



**BUILDING BRIDGES: A GUIDE FOR
STARTING AND MAINTAINING
SCHOOL-BASED SPECIAL OLYMPICS PROGRAMS**

Special Olympics, Inc.
1325 G Street, N.W., Suite 500
Washington, DC 20005-3104

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1. About This Guide

This guide was designed for Special Olympics Program staff and volunteers who want to develop school-based Special Olympics activities and programs. It is being provided in conjunction with the *SO Get Into It* curriculum and training workshops.

The guide was conceived as a set of tools to help Special Olympics staff and volunteers build bridges between two distinct environments – Special Olympics and schools. Recruiting and involving youth with and without disabilities is central to the mission of Special Olympics. Where Special Olympics leaders have been successful in reaching out to and involving youth, they have known how to involve educators, parents, and others who support and participate in school-based programs. The main purpose of the guide is to help people in Special Olympics at all levels build their own bridges and work more effectively with schools.

As a Result of Using This Guide You Will...

- Have a good idea of the basic terrain of schools, including their needs and priorities;
- Know about which key people in local schools to contact;
- Know about outreach and recruitment strategies that have worked in other settings;
- Have tools for developing your own youth involvement and outreach action plan.

There's No "Right" Way

There is no single "right" way to start a school-based Special Olympics program. Many different approaches and strategies have been successful, depending on the community and setting. This guide does not attempt to provide a model for developing school-based programs. Rather, its purpose is to offer a wide range of ideas and examples from which Special Olympics personnel may choose. Each outreach effort will be unique.

Start Small and Build Slowly

One key principle should be kept in mind as you move forward in establishing school-based programs: start small and build slowly. It's better to create an experience of success for everyone involved by beginning with a modest effort.

Attempting to accomplish too much at the beginning can lead to disappointment. Small successes will be important building blocks for larger ones.

Keep in mind that, as the following pages make clear, today's schools are under greater pressure than ever before to make sure that students succeed academically. The most significant school reform movement in recent memory is currently under way. In addition, most schools' resources for new programs of any kind are extremely limited. Schools, ever mindful of students' academic achievement, may question the relevance of introducing Special Olympics. The challenge will be to convince school professionals and other representatives that Special Olympics and *SO Get Into It* not only have something significant to offer but will help schools address many of their major goals and priorities, creating a win-win situation for everyone involved.

2. Getting to Know the World of Schools

One important way to gain entrée to schools is to understand their needs and priorities. Special Olympics and the *SO Get Into It* curriculum offer many benefits to schools and can help them address goals that are important to all educators. They can help schools to:

- Enhance students' achievement of academic standards;
- Support character education;
- Support positive youth development;
- Involve students in service-learning projects in the school and community;

For all schools today, academic achievement is the highest priority. Most educators recognize, however, that academic achievement does not occur in a vacuum. To succeed academically, students need opportunities to develop and grow socially and emotionally, as individuals, and as citizens and members of the school-community.

The Standards Movement. Nearly all of the states have established academic standards and benchmarks for their school districts to either adopt or modify. *SO Get Into It* contributes to the attainment of generally accepted academic standards and benchmarks by:

- Being consistent with national academic achievement standards wherever possible;
- Utilizing learning activities that support the core curricular areas, particularly language arts, civics, and history/social science, in addition to health and physical education;
- Involving all students in the learning process.

A more detailed discussion of ways in which *SO Get Into It* addresses academic standards may be found in the Resources section.

Character Education. Character education is an approach that promotes core ethical values as the basis of good character. It is predicated on the belief that (1) certain core ethical values—such as caring, honesty, fairness, responsibility, and respect for self and others—are fundamental to good character and (2) there is basic agreement about these values across all segments of our society.

Character education is sometimes taught as a set of classroom lessons. It is also practiced schoolwide through actions, such as the school explicitly stating the

values that it upholds, modeling those values, using them as the basis of human relations in the school, and expecting all members of the school community to behave in ways that are consistent with the stated values.

Special Olympics and *SO Get Into It* are consistent with and support the character education approach. They promote the core values of caring, fairness, responsibility, and respect for self and others. This is done through:

- Classroom lessons that counter negative stereotypes and promote tolerance and appreciation for others;
- Youth participation in Special Olympics Unified Sports™ programs, which give students with and without mental retardation opportunities to compete together on the same sports team and practice fairness, responsibility, and caring*;
- Supplementary activities such as the chance to be an e-Buddy to a Special Olympics athlete;
- Service-learning activities that provide opportunities for developing responsibility and respect for self and others.

Positive Youth Development. Positive youth development is an approach that shifts the focus from “fixing” problems or deficits (e.g., poverty, drug use) and reducing risks in young people to building assets and strengthening protective factors, such as connectedness to family, school, and community.

The positive youth development approach strives to build resiliency (the ability to “bounce back” in the face of adversity) in young people by meeting their need for a sense of belonging, security, self-worth, responsibility, and self-awareness. At the same time, this approach builds skills and competencies. Experts have identified several components of successful youth development. They include high expectations for all youth, meaningful opportunities to contribute, and caring relationships.

Special Olympics and *SO Get Into It* promote youth development by:

- Building a strong sense of connectedness between youth and their school and community through participation in Special Olympics events, service-learning projects, and volunteer activities;

* Note: In the Special Olympics movement, the term “mental retardation” is used to describe cognitive disabilities and developmental delays. Depending on local usage and terminology, other terms may be substituted.

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- Providing opportunities for developing a sense of belonging, self-worth, responsibility, and self-awareness through reflective classroom activities and participation on Special Olympics Unified Sports teams;
 - Promoting students' physical health through participation in sports and their mental health through the development of caring relationships among students with and without mental retardation.

Service-Learning. Service-learning is receiving growing recognition as a powerful teaching strategy that involves students in learning across many different academic disciplines while they are planning and carrying out service projects in the school and community. Service-learning provides the means by which service to the community becomes an opportunity for reflection, learning, and personal growth. Service-learning is increasingly employed in K-12 schools as a teaching method for students to achieve academic, civic, social, personal, and career knowledge and skills.

Service-learning is built into the classroom lessons of *SO Get Into It*. Most important, the lessons lead logically to student involvement in service-learning projects that will support Special Olympics activities and events and promote greater involvement of regular education students with Special Olympics programs and athletes. Encouraging the formation of new Special Olympic programs within schools can be a direct result of service-learning projects.

Being Prepared

An essential ingredient to communicating effectively with school officials is adequate preparation. Know the facts about your Special Olympics program and anticipate the questions that will be asked. Mainstreaming and cost are two issues that continually surface, and you should be prepared to address them. Many school officials also view Special Olympics as a once-a-year event and are unaware that it is a year-round sports training program. Others hold the misconception that Special Olympics is only for children, when, in fact, persons eight years and older are eligible. Be prepared to present basic information about your program.

In addition to knowing about your own program, it will be helpful to know about the needs and goals of the school system. Learn about the system's structure and the personnel who are influential. Pay attention to the actions of the school board and become familiar with legislation affecting special education and sports. Find out about the issues and needs of the school systems and present some solutions. An example relating to Special Olympics would be to offer Special Olympics sports training and competition programs to schools

using their facilities after school with your volunteers as coaches providing a needed service to students with and without disabilities. Schools get to partner with a respected community service provider at little or no cost while meeting the needs of a traditionally underserved student population.

The Importance of Understanding Schools' Curriculum Planning Cycles

Essential to being well-prepared as you begin discussions and interactions with schools is understanding the annual cycle of curriculum planning most schools follow. *Never assume that a school can immediately introduce **SO Get Into It** just because you and others support it enthusiastically.* Schools generally do their curriculum planning and budgeting in the spring. If you approach them in the fall with a request to consider the Special Olympics program, school officials may tell you they cannot even consider the program until the following spring—for the following school year. Do not assume, therefore, that there is no hope. Schools actually have some flexibility to adopt a relatively short-term program like ***SO Get Into It***, especially if it does not require additional funding and budgeting. You will need to be persistent, find teachers and administrators who will champion the program within the schools, and pursue the goal of implementing the program as soon as targeted schools can reasonably accommodate it. That may not be until the following year. But you may be lucky and find a teacher or administrators who are willing and able to fit the program in much sooner.

Reaching Out to Education Leaders

School superintendents, local boards of education, school administrators, and teachers should be made aware of the strengths of ***SO Get Into It*** and the valuable role it can play in their schools. The program:

- Is aligned with the school's achievement standards for curriculum;
- Promotes a positive school climate;
- Supports character education;
- Offers opportunities for student leadership through service-learning;
- Fits the curriculum on a class-by-class basis or district wide adoption;
- Lends itself to taking place during the school day, as an after-school extracurricular activity, or part of a school's physical education program;
- Is available to schools at no cost.

3. Special Olympics and Special Education

Special Olympics and *SO Get Into It* offer many opportunities in conjunction with a school's special education program and alignment with the Individuals with Disabilities Education Act (IDEA, Public Law 105-17).

At the heart of IDEA is the assurance that all eligible school-aged youth with disabilities are entitled to receive a free and appropriate public education. The most recent amendments to this law were passed by Congress in 1997. They guide school systems in how to design and implement their special education and related services programs.

A primary purpose of IDEA is to ensure to the maximum extent possible and in the "least restrictive environment" that children with disabilities receive an education that prepares them to become successful adults. IDEA '97 makes it clear that children with disabilities must have access to the same curriculum as other children and learn what other children are learning and that schools must be held accountable for results.

The IDEA regulations ensure that schools, in conjunction with parents and others, develop and implement an Individualized Education Program (IEP) for each child with a disability. The general purpose of the IEP is to establish measurable annual goals for the child and to identify the special education and related services the school will provide to promote and support the child's education.

Special Olympics and *SO Get Into It* offer schools a variety of ways to meet the requirements of IDEA. These include:

- Inclusion of students of varying abilities, along with age-appropriate peers without disabilities, in engaging and relevant instruction;
- Promotion of acceptance and understanding of diversity and differences among all students, contributing to a learning environment in which all children can succeed;
- Options to enhance extracurricular opportunities for students with mental retardation;
- Opportunities for students with mental retardation to volunteer and participate in meaningful community service activities;
- Support for transition goals from school to community-based programs following high school graduation for students ages 14 and over.

Special Olympics and the Individualized Education Program (IEP)

IDEA mandates that all students with disabilities receive a free and appropriate education in the least restrictive environment. How this is accomplished for each student is done through the Individualized Education Program (IEP). The IEP serves as a means for the delivery of specialized instruction and related services in the form of a document of mutual agreement between parents and educators. Several questions frequently arise when Special Olympics Program staff, family members, and volunteers consider ways to incorporate Special Olympics into students' IEPs.

Q&A: Incorporating Special Olympics into IEPs

Q: *How can we justify including Special Olympics, as it relates to recreation and leisure time services, into an IEP?*

A: This is to be determined by the IEP team, of which a parent is a member. The key here is to consider Special Olympics as specialized instruction or a related service reflecting a student's need to achieve annual goals and shorter-term objectives. Children with disabilities are entitled to have the same opportunity to experience the benefits of leisure time pursuits. To that end, children with disabilities eventually make the transition to the adult community. Statistics often indicate the low percentage of employment for people with disabilities. For example, the 1994 U.S. Census Bureau's Survey of Income and Program Participation found that 26% of persons with severe disabilities were employed. This number increases to 52% when all people with disabilities are considered. With about only half of people with disabilities employed, there is a tremendous amount of leisure time available to this population. Yet when opportunities to socialize are limited, then fitness levels decline and, as a result, individuals' health is jeopardized.

Q: *Is recreation really listed as one of the related services in I.D.E.A.?*

A: Sec. 602, number 22, Related Services states: "...the term related services means transportation ... occupational therapy, recreation, including therapeutic recreation..."

Q: *What does IDEA define as recreation or a related service?*

A: Recreation includes: (i) assessment of leisure function; (ii) therapeutic recreation services; (iii) recreation programs in schools and community agencies; and (iv) leisure education.

Q: *Can recreation services occur in settings other than a classroom according to IDEA?*

A: Recreation services can occur through:

- Nonacademic services.
- Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups, or clubs sponsored by the public agency.
- Each school should "...take steps to provide nonacademic and extracurricular services and activities in the manner as is necessary to afford children with disabilities an equal opportunity for participation in those services and activities." (IDEA, 1997)

Q: *What might some Special Olympics recreational goals look like for an IEP?*

A: IEPs may target a student's cognitive, social, physical, emotional, and behavioral needs. Recreation and leisure includes sports, music, creative and artistic pursuits, community education programs, travel, and spiritual activities. Here are a few sample annual goals:

- **Leisure Attitudes:** To develop a personal meaning to and understanding of leisure in relation to self, and to develop and express leisure play attitudes.
- **Social Interaction and Integration Skills:** To improve social interaction skills in dual, small-group, and large-group situations; to develop and improve cooperative and competitive skills; to receive recognition from peers; to develop friendships.
- **Leisure Activity Skills:** To develop new movement skills in sports activities; to improve on present leisure skills in traditional activities; to generalize skills.
- **Leisure Awareness:** To improve awareness of leisure; to develop a knowledge of personal abilities and limitations; to acquire knowledge of community leisure resources.
- **Decision-Making Skills:** To develop the ability to make choices, categorize these choices according to preference, and make informed choices as to what activities to participate in; to identify barriers to participation and action steps to overcome them.
- **Transition from School to Community Living:** To develop sports recreation knowledge to facilitate transition from school to community living following graduation; to learn appropriate skills necessary for accessing community based leisure time pursuits.*

* The Parent Training Guide to Recreation, 1991. Center for Recreation and Disabilities Studies Curriculum in Leisure Studies and Recreation Administration, University of North Carolina, Chapel Hill.

Q: *Where can I get more information about Special Olympics being written into the IEP?*

A: Several options are available: Parents can talk to other parents of special needs children about how their child's recreation needs are being met (other than through physical education classes).

- Check out resources on the Internet. Examples include *www.aamr.org* (follow the links to the Leisure and Recreation Division page) and the U.S. Department of Education site at *http://www.ed.gov/offices/OSERS/OSEP/*.
- Contact your Special Olympics Program's state headquarters.
- Speak to your child's Case Manager or the person who coordinates your IEP team meetings.
- IMPACT. Newsletter from the Institute on Community Integration, University of Minnesota, *http://ici.umn.edu*.

4. The Role of Physical Education

Encouraging students with and without mental retardation to participate in a variety of activities and events related to Special Olympics is a central theme in the *SO Get Into It* curriculum and all related outreach and athlete recruitment. Youth participation in sports-related activities and events, such as Unified Sports™, can and should be a key focus of these efforts. In addition to participation in Unified Sports, sports training that brings together students with and without mental retardation can be a program component at all levels.

Two of the supporters of *SO Get Into It* are the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and the National Association for Sport and Physical Education (NASPE), the leading national coalitions supporting physical education. This partnership provides further support for involving both student athletes and physical educators.

The *SO Get Into It* curriculum at all grade levels focuses on the achievements of Special Olympics athletes and the ways in which they have modeled “skill...courage...sharing...joy” and the Special Olympics motto “Let me win, but if I cannot win, let me be brave in the attempt.” The lessons highlight Special Olympics athlete Loretta Claiborne, featured in both a Disney film and on *The Oprah Show*. They also present the stories of many other athletes who are not as well-known. The theme of setting goals and overcoming obstacles, particularly in relation to participation in sports, permeates the curriculum.

At the high school level, the *SO Get Into It* curriculum is designed specifically for physical education classes. Through the high school lessons, students experience what it is like to learn a sports skill with very limited information and a short time to complete the task, an experience similar to that of athletes with mental retardation. Students explore ways to help others overcome challenges and obstacles in learning sports skills by modifying activities, teaching skills to their peers, and encouraging others not to give up regardless of the limitations. The lessons conclude with a service-learning activity in which students interact with other students with special needs who are learning sports skills.

All of the Special Olympics and *SO Get Into It* activities and events support the standards for physical education developed by the National Association for Sport and Physical Education (NASPE) and described in detail in NASPE’s publication *Moving Into the Future: National Physical Education Standards: A Guide to Content and Assessment*. The NASPE standards address the key question “What should students know and be able to do?,” which defines a physically educated person, including five major focus areas. A physically educated person:

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- Has learned skills necessary to perform a variety of physical activities;
 - Is physically fit;
 - Does participate regularly in physical activity;
 - Knows the implications of and the benefits from involvement in physical activities;
 - Values physical activity and its contribution to a healthful lifestyle.

Following up on this publication, NASPE's Standards and Assessment Task Force developed specific content standards for physical education. Although the *SO Get Into It* lessons support all the NASPE physical education standards, they provide particular support for:

- #5 - Responsible personal and social behavior;
- #6 - Understanding and respect for difference among people;
- #7 - Physical activity is an opportunity for social interaction.

Special Olympics supports the actions of NASPE in advocating for opportunities to maximize a student's ability to learn through physical education. These opportunities are reliant upon:

- Adequate time for physical education in a student's schedule;
- Reasonable class size;
- Adequate facilities and equipment;
- A well-planned curriculum;
- Appropriate assessment procedures;
- Qualified teachers;
- Positive administrative support.

5. Developing an Outreach Committee and Action Plan

In the Special Olympics movement, outreach has one overarching goal: recruiting, regaining, and retaining Special Olympics athletes. In successful Programs, working with schools is an essential element of an effective outreach plan.

Evolution is a constant in Special Olympics. New Programs are being established all over the world. Programs are becoming part of urban communities where significant numbers of citizens with mental retardation have been traditionally underserved. Special Olympics is constantly developing innovative methods to manage complex issues such as transportation in rural communities, medical evaluations, and the athletes' transition from school in order to retain them in the program once they have graduated.

Outreach should be viewed as a continuing effort of all Special Olympics Programs. Outreach goals should be prepared with the input of all Program and Area departments so that resources will be available to provide quality services to incoming athletes. Outreach incorporates all of the functions of the Program and Area, including sports, Athlete Leadership Programs (ALPs), Healthy Athletes, finance, development, public relations, volunteer recruitment and management, and family involvement.

The Outreach Committee

The purpose of an Outreach Committee* is to involve the community in efforts to reach new athletes and expand existing programs for athletes of all ages. Members of the committee can include:

- Special Olympics athletes;
- Family members of Special Olympics athletes;
- Educators;
- Representatives of the mental retardation systems;
- Residential care providers;
- Members of disability organizations;
- Representatives of parks and recreation agencies and YMCAs;
- Representatives and stakeholders of other community organizations.

Committee actions and responsibilities include:

* Adapted from *Reaching Out*, 1994. Special Olympics, Inc.

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- Identifying resources for athlete recruitment and retention;
 - Developing a written outreach plan;
 - Providing information, conducting informational programs, and utilizing Global Messengers to create awareness of Special Olympics in targeted areas;
 - Developing and utilizing a tracking system to measure athlete growth, retention, and transition;
 - Working with Area Directors and other members of the Special Olympics movement to coordinate actions.

Where Do We Start?

The first stage of an effective outreach effort should be to identify the strengths and scope of existing programs, the number and type of athletes, and programs and sports that are offered in the area. Helpful questions to ask include:

- What are our current numbers of athletes?
- How many of our athletes are school-age youth?
- Which schools are participating
- Which schools are not participating and why?
- What level of support do the schools provide for Special Olympics athletes in their district?
- How many teams are there, and what sports do they currently participate in?
- How many athletes participate in each sport?
- In which sports could we most readily increase participation?
- What seem to be the obstacles to further growth?
- Are we losing athletes as they make the transition out of school?
- To what extent are athletes' parents and family members involved?
- What resources in the community are available that are not currently being used?
- What civic or volunteer organizations could be involved?

6. Encouraging School-Family Partnerships*

We can all agree that schools must be welcoming places where families feel wanted and recognized for their strengths and potential. When students attend schools that make a practice of encouraging parents to participate in their child's education, this factor outweighs family characteristics like parental education, family size, marital status, socioeconomic level, or student grade level in students' success¹. Mutual respect and trust from both parents and schools are the benchmarks for a successful working partnership.

Several basic goals and implementation suggestions can help you work with families to achieve stronger relationships between families and their schools.

1. Demonstrate the importance of family members/parents of Special Olympic athletes becoming actively engaged with the school.

Several specific strategies relating directly to this goal can be employed²:

- The best way to win family support for school efforts is to encourage parents to attend school sports events. Sixty-six percent of parents do attend school sports events. Special Olympics and schools can work together to promote Partners Club Programs® and Unified Sports™ initiatives that can bring parents of children with and without intellectual disabilities school sports events.
- Teachers are the primary source of information to parents about what is happening in school. When considering the issue of retaining Special Olympics athletes after high school, we can begin to recognize why this becomes a challenge. Parents' lack of knowledge about Special Olympics and how to access Special Olympics for their post-high-school aged children is a significant reason Special Olympics Programs often fail to retain athletes and their parents in the transition from high school.

*Adapted in part from *Strong Families, Strong Schools: Building Community Partnerships for Learning*. U.S. Department of Education, 2001.

¹ Dauber, S. L., & Epstein, J. L. (1993). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. In N. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 53-72). Albany: State University of New York Press.

² Farkas, Steve, et. al. (2001). Just waiting to be asked? A fresh look at attitudes on public engagement. Public Agenda, New York. www.publicagenda.org.

2. Increase the level of information parents of Special Olympics athletes in school-based Programs receive.

Here are some specific strategies currently being implemented through the Special Olympics Family Support Network initiative that can help to bring about a closer partnership between parents and schools:

- Forge partnerships with local community organizations that serve parents and families of children with mental retardation. Examples include Parent To Parent, the ARC, the National Parent Network on Disabilities, and the National Down Syndrome Congress. These groups support parents and family members through education, advocacy, research, and counseling.
- Conduct “Family Forums” at schools and during Special Olympic events in order to bring together experts representing topics of importance to family members who have children with and without mental retardation. This opportunity for discussion, dialog, and exchanges of ideas will serve as a support network for new and veteran families alike.
- Make families aware of the Special Olympics Family Support Network Web site to be launched in early 2002. This Web site will provide information for parents who are new to Special Olympics and for parents of existing athletes, opportunities for family members to “chat” with one another, and links to other relevant Web sites for families of individuals with mental retardation. See the Special Olympics, Inc. Web site for further information:
www.specialolympics.org.

3. Raise awareness among teachers, school administrators, and other parents of the experiences of families and parents of children with mental retardation.

Specific strategies about how parents can engage the school in a constructive manner to benefit their child’s involvement with Special Olympics include:

- Create a cadre of “Family Messengers” who are veteran Special Olympics family members and connect them to new family members of children with mental retardation just entering the school community. The Family Messengers can provide mentoring and resource packets, such as *the SO Get Into It* curriculum, for the family member to give it to their child’s teacher and as a guide to new families during the early stages of involvement in special education and Special Olympics.

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- Involve family members in presentations, along with their child and siblings, about Special Olympics at their local school board and PTA meetings.
 - Encourage families to promote the adoption of the *SO Get Into It* curriculum in their schools by speaking with the principal, the district's curriculum supervisor, the school superintendent, or other school officials.
 - Encourage families to recommend to the IEP (Individualized Education Program) team that Special Olympics be placed in their child's goals under the area of "recreation as a related service."
 - Provide ways for families to become involved with school governance and management teams that plan academic and environmental improvements.
 - Make schools sensitive to the needs of some parents of Special Olympic athletes with regard to language barriers, use of educational jargon, and various reading levels.
 - Conduct surveys of parents of special needs children to find out their concerns and views about Special Olympics involvement.
 - Encourage schools to expand the opportunity for meeting with parents by holding evening, weekend, or before-school conferences.
 - Encourage schools to use technology to link parents with the classroom. It can be as simple as a telephone voicemail system for teachers, parents and students calling for taped messages about activities and assignments, or access to a school's Web site with schedules of events, dates for completing applications, and sports training tips.

By putting these practices into place, schools will benefit from having involved family members helping to make their schools a more welcoming place for all students. Thus, Special Olympics, a well-respected and highly regarded stakeholder in the community, can be a leader in creating more effective school-family partnerships.

7. Volunteer Recruitment*

Volunteers can be a valuable resource in promoting and implementing Special Olympics in schools. They can serve as coaches, officials, committee members, advocates, and much more. The impact Special Olympics volunteers make is immediate: their contribution, whether it be time, expertise, goods and services, or money, directly affects the lives of children and families and helps to establish Special Olympics as a priority for the entire community.

Volunteer opportunities can include:

School-based Programs

- Include Special Olympics sports training programs in an existing adapted physical education curriculum;
- Utilize the Special Olympics sports skills program guides in an after-school sports program;
- Start Special Olympics Unified Sports teams;
- Open school facilities to Special Olympics events;
- Help start a Special Olympics Partners Club®.

Sports Training

- Become certified to be a coach;
- Organize, coach, or play on a Unified Sports™ team;
- Use specific sports expertise to help set up sports clinics.

Competitions

- Serve as a competition director, venue supervisor, or certified official at Special Olympics competitions;
- Organize special events;
- Act as a day of event volunteer in multiple capacities such as greeter, timer, stager, escort, statistics recorder, measurer, line judge, pit crew, ball shagger, spotter, and more;
- Set-up and support the event area for competition (drawing lines, putting up tents and table, filling water coolers, etc.).

Public Relations

* Adapted from *Navigating the Way to a Promising Future*. No date. Outreach Handbook, Special Olympics Texas.

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- Assist with implementing public relations initiatives;
 - Assist with building media contacts;
 - Write articles about Special Olympics;
 - Serve as a speaker.

Friends of Special Olympics Athletes

- Serve as greeters, escorts, and cheerleaders at Special Olympics games;
- Transport athletes to practice and competitions;
- Work as a volunteer at a group home or institution.

Recruitment

It is important to ask yourself some questions before you begin recruiting volunteers. First, what type of person will have the skills you are looking for? Think of education, gender, age and experiences. Second, where you would find these people? Consider service clubs, churches, corporations or universities. It is important to look in the right place for the type of volunteer you need. For example, you would probably not want to look for somebody with accounting skills at a high school, but doing a presentation at a business or Rotary club might yield somebody with the skills needed.

When people call to volunteer, it's important to have quick access to all the available volunteer positions in your Program or Area. Knowing exactly what your needs are maximizes the chances of matching with a volunteer's interest. For example, a person who doesn't like to sweat might be turned off by the idea of coaching softball, but an offer to write the volunteer newsletter from home might be perfect for him or her.

Most important, knowing your needs will prevent you from making the worst mistake possible – turning a potential volunteer away. Many people who experience Special Olympics get “hooked” and become involved for life. If, by chance, you are experiencing a slow period and already have enough volunteers for the job, tell potential volunteers about upcoming events and ask if it would be okay to contact them in the future.

Designing Volunteer Positions

Job descriptions for volunteers can serve as part of the screening process, as a selling tool, and as a contract between the volunteer and the organization.

Initially job descriptions can serve as part of the screening process. Potential volunteers should receive all the information necessary to make an informed decision about taking the position. This can prevent potential confusion and misunderstandings between the volunteer and the organization later on.

A job description can also serve as a selling tool. By fully describing the position, you'll be more likely to appeal to an interested "taker" who will be enthusiastic and serious about the job. In addition, if at first glance a job appears intimidating to a potential volunteer, the job description will provide a visual breakdown of the required duties, thus possibly rendering the job more inviting.

Finally, a job description can function as a contract providing mutual accountability for the organization and the individual volunteer. A contract ensures that if a problem were to arise with a volunteer's performance of his or her duties, the supervisor could sit down and review the agreed-upon duties with the volunteer. Reviewing the contract with the volunteer can be a way to channel volunteers' energies toward an agreed-upon goal.

Recognition

Recognition is an important element of working with volunteers, but it has to be meaningful. Not everyone thinks a button is an appropriate form of recognition. In fact, for someone who has put in countless hours of volunteer work, a button would probably be inappropriate. One way to determine appropriate ways to recognize volunteers is by assessing what motivates individuals. For example, if a volunteer has done an outstanding job as an assistant coach, why not ask her to consider leading her own team as head coach?

It may be difficult to find room in the budget for volunteer recognition. Don't forget, however, that it is always possible to seek donations to provide creative gifts for volunteers. Passes to museums, gift certificates, movies, and dining coupons to restaurants are ways to recognize volunteers on a regular basis.

8. Making Everyone Part of the Team

This section describes four programs that promote interaction within the community of special Olympics athletes, their high school and adult peers, volunteers, coaches, and families. These programs help to dispel the notion that special Olympics does not encourage integrated activities by creating a variety of opportunities for everyone in the school-community to participate.

Unified Sports™

Increasingly, Special Olympics is encouraging the participation of athletes with mental retardation in activities that involve persons without mental retardation. Unified Sports™ serves as a catalyst for providing such opportunities.

Unified Sports combines approximately equal numbers of athletes with and without mental retardation, of similar age and ability, on teams that compete against other Unified Sports teams. The program expands sports opportunities for athletes seeking new challenges, and it dramatically increases inclusion.

Unified Sports is a unique and influential because it:

- Brings together athletes with and without mental retardation in a setting where everybody is challenged to improve;
- Provides a valuable sports opportunity to individuals with mental retardation who are not presently involved in Special Olympics, especially those with mild retardation and those in communities where there are not enough Special Olympics athletes to conduct team sports;
- Allows athletes to develop specific sports skills and prepares them for participation in other community sports;
- Increases public awareness of the abilities and skills of individuals with mental retardation;
- Builds self-esteem and sports ability in all athletes by ensuring that each participant plays an important, meaningful, and valued role on the team;
- Enables Special Olympics athletes' families to participate as team members or coaches on Unified Sports teams.

A Special Olympics Unified Sports program can be conducted in a variety of settings including:

- A program organized by a Special Olympics group;

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- A community or church sports program, such as an adult softball league or YMCA volleyball league;
 - An interscholastic or intramural after-school league at the junior high or high school level;
 - As part of the league system at a local bowling center;
 - An independent league sponsored by business or civic groups;
 - A program in cooperation with a local recreation and parks agency.

Athletes with mental retardation who participate in Unified Sports may or may not be involved in traditional Special Olympics programs. Athletes without mental retardation can be recruited from schools, corporations, civic groups, or other community organizations. These athletes generally are similar in age and skill level to the athletes with mental retardation depending upon the sport. Unified Sports teams are coached by volunteer coaches who may attend a Special Olympics Coaches Training School in the appropriate sport. Teams may participate in Unified Sports divisions at Special Olympics Area, Program, and World Games.

Partners Club®

Another effective tool to promote the interaction between athletes with and without mental retardation is the Partners Club®. These clubs initiate and sustain friendships between Special Olympics athletes and their school peers. Their advantage is that they facilitate the sharing of ideas and the forging of relationships. Partners Club benefit the volunteer student just as much as the Special Olympics athlete.

Partners Club offer:

- A chance for the Special Olympics athlete and high school student to meet and train for competition after school (or on weekends);
- The opportunity to socialize outside of school by attending sporting events, movies, or just visiting with friends and families;
- A learning experience where the volunteer partner will serve as a role model for the Special Olympics athlete and visa versa.

School Sports Partnerships

In schools, athletes with mental retardation train and compete alongside the varsity, junior varsity, or club teams. They wear school uniforms, ride the same school bus to competitions, participate and are recognized in school sports award

ceremonies, qualify to earn school athletic letters, and represent their school in Special Olympics Local, Area, Sectional, and Program level competitions.

Training and competition are supervised either by the team's head coach in a particular sport or an assistant coach specifically assigned to coach Special Olympics teams. Stipends for coaches and the number of coaches needed generally follow accepted school policies and procedures.

Athletes without disabilities from existing sports teams serve as peer coaches, scrimmage teammates, and boosters during competition.

Goals of the School Sports Partnership

- To assist agencies and school systems in offering sports programs to athletes with mental retardation alongside their non-disabled peers;
- To open new avenues of communication and friendship among all athletes both with and without mental retardation;
- To include Special Olympics athletes in existing school and community sports programs;
- To better serve athletes with mental retardation who may be sensitive to participating in the traditional Special Olympics program;
- To encourage Special Olympics sports training and competition as a part of the agency's or school district's existing sports program.
- To encourage new friendships and sports opportunities for Special Olympics athletes, their families, volunteers, and coaches;
- To help athletes with mental retardation improve their self-esteem;
- To foster greater community understanding, respect, and acceptance of individuals with mental retardation.

Motor Activities Training Program

The Motor Activities Training Program (MATP) provides comprehensive motor activity and recreation training for people with significant physical, cognitive and multiple disabilities. The emphasis is on training and participation rather than competition. MATP is part of the commitment by Special Olympics to offer sports training opportunities to individuals with mental retardation of all ability levels.

MATP trains participants in motor-based recreation activities and enables them to take part in a program that is appropriate to the age and ability of each individual. After a training period of at least eight weeks, participants may take part in a Special Olympics Training Day, giving each participant a chance to demonstrate his or her 'personal best' in an activity and to be recognized for this

accomplishment. The skills learned through MATP also enable people with significant challenges to participate in community recreational activities with their non-disabled peers.

Additional information and guidance regarding any of these programs can be obtained by contacting Ron Vederman, Ed.D., Director of School and Youth Outreach, Special Olympics, Inc., 1325 G St. NW, Suite 500, Washington, DC 20005, (202) 824-0275; fax (202) 824-0354; Rvederman@specialolympics.org.

9. Getting the Message Out

Educating the public about Special Olympics and the *SO Get Into It* curriculum will be an important part of the success of the *SO Get Into It* initiative. Here is a list of ideas that will help promote and publicize *SO Get Into It* throughout your state:

- Customize the attached “Swiss Cheese” Sample Press Release. Distribute it to education reporters at daily and weekly newspapers and radio news shows.
- Send a letter to the editor about the importance of the curriculum and students’ participation in Special Olympics. Letters can be signed by school district superintendents, Special Olympics representatives, principals, or influential educators within the community.
- Organize a community event featuring students who have “taken action” as a result of service-learning activities and lessons learned from the curriculum
- Work with media outlets that promote education, youth, and tolerance.
- September is National School Success Month. Concentrate energies during this month on promoting the curriculum and Special Olympics school-based activities.

Story Angles

Consider inviting local news programs or reporters to do a story about any or all of the following:

- Visit a classroom using the Special Olympics curriculum and interview the students about what they are learning.
- Focus on Special Olympics Unified Sports™ teams made up of youth between the ages of 8-18.
- Interview a Global Messenger.
- Interview a teacher or education official on the impact of the *SO Get Into It* curriculum within the school.
- Feature a school-aged Special Olympics hero.
- Tie-in with “back to school” stories – for example, a new curriculum launch on the first day of school.

SAMPLE "SWISS CHEESE" PRESS RELEASE

FOR IMMEDIATE RELEASE
[DATE]

CONTACT: [NAME]
[TITLE]
[PHONE]

SPECIAL OLYMPICS [PROGRAM] ALONG WITH [SCHOOL] INTRODUCE
SO GET INTO IT

***Special Olympics Service-Learning Curriculum will Bring Together
Students With and Without Mental Retardation***

[CITY] -- Special Olympics [Program] announced today that [School] will be teaching the new *SO Get Into It* service-learning curriculum, developed to bring together students with and without mental retardation.

"Special Olympics is opening its doors to young people in a new and important way," said Special Olympics President and CEO Timothy P. Shriver. "From now on, all young people, both those who compete as athletes and those who serve with them, can be a part of the Special Olympics family through *SO Get Into It*. We are asking young people to 'be the difference' by learning the values of inclusion, tolerance, respect, and welcome. And then we are asking young people to join the world of Special Olympics and 'make a difference' in their families, in their communities, and in their world."

SO Get Into It is designed with four lesson plans that teach awareness and understanding as well as inspire students and encourage students to take action. The curriculum begins by introducing mental retardation and Special Olympics to students through a discussion of stereotypes about people who are different. The curriculum continues with the compelling and inspirational stories of Special Olympics athletes and how they set goals and achieved their goals. Finally, the curriculum encourages students to take action with Special Olympics and become involved with their local Special Olympics Program.

[INSERT QUOTE FROM LOCAL EDUCATOR ABOUT CURRICULUM]

In addition to increasing the participation of children and youth in Special Olympics, the *SO Get Into It* curriculum addresses current trends in school reform such as the standards movement, character education, positive youth development, and service-learning.

[ADDITIONAL LOCAL PROGRAM INFORMATION]

SO Get Into It is sponsored by a grant from the U.S. Department of Education and a generous gift from Ray and Stephanie Lane. In addition, the following leading educational organizations have endorsed *SO Get Into It*: National Youth Leadership Council (NYLC), Education Commission of the States (ECS), and Association for Supervision and Curriculum Development (ASCD).

Special Olympics is an international year-round program of sports training and competition for individuals with mental retardation. More than one million athletes in over 150 countries train and compete in 26 Olympic-type summer and winter sports. Founded in 1968 by Eunice Kennedy Shriver, Special Olympics provides people with mental retardation continuing opportunities to develop fitness, demonstrate courage, and experience joy as they participate in the sharing of gifts and friendship with other athletes, their families, and the community. There is no cost to participate in Special Olympics.

Special Olympics is grateful to its Global Partners, America Online, The Coca-Cola Company, Lions Club International, and Phoenix Home Life Mutual Insurance Company for providing ongoing funding and support of its global mission.

Visit Special Olympics online at www.specialolympics.org or on AOL (Keyword: Special Olympics).



SO GET INTO IT FACT SHEET

SO Get Into It Description

A service-learning curriculum developed to introduce Special Olympics and explain mental retardation to youth and encourage them to become involved in the movement.

SO Get Into It Goals

The overall goal of *SO Get Into It* is to increase the participation of children and youth without mental retardation in Special Olympics by establishing school-based Special Olympics programs and activities. This encompasses several related goals:

- To develop new constituencies and leaders for the Special Olympics movement;
- To promote greater understanding and acceptance of similarities and differences in others among school-age youth;
- To involve school-age youth in a variety of activities centered on Special Olympics, including participation in Special Olympics sports and events that will enable them to play a positive role in their schools and communities.

SO Get Into It is made up of four lesson plans compatible with curriculum standards in areas of language arts, social studies, history, health and physical education and other areas:

- Awareness: Down With Stereotypes
- Understanding: The Loretta Claiborne Story
- Inspiration: Going for the Goal
- Action: Making Connections With Special Olympics in the School and Community

The *SO Get Into It* curriculum kit also includes the following teacher resources:

- Activity cards for action-oriented involvement with Special Olympics;
- Fact sheets on Special Olympics, mental retardation, Unified Sports™,

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- Partners Club®, OnlineSports, and other related topics;
 - Web-related resources and links relevant to the lesson plans;
 - Special Olympic athlete bios and stories with pictures;
 - Local Program contact information.

Highlighting the Special Olympics Athlete

SO Get Into It highlights Special Olympics athletes and their compelling stories of overcoming odds and living their dreams.

"The Loretta Claiborne Story", a Disney movie about Special Olympics Pennsylvania athlete Loretta Claiborne, is part of the lesson plan provided in the curriculum. It focuses on goal setting and celebrating difference.

"NICK News Special Edition: A World of Difference" is also being used with the curriculum. This show was filmed in March 2001 and focuses on youth with and without mental retardation discussing their friendships, celebrating their differences and seriously discussing the changes that need to be made in public perception of those with mental retardation.

Global Reach

SO Get Into It will be distributed for free to nearly 1,000 Middle Schools in North America beginning in the fall of 2001. The curriculum is currently being developed for elementary schools and high schools as well and will be field tested and then produced for distribution in the spring of 2002. Field testing and curriculum production is also being conducted in countries in every region of the world beginning in the fall of 2002.

Special Olympics is an international year-round program of sports training and competition for individuals with mental retardation. More than one million athletes in over 150 countries train and compete in 26 Olympic-type summer and winter sports. Founded in 1968 by Eunice Kennedy Shriver, Special Olympics provides people with mental retardation continuing opportunities to develop fitness, demonstrate courage, and experience joy as they participate in the sharing of gifts and friendship with other athletes, their families and the community. There is no cost to participate in Special Olympics.

For more information, contact Ron Vederman, Ed.D., Director of School and Youth Outreach, Special Olympics, Inc., 1325 G St. NW, Suite 500, Washington, DC 20005; (202) 824-0275; fax (202) 824-0354; Rvederman@specialolympics.org.

10. Fund-Raising

Funds and in-kind resources are needed to support Special Olympics at all levels in order to provide programs and services at no cost to the users. This is especially important for schools, which are often hard-pressed to meet basic needs.

Many types of contributions can be sought. These include:

- Funds to be used for specified or designated program or portion of a program;
- Contributions for general programs support;
- In-kind services, supplies, or products, e.g., office or party space, transportation, or food/beverages;
- Marketing/Promotion, e.g., advertisements in broadcast media, magazines, on line, in newspapers, or on products or merchandise;

Sources of funds and donations also vary widely, ranging from formal government or foundation grants to individual contributions, to parent groups and school boards.

Requesting Program Support

Requests for program support of any kind should be carefully planned and managed by a staff member or volunteer who is knowledgeable and skilled in fund-raising. Requests may be personal and informal, e.g., a phone call or personal meeting with a potential donor, or highly structured and formal, e.g., a grant proposal submitted to a government agency or foundation that follows precise grant guidelines.

No matter what the type of proposal or request, several key elements should be kept clearly in mind:

- Describe the benefits of the program;
- Describe what the funds or support will be used for;
- Include a specific dollar amount and, when appropriate, a budget;
- Prepare a plan that offers benchmarks and timelines for completing the project.

If at first...

Most potential funders receive numerous requests for contributions, grants, or donations. Even though Special Olympics is a highly respected organization, your request may be denied. If so, thank the funder for his/her time, and don't be afraid to ask why the request was denied and understand from lessons learned. It may be possible, for example, to revise proposal to fit their preferences. Ask about next year and keep communication open. Ask if the funder might refer you to another potential source of support.

If your request is approved, make sure to thank the funder publicly (assuming he/she does not want the gift to be anonymous). It may also be appropriate to draft a letter of agreement or contract that both parties agree to sign. Some funders and supporters of programs will appreciate and enjoy invitations to participate or observe programs they support; others may be too busy and will politely decline.

Fund-Raising Tips – How to Ask for Money or Support

- Avoid “bail out” pleas. No one likes to support a sinking ship.
- Meet the donor's need for information, reassurance, etc.
- Paint a picture of what the donor's help will mean in terms of support to people and programs.
- Convey your excitement about Special Olympics.
- Be prepared for the meeting and practice in advance.
- Practice leaving effective voice mails to get the appointment.
- Be familiar with your materials and well-informed about Special Olympics and the specific program for which you need support.
- Anticipate questions/ don't be defensive.
- Be concise.
- Practice and refine your “Pitch.”

Creating a Fund-Raising Committee

Ideally, fund-raising will be the shared responsibility of a group of people or a committee. All members of the fund-raising committee need a common understanding of fund-raising techniques and approaches. The committee should meet periodically to review your fund-raising efforts and future needs for funds and support. Committee roles and responsibilities include:

- Review program fund-raising history and become aware of present needs.
- Develop and implement a diversified fund-raising plan to ensure adequate financial support to maintain growth within the program.

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- Develop fund-raising events and promotions utilizing area financial resources and volunteers.
 - Coordinate all fund-raising events.
 - Recruit other community leaders to serve on fund-raising committees.
 - Record and thank all cash and in kind donors.
 - Conduct an evaluation of each project or event.

11. Q&A: Common Questions and Concerns

Q. Who should be approached within a school system to obtain support for Special Olympics?

A. Many individuals should be approached including superintendents, regular education teachers, principals, special education teachers, adapted physical education teachers, and parents. It is very important to obtain support from school officials at the highest administrative level, (i.e., superintendents) because once their endorsement is received, it will be easier to obtain support at all subsequent levels. However, individuals within other levels (teachers, principals, etc.) should also continually be approached and can be very helpful in implementing Special Olympics programs. Support from a combination of sources is what makes for successful Special Olympics involvement in schools. For example, the reasons for success in many Programs is that support comes from a combination of special education teachers, top educational officials, adapted physical education teachers, and parents.

Parents are strong advocates for their children's education and should not be overlooked as supporters for Special Olympics. Special Olympics information should be disseminated to parent groups, and parents of Special Olympics athletes should be asked to discuss the program with other parents and school officials. School officials do respond to parental requests and concerns.

Q. What aspects of Special Olympics should be highlighted in discussions with school officials?

A. Special Olympics should highlight the following aspects:

- Special Olympics is instructive. The program offers effective adapted physical education activities to meet the physical conditioning needs of students. (Special Olympics should not be marketed only as an extracurricular activity but as an integral part of the curriculum.)
- Special Olympics is cost-effective. It will not cost school systems a lot of money. In fact, Special Olympics offers schools many resources including:
 - Instructional curriculum;
 - Volunteers;
 - Access to funds raised by local communities.

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- Special Olympics fosters integration in many ways. For some participants, it provides an opportunity to develop athletic and physical conditioning skills needed to move into regular sports programs. In addition, many of the skills learned in Special Olympics can also help an individual prepare for employment. For example, participation in Special Olympics requires a person to follow rules, be punctual for practices and competitions, and increase physical tolerance. All of these are work-related and can help students make the transition from school to work. Also, Special Olympics can provide one-to-one interaction between students with and without mental retardation. This interaction can develop peer relationships that break down misconceptions associated with mental retardation and promote positive attitudes toward others with disabilities.
 - Special Olympics can tie into a student's total curriculum. It can be part of a community-based curriculum using community facilities and volunteers.
 - Special Olympics can aid in the transition of special education students from high school to employment and community living by developing recreational and leisure time interests, as well as a standard to help people with mental retardation to set and achieve goals.

Q. *Is it true that Special Olympics is open only to individuals with mental retardation?*

A. Yes, it is true that only individuals with mental retardation are eligible to be Special Olympics athletes. However, some flexibility is left to Local, Area, and Program Special Olympics organizations for determining the eligibility of the participants because of the variety of situations, needs, and definitions in the many localities where Special Olympics programs have been and will be instituted.

Special Olympics was created to provide individuals with mental retardation with sports training and competition opportunities because many of the individuals who participate are unable to compete in their school's regular sports program. Through Special Olympics they can learn to play sports with their peers and possibly develop the skills to compete in a regular sports program.

Q. *Is it true that Special Olympics segregates individuals with mental retardation from individuals without disabilities?*

A. No, Special Olympics promotes and fosters integration in a variety of ways. They include:

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- One-on-one interaction with non-disabled peer coaches and other volunteers. This helps break down stereotypes and stigmatization by demonstrating individual capabilities and is effective in developing positive attitudes about people with mental retardation.
 - Participation in Unified Sports alongside peers without mental retardation.
 - Participation in sports which allow individuals to make decisions and belong to a team.
 - Utilizing community sports and recreational facilities used by non-disabled persons.
 - Promoting social opportunities in the community through corporate fundraising projects, interaction with high school, college, and professional sports teams, in training clinics, and special exhibitions, and other events.
 - Having Special Olympics athletes participate in community sports programs such as mini-marathons, marathons, and other events.
 - Promoting Special Olympics athletes and their achievements through the media at Area, Local, Program, National, and World Games.

Q. How can Special Olympics be used in our school system and how does it benefit students?

A. In a variety of ways:

- Special Olympics can be used to meet the physical conditioning needs of individual students;
- Special Olympics Sports Skills Program Guides (SSP) can be used by coaches and physical education teachers as educational resource materials for students' IEPs and as lesson plans;
- Sports Skills Program Guides can be used in the curricula for all adapted physical education classes;
- Special Olympics programs can promote growth in cognitive and social development while helping people with mental retardation learn to adjust to many life situations. In Special Olympics tasks are provided on a hierarchy

along with training, reinforcement, and role modeling--ingredients necessary to learn any task.

RESOURCE SECTION

Sample Letters

TO PARENTS FROM THE SCHOOL PRINCIPAL

Dear _____:

I am writing this letter to introduce you to the *SO Get Into It* curriculum that your child's classroom will be doing very soon. Our school is interested in providing all students with current and relevant information concerning diversity as it relates to people with disabilities. Through our state office of Special Olympics, these free materials do a wonderful job of providing regular education classes with lessons in the area of awareness and understanding of people with disabilities. The materials also provide strong support for our school's service-learning program.

SO Get Into It ("SO" stands for Special Olympics) is designed for students to become more aware of and better understand the issues of diversity as they relate to people with mental retardation and closely related intellectual disabilities.

The curriculum goes beyond attitude change by incorporating an important character education/service-learning component to involve students directly in service toward people with disabilities. This is accomplished through four lessons compatible with curriculum standards in language arts, social studies, history, health, and physical education. Included with the curriculum are support materials such as stories about Special Olympics athletes; videos from Nickelodeon, The Oprah Winfrey Show, and ABC Entertainment/Disney; and other teacher resources. By the end of the four lessons, students will have had an opportunity to become actively engaged in a Special Olympics activity, along with fellow students with intellectual disabilities in the school or in the community.

Please discuss *SO Get Into It* with your child and encourage him or her to become as involved as possible with the classroom and service-learning activities. If you need additional information concerning this curriculum, please contact me.

Sincerely,

School Principal

TO SCHOOL PRINCIPALS FROM THE SUPERINTENDENT OF SCHOOLS

Dear _____:

I am writing this letter to introduce you to the *SO Get Into It* curriculum and resource kit that is now available through our state's Special Olympics Program. These free materials do a wonderful job of providing regular education classes with lessons in the area of awareness and understanding of people with disabilities. The materials also provide strong support for our district's service-learning program.

SO Get Into It is designed for regular education students to become more aware of and better understand the issues of diversity as they relate to people with mental retardation and closely related intellectual disabilities.

The curriculum goes beyond attitude change by incorporating an important character education/service-learning component to change involve students directly in service towards people with disabilities. This is accomplished through four lessons compatible with curriculum standards in language arts, social studies, history, health, physical education, etc. Included in the kit are support materials such as stories about Special Olympics athletes; videos from Nickelodeon, The Oprah Winfrey Show, and ABC Entertainment/Disney; and other teacher resources. By the end of the four lessons, students will have had an opportunity to become actively engaged in a Special Olympics activity, along with fellow students with intellectual disabilities in the school or in the community.

Please review the enclosed materials and encourage your teachers to consider incorporating them into your school's program. To speak with a Special Olympics representative about getting a review copy of the kit, please contact _____ at _____.

Sincerely,

Superintendent of Schools

TO SCHOOL SUPERINTENDENTS FROM A LEAD SPONSORING ORGANIZATION

Dear _____:

Are you aware that nearly one million athletes are involved in Special Olympics, competing in 24 Olympic-type sports in over 170 countries? One million athletes is exciting, but we know there are more than a million more potential participants with intellectual disabilities waiting on the sidelines not being served. Therefore, Special Olympics is proud to announce, and the Education Commission of the States is pleased to endorse, a new curriculum, *SO Get Into It*, being made available to schools at no cost.

SO Get Into It is designed for regular education students to become more aware of and better understand the issues of diversity as they relate to people with mental retardation and closely related intellectual disabilities.

The curriculum goes beyond attitude change by incorporating an important character education/service-learning component to involve students directly in service towards people with disabilities. This is accomplished through four lessons compatible with curriculum standards in language arts, social studies, history, health, and physical education. Included in the kit are support materials such as stories about Special Olympics athletes; videos from Nickelodeon, The Oprah Winfrey Show, ABC Entertainment/Disney; and other teacher resources. By the end of the four lessons, students will have had an opportunity to become actively engaged in a Special Olympics activity, along with fellow students with intellectual disabilities in the school or in the community.

That's how the next million athletes will be moved off the sidelines and onto the playing fields.

When Eunice Kennedy Shriver founded Special Olympics in 1968, she dreamed of helping people with mental retardation and other intellectual disabilities develop independence, community acceptance, and self-esteem through sports training and athletic competition. That dream has grown to a worldwide movement, and you can take an important step to help us reach the next million athletes.

Please review the enclosed materials and consider incorporating them into your district's curriculum and instruction. For more information about *SO Get Into It*,

or to request materials for your school district, please contact Ron Vederman, Ed.D., Director of School & Youth Outreach, Special Olympics, Inc. 202-824-0275 or Rvederman@specialolympics.org.

Sincerely,

State Governor, or State Commission of Education, or other prominent leader

Guidelines for Setting Up a Partners Club®*

Special Olympics Partners Club are sanctioned school clubs formed to provide volunteer coaching to Special Olympics athletes. Club members also spend additional time with Special Olympics athletes enjoying other social and recreational activities in the school and community.

Partners Club help non-disabled students and Special Olympics athletes learn to appreciate the value and strengths of each other as individuals. A bond of friendship and respect is developed, and the intrinsic rewards are limitless for both partners and athletes. Partners also benefit by learning the responsibilities that come from helping their peers with mental retardation.

Special Olympics Partners Club offer people with mental retardation a variety of sports training and competition opportunities at little cost.

Training and competition are supervised either by the club advisor or head coach. Club members act as assistant coaches, scrimmage or Unified Sports™ teammates and boosters during school and Special Olympics competitions.

Partners Club are sanctioned school clubs with all the benefits of any other school club. They should have weekly or monthly meetings that follow school policies and procedures with elected officers. Partners Club need to have a faculty advisor and student officers who network through student council (leadership class) to school administration, athletic, and physical education departments.

Goals of the Partners Club

1. To encourage Special Olympics sports training and competition in the school district sports program.
2. To include Special Olympics athletes in existing school sports programs.
3. To create age-appropriate sports training and competition opportunities for Special Olympics athletes with their peers.
4. To help Special Olympics athletes improve their self-esteem and self-image among their friends and Partners.

* Adapted from Douglas High School, Winston, Oregon; Ted March, Special Education Teacher.

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5. To open new avenues of communication and friendship among Partners Club members, Special Olympics athletes and other school peers.
 6. To foster greater understanding, respect and acceptance of individuals with mental retardation.
 7. To certify Partners Club members as coaches in one or more of the 24 Special Olympics sports.
 8. To provide experience working with individuals with mental retardation and to gain references for college and employment opportunities.
 9. To create the opportunity for members to explore potential careers in special education, adapted physical education, physical, occupational or recreation therapy, and sports management.

Starting A Partners Club

Step 1. Contact your local or Special Olympics Program office for additional resources.

Schedule a meeting with your local Special Olympics representative to plan and coordinate your activities, learn more about Special Olympics, and obtain the following materials:

- Partners Club Brochures
- Special Olympics Video, "Chariots of Fire."
- Special Olympics Video, "Special Olympics Unified Sports Activities: The Spirit of the Law"
- Special Olympics Sports Skills Guides
- Special Olympics Application for Participation form (1 for each athlete participating)
- Annual calendar of local and Special Olympics Program competitions and coaches training schools

Step 2. Make a presentation to the building principal or administrator for approval of club.

If you wish to start a Partners Club in your school district, schedule a meeting with the athletic director, special education director and superintendent, or building principals. If appropriate, include student leaders. Your local or Special

Olympics Program representative should be included as well as a parent and a Special Olympics athlete (preferably from the school).

Step 3. Recruit a faculty advisor to sponsor club.

The athletic director, principal, or vice-principal should be able to assist in the search. A faculty advisor can be a:

- Special education teacher
- Regular education teacher
- Coach
- Physical education teacher

Step 4. Complete a Special Olympics Partners Club Registration Form.

This registration form:

- Officially notifies Special Olympics that you are initiating a Partners Club Program.
- Enables Special Olympics to provide support to your program, thereby insuring its success.
- Provides information that can be distributed in regular publications. These publications provide information about Special Olympics successful programs, sports and mental retardation.

Step 5. Make presentations to student leaders.

Once a faculty advisor is selected, schedule your Special Olympics contact to conduct a Special Olympics awareness presentation for the student council, leadership class, or interested others who could potentially be club officers, and also for an assembly of the general student body.

Step 6. Identify eligible Special Olympics athletes.

With the principal or director of special education, determine students eligible to participate in Special Olympics. Potential Special Olympics athletes are often in special education classes, inclusive education classes, mainstreamed classes, special schools, vocational education programs, or residential development centers.

Step 7. Make presentations to the student body.

The faculty advisor and student leaders recruited in Step 5 should make a presentation to an assembly of the general student body. This presentation should include:

- Overview of Special Olympics with a video or slide show.
- Special Olympics athlete demonstration.
- Explanation of Partners Club from faculty advisor.
- Activities planned.
- Responsibilities and commitments of Partners Club members.
- Schedule of club meetings.
- Introduction of students from leadership group who will conduct a general membership registration.

Step 8. Conduct a general membership registration during lunch or during a designated class period.

Announce a general registration date, time and place in the school paper, over the public address system, and on strategically placed posters. Student leaders should personally recruit from the student body in advance of the general registration date.

Step 9. Hold the first club meeting.

Announce the first Partners Club meeting using school communication network systems, e.g., daily public address announcements, club news, school newspapers. Determine how the Partners Club will be organized and on which days of the week the club will hold practices. Remember: Special Olympics athletes must receive eight weeks of sports specific training prior to competing in that sport. Weekly Partners Club meetings are encouraged if the program is to be conducted year-round.

Step 10. Recruit Special Olympics athletes.

Survey eligible students with mental retardation to determine their interest in joining Special Olympics and in which sports they wish to participate. Depending on the ability levels of those you are surveying, be prepared to ask what sports he/she likes or to ask parents or teachers what sports the individual likes. Ask the special education teacher to provide a short biography of each student who wants to train and compete in Special Olympics sports.

Select the Special Olympics sport(s) in which athletes will train and compete. Selection should be based on athlete interest (determined from survey), sport season, availability of facilities and equipment, and ease of transitioning from school to Special Olympics local, area, and state competition in that sport. Inform all eligible Special Olympics athletes about the sports selected, and determine who will participate.

Step 11. Complete Special Olympics Medical/Parental Release.

Any person wishing to participate in Special Olympics must first have a medical examination, a signed Special Olympics medical/parental release, and a signed Special Olympics parent/individual release form. These forms are available from your Special Olympics local or state office.

Step 12. Confirm the training facility, equipment, and schedule with the athletic director, physical education director, or head coach of that sport.

Step 13. Have the partners meet the athletes.

Schedule this for 60 to 90 minutes, in the gymnasium if possible. Invite an area Special Olympics representative to attend. All partners, Special Olympics athletes, interested teachers, and parents should attend. After introductions of officers, partners, and athletes, a group game or event should be conducted. The club advisor should observe athlete and partner interactions to help assign athletes to partners for future training sessions.

Step 14. Conduct Special Olympics Coaches Training for partners.

If possible, conduct Special Olympics Coaches Training for partners prior to the first training session with athletes. Partners completing this eight-hour training will become certified Special Olympics coaches upon completing an additional 10-hour practicum with their athlete. Partners will learn about Special Olympics, about mental retardation, and how to coach their athlete according to the rules of the sport he/she has chosen. Your local or State Special Olympics contact should be able to arrange this training program at your school or at a nearby site.

Step 15. Conduct the first training session.

The first training session should be at least 60 minutes. Have partners and athletes assigned and schedule activities so all participate. For example, do group warm-ups and stretching, then set up many different skill development stations so partners and athletes can learn and practice specific sport skills. Follow with a practice game or scrimmage in which all athletes and perhaps their partners

participate. A group cool-down should conclude the session. Subsequent training sessions should be at least twice a week for a minimum of two hours.

Stop 16. Hold Partners Club meetings following first training session.

This should be held in a classroom during lunchtime or designated period. A Special Olympics athlete representative should be present to give input when necessary. The agenda should include training challenges; planning of social activities; planning to participate in Special Olympics local, area and state events. Partners Club meetings should be held on a regular basis thereafter.

Research on Inclusive Education

Long-term effects of inclusion-FAQ (November 1998)
The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)
The Council for Exceptional Children
1110 N. Glebe Rd.
Arlington, VA 22201-5704
Toll Free: 1.800.328.0272
E-mail: ericec@cec.sped.org
Internet: <http://ericec.org/>

What does research say about the long-term effects of inclusion?

“During the twenty-two years between the Individuals with Disabilities Education Act’s (IDEA) first enactment (1975) and its most recent reauthorization (1997), which strengthened its inclusion provisions, extraordinary progress has been made toward including students with disabilities in schools and in the general curriculum. Many teachers and parents have found ways to implement the least restrictive environment principle and to move from mere mainstreaming to authentic inclusion. In general, students with disabilities in inclusive settings have shown improvement in standardized tests, acquired social and communication skills previously undeveloped, shown increased interaction with peers, achieved more and higher-quality IEP goals, and are better prepared for postschool experiences. There is also evidence that inclusive settings can expand a student’s personal interests and knowledge of the world, which is excellent preparation for adulthood. The positive effects of inclusive education on classmates without disabilities have been well documented. Both research and anecdotal data have shown that typical learners have demonstrated a greater acceptance and valuing of individual differences, enhanced self-esteem, a genuine capacity for friendship, and the acquisition of new skills. Low-achieving students also benefited from the review, practice, clarity, and feedback provided to students with disabilities. When inclusive education is implemented appropriately, all students benefit.” *(From Inclusive Education: Practical Implementation of the Least Restrictive Environment by Power-deFur and Orelove. Aspen Publishers, Inc., 200 Orchard Ridge Drive, Suite 200, Gaithersburg, MD 20878)*

Following are selected citations from the ERIC database and the search terms we used to find the citations.

ERIC Search Terms Used: inclusive schools, program effectiveness, outcomes of education

You can search the ERIC database yourself on the Internet through either of the following web sites:

[ERIC Clearinghouse on Assessment and Evaluation \(ERIC AE\)](http://ericae.net/search.htm)

(<http://ericae.net/search.htm>)

[ERIC Clearinghouse on Information and Technology \(ERIC IT\)](http://ericir.syr.edu/Eric/)

(<http://ericir.syr.edu/Eric/>).

ERIC Citations

Citations with an ED (ERIC Document; for example, ED123456) number are available:

- In microfiche collections worldwide; to find your nearest ERIC Resource Collection, point your web browser to: <http://ericae.net/derc.htm>.
- For a fee through the ERIC Document Reproduction Service (EDRS): <http://edrs.com/>, service@edrs.com, or 1.800.443.ERIC.

Citations with an EJ (Journal articles; for example, EJ999999) number are available for a fee from:

- The originating journal
 - Through interlibrary loan services at your local college or public library
 - From article reproduction services such as:
Carl Uncover: <http://uncweb.carl.org/sos/sosform.html>, sos@carl.org, 1.800.787.7979;
ISI: <http://www.isinet.com/prodserv/ids/idsfm.html>, ids@isinet.com, 1.800.336.4474.
- EJ552080 EC617219
Are Inclusive Programs for Students with Mild Disabilities Effective?
Manset, Genevieve; Semmel, Melvyn I.
Journal of Special Education, v31 n2 p155-80 Sum 1997
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAR98
This paper compares eight inclusive models for elementary students with mild disabilities, described in terms of curricular innovations and organization of personnel and classrooms. Results suggest that inclusive programming can be effective for some, but not all, students with mild disabilities and that organizational and instructional changes associated with inclusive programming had a positive effect on nondisabled students' achievement.
Descriptors: Academic Achievement; Classroom Environment; Educational Change; Educational Innovation; Elementary Secondary Education; *Inclusive Schools; *Mild Disabilities; *Models; *Program Effectiveness; Theory Practice Relationship

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- EJ547354 EC616017
Using Nondisabled Peers To Support the Inclusion of Students with Disabilities at the Junior High School Level.
Staub, Debbie; And Others
Journal of the Association for Persons with Severe Handicaps, v21 n4 p194-205 Win 1996
ISSN: 0274-9483
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Journal Announcement: CIJDEC97
A study of a junior high school inclusion program that provided four students with disabilities with nondisabled student aids found the students with disabilities experienced growth in levels of independence, social networks, academic skills, and in behavior. Describes beneficial outcomes for the student aids and contributing successful program characteristics.
Descriptors: Academic Achievement; Behavior Change; *Disabilities; *Inclusive Schools; Junior High Schools; Peer Influence; *Peer Teaching; *Personal Autonomy; Program Design; *Program Effectiveness; *Social Networks; Tutoring
 - EJ544438 EC616462
Academic Effects of Providing Peer Support in General Education Classrooms on Students without Disabilities.
Cushing, Lisa Sharon; Kennedy, Craig H.
Journal of Applied Behavior Analysis, v30 n1 p139-51 Spr 1997
ISSN: 0021-8855
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT97
A study of three children (ages 11-13) without disabilities who served as peer supports for students with disabilities in general education classrooms found that serving as a peer support had positive academic effects on the students without disabilities. Follow-up probes demonstrated that the positive benefits regarding academic engagement endured over time.
Descriptors: *Academic Achievement; *Disabilities; *Helping Relationship; *Inclusive Schools; Intermediate Grades; Peer Relationship; *Peer Teaching; Program Effectiveness
 - EJ540977 EC615649
An Exploratory Study of Mainstreamed Seventh Graders' Perceptions of an Inclusive Approach to Instruction.

Summery, Heidi K.; Strahan, David B.
Remedial and Special Education, v18 n1 p36-45 Jan-Feb 1997
ISSN: 0741-9325
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG97
Eleven seventh-grade students with mild disabilities in a general language arts classroom participated in a study that examined the effects of an instructional approach based on Gardner's theory of multiple intelligences. Results found the students were more engaged in classroom activities and that eight of the students demonstrated more consistent reading strategies.
Descriptors: Grade 7; *Inclusive Schools; Junior High Schools; Language Arts; *Mainstreaming; *Mild Disabilities; *Program Effectiveness; *Reading Instruction; Reading Strategies; Student Attitudes; Teaching Methods
Identifiers: *Multiple Intelligences

- ED408745 EC305616
The Impact of Inclusion of Students with Challenging Needs.
Bang, Myong-Ye; Lamb, Peg
1996 17p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (TASH) (New Orleans, LA, November 1996).
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Contract No: H0023R20010
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Michigan
Journal Announcement: RIENOV97
This study examined the impact of 3 years of full inclusion of students with severe disabilities in a Lansing (Michigan) high school. Teacher and parent surveys as well as observations of student interactions and classrooms were used to evaluate inclusion of seven students with low-incidence disabilities (autistic impairment, trainable mental impairment, severe mental impairment, and severe multiple impairments). In general, parents reported positive changes in family life with increased interactions with family friends and neighbors, decreased behavioral problems, but increased parenting stress. Both special and general education teachers reported that information sharing, development of instructional materials, and support from consultants and paraprofessionals were effective. Similarly, both groups of educators reported that in-service programs, staff development activities, and technical assistance from the district were ineffective. Parents and teachers agreed that students' in-school opportunities for interaction with nondisabled

students were enhanced in the inclusive setting. Observation of classrooms found interactions between included students and nondisabled peers to be overwhelmingly accepting. Classroom observations also indicated that paraprofessionals assisted the included students in understanding directions but tended to dominate the student's interactions. Implications for improved staff development in the future are discussed.

Descriptors: Autism; High School Students; High Schools; *Inclusive Schools; Inservice Teacher Education; Interaction Process Analysis; Interpersonal Relationship; Mainstreaming; Moderate Mental Retardation; Multiple Disabilities; Paraprofessional School Personnel; *Parent Attitudes; Peer Acceptance; Program Effectiveness; *Regular and Special Education Relationship; Secondary School Teachers; *Severe Disabilities; Severe Mental Retardation; Special Education Teachers; Staff Development; *Teacher Collaboration Identifiers: *Lansing School District MI

- ED400148 RC020744
A Field Test of A Full Inclusion Project.
Din, Feng S.
Mar 1996 26p.; Presented at the Center for the Study of Small/Rural Schools Creating the Quality School Conference (Oklahoma City, OK, March 28-30, 1996).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEFEB97
An experimental project was implemented to test the effectiveness of full inclusion of students with learning and behavioral disorders at a rural middle school within the Appalachian region of Kentucky. Thirteen students with behavioral disorders or learning disabilities were placed in four regular classrooms for 3 months. Five teachers participated in the project and received training prior to the project. Adapted curriculum and instructional procedures, and classroom behavior management strategies were applied. Routine collaborative activities were organized during the process. It was found that students with behavioral disorders or severe learning disabilities could not benefit academically and behaviorally from the full inclusion service provided in the project, and the learning of students without disabilities was affected because instructional plans could not be accomplished. However, full inclusion appears to be appropriate for students with mild learning disabilities. This study addresses a basic issue: the necessity for schools to provide quality educational services to students with and without disabilities in inclusion practice.
Descriptors: Behavior Disorders; Classroom Techniques; Disabilities;

*Inclusive Schools; Junior High Schools; *Learning Disabilities; Mainstreaming; Middle Schools; *Program Effectiveness; Program Evaluation; Regular and Special Education Relationship; *Rural Schools; *Special Education Identifiers: Kentucky (East)

- ED395418 EC304812

The Process of Including Elementary Students with Autism and Intellectual Impairments in Their Typical Classrooms.

Downing, June E.; And Others

Apr 1996 49p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT96

A qualitative case study methodology was used to examine the process of including three students with autism, intellectual impairments, and behavioral challenges in age-appropriate typical classrooms and home schools. Data were obtained over a 9-month period from field notes of a participant researcher and three paraeducators, structured observations, samples of student work, and pre/post interviews with 17 key individuals. Findings describe a process requiring ongoing modifications and adjustments to meet individual needs and expectations. All three students demonstrated considerable progress in the areas of social interactions with peers, increased self-control, and ability to follow class rules and directions, as well as academic skill development. However, by the end of the year all three students still required considerable support, were not performing on grade level, and were still having difficulty socially interacting and controlling their inappropriate behavior. Adult reactions were mixed. Although seven adults stated they were neutral about inclusion at the beginning of the project, only two reported this position in May. However, the number of people indicating a negative view of inclusion increased from one to three. The number of respondents who believed that a major benefit of inclusion was teaching nondisabled students to appreciate differences increased from 8 to 14.

Interview questions and a classroom observation form are appended.

Descriptors: *Academic Achievement; Attitude Change; *Autism; Behavior Disorders; Case Studies; Classroom Observation Techniques; Elementary Education; *Inclusive Schools; *Interpersonal Competence; *Mental Retardation; Multiple Disabilities; Outcomes of Education; Parent Attitudes; Peer Relationship; Qualitative Research; Self Control; Severe Disabilities; Social Integration; Student Educational Objectives; *Teacher Attitudes

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- ED389102 EC304387
Effects of Inclusion on Academic Outcomes.
Willrodt, Ken; Claybrook, Shirley
Aug 1995 41p.; Research Paper, Sam Houston State University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAPR96
This study compared math and reading achievement in the fifth grades of two suburban elementary schools, one which utilized a traditional approach of pull-out special education classrooms and the other which utilized an inclusion program for special education services. The Texas Assessment of Academic Skills (TAAS) was used to measure the math outcomes of 98 fifth graders and the reading outcomes of 80 fifth graders at the inclusion school, and the math outcomes of 143 fifth graders and the reading outcomes of 129 fifth graders at the traditional school. Chi square analysis reflected no significant difference in passing rates on the TAAS in math and reading between the two groups. The study concluded that the decision as to which program is more beneficial cannot be made based solely on expected academic improvements. Appendixes include a student attitudes survey instrument, data tables, and a paper on inclusion.
Descriptors: Academic Achievement; *Disabilities; Grade 5; *Inclusive Schools; Intermediate Grades; Mainstreaming; *Mathematics Achievement; *Outcomes of Education; Program Effectiveness; *Reading Achievement; Standardized Tests
 - ED385090 EC304124
Proof Positive...Inclusion Works. Topic Area: Learning Disabilities.
Beckers, Gerlinde G.; Carnes, Julia S.
Apr 1995 26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEDEC95
This paper describes the successful implementation of an inclusion program which placed students with mild disabilities in regular education classes in a rural Louisiana school system. A unique quality of this program is that it

utilized only existing staff. Advantages and disadvantages of such a program and the seven-step program development and implementation process are itemized. A brief teacher survey to determine attitudes toward students with disabilities is included. Also outlined are criteria for student selection; criteria for student performance; an example of an individualized education program (IEP) objective; an example of an IEP goal; and job responsibilities of the special education teacher, the paraprofessional, and the general education teacher. The program has served 17 students in its first year of operation. Substantial academic and social progress was observed by the end of the school year, parental support had increased, and more general education teachers wanted to be involved in the inclusion program. An attached form identifies both mandated and recommended instructional modifications. Also attached is a handbook of instructional modifications used in the program. Modifications address assignments, content, tests, instructional activities for different learning styles, alternatives to written reports, alternative approaches to student grading, notebook organization, color-coding textbooks and assignments, and peer tutors.

Descriptors: Classroom Techniques; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Individualized Instruction; *Learning Disabilities; *Mild Disabilities; *Program Development; Program Effectiveness; Program Implementation; Regular and Special Education Relationship; *Rural Education; Teacher Attitudes; Teacher Role Identifiers: Louisiana

- ED385054 EC304087

Observations of Parents, Teachers, and Principals during the First Year of Implementation of Inclusion in Two Midwestern School Districts.

Turner, Nancy D.; Traxler, Maryann

Apr 1995 33p.; Paper presents at the Annual Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEDEC95

Two suburban school districts in Indiana were designated as inclusion pilot sites by the state legislature during the 1992-93 school year. Twenty-one students with moderate or severe disabilities and sensory impairments were integrated into their neighborhood schools. Observations of parents and general education teachers of these students were assessed using surveys, and principals in the schools were interviewed. As perceived by these groups, the greatest success of the program was the social benefit to the included students. Critical factors in the program's success included training in

modification of curriculum, collaboration among colleagues, and approaching the inclusion process with a positive attitude.

Descriptors: *Administrator Attitudes; *Demonstration Programs; Educational Change; Elementary Education; Hearing Impairments; *Inclusive Schools; Interpersonal Relationship; Junior High Schools; Middle Schools; *Parent Attitudes; Program Effectiveness; Program Evaluation; Program Implementation; School Districts; *Severe Disabilities; *Teacher Attitudes; Visual Impairments Identifiers: Indiana; Moderate Disabilities

- ED385042 EC304075

The Evaluation of Inclusive Education Programs.

Lipsky, Dorothy Kerzner; Gartner, Alan

City Univ. of New York, NY. National Center on Educational Restructuring and Inclusion.

NCERI Bulletin, v2 n2 Spr 1995

9p. EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); REVIEW LITERATURE (070)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC95

This bulletin summarizes research on the benefits of inclusive education programs; provides data on the current status of special education; and considers studies of individual inclusion programs, state and district studies, and the effects of inclusion on students without disabilities. The research and evaluation data on inclusion indicate a strong trend toward improved student outcomes (academic, behavior, and social) for both special education and general education students. It is suggested that the drive for upgrading standards and the inclusion of all students in these reforms has created tension for educators. A point of congruence between the school effectiveness efforts and those promoting inclusion is that a new approach must become part of a restructured educational system. Districts conducting successful restructuring programs that include all students have identified the following key factors: visionary leadership; collaboration; refocused use of assessment; supports for staff and students; funding that is sufficient and "follows the student," and effective parent and family involvement.

Descriptors: Academic Achievement; *Disabilities; Educational Improvement; Educational Research; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Outcomes of Education; *Program Effectiveness; Program Evaluation; School Effectiveness; Social Integration; Special Education; Student Behavior

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<http://ericec.org>*

Internet Resources

1. **www.specialolympics.org**

The official Web site of Special Olympics, Inc.

2. **www.aamr.org**

The Web site of the American Association on Mental Retardation.

3. **www.idir.net/~adabbs/**

A Web site with information about the Americans with Disabilities Act (ADA). Located in Columbia, MO, the ADA Project is one of 10 regional centers funded by the National Institute on Disability and Rehabilitation Research, a division of the U.S. Department of Education.

4. **www.thearc.org/**

Formerly The Association for Retarded Citizens, The Arc is an organization committed to the welfare of children and adults with mental retardation.

5. **www.psych.med.umich.edu/web/aacap/factsFam/retarded.htm**

One of the *Facts for Families* information sheets from the American Academy of Child and Adolescent Psychiatry (AACAP).

6. **www.nas.com/downsyn**

A compilation of articles from members of the Down Syndrome List Server.

7. **www.ed.gov/IDEA/**

The Individuals with Disabilities Education Act (IDEA) Amendments and other relevant information can be found on the U.S. Department of Education Web site.

8. **www.shriver.org/**

The Shriver Center, located in Waltham, MA, promotes understanding of neurological and behavioral development, with emphasis on meeting challenges associated with mental retardation and other developmental disabilities. The center conducts research to determine factors that influence development, and it provides training and service programs that benefit individuals and their families.

Also, for youth audiences, see:

http://teachers.nick.com/supplies/shows/nick_news/nn_whatru.html

http://kidshealth.org/kid/health_problems/birth_defect/mental_retardation_prt.htm

Information About Service-Learning

1. Education Commission of the States (ECS)

Compact for Learning and Citizenship Project (CLC)

Tel.: 303-299-3636; Web site: www.ecs.org/clc.

2. National Service-Learning Clearinghouse

ETR (Education, Training, Research) Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830; Tel.: 831-438-4060; Web site: www.etr.org.

3. National Service-Learning Exchange

Toll-free number: 1-877-572-3924; Web site: www.nslexchange.org.

4. National Helpers Network

875 Sixth Avenue, Suite 206, New York, NY 10001; Tel.: 212-679-2482; Web site: www.nationalhelpers.org; e-mail: info@nationalhelpers.org.

5. National Service-Learning in Teacher Education Partnership

Cascade Educational Consultants, 2622 Lakeridge Lane, Bellingham, WA 98226; Tel.: 360-676-9570;

Web site: <http://www.az.com/~pickeral/partnership.html>; e-mail: pickeral@az.com.

6. National Youth Leadership Council (NYLC)

1667 Snelling Ave. North, St. Paul, MN 55108, Tel.: 651-631-3672; Web site: www.nylc.org; e-mail: nylinfo@nylc.org.

School Text Resources Suggested by Special Olympics, Inc.

| TITLE AND AUTHOR | AGES | GRADE LEVEL |
|---|--------|--------------------|
| <i>What's Wrong with Timmy?</i> , by Maria Shriver | 4 - 8+ | Elementary |
| <i>Wish on a Unicorn</i> , by Karen Hesse | 9 - 12 | Elementary/Middle |
| <i>Radiance Descending: A Novel</i> , by Paula Fox | 9 - 12 | Elementary/Middle |
| <i>My Louisiana Sky</i> , by Kimberly Willis Holt | 9 - 12 | Elementary/Middle |
| <i>True Confessions</i> , by Janet Tashjian | 9 - 12 | Elementary/Middle |
| <i>Welcome Home, Jellybean</i> , by Marlene Fanta Shyer | 9 - 12 | Elementary/Middle |
| <i>Welcome Home Jellybean: Study Guide</i> , by Joyce Friedland | 9 - 12 | Elementary/Middle |
| <i>A Guide for Using Summer of the Swans in the Classroom</i> , by Betsy Byars and Jane Pryne | 9 - 12 | Elementary/Middle |
| <i>My Sister Annie</i> , by Bill Dodds | 9 - 12 | Elementary/Middle |
| <i>Odd Man Out</i> , by Gail Radley | 9 - 12 | Elementary/Middle |
| <i>The Summer of the Swans</i> , by Constantinos Coconis and Betsy Cromer Byars | 9 - 12 | Elementary/Middle |
| <i>Views From Our Shoes: Growing Up With a Brother or Sister With Special Needs</i> , by Donald J. Meyer (Editor) | 9 + | Elementary/Middle |
| <i>We Can Do It!</i> , by Laura Dwight | 9 + | Elementary/Middle |
| <i>Crazy Lady</i> , by Jane Leslie Conly | 12 + | Middle/High School |
| <i>Emily Good As Gold</i> , by Susan Goldman Rubin | 12 + | Middle/High School |
| <i>Count Us in: Growing Up With Down Syndrome</i> , by Jason Kingsley et al. | 12 + | Middle/High School |
| <i>The Acorn People</i> , by Ron Jones | 12 + | Middle/High School |
| <i>Flowers for Algernon</i> , by Daniel Keyes | 12 + | Middle/High School |
| <i>Show Me No Mercy: A Compelling Story of Remarkable Courage</i> , by Robert Perske | 12 + | Middle/High School |

How *SO Get Into It* Addresses Academic Standards

Although academic standards throughout the country generally conform to predictable patterns, their details vary from one state and school district to another. Therefore, to determine the academic standards addressed by the *SO Get Into It* lessons, teachers and curriculum supervisors will need to refer to the specific standards for their state or district.

The *SO Get Into It* lessons address selected academic standards within the following framework, which was developed by the Midcontinental Regional Education Laboratory (MCREL) in conjunction with a comprehensive review and study of key education standards documents. *In the following outline, specific standards addressed by *SO Get Into It*, either directly or indirectly, appear in italics.*

Health Standards

1. Knows the availability and effective use of health services, products, and information.
2. *Knows environmental and external factors that affect individual and community health.*
3. *Understands the relationship of family health to individual health.*
4. *Knows how to maintain mental and emotional health.*
5. Knows essential concepts and practices concerning injury prevention and safety.
6. Understands essential concepts about nutrition and diet.
7. *Knows how to maintain and promote personal health.*
8. Knows essential concepts about the prevention and control of disease.
9. Understands aspects of substance use and abuse.
10. *Understands the fundamental concepts of growth and development.*

Civics Standards

What Is Government and What Should It Do?

1. Understands ideas about civic life, politics, and government.
2. Understands the essential characteristics of limited and unlimited governments.

*See: *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 3rd Edition*, 2000, by John S. Kendall and Robert J. Marzano.

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3. *Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.*
 4. Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government.
 5. Understands the major characteristics of systems of shared powers and of parliamentary systems.
 6. Understands the advantages and disadvantages of federal, confederal, and unitary systems of government.
 7. Understands alternative forms of representation and how they serve the purposes of constitutional government.

What Are the Basic Values and Principles of American Democracy?

8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society.
9. *Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy.*
10. *Understands the roles of voluntarism and organized groups in American social and political life.*
11. *Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.*
12. Understands the relationships among liberalism, republicanism, and American constitutional democracy.
13. Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity.
14. Understands issues concerning the disparities between ideals and reality in American political and social life.

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

15. Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power.
16. Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation.
17. Understands issues concerning the relationship between state and local governments and the national government and issues pertaining to representation at all three levels of government.
18. Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights.
19. Understands what is meant by “the public agenda,” how it is set, and how it is influenced by public opinion and the media.

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20. Understands the roles of political parties, campaigns, elections, and associations and groups in American politics.
 21. Understands the formation and implementation of public policy.

What Is the Relationship of the United States to Other Nations and to World Affairs?

22. Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.
23. Understands the impacts of significant political and nonpolitical developments on the United States and other nations.

What Are the Roles of the Citizen in American Democracy?

24. Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization.
25. *Understands issues regarding personal, political, and economic rights.*
26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights.
27. *Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities.*
28. *Understands how participation in civic and political life can help citizens attain individual and public goals.*
29. *Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.*

Language Arts Standards

Writing

1. *Uses the general skills and strategies of the writing process.*
2. *Uses the stylistic and rhetorical aspects of writing.*
3. *Uses grammatical and mechanical conventions in written compositions.*
4. *Gathers and uses information for research purposes.*

Reading

5. *Uses the general skills and strategies of the reading process.*
6. *Uses reading skills and strategies to understand and interpret a variety of literary texts.*
7. *Uses reading skills and strategies to understand and interpret a variety of informational texts.*

Listening and Speaking

8. *Uses listening and speaking strategies for different purposes.*

Viewing

9. *Uses viewing skills and strategies to understand and interpret visual media.*

Media

10. *Understands the characteristics and components of the media.*

Self-Regulation Standards

1. *Sets and manages goals.*
2. *Performs self-appraisal.*
3. *Considers risks.*
4. *Demonstrates perseverance.*
5. *Maintains a healthy self-concept.*
6. *Restrains impulsivity.*

Working with Others Standards

1. *Contributes to the overall effort of a group.*
2. *Uses conflict-resolution techniques.*
3. *Works well with diverse individuals and in diverse situations.*
4. *Displays effective interpersonal communication skills.*
5. *Demonstrates leadership skills.*

Physical Education Standards

1. *Uses a variety of basic and advanced movement forms.*
2. *Uses movement concepts and principles in the development of motor skills.*
3. *Understands the benefits and costs associated with participation in physical activity.*
4. *Understands how to monitor and maintain a health-enhancing level of physical fitness.*
5. *Understands the social and personal responsibility associated with participation in physical activity.*

Strategies and Modifications for Students with Special Needs

The following list was adapted from the 2001 Special Olympics World Winter Games School Enrichment Program, Anchorage, Alaska.

Delivery of Instruction:

- Large print copy
- Preferential seating
- Student/manipulative aids
- Visual with auditory
- Short, oral directions
- Peer note-taker
- Samples of finished product
- Quiet work area
- Key points listed on board
- Frequent breaks
- Homework recording
- Student repeats directions
- Review and summarize
- Use repeated drill/review
- Alter grade weight distribution
- Allow more time for written tasks
- Use of short answers
- Specific feedback
- Use pictures with written product
- Small group discussion
- Time limit on oral reports
- Dictate multiple choice responses to a scribe
- Point to multiple choice responses
- Dictate writing to scribe
- Word processing
- Tape record response
- Electronic spell checker, grammar checker, or other help feature of word processor

Tests:

- Open book exams
- Oral exams
- Objective/short-answer exams
- Take-home exams

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- Substitute assignment for exam
 - Performance exams
 - Group exams
 - Large type
 - Tape record or write test items/responses
 - Reduce reading/math level of text
 - Allow more time for regular exam
 - Provide word bank
 - Read prompts aloud to student
 - Sign prompts
 - Visual magnification devices
 - Test individually in separate location
 - Allow the student to test orally with a peer, the classroom teacher, special education teacher or inclusion assistant
 - Avoid using words such as never, not, sometimes and always
 - Exclude statements such as *all of the above* or *none of the above*
 - Create fill in the blank tests, by placing the choices under the blank space instead of at the end of the sentence

Grading:

- Grade on individual progress, improvement, ability, effort and achievement
- The ability grade – the expected amount of improvement in the subject area
- The effort grade – the amount of time and effort the student put into the assignment to master the concept
- The achievement grade – the student's mastery in relation to others in the class

Classroom Accommodations:

- Allow student to tape lectures
- Allow typewritten or word processed assignments
- Provide a written outline
- Use peer tutoring
- Print board work and oral instruction so student may refer to it later
- Mark student's correct answers, not his/her mistakes on class work and homework
- Evaluate homework by amount of time the student's parent agrees he/she spent on it
- Allow student to work on homework while at school
- Give frequent reminders about due dates
- Give short assignments
- Allow extra credit assignments
- Develop reward system for in-school work and homework completed

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- Seat student near teacher
 - Stand near student when giving instructions
 - Provide a structured routine in written form
 - Provide organizational strategies such as charts, timelines, and compensatory strategies
 - Use materials that address the students' learning style (visual, tactile, etc.)
 - Schedule periodic parent/teacher meetings
 - Provide parents and students with a duplicate set of texts that they can use at home for the school year
 - Develop weekly progress reports
 - Mail a schedule of class and work assignments to the student's parents
 - Keep a daily schedule on the board
 - Always state what the student should do, instead of what the student should not do (if the student is running in the hall, simple say, "Walk, please." vs. "Don't Run")

Reinforcement and Discipline:

- A token system
- Create a list of reinforcement activities
- What may seem like a motivator to you, may not be a motivator for the student

Handwriting:

- Different kinds of paper
- Different colors of paper
- Tape paper to the desk
- Photocopy notes, etc.
- Paper position
- Student position
- Stencils/templates
- Tracing paper
- Positioning device
- Positioning student
- Wrist rests
- Correction tape/pen/fluid

Spelling, Grammar, and Punctuation:

- Paired word associations
- Self-verbalization
- Imagery
- Mnemonic devices
- Multi-modality instruction

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- “Word wall” of common words
 - Problem word lists
 - Word banks
 - Flash cards
 - Magnetic board and letters
 - Flannel board and letters
 - Highlighters
 - Personal chalkboard
 - Pocket dictionary
 - 3-ring notebook dictionary
 - Electronic pocket spell checker
 - Electronic dictionary
 - Cross-age tutoring
 - Allow the student to set an individual spelling goal
 - Increase the number of words when the student reaches mastery level on three consecutive tests
 - Provide drill and practice exercises such as spelling bingo, and word finds

Written Expression:

- Utilize content outlines
- Study carrel
- Use finger-for-spacing strategy
- Tape record thoughts before writing
- Tape record story to proofread
- Headphones
- Give the student specific instructions for the assignment; gradually decrease the structure as the student becomes more confident in his or her ability to write
- If a student has difficulty generating specific ideas, create a student/ teacher journal; the teacher can direct specific questions to the student and the student can respond in writing
- Allow the student to choose one familiar idea; generate a word bank and allow the student to write on the same topic for several days
- Keep a selection of pictures available and give the student a picture to help generate ideas
- Use sequence cards and have the student write a sentence about each step
- Avoid excessive corrections in the mechanical aspects of writing
- Teach the student the importance of a beginning, middle and end in each paragraph; first, next, then, last or finally
- Have the student record or read the story aloud after it has been written
- Have the student copy material from the board or overhead onto paper
- Allow the student to use signing or pointing as an alternative response during classroom discussion, assignments and assessments

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- Spell words to students except where spelling is being assessed
 - Provide models of summarizing concepts such as paraphrasing when needed
 - Focus on one key-summarizing concept that the student must demonstrate
 - Allow student to illustrate through drawings or computer graphics under standing of materials
 - Allow student to use picture cue cards to demonstrate understanding of materials
 - Adjust the length of the written summary required for the student to complete

Reading:

- Tactile letters and words
- Provide Braille version of materials
- Provide large print version of materials
- Provide materials in the student's native language
- Encourage the students to write, draw, or verbalize into a tape recorder, key words while reading
- Provide the student with cliff notes or key points from written work
- Provide written text based on appropriate instructional reading/language levels
- Provide a summary guide to assist with locating essential key points in text
- Provide models and visual schematics when appropriate to assist with interpretation of technical literature
- Adjust length of literary piece to be read
- Allow student to view video or CD ROM based on written works
- Allow peer to read literary piece to student
- Allow student to select reading based on interest
- Highlight or circle key information in written text
- Provide a reading partner for the student
- Bulletin board schedule
- Pocket schedule
- Schedule in notebook
- Appointment book
- Assignment sheets
- Reminder cards
- Study carrel for individual work
- Color coding strategies
- Peer support
- Cross-age support
- Homework journal
- Structured study guides
- Post sign and label areas in room

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- Tape a schedule on the desk
 - Pocket organizer/planner
 - Personal organizer
 - Clipboards
 - Peer support
 - Sticky notes for reminders
 - Notebook tabs
 - Colored paper clips
 - Highlighter
 - Storage cubicles
 - Electronic memo/schedule masters
 - Electronic pocket
 - Organizer/planner
 - Digital diary
 - If folders are confusing for the student, use a three ring notebook
 - Have the student clean and organize his/her desk or locker at least once a week
 - Heading on all papers
 - Allow the student to call home and leave a message on a recorder
 - Throw the note away when the assignment is complete
 - Set up a specific time each day for homework. If the student does not have homework, the student may spend the time reading, or cleaning and organizing their folders or backpack word problem
 - Adapt the complexity of the situation and/or problem the student is required to solve
 - Limit concepts involved in problem-solving situations
 - Video tape real life activities and break down into smaller manageable segments that allow the student to perform the necessary operations
 - Given a set of answers, allow the student to match answers to problems note taking skills:
 - Provide the student with an outline of the main topics you will be presenting
 - Provide space for the student to write notes on the outline sheet
 - Before the presentation, provide the student with a list of questions for which they will be held responsible to discuss

Special Olympics Language Guidelines

Words matter. Words can open doors to enable persons with disabilities to lead fuller, more independent lives. Words can also create barriers or stereotypes that are not only demeaning to persons with disabilities, but also rob them of their individuality. The following language guidelines have been developed by experts in mental retardation for use by anyone writing or speaking about persons with disabilities to ensure that all people are portrayed with individuality and dignity.

Appropriate terminology

- Refer to participants in Special Olympics as **Special Olympics athletes**, rather than Special Olympians or Special Olympics athletes
- Refer to individuals, persons, or **people with mental retardation**, rather than mentally retarded people or the mentally retarded
- A person **has mental retardation**, rather than is suffering from, is afflicted with, or is a victim of mental retardation
- Distinguish between adults and children with mental retardation. Use **adults** or **children**, or **older** or **younger athletes**
- A person **uses a wheelchair** rather than is confined or restricted to a wheelchair.
- **Down syndrome** has replaced “Down’s Syndrome” and Mongoloid
- Refer to participants in Special Olympics as **athletes**. In no case should the word appear in quotation marks
- When writing, refer to persons with a disability in the same style as persons without a disability: full name on first reference and last name on subsequent references. Resist the temptation to refer to an individual with mental retardation as “Bill,” rather than the journalistically correct “Bill Smith” or “Smith”
- A person is physically **challenged** or **disabled** rather than crippled.
- Use the words “**Special Olympics, Inc.**” when referring to the worldwide Special Olympics Program

Terminology to avoid

- Avoid using the label **kids** when referring to Special Olympics athletes. Adult athletes are an integral part of the program
- Avoid using the word **the** in front of Special Olympics unless describing a specific Special Olympics event or official

-
- Avoid using the adjective **unfortunate** when talking about persons with mental retardation. Disabling conditions do not have to be life-defining in a negative way
 - Avoid sensationalizing the accomplishments of persons with disabilities. While these accomplishments should be recognized and applauded, people in the disability rights movement have tried to make the public aware of the negative impact of referring to the achievements of physically or mentally challenged people with excessive hyperbole
 - Avoid using the word **special** with extreme care when talking about persons with mental retardation. The term, if used superfluously, can become cliché in contiguous references to Special Olympics.

School and Athlete Registration Materials



SO GET INTO IT **START-UP KIT FOR 2001 - 2002**

WELCOME!

Here is your start-up kit to begin involving students in this free, year-round sports training and athletic competition program. In the kit, you will find the following materials:

†† School Registration Form - Complete this once per school year to let us know what sports you are interested in and the number of students expected to participate (Return to the Special Olympics State office).

†† School Roster Form - Student names, age, gender, and if they are Unified Sports™ Partners (Return to the Special Olympics State office).

†† Sport Skills Program Book order form - Your first book is free; additional ones may be ordered for \$5.00 each (Return to the Special Olympics State office).

†† Sports Equipment Catalog - JustBalls®, the largest ball store in the world, is the official supplier of balls for Special Olympics. This "one-stop-shop" will handle all of your needs and benefit your local Special Olympics program at the same time.

Once your state Special Olympics office receives the registration forms from you, we will provide the following items to your school. Depending upon your level of involvement, these will include:

- | | | |
|---|---------------------|----------------------------------|
| † | † Athlete T-shirts | ††† Coaches Training information |
| | † Award ribbons | † Sport Skills Program Book(s) |
| | †† Sports equipment | |

We welcome the opportunity to work with you during the year as you select the type of program that will best meet the needs of the students and your school.

(Special Olympics State or Area program contact information here
or web address)

(Special Olympics State or Area Program)



SO GET INTO IT

OPTIONAL PUBLICATION AND MATERIAL ORDER FORM

Please check () which book(s) you would like to order:

- † Partners Club Handbook (\$2.50) †† Unified Sports Handbook (\$2.50)
- †† Sports Skills Guide (\$5.00 each, 1st one is free with registration forms. See below for menu of choices)

Official Special Olympics Summer Sports:

- † Aquatics
- † Athletics
- †† Basketball
- †† Bowling (spiral bound draft)
- † Cycling (spiral bound draft)
- † Equestrian Sports
- † Football (Soccer)
- † Golf
- † Gymnastics (Artistic and Rhythmic)
- † Powerlifting
- † Roller Skating
- † Softball
- †† Tennis
- †† Volleyball

Official Special Olympics Winter Sports:

- † Alpine Skiing
- † Cross Country Skiing
- † Floor Hockey
- †† Figure Skating
- †† Speed Skating

Nationally Popular Sports:

- † Badminton
- †† Bocce (spiral bound draft)
- †† Snowshoeing
- †† Team Handball (spiral bound draft)
- †† Motor Activities Training Program

Make check payable to:

Your Special Olympics State Program (ex. Special Olympics Oregon)

Total amount due: \$ _____

Shipping Information:

Name: _____

Title: _____

School: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (_____) _____ Fax: (_____) _____

Please mail completed order form with check and *SO Get Into It* registration forms to your state Special Olympics program



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Alana Abracen, Teacher
C. H. Best Middle School
North York, On

Loretta Claiborne
Special Olympics Athlete
York, PA

Ken Bragg, Outreach Director
Special Olympics Connecticut
Hamden, CT

Beth Dauma, Reading Teacher
Martin Luther King, Jr. Excellence
Academy
Denver, CO

Melanie Bredeson, Special
Education Teacher
Edison Middle School
Milwaukee, WI

Joy Des Marais, Director,
Development and External Affairs
National Youth Leadership Council
(NYLC)
North Saint Paul, MN

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Education Coordinator
Baltimore City Public Schools
Baltimore, MD

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Special Olympics Texas
Austin, TX

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Special Olympics Illinois
Glen Ellyn, IL

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Anita Fort, Special Education
Teacher
Southern Hills Middle School
Boulder, CO

Andy Leonard
Special Olympics Athlete
Columbus, OH

John Gruenloh, Ph.D.
Special Education Administrator
Wisconsin Rapids School District
Nekoosa, WI

Donna Lloyd-Kolkin, Ph.D.
Curriculum Advisor
Bethesda, MD

Karin Hawley, Area Director
Special Olympics Wisconsin
Mequon, WI

Pamela Luna, Dr. PH.
Curriculum Writer
Riverside, CA

Judy King, Teacher/National Jr.
Honor Society Advisor
Kennedy Middle School
Clearwater, FL

Ann Malafronte, Special Olympics
Coordinator
Connecticut Association of Schools
Cheshire, CT

Joseph Kogan, Teacher
C. H. Best Middle School
North York, Ontario

Ted Martch, Teacher/Curriculum
Advisor
Douglass High School
Winston, OR

Bill Krieger, Special Education
Teacher
Martin Luther King, Jr. Excellence
Academy
Denver, CO

Deb Moore-Gruenloh, Teacher
Washington Elementary School
Nekoosa, WI

Terry Pickeral, Executive Director
Education Commission of the States
(ECS)
Denver, CO

Mona Treinies, Outreach Director
Special Olympics Texas
Austin, TX

Jackie Rahm, Area Director - St.
Louis
Special Olympics Missouri
St. Louis, MO

Gerri Walter, Director of Outreach
and Public Relations
Special Olympics Rhode Island
Warwick, RI

Josh Reams
Special Olympics Athlete
Eldorado County, CA

Don White, Senior Manager for
Schools
Special Olympics Philadelphia
Philadelphia, PA

Hank Resnik, Curriculum Writer
Berkley, CA

Tyrrell White, Health and Physical
Education Teacher
Griswold Middle School
Rocky Hill, CT

Denise Schreiber, Physical
Education Teacher
Poet-Christian Middle School
Tracy, CA

Kelly Wort, Teacher
Cabrillo Middle School
Santa Clara, CA

Victor Stewart
Special Olympics Athlete
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Area Director
Special Olympics Maryland
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