

Including students with Disabilities into School activities

Terronez Middle School
Inclusive Activities
Fresno, Ca.

Introduction

- Ms. Barrow – Autism Inclusion teacher, WEB Coordinator , Lead teacher for Special education.
- Mrs. Hawkins – Leadership Teacher, WEB Coordinator, Campus Culture Director
- At Terronez we have 7 special education classrooms...
 - Autism Inclusion
 - 4 mild/moderate classrooms
 - Orthopedically impaired
 - Functional Skills



TERRONEZ MIDDLE SCHOOL

AUTISM TEAM

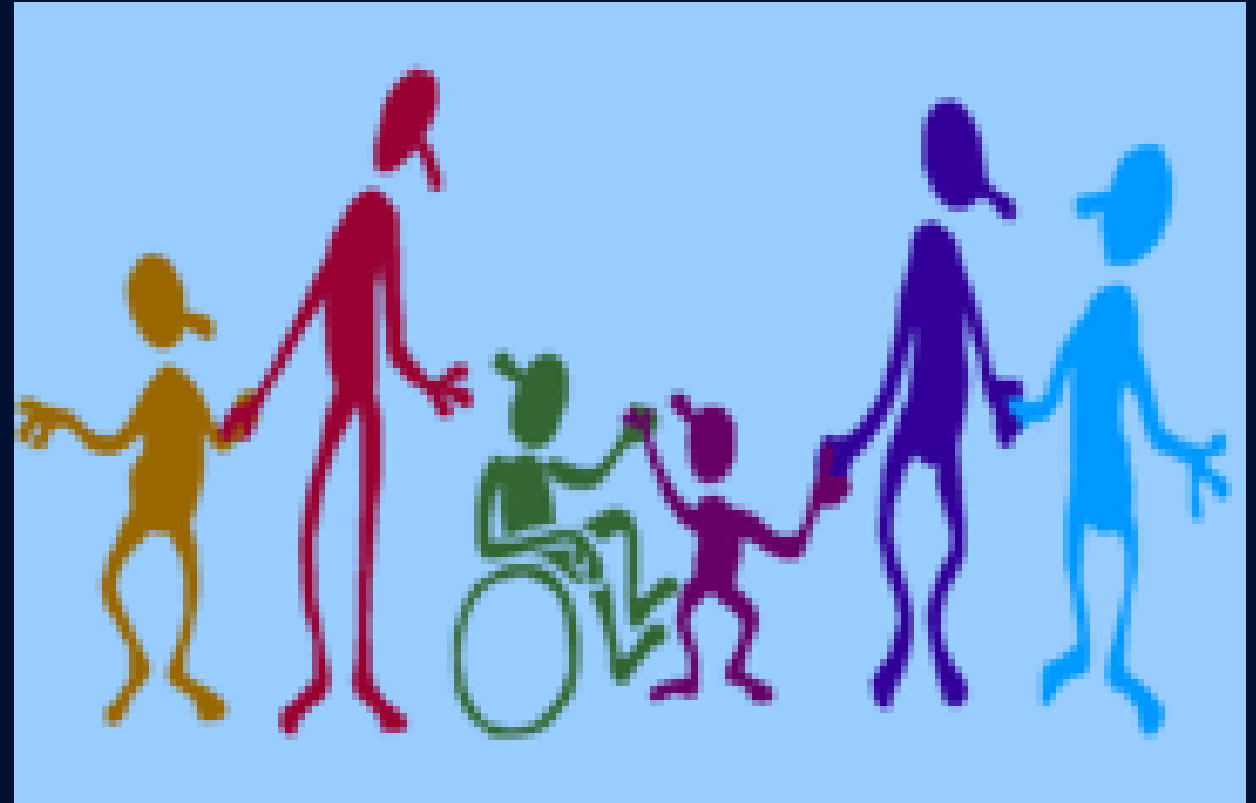
- “If you’ve met one person with Autism, You’ve met one person with Autism.” – Stephen Shore
- Autism is a spectrum disorder
- It could be difficult for students with disabilities to have relationships with peers and maintain those relationships.
- At Terronez all staff, students and parents are part of the “ special education team.”

Background information on Leadership Inclusion

Why combine leadership and Students with Special needs?

- *Combat Bullying
- *Create Diversity
- *Develop a campus of inclusivity

- Mrs. Hawkins



It's evolved into total school integration

Our goal is total school involvement for all populations of students at Terronez:

- Involved in dances
- Sports
- Field trips
- Community Service
- Clubs
- Rallies
- Electives

One example of this is... IAC club (Inclusive Adventures Club)

- Inclusive adventures club is one started at Terronez Middle School a few years ago.
- This club does activities with students with special needs and goes on field trips with them once a quarter.
- We pair 1 student with disabilities with a group of 4 to 6 students who are Leaders (this year we have the WEB team)
- All students wear their Inclusive Adventures shirt on any IAC event



Field trip 1: Big Fresno Fair



- The first inclusive adventures trip was to the Big Fresno Fair

This was our grouping: the students were grouped by 1 Special education student, per 5 leadership students





These are our
football
playing,
popular guys
with one
student.



The boys from her group bought her to make her smile and happy, these “cool kids” did this to make sure she had a good day. 😊

These boys walked her to class when she got lost and continue to do so every day if needed.





One student was fixated on being able to see someone he knew who worked at the fair. I asked at the end of the day if he saw them and his response was “I didn’t notice, I was having too much fun.”





One major goal is that all students feel part of our school community.





In Quarter 2 the students volunteered time at the Community Food Bank. They spent hours making backpacks of food for students in need to take home for the holidays.

This is something we do every year...



After School activities: Dance



- We have an after-school program. One of our students has his assistant that supports him.
- We make sure all students enjoy the experience of a school Dance.

Electives inclusion

- Our students with moderate to severe disabilities have an opportunity to join the Dance Exploration class.
- They perform at ALL major functions, including Cesar Chavez day at the Saroyan Theatre for the community.
- They steal the show.



Goal 2: District goal-All students will engage in arts, activities, and athletics

- We have **96.41%** of students who are engaged in Goal 2 activities (Activities, Arts, or Athletics) a rate of involvement with clubs, this includes all students, all populations.
- We have approximately 20 clubs at Terronez including: Sci-Fi Fantasy club, Board Game club, Wii Club, Clash of Clans club, Movie Club, Sports clubs, Lego Club, Inclusive Adventures Club and Hair club.
- We have the WEB program 7th graders to get to know Leadership WEB 8th graders, **ALL** 7th graders are invited

Why?

- It ends bullying
- It stops the division of students with special needs
- it helps both populations student with and without special needs
- It makes us both human and kind
- Creates a culture and community of tolerance
- Peer mentoring is powerful

How do we know we are being successful?

- The way we know is if...
 - Our students have visible relationships
 - Our students without disabilities make an effort in the relationships with our special populations without being directed (Jose Story)
 - Our students with Autism have said “I made a friend today” or “my Friend _____”
 - Our students on inclusive adventure trips say they had “the best day ever”, and on the same trip our general education students say “I’m going to hang out with _____ at lunch next week”,
 - Our students with special needs feel like they are part of the community
 - When speaking with a student in a wheel chair he says “I don’t get bullied”

So how can you do this at your school?

1. Administration has to support the vision
2. You need staff to support this vision
3. You need to have involvement of Leadership students to break down the walls for other peers
4. Create intention inclusive activities through trips, rally games, lunch activities, clubs, and WEB/leadership mentoring.

Questions?

Contact Information

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