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AUTHOR Walker, Pam; And Others  
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ABSTRACT

This information package compiles several resources for supporting children and teens with severe disabilities in integrated recreation/leisure activities. The package contains: (1) an overview article by Pam Walker titled "Supports for Children and Teens with Developmental Disabilities in Integrated Recreation/Leisure Activities," with 19 references; (2) an article reprint titled "Our Leisure Identity/Vos Loisirs et Vous" by Judith McGill, emphasizing the importance of leisure experiences, the connection between leisure and friendships, and the need to assist people with disabilities to develop "leisure identities"; (3) an article reprint titled "The Kid from Cabin 17" by Pam Walker and Betsy Edinger, describing the experiences of a child with severe disabilities at a regular camp and implications for designing support services at camps or other recreation settings; (4) an article reprint titled "Supporting Children in Integrated Recreation" by Pam Walker; (5) an article reprint titled "A Sense of Belonging" by Bonnie Shoultz which provides examples of ways in which people with disabilities have become involved in ordinary community recreation and leisure activities; (6) the "Montgomery County (Maryland) Department of Recreation Policy Statement on Mainstreaming"; (7) a 15-item annotated bibliography on integrated recreation for children and teens; and (8) descriptions of four human service and community agencies and programs promoting positive integration practices.  
 (JDD)

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# RESOURCES ON INTEGRATED RECREATION/LEISURE OPPORTUNITIES FOR CHILDREN AND TEENS WITH DEVELOPMENTAL DISABILITIES

Prepared by:

Pam Walker  
Research and Training Center on Community Integration  
Center on Human Policy  
School of Education  
200 Huntington Hall, 2nd Floor  
Syracuse University  
Syracuse, NY 13244-2340

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The materials in this packet were compiled for parents, people with disabilities, providers, administrators, and others interested in understanding or developing integrated recreation/leisure opportunities for children and teens with severe disabilities.

# **RESOURCES ON INTEGRATED RECREATION/LEISURE OPPORTUNITIES FOR CHILDREN AND TEENS WITH DEVELOPMENTAL DISABILITIES**

## **Preface**

This information package was developed in response to numerous requests by states, local communities, and individuals for resources in supporting children and teens with severe disabilities in integrated recreation/leisure activities. While there are some common issues in recreation for children and for adults, there are also a number of differences in ways to think about recreation for each. Therefore, we have decided to offer this package of resources materials focusing on children and teens and a separate one dealing with adults.

Preparation of this package was supported in part by the U.S. Department of Education, Office of Special Education and Rehabilitation Services, National Institute on Disability and Rehabilitation Research under contract no. G0085C3503 awarded to the Center on Human Policy, Division of Special Education and Rehabilitation, School of Education, Syracuse University.

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Pam Walker

Research Associate

Research and Training Center

on Community Integration

July 1990

# **SUPPORTS FOR CHILDREN AND TEENS WITH DEVELOPMENTAL DISABILITIES IN INTEGRATED RECREATION/LEISURE ACTIVITIES**

by Pam Walker

## **Introduction**

Recreation and leisure activities are a critical dimension in the quality of life for all people, including those with disabilities (Ford et al., 1986; Hutchison & Lord, 1979). Yet, traditionally, recreation/leisure is given low priority in the lives of children and teenagers with developmental disabilities (Hutchison & Lord, 1979; Voeltz, Wuerch, & Wilcox, 1982). When opportunities are provided for these activities, they take place predominantly in segregated settings or groups. In the past few years, however, increased recognition has been given both to the importance of assisting persons with disabilities to participate in recreation/leisure activities, and the need for this participation to be in integrated community settings.

The way supports are designed and provided is a critical factor in both the opportunities for integration for people with disabilities and the quality of those experiences. There are three central and essential components of support: (a) supports based on a value or belief in integration for all, including those children and youth with severe and multiple impairments; (b) supports that are both individualized and flexible; and (c) supports that promote social interactions and friendships. Each of these will be discussed below.

## **Integration for All**

Efforts to promote integrated recreation and provide supports must be based on the belief that integration is possible for all children (Lord, 1981; Taylor, Biklen, & Knoll, 1987). In the past, and in many cases still today, children with mild or moderate disabilities may be integrated, while those with severe handicaps remain in highly segregated settings (Nietupski, Hamre-Nietupski, & Ayres, 1984; Voeltz,

Wuerch, & Wilcox, 1982). Or, some children gradually progress to more integrated settings as they gain requisite skills. Again, those with severe disabilities may never be seen as having enough skills for participation in integrated settings.

As an alternative, people and agencies must be willing to provide whatever levels and types of supports are needed to assist all children to be in integrated settings and activities. The challenge is for those who are providing support and facilitating integration to figure out (along with the person with disabilities, family, friends, and others who know him or her well) how best to promote participation and interaction, and to provide the supports to make this possible.

### **Individualized and Flexible Supports**

In order to best assist children/teens, particularly those with severe disabilities, to participate in integrated settings supports must be both individualized and flexible (Hutchison & Lord, 1979; Schleien & Ray, 1988; Taylor, Knoll, & Biklen, 1987; Walker & Edinger, 1988; Walker, Edinger, Willis, & Kenney, 1988; Wehman & Schleien, 1981). This means both that the types and levels of support should be based on the needs of the particular child, and the types and levels of support should be adaptable, based on possible changing needs of the child. Some key elements of individualized and flexible supports include the following:

**Getting to know the child/teen.** This is a first and most important step in the process of providing individualized supports (Johnson, 1985). It is important to see support as occurring within the context of a relationship. Within this context, those who are providing assistance or support can best determine individualized strategies for support. Getting to know someone, however, is a process which

occurs over time. Therefore, determination of the most helpful types of supports, what works best, is also likely to take time. It is essential that those who are providing support be willing to learn and adapt over time.

**Teaching needed skills.** Acquisition of skills and competencies related to an activity can facilitate greater participation and interaction with others. (Ford et al., 1984; Schleien & Ray, 1988; Voeltz, Wuerch, & Wilcox, 1982). However, skill acquisition needs to be balanced with other aspects of participation, and should not be the driving force, determining in and of itself what the child's/teen's participation in an activity will look like (Walker et al., 1988).

In terms of skills, there are four points to be made here: (a) It is important that skills be learned within the context of the routines and larger activities of which they are a part, rather than in isolation (i.e., not just using basketball drills, but learning basketball within the context of a game, with rules and regulations, team work, etc.); (b) It is important to recognize the need for children to acquire skills or learn behaviors that are indirectly associated with an activity. For example, in basketball, this might mean learning to cheer for the team on the sidelines with teammates or celebrate a team victory, rather than just learning to play the game itself; (c) In determining which skills are most important, time should be spent observing and gathering information from nondisabled peers as to what types of skills they think are most valuable (Nietupski, Hamre-Nietupski, & Ayres, 1984); and (d) Children need varying amounts of time to learn new skills and the routines and activities of which they are a part.

**Adaptation of activities/partial participation.** Adaptation of activities and strategies for partial participation in activities should be designed on an individualized basis, depending on the needs of the particular child (Ford et al., 1984; Baumgart et

al., 1984). Use of adaptations and partial participation enables all children, including those with severe disabilities, to take part in a wide range of activities. One type of adaptation is a change in the nature of the activities as a whole, with an emphasis on cooperation versus competition (McGill, 1988). The types of adaptations used by someone who is providing support may well serve as models for others in the setting or activity, who may begin initiating similar adaptations themselves and/or come up with new and different ideas about ways to involve the person. Those who are providing support must have the willingness and flexibility to let others help provide assistance in these ways.

**Backing off from oversupport.** It is important to be conscious of when a child needs a lot of direct support and when to back off and either let other children or adults provide support, or let the child participate independently (Walker et al., 1988). Oversupport, particularly by an adult, can create barriers both to the child's development of skills and competencies needed in the setting and to allowing other children or adults get involved and/or learn how to provide assistance. Backing off does not mean doing nothing; it entails continued awareness of the situation and intervention, when necessary, to promote maximum participation and interaction.

### **Supports That Promote Social Interactions and Friendships**

Strully and Strully (1985) emphasize the importance of friendships for all people, including those with severe disabilities. They underscore the need for integration to include a social rather than just physical dimension. Recreation and leisure activities are an important vehicle through which many people have fun, relax, and meet others who share similar interests and may become acquaintances or friends (Gold & McGill, 1988; Heyne, 1987; McGill, 1987). Often, however, when

people with disabilities attend activities in integrated settings, they experience little or no social interaction with the nondisabled people around them. Therefore, special attention needs to be focused on promoting opportunities for interaction and friendship. In addition to the individualized support strategies described above, there are a number of other ways to accomplish this.

**Involvement with other children.** The person providing support should, where possible, engage him- or herself with nondisabled students, getting to know them, and providing a connecting link between these students and the student with disabilities (Walker et al., 1988). In other words, this person should not be seen as the person who relates only to the child with disabilities.

**Modeling for others.** The person providing support should be aware that his or her interactions with the child/teen with disabilities can serve as a model for other children and adults (Walker & Edinger, 1988). This may be particularly important in assisting others in areas such as learning to communicate with the person, and learning various ways of responding to undesirable or inappropriate behaviors.

**Backing off.** Often, interactions occur without any involvement of a support person. At times, in fact, the presence of an adult may serve as a barrier to interactions, and it may be necessary to consciously back off and let interactions occur on their own. Colette Savard (1988) writes about dilemmas related to this is assisting her teenage son, Olivier. "Seventeen-year-olds do not want adults 'hanging around' with them. It becomes a vicious circle. Until Olivier builds close relationships with his peers he will need to be accompanied by adults, but while he is being accompanied by adults he is not likely to build close relationships with his peers" (pp. 39-40).

**Interactions in the context of activities.** One of the ways to learn how best to promote interactions is to observe the interactions of others in the setting--for instance, what types of interactions occur and at what times. Two things are important to keep in mind. First, some activities, or parts of activities, are more conducive to interactions than others. Those who are providing support must notice and take advantage of what opportunities there are for interaction, even if that means revising task or goal objectives to allow for spontaneous interaction. Second, it should be recognized that interactions are not all verbal; they may involve sitting with other team members and cheering together from the sidelines, or working cooperatively together to build to stage set for the school play.

**Opportunities for friendship.** Integration into recreation and leisure activities does not guarantee that friendships will form between children with disabilities and those without disabilities. However, participation in such activities, with adequate and proper support, can provide many opportunities for children to have fun, get to know each other, develop friendships, and experience increased membership in neighborhoods, schools, and communities.

## **Conclusion**

Integration is a process; it takes time (Hutchison & Lord, 1984; Lord, 1981; Gold, 1986). But, over time, all children, including those with the most severe disabilities, can be assisted to both increase the ways in which they can participate in activities and their interactions with others. In order to facilitate this integration, it does not necessarily take people who are specially trained in the area of developmental disabilities or recreation (Schleien & Ray, 1988; Walker & Edinger, 1988). While these types of people certainly might help provide either direct

assistance or consultation, what is needed, primarily, is: people who know the child well, or are willing to get to know the child well, in order to best generate ideas for individualized support and assistance; people who are knowledgeable about and enjoy the particular activity; people who are willing and able to involve themselves with others in the activity as a whole, rather than just with the person with a disability; and people who are committed to the person with a disability, and to facilitating his or her participation and integration. As with integration, development of such commitment often takes time, and will only occur as people have the opportunity to get to know children/teens with disabilities, learn ways in which they can participate and interact with others, and recognize the benefits to all people in the activity or setting when children with disabilities are assisted to participate (Heyne, 1987; Schleien & Ray, 1988).

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**"Our Leisure Identity/Vos loisirs et vous"**

by Judith McGill

From entourage, 1987, 2(3), pp. 23-25 (reprinted with permission)

This article emphasizes the importance of leisure experiences in all of our lives. It focuses on the need to do more than just offer people with disabilities structured leisure activities or programs; rather, we need to assist them to develop "leisure identities." The author also points out the need for greater recognition of the strong connection between leisure and friendships in our efforts to assist people to get to know others and make friends.



## Our leisure identity

## Vos loisirs et vous

Judith McGill

**R**emember jumping from the rafters of the barn with your cousins, taking a plate of freshly baked cookies to your favourite hiding place and sharing them with your best friend, building a sand castle with your dad, playing Monopoly with the rest of your family on a rainy day, piling leaves up in a heap and jumping into it over and over again, sleeping overnight in a lean-to with your neighbours, playing flag football at recess, going camping with friends on a long weekend with a case of beer and entertaining guests for the first time in your new apartment?

It would be difficult to argue that cherished memories like these can ever be replaced or even duplicated. All of these memories are leisure experiences and most of them involve relationships with other people. These common, everyday leisure experiences are often the ones that are missing in the lives of people with disabilities and yet these memories are at the crux of our understanding of the importance of leisure in our lives and in the lives of people labelled "mentally handicapped."

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*It is our leisure experiences that give richness to our lives, that break the monotony of habit and routine.*

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It is our leisure experiences that give richness to our lives, that break the monotony of habit and routine. It is through our leisure that we are able to experiment with life and with who we are as individuals. Leisure provides many people with an opportunity to find a unique identity apart from their work and family identities. Many of our friendships are either built or strengthened during our leisure time and through our leisure involvements.

Even though the connection between leisure and friendships is a very strong one, it is not yet widely recognized. For many of us, our most meaningful relationships outside our family, centre around our leisure identities and leisure involvements. A lot of our time and energy apart from our work is spent in enjoying our leisure time with people who have similar interests.

People with disabilities are often not helped to develop or strengthen their leisure identities. Instead, they are restricted to taking part in structured leisure activities. Too often, leisure for persons with disabilities is equated with supervised outings or segregated sport leagues. Spontaneity and choice, two essential ingredients of leisure, are seen as not being practical or even possible. This is compounded by the fact that people with disabilities have had limited opportunities to make friends.

Friendships are often made through becoming a member of a community club or organization. Being a member of an

**V**ous souvenez-vous d'avoir déjà joué à la marelle avec votre meilleure amie, d'avoir organisé un pique-nique derrière la maison avec les petits voisins, d'être allé vous cacher sous la galerie avec un ami et une grosse pile de biscuits tout frais cuits, d'avoir construit un fort sur la plage avec papa, d'avoir empilé des tas et des tas de feuilles mortes pour ensuite sauter dedans, d'être allée faire du camping une longue fin de semaine avec des amis et une caisse de bière ou d'avoir donné un party pour la première fois dans votre nouvel appartement?

Des souvenirs comme ceux-là ne se remplacent pas. Tous ces souvenirs précieux sont des expériences vécues pendant les loisirs et impliquent la présence d'amis ou de gens qui vous sont proches. Ces activités toutes simples et sans prétention sont souvent précisément le genre d'activités qui manquent dans la vie des personnes qui présentent une incapacité. C'est ce genre même d'activités qui nous permet de comprendre la place qu'occupent les loisirs dans notre vie et dans la vie des personnes qui ont été étiquetées « déficientes mentales ».

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*Les loisirs rendent notre vie plus riche, plus intéressante et viennent interrompre la monotonie et la routine.*

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Les loisirs rendent notre vie plus riche, plus intéressante et viennent interrompre la monotonie et la routine. Les loisirs nous offre une possibilité d'explorer diverses activités et de mieux nous situer face à celles-ci. Bien des gens se trouvent, grâce à leurs loisirs, une identité qui n'est ni reliée au travail ni reliée à la famille. Bien des amitiés voient le jour ou se développent dans le cadre des loisirs.

Le rapport entre les loisirs et les amitiés, bien que très évident, n'est pas encore reconnu par la majorité. Pour la plupart d'entre nous, les relations interpersonnelles qui nous sont le plus important en-dehors de notre famille sont souvent reliées à nos loisirs. Nous consacrons passablement de temps à nos loisirs et aux gens qui partagent des goûts semblables aux nôtres.

On n'aide malheureusement pas suffisamment les personnes qui présentent une incapacité à se développer une identité semblable dans le cadre des loisirs. Celles-ci doivent se contenter de participer à des activités de loisirs structurées. Les loisirs pour les personnes qui présentent une déficience sont trop souvent synonymes de sorties supervisées ou de sport ségrégué. On ne considère pas pratique, ou même possible, la spontanéité et le choix, qui sont pourtant deux ingrédients essentiels des loisirs. Qui plus est, ces personnes n'ont déjà pas tellement d'occasions de se faire des amis.

On rencontre souvent les gens qui deviendront nos amis

organization helps to strengthen a person's leisure identity. For example, if you belong to the local Y.M.C.A. and participate in the hiking club, you are more likely to meet other hikers and in turn learn about hiking. The hikers you meet may have other leisure interests that you would learn about. The friendships developed through the hiking club could "carry over" into other areas of your life. The more you perceive yourself as a member of the hiking club, the more eager you are to accept and become part of the unstated expectations and belief systems it values. This is perhaps more apparent in competitive clubs or high status clubs like private golf clubs. Nevertheless, it is a part of all groups and group memberships. By belonging to a hiking group, you are also more likely to learn the language people use when they refer to various trails and hiking methods and the subtle images that go along with the identity (i.e., style of dress and related lifestyle issues like nutrition). There are also other benefits that come from joining community clubs and organizations and that is the sense of community that a person can feel by being a member and contributing to a group.

Being a member of a formal group is not, however, a prerequisite to having a leisure identity. Many people consider themselves as having a leisure identity without belonging to a group that shares a similar identity. They may consider themselves avid gardeners or fishermen without belonging to garden clubs and angling clubs. Leisure identities are supported in many different ways. People are supported in their identity as artists by the occasional compliment, while others are supported by day-to-day contact with other artists and the opportunities they have to take part in artistic pursuits. The more the people in our lives support us to be involved in the leisure pursuits that interest us and the more they perceive us in those identities, the easier it is for us to share that perception of ourselves.

A leisure identity is something that characterizes our leisure involvements. It has to do with how we describe ourselves and how others describe us in our leisure. Our leisure identities change as our priorities change. At any one time in our lives we may be able to define one or more leisure identities from music lover, to sportsperson, golfer, rummage sale, miniature collector, swimmer, gymnast, tree climber, listener, wrestling fan. . . These identities go beyond mere participation in the activity and yet they are not necessarily things that we are good at, but things we enjoy. They describe who we are more than what we do and they describe what we believe important and what we value.

Victor Fenton loves model trains. In fact, Victor would not hesitate to describe himself as a "model train buff." At this time in Victor's life, his involvement in model trains has given him a unique leisure identity. His apartment is full of trains and train paraphernalia.

His interest in model trains has become a big part of his life. Often on a weeknight, Victor and his friend James get together to plan out the major renovations and additions that need to be made to the model train set. A lot of Victor's leisure time and spare money are spent on his train set. Victor's friends and contacts are, for the most part, other people who enjoy model trains and consider themselves "model train buffs." He now belongs to two model train clubs, a provincial one, and one he established himself. The "Victor and Friends" model train club has a small membership of people who helped Victor build up his model railway. The members contribute to the club by typing newsletters, building model bridges and ordering parts, among other things.

dans un club ou une organisation de la communauté. Le fait de faire partie d'une organisation aide à renforcer l'identité de la personne en tant que personne qui a des loisirs distincts. Si par exemple, vous faites partie du Y.M.C.A. de la ville et que vous allez faire des randonnées à pied avec le club, vous rencontrerez d'autres gens qui comme vous, aiment faire de la randonnée et il est probable que vous en apprendrez davantage sur cette activité. Les gens que vous rencontrerez auront probablement d'autres activités dont ils vous parleront et qu'ils vous feront ainsi découvrir. Il est possible que les amis rencontrés dans le cadre des activités du club de randonnées s'étendent à d'autres parties de votre vie. Plus vous vous voyez comme un membre du club, plus vous aurez tendance à accepter et à incorporer les attentes et les idées associées à cette activité. Ceci est plus évident dans les clubs où la compétition joue une part importante, et dans les clubs où l'appartenance confère un statut considérable, comme par exemple les clubs de golf privés. On retrouve cette caractéristique dans tous les groupes. Revenons à notre exemple du club de randonnées : il est probable que vous apprendrez le jargon dont se servent les gens qui font de la randonnée pour désigner les pistes, l'équipement et les diverses méthodes; vous apprendrez également à reconnaître les caractéristiques secondaires associées à cette activité (façon de s'habiller, nutrition, etc.). L'appartenance à un club ou un groupe communautaire offre d'autres avantages, cela développe par exemple une conscience communautaire, du fait que vous êtes membre d'un groupe commun et que vous avez la satisfaction d'apporter votre contribution au groupe.

Il n'est pas absolument nécessaire de faire partie d'un groupe formel pour s'identifier d'une façon précise par rapport aux loisirs. La joueuse de squash ou le pêcheur ne font pas nécessairement partie d'un club de squash ou de pêche. Leur identité est encouragée de différente façon. Un peintre amateur peut être suffisamment encouragé par un compliment occasionnel alors qu'un autre tire son encouragement d'un contact quotidien avec d'autres artistes et de la possibilité de poursuivre des activités artistiques. Plus les gens qui nous entourent nous encouragent dans les loisirs qui nous intéressent et plus ils nous identifient à une activité particulière, plus il nous est facile de partager cette perception de nous-mêmes.

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### *Bien des amitiés voient le jour ou se développent dans le cadre des loisirs.*

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Notre identité face aux loisirs change à mesure que nos loisirs changent. Il est possible d'être connu comme un amateur de ski pendant longtemps et de devenir éventuellement un collectionneur de roches bizarres pour finir par être un passionné de la guitare classique. Ils ne s'agit pas nécessairement de choses auxquelles nous sommes des experts, mais plutôt de choses que nous prenons plaisir à faire. Ce genre d'activités donne une bonne indication du genre de personnes que nous sommes et des choses qui sont importantes pour nous dans la vie.

Victor Fenton adore les trains en modèles réduits. En fait, il n'hésite pas à se décrire comme un *trordu* des trains miniatures. Ce penchant lui donne une identité particulière. En ce moment, son appartement est tout plein de trains et d'accessoires pour trains.

Cette passion pour les trains occupe une place importante dans sa vie. Il lui arrive souvent, pendant la semaine, de donner un coup de fil à son ami James qui vient le rejoindre. Ils passent alors ces heures à planifier les renovations



Victor (right) and his friend James share an interest in model railroads.  
Victor (à droite) et son ami James sont des mordus des trains miniatures.

Victor has been supported in many ways and by many people to develop this leisure identity. Five years ago when he first moved out on his own, support workers suggested to him that he find something to do with his time. They encouraged him to buy a model train set to see if he liked the hobby. Once Victor began to take an interest, they introduced him to others who enjoy model trains and that formed the basis of his involvement. According to Victor, it did not take long for him to learn the language associated with model trains. The more involved he becomes, the more excited he gets about learning new things and meeting other people who share his interest. Model trains have opened up a lot of opportunities to Victor that weren't possible before.

Others have been supported by their parents and friends to find and develop leisure identities like Victor. David is a hockey player and a wrestling fan, Brandy is a Raffi fan and Michael is a dart player. All of these individuals have strong leisure identities but they are the exception rather than the rule. Even though more people who have mental handicaps are living in the community, individuals still experience loneliness and boredom and have not found ways to use their leisure to give them a sense of meaning and uniqueness.

As concerned parents, advocates and human service providers we have not provided enough support to people with mental handicaps to develop strong leisure identities and become members of local community clubs and organizations. For the most part, it is a question of priorities, however, there is still an overpowering drive in our society to adhere to the traditional work ethic and to derive our sense of meaning from our work. It is still not widely recognized that leisure can play a vital role in expanding our friendships and relationships to provide us with a unique identity apart from work.

It is important that we find ways to recognize each person's leisure interests and support him or her to strengthen those existing interests or develop new ones. This implies a radical shift from taking people to and from segregated dances and sporting events. It requires going beyond the mere activity and looking at all the aspects of a leisure identity. We must remember that building friendships is an important part of this process since it provides the ongoing supports. Friendships grow and develop out of our leisure experiences.

*Judith McGill has been the leisure consultant for The G. Allan Roehrer Institute for the past five years. She will be returning to university to study social policy in the fall. Ms. McGill will still be available for leisure workshops at that time. Contact The Roehrer Institute for arranging a workshop.*

majeures ou les additions qu'ils apporteront à la collection de trains. Victor consacre une bonne partie de ses loisirs et de son argent de poche à ses trains. La plupart des amis et des gens que Victor connaît sont aussi des amateurs de trains miniatures. Il fait maintenant partie de deux clubs, l'un provincial et l'autre local, ce dernier fondé par lui-même, « Victor et compagnie ». Il s'agit d'un club de taille modeste qui regroupe des gens qui ont aidé Victor à construire son chemin de fer miniature. Les membres du club participent de diverses façons, ils préparent un bulletin de nouvelles, construisent des ponts minuscules, commandent les morceaux nécessaires, etc.

Victor a reçu pas mal d'aide et d'encouragement grâce auxquels il a pu se développer une identité en rapport avec ses loisirs. Lorsqu'il a emménagé dans son propre appartement il y a cinq ans, les personnes-ressources lui ont suggéré de se trouver une façon de s'occuper. Ils l'ont encouragé à s'acheter un train miniature pour voir si ça lui plairait comme passe-temps. Une fois qu'il s'est montré intéressé, ils lui ont présenté d'autres personnes qui avaient les mêmes goûts et ça a été le début de son aventure dans le monde des trains miniatures. Victor nous dit qu'il n'a pas mis longtemps à s'habituer au jargon et à tout ce qui a trait aux trains. Plus il s'y intéresse, plus il prend plaisir à découvrir de nouvelles choses et rencontrer de nouvelles personnes dont l'intérêt est le même. Grâce à ce passe-temps, Victor a vu s'ouvrir des avenues qui lui avaient été fermées jusque-là.

D'autres personnes ont également reçu l'appui de la famille et des amis pour développer une identité comme l'a fait Victor. David joue au hockey et suit avidement la lutte, Brandy adore la musique folklorique et Michael se spécialise en dards. Tous ces gens ont une identité bien établie face aux loisirs, mais ils sont une exception plutôt que la règle. Bien que les gens soient de plus en plus nombreux à vivre dans la communauté, ils connaissent la solitude et l'ennui et n'ont pas encore trouvé de façon de mettre à profit leurs loisirs et de s'en trouver valorisé.

Je crois que nous n'avons pas, en tant que parents, défenseurs des droits et pourvoyeurs de services, donné suffisamment d'encouragement et d'appui aux personnes qui présentent une déficience intellectuelle pour que celles-ci s'identifient face aux loisirs et par le fait même, deviennent membres des clubs et organisations communautaires locaux. C'est, dans bien des cas, une question de priorité mais il semble aussi que notre société soit poussée à voir dans le travail la source de toutes satisfactions. L'idée des loisirs comme source d'amitiés et d'enrichissement n'est pas suffisamment reconnue.

Il est essentiel que nous sachions reconnaître le genre d'activités qui intéressent les gens et que nous les encourageons à développer ces intérêts et à en trouver de nouveaux. Cela veut dire qu'il ne suffit plus de fournir un moyen de transport pour se rendre aux danses et aux activités sportives. Il nous faut voir au-delà de l'activité comme telle et examiner les aspects de celle-ci qui permettraient à une personne de se développer une identité face aux loisirs. N'oublions pas que les amitiés forment une partie importante de ce processus car c'est de là que viendront le soutien et l'encouragement à long terme. Les loisirs sont un contexte idéal pour développer et entretenir des amitiés.

*Judith McGill a fait office de consultante en matière de loisirs auprès de L'Institut G. Allan Roehrer ces cinq dernières années. Elle reprendra ses études universitaires en politique sociale à l'automne. Madame McGill continuera d'être disponible pour donner des ateliers sur les loisirs. Veuillez contacter L'Institut Roehrer si vous êtes intéressé à organiser un atelier.*

## **"The Kid from Cabin 17"**

by Pam Walker and Betsy Edinger

from Camping Magazine, May 1988, 18-21.

This article describes the experiences of one child with severe disabilities at a regular camp--how he participated in camp activities and got to know other campers and camp staff. It concludes with a number of lessons about the design of supports for people with severe disabilities at camps or other recreation settings.



'I'll take Chauncey'  
 'He's a really good person.'  
 'He's really no different from anybody else.'

# The Kid from Cabin 17

by Pam Walker and Betsy Edinger

Often in the past, children and teenagers with developmental disabilities have been institutionalized or sheltered from society. If they lived at home, they attended separate, segregated schools and segregated recreational programs. If they went to summer camp, it was a "special camp" for handicapped children only. There was little or no contact with nonhandicapped children from their neighborhood and community.

Since the late 1960s and early 1970s, however, increased attention has been placed on integrating persons with disabilities, including those with severe impairments, into the community (Center on Human Policy, 1979), including regular, public schools and community recreational facilities and programs. Yet, as Bogdan and Taylor (1986, p. 210) point out, "being *in* the community is not the same as being *part* of the community." It became evident that while more and more handicapped children were being placed in schools and communities, very little social contact or interaction was resulting (Bercovici, 1983). Friendships and relationships are important for everybody, disabled or not (Stainback & Stainback, 1987).

Jeff and Cindy Strully (1985), writing in the *Journal of the Association for Persons with Severe Handicaps*, said they were convinced that their disabled daughter's friendship with others and membership in the community were instrumental in her development. Recreation and leisure activities offer great opportunities for meeting people and forming friendships. However, these opportunities are often very limited for

children with disabilities, who remain isolated and excluded from activities with nonhandicapped children (Hutchison & Lord, 1979).

For the past two and a half years, the staff of the Research and Training Center on Community Integration at the Center on Human Policy at Syracuse University



has been involved in identifying and documenting exemplary practices throughout the nation in integrating persons with severe disabilities. Also in Syracuse, Transitional Living Services, Inc., a human services agency, has been making significant efforts to integrate children and teenagers with disabilities into recreational settings such as neighborhood centers, the YMCA, the Girls' Club and several summer camps in upstate New York. The agency has used a small amount of state grant money to help provide various kinds of support measures to children with disabilities to participate in these efforts.

Co-author Walker, a research associate at the Center on Human Policy, has spent considerable time observing and interviewing staff and children with disabilities at camp and other recreational settings. Edinger, special projects coordinator with Transitional Living Services, has been a "support person," helping facilitate participation from children with disabilities. This article focuses on the experience of one of those children.

Last summer, a total 16 children and teenagers with disabilities attended Lourdes Camp, on Skaneateles Lake in central New York. Lourdes is a private, nonprofit camp run by the Roman Catholic Diocese of Syracuse, where some 200 nondisabled children come each week, sleeping in cabins of 12-15 each, grouped according to age, two counselors per cabin. One or two handicapped children came each week, assigned to cabins according to age and participated in all camp activities with the other children. Extra support persons were assigned where needed. Grant funds enabled the camp to hire two extra counselors for the summer, and to pay for camperships and transportation costs. Each week, one or two counselors (from among the total 18) were chosen as the primary counselors to assist the children with disabilities. However, all staff members were involved with the children throughout the week.

Chauncey, who is 11 years old, severely mentally retarded and has cerebral palsy, was one of two children with disabilities who came to Lourdes during one particular week. His previous camping experiences had been limited to "special camps" for children with disabilities. Chauncey has limited verbal ability, but is very expressive and can communicate many needs, desires, likes and dislikes. He brought his "communication board" with him, which helps him communicate with others via signs and symbols. He uses a wheelchair, and needs assistance with eating, dressing and other self-care needs. Since this was the first time someone with so many needs had come to Lourdes, it was decided Chauncey would attend camp during the day but not stay overnight.

When Chauncey first arrived, he was assigned to Cabin 17, along with 12 other boys his age and two counselors. At Lourdes, affiliation with a cabin is important. Even though Chauncey did not stay overnight, he became a part of Cabin 17 for various camp activities. Thus, rather than being identified as "the kid with disabilities," he became known, after a few days, as "the kid from Cabin 17."

A typical day at Lourdes includes a variety of activities chosen by the children, based on their interests. For Chauncey, this meant arts and crafts,

swimming and free time in the morning, followed by lunch and a rest period. In the afternoon, Chauncey chose softball, then boating and canoeing, followed by an activity with his cabinmates and some free time before dinner. Most every evening was devoted to some type of special event or activity, such as square dancing, campfires and games.

It might be difficult to imagine how someone as disabled as Chauncey could

participate in many of the camp activities. Rather than have a disabled person sit and watch, an alternative is to see what parts of activities such a person can engage in, with or without assistance. With assistance from the support person, the counselors and other campers, Chauncey was able to participate in softball. Chauncey's support person offered the following recollections of his softball experience:

On the first day we were to play softball, one of the counselors, Collin, and I decided that while it would be difficult for Chauncey to bat the ball, he certainly could "run" the bases if someone pushed his wheelchair. We agreed that I would bat for Chauncey and Collin would push him around the bases. When the other team was at bat, Chauncey and I would play left field.

Teams were chosen — Chauncey and I were chosen last — and we began to play. By the end of the game, Chauncey had been on base four times; and thanks to Collin's creative pushing, Chauncey had scored three runs, contributing to our team's victory.

Chauncey and I were also quite active in left field. We had to move around a lot as we positioned ourselves correctly for the various hitters and chased after balls hit our way. We also provided encouraging "chatter" to our pitcher.

Toward the end of the week, the other campers had begun to see Chauncey as just another player, a valuable one at that. On the third day of softball, Sara, another camper and one of the captains, was choosing sides. On the third pick, she said, "I'll take Chauncey." One of the other campers, Kevin, moved over to Sara and asked her to choose him too; on her next turn she did. When it was Chauncey's turn to bat, Kevin asked Collin if he could push Chauncey. Collin said that would be OK. And so it goes, for the duration of the game. On this day, the other team won.

It is interesting that Chauncey's participation in softball was noticed by many campers, not only those who actually played with him. At numerous times throughout the week, Chauncey was approached by campers who introduced themselves by remarking, "I saw you playing softball. You're good!"

While softball is an activity that required some planning and assistance

in order for Chauncey to be involved, it is important to look for opportunities



where children can get to know each other on their own. Further description

of Chauncey's experience was offered by the support person:

Chauncey and I decided to try something different. It was free time and some of the other children were "hanging out" near the camp canteen. We went over to join them.

By this time, more of the children had gotten to know Chauncey, and some came over to greet him; others still stood at a distance.

I remember thinking this would be a good time to leave Chauncey with the other children. Fifteen minutes later, I returned to find that all of the children who were standing at a distance when I left had gathered around Chauncey. In my absence, they learned that Chauncey loves water, and were taking turns running to the showers to get more water and pour it into a cup for him.

Interspersed with laughter, they were saying: "No, no, don't do it for him. He likes to do it.": "It's my turn to get more!"; "See him laugh; he likes it.": "I think he likes water because he doesn't get to be around it much. He lives in the middle of a city."

Soon, it was Cabin 17's turn to buy things from the canteen. Mark, one of the other boys in the cabin, showed another boy how to release the brakes on Chauncey's chair and together they pushed him to the canteen. They helped him pick out an orange camp T-shirt, some M&M's and a chocolate bar.

### *Lessons Learned*

After reflecting on Chauncey's experiences at camp, one can draw a number of lessons about children with disabilities and camp.

**1** A sense of belonging is important. For Chauncey, an important part of his integration into camp was his membership in Cabin 17. The children in Cabin 17 got to know him first; by observing those children, other children at camp learned how to interact with Chauncey.

For example, while waiting for softball to begin, Jessica, who was in Chauncey's swimming group, walked toward him and asked, "What's his name again?"

A counselor responded, and Jessica in turn greeted Chauncey, putting her

hand out for him to slap, "to give her five." Later, Jessica remarked, "I saw him do this with some of the boys from his cabin."

**2** It is important for the staff and campers to be able to see how someone with disabilities, even as disabled as Chauncey, can participate in camp activities. If a hike were taken up a rough trail in the nearby woods, Chauncey might not be able to go, but alternative plans could be made for him to join another group activity. However, for most camp activities, there was some way for Chauncey to participate.

When camp first began, it was difficult to imagine how Chauncey could play softball. However, after seeing the role modeling and suggestions Collin and the support person offered, the campers quickly saw that he could, in fact, be

involved. This provided the opportunity for other children to think and talk about Chauncey, based on his abilities and the ways he could do things, rather than his disabilities and the things he could not do.

**3** The experience of Chauncey and other children with disabilities at Lourdes provide valuable lessons about the support counselors and administrative staff need when children with disabilities come to camp. It is not exactly necessary to hire special camp staff persons trained in disabilities. At the same time, the levels of support and assistance needed by both the camp staff and children with disabilities vary, depending on the situation.

For some children with disabilities, it is sufficient to have the camp staff spend time talking with others who know them well, in order to become familiar with any special needs. Camp administrators could arrange for the child's parents, teachers or other consultants to provide orientation to the staff before camp begins.

For other children, particularly those with more severe and multiple disabilities such as Chauncey, it might be helpful if these people spend time during role modeling strategies for the children's participation and interaction with others. With Chauncey at Lourdes, the support person provided this type of assistance. As a result, the camp staff and other campers learn how to interact with him and develop additional strategies of their own to help him participate in different activities; as the week progressed, less involvement and initiation was needed by the support person.

A key factor was their getting to know Chauncey, learning how to communicate with him, knowing some of his special needs, the ways he could participate and some of his likes and dislikes. For most of the children with disabilities who came to Lourdes, however, the camp staff reported that the process by which campers got to know them was "not that different" from the way they acquaint themselves with other campers.

Finally, when camp staffers get to know a child with disabilities, just as with any child, they may come to like him or her. Getting to know and like a child can in turn nurture commitment to having that child at camp, even when he or she has many needs.

**4** An important factor in the acceptance and integration of children with disabilities at camp is doing so on a small-scale, individualized basis. Rather than bringing groups of children with disabilities to camp, they can come one or two at a time. In this way, the number of children with disabilities is not so big as to stand out and create a special enclave or subgroup. Children can be provided individualized support when necessary, and there is not excess demand on the camp staff, as would be the case when too many children with special needs come.

In addition, if a child with significant needs is scheduled to come to camp, it is planned so that he or she is the only handicapped child that week, or comes at the same time as another camper who requires only minimal support.

Finally, by having only a few children with disabilities at a time, camp administrators felt they could best offer all of the children (both disabled and nondisabled) a positive, integrated camping experience.

**5** At camp, it was important that Chauncey have unstructured time just to "hang out" with other children. Traditionally, many programs and activities for handicapped children are highly structured, and involve a lot of direct assistance by staff. But the constant presence of adults can also act as a deterrent for other children to naturally interact with the child with disabilities.

This became clear when staffers left Chauncey for periods of time and returned to find him surrounded by other children, freely interacting with him. On their own, the children discovered their own ways of communicating with him and making friends.

One of the most important parts of camp for all children is the friendships and relationships that develop. And so it is for children with disabilities. It is not sufficient that they just come to camp; effort must be made to facilitate interactions and help them develop friendships with other children. Sometimes this means standing back and letting the children do this on their own.

## Conclusions

There are many ways to support children with disabilities in attending

regular camps and participating in recreational activities. This experience at Lourdes provides one example of some of the strategies that can be used. Most important is the realization that this support must be individualized — each child needs somewhat different levels and types of support.

State and local grants can help provide such support measures, such as those used by Lourdes to hire extra camp staff, and for camperships and transportation when it is difficult for families to cover these costs.

When such funds are not available, extra assistance for children with disabilities can be provided by recruiting volunteers, creative restructuring of existing staff schedules, including more counselors-in-training on the camp staff and having children with disabilities come during sessions that are not filled to capacity.

Camp administrators and staff should realize that in their attempts to include children with disabilities, "more" does not necessarily mean "better." When resources are limited, a significant step could be taken in this direction by

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*... support must be individualized —  
each child needs . . . different levels and types"*

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including one or two children with disabilities at different times during the summer. In this way, knowledge and experience can be gained toward successfully including more children in the future.

Finally, it is important to recognize the need for all children with disabilities, including those with the most severe disabilities, to participate and interact with nondisabled friends. Chauncey's experience at Lourdes illustrates that it is possible for all children, even those with the most severe disabilities, to attend and participate in regular camp settings. What is needed is the willingness and commitment to provide the supports they need in order to do so.

During the week Chauncey was at camp, it became clear that the experience benefitted not only him, but also the camp as a whole. For many campers and camp staff, it was the first time they had ever spent time with, and gotten to know someone with severe disabilities. They

recognized the contribution Chauncey made to camp. Matt, one of his counselors, commented, "He gives us just as much as we give him."

After a week at camp, Tim, one of Chauncey's cabinmates, reflected: "When I first saw him, I didn't know what to think . . . but now I realize he's really no different from anybody else . . . there may be some things that he can't do the same way, but he's really no different."

And, at the end of the week Jessica, the camper who had gotten to know Chauncey through swim class, said, "I hope Chauncey gets an honor camper award (given to one child from each cabin each week) . . . 'I'm not saying he should because he's handicapped. I'm saying it because he is a really good person. He's someone I wouldn't mind being like.'"

Chauncey came to be a valued member of camp. The children's acceptance of, and friendship with him came from spending time with him and getting to know him. As a result, they began to focus on his similarities, personal qualities and abilities rather than on differences, stereotypes and disabilities.

The same opportunities for acceptance and friendship with all people with disabilities will come from spending time with others who are nonhandicapped, participating together with them in schools, camps and other recreational activities, neighborhoods and communities. □

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**"Supporting Children In Integrated Recreation"**  
by Pam Walker

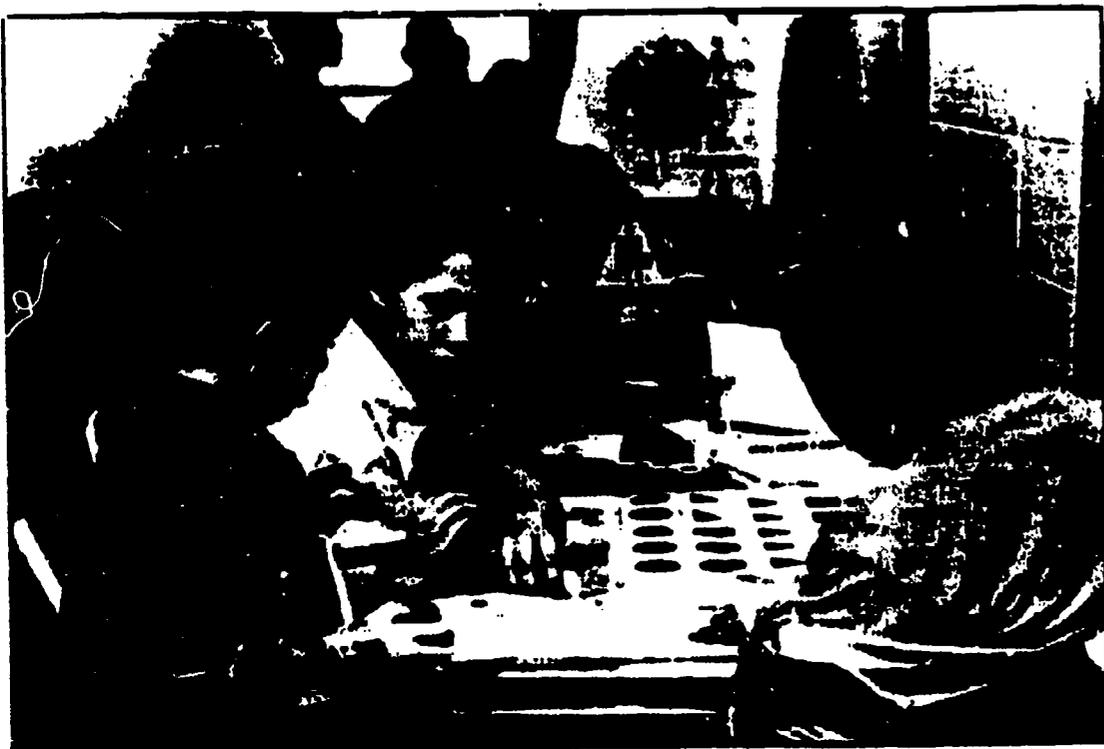
from The Association for Persons with Severe Handicaps Newsletter,  
January 1988, 4-5.

This article describes the types of supports offered to assist children and teens with disabilities to take part in neighborhood centers, camps, and other recreational settings in Central New York. Supports must be both individualized and flexible, based on a person's specific needs. With the proper supports, all children, including those with the most severe disabilities, can participate in integrated recreation settings.

# Supporting children in integrated recreation

by Pam Walker, Research Associate,  
Center on Human Policy

**D**uring the course of a national search for innovative programs, the Research Training Center on Community Integration at Syracuse University learned of some efforts to integrate children with disabilities into recreational activities in Syracuse and the Central New York region. With individualized and flexible supports, children with severe disabilities were participating in regular recreational activities in the community. Funds to establish supports are provided by the New York State office of Mental Retardation and Developmental Disabilities (OMRDD) and the Children's Resource Network (formerly the Disabled Children's Program). These funds, provided as a grant to Transitional Living Services (a private, nonprofit service agency in Syracuse) pay for support staff positions within the recreational settings. Betsy Edinger, of Transitional Living Services works with various community recreational sites to establish the needed supports, make referrals of children with disabilities and provide ongoing technical assistance and support in the integration of the children with disabilities.



Pam (center foreground) and friends at the Dunbar Center



Chauncey with his cabinmates and counselor at Lourdes Camp

## Dunbar Community Center, Syracuse, New York

Each day after school, Tracy, who is 16 years old, walks from her home to the Dunbar Center, a local neighborhood center, to participate in the after school program. Here she joins about 40 to 50 children and teens without disabilities in a variety of recreational, educational, cultural and other activities. For Tracy, who has Down Syndrome and attends special education classes, the Dunbar Center provides the opportunity for her to spend time with peers without handicaps from her neighborhood, in activities of her choice any day of the week. In addition to Tracy, two other girls with developmental disabilities, Michelle and Pam, take part in the afterschool program at Dunbar on a regular basis.

The Dunbar Center is an inner-city neighborhood center offering a wide range of services and activities to youth and adults in the area. Participation by Tracy, Pam, and Michelle is made possible by the presence of a support person, Bertha Jones. Bertha had previously worked at Dunbar Center, and therefore knew other staff members as well as children and teens who come there.

When they arrive at Dunbar, the girls talk with Bertha about possible activities for the day. Pam has made friends with a few other girls at the Center, and engages in activities with them—arts and crafts, games or playing outside on the playground. Sometimes they invite her to join them; at other times, she approaches them to join an activity. Tracy is more shy about initiating participation in activities, so Bertha assists her to get involved. Pam and Tracy are becoming friends, and Pam also encourages Tracy to come along and take part in various activities. On Tuesdays and Thursdays a group meets to read and write poetry—Tracy enjoys attending this group. Michelle needs more one-to-one support than Tracy and Pam. Bertha spends a lot of time directly assisting Michelle; for example, showing her how to pour plaster into ceramic molds, look at books and films in the library or play games with others. Although Michelle does not interact independently at Dunbar, Bertha feels it is important for her to be involved in all of the activities that take place there.

For all of the girls, Bertha continually makes efforts to engage them in activities with children without disabilities—she plans activities that are of interest to the children without disabilities and encourages them to join in. Gradually, the other children at Dunbar are getting to know Pam, Tracy and Michelle. Also, over time, other staff members at Dunbar are becoming acquainted with them and will stop to greet them, chat for a moment in the hallway or lend support and assistance where needed.

Many neighborhood centers and other community facilities do not offer the supports which enable people with special needs to participate. Dunbar is an exception. Here, Tracy, Pam and Michelle are enjoying many afternoons filled with fun and recreational activities of their choice and are developing friendships with other children from their neighborhood. Pam's mother thinks that "It's really great that she can come here." And, Bertha emphasizes that when they come, "they participate in everything that goes on at Dunbar—they do everything that everybody else does, they aren't excluded from anything."

#### **Lourdes Camp, Skaneateles, New York**

During the summer of 1987, 16 children and teens with developmen-

tal disabilities were able to go to camp at Lourdes Camp along with their peers without disabilities. Lourdes Camp is a private, nonprofit camp run by the Roman Catholic Diocese of Syracuse. Every summer some 200 children come each week, sleeping in cabins of 12-15 each, grouped by age, with two counselors per cabin.

Lindsay and Jackie came the first week of camp. At camp, they had the opportunity to participate in many activities along with their cabin-mates—including swimming, boating, hiking, softball and many other camp experiences. Lindsay has some difficulty communicating, and it is not always easy to understand what he is saying or what his needs are. But, two of his camp counselors talked about getting to know him, and, as a result, learning to understand his communication—learning to give him plenty of time to respond to questions or requests and learning that when he gets upset it is often because he is tired and just needs to stop and rest for a while. It was, therefore, through getting to know Lindsay that the counselors were able to best support and assist him.

Chauncey, who is labeled mentally retarded and uses a wheelchair, also had the opportunity to come to camp this summer. This was made possible through the direct support of Betsy Edinger of Transitional Living Services (TLS). Betsy spent a great deal of time at camp assisting him to participate in all the activities. During the softball game, when it was Chauncey's turn, Betsy would bat for him, and another camper would run the bases pushing Chauncey in his wheelchair. In addition to directly assisting Chauncey, Betsy also helped others to learn how to interact with and support him. Toward the end of the week, some of the counselors and many of the campers without disabilities were interacting with him on their own. One of the campers commented that when he first saw Chauncey he wasn't sure what to think or do, but that he had learned that "he's really no different from anyone else." And a counselor who spent a lot of time with Chauncey at camp remarked that Chauncey gives us just as much as we give him."

#### **Conclusions**

Children and teenagers with disabilities are increasingly becoming integrated in schools and vocational settings. It is equally important that they have the opportunity to recreate in integrated settings. Playing and

interacting with peers in one's own neighborhood, at camp, and in other recreational settings are an important part of growing up. It is through such activity that many friendships are formed. Yet, children with severe disabilities often attend special education classes and other special programs in locations far removed from their home neighborhoods, or in isolation from their peers without disabilities, thereby missing out on the many natural opportunities for interaction and friendship that arise on a daily basis for children who have no disabilities.

The successful integration of children with disabilities into the recreational settings described above can be attributed to a few key factors: (1) Only a small number of children with disabilities can be involved at a time (program staff have the awareness that if too many children with disabilities come, they would not be able to offer all of the children—both with disabilities and without—a positive, integrated experience; (2) the support staff for the children with disabilities are integral members of the regular recreation program staff—they do not form a special or separate enclave for the children/teens with disabilities—thus, their own integration into the program as a whole is enhanced, and they are better able to help children with disabilities to become involved; (3) the supports are individualized and flexible and vary from one person to another—for Michelle, a strategy was to plan activities that would engage other teenagers with her—for Lindsay, it was necessary to learn to understand his communication and determine some of his needs—and Chauncey needed assistance with daily self-care activities in order to come to camp. The design of these supports is based upon familiarity and knowledge of the individual child and (4) the technical assistance provided to the recreational program staff, offered on an ongoing rather than time-limited basis, models strategies for support and integration and assists with planning and problem-solving.

The experience of children with disabilities at the neighborhood center and camp described above, as well as in several other recreational settings in the Syracuse area, demonstrates that all children with disabilities, no matter how severe, can be integrated into regular recreational activities. What is needed to make it work is the

**commitment to making it work—the willingness to do whatever it takes to support children with disabilities in integrated recreational opportunities.**

*This article was prepared by the Research and Training Center on Community Integration, Center on Human Policy, Division of Special Education and Rehabilitation, School of Education, Syracuse University, with support from the U.S. Department of Education, Office of Special Education and Rehabilitation Services, National Institute on Disability and Rehabilitation Research. No endorsement by the U.S. Department of Education for the opinions expressed herein should be inferred.*

**"A Sense of Belonging"**  
by Bonnie Shultz

from The Association for Persons with Severe Handicaps Newsletter,  
June 1987, 3 & 15.

This article provides some examples of ways in which people with disabilities have become involved in ordinary community recreation and leisure activities. It describes how funds from many different types of sources can be used to foster integration. The author points out that funds are not usually the major barrier to integration; rather, more significant barriers are provided by lack of commitment to integration for all people.

# A sense of belonging

## Integration in recreation and leisure-time activities

by Bonnie Shoultz

### The challenge

For people with developmental disabilities integrated leisure and social activities can be a key to the community. Yet most of the organized recreational, leisure and social activities are segregated services or are provided for groups of people who enter community settings but who, as individuals, never become integrated into these settings. There are several reasons for this state of affairs.

One thing that is missed in the haste to *provide* recreational services, or to *teach* leisure skills, is that usually it is *relationships* that make leisure time meaningful and full. We forget the social nature of the human species that brings enjoyment and value to communal activities. Most individuals pursue recreational and leisure activities not so much for their own sake, but because such activities represent a social occasion—something to do in the company of others they like, enjoy and admire. Skills, therefore, are important to most individuals only insofar as they provide entry into a social context and enable relationships to grow. For people with developmental disabilities, relationships with people who are not disabled and who are not paid to be with them, are especially important. Recreational and leisure activities, like integrated work, are naturally suited to lead to such relationships if support is given to allow this to happen.

### Barriers to integration

Perhaps the major barrier to the participation of people with developmental disabilities in community activities and organizations is attitudinal. The attitude of service providers, parents and the general public is that such participation is impossible or not worth the trouble. As long as physical and social integration are not an immediate goal of the recreational and leisure services provided to people with developmental disabilities, they will not be full participants in the life of our communities.

**W**here are people with disabilities participating in regular community leisure, recreational and voluntary activities? They are doing so in communities where parents, professional staff, ordinary citizens and people with disabilities have worked together to create recreational environments that support people, reduce or eliminate barriers and provide opportunities for success. As the following examples illustrate, in such communities people with disabilities are more likely to feel that they really belong, and will find many ways to do so.

Tim, a 15 year old with autism, goes to a neighborhood youth center every week with a support person. He loves foosball, and the other youths who go there have enjoyed helping him learn to play well; they admire his skill. One day Tim got quite upset and had to leave the center because he began to throw things. The next time he came in, his apprehensive support person engaged the other youths in a discussion about the situation. One of them, a leader with a "tough" reputation, said "Well, that's okay—I get upset sometimes myself." Conversation over, they went back with Tim to play more foosball.

Soroh, a teenager from a small town, joined the Junior Legion Auxiliary, where she was treated like any other member. The other girls supported her and encouraged her to support the group, and she became very involved in their activities. A couple of years ago, she was asked to carry the state flag at their convention. Her developmental disabilities did not impair her abilities to represent her group in public, to belong and to choose what she wants to do.

Barry was unable to go to restaurants and other public places with his family because they could not deal with his extreme behavior. Staff who worked with him developed approaches his family could use, and together with Barry, they learned how to go out together without incident. Now Barry enjoys these outings and his world has continued to expand.

Tom, who is a friend of the author and experiences Down syndrome, joined the Knights of Columbus several years ago after meeting a Knight during a fund raising activity to benefit the local ARC. One thing led to another, and the Knights accepted Tom as a member. Now he is co-choirperson of the Youth Committee and has received an award from the Knights for his work with them.

Kevin, who is labelled profoundly retarded and has physical disabilities as well, goes to a neighborhood coffee shop with a support person who has helped the waitresses and the regular customers get to know Kevin. Now Kevin is a "regular" too, and expresses strong preferences about what he wants to order and which waitress is his favorite. And for the first time in his life, the people in the neighborhood speak to him when he and his family go out for a walk.

Our negative attitudes can range from the very crude public stereotypes long ago exposed and discarded by human service workers, to the more subtle but just as oppressive attitudes often found within the human service field today. Our oppressive attitudes reflect themselves in the language we too often use to describe people with developmental disabilities, and in many implicit beliefs such as:

- It takes too much time, money and energy to organize integrated recreational activities—segregated activities are therefore an acceptable compromise because more people can benefit;
- Participation in integrated leisure activities is inappropriate or impossible for people with severe disabilities;

- Only professionals with specialized training can teach or participate with people who have disabilities;
- People should have good skills before engaging in an activity with people who have no disabilities; and
- People with disabilities would not be interested in belonging to the community organizations to which other people belong, nor would the organizations be interested in them.

Often we are so attached to our belief that public attitudes are the problem, that we fail to notice ordinary citizens—bus drivers, waiters and waitresses, store clerks and many others—doing an excellent job of providing support to people with disabilities who are using their services. We fail to notice that many people would be happy to become more involved with a specific individual (not a group), and will do so if human service workers will give them “permission” instead of behaving in a protective or proprietary manner.

The attitudes still held by those engaged with people with developmental disabilities also contribute to other barriers, such as architectural and transportation barriers that exist almost everywhere and the barriers that are imposed by the lack of resources to provide support to enter community settings as individuals rather than as part of a group. Feeling that integrated recreational and leisure options are not a high priority, service agencies and their staff settle for whatever they can do or whatever is available.

#### **Alternatives possible within existing structures**

However, in some communities, including those where Tim, Sarah, Barry, Tom and Kevin live, service providers are working with the broader community to make sure that people with developmental disabilities have opportunities to get involved. They are moving into ordinary community services and organizations and finding support from the people who belong to and operate these services and organizations. In this issue of the *Newsletter*, the resources listed in the “Resource Review” by the Center on Human Policy provide help with how this can be done.

Readers may be interested in knowing about the origins of the funds used to provide the support received by Tim, Sarah, Barry, Tom and Kevin. Tim's support person is funded through a respite care grant; the program receiving the grant made a conscious decision to provide integrated recreational activities rather than the more usual segregated respite services often found when respite care is seen only as a service for the family. Sarah's teacher and parents helped her to join the Junior Auxiliary; an instance in which a positive expectation rather than new funding was needed. Barry's staff members are funded to provide residential services to him; to them, facilitating integration is part of their job. Tom had been involved as an ARC board member and as an officer of People First. These experiences made it easy for him to think of joining another organization. Kevin's support person is provided through a Medicaid-funded “day activity” program without walls; none of this program's activities take place in segregated settings.

These examples demonstrate that it is the priority we place on integration, not the funding source, that can ensure that people will have opportunities to form relationships and to belong to the community. When we see integration as a priority we can begin to see the roles of human service workers and parents differently as well—as facilitators rather than as providers of service or care.

*This article was prepared by the Research and Training Center on Community Integration with support from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Research Institute for Disability and Rehabilitation under Cooperative Agreement Na G0085C03503 awarded to the Center on Human Policy, Division of Special Education and Rehabilitation, Syracuse University. However, no official endorsement by the U.S. Department of Education of the opinions expressed herein should be inferred.*

## **Montgomery County Department of Recreation Policy Statement on Mainstreaming**

**This is an example of a community agency's policy statement on inclusion of people with disabilities in all aspects of their program. The statement emphasizes the importance of recreation for everyone, and contains both a philosophical rationale for integration as well as a brief description of the types of accommodations that can be made and strategies that will be used to facilitate integration.**

## MONTGOMERY COUNTY DEPARTMENT OF RECREATION

### POLICY STATEMENT ON MAINSTREAMING

#### STATEMENT OF DEFINITION

All individuals with handicapping conditions are entitled to full participation in any Montgomery County recreation program and accommodation shall be made to allow them to do so.

#### TARGET POPULATION

The target population includes all individuals who are mentally, physically, or emotionally disabled.

#### THE IMPORTANCE OF RECREATION

Leisure—an attitude, a feeling, a state of mind—is an avenue for personal growth and fulfillment, an integral part of living. Recreation is not a specific event, a point in time, or a place in space; but rather it is a dimension in life, a state of being. Recreation is not an activity; it is the result of an activity.

Recreation and leisure activities are elements of an individual's daily life in which participation may be planned, requested, or self-initiated to meet a basic need and to provide personal enjoyment. Leisure services provide activities that make free time enjoyable and satisfying. Recreation services provide activities for developing skills, as well as for the enjoyment of free time.

Recreation and leisure time activities are essential to the maximum growth and development as well as the happiness and contentment of all children and adults. To lead full and meaningful lives, people of all ages, including people with mental, physical, and emotional disabilities need the rich opportunities for activity, productivity, and social interaction that are offered through recreation.

#### BASIC ASSUMPTIONS NECESSARY FOR THE PROVISION OF A COMPREHENSIVE

##### SERVICE SYSTEM FOR PEOPLE WITH DISABILITIES

Growth and adaptation, for people and societies, are lifelong processes.

Community participation and interactions with peers are vital and necessary for maximum growth and development.

Citizens with disabilities shall be treated with dignity and respect, and provided every possible opportunity to live full and meaningful lives.

Citizens with disabilities shall not be separated, segregated, or isolated from community participation.

**WITH FULL UNDERSTANDING OF AND COMMITMENT TO THESE BASIC ASSUMPTIONS,  
MONTGOMERY COUNTY DEPARTMENT OF RECREATION SHALL:**

. . . provide the range of options necessary to meet individual needs of all its recipients in the areas of recreation activities and leisure opportunities.

. . . provide access to non-segregated recreation services for all citizens with disabilities appropriate to their chronological age.

. . . promote access to recreation services that encourage interaction with non-handicapped peers, using, whenever possible, the principle of natural proportion (i.e. citizens with disabilities shall, whenever possible, be integrated into community based services, activities, and programs in the same proportion as handicapping conditions appear in the wider community).

. . . develop strategies for the meaningful participation of citizens with disabilities in recreation and leisure activities.

. . . provide a coordinating staff committed to a continuum of high quality services, activities, and programs and the enhancement of cooperation at all levels of the service system which would monitor the provided services.

. . . promote meaningful participation of all consumers, especially in the determination of programs and services, their development and evaluation.

ACCOMMODATIONS

Accommodations ensuring successful participation in Montgomery County Department of Recreation programs may include but are not limited to the following:

- Interpreters.
- Special equipment or regular equipment adapted to specific needs.
- Human resources such as volunteers to serve as companions.
- Transportation.
- Accessible facilities.
- Financial assistance.

IMPLEMENTATION

To implement its mainstreaming effort, Montgomery County Department of Recreation will:

- Train department staff.
- Foster community awareness.
- Increase human and fiscal resources.
- Develop a comprehensive and ongoing outreach program.

## **Integrated Recreation for Children and Teens: Annotated Bibliography**

This section contains annotations of some materials that promote opportunities for integrated recreation/leisure activities for people with severe disabilities.

## **Integrated Recreation for Children and Teens: Annotated Bibliography**

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**TITLE:** Strategies for developing individualized recreational/leisure programs for severely handicapped students

**AUTHOR:** Ford, A., Brown, L., Pumpian, I., Baumgart, D., Nisbet, J., Schroeder, J., & Loomis, R.

**PUBLICATION INFORMATION:** 1984

In N. Certo, N. Haring, & R. York (Eds.), Public school integration of the severely handicapped. National issues and progressive alternatives.

Paul H. Brookes Publishing Co.  
P.O. Box 10624  
Baltimore, MD 21285-0624

**COST:** \$19.45

The authors suggest that recreational and leisure needs, crucial areas in the lives of people with severe disabilities, are often ignored in educational programming. The net result of this failure of the educational system is that the adult with severe disabilities is left with a very limited repertoire of leisure skills and is often dependent on a limited number of organized, segregated, "special" leisure-time activity programs.

In outlining the strategies to be used to formulate an individualized recreation/leisure component for the school curriculum, the authors provide a very practical sketch of the ecological approach to community-based programming which should be suitable in the full range of settings providing services to people with severe handicaps. There are eight stages to the process: (1) conducting ecological inventories; (2) summarizing inventory information; (3) establishing priorities--with a discussion of 19 dimensions to be considered in establishing individual program priorities; (4) conducting a discrepancy analysis; (5) using partial participation and proposing individualized adaptations; (6) determining individualized objectives; and (7) designing the specifics of the individual's program.

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TITLE: The pursuit of leisure: Enriching lives with people who have a disability

AUTHOR: The G. Allan Roeher Institute

PUBLICATION INFORMATION: 1988 (revised 1989)

The G. Allan Roeher Institute  
4700 Keele Street, Kinsmen Building  
York University  
Downsview, ON M3J 1P3  
CANADA

COST: \$14.50 (Canadian)

This book is a collection of short chapters on integrated recreation and leisure for people with disabilities. They were solicited and edited by Deborah Gold and Judith McGill. It includes articles which provide strategies for service providers to promote integrated recreation opportunities, and articles about recreation and leisure by both persons labeled as disabled and their parents. The chapters explore a range of issues, including: the development of "leisure identities" (reprint of an article by Judith McGill; integration through community associations and organizations; "regenerating community" (reprint of a paper by John McKnight); promoting cooperative versus competitive play; and leisure and friendships.

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TITLE: Leisure connections: Enabling people with a disability to lead richer lives in the community

AUTHOR: The G. Allan Roeher Institute

PUBLICATION INFORMATION: 1988

The G. Allan Roeher Institute  
4700 Keele Street, Kinsmen Building  
York University  
Downsview, ON M3J 1P3  
CANADA

COST: \$14.00 (Canadian)

This manual provides many useful ideas and strategies for promoting integrated leisure and friendship opportunities for people with disabilities. The research and writing for it was conducted by Deborah Gold and Cameron Crawford. Emphasis is placed on the importance of leisure in people's lives, based on a broad definition of leisure as including activities with others or alone, and activities that are more formal and organized as well as those that are informal and/or spontaneous.

The authors also focus on the importance of friendships in people's lives, and the idea that it is people's relationships with others that give the most meaning to their leisure experiences.

The manual is designed for use by support groups or circles convened to assist a person with disabilities develop and/or increase his or her leisure opportunities and connections. It outlines a 10-step process, which can be used to assist either children or adults. The recommended role of friends and other supports is one of a "facilitator" of increased connections and activities.

The 10 steps include thought-provoking questions and exercises to help guide group strategizing and planning. They focus on issues such as: thinking about the nature of leisure and the role it plays in everyone's lives; assisting the person to express wishes or dreams; developing a collective vision with the person; brainstorming about leisure options for the person, beyond just "programs" or classes; preparing for challenges that may be encountered; and on-going support and planning to increase and maintain leisure connections. The appendices contain additional information and ideas about the nature of friendship, as well as a sample listing of the many possible types of leisure opportunities that can be found in a single community.

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TITLE: Integrating children and youth with disabilities into community recreation agencies: One agency's experience and recommendations

AUTHOR: Heyne, L. A. (with contributions by R. S. Amado and D. Denelle)

PUBLICATION INFORMATION: 1987

The Jewish Community Center of the  
Greater St. Paul Area  
1375 St. Paul Avenue  
St. Paul, MN 55116

Since 1984, the Jewish Community Center of the Greater St. Paul area has conducted a model demonstration project to integrate children and youth with disabilities into the Center's regular programs and classes. The goals of the integration efforts have been three-fold: (a) to develop socialization and friendships between youngsters with and without disabilities; (b) to teach new recreation and leisure skills; and (c) to provide opportunities for children and youth with disabilities to participate in normalized, everyday community activities.

This monograph contains information about integration at the Center in the following areas: rationale for integration; background to the project; funding; practical, step-by-step description of the integration process; networking with other community organizations; suggestions for managing challenging behaviors; Board of Directors and lay committee input and involvement; problems encountered and solutions generated; project outcomes; and forms for intake and evaluation. In conclusion, the authors emphasize the benefits of integration for all children, not only those with disabilities.

There is a wealth of information presented here about strategies for providing supports to children and youth with disabilities in a way that facilitates and enhances integration. It should be very useful for other agencies or individuals who are interested in promoting integration in recreation and leisure activities.

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**TITLE:** Recreation integration: Issues and alternatives in leisure services and community involvement

**AUTHOR:** Hutchison, P., & Lord, J.

**PUBLICATION INFORMATION:** 1979

Leisurability Publications, Inc.  
Box 281, Station A  
Ottawa, ON K1N 6N5  
CANADA

Hutchison and Lord begin this book with a call for the need to place higher priority on recreation for both children and adults. They assert that community recreation/leisure agencies have a responsibility to facilitate leisure involvement for all people in the community, including those with disabilities. In order for this to happen, they suggest that there will be a need for change and new commitments at the individual level, the community level, and in human service agencies.

The authors suggest a 3-step model to guide the process of recreation integration: upgrade, educate, and participate. The upgrade component involves developing skills and competencies of people with disabilities, and upgrading the nature of community services and programs. The educate component involves education of all persons involved in the integration process, including the general public. Finally, the participate component involves actual participation in community recreation and leisure experiences. Emphasis is placed on the idea that for integration to happen, supports must be provided as needed. The strength of the book is its primary emphasis on the need for integrated community recreation, and on the need for supports based on individual need.

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TITLE:       Journal of Leisurability

PUBLICATION INFORMATION:

Leisurability Publications, Inc.  
36 Bessemer Court, Unit 3  
Concord, ON L4K 3C9  
CANADA

The Journal of Leisurability is a quarterly journal which publishes articles, with a strong Canadian focus, concerned with leisure, disability, community, advocacy, and integration. The journal regularly centers its content around a theme, with feature and support articles related to the theme. Each issue includes a section called "Current Research," reserved for research related to leisure and people with disabilities. In addition, the journal invites brief articles for a "Sharing Program Ideas" section, to allow people involved in programming, advocacy, and social action activities to share interesting or innovative approaches they are using or developing.

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TITLE:       Participation: Expanding community and leisure experiences for people with severe handicaps

AUTHOR:     Lord, J.

PUBLICATION INFORMATION: 1981

The G. Allan Roeher Institute  
4700 Keele Street, Kinsmen Building  
York University  
Downsview, ON M3J 1P3  
CANADA

COST: \$12.50 (Canadian)

This book grew out of a collective effort of a group of people in Canada known as the Recreation Council of the National Institute on Mental Retardation. The book is designed to assist communities in the initiation, planning, and implementation of a process for expanding community and leisure experiences to include people with severe handicaps. The authors sees community integration as a process, and each chapter in the book represents one step in this process. STEP ONE: Generating interest in the participation of individuals with severe handicaps; STEP TWO: Identifying and developing community support; STEP THREE: Implementing plans; STEP FOUR: Preparing support staff; and STEP FIVE: Expanding community and leisure experiences.

Good and practical guidelines are provided through each of the five steps. The process described will be useful for those who want to assist people with severe disabilities to participate in a wide range of community and leisure experiences. The author also gives advice on how to overcome barriers to integration.

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TITLE: Our leisure identity

AUTHOR: McGill, J.

PUBLICATION INFORMATION: 1987

entourage, 2(3), 23-25.

The article begins with the assertion that it is our leisure experiences that give richness to our lives. Friendships are often built or strengthened through leisure involvements. Yet, people with disabilities are often not assisted to develop their leisure identities. Leisure activities for people with disabilities are often highly supervised, structured, and segregated. The author argues that "spontaneity and choice, two essential ingredients of leisure, are seen as not being practical or even possible." Within the article, an example is provided of a man who was assisted and supported to develop his leisure interests. This led to membership in two local clubs, a provincial club, and the formation of some friendships. In conclusion, the author emphasizes the need for concerned parents, advocates, and human service providers to provide adequate supports to assist people with disabilities to develop strong leisure identities, become members of local community clubs and organizations, and build and maintain friendships with others.

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TITLE: Review of task analytic leisure skill training efforts: Practitioner implications and future research needs

AUTHORS: Nietupski, J., Hamre-Nietupski, S., & Ayres, B.

PUBLICATION INFORMATION: 1984

Journal of The Association for Persons with Severe Handicaps,  
9(2), 88-97.

The authors review recreation/leisure training programs that have been conducted with students having moderate and severe disabilities. Emphasis is placed on those which involve data based task analytic, instructional efforts as well as recent curriculum volumes or position papers. Implications for practitioners are provided, as well as future research needs in the recreation/leisure skill domain. Some of the points made include: leisure skills should be selected on the basis of those activities performed by nondisabled students in a wide variety of integrated

settings; instruction must extend beyond the classroom into integrated home and community settings; instructors should conduct social validation of skills to be taught, obtaining information from students without disabilities as to what skills are important; more effort needs to be placed on assisting students with severe disabilities and physical limitations to learn leisure skills and take part in integrated leisure activities.

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**TITLE:** Community recreation and persons with disabilities

**AUTHOR:** Schleien, S. J., & Ray, M. T.

**PUBLICATION INFORMATION:** 1988

Paul H. Brookes  
P.O. Box 10624  
Baltimore, MD 21285-0624

This book begins with an overview of the historical background and philosophical basis of integrated recreation. The authors provide detailed information on ways to facilitate participation in community recreation activities/settings. Their ecological approach involves, in part, an in-depth Environmental Analysis Inventory, which includes information on: (1) the appropriateness of the recreation activity/setting; (2) general program and participant information; (3) an activity/discrepancy analysis; and (4) further activity considerations. The book also includes information on other issues such as: partial participation, adaptations, cooperative grouping arrangements, and overcoming obstacles to community recreation integration. It concludes with a section describing several positive integrated recreation efforts, and an extensive appendix section with copies of building survey forms, environmental analysis inventory forms, a leisure interest survey, an annotated bibliography, and other information.

Overall, Schleien and Ray provide a wealth of detailed information about how to create increased opportunities for integrated recreation. The authors firmly believe that most of the "barriers" to integrated recreation can be overcome through use of the right strategies. This book would be a particularly useful resource for people who are involved in developing integrated recreation options for people with disabilities.

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TITLE: Leisure and recreation: Preparation for independence, integration, and self-fulfillment

AUTHORS: Voeltz, L. M., Wuerch, B. B., & Wilcox, B.

PUBLICATION INFORMATION: 1982

In B. Wilcox & T. Bellamy (Eds.), Design of high school programs for severely handicapped students.

Paul H. Brookes  
P.O. Box 10624  
Baltimore, MD 21285-0624

The authors begin with the recognition that leisure skills have not typically been considered an essential part of special education programs. The chapter first presents a definition of the "leisure domain," describing the characteristics of leisure environments and activities and identifying particular issues of concern for leisure educators of secondary students with severe disabilities. A second section outlines the benefits of leisure preparation in school programs. And, a third section of the chapter offers some strategies for leisure training, and suggested directions for future work in the design of programs and development of materials.

Emphasis is placed on the importance of choice and personal preferences in leisure activities. Therefore, according to the authors, "a major objective of leisure education should be to provide the individual with options, both by making activities available and by ensuring that the individual has the necessary skills to exercise meaningful choices and enjoy the activities he or she selects." They also emphasize the importance of involving a student's family in decisions about priority areas for leisure education.

In their conclusion, the authors argue that special programs and facilities should be phased out, and instead adaptations should be made to make regular settings accessible. Segregated environments should not be maintained for those who lack the "prerequisites" to function in integrated environments. Instead, effort needs to be placed on assisting and supporting all students, including those with severe disabilities, to participate in integrated recreation and leisure activities and settings.

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TITLE: The Kid From Cabin 17  
AUTHOR: Walker, P., & Edinger, B.  
PUBLICATION INFORMATION: 1988

Camping Magazine, May, 18-21.

This article focuses on the integration of Chauncey, a child with severe and multiple disabilities, into a regular camp. It describes strategies used to assist him to participate in camp activities, and encourage interaction with other campers and camp staff. It concludes with some lessons learned about integration based on this experience: (1) it is important to help foster a sense of belonging or membership in group activities; (2) it is important for regular staff and nondisabled children to be able to see ways in which someone with severe disabilities can participate in a wide range of activities; (3) it is important to recognize the ways that regular staff (rather than specially trained "disability" workers) can support children with disabilities; (4) it is important that integration occur on a small-scale basis; and (5) it is important that the scheduling of time for children with disabilities, as for other children, not be too rigidly structured; that they have time just to "hang out." The article illustrates ways in which Chauncey came to be a valued member of camp; how other children's acceptance of and friendship with him came from spending time with him and getting to know him. As a result, they began to focus on his similarities, personal qualities, and abilities, rather than on differences, stereotypes, and disabilities.

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TITLE: Beyond the classroom: Involving students with disabilities in extracurricular activities at Levy Middle School

AUTHOR: Walker, P., Edinger, B., Willis, C., & Kenney, M. E.

PUBLICATION INFORMATION: 1988

Center on Human Policy  
Syracuse University  
200 Huntington Hall  
Syracuse, NY 13244-2340

COST: \$3.30 plus 10% postage and handling

This report describes efforts to involve students with severe disabilities from one classroom in extracurricular activities within their middle school. Students participated in activities such as intramural basketball, girls' volleyball team, track, the Spanish Club, the Computer Club, and the Ski Club. The paper provides detailed description of all aspects of the project, including: how it was conceptualized and structured; the role of the classroom teacher; the role of the support staff; and the

perspectives of activity leaders (i.e., coaches, club advisors, etc.), parents, and other students on inclusion of students with disabilities in these extracurricular activities. This project provides a nice illustration of the cooperative effort between a human service agency and a public school in use of respite funds to provide supports for student participation in after-school activities. Examples are given which illustrate ways in which the students with disabilities experienced sense of school membership and school spirit that went far beyond the walls of the special education classroom.

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**TITLE:** Leisure programs for handicapped persons: Adaptations, techniques, and curriculum

**AUTHOR:** Wehman, P., & Schleien, S.

**PUBLICATION INFORMATION:** 1981

Pro-Ed  
5341 Industrial Oaks Boulevard  
Austin, TX 78735

**COST:** \$15.00

This manual provides the information necessary to develop individualized instructional programs or leisure-time activities for adults or children with disabilities. It includes data-based case studies which demonstrate the validity of the selected skills proposed in the curriculum chapters. The ten chapters discuss normalization, leisure skills assessment, leisure instruction, adapting leisure skills, curriculum design and format, hobbies, sports, games, object manipulation, and program implementation.

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**TITLE:** Longitudinal leisure skills for severely handicapped learners: The Ho'onanea curriculum component

**AUTHOR:** Wuerch, B. B., & Voeltz, L. M.

**PUBLICATION INFORMATION:** 1982

Paul H. Brookes Publishing Co.  
P.O. Box 10624  
Baltimore, MD 21285-0624

**COST:** \$17.95

This book presents a detailed account of the elements involved in implementing a curriculum component to develop independent leisure activity skills in students with severe disabilities in home, school, and community settings. Included

are procedures for assessing learner interests and skills, selecting appropriate leisure activity goals and interventions, implementing data-based instructional programs, home-school program coordination and collaboration, and evaluation.

Ten leisure activities which were judged to meet normalization, individualization, and environmental needs were identified for the core curriculum. Field-tested, validated instructional sequences and strategies are presented for each of these. All project components were tested during a three-year period with more than 50 students with severe or profound handicaps (including learners with autism and severe multiple impairments) in public and private schools in Hawaii.

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## **Integrated Recreation for Children and Teens: Agencies and Programs Promoting Positive Practices**

This section contains a brief description of a few human service and community agencies which promote opportunities for integrated recreation/leisure activities for people with severe disabilities.

**Integrated Recreation for Children and Teens:  
Agencies and Programs Promoting Positive Practices**

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Montgomery County Department of Recreation  
12210 Bushey Drive  
Silver Spring, MD 20902  
Phone: 301-468-4560  
Contact: Billie Wilson

The Montgomery County Department of Recreation has developed a "Policy Statement on Mainstreaming" to guide the agency's efforts at providing integrated recreation. The statement begins by ensuring that "All individuals with handicapping conditions are entitled to full participation in any Montgomery County recreation program and accommodation shall be made to allow them to do so." Types of accommodation include, but are not limited to: interpreters, special or adapted equipment, volunteer assistants, transportation, accessible facilities, and financial assistance. To implement mainstreaming, Montgomery County Department of Recreation will: train department staff, foster community awareness, increase human and fiscal resources, and develop a comprehensive and ongoing outreach program.

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The Jewish Community Center of the  
Greater St. Paul Area  
1375 St. Paul Avenue  
St. Paul, MN 55116  
Phone: 612-698-0751

Since 1984, the Jewish Community Center of the Greater St. Paul Area has included children and teens with disabilities in its regular programs and classes. The goals of these integration efforts are three-fold: (a) to develop socialization and friendship between youngsters with and without disabilities; (b) to teach new recreation and leisure skills to youngsters with disabilities; and (c) to provide opportunities for children and youth with disabilities to participate in normalized, everyday community activities. The JCC provides as much support as is needed, including one-on-one assistants, to enable children and teens with severe disabilities and/or challenging behaviors to participate.

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**Transitional Living Services, Inc.**  
**423 West Onondaga Street**  
**Syracuse, NY 13202**  
**Phone: 315-478-4151**  
**Contact: Betsy Edinger, Special Needs Coordinator**

Through its provision of respite services, this agency has made significant efforts at integrating children and teens with disabilities, including some with severe and multiple impairments, into recreation/leisure activities. The agency uses state family support funds to pay for supports (including extra staff, consultation, or other types of technical assistance) at numerous community recreation sites including summer camps, YMCA, neighborhood centers, and school extracurricular activities. The supports that are provided vary, based on the needs of the child and the setting/activity. One of the major objectives of support is to assist other people in the setting (nondisabled children, other adults, etc.) to get to know the child with disabilities and to create opportunities for social interaction and the formation of friendships.

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**ARC Suburban**  
**14451 County Road 11**  
**Burnsville, MN 55337**  
**Phone: 612-431-3700**  
**Contact: Mo Fahnstock**

The recreation/leisure services offered by ARC Suburban, in the Minneapolis/St. Paul region, focus on facilitating integration into existing community recreation opportunities and consultation to enhance and expand these community opportunities. There are three major service components in this program: (a) Assistance to individuals and families--specifically designed to help people with disabilities participate in integrated leisure settings and activities; (b) Training community leisure services personnel--providing as needed technical assistance to agency personnel to assist them with strategies to include and support people with disabilities; and (c) Information and referral--identifying information on available community leisure options, and responding to inquiries or concerns regarding integrated leisure activities. One of the strategies used by the agency is to help build "circles of friends" for people to increase and enhance the quality of their integration. Emphasis is placed on the importance of friendships for all children, including those with disabilities. The circles of support are also used to promote opportunities for such friendship.