

This resource has quick tips on gathering the most useful information from families to make accommodations for FIRST team members. Program leaders can use this Tip Sheet as an outline for staff and volunteer training. Coaches and Mentors can use this Tip Sheet as a reminder about what information to gather from families. For more information on this topic, visit [www.firstinspires.org/about/diversityinclusion](http://www.firstinspires.org/about/diversityinclusion).

## Remember: Protect Confidentiality

- S** Keep medical and identifying information **secure** at all times.
- N** Share information among program staff on a **“need-to-know”** basis.
- I** **Inform** parents how you will keep information safe.
- P** Keep conversations **private** and out of the presence of other team members and families.
- P** Be sure to have **permission** before disclosing a child’s diagnosis.

### If a parent of a team member asks:

*“What is wrong with Hayley?  
Does she have a disability?”*

### You can respond:

*“We maintain every child’s confidentiality. I can’t answer your question, but what I can tell you is we provide individual supports so that all children can be successful on our team.”*

## What is TOO MUCH information?

Asking for confidential or personal information that does not directly relate to caring for the child or youth is an example of “too much” information.

## Why are some families hesitant to provide information?

### They have been asked to share unnecessary information

- “Does it run in your family?”
- “What caused his disability?”
- “How did it happen?”

### They have been asked personal questions that imply judgment

- “Did you have an amniocentesis?”
- “Did you drink alcohol when you were pregnant?”

### They fear exclusion or rejection

- “I don’t know if we can handle that.”

# What you need to know



## Any Accommodations Needed

Accommodations may be required for a youth to fully participate on your team and in related activities.

- “Can you tell me what accommodations have worked for your child in the past?”
- “What supports will be needed to be successful on the team?”
- “Is there anything we need to consider for when we travel and attend/compete at events?”



## Behavior Supports

Understanding what motivates, upsets, or calms an individual can improve the way Coaches and Mentors respond to their behavior.

- “When she gets angry, what usually calms her?”
- “How do you encourage her at home?”



## Individual Interests

Knowing the likes and dislikes of an individual can improve the success of program activity planning.

- “What kind of games does your child enjoy?”
- “What are your child’s interests?”



## Unique Strengths & Challenges

Recognizing the abilities of individuals can improve readiness to offer support and plan learning activities that build on children and youth’s strengths.

- “Can you tell me what she is really good at?”
- “Can you tell me about the things that are difficult for him?”

## What you DON'T need to know

Diagnosis

Cause of Disability

Developmental Age

Medical History

Family’s Personal Information

Although some families may volunteer this information, it could possibly reinforce stereotypes. Labels derived from this information can interfere with the process of getting to know the individual team members.