

P.A.I.R. Program



Peer Assisted Inclusion in Recreation at the J.M. Murray Center

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Welcome!

If you are reading this manual, it means that you are taking a very important step in having a positive impact on the lives of individuals with developmental disabilities as well as your own life. The J.M. Murray Center is a fascinating place with different avenues of service for individuals who have developmental disabilities. The programs at J.M. Murray Center offer the opportunity for participants to lead a fulfilling life and the tools to survive in a world that remains discriminative towards individuals with disabilities. This program strives to change that world, through facilitating inclusion of people with developmental disabilities into the community as equal and respected members and friends. You are a key to helping make that happen!

For inclusion to be successful, family members, community members, and others involved need to be educated about inclusion, about developmental disabilities and reminded everyone has the right to participate in recreational activities.

Thank you for taking the opportunity to make a positive and long lasting change in someone else's life, as well as a hopeful change in your community. Not only will a person with a disability and the community benefit, but it will be a lasting and significant learning experience for you as well.



Inclusion happens one person at a time -
you are helping to make that happen!

OVERVIEW OF THE J.M. MURRAY CENTER



Mission Statement of the J.M. Murray Center

Forging paths of opportunity for people with disabilities or other barriers to employment

Values and Beliefs of the J.M. Murray Center

- ✿ We believe individuals deserve the opportunity to develop their own unique, personal and vocational potential to the fullest.
- ✿ We believe all persons have the potential for continued development and that work, itself, is one of the ultimate forms of rehabilitation, providing an arena for on-going personal, social and vocational development.
- ✿ We believe that business has a corporate and civic responsibility to contribute meaningfully to the community of which it is a part.
- ✿ We believe that in matters both personal and professional, honesty and integrity are the keys to success.
- ✿ We believe that all people-consumers, staff, and customers alike-are worthy of the highest standards of excellence in quality and service.
- ✿ We believe that a secure financial base is a prerequisite to economic survival.

Description of the J.M. Murray Center

The J.M. Murray Center is a not-for-profit community organization located in Cortland, New York. It serves over 700 adults ages 18 and over with disabilities each year through their community-based services including:

- ✿ Vocational Rehabilitation: Work center-learn about different jobs and acceptable work habits.
- ✿ Day Habilitation: Most of the activities happen in the community, the individual decides objectives, involve life experiences, and provide a support system, person-centered planning.
- ✿ Service Coordination: Develop, implement and maintain personal goals.
- ✿ Family Support Service: Financial reimbursement, which gives extra support to help maintain a healthy, functioning household.
- ✿ Transition Assistance Project: helps with the transition from high school to the adult life.

Each service provided is a person-centered approach, what the individual wants.

The primary objective of the J.M. Murray Center is to help the individual involved in the services to better overall choices in their lives. Success of the service is measured by the overall satisfaction of the individual.



Why the Peer Assisted Inclusion in Recreation (PAIR) Program?

Inclusion is very important for individuals with developmental disabilities, as it is for all people. Individuals learn how to interact appropriately in daily life and are helped to lead as normal a life as possible in the community. Inclusion benefits individuals by giving them the opportunity to connect with others, therefore, improving their affective, social, psychomotor and cognitive behaviors, as well as quality of life.

The more individuals can interact and participate in recreation in the community, the more benefits arise. Not only do individuals experience being part of something (belonging to a group), they will show improvement in their self-esteem and self-confidence. Inclusion leads to improved overall life satisfaction.

Though inclusion is beneficial both to persons with and without disabilities, several barriers continue to exist which prevent or inhibit participation in community recreation. Some of those barriers are:

- ✿ lack of transportation
- ✿ staff shortage
- ✿ lack of community support
- ✿ lack of family member support
- ✿ negative attitudes
- ✿ fear
- ✿ lack of resources
- ✿ lack of social skills
- ✿ lack of recreation skills and knowledge

The PAIR Program exists to address those barriers and facilitate full inclusion of people with developmental and other disabilities into our greater community.



Theory Base of the PAIR Program

The PAIR Program is based on the theory of inclusion. It has been documented that although they may often in fact have more free time, people with disabilities participate less in recreation of all types than individuals without disabilities. Some individuals with disabilities need help in exploring leisure opportunities and discovering their leisure interests as a result of lack of exposure, lack of opportunities, negative attitudes and an over reliance on segregated programs.

Leisure is central to the quality of life of all people, yet people with disabilities are often unable to take full advantage of opportunities for recreation and leisure in their lives. Inclusive recreation and leisure opportunities can provide chances for freedom, choice and self-determination that are often absent in many aspects of the lives of individuals with disabilities.

Inclusion is defined by Webster's College Dictionary as "being a member of a larger whole." For the purposes of this program, this definition relates to the inclusion of people with disabilities into community recreation opportunities. Inclusion implies both physical and social inclusion. It is the desire of all people, with and without disabilities, to make friends, have opportunities for social interaction and to be active participants in recreation activities. Inclusion can enhance the leisure experience of all involved and create healthy diversity in a program (Anderson & Kress, 2003).

Inclusion is...

- ✿ Having the same choices and opportunities in recreation activities that other people have.
- ✿ Being accepted and appreciated for who you are.
- ✿ Being with friends who share your interests, not your disability.
- ✿ Being a valued customer and a welcomed participant in community recreation programs, regardless of ability level.
- ✿ Having recreation facilities and areas that are accessible and easy for everyone to use.
- ✿ Providing the necessary individual adaptations, accommodations, and supports so every person can benefit equally from a recreation experience in the community with friends.

(Anderson & Kress, 2003)

Inclusion allows for people of all ability levels to be part of recreation activities that they choose, based on interest. Inclusive recreation opportunities benefit people with and without disabilities! "Inclusive recreation programs prepare people with disabilities for life in an integrated society, and just as importantly, prepare society to accept individual diversity" (Anderson & Kress, 2003).

Individuals without disabilities can experience personal growth, enhanced social sensitivity, and respect for others through inclusion. Inclusion can provide opportunities for people with disabilities to develop lifelong recreation skills, develop friendships, social skills, independence, and improve their self-image by being accepted by others who share their interests.

Inclusive recreation programs can promote the social development of all people by fostering a positive atmosphere in which individuals can associate with those of differing abilities and hopefully realize that there are more similarities than differences among them. Inclusion has the power to enhance positive attitudes towards people with disabilities, as well as understanding and acceptance of people of all backgrounds and ability levels (Anderson & Kress, 2003).

Finally, inclusion provides for normalization and social role valorization (Osborn, 1998). Facilitating normalization involves making the societal patterns and conditions of everyday life available to people with disabilities by means as culturally normative as possible. The theory of social role valorization refers to the creation, support and defense of valued social roles for individuals who are already societal devalued, with the purpose of enhancing an individual's image and competency.



Program Purpose

The purpose of the Peer Assisted Inclusion in Recreation (PAIR) Program is to positively impact the lives of individuals with disabilities by partnering with them to develop an inclusive, self-determined and satisfying leisure lifestyle. The aim is to establish meaningful community connections between people with and without disabilities based in social-oriented recreation and leisure activities.

Goals

- ✿ To help participants determine recreation leisure interests and preferences, as well as supports and barriers.
- ✿ To expose participants to various recreation opportunities in the community.
- ✿ To aid participants in self-determined participation in a recreation activity.
- ✿ For participants to establish meaningful connections with individuals in community recreation programs.
- ✿ To have the participant become an independent individual involved in a community recreation program.
- ✿ To improve the quality of life of individuals with disabilities in their communities.
- ✿ For partners to gain exposure to the inclusion process.

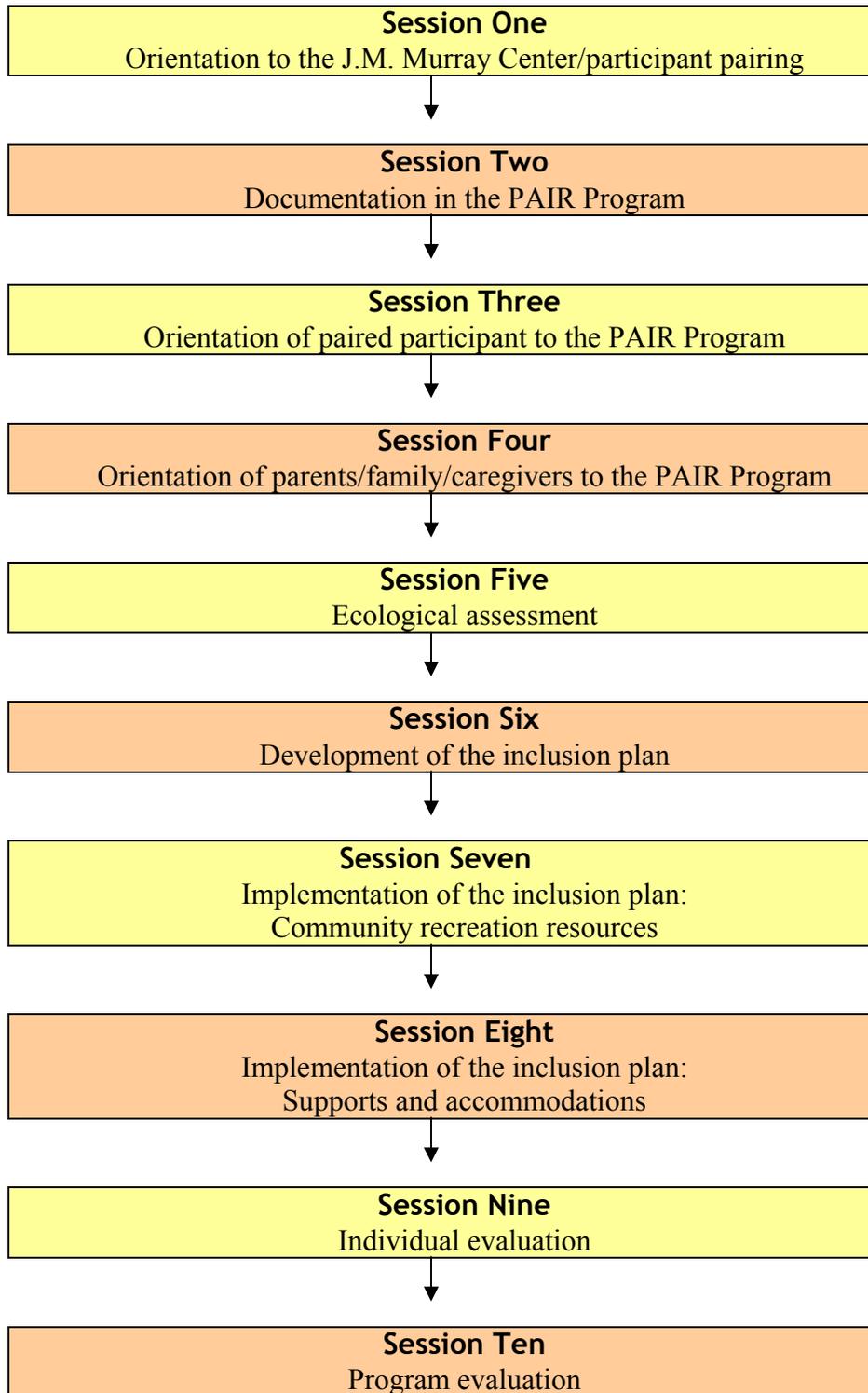
Outcomes

Through involvement in the PAIR Program:

- Participants will make friends with individuals who share their interests, not their disability.
- Participants will be functional participants in community recreation activities of their choice, based on interest.
- Facilities, individuals, organizations and communities will provide accessible accommodations that welcome individuals of all abilities.
- There will be improved quality of life for all participants.
- There will be increased social interactions among participants.
- Participants will have increased independence.
- There will be increased positive attitudes for the people with disabilities and a better understanding of specific disabilities.



How the PAIR Program Works



How the PAIR Program Sessions are Structured

Each of the following ten sessions use the same format or structure. Here is an overview of what you will see in each session:

- ☀ Title of session
- ☀ Brief description of the session
- ☀ Objectives
- ☀ Time required
- ☀ Materials & preparation
- ☀ Methods
- ☀ Documentation
- ☀ Attachments
 - Handouts
 - Forms, etc.



Some sessions are done only once, while others are ongoing. The information given in each session is your road map to successful inclusion of the participant with whom you will be paired at the J.M. Murray Center.

Session One

Orientation of Student Volunteers to the J.M. Murray Center and Participant Pairing



Brief Description

In this session, you will receive an orientation to the J.M. Murray Center from the Center's liaison to the PAIR Program. You will need to complete several forms required of volunteers at the Center, and you will be asked to complete a PPD or time test and show proof of the results. You will be paired with a participant from J.M. Murray Center with whom you will implement the PAIR Program.

Objectives

- ✿ To meet the J. M. Murray Center Services Liaison to the PAIR Program
- ✿ To discuss the purpose of PAIR Program
- ✿ To fill out the volunteer application
- ✿ To review the Volunteer Information Packet
- ✿ To arrange for a time test (PPD)
- ✿ To learn about the participants from J.M. Murray Center selected for the PAIR Program
- ✿ To have a participant assigned to you

Time Required

90 to 120 minutes

Materials & Preparation

- Pen and paper
- Volunteer Application
- J. M. Murray Center In-Service Packet
- Liaison's business card with phone number, address, and e-mail address
- The following handouts:
 - Signature page
 - Mission Statement
 - Participants Rights
 - Incident Management Training

- Autism handout
- Principles Human Growth and Development
- HIV and Confidentiality
- Day Habilitation brochure
- Map locating J.M. Murray Center and Workshop

Methods

- The J.M. Murray Center liaison will describe his or her job duties and the mission of the J.M. Murray Center as it relates to the PAIR Program.
- The liaison will hand out the materials, discuss the project, assist with documentation, and arrange for the PPD tests.
- The liaison will describe the challenges associated with different living arrangements: Lives with family, with a caregiver, or in a group home.
- The liaison will describe the challenges associated with transportation.
- The liaison will discuss barriers for the participants like staffing issues, deficient social skills, prejudice, and the lack of community support.
- The liaison will describe the fear reaction of the public, when individuals with developmental disabilities attempt to use community facilities in large groups.
- The liaison will assign you a participant and briefly outline his or her specific situation, personality, and the best way to communicate.
- The liaison will end with time for questions and answers.

Documentation

Complete the following forms:

- Volunteer Application
- In-service Packet Signature Page
- PPD (tine test) Certificate
- Copy of driver's license

Attachments

All the following attachments will be provided in an orientation packet provided by the liaison from the J.M. Murray Center:

- Volunteer Application
- J. M. Murray Center In-service Packet
- Liaison's business card with phone number, address, e-mail address
- Signature page
- Mission Statement
- Participants Rights
- Incident Management Training
- Autism
- Principles Human Growth and Development
- HIV and Confidentiality
- Day Habilitation brochure
- Map locating Center and Workshop

Session Two

Documentation in the PAIR Program



Brief Description

In this session, you will learn how to document the services you provide in the PAIR Program and how the participant with whom you will work is progressing in the inclusion process. The main form of documentation is journaling. The journals will contain your “action” and “reflection” on the weekly activity done with the participant. Later sessions will describe how you will document the assessment, inclusion plan, and evaluation.

Objectives

- ✿ To reflect on whether the outcome of the activity done with the participant was successful or not
- ✿ To learn how to write journal entries
- ✿ To learn when to report your documentation results to the J.M. Murray Center liaison for the PAIR Program

Time Required

Throughout the semester, you will write in your journal. The journals take about a half hour per week to complete.

Materials & Preparation

You can use the “Journal Page Guidelines” (see attached) for assistance when writing your “action” and “reflections” on your weekly meeting with your paired participant.

Methods

- It is important for you to write in your journal as soon as the session/activity is completed with your participant, while it is fresh in your memory.
- When writing in your journal, use a double entry approach:
 - Action is what you do, see, hear, say, etc. during a session with your participant or others.

- Reflection is what you think or feel about the action; it is your interpretations, impressions, etc.
- Write both in a double column format, as shown in the attached example.
- E-mail each journal entry as soon as you complete it to the J.M. Murray Center PAIR Program liaison.
- You will use your journal entries to help you write your assessment results, help with your inclusion plan, and evaluate the progress of your participant toward inclusion.
- Write in a manner that is concise, brief yet comprehensive, and accurate.

Documentation

Write in your journal immediately after each session with your participant.

You need to not only have weekly journals written and shared with the J.M. Murray Center liaison, but also need to provide assessment results (see Session Five), an inclusion plan (see Session Six), and progress reports (see Session Nine).

In brief, assessment results will contain all the assessment tools and strategies needed and used during the assessment process, as well as the findings and recommendations. The inclusion plan will consist of goals and objectives developed with the participant for inclusion, and will also include how you will get your participants integrated in the community. You will document ways he or she can get the participants involved in some type of recreation in their home community, whether finding it is at a school, YMCA, BOCES, etc. Mid-term and final progress reports will describe the overall progress of the participant, whether or not goals and objectives have been met and recommendations for the future. Each of these is describe in detail in later sessions.

Attachments

- Journal Entry Guidelines handout

Session Two Attachment

Journal Entry Guidelines

(adapted from Bernard & Goodyear, 1998)

Date:	Hours:	Cumulative Hours :
Action	Reflection	
<p><u>Each Session:</u></p> <p>Describe the general outline of what activities and situations you experienced this day.</p> <p>Describe key or critical interactions as objectively as you can. Here are some questions to help guide your entry:</p> <ul style="list-style-type: none"> ▪ What were the goals of the interaction or activity? ▪ Did anything happen during the activity that caused you to reconsider your goals? How did you resolve this? ▪ What was the major theme or activity of the interaction? ▪ Describe the interpersonal dynamics between you and the other parties involved. ▪ How did individual differences (e.g., gender, ethnicity or race, developmental level) affect the interaction? ▪ How successful was the activity or situation? Were your initial goals achieved? 	<p><u>Each Session:</u></p> <p>Describe your own feelings, thoughts, reactions and concerns as the day's activities progressed.</p> <p>Here are some questions to help guide your entry:</p> <ul style="list-style-type: none"> ▪ What were you feeling at various points during the day in relation to what was happening? ▪ What was your personal reaction to the day's activities? ▪ What were you thinking as the activity progressed? ▪ How did you feel at the end of the activity session? ▪ What did you learn about delivering services from this session? ▪ What are your plans and goals for the next session? 	

Session Three

Orientation of Your Paired Participant to the PAIR Program



Brief Description

This session will focus on how you should orient your paired participant at the J.M. Murray Center to the PAIR Program, as well as help him or her understand the definition for recreation and leisure. You should have a meeting with the staff at the J.M. Murray Center to find out more about your participant and see if there are any precautions you need to take or things you need to find out about your participant.

Objectives

- ✿ Your participant at the JM Murray Center will understand what the PAIR Program is about and have any questions he or she may have answered.
- ✿ You will know about your participant and know if there are any precautions you need to take with your participant.
- ✿ The participant will identify aspects of the process that may cause confusion.
- ✿ The participant will understand what recreation and leisure is, and the types of activities he or she will be doing in the program.
- ✿ The participant will realize that you are not just leaving him or her at the end but that you are slowly ‘fading out’ as you help him or her make natural connections in the community.

Time Required

1-2 weeks

Materials & Preparation

Materials:

- Two handouts with questions to ask during screening as well as an outline for your orientation with the participant.

- Leisure education activity that could be used with participant
- Any other materials that you feel would help getting the participant oriented with the program.

Preparation:

- Set up a meeting with the staff at the J.M. Murray Center to talk about your participant and the things that you would need to know about them.
- Set a time to get together with participant to get to know them as well as explain the program to them.
- Go over handouts before the meeting with your participant to make sure you completely understand what you are telling them.

Methods/Activities

- Meet with staff members from J.M. Murray Center to gain as much information as you can about your assigned participant (use attached forms).
- Approach your assigned participant kindly with this program to show that it will be fun and not a very tiring program.
- Use the quick questionnaire (see attachments) to get to know your participant more and understand what types of precautions may need to be taken as well as general facts you need to know about him or her.
- Explain to the participant the principles of leisure:
 - You have the right to pursue your leisure interests, regardless of your ability level.
 - You have the right to access and use any program or service that any other citizen has the right to, etc.
- A leisure education program could be done to get the participant to understand what recreation and leisure are and to understand the types of activities that he or she will be doing with you.

Documentation

Document your orientation session in your journal, as described in Session Two.

Attachments

- Screening questionnaire to use with J.M. Murray staff
- Outline for meeting with assigned participant

Attachment for Session Three

Screening Questionnaire

These are questions that you should ask the staff at the J.M. Murray Center so that you can get a better understanding of your participant.

- Can my participant be left alone with only me or another support in the community?
- Are there any communication barriers that I need to be aware of with my participant?
- Are there any major precautions that need to be taken with my participant? What are they?
- Are there any physical barriers that I need to be aware of with my participant?
- Why did you choose my participant for the PAIR program?
- Does my participant seem to be excited about doing this program, does he/she really want to do the program?
- Does my participant get very attached to people?
- Is there anything else I need to know about my participant?

This next set of questions can be asked when you meet your participant.

- Why do you want to do this program?
- Would you be willing to give time out of your schedule to meet with me once a week, at times maybe even twice a week?
- Do you understand what the program is really about? Could you explain it a little?
- What is recreation/leisure to you?

Attachment for Session Three

Outline for Meeting with Participant

Introductions

- ✓ Who you are, a little about yourself
- ✓ For what agency or school you are doing the volunteer hours (e.g., university, school, class, organization)
- ✓ Why you are doing the PAIR Program
- ✓ Ask about the participant, who he/she is, why interested in the program, etc.

About the PAIR Program

- ✓ What the goals of the program are and what you will be doing together
- ✓ The assessment and inclusion plan
- ✓ How many times you will be meeting with the participant (e.g., once a week for 14 weeks)
- ✓ Why you will be leaving and how you fade out of the picture, helping the participant make connections with others involved in their interests

What recreation/leisure is

- ✓ Explain what recreation/leisure is (use definition below to help)
Note: You can do a leisure education game of your choice, if wanted
- ✓ The different activities that are considered recreation and leisure
- ✓ The different activities that you may do with the participant, depending on their preferences and needs

Ask if there are any questions or concerns with the program and address them

Conclusion

- ✓ When you will be meeting again with your participant

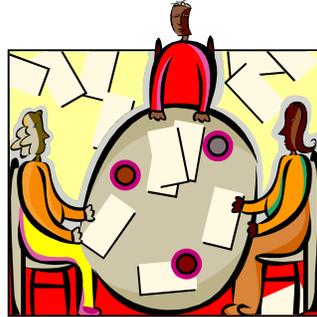
Definition of Recreation and Leisure

RECREATION is organized activities for fun and enjoyment that society feels are positive (Anderson & Kress, 2003)

LEISURE can be free time, non-work activity, or a feeling of freedom and happiness as one does an activity (i.e., an attitude). How we spend our leisure helps to shape who we are as human beings (Anderson & Kress, 2003)

Session Four

Orientation of Parents/Family/Caregivers to the PAIR Program



Brief Description

In this session, you will be speaking to parents, family members, caregivers and anyone else who may be closely involved in your participant's life. You will explain to caregivers or family members what inclusion is and the steps you plan to take with your participant to help him or her be included in recreation in the community. It is important to be sure the caregivers/family/staff understand that the goals of the PAIR Program are to facilitate natural supports in the community, and your role is to help build those supports that will endure long after you have faded out of the program.

Objectives

- To introduce yourself to your participant's family members, support staff, or caregivers
- To educate your participant's support system about what inclusion is and what the goals of the PAIR Program are.
- To inform your participant's support system about your task and the steps you plan on taking to accomplish it (i.e., outline the PAIR Program process with them).
- To familiarize yourself with your participant's support system, so they know they can trust and rely on you.

Time Required

Required time depends on the interviewees. You may need more or less time depending on what each person has to say. You should spend no less than 15 minutes with each interviewee, and no longer than an hour for your first meeting.

Materials & Preparation

- You will need a pen and a notebook to record any necessary information.
- A copy of “How the PAIR Program Works” (p. 11) may be helpful in explaining the program to the family/staff/caregivers, as well as a copy of pp. 7-10 (what inclusion is, what the purpose, goals and outcomes of the program are)

Methods

- Call and make the necessary arrangements for a meeting
- Introduce yourself in a professional manner, nicely dressed, friendly, etc.
- Explain what inclusion is, the purpose and goals of the PAIR Program, and the purpose of your visit
- Explain how you plan on including your participant; you may ask for suggestions or references
- Explain that you are going to eventually work your way away from this participant as natural connections are made with people in the activities chosen
- Exchange necessary phone numbers or e-mail addresses

Documentation

Document your orientation session in your journal, as described in Session Two.

Attachments

None

Session Five

Ecological Assessment



Brief Description

Assessment is critical as it provides the basis for all other steps of the inclusion process. It is the step where you will be analyzing your participant's degree of leisure functioning. Leisure functioning includes the strengths and needs of your participant in terms of skills, abilities, and attitudes relative to leisure and recreation.

Assessment should focus on your participant's functional abilities to participate in a wide variety of activities, your participant's knowledge/skills of the wide range of leisure activities currently available to them, present attitudes towards recreation and leisure held by your participant and their parents/caregivers, your participant's knowledge of the resources available in their community, and the ability of your participant to participate independently in recreation activities of interest or choice.

Assessment should also focus on the participant's environment: what resources and supports are available, and what barriers exist? In this session, you will learn as much as you can about your participant's leisure and his/her supports for recreation.

Objectives

- ✿ To identify the participant's preferences/interests
- ✿ To identify the strengths and needs of your participant
- ✿ To identify the participant's resources for recreation in the home and community
- ✿ To identify any financial/transportation or other barriers your participant might have to full inclusion in their preferred recreational activities

Time Required

2-3 meetings, each lasting 1-4 hours

Materials & Preparation

It is very helpful if prior to performing your assessment that you familiarize yourself with the information you want to know. Think about what you plan to do with this information once you obtain it. If you are using any written or standardized assessments, be sure you have everything you need to complete them.

Methods

- There are many different ways to conduct an assessment.
 - *Observation*: Simply watching your participant engaging in recreation and leisure activities. This includes at the J.M. Murray Center, where he or she may spend an abundance of his or her time. (It's best to observe your participant in an environment that makes him or her feel comfortable).
 - *Interviews*: You could speak directly to your participant or you can ask his or her family, friends, J.M. Murray staff, or anyone else involved in his or her life. The attached "Quality of Life" questions are a useful interview guide.
 - *Records*: You do have access to these and they are a great way learn more about your participant.
 - *Standardized or Written Assessments*: There are many to choose from including the Leisure Boredom Scale and the Leisure Diagnostic Battery.

- It's best to use a variety of methods. Involving your participant's family members/caregivers helps out a lot. This will provide you with a well-rounded picture of your participant and his or her needs and interests.

- There are many skills that you are looking for when conducting an assessment: Play skills, social skills, physical skills, cognitive skills, and communication skills. Here are some starter questions to ask your self while performing an assessment:
 - What are my participant's recreational interests and preferences?
 - Does he or she have close relationships with family or friends?
 - Is he or she eager to engage in conversation with others? Is he or she shy?
 - Is he or she aware of the recreation and leisure activities available to him or her at home? School? Work? In his or her community?
 - What's his or her current level of activity engagement?
 - Is he or she motivated to participate in recreation?
 - Does your participant initiate recreation activities?
 - Does your participant have any barriers to activities? (Example: lack of transportation or money? Lack of social skills? Etc.)

- Once you know your participant's preferences, you need to assess what is available in his or her community and how you can best help your participant access and use that resource or program. You will need to visit the programs/facilities/areas in which the participant wants to be involved and learn what is required for participation. You will need to assess the participant's abilities in relation to the demands or requirements of the community activity in which he or she wants to be involved. You will need to determine what supports, adaptations, or accommodations will be needed to ensure successful participation and inclusion.

Documentation

Document your assessment sessions in your journal, as described in Session Two. Use these journal entries to help you write a formal assessment report. Use the format provided in the attachment on the next pages to write up your assessment results. Share these results with the J.M. Murray Center liaison, the participant, and other important people in the participant's life. Use the assessment report to help you develop the Inclusion Plan.

Attachments

- Quality of Life Interview Questions
- Assessment Report Format
- Example of an assessment report: "Charlie"

Attachment for Session Five

Quality of Life Interview Protocol

Below are a series of questions that will give you a fairly complete picture of your participant's quality of life and leisure lifestyle. You may need to rephrase the questions, depending on the communication abilities of your participant. You may also need to ask some of the questions to people who are close to and know your participant well.

1. Recreation Participation

- ✿ How often and what kinds of recreation/leisure activities do you participate in?
- ✿ With whom do you usually do these activities?
- ✿ Who chooses the activities you do?

2. Quality of Leisure

- ✿ How would you describe the quality or nature of the recreation/leisure activities you do?

3. Choice/Self-Determination

- ✿ How much choice and self-determination do you feel you have in your recreation and leisure?
- ✿ In your life in general?

4. Free Time Usage

- ✿ How much free time do you have every day?
- ✿ How do you decide what to do with that free time?
- ✿ With whom do you usually spend your free time?
- ✿ How much do you experience boredom?

5. Friends

- ✿ How many friends do you have?
- ✿ When do you spend time with them?
- ✿ What do you usually do with your friends?
- ✿ What would you change about your friends or other relationships in your life?

6. Community Involvement

- ✿ How much involvement do you have in the community in which you live?
- ✿ Do the activities you do or the friends you have involve you actively in your community?

7. Meaningfulness of Life

- ✿ What are the most meaningful things in your life right now?
- ✿ What would you like to change about your life?

8. Health/Fitness

- ✿ How healthy do you feel you are?
- ✿ What opportunities do you have to maintain or improve your fitness?

9. Self-Esteem

- ✿ How satisfied or happy are you with yourself (self-esteem)?
- ✿ What do you like about yourself?
- ✿ What would you like to change?

10. Physical Environment

- ✿ How satisfied or happy are you with your living arrangements (physical environment)?
- ✿ What would you like to change?

Attachment for Session 5

Assessment Report Format

1. Participant Name
2. Dates of the Assessment
3. Person who Conducted the Assessment and Title
4. Reason for the Referral/Assessment
5. Background Information
6. Methods
7. Results (the following sub-categories will vary, depending on your assessment focus)
 - a. Leisure/Recreation Interests, Attitudes and Motivation
 - b. Socialization/Friendship Skills
 - c. Choice-Making/Decision-Making Skills
 - d. Concept of Self and Environment
 - e. Physical Health/Capabilities
 - f. Barriers to Recreation, Leisure and Community Inclusion
 - g. Other Important Considerations
8. Summary
9. Recommendations

Sign and date the assessment

Attachment for Session Five

Example Assessment Write-Up

Participant Name:

“Charlie” (name and details about participant have been changed to protect confidentiality)

Dates of the Assessment:

9/7/04-9/23/04

Name of Evaluator:

Suzie Sample, PAIR Program Volunteer and SUNY Cortland REC student

Reason for Referral:

To establish a basis for the development of an inclusive recreation program plan for Charlie.

Background Information:

Charlie is a 25 year-old man who lives with his parents and three siblings in Hometown, NY. Charlie is diagnosed with Down syndrome. Charlie has moderate speech difficulty and mild vision impairment. Charlie graduated from Hometown High School in 2000 and currently works mornings at the J.M. Murray Center workshop and participates in the Day Habilitation Program in the afternoons. As part of his Day Habilitation program, Charlie volunteers regularly at several community locations.

An ecological assessment was completed by Suzie Sample, a SUNY Cortland RLS student. The purpose of the assessment was to identify Charlie’s strengths and abilities, likes and dislikes, leisure interests, attitudes and motivations, and his barriers to leisure and community inclusion. The assessment focused on home, workplace/day habilitation, and community environments.

Methods:

The following methods were used to complete this ecological assessment:

Day Habilitation/Workplace Environment: Behavioral observation of Charlie in his workshop, working in the community, in the community with his day habilitation staff and peers, were completed to learn about Charlie’s social and interpersonal skills with peers and others in a variety of situations. Brief interviews were completed with Charlie, his workshop staff members, and his day habilitation staff members to gain insight into Charlie’s life, and specifically his leisure interests and attitudes.

Home Environment: A brief behavioral observation of Charlie was done in his home environment (relaxing in living room with family members). An informal interview with Charlie’s mother was completed to gain her input on Charlie’s schedule, routines, interests, behaviors, and lifestyle. A baseline Quality of Life interview was partially completed with Charlie to gain insight into his recreation participation, quality of leisure, choice/self-determination, free time usage, friends, community involvement, meaningfulness of life, health and fitness, self-esteem, and physical environment.

Community Environment: Behavioral observation of Charlie in the community (park, downtown) was completed to assess social skills and comfort level in the community. Informal interviews were completed with Charlie to identify leisure interests and disinterests, assess his ability to express preferences, choice-making abilities, and identify a possible community inclusion activity for him. The following days and amount of time were spent in each of the above areas:

Workplace/Day Habilitation:	9/7/04, 9/12/04	3.0 hours
Home:	9/16/04, 9/23/04	1.0 hour
Community:	9/16/04, 9/23/04	3.0 hours

Results of the Ecological Assessment:

1. Leisure/Recreation Interests, Attitudes, and Motivations

Charlie expressed that his recreation and leisure interests are: listening to country music, shopping for CD's, watching TV, watching movies, arts and crafts, walking/hiking, and visiting individuals who reside in nursing homes. Charlie is able to indicate preferences for leisure activities. Charlie expressed he wished he had more time for recreation, leisure, and fun.

2. Socialization/Friendship Skills

In regards to social skills, Charlie is cheerful, friendly, and polite. He is soft-spoken and often does not maintain eye contact. Charlie likes to joke and laugh, though his speech difficulty may be a challenge in social relationships. However, he is aware of this and uses methods to clarify himself, including sounding out words, spelling, and repeating. Observing his social skills with his peers at work and day habilitation, it seems Charlie is well-liked and enjoys socialization, yet is not very talkative. Charlie was able to introduce others to friends. His conception of friends is unclear, as he referred to staff and case workers only.

3. Choice-Making/Decision-Making Skills

Charlie's decision-making skills are inconsistent. Sometimes Charlie expresses preferences clearly and enthusiastically, while when asked yes or no questions, responds "yes" or "no," and upon further questioning, responds, "I don't know."

4. Concept of Self and Environment

Charlie expresses that he is happy with himself. In terms of his living environment, he feels that he has lived at home too long and would like to possibly move to an ARC home. Charlie expressed that he did not want to change anything about himself. He expressed that he doesn't do a lot in the community.

5. Physical Health/Capabilities

From my observation of Charlie's physical capabilities and skills, it appears that Charlie is healthy and well-coordinated. As a result of his slight vision impairment, Charlie stumbles at times. Also, Charlie needs assistance crossing the street, but does not verbalize this need, just reaches out for support. As far as his health, Charlie noted that he wants to lose weight and cut down on food intake.

6. Barriers to Recreation/Leisure and Community Involvement

The barriers to Charlie's involvement in recreation/leisure in the community include: his parents, who are not consistently optimistic or enthusiastic about making an inclusive recreation activity in the community happen. Also, the responsibilities of Charlie's busy family are a barrier as this prevents them from assisting him to have more of an active recreation and leisure lifestyle and involve him in the community. Another barrier is money for activities – Charlie's parents says that he has "no money" to spend on activities, yet his case worker says that he does. Transportation is yet another barrier – Charlie's home is too far out of town for access to public transportation, taxis are too expensive, and Charlie's family is unable to provide transportation. Lastly, Charlie's schedule is a barrier. He has expressed that after 7 pm is too late for him—he would like his nighttime routine to stay in place.

7. Other Important Considerations

The question areas that Charlie did not seem to fully comprehend in the interview – friends, meaningfulness of life, perceptions of self, level of community involvement, free time usage, and quality of leisure – need to be further explored. It appears that Charlie is extremely independent and diligent at work. Interviews with his staff support this – they stressed how hard-working and efficient Charlie is. Interviews with Charlie’s Day Habilitation staff showed Charlie’s attachment issues with females.

Summary

Although barriers exist, Charlie has great potential to successfully participate in an inclusive community activity or program that will enhance his quality of life. Charlie is a kind, cheerful, hard-working man with many strengths. Charlie has expressed his interest for leisure activities in the community and it is hoped that he will be able to connect with others in an enjoyable and satisfying activity.

Recommendations

Based on this assessment of Charlie’s strengths, needs, and interests in leisure as well as community participation, the following recommendations are made to be considered for Charlie’s successful inclusion in a community activity or setting:

1. Participation in visiting and socializing with residents of a nursing home in the Cortland community
2. Participation in an arts and crafts class, club or group activity in the community
3. Participation in a walking or hiking club or program in the community
4. Assistance with development of more assertive social skills, to meet others in these community activities who could become friends or acquaintances with which participation could become lifelong.

Recommendations also include continued communication with Charlie’s family to facilitate his participation, as well as continued consideration of factors/barriers including transportation and available finances for activity participation.

Signature of PAIR Volunteer: *Suzie Sample* Date: 9/30/04

Session Six

Development of the Inclusion Plan



Brief Description

The purpose of the Inclusion Plan is to develop a complete plan of action that will guide the inclusion process. Based on the information gathered throughout the assessment process, you will identify the goals of your participant. From there you will develop objectives, the steps you and your participant will take to meet each goal. In addition to goals and objectives you will want to consider any adaptations, accommodations or additional supports your participant may need for each activity. Accommodations and supports are described later on in the manual. One of the most important things to remember when developing your Inclusion Plan is to include your participant! By including your participant in the planning process, you are ensuring that it is their needs and interests that are driving the inclusion process. A complete Inclusion Plan will act as a step-by-step guide through the inclusion process, as well an effective evaluation tool for measuring progress.

Objectives

- To develop the ability to identify individual goals, needs, and interests
- To develop strategies for goal accomplishment
- To include the participant in the development of the inclusion plan
- To develop a plan of action that is focused on enhancing the participants quality of life
- To establish community connections that match the participants needs and goals

Time Required

Development of the Inclusion Plan should occur after a thorough assessment of the individual. Approximate development time is 2 hours.

Materials & Preparation

To develop the Inclusion Plan the following materials are recommended:

- Assessment Results: Interests, needs, supports, transportation, hobbies...
- Participant! Include your participant in this process; let them be the guide!

Preparation:

Before you begin, gather all of the information from the assessment process. Try to pick out any common themes, such as an interest in country music, or the desire to meet more people. These are the pieces of information you will use to form goals and objectives.

Methods

- Develop the inclusion plan *with* your participant
- Include any other individuals that provide support
- Build goals and objectives from the strengths of the participant as well as interests
- Plan for the future and improving quality of life

➤ Step One: Develop Goals

A goal is a single sentence stating the direction you and your participant are working toward. For this program you are working towards community inclusion with your participant. And the ultimate goal is that you will help your participant make connections within the community, so when you are finished the participant will be able to continue participation. You will develop the goals based on what you have learned about your participant. An example of a goal statement that applies to the inclusion process is:

“Mark will develop a leisure support system”

- Develop goals based on the participant’s needs and interests.
 - Does the goal represent what the participant wants?
- Build your goals from the philosophy of inclusion.
 - Is there a connection between the participant and the community?
- Goals should be realistic and appropriate.
 - Can the goal be achieved?
 - What will happen if the goal is achieved?
- The focus should be on improving quality of life.
 - What are the benefits and desire outcomes of this goal?
 - Does this help increase the participant’s recreation and leisure lifestyle?
 - Will the participant be able to continue involvement after this program?

➤ Step Two: Develop Objectives

An objective is the specific action the participant will take to meet each goal. You will develop these strategies with the participant. The following is an objective for the example goal above:

“Mark will introduce himself to three individuals during an event at the Recreation Center.”

The “What-Where-When-Who-Why” of the objective

- What: What exactly will the participant do to meet the goal?
- Where: Include the details of where this is taking place.
- When: Any specific time or event?
- Who: Is there anyone else involved?
- Why*: Does this strategy help the participant reach the goal? You do not need to include this in the statement, but use it as a guide when developing the objectives.

➡ **Step Three: Adaptations, Accommodations, and Supports**

As you are developing your objectives keep in mind the specific needs of the participant. Take a look to see if there are any additional adaptations, supports or accommodations the participant may need for the experience. Another section describes accommodations and supports as well as how to provide them.

Documentation

See the sample Inclusion Plan attached

Attachment for Session Six

Sample Inclusion Plan

Goal #1: Mary will increase overall leisure participation.

Objective 1a: Mary will become a member of the YWCA with assistance from the PAIR volunteer.

Objective 1b: Mary will participate in member activities, first with assistance from the PAIR volunteer, then on her own.

Objective 1c: Mary will meet with the director of the YWCA to explore payment options, with assistance from the PAIR volunteer.

Accommodations: Mary does not have the financial ability to pay for a membership. Explore alternatives for membership. Transportation will need to be provided, discuss with other members of Mary's support team.

Interventions: Contact director of YWCA, discuss the goals of program as well as participant goals. Arrange time to meet.

Goal #2: Mary will develop a leisure support system.

Objective 2a: Mary will interact with other members at events, initially with assistance from the PAIR volunteer, then on her own.

Objective 2b: Mary will introduce herself to 3 individuals at each event on her own initiative.

Accommodations: Mary will need to develop connections to possibly help out with future transportation and support.

Intervention: Mary will have the opportunity for independent social interaction. During activities at the Y, watch for other participants who seem open and willing to interact with Mary and others. Help Mary with the social skills to introduce herself and carry on social conversations with those individuals. Fade from interaction as Mary and others get to know each other.

Session Seven

Implementation: Community Recreation Resources



Brief description

The Community Recreation Resource session is provided to help increase the time spent including the participant into his/her recreation activity, by listing facilities and activities in Cortland County. This resource will more quickly familiarize you with what is available in Cortland and the surrounding area for recreation.

Objectives

- To increase the time spent including the participant into the community and less time searching for recreation resources.
- To help you find an adequate facility/activity with the participant that matches her or his interests.

Time required

Ongoing

Materials & Preparation

- Community Recreation Resources attachment
- Cortland area phone book
- Participant's assessment and inclusion plan
- Map of Cortland

Methods

- Review facilities and participant's assessment results and inclusion plan to match the participant to a facility/resource that offers activities the participant enjoys.

Documentation

Document your sessions and resource searches in your journal, as described in Session Two.

Attachments

- Community Recreation Resource handout

Session Seven Attachment

Community Recreation Resources in the Cortland Area

Non-for-Profit Facilities:

☀ **Access to Independence**

37 Church Street
Cortland NY 13045
Phone # (607) 753-7363

Fax # (607) 756-4884
Email: access@odyssey.net
www.cilcortland.org/contact.htm

Our mission is to promote awareness of barriers, both structural and attitudinal, that affect the lives of people with disabilities.

☀ **Cortland Youth Bureau**

35 Port Watson Street
Cortland, NY 13045
Phone # (607) 753-3021

Fax # (607) 753-3023
Email- mcnerney@cortland.org
www.cortland.org/youth/index

The Cortland Youth Bureau will provide our community the opportunity to participate in a wide variety of recreational and educational programs. We will strive to provide the highest quality programs and facilities through strong and imaginative leadership. It is our desire to combine a positive environment with a rewarding experience.

☀ **JM McDonald Sports Complex**

4292 Fairgrounds Road
Cortland, NY 13045
Phone# (607) 753-8100

www.ccyha.com/complex

The Cortland Sports Complex, Inc. is a 501(c) 3, not-for-profit, independent organization open to everyone in Cortland County and beyond. The 80,000 square foot indoor facility contains a regulation-size ice rink, two turf fields, and a professional exercise facility. Open to all organizations in Cortland County and beyond!

☀ **Lime Hollow Center for Environment and Culture**

3091 Gracie Road
Cortland NY 13045
Phone # (607) 758-5462

Email- lhncortland@cortland.edu
www.limehollow.org

Lime Hollow Center for Environment & Culture (LH) is a private, non-profit organization whose mission is to provide year-round environmental education and recreation opportunities through utilization and protection of the natural and cultural attributes of the Lime Hollow area.

☀ **YMCA**

22 Tompkins Street
Cortland, NY 13045
Phone # (607) 756-2893

Fax # (607) 756-2895
Email- ymca@clarityconnect.com
www.ymca.net

YMCAs are the largest not-for-profit community service organizations in America, working to meet the health and social service needs of 18.9 million men, women and children in 10,000 communities in the United States. Y's are for people of all faiths, races, abilities, ages and incomes. No one is turned away for inability to pay. YMCAs' strength is in the people they bring together.

☀ **YWCA**

14 Clayton Avenue
Cortland, NY 13045
Phone # (607) 753-9651

Fax # (607) 753-8774
Email- Cortlandywca@clarityconnect.com
www.cortlandywca.com

The YWCA of the United States of America is a women's membership movement nourished by its roots in the Christian faith and sustained by the richness of many beliefs and values. Strengthened by diversity, the Association draws together members who strive to create opportunities for women's growth, leadership and power in order to attain a common vision; Peace, justice, freedom and dignity for all people. One Imperative: the elimination of racism.

Art Facilities and Galleries:

CPF Gallery

9 North Main St
Cortland, NY 13045
Phone# (607) 756-6499
Email- cortpicfr@odyssey.net
www.cortland.edu/art

Dowd Fine Arts Gallery

SUNY Cortland
Graham Avenue and Prospect Terrace
Cortland, NY 13045
Phone # (607) 753-4216

Pottery in Motion

59 crystal drive
Dryden, NY 13053
Phone # (607) 844-5177

Guardian Angel

129 Port Watson Street
Cortland, NY 13045
Phone# (607) 753-7039

Bowling Facilities:

281 Bowl

276 West Rd.
Cortland NY 13045
Phone # (607) 756-5737

Cort-Lanes Bowling

391 Tompkins St.
Cortland, NY 13045
Phone # (607) 753-3323
www.hilanes.com

Marathon Lanes Bowling

Route 11
Marathon, NY 13803
Phone # (607) 849-3274

Country Lanes Bowling

2930 Taylor Ave.
Cinnцинatus, NY 13040
Phone # (607) 863-3500

Hi-Lanes Bowling Center

8 prospect St.
Homer, NY 13077
Phone # (607) 749-3300

Recreation Alleys

24 Port Watson St.
Cortland, NY 13045
Phone # (607) 753-9339

Camping Facilities:

☀ Country Music Park

Rt. 13 North
Cortland, NY 13045
Phone # (607) 753-0377

www.cortlandcountrymusicpark.com

The Cortland Country Music Park provides activities such as listening to music, bingo, mini-golf, woods, horseshoe pits, shuffleboard, paddleboats and camping.

☀ Forest Lake

6019 Dog Hollow Road
Cuyler, NY 13158
Phone # (607) 842-6401

Email- 104670,3070@compuserve.com
www.cortland.edu/ace/sutton/page4.htm

☀ Yellow Lantern

Rt. 13 North, 1770 Truxton Rd.
Cortland, NY 13045
Phone # (607) 756-2959



Golf Facilities:

Cortland Country Club

Route 281 West Road
P.O. Box 227
Cortland, NY 13045
Phone # (607) 7562959

Walden Oaks Country Club

3369 Walden Oaks Blvd.
Cortland NY 13045
Phone # (607) 753-9452
www.waldenoakscc.com

Cortland Golf

783 Route 13 South
Cortland, NY 13045
Phone # (607) 758-8598
Fax # (607) 753-5989
Email- jjones04@aol.com

Elm Tree Golf Course

283 State Rt. 13
Cortland, NY 13045
Phone # (607) 753-1341

Stonehedge's Golf Club

Lick Street
Groton, NY 13073
Phone # (607) 898-3754

Willow Brook Golf Club

3267 NYS Rt. 215
Cortland NY 13045
Phone # (607) 756-7382



Museums:

The 1890 House Museum

37 Tompkins street
Cortland, NY 13045

Phone # (607) 756-7551

Homeville Museum

49 Clinton Street, Rt. 41
Cortland, NY 13045

Phone # (607) 749-3105
www.homerny.org/hist-museum

Cortland County Historical Society

25 Homer Ave
Cortland, NY 13045

Phone # (607) 756-6071
E-mail-cchs@clarityconnect.com

Theatre:

☀ Cortland Repertory Theatre

P.O. Box 783,
Cortland NY 13045

Phone # (607) 756-2627
www.cortlandrep.org

☀ Dowd Fine Arts Theatre

SUNY Cortland
Cortland NY 13045

Phone # (607) 753-5719
www.cortland.edu/performingarts

Ski and Snowboard Facilities:

☀ Greek Peak Mountain Resort

2000 NYS Route 392
Cortland, NY 13045

Phone # (607) 835-6111
www.greekpeak.net

☀ Labrador Mountain

Route 91
Truxton, NY 13158

Phone # (607) 842-6204
www.labradormtn.com

☀ Song Mountain

1 Song Mountain Road
Tully, NY

Phone # (315) 696-5711
www.songmountain.com

Cortland City Parks:

- ☀ Beaudry (Scammell St.)
- ☀ Courthouse (Church St. and Greenbush St.)
- ☀ Dexter (Elm St.)
- ☀ Randall (Randall St.)
- ☀ Suggett (Homer Ave. and Madison St.)
- ☀ Yaman (Kennedy Pkwy.)

Basketball Courts:

- ☀ Beaudry Park - 2 courts
- ☀ Suggett Park - 2 courts
- ☀ Dexter Park - 1 court
- ☀ Yaman Park - 1/2 court

Swimming Facilities:

- ✿ C. C. Wickwire Pool at Suggett Park
- ✿ Yaman Beach

Skateboard Park:

- ✿ Yaman Park



Suggested Websites:

- ✿ www.cortland.org/rec
- ✿ www.cortlandny.com

Possible Recreation Activities:

- | | |
|-------------|--------------------|
| *Basketball | *Bike |
| *Camp | *Field Hockey |
| *Golf | *Gymnastics |
| *Hike | *Hockey |
| *Lacrosse | *Rollerblade |
| *Shop | *Skate |
| *Skateboard | *Ski |
| *Soccer | *Swim |
| *Tennis | *Volleyball |
| *Volunteer | *Walk |
| *Ceramics | *Cross-Country Ski |
| *Snowshoe | *Art |

*The possibilities are endless.....



Session Eight

Implementation: Supports & Accommodations



Brief Description

This session will provide some basic ideas and examples on how to accommodate for or support a person with a disability to ensure inclusion into community recreation. There are many different strategies that can be used - please keep in mind these are just a few examples. Feel free to try some of your own ideas. Inclusion is really about being creative to meet the needs of individuals, one person at a time.

Objectives

- ✿ To understand what accommodations and supports are needed to achieve inclusion into the community.
- ✿ To be able to help participants develop positive social interactions in the community.
- ✿ To provide a support system for participant and develop transportation if needed.

Time Required

You will be continuously working and making changes throughout your time in the PAIR Program to provide the appropriate accommodations and support systems that are needed for each individual participant.

Materials & Preparation

Materials and preparation will depend on the supports and adaptations needed. Make sure appropriate support or accommodations are in place before inclusion takes place. Preparation is KEY!

Methods

➡ Adaptations and Accommodations:

The attached handout provides examples of many different adaptations or accommodations that can be used to facilitate full participation and successful inclusion of a person with a disability. The supports and accommodations you may use will always depend on the needs of your participant and the activity in which he or she would like to be involved.

➡ Supports:

The following supports may facilitate inclusion, depending on the needs of your participant:

- ✿ *One-to-One Assistant:* You should be prepared to work one-to-one with your participant for the first few weeks, assessing the participant's needs and wants. Then help the participant get the proper support he or she needs to participate in the chosen activity, making as many connections as you can with other participants. There may be a few participants that will need to have one-to-one assistance at all times and you will have to help the participants get this assistance. The facility can provide volunteer or paid assistant to assist participants.
- ✿ *Extra Staff Member:* You may have to help the participant by advocating for an extra staff member throughout the inclusion process. You should fade yourself out when the process of inclusion is successful and the participant is engaging in the community activity independently or the agency has provided the appropriate supports and accommodations. Staff may be from the recreation agency or from the participant's support services, such as a staff member from his or her group home.
- ✿ *Developing A Peer Support System:* You will be asked to act as a co-player in assisting participant's participation in community activities. This will involve finding and educating a community member to be a support system for the participant. You will help the support system person, who you hope will develop an authentic friendship with your participant, and fade yourself out of the process.
- ✿ *Leisure Coach System:* As a leisure coach, you will help participants improve socialization skills and recruit staff or other participants from the community to increase full involvement in the community

Documentation

Document the actions and reflections of meetings with participants in your journal, as described in Session Two. You will also want to keep in mind goals and objectives you and your participant have developed when writing in your journal. Keep in mind the journal is a very important piece of information and will help with mid-progress and end-progress reports. You may want to add any barriers or successes you found during your visits for future reference. Include writings about accommodations and supports that you have used throughout the whole process.

Attachments:

- Adaptation and Accommodations Handout

Session Eight Attachment

Adaptations & Accommodations*

✿ Equipment/Materials

You may need to modify equipment or materials for full participation in specific activities. You need to keep in mind the participant's abilities and make only adaptations that are needed.

Examples: Cardholders, large dice, or enlarged paintbrush handle

✿ Skill Requirements

You may need to break down activities into small steps for participants. By breaking down activities into smaller steps, you can make the necessary changes in skill requirements to let the participant fully participate in the activity. Here are a few examples:

Example: In basketball, allow traveling as an alternative for a person who uses a wheelchair.

✿ Procedures & Rules

You may need to make minor changes in the rules or procedures of the participant's choice activity to facilitate full participation.

Example: Someone with asthma may have a little longer at a "safe" spot in a tag game.

✿ Space

You may need to modify the space where an activity takes place for full participation, and know of other areas where the activity can occur if the space you have does not work.

Example: A nature walk can be moved from a rugged trail to a seldom-used back road, to allow someone with mobility difficulties full participation.

✿ Team or Group Formations

The dynamics of a group or team may need to be modified to allow full participation.

Example: In a team sport, rotate positions frequently, so the participant can rest or use different skills.

* from Anderson & Kress(2003). *Including People with Disabilities in Parks and Recreation Opportunities*. Venture Publishing Inc. pg. 31-37.

Session Nine

Individual Evaluation



Brief Description

Evaluation is an essential part of any program. It is through evaluation that you will be able to determine if your inclusion intervention is effective. The evaluation of any program is an ongoing process. It should include the participant assessment, the inclusion plan, all resources used and or needed for implementation of the plan, the intervention process and finally the outcome of the intervention.

Evaluation is not just done at the end of the program. You will do evaluation throughout the PAIR Program to determine if there is progress toward the participant's goals. These regular evaluations will help to adjust the inclusion plan.

Objectives

- To learn to plan and implement evaluation with your participant
- To make judgments about the effectiveness of your inclusion interventions
- To learn to document, use, and report your evaluation results

Time required

Weekly journal should require about 30 minutes.

The mid and final progress notes (evaluations) should require approximately 2 hours.

Materials & Preparation

Weekly journal

Methods

- ➡ Keep a journal of all interactions with your participant and significant others.
- ➡ Intervention process:
 - You will need to evaluate your inclusion plan after every interaction you have with your participant. This should be addressed in your journal entries. You will need to identify the following:
 - Are the goals attainable?
 - Is the intervention leading to an inclusive experience?

- Are the resources still available, do you need more?
- Is the client invested in the program?
- Your journal entries should always reflect how well the intervention is proceeding.
- After each session conduct a brief assessment of that session.
 - Did you meet the goals and objectives for that session?
 - Do you need to revive your goals and objectives?
 - Your journal entries should reflect how well the intervention is proceeding.
- About midway through your volunteer experience with the PAIR Program, summarize these brief assessments as a mid-progress report. Use this as a logical point to modify the inclusion plan if needed.
- Outcomes:

Once the inclusion program is completed you will need to evaluate your overall goals and objectives:

 - Were you able to achieve the goals and objectives you had established for the participant?
 - Does the participant have a more inclusive life style due to the intervention?
 - If not? Why?
 - Were you able to achieve the objectives? If not? Why?
 - Was the assessment of the client accurate?
 - What changes are needed?

Write this evaluation as a final progress report.

Documentation

- *Weekly:* You will need to keep a weekly journal reflecting your interactions with the participant, as discussed in Session Two and above.
- *Mid:* Midway through your volunteer experience, summarize your progress as documented in your journals in a mid-progress note.
- *Final:* The final evaluation will be summary of your journal entries and should be completed as a final progress report. Do this in relation to the goals in the inclusion plan.

Attachments

- Sample Progress Note

Session Nine Attachment

Sample Progress Note

Participant name: Jenny Smith

PAIR Volunteer: Suzie Sample

Date: 10/15/04

Goal One: Jenny will increase her overall leisure participation in the community

The objectives for this goal involved Jenny joining the Hometown Nature Center by means of an alternate payment plan and participating in member activities. While Jenny has participated in member activities, she has not yet established membership. She first wanted to make sure that she liked the activities before pursuing membership. Jenny continues to express interest in becoming a member. The next step is for Jenny to meet with Jane Doe, membership director of the Hometown Nature Center, to finalize a volunteer-for-membership program for Jenny, as well as informing Jenny's group home staff members of Jenny's plans.

In addition, Jenny and the PAIR volunteer are finding some opportunities for Jenny to join an exercise group as well as volunteer opportunities. Areas of interest include the YWCA and the local community college; contact has been initiated with both.

Goal Two: Jenny will develop a leisure support system.

The objectives for this particular goal involved attendance in programs, initiating conversations and interactions with other participants. Jenny demonstrates high socialization skills. While many introductions have been made with potential support persons, as yet, Jenny has not yet participated in an activity without the assistance of the PAIR volunteer. The Hometown Nature Center Volunteer Group is where Jenny has made the most connections, and two people in that group in particular are eager to include Jenny. More progress will be made on solidifying these relationships, with the PAIR volunteer fading from Jenny's continued involvement at the Hometown Nature Center. The PAIR volunteer will continue to work with Jenny at the YWCA and the community college until relationships are established there as well.

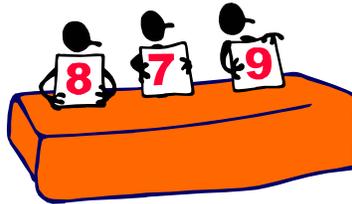
Goal Three: Jenny will increase participation in same-age activities.

This goal appears to be the most important to Jenny. While she enjoys her activities at the Hometown Nature Center, the population in attendance there is usually families and older adults. The PAIR volunteer will take an active role with Jenny in exploring activities at the community college with peers more Jenny's own age.

Jenny does receive support each week from a volunteer through a respite worker as well. This individual is a college student, more Jenny's age. The respite worker will be asked to help in connecting Jenny to college activities that are open to the community and helping her meet people there.

Session Ten

Program Evaluation



Brief Description

This session provides guidance on how you and others can evaluate the overall PAIR Program. Whereas the last session focused on how to evaluate how your individual participant benefited (or not) from the PAIR Program, this session looks at how to evaluate the overall program itself. Evaluation is essential to determine the effectiveness of the program and what may need to change to improve it. Evaluation should be done at regular intervals, and include the input of all persons involved in the process, including the participants in the program, the volunteers and the staff at J.M. Murray Center.

Objectives

- ✿ To understand how to evaluate a program on an ongoing basis
- ✿ To understand how to modify or change a program based on evaluation results
- ✿ To provide valuable guidance to J.M. Murray Center to improve this program

Time Required

Ongoing

Materials & Preparation

- PAIR Program Manual
- Assessment Reports and Inclusion Plans from several participants
- Mid and Final Progress Reports from several participants
- Journal entries from several PAIR volunteers

Methods

➡ From the collected documentation listed above, answer the following questions:

Program:

- Does the mission statement address the desired outcome?
- Were the goals and outcomes attainable?
- Did the goals and outcomes accurately address the needs of the participants served?

Assessment and Selection of Potential Participants:

- Did the participants meet the requirements for the program?
- Did the screening process accurately identify participants who would benefit from this intervention?

Orientation Process.

- Were the volunteers sufficiently informed of the agency policies?
- Were participants in the program sufficiently informed of the goals and process of the program?
- Were the families/parents/caregivers adequately informed of the programs goals and objectives?

Assessment of Participant Needs and Preferences:

- Did the assessments used adequately identify the participants' strengths, needs and interests?

Inclusion Plan:

- Did the plan reflect the preferences, strengths, and needs as identified in the assessment?
- Was the plan person-centered and developed in collaboration with the participant?
- Did the plan give adequate direction on how to facilitate full inclusion?

Implementation Strategies:

- Did the intervention plans used provide the desired results?
- Did the participant have access to community resources?
- Was the volunteer familiar with community resources?

Documentation:

- Was the documentation style used appropriate for the program? Is it too formal? Does it need to be more precise?
- Did it accurately record the intervention process?

Documentation

Evaluation results should be written in a brief, concise and accurate report that provides the answers to the above questions and recommendations for program improvement.

Attachments

None

References

- Amado, A. (1990). *Friends: A manual for connecting persons with disabilities and community members*. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.
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- Anderson, L., & Kress, C. (2003). *Inclusion: Including people with disabilities in parks and recreation opportunities*. State College, PA: Venture Publishing, Inc
- Bullock, C., & Mahon, M. (2000). *Introduction to recreation services for people with disabilities: A person-centered approach* (2nd ed.). Champaign, IL: Sagamore Publishing.
- Mount, B., & Zwernik, K. (1989). *It's never too early, it's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.
- Osburn, J. (1998). An overview of social role valorization theory. *The International Social Role Valorization Journal/La Revue Internationale de la Valorisation des Roles Sociaux*, 3(1), 7-12.

Appendix A

Attachments for Session One:

Orientation Packet for the J.M. Murray Center will be provided to you by the liaison for the PAIR Program