



Being apart isn't smart,  
include me!

FRPA 2019

# LEARNING OBJECTIVES



- Define Inclusion in a Park and Recreation Setting
- Outline an Inclusionary process followed by a local municipality
- Identify the components necessary to create an inclusive environment

## Speakers

- **Nadia N. Argüelles-Goicoechea, Ed.S., C.P.R.P.** – Assistant Director for the City of Miami, Parks and Recreation
- **Virginia Bentley**, Services Coordinator for the City of Miami's Parks and Recreation Department
- **Katelin Colón, C.T.R.S.** – Therapeutic Recreation Specialist for the City of Miami's Parks and Recreation's Disabilities Division

# Inclusion



## 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 qualified participants that meets the entrance criteria



Inclusionary  
Process

## 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.



# S.N.A.P. Plan



M.A.G.I.C.  
"Man's Guide to Inclusion in our Community"  
S.N.A.P. Plan



Sandra DeLuca

**I. Assessment**

Registered Participant Name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Facility: \_\_\_\_\_ Program: \_\_\_\_\_

Disability Information:

Disability(ies): \_\_\_\_\_

Physical Abilities/Limitations (i.e. walking, running, dexterity): \_\_\_\_\_


Accommodations/Comments (i.e. assistive technology, visual aids, etc.): \_\_\_\_\_

What is the registered participant's...?


a. Social preference (i.e. large groups, social groups, alone, no preference)	
b. Support network	
c. Preferred activities	
d. Tactics to redirect or overcome barriers	
e. Ability to follow directions (i.e. 2-3 step directions, single step directions, transition cues, etc.)	
f. Preferred method of communication	

Revised: 9/27/2018  
\*Assessment based on the National Council of Therapeutic Recreation's Job Analysis

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**II. S.N.A.P. Plan & Implementation**

Strengths	Needs	Abilities	Preferences

What is the registered participant's desired outcome or goal?  
 \_\_\_\_\_

**III. Intervention Strategies**

Identified Barriers:	Recommendations/Accommodations:

Additional Comments/Revisions:  
 \_\_\_\_\_

**IV. Evaluation**

Date of Completion: \_\_\_\_\_ Reevaluation Date: \_\_\_\_\_

Statement: \_\_\_\_\_

\*\*Plan is based solely on the information provided by participant(s). If disruptive behaviors such as, but not limited to the following: running, violence or defiance are observed, staff reserves the right to suspend the implementation of a Behavior Management Plan followed by a two week grace period.

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# Inclusion Components

## 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

Integration

Inclusion



## Inclusion is Belonging



Separation



Integration



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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