



INCLUDING SAMUEL

SCREENING TOOLKIT



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ABOUT THE FILM & TOOLKIT



ABOUT THE FILM

Before his son Samuel was diagnosed with cerebral palsy, photojournalist Dan Habib rarely thought about the inclusion of people with disabilities. Now he thinks about inclusion every day. Habib's award-winning documentary film, *INCLUDING SAMUEL*, honestly chronicles the Habib family's efforts to include Samuel in every facet of their lives. The film also features four other families with varied inclusion experiences, plus interviews with dozens of teachers, young people, parents and disability rights experts.

INCLUDING SAMUEL is a highly personal, passionately photographed film that captures the cultural and systemic barriers to inclusion.

ABOUT THIS TOOLKIT

This guide is intended to help you plan a screening of *INCLUDING SAMUEL*. Included are suggested steps for organizing your screening, publicizing your event, engaging participants in meaningful discussion and action, following up with your

audience, and staying involved with the movement to fully include people with disabilities in and outside of school settings.

We've designed this toolkit for use in conjunction with the website, www.includingsamuel.com, so you will find links throughout the guide. On the website you will also find:

- Three and 12 minute film trailers.
- Resources section with free downloads of relevant articles, research and curriculum plus links to additional organizations and media.
- A downloadable "Screening and Outreach" kit, which expands on the content of this guide at www.includingsamuel.com/screenings/host.
- A list of television broadcast dates and times.
- A store for purchasing the DVD online.

FROM THE FILMMAKER

When my son Samuel was four years old, he lay in a medically induced coma in a hospital because of complications from a surgery. As I sat at Samuel's bedside, his neurologist encouraged me to document my experience parenting a child with a disability.

As a result, I began working on *INCLUDING SAMUEL*, a 58-minute documentary. Making this film helped me face my fears and biases head-on, both as a director and as a father. The film became my outlet for processing this new reality in our lives.

Having Samuel forced me to look at my own prejudice. When I saw people who couldn't walk or talk, what thoughts crept into my head? It's painful to admit, but I often saw them as less smart, less capable and not worth getting to know. Is that how the world would see Samuel?



photo: Isaiah Habib



photo: Lori Duff

INCLUDING SAMUEL is built on our family's efforts to include our son in our school, our community, our family—in every aspect of our lives. Samuel's life is the central thread through the film, and I want viewers to learn a lot about him beyond the fact that he has a disability. He wrestles with his brother. He loves T-ball. He wants to be an astronaut or NASCAR driver when he grows up.

I also made this film to learn from the experiences of other people with disabilities who can look back on the choices they made, and their parents made, and how these choices affected their lives.

In addition to my son, *INCLUDING SAMUEL* documents the experiences of Keith Jones, Alana Malfy, Nathaniel Orellana, and Emily Huff. The film chronicles the impact inclusion has had not only on them, but also on their families, educators, other students and their communities.

I hope you will use the film—and this toolkit—to work toward inclusion in your own community in a more informed and innovative way.

Sincerely,


Dan Habib

WHAT IS INCLUSION?



INCLUSION MEANS:

- **Offering** the same opportunities for people with and without disabilities
- **Welcoming** everyone
- **Building** community
- **Emphasizing** cooperation
- **Seeking** to understand, celebrate, and support everyone's differences (or diversity)
- **Presuming** everyone's competence
- **Providing** a safe and socially comfortable environment for all
- **Teaching** respect, understanding and dignity to people of all abilities
- **Embracing** changes that facilitate full participation
- **Actively** reaching out to people who are traditionally excluded or marginalized
- **Fostering** a sense of belonging to community as a respected and valued person
- **Honoring** the intrinsic value of each person's life

In schools: Inclusion means that students with disabilities are educated full-time in age-appropriate general education classrooms in their neighborhood schools with support provided to enable students, teachers and the entire school community to succeed.

In youth-serving organizations (like the Girl Scouts, Boys and Girls Clubs, camps, etc.): All children have equal opportunity to participate with their typically developing peers, with support from those peers, staff or volunteers.



INCLUSION MYTHS AND REALITIES

Myth: Inclusion costs too much.

Reality: Inclusion does not cost anything, but some accommodations can cost money. Inclusion is a philosophy and a value. It means that all individuals are given equal opportunity to participate and engage with their peers.

Myth: Students with disabilities learn more in separate schools or youth programs.

Reality: No studies conducted since the late 1970s have shown an academic or social advantage for students with intellectual and other developmental disabilities placed in separate settings (Falvey, 2004).

Myth: Including kids with disabilities will compromise the quality of the program for others.

Reality: Inclusion is shown to benefit all youth and raise program quality overall (McGregor and Vogelsberg, 1998).

Myth: If a young person has a certain type of disability, there are things he or she can't do.

Reality: While there may be traits typical of specific disabilities, every individual is unique. Always start by assuming someone can do something and always respect the person's individuality. That starts with using people-first language (see "Words Matter" on page 13).

THE IMPACT OF INCLUSION

For 30 years, researchers have been studying the impact of inclusive education on student performance, professional achievement, and social success. Students with disabilities, educated in general education classrooms, are more likely than their peers who are educated in separate classrooms to:

- Acquire reading and math skills
- Graduate from high school
- Go on to post-secondary education
- Have better communication skills
- Obtain meaningful employment
- Have friends and meaningful social relationships
- Be welcomed and contributing members of their communities.

Some content in this section is adapted from the Paths to Inclusion resource guide at www.IncludingAllKids.org and www.includingsamuel.com.



DOWNLOAD

Research on Inclusive Education

www.includingsamuel.com/resources



DOWNLOAD

Paths to Inclusion (for youth serving organizations)

www.includingsamuel.com/resources

HOW TO HOST A SCREENING



photo: Elizabeth Macdonald, NH Connections

EARLY PREPARATION

The priority in the weeks leading up to your screening of INCLUDING SAMUEL is to ensure a well-planned event with maximum turnout and support from your community. Below are suggestions on how to best prepare so that your screening runs as smoothly as possible.

INVOLVE OTHERS IN PLANNING

Involving others in planning the INCLUDING SAMUEL event will make the process more manageable and foster a broader investment in the screening's success. Consider partnering with other people who have disabilities, parents of children with disabilities, or local affiliates of the organizations listed on page 17 of this guide.

SET GOALS FOR YOUR EVENT

Set goals with those who will be involved in planning the event to ensure that you have a shared vision and purpose. Do you want to create an action plan for inclusion in your school, youth program or workplace? Do you want to engage

decision makers who can influence inclusion practices? Do you want to recruit new members or supporters to your organization? Determine the outcomes you hope to achieve and then plan your outreach accordingly, both in terms of whom you invite and how you get the word out. Setting clear goals in advance will help you to develop next steps to pursue after your event.

Encourage the planning group to visit www.includingsamuel.com to watch the film trailer, sign up for the newsletter and join the discussion on the INCLUDING SAMUEL Facebook group (<http://groups.to/includingsamuel/>).

The “Take Action” section on page 10 of this guide is designed to help you engage your audience in a meaningful way when the “lights come up.” Think about how you might follow up with audience members and involve them in ongoing efforts for inclusion.

SECURE THE BASICS

Be sure to arrange a venue for your screening that will accommodate the number of attendees you expect and provide a comfortable atmosphere for your group. This could be your living room, a school, a community center, or an auditorium.

You'll need:

- A venue that is completely physically accessible, including accessible bathrooms and adequate wheelchair seating.
- A television or projector with a screen that's big enough for everyone to see.
- Seating that allows everyone a good view of the screen.
- A DVD player or computer. We recommend that closed captions be turned on through the television or projector. Engage a sign language interpreter for deaf or hard of hearing individuals.
- A powerful audio system (loudspeakers, etc.), especially in larger venues.
- An information table where you can place sign-in sheets and handouts for individuals who want to get involved.

To avoid technical glitches, preview the entire DVD and test your player, screen and/or TV before the event.

GET THE WORD OUT!

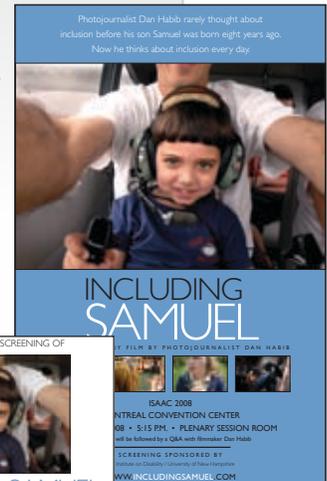
The goals for your event should inform whom you invite to attend. If you're looking to expand participation or support, be sure to reach out to people outside of your own group or organization. Inviting community leaders, such as school administrators, teachers and elected officials, could lead to positive changes regarding inclusion. Share with them why you think their participation is of value. Reach out to parents and self-advocates ensuring they are appropriately represented in the audience.



DOWNLOAD

INCLUDING
SAMUEL flyer and
poster templates

www.includingsamuel.com/screenings/host



EFFECTIVELY PUBLICIZE THE EVENT

In advance of the screening, reach out through community calendars, public and organizational weekly bulletins and monthly newsletters, e-mail lists, blogs and social networking sites. Also distribute printed flyers (a sample flyer can be downloaded at

www.includingsamuel.com/screenings/host).

Communicate your plans to local newspapers, radio and TV stations. An online press kit for INCLUDING SAMUEL is available at www.includingsamuel.com/presskit.



DOWNLOAD

INCLUDING SAMUEL press
release template

www.includingsamuel.com/screenings/host

TIPS FOR MEDIA COVERAGE

Coverage in local media and social networking sites can dramatically increase attendance at your screening of *INCLUDING SAMUEL* and help you use the event to raise the profile of your organization and the issue of inclusion.

- Localize the story. Be sure to highlight the local people and groups involved in the screening, and local news angles around inclusive education, disability rights and community inclusion in out of school time youth organizations. Invite local residents or dignitaries willing to speak to the media about the topics addressed by the film.
- Highlight inclusion-in-action in your community. A film screening and discussion may not be enough to attract media attention. But a compelling example of inclusion-in-action in your school or community will give media a strong local tie-in and a means for conducting interviews and taking pictures or video.



DOWNLOAD

More press tips

[www.includingsamuel.com/
screenings/host](http://www.includingsamuel.com/screenings/host)

PLAN THE AGENDA

A well-planned agenda will give participants the opportunity to have an in-depth and meaningful experience at the screening. Together with your planning partners, create an agenda and discuss appropriate steps for facilitating a conversation after the film. You might consider using an experienced facilitator familiar with issues of inclusion to moderate the discussion portion of the program. The facilitator should preview the DVD in advance of the screening.

Below is a sample agenda that can serve as a guide for the schedule of the event:

- **Allot enough time**
You should allow at least 2 hours to show the film and hold a discussion.
- **Start on time**
Do not start any later than 10 minutes from the posted time. This will give latecomers an opportunity to join the group, but will not excessively delay the event.
- **Briefly introduce the film**
Introduce the film and any special guests. Ask everyone to stay for the discussion, and share what time you expect the event to end (“Please stay after the film is over; we will have a facilitated dialogue and discuss possible next steps we can take to make a difference.”).
- **View the film, 58 minutes**
- **Facilitate dialogue**
See the suggested discussion questions listed on page 9 of this guide. If possible, have a person with a disability serve as one of the discussion facilitators.
- **Prepare discussion comments**
Consider asking a couple of people to be ready to make ice-breaking comments in case the conversation starts out slowly.



➤ **Get your audience to TAKE ACTION**

Distribute the “Take Action” section on pages 10-12 to audience members.

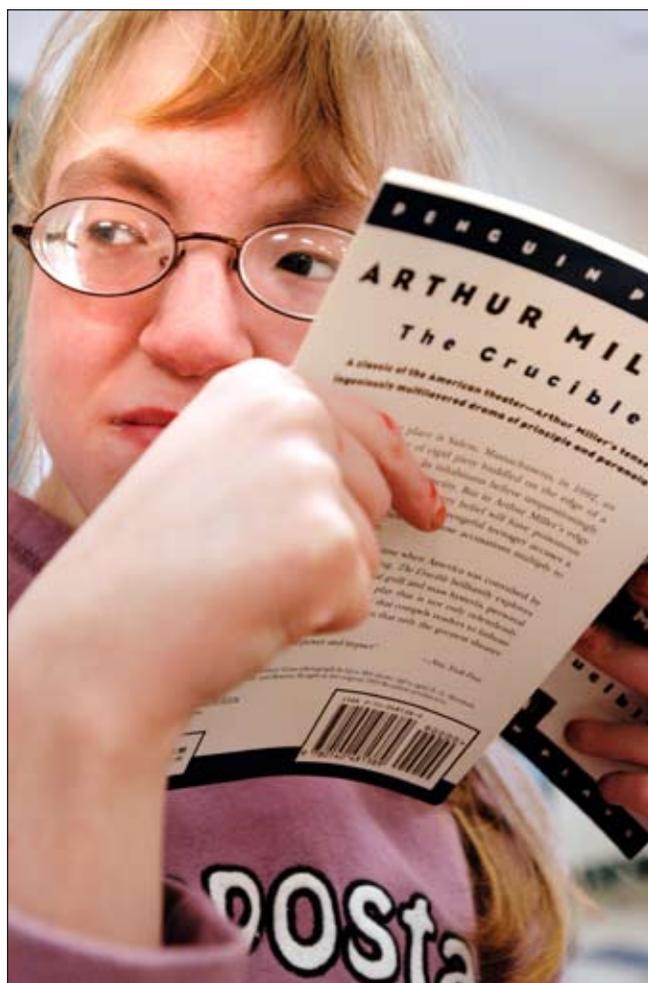
➤ **Close**

It is important to emphasize that a commitment to full inclusion does not end with the screening, but by continuing to stay involved. Thank people for coming and remind them to fill out the event evaluation (copy the form on page 15). Also refer attendees to www.includingsamuel.com to download free resources, sign up for the INCLUDING SAMUEL e-newsletter and Facebook group (<http://groups.to/includingsamuel/>), and to stay informed and involved.

DISCUSSION QUESTIONS

Below is a sample of discussion questions you can use to spark conversation after showing the film.

1. Did this film change the way you think about people with disabilities? If so, how?
2. Which person’s story made the greatest impact on you? Why?
3. In the film, Keith Jones said, “You can’t box people up in a room, 20 by 20, eight hours a day, then ship them off into the world and expect them to have social interaction skills.” Why do adults often separate children with disabilities? What do you think young people learn—or don’t learn—by being separated?
4. One of the teenagers in the film who did not have a disability said “inclusion benefitted me in a huge way.” What do you think the benefits of inclusion are for all youth?
5. Do you see specific qualities within Barbara O’Brien’s classroom (Samuel’s class) or at Haggerty School (Nathaniel’s school) that allow inclusion to succeed? What are the general qualities or philosophies that can help inclusion succeed?
6. Do you think inclusion is working well in your school, community or workplace? Why or why not? What could make it work better?
7. Now that you’ve seen this film, do you think you’ll do anything differently in your home, work, or community life as a result? What and why?



DOWNLOAD

Expanded discussion questions

[www.includingsamuel.com/
screenings/host](http://www.includingsamuel.com/screenings/host)

TAKE ACTION!



After watching INCLUDING SAMUEL, you may want to take action. Here are some steps that youth, parents, educators, administrators, and policy makers can take to support inclusion and disability rights.

ON SCREEN

- Organize your own screening of INCLUDING SAMUEL. Invite educators, administrators, parents, students, or others you think should be involved in advancing full inclusion of students with disabilities. Sign up to buy the DVD and post your screening at <http://events.workingfilms.org/includingsamuel/signup>.

IN SCHOOL

- Donate a copy of INCLUDING SAMUEL to your school and youth-serving organization and ask that it be shown to the staff, the PTO and/or students. Buy the DVD online at www.includingsamuel.com/store.

- Demand that schools provide inclusive access to the full range of extracurricular and social activities, and that all children have the supports they need for full membership, participation, and learning.
- Lobby your school district to equip or purchase “regular” buses with wheelchair lifts.
- Work with your parent teacher organization (PTO or PTA), school district, and neighborhood groups to replace inaccessible playground with accessible design. Become involved in the planning and fundraising for this process.
- Start or mentor the creation of a disability rights group at your local school.

IN THE COMMUNITY

- Volunteer to lead a youth group or coach a team. Be an inclusion leader by example.

- ▶ Work with local businesses, civic organizations and places of worship to improve the accessibility of facilities in your community.
- ▶ Educate town employees, elected officials, and town meeting members about disability issues.
- ▶ When hosting play dates or a birthday party, ask about the accessibility and dietary needs of the invited children.
- ▶ Start or become involved in a town or city “Disability Access Commission.”
- ▶ Work with your town or city’s “Master Plan Committee” to have universal design, visibility, and aging-in-place concepts included in the town’s master plan.
- ▶ Contact Congressman, Senators, elected officials, and local and federal transportation authorities to make sure your town or city’s public transportation system is fully accessible.
- ▶ Challenge educators and community leaders to use people-first language and avoid outdated words like ‘wheelchair bound,’ ‘retarded’ and ‘normal people.’
- ▶ Reach out to other groups in your community and partner with them to hold meetings, write letters to the editors, host public events, etc. Co-host a public

informational night on inclusion with a keynote speaker.

- ▶ Partner with local organizations that serve people with disabilities. They can be a great resource for education and training.
- ▶ Get involved in recreational groups and community-based organizations that practice and advocate for full inclusion. See page 17 of this guide for organizations that might have local affiliates where you live.

IN THE GOVERNMENT

- ▶ Learn about the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and other disability related policies. Remind people about relevant aspects to these laws (like “Least restrictive environment” with the proper supports).
- ▶ Call or email your local representative about pending or potential legislation that will impact inclusive education or disability rights. Making phone calls and sending letters or postcards to your legislator’s district or DC office is more effective than email. You can call your Senators and Representatives by using this number to the US Capitol operator and asking to be transferred: (202)224-3121.
- ▶ Organize a group to meet with your U.S. Representative and US Senators or their staff to discuss the issue of inclusion as it relates to public policies. All Congressional representatives have state offices outside Washington, DC, and many will meet and respond to their constituents. Act on this right for your voice to be heard!

IN THE MEDIA

- ▶ Contact the local media about stories in your community that highlight successful inclusion.



- Write a letter to the editors of local newspapers expressing your support for inclusion in school and community. Use the material in this toolkit for talking points.
- Call into talk radio shows when the topic of discussion relates inclusion, special education or disability rights.
- When a reporter uses language that you feel contains prejudice or is not ‘people first’, write him or her an email, or write a letter to the editor. Similarly, congratulate reporters with a letter to the editor for particularly well-done stories.
- Be persistent! Know that not every story you submit will get covered. Use the community pages, calendars and letters to the editor pages to get the word out about local events and initiatives.
- Party!! One NH group held a barn-side screening of INCLUDING SAMUEL. If you go to a conference or event related to inclusion and no one else from your community is there...throw a party to go over what you learned.
- Be a positive role model, mentor, and optimistic leader. Use creative problem solving to support inclusion.

More action items and free, downloadable resources for inclusion at www.includingsamuel.com/resources

REPORT BACK TO US—PLEASE!

Only our collective efforts and voices will make full inclusion a reality, so we want to hear from you! A brief report form is available online at <http://events.workingfilms.org/includingsamuel/reports/new/>. Tell us what was successful or challenging about your event, **include photos, video, and links to press**. Please also send any newspaper clippings and audience evaluations by mail to **Dan Habib, The Institute on Disability, 56 Old Suncook Road, Suite 2, Concord NH 03301**. You can also scan these items and email them to dan@includingsamuel.com, or fax them to his attention at (603)228-3270.

KEEP UP THE MOMENTUM

- Download and share interesting articles on inclusion and disability rights.
- Join the INCLUDING SAMUEL Facebook group (<http://groups.to/includingsamuel/>) and join a vibrant discussion about the benefits and challenges of inclusion.
- Attend a conference held by a group committed to inclusion, like TASH or Kids Included Together (KIT).



DOWNLOAD

Outline of a hot topic, the use of seclusion and restraints on kids with disabilities

www.includingsamuel.com/screenings/host



photo: Betsy McNamara

WORDS MATTER



The following are suggestions for using language in a manner that avoids reducing individuals to a series of labels, symptoms, or medical terms.
(See: www.iod.unh.edu/press.html)

PREFERRED

accessible parking / accommodations
children with disabilities
nondisabled
person with a disability
intellectual disability
person with a learning disability
person with multiple sclerosis (MS)
person who uses a wheelchair
stroke survivor / had a stroke
person with dyslexia

AVOID

handicapped accessible
special needs children
able-bodied, normal or healthy
crippled, physically challenged, handicapped
mental retardation
slow learner
person who suffers from MS
wheelchair-bound / confined to a wheelchair
stroke victim / suffered from a stroke
dyslexic

IS INCLUSION HAPPENING?

Whatever your role—staff member, administrator, volunteer—the following questions can guide reflections about inclusion in your community and help you formulate a plan for closing the gaps. Remember: Inclusion is not a program, it is a philosophy that all people have the right to belong and participate equally with their peers.

- Do children with disabilities attend the neighborhood recreation programs and schools they would attend if they did not have disabilities?
- Do all children with disabilities participate in activities and general education classes appropriate to their chronological age?
- Do children with disabilities participate in these activities and classes on a full-time basis?
- Do children with disabilities receive the supports they need to be successful (instructional accommodations, assistive technology, augmentative communication, adult and peer assistance)?
- Is training provided to staff, volunteers, families, and community on topics relevant to inclusion and best practices?



- Do students with disabilities use the same places and services as other students (regular transportation, cafeteria, etc.)?
- Do staff and volunteers receive the supports necessary to successfully teach and/or engage all children in their activities or classrooms (planning time, consultation and collaboration with professionals)?
- Do students with disabilities participate as members of their own planning teams and assume leadership roles on their teams as they grow older?
- Does the organization or school have a mission statement and philosophy that actively promotes inclusion?
- Are support and placement decisions top priorities?
- Does the organization or school have a leadership team or inclusion task force to address the issues indicated by “no” answers on this list?



INCLUDING SAMUEL EVENT EVALUATION FORM

Date: ___/___/___ **Location:** _____

1. Which of the following best describes you?
 - Student Family member of a person with a disability Person with a disability
 - Administrator/Program Director Teacher, paraeducator, or youth program staff member
 - Other _____
2. Please indicate how satisfied you are OVERALL with this INCLUDING SAMUEL event. **Choose one.**
 - Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

3-8. Please indicate to what extent you agree or disagree with each of the following statements.
Circle one number only. Or, if the statement is not applicable, choose "N/A."

Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | N/A |
|---|-------------------|----------|----------------------------|-------|----------------|-----|
| 3. The facilitator communicated information effectively. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. I have a more clear understanding of inclusion. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. I have a more clear understanding of disability rights. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. After the film and discussion, I am more likely to view disability as a part of diversity, like ethnicity or gender. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. After the film and discussion, I am likely to take some action to support inclusion or disability rights. | 1 | 2 | 3 | 4 | 5 | N/A |
| If agree, what type of action? | | | | | | |
| 8. Do you think inclusion is working well in your school or organization? | 1 | 2 | 3 | 4 | 5 | N/A |
| If so, why? If not, what could make it work better? | | | | | | |

Please write additional comments on the reverse side of paper.

We want to hear from you! Please fax or mail copies of this form to:

Dan Habib, Institute on Disability, 56 Old Suncook Road, Suite 2, Concord, NH 03301. Fax: 603.228.3270.

PARTNERS & CREDITS



The INCLUDING SAMUEL Project is a program of the Institute on Disability at the University of New Hampshire, a non-profit 501(c)3 organization. Donations to the INCLUDING SAMUEL Project will help build more inclusive schools and communities through curriculum, training, and outreach. Donate at www.includingsamuel.com/support.

Major support for the INCLUDING SAMUEL Project comes from:



CVS Caremark All Kids Can is a program of the CVS Caremark Charitable Trust and supported by CVS Caremark. The goals of All Kids Can are to raise awareness in schools and in local communities about the importance of inclusion; build barrier-free playgrounds so children of all abilities can play side-by-side; and provide medical rehabilitation and related services to children with disabilities. www.cvscaremarkallkids.com



The National Inclusion Project, formerly the Bubel/Aiken Foundation, serves to bridge the gap that exists between young people with disabilities and the world around them. It is the National Inclusion Project's goal to create an environment for children where inclusion is embraced. To learn more about the Project or ways to get involved, visit www.inclusionproject.org.

INCLUDING **SAMUEL Outreach and Engagement Partners include:**

ADA Watch • American Federation of Teachers • The Arc of the United States
Association of University Centers on Disabilities • Boys & Girls Clubs of America
Council of Administrators of Special Education • Creative Coalition • CVS Caremark All Kids Can
Girl Scouts of the USA • Kids Included Together • Learning Disabilities Association of America
Mitsubishi Electric America Foundation • National Association of School Psychologists
National Education Association • National Inclusion Project • NYU Council for the Study of Disability
PEAK Parent Center • TASH • United Cerebral Palsy • Victor Pineda Foundation • VSA arts

Contact your local chapter about co-hosting an INCLUDING **SAMUEL screening event.**

INCLUDING **SAMUEL** was distributed to public television stations by the **National Educational Telecommunications Association.**



Working Films leverages the power of storytelling through documentary film to advance struggles for social, economic, and environmental justice, human and civil rights.



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Paths to Inclusion Resource Guide at www.IncludingAllKids.org and www.includingsamuel.com

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