

Inclusive and Special Recreation

Opportunities for Persons with Disabilities
Third Edition



Ralph W. Smith

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*This book is dedicated
to the ones we love.*

FOREWORD

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All experience is an arch, to build upon.

This statement of Henry Brooks Adams in *The Education of Henry Adams* reflects on the foundations of knowledge. In *Inclusive and Special Recreation: Opportunities for Persons with Disabilities*, the authors have carefully provided the groundwork that assists the reader in conceptualizing and developing both the inclusive and special recreation framework and the edifice necessary for sound program development.

The authors, Ralph Smith, David Austin, and Dan Kennedy, have integrated the prevalent thinking of therapeutic recreation, special recreation, leisure education, and related professions into a pragmatic and realistic compendium. They have reflected the evolution and development of recreation services for persons with disabilities over the past 100 years and have provided a rich source for both the student and practitioner in their quest to work hand in hand with individuals with disabilities.

Drs. Smith, Austin, and Kennedy have made numerous individual contributions to inclusive and special recreation in the past three decades. Their work in curriculum development, mainstreaming, attitudinal assessment, playground development, accessible environments, therapeutic recreation education, and sports for persons with disabilities provides the structure necessary for the formulation of this book. The background and experience of the authors have enabled them to incorporate prior and existing recreation practices and provoke thoughts and concerns regarding the future direction of inclusive and special recreation services.

The authors have provided an exciting dimension to the arena of recreation and leisure for individuals with disabling conditions. Their coverage of historical and conceptual approaches, program planning, special program areas, resources, and trends represents the essentials of this thrust. They have built on the cornerstone of inclusive and special recreation a book for all seasons.

Helen Jo Hillman, C.T.R.S.

Former Program Manager

Therapeutic Recreation Services

District of Columbia Department of Recreation

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PREFACE



During the past 30 years, there have been many dynamic developments in the field of recreation. Prefaces for the two previous editions of this textbook noted that one of the most exciting of these developments was “the movement of persons with disabilities out of institutions into the mainstream of recreation involvement.” Now, with the passage and implementation of the Americans with Disabilities Act in the United States, a new era of recreation involvement is beginning for persons with disabilities. Access to most privately owned businesses, including recreation-related businesses, is now a legal right. Inclusion of persons with disabilities into all aspects of community life is becoming a reality, and recreation providers must offer programs and activities that respond to the needs of *all* consumers.

As society changes, so do textbooks. Thus, we have added the word *inclusive* to our title and revised the textbook to focus on both inclusive and special recreation programming. In Chapter 1, we distinguish between these two concepts, and we have integrated examples of each throughout the remainder of the book. The format and purpose of our textbook remain basically the same as previous editions. We have maintained our programmatic approach, rather than emphasizing disabilities. Moreover, we still believe that a polarity exists between therapeutic recreation and special recreation; we have therefore continued our focus on nonclinical approaches to recreation service delivery that provide opportunities for freely chosen recreation involvement for persons with disabilities.

It is important to note that this textbook was written primarily for undergraduate students, especially those in their first two years of study. As such, it is appropriate for use in community or junior college courses, as well as within four-year baccalaureate programs. Throughout the preparation of this textbook, we tried to keep the needs, interests, and learning styles of undergraduate students foremost in our minds. Whenever possible, we have included examples to illustrate important points, and we have provided useful references and learning activities at the end of each chapter. We have also attempted to write in a style that is appealing to undergraduate students.

This textbook is organized into four distinct parts, and each part is preceded by an introductory statement highlighting its contents. Part I provides an introduction and overview to inclusive and special recreation. The emphasis of this section is on the scope of inclusive and special recreation services, including important concepts and terminology. Part I also includes information on legislation and provides useful facts and techniques related to selected disabling conditions. Part II focuses on actual program planning and implementation and includes detailed descriptions of exemplary inclusive and special recreation programs. Part III offers some examples of program areas (or activities) that have proven effective in meeting the recreational needs of people with disabilities. The final section, Part IV, provides valuable information on community resources that relates to inclusive and special recreation services. This section also outlines current trends in inclusive recreation. At the conclusion of this textbook, we have inserted several appendices containing materials and resources that should prove useful to recreation students and educators as well as to practitioners.

As with previous editions of this textbook, the third edition reflects a combined effort on the part of each author. Dr. Smith had primary responsibility for Chapters 4, 5, 9, 10, and 11; Dr. Austin for Chapters 1, 2, 6, 12, and 13; and Dr. Kennedy for Chapters 3, 7, and 8. Dr. Smith is now listed as the primary author because he has assumed logistical coordination of the project.

We would like to express our sincere gratitude to the many people who have assisted in the preparation of all editions of this textbook. The reactions, insights, suggestions, and efforts of the following people were instrumental in the completion and revision of this book: David Beaver, Challenge Publications; Boni Boswell, East Carolina University; Erin Broadbent, National Park Service; Barbara (Sam) Browne, formerly with the Cincinnati Recreation Commission; Tammy Buckley and Christine Camps, The Pennsylvania State University; Mary Cece and Lois Gill, formerly with the University of Maryland; Peg Connolly, National Council for Therapeutic Recreation Certification; Cliff Crase, Paralyzed Veterans of America; Michael Crawford, University of Missouri; Mary Crooks and Dorothy Lougee, Parks and Recreation Department, Lincoln, Nebraska; Eileen Cuskaden, Edie Ferrante, and Janet Rice, Very Special Arts; Susan Drenkhahn, Carmel Community, Inc., Chandler, Arizona; Jeanne (Hap) Feeley, formerly of the Pennsylvania Easter Seal Society; Julie Forker, Maryland-National Capital Park and Planning Commission; Catherine Fowler, mother of Claudia Fowler; Arnold Grossman, New York University; Gene Hayes, University of Tennessee at Knoxville; Doug Herbert, formerly of Very Special Arts; Helen Jo Hillman, formerly with the District of Columbia Department of Recreation; Jerry D. Kelley, International Alliance on Disability, Washington, D.C.; Terry Kinney, Temple University; C. Wayne Korinek, Parks, Recreation, and Library Department, Phoenix; Robin Kunstler, Lehman College, New York; Stan Labanowich, University of Kentucky; Greg Lais, Wilderness Inquiry; Michal Ann Lord, formerly with the Austin Parks and Recreation Department; David Morgan Lovis, Theatre Unlimited; Steven Mason, formerly with the District of Columbia Special Olympics; John McGovern, formerly with the West Suburban Special Recreation Association, Elmwood Park, Illinois;

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We would like to give a special thanks to our families for their understanding and support throughout the preparation and revision of this textbook. We sincerely hope that the finished product is worthy of the many sacrifices. We would also like to thank Scott Spoolman, Project Editor at Brown & Benchmark Publishers, and Susie Butler of SJB Consulting for their assistance.

Two people who were instrumental in the first edition of this book, Bobbi Kreisberg (Hospital for Sick Children) and Fred Humphrey (University of Maryland), died prior to publication of the third edition. We miss you, Bobbi and Fred.

Ralph W. Smith

David R. Austin

Dan W. Kennedy

Inclusive and Special Recreation





(Photo courtesy of Bradford Woods, Indiana University)

PART ONE

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INTRODUCTION AND OVERVIEW

The public recreation and parks profession has long prided itself on its ability to contribute to the well-being and quality of life of the citizenry. Yet, as problems of persons with disabilities have become increasingly more visible in society, it has become apparent that this profession has had only a tenuous grasp on the nature of problems that citizens with disabilities face during their leisure and on the need for the full inclusion of persons with disabilities by leisure service providers. Fortunately, there is a vital movement among leisure service providers to establish services that meet the recreational needs of persons who have disabilities. The Americans with Disabilities Act has provided stimulus for this movement.

Although the provision of recreation services for persons with disabilities is a comparatively new area of interest for public recreation and parks, one can see origins of concern for people with special needs dating back to the beginnings of organized recreation in America. Chapter 1, Introduction, reviews both historical and philosophical bases for the provision of leisure services for individuals with disabilities. Views of authorities such as Carter, Kelley, Meyer, Robb, Pomeroy, and Stein and Sessoms are presented, and conclusions are drawn that suggest that a harmonious arrangement for the cooperation of general leisure service professionals and therapeutic recreation specialists can become a reality.

Chapter 2, Concepts and Attitudes Underlying Inclusive and Special Recreation Services, presents concepts and attitudes basic to understanding the delivery of services for persons with disabilities. Concepts surrounding the terms *disability*, *handicap*, *special populations*, *special recreation*, *inclusive recreation*, *mainstreaming*, and *normalization* are discussed. Chapter 2 concludes with an in-depth approach to attitudes as they relate to serving persons with disabilities. A major segment of the section on attitudes is devoted to alternatives proposed by the National Easter Seal Society and Dattilo and Smith to avoid stigmatized language when referring to individuals with disabilities.

Chapter 3, Legislation Affecting Inclusive and Special Recreation Services, reviews legislation pertaining to equal access to educational and recreation services for those with disabilities. Particular attention is given to the Americans with Disabilities Act.

Although it is critical that we avoid the trap of labeling those with disabilities, we may find information concerning various disabling conditions to be useful. Chapter 4, Disabling Conditions, begins with a discussion of the potential pitfalls and hazards involved in labeling people who have disabilities. This is followed by helpful facts, tips, and techniques associated with specific types of disabilities.



(Courtesy of Courage Center, Golden Valley, MN)

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Introduction

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Organized recreation in the United States grew out of social concern for persons attempting to cope with a rapidly changing world created by the Industrial Revolution. Most authorities cite the establishment of a sand play area for disadvantaged children in Boston in 1885 as the beginning of the recreation movement in America. This play area became known as the Boston Sand Gardens. The provision of wholesome recreation was also a central part of the settlement-house movement established to ease the transition to urban living for thousands of persons immigrating to the cities of America during the Industrial Revolution. Settlement houses, such as Jane Addams's Hull House in Chicago, provided playgrounds for children and recreational opportunities for adults to help them adapt to an urban life characterized by overcrowding and poor living conditions.

The beginnings of organized recreation in our nation thus evolved from a humanistic concern for the welfare of those who found themselves with few resources in inhospitable circumstances. Wholesome recreation was viewed as necessary for those disadvantaged individuals who had special needs.

As community recreation grew, it began to lose its focus on meeting the needs of those who were disadvantaged. More affluent sections of cities began to demand and receive community recreation services. Community recreation steadily moved away from its historical roots of serving the disadvantaged to the cause of "recreation for all." Recreation began to be perceived not as a social instrument but as an end in itself, an experience all should enjoy.

Gray (1969), in a now classic article titled "The Case for Compensatory Recreation," has written: "Gradually the social welfare mission weakened and a philosophy which sees recreation as an end in itself was adopted; this is the common view in public recreation agencies throughout the country" (p. 23).

In a similar vein, Sessoms and Stevenson (1981) have written that

Adult education, recreation, and social group work all have a common heritage. Each is a product of the social welfare reforms that occurred in our cities and industries at the turn of the nineteenth century. Their founders shared a similar belief—they were concerned with the quality of life and believed that through the "proper" use of leisure, it could be achieved. (p. 2)