

## TOOL 5: INCLUSIVE OUTREACH MESSAGES

Below are tips for creating inclusive outreach messages tailored to children with disabilities and their parents, along with examples of wording. These sample messages should be adapted and customized to fit the needs of each community and PSS program. The list of recommendations is not exhaustive, but instead provides some ideas to help initiate the process of developing outreach messages within PSS organizations.

Inclusive Outreach Messages	
Recommendation	Sample Message
Community volunteer / mobilizers and PSS Facilitators should inform and educate the community and parents that children with disabilities have PSS needs as well.	<i>“We conduct activities with children in safe spaces where they get a chance to meet other children their own age, develop social skills and relationships with others. These activities also provide an opportunity for us to identify children who need more support. For example, we know that many refugee children with intellectual disabilities have witnessed violence and are having difficulty talking about how this makes them feel.”</i>
Community volunteer / mobilizers and PSS Facilitators should make the community and parents aware about why it is important for children with disabilities to access PSS activities.	<i>“It is important for children with disabilities to join these activities because we know they have the same needs as other children, but often miss out on these types of activities. These types of activities help children with disabilities to express themselves and communicate better with others, as well as to have friends that they trust. This is important to reduce their risk of harassment in the community. Also we know that some children with disabilities have feelings that are difficult to express – they may get angry and upset – we can work with these children to develop different strategies for communication, so they don’t get as angry and frustrated.”</i>

<p>Community volunteer / mobilizers and PSS Facilitators should invite children with disabilities and their parents to activities – Be explicit!</p>	<p><i>“Our activities are for ALL children. We want children with different types of disabilities to attend, including:</i></p> <ul style="list-style-type: none"> <li>- <i>Those with difficulty moving and walking (since birth or due to an impairment acquired later in life);</i></li> <li>- <i>Those with difficulty seeing, even when wearing glasses;</i></li> <li>- <i>Those with difficulty hearing, even when using hearing aids;</i></li> <li>- <i>Those with intellectual disabilities who may have difficulty understanding, learning and remembering new things;</i></li> <li>- <i>Those with psychosocial disabilities and mental health conditions;</i></li> <li>- <i>Those with multiple disabilities, who are often confined to their homes and who may need assistance with personal care.</i></li> </ul> <p><i>We have different activities for girls and boys of different ages, so children with disabilities will be with other children who have similar interests and concerns”</i></p>
<p>Community volunteer / mobilizers and PSS Facilitators should explain the different options available that will foster access and participation – Invite them to observe a session to learn more.</p>	<p><i>“Children have lots of different options for how they might like to participate in these activities – some like to move around, others prefer to stay in one place – some like to draw, others prefer to do drama – some like to lead, whereas others prefer to watch and listen – we try to have many options, so that the children can decide how they want to participate. It is also ok to just come and watch. Would you like to do this one day, so you can learn more?”</i></p>