

## LEARNING MODULE #3

### Part 2 of 2

## COMMUNICATION AND SOCIAL STRATEGIES

**Part 2** contains the following topics:

4. Enhancing Social/Communication Skills
5. Developing Friendships
6. Social Support Groups

### 4. Enhancing Social/Communication Skills

When communication is taught in the natural environment of school, all of the student's communication partners provide opportunities for learning.

Interactions in the student's natural environment can provide:

- opportunities for meaningful communication
- motivation to communicate
- opportunities to practice emerging and newly acquired communication skills,
- models of appropriate communication

The communication partner plays an important role in facilitating communication. "There is little or no point in teaching communication skills unless others with the individual interacts are responsive and affirming." (Butterfield and Arthur, 1995).

Communication partners need to learn how and why the student communicates. For students with severe-profound disabilities, use the Personal Dictionary as a basis. Even with a Personal Dictionary, it seems inevitable that we sometimes miss or misinterpret a student's communication attempts. For example, we may want a student to greet others by vocalizing, and miss that the student has already greeted by engaging eye contact. Sometimes we don't want to acknowledge a message that the student is giving us. For example, if we ask, "Do you want to go in your stander?", expecting that s/he does want to go in the stander, we may miss the student's increase in physical tone as a negative reply.

When responding to a student's behaviours, it is important to give specific feedback to the student about what s/he did in order to elicit a certain response from you. Because so many of the students have reduced sensory input, they don't pick up on auditory or visual information as easily. They need to be explicitly informed of what their behaviours means to you, so that they can learn either to repeat these behaviour at another time in order to get the same, desired response, or change them in order to get a different response from you.

### 4.1 Challenges

- Students with disabilities are often physically separated from their peers (e.g., come to school on a different bus; have a separate classroom; follow a different schedule).
- Environmental barriers (e.g., parts of the school inaccessible to wheelchairs).
- Activities that the student with disabilities is involved in aren't interesting to typical peers.
- Student with disability is positioned at the back of the classroom, away from typical peers.
- Student is unable to tell others how to communicate with him or her, and s teachers and peers are unaware of how to facilitate communication.
- Peers' Perceptions of Fairness: Some students find it difficult to accept that there may be different expectations for a student with disabilities. For example, if a student is vocalizing during class time when all the other students are expected to be quiet, some students may think that this is unfair.
- Staff Perception of Fairness: It's not just classmates who might perceive that there is unfair treatment between students. Sometimes staff members raise concerns that one student appears to be receiving extra services, or that a student's presence is upsetting classroom routines, rules, and privileges. It's important that staff members share their concerns with the student's team, so that solutions can be found. If concerns go unaddressed, the teacher's attitudes will negatively influence the classroom environment.
- Untrained communication partners (others students, staff, etc.) tend to:
  - Dominate interactions
  - Ask too many questions
  - Interrupt
  - Forget to pause and wait
  - Forget to check with the student that they have correctly interpreted their communicative intent

### 4.2 Possible Solutions

Peers may be more likely to understand what is fair when the following conditions are followed:

- The student's disability is understood by peers.
  - Peers are used to having teachers accommodate all types of differences in student ability, not just the student with multiple disabilities.
  - Teachers place more emphasis on similarities than differences, at the same time recognizing that differences do exist between all students.
  - An "Introduction Strategy" helps provide people with the knowledge they require to interact effectively with the non-verbal student. For example, an introduction such as the following may be printed at the beginning of an "All About Me" book:

*"Hi, I'm Joey. I understand a lot, so don't be shy about talking to me! I answer questions by smiling for "yes" and looking away for "no". I like to be given choices. You can hold two things up and ask me to look at the thing I want."*

- Teachers and peers frequently share, discuss, and problem solve issues about fairness.
- Accommodations that have been made for the student are seen to "make sense" and match his learning needs.
- Identify what role the student is going to play in the class. For example, provide opportunities for students to follow or give directions in meaningful social contexts (turning off the lights before a video is shown; handing out papers, notices, etc.).
- There is an atmosphere in the classroom of cooperation rather than competition. Heterogeneous groupings help to foster cooperative working relationships. The cooperative heterogeneous groups help to foster an atmosphere of cooperation rather than competition. Form cooperative learning groups where desks are arranged together and the student with a disability is positioned as part of the cooperative group work well. Often, the teacher or teaching assistant doesn't have to be physically involved in the group themselves, but only lend direct support or prompt peers to provide assistance as needed. This "set up and withdraw" approach allows peers to keep interactions going without stifling their spontaneity. The keys to pulling back successfully are visual supervision from a distance, the ability to recognize when students are 'floundering' and need some guidance, the confidence to allow students to take risks and try out their skills without with too much adult intervention (Snell and Janney, 2000).
- Included in your materials is an 'Integration Checklist', from Snell and Janney which describes a variety of skills to look for in the drive for successful inclusion. This checklist may be helpful in developing a social inclusion goal for your student.
- In order to facilitate interaction, encourage teachers and peers to:
  - get the student's attention before speaking: Call the student's name, get eye contact, &/or touch the student on the arm before speaking.
  - position the student so that s/he can see and hear what's going on. If your student has hearing &/or visual impairments, s/he may need to be positioned near the teacher. In teacher-led classroom situations, make sure that s/he is positioned so that s/he can interact with the teacher without the teaching assistant acting as a barrier. The presence of an adult may actually decrease the peer interactions.
  - be in a good physical position: The communication partner needs to be positioned in a way that will facilitate communication interaction. Make sure that the student can see the communication partner's face, and easily have eye contact. This may mean bending

- down, or sitting down to talk to the student. As well, the student should be physically well positioned. For some students, the physical effort of sitting upright may take all their available energy. If not properly positioned, they won't be able to concentrate on what you're saying or showing, much less be able to respond.
- incidentally model and teach social skills during school routines, such as lunch, between-class breaks, and in-class cooperative groups
  - not anticipate the student's needs and wants, thus limiting opportunities for communication. Rather, the communication partner should use '**active waiting**', showing the student that s/he is expected to signal a request for an item or for assistance. Count silently up to ten while waiting for a response.
    - wait
    - signal
    - expect
  - provide different response options: Think of different ways that the student can answer questions as part of a whole group (e.g., If you think that a spider is an insect **look at me**; if you don't think a spider is an insect, **look at the ceiling**. If you think today is Monday, **sit up really straight** in your chair). Provide different options, such as gestures; objects; photos; picture symbols; voice output devices (e.g., "Do you think the answer is "girl" {hold up one hand for "girl"}, or "boy" {hold up the other hand for "boy"}
  - use a multi-sensory approach to providing information: tactile; olfactory; auditory; visual; vestibular

*Examples:*

*a. Illustrate steps in a recipe during cooking class by using line drawings.*

*b. Use a calendar box containing pictures/objects. Pair the pictures or objects with specific daily events so that the box serves as a schedule. For example, to help the student understand what s/he is going to do after lunch, direct him/her to the calendar box so that s/he can see/feel the picture object cue, in this case, a book. That lets him/her know that the activity will be reading. This strategy is effective in facilitating comprehension and anticipation of upcoming events.*

*c. Use Total Communication. Sign key words in a message. For example, for the message, "It's time to get ready for lunch now"; manual signs accompany the words "time" and "lunch". Use a gesture with a verbal description. For example, gesture brushing your hair as you say, "It's time to brush your hair."*

- **Help Build Connections Between Words and Symbols:** The goal for some students is to learn to communicate with symbols (e.g., objects, pictures, manual signs). Communication partners should model use of these symbols in order to help the student learn to associate a symbol with a particular meaning. Modeling can be in the form of showing an object, or pointing to a picture symbol, or producing a manual sign in association with the relevant item or activity. By modeling, the communication partner is teaching the student the meaning of the symbols they will be expected to use.

*Example: During story reading, the communication partner can use a story board with graphic symbols that represent objects and actions in the stories. As the communication partner reads the story, s/he can point to corresponding items on the story board .*

The communication partner could also ask questions, and prompt the student to answer by looking at or pointing to symbols on the story board.

- Arrange the environment so that there is an **opportunity and need for communication**. For example, the student enters a class at the same time as peers. This allows for time to 'hang out' a bit before the class starts. The student is more likely to be seen as part of the class as a whole.
- The student could be using similar materials to the typical peers (e.g. same notebook).
- There also needs to be something to talk about. It's helpful to have some props to base a conversation on, such as objects or pictures/photos. Use items that will be of interest to peers. For example, a collection of sports cards or up to date pictures of fashion accessories will help to form the basis of a conversation. Encourage the peers to bring and talk about things that are of interest to them, as well.
- The student should be expected to behave in a typical fashion (e.g., not hugging indiscriminately; being quiet during lecture times). On the other hand, peers should be aware of the student's unique needs and the need for some accommodations. The student needs some way of communicating frustration or anger that is appropriate to the classroom situation. Teach specific body language or consider the use of picture symbols that alerts others to the student's feelings so that the student doesn't have to resort to yelling, screaming, etc.
- Use materials/activities that inherently foster interaction. For example:
  - Create a need to request help by withholding one or more items needed to complete or engage in a preferred activity. At the point in the activity when the item is needed, the student is required to request the missing item (e.g., an item needed to complete an art project; cup to pour juice in at snack time).
  - Put things in view, but out of reach.
  - Give small portions.

- Offer choices. Offer not only preferred items, but also items that give the student an opportunity to communicate protest or rejection.
- Use materials that have a number of detachable or separate parts, so that the student needs to request them (e.g., puzzle; math manipulatives).
- Use delayed assistance when the student needs help to do something (e.g., open lunch kit), wait for student to initiate request for help.
- "Mistakenly" offer the student something that s/he doesn't want, in order to encourage communication of rejecting or protesting.
- Use materials that foster turn taking (e.g., simple games, interactive computer programs).
- Provide models for the student: Demonstrate ways of communication that the student can use expressively (e.g., pointing to appropriate picture symbols while talking to the student; using sign language in conjunction with speech).
- Use words that are meaningful to the student and be consistent in the use of words. Limit the number of close-ended or wh-questions. Avoid bombarding the student with excessive language.
- Model use of the communication aid (communication board, voice output device)
- Be concrete: Keep things concrete and simple and make sure they relate to the student.
- Comment: The communication partner should not initiate most of the topics for conversation, thus dominating and monopolizing conversation. Rather, the communication partner should comment more, and wait for the student to respond.
- Animate: Use animation, changes in volume, pitch or stress to get and keep the student's attention.
- Provide opportunities for choice making. For students who are just beginning to get the concept of making a choice, select a preferred and non-preferred object or activity. Gradually make the choices less dramatically different. Ideas for choices can include the following:

### **Elementary School**

Snack, lunch items

Music type to listen to

Musical Instrument to play

Position – in wheelchair, in stander, in regular chair

Centers

Playground equipment

Classmates to sit next to at circle time

Art materials; colour choices

Book

Writing Tools – markers; special pens, pencils

Software programs

### Middle/High Schools

Tools to use in woodworking

Fabric in sewing

Where to sit in class

Role in dramas

Software program

Food/drink choices

Jobs to do around school

Where to eat lunch

Included in your materials is an 'Integration Checklist', from Snell and Janney which describes a variety of skills to look for in the drive for successful inclusion. This checklist may be helpful in developing a social inclusion goal for your student.

### Reference Section

- Integration Checklist, in M. Snell and R. Janney (2000) Social Relationships and Peer Support (Paul H. Brookes), p. 12
- Communication Temptations

### Internet Readings

- Augmentative and Alternative Communication Techniques in Inclusive Classrooms and, *Communicating with Your Child: Observe, Wait, and Listen*

<http://www.disabilitysolutions.org/newsletters/files/three/3-4.pdf>

View the **tutorial**: How do I know what my non-verbal student is communicating & how do I respond?

[http://www.pisp.ca/video/video\\_tutorials.html](http://www.pisp.ca/video/video_tutorials.html)

This video talks about **how the classroom teacher can model effective communication with the student.**



### Points to Ponder

- Do you feel that there are environmental barriers to successful social inclusion for your student? If so, how would you address making some changes? If you feel that your student is fully involved in the school, with a positive atmosphere,

both on the part of teachers, and of peers, describe the steps that were taken to create the successful environment.

- Did you find the Integration Checklist useful?

## 5. Developing Friendships

Social relationships range along a continuum, from friendship to peer support. Snell and Janney (2000) define a friend as someone who is particularly liked and also socially important to another person. They identify four basic conditions upon which a friendship develops the following.

- opportunities to be together
- desire to interact with each other
- basic social interaction and communication abilities
- organizational, emotional, and social supports to help maintain the relationship as it develops.

Research indicates that friendships develop on the basis of similarities in personalities (e.g., sense of humour, shyness), and not necessarily on ability level.

The expectations of friendship changes with the age of the student. A younger student may think of a friend as someone to play with, while an older student may think of a friend as someone to share feelings with, and who is loyal. This may help to explain why younger students with multiple disabilities may have friends, but finds that these friendships tend to fade over time.

In their article, Van der Klift and Kunc state that often there is not a true friendship between children with and without disabilities, but instead there is a "helper-helpee" relationship. Snell and Janney have included an assessment tool developed by Meyer et al (1998) included with your materials, identifying how a student is included socially. For example, the student might be seen as a 'ghost', frequently passed over as if he or she is not there.

### Points to Ponder

- Would you say that your student has a true friend or friends?
- Using the Meyer et al. Assessment tool in your materials, how do you see your student fitting in socially?

Communication skills play a huge role in developing social relationships, and include the following.

- greetings and closings
- initiating communication

- listening
- commenting
- asking
- turn taking

Scripted Routines such as 'yes-no' and 'choice making' can be prepared and demonstrated so that peers understand how to use them.

Sometimes, in their desire for social closeness, students may use behaviours, such as burping, grabbing, or loud vocalizations, to get others' attention. Voice output provides a means to interact that is socially much more appropriate.

### **Points to Ponder**

- Opportunities for communication need to happen frequently in order to support development of social relationships. Can you think of 10-15 opportunities per day that your student can be communicating to others?
- After observing your student communicating with others, can you identify factors that suggest making changes or additions to improve access or motivation?

## **6. Social Support Groups**

Especially in the intermediate (middle school) and high school years, it is often difficult for a student with multiple disabilities to develop social relationships. Teachers and administrators first need to work to improve the atmosphere of the school and the attitudes of students by extending knowledge about disabilities and challenging student's prejudices of negative attitudes. This makes the next step of creating mechanisms for peer support (e.g., peer support groups) much easier.

Arrange social activities for all students; have student involved in extra-curricular activities or clubs. Encourage after school activities or clubs as well (e.g., Brownies, Cubs; Parks and Recreation programs; church youth groups)

Families should be encouraged to connect with neighbours, relatives, and friends to help with after school and weekend activities. The "Friends of ... Club" invites individuals who know the student to spend time with the student based on a mutual interest. This approach facilitates transition to life beyond the school years. (Van der Klift and Kunc (1994) caution that these types of friendship clubs can often turn into assistance clubs.)

### **6.1 Brainstorming Mutual Interests**

In a group activity, classmates find out about mutual areas of interest with each other, not just the student with multiple disabilities. The teacher makes a list of the various activities (e.g., going for walks, going to the mall, computers, reading, swimming, going to movies etc.) and writes down the classmates' names who share the same interest under each activity. The student with disabilities has an opportunity to indicate which activities s/he is also interested in. The educational assistant or teacher can then make note of all the areas of interest shared by the student and other peers. This list, along with a phone list, could be forwarded to the student's family. This makes it easier to call and arrange a 'get-together' when there is an activity that is enjoyed by both parties. The family may wish to invite two classmates as this is often helpful in generating conversation and alleviating any initial fears when getting to know the student and the family. Parents can also help to encourage social relationships by making their home inviting, through providing lots of fun activities (e.g., a trampoline). It also helps to do the activity on a regular basis (e.g., go to the video store every week, rent a movie, and go home, make popcorn, and watch it).

### **6.2 Challenges**

- Peers are encouraged to 'help' or 'teach', rather than be a friend
- Presence of adults may interfere with peer interaction
- Fear or misunderstanding about the nature of the disability
- Social interactions are not valued
- Lack of modeling by adults to show students ways to interact
- Some peers tend to 'mother' or 'father' or act as a disciplinarian
- Peers may view accommodations to student's needs as "unfair"

### **6.3 Possible Solutions**

- Research indicates that classrooms where building a community in which all members of the classrooms are valued, no matter what the level of ability, successfully build social networks without resorting to direct methods such as peer tutoring and friendship groups
- Social support groups or friendship pairs can be used to help involve typical students as models, social partners, and problem solvers. Adults usually need to facilitate this, and meet regularly with peers for support.
- Peers should never be forced to spend time with the student with multiple disabilities. All students choose their friends for various reasons, and the same right should apply when choosing to be involved with the student with disabilities.
- Peer planning sessions to help brainstorm ideas for including the student in a given activity.
- Peers can direct student's attention to the teacher or activity

- Peers can help with mobility, as a 'sighted' guide; pushing wheelchair, etc.
- Peers can help bring and set up materials and equipment to get ready for an activity
- Peers can be lunch partners, recess partners, assembly partners
- Peers can give feedback about what the student needs in order to communicate something (e.g., a picture symbol)
- Peers can design and make adaptive equipment (e.g., a book stand in woodworking)
- In peer support groups, the teacher can use role playing to help promote social relationships. e.g., role play how they can pose a question to a student who uses 'yes' or 'no' to respond; or how to prompt a student to use picture symbols to express anger or frustration rather than pushing and garbling. Explanations for these ways of interacting with the student also need to be given. When peers understand the general reason for acting in a certain way, they are more likely to follow through on using these approaches in a variety of situations.
- Fryxell and Kennedy (1995) identified five peer support behaviours that were used by 6-12 year olds:
  - Providing information about daily events.
  - Lending emotional support.
  - Giving access to others (e.g. introducing)
  - Giving material assistance (e.g., physical help, lending needed items)
  - Assisting with choice-making.

#### **6.4 Role Of Teaching Staff**

- Teachers and other staff also need to feel comfortable around students with disabilities. If they show outward signs of uneasiness or fear, other students usually detect their discomfort and so feel uncomfortable themselves.
- The classroom teacher can model acceptance of the student (e.g., standing near to the student, smiling, using the student's name, interacting in natural ways, "pulling other students in" unobtrusively. Peers learn from watching the ways in which their teacher talks about a student with disabilities.
- The classroom teacher can model how to interact appropriately (e.g., not treating the student like a baby by using immature language, speaking in a high pitched voice, holding the student's hand when walking; encouraging use of baby toys).
- In order to be an effective model, the classroom teacher needs to be aware of the student's abilities (e.g. mode of communication, physical skill, visual and auditory function) as well as their personality.
- The classroom teacher can demonstrate how to communicate with the student (e.g. using picture communication boards, speaking in short, clear sentences, waiting for the student to respond, using manual signs while speaking).

- The student's team can provide information about disabilities: Disability awareness programs can help students understand how particular disabilities affect learning, perception, or communication, increasing their sensitivity. Simulations of physical and sensory disabilities are often effective. Let peers use equipment (e.g., wheelchairs, voice output devices). Students can learn about sensory impairments and how to adjust interaction (e.g., introducing oneself to a student with limited vision; being in and close to the student with hearing loss, etc.)
- The student's team can offer explanations about why a student engages in seemingly inappropriate activities (e.g., tooth grinding: need for extra sensory stimulation or calming).
- The student's team can discuss aggressive behaviours, and what they communicate (e.g. frustration). Peers need to know how to respond to aggressive behaviour, and how to prevent aggressive from occurring.
- The classroom teacher and educational assistant can actively promote interaction, then 'back off', and let peers take over. Peers often don't want to interact with a student with disabilities when there is an adult hovering about.
- The classroom teacher provides assistance, not just the teaching assistant.
- The classroom teacher can help all students understand about diversity but infusing information about disabilities into class content and reading.
- The classroom teacher can also identify commonalities between all students. An accepting atmosphere that provides information on differences while also emphasizing similarities makes it easier to build tolerance, trust, mutual support, and respect. From these interpersonal characteristics, students develop a sense of belonging; and from this base, positive social relationships often result. Teacher lead discussions on interpersonal issues "enable students with and without disabilities to learn more about others and strengthen the likelihood that positive social interactions can occur" (Salisbury et al, 1995). "Taking the time (however brief), valuing the concerns of students, and empowering students to help make decisions seemed to influence the degree to which students without disabilities cared about or felt ownership for the social and instructional climate of their classroom" (Salisbury et al, 1995).
- Adults with disabilities can be invited to speak to classes,
- School staff as a whole benefit from in-services on disabilities. When all staff members, including custodians, secretaries, librarians, etc. feel comfortable and are appropriate in their interactions around students who have disabilities, this positive modeling permeates the entire school atmosphere. Ideally, all adults within a school should be able to model appropriate interactions by using age-appropriate language, voice tone, and interaction style that suits the student's communication level. They should also be able to answer peers' questions in an honest but sensitive manner.

### 6.5 Role of the Family

- Parents or siblings can talk to the class, using videos, slides, photo albums, and items that are of importance in the student's life
- Parents can put together an "All About Me" book that includes written information and pictures about the student (e.g., interests, family, pets, similarities with peers, etc.) By emphasizing shared likes (e.g., watching T.V., going to the waterslides, drinking milkshakes, listening to music, recess time, etc.) peers are helped to see the student as a kid, first and foremost, just like them. Some families have placed copies of the book in the school library and in the classroom, to increase awareness. Parents of peers could also be encouraged to check the book out. As one parent on the PISP video stated, "*if someone has an attitude, it usually indicates that they need more information.*" The book should be updated as the student progresses through the grades, changing the language to fit with that of the peers. Some families have taken this a step further and have created a video that tells a story about the problems. social challenges, etc

### 6.6 Role Of The Student With Disabilities

- Find ways for the student with disabilities to help or interact with peers, such as:
  - returning 'lost' items;
  - collecting homework and turning it in;
  - sharpening pencils;
  - shopping for necessary materials for a project;
  - recycling;
  - timekeeper
  - performing random acts of kindness

### 6.7 Specific Ideas For Elementary Schools

- Students at this age have natural curiosity about differences
- Working in pairs, small groups, cooperative learning groups allows students opportunity to get to know the student with multiple disabilities.
- Students with multiple disabilities should be given an opportunity at times to choose their work partners (looking at, reaching toward, using individual class photos)
- A question box can be used where students can ask specific questions (not necessarily just about the student with disabilities); the teacher can respond to the questions on a weekly basis.
- Big Buddies: The student can act as a Big Buddy when visiting younger grades (e.g., running a tape recorder with a switch to listen to music or a story). This works well in intermediate grades when the academic work in the classroom may not be suitable. The student can spend some time in a primary class, helping younger children and at the same time can also be working on a particular objective.

### 6.8 Specific Ideas for Middle and High Schools

- Sometimes interest seems to fade, as students are more self-conscious, and don't want to appear 'un-cool'.
- Teaching assistant needs to fade out, so that peers feel more comfortable
- Ideas: lab partners, home EC. Group; accompany student from one class to another; help carry equipment
- Peer tutors: Could be used to help program voice output devices; Peers can identify interests, issues and social activities which adults may not be aware of. Some peer tutors may become involved in a 'peer support group.'
- In one high school, the resource room was also used as the detention room. The students who came to this room got to know the resource room students and began to realize that there were others who had problem too.
- In another high school, the resource teacher calls in the part time home-EC teacher to sub for him in the resource room. This teacher became familiar with the resource room students, allowing peers to see this teacher (not just the resource teacher) communicating with the students with disabilities.

Look at the "The Social Relationship Worksheet" from Snell and Janney (2000) in the Reference Section. It could prove helpful at analyzing which areas have been addressed with your student, and which areas could be further explored.

### Readings

- Downing, J.E. (2008). Including Students with Severe and Multiple Disabilities in Typical Classrooms, 3<sup>rd</sup> Edition.  
Chapter 8 - The Important Role of Peers in Inclusive Education, 213-234.  
Chapter 11 - Some Common Concerns and Responses, 287-310.

### Reference Section

- Snell, M. and Janney, R. (2000) Social Relationships and Peer Support. Teachers' Guide to Inclusive Practices. Paul H. Brookes, pp 2-17.
- Sample Social Clubs for Highschool Student
- Connecting with Peers at Recess and Lunch Hour

### Internet Reading

- Van der Klift, E. and Kunc. N. (1994) Hell-Bent on Helping: Benevolence, Friendship, and Politics of Help  
<http://www.normemma.com/arhellbe.htm>

**Points to Ponder**

- The PISP video, "Inclusion: Meeting the Challenge," includes several examples of peer involvement which has an impact on developing social relationships. Do any of the scenarios fit with your student? If so, describe.
  - Depending on your location (i.e., elementary, middle, high school), share any specific social relationship strategies that you have found to be successful. What have you tried that didn't work out as you had hoped? Do you have any good ideas for extra-curricular activities?
- Have you been involved in disability awareness at your school? What strategies have you found to be useful?