Inclusive Recreational Programs

...and how to have one!
Follow the rules to GREAT Inclusion!

- No Velcro: all participants are all staff’s responsibility
- Kids support kids
- Know all your participants
- Believe in INCLUSION
RULE #1

No Velcro: all participants are all staff’s responsibility
Can you spot the Inclusion Facilitators?
Role Blend between staff

- Don’t tell kids who is who
- Include ALL staff names on handouts, etc.
- Assign different staff people to support kids with disabilities
- Give flexible assignments to inclusion facilitators
- Show no fear- you are the model to kids
- Our Kids, Our Program- all staff have ownership
Can you believe Harry has to spend all day with grown-ups? Bummer, man. I've got an idea. You distract the assistant...

Peers resort to subversive tactics.

Excuse me!!!
Proactive Planning

- Plan ahead and have a back up plan- modifications should be done ahead!
- Collaboratively plan- share knowledge on how to be prepared for individual kids in your small group
- Think about accessibility- not OK to omit any kids from any activity
- No kid alone with an inclusion staff
GUARDIAN ANGEL  SUPER-MAGNET

STUCK LIKE GLUE  HOVERCRAFT

HELPING OR HOVERING?
How close do you REALLY have to be?

- Analyze the day to decide when a student actually needs individual supports and when they don’t
- Proximity supports- monitor from afar
- Engage with ALL kids at ALL times- limit the stigma of supports
RULE #2

Kids Support Kids
ADVENTURES IN ZIPPING
ZONE OF PROXIMAL CONFUSION
Consider kids as supports first!

1. Feel out your group-identify kids who are interested in supporting
2. don’t ask, assign then facilitate partners and groups (adult with power is best facilitator)
3. rotate supports of kids with disabilities
4. give high levels of support and positive praise to peer supports (teach as you go)
5. kids help figure out how to include kids
RULE #3

Know ALL Your Participants
Building Relationships with All Kids

- To facilitate relationships and supports between kids, must have relationship
- know them in their element: be with different kids at lunch time and free time
- know the strengths and needs of ALL kids
- design activities around strengths (even Yu-Gi-Oh! and video games if necessary)
AFTER MONTHS OF PUBLIC AGREEMENT AND PRIVATE DISAGREEMENT, THE TEAM DECIDES TO FIND OUT WHAT EVERYONE IS THINKING.
Use your Staff Meeting

- Take time to talk about kids in positive light
- Share information with each other—observations, strategies and peer supports
- Access behavior plans or create your own as a group
- Get information from families, teachers, etc.
- Use person first language (Try our quiz!)
RULE # 4

Believe Inclusion
THE ABC'S OF INCLUSION