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# Change Lab-Equality in the Classroom

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We believe that children with both hidden and noticeable disabilities should receive equal treatment in classroom settings.

# Why is this Issue Full and Complex?

- Hard for teachers to accommodate all situations
- There are many different kinds of social and learning issues
  - Each child is a special case
- Requires that some students get more attention/treatment than others, some parents view this as an “unfair” advantage
- Teachers are not always willing to spend extra time to work with students, sometimes aren’t well trained on the issue
- With classroom sizes continually growing, how can a single teacher teach to the different learning styles of students when there are so many more of them.
- What is the role of a teacher?

# What are the Big Questions? How do we Answer Them?

- Do we have the right to say who receives better treatment?
  - Would it be fair?
- How can we tell where the line is between needing extra help and not?
  - Who/What decides which students receive extra help?
- What are some ways to help special cases?
- Will other students (the ones not receiving extra help) feel neglected?
- What could we do to implement the extra help?
  - Would it be county or state or nation-wide reform?
- Each child is a special case so how do we know what works for each one?

# Who Needs to be Around the Table?

- People with influence in the school system,
- Parents of children who are affected by this issue



# What do “Success” or “Progress” Look Like in the Context of This Social Issue?

- Making and implementing plans regarding this issue
  - Plans involve accommodations for students with known issues
  - Plans on how to assist students in future school years with currently unforeseen problems

# What is Our Stake?

All children should be accommodated with equal opportunities, even if that means providing children with mental and/or physical disabilities with special accommodations.

# What are our Key Concerns?

Accommodating children who have various disabilities in ways that individually help each child the most



<http://theinspirationroom.com/daily/2009/treehouse-talk-about-autism/>



# Which of These Concerns Would Potentially Override Others and Inhibit Collaboration with other Stakeholders?

- Professionals with degrees and certifications in child development, or something similar
  - Could have more power and say in the matter, even if they're trying to help a broad group instead of individuals.

# What do we Bring to the Table to Help Collaboration?

We bring personal experience with seeing our peers not being able to speak out in class

# Who are our Constituents?

Other volunteers

- Parents
- Teachers
- Special Educators

# What are the Resources or Connections at Our Disposal?

- Internet
- Current/former professors and teachers
- Family
- Friends

# What Needs are we Looking to Fill?

- The needs of children with mental and physical disabilities
- The gap between the opportunities given to normal children compared to the opportunities given to children with disabilities
- Make the playing field more equal in classroom settings.

# Where Might we be 'Entrenched' – What are Our Roles, History and Involvement in the Issue?

- Personal connections with kids from our own educational experiences and family members
- Hope for change by the time we have kids

# What Does Success Look Like to Us?

- Connecting with people who have influence
- Making realistic and gainful
- Carrying out plans that can further help reach our goal