



**Kids Included Together**

# Inclusion Checklist for Programs

*Creating and maintaining a fully inclusive program takes ongoing work and planning. Fill out this checklist to see how your organization is doing.*

## Written Materials: Y N

Do program printed materials, including applications, newsletters, and signs, state your policy on welcoming all individuals, including children and youth with disabilities?  Y  N

Is written language about persons with disabilities respectful?  Y  N

## Staff Training & Support: Y N

Do all staff members have access to training and information on inclusion?  Y  N

Do staff members avoid stereotyping?  Y  N

Do staff members hold high expectations for all children and youth in the program?  Y  N

Do staff members have the opportunity to reflect on how to better meet all children and youth's needs?  Y  N

Is disability considered when talking about diversity?  Y  N

## Confidentiality: Y N

Is a staff policy in place for maintaining confidentiality?  Y  N

Do management and staff maintain the confidentiality of children and youth's personal and medical information?  Y  N

## Relationships: Y N

Does your program support positive and cooperative relationships?  Y  N

Is communication between all individuals valued and supported?  Y  N

Is the work environment conducive to collaboration among staff?  Y  N

Do management and staff work to establish and maintain positive relationships with all families?  Y  N

Do management and staff collaborate with other members of the community?  Y  N

## Schedules: Y N

Does your program follow a routine in which staff, children and youth, and families know what activities and events to expect?  Y  N

Do all rooms have a schedule posted that is accessible to everyone?  Y  N

Do children and youth who need additional support with transitions receive individual schedules to carry or post where they can easily access it?  Y  N

## Activities: Y N

Are program activities designed so that all children and youth can participate?  Y  N

Are all children and youth included in routines and play experiences?  Y  N

Are all children and youth physically and emotionally safe when participating in activities?  Y  N

## Transitions & Supports: Y N

Do staff members plan for transitions?  Y  N

Are the number of transitions per day minimized?  Y  N

Are children and youth informed of transitions ahead of time?  Y  N

Is individual support given to children and youth who have difficulty making transitions?  Y  N

Do staff members provide cues to signal upcoming transitions?  Y  N

Are staff members present and thoughtful during transition times?  Y  N

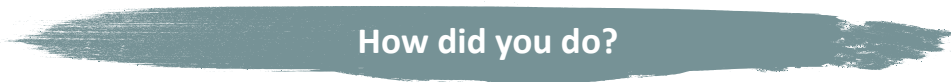
## Visual Environment: Y N

Is the visual environment in your program welcoming?  Y  N

Is the visual environment in your program calming?  Y  N

Physical Accessibility:	Y	N
Is program space accessible to all children and youth in your program?	<input type="checkbox"/>	<input type="checkbox"/>
Do all children and youth have access to activity spaces?	<input type="checkbox"/>	<input type="checkbox"/>
Are toys, materials, and tools (appropriate for a wide range of abilities) available and accessible?	<input type="checkbox"/>	<input type="checkbox"/>
Designated Space:	Y	N
Is there a dedicated space for movement available?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a dedicated quiet space available?	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Input:	Y	N
Is the staff aware of sensory elements in the environment including lights and other visual stimulation, sounds, and smells?	<input type="checkbox"/>	<input type="checkbox"/>
Is the staff aware of individual sensitivity to these elements?	<input type="checkbox"/>	<input type="checkbox"/>
Communication Support:	Y	N
Is individual support given to children and youth who have difficulty communicating or who need an alternative communication method?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members use picture schedules, pictures with words, sign language, or other visual communication to increase comprehension?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members speak clearly and slowly when a child or youth does not understand?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members model appropriate conversations and interactions for children and youth?	<input type="checkbox"/>	<input type="checkbox"/>
Ratios & One-on-one Support:	Y	N
Does management provide for lower ratios when a child or youth requires individual attention?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a written plan for support and phase out when one-on-one support is provided?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members use one-on-one support when children and youth need ongoing attention?	<input type="checkbox"/>	<input type="checkbox"/>
Do one-on-one providers work to help children and youth successfully interact with others?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members re-evaluate the need for one-on-one care after progress has been made?	<input type="checkbox"/>	<input type="checkbox"/>

Expectations & Partial Participation:	Y	N
Do staff members adjust expectations according to each person's abilities?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members allow children and youth to partially participate in activities if they are not able to fully participate?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members break down tasks into manageable parts as needed?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members encourage participation with positive reinforcement?	<input type="checkbox"/>	<input type="checkbox"/>
Support with Coping Skills:	Y	N
Do management and staff support children and youth in developing and practicing coping skills?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members help children and youth identify and practice replacement behaviors for negative behaviors?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members and children have access to calming tools like play dough, koosh balls, soft toys, art supplies, and relaxing music?	<input type="checkbox"/>	<input type="checkbox"/>
Accommodations for Persons with Specific Disabilities:	Y	N
Do management and staff have a system for researching and learning about what accommodations can be made for children and youth with specific disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
Does management work to ensure that accommodations are made?	<input type="checkbox"/>	<input type="checkbox"/>



## How did you do?

### How many questions did you answer with a "YES"?

Celebrate those positive steps!

### How many questions did you answer with a "NO"?

Use these items as growth opportunities. Work with your colleagues to prioritize which points to address first as you increase the inclusiveness of your program.