

Inclusive Program Checklist

Inclusive environments are designed to provide all individuals with the ability to have equal access to the information and the ability to contribute, to provide input, and to participate in the learning community. In inclusive environments, individuals with disabilities are treated as full participants in the classroom by focusing attention on the abilities, interests, and aspirations of all students in the same manner.

The following checklist helps create an inclusive environment by removing participation barriers for individuals with disabilities. Creating an inclusive environment starts with the actions and attitudes of staff that set high expectations about a barrier-free environment that encourages everyone to be sensitive and solution-oriented to individual differences.

Self-Evaluation Checklist

General

Include American sign language interpreter, assistive listening devices, or have real time captioning (when needed)

Control light in the room (when possible)

Control the room or have co-presenter assist

Ask participants about their needs and preferences for communication access

Sit or stand where everybody can see you

Look straight at your audience

Allow audience to read your body language

Enunciate words; do not mumble

Introduce all speakers prior to them presenting

Provide overview of content/expected learning objectives at beginning of the session

Use “people first language” (e.g., “a person who uses a wheelchair” rather than “paraplegic”)

Print 10 extra copies of handouts and ensure that at least 10% of the total is printed in large print/Braille when unsure of audience

Ensure presentations meet Section 508 Federal Accessibility Standards (e.g., high color contrast, refrain from using color alone to convey important information)

Refrain from presenting information (e.g., slides) too quickly

Use visual information (e.g., charts, graphics) to reinforce what is presented orally

Explain all images in detail to the audience

Explain what is happening in a video

Use a Word document with large font if your handwriting is not interpreted easily

Use large fonts on PowerPoint slides (e.g., 40-point font)

Explain what you are writing

Provide in-depth explanations and instructions to promote understanding among all comprehension levels

Provide a balance of active and passive activities within a lesson

Use hands-on activities or pictures to provide alternative ways of learning abstract or more complex concepts

Encourage participants to ask questions

Give extra time when asking people to answer questions

Repeat the answer to the audience

Have more than one way to answer a question

Use real life examples and concrete materials whenever possible

Provide follow-up instruction, individually (as needed)

Repeat, paraphrase, and summarize all important points

Provide all participants with additional time to complete assignments or take a test

Online Presentation (In addition to general checklist)

Use an accessible platform (e.g., Zoom, Teams)

Be familiar with the platform and explain its functionality (e.g., Zoom controls)

Use camera on webinars

Record sessions

Minimize background noise on webinars

Repeat questions asked in chat and then provide the answer

Face-to-face Presentation (In addition to general checklist)

Remove physical barriers

Relocate to a space without physical barriers (when necessary)

Ensure bathrooms are accessible

Be prepared to assist people with signing roster (when applicable)

Wear a collared button-down shirt when using clip-on microphone (e.g., placket microphone)

Use microphone rather than yell to prevent distortion

Use microphone for question-and-answer sessions and/or have assistant walk around the room or have person repeat the question (when applicable)

Limit lectures and encourage participants to work in pairs or small teams