Do you get enough?

Inclusive Physical Activity Strategies for Youth

Allison Tubbs, Sr. Project Coordinator, NCHPAD

Children’s Healthy Weight COIIN

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Who is **NCHPAD**?

- As a *National Center on Health Promotion for People with Disabilities* funded through CDC-NCBDDDD, NCHPAD works to improve the **health, wellness, and quality of life of people with disability**.
- **NCHPAD.org** features a variety of resources and services which can benefit all ages and populations.
- NCHPAD supports the **accessibility and inclusion** of people with disability in existing and future public health promotion programs geared toward improving their **physical activity, nutrition and healthy weight management**.
Physical activity through world-class fitness, aquatics, recreation, and athletics

The UAB/Lakeshore Research Collaborative is a world leader

Making physical activity accessible to all individuals

promoting the health and wellness of people with disabilities
“Individuals with disabilities are best served by public health when they are included in mainstream public health activities”
Disability and Health (D&H) Programs
1989 – Present

State Disability and Health Programs:
- Never Funded
- Ever Funded
- Currently Funded

National Centers on Disability:

Previously Funded
- The Arc, VA
- Amputee Coalition, D.C.
- Christopher and Dana Reeve Foundation, NJ

Currently Funded
- Special Olympics, D.C.
- National Center on Health, Physical Activity and Disability (NCHPAD), AL

Map of the United States showing states with various levels of funding for D&H programs.
Prevalence of Disability in the U.S.

By Age:
- 8% of children under 15 have disabilities.
- 21% of people 15 and older have disabilities.
- 17% of people 21 to 64 have disabilities.
- 50% of adults 65 and older have disabilities.

61 million Americans have some type of disability.
Disability projected to increase as aging population increases.

Rise in childhood/youth disablement
- Increased high-risk infant survival rates
- Higher prevalence of disabling childhood conditions (asthma, autism, obesity)

Rise in middle-age disability
- Obesity trends in young adults
- Veterans
Disability Impacts All of Us

- Adults with disabilities are 3 times more likely to have heart disease, stroke, diabetes, or cancer than adults without disabilities
- Nearly half of all adults with disabilities get no aerobic physical activity, an important health behavior to help avoid these chronic diseases
- Disability is a health disparity NOT a health outcome!

http://www.cdc.gov/vitalsigns/disabilities/

State Profile Data – Snapshot of Disability

https://www.cdc.gov/ncbddd/disabilityandhealth/impacts/index.html
What is Inclusion?

Inclusion means to transform communities based on social justice principles in which ALL community members:

- Are presumed competent;
- Are recruited and welcome as valued members of their community;
- Fully participate and learn with their peers; and
- Experience reciprocal social relationships.

Addressing Barriers to Inclusion

Identified categories of barriers to inclusive services include:

• Architectural
• Programmatic
• Attitudinal
Achieving “Health Equity”

• Health equity is assurance of the conditions for *optimal* health for *all* people

• Achieving health equity requires:
  – Valuing *all* individuals and populations *equally*
  – *Recognizing* and *rectifying* historical injustices
  – Providing resources according to *need*

Source: Jones CP, 2010 (adapted from the National Partnership for Action to End Health Disparities)
Equality

Equity
Effective Inclusion Must Address All Levels

Multi-Level Approach: Socio-Ecological Model

- **Individual**: Individual attitudes, beliefs, knowledge, and behaviors.
- **Interpersonal**: Individual relationships, support groups, social networks, cultural context.
- **Institutions and Organizations**: Schools, health care administration, businesses, faith-based organizations, institutions.
- **Community**: Relationships and communications between organizations and institutions.
- **Structures and Systems**: Federal, state, and local regulations, laws, the built environment (public works, infrastructure, etc.).
DO YOUR KIDS GET ENOUGH?

PHYSICAL ACTIVITY IN THE U.S.

- **74%** of children do not get enough
- **38%** higher obesity rates for kids with disabilities
- **12.5 MILLION** kids classified as obese

ALL Kids Need 60 Minutes of Activity a Day

but reality is.....

- <25% of children get 60 minutes a day
- Physical activity is 4.5 times lower for children with a disability
- Only 29% of children with a disability have PE classes 5 days a week

Overweight adolescents have a 70% chance of becoming overweight or obese adults.
1 in 3 children born in 2000 or later will develop diabetes at some point.
Since 1980, the number of overweight adolescents has tripled.

PHYSICAL ACTIVITY CAN HELP

- Be active during commercials
- Ride a bike or handcycle
- Walk or run to school
- Play a game

Physical Activity is for EVERYbody

Barriers to Physical Activity for Children & Youth with Disabilities

- Lack of community accessibility and accessibility of existing facilities and programs
- Lack of knowledge of existing programs
- Transportation
- Lack of knowledge of importance of physical activity and health benefits
- Inadequate family support
CSPAP = A Solution

• A systematic approach by which schools use all opportunities for school-based physical activity to develop students who meet the nationally recommended 60 min + of activity a day.

• Recommendations call for schools to assume strong leadership roles in education and promotion of physical activity among children, during and outside of school day.
What is Inclusion? (school setting)

Inclusion assumes that all children, regardless of ability or disability, have the right to:

- Be respected and appreciated as valuable members of the school community
- Fully participate in all school activities
- Interact with peers of all ability levels with opportunities to develop friendships and learn and respect differences
Inclusive Policy Guidelines

- Covers each of the 9 Guidelines including:
  - Why do this?
  - How to do this
  - Examples
  - Resources

Guidelines for Disability Inclusion in Physical Activity, Nutrition, & Obesity Programs and Policies

Implementation Manual


Commit to Inclusion

Visit www.committoinclusion.org
Guidelines for Disability Inclusion in Physical Activity, Nutrition, and Obesity Programs and Policies

1. Objectives Include People with Disabilities
2. Involvement of People with Disabilities in Development, Implementation, & Evaluation
3. Program Accessibility
4. Accommodations for Participants with Disabilities
Guidelines continued...

5. Outreach and Communication to People with Disabilities
6. Cost Considerations and Feasibility
7. Affordability
8. Process Evaluation
9. Outcomes Evaluation
Elements of Inclusive Physical Activity Policies

• Explicitly include people with disabilities
• Require accessibility reviews of physical activity spaces, including all walking routes or connecting points to the school
• Budgets should support adapted equipment if needed and appropriate incentives
• Should promote variety of equal physical activities options with accommodations when needed.
• Require educational materials and messaging to be inclusive and in accessible formats
A School Wellness Committee

• Represents full diversity of a school
• Promote and champion program
• Represent needs and interests of all employees
• Recruit people with disability and/or partner with disability organizations in community
Examples of Committee Partners

• School Systems
• Local Colleges/Universities
• Hospitals
• Health Departments
• Primary Care Centers
• Business/Industry
• YMCA’s
• Other Local Gyms
• Parks and Recreation
• Faith-Based Organizations
• Local Non-Profit Stakeholders
• Local County/City Governments and Municipalities
• County/City Planning Departments
• Chambers of Commerce
• Community/Commerce Development

• Local Departments of Transportation
• County/City Elected Officials
• Grocery Stores/Corner Stores
• Cooperative Extension
• Disability Service Organizations
• Areas on Aging
• State or Local AARP
• Centers for Independent Living
• Allied Health – Occupational, Physical, Speech Therapists
<table>
<thead>
<tr>
<th>Physical Education Component</th>
<th>Inclusion Pathway</th>
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<tbody>
<tr>
<td>All students are required to take physical education.</td>
<td>Utilize physical education goals in an Individualized Education Plan (IEP) for students with disabilities.</td>
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<td>Qualified physical education teacher provides developmentally appropriate program.</td>
<td>Provide additional training for physical education teachers to include provision of services to students with disabilities.</td>
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<td>Adequate equipment and facilities.</td>
<td>Ensure outdoor spaces, gyms and playgrounds are accessible to students with disabilities. Provide adapted equipment.</td>
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<tr>
<td>Instruction in a variety of motor skills designed to enhance the physical, mental and social/emotional development of every child.</td>
<td>Provide training, resources, or equipment necessary to adapt motor skill activities for students with disabilities.</td>
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<tr>
<td>Fitness education and assessment to help children understand; improve and/or maintain physical well-being.</td>
<td>Adapt instructional techniques for students with learning or other mental disabilities to ensure they understand and are participants in maintaining their physical well-being.</td>
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Resources for Inclusion in Quality PE

- Discover Inclusive Physical Education Guidebook
- Sports Series
- Disability Awareness Video Series
- Inclusive Class Design Video
- Autism and Exercise Video Series
- Adaptive Yoga for Kids
- Pocket Tool for Adapted Physical Education
- IEPs: What you Need to Know
- Educators Digest Quarterly Newsletter
- Adapting the Alabama Physical Fitness Assessment Video
- Universal Design for Learning in PE Video
Physical Activity Before and After School

**Walking and biking to school**
- Consider community accessibility, such as curb cuts or safety crossing streets.
- Perform a walk audit before implementing a program.
- Utilize Safe Routes to Schools program materials.
- Build interest with a Walk or Bike to School Day event.

**Physical activity clubs or intramural sport/activity programs**
- Consider offering club opportunities that allow for students with and without disabilities to play together. (Special Olympics Unified Sports)

**Informal recreation or play on school grounds**
- Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access.
- Provide equipment that allows for inclusion of students with disabilities into activities.
Physical Activity Before and After School

**Coordinated with community-based programs and youth sports**

- Seek out programs that offer inclusive versions or adaptations.
- Explore adapted and youth sports offering in a community setting. (Ex. YMCA, Upward Leagues, Parks and Rec)
- BOKs, Girls on the Run, CATCH Kids Club, SPARK After School, etc.

**National AfterSchool Association HEPA Standards**

- Adopt the healthy eating and physical activity standards in out-of-school time which include students with disabilities.
Brain Boosters

- Consider activity breaks in the classroom that do not just involve walking, marching or jumping
- Stretching
- Activity involving moving arms, hands and heads in addition to legs also includes children and youth with disabilities
The Awesome Mary Show
6 Tips to Make Inclusion Happen!

1. **Involve people with disabilities** or representatives on committees.
2. **Educate committee members and the school community** about inclusion, accessibility and health disparities of people with disabilities.
3. Keep people with disabilities or those that represent the interests of people with disabilities **involved in all aspects of the CSPAP** from development through evaluation.
4. **Assess inclusion of students** with disabilities and other issues specific to physical activity and students with disabilities.
5. **Provide specific wording** throughout policies and outreach that includes children and youth with disabilities.
6. **Be creative.** Fully including children and youth with disabilities might require “thinking outside of the box.”
NRPA defines inclusion as removing barriers, both physical and theoretical, so that all people, including those with physical and cognitive disabilities, have an equal opportunity to enjoy the benefits of parks and recreation. While the Americans with Disabilities Act prohibits discrimination against individuals with disabilities in all areas of public life and sets standards for accessible features, there is still room to inspire change and create greater impacts. Park and recreation agencies are leading these efforts by providing quality programming and prioritizing innovative inclusive opportunities for community members of all abilities.
Inclusive Efforts in Parks and Recreation:

In the fall of 2017, NRPA—with support from the Lakeshore Foundation—hosted an innovative inclusion microgrant challenge. Four local park and recreation agencies each received $1,000 awards to implement innovative programs and enhancements so individuals with a physical or cognitive disability could participate in healthy living opportunities.

- “Learn to Ride Adaptive” bike program in Austin, Texas, provides community members with an adaptive bike to participate in cycling programs alongside their peers.
- “Prichard Pride: Growing a Garden Together” in Prichard, Alabama, added ramps and signage to an intergenerational garden, allowing all to garden together.
- “Sense Tents” in Minneapolis, Minnesota, brings mobile tent units to events to provide the appropriate tools for people with disabilities to regulate their senses and calm their minds and bodies.

TAKE ACTION NOW

- **Pledge your commitment** through Commit to Inclusion
- **Submit a success story** with your own Parks for Inclusion story to be featured on NRPA’s Success Story database
- Share what your agency is working on through social media, using the hashtag #ParksForInclusion
- Check out more ways to get involved on the Parks for Inclusion resource database

LEARN MORE AT WWW.NRPA.ORG/PARKSFORINCLUSION
GRAIDs: a framework for closing the gap in the availability of health promotion programs and interventions for people with disabilities

James H Rimmer¹*, Kerri A Vanderbom¹, Linda G Bandini²,³, Charles E Drum⁴, Karen Luken⁵, Yolanda Suarez-Balcazar⁶ and Ian D Graham⁷
10 Evidence-Based (Adapted) Programs
Inclusion Ingredients

- Built Environment
- Services
- Instruction
- Equipment & Technology
- Policy
Your Recipe for Inclusion

Keep in mind the **5 inclusion ingredients** when designing your inclusive program, service, strategy, etc.

- Built environment
- Services
- Instruction
- Equipment & technology
- Policy

Be creative! 1 idea per sticky note
Thank you!

NCHPAD offers a free information service on a wide variety of topics related to physical activity, health promotion, recreation, sports, leisure, nutrition, disability and chronic health conditions.

Voice & TTY
800.900.8086
Online Live Chat
email@nchpad.org
www.nchpad.org
allisonh@lakeshore.org