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Encouraging Social Inclusion in Children with and without Disabilities Using Interactive Activities

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Encouraging Social Inclusion Between Children With/Without Intellectual Disabilities



Presented by Kelby Cansler, Olivia Eggleston, Mea Heard,
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Topics



”” Topic 1: Introduction

”” Topic 2: Background

”” Topic 3: Proposed Solution

”” Topic 4: Conclusion



Introduction: What is Inclusivity?



- People are allowed or accommodated when they have been previously excluded in history due to things out of their control such as sexuality, gender, race, and ability (Definition of "Inclusive," 2023).
- Inclusivity in different areas such as school, society, and home.
- Inclusivity at Ouachita.



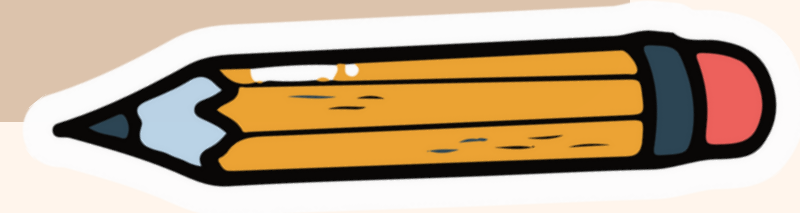
What is an intellectual disability?

- The "Diagnostic and Statistical Manual of Mental Disorders" has defined an individual with an intellectual disability as having impairments to their general mental abilities that affect their everyday tasks such as language, reasoning, and memory in areas of social, conceptual, and practical life (American Psychiatric Association [APA], 2022).
- Several intellectual disabilities.
- The stigma behind those with intellectual disabilities.
- Where this stigma comes from and how it is harmful.



How can we become more inclusive?

- Research and Education.
- Talking to individuals who need this inclusivity and their families.
- Putting it all into action!



Background



Background:

Acceptance



- Fear: Children with disabilities will not be accepted by their peers
- Children react more positively to differences when effectively educated (Ison et. al., 2010).
- Younger children often do not recognize a disability without observable physical traits as a disability (Hodkinson, 2007).
- Children develop cooperative skills by collaborating with those with different strengths & weaknesses (Molina-Roldán et al., 2021)
- Children interact well with those with communication disorders, such as those who use AAC (Biggs & Snodgrass, 2020) (Rossetti & Keenan, 2017).

Background: Physical Activity

- Physical activity leads to a healthier life for all.
- Physical activity can be inaccessible to individuals with disabilities.
- Unified Sports: Special Olympics program for athletes with and without disabilities to play on a team together.
- Individuals with disabilities become stronger over the course of participation (McConkey et. al., 2012).

Background:

Mental Health

- Individuals with intellectual disabilities feel as if they do not belong in the community (Robinson et. al., 2016).
- Participants in Unified Sports are reported to become more confident throughout participation (McConkey et. al., 2012).
- Including children with disabilities can help them establish a sense of belonging within the community and with their peers.



**What do we
have
planned for
Ouachita?**

Proposed Solution

Provide a day camp for local school-aged children

- Third through sixth grade

- Children with/without intellectual disabilities

Activities include:

- Music, Art, Physical activity, & Language/social skill

Emphasizing the importance of inclusivity no matter the circumstance of the individual

Unity between individuals with/without intellectual disabilities begins with teaching children that everyone should be included

The Activities

Kinesiology Club

Physical Activity:

- Day 1: Activity of choice (hula hoops, jump ropes, hopscotch)
- Day 2: Obstacle Course
- Day 3: Kickball

Music Department

Music:

- Listen & identify sounds through games with instruments
- Learning rhythms through balls

Communication Sciences & Disorders/Art Club:

Art:

- Piece together a craft project (different each day)

Social Communication Skills:

- Engage in conversation



Process

Recruitment

- Children (3rd-6th grade)
- Advertise to Arkadelphia School District
- Volunteers
 - Kinesiology Club, Art Club, Music Department Students, Communication Sciences & Disorders Students
 - Anyone willing to volunteer



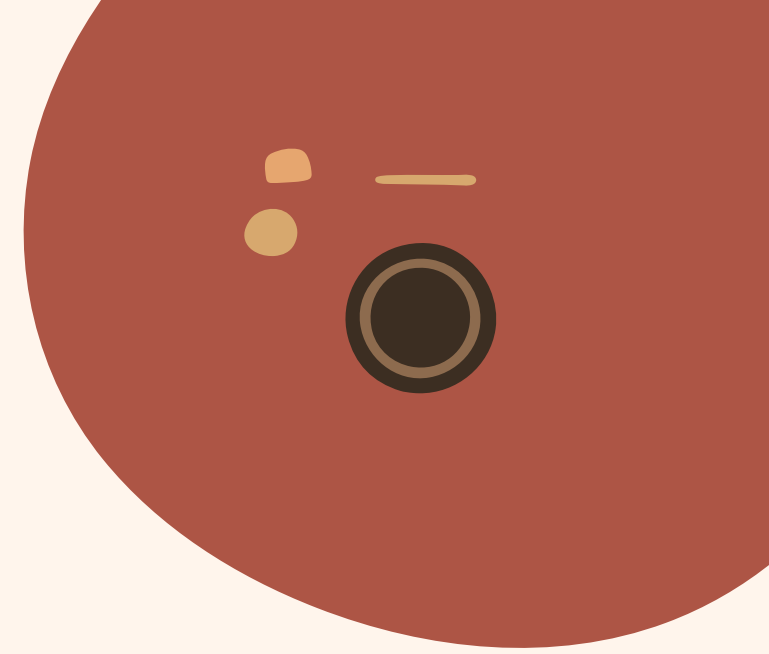
Process Continued



Funding

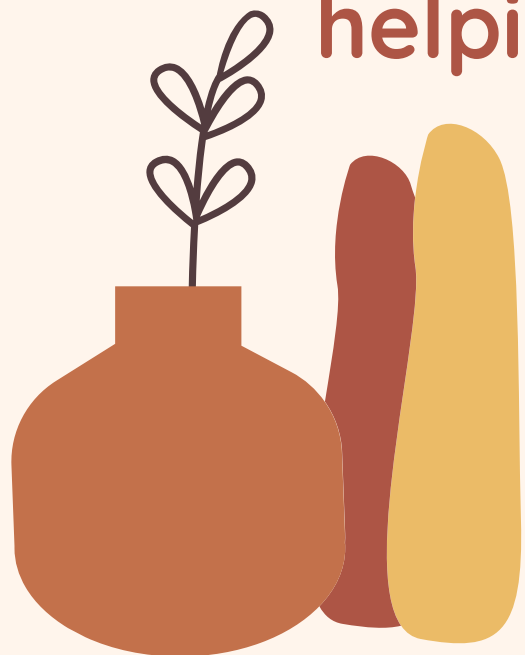
- Grants will be needed to provide any supplies for the activities.
- A couple of grants were found to apply for including:
 - Corporate Foundation Funding
 - Charitable Trusts
- More possible funding for Plastic instruments, art supplies, physical activity supplies (accessible to all children), & storage bin/area



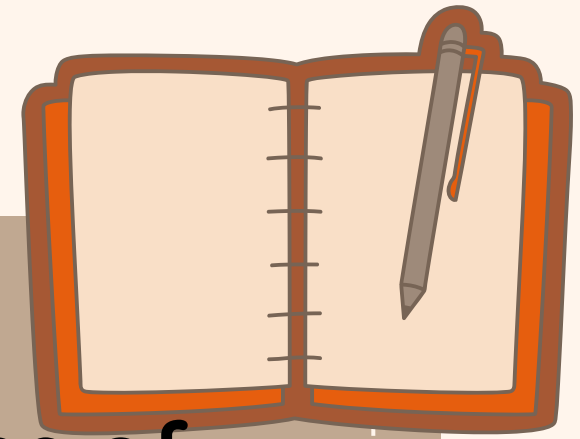


Main Points

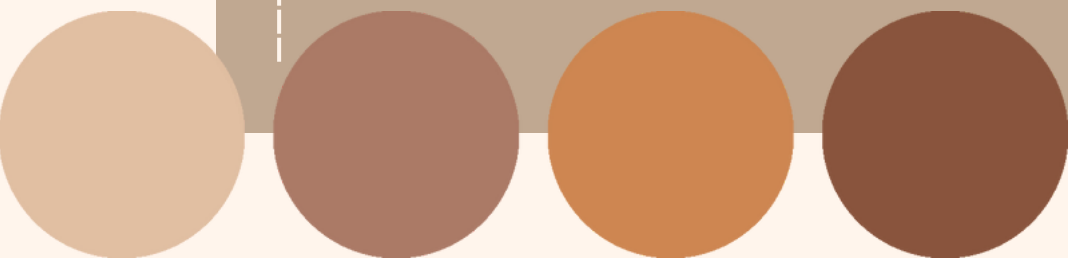
- Lack of inclusivity has breached the benefits of community life for this population.
- This camp provides the opportunity for students at Ouachita to log volunteer hours for TranServe
- It also provides the opportunity for students to interact with the future generation with the possibility of building strong relationships
- This camp will also benefit students with and without intellectual disabilities by helping them learn through interactive activities and possibly build strong friendships and relationships.



Conclusion



- It is our responsibility as Ouachitians to represent our values of community and leadership and most importantly diversity.
- Ouachita takes pride in its supportive faculty not just in the classroom but outside the classroom for the future!
- Ouachita's mission is to provide opportunities for students across campus and throughout the world! It is vital that Ouachita become more inclusive especially with the intellectually disabled community.
- The love of God and the love of learning is not limited, so why should growth and learning opportunities be limited?
- Become advocates today for individuals with intellectual disabilities!



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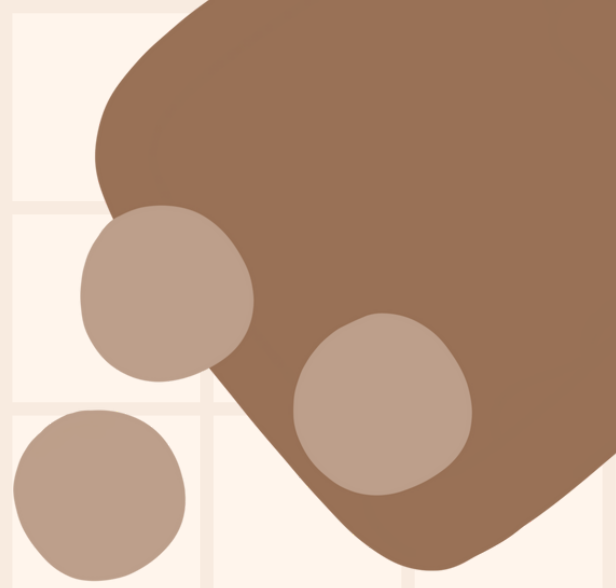
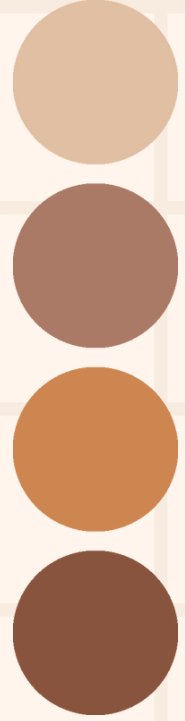
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THANK YOU
SO MUCH!

