Summary Sheet. Hang me up!

Foundational Principles and Guidelines for Sustainable Inclusion of People with Intellectual Disability – Summary Sheet

--> *Tip: Use this sheet as a reminder of the principles, guidelines, and strategies that will support your journey*

Purpose: This resource provides organizations with necessary principles and guidelines to ensure the full and sustainable inclusion of people with intellectual disability (ID) in health policies and laws, programming, services, training programs, research, and funding streams.

Principles	Guidelines
Equitable Access — Equitable access for people with intellectual disability to all programs and activities	1. Create welcoming spaces by building awareness and addressing barriers that people with intellectual disability face 2. Reflect the diverse cultural identities and voices of people with intellectual disability in programs and activities 3. Ensure that accessibility for people with intellectual disability is integrated into all policies and practices
Full Participation — Full participation of people with intellectual disability in programs and activities	1. Include people with intellectual disability in the creation of policies, program planning, implementation, and evaluation 2. Ensure that program participation is meaningful for both the organization and people with intellectual disability

Inclusion efforts take time and planning. Small changes are successes. When approached with a flexible and adaptable mindset, the voices and diversity of people with ID will be acknowledged, and they will have equitable access and full participation in programs and activities. The key is to be intentional and build a sustainable culture that supports diversity and inclusion.

The overarching strategies for implementation of the foundational principles and guidelines are:
1. **Communication**: Communicate clearly and effectively with people with ID.
2. **Awareness**: One person with a disability does not represent everyone with a disability. Acknowledge the differences among people with ID. Like the general population, people with ID face their own barriers, some more than others, and those barriers should be acknowledged to eliminate or address them.
3. **Engage and Involve People with Intellectual Disability**: Engage and involve people with ID throughout every step of the process. People with ID have unique skills and experiences that can be utilized when planning, developing, implementing, and assessing a program.
4. **Accessibility and Accommodations**: Accessibility and accommodations allow people with ID to fully participate in meetings and program activities. People with ID have diverse needs, and based on their need, organizations will need to be both accessible and accommodating.
5. **Intentional Inclusion**: Acknowledge the unique needs, experiences, and preferences of people with ID. Programs and activities should support people with ID in feeling comfortable asking questions, having an accessible meeting and program materials, and bringing a support person if needed. Follow up and follow through.

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