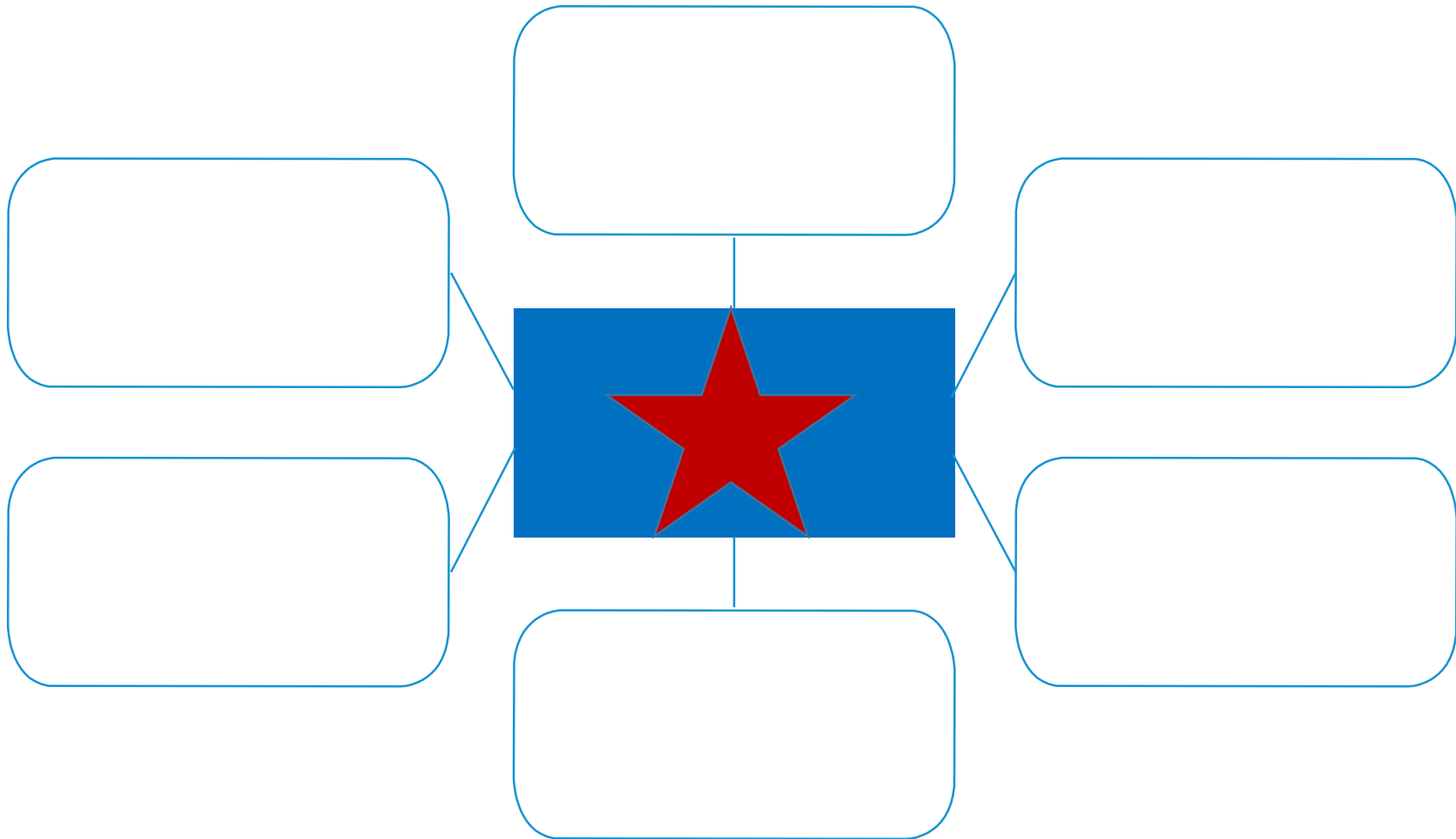


| Statement | Social Inclusion | Physical Inclusion | Exclusion |
|--|------------------|--------------------|-----------|
| Even though students with and without intellectual disabilities attend the same school, they rarely see each other. | | | |
| Students of all ages and abilities co-create an awareness campaign about the power of words, encouraging positive and respectful interactions. | | | |
| People make fun of others who are different from themselves. | | | |
| People with mobility needs (e.g., who use a wheelchair or crutches) are able to access all parts of a building. | | | |
| <i>Social Inclusion Statement:</i> | ✓ | -- | -- |
| <i>Exclusion Statement:</i> | -- | -- | ✓ |

| Statement | Always | Sometimes | Never |
|--|--------|-----------|-------|
| I participate in leadership opportunities with people whose abilities are different from my own. | | | |
| Inclusive Leadership identifies people's challenges and determines what they cannot do. | | | |
| Inclusion is the social and emotional connectedness with the school community, where all can learn and share together. | | | |
| Co-leadership is two people sharing the same exact roles, equally dividing the work. | | | |
| Co-leadership requires partnerships between two or more people. | | | |
| You cannot be on a team and be a leader at the same time. | | | |
| Teamwork is focused on getting the task done in the easiest and most efficient way possible. | | | |
| Communication is focused on spoken communication and impacts the work of Inclusive Youth Leaders. | | | |
| Communication is a skill that one masters with just a few months of practice. | | | |
| Youth Leaders should regard a safe and supportive environment as a desirable goal but not a necessity. | | | |
| A positive environment is one that creates the feeling of being valued and respected. | | | |

Who Supports Me?

In each block, identify a person who supports you and describe one thing he or she does to make you feel that way.



| Personal Observations | Always | Some- times | Never |
|---|---------------|------------------------|--------------|
| People with intellectual disabilities are valued at my school, just like any other student. | | | |
| Not everyone can be a leader; you have to be born with leadership ability. | | | |
| Academic inclusion is present at my school: students with and without intellectual disabilities learn in the same classroom(s). | | | |
| Students with and without intellectual disabilities experience the same feelings of exclusion. | | | |