**Advocacy**
- Marketing and Community Engagement
- Awareness efforts
- Support materials
- Curriculum & Support Materials

**Research & Curriculum**
- Curriculum & support materials informed by peer-reviewed research & practical experience
- Learning needs identified through systematic needs assessments
- Learners have opportunities to reflect on personal experiences, fears, and values
- Leaders have opportunities to reflect on organizational barriers to inclusion
- Learners build a foundation of confidence
- Leaders communicate their commitment to inclusion
- Learners receive validation and feedback
- Leaders participate in guided reflection activities to identify organizational needs
- Learners participate in peer discussions to develop a community of practice
- Leaders network with other organizations practicing inclusion
- Learners gain knowledge of the elements of inclusive practice
- Leaders receive consultation to develop/revise policies to support inclusion
- Learners receive guidance on purposeful planning and application of inclusive practice
- Leaders receive guidance on supporting implementation of inclusive practice
- Learners have leadership opportunities
- Leaders receive coaching on how to create leadership opportunities for learners
- Learners receive recognition for inclusive practice in their professional community
- Leaders are recognized for their efforts to support inclusion and recognize learners for inclusive practices
- Learners receive ongoing support and educational opportunities to sustain changes
- Leaders advocate for the right for all children and youth to be included in their communities and curriculum
- Learners become partners in the development of research and curriculum
- Leaders mentor others to change their attitudes and practice
- Learners are welcomed and supported in their communities.

**Theory of Change**
- Children of all abilities are welcomed and supported in their communities.
- Children advocate for the right for all children and youth to be included in their communities.
- Children are partners in the development of research and curriculum.
- Children mentor others to change their attitudes and practice.
- Children are welcomed and supported in their communities.

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

**Learners advocate for the right for all children and youth to be included in their communities.**

- Leaders receive coaching on how to create leadership opportunities for learners.
- Learners change their attitudes and practice.
- Learners have leadership opportunities.
- Learners become partners in the development of research and curriculum.
- Learners change their practices.
- Leaders network with other organizations practicing inclusion.
- Learners participate in peer discussions to develop a community of practice.
- Leaders change lives.
- Learners change their lives.
- Learners mentor others to change their attitudes and practice.
- Leaders receive recognition for inclusive practice in their professional community.
- Leaders receive consultation to address the factors that threaten change.
- Leaders receive ongoing support and educational opportunities to sustain changes.
- Leaders receive ongoing support.

**Learners access training & support**

- 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 work we do. The TOC model is organized by 3 pillars that represent KIT’s interventions: Advocacy, Research & Curriculum, and Training. The global term “leader” 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 inclusion.
2. Limited knowledge about disability and related negative attitudes can result in the marginalization of children with disabilities within their schools and communities.
3. Organizations with some disability or inclusion-related training are more likely to include children with disabilities in their programs.

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.
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 opportunity to reflect in order to make progress.

Interventions

- Includes learning model of live and online training that includes reflective activities to help:
  - Learners become aware of their experiences and assumptions about inclusive programs.
  - Leaders explore the messages their organization sends about inclusion.
  - Communities with some inclusion-related training are more likely to include children with disabilities in their programs.

Changing Practices

Assumptions

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

Interventions

- Includes learning model of live and online training that includes activities to help learners apply inclusive practice to their settings.
- Includes learning model of live and online training that includes activities to help learners apply inclusive practice to their settings.
- Includes learning model of live and online training that includes activities to help learners apply inclusive practice to their settings.
- Includes learning model of live and online training that includes activities to help learners apply inclusive practice to their settings.
- Includes learning model of live and online training that includes activities to help learners apply inclusive practice to their settings.

Changing Attitudes

Assumptions

1. Contextual factors affect the process of learning new practices (individual characteristics, previous experiences, personal challenges, interests, voluntary help, personal interests, learning needs of different groups at the various stages of change).
2. In order for inclusion to be effective, program staff must accept inclusion as necessary and beneficial, 2) consider personally held beliefs about inclusion, and 3) see themselves as capable of supporting inclusion.

Interventions

- Includes learning model of live and online training that focuses on leadership to help learners understand the basis for inclusion and develop a foundation of confidence.

Changing 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’s Learning Model for Inclusion includes 10 pillars that are typified by the four be attitudes.

Vision

KIT’s Vision is that all children and youth are valued, respected and considered 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 a way to make their families, peer groups, jobs, schools and neighborhoods more inclusive so that all children and youth can contribute meaningfully in their communities.

References

8. Bryant, F. (2009). The proper consultant’s stance in diversity and inclusion. Be all you can be and explain the future be attitudes. The Diversity Factor, 12, 2.