



Inclusion Training Manual

Welcome New Hires!

You are now a part of the NWSRA Inclusion Team! You have been hired to support and assist individuals participating in their local park district programs. The inclusion staff member's role is to assist the park district program to successfully include and meet the needs of the participant with a disability.

The Inclusion Team is made up of five full-time staff. Victoria Gonzalez is the Manager of Inclusion Services. She oversees four Inclusion Coordinators who direct inclusion services for all 17 park districts in the NWSRA service area. The Inclusion Team is listed below, if you have a question about an assignment in a certain park district, please contact the coordinator who oversees that park district directly.

Contact NWSRA Inclusion Team at 847/392-2848



**Jordan Ross, CTRS
Inclusion Coordinator**

Bartlett
Hanover Park
Schaumburg
Streamwood
Interim:
Arlington Heights
River Trails
South Barrington
Hoffman Estates
Salt Creek



**Victoria Gonzalez,
CTRS, CPRP
Manager of
Inclusion Services**



**Anita Trzebunia,
CTRS
Inclusion
Coordinator**

Buffalo Grove
Palatine
Inverness
Wheeling
Interim:
Mount Prospect
Elk Grove
Prospect Heights
Rolling Meadows

NWSRA and the member park districts foster the development of skills to enable individuals to participate at their highest level of ability. It is NWSRA's goal to offer options to recreate, whether it is through NWSRA, the local park district, or a combination of both. NWSRA staff support these options by providing training and resources as needed. NWSRA and its member park districts orchestrate inclusion together, utilizing a set of basic principles. The principles of inclusion take into consideration the needs and concerns of the individual participant, of the parents and family members and of the park district. They also maintain that choices should be made available to individuals with disabilities and that the NWSRA Board will determine the funding sources for providing inclusive services.

Inclusion Policies and Procedures

The following policies and procedures are put into practice to ensure a safe and enjoyable environment for all participants and staff. Violations of policies and procedures listed in the inclusion policy manual may warrant disciplinary action up to and including termination.

Absences/Late Arrivals/Early Departures

Staff are expected to be at their assigned program and for the assigned hours. Absences must be requested through the absence request form and submitted **at least 2 weeks in advance** of the absence. Requests must be submitted to your Inclusion Coordinator. Approval is contingent upon finding a replacement for the day. There is no compensation for days missed due to illness or any other reason. NWSRA can request a doctor's verification of illness to return to work for consecutive program assignments missed.

If a staff is calling in absent day of he/she should:

- **Program begins prior or after office hours, before 8:30am and after 5:00pm**
 - Call the Inclusion Emergency Phone at 847-530-0460. This phone will be answered between 6:30am – 8:30am and 5pm – 9pm. This is the only phone number where it is ok to leave a message. If you do not hear from anyone within 15 minutes, please call back to be sure someone received your message. You can also send a text message to this phone.
 - Call the park district site phone number and speak with the site director.
- **Program begins within office hours, 8:30am – 5:00pm**
 - Call the office at 847-392-2848 and speak to your Inclusion Coordinator. If your Inclusion Coordinator is not available, speak with another member of the Inclusion Team. Do not leave a message. If you leave a message and do not report to your assignment, it will be considered a no call no show and disciplinary action will be taken up to and including termination.
 - Call the park district site phone number and speak with the site director.

Accidents and Incidents

All employees are asked to assist in filling out incident and accident reports for incidents where they have been involved or witnessed. This would include injuries to participants or incidences of unhappy or irate participants or parents. Any incident or accident occurring should be reported to the site director immediately. Inclusion staff should not be the ones to fill out a park district form. Please assist your site director in doing so. The staff person should only report facts and observations available, and should not include opinions, speculations or admission of fault. Inclusion aides report to both the park district staff and NWSRA Coordinators. If there is an accident or incident that takes place at your site, notify your Inclusion Coordinator in a timely matter.

Attire

Staff are expected to follow the attire policy as outlined in the NWSRA general policies manual. If you are remaining at a specific site for an extended period of time and the other park district staff have received identifying clothing, the inclusion staff should also be receiving the same clothing. If the program has scheduled swim time, female staff are required to wear a one piece swimsuit. Water shoes are also required in the water, on the pool deck and in the locker room. Since you are working for NWSRA as well as the park district, some of the policies may differ. If this is the case, follow the stricter of the two policies. You should not wear NWSRA clothing to a Park District program since you are not working an NWSRA program.

Cell Phone Usage

Cell phones are to be turned off and not to be used, including text messaging while volunteering and/or working at NWSRA. NWSRA cannot be held responsible for lost, damaged, or stolen cell phones. If staff are carrying a cell phone for personal emergency purposes, notify program leader. Exceptions may be made for staff in a leadership role.

Evaluation of Inclusion Staff *(*a copy of the inclusion aide evaluation can be found at the end of the manual)*

Inclusion staff are evaluated at least once yearly on their job performance. Input is received from the park district they are assigned to, as well as parents of the children included. In cases where the need for improvement is necessary, inclusion staff will be spoken with individually. Inclusion staff may ask their supervisor at any time to review their evaluations.

Medication Dispensing

Inclusion staff should refer to the park district's policy on medication dispensing. Inclusion staff should not administer medication without the Inclusion Coordinator's approval.

Orientation/Training

Inclusion staff are required to attend orientations and trainings, taking place at the start of each season. These orientations include pertinent information for staff. Any part-time staff who does not attend a required orientation must make arrangements to meet individually with the Inclusion Coordinator to review policies and assignments prior to working. **Failure to attend a required orientation and training may result in the termination of employment.**

Inclusion staff are expected to review and sign off on policies and procedures of their assigned park districts for long standing assignments. **Attendance at assigned park district orientation, trainings and staff meetings is required.**

Supervision of the Child Included

The role of the inclusion staff is to provide additional assistance to a park district program, to allow the park district program to more successfully include a child or children with disabilities. The park district and NWSRA work together to determine how this will be accomplished. It is not guaranteed or always appropriate for every child with a disability to be assigned an aide in a recreation setting. Therefore, there are situations when one inclusion staff will be assigned to a program where there is more than one child with a disability, as well as situations where an inclusion aide may not be assigned at all. The expectation will be different from child to child and sometimes day to day, or even activity to activity in terms of necessary proximity of the aide to the child. In some cases, the inclusion staff truly needs to be right next to the child at all times, for safety purposes. In other cases, staff might be viewed as "hovering" by the child if they are too close. In these cases, it is important the staff learn the needs of the child and how much assistance is necessary. Inclusion Coordinators are available for assistance if there are questions in this area. In all cases, the inclusion staff need to be aware of the location of the child being included and what activities they are participating in at all times of the program.

There are times when an inclusion staff may find themselves completely alone with a child included. Examples of this may include:

- Part of a behavior plan is to "take a break" and go for a walk, get a drink of water, etc.
- The child is sensitive to loud noises and prefers to do a quiet activity in the hallway rather than the gym
- Personal care such as feeding or bathroom assistance

NWSRA recommends that the inclusion staff do as much as possible to prevent being left completely alone with a child. A child should not be completely isolated during a program. Staff should make every effort to make accommodations while still being within eyesight or earshot of other staff. If you are not within eyesight of another staff member, be sure they know where you are going and have them come to check on you every so many minutes. If the accommodation cannot be made this simply, the Inclusion Coordinators should be made aware of the situation and work with the park district to resolve it in a way that most effectively includes the child.

Inclusion staff should seek assistance from Inclusion Coordinators for specific ways to include a child if techniques being used are not successful. The Inclusion Coordinators are also available to provide suggestions and resources in this area.

Swim Safety Guidelines

The dangers involved at the swimming pool give even more responsibility to the inclusion aide for ensuring participant safety. Inclusion aides are expected to be dressed in swim suits and swim shoes and to enter the pool during swim time. If staff are unable to swim for any reason, prior notice must be communicated to your Inclusion Coordinator. If it is not already listed on the participant information sheet, please contact your Inclusion Coordinator or Site Director to determine your participant(s) swim ability.

Locker Room Supervision:

Inclusion aides are responsible for supervising and monitoring their participant(s) in the locker rooms and may be required to:

- Assist campers with changing into swim suits and changing back into street clothes.
- Keep track of participant(s) belongings.
- Assist with any personal care needs.

Other things to remember:

1. Always be attentive. Inclusion aides should always be in eyesight of their participant. This is not a time to socialize.
2. Be aware and sensitive to the participant(s) fears. Use games and songs to distract from fears, but don't be too pushy. Be encouraging and give praise for any improvements.
3. Be aware if a participant(s) has/have no fear.
4. Do not rely on the lifeguards to watch your participant(s).
5. Be alert at transition points (3ft. goes to 4ft. of water).
6. Do not compare yourself to other park district staff. If they are not doing their job, it does not mean you should not do yours.

Sunscreen and Insect Repellent Application Procedure

Sunscreen Application: Staff will make every effort possible to avoid sunburn on themselves and their participants. Parents/guardians must provide their child with a sunscreen product to be used only for their child. Sunscreen products should not be shared. Staff will remind campers to re-apply their own sunscreen before swim time and several times throughout the day. If a participant is unable to apply their own sunscreen, the inclusion aide may apply the sunscreen only if parent's permission is given. Check with your site director for parental permission and further park district policies.

Insect Repellent Application: Staff will remind campers to apply their own insect repellent when applicable. Insect repellent should not be shared. If a camper is unable to apply their own insect repellent, the inclusion aide may apply the product only if parental permission is given to allow staff to apply insect repellent. Check with your site director for parental permission and further park district policies.

Transportation

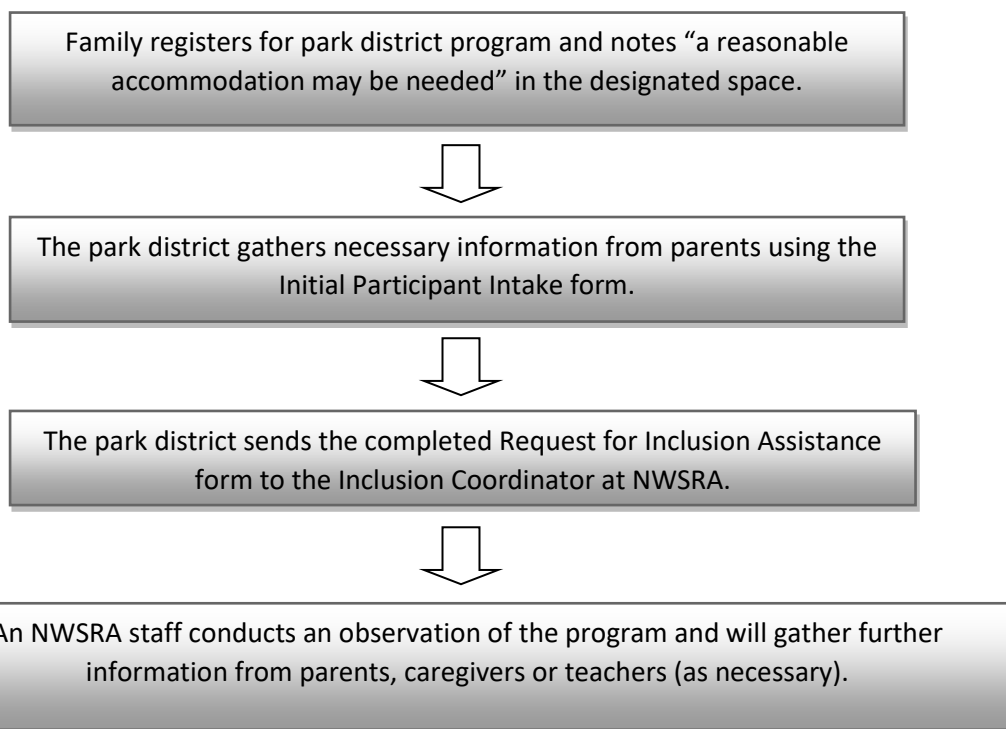
Inclusion aides are responsible for transporting themselves to and from their assigned program. Any transportation that should occur throughout the program time is the responsibility of the park district and should be coordinated between the site director/program director and the inclusion aide.

Inclusion Process

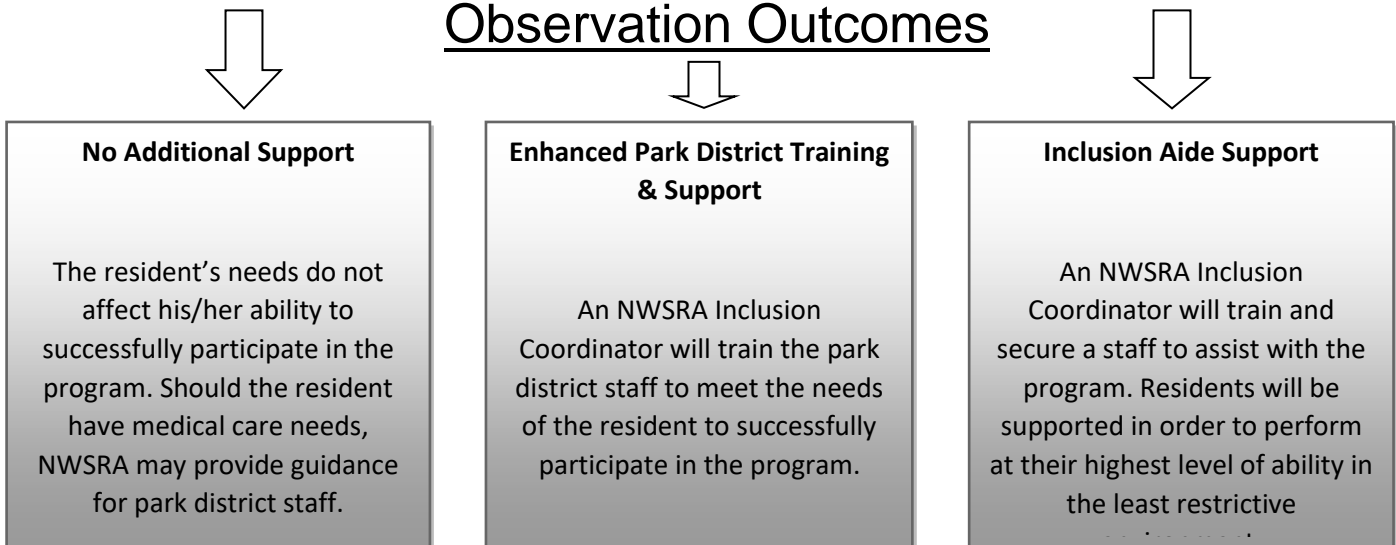
What is Inclusion?

NWSRA and its member park districts believe that all individuals should be provided with leisure opportunities that allow for performance at their highest level of ability. Although many people achieve this through participation in an NWSRA program, others may have greater success in a park district activity. NWSRA and its member park districts work together to assess what accommodations may be provided when an individual with a disability registers for a park district program. These accommodations could include observations, additional training for park district staff, adaptive materials and equipment, or aide assistance in the program.

The Inclusion Process



Observation Outcomes



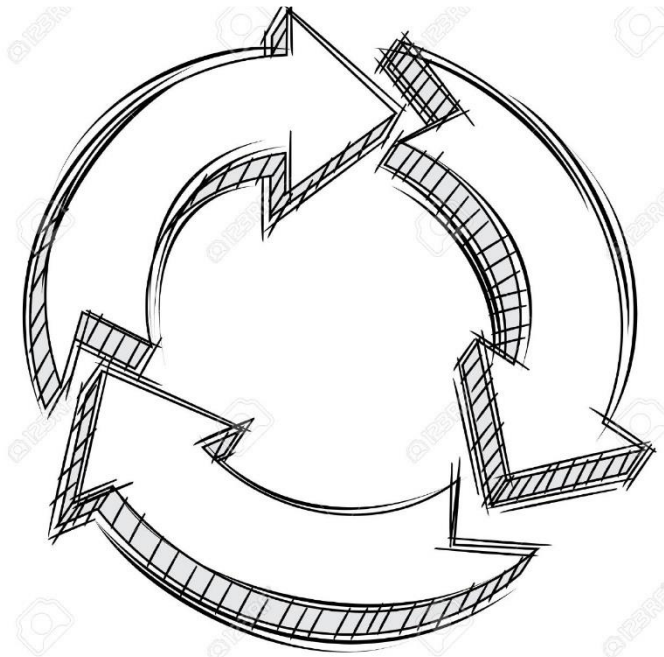
*This is a general guideline for the inclusion process. Every inclusion situation and setting will look different. The support level of each resident will be looked at on a case by case basis and may differ from program to program. Should you have questions at any point in the process please contact your Inclusion Coordinator.

Role of the Inclusion Aide

The Inclusion Aide's role is to assist the park district program, so the program can successfully include and meet the needs of the participant. Inclusion Aides are responsible for focusing on the following areas in regards to their participant.

Active Inclusion

- Help the participant achieve the goals of the program
- Assist the participation in activities alongside peers
- Assist the participant in appropriate social interaction with peers
- Staff model appropriate behavior



Behavior Management

- Support the child through transitions
- Implement behavior plans
- Allow for the independence when possible
- Give control by offering choices
- Utilize the supports that are on site

Program Adaptions

- Utilize adaptive equipment
- Use sensory equipment and techniques that have been provided by NWSRA
- Adapt the rules of the game

Inclusion Levels of Support

Inclusion support is individualized and unique for each participant and each program. Participants can be staffed at a 1:1, 1:2 or higher ratio depending on the needs of the participant. Expectations may vary from participant to participant, day to day, or even activity to activity.

Maximum

- Direct and model expected behavior for participant
- Encourage peers to initiate play with participant
- Create rituals and structure
- Provide hand over hand assistance if needed
- Advocate for participant
- Participant may use various means of communication (pictures, talkers, etc.)
- Emphasize abilities and de-emphasize differences

Intermediate

- Provide verbal and visual cueing
- Give suggestions to help participant make choices
- Offer positive encouragement
- Set up play scenarios with participant and peers as needed

Minimum

- Allow participant to play independently
- Remain near and keep participant in eyesight at all times
- Be available for guidance

Common Inclusion Situations

| Behavioral Incidents | Participant is Absent | Inclusion Aide is Absent |
|---|---|--|
| <p>General</p> <ol style="list-style-type: none"> 1. Inclusion Aide will support the participant during the course of the behavior and implement strategies when possible. 2. If appropriate, the participant should be removed from the group. If needed, the group can be removed from the area. 3. Inclusion aide/Site Director will communicate incident to the family. <p>Severe</p> <ol style="list-style-type: none"> 1. Implement steps 1-3. 2. Inclusion aide will ensure PD Site Director is aware of the situation and begin to problem-solve. 3. If warranted, PD site director will decide if the participant should be sent home immediately. 4. Inclusion Aide or PD Site Director should call the NWSRA office and immediately speak to the Inclusion Coordinator or a member of the Inclusion Team. After office hours, the Inclusion Emergency Phone should be called. | <p>Parent notifies PD/aide in advance</p> <ol style="list-style-type: none"> 1. Site Director and/or Inclusion Aide are notified by the family of the child's absence 2. Inclusion Aide notifies NWSRA of the date(s) that the child will be absent from the program. 3. NWSRA will re-assign Inclusion aide to a different Inclusion placement, if needed. 4. If NWSRA does not need the Inclusion Aide during the child's absence, the Inclusion aide will be dismissed. <p>Parent does not Notify PD/Inclusion Aide of Child's Absence</p> <ol style="list-style-type: none"> 1. Site Director should contact the family to confirm that the child is not attending that day. 2. If the child is not attending, Inclusion Aide should call the NWSRA office, coordinator will re-assign as needed. 3. If NWSRA does not need the aide to go to a different placement, the Inclusion Aide will be dismissed. | <p>Planned Absence</p> <ol style="list-style-type: none"> 1. Inclusion Aide will send in absence request at least 2 weeks in advance 2. Inclusion Aide will inform their site they will be absent 3. Inclusion Aide should inform the parents of their absence as well, but not guarantee a replacement staff member. 4. Inclusion Aide should pass on any important information about the assignment to their Inclusion Coordinator, who will give it to the sub. <p>Unplanned Absence</p> <ol style="list-style-type: none"> 1. Inclusion Aide will call the NWSRA Inclusion on-call phone (outside office hours) at least two hours in advance to start of the program/camp. 2. Inclusion Aide will call their site to notify of absence. 3. NWSRA will work to secure a substitute for the Inclusion Aide. 4. NWSRA will notify the site director if an Aide is secured. |

TIPS FOR WORKING WITH KIDS WITH DISABILITIES (AND WITHOUT)

- Learn as much as you can about the child and his/her disability.
- Encourage children to see their strengths as well as their weaknesses. Help them to see that they can reach their goals.
- Make good eye contact when giving instructions. Ask the child to look at you.
- Give instructions/rules in small, sequential steps.
- Demonstrate each portion of the activity.
- Make sure your rules/expectations are understood. Ask the child to explain the rules back to you.
- Plan games and activities in which everyone can participate. Make adaptations if necessary.
- Allow for breaks in a long task, or alternate activities.
- Be supportive, keep a positive attitude, get involved and most of all, be enthusiastic.
- Praise good behaviors and the smallest steps and attempts, but do not provide unwarranted praise.
- Warn children when the activity is about to end.
- Repetition - structure - flexibility - consistency - follow through.
- Encourage independence when possible. Remember to let them know that they can ask for help.

SPECIFIC TECHNIQUES FOR INCLUSION

- Expectations and attitudes play a major role in successful inclusion. Think Positive!
- Inclusion aide is seen as just another staff in the program and interacts with all the children.
- All staff interacts with the child with a disability.
- Focus on the similarities that all the participants share and encourage equality, rather than stressing the differences.
- Encourage teamwork among the group and helping others when needed.
- Believe you can communicate. It may not be easy at first, but keep trying.
- Honor each person with unconditional positive regard.
- Remember that it's ok to ask most questions in a polite manner regarding a person's disability.
- Do not generalize. Each person is unique and will have a different degree, type and response to a specific disability.
- Ask to help the child first. Only when it is a safety issue should you give unwanted help.
- Be yourself, use humor, and have fun with the child.

Behavior Management:

Things to keep in mind...

What is the behavior communicating?

- Children (especially children with disabilities) often have difficulty communicating their needs effectively. They use behaviors to express their frustration that their specific needs are not being met.

Are the expectations clear?

- Expectations need to be clear, simple, and reasonable. They need to be stated prior to the activity.
- When restating expectations, direct the participant to what you want them to do. *E.g. "You need to walk," vs. "No running."*

Avoid a power struggle!

- Never get into a "Yes you will! No I won't!" conversation. They are counterproductive and are allowing the participant to dictate the course of the conversation.
- Refer the participant back to the directive, and...

Give choices!

- Phrase directive in choice format whenever possible; an element of control is often enough for participants who are engaging in inappropriate behavior.
 - *E.g. "You can sit 'here' or 'here'," "You can leave now or in five minutes"*
- When not potent enough, phrase the positive choice first, then the negative with the appropriate consequence.
 - *"You can stand up and walk with your group, or choose to sit there and miss dodgeball."*

Be reasonable!

- Nothing in this field is "black and white". Make certain a participant is able to meet your expectations. Depending on a child's ability level, he/she may not be able to be held to the same expectations as his/her peers.

Set Up For Success

Key Points At-a-Glance

- **Structure**—Structure is essential to a smooth-running program. Understanding the parameters of a program eliminates the vast majority of behaviors from a group. It is important that the group is aware of the schedule, and that there is as little down-time as possible.
- **Positive vs Negative**—When giving a directive, it is important to use positive phrasing. Tell the participant what you want him to do, not what you don't want him to do. The more specific your directives, the easier they are to follow.
 - “Sit down on the green line,” instead of “Stop running around”
- **Allow for Processing Time**—All children process information more slowly than adults. When giving a directive, allow time for the child to process what you have asked him. The more a directive is repeated the more confused the child gets, which decreases the likelihood of it being followed.
- **Less is More**—Using too many words can dilute the clarity of a directive. Use concise sentences that are very clear. Using visuals (pictures) greatly enhances comprehension with visual learners.
- **Have a Device**—Having a “attention-grabber” device will help you engage the group quickly and efficiently. The device needs to be calm, simple, quick, and easily visible. If you are trying to get the group's attention by yelling, the lesson being taught is that yelling is acceptable at your program.
- **Set Clear Expectations**—Don't assume that kids know the rules. Even rules common to all programs (e.g. keep your hands to yourself; walk don't run; keep your clothes on) may not be at the forefront of a child's mind. Take time to go over expectations with the group. It is most effective when the children tell you what rules they can think of. Once you have a list, post it somewhere the kids can see it. If there is an issue, you can use it to reference what he/she needs to do next time.
- **Have Fun**—You're working with kids, not in a cubicle! Be energetic and enthusiastic— the children are more likely to go along with what you want them to if it seems like you're having fun.

Forms and Handouts

PROBLEM-ACCOMMODATION CHEAT SHEET

| WHEN YOU SEE THIS PROBLEM | TRY THIS ACCOMMODATION |
|--|--|
| Difficulty sequencing and completing steps to accomplish specific tasks. | <ul style="list-style-type: none"> • Break up task into workable and obtainable steps. • Provide examples and specific steps to accomplish task. |
| Difficulty following through on instructions from others. | <ul style="list-style-type: none"> • Gain participant's attention before giving directions. Use altering cues. • Accompany oral directions with written directions. • Give one direction at a time. • Quietly repeat directions to the participant after they have been given to the rest of the group. • Check for understanding having the participant repeat the directions. |
| Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli). | <ul style="list-style-type: none"> • Reward attention. • Break up activities into small units. • Reward for timely accomplishments. • Use physical proximity and touch. |
| Apparent Inattention (underactive, day dreaming, not there). | <ul style="list-style-type: none"> • Get participant's attention before giving directions. • Tell participant how to pay attention; look at me while I talk, watch my eyes while I speak. • Ask participant to repeat directions. |
| Inappropriate seeking of attention (clowns around), exhibits loud excessive or exaggerated movements as attention seeking behavior, interrupts. | <ul style="list-style-type: none"> • Show participant (model) how to gain other's attention appropriately. • Catch the participant when appropriate and reinforce. |
| Difficulty making transitions (from activity to activity). Takes an excessive amount of time to find materials, refuses to leave previous task, or appears agitated during change. | <ul style="list-style-type: none"> • Program participant for transition. • Give advance warning of when a transition is going to take place (now we are coloring the picture, next we will cut it out) and the expectations for the transition (and you will need to...). • Specifically say and display list of materials needed for an activity. • List steps necessary to complete activity. • Have specific locations for all materials. • Arrange for an organized helper (peer). |
| Difficulty remaining seated or in a particular position when required to. | <ul style="list-style-type: none"> • Give student frequent opportunities to get up and move around. Allow space for movement. |
| Frequent fidgeting with hands, feet, or objects. Squirming in seat. | <ul style="list-style-type: none"> • Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration). • Allow alternative movement when possible. |
| Inappropriate responses in activity, often blurts out answers to questions before they have been completed. | <ul style="list-style-type: none"> • Seat participant in close proximity to leader so that visual and physical monitoring of participant behavior can be done by the leader. • State behavior that you do want (tell the participant how you expect him to behave). |
| Agitation under pressure and competition. | <ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Minimize timed activities. • Structure activity for team effort and cooperation. |
| Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations). | <ul style="list-style-type: none"> • Give the participant a responsibility job (e.g., team captain, care and distribution of the balls, score keeper, etc.). • Have student in close proximity to leader. |

| | |
|---|---|
| <p>Frequent involvement in physically dangerous activities without considering possible consequences.</p> | <ul style="list-style-type: none"> • Anticipate dangerous situations and plan in advance. • Stress, STOP-LOOK-LISTEN. • Pair with responsible peer (rotate peer so they do not get worn out). |
| <p>Poor adult interactions. Defies authority. Sucks up. Hangs on.</p> | <ul style="list-style-type: none"> • Provide positive attention. • Talk with participant individually about the inappropriate behavior (what you are doing is . . . A better way of getting what you need or want is . . .) |

Inclusion Aide Evaluation Form

STAFF NAME: _____ DATE: _____

EVALUATOR: _____ DEPARTMENT: Inclusion

Please circle the appropriate ranking for each question, and use space below or back of form for additional comments:

4= Consistently Exceeds Expectations 3 = Meets and Occasionally Exceeds Expectations;
 2 = Meets Expectations; 1 = Occasionally Meets Expectations, Demonstrates Room for Improvement;
 0= Does Not Demonstrate and Does Not Meet Expectations

COMMUNICATION

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Shows effective communication with participants <i>(uses communication appropriate for the participant needs, gives clear directions)</i> | 4 | 3 | 2 | 1 | 0 |
| 2. | Shows effective communication with co-staff <i>(shares participant information, asks for assistance when appropriate)</i> | 4 | 3 | 2 | 1 | 0 |
| 3. | Shows effective communication with supervisors <i>(ability to accept direction and supervision, responds to correspondence timely)</i> | 4 | 3 | 2 | 1 | 0 |
| 4. | Shows effective communication with parents <i>(is friendly, greets at pick-up/drop off, provides appropriate information about the day)</i> | 4 | 3 | 2 | 1 | 0 |

Comments:

LEADERSHIP

| | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Uses effective behavior management skills <i>(clear, consistent directions, sets limits, advise of consequences, comment on positive behavior, distinguish minor from destructive behavior)</i> | 4 | 3 | 2 | 1 | 0 |
| 2. | Displays enthusiasm while involved with program activities <i>(actively participates, positive attitude)</i> | 4 | 3 | 2 | 1 | 0 |
| 3. | Involves participants into program activities and adapts as needed <i>(use appropriate verbal, non verbal communication)</i> | 4 | 3 | 2 | 1 | 0 |
| 4. | Takes initiative and is able to problem solve <i>(Sets up, cleans up without being asked, seeks additional responsibility or information, leads when leader is busy, facilitates transition and down time if needed)</i> | 4 | 3 | 2 | 1 | 0 |
| 5. | Encourages independence <i>(Offers prompts, asks questions, offers choices)</i> | 4 | 3 | 2 | 1 | 0 |
| 6. | Facilitates interaction between participants and encourages participation <i>(introduce participants, facilitate group conversation)</i> | 4 | 3 | 2 | 1 | 0 |
| 7. | Monitor group's belongings <i>(each participant leaves with what they came with, organize belongings like towels, lunches, backpacks, coats, etc)</i> | 4 | 3 | 2 | 1 | 0 |

Comments:

SAFETY/WORK PRACTICES

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Displays safe work practices <i>(follow PDRMA Core 6: uses equipment correctly, 30 second site walk through, PPE, 3 points of contact, reversal of posture, stretching, best practice lifting)</i> | 4 | 3 | 2 | 1 | 0 |
| 2. | Follows NWSRA policies and procedures <i>(Aware and understands Policy and Procedure Manual for Part Time Staff, asks questions when necessary)</i> | 4 | 3 | 2 | 1 | 0 |
| 3. | Knows and understands emergency needs/information of participants <i>(uses specific information regarding medical needs, behavior plans, tendencies)</i> | 4 | 3 | 2 | 1 | 0 |
| 4. | Is punctual and dependable <i>(overall attendance, attendance at trainings, on time for assignments)</i> | 4 | 3 | 2 | 1 | 0 |
| 5. | Wears appropriate clothing for program <i>(wears nametag if available, wears agency/park district t-shirt, follow policy of closed toe shoes, swim shoes, appropriate length shorts, etc)</i> | 4 | 3 | 2 | 1 | 0 |
| 6. | Is neat and clean in his/her personal appearance <i>(no tears, rips, wrinkles in clothes, clothes fit appropriately)</i> | 4 | 3 | 2 | 1 | 0 |
| 7. | Is respectful toward supervisors, co-staff, parents and participants <i>(Greets upon arriving or departing, considerate, addresses requests, engages)</i> | 4 | 3 | 2 | 1 | 0 |
| 8. | Keeps conversations work related <i>(Personal conversations avoided, discuss activity happening, offer relative suggestions)</i> | 4 | 3 | 2 | 1 | 0 |

Comments:

POSITION- INCLUSION AIDE

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Attends park district trainings and site staff meetings <i>Contributes suggestions for inclusive strategies at staff meetings</i> | 4 | 3 | 2 | 1 | 0 |
| 2. | Follows park district policy and procedures <i>Arrives on-time, wears park district attire, etc.</i> | 4 | 3 | 2 | 1 | 0 |
| 3. | Communicates specific inclusion techniques with park district co-staff <i>Shares information from participant profile and resident information form</i> | 4 | 3 | 2 | 1 | 0 |
| 4. | Acts as part of the overall park district staff <i>Take direction from site director and helps with all participants in the program</i> | 4 | 3 | 2 | 1 | 0 |
| 5. | Utilizes tools given for successful inclusion <i>Implements schedules, sensory breaks, transitions and support plans effectively</i> | 4 | 3 | 2 | 1 | 0 |

Comments:

Number of total criteria evaluated: _____ **Total Score :** _____

Total Score / Number of Criteria: _____

This evaluation was (check appropriate action):

Mailed to the employee on: _____

Reviewed in person on: _____

Employee Signature

Evaluator Signature

Inclusion Staff On-Site Checklist

- Introduce yourself to the Site Director.
- Find out where to keep your personal items.
- Obtain a copy of park district policies and procedures.
- Obtain site phone number to be able to contact your site director if running late or sick.
- Introduce yourself to other staff at the site.
- Find out what information the site director has on child/children.
- Find out when and where staff meetings are held and put them in your schedule.
- Ask what areas are available/not available for use.
- Find out how the child/children arrive at the program (bussed, escorted by teacher, parent brings)
- Find out how the child/children leave the program and who they are allowed to leave with.
- Obtain a t-shirt and/or nametag from the park district if provided.
- Review the rules of the program.
- Review the program schedule.
- Have the Site Director introduce you to the child/children you will be working with.
- Have the Site Director or park district staff introduce you to other kids at the program.
- Greet the parent/guardian of the person you are working with and introduce yourself.
- Review sign in/sign out procedure.