Increasing Opportunities for Access & Inclusion

Presentation for the Acton-Boxborough Family Network
Special Education Parent Advisory Council

Mission:

The Acton-Boxborough Special Education Parent Advisory Council’s mission is to ensure understanding, respect, support, and the appropriate education of all children in our community.

2017-2018 Goal: Identify ways to improve inclusion practices in the schools and community
The numbers

~10% of children birth to 3 receive Early Intervention services from Minute Man Arc

17.4% of MA students have a disability served by an Individualized Education Program (IEP)

16.4% of students ages 3 to 22 in the ABRSD have IEPs

Others have 504 Plans, or accessibility accommodations under the Americans with Disabilities Act (ADA)

Data from MA Department of Public Health for July 2014-June 2015 and MA Department of Elementary and Secondary Education (DESE) as of October 1, 2017
1 in 5

“People with disabilities constitute our nation’s largest minority group, which is simultaneously the most inclusive and the most diverse. Everyone is represented: of all genders, all ages, all religions, all socioeconomic levels and all ethnic backgrounds. The disability community is the only minority group that anyone can join at any time.” — The Arc

“Inclusion works to the advantage of everyone. We all have things to learn and we all have something to teach.” — Helen Henderson
Defining terms

Accessibility – 1) Being able to physically enter an environment and 2) how an environment or service allows for full, independent usage

Inclusion – Involving people with disabilities in everyday activities and encouraging them to have roles similar to their peers who do not have a disability

Adaptation/Accommodation – Changing an environment to enable participation

https://www.cdc.gov/ncbddd/disabilityandhealth
Inclusion

Exclusion

Segregation

Integration
What are barriers to access?

“The disability is not the problem. The accessibility is the problem.” —Mohamed Jemni

• Location, location, location
• Sensory demands
• Communication methods
# Elementary Physical Access

<table>
<thead>
<tr>
<th>Health, Safety, &amp; Welfare</th>
<th>Admin (Pre-K)</th>
<th>Blanchard</th>
<th>Conant</th>
<th>Douglas</th>
<th>Gates</th>
<th>McCarthy-Towne &amp; Merriam</th>
<th>Jr High</th>
<th>High School</th>
<th>Maintenance Bldg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicap Accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Color Legend:**
  - Red: Greater Need
  - Orange: Higher Need
  - Yellow: Moderate Need
  - Green: Lesser Need

---

The image displays a table and a chart indicating levels of need for various physical access categories across different buildings. The categories include Health, Safety, & Welfare, Code Compliance, Functional Use, Handicap Accessibility, Maintenance, Energy Efficiency, and Hazardous Materials. The chart uses a color coding system to represent the need levels, with red indicating higher need and green indicating lesser need. The chart is focused on the Handicap Accessibility category, which is highlighted with an ellipse.
Accessible Playgrounds/Playscapes

• The Playscape at Ripley, 120 Meriam Road, Concord
• SMILE Sudbury Playground, intersection of Hudson and Fairbanks
• Ronan McElligott Playground, 55 Williams Avenue, Westford

• Discovery Woods, 177 Main Street, Acton

• partial Rideout Playground, 61 Laws Brook Road, Concord
Care Map – Typical Two-Year-Old

durgastoolbox.com/caremapping
Care Map – Two-Year-Old with Autism
Care Map – Six-Year-Old with Autism
What are barriers to inclusion?

• Social norms (e.g., schedules)
• Attitudes and misconceptions
• Education
• Parents need to ask—and that’s not always easy

ollibean.com
www.thinkinclusive.us
Other Resources for Families

• Federation for Children with Special Needs fcsn.org
• Mass Family Voices at the Federation fcsn.org/mfv/
• Family TIES of Massachusetts massfamilyties.org
• Acton-Boxborough Special Education Parent Advisory Council abspedpac.org
• Massachusetts Sibling Support Network masiblingsupport.org