



Info Session: An Introduction to the Standards for Inclusive Recreation Programs

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Introduction & Overview

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NIP

www.inclusionproject.org



The screenshot shows the homepage of the National Inclusion Project website. The browser address bar displays "inclusionproject.org". The page features a green and white logo in the top left corner. A navigation menu at the top includes links for HOME, ABOUT US, ADVOCATES & FAMILIES, PROGRAMS & PROFESSIONALS, and NEWS & EVENTS. A "LATEST INFORMATION" button is also present. Social media icons for Facebook, Twitter, Instagram, and YouTube are located in the top right corner, along with a "DONATE!" button. The main banner image shows three children smiling, with the text "National Inclusion Project" and the tagline "Because no child should have to sit on the sidelines". Below the banner, there are buttons for "OUR STORY" and "DONATE". A smaller photo of a woman (Dr. Amanda Kloo) with two children is shown in a white-bordered box. Below this photo, the text reads "Dr. Amanda Kloo" and "DIRECTOR OF STANDARDS AND ACCREDITATION". At the bottom, there is an email icon and the address "amandakloo@inclusionproject.org".

inclusionproject.org

Inclusion and COVID-19 LATEST INFORMATION

HOME ABOUT US ADVOCATES & FAMILIES PROGRAMS & PROFESSIONALS NEWS & EVENTS

NATIONAL INCLUSION PROJECT

National Inclusion Project
Because no child should have to sit on the sidelines

OUR STORY DONATE

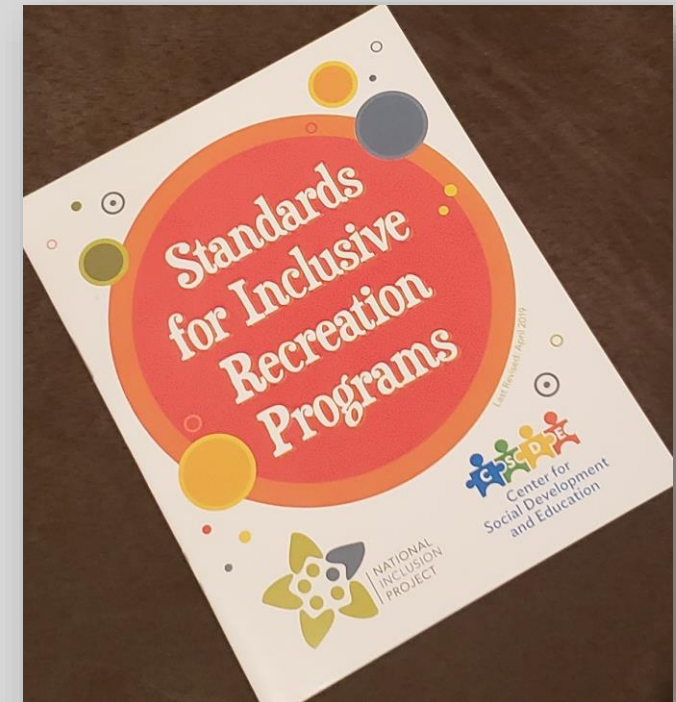
Dr. Amanda Kloo
DIRECTOR OF STANDARDS AND ACCREDITATION

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WHY Inclusive Recreation Standards?

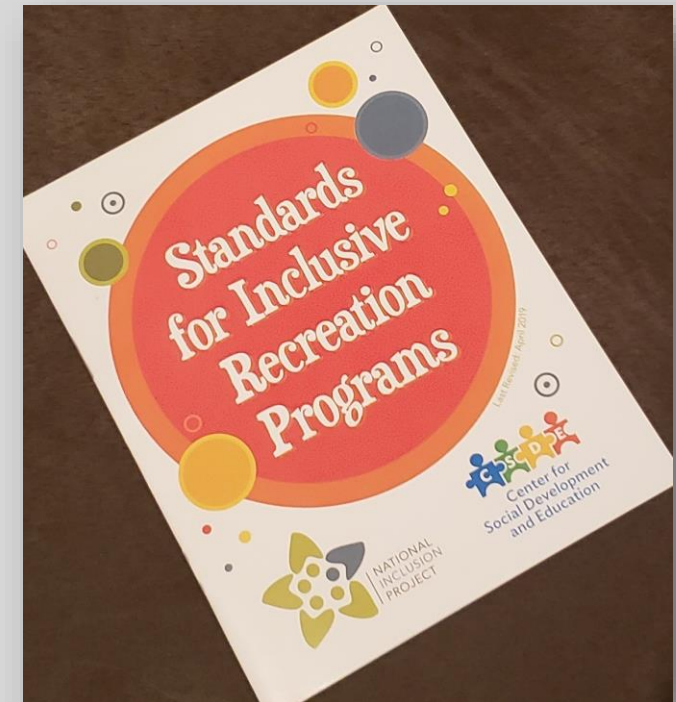
- Inclusion in schools, public places & community spaces has improved significantly thanks to legislation, advocacy etc.
- Historically, recreational and social opportunities remained isolated, limited, and segregated.
- Extraordinary opportunities are available, but implementation is variable.
- The Standards control that variability to equip programs with best practices, evidence-based strategies, measurable benchmarks to provide a road map for including ALL kids.





WHO Developed “The Standards”?

- NIP
- Center for Social Development & Education at UMass Boston
- Leaders, Experts, Advocates, Families
- Program Professionals & Practitioners





WHAT are the Purposes of “The Standards”?

- Educate programs on best practices
- Enhance implementation of strategies
- Expand inclusionary services
- Celebrate/recognize inclusionary programming through Accreditation





Let's Take a Look...

<https://www.inclusionproject.org/standards/>

GET TO KNOW THE STANDARDS

A: ADMINISTRATION

B: FACILITIES &
RESOURCES

C: STAFFING

D: PROGRAMMING

E: EVALUATION

- A1 The mission of the agency or purpose of the program reflects a commitment to inclusion.
- A2 Staff recruitment and hiring processes reflect a commitment to the inclusion of people with disabilities.
- A3 The composition of participants reflects a commitment to serving people with and without disabilities.
- A4 Outreach materials communicate that participants with and without disabilities belong.
- A5 Input is solicited from participants and/or their family members/guardians about accommodations that the participant may require in order to participate.
- A6 Assistance is provided to family members/guardians to prepare participants for the program.
- A7 Feedback is provided to participants' family members/guardians throughout the program.



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Let's Jump In...





A. ADMINISTRATION (7)

GET TO KNOW THE STANDARDS

A: ADMINISTRATION

B: FACILITIES &
RESOURCES

C: STAFFING

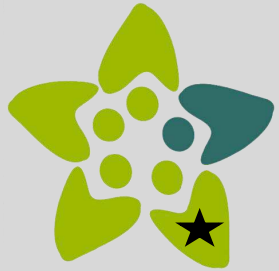
D: PROGRAMMING

E: EVALUATION

- A1 The mission of the agency or purpose of the program reflects a commitment to inclusion.
- A2 Staff recruitment and hiring processes reflect a commitment to the inclusion of people with disabilities.
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Administration Standard Example...

A.2 Staff recruitment and hiring processes reflect a commitment to the inclusion of people with disabilities.

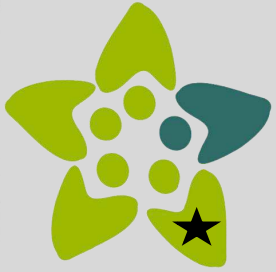
- Position announcements/job postings and interview questions for program staff and administrative staff:

NOT YET

SOMETIMES

ALWAYS

NA



B. FACILITIES & RESOURCES (4)

GET TO KNOW THE STANDARDS

A: ADMINISTRATION

B: FACILITIES &
RESOURCES

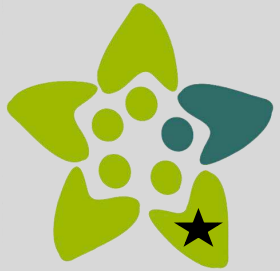
C: STAFFING

D: PROGRAMMING

E: EVALUATION

- B1** One or more staff members oversee the implementation of Americans with Disabilities Act (ADA) regulations/standards and ensure that program facilities are accessible or made accessible to people with disabilities.
- B2** Flexible areas and/or alternative spaces are readily available for use by program staff and participants when needed.
- B3** Transportation provided by the program is accessible to all participants.
- B4** Third-party vendors utilized by the program are made aware of participants' needs to ensure that their facilities, staff, and/or activities are accessible to and inclusive of all participants.





Facilities/Resources Standard Example...

- B.1** Program buildings, facilities, structures, activity areas, and access points are accessible or made accessible to people with disabilities.
- There is at least one person employed by the agency or program who is responsible for coordinating its efforts to comply with ADA regulations/standards.
 - Program facilities are accessible or made accessible to people with disabilities

NOT YET

SOMETIMES

ALWAYS

NA



C. STAFFING (7)

GET TO KNOW THE STANDARDS

A: ADMINISTRATION

B: FACILITIES &
RESOURCES

C: STAFFING

D: PROGRAMMING

E: EVALUATION

- C1** Staff training is conducted by someone who is knowledgeable about the inclusion of people with disabilities.
- C2** Program staff and first points of contact are trained to create an environment that is welcoming of people with disabilities and their family members/guardians.
- C3** Program staff are trained to plan and implement activities that are inclusive of all participants and, when needed, to provide accommodations for participants with disabilities.
- C4** Program staff are trained to foster social responsibility and promote positive social interactions and positive social behaviors among participants with and without disabilities during structured activities, unstructured opportunities, and transitions.
- C5** Program staff are trained to provide positive behavior support for participants with and without disabilities.
- C6** Staffing patterns provide the necessary support for the inclusion of participants with disabilities in program activities.
- C7** Inclusion support personnel monitor the implementation of inclusive practices and work with program staff to implement inclusive practices.



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Staffing Standard Example...

C.3 Program staff are trained to plan and implement activities that are inclusive of all participants and, when needed, to provide accommodations for participants with disabilities.

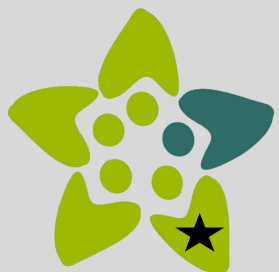
- Training required for program staff includes best practices in planning and implementing inclusive activities (e.g., planning activities for the participant(s) most in need, making accommodations, offering individual-level choices to participants).

NOT YET

SOMETIMES

ALWAYS

NA



D. PROGRAMMING (8)

GET TO KNOW THE STANDARDS

A: ADMINISTRATION

B: FACILITIES &
RESOURCES

C: STAFFING

D: PROGRAMMING

E: EVALUATION

- D1** Program activities are planned to be inclusive of participants with disabilities.
- D2** The design and implementation of structured activities promote positive social interactions and positive social behaviors among participants with and without disabilities.
- D3** Unstructured opportunities promote positive social interactions and positive social behaviors among participants with and without disabilities.
- D4** Transitions promote positive social interactions and positive social behaviors among participants with and without disabilities.
- D5** When needed, accommodations are made to provide opportunities for all participants to engage in the same activities.
- D6** Individual-level choices are offered to participants.
- D7** Social responsibility is fostered by program staff.
- D8** Positive behavior support is provided to participants with and without disabilities.



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Programming Standard Example...

D.5 When needed, accommodations are made to provide opportunities for all participants to engage in the same activities.

- If one or more participants experience challenges participating in an activity as it was planned, accommodations are made to rules/guidelines, equipment/materials, schedule/timing, space, instruction and/or communication to facilitate participation.

NOT YET

SOMETIMES

ALWAYS

NA



E. EVALUATION (2)

GET TO KNOW THE STANDARDS

A: ADMINISTRATION

B: FACILITIES &
RESOURCES

C: STAFFING

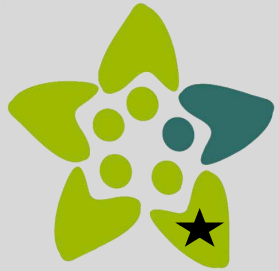
D: PROGRAMMING

E: EVALUATION

- E1** A program evaluation that incorporates the evaluation of inclusive practices is conducted annually.
- E2** Program evaluation results are used and shared.



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Evaluation Standard Example...

E.1 A program evaluation that incorporates the evaluation of inclusive practices is conducted annually.

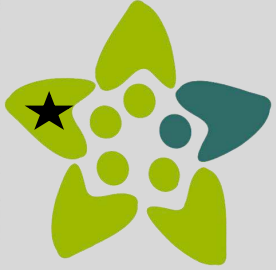
- The most recent program evaluation:
 - was conducted within the past year.
 - included the collection of data from multiple sources
 - assessed the program's inclusive practices

NOT YET

SOMETIMES

ALWAYS

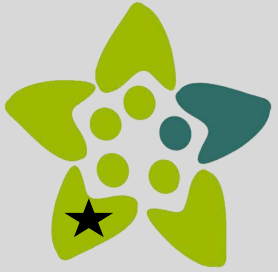
NA



Reflection...

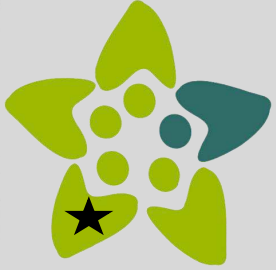
- What is ONE new thing you learned today?
- What is ONE way implementation of the Standards for Inclusive Recreation Programs can enhance your program & services?
- What is ONE standards area your program excels in?
- What is ONE standards area your program might benefit from support?

****A GUIDED PROGRAM ASSESSMENT OF INCLUSIONARY PRACTICE CAN HELP!****



Let's Review...





Check Point...

Multiple Choice

The Standards for Inclusive Recreation Programs are:

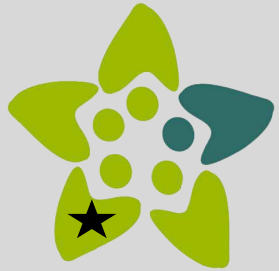
- A. A curriculum of inclusive activities to implement in your program
- B. A list of strategies for teaching children with different abilities
- C. A roadmap or benchmarks and best practices programs should implement to be inclusive of all children



Multiple Choice

The Standards for Inclusive Recreation Programs are:

- A. A curriculum of inclusive activities to implement in your program
- B. A list of strategies for teaching children with different abilities
- C. A roadmap or benchmarks and best practices programs should implement to be inclusive of all children



Check Point...

True or False

The Standards are meant to be an evaluation of job performance & skill.



True or False

The Standards are meant to be an evaluation of job performance & skill.

FALSE!

The Standards are an **EDUCATIONAL** tool for programs to enhance, expand, and celebrate their inclusionary practices.



Check Point...

Fill in the Blanks

Standards alignment will improve program design, outcomes, and experiences for _____ children.



Assessment...

Fill in the Blank

Standards alignment will improve program design, outcomes, and experiences for ALL children.



Resources

Resources for standards implementation and inclusive supports for programs serving children with wide ranges of needs

<https://www.inclusionproject.org/standards/>





THANK YOU! ☺

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** Contact me with questions, suggestions, and feedback! To explore NIP's upcoming trainings, tools, & workshops. And for all things related to Standards implementation & Accreditation. **