Module 1: Creating an inclusive society
09:00 – 12:00 (Estimated time: 3 hours)

Rationality: An inclusive society starts with the philosophy that every individual, each with rights and responsibilities, belong in the community life, has an active role to play, and feel valued, safe, connected, and cared for (Schffner & Buswell, 1996; United Nations, 1996). An inclusive society promotes a "meaningful participation of persons with disabilities in all their diversity, the promotion and mainstreaming of their rights into the work of the Organization, the development of disability-specific programmes and the consideration of disability-related perspectives, in compliance with the Convention on the Rights of Persons with Disabilities" (United Nations, 2020, p. 10)

According to The United Nations (2020):

Disability inclusion is an essential condition to upholding human rights, sustainable development, and peace and security. It is also central to the promise of the 2030 Agenda for Sustainable Development to leave no one behind. The commitment to realizing the rights of persons with disabilities is not only a matter of justice; it is an investment in a common future. However, persons with disabilities continue to be among those who are most excluded, including in gaining access to education, health services and employment and in participating in political decision-making. They represent a diverse group of people who have different impairments and support requirements and face significant barriers in exercising their rights throughout the life cycle. Some groups face even greater marginalization, for example women, children and older persons with disabilities, deafblind persons and persons with intellectual and psychosocial disabilities, and are more likely to be excluded from services, to be placed in institutions and to experience higher rates of violence, neglect and abuse, including sexual and genderbased violence. (p. 7)

Within this context, this first model aims to develop and extend skills in understanding the rationality of an inclusive society, and its significance for the success and well-being of people with Autism Spectrum Disorder.

SESSION PLAN

MATERIAL

- Computer

- External sound speakers

- Projector

- One soft foam ball

- PowerPoint slides M1_contents1.1_1.2. _1.3_AuTrain

- One copy for each participant of the Worksheet *Brainstorming 1.1*

- One copy for each participant of the Worksheet *Think & Reflect 1.1 - inclusion*

- One copy for each participant of the Worksheet *Think & Reflect 1.2 - language*

- One copy for each participant of the Worksheet *Activity: Real-world application 1.1*

- Multi-colored dot stickers (if used on Worksheet *Think & Reflect 1.2 – language*)

- Video or internet connetion: https://www.youtube.com/watch?v=LDbPgSWwEuU

- Video or internet connetion https://www.youtube.com/watch?v=-LX0KI4xkco

OVERVIEW

Begin 09:00 – 9:30	Develop 09:30 – 10:15
• Aim • Contents • Learning outcomes • Organization • *Activity: Brainstorming 1.1*	• Inclusion from different perspectives • Critical elements for creating an inclusive society • *Activity: Think & Reflect 1.1 - inclusion*

10:15 – 10:45
Break Time

Develop 10:45 – 11:30	End 11:30 – 12:00
• Common terminology/ range of views on ASD-friendly language • *Activity: Think & Reflect 1.2 - language*	• Wrap up • *Activity: Real-world application 1.1* • References & Resources • Goodbye ☺

BEGIN
09:00 – 9:30
Aim, Contents, Learning outcomes

Organization

Activity: Brainstorming 1.1

#1. Welcome participants, introduce the aim, contents and the learning outcomes of this module
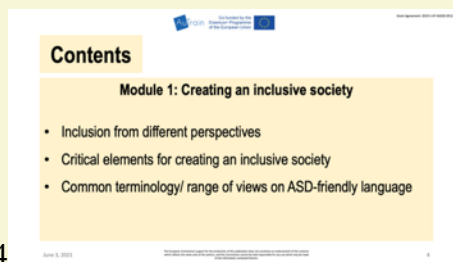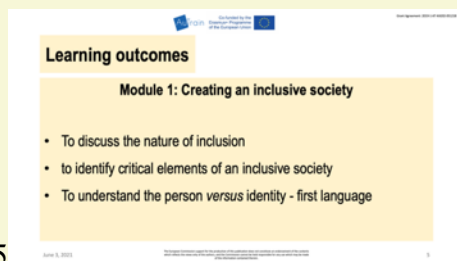
Note: Present slides number 1, 2, 3, 4 and 5

Aim:

This first model aims to develop and extend skills in understanding the rationality of an inclusive society, and its significance for the success and well-being of people with Autism Spectrum Disorder (ASD).

Contents:

- Inclusion from different perspectives;

- Critical elements for creating an inclusive society;

- Common terminology/ range of views on ASD-friendly language.

Learning outcomes:

- To discuss the nature of inclusion;

- To identify critical elements of an inclusive society;

- To understand the "person" *versus* "identity" first language".

#2. Plan with participants break times comfortably throughout the module and about instruction adaptations, if needed

Note: Present slides number 6 and 7.

Organization:

Present the overview schedule of the session and suggest a 30 minutes break or two breaks of 10 minutes each. Let the group decide.

6

7

#3. Introduce and develop the Activity *Brainstorming 1.1*

Note: Present slide number 8

8

Introduce the Aim of the activity: This activity aims to support participants to generate ideas, events they've experienced, perspectives, facts they know about the topic of the module- Creating an inclusive society. Additionally, reflect about the sources of the topic that were generated.

Introduce the material: Pass out the **Worksheet *Brainstorming 1.1***

Procedures: Tell participants to individually simply throw out thoughts (in the form of phrases, words, questions, perspectives, facts, events they've experienced etc.) that come to their mind. It is a word association activity. For example: what does the word "inclusion" make you think of? Thoughts can range from general topic ideas to subtopic ideas. Once ideas are

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4

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listed /connected, individual ideas can continue to be broken down until you feel you have enough contents to start to develop the topic. Keep an open mind for all ideas – no idea is silly in brainstorming. Debate, summarize, map the ideas/perspectives in an all group discussion.

Reference: https://www.crk.umn.edu/units/writing-center/brainstorming

Adaptation for online session: no need.

DEVELOP

09:30 – 10:15

Inclusion from different perspectives
Critical elements for creating an inclusive society
Activity: Think & Reflect 1.1 - inclusion

#4. Introduce the content -inclusion in the community - by reading the following text out load. In the end, ask for comments, doubts, or questions

Note: Present slides number 9 to 12

"Since the 1069s we have seen dramatic changes in the quality of lives of people with disabilities, including increased presence and participation in the community" (Talylor, et al., 1996, p. 279).

- There is a long history toward inclusion, which started with exclusion from the community and ends in ongoing transformation process to a better society (Martins, 2000).

- "Opportunities for independent living, daytime activities and employment are important aspects of social inclusion and participation in the community" (Gray, 2014, p. 2013).

- The United Nations Convention on the Rights of Persons with Disabilities recognize the equal right of all persons with disabilities to live in the community, with choices equal to

others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community (United Nations, 2006).

Ask for comments or doubts, or questions

Note: Present slides number 13 to 15

13

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15

An inclusive society:

- Celebrates diversity, promotes fraternity and equality of opportunity (Thomas, 1997).

- Makes all fell valued, safe, connected, and cared for (Schaffner & Buswell, 1996).

- Respects and promote equality as a value (Karagiannis et al., 1996).

- Requires positive attitudes toward people with disabilities (Thomas, 1997).

- Is barrier-free, it is accessible to all (Thomas et al., 1998).

- Is ethically, morally, and legally just (Karagiannis et al., 1996).

- Celebrates participation and empowerment (Karagiannis et al., 1996).

- Develops support networks (Schaffner & Buswell, 1996).

- Requires a strong public commitment to stop "many barriers that vary according to the cultural and economic structures of communities" (Dillenburger, 2015, p. 330).

- Requires a "commitment to inclusive ideals communicated across the school and into the community" (Kugelmass, 2006, as cited in McMaster, 2006, p. 42).

- Requires "an uncompromising commitment and belief in inclusion" (Kugelmass, 2006, as cited in McMaster, 2006, p. 42).

Ask for comments, doubts, or questions

#5. Introduce and develop the *Activity: Think & Reflect 1.1 - Inclusion*

Note: Present slide number 16 (the image has an automatic link to the video) while you are introducing the activity and showing the video; While participants are developing the activity project slide number 17.

16

17

Introduce the aim of the activity: We will watch a 1 minute and 10 seconds video of The United Nations secretary talking about the United Nations Disability Strategy. After that we will reflect about our perception of inclusion throughout the words of The United Nations secretary. We will be organized first in small groups of 3 /4 participants and after the discussion we will open to all group.

Introduce the material: Pass out the **Worksheet Think & Reflect 1.1 - inclusion** and be ready to show the video (use the link in the slide or the following link https://www.youtube.com/watch?v=LDbPgSWwEuU).

Procedures:

a. Form small groups of 3 /4 participants. Let participants form the groups, which can also help participants get to know each other better, but feel free to find other way; keep your options fluid and flexible.

b. Ask participants to be prepared to discuss the questions presented on the worksheet after the video be watched. Read the questions and ask for doubts or comments.

c. Inform participants that they will discuss it within their small group and after that they will report their ideas to the class. They should decide who will present the group ideas and discussion.

d. Show the video. To add subtitles with translation:

    1. In the player, select Settings.

    2. Select Subtitles/CC - Add subtitles.

    3. Select Automatic translation - choose your language.

e. While participants are in small groups, you should act as a facilitator, moving from group to group. Doing so allows you to ensure that all of its members are actively participating and learning.

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f. Participants share their best ideas with the class. Connect these ideas to the ones presented at the brainstorming activity.

Questions/Discussion Topics:

a. What are your thoughts on what you have heard?

b. What is your idea of inclusion?

c. What kind of world is the secretary planning for the future? What do you fell about it? Does it feet in your idea of inclusion?

Adaptation for online session: After watching the video in the main meeting room, send groups to breakout rooms, and you move from room to room. Share the worksheet using the chat function.

#6. Summarize the message of the secretary of The United Nations and the participant's ideas. In the end ask for comments, doubts, or questions

To summarize the participants' ideas, you can keep a record in the backboard of what is being shared. Reflect how the ideas are similar/different from each participant.

To Summarize the words of The United Nations secretary use slide number 18.

Note: Present slide number 18.

18

In summary, we can underline:

- There are more than one billion people with disabilities in the world.

- Considering inclusion and the rights of people with disabilities is a matter of justice and an investment in our common future.

- Agenda 2030- Leave no one behind.

- A world in which all people, including the ones with disabilities, can enjoy equal opportunities, have a full say in decision-making processes, and truly benefit from economic, social, political and cultural life.

- All together we can build an inclusive, accessible and sustainable world for all.

BREAK TIME
10:15 – 10:45

DEVELOP

10:45 – 11:30

Common terminology/ range of views on ASD-friendly language
Activity: Think & Reflect 1.2 – language

#7. Introduce the content - Common terminology/ range of views on ASD-friendly language - by reading the following text out load. In the end ask for comments, doubts, or questions

Note: Present slides number 20 to 22

20

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22

   - "People with disabilities express some strong feelings about the words and phrases used to describe them. This issue is very important to people with disabilities, because words send a message to others about our respect for them. Language evolves to reflect changing concepts and beliefs, and some things that people say may have been socially acceptable at one point in history but offensive at another. (…) In most cases, they were not originally thought of as harmful, but they took on negative connotations. As a result of grassroots advocacy, people with disabilities and their families have influenced the language we use to refer to members of this minority group" (Smith, 2007, pp. 17-18).

   - Many communities of people with disabilities use of person-first language, advocating that we should put people first and do not make the person equal to the disability (Smith, 1998).

   - Many self-advocates, as well as scholars, consider identity-first language due to:

   "(a) autism is a central, identity-defining feature that cannot be separated from the individual, and

(b) the use of person-first language might perpetuate stigmatizing views, as desirable attributes are normally expressed through pronouns preceding nouns (e.g., "a smart child"), and alternative linguistic constructions might suggest undesirable attributes" (Vivanti, 2020, p. 691).
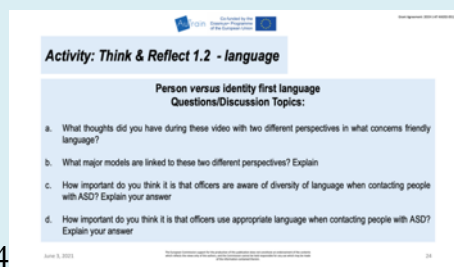
#8. Introduce and develop the *Activity: Think & Reflect 1.2 - language*

Note: Present slide number 23 (the image has an automatic link to the video) while you are introducing the activity and showing the video. While participants are developing the activity present slide number 24.

23

24

Introduce the aim of the activity: This activity aims to intoduce the discussion related to the proper use of language when referring to individuals with disabilities, and to identify the differences between Person *and* identity first language. First we will watch a short video of about the subject, and after that we will reflect and discuss about it in pairs and in the all group.

Introduce the material: Pass out the **Worksheet *Think & Reflect 1.2 - language*** and be ready to show the video (use the link in the slide or the following link https://www.youtube.com/watch?v=-LX0KI4xkco).

Procedures:

a. Form pairs. Let participants form the pars, which can also help participants get to know each other better, but feel free to find other way; keep your options fluid and flexible. For example, participants can turn to the person next to them, or you can place multi-colored dot stickers on the Worksheet. Participants form pairs with others who have the same color dot on their Worksheet 2. Be sensitive to learners' needs when creating pairs.

b. Ask participants to be prepared to discuss the questions presented on the worksheet (the ones presented below) after the video be watched. Read the questions and ask for doubts or questions.

c. Inform participants they will be using the collaborative learning strategy Think-Pair-Share. This strategy requires participants to (1) think individually about the answers to the questions; and (2) share ideas with a pair and (3) share ideas with the large group. Discussing

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with a partner maximizes participation, focuses attention and engages students in comprehending the subject.

> **d.** Show the video. To add subtitles with translation:

> > 1. In the player, select Settings.

> > 2. Select Subtitles/CC - Add subtitles.

> > 3. Select Automatic translation - choose your language.

> **e.** Individual work.

> **f.** Pair work extending on individual work. While participants are working individually and in pairs, you should act as a facilitator and a supporter, moving from pair to pair. Doing so allows you to ensure that all of the participants are actively participating and learning.

> **g.** Expand the ideas shared by the pairs into a whole-class discussion. Allow participants to choose who will share with the whole group.

> > **Reference of the Think-pair-share:**
> > https://www.readingrockets.org/strategies/think-pair-share
> > https://www.kent.edu/ctl/think-pair-share

> > **Questions/Discussion Topics:**

a. What thoughts did you have about these video with two different perspectives in what concerns friendly language?

b. What major models are linked to these two different perspectives in what concerns friendly language? Explain.

c. How important do you think it is that officers are aware of diversity of language when contacting people with ASD? Explain your answer.

d. How important do you think it is that officers use appropriate language when contacting people with ASD? Explain your answer.

Wrap up the activity by reading out load the following text. In the end ask for comments, doubts, or questions and provide feedback.

Note: Present slides number 25 and 26.

25   26

To summarize it consider:

- Be aware that the "words used to describe individuals with ASD influence societal perceptions, public policy, clinical practice and research directions" (Vivanti, 2020, p. 691).

- "The priority of research should be to center autistic people (both speaking and non-speaking, and with, and without learning disabilities) in the conversation around the language used to describe autism and autistic people" (Botha, 2020, online).
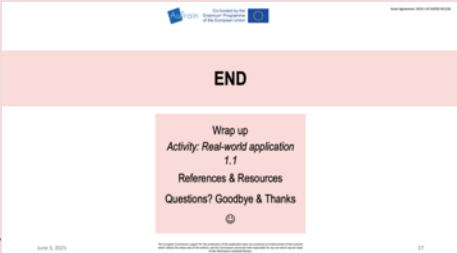
END

11:30– 12:00

Wrap up
Activity: Real-world application 1.1
References & Resources
Questions? Goodbye & thanks ☺

#9. Wrap up the session by summarizing the main points of it and monitoring participants learning

Note: Present slides number 27 and 28

a. Brainstorm participant's ideas while reading out load the text on slide 28. Use the brainstorm and the text on the slide to provide feedback, to ask for questions, to promote connections between concepts and interactions between participants, to clarify alternative views and perceptions, to tie up loose ends, to correct misunderstandings, to improve metacognition, and to make sure their knowledge is solidified**.**

b. Read out load the following text (present slide number 28):

- Inclusion is a right and a responsibility

- Inclusion works to the benefit of all

- Terminology will continue to change

- Not every member of every group agrees with these terminology choices

- Officers who are aware of these issues and who exhibit thoughtfulness and sensitivity when referring to individuals with ASD can avoid offending students and their families

#10. *Activity: Real-world application 1.1*

Note: Present slide number 29

29

Introduce the aim of the activity: At home participants will write a reflective essay, to show what they are learning about the topic of the module as well as showing how you they develop critical and reflective skills. These reflections should be turned in and will be discussed later on.

Introduce the material: Pass out the **Worksheet Real-world application 1.1.**

Read out load the questions for reflection:

a. What were my assumptions about the topic?

b. Where do the assumptions I had about the topic come from?

c. How my assumptions about the topic are the same or different from when you started this module?

d. What surprised me? What annoyed me?

e. How will I accommodate this knowledge in my work place?

f. What major barriers do I find in my work place in order to people with ASD be effectively included? Explain.

Ask for questions about the reflection.

#11. Introduce References & Resources, and indicate where participants can find it in the Autrain platform

Note: Present slides number 30 to 33

30

31

32

33

References:

- Dillenburger, K., McKerr, L., Jordan, J. A., Devine, P., & Keenan, M. (2015). Creating an inclusive society… How close are we in relation to autism spectrum disorder? A general population survey. *Journal of Applied Research in Intellectual Disabilities*, 28(4), 330-340. https://doi.org/10.1111/jar.12144

- Schaffner C.B., & Buswell, B.E. (1996). Ten critical elements for creating inclusive and effective school communities. In S. Stainback & W. Stainback (Eds.). *Inclusion: A guide for educators* (pp. 49-66). Paul Brookes.

- McMaster, C. (2006). Elements of inclusion: Findings from the field. *Kairaranga*, *15*(1), 42-49.

- Thomas, G. (1997). Inclusive schools for an inclusive society. *British Journal of Special Education*, 24 (3), 103-107.

- Thomas, G., Walker, D., & Webb, J. (1998). *The making of the inclusive school*. Routledge.

- Karagiannis, A., Stainback., & W. Stainback (1996). Rationale for inclusive schooling. In S. Stainback & W. Stainback (Eds.). *Inclusion: A guide for educators* (pp. 3-16). Paul Brookes.

- United Nations (2006). Convention on the Rights of Persons with Disabilities (UNCRPD) (2006). Available at: https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html. (accessed on 8 February 2021)

- Waltz, M., Bosch, K., Ebben, H., Hal, L., & Schippers, A. (2015) Autism self-advocacy in the Netherlands: Past, present and future. *Disability & Society*, 30 (8), 1174-1191. DOI: 10.1080/09687599.2015.1090954

Resources

- **Inclusive communication (Read the guidelines presented on p. 10):**

  https://www.consilium.europa.eu/media/35446/en_brochure-inclusive-communication-in-the-gsc.pdf

- **Acceptable language:**

  https://www.autismeurope.org/about-autism/acceptable-language/

- **Language (Special Olympics movement):**

  https://www.youtube.com/watch?v=obbwb1bJ5io&feature=emb_logo

- **United Nations Disability Strategy:**

  https://www.un.org/en/content/disabilitystrategy/

- **The Nations Convention on the Rights of Persons with Disabilities:**

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https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html

- **Autism Europe:**

https://www.autismeurope.org/

- **European Agency for Special Needs and Inclusive Education:**

https://www.european-agency.org/

- **Autrain platform**

https://www.autrain.eu/

#12. Questions? Goodbye & Thanks for coming ☺

Ask for any question participants may have. As you intentionally say goodbye, give participants a sense of purpose through making meaning of their hardships and accomplishments within the module. Empower them by reminding them of the skills and strengths they possess now about inclusion and friendly language.

Note: Present slides number 34 and 35

End of the module

Teacher Reflection

In the end of the module write a reflection on what occurred during the process. Concerning the participants' learning, the activities, the organisation, etc.

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Worksheet

Activity: Brainstorming 1.1

List my ideas/events/questions, etc.:

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Worksheet

Activity: Think & Reflect 1.1 - Inclusion

Questions/Discussion Topics:

a.   **What are your thoughts on what you have heard?**

b.   **What is your idea of inclusion?**

c.   **What kind of world is the secretary planning for the future? What do you fell about it? Does it feet in your idea of inclusion?**

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Worksheet

Activity: Think & Reflect 1.1 - language

Questions/Discussion Topics:

1. What are your thoughts on what you have heard?

2. What is your idea of inclusion?

3. What kind of world is the secretary planning for the future? What do you fell about it? Does it feet in your idea of inclusion?

Think

On your own, write your ideas about the questions/discussion topics:

Pair

Discuss your ideas with a partner. Put a check by any ideas, above, that your partner also wrote down. Then, write down ideas your partner had that you did not have:

Share

Review all of your ideas and circle the one you think is most important. One of you will share this idea with the whole group.

As you listen to the ideas of the whole group, write down three more ideas you liked:

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Worksheet

Activity: Real-world application 1.1

Questions for reflection at home:

a. What were my assumptions about the topic?

b. Where do the assumptions I had about the topic come from?

c. How my assumptions about the topic are the same or different from when you started this module?

d. What surprised me? What annoyed me?

e. How will I accommodate this knowledge in my work place?

f. What major barriers do I find in my work place in order to people with ASD be effectively included? Explain.