Common Disability Issues
In Recreation Programs

Disability	Definition and Common Characteristics	Implication for Recreation	Best Learning Style & Accommodation Strategies
ADHD	**Is a neurological disorder created by a chemical imbalance in the brain** • does not pay close attention to details • can't stay focused on a task • poor follow through • difficulty organizing themselves • easily distracted • can't keep track of belongings • may fidget and squirm • difficulty staying in one place for an extended time period • blurts out answers • has trouble waiting their turn interrupts others when they are talking • butts in on others games and conversations • can be combined with a learning disability	**Social Skill Issues** • Talks when others are talking • Blurts out answers • Has trouble waiting their turn • Butts in on others games • Has difficulty following the rules to program or game • May have behavioral outbursts when over-stimulated **Cognitive & Physical Issues** • Can't stay focused on a task • Has difficulty finishing a task • Has difficulty staying seated for long periods	**Learning Style** • Is usually experiential and visual **Accommodation Strategies** • Remind them to remain quiet until the other person has finished • Let them know you will only call on them when they raise their hand • Remind them who they go after • They may have to miss a turn if they are not ready when it is their turn or has tried to go when it is not their turn • Remind them that they need to be asked to join the game or they need to ask to join the group that is playing • Remind them of the rules – have them repeat them back to you

			<u>Accommodation Strategies Contd.</u> • Put rules in writing or pictures • Have a code word that only staff and individual know that will cue them to take some time for themselves when they are starting to lose control • Have a consistent “Quiet Place” designated for person to go to calm down • Have shorter activities – usually no more the 20 – 25 minutes (this depends on the age) • Break task down into smaller steps (1 or 2 steps vs. 4 or 5) • Have written or pictures of steps to task • Do not require them to sit if it is not necessary and will not disrupt the group • Allow them to walk in the back or stand at the table

Autism Spectrum Disorders	**Is a neurological disorder that impacts the normal development of the brain in the areas of social interaction and communication skills** • resistance to chance • difficulty expressing needs • tantrums • difficulty mixing with others, prefers to be alone • little / no eye contact • no real fear of danger • uneven fine / gross motor skills • noticeable physical over or under activity • not responsive to verbal cues • inappropriate play with toys or other objects	**Social Skill Issues** • prefers to be alone • Gets overstimulated in large groups • Becomes upset when routine gets changed or schedule changes • Aggressive Behaviors **Language Issues** • Does not communicate verbally • No noted means of communication • Appears to talk nonsense	**Learning Style** • Is usually visual – pictures **Accommodation Strategies** • Establish a relationship with individual • Allow them to observe without excluding them • Reward partial participation • Find their interests and use them to engage their participation • try to set up activity area with fewer individuals • have a “quiet place” established where they can go when feeling anxious • establish a routine • set up specific play areas • let them know as soon as possible about the change in the schedule • seek to understand what it is about – they are trying to communicate something to you • document the behavior – see if there is a pattern

			Accommodation Strategies Contd. • ask others who know the person for assistance • find out how they do communicate and use that form • communication cards • sign / body language • electronic communication device • their own language • develop a method to communicate • pictures • yes/no board • green / red board (for yes / no) • read body language • be consistent • listen to sense – do not assume it means nothing – do not ignore them

Bi-Polar / Conduct Disorders	**A disorder of the brain marked by extreme changes in mood, energy, and behavior** • Sleeping disturbances • Rapidly changing moods • Explosive, lengthy and often destructive rages • Separation anxiety • Defiance of authority • Hyperactivity, agitation or distractibility • Excessive involvement in multiple projects or activities • Dare – devil behaviors • Inappropriate or precocious sexual behavior • Bossy or demanding • Poor judgment • Low energy • Significant change in appetite • Thoughts of death or suicide	**Social Issues** • Mis-interprets joking from others as personal attacks • Defiance of authority • Problems making friends and keeping them **Emotional Issues** • Anxiety Issues • Behavior outbursts	**Learning Style** • Is usually visual or experiential **Accommodation Strategies** • Remind individual that it is only friendly joking and praise them when they respond appropriately • Have consistent set of behavior expectations and consequences for both following them and not following them – must be enforced consistently by al • Try to have activities that encourage peer interaction • Have them show a peer how to do an activity they are good at • Remind them when they are acting bossy or demanding that others do not appreciate it • Have a consistent schedule and routine – if it needs to be changed, inform them as soon as possible

			Accommodation Strategies Contd. • Have a plan to deal with emergency situations when behavior begins to get out of control – be aware of cues that behavior may be escalating – remind them to take some time by themselves
Physical Disabilities	**Disability characterized by a limitation in one or more of the following areas:** • hearing • vision • ability to use or control lower body • ability to use or control upper body	**Physical Issues** • May have difficulty participating in games, sports or arts and crafts due to physical limitations	**Learning Style** • Will depend – usually will use more than one • Use adapted equipment • Changes rules to game • Have a buddy assist them • Partial participation • Make sure that rules of program and activities are in writing, pictures and are verbally expressed
Intellectual Disabilities	**Disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills** • limitations in functioning must be considered atypical with that of the individual's age peers and culture	**Social Skill Issues** • May wander around the room • May not wait their turn • May not be socially appropriate with others	**Learning style** • Usually will use more than one – visual, experiential and auditory • Set up environment so that their wandering is contained • Remind them of the expected behavior – let them know who goes before them

	Characteristics Contd. • limitations often co-exist with strengths • may have difficulty understanding language or written word • may be socially inappropriate for their age • may have delayed fine and/or gross motor skills	**Cognitive Issues** • May not understand the request • Does not follow directions correctly • Does not appear to hear the request • Does not understand how to participate in the activity **Physical Issues** • May have delayed fine and / or gross motor skills • May be non-ambulatory	**Learning Style Contd.** • Remind them of the expected behavior • model the behavior you want them to exhibit • use demonstrations • get eye contact • give short, simple, and clear instructions • allow time for them to process the request – count to 10 before you repeat the request • use pictures to reinforce the demonstration • break the task or request into smaller steps • **Adapt, Adapt, Adapt!!!!!!!!** • Use adaptive equipment • Adapt rules to the game • Adapt the activity • Have individuals who are ambulatory sit in a chair