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March is Developmental Disabilities Acceptance Month

The Center for Prevention of Abuse (CFPA) offers inclusive curriculum to meet the needs of diverse populations. Statistics show many individuals with disabilities are impacted by violence.

For example, did you know:

- 26% (1 in 4) of adults in the United States have some type of disability
- In 2019, the rate of violent victimization against persons with disabilities was nearly four times the rate for persons without disabilities
- Human trafficking of individuals with a perceived intellectual or cognitive disability rose 17% between 2019 and 2020
- People with disabilities are up to three times more likely to be assaulted than a person without a disability is, and are more likely to be a repeat victim

With these statistics in mind, CFPA has created a packet of resources to help you incorporate inclusion of persons with disabilities within your school/organization and encourage your staff and students to empower all students and celebrate our differences.

In this packet, you will find:

- Information to educate your students and staff about relationship abuse
- Activities to engage your students and staff to raise awareness

This year's theme is “Celebrating Differences.” This month, we hope you communicate, educate, and invest in healthy relationships. We hope you will participate in some, if not all, of the activities. We look forward to hearing what you choose to do. Be sure to “like” CFPA on Facebook and post pictures and/or comments on how your school chose to celebrate everyone’s unique gifts. You may also get involved by using the hashtags #DDAwareness2022, #InclusionMatters, and #ChooseToInclude.

How do we celebrate differences?

- Highlight the positive impact students with disabilities make in our schools/communities
- Promote a message of inclusion and acceptance for everyone
- Be more mindful as to how a disability can impact a student and their family
- Reflect on the significant achievements that students with disabilities have made
- Renew our commitment to creating a stronger future for students with disabilities
CURRICULUM

The Center for Prevention of Abuse’s PreventEd: Relationship Abuse (for Individuals with Disabilities) curriculum helps schools meet the “Critical Health Problems and Comprehensive Health Education Act,” which is outlined below.

Often persons with disabilities may have an extra level of dependency on caregivers, guardians, and resource workers. The goal of our programming is to inclusively teach and empower individuals with disabilities to set healthy boundaries in all relationships. Critical skills include self-esteem, self-advocacy, and assertiveness. This program is ideal for high school students with special needs, but can be adapted to junior high, post-secondary groups, and adults of all age ranges. Classes are presented one time per week for four to eight weeks.

Illinois Critical Health Problems and Comprehensive Health Education Act
105 ILCS 110/3.10
Effective July 1, 2013
Sec. 3.10
Policy on teen dating violence. The school board of each public school district in this State shall adopt a policy that does all of the following:
• States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment
• Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees

Curriculum Details

PreventEd: Relationship Abuse 1 (for Individuals with Disabilities)
Series 1 in the PreventEd: Relationship Abuse for Individuals with Disabilities curriculum contains four lessons. Throughout these lessons, students will be empowered to set boundaries in all relationships, learn how to identify healthy and unhealthy relationships, and how to be assertive and protect themselves from abuse. Each 45-minute lesson highlights respect, self-esteem, empathy, and consent. Hands on activities, audio/visual aids, and discussion appeals to all learning styles and special needs with an IQ of 50+.

PreventEd: Relationship Abuse 2 (for Individuals with Disabilities)
Series 2 in the PreventEd: Relationship Abuse for Individuals with Disabilities curriculum focuses on exploring dynamic personal boundaries across all relationships. Throughout the four lessons, students learn how boundaries may change, identify “red flags” and dating challenges, and develop communication skills and internet safety awareness. Content is designed to appeal to all learning styles and special needs with an IQ of 50+.

To schedule this programming, please contact CFPA’s Director of Prevention Education, Laura Kowalske, at lkowalske@centerforpreventionofabuse.org or 309.691.0551 ext. 291.
PRAISE FOR CFPA

PreventEd: Relationship Abuse (for Individuals with Disabilities)

“Topics have been great.”

“Activities are engaging and student interactions/lessons include all students.”

“I really like the hands-on activities for students to apply concepts.”

“There have been a variety of instructional activities used. Students have been engaged.”

“Students were able to connect to all lessons and were able to not only understand, but also apply them to their personal lives.”

“I am so happy that sessions covered content that is important for students such as boundaries, especially in relationships.”

“I feel (the educator) used very appropriate methods.”

“The educator did a great job relating to the students. The students really liked them and they had great discussions and really expressed their feelings and concerns to them.”

“The students really responded to role-playing in different situations. The educator did an excellent job keeping material at the students' level as well as connecting with a majority of the students.”

“GREAT topics! Exactly what we needed! Thank you for coming!”
EMPOWERING INDIVIDUALS WITH DISABILITIES

Why is it so important to empower individuals with disabilities?

They might become submissive to caregivers and comply with their wishes.

They might live isolated lives and therefore are easily drawn to any type of friendship and connection.

Sometimes their level of care requires close, intimate physical contact, and they might become desensitized to touch or unaware of boundaries.

They might not be believed when they report abuse.

https://buildingmomentuminschools.files.wordpress.com/2016/11/templequoteforbday_forstory.png
SCHOOL-WIDE INITIATIVES

Start a Chapter of Best Buddies at Your School
Best Buddies is a way to build friendships between peers of all abilities and ages from elementary school through college. Through activities and events, Best Buddies can offer inclusion, allies, and advocacy.
To start a chapter, click the link: https://www.bestbuddies.org/bbu/start-a-chapter/

Inclusion Pledge Day
Encourage students and staff to pledge their support for inclusion. People can choose their own unique way to be supportive of an inclusive environment. Sample pledges are available on the site: https://www.spreadtheword.global/pledge

Share Success Stories and Accomplishments of People with Disabilities
Research and share inspiring stories in class or on social media. Exceptional people have accomplished extraordinary things. Check out this list to get started:

- Temple Grandin
- Stephen Hawking
- Helen Keller
- Nick Vujicic
- Esther Vergeer
- Peter Dinklage
- Frida Kahlo
- Andrea Bocelli
- Lewis Carroll
- Michael J. Fox
- Anthony Hopkins
- Trischa Zorn

Community Hashtags
#DDAwareness2022, #InclusionMatters, and #ChooseToInclude
SAMPLE DAILY ANNOUNCEMENTS

Day 1
Did you know isolation could make people with disabilities more vulnerable to bullying and violence? If you see someone on their own, introduce yourself and offer to join them. Some schools have even created friendship benches so students have a place to sit together. You may make a new friend and both of you will be safer.

Day 2
Neuro-diverse people have a lot to offer when it comes to problem solving. Some famous neuro-diverse people include Bill Gates, Albert Einstein, Nicola Tesla, and Alan Turing. Turing was a key code-breaker who helped end World War II. Including neuro-diverse classmates in class groups or creative projects can open up a world of ideas.


Day 3
Do people with disabilities always need help? The truth is that many people with disabilities are independent. They also are capable of helping others. If you would like to assist someone, always ask first to get their consent. Respect their boundaries if they say “no.”


Day 4
Is it okay to ask someone questions about their disability? Most of the time, the answer is yes. Conversations like this can lead to better understanding, inclusion, and may break down barriers of social stigma. Please be respectful if the person chooses not to discuss their disability.


Day 5
People First Language (PFL) was developed and passed into law in 2006. PFL is a respectful way of speaking that puts the person before the disability. Examples would be saying “a person with autism” or “person who uses a mobility chair.” However, some people with disabilities still prefer to use Identity First Language (IFL). They view the disability as a natural part of their identity such as “autistic person” or “disabled person.” It is always a good idea to ask someone how they would like to be identified.

In the Kitchen

Grade: K–2

Supplies Needed: Pictures of kitchen tools or actual kitchen tools, measuring spoons and cup(s), whisk, spoon/ladle, ice cream scoop, oven mitts, spatula, rolling pin, etc.

Activity:

Part 1: Group students into 3–5 teams. Hand each one a kitchen tool or picture. Ask them to describe the tool.
  • What is it used for?
  • How big or small is it?
  • Is it smooth or rough?
  • Is it heavy or light?
  • What is it made of?
  • What color is it?
  • What makes it important?

Part 2: Read the process below for baking cookies. Have each group talk about or act out how their unique kitchen tool is used in the process OR make real chocolate chip cookies! (recipe attached)
  • Measure the ingredients with spoons and cups
  • Pour them into the bowl
  • Whisk them together
  • Roll out the dough with a rolling pin OR
  • Use a scoop to drop dough onto cookie sheet
  • Scrape the bowl with a spatula
  • Use oven mitts to put them in and take them out of the oven

Debrief: It takes many different kinds of tools to make good cookies. Each one does its part to make something wonderful and delicious.

Chocolate Chip Cookie Recipe:

• 1 cup butter, softened
• 1 cup white sugar
• 1 cup packed brown sugar
• 2 eggs
• 2 teaspoons vanilla extract
• 1 teaspoon baking soda
• 2 teaspoons hot water
• ½ teaspoon salt
• 3 cups all-purpose flour
• 2 cups semisweet chocolate chips

Step 1: Preheat oven to 350 degrees F (175 degrees C).

Step 2: Cream together the butter, white sugar, and brown sugar until smooth. Beat in the eggs one at a time, then stir in the vanilla. Dissolve baking soda in hot water. Add to batter along with salt. Stir in flour and chocolate chips. Drop by large spoonful onto ungreased pans.

Step 3: Bake for about 10 minutes in the preheated oven, or until edges are nicely browned.

https://www.allrecipes.com/recipe/10813/best-chocolate-chip-cookies/
# CLASSROOM ACTIVITIES & TOOLS

Pictures of kitchen tools

<table>
<thead>
<tr>
<th>mixing bowls</th>
<th>spatula</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="mixing bowls" /></td>
<td><img src="image2.png" alt="spatula" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>whisk</th>
<th>measuring cups and spoons</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="whisk" /></td>
<td><img src="image4.png" alt="measuring cups and spoons" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rolling pin</th>
<th>oven mitts</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="rolling pin" /></td>
<td><img src="image6.png" alt="oven mitts" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cookie sheet</th>
<th>spoon</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="cookie sheet" /></td>
<td><img src="image8.png" alt="spoon" /></td>
</tr>
</tbody>
</table>
We Built This Garden

**Grade:** 3–6

**Supplies Needed:** Garden plot maps/pieces/scenarios (attached), art supplies

**Activity:**
Divide students into teams of 3–5. Distribute one garden map to each team. Each garden map will have certain “problems” to be solved.
Ask students to look at how each plot of flowers/plants is different and where each can be placed on the map to solve a unique problem.

**Debrief:** Discuss how, like other living things, people are unique. Challenge students to recognize and celebrate differences that can help create a more beautiful world for everyone.
This area can be VERY windy. How can we block the wind so people like to sit here?

Oh no! The fountain is leaking into the path! We need a short, thick plant here to absorb the water.

This is the garden entrance. Direction signs are much easier to see if the plants are not too tall. In addition, it should be colorful.

The Garden Club meets here for lunch. The sun can be hot some days. What about some big, leafy shade plants?

This part can be very sunny and DRY. It would be nice to have some color here, but only special plants can survive.
### Pieces for Garden Map #1

<table>
<thead>
<tr>
<th>Wind Resistant Redbud Tree</th>
<th>Water-Absorbing Primroses</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Wind Resistant Redbud Tree" /></td>
<td><img src="image2.png" alt="Water-Absorbing Primroses" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colorful Lilies</th>
<th>Elephant Ear Plant</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Colorful Lilies" /></td>
<td><img src="image4.png" alt="Elephant Ear Plant" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irises</th>
<th>Desert Garden Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Irises" /></td>
<td><img src="image6.png" alt="Desert Garden Plants" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tulips</th>
<th>Sunflower</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Tulips" /></td>
<td><img src="image8.png" alt="Sunflower" /></td>
</tr>
</tbody>
</table>
## CLASSROOM ACTIVITIES & TOOLS

### Garden Map #2

<table>
<thead>
<tr>
<th>N</th>
<th>E</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butterflies LOVE this part of the garden. Flowers here have the best nectar.</td>
<td>Garden entrance. Bright and short flowers are the most welcoming!</td>
<td>Group Choice</td>
<td>Group Choice</td>
</tr>
<tr>
<td>Fountain/Sculpture</td>
<td>There is a friendship bench here. Yellow flowers mean friendship!</td>
<td>The NIGHT garden area. Only shade-loving plants that bloom at night can grow here.</td>
<td>Ouch! There seems to be a LOT of mosquitoes here! What can we grow to discourage them?</td>
</tr>
</tbody>
</table>
# Classroom Activities & Tools

## Pieces for Garden Map #2

<table>
<thead>
<tr>
<th>butterfly bush</th>
<th>moonflowers</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="butterfly bush" /></td>
<td><img src="image2" alt="moonflowers" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>citronella grass</th>
<th>daisies</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="citronella grass" /></td>
<td><img src="image4" alt="daisies" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hydrangea</th>
<th>marigolds</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="hydrangea" /></td>
<td><img src="image6" alt="marigolds" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tulips</th>
<th>sunflower</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="tulips" /></td>
<td><img src="image8" alt="sunflower" /></td>
</tr>
</tbody>
</table>
There is an old fence back here. Some tall flowers might help hide it and give more privacy.

Group Choice

There is an apiary here. We need to feed the bees.

Group Choice

This place is reserved for wildflowers native to Illinois.

Group Choice

Garden entrance. There is a big arched gate. It would look better with some green vines.

Gazebo

YUCK! Aphids have taken over! Let’s plant something they don’t like!
### Pieces for Garden Map #3

<table>
<thead>
<tr>
<th>Chives (bugs do not like them!)</th>
<th>Bee Balm</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chives.png" alt="Chives" /></td>
<td><img src="beebalm.png" alt="Bee Balm" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purple Prairie Flower</th>
<th>Daisies</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="purpleprairieflower.png" alt="Purple Prairie Flower" /></td>
<td><img src="daisies.png" alt="Daisies" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Petunia</th>
<th>Marigolds</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="petunia.png" alt="Petunia" /></td>
<td><img src="marigolds.png" alt="Marigolds" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Morning Glory Vine</th>
<th>Giant Gladiolus</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="morninggloryvine.png" alt="Morning Glory Vine" /></td>
<td><img src="giantgladiolus.png" alt="Giant Gladiolus" /></td>
</tr>
</tbody>
</table>
CELEBRATING OUR DIFFERENCES ALL YEAR LONG

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY 4</td>
<td>World Braille Day</td>
</tr>
<tr>
<td>MARCH</td>
<td>Developmental Disabilities Awareness Month</td>
</tr>
<tr>
<td>MARCH 21</td>
<td>World Down Syndrome Day <em>(United Nations)</em></td>
</tr>
<tr>
<td>MARCH 25</td>
<td>U.S. National Cerebral Palsy Awareness Day</td>
</tr>
<tr>
<td>APRIL 2</td>
<td>World Autism Awareness Day <em>(United Nations)</em></td>
</tr>
<tr>
<td>APRIL 27</td>
<td>Show Your Mettle Day</td>
</tr>
<tr>
<td>JUNE 18</td>
<td>Autistic Pride Day</td>
</tr>
<tr>
<td>JUNE 27</td>
<td>Helen Keller Day</td>
</tr>
<tr>
<td>JULY</td>
<td>Disability Pride Month <em>(NY)</em></td>
</tr>
<tr>
<td>JULY</td>
<td>Fragile X <em>(FXS)</em> Awareness Month</td>
</tr>
<tr>
<td>JULY 26</td>
<td>Americans with Disabilities Act Anniversary</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>National Guide Dog Month</td>
</tr>
<tr>
<td>SEPTEMBER 20–27</td>
<td>International Week of the Deaf</td>
</tr>
<tr>
<td>SEPTEMBER 23</td>
<td>International Day of Sign Language</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>ADHD Awareness Month</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Down Syndrome Awareness Month</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Dysautonomia Awareness Month</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Dyslexia Awareness Month</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Learning Disability Awareness Month</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>National Disability Employment Awareness Month</td>
</tr>
<tr>
<td>OCTOBER 6</td>
<td>World Cerebral Palsy Awareness Day</td>
</tr>
<tr>
<td>OCTOBER 15</td>
<td>Blind Americans Equality Day</td>
</tr>
<tr>
<td>OCTOBER 20–31</td>
<td>Disability Mentoring Days <em>(Starts on the third Wednesday of each October)</em></td>
</tr>
<tr>
<td>DECEMBER 3</td>
<td>International Day of Persons with Disabilities <em>(United Nations)</em></td>
</tr>
</tbody>
</table>
RESOURCES

Short videos to share and discuss:

**Elementary**
Tamara (4:36)  [https://youtu.be/B4frsp-rR6c](https://youtu.be/B4frsp-rR6c)

**Middle School**
Inclusion Makes the World More Vibrant (3:06)  [https://youtu.be/QXY5TyCUTIo](https://youtu.be/QXY5TyCUTIo)
Disability Etiquette (1:58)  [https://youtu.be/iG3pQp6HoQM](https://youtu.be/iG3pQp6HoQM)

**High School**
The Labels We Carry (2:30)  [https://youtu.be/hNS_D-pw8y4](https://youtu.be/hNS_D-pw8y4)
SOURCES

Introduction statistics:
https://bjs.ojp.gov/content/pub/pdf/capd0919st.pdf

Americans with Disabilities Act of 1991:
https://www.ada.gov/2010_regs.htm

Polaris Project:

Illinois Civil Rights 504
https://www.isbe.net/Pages/Special-Education-Civil-Rights.aspx

Erin’s Law
https://www.erinslawillinois.org/erins-law/the-key-components-of-erins-law/

Other Sources:
https://cdrnys.org/blog/advocacy/the-unacknowledged-crisis-of-violence-against-disabled-people/#:~:text=More%20than%2090%20of%20people,abuse%20at%20least%20ten%20times.&text=Abusers%20perceive%20disabled%20people%20as%20well%20as%20when%20it%20occurs.
http://materials.ndrn.org/Human-Trafficking/NHTDWG-Human-Trafficking-101.pdf