

JUST SAY HI:

A COMMITMENT TO
DISABILITY INCLUSION
IN OUR SCHOOLS



Inclusion begins
with something simple:

JustSayHi

Overview

ABOUT JUST SAY HI

Inclusion is simple, but it's not easy.

Just Say Hi! A Commitment to Disability Inclusion in Our Schools addresses the unnecessary hesitation some people feel when communicating to individuals with disabilities.

The original curriculum was developed in conjunction with:



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by the Cerebral Palsy Foundation, Inc, November 2017.

The most recent iteration of Just Say Hi!'s Lesson Plan Compendium and Cross-Curricular Resources were carefully crafted and reviewed by, and with: CCSSO-sanctioned State Teachers of the Year; ASCA-sanctioned State School Counselors of the Year; educators with disabilities; professors in Curriculum & Instruction; key allies; and subject matter experts. All content undergoes the review of an Internal Review Committee.



KEY COMPONENTS

ONLINE PORTAL

JSH's password protected portal includes all digital materials, customized to each school or school district.

CROSS CURRICULUM RESOURCES

These CCR resources (PK-5 and 6-12) are intended for school leaders, teachers and staff who can facilitate and engage in meaningful discussions and activities around disability. Embedded throughout these resources are supports for facilitators, such as additional resources and planning notes.

PROFESSIONAL DEVELOPMENT SERIES

Includes a six-part webinar series -- one for each of the six modules (~50 minutes each) -- as well as a professional learning supplement, with activities for school administrators, teachers and support staff.

LESSON PLAN COMPENDIUM

Contains over 80 scaffolded lessons plans for PK-12.

FAMILY ENGAGEMENT

Contains five one-hour webinars and other resources.

WHY CHOOSE THE JUST SAY HI! CROSS CURRICULUM RESOURCES

SCHOOL WIDE IMPROVEMENT

Suitable for in and out of the classroom. From pre-kindergarten through grade 12, students learn invaluable skills that help support their self-awareness and social awareness as they navigate their way through school as well as their community.

EASY TO USE

Lesson plans and activities are easy to implement and require little prep time. Required materials are included in the Lesson Plan Compendium, including Adaptations for various disabilities, that are one-click away.

ENGAGING AND USEFUL

Students eagerly anticipate Just Say Hi's meaningfully fun, captivating lessons that include storytelling, games, activities, and songs. The skills they learn are useful in school, on the playground, and at home.

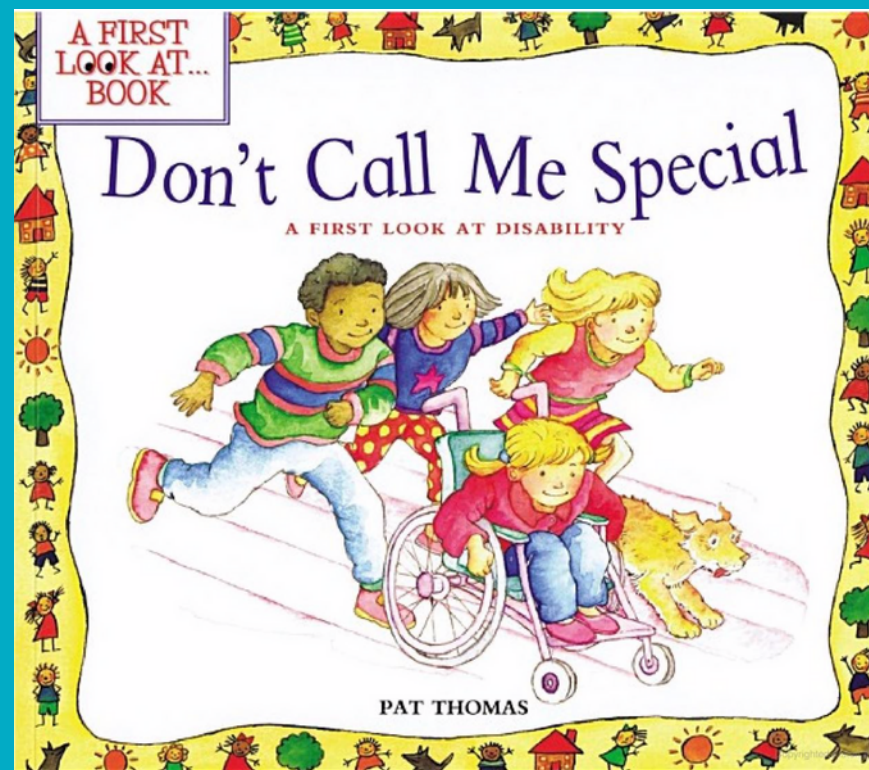
PROFESSIONAL DEVELOPMENT

Teachers and staff can easily access six online webinars -- one for each module-- and other supporting resources.

OTHER PRODUCTS AND RESOURCES

MENTOR TEXTS

A curated collection of age-appropriate texts. Full set included in the annual school license.



CLASSROOM ENHANCEMENTS

A collection of wristbands, pencils, and posters are available.



PROFESSIONAL DEVELOPMENT TRAINING

In-person, six-part school based training of staff is available for an extra cost.



MODULE OVERVIEW & DESCRIPTIONS

Just Say Hi!'s (JSH) six modules include:

1. What is Disability? An introduction to disability
2. Disability History & Laws: History unfolds
3. Making Connections: Finding common ground
4. The Power of Language: Words matter
5. Breaking Down Stereotypes: Removing barriers
6. Welcoming Communities: Come one, come all!



#JoinINtheConversation

Diversity, Equity, and Inclusion (DEI) are important pillars for successful outcomes in any school. With this said, Disability has yet to be fully integrated into this conversation. The Just Say Hi! (JSH) initiative sets out to elevate, broaden, and deepen this conversation. Integral to this initiative is the collaboration between stakeholders – people with disabilities – and allies. The experts on disability experience are those with disabilities.

An inclusive school community involves all stakeholders, with and without disabilities: the students and their families/guardians; the educators, counselors, administrators, and staff – including the essential roles of receptionists, support staff, bus drivers, cafeteria workers, and custodial staff.

In schools, inclusion can start by anyone saying “Hi!” – but it doesn't end there. The more complex challenge comes in developing true friendships, and appropriate supports and insights, to allow disabled individuals a chance for a truly equitable educational experience.

Our program has evolved (and continues to evolve) into an education-based plan of action. This is a ‘one-stop-shop’ for those committed to initiating and nurturing change regarding disability inclusion.

1. WHAT IS DISABILITY?

An introduction to disability

True introduction to disability requires an understanding of the variety of experiences and perspectives that people with disabilities have to offer.

JSH's initial module introduces facts about what disability is, dispelling preconceived notions around disability and the disability community.

It contextualizes disability within diversity, equity and inclusion (DEI), highlights disability statistics, gives an overview of types of types of disabilities, reviews the models of disability, and introduces key concepts and definitions.

2. DISABILITY HISTORY & LAWS

History unfolds

Learning and appreciating disability history is crucial to understanding the barriers to access and inclusion currently faced by the disability community.

Disability history unfolds in the second module, which focuses on modern disability history. Our timeline begins in the late 1800s with Eugenics and institutionalization, and continues up through the passing of the Americans with Disabilities Act (ADA) in 1990 and other related laws. This is done through age-appropriate storytelling about individuals and leaders in our history who had disabilities.

Students in PK–8th grade are introduced to diverse role models through JSH's Recast the Past Series. High school students are introduced to the history of the disability rights movement and its activist role models, and connections are made in the context of other historical frameworks (e.g., WWII and the Civil Rights movement). The hard-earned disability rights and laws that exist today are also explored.

3. MAKING CONNECTIONS

Finding common ground

There is always more learning to be done around connecting with disabled people in a way that is meaningful and rooted in allyship. Impact matters more than intent.

The third module explores pathways to connection, such as shared values and appropriate ways to interact with one another. Learners understand that people with disabilities should be treated with dignity and respect—just like anyone else. It lifts up 10 values that help make connections in life: respect, kindness, responsibility, honor, patience, justice, citizenship, courage, understanding, and gratitude. This module also reviews specifics about JSH's 10 Aspects of Allyship and Respectful Interaction with the Disability Community.

4. THE POWER OF LANGUAGE

Words matter

A full understanding of the language used around disability must come from a broad range of diverse perspectives.

The fourth module highlights how words, and communication in all its forms, matter. This module addresses the importance of using appropriate language and rejecting ableist language, reinforcing that disabled individuals decide and determine how to be described. The module explores the difference between person-first language (e.g., “a person with a disability”) and identity-first language (e.g., “a disabled person”), euphemistic language, and casually ableist language. It addresses the evolution of language and grants permission to unlearn and relearn what is acceptable

5. BREAKING DOWN STEREOTYPES

Removing barriers

It is crucial to understand the stereotyping faced by the disability community, and the steps that must be taken to break these stereotypes down.

The fifth module addresses why and how to revisit incorrect perceptions, and how to unlearn and relearn attitudes around disability and people with disabilities. The term **Intersectionality** is introduced, and the connection between intersectionality and disability is studied. Disability representation in media is addressed, regarding negative stereotypes through typecast storylines, the lack of authentic representation, and why authentic representation is important.

Students are challenged to consider the impact of negative stereotyping and how to shift perceptions.

6. WELCOMING COMMUNITIES

Come one, come all!

Disability inclusion must exist alongside a commitment to continual accessibility and enduring allyship.

The culminating, sixth module identifies barriers that prevent inclusion, and the ways to remove those barriers in the name of accessibility and inclusion. Four benefits of inclusive classrooms for disabled students are addressed, and a section on breaking down barriers in school communities is included.

Teachers and counselors are encouraged to share books by disabled authors and illustrators. JSH offers an **extensive Disability Inclusion Book Resource List** and a **Disability Inclusion Media Resource List** (with ratings included), noting when disabled authors, illustrators, and/or actors are involved.

ANNUAL INVESTMENT BY SCHOOLS

COST FOR ANNUAL LICENSE

For schools without district-level support: \$1,496.00
For schools with district-level support: \$1,046.00

Includes annual access to all JSH's online resources
(in-person support and swag are additional)

ANNUAL CLASSTIME INVESTMENT

PK -2nd Grades: ~2.5 hours (PK) - ~4 hours (2nd)
3rd-8th Grades: ~4.5 hours
9th-12th Grades: ~5.0 hours
Does not include optional opening &/or closing
all-school assemblies, ~1 hour each (2 hours total)

PROFESSIONAL DEVELOPMENT INVESTMENT

Facilitators (teachers, counselors) must watch
the six webinars, each one ~50 minutes:
~ 5 hours total
Other support staff are strongly encouraged to
watch the webinars.

THE VALUE ADD

Investing in a commitment to disability inclusion,
PK-12, is priceless: for the success of your students
with disabilities; their families/guardians; their
non-disabled peers; and the teachers, counselors,
and other staff who have a growth mindset and
join on this journey. *The time is now.*

READY TO #JOININTHECONVERSATION?

At this juncture, participating stakeholders are better equipped to be more intentional about disability inclusion within the school community and beyond. Ideas can be generated for the following year regarding student-led activities, in combination with the ongoing Just Say Hi! curriculum, which keeps the momentum building, scaffolding from PK-12, year-in and year-out.

Once again,

Come one, come all!

*While disability inclusion learning is never done
and “every day’s a school day for everyone,”
Just Say Hi! and the journey have begun . . .*

(Debbie Fink)

TURN THE PAGE FOR JSH'S TWO SAMPLE OPTIONS AND TIMELINES . . .

READY TO #JOININTHECONVERSATION?

OPTION 1:

Launch Just Say Hi! during
INCLUSIVE SCHOOLS WEEK

DECEMBER 5-9, 2022
and continue to implement it through May

See Rollout Timelines for ES, MS, and HS

INCLUSIVE SCHOOLS WEEK

DECEMBER 5-9 LAUNCH+ 2023 CONTINUATION

SAMPLE ELEMENTARY SCHOOL TIMELINE

DEC 5, 2022: ALL-SCHOOL LAUNCH ASSEMBLY

MAY 2023: OPTIONAL CLOSING ASSEMBLY

DEC 7	DEC 9	JAN	FEB	MARCH	APRIL
MODULE 1: WHAT IS DISABILITY?	MODULE 2: DISABILITY HISTORY & LAWS	MODULE 3: MAKING CONNECTIONS	MODULE 4: THE POWER OF LANGUAGE	MODULE 5: BREAKING DOWN STEREOTYPES	MODULE 6: WELCOMING COMMUNITIES
LED BY: PRIMARY TEACHER OR SPED LEAD &/OR COUNSELOR	LED BY: PRIMARY TEACHERS: HISTORY/SS	LED BY: THE ARTS TEACHERS (MUSIC, ART, DRAMA, DANCE/PE)	LED BY: PRIMARY TEACHERS: ENGLISH	LED BY: PRIMARY TEACHER OR SPED LEAD &/OR COUNSELOR	LED BY: PRIMARY TEACHERS/STEM (SCIENCE, MATH, OR TECH)
CLASSTIME: PK-2: 25-40 MIN 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 MIN 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 MIN 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 MIN 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 MIN 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 MIN 3-5: 45 MIN

TOTAL INSTRUCTION TIME COMMITMENT:

TWO ALL-SCHOOL ASSEMBLIES: ~1 HOUR EACH (2 HOURS) + SIX 25-45 MIN. MODULES = ~4.5 - ~6.5 HOURS ANNUALLY
 EXAMPLE FOR OPTIONAL ALL-SCHOOL ASSEMBLIES INCLUDE INVITING A SPEAKER OR PERFORMER FROM THE DISABILITY COMMUNITY



INCLUSIVE SCHOOLS WEEK

DECEMBER 5-9 LAUNCH + 2023 CONTINUATION

SAMPLE MIDDLE SCHOOL TIMELINE

DEC 5, 2022: ALL-SCHOOL LAUNCH ASSEMBLY

MAY 2023: OPTIONAL CLOSING ASSEMBLY

DEC 7	DEC 9	JAN	FEB	MARCH	APRIL
MODULE 1: WHAT IS DISABILITY?	MODULE 2: DISABILITY HISTORY & LAWS	MODULE 3: MAKING CONNECTIONS	MODULE 4: THE POWER OF LANGUAGE	MODULE 5: BREAKING DOWN STEREOTYPES	MODULE 6: WELCOMING COMMUNITIES
LED BY: SPECIAL ED SPECIALIST &/OR COUNSELOR OR HEALTH EDUCATOR	LED BY: HISTORY / SOCIAL STUDIES TEACHERS	LED BY: STEM TEACHERS (SCIENCE, MATH, OR TECH)	LED BY: ENGLISH TEACHERS	LED BY: HISTORY/SOCIAL STUDIES TEACHERS	LED BY: THE ARTS TEACHERS (MUSIC, ART, DRAMA, DANCE/PE)
CLASSTIME: ~45 MIN	CLASSTIME: ~45 MIN	CLASSTIME: ~45 MIN	CLASSTIME: ~ 45 MIN	CLASSTIME: ~ 45 MIN	CLASSTIME: ~45 MIN

TOTAL INSTRUCTION TIME COMMITMENT:

TWO ALL-SCHOOL ASSEMBLIES: ~1 HOUR EACH (2 HOURS) + SIX 45 MIN. MODULES = ~6.5 HOURS ANNUALLY
 EXAMPLE FOR OPTIONAL ALL-SCHOOL ASSEMBLIES INCLUDE INVITING A SPEAKER OR PERFORMER FROM THE DISABILITY COMMUNITY



INCLUSIVE SCHOOLS WEEK

DECEMBER 5-9 LAUNCH + 2023 CONTINUATION

SAMPLE HIGH SCHOOL TIMELINE

DEC 5, 2022: ALL-SCHOOL LAUNCH ASSEMBLY

MAY 2023: OPTIONAL CLOSING ASSEMBLY

DEC 7	DEC 9	JAN	FEB	MARCH	APRIL
MODULE 1: WHAT IS DISABILITY?	MODULE 2: DISABILITY HISTORY & LAWS	MODULE 3: MAKING CONNECTIONS	MODULE 4: THE POWER OF LANGUAGE	MODULE 5: BREAKING DOWN STEREOTYPES	MODULE 6: WELCOMING COMMUNITIES
LED BY: SPECIAL ED SPECIALIST &/OR COUNSELOR OR HEALTH EDUCATOR	LED BY: HISTORY / SOCIAL STUDIES TEACHERS	LED BY: THE ARTS TEACHERS (MUSIC, ART, DRAMA, DANCE/PE)	LED BY: ENGLISH TEACHERS	LED BY: SPECIAL ED SPECIALIST &/OR COUNSELOR OR HEALTH EDUCATOR	LED BY: STEM TEACHERS (SCIENCE, MATH, OR TECH)
CLASSTIME: ~50 MIN	CLASSTIME: ~50 MIN	CLASSTIME: ~50 MIN	CLASSTIME: ~ 50 MIN	CLASSTIME: ~ 50 MIN	CLASSTIME: ~50 MIN

TOTAL INSTRUCTION TIME COMMITMENT:

TWO ALL-SCHOOL ASSEMBLIES: ~1 HOUR EACH (2 HOURS) + SIX 50 MIN. MODULES = ~7 HOURS ANNUALLY

EXAMPLE FOR OPTIONAL ALL-SCHOOL ASSEMBLIES INCLUDE INVITING A SPEAKER OR PERFORMER FROM THE DISABILITY COMMUNITY



READY TO #JOININTHECONVERSATION?

OPTION 2 (of 2):

Launch Just Say Hi! in October
and Celebrate

INCLUSIVE SCHOOLS WEEK
DECEMBER 5-9, 2022.

Then continue to implement JSH through May!

See Rollout Timelines for ES, MS, and HS

DISABILITY INCLUSION INITIATIVE

SAMPLE ELEMENTARY SCHOOL TIMELINE

EARLY OCT: OPTIONAL ALL-SCHOOL OPENING ASSEMBLY

MAY/JUNE: OPTIONAL ALL-SCHOOL CLOSING ASSEMBLY

MID OCT	NOV	DEC 5-9	JAN	FEB	MARCH	APRIL
MODULE 1: WHAT IS DISABILITY?	MODULE 2: DISABILITY HISTORY & LAWS	INCLUSIVE SCHOOLS WEEK	MODULE 3: MAKING CONNECTIONS	MODULE 4: THE POWER OF LANGUAGE	MODULE 5: BREAKING DOWN STEREOTYPES	MODULE 6: WELCOMING COMMUNITIES
LED BY: PRIMARY TEACHER OR SPED LEAD &/OR COUNSELOR	LED BY: PRIMARY TEACHERS: HISTORY / SS	LED BY: STUDENT-LED SCHOOL ACTIVITY	LED BY: THE ARTS TEACHERS (MUSIC, ART, DRAMA, DANCE/PE)	LED BY: PRIMARY TEACHERS: ENGLISH	LED BY: PRIMARY TEACHER OR SPED LEAD &/OR COUNSELOR	LED BY: PRIMARY TEACHERS / STEM (SCIENCE, MATH, OR TECH)
CLASSTIME: PK-2: 25-40 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 3-5: 45 MIN	CLASSTIME: AS NEEDED	CLASSTIME: PK-2: 25-40 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 3-5: 45 MIN	CLASSTIME: PK-2: 25-40 3-5: 45 MIN

TOTAL INSTRUCTION TIME COMMITMENT:

TWO ALL-SCHOOL ASSEMBLIES: ~1 HOUR EACH (2 HOURS) + SIX 25-45 MIN. MODULES = ~4.5 - ~6.5 HOURS ANNUALLY

EXAMPLE FOR OPTIONAL ALL-SCHOOL ASSEMBLIES INCLUDE INVITING A SPEAKER OR PERFORMER FROM THE DISABILITY COMMUNITY



DISABILITY INCLUSION INITIATIVE

SAMPLE MIDDLE SCHOOL TIMELINE

EARLY OCT: OPTIONAL ALL-SCHOOL OPENING ASSEMBLY

MAY/JUNE: OPTIONAL ALL-SCHOOL CLOSING ASSEMBLY

MID OCT	NOV	DEC 5-9	JAN	FEB	MARCH	APRIL
MODULE 1: WHAT IS DISABILITY?	MODULE 2: DISABILITY HISTORY & LAWS	INCLUSIVE SCHOOLS WEEK	MODULE 3: MAKING CONNECTIONS	MODULE 4: THE POWER OF LANGUAGE	MODULE 5: BREAKING DOWN STEREOTYPES	MODULE 6: WELCOMING COMMUNITIES
LED BY: SPECIAL ED SPECIALIST &/OR COUNSELOR OR HEALTH EDUCATOR	LED BY: HISTORY / SOCIAL STUDIES TEACHERS	LED BY: STUDENT-LED SCHOOL ACTIVITY	LED BY: STEM TEACHERS (SCIENCE, MATH, OR TECH)	LED BY: ENGLISH TEACHERS	LED BY: HISTORY / SOCIAL STUDIES TEACHERS	LED BY: THE ARTS TEACHERS (MUSIC, ART, DRAMA, DANCE/PE)
CLASSTIME: ~45 MIN	CLASSTIME: ~45 MIN	CLASSTIME: AS NEEDED	CLASSTIME: ~45 MIN	CLASSTIME: ~ 45 MIN	CLASSTIME: ~ 45 MIN	CLASSTIME: ~45 MIN

TOTAL INSTRUCTION TIME COMMITMENT:

TWO ALL-SCHOOL ASSEMBLIES: ~1 HOUR EACH (2 HOURS) + SIX 45 MIN. MODULES = ~6.5 HOURS ANNUALLY

EXAMPLE FOR OPTIONAL ALL-SCHOOL ASSEMBLIES INCLUDE INVITING A SPEAKER OR PERFORMER FROM THE DISABILITY COMMUNITY



DISABILITY INCLUSION INITIATIVE

SAMPLE HIGH SCHOOL TIMELINE

EARLY OCT: OPTIONAL ALL-SCHOOL OPENING ASSEMBLY

MAY/JUNE: OPTIONAL ALL-SCHOOL CLOSING ASSEMBLY

MID OCT	NOV	DEC 5-9	JAN	FEB	MARCH	APRIL
MODULE 1: WHAT IS DISABILITY?	MODULE 2: DISABILITY HISTORY & LAWS	INCLUSIVE SCHOOLS WEEK	MODULE 3: MAKING CONNECTIONS	MODULE 4: THE POWER OF LANGUAGE	MODULE 5: BREAKING DOWN STEREOTYPES	MODULE 6: WELCOMING COMMUNITIES
LED BY: SPECIAL ED SPECIALIST &/OR COUNSELOR OR HEALTH EDUCATOR	LED BY: HISTORY / SOCIAL STUDIES TEACHERS	LED BY: STUDENT-LED SCHOOL ACTIVITY	LED BY: THE ARTS TEACHERS (MUSIC, ART, DRAMA, DANCE/PE)	LED BY: ENGLISH TEACHERS	LED BY: SPECIAL ED SPECIALIST &/OR COUNSELOR OR HEALTH EDUCATOR	LED BY: STEM TEACHERS (SCIENCE, MATH, OR TECH)
CLASSTIME: ~50 MIN	CLASSTIME: ~50 MIN	CLASSTIME: AS NEEDED	CLASSTIME: ~50 MIN	CLASSTIME: ~ 50 MIN	CLASSTIME: ~ 50 MIN	CLASSTIME: ~50 MIN

TOTAL INSTRUCTION TIME COMMITMENT:

TWO ALL-SCHOOL ASSEMBLIES: ~1 HOUR EACH (2 HOURS) + SIX 50 MIN. MODULES = ~7 HOURS ANNUALLY

EXAMPLE FOR OPTIONAL ALL-SCHOOL ASSEMBLIES INCLUDE INVITING A SPEAKER OR PERFORMER FROM THE DISABILITY COMMUNITY



Contact Information:

Feel free to #JoinINtheConversation!

We're here to connect with you.

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Just Say Hi! is a program run by

The Cerebral Palsy Foundation



Photo courtesy of Rick Giudotti, Positive Exposure