

Inclusion Procedures



Revised: February 2020

Inclusion at Willamalane

This manual section is designed as a reference in the provision of inclusion services for the Willamalane Park and Recreation District. It contains policies, procedures, and resources to assist and guide the organization in providing quality services.

It is not intended to be a legal document, but two federal disability laws are relevant to recreation programming for people with disabilities. They are Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Section 504 states that programs and activities must be accessible to persons with disabilities, and reasonable accommodations must be provided to allow a qualified person with a disability to receive services and participate in programs.

The Americans with Disabilities Act of 1990, Public Law 101-336 (ADA), prohibits discrimination on the basis of disability. The ADA, as applies to state and local parks and recreation departments, districts and agencies, requires that no qualified individual with a disability shall, on the basis of a disability, be denied the benefits of public park or recreation services, programs or activities.

Willamalane Park and Recreation District's goal is to provide respectful, supportive and equalizing services that include individuals with disabilities at all levels from the first time patrons to repeat patrons.

Definition of Disability

Willamalane Parks and Recreation District considers a person with a disability as someone who has a mental or physical impairment which substantially affects one or more of their major life activities or has a record of such impairment and is, or is perceived, or "regarded as" having such impairment. Many individuals may have a medical condition that does not qualify as a disability. Under the Section of 504 of the Rehabilitation Act and the Americans with Disabilities Act, a person with a disability is one who may have:

- Orthopedic, visual, speech and hearing impairments
- Developmental disabilities which includes: cerebral palsy, epilepsy, mental retardation
- Autism spectrum disorders
- Muscular dystrophy, multiple sclerosis
- Cancer, heart disease, diabetes, HIV disease, stroke or other serious chronic illnesses
- Drug addiction and alcoholism
- Learning disabilities and attention deficit disorder
- Mental illness, serious emotional or behavioral disabilities
- Brain injury

Substantially limits: Means unable to perform a major life activity, or significantly restricted in the condition, manner, or duration it can be performed, when compared to most people in the general population.

- Major life activities include: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working

Impairment: A generic term used to describe any deviance from the normal structure and functioning of the body. It refers to a temporary or permanent loss or abnormality that was psychologically, physiologically or anatomically based.

Disability: Functional limitation and activity restriction resulting from impairment.

A disability must be verified by one of the following:

Physician, nurse practitioner, licensed/certified psychologist or licensed clinical social worker

Qualified to receive Early Intervention/Early Childhood Special Education Program (ECSE)

Eligibility or receiving Supplemental Security Income (SSI)

Parental report

Americans with Disabilities Act

The Americans with Disabilities Act of 1990, Public Law 101-336 (ADA), is a broad federal civil rights law which prohibits discrimination on the basis of disability by units of state and local government. The ADA, as applies to state and local parks and recreation departments, districts, and agencies, requires that no qualified individual with a disability shall, on the basis of a disability, be denied the benefits of public park or recreation service, programs or activities. Title II of the ADA, issued by The US Department of Justice states public recreation services be provided in the “most integrated setting” to individuals with disabilities. This is defined as “the setting in which people with and without disabilities interact together to the maximum extent feasible.” The notion of “inclusion” or “integration” of people with disabilities applies to everything that occurs in a community, including recreation. Title II was issued on July 26, 1991 and became effective January 26, 1992.

Key Components of the ADA

1. Reasonable accommodation
2. Essential eligibility
3. Fundamentally altering
4. Undue burden

1. Reasonable Accommodation

Providing assistance to aid individuals in recreation services and programs.

Examples include:

Modifying services: Any rules, policies, or practices that result in the discrimination against or exclusion of an individual with a disability must be modified to meet essential eligibility requirements to participate in the program.

Removing architectural barriers: Architectural barriers that exclude people with disabilities from entering a facility must be removed or services must be moved to an accessible area of the building. Elevators should be installed to access upper floors if reasonable. Facilities with historical significance are

exempt but must still accommodate by developing a model scale of upper floors, or developing a video presentation of upper floors.

Removing transportation barriers: When transportation is provided as part of a program and the absence of the ability to participate in the program results in the exclusion of a person with a disability, the transportation barriers must be removed.

Removing communication barriers: Communication barriers must be removed when communication poses a barrier to participation (e.g., procedures for registrations). Aids must be provided such as, auxiliary aids and devices that will enhance participation and communication.

Supplying personnel: Additional staff must be provided as needed.

Reassigning programs: Programs offered in an inaccessible site can be reassigned to a site which is free of architectural barriers.

Adapting equipment: Equipment that is an integral part of the recreation program can be adapted to help a person with a disability use the equipment.

Conducting in-service training: It is recommended that agency personnel and volunteers using adaptive equipment receive appropriate training prior to use.

2. Essential Eligibility

A minimal set of factors which determines whether a person will be permitted to use a facility or program. With a reasonable accommodation an individual can meet the basic or essential requirement for participation.

Examples include:

Capacity: The person must register before the program fills to capacity.

Fee: The person must pay the appropriate registration fee. Individuals may not be charged a higher fee if accommodations are necessary.

Rules of conduct: Persons must agree to rules of conduct in order to participate.

Safety: Employees may not assume that all people with disabilities pose a direct threat of imminent physical harm. However, if the threat is real and not perceived, then participation may be refused.

Relative skill: The person must possess relative skill in order to participate, or the recreation providers should consider providing alternative.

Age: The activity must be age appropriate; a 15-year-old may not register to participate with 3-year-olds regardless of the cognitive ability.

Residence: Whenever possible, services should be available to residents as well as non-residents, except where limited capacity is an issue. Then, non-residents with disabilities may be excluded.

3. Fundamental Altering

Reasonable accommodation(s) should not alter the fundamental nature or intent of the service, activity or program.

Examples include:

Altering an activity which endangers the program's viability.

Altering an activity or program to a degree that it would jeopardize the effectiveness of the program.

Altering or modifying a program to a point that it requires major reconstruction of the enterprise and/or requires an agency to establish an entirely new program.

4. Undue Burden

An undue burden exists when to make a reasonable accommodation for a program, service or activity it would impose:

1. Economic Burden: Cost of the accommodations compared to population benefit and the impact on the entire agency operating budget.
2. Administrative Burden: Number of employees who could perform the accommodation relative to the size, capability of the agency and number to benefit from the agency.

Limits of The Americans with Disabilities Act:

The ADA does not require Willamalane to provide opportunities to participants with a disability if it compromises legitimate program goals.

The ADA does not require Willamalane Park and Recreation District to provide program services to individuals that expose staff, patrons or the public to a direct safety threat, pose a direct risk to themselves or compromises the safety or well-being of another individual.

- *A direct threat means a significant risk of substantial harm to the health or safety of the individual or others that cannot be eliminated or reduced by reasonable accommodations. Any determination of direct threat to health or safety must be based on individualized assessment of the individual's present ability to safely participate.*

The ADA does not require Willamalane Park and Recreation District to provide services when it imposes an unreasonable hardship to the agency or staff in the provision of service or compromises the strategy or well-being of the individual with a disability. Furthermore, Willamalane Parks and Recreation District does not have the same legal obligations as public schools do in providing services to persons with disabilities and may not consider a potential accommodation as a "reasonable" accommodation under the Americans with Disabilities Act.

The ADA does not require Willamalane Park and Recreation District to provide personal services such as feeding, toileting or the changing of clothes. However, our desire is to collaborate with individuals who require such services to enable their participation.

The ADA does not require Willamalane Park and Recreation District to provide invasive services (i.e. injections, catheterization, g-tube feeding). However, our desire is to collaborate with individuals who require such services to enable their participation.

The ADA does not require Willamalane Park and Recreation District to automatically provide 1:1 staff support to persons requesting inclusion services. If it is determined, through a collaborative process with all involved persons, that 1:1 staff support is needed, then additional staff may be provided by Willamalane Parks and Recreation District at no cost to the participant.

The ADA specifies that public entities are not required to provide personal devices or services of a personal nature to individuals with disabilities. The ADA identifies personal devices as items such as wheelchairs, individually prescribed devices such as eyeglasses or hearing aids, or readers for personal use or study.

The Rights of All Persons in Recreation Services

Individuals have the right to choose recreation and leisure activities that are personally satisfying and of interest to them.

Individuals have the right to choose activities that occur in settings that are non-discriminatory in practice, policy and attitude.

Individuals have the right to participate in diverse recreation and leisure activities with their peers that allows for, promotes, and encourages full inclusion of all participants.

Individuals have the right to be treated with respect and supported in age-appropriate programs and services in a manner consistent with how people without disabilities are offered.

Individuals with disabilities have the right to request and receive support and accommodations in programs and services to the degree that it does not fundamentally alter the intent and nature of the program design as defined by the Title II of the Americans with Disabilities Act.

Program providers have the right to request that all participants, regardless of their abilities or disabilities, meet the minimal eligibility requirements of their program services and that the safety and well-being of all participants are ensured in the delivery of recreation services and programs. (Minimal eligibility requirements can include, but not limited to: age requirements, independent or verbal assisted self-care, space in the class or program.)

Disability Supports and Accommodations

Willamalane Park and Recreation District encourages individuals with disabilities to contact the facility offering the program and/or the Inclusion Coordinator a minimum of two weeks in advance of the program start date to allow time to identify and provide the support and accommodations needed for participation. The district requests a 72-hour advance notice for the provision of sign language interpreters.

Supports and adaptations may be required for individuals with disabilities. The nature and extent of these supports and accommodations are dependent upon the individual needs, desires and abilities of the participant, the type of activity and its location. Providing these services is the responsibility of the entire Willamalane Parks and Recreation District and requires both administrative and supervisory staff capable of and willing to assist and encourage persons with mixed abilities to recreate together. Willamalane Parks and Recreation District provides the following resources and supports:

- Access to Certified Therapeutic Recreational Specialists
- Training in disabilities, activity modification and behavior management
- Trained staff and volunteers
- Wheelchair accessible vans
- Adapted equipment
- Information in large print, Braille, on disc, or a reader
- Service animals allowed in programs
- Adaptation and modifications of games and/or rules
- Program modification if it does not fundamentally alter the nature of the activity
- Assessments and focus on “person-centered planning”
- Accessible facilities
- Sign language interpreters
- Knowledge and expertise in behavior management and intervention
- Development and implementation of individualized support plans
- Diabetes monitoring and administration as is necessary for program participation
- Evaluation and quality assurance measurements
- Scholarship funds based on income
- Resource, information and referral services

Confidentiality

ADA and IDEA have strict requirements for maintaining confidentiality: information is only to be shared with those who absolutely need it, and then only with written consent of the parent/guardian/individual. Records pertaining to an individual’s disability, medication information and the reasonable accommodations made for the individual must be maintained separately from other records.

To ensure confidentiality is maintained:

- Be sure everyone working in your program, including volunteers, knows that information about an individual is never shared – even after hours
- Prepare to respond to questioning about particular individuals with statements such as: “We maintain strict confidentiality in our programs and cannot share information about specific individuals.”
- Ask parent/guardian of children with disabilities how they would like their child introduced and what information, if any, they would like to have communicated about their child.

What is Inclusion?

Inclusion is the process of including all persons, regardless of their ethnic origin, sexual orientation, socio-economic level, color, language, or abilities. Inclusion is the result of many different movements, including educational reform, civil rights, self-determination, “person-centered planning”, family supports and deinstitutionalization. It is not a legal term and does not appear in state or federal law or regulation, but federal legislation and Supreme Court rulings do support and regulate the concept of inclusion.

In the truest sense, inclusion refers to a place, a program, an event or an activity where everyone belongs, everyone is accepted, and everyone supports each other. It is a way of thinking about, designing and putting into practice an individualized set of services and supports required by some participants with disabilities in order to play and recreate alongside peers without disabilities. The ultimate goal in inclusion is for it to occur naturally. Recreation is our right, and inclusion is the process of providing supports, adaptations and training to ensure that individual needs and desires for participation are met in ways that are reasonable, safe, and do not fundamentally alter the nature of the recreation program or activity.

Willamalane Parks and Recreation District adheres to the elements required in creating an inclusive environment. It begins with the actions and attitudes of the individuals who are already in that environment. Staff who think first about what someone can do is more inclusive than one who thinks about an individual's limitations or the costs involved in providing accommodations. Staff who use "person first" language are already aware that individuals with physical or mental limitations are people before they are disabled. A program supervisor or coordinator who leads by example, who provides training in disability awareness and sensitivity, and who works to ensure equal expectations and contributions will be more successful in creating an inclusive service environment than one who does not.

Benefits of Inclusion

1. Provides an environment that promotes and fosters physical, social and psychological awareness and knowledge of each other.
2. Provides opportunities for increased awareness and sensitivity of each other.
3. Provides positive recreational experiences that can contribute to the physical, mental, social, emotional and spiritual growth and development of every individual.
4. Provides opportunities for peer and inter-generational relationships where individuals can share affection, support, companionship and assistance.
5. Develops community support and encourages attitudinal shifts that encourage dignity, self-respect, advocacy, and involvement within the community.
6. Allows persons of varying abilities, backgrounds and cultures to interact and participate together.

Inclusion Program Goals

1. Staff provides the necessary support for including all persons into programs and services.
2. Adaptations are individualized and based on assessment and viewed as transitional.
3. Participants are encouraged to continue to participate in recreation programs.
4. Positive social interactions and friendships occur between individuals with and without disabilities.
5. Recreation and leisure skills are learned and practiced.
6. Persons with disabilities are provided equal opportunities, support and encouragement.
7. Individualized support and services are provided when the essential eligibility requirements for the activity are met and participation in the activity does not pose a safety risk to the individual or to others in the program.

Principals of Practice in Recreation Inclusion

Programs are age appropriate and based on participants interests and needs, and not on their diagnosis or labels.

Communication, coordination and collaboration among participants, family members and service delivery personnel are encouraged and valued.

Support staff is given respect and acknowledgment by utilizing their knowledge, implementing their suggestions and providing them with on-going training.

Person First language is used and principles of “Person-Centered” planning is utilized.

Family knowledge, expertise and choice are valued and respected. Parents, family members and significant others are considered as partners and routinely consulted.

The safety and well-being of all people are of the highest priority.

Individuals with and without disabilities have the right to choose the level of service, the right to risk failure and the right to access quality programs and facilities of their choice.

Established communication networks throughout the district are maintained to enhance the delivery of services to persons with disabilities.

Collaboration among general recreation providers and the Inclusion Coordinator occur through sharing resources, best practices, information and equality in decision making.

Adherence to Title II, Section 35.106 regulations of the Americans with Disabilities Act.

Effectiveness, efficiency and customer service criteria are used to measure and evaluate services by documentation and observation.

A systematic multi-step process is utilized to ensure the successful inclusion of individuals with disabilities in recreation with individuals without disabilities.

Inclusion Program Description

Willamalane Park and Recreation District Inclusion Services aims to provide recreation opportunities in an appropriate and non-restrictive environment to all individuals. In order to do this, collaboration among staff is crucial in providing necessary services and individualized support for individuals with disabilities so they can fully participate in programs regardless of their functional abilities. With few exceptions, the Americans with Disabilities Act mandates that community recreation must be available to all people, with and without a disability. It is unethical to deny services simply because of the cost of providing such services to an individual. Accommodations are individualized and may require one-on-one staffing or specific support services due to challenging behaviors or individual need. Possible supports that may be provided include, sign language interpreters, accessible van transportation, modified equipment, ramps, specially trained program instructors, adapted devices and equipment. Inclusion involves careful planning, program implementation, training and record keeping. There is also importance placed on communication with families and individuals who have disabilities, as well as partnerships with teachers, advocates and other community partners. Ongoing evaluation and modification of the supports and inclusion process are also

necessary for services to be successful. Overall, providing support and services is the responsibility of the entire organization.

Willamalane Park and Recreation District actively promotes inclusive practice in order to best meet the needs of the children, families and staff of our programs. All individuals are welcome to attend Willamalane Park and Recreation District programs regardless of ability, need, background, culture, religion, gender, or economic circumstances. Through inclusive practice, we aim to reflect our wider community and promote positive attitudes to both the similarities and differences in each other. In adherence to the Americans with Disabilities Act, we strive to offer reasonable accommodations to enable individuals with disabilities to become fully included in our programs.

Inclusion Process

A multi-set administrative procedure is used to ensure that the needs of each participant with a disability are met. The goal is to keep the approach as unobtrusive and normalized as possible and to identify essential accommodations necessary to ensure the safety and success of participants. Participants requesting inclusion services may receive different levels of support as determined by individual variables. The nature, level and duration of the inclusion services provided can range from full to minimal and may change during the inclusion experience.

Establishing collaboration is imperative in providing inclusion services. Successful integration in recreation occurs when professionals, who are involved with the participant, the participant's parents or guardian and other individuals interested in the participant, work as a team. The team has greater knowledge and experience with the participant and more approaches to problem solving than just one person working alone. Maintaining good clear communication among the team, keeping accurate records, and confidentiality are also imperative.

Possible Outcomes of Inclusion Process:

1. *Full services:* This is when substantial accommodations are required, including additional staff, training for staff and the other participants, adapted equipment, and program modification(s). It also may require individualized behavior plans, and/or the need for consultants, sign language interpreters, or increasing the staff to participant ratios.
2. *Minimal services:* This is when limited accommodations may be required and there is no need for additional staff, but there may be a need for program modifications and/or adapted equipment.
3. *No Services:* This is when a person with a disability does not disclose that they have a disability or choose not to request inclusion services.

Inclusion Request are made by:

1. A person experiencing a disability.
2. Recreation personnel from other recreation programs, agencies, or facilities.
3. Family members, parents, guardians or significant others requesting services on behalf of a person with a disability.
4. Case managers, mental health counselors, school district personnel, early education specialists.

When an individual contacts and/or registers for a Willamalane Park and Recreation District recreation program and requests inclusion services then the following procedures are followed:

Step 1 Participant requesting services or parent/guardian of individual in need of services fills out Inclusion Accommodations Request on Willamalane.org. The Inclusion Services Coordinator will be notified when the request is completed. The participant registers for the class with the understanding that Willamalane Parks and Recreation District has the right to request up to a two week delay. This is to allow for an accommodation plan to be developed prior to participant's attendance in the program.

Step 2 The Inclusive Services Coordinator contacts the participant/parent/guardian by phone within 48 hours to start the initial intake assessment. The Inclusive Services Coordinator will also contact WPRD staff if the participant is already involved in Willamalane Parks and Recreation District programs.

Step 3 Following the Intake Assessment procedures, the coordinator will determine the nature of the request, levels of functioning, and any necessary accommodations needed by the participant.

Step 4 Program recommendations will be made, program supervisors/staff will be notified, and the participant/parent/guardian will be notified.

Step 5 Program supervisors and the Inclusive Services Coordinator will discuss and agree upon the level of program assistance necessary. A joint decision is made about necessary accommodations and if additional staff is needed.

Step 6 The Inclusion Services Coordinator will train front-line staff on the individual's accommodations and goals needed for them to be successful in the program. This will ensure staff are prepared and educated on the services being provided.

Step 6 The individual attends the program or uses a facility with appropriate and predetermined accommodations and supports.

Step 7 The Inclusive Services Coordinator provides follow-up service within 1-2 weeks to ensure that everything is going smoothly for the participant and the staff. Any concerns are addressed at this time. Additionally, the Inclusive Services Coordinator consults with the parent/guardian, participant and instructors/leaders on future concerns and identifies if there is a need for additional visits and/or observation.

Step 8 The participant and staff may be asked to evaluate the experience to identify areas needing improvement and levels of satisfaction. Evaluation is a vital component of the inclusion plan because it provides the means to continuously improve service.

Step 9 Staff will often be asked to collect data and document about the inclusion process and daily happenings for record keeping purposes.

Minimum Requirements for Recreation Participation for ALL Individuals

- Register and pay class fees.
- Meet the age and registration requirements of the specific program.
- Voluntarily engage in scheduled activities for the majority of the program time with or without reasonable accommodations. (“majority” can be a goal, not an absolute).
- Able to use a consistent form of communication to indicate basic needs and follow simple directions.
- Refrain from using profane language.
- Able to tolerate and function, with assistance, as a member of a larger social group (12 or more people)
- Remain with the instructor, follow directions to the best of their ability, and refrain from disrupting the class/program with or without reasonable accommodation.
- Follow the rules of conduct with or without reasonable accommodation.
- Wear appropriate attire at all times.
- Refrain from placing themselves and/or others at risk.

Two Week Notification Required

Willamalane Parks and Recreation District requires a two-week notification for inclusion service requests. When an individual with a disability attends a program, without prior notification, and it is determined that an accommodation is necessary, then programmers are notified. If it is determined that additional assistance is required, the Behavior Management/Inclusion Coordinator may be asked to assess the situation. The participant may be accommodated to the best of the program’s ability until the Behavior Management/Inclusion Coordinator can assist, or the participant may be withdrawn in compliance with the policy. This policy will allow staff enough time to complete an assessment, identify and provide any individualized supports and/or accommodations necessary for participation.

Person First Language

The guiding principle for respectful language is to maintain the integrity of individuals as whole persons. Listed below are examples of negative, stereotypical, and sometimes offensive words and expressions and examples of preferred language.

1. Put people first, not their disability

Appropriate expressions avoid the implication that the person is defective or that something is wrong with them.

Unacceptable

- Disabled person
- Defective child
- Mentally ill person

Appropriate

- Person with or who has a disability
- Child with a congenital disability, or child with a birth impairment
- Person with a mental illness or psychiatric disability

2. Do not label people by their disability

The person is not the disability. The two concepts are separate.

Unacceptable

- Schizophrenics
- Epileptic
- Amputee
- Paraplegics
- The disabled
- The retarded
- The mentally ill

Appropriate

- People with schizophrenia
- Individuals with epilepsy
- Persons with amputations
- Individuals with paraplegia
- People with disabilities
- People with intellectual disabilities
- People with a mental illness or psychiatric disability or disorder

3. Do not label persons with disabilities as patients or invalids

By referring to people as patients or invalids it implies that they are sick or under a doctor's care.

4. Do not overextend the severity of a disability

Appropriate expressions take the focus off of an individual's limits. Just because a person has a particular physical disability, does not mean that the person is unable to do all physical activities. Similarly, a child with a learning disability does not have difficulty in all areas of learning, nor do intellectual disabilities imply challenges in all aspects of development. Chronic physical illness often implies a permanent situation, but persons with psychiatric disorders are able to recover.

Unacceptable

- The physically disabled
- The learning disabled
- Retarded adult
- Chronic mental illness

Appropriate

- Individuals with a physical disability
- Individuals with specific learning disabilities
- Adults with intellectual disabilities
- A long-term or persistent mental illness or psychiatric disability

5. Use emotionally neutral expressions

Objectionable expressions have excessive, negative overtones and suggest continued helplessness.

Unacceptable

- Stroke victim
- Afflicted with cerebral palsy
- Suffering from multiple sclerosis

Appropriate

- Individual who had a stroke
- Person with cerebral palsy
- People who have multiple sclerosis

6. Emphasize abilities not limitations

The person is not confined to a wheelchair but uses it for mobility, nor is a person homebound who is taught or who works at home.

Unacceptable

- Confined to a wheelchair
- Homebound

Appropriate

- Uses a wheelchair
- Child who is taught at home

7. Avoid offensive expressions

Unacceptable

- Cripple
- Deformed
- Mongoloid
- Crazy, paranoid

Appropriate

- Person who has a limp
- Person with shortened arm
- Child with Down syndrome
- Person with symptoms of mental illness

8. Focus on the right and capacity of people with disabilities to express their own goals and preferences and to exercise control over their own services and supports.

In many instances, persons with disabilities are not given opportunities to participate in decisions regarding the services or supports they will receive as part of a treatment or rehabilitation program. Instead, they are viewed as requiring “management” as patients or cases, rather than as individuals with goals and preferences that should be taken into account.

9. See people with disabilities as a resource and as contributing community members, not as a burden or problem.

Discussions regarding the service needs of persons with disabilities and their families often use terms that define the individual as a burden or a problem. Instead, terms that reflect the special needs of these persons are preferable, with a clear recognition of the responsibility of communities for inclusion and support of persons with disabilities.

Unacceptable

- Family burden
- Problem of mental illness or of the mentally ill
- Community support need of individuals

Appropriate

- Family supports needed
- Challenges which people with psychiatric disabilities face.
- Responsibilities of communities for inclusion and support
-

Guidelines for Services of a Personal Nature

The Willamalane Park and Recreation District does not require staff to provide personal care to individuals. This includes feeding, toileting, emptying or changing catheters, diapers, lifting or physical transfers, dressing or providing medical procedures. The Willamalane Park and Recreation District is not required to provide services of a personal nature as this could subject both staff and participants to risk of injury. However, in an effort to promote inclusion into Willamalane programs, staff will work with individuals, upon request, on a case by case basis, to find reasonable alternatives

and solutions so as to reduce barriers and facilitate participation. Staff will not provide any individually prescribed assistive devices as defined by the ADA.

People with disabilities are encouraged to participate in the programs and services. Participants needing personal care assistance should make the necessary arrangements for a family member, attendant or medical personnel to take care of their needs. If necessary, personal care attendants may attend the program at no additional cost to the participant, schedules may be modified to accommodate such assistance or additional arrangements such as prompting and tracking may be used. In order to assess the request, participants must inform program staff well in advance of the start of a program of specific modifications requested. Staff will then follow the inclusion assessment process as outlined in these procedures to determine if the modifications requested to participate can be made or to suggest alternatives.

These guidelines have been established to address the requests and expectations placed on recreation staff to provide personal or individually prescribed devices, or to provide services of a personal nature.

Adapting and Modifying Activities

For Children with Developmental Disabilities

- Keep directions simple, organized and sequenced.
- Speak clearly and slowly.
- Stay in the child's visual field when giving directions or demonstrating activities.
- Offer assistance with activities requiring fine or gross motor skills if needed.
- The child may need to be gently guided through an activity so they experience the feel of the task.
- The provider may prefer to stand or sit next to the child at circle time or when extra assistance is needed.
- Attention should be paid to transitions, the time between activities, as children may become confused or stressed if they are not allowed to complete the activity in the manner they would like. Give extra cues about impending timelines and assist the child with completing the activity in the time allotted (or ask another child to assist their friend in getting ready).
- Be consistent with expectations and keep them short and clear when communicating them to the child.
- Break down activities into manageable learning steps.
- Provide positive reinforcement for staying on task, working in groups, completing activities and behaving in pro-social ways with other people.

For Children with Neurological or Physical Considerations

- Assist the child with activities that they may not be able to do alone such as throwing or kicking a ball, or doing an art project.
- Provide a piece of adaptive equipment such as a card holder, a wheelchair lap tray or universal utensil holder for a pencil, crayon, fork or spoon.

- Become familiar and comfortable with handling and positioning techniques so that the child is assured of being moved and handled safely and without harm to anyone else.
- Become familiar with equipment the child may use such as a wheelchair or walker or a special communication device.
- Do not forget to set the brakes on a wheelchair once the child is in position for an activity.
- Take precautions when you are moving a child in a wheelchair. Ensure that the child is properly positioned and secured for movement. This includes head rest, chest traps, lap belts, foot straps and foot plates. Be cautious about extremities (toes, fingers, feet, elbows and hands) when maneuvering a child in a wheelchair.
- Respect the personal space of children who use wheelchairs. Do not hang or lean on the chair. Always ask a child before you touch controls or move the chair and remember to tell a child where you are taking them before you begin to move them.
- Be sure that all physical barriers have been removed and assure that the environment has been evaluated and modified to encourage full access and participation. This would include adequate parking spaces, ramps where needed, electric doors and accessible bathrooms.
- Allow the child to rest or change position if needed.
- Be aware of the child's physical abilities and needs so that independence can be encouraged and expectations will be realistic.
- Learn how to use and care for specialized equipment and prevent misuse or carelessness, whether it is special earplugs, braces, battery operated wheelchairs, etc.
- Allow for adaptive equipment and assistive devices where they may not be allowed for others, (e.g. flotation devices in a swimming pool.)
- Be aware of a child's physical limitation when planning a field trip so you can ensure they will be able to participate.

For Children with Vision Impairments

- Most importantly, assure their physical safety at all times, while not being overprotective.
- When giving verbal directions for activities, be specific. Avoid using words such as this, that or over there.
- Address the child directly and call all the children and staff by their names (remember the child may not reference them by voice, especially when there are a number of people in the group).
- Encourage the child to learn through "hands-on" experiences. The child may need to touch things to explore them. Remember that some equipment, materials and physical items may be unfamiliar to the child.
- Encourage a buddy system and train the buddies how to safely support and guide their friend in the routine and environments they are exposed to throughout the day. You might ask for assistance in mobility training from the parent/guardian or a representative from the Braille Institute or an itinerant mobility instructor from the school district.
- Be aware of decreasing or increasing room light so as to avoid glare and do not position

yourself in front of a window as the back light may make you look like a silhouette.

- Use print materials or pictures that are clear, uncluttered and easy to see for those with impaired vision.
- Use large print books or computer software that enlarges print materials.
- Borrow or purchase a beeper ball (ball with a bell inside) so the child can enjoy playing sports or games.

For Children with Speech and Language Disorders/Delays

- First and foremost, be a good listener.
- Keep directions simple and present them in complete sentences.
- Encourage the child to repeat the direction so that they can be reinforced.
- Expand on what the child says. Ask them to tell you what they are doing.
- Model the correct usage and pronunciation of words rather than correcting or overcorrecting the child.
- Provide frequent and concrete visual reinforcement while trying to encourage facial attending.
- Explain new concepts or vocabulary.
- Build on what the child is saying by expanding the explanation or adding new information.

For Children with Social and/or Emotional Disorders

- Provide routines and structure for the child. The more routine the activities are, the less stress the child experiences.
- Don't change activities or the schedule abruptly. Be sure to warn the child ahead of time if there is going to be a change in the schedule, (e.g. the swimming pool will be closed for cleaning, the regular Wednesday menu won't be pizza this week, there is a field trip on a specific day, music has been canceled because the teacher is sick.) Remind the child well ahead of time if there will be a change and help prepare them.
- By using visual or auditory cues, you can prepare the child for transitions. You can play a song on a radio or dim the lights in the room five minutes before the activity will end. This way the child will have time to begin the transition. Remember that transitions are an activity in and of themselves.
- Allow a child who is shy or withdrawn to warm up slowly to the group activity. They may want to observe for the first hour or may take several days to get accustomed to the environment and expectations. Don't push them, but allow them to practice a new activity or skill away from the group until they feel comfortable. A buddy is often useful in drawing them in and the inclusion leader can identify the child who will most likely to provide that encouragement and support.
- Allow the child to bring familiar objects when starting a new activity and are anxious. You can gradually encourage the child to wean from the object as they become more comfortable.

- Use a schedule board or picture board to help a child visualize what the day will look like and what the sequence of activities will be.
- Allow the child the opportunity to make some choices but limit the choices to a few items. Allow the child to choose one activity over another on the schedule board when arriving to the program.
- Observe child in free play activities and in dramatic play so that you can understand the child's feelings and concerns, strengths and vulnerabilities. Watch how they problem solve, engage with other children, respond to directions, etc.
- Help the child learn to express feelings in appropriate ways. Be vigilant so as to anticipate when and where difficulties occur rather than waiting for the child to act out and then be forced to react. Good observers make for excellent inclusion leaders as they are tuned in to the child and the stressors in the environment. This level of observation can significantly reduce the negative behaviors that tend to alienate the child from the other children in the group.
- Help an aggressive child control their behavior through clear and consistent enforcement of rules. Again, by being vigilant and anticipating times when the child is beginning to lose control you can keep many of the negative behaviors from manifesting. Allow that child to check out by removing themselves from the stressful environment and going to a safe zone or quiet place. This can be a bean bag chair or quiet area of the room.

For Children with Hearing Loss or who are Deaf

- Know the degree of hearing loss and what that means to the child. Find out whether or not the child uses sign language, lip reading, hearing aids, etc.
- Be sensitive to positioning the child next to the speaker or music and/or have a signal to cue the child to attend to you before you start to give directions.
- Speak in full sentences at normal speed to the child's face and don't forget to smile.
- Provide visual cues such as pictures and symbols when you are talking to the child.
- Be aware that you should demonstrate new activities or tasks rather than just verbally giving directions.
- Give the child a signal to use with you when not understanding something.
- If the child does not appear to understand what you have said, rephrase it rather than repeat it. Teach the other children in the group to do the same.
- Learn basic sign language and encourage the entire group to learn with you. Children are always enthusiastic to learn a new form of communication and are eager to practice their new skills with one another and the child who is hearing impaired or deaf.

For Children with Learning Disabilities

- Allow adequate time and repetition to learn a new skill.
- Break activities down into small steps and sequence them accordingly.
- Be realistic in establishing your goals for the child. They may never learn the entire song or game but will enjoy being a participant in the activity.

- Give frequent and consistent positive reinforcement. Encourage cooperative behaviors in children by moving from independent to parallel play and then facilitate the development of cooperative play and engagement with others. By recognizing the pro-social behavior of children who are playing with a child who has a disability, many of the other children will begin to imitate those play patterns and behaviors.
- Use pictures to label objects and actions that you are talking about.
- Physically and verbally prompt a child through an activity while recognizing any attempts to comply with the demands of the activity.
- Be tolerant of interruptions from a child who might be impulsive.
- Be aware of a child's learning preferences so that you can present materials and information in the most appropriate and respectful manner.
- Find ways to recognize the child's abilities or gifts and allow them to be seen as competent or skilled by other children.

Activities can be structured in three ways: Competitive, Individualistic, and Cooperative. Each is legitimate and has strengths in particular situations.

- Competitive: Competition in its traditional application leads to one person in a group winning, with all other group members losing.
- Individualistic: In individual activities each member of a group works to improve their own past performance.
- Cooperative: In order for the group to succeed, every member of the group must contribute to the best of their ability.

In inclusive out-of-school time settings, cooperative activities tend to work best. This is because success in cooperative activities is determined by the group's ability to include all group members in the completion of the activity. Although a cooperative structure is the preferred format for fully inclusive programs, this is not to imply that competitive formats are without value. We should not assume that a child with a disability is not capable of participating in a competitive activity. If this is the child's choice and they have the basic skills necessary, the child should have every opportunity to participate.

Strategies for Promoting Cooperative Interactions

- Seat participants in small, integrated groups.
- Make sure that all participants are positioned reasonably close to other group members.
- Provide an adequate amount of space that is easily accessible so that all members of the group can work together on a project.
- Make sure that all materials for a project are easily accessible to all members of the group.
- Emphasize the importance of enjoying an activity with another person rather than the speed and/or accuracy with which it is done.
- Adapt the activities to the ages and ability levels of all participants.

- Develop directions for the task in such a way that they require an interdependent (cooperative) effort, rather than independent or competitive effort.
- Model cooperative behavior.
- Reinforce cooperative interaction and encourage it when it does not occur.

The reality exists that all individuals will not be able to participate fully in every activity. An alternative to excluding an individual from an activity, or completely canceling an activity, is to aim for partial participation. Partial participation is an approach that calls for adjustments to an activity and/or environment that allows for some partial degree of involvement, to one's maximum extent possible.

Adjustments or adaptations of the activity could be minor or more significant, depending on the needs of the participant and should always be viewed on an individual basis. Suppose you are leading a group of youth volunteers in the activity of painting over graffiti on a school wall. Partial participation in this activity could be accomplished by:

- Changing or adapting the materials used in the activity (e.g., placing padding around the handle of a paint roller to make the handle larger and easier to grasp for the volunteer that has difficulty holding the smaller handle).
- Altering the sequence of steps used in the activity (e.g., having paint already poured into roller pans before participants begin activity).
- Adapting the rules of an activity (e.g., physically marking the area of the wall that the participant is allowed to paint for the participant that struggles to maintain focus).
- Providing personal assistance to an individual when adaptations are not feasible (e.g., allowing friend, companion, tutor or parent/guardian to assist the participant with holding the paint roller handle by placing their hands over the hand of the participant's on the roller handle).
- Providing alternative, yet essential, roles for individuals that may otherwise be excluded from the activity.

The inclusion of an individual in a partial participation role in no way decreases the success for the individual, activity or group. Success is a matter of perspective. As long as emphasis is placed on participants contributing to the best of their own abilities, every participant becomes a successful contributor to the out-of-school time program. Again, parents/guardians can be key in assisting in the identification of strengths and interests that will help to make partial participation a success for children with disabilities.

Below are some additional suggestions for specific activity modification:

Field Trips

- Prepare participants with details of the trip.
- Provide written communication of events/trips in the person's native language, including Braille.
- Ensure that the activity site and transportation will be accessible.
- Review transportation and community sites.
- State rules simply and positively.

Arts and Crafts

- Use an assortment of items to modify a craft (e.g., name stamp for a signature, thick paint brushes, pre-cut shapes, pre-drawn outlines for coloring, tape to hold down paper, large beads, or stickers).
- Simplify directions by taking one step at a time.
- Pair-up participants who can assist one another.
- Be prepared to have back-up activities for those who finish more quickly or lose interest.
- Match activity roles with participants' interests and talents, especially when working in groups.

Free Time

- Make materials available to facilitate interaction and conversation among peers (e.g., games, magazines, computer software).
- Allow freedom to participate in activities without direct adult supervision.
- Provide semi-structured activities for those participants who may need them.
- Remember to praise participants for following the rules during free time.

Arrival/Departure Activities

- Take time to preview the schedule of activities.
- Remind participants each step that needs to be taken when arriving or leaving the program.
- Pair-up participants during transition times as well as during structured activities.
- Have impromptu games available to keep participants together during down time.

Homework Time

- Clearly state beginning and end of homework time.
- Select activities that will reflect what participants are studying in school (e.g., if studying geography, a group could design a globe, paint a mural of the world, or ask students to describe the country they are from).
- Use volunteers or older participants to assist as tutors.
- Check to make sure that participants with significant disabilities have homework, be prepared with project-based activities that relate to areas participants are working on in school.

Group Games

- Choose games that emphasize cooperation, not competition.
- Always have creative variations of games available to participants.
- When forming teams, rotate groups frequently so that participants have a chance to make new friends.
- Have players come up with modifications for teammates or for themselves.
- Remember, the goal is to have fun!

Basketball

- Ask participants to develop rules everyone can follow.
- Lower the hoop or replace it with a waste basket.
- Allow extra time to pass or shoot the ball.
- Rotate so that every player takes a shot.
- Have each player touch the ball before shooting.
- Assign partners for each player.

Kickball

- Use different sized balls (e.g., an earth ball).
- Allow sitting in a chair while kicking.
- Offer the choice of being a kicker or a runner.
- Allow a partner to catch or throw ball.
- Use carpet squares to mark bases.
- Use partners for running bases.
- Pass three times before tagging runner out.
- Mark outfielder positions.

Swimming

- Consider being flexible with skill levels (e.g., a person with a physical disability has difficulty floating on their own; their peers play games in deeper water. If the situation is safe, allow them to wear a floatation device).
- Use the shallow end for instruction.
- Use flotation devices with supervision.
- Modify or eliminate diving starts.
- Use songs or rhymes for stroke instruction.
- Use fins or floats for slower swimmers during games.

Volleyball

- Use different sized balls (e.g., beach ball or balloons.)
- Lower the net.
- Allow players to stand closer to the net.

- Allow some participants to toss ball rather than hit it.
- Have each player touch the ball before it goes to the other side.

Cooperative T-Ball

- Have all players in the field except for one batter and one person "on deck."
- Allow the batter to swing until getting a hit and to run down either foul line.
- Place five small cones every 10 yards along foul lines.
- Score points for each cone the batter reaches as the ball is moving.
- Have the runner take field position and rotate a new person "on deck."

Cooperative Games

- Always have one team playing at a time; the object is to improve past scores, not to win.
- Take the fun and challenging skills in a competitive version of a sport and try to preserve them.
- Play against a clock allowing timeouts.
- Create rules that allow for a range of athletic ability on the same team.
- Stress teamwork and cooperation.

Inclusion FAQs:

What types of accommodations does the ADA require?

The ADA sets out four primary types of accommodations:

- 1) Admissions policies that do not screen out or tend to screen out persons with disabilities
- 2) Changes in policies, practices or procedures
- 3) Provision of auxiliary aids and services to ensure effective communication
- 4) Removal of physical barriers in existing program facilities

How does a program determine reasonableness?

In practical terms, what is reasonable will vary. Generally, the three most important variables are the person with disabilities needs, the accommodations requested and the resources available to the program. Because some after-school programs may have fewer resources and a smaller staff than others, they may be required to do less. The accommodations, however, must be based on individualized assessments of the individual's needs and the program's ability to make the necessary modifications. The ADA requires out-of-school programs to make accommodations in the areas described unless:

- In cases of changes in policies, practices or procedures under both Title II and Title III, the accommodation would fundamentally alter the nature of the program or services offered.
- In the case of auxiliary aids and services under both Title II and Title III, the accommodation would fundamentally alter the nature of the program or pose an undue burden (i.e., pose a significant difficulty or expense)
- In the case of the removal of physical barriers under Title II, the accommodation would fundamentally alter the nature of the program or be an undue financial and administrative burden. The ADA allows programs to provide services to individuals with disabilities through alternative methods if physical barriers are not removed
- In the case of the removal of physical barriers under Title III, the accommodation is not

readily achievable. The ADA allows programs to provide services to individuals with disabilities through alternative methods if physical barriers are not removed

Out of school providers should begin the process of identifying reasonable accommodations by talking with the parent(s) or legal guardian about the individual's needs and the accommodations sought. With the parent/guardian's permission, the provider could also speak to the individual's school teacher. If the child has an individualized education plan (IEP) in place, the provider can also use that as a guide for determining reasonable accommodations. However, due to differences between the school setting and the out of school setting, accommodations may not be reasonable or possible to implement and/or may require additional modifications or adjustments. In regards to determining what is reasonable, the parent/guardian and the provider should aim to reach an informal resolution whenever possible. If informal resolution is not possible, a court would decide what is reasonable.

Who within the particular program determines what is "reasonable"?

The ADA and the Adaptive and Inclusion Recreation Coordinator determine the "reasonable" nature of the requests for participants.

Are there situations in which care can be refused?

Yes, but these situations will be very limited. They include situations when:

- An individual poses a direct threat to themselves or the others in the program and/or a substantial risk of harm exists. This must be documented by objective professional evidence.
- The accommodations requested are unreasonable and the parent/guardian and provider are unable to work out a compromise.

What do I do when another parent makes inquiries about a child with disabilities?

Information about a child's disability is confidential and should not be shared with others unless you have consent from the parent/guardian of the child with the disability. If you have a respectful relationship with the parent/guardian, you may be able to have a conversation with them about how they would like to see you handle inquiries about the child's disability from others. Some individuals will prefer that information about the child's disability remain confidential while others may welcome the opportunity to share with others the nature of the child's disability.

When individuals are open about a child's disability, not only does the child benefit, but there are also many benefits and advantages for the staff and children in the programs. Once again, one of the best ways to respond to individuals is outside of the context of a particular child and in the general context of information about what quality care is all about. High quality programs will provide opportunities for education, which in turn should include discussions of the benefits to all children of inclusive out of school care.

Who do I contact for help with Inclusion or Behavior Management?

Melissa Minnick Inclusion Services Coordinator

Willamalane Park and Recreation District

melissa.minnick@willamalane.org

Main: (541)-736-4519

Cell: (541)-246-4723

What is the standard of participation in order to deem it successful?

We aim to have the highest level of participation from all individuals in our programs. There is no exact standard since it is based on individual goals derived from individualized assessment.

How do we answer a child when they have questions about favoritism or allowing an inclusion child do something different all the time?

This a perfect opportunity to find out how you can better support them in the program. If a child asks “why does Timmy get to play with a ball during circle time,” you can state, “That is what Timmy needs to be successful during the program. How can I help you with what you need?”

How do we determine when a child should be sent home for violent acts towards children, self or staff?

Follow the guidelines laid out in your manual and contact your supervisor and/or the Inclusion Services Coordinator if you have questions.