



The Americans with Disabilities Act and Facilitating Recreation Programs: Considerations to Ensure Access and Integration

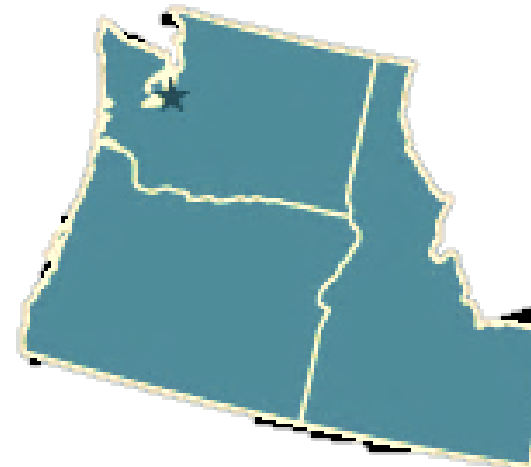
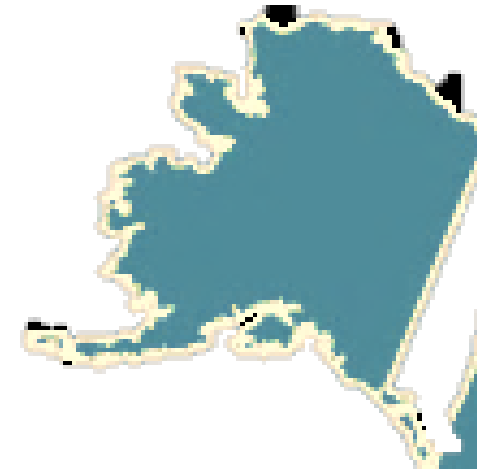
John B. Dorris, Esq.

Assistant Director

Northwest ADA Center

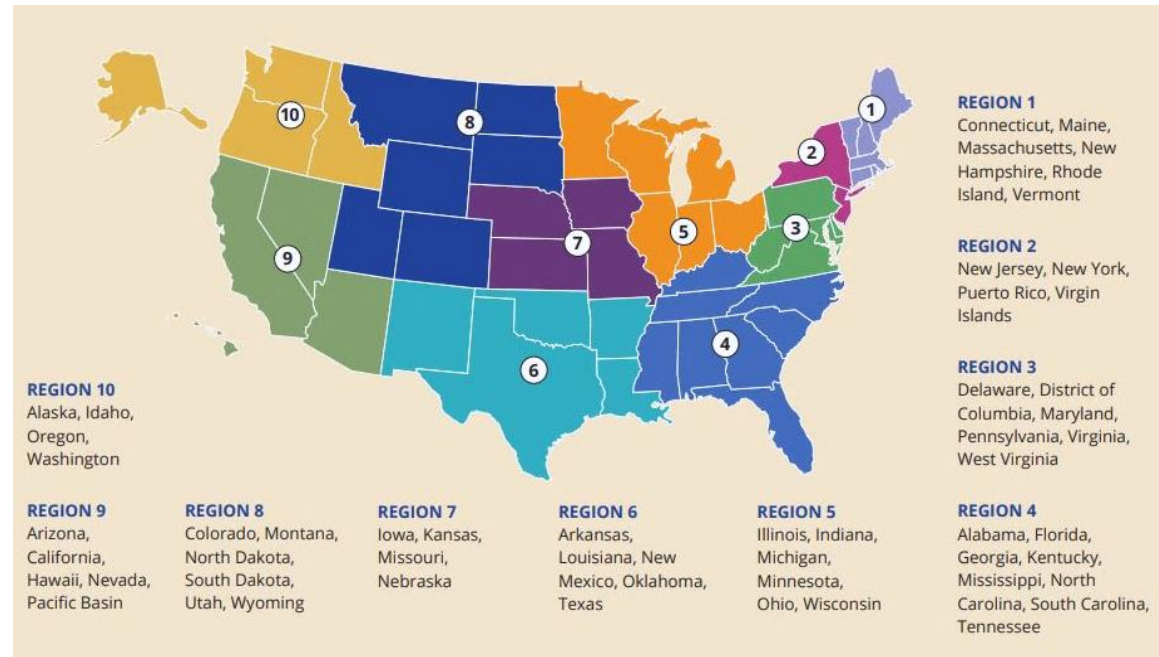
What is the Northwest ADA Center?

- A source for objective, unbiased, current, accurate information about ADA & related laws.
- Professional, knowledgeable, solution-oriented staff.
- Not advocates, compliance officers, lawyers in this region, or the “ADA police”.
- Responds to the specific needs of Region 10: WA, OR, ID & AK.



The ADA National Network

1-800-949-4232
nwadactr@uw.edu



Visit the ADA National Network's website at www.adata.org.

- Ten regional ADA Centers throughout the United States.
- Supports mission of ADA and promotes voluntary compliance.
- Provides information, guidance, and training on ADA implementation.
- Performs research.

Legal Advice Disclaimer

The presenter will be providing technical assistance and resources regarding the ADA. This information is intended solely as guidance and is not a determination of legal rights or responsibilities, nor binding on any agency with enforcement responsibility under the ADA or any other law.

If you are seeking a legal opinion or advice, please contact a lawyer or other appropriate legal representation agency in the appropriate jurisdiction.

The Northwest ADA Center is funded under a grant from the Administration for Community Living (ACL), NIDILRR grant #90DP0095.



Agenda

Basic Overview of the ADA

Title II: State & Local
Government

Title III: Public
Accommodations

Reasonable Modifications of
Policies and Procedures

Effective Communication

DOJ Settlement Agreements

Importance and Benefits of
Recreation Programs

Inclusion Principles

Q&A

The Americans with Disabilities Act

The Basics

The Five ADA Titles



Title I: Employment

Employers: 15 or more employees

Enforcement: EEOC

Title II: Public Entities

State and Local Government

Enforcement: DOJ

Title III: Public Accommodation in Non-Profits and Businesses

Enforcement: DOJ

Title IV: Telecommunications

Enforcement: FCC

Title V: Miscellaneous

Purpose of the ADA: Civil Rights

- The ADA assures:
- The same rights and opportunities as everyone else.
- Equal opportunity in all sectors and all areas of public life.
- To prohibit discrimination against people with disabilities.

ADA Requirements

May not discriminate against or exclude people with disabilities.

Must give people with disabilities **equal opportunities and benefits** as those given to people who do not have disabilities.



WHO IS PROTECTED UNDER THE ADA?

- Definition of Disability:
 - Person with a physical or mental impairment that substantially limits one or more major life activities; or
 - Has a record of such impairment; or
 - Is regarded as having such an impairment – even if they do not, in fact, have such an impairment or it is minor.
- Also covered are individuals who are discriminated against due to their association with a person with a disability.

Major Life Activities

- Eating, sleeping, speaking, and breathing
- Movements like walking, standing, lifting and bending
- Cognitive functions like thinking and concentrating
- Sensory functions like seeing and hearing
- Tasks like working, reading, learning and communicating
- The operation of major bodily functions like circulation, reproduction, and individual organs.

Invisible Disabilities

- Cancer
- Diabetes
- HIV
- Autism
- Cerebral palsy
- Deafness or hearing loss
- Blindness or low vision
- Epilepsy
- Intellectual disabilities
- Major depressive disorder
- Traumatic brain injury
- Post-traumatic stress disorder
- Allergies
- Multiple Chemical Sensitivity

Disability is complicated!

Disabilities can be invisible.

Disabilities can fluctuate.

Disabilities aren't all or nothing.

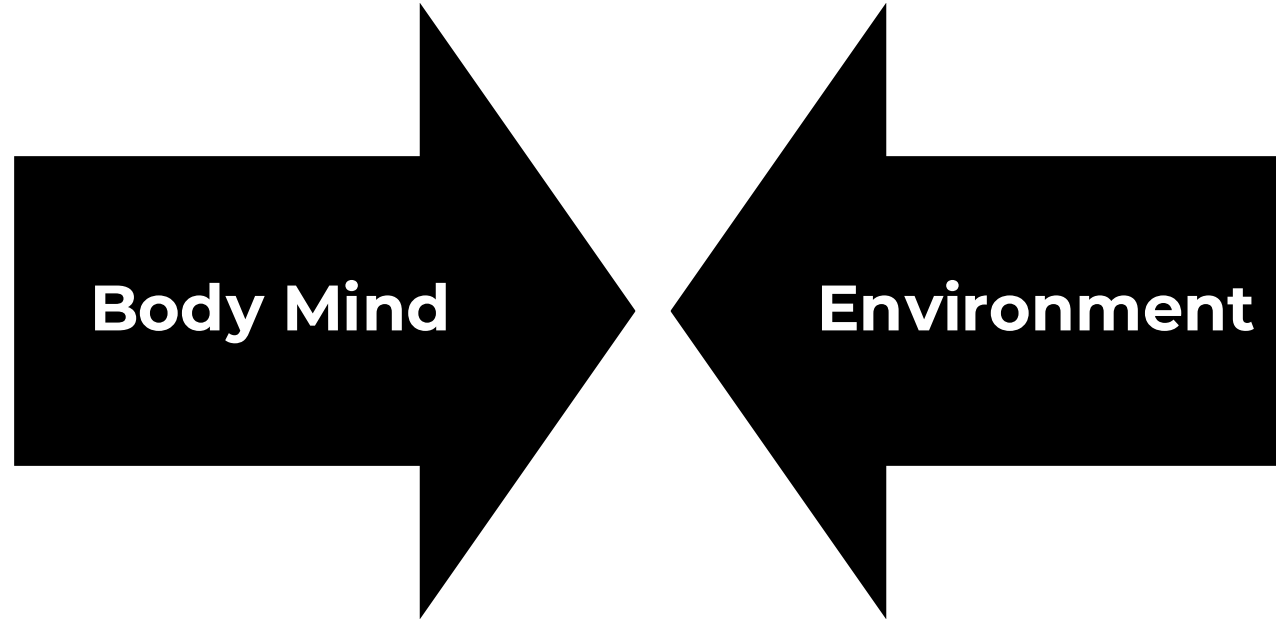
Disabilities can be temporary.

Medical vs. Social Model of Disability

The **Medical Model** views disability as resulting from an individual's physical or mental limitations, and to have a high quality of life, these "deficiencies" must be cured, fixed, or eliminated by health care professionals.

The **Social Model** states that disability is the inability to participate fully in home and community life. The interaction between functional limitations or impairments and physical and social barriers to full participation create disabling environments.

Disability is Contextual



ADA Title II

PUBLIC SERVICES:
STATE AND LOCAL GOVERNMENT

Title II: State and Local Governments

- Congress recognized that “historically, society has tended to isolate and segregate individuals with disabilities, and, despite some improvements, such forms of discrimination against individuals with disabilities continue to be a serious and pervasive social problem.”
- Title II regulations require public entities to “administer services, programs, and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities that enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible.”
- Olmstead v. L.C., 527 U.S. 581 (1999), the Supreme Court held that title II prohibits the unjustified segregation of individuals with disabilities.



Title II: State and Local Governments

- State and local governments:
 - counties
 - cities
 - transportation agencies
 - libraries
 - schools
 - courthouses
 - parks
 - voting centers
- Enforced by the US Department of Justice (DOJ)

Title II of the ADA

Intent:

- Equal opportunity to participate and benefit in programs and services.
- Receipt of benefits in the most integrated setting appropriate.

Applicable Requirements:

State and local government entities must:

1. Make **programs accessible**.
2. Make **reasonable modifications**.
3. Ensure **effective communication**.

Title II: State and Local Government Requirements

- Prohibits discrimination on the basis of disability by “public entities” such as state and local government agencies.
- Requires public entities to make their programs, services and activities accessible to individuals with disabilities.
- Requires making reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination; identifying architectural barriers; and communicating effectively with people with hearing, vision and speech disabilities.
- Not required are “unreasonable” modifications, which are things that would fundamentally alter the purpose or nature of the court program, service, or activity; or result in an undue financial or administrative burden; or something that is a direct threat to health or safety.

Program Accessibility

A public entity's services, programs, and activities, when viewed in their entirety, must be readily accessible to and usable by people with disabilities.

REASONABLE MODIFICATIONS

Title II entities must provide reasonable modifications to policies, practices, and procedures when necessary to avoid discriminating against people with disabilities.

Examples of Potential Reasonable Modifications:

- Providing a virtual option for a hearing if the courthouse is inaccessible to a party with a mobility disability.
- Allowing trained service animals to accompany their handlers into court spaces that have a “no pet” policy.
- Bring forms to the person to complete if architectural barriers exist.

“UNREASONABLE” MODIFICATIONS

Entities are only required to provide reasonable modifications. What are “unreasonable” modifications?

One that would fundamentally alter the purpose or nature of the program, service, or activity.

One that would result in an undue financial or administrative burden.

Or a modification that is a direct threat to health or safety.

If a requested modification would be unreasonable, Title II entities are required to look for any alternative modifications that would not be unreasonable.

“In Its Entirety”

A program must be evaluated both in terms of the parts or elements that make up the program AND in terms of the way they work together as a whole.



ADA Title III

PUBLIC ACCOMMODATION:
NON-PROFITS AND BUSINESSES

Accessibility and Barrier Removal

The ADA mandates:

- an equal opportunity to participate or benefit from the goods and services offered by a place of public accommodation.

Individuals with disabilities must be integrated to the maximum extent appropriate.

**Accessibility
and Barrier
Removal:**

**“Readily
Achievable”**

The DOJ defines “readily achievable” as easily accomplishable and able to be carried out without much difficulty or expense.

The goal is to ensure that people with disabilities can access what you have to offer by removing architectural barriers and communication barriers that are structural in nature in existing facilities.

If removal of barriers is not readily achievable, you must take alternate steps to make goods/services accessible.

Accessibility and Barrier Removal Examples

- The DOJ offers a list of examples of modifications that might be readily achievable.
 - Installing ramps;
 - Making curb cuts in sidewalks and entrances;
 - Repositioning shelves;
 - Rearranging tables, chairs, vending machines, display racks, and other furniture;
 - Adding raised markings on elevator control buttons;
 - Installing flashing alarm lights;
 - Widening doors;
 - Installing offset hinges to widen doorways;

Accessibility and Barrier Removal (2)

- Additional examples of modifications that might be readily achievable.
 - Installing accessible door hardware;
 - Installing grab bars in toilet stalls;
 - Rearranging toilet partitions to increase maneuvering space;
 - Insulating lavatory pipes under sinks to prevent burns;
 - Installing a raised toilet seat;
 - Installing a full-length bathroom mirror;
 - Repositioning the paper towel dispenser in a bathroom;
 - Creating designated accessible parking spaces.

Accessibility and Barrier Removal (3)

- In some cases, removal of barriers is not readily achievable. In that case, alternative steps should be made to make goods and services accessible.
- Some examples:
 - curb service
 - home delivery
 - relocation of activities to accessible locations
 - retrieve merchandise from inaccessible shelves or locations within a store.
- A public accommodation generally can not charge extra for these services.

ADA Title III

Title III Requires Public Accommodations Avoid:

- Eligibility criteria that screen out people with disabilities without legitimate safety reasons
- Unnecessary inquiries into disability
- Surcharges associated with compliance with Title III

Reasonable Modification

- A public accommodation must reasonably modify its policies, practices, or procedures to avoid discrimination,
 - One example of a modification would be for a hotel with a “no pets” policy to allow a service animal to accompany someone with a disability in their facility.
 - Another example would be providing curbside service rather than in store pickup.
- A public accommodation should offer minor assistance to people with disabilities such as a bank teller helping a blind customer fill out a deposit slip, or a restaurant kitchen cutting food into small pieces for a customer with a disability.

ADA Title III

Unreasonable Modifications

- **Fundamental Alteration:** A significant change that alters the essential nature of the goods, services, facilities, privileges, advantages, or accommodations offered.
- **Undue Burden:** A request requiring significant difficulty or expenses when considered in light of factor such as the nature and cost of the modification in the context of the size, resources, nature, and structure of the entity's operations.

Effective Communication

Title II and III require covered entities ensure effective communication.

Things to consider:

1. How complex is the interaction?
2. How long is the conversation?
3. What is the person's preferred communication style?
4. What will work?

Primary Consideration

- Title II entities must give primary consideration to the request of the individual.
- Title III entities (private business) are encouraged to honor the accommodations choice of the individual with a disability but can choose an alternative so long as it is effective.
- The person with a disability is in the best position to determine what type of aid or service will be effective.

Surcharges

The ADA prohibits entities from requiring a customer or client to assume any part of the cost of providing auxiliary aids and services used as accommodations toward achieving effective communication.



Auxiliary Aids and Services

- Title II and III require covered entities provide auxiliary aids and services.
- Auxiliary aids and services help to ensure equal access by offering alternatives to ensure effective communication.
- Appropriate aids and services will vary depending on the nature of the public program or business and the person's disability.

* photo by Charles Bell, circa 1880, from National Anthropological Smithsonian Institution, Washington, D.C., showing examples of Plains Indian Sign Language. (precursor to ASL).

Examples of Auxiliary Aids & Services for People with...

Hearing disabilities — Qualified interpreters, written materials, assistive listening devices & technology, closed captioning, transcription services, note-takers, video remote interpreting (VRI).

Visual disabilities — Braille, audio descriptions and recordings, large print, CDs/tapes, qualified readers, physical guidance.

Sign Language Interpreters

- Common methods of interpreting.
 - **American Sign Language (ASL).** ASL is a language distinct from English. Its grammatical structure and syntax is different, sometimes requiring the interpreter to hear and understand the complete spoken sentence before interpreting its meaning. An ASL interpreter also utilizes bodily gestures and facial expressions.
 - **Signed Exact English (SEE).** This method involves a virtually verbatim translation of English words and phrases by signs, including the use of finger signs for letters to fingerspell words for which there are no signs.

Sign Language Interpreters (2)

- Methods of interpreting, continued.
 - **Relay Interpreting.** A specially trained relay interpreter may be able to assist by “relaying” signs from an ASL interpreter to the deaf person. Relay interpreters are classified by Registry of Interpreters for the Deaf as Certified Deaf Interpreters (CDI).
 - **Oral Interpreting.** Involves the use of a combination of lip reading, interpreting body language, signs, and gestures to convey meaning, and is not literal. This is generally considered to provide the least accurate or comprehensive understanding to the deaf person.

HOW DO YOU FIND AN INTERPRETER?

[The National Registry of Interpreters for the Deaf \(RID\)](#)

- Provides an online database or call 703.838.0030 (voice) or 703.838.0459 (TTY). You can also seek referrals from your state office for the Deaf and Hard of Hearing, local chapter of the National Association of the Deaf, or from the person requesting the interpreter.
- Start looking for an interpreter as soon as the need arises. It can be difficult to find a qualified interpreter on short notice.

QUALIFIED INTERPRETERS

- A qualified interpreter is one "who is able to interpret effectively, accurately and impartially, both receptively and expressively, using any necessary specialized vocabulary."
- An individual does not have to be certified in order to meet this standard. A certified interpreter may not meet this standard in all situations, e.g., where the interpreter is not familiar with the specialized vocabulary involved in the communication.
- Family members are not considered appropriate interpreters because of their emotional or personal involvement and because it would be difficult to maintain.

Assistive Listening Devices

- Many people use assistive listening devices (ALDs) to facilitate effective communication in public settings.
- ALDs reduce the **distance** from the sound source, override poor acoustics, **reverberation**, and **sound degradation**; and filter out **background noise**.
- Note that the microphones used in many assistive listening systems are very sensitive and may pick up distracting sounds like the rustle of papers on the other side of the room.
- In addition, users of infrared (wireless) systems should consider that objects or people may inadvertently block signal transmission.

Types of Assistive Listening Systems

- Types of Assisted Listening Systems.
- ADA Compliant:
 - Radio Frequency (RF); Frequency Modulation (FM)
 - Infrared Light (IR)
 - Hearing Loop
 - Direct-wired equipment
- Other Systems:
 - Audio over Wi-Fi
 - Auracast broadcast used as an assistive listening system



DEPARTMENT OF JUSTICE
ADA ENFORCEMENT
ACTIONS



Title II DOJ Enforcement Actions: Program Access

Dunlap Community School District, (Illinois, 2021).

- Determined that Banner Elementary's outdoor programs, services and activities provided for students at the school were not readily accessible to or usable by individuals with disabilities.
- A child with a disability was routinely unable to access Banner's existing play area to play with peers and had to play alone, outside of the play area and separate from peers without disabilities.
- School agreed to address physical barriers, including removing all existing pea gravel and mulch, replacing it with engineered wood fiber, as well as to address other physical access barriers; also ensure sidewalks and curb cuts meet accessibility standards.
- The DOJ to review architectural plans implementing the modifications.
- A settlement amount of \$2,500 provided to the family who filed the complaint.

Title II DOJ Enforcement Actions: Program Access (2)

Iowa City Community School District, (Iowa, 2020).

- Several families filed a DOJ complaint alleging school playgrounds at multiple elementary schools were inaccessible.
- Twelve playgrounds were recently modified/alterd yet significant accessibility barriers remained.
- School district agreed to modify the playgrounds bringing them into compliance with the 2010 ADA Standards for Accessible Design.

Title II DOJ Enforcement Actions: City Park and Recreation

City of Milton, Washington, DJ #204-82-234 (July 2010)

- Triangle Park (Milton Community Park)
- Accessible toilet rooms to be constructed within 3 years, accessible portable toilets in the interim.
- Accessible route and entrance to tennis court, ball fields, basketball court, drinking fountains, benches, picnic areas, and toilet rooms.
- At least 5% of picnic tables must be accessible for wheelchair users.
- Parking spaces to install appropriate signage and ensure parking lot flat and level with firm, stable, and slip-resistant surfaces.

Title II DOJ Enforcement Actions: Recreation

North Carolina Dept. of Adult Corrections, DJ #204-54-135 (August 2025)

- Multiple complaints indicating lack of auxiliary aids and services to ensure effective communication within multiple correctional facilities.
- NCDAC Correctional Facilities will make reasonable modifications to policies, practices, and procedures for individuals with hearing disabilities, such as allowing individuals to wear a headband to secure a hearing aid or cochlear processor, when exercising or engaging in sports activities.
- NCDAC will provide opportunities for recreational activities for individuals with hearing disabilities at NCDAC Correctional Facilities that are equal to opportunities provided to hearing individuals. An individual with hearing disabilities may not be prohibited from recreational activities based on disability.
- Settlement agreement addressed multiple effective communication issues.

Title II DOJ Enforcement Actions: Recreation (2)

Wisconsin Dept. of Corrections, DJ #204-85-131 (September 2024)

- WDOC will provide opportunities for recreational activities for incarcerated individuals with hearing disabilities at WDOC Correctional Facilities that are equal to opportunities provided to hearing incarcerated individuals.
- An incarcerated individual with hearing disabilities may not be prohibited from recreational activities based on disability. WDOC Correctional Facilities will make reasonable modifications to its policies, practices, and procedures for incarcerated individuals with hearing disabilities, such as allowing incarcerated individuals to wear a headband to secure a hearing aid or cochlear processor, when exercising or engaging in sports activities
- Settlement agreement addressed multiple effective communication issues.

Title III DOJ Enforcement Actions: Effective Communication

- Colorado Rush Soccer Club, DJ #202-13-323 (2020).
- Colorado Rush is a private Colorado non-profit organization the mission of which is to develop youth soccer players through organizing soccer leagues, teams, tournaments, and other soccer programs in Colorado for youth ages 6-18.
- Colorado Rush provided, then ceased to provide, ASL interpreters for the individual during practices and games, and allegedly refused to provide any effective auxiliary aids and services necessary to ensure effective communication so that he could participate in and benefit from the soccer program on an equal basis with his non-disabled peers.

Title III DOJ Enforcement Actions: Effective Communication (2)

Some of the Settlement Terms:

- Colorado Rush will furnish appropriate auxiliary aids and services, free of charge, when necessary to ensure effective communication with individuals with disabilities and shall take all steps that may be necessary to ensure that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services.
- Colorado Rush must consult with the person with a disability to determine the type of auxiliary aid or service and will not require family members or other companions to provide interpreting services.
- Colorado Rush can choose the auxiliary aid or service, but it must result in effective communication. If Colorado Rush may only refuse to provide an auxiliary aid or service that would be effective if such auxiliary aid or service would result in an undue burden, meaning a significant difficulty or expense.

Importance and Benefits of Adaptive Recreation Programs



What is “Adaptive Sports”?

- SPORT is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.
- ADAPTIVE SPORTS are those utilizing specific equipment or materials, or a change in the rules to make it possible for people with disabilities to participate and compete.

Example: Triathlon and Paratriathlon



What is “Adaptive Recreation”?

- Recreation is a broader term that includes sport but also includes other leisure and creative activities.
- Adaptive recreation adjusts equipment, teaching methods, and services to accommodate someone’s disability to ensure participation.

Example: arts-based programming, camping, rafting, hiking

Adaptive Recreation

- ♦ Adaptive recreation is a transformative approach to recreational activities. By adjusting equipment, teaching methods, and services to accommodate someone's disability to ensure everyone can participate.
- ♦ Engaging in adaptive recreation contributes to physical fitness by enhancing cardiopulmonary and cardiovascular health, often challenged by disability (Filipcic et al., 2021). In addition, engaging in enjoyable and fulfilling activities contributes to “positive outcomes on self-esteem, body image, self-perceived quality of life, self-efficacy, community reintegration, employment, and motivation” (Diaz et al., (2019). It becomes a powerful tool for holistic well-being, proving that recreation is not a luxury but a vital aspect of a fulfilling life.

Barriers to Participation

- ◆ Opportunity
 - ◆ Programs and Classifications
 - ◆ Accessible facilities
- ◆ Transportation
- ◆ Awareness
- ◆ Physical and cognitive impairments
- ◆ Cost



Adaptive Sports General Health Benefits

Improved Strength and Coordination: Adaptive sports help develop better muscle strength, coordination, and balance through regular physical activity.

Cardiovascular Health: Engaging in sports promotes cardiovascular fitness, helping to maintain a healthy heart and circulatory system.

Bone Health: Weight-bearing activities in adaptive sports can contribute to better bone density and overall bone health.

Motor Skills: Can enhance their fine and gross motor skills through the various movements and challenges presented by adaptive sports.

General Mental Health Benefits

Psychological Well-being:

Self-Confidence: Participating in sports empowers individuals by showing them that they can overcome challenges and achieve goals, boosting their self-confidence.

Self-Esteem: Success and improvement in adaptive sports can lead to a more positive self-image and higher self-esteem.

Stress Relief: Physical activity, including adaptive sports, helps reduce stress and anxiety, promoting mental well-being.

Sense of Achievement: Achieving milestones and mastering new skills in sports can provide a sense of accomplishment that positively impacts one's emotional state.

Social Benefits

Teamwork: Many adaptive sports involve team activities, fostering collaboration, cooperation, and a sense of belonging.

Friendships: Individuals can build friendships and social connections with peers who share similar interests and experiences in adaptive sports or recreation activities.

Communication Skills: Being part of a team or engaging in sports-related or recreation activities can improve communication skills and enhance social interactions.

Community Involvement: Adaptive sports often bring together a supportive community of families, friends, coaches, and volunteers, creating a supportive network.

Skills Development

Transferable Skills: Many skills learned in adaptive sports, such as communication, problem-solving, and perseverance, can be applied to other areas of life, including education and employment.

Healthy Lifestyle Habits:

Long-Term Benefits: Engaging in adaptive sports from a young age can instill a love for physical activity, encouraging a healthy lifestyle into adulthood.

Prevention of Secondary Conditions: Regular physical activity can help prevent secondary conditions associated with certain disabilities, such as obesity and muscle atrophy.

Inclusion and Awareness

Promotes Inclusion: Adaptive sports promote inclusivity by providing opportunities for people with disabilities to participate in physical activities alongside their peers.

Educates Others: Inclusive sports help educate the broader community about the capabilities and potential of people with disabilities, promoting acceptance and reducing stigma.

Adaptive Sports: Impact on Quality of Life

- ♦ Physical Factors
 - ♦ Overall health, ability to manage tasks, overall health, frequency and severity of disease exacerbations
- ♦ Mental Factors
 - ♦ Sense of well-being; cognitive abilities; levels of anxiety, stress, and depression

Isidoro-Cabanas, E.; Soto-Rodriguez, F.J.; Morales-Rodriguez, F.M.; Perez-Marmol, J.M. Benefits of Adaptive Sport on Physical and Mental Quality of Life in People with Physical Disabilities: A Meta-Analysis. *Healthcare* 2023, 11, 2480. <https://doi.org/10.3390/healthcare11182480>.

Adaptive Sports: Measuring Outcomes

What does the research indicate?

- ♦ Isidoro-Cabanas, E., *et al.* performed a meta-analysis of research that attempted to measure quality of life indicators for individuals with physical disabilities engaged in recreational and competitive adaptive sports.
- ♦ A meta-analysis examines data from two or more studies potentially providing greater clarity and resolution of conflicting conclusions.
- ♦ Meta-analysis sample included 94 people aged 28-62 with physical disabilities
- ♦ Adaptive sports included the following:
- ♦ Aquatic activities and swimming, Ballroom dancing, Kickboxing, Boccia

Adaptive Sports: Measuring Outcomes (2)

- ◆ Disability etiology:
 - ◆ Aquatic activities: ischemic stroke
 - ◆ Dancing: multiple sclerosis
 - ◆ Kickboxing: multiple sclerosis
 - ◆ Boccia: cerebral palsy, multiple sclerosis, traumatic brain injury, and Friedreich ataxia



Adaptive Sports: Measuring Outcomes (3)

- ♦ Meta-analysis conclusions: Moderate beneficial influence in both physical and mental quality of life, which may be linked to greater duration of participation.
- ♦ Physical Quality of Life Indicators:
 - ♦ Protective effect of adaptive sport reducing probability of new health events that may negatively impact health; decrease in fatigue from increased cardio activity; improvement in balance from participating in adaptive sports.

Adaptive Sports: Measuring Outcomes (4)

- ♦ Mental Quality of Life Indicators:
 - ♦ Reducing stress and anxiety levels
 - ♦ Promoting social and family relationships
 - ♦ Improved social competence
 - ♦ Social involvement can establish meaningful relationships between equals
 - ♦ Creation of an athletic identity through development of self-esteem
 - ♦ Remove a negative perception of the disability label



Positive Impacts on Quality of Life

- ♦ **Diaz *et al*** surveyed the literature that examined the impact of adaptive sports participation on those living with physical disabilities finding numerous positive impacts.
- ♦ Quality of Life, Life Satisfaction, and Self-efficacy
 - ♦ Sports participation consistently a predictor for higher life satisfaction
 - ♦ A study including paraplegia and amputation cohort found physical, social, and psychological scores higher in group participating in sports
 - ♦ Wheelchair rugby athletes scoring higher in self-efficacy and increased abilities in life skills
- ♦ Mood Disorders and Cognitive Well-Being
 - ♦ Depression can be significantly higher in stroke survivors and those with traumatic brain injury (TBI)
 - ♦ Sports participation was found to significantly decrease depression, and improved sleep, community participation, and overall quality of life
 - ♦ Positive affect, stronger peer relations, greater opportunity to be social, active, and have meaningful relationships.

Positive Impact on Quality of Life



- Community Reintegration and Employment
 - A study of participants in the National Veteran Wheelchair Games found half believed participation had a positive impact on finding employment.
 - Another study including adults with spinal cord injury found participation was positively associated with employment.

Policy Recommendations

- ♦ Development of adaptive sports programs considered an important and profitable health strategy. Adaptive sports could be a good strategy for people with physical disabilities to take a more active role in their health improvement processes and could also reduce the health costs generated by the complications associated with physical disability.
- ♦ In addition, improving social participation and family life through the practice of adaptive sports could contribute to diversifying social resources, thus reducing the burden on the main caregiver and the associated healthcare costs.

Policy Recommendations, cont.

- ♦ The practice of adaptive sports exhibited a positive influence on the mental quality of life of adults with physical disabilities.
- ♦ Adaptive sport could be considered a potential stand-alone public health intervention, providing new perspectives and motivating individuals with physical disabilities to actively engage in their own health process.
- ♦ Based on the obtained results, the promotion of adaptive sports should be considered at a policy level, encouraging greater investment and support as a health resource.



Arts-based Programming

- Not everyone enjoys sports, and arts-based programming can enhance the well-being of people with disabilities as well.
- Provides creative opportunity for self-expression.
- It can also facilitate choice-making, social skills, and self-confidence.

Arts-based Programming (2)

- Ted Sielski, Community Education and Activities Coordinator at Linking Employment, Abilities, and Potential (LEAP) presented “Including Arts in Adapted Recreation Programs” for the Great Lakes ADA Arts-n-Rec Webinar Series on 4/11/2024. [adagreatlakes.org]
- LEAP is a Center for Independent Living in Cleveland, Ohio operating an adaptive recreation program that began in 2006 serving 250+ people as young as 18 and into their 70’s, with an average age of 43.

Arts-based Programming – Outcomes

- ♦ Emotional Expression & Communication: a safe space for people to express themselves. They allow for communication of participant's feelings, fears, and aspirations through their artwork. Art can foster self-awareness, emotional regulation, and a better understanding of a person's thoughts and emotions.
- ♦ Enhanced Cognitive Skills: improved memory, problem-solving abilities and cognitive functioning. It may boost attention span and concentration. Processing speeds can improve through recurring art programs.

Arts-based Programming – Outcomes (2)

- ♦ **Self-Esteem & Self-Confidence:** people can grow a sense of pride as they create art and witness their progress over time. Positive feedback that they receive from instructors, family, and peers will further reinforce their self-esteem. People with disabilities may gain the ability to confront social stereotypes and stigmas.
- ♦ **Stress Reduction & Relaxation:** art activities allow people to momentarily detach from daily challenges. It reduces anxiety and promotes mental well-being. Arts programming provides opportunities for preferred activities.

Arts-based Programming – Outcomes (3)

- ♦ Social Interaction & Inclusion: Art can foster social interactions within small group settings. Programs provide a sense of belonging within a community. Participants can connect with others who share similar interests. Group activities remove barriers of isolation and loneliness.

Accessible Arts Programs Resources

- Arts & Culture Accessibility Hub, a project of Open Door Arts
 - <https://artsaccesshub.org>
 - Providing arts and culture organizations with information, resources, training, and experts to increase accessibility.
 - Information topics include exploring disability history; staff training; budgeting; physical space considerations; signage; accessibility services such as mobility devices, creating sensory friendly and relaxed events, braille, and touch and tactile services; resources about website accessibility and inclusive language and communication; and planning and design accessible programming.

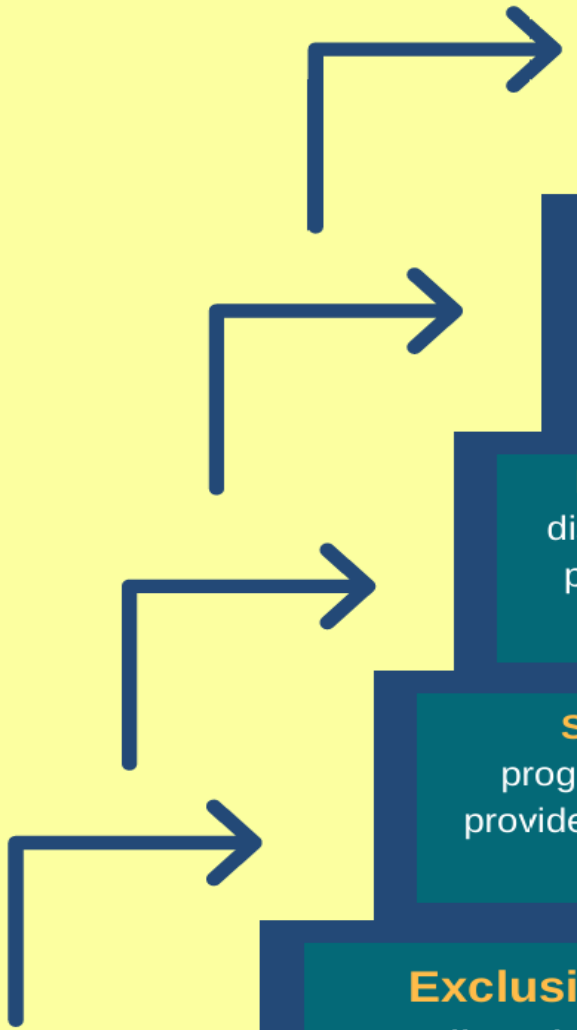
Accessible Arts Programs Resources (2)

- Arts & Culture Accessibility Hub, a project of Open Door Arts
 - <https://artsaccesshub.org/assess-plan/>
 - Provide a free online accessibility self-assessment tool for arts and culture organizations of all sizes, budgets, types, geographic locations, settings, at all stages of their accessibility work.
 - Created by experts with lived and professional experience with disability incorporating disability history, culture, and identity.
 - Recommendations include best practice with legal (ADA, 504) compliance.
 - 300 questions over 5 sections: organizational approach, space, access services, communication, and programing yielding a customized report.

Adaptive Recreation Inclusion Principles

Models of Participation

MODELS OF PARTICIPATION



Inclusion is supporting all participants, instructors/staff and the system as a whole so that the full range of participation needs can be met. Focus is on development of good instructional strategies that will be of benefit to all learners. Attention is given toward overcoming barriers in the system that prevent it from meeting the range of differing levels of abilities.

The system changes to meet the needs of ALL.



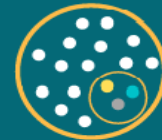
INCLUSION

UNIFIED / PEER BUDDY models joins people with and without disabilities to participate together in an activity. Typically there are equal number of persons with disabilities to nondisabled peers who are often engaged as volunteers in this role.



UNIFIED / PEER BUDDY

Integration is a process of placing participants with disabilities in existing activities. A focus is on giving the participants support so they can "fit in" to the existing system.



INTEGRATED

Specialized programs or "disability specific" programs are offered with instruction of participants provided in separate environments designed to respond to a particular or various impairments.



SPECIALIZED

Exclusion occurs when participants are directly or indirectly prevented from or denied access to an activity.



EXCLUSION



Goal is to reach the Inclusion Model

- Inclusion supports all participants, instructors/staff, and the system as a whole so that the full range of participation needs can be met.
- Focus on development of instructional strategies that will benefit all learners.
- Address barriers in the system that prevent meeting the range of differing levels of abilities.
- The system changes to meet the needs of all participants.

Principles of Inclusion

- Organizational Commitment: All stakeholders have a responsibility and role in ensuring that inclusive practices are used universally throughout your organization and are given the resources to do so.
 - All stakeholders should understand their responsibility toward achieving inclusion
 - Resources and support provided at all organizational levels
- Meet People Where They Are: Change the systems to support the person, by making accommodations and modifications. Understand that success is individualized and seek to learn about a person's goals and strengths.
 - Tailor modifications to support the person
 - Success is individualized

Principles of Inclusion (2)

- Meaningful Participation: Opening our doors to diverse populations is a great first step, but not enough. Commit to the intentional work ensuring that every person is supported to meet their goals and to add value through their involvement.
 - Focus to ensure each individual is meeting their goals
 - Everyone has something of value to contribute.
- Working toward full inclusion: Supporting a person to be as independent as possible in the least restrictive environment. Adaptive or specialized programs are used as a gateway toward full inclusion, not the end of the road.
 - Supporting a person to be as independent as possible in the least restrictive environment.
 - Adaptive recreation programs can be a gateway toward full inclusion, not the end of the road.

Principles of Inclusion (3)

- Everyone has a right to Belong: To be welcomed, engaged and supported. There are many benefits and value added to opening your doors to diversity. The ADA ensures that people with disabilities have a legal right to participate.
 - Important to be welcomed, engaged, and supported.
 - Many reasons, benefits, and values to welcoming all types of diversity.
 - The ADA ensures persons with disabilities have a legal right to participate.

Questions, comments?

Time for Q & A.



**Questions about the
ADA or the NW ADA
Center?**

1-800-949-4232

nwadactr@uw.edu

nwadacenter.org

**Thank
You!**