ALL KIDS CAN PLAY

Inclusive Program Self-Assessment

Foundational Supports			
Organizational Practices	Focus Area	In Progress	Developed
The program has an Inclusion Policy or statement that is meaningful and authentic			
Program administration is committed to the philosophy and practices of inclusion			
Marketing materials, posters, brochures and program materials to reflect current or potential diversity within the program			
The registration process respects confidentiality and only requests relevant information necessary to support safety and participation			
Leaders are provided with ongoing training related to inclusion, disability and diversity			
Administration and leaders are open to feedback from families and participants			
Program Leadership	Focus Area	In Progress	Developed
Leaders recognize and embrace their responsibility for creating a welcoming program environment for all participants			
Leaders treat disabled and non-disabled participants equitably			
Leaders model inclusive behaviour and use respectful language			
Leaders have positve a 'can do' attitudes and creatively look for solutions to challenges			
Leaders work to build strong relationships with all participants, their families and peers			
Program leaders adjust expectations according to each participant's abilities			

Environmental Supports			
Physical Spaces and Materials	Focus Area	In Progress	Developed
Participants of all abilities can get to, move around and navigate the program spaces, including the washroom, as independently as possible			
Participants are able to sit next to peers and participate in shared activities			
Calming and movement spaces are used to support self-regulation of all participants			
Leaders are aware of sensory elements in the environment such as lights, sounds, smells			
A variety of toys, materials and tools are available and appropriate for a range of abilities			
Participants can access and use materials independently when appropriate			
The program environment is visually welcoming and calming			

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Environmental Supports (con't)			
Program Structure	Focus Area	In Progress	Developed
Clear, consistent schedules and routines are utilized by program leaders			
A visual schedule is used and is visible to program participants			
Program schedules and activities balance a variety of elements such as location, level of movement, length, structure, size and type			
Program participants have opportunities to make choices and provide input into activities and schedules			
Program leaders consider the various skill level and strengths of all participants when selecting activities			
Accommodations and adaptions are prepared in advance to ensure participants of all abilities are able to join in (potential modifications or expanded equipment options, adjustment to location or size of space, time or length of activity, number of breaks, rules, group size, method of participation)			
Program leaders utilize techniques such as scaffoldings and substitution to build the skills and self-confidence of participants			
Program leaders work to limit the number of major transitions each day			
Transitions are well-planned to reduce waiting or have activities built in to ease the shift			
Communication - Leaders	Focus Area	In Progress	Developed
Leaders utilize significant visual supports (static and dynamic) throughout their program			
Clear, concise and concrete language is used to communicate with participants			
Leaders break down instructions and provide clear expectations as opposed to giving long and complicated explanations or requests			
Leaders use positive language to remind participants of expectations (eg. 'please walk' rather than 'don't run')			
Leaders recognize that participants may need different supports or have different body language when listening, preparing to follow instructions or engaging with peers			
Program leaders praise efforts rather than focusing only on achievements			
Leaders maintain open and honest lines of communication with families			

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Individual Supports			
Communication - Participants	Focus Area	In Progress	Developed
Leaders practice active listening and take the time to understand each participant's unique communication style			
Program leaders discourage other leaders or participants from attempting to speak on behalf of a participant with communication challenges			
Program leaders work with participants and their families to identify how they will communicate critical information ('yes/no', help, bathroom, stop, more, hungry/thirsty)			
Program leaders work to understand the body language and non-verbal communication of various participants			
Leaders are willing and able to utilize augmentative or alternative communication methods, including PEC systems and tablet apps			
Positive Peer Interactions	Focus Area	In Progress	Developed
Leaders support participants to develop social skills through modelling, narration and explanations			
Program leaders actively facilitate positive peer interactions			
Leaders discuss and explain differences among participants in ways that are respectful and appropriate for the age group			
Program leaders work to foster a sense of belonging for all participants			
Transition Supports	Focus Area	In Progress	Developed
Participants are given verbal warnings or other cues to help them prepare for transitions			
When needed, participants are supported to transition before or after larger group			
When needed, participants are provided with an individual schedule or 'first/then' boards			
Sensory Supports	Focus Area	In Progress	Developed
Program leaders understand and are aware of factors that may contribute to sensory overload or sensory underload			
Leaders pay close attention to signals and signs that a participant may be experiencing 'sensory roadblocks'			
Leaders utilize strategies and calming tools to support participants to self-regulate			
Sensory supports and calming tools are used positively, not as punishments			

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Inclusive Program Self-Assessment

Individual Supports (con't)			
Behaviour	Focus Area	In Progress	Developed
Program leaders view behaviour as a form of communication and try to understand the reasoning behind it			
Leaders are familiar with common functions of behaviours (including attention seeking, access to items/people/places, escape or avoidance, sensory seeking/overwhelm)			
Program leaders can distinguish between challenging and concerning behaviour and respond appropriately			
Leaders practice self-awareness and understand that their response can impact whether the behaviour is more or less likely to happen again			
Leaders respond using reflection, connection and re-direction, when appropriate			
Program leaders discuss challenging or concerning behaviour with families and peers using a solution-focused, non-judgmental approach			
Leaders assist participants to develop and practice coping skills			
Other considerations	Focus Area	In Progress	Developed
Participants can visit the program space or meet with program leaders ahead of time			
Early/delayed arrival times are offered based on individual needs			
Program leaders respect the knowledge and lived experience of the participant and family and seek out their advice and input when discussing participation options			
Participants are encouraged to participate in ways that are meaningful to them			
Program leaders to participant ratios facilitate positive participation and ensures adequate support for everyone attending the program			

Reflection Notes and Priorities for Action

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