

Serving Students with Special Needs October 2009

The Article: "Does Your Organization Welcome Participants with Disabilities?"

Where It's From: Fred Galloway and Mary McAllister Shea, *Afterschool Matters*

The Findings: Afterschool programs that strive to be inclusive should remember to welcome participants with disabilities. A new instrument, the Organizational Developmental Model of Inclusion for Individuals with Disabilities (ODMI-IWD), can help afterschool programs determine how well they are doing at including kids with disabilities and assess whether those providing the services—leaders and staff—overestimate their organization's inclusiveness as compared to those who use the services.

Some Specifics:

The ODMI-IWD examines several conditions or dimensions critical to the process of inclusion:

- **Diversity:** the array of existing inclusionary practices in the organization as well as the actual representation of individuals with disabilities.
- **Differential treatment:** the extent to which individuals with disabilities are treated differently from nondisabled persons.
- **Congruency:** the level of alignment between the espoused organizational values and actual behaviors.
- **Motivational imperative:** the urgency with which the organization attempts to include individuals with disabilities.
- **Experience:** the actual experiences of individuals with disabilities in the organization.

Read the Full Article: www.niost.org/pdf/afterschoolmatters/ASM_Fall2009.pdf

The Article: "Understanding Children's Hearts and Minds: Emotional Functioning and Learning Disabilities"

Where It's From: Jean Cheng Gorman, *LDOonline*

The Findings: As mainstreaming and inclusion become increasingly pervasive, it is especially important for all teachers to understand the interaction of emotional concerns and learning disabilities and the impact of that interaction on children's functioning.

Some Specifics:

At the risk of oversimplification, one can conceptualize five main ways in which emotional concerns and learning disabilities interact:

- Learning disabilities may lead to emotional distress.
- Learning disabilities may exacerbate existing emotional concerns.
- Emotional and behavioral displays may mask emotional and behavioral displays.
- Emotional problems may magnify learning disabilities.
- Emotional health can actually enhance the performance of children with learning disabilities.

Read the Full Article:

www.ldonline.org/article/Understanding_Children%27s_Hearts_and_Minds%3A_Emotional_Functioning_and_Learning_Disabilities