

Programming Inclusion Together

Presented by: NWSRA Inclusion Team

Agenda

Inclusion Process

Initial Participant Intake

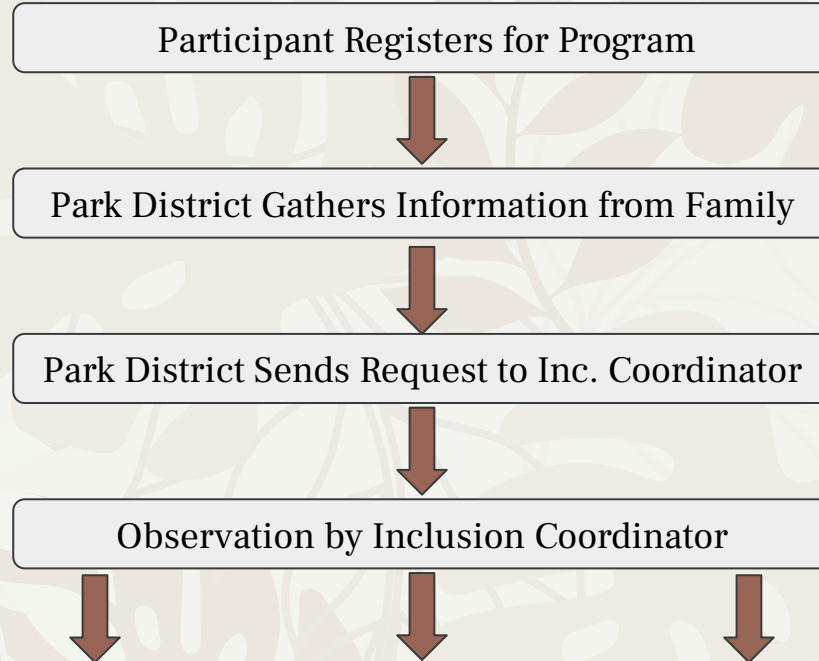
Request for Assistance

Communication with Parents

Inclusion Aides

Access to Programming

Inclusion Process



Inclusion Observation Outcomes

No Additional
Support

Enhanced Park
District Training
provided by NWSRA
& Implementing
Support

Inclusion Aide
Support

Important Takeaways

Communication

NWSRA Coordinators will communicate outcome of observation with Park District and family of the participant. Please contact coordinator with any additional information, concerns, or questions.

Continuous Process

The first observation outcome is never the final decision for any individual. Please reach out to your Inclusion Coordinator if concerns arise and additional support is needed or no longer needed.

General Guideline

The inclusion process is a general guideline. 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.

Initial Participant Intake

What is the Initial Participant Intake: a form used to guide conversation with parents of individuals with disabilities to gather information.

When to Use: when ADA box is or is not checked when an individual registers for program

How to Use: a phone call or in-person conversation with family of participant

What to do After Form is Completed: send to your Inclusion Coordinator with inclusion request (if applicable)

This Starts with YOU.

Initial Participant Intake

What to do after the ADA box is checked

Please ensure that you are not guaranteeing the Park District/NWSRA will be providing an additional staff at the program. If you do not feel comfortable completing this independently, please schedule a conference call with your coordinator. If they do not want NWSRA support, please ensure they know the participant is expected to follow the Park Districts Code of Conduct.

The first step you should take is contact parents/participant. Inform them of the purpose for your call ("I am calling because I noticed that you had checked the Americans with Disabilities (ADA) box on the registration form when signing up for _____ program.")

Then, proceed with the following questions:

1. "What are the participant's goals for this program?"
2. "What part of the program will the individual need additional support?"
3. "Has the individual registered ever received support in a park district setting before?" (If yes, continue with these questions)
 - 3a. "What type of support has the individual received?"
 - 3b. "What type of program was the support received in?" (swimming, day camp, etc.)

If they respond that they have NOT received support, explain the park district's relationship with NWSRA and the Inclusion Process.

4. "Tell me about you/your child."
5. State what the park district staff can do to provide support for them/their child. (support other than NWSRA aide support)
6. "Our participant to staff ratio for this program is _____. Do you believe you/your child can be successful within that ratio?"
7. "Keeping all of this information in mind, I will talk it over with my team and NWSRA to figure out the best way to support you/your child in our programs."

Highlights of Initial Intake Form

Important Purpose

Intake forms are an essential tool for providing effective recreation service. They provide valuable information on the participant's abilities, needs, and goals. By understanding the importance of intake forms, CTRS & other recreational professionals can provide better programs and improve participant success/enjoyment.

Question 3, 3a, & 3b

Ask question 3 "Has the individual received inclusion support in a park district setting before?" If **yes**, continue with questions 3a and 3b. If **no**, explain park district's relationship with NWSRA and explain inclusion process, then continue with Question 4.

Communication

This form is meant to be used as a script to guide conversation. Please do not send the form directly to parents to fill out. The Park District is required to make initial contact with family. WHY?

Findings

Please send all information to Inclusion Coordinator. If parent checked the ADA box and after conversations it is determined that the parent does not want NWSRA inclusion support, you do not send a request to inclusion assistance form. Without parent consent NWSRA cannot support individual. What else can we do?

Parent Introduction to Inclusion Process

Parent Introduction to the Inclusion Process

Approaching parents about the Inclusion Process when the ADA box is not checked

Please ensure that you are not guaranteeing that an extra staff will be sent to the program to support them/their child.

If you do not feel comfortable having this conversation independently, please schedule a time to conference with your coordinator to have them assist you.

After noticing the presence of a consistent need for support, contact parents/participant. Inform them of the purpose for your call ("I am calling because we have noticed that in _____ program, you/your child may be having difficulties with _____.")

Then, proceed with the following questions:

**Note: the examples given should be responses you are expecting, not examples to be given during your conversation.*

***Due to the sensitive nature of this subject, be sure that you are not encouraging parents to provide a diagnosis, or to seek testing for their child*

1. "What are your goals for this program?"

Examples: socialization, skill development, child care, etc.

2. "Have you noticed (the reason you are calling) at home/school/in the community as well?"

If they respond that they have noticed (the reason you are calling) in another setting, continue with the following question:

2a. "How do you/school personnel respond?"

**If a disability diagnosis has been disclosed skip to #3.*

If they respond that they have NOT noticed (the reason you are calling) in another setting, explain what you are seeing in your program. State the facts.

**If a disability is not disclosed, explain your code of conduct and the program expectations. Inform the parent of your protocol should these instances continue.*

3. Explain the partnership between NWSRA and the park district and the Inclusion Process.

What is the Parent Introduction to the

Inclusion Process: a guide used by the park district to start the conversation to implement NWSRA support with their child.

When to Use: when ADA box is not checked and staff notice support may be required during the program.

How to Use: a phone call or in-person conversation with family of participant

What to do After Form is Completed: send to your Inclusion Coordinator with inclusion request (if applicable)

Request for Inclusion Assistance



Request for Inclusion Assistance

To be completed by Park District and returned to NWSRA.

Date of Request: _____ Park District: _____ Inclusion Coordinator: _____

Note: If participant is new program, initial contact with parent/guardian must be completed before submitting request.

PROGRAM INFORMATION

Park District (PD) Contact		PD Contact Phone	
Name of Program		Program Days	
Location/Room		Program Dates	
Program Time		No Program Dates	
Head Instructor		Site Phone	

PARTICIPANT INFORMATION

Participant		Parent/Guardian	
Birthdate		Home Phone	
Disability		Cell Phone	
Behaviors Observed			
Home Address		Email	

FIELD TRIP INFORMATION

Event/Program Name		Event Location	
Date/Day		Event Times	
Departure From		Arrival to	

For NWSRA Use:

Program # - Fall:	_____	Staff:	_____	IO:	_____
Program # - Winter:	_____	Staff:	_____	IO:	_____
Program # - Spring:	_____	Staff:	_____	IO:	_____
Program # - Summer:	_____	Staff:	_____	IO:	_____

Communication with Parents

- Never guarantee an Inclusion Aide is going to be placed
- Remind parents that at least a 2 weeks notice is required when requesting an Inclusion Aide
- If parents communicate they are hesitant if an Inclusion Aide will be needed to support their child, do not send a request over so that an aide can be on standby if needed. The request for assistance should be sent with an “observation” marked. The Inclusion Coordinator will complete an observation and assessment, this will deem if an Inclusion Aide is necessary.

Inclusion Aides

- Three Supervisors
 - NWSRA, PD Coordinator/Manager & On Site Leader/Supervisor
- Placement of Inclusion Aides
- Inclusion Aides Role and Responsibilities (see next slide)
- Participant to Staff Ratio Considerations

Role of Inclusion Aides

Active Inclusion

Help participant achieve goals of program, assist alongside of peers, model appropriate behavior



Behavior Management

Support child through transitions, implement behavior plans, allow independence

Program Adaptations

Utilize adaptive equipment, adapt rules of the game

Access to Programming

- Welcoming Atmosphere
 - From the moment a patron walks in (think of your front desk & custodians)
- Onboarding for *NEW* Park District Staff
 - Examples: “We cannot service your child and you must unenroll”, “We don’t have any programs for individuals with disabilities”
- Process does not start with NWSRA, starts with the park district
- ADA website



QUESTIONS?