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Recreation Director's Handbook

A guide for recreation
delivery in Aboriginal
communities



2008

Manitoba 

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PROGRAMMING FOR PEOPLE WITH DISABILITIES

People with disabilities are the same as everyone else in that they desire friends, want to feel loved and a part of their community. Like all of us, some are friendly or unkind, some are happy or sad, all deserve to be respected and valued.

People with disabilities experience the world differently than those without disabilities. They may have been left out so long they have lost their self-worth and don't know how to make friends anymore. They may be afraid of being teased. Other people may not have taken the time to get to know them. It is important to try to understand their strengths and needs and provide opportunities that allow and encourage their participation.

Tips to Creating Inclusive Programs

- ◇ Assume that everyone has a gift and is able to participate in one way or another.
- ◇ Remember the less competitive an activity, the more people can take part, because:
 - there are fewer rules to follow and get mixed up
 - the pace is slower so no one is left behind
 - participants are more willing to help teammates
- ◇ Leaders can change rules a little so activities are more appropriate.
- ◇ Realize that most challenges can be overcome but it might take time and dedication.
- ◇ Remember the more extensive the adaptation, the greater the chance it will significantly affect the nature of the activity.
- ◇ Remember the more an adaptation for one participant affects other participants, the more difficult it will be to implement.
- ◇ Only adapt when necessary.
- ◇ Look for adaptations that apply specifically to the required skills and capabilities the person with the disability lacks.
- ◇ Avoid the lowest common denominator approach to adaptation.
- ◇ To adapt:
 - find, create or modify equipment. Add an assistance device to allow the person to accomplish the task, like bowling ramp, nerf and foam balls, swimming floats, beeping balls.
 - change the methods by which the individual accomplishes or performs a skill by providing alternatives, like painting with teeth, adding cues or assistance.

- change the rules or procedures to adapt for the absence of a skill or addition of an alternative skill. This method most affects the play of others, like allowing one more bounce, increasing or decreasing the number of players, adding an extra strike, changing playing area or boundaries.
- ◇ Most of all ask the person with the disability and the other participants what will work. They are your best resources.

THINGS TO KNOW ABOUT DIFFERENT TYPES OF DISABILITIES

People with Developmental Disabilities:

- ✦ may take longer to learn some things
- ✦ may only be able to follow one direction at a time
- ✦ may have trouble doing things at the same level as others the same age

Activity Ideas

- ◇ Keep rules and directions simple.
- ◇ Repeat instructions often, show how to do things as well as explaining how.
- ◇ Bend the rules a little so everyone can keep up.
- ◇ Ask other participants to help the person stay on track and take part.

People with Behaviour and Emotional Disabilities:

- ✦ may not deal well with conflict
- ✦ sometimes cannot handle being in a large group of people
- ✦ may need to rest, back away or leave for awhile.

Activity Ideas

- ◇ Keep directions clear and simple.
- ◇ Respect peoples' need to take a break.
- ◇ If someone becomes aggressive try to get them thinking or focusing on something else to cool down.
- ◇ If aggression is a constant issue:
 - ask them what the problem is and how everyone can help them deal with it.
 - ask all participants to join in the discussion to come up with ways to help.

People with Attention Deficit Disorder

- ✦ may be very hyper with short attention spans
- ✦ are often very smart
- ✦ may have a hard time just doing one thing for any length of time
- ✦ may be easily sidetracked

Activity Ideas

- ◇ Keep them busy by giving them extra jobs or responsibilities.
- ◇ Give very clear directions- tell them what you expect.
- ◇ Give rewards for doing what they are supposed to and for staying on track.
- ◇ Ask the other participants to help them stay on track.
- ◇ Ask them what they need to help stay focused.
- ◇ Arrange a code word with them that you as a leader will say to bring them back on track.

Exercise: Talk to an individual with special needs and their family about how to best include them in programs. Design an inclusive program.

APPENDICES

Appendix A

COMMUNITY PROFILE

Age Grouping	Population Totals	Gender Male/Female	Location In or out of community	Special Interest
PRE-SCHOOL up to 6 yrs.				
CHILDREN 6-12 yrs.				
YOUTH 13-19 yrs.				
YOUNG ADULTS 20-35 yrs.				
ADULTS 36-60 yrs.				
SENIORS 61 yrs. +				
TOTAL				