

# Accessibility and Inclusion Self-Reflection

## UCS Family Engagement Toolkit

### Designed For

Program leads and Special Olympics liaisons.

### Time Estimate

5-10 minutes to complete two self-reflection exercises; 5-10 minutes to share the resource with the UCS Leadership Team and school administrators.

**PAUSE  
AND  
PONDER**

**Recommended preparation for  
engaging with the UCS Family  
Engagement Toolkit resources**

### Why would I use this tool?

This resource is recommended preparation for engaging with the Toolkit resources. It will help you begin to understand accessibility and inclusion and your own positionality as it relates to the school and district.

### When should I use this tool?

This tool can help you begin conversations about the importance of equitable family engagement with UCS team members and school administrators. It will be most useful at the beginning of the school year or at the end of the school year to assess how you and your team have grown in the area of accessibility and inclusion.

You can learn more about Building Schoolwide Inclusion and Accessibility for All in the [Toolkit's Introduction](#).

### How should I use this tool?

You should first complete the Accessibility and Inclusion Self-Reflection. This self-reflection helps you think about how your school and district implement policies and practices that foster belonging and access for all.

You can then share this resource with team members so they, too, can explore their own implicit values and beliefs about culture and ability differences and reflect on how the school and district implement equitable policies and practices. You may decide to discuss the results in a UCS Leadership Team meeting.



# Accessibility and Inclusion Self-Reflection

## Working Toward Equitable Family Engagement

You will find many tools, strategies, and activities in the Special Olympics Family Engagement Toolkit. However, promoting **equitable family engagement** requires more than just implementing tools and strategies. Achieving equitable family engagement requires an approach to working with families that focuses on reciprocity, transparency, empathy, and flexibility.<sup>8</sup> It is about ensuring that UCS programs are welcoming, supportive, and open to the full participation of all families.

**Equitable family engagement** means building reciprocal partnerships with family members that include frequent two-way communication, home-school updates, shared strategies and supports, and mutual respect for one another's expertise. SO Program leads and school liaisons can learn from the perspectives of family members and collaborate with them to ensure UCS programs are inclusive.

Equitable family engagement begins with whole-person and whole-system transformation that results in personal, interpersonal, and systemic changes. **Figure 4** is a reminder that the first step in building equitable family engagement is starting with the belief that all students belong. The second step is empowering Special Olympics Program leads and liaisons to implement equitable practices in their professional work. The third step is transforming the system to make sure strategies and processes are designed to improve equity and accessibility for all families.

Figure 4: Family Engagement Toolkit Accessibility and Inclusion Principles



<sup>8</sup> Liberatory Design for Equity (<https://nationalequityproject.org>).



Equitable family engagement also focuses on ensuring diversity and building equitable outcomes for diverse students and families of students with disabilities. Many families from diverse communities have been historically excluded from school contexts based upon their background or experiences.

The Family Engagement Toolkit includes tools, strategies, and activities that will help you eliminate barriers to participation and promote inclusion for all families of children and youth with disabilities.

### **Reflect on Individual, School, and District Practices for Accessibility and Inclusion**

The following self-reflection asks you to think about individual beliefs, school-wide engagement, and district supports that build equity and inclusion. This will help you to consider how your values and actions influence your relationship with students, families, and the school system.

In the first section, you can reflect on your own values and beliefs related to diversity and how you enact those values and beliefs. In sections two and three, you can reflect on ways your school and district promote belonging and access for all.



**Directions.** Carefully consider each statement in the first column. In the second column, rate each statement based on your own perspective using the rating scale below. In the third column, take notes on ways to increase your level of awareness, to enact equitable family engagement, and to enhance equity within school-wide engagement.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

## I. INDIVIDUAL VALUES AND BELIEFS

### ENACTING EQUITABLE INCLUSION

1. Think about how you act on your values and beliefs to ensure equitable inclusion for students and families.

How Do I Enact Equitable Inclusion?	Level of Agreement	Ways to Improve?
I ensure families are valued partners and participate in their child's education in a variety of ways.		
I view families as partners in the education of students and in UCS programs.		
I integrate families' knowledge and wisdom of their children and community into UCS activities.		
I make every possible effort to communicate with families across linguistic differences, seeking out technology tools and other supports to make efforts to communicate across language differences.		
I use a variety of structures or channels to communicate with families and to get their input, perspective, and feedback on UCS programs.		



**Directions.** Carefully consider each statement in the first column. In the second column, rate each statement based on your own perspective using the rating scale below. In the third column, take notes on ways to increase your level of awareness, to enact equitable family engagement, and to enhance equity within school-wide engagement.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

## II. SCHOOLWIDE ENGAGEMENT

### PROMOTING SCHOOLWIDE EQUITABLE INCLUSION AND ACCESSIBILITY THROUGH TRANSFORMATION

1. Think about ways school administration and leadership teams promote equitable inclusion for all.
2. Think about ways you can help to transform school-wide systems from your current sphere of influence.

How does the school promote equitable inclusion and accessibility in its policies and practice?	Level of Agreement	Ways to Improve?
The school's core policies and practices indicate a prioritization of equitable inclusion and accessibility.		
Staff, teachers, and leaders reflect the demographic composition of their students.		
Financial resources are allocated for the school's equitable inclusion and accessibility plans, goals, and initiatives. A school's budget reflects the prioritization of this commitment.		
Teachers, coaches, and administrators use data to see evidence of disproportionality and to determine where to allocate energy and resources in the curriculum and in extra-curricular programs.		



**Directions.** Carefully consider each statement in the first column. In the second column, rate each statement based on your own perspective using the rating scale below. In the third column, take notes on ways to increase your level of awareness, to enact equitable family engagement, and to enhance equity within school-wide engagement.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

### III. DISTRICT SUPPORTS

#### PROMOTING DISTRICT-WIDE EQUITABLE INCLUSION AND ACCESSIBILITY THROUGH TRANSFORMATION

1. Think about ways the school district promotes equitable inclusion for all.
2. Think about ways you can help to transform the school district from your current sphere of influence.

How does the school district promote equitable inclusion and accessibility in its policies and practice?	Level of Agreement	Ways to Improve?
The district's core policies and practices indicate a prioritization of equitable inclusion and accessibility.		
District staff and leadership reflect the demographic composition of their community.		
Financial resources are allocated for the district's equitable inclusion and accessibility plans, goals, and initiatives. A district's budget reflects the prioritization of this commitment.		
District staff and leadership use data according to see evidence of disproportionality and to determine where to allocate energy and resources in the curriculum and in extra-curricular programs.		

Adapted from: Aguilar, Elena. (2020). *Coaching for equity: Conversations that change practice*. Jossey-Bass.



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**Family Engagement Toolkit**

For questions or comments about the Toolkit, please contact:

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