



Are We All Inclusive?: Working with Kids with Special Needs in 4-H Programs

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4-H Family Feud!

What are the top 5 challenges that 4-H agents identified as being the top challenges for working with children with special needs?



1

Identifying Children's Need

2

Time/Work

3

Developing Appropriate Programs

4

Training (Volunteers, Agents, Staff, Teachers, etc)

5

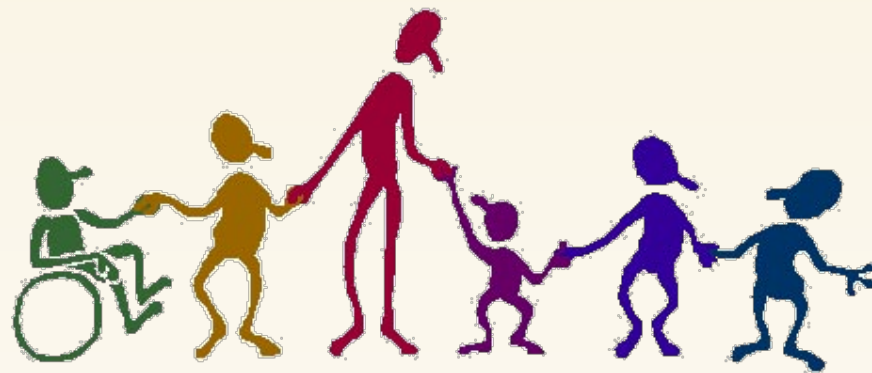
Working with Parents/Families





Prevalence in New Mexico

- ▣ New Mexico has a total of 334,419 students enrolled K – 12 and of those, almost 14% are students with special needs





How are we identifying them?

- ▣ How do we identify Children with Special Needs in 4-H?
44% say we don't!
- ▣ 37% say we do BUT only if:
 - Parents include that info on enrollment form
 - What is wrong with this system?





Types of Disabilities



Physical Disabilities

Amputations or Missing Limbs

Spinal Cord Injuries

- Paraplegia
- Quadriplegia
- Hemiplegia

Visual Impairments

Hearing Impairments

Speech Impairments





Mental Disabilities

□ Intellectual Disabilities

- Mild
- Moderate
- Severe
- Profound

□ Learning Disabilities

□ ADHD

We all see the same world in a different way.
We see the same world in a different way.
The print is the same, but the phrases are different.
background: the print is the same, but the phrases are different.
movement: the print is the same, but the phrases are different.
evenly: the print is the same, but the phrases are different.
paper gives the same, but the phrases are different.
everyone: the print is the same, but the phrases are different.
white.



Reflection

1. What was it like having your disability?
2. How could you modify activities based on your disability

Strategies

- ▣ Many of our 4-H activities require basic skills such as measuring, using fine motor skills, following directions, etc.
- ▣ How can these be impacted by having a disability?



Strategies

- ▣ Physical Disabilities
 - Talk with the kids about possible strategies
 - Consider barriers such as aisles, stairs, uneven surfaces, severe heat, etc.
 - Wheelchairs are an extension of the person





Strategies

- For blindness, consider keeping the room the same, leaving doors closed, make areas easily accessible
- If a child is walking with a cane, follow on the opposite side of the hand that is holding the cane
- Provide alternative printed materials
- Use visuals and hand signals when possible and face children when speaking



Strategies

■ Mental Disabilities

- Concrete hands-on activities
- Use strategies such as modeling, step by step instruction, pictures and visual cues, peer teaching
- Develop memory aides
- Allow extra time and practice



A photograph in the top-left corner shows a person wearing a bright orange shirt and blue jeans sitting in a wheelchair. The wheelchair has green accents on the frame. The person is looking towards the right of the frame. The background is slightly blurred, suggesting an indoor setting.

Strategies

▣ Mental Disabilities

- Encourage social interaction and provide help to teach social skills
- Break down activities into small steps
- Stress areas of strength
- Chronological age vs mental age
emotional age
- For LD – May be advanced in some areas and severely lacking in others



Strategies

- ▣ Emotional Impairments
 - Be aware of any medications the child may be on
 - Provide a structured environment
 - Reinforce positive behavior immediately
 - Provide choice for activities when possible

Strategies

- Set clear and concise rules for behavior for the group before starting an activity
- Correct the behavior not the individual
- Stress cooperation rather than competition

