Fully Alive: Discovering What Matters Most

Timothy P. Shriver
Chairman, Special Olympics International
Reversing our Lens
A Big Happy Family....
A Brother and Sister
Who We Are

Special Olympics is one of the world’s most powerful movements promoting the dignity of all human beings and the value of sharing ourselves with one another through the joy of sports.
Isolation and Disengagement

Despite legislative mandates and changes in policy, the promise of inclusion has not fully been realized as the full participation and acceptance of students with disabilities into the social fabric of the school remains elusive.

While two-thirds of all students with disabilities (61%) spend more than 80% of their school day among their general education peers, for students with intellectual disabilities that rate falls to 17%.

Only 10% of all youth have a classmate with an intellectual disability.

Students with disabilities participate less in school-sponsored sports, clubs and organizations than their peers without disabilities.
The Reality

In the US, on average, on a team of 10 athletes:

- 2 have untreated tooth decay and 1 needs an urgent referral to a dentist
- 5 need eyeglasses and 1 has some kind of eye disease
- 3 will fail a hearing test
- 2-3 will have low bone density
- 6 will have significant problems with flexibility, and 4 with balance, placing them at risk for injuries
- 7 will be overweight/obese and at risk for chronic health conditions
The Challenge Continues

**Insight into Intellectual Disabilities in the 21st Century**

**Just Over Half of Americans** personally know someone with an intellectual disability and they are more comfortable and compassionate towards people with intellectual disabilities.

Conversely, the just under one half of the American population that does not personally know someone with intellectual disabilities still cling to old judgements, dated stereotypes and confusion.

Vast majority of Americans believe that people with intellectual disabilities should be employed but one in five said they would not be comfortable hiring someone with intellectual disabilities.

9 in 10 Americans think at least some would terminate a pregnancy or give up a child with intellectual disabilities. Of those 9 in 10, possible reasons given were:

- 84% Fear of inability to handle the situation emotionally
- 80% Fear of what’s ahead
- 74% Fear of inability to handle the situation physically
- 66% Financial concerns

4 in 10 Americans don’t believe that children with intellectual disabilities should be educated in the same classroom as children without intellectual disabilities.

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Bringing health to our athletes!
INJUSTICE

JUSTICE

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SPECIAL OLYMPICS UNIFIED STRATEGY FOR SCHOOLS

A multi-faceted, education-based project that uses sports and education programs to activate young people to develop school communities where all youth are agents of change.

Tools for a Special Olympics Unified Champion School

- Unified Clubs
- Youth Activation Committees
- College Clubs
- Unified Sports
- Young Athletes
- Get Into It
- R-Word
- Fans in the Stands

Youth Leadership & Advocacy
Inclusive Sports
Whole School Engagement
An obligation?
Kellis High School Cougarlude Video

https://www.youtube.com/watch?v=fyyw4uKv6BE&feature=player_embedded
RETARDS
We all know one.
Changing the Game!!!
Over 575,000 online pledges to stop using the R-word
“For Russell” video
How Do You Learn to Smile Like That?
PLAY  Through play we learn sportsmanship, team building, persistence, character, determination and friendship. We learn that the team is more important than the individual and that everyone should be invited to play. Let’s make sure that every student with intellectual disabilities can be on the team. Every school in every state should have a Special Olympics Unified team to encourage inclusion and understanding.

LEARN  Learn to open your heart and mind to people with intellectual disabilities. Challenge others to let go of old judgments and learn about the impact of harmful words like the “R-word” have. Get informed by the Shriver Snapshot: Insight into Intellectual Disabilities in the 21st Century.

ACCEPT  Accept that we are all much more alike than we are different. True game changers value inclusion. Use your voice and change your language to challenge hurtful stereotypes. Don’t be afraid to stop, stare, smile and start a conversation with someone with an intellectual disability. Then share what you have learned.

YES!  If you are an employer say “yes!” to hiring someone with an intellectual disability. If you are a coach say “yes!” to inviting players with intellectual disabilities to join your team. If you are a health professional say “yes!” to treating people with intellectual disabilities. If you are a parent, say “yes!” to teaching your children about the importance of inclusion. If you’re inspired, “say yes!” to joining the millions who volunteer. Together we can change the game.

#Letschangethegame

#LETS

CHANGE

THEGAME

WE’RE

CHANGING

THE WORLD
Technology Strategy

The focus of IT over the next 3 years will be on rebuilding a new Athlete, Coach, and Competition management system. It will take 3-5 years to develop and roll out globally to all 220 Programs.

- The core system will consolidate information from 172 countries, 220 Programs, and 4.5 million Athletes
- Interfaces and Apps will be created for Athletes specifically to enable them to use the system (508 Compliant).
- Integration with Health, Medical, and Fitness systems to create holistic views of an Athlete
- Communication enablement for Athletes, Caregivers, Coaches, Staff
- Better Competition Management to create better experiences at our Events.
The Rights of People with Cognitive Disabilities to Technology and Information Access

Whereas

- Twenty-eight million United States citizens have cognitive disabilities such as intellectual disability; severe, persistent mental illness; brain injury; stroke, and neurodegenerative disorders such as Alzheimer’s disease;
- People with cognitive disabilities are entitled to inclusion in our democratic society under federal laws such as the Americans with Disabilities Act (ADA), the Developmental Disabilities Assistance and Bill of Rights Act (DD Act), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and state and local laws;
- The disruptive convergence of computing and communication technologies has substantially altered how people acquire, utilize, and disseminate knowledge and information;
- Access to comprehensible information and usable communication technologies is necessary for all people in our society, particularly for people with cognitive disabilities, to promote self-determination and to engage meaningfully in major aspects of life such as education, health promotion, employment, recreation, and civic participation;
- The vast majority of people with cognitive disabilities have limited or no access to comprehensible information and usable communication technologies;
- People with cognitive disabilities must have access to commercially available devices and software that incorporate principles of universal design such as flexibility and ease of use for all;
- Technology and information access by people with cognitive disabilities must be guided by standards and best-practices, such as personalization and compatibility across devices and platforms and through the application of innovations including automated and predictive technologies;
- Security and privacy must be assured and managed to protect civil rights and personal dignity of people with cognitive disabilities;
- Enhanced public and private funding is urgently required to allow people with cognitive disabilities to utilize technology and access information as a natural consequence of their right to inclusion in our society;
- Ensuring access to technology and information for the 28 million people with cognitive disabilities in the United States will create new markets and employment opportunities; decrease dependency on public services; reduce healthcare costs; and improve the independence, productivity, and quality of life of people with cognitive disabilities.

Therefore

We hereby affirm our commitment to equal rights of people with cognitive disabilities to technology and information access and we call for implementation of these rights with deliberate speed.

View endorsers of this document and join us at: colemaninstitute.org/declaration

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Fully Alive?

Troy Daniels, Graduation 2002