

**An Exploration of the Influence of Specialized Recreation Program
Participation on Inclusive Recreation Involvement**

By

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ABSTRACT

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The purpose of this study was to explore the influence participation in specialized recreation programs may have on inclusive recreation involvement. The research questions were concerned with the relationships between specialized recreation participation, inclusive recreation participation, self-determination and the role of supports. The study was conducted with the New York State Inclusive Recreation Resource Center (NYSIRRC) at SUNY Cortland. The NYSIRRC was interested in this information to help improve its Recreation Referral Service (RRS). The RRS serves people with disabilities and helps them to pursue inclusive recreation.

Specialized programs are segregated and do not always lead to inclusion in recreation. Research has not shown whether participation in specialized programs may help to promote participation in inclusive recreation or if they create dependency or other barriers. There is little research on whether participation in specialized recreation programs leads to greater involvement in inclusive recreation, or unintentionally enables a cycle of participation in segregated services.

There is much research to support that inclusion in recreation has significant benefits to all participants, with and without disabilities. What is unclear is why, when the benefits of inclusion are well documented, people still chose not to participate in these programs. Is it as simple as personal choice, or are there other reasons? This study explored these questions in order to help service providers offer programs, both specialized and inclusive, to help promote recreation participation that will help people to participate fully in the recreation of their choice.

This study used qualitative methods to address the research questions. The study sample was selected using purposive sampling, where individuals who had the specific characteristics of importance to this study were deliberately selected. This type of sampling led “information rich cases” (Patton, 1990, p. 169). Only a small sample was analyzed for this study because cases are in-depth and information rich.

Based on the findings it was concluded that specialized recreation programs do have a positive influence on inclusive recreation for people with disabilities. Results are discussed in more detail.

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Chapter 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Recreation and leisure are important and necessary for all human beings (Kelly, 1990). Participation in recreation and leisure is important for individual overall well-being and is directly related to quality of life (Coleman & Iso-Ahola, 1993; London, Crandall & Seals, 1977). Historically, people with disabilities have had fewer opportunities for recreation and leisure than people without disabilities even though participation is just as important for people with disabilities (Anderson & Kress, 2003).

Structurally, recreation for people with disabilities can occur in several different ways. A more traditional approach to recreation for people with disabilities is through specialized recreation programs where people are grouped together and participate based on disability, not on interest in the activity (Watcher & McGowan, 2002). A more current philosophy regarding participation of people with disabilities in recreation is the idea of

inclusion, where people with and without disabilities participate in recreation opportunities together (Anderson & Kress, 2003).

Specialized recreation programs are those that are structured in a way to accommodate people with disabilities. People with disabilities were once thought to need specialized and segregated programs to accommodate differing skill levels and needs. Even though specialized recreation is not the currently preferred method of participation, these programs have been shown to provide benefits for those participating (Neumeyer, Smith & Lundegren, 1993; Zabriskie, Lundberg & Groff, 2005; Siperstein, Hardman, Harada, Parker, & McGuire, 2006).

One study examined Special Olympics programs and the impact they had on the quality of life of participants. Participants and their family members reported that after these programs, participants showed gains in self confidence/self-esteem, friendship, social skills, health and sports skills (Siperstein, Hardman, Harada, Parker, & McGuire, 2006). Another study showed that participants in specialized recreation programs achieve benefits related to quality of life (Zabriskie et al., 2005). One study suggests that some people with disabilities may prefer specialized recreation programs over inclusive recreation (Neumeyer et al., 1993).

Inclusion in recreation and leisure is the philosophy that individuals with and without disabilities should have the opportunity to participate together, in order to benefit both people with and without disabilities. Inclusive programs are open to all people, and accommodations are made for those who may need them (Dattilo, 2002).

Benefits to inclusive programs for people with and without disabilities have been demonstrated throughout research. Inclusive recreation environments help participants

without disabilities gain a greater understanding about the strength and skills of people with disabilities, by focusing on the activity, not the disability (Schleien & Green, 1992).

People without disabilities indicate that they experience personal growth and increased social sensitivity when participating in an inclusive program (Anderson, Schleien, McAvoy & Lais, 1997). People with disabilities find that inclusive environments provide opportunities to develop friendships, to increase self-image when accepted by peers, and to feel a part of the community (Dattilo, 2002).

Inclusion helps to promote social acceptance for all people (Devine & Lashua, 2002). Inclusion has two parts, physical inclusion and social inclusion. Physical inclusion is related to physical space and access, while social inclusion means that people feel welcomed in the programs in which they chose to participate (Anderson & Kress, 2003). Research over the past quarter century has investigated ways to promote inclusion in community recreation while overcoming barriers (Devine & Wilhite, 2000; Schleien, Ray, & Green, 1997).

Even though inclusive recreation programming may be more ideal because of the benefits gained by people with and without disabilities, some people with disabilities may choose to participate in specialized recreation programs (Anderson & Kress, 2003). Findings from Fennick and Royle (2003) show that some children with disabilities may prefer to participate in inclusive recreation even when they do not feel totally included. Central to recreation is the concept of choice, and all people should be free to choose whatever programs best fit their interests.

When discussing specialized and inclusive environments, it is important to examine the idea of least restrictive environments and recreation options for people with

disabilities along a continuum. Least Restrictive Environment sometimes refers to supports and accommodations that help people to be included without restricting their independent leisure functioning. In this environment people have a right to participate in leisure with as few changes needed to support their participation without restricting their independent leisure functioning. In a least restrictive environment there are many options regarding levels of inclusion and each individual with a disability is somewhere along the continuum of environments based on his or her personal needs (Taylor, 2004). A continuum of recreation options includes noninvolvement, segregated, integrated and fully accessible and inclusive programs. This shows that there are options and levels for people with disabilities to choose regarding recreation participation (Schleien & Green, 1992). A least restrictive environment leads to the idea of stepping stones for participation and the idea that a person can start with one level of participation and gradually increase the inclusiveness of their participation.

Another important concept related to recreation and choice is the idea of self-determination, where people with disabilities demonstrate self-determined behaviors in recreation by having a say in how they spend their leisure time (Ippoliti, Peppey, & Depoy, 1994). Self-determination is developed by parents' interactions with their children. Most children spend the majority of their recreation time with family members, and this is a natural arena to teach and develop self-determined behaviors to children with and without disabilities (Mactavish & Schleien, 2004).

Social supports including family and friends are of central importance to recreation participation. As previously mentioned, the family setting is often where the majority of a child's recreation occurs, and for children with disabilities, this may be even

truer. Parents of children with disabilities see recreation as a tool to enhance the quality of family life and prove development of skills and interests (Mactavish & Schleien, 2004).

Schleien, et al. (as cited in Mactavish & Schleien, 1997) suggest that recreation involvement of children with disabilities is largely dependent on the efforts of their families. It has also been suggested that the best way to provide inclusive recreation programming to children is for recreation professionals to collaborate with parents because they can provide important information that can help recreation professionals provide services to their children (Heyne & Schleien, 1997).

Given that there is some concern for “getting caught in the continuum” and remaining marooned in segregated, specialized programs, it is important to understand the relationship between segregated and inclusive programming more clearly. Research has not examined how participation in specialized recreation settings may influence participation in inclusive recreation. There is also little research looking at why some people with disabilities may choose to participate in specialized recreation programs instead of inclusive programs. This study examines what role, if any, participation in specialized recreation programs may play in helping people with disabilities pursue inclusive leisure involvement.

The purpose of this study is to understand the relationship between participation in specialized recreation programs and inclusive recreation programs. While inclusive recreation is recognized as a more preferred method of participation, research has also demonstrated benefits to participation in specialized recreation. However, specialized programs are segregated and do not always lead to inclusion in recreation. Research has

not shown whether participation in specialized programs helps to promote participation in inclusive recreation or segregated recreation creates dependency or other barriers. There is little research to determine if participation in specialized recreation programs leads to greater involvement in inclusive recreation, or if this type of recreation unintentionally enables a cycle of participation in segregated services.

There is much research to support that inclusion in recreation has significant benefits to all participants, with and without disabilities. What is unclear is why, when the benefits of inclusion are well documented, people still choose to participate in programs that are segregated rather than inclusive. Is it as simple as personal choice, or are there other reasons? This study explores these questions in order to help service providers offer programs, both specialized and inclusive that will help people to participate fully in the recreation of their choice.

The study was conducted with the New York State Inclusive Recreation Resource Center (NYS IRRC) at SUNY Cortland. The NYS IRRC was interested in this research to help improve its Recreation Referral Service (RRS). The RRS serves people with disabilities and helps them to pursue inclusive recreation. As part of the service, individuals with disabilities participate in a recreation assessment process to develop goals for their personal recreation. Some of the individuals have expressed goals related to participating in segregated programs. The NYS IRRC was interested to learn how these programs may impact, if at all, people pursuing inclusive recreation involvement.

Purpose of the Study

The purpose of this study was to explore what role, if any, specialized recreation programs may have in helping people with disabilities pursue inclusive leisure involvement. This study also explored the relationship between participation in specialized recreation, inclusive recreation, self-determined behaviors, and the role of social supports.

Research Questions

Specifically, the study questions are:

(1) How, and to what degree, does participation in structured specialized recreation programs influence participation in inclusive recreation programs?

(2) Why do some people choose to participate in specialized recreation programs instead of inclusive programs?

(a) What characteristics of specialized recreation programs do they like?

(b) What are the main reasons for participating in specialized programs?

(c) What do they find to be the main benefits gained from participation in specialized programs?

(d) For people who have previously participated in inclusive recreation, and now only participate in specialized programs, what led them to discontinue involvement in inclusive recreation?

(3) Why do some people choose to participate in more inclusive recreation programs instead of specialized programs?

(a) What characteristics of inclusive recreation programs do they like?

(b) What are their main reasons for participating in inclusive programs?

(c) What do they find to be the main benefits gained from participation in inclusive programs?

(d) For people who have previously participated in specialized recreation, and now only participate in inclusive programs, what led them to discontinue involvement in specialized recreation?

(4) For those people who have participated in both types of recreation (inclusive and specialized), how do they compare their differing experiences?

(5) How do social supports influence choices for recreation participation (specialized or inclusive)?

(6) What role does self-determination play in inclusion in recreation?

Assumptions

One assumption of this study was the idea that participants valued recreation as important to their overall quality of life. Whether participants participate in inclusive or specialized recreation, it was assumed that the value placed on recreation by participants allowed them to openly discuss recreation as an important part of their lives. It was also assumed that participants were able to reflect on and answer the questions related to the study.

Delimitations

The scope of this study was delimited to people with a disability who have had some experience in a structured specialized recreation program. Participants were chosen based on a continuum of participation. Participants included some people with experience participating in inclusive and specialized recreation and some participants with experience only in specialized recreation programs. Participants included people with various disabilities, both physical and cognitive, including spina bifida, cerebral palsy, spinal cord injuries, intellectual disabilities, developmental disabilities, multiple sclerosis, and blindness. Participants were both male and female, and the ages of participants ranged from 8-53 years. The sample was made up of participants affiliated with the NYS

IRRC. Qualitative methods of inquiry including interviews, researcher reflections, and follow-up interviews were used to gather information on the participants.

Limitations

This study may have been limited because of the type of research involved. The study examined information rich cases, and these cases may not represent the typical person with disabilities involved in recreation programs. The use of information rich cases limits the transferability of information and findings of the study.

The credibility of the research may be limited because the participants in the study may not have been able to fully report insights about their feelings regarding recreation participation. The presence of the researcher may have affected how the participants answered the questions and the importance they place on different subjects. Another limitation regarding the ability to generalize the information may be related to the fact that almost the entire sample came from central New York.

There are limits regarding the trustworthiness of the questions participants are asked. The interview questions are based on a review of the literature and they are the researcher's best approximation to provide trustworthy answers to the previously stated research questions, but they may not completely be able to answer the research questions of the study.

Definition of Terms

The following terms are defined as used in this study:

Continuum of leisure services- the idea that there are various structures regarding recreation participation. It is a guide for achieving the most inclusive environment, valuing both specialized and inclusive accessible programming. Participation along the continuum includes noninvolvement, segregated, integrated and accessible programs. Participation is based on individual choice and not on availability of services (Schleien & Green, 1992).

Certified therapeutic recreation specialist- a professional who practices the use of functional interventions, leisure education, and participation to assist an individual with a disability or illness to live an independent leisure lifestyle (Shank & Coyle, 2002)

Disability- An individual with a disability is a person who:

1. has a physical or mental impairment that substantially limits one or more major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment (Americans with Disabilities Act of 1990, 1991).

Inclusive recreation- individuals with and without disabilities participating in recreation together (Dattilo, 2002)

Social supports- includes family, friends, neighbors, acquaintances, and formal and informal community groups, all of whom provide different support in different ways (Anderson & Heyne, in press).

Specialized recreation –recreation programs that focus specifically on the needs of people with disabilities (Bullock & Mahon, 1999)

Special Olympics- an organization that provides sports training and competitive sport opportunities to people with intellectual disabilities (Siperstien, et al., 2006)

Self-determination- “the attitudes which lead people to define goals for themselves and the ability to take the initiative to achieve those goals” (Ward, 1988, p. 2)

Quality of life- “The opportunities and supports that exist in the physical and social environment, which enable [individuals] to achieve and maintain physical health, a sense of belonging, and various personal aspirations that give meaning and purpose to life” (Shank & Coyle, 2002, p. 6)

Chapter 2

REVIEW OF LITERATURE

The purpose of this literature review was to examine various aspects of research regarding recreation, leisure, and more specifically, recreation and leisure for people with disabilities. The review includes research conducted on specialized recreation programs for people with disabilities as well as an in-depth review on the literature regarding inclusion practices in recreation and leisure. The research examines what role, if any, participation in specialized recreation programs plays in helping people with disabilities pursue inclusive leisure involvement.

The following sections are included: (1) definition of leisure; (2) definition of recreation; (3) importance of recreation and leisure; (4) importance of recreation for people with disabilities; (5) examination of specialized recreation programs; (6) examination of inclusive recreation programs; (7) barriers to inclusive recreation; (8) comparison of specialized and inclusive recreation; (9) self-determination related to inclusion; and (10) summary.

Definition of Leisure

Recreation is an integral part of life and is important for all people (Kelly, 1990). Because recreation is so important, recreation and leisure are important aspects of how people define themselves as individuals (Russell, 2002). Recreation is crucial in maintaining a high quality of life and no person should live a life without recreation (Kelly, 1990).

Leisure is a concept that is closely related to recreation. Leisure seems like a simple concept, but in reality, it is hard to define. Leisure has been defined in many different ways by scholars in the field. Common definitions of leisure include the ideas of leisure as free time, as recreational activity, or as an attitude (Anderson & Kress, 2003). One idea is the definition of leisure as time. This defines leisure as time not used for work or for maintaining home and self (Kelly, 1990). This definition of leisure is easy to understand, but it does not make total sense. If leisure is defined as time in this way, any time not spent at work or in basic necessary functions could be considered leisure, which may not be the case.

Leisure as recreational activity describes leisure as non-work activity including sports, games, art, music, hobbies, rest, and social interaction (Anderson & Kress, 2003). The problem with this definition is that the individual may feel that he or she is under obligations during the activity. Kelly (1990) asks, is playing a particular sport a leisure

experience when one freely chooses to participate, but something else when he or she feels obligated to do so by others?

The final definition of leisure discussed is the idea of leisure as an attitude, or state of mind. Anderson and Kress (2003) describe leisure as the feelings one has about the activity being pursued. Feelings that come from leisure include self-satisfaction, positive outlook and happiness. In this definition, leisure has the ability to produce opportunities for self-expression, self-achievement, and self-actualization. deGrazia wrote, "Leisure refers to a state of being, a condition of man, which few desire and fewer achieve" (deGrazia, 1962, p. 5).

Although people may have personal definitions of leisure, no matter what definition a person chooses, leisure is an important part of being human. Russell (2002) described leisure as an important part of shaping who a person is as a human being. Central to the definition of leisure is the idea of choice and the hope that what is selected for leisure will result in personal satisfaction by promoting a pleasurable response. Kelly (1990) described leisure as activity chosen in relative freedom for its qualities of satisfaction.

According to the research literature, leisure must have certain qualities to be considered a true leisure experience. Anderson and Kress (2003) summarize the elements that must be present for leisure to exist. First, leisure must have an element of freedom. People must be free to choose how and when they experience leisure. Leisure must also encompass choice; in other words, people must be able to select from different opportunities which they want to pursue for leisure. Leisure should be pursued for internal, not external, rewards. Leisure should be chosen for how it makes the individual

feel inside and not an external gain. To experience leisure people need to have a sense of control and feel that they can positively control the experience to a certain extent. Leisure experiences should produce feelings of optimal arousal and novelty. Leisure should be different than what people experience daily in their normal routine. The last element of a true leisure experience is the idea of challenge. People need to feel as though they are able to use their skills and abilities to experience true leisure (Anderson & Kress, 2003).

Definition of Recreation

Although recreation and leisure are closely related, scholars in the field have made a definite distinction between the two. The definition of leisure was presented as a foundation for the ideas of recreation, but the focus of this study was on forms of recreation.

While leisure is defined in many ways, including free time, activity or an attitude; recreation is most often thought of activity chosen to experience leisure. Recreation is a more specific term that can be thought of as activity opposite to work done in order to refresh and restore the individual (Godbey, 2003). Kelly (1990) defines recreation as “voluntary non-work activity that is organized for the attainment of personal and social benefits including restoration and social cohesion” (p. 27).

Importance of Recreation and Leisure

Recreation and leisure are important parts of being human. Leisure practices can be shown throughout time and across cultural lines. Participation in leisure is a natural part of being human, and all humans need leisure in some way (Kelly, 1990).

The benefits of recreation have been shown throughout research. Participation in leisure and recreation has been shown to positively contribute to physical and mental well-being for all people (Coleman & Iso-Ahola, 1993; Roberts, Lamb, Dench & Brodie, 1989). Coleman and Iso-Ahola (1993) found that leisure contributes to health by helping people develop mechanisms to cope with stress through leisure. During leisure participation, friendships are made, and these friendships help develop support systems. The supports that are developed through leisure interactions are important in dealing with everyday stresses. Coleman and Iso-Ahola (1993) also found that leisure helps to develop self-determination, discussed in more depth in a later section.

Leisure is essential to quality of life because it provides benefits critical to both physical and mental health. A study by London, Crandall and Seals (1977) found that both job satisfaction and leisure satisfaction were important to quality of life, but the more important predictor of a high quality of life was leisure satisfaction. Brown, Frankel and Fennell (1991) showed that the activities that people engage in are less important in predicting psychological well-being than the satisfaction that people get from those activities.

Recreation offers numerous benefits. Recreation provides physical and mental health, helps to manage stress, increases self-esteem, promotes balanced lives, and provides alternatives to negative behaviors. Leisure provides social benefits by reducing loneliness, promoting stronger communities, diversity, and stronger families (Anderson & Kress, 2003). In recreation settings, social relationships, like friendships, are maintained and developed. It is also a setting where skill development occurs (Schleien et al., 1997). Leisure and play are also an important natural part of human development (Kelly & Godbey, 1992).

Importance of Recreation for People with Disabilities

Because recreation and leisure experiences are an essential part of being a human being, it is essential that all people, with and without disabilities, are free to participate in leisure experiences of their choosing. “If leisure is a profoundly human phenomenon and not just a trivial option in life, then no person should be arbitrarily cut off from it. No condition of life can be allowed to render impossible anything essential to being human” (Kelly, 1990, p. 384).

Leisure and recreation are beneficial to people with disabilities for the same reasons that all people benefit from recreation, but people with disabilities may have less opportunities for recreation and leisure. People with disabilities often participate less in recreation and leisure experiences (Anderson & Kress, 2003). Leisure is an important

contributor to quality of life of all people, but it has a particularly important impact on quality of life for people with disabilities (Bendini, 2000; Devine & Lashua, 2002; Heyne, Schleien, & Rynders, 1997). Leisure is important for people with disabilities, not only for the physical and mental benefits previously discussed, but research shows that the most important benefit for people with disabilities may be the social benefits of recreation participation. Devine and Lashua (2002) found that when participating in inclusive leisure opportunities, people with disabilities described the activities as fun and enjoyable when they felt a feeling of social acceptance. When the participants with disabilities did not feel that they were accepted by their peers they described feelings of loneliness, rejection and sadness.

It is important that recreation providers offer opportunities for people with disabilities to experience the same types of recreation that all people experience. People with and without disabilities should participate in recreation and leisure based on personal choice and interests (Anderson & Kress, 2003).

Examination of Specialized Recreation Programs

Historically, a person with a disability's recreation participation has been limited to segregated activities where people participated based on disability, not on interest (Watcher & McGowan, 2002). Traditional examples of specialized leisure pursuits for people with disabilities included programs like the Special Olympics, bowling groups for people with disabilities and gym time for people with specific disabilities (Rynders, Schleien, & Matson, 2003; Anderson & Kress, 2003). It was previously thought that individuals with disabilities needed separate programs to accommodate lower skill levels, but inclusion in recreation has shown to result in positive experiences. Children with disabilities enjoy participating in recreation with individuals with and without disabilities whether or not they are truly fully included (Fennick & Royle, 2003).

Legislation, including the Americans with Disabilities Act (ADA) in 1990, has resulted in the development of more inclusion in leisure and fewer segregated programs, although many still exist. The ADA mandates that both public and private community leisure service agencies serve people with disabilities (Schleien, Germ, & McAvoy, 1996).

Neumeyer et al. (1993) researched personal choice in leisure of participants with Down syndrome because of their wide range of capabilities and their visibly obvious disability. They found that some individuals with disabilities may prefer specialized programs for certain activities. The study involved bowling as a recreation activity because the population was familiar with the activity. The researchers video-taped groups

of people bowling. The first video was of adults with Down syndrome, while the other video was of adults without any visible disability. During an interview, participants were questioned about their leisure interests and participation patterns. They were then shown both videos of the groups of people bowling. After viewing the videos, the individuals were asked several questions. When asked which group they would like to go bowling with, the majority of participants chose to go bowling with the individuals with disabilities. This study made it clear that an individual's recreation participation should be freely chosen, whether they want to participate in inclusive or specialized recreation (Neumeyer et al., 1993).

Much research has been done regarding the benefits gained by participation in specialized recreation programs. It is important to understand the benefits of participation in specialized recreation programs in order to understand why people with disabilities may choose to participate in them.

A comprehensive national study done by the Special Olympics organization researched the motivations of athletes to pursue and leave Special Olympics programs. It also looked at the importance of the programs in the lives of participants. The Special Olympics has provided sports programs specifically for people with intellectual disabilities since 1962. The study looked at seventeen Special Olympics Programs across the United States. The sample included 579 athletes and 1,307 family members. The sample included responses that included both active and inactive athletes and their family members (Siperstein, Hardman, Harada, Parker, & McGuire, 2006).

The study found that Special Olympic athletes usually become involved through a school-based program and participate for over 11 years. Over half of athletes participate

in physical activity and exercise outside of the programs, and 20% of athletes participated in organized sports outside of Special Olympics Programs. The study did not ask whether outside programs were specialized or inclusive. The three main motives for participation in Special Olympics programs were fun and enjoyment, social aspects, and competition (Siperstein et al., 2006).

There were two main reasons that participants left Special Olympics programs. The top reason, reported by 77% of athletes and 69% of family members was systems change. This included issues related to transitional events that were milestones in the participant's life, including graduation or transition from school to work. The second reason for leaving was a change in interest, reported by 76% of athletes and 54% of families. This included the desire to participate in non-Special Olympics activities as well as non-sports activities in general (Siperstein et al., 2006).

The final section of the study focused on importance and benefits gained through participation. Families were asked to list their top goals for participation of their family member. Self-esteem/self-confidence was reported to be the top goal for 53% of families, followed by friendship (19%), social skills (13%), health (12%) and sports skills (3%). Families reported perceptions of improvements in all areas listed as important, demonstrating the perceived benefits to participation (Siperstein et al., 2006).

Another important study by Zabriskie et al. (2005) looked at outcomes on the quality of life of individuals with disabilities who participated in specialized recreation programs including both community-based therapeutic recreation and adapted sports programs. All programs were either three or five weeks in length and included both

horseback riding and alpine skiing programs. Results of the study showed that a majority of individuals perceived significant gains in many areas related to quality of life.

When asked if “My Skiing/Riding experience had a positive influence on my...”, participants were asked to respond strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, or strongly agree to several categories related to quality of life. The majority of participants agreed or strongly agreed in all categories: overall health (79.6%), quality of life (84.2%), quality of family life (69.9%), quality of social life (69.4%). These findings showed significant impacts of adaptive sports programs on quality of life of participants, which demonstrate positive outcomes related to specialized recreation programs (Zabriskie et al., 2005).

Examination of Inclusion Recreation Programs

Inclusion in leisure is the philosophy that individuals with and without disabilities should participate in recreation together. Inclusive leisure programs are programs where participation is open to all people, and accommodations are made for those who need them (Dattilo, 2002). Inclusion has two parts, physical inclusion and social inclusion. People often understand what physical accessibility means, but social inclusion is a deeper concept that is often overlooked. Social inclusion is the idea that people feel welcomed and wanted in the programs in which they are participating (Anderson & Kress, 2003). Research over the past quarter century has investigated ways to promote inclusion in community recreation (Devine & Wilhite, 2000; Schleien et al., 1997).

The least restrictive environment (LRE) has been one orientation for inclusion practices. The LRE looks at a continuum of environments a person can be involved in ranging from very restrictive to least restrictive (Taylor, 2004). The concept was first developed for use in school settings, but can be translated into leisure settings. The least restrictive environments are the most inclusive and the most restrictive environments are the most segregated. The assumption is that every person with a disability is located someplace on this continuum based on his or her personal needs. According to LRE theory, an individual should be in an environment that is the least restrictive as possible, depending on his or her disability. The goal is to achieve as close to full integration of people with and without disabilities as possible (Taylor, 2004). Various research studies have demonstrated the value of providing recreation for people with disabilities in less

restrictive environments (Fennick & Royle, 2003; Peck, Donaldson, & Pezzoli, 1990; Schleien et al., 1997; Taylor, 2004). This type of approach promotes equal status among community members, resulting in a greater understanding and acceptance of all individuals (Schleien & Green, 1992).

Benefits to inclusion have been shown for both people with and without disabilities. People without disabilities indicate that they experience personal growth and increased social sensitivity when participating in an inclusive program. Inclusion is important for people with disabilities because it provides opportunities to develop friendships, to increase self-image when accepted by peers, and to feel a part of the community (Dattilo, 2002). Inclusion focuses on the activity, not the disability, resulting in a greater respect between people of various abilities (Schleien & Green, 1992).

Peck et al. (1990) showed that high school students who interacted with peers with disabilities in various activities, including recreation, reported personal benefits. The students without disabilities reported benefits through relationships with students with disabilities in several categories. These categories included improved self-concept, social-cognitive growth, reduced fear of human difference, increased tolerance of other people, development of principles of personal conduct, and enjoyment of relaxed and accepting friendships.

Although some may think that inclusion in a learning setting may interfere with children without disabilities' learning experience, research shows that is not true. In a study specific to learning in recreation, Schleien, Hornfledt and McAvoy (1994) found that participation in an inclusive outdoor education experience of children with and without disabilities, children without disabilities learning experience was not negatively

affected compared to a learning environment consisting of only children without disabilities.

Certain strategies may be beneficial in providing successful inclusive environments in recreation. Rynders and Schleien (1993) found that cooperative goal structured activities are generally better for inclusion than competitive-spirited or independent activities.

Several studies have been key in describing various levels of inclusion, as well as ways to enhance and foster inclusion in recreation. In 1984, West (as cited in Devine, 2004; Devine & Lashua, 2002) found that people with disabilities, especially those who had both visibly obvious disabilities and who felt stigmatized, often perceived a lack of social acceptance in leisure. Those who experienced this lack of social acceptance often avoided inclusive leisure services. Social acceptance for people with disabilities has been defined by Schwartz (as cited in Devine, 2004) as equal status between those with and without disabilities. Social acceptance has been identified as a basis for inclusion (Devine & Dattilo, 2001). Schwartz (as cited in Devine, 2004) confirms this by maintaining that social acceptance is crucial in order for true inclusion to take place.

Devine and Lashua (2002) looked at how social acceptance impacted the leisure experience of people with disabilities. The researchers conducted personal interviews with participants having visibly-obvious disabilities. All participants were currently participating in inclusive leisure programs. The study looked at three main things: how participants felt about their level of social acceptance, the construction of social acceptance and the overall leisure experience. The purpose of the study was to determine how people with disabilities perceived the relationships between social acceptance and

their leisure experience in an inclusive leisure context. The participants in the study had several characteristics in common. Participants had disabilities which were visibly obvious, the participants were currently enrolled in an inclusive leisure program, they were between the ages of 10 and 55, and they were able to discuss their leisure experiences. In all cases the participants interviewed were the only ones in their program with an obvious disability. Results of the study showed three levels of social acceptance: lack of acceptance, tolerance and complete acceptance. Those who perceived a lack of acceptance were most often in programs that required physical activity and had the most informal structure. An interesting finding was that all of the respondents who perceived a lack of social acceptance had anticipated this outcome before the program started. The participants who perceived acceptance by peers were most often in programs where roles were clearly defined, programs were formally structured and the activities were skill-building or appreciative kinds of programs.

This study showed two pathways to social acceptance for people with disabilities: a proactive construction approach and a reactive construction approach. The individuals who experienced perceived tolerance or acceptance in their leisure experience were more likely to be proactive in creating acceptance. This means that they used language, objects and behaviors in order to generate understanding and acceptance. Specific examples included educating peers about similar interests and letting peers ask questions if they wanted (Devine & Lashua, 2002).

All of the participants who experienced a lack of social acceptance were found to take a reactive role in social acceptance. A reactive role includes compromising and bargaining with peers regarding acceptance and inclusion. Participants in this category

identified feeling negative attitudes, fear of the unknown and overprotective staff as obstacles.

The findings of Devine and Lashua (2002) also indicated that the degree of social acceptance felt by the participants is related to the quality of their experience. The higher the social acceptance and the higher the quality of the experience, the more frequently the participant wanted to participate in the program. When participants experienced social acceptance, the program became a place where friendship development could emerge. The higher level of acceptance of differences the participants experienced, the greater the level of social acceptance they experienced. When participants experienced social acceptance, they reported greater intentions for future recreation participation.

Devine and Lashua (2002) described how social acceptance can happen in inclusive leisure settings while other research looked at ways to positively provide inclusive recreation. Scholl, Dieser, and Davison (2005) developed an ecological approach to implementing inclusive recreation in community recreation programs. The researchers conducted a case study that focused on the efforts of a multi-agency coalition to meet the needs for inclusion in the Cedar Valley region of Iowa, where the community was not currently providing inclusive recreation programs.

The coalition determined that the staff of existing recreation programs did not have the understanding, skills, or training necessary to foster inclusion. They also determined that the community lacked important infrastructure for inclusion. The lack of infrastructure included a lack of information on how to begin the inclusion process, a lack of training on inclusion, and the lack of qualified personnel to begin and to facilitate inclusion efforts. What evolved through this effort was the Together We Play program. A

service delivery model was developed where one certified therapeutic recreation specialist (CTRS) was hired to foster and coordinate inclusion in already existing agencies and programs (Scholl et al., 2005).

The services provided included information on recreation activities available in the community and education on financial support. The ultimate goals of the program were to help agencies provide inclusion independently, through proper training on including people with disabilities in the programs. This program demonstrated a successful collaborative program planning effort, found to be a best practice in inclusion (Schleien et al., 1996). In order to provide successful inclusive recreation, agencies must be aware of barriers that may prevent inclusive recreation from happening.

Barriers to Inclusive Recreation

When including people with disabilities in inclusive recreation environments, several barriers may arise. Barriers include physical as well as social barriers. They may be obvious physical barriers, like the structure of the building or lack of accessible transportation, or they may be barriers perceived by the individual, like not being wanted. Several research studies have looked at barriers to inclusion in recreation settings.

One barrier to inclusion may be the level of social acceptance experienced by participants. Devine and Wilhite (2000) found that youth with and without disabilities had a more positive experience with inclusive leisure recreation settings when a few key elements were present. When there was a high degree of familiarity, where participants knew each other on a personal basis, disability consistently had a positive meaning and the entire experience was positive for participants. When the abilities of participants with and without disabilities were matched or similar in nature, the meaning of disability was also looked at as positive. Things that helped to match abilities included things like equipment or recreation pursuits that were learning or appreciative in nature. Negative meanings of disability and inclusion were associated with casual contact during activities, unmatched abilities, and inaccessible environments.

Individuals with disabilities often experience a lack of social acceptance from people without disabilities which limits inclusion in all aspects of society, not just recreation (Olkin & Howson, 1994). Similar to the findings of Devine and Wilhite

(2000), Olkin and Howson (1994) found that as the level of intimacy among participants increases in recreation settings, so does the level of social acceptance.

Social acceptance is only one barrier to inclusion in recreation. Anderson and Heyne (2000) cited attitudes, lack of awareness, inaccessible facilities, inaccessible programs, inadequately trained staff, lack of administrative support, role confusion and lack of networks and resources as common barriers to inclusion in recreation. Anderson and Kress (2003) added that the continual use of specialized recreation programs may also inhibit inclusion. Research has looked at barriers from two standpoints: barriers people with disabilities may face in participating in inclusive recreation, as well as barriers that agencies may face in providing inclusive recreation.

Bendini (2000) looked at the negative experiences that people with disabilities may have when participating in community recreation inclusion efforts. Bendini looked at both physical as well as attitudinal barriers. West (as cited in Devine, 2004; Devine & Lashua, 2002) previously determined that negative attitudes were a major reason that people with disabilities chose not to pursue recreation. Bendini's (2000) study was a follow-up on the previous findings by West.

Bendini (2000) determined that when faced with barriers to recreation, people with disabilities responded in one of three ways. The people may become helpless, resist the stigma, or yield and embrace the situation. The ideas of being helpless or resistant are consistent with the findings of West (as cited in Devine, 2004; Devine & Lashua, 2002). The last group, those who yield or embrace the situation, was a new concept in the literature. Bendini (2000) found that this group was unique in that they saw themselves as equal to others in society, both those with and without disabilities, and that the attitudes

of others was the result of ignorance and they could help to educate those individuals. This is similar to the findings by Anderson and Kress (2003), who state that a key to inclusion is that all participants are equal, accepted and appreciated for who they are.

Schleien et al. (1996) took a different approach and focused on barriers that agencies may face when trying to provide inclusive recreation programs. Agencies in Minnesota cited financial and staffing constraints as the two biggest obstacles preventing them from providing inclusive leisure services. The conclusion that agencies cited staffing and financial constraints as two major problems confirm other studies previously done in other states including Texas, Iowa and Indiana (Hayes & Smith, 1973; Edington, Compton, Ritchie, & Vederman, 1975; Austin, Peterson, & Peccarelli, 1978).

Comparison of Specialized and Inclusive Recreation

Many individuals with disabilities may choose to participate in both inclusive and specialized recreation depending on their recreation goals or the particular activity. There can be a place for both specialized and inclusive recreation. Many people with disabilities choose to participate in specialized recreation programs instead of inclusive recreation environments (Anderson & Kress, 2003).

Schleien and Green (1992) discussed the idea of a continuum of recreation options including noninvolvement, segregated, integrated and fully accessible and inclusive programs, offering individuals the choice to participate in the opportunities anywhere on the continuum. This idea of a continuum is an important concept in understanding participation in both specialized and inclusive recreation. As previously discussed, benefits to participation in both specialized and inclusive recreation has been shown. What has not been understood is why people may choose to continue participation in specialized recreation without trying inclusive recreation. Research is also lacking in how specialized recreation program involvement may influence inclusive recreation involvement.

A case study looked at one participant, a young adult named Rick who was an avid bodybuilder. Rick participated in a bodybuilding club at a community center where he was the only adult at the club who had Down syndrome. Rick received as high as third place in open competition with peers without disabilities. Although Rick sought out

inclusive recreation opportunities, he also enjoyed participating in specialized recreation programs. He competed in a specialized bodybuilding program through the Special Olympics, where he won several medals (Rynders et al., 2003).

Duvdevany (2002) examined the self-concept and adaptive behaviors of individuals with an intellectual disability in both specialized and inclusive recreation programs. The research showed that the physical self-concept of persons with intellectual disabilities who participated in specialized programs was more positive than those who participated in inclusive community activities. Results also showed that satisfaction with self-concept was higher among those participating in the inclusive community center programs. This study may provide evidence that there are some benefits to participation in specialized recreation.

Self Determination Related to Inclusion

When discussing people with disabilities and recreation participation patterns, an important concept is the idea of self-determination. Choice is essential to the idea of leisure, and self-determination has a direct link to individual choice. While various definitions of self-determination exist, Ward (1988) defines self-determination as “the attitudes which lead people to define goals for themselves and the ability to take the initiative to achieve those goals” (p.2). All the definitions of self-determination include ideas of choice, control and freedom (Field & Hoffman, 1997). In the previous definitions of leisure presented, also essential to leisure are the ideas of choice, control and freedom (Anderson & Kress, 2003; Kelly, 1990; Russell, 2002).

In order for a person to experience leisure, they must also be able to exercise self-determination. This is especially important for individuals with disabilities in inclusive recreation. Results of a study that looked at the promotion of self-determination for people with developmental disabilities detailed the need for participants to have a voice in planning their own programs (Ippoliti, Peppey, & Depoy, 1994). Research has also shown the link between self-determination and successful outcomes for adults (Field & Hoffman, 1999; Realon, Favell, & Lowerre, 1990; Wehmeyer & Schwartz, 1998).

Field and Hoffman (1999) found that parents play a critical role in self-determination development by interacting with their children in a way that promotes self-determination and by modeling self-determined behavior to their children. If there is an

important link between self-determination and inclusive recreation participation, as well as a link between self-determined behavior and parental involvement, then what is the importance of parental involvement on inclusive recreation participation?

Recreation is a setting where children may learn and develop self-determined behaviors from their parents. The family setting is often where the majority of a child's recreation occurs. Parents of children with disabilities see recreation as a tool to enhance the quality of family life and provide development of skills and interests (Mactavish & Schleien, 2004). Research also suggests that people with disabilities enjoy participating in recreation with their family members. Zabriskie, Lundegren and Groff (2005) found that 79.3% of participants in adaptive horseback riding and alpine skiing programs agreed or strongly agreed with the statement, "Participation with family members had a positive impact on meaning of my experience" (p.84).

Schleien, et al. (as cited in Mactavish & Schleien, 1997) suggests that recreation involvement of children with disabilities is largely dependent on the efforts of their families. It has also been suggested that the best way to provide inclusive recreation programming to children is to team up with parents. Parents can provide important information that can help recreation professionals provide services to their children (Heyne & Schleien, 1997).

Summary

There is a great amount of literature in the field regarding recreation and leisure for people with disabilities. The structure of recreation and leisure for people with disabilities has changed dramatically over time and the literature positively reflects those changes. Research shows the importance of recreation for people with disabilities while examining both segregated programs as well as inclusive programs.

In recent years, inclusion has been an area of interest for many scholars. Studies look at the benefits of inclusion, barriers to inclusion and successful methods for including people with disabilities in recreation and leisure settings. The principle of inclusion has evolved into the most accepted method for participation of people with disabilities in recreation and leisure.

Although inclusion has come to be the most accepted philosophy for participation of people with disabilities in recreation, benefits of participation in specialized recreation programs has been shown through research. Research has also shown that some people with disabilities may prefer specialized recreation programs for various reasons. Little research has looked at specialized recreation and inclusive recreation in relation to each other.

Although much of the research investigates the importance of inclusion, literature in the field has also discussed the importance of choice in relation to recreation and leisure. Choice in recreation says that all people should be free to choose whatever they

want to do for recreation. While research demonstrates that some people with disabilities may choose to participate in specialized recreation programs, a gap in the literature exists in the area of how participation in specialized recreation programs may foster participation in inclusive programs.

Though literature in the field suggests that inclusion is the preferred method of recreation participation for people with disabilities, future research needs to examine if there is a role for specialized recreation programs in helping people with disabilities to participate in inclusive recreation. Research should focus on whether participation in specialized programs may help people build the confidence to participate in inclusive programs, provide physical development or offer other skills necessary to transition to an inclusive environment. This study investigated people who are successfully participating in inclusive recreation programs using case studies, and then examined the role specialized recreation programs have played in their lives.

Chapter 3

METHODS

The purpose of this study was to understand the role, if any, specialized recreation programs may play in helping individuals to pursue inclusive leisure involvement. The relationship between participation in specialized recreation, inclusive recreation, self-determined behaviors, and the role of supports were examined. The major sections of this chapter include the following: (a) study design, (b) subjects and study selection, (c) instrumentation, (d) collection of data, and (d) data analysis.

Study Design

Qualitative methods were utilized to collect and analyze data for the purpose of this study. Case studies were used to achieve an in-depth look at specific individuals and in-depth interviews were conducted with participants and family members when needed.

The individuals were interviewed in-depth regarding their involvement in both specialized and inclusive recreation pursuits, and how one relates to the other. The participants' feelings regarding participation in structured specialized recreation programs, inclusive recreation, and if involvement in specialized recreation has helped them to pursue inclusive recreation involvement were examined.

Subjects and Study Selection

The study sample was selected using purposive sampling, where individuals who have the specific characteristics of importance to this study were deliberately selected. This type of sampling leads to "information rich cases" (Patton, 1990, p. 169). Theoretical sampling was used to consciously select additional cases to be studied until a point of saturation was reached in the data. This point was when data became repetitive and no new information was being uncovered (Henderson, 2006). The researcher was looking for disconcerting evidence regarding the themes, but it was the themes that emerged were clear from an early stage. Thus, only a small sample (n=15) was analyzed.

A snowball technique was used to discover the sample. The researcher obtained the sample from the contacts of the New York State Inclusive Recreation Resource Center (NYS IRRC) and their affiliations. Participants were initially contacted in various ways including face-to-face meetings, by telephone and email with a description of the study and an invitation to participate (Appendix A). Those who agreed to participate were then contacted again with more information about the study and to set up an interview time. The subjects were of various ages, from 8 to 53 and included both males and females. All subjects had some disability, including both congenital disabilities and acquired disabilities. Disabilities of participants included spina bifida, cerebral palsy, spinal cord injuries, intellectual disabilities, developmental disabilities, multiple sclerosis, and blindness.

Participants were selected in order to achieve a mixture of males and females of different age levels, with various disabilities and various recreation experiences. The study participants were delimited to residents of central New York because of the location of the researcher and logistical constraints related to interviewing.

The study looked at a sample of people with disabilities who take part in specialized and inclusive recreation programs. Some of the participants still currently participate, while others no longer do. Some of the subjects have participated in inclusive leisure programs in addition to specialized programs, while others have only specialized recreation experience. The purposeful sample achieved a mix of people across these experience levels.

Instrumentation

Data were collected using a guided, semi-structured interview format. The interviewer used a guide of open-ended questions. The credibility of the research may be limited because the participants in the study may not have been able to fully report insights about their feelings regarding recreation participation. There are limits regarding the trustworthiness of the questions participants were asked. The interview questions were based on a review of the literature and they were the researcher's best approximation to provide trustworthy answers to the previously stated research questions, but they may not completely be able to answer the research questions of the study. Interview questions were derived from a comprehensive literature review and previously determined research questions. Interview questions were reviewed by other researchers in the field to test for face validity.

Interview protocol included the following areas: (a) specialized recreation program experience, (b) inclusive recreation experience, (c) current recreation participation, (d) relationship between inclusive and specialized recreation, and (e) social supports.

Interviews included both face-to-face and phone interviews. Interviews lasted around one hour. Participants were encouraged to ask family members to take part in the interview. The participation of legal guardians was mandatory for any participants under the age of 18 and adults with developmental disabilities who had a legal guardian.

Consistent with the goals of qualitative research, questions were open-ended in order to allow participants to clearly describe their experiences in their own words. Although questions were predetermined, the researcher asked participants to elaborate on topics and asked other questions of importance as needed. After the interview, participants were asked to answer some basic demographic questions. Table 1 in Appendix B represents the open-ended interview guide used with participants. Table 2 in Appendix B represents demographic information collected after the interview.

Collection of Data

Institutional Review Board approval was attained in March of 2009, represented in Appendix C. Interviews were conducted by the researcher from March-May of 2009. Interviews were conducted in homes and recreation settings. Interviews were scheduled at the participants' convenience and were conducted with the method they felt most comfortable with, either phone or face-to-face interviews. Face-to-face interviews were the preferred method and used when possible. Interviews lasted between 15 minutes and 1.5 hours with a mean interview time of 32 minutes. All interviews were conducted by the same researcher. Data were collected using an audio recording device during both face-to-face and telephone interviews for transcription and analysis. The tape records were transcribed verbatim within one week after the interview. Participants were made aware of the tape recorder before the interviews were conducted.

Interview notes and reflections of the interview were compiled by the researcher during and immediately after the interview. Notes included information regarding the location and length of interview, feelings of rapport between interviewer and participant, and other interview characteristics (e.g., presence of family members, interruptions in the interview).

Observations of importance noticed by the researcher were included in the reflections, including the mood or demeanor of participants and any problems or obstacles that may have arisen during the interview. Reflections also included any questions that needed to be asked in the follow-up process. Follow-up interviews to ask questions and to clarify information after the primary interview were conducted as needed.

Data Analysis

Constant comparison method was used to analyze the data obtained during the interviews. Constant comparison method is used to generate statements about relationships between social behaviors. This method of analysis uses inductive reasoning and category coding to compare relationships within and between categories (Goetz & LeCompte, 1981).

In this study, the relationships between participation in specialized recreation, inclusive recreation, self-determined behaviors, and the role of supports were examined. Phenomena were identified, classified, and compared across categories determined by the

researcher after reading, and re-reading, the interview transcripts. First the data were read carefully and several times as they were collected. The researcher noticed emergent categories and topics in the data, especially in relation to the research questions. Once all the data was collected, they were reread and the research began to sort and code into categories. Next the categories were then divided into themes. Finally, the data was analyzed a final time and was completed when the researcher felt all cases were accounted for and when saturation in the data occurred. Data analysis was conducted by the primary researcher and overseen by the faculty advisor. A random section of the data was given to two experts in the field to conduct a dependability audit by reading and analyzing the data in order to identify the themes that they saw were emerging. There was strong agreement between the findings of the researcher and the findings of two auditors regarding the major categories that they felt emerged from the data.

Chapter 4

RESULTS

The purpose of this study was to examine the influence of specialized recreation program participation on inclusive recreation involvement. Relationships between specialized recreation, inclusive recreation, self-determination and the role of supports were examined. The research questions that guided the data analysis were:

- (1) How, and to what degree, does participation in structured specialized recreation programs influence participation in inclusive recreation programs?
- (2) Why do some people choose to participate in specialized recreation programs instead of inclusive programs?
 - (a) What characteristics of specialized recreation programs do they like?
 - (b) What are the main reasons for participating in specialized programs?
 - (c) What do they find to be the main benefits gained from participation in specialized programs?

(d) For people who have previously participated in inclusive recreation, and now only participate in specialized programs, what led them to discontinue involvement in inclusive recreation?

(3) Why do some people choose to participate in more inclusive recreation programs instead of specialized programs?

(a) What characteristics of inclusive recreation programs do they like?

(b) What are their main reasons for participating in inclusive programs?

(c) What do they find to be the main benefits gained from participation in inclusive programs?

(d) For people who have previously participated in specialized recreation, and now only participate in inclusive programs, what led them to discontinue involvement in specialized recreation?

(4) For those people who have participated in both types of recreation (inclusive and specialized), how do they compare their differing experiences?

(5) How do social supports influence choices for recreation participation (specialized or inclusive)?

(6) What role does self-determination play in inclusion in recreation?

Findings in this chapter are presented in the following manner: (a) description of study participants; (b) presentation and analysis of the data; and (c) results of the dependability audit. The results of the data are organized and discussed according to the categories and themes that emerged from the data in relation to the research questions of the study. The results are discussed in the context of relevant literature that helped clarify the meaning of the data. The results of the dependability audit will be presented last.

Description of Study Participants

As stated in Chapter 3, participants in this study included 15 people with disabilities in the Central New York region. All participants had participated in a specialized recreation program at one time in their lives. Table 4.1 outlines characteristics of participants including age, disability, which members of the family were interviewed by the researcher, and what type of recreation experiences they had had, either specialized, inclusive, or both.

Table 4.1
Characteristics of Participants in the Study

Name	Age	Gender	Disability	Who was interviewed?	Experience in specialized or inclusive recreation?
Joan	51	Female	Intellectual Disability	Joan	Both
Gary	53	Male	Paraplegia	Gary	Both
Maddy	8	Female	Intellectual Disability	Maddy and Mom	Both
Josh	24	Male	Asperger's Syndrome	Josh, Mom and Dad	Both
Aaron	38	Male	Cerebral Palsy	Aaron	Specialized only
Evan	24	Male	Spina Bifida	Evan	Both
Cara	21	Female	Down Syndrome	Cara and Mom	Both
Carly	15	Female	Autism	Carly and Mom	Specialized only
Nicole	17	Female	Intellectual Disability, Schizophrenia, ADHD	Nicole and Mom	Both
Shawn	22	Male	Intellectual Disability, Asperger's Syndrome	Shawn and Mom	Both
Casey	24	Male	Down Syndrome	Dad only	Specialized only
Aidan	12	Male	Autism	Aidan and Mom	Both
Julie	22	Female	Intellectual Disability	Julie and Mom	Both
Jake	26	Male	Muscular Dystrophy	Jake	Both
Alyssa	11	Female	Septo-optic Dysphasia (Blindness)	Alyssa and Mom	Both

Presentation and Analysis of the Data

In all, 140 pages of qualitative data were analyzed. This included interviews from 15 participants and in some cases their parents or legal guardians. The major categories that emerged from this study were: (a) differences in program structure; (b) the role of supports; (c) the importance of social relationships, and (d) benefits obtained from participation. Within each category, themes were identified, as shown in Table 4.2. Themes are substantiated with exemplary quotes from participants and their parents.

Table 4.2
Major Categories and Themes in the Data

Category	Themes
Differences in Program Structure	Competition levels Skill building focus of specialized programs Exclusive factors of specialized programs
Role of Supports	Support networks encouraging inclusion Support networks encouraging specialized programs Using supports for inclusion
Importance of Social Relationships	Motivator for participation Social norms/expectations Relating to other people
Benefits to Participation	Physical activity/exercise Increased self-confidence Seeing people as people first

Differences in Program Structure

When asked what they liked or did not like about specialized programs, many responses were related to the structure of the programs. Competition levels and the skill building nature of specialized programs were the main two structural differences mentioned by participants. Participants reported not liking the exclusive factor related to the structure of specialized programs.

Competition Levels

Participants reported that in specialized programs, the competition levels were often different than inclusive recreation programs and that was one of the main reasons they enjoyed participation in specialized programs. Reasons were different for people with physical disabilities and intellectual disabilities.

For some participants with disabilities, it was important they that were able to participate in programs that lacked a competitive nature. One participant, who was an avid participant in Special Olympics programs, spoke about the difference in competitive nature of those programs, as compared with inclusive sports programs:

Interviewer: So was soccer with people with disabilities, or both?

Joan: Yup, with people with disabilities. It was really a lot of fun. If you have people with disabilities, you don't get the competition. If you have a competitive attitude you get spoken to because they don't want that, they want us to have fun, to learn our skills. That is what I always liked about it, because it is like sometimes people get too competitive and it is no fun.

Interviewer: So you don't like competitive things?

Joan: No, the attitude. It is fun, we may not move real fast, but we get down the field and we get the job done. I like to see the teams compete because it is good clean sportsmanship, you hear teamwork. That is our goal; we all want to work together.

Interviewer: So those rules weren't in place in the other programs?

Joan: It might have been, I just, I just noticed it. You get a whole different attitude. With soccer I enjoyed it because of the fact that it wasn't competitive. We weren't out there to drill each other. I don't even know if we even competed. The pressure is taken off, immediately it was more relaxing.

When asked the main differences between participation in a specialized program and an inclusive recreation program, one mother of a participant stated:

Carly's Mom: It is more focused on skills rather than on competition. I think that is the main thing. She is not interested in competition, she likes to participate but she doesn't care who wins or loses. She likes to play basketball in the driveway with her brother but she is just as excited for him getting a basket as she is for herself.

Not only did people report enjoying the non-competitive nature of some specialized recreation programs, for some participants it was important that they were able to be competitive at their own level. These findings are consistent with those from Siperstein et al., (2006). They found that one of the three main reasons for participation in Special Olympics programs was to participate in events of a competitive nature. One father of a Special Olympics participant stated:

Casey's Dad: When you are competing, you compete in groups, so when you are bowling you bowl with four or five people. When you do volleyball you are with four or five people. All the skills are done in groups, and we group people based upon their abilities. We don't have someone with great abilities here and poor abilities here put in the same group and they feel bad. You put them with people of similar abilities and then they compete and the best will win in that event. You try not to embarrass people and let them compete at their own level.

Particularly for individuals with physical disabilities, specialized programs, like wheelchair sports, were important to them because it was an outlet for them to be competitive, where as they felt they might not have been able to compete at as high of level in more inclusive programs. One participant who was an avid athlete spoke on the importance of competitiveness in his reasoning for choosing specialized recreation programs over inclusive programs:

Evan: I mean, most inclusive recreation, as opposed to specialized recreation, if it is a competitive setting, specialized ensures more fair competition and you get to share life experiences that relate to disability.

Interviewer: Why would you choose a specialized setting over an inclusive?

Evan: Well if it is a competitive type of program, I prefer the specialized. The competition is more even and fair. That is not to say that you couldn't create the same type of situation with an inclusive program, that is workable, we do that on Thursday nights.

Skill- Building Focus of Specialized Programs

The second important aspect related to program structure that participants reported as a reason they choose specialize programs was the focus on skill building. Some participants, and their parents, felt that they may not have been successful in inclusive programs when they incorporated all the elements of traditional sports. They felt they that they could be more successful in specialized programs that broke down activities into skills. When this happened, they felt that they were more easily able to participate. One father stated this when asked about the main reasons he liked specialized programs for his son:

Casey's Dad: He couldn't have competed in a typical basketball team, he didn't have the ability. He couldn't run up and down the court and he wouldn't be able to figure out the plays, but he can stand and shoot foul shots.

Another parent reiterated this theme when discussing her daughter's participation in a specialized recreation program:

Carly's Mom: The coach works really hard to get the kids to work on their throwing and hitting, which I thought was really good for her. They work on the areas the parents think they need help with. She needed to work on her upper body strength so she has done stuff with that.

Interviewer: You mentioned that she hasn't been in any other inclusive recreation programs, like a regular soccer league or anything like that?

Mom: No.

Interviewer: And why have you not had her in any of those types of programs?

Carly's Mom: It is too hard for her really, to really learn what she has to do. She loves to kick the ball around, and she can get the idea of getting the ball into the goal, but as far as trying to take the ball away from people, she doesn't get that.

One mother spoke of the importance of the one-on-one supervision related to successful skill- building in a specialized swimming program:

Alyssa's Mom: Just being blind and swimming there are different things that she needs to do so that she knows when the end of the wall is coming and we are working on that now. It is totally one-on-one there is even an instructor that can get in the pool with her. Which is totally what she needs. She needs someone to physically move her arms and legs the way they need to go, you can't just show her. She is getting to the point now where there is not someone in the pool with her all the time, it depends on the night.

Exclusive Factor of Specialized Recreation Programs

One major thing that participants reported that they did not like about specialized recreation programs was the exclusive factor. They did not like the fact that other members of their family, or their friends without disabilities could not always participate with them. The specialized programs that participants reported as enjoying the most were often ones where siblings and other family members were allowed to participate in some capacity, making it more inclusive.

One participant stated this feeling about his experience at a specialized camp:

Evan: With the summer camp being a five-day overnight camp, for my friends without disabilities, it was a camp where I was away from them a lot of times. It was multiple sessions throughout the summer and I was away from them. It would have been nice to bring them along. Also I think a more inclusive situation would open the eyes of a lot of people who may not have encountered other people with special needs and it would break down a lot of stigma and stereotypes.

Another participant's mother felt the same way when asked what she didn't like about her son's participation in a specialized setting:

Josh's Mom: Well it couldn't even be another person with a disability and another staff going together. Occasionally that worked, but it couldn't be, say if one of Josh's cousin was here visiting they couldn't all go together.

Interviewer: So did you find it limiting socially in that way?

Josh's Mom: Yes, exactly. And it was kind of what I also felt about school activities. When you have a paid staff person by a person's side, of a person that has a disability, they are almost like a gate keeper. They are limited on how Josh can interact when there is that other person in between.

One mother spoke of the positive experience her daughter has had when siblings without disabilities could be included in the specialized programs:

Carly's Mom: It was good because they included the siblings, George played. We gave him a choice, he could just play on a regular little league if he wanted, but he didn't want to, he wanted to be with her. The coach brings in kids from the regular little league and they help coach the kids. They help them and encourage them. They encourage the parents to participate. The greatest thing is that most of the programs allow the siblings, in our experience. That is the biggest thing for her.

Role of Supports

The second major category that emerged during the interviews was the role of supports as an influencer in the type of participation a person with a disability chose, either specialized or inclusive. It appeared that whatever support networks promoted was typically the kind of participation the person with the disability chose to participate in. Support networks included friends, family and agency supports. This reinforces the results of a study by Schleien, et al. (as cited in Mactavish & Schleien, 1997) which identified that the involvement of children with disabilities in recreation is largely dependent on their family members.

The major themes within this category were support networks that encourage inclusion, support networks that encourage specialized program participation, and the use of supports for inclusion.

Support Networks that Encourage Inclusion

Participants who reported participating in inclusive recreation often had support networks, such as friends and family members, who encouraged this type of participation.

One participant spoke of the importance of these supports and the ways they have helped him ski in an inclusive setting:

Interviewer: So who has helped you to participate in recreation?

Gary: My neighbor, my girlfriend, a lot of people. A lot of neighbors have encouraged me to go. There is a tight knit group of people who I knew before I started skiing, and they all ski. A lot of times there will be 14-20 of us who will all go skiing.

Interviewer: So is that people who don't use wheelchairs?

Gary: Right. Right. Just friends, old and new.

Interviewer: So in what ways have they helped you?

Gary: Well it is nice to car-pool, it is pretty far. It is about forty-five to fifty minutes from here; especially when the roads are bad. They have helped me a lot. A lot of times, especially when we go to another mountain, when we go off site, to drag your mono-ski there, plus an outrigger, and a ski, or a ski and a spare, it gets to be harder than I can really manage practically. It is a lot; loading mono-skis, unloading mono-skis, dragging them onto the slope, holding the bucket when I get it in. A lot of times I don't take my starting box with me when we go other places. Sometimes getting on and off, like if we go to Whiteface, the gondola, it is a little tricky to get on and get off. It is nice to have someone who can help you.

One mother who preferred her daughter to participate in inclusive recreation stated that she encouraged inclusive participation:

Maddy's Mom: Typically, I avoided those kind of (specialized) programs and put her in programs with typical kids and had her do the best she can.

Interviewer: Why have you avoided those (specialized) type of programs?

Maddy's Mom: Well I want her to be pushed to do the best she can with other kids than have too many accommodations, till we see what she needs. I try all these new things and many of them she can do just fine, while some might not be for her.

Support Networks that Encourage Specialized Program Participation

When a person with a disabilities' support network promoted specialized program participation, it was the type of recreation they usually participated in. Many times it was because these supports thought this was the person's only option. It appeared to leave the participant feeling as though specialized programs were their only possible outlet for recreation.

One person, who had only participated in specialized programs and whose major supports were agency staff, spoke about why he had only participated in specialized programs:

Interviewer: So why do you usually choose programs that are only for people with disabilities?

Aaron: I am not sure. I am not sure on that.

Interviewer: Are those the kind of programs the agencies tell you about?

Aaron: Yup.

Another participant's father saw specialized programs as his son's only option for recreation participation:

Casey's Dad: There are limited recreation programs, there are the Special Olympics and there is rehabilitation center in our area. So either he does those or he doesn't do those.

One Special Olympic program participant was so familiar with these programs, that when asked about trying something new, she only spoke about trying something new in relation to Special Olympics:

Joan: I probably would try, because I am familiar with Special Olympics, if I wanted to get a new program going I would see if they would start it. I would feel more comfortable.

One participant even felt that his participation in Special Olympics was more important than his participation in an inclusive program:

Shawn: Then the practices started interfering with Special Olympics so I quit.

Interviewer: And you also did Boy Scouts too?

Mom: Yes he did Boy Scouts.

Shawn: I did Boy Scouts but they both were interfering with Special Olympics so I quit that too. They were at the same time and Special Olympics overrules everything else.

Using Supports for Inclusion

While support networks seemed to be an important influencer in whether a person participated in specialized or inclusive recreation, some participants and their family members were successful at using supports, like agency staff, in helping them participate in inclusive programs. One mother spoke of their family's success at involving their son in an inclusive program with some added support:

Josh's Mom: One of the things, just to understand, the thing with the Boy Scout camp and the other activities, we were quite often able to get a support staff person to help Josh be involved in these activities, really instead of going to a camp specifically for people with disabilities. We really tried to work it so that Josh did the physical stuff with the extra staff or support needed to make it successful.

Another mother spoke about the importance of using staff in a way to foster inclusion:

Cara's Mom: Actually she does well in either place, in either setting. She gets along with pretty much everyone. The supports (aides) helped.

Importance of Social Relationships

The third category that emerged during the interviews was the importance of social relationships. Social relationships were discussed in several different ways. The importance of social relationships on participation in recreation programs to people with disabilities was also discussed by Siperstien, et al. (2006), who reported that two of the top three goals that people with disabilities' family members wanted from participation in Special Olympics programs were friendship and improved social skills. The themes that emerged were social relationships as a motivator for participation in all types of recreation, the importance of learning social norms and expectations through inclusive participation, and the importance of relating to others, both with and without disabilities.

Motivator for Participation

One of the main reasons people enjoyed participation in recreation, whether it was inclusive or specialized, was the social aspect. One mother spoke about reasons she thought it was important for her son to participate in recreation:

Mom: The social is crucial. Just like you or I, you see people when they are in a recreation activity and you see him a whole week later and you see them another place and you have that common denominator.

Another mother talked about her daughter's interest in recreation from a social standpoint:

Julie's Mom: I think it is good for her to have those programs so she isn't sitting around the house. There is no one in the neighborhood for her to do those things with so without those activities she would be sitting around watching TV all the time. It is more social than sports I think. She is a social butterfly, she knows everybody in the whole town. She really likes to get out and socialize with her friends.

One participant stated the reasons he participates in inclusive recreation:

Jake: I like the people. I like socializing.

Social Norms/Expectations

One of the main factors both participants and parents reported as a reason they felt it was important to participate in inclusive recreation was that they felt that in inclusive programs people with disabilities learned social norms. They liked that people with disabilities had the same expectations placed on them as everyone else. Many participants felt that they might not have had this same opportunity in a setting that was just for people with disabilities.

One father spoke about the pros and cons related to social norms and expectations in both specialized and inclusive settings:

Dad: The nice thing about a specialized environment is that he is with his peers, but on the other hand that is a pro and a con. You can feel confident because other people have the same issues that he has, but when you are in those groups, if there is bad behavior, you learn bad behavior you model. When you are younger you model your parents, so hopefully your parents have good behavior. If your parents have bad behaviors you are going to have bad behaviors. The same thing happens with people with disabilities, they model the people with around them. We fought to have him in an inclusive program, because when he was in a classroom with individuals with disabilities when he was really young he was learning disabilities. He was seeing people have tantrums and he was learning to act like that because that is what he saw. And what we said is you're disabling our child, because you're putting him in an environment where he sees the worst and that is what he is going to gravitate to. You put him in an environment where he sees positive and that is what he is going to do. So we started out when he was really

young and we said you are going to do what we do. You are going to go to the store, you are going to behave, you are going to eat at the restaurant and not throw a tantrum, you are going to do what all the other children do.

Another mother stated reasons related to social norms and expectations that resulted in her preferences for inclusive settings over specialized ones:

Aidan's Mom: Whether it is a good thing or bad thing I don't know, one reason why he didn't want to do it any more, he had to do what the coach told him to do. He had to play outfield whether he wanted to or not, sometimes he would just sit out there, but he had to learn all of that. Get along well with the other kids, or at least try. You can't just do everything you want to do, you have got to learn.

Interviewer: Why did you like the other league better?

Aidan's Mom: It just, with the Challenger there weren't very many kids. It didn't feel like he was really playing a game. It was so very relaxed, which was good in some ways, but I wanted him to have to follow the rules. I wanted him to be on a typical baseball team.

One mother spoke about how important it was to her that coaches and other program facilitators expected the same things from her daughter as they did from children without disabilities:

Maddy's Mom: When she goes to programs, I don't even tell, I don't tell the instructor that she has special needs. I just enroll her in the dance class and hope they expect from her the same things that they expect from other kids. I mean sometime they are going to figure out that she is not picking it up as quick as the other kids, but they are expecting the same thing from her as everyone else. I don't ever ask them to treat her differently and in fact I don't want them to, you know, lower their standards or something. I want them to hold her to the same standards and have her do the best she can.

Relating to Other People

In this study, the idea of people with disabilities participating in programs to be around other people like themselves did not emerge. This shows a difference from the findings of Neumeyer et al. (1993) which identified a reason that people with intellectual

disabilities may enjoy participating with other people with intellectual disabilities was to be around people similar to them. When asked about the differences in the people in specialized and inclusive programs, most participants did not think there were any differences. Instead, differences identified were related to program structure, not the characteristics of program participants.

One participant was not even aware that her specialized program was only for children with disabilities and the fact did not appear to matter to her:

Alyssa: I have been in this thing called gym and swim but it is not for disabilities.

Mom: It is sweetie. It is for kids with disabilities and their brothers and sisters are allowed to go. It is really called sport and splash but we call it gym and swim.

Interviewer: What do you think are the differences when you are in a specialized recreation program, like the adapted sports programs and then when you are at school where it is kids with and without disabilities?

Alyssa: No. Well the other kids are blind.

Interviewer: Does that difference affect you at all?

Alyssa: No.

When asked about what differences he saw in the other participants in a specialized program versus an inclusive program, one participant said:

Aidan: No. Well all boys at baseball.

Another participant reported similar feelings:

Interviewer: So in your classroom you were around kids without disabilities and at Special Olympics you are around only other people with disabilities, do you think there is a difference?

Shawn: Not really.

Benefits to Participation

The final category that emerged during the interviews was the various benefits to participation in recreation. These findings are again consistent with the findings of Siperstein, et al. (2006) which identified important benefits obtained from participation in a specialized recreation program as increased self-confidence and health related benefits. In this study, benefits that participants discussed as receiving from recreation were related to physical activity, increased self-confidence and the idea of seeing people as people first. These findings also relate to a study from Zabriskie et al. (2005) where participants identified benefits to participation in a specialized recreation program as increased health and increased quality of social life.

Physical Activity

One of the major themes the participants identified was the importance of obtaining physical activity during recreation participation. This was one of the main reasons people wanted to participate and was identified as one of the main benefits they received through participation.

One mother spoke about a specialized program as the outlet for physical activity that her daughter enjoyed over other options for exercise:

Mom: I don't even think it is particularly Special Olympics that we want her to do. We want her to get some exercise. That is the main family goal; you need to get some exercise. Can you tell her what else you do for exercise?

Nicole: I walk the dog.

Mom: Do you always like to go?

Nicole: No.

Mom: Special Olympics is an easier sell than walking the dog.

Another father spoke about Special Olympics as the main outlet for his son's exercise as well:

Dad: It has also helped him physically getting some exercise. He is sedentary other than the Special Olympics programs. He would sit around and play Nintendo games.

One participant stated how much he enjoyed exercising as part of an inclusive program:

Aidan: I play sports. I play tennis, basketball, and soccer. Basketball with dribbling. And the scooters, I forgot about the scooters. And then we take a walk all the way up. I love exercising.

Increased Self-Confidence

Increased self-confidence was a major benefit reported by participants. Many participants reported increased self-confidence particularly related to participation in specialized recreation programs. One Special Olympics program participant spoke about benefits attained from participating in specialized programs:

Joan: Yeah. Just feeling good about yourself. It helps your self-confidence.

Another participant discussed how his self-confidence increased through participation in a specialized program:

Gary: The people were so great, when I started, the guides and instructors, they couldn't be better. They would do anything for you and they would give you the positive image you need to do it.

A father who also coached a Special Olympics team spoke about the increases in self-confidence he has seen in through the programs:

Dad: The model for Special Olympics is it doesn't matter if I win or loose but let me be brave in my attempt. The idea is that when you have these events, there are people there that are congratulating you and giving you hugs, it is a lot of positive face-to-face interaction and it really builds your confidence.

Seeing People as People First

A major benefit to inclusive recreation participation that participants in the study reported were the benefits that people without disabilities gained through participating in programs with people with disabilities. Most participants and their parents reported that they felt it was important for people without disabilities to gain experience interacting with people with disabilities in order to see that they are similar in more ways than they are different. This is consistent with the findings of Schleien and Green (1992) which identified participation in inclusive programs as a way to promote understanding of people with disabilities to people without disabilities. Participants in the study also reported that they enjoyed participating in programs that included people with different disabilities than theirs.

One father discussed his feelings about what he liked about his son participating with people without disabilities:

Dad: Just like everybody else, our school district is big on sports, and almost all the kids are typically in one sport a year. To be on a sports team is part of being

the typical high school student. It has certainly helped in that regard. And it is important what people learn from him too, same as scouting.

Interviewer: What do you think people learn from him?

Dad: I think that it goes back to that people see Josh as another person. They see him as another skier. They see him as another athlete. They don't think of him or define him by his disability.

Another father described what he felt people without disabilities learned from participating in programs with his son:

Dad: The inclusive programs, I find that the young children as your growing up you tend to see everybody being the same. You treat people the same and you don't see them as being different. I mean we are different, they pick on people because they are taller or shorter or fatter or smaller there is always a reason to discriminate. When Casey was in an inclusive classroom and doing inclusive sports, he was treated like everyone else, he wasn't looked at as there was something wrong with him. They would say yeah he talked different but they saw he was a good guy and he was fun to be around and he likes to laugh and you know he gives hugs and things like that. I think the main thing about inclusive programs is that yeah it helps the person, but more importantly it helps society around them realize, you know, this person is not that unusual, they have challenges like I have challenges. Some people can't walk well, some people can't throw a ball well, but we are all human. I saw the other people around him learn from Casey. They saw he was just a regular guy, he can't speak well but he can play basketball really well and he is a really fun person. I think it benefits society more than anything else.

A mom discussed her similar feelings about other children learning from her daughter:

Alyssa's Mom: I think is great that they grow up learning and knowing that kids with disabilities are just kids. They are still kids, they are able to do things too. I was in the school a couple of weeks ago and I just happened to run into the gym teacher and he told me that Alyssa made a basket in class and all the kids jumped and screamed and clapped and cheered for Alyssa. It was pretty neat.

Results of the Dependability Audit

In the initial phases of qualitative data analysis, two auditors were asked to give their perceptions of the major categories that emerged from the data, in relation to the research questions. There was strong agreement between the findings of the researcher and the findings of the auditors regarding the major categories. The major categories the auditors identified were differences in structure, the importance of social relationships, the role of supports and various benefits to participation in recreation.

The differences in structure auditors identified were regarding accommodations and competition levels of specialized programs, which corresponded to those of the researcher. The auditors identified that people liked being with family and friends, that inclusive environments were accepting, and that a main barrier of specialized programs was that they could not be with other friends or family. These themes related to the researchers category of the importance of social relationships.

Auditors identified that staff supports could be a positive influence when used correctly, but a negatively influence when used incorrectly. They identified that participants favored more natural and temporary supports to foster inclusion, rather than to create a barrier between the person with a disability and others in the program. This directly corresponded with the researcher's category of the role of supports. The researcher's category of benefits to participation was confirmed through auditors findings of participant's enjoyment of physical activity, and the benefits gained from inclusion. Overall, the auditors' findings aligned well with those of the researcher.

Chapter 5

DISCUSSION AND IMPLICATIONS

A consistent theme related to participation in recreation throughout the research is the idea of choice. People with disabilities should have the ability to choose whatever type of participation they would like to be involved in, but it is also important that people are aware of their options for participation. This study sought to determine if there was a relationship between specialized recreation participation and inclusive recreation involvement.

Based on the results of the study, it appears that a link between the two types of participation may exist. The study also revealed important implications for the field of recreation in helping people transition from specialized programs to inclusive programs, if that is their desire. Implications related to all four categories found in this study will be discussed. The rest of this chapter will be organized as follows (a) summary of the

procedures; (b) summary of the findings; (c) conclusions; (d) discussion and implications; and (e) recommendations.

Summary of the Procedures

As discussed in Chapter 3, this study used qualitative methods in order to explore the influence of specialized recreation program participation on inclusive recreation involvement. The study used in-depth interviews to gain greater insight into the thoughts, feelings and opinions of participants in specialized recreation programs. Some participants were also involved in inclusive recreation programs, and their feelings on the differing experiences were examined. Because of the in-depth nature of this study, only a small sample (n=15) was used. Study participants were of various ages, ranging from 8 to 53. There was a mix of male (n=8) and female (n=7) participants. Participants had various disabilities including physical, intellectual, developmental and sensory disabilities. Some participants were interviewed with their parents if they felt that the presence of a parent would help them or make them feel more comfortable.

Participants were interviewed by the researcher in the setting of their choosing, either in person or over the phone. Phone interviews were recorded on speaker phone by a digital recorder. Interviews were digitally recorded and transcribed within a week of interviewing. All names and identifying information were changed during the transcription process. Recordings were deleted after the transcription process.

The researcher analyzed the data using constant comparison analysis. The researcher first heard the information during the interview, again during the transcription process, and then read the transcriptions several times. While reading and rereading the interviews, the researcher looked for emerging categories and themes in the data. The researcher then organized the data based on those findings and confirmed the results with a dependability audit.

Summary of the Findings

Several major findings emerged as a result of this study. This study was of an exploratory nature and the purpose of the study was to explore the relationship between specialized and inclusive recreation programs. Because of the exploratory nature of this study, no hypothesis was made by the researcher. The research sought to gain a more in-depth understanding of the subject matter. The researcher did this by formulating well-defined research questions.

Differences in Program Structure

The first major category identified by the researcher was the differences in program structure. One of the major findings of this study showed that the reason some people may prefer specialized programs over inclusive was because of structural differences, not differences relating to the fact that specialized programs were only for people who had a disability.

Structural differences included things like competition levels and the skill-building focus of specialized programs. Schleien et al. (1997) identified the importance of recreation on skill development. Participants in this study discussed the value of specialized programs on building the skills necessary to then participate in inclusive recreation. Differences in competition levels have also been identified in other studies as a reason some people with disabilities may prefer participation in specialized programs (Siperstein, et al., 2006). Rynders and Schleien (1993) identified that cooperative goal structured activities are generally better for inclusion than competitive- spirited activities.

One structural difference in specialized programs that participants and their parents did not like was the exclusive factor of specialized programs. Participants wanted to participate with peers, including family members and other friends, who didn't have a disability, which was not possible in all specialized programs.

Role of Supports

The second major category identified by the researcher was the role of supports. Schleien, et al. (as cited in Mactavish & Schleien, 1997) identified the influence of parents of children with disabilities on their participation in recreation. This is congruent to the findings in this study that showed that when support networks encouraged inclusive recreation, that is the type of recreation the person with a disability usually participated in. When support networks were more supportive of specialized programs, those were the type of programs the person with a disability most often participated in.

The final theme that emerged in this category was the idea of using supports positively for inclusion. Many participants effectively used supports to help them more fully participate in an inclusive recreation program.

Importance of Social Relationships

Whether participating in inclusive or specialized programs, social relationships were a key to participation. For this reason the third major category identified was the importance of social relationships in recreation. Social relationships served as a major motivator for all types of participation in recreation. Recreation can lead to social role development, and leisure is important in shaping who we are as human beings (Russell, 2002). The social benefits gained from recreation are critical (Kelly & Godbey, 1992). Recreation is important to already formed social relationships, such as those with friends and family, but it is also important in order to meet new people. Zabriskie et al. (2005) found that 69.4% of people who participated in a specialized recreation program felt that they had increased the quality of their social life.

Another important theme related to the category of social relations was the idea that in inclusive programs, people with disabilities were able to learn social norms through recreation. Participants felt that they were also able to gain experience dealing with the expectations of people without disabilities in order to participate at similar levels. The final theme identified in the social relationship category was the idea that people with disabilities were able to relate to others, both with and without disabilities.

As Schleien and Green (1992) discussed, an inclusive approach helps to promote a greater understanding and acceptance of all people.

To participants in this study, the characteristics of program participants seemed to matter much less than the actual programs. This may be different than some of the findings of Neumeyer et al. (1993). In this study, participants with developmental disabilities were asked to watch two videos of people bowling. The majority of participants said they would rather bowl with the group that was made up entirely of other people with developmental disabilities, rather than the inclusive group.

Benefits to Participation

The final category identified by the researcher based on the information gathered in the study was the various benefits to participation in all types of recreation. Recreation is not just a good idea, but a crucial a part of life for all people (Bendini, 2000; Coleman & Iso-Ahola, 1993; Devine & Lashua, 2002; Heyne et al., 1997; Kelly, 1990; Roberts et al., 1989).

Participants identified the many values gained from recreation. One major benefit identified by participants was the opportunity to receive physical activity. This relates to a study by Zabriskie, et al. (2005) which found that 79.6% of people who participated in a specialized recreation program identified that they agreed that they experienced an increase in overall health as a result of participation.

Another major benefit to participation, specifically in specialized programs, was the increases in self-confidence reported by participants and their parents. Siperstein, et

al., (2006) had previously identified that increasing self-confidence/self-esteem was the number one goal participants identified for themselves while participating in a Special Olympics program.

There were benefits identified by participants in this study that only related to the participation in inclusive programs. Both participants and parents of children with disabilities thought that an important aspect of inclusive participation was the benefits received by participants without disabilities. Participants in the study discussed how participation in inclusive recreation programs gave people without disabilities a greater understanding and helped them to feel more comfortable being around people with disabilities. This relates to findings of Peck et al. (1990) who found that students who participated in recreation with peers with disabilities reported personal benefits such as reduced fear of human difference and increased tolerance of other people. Participants in this study reported that participation in inclusive recreation helped participants without disabilities to see them as people first and to learn that their disability was not a defining characteristic of that person.

Overall the important message was that recreation is valued, important and critical in people's lives. A critical aspect of recreation is the idea of choice (Anderson & Kress, 2003). As identified by Neumeyer et al. (1993), people with disabilities, as with all people, should have a choice in the kind of recreation they want to participate in. Participants in this study identified reasons they thought both types of participation were important, and it is up to the individual to decide how each type of program may benefit them.

Conclusions

The purpose of this study was to explore what role, if any, specialized recreation programs may have in helping people with disabilities pursue inclusive leisure involvement. Based upon the findings and within the limitations of this study, it appears that specialized recreation can play a role in pursuing inclusive leisure involvement when several key elements are in place.

The keys relate to four areas: transitioning, awareness, supports, and specialization. Without these key elements in place, participants may get caught in a cycle of specialized recreation involvement even though they may be ready and able to be included in recreation for both people with and without disabilities.

Table 5.1
Keys for Specialized Recreation to Have a Positive Influence on Inclusive Recreation

Key 1. Transitioning	Participants must be encouraged to transition to inclusive services when ready and supports must be in place for a successful transition.
Key 2. Awareness	Participants must be aware of inclusive programs
Key 3. Supports	Supports must be in place to help foster inclusion in order for specialized programs to help to lead to inclusive participation
Key 4. Specialization	Specialized supports and services should be driven by their specialization, such as specialized equipment or specialized instruction, not necessarily driven by disability

Discussion and Implications

As discussed in Chapter 2, benefits have been shown for inclusive recreation programs as well as specialized recreation programs, but research has not shown how one type of recreation may influence the other. This study sought to explore a connection between the two types. Several implications that evolved from this study will be discussed. The major finding was that while people enjoyed the specialized structure and supports of specialized recreation programs, the thing that they did not like was when programs were segregated. This made an important distinction between segregated programs and specialized programs. After the data was collected, the themes that developed from the data were based on the research questions presented in Chapter 4. Each question will be discussed based on the findings.

Participants in this study identified interest in both types of programs, but for different reasons. Specialized programs offer different supports and accommodations in the areas of instruction and equipment, but can cause barriers to participating with friends and family. Inclusion offers these opportunities for people without disabilities to learn from those with disabilities, but some inclusive programs may not offer the extra supports or accommodations that attract people to specialized programs.

(1) How, and to what degree, does participation in structured specialized recreation programs influence participation in inclusive recreation programs?

The data showed that participation in structured specialized recreation programs can influence participation in inclusive recreation programs in several ways, and

sometimes, to a strong degree. When several key components are in place, there is a strong link between specialized program involvement and inclusive recreation involvement. The keys are related to four areas: transitioning, awareness, supports and specialization, as previously presented. The degree to which specialized participation has an influence on inclusive participation is largely dependent on these keys.

Specialized involvement can affect inclusive involvement in several ways. The ways in which it can have an effect on inclusive recreation involvement relate to the results category of Benefits to Participation. Through participation in specialized recreation programs, participants reported that they had increased in skills, physical abilities, and self-confidence needed to then pursue inclusive recreation involvement.

These results show that people value program structures that help people with disabilities to build skills that may be useful in inclusive programs. This could lead inclusive recreation providers to structure programs that focus less on competition and focus more on skill-building, while still providing the benefit of physical activity that participants identified as a benefit to participation. One of the key benefits to participation identified by respondents was the benefit of gaining physical exercise through participation. This may help service providers to identify the importance of providing programs that offer participants exercise, but at the same time need not be based on competition.

(2) Why do some people choose to participate in specialized recreation programs instead of inclusive programs?

The data showed that people choose to participate in specialized recreation for many different reasons. The major reasons, as previously discussed, include differences in program structure and benefits obtained from participation.

(a) What characteristics of specialized recreation programs do they like?

Participants reported the different program structure as something they liked about specialized programs. The different structure of these programs helped participants to focus on skill-building. Differences related to competition were also noted as a major reason for people with disabilities to choose participation in specialized recreation programs.

(b) What are the main reasons for participating in specialized programs?

One reason participants chose specialized recreation programs was to focus on skill-building. Another reason was to have a different level of competition, whether it was more competitive or less competitive. People also often chose specialized recreation when it was what their support system encouraged. People with disabilities also chose to participate in specialized recreation in order to obtain physical exercise and to increase their self-confidence.

There will always be a need for higher-level competitive based specialized recreation programs, like competitive wheelchair sports, or the Paralympics. Even those these programs are specialized, there are ways to make them more inclusive in general. For example, the Paralympics could be integrated into the regular Olympics Games. That

way, although the actual activity is segregated by varying ability levels, it is more inclusive in its implementation and distribution, and athletes are regarded as equals.

- (c) What do they find to be the main benefits gained from participation in specialized programs?

The major benefits obtained from participation in specialized recreation programs included the ability to be physically active. The other major benefit was an increase in self-confidence as a result of participation in these programs.

- (d) For people who have previously participated in inclusive recreation, and now only participate in specialized programs, what led them to discontinue involvement in inclusive recreation?

There were no people who had completely discontinued inclusive recreation participation if they had once participated in it in this sample. For those had mostly discontinued participation in inclusive recreation, and continued participation in specialized programs, they reported feeling as they had aged-out of inclusive recreation, as their differing abilities became more noticeable as they became older.

Participants also reported that they did not like the exclusive nature of specialized recreation programs. This information should be reason for recreation providers to provide programs where all people, with and without disabilities, can be successful. Self-confidence was identified as a benefit of participating in recreation, and especially in specialized recreation programs. People may initially prefer to participate in specialized programs, but as their abilities and confidence increases, they may desire to transition to

inclusive programs where they can participate with peers with and without disabilities as well as family members.

Supports were also a major category discussed in this study. There are several implications of the findings related to supports. Several participants discussed how they had positively used supports to transition from specialized to inclusive programs. These results may help other people with disabilities use supports in the same way. The findings also showed that the type of participation that supports were encouraging, either specialized or inclusive, was the type that participants most often participated in. This should be a key implication for service agencies as well as recreation providers because it shows the influence that they may have on participation, and that they should encourage inclusive participation to benefit all people, with and without disabilities.

Many disability or human service agencies (e.g., group homes) may not promote inclusive programs, or may not even be aware of the inclusive opportunities available. Recreation providers should make sure that they are marketing programs in a way so that agencies that serve people with disabilities are aware that all people are welcome in their programs. They should also make it clear that they will help make accommodations necessary in order for a person with a disability to participate. It is also important that recreation providers that offer specialized recreation programs do not envision their programs as the only outlet for recreation participation, but as just one option in the continuum of recreation involvement. Specialized recreation providers should encourage participants to try inclusive programs, and they should work with inclusive recreation

programs to help participants transition to the program where they can be most successful and satisfied in recreation.

(3) Why do some people choose to participate in more inclusive recreation programs instead of specialized programs?

People chose to participate in inclusive recreation opportunities instead of specialized recreation opportunities for several reasons, mostly related to the influence of support systems and the importance of social relationships.

(a) What characteristics of inclusive recreation programs do they like?

Participants in the study reported several main things that they liked about inclusive recreation programs. Participants and their family members reported a positive result of participation in inclusive programs as having social expectations and the ability to learn social norms through participation. Another characteristic of inclusive programs that participants liked was the ability for participants without disabilities to see people as people first through interactions with people with disabilities in the programs.

(b) What are their main reasons for participating in inclusive programs?

The main reasons people with disabilities chose to participate in inclusive recreation was that their support system encouraged this type of participation and other reasons related to social relationships. Participants wanted to relate and interact with other people, both with and without disabilities. Participants also chose inclusive programs over specialized programs because they did not like the exclusive nature of

some specialized programs, where their siblings or friends without disabilities could not join them in participation.

(c) What do they find to be the main benefits gained from participation in inclusive programs?

The main benefits gained from participation in inclusive recreation programs were related to social relationships. Benefits from interaction were reported as important for both participants with and without disabilities. Other benefits were related to the importance of the ability to learn social norms and expectations through participation in inclusive recreation programs.

(e) For people who have previously participated in specialized recreation, and now only participate in inclusive programs, what led them to discontinue involvement in specialized recreation?

There were no participants in the study with these characteristics.

(4) For those people who have participated in both types of recreation (inclusive and), how do they compare their differing experiences?

Participants who had experienced both types of recreation had positive things to say about both kinds of programs. The participant's feedback had little to do with the characteristics of participants in the programs, and was mostly related to the structure of programs. Differences related to structure were related to the skill-building nature of specialized programs, differing competition levels, and the added staff support available in specialized programs. This reinforces the idea that the type of programs participants enjoyed was specialized, but not segregated.

(5) How do social supports influence choices for recreation participation (specialized or inclusive)?

Social supports were a strong influence on the type of participation, whether specialized or inclusive, the participants in this study choose. Supports included family supports, peer supports, and agency/service provider supports. A theme appeared to be that whatever type of participation the support system encouraged was usually the type the person participated in most frequently.

(6) What role does self-determination play in inclusion in recreation?

Self-determination was not found to have a strong influence on inclusion. Although most participants reported having a choice in their own recreation, there was not a strong link between self-determined behaviors and choosing inclusive recreation over specialized recreation. What did play a large role in inclusive recreation involvement was self-confidence. Participants reported gains in self-confidence through success in specialized programs, which then led them to have the confidence to pursue inclusive recreation involvement.

Recommendations

Recommendations relating to this study include recommendations related to the methods used in the study as well as recommendations related to future research and service delivery based on the findings of the study.

If the study were going to be replicated in the future, the researcher may choose to focus more narrowly, for example, by focusing on a specific disability or an age range. While this study was good for an exploratory study, different results may be related to disability type or age range.

One recommendation relates to awareness of Certified Therapeutic Recreation Specialists (CTRSs). When working with people with disabilities, CTRSs must make sure to educate the person on their job title and what they do as professionals. None of the participants reported working with a CTRS in any programs, although the researcher was aware that some programs had a CTRS working with them. This information will help more people become aware of the profession and the services that a CTRS provides.

Some specific recommendations for future research are as follows:

- Additional qualitative studies similar in nature to this study, but broken down into disability types, age ranges, or gender;
- Additional studies analyzing the effects of children with disabilities' participation in specialized or inclusive recreation based on the presence of a sibling in their age range;

- Additional research to determine why parents may be supportive of inclusion in the educational setting, but still encourage specialized settings for recreation participation;
- Additional research examining the ability of competitive-typed recreation programs to be inclusive, as opposed to non-competitive recreation programs;
- A study looking at a specialized program that is designed to help participants learn skills necessary to then transition to inclusive programs to serve as a model for other programs

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APPENDIX A

Invitation to Participate in the Study

Informed Consent and Assent Forms

Invitation to Participate

Hello XXXXX:

My name is Dr. Lynn Anderson and I am a Professor at SUNY Cortland. I am also the Project Director for the New York State Inclusive Recreation Resource Center (NYSIRRC). I am working with Whitney Mayer, a graduate assistant at SUNY Cortland with the NYSIRRC. The NYSIRRC is interested in learning more about people with disabilities and their recreation involvement in order to improve their services. Whitney is interested in doing this study for her master's thesis. We are contacting you to invite you to participate in this research study. We have been referred to you through your contact with the NYSIRRC. We would really like it if Whitney could interview you.

The interview is voluntary, and it will last between one to two hours. The interview will be digitally recorded, but the recordings will be erased later. It can take place wherever you feel most comfortable. We appreciate your time and consideration and we look forward to hearing back from you.

Your involvement will help improve the services of the NYSIRRC, and we invite you to visit the NYS IRRC's website for more information, www.cortland.edu/nysirrc. Please let Whitney know if you would like to be interviewed by calling her at 716-378-2542 or by email at whitney.mayer@cortland.edu. If you have any other questions you can contact me, Dr. Lynn Anderson, NYSIRRC Project Director by email at lynn.anderson@cortland.edu or by phone at 607-753-4941.

Thank you,

Dr. Lynn Anderson, CPRP, CTRS
NYSIRRC Project Director
Recreation, Parks and Leisure Studies Department Chair

Whitney E. Mayer
NYSIRRC Graduate Assistant

Invitation to Participate with Child

Hello XXXX:

My name is Dr. Lynn Anderson and I am a Professor at SUNY Cortland. I am also the Project Director for the New York State Inclusive Recreation Resource Center (NYSIRRC). I am working with Whitney Mayer, a graduate assistant at SUNY Cortland with the NYSIRRC. The NYSIRRC is interested in learning more about people with disabilities and their recreation involvement in order to improve their services. Whitney is interested in doing this study for her master's thesis. We are contacting you and your child to invite both of you to participate in this research study. We have been referred to you through your contact with the NYSIRRC. We would really like it if Whitney could interview you and your child.

The interview is voluntary, and it will last between one to two hours. The interview will be digitally recorded, but the recordings will be erased later. It can take place wherever you both feel most comfortable. We appreciate your time and consideration and we look forward to hearing back from you.

Your involvement will help improve the services of the NYSIRRC, and we invite you to visit the NYS IRRC's website for more information, www.cortland.edu/nysirrc. Please let Whitney know if you would like to be interviewed by calling her at 716-378-2542 or by email at whitney.mayer@cortland.edu. If you have any other questions you can contact me, Dr. Lynn Anderson, NYSIRRC Project Director by email at lynn.anderson@cortland.edu or by phone at 607-753-4941.

Thank you,

Dr. Lynn Anderson, CPRP, CTRS
NYSIRRC Project Director
Recreation, Parks and Leisure Studies Department Chair

Whitney E. Mayer
NYSIRRC Graduate Assistant

**State University of New York College at Cortland
Department of Recreation, Parks and Leisure Studies**

INFORMED CONSENT DOCUMENT

This study is being conducted by Whitney Mayer, a graduate student at SUNY Cortland. This study will be used for Whitney's master's thesis research with Dr. Lynn Anderson from the SUNY Cortland and the New York State Inclusive Recreation Resource Center (NYSIRRC). Your input would be appreciated. The purpose of the study is to find out how participating in some kinds of recreation programs may increase participation in others.

During this study, you will be interviewed. The interview will last about one to two hours. The questions you will be asked will be about your past and current recreation involvement. The interview will be recorded so that your answers are gathered clearly. The interview and your responses will be entered as text into a computer and then the recordings will be erased. All names and any other information you give me about who you are will be changed when the interviews are entered into the computer. Your name will not be on your answers. The interview files will be kept on a password protected computer for no more than three years. Whitney and Dr. Anderson will be the only people who can see your answers.

There is not much risk to being in this kind of study. At times, you may feel a little uncomfortable with the questions, but Whitney will do everything she can to make you feel at ease. You do not have to answer any questions that you do not want to. If you want to stop answering questions, you can stop at any time with no consequences to you. What we learn may someday help people with disabilities do the recreation they want. It may also help the NYSIRRC improve its services. For you, it may be fun to talk about and share your recreation experiences and interests.

You only need to participate in this study if you want to—it is voluntary. If you decide to participate, you can stop at any time with no problem. Being in the study does not affect any of the services you receive. If you decide not to be in the study or you decide to stop answering questions, your decision will not change any of the services you receive.

If you have any questions you can contact Whitney Mayer at whitney.mayer@cortland.edu or at 716-378-2542. You can also contact Dr. Lynn Anderson at lynn.anderson@cortland.edu or at 607-753-4941. For questions about research at SUNY Cortland or questions/concerns about participant rights and welfare, you may contact Dr. Leslie Eaton, IRB Administrator, PO BOX 200, Cortland, NY 13045 (email: irb@cortland.edu; phone: 607-753-2079).

I, _____ want to be in this research study.
(print your name here)

Sign your name here

Date

This study was approved by the SUNY Cortland IRB on 03-30-09; this form is in effect until 03-31-10.

**State University of New York College at Cortland
Department of Recreation, Parks and Leisure Studies**

INFORMED CONSENT FOR CHILD DOCUMENT

This study is being conducted by Whitney Mayer, a graduate student at SUNY Cortland. This study will be used for Whitney's master's thesis research with Dr. Lynn Anderson from the SUNY Cortland and the New York State Inclusive Recreation Resource Center (NYSIRRC). Your input would be appreciated. The purpose of the study is to find out how participating in some kinds of recreation programs may increase participation in others.

During this study, you and your child will be interviewed. The interview will last about one to two hours. The questions you will be asked will be about you and your son or daughter's past and current recreation involvement. The interview will be recorded in order to gather your answers clearly. The interview and your responses will be entered as text into a computer and then the recordings will be erased. All names and any other information you give me about who you are will be changed when the interviews are entered into the computer. Your name and your child's name will not be on your answers. The interview files will be kept on a password protected computer for no more than three years. Whitney Mayer and Dr. Anderson will be the only people who will see your answers.

There is not much risk to being in this kind of study. At times, you or your child may feel a little uncomfortable with the questions, but Whitney will try to make everyone feel at ease. You do not have to answer any questions that you do not want to. If you volunteer to be in the study, your child will be asked about volunteering next. Your child can refuse to be in the study, even if you want to be interviewed. If your child wants to stop answering questions, he or she can stop at any time. What we learn may someday help people with disabilities do the recreation they want. It may also help the NYSIRRC improve its services. For you and your child, it may be fun to talk about and share your recreation experiences and interests.

You only need to participate in this study if you want to—it is voluntary. If you decide to participate, you can stop at any time with no problem. Being in the study does not affect any of the services you receive. If you decide not to be in the study or you decide to stop answering questions, your decision will not change any of the services you receive.

If you have any questions you can contact Whitney Mayer at whitney.mayer@cortland.edu or at 716-378-2542. You can also contact Dr. Lynn Anderson at lynn.anderson@cortland.edu or at 607-753-4941. For questions about research at SUNY Cortland or questions/concerns about participant rights and welfare, you may contact Dr. Leslie Eaton, IRB Administrator, PO BOX 200, Cortland, NY 13045 (email: irb@cortland.edu; phone: 607-753-2079).

I, _____ want to be in this research study and I give my permission
(print your name here) for my
child to be in the interview, if he or she wants to be in the
study too.

Sign your name here

Date

This study was approved by the SUNY Cortland IRB on 03-30-09; this form is in effect until 03-30-10.

**State University of New York College at Cortland
Department of Recreation, Parks and Leisure Studies**

ASSENT FORM

This paper describes a study being done by Whitney Mayer, a college student. It talks about a research study Whitney is doing with Dr. Lynn Anderson from SUNY Cortland. Research is a special way of finding out answers to questions. They want to know more about the things you do for recreation. Recreation is what you do for fun, like sports, games, hobbies and other activities. This paper describes this study. After we talk about this information, you can ask any questions you have before deciding if you want to be in the study.

If you decide to be in the study, you will be asked some questions about the things you do for fun. If you want, your parent or guardian can be with you when you are being asked the questions. It will take between one and two hours to answer the questions. If you do not feel good about answering the questions, you do not have to answer any questions you do not want to. What you say will be recorded so anything important you say is not missed. The recordings will be erased after the data is typed into the computer within three months.. The typed answers you give will be kept on the computer for no more than three years. Only Dr. Anderson and Whitney will be able to see your answers.

This study will help Whitney understand why you like the things that you like for recreation. She wants to know about programs that you are in with other kids with disabilities. She also wants to know about programs you are in that include all kids, with and without disabilities. Your answers will help other people with disabilities to get included in things they like to do for fun. This study may help other kids someday. It may be fun for you to talk about your interests.

You do not have to be in this study. You decide whether you want to or not. If you say yes now, but want to stop at any time, that is okay. No one will be mad at you. If you stop being in the study you still get to play sports, be in games, and do the hobbies you do now.

If you want to be in this study, please sign your name.

I, _____ want to be in this study.
(print your name here)

Sign your name here

Date

This study was approved by the SUNY Cortland IRB on 03-30-09; this form is in effect until 03-30-10

APPENDIX B

Interview Guide

Demographic Questions

TABLE 1

Interview Guide
(Sample questions and probes)

These questions will be asked to the participant with the disability. If the participant is a child, a parent/guardian will be asked to assist as needed in answering the questions about their child's participation.

Experience with specialized recreation programs

- What is your experience with specialized recreation programs (programs specifically for people with disabilities)?
- Do you still participate in specialized recreation? If yes, describe.
 - If yes, what things do you like about these programs?
 - What do you dislike about these programs?
 - If not, why do you no longer participate?
- Other questions regarding specialized recreation involvement that may emerge as the interview progresses.
 - The following prompt will be used to help the participant stay on topic, if needed: "Remember, specialized programs are programs specifically for people with disabilities, could you tell me more about your experience with those types of programs?"

Experience with inclusive recreation

- What is your experience in inclusive recreation (recreation including both people with and without disabilities)?
- Do you currently participate in inclusive recreation programs? If yes, describe.

- If yes, what things do you like about these programs?
- What do you dislike about these programs?
- If not, why do you not participate in these programs?
- Any other questions regarding inclusive recreation that may emerge as the interview progresses.
 - The following prompt will be used to help the participant stay on topic, if needed: “Remember, inclusive recreation is recreation for people with and without disabilities, could you tell me more about your experience with this type of recreation?”

Current recreation involvement

- Please describe any other recreation programs and activities you are currently involved in.
- Any other questions regarding current recreation involvement that may emerge as the interview progresses.

Comparison of specialized vs. inclusive recreation involvement

- What do you think are the main differences between participating in specialized recreation programs and inclusive recreation programs?
 - How have these differences affected you?
- What things have helped/encouraged you to participate in recreation, either specialized or inclusive?
 - What has hindered you?

- Has anything you have learned or experienced in specialized recreation programs helped you to participate in inclusive recreation programs? If yes, describe.
- Were you ever encouraged to participate in, or informed of, inclusive recreation opportunities in a specialized recreation program?
- Other questions regarding specialized recreation vs. inclusive recreation involvement that may emerge as the interview progresses.
 - The following prompt will be used to help the participant stay on topic, if needed: “Remember, specialized programs are programs specifically for people with disabilities. Inclusive recreation is recreation for people with and without disabilities; could you tell me more about your experience with these types of programs?”

Social Supports

- Who has helped you to participate in recreation (family, friends, etc.)?
 - How have they helped you?
 - What activities did they, or do they currently, want you to do?
 - What activities did they, or do they currently, not want you to do?
 - Do you participate in activities together?
- Have you ever been in a program and worked with a CTRS (Certified Therapeutic Recreation Specialist)?
 - If yes, how did they help you?

- Other questions regarding social supports that may emerge as the interview progresses.
 - The following prompt will be used to help the participant stay on topic, if needed: “Remember, social supports are people who help you to participate in recreation could you tell me more about your experience with such people?”

Self-determination in recreation

- Who chooses what you do for recreation (family, yourself, etc.)?
- When you have had a new recreation interest, how have you followed through with that idea?
- Other questions regarding specialized self-determination that may emerge as the interview progresses.
 - The following prompt will be used to help the participant stay on topic, if needed: “Remember, I want to know who chooses your recreation, could you tell me more about who chooses your recreation?”

Summary question

- Is there any thing else you would like to add about specialized or inclusive recreation that I did not ask?

TABLE 2**Demographic questions**

Name: _____

Age at time of interview: _____

Gender: _____

Type of disability: _____

Location of residence: _____

Interviewed with parent/guardian: yes or no

APPENDIX C

Institutional Review Board Full Review Application

SUNY Cortland IRB Approval Letter

Instructions to investigators:

Do not alter the questions on this application. If you would like to provide additional information, there will be a place for additional information at the end of the application form. Each page roughly corresponds to one section of the application. If you have any questions or any doubt about your category/section of review, contact us by email at: irb@cortland.edu.



This symbol indicates that online instructions are available. If you are new to the process at SUNY Cortland, read these help files.

Institutional Review

Board

Application for Use of
Human Subjects in
Research



Category III: Full Review Protocol

Applicant Information

Lead Investigator (PI's) Name:	Department:	Mailing address:	City, State, Zip:
Whitney E Mayer	RPLS	745 Gleason Hollow Rd	Portville, NY 14770
Email:	Telephone:	Principal Investigator's Status: (answer: faculty, staff, student, etc.)	CITI Training Completed: (answer: Yes or In progress)
Whitney.mayer@cortland.edu	716-378-2542	Student/staff	Yes
Is the principal investigator or any co-investigator affiliated with another institution?			No
Has another IRB reviewed and approved this protocol?			No
If yes, please identify the institutions where IRB approval is (has been) sought (if applicable):			
And, indicate which institution will serve as the primary institution for IRB review (if applicable):			

Undergraduate and Graduate Student Applicants:

Student researchers serving as principal investigators, provide information about your faculty/staff sponsor (research advisor) below. Students should not submit applications without their sponsor's approval.

Research sponsor's name:	Department:	Email:	CITI Training Completed: (answer: Yes or In progress)
Dr. Lynn Anderson	RPLS	Lynn.anderson@cortland.edu	Yes

Co-Investigators and Research Staff

Are there co-investigators or research staff (other faculty, staff, graduate students, or undergraduates) working with you?
(answer below: Yes or No)

NO

If yes, complete Appendix B and send it as an email attachment to irb@cortland.edu.

Project Information

Project Title: (enter a 10-12 word title for this protocol in the space below)

An exploration of the influence of specialized recreation program participation on inclusive recreation involvement.

Project Type: (type an X next to the statement that best describes the purpose of this research)

- Human subjects research
 Pilot data for a grant/fellowship proposal or R & D
 Thesis or dissertation research
 Program evaluation that will be disseminated off campus
 Other (explain in the space below):

If you selected thesis/dissertation, provide contact information for your committee chair below:

Name : Dr. Lynn Anderson

Email : Lynn.anderson@cortland.edu

Telephone : 607-753-4941

College/University where your degree will be awarded:

SUNY Cortland

Project Period:

(Can indicate a period up to one year – for more information click on the help icon); place an X in the “From” or “To” boxes on the left, or type the exact start and end dates in the boxes on the right)



From:	<input checked="" type="checkbox"/>	Date of IRB approval	OR	Type a start date here:	
To:	<input checked="" type="checkbox"/>	One year after approval		Type and end date here:	

Project Funding: (type an X next to the statement that best describes the funding source for this research)

- Not funded
 Applying/applied for funding
 Internal Funding (e.g., department, UUP, Research Foundation)
 External Funding from a Government Source
 External Funding from a Private Source
 Other (explain in the space below):

If funded, provide agency and grant/contract number:

If you have applied for funding/have been funded, email an attachment of your grant proposal to irb@cortland.edu.



Purpose of the Research Activity and Assessment of Anticipated Benefits

In the space below, explain the purpose of the study. Describe the anticipated benefits to subjects (directly or indirectly), to science, and/or benefits to society.

Type the purpose of this study, the objectives, aims, gap in knowledge the study addresses, and/or the rationale for performing the study. Although participation in research may be a personally rewarding activity or a humanitarian contribution, these subjective benefits should not enter into the investigator's or IRB's identification or analysis of benefits. Note that remuneration should not be listed as a benefit.



The purpose of this study is to explore what role, if any, specialized recreation programs may play in helping people with disabilities pursue inclusive leisure involvement. This study also examines the relationship between participation in specialized recreation, inclusive recreation, self-determined behaviors, and the role of social supports. While inclusion in recreation is recognized as a more preferred method of participation, research has demonstrated benefits to participation in specialized recreation as well.

The study will be conducted with the New York State Inclusive Recreation Resource Center (NYSIRRC) at SUNY Cortland. The NYSIRRC is interested in this information to help improve its Recreation Referral Service (RRS). The RRS serves people with disabilities and helps them to pursue inclusive recreation. The NYSIRRC has found that some people want to pursue specialized recreation programs and would like to know if they should be promoting these programs. The NYSIRRC also would like to know how these programs may be helpful in ultimately helping people to pursue inclusive recreation involvement in order to improve their services and further help people with disabilities.

The purpose of this study is to explore the relationship between participation in specialized recreation programs and inclusive programs. Specialized programs are segregated and do not always lead to inclusion in recreation. Research has not shown whether participation in specialized programs may help to promote participation in inclusive recreation or if they create dependency or other barriers. There is little research on whether participation in specialized recreation programs leads to greater involvement in inclusive recreation, or unintentionally enables a cycle of participation in segregated services.

There is much research to support that inclusion in recreation has significant benefits to all participants, with and without disabilities. What is unclear is why, when the benefits of inclusion are well documented, people still chose not to participate in these programs. Is it as simple as personal choice, or are there other reasons? This study explores these questions in order to help service providers offer programs, both specialized and inclusive, to help promote recreation participation that will help people to participate fully in the recreation of their choice.

Specifically, the study questions are:

(1) How does participation in structured specialized recreation programs influence, or not, participation in inclusive recreation programs?

(2) Why do some people choose to only participate in specialized recreation programs and not inclusive programs?

(a) What characteristics of specialized recreation programs do they like?

- (b) For people who have previously participated in inclusive recreation, and now only participate in specialized programs, what led them to discontinue involvement in inclusive recreation?
- (3) Why do some people choose to only participate in inclusive recreation programs and not specialized programs?
- (a) What characteristics of inclusive recreation programs do they like?
- (b) For people who have previously participated in specialized recreation, and now only participate in inclusive programs, what led them to discontinue involvement in specialized recreation?
- (4) For those people who have participated in both types of recreation (inclusive and specialized), how do they compare their differing experiences?
- (5) How do social supports influence choices for recreation participation (specialized or inclusive)?
- (6) What role does self-determination play in inclusion in recreation?

Benefits to participation in this study may include enjoyment that participants may experience from sharing their recreation experiences and behaviors. Benefits may also include participants receiving education on inclusive recreation opportunities available to them through participation in the interview. This study will also help the NYSIRRC to improve their RRS program.

Assessment of Risk

The term *risk* is defined as the probability of harm or injury (physical, psychological, social, or economic). To assess risk, investigators should be able to (1) describe risks or potential discomforts; (2) estimate the probability of their occurrence (chance or likelihood of occurrence); and (3) assess the severity (mild, moderate, severe), should that condition occur. When responding to questions about risk, use the OHRP's definition of *minimal risk* as the benchmark. *Minimal risk = The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.* Next, investigators are to seek ways to minimize or eliminate the risks or discomforts to the greatest extent possible.

Using the definition of minimal risk stated above, choose the statement that best describes this study:

- Research involving less than minimal risk
- Research involving no more than minimal risk
- Research involving greater than minimal risk, but presenting the prospect of direct benefit to the individual subjects
- Research involving greater than minimal risk, but presenting no prospect of direct benefit to the individual subjects, but likely to yield generalizable knowledge about the subjects' disorder or condition
- Research involving greater than minimal risk that does not fit any of the above conditions

Nearly all research activities pose at least some risk to participants. Identify and describe, in the space below, the risks associated with this research. Explain what precautions, safeguards, and alternatives have been incorporated into the research activity to reduce the probability of harm or limit its severity or duration. In the space below, indicate below the risks associated with this study. In exempt research activities, by definition, the risks posed can be no more than those ordinarily encountered in daily life.

Participants may experience risk due to embarrassment from the questions asked in the interview. The researcher will state before the interview that participants can choose not to answer any question that they feel uncomfortable with. Other risks may be that participants feel inhibited by the presence of their

parent/legal guardian. If the participant is able to understand and answer the interview questions the parent/guardian will not be present during the interview. If the parent/guardian must be present, then the researcher will try to safeguard against any inhibition by always talking directly to the participant and not the parent, and only ask the parent to support and clarify when needed. Unique to the population of the study, Dr. Anderson and I feel that it would be in the best interest of the participant, if a child, to have a parent present if wanted. Given Dr. Anderson and my experience working with this special population of participants, it is likely that the child will feel more pressure during assent with the parent/guardian absent than when he/she is present. As a safeguard, I will carefully watch the child's behavior and his/her interactions with the parent/guardian. If the child appears anxious or uncomfortable, or asks to stop being interviewed, I will ask the child if he/she would like to continue or if he/she would prefer to stop for that day.

Audiotapes will be transported from the interview site to the researcher's office. The audiotapes will only be handled by the primary investigator and will be transported without any accompanying data, such as assent and consent forms. These forms will be transported to the secure campus location separately. They will then be stored in a locked drawer at the researcher's office on campus until they are transcribed. After transcription they will be placed back in the locked drawer. Transcribed interview data and other researcher reflections will be stored on the researcher's private password-protected computer. All files will be password encrypted as an added precaution. After the data analysis process, the audiotapes will be destroyed by the researcher.

Research Procedures Involving Specific Risks to be Documented

The conditions listed below often require additional documentation or may involve a different category of review. Check a box to alert the IRB when a condition listed below applies to the study (mark an X next to all that apply):

Questions are of a sensitive or controversial nature; given the standards of the Cortland community, the research would likely be viewed as controversial; or the research may generate public concern	Deception is used or debriefing is necessary to check the participants' wellbeing (physical or psychological) or protect their welfare
Questions are asked involving any kind of activity that may be illegal, illicit, unethical or are violations of institutional policy; OR participants' responses, if known outside of research could increase risk of civil/criminal liability or damage financial standing or employability (this includes the recreational use of drugs/alcohol)	Procedures are used that involve assignment to groups, the manipulation of subjects' behavior or responses, an intervention, or any procedure intended to change the participant's opinions, thoughts, feelings, or behavior
Research involves the use of equipment (ranging from playground or camp equipment to experimental apparatus) that may or may not be attached to participants	Procedures involves the assessment of mental health status, a questionnaire allowing the diagnosis of a mental illness (DSM-IV axis 1 or axis 2), or the survey asks questions about suicidal ideation or suicide attempts

Recruitment and Participant Selection

In the space below, describe the social demographics of your target population. Explain any relationship, past or present, you have with your intended sample.

The study looks at a purposeful sample of people with disabilities who take part in specialized and inclusive recreation programs as well as their parent/guardians, when wanted/needed. All participants will have participated in a specialized recreation program at some point in their lives. Some of the participants will still currently participate, while others will not. Some of the subjects will have participated in inclusive leisure programs in addition to specialized programs, while others will have only specialized recreation experience. Ideally, the purposeful sample will include a mix of people across these experience levels. The sample will come from the affiliation with the NYSIRRC.

Indicate your target sample size:

15-20

Participant Groups/Affiliations

Participants who are Affiliated with SUNY Cortland:

Participants will be recruited from the general population of currently enrolled SUNY Cortland students (undergraduates or graduate students)	Recruitment will specifically target SUNY Cortland students receiving services, privileges, or unique opportunities from the college; for example, varsity athletes, EOP students, theatrical performers (with or without special talent or other institutional scholarships)
Recruitment will specifically target SUNY Cortland students who are receiving or likely qualify for services through Student Disability Services or the Counseling Center	Participants are employees of SUNY Cortland (administration, staff, faculty), are employed by ASC, or another group working on campus; if applicable, indicate the employees' collective bargaining group (union representation) here
Students who are enrolled in the PI or a co-investigator's course (i.e., investigator in a dual role of professor and researcher, student in a dual role of student and participant)	Participants are SUNY Cortland alumni and/or members of their family or another group

Community Groups not Affiliated with SUNY Cortland

X Participants to be recruited include children (those who have not reached 18-years of age).	Participants whose first language or major language is not English and/or immigrants who may or may not be living in the US legally
Research involves the recruitment of individuals who live outside of the US or otherwise constitutes international research (Note that all human subjects research in which American investigators are involved, and which would be subject to the federal regulations if it were conducted wholly within the United States, must comply with the federal regulations for the protection of human subjects in all material respects.)	X CFR defined special classes of subjects. Click here for more information about special populations (usually, special populations are reviewed under Category III, although there are a few exceptions)
Participants who belong to a <i>protected class</i> (e.g., race, color, religion, national origin); an <i>affected class</i> (individuals who because of past discrimination continue to suffer the effects of such discrimination); a social group that tend to be stigmatized (e.g., ex-offender status, mental illness diagnosis); and/or may be the target of prejudice or discrimination in the larger culture or the community where consent is to be administered and/or data is to be gathered (e.g., sexual orientation).	

Groups not Otherwise Described Above

<input type="checkbox"/> Dual roles relationship exists among any investigator and any individual who may be targeted for recruitment and participation. Describe the dual role relationship below.	<input type="checkbox"/> You have any reason to believe that the funding agency, research sponsors, or any investigators' affiliation might affect a participant's willingness to sign informed consent, given the particular sensitivities of the population targeted for recruitment.
<input type="checkbox"/> Other (describe the group below):	

Based on the boxes checked above, explain additional safeguards incorporated into the research design to accommodate concerns about undue influence or coercion when you write your design and procedures.

Informed consent and assent documents will make sure that the participants know that they are under no obligation to participate or answer any questions that they do not want to answer. The presence and support of parents/guardians will safeguard individuals under 18 and those with developmental disabilities.

Classification of Recruitment Procedures

Place an X in the box that applies to this study, complete Part B, and send all recruitment materials to the IRB for review before implementation. The IRB highly recommends that all investigators **read the instructions concerning participant recruitment** (click icon to the right of this message), as **recruitment issues are the most common source of misunderstandings and delays in gaining approval.**



Issues relating to the relationship among the investigators and the individuals targeted for recruitment:

<input type="checkbox"/>	This study involves no contact with participants (e.g., use of existing data)
<input type="checkbox"/>	Recruitment is targeted at individuals who will remain anonymous during recruitment and are individuals not already known to the investigators (e.g., random digit dialing, newspaper advertisement, flyers posted, etc.)
X	Recruitment is targeted at individuals already known to the investigators (e.g., the use of students in the investigator's club, course, or other organization; employees of the college) (provide a detailed explanation in Part B)
X	Recruitment is targeted at individuals not already known to the investigator, but are known to another group or organization who will assist with recruitment (state which groups/organizations in Part B)

Issues relating to how the participants will volunteer for the study:

<input type="checkbox"/>	Participants respond anonymously and complete the study anonymously (e.g., mail-in questionnaires, internet survey); participants always remain anonymous
<input type="checkbox"/>	The participant responds by signing-up or showing-up at the date/time/location where data collection will occur
X	The participant responds by providing the investigator with contact information to schedule an appointment at a later time
X	The participant is solicited by a third party (e.g., another professor, school principal, director or owner of a business or recreational facility) and the participant responds by contacting the investigator
<input type="checkbox"/>	Other (please type an explanation):

Issues regarding the use of inclusion/exclusion criteria:


Defining the appropriate group of subjects for a research project involves a variety of factors - requirements of scientific design, susceptibility to risk, likelihood of benefit, practicability, and considerations of fairness. IRBs are required to make a specific determination that the selection of subjects is equitable. Do you plan to use any inclusion or exclusion criteria to select participants for this study? (mark an X next to "yes" or "no")

Yes If you marked "yes," state the criteria and justification in the box below. Type inclusion and/or exclusion criteria; provide a scientific justification for any inclusion/exclusion criteria used.

To be included in this study, participants will have to have at one time participated in a specialized recreation program.

Note: Send copies of all recruitment materials (flyers, email, advertisements, parent information sheets, etc) as an email attachment to irb@cortland.edu.

Informed Consent

All studies must provide (administer) informed consent and document that the participants received and understood the terms of consent (elements of legally effective informed consent). Click the icon to the right for help with this section. 

Send the consent/assent forms/statements you plan to use for IRB review to irb@cortland.edu.

Note: All consent forms must provide [legally effective informed consent](#). If participants sign a consent form or identifiers are collected (temporarily or permanently), then the research cannot be described as "anonymous." Confidentiality should be promised, to the extent allowable by law. If your research involves children, the IRB may require that you include a statement in your consent form about your status as a mandatory reporter.

Are you requesting a waiver to document legally effective informed consent (that is, you will administer informed consent, but you are asking for permission to omit collecting and store signed consent forms)?

Yes If you marked yes, provide a justification in the box below.


No

Are you requesting a waiver to provide informed consent or withhold elements of informed consent? In this case, you are asking to omit administering some or all of the elements of informed consent (e.g., unobtrusive observation or studies that involve the use of deception).

Yes If you marked yes, provide a justification in the box below.

No

Incentives for Participation and Remuneration

Each year, thousands of individuals are paid for participating in social-behavioral research. Although payments are usually monetary, when funding is not available volunteers are frequently offered other rewards in lieu of money. Regardless of the form of remuneration, participants in research must be recruited fairly, informed adequately, and paid appropriately. 

Incentives and Remuneration

Part A: Incentives and Remuneration

Using OHRP requirements and SUNY Cortland guidelines, explain and justify incentive or remuneration you will provide. Outline each type, how and when it will be given, and how much participants will

receive. If the research is required for course credit or for extra credit, explain how the incentive will be offered without undue influence (also complete Part B). If you plan to provide monetary awards of any kind (including cash, gifts, or gift certificates) the IRB asks that you check with Research and Sponsored Programs, your funding agency, or the Business Office to make sure promises are not made to participants that cannot be kept. Type information about incentives and remuneration below, if provided.

Research Involving Students as Participants – Alternate Assignments

Part B: Alternate Assignments



If participation is required for a course or if participation is offered as extra credit, the principle investigator assures that all professors involved with participant recruitment or data collection have agreed to provide an alternate assignment for their classes that meet the federal requirements:

Yes If you marked no, explain in the box below.
 No

Participant Expenses (with or without reimbursement)

Part C: Expenses and Reimbursement

Explain expenses and/or reimbursement in the space below, by marking an X in the correct box.

Yes, participants will incur expenses to participate (if yes, explain in the space below)
 No, participants will not incur expenses to participate

In the box below, outline any expenses the participant will incur because of their involvement with this study. If participants are being reimbursed for expenses (e.g., mileage to and from the research location, parking, child care, etc.) outline the expenses and state the amount of reimbursement.

Procedures

Type your design and procedures in the box below, in terms all members of the IRB can understand (click icon to the right for instructions). Note that the IRB cannot approve a study *in concept*; the IRB must have enough detail to understand exactly what you plan to do with the participants, step by step.



This research study uses a qualitative approach. Individuals will be interviewed in-depth regarding their involvement in both specialized and inclusive recreation pursuits, and how one relates to the other. The participants' feelings regarding participation in structured specialized recreation programs, inclusive recreation, and if involvement in specialized recreation has helped them to pursue inclusive recreation involvement will be examined. When appropriate participants will be interviewed with their parents/guardian to get their input regarding their child's recreation involvement.

Participants

The study sample will be selected using purposive sampling, where individuals who have the specific characteristics of importance to this study will be deliberately selected. This type of sampling will lead to "information rich cases" (Patton, 1990, p. 169). Information rich cases are used with a purposeful sampling technique in order to find the people who offer the most important information regarding the purpose of the study. Only a small sample will be analyzed for this study because cases are in-depth and information rich. A snowball technique will be used to discover the sample. The researcher will use contacts at the NYSIRRC for the sample.

Participants will be initially contacted in various ways including face-to-face meetings, by telephone and email with a description of the study and an invitation to participate, provided in attachment

labeled Invitation to participate. Those who agree to participate will then be contacted again with more information about the study and to set up an interview time. The subjects will be of various ages, from 8 to 75 and include both males and females. For participants who are children, their parents will also be interviewed. All subjects will have some disability, including both people who have congenital disabilities and people who have acquired disabilities. The types of disabilities that will be represented by participants in this study include: spina bifida, spinal cord injuries, autism, developmental disabilities, multiple sclerosis, and others. The study participants will be delimited to residents of central New York because of the location of the researcher and logistical constraints related to interviewing.

Interview Protocol

Data will be collected using a guided, semi-structured interview format. The interviewer will use a guide of open-ended questions. The researcher will use probes for clarification and elaboration of the participant's answers. Questions and terms will be clarified by the interviewer for participants when needed. Interview questions were derived from a comprehensive literature review and previously determined research questions. Interview questions were reviewed by other researchers in the field to test for face validity.

Interview protocol included the following areas: (a) specialized recreation program experience, (b) inclusive recreation experience, (c) current recreation participation, (d) relationship between inclusive and specialized recreation, and (e) social supports.

Interviews will include both face-to-face and phone interviews. If the participant is able to understand and answer the interview questions a parent/guardian will not be present during the interview. If the participant is unable to fully answer questions independently, then a parent/guardian will be asked to be present during the interview.

Consistent with the goals of qualitative research, questions will be open-ended in order to allow participants to clearly describe their experiences in their own words. Although questions were predetermined, the researcher will ask participants to elaborate on topics and will ask other questions of importance as needed. Respectful prompts will be used to keep the participant on topic and constrained to the research purpose. Table 1 represents the open-ended interview guide used with participants. After the interview, participants will be asked to answer some basic demographic questions that will be documented on a separate form, represented in Table 2. Demographic information will not be recorded on the audiotapes.

Procedures and Timeline

Interviews will be conducted by the researcher from March-May, 2009 and will take place in a setting of the participants' choosing, including home and recreation settings. Interviews will be scheduled at the participants' convenience and interviews will be conducted with the method they felt most comfortable with, either phone or face-to-face interviews. Face-to-face interviews are the preferred method and will be used when possible. All interviews will be conducted by the same researcher. Data will be collected using an audio recording device during both face-to-face and telephone interviews for transcription and analysis. Participants will be made aware of the tape recorder before the interviews were conducted.

Interview notes and reflections of the interview will be compiled by the researcher during and immediately after the interview. Notes will include information regarding the location and length of interview, feelings of rapport between interviewer and participant, and other interview characteristics (e.g., presence of family members, interruptions in the interview). Observations of importance noticed by the researcher will be included in the reflections. Reflections will include the mood or demeanor of participants and any problems or obstacles that may have arisen during the interview. Reflections will also include any questions that needed to be asked in the follow-up process. Follow-up interviews to ask questions and to clarify information after the primary interview will be conducted as needed. The tape records will be transcribed verbatim within one week after the interview. The qualitative data will be analyzed using a constant comparison method in relation to the research questions.

Email to irb@cortland.edu a copy of all surveys, measurement instruments, stimuli, etc. Include the instructions provided to the participant.

Privacy and Confidentiality

Methods of Recording Participant Responses

Mark an "X" in the box next to each that applies to this study:

X	Paper documents/records	X	Audio recording, video recording, or photographs
	Recording of physiological data		Biological specimens
	Internet-based survey (provide location of planned web site)		Computer administered survey that is not online
	Other, if other was checked, provide information about your method of recording participant responses in the box below.		

Identifying Participant Responses

Mark an X next to the circumstance below that applies to your study (mark one):

	<u>Anonymous, no subject identifiers</u> will be collected (not at any point during the research)
	<u>Indirect link to subject identifiers</u> : Identifiers will permit an indirect link to participants (i.e., a code will be assigned to the data and a key linking the code to the identity of the subject exists somewhere, either temporarily or permanently)
	<u>Indirect link to subject identifiers</u> : Open-ended interview format or open-ended questions on a survey may unintentionally elicit identifying participant responses (questions may elicit the names of individuals, places, events, objects that could identify an individual or group); this could also occur when investigating the doctor/patient or client/therapist relationship, a context where personal information may be inadvertently or unintentionally recorded
X	<u>Direct link to subject identifiers</u> : Subject identifiers will be maintained with the data (i.e., personal or private information about the subjects are associated with the data, either temporarily or permanently). In box directly below, explain and justify direct link to subject identifiers, state how long they will be kept.
	Because interviews will be audiotapes, names will be revealed on the audiotape, and then changed during the transcription process. Audiotapes will be destroyed after data analysis.
	Other (explain in box below):

If identifiers are collected, temporarily or permanently, include information about where identifiers will be kept, how long identifying information will be kept and when identifying information will be destroyed. Below, explain how open-ended data will be purged of any unintentional identifying information revealed (names of people, places, events, etc).

Identifiers will be collected temporarily on the audiotape of the interview. The researcher will substitute participant's names with pseudonyms during the transcription process. The researcher will transcribe the tapes within three months. Any unintentional identifying information, including names of people, places or events, will also be changed so they are not identifiable. After the data analysis process is complete, all audiotapes will be destroyed by the researcher, within three months. The primary researcher will be the only one to handle the tapes and other documents.

Storage of Data and Privacy After Research Participation is Complete

Will data be transported from a data collection site to the college or other location (in paper or electronic format)?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes, in the box below, explain how the data will be transported in a way that protects the participants' privacy:			
Audiotapes will be transported from the interview site to the researcher's office. The audiotapes will only be handled by the primary investigator and will be transported without any accompanying data, such as assent/consent forms and demographic information. These forms will be transported to the secure campus location separately. They will then be stored in a locked drawer at the researcher's office. The tapes will also be locked in the researcher's office on campus until they are transcribed. After transcription they will be placed back in the locked drawer. Transcribed interview data and other researcher reflections will be stored on the researcher's private password-protected computer. All files will be password encrypted as an added precaution. After the data analysis process, the audiotapes will be destroyed by the researcher. . Dr. Lynn Anderson, faculty advisor will also be involved in reviewing transcribed documents and will store the documents in a locked drawer in her locked office for three years afterwards.			
Data will be stored in which formats (mark an X next to all that apply):			
<input type="checkbox"/>	In paper format	<input type="checkbox"/>	In electronic format (on a desktop computer or on a campus server)
<input checked="" type="checkbox"/>	On a portable device (e.g., laptop, portable hard drive)	<input type="checkbox"/>	On the internet (off-campus server)
<input type="checkbox"/>	Other (explain in space below):		
Consent forms will be stored in which formats (mark an X next to all that apply):			
<input checked="" type="checkbox"/>	In paper format	<input type="checkbox"/>	In electronic format (on a desktop computer or on a campus server)
<input type="checkbox"/>	On a portable device (e.g., laptop, portable hard drive)	<input type="checkbox"/>	On the internet (off-campus server)
<input type="checkbox"/>	Other (explain in space below):		
Data and consent forms (if documented) will be <u>retained</u> in this (these) format(s) for (mark an X next to longest time that applies):			
<input checked="" type="checkbox"/>	Three years after study completion (minimum required by federal, state, and SUNY guidelines)	<input type="checkbox"/>	Seven years after study completion (required for most federally funded research)
<input type="checkbox"/>	Other (explain in the box below):		
Where will the data and consent forms be permanently stored?			
<input checked="" type="checkbox"/>	On-campus, faculty-staff locked office/laboratory		
<input type="checkbox"/>	On-campus other location (specify in box below):		
<input type="checkbox"/>	Off-campus location (specify in box below):		

Reporting of Research Results

Place an X in the boxes that apply:

<input type="checkbox"/>	Dissemination is at the group level (e.g., group means, standard deviations) so that individual responses (people, places, objects, events, including participating K-12 schools or the college will) could not <i>necessarily</i> be identified
--------------------------	--

Dissemination includes reporting and/or describing individual responses that could identify the names of participants or their acquaintances, the location of data collection, etc. (justify this procedure and explain consent *process* below)

If the questions in this section did not completely describe your document handling/storage procedures, in the space below explain how the participants' privacy, confidentiality, or anonymity will be protected. If you plan to disseminate responses in a way that would identify the place of data collection, individual students or groups of students, faculty, the community, etc. provide an explanation and justification in box below.

Any identifying information will be changed during the transcription process.

Additional Information or Documents

The box below is reserved for any additional information you wish to provide.

You can email any additional documents you would like to provide to: irb@cortland.edu. See note at the bottom of this form regarding required documents.



March 30, 2009

Ms. Whitney E. Mayer
745 Gleason Hollow Road
Portville, N.Y. 14770

Dear Ms. Mayer:

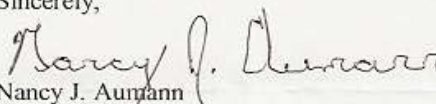
As the Chair of the SUNY Cortland Institutional Review Board, I am writing to indicate IRB approval of your protocol: "An Exploration of the Influence of Specialized Recreation Program Participation on Inclusive Recreation Involvement."

For future reference, the protocol number for your project is: 809906. Please indicate on all your materials that IRB approval is effective from March 30, 2009 until March 30, 2010.

If you have any questions or concerns, please do not hesitate to contact Dr. Leslie Eaton as IRB Administrator or me as IRB Chair.

Best wishes as you proceed with your research project.

Sincerely,


Nancy J. Aumann
Chair, Institutional Review Board

Cc: Dr. Lynn Anderson, Faculty Advisor
Recreation, Parks and Leisure Studies Department