



jewish life education centre

Welcome,

Here are some excerpts from our *Including Individuals* choveret (educational pack) that was compiled to accompany the 'Including Individuals' seminar on 17th Feb 2009. Firstly, thank you very much for taking the time to engage with this topic. You have shown your commitment to addressing a key issue in Jewish youth work, and one that is often overlooked. We hope you will find this information interesting and relevant to your work.

These excerpts aim to introduce you to some resources to further your understanding of issues around inclusion. There are explanations of special educational needs and physical disability as well as some practical tips for how best to support young people with specific conditions. We know that whilst it is very useful to have a generic understanding of a particular condition, each person is individual and will experience their condition in a very different way. We need to remember to treat each person as unique, rather than labelling them with a particular condition and making assumptions. With that in mind, we are here to support you, either through offering further generic training on this topic, or by working with you on individual cases. Please do not hesitate to consult with me (naomi.russell@ujia.org) on this issue. These excerpts are just a brief introduction, to spark your interest and hopefully encourage you to engage with us further on this, or on any other social welfare issue.

Throughout our work at JLEC, we endeavour to blend Jewish and Israel content with hadracha and youth work concepts to demonstrate a holistic approach to Jewish education. We aim to emphasize the enduring and dynamic relevance of Jewish texts and concepts to contemporary issues. These excerpts include some Jewish texts, outlining the idea that creating inclusive and welcoming communities is an enduring Jewish value.

One final important note – it must be made clear that we are not lawyers, any advice given in this document is NOT of a legal or binding nature. We aim simply to support you in your work with individuals and groups of young people. We can support you *individually* on issues of policy and decision making around inclusion. This will vary for each organisation.

Please do not hesitate to be in touch with us if there is anything we can do to assist you in your work on this, or any other topic. We would be delighted to receive any feedback on these resources, and to hear any thoughts or ideas that you may have about ways we can better support you in your vital work in the community.

B'shalom

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WHAT IS INCLUSION?

(adapted from www.inclusion.com and the Council for Disabled Children Inclusion Policy)

Inclusion is about ALL of us. Inclusion is NOT just a 'disability' issue.
Inclusion is about living full lives - about learning to live together.
Inclusion treasures diversity and builds community.
Inclusion is about our 'abilities' - our gifts and how to share them.
Inclusion is being part not apart.
Inclusion is going where you want to go.
Inclusion is being actively involved.
Inclusion is people expecting you.
Inclusion is getting help when you need it.

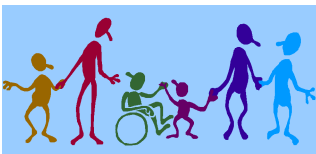
WHO IS AFFECTED BY INCLUSION?

Inclusion affects everyone. We can discuss inclusion in relation to a whole range of factors eg race, religion, gender, sexual orientation, physical ability etc. For our purposes, we are going to define inclusion as relating to physical disability and special educational needs. Major progress has been made in this field in the formal education sector – schools now have special provision to accommodate young people with special educational needs and / or disabilities into a mainstream environment. As youth movements and informal educators, we now need to address these issues within our settings. We need to provide training for our leaders to support young people with a range of needs – including Autism, Attention Deficit Disorder, Dyspraxia, Downs Syndrome and various other conditions. We need not be experts, but we can increase our knowledge and explore our Jewish values of equality and seeing the holiness in each individual to help everyone have access to the life changing experiences and incredible opportunities that we provide.

SO HOW DO WE BECOME MORE INCLUSIVE?

Inclusion is about going the extra metre so that a person with specific needs does not have to go an extra mile in order to join in. It can be helpful to make the comparison with specific dietary requirements – in some situations one might need to eliminate certain items from a menu (eg nuts if someone has a severe allergy), in other cases it might just be a matter of integrating more options into the menu, or altering it slightly so that everyone is included. We can view our approach to inclusion in a similar way – sometimes we might need to change the programme entirely or make sure there are accessible facilities. Other times it might just be a case of making slight, almost imperceptible adjustments so that individuals can participate equally without being made to feel different.

A great example is that of a young person with a visual impairment who attended a residential youth movement event. He was unable to read material that was printed on A4 paper. Because the madrichim were aware of this, they ensured that there was one A3 copy of all reading material (prayer books, activity sheets etc) available for this young person. Inclusion might require advanced planning, preparation (and most importantly full information about a person's needs) but actually, the implementation is not always as complicated as we might imagine. We can make small adjustments in order to enable people to participate fully.



Blessing?

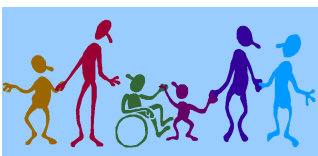
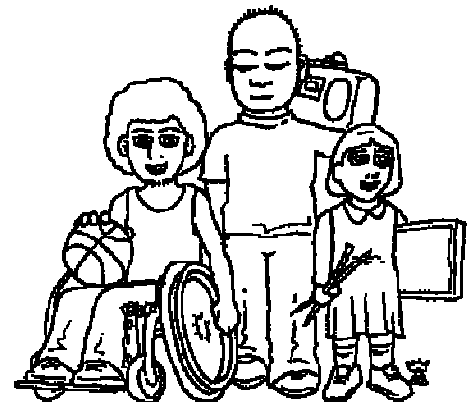
There is a bracha which we are traditionally told to recite when we encounter a disabled person...

On seeing a differently formed person:

‘Baruch atah Hashem, elokenu melekh ha’olam meshaneh habriyot’

Blessed are you, O Lord our God, King of the Universe, who varies the forms of his creatures.

- What do you think is the intention behind this bracha?
- How might reciting this bracha make us feel?
- How might reciting this bracha make a disabled person feel?
- Do we generally view disability as diversity and variety, or as disadvantage?
- How good are we at appreciating diversity?





The Burning Bush – Exodus

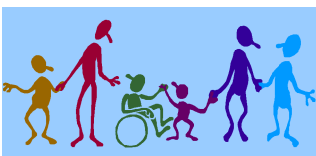
וַעֲתָהּ, הִנֵּה צַעֲקַת בְּנֵי-יִשְׂרָאֵל בָּאָה אֵלַי; וְגַם-רָאִיתִי, אֶת-הַלֶּחֶץ, אֲשֶׁר מִצְרַיִם, לֹחֲצִים
אֹתָם וְעֲתָה לָכֵה, וְאַשְׁלַחְךָ אֶל-פְּרַעֲה; וְהוֹצֵא אֶת-עַמִּי בְנֵי-יִשְׂרָאֵל, מִמִּצְרַיִם וַיֹּאמֶר מֹשֶׁה,
אֶל-הָאֱלֹהִים, מִי אֲנֹכִי, כִּי אֵלֶךְ אֶל-פְּרַעֲה; וְכִי אוֹצִיא אֶת-בְּנֵי יִשְׂרָאֵל, מִמִּצְרַיִם.
וַיֹּאמֶר, כִּי-אֶהְיֶה עִמָּךְ

Chapter 3 verse 9 'Now the cry of the Israelites has reached me, moreover I have seen how the Egyptians oppress them. Come, therefore, I will send you to Pharaoh, and you shall free My people, the Israelites, from Egypt.'
But Moses said to God. 'Who am I that I should go to Pharaoh and free the Israelites from Egypt?' And He said 'I will be with you'

וַיֹּאמֶר מֹשֶׁה אֶל-יְהוָה, בִּי אֲדֹנָי, לֹא אִישׁ דְּבָרִים אֲנֹכִי גַם מִתְמוּל גַּם מִשְׁלֹשׁ, גַּם מֵאֵז דְּבָרְךָ
אֶל-עֲבָדֶיךָ: כִּי כְבֹד-פֶּה וְכַבֵּד לְשׁוֹן, אֲנֹכִי וַיֹּאמֶר יְהוָה אֵלָיו, מִי שֶׁם פֶּה לְאָדָם, אוֹ מִי-יְשׁוּם
אֵלֶם, אוֹ חֲרָשׁ אוֹ פֶקֶח אוֹ עֹנֵר--הֲלֹא אֲנֹכִי, יְהוָה. וַיֹּאמֶר, בִּי אֲדֹנָי; שְׁלַח-נָא, בְּיַד-תְּשַׁלַּח.

Chapter 4 verse 10 'But Moses said to the Lord, 'Please, O Lord, I have never been a man of words, either in times past or now that you have spoken to your servant; I am slow of speech and slow of tongue.'
And the Lord said to him, 'Who gives man speech? Who makes him dumb or deaf, seeing or blind? Is it not I, the Lord? Now go, and I will be with you as you speak and instruct you what to say.'
But he said, "Please O Lord, make someone else your agent."

1. What does Moses mean when he says that he is not a 'man of words'? Why might he feel this way?
2. Why does God choose Moses?
3. What can we learn from the idea that the chosen leader of the Jewish people was 'slow of speech'?
4. What do you think about God's response to Moses?
5. How might we work with someone now who felt that they were 'slow of speech'?





Social and Medical Models of Disability

(from 'So what is Inclusion?' UK Youth)

Over a long period of time, our understanding of disability has changed. This has been influenced by our experiences and learning. Within the disability movement, a critical issue has been how disabled people define themselves.

This debate has been moved forward with the development by disabled people of what is known as a *social model*. This provides a radical and contrasting view, that disability is socially created rather than caused by an individual's medical condition. In more recent years, academics and disability scholars, in particular feminist scholars, have further developed our understanding of a social model.

Essentially, the social model provides a different way of viewing and defining disability and for many disabled people has provided an important opportunity to become empowered and proud of their individuality and collective experiences as disabled people.

The social model continues to evolve as our understanding grows, but it has provided an important shift in our understanding. It also has helped to focus on where we need to place our energies: in removing environmental and social barriers.

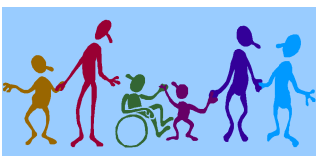
The medical model is the more traditional view, and many would argue, the more negative view of disability. It is sometimes known as the individual model. Although this model recognises that some disabled people's lives have often been dominated by medical intervention, it provides a view that it is the person who has the problem. It is the condition that stops the person doing or achieving what it is that they wish to do. The social model would suggest that it is social barriers that stop the person achieving or doing what it is they wish to do.

Many organisations of disabled people, and also other organisations now work to ensure that the social model is reflected in their values, and also in their practice.

The reason these models of disability are important is because they are fundamental to how we define disability, and so, how we begin to understand disability. How you understand disability will influence not only your values, but also the way you relate, communicate, engage and include people.

Medical Model: What's the problem? The person with a disability:
What's the solution - change the **PERSON** to make them fit in.

Social Model: What's the problem? The disabling world:
What's the solution - change the **WORLD** to remove the barriers.



LEARNING STYLES AND INDIVIDUAL NEEDS

Everyone has a preferred learning style, a way that they process information. At school, much of the learning is done through listening and writing. Young people who prefer experiential (kinaesthetic) learning, might find school more challenging and tend to thrive in an informal educational setting where tasks are more varied and active. In hadracha, you can vary your activities to suit different styles of learning. This will help your messages be communicated more effectively.

In other words, one could argue that everyone has some form of special educational needs (not just those individuals who have a specific named condition). We all have different ways of processing information. There is no 'correct' or better way. This appreciation of diversity can inform the way we approach SEN, enabling us to appreciate that all young people are different and have varied strengths and weaknesses and that no one should be embarrassed of their particular individual needs.

LEARNING STYLES

Here are some ideas for different types of activities which might suit each learning style.

Auditory (listening) Ideas

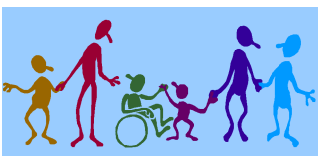
Develop a TV programme
Prepare and conduct an interview
Make a voice recording
Write a song

Visual Ideas

Develop a chart, poster, mural
Prepare a leaflet
Prepare a TV show
Prepare a drawing or illustration
Use photographs, cartoons and magazines
Watch a clip or a show

Kinesthetic (touch, doing) Ideas

Mime / Charades
Role play / Drama
Participate in a debate
Put on a puppet show
Perform for a video
Do a survey
Dance
Arts & Crafts



SPECIAL EDUCATIONAL NEEDS

Autistic Spectrum Disorders (ASD)

Asperger Syndrome is part of the Autistic Spectrum. It can be characterised by the following:

Social communication

- Formal and over-correct speech patterns (no slang or colloquialisms)
- Long winded explanations and descriptions
- Literal interpretation of words (eg 'pull your socks up')
- Difficulty in understanding and using body language and non-verbal communication (eg might not understand what it means when someone has their arms crossed and an angry expression on their face, or what a smile means).

Social Relationships

- Aloof, over-formal, stilted in social contact
- Own needs are seen as primary

Imagination:

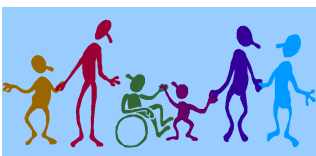
- Difficulty in seeing things from others' viewpoint
- Rigid and inflexible understanding (no negotiation or bargaining)

Some difficulties facing person with ASD:

- Difficulty in coping with social demands and situations
- Inability to be tactful – will tell the literal truth
- Literal interpretation of language and rules
- Sensory sensitivities ie sensitive to sound, touch, taste, bodily contact, visual. Eg may feed a tap on the shoulder as a punch.

Hadracha tips when working with someone with ASD:

- Keep spoken communication simple and clear
- Avoid shouting
- Avoid sarcasm and irony
- Be consistent
- Limit choices, make choices clear
- Use visual cues
- Establish routines
- Have clear beginnings and endings
- Don't leave things in doubt (eg there *may* be free time)
- Break down tasks into clear and simple steps
- Act as social interpreter – make explicit the implicit messages passed in social interactions
- Introduce one change at a time
- Find their special skills (eg art, maths etc) and allow chances for expression



Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

ADD and ADHD can be characterised by the following:

- Difficulty in concentrating or sitting still.
- Forgetfulness
- Poor impulse control
- Distractibility
- Procrastination
- Weak planning / Disorganisation
- Interrupting others
- Engaging in physically dangerous activities without considering consequences

Hadracha tips when working with young people with ADD or ADHD

- Be predictable – implement structure and consistency. Minimal rules. Minimal choices.
- Avoid using sarcasm or criticism. Avoid lecturing and being longwinded
- Use audiovisual materials (eg a stress ball to fiddle with) Use visual cues
- Provide advance warning about timings
- Designate one mentor who will monitor what triggers the behaviour
- ‘Escape valve’ outlets – allow young people to leave the group for a moment, take a time out or run an errand. This is not a punishment, just a chance to let off steam.
- Proximity control – move to be near the young person when you are talking to them, it will help them focus. Approach them side-on not face to face – less threatening
- Address the behaviour not the young person.
- Keep calm.
- Use positive language such as ‘Yes, when you have....you can’, rather than ‘No or Don’t or ‘You cannot’.
- Use ‘What are you doing? And what should you be doing? Instead of ‘why are you...?’ (less accusatory)
- Use humour to diffuse situations
- Adopt a ‘you can do it’ approach

Praise is a key tool to use; give verbal reinforcements of appropriate behaviour:

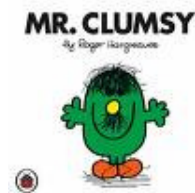
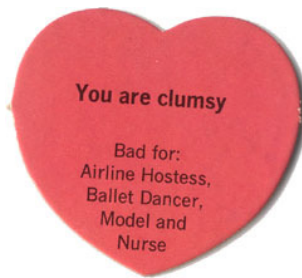
- Praise –at the very start of an activity before the young person has the chance to do anything wrong.
- Praise – define the appropriate behaviour while giving praise ie be specific.
- Praise – immediately, so they associate the good feeling of praise with the behaviour
- Praise – vary the statements so praise does not lose its value
- Praise – be consistent and sincere, they will spot insincerity



Dyspraxia

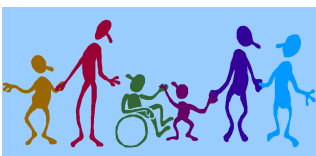
Dyspraxia can be characterised by the following:

- Difficulties in movement, perception, language, thought processes, planning and organisation.
- Clumsy movement and poor balance.
- Poor 'gross motor' coordination (whole body eg football)
- Poor 'fine motor' coordination (eg hand eye – shoe laces)
- Difficulties with orientation and following directions
- Lack of rhythm
- Poor memory
- Poor concentration
- Over or under sensitivity to sound, touch or light
- Low self-esteem and increased stress levels (due to the frustration of regularly experiencing failure)



Hadracha tips:

- Break down tasks into smaller manageable chunks
- Allow child to finish task before moving on
- In games activities, allow the child to choose not to take part in team games and instead to do activities to build up their abilities (Eg football skills instead of match)
- Ensure they are aided to find their way around, they may forget where they should be.
- Ensure they are given enough time to get their belongings together, make sure there is someone to remind them of what they need.
- Don't set them up to fail, be aware of what you are asking them to achieve.
- Ask them to repeat back any series of instructions given to them – helps to internalise.
- Use wall charts and visual cues.
- Highlight key words and phrases in bold type.
- Try to avoid open ended questions
- Have clear beginnings and endings
- Structure activities with clear boundaries and expectations.



Inclusion Websites

Inclusion is about ALL of us www.inclusion.com

Inclusion is about living full lives - about learning to live together. Inclusion treasures diversity and builds community. Inclusion is about our 'abilities' - our gifts and how to share them Inclusion is NOT just a 'disability' issue. Inclusion.com creates & shares tools, resources, capacities, so all can live full lives. Inclusion.com is for citizens: educators, families, individuals, organizations - all of us.

National Autistic Society www.nas.org.uk

We champion the rights and interests of all people with autism and aim to provide individuals with autism and their families with help, support and services that they can access, trust and rely upon and which can make a positive difference to their lives. Our website includes information about autism and Asperger syndrome, the NAS and its services and activities.

The National Attention Deficit Disorder Information and Support Service.

<http://www.addiss.co.uk/index.html>

We provide people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance - parents, sufferers, teachers or health professionals. Whatever you're looking for in ADHD, we'll do our best to help.

The Dyspraxia Foundation <http://www.dyspraxiafoundation.org.uk/>

We aim to support individuals and families affected by dyspraxia. To promote better diagnostic and treatment facilities for those who have dyspraxia. To help professionals in health and education to assist those with Dyspraxia. To promote awareness and understanding of dyspraxia

Circles Network <http://www.circlesnetwork.org.uk/>

Disability Rights Commission <http://www.drc-gb.org/>

Disability Information on a wide range of areas <http://www.direct.gov.uk/Homepage/fs/en>

Disability Equality in Education <http://www.diseed.org.uk/>

Council for Disabled Children <http://www.ncb.org.uk/Page.asp?sve=785>

The National Youth Agency (NYA) <http://www.nya.org.uk/>

Pride Website <http://www.disabledandproud.com/>

The United Kingdom's Disabled People's Council (UKDPC) <http://www.bcodp.org.uk/>

UK Youth <http://www.ukyouth.org/>

United Nations – Human Rights & Disability <http://www.un.org/esa/socdev/enable/>

About Inclusion <http://www.inclusion.com/>

After 16 – Advice for young disabled people <http://www.after16.org.uk/>



Alliance for Inclusive Education <http://www.allfie.org.uk/>

National Autistic Society <http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=1380&a=18582>

Centre for Studies on Inclusive Education <http://www.csie.org.uk/>

Inclusion Films

Inside I'm dancing

When the kinetic Rory moves into his room in the Carrigmore Residential Home for the Disabled, his effect on the home is immediate. Most telling is his friendship with Michael, a young man with cerebral palsy and nearly unintelligible speech. Somehow, Rory understands Michael, and encourages him to experience life outside the confines of home.

Rainman

After an autistic savant inherits three million dollars from his deceased father, his younger brother, in an attempt to trick him out of the money, learns some valuable lessons of life. Rain Man (1988) is the story of a young man who regains his humanity through the unexpected love of a brother he never knew he had--until now.

Forrest Gump

Forrest Gump is a simple man with good intentions. He struggles through childhood with his best and only friend Jenny. His 'mama' teaches him the ways of life and leaves him to choose his destiny. Forrest joins the army for service in Vietnam, finding new friends called Dan and Bubba, he wins medals, starts a table tennis craze, creates a famous shrimp fishing fleet, inspires people to jog, creates the smiley, writes bumper stickers and songs, and meets the president several times. However this is all irrelevant to Forrest who can only think of his childhood sweetheart Jenny. In the end all he wants to prove is that anyone can love anyone.

I am Sam

Michelle Pfeiffer and Sean Penn give career-defining performances in this humorous and heart-warming film about a mentally-challenged father who enlists the aid of a high-powered attorney to help him regain custody of his daughter. An all-star supporting cast and a spectacular soundtrack complete this unforgettable story of life, love and laughter.

