

Zoo Troop for All in Action



LEND
Leadership Education in Neurodevelopmental and related Disabilities



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Background & Objective

Background

- Very few zoos around the country are actively working to provide inclusive educational opportunities to children with developmental disabilities (DD).
- Families on the Family Advisory Council for the Cincinnati Zoo and Botanical Garden (CZBG) have stated that they want more inclusive programming.
- CZBG staff has received training in working with individuals with developmental disabilities, however, the educational program has not yet translated this training into more inclusive educational opportunities.

Objective

To include more children with DD in zoo educational programming by implementing Zoo Troop for All (ZTFA)



Methods, cont.

- Provided more opportunities for tactile learning via sensory experiences



- Provided tangible “wait” and “not available” reminders for animal encounters and classroom



Results

Zoo Troop for All Confidence Scale

Total score increased by 19% from Week 1 (pre) to Week 5 (post)

	Strongly Disagree						Strongly Agree
1. I am confident that I can capitalize on wonder, action, and knowledge as they present in Zoo Troop for All.	1	2	3	4	5	6	7
2. I am confident that I can meet objectives and goals of Zoo Troop for All.	1	2	3	4	5	6	7
3. I am confident that I can interact with children with disabilities.	1	2	3	4	5	6	7
4. I am confident that I can structure learning settings to meet learning needs of children with disabilities.	1	2	3	4	5	6	7
5. I am confident that I can understand traits that may relate to a child's disability.	1	2	3	4	5	6	7
6. I am confident that I can communicate with children with varied communication skills.	1	2	3	4	5	6	7
7. I am confident that I can use clear and simple directions with children with disabilities.	1	2	3	4	5	6	7
8. I am confident that I can help children with disabilities stay engaged in Zoo Troop tasks.	1	2	3	4	5	6	7
9. I am confident that I can set behavior expectations for children with disabilities in the Zoo Troop learning settings.	1	2	3	4	5	6	7
10. I am confident that I can use general behavior management skills with children with disabilities in the Zoo Troop learning settings.	1	2	3	4	5	6	7
11. I am confident that I can recognize triggers for behavior challenges in children with disabilities.	1	2	3	4	5	6	7
12. I am confident that I can manage a behavior challenge in a child with a disability if it occurs.	1	2	3	4	5	6	7
13. I am confident that I can use visual supports with children with disabilities.	1	2	3	4	5	6	7
14. I am confident that I can use reinforcement to build desired behavior in children with disabilities in the Zoo Troop learning settings.	1	2	3	4	5	6	7
15. I am confident that I can prepare children with disabilities for transitions.	1	2	3	4	5	6	7

Red: Week 1
Green: Week 5
Yellow: No difference between weeks 1 and 5

Methods

Curriculum Review and Modification

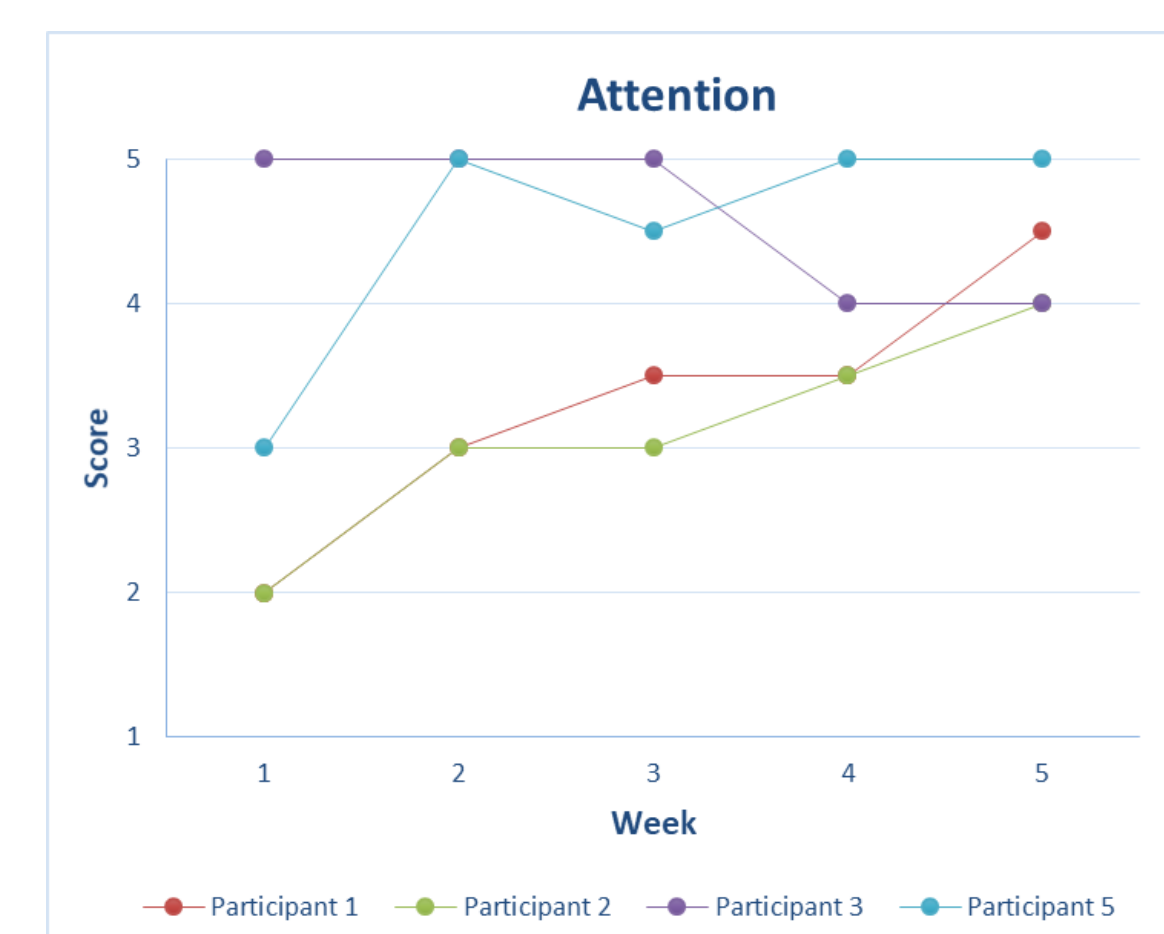
- Created visual supports for key concepts, schedules, and rules for the classroom, hike, and animal encounters



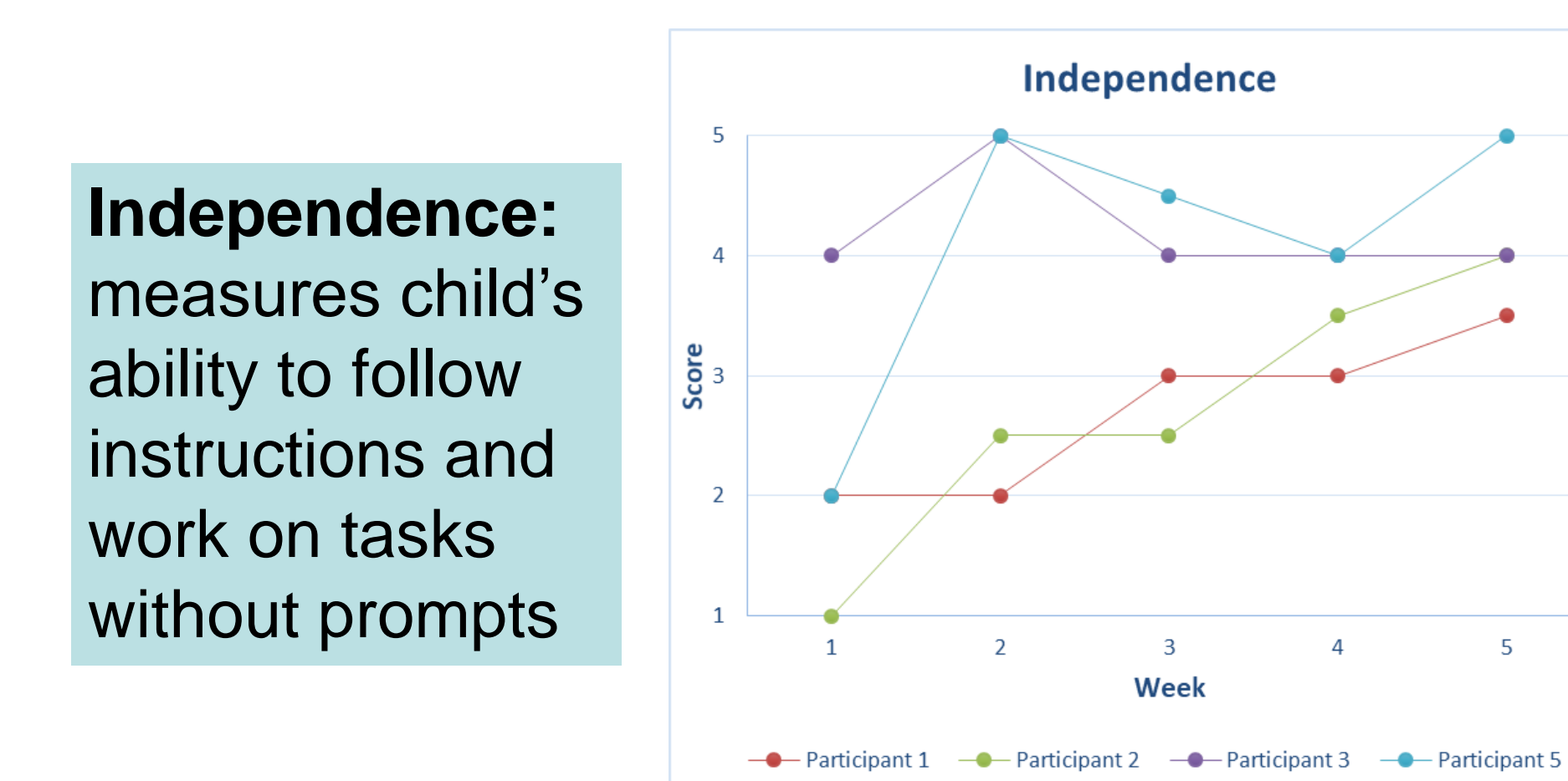
Results, cont.

Student Observation Scale

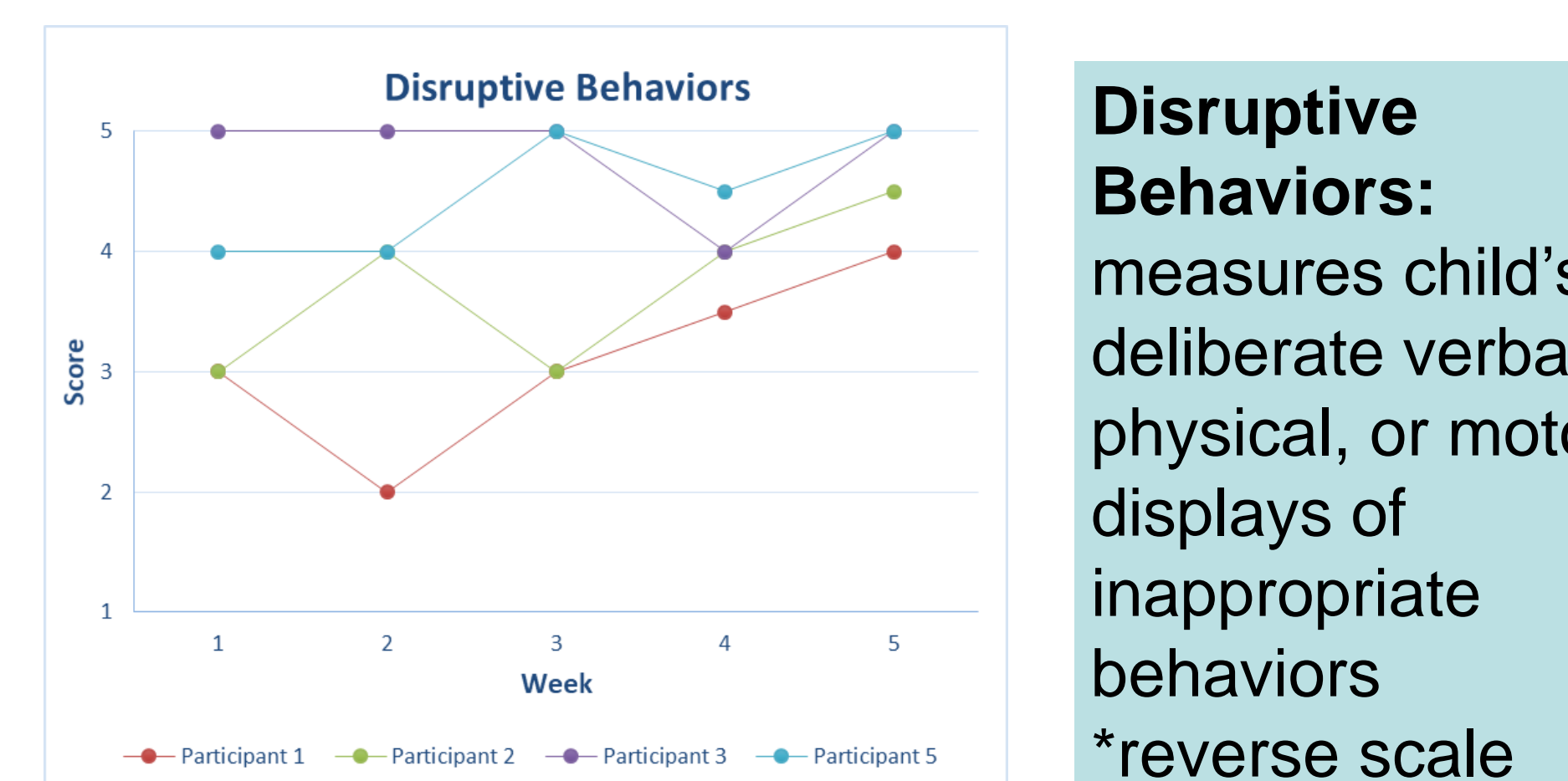
Positive trends were noted in all 4 areas



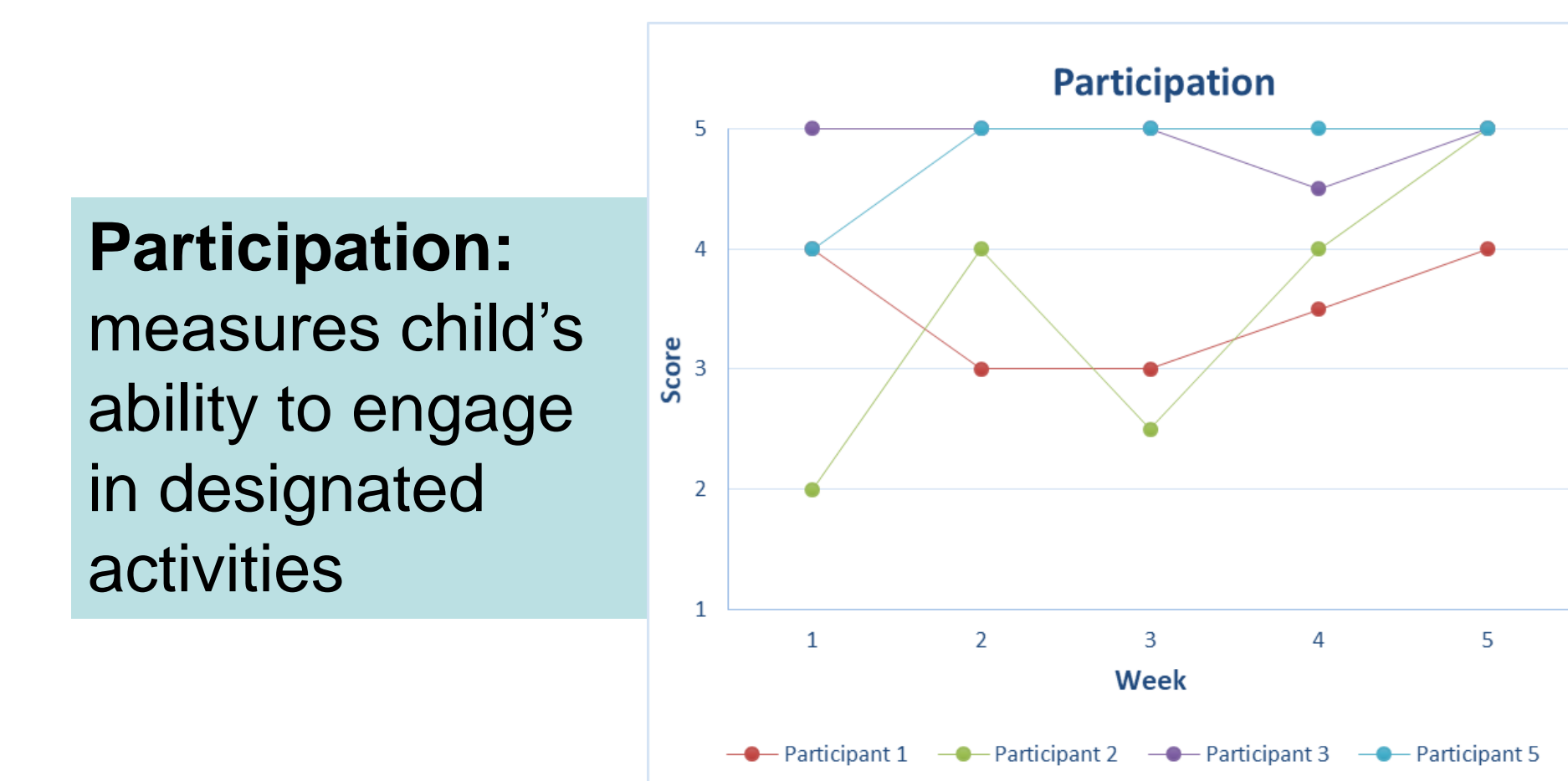
Attention: measures the child's interest in and attention to activities



Independence: measures child's ability to follow instructions and work on tasks without prompts



Disruptive Behaviors: measures child's deliberate verbal, physical, or motor displays of inappropriate behaviors
*reverse scale



Participation: measures child's ability to engage in designated activities



Results, cont.

Caregiver Survey

100% of caregiver respondents rated that they “strongly agree” with these statements

I was satisfied with my family's overall experience at Zoo Troop for All.
Zoo Troop for All staff appeared knowledgeable about my child's particular needs.
Zoo Troop for All positively impacted my child.
I would feel comfortable having my child participate in Zoo Troop for All in the future.

Discussion & Next Steps

Discussion

- Zoo staff identified strengths and preferences to effectively meet the needs of all participants.
- Minimal modifications to the curriculum and classroom environment were needed for participants to succeed.
- Parents were satisfied with the ZTFA experience and expressed need for various levels of inclusion for future zoo programming.

Next Steps

ZTFA team will consult with CZBG leadership to determine options for different tracks for children with DD to meet their individual needs and parent preference for safety and supports.



Acknowledgement

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