

# Pennsylvania Disability Inclusive Curriculum Pilot Toolkit est. 2023

The Disability Inclusive Curriculum Pilot Program, as added to the Pennsylvania Public School Code in the Summer of 2022, is intended to instruct all K-12 students on the political, economic, and social contributions of individuals with disabilities. It also aims to increase the accurate and regular representation of disability throughout all aspects of school to help learners understand that disability is a natural part of the human condition.

Considerations for implementing a disability inclusive curriculum may include the following:

- Form a committee or advisory group (with disability representation) to support planning and implementation.
- Provide opportunities to speak regularly with regard to disability through the use of lesson plans, books, posters and calendars.
- Intentionally infuse and embed information from the “disability lens” across schoolwide environments, spaces, and programs.
- Continually assess current practices and the effectiveness of implementation activities.
- Develop plans to sustain practices to include mentor sites, a dedicated space for updates and sharing lesson plans.
- Develop tools to solicit feedback from students, teachers, and other vested parties.

The resources below will assist in identifying information/materials/resources aligned to the four domains (Instructional, Environmental, Student Body Representation, Communication Pathways) outlined in the grant application. These resources may be helpful to support the implementation of your action plan.

Resources are categorized into four domains:

- Instructional Domain - resources that are educational and are intended to use for teaching
- Environmental Domain - resources that relate to or arise from a person’s surroundings
- Student Body Representation - resources that relate to entire student body as a whole
- Communication Pathways - resources that promote communications across all school-wide messaging whether direct or indirect

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<p><b><u><a href="#">DISABILITY EQUALITY EDUCATION (DEE): HOME PAGE</a></u></b>  This website includes <a href="#">lesson plans and classroom resources</a> to help end the stigma of disability. Included is a comprehensive <a href="#">disability inclusive curriculum lesson plan library</a>. This is a resource for teachers to explore disability in the classroom.</p>	✓	✓	✓	✓
<p><b><u><a href="#">ABOUTFACE “FRANKIE AND PEARL” LESSONS ABOUT FACIAL DIFFERENCES</a></u></b>  In collaboration with the facial difference community, teachers, and social workers, AboutFace has created a unique school program. “A lesson from Frankie and Pearl” is a lesson plan based on an animation called Frankie and Pearl that tells the story of a girl with a birthmark, navigating her first day at a new school. There are three lesson plans that support health curriculums: Kindergarten-grade 1, grades 1-3, and grades 4-6.</p>	✓			
<p><b><u><a href="#">ADAPT ONLINE HISTORY MUSEUM</a></u></b>  This collection of articles, videos, music, artifacts, ephemera and more represents over 30 years of history of a grassroots disability rights organization that is still going strong.</p>	✓			
<p><b><u><a href="#">ANTI-DEFAMATION LEAGUE DISABILITY LESSONS</a></u></b>  This collection of K-12 curricula includes timely lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through the lens of diversity, bias, and social justice.</p>	✓			
<p><b><u><a href="#">AMPLIFIER WE THE FUTURE</a></u></b>  Education Amplifier helps students discover and engage with the key conversations of our time. Our learning experiences help students: explore new ideas through art &amp; technology; analyze how those ideas relate to their own lives and activate their voices and advocacy for a shared world. Download free <a href="#">lesson plans</a>.</p>	✓			

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<b>ASSEMBLIES</b> While not sufficient on their own, assemblies can add valuable opportunities throughout the year to include disability. Avoid assemblies that focus on inspirational concepts, the goal is to regularize disability. Organizations that may offer these include the following: <ul style="list-style-type: none"> <li>• <a href="#">Disability Equality Education (DEE)</a></li> <li>• <a href="#">Western PA Disability History and Action Consortium</a> (please note, WPDHAC is unable to accommodate large student gatherings/assemblies. However, we can facilitate discussions with smaller groups of 30-50 students)</li> <li>• <a href="#">Mikayla's Voice</a></li> <li>• <a href="#">IT'S OUR STORY</a></li> </ul>	✓	✓	✓	✓
<b><u>CDC DISABILITY AND HEALTH INCLUSION STRATEGIES</u></b> Inclusion of people with disabilities into everyday activities involves practices and policies designed to identify and remove <a href="#">barriers</a> such as <a href="#">physical</a> , <a href="#">communication</a> , and <a href="#">attitudinal</a> , that hamper individuals' ability to have full participation in society, the same as people without disabilities. Disability inclusion involves input from people with disabilities, generally through disability-focused and independent living organizations, in program or structural design, implementation, monitoring, and evaluation.	✓	✓		
<b><u>CRIP CAMP CURRICULUM</u></b> This curriculum uses the Netflix film Crip Camp to extend the knowledge and understanding of disability and of disabled people as portrayed in the documentary. It is grounded in an equity and justice approach to disability, one that challenges us to go beyond the expectations of inclusion and diversity.	✓			
<b><u>DISABILITY HISTORY MUSEUM</u></b> The Museum of Disability History is a museum related to the history of people with disabilities from medieval times to the present era.	✓			

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<u><b>EXPLORING AND INTEGRATING DIVERSE CHILDREN'S LITERATURE</b></u> This Padlet offers literacy training and promotes logistics of book selection on integrating diverse children's literature in classroom libraries.	✓	✓	✓	✓
<u><b>FAMILIES TO THE MAX</b></u> Families to the max: <i>Pennsylvania statewide family network (f2max)</i> is a dedicated group of families, professionals, and community members leading change in our homes, schools, and communities. By building awareness, empowering families, presuming competence, and fostering high expectations of students with disabilities, the network is leading change in Pennsylvania.	✓		✓	
<u><b>FRAMEWORK FOR ACCESS AND BELONGING (FAB) WITH SUPPLEMENTARY AIDS AND SERVICES</b></u> FAB is a structured method to analyze the instructional, physical, and social environments within general education from the perspective of a student with a disability. The intended outcome of using the FAB process is for the FAB team to identify barriers that may interfere with meaningful access and belonging within an educational environment. Once barriers are identified, the team selects tools, strategies, and/or resources to reduce and/or eliminate these barriers to enhance participation and learning for the student with a disability in the general education classroom.	✓		✓	
<u><b>GOOGLE ARTS AND CULTURE DISABILITY RIGHTS EXHIBIT</b></u> This is an online exhibit showcasing the Disability Rights Movement in the United States.	✓			

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<p><b><u>HUNE YOUTH PROGRAM</u></b></p> <p>HUNE promotes family engagement as an evidence-based practice, as parents and families are part of the planning team. HUNE works with the families of the youth through monthly parent meetings and networking with school entities.</p>			✓	
<p><b><u>IDEA RESEARCH FOR INCLUSIVE SETTINGS</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">IRIS Center</a> – Resources:             <ul style="list-style-type: none"> <li>○ <a href="#">IRIS   Children’s Books: Portrayals of People with Disabilities</a></li> <li>○ <a href="#">IRIS   Films: Portrayals of People with Disabilities</a></li> </ul> </li> </ul>	✓	✓	✓	✓
<p><b><u>INSTITUTE ON DISABILITIES AT TEMPLE UNIVERSITY</u></b></p> <p>The Institute on Disabilities at Temple University is one of the sixty-seven university centers for excellence in Developmental Disabilities Education, Research and Service (UCEDD) working toward a vision of self-determination, independence, productivity, and community inclusion for people with disabilities throughout the lifespan.</p>	✓			✓
<p><b><u>MIKAYLA’S VOICE BOOKS AND ASSEMBLIES HOME PAGE</u></b></p> <p>Mikayla’s Voice challenges kids to create a kinder, more inclusive world where everyone has a friend. Assemblies and/or book(s) provide background knowledge regarding what it is like to have a disability and serve as a springboard for further discussion.</p>	✓	✓	✓	✓
<p><b><u>PA EVIDENCE RESOURCE CENTER</u></b></p> <p>This collection of evidence-based strategies was curated to help educators make evidence-based decisions and implement strategies, interventions, and activities that are best fit for their needs and local context.</p>	✓			
<p><b><u>PA STANDARDS ALIGNED SYSTEM: ASSESSMENT ANCHORS AND ELIGIBLE CONTENT</u></b></p> <p>The Assessment Anchors are one of the many tools the Pennsylvania Department of Education has developed to better align curriculum, instruction, and assessment practices throughout the state. Alternate Eligible Content is designed for students with the most significant cognitive disabilities who are eligible for and are assessed by the PA Alternate System of Assessment (PASA).</p>	✓			

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<p><b><u>PA STANDARDS ALIGNED SYSTEM: MATERIALS AND RESOURCES</u></b></p> <p>The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: standards, assessments, curriculum framework, instruction, materials &amp; resources, and safe and supportive schools. schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.</p>	✓	✓		
<p><b><u>PA STANDARDS ALIGNED SYSTEM: VOLUNTARY MODEL CURRICULUM</u></b></p> <p>The Voluntary Model Curriculum (VMC) is a series of unit and lesson plans that incorporate learning progressions and content resources aligned to the Pennsylvania standards within the Curriculum Frameworks. The VMC is available in English Language Arts, Mathematics, and Science.</p>	✓			
<p><b><u>PA YOUTH LEADERSHIP NETWORK (PYLN)</u></b></p> <p>The mission of the Pennsylvania Youth Leadership Network is to coordinate a network that is led and driven by inclusive organizations of youth and young adults with and without disabilities across Pennsylvania. PYLN promotes advocacy, self-determination, leadership, empowerment, and service learning in the areas of transition, employment, education, and community engagement.</p>	✓			
<p><b><u>PATIENT NO MORE VIRTUAL EXHIBIT AND CURRICULUM GUIDE</u></b></p> <p>Discover a remarkable, overlooked moment in U.S. history when people with disabilities occupied a government building to demand their rights and won. Section 504 of the Rehabilitation Act of 1973 made it illegal for any federally funded facilities or programs to discriminate against disabled people, but four years later one missing signature stood in the way of the law taking effect.</p>	✓			

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<p><b><u>PATTAN INCLUSIVE PRACTICES HUB</u></b></p> <p>The inclusive practices initiative is committed to the least restrictive environment (LRE) for each student, to ensure that Individualized Education Program (IEP) teams begin with the general education setting, using Supplementary Aids and Services, before considering a more restrictive environment. Successful inclusive education of students who have IEPs involves the use of appropriate supports and services necessary to participate in and benefits from both the general classroom setting and other natural environments. Inclusive education is intentional in its programming and views the needs of the individual student from not simply an academic perspective but also a transitional, behavioral, and social/emotional perspective.</p>	✓	✓		✓
<p><b><u>PDE WEB RESOURCE: ACCELERATED LEARNING THROUGH AN INTEGRATED SYSTEM OF SUPPORT</u></b></p> <p>This series provides a systematic process and technical support for school communities to make key decisions for the start of the new year. It introduces a Cycle of Continuous Improvement mindset that will lead to strategic vision, needs assessment, planning, implementation, monitoring, and adjusting. Most importantly, each system supports the success of the others.</p>	✓	✓		
<p><b><u>PENNSYLVANIA TRAINING &amp; TECHNICAL ASSISTANCE NETWORK (PATTAN)</u></b></p> <p>Working with the Bureau of Special Education (BSE), Pennsylvania Department of Education (PDE), PaTTAN provides a full array of professional development and technical assistance targeted to improving student results. This professional development and technical assistance is displayed in many forms in order to meet the varied needs of the PaTTAN constituents. Week-long summer institutes, ongoing professional development series, webinars, on-site assistance, and individual student or teacher supports are some of the means by which PaTTAN provides support to schools.</p>		✓	✓	✓

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<p><b><u>SMITHSONIAN LEARNING LAB</u></b></p> <p>This collection highlights some of the key documents in the Bob Nelkin Collection of ACC-PARC Records that help us to understand the steps he and his fellow advocates took to end the "warehousing" of children and adults with disabilities in institutions.</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Activity Plan for Creating Social Change: Advocating for People with Disabilities</u></a> – Lesson Plan (grades 7-12)</li> </ul>	✓		✓	✓
<p><b><u>SOCIAL CIPHER: SEL CURRICULUM AND GAMES FOR NEURODIVERGENT YOUTH</u></b></p> <ul style="list-style-type: none"> <li>• Social Cipher creates social and emotional (SEL) online games and curricula for neurodivergent youth ages 10-15. <ul style="list-style-type: none"> <li>○ As a 50% neurodivergent team founded by an autistic founder, autistic and ADHD perspectives inform game and curriculum development to ensure they are engaging, educational, inclusive, and empowering for neurodivergent youth.</li> </ul> </li> <li>• Social Cipher is a part of the LEGO Play for All Accelerator which aims to support companies that are creating products for neurodivergent students. <ul style="list-style-type: none"> <li>○ In addition to the LEGO partnership, Social Cipher has won awards and honors such as: MIT Solver, Camelback Education Fellow, NewSchools Venture Fund Fellow, and Facebook Global Gaming Citizens.</li> </ul> </li> </ul>	✓		✓	
<p><b><u>THE ARC OF PA E-LEARNING MODULES</u></b></p> <p>The Arc of PA's mission is to advocate with and for all people with intellectual and developmental disabilities to promote and secure their rights. The Arc of PA's vision is for all people with intellectual and developmental disabilities to be valued members in inclusive communities throughout their lifetimes.</p>	✓	✓		



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<p><b><u>TRANSITION DISCOVERIES</u></b></p> <p>The primary focus of Transition Discoveries is to empower communities to share leadership and collaboration to plan for life after high school with young people with disabilities, their families, and stakeholders. You can use TD's unique multi-step model of data-driven community action planning to uncover "what's working" in transition.</p>	✓			✓
<p><b><u>UNIFIED SPORTS HOME PAGE</u></b></p> <p>Young people with disabilities do not often have an opportunity to play on their school sports teams. More and more U.S. states are adopting the Unified Sports approach that Special Olympics pioneered. In more than 8,300 Unified Champion Schools across the country, Special Olympics has trained and mobilized youth leaders and educators to create more inclusive schools by including students with ID in all aspects of school life.</p>	✓		✓	✓
<p><b><u>UNIVERSAL DESIGN FOR LEARNING (UDL)</u></b></p> <p>The UDL guidelines are a tool used in the implementation of universal design for learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.</p>	✓	✓	✓	

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<p><b><u><a href="#">Western Pennsylvania Disability History and Action Consortium (WPDHAC)</a></u> – Using Disability History to Ensure Disability Rights</b></p> <ul style="list-style-type: none"> <li>Western Pennsylvania Disability History and Action Consortium (<a href="http://wpdhac.org">wpdhac.org</a>) and Senator John Heinz History Center (<a href="http://heinzhistorycenter.org">heinzhistorycenter.org</a>) are partners in collecting, preserving and sharing the region’s disability history. <ul style="list-style-type: none"> <li>Western Pennsylvania Disability History and Action Consortium is a community-based archive that preserves and honors the struggle of people with disabilities to attain human and civil rights — and shares the lived experiences of today — to promote community access, participation and equal opportunity. We are a resource for the region’s rich history of disability rights advocacy. We preserve historic materials related to disability history in Western Pennsylvania; recognize local individuals, grassroots advocacy efforts, and organizations that participated in the historic struggle for disability rights and educate the public about this history and its relationship to ongoing efforts to maintain rights and ensure humane policies and laws.</li> </ul> </li> <li>As a founding member of the Western Pennsylvania Disability History and Action Consortium, the Senator John Heinz History Center has had a nearly unparalleled opportunity to preserve local disability history. <ul style="list-style-type: none"> <li>This partnership has resulted in the preservation of remarkable collections of primary sources related to renowned disability rights advocates in Western Pennsylvania. Significant themes running through these primary sources include deinstitutionalization, accessible transportation, education, voting rights, and employment.</li> <li>Notably, many of these collections are derived from individuals with disabilities and as such are essential firsthand sources that are a part of Western Pennsylvania disability history.</li> <li>These sources also frequently shine a poignant light on the discrimination faced by generations of disabled people.</li> <li>The History Center has had the honor of sharing some of these stories through its <a href="#">exhibits</a>, <a href="#">blog posts</a>, <a href="#">social media channels</a>, <a href="#">quarterly journals</a>, and <a href="#">public events</a>.</li> <li>These collections are also open to research and accessible to students and teachers via the History Center’s Detre Library &amp; Archives.</li> </ul> </li> </ul>	✓	✓		

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KEYNOTE SPEAKERS				
<p><u><a href="#">Benergy1</a></u> The autism advocate and public motivator; for schools, businesses, organizations, clubs, camps, churches, and events. Who shares about how inclusion and kindness shaped his life with autism.</p>				
<p><u><a href="#">Eric McElvenny - Inspirational Speaker</a></u> Eric teaches the principles he used to overcome his traumatic injury to inspire others to tackle their challenges and build pride in their lives. The Keynote Presentation Speaker That Helps People Understand Resilience (inspirational speaker and disability advocate).</p>				
<p><u><a href="#">Loretta Claiborne</a></u> A truly amazing and inspiring woman who has not only touched the lives of hundreds of thousands but has changed the lives of all with whom she has met. Ms. Claiborne is a woman of faith who shares her personal life story that carries a heartfelt message of hope and tolerance for all people around the world. In 2000, Walt Disney Productions created The Loretta Claiborne Story.</p>				