

AS APPROPRIATE TERMINOLOGY IS CONSTANTLY CHANGING, IT IS IMPORTANT TO REMEMBER TO:

- Consider the person first
- Focus on similarities
- Emphasize abilities
- Communicate dignity and respect
- Use consistent terminology
- Stay updated on changes in terminology
- Refer to people without disabilities
- If in doubt ask a person with a disability

EQUIPMENT/MATERIAL ADAPTATIONS

INSTEAD OF	USE
Baseball	Whiffle Ball
Baseball Glove	Velcro Mitt
Basketball	Rubber Ball
Basketball Hoop	Garbage Can (clean!)
Board Games	Enlarge board and game pieces
Bowling	Bowling Ramp
Crayons	Jumbo Crayons
Flat Surfaces	Textured surfaces - sensory balls, tactile discs
Football	Foam Football
Frisbee/Disc	Large, soft frisbee/disc
Soccer Ball	Giant soccer ball
Volleyball	Giant inflatable ball (preferably not a beach ball)

This is not a comprehensive list of adaptations. Be creative, everything can be adapted!

Look at the following list and see how the words on the left may have shaped our attitudes towards people with disabilities. The list is not comprehensive, nor is it definitive. Words change - as better words emerge, especially as people with disabilities speak on their own behalf, be prepared to learn and use them.

INSTEAD OF	USE
disabled, handicapped, crippled	a person with a disability or people with disabilities
crippled by, afflicted with, suffering from, victim of	a person who has... or a person with...
lame	a person with a mobility impairment
confined, bound, restricted to or dependent on a wheelchair	a person who uses a wheelchair
deaf and dumb, deaf-mute, hearing impaired	a person who is deaf or a person who has a hearing impairment
retarded, mentally retarded	a person with a developmental disability
spastic (as a noun)	a person with Cerebral Palsy
physically challenged	a person with a physical disability
mental patient, mentally ill, mental, insane, crazy	a person who has a mental illness or a person who has mental health issues
learning disabled, learning difficulty	a person with a learning disability
visually impaired, blind	a person who has a visual impairment
disabled sport	sport for athletes with a disability
normal, able-bodied	a person without a disability

The terms paraplegic, quadriplegic and amputee are used and accepted by persons with those disabilities.

Words with Dignity:

The beginning of wisdom is calling things by their right name.

- Chinese Proverb

"Changing how the public labels categories those labels invoke in people's minds, which in turn changes their affective attitudes toward what is being described."

- David Green, Hofstra University



RESOURCES

Active Living Alliance for Canadians with a Disability - www.ala.ca

- Activate Your Community
- Active Living for Everyone
- Moving to Inclusion
- Play for All
- Tip Sheets - for working with people with specific disabilities

Adapted Fitness Leadership Training Binder - B.C. Recreation and Parks Association - www.bcrpa.bc.ca

B.C. Disability Sports www.disabilitysports.org

B.C. Children's Hospital - On-line Bookstore - www.bcchildrens.ca

B.C. Special Olympics - www.bcsso.bc.ca

B.C. Therapeutic Recreation Association - www.bctrpa.org

BC Wheelchair Sports www.bcwheelchairsports.com

Canadian Abilities Foundation www.enablelink.org

Canadian Association for Health, Physical Education, Recreation and Dance - www.cahperd.ca

Canadian Health Network www.canadian-health-network.ca

Canadian Therapeutic Recreation Association - www.canadian-tr.org

Community Disability Resource Centre
Connectra: Creating Opportunities for People with Disabilities www.connectra.org

"Inclusive Leisure Services"
- John Dattilo

KidSport - www.kidsport.ca (financial assistance for sport and recreation)

Options: Services to Communities Society. www.options.bc.ca

Sharing the Fun: A Guide to Include Persons with Disabilities in Leisure and Recreation Rehabilitation Council www.bctrpa.org

Spectrum Nasco Physical Education Limited - Recreation Equipment www.spectrummed.com

Material in this document has been referenced from the following sources:

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Sport and Recreation with Children who have Disabilities

RESOURCE SUPPLEMENT



Sport and Recreation with Children who have Disabilities

DEFINITIONS OF COMMON DISABILITIES

Acquired Brain Injury: an injury to the brain that has occurred after birth - Characteristics include: motor/ physical impairments, cognitive impairments, decreased attention and concentration, difficulty with learning and memory, difficulty with concept formation and problem solving, perceptual impairments, communication impairments, and behavioural impairments.

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD): a neurobiological condition and a learning disability - Characteristics include: lack of concentration, impulsiveness, and sometimes hyperactivity.

Asperger's Syndrome: a mild form of autism.

Asthma: an illness in which there are repeated episodes of breathing difficulties due to the narrowing of airways. Asthma is manifested by difficulty in breathing and affects different people in widely varying degrees of severity - Characteristics include: louder breathing, breathing makes a whistling, wheezing sound, breathing out is very slow and difficult, flared nostrils, pursed lips, hunched over posture, coughing, clearing throat, and fast breathing.

Autism: a neurological disorder of development that causes discrepancies in the way information is processed - Characteristics include: difficulty forming relationships, difficulty understanding and using language, difficulty using abstract concepts, and repetitive patterns of behaviour.

Cerebral Palsy: a developmental disability caused by damage to the motor portions of the brain resulting in an inability to control muscular and postural movements - Characteristics include: stiffness, limited voluntary control, decreased balance and coordination, difficulty with speech and hearing, and possible limited vision.

Cystic Fibrosis: a hereditary disease that affects the exocrine glands - Characteristics include: difficulty breathing, constant cough, excessive appetite with weight loss, fatigue, difficulty exercising, weakness, and muscle cramps.

Developmental Disability: any one of a group of conditions that arise in infancy or childhood and may involve physical and cognitive delays such as difficulty using language or difficulty moving for example cerebral palsy and autism.

Disability: a condition resulting from a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or being regarded as having such an impairment.

Down Syndrome: a condition resulting from a genetic abnormality in which an extra chromosome is present - Characteristics include: decreased strength, low muscle tone, difficulty with receptive and expressive language, difficulty with transitions, and difficulty focusing on a task.

Fetal Alcohol Syndrome: neurological disorder caused by significant prenatal exposure to alcohol - Characteristics include: difficulty with abstract concepts, difficulty following oral instructions, short attention span, easily distracted, difficulty with sequential thinking, decreased social skills, and difficulty understanding cause and effect.

Hemiplegia: paralysis of one side of the body.

Impairment: identifiable organic or functional condition that may be permanent or temporary.

Learning Disability: any one of a diverse group of disorders manifested by significant difficulties in the acquisition and use of speaking, listening, reading, writing, reasoning, or mathematical abilities or social skills, caused by dysfunction of the central nervous system.

Mental Illness: a term used to refer to a variety of diagnosable mental disorders. Mental disorders are health conditions characterized by alterations in thinking, mood, or behaviour associated with distress and/or impaired functioning. Common mental illnesses include:

Schizophrenia: a brain disease that involves a split or break from reality due to physical and biochemical changes in the brain. Symptoms include: delusions and hallucinations.

Bipolar Disorder: marked by extreme changes in mood, thought, energy, and behaviour.

Anxiety Disorders: include obsessive compulsive disorder (inability to control unwanted thoughts or actions) phobias (unreasonable fear of objects, animals, or situations), and panic disorders (repeated intense episodes of sudden fear and physical symptoms).

Muscular Dystrophy: a group of muscle diseases, marked by weakness and wasting of selected muscles, in which there is a recognizable pattern of inheritance - Characteristics include: weakness of voluntary muscles, muscles may appear to be bulky, fatigue with exertion.

Paraplegia: paralysis of both legs and impairment of body functions due frequently to injury or disease of the spinal cord.

Quadriplegia: paralysis affecting all four limbs.

Spinal Cord Injury: damage to the spinal cord resulting in the loss of function below the level of injury because of impaired transmission of neural impulses. Severity is a result of the extent and location of the injury to the spinal column - Characteristics include: lack of voluntary movement, loss of sensation, involuntary muscle contractions.

Traumatic Brain Injury: occurs when an outside force impacts the head hard enough to cause the brain to move within the skull or the force causes the skull to break and directly hurts the brain - Characteristics include: motor deficits, sensory deficits, perceptual deficits, communication impairment, and behavioural impairments.

Note: Be aware children may be on medication with side effects that may hinder their ability to participate in recreation activities. See notes under "General Considerations" about participant information forms.

INCLUSION AND INTEGRATION

Inclusion:

The process of creating an environment that values and promotes full participation by all individuals, regardless of abilities.

- An environment involves creating a physical space as well as an emotional tone of acceptance so all people feel comfortable

Characteristics of Inclusion:

- Recognize that we are all people with feelings and thoughts, we have different ideas and abilities
- Create choices for people to experience freedom to participate
- See each person as a person with value and differences
- Support participation - everyone wants to play

Inclusion can be promoted by:

- Focusing on peoples strengths
- Recognizing that everyone can make contributions
- Believing that all people are inherently worthy
- Helping people to achieve their best

Integration:

Full access and opportunity for community based participation, regardless of ability.

Integration occurs when:

- A person with a disability attends a regular community
- Participates in the community program and uses resources
- Interacts with other community members and
- Is interdependent with community members

Integration can be promoted by:

- Knowing participants interests
- Including participants in planning and decision making
- Encouraging social interaction
- Helping to build friendship amongst participants

Benefits of Inclusion and Integration for people with disabilities:

- Cultivate friendships
- Acquire social skills
- Engage in social interaction
- Enhance self image
- Develop life long skills

Benefits of Inclusion & Integration for people without disabilities:

- Increase positive attitudes
- Develop acceptance
- Experience personal growth
- Increase understanding
- Improve social development

The best way to teach inclusive behaviour is to model it! Good lesson planning is key to a positive integrated program experience.

ADAPTING A PROGRAM TO INCLUDE A PERSON WITH A DISABILITY

General Considerations:

- Place emphasis on the person first
 - Individualize adaptations
 - Focus on abilities
 - Match challenge and skill
 - Ensure activity is age appropriate

- Encourage participant autonomy
 - Facilitate independence
 - Decide what adaptations are necessary
 - Adaptations can be modified

- Involve participant in adaptation process
 - Discuss adaptations with participants
 - Determine feasibility of adaptation
 - Ensure safety of adaptations

- Evaluate adaptations
 - Continuously observe
 - Make necessary adjustments
 - Ensure adaptations are kept as close to the original activity - keep the integrity of the activity

Notes:

- Refer to the 'YMCA Discovery - Facilitating the Healthy Development of Children 7-11 years Guide', to help guide age appropriate activities.

- In order to be prepared, you need information regarding the child's physical, social, behavioural, cognitive, and emotional needs. The BCRPA Adapted Fitness Leadership Training Module provides an example of a thorough participant information form (see resources).

Areas of a program that can be adapted:

1. Materials - size, speed, weight, stabilization, durability, and safety.
2. Activities - physical aspects, cognitive requirements, and social conditions.
3. Environment - sensory factors, and participation area.
4. Participants - position the person, provide physical aids that support, recommend evaluations for sensory aids, provide opportunities for increased mobility, be open to alternative ways communicate, teach skills that match challenge and skill.
5. Instructional Strategies - establish objectives, develop instructional steps, offer opportunities for practice, include instructional prompts, provide reinforcement, and consider personnel.

