

1. Agenda

Documents:

[2016-03-21 AGENDA.PDF](#)

2. Meeting Material 2

Documents:

[2016-03-21 MEETING MATERIAL 2.PDF](#)

3. Meeting Material 1

Documents:

[2016-03-21 MEETING MATERIAL 1.PDF](#)



ACYUC

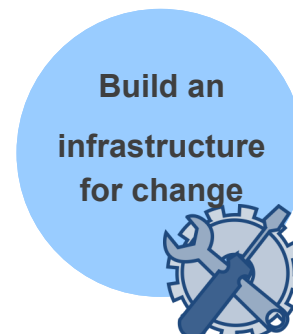
Alliance for Children & Youth with Unique Challenges
acyuc.org

Meeting Purpose		Retreat Re-cap and Workgroup Breakouts, Behavioral Health Presentation			
Date:	3/21/2016	Time:	10:00 am-12:00 Noon	Location:	MCDPH Offices 4041 N. Central Ave. Suite 1400 Phoenix, AZ 85012

Topic	Discussion Lead(s)	Expected Outcome(s)	Timeframe
Welcome & Introductions	Paulina Serna Kristina Hunt	Greet members	10:00-10:15 am
Topic	Discussion Lead(s)	Expected Outcome(s)	Timeframe
Retreat Re-Cap	Morgan Anderson	Hear about what happened at our first retreat and learn about the outcomes and next steps	10:15-10:30 am
Topic	Discussion Lead(s)	Expected Outcome(s)	Timeframe
Workgroup Breakouts	Morgan Anderson	Determine workgroup action steps for the next quarter Report back to group	10:30-10:55 am
BREAK			
Topic	Discussion Lead(s)	Expected Outcome(s)	Timeframe
Behavioral Health Presentation	Melody Hicks, MCDPH Office of Healthcare Innovation	Understand the Behavioral Health Spectrum and Explore ways to overcome stigma	11:00-11:50am
Topic	Discussion Lead(s)	Expected Outcome(s)	Timeframe
Next Steps and Evaluations	Morgan Anderson	-Evaluations -Next meeting 5/16/16 @ 4041	11:50-12:00pm

2016 Strategic Plan





Serving our community to:



Our Year 1 Objectives:

It is our **mission** to bridge gaps and support families, children, and youth with unique challenges.

Our **vision** is that at the end of the day we see the person and not the

Increased Civic Engagement	Diverse Stakeholder Involvement	School System Action Planning	Social Awareness and Outreach	Sustainability Plan
<p>By March 1, 2017 ACYUC will partner with other agencies to facilitate 2 training classes with at least 20 participants (families of children with unique challenges), in Maricopa County to increase their knowledge of the legislative process and the roles they can play.</p> 	<p>By March 1, 2017 the leadership group will inspire 5 youth leaders, parents/caregivers, and/or professionals to engage in the Alliance.</p> <p>By March 1, 2017 ACYUC will harbor trust in 5 new participants through 80% attendance and participation.</p> 	<p>By March 1, 2017 ACYUC will target school personnel and families to identify staff and parent needs to make recommendations in 5 school districts in Metro Phoenix.</p> 	<p>Between November 2016 and February 2017, ACYUC will use the new, expanded, diverse Alliance Team to determine which community groups, professionals, or organizations the ACYUC will market to first.</p> <p>By November 2016, ACYUC will use ACYUC Strategic Planning Retreat input and 2014 baseline Needs Assessment Data to create the ACYUC Social Awareness and Outreach Marketing Plan and public it to all ACYUC Members.</p> 	<p>By March 1, 2017 ACYUC will create a suitability plan to fill gaps in resources currently offered.</p>

Quarter 1 Action Steps

(3/21/16-6/20/16)

<ol style="list-style-type: none"> On May 16, 2016 pick 3 ACYUC Members (1 Spanish speaking) to train in Civic Engagement Bring in Policy Analyst to train 3 ACYUC Members by June 20, 2016 On August 15, 2016 trained members will train ACYUC group and determine next steps for PSE advocacy 	<ol style="list-style-type: none"> Create an information/application packet for prospective members Identify relevant stakeholders Obtain speakers (school of deaf and blind, inters from university/community college nursing programs, etc.) Invite diverse community groups/individuals (media, special ed. Teachers, etc.) 	<ol style="list-style-type: none"> Create plan for school district identification. Identify school districts Connect with parent organizations Conduct surveys/focus groups to identify needs Connect with school admin./superintendents Use WSCC Model for Approach 	<ol style="list-style-type: none"> Analyze Needs Assessment Data to determine unique challenges that are underserved by June 20, 2016. Website updates and maintenance by May 15, 2016, ongoing Create a list of community organizations and contact persons for distribution of outreach invitations by June 15, 2016 and ongoing. 	<ol style="list-style-type: none"> Increase parent involvement by 10% at each meeting. Increase agency involvement by 1 per month Identify 1 funding opportunity for events and activities per month
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Children with Special Healthcare Needs

Reducing the Stigma

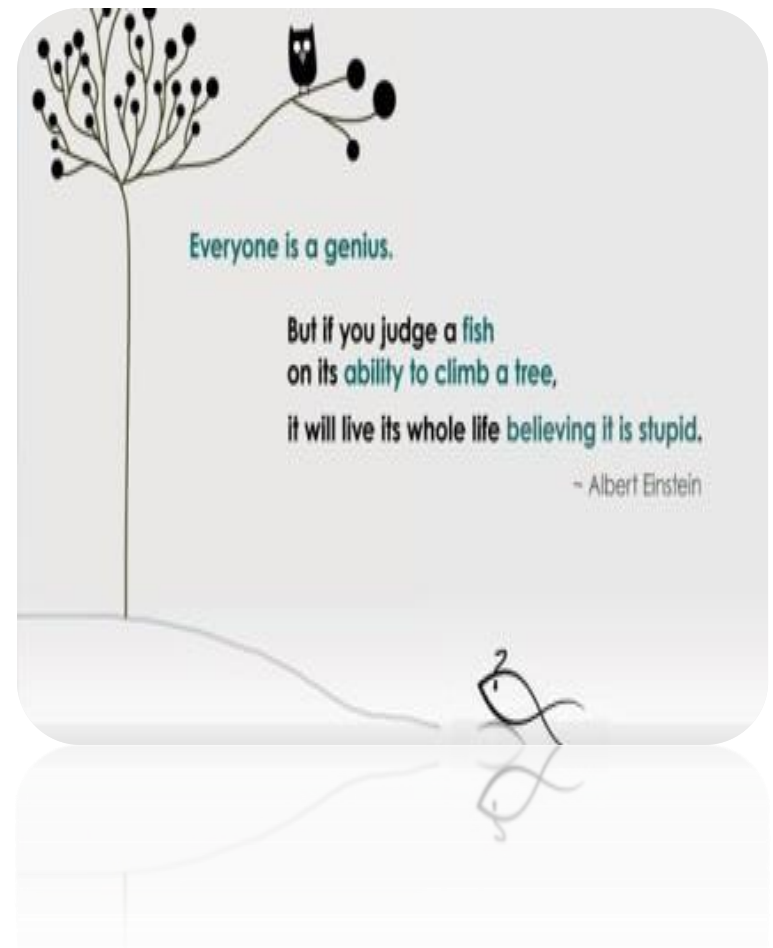


WeArePublicHealth.org twitter.com/Maricopahealth facebook.com/MCDPH

What to expect



- Define Stigma
- Impact of Stigma
- Suggestions/programs designed to increase inclusion, empathy and tolerance
- Questions
- Resources



What is Stigma?



- Stigma refers to being marked/branded, but also refers to groups of people being categorized as different from the 'norm'.
- Stigma is connected to people's cultural beliefs, knowledge of disabilities and special needs and the amount of contact they have had and the type of contact they have had with such.
- Schools play a vital role in addressing stigma.

Impact of Stigma



- Exclusion from opportunities or interactions with others
- Isolation/loneliness
- Feelings of shame
- Feeling invisible
- Minimizing one's potential, skills or abilities

Efforts to Reduce Stigma



*In 2013 Boston Schools focused on
“Expanding inclusive practices and
changing the culture of Boston
Public Schools district...”*

Boston Public Schools

**Students with mild to
moderate special needs.**

**Full inclusion (80% time in
general classroom)**

**Partial Inclusion (60% of time
outside of general classroom)**

Reducing Stigma



“Students with disabilities perform better academically and gain more social and functional skills when they are educated with their non-disabled peers”.

Boston Public Schools

Inclusiveness can be effective for with special needs but it also can expose children to:

- **Bullying**
- **Isolation**
- **Shame**
- **Low self esteem**
- **Avoidance behaviors**

What is needed to be successful



According To Dr. Thomas Hehir:

“Number one, they (the schools and districts) look at their resources as in a sense all being devoted to improving the instructional program for all kids. They don't look at the special ed budget or the bilingual budget. There is a budget for the schools, and the schools use those resources effectively.”

What is needed to be successful



According To Dr. Thomas Hehir:

“There is no greater disability in society, than the inability to see a person as more.”

-Robert M. Hensel

“Secondly, the principals of those schools and the teachers of those schools value disability, value the inclusion of children with disabilities, and they provide supports in classrooms for kids in those classrooms but also provide opportunities for teachers and school administrators to do problem-solving around the issues that these children have”.

Last of all...



- *According To Dr. Thomas Hehir*

“And I think that it's important for people to start understanding that kids who have disabilities have a right to be educated in inclusive settings to the degree that is appropriate, but people who run schools also have an obligation to make sure that the **teachers and the children get the types of supports that they need.”**

Essential elements



- **Commitment**
- **Involvement**
- **Support**
- **Willingness to evaluate**
- **Willingness to collaborate and problem solve**



But what about...bullying...



Bystander Training

- KiVa Program in Finland
 - <http://www.kivaprogram.net/>
 - University of Arizona's "Step Up" program
- <http://stepupprogram.org/about/>

Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny

MK Gandhi

Talk about it...



- <https://www.time-to-change.org.uk/get-involved/resources-youth-professionals>

Empathy



Empathy is the ability to look at a situation from another point of view. It is the basis of caring relationships and allows us to connect and understand those who may be different from ourselves.

<http://empathyed.org/>



Empathy is not approval

Tolerance



“Children, at very young ages, are often exceptionally aware and honest about differences they observe between themselves and others, but rarely attach judgments to those candid observations. We adults are the ones that do that.”

“These observations are often expressed in form of a question like, “Why does that man have such dark skin?” “Why does that lady wear that long robe?” “Why is that boy in a wheel chair?” These are perfect opportunities to teach the core social value of tolerance. What we do and say in these crucial moments can help to mend wounds and bridge chasms between *different* people that have been incurable in the past.”

<http://www.everydayfamily.com/6-ways-you-can-teach-your-child-tolerance/>



Build Tolerance & Empathy...



In schools and at home:

**Listening and reflecting back
what you hear**

**Understanding similarities as
well as differences**

**Hearing the stories of others
(relating to them)**

**Set guidelines about language
and how to deal with
emotions – anger, sadness,
etc.**

Be a role model...

Not only must teachers have empathy for their students in order to best teach them, they must develop this skill in their students. 'Expressing care for another is not an innate ability present more naturally in some people than others, but rather a skill that can be taught and nurtured through a supportive educational environment' (McLennan, 2008, p. 454).

Questions/Comments



Resources



- <http://au.professionals.reachout.com/reducing-mental-health-stigma-in-schools> (in Australia -- deals with mental health)
- <http://www.time-to-change.org.uk/>
(program in England - focus on mental health)
- <http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/249/2013-06-20%20Inclusion%20plan%20FINAL.pdf>
(increasing inclusiveness Practices in Boston Public Schools)
- <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470880147.html>
(Dr. Thomas Hehir's book - *Effective Inclusive Schools: designing successful schoolwide programs* with in-depth case studies from many schools)
- <http://hepg.org/hep-home/books/how-did-you-get-here>
(Students with Disabilities that made it to Harvard)
- http://www.educationworld.com/a_admin/rubin/effective-bullying-prevention-program.shtml (Successful Science-Based Bullying Prevention Program in Finland)
- <http://stepupprogram.org/> (University of Arizona's Bystander program)
- <http://www.eyesonbullying.org/bystander.html> (provides information about how to be a "helpful" bystander)

More Resources



<http://www.tolerance.org/lesson/developing-empathy> (many lessons and resources to help build empathy and tolerance in the classroom)

<http://highschool empathy.org/> (offers student-faculty workshops to middle & high schools free of charge)

http://www.academia.edu/12720474/Transcending_tolerance_A_four-week_program_promoting_respect_and_empathy_for_LGBTQ_middle_school_students (a four-week program promoting respect & empathy for LGBTQ middle school students)

<http://www.everydayfamily.com/6-ways-you-can-teach-your-child-tolerance/?pg=2&internallink=6-ways-you-can-teach-your-child-tolerance#post-2098> (six ways parents can teach their children tolerance)

<https://antibullyingsoftware.com/> (software that can be purchased by schools which allows students to report bullying and other offenses anonymously 24/7 by mobile device or computer)