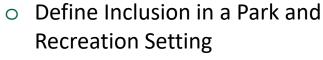


Being apart isn't smart, include me!

FRPA 2019

LEARNING OBJECTIVES



- Outline an Inclusionary process followed by a local municipality
- Identify the components necessary to create an inclusive environment



Speakers

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Inclusion Definition

Inclusion is an attitude and a way of thinking that welcomes and respects all children and families. Inclusion is about belonging, participating and reaching ones full potential in a diverse environment. Adults with a shared value thinking about inclusion value children of all abilities being together and view ability difference as a form of diversity. They share the fundamental belief that all children and youth belong. Inclusion upholds civil rights and ends the "us/them" mentality.

Reasonable Accommodation

- Program changes made to assist a person with a disability to meet essential eligibility requirements. An accommodation is "reasonable" when it does not result in a fundamental alteration in the nature of the activity.
- Reasonable accommodation specifically mentioned in Title II of ADA may include:
 - · Extra staff with additional staff training
 - · Auxiliary aids or services
 - Changes to rules and policies (without resulting in fundamental alterations of the service)
 - Adaptive equipment
 - Removal of architectural barriers/other effective modifications
- Ensure you do not exclude <u>qualified</u> participants that meets the <u>entrance</u> <u>criteria</u>



Key Elements to Ensure Inclusion

- Develop department-wide inclusion policy
 - Key elements to include: purpose, policy, procedure, definitions, safety/risk issues, and undue burden (ensure it covers the three legally identified categories)
- Staff Training
 - Full time receive 8 hours on various topics
 - Annually send rotating staff to the National Inclusion Project Conference (NIP)
 - Seasonal/ part time staff receive training at orientation and when included in SNAP plan cases
 - Interdepartmental training support

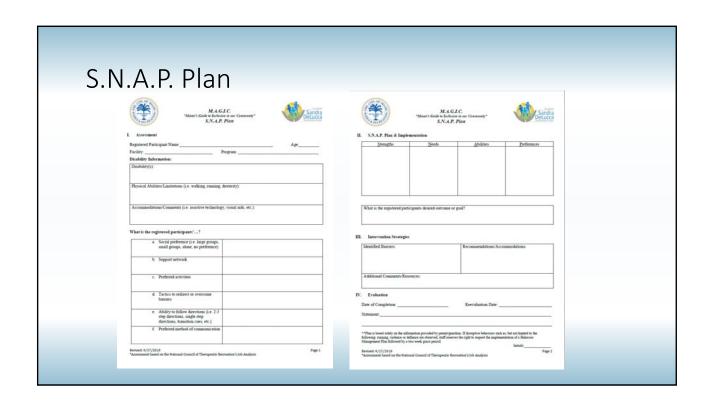
Key Elements to Ensure Inclusion (Con'd)

- Key Roles
 - ADA Coordinator
 - Inclusion Liaison (CTRS)
 - Park Staff (Manager/Recreation Aide, Etc.)
- Establish community partners with specific expertise
- Accommodations are not one size fits all

S.N.A.P. Plan Process

• Strengths, Needs, Abilities and Preferences Plan (SNAP) Inclusion Program — Imbedded in our recreation programming we have developed a mechanism to provide to the maximum extent possible a process to include individuals with disabilities who request support to participate in an existing program and service department wide. Together with the Disabilities Division, we develop a SNAP Plan utilizing a multidisciplinary meeting approach with all stakeholders from the participant, to the parent/guardian and park staff. By following our "Links to Inclusion" comprehensive process, we can ensure effective accommodations/modifications can be made to the programming or services we offer.







Components

- Communication: Open line of communication
- Support: Using multi-disciplinary approach
- Attitude: Having a "can do" attitude
- Actions: Look for solutions to challenges
- Commitment: encourage positive participation

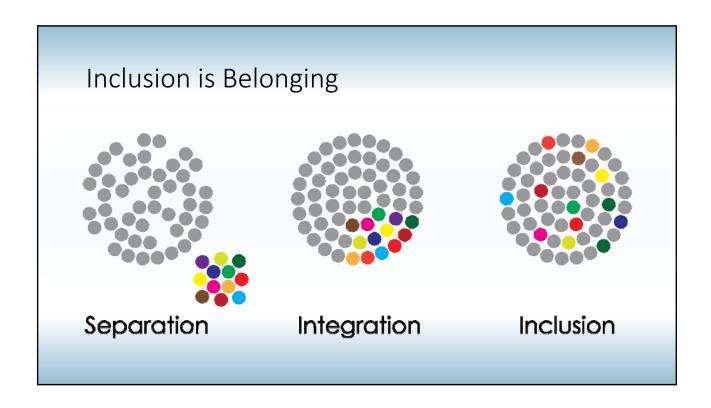


Benefits of Inclusion

- Adults Changes attitudes to remove stereotypes and stigmas
- Kids Diversity and acceptance of one another
- Families Support and resources are made available
- Staff Training and experience to advocate

How would you describe?

Separation Inclusion



Lets Play!

Modification Guidelines for Activities

- Do not assume games/activities needs modification or to be adaptive
- Modify only components necessary to allow individual to participate at the highest level and achieve success
 - Rules
 - Equipment
 - Motor Skills
- Once success is achieved consider changing activity as close as possible to original activity rules

Adaptations

- Find, create or modify equipment
- Change the method the individuals preforms a skill
- Change the rules or procedure to allow for the modification or lack of skill to be eliminated

Inclusion for All Player

Instruction

- Provide direct instruction on how the equipment is to be used
- Break skills down into smaller components
- Use buddy system to assist with activities
- Emphasize cooperative games and play and de-emphasize competition
- Allow opportunities for exploration

Modify Activities

- Modify actions or expectations for the group to help equalize, instead of always modifying the special needs child's actions
- Provide fewer rules
- Provide a variety of cues, including demonstrations and hands-on assistance
- Allow ample practice time and rest periods between activities



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