

Promoting Inclusion of
Children and Youth with
Disabilities:
Tips and Tools for
After School Professionals



Build the **Out-of-School Time** Network

11 Beacon Street, Suite 1000, Boston, MA 02108

website: <http://bostnet.org> email: tufts@bostnet.org

phone: 617.720.1290 fax: 617.720.1291 tty: 617.720.1292

Introduction



Tips on using the inclusion guide...

This inclusion guide was developed out of a partnership between the Lead to Opportunities for Youth with Disabilities (LOYD) Initiative of BOSTnet and the Boston Community Learning Centers. It was designed to provide out-of-school time (OST) professionals, working for the Boston Community Learning Centers, with tools and general tips for serving children and youth with disabilities.

Each section of the inclusion guide can be photocopied and used individually with Community Learning Center staff or other OST program professionals. The Table of Contents gives a brief description of each section for guidance.

Getting ready....

You may have extensive experience with children and youth who have disabilities, or your experience may be more limited. In either case, the following information will help to guide you as you implement these tips and tools in your after school program.

"Inclusion" means zero exclusion, full and equal participation of children with and without disabilities. Inclusion reflects the natural proportions in a program or in the community.

By "disability", we mean all disabilities including but, not limited to: physical disabilities, cognitive disabilities, learning disabilities, and social or emotional disabilities.

For the past few years, "disability" is the preferred term to refer to a "condition" or an "impairment". It is also preferred to use "person-first language", for example, "students with disabilities" rather than "disabled students".

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. It prohibits discrimination against people with disabilities in employment, programs, and services offered by the state and local government, and goods and services offered by private companies and in commercial facilities. Most after school programs and (OST) activities are considered "public accommodations" under the ADA, and discrimination against children and youth who have disabilities is prohibited.

All resources, tips, and information for the inclusion guide
were compiled by Susan Tufts,
Director of Program and Partner Development at BOSTnet.
(617) 720-1290 x241 or tufts@bostnet.org



Table of Contents

Inclusive Program Self-Assessment Tool

Page 3

Description:

This self-assessment tool focuses on the quality of inclusive practices within your program, which enable a program to better serve children and youth who have disabilities. This tool is not currently connected to any type of evaluation or credentialing process.

Tips for Adapting Everyday Activities

Page 5

Description:

This handout can be given to your after school professionals to guide them in adapting activities in your program so that you can include all children. Included are tips and tools for gym/recreation time, homework time, art activities, and clubs.

Tips for Promoting Positive Behavior

Page 9

Description:

These two pages contain general tips for working with any child who has challenging behavior(s). For more detail and specific methodologies used by behavior specialists, there is a list of helpful website links for out-of-school time professionals.

Promoting Diversity in Your Program

Page 11

Description:

Sample activities are included that can be used with children in your program to promote inclusion and the appreciation of diversity. These activities are recommended for use with 9 to 14 year olds, but can also be used with program staff.

Disability Awareness Videos for Kids

Page 14

Description:

The videos listed on this page can be used to promote inclusion. They can be shown to children in the program (or to staff during orientation) as an introduction to diversity and disability awareness.

Disability Specific Resources

Page 15

Description:

This final section contains four pages of local resources on specific disabilities.

Inclusive Program Self-Assessment Tool

This self-assessment tool focuses on the quality of inclusive practices within your program, which enable a program to better serve children and youth who have disabilities.

This is an informal assessment, as this tool is not currently connected to any type of evaluation or credentialing process.

"Inclusion" means zero exclusion, full and equal participation of children with and without disabilities. Inclusion reflects the natural proportions in a program or in the community.

Never	Sometimes	Somewhat	Regularly	Frequently	Always
0	1	2	3	4	5

Using the numbers above, please indicate which number accurately describes each statement. If you plan to improve on what is included in the statement, please circle "Right Now", "This Summer" or "Next Year". There is also space for you to list your own action steps. You can use this tool in a staff meeting or at the beginning of a program session to get an idea of how "inclusive" your program is. Good luck!

☐

Our intake materials and application forms request information regarding individual needs and accommodations in a welcoming manner.

Plan to improve: Right Now This Summer Next Year

☐

If a parent/guardian of a child with a disability does not indicate a "special need" on the application, outreach to that parent/guardian is done in a positive and supportive manner.

Plan to improve: Right Now This Summer Next Year

☐

Staff are committed to a philosophy of working with youth of all abilities.

Plan to improve: Right Now This Summer Next Year

☐

Children in the program are not separated by special need or disability.

Plan to improve: Right Now This Summer Next Year

☐

Students with disabilities or special needs are given the same choices as other students in the program (i.e. clubs, field trips).

Plan to improve: Right Now This Summer Next Year



☐

There is funding available in the budget for accommodations and adapted equipment.

Plan to improve:

Right Now

This Summer

Next Year

☐

When designing program activities, multiple ability levels and learning styles are considered.

Plan to improve:

Right Now

This Summer

Next Year

☐

There is communication with teachers about specific modifications for homework.

Plan to improve:

Right Now

This Summer

Next Year

☐

If the program site is not physically accessible, efforts will be made to accommodate a student with a physical disability in any way possible.

Plan to improve:

Right Now

This Summer

Next Year

☐

Staff are aware of disability serving agencies and resources in the neighborhood.

Plan to improve:

Right Now

This Summer

Next Year

Action Steps toward a more inclusive program:

General Tips for Adapting Everyday Activities

These general tips were compiled from several sources, including the New Jersey MAP to Inclusive Child Care, the KITS Program of San Diego, VSA Arts, and the Institute for Community Inclusion at UMASS Boston. Keep in mind that effective teaching of any activity is interactive and responds to participants' varying learning styles, providing them with opportunities to learn and demonstrate their skills in a variety of ways.



- Always consider multiple ways to introduce any activity - consider all your senses.
- Attempt to promote inclusion of all children into activities. If you notice one child that does not participate, talk to them about it. Work with the child, other staff, or other children in the program in order to strategize ways to include the child in activities.
- Use pictures on a calendar or schedule to organize sequences of time for part of a day, week, month, or year (from the New Jersey MAP to Inclusive Child Care).
- Children with learning disabilities may respond well to routines.
- Children with autism may respond well to pictures and music - you can use pictures or songs to represent clubs or activities. Connect pictures or songs to a calendar and allow the child to choose activities. Velcro works great for picture calendars!
- Design activities with plenty of extra time for children who need it.
- Develop clear, simple ways to indicate the many meanings of "no" (i.e., "I don't want that", "I don't want to do that", "I need help doing that", "I need a break from that", etc.).
- Develop self-calming strategies.
- Ask before providing assistance, and when assistance is required, provide only the amount that is needed.
- Establish an acceptable method for children to ask for time alone and provide a safe place for a child to be alone and calm.



In the gym...

Try to organize games rather than just having free gym time every day.

Demonstrate or model activities and/or games.

Games in the gym can be led by older youth in the program or volunteers who have experience in the sport. The goal is to try to include everyone.

Talk to the kids about how they would adapt games for everyone (they love an opportunity to share their advice and opinions).

Provide semi-structured group activities as an alternative to basketball.

Many experienced after school professionals will gather children in the center of the gym before free time to go over rules of the game, draw on themes, and give specific instructions.

Talk to adapted physical education teachers or school day physical education teachers about how to adapt games.

Do not automatically assume a child using a wheelchair cannot participate in a sport, game, or activity.

Borrow wheelchairs from the VA Hospital for wheelchair basketball or volleyball.

Lower the basket (or net). Use replacements like a trash barrel or storage bin.

Set up tumbling mats and music - this works for all ability types.

If free time is in a large space, set up stations so that children can go from station to station.

Assign partners for games and free time in the gym.

Organize, but don't over-structure...in addition to structure, kids also benefit from free gym time where they are able to move around and expend energy - so provide a balance of both!

Focus on cooperation - not just competition.

Always have creative versions of the game in mind.

Always rotate team members. Children can pick teams, but not all the time.

In basketball, rotate shooting so that each player can take a shot.

Establish a rule where each player must touch the ball before it can be shot.

In kickball, use a larger ball, such as an earth ball and/or establish a rule that all players must pass the ball three times before tagging a runner out.

If playing dodgeball, try to adapt the game and set rules so that the same children will not always be targeted. Use soft Nerf balls for dodgeball.



Homework Time...

Design the physical space of homework time so that there is a quiet area for children who need it. Avoid distractions such as loud fans.

Plan a schedule that incorporates smooth transitions between activities and fosters a sense of the school routine.

Mark the opening and closing of each activity with a ritual (i.e., taking homework materials out and putting materials away).

Try to use the same homework incentives for students who have disabilities as you would any other student. You can modify the steps that need to be accomplished, but not the overall process or incentive.

Be prepared to help students by having alternative activities or approaches planned.

Be aware of students who may have difficulty with homework and provide additional support for them so that they do not become frustrated.

Provide individual tutoring or small homework groups.

Communicate with school day teachers regarding homework modifications.

Art for Everyone...



- ❖ Use a sequence of steps that is logical and predictable to the child.
 - ❖ Make sure materials are easily accessible for kids with physical disabilities. Use wide pencils for an easier hand grip, squeeze scissors, large containers for paint or paste; use store bought foam hair curlers over pencils and brushes, use roll-on applicators or sponges for painting (from Start with the Arts, VSA).
 - ❖ Encourage cooperation between all students.
 - ❖ Help children know what is expected and how to complete a task independently.
 - ❖ Stabilize objects in the art work space by taping down paper, using scoot guard, or putting heavy objects in water cups to prevent tipping.
- ❖ Label areas and belongings with large clear symbols.
- ❖ Familiarize yourself with adaptive arts activities and materials.

Contact VSA *arts* for more ideas!
phone: (800) 933-8721 * TDD: (202) 737-0645 * www.vsarts.org * info@vsarts.org
VSA's Express Diversity! program can be used by teachers, students, and families
to enhance disability awareness, inclusion, and self-esteem.

Tips for Promoting Positive Behavior



Respect all Participants: Present instructions and information in ways that each participant is able to understand. Pay attention to individual responses to activities. Recognize cultural and religious diversity within your program and create ways to acknowledge and accommodate all customs and beliefs. Encourage respect for peers and instructors at all times.

Respect Choices: Respect the choice not to participate in some activities. Explore ways to make involvement easier, such as encouraging small steps toward participation in activities that initially may seem difficult or confusing.

Keep Rules Simple: Keep rules clear and simple and communicate them in a manner everyone can understand. Illustrate, discuss, and demonstrate how they can be followed. If children help you create the rules for an activity, they will usually understand them more clearly and follow them more closely. Remind participants that they are expected to follow the rules everywhere (i.e., at the program facility, in the community, on field trips, etc.).

Make Expectations Clear: Review the schedule of activities at the beginning of the program. Remember that everyone needs to be informed when schedule changes have to be made. Clearly communicate expectations for each activity or project.

Be Consistent: Be consistent with all participants regarding expectations. Do not excuse inappropriate behavior because an individual has a disability. As the program progresses, you may learn more effective ways to keep participation positive, but try to stick to the same basic rules and expectations.

Be Fair: When activities are planned, keep all participants in mind. Consider how everyone can participate at least partially in games, events, or field trips. Try to facilitate all types of learners in reaching their highest potential.

Maintain Dignity: Respect the dignity of all participants. Concerns and fears should be taken seriously and discussed confidentially with participants.

Tune in to Feelings: Recognize participant and staff feelings. Help individuals to identify and communicate feelings before a conflict occurs. Try to identify antecedent behaviors, anything that may lead to inappropriate behavior, and do what you can to prevent it. Demonstrate ways to appropriately resolve differences. Be honest with yourself. If you are feeling at a loss, or feel you are losing patience, ask for help from other staff or outside resources.

Tools for Promoting Positive Behavior

The following resources contain specific tools which may be useful to after-school program professionals in addressing behavior issues. Some of these sites will lead you to several resources.

Tip: You may wish form a collaboration with a human service provider or after school program who has expertise in addressing challenging behaviors.

Center for Evidence-Based Practice: Young Children with Challenging Behavior
(<http://www.challengingbehavior.org>)

Council for Exceptional Children
(<http://www.cec.sped.org>)

On-line Academy for Positive Behavioral Support
(<http://www.uappbs.lsi.ku.edu/>)

Center on Positive Behavioral Interventions and Support
(<http://www.pbis.org>)

Cooperative Discipline Revised
By: Linda Albert, Ph.D. (www.agsnet.com)

National Information Center for Children & Youth with Disabilities
(<http://www.nichcy.org>)

IDEA Partnerships
(<http://www.ideapractices.org>)

ADD/ADHD Behavior-Change Resource Kit
By: Grad L. Flick (www.NPRinc.com)

Engaging Troubling Students
By: S. Danforth & T.J. Smith (www.NPRinc.com)

Project PARA -Training Resources for Paraeducators
Behavior Management (www.para.un.edu/para/Behavior/Intro.html)

Practical Strategies for Including High School Students With Behavioral Disabilities
By: June Stride (www.NPRinc.com)

Discipline in School-Age Care: Control the Climate, Not the Children
By: Dale Borman Fink (www.SchoolAgeNotes.com)

Promoting Diversity in Your Program

Activity: Putting People First

Activity and Discussion

The following activity was adapted from the Georgia Council on Developmental Disabilities and VSA arts Express Diversity! You can use it with after school professionals and/or the youth in your program to promote using person-first language. There are several similar activities and Teacher Resource Packets available at the Disability History Museum (an online museum and library!) at www.disabilitymuseum.org.

"Putting People First" Rules of Etiquette:

Think of people first not their disability. Use "people with disabilities", "student who uses a wheelchair", "woman who has a hearing impairment", etc. This puts the focus on the person, not the thing that limits him or her. Keep it positive and accurate. "Crippled", "deformed", "suffers from", "victim of", "retarded", "invalid", "he's so bipolar", "I've had a schizophrenic day" are never the right words.

Emphasize individuals, not labels. Do not label groups of people.

Do not use words to make a disability sound dramatic. "Afflicted", "crippled with", "pitiful", "unfortunate" are never the right words.



Talk about successful people with disabilities as human rather than superhuman.

Even though we admire some people who are successful, making them sound like superstars creates the idea that successful people with disabilities are unusual and abnormal.

Remember that people with disabilities are active participants in society. When you use language that includes people with and without disabilities, you help break down barriers and open lines of communication.

Part 1: Present information on "People-First Language"

Review a variety of examples of language that are not person-first with the students.

Choose a significant event in history that the students will find interesting, or that relates to current work in school (you can have students choose or come prepared with a magazine article or handout on the event).

It is often effective (especially with teens) to choose a significant event in the Civil Rights Movement. People with disabilities are protected under the Massachusetts Civil Rights Act, sometimes this connection is not made.

Prepare for the activity by putting students in small groups or with partners.

Part 2: Practice People-First Language through Letter Writing

Have students go back in time to attend the event in person with a person who has a disability as a guide.

Tell the students that when they return they must write a first hand account of their experience in the form of a letter. They must indicate:

- What the event was like?

- Who was at the event?

- What the guide or host was like?

- What they talked about?

- What they did?

- Their feelings about the guide and the event?

Emphasize that the person comes first and that people rather than labels should be used.

Define unfamiliar terms or disabilities if you can, or provide resources where students can find out more information.

Have the students exchange letters and change them if needed to reflect people-first communication.

Why is this important to know? How was a person with a disability treated differently at the event?

Part 3: Summarize Activity and Discussion

The language we use to describe people with disabilities is very important. Often, people with disabilities have more problems with the attitudes expressed by others about their disabilities than with their actual disabilities. If you remember to put the person first, you will always be communicating an attitude of respect.

Follow up by sharing letters with the larger group.

Discuss attitudes throughout history and language usage when referring to people with disabilities.

Discuss a famous person with a disability who may have hidden their disability in history, and discuss why (for example, Franklin Delano Roosevelt).

Part 4: Relate Barriers to People with Disabilities

Explain that we all have barriers to address and we all, in some way, get support in finding solutions and moving past the barriers. People with disabilities are no different; only their barriers are different.

People with disabilities have capabilities and want to pursue their dreams and interests. Often the barriers that get in their way come from an environment that may have been put together by people without disabilities.

The Americans with Disabilities Act (ADA) addresses access to transportation, communication, jobs, and buildings. Under the ADA, people with disabilities must be considered when developing communities. It is not only the respectful thing to do, it is a law. Organizations that do not adhere to this law can be fined.

Part 5: Brainstorm Ideas for a Barrier-Free Community

Allow students 5-10 minutes to reflect and individually list their most creative ideas for a barrier-free community.

Make sure they consider access to and from buildings and other areas, signs and communication systems, parks and recreation areas, shopping centers, libraries, government buildings, transportation systems, and within buildings.

As a large group discussion, have each student contribute one idea, round-robin style, to a class list. Students should not repeat ideas that were already contributed. When their lists are depleted, they should say, "Pass."

Open the discussion to more creative ideas by having students review the class list and using it to spin off on even more creative ideas. Add these to the class list.

Students may also create a mural in which they each create "a piece" of a barrier-free community and tape it onto a larger piece of paper.

Disability Awareness Video Resources

The following videos are an excellent way to promote inclusion and awareness of disability issues with after school program professionals or the children in your program. Be sure to select a video that is appropriate for the age of the children in your program. Videos are most effective when coupled with a question and answer session, or another disability awareness activities.

A Video Guide to (Dis)Ability Awareness – 30 minute video that provides an excellent introduction to individuals and the Americans with Disabilities Act.
www.disabilitytraining.com

Disability, Identity, and Culture – 20 minute video exploring the many issues of what it means to have a disability in America.
www.disabilitytraining.com

Express Diversity - Chuck Close: A portrait in progress AND a video clip provided by CBS and 60 minutes. This video is part of an arts training curriculum.
www.vsarts.org

What the Silenced Say...an evening with Jonathan Mooney - Jonathan speaks honestly in a voice that comes straight from the educational trenches about his experience as a dyslexic and hyperactive student who did not learn to read until he was twelve.
89 minutes of interview, lecture then Q & A with an audience.
www.ox30.com

Access Challenge – an inspiring 50 minute video that introduces viewers to several individuals with dis/abilities who have excelled in athletics and other endeavors.
www.disabilitytraining.com

Look Who's Laughing – a brilliant hour long documentary that explores the experiences of several comedians with various dis/abilities.
www.disabilitytraining.com

KidAbility – an upbeat video that is a great tool for raising sensitivity towards people with dis/abilities.
www.disabilitytraining.com

Kids Just Want to Have Fun AND What's the Difference – two videos about how children with physical disabilities want to have fun just like kids without dis/abilities.
www.disabilitytraining.com

Disability Specific Information and Contacts

Keep in mind that even if a child has a diagnosis of a specific disability, each child should be considered on an individual basis. We have created this list of resources and disability information from the Boston area in case you are interested in learning more about a particular disability, or need to find resources specific to that disability.

If you are outside the Boston area, you may want to use the New England Index at www.disabilityinfo.org.

Attention Deficit Disorder

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

(800) 233-4050 (Voicemail to request information packet)

Web: www.chadd.org

Attention Deficit Disorder Association (ADDA)

Web: www.add.org

Hallowell Center

220 Boylston St

Suite 206

Chestnut Hill, MA 02467

www.adhdboston.com

(617) 928-1661

email: info@adhdboston.com

Attention Deficit Information Network, Inc.

58 Prince St.

Needham, MA 02492

www.addinfonetwork.com

(781) 455-9895

email: adin@gis.net

Autism

Autism Society of America -

Massachusetts Chapter (statewide)

Family Autism Center

789 Clapboard Tree Street

Westwood, MA 02090

(781) 329-4244

(781) 762-4001

www.sncarc.org

email: asamass@gis.net

Boston Families for Autism (Boston)

P.O. Box 365437

Hyde Park, MA 02136

(617) 327-9486

Parent TILL Partnership for Autism (Boston Area)

20 Eastbrook Road

Dedham, MA 02026

(781) 302-4603

www.TILLinc.org

Blind/Visual Impairments

American Foundation for the Blind

11 Penn Plaza, Suite 300

New York, NY 10001

(212) 502-7600; (212) 502-7662 (TTY)

E-mail: afbinfo@afb.net

Web: www.afb.org

Massachusetts Association of

Parents of Visually Impaired

Children (MAPVI)

22 Old Marlboro Road

Maynard, MA 01754

(978) 897-3005

E-mail: judywestgate@comcast.net

Brain Injury

Massachusetts Brain Injury

Association

484 Main Street, Suite 325

Worcester, MA 01608

(508) 795-0244; (800) 242-0030 (in MA)

E-mail: mbia@mbia.net

Web: www.mbia.net



Statewide Head Injury Program
Massachusetts Rehabilitation
Commission
27 Wormwood Street, Fort Point Place,
Suite 600
Boston, MA 02210
(617) 204-3852 (V); (617) 204-3817 (TTY)
(800) 223-2559 (MA only)
E-mail: shipu@state.ma.us
Web: www.mass.gov/mrc/ship/ship.htm

Cerebral Palsy

United Cerebral Palsy of
MetroBoston, Inc.
71 Arsenal Street
Watertown, MA 02472
(617) 926-5480
E-mail: ucpboston@ucpboston.org
Web: www.ucpboston.org

Down Syndrome

Massachusetts Down Syndrome Congress
P.O. Box 866
Melrose, MA 02176
(508) 278-7769; (800) 664-6372
Web: www.MDSC.org

Epilepsy

Epilepsy Foundation of Massachusetts
and Rhode Island
Programs and Services Office
540 Gallivan Boulevard, 2nd Floor
Boston, MA 02124
(617) 506-6041; (888) 576-9996
E-mail: acole@efmri.org
Web: www.epilepsymassri.org

Learning Disabilities

Learning Disabilities Association
of Massachusetts (statewide)
PO Box 142
Weston, MA 02493
(781) 891-5009
www.LDAM.org

Learning Disabilities Network (statewide)
72 Sharp Street, A-2
Hingham, MA 02043
(781) 340-5605
www.ldnetwork.org
ldntwk@aol.com

Learning Disabilities Worldwide
P.O. Box 142
Weston, MA 02493
(781) 890-5399
Web: www.ldworldwide.org

Mental Health

Manic-Depressive and Depressive
Association of Boston
PO Box 102, 115 Mill Street
Belmont, MA 02478
(617) 855-2795
www.mddaboston.org

NAMI Massachusetts
400 W. Cummings Park, Suite 6650
Woburn, MA 01801
(781) 938-4048; (800) 370-9085
E-mail: namimass@aol.com
Web: www.namimass.org
Donna Welles, Director

Parent/Professional Advocacy League (PAL)
59 Temple Place, Suite 664
Boston, MA 02111
(617) 542-7860; (866) 815-8122
E-mail: info@ppal.net
Web: www.ppal.net

Mental Retardation and Related Disabilities

The Arc Massachusetts
217 South Street
Waltham, MA 02453
(781) 891-6270
E-mail: arcmass@arcmass.org
Web: www.arcmass.org

Greater Boston Arc
221 N. Beacon Street, 2nd Floor
Boston, MA 02135
(617) 783-3900
E-mail: gbarc@gbarc.org
Web: www.gbarc.org

Speech and Hearing

Massachusetts Speech-Language-Hearing Association
77 Rumford Avenue, Suite 3B
Waltham, MA 02453
(781) 647-7031; (800) 898-8177
E-mail: msha@camihq.com
Web: www.msha-lic.org

Spina Bifida

Massachusetts Spina Bifida Association
733 Turnpike Street, #282
North Andover, MA 01845
(508) 390-5986
E-mail: packard44@comcast.net
Web: www.msbaweb.org

Organizations for Parents

Community Parent Resource Center
Urban PRIDE
c/o The Boston Foundation
75 Arlington Street, 10th Floor
Boston, MA 02116
(617) 338-4508
E-mail: c.spinkston.urbanpride@att.net

Massachusetts Families Organizing for Change
P.O. Box 61
Raynham, MA 02768
(800) 406-3632
E-mail: mfofc@tmlp.com
Web: www.mfofc.org

Parent Training and Information Center (PTI)
Federation for Children with Special Needs
1135 Tremont Street, Suite 420
Boston, MA 02120-2140
(617) 236-7210 (V/TTY); (800) 331-0688 (in MA only)
E-mail: fcsninfo@fcsn.org
Web: www.fcsn.org/

Parent-To-Parent
Family TIES of Massachusetts
10 Malcolm X Boulevard
Roxbury, MA 02119
(617) 541-2875
(617) 541-8314 TTY
Web: www.massfamilyties.org

Parent to Parent of Greater Boston
221 N. Beacon Street, 2nd Floor
Boston, MA 02135
(617) 783-3900
Email: gbarc2@msn.com
www.gbarc.org

Parent Advisory Council
Massachusetts Association of Special Education Parent Advisory Councils (MASSPAC)
P.O. Box 167
Sharon, MA 02067
(671) 962-4558
E-mail: info@masspac.org
Web: www.masspac.org



Parents Helping Parents
140 Clarendon Street
Boston, MA 02116
(800) 882-1250
www.parentshelpingparents.org

Other Disability Organizations

Adaptive Environments
374 Congress Street, Suite 301
Boston, MA 02210 USA
(617) 695-1225 (v/tty)
email: info@AdaptiveEnvironments.org
www.adaptiveenvironments.org

Multi-Cultural Independent Living Center of Boston

22 Beechwood Street
Dorchester, MA 02121
Phone: (617) 288-9431
TTY: 617-265-2574
Web: www.milcb.org

Boston Institute for Arts Therapy
90 Cushing Avenue
Dorchester, MA 02125
(617) 288-5858
Email: artstherapy@biat.org
Web: www.biat.org

Disability In Sport Program
Center for the Study of Sport in Society
Project Director Eli A. Wolff
Northeastern University
716 Columbus Ave., Suite 161
Boston, MA 02120
(617) 373-8936
Email: e.wolff@neu.edu

Easter Seals Massachusetts
(call for info about assistive technology, recreation, and therapy)
484 Main Street
Worcester, MA 01608
(508) 757-2756; (800) 244-2756
E-mail: kirkj@eastersealsma.org

Home Modifications Loan Program for People with Disabilities
Massachusetts Rehabilitation Commission
27 Wormwood Street
Boston, MA 02210-1616
(617) 204-3600; (800) 245-6543
www.mass.gov/mrc/agency/homemods.htm

Institute for Community Inclusion
100 Morrissey Blvd.
Boston, Massachusetts 02125
Voice: (617) 287-4300
TTY: (617) 287-4350
Email: ici@umb.edu
Web: www.communityinclusion.org

New England INDEX
(Information & Referral for People with Disabilities)
200 Trapelo Road
Waltham, MA 02452-6319
(781) 642-0248; (800) 642-0249
(800) 764-0200 TTY (in MA)
E-mail: info@disabilityinfo.org
Web: www.disabilityinfo.org

Outdoor Explorations
Challenging Perceptions, Changing Lives
98 Winchester St.
Medford, MA 02155
(781) 395-4999
(781) 395-4184 TTY
web: www.outdoorexplorations.org

VSA Arts of Massachusetts
China Trade Center
2 Boylston Street, 2nd Floor
Boston, MA 02116-9856
(617) 350-7713 (V); (617) 350-6836 (TTY)
E-mail: cjwashburn@vsamass.org
Web: www.vsamass.org



Build the **Out-of-School Time** Network

This project has been funded by
The Massachusetts Department of
Education.



21st Community
Learning Centers

Special Thanks to Our Partners:



Boston Community Learning Centers



Boston Public Schools