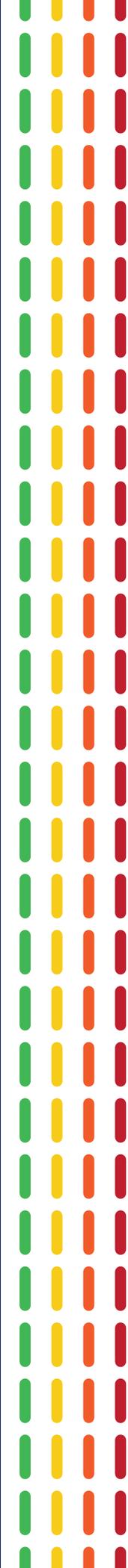




A Guide to
**Therapeutic
& Inclusive
Recreation
Programming**
in Arizona Schools

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Introduction

Therapeutic and Inclusive Recreation Programming (TIRP) supports the social, emotional, and physical health of all students by offering meaningful opportunities for play and recreation throughout the school day. The intent of this guide is to mobilize collective efforts to increase access to comprehensive and quality TIRP in schools. It provides information and practical strategies for schools, community providers, and families. Information in the guide draws from the Whole School, Whole Community, Whole Child (WSCC) Framework, which emphasizes the integrated role of families and the community in supporting schools to collectively promote student health.

Section 1 begins with an explanation of who the guide is for and the background and purpose of the content. Section 2 outlines the definitions and barriers to exemplary TIRP programming as an important strategy to promote student health before, during, and after school. Section 3 includes the principles and components of TIRP as the necessary foundation of quality and comprehensive programming. Additionally, guidance is provided on how to coordinate processes, practices, policies, and funding to advance TIRP in schools. In Section 4, schools, community providers and families are called on to advocate for use of therapeutic and inclusive recreation in schools to foster a sense of belonging, valued involvement, well-being, and academic achievement among all students.



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Supporting organizations



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<https://www.platformtoplay.com/research>

Section 1: Explanation of the Guide

Who is the guide for?

Schools, providers, and families all play an important role in promoting therapeutic and inclusive recreation programming in schools. The guide provides easy to understand and accessible information about therapeutic and inclusive recreation, and community resources, policies, and funding instrumental for schools, providers, and families to advance, support, and access TIRP in schools.



Schools:
advance



Families:
access



Providers:
support

Background

All students benefit from participation in recreation activities for physical, social, and emotional development. The purposeful design of structured recreation activities that integrate all youth can create an enjoyable space where students learn collectively based on mutual support, reciprocity, and unity. Despite the value of inclusive recreation-based learning experiences, opportunities for marginalized youth to participate in adaptive and inclusive recreation-based classes and extracurricular activities vary within schools and districts. Constraints to full and inclusive participation among students from diverse functional, social, economic, and cultural backgrounds negatively influences a student's emotional and physical health, academic performance, and social adjustment and acceptance. Implementing a full range of therapeutic and inclusive programming in schools can reduce this opportunity gap by increasing meaningful recreation engagement.

Inclusive recreation provides students of all abilities and backgrounds the opportunity to meaningfully participate in a rich variety of recreation activities together. Engagement in socially valued, age appropriate recreation activities promotes individual health and self-determination, and also contributes to a school culture where inclusivity and recreation are valued as opportunities for students to develop positive relationships with peers and adults. Optimizing school and community resources facilitates access to shared recreation experiences, nurtures natural supports and contributes to school connectedness. A comprehensive and sustainable therapeutic and inclusive recreation programming in schools is possible with:

- 1) **commitment to the principles of TIRP,**
- 2) **strategic integration of the components of TIRP,**
- 3) **coordination of process, practice, policy and funding, and**
- 4) **engagement between schools, community providers and families.**

The information contained in the Therapeutic and Inclusive Recreation Programming Guide was developed from a research study funded by the Arizona Developmental Disabilities Planning Council in 2019 through 2021. Arizona State University collaborated with community organizations and students and staff at two Arizona schools to foster a sense of belonging and valued involvement through recreation. The project illuminates the importance of TIRP in schools as a promising and sustainable strategy to create a culture of inclusion and positively impact student development and overall well-being. The guide was created for schools, community providers, and families to use as a resource in an effort to expand and advance quality and equitable TIRP in schools. The authors of this guide do not endorse the programs and resources listed in the publication and cannot verify the accuracy of information and availability of resources beyond the publication date.

Section 2: Description of TIRP



WHAT IS THERAPEUTIC AND INCLUSIVE RECREATION (TIRP)?

It is recreation-based activities designed to support the social, emotional, physical, and academic growth of all students. The activities are adaptable, student-centered, and engaging to promote and sustain engagement among all.

Why is integration of TIRP important?

- Promotes inclusion
- Builds positive relationships
- Optimizes school and community resources
- Fosters school connectedness and sense of belonging
- Supports social and emotional health
- Supports academic success
- Fosters autonomy
- Enhances leisure and recreation skills

What are the barriers to exemplary TIRP?

- Lack of programming before, during and after school
- Limited access to programming in rural areas
- Lack of full inclusion as programming is often segregated for youth with and without disabilities
- Limited programming for youth who experience social and behavioral challenges
- Recess withholding as a disciplinary practice
- Limited individualized supports for students with IEPs and 504 Plans
- Inconsistent priority given to student well-being
- Lack of transportation
- Cost and lack of funding
- Lack of opportunities for students with diverse functional, social, economic and cultural differences

Section 3: Approach to TIRP

Guiding Principles

Student-Centered

Embraces the unique contextual characteristics of each student, school, and community.

Engaging

Establishes positive shared experiences for all school staff, students, and families, fostering interaction and a commitment to learning.

Comprehensive

Strategically advances social, emotional, physical, and academic goals through purposeful and structured recreation-based activities.

Equitable

Includes a continuum of scaffolded supports and supplementary activities to enhance inclusive engagement.

Collaborative

Maximizes expertise of interprofessional instructional and supportive staff and community members to plan and implement inclusive activities.

Meaningful

Promotes choice and autonomy; empowering the voice of all learners to select and participate in a variety of activities.

Optimal

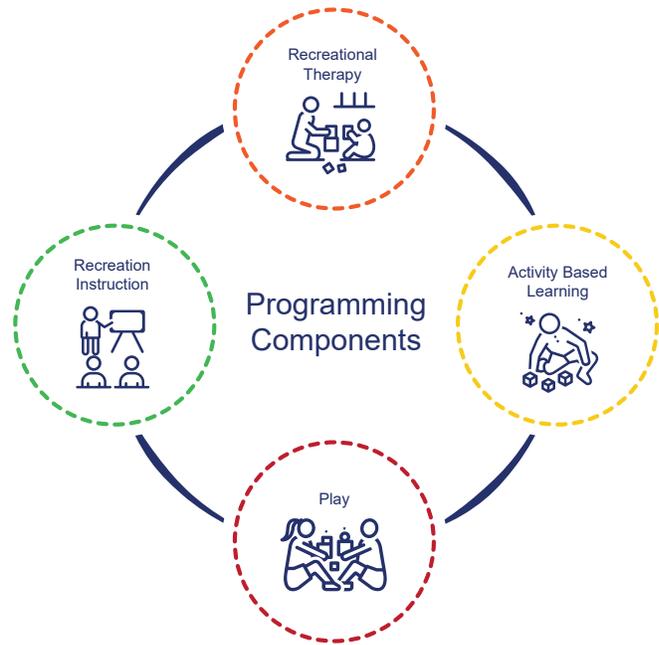
Uses wide-ranging spaces, time periods, and resources to maximize access to inclusive activities at school and in the community.

Adaptable

Ensures sustained access to activities for all learners before, during, and after school.

Programming Components

A full scope of therapeutic and inclusive recreation programming includes recreational therapy, activity-based learning, recreation instruction, and play. Systematic integration of the four components promotes greater inclusion by exposing all students to the benefits of recreation in different contexts. Opportunities for therapeutic recreation interventions, structured and meaningful recreation, and autonomous play supports the development of positive relationships with peers and adults and promotes overall well-being.



Recreational therapy:

Systematic and evidence-based interventions facilitated by a Certified Therapeutic Recreation Specialist (CTRS) as a part of a student's Individualized Education Plan (IEP), 504 Plan, and the school's inclusive practices and initiatives to promote physical, social, emotional, and intellectual health.

Activity-based learning:

Play and recreation activities integrated into the academic learning environment to promote academic growth, social, and emotional health.

Recreation instruction:

Recreation based classes (e.g., art, music, dance, physical education), facilitated recreation activities (recess, field day), and extra-curricular programs (e.g., clubs, sports, enrichment) implemented throughout the school day to develop skills and support well-being.

Play:

Opportunities to enjoy self-determined and meaningful recreational activities before, during and after school.

Exemplary therapeutic and inclusive recreation programming exists throughout the comprehensive school day, facilitated by a variety of professionals, and across all environments.



Coordinating Process, Practice, Policy, and Funding



Schools, providers and families collaborate to advance TIRP and the process is initiated and sustained by an interprofessional team who shares a common goal.

Process:

Schools, providers, and families play important roles in awareness and understanding of the value of therapeutic and inclusive recreation programming, and establishing systematic strategies to advance TIRP at the school level. The process involves a series of actions and steps that can be initiated by any member of a school community, including providers and families. A comprehensive and systematic approach is inclusive of the following actions:

Build awareness

- Advocate for the importance of TIRP.
- Educate key stakeholders about opportunities for TIRP.
- Share evidence supporting the value of TIRP.

Set priorities

- Assess existing components of TIRP before, during, and after school
- Identify barriers to integrating comprehensive TIRP
- Identify available resources, unique characteristics, and needs of the school
 - Student and staff demographics
 - School staff expertise
 - School schedule
 - Recess structure
 - School wellness policies and practices
 - Recreation-based activities supporting the social, emotional, physical, and academic growth of all students throughout the school day
 - Inclusive practices
 - Physical space and equipment resources
 - Student services (e.g., special education and support staff)
 - Community providers

School leaders are an integral part of the process to establish priorities and allocate resources for TIRP.

- Allocation of funding, resource inequities, and funding eligibility
- Allocate time, funding and resources to professional and program development
- Establish a written statement of commitment to TIRP

Organize a collaborative approach

- Invite and involve individuals with a shared commitment to TIRP to initiate strategic enhancement of TIRP.
- Establish an interprofessional team to be responsible for advancing TIRP. Draw from existing teams such as school wellness committees or professional learning communities, or create a new team with members representing diverse roles.
- Form a community of practice that will cultivate knowledge and leverage networks to advance TIRP.
- Design a customized and sustainable approach to implement TIRP based on the school's culture, needs, and resources.

Schools and communities can optimize the diverse expertise of an interprofessional team.



Integrate strategies

- Promote the value of TIRP throughout the school community
- Implement programming components throughout the school community.
- Sustain a customized and comprehensive approach to TIRP.
- Continuously evaluate and monitor the outcomes of TIRP and modify the approach accordingly.

Practice:

Comprehensive integration of TIRP in schools entails an interprofessional and collaborative approach to optimize diverse contributions in the delivery and access of quality meaningful programming before, during, and after school hours to include holiday and summer breaks.

Access: Programming intentionally designed to be inclusive is available to all youth before, during, and after school. Gaps with current practices need to be addressed to move toward exemplary practice:

- Cost
- Transportation
- Availability in rural areas
- Inclusive of all sociocultural groups (e.g., ability, language, ethnicity, race, and gender).

Interprofessional collaboration: Educational and community professionals from a variety of disciplines and roles cooperate to plan and deliver comprehensive TIRP that enhances social, emotional, and physical health, and academic performance. Schools make use of the diverse competencies and expertise of the varied professionals to optimize access to quality comprehensive programming. Collaborators are unique to the availability of school, district and community resources, and may include:

- School staff
 - Administrators
 - Teachers of different grade levels and academic areas (including art, music, dance, physical education, adapted physical education)
 - Special education teachers
 - School counselors, psychologists, and social workers
 - Student support staff: para educators and individual assistants
 - Supportive therapies (recreational therapists, speech-language, pathologist, physical therapists, occupational therapists).
- Community providers
 - Adaptive recreation and sport organizations
 - Advocacy and support organizations
 - Equipment and assistive technology
 - Higher education programs
 - Human service agencies
 - Parents and caregiver networks
 - Professional development and training services
 - Public adaptive and inclusive recreation programs
 - Recreation and sport organizations
 - Transition services

Communities provide a broad scope of services. Refer to Appendix B for a list of Arizona community providers.

Certified Therapeutic Recreation Specialists (CTRS®) are the leading qualified providers of recreational therapy services, and are trained to design and implement TIRP in schools. To learn more about recreational therapy certification please visit nctrc.org.

Competencies: Ensure professionals facilitating TIRP are prepared and confident with inclusive practices. Providers of quality therapeutic and inclusive recreation programming demonstrate competency in the following areas:

- Assess physical, social, emotional, and academic interests and needs
- Design purposeful and student-centered activities
- Establish accessible and inclusive opportunities before, during, and after school
- Plan and facilitate a variety of recreation activities (e.g., art, games, dance, music, sport)
- Adapt activities to ensure highest level of independent participation
- Use effective communication techniques that are supportive of diverse learning profiles to include encouragement, active listening, and modifying communication approaches.
- Establish and maintain a safe and positive environment

Education and training: Consistency in the application of TIRP is ensured across school staff through professional development and coaching. The structure and facilitation is designed based on the identified needs and resources within the school community.

- Professional development supports the expertise of the interprofessional team and offers opportunities for learning for school staff. Topics may include,
 - Inclusive practices
 - Social and emotional health
 - Integrating play and recreation based activities in the classroom
 - Student engagement
 - Well-being, school connectedness, and commitment to learning
 - Creating a culture of play throughout the school
 - Learning through TIRP
 - Building resilience through TIRP
 - Communication techniques
- Coaching may occur with an administration or an identified school staff member whose role it is to support teachers in the application of knowledge gained from professional development. Collaboration with an identified leader within the school community ensures sustainability across application of practices.
 - Creating an interprofessional team
 - Cultivating a culture of health for all
 - Assessing staff and students needs and interests
 - Building sustainable practices for supporting staff productivity and morale

Schools can maximize on the expertise of the interprofessional team by integrating sustained, intensive, and collaborative professional development activities with the support of school staff and community providers.

Policy:

Increased awareness of therapeutic recreation as a resource is needed to support school administrators, teachers, families, and community providers to meet students' functional goals through the provision of therapeutic and inclusive recreation. A brief review of laws, regulations and organizational statements is provided.

- The Americans with Disabilities Act (ADA) requires that all public programs be accessible to all. Thus, public programs should provide services to people who need accommodations the same as they would provide similar services to the general public. The ADA requires that inclusive sports and recreation programs be the norm and that those programs segregated by ability are not equal.
- The Individuals with Disabilities Education Act (IDEA)
 - Section 300.34 (c) (11) identifies recreation, including therapeutic recreation as a related service to assist students with a disability to benefit from special education as a part of students' individualized education plans.

- Section 300.107(a) describes nonacademic and extracurricular activities for children. In particular, the provision stipulates that “supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.”
- Section 300.18 states with the exception of educational programs not providing physical education, programs must provide children with special needs, “the opportunity to participate in the regular physical education program available to nondisabled children.”
- Section 300.117 details out that the least restrictive environment (LRE) is not just in the classroom setting but needs to be considered in “nonacademic and extracurricular services and activities, including meals, [and] recess periods...ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.”
- The Arizona Health Care Cost Containment System (AHCCCS) School Based Claiming Program, Chapter 700 needs to identify recreational therapy as a covered service by a Qualified Provider in AHCCCS to make this service accessible to families and schools who want to use it to meet functional and academic goals as identified under an individualized education plan.
- The Empowerment Scholarship Account (ESA) administered by the Arizona Department of Education provides a full range of educational services, including recreational therapy for qualified students who opt out of the public-school system.
- Arizona Senate Bill 1083 (SB1083) passed into law in April 2018 requires all K-5 public and charter schools to provide two 20-minute recess periods per school day. Students are able to participate in physical activity and socialize with other students during the designated time periods establishing an ideal opportunity for inclusive and meaningful recreation engagement.
- The 2017 Human Rights Treaty, ratified by 175 nations, emphasizes rights for people with disabilities as citizens of the world. As related to recreation activities, they stated that in addition to school-based physical education, that children be provided opportunities to participate in informal sporting endeavors, by:
 - (a) facilitating participation of individuals with a disability in mainstream (inclusive) sport events;
 - (b) ensuring the development, training for and participation in disability-specific sporting and recreational activities;
 - (c) ensuring access of individuals with disability to sport and recreation venues;
 - (d) ensuring that children with disabilities have equal access with other children to participation in play, recreation and leisure, and sporting activities, including those activities in the school system; and
 - (e) ensuring the provision of (mainstream or specific) sport and leisure services to individuals with a disability.

The Individuals with Disabilities Education Act (IDEA), Section 300.34(c)(11) states recreation includes:

- **Assessment of leisure function**
- **Therapeutic recreation services**
- **Recreation programs in schools and community agencies**
- **Leisure education**



Funding:

Creative use of available funding sources can be used for TIRP expenses to benefit students who have an individualized education plan, as well as the students who are not receiving specialized support services. Both school-based and non-school based funding sources can be used for expenses incurred from implementing therapeutic and inclusive recreation activities.

- Special education funding through IDEA block grants
- Title II and Title IV Student Succeeds Act (ESSA) through federal block grants
- 21st Century Community Learning Center (21st CCLC) grants through federal funding.
- Arizona Coordinated Early Intervening Service (CEIS) through IDEA federal funding
- Title VII Impact Aid: Federal funding for schools serving youth living on tribal land and military bases
- Arizona Proposition 301 Classroom Site Fund through sales tax
- Public school tax credits supporting extracurricular activities
- Arizona Health Care Cost Containment System (Arizona's Medicaid agency)
- Funding from charitable foundations

Schools and community providers can collaborate in the delivery of TIRP during non school hours by applying for 21st Century Community Learning Center grants.



Section 4: Engaging Collaborators with TIRP

Therapeutic and Inclusive Programming in Schools is a vital approach to promote student well-being. By engaging in enjoyable recreation before, during, and after school, students can develop a sense of belonging with peers and adults - enhancing social, emotional, and physical health, and academic performance. This guide was developed to advance access to quality TIRP in schools through advocacy and a shared commitment among schools, community providers, and families.

Schools can advance TIRP by:

- Understanding the importance of therapeutic and inclusive recreation in schools
- Coordinating access to therapeutic and inclusive recreation
- Utilizing diverse community resources
- Integrating strategies that support existing policies
- Optimizing available funding



Schools:
advance

Providers can support TIRP by:

- Understanding the role they play in providing therapeutic and inclusive recreation programming in schools
- Collaborating with school leaders on the design and implementation of TIRP
- Sharing expertise that supports existing policies for TIRP in schools
- Gaining awareness of existing funding to guide collaboration for TIRP in schools



Families:
access



Providers:
support

Families can advocate for access to TIRP by:

- Connecting with school leaders to communicate the importance of therapeutic and inclusive recreation in their child's education
- Gaining awareness of diverse community resources
- Gaining knowledge of existing policy and funding that supports access to TIRP in schools



CALL TO ACTION

Schools, community providers, and families can all raise awareness of the value of TIRP and take action to advance integration in all schools.

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Appendix

Glossary

The glossary explains terms used in the Guide to Therapeutic and Inclusive Recreation Programming. Refer to the Glossary of Educational Reform (www.edglossary.org) for a comprehensive resource of terms and concepts widely used in schools.

504 Plan:

A plan developed to ensure that a child with a disability, identified under Section 504 of the Rehabilitation Act of 1973, attending an elementary or secondary educational institution receives accommodations that will provide access to the learning environment.

Activity-based Learning:

Play and recreation activities integrated into the academic learning environment to promote academic growth, social, and emotional health.

Arizona Developmental Disabilities Planning Council:

A Governor appointed, federally funded council in Arizona dedicated to developing and supporting capacity building and systemic change to increase inclusion and involvement of people with developmental disabilities in their communities through the promotion of self-determination, independence, and dignity in all aspects of life.

Certified Therapeutic Recreation Specialist (CTRS):

The qualified provider of recreational therapy. The CTRS® credential is the international certification designed to protect the consumer of recreational therapy services. In school settings where professional credentials and training are indicators of quality, the CTRS® designation is recognized as the benchmark of quality and credentialing within recreational therapy (nctrc.org).

Community Providers:

A collection of businesses, health and social service agencies, therapists, arts and recreation professionals who can provide expertise and resources to support student learning and health.

Comprehensive School Wellness Team:

A team of individuals dedicated to supporting schools in creating healthy learning environments utilizing the collaborative Whole School, Whole Community, Whole Child (WSCC) model.

Culture of Health:

A phrase that represents equitable health for all where everyone has access to the care they need and a fair and just opportunity to make healthier choices. A culture of health centers around well-being and inclusion.

Evidence Based Practice:

A term that describes the process of compiling, analyzing, and using objective evidence to inform the design and guide modifications to instructional and therapeutic techniques and strategies to improve student outcomes.

Extracurricular (co-curricular) Activities:

A range of activities organized outside of the regular school day, curriculum, or classes to meet learners' interests. These activities help learners become more involved in their school or community and can help them to develop physical, social, and emotional skills and to promote well-being.

Inclusion:

The practice or policy of providing equal access to opportunities and resources for students from all socio-cultural backgrounds to participate together and be supported in all aspects of school life.

Inclusive Recreation:

Accessible and meaningful recreation activities for students of all abilities and backgrounds.

Individuals with Disabilities Education Act (IDEA):

Federal legislation that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Individualized Education Program (IEP):

A plan or program developed under Individuals with Disabilities Education Act (IDEA), to enable a child with a disability to be involved and make progress in the general education curriculum.

Interprofessional Collaboration:

The engagement of individuals from different professional backgrounds who work together with students, families, and communities to deliver the highest quality education and service.

Interprofessional Team:

Members of different professions who cooperate, coordinate, and collaborate to achieve a common goal.

Leisure:

A context for positive emotions experienced during free time which impacts development, self-determination, and well-being.

Play:

Opportunities to enjoy self-determined and meaningful recreational activities before, during, and after school.

Professional Development:

Ongoing specialized training, formal education, or advanced learning to help school staff improve their professional knowledge, competence, skill, and effectiveness.

Professional Learning Communities:

A group of educators who meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

Recreation:

Activities that people participate in during their leisure that promote physical, social, and emotional health.

Recreation Instruction:

Recreation based classes (e.g., art, music, dance, physical education), facilitated recreation activities (recess, field day), and extra-curricular programs (e.g., clubs, sports, enrichment) implemented throughout the school day to develop skills and support well-being.

Recreational Therapy:

Also known as therapeutic recreation, a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery, and well-being.

School Community:

Various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of schools and its community.

School Connectedness:

The belief held by students that the adults and peers in their school care about their learning and care about them as individuals.

Sense of Belonging:

A basic need to feel welcomed, wanted, and respected by classmates and school staff which contributes to social and emotional development, academic achievement, and school engagement.

Statement of Commitment to Inclusion:

A written commitment supporting an inclusive school environment where students from all socio-cultural backgrounds have the opportunity to participate together and be supported in all aspects of school life.

Student Engagement:

A multi-dimensional concept that represents students' level and strength of connection to learning.

Well-being:

A multidimensional concept reflecting physical, social, emotional, and intellectual qualities of life that includes subjective feelings and opportunities for development and self-fulfillment.

Whole School Whole Community (WSCC):

A coordinated health framework that focuses on the role communities play in supporting schools, the connections between health and academic achievement, and importance of evidence-based school policies and practices.

Arizona community providers

The Arizona Community Provider list is a snapshot of agencies in Arizona that can support Therapeutic and Inclusive Recreation Programming (TIRP) in schools. The resources are divided into categories to illuminate the broad scope of services available in the community.



Review websites for information about each provider and refer to community resources lists such as the Disability Resource Connection of Arizona (www.drcaaz.org) for additional and current information.

Adaptive recreation and sport organizations

ARCH

archaz.org

Ability360 Sports & Fitness
ability360.org/sports

Arizona Disabled Sports
arizonadisabledsports.com

Daring Adventures
daring-adventures.org

Northern Arizona
Adaptive Sports Association
nazadaptivesports.com

Special Olympics Arizona
specialolympicsarizona.org

Southern Arizona Adaptive Sports
sozadaptivesports.org

Advocacy and support organizations

Ability360
ability360.org

Arizona Center for
Afterschool Excellence
azafterschool.org

Arizona Developmental
Disabilities Planning Council
addpc.az.gov

Arizona Early Intervention
Program | Arizona Department
of Economic Security
des.az.gov

Direct
directilc.org

Family Involvement Center
familyinvolvementcenter.org

Equipment and assistive technology

Arizona Technology
Access Program (AzTAP)
aztap.org

Hanger Clinic
hangerclinic.com

Terrain Hopper USA
terrainhopperusa.com

Higher education programs

ASU Recreational Therapy
scred.asu.edu

UA Sonoran Center for
Excellence in Disabilities
coe.arizona.edu/dps

NAU Institute
for Human Development
<https://nau.edu/ihd/>

Human services agencies

Civitan Foundation
civitanfoundationaz.com

Family Partners
familypartners.net

Foundation for Blind
Children - S.H.A.R.P.
seeitourway.org

Gigi's Playhouse
gigisplayhouse.org

STARS
starsaz.org

Parent and caregiver networks

AZA United
archaz.org

D.A.M.E.S. Charities Inc.
damescharities.org

Parent Support Arizona
parentsupportarizona.com

Raising Special Kids
raisingspecialkids.org

Southwest Human Development
swhd.org

Professional development and training services

Inclusive
Recreation Resource Center
Inclusiverec.org

Kids Included Together
Kit.org

National Inclusion Project
inclusionproject.org

Platform to Play
platformtoplay.com

Practical Training Solutions
practicaltrainingsolutions.net

Public adaptive and inclusive recreation programs

Gilbert Adaptive Recreation
gilbertaz.gov

Mesa Adaptive Leisure
mesaparks.com

Peoria Adaptive Recreation
peoriaaz.gov

Scottsdale Adaptive Services
scottsdaleaz.gov

Tucson
Therapeutic Recreation Center
tucsonaz.gov

Recreation and sport organizations

Athletes in Training
athletesintraining.com

HarmonySEL
harmonyssel.org

Future for Kids
futureforkids.org

Playworks
playworks.org/arizona

Young Rembrandts
youngrembrandts.com

Vocation and transition services

Ability360 Youth
Transitions to Adulthood
ability360.org/youth-transitions-to-adulthood

AZA United
azaunited.org

Project EASEL
azed.gov

The Opportunity Tree
theopportunitytree.org

Vocational Rehabilitation
des.az.gov