



AUSTIN PARKS & RECREATION

Cultural Places, Natural Spaces

CENTRALIZED PROGRAMS INCLUSION MANUAL 2015



Austin Parks and Recreation Department
www.cityofaustin.org/parks

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City of Austin Vision

We want Austin to be the most livable city in the country. Providing quality parks and recreation programs is a vital part of making this vision a reality. To this end, City leaders have committed significant funds over the years to provide our citizens with parks and recreation facilities that are designed, maintained and staffed to the highest standard. Citizens of Austin repeatedly cite the Parks and Recreation Department as one of the things they are the most proud of in our city.

Celebrating Diversity. Creating Inclusion

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.

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What is the Inclusion Unit?

The Purpose of the Inclusion Unit

The Austin Parks and Recreation Department (PARC) provides opportunities wherein all individuals are accepted, included and welcomed to participate, play, and recreate together. The purpose of the Inclusion Unit is to provide support to PARC patrons and staff when there is a request made for assistance due to a disability and/or disabling condition. We celebrate the diversity of our citizens and strive to create inclusive programming and environments. We believe that access to recreation, parks, natural spaces and cultural sites are a right for all of the people of Austin and integral to achieving personal well-being, healthy, happy communities, and enhancing one's quality of life.

Inclusion Unit Staff Roles and Responsibilities

The roles of the Inclusion Unit staff are to:

1. Support PARC recreation professionals and staff as they work to make their programs and facilities fully inclusive of all people, no matter their abilities.
2. Assess and monitor PARC programs, environments, and participants to ensure the Department offers inclusive opportunities for people of all abilities to successfully participate in PARC services.
3. Make recommendations to support the Department in its compliance with federal, state and local law, policy and actions as it pertains to inclusion and serving people with disabilities in our programs.
4. Train, educate, advocate, and model strategies to demonstrate how to work effectively with people of differing abilities.

Inclusion Unit Contact Information

In order to ensure that the best customer service is delivered to our customers, Inclusion Unit staff will monitor the Inclusion email and phone line on a daily basis.

- Inclusion Unit Main Number: 512-974-3914 inclusion@austintexas.gov

Inclusion staff may also be contacted using the following contact information.

- Kipa Smith Inclusion Supervisor: 512-974-3917 kipa.smith@austintexas.gov
- Sara Carlson Inclusion Coordinator: 512-974-3902 sara.carlson@austintexas.gov
- Sandra Heath Inclusion Coordinator: 512-974-3922 sandra.heath@austintexas.gov

Integrated Programming vs. Segregated Programming

Integrated Programming	Segregated Programming
Participants requiring additional assistance or modification will be offered the opportunity for interaction between people with and without disabilities to the maximum extent feasible.	Providing a separate area or alternative activity for a person with a disability for a significant portion of the scheduled program
Hiring and training all staff to provide the most successful and integrated recreation program experience.	Hiring, selecting or guaranteeing assignment of a specific staff member to work with a person needing additional support.

Recreation and The Americans with Disabilities Act

Austin PARD is required to follow the guidelines established under the Title II of the Americans with Disabilities Act.

ADA Title II Overview of Requirements

- PARD may not refuse to allow a person with a disability to participate in a service, program, or activity simply because the person has a disability.
- PARD shall operate their programs so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities.
- PARD is required to make reasonable modifications in policies, practices, and procedures that deny equal access to individuals with disabilities, unless a fundamental alteration in the program would result.

NOTE: Whether or not a person requests a modification, it is still our responsibility to provide inclusive programming and environment.

Participants that qualify under the Americans with Disabilities Act have the right to:

- Participate in recreation programming in the most integrated setting
- Right to Reasonable Modifications
- Right to an Assessment or Evaluation
- Right to Equal Fees
- Rights to Behavior Management and Changes to Rules and Policies

Who qualifies under the ADA as an individual with Disabilities?

An “individual with a disability” is a person who:

- has a physical or mental impairment that substantially limits a “major life activity”
- has a record of such an impairment
- is regarded as having such impairment.
- “Major life activities” include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Examples of physical or mental impairments include, but are not limited to contagious and noncontagious diseases and conditions:

- orthopedic, visual, speech, and hearing impairments
- cerebral palsy
- epilepsy
- muscular dystrophy
- multiple sclerosis
- cancer
- heart disease
- diabetes
- mental retardation
- emotional illness
- specific learning disabilities
- HIV disease (whether symptomatic or asymptomatic)
- Tuberculosis
- Drug addiction and Alcoholism.

Right to Participate in the Most Integrated Setting

Integration of individuals with disabilities into the mainstream of society is fundamental to the purposes of the Americans with Disabilities Act.

- A person with a disability has the right to register for and participate in recreation or leisure activities in the most integrated setting. This is defined in the U.S. Department of Justice guidelines as the setting in which interaction between people with and without disabilities is provided to the maximum extent feasible.
- While separate programs designed for people with disabilities are offered and may be preferred by the recreation consumer, the integrated opportunity to participate in the regular program at the recreation center of their choice must be provided. For example, it would not be a violation for PARD to offer recreational programs specially designed for children with mobility impairments, but it would be a violation if the city refused to allow children with disabilities to participate in its other recreational programs.
- He or she must meet “essential eligibility” requirements required of all registrants, such as registering before the program is full and paying the same registration fee that others pay, minimum or maximum age requirements and/or basic skill level necessary for a program as described in the published brochures.
- State and local governments may not require an individual with a disability to accept a special accommodation or benefit if the individual chooses not to accept it. Meaning PARD staff may explain to parents and participants that PARD offers modifications and extra assistance through the inclusion unit but cannot require them to ask for modifications to participate in a program

Right to Reasonable Modifications

A person with a disability has the right to reasonable modifications, provided by the activity organizer or sponsor, to meet essential eligibility requirements, if necessary to facilitate or enable participation in the activity of his or her choice.

Modifications include:

- Reasonable modifications in policies, practices, and procedures that deny equal access to individuals with disabilities, unless a fundamental alteration in the program would result.
- Extra staff for the coaching or management of the activity
- A sign language interpreter or other aids for recreation consumers who are deaf or hard of hearing
- Braille or large print documents for recreation consumers who are blind or have impaired vision; and other efforts to facilitate participation.

Right to an Assessment or Evaluation

All participants reserve the right to an assessment and modification plan established by the Certified Therapeutic Recreation Specialist (CTRS) and the Inclusion Unit Staff. A CTRS is only able to utilize the assessment tool to evaluate the individual’s barriers and needs in a recreation setting. Therapeutic Recreation assessments are not used to diagnose an individual with a disability or illness. Staff that do not work within the inclusion unit and/or are not a CTRS cannot assess or evaluate an individual with a disability for modifications. A recreation consumer shall not be discriminated against because of a perception of risk or a strict application of safety policies and rules. Refer to Inclusion SOP and page 8 of the inclusion manual for more information.

Right to Equal Fees

PARD may not place special charges on individuals with disabilities to cover the costs of measures necessary to ensure nondiscriminatory treatment, such as making modifications required to provide program accessibility or providing qualified interpreters.

Rights to Behavior Management and Changes to Rules and Policies

The removal of a registrant from a program because of unusual behavior, unless a modification such as a behavior or modification plan has been attempted, fails to meet the standard set by the Americans with Disabilities Act. The Title II and Title III regulations set a strict test for removal. The behavior must pose a direct threat (imminent threat of physical harm) to others. In other words, disruptive behavior, such as wandering around a facility instead of participation, may not rise to the “direct threat” level. It is important therefore to set rules that are universally enforceable.

If you would like more information about Recreation and the Americans with Disabilities Act, please see the below information.

For additional information, contact:

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section, NYAV
Washington, D.C 20035-6738

<http://www.ada.gov/>
(800) 514-0301 (Voice)
(800) 514-0383 (TDD)

Parks & Recreation Department Operational Guidelines

Below are the behavior procedure and guidelines. All dismissals must be reasonable and in writing stating the reason for dismissal, length of time and process followed to get to this point.

If you would like more information about Recreation and the Americans with Disabilities Act, please see the below information.

Definitions:

Youth: Individuals 5-17

Parks and Recreation Department led program: Any activity in which the department employee is responsible or structured programming and participant safety.

Disruptive Behavior: Any action that interrupts or disturbs a Parks and Recreation Department structured program.

Unsafe Behavior: Any action that causes bodily injury to another or damage to property or that poses a risk that the bodily injury or damage to property is reasonably likely to occur.

Removal from Program or Facility:

If a youth participant is removed from a program or facility due to disruptive or unsafe behavior, Parks and Recreation Department reserves the right to:

1. Specify the time and the conditions under which a youth participant may return.
2. Not provide a refund, of any fees for any remaining time of a program, to a youth participant that has been removed from the program or facility.
3. Prohibit participation until further notice in Parks and Recreation Department structured youth programs for multiple incidents.

Handling Disruptive or Unsafe Behavior of Youth in Programs

For any youth program participant who demonstrates disruptive behavior or does not adhere to facility or program rules, the following procedure will be observed by staff:

1. The disruptive youth participant shall be given verbal warning by staff and the staff will document the warning and the nature of the disruptive behavior in writing.
2. Staff will complete an incident report upon multiple incidents of disruptive behavior. "Multiple incidents" is considered three or more incidents of behavior that is considered disruptive or failure to comply with rules.
3. Staff will notify the participant's parent/guardian/caregiver of disruptive behavior.
4. Staff will establish a behavior plan with the parent/guardian/caregiver outlining steps for improvement, consequences for continued disruptive behavior and date of review.

For any youth program participant who demonstrates unsafe behavior the following procedure will be observed by staff:

1. Staff reserves the right to remove the youth participant from a program or facility until the disruptive or unsafe behavior has been corrected.
2. Staff will complete an Incident Report documenting the disruptive and/or unsafe behavior.
3. Staff will notify the participant's parent/guardian/caregiver of unsafe behavior.

4. Staff will establish a behavior plan with the parent/guardian/caregiver outlining steps for improvement, consequences for continued unsafe behavior and date of review.
5. The Parks and Recreation Department reserve the right to dismiss the youth from the program or facility without warning when it is determined that a youth's unsafe behavior places other participants, himself, and/or staff in danger.
6. Staff will contact law enforcement officers if determined to be necessary.

Consequences for Continued Disruptive or Unsafe Behavior

Per the behavior plan, any youth program participant who continues to demonstrate unsafe behavior before the review date of the contract will be subject to the following consequences:

1. Multiple incidences of **disruptive behavior** will result in ___ verbal warning(s) by staff and the following additional steps will be taken:
2. The **first** incidence of **unsafe behavior** will result in a verbal warning, removal from the immediate area and staff will notify the participant's parent/guardian/caregiver of unsafe behavior.
3. The **second** incidence of **unsafe behavior** will result in removal from the program for a period of ___ day(s) upon severity.
4. The **third** incidence of **unsafe behavior** will result in the removal from the program for a period of ___ week(s) upon severity.
5. The **fourth** incidence of **unsafe behavior** will result in the removal from the program for a period of ___ month(s) with a document of improved behavior from an approved outside agency.

The following lists are examples of Disruptive and Unsafe behaviors as identified by the City of Austin Parks and Recreation Department. These lists are examples only and are by no means meant to represent every possible Disruptive or Unsafe behavior. It is at the discretion of Parks and Recreation staff to determine if a behavior is disruptive or unsafe.

Disruptive Behavior:

Cutting in Line
Not sharing
Pushing
Flicking lights on/off repeatedly
Talking out of turn
Not following directions

Unsafe Behavior:

Repeated name calling
Serious threats, posturing
Offensive language (cursing, racial slurs, etc.)
Repeated disrespect of others or environment, theft, etc.
Fighting (hitting, biting, shoving, etc.)
Property destruction
Bringing weapons to programs/facility
Blatant disregard for safety of self or others
Sexual abuse or harassment
Verbal abuse or harassment
Alcohol or drug possession and/or use

Centralized Programs Request Process

I Need Help!

If you have a participant that is new to a program or the recreation site registering for your program and they may need inclusion assistance you are able to explain the modification statement on the participant registration form.

Explaining the Modification Section

What to say: “The City of Austin Parks and Recreation Department does provide extra assistance to those needing it through the inclusion unit. If you feel that you may require extra assistance to participate in this program feel free to check that section”

If the participant would like more information: “The inclusion unit is staffed by Certified Therapeutic Recreation Specialist that provides an assessment for individuals interested in modifications for program. The CTRS will contact you to find out more about the modifications that you or your child may need. This assessment will include a conversation with the parent/guardian and the participant. After the assessment, the CTRS and Inclusion staff will establish a modification plan and review this with you and the recreation center staff.”

If the parent/guardian or participant is interested in more information: “Feel free to contact the inclusion unit to ask any other questions you may. You can call (512) 974-3914 or email inclusion@austintexas.gov.”

The parent/guardian or participant has the right to choose or refuse modifications and inclusion services. Remember that PARD staff does not have the right to ask or require parent/guardians or participants to request modifications.

The parent/guardian or participant has not requested inclusion assistance:

If PARD staff has a concern with a participant who has NOT requested accommodation/modification, a program/activity, or the program environment they should complete the CPD support services request form. Once the CPD support services request form is completed, e-mail the form to CPDSupportServices@austintexas.gov. The CPD Supervisor who receives the request will assign it to the appropriate staff person.

- CPD staff will review the request form and respond within 2-3 business days.
- CPD staff will set up a meeting and time for program observation to address the concerns you may have.
- Once an observation has taken place, the CPD staff will establish a modification plan and set-up a meeting with CPD staff and program staff to review the modification plan.

NOTE: *Whether or not a person requests a modification, it is still our responsibility to provide inclusive programming and environment. A Program Observation may become a Participant Assessment only when the participant or parent/guardian has given consent.*

Questions to ask Parents/Guardians

Below are questions that you may ask parents in order to gain insight into the participant’s interests, triggers and ideas of modifications program staff can provide

1. What are some things that your child enjoys doing?
2. What are some things that your child does not like to do?
3. What are some things you enjoy doing with your child?
4. What are some things that help when your child is upset?

5. What are some things that your child is fearful of and/or unwilling to participate in?
 6. What are some situations, activities or settings that might cause your child distress?
 7. What do you hope your child will gain from these programs?
 8. Has your child shown an interest in the program activity or subject matter?
 9. What are the goals for your child in this program?

What NOT to Ask or Say to Parents/Guardians

1. Has your child been diagnosed with any medical or emotional conditions, delays, or disabilities?
2. Have you considered having your child tested or diagnosed?
3. We can only assist your child if you request accommodations/modifications.
4. We do not provide inclusion here, please call the inclusion unit.
5. I'm sorry; our program is not set up for people with disabilities, in wheel chairs, etc.

Request for Centralized Programs Support Services Form

CPD asks that requests for modifications due to disability be made within 2-3 working days after registration. In order to deliver the best possible customer service, we ask that the request for service submitted at least 2 weeks before the start of a program, class or event. Modifications are provided on an individual basis, certain arrangements may take longer than 2 weeks to make available. However, every effort will be made to ensure the request is responded to in a timely manner. Complete form and return to CPDSupportServices@austintexas.gov

Site and Site Contact Information

Site/Location: The PARD site or location requesting CPD services

Program: PARD program services are requested

Contact Staff: Staff member that should be contacted by CPD staff member

Contact Phone: Phone number for staff requesting services


Purpose for Request

Please check all boxes that apply to the purpose of Centralized Programs Support Services.

Participant Concerns: Any concerns the site or staff has about a participant. This may include behavior concerns, inclusion needs, safety, etc.

Program Assistance: Any assistance that you may need involving a program including lesson plans, program ideas, etc.

Staff Training: Any additional training that full time or temporary/seasonal staff may be interested in receiving.



Request for Centralized Programs Support Services

CPD may need a two week notification for services to be provided.
Complete form and return to CPDSupportServices@austintexas.gov

Site and Site Contact Information

Site/Location: <input type="text"/>	Contact Staff: <input type="text"/>
Program: <input type="text"/>	Contact Phone#: <input type="text"/>

Purpose for Request

Please check all that apply:

Participant Concerns
 Program Assistance
 Staff Training
 Adaptive Equipment
 Other

Description of needs requested: (please include actions taken to this point)

Participant Information (if applicable)

Has a modification been requested on the registration form?
 Yes No

Please Note: Participant information is only required when modification has been requested.
Please attached the participant registration form with the request.

Participant Name: <input type="text"/>	Parent/Guardian Contact: <input type="text"/>
Street Address: <input type="text"/>	City: <input type="text"/> Zip Code: <input type="text"/>

Please be specific in the description of needs. Trainings may include but are not limited to behavior modifications, sensory needs, adaptive equipment training, Etc.

Adaptive Equipment: Any equipment needed to provide participants with a successful experience in recreation programs. This can include sensory items, bean bags, adaptive sports equipment, etc.

Other: Any other assistance that you may need that does not apply to the above.

Description of needs requested: Please describe in detail the purpose for the request including actions that have been taken prior to making the request.

Participant Information (if applicable)

Participant information is only required if there is a request for assistance from the Inclusion Support Services. In this case, the participant or legal guardian must have requested accommodations/modifications on the registration forms. A copy of the registration form must be submitted at the time of CPD services requested.

For all other participant concerns, Participant information and registration is not needed. CPD staff will observe program and participants to provide recommendations.

What is Recreation Therapy?

Recreation therapy is a systematic process that utilizes recreation and other activity-based interventions based upon the assessed needs of individuals with illnesses and/or disabling conditions. The purpose of the Recreation Therapy process is to improve or maintain physical, cognitive, social, emotional and spiritual functioning in order to facilitate full participation in life.

What is a CTRS?

A Certified Therapeutic Recreation Specialist (CTRS) has acquired a body of knowledge that includes theory, philosophy, and practice that spans a wide range of disabling conditions and illnesses. When that knowledge is applied, a CTRS addresses the total person and the associative life factors that may apply to their specific disability or illness.

Professional recognition is granted by NCTRC to individuals who apply and meet established standards of certification which include education, experience, and continuing professional development. The certified Therapeutic recreation specialist certification is granted after those specific qualifications are met.

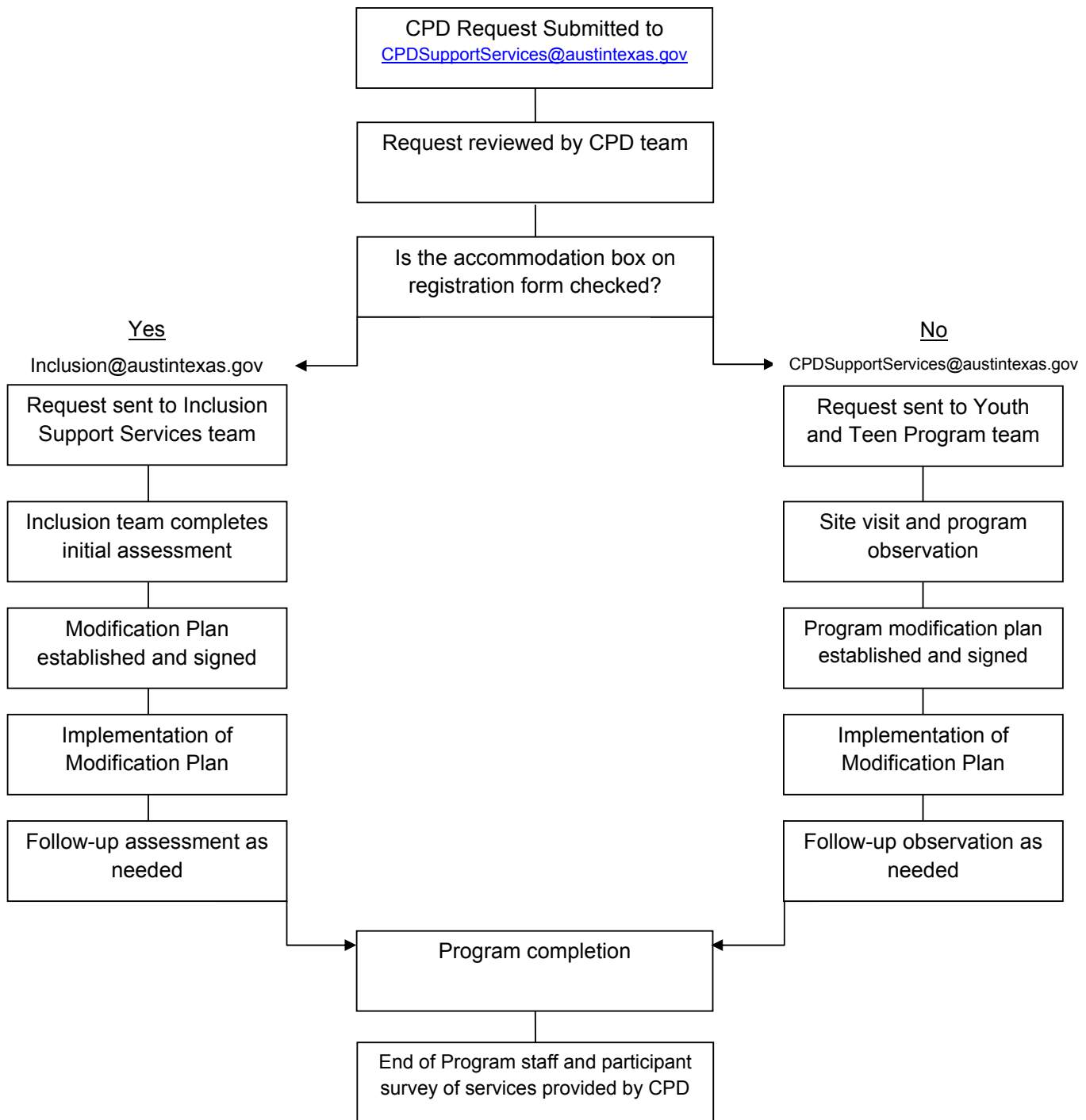
What is a Therapeutic Recreation Assessment?

A CTRS will use the APIE process of Assessment, Planning, Implementation and Evaluation. This process assists in breaking down the barriers to leisure pursuits to provide opportunities for individuals with illnesses, disabilities and other conditions to develop and use their leisure in ways that enhance their health, functional abilities, independence and quality of life. A CTRS uses an assessment of functional skills (e.g., cognitive ability, social skills, communication skills, behavior skills, motor skills) related to independent leisure functioning and community reintegration as well as the assessment of leisure behavior (e.g., interest, satisfaction, values, attitudes, motivation) included in a comprehensive therapeutic recreation evaluation.

A CTRS is only able to utilize the assessment tool to evaluate the individual's barriers and needs in a recreation setting. Therapeutic Recreation assessments are not used to diagnose an individual with a disability or illness. Professionals that are able to diagnose an individual with a disability or illness include physicians (M.D. or O.D., psychiatrists, pediatricians, neurologists), psychologists, nurse practitioners, and physician assistants. All professionals -- including medical/health professionals and

educational professionals -- should work only within their scope of experience and expertise. This means not all medical professionals are able to formally diagnose disabilities or illness.

CPD Request Flow Chart



Inclusion Unit/Centralized Programs Staff Program Observation

When a PARD staff has a concern with a participant who has NOT requested accommodation/modification, a program/activity, or the program environment they should complete and then e-mail the Request for CPD Support Services form to CPDSupportServices@austintexas.gov. The CPD Supervisor who receives the request will assign it to the appropriate staff person. The process of an observation is as follows:

Step 1: The assigned CPD staff will contact the program staff who made the request to gather information and discuss the situation.

Step 2: The CPD team will determine if the request requires an observation.

Step 3: If an observation is needed, CPD staff will schedule a time to observe the situation in its environment. The assigned staff will document the observation in an e-mail that will be sent to the requesting PARD staff and the CPD team.

NOTE: A Program Observation may become a Participant Assessment only when the participant or parent/guardian has given consent.

Roles of Staff in the Inclusion Request Process

NOTE: Please refer to the Inclusion SOP for complete details of the request process.

1. Inclusion Staff Develops and Communicates with the PARD Team

Once the Inclusion Unit staff is assigned to a case, that staff is responsible for identifying the key individuals who will be involved with the request. The Inclusion Unit staff will identify these individuals as members of the PARD team.

2. Inclusion Unit Staff Provides a PARTICIPANT ASSESSMENT

When a participant has indicated that they have a disability and/or disabling condition and is requesting assistance to participate in an activity that PARD offers, the Inclusion Unit staff will be notified by the site staff. Should the participant consent to a Participant Assessment, the Inclusion Unit staff is responsible for contacting the participant/parent/guardian to arrange a time for an assessment. The assessment will include an interview with the parent/guardian, an observation of the participants in the recreation environment. The assessment may also include a information from the school along with the IEP.

The Inclusion Unit staff will assess:

- The participant's mobility, self-care, communication, recreation, behavior, social, and sensory abilities.
- The participant's goals for participation in the program.
- Possible modifications needed for successful participation.
- The environment in which the program is conducted.

Step 4: Send an email to PARD team members summarizing the meeting, conclusions, time line, expectations, next steps, etc.

Step 5: Complete document *Participant Assessment*.

3. Inclusion Staff Drafts and Submits the Modification Plan

The participant Modification Plan is a signed form/release with itemized agreed upon strategies that are determined together by the Inclusion Unit staff and the PARD team This document provides recommendations to decrease and or eliminate the barriers identified for successful participation in PARD services.

Step 1: Inclusion Unit staff will review pertinent documents, relative notes, and the *Participant Assessment*

Step 2: Inclusion Unit staff will assemble a "toolkit" for the site and the participant to use to implement the modifications; this may include but is not limited to:

- Manipulative objects, egg-timers, sensory items, headphones, music, etc.
- Recommendations to enhance and/or modify the program: space, ratios, group size, designating a "cool down" spot, transitions, etc.
- Hardcopy tools: star chart, calm down sheet, anger stoplight, signage, etc.

- Manuals for any adaptive equipment.

Step 3: Inclusion Unit staff will submit a Participant Modification Plan to the PARD team for review and modification as needed.

Step 4: Once feedback from the PARD team has been reviewed and necessary changes made, the Inclusion Unit staff will obtain required signatures from the team members to indicate acceptance of the modification and the intent to implement the modifications as intended.

4. Implementation of the Modification Plan

Implementation is putting the plan into action; this requires educating the program staff on the Participant Modification Plan, all strategies, techniques, tools, handouts, communication chain, “Toolkit”, etc. that will be used as part of the modifications. It is the responsibility of the Inclusion Unit staff and the referring program Supervisor in this process to ensure that the modifications and in-service training are disseminated, implemented, and monitored with all essential program staff and members of the team.

Inclusion/CPD Staff Evaluates Service Delivery

In order to ensure that the Inclusion Unit and CPD Support Services provides the best customer service possible, CPD support services staff will evaluate service delivery. The evaluation process evaluates CPD and Inclusion Unit Support Services in regards to a modification and should be completed at the closing of a case.

There are four different evaluations to be completed:

1. PARD staff
2. Participant
3. Inclusion Specialist
4. Site Evaluation of the Inclusion Specialist

Resources

“ADA Tool Kit: Chapter 1, Statutes and Regulations.” ADA Tool Kit: Chapter 1, Statutes and Regulations. Web. 17 Dec. 2014.

“Recreation Access Rights : NCHPAD - Building Inclusive Communities.” National Center on Health, Physical Activity and Disability (NCHPAD). Web. 17 Dec. 2014.

“Title II Highlights.” Title II Highlights. Web. 17 Dec. 2014.

“NCTRC - National Council for Therapeutic Recreation Certification.” NCTRC - National Council for Therapeutic Recreation Certification. Web. 17 Dec. 2014.

“National Therapeutic Recreation Society - National Recreation and Park Association.” National Therapeutic Recreation Society - National Recreation and Park Association. Web. 17 Dec. 2014.

Drive, 7. Elmwood. (845) 639-1439< www.NCTRC.org >Fax (845) 639-1471 NCTRC Scope of Practice for the Practice of Recreation Therapy (n.d.): Web.

Inclusion Support Services Youth Participant Assessment

For use by the Inclusion Unit only.

Participant Prefers:
 Male Assistance Female Assistance No Preference

Participant Recognizes Danger: Notes:
 Yes No

Participants Goals in this Program:
 Make Friends Improves Fitness/Health To be Part of the Class
 Learn a New Activity
 Other

Notes:

Recreation Interests:
 Likes:
 Dislikes:
 Passive: (crafts, music, games, etc.)
 Interested in Learning:

Is there a behavior plan or IEP in place? Notes:
 Yes No

Do you give permission to the City of Austin Parks and Recreation Department staff to contact your child/dependent's teacher?
 Yes No

Teacher's Name: Contact #:
 E-mail:

Social Skills:
 Initiates peer interaction
 Is able to resolve conflict appropriately

Notes:

Communication Skills:
 Able to Communicate Needs
 Able to Express Need for a Break

Notes:

Following Directions:
 Can Follow Directions Independently
 Requires Verbal Cues

Notes:

Transitions:
 Requires Physical Cues (verbal, visual, or tactile)

Notes:


Personal Care:

Feeding:
 Independent Minimal Assist Moderate Assist Total Assist

Toileting:
 Independent Minimal Assist Moderate Assist Total Assist

Mobility and Motor Skills (ROM, Fine Motor):
 Independent Minimal Assist

Behavioral Concerns: (Ability to follow directions, social skills, etc.)
 Displayed Behavior:
 Triggers:
 Sensory Needs:
 Recommendations for Handling Difficult Situations:



Inclusion Support Services Youth Participant Assessment

Participant Name: DOB:
 Parent/Guardian Name: Contact #:
 E-mail:
 Program Name: Program Date:
 Facility:

Prior Participation in Austin Parks and Recreation:
 This Location: This Program:
 Yes No Yes No

Inclusion Services: Notes:
 Yes No


Primary Diagnosis: Secondary Diagnosis:

Does participant take medication? Will medications be taken during program?
 Yes No Yes No

Are there side effects to the medication? Has a medication form been submitted with the registration form?
 Yes No Yes No

Notes:

Behavioral Contract and Inclusion Modification Plan



2013 FORM E-0004
BEHAVIORAL PLAN

1. _____
2. _____
3. _____

If I cannot follow my strategies and contract, then the following consequences will be implemented:

- Multiple incidences of **disruptive** behavior will result in _____ additional steps will be taken: _____
- The **first** incidence of **unsafe behavior** will result in _____ staff will notify the participant's parent/guardian/caregiver.
- The **second** incidence of **unsafe behavior** will result in _____ day(s) upon severity.
- The **third** incidence of **unsafe behavior** will result in _____ week(s) upon severity.
- The **fourth** incidence of **unsafe behavior** will result in _____ month(s) with a document of incident(s).


We agree to implement the above consequences if I engage in the disruptive or unsafe behavior on _____.

Parent/Guardian/Caregiver Signature: _____
Program Staff's Signature: _____
Site/Facility Supervisor's Signature: _____

Date of Review: _____

Recommendation(s):
 Returned to good standing (date) _____
 Continued Suspension from (date) _____
 Suspension from (date) _____
 Dismissal From Program (date) _____

Parent/Guardian/Caregiver Signature: _____
Program Staff's Signature: _____
Site/Facility Supervisor's Signature: _____



2013 FORM E-0004
BEHAVIORAL PLAN

Participant Name: _____ Date Issued: _____
Issued By: _____

I want _____ Program to be a good experience for me and in order for this to happen I understand that I have to do the following:

- Respect myself and others
- Respect other's things and our program environment
- Listen and follow directions
- Work and play safely

We are here today because the following incident(s) occurred in the program:

Program staff used the strategies listed below to help support me in making better choices:
1. _____
2. _____
3. _____

Because my behavior did not change, this plan will be implemented for a period of _____ week(s), beginning _____ (date) and reviewed on _____ (date).

I know that I am part of a team when I participate in this program. I will use the following strategies to help me be successful:

- _____
- _____
- _____

_____ supporting me in the following ways:
1. _____
2. _____
3. _____

_____ choices by supporting me in the following ways:
1. _____
2. _____
3. _____


Participant Modification Plan

Assessment Summary:

Assessed Level of Modification Need:

Steps for Modification:

Proposed Date of Review:



Inclusion Support Services Modification Plan

Participant Name: _____ Assessment Date: _____
Parent/Guardian Signature: _____ Date: _____
Program Staff Signature: _____ Date: _____
Inclusion Staff Signature: _____ Date: _____

Inclusion Support Services Participant Level of Need

Participant level of need is determined by Inclusion Support Staff through participant assessment and observation. Level of need may change and will be reviewed as necessary.

Assessed Participant Level of Need:

Inclusion Support Services Participant Levels of Need Description

Complete Independence: 100% participation. Participant is able to independently meet all essential eligibility requirements. Participant is able to follow PARD rules and participate with the set staff to participant ratio.

Modified Independence: 75% participation. Participant is able to participate in program with limited need of additional staffing. Participant may require minimal additional assistance for behavior needs, sensory needs, mobility assistance, medical needs.

Moderate Assistance: 50% participation. Participant may require reduced staff to participant ratio to successfully participate in program. Participant may require additional assistance for behavior needs, sensory needs, mobility assistance, medical needs.

Maximal Assistance: 25% participation. Participant may need assistance beyond the scope of PARD policy. Participant may require assistance with toileting, feeding, mobility, behavioral or medical needs that requires specialized assistance from a personal aide.

Complete Dependence: Modifications necessary to participate in the program may require a fundamental alteration to the activity.


CPD Program Observation and Program Modification Plan

Programming: (Schedule, Activity Order, Posted Information, Set Goals)

Emergency Action Plan: (First Aid, Safety, etc.)

Does program meet goals and objectives?

Notes:



CPD Program Observation

Program Name:

Observation Time/Date:

Site/Location:

Program Observation Date:

Program Description and Goals:

Environment: (Conducive to program, Safety, Inclusivity, Noise Level, Rules Visible)

Staffing: (Training, Ratio, Certification, etc.)


Program Modification Plan

Observation Summary:

Level of Modification:

Steps for Modification:

Proposed Date of Review:



CPD Support Services Modification Plan

Program Name:

Observation Date/Time:

Program Staff Signature:

Date:

Program Supervisor Signature:

Date:

CPD Staff Signature:

Date:

CPD Support Services Program Level of Modification Needed

Program level of modification needed is determined by CPD Support Staff through program observation. Level of modification need may change and will be reviewed as necessary.

Program Level of Modification Needed: _____

CPD Support Services Program Level of Modification Description

No Modification Needed: Program Observation did not show that modifications to the program are necessary at this time.

Minimal Modification Needed: 25% modification necessary.

Moderate Modification Needed: 50% modification necessary.

Maximal Modification Needed: 75% modification necessary.

Total Alteration Needed: 100% modification necessary.

The City of Austin is proud to comply with the Americans with Disabilities Act. If you require assistance for participation in our programs or use of our facilities, please contact our Inclusion Services Office at (512) 974-3914.

