

INCLUDING ALL!

Northern New England Recreation and Park
Conference



ABOUT ME



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INCLUSION IN COMMUNITY RECREATION



**HOW DID
WE GET
HERE?**

CONSIDERATIONS BEFORE STARTING



Current structure and programs



Mission and vision



Policies and procedures



Resources and funding

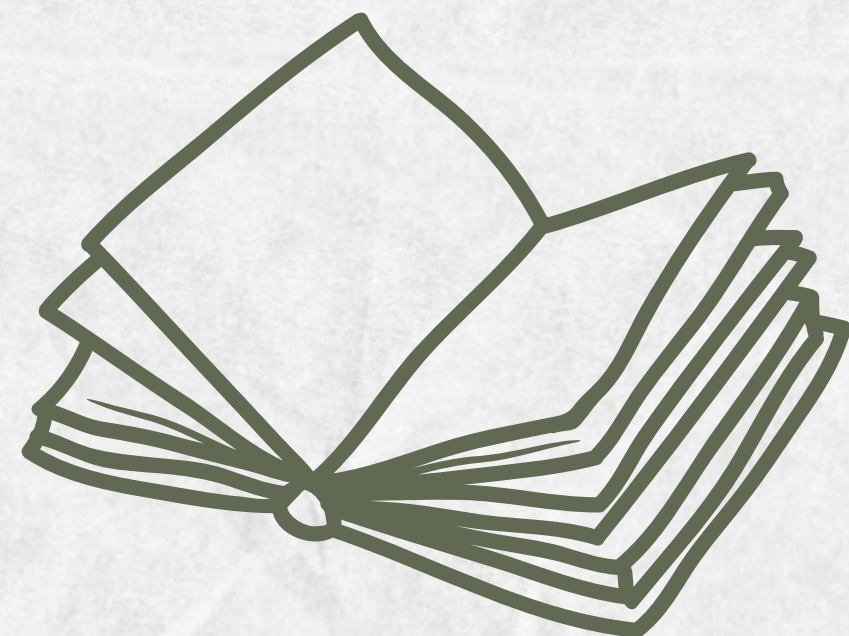


Your Community

COMMUNITY WANTS



COMMUNITY NEEDS



The Inclusion Process



Registration

An individual registers for a program in the seasonal brochure.

Contact

The participant or their family member/caregiver reaches out to request inclusion support.

Paperwork

The participant must complete a set of intake forms including a health history questionnaire and support strategies packet.

Coordination

Coordinating inclusion support starts with researching the program and connecting with the instructor and staff.

Implementation

Accommodations and supports services are put into action within programs.

Evaluation

The participants and the instructors are checked in with to evaluate how the supports are working and make changes as needed.

What types of support are there?

Physical Support

- Activities of daily living (toileting, dressing, eating, etc).
- Mobility support.
- Use of mobility aids – walker, wheelchair, crutches, cane, etc.
- Any physical/medical support.
- Allergies
- Seizures
- Coordination/Balance
- Gait



Social Support

- Social behavior
 - initiating interactions
 - with familiar vs non familiar peers
 - fostering positive social connection
 - participating in conversations
 - preferred vs. non preferred topics
- What kind of play do they engage in?



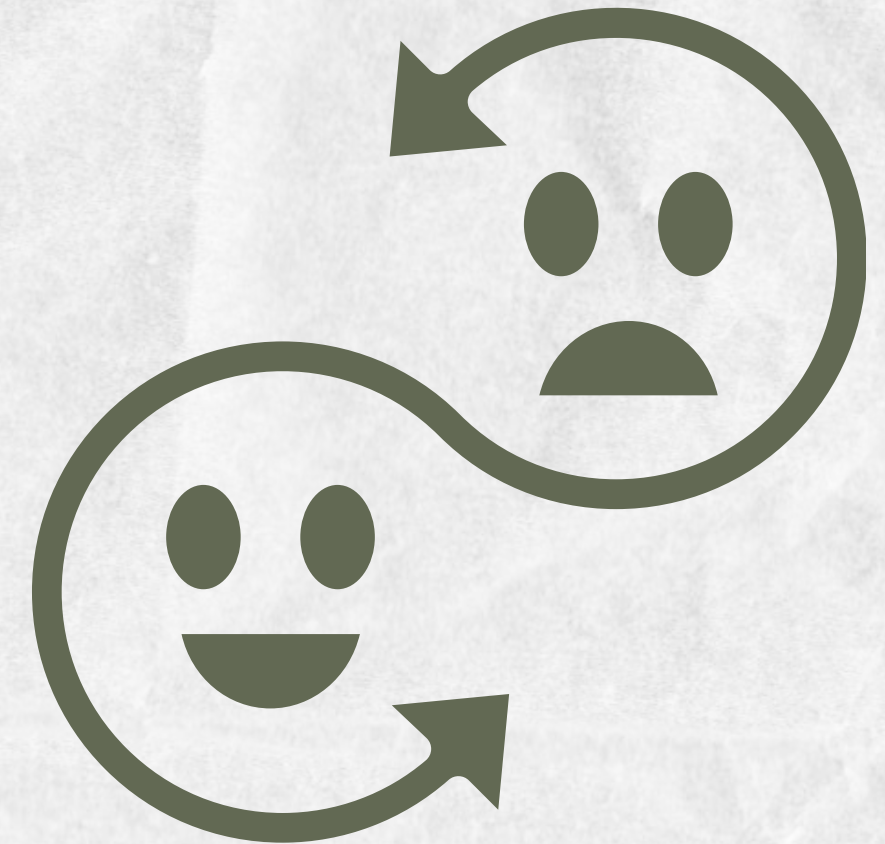
Cognitive Support

- Development
- Processing
 - What step directions can the participant process?
- Concrete/Abstract thinking
 - Difficult concepts
- Learning Style
- Reading / Writing
- Executive Functioning



Emotional Support

- Physiological, emotional, behavioral information
 - What are we most likely to see in programs?
- Recognition and expression of emotions
- Empathy / perspective taking
- Processing emotions
 - debriefing
 - reintegrating into programs



Independence Support

- How can we safely encourage independence for this participant?
 - What do they do well on their own
 - What are areas for growth
- Grading instructions
- Aiding and fading

CATEGORIES OF INCLUSION SUPPORT

Modifications/Adaptations



Group/Social Support



1:1 Support on as needed basis



***It can be a combination of
these categories!***



PHYSICAL ADAPTATIONS



- Using a variety of sizes of a material
- Having a bigger goal during sports
- Making teams bigger or smaller
- Making a “safe area” during running games
- Increase water breaks
- Having some materials of an art project already prepped

ENVIRONMENTAL ADAPTATIONS



- Choosing a space that is even ground, wheelchair accessible
- Dimming overhead lights, reducing loud noises (or providing headphones)
- Avoid crowded spaces
- Adapting for specific sensory needs (smells, tastes, etc).

COGNITIVE ADAPTATIONS

- Adapting instruction/direction
- Modeling actions
- First/then language
- Visual schedules/timers
- Break spaces
- Adapting to learning styles
- Supporting social interactions
- Fidget tools





Group/Social Support





1:1 Support on as needed basis



Steps to Success



Build inclusive elements into your program delivery – add extra breaks, model directions, first then language



Incorporate inclusive tools – poly spots and visual schedules work great!



Ask questions – ask the family, the participant and your staff. **MAKE IT EASY ON THEM**



Create a plan – it is easier to be proactive than reactive

TOPICS TO TRAIN STAFF ON

Modifications/Adaptations

Child Development

Person First Language

Behavior Management

Support Tips and Tools

Mental Health

