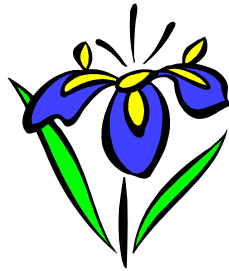


Madison Cortland ARC

# INDIVIDUALIZED RECREATION INCLUSION SERVICES

\*I.R.I.S.\*



**Written By**

Dr. Lynn Anderson, CTRS, CPRP

Melissa Blakeslee

Brianne Capasso

Stephanie Grosso

Annie Gustafson

Annette Havens

Megan Hernandez

Karyn Perry

Dana Foulin

Philip Rogers

Mary Sinicropi

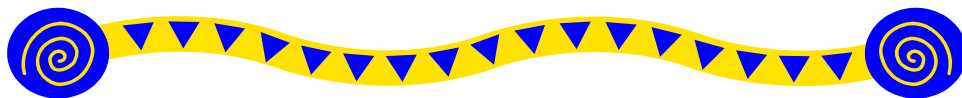
Ashley Swetman

Jennifer Sylstra

Chad Totman

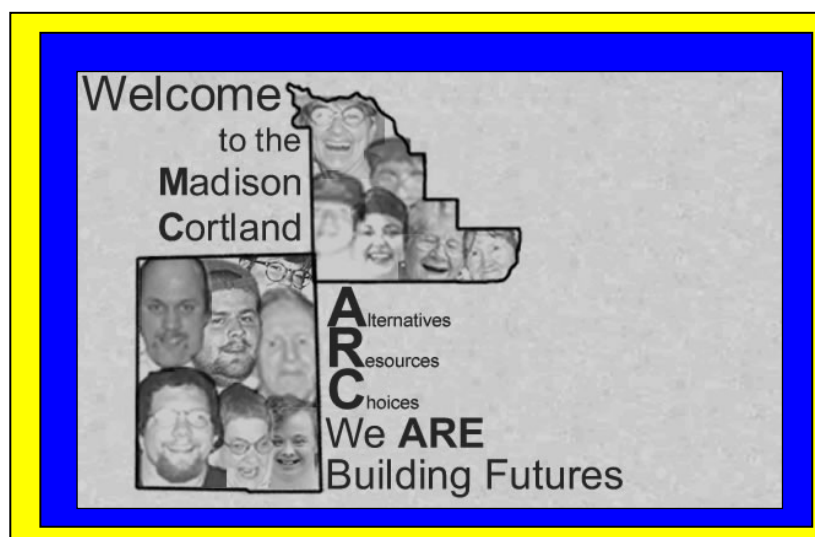
Denise Tyler

Mona Van Sluis



## Table of Contents

<b>Contents</b>	<b>Page</b>
Executive Summary.....	3
Introduction:	
Introduction and Agency Overview.....	4
Needs Assessment and Problem Statement.....	7
Theoretical Foundation and Guiding Principles.....	8
Purpose, Goals, and Outcomes.....	11
Inputs.....	12
Service Plan:	
Participant Assessment.....	14
Leisure Education: Social Skills Training.....	16
Leisure Education: Active Recreation Skills Training.....	18
Leisure Education: Expressive/Cultural Recreation Skills Training.....	20
Leisure Education: Community Resource Knowledge.....	22
Leisure Education: Choice-Making Training.....	24
Leisure Education: Planning Skills Training.....	29
Individualized Recreation Planning.....	30
Supported Community Inclusion in Recreation (Leisure Coaching).....	32
Evaluation Plan:	
Individual and Services Evaluation.....	34
Budget:	
Budget with Justification.....	38
References.....	40



## Executive Summary for the IRIS Program

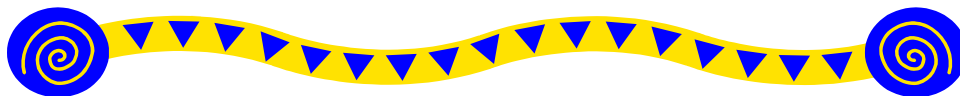


*“The iris is a large and remarkably diverse group of flowers, varying in color and form, cultural needs, and blooming periods”  
(Sunset National Garden Book, 1997).*

### Individualized Recreation Inclusion Services

**\*6 IRIS 9\***

Like the iris itself, this program celebrates individual differences, and uses them to design services that allow for the maximum inclusion of adults with developmental disabilities in healthy, vibrant, community-based leisure and recreation services that allow for full community life based on individuals’ dreams and aspirations. The IRIS program is built upon the principles of the *New York Options for People through Services* and upon the principles of the therapeutic recreation profession. Every individual is different, and this program recognized that. After a thorough, individualize recreation assessment by a certified therapeutic recreation specialist (CTRS), participants will be referred to needed services based upon needs, strengths, aspirations, and goals. Those services could include any of the components of the leisure education program (social skills training, active recreation skills training, cultural/expressive leisure skills training, community resources training, choice-making training, and planning skills training). As participants gain the skills and knowledge they need for full recreation participation, they will also participate in a person-centered individualized recreation planning session, facilitated by a CTRS, and including important people in participants’ lives, where an individualized recreation plan is developed. CTRS’s will provide the needed training, supports, and accommodations needed for each participant to fulfill their recreation dreams outlined in their individualized recreation plan. Services will be continually evaluated to assure the highest possible quality and relevance. The IRIS program is based on sound principles, designed to use best practices, and is cost efficient.



## Introduction and Agency Background

The IRIS program is designed to further the mission of the Madison-Cortland ARC program in meeting the needs of the people who participate in activities with the ARC. These needs were discovered through observation and interviewing participants. The IRIS program is theory-based. Participants utilize IRIS services after a thorough assessment of individual needs. Included in IRIS services is leisure education. IRIS will focus on social skills training, active recreation skills training, expressive/cultural recreation skills training, community resource knowledge, choice making, and planning skills training. IRIS also includes individualized recreation planning and inclusion in recreation, with needed supports and accommodations. In addition, the creators of this program have designed an evaluation tool and have built an estimated budget.

### **The Mission of the Madison-Cortland ARC**

Madison Cortland ARC provides leadership in the field of disabilities, supporting people in every manner possible, and developing the necessary human and financial resources to allow all members of our community to achieve their potential.

### **Guiding Principles of the Madison-Cortland ARC**

Madison Cortland ARC's sole purpose lies in the support of people with disabilities in every manner possible. At Madison Cortland ARC, all people are valued and productive members of society and must be treated with dignity and respect. Madison Cortland ARC constantly adapts to the unique and varying needs of each individual. At Madison Cortland ARC, growth is a life-long process, and hope for the future is vital to that growth. Madison Cortland ARC contributes to and receives from our public resources. At Madison Cortland ARC, people are supported, appreciated, and aware that everyone's role is important.

### **Description of the Programs and Services at Madison-Cortland ARC**

- *Clinical Services:* Madison Cortland ARC Clinical Services provides individualized rehabilitative support services in the clinical disciplines of Rehab counseling, nursing, psychological/behavioral, social work, occupational therapy, physical therapy, speech pathology, dietetics/nutrition, and psychiatry.
- *Service Coordination:* Service Coordination enables people with developmental disabilities and their families to find, utilize and coordinate available resources and opportunities in the community on the basis of individual needs. Service Coordinators independently advocate, and assist individuals in achieving a balanced life, rich in the aspects of choice: family, wellness, spirit, culture, community service, school, work, retirement, hobbies and friendships.
- *ELC Senior Program:* Provides services to individuals 50+ years old. A social model adult day program that gives seniors opportunities to participate in individual, group, and community activities.
- *ELC Early Intervention:*
  - *Nursery School:* Provides services for three and four year old children with and without special needs. An inclusive program that meets 2-3 days a week for 2 1/2 hours at the Early Learning Center.

- *Home Center Based: birth to 3 years old:* Special education, physical therapy, occupational therapy, speech/language therapy, feeding therapy, social work/service coordination and nursing services are all provided at the child's home or day care center.
- *3 to 5 years old:* Providing physical therapy, occupational therapy and speech/language therapy to preschoolers who qualify for services. The services may take place at the child's home, caregiver's home, preschool program and/or day care program.
- *Transportation Program:* The Madison Cortland ARC transportation program transports passengers from 31 various townships in Madison County. Madison Cortland ARC provides both fixed route and demand-response service to passengers attending programs operated by Madison Cortland ARC and the State of New York.
- *The Residential Services Program at Madison Cortland ARC:* provides individuals with a safe, clean, home with well-balanced nutritious meals, and the opportunity to develop independent living skills. Individuals are offered the opportunity for meaningful and enjoyable recreational activities in the evenings and on weekends. Residential Services operates homes and supportive apartments within Madison and Cortland Counties.
- *Home and Community Based Waiver Services (HCBS):* are individualized and tailored to individual needs. Choice, integration, independence, individualization, and productivity are the cornerstones of the services provided. Services include: Residential Habilitation, Day Habilitation, Overnight Respite, Supported Work, Prevocational, Skilled Respite, and Basic Respite.
  - *The Little Family Respite Center:* provides weekend respite tailored to your loved ones needs. Respite is available from Friday evening to Sunday afternoon by appointment. Located in Wampsville, the Little Family Respite Center offers a home like atmosphere with trained staff to provide the best quality of care while family is away.
- *Alternative Work Center Community Rehabilitation Programs:*
  - *Alternatives Industry:* Specializes in diversified manufacturing, assembly and packaging options.
  - *Alternatives Recycling Center:* A materials recovery facility specializing in servicing the recycling requirements of Madison County.
  - *Alternatives Food Products:* Manufacturer of butter and margarine portioned products for commercial and institutional consumption.
  - *Lo Jo Technology:* Specializes in electrical and mechanical manufacturing and assembly.
- *Community and Family Support Services:*
  - *Circle of Friends:* Designed for children and young teens to develop friendships with their non-disabled peers. One example of "Circle of Friends" is the Wind Dancers, a teenage interpretive dance troupe. Circle of Friends is currently offered in Madison County.
  - *Camp ARCO:* is a four week summer day program offered to youth in Cortland County. Camp ARCO is filled with fun and excitement! Activities include: field trips, science projects, games, arts & crafts, swimming, and more! *Priority is given to children and teenagers with special needs.* Camp ARCO is fully certified by the New York State Dept. of Health.
  - *Recreation Services:* Inclusive recreation activities are provided within the community.
  - *Family Reimbursement:* Families may choose to be reimbursed for cost of respite or other approved items or services.
  - *Guardianship:* This service provides information on legal guardianship to families. Assistance with applying for Article 17A Guardianship is available.

- *Alternatives Vocational Services Supported Work Transitional Employment:* is designed to assist individuals with disabilities in securing and maintaining community-based employment by providing job development, job coaching and follow along services. This allows the individual the opportunity for increased wages and greater independence. Madison Cortland ARC works with Working Solutions, a collaborative effort among many agencies and programs dealing with employment and training issues. Working Solutions utilizes a 'One-Stop' approach in connecting businesses and job seekers using personal and high-tech delivery of information and services.

Madison-Cortland ARC does not have a program such as the Individualized Inclusive Recreation Services (IRIS). The IRIS program will fill a void in meeting the needs of the individuals who use the services at the Madison-Cortland ARC, and give particular attention to a very important and neglected aspect of their lives, RECREATION!



## Need for the IRIS Program

Adults with developmental disabilities need exercise and recreation in order to maintain a healthy leisure lifestyle, including an acceptable level of physical fitness and social interaction. Individuals with developmental disabilities tend to participate in a sedentary leisure lifestyle, watching television or listening to the radio (Carter et al., 2004). Carter (2004) states that inclusion is promoted as fundamental to a high quality of life. Doljanac and Larson (2005) found that adults with intellectual disabilities and/or development disabilities are a heterogeneous group with regards to social activities as well as level of participation and means of access to them. They give support to the idea of individualized planning for leisure. These statements show a great need for recreation and leisure opportunities in the community to provide opportunities for individuals to have the highest quality of life. Adults with developmental disabilities often have a great need for help when it comes to meeting their physical, social, cognitive, and leisure needs. The Individualized Recreation Inclusion Services, a program of the Madison-Cortland ARC, can help meet the leisure and recreation needs of adults with developmental disabilities.

SUNY Cortland graduate and undergraduate students studying therapeutic recreation did a needs assessment to determine if the Cortland/Madison Arc was providing their participants the opportunities they need to have the highest quality of a leisure lifestyle. They observed activities and programs such as Special Olympics, bowling, and dances. While observing, they noticed specific needs that the participants could use to enhance the quality of their life. The students generated a list of questions that they wanted to ask the participants after observing them. The next two times they observed the participants, they also interviewed them with the devised interview protocol. Results from the interviews with the participants showed that the needs they had observed were also needs that the participants were aware of and also wanted to change. The following are some needs and some problem areas that were mentioned or observed:

- Individualization in activity selection
- Larger selection of activities offered
- Trained staff to help in the specific activity (one to one coaching)
- More staff to get the residents to individualized activities as well as group activities
- Inclusion of other community members (without disabilities) into the activities
- More opportunities to socialize
- Financial help to those who cannot afford to pay for the activity
- Adaptive equipment
- Education of resources available in the community
- Knowledge of leisure opportunities

These are some needs that have to be addressed in order for the Madison-Cortland ARC to provide the highest quality of life to each individual for whom they provide services. If the ARC uses the IRIS program, it will be able to provide each individual participant with opportunities to enhance quality of life through a more individualized program plan. The IRIS program is will promote a healthier and happier participant who will have less medical problems than the same person not participating in a quality recreation program (Carter, et al., 2004). The IRIS program will meet the needs that were shown by the needs assessment completed by the SUNY Cortland students. The IRIS program will also meet the goals of inclusion as Carter et al. (2004) have stated is a way to increase the quality of the client's life and aligns with the goals of the Options for People Through Services (OPTS) program at the state level.

## Theoretical Foundation and Guiding Principles of the IRIS Program

The Individualized Recreation Inclusion Services (IRIS) is based upon many different theories that align with the goals of the New York State- Options for People through Services (NYS-OPTS) program. The following section outlines the major theories and principles on which the IRIS program is built.

### Inclusion

The first of these theories is 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 require help in exploring leisure opportunities and discovering leisure interests as a result of lack of exposure, lack of opportunities, negative attitudes and an over reliance on segregated programs.

Inclusion is defined by the Webster's College Dictionary as "being a member of a larger whole." For the purpose of this program, this definition relates to the inclusion of people with disabilities into all recreation and leisure opportunities available. Inclusion to the general public is often thought of as placing a person with a disability in a program, classroom or activity. However, if that person is not involved with the other participants and works alone on the other side of the room there is no inclusion. The following lists provide some clarification of what inclusion is and is not:

Inclusion is:

- Being accepted and appreciated for who you are
- Having the same choices and opportunities in recreation that others have
- Being with friends who share the same interests, not your disability
- Being a valued customer and welcomed participant
- Recreation areas and facilities are accessible and easy to use by everyone
- Providing the necessary supports that everyone needs

Inclusion is NOT:

- Putting large groups of people with disabilities in one program.
- Disrupting the natural proportion of individuals with and without disabilities in a community
- Specially labeled programs
- "Caring for" or "looking after" people with disabilities  
(Anderson, 2005)

### Leisure Theory

Some benefits of providing inclusionary services for people with disabilities include helping them feel like they are a part of the general public, giving them a positive feeling of self worth, and aids them developing positive relationships with others, which in turn increases their independence. People with and without disabilities desire the opportunities to make friends, interact socially and be active participants in recreation and leisure. These are the goals of providing the IRIS program to persons with disabilities.

The IRIS program is also helping to provide leisure services for the participants. The theory of leisure is based on many different things. Leisure by definition means "time available for ease and relaxation, and freedom to choose a pastime or enjoyable activity" (Russell, 2002. p.32) the importance of this definition is the freedom to choose activities. 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 (Anderson & Kress, 2004). Everyone should have the opportunity to have a quality leisure lifestyle and to be able to choose what they want to do, with whom to participate with and where they do it. Just because people have a developmental disability does not mean they should have their leisure time filled up with activities that they do not enjoy doing just because of what is available.

### **Self-Determination**

The IRIS program is also providing participants with the self-determination to enjoy a quality leisure lifestyle. According to Deci and Ryan (2000), the theory of self-determination “focuses on the degree to which human behaviors are purposeful or the degree to which people stand behind their actions at the highest level of reflection and engage in these actions with a full level of choice.” It is the purpose of this program to help provide self-determination to people with developmental disabilities. By providing the IRIS program, the participants will be aided in the skills required for them to be self-determined in choosing what they desire to do in programs and in their life.

### **Person-Centered Planning**

According to Mount and Zwernik (1989), person-centered planning and services for persons with disabilities focuses on the individual and the deficiencies of the individual (p.4). Person-centered planning also encourages community interaction, personal relationships with others outside of their disability, and to help them to take control of their lives by giving them the means to do so. Person-centered planning also provides individual plans that the person wants and helps to develop not just putting a person in a program because that is what is available (p.3). Every step of the IRIS program provides these opportunities to people with disabilities. It offers the individualized planning that is required for persons with disabilities and looks at each individual at their goals and strengths and works from those to develop objectives and programs that benefit the individual.

### **Therapeutic Recreation**

Therapeutic recreation, as provided in the IRIS program can facilitate inclusion, self-determination and a quality leisure lifestyle to this population of people with developmental disabilities. Therapeutic recreation is a systematic process that utilizes recreation and other activity based interventions that are based upon the assessed needs of individuals with illnesses and /or disabling conditions. The purpose of therapeutic recreation is “to improve or maintain physical, cognitive, social, emotional, and spiritual functioning in order to facilitate full participation in life.” (NCTRC, 2004)

The goals of therapeutic recreation are very similar to the goals of the NYS-OPTS program. The Guiding Principles of OPTS as compared to the goals and principles of TR:

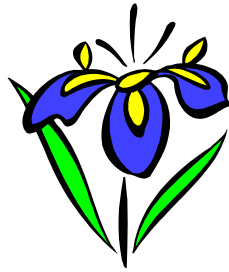
- “Maximize opportunities for individual choice through person-centered planning.”  
-TR provides this to each person receiving services, due to the assessment, planning, implementation and evaluation process being individualized for each person.
- “Advance independence, inclusion of the individual and family responsibility throughout the system.”  
-The ultimate goals and outcomes of TR are to provide the participant with the means to be independent, included and responsible for their own quality of leisure to improve the persons overall quality of life.
- “Create funding mechanisms that strengthen capacity to deliver individualized services”  
-TR services would be individualized for each participant through assessment, planning, interventions, and evaluations.
- “Preserve oversight to systems to ensure the highest quality of services for all individuals”  
-The CTRS is the most highly qualified recreation therapist in the field.
- “Assure that all providers promote health, safety, and protection of all individuals through compliance with the highest standards of operation.”

-The CTRS must follow the standards of the American Therapeutic Recreation Association and the National Therapeutic Recreation Society along with any other accreditation standards of other organizations.

- “Improve access to needed services and supports for eligible individuals”
  - All individuals will benefit from the services provided by the IRIS program
- “Enhance flexibility within service systems”
  - The IRIS program will help all professionals working with persons with disabilities understand the benefits of a quality leisure lifestyle.
- “Promote user friendly efficient and effective operations”
  - The IRIS program will help unite all workers with common goals for the participants
- “Encourage continued participation and open communication among all those involved in the system”

The IRIS program is developed to improve the participants’ skills in communicating their wants, likes and dislikes so they can be self-determined in their program participation.

In summary, the IRIS program is designed to foster inclusion, healthy leisure, self-determination, and individualized services, all of which meet the guiding principles of both therapeutic recreation and the NY-OPTS.



## Purpose, Goals & Outcomes of the IRIS Program

### Purpose

The purpose the Individual Recreation Inclusion Service, or IRIS, is to provide a safe, fully inclusive program that allows each participant to increase knowledge of leisure activities, develop current as well as new skills and talents, and provide a service that fits both the needs and the strengths of the participant. We are interested in strengthening the participant's in mind, body, and spirit. The purpose of this program is to create positive outcomes for each participant. Participants will leave the program knowing they have grown as a person, and that they have options for their future.

### Mission Statement

The IRIS program is devoted to providing a continuous, fully inclusive activity both within the home as well as in the community. The program is devoted to providing a service that will benefit the participants for the rest of their lives. Through the creation of an active leisure lifestyle, a strong support system, and the development of various leisure skills, IRIS services will provide each participant with an opportunity to have a lasting and well developed leisure lifestyle.

### Vision Statement

“Creating positive outcomes one participant and one leisure activity at a time”

### Goals

- To provide a fully inclusive service
- To create a strong, lasting support system
- To increase knowledge of community opportunities and resources for leisure and recreation
- To provide a program based on strengths and needs of the participant
- To have fun
- To provide leisure skills that will last a lifetime

### Outcomes

- Participants will create new and sustainable friendships with people with and without disabilities
- Participants will have an increased development of social skills
- Participants will know how to make informed and educated choices about their leisure
- Participants will know more about community activities and resources and access them regularly
- Participant will have increased strength in body, mind, and spirit

## Program Inputs

### Referral Process

- The participants will be referred to the program by a case manager, a family member, or the Certified Therapeutic Recreation Specialist (CTRS) based on participants needs and interests.
- What a person needs to be referred into the program is to be able to benefit from the IRIS program and incorporate it into their lives.
- Some participants may need one-to-one training before joining/entering a small group program (Peterson & Stumbo, 2004, p. 242).

### Staff Requirements

- All staff should be Certified Therapeutic Recreation Specialists (CTRS)
- The staff should be knowledgeable in each area of the leisure education programs that they are going to help participants with
- Staff should have skills necessary to be able to help participants when needed
- There should be one staff member to every five participants and there should be three recreation assistants with supervision of CTRS (Peterson & Stumbo, 2004, p. 178-179).
- Sessions should be two to three times a week for one hour, 30 minutes ( Peterson & Stumbo, 2004, p. 178), depending upon individual need.
- Staff should be familiar with the diagnoses of the clients being served, age-specific developmental milestones, and social skills (Peterson & Stumbo, 2004, p. 448).

### Population

- The Leisure Education programs are for individuals having difficulties with social skills, active recreation skills, expressive/ cultural recreation skills, community resource skills, choice-making skills, and planning skills. The content was developed to serve individuals 10 years of age to older adults.
- 100 participants will benefit from this program and is its maximum capacity

### Program Location

- The location of the IRIS program may be done at is the participant's home (group home, resident, etc.) and in the community. On occasion, it may be necessary to rent space to do the group aspects of the program if more room is needed than what is available at the participants' group homes or at appropriate community sites.
- The facility used should have a quiet room, free of distractions and there should be enough room for the participants to move around (Peterson & Stumbo, 2004, p. 407).



## Participant Assessment

### Brief Description

Assessment is perhaps one of the most crucial parts of IRIS. It is the base from which the CTRS will be able to identify the participant's degree of leisure functioning. Identifying leisure functioning is key in uncovering the participant's strengths and needs through determining the individual's skills, abilities, and attitude relative to taking part in recreational and leisure activities.

Assessment is most useful when focus is put on the participant's strengths and abilities (not just functional). Assessment gives the participant the opportunity to share knowledge about what kind of recreational and leisure activities are offered to them and how they view these activities. Assessment helps us to find a wide variety of activities in which the participant can enjoy taking part. These activities will allow participants to use their strengths and skills and in return help to enhance awareness about leisure and recreational opportunities in the community. Most importantly Assessment gives the participant the chance to have a voice.

Ecological assessment is the key to understanding restrictions or supports of the participant such as: transportation, resources, family, supports, opportunities, etc. Ecological assessment takes into consideration the participant's environment and circumstances.

### Objectives

- Discover participant's strengths and needs; for example, the participant will express their strengths and needs to the CTRS, after observation, interview, and written assessment, with enough detail that the CTRS can help the participant develop a plan and make appropriate referral to leisure education, if needed.
- Discover participant's preferences and interests; the participant will be asked a series of questions by CTRS, and observed in several settings that allow the CTRS to assess the participants likes and dislikes. This will lead to better program placement, and greater knowledge of participants likes and dislikes.
- Identify types of resources available to participant for recreation and leisure; participant will be made aware of unknown resources through leisure education programs and personal guidance of CTRS.
- Identify any financial and transportation barriers; during an interview with participant, the CTRS will assess financial and transportation needs and work with participant to achieve a plan of action in order to attend programs. Participant will also gain greater independence and knowledge of community resources and options for transportation.

### Time Required

2-4 meetings, each lasting 1-3 hours

### Methods and Activities

- Records review- reviewing past history and records of participant in order to know as much information about the participant as possible and to more quickly be able to build rapport with the participant and or the participants family.
- Observations- involves the specialist observing the participant directly or indirectly, the participants reactions to others, situations, surroundings, programs, etc.
- Interview- participant will be asked a standardized structured series of open ended questions by the CTRS that will help to uncover participant's needs, strengths, likes, dislikes, constraints, etc.

- Assessment- A standardized survey that can be applied to all participants and offers a consistent look at all aspects that apply to participant's placement into programs. Questions are close ended and reduce stress for participant. Possible assessment tools include: The Leisure Diagnostic Battery, consisting of a long and a short form, one of the most well researched surveys in the Therapeutic Recreation field, and the Leisure Competence Measure- intended to measure leisure knowledge, functional skills and behavior related to leisure functioning.

## **Documentation**

The participant will be observed, interviewed, and administered a specific recreation assessment. The results that are documented about the participant will be used to place the participant into programs deemed appropriate, and will be used in the Individualized Person-Centered Recreation Planning Session.



## **Leisure Education: Social Skills Training**

### **Description**

The Social Skills Training covers three categories: Communication skills, relationship-building skills, and self presentation skills. These are important because often social interaction is more important to an individual than the recreation activity itself. Insufficient social skills can create barriers in leisure participation (Peterson & Stumbo, 2004).

### **Communication Skills Objectives**

- When having conversations, participants will learn to communicate with others in a clear and honest manner.
- When asked questions or during discussions, participants will learn to speak up for themselves and become more assertive.
- Participants will learn about negotiation, disagreement, conflict and how to compromise with others and display this during disagreements with others.
- The participants will learn to be an active listener and will understand responsive behavior while listening to others.
- When expressing emotions, participants will learn how to express their feelings and thoughts in a healthy and appropriate manner.
- The participants will learn how to retrieve and give information when they need information or when being asked.
- Participants will understand empathy and perspective taking skills during conversation.

### **Relationship Building Skills Objectives**

- Participants will learn how to locate, maintain and develop friendships and relationships while in public on their own.
- When meeting new people, participants will learn how to greet an individual and initiation skills to start conversations.
- While talking personally with another, the participants will understand self disclosure and privacy issues.
- The participants will learn about cooperation and competition and when these are appropriate while engaging in activities that require these.
- Participants will learn how to develop and maintain social networks by choosing what's important to them.
- The participants will learn how to express care and concern for others and accept this back.

### **Self Presentation Skills Objectives**

- Participants will learn skills involving manners and politeness when around other people and will demonstrate these while in public.
- The participants will learn the importance of good hygiene, health, and grooming skills and demonstrate these skills themselves.

- Participants will learn what is appropriate attire and dressing and demonstrate this depending on various activities and different weather conditions.
- The participants will learn responsibility for self care.

## **Time Required**

4 months of meeting 3 times a week for an hour and half each time

## **Methods and Activities**

Week 1- Introduction to program; explain to participant about what social interaction is and how it can affect leisure participation. Ice-breaker activities can be done this week.

### **Weeks 2-8 Communication**

Week 2- Communicating clearly and honestly

Week 3- Assertiveness

Week 4- Disagreement, problem solving and compromising

Week 5- Active listening and responsive behavior

Week 6- Expressing feelings and thoughts

Week 7- Retrieving information and giving information

Week 8- Empathy and perspective taking

### **Weeks 9-14 Relationship Building**

Week 9- Developing friendships and relationships

Week 10- Initiating conversations and greeting people

Week 11- Self disclose and privacy

Week 12- Cooperation and competition

Week 13- Social Networks

Week 14- Expressing care and concern

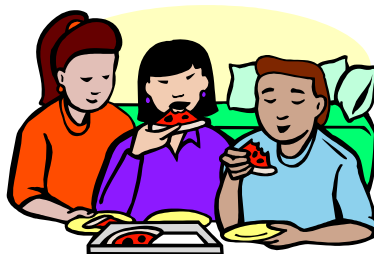
### **Weeks 15-16 Self Presentation**

Week 15- Manners and politeness

Week 16- Personal care- hygiene, dressing and self care

## **Documentation**

Immediately following activities, a debriefing session will occur, emphasizing the goals and objectives being met. The results of the activities and debriefing questions will be recorded and kept in a record for the participant. Objectives will be checked on a regular basis to make sure they are being met and will be documented.



## Leisure Education: Active Recreation Skills Training

### Brief Description

Participants will learn to use their leisure time by learning how to play popular sports, popular outdoor recreation activities, popular fitness/exercise activities, and dance. By learning an array of popular active recreation skills, participants will be able to make better choices about how they want to spend their leisure time in the long run.

### Objectives

- **SPORTS:** To be able to increase social skills and become aware of different kinds ways to spend their leisure time through sports.
- **OUTDOOR RECREATION:** To be able to increase social skills and become aware of different kinds of ways to spend their leisure time through outdoor recreation.
- **EXERCISE:** To be able to increase their health, social skills, and become aware of different ways to spend their leisure time through exercise.
- **DANCE:** To be able to increase social skills and become aware of different ways to spend their leisure time through dance.

### Time Required

Sports - 2 weeks, 1 hour a day  
Outdoor Recreation - 2 weeks, 1 hour a day  
Exercise - 2 weeks, 1 hour a day  
Dance - 2 weeks, 1 hour a day

### Methods and Activities

#### Week 1 - 2 – Your Leisure Time - Sports

##### Activities:

##### Week One:

**Basketball:** Dribbling skills, passing drills, shooting skills, leading into a b-ball game, going to a SUNY Cortland basketball game

**Soccer:** passing drills, kicking skills, dribbling skills, leading into a soccer game, going to a SUNY soccer game

##### Week Two:

**Softball:** throwing skills, catching skills, batting skills, in field and outfield skills, leading into a game of softball, going to a SUNY Cortland basketball game

**Everyday a different sport of their choice:** be able to show others what you have learned, family and friends come to watch and participate

#### Week 3 - 4 - Your Leisure Time - Outdoor Recreation

##### Activities:

##### Week Three:

**Kayaking:** learning how to kayake, leading into kayaking

**Canoeing:** learning how to canoe, leading into canoeing

##### Week Four:

**Biking:** biking skills, taking participants on bike trails

**Gardening:** gardening skills, planting plants and flowers

### Week 5 - 6 - Your Leisure Time - Exercise

#### Activities:

Week Five:

**Hiking:** teaching the benefits of hiking, where to hike, what to bring on a hike- if going for a long period of time, taking them hiking

**Walking:** teaching the benefits of walking, taking them on walks

Week Six:

**Aerobics:** teaching the benefits and different kinds of exercise through aerobics, have the participant's jump rope, jumping jacks; take them on adventures by running in place, etc.

**Yoga:** teach the benefits of yoga, the positions and techniques; have the participant's do Yoga.

### Week 7 - 8 - Your Leisure Time - Dance

#### Activities:

Week Seven & Eight:

**Dance:** Learn different dances: macarena, two step, country line dancing, etc.

## Documentation

Progress notes, monitoring, objectives; how many the participate met, performance tracking sheet, getting feed back from the participants.



## Leisure Education: **Expressive/Cultural Recreation Skills Training**

### **Brief Description**

In order to learn and be exposed to a range of expressive and cultural recreation activities, participants will experience and learn a broad variety of activities in this module. Participants will learn arts and crafts techniques. Once a week, participants will have the choice to attend a movie at the local theater, attend concerts local acts and some national acts, and attend open mic night at the Blue Frog Coffee House. Participants will have the choice of learning to play an instrument, sing, or acting in a play. By learning an array of popular cultural and expressive recreation skills, participants will be able to make better choices about how they want to spend their leisure time in the long run.

### **Objectives**

- Participants will do at least one new arts and crafts activity that can be carried into their independent leisure lifestyle.
- Participants will do a variety of cultural activities to increase social skills, increase inclusion into the community, and learn the skills and resources needed to do these activities on a regular basis on their own.
- Participants will gain skills in music and theater, while also gaining social skills, self confidence, and inclusion into the community.
- 

### **Time Required**

Arts and Crafts - 4 weeks, 1 hour per day

Movie and Other Cultural Activities Night – A few hours a week for eight weeks

Theater and Music - 4 weeks, 1 hour per day

### **Methods and Activities**

#### **WEEKS 1-4 – Arts and Crafts**

##### **Week 1: Painting**

Have participants paint on paper, canvas, glass, etc.

##### **Week 2: Seasonal crafts**

Ideas: ornaments, flower pots, bird feeders, etc.

##### **Week 3: Tie-dying and fabric painting**

Participants can tie dye or paint on shirts, bags, pants, aprons, etc

##### **Week 4: Art show**

Show of art work, even sell, or auction some projects off

#### **WEEKS 1-8 - Movie Night, Concert Night, Open Mic Night at the Coffee House.**

**Week 1-8:** Give participants different choices and have a sign up sheet for the most preferred activity. Before, during, and after the activity, teach the necessary recreation and social skills.

## WEEKS 5-8 – Music and Theater

### **Week 1:** Introduction to music and theater

Introduction to different instruments (drums, cymbals, triangle, harmonica, etc.), singing songs. Introduction to characters and script of play. Take participants to local play or concert.

### **Week 2:** Participation in music and theater

Show them how to play and practice singing, give them parts for the play  
Put them into groups of who wants to play what instrument and what characters people want to be what, maybe even into teams if many participants.  
Draw straws or pick numbers to pick participant to play each instrument and/or characters. (fair)

### **Week 3:** Participation in singing

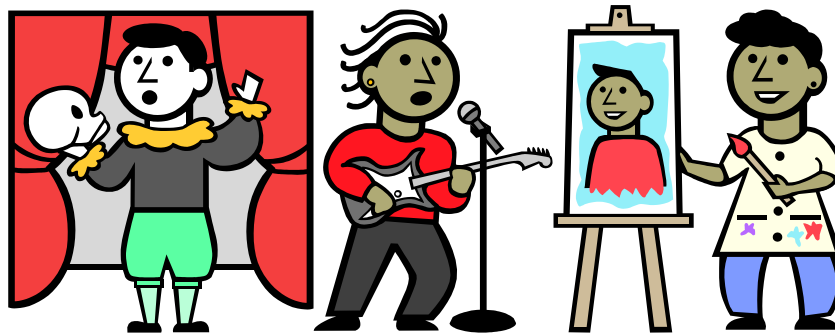
If multiple groups may want to choose a few songs or a few plays.  
Make different times to work with each group.

### **Week 4:** Performance

Have participants perform in a “show” for friends and family

## **Documentation**

Document the participant’s behavior, interest, and skill development during activities. Progress notes, feedback from participant, performance tracking sheet, how many objectives participant met are all forms of individual evaluation.



## Leisure Education: Community Resources Training

### **Brief Description**

The Community Resource Training is intended to provide the ARC participant with further knowledge of available community resources and the skills used to locate them. Success in this step will aid the individual in leading an independent leisure lifestyle.

### **Objectives**

- To increase participants' awareness of leisure resources in the community.
- To enhance participants' ability to independently seek out recreation and leisure information using varied tools.
- To improve participants' ability to utilize gathered information in order to engage in a preferred recreation activity.

### **Time Required**

This program will require four weeks to run. The participant will meet one time per week with a CTRS for 90 minutes. Mastery of the previous week's lesson will be a precursor to the next.

### **Materials Needed**

- Area newspapers: Syracuse New Times, Ithaca Times, Cortland Ticket
- Websites: [www.cortland.org/rec](http://www.cortland.org/rec), [www.cortlandny.com](http://www.cortlandny.com)
- Television stations: CACTV (Channel 2 and 12)
- Radio stations: WHCU, WYXL, WIII,
- Cortland area phone book

### **Methods and Activities**

WEEK 1: In a classroom setting, assess the participant's extent of current community resource knowledge and awareness of opportunities through a general discussion. Further topics of discussion will cover information on laws and rights of people with disabilities, accessibility standards, the Americans with Disabilities Act, accessible parking, adaptive equipment, and support groups.

WEEK 2: The CTRS will provide skills training on how to efficiently and properly utilize tools used in locating resources. Training will focus on recognizing the section of the newspaper in which local events can be found. Use of the Internet as a tool to learn about area happenings will also be taught. A portion of the training will also allow participants to become familiar with using the phone book.

WEEK 3: The individual will use a tool to identify community resources such as public recreation programs, services, and facilities. The appropriate media tool for each individual will be chosen from the above listed materials. A person with a vision deficit may use the radio or television as a resource tool, while a person with a hearing deficit may use the newspaper or phone book as a tool. It is important in this training to expose the individual to a new form of gathering information. For example, some participants may have not ever used the Internet as a resource tool.

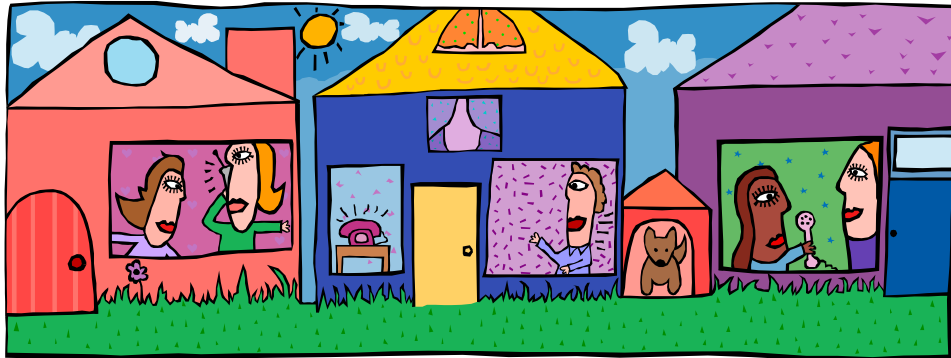
On a piece of paper, the individual will write a list of 10 leisure activities. Once completed, the individuals are handed newspapers and phone books. Necessary modifications can be made using the

radio. The person will then be instructed to find a resource (including address and phone number) for the corresponding leisure activity. A final discussion will focus on sharing of preferred activities and how resources were found. Group members can exchange information with someone who would like to know more about that activity. A debriefing will cover skills learned from this activity.

WEEK 4: The participant will demonstrate the ability to utilize one or more tools to identify a preferred community recreation activity and resource. The participant will use the information gathered and make contact in order to determine participation requirements. The participant will participate in the recreation activity.

## Documentation

Document sessions using a narrative format in progress notes. Here, activities are recorded detailing actions of the participants as well as the CTRS. The participant's behaviors and response to the session are recorded here. Progress made is documented as well as any problems that presented.



## Leisure Education: Choice-Making Training

### Brief Description

The goal of this curriculum is to educate participants on how to make informed choices, with the goal of increasing independent recreation. Also, the sessions will increase an individual's ability to recreate inclusively. This training is meant to be taught with the other leisure education trainings included in IRIS (Wildness Inquiry, 1994).

### Objectives

After the completion of this training individuals will be able to independently:

- Define what is meant by “choice”
- Generate a list of alternatives
- Evaluate the list of alternatives and choose an alternative
- Communicate their choice to others
- Reflect on their choice and examine the consequences and state if they feel made a good choice (Wildness Inquiry, 1994)

### Time Required

Individuals will meet once a week for eight 30-45 minutes periods and will participant in two 90-120 minute for field trips and/or outdoor activities. Six of the eight weeks are planned out with two extra days to review and revisit areas as needed.

### Methods and Activities

This training will be taught in a classroom-like setting with fields trips used to practice the skills. Individual must be involved in the planning process. The planning will follow the choice making steps learned in the modules below. (Wildness Inquiry, 1994)

#### Week 1: (Wildness Inquiry, 1994)

- Introduce the goals of this training
- Have the group help generate a definition of “choice”
- Discuss the different between independent choices, a choice made with others, and choice made by other

#### Week 2: (Wildness Inquiry, 1994)

- Teach how to generate alternative
- Use Handout 4-A: Brainstorming! What Will We Do? (Wildness Inquiry, 1994) – Discuss the different options and scenarios
- Save the list of options to be used in module C

**Week 3:** (Wildness Inquiry, 1994)

- Teach how to evaluating alternatives
- Review the list of alternative generated in module B for their positive and negative consequences
- Save the list of consequences to be used in module D

**Week 4:** (Wildness Inquiry, 1994)

- Teach how to choose from alternatives by reviewing the consequences in Module C
- Teach how to select the best option and discussing why that choice was made

**Week 5** (Wildness Inquiry, 1994)

- Teach how to communicate choices to others and why that is important.
- Use Handout 4-B: Communicating Choices to Others from “We Can Do It!” (Wildness Inquiry, 1994)
- Have the individuals participate in role play.

**Week 6** (Wildness Inquiry, 1994)

- Teach how to reflect on decisions made and how to evaluate them.
- Use Handout 4-C: Reflection Others from “We Can Do It!” (Wildness Inquiry, 1994)
- Have the participants share recent choices they have made recently and tell how they made those choices.

## Documentation

The CTRS will keep the completed handouts and copies list generated. They will also write individual progress notes for each person. Progress notes will include what topics were covered that day, progress that was made by the individual, reactions to the training that day and any problems that accrued. If an individual is not present the progress note will reflect this with a reason why. Documentation for evaluation purposes will take place on the performance tracking sheet.



## Handouts:

### Handout 4-A

#### Brainstorming! What Will We Do?

Brainstorming is a way to gather a lot of ideas at once. The basics for a brainstorming session are:

1. No criticism allowed (all comments **stay positive**; no put-downs).
2. The **wilder** the idea, the better!
3. The **more** ideas, the better!
4. **Mixing** and **matching** ideas is great.

Choose a scenario from the list below or read the one your teacher has chosen. Think of as many things to do as possible with your group. Write them on this paper.

#### Scenario:

1. You have free time this weekend. What are you going to do?
2. You are going on a three day camping trip. What will you bring?
3. You are choosing an elective for next term. What will you choose?
4. You are considering a part-time job. Where will you work?
5. What are you going to do after you graduate from high school?
6. You want to redecorate your bedroom. What will you do?
7. You are camping for three days and you have fruit, canned tuna, and freeze dried stew. Which will you eat first?

#### Our brainstorming ideas:

## Handout 4-B

### Communicating Choice To Others

**Directions:** Read the scenarios below. Act out the way you would communicate with the other person, or the way you might react when someone gives you this information.

**Scenarios (roles are listed in parenthesis):**

1. **(child, parent)** Tell your parent you have decided to buy a car. Be prepared to negotiate with them.
2. **(friend, friend)** Tell your friend you are going to go to college in another state. Be prepared to listen and respond to your friend.
3. **(student, guidance counselor)** Tell your guidance counselor you want to take a class that is not already on your course plan registration. Be prepared to explain to your guidance counselor why you want to do this.
4. **(hiker, hiker)** Tell your hiking partner you have decided to go home one day early because your feet are blistered. Be prepared to negotiate with your hiking partner.
5. **(employee, employer)** Tell your employer you are giving your two week notice. Be prepared to explain to your employer why you are leaving the position.

Handout 4-C

Reflection

What was my choice? \_\_\_\_\_

\_\_\_\_\_

One positive thing that happened because of my choice: \_\_\_\_\_

\_\_\_\_\_

One negative thing that happened because of my choice: \_\_\_\_\_

\_\_\_\_\_

One thing I would have done differently: \_\_\_\_\_

\_\_\_\_\_

One thing I will remember from this choice: \_\_\_\_\_

\_\_\_\_\_

In general, this choice was (circle one): great good OK not good

## **Leisure Education: Planning Skills Training**

### **Description**

Leisure education is geared to helping individuals discover and implement their leisure interests regardless of challenges and/or barriers. One aspect of leisure education would include planning. Planning skills training is essential to an individual living life to their full potential. It promotes self-determination in order to carry out one's life plan. One form of planning would be person-centered planning. This method allows the individual to play an active role in determining what their recreation should be like, with emphasis on abilities and talents to fulfill their dreams. Person-centered skills training is important because it gives people with disabilities an active role in their future.

### **Objectives**

By the end of the program, individuals will be able to complete the following, as determined by the CTRS:

- Identify their recreation choices based on the individual's preferences
- Identify appropriate transportation to recreational activities.
- Identify costs of various recreational activities.
- Identify their available amount of time for recreation.

### **Time Required**

Individual will attend group session once a week for one hour. Program will last for four weeks.

### **Methods and Activities**

Each week participants will get together within a small group facilitated by the CTRS. The goals of the group will be to identify and then create leisure education resource journals. Activities are described below.

Week 1: Leisure Time Clock

-Participant will create a list of about 10 recreational activities they want to complete that week

Week 2: Places To Go In My Leisure Time

- Participant will create their own personal resource list of recreation centers, activities, costs, and contact information

Week 3: People and Things to Help Me in My Free Time

- Participant will create a list of people or things that can assist participation in recreational activities, or help them in various ways. List should include names, phone numbers, transportation, and potential costs

Week 4: Planning What I Want To Do

- Participant will fill out a journal like worksheet which should include information and/or questions created by the CTRS. Questions should address what the individual wants to do, who they want to do it with, when they want to do it, and what other things they need in order to complete their desired activity.

### **Documentation**

Documentation will be kept through progress notes done by the CTRS. Documentation should include how many objectives were met at the end of each session. The CTRS will also keep a copy of all resource journals/worksheets created within each session in order to evaluate progress.

## Individualized Recreation Planning

### Brief Description

The purpose of a person-centered inclusive recreation plan is to create a vision, which is a dignified empowering method that will stimulate independence and increase quality of life for the participant. This vision is the basis for a sense of belonging with in the community. With this as the focus, an individualized recreation plan will be developed. The plan is derived from the needs assessment and receives direction from family, friends, and circumstances around each particular individual. The plan builds on an individual's strengths, interests and talents, and their skill development in the leisure education part of the IRIS program. It targets assistance for achievement of specific results in the person's life that he or she dreams of. Person-centered individualized recreation planning is all about helping the participant achieve their dreams and aspirations in leisure.

### Objectives

The objectives to be achieved by the development of a person-centered individualized recreation plan are:

- Growing relationships or having friends.
- Involvement in functional, meaningful, and preferred recreation activities.
- Becoming part of the community through recreation involvement.
- Gaining respect or having a valued role which expresses their gifts and talents.
- Making choices that are meaningful and express individual identity.

### Time Required

This inclusive recreation plan should occur after the completion of the needs assessment, during or after the necessary knowledge and skills are gained in leisure education, and at a time when participant and the support group of friends, professionals and family can meet. The process usually takes several hours.

### Materials and Preparation

Materials needed for Person Centered Inclusive Recreation Plan includes:

1. Participant and support group members with a mutual time to all meet together.
2. Assessment results with interest, needs, supports, barriers, transportation hobbies and more.
3. Documentation from leisure education participation, showing skills and knowledge gained.

### Methods and Activities

Development of the inclusive recreation plan will be centered around the participant with further clarity and development given by family members, friends, and workers who share a common interest in the health and well being of the client. The program is flexible, and will run quarterly or as needed, to coincide with seasonal recreation within the community.

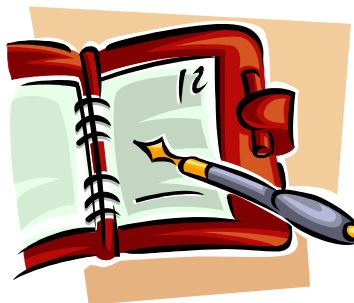
The objectives are broken down to a four step process:

1. **Begin with a vision** of what the focus person wants to accomplish. Forge the path for reaching the vision for recreation in manageable steps. Using information from the needs assessment, suggest common themes out of participants interest/strengths; these will all play a part in developing goals and objectives.
2. **Leverage capacities to empower the focus person** by recognizing and utilizing the natural resources inherent in the person that will facilitate movement toward reaching the vision for recreation. Be creative, stay with the major themes and assist with networking support systems to accomplish inclusive recreation.
3. **Work with people who are interested in and care about the focus person** and who will commit their own talents to supporting the person in moving forward in a process of doing “with,” not doing “for” as the person lays out their vision for their own recreation involvement.
4. **Find connections** within the internal community of the person’s life such as families and friends and within the external community such as in neighbors and community resources. What are the typical activities the participant would find fun in the community? It might include classes, health clubs, and recreational opportunities.

The objectives are met with the development of a person-centered inclusive recreation plan that was determined by assessment outcomes, personal preferences and strengths of the focus individual. Family considerations in regards to transportation, barriers including financial shall be addressed in the plan. This plan results after the session is completed, with full discussion by all present.

## Documentation

CTRS will log attendance (day and time) at the session to develop the Individualized Recreation Plan. The CTRS will document all information from the session, and compile it in a plan that can be used by all people in the participant’s life, who will help make the plan a reality. The plan will be shared broadly. It will be updated quarterly or as needed.



## Supported Community Inclusion (Leisure Coaching)

### **Brief Description**

This section will provide information that can be used as a tool in supporting and accommodating for individuals with any kind of specific need. These ideas should be played around with for each individual so that he or she will have the opportunity for an optimal experience, no matter what the activity is. Implementing certain plans for individuals will help them achieve inclusive recreation. This section will break down ideas to assist a facilitator in providing the best services possible for a participant.

### **Objectives**

- To foster an understanding of proper accommodations and appropriate supports to enable inclusion within the participant's community.
- To promote healthy relationships between participants involved and members of the community.
- To help establish networking between a participant and particular agencies so that participant can rely on specific places to recreate.

### **Time Required**

There isn't a required amount of time for supports and accommodations. Each of these should evolve as the CTRS works with different individuals in implementing their individualized recreation plan.

### **Methods and Activities**

The CTRS wants to provide opportunities that will result in a participant having an optimal experience. Sometimes in order to reach this goal, methods need to be changed a bit.

### **Adaptations and Accommodations**

There are so many different ways that one can adapt activities and make accommodations for an individual's participation. Before anything else, ask the participant what kind of adaptations and accommodations that they are familiar with in activities that they have previously participated in. The participant can be a facilitator's greatest resource when it comes to changing things around; after all, they know their limitations and capabilities better than anyone!

### ***Equipment/ Materials***

Individuals may need additional equipment or materials to aid in their performance. Don't just assume that someone will need adaptive equipment, however. Only make adaptations when truly necessary, so that the participant will still have a level of challenge in the activity.

For the individual that does need specific equipment or materials, they will often bring their own items that they are familiar with using. In an instance where this is not the case, there are many great and easy ways to adapt equipment and materials for the individual. To aid someone that has decreased motor skills or mobility, using materials such as foam, rubber, or even duct tape can come in handy for creating larger handles for tools, utensils, or even sports equipment such as golf clubs. Card or paper holders can be purchased but also easily made from blocks of wood with slits cut into them, for individuals that need assistance in holding onto thin materials during a game. For individuals with visual impairments, board games can be texturized and/or made more vibrant with paints, cotton, sand, etc so that the participant can identify spaces or flat pictures more easily. These are just a few examples, a facilitator should use their imagination!

### ***Skill Requirements***

Break down activities into smaller steps when teaching or explaining them. This not only will help the participant, but will help the facilitator figure out what really needs to be changed and what adaptations need to be made in accordance to the participant.

### ***Procedures and Rules***

No one ever said that games need to always be played by traditional rules. Change up rules for participants so that they can have a better experience. An individual with asthma may not have as much stamina as someone without asthma, so a change in rules for a game would be to give them extra time in a “safe” area to rest a little longer than others.

### ***Space***

Take accessibility into consideration when planning activities. One wouldn't want someone not being able to participate in an activity because they cannot access the space.

### ***Team or group formation***

Manage group dynamics very carefully. Participants can rotate positions in a game so that all can participate for a longer amount of time, and practice different skills.

## **Supports**

There are many strategies that can be used for individuals that may require more support or supervision during an activity.

### ***One-to-One Assistant***

Have a support staff on hand to help out. This individual could be paid staff or a volunteer. When the facilitator feels that a particular individual needs a bit more direction, this staff can work specifically with the individual to help include them in the activity.

### ***Extra Staff Member***

A similar idea to the one above, but the staff assist participant in building skills. Once those skills are built, the staff member will fade out of the activity, so that the individual can participate on their own, using the skills learned.

### ***Peer Support System***

This is matching up an individual with a disability with a partner that does not have a disability to allow the participant a more full opportunity. The idea is that the two will eventually build a friendship, and a facilitator will no longer be needed for leisure opportunities.

### ***Leisure Coach System***

Train volunteers to teach leisure and socialization skills to participants. This will create more opportunities for the individual to participate in community activities.

## **Documentation**

A facilitator should keep a journal about experiences including actions and reflections of the individual they are working with. This will aid in measuring where the individual was when the time together began, will help assess their improvements partway through implementation, and when finished. Be sure to include detailed progress notes on what needed to be adapted and what supports were needed, as well.

Information from Anderson & Kress (2003). *Including People with Disabilities in Parks and Recreation Opportunities*. Venture Publishing Inc. pp 34-37.

## Evaluation Plan

### Brief Description

According to Stumbo and Peterson (2004), evaluation is an integral part of program planning and implementation. It will aid the CTRS in making informed decisions about improving the quality of individual specific programs and the comprehensive program in total (p.363). To ensure the success of the *Individualized Recreation Inclusion Services (IRIS)* program, the evaluation process will consist of surveys and observations, which will be written up and presented quarterly to all interested parties. The purpose of this evaluation plan is to provide qualitative and quantitative evidence to determine the effectiveness of the *Individualized Recreation Inclusion Services* program.

### Objectives

- **Evaluation Goal 1:** Determine overall participant satisfaction in Leisure Education interventions.
- **Evaluation Goal 2:** Determine participant's achievement of assessment objectives and with the achievement of stated objectives the effectiveness of leisure modules.
- **Evaluation Goal 3:** Determine satisfaction of the *Individualized Recreation Inclusion Services* program for parent or advocate.

### Methods and Activities

#### Type of Instrument to be Used:

On-site survey, personal interview, and direct observation.

#### Types of Questions:

Closed ended and open-ended questions will be used. See attached surveys.

#### Size of Sample and Sampling Technique:

Participants and parents or advocates will be randomly surveyed. In conjunction the certified therapeutic recreation specialist (CTRS) will also chart observations based on client leisure education goals.

#### Data Plan:

Once a month CTRS will compile all randomly sampled data, and chart results. Data collection will include all participant satisfaction surveys, parent or advocate satisfaction survey and CTRS program performance sheet. Review results with ARC supervisor and revise program as necessary.

#### Audience:

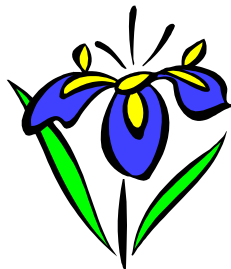
Information will be presented to ARC representatives and interested peers.

#### Report Format:

Charted results compiled into a written summary of results on a quarterly basis.

## **Participant Satisfaction Survey IRIS Program**

- 1. What did you do today?**
- 2. Were you excited about participating in this activity?**
- 3. Did you enjoy yourself?**
- 4. Do you want to learn more about the activity you participated in?**
- 5. Did you participate in the leisure activity that you really wanted to?**
- 6. If not what would you like to do?**
- 7. How did participating in this activity make you feel?**







## Budget with Justification

### STAFFING

2 CTRS Staff	\$96,000
3 Recreation Assistants	\$49,140

#### Fringe Benefits:

CTRS Health	\$43,200
Rec. Asst. health	<u>\$22,113</u>

**TOTAL** **\$210,453**

#### Justification:

This is not an entry level position. Because the average salary for a CTRS with beginner's experience is around \$42,000, each CTRS staff should be paid \$48,000 as a annual salary. Due to the number of participants to service there would need to be 3 Recreation assistants to help with the programs. Requirements would be at least a high school education with activities background Pay is based on \$9.00 per hour at 35 hours per week. Health benefits were based on benefits being 45% of the annual salary.

### PROGRAM SUPPLIES

All supplies necessary to run the IRIS program for the first year	\$50,000
<b>TOTAL</b>	<b><u>\$ 50,000</u></b>

#### Justification:

This is a new program and the start up costs will be higher this first year. Due to the variety of programs being offered, this price seems reasonable.

### TELEPHONE

Service for in office telephone For both CTRS staff.	\$5,000
<b>TOTAL</b>	<b><u>\$5,000</u></b>

#### Justification:

Staff must have phones in their office to make calls to the residential staff to set up programming times, saving valuable set up time for each program. It will also be useful in response to any emergency situation.

**STAFF TRAINING AND TRAVEL**

Mileage, training of residential staff, and recreation assistants.	\$25,000
<b>TOTAL</b>	<u><b>\$25,000</b></u>

**Justification:**

Mileage rate is \$.44 per mile, figure at least 30 miles per day per each CTRS. Also any training that would need to be done for other staff to assist in following through with client programs. This is an estimate, given the newness of the program.

**OFFICE SPACE/UTILITIES (IN KIND)**

Office space/ furniture and utilities to run these spaces.

**Justification:**

The space will be provided by the Madison-Cortland ARC to house the CTRS staff in the current office space used.

**ADMINISTRATION (IN KIND)**

Any administrative support required.

**Justification:**

The current Madison-Cortland ARC administration will provide these services as needed.

Total Budget \$290,453 (plus in-kind of office and administration services)

**Total Amount Requested \$290,453**



## References

- Anderson, L. 2005. Class notes. Unpublished
- Anderson, L., and students in REC 538 Class (2004). *Peer assisted inclusion in recreation program at the J.M. Murray Center*. SUNY Cortland Recreation and Leisure Studies Department. Unpublished.
- Anderson, L., & Kress, C. (2003). *Including people with disabilities in parks and recreation opportunities*. State College, PA: Venture Publishing Inc.
- Bullock, C.C, Bedini, L.A, & Driscoll, L. B. (1991). *The Wake leisure education program: An integral part of special education*. Chapel Hill, NC: The Center for Recreation and Disability Studies Curriculum in Leisure Studies and Recreation Administration, the University of North Carolina at Chapel Hill.
- Carter, M., McCown, K., Forest, S., Martin, J., Wacker, R., Gaede, D., et al. (2004). Exercise and fitness for adults with developmental disabilities: Case report of a group intervention. *Therapeutic Recreation*
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
- Doljanac, R., & Larson, S.A. (2005). Social activities of non-Institutionalized adults in the NHIS-D: Gender, age, and disability differences. *DD Data Brief: Research and Training Center of Community Living*, 7(2), 1-20.
- 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.
- National Council for Therapeutic Recreation Certification. (2004). *Recreational Therapy: Why Hire a CTRS*. [Brochure]. NCTRC.
- New York State Options for People Through Services (NY-OPTS). (2005). [http://www.omr.state.ny.us/opts/hp\\_opts\\_index.jsp](http://www.omr.state.ny.us/opts/hp_opts_index.jsp)
- Peterson, C., & Stumbo, N. (2004). *Therapeutic recreation program design: Principles and procedures*. San Francisco, CA: Pearson Education, Inc.
- Russell, R.V. (2002). *Pastimes: The context of contemporary leisure* (2<sup>nd</sup> ed.). Champaign, Illinois: Sagamore Publishing.
- Wilderness Inquiry (1994). *We can do IT!* Minneapolis, MN: The University of Minnesota Institute on Community Integration.

