



Including People with Disabilities  
in Parks & Recreation

Winter-Spring Guide 2020

MOBILE PARKS AND RECREATION  
WWW.CITYOFMOBILE.ORG/PARKS  
@mobileparks

The ADA,  
Program Access  
& Customer Service

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Why  
are  
we  
here?

Where does  
the individual  
with a disability  
fit into the picture  
of your programs,  
services and activities?

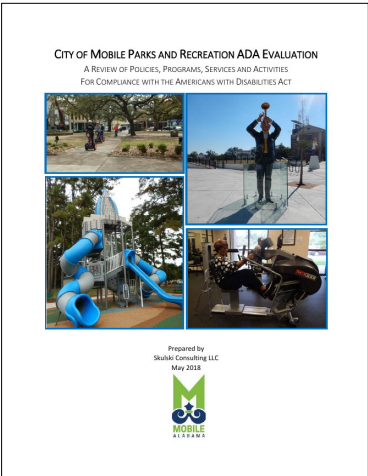
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## City of Mobile ADA Evaluation

- Accessibility Assessment (2017)
- Review of policies, practices & procedures (2018)
- ADA Action Plan
- ADA Training (February 2020)
- ADA Refresher Training (2026)



CITY OF MOBILE PARKS AND RECREATION ADA EVALUATION  
A REVIEW OF POLICIES, PROGRAMS, SERVICES AND ACTIVITIES  
FOR COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

Prepared by  
Skulski Consulting LLC  
May 2018

MOBILE  
ALABAMA

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City of Mobile Parks and Recreation ADA Action Plan - DRAFT					
ID	Description	Lead Department	Lead Staff	Target	Status Update
<i>The following ADA Action Plan will be monitored and updated by the ADA Coordinator for Parks &amp; Recreation</i>					
<b>Part 1: Title II Administrative Requirements</b>					
<b>1 ADA Self Evaluation</b>					
1.1	Required: Self Evaluation. Conduct an ADA self evaluation of policies, practices and procedures and make necessary modifications. (35.105 Self-evaluation)			Completed	A review was conducted by a consultant in 2017-18 with subsequent recommendations for modifying policies. This ADA Action Plan outlines specific strategies for implementation of reasonable modifications and transition planning. This document shall remain on file for public inspection.
1.2	Conduct a formal ADA self evaluation every 7-10 years.				Plan to revisit policies, practices and procedures 2025-2027.
<b>2 ADA Public Notice</b>					
2.1	Required: Maintain and periodically update the ADA Notice on the web site.				
2.2	Create a brochure or other publication targeted toward people with disabilities, advocates, educators, and family members to increase awareness of the accessibility features within parks and recreation facilities, thereby encouraging greater participation among people with disabilities.				
Last revised 1/14/2020					
Page 1					

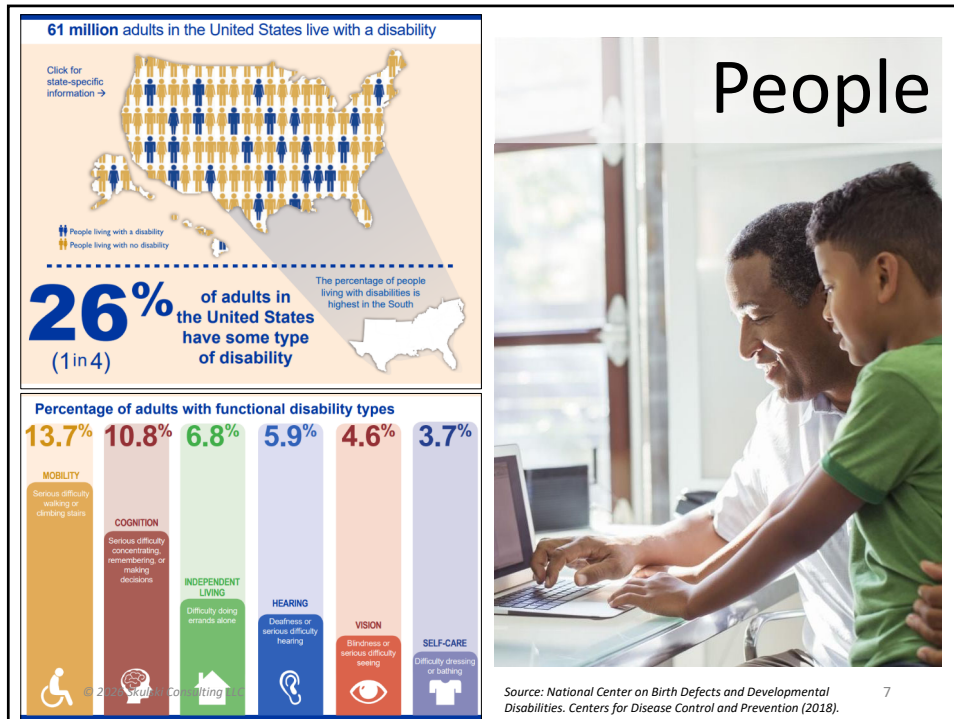
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Boykin Park		Assessment Date:	9/18/2017
City of Mobile Parks and Recreation		Accessibility Assessment Conditions Report	
Location	Solution / Description and Recommendation	Priority	Cost Estimate
	<p><b>Parking</b></p> <p><b>Grade, resurface and stripe existing parking lot to include accessible parking spaces and access aisles</b></p> <p>Parking is in the grass field. There are no accessible parking spaces serving the facility.</p> <p>Grade, surface and stripe for accessible parking. Determine the total number of parking spaces and stripe accordingly for the minimum number of van accessible spaces. Stripe for a minimum of one van accessible parking space (132 inches wide), one car accessible parking space (96 inches wide) and access aisles (60 inches wide). Alternatively, all accessible parking spaces could be striped as universal with 96 inch width for each accessible space and 96 inch width for each access aisle. Install signs designating the accessible parking spaces including the International Symbol of Accessibility. Signs identifying van parking spaces shall contain the designation "van accessible." Signs shall be 60 inches minimum above the finish floor or ground surface measured to the bottom of the sign.</p> <p>Reference: ADA 502 Photo: BoykinPark-002 Record #: 882</p>	Priority 1 - Critical	\$6,000
	<p><b>Ball Field A thru E</b></p> <p><b>Provide accessible route to sports field/court</b></p> <p>There is no accessible route to the 5 ball fields, team seating or spectator viewing areas. Visitors must traverse through grass or the gravel service drive.</p> <p>Construct an accessible route to connect from the site arrival points to the ball fields, team seating and spectator viewing areas.</p> <p>Reference: ADA 206, 221.2.1.4, 402 Photo: BoykinPark-026 Record #: 883</p>	Priority 1 - Critical	\$60,000
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## ADA Definition of a Disability

- A physical or mental impairment that substantially limits one or more major life activities;
- A record of such an impairment; or
- Regarded as having such an impairment.

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## Physical & Mobility Impairments



- Arthritis
- Cerebral palsy
- Spinal cord injury
- Head injury
- Stroke
- Loss of limb/digits
- Parkinson's Disease
- Muscular Dystrophy
- ALS

### Functional Limitations


- Ambulation
- Stamina
- Balance
- Reach
- Manual dexterity / fine motor skills

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## Visual Impairments



- Glaucoma
- Cataracts
- Macular Degeneration
- Diabetic Retinopathy

Functional Limitations

- Visual acuity
- Visual processing
- Orientation
- Navigation

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## Hearing Impairments



- Heredity
- Infections
- Tumors
- Accidents
- Aging

Functional Limitations

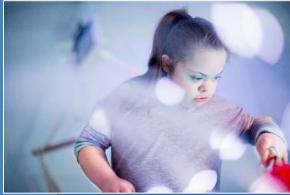
- Acuity
- Frequency
- Auditory processing

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## Cognitive, Learning and Neurological Impairments



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- Down Syndrome
- Autism
- Alzheimer's Disease
- Stroke
- Head injury
- Depression
- Anxiety
- Post Traumatic Stress Disorder

### Functional Limitations

- Perception
- Conceptualization
- Processing
- Memory
- Problem solving
- Concentration
- Interacting with others
- Responding to change

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## U.S. History of Disability Discrimination

- Every state had a law prohibiting people with disabilities
  - Employment
  - Segregated Education
  - Voting
  - Travel / Transportation
  - Institutionalization
  - Marriage
  - Sterilization



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## Attitudes & Behaviors Contributing to Disability Discrimination


- Stereotyping
  - *"Blind people have good hearing to make up for their vision."*
- Stigmatization
  - *"Hanging out with a depressed person is a total drag."*
- Psychological discomfort
  - *"It's gross that she drools when she talks."*
- Paternalization
  - *"Those poor people depend on us."*
- Pity
  - *"It's sad that she will never have a full life being confined to a wheelchair."*

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## Communicating & Interacting with People with Disabilities



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## People First Language

- Refer to the Person First...

...the disability next, and only when pertinent

- Person who uses a wheelchair
- Person with a visual impairment
- Person with Cerebral Palsy
- Person who is deaf or hard of hearing



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## Terms to Avoid

- Afflicted
- Confined to
- Invalid
- Retard
- Crippled, lame
- Crazy, nuts
- Suffers from
- Special
- Handicapped
- Has overcome
- Victim of
- Normal person
- Courageous
- Challenged

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## Trendy Terms

- Physically challenged
- Able disabled
- Handicapable
- Special
  
- Rarely used by activists & scholars
- Considered well-meaning attempts to inflate value of people with disabilities
- Often viewed as paternalistic

Source: Center on Human Policy; Linton, S. (1998) *Claiming Disability: Knowledge & Identity*

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## Interacting with People with Disabilities

- Relax
- Extend the same courtesies that you give to everyone
- Make eye contact
- Speak directly to the person
- Ask before giving assistance
- If you do not understand what someone is saying, ask them to repeat it.
- Stay current on terminology; appropriate terminology shows respect to the person you are communicating with.



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**Accessibility Management News**  
Skulski Consulting LLC

CONFESSION: We LOVE a good TED Talk. Even better....we LOVE LOVE LOVE a good TED Talk on disability rights and inclusion of people with disabilities.

So....we thought we would share some of our favorites here.

**Our fight for disability rights and why we're not done yet**  
Judith Heumann | TEDxMidAtlantic

It's incredibly important for people with disabilities and advocates for inclusion to understand the history of the disability rights movement in order to know where we've been and recognize the challenges that still exist. **Judith E. Heumann** is a pioneer in the American disability rights movement. There's a page dedicated to her career in Wikipedia: Here she tells her story about trying to get a teaching license, the impact of the disability rights movement, and the global issue of civil rights for people with disabilities. If there is only one TED Talk on this list that you can watch, THIS IS THE ONE!

**Our fight for disability rights and why we're not done yet** | Judith Heuma...  
Watch later Share

**Why design should be for everyone**  
Sinead Burke | TED Talk

"I often forget that I am a little person," says Sinead Burke, "It's the physical environment and society that remind

**Search Posts**  
Search

**Recent Posts**

- 30 and counting! Recommitting to the Spirit and Intent of the ADA January 8, 2020
- The ADA at 30: 5 Things That Didn't Happen to Parks & Recreation January 3, 2020
- Accessibility Management: Why Do You Do What You Do? June 12, 2019
- What is Accessibility Management? Utilizing the Process to Make Change Happen! June 12, 2019
- 7 Ways to Celebrate the ADA-April 11, 2019

**Categories**

- Accessibility Standards
- Assessments
- Business
- Disability
- Inclusion

<https://skulskiconsulting.com/2019/04/our-favorite-ted-talks-on-disability-accessibility-and-inclusion/>

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Person-centered.

**Customer Service**

...putting the customer first.

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**Good  
Customer  
Service**      **VS**      **Bad  
Customer  
Service**



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Good Customer Service  
Starts with  
**Attitude**

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# Attitudes

- A point of view about a situation  
What you think\*, do\* and feel
- Attitudes toward people with disabilities
- Attitudes toward accessibility


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## Customer-focused Customer Service

- Patience
- Empathy
- Attentive
- Clear communication
- Knowledge of the program or service
- Positive information
- Responsive
- Flexible
- Empowered



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# Why do we do what we do?

What experiences do we want our participants to have?

What benefits do we want them to gain?

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Recreation 101

## Benefits of Parks, Recreation & Tourism



### Health Benefits

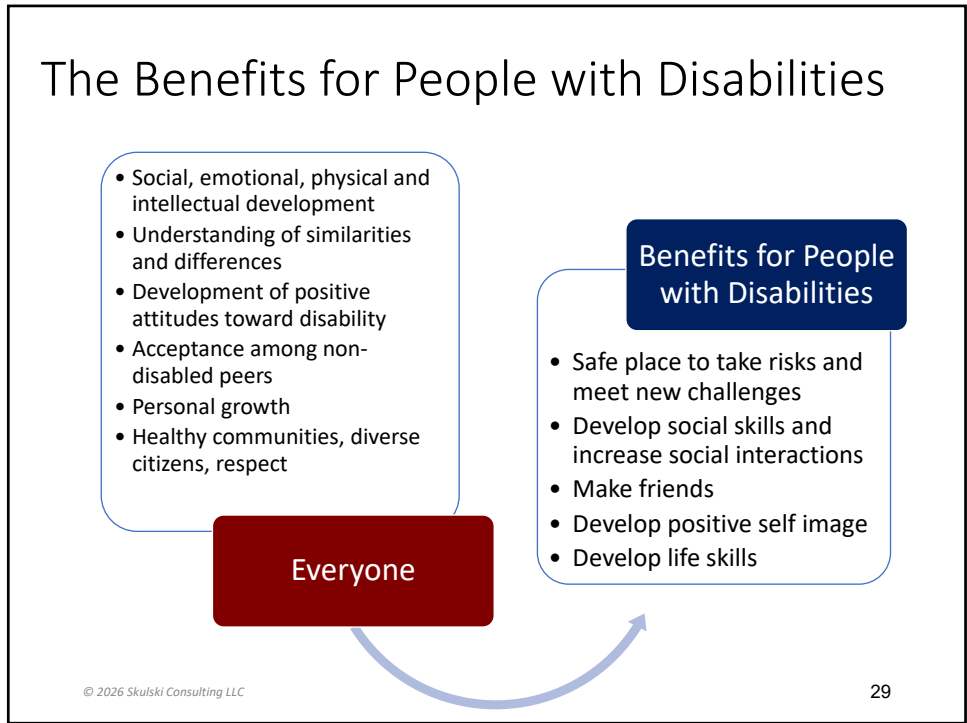
- Improves quality of life
- Boosts self esteem
- Relieves stress
- Reduces depression
- Enhances personal & spiritual growth
- Contributes to life satisfaction
- Boosts immune system
- Lowers risk of chronic disease
- Reduces obesity
- Increases life expectancy

### Social Benefits

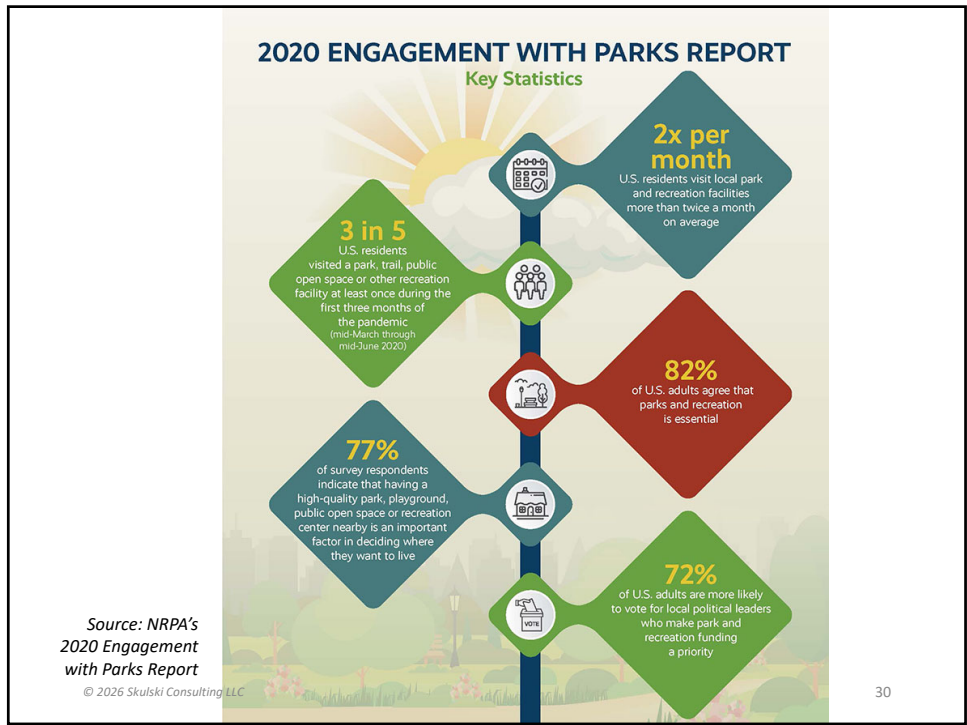
- Unites families
- Supports diversity & social bonds
- Develops youth
- Enhances education
- Deters negative behavior
- Reduces crime
- Encourages volunteerism
- Promotes stewardship
- Strengthens communities

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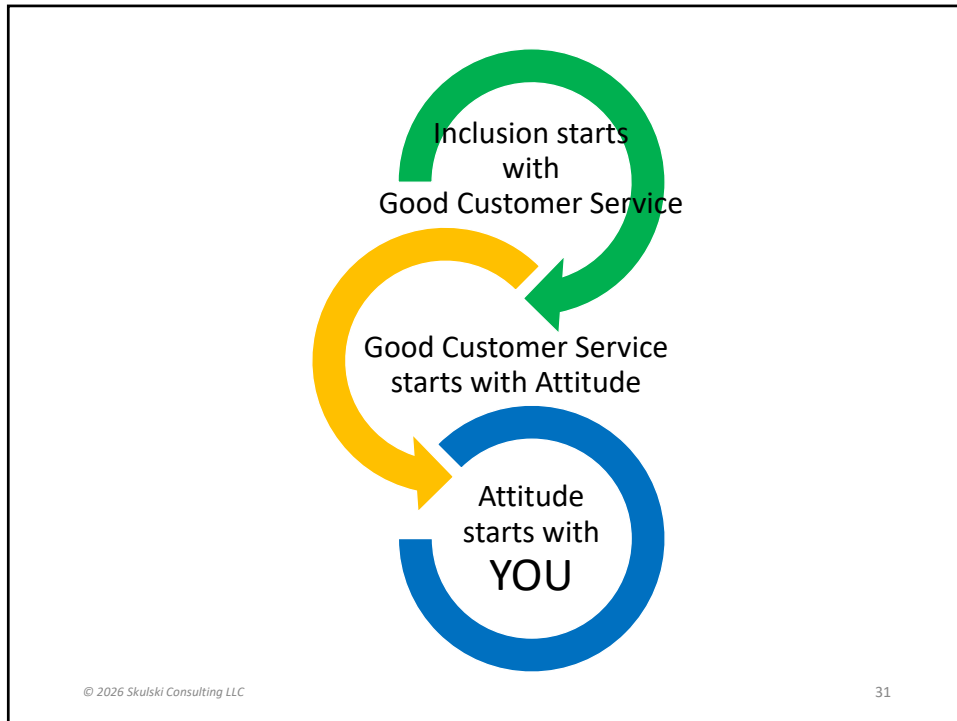
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Barriers to Participation Experienced by People with Disabilities

- Attitudinal
- Communication
- Physical
- Policy
- Programmatic
- Social
- Transportation

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Source: National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention.

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### Americans with Disabilities Act of 1990

- Title I - Employment
- Title II - State & Local Government
- Title III - Public Accommodations
- Title IV - Telecommunications
- Title V - Miscellaneous

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### TITLE II ADMINISTRATIVE REQUIREMENTS

				
<b>Designate Responsible Employee</b> Entities w/50+ employees	<b>Notice to the Public</b> All public entities	<b>Grievance Procedure</b> Entities w/50+ employees	<b>Self Evaluation</b> All public entities Originally required to be completed by January 26, 1993	<b>Transition Plan</b> Entities w/50+ employees Originally required to be developed by July 26, 1992 and barriers required to be removed by January 26, 1995


*These documents (Self-Evaluation & Transition Plan) evidence a public entity's good faith efforts to comply with Title II's requirements.*

-DOJ Title II Technical Assistance Manual

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### 1. Responsible Employee

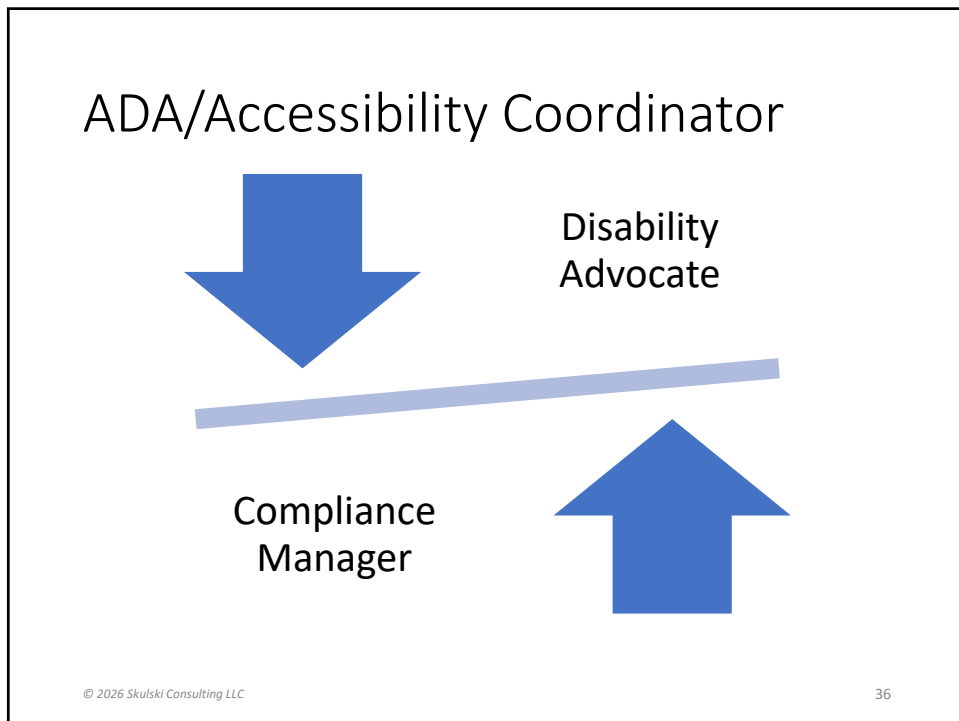
- ADA Coordinator vs CEO
- Purpose → public liaison
- Decision-making authority
- Role
  - Planning & coordinating compliance activities
  - Overseeing the 5 administrative requirements
  - Receiving & investigating complaints
- Originating department?
  - Human Resources
  - Planning
  - Safety / Risk Management
  - Community Engagement



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## 2. Notice to Public

- Communicated message to applicants, employees, participants, beneficiaries, and other interested parties
- Ongoing communication
- Multiple modes of delivery
  - Newspaper
  - Public service announcements
  - Web site
  - Program brochure
  - Announcements/press releases for meetings, special events
  - Postings at facilities

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## 2. Public Notice

- Intent to comply with the ADA
- ADA Coordinator
  - Name
  - Address
  - Phone
  - (E-mail)

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### 3. Grievance Procedure

- Purpose → mechanism for resolution
- Existing procedure vs separate for ADA
- Employment process vs Public process
- Procedure
  - Description of procedure to submit grievance
  - 2-step review process that allows for appeal
  - Reasonable time frames for review & resolution
  - Good record-keeping for all complaints and documentation of steps taken toward resolution

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### 4. Self - Evaluation

- Comprehensive review of policies and practices
- The public entity must
  - Identify non-compliance policies and practices
  - Modify policies and practices to bring them into compliance
- Opportunity for people with disabilities and interested parties to review and comment
- On file for public inspection for 3-years (for entities w/50+ employees)
  - List of interested persons consulted
  - Description of areas examined and identified problems
  - Description of modifications

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## 5. Transition Plan

- Where structural changes to existing facilities are necessary to achieve Program Access
- Transition Plan components
  - Identification of physical & communication barriers to programs, goods or services
  - Identification of solution for barrier removal
  - Prioritization and targeted timelines for barrier removal
  - Assigned responsibility
- On file for the public until completed

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## ADA Title II

§ 35.130 General prohibitions against discrimination

- *No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the **services, programs, or activities of a public entity**, or be subjected to discrimination by any public entity.*

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Americans with Disabilities Act

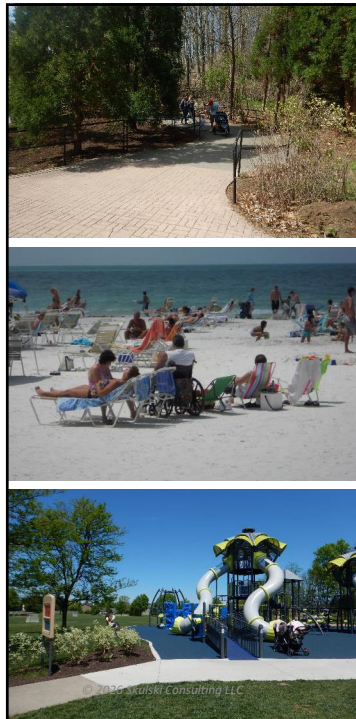
## Program Access

§35.149

No qualified individual with a disability shall, because a **public entity's facilities** are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

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Americans with Disabilities Act

## Program Access

§35.150

A public entity shall operate each service, program, or activity so that the service, program, or activity, **when viewed in its entirety**, is **readily accessible to** and **usable by** individuals with disabilities.

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## Program Access & Program Spaces

- When **viewed in its entirety\***, can visitors participate and gain the benefits of the program?



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## Using the Accessibility Assessment Findings

- ✓ Program Planning
- ✓ Routine maintenance
- ✓ Capital projects
- ✓ ADA Transition Planning

Boykin Park		Assessment Date:	5/18/2017
City of Mobile Parks and Recreation		Assessment Location:	Boykin Park
Location	Subtype / Description and Recommendations	Priority	Cost (USD)
	<p><b>Issue:</b> Gravel, mulch and strip existing parking lot to include accessible parking spaces and access aisle leading to the grass field. There are no accessible parking spaces covering the facility.</p> <p><b>Recommendation:</b> To include, surface and strip for accessible parking. Determine the total number of parking spaces and strip accordingly. Minimize the number of accessible spaces. To get the maximum of 200 accessible parking spaces (120 inches wide, one or two accessible parking spaces (96 inches wide) and access aisle (20 inches wide). Other priority of accessible parking spaces used to design an equivalent with 96 inch wide lot can be accessible (one or two) with for each access aisle. Total sign including the accessible parking space includes the International Symbol of Accessibility. Sign identifying use parking space and contain the designation "van accessible." Sign shall be 60 inches minimum above the finish floor or ground surface measured to the bottom of the sign.</p> <p>Reference: ADA 502                      Public: International 502                      Access #: 502</p>	Priority 1 - Critical	\$6,000
	<p><b>Issue:</b> Provide accessible route to sports field/over.</p> <p><b>Recommendation:</b> There is no accessible route to the 5 ball fields, team seating or spectator viewing areas. Visitors must traverse through grass or the paved service drive. Construct an accessible route to connect from the site arrival points to the ball fields, team seating and spectator viewing areas.</p> <p>Reference: ADA 502, 502.2, 5.02                      Public: International 502                      Access #: 502</p>	Priority 1 - Critical	\$60,000

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*ADA Title II*

## Program Access – Key Principles

- Equal opportunity to participate & benefit
- Most integrated setting
  - Least restrictive environment
  - Separate is not equal
- Reasonable modification of policies, practices and procedures
- Eligibility criteria
- Effective communication
- Auxiliary aids and services

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*Key Principles of the ADA*

## Reasonable modifications

- Changes to policies, practices and procedures to ensure people with disabilities can participate and benefit from the program, service or activity
- Required unless the modification would fundamentally alter the nature of its service, program, or activity.

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Key Principles of the ADA

## Eligibility Criteria

- Cannot screen out or tend to screen out persons with disabilities...unless it can show that such requirements are necessary

*For example, requiring presentation of a driver's license as the sole acceptable means of identification for purposes of paying by check could constitute discrimination against individuals who are blind or have low vision. This would be true if such individuals are ineligible to receive licenses and the use of an alternative means of identification is feasible.*  
(ADA Questions and Answers, ADA National Network, 2013)

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Key Principles of the ADA

## Unnecessary disability-related inquiries

- Cannot ask:  
Do you have a disability?
- Can ask:  
Do you have a disability-related need?

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Sample  
Registration Form

Do you have a disability-related need?

- No
- Yes, I require \_\_\_\_\_
  - Wheelchair accessible facility
  - Sign language interpreter
  - Assistive listening system
  - Braille or large print
  - Additional assistance with instructions or processing information
  - Other \_\_\_\_\_

If you answer yes, a staff will contact you for more information

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Sample 2: Advance Registration Form

I require assistance for a disability related need (check all that apply):

- wheelchair accessible program location
- sign language interpreter
- real-time captioning
- assistive listening system
- audio description / live descriptive services
- braille
- large print
- advance information in electronic format
- other (please explain \_\_\_\_\_)

If you need alternative communication, please indicate which type:

- Sign Language Interpreter
- CART (Real Time Captioning)

If you require materials in alternate formats, please indicate which format:

- Large Print
- Braille
- Electronic

If you use a wheelchair, please indicate which type:

- Manual
- Power

Will you have a service animal with you?

- Yes

Do you have special dietary restrictions? If so, please indicate which type:

- No nuts
- Vegetarian
- Vegan
- No Pork
- No Beef
- No Shellfish
- Gluten-Free
- Other

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## Registration Form vs Non-Registration Programs

Do you have a disability-related need?

- No
- Yes, I require \_\_\_\_\_
  - Wheelchair accessible facility
  - Sign language interpreter
  - Assistive listening system
  - Braille or large print
  - Additional assistance with instructions or processing information
  - Other \_\_\_\_\_

If you answer yes, a staff will contact you for more information

Accessibility information in program/event description


For disability-related accommodations, contact Shelley at (555) 555-5555.

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### Key Principles of the ADA Surcharges

- The costs for auxiliary aids and services, barrier removal, alternatives to barrier removal or other modifications cannot be passed on to the individual with a disability.



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*Key Principles of the ADA*  
Effective  
Communication

- Communication must be as effective for person with a disability as it is for others
  - Nature of the communication
  - Length/duration
  - Complexity
- Primary consideration given to individual with disability

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*Key Principles of the ADA*  
Auxiliary Aids and  
Services

- Sign language interpreters
- Readers
- Assistive listening systems
- Audio / video description
- Captioning / real-time captioning
- Alternate Formats
  - Braille
  - Large print
  - Electronic format..... etc

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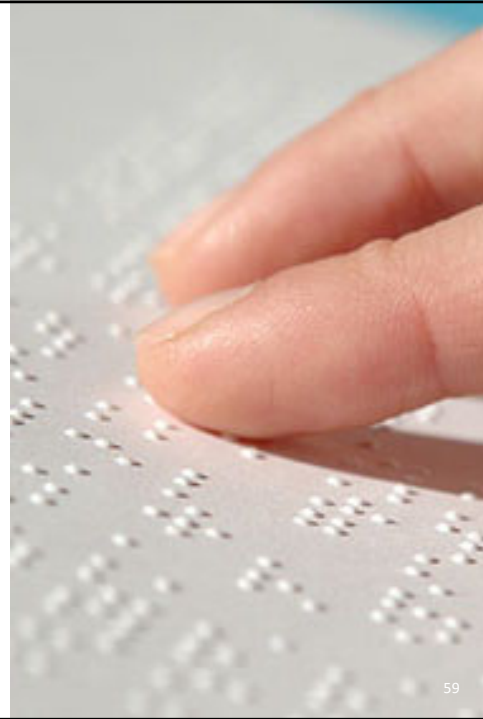
*Key Principles of the ADA*

## Alternate Formats

- Braille
- Large print
- Electronic format

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*Key Principles of the ADA*

## Service Animals

- ADA revised definition: any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

- Exception for use of miniature horses

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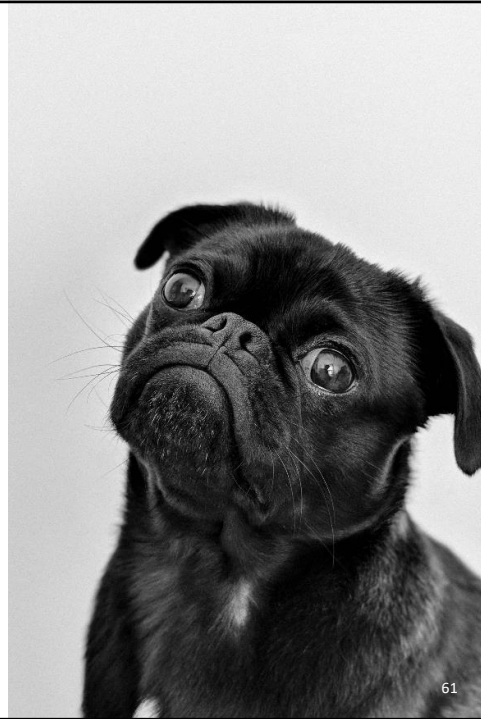


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Key Principles of the ADA  
Service Animals

- Cannot ask: “What’s your disability?”
- Can ask: “Is the animal required because of a disability?” and “What work or task the animal has been trained to perform?”
- Documentation is not required.
- Must be under the handler’s control.

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Key Principles of the ADA  
Other Power-Driven  
Mobility Devices (OPMD’s)

- Reasonable modification of policy to allow OPMD’s
- Assessment factors
  - Type, size, weight & speed of device
  - Volume of pedestrian traffic
  - Facility design & characteristics
  - Legitimate safety requirements
  - Substantial risk of serious harm to the immediate environment or natural or cultural resources
- Inquiry
  - Cannot ask “What’s your disability?”
  - Can ask the person “provide a credible assurance that the mobility device is required because of the person's disability.”

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Before you say...

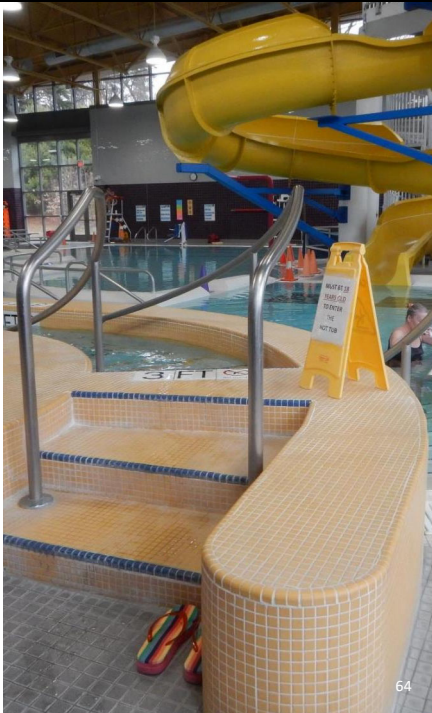


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## ADA Defenses

- **Direct threat** to the health or safety of others
  - Individualized assessment; nature; duration; severity of the risk; probability that the potential injury will actually occur; can the reasonable modifications, auxiliary aids or services mitigate the risk?
- **Fundamental alteration** to the nature of the service, program, or activity
- **Undue financial and administrative burden**
  - Public entity has burden of proof
  - Decision made by CEO



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## Reality Check: Before You Say “No”

- What is the process to evaluate the request for a reasonable modification of policy or a disability-related auxiliary aid/service?
- Does “NO” include the ADA Coordinator (Designated Responsible Employee) in the determination process?
- Is the rationale for “NO” documented?

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### *Key Principles of the ADA* Going Above and Beyond

- Public entities are not prohibited from going above and beyond the provisions to better serve people with disabilities.
- Inclusion and Universal Design

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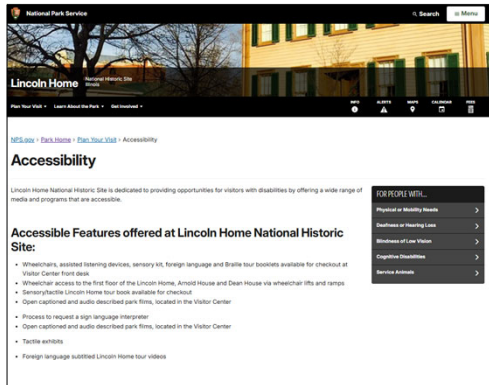


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## Visitor Information



• What information can you provide to park visitors and program participants in advance?

- Physical access to facilities
- Auxiliary aids and services
- How to make a disability-related request
- Contact information for additional questions

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## Frontline Staff

- Trained on accessibility features, policies and procedures
- Refreshers for seasonal/full-time staff
- Empowered and flexible to provide quality customer service
- Avoiding the “Knee-jerk No” response



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# Welcome Statement

*We welcome the opportunity to serve guests with disabilities to enjoy ALL of our facilities, programs and services. For assistance and information on accessibility, contact Customer Service at (614) 555-5555.*

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## City of Eugene Oregon

The screenshot shows the City of Eugene Oregon website. The header includes the Eugene logo, social media icons, a search bar, and navigation links for Government, Departments, Services, Business, I Want To..., and Explore Eugene. The main content area is titled "Accessibility" and includes a sidebar with links to "City of Eugene Resources", "Community Resources", "Eugene: Human Rights Code", and "History of Human Rights". The main text is titled "Accessibility" and contains the following sections:

- Accessibility in Eugene**  
As a best practice, the City of Eugene values and strives to provide universal access to buildings, programs, events, and meetings. Universal design/universal access is an approach that ensures that products, services and environments are usable by as many people as possible regardless of age, ability, or circumstance.
- At a minimum the City of Eugene is required to comply with The Americans with Disabilities Act (ADA).** The ADA is a federal civil rights law that prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. According to Title II of the ADA, a public entity that has a minimum of 50 employees is required to designate an individual to oversee their compliance with the ADA. These responsibilities for compliance apply to the City of Eugene as an organization with regards to its program, services, and facilities. This includes City of Eugene's popular [Adaptive Recreation program](#).
- Access to Programs, Services and Facilities**  
The City of Eugene is committed to ensuring that access to city sponsored programs, services and facilities are accessible. This includes:
  - Ensuring that all activities and meetings are barrier free
  - Providing access for people who use service animals
  - Providing assistive listening, note takers and/or sign language interpretation for verbal information
  - Providing written information in alternative formats (Braille, large print, etc.)
- Notice of Accommodation**  
All meetings, trainings and programs sponsored by the City of Eugene should be made accessible when given appropriate notice. One week is preferred. Participants should contact the sponsoring representative as soon as they know they will be attending and inform the representative of their needs for accommodation.


On the right side of the page, there is a "Contact Us" section with the following information:

- Human Rights & Neighborhood Involvement**
- 99 W. 10th Ave.
- Suite 116
- Eugene, OR 97401
- Ph: 541-682-5177
- [Email Us](#)

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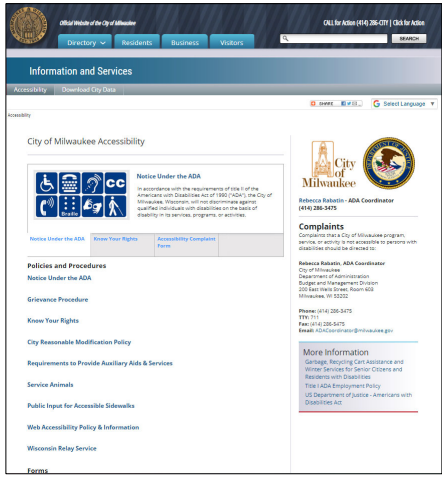
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**Would you like help with access to our services? Please let us know!**

WHEELCHAIR ACCESS, DISABILITY SENSITIVITY, REAL TIME CAPTIONING, TTY MACHINES, ASSISTIVE LISTENING DEVICES, SIGN LANGUAGE, BRAILLE, INFORMATION AND HELP, LARGE PRINT, AMPLIFIED PHONES

Questions? Need more help? Contact the Mayor's Office on Disability, PH: 554-5789, TTY 554-5799



City of Milwaukee Accessibility

Notice Under the ADA

Reference: Robertin, ADA Coordinator (414) 226-3475

Complaints

Reference Robertin, ADA Coordinator

More Information

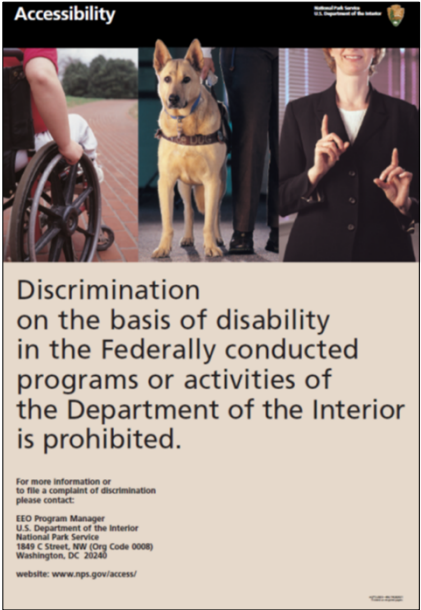
City of San Francisco  
Mayor's Office on Disability

City of Milwaukee

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National Park Service



**Accessibility**

Discrimination on the basis of disability in the Federally conducted programs or activities of the Department of the Interior is prohibited.

For more information or to file a complaint of discrimination please contact:

EEO Program Manager  
U.S. Department of the Interior  
National Park Service  
1849 C Street, NW (Org Code 0008)  
Washington, DC 20240  
website: www.nps.gov/access/

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Austin Parks and Recreation

**INCLUSION UNIT**  
 The Austin Parks and Recreation Department provides opportunities wherein all individuals are accepted, included and welcomed to participate, play and recreate together. Individuals interested in additional services are encouraged to request modifications to participate in our programs.

**Celebrating Diversity. Creating Inclusion.**  
 The Inclusion Unit embraces the diversity that defines Austin. We encourage all, no matter their ability, disability, sexual orientation, race, gender identity, veteran status, color, national origin, sex, age, income status or religion to reach out to us so that we may assist you in participating in recreational activities in Austin PARC. The Inclusion Unit strives to create safe and supportive environments for ALL in our recreation programs, activities, experiences and natural spaces.

**Inclusion Staff**  
 Should you or a family member have a disability or special need that requires assistance for participation in our programs, please know that Inclusion Coordinators are Certified Therapeutic Recreation Specialists. They can help perform assessments and develop recommendations for successful participation in all Parks and Recreation Department programs and activities. For additional information about the services our staff provide, please contact:  
 Inclusion Supervisor: Kija Smith  
 Inclusion Coordinator: Lauren Hazeman  
 Inclusion Coordinator: Emmanuel Turner  
 The City of Austin is committed to compliance with the Americans with Disabilities Act. Reasonable modifications and equal access to communications will be provided upon request. To make a request, please call 512-974-3914.

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Rockford Park District

**Welcome Statement**

We welcome the opportunity to assist guests with disabilities to enjoy ALL our facilities, programs, and services. For assistance and information on accessibility, contact Customer Service at 815-987-8800 (call or text).

**TESTIMONIALS**

*"We are so grateful for this program; it is the only summer program I can send my son to and have peace of mind knowing the staff can handle my son's issues. The staff did everything they could to make it a successful experience."*

*"The inclusion staff were great, super enthusiastic, high energy, and great communication."*

*"My son has a great summer having the ability to participate in golf and tennis. I am truly at ease when he is there because of the level of understanding that the staff have. Thank you so much!"*

*Inclusion within the Rockford Park District means individuals with disabilities are welcome to participate in the same recreation programs and activities as their peers. Reasonable accommodations are provided to enable an individual's successful participation in a program*

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Rockford Park District

## INCLUSION SERVICES



Inclusion within the Rockford Park District means individuals with disabilities are welcome to participate in the same recreation programs and activities at no additional cost as their peers. Reasonable accommodations are provided to enable an individual's successful participation in a program.

**The Rockford Park District requests a minimum of two (2) weeks notice, so necessary supports may be set up.**

**INCLUSION SUPPORT IS A TEAM EFFORT:**

**Examples of reasonable accommodations:**

- Activity modification
- An increase in staff/ participant ratio
- Visual systems
- Sensory items or equipment
- Behavior management support(s)
- Assistance in the provision of health services which are not invasive in nature or require medical training
- Sign language interpreter
- Individualized support and care plans

How will I know which Rockford Park District programs offer inclusion support? Look for this icon in the Rockford Park District guide

 **AVAILABLE**

**Note:** Various levels of support offered based on participants' needs and nature of the program.

Check our website for current eligibility requirements.

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## Recreation Program Planning

- Staff are prepared to make reasonable modifications of policies, practices and procedures.
- Staff are ready to provide auxiliary aids and services like sign language interpreters, real-time captioning, live audio description and additional staff supports.
- The program is designed to use the accessible locations of the park or recreational facility.
- When inaccessible locations/features are used, staff are prepared to make modifications for equivalent facilitation.



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### Disability-Related Request In-take Process

- Designated staff to contact participant for follow-up
- Coordination of program support prior to Day 1
  - Service providers & contracts in place
    - Sign language
    - Real time captioning
    - Live audio description
    - Inclusion support staff
  - Equipment
    - Assistive listening system
    - Adaptive equipment
  - Alternate formats
- Focus on practical intake process for accommodation, not clinical intake for prognosis / treatment

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### Frequently requested disability-related accommodations in youth programs

- Physical access at the program site, park, or recreation facility
- Sign language interpreter
- Reader, large print, braille, audio information
- Assistive listening system
- Captioning
- Adaptive equipment like trail or aquatic wheelchair
- Adjustment to lesson plan like a modification or adaption of the activity
- Change of environment like a quiet space
- Modification of schedules and social supports
- Behavior supports
- Sensory supports
- Allow for personal care attendant/assistance
- Allow for or assist with medical support
- Additional staff to facilitate activity



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Going above and beyond the minimum requirements of the ADA



Americans with Disabilities Act

- Modification of policy, practice or procedure to enable individual to equally participate and enjoy the benefits of the program, service, or activity.
- Provision of auxiliary aid or service to support disability-related need.
- **Specifics on the disability is NOT known** by the service provider.

Therapeutic Recreation

- A systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being.
- The purpose of the TR process is to improve or maintain physical, cognitive, social, emotional and spiritual functioning in order to facilitate full participation in life.
- **Specifics of disability are made known during the assessment** by a Recreation Therapist (RT).
- Individualized plan is prepared and different for each person.
- Prescribed activity assists individuals in coping with the stress of illness and disability and prepares them for managing their illness and/or disability so they may achieve and maintain optimal levels of independence, productivity, well-being, and quality of life.

Source: About Recreational Therapy. American Therapeutic Recreation Association (ATRA) <https://www.atra-online.com/page/AboutRecTherapy>

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**Inclusion Services is a Team Effort**

<b>Parent/Guardian</b> Parent/guardian of an individual who has a health and/or disability related need.	Indicate participant has a health/disability related need during registration.	Complete an Annual Information Form.	Openly communicate with the TR Coordinator. Provide input on needed supports goals and absences.	Communicate absences, feedback on supports, inclusion efforts, and participant experience.	
<b>TR Coordinator</b> Coordinator who is responsible for coordinating and developing inclusive supports.	Contact parent/guardian within 48 hours of registration.	Determine appropriate start date and level of support (NOTE: consider program environment, participant assessment, parent goals, and available supports).	Contact parents to share determined start dates and support(s).	Communicate info and supports to program and inclusion staff.	Monitor participants' progress and modify supports as needed.
<b>Program Director</b> Recreation staff/director who runs and oversees those registered for program.	Provide TR coordinator with program info.	Meet with TR coordinator to learn about participant and supports.	Implement support(s).	Communicate with TR coordinator and inclusion staff to help support participant.	Consistently and openly communicate with parent(s)/guardian(s) on participant's progress.
<b>Inclusion Staff</b> Staff trained and employed by TR department.	Meet with TR coordinator to learn about participant and support(s).	Implement support(s) as determined by TR coordinator.	Work and communicate with program staff and TR coordinator to support participant.	Consistently and openly communicate with parent(s)/guardian(s) on participant's progress.	
<b>Participant</b> RPD participant who needs additional support to successfully participate in program.	Meet program registration requirements (i.e., age, prerequisites, etc.).	Participate on determined start dates.	Follow program/facility rules and code of conduct with determined support.	HAVE FUN!	

Source: Rockford Park District  
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## Sample Inclusion Questionnaire 1

### Therapeutic Recreation Assessment

- Describe child's functional ability
  - Describe fine and gross motor skills/limitations
  - Describe special medical needs
  - May medication schedule conflict with the program schedule?
  - Does child have special handling for movement difficulties (positioning, transferring)?
  - How does your child communicate (verbally, non-verbally, sign language, communication board)
- Type of inclusion support you are seeking (check all that apply):
- Inclusion Facilitator (1:1 ratio) – must contact Inclusion Coordinator at (555) 555-5555, at least 2 weeks prior to program start date.
  - Extra support staff (lower staff to child ratio)
  - Auxiliary aids or services
  - Parent Meeting with Recreation Specialist on site and Inclusion Coordinator
  - Behavior Management Plan
  - Material Adaptation (Picture schedule, written schedule, picture emotion chart, etc.)
  - Other \_\_\_\_\_

Source: Minneapolis Park & Recreation Board

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## Sample Inclusion Questionnaire 2

### Therapeutic Recreation Assessment

- Participant profile, describe:
  - Likes / Interests
  - Dislikes / Triggers
  - Communication
  - Social interacting with peers & adults
  - Physical needs & skills
  - Emotional how copes
  - Sensory
  - Self-Care / Bathroom

Source: Rockford Park District

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## Considerations for All Staff

- Focus on the person first, the disability only if necessary.
- Be flexible and ready to accommodate.
- Use positive language to reinforce strengths and behavior.
- Facilitate friendship development.
- Utilize a customer-centered approach to work as a team.

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## Principles for Adapting Activities in Recreation Programs and Settings

- Adapt only when necessary
- Adapt on an individual basis
- View any adaptations as temporary
- Adapt for congruence/coherence
- Adapt for availability



[Principles for Adapting Activities in Recreation Programs and Settings by Tip Rav M.Ed., CTRS](#)

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## Inclusion Support Staff

- Aide in the assessment
- Facilitate participation in the program
- Provide structure, details and consistency for the program session
- Provide direction and guidance to stay on task
- Encourage participants to develop friendships
- Emphasize the individual's abilities and similarities while de-emphasizing the differences
- Support behavioral guidelines and safety

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## Medication

What medication may be administered by Recreation District Staff?

- Daily oral medication

What about specialized medications that may require personalized training with the parent/guardian?

- Allergy care
- Seizure care
- Medical marijuana patch
- Diabetes care
- Catheterization
- Tracheostomy care
- G-Tube

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Policy example:

- What We Do:
  - Assist with diabetic finger pricks.
  - Carry or allow participant to carry epi-pens or inhalers.
  - Keep emergency medications on site for EMS (glucagon injections, some seizure medications).
- What We Don't Do:
  - Insulin injections.
  - Administer medication that requires medical judgment, medical training or is invasive.

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## Personal Care & Personal Care Attendants

- Broadly, personal care may include assistance with personal belongings, eating, dressing, grooming, bathing, toileting, and other activities of a personal nature.
- **§ 35.135 Personal devices and services.** This part does not require a public entity to provide to individuals with disabilities personal devices, such as wheelchairs; individually prescribed devices, such as prescription eyeglasses or hearing aids; readers for personal use or study; or services of a personal nature including assistance in eating, toileting, or dressing.
- ADA - modification of policy to allow individual with a disability to participate accompanied by a personal care attendant.



Will staff provide assistance with:

- Feeding
- Dressing
- Toileting
- Medication

Do staff provide assistance for non-disabled participants?

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## Behavior

Policy is applicable to all participants.

Example:

All participants are expected to abide by the Behavior Code of Conduct at all times.

- Show respect to all participants, staff and members of the public.
- Refrain from unwanted and/or harmful physical contact.
- Refrain from using abusive, threatening or foul language.
- Show respect to equipment, supplies and facilities.
- Remain within the established program boundaries.



What are the consequences?

Are participants/parents/guardians made aware of policy in advance of program?

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## Contracted Programs/Partnerships

- Agreements include ADA responsibilities and expectations, such as:
  - The contractor/partner will comply with the spirit and intent of the Americans with Disabilities Act by conducting programs so that people with disabilities are included in the most integrated setting;
  - The contractor/partner will train staff and volunteers on ADA compliance;
  - The contractor/partner will be responsible for the cost of reasonable modification, including but not limited to extra staff training, extra staff in programs, providing adaptive equipment, changing rules and policies, conducting assessments of registrants, providing sign language interpreters, and other auxiliary aids or services, without passing any surcharges on to individuals with disabilities; and
  - The contractor/partner will comply with the federal 2010 Standards for Accessible Design for all new construction and alterations to existing facilities.

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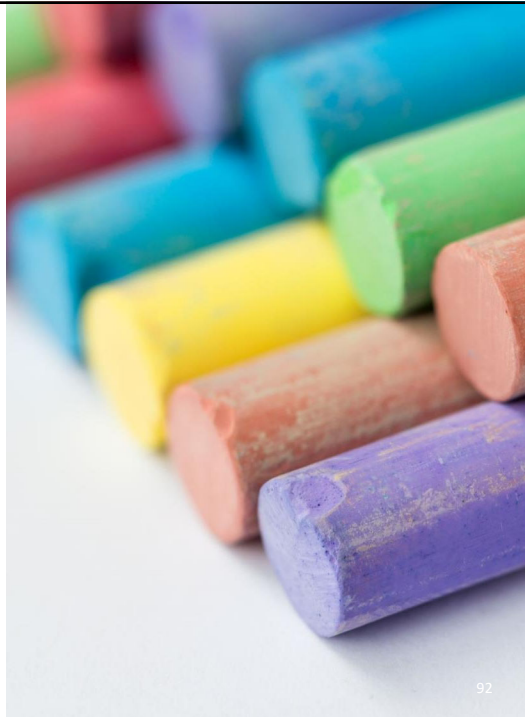
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## Program Planning

- Inclusion and accessibility considerations should start with program development.
- How will you meet the needs of people with disabilities?
  - Mobility impairments / Physical impairments
  - Hearing impairments
  - Visual impairments
  - Neurodivergent / Sensory / Cognitive impairments

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## Program Planning

Modifications / Auxiliary Aids & Services  
 What modifications to the procedures or use of auxiliary aids & services have been put into place to meet the needs of people with disabilities?

People with Physical Disabilities

People with Visual Impairments

Other requests that may be received

People with Hearing Impairments

People with Cognitive, Learning and Neurological Impairments

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### ADA Compliance/ Accessibility Management Team

#### Designated Responsible Employee / City Manager

- Authorized with final decision-making authority

#### ADA Coordinator

- Manage daily ADA compliance

#### Engineering / Planning / Design

- Prioritize and implement accessibility improvements identified in ADA Transition Plan

#### Operations / Public Works

- Make ADA improvements through routine maintenance. Ensure daily facility access

#### Programs / Services

- Provide reasonable modifications, auxiliary aids and services in the most integrated setting.

#### Marketing / Communications

- Ensure effective communication for all programs, services and activities

#### Purchasing

- Ensure new products, services and contracts include ADA compliance.

#### Information Technology

- Ensure new technologies for the public, employees and volunteers are accessible

#### Human Resources

- Facilitate reasonable accommodations for applicants, employees and volunteers

#### Finance

- Support creative approaches to steward accessibility improvements

#### Risk Management

- Assess safety concerns related to ADA compliance

#### Legal

- Engage proficient resources to support good faith efforts for ADA compliance

Source: Skulski, J. (2017) *Implementing an Accessibility Management Program*

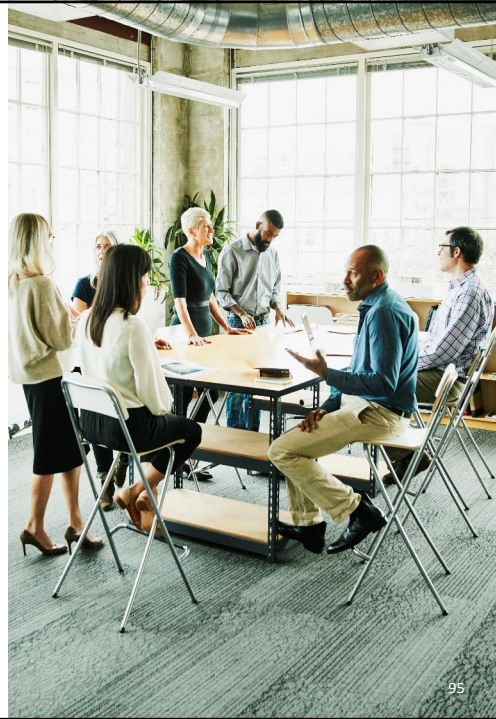
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## Accessibility Management Team

- Inclusive with representatives from all departments
- Everyone has an equal voice at the table
- Involvement of Facility Managers, Maintenance/Public Works, Procurement
- Meets at least 2 – 4 times per year to address Transition Plan (re)prioritization and policy issues

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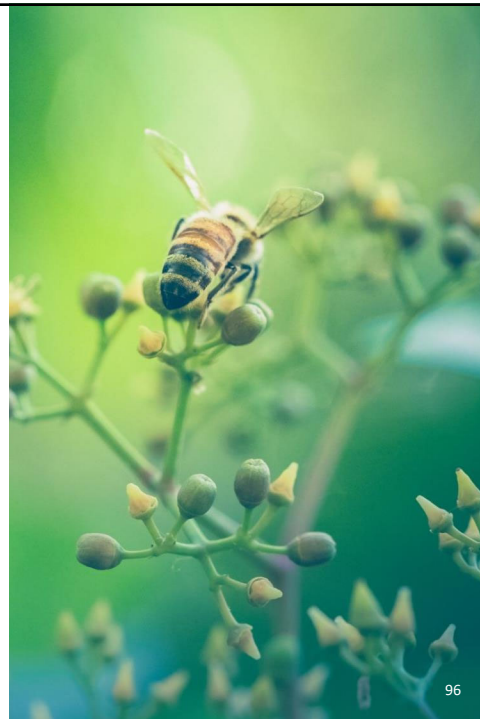
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## Community Engagement

- Listening sessions
- ADA Updates
- Perceptions & needs surveys
- Disability/Accessibility Advisory Committee
  - Role? Functions?
  - Disability awareness or policy directives?
  - Volunteer or appointments?
- Focus groups
  - Input on specific questions
- Task-specific work groups
  - Example: Greenways & Trails, Water Access, Playgrounds

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## Ongoing Evaluation

- How is this working?
- How can we make this work better?
- Ask visitors and participants with disabilities for feedback
- Seek input from local disability/advocacy organizations



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## Questions

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