

Short and Snappy Training



The Including ALL Girls Initiative

Funded by a generous grant from Mitsubishi Electric America Foundation, *Including ALL Girls* educates girls about inclusion and how they can include girls with disabilities in all aspects of Girl Scouts. GSCNC, along with 5 other nationwide councils, strives to make inclusion a top priority in Girl Scouts. For this purpose, GSCNC designed a specific inclusion position for our council. The Inclusion Specialist serves as a resource and guide to ensure the inclusion of girls with disabilities within the Girl Scout community.

What You'll Need:

Leaders & Advisors

Index Cards with Scenarios

Including ALL Girls Patch Program

Respectful Accommodations Handout

Disability Etiquette Quiz
15 minutes

WHAT IS INCLUSION?

1. Have leaders split up into groups. Give them 2-3 minutes to come up with their own definition of inclusion without going over it beforehand.
2. Ask the teams to share their definition with the group.

Inclusion

It is a philosophy - a belief that ALL persons have a right to belong! Inclusion just doesn't happen on its own — it happens when we commit to the philosophy and make efforts to support the inclusion of ALL people.

It is a process - an ongoing practice; not a program or a product — not a one-time event.

3. Go over the definition of inclusion (see box below).

Barriers to Inclusion

All Barriers CAN and SHOULD be removed

BARRIERS:

- Negative attitudes and/or stereotypes
- Fear
- Lack of understanding of legal responsibility
- Lack of training
- Inadequate ratios of adults to children
- Lack of support from leadership
- Lack of a plan to implement and sustain inclusion practices

MYTHS ABOUT INCLUSION:

- Every child with a disability needs a one-on-one aide.
- You have to know everything about a child's disability in order to support that child.
- It costs too much to be inclusive.

Hand out the **Disability Etiquette Quiz** and allow 2-3 minutes for the leaders to answer the questions. Go over the answers and review what inclusion is and what it is not.

What's a Short and Snappy?

- Short training/information segment provided at a Service Unit Meeting
- Any interested volunteer may lead a short and snappy
- Short and Snappys are 15-45 minutes in length

INCLUSION IS:

1. All volunteers in Girl Scouts being responsible for all girls.
2. Girls learning side by side even though they have different goals.
3. Done on an individual basis.
4. A place for all children.

INCLUSION IS NOT:

1. Providing services to small groups of children in isolation.
2. All girls having to learn the same thing, at the same time, in the same way.
3. Placing all girls with disabilities into one group.
4. A concept that applies only to girls with disabilities.

WHY INCLUSION?

It's the **LAW** – we have a legal responsibility to **NOT** discriminate against youth with disabilities and children with disabilities are protected and guaranteed the same civil rights as every other child.

It's **MORALLY** and **ETHICALLY** the right thing to do!!!

Person First Language

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

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

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

Examples of "Person First Language"

Say:	Instead of:
People with disabilities.	The handicapped or the disabled.
Suzie has a cognitive disability.	She's retarded.
Kate has autism.	She's autistic.

Activity: Respectful Accommodations

1. Have leaders divide into groups. Give each group a camp or troop scenario card and a *Respectful Accommodations* handout.
2. Have the leaders take the first minute to speak about any experiences they might have had with that type of scenario.
3. Give each group 2-3 minutes to discuss and develop strategies for ways to respectfully accommodate the needs of all the girls in this scenario.

Coming together:

1. Have each group share the strategies and adaptations they made for the different ability in their scenarios.
2. Discuss questions as time will allow.
3. As a group, identify local resources to support leaders in adapting their Girl Scout program for girls or volunteers with disabilities.

Resources

Including ALL Girls Patch Program— Available on our website at http://www.gscnc.org/files/pdf/patches/Including_All_Girls_Patch_Program.pdf

KIT Training— please email the Inclusion Specialist for more information.

For a full list of our resources go to www.gscnc.org/inclusiveness.html

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