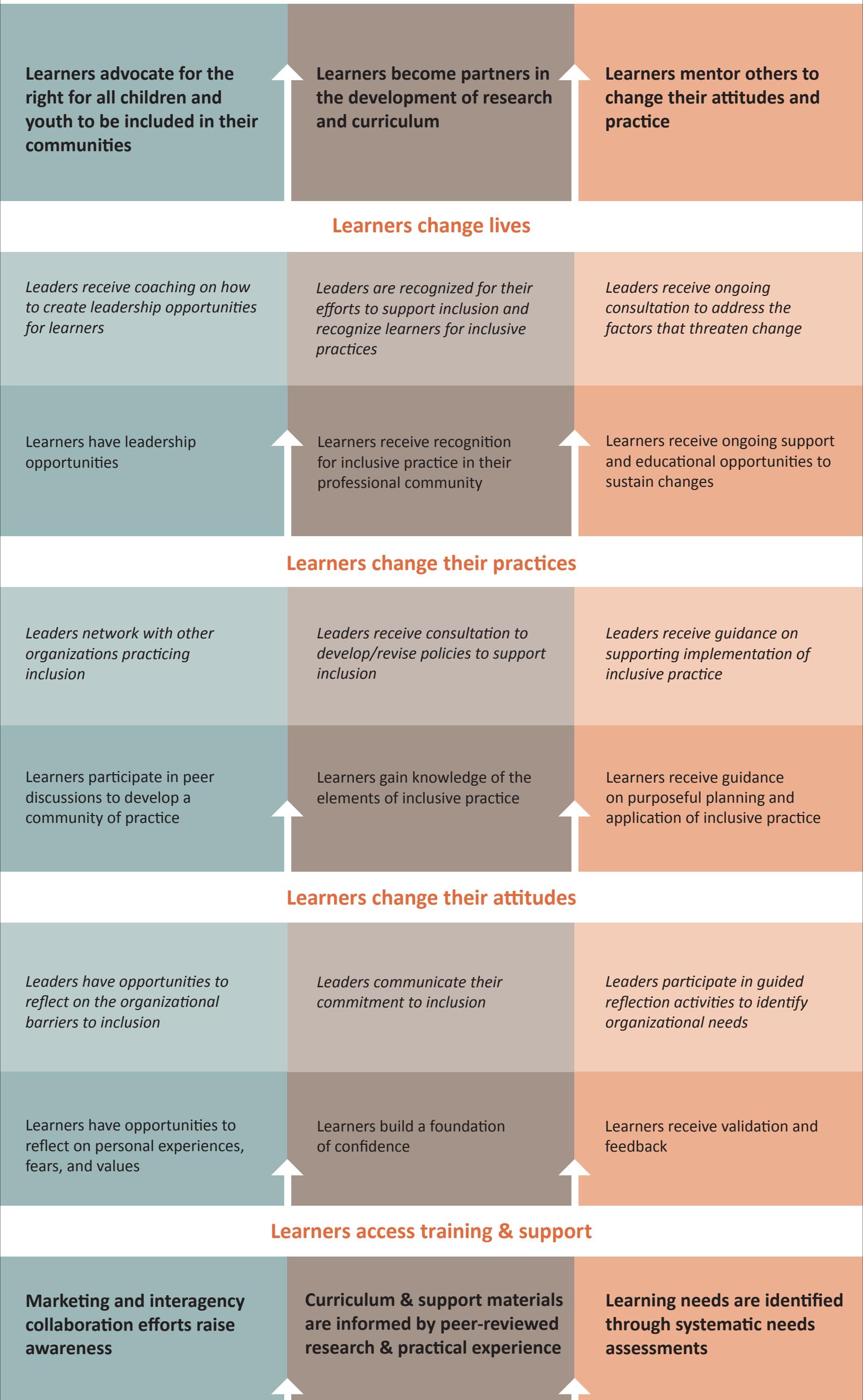# kit

THEORY OF
CHANGE

Children of all abilities are welcomed and supported in their communities.

Advocacy	Research & Curriculum	Training
Learners advocate for the right for all children and youth to be included in their communities	**Learners become partners in the development of research and curriculum**	**Learners mentor others to change their attitudes and practice**

Learners change lives

Advocacy	Research & Curriculum	Training
Leaders receive coaching on how to create leadership opportunities for learners	*Leaders are recognized for their efforts to support inclusion and recognize learners for inclusive practices*	*Leaders receive ongoing consultation to address the factors that threaten change*
Learners have leadership opportunities	Learners receive recognition for inclusive practice in their professional community	Learners receive ongoing support and educational opportunities to sustain changes

Learners change their practices

Advocacy	Research & Curriculum	Training
Leaders network with other organizations practicing inclusion	*Leaders receive consultation to develop/revise policies to support inclusion*	*Leaders receive guidance on supporting implementation of inclusive practice*
Learners participate in peer discussions to develop a community of practice	Learners gain knowledge of the elements of inclusive practice	Learners receive guidance on purposeful planning and application of inclusive practice

Learners change their attitudes

Advocacy	Research & Curriculum	Training
Leaders have opportunities to reflect on the organizational barriers to inclusion	*Leaders communicate their commitment to inclusion*	*Leaders participate in guided reflection activities to identify organizational needs*
Learners have opportunities to reflect on personal experiences, fears, and values	Learners build a foundation of confidence	Learners receive validation and feedback

Learners access training & support

Advocacy	Research & Curriculum	Training
Marketing and interagency collaboration efforts raise awareness	**Curriculum & support materials are informed by peer-reviewed research & practical experience**	**Learning needs are identified through systematic needs assessments**

Advocacy

Research & Curriculum

Training

KIT's Theory of Change Model

KIT's Theory of Change (TOC) model shows the basic set of values and principles that guide the way we do our work. The TOC model is organized by 3 pillars that represent KIT's interventions: Advocacy, Research & Curriculum, and Training. The global term "learner" includes all levels of professionals within an organization serving children and youth: direct care staff, specialists, management and administrators. The term "leader" refers to management and administrators.

Basic Assumptions

The assumptions that underlie the TOC are based on research in the field of inclusion. Several factors affect outcomes at each level; however, the following basic assumptions guide the TOC:

1. Children with and without disabilities benefit from inclusive programs[1,2]

2. Limited knowledge about disability and related negative attitudes can result in the marginalization of children with disabilities within their schools and communities[3]

3. Organizations with some disability or inclusion-related training are more likely to include children with disabilities in their programs[2]

Accessing Training & Support

Assumptions

1. The introduction of new practices is most effective if trainers assess learning needs of different groups at the various stages of the change process and develop training strategies to meet those needs[5]

2. In order for new practices or methods to take hold, learners need opportunities to consider why there is a need for change, experience dissatisfaction with their conceptions, and see an alternative that is plausible[6]

Interventions

- *Marketing efforts* to raise awareness about the need for change
- *Interagency collaboration* to challenge the status quo and offer alternative ways of thinking about inclusion
- *Curriculum and materials* to help learners explore conceptions and consider alternatives
- *Needs assessments* to identify learning needs of different groups at various stages of change

Changing Attitudes

Assumptions

1. Contextual factors affect the process of learning new practices (individual characteristics, previous experiences, personal challenges, interests, and ambitions) and learners need opportunities to reflect in order to make progress[6]

2. In order for inclusion to be effective, program staff must 1) accept inclusion as necessary and beneficial; 2) consider personally held beliefs about inclusion; and 3) see themselves as capable of supporting inclusion[7]

Interventions

- *Blended learning model* of live and online training that includes reflection activities to help:
  - o Learners become aware of their experiences and assumptions around disability
  - o Leaders explore the messages their organization sends about inclusion
- *Learning objectives, trainer acknowledgement, and feedback* to help learners understand the basis for inclusion and develop a foundation of confidence

Changing Practices

Assumptions

1. Professionals need information and access to state-of-the-art knowledge on inclusion to work in an inclusive setting[8]

2. For effective change in practice, learners respond if they are consulted, are able to participate, and have some control over how change is managed[5]

Interventions

- *Blended learning model* of live and online training that includes
  - o Peer discussions to develop a learning community
  - o Activities to help learners apply inclusive practice to their settings
- *Learning objectives, trainer acknowledgement, and feedback* to help learners gain knowledge of the elements of inclusive practice
- *Consultation* to engage learners in planning how practices will be implemented
- *Inclusion Support Center* to offer ongoing, learner-specific support in how to apply practices

- *Coaching* to help organizations network and connect to other inclusive organizations
- *Communities of practice* to offer opportunities for reflection and peer support

Changing Lives

Assumptions

1. Successful inclusion models require strong leadership[9]

2. Diversity and inclusion is unique from many other change processes; it is transformative rather than incremental[10]

Interventions

- *Blended learning model* of live and online training that focuses on leadership in inclusion:
  - o Establishing a shared language and values
  - o Communicating with community partners about inclusion
  - o Mentoring others
- *Consultation* to help leaders address complex factors that compromise change
- *Inclusion Support Center* to offer ongoing, learner-specific support in sustaining practice
- *Partnership opportunities* for learners to co-create curriculum and research projects
- *Recognition* of learners for inclusive practice

Long-Term Outcomes

The pillars lead to 3 long-term outcomes: 1) Learners advocate for the right for all children and youth to be included in their communities; 2) Learners become partners in the development of research and curriculum; and 3) Learners mentor others to change their attitudes and practice. In turn, these outcomes inform the base-level activities. KIT seeks to change the underlying beliefs and relationships that structure community programs through invitation, connection, and belonging, the very values that guide inclusion. KIT's work is based on mutual respect and understanding. It is not possible without the engagement and active involvement of learners, who ultimately guide KIT's advocacy, research & curriculum, and training interventions.

Vision

KIT's vision is that all children and youth are welcomed, valued, and respected as contributing members in their communities. Through KIT's work, learners transform their attitudes, their practices, and their lives. Learners become advocates for inclusion as they systematically consider how to make their families, peer groups, jobs, schools and neighborhoods more inclusive so that all children and youth can contribute meaningfully in their communities.

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