

Community-Based Recreation: Designing Programs for School-Aged Children with Disabilities



Session will begin at 2 pm ET
Audio and Visual are provided through the on-line webinar system. This session is closed captioned. Individuals may also listen via telephone by dialing 1-857-232-0476 Access Code: 368564 This is **not** a toll-free number.

Captioning

- Real-time captioning is provided during this webinar
 - Select the "CC" icon in the AUDIO & VIDEO panel
 - Once selected you may re-size the captioning window, change the font size, and save the transcript



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Webinar Platform Keyboard Shortcuts

- Open captioning window:
 - Windows: Ctrl+F8
 - Mac: Command-F8
- Close captioning window
 - Windows: Alt+F4 or Ctrl+W
 - Mac: Command-W
- Move cursor to the chat box
 - Windows: Ctrl+M
 - Mac: Command-M
- Find full list of keyboard shortcuts in the help menu on the menu bar

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Listening to the Webinar

- Online
 - Computer speakers *on* or headphones *plugged in*
 - Control audio via the AUDIO & VIDEO panel
 - Sound quality problems?
 - Go through AUDIO WIZARD by selecting microphone icon in the AUDIO & VIDEO panel
- Telephone (not toll-free)
 - **857-232-0476**
 - **Access code: 368564**

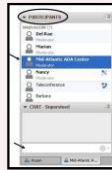


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Submitting Questions

- Webinar platform
 - Type and submit questions in the CHAT area text box
 - Your questions and comments will only be visible to session moderators
- Mobile device
 - CHAT area within the app
- Email ADAtesting@transcen.org

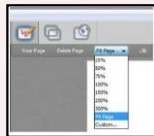


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Customize Your View

- Resize the whiteboard area where slides are displayed
- Drop down menu above and to the left of the whiteboard; default is "fit page"



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Customize Your View *continued*

- Resize/reposition CHAT, PARTICIPANT, and AUDIO & VIDEO panels by “detaching” and using your mouse to reposition or “stretch/shrink”
- Detach panel using icon in upper right corner of each panel



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Technical Difficulties?

- CHAT box
- E-mail ADAttraining@transcen.org
- Call 301-217-0124

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Archive

- This webinar is being recorded
- You will receive an email within a few weeks, with information on accessing the archive

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Certificates and Credits

- Certificates of participation or credits can only be given to those who submitted required payment along with registration for this session
- **Listen for the CODE announced at the end of the session**
- After we confirm your attendance, we will provide the certificate of participation or the appropriate credit

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About Your Hosts...

- **TransCen, Inc.**
 - Improving the lives of people with disabilities through meaningful work and community inclusion
- **Mid-Atlantic ADA Center, a project of TransCen, Inc.**
 - Funded by National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living, U.S. Department of Health and Human Services



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Community-Based Recreation: Designing Programs for School-Aged Children with Disabilities

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Objectives

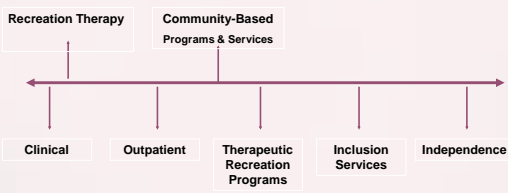
Participants will be able to:

1. Discuss the continuum of Therapeutic Recreation as it relates to community-based parks and recreation programs.
2. Identify 3 methods of building structure within a program.
3. Develop 3 - 5 ways to establish expectations that are clear and transparent.
4. Analyze the needs of the program participant through assessment tools to develop reasonable accommodations.

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Continuum of Therapeutic Recreation




Recreation Therapy

Community-Based Programs & Services

Clinical Outpatient Therapeutic Recreation Programs Inclusion Services Independence

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Structure

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Routine

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Building Program Structure

- Establish routines
- Age appropriate activities
- Choices within the program/activity
- Effective transitions

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Setting Clear Rules & Expectations

- Establish and post
 - Rules and consequences
- Be clear and transparent
- Set realistic boundaries
- Provide consistent monitoring and enforcement
- Use words, pictures and visuals

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Choosing a Program

Specialized Programs vs. Inclusive Settings

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Therapeutic Recreation Programs

- Smaller group sizes (< 12)
- Higher staff to participant ratios (1:1 - 1:4)
- Built in transitions
- Shorter activity times
- Goal driven
- Program can be tailored to participant
- Parallel Play Acceptable/Expected

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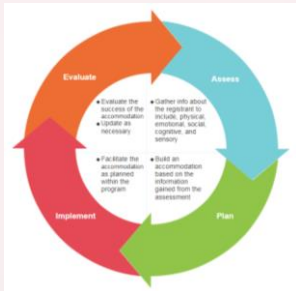
Inclusive Settings

- Groups sizes of 15+
- Staff to participant ratios usually 1:10
- Individual actives can be 30+ minutes
- Participant will engage in scheduled activities for the majority of the program
- Participants are encouraged to play with peers

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Developing Accommodations



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Phase 1: Assessment

- | | |
|-----------------------------|--------------------------|
| •Personal Information | •Socialization/ Behavior |
| •Health Information | •Sensory |
| •Communication | •Safety |
| •Activities of Daily Living | •Recreation Interests |
| | •Support Needs |

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Fill in the participant information and return this form to the school principal (please do not write on this form, please use a pen)

What are your expectations for the participant in the program (to increase communication with the school)?

Section 2 Socialization
Please check all that apply:

| | | |
|------------------------------------|----------------------|----------------------------|
| Does not interact with staff/peers | Interacts with staff | Interacts with staff/peers |
| Does not interact with staff/peers | Interacts with staff | Interacts with staff/peers |
| Does not interact with staff/peers | Interacts with staff | Interacts with staff/peers |


Section 3 Additional Information
Is there any additional information that would be helpful to program staff?

PLEASE SIGN
For participants who are under the age of 18 and cannot write, I hereby authorize the ICFWPC to have permission to contact my child's school teacher:
Parent/Guardian _____

I certify that all of the information indicated on this form is complete and accurate.
Participant or Parent/Guardian _____ Date _____

Information on this form is confidential and will only be shared with the program staff.


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Phase 2: Planning

- Review:
 - Assessment
 - Abilities and Support Needs
 - Eligibility Criteria
 - Program Structure
 - Program Rules/Expectations
- Examples of Reasonable vs. Unreasonable Accommodations


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Phase 3: Implementation

- Document the plan
- Communicate the plan
- Ensure accommodations are in place
- Appropriate supplies are available
 - Adaptive Equipment
 - Behavior Chart/Reward System
- Monitor the plan/progress

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Phase 4: Evaluation

- Review effectiveness of accommodation
- Seek input from program staff/participant/family
- Adjust if necessary
- Return to phase 1

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Real Life Scenarios

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Review Objectives

Participants will be able to:


1. Discuss the continuum of Therapeutic Recreation as it relates to community-based parks and recreation programs.
2. Identify 3 methods of building structure within a program.
3. Develop 3 - 5 ways to establish expectations that are clear and transparent.
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Questions & Answers

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Justin's Story


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Resources

- David P. Weikart – Center for Youth Program Quality
<http://cypq.org/about/approach>
- M-NCPPC, Department of Parks and Recreation, Prince George's County
<http://www.pg parks.com/>
- A Community for ALL Children, A Guide to Inclusion for Out-of-School Time
https://www.researchgate.net/publication/237079822_A_community_for_ALL_children_A_guide_to_inclusion_for_out-of-school_time

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