

Everyone, Everyday

A curriculum resource to raise awareness about disability for ACT Schools

Discussion paper

For consultation until 30 March 2012



Accessibility

The ACT Government is committed to making its information, services, events and venues, accessible to as many people as possible.

If you have difficulty reading a standard printed document and would like to receive this publication in an alternative format – such as large print or audio - please telephone 62050619.

If English is not your first language and you require the translating and interpreting service - please telephone 131 450.

If you are deaf or hearing impaired and require the tty typewrite service – please telephone (02) 6205 0888.

Table of Contents

Part 1 - Background.....	4
Part 2 – Research	7
Part 3 – Draft Curriculum Resource	12
Part 4 – Consultation Questions	15
Attachment A – The Policy Context in Detail.....	16
Attachment B – Disability Awareness Activity Resources	19
Bibliography	23

Part 1 - Background

1. What are we developing? Who is it for?

Everyone, Everyday is being developed to promote awareness throughout the Canberra community about people with disability and their capabilities and contributions, and to foster respect for their rights and dignity. It is intended that the program will positively influence attitudes and behaviours within the community by raising awareness amongst the next generation of decision-makers (those currently in the 4-17 age bracket).

Everyone, Everyday is a curriculum resource for ACT teachers to raise student awareness about including people with disability. The resource will include a set of classroom activities that are evidence based and align with the new *Australian Curriculum* and the *ACT Schools Curriculum Framework – Every Chance to Learn*.

The curriculum resource will initially be developed and trialled for primary school teachers of students in years 3 to 5. It is intended that the resource will be trialled in 2012.

While the primary audience for the curriculum resource is teachers, it can also be used by staff in after school care, holiday programs and community clubs and groups to foster awareness about inclusion in children and young people in those settings.

2. Why are we developing the curriculum resource?

The delivery of this curriculum resource is a significant ACT Government commitment under [Future Directions : Towards Challenge 2014](#) which is the ACT's key disability policy to improve outcomes and opportunities for people with disability.

We know that nationally and internationally children and young people with disability experience greater levels of bullying and isolation from peer groups, and lower levels of participation in sports and community life than children and young people without disabilityⁱ.

The literature indicates that successful inclusion of children and young people with disability is more than just the presence of children with disability in mainstream schoolsⁱⁱ. By raising the awareness of all students about disability, it is intended that *Everyone, Everyday* will help schools to enhance the quality of interactions and friendships between students with and without disability.

In addition to day to day interactions, it is also intended that *Everyone, Everyday* will foster long term positive attitudes towards people with disability amongst the next generation of decision makers as employers, service providers, business owners, advocates, policy makers, teachers, colleagues, neighbours and friends.

The *Everyone, Everyday* resource seeks to do more than foster positive attitudes. There are many small actions that we can all take to include people with disability in our community. Over time, many small actions undertaken by lots of people will lead to a more welcoming and inclusive community for people with disability. It is intended that *Everyone, Everyday* will equip students with the knowledge, skills and confidence to take personal and collective action to enhance the inclusion of people with disability in community life.

3. How will this resource benefit teachers?

It is intended that the curriculum resource will help teachers to:

- Improve student attitudes and understandings towards students with disability.
- Improve the quality of interactions and friendships between students with and without disability.
- Enhance the wellbeing and academic achievement of students with disability.
- Prevent and respond to bullying and harassment of students with disability, consistent with the National Safe Schools framework.
- Meet learning outcomes across the National and ACT curriculum – activities with specific disability learning outcomes will also be aligned with other units across the curriculum for example civics and citizenship, maths and english.
- Increase community engagement with people with disability.
- Help foster long term positive attitudes towards people with disability in our community.

Present day guidelines and policies predominately relate to meeting the educational needs of students with disability with relevant adaptations to support their individual learning. There is a lack of local resources that support teachers to positively influence the learning environment for students with disability. This resource is intended to address this gap by equipping teachers with proven methods and tools to educate all students **about** disability.

4. What is the policy context for this resource?

Internationally, nationally and locally, there are obligations on Governments to promote awareness of the rights of people with disability, including through the education system. There are also a number of local programs and related research projects that seek to better understand and respond to bullying and harassment of children and young people, including those with disability. These are outlined in detail at [Attachment A](#) and summarised in the following table:

Policy context for the Everyone, Everyday Curriculum Resource

Disability	Children and Young People	Education
International policy context		
The UN Convention on the Rights of Persons with Disabilities (Article 8)	The Convention on the Rights of the Child (Articles 23 and 29)	
National policy context		
The National Disability Strategy (Area 2)		National Safe Schools Framework 2011 Disability Standards for Education 2005
ACT policy context		
Challenge 2014 Future Directions: Towards Challenge 2014 (Action 15)	ACT Children’s Plan 2004 - 2014 (building block 1 and 2) Young People’s Plan 2009-2014 ACT Human Rights Commission research project on bullying, disability, children and young people	The Excellence in Disability Education in ACT Public Schools Strategic Plan: 2010–2013 Bullying and harassment policies in schools (under review) KidsMatter Primary program

Further details of these policies, programs and research projects are outlined at [Attachment A](#).

5. Who is developing this resource?

The development of this curriculum resource is being led by BLITS which stands for Business Leaders Innovative Thoughts and Solutions. BLITS is an ACT Government initiative managed through the BLITS Advisory group. The group includes people from local businesses and government and family members of people with disability - who all share a strong interest in improving outcomes for people with disability. The core objectives of BLITS are to:

- identify, support and promote new and innovative partnerships, projects or products that increase the participation of people with disability in the community;

- find new and innovative projects and events to showcase business opportunities in the disability sector;
- improve the perceptions of business operators towards people with disability in the workforce and the community (from disability to ability).

Further information about BLITS can be found at www.blits.org.au.

6. How is the resource being developed?

Initially the curriculum resource will be developed for trial in primary schools in the ACT for students in years 3 to 5. Schools who have agreed to participate in the trial of the resource are Namadgi school, Garran primary, Gowrie primary and Turner primary.

There are also opportunities for the broader community to have input into the development of the resource. Written comments on this discussion paper can be submitted until **Friday 30 March 2012**. Workshops will also be run in February / March 2012. Further details about the consultation period and consultation questions are provided at Part 4.

7. What is out of scope of this project?

This project is not a curriculum resource for teaching students with disability. There is a range of guidance on this topic for ACT teachers available on the Education and Training Directorate's [website](#) see for example the booklet on [student need](#) and the policy on [meeting the educational needs of students with a disability](#). Guidance and education for ACT teachers in creating inclusive education was the subject of the [review of special education in the ACT](#) and is being addressed through the 4 year plan [Excellence in Disability Education in ACT Public Schools Strategic Plan 2010–2013](#). This is primarily the responsibility of the Education and Training Directorate through their [student support section](#) and is being overseen by the [Disability Education Reference Group](#).

This resource will initially only be developed for students in years 3 to 5. Curriculum resources for other year groups will be developed at a later stage, following the trial and evaluation of this resource.

Part 2 – Research

8. What does the research say about attitude formation and fostering positive attitudes towards people with disability through disability awareness education?

Considerable international evidence supports that students with disability are bullied and harassed more often than students without disability, with students with learning disabilities more highly represented as victims. Bullying and harassment may come in the form of teasing, physical aggression, spreading rumours, social exclusion, taking belongings, imitating and being made fun of. Attending special classes, requiring extra help, being seen to be different, being treated differently by

teachers or having a lack of social awareness can increase the risk of being bullied and harassment. Bullying is a problem of international significance for all students. Its impacts can include decreased academic performance, absenteeism, anxiety, depression, poor esteem, impaired concentration, self harm and suicideⁱⁱⁱ.

Several studies have suggested that the physical presence of children with disability in schools does not automatically ensure their participation and that contact alone between children with and without disability is not sufficient to promote positive attitudes^{iv}. The literature notes that^v:

- children with disability who are placed into mainstream educational settings are at considerable risk of increased levels of bullying and teasing, lower sociometric positioning in class, and experience social distancing;
- children often perceive disability to be synonymous with physical disability;
- positive attitudes generally exist for children with disability who conform most closely to the norms set by society;
- negative attitudes towards disability develop early with children as young as four;
- children generally have a more positive attitude towards people with disability than adults do;
- primary-age children have limited knowledge and understanding of the concept of inclusion which appears to constrain their understanding and articulation of how 'social conditions can lead either to render impairment insignificant or to transform impairment to disability';
- children's attitudes towards disability are influenced by stimuli external to the school environment which may undermine interactions between children with and without disability.

One review of the literature suggests:

"attitudes developed within the locus of the home are transferred and mediated through the powerful socialising influence schools have upon children. The catalyst for this mediation lies in 'playful interaction' such as telling jokes, singing songs and participating in games. Through this process of mediation children agree a 'commonly held set of norms for the physical body' by which they construct an attitude and a belief system to draw upon when interacting with others they see as different from themselves"^{vi}

Poor social acceptance, negative attitudes and unsuccessful inclusion of children and young people with disability has been attributed to^{vii}:

- Not teaching children without disability to value and appreciate diversity;^{viii}
- Attitudes among teachers, parents, or health professionals, which may be reflected in students' attitudes;
- Non-supportive environments without opportunities for social interaction between children with and without disability;
- A lack of education or implementation of ineffective programs.

The evidence suggests that successful inclusion and long term attitude change can be achieved through^{ix}:

- providing students with and without disability with opportunities for interaction;
- providing students without disability information, instruction and formal education about different aspects of disability;
- talking openly with all students about disability and bullying^x;
- social interaction generated by cooperative learning environments (learning involving children without disability working in groups that include at least one child with intellectual disability);^{xi}
- inclusive educational policies.

The 2009 *Review of Special Education in the ACT, Disability, Diversity and Tides that Lift All Boats* notes the considerable research which supports that the relational aspects of teaching - the contribution that good relationships, a healthy class and school climate, and student well-being make to learning outcomes - should be given greater prominence in classroom practice. The review cites leading inclusive education practices in literature which includes implementing proactive conflict resolution, peer mediation, anti-bullying programs and fostering social relationships among students with and without disability.

The literature suggests that duration of training and the content of activities may be important considerations for effective program planning. Longer awareness training tends to produce more positive attitudes that are sustained years after participation in training^{xii}.

School based activities that foster positive attitudes towards people with disability include^{xiiiiv}:

- Lessons on stereotyping encouraging students to examine their preconceptions about the characteristics and abilities of people with disability
- Shared planned sports, craft, art, games or cooking activities
- Homework questions that explore feelings toward students with disability
- Guest speakers (with disability and family members) who talk about disability and inclusion with the opportunity for students to think about their feelings and ask questions
- Independent student research and class presentations on disability
- Tutoring sessions between students with and without disability
- Watching and discussing films about people with disability in 'normal life' – people with disability going to school with their non-disabled peers, attending college, getting a job, forming relationships, and engaging in the arts (not films that display stereotypes such as the person with disability as a victim, as a hero or a threat)^{xv}.

It should be noted that many disability advocates have criticised programs that try to “simulate” what it is like to have different disabilities. Their concern is that such exercises often reinforce stereotypes and emphasise a “deficit” model of disability^{xvi}. The literature indicates it is important that awareness training emphasises the social model of disability – that is the disabling effects of society in relation to a medical disability.

Influencing the attitudes of teachers, principals and other non teaching staff is also important. One study of New South Wales primary school principals towards inclusive education and their success in engineering inclusive practices within their school are significantly affected by their own conception of what 'inclusion' and 'being inclusive' mean, as well as the characteristics of the school community, and the attitudes and capacity of staff^{xvii}.

Some of the initiatives to enhance teacher education include:

- Encouraging teachers with disability as role models. In Mozambique collaboration between a teacher training college and a national disabled people's organization, ADEMO, trains teachers to work with learners with disability and also provides scholarships for students with disability to train as teachers^{xviii}.
- Providing teachers with opportunities to share expertise and experiences about inclusive education and to adapt and experiment with their own teaching methods in supportive environments^{xix}.

The research emphasises the importance of measuring implicit and explicit attitudes of teachers towards people with disability. A 2011 German study^{xx} found the existence of negative implicit attitudes towards people with disability among teacher students who had received intensive university training in which they were trained to reflect on their own attitudes and encouraged to develop positive attitudes towards people with disability. The study concluded that to arrange an inclusive educational setting it is important for teachers to hold egalitarian attitudes towards all pupils to avoid social discrimination in classrooms.

9. What disability awareness activities and programs are taught to students nationally and internationally?

A number of disability awareness teaching resources already exist for teachers and community groups nationally and internationally. These include:

- [Discovering DisAbility and Diversity program](#) (Sharon Boyce, Queensland)
- [Whitehorse Disability Awareness Kit for Primary School Teachers](#) (Victoria)
- [Count Us In! Curriculum Support Package](#) (Western Australia)
- [Just Like You!](#) (NSW)
- [Who's included](#) (Tas)
- [Scouts in Action Week 2011](#) (Scouts Australia)
- [National Civics and Citizenship disability curriculum resources](#) (DEEWR)
- [Natural Supports Program](#) (US – University of Wisconsin)
- [All kids can!](#) (US)
- [Friends who care](#) (US)
- [Third Grade Disability Awareness Program](#) (US)

Further details of these resources are outlined at [Attachment B](#).

Activities and lesson plans contained within these resources focus on understanding disability and its effects, understanding the exclusion and inclusion of people with disability and equipping students with the skills to take inclusive action in their own lives and communities.

Activities relating to understanding disability and its effects include:

- Looking at the progression of disability issues over history
- Exploring myths about disability and stereotypes
- Examining personal attitudes towards disability
- Factual information about particular disabilities
- Communicating with people with disability, including Braille, Auslan and though non verbal methods
- Attending sports games that include people with disability
- Understanding the effects of disability in everyday activities such as cooking, shopping and moving around
- Exploring artists with disability
- Famous people with disability
- Learning about assistive technologies

Activities regarding the exclusion and inclusion of people with disability include:

- Understanding similarities and differences between everyone
- Making friends – inclusive play and games
- Inclusive clubs and programs for young people
- Accessibility and universal design – at school, in the community and local businesses
- Positive and respectful language and positive portrayal of people with disability in the media.
- Inclusive events
- Identifying barriers and challenges in every day living, the school and the community
- Inclusive schooling
- Rights and responsibilities, including UN Human rights
- Access to work
- Accessible web design
- Inclusive recreation and sport

Activities that support students to take personal or collective action include:

- Organising joint inclusive activities in schools with integrated environments as well as activities between mainstream schools and specialist schools.
- Letter writing to raise awareness
- Inventing equipment, solutions and adaptations
- Surveying the local environment (school, community, businesses) and raising awareness of findings
- Fundraising to address access barriers at their school
- Awards to recognise Primary and Secondary schools that have improved access and inclusion for students

Part 3 – Draft Curriculum Resource

10. What might an ACT curriculum resource look like?

There are 7 proposed student learning outcomes for the *Everyone, Everyday* Curriculum Resource:

1. The student can describe different disabilities and the effects of disability on everyday living, using language that is positive and respectful of people with disability.
2. The student can identify stereotypes and myths about people with disability and recognises that not all people with disability are the same.
3. The student can explain how language and images are used to portray people with disability in the media and film, positively or negatively.
4. The student participates in activities that celebrate the capabilities and contributions of people with disability.
5. The student can demonstrate the different ways people with disability may communicate, including through braille, sign language, non-verbally and communication aids.
6. The student can identify access barriers in their local environment and suggest, invent or create solutions for easier access. This might include barriers at school, school events, playground, the home or in sports, recreation and arts activities.
7. The student can identify scenarios where someone with disability is being treated unkindly or unfairly and suggest ways to rectify this.

Classroom lesson plans and activities will be developed for these learning outcomes that are age appropriate and also meet where possible, learning outcomes across the Australian Curriculum and ACT Curriculum, for example in Civics and Citizenship, Maths and English.

Some examples of suggested activities which meet the proposed disability learning outcomes as well as curriculum outcomes for other subject areas are:

- Maths activity - At your school / local shop, how many metres are there between the disabled parking spaces and the entrance compared to other parking spaces. Show this on a graph.
- Geography activity - What is International Day of People With Disability and how is it celebrated in Australia compared to another country?
- Civics and Citizenship - Develop a fun activity with your classmates that could include children with disability. How would you make it different so they feel welcome?

- Business and Commerce - Discuss different ways that people with disability can be included in the work place or supported to be self employed.

The Australian Curriculum will not be fully developed until 2013. For those areas not yet developed, the disability learning outcomes will align with the *ACT Schools Curriculum Framework – Every Chance to Learn*.

Structure for Curriculum Resource Kit

Each activity will be accompanied by teacher's notes and a class hand out. The teacher's notes will include:

- An explanation of the learning outcomes
- An explanation of how the suggested activities align with the Australian curriculum and the ACT curriculum – Every Chance to Learn.
- Further teacher resources – relevant books, websites, videos and other multimedia.

The class handout will include relevant information about the activity, including for example media stories, case studies and book references. An example of a class activity handout is provided on the next page.

MAKING YOUR PRESENTATION NIGHT AN INCLUSIVE EVENT

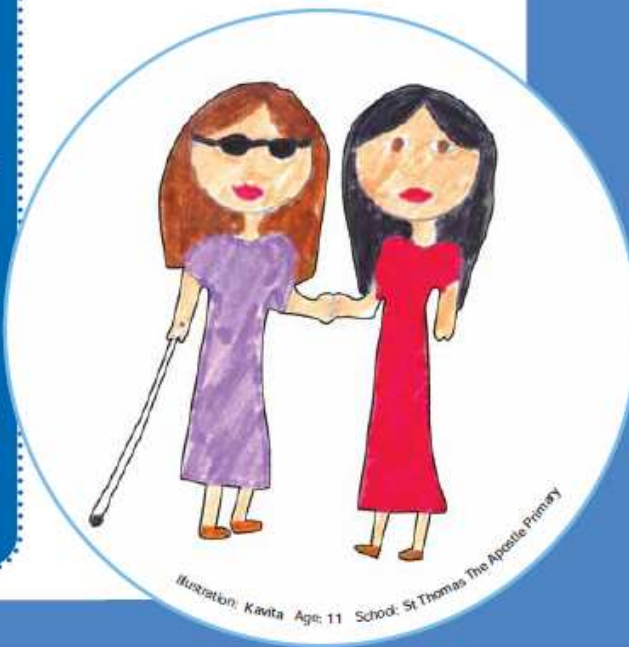
Presentation night is coming up at your school, you have been asked to help organise this event. There are people attending with various disabilities – some have a hearing impairment, some are visually impaired, some are in wheelchairs, some have cerebral palsy. In the space below, make a list of some of the things you would do to make sure the night could be enjoyed by everyone.

As one of the organisers, what are some other things you can think of?

Write them in the space below:

Here are some ideas to start you off...

- Making sure there is a ramp up onto the stage so that the students in wheelchairs can receive their certificates.
- Reserve seating in a place that is easy to get in / out of for students in wheelchairs e.g. a seat on the end of the row.
- Printing some copies of the night's program in Braille and some in larger print so that people with visual impairments can read them more easily.



Part 4 – Consultation Questions

1. Do you agree with the 7 proposed disability learning outcomes for the resource (see page 12)?
2. What lessons and activities should be covered in the curriculum resource to meet the learning outcomes?
3. Do you have information on good practice disability awareness activities or lessons that you would like to see included in the resource?
4. Do you think there is there a need for accredited training to be developed for teachers, principals and other school staff? Have you accessed any good training that you can tell us about?
5. How can we best support principals and teachers to implement the proposed *Everyone, Everyday* curriculum resource?
6. How can we embed the resource in current practice so that principals and teachers are recognised and rewarded for supporting the project?
7. Do you think that schools should be required to implement all or part of the curriculum resource, once developed?
8. How will we know if the proposed *Everyone, Everyday* curriculum resource has been successful? What should be measured to assess its impact on principal, teacher and student attitudes?
9. How can we safeguard the integrity, privacy and dignity of students and others with disability who might be involved in the implementation of the *Everyone, Everyday* curriculum resource?

Workshops on these questions will be run in February-March 2012. If you would like to be part of one of these sessions, please RSVP to the phone number or email below.

Alternatively you can return your written responses by **Friday 30 March 2012** to:

Fiona McIntosh
Senior Policy Officer, Disability ACT
GPO Box 158 Canberra ACT 2601, (02) 6207 5594
fiona.mcintosh@act.gov.au

Attachment A – The Policy Context in Detail

Internationally

[The UN Convention on the Rights of Persons with Disabilities](#) (Article 8) recognises the obligations on Governments to promote awareness throughout society about people with disability, their capabilities and contributions and foster respect for their rights and dignity. Governments are responsible for combating stereotypes, prejudices and harmful practices. Of particular relevance to this project, Governments are obliged to foster at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of people with disability.

[The Convention on the Rights of the Child](#) (CRC) recognises the human rights of all children, including those with disability. Article 23 of the Convention refers to the obligations of States parties and recognizes that a child with mental or physical disability is entitled to enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance and facilitate the child's active participation in the community. Article 29 of the Convention requires that the child's education be directed to the development of their personality, talents and mental and physical abilities to their fullest potential; to the preparation of the child for responsible life in a free society, in the spirit of understanding and tolerance.

Nationally

[The National Disability Strategy](#) sets out a ten year national plan for improving life for Australians with disability, their families and carers. Within this framework (area 2 Rights protection, justice and legislation) state and territory governments are responsible for promoting awareness and acceptance of the rights of people with disability.

In 2008, the national Youth Disability Advisory Service hosted a roundtable consultation for young people with disability from around Australia to provide input to the National Disability Strategy. The report noted that young people with disability wanted to see a national disability awareness training program for students and teachers focusing on the social model of disability and reducing bullying in schools.

The [Disability Standards for Education 2005](#) clarify the rights of students with disability to access and participate in education and training, and give education providers more guidance on how they can meet their obligations under the *Disability Discrimination Act 1992*. The introduction of the Standards was also intended to raise public awareness of the barriers frequently encountered by people with disability in the area of education.

ACT – Locally

[Challenge 2014](#) sets out a ten-year vision for disability in the ACT and challenges the whole community, including Government, to take responsibility for effective change. It sets out hopes, dreams and aspirations of the disability community, including specifically for children and young people with disability. This includes aspirations to:

- be recognised as a child or young person first with similar needs to other children and young people
- have an education like other children and young people
- play and have fun with other children
- participate in sport and recreation and other community activities.

[Future Directions: Towards Challenge 2014](#) is the ACT Government’s key plan of action to achieve the vision set out in Challenge 2014 and to improve opportunities and outcomes for people with disability. The [implementation plan for 2010 – 2014](#) contains a commitment to increase the awareness of the civil rights of people with disability by delivering a Youth Civics Program to raise student awareness.

The [ACT Children’s Plan 2004 - 2014](#) guides decisions by the government and non-government sectors about policies, programs and services for children up to 12 years of age. The plan is underpinned by 6 building blocks, two of which are directly relevant to this project:

- opportunities for children to influence decisions about their lives and their community, and to actively participate in their communities;
- advocacy, promotion and protection of children’s rights;

The [Young People’s Plan 2009-2014](#) is a statement of commitment by the ACT Government to work in partnership with young people and key stakeholders to improve outcomes for young people in the ACT aged 12 to 25 years. The plan seeks to respect, protect and advance the human rights of young people in the ACT.

[The Excellence in Disability Education in ACT Public Schools Strategic Plan: 2010–2013](#) sets out the ACT Government’s commitments to further improve the learning outcomes of students with disability. The Plan notes priority commitments for schools and families to develop strong and positive partnerships to support students.

This curriculum resource will support ACT school policies and guidelines that address issues of [bullying and harassment](#), consistent with the [National Safe Schools Framework 2011](#). It is noted that ACT Education and Training Directorate is reviewing the bullying and harassment policy and other associated policies.

This resource is also complimentary to the [KidsMatter Primary program](#) which is a flexible, whole school approach to children’s mental health and wellbeing for primary schools. KidsMatter operates in 29 ACT primary schools and provides proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy balanced kids.

This project is also aligns with a current [ACT Human Rights Commission](#) project which seeks to paint a picture of the perspectives and experiences of children and young people with a disability about bullying. There are a number of studies that look at bullying, disability, and children and young people, but very few that combine the three issues together. What exists internationally has found that children and young people with a disability are two to three times more likely to be bullied than their peers without a disability. This project aims to give a picture of what is happening locally in the ACT, and will involve an extensive, predominantly school based, consultation process where children and young people will be asked and to provide insights into what they think about bullying, as well as the strategies used to prevent and respond to it. The project aims to get viewpoints, ideas and thoughts, and give children and young people a voice on an issue that affects them. Results will inform recommendations and be published in a report, due for release in July 2012. Isabel FitzGerald is the project officer and would be interested in hearing from children, young people, parents, carers, families and community members who may like to give their perspectives on the issue. Isabel can be contacted on 02 6205 2222 or via email human.rights@act.gov.au.

Attachment B – Disability Awareness Activity Resources

The [Discovering DisAbility and Diversity program](http://www.discoveringdisability.com.au) is a mobile inclusive education experience, developed and designed by Sharon Boyce that promotes the active discovery of disability and diversity through various hands-on activities. The program consists of child based sessions for early childhood (pre-school and childcare), early primary (prep – year 3), upper primary (year 4 – year 7), secondary and after school care. It also includes professional development for teachers. A lecture series has been run the University of Southern Queensland in Toowoomba.

www.discoveringdisability.com.au

The [Whitehorse Disability Awareness Kit for Primary School Teachers](http://www.whitehorse.vic.gov.au) (Victoria) is a guide and tool to support primary school teachers to conduct disability awareness sessions in their classrooms. It is a guide to teaching students about disabilities and creating awareness and positive attitudes towards people with disability. It is aimed at students in grades 4-6, but some of the activities may be suitable for younger grades. The Kit originated from a Disability Awareness Project in 2005 conducted by the City of Whitehorse. The project aimed to:

- Increase the awareness and understanding by young people of disability issues and people with disability living within their local communities.
- Encourage schools to embrace disability awareness and inclusion as a part of their core curriculum.

The project had the following components:

- The presentation of disability awareness sessions in primary schools by young people with disability.
- The production of the resource kit to enable primary schools to continue with disability awareness sessions as part of their curriculum.

www.whitehorse.vic.gov.au

The [Civics and Citizenship Education Website](http://www.curriculum.edu.au/cce) (DEEWR) contains resources, information, activities and links for teachers, students and parents involved in civics and citizenship education. The website is sponsored by the Australian Government Department of Education, Employment and Workplace Relations, and maintained by Curriculum Corporation. The website includes activities on [human rights and disability](#), disability and the law and taking action regarding the Disability Discrimination Act.

www.curriculum.edu.au/cce

The [Scouts in Action Week 2011](http://www.scoutsinactionweek.com) website is a resource of ideas to be used by leaders for educating scouts about disability. The activities have an emphasis on experiencing disability.

www.scoutsinactionweek.com

The [Count Us In! Curriculum Support Package](#) (Western Australia) designed and developed by an education specialist in consultation with Western Australia's education and disability sectors, is

practical, informative and comprehensive and can be integrated into all areas at all levels of schooling from Kindergarten to Year 12.

The package contains five separate booklets, a DVD, a CD-rom version and an online link for a photo library and guest speaker database. One of the booklets provide information and resources to support teachers in the classroom responding to students' questions, beliefs and attitudes about disability. The other four booklets provide curriculum support materials for each phase of schooling: early and middle childhood, early and late adolescence.

Each year the Count Me In Awards recognise Primary and Secondary schools that have improved access and inclusion for students, staff and family members with disability. Nominations open mid-year.

www.disability.wa.gov.au/forcommunity/schools.html

The [Bar None Community Awareness Kit for Schools](#) (Victoria) provides information and curriculum support for teachers to enhance their knowledge and understanding of disability, create a welcoming, inclusive school community and foster a culture of openness and discussion around disability.

The Kit is comprised of a number of components including:

- A *DVD* which showcases a number of young people with disability and their families, teachers and principals. It highlights the skills, aspirations and contributions that all students with disability make to their school and wider communities.
- A *Teacher Information Booklet* which provides teachers with general information and aims for a broad-brush understanding of some key issues related to disability. This includes key statistics, definitions and some suggestions for practical ways to create welcoming classrooms.
- *15 Curriculum Units* that are mapped to the Victorian Essential Learning Standards and include practical and engaging classroom activities for teachers to incorporate into their teaching and learning programs. While the units target teachers of Prep to Year 8, there are ideas and techniques that can be used by all teachers.
- A *Train the Trainer Module* that provides teachers with support regarding the use and practical application of the Kit in their teaching and learning programs.
- A *Guest Speaker Database* that provides contact details of organisations who visit schools to speak on disability in general or specific impairment types.

www.officefordisability.vic.gov.au/bar_none_kit_for_schools.htm

[Just Like You!](#) (NSW) is a disability awareness program for primary school children, designed to build understanding, acceptance and tolerance. The program was designed by the Cerebral Palsy Alliance and piloted in 2006. The aim is to show school students that people with disability are the same as everyone else - they are 'just like you'. The Just Like You! program comprises 2 x 90 minute sessions presented on a class-by-class basis. Two people present each session, one of whom has a disability. The sessions cover understanding of the word disability, the power of language, types of disability and communicating with a person with disability.

The program is mapped to the NSW school curriculum - Stage 3 (Years 5 and 6) Human Society and its Environment and Personal Development, Health and Physical Education.

www.cerebralpalsy.org.au/our-services/education-and-consultancy/just-like-you

[Who's Included](#) (TAS) is a teaching resource designed to assist teachers in the promotion of disability issues through the curriculum. Materials include a guide to thinking about language/communication; a series of quotes and excerpts which provide a vehicle for discussion regarding the international, national and local social context; a planning model which demonstrates how a disability perspective can be provided through the broader curriculum; and additional resources and contacts for teachers.

www.discover.tased.edu.au/whosincluded/Default.htm

The [Natural Supports Project](#) (US – University of Wisconsin) provides mini-grant packages comprised of funding, ongoing technical assistance, and practical resources, to increase the capacity of schools and communities to support youth with disability in accessing school and community opportunities that lead to the same relationships, work- and volunteer-related experiences and community opportunities as their peers. Schools and communities throughout Wisconsin have explored an array of innovative ideas and strategies to provide natural supports to youth with disability. This grant project is designed to discover and promote effective, natural ways of providing supports across a variety of different school, work, and community opportunities.

www.waisman.wisc.edu/naturalsupports/index.php

[All kids can!](#) is a US based disability awareness program that helps students of all ages learn attitudes of acceptance, dignity and respect toward all people, especially those with disability. The program has a disabilities awareness curriculum available for \$20, which includes: curriculum for grades K-3 & 4-6, 2 videos, and suggestions about implementing a program in schools.

The website includes a competition for individuals, classes and other groups where entries are judged on the effectiveness of the project and its positive impact on understanding and respecting people with disability. Winners receive a plaque and cash donation to be given to a program of their choice that encourages respect and inclusion of people with disability, and will be featured on the All Kids Can! Website Hall of Fame.

www.allkidscan.com

[Friends who care](#) (US) is a disability awareness program for elementary students, developed by Easter Seals and sponsored by Friendly's Ice Cream in the US. The program consists of seven units of 45 minutes, comprising lessons and hands on activities to help students learn more about vision, hearing, physical disabilities, learning disabilities, intellectual disabilities and autism. Materials include pre and post program attitude surveys for students, a teacher's guide, activity sheets, guest speaker guidelines, a program bookmark and an ice cream coupon for students successfully completing the program.

www.easterseals.com

[Third Grade Disability Awareness Program](#) (US) is a partnership between Riverside school, New York and the Catskill Center for Independence. In this program third grade school students, teachers and the school principal experienced one day in a wheelchair. The program involved an exercise on understanding disability and accessibility vocabulary, a pre-wheelchair writing assignment to capture feelings and opinions, a student journal identifying challenges from the experience, the making of a “day in the life” film, an adaptive technology invention project, having a guest speaker with disability, an on site-survey of the school, letter writing and presentation of data to authorities, student issued parking tickets, research on access solutions, fundraising to address access barriers and selection of accessible playground equipment.

www.people.hofstra.edu/alan_j_singer/docket/docket/11.2.26_Third_Graders_Campaign.pdf

Bibliography

- Anastasiou, D. & Kauffman, J. "A Social Constructionist Approach to Disability: Implications for Special Education" *Exceptional Children*, Vol. 77, No.3, pp 367-384.
- Antonak, R. & Livenh, H. "Measurement of attitudes towards persons with disabilities" *Disability and Rehabilitation*, 2000, Vol. 22, No. 5, pp 211-224.
- Australia Government Department of Education, Employment and Workplace Relations. *State of Australia's Young People: A Report on the social, economic, health and family lives of young people*. 2009. www.deewr.gov.au/Youth/OfficeForYouth/Documents/StateofYoungPeople.pdf
- Australia Government, *National Disability Strategy 2010-2020*. www.fahcsia.gov.au/sa/disability/progserv/govtint/nds_2010_2020
- Campbell, J. Gilmore, L. Cuskelly, M. "Changing student teachers' attitudes towards disability and inclusion" *Journal of Intellectual & Developmental Disability*, December 2003, Vol. 28, No. 4, pp 369-379.
- Carter B. & Spencer, V. "The Fear Factor: Bullying And Students With Disabilities", *International Journal Of Special Education*, Vol 21, No.1 2006
- Carter, EW. Swedeen, B. & Kurhowski, C. "Friendship Matters: Fostering Social Relationships in Secondary Schools" *TASH Connections*, November - December 2008, pp 9-14.
- Cheng, K. & Beigi, A. 'Addressing students with disabilities in school textbooks', *Disability & Society*, 2011, Vol. 26, No. 2, pp 239-242.
- Easter Seals Disability Services "Friends Who Care: Disability Awareness Curriculum" Easter Seals Inc., 2009.
- French, S. "Simulation Exercises in Disability Awareness Training: A Critique" *Disability, Handicap and Society*, 1992, Vol. 7, No. 3.
- Gannon, S. & McGilloway, S. "Children's attitudes towards their peers with Down Syndrome in schools in rural Ireland: An exploratory study" *European Journal of Special Needs Education*, November 2009, Vol. 24, No. 4, pp 455-463.
- Graham, L.J. and Spandagou, I. 'From vision to reality: views of primary school principals on inclusive education in New South Wales, Australia', *Disability & Society*, 2011, Vol. 26, No. 2, pp 223-237.
- Grenwolge, C. Zhang, D. Landmark, L. "Comprehensive Leadership Training for Youth with Disability. A New and Improved Youth Leadership Forum Model" *Teaching Exceptional Children*, March-April 2010.
- Hall, E.W "The Effects of Disability Awareness Trainings with Carer and Technical Educators Teaching in High Need Rural Schools" *Rural Special Education Quarterly*, 2007, Vol. 26, No.3.
- Hein, S. Grumm, M. Fingerle, M. "Is contact with people with disabilities a guarantee for positive implicit and explicit attitudes?" *European Journal of Special Needs Education*, November 2011, Vol. 26, No. 4, pp 509-522.

Hodkinson, A. "Inclusive education and the cultural representation of disability and Disabled people: recipe for disaster or catalyst of change? A examination of non-primary school children's attitudes to children with a disability" *Research in Education*, No. 77.

Jacques, N. Wilton, K. & Townsend, M. "Cooperative learning and social acceptance of children with mild intellectual disability" *Journal of Intellectual Disability Research*, February 1998, Vol. 42, Part 1, pp 29-36

Leyser, Y. & Price, S. "Improving Attitudes of Gifted Children toward the Handicapped." *Education* 105.4 (1985): 432-437

Lohrmann, S. "Elementary Education Teachers' Beliefs About Essential Supports With Developmental Disabilities Who Engage in Challenging Behaviours" *Research & Practice for Persons with Severe Disabilities*, 2006, Vol. 31, No. 2, pp 157-173

McDougall, J. DeWit, D.J. King, G. Miller, L. & Killip, S. "High School-Aged Youths' Attitudes Toward their Peers with Disabilities: the role of school and student interpersonal Factors", *International Journal of Disability, Development and Education*, (2004) Vol. 51, No. 3, pp 287-313

McLean, M.A. "Teaching about disability: an ethical responsibility?" *International Journal of Inclusive Education*, September – November 2008, Vol. 12, No. 5-6, pp 605-619.

Murray, C. Wren, C. Stevens, E. Keys, C. "Promoting University Faculty and Staff Awareness of Students with Learning Disabilities: An Overview of the Productive Learning u Strategies (PLuS) Project" *Journal of Postsecondary Education and Disability*, 2009, Vol. 22, No. 2, pp 117-129.

Novak, J. "Learning through service: a course designed to influence positively students' disability-related attitudes" *Journal of Education for Teaching*, February 2010, Vol. 36, No. 1, pp 121-123.

Owen-DeSchryver, J. Carr, EC. Cale, S.I. "Promoting Social Interactions Between Students With Autism Spectrum Disorders and Their Peers in Inclusive School Settings" *Focus on Autism and Other Developmental Disabilities*, Vol. 23, No. 1

Prior W. "Teaching about Human Rights" *Ethos*, June 2009, Vol. 17, No.2, pp 18-21.

Rillotta, F & Nettlebeck, T. "Effects of an awareness program on attitudes of students without an intellectual disability towards persons with an intellectual disability" *Journal of Intellectual and Developmental Disability*, March 2007, Vol. 32, No. 1, pp 19-27.

Schwartz, D. Blue, E. McDonald, M. Giuliani, G. Weber, G. Seirup, H. Rose, S. Elkis-Albuhoff, D. Rosenfeld, J. and Perkins, A "Dispelling stereotypes: promoting disability equality through film", (2010) *Disability & Society*, Vol. 25, No. 7, pp 841-848

Scior, K. "Public awareness, attitudes and beliefs regarding intellectual disability: A systematic review" *Research in Developmental Disabilities*, 2011, Vol. 32, pp 2164-2182.

Shakespeare, T. "Cultural Representation of Disabled People: Dustbins for Disavowal?" *Disability and Society* 9.3 (1994): 283–291

Sider, K. "Third Graders Campaign as Disability Advocates" *Social Studies and the Young Learner*, Vol. 23, No. 2.

Slee, P. Lawson, M. Russell, A. Askill-Williams, H. Dix, L. Owens, L. Skrzypiec, G. Spears, B "Kids Matter Primary Evaluation Final Report" Centre for Analysis of Educational Futures, Flinders University South Australia, 2009.

Tait, K. & Purdie, N. "Attitudes Toward Disability: Teacher education for inclusive environments in an Australian university", *International Journal of Disability, Development and Education*, 2000, Vol. 47, No. 1, pp 25-38

Taylor, J. & Palfreman-Kay, J.M. "Helping Each Other: relations between disabled and non-disabled students on Access programmes" *Journal of Further and Higher Education*, 2000, Vol. 24, No. 1.

Yona, L. & Price, S. "Improving Attitudes of Gifted Children Toward the handicapped" *Attitudes or Gifted Children Education*, Vol. 105, No. 4.

World Health Organisation & the World Bank. *World report on disability*. 2011.

www.who.int/disabilities/world_report/2011

References

- ⁱ Australia Government Department of Education, Employment and Workplace Relations (2009).
- ⁱⁱ Australia Government. *National Disability Strategy 2010-2020*.
- ⁱⁱⁱ Carter B. & Spencer, V. (2006)
- ^{iv} World Health Organisation & the World Bank. (2011)
- ^v Hodkinson, A. (2007)
- ^{vi} Shakespeare, T. (1994).
- ^{vii} Rillotta, F. & Nettelbeck, T. (2007).
- ^{viii} Novak, J. (2010)
- ^{ix} Rillotta, F. & Nettelbeck, T. (2007).
- ^x www.bullyingnoway.com.au/issues/disability.shtml
- ^{xi} Jaques, N., Wilton, K. & Townsend, M. (1998)
- ^{xii} Rillotta, F. & Nettelbeck, T. (2007).
- ^{xiii} Leyser, Y. & Price, S. (1985)
- ^{xiv} Rillotta, F. & Nettelbeck, T. (2007).
- ^{xv} Schwartz, D. et al (2010): 841- 848.
- ^{xvi} French, S. (1992)
- ^{xvii} Graham, L. & Spandagou, I. (2011).
- ^{xviii} World Health Organisation & World Bank. (2011).
- ^{xix} Ibid.
- ^{xx} Hein, S. Grumm, M. Fingerle, M. (2011)