Ensure your office is accessible, as well as your recreation and fitness space. If it is not, determine what changes need to be made to improve the accessibility.

Reflect on transportation options to and from your office and recreation space. If accessible transportation options are not available, consider what steps need to be made to prioritize access.

Develop partnerships with organizations and agencies serving people with disabilities for outreach and recruitment purposes.

Early in the intake process, ask all participants to list any reasonable accommodations they may need. This should be a question on any application or intake paperwork you use.

In addition, inquire about food allergies or restrictions. Based on responses, consider specific adaptive equipment participants may need and purchase/borrow in advance.

Make considering the needs and challenges of your participants an ongoing part of your program evaluation. Challenge yourself to move beyond the basics and create an engaging experience for all.

Review your marketing materials and include images of people with disabilities having fun in activities throughout your brochures, videos, and other collateral.

Focus on what an individual can contribute and what the program can bring to the individual. Use positive reinforcement liberally and actively notice/name the strengths of youth participants.
Before helping a person with a disability, ask them if they need assistance. Often, a person with a disability can tell you how best to help them.

Review rules, regulations, policies, and procedures to ensure there are not unintended barriers for participants with disabilities.

Identify a low-stimulus area within the site that can be used as a space to cool down if youth need a break.

Use a strength-based approach during your intake process by asking questions such as, “What do you enjoy doing in your free time?” or, “What would you like to teach others?”

Make professional development around disability inclusion a priority for staff and volunteers. Recruit volunteers and staff with a variety of abilities and disabilities.

Have a visual schedule of activities posted. Have a timer available to help with transitions from one activity to the next. Create alternative formats when needed and have all materials available electronically. Use Universal Design for Learning when planning each activity by offering multiples forms of:

- **Presentation**: videos, print materials, verbal instructions, physical demonstrations, etc.
- **Engagement**: playing a game, learning a new skill, being part of a team, etc.
- **Expression**: demonstrating a new skill, practicing a drill, following game rules, etc.
**ACCESSIBILITY**
- Assess & adapt office environment, recreation space, and transportation options for accessibility
- Ask participants to list any reasonable accommodations needed on all paperwork, including food allergies or needs
- Purchase or borrow needed adaptive equipment

**CREATIVITY & FLEXIBILITY**
- Focus on what an individual can contribute and what the program can bring to the individual
- Use positive reinforcement liberally and actively notice/name the strengths of youth participants
- Have a timer available to help with transitions from one activity to the next

**COMMUNICATION**
- Create and display a visual schedule for your program
- Have all materials used in your program available in alternative formats
- Use a strength-based approach during your intake process
- Use Universal Design for Learning when planning each activity
- Include empowering photos of people with disabilities in your marketing materials

**ORGANIZATIONAL POLICIES**
- Ensure rules, regulations, and policies do not create unintended barriers for participants
- Develop partnerships with organizations and agencies serving people with disabilities
- Move beyond providing just the basics to create an engaging and comfortable experience for all

**DEVELOPING SOCIAL SKILLS**
- Teach all participants basic disability etiquette, such as asking a person with a disability if they need assistance before stepping in to help
- Identify a low-stimulus area that can be used as a space to cool down if youth need a break

**HUMAN RESOURCES**
- Make professional development around disability inclusion a priority for staff and volunteers
- Recruit volunteers and staff with a variety of abilities and disabilities