

# Sample Guiding Questions Checklist for Disability-Centred Safety

This sample checklist of guiding questions can support teachers in the program planning process to help establish and maintain an inclusive and safe environment for physical education and intramural activity for students with disabilities.

## Equipment

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- ☐ Have I determined (e.g., confirmed with trained school staff as identified in the student's Individual Education Plan (IEP)) that the student's prescribed adaptive equipment is in good working condition and properly adjusted for the needs of the student?
- ☐ Have I provided the student with instructions on how to use their prescribed adaptive equipment properly?
- ☐ Have I selected equipment that meets the age, ability level, and experience of the student (e.g., size, shape, length)?

## Clothing/Footwear/Jewellery

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- ☐ Have I checked the student's clothing, footwear, and jewellery to ensure they do not interfere with their ability to fully engage in the activity safely?
- ☐ Have I determined any requirements related to clothing, footwear, and jewellery that may impact the student's participation? How can I address this requirement?

## Facilities

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- ☐ Have I checked the facility to ensure it's safe and accessible for every student?
- ☐ Have I checked the facility for any feature (e.g., noises, lighting, obstacles) that might impact student safety? How can I address this concern?
- ☐ Have I checked the playing area to ensure it has sufficient space for every student to participate?

## Special Rules and Instructions

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- ☐ Have I identified additional accommodations and/or individuals that the student needs for their safe participation?
- ☐ Have I considered the strengths, abilities, needs, and interests of all students during the planning process (e.g., selecting activities, selecting instructional strategies, identifying opportunities for student choice during the activity) and implementation of my program?
- ☐ Have I included various opportunities to communicate with the student prior to, during, and after the lesson (e.g., the lesson activities, necessary safety information, safety check-ins)?
- ☐ Have I included various methods of communication with the student (e.g., communication board, speaking, sign language, visual aids)?

## Supervision

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- ☐ Have I identified the student's IEP for the appropriate type of supervision?
- ☐ Have I identified additional school staff/support available to supervise/monitor students during the activity?