Basic Strategies: Meeting Everyone's Needs

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Basic Strategies: Meeting Everyone's Needs

Developed by the
Curriculum and Instructional Materials Center
Oklahoma Department of Career and Technology Education
https://www.okcareertech.org/educators/resource-center

CS1110

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Printed in the United States of America by the
Oklahoma Department of Career and Technology Education
Stillwater, OK 74074-4364

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Basic Strategies: Meeting Everyone's Needs

Introduction

Diversity is the one true thing that we all have in common. Celebrate it every day.

Anonymous

Biased messages can often be transmitted unknowingly. Students come to the classroom with many of their own biases. So do teachers and administrators. Educators must be aware of unconscious biases that can impact their own expectations of student ability and achievement. It is important that teachers make every effort to base instruction and supportive activities on a wide spectrum of views and information, and on sound evidence of the facts. Students will usually perform to their perceived level of expectation, and educators must be sensitive to the diverse learning styles and needs of the students in their classes. Often, assumptions are made about student ability based on traditional ways of measuring achievement and intelligence, which often show evidence of cultural, gender, and disability bias. Obviously, this negatively impacts many students.

Biases are found everywhere—in schools, at work, and in everyday life. We know these biases can have a big effect on a student's performance in school. They also have a huge effect in society. We need to recognize and try to stop these biases in schools. We need to stop them everywhere.

Think about the anonymous quotation found at the top of this page. What does this quote mean to you? What are some ways to celebrate diversity?

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Recognizing Diversity

A New Population—A Diverse Society

For the first time and in a major shift, America's racial and ethnic minorities now make up almost half of the under-5 age group, the census department said in mid-year 2013.

The new census estimates, that represent a picture of the United States as of July 2012, come a year after the Census Bureau reported that whites had fallen to a minority among babies.

According to the Census Bureau, it is estimated that in five years, minorities will make up more than half of the children under 18.

A diverse society refers to the presence in one population of a wide variety of differences—such as cultures, ethnic groups, disabilities, religions, regions, genders, social classes, and races. It has the following characteristics.

- It reflects the diverse nature of our society, both past and present.
- It presents diversity of culture, ethnicity, and customs as strong, positive features of our nation's heritage.
- It presents gender, culture, race, and disability in a way that builds mutual respect and understanding.
- It portrays all people—boys and girls, men and women, whatever their culture—as displaying various human characteristics and emotions.
- It provides a balanced representation of the cultural contributions of all groups.
- It examines the social forces and conditions that operate to optimize or minimize the opportunities for certain groups.
- It examines real problems and real people—regardless of their culture, gender, or disability—and does not focus only on heroes and highlights.

Recognizing Diversity

Diversity Programs in Schools

Due to the ever-increasing diversity, ensuring that multiculturalism happens in schools and classrooms requires the cooperation and buy-in from all the school's groups. This includes everyone from students, administrators, and teachers to school board members, parents, and community leaders.

All these people help determine the climate created within the school and the classroom. They also, both directly and indirectly, influence the degree of success or failure of the school-based diversity program. It is not enough for the administration to urge others to embrace a diversity program because it is the right thing to do. The administration must plan carefully, or the result can be strong resistance from any or all of the groups of people considered the basic building blocks of the school.

Administrative Involvement

The following strategies are often used by school administrators to establish an effective school-based diversity program:

- Build trust among school employees, students, parents, and community leaders.
- Create an open, problem-solving climate in which diversity-related problems are acknowledged and differences are clarified, both within and between groups.
- Assign specific individuals decision-making and problem-solving responsibilities.
- Increase within the school the sense of sharing in diversity goals and objectives.
- Increase each student's diversity awareness and its significance for school effectiveness.

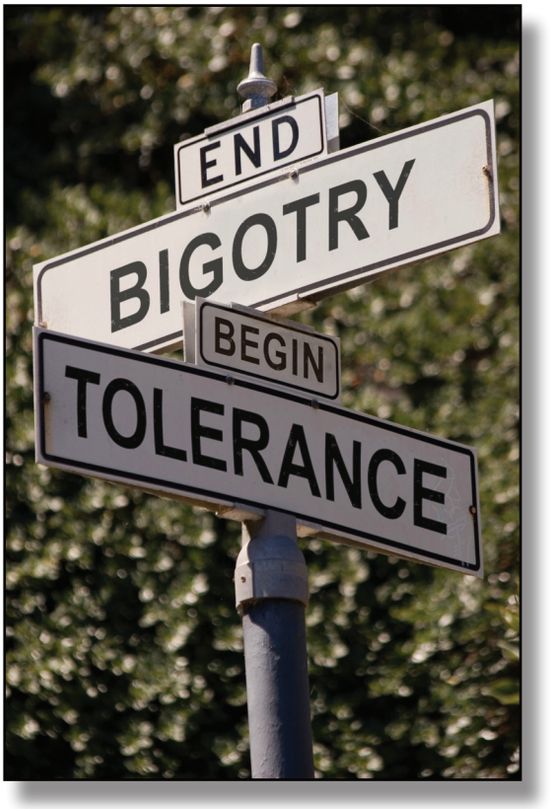
- Work with families who are culturally and linguistically diverse
  - Cultural sensitivity implies an awareness of, respect for, and appreciation of the many factors that influence and shape the values, priorities, and perspectives of both individuals and families
  - Always use culturally-competent interpreters and learn about all culturally relevant variables

- Remember that different cultures may view disability in different ways

Recognizing Diversity

Diversity Programs in Schools

Instructor Involvement



Instructors must be active participants in the planning of their school's diversity program. They play a critical role in implementing the program in their classrooms.

In an inclusive, school-based diversity program, diversity issues are not taught as separate subject area; they are integrated into all areas in a school's curriculum. Each teacher, regardless of subject area, must implement the diversity program using teaching methods and content materials he or she selects.

Some of the methods and strategies used by successful instructors who have implemented effective school-based diversity programs include the following:

- Determine your own sensitivity—the ability to identify and empathize with the feelings, values, and behaviors of others—before you facilitate group activities that allow students to explore these same feelings, values, and behaviors.
- Convey to parents the feelings, values, and behaviors that are expected of students when they are involved in group activities in the classroom.
- Define for students the skills they must learn to use when they are involved in group activities. For example, students must learn to
  - Examine their own attitudes—learn about their own attitudes and how their attitudes were developed.
  - Validate group differences—learn that there will be differences among the values, goals, expectations, and points of view of the various members of a group but that these differences must be seen as valuable to the group.

- Identify group similarities—learn that, despite group differences, there will be common goals among the various members of a group and that the group members must work to identify those common goals.
- Practice advocacy thinking—learn to place one's self in another's shoes, to see a problem from another group member's point of view.
- Validate conflict—learn that conflict can be a creative force that defines problems and encourages open and constructive problem solving if group members use effective techniques to resolve the conflict.

- Practice risk-taking—learn to enjoy exploring new situations and solving new problems.
- Practice active listening with an awareness of both verbal and nonverbal messages and their significance

* Use culturally-responsive teaching that is
  - validating—it makes learning more appropriate by acknowledging and connecting all the parts of every student's life
  - comprehensive—it encompasses the whole student and makes his or her culture completely relevant
  - multidimensional—it includes content and context as well as classroom and teacher relationships; it also includes using all instructional strategies
  - empowering—it gives students the capability to succeed as learners
  - transformative—it makes use of all the cultures of all students when teaching
  - emancipatory—it brings the joy of learning to all students by including all cultures equally in learning

Recognizing Diversity

Stereotyping and Bias

A critical challenge facing educators today is that of choosing textbooks and other instructional materials to meet the needs of an increasingly diverse population. It is important to make sure that the materials include representation of the variety of groups and individuals that make up our pluralistic society and that their inclusion is done in a non-biased manner. Districts can make this possible by establishing written guidelines that include standards for equity to be used by curriculum committees when selecting instructional material and textbooks.

Bias messages are often transmitted unknowingly. Biases are manifested when student interaction is limited to curriculum or materials that do not represent people from different cultures or genders, or do not include individuals with disabilities. Inappropriate language and terminology also imply biases.

Six forms of bias have been identified in classroom materials.

- **invisibility**—the absence or under-representation of specific groups. Absence implies that members of these groups are less valued, important, or significant in our society.
- **stereotyping**—depicts members of any cultural group, gender, or individuals with disabilities in strictly traditional or rigid roles or assigned restricted attributes.
- **selectivity/imbalance**—content which highlights the perspectives or contribution of only one group and totally or partially omits others.
- **misconception**—does not represent members of any cultural group, gender, or individuals with disabilities and minimizes their issues, events, problems, or concerns.
- **fragmentation/isolation**—places the contributions, issues, and concerns of non-dominant groups in an exclusive section or in their own chapter. This minimizes the importance of the information.
- **linguistic**—omission of diverse names, using only feminine or masculine pronouns, or using incorrect terminology.

Due to cultural and/or linguistic barriers, students may be over or under represented in special education and/or English language lesson programs.

- A language barrier does not constitute a learning disability.
- Being raised in a different culture may cause awareness differences and thus does not constitute a learning disability. Instructional learning scenarios and examples must encompass all cultures. For example, math word problems using agricultural scenarios may confuse those students not raised in a rural setting. The same could be said of scenarios using urban settings with rural students.

Recognizing Diversity

Biasing Elements

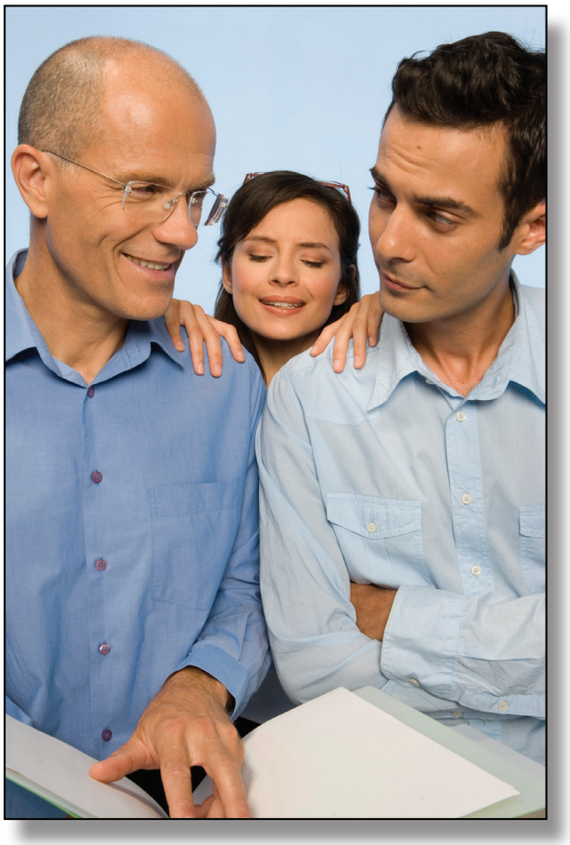
Educators must be aware of biasing elements that may exist within curriculum and materials. A "biasing element" is any aspect of language content within the context in which it appears—which might create or reinforce a prejudice against a group of people, an uncalled-for stereotype of a group of people, or values contrary to current notions of equality and equity among people. There are three types of biasing elements:

- **slurs**—words, statements, modifiers, or innuendoes that are derogatory toward, insulting to, or disrespectful of a group or member of a group.
- **stereotypes**—failure to note a wide range of differences among individual members of a group and erroneously expressing the notion that all or nearly all group members are the same when they are not.
  - occupational roles—portraying individuals as unemployed, athletes, or in low-wage/low-skill types of occupations based on minority status, gender, or disability For example, African Americans are often portrayed as athletic while Asian Americans are portrayed as intelligent. For people to believe everything is possible, it is important for all groups to be portrayed in all areas.

  - family/school roles—attributing certain household tasks to one gender or the other, assigning minority groups to specific types of communities (Native Americans live on reservations, etc.), or classifying groups of individuals by perceived ability rather than actual ability. For example, Asian Americans are portrayed as serious students who enroll in advanced classes and study music. Once again it is important to show everyone in all possible roles.
  - personality traits—characterizing members of a specific group as having certain attributes (upper income people are snobs; persons with disabilities are loners, etc.)

- physical characteristics/appearance—categorizing members of a specific group as dressing, looking, speaking, walking, or behaving a certain way. Hispanic students are often portrayed as gang members who dress and act like hoodlums.

* **erroneous group representation**—when two or more groups are implied or specified in the material.
  - over-representation—the presence of more members of a group than the content suggests should be present.
  - under-representation—the absence of a group when the content suggests it should be present or treating a group present as insignificant.
  - segregation—an artificial separation of one group from another.



The explanation of biasing elements, beginning on page 13, can be used to increase awareness of the biases and stereotypes often found in curriculum and every day materials.

Recognizing Diversity

Racial/Ethnic Biases and Stereotypes

- To associate a given racial/ethnic group with a particular activity.
- To associate a particular group with only one or two geographical locales and/or settings.
- To limit social relationships between people of different ethnic/racial groups.
- To portray consistently ethnic/racial groups in stereotypical traditional dress.
- To portray ethnic/racial groups as superior or inferior in any of the following:
  - Contributions to Society
  - Intelligence
  - Education
  - Leadership Ability
  - Emotional Stability
  - Morality
  - Honesty
  - Physical Appearance
  - Industriousness
  - Physical Capabilities
  - Social Institutions
  - Social Structures
  - Social Organizations

- To imply that racial/ethnic groups should not socialize with others in the workplace by including pictures of segregated groups.
- To convey negative qualities through comparison of appearance.
- To omit or diminish other ethnic minorities in historical and biographical references for their achievement.
- To depict mostly European women when the leadership achievements of women are shown instead of selecting a multicultural variety of achievers.

- To depict continuously one characteristic and/or trait to the exclusion of multicultural ones
- To portray minority ethnic groups mostly in subservient roles.
- To include information and insight about minorities and women in separate units or lessons only.
- To portray minority ethnic groups only in the context of their ethnicity rather than as individuals.
- To show minorities and women as peripheral characters in text or illustrations.

Recognizing Diversity

Socioeconomic Biases and Stereotypes

- To imply that people who have higher incomes are better than people who have lower incomes.
- To imply that material possessions determine economic status.
- To use dress to denote one's social status.
- To imply that manners/ etiquette denote one's socioeconomic status.
- To imply that level of education denotes a particular financial status.
- To imply that persons from lower income households don't achieve their goals.

- To portray only middle or high socioeconomic groups enjoying certain activities, sports, or entertainment.
- To imply that only certain ethnic groups achieve higher socioeconomic status.
- To focus on contributions of persons from middle and upper socioeconomic groups.
- To depict individuals from lower socioeconomic backgrounds as criminals. Fails to include "white collar" crime.
- To imply that only individuals from middle and upper socioeconomic backgrounds can be role models.

Recognizing Diversity

Gender Biases and Stereotypes

- To depict women as peripheral and men as the center of activities in illustration or text.
- To depict men as active doers and women as passive receivers or observers.

- To imply that women are less physically able and men more physically able.
- To characterize men as more capable at certain tasks and women as less capable.
- To imply that men and women pursue interests based on gender rather than individual preferences.
- To imply that gender determines one's position, status, and place in society—economically, socially, etc.
- To use the generic "he" to include both males and females when gender is unspecified.
- To use universal male terms when the word is meant to include both genders (mankind, man-made, manpower, forefather).
- To diminish the issue of gender equity by grouping the problems of women and minorities together.
- To omit or diminish the achievement of women in historical and biographical references for their achievements.
- To include historical/contemporary quotes and anecdotes from men more frequently than those from women.
- To consistently use male voices to narrate audio materials.
- To show men as central figures and women as peripheral characters.
- To portray women in subservient or inferior roles.

- To portray consistently males as group leaders and females in subordinate roles.
- To isolate the contributions of females in separate chapters/units, rather than integrating them where appropriate.
- To portray women authority figures only with other women rather than in a gender integrated setting.

Recognizing Diversity

Disabilities Biases and Stereotypes

- To tend to oversimplify and generalize about individuals with disabilities.
- To focus only on the person's disability and not individual strengths and abilities.
- To depict persons with disabilities as not capable of or desiring relationships with persons who are not disabled.
- To suggest different standards of behavior, performance and discipline should be implemented for persons with disabilities.
- To use disabling conditions as a noun (the deaf, the blind, the disabled).
- To refer to people with disabilities as "afflicted by" or "afflicted with."
- To patronizes individuals with disabilities.
- To omit portraying persons with disabilities in workplace illustrations.
- To imply that persons with disabilities are nonexistent.
- To diminish the issues/concerns of individuals with disabilities.
- To portray only people without disabilities as contributors to and makers of history.
- To imply that certain disabilities only occur in certain ethnic groups.

- To imply that persons with disabilities are from low socioeconomic backgrounds.
- To portray persons with disabilities as loners or as only socializing with other people who are disabled.

- To include separate chapters or units about persons with disabilities rather than integrating them where appropriate.
- To depict groups of persons with disabilities always separated from the mainstream.
- To portrays persons with disabilities on the perimeter of activities rather than as active participants.

It is important for everyone to be constantly aware of what is happening around them to ensure that an inclusive attitude is being constantly maintained.

Recognizing Disabilities

What Are Disabilities?

Meeting the individual learning needs and styles of every student or potential employee is challenging. People with disabilities often present more difficult challenges for educators/employers than those encountered when working with people without disabilities.

What is a disability? A disability is defined in the Americans with Disabilities Act of 1990, also known as the ADA. The ADA defines a person with a disability as someone with a physical or mental impairment that substantially limits a major life activity such as hearing, seeing, speaking, thinking, walking, breathing, or performing manual tasks; has a record of such an impairment; or is regarded as having such an impairment. Many disabilities may be obvious, such as a person using a wheelchair or someone who is deaf. Some disabilities are not as obvious, such as learning disabilities.

Barriers Facing People with Disabilities

People with disabilities face different kinds of barriers every day:

- Architectural barriers are physical features that limit or prevent people with disabilities from getting the things and services that businesses offer. They can be buildings and parking lots not equipped for wheelchairs or counters that are too high.
- The way people perceive people with disabilities is also a barrier. This thinking or feeling can limit the potential of people with disabilities. For example, they can include avoidance, fear, insensitivity, and stereotyping.

* There are also barriers that prevent people with disabilities from fully participating in events and activities. This can include the lack of assistive equipment and sign language interpreters.

People with disabilities are—first and foremost—people. They are people who have individual abilities, interests, and needs. People-first language is an objective way of acknowledging, communicating, and reporting on disabilities. It is language, both spoken and written, that focuses on the person, not on the person's disability. In other words, tell what a person has, not what a person is.

A few examples of people-first language are listed below. An internet search will find more complete lists.

Say:	"She has autism."	Not:	"She is autistic."
Say:	"Accessible Parking"	Not:	"Handicapped Parking"
Say:	"He has a brain injury."	Not:	"He is brain damaged."

Recognizing Disabilities

Relating to People with Disabilities

The way we talk to people and talk about people is important. Our words convey the respect we have for other people—including people with disabilities. By using the right language, we can contribute to a society that accepts all people.

People-first language is language, both spoken and written, that focuses on the person, not on the person's disability. It is language that helps us realize that the disability is not the person. Words and phrases that used to be common, but were incorrect or hurtful, should be avoided. These words include cripple, afflicted, and wheelchair-bound. The words and phrases we should use now show respect for the dignity of people with disabilities.

We sometimes make the mistake of thinking that all people with a certain disability, or all people with disabilities, have the same likes and needs, or think and act the same. We also use adjectives as if they were nouns; we speak of "the deaf" or "the blind." This is not appropriate because they do not reflect the individuality of people with disabilities.

When writing or speaking about people with disabilities, it is important to put the person first. Often, the focus is wrongly placed on the disability instead of on the person by naming the disability first. We refer to "blind people" or "a deaf accountant." When we say "able-bodied" or "normal," we are implying, even if not intentionally, that people with disabilities are not "able" or "healthy" or are "abnormal."

Relating to any person who has a disability

- Be sensative.
- Don't stare.
- Give whole, unhurried attention when you're talking to a person who has difficulty speaking. Keep your manner encouraging rather than correcting. When necessary, ask questions that require short answers or a nod or shake of the head.

- Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reaction will guide you to understanding. Be patient and ask questions if there is something you did not understand. Let the person answer for himself or herself. Do not finish the person's sentences.

- Emphasize abilities, not limitations
- Ask before helping, and wait until your offer is accepted. Listen closely to any instructions the person may give.
- Service animals are not pets. Do not distract or pet them.
- Put the person first, not the disability. Use people-first language.
- Treat adults as adults. Don't use the person's first name unless you apply that same familiarity to everyone else.
- Be patient while the person talks or answers.
- Include the person in the conversation if in a group setting.
- Pull up a chair so that you are at eye-level, or stand far enough back so the person doesn't have to look up.
- Recognize that a disability is not a challenge to overcome.
- Recognize that an accomplishment does not become extraordinary simply because it was done by a person with a disability.
- Address the person directly.

Relating to a person who is blind or has a visual impairment

- When greeting the person, introduce yourself and anyone who is with you.
- Speak directly to the person.
- Do not feel awkward using words that relate to sight, such as "Did you get a chance to see that game?" or "See you later!"
- Never leave without excusing yourself first. When you are entering or leaving a room, say so.

Recognizing Disabilities

- If you see someone who may need help navigating across a street, first ask if you can help, and then offer your arm. Do not take the person's arm—this may cause him or her to lose balance.
- Be ready to provide directions. For example, if you're walking together, describe what's ahead such as steps, a corner, other people approaching, etc.

Relating to a person who is hard of hearing or deaf

- Let the person decide how to communicate—sign language, lip-reading, or writing notes.
- Do not shout or speak too slowly. Use a normal tone of voice.
- Speak directly to the person—not to an interpreter or another person.
- Use facial expressions and body language to help communicate.
- Face the person, so he or she can read your lips. But remember that not every person who is deaf can read lips.
- If you need to get the person's attention, gently tap his or her shoulder or wave your hand.
- Be sure to sit in a place that is free from glare.
- Ask the person to repeat what he or she said, if you do not understand.

Relating to a person who uses a wheelchair

- Remember that a wheelchair is not a toy—it is a tool that helps the user participate.
- Never lean on a wheelchair or treat the wheelchair like a piece of furniture. The wheelchair is part of the person's personal space.
- Pull up a chair so that you are at eye-level, or stand far enough back so the person doesn't have to look up.

- While walking beside a person using a wheelchair, give a push only when asked or if your offer to push is accepted.
- Look ahead to identify accessible and inaccessible places along your path. If you're giving directions to someone who will visit you, make sure to identify any physical barriers that could affect the person's travel.

Relating to a person with a learning disability

- Realize that it is not unusual for the person to be occasionally distracted, inattentive, or lose eye contact
- Ask the person how he or she would prefer to communicate.
- Be aware that the person's social skills may be affected by challenges the person has with processing information.

Relating to a person with a developmental disability

- Speak using simple words and clear sentences. Avoid abstract concepts.
- Break larger concepts into smaller, easier-to-understand parts as a way to help the person understand.
- Never talk down to the person or use "baby talk." Model your speech on the vocabulary and pace of the other person's speech.
- Do not make decisions for the person.
- Be patient and allow time for the person to make a decision.

Relating to a person with mental illness

- Learn more about the person's diagnosed mental illness.
- Do not confuse mental illness with a person's level of intelligence.
- Realize that some people who have mental illness may overreact.

Recognizing Disabilities

What You Can Do to Remove Barriers

- Do not park in accessible parking; recognize that it is needed to make the areas available for everyone.
- Encourage people with disabilities to participate in your activities by using accessible meeting and event sites.
- Campaign for a barrier-free environment; support companies whose products or businesses are accessible.
- Speak up when negative words or phrases are used about disability.
- Support movies and television shows that portray someone with a disability as a “regular person.”
- Accept people with disabilities as individuals capable of the same needs and feelings as yourself.
- Always be inclusive in both work and social settings.

Recognizing Disabilities

Identifying Needs

Approximately ten percent of student's have disabilities. For those students there are three pieces of legislation/laws that are important. They are the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Improvement Act (IDEIA) 2004. These federal laws protect the rights of individuals with disabilities and guarantee equal treatment in school and the workplace.

These pieces of legislation are each described below.

Section 504 of the Rehabilitation Act of 1973—Section 504 is a national civil rights law that protects the rights of individuals with disabilities. It ensures that an individual who has a disability identified under the law receives appropriate accommodations that facilitate access to an education and/or work environment. These rights are extended for elementary, secondary, postsecondary education and work.

While Congress intended Section 504 to be consistent with the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 is more encompassing. Section 504 covers students, parents, employees, and other individuals with impairments. The Section 504 definition of an impairment is much broader, including any physical or mental disability that substantially limits one or more major life activities, including, but not limited to, learning. For public schools, Section 504 covers all students who meet this definition. The identification for Section 504 services must be based upon evaluations and conducted by a team of individuals knowledgeable about the student. Students who qualify for Section 504 may require accommodations through a Section 504 Accommodations Plan developed by the school's 504 Team. Students who qualify for Section 504 services do not automatically qualify for special education under IDEIA.

Section 504 is designed to provide equal access and fairness for general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan. A student is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities, in this case, learning.

Major life activities, as defined in the Section 504 regulations, include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Additional examples of major life activities include eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. This list is not exhaustive and other functions can be major life activities for purposes of Section 504.

Services for secondary students who have disabilities under this definition are very similar to those provided to students who qualify for special education. An accommodation plan is developed and implemented if necessary for the individual to participate.

ADA (Americans with Disabilities Act)—The ADA (1990) is a federal, civil rights law that provides protection and eliminates discrimination for all individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It defines a person with a disability as someone with a physical or mental impairment that substantially limits a major life activity such as hearing, seeing, speaking, thinking, walking, breathing, or performing manual tasks; has a record of such an impairment; or is regarded as having such an impairment. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications. These rights are extended for elementary, secondary, postsecondary education and work. .

IDEA and IDEIA (Individuals with Disabilities Education Improvement Act)— The IDEIA of 2004 has increased the focus of special education from simply ensuring access **to** education to improving the educational performance of students with disabilities and aligning special education services with the larger national school improvement efforts. It changed the way public schools refer, evaluate, identify, serve and discipline students with disabilities. IDEIA

Recognizing Disabilities

incorporates most of the No Child Left Behind Act requirements for students with disabilities and emphasizes school accountability for ensuring they have access to, and are successful in, the general education curriculum.

This law defines eligible students as those who have certain specific types of disabilities and who, because of those conditions, need special education (specially-designed instruction) and related services in order to benefit from their education. IDEIA provides aid to states to help ensure a free, appropriate public education for students with disabilities. Each student is provided with an Individualized Educational Plan (IEP), developed to ensure that he or she has a disability identified under the law, is attending an elementary or secondary educational institution, and being provided specialized instruction and related services.

IEP (Individualized Education Program)

An Individualized Education Program (IEP)

- Is for a child with disabilities that impact learning.
- Is a written agreement.
- Outlines the services that will be received and where they happen
- Describes the goals the team sets for a child during the school year.
- Describes any special support the child will need to help achieve the goals.

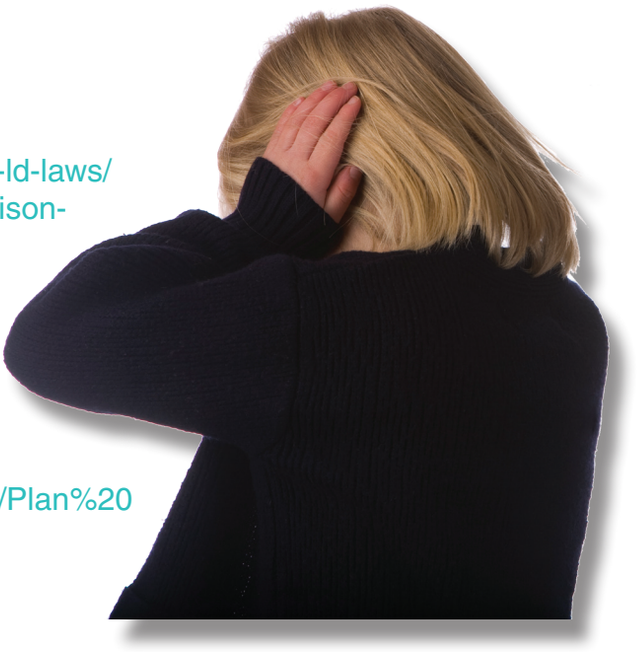
- May be requested by either the school or parent at any time.
- Necessitates a collaborative team process involving parents, teachers, and professionals.
- Is developed, reviewed, and revised annually.

A child with disabilities might be eligible for special services that provide individualized education programs in elementary and secondary public schools, free of charge to families. Most students who have identified disabilities will have an IEP. The IEP will include specific modifications and/or accommodations that classroom teachers need to provide for the student in the general education setting. All teachers who work with the student should have access to the IEP.

The IEP is required to address ALL of a child's needs that are related to the disability. In addition, an IEP also provides the child and the child's family with more rights and protections than 504 plans.

IDEA vs Section 504

These two programs are very confusing to many people, but it is important for everyone to understand that students have different rights under each one. They are not the same even though they do seem to overlap.



These websites explain the differences.

National Center for Learning Disabilities

http://www.ncld.org/disability-advocacy/learn-ld-laws/adaaa-section-504/section-504-idea-comparison-chart

Section 504: An Online Tutorial

http://sss.usf.edu/504tutorial/Module6/Comparison.html

The Goldberg Center for Educational Planning

http://www.edconsult.org/Portals/41331/docs/Plan%20Comparison%20IEP%20vs%20504.pdf

Recognizing Disabilities

Disability Categories

Most often students with disabilities are those who qualify for special education services and who meet the criteria under one or more of the disability categories. The categories of disabilities under the **Individuals with Disabilities Education Improvement Act (IDEA)** are:

- **autism/autism spectrum disorders**—a developmental disability that significantly affects verbal and nonverbal communication and social interaction. It is generally evident before age three and it adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

- **deaf-blindness**—concomitant hearing and visual impairments that cause such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness
- **deafness**—hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects educational performance
- **developmental delay**—for a child age 3–9, a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.
- **emotional disturbance**—a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
  - an inability to learn that can't be explained by intellectual, sensory, or health factors
  - an inability to build or maintain satisfactory relationships with peers and teachers

- inappropriate behavior or feelings under normal circumstances
- widespread mood of unhappiness or depression
- tendency to develop physical symptoms or fears associated with personal or school problems.

This category includes schizophrenia, but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

- **hearing impairment**—an impairment in hearing that adversely affects a child's educational performance but is not included under the definition of "deafness."
- **intellectual disabilities**—an intellectual disability involving significantly below average general intellectual and adaptive functioning that is manifested during the developmental period. These students have significant delays in academic skills.
- **multiple disabilities**—simultaneous impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that can't be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

- **orthopedic impairment**—a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomalies, by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (cerebral palsy, amputations, and fractures or burns that cause contractures).
- **other health impairment**—having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems and adversely affects a child's educational performance.
- **specific learning disabilities**—a disorder in one or more of the processes needed to understand or use spoken or written language. This may affect the ability to listen, speak, read, write, spell, or do mathematics.

Recognizing Disabilities

- **speech or language impairment**—a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance
- **traumatic brain injury**—an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.
- **visual impairment including blindness**—an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness

The severity of the disability and how the disability manifests itself is unique to every individual with a disability.

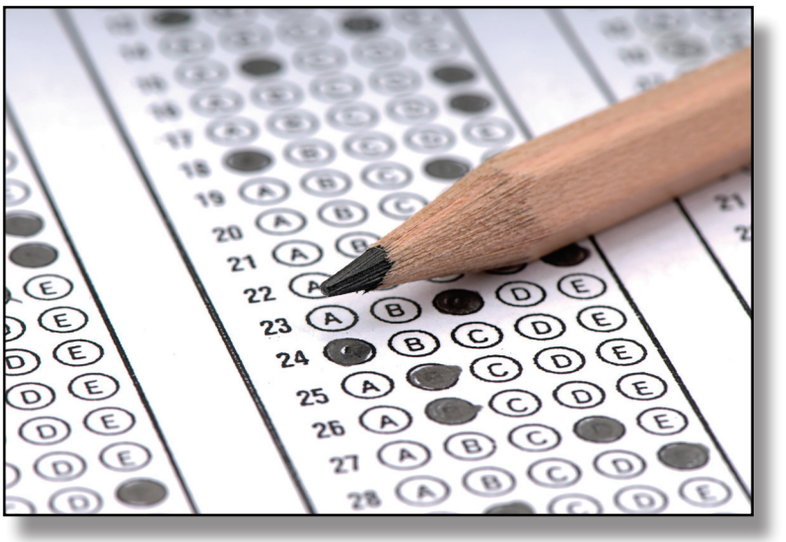
Recognizing Disabilities

Modifications and Accommodations

Regardless of whether the individual has an IEP or an accommodation plan, a student may require modifications and/or accommodations to classroom activities and assignments. The differences between modification and accommodations are described below.

modifications—Alterations made to instruction, assessment, response method, location and any other aspects which fundamentally **changes** the construct of the curriculum; it changes the standard or learning expectation of the course or assessment. **A modification alters content knowledge expectations**.

accommodations—Changes made to instruction, assessment, response method, location and any other aspects which help the student fully access the general education curriculum **without changing** the instructional content. It allows the student to demonstrate what he or she knows. It changes the way instructional content is accessed and/or delivered. **An accommodation does not alter what the student is expected to learn**.



The term **adaptation** is sometimes used as a synonym for accommodation, sometimes as synonym for modification, and sometimes for something in between the two. The meanings appear to be regional.

Students eligible under IDEA may have both modifications and accommodations. Section 504 students may have only accommodations.

The modifications required to assignments and activities for a student will be stated on the student's IEP. Modifying a classroom assignment or activity means that certain aspects of the assignment or activity are altered to a certain extent or degree to allow the student to acquire or demonstrate acquisition of skills. It does not mean that the assignment or activity is modified so much that the integrity or intent of the assignment or activity is compromised. However, it may mean using alternate curriculum and/or materials to teach the course content to the student. The following are some suggested modifications and accommodations that can be made for an individual with a disability.

REMEMBER: When determining which modification to apply, one should take into account not only the individual's needs but also the purpose of the assignment or activity. These modifications cannot be applied to every individual or to every situation.

Accommodations and Modifications in Presenting Content

The following are **Accommodations**

- Highlight important text and main points
- Provide the student with an outline of upcoming classroom lectures and notes.
- Have paper notes for the student to copy from instead of from the board or overhead.

- Provide the student with an audio or video file of lectures for individual review.
- Emphasize major points in lectures by using handouts, maps, and charts.
- Speak more slowly when lecturing.
- Use visual or audio materials (tapes, records).
- Use individualized learning centers, resource room, or learning packages.
- Provide laboratory, "hands-on," or learning-by-discovery experiences.
- Use programmed learning or self-checking materials.
- Allow more time for oral responses.
- Use independent study experiences.

The following are **Modifications**

- Reduce the amount of reading material

The following can be either an **Accommodation** or **Modification,** depending on how it is used or the course content.

- Allow a teacher aide or volunteer to take notes for the student.
- Allow a classroom peer to make copies of their notes for the student.

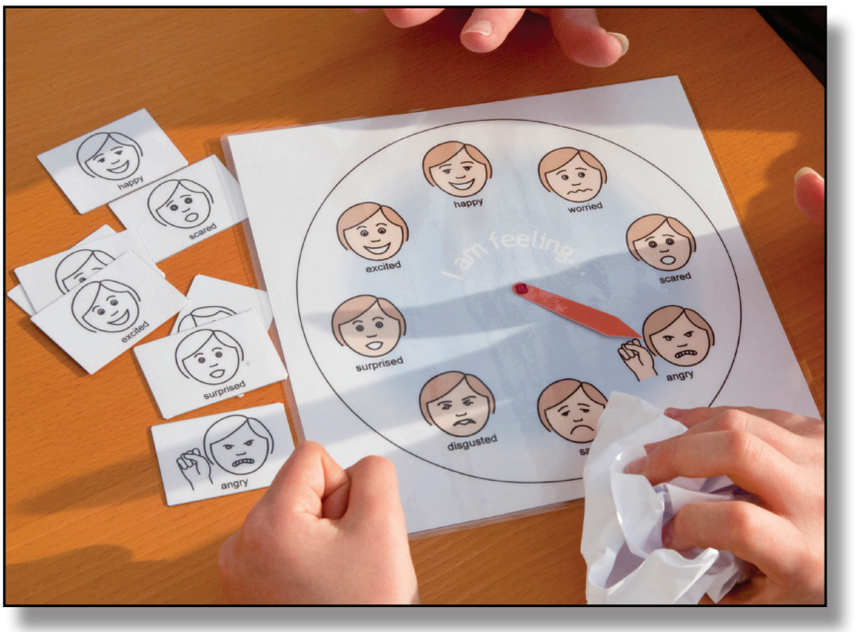
Recognizing Disabilities

Accommodations and Modification to Assignments

The following are **Accommodations**

- Provide course syllabus or outline.
- Use progress charts, informal individual feedback interviews, etc.
- Give instructions through several channels (written, oral, demonstration, etc.).
- Brief the student on key points before starting an assignment.
- Underline/outline major points in the general assignment.
- Use a calculator or math sheets
- Provide alternative supplementary materials to the general text (workbook, edit).
- Use different formats to teach the same content (puzzles, games, audio, etc.).
- Reduce the length of the regular assignments.
- Use adaptive equipment or facilities (jigs, ramps, etc.).

- Allow student to print rather than write in cursive.
- Repeat instructions or provide more detailed directions.
- Reduce the amount of homework and/or other reading material.
- Allow more time for assignments.
- Break the assignment into a series of smaller assignments.
- Extend the time limits—allow more time for exam.
- Allow parent or other adult to sign off on homework after a certain amount of time is spent working on it.
- Use interest checklists or informal interviews to determine student interests.
- Share remediation or reinforcement materials from other teachers.
- Provide study aids (hints, cue cards, spelling list, guides, calculators, etc.).
- Allow peer tutoring or group work
- Use color-coded materials/ textbooks.
- Use recorded materials and texts.



The following are **Modifications**

- Reduce the readability of the general assignment (physical format, shorter sentences, spacing, reduced reading level, etc.).
- Change the format of the instructional materials.
- Reversals and transpositions of letters and numbers should not be marked as wrong if they are a manifestation of the student's identified disability. Instead, reversals or transpositions should be pointed out for correction.
- Modify grading; allow oral essays and/or limit the amount of writing.
- Allow the student to demonstrate acquisition of skills by performing the skills or completing "hands-on" or physical assignments.

- Allow the student to give oral presentations, reports, projects, role-play, etc.

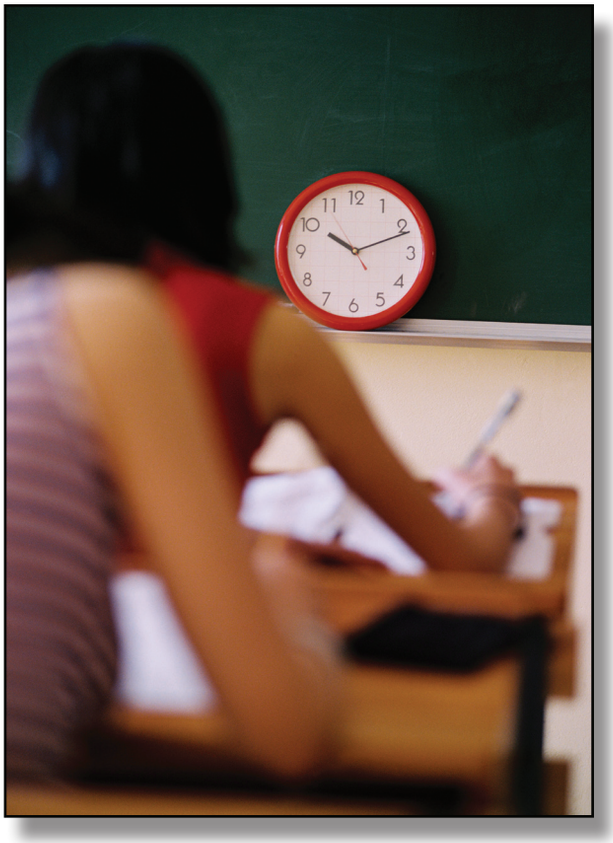
The following can be either an **Accommodation** or **Modification,** depending on how it is used or the course content.

- Use individual learning packages with clearly stated objectives.
- Reduce the length of the assignment (making sure all necessary content is covered).
- Extend the time limits—allow more time for completing assignment.
- Provide materials that are programmed or that can be self-checked.

Accommodations and Modification to Examinations

The following are **Modifications**

- Reduce the number of exams required for the individual to take.*
- Reduce the length of the exam (making sure all necessary content is covered).



- Use more objective items (fewer essay responses).
- Give an open book test
- Allow the student to complete a take-home test. It may be specially designed, rather than exactly like in-class examinations.
- Substitute an assignment for a test.
- Modify grading for example, grade student on subject knowledge, not spelling, grammar, etc., unless it is pertinent to what the student is being tested for.
- Provide a word bank for completion items.

The following are **Accommodations**

- Identify alternative means for demonstrating skills and measuring progress.*
- Administer sections of the exam in intervals.

- Allow student to record test answers rather than write them.
- Use more objective items (fewer essay responses).
- Have a resource room available for assistance
- Use a calculator or math sheets

The following can be either an **Accommodation** or **Modification,** depending on how it is used or the course content.

- Give the exam orally.
- Extend the time limits—allow more time for exam.

* These modifications/accommodations would not be appropriate for high-stakes testing such as competency testing, licensure tests, etc. The licensing agency should be contacted to determine acceptable accommodations and necessary documentation to demonstrate the student's need for specific accommodations. These accommodations should be discussed with the IEP team or with the accommodation team and included on the student's IEP or accommodation plan.

Modifications for Evaluation of Student

- Use a pass/fail system to evaluate the student.
- Use a pass/fail system for attendance.
- Give student credit if his/her work is commensurate with his/her ability. Give a failing grade if effort is not present.

Recognizing Disabilities

Specific Behaviors and Accommodations

Students often manifest certain behaviors as a result of their disability, and these behaviors must be accommodated. Accommodating a student for certain behaviors means to adjust the environment, methods of teaching, or methods of presenting information to eliminate or compensate for a particular behavior. Some suggested accommodations for specific behaviors students may exhibit are listed below.

REMEMBER: The accommodations necessary for an individual to participate in a situation will be stated on the student's IEP or accommodation plan and are based on individual need. They cannot be applied to every individual or to every situation.

Behavior Exhibited: Difficulty sustaining effort and accuracy over time.

- **Suggested Accommodations/Modifications**
  - Increase the frequency of positive reinforcements. Provide immediate feedback when you observe the student doing something well.

Behavior Exhibited: Difficulty following a plan (student has high aspirations or goals but lacks follow-through).

- **Suggested Accommodations/ Modifications**
  - Assist student in setting long-range goals by breaking goals into realistic parts.
  - Use a questioning strategy. For example, "What do you need to do to accomplish this goal?" Continue asking questions until the student has reached an identified goal.

- Have the student set clear time lines and establish how much time he or she needs to accomplish each step. Monitor the student's progress frequently.

Behavior Exhibited: Difficulty sequencing and completing steps to accomplish specific tasks.

- **Suggested Accommodations/Modifications**
  - Break task into manageable steps.
  - Provide examples and specific steps to accomplish tasks.

Behavior Exhibited: Shifting from one uncompleted activity to another without closure.

- **Suggested Accommodations/Modifications**
  - Define the requirements of a completed activity. For example, "You must complete these four steps before you can go on to the next project."

Behavior Exhibited: Inappropriate behavior when working with others in class.

- **Suggested Accommodations/Modifications**
  - Assign a specific role to the student when he or she is working in small groups.
  - Provide structure by defining the task, listing the steps necessary to complete the task, and assisting the group to define roles and responsibilities of each group member.

Behavior Exhibited: Difficulty following through on instructions.

- **Suggested Accommodations/Modifications**
  - Make sure you have the student's attention before giving instructions.
  - Use cues to alert the student that important information is about to be given.
  - Accompany oral directions with written directions.
  - Give only one direction at a time.
  - Quietly repeat directions to the student after the directions have been given to the rest of the class.

Recognizing Disabilities

- Check for understanding by having the student repeat the directions back to you.
- Place general methods of operation and expectations on charts displayed around the area or provide reference pages for the student to place in an organizational notebook.
- Develop job or work cards.
- Use fewer words when explaining directions.
- Provide examples.
- Have a peer demonstrate the task to the student.

Behavior Exhibited: Difficulty with tasks that require memory.

* **Suggested Accommodations/Modifications**
  - Structure activities and assignments so that the student uses visual, auditory, and tactile modes of learning.
  - Allow student to "subvocalize" when completing tasks.

Behavior Exhibited: Difficulty taking tests.

* **Suggested Accommodations/ Modifications**
  - Allow the student extra time for testing.
  - Allow the student to be tested orally.
  - Use clear, readable, and uncluttered test forms.
  - Allow enough space for the student to write his/her response.

Behavior Exhibited: Difficulty with written material.

- **Suggested Accommodations/Modifications**
  - Provide student with a copy of reading material with main points underlined or highlighted.
  - Provide an outline of important points that is organized by categories.
  - Record chapters in a text as an audio file.
  - Provide more white space between sections of assignments, tests, or reading assignments.

Behavior Exhibited: Easily confused when provided with spoken information, lectures, or audio-visual materials and has difficulty taking notes.

- **Suggested Accommodations/ Modifications**
  - Provide the student with a copy of the presentation or lecture notes.
  - Allow peers to share copies of notes from presentations for lectures.
  - Provide outlines of presentations.
  - Allow the student to tape record presentations for lectures.
  - Emphasize key words, points, phrases, etc.

Behavior Exhibited: Difficulty sustaining attention to tasks or other activities and is easily distracted by extraneous stimuli.

- **Suggested Accommodations/Modifications**
  - Reward the student for sustaining attention.
  - Break activities into small units.
  - Reward the student for timely accomplishments.
  - Cue the student by using physical proximity and touch, as appropriate.
  - Provide a quiet place or preferential seating.

Recognizing Disabilities

Behavior Exhibited: Poor handwriting or inability to write.

- **Suggested Accommodations/Modifications**
  - Provide a scribe for the student. Grade content, not handwriting.
  - Allow the student to use a computer or special equipment.

Behavior Exhibited: Student interacts poorly with adults, defies authority, or engages in passive manipulation.

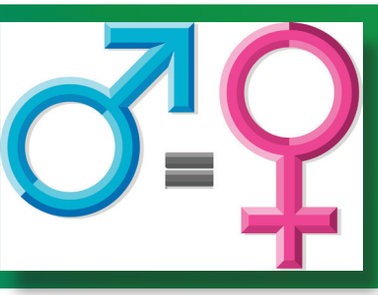
- **Suggested Accommodations/Modifications**
  - Provide the student with frequent and positive attention and feedback when he/she demonstrates appropriate behavior or accomplishes tasks successfully.
  - Talk with the student individually about the inappropriate behavior and its effect. Provide examples of why the behavior is inappropriate such as, "What you are doing is . . . ." or "A better way of getting what you need or want is . . . ."

Are the Accommodations Working?

When appropriate modifications and accommodations are provided for students with disabilities and implemented correctly, the student can usually attain the skills necessary to become competent employees within specific occupations. If the modifications and/or accommodations outlined in the student's IEP or accommodation plan are not effective, and the educator is certain they are being implemented correctly, a request can be made to reconvene the IEP team or accommodation team. At this time, the IEP team or accommodation team will revisit the modifications and accommodations and determine if others are available that might be more effective. If not, the team may need to revisit the placement of the student to determine if it is the least restrictive environment for the student or if there are alternative placements available in which the student could attain his/her occupational goals.

REMEMBER: Modifications and accommodations are not intended to make school or life "easier" for students with disabilities. Modifications and accommodations have been identified through deliberate and extensive measures and are necessary and important in order that the student may learn.

Gender Equity



Reaching Everyone—Gender Differences

Gender equity means expanded options for all people. It supports learning and living in an environment free of gender bias and unrealistic stereotypes about appropriate male and female career choices. It means having dreams and goals based on talents, skills, and interests and pursuing those with the support of family, education, and the business community.

Differences in Communication

Men and women possess a mixture of traits that have previously been considered exclusively masculine or feminine. There can be a great deal of variation between the way women and men speak, which may lead to frustration when men and women try to communicate with one another.

Research has shown that men talk more than women. Women speak less frequently in mixed groups and are less likely to initiate topics of conversation. The following communication styles can assist you in planning lessons and activities. Remember that there are exceptions to these traits.

Differences in Meetings

Men tend to:

- speak at length
- use louder voices
- are more likely to interrupt
- resist being influenced in public

Women tend to:

- speak briefly
- phrase statements as questions
- wait for turns
- smile and nod more than men

Differences at Home

Most men see home as:

- freedom from talk

Most women see home as:

- freedom to talk

Differences in School

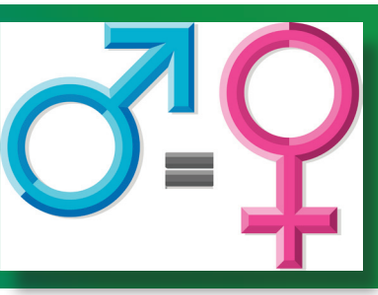
Boys tend to:

- receive more attention
- be listened to more carefully
- be active and more competitive
- focus on goals
- be independent thinkers
- offer advice and solutions
- receive more precise feedback
- be criticized more
- be given more time to respond

Girls tend to:

- be process focused in communication
- receive less attention
- be asked fewer questions
- send and receive more nonverbal and verbal cues
- be more actively involved in maintaining a conversation
- switch speaking styles during communication (conversation may interject dialect with standard speech.
- build rapport and talk things over
- use more questions, hedgings, and qualifiers in their speech

Gender Equity



Differences in the World of Play

Boys tend to:

- focus on competition and conflict—win or lose situations
- involve action with less emphasis on talk
- closely follow agreed upon rules
- always have a goal line

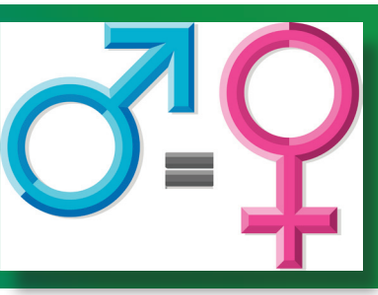
Girls tend to:

- focus on communication and interaction
- involve fewer players
- have few guidelines
- involve negotiation
- be more actively involved in maintaining a conversation

Schools and the workplace are diverse, and to ignore differences between genders is to be in a state of denial. Basically, the most intelligent and appropriate response is to be sensitive to gender and cultural differences in communication. If schools and businesses are not sensitive, unrealistic decisions on the basis of individual prejudices and biases are made.

One vital area to address is gender-biased language. In the English language, regardless of which meaning is suggested for the word “man” (adult man or human being), the effect has been to exclude or overlook women and girls and their contributions. The exclusive use of masculine pronouns has a similar effect.

Gender Equity

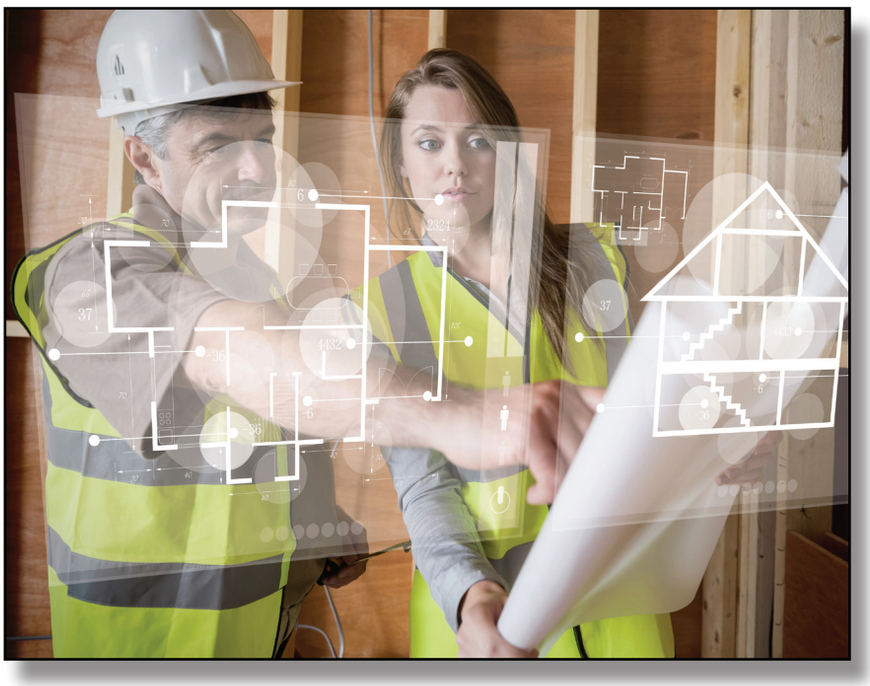


Infusing Equity

Teachers and employers need strategies to improve their skills in working with all people regardless of gender, ethnicity, age, or disability. Many people do not think that girls and boys are treated much differently from each other today, especially in schools. Certainly most teachers do not intend to be biased against any student. They want to treat students individually and fairly.

Regardless of the best intentions, actual behaviors are based on deep-rooted assumptions that differentiate between appropriate roles and jobs for women and men. These assumptions, often unconscious, result in subtle differences in the way we treat students, in what we expect from them, and how we think they should act. The results of these unintentional differences in treatment have both short- and long-term consequences. Awareness can be raised and teachers, as well as parents, friends, and potential employers, can learn strategies that increase fair treatment.

Sometimes it is difficult to remember that the more interaction students experience, the more learning takes place. Student participation also enhances self-esteem, which in turn boosts ability to learn and remember. As students participate actively, they begin to trust themselves and see themselves as more capable. They are more willing to take risks and able to complete difficult tasks and assignments. Higher levels of interaction also lead to expanded realization of options in life.



Unfortunately many students have little interaction with teachers. Interestingly enough, these interactions typically fall into four types:

- praise
- criticism
- remediation
- neutral responses

Neutral responses tend to be the least effective responses for learning. Additionally, most teachers, whether women or men, give boys more attention than girls.

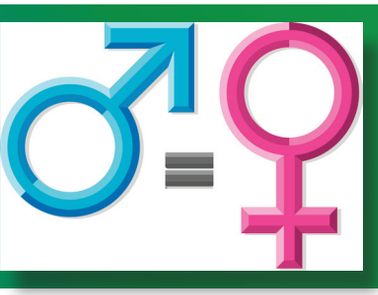
As teachers become more aware of how they interact with students in the classroom, participation ratios of boys and girls become more equal, communication skills improve, and students' self-confidence grows. Educators can choose to engage students in different ways to encourage full participation. They can make more conscious choices of curriculum, diversify teaching styles, and validate the individuality of every student in the classroom.

This is also true in society in general. As everyone makes these efforts to be conscious of biases, all people benefit. They internalize attitudes and skills that promote working in a relaxed, professional manner with people regardless of gender, race, or disability. They become more aware of gender equity and multicultural issues. They integrate other ways of thinking in problem solving and daily life. They make career choices based on abilities and interests, rather than circumstances and stereotypes. They recognize the need to be serious about a career path regardless of gender.

Ways to Supplement Instruction

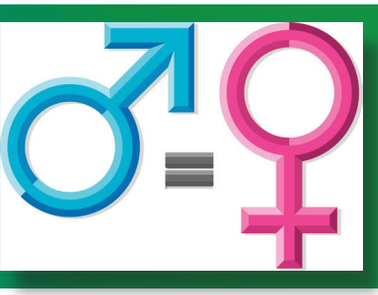
- Have students find examples of biases in television or movies.
- Invite people employed in nontraditional occupations to speak to students.
- Present students with an actual picture of the work world and help prepare them for the changes that are occurring.
  - Discuss gender biases that exist in our culture.
  - Use case studies dealing with the problem.
  - Use role playing to get students involved at a personal level. Use curriculum intended to eliminate gender bias.

Gender Equity



- Have students develop a career plan, based on their interests, aptitudes, and abilities. Have them include obstacles and difficulties they would have to overcome and how they would overcome them.
- Keep a file of newspaper clippings, magazine articles, and websites about people in nontraditional occupations.
- Prepare bulletin boards or displays of nontraditional occupations in relation to your program.
- Have students analyze trade journals, websites, and other resources ordinarily used in class; ask them to edit materials they find that are gender-biased.
- Have students search out and interview people who have nontraditional roles.

Gender Equity



Gender Identity and Stereotypes

Gender stereotypes are generalizations about attributes, differences, and roles of individuals and/or groups. Even though stereotypes can be both positive or negative, they are rarely accurate. People who apply gender assumptions to others are exhibiting gender stereotyping. Often people make these types of generalizations without realizing they are doing it.

Life, in very early times, was basically easy. Men hunted and provided food; women kept house and raised children. Men and women knew what they were supposed to do, and if history is to be believed, they did it. It is not so simple today.

In today's society it isn't always Mom who cooks and cleans house, and Dad who works and does repairs and yard work, even if that is what is often conveyed in the media. What is important is that all people realize that whatever role men and women choose to assume is okay.

If you asked the average person, he or she will probably say that sex and gender are the same, but they are not. Sex is the biological and physiological characteristics that define men and women—the physical body and genetic makeup. Gender is the socially constructed system that defines roles, behaviors, activities, and attributes for men and women. Ask most children today, even very young ones, and they can tell you what are boy toys or girl toys. This concept is slowly changing so that it will be easier for children to play and learn according to their interests.

If asked, the response to a gender question used to be simple—either male/masculine or female/feminine. That is no longer the case. Germany will soon become the first European country to legally recognize a third gender in cases of babies born with ambiguous genitalia. It will not have to be left to the best guess. It is estimated that this type of birth occurs in about 1 in 2000.

People are born female or male. They learn to be girls and boys and then women and men. Gender issues are becoming increasingly more common today. More people are identifying their gender based on their own feelings and experiences—their gender identity—not their sex. It is important to ensure that all people have the opportunity to enjoy life by being able to be who they really are.

The websites listed below provide information about gender issues.

Gender Spectrum

https://www.genderspectrum.org/

Welcoming Schools—A Project of the Human Rights Campaign Foundation

http://welcomingschools.org/

CNN Opinion—Gender Identity Not Just Body Parts

http://www.cnn.com/2013/02/28/opinion/rose-coy-transgender-children/index.html

Raising My Rainbow

http://raisingmyrainbow.com/

Gender Creative Kids

http://gendercreativekids.ca/

Huffington Post

http://www.huffingtonpost.com/gay-voices/

GLSEN

http://www.glsen.org/students/tsr

PFLAG

http://community.pflag.org/transgender

UNFPA

http://www.unfpa.org/gender/

Psychology Today—Understanding Gender

http://www.psychologytoday.com/basics/gender

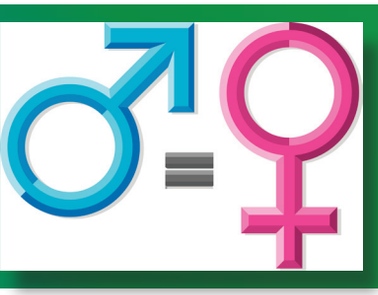
Brave Girls Alliance

http://www.bravegirlswant.com/

Gender Blog

http://darlenetandogenderblog.com/2012/08/19/gender-lesson/

Gender Equity



Try Flipping

Have you ever wondered what a newspaper or even a television story might be like if the gender was changed. or flipped, male to female or vice versa. Check out the website below.

http://www.huffingtonpost.com/2013/05/30/flip-the-news-tumblr-shows-articles-gender-swapped_n_3359247.html

Then read the Tumblr below.

http://flipthenews.tumblr.com/

What do you think these sites show us about gender today?

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Do your own flip or flips. Share them with your colleagues.

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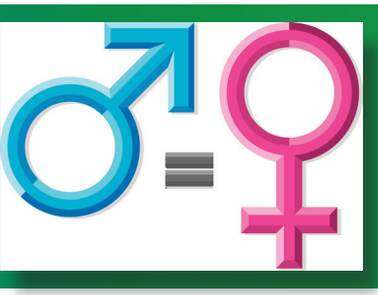
Gender Equity



Whose Job Is It?

Even though, in reality, nearly any job can be done by a person of either gender, we all have preconceived ideas of which jobs go with different genders. Do you think you do?

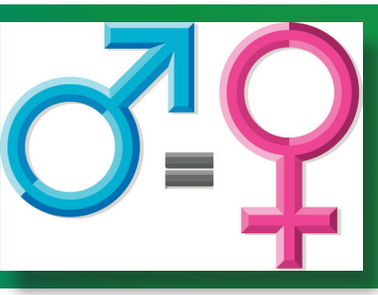
Do any of the following occupations appear to be traditionally preferred by one gender? Identify whether these occupations are primarily done by a male (M), female (F), or both (B) by placing a checkmark in the correct column.

Do any of the following occupations appear to be traditionally preferred by one gender? Identify whether these occupations are primarily done by a male (M), female (F), or both (B) by placing a checkmark in the correct column.

OCCUPATION	M	F	B	OCCUPATION	M	F	B
Firefighter				Meat Cutter			
Elementary Teacher				Farmer			
Writer				Construction Laborer			
Judge				Sports Professional			
Registered Nurse				Dentist			
Model				Barber			
Architect				Physician			
Lawyer				Veterinarian			
Cook/Chef				Police Officer			
Airplane Pilot				Administrator			
Bus Driver				Computer Programmer			
Commercial Artist				Bank Teller			
Cosmetologist				Accountant			
Clergy (Minister/Priest)				Physical Therapist			
Education Administrator				Receptionist			
Auto Mechanic				Truck Driver			

Look at your checkmarks. What do they tell you about your gender biases?

Gender Equity



Mentoring and Job Shadowing

Things to Do

- Make mentoring, job shadowing, worksite learning, job placement, and apprenticeship training opportunities available to all students without regard to gender.
- Get written assurances from businesses, industries, labor unions, and other employers that they do not discriminate before referring or assigning students.

Things to Avoid

- Use employment tests or other selection criteria that disproportionately exclude a particular class of persons on basis of gender/diversity.
- Make pre-employment inquiries concerning the marital status, pregnancy status, and/or number of dependents to determine the employment condition of the applicant.
- Participate in contractual or other relationships that have the effect of subjecting applicants, employees, or students to discrimination.

Harassment and Bullying

Harassment: It's Not Academic

Harassment is a real and serious problem in education and employment at all levels from elementary school all the way to the highest levels of employment. It can affect anyone, regardless of gender, race, age, or disability. Harassment can threaten a person's physical or emotional well-being and influence how well he or she does in school. It makes it difficult, if not impossible, for a student to achieve his or her career goals.

Moreover, harassment is illegal—Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act prohibit discrimination, including harassment. Preventing and remedying harassment everywhere is essential to ensure nondiscriminatory, safe environments in which to learn and work.

What Is Harassment?

Harassment includes acts of unwanted annoyance, that is often systematic, continued, or intense, caused by being bothered or even tormented. It may include threats and demands and almost always interferes with work, performance, creativity, and/or rights. Harassment is often directed at a person because of race, color, creed, ancestry, national origin, age, disability, gender, arrest or conviction record, marital status, or sexual orientation.

Sexual harassment is attention, both verbal and physical, aimed at one's gender. It can include unwelcomed sexual advances or requests for sexual favors. It can also be any verbal or physical conduct of a sexual nature that creates a hostile or offensive environment.

Schools and businesses must address harassment by implementing a harassment policy and reporting procedure. This lets everyone know that sexual harassment and other forms of harassment will not be tolerated. This policy includes procedures designed to prevent harassment from happening. It also must provide an effective means for reporting the harassment and for promptly and appropriately responding to harassment complaints.

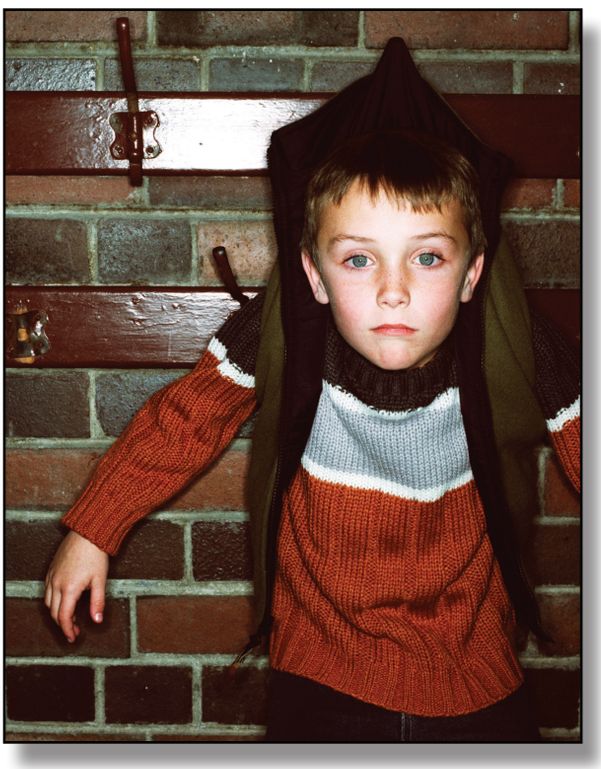
Harassment and Bullying

Bullying

On March 10, 2011, at the White House Conference on Bullying Prevention President Barack Obama said the following:

> ***If there's one goal of this conference, it's to dispel the myth that bullying is just a harmless rite of passage or an inevitable part of growing up. It's not. Bullying can have destructive consequences for our young people. And it's not something we have to accept.***

Bullying is defined by stopbullying.gov as *"unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose."* Bullying can be done in person or by using electronic technology. Electronic bullying is called cyberbullying.



Bullying has always been an issue, but it has been getting more and more attention over the last few years. Most people realize that it needs to be stopped; they also understand that it takes the efforts and cooperation of everyone—teachers, students, parents, and administrators. People who are being bullied should not have to continuously suffer.

Bullying can also happen anywhere from the tiniest village or rural area to the more crowded suburbs and cities. It is found in poverty areas and wealthy neighborhoods. Anyone could become a victim of bullying, but there are some people who seem to be at a greater risk. These often include members of minority populations, people with disabilities, and groups such as LGBT.

Read the information on the website below. It includes some specific information teachers and administrators can use to help stop bullying.

http://www.huffingtonpost.com/signe-whitson/12-dos-and-donts-for-stopping-bullying_b_3856000.html?utm_hp_ref=bullying

Jot notes below as you explore the website.

Harassment and Bullying

Information Parents Should Know About Bullying and Other Safety Issues

Some parents might be concerned about the safety of their children at school. The website below lists some information that every parent should know about the school they are sending their children.

http://www.huffingtonpost.com/mary-l-pulido-phd/back-to-school-policies-and-procedures_b_3773496.html

Do you know this type of information about your school so you could share it with parents? The information on the website is from New York. Is it information relevant to your city and state? Gather this type of information for your school system.

THIS IS A
SMOKE-FREE
BUILDING
BEFORE ENTERING
VISITORS MUST REPORT
TO MAIN OFFICE LOCATED
AT THE FRONT
THESE DOORS
ARE KEPT
LOCKED
FOR SECURITY

References and Resources

ADA (Americans with Disabilities Act) National Network

http://adata.org/

Addressing Bullying in Schools

http://www.dropoutprevention.org/sites/default/files/uploads/webcast/slides_20080527.pdf

Autism 101—Living with Autism

http://www.easterseals.com/explore-resources/living-with-autism/

Brave Girls Alliance

http://www.bravegirlswant.com/

Bully Free World

http://specialneeds.thebullyproject.com/

Center for Universal Design

http://www.ncsu.edu/ncsu/design/cud/index.htm

Change the Ratio

http://www.changetheratio.com/

CNN Opinion—Gender Identity, Not Just Body Parts

http://www.cnn.com/2013/02/28/opinion/rose-coy-transgender-children/index.html

Colored Girl Confidential

www.coloredgirlconfidential.com

Council for Exceptional Children

www.cec.sped.org

Cyberbully Help

http://www.cyberbullyhelp.com/

Dear Bully: 70 Authors Tell Their Stories

http://www.dearbully.com/

Disability*gov

https://www.disability.gov/

Easter Seals

http://www.easterseals.com/

Economic Facts of Diversity in the Workplace—Center for American Progress

http://www.americanprogress.org/issues/labor/news/2012/07/12/11900/the-top-10-economic-facts-of-diversity-in-the-workplace/

Equal Opportunity Programs Office—NASA

http://eeo.gsfc.nasa.gov/disability/publications.html

Examining Media's Socialization of Gender Roles

http://www.huffingtonpost.com/warren-j-blumenfeld/examining-medias-socializ_b_3721982.html

Five Strategies to Prevent Your Sensitive Son from Being Bullied

http://www.drtedzeff.com/news/preventbullying.php

Franklin Porter Graham Child Development Institute

http://www.fpg.unc.edu/

Gay Voices

http://www.huffingtonpost.com/gay-voices/

Gender

http://www.gender.org/

Gender and the Active/Passive Binary in Lego City

http://thesocietypages.org/socimages/2010/08/21/gender-and-the-activepassive-binary-in-lego-city/

Gender Blog

http://darlenetandogenderblog.com/2012/08/19/gender-lesson/

Gender Creative Kids

http://gendercreativekids.ca/

Gender Equity Resource Center

http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms

Gender Spectrum

https://www.genderspectrum.org/

References and Resources

GLSEN

http://www.glsen.org/students/tsr

Home and Community-based Services

www.hcbs.org

Huffington Post

http://www.huffingtonpost.com/gay-voices/

Independent Living Research Utilization

http://www.ilru.org/

Information and Technical Assistance on the Americans with Disabilities Act

http://www.ada.gov/

MentalHealth.gov

http://www.mentalhealth.gov/index.html

Moving Past Stereotypes—Center for American Progress

http://www.americanprogress.org/issues/race/news/2013/03/26/58043/moving-past-stereotypes-in-basketball-and-in-life/

National Center on Health, Physical Activity, and Disability

http://www.ncpad.org/

NCIL (National Council on Independent Living)

http://www.ncil.org/

NCWD (National Collaboration on Workforce and Disability) for Youth

http://www.ncwd-youth.info/

NICHCY (National Dissemination Center for Children with Disabilities)

http://nichcy.org/

NDSU (National Disabled Student Union)

http://www.disabledstudents.org/

NYLN (National Youth Leadership Network)

http://www.nyln.org/

OCALI (Autism Center)

http://www.ocali.org/index.php

Office of Special Ed and Rehabilitation Services

http://www2.ed.gov/about/offices/list/osers/rsa/index.html

Oklahoma State Department of Education, Special Education Instruction

http://ok.gov/sde/special-education-instruction

PACER Center—Champions for Children with Disabilities

http://www.pacer.org/

Parent Technical Assistance Center Network

http://www.parentcenternetwork.org/

PAS—Center for Personal Assistance Services

http://www.pascenter.org/home/index.php

PFLAG

http://community.pflag.org/transgender

Progress 2050—Center for American Progress

http://www.americanprogress.org/wp-content/uploads/issues/2011/10/pdf/progress_2050.pdf

Psychology Today—Understanding Gender

http://www.psychologytoday.com/basics/gender

Race and Ethnicity —Center for American Progress

http://www.americanprogress.org/issues/race/view/

Raising My Rainbow

http://raisingmyrainbow.com/

Reel Girls

http://www.reelgrrls.org/

Ryan's Story

http://www.ryanpatrickhalligan.org/

References and Resources

Safe School Helpline

http://www.schoolhelpline.com/

Sending my Rainbow Child Back to School

http://www.cnn.com/2013/09/04/living/parents-lori-duron-gender-creative-son/?iref=obnetwork

StopBullying.gov

http://www.stopbullying.gov/index.html

Trapped in the Wrong Body: Growing Up Transgender

http://katiecouric.com/2013/02/26/trapped-in-the-wrong-body-growing-up-transgender-2/

UNFPA (United Nation Population Fund)

http://www.unfpa.org/gender/

UCONN Center for Students with Disabilities

http://www.csd.uconn.edu/

Understanding Disability

http://www.easterseals.com/explore-resources/facts-about-disability/understanding-disability.html

United Spinal Association

http://www.unitedspinal.org/

United States Department of Justice—Civil Rights Division

http://www.justice.gov/crt/index.php

Violence Prevention Works

http://www.violencepreventionworks.org/public/index.page

Women Issues—Center for American Progress

http://www.americanprogress.org/issues/women/view/

Welcoming Schools—A Project of the Human Rights Campaign Foundation

http://welcomingschools.org/

careertech

Oklahoma Department of Career and Technology Education
Curriculum and Instructional Materials Center
1500 West Seventh Avenue, Stillwater, OK 74074-4364
www.okcimc.com 800-654-4502