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ABSTRACT

This "feature issue" focuses on integrated leisure and recreation for developmentally disabled persons and includes descriptions of innovative leisure/recreation programs which allow the realization of the concepts of normalization and least restrictive environment. Brief articles include the following titles and authors: "Challenging the Stereotypes" by John E. Rynders (social/leisure activities of 13 developmentally disabled preadolescents); "Integrated Community Recreation: A Search for Quality" by Kirsten M. Kuhnly (lists indicators of quality in integrated recreation programs); "Accessible to All: The St. Paul Jewish Community Center" by Linda Heyne; "Empowering the Community: The Vision and Goal of Two Local ARCs" by Mo Fahnestock and M. Tipton Ray; "An Experience with an Extra 'Kick'" by Caye Nelson (horseback riding); "An 'Electrifying Experience'" by Jenny Cameron (electronic games); "Integration on the Banks of the Mississippi River" by Cheryl L. Light and others (activities at a Minneapolis special school); "Linking Lives" by M. Tipton Ray and others (ways to facilitate interactions with care providers and friends); "Wilderness Inquiry: Integration through Adventure" by Greg Lais; "Bringing People Together in Outdoor Education" by Leo H. McAvoy and others; "Special Olympics Campaign Expands 'World of Winners'" by Sheila Dinn and others; "Tony and Aaron: A Mother's Hopes for Her Sons" by Mary Ulrich; "Parents as Advocates" by Susan Hamre- Nietupski and others; "Meeting Your Child's Individual Needs in an Integrated Recreation Program" by Stuart J. Schleien and others. Eight suggested readings are listed as well as manufacturers of modified recreation equipment. (DB)

INSTITUTE ON COMMUNITY INTEGRATION

IMPACT

Feature Issue on Integrated Leisure and Recreation — Volume 2(3) Fall, 1989

Catch the Vision...

Integrated Community Recreation

Leisure and recreation activities are an important part of American life. They promote physical health, social interaction, skills development, and self-esteem. Unfortunately, these activities have historically received relatively low priority in programs for persons with developmental disabilities. This longstanding neglect is distressing because appropriate participation in leisure/recreation activities is associated with development of collateral skills important in daily life, such as independent living and work skills. The possession of these skills can play an important role in the successful community adjustment of individuals with disabilities.

Individuals with disabilities often form negative self-concepts and low expectations for themselves as a result of society's devaluation of their contributions. This creates problems other than those directly related to their disabling conditions. Participation in community based integrated leisure/recreation activities offers a natural setting for overcoming these problems through fostering competence, autonomy, and confidence, as well as improved social interactions with peers who do not have disabilities. It has been demonstrated that such participtation can contribute to a reduction in maladaptive behavior patterns that can interfere with successful community integration of persons with disabilities.

There has been a substantial gap between services needed and those available for children and adults with developmental disabilities. For example, recreation programs offered for school-age children with disabilities have often focused on a very small set of activities -- such as arts and crafts -- limiting future access to community opportunities. Similarly, summer programs have typically offered a highly restricted range of options such as a handicapped-only camp -- often labeled with a "handicappism" such as "Camp Hope" -- for one or two weeks during summer vacation. Even some progressive community recreation settings separate persons with disabilities from those without, or offer integration experiences characterized by hierarchical relationships ("I'm the teacher, you're the pupil."). While special programs often benefit those they serve, their continued dominance does create difficulties when it comes to promoting successful community integration.

Participants in an integrated outdoor adventure offered by Wilderness Inquiry. Story on page 8.

There is a compelling need to upgrade the scope of programming and of research and development in the area of integrated community leisure/recreation services. This issue of *IMPACT* explores a wide range of innovative leisure/recreation programs currently serving people with developmental disabilities. These programs provide evidence that individuals with disabilities not only benefit greatly from community recreation, but also that their presence in integrated programs makes an important contribution to the experiences of participants who do not have disabilities. It's through integrated leisure/recreation activities that many of the ideals implied by the concepts of normalization and least restrictive environment can be realized.•

-- The Editors

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A report from the Institute on Community Integration and the Research and Training Center on Community Living at the University of Minnesota. Dedicated to improving community services and social supports for persons with developmental disabilities and their families.

Challenging the Stereotypes

by John E. Rynders

Adolescents with Down syndrome have often been portrayed as having poor muscle tone and being clumsy and overweight. Moreover, their participation rate in physically active pursuits is reported as low. Currently, however, children with Down syndrome are living at home (instead of in institutions) and have a larger variety of community recreation opportunities available to them. Hence, the question can be asked: Can the sterotypes be challenged?

A few years ago, researchers at the University of Minnesota examined the recreation repertoire of a group of adolescents with Down syndrome who were reared at home and who had participated in an early education program (Project EDGE) from birth. Interviews with EDGE participants' parents at the time the children were around 11 years of age revealed a gratifying variety and richness in their recreation interests and achievements (see table at right). The findings do not, of course, prove that early education causes higher than expected recreation attainments. However, they do suggest that children with Down syndrome who receive a stimulating home and community environment throughout their growing up years prove capable of challenging the old sterotypes. In the future, as community recreation programs become more available and integrated, perhaps the sterotypes can be completely shattered. •

John E. Rynders is Professor of Educational Psychology, Special Education Programs, at the University of Minnesota

Social/Leisure Activity Development of Project EDGE Participants (at Around 11 Years of Age)

Child	Participation in Outdoor and/or Organized Activities	Special Interests and Hobbies
A	Swimming, skiing, basketball, running, Brownie, member of school basketball and softball teams.	Computer graphics, painting and drawing, listening to music.
B	Water play, riding snowmobile, Scouts, outings with social club for citizens with mental retardation.	Avid wrestling fan, enjoys social dancing.
C	Biking, community softball team, Special Olympics.	Latch-hook rug making, choir member.
D	Jogging, swimming, bowling league.	Woodworking, plays guitar and harmonica, loves art.
E	Swimming, participates in school wrestling, floor hockey, Special Olympics, took golf and swimming lessons at YMCA.	Collects baseball and football cards, loves to read sports page of paper.
F	Swimming and camping, softball team at school, Special Olympics.	Reading and listening to music.
G	Softball, sliding, skiing (but doesn't like outdoor activities very much), Special Olympics, Christian social club.	Creative crafts, Legos, drawing.
H	Skiing, skating, jogging, camping, Special Olympics, Camp Fire Girls, ushering at children's theatre.	Caring for small children, typing, loves piano lessons and writing stories.
I	Skiing, softball, camping, bicycling, Special Olympics, Boy Scouts, YMCA.	Bowling, reading, video games, drawing, dancing.
J	Camping, swimming, biking, rollerskating.	Listening to music.
K	Camping, bicycling, swimming, 4-H, Special Olympics.	Listening to music.
L	Swimming, fishing, miniature golf, participates in Total Teens group for games and socializing.	Listening to music, painting, dancing (enrolled in ballet class), cooking.
M	Fishing, camping, biking, skiing, baseball, basketball, lawn games, riding motorcycles, weight lifting and body building, social group for adults with handicaps.	Weight lifting, exercising, enjoys listening to music.

Integrated Community Recreation: A Search for Quality

by Kirsten M. Kuhnly

Quality - - whether in a product we buy or in a service we use - - is something everyone deserves and seeks. When purchasing a car, for instance, we may research its quality in a guide such as *Consumer's Report*, trying to find the best available product that meets our needs. But, what constitutes an exemplary recreation program for a person with developmental disabilities? Are there indicators that a parent, care provider or consumer can look for? Are there traits that service providers can strive to include in their programs?

When someone is seeking an exemplary community recreation program there often isn't much to go on but word of mouth. In our research at the University of Minnesota, we have developed a definition of exemplary community leisure/recreation services and identified indicators of quality, focusing on the level of commitment to integration (see box at right). These criteria should be regarded as preliminary; they will be developed further over the next three years through local, state, and national community leisure/recreation services surveys.

In our research, we've used the following definition of an exemplary community leisure/recreation service: "Exemplary services address the leisure/recreation needs of the entire community, including children and adults with and without disabilities, through innovative and creative programs that enhance social interactions, increase skills, and improve the quality of life of all participants." The following hierarchy of assumptions was used in the development of this definition:

- Integration is a basic human right, reflecting our society's longstanding belief in democratic ideals.
- The community is generally the "least restrictive environment" for leisure/recreation participation.
- Administrators of community leisure/recreation agencies must play a major role in influencing staff attitudes and designing the program.
- Staff must reflect a strong belief in integration's importance or those without disabilities will reject the program.
- Believing in integration and participating in a good integrated activity will positively change the attitudes of persons without disabilities in the recreation domain. These attitude changes will generalize to other areas of their lives.

From the definition and assumptions has come the preliminary set of quality indicators. These indicators offer direction for those seeking to provide exemplary programs, and offer an evaluation tool for consumers selecting programs.

As consumers of products such as cars we seek the highest quality item that fits our needs. Products not in line with consumers' needs do not sell. When it comes to leisure/recreation services for persons with developmental disabilities, consumers of those programs must also insist on a quality product. They must not, and need not, settle for less. •

Kirsten Kuhnly is Graduate Research Assistant in the Division of Recreation, Park and Leisure Studies, University of Minnesota.

Indicators of Quality in Integrated Recreation Programs

■ Administration

- ❑ **Statement of mission/philosophy reflects belief in integration.**
- ❑ **Staff hiring criteria give credit for education and/or experience reflecting integration.**
- ❑ **Adherence to laws and legislation pertaining to serving persons with developmental disabilities in least restrictive recreation environments.**
- ❑ **Staff training priorities emphasize continuing education in topical areas such as innovations and techiques in integration, use of community-based consultants, etc.**
- ❑ **Documentation of integrated services/interventions provided and their effects on participants is recorded systematically.**

■ Nature of Program

- ❑ **Offers integrated programs or segregated-integrated programs (allows for choice).**
- ❑ **Provides flexible programs that allow for ongoing modifications/adaptations (allows for partial participation, if needed).**
- ❑ **Program goals reflect an integration emphasis, for example, heterogeneous activity provisions, friend-oriented interaction modes, etc.**

■ Activities

- ❑ **Are chronologically age-appropriate.**
- ❑ **Are functional and lifelong.**
- ❑ **Allow for participant choice.**
- ❑ **Are generalizable across time and environments.**
- ❑ **Allow for personal challenge (dignity of risk).**

■ Environmental/Logistical Considerations

- ❑ **Physically accessible and easily allow for modifications.**
- ❑ **Offered at a convenient and appropriate time for those whom program is to serve.**
- ❑ **Cost is reasonable and sponsorships are available.**

■ Techniques and Methods

- ❑ **Ongoing assessment and evaluation of participants' leisure needs, preferences, skills, and enjoyment.**
- ❑ **Judicious inclusion of parents/care providers and consumers in assessments and evaluations.**
- ❑ **Integration techniques such as task analysis, environmental analysis, partial participation, and companionship training are utilized regularly.**
- ❑ **Ongoing program evaluation to make needed adaptations and modifications.**
- ❑ **Appropriate use of paid, or preferably nonpaid, leisure partners (friends, peers).**

Accessible to All: The St. Paul Jewish Community Center

by Linda Heyne

In the spring of 1984, the Jewish Community Center of the Greater St. Paul Area called an open meeting of parents of children with disabilities to determine the recreational needs of their children and how the Center might best respond to them. At that meeting, parents agreed that there were opportunities in the community for their children to participate in segregated recreational programs. What parents wanted for their children were integrated options. Now, five years later, the Center annually serves 45 children and youth with disabilities between the ages of 6 months and 21 years in a variety of integrated social and recreational programs.

Marissa Kristal, Katie Cohen, and Lasha DeGroat (l to r) share the excitement at the JCC's integrated day camp.

All age-appropriate Center programs are open for integration. These include aquatics, gymnastics, after-school daycare, theatre productions, dance classes, woodworking, summer day camp, and many others. For youngsters with disabilities, integration at the Center offers opportunities to develop friendships with children who don't have disabilities, to learn new recreation skills, to increase independence, and to build motor coordination and physical fitness. Through meaningful participation in activities, the children with disabilities gain confidence and a greater sense of self-worth. They learn what it is like to belong to a larger whole. The Center has become their place to come to recreate with their friends. The children without disabilities also benefit from integration. They learn about handicapping conditions, gain regular exposure to persons with disabilities, and have ongoing opportunities to interact with children with disabilities.

Integration is facilitated through parent-child intake interviews, staff training, one-on-one assistance from advocates, sensitization orientations for the peers without disabilities, and close monitoring throughout programs. Parents welcome the careful attention their children receive through integrated programming, particularly in light of the growth and learning they observe.

After years of "knocking on doors" to fight for services for their children with disabilities, parents express their delight in being able to come to the Center and find all the supports that their children need. •

Linda Heyne is Special Needs Coordinator for the Jewish Community Center of the Greater St. Paul Area.

Empowering the Community: The Vision and Goal of Two Local ARCs

by Mo Fahnestock and M. Tipton Ray

- An 11-year-old boy with severe disabilities makes his first neighborhood friends during an integrated recreation program.
- Four children with disabilities join two different t-ball leagues in their neighborhoods and participate successfully using the technical assistance and onsite support offered by the ARC.
- A Girl Scout council begins a councilwide education project to enhance the integrated opportunities available to girls regardless of their ability levels.
- A special education department, community education department, and park and recreation department begin to collaborate with an ARC Integration Facilitator on promoting and supporting integrated recreation opportunities within existing community programs.
- Parent-teacher groups receive ARC workshops on how to provide integrated options in community recreation settings.

Empowering self-advocates, parents and the community at large to enhance the lives of persons with developmental disabilities is the mission of ARC-Suburban and the ARC-St. Paul. These agencies have developed directives and programs focused on empowerment. Three components make up the empowerment process, with ARC involvement targeting a different part of the leisure provision network for each.

The first component is provision of one-to-one integration facilitation assistance. It may include an assessment of an individual's leisure interests, an environmental assessment, communication with the program provided, and the building of pertinent supports and adaptive equipment. The second component is provision of technical assistance and training to providers of recreation programs. Inservice training, information services, and a professional interest group dedicated to integrated recreation are offered. The third component is provision of information and referral services to parents, self advocates and recreational providers.

Through this empowerment process, ARC programs are creating positive change, enriching the lives of many people in their communities. •

Mo Fahnestock is Integration Facilitator at ARC-Suburban in the Minneapolis/St. Paul area. M. Tipton Ray is Integration Facilitator at ARC-St. Paul.

An Experience with an Extra "Kick"

by Caye Nelson

It all started about 14 years ago when a group of teachers and parents wanted to offer children with disabilities opportunities to experience the feeling of belonging, the pride of accomplishment, the empowerment of decision-making, and the rewards of socializing with a variety of people. They approached the Ramsey County Extension Service's 4-H program with their ideas. The result was a 4-H program that pairs teens without handicaps with teens who have disabilities in a supportive learning relationship built around horseback riding. Through the integrated riding program, riders with disabilities are taught basic riding skills while their peers without disabilities learn how to lead the horses and assist their partners as needed. Specially trained horses accustomed to wheelchairs, crutches, and a special mounting ramp are used.

Several benefits of the experience have become evident. In addition to offering physical exercise to the riders, the activity also offers them the exhilaration of being astride a large, powerful animal and controlling its movements. Through the program, participants experience growth in self-concept, social competence, and mutual liking.

The rewards of the program for the participants with disabilities are perhaps most clearly presented in the words and accomplishments of riders such as Kari Sheldon. Kari is a 13-year-old who has a spinal disease that has put her in a wheelchair; but that doesn't keep her from riding. "I really like riding horses," she says. "It feels good to set my mind to it and be able to do it. And it's fun to be able to do something that people didn't think I could do." Kari has ridden in demonstration horse shows for riders with handicaps and won a ribbon in one of them. She says she likes trotting best. "Sometimes I feel like I'm going to fall off when I trot, but I don't. Knowing I can do this makes me feel like I can do other things too."

Parents of children with disabilities comment frequently that they have never seen their child as animated as when she or he is on a horse and riding as independently as possible. This is an extra "kick" for the parents and children...and perhaps even for the horses, too. •

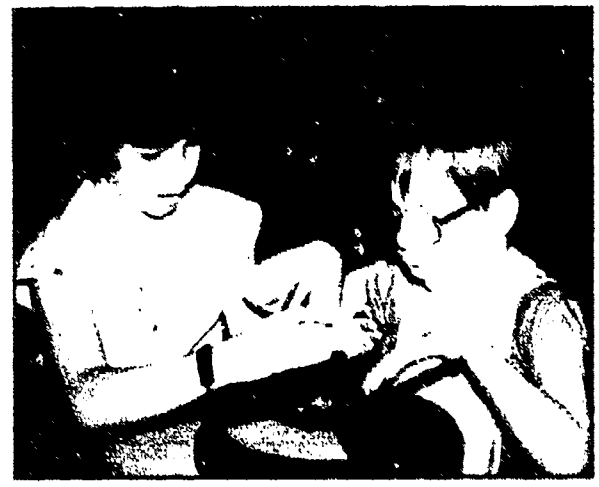
Caye Nelson is the former 4-H Director with the Ramsey County Extension Services, in St. Paul, Minnesota

An "Electrifying" Experience

by Jenny Cameron

Meadowlake Elementary School in suburban Minneapolis is a regular school with two classes for children with severe cognitive, physical and sensory handicaps. It has a tradition of creating programs that pair children with and without disabilities for recreation activities. One such program introduced electronic games as a vehicle to promote interaction between the children. The goals of the program were to teach age-appropriate leisure skills to two students with severe multiple handicaps, and to promote social and cooperative play skills between students with and without disabilities. Both of the students with disabilities were nonverbal, nonambulatory, and functioned in the severe range of mental retardation.

The recreation program was a success. The students with disabilities increased their skills on three electronic games (Toss Across, Flash, and Simon) and also learned to play more appropriately during the games. Furthermore, social interactions between students with and without disabilities became more frequent, both during the instructional period of the program and during the free play period in the classroom. Following program sessions the children without disabilities were given a choice to return to their regularly scheduled program (recess), or to remain



with their new friends. Consistently, they chose to remain and play with their friends. In fact, both of the students without handicaps asked the special education teacher where their new friends lived, expressing a desire to play with them after school.

The program's success can be attributed to the integration strategies that were implemented. These included the use of three task analyses, an error correction procedure, the use of behavior-specific positive feedback, and networking between the therapeutic recreation specialist, classroom teachers, and parents/care providers. Also, the children with disabilities received additional training on the games from their parents at home. This was done to encourage generalization and skill maintenance. In addition, they were given an opportunity to go to a local community center to try out their new skills.

As a result of this program's success with its first students, those involved are eager to find other ways to bring children with and without handicaps together for mutual benefit. •

Jenny Cameron is Director of Therapeutic Recreation at Hammer Residences, Inc., Minneapolis.

Integration on the Banks of the Mississippi River

by Cheryl L. Light, Laurelle Pearson, Colleen Baumtrog, and Howard Miller

Michael Dowling School, named after a man who became disabled in a blizzard in the late 1800's, was started in 1920 to serve children with physical and developmental disabilities. The school, which in 1924 moved into a new building on the banks of the Mississippi River in Minneapolis, has a long history of innovative integrated programming beginning with its "reverse mainstreaming" efforts in the 1960's and continuing to its present integrated environmental education program.

The first integration attempts at Dowling School were initiated in the late 1960's when regular education students from another school were invited to participate in activities with the Dowling students. This "reverse mainstreaming" program continued until the mid-1970's when a small group of Dowling students began attending a nearby elementary school for half the day. This half-time mainstreaming program became a very important component of the Dowling program and continued through 1987.

In 1987, Dowling Urban Environmental Learning Center came into existence as a totally integrated environmentally-based elementary school program within the Minneapolis Public Schools. Environmental education and integration were identified as major, dual areas of emphasis. During the first year of the new school program, administrative staff began preparing both teachers and students for integration. Regular education students were taught how to communicate and be friends with students with disabilities through the use of the "Special Friends Program", which was developed by Luanna Meyer at Syracuse University and her associates at the University of Hawaii. Teachers received instruction on how to make integration work in their classrooms. Following these initial activities, each special education class was paired with a regular education classroom. This is when integrated participation became part of the routine at Dowling.

Having made connections with area nature centers and other sites appropriate to the curriculum, Dowling coordinated field trips and an occasional overnight camping experience to these area sites for students in grades three through six. Although a considerable amount of staff assistance is required for out-of-school events, Dowling students with disabilities have become an integral part of the regular program and every effort is made to include them in these activities. Ongoing integration efforts include developing instructional units related to environmental education for each grade level in each curriculum area; the units are designed to accommodate students of varying abilities.

Cooperative efforts have made it possible for Dowling School to provide additional integration opportunities for their students. For example, a 12-week environmental education program called "Nature's Process" was designed to teach students with and without disabilities about their environment through numerous enjoyable activities focusing on the concepts of cycles and recycling in urban environments. Students study pollution, conservation, and sources of energy, among other topics, through making and manipulating objects such as wind energy pinwheels and kites made from discarded materials.

Another program, "Acting Together", asked the questions: Can children with disabilities demonstrate creativity during playful drama activities with children who do not have disabilities? Could putting on a play in an integrated fashion cause children from regular education classes to see peers with disabilities more positively? The results of "Acting Together," a collaborative research project between Dowling School and the University of Minnesota, indicate that these questions can be answered affirmatively.

"Acting Together" involved 24 Dowling students from the regular fifth grade classes and from special classes (fifth grade age-equivalent) randomly assigned to one of two conditions. Group one was involved in theatre games (originally developed by Viola Spolin), and group two played cooperative games during the 12-week program (a set of games based on New Games). Observers, watching the interactions of children in the two groups, recorded information about the direction and type of social interactions. Attitudinal data were gathered using a friends-sort developed for the project. Results indicated that students with disabilities in the "Acting" group were targeted more frequently for social interaction, and were perceived as being better friends, than was the case in the "Cooperative" games group, though both groups showed increased positive social interaction.

Overall, the Dowling program has been very successful in facilitating cooperative interactions between students with and without disabilities, in providing special education students with appropriate peer models, and in promoting environmental learning. Michael Dowling's legacy has served students with disabilities well throughout the 20th century, adapting to changing perceptions of their needs and abilities. It is now preparing them for life in the communities of the year 2000 and beyond. •

Cheryl L. Light is Graduate Research Assistant in the Division of Recreation, Parks and Leisure Studies, University of Minnesota. Laurelle Pearson is a Science Specialist at Dowling School. Colleen Baumtrog is an Integration Specialist for the Minneapolis Public Schools. Howard Miller is the Director of Portland Residence in Minneapolis.

Linking Lives

by M. Tipton Ray, Brian Abery, Paris DePaepe, Jennifer Cameron and Rick Green

In order to live as independently as possible, adults with severe/multiple disabilities need to be able to count on the help of adults without disabilities in the community. Care providers, friends, employers, coworkers, parents, siblings, and others become a circle of friends and, on occasion, a human safety net. Through their assistance and support, these groups play a vital role in the social integration of individuals with disabilities into their communities. This article focuses on how to facilitate the helpfulness of two of these groups: care providers and friends.

■ Care Providers

Care providers play a vital role in assisting adults with developmental disabilities to successfully access their communities. In fact, residents of community homes often depend on care providers to assist them in making day-to-day choices about recreational opportunities. Consequently, care providers must begin to deepen their understanding of their roles and responsibilities as guides to community experiences. To do so, they can work collaboratively with recreation program planners to integrate clients into existing community offerings. For example, they can design strategies to enhance client participation assist recreation directors and activity instructors to conduct program assessments (e.g., environmental analysis inventories), serve on advisory councils, assist with inservice training of staff, and recruit volunteers to serve as co-participants.

To be effective guides, care providers should receive inservice training on the following topics: (a) benefits of community integration through recreation, (b) community leisure service systems, (c) integration techniques that enhance service accessibility and client participation, (d) barriers to integration and effective ways to overcome them, and (e) ways to ensure that integration remains a community priority through agency networking and individual advocacy. Facilitating opportunities for persons with disabilities to enjoy their free time through integrated community experiences compliments the physical integration they have achieved. Care providers are in a key position to facilitate this social integration, to be guides so that persons with disabilities become active participants in their communities.

An illustration of how care providers can become better integration facilitators can be found in the Hammer Residences Technical Assistance Project. Hammer Residences is a Minneapolis agency that provides home services to adults with developmental disabilities. The project offers support to Hammer in developing a system that offers technical assistance to staff working directly with clients in living environments. The project is based on the belief that if adults with developmental disabilities are to use the community and develop independent leisure lifestyles, the following components must be present in an agency such as Hammer: (a) the mission of the agency must reflect a commitment to integration and normalization; (b) the administration must support both the development of programming expertise by agency staff and their ongoing efforts to provide quality intervention; (c) consultants should be used to provide training to the agency program managers, thus allowing these individuals to provide technical assistance to the direct care staff with whom they work; and (d) all staff should receive training related to goal writing and program implementation.

Traditional technical assistance models typically consist of periodic inservice sessions or workshops; in addition, external consultants are sometimes brought in on an "as needed" basis to provide assistance related to client programming. In contrast to this typical model, the alternative technical assistance delivery model used in this project was designed to empower the agency staff by building programming expertise within the agency. Thus, the focus is on the agency changing and thereby influencing the adults that are served by the agency. If successful, this alternative service delivery model will result in the agency shifting away from reliance on external sources of help and will promote consistency and ongoing continuity in programming.

At this point, it is too early to talk about summative outcomes of the project. However, from a formative standpoint, a number of observed changes in staff attitudes and performance indicate a successful program. Direct care staff, having received training and assistance through their own program manager rather than from an outside consultant, have demonstrated increases in respect for and confidence in their team leader. Goal writing skills of program managers have improved, resulting in a more efficient and consistent delivery of recreation/leisure programs for residents. Staff members have demonstrated a renewed sense of teamwork, possibly as a result of their renewed confidence in leadership and their own motivation. Improvements in staff services are apparent and, hopefully, are indicators of long-term success.

■ Friends

Opportunities for young adults with disabilities to develop and maintain a network of friends are often quite limited. Factors inherent in the impairment itself (e.g., limited oral communication skills) and those of a societal nature (e.g., specialized educational programs that require a child to attend a school far from his/her own neighborhood) often make the establishment and maintenance of friendships problematic. The purpose of the Social Network Research Project, a three-year cooperative effort between the University of Minnesota's Institute on Community Integration and a number of local school districts, is to assess the nature of the formal and informal social networks of young adults with a variety of handicaps and the barriers that interfere with the development of such relationships. The research project has recently completed an initial description of the social networks of approximately 200 students with disabilities and a comparison group of students with disabilities.

The basic tenet of this systems-based intervention strategy is

Linking Lives, continued on page 17

Wilderness Inquiry: Integration Through Adventure

by Greg Lais

Wheelchairs, dogsleds, and canoes may seem to have little in common, but they are seen together with increasing frequency throughout the forests and other wild areas of North America. The relatively new field of integrated wilderness programming/travel holds great promise as a means to effect personal growth and positive change in lifestyles for anyone, but especially for people with disabilities.

One of the leading organizations in the field of integrated outdoor adventures is a non-profit group based in Minneapolis called Wilderness Inquiry. Founded in 1978, Wilderness Inquiry conducts canoe, kayak, and dogsled trips with persons of varying abilities, including people with serious physical, cognitive, or emotional disabilities.

Two features distinguish integrated wilderness programs from other types of adventure programs. First, they use wilderness as a medium to effect change in personal characteristics such as self-esteem, independent living skills, attitudes toward risk and perceived level of capability. These overall goals are not unlike those of many conventional therapeutic programs. Second, these programs include a heterogeneous mix of people. For example, a typical Wilderness Inquiry group includes two people who use wheelchairs, one who uses crutches, and two people with sensory impairments or other disabilities. Also included are people without disabilities. Instead of segregating people according to type of disability or age, these groups include a broad mix coming together to share an integrated experience.

Water based activities such as canoeing or kayaking are ideally suited for persons with mobility impairments since those who push their own wheelchairs generally have enough upper body strength to paddle one of these craft. Even if they cannot paddle, they can still participate on the trip by riding in the canoe, kayak, or raft. The greatest physical challenge facing most participants with disabilities in these activities is balance. Usually, balance problems can be remedied with simple adaptations, such as a backboard or other gear specially adapted by Wilderness Inquiry.

In addition to the many social benefits of integrated adventures, securing a mix in the abilities of participants also solves certain logistical problems. For example, people with balance problems often team up with others who are using wheelchairs in crossing trails and portages. The wheelchair provides a stable base of support for persons with balance problems, while they, in turn, provide an extra boost of physical power to get over rough terrain. These symbiotic helping relationships are continously encouraged on our outdoor adventure trips. The key ingredients to success are cooperation, trust, and allowing enough time for a task to be completed

The types of outdoor activities that occur in Wilderness Inquiry allow integrated wilderness programs to achieve their goal of promoting social and physical integration. Group members are not separated by their ability levels, but are joined in and by their desire to experience the wilderness. Hard work and determination are often associated with outdoor travel, but they are balanced by the beauty, solitude, and confidence gained in learning that one can enjoy and reap the benefits inherent in the natural environment.•

Greg Lais is the Director of Wilderness Inquiry, located in Minneapolis.

Bringing People Together in Outdoor Education

by Leo H. McAvoy, Debra Hornfeldt and Stuart J. Schleien

Outdoor education is generally defined as a process whereby participants develop an understanding and appreciation of the natural environment and a recognition that such an understanding contributes to their general quality of life. Outdoor education methods include a wide array of activities ranging from lessons on the

physics of lifting a canoe to the acquisition of cross-country skiing skills. Outdoor education programs are sponsored by a variety of agencies including schools; municipal, national, state and regional parks; other natural resource agencies; and non-profit organizations such as foundations, camps and social service agencies.

There is a need to integrate children with developmental disabilities, including individuals with severe disabilities, into these outdoor education programs. Children and youth with developmental disabilities typically have difficulty in various areas of daily living, including interacting with peers in a socially acceptable manner, interacting with authority figures in a consistently acceptable and personally productive fashion, accepting themselves as individuals worthy of respect and human dignity, and participating in constructive psychomotor, cognitive and affective learning activities without inordinate frustration, conflict and failure. One way that outdoor education helps in dealing with these problems is by offering a stimulating learning environment with a high degree of predictability due to a low density of human population, low levels of noise and movement, and slow rate of change. Unfortunately, there are few integrated outdoor education programs currently in existence.

One project that has sought to remedy that situation is the Therapeutic Recreation/Outdoor Education Integration grant project. The three-year project, awarded to the University of Minnesota by the U.S. Department of Education, focused on development of integration strategies that enable children with developmental disabilities to participate in outdoor education programs. The project trained graduate and undergraduate students to be outdoor education integration specialists who could implement those strategies.

Perhaps the most unique aspect of this [illegible] was that all applied training, [illegible]ulum development, and research was [illegible] out through existing outdoor education programs in community and school settings. These ongoing community program sites in the Minneapolis area included Dowling Urban Environmental Learning Center, Hennepin County Parks, Woodlake Nature Center, and Wilder Forest.

The outcomes of the project included the following:

■ Students and professional service providers acquired experience and knowledge on how to provide a broader range of integrated outdoor education activities to individuals of varying abilities.

■ The quality, scope, and extent of outdoor education facilities and programs serving children, youth, and adults with disabilities in Minnesota improved.

■ Clearer guidelines emerged for bringing participants with and without disabilities together as peers and friends in outdoor education settings.

■ A training manual entitled Learning Together: Integrating Persons of Varying Abilities Into Outdoor Education Centers was developed.*

Outdoor activities present a multitude of opportunities for all people to enhance their quality of life. Through integrated outdoor education programs, new worlds can open up to participants with and without disabilities. As they develop a greater understanding and enjoyment of nature they feel more at home in the

outdoors. As they develop recreation skills they're able to experience the satisfaction of outdoor exercise. And, as they form relationships with other program participants they reap the rewards of being part of a diverse community. •

***The manual is currently being disseminated to outdoor education agencies and is available through Leo H. McAvoy, Ph.D., University of Minnesota, School of Physical Education and Recreation, 1900 University Ave. S.E., Minneapolis, MN 55455.**

Leo H. McAvoy and Stuart J. Schleien are Associate Professors in the School of Physical Education and Recreation, University of Minnesota. Debra Hornfeldt is Special Education Director at Belwin Outdoor Education Lab in St. Paul.

New TASH Committee Promotes Leisure/Recreation Opportunities

Within the past decade leisure and recreation services for individuals with severe handicaps have received increased attention. The passage of P.L. 94-142 and its amendments, the Developmental Disabilities Act of 1987, and recent federal regulations for rehabilitative services, indicate the need for meaningful community-based recreation and leisure options for all persons. As an increasing number of individuals with disabilities are living in community settings, it is necessary for them to have appropriate leisure and social skills that will enhance their community adjustment. The Association for Persons with Severe Handicaps (TASH) has responded to this need by forming a national level Leisure and Recreation Committee to promote leisure and recreation opportunities for persons with severe disabilities.

Through the use of publications, newsletter articles, conference presentations, and research and development activities, the committee will promote leisure/recreation options for persons with disabilities that further individual growth in several areas, including the following: (a) development of functional leisure skills that are enjoyable and age-appropriate; (b) strengthening of choice-making skills; (c) enhancing of integration into community life through constructive and enjoyable use of discretionary time, activities for physical fitness, and social interactions with peers who don't have disabilities; and (d) building of friendships and interpersonal relationships with age peers and others in the community.

The committee will share demonstration outcomes and research findings concerning integrated leisure activities with the membership, including families/care providers, recreation professionals, teachers and others, in an effort to further these goals. The committee will promote cooperation between providers to support research and development of effective recreation programming in home, community, and school settings with children, adolescents and adults who have severe disabilities.

Five subcommittees have been established to accomplish these goals:

■ **Model Program Development and Best Professional Practices.** Facilitator: **Larry Carmichael**, University of Vermont. Other Members: **Mary Falvey**, California State University, Los Angeles; **Sherril Moon**, Virginia Commonwealth University; **Chad Thom**, Metropolitan School District, Madison, Wisconsin.

■ **Preservice/Inservice Training: Parent/Careprovider, Staff.** Facilitator: **M. Tipton Ray**, ARC-St. Paul, Minnesota. Other Members: **Mary Falvey**, California State University, Los Angeles; **Sherril Moon**, Virginia Commonwealth University; **Mary Ulrich**, Parent.

■ **Community Leisure Service Delivery Systems: Scouts, Special Olympics, YMCAs.** Facilitator: **Stuart J. Schleien**, University of Minnesota. Other Members: **Larry Carmichael**, University of Vermont; **Patricia Krebs**, Special Olympics International; **John E. Rynders**, University of Minnesota; **Marti Snell**, University of Virginia, TASH; **Chad Thom**, Metropolitan School District, Madison, Wisconsin.

■ **1989 TASH Conference.** Facilitator: **Sue Hamre-Nietupski**, Iowa State University. Other Members: **John E. Rynders**, University of Minnesota; **Marti Snell**, University of Virginia, TASH; **Mary Ulrich**, Parent.

■ **TASH Leisure/Recreation Publications and Dissemination.** Facilitator: **John Dattilo**, Pennsylvania State University. Other Members: **Theresa Mustonen**, University of Minnesota (doctoral student); **Stuart J. Schleien**, University of Minnesota.

Contributed by Stuart Schleien, Chairperson, TASH Leisure and Recreation Committee, and Associate Professor, School of Physical Education and Recreation, University of Minnesota.

ARC-US Facilitates Integration Awareness

A recent survey of Association for Retarded Citizens of the United States (ARC-US) families found that friendship/caring and recreation were among the major needs cited for the family member with mental retardation. Though nearly half of the ARC's 1,300 chapters offer recreation programs, most children and adults with mental retardation depend on their families for social activities. In many cases, they are unaware of recreation/leisure resources available to them in the community, and in others, they have not learned to properly use these outlets. While successful models of integrated recreation have been created, they have not been widely implemented.

To fill this void, ARC-US, in collaboration with the University of Minnesota and National 4-H, is developing a handbook entitled, Together Successfully: Integrating Community Activities for People With and Without Disabilities. The handbook includes: (a) step-by-step directions on how to plan, implement and evaluate integrated programs; (b) descriptions of successful integrated programs in schools, recreation services, youth serving agencies, camps, etc.; and (c) activity plans that include instructional steps and techniques to prepare the environment. The handbook is currently being field tested by ARC chapters. A final publication will be disseminated to ARC and 4-H chapters for use in communities in early 1990.

ARC actively promotes integration in the community, including integration in recreational activities. Its support for integrated recreation is demonstrated not only by development of the new handbook, but also by actions such as its distribution to over 300 large television markets of a public service announcement depicting integrated recreation, and the annual awarding of its two national recognitions for organizations demonstrating excellence in year round, comprehensive recreational services for people with mental retardation. •

Contributed by Sharon Davis, Director of Research, ARC-US

Special Olympics Campaign Expands "World of Winners"

In 1987, Special Olympics launched a major campaign to offer sports opportunities to twice as many athletes by 1991. The "Join the World of Winners" outreach began with the simple premise that Special Olylmpics was not reaching enough eligible individuals. Experts in the fields of education, recreation, social services and mental retardation were consulted to develop a list of target markets -- schools, community recreation agencies, adults in work settings, families and current athletes -- and strategies to reach those markets. Individuals within those target markets were asked to recruit other families and eligible peers. An important part of this process was discovering and acknowledging the reasons that Special Olympics had not been implemented in some schools and communities. With these steps

taken, Special Olympics was ready to la nch its campaign -- ready to enter its third decade with a new maturity, a new ' sis.

The results of this effort are several dynamic programs that share two major goals: increasing the chances for people with mental retardation to be integrated with their peers who do not have handicaps, and expanding the sports opportunities for individuals at both ends of the ability spectrum.

One of these initiatives is the Motor Activities Training Program (MATP) through which people with severe handicaps are trained in motor skills and recreational activities. Unlike Special Olympics sports programs, the MATP emphasizes training and participation rather than competition. After 6 to 8 weeks of training, MATP participants may take part in a Special Olympics training day, during which their accomplishments are recognized. The MATP has been developed by physical educators, physical therapists and therapeutic recreation specialists, and can be implemented with the Special Olympics Motor Activities Training Program Guide. Training schools are held to prepare those interested in training a MATP participant.

Another new program is the Special Olympics Unified Sports Program, which offers a unique opportunity to people with mental retardation: that of competing on teams made up of equal numbers of Special Olympics athletes and non-Special Olympics athletes. Beginning with field tests in 1987, Unified Sports programs in softball, basketball, bowling, soccer and volleyball have been launched around the country, and have taken their communities by storm. From softball leagues in the community to high school interscholastic bowling teams, Unified Sports teams have brought the physical and social benefits of sports integration to all participants. If its first two years are any indication, Unified Sports will continue to grow as a valuable opportunity for those Special Olympics athletes with the skill and desire to take on new challenges.

To better reach schools, Special Olympics has created a model program through which a variety of sports options (including Unified Sports) are available to students with mental retardation. First launched in Milwaukee, Wisconsin, and three Greater Harrisburg, Pennsylvania, school districts, the Large School District Program makes Special Olympics a part of the existing interscholastic sports program through Unified Sports, Sports Partnerships and Partners Clubs. Sports Partnerships involve athletes with mental retardation training and competing alongside their varsity and junior varsity teams. Partners Clubs provide a setting through which students without mental retardation train students with special needs for sports competition on a regular basis. Partners also spend additional time together enjoying social and recreational activities.

Another new program, launched in the spring of 1989, is the first integrated Special Olympics bocce program. Bocce is an unfamiliar sport to many Americans, but is extremely popular in Italy where it is played by people of all ages. The program, which was successfully introduced in the U.S. by a team of researchers at the University of Minnesota, was initiated because of the belief that the need for integrated recreation and sports activities will grow as more people with developmental disabili-

ties leave regional treatment centers and move into communities. The integrated bocce program resulted in improvements in motor and social skills among the participants both with and without disabilities and changed the attitudes of many participants without disabilities by offering opportunities to recognize similarities and strengths, rather than focusing on differences in the players.

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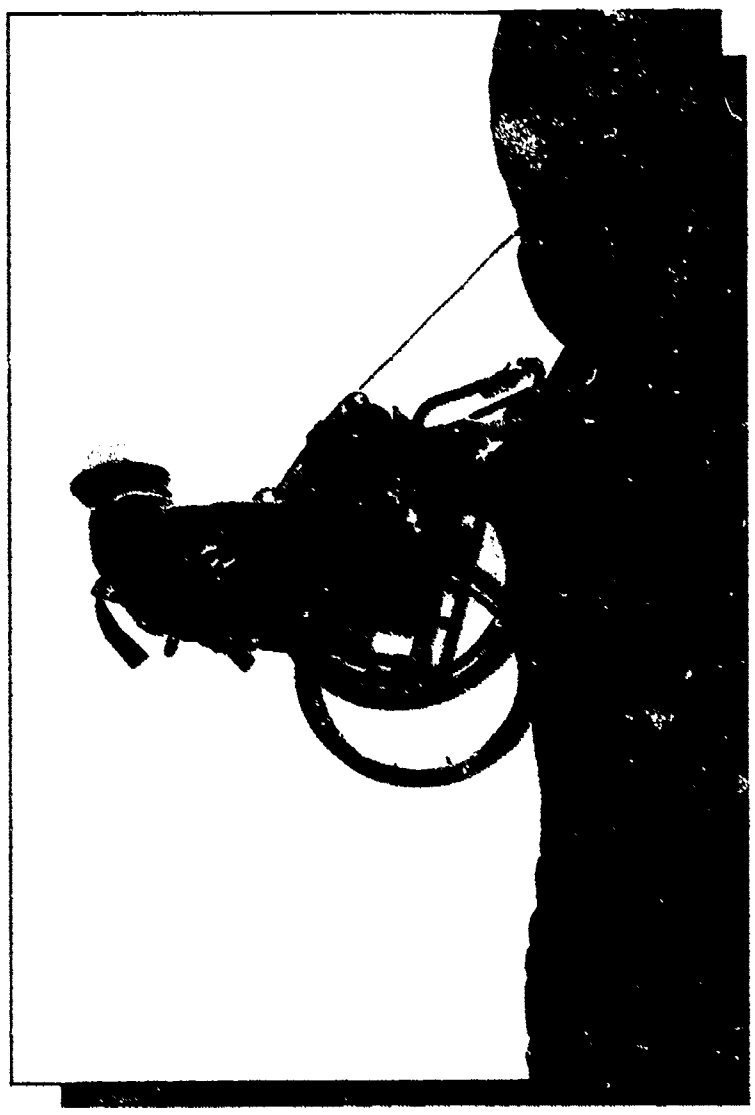
Catch the Vision! Catch the Vision! Catch the Vision! Catch the Vision! Catch the Vision!



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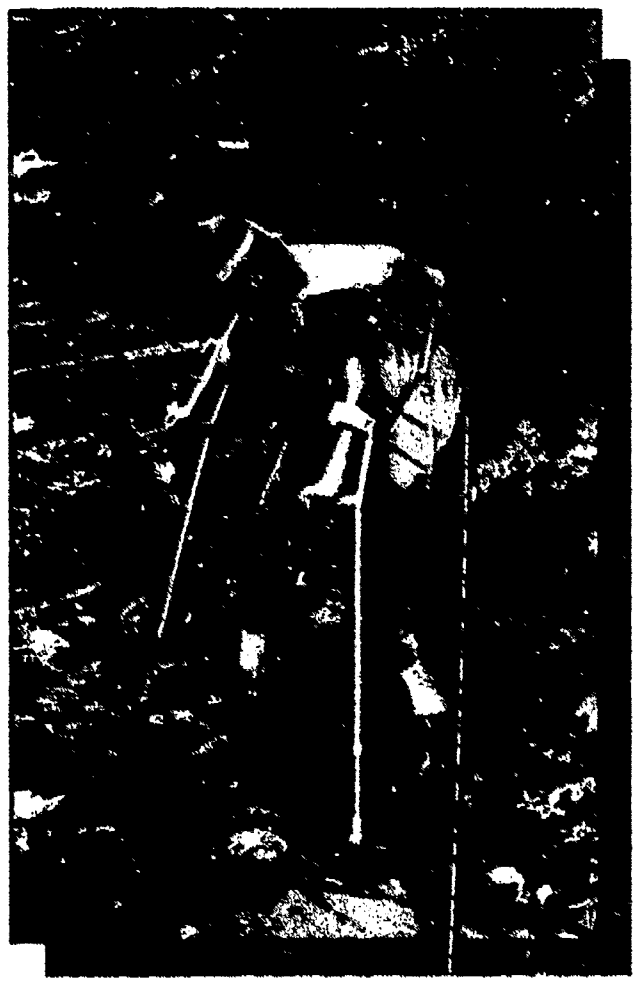

Tony and Aaron: A Mother's Hopes for Her Sons

by Mary Ulrich

This summer, my 13-year old son Tony...

■ ... went to 2 weeks of Boy Scout camp, an experience that included a hike on the Appalachian Trail.

■ ...had to choose between participating in two sports; he decided he liked baseball better than soccer. In August, however, he left both as he began training for the school cross-country team

■ ...was active in a neighborhood network that includes a Nintendo Exchange Club. His friends called him the minute he arrived home from school. At least once a week he stayed at a friend's or cousin's house.

■ ...had a season's pass to a nearby amusement park, and because he can use public transportation independently, spent at least one day each week there.

The days of summer flew by for Tony. His major frustrations were either the lack of time for pursuing all of his interests, or his mom's suggesting that he do something "dumb" like reading a book or practicing his clarinet.

Tony's brother Aaron, age 14, went to two weeks of special camp this summer (with some integrated opportunities). Aaron's major summer/weekend/vacation activity is watching Tony play baseball, play Nintendo ... and riding places with Tony and his friends. Aaron also has a pass to the amusement park, but can only go with an adult (who so far is his mother). Aaron spent all of Saturday and Sunday mornings pacing the front hall saying "bus, bus; ready, set, go." When the bus didn't come, he sometimes licked on the front window, bit his hands and put on his coat and backpack. Aaron was on the waiting list for a short Easter Seals sponsored program in August, the only other community recreation opportunity available to him in our rural county.

As I contrast the lives of my two boys, I can't help thinking...

■ ...perhaps I wouldn't feel Aaron's isolation and lack of contact with any friends or same-age peers if Tony had fewer friends.

■ ...perhaps I wouldn't worry about Aaron's behaviors, physical condition, weight and stamina if he were occasionally an active participant, rather than always an observer.

■ ...perhaps the hours and hours of inaction would not occur if Aaron had better skills or could entertain himself.

■ ...perhaps our family will adjust eventually to the sadness (and stress) we feel knowing Aaron's only opportunities come from mom, dad or brother - - and realizing it may always be that way.

■ ...perhaps we wouldn't feel so trapped if we could get respite regularly.

■ ... perhaps we'll become accustomed to wearing a key around our necks so that the door can be locked with a deadbolt everytime someone goes out or comes in (otherwise Aaron will run into the street or enter neighbors' homes).

■ ...perhaps we'll resign ourselves to our community's "special" camps and "special" recreation programs, which effectively exclude Aaron from almost everything that is typical, regular, easily available and low cost. Perhaps hope will sustain us that someday a "community support" agency professional from somewhere, anywhere, could adapt, modify and begin to open community activities for Aaron and others.

■ ...perhaps our prayer will be answered that some child around Aaron's age will care enough to help him join a circle of friends. Just once, even once.

■ ...perhaps ... oh perhaps ... some wonderful person will believe that a community is more than a group of houses, businesses, and people. Agency professionals must become bridge builders in the community. Families in which a child has a disability need the same supports regular families have.

The tragedy of having a child with a disability has nothing to do with a syndrome, impairment or disease. Words such as autism, CP, and mental retardation are just descriptors the same way hair color, height, race, sex and personality are desciptors. Children don't start out life knowing they are different. The tragedy is the reaction of families, neighbors and society, which emphasize differences.

The conflict for people with disabilities and for their families comes when the community limits opportunities and restricts individuals' choices (e.g., Handicap Swim is Tuesday: 1:30-2:30 p.m.). It doesn't matter that the limiting of opportunities appears to have a good rationale or charitable intentions. Segregation limits freedom, limits choices, limits development. "Special" means segregated.

One hot July day last summer, Tony and his friends stopped by our house to make some peanut butter and jelly sandwiches for a picnic. Unexpectedly, one of the boys asked if Aaron wanted to come along. Five minutes later, all the kids were laughing, talking and riding their bikes to the park. One red-haired kid named Aaron was riding on a bike in tandem. In about one-half hour the picnic ended and they brought Aaron back; that was the highlight of Aaron's whole summer. That moment for Aaron was sort of like the experience of a serious ice skater, olympic gymnist, actor, or musician who practices day after day hoping to "bring it all together" for one magic performance or "big break." It was a "victory" -- a spontaneous, normalized recreation experience, without his mom! Ahhh (smile-sigh). And now ... back to work. But, perhaps, just perhaps... those wonderful, typical neighborhood kids will grow up more fully, with the vision for and the experience of community integration and freedom. They are the next generation of soccer coaches, swim instructors, church/synagogue group and scout leaders. The change has begun. •

Mary Ulrich is the mother of Aaron and Tony, and a member of the TASH Leisure and Recreation Committee. She lives in West Chester, Ohio.

Parents as Advocates

by Susan Hamre-Nietupski, John Nietupski, Lynn Krajewski, Barbara Opheim, Donna Ostercamp, and Karen Sensor

It has been almost 15 years since the passage of federal and state laws providing the right to education in the least restrictive environment for all children with handicaps. Yet, parents still frequently find that they must "fight the system" in order to secure an integrated education, especially for children with moderate/severe handicaps. If parents persist in asking for integration, they often are forced to choose between a segregated school or recreation program with all its services and an existing integrated program in which such services may not be available and/or the curriculum is inappropriate. When this occurs, parents are placed in the difficult position of choosing between what they are told is a quality, though segregated, program and an integrated program of lower quality.

Rather than forcing parents to make these choices, districts should strive to provide quality services in integrated settings. Unfortunately, as many parents know, such a view is not shared in all school districts. It may be necessary, then, for parents to join together as advocates, or enlist the support of other advocates, to secure the option of a quality integrated education or recreation program in a regular public school or community recreation agency. As Des Jardins has said so well, "Parents not only make effective advocates, they have the potential to become the best advocates -- because they have the sense of urgency needed to motivate them to do what is necessary to move bureaucracies, and they can identify with other parents because they have been there." In this article, methods we have used to secure quality integrated education and recreation services are discussed. These methods are based on our experiences as parents and advocates who have been working together for over four years toward integration. We recommend that these methods be used in combination and over an extended period of time, in whatever order is best for a particular situation. A summary of these methods follows.

Parents not only make effective advocates, they have the potential to become the best advocates...

■ **Form a group.** An important step in advocating for change is forming a group of individuals with similar concerns. Group size is not as important as is the commitment of willing members, since advocacy for change can be time consuming and frustrating. Plan to meet on a regular basis with a specific agenda. And, agree on an amount of time to spend on agenda items so each meeting "stays on track". Initially, the group should decide on a small number of common goals to complete within a specified time period. Periodically, review progress made toward meeting these goals. When initial goals are met, new ones need to be set in order to maintain momentum. At this point, the group should continue meeting, but possibly less frequently. Look for other advocates/interested persons to meet with the group. For example, if the group is comprised of mostly parents, consider asking others such as university faculty, teachers, therapeutic recreation specialists, interested relatives and interested citizens to join. Such persons offer new perspectives and can serve as resources.

■ **Be informed.** Obtain accurate information on the legal rights of individuals with disabilities and their parents; this is available from advocacy organizations such as the Association for Retarded Citizens - United States (ARC-US), The Association for Persons with Severe Handicaps (TASH), the National Therapeutic Recreation Society (NTRS) or from a legal advisor with expertise in the area of disability rights. Also, obtain accurate information about successful methods of integrating children with moderate/severe handicaps through current books and journals.

■ **Keep others informed**. Provide readable, accurate information to other persons needing to make informed decisions; this would include other parents, regular and special education school principals and staff, therapeutic recreation specialists and community recreation personnel, local district and regional education administrators, board of education members, and influential persons in the media. Consider writing a brief, easy-to-read position paper on why integrated options should be provided in your community, including examples of how integrated options can work successfully. Consider presentations to meetings of other related groups such as local/state chapters of ARC-US, TASH, NTRS, or your local PTA. Plan to present to local civic groups such as Kiwanis/Lions/Rotary clubs and to church and synagogue groups. Presentations should focus on what integration is and is not, its methods, present and future goals, and on answering questions. Visual aids such as slides showing students with moderate/severe handicaps who already are integrated (possibly in a different district) interacting with peers who don't have handicaps can be very effective.

■ **Influence policies on integration.** Key change agents, such as board of education members, often have little information on the integration possibilities for students with moderate/severe handicaps. Increase board members' awareness by contacting them personally, providing verbal as well as written information. Some boards of education and similar bodies have only recently begun to draft integration policies. Know when boards of education and park and recreation boards meet and what agenda items are scheduled for a particular meeting. Be prepared to present your position relating to the integration issue. Often it is possible to influence a board's early drafts of written policies by vocalizing your position during hearings/meetings. Be aware that it may be necessary to sign up in advance to speak at meetings, especially at the state level. When boards are writing/rewriting

Advocates, continued on page 17

Meeting Your Child's Individual Needs in an Integrated Recreation Program

by Stuart J. Schleien, Cheryl K. Baldwin, and Cheryl L. Light

After you, as a parent, have been successful in advocating for an integrated recreation program for your child (see "Parents as Advocates" article on page 15 of this issue), the advocacy task is not completed. You will need to make certain that the integrated program to which you have gained access can meet the individual needs of your child. The following eight questions can assist you in evaluating integrated recreation programs and in selecting ones that promote the development of your child's current and future recreation skills.

QUESTION 1: Are the program's recreational activities consistent with my child's current skill level?

Any sound recreation program should begin with an extensive assessment. This assessment should identify the "match" (or lack of match) between your child's proficiency and physical characteristics, and the appropriateness and relevancy of planned activities. Ultimately, it will become a "guide" for developing a complete and customized recreation and socialization program for your child.

QUESTION 2: Are my child's (and our family's) recreational preferences being considered?

Before a recreation program is started, an attempt should be made to assess whether the planned activities are ones that your child and family presently enjoy, and whether your child would enjoy them in the future if he/she had at least some of the skills necessary for participation. Additionally, your child is more likely to play appropriately with materials that he/she prefers. Professionals need to monitor preferences since they can be an important source of motivation.

QUESTION 3: Are selected activities both important and age-appropriate?

Your child's recreational program should include relevant activities that will be useful and remain chronologically age-appropriate throughout his/her lifetime. For example, activities such as making a sandwich or playing pinball will remain useful and appropriate throughout one's lifetime.

QUESTION 4: Do the recreational activities contribute to skill development in other areas?

Ideally, the activities selected for your child should enhance the development of other skills that are desirable and complimentary. Recreational activities can provide an ideal medium for expanding social, behavioral, communication, problem solving, vocational, and motor skills.

QUESTION 5: Are new recreational and social skills taught systematically?

Facilitating involvement in recreational and social activities that are new for your child will usually require systematic skill training. Components of systematic instruction include careful observation, task analysis, prompting and correction procedures, and positive reinforcement strategies. Parents and care providers can become involved in this process by using similar instructional procedures when their child participates at home.

QUESTION 6: Are effective activity adaptations being used?

Modifying activities and materials can increase independence and provide for a wider selection of accessible recreational and social pursuits. However, when modifying an activity it is always important to keep the activities and materials as normalized and standardized as possible. A little creativity and innovation can simplify the adaptation process.

QUESTION 7: Are my child's recreational and social skills being enhanced and maintained over time?

If your child is not provided the opportunity to use newly acquired skills outside of the training environment, it is unlikely that these skills will be maintained. It is critical that participation in the targeted activity (e.g. swimming in the school's pool) be encouraged in a variety of environments (e.g. YMCA, home pool) and with as many different people as possible (e.g. friends, family members, peers from school).

QUESTION 8: Is my child being integrated into existing community recreation programs?

Participation in existing community recreation and social programs, can greatly enhance the overall normalization process. As a participant in community-based programs, your child has an opportunity to interact with peers without disabilities and with adults in the community. Support should be provided for locating appropriate, architecturally and programmatically accessible programs. Often, a care provider or advocate can attend a program with a child for additional support and on-site instruction. We have learned that if integrated programs are carefully planned and monitored, individuals of all ability levels can have successful experiences in community recreation. •

Stuart Schleien is Associate Professor in the School of Physical Education and Recreation at the University of Minnesota. Cheryl Baldwin and Cheryl Light are Graduate Research Assistants in the University of Minnesota's Division of Recreation, Park and Leisure Studies.

Linking Lives, continued from page 7

that one must take into consideration all aspects of an individual's environment, and the interaction of all aspects, in order to maximize the effectiveness of interventions. Based on this philosophy, individualized intervention plans are being developed for 42 of the young adults participating in the project. The basic aim of these plans is to increase opportunities for young adults with handicaps to engage in integrated social activities in the community. Community-based interventions have been developed through the establishment of cooperative relationships with existing human service agencies. For example, the project is currently studying the effectiveness of a jointly sponsored program that concentrates on facilitating the development of decision-making, self-advocacy, and assertiveness skills of young adults with handicaps with the goal of enhancing their ability to engage independently in integrated social-leisure activities. Other interventions involve providing families with more adequate knowledge of community resources in this area through the distribution of a social and recreational resource manual and affording them person-to-person training opportunities that will enhance their effectiveness in accessing integrated recreational programs.

An example of how peers can be brought together for both friendship promotion and leisure skill development was the Integrated Horticulture Project conducted in a wilderness camping area near St. Paul, Minnesota, known as Wilder Forest. This study integrated adults with severe intellectual disabilities with adults who have mild intellectual disabilities; this was an unusual arrangement since nearly all of the integration research efforts to date involving people with severe disabilities have incorporated persons without disabilities as peer partners. For part of the project, participants with severe disabilities learned how to perform vocationally useful horticulture tasks, such as planting seeds, transplanting seedlings, and repotting houseplants. Following these skill building activities, participants with severe disabilities were paired with participants with mild disabilities to prepare and eat a meal (pizza, for example) on a cooperatively structured basis. Results of the project showed that participants with severe disabilities improved their horticulture skills, sometimes by as much as 50-75% comparing baseline to maintenance performance. Furthermore, participants with mild disabilities become more effective in their "friendly teaching" roles as revealed in increases in social interaction.

A safety net of care providers. A circle of friends. These are two of the basic elements that can make or break the chances of achieving a successful life in the community for people with severe disabilities. •

M. Tipton Ray is Integration Facilitator with ARC-St. Paul. Brian Abery is Project Coordinator for the Social Network Project in the Institute on Community Integration, University of Minnesota. Paris DePaepe and Rick Green are Graduate Research Assistants in the Institute on Community Integration. Jennifer Cameron is Director of Therapeutic Recreation at Hammer Residences, Inc., Minneapolis.

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policies, they frequently set up committees to write the policies and report back to the board; volunteer to serve on such committees to be sure your position is considered.

■ **Work with the media.** The media often presents traditional "status quo" information about persons with disabilities and the integration issue. Persons representing the media need to be made aware of new information about educational and recreational alternatives. Influence media presentations on an ongoing basis, visiting influential persons such as TV/radio station managers and newspaper executive editors to share information about the integration issue. Provide media representatives with a list of resource persons whom you know are both knowledgeable and supportive of integration. Since others, such as school officials, board of education and park and recreation board members, usually have an easier route to media contact, it is crucial that the media also listen to your position.

■ **Meet frequently with influential school and community recreation administrators.** Initiate meetings with influential administrators from the local school district, regional education agency, and municipal park and recreation board, preferably those who make policy and programming decisions involving persons with disabilities. Constructively, but firmly, present your group's goals for integrated options, then cooperatively discuss effective ways to meet those goals. Continue to initiate contacts in order to have discussions in the future.

■ **Influence others in the school and community recreation system.** Many school districts and recreation departments have consumer advocacy boards composed of a variety of "consumers", including parents and other advocates. One or more group members should volunteer to serve on such a board to provide positive input on integration. Work to inform and influence other persons who actually report to influential administrators, for example, the school-to-parent liaison coordinator(s) or area supervisor(s).

■ **Work with other advocacy associations.** Group members may already be involved in organizations such as the ARC-US, TASH, NTRS, or other specific disability support groups that also are advocating for rights for persons with disabilities. Members of your group might serve on committees of other advocacy groups. It is common, for example, for a local/regional ARC-US chapter to have an education or recreation committee; membership on such committees could influence policy positions and actions on integration issues.

As in most advocacy efforts, the task of securing quality integrated options for persons with moderate/severe handicaps is a lengthy process and can be discouraging at times. It is therefore essential to use methods such as those suggested here continuously, over time. The future results will prove well worth the effort -- seeing young adults with moderate/severe handicaps living, working and spending their leisure time integrated into communities with peers without handicaps. •

Susan Hamre-Nietupski and John Nietupski are Associate Professors in the Department of Special Education, Iowa State University. Lynn Krajewski, Barbara Opheim, Donna Ostercamp, and Karen Sensor are parents.

Suggested Reading on Integrated Leisure/Recreation

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- Musselwhite, C.R. (1986). Adaptive play for special needs children: Strategies to enhance communication and learning. San Diego: College-Hill Press.
- Robb, G., Havens, M., and Witman, J. (1983). Special education ... naturally. Bloomington, IN: Indiana University.
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- Wehman, P., and Schleien, S. (1981). Leisure programs for handicapped persons: Adaptations, techniques, and curriculum. Austin, TX: PRO-ED.
- Wilcox, B., and Bellamy, G.T. (1987). The activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.
- Wuerch, B. and Voeltz, L. (1982). Longitudinal leisure skills for severely handicapped learners: The Ho'onanea curriculum component. Baltimore: Paul H. Brookes Publishing Co.

Manufacturers of Modified Recreation Equipment

- **Childcraft Education Company**
  20 Kilmar Road, Edison, NJ 08817
  201-572-6100
- **Constructive Playthings**
  1227 E. 119th Street,
  Grandview, MO 64030
  815-761-5900
- **Developmental Learning Materials and Teaching Resources**
  P.O. Box 2000, Allen, TX 75002
  214-727-3346
- **Discovery Toys**
  619 Atlantic Hill Drive,
  Eagan, MN 55123
  612-454-7326
- **Flaghouse, Inc.**
  150 N. Macquesten Parkway,
  Mt. Vernon, NY 10550
  914-699-1900
- **Fred Sammons, Inc.**
  Box 32, Brookfield, IL 60513
  800-323-5547
- **J.A. Preston Corporation**
  60 Page Road, Clifton, NJ 07012
  800-631-7277
- **Salco Toys**
  R.R. 1, Box 59,
  Nerstrand, MN 55053
  507-645-8720
- **Skill Development Equipment Co.**
  P.O. Box 6360, Anaheim, CA 92807
  714-524-8750
- **Sportime**
  2905 E. Amwiler Road,
  Atlanta, GA 30360
  800-241-9884
- **Theraplay Products**
  P.C.A. Industries, Inc.,
  2924 40th Avenue,
  Long Island City, NY 11101
  718-784-7070

Winners, continued from page 11

For 20 years Special Olympics has seen people of all ages with mental retardation grow in self-esteem and confidence while improving their physical fitness, coordination and life skills. Special Olympics athletes have run the Boston Marathon; competed in the Penn Relays, National Sports Festival, Calgary and Seoul Olympics; clocked an 11 second 100 meter dash; skated exhibitions at the national figure skating championships; and upstaged major speakers at national conventions. Internationally, Special Olympics has grown by a process of spontaneous combustion, overcoming political, economic, religious and geographical barriers to spread to nearly 80 countries and every continent. From Nepal to Nebraska, Poland to Pittsburgh, Special Olympics athletes are telling their own stories and showing the world that their potential far exceeds anyone's expectations. With spirit and skill, they are uniting the world bit by bit, winning over believers through active involvement in their communities, schools, work places, and homes. •

Contributed by Sheila Dunn, Public Affairs Coordinator, Special Olympics; Pat Krebs, Director of Training, Special Olympics International; and Nancy Starr, Graduate Research Assistant, Division of Recreation, Parks, and Leisure Studies, University of Minnesota.

Coming Events

- **October 5-7, 1989. Association for Retarded Citizens of the United States Annual Convention.** San Antonio, Texas. For information write ARC, National Headquarters, P.O. 6109, Arlington, TX 76005.

- **October 13-15. 17th Annual National Down Syndrome Congress Convention.** Denver. For information call 800-232-6372.

- **October 19-20. Integrated Education: Realizing the Vision.** Minneapolis. Sponsored by the Institute on Community Integration at the University of Minnesota, Minnesota Department of Education, and Minnesota Association for Persons with Severe Handicaps. For information call Denise at 612-625-3061.

- **October 19-23, 1989. National Recreation and Park Association National Congress.** San Antonio, Texas. For information call 903-820-4940.

- **December 7-9, 1989. The Association for Persons with Severe Handicaps 16th Annual Conference.** San Francisco. For information call 206-523-8446.

- **March 28-30, 1990. Governor's Council on Developmental Disabilities Family Support Conference.** Athens, Georgia.

- **March 28-31, 1990. American Alliance for Physical Education, Recreation, Health and Dance National Convention.** New Orleans.

- **May 16-18, 1990. Mid-Eastern Symposium on Therapeutic Recreation.** Ocean City, Maryland.

- **May 27-31, 1990. American Association on Mental Retardation 114th Annual Meeting.** Atlanta. For information call 800-424-3688.

- **July 12-14, 1990. International Conference on Sport, Recreation, Fitness and Health for Mentally Handicapped People.** Vancouver, British Columbia.

- **July 19-27, 1991. International Summer Special Olympics Games.** Minneapolis/St. Paul. For information call 202-628-3630.

- **November 17-21, 1991. Eighth International Symposium on Adapted Physical Activity.** Miami, Florida.

In this issue . . .

- ***A new vision of recreation/leisure options for adults and children with developmental disabilities.***
- ***Survey results challenging the stereotypes about recreation interests and abilities of people with Down syndrome.***
- ***Characteristics of quality integrated recreation programs.***
- ***Profiles of local and national integrated recreation programs.***
- ***The roles of parents, care providers, friends, and others in making social integration a reality for people with disabilities.***
- ***A mother's hopes for her son with disabilities.***
- ***Photos of integrated leisure/recreation programs in action.***
- ***Resources for integrated recreation information and equipment.***

IMPACT

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John Rynders

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The missions of the Institute and Center are to apply their resources to improve the quality and community orientation of professional services and social supports available to individuals with developmental disabilities and their families. Efforts are directed at facilitating the independence of citizens with developmental disabilities and their social integration into the mainstream of community life. Inquiries about the Institute, Center, or IMPACT can be directed to:

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