The Librarian's Word

Fall is a time of transition and communities. Whether we are starting a new school year or participating in the office fantasy football league, our experiences are richer for the diversity of our communities. This issue of CeDIR Citings focuses on inclusion. Often when we think about inclusion it is in the classroom environment. However it is also important to remember that inclusion also takes place in the community and work environment. In this issue you will find resources that can help you build more inclusive communities at work, school and in your neighborhoods.

Thinking of stopping by to check out materials? We've moved! We're now located in the Administration Building at the Institute, come by and check out our new digs!

-Christina

Inclusion Websites

Toolkit on Universal Design for Learning:
http://www.osepideasthatwork.org/UDL/index.asp

TASH:
http://www.tash.org/index.html

Institute for Community Inclusion Youtube Channel:
http://www.youtube.com/communityinclusion

Partners in Policymaking Online Courses:
http://www.partnersinpolicymaking.com/online.html

Inclusive Schools Network :: Resources:
http://www.inclusiveschools.org/resources

Inclusion Network Online Community:
http://inclusionnetwork.ning.com/

Circle of Inclusion:
http://www.circleofinclusion.org/

Review:

Attainment's Explore Your Community
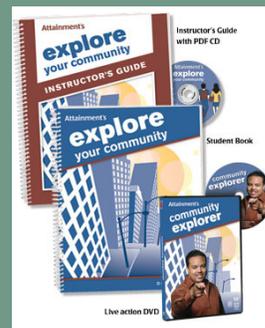
When we think about the word "inclusion," many of us think first about the process of including children with disabilities in schools. Inclusion is not, however, just about schools. It's about being included in everyday life, whether that means school, college, places of worship, or the community itself.

To help include people with disabilities in the community, CeDIR recently purchased a curriculum from Attainment Company called *Explore Your Community*. The curriculum has an instructor's guide with CD, a student book, and a DVD. This curriculum is designed for adolescents and adults with developmental disabilities who read at a second grade level or below. Filled with illustrations to guide the student's understanding of the preferred way to behave in the community, this curriculum is accessible for many people.

Contents in the Student Book include: Getting around your community, At home with friends, Being with other people, and Out shopping. Quizzes, problem solving questions, vocabulary words, tips, and more round out the end of each chapter in the Student Book. The Instructor's Guide includes an overview of each topic, role play suggestions, and assessments. The DVD is a component of the curriculum and consists of 26 video lessons organized into six units. The video lessons reflect the learning that happens in the Student Book.

Give us a call or email us at cedir@indiana.edu to check it out!

Focus on INCLUDING ALL

Inclusion Resource Guide

The following items on the inclusion of children with disabilities in the classroom and of adults with disabilities in the community are available for Indiana residents to check out from the Center for Disability Information and Referral.

Books

Capper, C. A., & Frattura, E. M. (2009). *Meeting the needs of students of all abilities: How leaders go beyond inclusion*, 2nd ed. Thousand Oaks, CA: Corwin Press. (Call Number: 31 .C36 2008)

Carter, E. W. (2007). *Including people with disabilities in faith communities: A guide for service providers, families, & congregations*. Baltimore, MD: Paul H. Brookes Pub. (Call Number: 46 .C3)

Chadsey, J. (2008). *Social inclusion at work*. Washington, DC: American Association on Intellectual and Developmental Disabilities. (Call Number: 31 .C4)

Cook, R. E. (2008). *Adapting early childhood curricula for children in inclusive settings*, 7th ed. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. (Call Number: 30.1 .C6)

Fish, T., & Rabidoux, P. (2009). *Next Chapter Book Club: A model community literacy program for people with intellectual disabilities*. Bethesda, MD: Woodbine House. (Call Number: 42.2 .F5)

Freeman, Y. S. (2008). *Diverse learners in the mainstream classroom: strategies for supporting all students across content areas, English language learners, students with disabilities, gifted/talented students*. Portsmouth, NH: Heinemann. (Call Number: 31 .D58)

Giangreco, M. F. (2007). *Quick-guides to inclusion: ideas for educating students with disabilities*, 2nd ed. Baltimore: Paul H. Brookes Pub. Co. (Call Number: 31 .Q53 2007)

Gruenberg, A. M., & Miller, R. (2011). *A practical guide to early childhood inclusion: Effective reflection*. Boston: Pearson. (Call Number: 31 .G78)

Hodkinson, A., & Vickerman, P. (2009). *Key issues in special educational needs and inclusion*. Los Angeles, CA; London: SAGE. (Call Number: 31 .H63)

Jorgensen, C. M. (2006). *The inclusion facilitator's guide*. Baltimore, MD: Paul H. Brookes Pub. Co. (Call Number: 31 .J6)

Mastropieri, M. A. (2007). *The inclusive classroom: strategies for effective instruction*, 3rd ed. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. (Call Number: 31 .M37 2007)

Rief, S. F. (2006). *How to reach and teach all children in the inclusive classroom: practical strategies, lessons, and activities*, 2nd ed. San Francisco: Jossey-Bass. (Call Number: 31 .R5 .H6)

Roffman, L., & Wanerman, T. (2011). *Including one, including all: A guide to relationship-based early childhood inclusion*. St. Paul, MN: Redleaf Press. (Call Number: 31 .R6)

Rudy, L. J. (2010). *Get out, explore, and have fun!: How families of children with autism or Asperger syndrome can get the most out of community activities*. London; Philadelphia: Jessica Kingsley Publishers. (Call Number: 40.3 .R8)

Storey, K., Bates, P., & Hunter, D. (2008). *The road ahead: Transition to adult life for persons with disabilities*. St. Augustine, FL: Training Resource Network, Inc. (Call Number: 35 .R63 2008)

Walker, P. M., & Rogan, P. (2007). *Make the day matter!: Promoting typical lifestyles for adults with significant disabilities*. Baltimore: Paul H. Brookes. (Call Number: 50 .W3)

Wehman, P., Smith, M. D., & Carol Schall, C. (2009). *Autism and the transition to adulthood: Success beyond the classroom*. Baltimore: Paul H. Brookes. (Call Number: 40.3 .W44)

Videos

Community Man: [promoting full use of community resources. Series #1, Health & safety services] [videorecording]. (2007). Santa Barbara, CA: James Stanfield Co. (Call Number: 47 .C66)

DO-IT: Transition 1 [videorecording]. (2008?). Seattle: DO-IT, University of Washington. (Call Number: 35 .T72)

Explore your community [kit]. (2009). Verona, WI: Attainment Co. (Call Number: 47 .B27)