

SRTS INCLUSION OF STUDENTS WITH DISABILITIES

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Why?



IT IS THE LAW!

The purpose of SRTS is to enable and encourage children, including those with disabilities, to walk and bicycle to school.



Universal designs improves our communities and programs for everyone.



It changes the lives of individuals with disabilities



PHYSICAL FITNESS

James is learning to ride again after one of his numerous surgeries. Cycling became a major part of his physical therapy to walk again.

Percentage of Obesity Among Children, Ages 2 -17, by Disability Status Obesity rates for children with disabilities are approximately **38% higher** than for children without disabilities.

From the 2003-2008 National Health and Nutrition Examination Survey (NHANES)

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.



SOCIAL INCLUSION

The ability to ride together develops a social connection and acceptance that many children with disabilities rarely experience.

Varying Levels of Independence Among Individuals with Disabilities

When we think of students with disabilities, we often picture a child with a physical disability that requires a wheelchair or cane, but there are many kinds of disabilities—intellectual, physical, and emotional—and these varying disabilities come with varying levels of independence.

Full Independence

In the “full independence” domain, students may require supports that are already available through SRTS programs.

Functional Independence

Students in the “functional independence” domain may require temporary support when there is a change in their life or environment.

Supported Independence

In the “supported independence” domain, students require some supervision, such as the assistance of an adult who is within earshot or available by telephone, but do not need ongoing, one-on-one assistance from staff.

Participation

Students in the “participation” domain of independence require one-on-one support at all times.

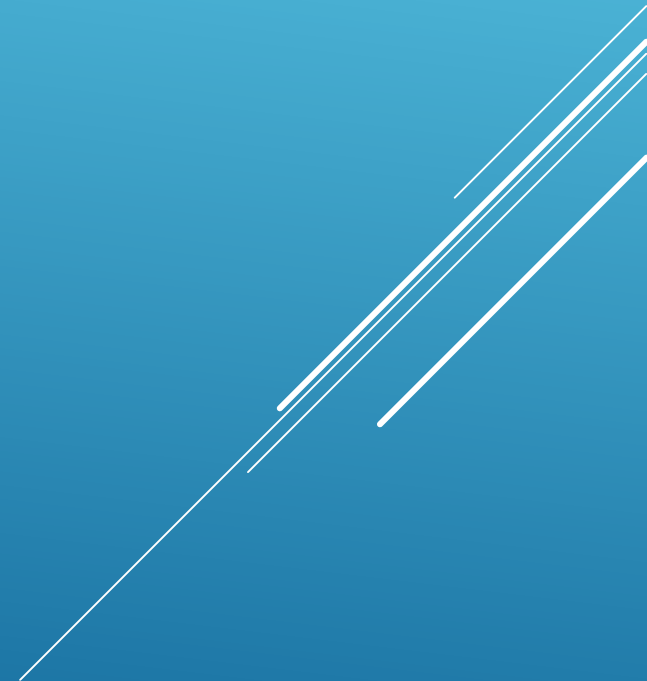
Model Program #1: Neighborhood Schools

Most students attend neighborhood schools. Students with disabilities who attend neighborhood schools are likely able to walk or ride their bike to school. Many of them have a mild disability; some may even have invisible disabilities. Some may be mainstreamed into the general education classroom. This makes their educational needs unique and sometimes may make it hard to teach them in an individual setting, but it will be possible to reach them by teaching their entire classroom walking and cycling skills. In this model program for neighborhood schools, the following process and techniques will help involve these students in SRTS.



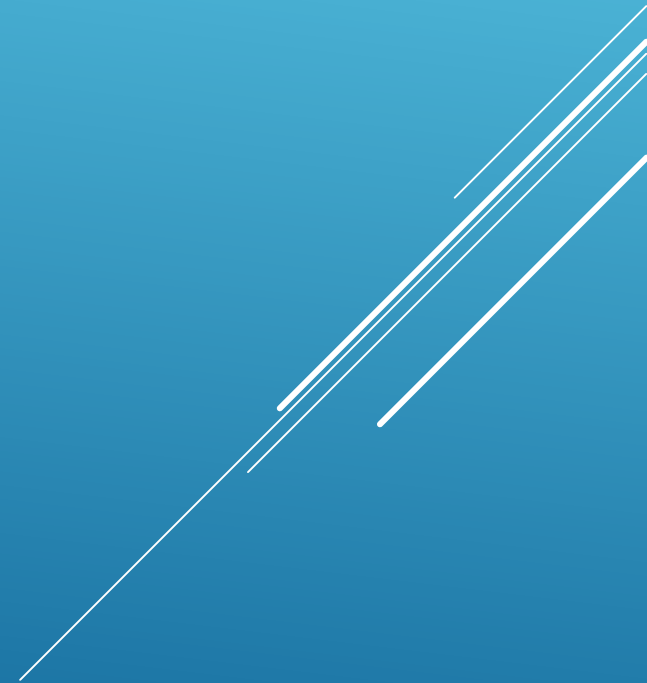


SRTS programs can teach independent, affordable transportation skills for a lifetime, and children with a physical or cognitive impairment have an increased need for these skills. Some students with disabilities will make cycling or walking their primary mode of transportation throughout life. These students may need additional training and accommodations, but the staff and families participating in SRTS can determine how to help these students experience success. SRTS can become a vehicle to give these students a level of independence that they might not otherwise gain, benefiting them not only during childhood, but also into adulthood





PEAC COMMUNITY RIDE





Special Education Data

