to see if the building you picked is barrier free. If the building you choose does not do very well on the checklist, don't be too surprised. Most buildings have barriers, and barriers can be changed. If you find any physical barriers, how can they be eliminated? Contact the owner/manager of the building or GSCO Property Manager to inform him/her of barriers you found.

13. Calling all Drivers!

Many people with disabilities can drive a vehicle like anyone else, but may need special adaptive equipment and instruction to do so. Go to the website www.driver-ed.org and contact the Association of Driver Education for the Disabled (ADED), a professional organization dedicated to maximizing transportation options for those who need them. They can refer you to a local member, who you can talk to about driving options for a person with a disability.

14. The Wonderful World of Recreational Therapy

Different kinds of therapy enable many people with disabilities to participate in an enjoyable activity, and experience numerous physical benefits. You can try going to <http://www.bcpl.net/~gharris/ther.html> to find a local organization that offers equine therapy (horse riding) to individuals with disabilities or check the adaptive program at the American Canoe Association <http://www.americancanoe.org> . Contact them or another organization (try <http://www.ncpad.org/lifetime> for a list of organizations) that offers another type of recreational therapy to see if it is possible to visit their center and volunteer for a day.

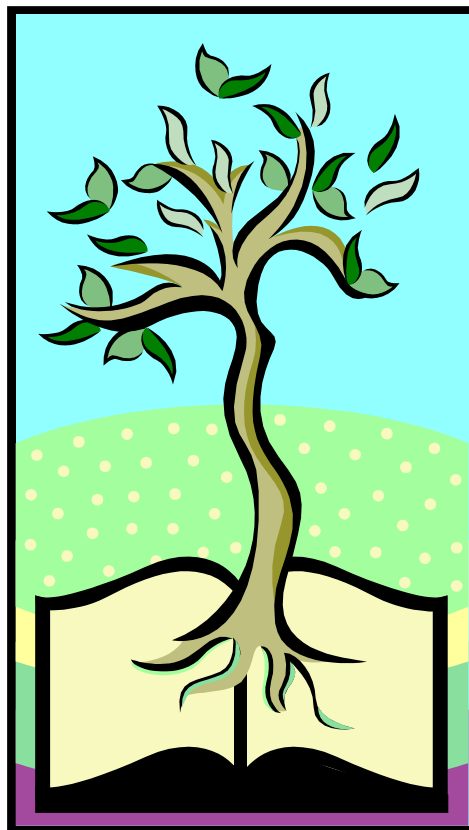
YOUR OWN ACTIVITY

What can YOU do to learn more about inclusion? How can you build awareness for others? Pick a topic of your choice and use it to design an activity on inclusion. What is the goal of this activity? If you prefer, you may choose from the “Discover, Connect, Take Action” activities that you didn’t do and use it as YOUR OWN activity.

REFLECTION

Talk with a parent or adult friend about what you’ve learned through *Including ALL Girls*. What was your favorite activity? What knowledge will you bring with you throughout your life? If you could express one thing to others about inclusion, what would it be? Choose a way to express your reflections: a paragraph, a poem, music, or a drawing/painting/photo, for example.

Including ALL Girls **Resource Guide**



Daisy/Brownie/Junior Level Disability Awareness Quiz

Answer with True (T) or False (F)

1. You can “catch” a disability from someone else. _____
2. People in wheelchairs cannot play sports. _____
3. People who talk slow or have a learning disability are not smart. _____
4. People who are blind can read. _____
5. People with disabilities don’t have the same feelings as people without disabilities. _____
6. People with disabilities cannot live by themselves. _____
7. Everyone who uses a wheelchair is unable to walk. _____
8. A person with a disability can get a job. _____

Daisy/Brownie/Junior Level Disability Awareness Quiz Answer Key

1. You can “catch” a disability from someone else.
 - **False A disability is not something that you can catch.**
2. People in wheelchairs cannot play sports.
 - **False Almost every sport you can think of has been adapted so that people in wheelchairs can play! From wheelchair basketball, to sled hockey, to rugby!**
3. People who talk slowly or have a learning disability are not smart.
 - **False Just because somebody has problems vocalizing their thoughts or processing certain kinds of information does not mean that they are not smart.**
4. People who are blind can read.
 - **True People who are blind may be able to read with a special kind of alphabet: Braille.**
5. People with disabilities do not have the same feelings as people without disabilities.
 - **False Everyone has feelings.**
6. People with disabilities cannot live by themselves.
 - **False There are many people with disabilities who live independently. There are also many people that live by themselves but may have someone help them with more difficult tasks.**
7. Everyone who uses a wheelchair is unable to walk.
 - **False Many people are in wheelchairs because their legs are too weak to carry them long distances. They may walk for short distances or just for exercise, while some people who use wheelchairs are unable to walk.**
8. A person with a disability can get a job.
 - **True A person with a disability can work just as hard as anyone else to get their job done.**

Cadette/Senior/Ambassador Level Disability Awareness Quiz

Answer with True (T) or False (F)

1. Only people who can't walk use wheelchairs. _____
2. You have a friend who has a speech impairment and sometimes you're not sure what he said. To make things easier, you should pretend that you understand. _____
3. When you meet someone who is blind/visually impaired, you should introduce yourself to that person. _____
4. When communicating with people who are deaf or hard of hearing, it is necessary to speak through an interpreter. _____
5. It's safe to assume that people with disabilities usually need help. _____
6. It's okay to gossip about people who are deaf or hard of hearing because they can't hear you anyway. _____
7. People who use wheelchairs can't go anyplace fun. _____
8. People with cerebral palsy usually have a cognitive disability, too. _____
9. People with disabilities want to be treated just like everyone else. _____
10. When you meet someone with a guide or companion dog, you should make friends with the dog first so that the dog is comfortable with you being nearby. _____
11. Among other professions, people with disabilities work as stockbrokers, lawyers, doctors & teachers. _____
12. People with disabilities prefer to hang out with others who have disabilities. _____
13. Most public places such as movie theaters, restaurants and ballparks are easy for people who use wheelchairs to enjoy. _____
14. People with disabilities can't dance. _____
15. It's okay to ask people with disabilities about their disabilities. _____
16. People with disabilities can participate in competitive sports. _____
17. People with disabilities can't live on their own when they grow up. _____
18. Disabilities are illnesses to be treated by medical professionals in the hope of a cure. _____
19. People can become disabled at any point in their lives. _____
20. Many people with disabilities feel their real disability involves problems with the environment rather than problems with their bodies. _____



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Cadette/Senior/Ambassador Level Disability Awareness Quiz Answer Key

1. Only people who can't walk use wheelchairs. **False** *While it is true that many people who use wheelchairs can't walk, many can. People with disabilities who can walk on their own or with the aid of braces or a walker may tire easily and choose to use a wheelchair because it gives them more independence.*
2. You have a friend who has a speech impairment and sometimes you're not sure what he said. To make things easier, you should pretend that you understand. **False** *Never pretend you understand what someone is saying if you don't. Instead, ask your friend to repeat himself. If you're still having trouble, make your best guess about what the person is saying & ask if you heard correctly. Occasionally, your friend may need to write something down for clarity.*
3. When you meet someone who is blind or visually impaired, you should introduce yourself to that person. **True** *Introductions are always appropriate when meeting new people. When you have a friend or acquaintance with vision loss, it is appropriate to simply state your name whenever you see or greet him/her. "Hi Michelle, its Jane Anderson."*
4. When communicating with people who are deaf or hard of hearing, it is necessary to speak through an interpreter. **False** *Some people who are deaf or hard of hearing use sign language, others read lips & still others use a combination of both, you need to find out how you can best communicate with them. If he or she has an interpreter, it's perfectly fine to use this person, but look at & speak directly to the person with the disability, not to the interpreter. The interpreter will stand beside you & interpret as necessary*
5. It's safe to assume that people with disabilities usually need help. **False** *Most people with disabilities prefer to be independent. When offering help to someone with a disability, always ask first, wait for their response and then ask them about the best way to provide the help they need. Don't feel bad if your help is turned down.*
6. It's okay to gossip about people who are deaf or hard of hearing because they can't hear you anyway. **False** *People who are deaf or hard of hearing are just as likely to know they are being talked about as other people would be. Even if they do not hear exactly what's being said, they will notice. Why be rude?*
7. People who use wheelchairs can't go anyplace fun. **False** *People who use wheelchairs may face some architectural barriers when going out into the community, but this doesn't mean they can't go anywhere fun. Instead, it's a reason to check out the places you plan to go ahead of time to see if there are potential problems. Decisions can then be made to work around barriers or to choose another location. Knowing what to expect ahead of time will make planned activities more enjoyable for everyone.*
8. People with cerebral palsy usually have a cognitive disability, too. **False** *Cerebral palsy is a disability affecting movement. Although cerebral palsy affects the motor control center of the brain, it does not affect one's natural intelligence.*
9. People with disabilities want very much to be treated just like everyone else. **True** *People with disabilities have said that this, more than anything, is what they want—to be included and treated just like everyone else.*

10. When you meet someone with a guide or companion dog, you should make friends with the dog first so that the dog is comfortable with you being nearby. **False** *Always meet the person before their dog. Guide & companion dogs are working & shouldn't be disturbed. As you are getting to know the person, you can ask about the dog, & ask to be introduced.*
11. Among other professions, people with disabilities work as stockbrokers, lawyers, doctors and teachers. **True** *People with disabilities are involved in a full range of professions.*
12. People with disabilities prefer to hang out with others who have disabilities. **False** *Friendship is usually based on common interests and activities, not on whether or not a person has a disability.*
13. Public places such as movie theaters, restaurants and ballparks are easy for people who use wheelchairs to enjoy. **False** *Although the Americans with Disabilities Act calls for public places to be accessible to people who use wheelchairs, the fact is that there are still many places that are difficult for people who use wheelchairs to navigate. When you make plans with someone with a disability, possible architectural barriers should be considered.*
14. People with disabilities can't dance. **False** *Most people have their own styles of dancing, and people with disabilities are no different.*
15. It's okay to ask people with disabilities about their disabilities. **True** *What's important is how you ask. Don't ask, "What's wrong with you?" Instead, learning more about a person's disability should be a part of getting to know each other. Even then, some people may be willing to answer questions, while others may choose not to. Be sensitive to and respect their wishes.*
16. People with disabilities can participate in competitive sports. **True** *Competitive sports are as important to people with disabilities as they are to those without. Having a physical, sensory or cognitive disability does not necessarily preclude involvement in individual or team sports. People with disabilities ski, play tennis and racquetball, race in 10Ks and marathons and participate in dozens of other sports. Keep in mind, though, that just like everyone else, some people with disabilities love sports, while others just aren't interested.*
17. People with physical disabilities can't live on their own when they grow up. **False** *With adapted housing, personal assistants, accessible transportation and available employment, most people with physical disabilities can and do choose to live independently.*
18. Disabilities are illnesses to be treated by medical professionals in the hope of a cure. **False** *Disabilities are not the same as illnesses. People with disabilities are not sick, and most are seeking acceptance and inclusion rather than a 'cure'.*
19. People can become disabled at any time in their lives. **True** *People can be born with a disability or the disability may come after birth, the result of illness, age or an accident. Statistics show that during their lifetime, 50 % of people will experience a disability.*
20. Many people with disabilities feel their real disability involves problems with the environment rather than problems with their bodies. **True** *Architectural barriers limit participation, productivity, and independence. For instance, if a person who uses a wheelchair is offered a job that they cannot accept because it is located on the second floor of a building without an elevator, the real problem and obstacle is that there is no elevator.*

Celebrity Trivia

The famous people noted in this quiz all had something in common. Each of them found ways to accommodate her/his disability and greatly excelled in her/his chosen profession.

Your choices for the answers:

- a. Bob Dole
- b. Tom Cruise
- c. Walt Disney
- d. Cher
- e. Robin Williams
- f. Charles Dickens
- g. Carly Simon
- h. Franklin Delano Roosevelt
- i. Bruce Willis
- j. Stevie Wonder

1. This celebrity earned very poor grades and was labeled slow in school, but then went on to produce movies and cartoons for family entertainment. _____
2. This actor learns lines by listening to audiotapes because dyslexia makes reading difficult. _____
3. This actor has to practice speaking lines because of stuttering. _____
4. This comedian/actor is always moving about because of ADHD. _____
5. This politician hid the residual effects of polio from the public. _____
6. This singer started to sing because that was the only time stuttering wasn't a problem. _____
7. This famous writer had epilepsy. _____
8. This politician became paralyzed on the right side after being struck by a shell in WWII. _____
9. This singer/actor has struggled with a lifelong learning disability. _____
10. This singer has a visual impairment. _____

Celebrity Trivia Answer Key

1. This celebrity earned very poor grades and was labeled slow in school, but then went on to produce movies and cartoons for family entertainment.
c. Walt Disney
2. This actor learns lines by listening to audiotapes because dyslexia makes reading difficult.
b. Tom Cruise
3. This actor has to practice speaking lines because of stuttering.
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8. This politician became paralyzed on the right side after being struck by a shell in WWII.
a. Bob Dole
9. This singer/actor has struggled with a lifelong learning disability.
d. Cher
10. This singer has a visual impairment.
j. Stevie Wonder

Person First Language

Everybody has personal characteristics. Mary is a child who likes to swim. Joan is a child who likes to play basketball and has epilepsy. We are all different. Some of us wear eyeglasses to help us see. Some people are short and some people are tall. We all look different and learn differently. We should all be remembered, not for our limitations, but for our accomplishments and abilities. This is what makes us who we are and what makes everyone special.

Important etiquette to keep in mind when talking about and/or getting to know someone with a disability:

- Don't label people with disabilities as a large group—"the disabled." A better way to refer to such a large group is to say, "people with disabilities."
- Speak about the person first, then, if necessary, the person's disability. A girl's disability only needs to be mentioned if she needs special consideration or action to accommodate it.
- Emphasize a person's abilities, not disabilities (ex. If asked about Katie, describe her as enthusiastic and smart; not as person with autism.)
- Do not base your opinion of a person solely on their disability; get to know the whole person.
- Always let a person with a disability speak for herself or himself. If a girl is not able to speak for herself, either she or her personal assistant will let you know that. If you want to know about her disability, ask her, not the person standing next to her! And if she doesn't want to talk about her disability, honor her wish and don't keep asking.

Examples of "People First Language"

Say:

People with disabilities.
Suzie has a cognitive disability.
Kate has autism.
Jennifer has Down syndrome.
Sara has a learning disability.
Sharon has a physical disability.
Mary is of short stature/she's a little person.
Nora uses a wheelchair.
Tonya has a developmental delay.
Vanessa communicates with her eyes/device/etc.
Claire has a brain injury.
Children without disabilities.

Instead of:

The handicapped or the disabled.
She's retarded.
She's autistic.
She's Down's; a Down's person
She's learning disabled.
She's a quadriplegic/is crippled.
She's a dwarf/midget.
She's confined to a wheelchair/wheelchair bound.
She's developmentally delayed.
Vanessa is non-verbal.
Claire is brain damaged.
Normal/healthy/typical children.

Note: Even though it is a popular term, it is never OK to use the term "retarded".

Barrier-Free Building Survey

Parking

1. Are there an adequate number of parking spaces? Yes No

<u>Out of Spaces Given</u>	<u>#of Accessible</u>
For 1 to 25	1 space
For 26-50	2 spaces
For 51-75	3 spaces
For 76-100	4 spaces

Comments:

2. Is the parking close to the building? Yes No

Comments:

3. Is the minimum parking space width at least 8 ft? Yes No

Comments:

4. Is the parking surface and/or drop-off area at bus stops smooth, firm, non-slip, and at the curb is there a ramp to main routes? Yes No

Comments:

5. Does the accessible route from parking or bus stops to building have a width of at least 5 ft, and have a firm surface with no steps? Yes No

Comments:

External ramp

1. Is it possible to reach the entrance without using steps? Yes No

Comments:

2. Is the minimum width of the ramp at least 3 ft? Yes No

Comments:

3. Are there handrails on each side of the ramp to the building? Yes No

Comments:

Entrances and internal doors

1. Is the door opening at least 3ft for entrances and 2.6 ft for internal doors? Yes No

Comments:

2. Is there adequate free space on both side of the doors (related to the type of approach, on both the pull and push sides)? Yes No

Comments:

3. Are the door handles less than 3 ft in height and easy to grip? Yes No

Comments:

Corridors

1. Are there sufficient and continuous wide areas for wheelchair maneuvering in the corridor/hallway?

Yes No

Comments:

2. Is there an absence of obstacles in the circulation path in the corridors/hallways?

Yes No

Comments:

3. Is there a guide strip (allows the visually impaired to cross roadways and intersections and to navigate through busy centers to arrive at their destination) along the corridor/hallway?

Yes No

Comments:

4. Is there an absence of steps and abrupt changes in level in the corridor/hallway? Yes No

Comments:

5. Does the corridor/hallway have a firm, non-slipping and even floor surface? Yes No

Comments:

6. Is the floor color contrasted with wall color? Yes No

Comments:

Elevators

1. Does each floor have adequate landing areas (at least 60 inches long) off of the elevator?

Yes No

Comments:

2. Is the height of the elevator call button less than 4.2 ft and at least 1.3 ft from the adjacent wall?
 Yes No

Comments:

3. Are there both visual and a Braille indicator of the floor level adjacent to call buttons and are they opposite the elevator? Yes No

Comments:

4. Is the opening of the elevator doors at least 2.6 ft? Yes No

Comments:

5. Is the elevator car at least 3.6 ft x 4.3 ft? Yes No

Comments:

6. Does the elevator control panel have embossed numbers, contrasted colors and Braille indicators?
 Yes No

Comments:

7. Does the elevator have an audible and a visual signal at arrival of each floor? Yes No

Comments:

Stairs

1. Are the stairs at least 3ft wide? Yes No

Comments:

2. Are there adequate landing areas between each flight of stairs? Yes No

Comments:

3. Are the rising steps on the stairs no higher than ½ ft? Yes No

Comments:

4. Do the stairs have extended, easy to grip, and continuous handrails on both sides of the stairs with an approximate height of 3ft? Yes No

Comments:

Toilets

1. Are the toilet stalls at least 4.9 ft x 4.9 ft? Yes No

Comments:

2. Does the stall door open outwards? Yes No

Comments:

3. Is there space for a complete turn with wheelchair outside of the stall? Yes No

Comments:

4. Is the height of the toilet seat approx. 1.5 ft? Yes No

Comments:

5. Are there grab bars (approx. 3 ft in height) on the adjacent wall of the toilet in the accessible bathroom stall? Yes No

Comments:

6. Is there a lever-type flush control fixed towards the side of the toilet that has space for a wheelchair transfer? Yes No

Comments:

Sinks

1. Are there lever-type faucets? Yes No

Comments:

2. Is the accessible sink for wheelchair uses between 2.6 and 2.7 ft? Are the other sinks around 3 ft? Yes No

Comments:

3. Is there free knee space and free toe space under the accessible sinks for a wheelchair user? Yes No

Comments:

4. Are the paper towel, soap dispenser, hand dryer between 3 ft from the floor? Yes No

Comments:

Center for Creative Play®
Checklists for Creating a Universally Accessible Playspace

All reputable manufacturers will help meet ADA (Americans with Disabilities Act) requirements. Here is a list of suggestions to be truly warm and welcoming to ALL members of your community.

When Planning

- Include people with disabilities and/or parents who are raising children with disabilities on your committee
- Include children with a variety of disabilities in your design and build days

For children who use mobile devices

- Use poured in-place surfacing
- Use a maximum slope of 1:20 on paths and ramps
- Incorporate frequent areas for resting on ramps
- Install as many ramps as your budget allows (instead of transfer systems)
- Provide enough width on paths and ramps for two wheelchairs to pass each other, or a child to pass a wheelchair

For children with sensory integration disorders

- Provide spaces where noise is muffled
- Outdoors: Include a playhouse or tree house painted with calming colors
- Indoors: include a quiet space with white mats or pillows, calming music, a vestibular swing, and/or fiber optic lights

For children with visual impairments

- Post frequent, easy-to-locate signs that incorporate large-print words, Braille, and pictures
- Keep your play space well-lit
- Provide plenty of space between structures
- Keep pathways clear, and make sure obtrusions and changes can be detected with a cane
- Add auditory elements to your play space, like music and toys that make sounds
- Provide tactile stimulation, such as sand and water areas
- Use texture changes to define different play areas

For children with hearing impairments

- Use bright (but not over-stimulating) colors
- Use colors, symbols, and many signs to signify meaning and place
- Include plenty of tactile toys and play structures

For children with cognitive impairments

- Design for “safety first”
- Use color-coded pathways
- Install equipment and activity panels challenging to different abilities

Playgrounds are great places for gross motor activities. You can greatly improve your playground by including places for diverse play activities. Also include more than one way to access areas (like ramps, stairs, and a rope ladder). The following are some of our favorite suggestions.

Quiet Play

- Install playhouses, tree houses, lofts (places children feel cozy and “hidden”)
- Include lots of tunnels, crawlspaces, cubbies, and caves

Pretend Play

- Install theater-like spaces like grocery stores, doctor’s offices, fire engines (include dress-up clothes)
- Paint street lines onto the surface of your play space and road signs onto walls and fences
- Install accessories on large structures (such as steering wheels, gauges, windows)

Fine Motor Activities

- Provide sand studios and art panels
- Install activity panels with textures, sounds, patterns, shapes, and puzzles
- Provide accessible sand diggers
- Incorporate outdoor toy boxes or storage cubbies, filled with foam and plastic blocks

Vestibular and Proprioceptive Play

- Install merry-go-rounds and playground spinners
- Provide accessible swings
- Provide spring rockers
- Install vertical and horizontal climbers (challenging a range of disabilities)
- Install climbing walls, “rocks” and “mountains”
- Create obstacle courses out of plastic cones and hoops

Sensory Play

- Include wind chimes within easy reach
- Install talk tubes
- Install water tables and splash pads
- Include an elevated sand box

Nature Play

- Plant nature throughout with plenty of colors and textures
- Shade your play space with trees and bushes (pay attention to bark texture and leaf sounds in the wind)
- Incorporate bird feeders and fish ponds



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National Disability Agencies and Organizations

All Kinds of Minds

www.allkindsofminds.org

All Kinds of Minds is a non-profit Institute that helps students who struggle with learning measurably improve their success in school and life by providing programs that integrate educational, scientific, and clinical expertise.

American Association of People with Disabilities (AAPD)

<http://www.aapd.com>

AAPD is the largest national nonprofit cross-disability member organization in the United States, dedicated to ensuring economic self-sufficiency and political empowerment for the more than 50 million Americans with disabilities. AAPD works in coalition with other disability organizations for the full implementation and enforcement of disability nondiscrimination laws, particularly the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973.

American Disability Association

www.adanet.org

An information and knowledge resource to help people with disabilities develop and deliver their unified message.

Arc of the U.S.

www.thearc.org

Arc of the United States works to include all children and adults with cognitive, intellectual, and developmental disabilities, in every community.

Beach Center on Families and Disability

www.beachcenter.org

Through research, teaching, technical assistance, service and collaborations with those individuals and entities dedicated to the same ends, the Beach Center on Disability makes a significant and sustainable difference in the quality of life of families and individuals affected by disability and of those who are closely involved with them.

Best Buddies

<http://www.bestbuddies.org>

Best Buddies® is a nonprofit 501(c)(3) organization dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment.

Children's Defense Fund

www.childrensdefense.org

The mission of the children's defense fund is to Leave No Child Behind and to ensure every child a healthy start, a head start, a fair start, a safe start, a moral start in life and successful passage to adulthood with the help of caring families and communities.

The Consortium for Citizens with Disabilities (CCD)

www.c-c-d.org

The Consortium for Citizens with Disabilities is a coalition of approximately 100 national disability organizations working together to advocate for national public policy that ensures the self-determination, independence, empowerment, integration and inclusion of children and adults with disabilities in all aspects of society.

Council for Exceptional Children (CEC)

www.cec.sped.org

The Council for Exceptional Children (CEC) improves educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

Disability is Natural Web Site

<http://www.disabilityisnatural.com>

The Disability is Natural web site was created by BraveHeart Press, the family-owned business of Kathie Snow. The mission of this site is to encourage new ways of thinking about disability and to help create a society in which all people are valued and included.

Disabled Sports USA

<http://www.dsusa.org>

A national nonprofit, 501(c)(3), organization established in 1967 by disabled Vietnam veterans to serve the war injured. DS/USA now offers nationwide sports rehabilitation programs to anyone with a permanent disability. Activities include winter skiing, water sports, summer and winter competitions, fitness and special sports events. Participants include those with visual impairments, amputations, spinal cord injury, dwarfism, multiple sclerosis, head injury, cerebral palsy, and other neuromuscular and orthopedic conditions.

Easter Seals

www.easterseals.com

Easter Seals is the largest non-profit disability service provider for children and adults in the United States. Through over 450 sites across the country (including camping and recreation programs and inclusive day care programs) Easter Seals provides exceptional services to ensure that people living with autism and other disabilities have equal opportunities to live, learn, work and play.

Educational Resource Information Center (ERIC)

<http://www.eric.ed.gov>

ERIC is a national information system funded by the U.S. Department of Education's Institute of Education Sciences to provide access to education literature and resources.

Education Resource Organizations Directory (EROD)

<http://wdcrobcolp01.ed.gov/Programs/EROD>

This site is designed to help pursue the President's initiatives and to ensure equal access to education and to promote educational excellence for all Americans.

The HEATH Resource Center

<http://www.heath.gwu.edu>

The HEATH Resource Center is the national clearinghouse on postsecondary education for individuals with disabilities. The clearinghouse serves as an information exchange about educational support services, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training institutions and centers. The Clearinghouse gathers and disseminates information to help people with disabilities reach their full potential through postsecondary education and training.

Including All Kids Web Site

www.includingallkids.org

The IncludingAllKids.org Web site is part of the Beyond Participation project sponsored by The Mitsubishi Electric America Foundation (MEAF). The project's goal is to increase inclusion of young people with disabilities in community youth organizations.

Kids Included Together (KIT)

www.Kitonline.org

KIT is a registered 501(c)(3) non-profit organization that was founded in San Diego, California in 1997. The mission of Kids Included Together is to support recreational, child development, and youth development programs that include children with and without disabilities. KIT's goals are to enrich the lives of all who participate and to increase understanding and acceptance of disabilities as a natural part of life.

LD OnLine Web Site

www.ldonline.org

LD OnLine seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. The site features hundreds of helpful articles, multimedia, monthly columns by noted experts, first person essays, children's writing and artwork, a comprehensive resource guide, very active forums, and a Yellow Pages referral directory of professionals, schools, and products.

LightHouse International

www.lighthouse.org

For more than 100 years, the Lighthouse has been helping people remain productive and independent through the unique synergy of vision rehabilitation services, education, research, prevention and advocacy.

Lions Club

<http://www.lionsclubs.org>

Lions are an international network of 1.3 million men and women in 202 countries and geographic areas who work together to answer the needs that challenge communities around the world. Known for working to end preventable blindness, Lions participate in a vast variety of projects important to their communities. These projects range from cleaning up local parks to providing supplies to victims of natural disasters.

The National Association for the Deaf

<http://www.nad.org>

As a nonprofit federation, the mission of the NAD is to preserve, protect, and promote the civil, human, and linguistic rights of deaf Americans. The advocacy scope of the NAD is broad, covering the breadth of a lifetime and impacting future generations in the areas of early intervention, education, employment, health care, technology, telecommunications, youth leadership, and more. The NAD is headquartered in Silver Spring, MD.

National Association for Parents of Children with Visual Impairments (NAPVI)

www.spedex.com/napvi

NAPVI is a national organization that enables parents to find information and resources for their children who are blind or visually impaired, including those with additional disabilities. NAPVI provides leadership, support, and training to assist parents in helping children reach their potential.

National Center for the Dissemination of Disability Research

<http://www.ncddr.org>

Established in 1995, the NCDDR performs research, technical assistance and demonstration activities focusing on the dissemination and utilization of disability research funded by the National Institute on Disability and Rehabilitation Research (NIDRR).

National Center for Education in Maternal and Child Health

www.ncemch.org

The National Center for Education in Maternal and Child Health provides national leadership to the maternal and child health community in three areas--program development, education, and state-of-the-art knowledge--to improve the health and well-being of the nation's children and families.

The National Clearinghouse on Disability and Exchange

www.miusa.org/ncde

NCDE staff attend many conferences and meetings across the country and often meet staff from your chapter/council/regional/member offices. About 90% of the time, these individuals are not aware of MIUSA or NCDE and their organization's important role as an NCDE Roundtable Consortium Member.

National Council on Disability

www.ncd.gov

NCD's overall purpose is to promote policies, programs, practices, and procedures that guarantee equal opportunity for all individuals with disabilities and to empower individuals with disabilities to achieve economic self-sufficiency, independent living, and inclusion and integration into all aspects of society.

National Council on Independent Living

<http://www.ncil.org/about.html>

The National Council on Independent Living is the longest-running national cross-disability, grassroots organization run by and for people with disabilities. Founded in 1982, NCIL represents thousands of organizations and individuals including: Centers for Independent Living (CILs), Statewide Independent Living Councils (SILCs), individuals with disabilities, and other organizations that advocate for the human and civil rights of people with disabilities throughout the United States.

The National Early Childhood Transition Research and Training Center (NECTC)

<http://www.ihdi.uky.edu/nectc>

The Center's Mission is to examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

National Federation of the Blind

www.nfb.org

NFB is the nation's largest and most influential membership organization of blind persons, with affiliates in all fifty states plus Washington D.C. and Puerto Rico, and over seven hundred local chapters. The purpose of the NFB is two-fold—to help blind persons achieve self-confidence and self-respect and to act as a vehicle for collective self-expression by the blind. Special services of the NFB include: A Materials Center containing over eleven hundred pieces of literature about blindness and four hundred different adaptive aids and appliances; and the International Braille and Technology Center for the Blind - the world's largest and most complete evaluation and demonstration center for all speech and Braille.

National Information Center for Children and Youth with Disabilities

www.nichcy.org

NICHCY is the national information center that provides information on disabilities and disability-related issues. Anyone can use the services-families, educators, administrators, journalists, students. NICHCY's special focus is children and youth (birth to age 22).

National Organization on Disability

www.nod.org

The mission of the National Organization on Disability (N.O.D.) is to expand the participation and contribution of America's 54 million men, women and children with disabilities in all aspects of life by raising disability awareness through programs and information.

National Organization for Rare Disorders (NORD)

www.rarediseases.org

The National Organization for Rare Disorders (NORD) is a unique federation of voluntary health organizations dedicated to helping people with rare "orphan" diseases and assisting the organizations that serve them. NORD is committed to the identification, treatment, and cure of rare disorders through programs of education, advocacy, research, and service.

Project Evolve

www.uvm.edu/~cdci/evolve

The Project evolve model is a team planning process that relies on an adaptation of validated problem-solving methods. The model addresses an important need of national significance, namely the development, implementation, and evaluation of alternatives to current service delivery practices to support students with disabilities in general education classes.

Special Olympics

<http://www.specialolympics.org>

Special Olympics is an international nonprofit organization* dedicated to productive and respected members of society through sports training and competition. Special Olympics empower individuals with intellectual disabilities to become physically fit. Special Olympics offers children and adults with intellectual disabilities year-round training and competition in **30 Olympic-type summer and winter sports**.

TASH

www.tash.org

TASH is an international association of people with disabilities, their family members, other advocates, and professionals fighting for a society in which inclusion of all people in all aspects of society is the norm.

Traumatic Brain Injury (TBI) Technical Assistance Center

www.nashia.org

The goal of the Federal TBI Program is to improve and expand services and supports for individuals with TBI of all ages and to extend knowledge of TBI and research in the field.

VSA Arts

<http://www.vsarts.org>

VSA arts is an international, nonprofit organization founded in 1974 by Ambassador Jean Kennedy Smith to create a society where all people with disabilities learn through, participate in and enjoy the arts. VSA Arts is an affiliate of the John F. Kennedy Center for the Performing Arts.

Volunteer Opportunities- Colorado

Advocacy and Legal Rights

- ◆ [Colorado Governor's Advisory Council for Persons with Disabilities](#)
- ◆ [Legal Center for People with Disabilities and Older People](#)
- ◆ [Rocky Mountain Disability and Business Technical Assistance Center \(DBTAC\)](#)

Arts

- ◆ [Colorado Association for Music Therapy](#)
- ◆ [VSA Arts of Colorado](#)

Asperger's Syndrome

- ◆ [M.A.S.K. - Mothers With Asperger's Syndrome Kids](#)

Assistive Technology

- ◆ Center for Independence - Assistive Technology Resource Center (ATRC) (Grand Junction)
- ◆ [Assistive Technology Partners \(formerly Colorado Assistive Technology Project\)](#)
- ◆ [Colorado State University - Assistive Technology Resource Center \(ATRC\)](#)
- ◆ [Developmental Disabilities Resource Center - Discovery Community Computer Lab](#)

Autism

- ◆ [Autism Society of America - Colorado Chapter](#)
- ◆ [Boulder/Longmont Autism Support Group](#)
- ◆ [UCHSC Department of Psychiatry and Colorado Psychiatric Health - Autism and Developmental Disorders Clinical Service](#)

Blindness and Visual Impairments

- ◆ [American Council of the Blind of Colorado](#)
- ◆ [Anchor Center for Blind Children](#)
- ◆ [Colorado Center for the Blind](#)
- ◆ [Colorado School for the Deaf and the Blind](#)
- ◆ [Colorado Talking Book Library](#)
- ◆ [National Federation of the Blind of Colorado](#)
- ◆ [Preserve Sight - Colorado](#)
- ◆ [Radio Reading Service of the Rockies](#)

Brain Injury

- ◆ [Brain Injury Association of Colorado](#)

Cerebral Palsy

- ◆ [CP of Colorado](#)

Children

- ◆ [Center for Family & Infant Interaction](#)
- ◆ [Colorado Department of Education - Parent Information and Training](#)
- ◆ [Colorado Division of Prevention and Intervention Services for Children and Youth](#)
- ◆ [DisAbility Connection](#)
- ◆ [First Start - Birth to Five](#)
- ◆ [NICHCY State Contact Sheet](#)
- ◆ [Parent to Parent of Colorado](#)
- ◆ [PEAK Parent Center, Inc.](#)

Communication Disorders

- ◆ [Colorado Speech-Language-Hearing Association](#)

Deafness and Hearing Impairments

- ◆ [Center for People With Disabilities - Deaf Services Program](#)
- ◆ [Colorado Commission for the Deaf and Hard of Hearing](#)
- ◆ [Colorado School for the Deaf and the Blind](#)
- ◆ [Deaf Colorado Web](#)
- ◆ [Magnet School of the Deaf](#)

Developmental Disabilities

- ◆ [Arc of Colorado](#)
- ◆ [Arc in Jefferson County](#)
- ◆ [Arc of Arapahoe and Douglas Counties](#)
- ◆ [Association for Community Living \(Boulder\)](#)
- ◆ [Colorado Association of Community Centered Boards](#)
- ◆ [Colorado Developmental Disabilities Planning Council](#)
- ◆ [Colorado Developmental Disabilities Services](#)
- ◆ [Denver Options](#)
- ◆ [Developmental Disabilities Center \(Boulder\)](#)
- ◆ [Developmental Disabilities Resource Center \(Jefferson, Clear Creek, Gilpin and Summit Counties\)](#)
- ◆ [Developmental Pathways](#)
- ◆ [Foothills Gateway \(Larimer County\)](#)
- ◆ [Harmony Living Center \(Brighton\)](#)
- ◆ [JFK Partners \(Denver\)](#)

Diabetes

- ◆ [American Diabetes Association - Serving Colorado](#)

- ◆ [Barbara Davis Center for Childhood Diabetes](#)
- ◆ [Colorado Diabetes Control Program \(DCP\)](#)
- ◆ [Colorado HealthSite - Diabetes Center](#)

Down Syndrome

- ◆ [Colorado Springs Down Syndrome Association](#)
- ◆ [Mile High Down Syndrome Association](#)

Education

- ◆ [Colorado Department of Education - Special Education Services](#)
- ◆ [Colorado Special Education Advisory Committee \(CSEAC\)](#)

Epilepsy

- ◆ [Epilepsy Foundation of Colorado](#)

Housing

- ◆ [Greeley Center for Independence](#)
- ◆ [National Resource Center on Supportive Housing and Home Modification - Colorado](#)

Independent Living

- ◆ [Center for Independence \(Grand Junction\)](#)

- ◆ [Center for People With Disabilities \(Boulder, Longmont, Lafayette\)](#)
- ◆ [Disabled Resource Services for Larimer County](#)
- ◆ [Families & Allies Working Together \(Denver\)](#)
- ◆ [Statewide Independent Living Council \(SILC\)](#)

Learning Disabilities

- ◆ [Colorado State Resources \(LD OnLine\)](#)
- ◆ [Learning Disabilities Association of Colorado](#)
- ◆ [State Resources Literacy and Learning Disabilities \(NALLD\)](#)

Multi-Service Agencies

- ◆ [Easter Seals Colorado](#)
- ◆ [Easter Seals Southern Colorado](#)
- ◆ [Greeley Center for Independence](#)

Multiple Sclerosis

- ◆ [National Multiple Sclerosis Society - Colorado Chapter](#)

Opitz-G/BBB Syndrome

- ◆ [Opitz G/BBB Family Network](#)

Respite Services

- ◆ [Colorado and Connecticut Respite Programs](#)

Spina Bifida

- ◆ [Colorado Spina Bifida Association \(CSBA\)](#)

Spinal Cord Injury

- ◆ [National Spinal Cord Injury Association - Colorado](#)

Sports and Recreation

- ◆ [Adam's Camp](#)
- ◆ [Adaptive Sports Association](#)
- ◆ [Challenge Aspen at Snowmass](#)
- ◆ [Breckenridge Outdoor Education Center \(BOEC\) \(*skiing*\)](#)
- ◆ [National Sports Center for the Disabled](#)
- ◆ [Partners for Access to the Woods - PAW and The Berthoud Pass Research Corridor for Universal Design](#)
- ◆ [Rocky Mountain Village \(*Easter Seals Colorado Camp for children and adults with disabilities*\)](#)
- ◆ [Special Olympics Colorado](#)

Stroke

- ◆ [Colorado Neurological Insitute - CNI Stroke Program](#)
- ◆ [Parkview Neurological Institute Stroke Center](#)
- ◆ [University of Colorado - Colorado Brain Attack Center](#)

Tourette Syndrome

- ◆ [Tourette Syndrome Association - Rocky Mountain Region](#)

Transportation

- ◆ [Project ACTION Accessible Traveler's Database - Colorado Cities](#)

Vocational Rehabilitation

- ◆ [Colorado Division of Vocational Rehabilitation](#)

Wish Organizations

- ◆ [Starlight Children's Foundation of Colorado](#)

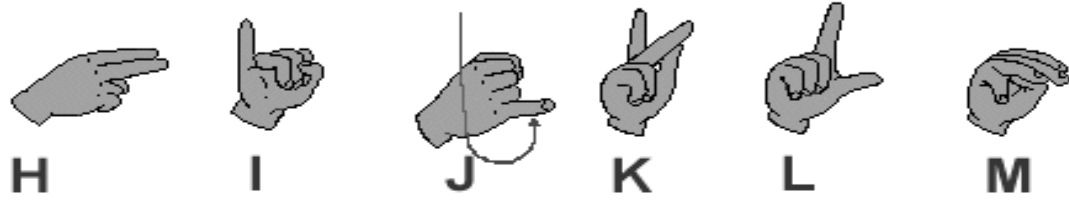
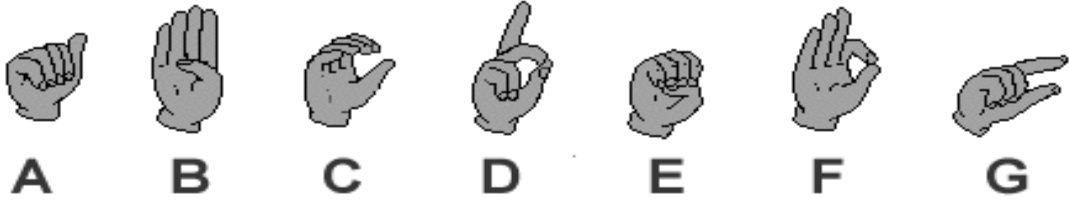
Podcasts and Webinars on Disability-Related Topics

KIT-video and audio podcasts at <http://www.kitonline.org/ntci/learning-lab/video.html>

DBTAC Southwest ADA Center- podcasts on topics such as education, housing accommodations, and more at <http://www.Dlrp.org>

TASH- various disability-related web-based programs at <http://www.tash.org>

ASL Alphabet



The Girl Scout Promise

In American Sign Language

Leader's Magazine



Girl



Scout



Promise



On



my



honor



I



will



try



to



serve



God



country



help



people



at all times



and



live



Girl



Scout



Law



Camping is for ALL Girls

Internet Safety Pledge

Traveling through cyberspace can be fun, but like any trip you take you have to "Be Prepared" for unforeseen things. So, read this before you go any further. Then print this page out and discuss it with your parent or guardian.

- I will not give out personal information such as my address, telephone number, parents'/guardians' work address/telephone number, or the name and location of my school without my parents'/guardians' permission.
- I will tell an adult right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" online without first checking with my parents/guardians. If my parents/guardians agree to the meeting, I will be sure that it is in a public place and bring my parent or guardian along.
- I will never send a person my picture or anything else without first checking with my parents/guardians.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents/guardians right away so that they can contact the online service.
- I will talk with my parents/guardians so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Girl Name _____ Date _____

Parent/Guardian _____ Date _____

Source: National Center for Missing & Exploited Children

Including ALL Girls Evaluation Form

Thank you for taking the time to share your thoughts about the *Including ALL Girls Patch Program*. Your evaluation will help GSCO to better meet the needs of girls and leaders. Please mail this form to: **Joy Henika, Membership Manager Girl Scouts of Colorado P.O. Box 9407 Denver CO, 80238**

How did you hear about this patch program?						
<input type="checkbox"/> Service Unit Meeting <input type="checkbox"/> Membership Manager <input type="checkbox"/> The Shop <input type="checkbox"/> Website <input type="checkbox"/> Facebook <input type="checkbox"/> Other						
Number of girls who used the program?		Program Level/s		Ds	Br	Jr
Cd	Sr	Am				
Was this program used by <input type="checkbox"/> Individual <input type="checkbox"/> Troop <input type="checkbox"/> Service Unit event <input type="checkbox"/> Other			How did you receive the materials? <input type="checkbox"/> Obtained from Service Unit <input type="checkbox"/> Picked up at _____ (location)			
Were materials available when requested? <input type="checkbox"/> Yes <input type="checkbox"/> No (If no, provide details below)						
<input type="checkbox"/> Available for an acceptable alternate date			Comments:			
Please rate each category		excellent	very good	good	fair	poor
Ease of request						
Clarity of requirements						
Knowledge gained about inclusion						
Condition/completeness of resources						
Appropriateness for level/age of girls						
Program met expectations/needs						
Overall satisfaction with program						
What were your girls' favorite parts of this patch program?						
What could be done to improve the <i>Including ALL Girls Patch Program</i>?						
Additional Comments						
OPTIONAL: Name						
Phone			Email			