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FINAL REPORT OF A DEMONSTRATION PROJECT TO DETERMINE THE FEASIBILITY OF ESTABLISHING AN INFORMATION CENTER--RECREATION FOR THE HANDICAPPED.

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A 2-year project to establish an information center for collecting, collating, and distributing information on recreation for the handicapped is described. The setting is defined, including the purpose, personnel, and overview of the project; problems associated with establishing the project are discussed. Changes in goals and the production, content, and distribution of a newsletter and fliers on recommended reading, procedures, and programs are described; implications derived from the success and failure of attempted plans are detailed. A summary and recommendations are given. Appendixes include categories used in the field of recreation for the mentally retarded; examples of letters, newsletters, the three fliers; and statistics on requests received. (SN).

# FINAL REPORT

**Of A Demonstration Project  
To Determine The Feasibility of  
Establishing An Information Center  
Recreation For The Handicapped**

**Department of Health, Education, and Welfare  
Vocational Rehabilitation Administration**

**Grant Number 1554 G  
September 1, 1964—August 31, 1966**

**Southern Illinois University  
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## INTRODUCTION

The Vocational Rehabilitation Administration, through grant number RD(1554-G) --Information Center--Recreation for the Handicapped-- can be credited with one of the most significant contributions yet made in the area of recreation as a means of rehabilitating handicapped persons. This contribution, in a word, is communications. Two years ago, when the VRA had the foresight to serve as a pioneer in this area, material on recreation for the handicapped was scarce. An effective means by which program information could be shared on a nationwide basis was totally absent.

VRA and Southern Illinois University were not long in discovering that the task of developing an information center, with a goal of collecting, collating, and disseminating information on recreation for the Handicapped would be a difficult one. The literature at that time revealed much material of a philosophical nature--but no guidelines. Thus the first step for the Information Center was to ferret out the programs, for they existed but were not being publicised, and actually send representatives to institutions, park departments, and communities to develop information which could be shared with others in the field.

Progress has been made. More and more information is being channeled to a growing population of persons interested in recreation for the handicapped as a means of rehabilitation. And now 3,500 hospitals, schools, recreation departments, park districts, colleges and universities, teachers, and lay individuals learn monthly--through the Information Center Newsletter--of each other's experiences.

VRA has made it possible for SIU to assume a leading role in developing communications for those interested in recreation for the handicapped. SIU would welcome the opportunity to continue to be a part of a communications network which, to be effective, might include regional information centers at, for instance, ten universities, each serving a number of states and drawing from them the experiences vital to a successful mass exchange of ideas. The role of each university might extend far beyond the information center concept. Universities might find it financially more feasible to develop curricula for physical education or recreation for the handicapped if they could draw students from a regional group of states than if they could plan only for prospective students from their own state.

A lack of communications has plagued many sound programs. In order to illustrate the problems involved in communicating ideas, plans, and procedures in the field of recreation for the handicapped, it is felt that a rather detailed description of activities of the Information Center, over a two-year period, should be set forth.

A brief history of the setting at SIU when VRA established the Information Center-Recreation for the Handicapped will be the point of departure for this report.

## SETTING

### Little Grassy Facilities

The Information Center-Recreation for the Handicapped was established at Southern Illinois University's Little Grassy Facilities September 1, 1964. The Center is in a lakeside complex of recreation, outdoor education, and research areas eight miles south of the Southern Illinois University campus in Carbondale, Illinois.

Long before the Information Center-Recreation for the Handicapped was established, Southern Illinois University began intensive development of recreation programs for the handicapped. Firmly established in the program at Little Grassy Facilities were the following:

1. A camp for handicapped children, linked directly to the instructional and research program of the University's Department of Speech Pathology and Audiology, has been in existence for fourteen years.
2. Recreation programs for mentally retarded, of all ages and all degrees of retardation, have been in existence for fourteen years. The University's Physical Education and Recreation Departments work very closely with these programs.
3. A series of day camps for handicapped children have organized in communities throughout the state of Illinois. Hand-picked high school students in the communities are trained by the University commuting staff to work with these children. Community interest has been demonstrably keen. Public information programs, held in conjunction with the day camps, can be credited for heavy attendance.
4. An adult cerebral palsy camp has been in existence for six years. More than 100 adult campers, from throughout the state of Illinois, attend the two-week camp each summer.
5. A well established program has been instituted for the emotionally disordered. Selected groups of patients and attendants from State Hospital attend a series of two-week-long programs of recreational, outdoor, and developmental activities. These programs were designed to contribute to the recovery and enrichment of patients and build bridges of mutual respect between them and their attendants.
6. A summer program for the culturally deprived has been in existence for the past eight years. Selected children from Aid to Dependent Children rolls are chosen to participate in the program.
7. A two-week program is conducted each year for veterans' orphans from the Soldiers and Sailors home in Bloomington, Illinois.
8. Conservation workshops for high school seniors from throughout the state have been conducted annually for the past six years. These programs are designed to teach the students an appreciation of the out-of-doors.



9. An annual institute, in co-operation with the Joseph P. Kennedy, Jr., Foundation, has been held at Little Grassy Facilities, since 1963. These institutes are designed to train recreation specialists working with the mentally retarded.

Despite this history of successful programs in the field of recreation for the handicapped, University personnel were aware that no organized plan had been developed to disseminate information concerning these programs. If this were true in their own institution, how many other programs were being conducted throughout the United States which were largely local in nature?

If there were such programs, could a procedure be developed to collect such information and distribute it, on an organized basis, to interested persons?

### Lack of Information

Personnel from the Department of Recreation and Outdoor Education within the University began a study of the availability of information in the field.

Their own department had been distributing information pertaining to the mentally retarded as letters were received from individuals and state and private agencies. These requests normally were for information relative to recreation for all types of handicapped.

They found that certain private agencies such as United Cerebral Palsy, National Recreation Association, and the National Association for Retarded Children did have materials available. However, it was limited to the particular population they served and, in the great majority of instances, was mailed to persons who had signified an interest in their particular agency.

It was also determined that other departments at Southern Illinois University (and elsewhere) were receiving requests for such information.

As the study progressed, they became convinced that requests for such specialized information would continue to increase as new programs and services for the handicapped were instituted.

In short, this study pointed up the fact that there was no central facility or agency to whom dedicated persons could turn to get information in this field. Research materials were scattered and uncoordinated; no agency could provide comprehensive information, training literature, or instructional materials devoted to recreation for the disabled.

### Explanation of Project Purpose

After consultation with officials of the Vocational Rehabilitation Administration, it was determined that efforts should be made to establish a center for the collection, collation, and dissemination of information, instructional aids and devices, and other such materials on recreational programs for the handicapped.

Both agencies wanted to determine if it was feasible to establish a central focus for data gathering and coordinating information among all interested agencies.

It was assumed that such a center could stimulate recreational programs of all kinds for the handicapped. It was hoped that data and materials disseminated by the Center would stimulate activities leading to the design of research projects in this field.

What, then, was the best procedure to establish such a center and develop guidelines to determine its feasibility as a permanent part of the field of recreation for the handicapped?

### Overview of Project -- People, Places, Things

In consonance with the Information Center's basic purpose--to collect, collate, and disseminate information aimed at stimulating recreation programs for the handicapped--it was readily apparent that a wide variety of academic disciplines should be involved at the outset.

An advisory committee of selected department chairmen and faculty members, whose disciplines bear directly on ideal organization of recreation programs for the handicapped; was established. The committee proved to be extremely valuable in program planning and implementation. Departments represented were Home and Family, Men's Physical Education, Recreation and Outdoor Education, Rehabilitation, Special Education, Speech Correction, and Sociology.

Personnel from the University Library, Audio-Visual Services, the Journalism Department, the School of Communications, and Information Service were intimately involved from the beginning.

Paid staff included one full-time coordinator, one part-time instructor, and a civil service secretary. Student workers were employed to do the necessary mailing, addressing, and preparation of packets for distribution.

The location of the Center, itself, was particularly significant. It was established in the Southern Illinois University Outdoor Laboratory (Little Grassy Facilities). This complex is designed to serve all academic disciplines with an interest in outdoor living or activities. All handicapped recreation programs are conducted at this facility.

It is located at Little Grassy Lake, which is situated on a beautiful 1,000 acre lake some eight miles from the Carbondale campus. The university has invested over \$1,000,000. in this complex. A significant portion of the facilities has been designed specifically for service to the handicapped. The handicapped area can accommodate approximately two hundred and fifty persons at one time. The major activity is during the spring, summer, and fall months.

This area became the focal point of all activity. Additional university resources included the Library, Audio-Visual Aids Department, Photography Department, Printing Service, Stenographic Service, and a separate library established specifically for the Information Center.

It should be emphasized, at this point, that many national agencies--at all levels--were vital resources in developing the Center. Specific mention should be made of the Kennedy Foundation, National Association for the Mentally Retarded, United Cerebral Palsy, Easter Seal Society, National Recreation Association, and many many more.

## Overview of Project - Problems

While realizing the need for a Center as a result of the original study, having obtained widespread co-operation from throughout the University, having secured the support of the Vocational Rehabilitation Administration, and having received the co-operation of many agencies, personnel involved in setting up the Center completely underestimated the magnitude of the task facing them. Ongoing programs were in existence, articles were being written for limited readership, and writers were mentioning recreation in articles written on other problems of the handicapped, but very little information was available to collect, let alone collate or disseminate. No one seemed to be reporting on the programs, articles available were not aimed toward individual groups, and writers failed to produce specific articles relating to recreation. Thus, for us, promotion became the watchword.

Induce people to write about their local programs. Induce University personnel to write articles devoted to recreation. Induce people to diagram the pitfalls in establishing new recreational programs. These became the goals.

It is felt that the following detailed account of two years of experience in establishing an Information Center devoted to recreation for the handicapped will prove valuable to any agency embarking upon a new venture within a framework of uncorrelated programs, all of which could aid each other, if they could be induced to communicate with each other.

The experience was very rewarding to those participating -- but at times frustrating and hectic, to say the least.

A chronological recital of the sequence of events seems to be very much in order.

### PROJECT IS ESTABLISHED

#### In the Beginning . . .

It would be easy to begin this chronology by stating: a library was established, a guide for classifying information was developed, initial contact was made with national agencies, and a mailing list was developed.

This would be easy -- but, it would not tell the story.

Needless to say, the foundation of any center devoted to information should be built around a library. A library leads to a bibliography. What is the procedure to be used in establishing a library in a specialized field where none has existed previously?

The approach used, in this instance, was to arbitrarily choose thirteen general categories in the field of recreation for the handicapped and index all materials within these categories. Thirteen special categories were established within the general category of "programs" (see Appendix I).



This classification became our guide for setting up the bibliography, filing of available information, and the framework for indexing materials in the Center Library.

Personnel were assigned the task of searching the University library for all possible references to recreation for the Handicapped.

Simultaneously, a letter announcing the establishment of the Center was sent to all departments of recreation in seventy-two selected universities. These universities were chosen because they had indicated to the National Recreation Association that they offered major recreation courses. (see Appendix II)

This same letter was forwarded to two-hundred and twenty-eight selected national, regional, and state organizations dealing with specific handicaps.

This would seem to be a sound framework around which to build a solid procedure for collecting information. Once it was collected, all that was left was to collate and disseminate the numerous articles, etc., that would be forthcoming. If this, then, was the next major task, to whom should the information be mailed?

This was, in reality, the first major decision facing personnel in the Center. In the final analysis, to whom should information be disseminated to rapidly stimulate recreation programs for the handicapped?

This question led to a more sensitive question. To whom should information be sent to fulfill our obligation to the Vocational Rehabilitation Administration to further their objectives of serving rehabilitation workers and for application in the field?

It did not seem that universities were the primary target. Few of them seemed to be involved in direct field services to the handicapped.

Specialized national agencies did not seem to be a primary target. They are devoted to all phases of programs for the specific handicapped population they serve in research, information, and service.

The major agencies which appeared to need information, at once, were Parks and Recreation Departments in cities. This rapidly growing group of agencies deal with recreation at the local level, all communities have handicapped persons of all types, and these agencies are supported by local taxation and thus would seem to owe an obligation to the handicapped within their communities.

A mailing list was prepared and was limited to departments of parks and recreation in communities of five thousand persons or more.

Even at this early stage of development of the Center, the concept was emerging that the real need in this field is "how-to-do-it" information.

At this juncture the Center was prepared to collate information and disseminate it to seventy-two universities, two hundred and twenty-eight national agencies, and several hundred community park and recreation departments. However, the collection mechanism bogged down.

This was the first frustration in the two-year period. The search in the University Library did not live up to expectations; the seventy-two universities with departments of recreation did not respond with alacrity, and the two hundred and twenty-eight agencies were preoccupied with their own problems.

It was time to re-group and re-evaluate the situation.

### A Fresh Approach

After six months of searching the University library, writing letters to other universities and agencies, and preparing a solid mailing list -- with less than mediocre results -- it became apparent that a fresh approach was in order. Personnel of the Center turned to the University Information Service. This organization is charged with the responsibility of projecting the proper university image via newspapers, radio, and television.

One of their editorial writers decided to enlist the support of his counterparts throughout the United States.

A letter was forwarded to seven-hundred and seventy-five universities in an attempt to establish contact with departments or individuals doing research and writing in the field of recreation for the handicapped. (see Appendix III)

The hope was that materials for the bibliography would be uncovered, that "how-to-do-it" articles would be forthcoming, and that new research would be discovered by this process.

A certain percentage of these universities responded with names and addresses of persons who had contributed, in some measure, to the field. A follow-up letter was forwarded to these persons soliciting their support (see Appendix IV)

At this juncture, some nine months after the project was launched, events began to take shape rather rapidly.

The national agencies began to announce the existence of the Information Center in their monthly communications to their members. Public announcements recommending the Center as a possible source of information were made at national and regional conferences of recreation associations, handicapped agencies, and governmental sponsored conferences. Many agencies began to refer individual requests to the Center.

As these individual requests began to arrive, the Center had to rely on existing materials for distribution.

Institutes for Recreation Personnel Working with Mentally Retarded Children, made possible by VRA grants No. 63-81 and 64-43, contained provisions for reproduction of certain materials. These were Diversified Games and Activities of Low Organization for Mentally Retarded Children and Active Games with Little or No Equipment; Classroom or Small Space Quiet Games, and Action Songs. These were immediately used to answer requests for information

Materials reproduced for regional workshops for recreation personnel were also distributed to fill these requests. These materials included: A Day Camp Diary, Planning a Day Camp, and Volunteer Worker's Guide.

These latter materials were, in reality, inadequate for the neophyte since they were outlines only and were meant to be used by persons experienced in the field--or who had at least attended a specialized workshop. "How-to-do-it" materials for the dedicated amateur in the local community were still scarce. The bulk of the material seemed to be geared to the philosophy of recreation and why recreation would be of value to the handicapped individual.

However, in this period, a bibliography devoted to recreation for the handicapped was prepared. The preface stated:

The references presented in the following bibliography cover the period from January 1, 1950, to January 1, 1965.

The references are arranged in major interest categories as suggested by members of an advisory committee including the departments of Recreation and Outdoor Education, Physical Education, Rehabilitation, Special Education, Speech Pathology and Audiology, and Sociology.

Many of the references deal with more than one phase of recreation for the handicapped. The bibliographical entries have been placed under the headings where they seem to most logically fall.

A supplement to the bibliography will be issued yearly to keep the references up to date.

The bibliography was prepared by the Information Center--Recreation for the Handicapped. The Center is supported in part by a demonstration grant from the Vocational Rehabilitation administration, the Department of Health, Education, and Welfare, Washington, D.C., in cooperation with the Joseph P. Kennedy, Jr., Foundation and Southern Illinois University, Carbondale, Illinois. (see Appendix V)

Copies of this bibliography are still available.

The first mailing of this bibliography was sent to the seventy-two colleges and universities who had signified they had a recreation curriculum in their educational program.

It was in this period of development that the ICRH Newsletter was established as a monthly publication of the Center (See appendix VI) The hope for a scholarly journal had long since been abandoned. It was firmly implanted in the minds of the Information Center Personnel that the vital need in this field was for short, newsy material that could help the dedicated persons in local communities establish programs for the handicapped.

With this in mind, the decision was made to use pictures, to keep the presentation uncomplicated, and to attempt to get directors of successful programs to contribute to the Newsletter.

This period in the development of the Center was one of changing emphasis, establishing a monthly publication to serve a need, and re-assessing the contribution to be made by the Information Center to the entire field of rehabilitation of the handicapped through recreation.

#### After One Year - Where are We?

Center personnel felt, after one year of experience, that many of the approaches tried in past months could be abandoned, concentration on readable material, would pay dividends, and that the time had come for an analysis to see what the rank and file of those persons requesting information wanted from the Center.

It became apparent, after the survey of publications, that writers were concerned with institutional programs and had only recently begun to explore the needs of handicapped -- recreation programs at the community level. Ironically, according to the most reliable information, 90 per cent of the handicapped in the United States are not institutionalized. It was evident that information designed to help that population should be disseminated through the Center.

With this in mind, it was determined that the four page newsletter should be distributed, free, to acquaint readers and prospective contributors with the caliber and nature of writing expected. Its format was generally as follows:

- a. An "article of the month."
- b. Special news: innovations in recreation.
- c. Abstracts of selected literature.
- d. Events and comments.

The use of graphic material would be included. The plan was to emphasize "how-to-do-it" literature for leaders in local communities. In this manner local personnel of Vocational Rehabilitation Administration and field personnel of all agencies could co-operate with these leaders to establish recreation programs for the handicapped in communities throughout the United States.

The newsletter's columns could become a prime instrument to induce scholars, at all levels, to pursue research in various fields of recreation for the handicapped. This publication could help closer working relationships among universities to achieve this objective. By reporting successful programs at the community level, the newsletter, hopefully, would stimulate more intensive investigation of them by universities in various regions throughout the United States.

New approaches in community recreation could be explored, evaluated, and described in this periodical. In short a well-written newsletter, with wide distribution, could become a key instrument to stimulate a wider exchange of communication on the subject of recreation for the handicapped.

What factors influenced Center personnel to concentrate in the area outlined above?



First an analysis was made of written material in the field of recreation for the handicapped that had come to the attention of the Information Center. It was catalogued into the thirteen categories outlined above.

The analysis included 683 sources bearing directly on recreation for the handicapped.

Eighteen per cent of these sources was devoted to general philosophy; 1.6 per cent was devoted to administration of recreation facilities; 1.5 per cent was devoted to leadership and management; 50.5 per cent was devoted to programs (It should be borne in mind that these articles were written describing an existing program; these programs did not describe "how to do it," but were, primarily, in the form of news stories); 1 per cent was devoted to characteristics of groups; 2.6 per cent was devoted to training and experience for recreation personnel; .3 per cent was devoted to community development; .3 per cent was devoted to audio-visual aids; 16 per cent was devoted to institutional recreation; 1.6 per cent was devoted to multi-disciplinary activities; .6 per cent was devoted to standards and accreditation policies; .04 per cent was devoted to socialization and rehabilitation; and .02 per cent was devoted to bibliographies.

Center personnel were familiar with programs in existence at Little Grassy Facilities. They knew the emphasis, in these programs, was fourfold.

1. A good recreation leader working with the handicapped must have a solid foundation in characteristics of the group he is working with. The handicapped person can not adjust to the needs of the recreation worker -- the recreation worker must adjust to the needs of the handicapped.

2. A good recreation leader must have a training program designed to give him experience in working with the handicapped. Without good leadership, the best planned program will fail.

3. Emphasis in training new leaders must be on the "how-to-do-it" plane. Philosophy at this stage, is a luxury that cannot be afforded in a training program.

4. And, in those communities where University personnel had co-operated with local leaders, community development was the cornerstone for any successful program. Without wide-spread community involvement, a sound recreation program is impossible.

Thus, one of the major functions of the newsletter was to stimulate stories emphasizing these concepts.

Another important factor influencing Center personnel was the result of a survey determining what other universities were doing in the field. An analysis was made of the letters sent to public information administrators of 775 universities. This letter has been explained above.

Forty per cent answered the original inquiry. The following resume is submitted with regard to this 40 per cent:

1. Fifty-two per cent of those answering stated they had no knowledge of work being done at their university on the subject of recreation for the handicapped.



2. Ten per cent of those answering sent material on programs within the university or programs being conducted within the immediate area of the university.

3. Twenty-six per cent of those answering suggested names of persons throughout the United States who should be contacted since they were active in programs for the handicapped.

4. Thirteen per cent listed sources already known to the Information Center.

It should be noted that follow-up letters were mailed to the persons suggested under items 2 and 3. No significant findings resulted from this second inquiry.

The third important factor influencing Center personnel was an analysis of a random sampling of requests for information received by the Center.

Of these requests, 17.5 per cent came from communities; 18.5 per cent came from institutions; 19 per cent came from colleges and universities; 26 per cent came from university students and individuals; 12.5 per cent came from national organizations; 2.5 per cent came from state organizations; and 1.5 per cent came from sheltered workshop personnel.

This random sampling also showed that 60 per cent of the requests from all sources were for programs (It should be noted that these requests were for "how-to-do-it" materials; specific information was wanted on how to set up various types of programs at the local level); 12.5 per cent were requests for information regarding training; 10.5 per cent was for help in getting audio-visual aids; and 7 per cent was for miscellaneous information.

Again, "how-to-do it" became the watchword.

Thus, it was felt that the ICRH Newsletter with an article of the month, "special news: innovations in recreation," abstracts of selected literature," and "Events and comments," could attack the immediate problem on two fronts within university circles and at the community level.

This approach became a matter of policy for the Information Center in its third six months of existence.

#### The Final Six Months

Three widely divergent factors had a strong impact on the development of the Center during its final six months: a co-operative effort with the President's Council on Physical Fitness and the American Association of Health, Physical Education and Recreation; reaction to the ICRH Newsletter; and financial aid. These should be explored in greater detail.

The President's Council on Physical Fitness and the A.A.H.P.E.R. had scheduled a series of regional meetings. It was requested that the Information Center become the focal point for distribution of materials to these regional meetings. The Vocational Rehabilitation Administration supplied the funds to reproduce certain materials, in quantity, for distribution to these regional meetings under VRA grant number 586-T-66.

Immediately, the Center was faced with the staggering problem of storage space for literature. Several thousand copies of many periodicals had to be stored for use at the regional meetings. Thus, the Center personnel began to ask themselves, "What about literature storage in the future?"

Their thinking had been, until this moment, that the Center would store sufficient quantities of program materials, articles, etc., to distribute throughout the United States. Assuming that their promotion efforts would be successful, it became apparent that the Center would soon become a warehouse first and an Information Center second.

To meet this problem, a new concept was born.

It was determined that the Center would devise three basic information "fliers": "Recommended Reading," "Recommended Procedure," and "Recommended Program." These fliers would contain sufficient information to answer specific requests in the selected areas. However, the name of the authors, program director, or administrator would be listed at the bottom of the flier.

In this manner those persons who wanted specific information regarding one of the three categories could write directly to the person responsible for the activity. The Center, then, would store only sufficient copies of these fliers to answer requests, rather than storing articles, programs, reports, or procedure descriptions (see Appendix VII) for an example of a "Recommended Reading" flier).

The reader will recall that the philosophy during the third six months of existence was that the Newsletter would stimulate authors to write, local program directors to submit detailed reports of specialized programs, and local administrators to submit descriptions of successful procedures used in their communities. Such was not the case.

The Information Center did receive many communications from individuals throughout the nation. Instead of stories, reports, and descriptions, they said, "Keep up the good work!" or "Read your Newsletter with interest. . . ." or "Have you thought of doing an article on. . .?"

It became apparent that Center personnel would have to personally develop the stories they wanted if information was to be collected to disseminate through the Newsletter.

This is what came to pass. The University furnished the necessary travel money to send Center personnel to various communities throughout the United States. Chicago, Arlington Heights, and Oak Park in Illinois were visited. Materials were found that would make good procedure and program fliers.

Kansas City and Joplin, Missouri, were next. Then Parsons, Kansas. Excellent materials were found for future fliers (Appendix VIII) is an example of a "Recommended Procedure" flier and Appendix IX is an example of a "Recommended Program" flier).

The Center sent a representative to MacDonald Training Center Foundation in Tampa, Florida, and much material was found there. In fact, a manual developed

by MacDonald Training Center, under VRA grant number RD 1290, received a trial application at Southern Illinois University's Little Grassy Facilities where a SWEAT program was being conducted. (In a preface to the manual, the cooperation of SIU is acknowledged.) The manual, entitled A Programming Manual for Volunteer Workers, was the source of the flier attached as Appendix VII.

Since the University was committed to the Vocational Rehabilitation Administration to develop information regarding programs throughout the United States, it was felt that widespread samplings should be made in regional areas to determine if this technique was sound.

It was found that there are many good programs in many communities throughout the United States. Center personnel found that excellent material could be obtained from fliers. Center personnel also found that travel costs money.

This experience in travel, with success, is the factor leading Center personnel to recommend that regional universities be induced to participate in the development of regional information centers in the field of Recreation for the Handicapped. It costs less to visit local programs on a regional basis. Travel expense beyond a geographical region is prohibitive. It is hoped that Southern Illinois University could be considered as a focal point for national distribution furnished by these regional centers if they are established.

It should be noted that the above activities were of prime importance in development of the Center during the last six months of this grant period. One other decision remained to be made. How much literature should be reproduced for future distribution through the Center?

In order to make an intelligent decision, it was determined that a pattern should be established. Thus, a comparison was made of requests received in 1964-65 in relation to requests received in 1965-66.

Another factor influencing the decision would be whether the most recent requests were regional in nature, from individuals or, from agencies. In other words, what was the impact of our Newsletter - Flier system? (See appendix X)

This concludes the chronological report. It is submitted to demonstrate to interested persons how certain things were tried, how other activities developed, and to point out that some of the approaches failed.

It is time, now, to consider the results and implications of activities set forth in this section.

## RESULTS AND IMPLICATIONS

This two-year project was replete with plans, starts, false starts, re-evaluations, and on-going procedures. Some were successful - others failed.

### The Success Story. . .

The primary purpose of the investment by the Vocational Rehabilitation Administration in the project was to determine the feasibility of establishing a national center to distribute information devoted to recreation for the handicapped.



It is submitted that the project did prove the feasibility of establishing such a center. The success or failure of certain procedures will be measured against the yardstick of importance to on-going programs in this area.

The Center did establish categories to use as guidelines for permanent indexing and distribution of information. It is admitted that the selection of these categories was arbitrary. However, the time will come when an abundance of material is available for all categories and thus the field of recreation for the handicapped will have received substantial support and impetus.

These categories also allowed Center personnel to quickly develop a bibliography for distribution. It is felt substantial progress was made in laying the groundwork for a solid, meaningful bibliography that will be useful to many types of interested individuals and agencies.

The ICRH Newsletter has proved to be a real contribution to the field. This is apparent from the requests for information that arrive daily in the Center. It is a proven fact that individuals requesting information first discovered the availability of this material from reading the Newsletter.

The concept of using one-page fliers is sound. This saves storage space in the central agency. More important, it allows for direct contact between interested individuals and the people who have conducted successful programs. This direct means of communication allows for repeated contact between the interested parties without the added delay of funneling requests and answers through a central clearing house.

It is felt that substantial progress was made in establishing rapport with national agencies at all levels. Many agencies made announcements at their regional and national meetings that the information was in existence-- more important, they urged their people to use it. They seemed to feel the Center could be of assistance to dedicated people at the local level.

Many good contacts have been established with various tax-supported state agencies throughout the United States. This line of communication was developed, primarily, in those states that are passing mandatory legislation requiring school districts to establish educational programs for the handicapped. Suddenly, teachers are faced with the problem of what to do with the handicapped at recess, during the noon hour, and how to integrate them into the normal school play and activities. It is felt this area will grow rapidly in months to come.

One success story is considered to be of a "backdoor" type. The Information Center found out, rather quickly, that few universities or colleges have established recreation curricula devoted to training personnel to work with the handicapped. Physical Education curricula for this purpose are less prevalent. It would seem that much more effort is warranted in this area of development. It should be noted that regional conferences are being held by other groups; and a nation wide basis to promote establishment of such curricula. The Center hopes to co-operate with their efforts.

The Center was partially successful in inducing authors of new books, articles, and papers to submit their writings to be digested for the Newsletter. Happily, more and more authors are doing this as the Center becomes more firmly established in the field.

The Center was successful in ferreting out some outstanding recreation programs that are currently being conducted in many communities throughout the nation. Many of these programs have been in existence for several years. They should receive more publicity. More important, their story should be told to aid persons at local levels who wish to set up similar programs.

The Center was partially successful in completing an exhaustive survey of all available literature. This is a long-term project and requires the cooperation with other agencies who may have materials in their libraries. All libraries, university and city alike, are faced with a problem of storage space. It is known that some libraries would have certain articles and books, others would contain different periodicals. This, it seems, becomes a regional problem. The cost would be prohibitive to send personnel to many of the known sources to do the research. So much for success - now for failures!

### The Loser.

The concept of a scholarly journal failed miserably. The reasons, of course, are apparent in the results obtained from the letters and communications with universities. Scholars are normally housed in universities. If universities have no established programs or curriculum, the odds are there would be no scholars willing to devote the time to writing articles for a journal.

It follows, inexorably, that the Center failed in its desire to promote research in the field. Program people, in local communities, are not research oriented. They are activists. Again, research must come from the universities.

By the same token, the Center was unable to promote writings from program people at the local level. They are too busy conducting programs to take the time to write for an Information Center. That was the primary reason the decision was made to send Center personnel into selected communities to get the stories of successful programs.

All of the above items will be the background material for certain recommendations for the future contained in the summary of this report.

### The Best Laid Plans. . . .

The failure to accomplish certain objectives, as outlined above, does not mean that they failed for want of effort. Many hours were spent in planning approaches to attack these problems. For various reasons, none of them materialized. Certain of these plans should be explored and developed by interested institutions or individuals. Others can be held in abeyance until more activity is generated in the field.

Soon after the project was inaugurated it became apparent to Center personnel that dedicated persons in many parts of the country were developing specialized programs built around recreation. They, too, believed that recreation is an excellent tool to educate the handicapped in certain specialized areas.

For example, Richard Weber of Trenton State College in New Jersey has developed a technique, using six notes, to teach handicapped persons to play



musical instruments. Said Professor I. Ignacy Goldberg, specialist in education of the mentally retarded at Teachers College, Columbia University, and NARC's first consultant in education, Mr. Weber's experimental work "points to important possibilities in research . . . he has found a tool which may be of significant help in improving the learning capacities of the severely mentally retarded in other areas." Mr. Weber will visit Southern Illinois University next spring to conduct a workshop, under the auspices of the Egyptian Association for Mentally Retarded Children, for local persons interested in establishing his program.

Center personnel wanted to publicize this activity in all music departments in universities throughout the United States. The decision was reached that any successful attempt in this area would have to reach at least one interested person in any given music department. Even if we circularized every music department in the nation (they would have no reason to read the Newsletter) how would we reach music teachers below the department chairmen level?

It was decided that the cost involved in circularizing all music departments would not pay the dividends required for such an investment.

At least two universities have specialized programs in language development through the use of recreation. The Department of Special Education at Fontbonne College, St. Louis, Missouri, in cooperation with the Joplin, Missouri, Parks and Recreation Department, and St. Mary's Catholic Church in Joplin, has successfully conducted a vocabulary building program for mentally retarded children. This procedure has proven to be an excellent example of "learning through recreation" (see Appendix VIII)

Southern Illinois University's Special Education Department has inaugurated a language development program through the use of a puppet, part of what is sold commercially as the Peabody Language Development Kit. Special Education students, supplementing equipment in the kit with other materials, such as a tape recorder, reported encouraging progress among mentally retarded children in language development. The informal camp setting provided a climate for learning; the play approach to education was acceptable to the children. Both of these programs are worthy of development on a regional basis.

Many hours were spent in attempting to develop a circular aimed at chairman of special education departments. Again, their orientation is not in the field of recreation. The concept of recreation to secure the ends of special education is new. It was determined that an intensive educational program must first be aimed at these department chairmen. They, too, have no reason to read the Newsletter. If we expand the Newsletter mailing list to include these department chairmen, the return would not match the expense involved.

Dr. Frank J. Hayden, a member of the physical education faculty at the University of Western Ontario and director of a research project for the Metropolitan Toronto Association for Retarded Children, did the same thing in physical fitness. Also a consultant to the Joseph P. Kennedy, Jr., Foundation, Dr. Hayden is the author of a manual for teachers and parents which serves as an excellent guide for programs of exercise for the mentally retarded. The manual, Physical Fitness for the Mentally Retarded, is distributed by the

Information Center. As a result of Southern's involvement in the Center, faculty of the men's physical department inaugurated a new program, in this field, at Little Grassy Facilities last summer. Again, physical education departments should be circularized and educated to establish such programs in their universities. National promotion, to all physical education departments, seems unrealistic - at last, through the center.

Work is being done in the field of art and in the field of industrial education. These programs are worthy of promotion. Again, the cost factor is the stumbling block.

It is strongly urged that some type of promotion in the above areas should be seriously considered by interested universities in co-operation with the Vocational Rehabilitation Administration. A suggested procedure of Regional organization is embodied in our summary and recommendations below.

Running parallel with the above "action" type programs is the need to stimulate research and scholarly articles and to develop university curricula in the field.

At one stage in the development of the Center serious plans were laid to do promotional pieces in these areas. Always, we returned to the fact of life that very few universities had recreation courses in their curricula. It was decided that these universities had not made the decision that recreation is an important sector of an educational program. Any promotion in this field would have to be aimed at the administrative level. That is, deans of colleges, university chancellors, or university presidents. It would appear that each of these administrative areas have more pressing problems facing them with the "population explosion."

Nonetheless all of the above programs should be considered in a long range planning in the field of recreation for the handicapped.

What we are trying to point out in this report is that the handicapped population is, in reality, a minority in this country. Interest in the universities, at present, is centered on development of students in the more pressing fields of automation, "astronautism" and mathematics.

It is the conviction of Center personnel that recreation, at present an overlooked quantity, can be of vital importance to educate the handicapped. Selected universities must be induced to expand their programs in this field. It would be unwise, in the present climate, to attempt to induce all universities to be all things in this field.

Thus, the immediate problem becomes selection. It is strongly urged that a regional concept of a network of universities throughout the nation be considered as the focal point for a start in this area.

Our reasons are set forth in the final section of this report.

## SUMMARY AND RECOMMENDATIONS

One thing is certain with regard to this two-year study: what started as a theory in the minds of Center personnel, became a conviction. Recreation is a highly useful tool that can be very successful in educating all types of handicapped. Many individuals and agencies are doing this.

Philosophically, for a moment, one should reflect on the development of the so-called "normal" child.

He first learns skills to be used later to drive an automobile when he rides his first tricycle. He learns to steer, he learns to judge distance, and he learns the tricycle "rules of the road."

He begins to learn self-reliance while playing hide and seek. He must think independently, he must co-operate with the group and he must be resourceful.

He begins to improve the use of his language with childhood games, with the "tongue twisters," and in his day-to-day activities with his peers.

Examples are legion.

What of the handicapped child? He has not had the opportunity to participate in these childhood games. He is a minority in a group of "normal Children." Either he is overly protected - or in some instances, ridiculed. He misses this magnificent period of natural development called childhood.

This is the concept that must be instilled in the minds and hearts of those working with the handicapped. The handicapped can not come "up" to the standards of the leader; the leader must adjust his approach, his techniques, his entire teaching plan to conform to the needs of the individual handicapped child.

The magnitude of the educational problem of instilling this concept in modern education leaders is staggering. It is submitted that this job is the job for a regional approach with selected agencies given specific jobs. This is the quickest, most economical and most effective method of developing skills in trained personnel to use recreation as a tool to speed up the education of the handicapped.

It is submitted that communications is the vital link in any successful program -- be it politics or recreation. The people in Alaska and Hawaii must know what people in Illinois and Maine are accomplishing. Successful programs must be sought out, they must be reduced to readable writings, they must be disseminated to interested individuals and agencies.

It has been proven, by this project, that there are many, many dedicated individuals in local communities who want to do "something" for the handicapped. The easiest place to start them doing "something" is in recreation programs in their own communities. These dedicated people enjoy watching the handicapped child have fun. They have seen too much of unhappiness in this handicapped child.



So much for philosophy! What about action?

In the final analysis, who will be on the "firing" line? Is it the classroom teacher? Is it the researcher? Is it the author?

It is the dedicated person, for whatever motives, who sincerely wants to do something more than contribute to United Fund to help the handicapped. That is the ultimate market for all information developed by any source.

How do you reach this person? What information do you give him? Who should be involved in developing this information?

The answer to the third function, of course, is federal agencies who are charged by statute to serve this population, colleges and universities to help develop the programs, and private agencies who solicit funds to serve the handicapped.

The answer to the second question is somewhat more complex. Personnel involved in the Center believe, very strongly, that there is a need for "how-to-do-it: literature.

This information could run the gamut from "characteristics of groups" to detailed descriptions of successful action programs. It would seem information should start with basic programming materials and progress to more complicated writings as programs are firmly established within any given community.

Ultimately, all types of research reports should be available to these types of persons. However, this is a twofold problem. One phase is to encourage scholars in university communities to do the research in the first instance. The second phase is for service oriented writers to convert these reports into readable material for the person who will use it in the community.

Thus, a journal is needed for the scholar -- a newsletter is needed for the worker in the community. Both can be writing on the same subject matter -- but, it will be written differently. A natural result of the promotional attempts for journal articles will be the encouragement of curricula within selected universities.

The establishment of these curricula would, in turn, result in educational programs in selected colleges to train future workers in the field of recreation for the handicapped. It should be emphasized that recreation as used in this section is defined as a tool to speed up the educational process of all handicapped.

It cannot be emphasized too strongly that results of this project seem to point up the fact that a regional type of organization is a key factor to success. Financially, it is the feasible approach. Educationally, it is the feasible approach. Administratively, it is the feasible approach.

Certain activities can best be done at the regional level. Local programs can be personally visited. Universities can participate in specialized areas. Local communities can have regional field personnel to guide them through the maze of establishing new recreational programs.

Other activities can best be conducted at a national level. One editor could edit a nationwide newsletter slanted toward the activist who wants "to get things done." One editor could edit a scholarly journal slanted toward the university community to encourage research, writing, and leadership training in selected universities. One bibliography could be kept current at a national level. This would become the clearinghouse for all written materials submitted by the regional participants.

Whatever direction is finally pursued, certain highlights of the project at hand should be continued. The Newsletter is a sound approach to a particular problem. The flier concept is sound for many reasons -- finance, ease of distribution, and concentration on a specific program or activity. The bibliography is always an excellent method of introducing literature availability to those who are willing to work at reading the books and articles.

Informa. . . Center personnel are more than willing to explore the regional concept, in depth, with personnel from the Vocational Rehabilitation Administration. In fact they would be willing to present a draft of a possible developmental program in this area. Such a paper would be much too lengthy for this report.

Center personnel are convinced that recreation is serving as a useful tool in many local communities throughout the United States. They will continue their interest and hopefully participate, with others, in establishing a sound, workable plan that will accomplish the ends sought by all who work with, and for, the handicapped.



## APPENDIX I

Categories, in the field of Recreation, used by Information Center -  
Recreation for the Handicapped:

1. General Philosophy
2. Administration of Recreation Facilities
3. Leadership and Management
4. Programs
  - a. General
  - b. Arts, Crafts, and Hobbies
  - c. Camping
  - d. Clubs and Activity Centers
  - e. Games and Activities
  - f. Play and Play Therapy
  - g. Playgrounds
  - h. Program Evaluation
  - i. Rhythm, Music, and Dramatics
  - j. Sports and Physical Activities
  - k. Story Telling
  - l. Swimming and Water Activities
  - m. Travels
5. Characteristics of Groups
6. Training and Experience for Recreation Personnel
7. Community Development
8. Audio-Visual Materials
9. Institutional Recreation
10. Multi-disciplinary Activities in Recreation
11. Standards and Accreditation Policies
12. Socialization and Rehabilitation
13. Bibliographies

APPENDIX II

**Information Center - Recreation for the Handicapped**

*Little Grassy Facilities* • SOUTHERN ILLINOIS UNIVERSITY • Carbondale, Illinois 62903

September 22, 1964

Chairman, Department of Recreation  
San Jose State College  
San Jose, California

Dear Sir:

We are pleased to announce the establishment of a national information center for recreational programs of the ill and handicapped. This center will be under the direct supervision of Dr. William Freeberg, Chairman, Department of Recreation and Outdoor Education, Southern Illinois University.

The purpose of this center is to establish a central location for the collection, collation, and dissemination of information, instructional aids and devices, and other such materials on recreational programs for the handicapped. This will not only provide a central focus for data gathering, but in addition will be a resourceful coordinating and clearing house. Data will be available to any individual or agency.

It is our hope that eventually the center will develop into a research unit associated with testing and developing recreational programs for the ill and handicapped.

This information center is made possible through a grant from the Vocational Rehabilitation Administration, the Department of Health, Education, and Welfare, in cooperation with the Joseph P. Kennedy, Jr. Foundation, and Southern Illinois University.

The center has been established to be of service to you and your agency. Please feel free to write us at any time if we can be of help to you.

Direct all inquiries to Information Center-Recreation for the Handicapped, Little Grassy Facilities, Southern Illinois University, Carbondale, Illinois 62901.

Very truly yours,

Garold W. Eaglin,  
Coordinator

GWE/pac

APPENDIX III

Southern Illinois  
University

CARBONDALE, ILLINOIS 62901

February 26, 1965

Information Service

Director  
Information Service  
University of Iowa  
Iowa City, Iowa 52241

Dear Sir:

As one college PR man to another, I've a somewhat urgent request to make of you. By way of explanation:

We have here a grant-sponsored facility called the Information Center-Recreation for the Handicapped. It is designed as a national clearing house for information about programs, ideas, publications and so on, all dealing with techniques and systems for providing recreation to persons who are in some sense handicapped--physically, mentally, emotionally, or otherwise.

Jerry Eaglin, director of the Center, has a problem. There is no solid body of literature on the subject. Finding what there is has become a massive task of piece-meal research, and locating all those who are doing anything in the field, and where, has so far defied satisfactory solution.

So it occurred to me that campus information services (those Gibaltars of dependability) might be petitioned for aid in this troublous hour. The request is simple: Just the name of department of anyone on your staff who, to your knowledge, has written or done anything in this specific field. If you have any reprints lying around the office, those would be immensely welcome. If you could provide any supplemental tips, that would be a wonderful bonus.

The Center wants to prepare and maintain a permanent bibliography, with abstracts of writings on recreation for the handicapped.

An immediate goal is publication of a monthly newsletter. A future hope is publication of a journal.

All it needs is sources. The reward would be nothing more than exposure, but then that is our customary lot, and all I can add is that any future request by your to this office would be served with grateful alacrity.

This letter is being sent to all listing in the ACPA directory for the year. Your responses are earnestly solicited, and they should be sent to me. I'll appreciate them, and thank you in advance.

Sincerely yours,

Pete Brown,  
Information Service  
PB/pc

APPENDIX IV

**ICRH**

**Information Center - Recreation for the Handicapped**

*Little Grassy Facilities* • SOUTHERN ILLINOIS UNIVERSITY • Carbondale, Illinois 62901

April 8, 1965

Mrs. Gordon W. Russell  
1808 Moore Street  
Huntingdon, Pennsylvania 16652

Dear Mrs. Russell:

There is in operation at Southern Illinois University a grant sponsored facility called the Information Center - Recreation for the Handicapped. This Center was made possible by the Vocational Rehabilitation Administration. It is designed as a national clearing house for information about programs, ideas, publications, and so on, all dealing with techniques and systems for providing recreation for the handicapped.

While searching the literature from 1950 to the present for published material, we were constantly aware that perhaps we were missing some valuable information. We felt that perhaps there was pertinent material that had not found its way into the many publications.

With this idea in mind and in cooperation with the Information Service here at Southern, inquiries seeking help in locating the information were sent to public relations directors in colleges and universities across the United States.

Your name has been suggested by A. William Engel, Jr., Director of Public Information at Juniata College, as a person who is concerned with the problems of the handicapped. An immediate goal is publication of a monthly newsletter. A future hope is publication of a journal.

Enclosed is a tentative breakdown of the major categories of the bibliography being developed by the Center. The areas checked are the ones where the material seems to be scarce. If you have written any material, have information on any programs that are being conducted through your department, or know of material that would help in any way, we would appreciate hearing from you.

Sincerely,

Garold W. Eaglin,  
Coordinator

GWE/pc

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Enclosure



## APPENDIX V

The bibliography contains 132 listings under "General Philosophy;" 9 listings under "Administration of Recreation Facilities;" 2 listings under "Research;" 11 listings under "Leadership and Management;" 48 listings under "Programs - General;" 24 listings under "Arts and Crafts and Hobbies;" 3 listings under "Camping, General;" 6 listings under "Camping, Blind;" 7 listings under "Camping, Day;" 3 listings under "Camping, Deaf;" 5 listings under "Camping, Diabetic;" 9 listings under "Camping, Emotionally Disturbed;" 22 listings under "Camping, Handicapped;" 2 listings under "Camping, Heart Damaged;" 10 listings under "Camping, Mentally Retarded;" 6 listings under "Camping, Senior Citizen;" 8 listings under "Camping, Therapeutic;" 18 listings under "Clubs and Activity Centers;" 38 listings under "Playgrounds;" 1 listing under "Program Evaluation;" 26 listings under "Rhythm, Music, and Dramatics;" 64 listings under "Sports and Physical Activities;" 1 listing under "Story Telling;" 13 listings under "Swimming and Water Activities;" 7 listings under "Travels;" 7 listings under "Characteristics of Groups;" 12 listings under "Training and Experience for Recreation Personnel;" 6 listings under "Volunteer Workers;" 2 listings under "Community Development;" 2 listings under "Audio Visual Materials;" 6 listings under "Institutional Recreation;" 48 listings under "Hospitals;" 6 listings under "Nursing Homes;" 12 listings under "Institutions;" 35 listings under "Recreational Therapy;" 3 listings under "Rehabilitation Centers;" 10 listings under "Multi-Disciplinary Activities in Recreation;" 4 listings under "Standards and Accreditation Policies;" 12 listings under "Socialization;" 12 listings under "Rehabilitation;" 15 listings under "Bibliographies."

ICRH

# Newsletter

Volume 1  
Number 9

March 1966

Information Center - Recreation for the Handicapped

LITTLE GRASSY FACILITIES

SOUTHERN ILLINOIS UNIVERSITY

CARBONDALE, ILLINOIS 62901

## ALL ABOUT FITNESS

### ROPES! SIMPLE AND FUN

By James N. Oliver

Ropes are very suitable apparatus for mentally handicapped children. They are cheap and can be obtained easily. When used with initiative they can provide a wide variety of attractive activities. There are the simple activities which severely retarded children can attempt, and for the more able children there are numerous activities of a strenuous, demanding and challenging nature.

The following list is not complete. Those counsellors with imagination will be able to adapt many of the activities to suit their own particular camper and purpose.

#### Ropes laid on the ground in a straight line

1. Balance walk along the rope.
2. Balance walk along the rope by sideways steps.
3. Standing facing the rope - jump over the rope.
4. Standing facing the rope - jumping forwards and backwards over the rope.
5. Running high jump over the rope.
6. Standing to one side of the rope - jumping side to side over the rope.

(Continued page 3)



## HOW TO'S OF ACTIVITIES

William Ayers

Warren G. Murray Childrens Center

1. Conduct simple games first. Children should attain success and satisfaction when participating in activities. After they understand the simpler activities they may then progress to slightly more difficult ones. At every level of difficulty they should gain satisfaction or some feeling of accomplishment.

2. Do not dwell too much on the rules and the explanation of the activity. Spend as little time talking and as much time doing as is feasible. A simple explanation is all that is necessary. While explaining an activity, also demonstrate the actions. This will enable the residents to actually see how the activity goes.

3. The rules of the activity are of minor importance; some activities are better executed if the rules are modified. Furthermore, some activities that might otherwise be beyond the

capabilities of the group may be effectively conducted with the appropriate modifications.

4. Whenever leading or conducting an activity, remember: be enthusiastic! Your enthusiasm will spread to the other players and will generate a participating spirit among them so that a greater feeling of enjoyment is derived. Discontinue an activity when the enthusiasm is still high; they will look forward to this game at a later time.

#### Participate

5. When leading an activity, you must be a participator, not a spectator. If you join in the activity the residents will accept you as a player rather than a criticizing observer. Furthermore, few activities can be conducted from the side lines with effectiveness.

6. Do not attempt to conduct an activity unless you have planned it well and know it well.

(Continued page 3)

# It's Like Building A House

Julian U. Stein  
University of Rhode Island

Many of the motor skills and abilities that most normal children learn from association and play with the gang on the block must be taught to the retarded. Mentally retarded boys and girls do not play spontaneously nor innovate as normal children--they have to be taught to play whether the play be individual, parallel, or group. In addition, the retarded have not had experiences that accrue from opportunities to participate in organized physical education and recreation programs where these skills and abilities can be taught. This has placed the retarded in an unfavorable position, especially since these activities have been shown to be of even more importance to the retarded than to the normal population as vehicles of learning and in promoting good mental health. Herein appears to be one of the keys to success and improved growth and development for the retarded.

Development of motor ability can be compared to building a house, an office building, or any other structure. It is imperative to build a sound foundation before adding the upper stories. In doing this there is a methodical, step-by-step procedure where one task follows another in a given order and sequence. This process is also necessary in the development of motor skills and abilities where one developmental task follows another as the simpler gross motor movements must be learned before attempting the more complex advanced skills.

## Habit-Forming

Neurologically, psychologically and educationally this is sound. Often the complexity of movements and the associated intellectual action necessary to carry out the movements are greater factors in limiting the motor performance of the retardate than the lack of motor ability. As the intellectual counterpart of a motor act is learned and reduced to a habit level, the resultant performance will become increasingly quick and smooth--the awkwardness exhibited by many retardates is more a function of intellect and comprehension of the task than one of inherent motor deficit.

However, in too many physical education and recreation programs for the retarded the participant is thrust into activities that require great coordination through a series of movements built upon previous movements. The complexity of these activities and the pyramiding of body movements diminish the retardates' chances for successful performance and cause undesirable frustrations. In physical activities the success of the retarded is related to the simplicity of



the motor effort. There is dire need for early identification of the mentally retarded, especially in under-privileged areas where much of retardation is caused by cultural deprivation and inadequate stimulation.

As soon as boys and girls are identified as retarded, special pre-school (nursery) classes should be available for them. The foundation of this program should be built upon a variety of enriched activities that will enable the children to develop levels of physical fitness and the fundamental motor skills that are so important as one progresses to more complicated skills that are necessary for successful participation in games, sports, and recreational activities. The initial efforts should be in providing opportunities for the retarded to develop the basic and fundamental muscular movements.

## Watch the Trap

Parents, teachers, professional and volunteer recreation workers should not fall into the trap of offering activities based on their own interests and abilities, or on those of normal children of comparable age to the retarded. Selection of activities must be based upon the individual retardate's ability, level of proficiency, and his personal need. Mental age, background, and previous experience in these activities will all help to give valuable clues in selecting activities that will be appropriate for the individual. Activities offered should provide a greater challenge than had been expected in the previous lesson or session. The guides must be the success, enjoyment, and learning experienced by the retarded participant.

(Continued page 4)

## ABSTRACTS OF LITERATURE

Davis, Ernie. The Ernie Davis Lesson Plan Book. (St. Paul: Smyth And Co., Inc., 1965).

Book includes 30 clearly defined and illustrated lesson plans to teach basic motor skills, tumbling and stunts, relays, games, and how to conduct fitness tests.



Daniels, Arthur S. and Davis, Evelyn A. Adapted Physical Education. 2nd Ed. (New York: Harper and Row, 1966). Pp. 457.

Book may serve as a guide in establishing full educational services for exceptional school children at all school levels and provides a practical guide for teachers and administrators for the maximum development in each pupil and providing a pre-service and in-service training for teachers and therapists.

Fait, Hollis F. Special Physical Education. 2nd Ed. (Philadelphia: W. B. Saunders Co., 1966). Pp. 400. Price \$7.50.

The book fully describes practical methods for teaching physical education to handicapped children at the elementary and secondary school level.

Hayden, Frank J. Physical Fitness for the Retarded. (Canada: Metropolitan Toronto Association MRC, 1964). Pp. 48. Available from Information Center \$.45 each.

The booklet provides a concise, step-by-step guide for selecting activities and planning a physical fitness program for the mentally retarded. It is the result of extensive research conducted in the "Rotary School" for mentally retarded in Toronto.

Kelley, Ellen Davis. Adapted and Corrective Physical Education. Fourth Ed. (New York: Ronald Press Company, 1965). Pp. 350. Price \$6.00.

Designed as a basic textbook for adaptative and corrective programs. The author presents a program of methods and techniques for the improvement of the physically underdeveloped, physically handicapped, and for the maintenance of good health of normal students in school and colleges.

Lawton, Edith Buchwald. Activities of Daily Living for Physical Rehabilitation. (New York: McGraw-Hill, 1963). Pp. 306. Price \$17.50.

Author describes training for hemiplegic, paraplegic and the amputee and with involvement of lower and upper extremities due to various crippling diseases.

Mueller, Grover W. and Cristoldi, Josephine. A Practical Program of Remedial Physical Education. (Philadelphia, Pa.: Lea and Febiger, 1966). Pp. 287 (Illustrated). Price \$7.50.

Authors discuss the needs for and objective of remedial physical education and describe and evaluate postural deviations. Numerous illustrated tests to enable the teacher to make prompt and accurate evaluation.

Rathbone, Josephine L. and Hunt, Valerie V. Corrective Physical Education. Seventh Ed. (Philadelphia, Pa.: W. B. Saunders Co., 1965). Pp. 267 (Illustrated). Price \$7.00.

Text offers a sound presentation of basic principles and techniques of corrective physical education. Basic physical therapy is included.

## ROPES

(Cont'd)

7. Ditto 6 but progressing along the rope.

8. Standing astride the rope - jumping with heel clicking "above" the rope.

9. Crouch facing the rope -- bunny jump over the rope.

10. Crouch facing along the rope - crouch (or bunny) jump from side to side along the rope.

Ropes laid on the ground in the form of a circle

11. Running jump to land in the circle in the crouch position. This is to be followed by various jumps out of the circle, e.g., frog jump, bunny jump, etc.

12. Standing - jumping into and out of the circle.

13. Standing astride the circle - jumping with heel clicking above the circle.

14. Balance walk (forward, backward, sideways) around the circle.

With the rope held by two people

15. With the rope held at various heights from the ground - a running jump over the rope. (This can be performed as a follow my leader type of activity in small teams.)

16. With the rope held close to the ground but shaken gently from side to side (snake wriggling) jumping over the snake.

17. With the rope held close by the ground but shaken gently up and down - jumping the snake.

18. Skipping (jumping) in a turning rope.

19. Rope weighted at one end and swung round and round a few inches above the ground. The remainder stand in a circle round the swinging rope - they jump over the rope as it comes to them.

As a skipping (jump) rope

20. Standing free skipping on the spot.

21. Free skipping on the run.

22. Standing - jumping skipping off both feet together.

23. Ditto 22 but moving forward with each jump.

24. Ditto 22 but turning the rope twice to each jump.

25. Any kind of skipping backwards.

26. Any kind of skipping but allowing the rope to turn to one side freely from time to time.

27. Any kind of skipping but occasionally crossing the arms.

## ACTIVITIES

### HOW TO'S (Cont'd)

You should not have to refer to any other materials, but should know the activities from memory and experience.

(Continued page 4)



## ACTIVITIES HOW TO'S (Con't)

7. When selecting an activity, consider the attention span of the group. A group cannot participate and gain enjoyment from an activity whose duration exceeds the length of their attention span. Since the attention span of the retarded child is limited, you should have a variety of activities at your fingertips that you can use at any given time.

8. The method of presentation should be consistent. An activity should be presented in the same manner on different occasions. Although variations of activities during a session are necessary, variations of the same activity tend to confuse the child.

9. Do not conduct an activity unless the size and the ability of the group has been considered. Also, consider the space

available, the mood of the group, and at times, the season. An activity which can best be played in a large area should be played there, however, an activity which can best be played in a small area should be played there. If the mood of the group seems to be passive, gradually work up to the more active ones.

The prevailing weather conditions should also influence the selection of many outdoor activities. Many winter activities are as inappropriate during the summer as are summer activities during the winter.

### Mark It Out

10. In teaching activities that require boundaries, don't depend on imaginary ones. You should have real boundaries available or temporary ones drawn on the floor or ground. By doing

this it will make it much easier to organize your group.

11. Repetition is a must with retarded children. It may take several meetings with the same group before an activity is learned. After the group has learned the activity, it still may be necessary for continued repetition at the beginning of each meeting to remind them of what they have already learned.

12. When appropriate, vary the period so that some very active games are tapered off by some quiet activities thus bringing the physiological and the emotional functions back to a more normal pitch.

REMEMBER: The above mentioned guidelines can best be applied when patience and understanding are inherent in the instructor's personality.

## House-Building (Con't)

Among the many simple gross motor movements classed as basic skills are: balancing, bending, bouncing, bounding, carrying, catching, climbing, crawling, crouching, curling, dodging, dribbling, evading, falling, galloping, gliding, hanging, hitting, hopping, jumping, kicking, landing, leaping, lifting, passing, pivoting, prancing, pulling, punching, pushing, reaching, rising, rocking, rolling, running, sliding, skipping, springing, standing, starting, stopping, stretching, striking, swaying,

swinging, tagging, throwing, tossing, touching, trotting, tumbling, turning, twisting, vaulting, walking.

### Exploration

While there are many types of activities in which retardates can develop these basic fundamental motor skills, an exciting approach that has been overlooked is known as exploration of movement or simply movement education. This is a problem-solving approach of activity designed to

stimulate exploration of space, to encourage control, and to raise the level of the natural body movements. The broad aims are to develop strength, mobility, and agility in the child; to teach him how to manage his own body; to facilitate the learning of more specific skills; to give the child an opportunity for creative physical activity; and to encourage communication of feelings and ideas.

(Excerpted from a paper by Dr. Stein.)

## ICRH Newsletter

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# Recommended Reading



*Mental Retardation.*  
*A Program Manual for Volunteer Workers*

## Information Center - Recreation for the Handicapped

LITTLE GRASSY FACILITIES ● SOUTHERN ILLINOIS UNIVERSITY ● CARBONDALE, ILLINOIS 62901

**Theme**

A presentation of programmed material on mental retardation. The manual was written for use of volunteers and others who, because of their new association with the mentally retarded, have a need for orientation and background of information to implement their work. The information presented in the manual makes no attempt to train volunteers and other workers for a specific task. The material is presented to increase the understanding of the limitations and, more important, to understand better the potentials of the retarded. Material in the manual includes sections on: Programmed Introduction; Education; Behavior; Physical Ability; Recreation; Family Relations; Brain Damage; Speech and Hearing; Health; and Rehabilitation.

**Use**

This is an excellent manual for use in a training program for staff and volunteer workers who will be working with the mentally retarded.

**Excerpt**

The following is a verbatim excerpt of a portion of the material included in the book:

### RECREATION FOR THE RETARDED

For many retarded persons the experiences of life are limited. The satisfactions and fulfillment that can come through recreation may be of greater importance to them than to the normal person. Recreation for the retarded becomes even more important when we realize that the majority of retarded persons have much free time and little opportunity to do anything constructive or creative with it. Recreation for the retarded, in addition to its amusement values, is a training ground for physical skills, social development, and a means of preparation for employment.

Following these statements there are 118 completion questions to be answered on recreation for the mentally retarded.

	1. All children want and need to play together. Normal children fuse into a group easily and <i>group cooperation</i> or team play comes ..... to them.
naturally, easily	2. Retardates need and want group activities, too, but retardates do not fuse into groups easily. They must be taught g ..... c .....
group cooperation	3. Try to group retardates according to their interests and abilities as well as by their chronological age.
	4. Be careful not to place too much emphasis on mental age in recreation. A child who is 8 but has a mental age of 3 usually should be grouped with ..... year olds.
3	5. The older child has different social and personal needs to meet as well as a larger ..... to manage.
body	

**Authors**

Alden S. Gilmore  
Thomas A. Rich  
Charles F. Williams

**Source**

MacDonald Training Center  
4424 Tampa Bay Blvd.  
Tampa, Florida 33614  
Price \$3.00

# ICRH

APPENDIX VIII

## Recommended Procedure



Vocabulary Development Through Recreation  
Joplin, Missouri

### Information Center - Recreation for the Handicapped

LITTLE GRASSY FACILITIES

SOUTHERN ILLINOIS UNIVERSITY

CARBONDALE, ILLINOIS 62901

Supported in part by a demonstration grant from the Vocational Rehabilitation Administration, U.S. Department of Health, Education and Welfare, Washington, D.C.

#### General Statement

This cooperative project involves the Joplin Parks and Recreation Department, St. Mary's Catholic Church in Joplin and students from Fontbonne College, St. Louis, Missouri. The objective is to teach mentally retarded children new words and to help them develop an interest in words. Vocabulary development is a scheduled activity within the four week summer day camp program. All activity supervisors implement and reinforce vocabulary development within their specific areas.

#### Resources

This activity is supervised by five volunteer college students from the Special Education Department of Fontbonne College. They use techniques learned during the regular school year.

St. Mary's Parish defrays transportation costs for the students to and from Joplin, defrays room and board costs while the students are in Joplin, and furnishes transportation for the students while they are in Joplin.

#### Introduction of Words

Each week, on Monday, the supervisory staff meets with other activity supervisors prior to the time the children arrive at the site. They select the "sound of the week." For example—the sound "MI." They select two words with this sound from each activity area used in normal recreation supervision. These areas include archery, games, swimming, handicraft, music, and nature. The area activity supervisors use these words, unobtrusively, as often as possible, when the children are in their given activity.

On arrival of the children, the flag is raised and then the staff talks to them. They are told what the "sound of the week" is, what new letters and words they will be using. They are instructed to "watch for the words!"

#### Reinforcement and Implementation

On Monday, each activity supervisor is given two 22" x 28" cardboard placards with a word on each. The words are in various colors. The placards are placed in "hard to find" locations within each activity area. These words then become the "words of the week." Once the children arrive in a given activity, they immediately look for the "hidden words" on the placards. This, in itself, becomes a program activity. Each time the children hear the supervisor use the words, they say, "That's the word!"

#### Review

The vocabulary development supervisors visit each of the activity areas throughout the day. They determine progress of specific children and check pronunciation of words used by the activity supervisors. Activity supervisors, during their free time, visit the vocabulary development staff regarding progress of certain children. Special help is recommended where needed.

A telephone switchboard, with two extensions and a monitor, is used to work with the children. Two children are in separate rooms and the third child is with the supervisor. This allows three children to practice, simultaneously, under supervision.

Friday sessions are devoted to intensive practice with those children who have difficulty in learning the twelve "words of the week."

This procedure is an excellent example of "learning through recreation."

#### For Further Information

Anyone desiring more detailed information regarding this procedure should write:

Mr. Richard Humphrey  
Director of Parks and Recreation

201 Joplin Street  
Joplin, Missouri

**ICRH**

# Recommended Program



## Information Center - Recreation for the Handicapped

LITTLE GRASSY FACILITIES ● SOUTHERN ILLINOIS UNIVERSITY ● CARBONDALE, ILLINOIS 62901

### Type of Program

A multi-disciplinary daytime and resident recreation program involving mentally retarded children and adults, physically handicapped children, and normal children. Program includes games and activities, arts and crafts, camping, activity centers, playgrounds, sports and physical activities, swimming, and a pre-school program.

### Staff

Special education teachers, recreation workers, physical education teachers, paid college students, adult volunteers, and teen-age volunteers.

### Facilities and Equipment

Local school buildings, a summer resident camp, city park and playgrounds, and swimming pools (including a special pool for the physically handicapped). Most transportation furnished by volunteers in private cars. The physically handicapped have their own vehicle.

### Outstanding Features

General philosophy, arts and crafts, games and activities, physical activities, swimming, multi-disciplinary activities, socialization, and rehabilitation.

### Program Specifics

The involvement of mentally retarded children in a one-week session with normal campers at Camp Marydale will be of particular value to those who are interested in experimental recreation programs. Mentally retarded children participate in competitive sports and physical activities with normal children. The arts and crafts program gives the mentally retarded an opportunity to work on the same type of projects as the normal child. The socialization potential of the mentally retarded is reinforced. The special swimming pool for the physically handicapped at Camp Stepping Stone is of particular importance.

### Further Information

Anyone desiring more detailed information regarding this program should write:

Mr. Harry Tischbein  
Program Director  
Hamilton County Council  
for Retarded Children  
2400 Reading Road  
Cincinnati, Ohio 45202

Director, Camping for  
the Handicapped, Inc.  
5650 Given Road  
Cincinnati 43, Ohio

Rev. Thomas Middendorf  
Camp Marydale  
Erlanger, Kentucky



## APPENDIX X

Requests received by the Information Center during 1964-65 compared to those received during 1965-66:

<u>Source</u>	<u>Percentage</u>	
	<u>1964-65</u>	<u>1965-66</u>
Individuals	14.5%	13.0%
Colleges or Universities	19.5%	37.3%
Agencies	34.0%	24.1%
City Departments	9.5%	9.7%
Public Schools	2.5%	2.7%
Students	19.5%	10.1%
Institutions	.5%	3.1%

### REQUESTS BY GEOGRAPHICAL REGIONS

<u>Source</u>	<u>Percentage</u>	
	<u>1964-65</u>	<u>1965-66</u>
Eastern	30.4%	24.5%
Midwestern	47.6%	31.9%
Southern	9.9%	10.9%
Northwestern	5.6%	9.5%
Southwestern	5.4%	18.1%
Overseas	1.1%	5.1%