

Inclusive Recreation Capstone

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Lend Competency

- LEND Competency 3 Knowledge of neurodevelopmental and related disabilities with focus on ASD and ADHD
 - Focuses on supports and services
 - Analyze history and conceptual model of disabilities
 - Life experience
- Lend Competency 5 Person- Family Centered Care
 - Demonstrate knowledge of principles of person-and family-centered care
 - Recognize the primary importance of the family in the life of a child.
 - Discuss and observe the impact of disability on families.

Background

About 9 in 50 children in the U.S. have a disability or chronic health problem yet are not encouraged to exercise (Pierce-Smtih, Turley R. Thomas J., 2022)

Obesity rates for youth with disabilities range from 30%-90% higher than youth without disabilities, depending on the disability (Fox, M Witten M., & Lullo, C. 2014)

In a study conducted in New England and surround areas a survey was distributed to 390 recreational directors and found that a major barrier to providing inclusive recreation sports was additional expenses and lack of training services (Fox, M Witten M., & Lullo, C. 2014)

Problem-Framing

- Many neurodiverse individuals are not included in recreational activities. “The benefit of physical activity are universal for all children including those with disabilities. Participation of children with disabilities in sports and recreational activities promotes inclusion, minimizes deconditioning, optimizes physical functioning and enhances overall well being.” (Murphy N. Carbone P. 2008)
- Special Olympics was not established until 1968

Why Recreation

- Creating inclusive opportunities for all individuals to participate in will create a more representative community, provide respite for families and pose as a platform for emotional learning.
- Help child with social, gross, and fine motor in a fun way
- Right of passage to participate in group sports
- Build community
- Quality of life include recreation community and activities to participate

Barriers in our Community

- Outside of special Olympics there are only a handful of options for individuals to participate in ABQ area.
- Lack of training or exclusion
- Teamed up with ABQ United to present on ways to make soccer or nonstructured activities more inclusive

Conducting Research

- Gathered information from local families on what community supports they are lacking in regard to their child/family (Identified key population/ need.)
- Discussed information on potential barriers one including lacking education around behavior and structure of unstructured activities.
- IRB approval was not needed for this project



Soccer

- Focus for this project was, specifically on soccer.
- Met with ABQ United Youth Soccer Board to discuss with their coaches the areas that need the most support.
- Main take away was in the realm of coaches lacking tools and strategies around differentiating the setting as well as better suited behavior strategies.



Product

- After talking with parents and using knowledge from LEND/ research surrounding the need of recreation around Neurodiverse learners, I established an easy-to-follow presentation.
- This presentation included general themes of intelligences with direct problems and solution that coaches can take with them on the field.

What are developmental disabilities/ Neurodiversity

- Developmental disabilities can be defined as “ a group of conditions due to impairment in physical, learning, language, or behaviors areas”
- Neurodiversity can be defined as the idea that people experience and interact with the world around them in many different ways.
- Neurodiversity includes ADHD, Autism and developmental delay.
- Language used
 - Identify first vs person first language
 - Putting the person first “ The boy with Down Syndrome”
 - Identity first “ The Autistic Person”
 - Ask and follow what the individual wants

Theory of Multiple Intelligences by Howard Gardner

- Logical-mathematical intelligence. ...
- Linguistic intelligence. ...
- Spatial Intelligence. ...
- Musical Intelligence. ...
- Bodily-kinesthetic Intelligence. ...
- Intrapersonal Intelligence. ...
- Interpersonal Intelligence. ...
- Naturalist intelligence.



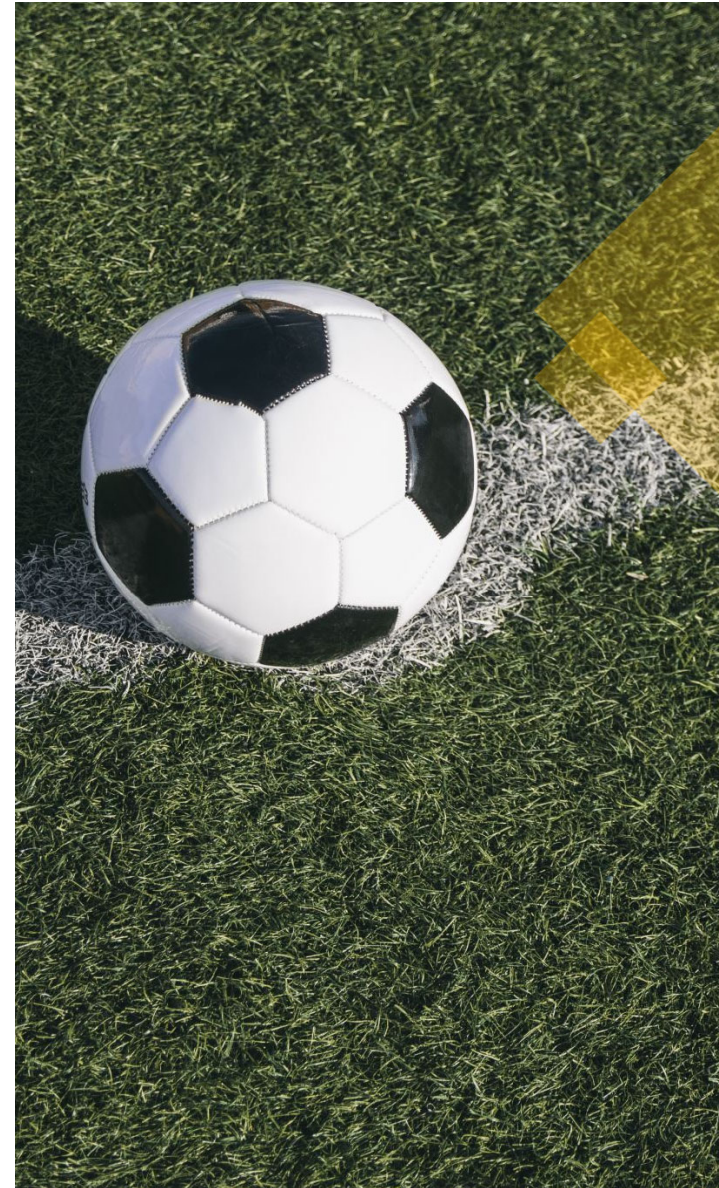
Behavior is communication

Undesired behavior or just communication that is not understood?

Soccer is an unstructured setting where there can be many behaviors, both positive and negative.

Things to think about around behaviors

- Sensory- often with neurodiversity senses are heightened (wind, screaming, loud sounds)
- Engagement- are you at eye level in their space of engagement
- Environment- is it clear where their bodies should be
- Time to process- Less words, slow down



Behavior is communication

Behavior- kiddo not staying with group or knowing where they are in relation to others

Tools – Structuring the environment- using cones or hula hoops to define the area where the kiddo needs to stand or be.

Behavior- Kiddo is having a hard time leaving mom or leaving soccer

Tool- clear start and clear end. With unstructured settings not knowing when the end is can be anxiety producing. Using a whiteboard or other visual schedule with a list or pictures of the activities can help ease anxiety around leaving



Behavior is communication

- Behavior- being disruptive, not listening in line or when being given directions

For some, verbal directions may not work. When we think about processing directions some may need less words or written words or visual images

Tool: First this then this. In moments of high escalation using less words or written words/ pictures can defuse the situation

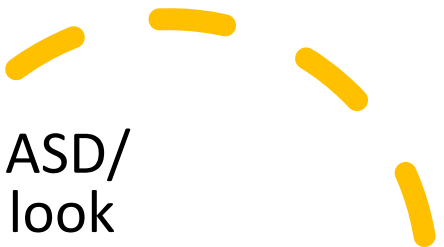
Clear expectation- pulling aside to confirm direction quietly or use a nonverbal way to ask player to take a break.

Is it sensory? Having player do some movement (pulling heavy bag of balls, jumping jacks, eating a crunch snack) to help regulate before group activity.





Participation

- 
- Parallel play- Often with ASD/ ADHD participation may look different.
 - Eye contact/ facing the other direction while listening and processing everything that you are saying.
 - Doing the drill or task away from everyone
 - Showing up to practice but not participating at all

Inclusion

Structuring the
unstructured
setting

Are they
participating in
their way

Engagement

Visual schedules

Expectations

Building a
foundation of
understanding of
diverse learners

Findings

- Coaches gained a better understanding of structuring the instructed setting
- Easy to implement changes in presenting directions
- Education around disabilities and how to approach conversations with parents
- Desire to implement what was learned on the field

Dissemination

- Expand to other Youth sport programs
- Modify and present to ABQ United Pro team
- Transfer to tangible handouts within the year.

Resource

- Fox, M. H., Witten, M. H., & Lullo, C. (2014). Reducing obesity among people with disabilities. *Journal of Disability Policy Studies*, 25(3), 175–185.
- Gardner H. (1983) Theory of Multiple Intelligence <https://www.simplypsychology.org/multiple-intelligences.html>
- Murphy N. Carbone P. Promoting the Participation of Children with disabilities in sports, recreation and physical activities. *Pediatrics* (2008) 121(5): 1057-1061 <https://doi.org/10.1542/peds.2008-0566>
- Pierce-Smtih, Turley R. Thomas J., 2022) Sports and Children with Special Needs. Univserity of Rochester Medical Center.
<https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=160&contentid=20>