

STANDARDS FOR INCLUSIVE RECREATION PROGRAMS

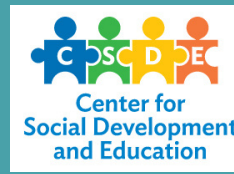
The following Standards for Inclusive Recreation Programs, along with their accompanying criteria and documentation guidelines, were developed by the Center for Social Development and Education (CSDE) at the University of Massachusetts Boston in partnership with the National Inclusion Project (NIP). The standards have been designed, from their inception, to serve multiple purposes. First and foremost, the standards are intended to be educational, providing programs with an operational definition of social inclusion and a picture of inclusive recreation in terms of best practices. Similarly, the standards are meant to guide programs that already include participants with disabilities in enhancing their understanding of social inclusion and identifying practices that will improve and expand their inclusive programming at all organizational levels. Finally, the standards will serve as the basis of NIP's accreditation program, which will recognize, promote, and accredit successful inclusive recreation programs. This will give families, NIP's more important constituents, a powerful tool to select the best quality programs for their children.

STANDARD A: Administration (7 Standards)

- A.1: The mission of the agency or purpose of the program reflects a commitment to inclusion.
- A.2: Staff recruitment and hiring processes reflect a commitment to the inclusion of people with disabilities.
- A.3: The composition of participants reflects a commitment to serving people with and without disabilities.
- A.4: Outreach materials communicate that participants with and without disabilities belong.
- A.5: Input is solicited from participants and/or their family members/guardians about accommodations that the participant may require in order to participate.
- A.6: Assistance is provided to family members/guardians to prepare participants for the program.
- A.7: Feedback is provided to participants' family members/guardians throughout the program.

STANDARD B: Facilities & Resources (4 Standards)

- B.1: 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.
- B.2: Flexible areas and/or alternative spaces are readily available for use by program staff and participants when needed.
- B.3: Transportation provided by the program is accessible to all participants.
- B.4: 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.



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STANDARD C: Staffing (7 Standards)

- C.1: Staff training is conducted by someone who is knowledgeable about the inclusion of people with disabilities.
 - C.2: 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.
 - 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.
 - C.4: 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.
 - C.5: Program staff are trained to provide positive behavior support for participants with and without disabilities.
 - C.6: Staffing patterns provide necessary support for the inclusion of participants with disabilities in program activities.
 - C.7: Inclusion support personnel monitor the implementation of inclusive practices and work with program staff to implement inclusive practices.
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STANDARD D: Programming (8 Standards)

- D.1: Program activities are planned to be inclusive of participants with disabilities.
 - D.2: The design and implementation of structured activities promote positive social interactions and positive social behaviors among participants with and without disabilities.
 - D.3: Unstructured opportunities promote positive social interactions and positive social behaviors among participants with and without disabilities.
 - D.4: Transitions promote positive social interactions and positive social behaviors among participants with and without disabilities.
 - D.5: When needed, accommodations are made to provide opportunities for all participants to engage in the same activities.
 - D.6: Individual-level choices are offered to participants.
 - D.7: Social responsibility is fostered by program staff.
 - D.8: Positive behavior support is provided to participants with and without disabilities.
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STANDARD E: Evaluation (2 Standards)

- E.1: A program evaluation that incorporates the evaluation of inclusive practices is conducted annually.
- E.2: Program evaluation results are used and shared.