

Making Connections: Fostering Friendships

Participant Guide

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Our Mission

Teaching inclusive practices to people and organizations who serve children.

Media Disclosure & Opt Out Option

Notice: We may take photos/videos during this training session to be used for Kids Included Together (KIT) social media & marketing purposes.

If you do not wish to have your picture taken during this training and do not approve of its use by KIT, please notify your trainer when prompted.

If you do not notify the trainer, it is assumed that you agree that any pictures or photographs taken by KIT are owned by KIT. You hereby waive all your rights to inspect and approve the finished product.

Icon Key



Resource



Activity



Highlighted Information

Learning Objectives

1. Describe how an activity can remove barriers to friendships for children with and without disabilities.
2. Apply a social mapping tool to examine friendship interactions.
3. Develop a plan to enhance friendship interactions in a scenario.

Factors That Influence Friendships

Environment

- Supportive staff
- Welcome new members
- Social roles and responsibilities
- Variety
- Clearly defined expectations
- Diversity acceptance

Barriers to friendships

- Physical proximity
- Lack of shared communication system
- Disability stigma
- Lack of shared interests
- Under-developed social skills
- Lack of understanding of rules of the activity
- Mismatch of endurance to activity demands
- Adult leaders

Notes:

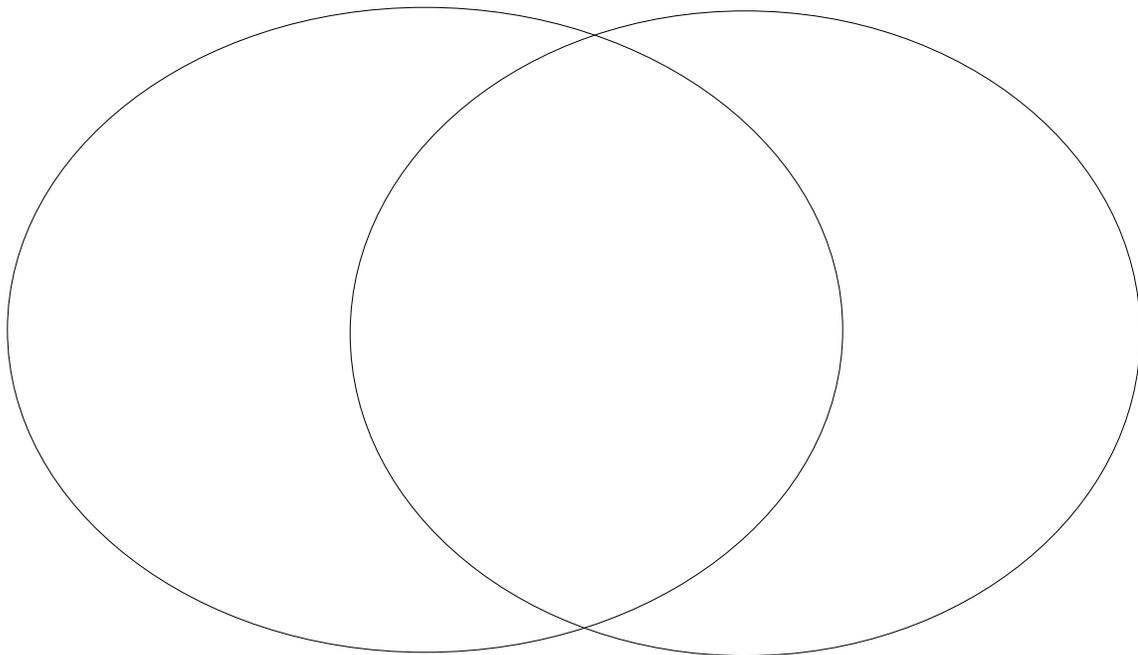


It's Okay to Be Different

Create opportunities for children and youth to appreciate difference. With a partner, discuss how you are the same and how you are different. Use the Venn diagram below to write or draw your similarities and differences.

Name: _____

Name: _____



Different

Same

Different

Notes:

Social skills needed for friendships

- Social awareness
- Empathy
- Remorse
- Positive interactions
- Effective communication
- Leadership
- Collaboration and teamwork
- Conflict management



Empathy Building Activities

- **Folded Heart:** Each participant gets 1 construction paper heart. Shout out hurtful or unkind words. Every time one of these words is shouted, fold a piece of the heart until it is folded into a small shape. Then shout out encouraging words and unfold the heart. Once unfolded participants will see that no matter the number of kind words said, the scars from the hurtful words remain on the heart.
- **Pass a Smile*:** Read the book Alexander and the Horrible No Good Very Bad Day. Discuss a time you have had a bad day and that a friendly smile may have helped. Create a smiling face symbol (ex. Happy face card, I saw you do something awesome card) and give each child 3 cards. Each child should give a peer a card throughout the week, saying something kind. At the end of the week, reflect on the experience.
- **Accessibility Sign*:** In groups, look at the accessibility sign below and answer the questions:



- What do you notice about this symbol?
- What is the purpose of this symbol?
- Where have you seen this symbol before?
- What are the advantages and disadvantages of this symbol?
- Is our program accessible to everyone?

**Activities adapted from Teaching Tolerance, a project of the Southern Poverty Law Center: www.tolerance.org*



Social Skill Spotlight: Empathy

After participating in the empathy building activities, note your reflections in the space below.

Observing interactions

- What we know about friendships:
 - Shared interests
 - Proximity
 - Communication
- Adult leader's role in supporting friendships:
 - Commit to using observation in adapting friendship dynamics
 - Recognize your potential to be a barrier
 - Own your role as a "friendship bridge"

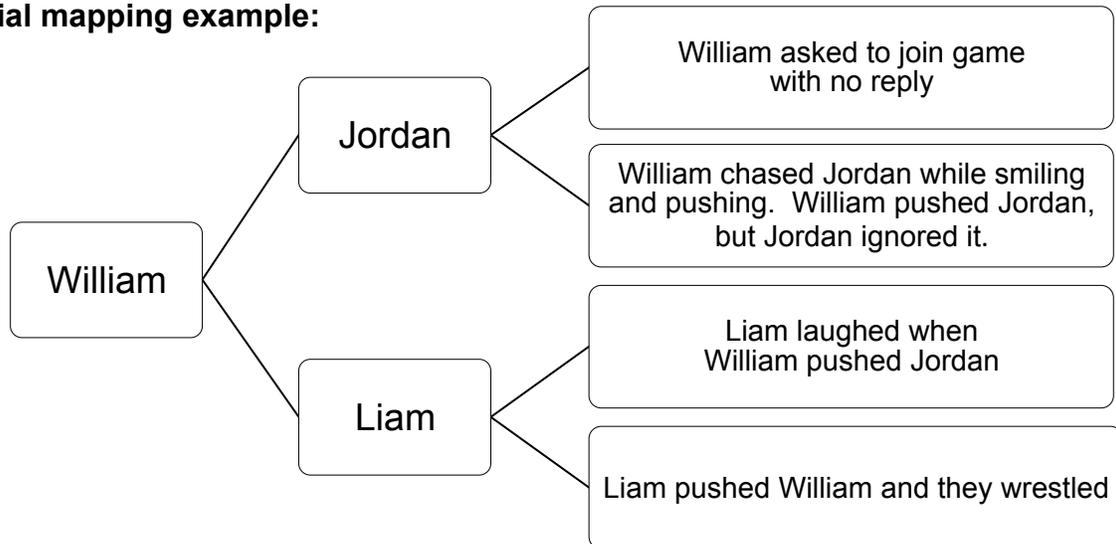
Notes:

Social mapping

Observation tool:

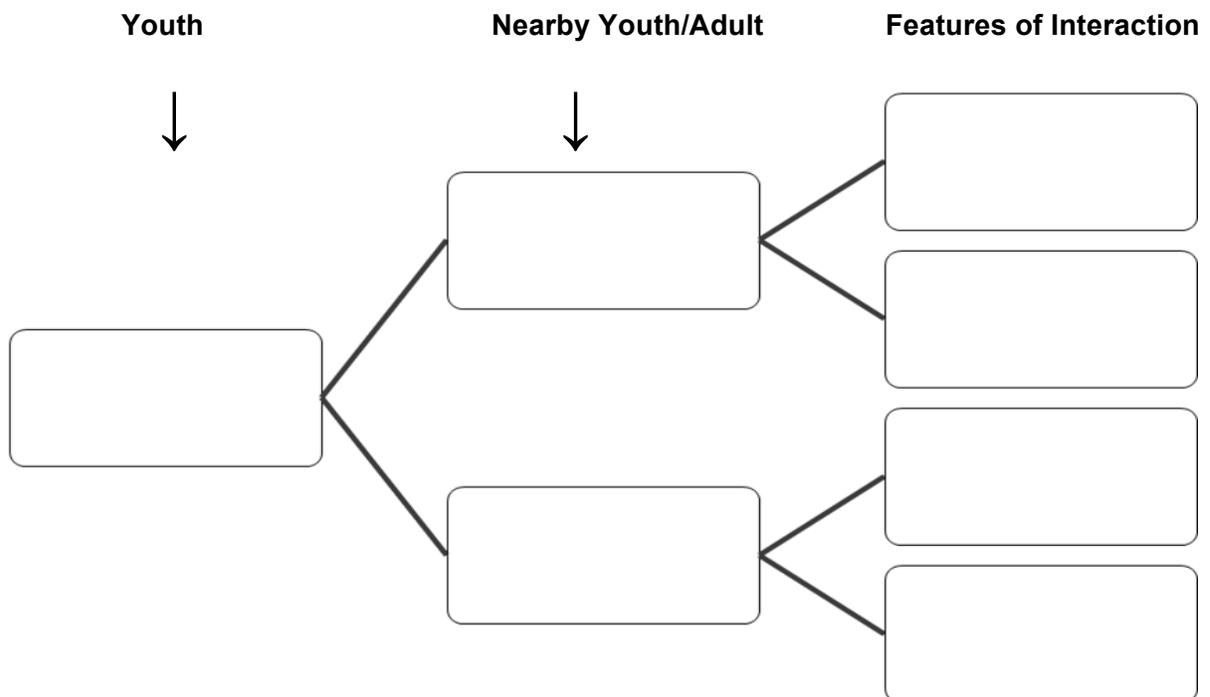
- Discover friendships in the making
- Learn which friendship skills need development

Social mapping example:



Social Mapping with “The Middle”

Watch the clip from “The Middle”. Complete the social mapping chart below based on Axl’s interactions with his sister and mother. Make note of both verbal and non-verbal communication.



Modeling

Aid & Fade

- Find places to take a step back
- Find the balance between stepping in too early and not stepping in soon enough

Staff as a bridge

- Highlight how each child contributes
- Plan activities and groupings strategically

Notes:



Friendship Development

With a group, choose 1 scenario and make recommendations for how to develop friendships among the children/youth. What environmental accommodations would you make? What social skills need development? How would you help the participants communicate? How would you attempt to shape future interactions?

Preschool:

You are leading an art activity in which children put hand prints on a large piece of paper. Hannah is upset that some of the paint is touching and mixing together. Malik, who is sitting next to Hannah, is not worried about the mixed paint. Hannah notices that Malik has 2 different colors on his hands and begins to cry, telling him he can't use that paint. Malik puts his hand prints on the paper and Hannah pushes him in order to stop him from using the mixed colors.

School Age:

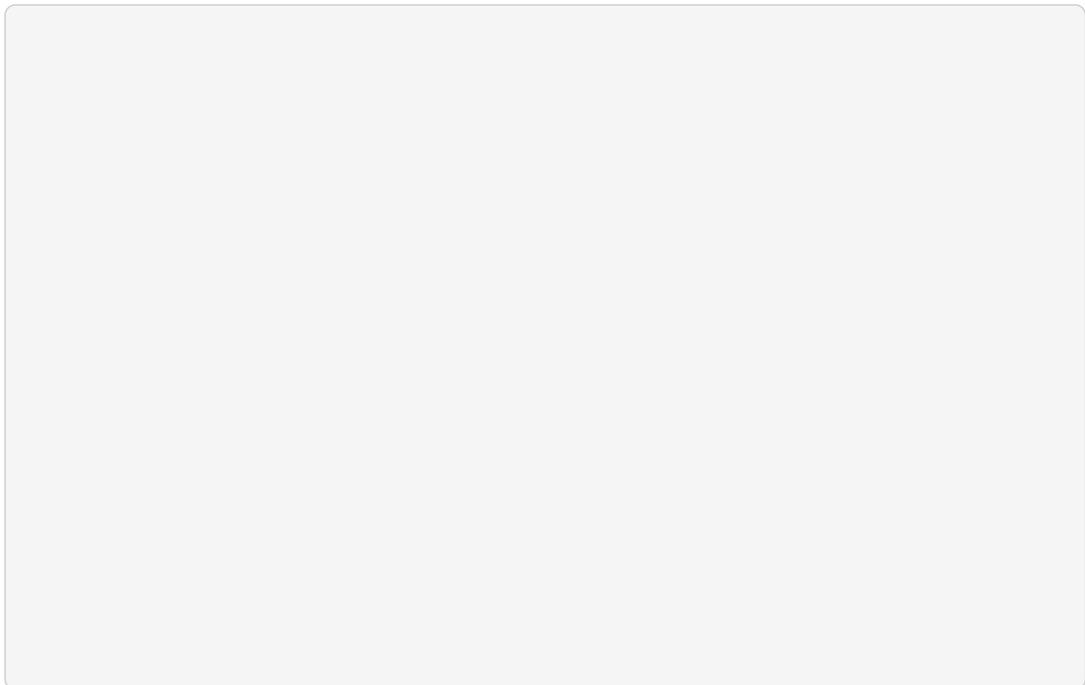
Mario is new to the school and it is his first day in your program. Mario stutters and is worried about being made fun of by the other children. Because of his fears, Mario does not talk or engage with the group.

Middle School:

You are organizing an overnight ski trip, assigning 4 participants to each hotel room. Nessa, Linda, Tina, Mallory and Brittney have been friends since kindergarten. When they realize that Linda is in a separate room, none of her friends agree to change rooms to be with her so she is refusing to go on the trip.

High School:

A group of 4 Leaders Club students are working on a Model UN project. The group has been unable to agree on a topic so Will chooses to turn in a topic on his own without discussing it with the group. The other members are upset and say they will leave the group if the topic is not changed and if Will continues to make decisions without consulting the group.



Connecting, Relating, Including

We want to create communities where children with and without disabilities live, learn, and play together

Notes:

References

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- CARE Parent Network, Early Education Council, www.CAREparentnetwork.com, April, 2007.
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- Early, M. B. (2009). *Mental health concepts and techniques for the occupational therapy assistant* (4th ed.). Baltimore, MD: Wolters Kluwer.
- Josephson Institute. (2013). *Model standards for academic, social, emotional and character development: Critical educational outcomes*. <http://charactercounts.org/pdf/Model-Standards.pdf>.
- *Making Friends: Using Recreation Activities to Promote Friendship Between Children With and Without Disabilities*, Heyne, Schleien, McAvoy.
- Miller, K.D., & Schlein, S.J. (1999). *A community for all children: A guide to inclusion for out-of-school time*. Greensboro, NC: Department of Recreation, Parks, and Tourism The University of North Carolina.
- Peck, C.A., Donaldson, J. & Pezzoli, M. (1990). Some benefits nonhandicapped adolescents perceive for themselves from their social relationships with peers who have handicaps. *Journal of the Association for Persons with Severe Handicaps*, 15, (2), 241-249.
- Teaching Tolerance <http://www.tolerance.org/lesson/happy-faces> and <http://www.tolerance.org/lesson/lesson-2-symbols-action>.
- The Accessible Icon Project: <http://www.accessibleicon.org/>.

Resources

- For more resources related to this and other trainings, go to elearning.kitonline.org to sign in or sign up for a KIT Online Learning Center account.
- Access articles, materials and products about disability awareness at www.disabilityisnatural.com.
- Access empathy activities and materials through Teaching Tolerance, a project of the Southern Poverty Law Center: www.tolerance.org

Earn CEUs

Kids Included Together offers Continuing Education Units (CEUs) for successful completion of this and other trainings. Kids Included Together (KIT) has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET) to offer CEUs for this training.

Follow these steps to earn CEUs for this training:

- Fill out the Learning Objectives Form and CEU Registration Form (don't forget to obtain your trainer's signature) and mail it to KIT with the required payment.
- Once all forms and payment have been verified, your transcript will be updated.
- You will receive your CEU transcript within 15 business days of the date the request is received.

All information shared and transcripts are kept confidential in a secure location. A written copy of the KIT NTCI privacy and security policy is available upon request.



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Contact KIT

Have questions or comments? Please email support@kitonline.org or mail:

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Inspire to Include

Be part of the inclusion movement online. Use the following hashtags when posting about inclusion: #i2i, #InspireToInclude

Did you see an example of meaningful inclusion in action? Share your story of inclusion with us and inspire others. Contact our blog writer via email at Elise@kitonline.org.

Learning Objectives Quiz

Learner Name: _____

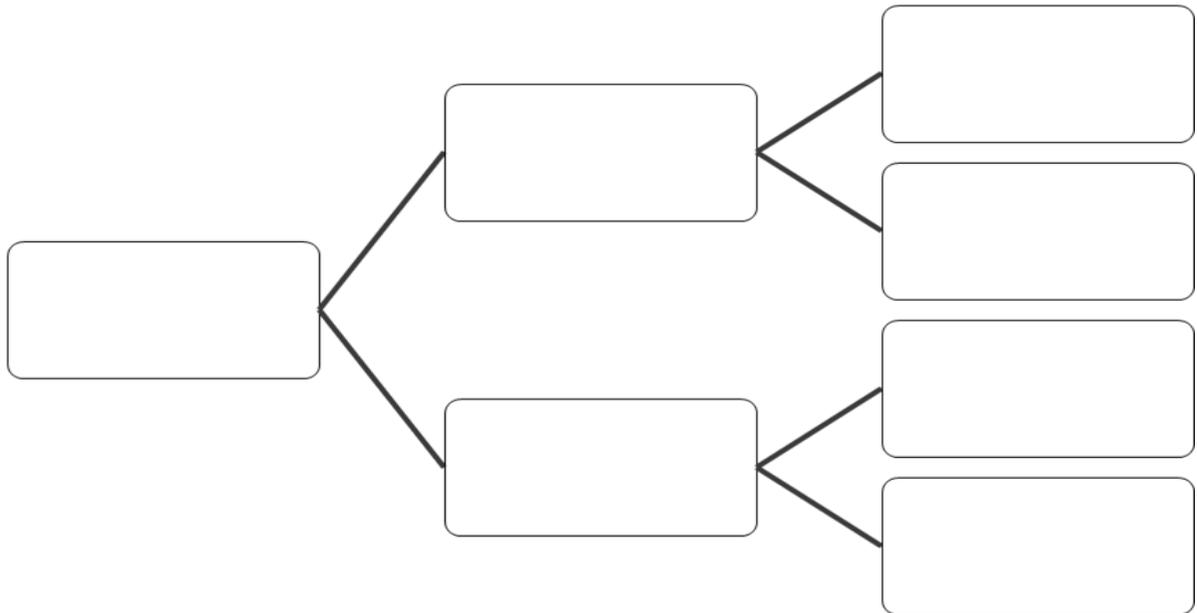
Date of Training: _____

Complete the following learning objectives.

Refer to the “Earn CEUs” section for submission instructions.

1. Describe how the It’s Ok to Be Different activity can remove barriers to friendships between children with and without disabilities.

2. Apply the social mapping tool to a group of children in your program.



3. Describe your plan to support the children/youth in the scenario.

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Date of Training: _____ Name of Trainer(s): _____

Your Training, Confidence and Experience

1. Please describe the amount of training/education you have completed on inclusion:

None 1-2 KIT trainings 3-5 KIT trainings Training from other organizations College courses

2. Do you have a KIT Online Learning Center (OLC) account?

Yes No I don't know

3. Please rate your confidence fostering friendships between children with & without disabilities BEFORE the training:

Not at all confident Somewhat confident Confident Very confident

4. Please rate your confidence fostering friendships between children with & without disabilities AFTER the training:

Not at all confident Somewhat confident Confident Very confident

5. What do you think would help future training participants accomplish the learning objectives?

Trainer Feedback

6. The content was easy to follow.

Disagree Neutral Agree

7. The trainer gave real-life examples.

Disagree Neutral Agree

8. The trainer covered the learning objectives.

Disagree Neutral Agree

9. The trainer gave feedback during activities and discussions related to the learning objectives.

Disagree Neutral Agree

10. How valuable was this training in providing information or insights you can apply on the job?

Not at all Valuable → 0 1 2 3 4 5 ← Extremely valuable

Comments:

Implementation & Future Training

11. What parts of this training do you plan to use in your program(s):

12. What are you still curious about?

13. How likely is it that you would recommend KIT training to a friend or coworker?

Not likely → 0 1 2 3 4 5 6 7 8 9 10 ← Extremely likely