

CHILD COMMUNITY HEALTH INCLUSION INDEX (CHILD-CHII) Manual

Version: November 2021

Developed by:

Paul Yejong Yoo, PhD, OT
Keiko Shikako, PhD, OT
Annette Majnemer, PhD, OT
Robert Wilton, PhD
Sara Ahmed, PhD, PT

Adaptation of:

Eisenberg, Y., Rimmer, J. H., Mehta, T., & Fox, M. H. (2015). Community Health Inclusion Index.

Suggested Citation:

Yoo, P. Y., Majnemer, A., Wilton, R., Ahmed, S., & Shikako, K. (Nov 2021). Child Community Health Inclusion Index: An evaluation tool for measuring inclusion of children with disabilities in the community.

Introduction

The Child Community Health Inclusion Index (CHILD-CHII) has been adapted from the Community Health Inclusion Index (CHII) which was developed in the United States. The CHILD-CHII is a measurement tool used to help families, professionals, teachers, and facilities gather information on the resources and features of a community facility that are inclusive of all members of the community, including children with disabilities.

The CHILD-CHII is a collection of 3 different assessments- On-site Assessment, Organizational Assessment, and Macro Community-At-Large Assessment (Figure 1). The tool assesses the Community-At-Large as 4 different sectors: Education, Health, Public Spaces, and Community Institutions/Organizations (Level 1). Within each of these sectors there are facilities (e.g. an elementary school) with any number of venues (Level 2) related to activity and community design. The CHILD-CHII assesses these venues and sectors across 5 Inclusion Domains (level 3): Built Environment, Equipment, Programs/Services, Staff, and Policies. The Built Environment and Equipment domains are assessed using the On-site Assessment. The Programs/Services, Staff, and Policies domains are assessed using the Organizational Assessment and the Macro Community-At-Large Assessment.

Child Community Health Inclusion Index (CHILD-CHII)					
Level 1: Sectors	Community-At-Large				
	Education (Schools)	Health (Hospitals, Clinics)	Public Spaces (Parks, Playgrounds)	Community Institutions/Organizations (Community Centres, Libraries)	
Level 2: Venues	Activity (Fitness room, Classroom, Gym) Community Design (Transportation, Paths)				
Level 3: Inclusion Domains	Built Environment	Equipment	Programs/Services	Staff	Policies
Assessments Used	On-site Assessment		Organizational Assessment & Macro Community-At-Large Assessment		

Figure 1- CHILD-CHII Framework

Using the CHILD-CHII Measurement Tool

Macro Community-At-Large Assessment

The questions found within this assessment are related to transportation services and policies, community design policies and programs, and community wellness initiatives. These questions are meant to be responded considering the currently available programs and initiatives. These questions are answered by conducting online research as well as speaking with local transit agency representatives and community planners.

Organizational Assessment

The questions found within this assessment are to be completed by the facility if possible, or with the facility. An online version of the assessment can be sent to the facility to be completed by the representative and/or staff. The purpose of the Organizational Assessment is to, 1) discover what sites have activities and resources for children with disabilities and 2) learn about the programs, policies, and overall attitude toward inclusive health promotion at the site.

Some sites may be difficult to contact by phone or email, in this case, it is advised that raters go directly to the locations and conduct the Organizational Assessment as an interview instead of conducting an online survey. As long as permission is granted from the facility, the On-site Assessment can be done as well at that time.

On-site Assessment

The purpose of this assessment is to assess the navigability to the facility as well as the inclusive features of the facility for children with disabilities. Raters will answer questions found within this assessment for facility found within any of the 4 sectors of the community: Education, Health, Public Spaces, and Community Institutions/Organizations. Table 1 provides examples of the types of sites/facilities that are found in each sector. The questions are aimed to help understand how easy or difficult it might be for a child with disabilities and their family to access the facility.

Table 1- Sector and examples of corresponding observation sites

Sector	Observation Site
Education	Public elementary/high school
Health	Hospital, community clinic
Public Spaces	Parks, playgrounds
Community Institutions/Organizations	Community centre, library

Specific Sectors

Getting around the Site: Raters will observe the safety of the areas surrounding the site to determine factors that affect getting around the site. Raters will assess the accessibility of the surrounding walking infrastructure.

To determine which blocks to assess, consider which intersections and paths are most important to assess for children with disabilities and families to access the site from the surrounding neighborhood.

Public Transportation/Transit: For communities with public transportation, raters will assess the accessibility of a nearby transit stop and transit frequency.

For the transit section, it may be easier for you to look up the answers ahead of time online or by calling the local transit provider for the area around that site.

The internal environment questions require the rater to evaluate the built environment and equipment in different areas within the observation site, such as entry ways and restrooms and multiple venues (places where children with disabilities will frequent and access).

- Restrooms: Raters will examine restrooms nearest to the venues.
- Some venues will be specific to a sector. Items related to venues that are not applicable to the facility or the sector can be skipped.

Specific venues: Locker Rooms, Exercise Equipment/Space, Pools, Playgrounds, Water Fountain/Splash Pads, Multi-use Trail, Waiting Room, Exam Room

Additional information on questions:

The onsite assessment is made up of a few different kinds of questions.

- Yes/No: Yes/no questions are used for determining whether an accessibility feature is present or not. This type of question is also used as a screener to know whether to ask a next set of questions.
- Check all that apply: Many of the questions about particular features will have multiple options that represent the different aspects of accessibility of that feature.

You will be asked to choose all that apply and sometimes an 'Not applicable' option is at the bottom of the list.

CHILD COMMUNITY HEALTH INCLUSION INDEX (CHILD-CHII)

Version: November 2021

Developed by:

Paul Yejong Yoo, PhD, OT
Keiko Shikako, PhD, OT
Annette Majnemer, PhD, OT
Robert Wilton, PhD
Sara Ahmed, PhD, PT

Adaptation of:

Eisenberg, Y., Rimmer, J. H., Mehta, T., & Fox, M. H. (2015). Community Health Inclusion Index.

Suggested Citation:

Yoo, P. Y., Majnemer, A., Wilton, R., Ahmed, S., & Shikako, K. (Nov 2021). Child Community Health Inclusion Index: An evaluation tool for measuring inclusion of children with disabilities in the community.

Table of Contents

On-site Assessment	3
Before Heading to the Site.....	3
Transit.....	4
Getting Around the Site.....	5
Inside the Site.....	8
Bathroom	11
Information	12
Emergency	13
Guide Dogs.....	14
Locker Rooms.....	14
Exercise Equipment/Space.....	15
Pools	16
Playgrounds.....	17
Water Fountain/Splash Pad	18
Multi-use Trail	18
Waiting Room.....	19
Exam Room	19
Final Overall Questions.....	20
Organizational Assessment	20
Information about the Site	21
Activity.....	22
Materials.....	23
Staff	24
Policymaking	25
Wayfinding.....	26
Schools.....	26
Healthcare Sites.....	27
Readiness for Change	28
Audit	29
Macro Community-At-Large Assessment	30
Information about the Site	31
Transportation	31
Transportation Staff Training.....	33
Community Design	34
Awareness Initiatives.....	34
Healthcare Access.....	35
General Programs/Services.....	35
Leisure.....	36
Volunteer/Work	36
Education	36
Social.....	37
Technology.....	38
Web Mapping.....	38
Accessibility Policies	39

On-site Assessment

Thank you for taking the time to fill out this assessment about the accessibility and inclusion of a facility in your community for children with disabilities.

The purpose of the Community Health Inclusion Index (CHII) is to collect information about healthy living resources in a community and the degree to which they are inclusive. The assessment will be extremely useful in helping stakeholders to plan and develop strategies that will impact the health and well-being of all members of your community, including children with disabilities.

Please note that the CHILD-CHII is not a compliance checklist, but is intended to be a tool to measure a broad level of health inclusion in communities. It may take 30-60 minutes, depending on the site.

The CHILD-CHII On-Site Assessment is designed in sections. Please make sure to review all the sections of the survey and answer all that apply to the site being assessed. There are instructions and pictures to help conduct the assessment. In addition, raters should review the CHILD-CHII Manual for additional instructions on rating sites, measurement, and a glossary of terms.

Before Heading to the Site

Fill out the following information before heading to the site.

Rater Name: _____

Facility Name: _____

Street Address: _____

City: _____

Province: _____

Zip Code: _____

Choose the Sector of the community that most applies to the site being assessed.

- ☐ Education
- ☐ Health
- ☐ Public Spaces
- ☐ Community Institutions/Organizations

Transit

1. Is there at least one public transit stop near the site entrance?

- ☐ Yes
- ☐ No

If yes to the previous question, how close?

- ☐ Less than 50 m
- ☐ 50 - 100 m
- ☐ More than 100 m

2. Which of the following components are available on public transportation vehicles that have a stop near the site? Check all that apply.

- ☐ Level boarding from ramp or lowered vehicle
- ☐ Auditory announcements
- ☐ Visual display of stops
- ☐ Other: _____

3. Which of the following elements, if any, are observed at the public transit stop? Check all that apply.

- ☐ Transit shelter, bench or other seating
- ☐ Signage with TTY number (Telecommunication Device for the Deaf)
- ☐ Enough space to maneuver using a mobility device
- ☐ Stable and firm landing pad surface
- ☐ Light posts or other lighting infrastructure at or next to the stop
- ☐ Other: _____

Getting Around the Site

4. Assess the Path from the transit stop to the site if available, otherwise, complete for the path from the parking area. Check all that apply.

- ☐ At least 5 feet wide
- ☐ Free of obstacles or hazards that are difficult to traverse
- ☐ Surface smooth and firm
- ☐ Other: _____

5. Indicate if the following characteristics that make getting around (outside) the site more accessible are present. Check all that apply.

- ☐ Some form of physical boundary around common areas that lessens the likelihood of children wandering into unsupervised areas
- ☐ Wide aisles
- ☐ Obstacles and edges are detectable for someone using a cane
- ☐ Routes are free of obstacles
- ☐ Slip-resistant materials
- ☐ Circle or a T-shaped space for a person/child using a wheelchair to reverse direction or to turn their wheelchair completely

☐ Contrasting colours

☐ Even terrain

☐ Other: _____

6. Are there any driveways, street crossings, or changes in levels on the path to the site where a curb cut (pavement graded down to meet lower, adjoining street) is needed but does not currently exist?

☐ Yes

☐ No

7. For the curb cuts anywhere on a path, indicate whether the following characteristics are observed. Check all that apply.

☐ Gradual slope

☐ Free of barriers or hazards that obstruct it

☐ Free of breaks in the surface

☐ Detectable warning in good working condition

☐ Tactile warning panels

☐ Other: _____

8. Indicate whether the following features are present in the pedestrian crossings near the site. Check all that apply.

☐ Crosswalk is well marked with stripes/paint/bricks

☐ Free of obstacles or hazards that are difficult to traverse

☐ Curb cuts at each end of the crossing

☐ Tactile paving guides

☐ Other: _____

9. Do the intersections around the site have a traffic signal?

- ☐ None of them
- ☐ Less than 50% of them
- ☐ 50% of intersections
- ☐ More than 50% of them
- ☐ All of them

10. Indicate whether the following elements are present on the traffic signals near the site. Check all that apply.

- ☐ Auditory crossing signal
- ☐ Visual crossing signal
- ☐ Other: _____

11. Is a parking lot available at the site?

- ☐ Yes
- ☐ No

12. Are any of the following observed in the parking lots? Check all that apply.

- ☐ Accessible spaces designated with International Symbol of Accessibility on an upright sign
- ☐ Access aisles adjacent to accessible parking spaces
- ☐ Designated van accessible parking spaces
- ☐ Other: _____

13. Is the pathway towards the site clear of ice and snow?

- ☐ Yes
- ☐ No
- ☐ Not applicable

Inside the Site

14. Are the following accessible features present at the main entrance? Check all that apply.

- ☐ Ramp
- ☐ Lift
- ☐ Non-slip surface
- ☐ Tactile indication for steps and ledges
- ☐ Stairs with continuous rails on one or both sides
- ☐ Power assist or automatic door
- ☐ Other: _____

15. If no adaptations at the main entrance, does an alternate accessible entrance exist?

- ☐ Yes
- ☐ No
- ☐ Not applicable

If yes, check all that apply.

- ☐ Ramp
- ☐ Lift
- ☐ Non-slip surface

- ☐ Tactile indication for steps and ledges
- ☐ Stairs with continuous rails on one or both sides
- ☐ Power assist or automatic door
- ☐ Other: _____

16. Can the alternate entrance be used without additional assistance?

- ☐ Yes
- ☐ No
- ☐ Not applicable

17. Are the accessible drop-off areas/parking spaces closest to the accessible entrance?

- ☐ Yes
- ☐ No
- ☐ Not applicable

18. Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

- ☐ Yes
- ☐ No
- ☐ Not applicable

19. On each floor of the site, is there an accessible route to all the essential public areas (Eg. Bathroom, Emergency exit)?

- ☐ Yes

☐ No

20. Do the doors at the site have the following accessible features? Check all that apply.

☐ Automatic operation

☐ Sliding doors

☐ Wide enough for a wheelchair

☐ Flush threshold (level doorway)

☐ Other: _____

21. Which of the following features are found in rooms and shared spaces (accessed by the child) at the site. Check all that apply.

☐ Facilitated communication with people who use sign language (e.g. people facing each other)

☐ Appropriate acoustics

☐ Noise reduction measures in place

☐ Adequate lighting

☐ Other: _____

22. Are any of the following present for navigating around the site? Check all that apply.

☐ Elevator

☐ Ramp

☐ Lift

☐ Tactile indicators

☐ Other: _____

23. Does the signage for navigating around the site have any of these features? Check all that apply.

☐ High-contrast lettering

☐ Large print

☐ Pictograms

☐ Braille

☐ Other: _____

Bathroom

24. Is there a bathroom that is fully accessible?

☐ Yes

☐ No

25. Are the following accessible features found with bathroom entrances at the site? Check all that apply.

☐ Automatic operation

☐ Open corridor entrance

☐ Wide enough for a wheelchair

☐ Flush threshold (level doorway)

☐ Other: _____

26. Are the following accessible features used to identify bathrooms at the site? Check all that apply.

☐ Pictograms/Symbols

- ☐ Raised characters
- ☐ Braille
- ☐ Low enough for children to see
- ☐ Other: _____

27. Are the following accessible features found in bathrooms at the site? Check all that apply.

- ☐ Adequate space for up to two caregivers
- ☐ Adult-sized changing station
- ☐ Adapted toilet with grab-bars
- ☐ Tilted mirror
- ☐ Low sink
- ☐ Low hand dryer
- ☐ Low soap dispenser
- ☐ Other: _____

Information

28. Are information materials (Eg. Pamphlets, Flyers) offered in any of the following formats? Check all that apply.

- ☐ Electronic version in plain text
- ☐ Large print
- ☐ Pictograms
- ☐ Audio
- ☐ Braille
- ☐ Not applicable

☐ Other: _____

29. Do promotional materials for programs indicate the program is inclusive of children with disabilities (through images of individuals with disabilities participating or descriptions of the programs?)

☐ Yes

☐ No

☐ Not applicable

If yes, please describe.

30. Which of the following accessible features are found at the front/information desk? Check all that apply.

☐ Low enough for children to access

☐ Tactile cues

☐ Large color contrasted signage

☐ Other: _____

Emergency

31. Which of the following emergency features are found at the site? Check all that apply.

☐ Emergency call/help points

- ☐ Emergency alerts with lights
- ☐ Emergency alerts with sounds
- ☐ Other: _____

Guide Dogs

32. Is there a designated space for guide dogs at the site?

- ☐ Yes
- ☐ No

Locker Rooms

33. Which of the following inclusive features do the locker rooms have? Check all that apply.

- ☐ Not applicable
- ☐ Wide entrance
- ☐ Locker door handles can be reached by an individual seated in a mobility device
- ☐ Paths in the locker room are free of obstacles
- ☐ Clear space in front of lockers
- ☐ Other: _____

34. Is there an accessible family change room at the site?

- ☐ Yes
- ☐ No

Exercise Equipment/Space

35. Is adaptive equipment available for children with disabilities to participate in given activities?

- ☐ Not applicable
- ☐ Yes
- ☐ No

If yes, please list the equipment.

36. Are child-friendly instructions for the use of the equipment readily available and accessible?

- ☐ Not applicable
- ☐ Yes
- ☐ No

If yes, please describe.

37. Which of the following features do the aisles/paths in the activity area have?

- ☐ Wide enough for mobility devices
- ☐ Free of obstacles or hazards that are difficult to traverse

- ☐ Tactile cues
- ☐ Not applicable
- ☐ Other: _____

38. What opportunities do children with disabilities have to engage in exercise/fitness (eg. adapted exercise activities)? Please describe. (Skip if not applicable)

Pools

39. Which of the following features are present at the pool? Check all that apply.

- ☐ Not applicable
- ☐ Zero-depth entrance
- ☐ Ramp or lift to enter
- ☐ Floatation devices
- ☐ Slip-resistant flooring around the pool
- ☐ Heated/therapeutic section of the pool
- ☐ Contrasting colours
- ☐ Tactile cues
- ☐ Large pictograms
- ☐ Large signs/indicators
- ☐ Other: _____

Playgrounds

40. Which of the following features does the playground have? Check all that apply.

- ☐ Not applicable
- ☐ Ground material that can be traversed using a mobility device
- ☐ Large signage/pictograms at child-friendly height
- ☐ Tactile map
- ☐ Other: _____

41. Which of the following features does the playground equipment have? Check all that apply.

- ☐ Not applicable
- ☐ Varying heights for use by children
- ☐ Knee clearance providing wheelchair access
- ☐ Accessible reach ranges
- ☐ Sensory elements
- ☐ Other: _____

If any sensory elements, please describe them.

42. Which of the following features are found around the playground? Check all that apply.

- ☐ Bench
- ☐ Picnic table

- ☐ Shelter/Shade
- ☐ Drinking fountain
- ☐ Accessible bathroom
- ☐ Other: _____

Water Fountain/Splash Pad

43. Which of the following features are present at the water fountain/splash pad? Check all that apply.

- ☐ Not applicable
- ☐ At least one fountain with clear floor space
- ☐ Tactile cues on floor
- ☐ Varying fountain heights, some low enough for wheelchair access
- ☐ Control mounted on child-friendly height
- ☐ Benches or rest area
- ☐ Accessible bathroom nearby
- ☐ Other: _____

Multi-use Trail

44. Which of the following features does the multi-use trail have? Check all that apply.

- ☐ Not applicable

- ☐ Benches or rest areas
- ☐ Firm, smooth surface
- ☐ Wide enough for a wheelchair
- ☐ Free of obstacles or hazards that may be difficult to traverse
- ☐ Navigational aids, such as pictograms/signage
- ☐ Tactile cues
- ☐ Other: _____

Waiting Room

45. Is there a waiting room available at the site?

- ☐ Yes
- ☐ No
- ☐ Not applicable

46. Which of the following features are present in the waiting room? Check all that apply.

- ☐ Not applicable
- ☐ Wide enough for a wheelchair
- ☐ Free of obstacles or hazards
- ☐ Interactive screens
- ☐ Toys
- ☐ Other: _____

Exam Room

47. Which of the following features does the exam/diagnostic room have? Check all that apply.

- ☐ Not applicable
- ☐ Transfer support available for moving to exam table, such as transfer board or lift
- ☐ Adjustable exam table
- ☐ Sufficient space provided for maneuvering inside the room in a mobility device
- ☐ Weighing scale that has railings for stability
- ☐ Wheelchair-accessible scale that can accommodate children and their wheelchair
- ☐ Other: _____

Final Overall Questions

48. Are there any other aspects of the site that are supportive for children with a disability to participate in the activity?

49. Are there any other aspects of the site that are a barrier (hinder or prevent) for children with a disability to participate in the activity?

Organizational Assessment

Thank you for taking the time to fill out this survey about the accessibility and inclusion of the organization in regards to promoting the inclusion of children with disabilities. The purpose of the Child Community Health Inclusion Index (CHILD-CHII) is to collect information about healthy

living resources in the community and the degree to which they are inclusive. The assessment will be extremely useful in helping stakeholders to plan and develop strategies that will impact the health and wellbeing of all members of the community, including children with disabilities.

Important Note:

It may be helpful to complete the survey with other people in the organization who may be able to address different areas. The CHILD-CHII Organizational Assessment will take around 15-30 minutes to complete depending on what is available at the site.

Information about the Site

Name of the Organization/Site: _____

Address: _____

City: _____

Province: _____

Zip Code: _____

Choose the Sector of the community that most applies to the site being assessed.

- ☐ Education
- ☐ Health
- ☐ Public Spaces
- ☐ Community Institutions/Organizations

Please describe the role of the person with whom this assessment is being completed, if applicable.

- ☐ Supervisor/Manager/Owner
- ☐ HR Coordinator

☐ Communication Liaison

☐ Teacher

☐ Other: _____

Activity

1. Is at least one activity program/class available on-site for children with disabilities?

☐ Yes

☐ No

☐ Not applicable

2. Are activities/programs held in an accessible location?

☐ Yes

☐ No

☐ Not applicable

If yes, please specify which activities/program.

3. Is the activity/program designed so that children with disabilities and without disabilities participate equally, such as adapting movements and rules?

☐ Yes

☐ No

☐ Not applicable

4. Are accommodations provided so children with disabilities can participate, such as allowing an aide or caregiver to attend?

☐ Yes

☐ No

☐ Not applicable

5. Are there any other aspects related to activity at the site that are either supportive or may be a barrier to persons/children with disabilities?

☐ Yes

☐ No

☐ Not applicable

If yes, please specify.

Materials

6. Are any Instructional/Educational materials regarding activities/program(s) available to children and families?

☐ Yes

- ☐ No
- ☐ Not applicable

7. Which of the following alternative formats are readily available for the Instructional/Educational materials? Check all that apply.

- ☐ Not applicable
- ☐ Braille
- ☐ Electronic version
- ☐ Large print
- ☐ Pictograms
- ☐ Audio
- ☐ Video with captions
- ☐ Other: _____

Staff

8. Are staff provided any type of disability awareness training either on-site or through outside education?

- ☐ Yes
- ☐ No

9. Which of the following components are covered in disability awareness training? Check all that apply.

- ☐ Not applicable
- ☐ Providing services to children with different types of disabilities and/or their families
- ☐ Adapting the environment for children with disabilities

- ☐ Communicating with children/parents of children with different types of disabilities
- ☐ Using person-first terminology
- ☐ Other: _____

10. Which of the following policies apply to the disability awareness training? Check all that apply.

- ☐ Not applicable
- ☐ Disability awareness training is part of human resource policies
- ☐ Staff at all levels receive disability awareness training
- ☐ Persons with disabilities are involved in providing the training
- ☐ Other: _____

11. Which of the following information is included in the training materials that are available to the staff? Check all that apply.

- ☐ Not applicable
- ☐ Facing different groups of children and recommendations on how to facilitate participation for these groups
- ☐ Emergency situations that may arise
- ☐ Comprehensive overview of barrier-free participation
- ☐ Definitions and/or descriptions of different types of disabilities
- ☐ Basic sign language
- ☐ Strategies for conflict resolution with children and/or family members
- ☐ Other: _____

Policymaking

12. When organizing committee groups for overall policymaking at the facility, are children with disabilities and/or parents of children with disabilities included?

☐ Yes

☐ No

If yes, please describe their involvement.

Wayfinding

13. Which services are available to help children with disabilities navigate around the facility?
Check all that apply.

☐ Personalized mapping photos/schemes with labels

☐ Accompaniment by a staff

☐ Other: _____

Schools

14. Are there accommodation programs available for children with disabilities to get to school?

☐ Not applicable

☐ Yes

☐ No

If yes, please describe the program.

15. Which of the following policies on inclusion are adopted by the school (or school district)?
Check all that apply.

- ☐ Not applicable
- ☐ Physical activity goals are included in students' Individual Education Programs (IEPs)
- ☐ Adapted sports program are available in the school
- ☐ Students of all abilities participate in PE class together
- ☐ Other: _____

Healthcare Sites

16. Do healthcare providers ask children with disabilities about their level of physical activity?

- ☐ Not applicable
- ☐ Yes
- ☐ No

17. Are healthcare providers able to weigh a child using a mobility device who is unable to stand using a roll-on or lift scale?

- ☐ Not applicable
- ☐ Yes
- ☐ No

Readiness for Change

18. How aware is the organization about the inclusion of children with disabilities in health promotion? (1 being not at all aware; 5 being very aware)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

19. How much of a concern is inclusion in health promotion in your organization? (1 being no concern at all; 5 being very great concern)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

20. Would the leadership support additional efforts toward inclusion in health promotion?

- ☐ Yes
- ☐ No

Please explain your answer.

21. Is the organization currently planning for any additional efforts/services towards inclusion in health promotion for persons/children with disabilities?

- ☐ Yes
- ☐ No

If yes, please explain your answer.

22. Have any plans been adopted for making the building/site more accessible?

☐ Yes

☐ No

If yes, please explain your answer.

23. What are the primary obstacles to efforts addressing inclusion of children with disabilities in health promotion in the organization?

Audit

24. Is there an accessibility auditing in place? (an assessment of a building, best-practice standards to benchmark its accessibility)

☐ Yes

☐ No

25. Is there a mechanism in place to make the changes recommended by the audit?

☐ Yes

☐ No

If yes, please explain.

PILOT VERSION

Macro Community-At-Large Assessment

The questions in the CHII Macro-Community Assessment are related to transportation services and policies, community design policies and programs, and community wellness initiatives that are found around the facility. Raters answer these questions by conducting online research as well as interviewing local transit agency representatives and community planners. For additional instructions, please see the CHILD-CHII Manual.

Note: it may be helpful to fill this out on paper first while gathering information from various sources and then fill out the answers once you are done compiling.

Information about the Site

Rater Name: _____

Facility Name: _____

Address: _____

City: _____

Province: _____

Zip Code: _____

Transportation

1. Is at least one form of fixed route, Public Transportation available in the community, such as a public bus, train, and/or subway?

☐ Yes

☐ No

2. Is there a program in the community that provides travel training for children with disabilities in using public transportation?

☐ Yes

☐ No

☐ Not applicable

3. Are there subsidies that are available for public transit for the following groups of people (children with disabilities, low income)?

☐ Yes

☐ No

If yes, please describe.

4. Is information on the accessibility of the transit system and stops posted on the transportation agency's website?

☐ Yes

☐ No

5. Which of the following accessibility features are provided regarding the information on transportation? Check all that apply.

☐ Not applicable

☐ Plain text documents

☐ Large print

☐ Pictograms

☐ Tactile map of transportation system

☐ Audio

☐ Braille

☐ Other: _____

6. Which of the following other types of transportation services for children with disabilities are available in the community? Check all that apply.

☐ Para-transit (door-to-door)

☐ Volunteer transportation service

☐ Wheelchair accessible taxis

☐ Other: _____

7. Are there support systems in place to help children with disabilities at transportation hubs in the community?

☐ Yes

☐ No

If yes, please describe.

Transportation Staff Training

8. Does the public transportation staff receive disability awareness training?

☐ Yes

☐ No

☐ Not applicable

9. Which of the following are a part of the staff's disability awareness training? Check all that apply.

☐ Communicating with people with different types of disabilities

☐ Using person-first terminology

☐ Other: _____

10. Which of the following policies apply to the transportation staff's disability awareness training? Check all that apply.

- ☐ Disability awareness training is part of human resource policies
- ☐ Staff at all levels receive disability awareness training
- ☐ Persons/children/parents of children with disabilities are involved in providing training
- ☐ Other: _____

Community Design

11. Which of the following inclusive policies or regulations exist in the community? Check all that apply.

- ☐ Development of biking and walking/rolling infrastructure
- ☐ Transit-oriented development of the community
- ☐ Installment of wayfinding signage in the community, such as for biking or walking routes
- ☐ Wayfinding signage inclusive of children with disabilities by having large print, pictograms and Braille
- ☐ Program or service to maintain sidewalks, such as for clearing snow or removing water near curb cuts
- ☐ Funding available in the community to improve accessibility at business locations and community facilities
- ☐ Other: _____

Awareness Initiatives

12. Does a program generating dialogue between children/families of children with disabilities and service providers/policy makers in the community exist?

- ☐ Yes
- ☐ No

13. Does a program generating dialogue between children/families of children with disabilities and service providers/policy makers in the community exist?

☐ Yes

☐ No

Healthcare Access

14. Are opportunities to access healthcare for a physical health condition readily available in the community?

☐ Yes

☐ No

15. Are opportunities to access healthcare for a mental health condition readily available in the community?

☐ Yes

☐ No

General Programs/Services

16. Are there any community groups, clubs, or organizations for children with disabilities in the community?

☐ Yes

☐ No

Leisure

17. Do leisure opportunities exist for children with disabilities in the community?

☐ Yes

☐ No

If yes, please describe.

Volunteer/Work

18. Do volunteer/work opportunities exist in the community for children with disabilities?

☐ Yes

☐ No

If yes, please describe.

Education

19. Are any of the following in the area accessible for children with multiple disabilities? Check all that apply.

☐ School

☐ Workshops

☐ Educational sessions

☐ Tutoring

☐ Daycare centre

☐ Other: _____

Social

20. Are there opportunities in the community for families to participate together in social activities?

☐ Yes

☐ No

If yes, please describe.

21. Are there opportunities in the community for children with disabilities to meet other people in the community?

☐ Yes

☐ No

If yes, please describe.

22. How would you describe the community members' attitudes towards children with disabilities within the community at large?

Technology

23. Are there opportunities in the community for children with disabilities to access computer technology and technology services?

☐ Yes

☐ No

If yes, please describe.

Web Mapping

24. Are any mobile Apps such as apps listing activities, accessible buildings, accessible routes, or adapted transit available to the community?

☐ Yes

☐ No

If yes, please describe.

Accessibility Policies

25. Are there any accessibility policies and/or initiatives in the community?

- ☐ Yes
- ☐ No

If yes, please describe.

26. Are there any accessibility or inclusion awards/recognitions or certifications/seals available to the larger community? (e.g. to the municipality)

- ☐ Yes
- ☐ No
- ☐ Not applicable

27. Accessibility Policies Are the following things integrated in overall policymaking in the community? Check all that apply.

- ☐ Organising a round table with policymakers and children with disabilities and/or parents of children with disabilities
- ☐ Presence of Disability Advisory Group, who represent children with a broad range of impairments
- ☐ Other: _____

PILOT VERSION

CHILD COMMUNITY HEALTH INCLUSION INDEX (CHILD-CHII) Glossary

Version: November 2021

Developed by:

Paul Yejong Yoo, PhD, OT
Keiko Shikako, PhD, OT
Annette Majnemer, PhD, OT
Robert Wilton, PhD
Sara Ahmed, PhD, PT

Adaptation of:

Eisenberg, Y., Rimmer, J. H., Mehta, T., & Fox, M. H. (2015). Community Health Inclusion Index.

Suggested Citation:

Yoo, P. Y., Majnemer, A., Wilton, R., Ahmed, S., & Shikako, K. (Nov 2021). Child Community Health Inclusion Index: An evaluation tool for measuring inclusion of children with disabilities in the community.

Term	Definition
Access aisle	An accessible pedestrian space between elements, such as parking spaces, seating, and desks that provides clearances appropriate for use of the elements.
Accessible/ Accessibility	Refers to a site, facility, work environment, service, tools, technology, or program that is designed to be approached, entered, operated, and/or used safely and with dignity by a person with a disability without barriers; thereby enabling that individual to have as much access and effective use of such places and items as an individual without a disability.
Accessible parking signage	Signage/image that is posted on an upright post with the international symbol of accessibility.
Accessible route	A continuous unobstructed path connecting all accessible elements and spaces of a building or facility. Interior accessible routes may include corridors, floors, ramps, elevators, lifts, and clear floor space at fixtures. Exterior accessible routes may include parking access aisles, curb ramps, crosswalks at vehicular ways, walks, ramps and lifts.
Accessible transportation	Features on transportation vehicles such as wheelchair lift or ramp for transporting persons using mobility devices.
Accommodation	A modification to goods, services and structures that allows for inclusion and participation by persons with disabilities. Some common accommodation tools to modify goods and services include: auxiliary aids and services, assistive technology, and personal services. These accommodations can help equalize the opportunity for persons with disabilities to access services.
Adaptability	Refers to the ability for features of items or locations to be altered for use by persons with disabilities. Unlike accessible features, adaptable features are not permanent fixtures and can be added or removed to accommodate the needs of persons with disabilities without altering how items or locations are used by persons without disabilities.
Adapted equipment	Devices that are used to assist with completing activities that are specially designed for use by persons with disabilities, such as wheelchairs, lifts, communication devices, as well as those more specific to exercise equipment, such as arm ergometers.
Adapted physical activity	Activity/education has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.
Adapted physical education	This is physical education program or services delivery that may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. It involves differentiating instruction, so the physical activity is as appropriate for the person with a disability as it is for a person without a disability. The emphasis of adapted physical education is to facilitate participation of

	students with disabilities with typically developing peers in age-appropriate activities.
Audible crossing signal	Crossing signals that use sound, such as continuous chirps or buzzing, to indicate when it is time to cross for persons with visual impairments
Auditory announcements	Spoken announcements that help passengers navigate on public transit systems (e.g. announcements of stops).
Automatic door	A door equipped with a power-operated mechanism and controls that open and close the door automatically upon receipt of a momentary actuating signal. The switch that begins the automatic cycle may be a movement sensor, floor mat, or manual switch.
Barrier	Obstacles people with disabilities experience when in the community.
Built environment	The physical design and architecture of the building can make the building or the various rooms in it accessible or inaccessible. The physical design includes both the outside of the building (like parking lot and sidewalks) and the inside of the building (restrooms, weight rooms, locker rooms, etc.).
Curb cut	A small ramp built into the curb of the sidewalk to make it easier to enter the street or cross a driveway.
Designated accessible	A feature is marked with the international sign of accessibility. May be seen on parking or for an accessible grocery aisle etc.
Detectable warning	A system of textured ground surface, also called tactile paving or truncated domes, found on many sidewalks to alert pedestrians who are blind or visually impaired that they are about to enter the roadway.
Disability awareness training	Training provided by employers to inform staff of how to work with and be sensitive to the special needs of persons with disabilities that will enable such persons to function and thrive in the given environment. Training includes learning about efficiently providing for the physical needs of persons with disabilities as well as dismantling stereotypes and misconceptions.
Inclusion	Inclusion- all community members: 1) are presumed competent, 2) are recruited and welcome as valued members of their community; 3) fully participate and learn with their peers; and 4) experience reciprocal social relationships.
Inclusive	Community resources, services, physical locations, plans, and policies include all community members regardless of ability.
Individualized Education Program (IEP)	A plan used in public schools to guide the delivery of special education supports and services to individual students with disabilities. IEPs must include certain information about the student and the educational program designed to meet his or her unique needs. This information covers topics such as current performance, annual goals, special education and related services, accommodations, participation in state and district-wide tests, needed transition services, and measured progress.

International Symbol of Accessibility	Also known as the wheelchair symbol, is a blue square overlaid with an image of a person using a wheelchair in white. The symbol is seen in places where access has been improved for wheelchair users.
Marked crosswalk	Any surface marking that designates a crossing, such as striping, painted lines, or brick paving.
Medical office/clinic/ exam room	Setting where people can receive medical care. Each office/clinic may have a waiting room, hallways, restrooms and exam rooms. Hospitals may have multiple offices/clinics
Mobility device	A mobility device is an aid for persons with limited mobility to assist with walking or rolling, such as a walker or wheelchair
Multi-use trail	Multi-use trails include bicycle paths, rail-trails or other facilities built for bicycle and pedestrian traffic.
Obstacles that are difficult to traverse	Barriers that are seen on paths indoors and outdoors and includes breaks in the surface, obstacles such as posts, newspaper stands, promotional displays.
Paratransit	Paratransit, also known as door-to-door or dial-a-ride, is an alternative mode of transportation that does not follow a fixed route or schedule that provides rides for persons with disabilities in accessible vehicles
Pictograms	A picture that represents a word or an idea, used to help communicate written information for persons with developmental disabilities.
Platform lift	Also known as a wheelchair lift, is a powered device for raising a wheelchair and its occupant over a level change.
Play component	An element intended to generate specific opportunities for play, socialization, or learning. May be manufactured or natural, and may be stand alone or part of a composite play structure.
Policy	Policies include laws, bylaws, ordinances, guidelines, practices or stated strategies.
Power-assist door	A door with a mechanism that helps to open the door, or relieves the opening resistance of a door, upon the activation of a switch or a continued force applied to the door.
Program	Programs are organized activities that can be educational such as a nutrition class to instructional activities such as a group exercise class.
Public transportation	A system of buses, trains, subways or other vehicles that charge set fares, run on fixed routes, and are available to the public.
Ramp	A walking or rolling surface to assist with gradually traversing a level change.
Recreation site	Community facility that provides community members with an opportunity to be involved in recreational activities. Examples include park district, community center, sporting site (e.g. baseball field, basketball court, tennis court) and etc.
Separate accessible entrance	An entrance that differs from the main entrance and where persons with mobility limitations must enter from the side or rear of the building.

Sector	The types of sites to be assessed in selected communities which represent areas important for community health. The five sectors are schools, worksites, healthcare sites, community organizations/institutions and the community-at-large.
Signage	Displayed and posted verbal, symbolic, tactile and pictorial information
Site	The specific location of assessment.
Slope	The measure of the grade or incline parallel to the direction of travel.
Staff	The staff at a site can have an influence on the accessibility of that facility and its services. They can make individuals with disabilities feel included or excluded. Staff includes food store employees, teachers, personal trainers, health educators, doctors, nurses, etc.
Threshold	Floor surface in an entryway or door that, when accessible, is flush with the ground or only 1/4 inch high.
Traffic signal visual countdown	Feature that is part of a crossing signal that visually displays the amount of time left for pedestrians to safely cross the street before signal changes.
Transfer device	Equipment designed to facilitate the transfer of a person from a wheelchair or other mobility device to and from a seat or an exam table, for example a lift or transfer board.
Transit oriented development	Transit oriented development, or TOD, encourages mixed-use residential and commercial development strategically located to maximize use of public transportation
Travel Training	An individualized training that teaches persons with disabilities and older adults how to use public transportation
Van accessible parking	Van accessible parking spaces are suited to accommodate accessible vans with wheelchair lifts. As such, their dimensions are the same as other accessible parking aside from a wider access aisle of 8 feet to allow for use of the wheelchair lift.
Venue	Distinct areas within a site to be assessed, for example gymnasiums, weight rooms, doctors' offices, cafeterias, and gardens.
Visual display of stops	In vehicle visual display of the next stop in trains/buses/light rail for persons with hearing impairments.
Volunteer transportation	A formal community program of volunteers who provide transportation to community members, particularly seniors or individuals with disabilities.
Wayfinding Signage	Indoor or outdoor system of signs that help people orient and navigate to desired locations in a community. Signage is usually seen in business districts, tourist districts and central areas of a community.
Wheelchair scale	Patient scale with a weighing platform large enough and low enough to be used by a person using a wheelchair or other mobility device.