

CHILD COMMUNITY HEALTH INCLUSION INDEX (CHILD-CHII) Manual

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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.