

Tualatin Hills Park & Recreation District

Inclusion Services Handbook
for Parent/guardians and Participants



What Is Inclusion?

Inclusion is the process of including all people, regardless of their ethnic origin, sexual orientation, socio-economic level, color, language or abilities.

Recreation is a right, and inclusion is the process of providing supports, adaptations and training to ensure that individual needs and desires for participation are met in ways that are reasonable, safe, and do not fundamentally alter the nature of the recreation program or activity.

Inclusive Recreation is ...

Inclusive recreation is based on providing opportunities for people with disabilities to participate in activities with their peers without disabilities.

- Inclusion is the right to request and receive support and accommodations in programs and services to a degree that does not fundamentally alter the intent and nature of the program design as defined by the Title II of the Americans with Disabilities Act.
- Inclusion is about helping participants increase their participation in programs.
- Inclusion examines each individual person and determines how best that person can be fully included.
- Inclusion determines what supports are necessary and how that support is generalized to other environments.
- Inclusion assesses what skills and support a person may need for participation in recreation programs and activities.

Inclusive Recreation is not...

- Providing a separate area or alternative activity for a person with a disability for a significant portion of the scheduled program.
- Making exceptions to the minimum eligibility criteria of a program, including rules or regulations (with or without accommodation), that were designed to ensure the safety of the participants.
- Hiring, selecting or guaranteeing assignment of a specific staff member to work with a person needing additional support.
- Providing individualized therapy within a program.
- Provision and/or purchase of personal custom devices or equipment.
- Guaranteeing one-on-one staffing ratios.

A disability must be verified by one of the following:

- Physician, nurse practitioner, licensed/certified psychologist or licensed clinical social worker
- Qualified to receive early intervention/early childhood special education services
- Eligibility for Supplemental Security Income
- Parental report (example: developed Individual Education Plans)

Minimum Requirements for Recreation Participation

- Register and pay class fees.
- Meet the age and registration requirements of the specific program.
- Voluntarily engage in scheduled activities for the majority of the program time with or without reasonable accommodations.
- Able to use a consistent form of communication to indicate basic needs and follow simple directions.
- Refrain from using profane language.
- Able to tolerate and function, with assistance, as a member of a larger social group
 - 15 or more people for classes
 - 20 or more people for camps, events and programs lasting longer than 2 hours in duration.
- Remain with the instructor, follow directions to the best of his or her ability, and refrain from disrupting the activity with or without reasonable accommodation.
- Follow the rules of conduct with or without reasonable accommodation.
- Wear appropriate attire at all times.
- Refrain from placing himself or herself, or others, at risk.

Two-Week Notice Required

THPRD requires a minimum two-week notification for inclusion service requests. When an individual with a disability attends a program without prior notification, and it is determined that an accommodation is necessary, the programmers are notified. If it is determined that additional assistance is required, the inclusion coordinator may be asked to assess the situation. The participant may be accommodated to the best of the program's ability until the inclusion coordinator can assist, or the participant may be withdrawn in compliance with the policy. This policy will allow staff enough time to complete an assessment, identify and provide any individualized supports and/or accommodations necessary for participation.

Plan For the Following Outcomes in Our Programs

- Staff members provide the necessary support for including all persons in programs and services.
- Adaptations are individualized, based on assessments, and are viewed as transitional.
- Positive social interactions and friendships occur between individuals with and without disabilities.
- Recreation skills are learned and practiced.
- Persons with disabilities are provided equal opportunities, support and encouragement.

The Inclusion Process

A multi-part administrative procedure ensures the needs of each participant are met. The goal is to keep the approach as unobtrusive and normal as possible and to identify essential accommodations that ensure the safety and success of participants. Several different variables determine the level of support afforded to participants requesting inclusion services. The nature, level, and duration of the services can range from full to minimal and may change during the inclusion experience.

Successful inclusion occurs when professionals, parents or guardians, and others involved work as a team. The team has greater knowledge and experience with the participant and more approaches to problem-solving than just one person working alone.

Maintaining good, clear communication among the team, keeping accurate records, and confidentiality are also imperative. Below are some of the key players who may be involved in the recreation inclusion process:

1. The participant experiencing a disability
2. Parent and/or guardian or significant other
3. THPRD inclusion coordinator
4. Recreation program supervisors
5. Recreation program leaders, inclusion leaders and/or instructors
6. Case managers, counselors, teachers and other school personnel

The determination of service levels are done by reviewing supporting documentation.

- Intake Form – To be completed each registration term
- Outside documents pertaining to need (example: school developed IEP)
- Care provider assessments

Along with assessment, evaluation and feedback from:

- Inclusion staff
- Program staff
- Partnering organizations

Full services: This is when substantial accommodations are required, including additional staff, training for staff and program modification(s). This level also may require individualized behavior plans, and/or the need for consultants, sign language interpreters, or one on one staff-to-participant ratios.

Moderate services: This is when accommodations are required, including individualized behavior plans, program modifications and increased staff-to-participant ratios.

Minimal services: This is when limited accommodations may be required and there is no need for additional staff, but there may be a need for program modifications and/or adapted equipment.

No services: This is when a person with a disability does not disclose their disability or chooses not to request inclusion services.

Disability Supports and Accommodations

Tualatin Hills Park & Recreation District encourages individuals with disabilities to contact our Inclusion Services staff a minimum of two weeks in advance of the program start date to allow time to identify and provide the supports and accommodations needed for participation. The district requests 72 hours advance notice for the provision of sign language interpreters.

THPRD provides the following resources and supports:

- Access to Certified Therapeutic Recreation Specialists
- Training in disabilities, activity modification and behavior management
- Trained staff and volunteers
- One-to-one support staff when determined to be necessary
- Wheelchair accessible vans
- Adaptive equipment
- Information in large print, Braille, on disc or a reader
- Service animals allowed in programs
- Adaptation and modifications of games and/or rules
- Program modification so long as it does not fundamentally alter the nature of the activity
- Assessments and focus on “person-centered planning”
- Accessible facilities
- Sign language interpreters
- Knowledge and expertise in behavior management and intervention Development and implementation of individualized support plans
- Evaluation and quality assurance measurements
- Scholarship funds based on income
- Resource, information and referral services

Problems or Issues in the Inclusion Process

Some disabilities can impact an individual’s ability to interact with others, to control emotions, or to judge social and play situations appropriately. Inappropriate behavior, however, is not a disability. If an individual has disclosed a disability, and engages in inappropriate behavior, then the team will identify various accommodations and strategies to ensure that the behavior does not become disruptive or a safety threat.

In the event it is determined that a program situation is unsafe for staff and participants, or the participant with a disability, THPRD reserves the right to remove that participant from the program and may also choose to exclude the participant from other programs until documentation is available to prove the behavior is no longer a safety threat.

- Safety threats include, but are not limited to:
- Running away or wandering
- Being physically aggressive towards others and self
- Gross inappropriate behavior that cannot be mitigated or controlled.

There could be times when a situation warrants immediate suspension, for example, when gross inappropriate behavior occurs.

If a participant with a disability is identified as having difficulty in the program, even with accommodations and support, the behavior modification steps and documentation occur before withdrawing the participant from the program. Each step provides an opportunity to work through the process in a respectful and fair way and facilitate communication and collaboration.

Intervention Steps

1. Contact or re-contact parents, teachers, counselors, behavior specialists or other stakeholders, for the purpose of gathering additional information and developing additional supports and/or accommodations.
2. Meet with parents, program staff, and behavior management/inclusion coordinator to discuss intermediary plans. Determine if implementation of the plan is reasonable.
3. Develop an intermediary plan with parents and staff that outlines goals and expectations for participation and clearly identifies conduct expectations and consequences for noncompliance.
4. Have family and team members sign off on the plan and begin implementation.
5. Monitor and evaluate the plan. The team will meet on an “as-needed” basis to evaluate the plan or consider more effective accommodations.
6. Redesign or modify the plan if necessary and communicate any changes to the entire team.
7. Continue to monitor and evaluate.
8. Document all meetings, telephone calls, incidents, complaints, safety concerns, problems and successes.
9. Make a recommendation utilizing team members’ input and suggestions.

Gross Inappropriate Behavior

Gross inappropriate behavior consists of any of the following behavior(s) that warrants immediate suspension without following the intervention steps.

- Criminal sexual behavior
- Violent criminal behavior
- Inappropriate behavior that cannot be mitigated or controlled and poses a significant safety risk

Inclusion Staff Support Levels

Full support, provided by THPRD, is determined by the following criteria:

- 1) Documentation from current service provider indicates that one-on-one staff is currently being provided in identified setting. **Example:** *School IEP indicating placement in a one-on-one class setting.*
- 2) THPRD inclusion staff's assessment determines full support is necessary for successful participation.
 - a. Participant needs re-direction an average of 50% of program time
 - b. Participant needs sensory breaks an average of 50% of program time
 - c. Environmental Adaptations

The cost of providing a one-on-one inclusion aide to a participant receiving full support is absorbed 100% by inclusion services department.

Moderate support, provided by THPRD, is determined by the following criteria:

- 1) Documentation from current service provider indicates modifications to the identified setting are being provided. **Example:** *School IEP indicating placement in non-traditional classroom setting that provided modifications to participant.*
- 2) THPRD inclusion staff's assessment determines moderate support is necessary for successful participation.
 - a. Participant needs re-direction an average of 25% of program time
 - b. Participant needs sensory breaks an average of 25% of program time

The cost of providing an inclusion aide for a participant receiving moderate support will be the responsibility of inclusion services and the facility depending on the following criteria.

- 1) When one participant in an activity is receiving support:
 - a. Split 50/50 between the inclusion services department and the facility providing the activity, when there is only one participant receiving moderate support.
Example: Five weeks will be paid by inclusion services department and five weeks will be paid by facility for an activity scheduled for 10 weeks.
 - b. 100% is paid by inclusion services department when two-three participants are receiving moderate support.

Staff placement for moderate support is determined collaboratively by facility program coordinator and inclusion coordinator:

- 1) Facility staff, with skills in designated activity area will be used whenever possible.
 - a. Facility staff will receive additional training from inclusion services department to successfully provide necessary support.
 - b. Facility staff will provide additional support to all participants in activity.
 - c. Class enrollment will be increased appropriately for the activity whenever possible to absorb additional instructor/staff costs.
- 2) Inclusion staff, for general programs (full day camp/afterschool) will be assigned to programs when two-three participants in the same activity are receiving moderate support.

No Support provided by THPRD.

- 1) When THPRD inclusion staff's assessment determines no additional staff support is needed for successful participation.
- 2) When THPRD inclusion staff's assessment determines the participant's needs extend past the criteria for inclusion services.

When an Inclusion Assistant is approved and assisting in a class or program

THPRD makes every effort to assure that patrons are supported in a way that meets their needs in our goal of providing diverse, assessable recreation. However, there are times the need for Inclusion Assistant support exceeds the workforce and Inclusion Assistant support will be on a first come first serve basis based on the date the Inclusion Request was received for a particular class, event or camp. This may occur during high traffic times such as school holidays and summer break. For this reason, THPRD encourages patrons to apply for Inclusion support as soon as possible to provide a greater assurance that THPRD will be able to meet their needs.

Reasonable Accommodations in Inclusion Services

Reasonable accommodation: The act of providing appropriate modifications and adjustments to ensure persons with disabilities can participate in an activity on an equal basis with others without imposing a disproportionate or undue burden.

What constitutes a reasonable accommodation is determined on a case-by-case basis.

- Accommodations considered to be reasonable by the family or individual may not be reasonable to THPRD.
- What is reasonable for one service area may not be reasonable to another service area within THPRD.
- The ADA does not require nor expect THPRD to exhaust every potential option in providing accommodations to a person experiencing a disability.