

Accessibility Resource Guide

For Park and Recreation Professionals

Dinah Pollard, CTRS

&

Colorado Therapeutic Recreation Society



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Cover Design: Autumn Boyer, CTRS

Editing: Dinah Pollard, CTRS

Autumn Boyer, CTRS

Lori Goldman, CTRS

Kelly Stevenson, CTRS

Sarah Swain, CTRS

Rachel Wysuph, TRS

Jenna VanFossen, CTRS

Production Supervision: Dinah Pollard, CTRS, Sarah Swain, CTRS and Rachel Wysuph, CTRS

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Dinah Pollard, CTRS

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Introduction

The Accessibility Resource Guide was developed to provide Colorado parks and recreation agencies with the basic information necessary to begin or advance existing accessibility efforts in order to include all members of their communities while complying with Federal laws. Many recreation and parks professionals are already aware of the Americans with Disabilities Act (ADA) and have some general understanding of what it means in terms of service delivery. They take steps to ensure that staff is trained in disability awareness, facilities are accessible, programs offer reasonable accommodations, communications and materials are available in alternate formats and terminology reflects contemporary trends. There are still many others, however, who are unaware or have insufficient knowledge of what it means to provide accessible services, or they lack organizational support to follow through with accessibility efforts.

Those parks and recreation agencies that employ Certified Therapeutic Recreation Specialists (CTRS) can benefit from their CTRS' knowledge of accessibility laws and accommodations. Regardless of who agencies employ, though, ultimately all staff are responsible for appropriately responding to the needs of people with disabilities, including aging patrons with declining physical and cognitive skills. Failing to provide accessible facilities, programs or services could result in a lawsuit and create negative public perception. But more importantly, being inclusive of all community members in a public agency's service delivery benefits everyone and is the right thing to do.

Part One of this Accessibility Resource Guide provides a solid foundation of factual and technical information. Part Two provides a framework for implementation and best practices for parks and recreation agencies in regard to accessibility. Part Three highlights contemporary disability terminology and etiquette. Additional tools and information are provided in the Appendix.

While the web links and resources included in this document are provided for easy access to additional information, this document is not an endorsement of any private or non-profit service provider or information source.

Purpose of the Accessibility Resource Guide

The purpose of this resource guidebook is to provide parks and recreation professionals and agencies with enough information about accessibility issues to be able to:

- 1) Develop and implement their own accessibility philosophy to guide planning and actions.
- 2) Make facility and program modifications that meet at least minimum legal requirements.
- 3) Improve customer service and promote the use of contemporary disability terminology.
- 4) Provide the tools and resources for parks and recreation organizations to be leaders and trendsetters in regard to accessible services.

PART ONE: Technical Overview

What is a Disability?

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more of the major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. (§37.3 of the ADA)

Prevalence Rate of People with Disabilities in the U.S. in 2007

Age Range	Estimate (%)	Base Population
5-15	6.3	44,229,000
16-20	6.8	21,897,000
21-64	12.8	174,206,000

Source: Bruyere, Susanne M., Burkhauser, Richard V., Stapleton, David C. 2007 "2007 Disability Status Report United States." Ithaca, NY: Cornell University Rehabilitation Research and Training Center on Disability Demographics and Statistics (StatsRRTC), www.disabilitystatistics.org.

Disability Categories

There are three general classifications of disability – developmental, mental illness and physical. People may have more than one classification of disability.

Developmental Disability

The term "Developmental Disability" means a severe, chronic disability of an individual that:

1. is attributable to mental or physical impairment or combination of mental and physical impairments;
2. is manifested before the individual attains the age of 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in 3 or more of the following areas of major life activity: self-care, receptive and expressive living, and economic self-sufficiency; and;
5. reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized support, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Examples of Developmental Disabilities:

- Autism
- Cerebral Palsy
- Some Hearing Impairments
- Some Visual Impairments
- Mental Retardation
- Muscular Dystrophy
- Spina Bifida
- Tourette Syndrome
- Epilepsy
- Down Syndrome
- Fragile X Syndrome
- Asperger Syndrome

Mental Illness

Mental illnesses are physical brain disorders that impair thinking, feeling, and behavior. Mental illnesses can interfere with a person's ability to be productive and enjoy a fulfilling life. Just as emphysema is a disease of the lungs, mental illnesses (major depression, schizophrenia, bipolar disorder, panic disorder, anxiety and personality disorders, etc.) are diseases of the brain.

Physical Disability

A physical disability is any physical condition, including anatomical loss, or sensory, musculoskeletal, neurological, respiratory or cardiovascular impairment, which results from injury, disease or congenital disorder.

Examples of Physical Disabilities:

- Brain injuries
- Strokes
- Spinal cord injuries
- Amputations
- Visual impairments
- Hearing impairments
- Multiple Sclerosis
- Polio

Some physical disabilities could also be classified as developmental disabilities. For example:

- Childhood onset diabetes
- Speech and language disorders
- Cerebral palsy
- Muscular dystrophy
- Epilepsy
- Hearing Impairments
- Visual Impairments
- Spina bifida

What Do Accessibility and Disability Have to Do with Older Adults?

The aging process brings on impairments that can substantially limit physical and cognitive functioning. As older adults lose their vision and experience reduced mobility, for example, they develop similar accessibility needs as those who have lived with disabilities beginning at birth or in their younger years. In the next 15 years, it is estimated that half of all older adults will have some kind of disability. What is different about older adults is that they may not identify themselves as having a disability unless they have lived with a disability for a substantial part their life. They may consider accessibility accommodations a customer service issue as opposed to an ADA issue.

The American Association of Retired Persons (AARP), in its 2005 publication "Beyond 50.05: A Report to the Nation on Livable Communities, Creating Environments for Successful Aging," has this to say about disability:

"Disability is sometimes viewed as a personal characteristic, but in the context of livable communities, it is more useful to view disability as the interaction between people and their environment. In this light, the disability does not lie exclusively with the individual, but rather with the design of the home and

community and the accessibility of basic services that enable people to have their needs met and remain independent.”

Older Adults and Visual Impairments:

“In one decade -- a figurative blink of an eye -- when all of the nation's baby boomers are 45 or older, 20 million will report a visual impairment (The Lighthouse National Survey on Vision Loss, 1995). That means by the year 2010, 20 million boomers will experience functional vision problems even when wearing glasses or contacts. This statistic bolsters the argument for promoting design of printed materials that are accessible to as wide a group of people as possible -- in large type, Braille and raised letters.”

“As the baby boomers enter middle and later life, they represent a significant segment of society that will require new considerations when designing visual media. Otherwise, there will likely be a major backlash against hard-to-read visuals as this powerful group exercises its influence and demands greater legibility...According to Dr. Silverstone, aside from normal age-related vision changes, baby boomers are likely to suffer vision impairments resulting primarily from age-related eye diseases such as macular degeneration, cataracts, glaucoma and diabetes, which can significantly reduce the ability to read.”

Source: Lighthouse International, (800) 829-0500, www.lighthouse.org

“...There are approximately 10 million blind and visually impaired people in the United States...There are approximately 5.5 million older adults who are blind or have visual impairments.”

Source: American Foundation for the Blind, www.afb.org

Older Adults and Hearing Disorders:

“An estimated one-third of Americans older than age 60 and one-half of those older than age 85 have some degree of hearing loss.” **Source:**

Mayo Clinic Senior Health Hearing Loss, www.mayoclinic.com/health/hearing-loss

Statistics and Projections for Older Adults Age 65+ in the U.S.

Year	Number	% of Total Population	% Having Disabilities
2003	35.9 million	12.4	54.5 for 65+ 73.6 for 80+ (data collected 1997)
Projected 2030	71.5 million	20	(% not available at time of writing)

Sources: Projections of the Population by Age – January 2004 Census Internet Release; Current Population Reports, “Americans with Disabilities, 1997” P70-73, February 2001 and related Internet data:

Internet releases of the Census Bureau and the National Center on Health Statistics.

Overview of Disability Law

Signed into law in 1990, the ADA is only one of several civil rights laws that protect the rights of people with disabilities. The following is a brief overview of each of the disability rights laws that can and do impact parks and recreation programs, services and facilities.

Americans with Disabilities Act (ADA) of 1990

The ADA establishes a clear and comprehensive prohibition of discrimination on the basis of disability in the areas of:

Title I:	Employment
Title II:	Public Services
Title III:	Public Accommodations & Services Operated by Private Entities
Title IV:	Telecommunications
Title V:	Miscellaneous Provisions

Public parks and recreation agencies are covered under Title III, but could also be accountable under the other titles. A more detailed outline of the ADA can be found in *Appendix A* with web links to even more in depth information about each title and section.

Architectural Barriers Act (ABA) of 1968

The ABA requires access to facilities designed, built, altered or leased with Federal funds. It marks one of the first efforts to ensure access to the built environment. **The ABA applies to employers and organizations that receive financial assistance from any Federal department or agency.** The Access Board develops and maintains accessibility guidelines under this law. These guidelines serve as the basis for the standards used to enforce the law, the Uniform Federal Accessibility Standards (UFAS).

Rehabilitation Act (1973) – Section 504

Section 504 of the Rehabilitation Act is a national law that protects *qualified* individuals from discrimination based on their disability. **The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency**, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs.

Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

Rehabilitation Act (1973) Section 508

In 1998, Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities and to encourage development of technologies that will help achieve these goals.

The Rehabilitation Act applies to all Federal agencies and agencies receiving Federal funds when they develop, procure, maintain or use electronic and information technology.

Accessibility

Reasonable Accommodation Under the ADA

A reasonable accommodation is any modification or adjustment to a job, work environment or recreation setting that will enable a qualified applicant, participant, volunteer or employee with a disability to participate in the application process or to perform essential required functions. An accommodation is reasonable when it does not result in a fundamental alteration in the nature of the activity. Reasonable accommodations also include adjustments to assure that a qualified individual with a disability has rights in employment equal to those of employees without disabilities. (www.ada.gov)

Essential Eligibility

Reasonable accommodations are changes made to assist a person with a disability to meet essential eligibility requirements. Essential eligibility refers to the minimum requirements for class participation such as activity skill level. For example, if a participant with a disability who requests an accommodation registers for an intermediate tennis class but has beginner skills, he/she does not meet essential eligibility requirements. However, a beginner class would be appropriate and accommodations for successful participation would need to be made.

Accessibility Definitions

Readily Accessible means most people with disabilities should be able to access programs, features and services without having to ask for accommodations.

Universal Access or Barrier-Free Access means that programs, features and services are designed to be usable by as many people as possible and accommodate a wide range of skills and abilities. It also means staff must be prepared to respond effectively to many different types of customers, including but not limited to customers who:

- Are blind or have a visual impairment
- Are deaf or hard of hearing
- Use alternate means of communication
- Use mobility devices

- Have cognitive disabilities

The following seven Principles of Universal Design were developed by the Center for Universal Design at North Carolina State University in collaboration with a consortium of universal design researchers and practitioners from across the United States:

1. **Principle One: Equitable Use** – The design is useful and marketable to people with diverse abilities.
2. **Principle Two: Flexibility in Use** – The design accommodates a wide range of individual preferences and abilities.
3. **Principle Three: Simple and Intuitive** – Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.
4. **Principle Four: Perceptible Information** – The design communicates necessary information effectively to the user, regardless of ambient conditions or the user’s sensory abilities.
5. **Principle Five: Tolerance for Error** – The design minimizes hazards and the adverse consequences of accidental or unintended actions.
6. **Principle Six: Low Physical Effort** – The design can be used efficiently and comfortably and with a minimum of fatigue.
7. **Principle Seven: Size and Space for Approach and Use** – Appropriate size and space is provided for approach, reach, manipulation and use regardless of user’s body size, posture or mobility.

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Structural Access

In short, the ADA and the ABA require **newly constructed** facilities or structures to comply with federal accessibility design guidelines. Additionally, any facility or structures undergoing **significant remodeling** must also be brought into compliance. For example, all **newly constructed** parks, playgrounds, swimming pools, fishing piers, museums, theaters, federal buildings, government facilities, and places of public accommodation are required to meet minimum ADA standards.

Structural accessibility generally refers to minimum standards for wheelchair access in indoor and outdoor built environments.

Examples: Elevators, swimming pools, walking surfaces, automatic doors, customer service counters, bathroom stalls, shower stalls, family locker rooms, weight rooms, doorways, playgrounds and playground equipment, concession stands/vendors, fishing piers, public access at natural swimming areas/waterfronts, portable bathrooms, outdoor event structures, picnic structures, signage, etc.

Americans with Disabilities Act Accessibility Guidelines (ADAAG)

The Federal Access Board has developed scoping and technical requirements for accessibility to buildings and facilities by individuals with disabilities under the ADA. These scoping and technical requirements are to be applied during the design, construction, and alteration of buildings and facilities covered by Titles II and III of the ADA. See www.access-board.gov/adaag for specifications.

Parking

Places of public accommodation are required to have accessible parking spaces with access routes to the feature attraction. The number of required accessible parking spaces is based on the total number of spaces provided. See specifications at www.ada.gov/restribr.

Historic Landmarks and the ADA

Historic landmarks are structures of architectural significance that are registered at the federal, state or local level as historic landmarks. In general, alterations to historic structures must comply with the same standards as other alterations to existing structures unless it is determined *in accordance with defined procedures* (ADAAG 4.1.7) that compliance with accessibility requirements for accessible routes, ramps, entrances or toilets would threaten to destroy the historic quality of the structure. If standard accessibility requirements would destroy the historic quality, certain alternative minimum accessibility standards may be applied. See www.endelman.com/historic.htm for further information.

Note: The historic Sunrise Amphitheater on Flagstaff Mountain in Boulder, Colorado is an example of how the city and public stakeholders worked together to make the historic landmark wheelchair accessible.

Dog Parks and Skate Parks

At the advent of the ADA, numerous parks and recreation features were non-existent, so specific regulations are not available. However, each feature's elements should be evaluated with design standards applied to each element. Primary considerations should include accessible paths of travel to and within the feature, parking, restrooms, viewing areas, and feature entryways.

Other Aspects of Structural Access

Temporary Conditions

Parks and recreation agencies must also insure that temporary conditions such as snow, construction, maintenance, or vendors at special events, do not prevent access.

Emergency Exit and Preparedness Plans

“Emergency preparedness plans should include people with disabilities, and in order to do so effectively, organizations need to establish a process to fulfill requests from individuals with disabilities for reasonable accommodations they may need in emergency situations.” US Dept of Labor

In the event of an emergency, parks and recreation agencies must have a clear plan for the evacuation of patrons with disabilities. Since hurricane Katrina, this has become a hot topic. Facilities typically use an audible warning signal but other technologies are being considered to address the needs of people who are deaf.

Trails and Natural Sites

While the ADA does not address trails (non-paved surfaces of any length that may or may not have an end point feature attraction) and natural sites (scenic overlooks, natural destinations that are .25 miles or less from parking, picnic areas, etc.) at this time, many park services are making efforts to improve accessibility of such locations. Over the last several years, the Federal Access Board has been developing recommendations for accessibility standards for natural areas using ADAAG as a foundation. Passage into law of the new standards is pending. To see an example of how one Colorado agency is addressing accessibility of trails and natural sites, go to http://bouldercolorado.gov/index.php?option=com_content&task=view&id=1161&Itemid=1614

Programmatic Access

Title III of the ADA and Section 504 of the Rehabilitation Act require accessibility of programs and services, while Title IV of the ADA mandates the provision of closed-captioning of public service announcements, as well as telecommunications for people who are deaf or hard of hearing. Additionally, if a parks and recreation agency receives federal funding, then Section 508 requires that all information technology accessed by the public must also be made accessible.

When viewed in their entirety, programs must be readily accessible to and usable by individuals with disabilities. This standard, known as "program accessibility," applies to facilities of a public entity that existed on January 26, 1992. Public entities do not necessarily have to make each of their existing facilities accessible. They may provide program accessibility by a number of methods including alteration of existing facilities, acquisition or construction of additional facilities, or relocation of a service or program to an accessible facility or site.

Usually when we think of accessibility we think of wheelchair access. But programmatic accessibility is much more than that. The ADA permits people with all disabilities to register for all parks and recreation programs if, with a reasonable accommodation, they can meet essential eligibility requirements as described previously.

Reasonable accommodations specifically mentioned in the Title II statute and in the Title II regulation of ADA include but are not limited to the following:

- **Extra Staff:** Providing additional employees or trained volunteers to assist the individual. The extra staff should have additional training on disability awareness, program adaptation, and if appropriate, behavior management techniques, as well as related issues and experience with behavior management plans.
- **Additional Staff Training.** (See above)
- **Home Visits:** Agencies may be able to conduct some programs in an individual's home.
- **Auxiliary Aids or Services:** This includes sign language interpreters, note-takers, assistive listening services, audio versions of documents, large print and Braille documents.
- **Changes to Rules and Policies:** When an activity rule or organization policy can be changed without resulting in a fundamental alteration of the service, it must be changed for the person with a disability.
- **Adaptive Equipment:** Equipment can either be purchased or staff can modify equipment to make it more usable.
- **Removal of Architectural Barriers.**
- **Other Effective Modifications:** Modifications could include but are not limited to modifying instruction methods or changing the activity location.

Note: Confidentiality of participants with disabilities and their individual needs must be maintained at all times. Staff facilitating inclusion or other accessibility needs should only share essential information with other staff who need to know.

Inclusion

Under the ADA, people with disabilities have the right to participate in the most inclusive environment possible – meaning alongside peers without disabilities. Inclusion fosters a greater sense of community belonging, as well as equal and harmonizing ties between people with and without disabilities.

Specialized Programs

While inclusion opportunities play an important role in many participants' lives, specialized programs are also necessary. Other participants may require or prefer more assistance, specialized instruction, or the presence of other peers with disabilities.

Other Elements of Program Accessibility

Print Media

Park and recreation agencies should make all print information available in large print or Braille or voice recorded on request.

Telecommunications

If registration or class information is available by phone, staff should be trained to use Colorado Relay service through the phone company or a teletypewriter

(**TTY**) for registrants who are deaf, hard of hearing or who have other communication disabilities. *(Some sources call it a tele-device for the deaf [TDD]. This author's research suggests that many people who are deaf or hard of hearing prefer the former acronym, as it refers to the device rather than who uses the device.)*

Electronic Media and Other Technology

Any promotional videos or electronic public presentations should have captioning and or assistive listening devices, and interpreters should be available for public meetings, presentations and performances.

Websites

Websites should also attain at least minimum accessibility. There are two sets of standards or guidelines to refer to for compliance. Section 508 of the Rehabilitation Act establishes minimum standards for federal agencies, which other entities also adopt. There is also the more comprehensive Web Content Accessibility Guidelines from the World Wide Consortium (W3C) Web Access Initiative. See the *Appendix F* section of the Accessibility Resource Guide for links to further information about print media, telecommunications and web accessibility.

Transportation

When transportation services are offered as part of a program or activity, an accessible vehicle must also be available for participants requiring the use of a lift. While a program or facility is not required to be on a public transit bus route, it is beneficial if it is. Many people with disabilities rely on public transit for much of their mobility needs.

Birthday Parties and Other Hosted Rentals

Events hosted by the parks and recreation agency must meet the same accessibility standards as for any other program offering.

Outdoor Events

Outdoor events such as concerts and festivals should insure that accessible parking is available and easily accessible to access routes, the featured attraction, event services and restrooms or port-o-potties. Other accessibility considerations should include walking surfaces, seating and assistive listening devices or interpreters.

Contract Service Providers and Vendors

If a parks and recreation agency uses contract instructors or uses non-municipal facilities to conduct public programs, those instructors and facilities must also comply with the ADA. The parks and recreation agency is responsible for insuring compliance. Vendors providing products or services at park and recreation functions also have an obligation to be accessible.

Guide and Service Animals

Under the ADA, businesses and organizations that serve the public must allow people with disabilities to bring their service animals into all areas of the facility where customers are normally allowed to go. Guide dogs are typically used by people who are blind. Service animals are used for a variety of purposes from sensing oncoming heart attacks to performing assistive tasks. See www.ada.gov/svcabrs3.pdf for further information.

Customer Service

Although not specifically addressed in the ADA, customer service is an important piece of accessibility. Customer service could mean offering physical or communication assistance, notification of program cancellations, amenity closures or outreach to under-served or under-represented community members.

Recreation Access Rights

John N. McGovern, JD has written an informative article on recreation access rights that includes the following:

Right to the Most Integrated Setting

The recreation consumer with a disability has the right to participate in the most integrated setting. Any recreation and sport opportunity that is offered for people without disabilities is also available to the participant who has a disability. While separate programs designed for people with disabilities are acceptable, the integrated opportunity must be provided.

Right to Participate

Any person with a disability has the right to register for and participate in recreation and leisure activities, so long as the participant meets “essential eligibility” requirements that are required of all participants.

Right to Reasonable Accommodations

Refer to the section “Reasonable Accommodation” on page 6 of this document.

Right to Adaptive Equipment

Another type of reasonable accommodation is the use of adaptive equipment (ex: grasping devices to assist with fitness equipment, fishing rods, etc.).

Right to an Assessment or Evaluation

Recreation and sport providers must assess risk and the individual participant’s ability and experience in the activity. However, this evaluation should be applied to all participants, including those without a disability.

(For more information, see [Recreation Access Rights](http://www.ncaonline.org/ncpad/rights.shtml) under the ADA by John N. McGovern, JD, <http://www.ncaonline.org/ncpad/rights.shtml>)

Denial of Accommodation

There are only a few circumstances under which someone with a disability may be denied service: if the individual does not meet essential eligibility requirements, if significant safety issues remain after attempts at reasonable accommodations have been exhausted, or if the financial cost of an accommodation is deemed an undue burden for the organization. It is highly recommended that parks and recreation agencies establish procedures and documentation processes for staff to evaluate accommodation needs, document steps taken to make programs and services accessible and record any safety/risk concerns. Documentation should demonstrate that all reasonable efforts have been explored prior to denying service. The following sections outline processes for assessing participant abilities and developing accommodation strategies.

An agency *cannot* exclude a qualified registrant from a recreation program until it has attempted reasonable accommodations. It is recommended that parks and recreation staff complete the following steps prior to determining participation:

- Determine whether the participant qualifies for the program (essential eligibility).
- Assess the participant's skill level. This should be done by qualified staff, such as a CTRS and/or a general recreation instructor who has disability awareness training. Accommodations should be individualized to each person.
- Identify any possible hazards or risks that may occur from participation and document solutions.
- Develop ideas for possible accommodations. This should be done with a team of people including but not limited to the participant/parent/care giver/guardian, qualified staff such as a CTRS, and the class/activity instructor.
- Create a program plan that may or may not include a behavior plan.
- Complete a task analysis if necessary.
- Implement accommodation(s).
- Evaluate and make changes if necessary.
- Document findings during evaluation stage.

Safety/Risk Issues

Safety issues must be formally identified and documented. In the event that a participant's behavior causes an unsafe situation to arise, a behavior plan should be developed. A qualified staff person, such as a CTRS, should be involved in the plan, as well as the parent/care giver/guardian, and if appropriate, the participant. Likewise, if other participant factors exist that give rise to safety concerns, a plan must be made to address those concerns.

If the program staff attempt to ensure safety and minimize risk but significant safety issues remain for staff and/or participants, the ADA does not require

reasonable accommodations. The above listed steps must then be evaluated before a final decision can be made.

Documentation of Denied Accommodation Due to Safety/Risk Factors

Under the ADA, the department head should sign off on a memo if an accommodation is denied. The memo should include what was requested, what accommodations were considered or attempted, why the request was denied, and alternatives made available to the participant instead of accommodating the request.

Denied Accommodation Due to Undue Burden

When an accommodation causes *extreme* difficulty or expense, it need not be made. There are three categories that an undue burden may fall under:

- **Undue Administrative Burden:** When all existing and available resources are applied and an accommodation cannot be found, the parks and recreation agency may still be in compliance with the ADA.
- **Undue Economic Burden:** When the cost of an accommodation would result in a substantial burden *to the City/entire service agency* budget, then it may justify an economic burden.
- **Fundamental Alteration:** When the accommodation could be made but would fundamentally change the activity or the policy, it need not be made. Example: for beach volleyball a player who uses a wheelchair cannot maneuver in the sand.

PART TWO: Accessibility Philosophy

Developing an Accessibility Philosophy

Prior to implementing any accessibility changes, parks and recreation agencies could benefit greatly from developing an accessibility philosophy. Currently, at least 15.5% of the population between the ages of 5 and 64 have disabilities, and by the year 2030, older adults will comprise about 20% of the population with at least half of them having disabilities. Involving a representative group of stakeholders, including customers with a variety of disabilities, older adults, the general public and staff, will help to insure that accessibility plans and changes will meet the needs of the community. Because of the demographic changes and because people with disabilities are becoming more savvy about their rights, it is possible that accessibility will shift from being a matter of legal obligation to being more of a customer service issue.

Considerations for Developing an Accessibility Philosophy

Having a written accessibility philosophy that is communicated to and followed by all parks and recreation staff will help guide policy making, align staff actions and establish accountability for the entire organization. The following topic headings are a sample of the areas to be considered when developing an

accessibility philosophy. These topics are not exhaustive but offer a broad spectrum of considerations to begin accessibility discussions.

- **Drop-off and Pick-up Policy:** How soon will staff be available before and after program time to supervise participants? How will participants requiring one-on-one assistance be supervised before and after program time? What protocols will be used for participants arriving by public transit or private transportation providers?
- **Personal Care:** Will staff provide assistance with toileting, showering and dressing or will the participant be required to bring their own assistant for personal care needs?
- **Small Group, One-on-One or Two-on-One Assistance:** What criteria will be used to determine levels of support needed for a participant with a disability?
- **Medications:** Will staff be trained to give medications? Will a nurse be hired to give medications? How will situations be handled in which a participant uses a feeding tube or requires insulin injections?
- **Weight Limitations for Participants Needing Wheelchair Transfer Assistance:** Will there be established weight limits to manage risk to staff and the participant?
- **Department Budget for Reasonable Accommodations and Structural or Environmental Accessibility:** How will budgets for accessibility be determined? Will each division budget for their own accessibility needs or will funds be housed in one place?
- **Personnel and Staff Training:** Will disability education opportunities be optional or required for staff? Will it be one-time only training or will it be ongoing? Will it be only for certain staff or all staff?
- **Marketing and Outreach:** To what extent will the organization communicate to the public about its level of accessibility? How willing and able is the organization to reach out to target participant groups and individuals?
- **Website Access:** Is web accessibility on the organization's radar? What plans are in place to improve web access?

Implementing an Accessibility Philosophy

Organizational Assessment

It may be helpful to start with an organizational assessment to help clarify what your agency currently does well and areas that could use improvement in regard to accessibility. Included in *Appendix B* is a work sheet to help your agency explore its current thinking and chart a path for change.

Brochures and Requests for Reasonable Accommodations

Parks and recreation agencies, including older adult services, should have a place on their program registration forms for patrons to request a reasonable accommodation. The following are acceptable examples taken from brochures in Colorado.

Example 1:

Check here if you have a disability and require an accommodation. Allow two weeks.” (City of Boulder)

Example 2:

Please check here if the participant has special needs we should know about before the activity such as equipment, personal assistance, medical conditions, disability, etc. We will contact you to make the appropriate arrangements.” (Apex)

Preferably, brochures will also include a policy or philosophy statement. Some agencies, such as Boulder Parks and Recreation EXPAND, have chosen to make two statements, one for inclusion and one for general accessibility.

Example 1:

Inclusion

“Experiencing new recreation and leisure activities helps individuals to exercise freedom of choice. The EXPAND inclusion program promotes an environment where people with and without disabilities recreate together by taking classes offered through the Boulder Parks & Recreation Department. Within a few weeks of the request, therapeutic staff assist in providing the necessary support (i.e. peer buddies, instructor training, etc.) to insure a successful experience for all involved.”

Example 2:

Statement of Access for All! (Statement in Parks and Recreation brochure)

“The City of Boulder Parks and Recreation Department welcomes everyone to participate and enjoy programs and facilities regardless of race, color, disability, religion, national origin, pregnancy, age, military status, gender, gender identity, gender variance, or sexual orientation. If you have a disability and would like support for a program, please check the box on the registration form requesting an accommodation or contact a therapeutic staff. Boulder Parks and Recreation supports the Americans with Disabilities Act and strives to comply with all aspects of the law to provide a barrier free experience. Please contact 303-413-7216 if you have any questions regarding participating in a recreation program.”

Staff Training

When developing and implementing an accessibility philosophy, best practices include adequate staff training. Training is essential for successful inclusion and overall customer service to participants with disabilities. If you do not have a CTRS on staff who can conduct department wide staff training, you may want to consider designating someone to be the department’s Accessibility Liaison. That person should have adequate knowledge of the ADA, current disability terminology and disability awareness. They should also have related experience. Another option is to work with an accessibility consultant to help

develop an accessibility philosophy, conduct periodic trainings and help problem solve unique situations as they arise.

Training may include leadership skills, ways to make program adaptations, transferring participants in and out of wheelchairs, physical/structural accommodations, behavior management techniques/plans and disability awareness.

Successful inclusion of people with disabilities is often the result of attitudinal changes that create a shift in the way recreation services are provided. Management, as well as general recreation staff and instructors, should receive periodic training to promote and support those attitudinal changes and instill a sense of confidence and competency among all staff. For a sample of possible staff training content see *Appendix D*.

Procedures and Documentation

Best practices for inclusion and accessibility include formalized procedures and documentation for each accessibility accommodation requested. A defined process will insure that appropriate and adequate measures will be taken to provide the most inclusive recreation experience possible and that staff will be trained and prepared. An example of inclusion procedures is included in *Appendix B*.

Budget Considerations

By developing an accessibility philosophy prior to developing an accessibility budget, parks and recreation agencies can look to that philosophy to steer the budget as opposed to the budget steering the philosophy. The following are examples of possible budget considerations. Again, this list is not exhaustive but a good starting point for discussion.

- **Staff:** Full time CTRS, part time CTRS, inclusion support staff, program leaders, consultants, staff training time for disability awareness, etc.
- **Adaptive Equipment:** Built in features such as slides, playground activities, accessible exercise/sports machines and equipment, etc.
- **Program Vehicle:** Accessible van
- **Interpreters:** Sign language
- **Building Modifications:** Elevators, pool ramps or lifts, entryways, locker rooms, performance areas, etc.
- **Technology:** Web site accessibility, accessible registration systems, phone systems, etc.
- **Marketing and Outreach:** Time and materials, alternate formats

PART THREE: Disability Terminology and Etiquette

Terminology

Choosing/Using Words with Dignity

People with disabilities are actively seeking full civil rights and desire to be accepted in their communities as equals. They are entitled to the same opportunities to live, work, recreate and travel as anyone else. Your agency and staff's perception of individuals with disabilities has the power to effect public perception of their value to your community. What you do, write and say can enhance the dignity of people with disabilities and promote positive attitudes.

The way in which specific disabilities are described is subject to debate and change. It may be helpful to keep in mind how the Federal Government articulated legislation. The Americans with Disabilities Act passed into law – not the Disabled Americans Act – not the Handicapped Americans Act. Try not to get so caught up in using the “right” words that your effort gets in the way of natural, positive communication. Saying something like “he *is* an epileptic,” or “she *is* retarded,” suggests that someone's condition constitutes their whole identity rather than just one aspect of who they are. People *have* disabling conditions. The disabling condition is not who they are.

In general, mention a person's disability only if it is relevant to an issue. Let your descriptive words emphasize a person's traits and abilities, not just the disability. Focus on the person first, and on the disability second. The phrase “people with disabilities” is preferred, for instance, over “the disabled” or “the handicapped.” The former conveys respect for the individual first and recognizes the disability secondarily and only as one characteristic of the person.

The following examples are considered respectful examples of commonly accepted contemporary disability terminology:

- People with disabilities
- People who use wheelchairs
- People with mental health disabilities/mental illness
- People who are blind/have a visual impairment
- People with developmental disabilities/mental retardation
- People who are deaf or hard of hearing/have a hearing impairment*

*An exception to this guideline is in reference to people who are deaf. Many people who have grown up with deafness consider themselves a culture much like Latinos, Asians, and Native Americans. Some people who communicate with sign language consider it to be like speaking another language. Therefore, people who are deaf often refer to themselves or their community as “the Deaf

community, culture or population.” If you are not part of that community it is still respectful to say “people who are deaf.”

It is best to **avoid** using the following terms or expressions that many find offensive:

- Pitiful/unfortunate/poor thing
- Invalid/vegetable
- Patient (Use only when someone is in a health care environment or under a doctor's care.)
- Wheelchair-bound/bedridden (People may need assistance to get in and out of a wheelchair or bed but they are not permanently tied or roped to a device.)
- Challenged/handi-capable/differently-abled (Trendy labels many find condescending)
- Suffers from/afflicted with
- He/she has overcome his/her disability (People live with disabilities and rarely overcome them. They can, however, learn adaptive skills and overcome attitudinal, social, architectural, educational, transportation and employment barriers.)
- Able-bodied (Term often used to differentiate someone without a disability from someone with a disability. The term implies that people with disabilities are not able.)

Etiquette

The purpose of addressing etiquette in regard to people with disabilities is not to give them special treatment but rather to recognize and respect individual needs. Learning disability etiquette also builds customer service competence and disability awareness among staff.

- When talking with a person who has a disability, speak directly to the person rather than through a companion or family member who may be present.
- If a person with a disability uses an interpreter, speak to and look at the person with the disability, not the interpreter.
- When introduced to someone with a disability, offer to shake hands. If someone has limited right hand use you may be able to shake the opposite hand or limb or greet with a nod and eye contact. It is also okay to shake hands with someone's prosthetic hand.
- Using common expressions, such as “see you later” to someone who is blind or “got to run” to someone who uses a wheelchair is fine. They are just commonly accepted expressions of speech.
- Treat and communicate with adults with mental retardation as adults.
- People who use wheelchairs generally prefer not to be patted on their head.
- Do not rest your hands or lean on a person's wheelchair.

- If possible, sit down or kneel when talking to a person who uses a wheelchair so that you are at the person's eye level.
- If you are giving directions to a person using a mobility device, it's important to communicate such things as distance, surface conditions and physical obstacles such as stairs, curbs, and steep hills.
- If you see an older adult or someone with a disability struggling to do something, it is okay to ask if they would like assistance. Just don't assume they need help.
- If you are a sighted guide for a person with a visual impairment, allow the person to take your arm at or above the elbow so that you guide rather than propel.
- When talking with a person who has a speech impairment, it is okay to ask them to repeat themselves. Don't pretend to understand them if you don't.
- When first meeting a person who is blind or has a visual impairment, identify yourself and any others who may be with you. Say, for example, "On my left is Marcia Smith." When conversing in a group, remember to say the name of the person to whom you are speaking to give a vocal cue. Speaking in a normal tone, indicate when you move from one place to another, and let it be known when the conversation is at an end.
- When directing a person with a significant visual impairment, use specifics such as "left about 20 feet" or "right about ten feet."
- Be considerate of the extra time it might take for an older adult or person with a disability to get things done or said. Let the person set the pace in walking, talking and completing tasks.
- To get the attention of a person who has a hearing impairment, you may tap their shoulder or enter their visual field.
- Be aware that people who are deaf or have hearing impairments often rely on facial expressions and other body language to help in understanding.
- Written notes may work for brief communications with someone who is deaf or hard of hearing, but an interpreter should be used for longer conversations or during recreation programs or other public events.
- When planning events or outings involving people with disabilities, consider their needs ahead of time.

Appendix A

Americans with Disabilities Act Section Outline

For detailed information go to www.adaportal.org/General

TITLE I--EMPLOYMENT

- Sec. 101 Definitions
- Sec. 102 Discrimination
- Sec. 103 Defenses
- Sec. 104 Illegal use of drugs and alcohol
- Sec. 105 Posting notices
- Sec. 106 Regulations
- Sec. 107 Enforcement

TITLE II--PUBLIC SERVICES

Subtitle A--Prohibition Against Discrimination and Other Generally Applicable Provisions

- Sec. 201 Definition
- Sec. 202 Discrimination
- Sec. 203 Enforcement
- Sec. 204 Regulations

Subtitle B--Actions Applicable to Public Transportation Provided by Public Entities Considered Discriminatory

Part I--Public Transportation Other Than by Aircraft or Certain Rail Operations

- Sec. 221 Definitions
- Sec. 222 Public entities operating fixed route systems
- Sec. 223 Para transit as a complement to fixed route service
- Sec. 224 Public entity operating a demand responsive system
- Sec. 225 Temporary relief where lifts are unavailable
- Sec. 226 New facilities
- Sec. 227 Alterations of existing facilities
- Sec. 228 Public transportation programs and activities in existing facilities and one car per train rule
- Sec. 229 Regulations
- Sec. 230 Interim accessibility requirements

Part II--Public Transportation by Intercity and Commuter Rail

- Sec. 241 Definitions
- Sec. 242 Intercity and commuter rail actions considered discriminatory
- Sec. 243 Conformance of accessibility standards
- Sec. 244 Regulations
- Sec. 245 Interim accessibility requirements

TITLE III--PUBLIC ACCOMMODATIONS AND SERVICES OPERATED BY PRIVATE ENTITIES

- Sec. 301 Definitions
- Sec. 302 Prohibition of discrimination by public accommodations
- Sec. 303 New construction and alterations in public accommodations and commercial facilities
- Sec. 304 Prohibition of discrimination in specified public transportation services provided by private entities
- Sec. 305 Study
- Sec. 306 Regulations
- Sec. 307 Exemptions for private clubs and religious organizations
- Sec. 308 Enforcement
- Sec. 309 Examinations and courses

TITLE IV--TELECOMMUNICATIONS

- Sec. 401 Telecommunications relay services for hearing-impaired and speech-impaired individuals
- Sec. 402 Closed-captioning of public service announcements

TITLE V--MISCELLANEOUS PROVISIONS

- Sec. 501 Construction
- Sec. 502 State immunity
- Sec. 503 Prohibition against retaliation and coercion
- Sec. 504 Regulations by the Architectural and Transportation Barriers Compliance Board
- Sec. 505 Attorney's fees
- Sec. 506 Technical assistance
- Sec. 507 Federal wilderness areas
- Sec. 508 Transvestites
- Sec. 509 Instrumentalities of Congress
- Sec. 510 Illegal use of drugs
- Sec. 511 Definitions
- Sec. 512 Alternative means of dispute resolution
- Sec. 513 Severability

Appendix B

Inclusion Procedures

These suggestions are from “Therapeutic Recreation in the Community – An Inclusive Approach”, Marcia Jean Carter and Stephen P. LeConey, pgs. 87, 107 & 134.

Step 1: Perform an Assessment

Participant skills, areas for development, and program/program environment relating to the inclusion program are assessed by the therapeutic recreation staff. This may include:

- Meeting with participant (parent/guardian) to discuss program and possible accommodations (registration process should provide participant/guardian with a process to formally request an accommodation)
- Completing a formal, written assessment to determine participant skills, areas needing development, activity interests, motivating factors, etc. (assessment must relate to the inclusion setting)
- Checking documentation from previous program participation (TR programs, other centers, etc.)
- Contacting school teacher, job coach, etc. to gain additional information (school IEP, etc.)
- Contacting other professionals who may be involved with the participant (case manager, physical therapist, speech therapist, etc.)
- Observing participant at school, work, or recreation programs
- Identifying medical/safety concerns, activity restrictions, etc.
- Determining method of communication, assessing communication skills
- Observing the inclusion program to determine:
 - Program factors (structure, activities, etc.)
 - Staff factors (number, abilities, attitudes, training needs, etc.)
 - Facility factors (space, noise level, accessibility, etc.),
 - Peer factors (age range, skills/interests, acceptance, etc.)
- Establishing starting date, days/times attending

Step 2: Determine Accommodations

Accommodations may include:

- Assistive listening services
- Sign language interpreters
- Braille documents
- Adaptive equipment
- Trained inclusion support partners (general recreation program staff, volunteers, field practicum students, interns)
- Modified teaching techniques

For example, Sarah has a brain injury, which affects her short-term memory. Sarah may need more reminders about an activity's steps than other children. Accommodations may look something like this:

Student A comes into the class and the instructor says "Please join the group."

Sarah comes into the class and the instructor says "Please put your coat in a cubby." "Please go into the classroom." "Please sit with the group."

Step 3: Develop Goals and Objectives

From the assessment observations and asking the participant (parent/guardian), the therapeutic recreation staff will be able to form goals and objectives. Some participants' goals may be to improve activity skills and abilities while others want to gain appropriate social interaction skills. The therapeutic recreation staff member may also supply the general recreation instructor with information about the participant's disability that he/she can use as a reference.

Sample Goals

Ever since Sarah acquired her brain injury in a car accident, she has had trouble making friends and being social. Her brain injury also affects her balance and coordination. Her goals are to 1) increase her physical coordination throughout the class by focusing on specific dance steps and to 2) improve her social skills through engaging classmates in conversation.

Step 4: Develop a Plan

Once the first three steps have been completed, an implementation plan should be developed. This may include:

- Summarizing assessment data (primary need for inclusion support and recommended accommodations)
- Identifying the "inclusion team", convening and gaining input from all those involved in the inclusion support plan
- Identifying participant objectives, achievement measures
- Identifying specific inclusion strategies, adaptations, interventions to be used
- Identifying resources needed, how provided
- Clarifying roles/responsibilities
- Establishing clear channels of communication
- Developing behavioral support plan (if needed)
- Staff preparation, training and orientation
- Participant/peer preparation strategies (disability awareness program)
- Identifying inclusion team members' schedules, observations, meetings, dates to review support plan, etc.

Step 5: Implement the Plan

The inclusion support plan is implemented with recommended accommodations when the participant begins the program. This may include:

- Program/activities prepared and implemented as planned (adaptations as needed)
- Program instructors/inclusion support partners provide appropriate levels of assistance (intervene and redirect as needed)
- Program instructors/inclusion support partners implement a variety of strategies to promote inclusion such as: supplemental skill training in specific areas as needed (social skills, activity skills, self-help skills, etc.)
- Organizing small group activities to add structure to non-structured times
- Providing specific behavioral interventions as needed (anger management, frustration tolerance, etc.)
- Promoting peer friendships, partnerships for specific activities
- Influencing program activity selection towards activities which allow for a wider range in skill levels
- Providing disability awareness programs to encourage peer acceptance

Step 6: Evaluation

A continuous evaluation process allows the inclusion team to determine whether or not the goals of the inclusion experience are being met and if the participant is improving his/her level of independence. It is important to note that a participant's goals may change during a program if they are achieved before completion or if they need to be adapted after the start of the program.

Appendix C

DEVELOPING AN ACCESSIBILITY PHILOSOPHY: ORGANIZATIONAL ASSESSMENT

**Consider using this questionnaire as a starting point for
developing an accessibility philosophy**

How Well Do We Do scale of 1 – 5: 1 = No, not at all, 5 = Yes, definitely

Rank Importance scale of 1 – 5: 1 = Low priority, 5 = High priority

Category	Experiences / Knowledge / Preparation	How Well Do We Do	Rank Importance	Next Steps
Communications	Do your print/marketing materials and web sites contain images of diversity, including people with disabilities and older adults? Does your website highlight your agency's accessible services?			(Use separate sheet)
	Are your marketing materials available in alternate formats? Is your website accessible? Do you have a TTY and does your staff know how to use it? Does your staff know how to use Colorado Relay service?			
	Does your agency <i>actively</i> outreach to people with disabilities including young children and older adults?			
Emergency Action	In your emergency evacuation procedures, do you have provisions for informing/assisting participants with disabilities, including those with mobility, hearing or visual impairments?			
Staff Training/Awareness	Do your staff manuals include ADA, disability awareness and inclusion information?			
	Do you require your staff, including contract service providers, to have regular or any in-services on disability awareness/ADA?			
	Do you have a qualified staff person insuring accessibility of facilities, programs and services? (It does not have to be a TR but it should be a knowledgeable person.)			
	If your agency does not have any TR staff or accessibility manager, do you have a network of people, agencies or consultants you can refer to for disability/accessibility information?			

Category	Experiences / Knowledge / Preparation	How Well Do We Do	Rank Importance	Next Steps
Programs/ Services	Do your agency's programs include services for a diversity of people with disabilities including children, adults and older adults with developmental, physical and mental health disabilities?			
	Does your agency have an established plan and process for supporting individuals who want to have an inclusive recreation experience?			
Budget	Do you have a line item in your budget for facility access such as pool lifts or ramps, playground modifications, trails, waterfront access and elevators?			
	Do you have a line item in your budget for inclusion support services such as interpreters, additional staff, adaptive equipment, technology and staff training?			
Meetings/Events	When you hold outdoor functions such as concerts or festivals, do you insure that restrooms, surfaces on paths of access, parking, viewing and points of entry are accessible and located in close proximity to the event? Do you provide interpreters and/or assistive listening devices?			
	When holding public meetings, do you offer materials in alternate formats, announce that interpreters will be available, set up displays/tables to be reached by people using wheelchairs, have accessible restrooms and parking?			
Attitudes/Values	Do your agency and staff authentically wish to provide equal access to people with disabilities verses simply comply with the letter of the law?			
	Does your agency have an accessibility philosophy in place that guides the actions of all staff?			

Appendix D

Training General Recreation Staff for Inclusion and Disability Awareness

(Adapted with permission from the Boulder Parks and Recreation EXPAND Program and Maura Holden, CTRS, CPRP)

The following outline offers suggestions for preparing different staff and administrators for inclusion situations and general disability training.

First Identify:

- I. **Who** should get the training *and*
What training components should be included?
- II. **How** the training should be conducted
- III. **When** the training should be conducted

I. Who and What

A. Front Line Staff

- Cashiers, front desk staff
- Lifeguards
- Gym monitors
- Weight room attendants
- Registration staff

Suggested Training Components:

- Accessibility philosophy
- People first language
- Disability awareness/sensitivity
- Who support staff are and what they do

B. Instructors

- Swim instructors
- Camp counselors
- Dance teachers
- Tennis or golf pros
- Weight trainers

Suggested Training Components:

- Accessibility philosophy
- People first language
- Disability awareness/sensitivity
- Who support staff are and what they do
- Behavior support
- How to adapt an activity

- ❑ Disability definitions
- ❑ Teaching pointers

C. Programmers/Managers

- Head lifeguards
- Floor managers (gymnastics)
- Camp directors
- Dance coordinators
- Coaches

Suggested Training Components:

- ❑ Accessibility philosophy
- ❑ People first language
- ❑ Disability awareness/sensitivity
- ❑ Who support staff are and what they do
- ❑ Behavior support
- ❑ How to adapt an activity
- ❑ Disability definitions
- ❑ The “process” of inclusion

D. Administrators

- Finance staff
- Systems support staff
- Superintendents/Directors for other areas such as Open Space or Parks

Suggested Training Components:

- ❑ ADA
- ❑ Accessibility philosophy
- ❑ People first language
- ❑ Disability awareness/sensitivity

New Staff vs. Returning Staff

Training components may vary depending on whether the training is for new staff or returning staff. History of the programs, accessibility philosophy and support available to them should be covered in new hire trainings. Returning staff should have a review of disability awareness, scenarios from past programs including advice, questions and answers.

II. How the Training Could Be Conducted

How to conduct training will be influenced by who the audience is, how much time is allotted and how frequently the training is delivered. Hands on activities and guest speakers with disabilities often have the most memorable impact but time may only allow for a quick refresher. Ideally, the on-staff CTRS would probably be most qualified to deliver the training. For those agencies without a CTRS on staff, a contracted trained professional or on-staff ADA liaison are also

possible training providers. Community members with disabilities make great guest presenters as well.

III. When to Conduct Training

- At the onset of seasonal staff
- During quarterly staff meetings
- At new hire orientations
- Prior to a program where an inclusion experience will be happening

Appendix E

15 Ways to Make a Positive Impact in Your Parks and Recreation Department

1. Make disability awareness and accessibility a core value in your organization and articulate it in your employee manual, program brochure and on your agency's website.
2. Provide ongoing disability awareness training programs for all staff.
3. Sponsor a "brown bag" series that features speakers on accessibility and disability awareness topics.
4. Reach out to disability service organizations to seek their programming input.
5. Offer specialized and inclusive activities in a variety of programming areas such as sports, fitness, arts, dance, etc.
6. Be mindful of your language; avoid stereotypical remarks and challenge those made by others.
7. Be knowledgeable; provide as much accurate information as possible to reject harmful myths and stereotypes. Have staff discussions about the impact of prejudicial attitudes and behavior.
8. Visit disability and older adult service organizations in Colorado to increase your knowledge, or better yet, volunteer to gain hands on experience.
9. Read and encourage other staff to read books and articles that promote understanding of different abilities and disabilities.
10. Periodically invite a person with a disability or older adult to staff meetings to offer their insight for program design, facility accessibility and customer service.
11. Encourage representation of people with disabilities and older adults on boards, committees, and community projects.
12. Develop a poster campaign in your recreation centers depicting inclusion of people with disabilities.
13. Host a film festival featuring athletes with disabilities.
14. Post a list in your meeting and/or break rooms highlighting famous people with disabilities.
15. Have a positive "can do" attitude!

Appendix F

Accessibility/Disability Related Information and Resources

Legislation

Americans with Disabilities Act

www.ada.gov

(800) 514-0301 or (800) 514-0383 (TDD)

Legal and technical information

Online courses

Funding opportunities

Architectural Barriers Act

www.access-board.gov/about/laws/ABA.htm

Rehabilitation Act Section 504

www.hhs.gov/ocr/504.html

Rehabilitation Act Section 508

www.section508.gov/index.cfm?FuseAction=Content&ID=3

Land Management Agencies

Several federal, state and local land management agencies print park and facility guides which specifically detail the accessible features at each attraction.

National Park Service

General Website - www.nps.gov

Accessibility Page - www.nps.gov/accessibility.htm

USDA Forest Service

General Website - www.fs.fed.us

Accessibility Page - www.fs.fed.us/recreation/programs/accessibility

Information Phone Number - With 175 National Forests and Grasslands from Alaska to Puerto Rico, Maine to California covering 191 million acres, the best way to get information is to use the general website to locate a National Forest or Grassland of your interest and contact that unit directly.

U.S. Fish and Wildlife Service

General Website - www.fws.gov

General Inquiries - (800) 344-9453

Bureau of Land Management

General Website - www.blm.gov

Office of Public Affairs; Public Inquiries - (202) 452-5125

[Bureau of Reclamation](#)

General Website - www.usbr.gov

Information Phone Number - (202) 513-0575

Universal Access to Outdoor Recreation, Pocket Guide (handbook for accessible design trails, natural areas, and other outdoor sites based on ADAAG) PLAE, Inc. 1-800-790-8444

Disability Organizations and Resources

American Speech – Language – Hearing Association

www.asha.org

Brain Injury Association of Colorado (BIAC)

www.biacolorado.org

National Center on Accessibility (NCA)

501 North Morton Street - Suite 109, Bloomington, IN 47404-3732, Voice: (812)

856-4422 TTY: (812) 856-4421 Fax: (812) 856-4480

Provides training and information for park and recreation professionals.

www.ncaonline.org or www.indiana.edu/~nca

National Center on Physical Activity and Disability (NCPAD)

The mission of NCPAD is to promote substantial health benefits that can be gained from participating in regular physical activity. This site provides information and resources that can enable people with disabilities to become as physically active as they choose to be.

www.ncpad.org

National Council on Aging

www.ncoa.org

National Mental Health Information Center, US Dept of HHS, Substance Abuse and Mental Health Services Administration (SAMHSA)

mentalhealth.samhsa.gov

National Alliance for the Mentally Ill

www.nami.org

Rocky Mountain ADA & IT Center

Provides information on the Americans with Disabilities Act (ADA) and accessible education-based information technology to Colorado, Utah, Montana, Wyoming, North Dakota and South Dakota.

www.adainformation.org 1-800-949-4232

San Francisco State University, Institute on Disability – Historical Dateline

www.bss.sfsu.edu/disability

Guidelines for Color Contrast for People with Low Vision
www.lighthouse.org/color_contrast.htm

Guidelines for Text Legibility for People with Low Vision
www.lighthouse.org/print_leg.htm

Universal Design Resources
www.makoa.org/accessable-design

Accessibility Symbols
www.gag.org/resources/das.php

Accessible Web Site Design and Resources

U.S. Department of Justice
Civil Rights Division
Disability Rights Section
www.usdoj.gov/crt/508/report/eseq.php
www.section508.gov (interactive demonstration course)
www.access-board.gov/sec508/guide/1194.22.htm

W3C Web Accessibility Initiative
www.w3c.org/WAI/Resources (references on web accessibility)
www.w3c.org/WAI/ER/existingtools.html (evaluation, repair and transformation tools for web content accessibility)

Washington University
AccessIT
www.washington.edu/accessit

University of Wisconsin
“Designing More Usable Web Sites”
www.trace.wisc.edu/world/web

DBTAC: Rocky Mountain ADA Center
www.adainformation.org

WebAIM
www.webaim.org

Accessible.Org
www.accessible.org

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