

# Inclusive 4-H

Purdue Extension Educator Webinar

May 6th, 2021



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## Why we are here

- It's important to understand the needs of people of all ability levels to make 4-H more inclusive for youth
- Creating small changes can have a huge impact on the youth and families who we serve
- Skills gained in 4-H are useful for all children



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# Committee Introduction



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Anna Balas,  
4-H Educator,  
Elkhart County



Liz Beiersdorfer,  
4-H Educator,  
Dearborn County



Lisa Wilson,  
4-H Educator,  
Dubois County



Molly Childers,  
ASEC Graduate  
Student



Kyle Weaver,  
4-H Educator,  
Switzerland County



Steve McKinley,  
4-H Extension  
Specialist



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**Mandie Waling,**  
Assistant Director, Purdue  
Disability Resource Center



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**Indiana 4-H website  
resources**

<https://purdue.ag/inclusive4h>



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## Using Resources on IN 4-H website

[purdue.ag/inclusive4h](http://purdue.ag/inclusive4h)



**Inclusive 4-H**

The Inclusive 4-H Disability Inclusion for CPDE emphasizes that children with disabilities and their families should consider participation in extra-curricular activities. However, this often does not happen due to monetary barriers, ability barriers or a perceived stigma towards children with disabilities. Such as 4-H can be greatly beneficial to children with disabilities, 4-H activities can be a valuable way to gain one skills such as responsibility, integrity, leadership, and communication and to have a fun. In 4-H activities can also help these children build self-confidence, explore their interests, and gain a sense of belonging. The same involvement planning 4-H can be an inclusive program for children with disabilities and their families.

Studies have shown that there appears to be limited interaction between families of children with disabilities and families of children with no disabilities, although they can be successful in participating in clubs and organizations. Families may feel self-conscious about seeing programs designed for children with disabilities. This may be exacerbated by their child's disability and may worry about their child being unable to build friendships with or be accepted by their peers.



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## Using Resources on IN 4-H website

**Inclusive 4-H Resources**

**Inclusive 4-H Webinar - "Welcoming Youth with a Wide Range of Abilities into your 4-H Program"**

Indiana 4-H is committed to providing opportunities for all youth who wish to participate in educational programs and activities designed to build life skills that will enable the youth to succeed in their adult lives. Some of our youth participants face developmental challenges that require accommodations. This session was designed to help 4-H Extension professionals and volunteers provide a welcoming, inclusive environment in which children and youth of all ability levels are able to participate in their 4-H club. This session introduced a new set of "Inclusive 4-H" fact sheets and other resources that are included elsewhere on this page. The presenters on the webinar shared anecdotal practices for engaging youth and their families, including several scenarios.


**Video Discussions**

The Inclusive 4-H Committee members recorded some videos discussing common questions related to including youth with a variety of abilities:

- Involvement Inclusion - Liz Brandstader (2:05)
- Uninspired Activities - Anna Bates (3:12)
- 4-H in the Emergency (Addressing Family Concerns) - Lisa Wilton (4:44)
- Addressing Communication Differences - Molly Burt Children (5:03)
- Equipment (Child Safety) - Liz Brandstader (5:02)
- Inclusion - Lisa Wilton (5:15)
- Allergies and Allergic Reactions - Anna Bates (6:34)
- Transition - Molly Burt Children (6:53)
- Youth Leadership (Inclusion Accommodations) - Liz Brandstader (8:27)
- Community Involvement - Lisa Wilton (8:27)


**Resource Sheets**


- Inclusive 4-H Overview
- CPDE
- Autism
- Deaf Blindness
- Emotional and Behavioral Disorders
- Learning Disabilities & Dyslexia
- Sensory Processing Sensory Conditions (Autism, Deafness, Allergies)
- Life-Threatening Medical Conditions (Type 1 Diabetes, Epilepsy, Muscular Dystrophy, Sickle Cell Anemia, Blood Cell Disorders)
- Traumatic Experiences
- Visual Impairment and Speech Impairments
- Visual Impairment and Speech Impairments



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## Sample Inclusive 4-H Resource Sheet





**INCLUSIVE 4-H:  
DOWN SYNDROME**


**WHAT IS DOWN SYNDROME?**

Down syndrome is a condition in which a person is born with one extra copy of chromosome 21. Typically, a baby is born with 46 chromosomes and someone with Down syndrome has 47. This extra copy changes how the baby's body produces proteins. Down syndrome is usually caused by an error in cell division called nondisjunction. It is not clear to medical professionals why this happens.

Usually, children with Down syndrome will have an IQ in the mildly to moderately low range and may be slower to speak than other children.

Down syndrome typically causes various physical changes due to the abnormal gene material development. Some of these physical differences that may cause challenges in life for the child include:


- Intellectual disability, leading to learning challenges and/or difficulties
- A tongue that fits in a pocket of the mouth
- Heart defects and feet which are often smaller size
- Poor muscle tone or loose joints



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## Other resources

- Anyone on this committee
- Purdue Disability Resource Center (DRC)
- Locally:
  - School special education programs
  - Disability resource community centers
  - Parents of children with disabilities



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## Using Communication Cards for Everyone




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## Communication Cards


**4-H Judging Card**




Did you have fun making your project?




yes



kind of



no



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### Communication Cards









  
 Show me the part of your project that was hard to do.





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### Communication Cards
































  
 What do you like most about your project?


 Showing my project	 Learning	 Making the project	 Ribbons
 Reading	 Enjoying the project for me	 Working with a helper	


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### Communication Cards

Core First Communication Book

 what	 I	 is/am	 want	 not
 who	 you	 can	 like	 more
 where	 it	 do	 go	 a
 when	 he	 have	 stop	 & and
 why	 she	 help	 put	 the
 how	 we	 will	 get	 that



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## Breakout Room Scenarios 1st Round


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### Breakout Room Discussion

- Each group will receive a scenario related to a 4-H event/activity
- Discuss appropriate ways to handle each scenario
- Meet back to discuss as whole group
- Identify a recorder and a reporter


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### Scenario #1

A child is prone to elopement (running off) during events. When children **elope**, they may be trying to communicate something, or may just want to escape. When you know that a child is prone to elopement, what can you do to keep the child safe during 4-H events such as 4-H camp, club activities, and judging events?


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**Scenario #2**

A child has a behavioral disorder that causes them to become easily agitated when she is feeling anxious or overwhelmed by the environment. What can you do to help the child calm down during a 4-H event such as a club meeting?

What do you do if the child becomes physically aggressive?



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**Scenario #3**

What should you do to help a member with a developmental disability during a community judging event? What can you do if the member has a hard time with communication? What can you do if the member's project doesn't meet every specification identified in the rules, but they clearly spent the same amount of time and effort on their project as their peers?



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**Scenario #4**

You didn't know a child had a disability ahead of time. Now that you're at a meeting, you've noticed that the child gets agitated easily, has difficulty concentrating, and is unable to control their emotions. How do you address this situation?



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**Scenario #5**

You have noticed 4-H members teasing another member who has a developmental disability. They are calling him names and not including him in activities. How do you address this situation? What can you do in advance to avoid situations like this completely?



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## Breakout Room Scenarios 2nd Round



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**Scenario #1**

A child at 4-H camp is feeling homesick and showing some signs of anxiety (unable to concentrate, changes in sleep and/or eating, worrying, crying, etc.). What can you do to help the child overcome their homesickness and anxiety for the duration of camp?



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### Scenario #2

A new member has joined your 4-H club and you have learned that she has a speech disorder that makes communication challenging for her. She has a hard time expressing herself. At the last couple 4-H meetings you have noticed she has been unengaged in the group activities and the other children are unsure how to talk to her and get her involved. How can you, as the 4-H leader, get her engaged in the 4-H activities?



### Scenario #3

What should you do to help a member with a developmental disability during a livestock judging event?

Think about:

- What to do if a member has trouble following directions
- What to do if the member has trouble with communication
- What support can you provide for a member with mobility challenges?



### Scenario #4

A family is unsure if 4-H is a good fit for their child with a disability. What can you do or say to the family in this situation?



### Scenario #5

You learn that a child at 4-H camp has a severe allergy to peanuts. The child must have an injection from an Epi-pen during an allergic reaction. What can you do to prevent an allergic reaction? What should you do if the child is exposed and begins showing symptoms of an allergic reaction (itching, hives, vomiting, wheezing, throat tightening)?



## Questions?



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The letter must contain the complainant's name, address, telephone number and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 Form or letter must be submitted to USDA by:

mail:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or  
fax:  
(833) 256-1665 or (202) 690-7442;  
email:  
[program.intake@usda.gov](mailto:program.intake@usda.gov).

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***Thank you for  
helping Indiana 4-H  
be an inclusive  
organization!!***



4-H YOUTH DEVELOPMENT



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