

**Inclusive Community Recreation and Best Practice:  
An Annotated Bibliography**

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A Review of the Literature and Websites From Australia, Canada, The United  
Kingdom, The United States and New Zealand

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## **Introduction**

This research aimed at examining inclusive community recreation and best practices across five English speaking countries. A literature review was conducted which covered the topic from a range of academic and professional perspectives. The study further covered websites hosted by a number of organisations which provide services for people with disabilities and have a particular focus on recreation and leisure. Both the literature and website reviews incorporate material from Canada, USA, UK, Australia and New Zealand.

The search criteria specifically aimed at incorporating community recreation services in order to find programmes which utilise principles of inclusion for people with disabilities.

The findings from the literature review have been presented under four broad categories, theoretical findings, best practice, those relevant to service providers, and those pertaining to service users.

The review of websites is discussed briefly prior to suggestions for further research. Inclusive recreation programmes can be generally regarded as those that are accessible to people with disabilities to participate in alongside non-disabled peers. This factor distinguishes them from the separatist recreational activities provided by many organisations which cater for the needs of people with disabilities.

## **Inclusion**

Although there are various interpretations of the term “inclusion” it appears to be applied either narrowly, to people with disabilities, or in a broader capacity to incorporate all groups in society which have experienced exclusion. Much of the material from Victoria, Australia and from the U.K. has a broader application of inclusion, and this is particularly evident in government policies. Canada, U.S.A. and New Zealand also reflect a broader application of the term in government and regional council policies.

Recent research from the U.K shows that despite the government policies on inclusion, the recreation services provided by government do not demonstrate inclusive practices Murray, Pippa (2004).

The narrower application of the term inclusion is generally evident in research produced by or for specialists, such as those involved in therapeutic recreation. Within this field, the aim is generally to provide an integrated service. This can be understood as practices which provide recreational activities where people with disabilities are able to participate alongside their non-disabled peers. Until recently the term “mainstreaming” was used to describe the integrated approach and was particularly applied in educational settings.

The education sector has been at the forefront of mainstreaming as a result of policy change particularly during the 1960’s and ‘70’s. Much of the material on specific techniques for managing difficult behaviours in recreation settings has been informed by, or adapted from, techniques utilised in educational settings. Prior to this, segregation was the dominant practice and this incorporated accommodation, education and leisure or recreation participation.

Segregated policies and practices eventually led to the development of social inclusion as a human rights issue. The formation of many activists groups led to political change in many countries. Legislation and policy addressing issues for people with disabilities include The American's with Disabilities Act 1990, Australian Disability Discrimination Act 1993, New Zealand Bill of Rights 1990 and the Human Rights Act 1993, and the Canadian Charter of Rights and Freedoms, 1989.

The United Nations adopted the standard rules on the equalisation of opportunities for persons with disabilities on 20<sup>th</sup> Dec 1993. Although the agreement is not legally binding, it represents a strong moral and political commitment to take action. Of the countries covered in this research all five are members of the United Nations. Specified target areas for improving social inclusion cover culture, sport and recreation, along with the more fundamental needs of employment and education.

### **Recreation and leisure opportunities**

Recreation or leisure pursuits for people with disabilities cover an extensive range of activities. The opportunities available include both indoor and outdoor recreation. Outdoor water-based pursuits such as sailing on tall ships or small aquatic craft, canoeing or kayaking are available in most of the countries covered. Wilderness experiences are more localised but still widely available. However, there is growing evidence of the necessity to incorporate education and promote stewardship for these environments. Examples of this are especially evident in work by McAvoy and Lais, (2003) and Fedler, (2001).

### **Two models of Disability**

Defining disability opens a range of theoretical debates on the classification of disability and impairment and the implications this has for addressing the needs of people with disabilities. This review has focussed on two models of disability, the social model and the medical model. A comprehensive account of the critiques of both the medical model and the social model is given by Oliver, M. (1997). Although many authors refer favourably to the social model critical analysis is lacking from many of the articles which refer to it. For this reason, the bibliography includes an article which address this issue specifically Dewsbury, Guy., Clarke, Karen., Randall, Dave., Rouncefield, Mark and Sommerville, Ian. (2004).

### **A Range of Perspectives**

Within the literature, a number of different perspectives are represented including both service users and service providers. In terms of recreation service provision, the literature covered has been predominantly presented by various Government bodies and specialists such as Therapeutic Recreation workers. Reports prepared by a number of recreation providers have also been reviewed. The material does not cover organisations within the private sector. The majority of services are promoted from within Government organisations, such as city councils and from the voluntary

sector. Inclusive recreation programmes are, in the main, funded by Government agencies and the criteria for funding applications generally specify that the organisation must be non-profit making.

In terms of service use, this review has aimed at incorporating research which has presented the views of people with disabilities. A number of case studies have been incorporated, particularly where interviews or questionnaires have accessed respondents with disabilities, or included them in consultation during programme development.

The provision of recreation and leisure services for people with disabilities is closely linked to community development and many of the reports and policy documents that have been reviewed make provision for people with disabilities under the broader goals of community development. One article draws attention to the link between disability, community development and technology. The provision of assistive devices is further linked with definitions of disability and the article also provides an account of this aspect of the topic. Refer to Albert, Bill., McBride, Rob., and Seddon, David. (2004).

Further consideration of the more theoretical debates surrounding disability, stem from the two most dominant accounts or models. These are the social model and the medical model. Many of the articles on inclusive practices state adherence to the social model and offer a critique of the medical model.

The main distinction between the two is the view of disability within a society. For adherents to the social model, the medical or individual model views the disability as something within an individual and therefore the individual is responsible for the problems experienced. In the social model, disability is located in the social environment and responsibility rests with society.

In adopting the social model, a statement such as “the person can not get up the stairs” would be replaced by “the building is inaccessible.”

Although the generalised shift in focus of responsibility is evident in many of the references to the social model, most authors fail to acknowledge a source or discuss the implications in any detail. The exceptions to this have been Oliver, M. (1996), and Dewsbury, Guy., Clarke, Karen., Randall, Dave., Rouncefield, Mark. and Sommerville, Ian. (2004).

## **Barriers to Participation**

Much of the current literature identifies barriers to participation an abundance of research into this aspect of inclusion was generated throughout the 1990's. Prior to the American's with Disabilities Act, barriers were predominantly issues of physical access to buildings and lack of suitable provision for requirements such as wheelchair access. While changes in legislation have led to compliance with building codes for new buildings, existing services are required to make reasonable accommodations for people with disabilities. A vast array of information is readily available on the legal requirements for service provision across all five countries. For an introductory discussion on the term “reasonable accommodation” see Carter, Marcia Jean., & Le Coney, Stephen P. (2004).

Earlier research further distinguished between extrinsic and intrinsic barriers, or those which required the provision of assistance for the person as opposed to those barriers within the physical environment. There is a great deal of evidence to suggest that physical barriers have been addressed and access for people with disabilities has improved. One of the most prevalent intrinsic barriers was identified as the need to form friendships, particularly with non-disabled peers. Current research points to the continuation of this need as crucial to the success of inclusive programmes.

## **Literature Review Findings:**

### **Theory**

Despite many references to “the social model of disability,” few authors attempt to define this or explain how the model applies to their research. This study was broadened in an attempt to locate material on both the social model and the medical model. The few articles which were located indicated that there is much debate surrounding the use of both models.

One article describes at least two variations of the social model, but presents an account of that which has been widely utilised by the Disabled Person’s Assembly. A range of other concepts within this topic have been similarly difficult to define. Debate also surrounds the definition of disability, impairment and chronic illness. The lack of agreement over classification and definition of these terms has implications for assessing the prevalence of disability in any given society. This is particularly relevant to community development concerns and has implications for research. Oliver M. (1996).

Alternative theoretical approaches were less evident in this research however search criteria were not broadened to include this aspect, yet still revealed at least two alternative approaches.

The social constructionist’s account of disability is evident in work by Devine, M.A. (1997) and Devine, M.A., and Lashua, B. (2004). The other approach, Bronfenbrenner’s ecological perspective, was evident in the article by Devine M.A. and McGovern, J. (2001).

### **Best Practice**

There is also a wide variety of material available on the subject of best practices many articles identify specific programmes or models which are regarded as exemplary. See for example, Kay, J. (2004), McAvoy, L. and Lais, G. (2003) and Schleien, S.J. (1993).

However, there is often little evidence that participants have been consulted in the research process and many exemplary programmes are assessed in terms of adherence to the principles of inclusive practices.

Best practice in stewardship and education is well covered see Fedler, (2001). Recreation specialist best practices are covered by Klitzing, Sandra Woolfe (2002)

and best practices specific to inclusive programmes are addressed by Miller, K, D. Frisoli, A. Smythe, A. and Schlieben, S. J. (2003)  
The topic of best practices in staff training is addressed by Hornibrook, Taflyn, (1997).

Whilst there are some variations between programmes, the key themes denoting best practice revolve around findings which emerged during the 1990's and are still evident in more current research. These predominantly include overcoming barriers to participation and creating inclusive environments. Adherence to various formulations of the principles or philosophy of inclusion is commonly stressed.

### **Service providers**

There are a wide range of resources available for recreation service providers these include policy guidelines, recommendations for raising staff awareness and training manuals and training services offered by many organisations. Various textbooks are available that provide coverage of pertinent issues in providing community based recreation services, guided by the principles of inclusion.

Sources are available which cover every aspect of developing an inclusive recreation programme. To begin with, potential service providers can readily locate information on available funding and how to apply. These are predominantly available through government websites, but various text books also address this issue. In assessing the needs of the community, again, government sources are readily available as are applied texts and articles. Programme design and implementation is covered from a wide range of perspectives, including programmes which can be adapted and those which target people with specific disabilities.

Information is also readily available on training staff in inclusive practices, though some authors note that the expense of hiring specialists has been problematic for some organisations.

Evaluation of a recreation programme is also extensively covered and a range of possible techniques are available.

### **Service Users**

Although there seems to be a shortage of material incorporating a service users perspective, research that does, identifies common themes. Perhaps the most frequently cited finding is that of the persistence of barriers to full inclusion for people with disabilities. Various writers identify the necessity of forming friendships among people with disabilities and their non-disabled peers as a crucial factor in feeling included. The role that friendships play in all aspects of social life is covered, Wagar, Jill and Bailey, Monetta. (2005) and the consequences of being excluded are well documented by Murray, Pippa. (2004).

Techniques to enhance the formation of friendships are suggested by Schelien, S.J. Green, F. and Stone, C. (1999) and Paiewonsky, M., and Tufts, S. (1999) as well as Walker, Pam., (1999). Many articles also supply references to authors who offer specific techniques for overcoming barriers.

The difficulties in forming friendships does however relate to the persistence of negative attitudes, also highlighted by many of the authors this research has

covered. What is perhaps most evident however, is that the most recent research indicates that this barrier persists, despite significant changes in legislation and practices pertaining to the treatment of individuals with disabilities. Findings from Australia and the U.K from the 2004 – 2005 periods identify negative attitudes to people with disabilities as continuing to impact on inclusion. See for example Edgecombe and Crilley (2004) and Sharma, Neera. And Dowling, Rachel. (2005)

Further barriers include a lack of provision of integrated programmes in communities. These findings however are related to specific geographic locations, with some authors identifying “pockets” of inclusion. Lack of provision of services persists, despite legislation changes in all five countries. The dominant reason for this has been identified in many locations as lack of funding. Expenses involved in hiring professional or trained staff and the inability to secure long-term funding have been identified as contributing factors.

Another persistent barrier in some areas, and particularly in the United Kingdom has been a lack of available and suitable accommodation. Accessible venues are difficult not only to locate, according to Murray, (2004) but are frequently unavailable.

An extensive range of information is available for people with disabilities via the internet. Many sites offer information on recreation locations which are accessible. The availability of assistive devices for use in theatres is also covered, though this information tends to be highly localised. The broad range of organisations offering support and practical assistance for those wishing to get involved in any leisure activity is evident in all five countries this research has covered. New Zealand organisations are limited in number but still support a broad range of available activities and services.

## **Websites**

The websites selected for this review are those that resulted from various search criteria for inclusive recreation. The original conceptualisation of this research was to select the ten best sites. The websites have not been evaluated per se, rather reviewed in terms of content and presentation. Where information pertaining specifically to academic research is available, this has been included.

Within the literature, best practice recommendations generally specify a requirement for consultation with people with disabilities. Without the opportunity for this to occur, evaluation of websites which aim at providing information or services to people with disabilities was not considered appropriate.

Although an alternative approach could have utilised a set of criteria for evaluation, these were unspecified.

The evaluation or assessment of websites by people with disabilities is currently conducted through the Centre for Applied Special Technology. This a U.K based non-profit organisation.

The appearance of the “Bobby Approved” logo on some websites is an indication that the site has been approved by the Centre for Applied Special Technology, CAST. The organisation offers assistance in assuring web page accessibility for individuals with disabilities. This research identified two logo’s, one of which specifies “Bobby

Approved 508". This is a reference to section 508 of the Rehabilitation Act Amendments of 1998. The assessment of a website by, CAST is totally voluntary however and lack of this logo does not necessarily indicate that the site would not conform to the requirements for approval.

For these reasons, the websites have not been evaluated per se, rather reviewed in terms of content and presentation. Where information pertaining specifically to academic research is available, this has been included.

The website review is featured as an indication of the vast range of material and information available. Issues of access have been limited to comments regarding features which aim at improving accessibility. These may be the ability to alter font size and colour for example.

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### **Suggestions for further research**

Current New Zealand specific research is underrepresented in all aspects of this subject. Recreational opportunities for people with disabilities were covered from a New Zealand perspective by Dave Currie (2000) through the Halberg Trust, but this was part of a larger study incorporating other countries. The literature review produced by Bray, Anne and Gates Sue (2003) is also notable for the lack of material from New Zealand.

This lack provides an avenue for both quantitative research, into the number of programmes or activities available, or qualitative research into the types of programmes offered.

Similar concerns have been raised in articles from The United Kingdom. Studies have been conducted by non-profit organisations such as Barnardo's, and have generally aimed at addressing the need for services rather than the extent or nature of services available.

Material from Canada is extensive and covers a broad range of subjects. The types of programmes available, best practice and assistance for both service users and service providers is covered. The noticeable distinction between Canada and the other four countries covered however has been within the interpretation of community inclusion. Material from Canada aims at promoting volunteerism within the community, an aim that does not appear to be emphasised in other policy documents. Material from Canada may also, prima facie, suggest that an emphasis on accumulating social capital is linked to this interpretation of inclusion.

This may suggest questions regarding the interpretation or definition of inclusion and more theoretically or philosophically based research. Further questions which could also be addressed include the definitions of disability and impairment and whether these impact on the representation of the prevalence of disability within different societies, or the persistence of negative attitudes.

The identification of negative attitudes to people with disabilities is also a potentially broad area for future research. This phenomenon has received little recent attention other than the identification of this as a barrier to full social inclusion. The extent to which negative attitudes prevail within various communities is quantified in only one report that this research has covered. Findings by Sharma and Dowling indicated that 68% of the respondents to the questionnaire had experienced this.

Many of the articles covered in this review offer a range of specific suggestions for further research on this subject.

## **Conclusion**

Overall, the material covered in this research indicates that there is no lack of information available to existing or potential service providers, yet many communities are still struggling to develop an inclusive environment. Laws and policies in all countries aim at promoting inclusive communities and providing integrated recreation opportunities for all community members. In the few instances where research has examined both policy and practice, gaps have been identified. In all five countries a wide range of established organisations offer both support and training for service providers attempting to create more integrated environments and government funding is available to non-profit organisations. Although New Zealand organisations are less prolific than in the other four countries, this has some advantages for research.

The key principles of best practice are identified by many writers on the subject of inclusion in both the broad and narrow application of this concept. Theoretical debates, pertaining to the definition of key terms are currently topical and should be given consideration in research related to people with disabilities.

The resources covered in this research further indicate a growing awareness of the benefits of including people with disabilities in recreation and leisure. There is also a growing sensitivity to the necessity for, and value of, consultation with people with disabilities in research.

## Annotated Bibliography

1. Access for all Abilities Program Guidelines 2003 – 2006. Prepared by Sport and Recreation Victoria A Division of the Department for Victorian Communities (2003). <http://www.sport.vic.au/web9/srvsite.nsf/pages/srvhome?OpenDocument>  
Retrieved: 29/11/2005

This document outlines the aims and objectives of the Victorian Government to develop an inclusive community. The AAA Program is part of the Growing Victoria Together initiative and the core aim is to strengthen local communities and promote social cohesion. Community based sport and recreation is viewed as one way of achieving this aim. The AAA Program guidelines include the desire to embrace diversity by increasing community awareness of the needs and issues for people with disabilities. The document incorporates the information necessary to apply for funding to develop a new program or to adapt existing programmes so that access for all abilities is achieved. This includes eligibility criteria, which state that the agency must be not-for-profit and community based. The appendices include the documentation for Reporting requirements, and performance information. A list of websites and contacts are also included. Target groups are identified along with the specific catchment areas that are covered. Programmes are aimed at covering a range of disabilities including genetic, injury or accident related and include physical, sensory, intellectual, neurological, and psychiatric. The main aim is to enable people with disabilities to participate in community based recreation and sport activities.

2. Activate.com A Project Model. A resource for Day Programmes into the 21<sup>st</sup> Century. (2002) State of Victoria. Scope (Vic) Ltd. Australia.

The report is a nineteen paged document which outlines the entire Activate Communities project. This was undertaken by Leisure Action and funded by the Department of Human Services Western Metropolitan Region for twelve months initially. The success of the programme led to an extension of funding. The project aimed at collaborative efforts to build inclusive communities. The main goal was to enhance the existing day programmes and support the inclusion of people with disabilities in community life. A total of eighteen day programmes were incorporated into the project but the activate communities plan also encompassed wider concerns with accommodation, recreation, the aged, local government and community sectors. The first phase of the project identified the sectoral and regional trends and issues through consultation and analysis. The second stage involved identification of the needs of clients in the day programmes and developing partnerships with community service providers. Thirdly, the project aimed at facilitating participation and supporting inclusion within each programme.

The report provides a step by step account of each stage of development, along with a focus on particular examples. The section on challenges encountered reveals that in some cases a lack of commitment from certain agencies inhibited progress along with the expression of negative attitudes. The final outcomes are addressed from three different perspectives; the clients, the communities and the day programme

sector. Overall, the success of the project led to many of the pilot programmes becoming permanent features of community life.

The account provides enough detail to be clear and includes references. Perhaps more importantly the model is developed from an inclusive approach and process which incorporates consultation with all concerned.

### 3. Active Communities Framework.

Prepared by Anielski Management and CDC Recreation. 2003.

[www.arpaonline.ca/resources/research/PDFs/ActiveComm.pdf](http://www.arpaonline.ca/resources/research/PDFs/ActiveComm.pdf)

Retrieved 14/12/2005

This is the document which covers the entire Active.Com initiative which is international in scope. The Alberta Recreation and Parks Association is the organisation responsible for implementing this initiative. This document is 50 pages and covers the programme background and conceptual framework. The document presents information on quality of life indicators and outcomes but further includes in the Appendix Best Practices Benchmark Analysis. A total of ten locations which have adopted the Active Communities Framework are covered. These outlines present the organisations who initiated the framework, funding and activities offered. The document is extensive but there is a great deal of rhetoric, particularly on building social capital. This appears to be the interpretation of inclusion which leads to an emphasis on volunteerism. Although some footnotes are evident, there is little to suggest analytical research into the topic. The document is a good source for those interested in more general aspects of recreation and particularly where these relate to health concerns. Statistical information on this subject, relevant to Canada is given. In terms on the recreational opportunities for people with disabilities, the source is less appropriate.

### 4. Albert, Bill., McBride, Rob., and Seddon, David. (2004). *Perspectives on Disability, Poverty and Technology*. Asia Pacific Disability Rehabilitation Journal. Vol. 15. No. 1 2004.

The article addresses some of the resulting complications stemming from definitions of disability and impairment. These include failure to accurately assess the prevalence and incidence of disability within a society. The authors stress the link between disability and poverty and discuss the way technology can assist with this but also point out that access to technology is hampered by poverty. Development in third world countries is the main thrust of the article but the argument incorporates expressions of the need to link development studies and practice with disability studies and practice.

In terms of cost-benefit analysis for the provision of assistive technology for those with disabilities, the authors argue that the analysis of the nature, extent and severity of disability is crucial. However, the identification and classification of impairment does not allow for analysis of this type. The solution proposed by the authors is to adopt the social model of disability and assess the social cost effectiveness as an alternative to the cost-benefit approach.

The article draws heavily on the Knowledge and Research Programme of the British Department for International Development for much information. However, although the argument pertaining to the problems of definition and classification is based on this particular programme, the definitions adopted by the department are widely used and this point is critiqued by a number of authors on the subject of disability. There is a lack of critical assessment of the social model however, but the article does draw attention to the implications of the debate over defining disability and impairment.

**5. Baglin, Carol Ann., Lewis, M.E.B. and Williams, Buzz. (2004) *Recreation and Leisure for Persons with Emotional Problems and Challenging Behaviours*. Sagamore Publishing Inc., Champaign Illinois.**

This book is predominantly written from a psychological perspective which is applied to the assessment of various disorders and suggested techniques and strategies for intervention and prevention. Of the nine chapters, the first three deal specifically with this aspect of youth. The first chapter examines the American statistics and attempts a profile type view of who these children are. Chapter two looks at the characteristics and needs of youth who experience emotional and behavioural challenges and the third explores effective behavioural interventions.

From chapter four however, the focus shifts to one on recreation. This provides an in depth coverage of the types of activities that can be used to engage youth with emotional and behavioural difficulties. Adaptive versions which can be used to alter the emotional and cognitive dynamics of otherwise competitive and potentially threatening games are described. Benefits are discussed in terms of managing the environment within which youths interact.

Chapter five looks at therapeutic art as a means of developing recreation skills. Chapter six covers a slightly broader subject area and the development of interagency partnerships particularly between health, human service and educational agencies. Chapter seven surveys treatment models and presents the typical check lists found with many of the "medical model" presentations. Chapter eight and the focus is once again individual disorders, these are discussed in terms of potential disruptions and intervention techniques. The final chapter lists a number of recreation associations and organisations which may be useful resources. Further websites and parent support networks are given along with professional treatment resources.

**6. Bray, Anne. And Gates, Sue. (2003) *Community Participation for Adults with an Intellectual Disability*. Review of the literature prepared for the National Advisory Committee on Health and Disability to inform its project on services for adults with an intellectual disability. National Advisory Committee on Health and Disability (National Health Committee). Wellington, New Zealand.**

The review begins with a plain language summary about the Government's view on full community participation and a brief account of the historical treatment of disabled children and adults in New Zealand. In order to develop a "sense of belonging" to the community, the authors describe what research has shown to be necessary

considerations. These include staff training, the role of friendships and getting involved in recreation and leisure.

The academic review covers the methodological issues arising from the conceptualisation of “community participation” and how varying definitions produce varying accounts of involvement in leisure by people with disabilities. Fundamental considerations abound throughout the review. The issue of support is perhaps the most crucial in challenging assumptions. The studies reviewed show that people with disabilities needing the most practical support to participate do not receive it. Rather, those who need less, receive more.

The review however draws on much research conducted in locations other than New Zealand and therefore provides only a generalised picture of the experiences of people with disabilities in leisure and recreation in this setting. The exceptions included two studies involved directly with individuals with disabilities and one of the New Zealand population in general. All three were conducted prior to 1996. This is an issue raised by the authors in the discussion on implications for New Zealand.

7. Carter, Marcia Jean., & Le Coney, Stephen P. (2004). *Therapeutic Recreation in the Community: An inclusive approach*. (2<sup>nd</sup> Ed.) Sagamore Publishing Inc., Champaign Illinois.

Chapter one discusses the type of assessments recommended for both the community and agency prior to implementing an inclusive recreation programme. The authors develop a SWOT analysis or assessment of strengths, weaknesses, opportunities and threats which is applied to both community and agency. The chapter covers many of the administrative aspects of agencies including statements and planning documents, how to acquire them and what to look for. Vision and mission statements, goals, objectives and action plans are treated in a similar manner and exemplars are given.

Resources are discussed along with relevant legislation to reasonable access. A list is provided as is an accessibility survey. Policies and procedures are highlighted by examples and quality service indicators are covered. Various definitions of quality services are given including the APIE (Assesment, Planning, Implementation and Evaluation) process utilised by therapeutic recreation services.

A flow chart depicts the process of inclusion. Risk management is covered and the appendix includes a participant application for and guidelines for parents/guardians. Also of note, is the discussion on quality service indicators.

Although the first chapter focuses more on the agency than the community, it does cover an aspect of legislation that is often mentioned but not described or explained. The concept of “reasonable accommodation” is referred to in the Americans with Disabilities Act and this text identifies five types of what are considered reasonable accommodations in the provision of services. These include removal of structural and architectural barriers. Equivalent attention is paid to the concept of accessibility, both fundamental to inclusive services.

The second chapter looks at personnel resources but roles are defined by only two categories. These are administrative and direct service roles. There is a focus on applying the APIE process to staffing patterns and these authors identify four types. The employment of a Therapeutic Recreation Specialist is seen as a fundamental

requirement to staffing. Training and supervision are discussed but much of the text is given over to job description forms and checklists.

In chapter three, Carter and LeConey address marketing and advocacy. Again, the APIE process is applied to the topic and the SWOT analysis reintroduced.

Compliance with ADA is addressed in some detail. The fourth chapter looks at the provision of direct services, the organisational structure and the essential components of successful planning. There is a detailed application of the APIE process but the extensive use of charts again detracts from the text.

Chapter five highlights the adherence to the medical model of disability that is evident in this book. Details of individual disabilities are given in medical terms and treatments are also outlined. A range of disabilities are covered and each is discussed in terms of why and how the therapeutic recreation process is applied for each scenario. Resources or appropriate agencies are listed under each impairment discussed.

Chapter six looks at motivating and managing participants, creating a positive programme environment and structuring effective intervention groups. The final chapter is misleadingly titled: Applying the APIE process case study. Unfortunately this is actually an extensive number of forms, such as registration for a programme and the assessment and observation forms. A completed plan for support and the inclusion notes are also featured. What is somewhat surprising is that the final stage of the APIE process is omitted. There are no indications of appropriate feedback being given by the client in order to evaluate the outcomes.

The text provides a useful contrast to those that incorporate the social model of disability and utilise an inclusive approach to developing recreation programmes in the community. The exclusive adherence to the APIE process, along with the extensive use of checklists, demonstrates the rigidity in this approach. The listing of references at the end of each chapter does assist with research into relevant topics and the extensive figures may prove useful teaching aids in some contexts.

**8. Currie, Dave. (2000). Sporting Opportunities for People with a Disability. Department of Internal Affairs. Wellington, New Zealand.**

The author, Dave Currie is the Executive Director of the Hallberg Trust, and at the time of writing this report had held that position for ten years. The research was funded through the Winston Churchill Memorial Fund and incorporated New Zealand, USA, Canada, UK and Scotland. The report is based predominantly on information obtained from the various professionals in each country who acted as hosts for Dave during his tour. These included the Institute for Community Inclusion (Boston), Disabled Sports Services (USA), United States Paralympic Committee, Canadian Yachting Association, Canadian Wheelchair Sports Association, Scottish Sports Council and the English Sports Council, among others. The organisations within the U.S.A and Canada are given more extensive coverage than those from elsewhere but each includes recommendations and concerns held by those working within the organisations.

Observations of Scotland are least favourable in terms of developing integration in sport. The author suggests that this is due to the concentration on segregated opportunities and difficulties in making the transition to more inclusive practices. The debate over how to manage the transition period is identified as a common feature to

all countries. Of particular note is that the author perceives New Zealand to be at an advantage in developing inclusive practices. This is due to the multiplicity of disability organisations found in the other countries that does not feature in New Zealand. Canada's model of integration is identified as the most successful and Currie explains this as being due to having one staff member responsible for achieving this. Further benefits are identified in terms of participation rates and for the sport of swimming overall.

The report is written in plain language, some historical information is given from the New Zealand perspective and recommendations for the future are also made. While the information is pertinent to organisations there is a lack of input from those with disabilities with comments from a sailor who is a quadriplegic being the only source. While recommendations are made, other sources would need to be utilised as guides to achieving these, there is however an abundance of alternative resources covering this topic and the appendix includes a comprehensive account of the Canadian experience. This is a well written document and covers inclusion over a range of sporting and recreational activities. Further information on various organisations, national strategies and funding and accountability is also featured. There are some websites provided but this is not a referenced document.

Findings overall indicate that at the time the report was researched, all of the countries involved had come to the same conclusions regarding the inclusion of people with disabilities. The following points are reiterated throughout the report and given particular emphasis in the New Zealand context:

1. There is a need to develop a co-ordinated national strategy.
  2. All participants in the change process must work towards the overall goal.
  3. There is a need for consistent messages to the community.
  4. Time and resource commitments must be extensive enough to ensure change in community attitude.
  5. Every effort must be made to ensure no group is made to feel special or different.
- In order to achieve these objectives, Currie further proposes the components of a strategy for New Zealand to ensure the availability of sporting opportunities for people with disabilities.

Contact details are given for New Zealand organisations but this is not a referenced report.

**9.** Dewsbury, Guy., Clarke, Karen., Randall, Dave., Rouncefield, Mark. And Sommerville, Ian. (2004). The Anti-Social Model of Disability. *Disability and Society*. Vol. 19., No. 2, March 2004. pp. 145-158. Routledge Publishers.

This article takes a critical look at the social model of disability. It includes some analysis of the development of different forms of the social constructionist arguments with a particular focus on the underlying assumptions inherent in these arguments. The writers claim that approaching disability from a sociological perspective denies social concerns. The argument develops from conceptualising approaches to disability as being shaped by a Parsonian paradigm and therefore amenable to the medicalisation of disability.

The authors further identify variations of the social model and how these variants lead to different agendas in both research and politics.

The implications of adopting either the social or medical model are covered, though this is done from a very specific perspective.

The argument concludes with portraying the advantages of utilising an ethnomethodological approach.

**10.** Devine, M. A. (1997, Spring). Inclusive Leisure Services and Research: A Consideration of the Use of Social Construction Theory. In *Journal of Leisurability* (Vol. 24,

Social construction theory is applied to disability. Inclusive leisure practice and research is reviewed and critiqued. Individualised barriers are considered alongside possible solutions. Some quantitative research but also considers *social role valorisation* and community reintegration.

Societal barriers and deinstitutionalisation covered briefly and then Devine looks at social construction and inclusive leisure, social construction and disability and the implications for services and research.

Main thesis is that the social construction of disability is a barrier to inclusive leisure. Critique of literature includes the point that solutions to barriers seem to resort to the individual's role in overcoming them.

**11.** Devine, M. A., Lashua, B. (2002). Constructing Social Acceptance in Inclusive Leisure Contexts: The role of individuals with Disabilities. In *Therapeutic Recreation Journal*. Arlington: First Quarter 2002. Vol 36, Iss. 1; pp 65-97.

This article explores the relationship between social acceptance and leisure experiences. Social construction theory is applied to understanding why services can fail particular people, especially where culture and values differ from the mainstream. Examines the way other people interact with people with disabilities and the techniques used to overcome negative attitudes. Achieving social acceptance is particularly difficult in competitive/sport type contexts and interviews reveal an array of negative attitudes including that of "tolerance" rather than acceptance. The article serves as a strong reminder that assessment of best practices needs to incorporate the views and experiences of those who are using the services. "According to Jan, her peers didn't initiate conversation with her, attempt to get to know her, or include her in small group activities within the leisure program." Comments like these heighten awareness that despite the fact that the leisure program is designed to be inclusive, exclusion is still evident at the micro level. Three in depth case studies are presented and much of the material aims at presenting the views of the service users. Issues pertaining to staff training and awareness are addressed in a reflexive manner where the author presents a strong sense of her own role in the outcomes for her clients. The main goal is to argue for the inclusion of cross cultural competencies in Therapeutic Recreation practice and organisations, but it is a rich source of information and would be easily utilised in either a broad or specific context.

12. Devine, M.A and McGovern, J. (2001). Inclusion of Individuals with disabilities in public park and recreation programs: Are agencies ready? *Journal of Park and Recreation Administration*. (Vol 19, Number 4. pp.60-82.)

The article examines a number of issues related to the provision of inclusive leisure activities by park and recreation agencies. Based on earlier recommendations to prepare for inclusion, the research examined a number of park and recreation agencies in terms of readiness. The introduction includes an extensive literature review and places the research as part of a larger project on the administrative issues encountered by park and recreation agencies in preparing for the provision of inclusive services. There is an extensive discussion on Bronfenbrenner's (1979) ecological theory and how this was applied to the broader study, providing insights into the ways individuals interact with the environment.

This included providing inclusive services, adaptive equipment, retrofitting facilities, training staff, review/revise policies and procedures, hiring inclusion specialists and marketing inclusive services. Results indicated a low to moderate level of readiness. The article begins with a literature review, methods, and results. Discussion section covers *ecological theory* (Bronfenbrenner) and management implications, which the authors describe as a multidimensional approach. Further discussion centres on the factors listed above as those that define readiness.

13. Edgecombe, S. Crilley, G. (2002). *Improving participation for South Australians with a disability in sport, arts and other recreational choices. A research and evaluation agenda to improve the quantity and quality of information to guide the services for people with a disability*. Centre for Environmental and Recreation Management (CERM) University of South Australia.

Full report and Appendices Report commissioned by SPARC, ARTSA, Department of Human Services and Office for Recreation, Sport and Racing. (197 pages)

A comprehensive report, divided into seven sections with additional reference list Appendices and tables. The report includes Introduction and Background sections which cover the scope of the research. The methods included the use of focus groups and advantages and problems with this technique are identified. Responses to questionnaires are given and these are subdivided into three categories. The first responses are from service providers, then people with a disability and finally, responses from people with an intellectual disability are covered. The agenda framework is given as a readily accessible table and sources of information are not only provided but reviewed. A range of organisational contact details is also given and the discussions pertaining to these include coverage of the websites they host. Access issues, including barriers, related to these organisations are also given consideration.

CERM has been developing a programme of performance measurement and benchmarking for leisure services and facilities for ten years. Between Australia, U.K. and New Zealand, over 200 facilities utilise the programme on an annual basis. These recreational facilities cover a broad range of activities and include aquatic,

sport and leisure facilities, University sport facilities, tourist parks, baseball and rugby.

The report provides an overview of the evaluations of more than twenty service providers, and many sources of information for improving facilities and service provision. Best practices are discussed and a table of “Key Components of a Good Practice Recreation Service for People with a Disability” provides a list of 30 components. Further to this, a good practice checklist for access and equity by local government is featured. The annotated bibliography includes material which covers best practice guidelines and checklists and much more.

Although written specifically for the purposes of service providers, the report is easily utilised as a source of information for anyone interested in research on recreation in South Australia. Links are provided to every relevant website for a wide range of services. For those with a particular focus on people with a disability, the reference list, annotated bibliography, organisational details and the research findings provide an ideal starting point for researching the topic.

**14. Fedler, A.J. (Editor). (2001) Fishing, Boating and Aquatic Stewardship Education: Framework and Best Practices Recommendations. In: Defining best practice in boating, fishing and stewardship education. Recreational Boating and Fishing Foundation.**

The framework presented by Fedler draws on the work of two teams of writers. The first consisted of eleven professionals from fields related to aquatic leisure. The second team was comprised of academics who reviewed the relevant literature. A combined effort produced the report of the compiled and agreed upon guiding principles and specific best practice recommendations. Fedler provides an overview of both the process and content. Two other articles have been reviewed from this report. **Floyd** and **Ross**, discussed later. The article gives a diagrammatic representation of a conceptual model for programme development and evaluation, discusses programme implementation also. Further coverage of professional development but with a particular emphasis on education. The conceptual model and guidelines for best practice should be applicable to a wider context. The report overall highlights the need to consider wider concerns in the provision of recreation services, particularly where these services utilise a natural resource.

**15. Floyd, Myron F. (2001) Challenges and opportunities for reaching diverse audiences. In: Defining best practices in boating, fishing and stewardship education. [www.rbff.org/educational/BPE7.pdf](http://www.rbff.org/educational/BPE7.pdf)**

Floyd has a particular focus on marginalised groups such as ethnic minorities but his social science background introduces relevant theory on inclusion in a universal sense. For many authors, this version of the meaning of inclusion is regarded as more relevant than the narrower application it often receives. The focus on overcoming barriers is therefore also broader in its applicability and scope. The

article is useful in considering the role of inclusion in a wider social context and with particular application to any educational setting.

**16.** Harris, A., Enfield S. Disability equality in practice. Aid Workers Exchange  
<http://www.aidworkers.net/exchange/2003112.html>  
Retrieved 9/11/2005

A brief but practical article written by those working in the field, this is a simple exercise in how to train staff to consider “how it is for disabled people.” The authors comment on good practice and consulting and involving disabled people. The article asks some pertinent questions about organisations involved with people with disabilities and provides a brief and clear introduction to medical and social models, while further introducing the “charity model.” This is described as a view of people with disabilities as needing to be looked after. The individual is typically seen as sad and tragic or brave and courageous.

What is of particular note is that the article is based on an Oxfam publication in association with Action on Disability and Development. Titled: A training manual for development and humanitarian organisations, the publication is available from the following address: [http://www.oxfam.org.uk/what\\_we\\_do/resources/diseqhr.htm](http://www.oxfam.org.uk/what_we_do/resources/diseqhr.htm)

**17.** Hornibrook, Taflyn. (1997). Camp Integration and Staff Training: The Crucial Link. *Journal of Leisureability*. Vol. 24., No. 2. Spring 1997. (7 pages)

This article is brief but provides a specific focus on staff training in order to achieve integration within a camp setting. The right to choose is paramount to the principles guiding integration and Hornibrook applies this to various aspects of camp activities. Components of successful integration draw on work by other researchers but the author covers each recommendation in detail and the discussion is followed by recognised benefits for participants and their families. Three broad criteria are given, these incorporate physical, social and programme integration and Hornibrook maintains that camps which achieve these criteria are conducive to positive social interaction between disabled children and their peers. However, it is further argued that without effective staff, these criteria can not be met.

Staff training is dependent on a number of interrelated factors. Firstly there is a requirement to enforce a philosophy and prior to hiring; efforts should be made to identify the applicants' attitudes to integration. The training itself must be an integrated process and according to Hornibrook all staff should be trained. The use of “leisure buddies” is depicted as an effective method which avoids relying on the skills of one or two people. Providing support and staying current or informed are also recommended and resources are identified. The ability to recognise success is also considered to be pivotal as this is seen as a motivational factor for staff.

Overall, the article highlights the point that although many camps describe themselves as offering an integrated service there is a lack of awareness as to what “integration” actually is.

The author further identifies a need for research which would identify this aspect in other recreation services and the extent of provision.

18. Kalish, S. (2002) The best of the best. In *Parks and Recreation*. Arlington: Dec 2002. Vol 37, Iss. 12; pg. 36, 6 pgs.

Article covers the Gold Medal Award winners of the annual National Sporting Goods Association Sports Foundation. Winners were selected on various criteria including degree of participant involvement and acceptance by the community. Some of the funding strategies are covered, along with programme development and generalised information on the ability to create partnerships.

Despite the emphasis that many public and voluntary organisations place on the inclusion of people with disabilities, the awards are noticeable in that there are no criteria for this in achievement of the gold medal awards. Inclusion receives a brief mention for one location but is otherwise exempt.

19. Kay, J. (2004). *Sailability...A celebration of ability*. *Palestra*. Macomb: Summer 2004. Vol.20, Iss. 3; pg. 30, 6 pgs.

This article reviews an international organisation which provides inclusive recreation. Sailability is a not-for-profit, volunteer based organization which makes sailing an accessible recreation activity for those who have been historically excluded. Those with disabilities, the elderly and the socially and financially disadvantaged can now engage in this water based recreational activity. The article covers the organisation which has 350 clubs operating in fourteen countries. Some of the history and recent developments are covered but the overall aim is to promote the concept of accessible sailing. The author takes a serious look at the way design and architectural limitations have produced exclusion for all but the "right handed, physically fit male, of average body size, and aged between 18 and 45." The principles of universal design that have been and continue to be applied to the various branches of Sailability address this issue for everyone. Kay cites this as one of the fundamental reasons for the success of this programme. The philosophy underpinning Sailability is one of simplicity and this is highlighted throughout the article. The author has professional experience working in the capacity of recreation officer for severely disabled adults and this role highlighted the restrictions of physical immobility and recreation.

The organisations contact details for many countries are provided.

No comments from participants.

20. Klitzing, Sandra Woolfe. (2002) The Best Practices for Successful Inclusion. *Parks and Recreation*. Arlington: May 2002. Vol.37, Iss. 5; pg. 60. (4pgs without images)

The National Recreation and Park Association's statement of inclusion and what it needs to be fully implemented. Discusses the sharing of responsibility, collaboration is examined in depth along with the idea of *seamless inclusion*. Main focus is on explaining collaboration and learning to collaborate. Therapeutic Recreation professionals and general recreation professionals need to work together to reduce

the ongoing barriers to inclusion. Examples of collaboration in action. Specific programmes identified.

**21.** McAvoy, L. and Lais, G. (2003). Wilderness, Hope and Renewal: Programmes that Include Persons with Disabilities. *Journal of Physical Education, Recreation and Dance*; Sep 2003; 74, 7; Health Module

This article is the story of Mike Passo and his experience with Wilderness Inquiry, an organisation providing integrated wilderness recreation and education. Mike is a programme director for the organisation, a role he undertook after becoming paralysed from the waist down in 1991. Mike's story is aimed at demonstrating the way in which integrated programmes provide an opportunity for non-disabled and disabled people alike to experience the benefits of wilderness recreation. The authors cover these benefits and states that preferences regarding wilderness environments do not differ between people with disabilities and non-disabled people. The article further draws on much research on the benefits to both groups from participation in integrated programmes. These include enhanced self concept and self esteem, person growth and social adjustment. Perhaps most importantly, the integrated experiences provide an opportunity for those without disabilities to develop a greater sensitivity to the needs of others and an improved attitude towards people with disabilities.

The organisation is involved in a number of community based recreation programmes and provides wilderness trips for families of children with disabilities. Recreation activities include canoeing, kayaking, dog-sledding, camping and horse-packing. The organisation's approach to integrated education is outlined and the importance of stewardship is discussed. McAvoy and Lais further present the organisations view of integration as requiring a broader application than simply to people with disabilities. The aim is to include all, regardless of age, gender, ability, sexuality, race or class. The approach Wilderness Inquiry adopts is based on four objectives:

To provide a popular, voluntary and cooperative venue that has inherent challenges.

To provide support so that everyone can participate without changing the fundamental nature of the wilderness experience.

To actively recruit people from diverse backgrounds and ability levels.

To facilitate the process in order to optimise opportunities for social integration to occur.

The two models utilised in facilitating integration are identified as the programme facilitation model and seven steps to integration. Although references are cited for both, there is no attempt to outline or explain either in detail.

The article is brief but provides a blend of personal experience with academic research and this creates interesting and informative reading. References supplied and photographs included.

**22.** McGovern, J. (1999). Just what is an SRA? Special focus article. *Illinois Parks and Recreation*.

<http://www.lib.niu.edu/ip990723.html>

Retrieved: 08/11/05

This brief article looks at the model of the Special Recreation Associations (SRA's) and how they function at ground level. Described as a partnership of two or more park districts or municipalities, the first SRA was formed in 1970. The aim was to cater for the leisure needs of children with disabilities, a goal which was unattainable without the partnership. Common characteristics include the provision of specialised recreation services such as day camps or holiday trips and before and after school programmes. In response to community demand, SRA's provide information on accessible facility design and adaptive equipment.

Mc Govern also covers funding, which is sourced through Government and cost issues, the effect of a tax cap in 1991 and the introduction of a special recreation levy are also considered. There is a brief discussion on variations to the model and visions for the future. The article is descriptive and informative, but unreferenced.

**23.** McGovern, J. (2002). Special circumstances. Is the SRA boom of the '70s and '80s headed for a bust?

<http://www.lib.niu.edu/ipo/2002/ip020930.html>

Retrieved 08/11/05

Mc Govern gives an overview of the boom period experienced by the SRA's and then examines the reasons behind the slow growth in the '90s. He discusses the role of the Americans with Disabilities Act as a contributing factor along with medical technology, economic reasons and lawsuits from 2000 on. Possible solutions to funding and cost issues are suggested. Again, McGovern's article is unreferenced and the author draws on his role as executive director of the Northern Suburban Special Recreation Association.

**24.** Murray, Pippa. (2004). *Making Connections: Developing Inclusive Leisure in Policy and Practice*. Joseph Rowntree Foundation. York Publishing Services Ltd. York.

This report represents the second produced by the Joseph Rowntree Foundation sponsored Leisure Project. The U.K. based project began with an audit and identified the gaps between the policies of inclusive leisure services and the actual experiences of leisure service users. The report *Making Connections* is based on the efforts made to close the gaps. Murray identifies the aim as not to produce a highly academic report, but to describe the process of consultation required to address the needs of those who desire to utilise inclusive leisure services. Four communities were involved in the research, three of which had established voluntary services in operation. The fourth community had no such group and was developed throughout the course of the project.

Key questions were addressed to those with disabilities in order to open dialogue between service providers and service users. These included, "What do you like to do?" "How often and with whom?" and "What gets in the way?" In this way, the issues

for users were identified in a specific manner and attempts made to address these in creative ways. The entire process of these consultations is reviewed in a straightforward manner. Some of the difficulties encountered and mistakes that were made are discussed and provide excellent opportunities to learn far more. The author states that the intention was not to produce anything "...so grand as a philosophy of inclusive consultation, nor so mechanistic as a checklist of procedural steps." Rather, the aim in presenting the report as a series of examples of the process is to illustrate the importance of the wider social issues and attempt to develop creative approaches to consultation and address the needs of youth with disabilities.

The main issues revealed by this research were the desire to be treated like everyone else, which was expressed repeatedly by the young people involved. Further findings reinforced the consequences of isolation which is exacerbated by exclusion and the difficulty involved in the transition to adulthood experienced by youth with disabilities. High dependence on immediate family limits the opportunities for youth to be ordinary.

**25.** Miller, K, D. Frisoli, A. Smythe, A. and Schleien, S. J. (2003) Quality indicators of Inclusive Recreation Programmes: A National Youth Service Example. *Impact* Vol. 16 No2 Summer 2003

This article discusses the adherence to philosophical underpinnings, in inclusive recreation, as a necessity for the provision of quality services. The authors state that although physical access has been greatly improved, the social access for people with disabilities to community sport and recreation is dependent upon embracing a philosophy of inclusion.

The article is based on a one day event involving 125 participants who were encouraged to assist as volunteers in team building activities. The participants included youths with a variety of disabilities and their non-disabled peers. Five indicators of quality are considered. The first is administrative support for diversity among participants. This aspect includes the philosophy of an inclusive approach, adherence to laws pertaining to service provision for those with disabilities and issues of staff training along with adequate documentation of interventions and the effects these have on the quality of the service from a social focus.

The second indicator covers the nature of the programme; allowance for modifications and the ability to allow for each individual to participate in their own way and at their own level. The authors suggest that programme goals should also reflect the emphasis on inclusion.

A more specific quality indicator is introduced in the nature of the activities. These are described as being age appropriate with life long learning potential and skills taught need to be applicable to other settings and situations. Furthermore, activities should allow for personal growth through providing challenges and choices for participants.

Environmental and logistical considerations are also considered relevant to quality indicators. The programme needs to be accessible and affordable. The event this research was based on took place in an outdoor setting, with provisions made for indoor facilities if necessary. Funding was implemented so that there was no cost to volunteers for this event.

The final quality indicator, identified by the authors, comes under the heading programming techniques. These incorporate ongoing assessments of the needs, preferences and enjoyment levels of the participants and hence require adequate and effective communication with participants and families or care providers. Techniques to enhance inclusion such as co-operative group activities are identified as a necessary ongoing feature along with the need to recruit people who can fulfil a supportive role.

The authors advocate that these quality indicators should be used in assessing recreation programmes in general as well as being applicable to one day events. Predominantly, the writers are involved as professionals within the recreation field rather than academics, with Schleien being the exception. He is a prolific writer on the topic of inclusion and people with disabilities. The article is unreferenced and does not have a theoretical basis but findings and recommendations are not dissimilar to those presented by Schleien in other academic articles.

**26.** Oliver, Mike. (1996). *Defining Impairment and Disability: Issues at Stake*. Chapter 3 In *Exploring the Divide*. Barnes, C. and Mercer, G. Eds. The Disability Press, Leeds.

Oliver aims at arguing for the continued use of the social model of disability despite the criticisms the model faces. The model is discussed in terms of its adoption by organisations of people with disabilities. The author claims that much advantage has come from its use including the promotion of disability rights as a civil rights issue and the change in discourse surrounding disability issues.

Oliver provides a detailed account of the internal and external critiques of the social model. Two schemas emerging from the articulation of definitions of impairment, chronic illness and disability are identified, the social model and the World Health Organisation classification of impairment, disability and handicap. Both models, it is argued, are problematic. Issues of causality apply to both models; however, the presentation of this complex argument is clear. Oliver questions whether the debate might have arisen simply as the result of confusion over the terminology.

Issues of conceptual consistency are addressed and these are also presented in a very clear manner. Further points raised by the author include the need to identify and clarify which aspects of a disabled persons' life are appropriately addressed by the medical profession and which are issues for policy developments or political action. The failure to make this distinction, according to Oliver, is what has resulted in the medicalisation of disability.

The role of language is covered, albeit briefly and Oliver notes that the use of the term "handicap" by the World Health Organisation is considered inappropriate. Both schemas are identified as having normalising tendencies and increasingly rejected by the disability movement who express a preference for the celebration of difference, rather than promoting models which attempt to restore normality for individuals with disabilities. The ideology of normality, Oliver argues, is ingrained and deep rooted. The role of experience and the implications of privileging experience in research is also addressed. Similar arguments abound in critiques of feminist research, for example and may well be familiar. In this way, Oliver introduces the point that definitions are not simply a matter of language but have implications for science and

politics also. Concerns that the medical model continues to be applied to political issues are again raised.

The chapter provides a more theoretical perspective on the social model of disability than is generally presented. The arguments presented may be simplified but do serve as accessible to a wide audience. Overall, Oliver's discussion presents a reasonably strong argument for the continued use of the medical model, by addressing the critiques which have been levelled against it.

**27. Paiewonsky, M., and Tufts. S. (1999) Institute for Community Inclusion Recreation in the Community The Institute Brief - Volume 9, Number 1 January 1999 (15 pages)**

The information was developed by Institute for Community Inclusion staff based on current practices of community recreation providers. Staff who were interviewed were working in various organisations including YMCA, boys and Girls clubs, after school programmes and camps, youth development programmes and health and fitness clubs. The topics covered include: outreach and advertising tips, modifications, strategies for staff training, how to keep things positive, cooperative sports and games, and ideas on facilitating friendships. A checklist summarizing key points and a list of resources has also been provided. The main aim was to increase inclusive recreation opportunities by sharing some successful strategies.

**28. Reiner, L (1997) History of SRA's. Special Focus Article. *Illinois Parks and Recreation*.**

<http://www.lib.niu.edu/ipo/1997/ip970945.html>

Retrieved 08/11/05

Reiner's concern is with preserving an account of the formation and later development of the special recreation association's or SRA's. He states that the first SRA's were based on the concept of inclusion as "recreation for everyone" and this was in response to an article published in the 1960's which criticised the Parks and Recreation departments for the lack of provision for people with disabilities.

Individual staff members are acknowledged for various reasons and the history unfolds on a personalised level. Significant dates, including legal milestones are listed and in some instances, discussed.

Not a referenced article, Reiner's association with SRA's is as executive director of the Northeast DuPage Special Recreation Association.

**29. Ross, Jo-Ellen. : Water-based outdoor recreation and persons with disabilities.**

[www.rbff.org/educational/BPE10.pdf](http://www.rbff.org/educational/BPE10.pdf)

Retrieved 18/11/05

This article deals directly with inclusion of people with disabilities in water-based recreation. Ross covers principles of inclusion and lists them as: celebrates diversity,

respects differences, interdependence, participation and co-operation, supportive relationships, friendships and more than integration and accessibility. This 15 paged item includes references, best practice recommendations, a range of definitions and briefly covers three successful programmes, including wilderness inquiry. (refer to the McAvoy article). Legislation and guidelines are also covered. Ross points to a lack of research concerning methods of providing individuals with disabilities with water based outdoor recreation and makes specific recommendations for various avenues of research.

30. Schleien, S.J. (1993) Access and Inclusion in Community Leisure Services. *Parks and Recreation*; Apr 1993; 28, 4. pp66-72.

This article covers the case studies of three individuals who were able to participate in inclusive recreation. The author gives a presentation on the principles of *normalisation* and *zero exclusion*, advocacy and benefits to whole community. There is little in the way of critical analysis however.

The two approaches to social inclusion are outlined and advantages of each are given. The *integration of generic programmes* approach and *reverse mainstreaming* in which segregated programmes are modified to attract peers without disabilities. Reverse mainstreaming is exemplified in the Unified Sports Programme run by Special Olympics International. The alternative, integration of generic programmes is defined as assistance to the individual to select an age appropriate community leisure service and works in conjunction with a support person and the programme leader.

Schleien covers a seven step process in implementing strategies to facilitate integration and then discusses extrinsic strategies. This process is also cited in work by other writers in the field.

31. Schelein, S, J., Green, F. and Stone, C. (1999). Making friends within Inclusive community recreation programs. *Journal of Leisurability*. Vol. 26. No.23 Summer 1999.

This article builds on Schelein's earlier work on the integration of generic programmes and reverse mainstreaming. Some consideration of the two approaches is given and a third, the zero exclusion approach is introduced.

Major focus is on why inclusion might fail at ground level, for example, a failure to establish friendships with other participant's. Strategies for promoting friendship are given in detail, the roles of individuals, families and advocates all considered.

Beginning source of references for fostering inclusion, although now a little dated, current research still shows utilisation of Schelein's work.

32. Sharma, Neera and Dowling, Rachael. (2004). Postcards from Home: The Experience of Disabled Children in the School Holidays. Barnardo's, Barkingside.

This report extends findings from earlier research into the effects of Government policies to end poverty and social exclusion. This resulted in the Still Missing Out Report (2002) also produced by Barnado's. The authors believe there is still a challenge to remove the barriers which prevent disabled children from participating in holiday activities. The lack of inclusive accessible and affordable community based leisure programmes is identified as a key barrier. The report includes recommendations to both National and Local Government.

Holiday periods are identified as being particularly problematic as normal services are disrupted. Older children and adolescents are at an even greater disadvantage as most programmes are provided for those under 12 years of age.

Much of the information draws on the Contact a Family Survey which provided data directly from those affected by Government initiatives. The impact of these initiatives are discussed and short-term or insecure funding is portrayed as one of the major concerns. Further findings indicate that the demand for programmes far outweighs the provision. Costs involved with qualified specialist staff are often unable to be met through funding. Further problems stem from the inability to locate suitable or available accommodation for holiday leisure programmes. The impact this has on families is also considered and the needs of siblings is addressed. The authors also note the extreme strain that single parent families experience and those with more than one child with a disability.

Negative public attitudes are also presented as a barrier to inclusion with 68% of respondents to the survey indicating that this was the case.

The more positive and constructive elements of the report include a section on what helps, which provides practical steps which can be taken to minimise exclusion. Further to this, the authors present examples of best practice in leisure programmes. An overview is presented at the end of the report and references are provided. Overall, the report provides some specific information and although it pertains to the British situation, the barriers identified are also evident in sources from other locations.

**33.** Wagar, Jill., and Bailey, Monetta. (2005). The "I" in Inclusion. Individual Indicators of Inclusion Across Quality of Life Domains. *Rehabilitation Review*. Vol. 16., No. 6. October, 2005.

A brief article introducing one interpretation of inclusion and how this applies to various aspects of a person's life. These aspects include relationships, employment education and community involvement. The significance of friendships is highlighted within each of these areas. The article covers objective indicators of inclusion and involvement and draws on recent research.

Although brief, the article is a clear and concise account of the relevant points when assessing inclusion for individuals with disabilities. The article provides an ideal source for introducing the fundamental concepts of this topic.

**34.** Walker, Pam. (1999). Promoting Inclusion in Recreation and Leisure Activities: An Information Package. National Resource Centre on Supported Living and Choice. Centre on Human Policy. Syracuse University.

<http://thechp.syr.edu/recreation.html>  
Retrieved 4/12/05

The information package is presented as an online document and contains links to a number of articles. It is also divided into three sections. The first gives a brief overview and introduction to leisure and recreation as areas that add a dimension of quality to life, yet are not given the support required to ensure participation for all. The key issues in providing support, firstly for the individual are discussed and then within the community.

The second section incorporates reprints of four articles which are intended as examples of inclusion and further discussions of the issues this raises. Whilst the hard copy does not reproduce these articles, references are given in full for two of the four.

The third section is an annotated bibliography of materials that provide information on strategies for supporting people with disabilities to participate in leisure and recreational activities. Furthermore, examples, challenges and other issues are also covered by these resources. The bibliography features nearly thirty articles and books published between 1980 and 1998.

Section One also contains a wealth of references and resources available on each topic covered. These incorporate fundamental issues, such as identifying the interests the individual has or may develop, locating information within a community and the practical aspects of supporting participation and facilitating friendships. Broader issues are addressed in the section on collaboration between service agencies and community organisations.

Although much of the material may seem a little outdated, the same themes are easily recognisable in more current research as ongoing concerns and issues. The information package would prove a valuable resource to those working in a professional capacity to provide support to people with disabilities but further supplies a rich source of information for academic research interests.

## WEBSITE REVIEW

The following is a review of twenty websites related to inclusive recreation or leisure for people with disabilities.

### **1. Access-Able Travel Source: U. S. site**

<http://www.access-able.com>

Although predominantly aimed at assisting those with travel plans, the site offers a "Links and Resources" section. The home page is poorly designed as far as the visually impaired are concerned, with colour being the biggest issue. However, the pages containing links for people with a disability is clear and bold. I followed two links: Disability Organisations on the web, which lists over 50 links and reasonable descriptions of each organisation, sites included disability resources online, a directory, U.K. independent living and Disability information for students and professionals. The URL for this is <http://www.abilityinfo.com/index.html>

The other link Sport and Recreation, lead to predominantly U.S sites, but included Wilderness Inquiry, Sailing and the National sports centre for disabled people among others.

## **2. Accessible Arts: U.S. site**

<http://www.accessiblearts.org/Resources-ArtsWebsites.html>

This site is a porthole to many organisations associated with accessing art and cultural activities within Kansas City, the wider metropolitan area and some National organisations. The links contained in this single page are organised by the following categories:

Access/Disabilities (Kansas City and National)

Arts advocacy

Arts organisations, agencies and artists

Arts contests

Cultural facilities

Equipment

Recreation/living skills

Jobs

Programming – Disabilities

Resources.

Many sites are given short reviews or descriptions. The range of art and cultural activities the site includes is broad, from pianists to storytelling. There is also a link providing information on topics covered in the pARTicipate Conference (2001). Theatre and cultural facilities are reviewed through the National Access Directory link. Resources include specific requirements such as Braille Business Cards. The single page design allows the viewer to scroll down and read all links or to use the category subheadings. Simplistic design may be an advantage to many users.

## **3. Access for All Abilities: AAA Programme: Au site**

<http://www.sport.vic.au/web9/srvsite.nsf/pages/srvhome?OpenDocument>

This is the home page for the AAA Programme. The site is the source of the Active Communities report and has extensive information for inclusive recreation programmes. The site itself does not feature as being particularly accessible for those with vision difficulties, but does provide a wealth of information. Four main categories are used: Our Services; Publications and research; Sport and recreation organisations and Get active which takes you to specific programmes. Further resources include pdf's on guidelines for regional providers and an Access Indicator.

## **4. Active Living Alliance: Ca site**

<http://www.ala.ca/content/home.asp>

Home page with large links, organised into About Us / Advocacy / Resources / Programmes and events / Volunteers / Contact / Disability access / Site map. Alternatively, information can be viewed by links to locations.

This site features an internal search tool and has latest news and partnerships section which provides links to a list of community, national and provincial organisations.

A further, unusual feature is the Interactive Activity Search and Fact sheet. Select an option from either the "I can..." or "I like..." categories and descriptions will offer "more" which links to places where you can take part in that activity. Organisations offering activities are not restricted to local areas.

#### **5. ADA and ABA Accessibility guidelines Homepage: U.S. site**

<http://www.access-board.gov/ada-aba/index.htm>

This page is part of the United States Access Board's website but provides all the information required to conform to regulations in building accessible facilities.

The site is not designed for access by people with disabilities but is intended for those individuals or organisations involved in the provision of facilities for services to people with disabilities. The home page is similar, <http://www.access-board.gov/> though a few more links allow the viewer to directly access guidelines under specific headings such as Recreation Facilities; Play Areas and Outdoor Areas. These requirements must be given consideration prior to any proposal for the provision of recreation services for people with disabilities.

#### **6. Adventure sailing for physically disabled and able bodied people: U.K. site**

<http://www.jst.org.uk>

The organisation The Jubilee Sailing Trust, is a charitable organisation linked to the ALA. The stated aim is for all people to have an opportunity to experience sailing on a tall ship, regardless of ability. The programme uses two purpose-built and designed tall sailing ships to cater for those with and without physical disabilities. The home page features photographs and links to the other pages in the site. These include specific topics such as fundraising and subsidising, an events page and information on the specific facilities and services for people with a disability. The site can be viewed in a number of different languages. Overall, the design is simplistic, however, in comparison to the Leeds Government site, is less accessible for those with disabilities.

#### **7. Australian Government Department of Foreign Affairs and Trade: Au site**

<http://www.afat.gov.au/aib/sport.html>

This site contains the following info on a range of sport programmes, under the general heading of sport for people with disabilities. The Australian Government, through the Australian Sports Commission, has programs in place to promote sport for people with a disability. In partnership with the Australian Paralympic Committee, an account of Project CONNECT is given, which provides national sporting organisations with comprehensive support to include people with a disability, from all levels of ability.

The Disability Education Program is a major part of **Project CONNECT**, providing training and resources for teachers, coaches and community leaders to help overcome the barriers people with disabilities face in taking part in sport programs. In addition, the Paralympic Preparation Program assists national sports organisations to prepare athletes for elite competition.

The Australian Sports Commission also manages the Sports Ability program. **Sports Ability** is an inclusive activities program that aims to provide teachers and support staff with more ways of including young people with a disability in physical activity and sport, particularly those with higher support needs. It is funded by the Australian Government's Melbourne 2006 Commonwealth Games legacy program.

#### **8. Backup organisation. N.Z. site**

[www.backup.org.nz/](http://www.backup.org.nz/)

Based on the same model as the backup organisation in the United Kingdom. Specifically states their aim is to provide disabled people, particularly those with spinal cord injuries, with the opportunity to engage in recreation alongside able bodied people. Although the site does not specifically state any reference to particular models of inclusion, adherence to the principles is evident in the type of service provided.

#### **9. Centre for Applied Special Technology CAST. Home of the “Bobby” Site approval.**

[www.cast.org/bobby/](http://www.cast.org/bobby/)

This is the home site of the CAST (Centre for Applied Special Technology) organisation which provides assistance in assuring web page accessibility for individuals with disabilities. A brief discussion on this organisation is given in the report. The organisation offers website hosts an opportunity to have pages assessed for accessibility to people with disabilities.

#### **10. Calgary Rotary Challenger Park**

<http://www.challengerpark.com/index.html>

The website offers an overview of the Calgary Rotary Challenger Park which was designed as a barrier free conference and recreational facility. Purpose built to be accessible to all people regardless of their age or ability. The park is regarded as a model of community inclusiveness where persons with disabilities can play next to and with their able-bodied peers. The site provides an overview of the programs that are being developed to accommodate athlete's progression from new athlete to the level of an Olympian.

Photographs of the park are included, but the site lacks any detailed description of the actual activities. The emphasis appears to be advertising the park, rather than providing information, however there are links to around 20 supporting organisations.

### **11. Coalition for Active living: Ca site**

[www.activeliving.ca/English/index.cfm?fa=Home.main](http://www.activeliving.ca/English/index.cfm?fa=Home.main)

The site is hosted by a coalition of more than eighty organisations. The overall aim is to provide a national action group which focuses on specific areas of concern for the health of Canadians. These broad concerns include promoting health and preventing disease, but more relevant to this topic is that the coalition advocates participation in physical activity to achieve this outcome.

Although there is no particular emphasis on people with disabilities, the site presents a range of research findings relevant to the health and activity levels of the Canadian population. Information is organised into About CAL / What we do / Members' Corner / Media Room and the Resources and links section. This page is further divided into various topics which include coverage of the organisations policies, symposium and facts and figures.

The site further features an overview of the organisations achievements since it's foundation in 1999. Generally, the site may be of use in research for recreation or health.

### **12. Families And Communities Together Coalition (FACT) U.S.A site**

<http://www.fact.msu.edu/index.html>

The site contains a wealth of information on resources for research into children, youth, families and communities. This is a multidisciplinary coalition based at Michigan State University between the Office of the Provost, Michigan Agricultural Experiment Station and MSU Extension in partnership with Uni Outreach and Engagement. The coalition maintains a listserv with over 700 participants to disseminate information and discussion on issues related to the health and well being of families and communities. Regular publications include Fact Forum and MSU Connect. The projects, collaborative works and publications pages are all good sources of current and past research and initiatives.

### **13. Halberg Trust: NZ site**

<http://www.halberg.co.nz/>

The site presents information about the Halberg Trust since it was founded in 1963. Despite the trust's focus on providing sports opportunities for people with disabilities, the site features the Halberg Awards more prominently than the Sport Opportunity Programme or the Activity Fund. For those interested in the trust, a complete history and biographies of award winners is available along with a photo gallery. Links are supplied to all sponsors.

#### **14. Independent Life Resources: U.S. site**

<http://www.ilresources.com/>

Although there are substantial links from this site and an extensive directory, there is little in the way of recreation specific information. Great source for general info and categories are well organised, alphabetically. Although not particularly suitable for this research topic the site provides a range of generalised information for people with disabilities.

#### **15. Massachusetts Developmental Disabilities Council's Archive of Grants. Mass, Government U.S.A site**

[www.mass.gov/mddc/grants/archive.htm](http://www.mass.gov/mddc/grants/archive.htm)

The site provides information on previous grants approved and the projects and amounts allocated. This is organised by yearly allocations and overviews of each project are given. The Developmental Disabilities Council also offers access to data collected on each project which has been funded through this source. One project of particular note is the **Pathways to Participation**: A community inclusion initiative in 2004. The project goal was to foster community inclusion for people with developmental disabilities through access to recreation and the outdoors. The organisation responsible was All Out Adventures (AOA) which established a recreation coalition to connect with the recreation providers, community programs, clubs and outdoor areas of Western Massachusetts. AOA further intended to address some of the systemic barriers and negative societal perceptions that face individuals with developmental disabilities by implementing an educational and training component for mainstream recreation and community service organizations.

#### **16. Museums, Libraries and Archives Council: U.K. site**

[www.mla.gov.uk/home/00about.asp](http://www.mla.gov.uk/home/00about.asp)

[www.mla.gov.uk/action/learnacc/00access\\_04.asp#2](http://www.mla.gov.uk/action/learnacc/00access_04.asp#2)

This site contains pdf files which include toolkits and checklists on inclusion. Access for all is aligned with the principles of Inspiring Learning for All learning and access framework, which is available also as a pdf.

The site presents a good discussion and further resources on both inclusion and disability. Research is presented with direct links to the reports. Britain's national strategy for neighbourhood renewal is available this document has an emphasis on Inclusion, an issue addressed by the Social Exclusion Unit established in 1997. Latest and future plans for museums libraries and social policy are presented. Overall this is a very informative site for policy and action information.

### **17. National Centre on Accessibility: U.S. site**

[www.ncaonline.org/index.shtml](http://www.ncaonline.org/index.shtml)

The site presents information on accessibility relevant to recreation, parks and tourism. The use of monographs is an interesting presentation of many topics and these make very useful research articles. The division of information comes under the headings Training and Education / Technical Assistance / Research / Publications and Videos and Products. Access to research information does not require membership and is both informative and up to date. Presentation of the site has some consideration for access issues, such as changeable font size and shortcut keys. Instructions are clearly given, pictorially presented as well as in clear language in text. The NCA incorporates the National Centre on Physical Activity and Disability or NCPAD and information from this source is accessible through the NCA homepage.

### **18. Paths to equal opportunity: Ca. site**

[http://www.equalopportunity.on.ca/eng\\_q/index.asp](http://www.equalopportunity.on.ca/eng_q/index.asp)

This site is the source the U.K. audit on the accessibility of Museums, Libraries and Archive websites. Overall, the information can be altered in terms of type, font size and colour, it is accessible, via software, in Braille and is highly adaptable for use by people with disabilities. Alternative keys are listed, for those who struggle with mice! Two directories for those with disabilities, including one for Ontario. There is no specific focus on recreation, the main focus is on employment related issues among others.

### **19. All out adventures (AOA), Inc: U.S. site**

[http://alloutadventures.org/allout/index.php?option=com\\_frontpage&Itemid=1](http://alloutadventures.org/allout/index.php?option=com_frontpage&Itemid=1)

This incorporation is contracted by various organisations including the Massachusetts Department of Conservation. It was created to be part of a national strategy in developing inclusion. The mission statement presented is “to provide individuals of all abilities unlimited opportunities to build confidence, foster independence, and promote wellness by using outdoor recreation and travel as a catalyst for social change.” All Out Adventures is responsible for the Pathways to Participation project, but has also been involved in many more similar schemes. Unfortunately, the site does not offer detailed information on the programmes it offers. Cycling for example has a range of adaptive equipment available and this point is highlighted, though there is little mention of a focus on mixed abilities or participation for people with disabilities alongside non-disabled peers.

### **20. Touch Compass: NZ site**

[www.touchcompass.org/index.html](http://www.touchcompass.org/index.html)

Home of the dance company for mixed abilities. Touch Compass focuses on training dancers and producing performances. Press reviews of performances are given,

biographies of dancers and links to a number of other N.Z. organisations are provided.

Touch compass lists its aims as increasing awareness of and acceptance for mixed ability dance and further aims to advocate for breaking down both physical and psychological barriers, so that "all people who have a passion for dance can." This is one of the few New Zealand sites, which emphasises the principles of inclusive practice by applying them to the service offered. A pictorial site which provides a wealth of information on the performances by this dance company.

## **Clearinghouses of Information on disability**

These sites may also be useful sources of information for research on disability.

### **New Zealand**

<http://www.moh.govt.nz/moh.nsf/wpgIndex/Links-New+Zealand+Health+Contents>

Enable

[http://www.enable.co.nz/EnableNZ/website.nsf/wpg\\_Index/Home+Page-Home+Page?OpenDocument](http://www.enable.co.nz/EnableNZ/website.nsf/wpg_Index/Home+Page-Home+Page?OpenDocument)

### **Australia**

ADCET

[www.adcet.edu.au/](http://www.adcet.edu.au/)

[www.ideas.org.au/](http://www.ideas.org.au/)

### **Canada**

[www.sdc.gc.ca/en/home.shtml](http://www.sdc.gc.ca/en/home.shtml)

[www.cdc.gov/nchs/data/icd9/ICF-ConferenceMeetingsList.pdf](http://www.cdc.gov/nchs/data/icd9/ICF-ConferenceMeetingsList.pdf)  
Conferences listed with links and brief description.

### **United States**

[www.miusa.org](http://www.miusa.org)

education is the main emphasis.

NCDE National clearinghouse on disability and exchange

[www.miusa.org/ncde/](http://www.miusa.org/ncde/)