



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?	<input type="checkbox"/>	<input type="checkbox"/>
Is written language about persons with disabilities respectful?	<input type="checkbox"/>	<input type="checkbox"/>
Staff Training & Support:	Y	N
Do all staff members have access to training and information on inclusion?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members avoid stereotyping?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members hold high expectations for all children and youth in the program?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members have the opportunity to reflect on how to better meet all children and youth's needs?	<input type="checkbox"/>	<input type="checkbox"/>
Is disability considered when talking about diversity?	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality:	Y	N
Is a staff policy in place for maintaining confidentiality?	<input type="checkbox"/>	<input type="checkbox"/>
Do management and staff maintain the confidentiality of children and youth's personal and medical information?	<input type="checkbox"/>	<input type="checkbox"/>
Relationships:	Y	N
Does your program support positive and cooperative relationships?	<input type="checkbox"/>	<input type="checkbox"/>
Is communication between all individuals valued and supported?	<input type="checkbox"/>	<input type="checkbox"/>
Is the work environment conducive to collaboration among staff?	<input type="checkbox"/>	<input type="checkbox"/>
Do management and staff work to establish and maintain positive relationships with all families?	<input type="checkbox"/>	<input type="checkbox"/>
Do management and staff collaborate with other members of the community?	<input type="checkbox"/>	<input type="checkbox"/>

Schedules:	Y	N
Does your program follow a routine in which staff, children and youth, and families know what activities and events to expect?	<input type="checkbox"/>	<input type="checkbox"/>
Do all rooms have a schedule posted that is accessible to everyone?	<input type="checkbox"/>	<input type="checkbox"/>
Do children and youth who need additional support with transitions receive individual schedules to carry or post where they can easily access it?	<input type="checkbox"/>	<input type="checkbox"/>
Activities:	Y	N
Are program activities designed so that all children and youth can participate?	<input type="checkbox"/>	<input type="checkbox"/>
Are all children and youth included in routines and play experiences?	<input type="checkbox"/>	<input type="checkbox"/>
Are all children and youth physically and emotionally safe when participating in activities?	<input type="checkbox"/>	<input type="checkbox"/>
Transitions & Supports:	Y	N
Do staff members plan for transitions?	<input type="checkbox"/>	<input type="checkbox"/>
Are the number of transitions per day minimized?	<input type="checkbox"/>	<input type="checkbox"/>
Are children and youth informed of transitions ahead of time?	<input type="checkbox"/>	<input type="checkbox"/>
Is individual support given to children and youth who have difficulty making transitions?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff members provide cues to signal upcoming transitions?	<input type="checkbox"/>	<input type="checkbox"/>
Are staff members present and thoughtful during transition times?	<input type="checkbox"/>	<input type="checkbox"/>
Visual Environment:	Y	N
Is the visual environment in your program welcoming?	<input type="checkbox"/>	<input type="checkbox"/>
Is the visual environment in your program calming?	<input type="checkbox"/>	<input type="checkbox"/>

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.