## Utilizing Structured Activities to Enhance Learning: A Review of Recreational Therapy Services from a Global Perspective

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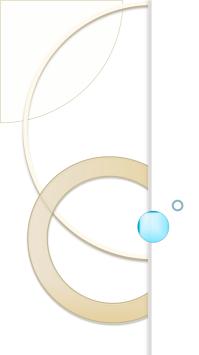
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#### **Presentation Outline**

- Introduction
- Recreational Therapy Defined
- \*Recreational Therapy and U.S. Schools
- Recreational Therapy and Education Internationally
- **\*Conclusion**





- **•WHO Global view of health from a holistic approach**
- •ICF "to provide to provide a unified and standardized language and framework for the description of health and health-related states"

Goal of using an integrative model – both medical and social models



## Inclusion and the Individuals with Disabilities Act (IDEA)

- ◆Despite progress in the area of *inclusion*, individuals with disabilities continue to be excluded from recreation activities in all settings in the U.S. and internationally
- ◆A model for how to combine the education and recreation services can be found in a law specific to the U.S. -- Individuals with Disabilities Education Act (IDEA)



### Purpose of this paper...

- ◆Present an argument for the provision of structured and adapted recreational activities within education settings that serve as a mechanism for transcending culture and geography.
- \*These activities are offered through the profession of <u>recreational</u> therapy (RT) in combination with education services as a mechanism for improving, and advocating for, the lives of individuals with disabilities across international education settings.



# Recreational Therapy (RT)



- "...utilizes a wide range of activity and community based interventions and techniques to improve the physical, cognitive, emotional, social, and leisure needs of their clients"
- Help clients to develop life-skills needed for successfully participating fully in the community
- Specific activity interests and resources are incorporated into RT to help clients improve or achieve functional outcomes that assist them when confronted with real life situations



## Recreational Therapy (RT)



- **+23,000** and growing
- Employed in settings ranging from rehabilitation/hospitals – schools
- **CTRS National Council for Therapeutic Recreation Certification™ (NCTRC®)**
- **◆Employment is projected to increase** 15% from 2008-2018, which is considered faster than average for employment growth within the U.S



# Recreational Therapy in Education Settings



Although many RTs work in hospital, nursing, and rehabilitation settings, the number working in education-based settings in which special education services are provided is increasing steadily

The basis for providing RT in educational settings is found in Public Law 108-446, the Individuals with Disabilities Education Act (IDEA)



## Related Services

- \*Services provided for a child with a disability so he/she benefits from special education services, and are needed to aide students in:
  - (a) advancing appropriately toward attaining Individual Education Plan (IEP) goals;
  - (b) progressing in general education curricula;
  - (c) participating in extracurricular and other non-academic activities, and
  - (d) participation of children with and with out disabilities in general and extracurricular activities
- \*Examples: psychology, PT, OT, and recreation, RT
- \*As a related service, recreation can help students develop functional, recreation, and academic skills necessary for development in the cognitive, physical, behavioral, social, and affective domains
- Transitioning to the community



- Recreation is a term that encompasses 4 services:
  - (a) assessment of leisure functioning,
  - (b) leisure education,
  - (c) RT services, and
  - (d) recreation programs in schools and communities
- Intent must be directed at helping students achieve their educational goals
- "Qualified personnel" provide recreation as a related service.
- Certified Therapeutic Recreation Specialists™ (CTRS®)





#### Direct services:

- Assessment & Planning
- Direct Service Interventions
- Evaluation





- Gathering and analyzing information related to a student's level of education and recreation participation and using results for placement into programs
  - Assessment tools evaluate behavioral, physical, and affective functioning
  - Review of educational records, interviews, observations, standardized tests





- Under IDEA:
  - RT goal-oriented activities
  - Transition-planning activities
  - School and community recreation participation



## Evaluation

Document outcomes specific to students' IEP goals related to recreation throughout and immediately following RT service provision





- Found primarily in Canada & South Korea
- Related disciplines Australia, Finland, Japan, New Zealand, and Switzerland
- Australia "Diversional Therapy" recreation to promote self-esteem and facilitate decision making and activity participation
- Great Britain, France, and Germany –
  "Psychomotricity" treating the body as a whole through techniques such as games, relaxation, and physical activities

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- RT remains one of the most underutilized of all related services, yet--
- Research demonstrates that students are better prepared for academic tasks as a result of participating in RT as a related service
- IDEA provides an example of how to develop related legislation that assists in the development of program development outside of the U.S.
- Further substantiated by a recent call for RTs to learn more about the potential for RT services internationally increased collaborative efforts with professionals in similarly disability centered professions in combination with the use of the ICF