REAL CONVERSATIONS ON PARENTING AND DISABILITY

GENDER DEVELOPMENT, EXPRESSION AND PLAY
Stereotypes of Boys

Stereotypes of Girls
Western models of gender have evolved significantly over the last 50 years, from gender boxes to the genderbread person to gender expansiveness.

**THEN**

**GENDER BOXES**

Gender as Binary, Fixed, Assigned, Dictating Sexual Orientation, & Unrelated to Other Identities

- Boy
- Referred to as “he”
- Has penis and testicles
- Has more testosterone
- Is attracted to girls
- Doesn’t cry
- Plays with trucks
- Likes roughhousing

- Girl
- Referred to as “she”
- Has vulva
- Has more estrogen & progesterone
- Is attracted to boys
- Feelings! Tears!
- Plays with dolls
- Wears dresses

**GENDERBREAD PERSON**

Gender as Binary-Based, Fixed, Individually-Determined, Separate from Sexual Orientation, & Unrelated to Other Identities

- Boy
- Referred to as “he”
- Has penis and testicles
- Has more testosterone
- Is attracted to girls
- Doesn’t cry
- Plays with trucks
- Likes roughhousing
- Feminine

- Girl
- Referred to as “she”
- Has vulva
- Has more estrogen & progesterone
- Is attracted to boys
- Feelings! Tears!
- Plays with dolls
- Wears dresses
- Masculine

**NOW**

**GENDER EXPANSIVENESS**

Gender as Complex, Dynamic, Individually-Determined, Separate from Sexual Orientation, & Related to Other Identities (Intersectional)

- I identify as _____________________________________
- My identity is fluid/fixed
- My pronouns are ______________________________
- My body has __________________ (sex characteristics)
- When I was born, people thought I was ___________, now people look at me and see ________________, and I want them to see _______________
- I like to wear ____________________________________
- My favorite toys and games are ___________________
- ____________________________
**WHAT ARE WE TALKING ABOUT?**

**Gender Attribution**
Gender attribution is the process by which an observer decides what gender they believe a child to be based on behavior, clothing, hairstyle, voice, etc.⁷

**Gender Expression**
The ways in which children externally communicate their gender identity to others through behavior, clothing, hairstyle, voice, etc.

**Gender Identity**
The gender that children feel themselves to be, which most become conscious of between 18 and 30 months old.⁸ Some develop a gender identity that matches their legal designation (i.e. cisgender) and some develop a gender identity that is different from their legal designation. As they grow up and live authentically in their gender identities, some will choose new names and/or pronouns, some will choose to take hormones or have surgery, and some will choose not to do any of those things. Gender identity may be fixed or change over time and/or across contexts (i.e. fluid).

**Intersectionality**
Our various advantaged and disadvantaged aspects of identity (race, ethnicity, gender, ability, age, class, sexual orientation, etc.) do not act independently of one another, or in a simple additive way. Rather, they interrelate to create specific experiences of privilege and oppression that are not reducible to one or another identity.⁴

**Legal Designation**
Infants in the U.S. are given a legal designation, usually male or female, at the time of their birth (also referred to as sex/gender assigned at birth). In most cases, this designation is based on a cursory visual inspection of primary sex characteristics. A few countries and states, including California, allow for a third option in the case of intersex babies (i.e. those born with sex characteristics that do not fit typical, binary notions of female or male bodies). The process of changing a person’s legal designation to match their identity varies from state to state and country to country. In some places it is not possible for a person to ever change their legal designation.

**Sex Characteristics**
Bodily characteristics including chromosomes, hormones, primary sex characteristics (internal and external reproductive organs), and secondary sex characteristics (body hair, breasts, and other non-reproductive physical features).

**Sexual Orientation**
Sexual orientation and gender are separate, though related parts of overall identity. Gender is personal (how one sees themselves), while sexual orientation is interpersonal (which people one is physically, emotionally and/or romantically attracted to).

**Transgender (adj.)**
An identity claimed by some children whose gender identity and/or expression is different from cultural expectations based on their legal designation at birth.
Supporting gender health and wellbeing for all children starts by creating safe spaces for them to identify and express their authentic gender selves.

**Gender expansive** (also gender creative, gender diverse, gender variant, or gender nonconforming*) children explore, identify and/or express their gender in ways that challenge cultural norms and expand our binary understanding of gender (see Then: Gender Boxes). Gender expansive is an umbrella label that can be ascribed to children and includes those who identify as transgender.

Some children do not identify with being either male or female, some identify as a blend of both, while others identify with a gender but don’t always express or embody it in culturally expected ways. Gender may be fixed or change over time and/or across cultural contexts.

Gender is one of many categories that are socially constructed to sort people and establish advantages and exclusions (see: Intersectionality).

The American Psychological Association does not consider transgender and gender expansive identities to be pathologies, but rather normal variations of human experience. Nine percent of LGBT youth in the US identify outside of the gender binary, a third of whom identify as transgender. An increasing number of gender expansive children are socially transitioning, or presenting as their gender identity in everyday life.

All existing research on young children’s experiences and ideas of gender is based on traditional notions of gender as a binary and fixed category. There is a significant need for research that recognizes contemporary understandings of gender (see Now: Gender Expansiveness).

Studies show the majority of very young children who express gender expansive behavior will, by adulthood, identify with their legal designation at birth. These studies also highlight that many children, as young as toddlers, already know that their gender identities do not align with their legal designation and persist in their transgender or gender expansive identities through adolescence and often into adulthood.

Regardless of adult identities, children who challenge gender norms and expectations are known to experience bullying, isolation, shame, and disempowerment. A new mindset is needed to support gender health and wellbeing for all children in both research and practice.

**HOW CAN WE SUPPORT CHILDREN’S GENDER HEALTH?**

Although families, educators, and other significant adults in young children’s lives have no control over children’s gender identities, they have extensive influence over children’s health and social-emotional wellbeing by communicating to them messages of being either respected and affirmed or shamed and rejected. Gender expansive children have better mental health when adults support them in expressing their authentic gender identities.

Gender inclusive early childhood programs start with educators rejecting beliefs that associate gender expansiveness with pathology or deficit and embracing an expansive view of gender for all people including children. All children benefit from early learning environments that celebrate and normalize difference through information, images, and relationships that highlight human diversity, including gender diversity. Gender expansive children need to experience the same level of respect, acceptance, safety, and belonging as children whose behavior does not challenge gender norms. They need brave advocates who will challenge their own binary thinking while striving to make all early childhood programs gender inclusive by having policies and practices that recognize all gender identities in the children and families they serve.

*Some see “gender nonconforming” as a pathologizing identity label.
From their first year of life, children are forming foundational understandings of gender in themselves and the world.
How would you feel if...?

Directions: Read the following scenarios and talk about your reaction to each one.

1. **Your son wants a fire truck for his birthday.** How do you react? What are your excitements? Your fears? Do you buy him one? Why or why not? What kind of conversation do you want to have with him?

2. **Your daughter wants a fire truck for her birthday.** How do you react? What are your excitements? Your fears? Do you buy her one? Why or why not? What kind of conversation do you want to have with her?

3. **Your son wants a Barbie doll for his birthday.** How do you react? What are your excitements? Your fears? Do you buy him one? Why or why not? What kind of conversation do you want to have with him?

4. **Your daughter wants a Barbie doll for her birthday.** How do you react? What are your excitements? Your fears? Do you buy her one? Why or why not? What kind of conversation do you want to have with her?

(If you finish, turn over for another set)
Additional scenarios

5. **Your son wants to wear a dress and be a princess for his birthday.** How do you react? What are your excitements? Your fears? Do you get him a princess dress? Why or why not? What kind of conversation do you want to have with her?

6. **Your daughter wants to wear a dress and be a princess for her birthday.** How do you react? What are your excitements? Your fears? Do you get her a princess dress? Why or why not? What kind of conversation do you want to have with her?

7. **Your son wants to play basketball and cut his hair really short like his favorite basketball player.** How do you react? What are your excitements? Your fears? Do you let him? Why or why not? What kind of conversation do you want to have with her?

8. **Your daughter wants to play basketball and cut her hair really short like her favorite basketball player.** How do you react? What are your excitements? Your fears? Do you let her? Why or why not? What kind of conversation do you want to have with her?
Digging Deeper
Strategizing for you and your young person

Directions: Pick a situation with your young person that you would like to spend some time thinking about. This could be something they’ve said, asked, a situation that has arisen with a peer or another family member, etc. If you’re feeling stuck, refer back to the brainstorm list you made earlier. For additional inspiration, there are brief snippets of situations brainstormed by other parents or family members on the next sheet.

Write about the situation below. What happened? Who was involved or present? Why do you think your young person or the various adults involved said or did what they did?

Think through the situation. What are your questions or concerns? What do you want to figure out?

Strategize. What follow-up or future conversations do you want to have? What activities do you want to do? How would you like to engage a situation like this in the future? What resources would be useful?
Scenarios

1) On the subway, my five year old turned to me and loudly asked “is he a boy or a girl?” about an adult on the train. I was embarrassed and wasn’t sure how to respond.

2) My granddaughter came home from preschool and said that someone at school told her “light skinned girls are prettier.”

3) My three-year old mixed heritage Korean-American daughter has been pointing to older girls on the bus and saying “I want to be like that big girl.”

4) My daughter keeps saying that she is a boy.

5) I’ve noticed that my mother-in-law always tells my daughter that she is “pretty” and my son that he is “strong.”

6) My son has a “Frozen” (Disney) backpack with princesses on it that he loves, but I’m worried that when he wears it to school, other kids will tease him.

7) My son likes to dress up as me in a skirt and heels and the last time, his father got really upset.

8) I overheard my son tell my daughter that she can’t play the game he was playing because “girls can’t be policemen.”

9) Both of my children love to paint their nails. I’m worried about letting my son go out with his nails painted.

10) My son has long hair and people often misgender him and call him a girl. He loves his long hair, but doesn’t like it when people think he’s a girl. Recently, he’s been telling me that he wants to cut his hair, so that people won’t mistake him.

11) My daughter tells me everyday that she wants to be a princess.
STRATEGIES
for Challenging Gender Stereotypes and Gender Rigidity

Gently Intervene
- If you overhear children saying, “boy can’t play _____” or “girls are supposed to _____,” consider gently intervening by approaching calmly and inquisitively, so that children don’t think they are “in trouble”
- Consider intervening or making a plan to alter modes of gender segregated or gender competitive play. How might you be able to structure activities or space differently to encourage children to explore a multitude of games, interests, and modes of being (quiet vs. active)?

Ask Questions
- When you hear children make a declaration of gender, it’s often helpful to start a conversation by asking them what they think and why.
  - For example, if one child says to another, “blue is a boy’s color,” you could ask, “why do you think that?”

Provide contradictions
- After hearing the child’s perspective, you can continue asking questions which help them challenge and expand their thinking.
  - For example, if your young person says, “I don’t like girls,” you could ask “what do you mean?” (This might give you a sense of whether your young person is thinking through an idea or echoing something they have heard.) Then you could provide a contradiction by asking, “what about your friend _____ (naming a friend or favorite adult who is a girl or woman)?”
  - You can also provide contradictions to dominant gender messaging
    - For example, showing your young person pictures which support their gender non-conforming choices (boys with long hair, girls playing soccer). This can be particularly helpful if your child has been teased or you worry they might be.

Share your thoughts
- Feel free to explicitly challenge your young person’s gender stereotypes. Start with questions (“why do you think that?”) but also share your opinions with them. (Children are constantly picking up information. If we don’t talk with them, then the information they have about gender comes from media and their peers.)
  - For example, if your child sees an advertisement and says, “Mommy, I’m going to get you a Barbie for your birthday,” you can say “I don’t really like Barbie because...” Give yourself permission to have an opinion. Parents teach
their kids table manners, but sometimes feel hesitant to teach their kids about gender, race, or class, which are also parts of the world we live in.

- The media is full of sexist and stereotypical messages. One way to support your child in making sense of this is to help teach them a “critical eye” (as bell hooks, a Black, feminist theorist explains).
  - For example, If you watch “The Little Mermaid” with your child, what are some ways you could talk about the messages it sends? Don’t be afraid to express your opinion! You can say, “I didn’t like that...(i.e. that the movie made Ariel literally give up her voice for a husband).
  - As one parent explains, “If her eyes [referring to her daughter] are going to be exposed to these images, I don’t want her to see them and accept them as neutral, which is the message that will inevitably be sent if I say nothing. I want her to hear my voice problematizing these images. I want her to be an eager critic of media, even at two and a half. I don’t want my daughter to simply accept what she sees. If she sees a negative stereotype, I want her to be able to recognize it and challenge it.”

Answer Questions
- When children ask you questions, be open and willing to answer them.
  - For example, if a child asks, “is that person a man or a woman?” try to answer their question either in the moment or later (i.e. “let’s talk about gender a bit more when we get home”). You could say, “I’m not sure, people’s genders can be lots of different things” (or “people can identify their genders in lots of different ways”). “We can ask people about their gender the same way we can ask them what their name is” (This leaves you space to talk about when it might not be appropriate to ask a stranger what their name is.)

- We can both give children information that is useful to them in navigating the world, but also leave space for openness and flexibility around gender

Provide gender expansive materials
- Consider allowing children of all genders to play with all toys. (If we want boys to grow into nurturing and loving parents, playing with dolls is a way they can practice those skills and attitudes.)

- Consider getting materials (wood, paint, clay, fabric, etc.) rather than prefabricated toys (both encourages creativity and is less gender-typed)

- Consider getting books, movies, and art which challenge traditional gender roles

- Consider having as many books which center a female or girl protagonist or cast of characters as a male protagonist. (Without focusing on it, maleness easily becomes the norm as evident in children’s films where only 30% of the characters are female.)
Having books with female character is important for children of all genders if we want girlhood and womanhood to feel centered and valued by all people.

- Utilize books, puppets, and other toys to think through, act out, and challenge gender norms

**Embrace pretend play**
- Children learn cognitive, emotional, social, linguistic, and problem solving skills through pretend (dramatic) play. They also explore what life is like for other people, animals, or objects (what is it like to be a mother? a train? a lion?).
  - For example, children of all genders with a pregnant parent often engage in pregnancy play (putting a doll or stuffed animal up their shirt). In doing so, they’re exploring what it is like to be pregnant. All children, regardless of gender, are interested in this question and develop empathy in exploring other roles.

- Pretend play does not cause a child to develop any particular adult gender or sexual identity (if it did, we’d have many more adult Thomas the Tank Engines wandering around...)

- If boys are taught to denigrate “girly” things, how does this translate into how they treat women or engage with their own emotions, care-taking roles, or other “female” stereotyped activities?

**Help facilitate attitudes and skills limited by gender stereotypes**
- Since media and children’s peers often reinforce (and enforce) certain gender-based attitudes and roles/behaviors, we can help build up strengths young people might not get elsewhere.
  - For example, we can help boys develop empathy by talking about their feelings, working on noticing other people’s feelings both in real life and in books and movies (i.e. “How do you think _____ is feeling? Why do you think they’re feeling that way?”) Encouraging and practicing emotional intelligence will help build up these skills.

**Think carefully about compliments**
- Think about how our own gender biases might come out in how we address and compliment children. How can we have our compliments challenge what the messages the rest of the world will give? How can we give kids compliments that challenge gender stereotypes? But also, how can we give compliments that challenge racialized messaging (i.e. talking with and complimenting our kids of color on their hair)
  - For example, we often compliment girls on their appearance (“she’s so pretty” or “I like your dress”) and boys on their activities or strength (“you’re so
strong”). Think about using these compliments for all children, or focusing on a child’s effort instead (i.e. “You ran really, really far”)

Work with other adults
- Recruit other adults to help! Talk to your young person’s teachers, mentors, friend’s parents, caregivers, other family members about the messages you want to communicate. Talk to them both about their aspirations for this young person and their fears.

What if my independent young person doesn’t take well to explicit instruction?
- Model it
- Pick your moments
- Give children an experience rather than just a conversation
- Make gender non-conforming behavior fun
- Play into kids’ dislike of people saying that you can’t do something (i.e. “Do we really want people to tell us what we can or can’t do just because we’re a boy/girl?”)
- Have children initiate the learning/discussion
- Have children teach someone else
  - an older sibling can explain to the baby that even if they are a boy or girl, they can like or do whatever they want
BOOK LIST
Gender Development, Expression, and Play

*Books that challenge stereotypical gender roles and encourage gender expansivity in young children*

**Featured Books**

**Horace and Morris but Mostly Dolores** by James Howe and Amy Walrod, 2003.
A story of three young mice - Horace, Morris and Dolores - who go everywhere together until Horace and Morris join the boys-only Mega-Mice club. Abandoned by her friends, Dolores joins the all-girl Cheese Puffs only to become quickly fed up by their insistence on normative femininity. Fortunately, she finds a kindred spirit in Chloris and the two create a third, gender-inclusive group. They are joined by Horace, Morris, and their new friend Boris, who have become equally fed up with their club’s demands of normative masculinity. With joyful prose and collaged images, this book playfully points to the absurdity of rigid gender roles and the needless limits they place on friendships.

**Elena’s Serenade** by Campbell Geeslin, 2004.
In a magical realist style, this book tells the story of a young Mexican girl who admires her father’s glassblowing and dreams also of blowing glass. However, her father, pointing to her size and gender, is skeptical and disapproving of her aspirations. Hurt by her father’s doubts, she disguises herself as a boy and journeys to Monterrey, the home of the great glassblowers. Engaging with animals and creatures of all sorts on her journey, she gains confidence. Despite the laughter of the glassblowing men of Monterrey, she blows a beautiful, giant bird out of glass and flies home to show her father who is moved by her talent and determination. Told in both English and Spanish, the story explores the limiting nature of gender roles and the power of children to challenge adult thinking.

**My Princess Boy** by Cheryl Kilodavis, 2010.
Dedicated to the author’s son, this book describes a boy who loves pink, wears dresses (as well as jeans) and rocks out his princess tiara, even when climbing trees. While many books focus on the limiting nature of gender roles and stereotypes, this book celebrates the gender expansive love and choices of a Princess Boy and his family’s care and support of him.
Additional Recommended Books

- **Dumpy La Rue**, Elizabeth Winthrop and Betsy Lewin, 2004. Ages 4-8
- **Ballerino Nate**, Kimberly Brubaker Bradley, 2006. Ages 3-7
- **Nobody Knew What to Do: A Story about Bullying**, 2001. Ages 4-8
- **It’s Okay to Be Different**, Todd Parr, 2001.
- **The Sissy Duckling**, Harvey Fierstein and Henry Cole, 2002. Ages 4-8
- **I’m Gonna Like Me: Letting off a Little Self-esteem**, Jamie Lee Curtis and Laura Cornell, 2002.
- **Fancy Nancy**, Jane O’Connor, Robin Preiss Glasser (Illustrator), 2005. Ages 4-8
- **Sometimes the Spoon Runs Away with Another Spoon Coloring Book**, Jacinta Bunnell. 2010. PreK-2
- **The Straight Line Wonder**, Mem Fox and Marc Rosenthal (Illustrator), 1997. Ages 4-8

Classics (pre-1995)

- **Oliver Button is a Sissy**, Tommie de Paola, 1979. Ages 4-8
- **The Big Orange Splot**, D. Manus Pinkwater (aka Daniel Pinkwater), 1993. Ages 4-8
- **Caleb’s Friend**, Eric Jon Nones, 1993. Ages 5-8
GENDER DEVELOPMENT, EXPRESSION & PLAY

INTRODUCTIONS

1. Name
2. Gender pronouns
3. How old are your young people?

WELCOME
AGENDA

I. Introductions
II. Community Agreements
III. Reflection
IV. Definitions
V. Stereotypes
VI. Strategies
VII. Closing

COMMUNITY AGREEMENTS

What do we need to keep this room safe feeling?

- Confidentiality
- Everyone has a right to their own opinion
- Flow in, flow out
- Stick to topic
- Expect a lack of closure...

PERSONAL REFLECTION

- What early gendered memories do you have? Where and how did you learn about gender?
- What messages did your early caregivers (parents, relatives, guardians) send?
- What would you want to do the same or differently in regards to communicating about gender as the people who raised you?
“Gender” refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for people of different genders.

It is connected to and influenced by other identities – race, ethnicity, sexuality, class – which affect how we think of ourselves and others and how we expect people to act.

WHAT IS GENDER?

A FEW TERMS

- Gender non-conforming
- Boy-identified, girl-identified
- Boy-assigned, girl-assigned
- They/their

If you have any questions, feel free to ask!

GENDER STEREOTYPES
WHAT DO YOU NOTICE ABOUT THESE ADVERTISEMENTS?

“BOY” AND “GIRL” (FROM GOOGLE)

STEREOTYPES AND EXPECTATIONS

1. Where do children learn these stereotypes from?
2. How do they affect children?
From a Ladies' Home Journal article in June, 1918:

“The generally accepted rule is pink for the boys, and blue for the girls. The reason is that pink, being a more decided and stronger color, is more suitable for the boy, while blue, which is more delicate and dainty, is prettier for the girl.”

SCENARIOS & STRATEGIES

You have a child who has a lot of questions and opinions about what it means to be a boy or a girl

You have a child who is serious about Disney movies

You have a child who really likes playing with dolls

RAISE YOUR HAND IF...
What are some ways gender has come up for your child/the child you care for?

Think of questions your young person has asked, things they’ve said, games they’ve played, situations and scenarios that you’ve noticed.

Also think about how other adults and children talk about and engage around gender.

Pick one of the situations you brainstormed about your young person. Write about the situation, what concerns you have or opportunities you see, and then strategize with a partner.

Read through the handout. Which of these do you find yourself using? Which are most helpful with your child? What would you like to be trying more?
Children constantly picking up information. Media shapes our imaginations, and sometimes limits them. So what do we do? You can't stop your kid from seeing advertisements or the internet or TV or movies? So what do we do?

Take a look at the book list. How can you use these books (or other books, movies, toys, etc.) to teach children a critical eye?

Sex refers to the biological and physiological characteristics that define men and women. For ex: chromosomes, hormones, reproductive organs, genitalia

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for people of different genders. Gender is also about self-determination. Someone might be assigned “male” or “female” at birth, but come to identify as another gender. In this way, gender is about what you identify yourself as.

Sexuality refers to people's attraction and sexual desire
SEX. GENDER. SEXUALITY

SEX
- Males
- Females
- Transgender

GENDER IDENTITY
- Biological sex
- Perceived sex
- Self-identified gender

SEXUAL ORIENTATION
- Asexual
- Heterosexual
- Homosexual

SEXUALITY
Episode 1: Defining Disability
Dr. Jessica Bacon from Montclair State University and Lori Podvesker from INCLUDEnyc explore how the opportunities, experiences, and education available to people with disabilities are shaped by the lens through which society views disability. They call on each of us to rethink our definition of disability.

Episode 2: Advocacy, Activism, and the Future
Susan Scheer, CEO at the Institute of Career Development and founder of ACCESS-A-RIDE, and Jean Mizutani of INCLUDEnyc discuss key legislation, such as the Americans with Disabilities Act, and other laws born of the vigorous activism of people with disabilities and their allies.

Episode 3: Unprepared: How People with Disabilities Paved the Way for Emergency Preparedness in NYC
Susan Dooha, Executive Director at The Center for Independence of the Disabled, NYC (CIDNY) and Ruth DiRoma of INCLUDEnyc discuss the movement to ensure that all New Yorkers are safe during emergencies and what the future holds after Hurricane Sandy.

Episode 4: Student Data, Privacy, and the Internet Age
Leone Haimson, one of New York’s most influential education advocates and proponent of small class sizes, and Jean Mizutani of INCLUDEnyc address the challenge of controlling student data without adequate regulatory safeguards in education, today’s most data-mineable industry.

Episode 5: Restorative Justice in Action in NYC Schools
Kailani Capote, Restorative Justice Coordinator at New York Peace Institute, shares her experiences implementing restorative justice at a Harlem high school with Colin Montgomery of INCLUDEnyc. Restorative justice practices aim to limit school suspensions and equip students and staff with social, emotional, and conflict resolution tools.

Episode 6: Obtaining High Quality Special Education Services in an Imperfect World
Oroma Mpi-Reynolds, education lawyer and parent, explores the impact of race, culture, and socioeconomic status on special education with Kpana Kpoto of INCLUDEnyc. Listen as they discuss the inequities in the special education system and how to ensure high quality supports and services despite them.

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You can also register for an upcoming episode here.

Bodies, Curiosity, and Touching For Parents of Young Children
Video | Resources

Charter Schools and Students with Disabilities
Video | Resources

Specialized Programs for Students with Disabilities
Video

Inclusion Programs for District 75 Students
Video | Resources

Turning 18 and Supplemental Security Income (SSI)
Video | Resources

Puberty, Sexuality, and Behavior: How to Guide Young People with Disabilities
Video | Resources

Disability vs. Language Barrier for English Language Learners
Video | Resources

Positive Supports for Young Children with Challenging Behaviors
Video | Resources

Applied Behavior Analysis (ABA) for Infants and Toddlers with Autism
Video | Resources

How to Talk to Your Child About Bullying
Video | Resources

From School to Work
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Supported Decision Making - Alternative to Guardianship for People with Disabilities
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How to Get Assistive Technology on Your Child’s IEP
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