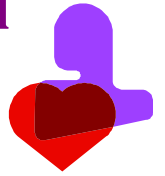


Developmental Disabilities Service Learning Proposal



Student names: High school youth

Teacher: TBA

School: TBA

Project Name: *Learning through Assisting*. This is a model of the RI Developmental Disabilities Council and a Project of National Significance of the Federal Administration for Developmental Disabilities. It promotes knowledge about developmental disability and community inclusion for children with developmental disability.

Need – Why this plan is needed: Present high school students have not grown up with inclusion classrooms. They are not aware of the inclusive potential for persons with disability, yet they are the people who will soon be voters, neighbors, and parents in our communities. They are also considering college study, and are not aware of career options open to them that are in high demand to staff inclusion classrooms. Young children in community programs are in need of trained young people who can assist them in participating in their activities. They are able to self-advocate by developing relationships with young people, but need the occasion to interact.

Purpose – How this plan will help: This plan matches high school students with community programs with the short term goal of increasing the number of participation opportunities available to children in those programs. In the long run it exposes teens to child development information that will assist them in their own parenting and family relationships, reveals career options, and allows the youngsters the opportunity to self-advocate as they relate to students and demonstrate that they are not pitiable, but much like everyone else.

Participation - Who will help; what will they do?

Students: Learn about child development and provide service to youngsters with developmental disability in community programs.

Teachers: Will direct and support research, and new/reviewed learning, facilitate group process, coordinate with community partners for technical concerns (scheduling, etc)

Other adults: Will act as resource information and technical assist, provide some content and some coordination support as needed.

Organizations or groups: Community organizations may act as sites for outreach, may contribute expert content or student mentoring.

Outcomes - What we expect will happen as a result of our work:

1. High school youth will learn about child development.
2. High school youth will provide service to children in the community.
3. High school youth will learn about careers in special education and allied health.
4. Children with disability will have increased participation in community programs (more 1:1).
5. Children with disability will self-advocate, demonstrating that they are not sick and pitiable, but capable and strong, with ability to make valuable contribution to the community.

How will we check our outcomes – What evidence will we collect and how will we use it:

1. Pre- and post series evaluations for attitude change
2. Portfolio assessment of activities and service logs
3. Individuals will determine how/where to have an impact on the school and nearby geographic communities respectively. Agency feedback.

Resources – What we need to get the job done.

1. Institutional support for service. Scheduling that is compatible with out-of-school placements, and/or after-school planning for younger children (older teens often work after school).
2. Professional staff in the school system: PT, OT, Speech Therapist, Psychologist to present child development modules and to follow up on professional guidance
3. Community resources to supply swim (or pet, or books and games), and CPR modules
4. Curriculum resources (manual), prepared power point presentations, book and game-making supplies
5. Administrative support and recognition, press access for visibility, bus passes or transportation as needed