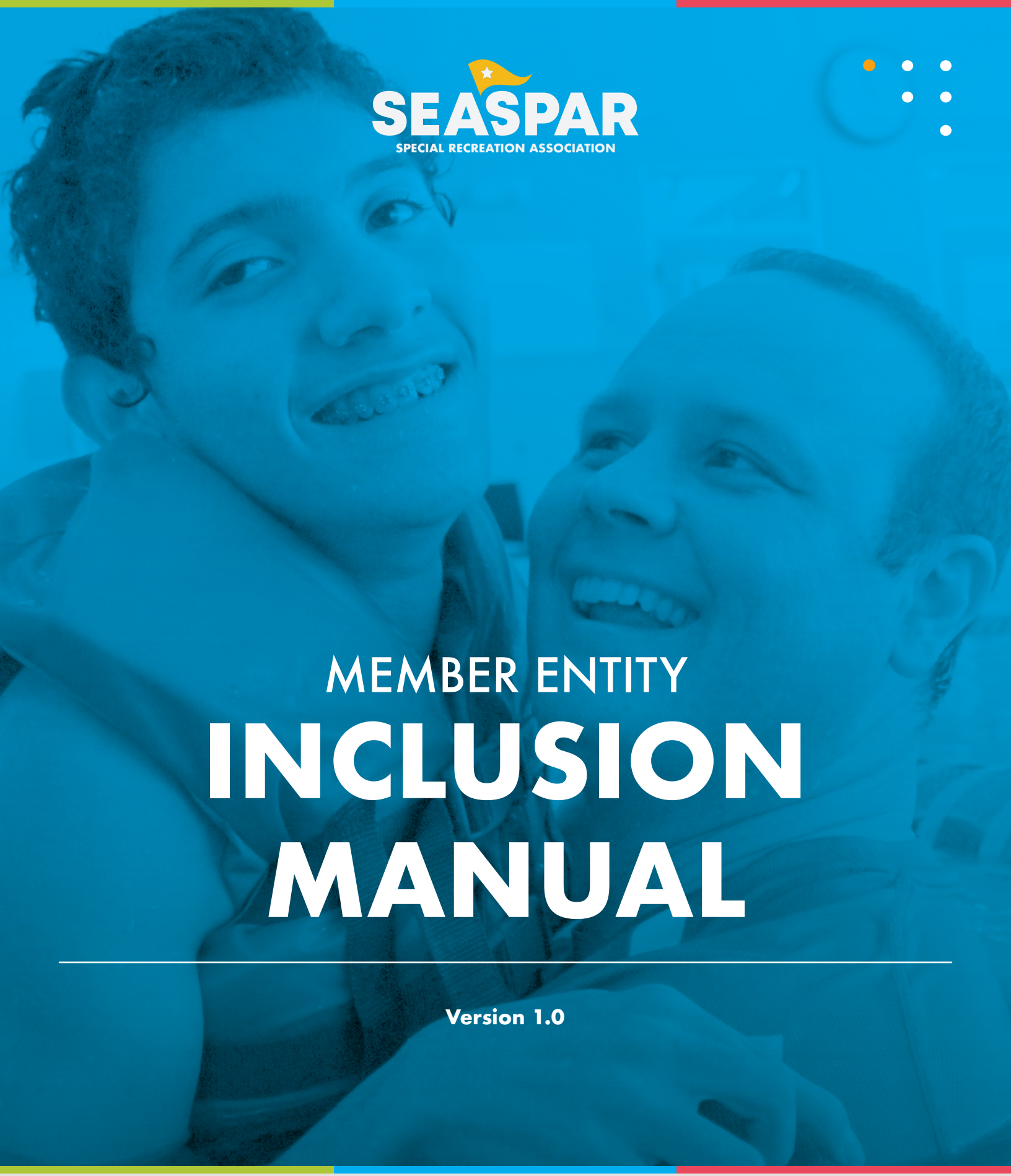
SEASPAR
SPECIAL RECREATION ASSOCIATION



MEMBER ENTITY
INCLUSION MANUAL

Version 1.0

SEASPAR • 4500 BELMONT ROAD DOWNERS GROVE, IL 60515 • 630.960.7600 • SEASPAR.org

Contents

SEASPAR

What is SEASPAR? 3
Inclusion Services 3
Inclusion Philosophy 3
Who is Eligible for Inclusion Services? 3

Inclusion Support

Observations 4
Program Modification 4
Visual Aids & Sensory Tool Kit 4
Trainings 4
Inclusion Aide 4
Inclusion Support Plan 4
Observation Form 4-9

Requesting Inclusion Services

Reasons to Request Services 10
How to Request Services 10
Information Review 10
Determining Accommodation 11
Additional Considerations 12
Observation Request 12
Member Entity Staff Training Request 12
Participant Care Guidelines Decision Tree 13-14
Inclusion Department Call Tree 15
Support Intake Questionnaire 16-17
Inclusion Notification Form 18-19
Participant Information Form 20-21

Inclusion Aide

Member Entity & SEASPAR Roles in Inclusion 22
Inclusion Aide Job Description 23-24
Inclusion Assistant Job Description 25-27
Responsibilities & Expectations 28
Role of the Inclusion Aide 29
Inclusion Levels of Support 30
On-Site Assignment Checklist 31
Inclusion Aide Evaluation 32-35
Participant Bi-Weekly Progress Report 36-37
Behavior, Emergency, and Reporting Procedures 38
Participant Behavior Report 39-42
Inclusion Timesheet 43

Contents

2

Policies & Procedures

Advance Notice Policy 44
Program Changes & Participant Drops 44
Behaviors 44
Absent Inclusion Aide 45
Absent Participant 45-46

Behavior Management & Program Modification

Behavior Management Strategies 47-48
Participant Integration Techniques 49
Behavior Management Scenarios & Suggested Accommodations 50

Additional Inclusion Information

FAQ 51-57
Family Information 58

What is SEASPAR?

The South East Association for Special Parks And Recreation (SEASPAR) is a special recreation association that provides dynamic programs and quality recreation services for people with disabilities residing in our twelve community service areas. SEASPAR is an extension of the Village of Brookfield, Clarendon Hills Park District, Darien Park District, Downers Grove Park District, Village of Indian Head Park, Park District of La Grange, Community Park District of La Grange Park, Lemont Park District, Lisle Park District, Village of Western Springs, Westmont Park District, and Woodridge Park District. These are known as SEASPAR's member entities. SEASPAR works with its member entities to provide support to residents in their community and enable the residents' ability to participate in park agency programming of their choice.

Inclusion Services

Inclusion provides a choice for individuals of varying abilities to experience recreation programming within their community. SEASPAR and member entity staff work closely with the participant and family to provide enriching recreational experiences in the least restrictive environment while maintaining safety and confidentiality. Inclusion services are offered to residents of SEASPAR's twelve member entities at no additional cost to the family. Any direct costs of an inclusion aide will be billed back to the member entity after each season.

Inclusion Philosophy

SEASPAR strives to provide progressive services which will ultimately enable an individual to actively participate in the community recreation program of their choice. Inclusion involves a variety of supports to meet different participant needs. Needs and resources will be assessed to determine the appropriate support for the participant within the program. The need for support for an individual can vary from program to program, season to season. SEASPAR will work to increase the participant's independence so that they may participate in the least restrictive environment.

Who is Eligible for Inclusion Services?

Anyone with a qualifying disability identified in the Americans with Disabilities Act (ADA) registering for one of SEASPAR's member entity's program is eligible.

An individual has a qualifying disability within the meaning of the ADA when they:

- **a.** Have a physical or mental impairment that substantially limits one or more of the individual's major life activities;
- **b.** Have a record of such impairment; or
- **c.** Are regarded as having such an impairment.

"Major life activities" are defined as functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, thinking, concentrating, working, and interacting with others. Physical characteristics, personality traits, or environmental, cultural, or economic disadvantages are not covered as disabilities under the ADA.

Inclusion involves a variety of supports to meet the needs of different participants. The need for support for an individual can vary from program to program, season to season. Needs and resources will be assessed to determine the appropriate support for the participant within the program. Inclusion support may come in the form of:

Observations

- Member entities may request an observation of a participant to get suggestions on support that can be given by SEASPAR and the member entity. Observations may also be done on a regular basis by SEASPAR to observe how current supports are working with the participant.

Program Modification

- SEASPAR may suggest program-specific modifications that will make for a more inclusive environment for all. SEASPAR may also suggest modifying equipment or purchasing adaptive equipment to aid a participant in the program.

Visual Aids & Sensory Tool Kits

- Participants may need visual aids such as schedules, social stories, emotion charts, or first/then boards using PECS, Picture Exchange Communication System. SEASPAR will create the visual aid and train the Inclusion Aide and/or member entity staff on how to effectively implement the visual aid with the participant.

- For participants who have specific sensory needs, a sensory took kit will be assembled for that participant and kept on site. SEASPAR will train the Inclusion Aide and/or member entity staff on how and when to effectively implement the sensory items and sensory breaks into the participant's day.

Trainings

- Trainings may be requested in by the member entity at any point to educate member entity staff on a wide range of topics such as behavior management, disability awareness, program modifications, developing social and emotional skills, lifting and transferring, etc. Trainings may also be requested for specific participants with medical concerns, challenging behaviors, and/or other concerns.

Inclusion Aide

- Inclusion Aides may be assigned to support a participant through a member entity's program to manage behaviors, provide physical assistance, serve an ASL interpreter, etc. Aides can provide varying levels of support based on the participant's needs at the program at that particular time. Aides can be assigned in a 1:1, 2:1, 3:1, or 4:1 ratio based on the participants' needs within a given program.

Inclusion Support Plan

An Inclusion Support Plan will be put in place for participants requesting inclusion support. The Inclusion Support Plan will document all supports, behavior management systems, participant goals, and necessary participant information for the registered program. The Inclusion Support Plan will be shared with the member entity and Inclusion Aide, if assigned, so that the participant can receive consistent, meaningful support.

Inclusion Support Plan

Participant Name:	
Diagnosis:	
Age:	

Date:	
Program & Program Goals:	

Ratio:	
Participant Background:	
Communication:	
Daily Living/ Management:	
Behaviors & Management:	
Transitions:	

Inclusion Support Plan Continued

Sensory Needs:	
Safety Concerns:	
Likes & Dislikes:	
Lifts & Transfers:	

Supports & Accommodations:	
Recommendations:	

Observation Form

Staff Completing Form_____ Date_____

Participant Name_____

Address_____ City_____ Zip_____

Date of Birth_____

Member Entity_____

Program_____ Staff_____

Program Dates_____ Time_____

Program Location_____

Program Components

Number of participants_____ Number of staff_____

Comments:

Social Skills

Communication:

☐ Verbally Independent ☐ Speech Impaired ☐ Communication Aid

☐ Sign Language

Comments:

Interaction:

One-on-One:_____

Small Group:_____

Large Group:_____

Observation Form Continued

Observation of Disruptive Behaviors:

Behavior	# of Occurrences	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments:

Physical Skills

Movement:

☐ Physically Independent ☐ Mobility Aid - please indicate type:_____

☐ Partially Mobile - please explain:_____

Comments:

Adaptations for Participation:

☐ Can participate without adaptations

☐ May need adaptive equipment - please explain:_____

Comments:

Cognitive Skills

Receptive:

☐ Can follow simple/complex directions independently

☐ Can follow simple directions with physical or verbal prompting

☐ Cannot follow directions; needs step-by-step assistance

Observation Form Continued

Comments:

Notes from Observation:

Modification Suggestions:

1 Reasons to Request Inclusion Services

A. The accommodations section is marked upon registration. The participant is diagnosed with a disability recognized by the Americans with Disabilities Act (ADA).

B. The member entity staff identifies a need for additional support for safety and programmatic reasons and communicates this need to the family.

C. The participant has benefited from inclusion services in previous member entity programs.

2 How to Request Services

1. Call the parents(s)/guardian, introducing them to inclusion services at SEASPAR (if they are unaware) and administer the Support Intake Questionnaire.

- **a.** The member entity should inform the family that once the medical plan, individual education plan, and any other information needed is received and reviewed, additional questions may be asked. Through the cooperative agreement with SEASPAR, the level of support needed for participation will determined.
- **b.** Support Intake Questionnaire: https://www.seaspar.org/inclusion-intake

2. Fill out an Inclusion Notification Form and submit the Support Intake Questionnaire.

- **a.** The member entity should include all additional resources gathered from the family including the medical plan, individual education plan, and any additional resources gathered.
- **b.** If a medical plan is submitted, the member entity and SEASPAR will refer to the Participant Care Guidelines Decision Tree to determine if the request can be honored. Please refer to page 13.
  - If further guidance is needed, the member entity will contact PDRMA or other risk management agencies for guidance in making the appropriate decision on whether a reasonable accommodation is being requested. SEASPAR may be present for this conversation if requested.
- **c.** Fill out an Inclusion Notification Form and submit Support Intake Questionnaire. Use the following link to access the Inclusion Notification Form: https://www.seaspar.org/inclusion-form

3 Information Review

3. SEASPAR and the member entity will review the additional information and determine if clarification is needed.

- **a.** If additional information is needed, SEASPAR and the member entity will determine who is best to contact the family for additional information.

4 Determining Accommodation

- Based on the information gathered from the Support Intake Questionnaire and any additional information, the member entity will work with SEASPAR to determine accommodation needs for the participant.
- The member entity and SEASPAR will then determine who is best to contact the family to inform them of one of the decisions listed below, as determined following the review of the intake information:

A

If the **member entity can support the participant without SEASPAR**'s involvement, the member entity should proceed as usual with the registration process and communicate the decision for the participant to be fully included in the program to the family.

B

The level of support needed **does not require an Inclusion Aide**. Alternative support will be provided by SEASPAR with modifications based on the information gathered during the intake process.

- SEASPAR will follow up with the family to request completion of the Participant Information Form located at https://www.seaspar.org/inclusion-participant.
- Information gathered will be shared with the member entity, SEASPAR, and the member entity staff leading the program.
- A program observation may be included as a step in the process to gather additional information when determining modifications needed.
- Examples of modification:
  - Creating visual aids for the program (ex. a schedule)
  - Calling 911 instead of administering Diastat
  - Having a family member administer insulin during a program according to the Diabetes Management Plan
  - Providing training to member entity staff

C

The level of support needed **does require the placement of an Inclusion Aide**. Support will be provided will be proved according to the information gathered during the intake process.

- SEASPAR will follow up with the family to request completion of the Participant Information Form located at https://www.seaspar.org/inclusion-participant.
- Information gathered will be shared with the member entity, SEASPAR, and the member entity staff leading the program.
- SEASPAR will begin the process of placing a staff with the participant at the program.

D

The level of support requested was not determined to be a reasonable accommodation and **an Inclusion Aide cannot be provided**. The request was not reasonable as determined by the member entity, SEASPAR, and PDRMA or other risk management agencies. Alternative support can be provided by SEASAPAR as determined by the member entity based on the information gathered during intake.

Additional Considerations

- It is recommended that if an accommodation will be provided for a medical condition such as diabetes, epilepsy, allergies, etc., that a meeting is scheduled by the member entity with the family and SEASPAR for training purposes.
    - If an Inclusion Aide is provided and a meeting is scheduled between the member entity, SEASPAR and the family regarding medical needs, SEASPAR would encourage or require the attendance of the Inclusion Aide at that time.
- The member entity should consider how they will support the participant if an Inclusion Aide is not available, sick, or a substitute is provided. The decision, based on these considerations, should be communicated to the family at the meeting or prior to the start of the program.
- The Inclusion Manager will contact the family after an aide is secured for a program. The family and the Inclusion Manager may discuss further details of the participant's needs.
- The member entity should consider the participant in their registration and staff ratio as they do with all other registrations received.

Observation Request

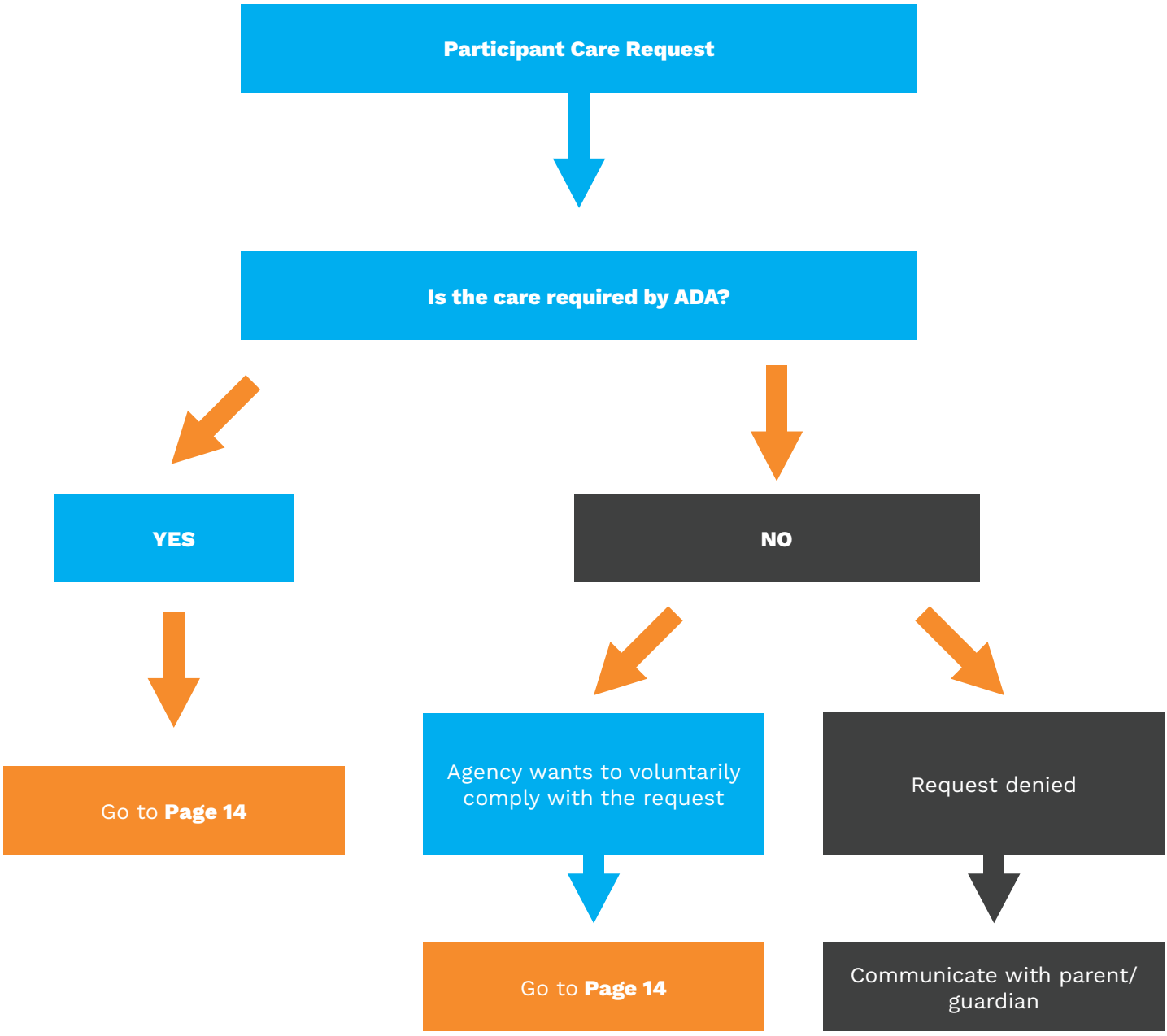
Member entities may request an observation of a participant or program to get suggestions on support that can be given by SEASPAR and/or the member entity. To request an observation of a participant or program, please email SEASPAR's Inclusion Manager directly.

Member Entity Staff Training Requests

SEASPAR offers many different inclusion services, one being training member entity staff on behavior management, how to work with someone who has a disability, program adaptations, etc. To request a training for your staff, please email SEASPAR's Inclusion Manager directly. SEASPAR will need at least a two-week notice when requesting a training.

Participation Care Guidelines Decision Tree

The Participant Care Guidelines Decision Tree is intended to serve as a quick guide reference. Members are strongly encouraged to contact their own legal counsel and SEASPAR for assistance.



Participation Care Guidelines Decision Tree Continued

Member Entity Intends to Honor Request

Staff reviews request and explores alternative avenues of compliance

Information includes step-by-step instructions with no medical judgment required; care is non-invasive (routine and non-medical); staff can be trained on procedure; and consequences of incorrect care are not life threatening. Care and participation is approved.

Information is unclear; medical judgment may be necessary; care is invasive (presents risk of infection, puncture, or tear); or staff is not trained to provide care; or consequences of incorrect care may be life-threatening.

Proceed to next step

1a. Has the treating physician been asked to give approval for non-medical staff to perform the procedure?

1b. Has the treating physician provided written confirmation that non-medical staff can perform the procedure?

2. Can the procedure be performed without medical diagnosis and/or medical judgment?

3. Does the manufacturer of the product state the product can be administered by someone who is not a licensed medical professional?

A **"NO"** answer to any of these questions stops the process.

Staff cannot perform procedures; explore alternatives.

Answers **"YES"** to all of these questions.

Request a physician's medical plan from parent(s)/guardian. Review the plan and determine if it is feasible/clear/manageable. If not, stop here and review circumstances with administration. If yes, proceed to next step.

Meet with parent(s)/guardian to create an implementation plan. Document the plan. Review at least annually or as needed.

Inclusion Department Call Tree

1 **Inclusion Manager**
630.960.7609

2 **Superintendent of Recreation**
630.960.7608

3 **Executive Director**
630.960.7600

Summertime Call Tree

June - August
Monday - Friday
8:00am - 5:00pm

Inclusion Manager
Office: 630.960.7609
Mobile: 630.297.2275

Inclusion Assistant(s)
630.960.TBA

Support Intake Questionnaire

Please complete this form online at https://www.seaspar.org/inclusion-intake.

Participant Information

First Name:_____ Last Name:_____

Date of Birth:_____ Age:_____

Parent/Guardian Name (First and Last):_____

Address:_____

City:_____ State:_____ Zip:_____

Home Phone:_____ Cell Phone:_____

Family Email:_____

Person Completing This Form

Full Name:_____ Member Entity:_____

The following questions are directed towards the participant caregiver. **Please complete all 9 questions.**

1. We received your registration, indicating a request for an accommodation for the participant. Can you explain what type of accommodation the participant needs to be successful in the program?

2. Can you share any accommodations that have been used in the past or may be required for the participant to fully participate in the program?

3. Do you have any safety concerns for the participant?

Support Intake Questionnaire Continued

4. Does the participant meet all essential eligibility requirements for the program? (provide if necessary)

5. Are there any medical conditions that we need to be aware of?

6. If the participant has a medical condition requiring accomodations, does the participant have a medical plan from his/her doctor? A medical plan outlines the necessary steps to safely manage a medical condition/emergency.

7. Does the participant have an Individual Education Plan (IEP) that is used at school? An IEP is designed by the school to determine how to best support the student in school.

8. What are your goals for participation at program?

9. Please share any additional information that would be helpful to know about the participant so they can have the most successful experience in our program.

The member entity should inform the family once the medical plan, individual education plan, and any other information needed is received and reviewed, additional questions may be asked. Support needed for participation will be determined with SEASPAR after all questions are answered.

Inclusion Notification Form

Please complete this form online at https://www.seaspar.org/inclusion-form.

Member Entity Information

Member Entity Submitting Notification Form:_____

Member Entity Staff Submitting Notification Form:_____

Member Entity Staff Phone:_____

Member Entity Staff Email:_____

Date Request Submitted:_____

Is the participant new to inclusion support? Yes No

Participant Information

First Name:_____ Last Name:_____

Date of Birth:_____ Age:_____

Parent/Guardian Name (First and Last):_____

Address:_____

City:_____ State:_____ Zip:_____

Home Phone:_____ Cell Phone:_____

Family Email:_____

Program Information

Program Name (please only list one program per form):_____

Program Instructor/Teacher:_____

Day(s):_____ Time:_____

Dates(s):_____

No Program Date(s):_____

Program Location (be specific):_____ Room #:_____

Number of Participants Enrolled:_____ Staff to Participant Ratio:_____

Inclusion Notification Form Continued

Program Information

Has member entity staff contacted the parent/guardian?

Yes No Date Completed:_____

Has member entity staff completed the Support Intake Questionnaire?

Yes No Date Completed:_____

Member Entity Staff Comments from Conversation with Parent/Guardian:

_____

_____

Describe the Accommodation Needed (could include the nature of the disability):

_____

_____

Type of Support Requested: Training Modified Equipment

Observation Aide

Note

The Inclusion Notification Form, Support Intake Questionnaire, and any medical plans or Individual Education Plans should be submitted promptly as they are crucial documents in providing support to the member entity and participant. SEASPAR asks for at least two weeks to review and put in place the appropriate accommodations.

FOR SEASPAR OFFICE USE ONLY

Date Received:_____

Date Entered:_____

PIF Sent:_____

Approved by SEASPAR Inclusion Manager:_____

Participant Information Form

Please complete this form online at https://www.seaspar.org/inclusion-participant.

Participant Information

First Name:_____ Last Name:_____

Date of Birth:_____ Age:_____

Parent/Guardian Name (First and Last):_____

Address:_____

City:_____ State:_____ Zip:_____

Home Phone:_____ Cell Phone:_____

Family Email:_____

Person Completing This Form

Full Name:_____ Relationship to Participant:_____

Participant Questionnaire

The following questions are directed toward the participant. **Please complete all 13 questions.**

1. Things that make me happy include:

2. Things that make me mad/sad include:

3. You can tell I am upset/frustrated when:

4. Things you can do to help me calm down include:

Participant Information Form Continued

5. Things I am good at/like to do include:

6. Things I am not good at/do not like to do include:

7. I communicate by using:

8. Behavior management techniques that work for me include:

9. Help me understand what you want me to do by:

10. My social skills with peers are:

11. Medical issues for me include (i.e. seizures, diabetes, medications, allergies, etc):

12. Three things SEASPAR staff can do to support me include:

13. My goals include:

Member Entity & SEASPAR Roles in Inclusion

★	Role of the Member Entity	Role of SEASPAR
Providing Support	• Once the family registers and indicates a need for support, call the family to confirm need for support and find out what the family is looking for and introduce SEASPAR • Identify participant's needs (if possible) • Is this program a good fit for the participant? • Send notification to SEASPAR in a timely manner	• Discuss level of support needed • Put support into action • Provide training to partner agency staff and Inclusion Aide • Provide adaptations and/or modified equipment • Observations • Education • Advocacy • Behavior management support
Supervision Of Inclusion Aide	• On-site supervisor • Provide Inclusion Aide with guidance and direction • Be sure the Inclusion Aide is clear on your expectations for the program • Communicate concerns with the Inclusion Aide's work performance to SEASPAR • Include Inclusion Aide as member entity staff • Help to make sure that the inclusion is being facilitated	• Supervise overall work performance • Provide Inclusion Aide with information needed regarding their placement • Review policies and procedures with the Inclusion Aide (SEASPAR may be different than member entities) • Follow up with Inclusion Aide on concerns addressed by the member entity • Provide adaptations, disability awareness training, and behavior management training
When To Address Inclusion Aide Performance	• If the Inclusion Aide is not following member entity policies and procedures • If the Inclusion Aide's interaction with the participant is not appropriate • If the Inclusion Aide's work performance is poor or does not meet expectations	• SEASPAR ensures that the Inclusion Aide understands and complies with both SEASPAR and member entity policies, procedures, and expectations
How to Address Performance	• Address concerns with the Inclusion Aide immediately • Document concerns and the date they are discussed with the Inclusion Aide • Provide SEASPAR with a copy of the documentation • Provide the Inclusion Aide with our expectations for the future • Contact SEASPAR to communicate concerns regarding the Inclusion Aide	• Available for a team meeting to address concerns with an Inclusion Aide • Available to observe the Inclusion Aide in the program and offer suggestions to improve work performance

Inclusion Aide Job Description

Summary: An Inclusion Aide is responsible for supporting and assisting one or more individuals with a disability to be successful in a member entity's recreation program. The aide must have a working knowledge of disabilities, the ability to communicate and work effectively with parents and staff, the ability to effectively adapt recreation activities, the ability to promote positive inclusion for individuals with disabilities into the general community and must be able to reinforce the program supervisor's instructions.

Position Qualifications

- One to two years direct experience working with individuals with disabilities preferred.
- Possess reliable mode of transportation.
- Sixteen years of age or older.
- Availability to commit to assigned work times/placements.
- Ability to work independently, or as a team as necessary.

Key Responsibilities

- Assist and include the individual(s) to participate in all activities in the program.
- Adapt activities, rules, equipment, and/or supplies as needed to ensure quality participation and the most independent participation possible.
- Act as an advocate for the individual(s) and emphasize the individual's abilities and similarities, while de-emphasizing the differences.
- Be alert and responsive to health and safety needs of the individual(s).
- Involve yourself with other participants and staff as much as possible to contribute to the whole program and avoid being singled out as a "SEASPAR" staff. Strive to blend in with the other staff and bring as little extra attention to the individual with a disability as possible.
- Discuss program activities with program instructors in order to be prepared. Offer suggestions and adaptations, if applicable.
- Provide behavior management when necessary.
- Feed, diaper/take to the bathroom, Swim with, lift and transfer individual, if applicable and necessary.
- Communicate all incidents/accidents to the program supervisor and the Inclusion Manager immediately.
- Communicate with parents and Inclusion Manager on a regular basis and complete bi-weekly progress reports to report participant's progress.
- Be flexible and adaptable to account for fluctuations in schedule.
- Follow member entities' policies and procedures.
- Read, understand, and abide by all SEASPAR policies and procedures.
- Must be dependable and punctual for all programs.
- Perform other duties asked by supervisor.

Inclusion Aide Job Description Continued

Marginal Responsibilities

- Assist member entity staff with program or other duties, if necessary.
- Attend all job-related seasonal orientations/in-services as directed by Inclusion Manager or member entity.
- Encourage participation and development of friendships with other participants in the program.
- Arrive at program site 15 minutes prior to the start of the program.
- Assist with loading/unloading of participants if needed.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Safety and Security
Use good safety awareness and judgment; follow SEASPAR policies at all times; report potentially unsafe conditions; use equipment following manufacturer safety instructions; and follow agency ergonomic policies and procedures.

Problem Solving
Identify and appropriately resolve problems in a timely manner; gather and analyze information skillfully; develop alternative solutions; work well in group problem-solving situations; and use reason even when dealing with emotional topics.

Interpersonal Skills
Focus on solving conflict, not blaming; maintain confidentiality; listen to others without interrupting; keep emotions under control; remain open to others' ideas; and try new things.

Oral Communication/Language Skills
Speak clearly and effectively in all situations; listen and ask for clarification from supervisor if needed; respond appropriately to questions; and read and interpret all necessary agency documents.

Written Communication
Write clearly and informatively; edit work for spelling and grammar; be able to interpret written information; and present clear, legible handwriting for all SEASPAR forms and documents.

Judgment/Reasoning Ability
Exhibit sound and accurate judgment when making all program-related decisions; solve problems involving a few concrete variables; and include appropriate people in the decision-making process.

Professionalism
Approach others in a tactful manner; react well under pressure; treat others with respect and consideration regardless of their status or position; accept responsibility for own actions; and follow through on commitments.

Adaptability
Adapt activities based on the skill level and needs of each participant to encourage appropriate participation on a regular basis; adapt to changes in the work environment; manage competing demands; change approach or method as necessary; and deal with frequent changes, delays, unexpected events, or program cancellations.

Inclusion Aide Job Description Continued

- **Attendance/Punctuality**
  Demonstrate consistent attendance and on-time arrival; ensure responsibilities are covered when absent; and arrive at meetings, in-services, and trainings on time.

- **Dependability**
  Follow instructions and respond to management direction; take responsibility for own actions; keep commitments; commit to long hours of work when necessary; and complete tasks on time.

- **Leadership**
  Lead participants to have successful recreation experiences; demonstrate positive interactions with other staff members, individuals with disabilities, and parents/guardians; and possess the ability to enlist the support of others to accomplish a common task.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the key responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the key responsibilities.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee is required to stand and walk. The employee must occasionally lift and/or transfer up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

This is a non-exempt, part-time/seasonal position. Hours vary but will not exceed 25 hours per week or 950 hours per year for part-time or 40 hours per week for seasonal.

Equal Employment Opportunity has been, and will continue to be, a fundamental principle at SEASPAR, where employment is based upon personal capabilities and qualifications without discrimination because of race, color, religion, sex, age, national origin, pregnancy, marital status, genetic information, or any other protected characteristic as established by applicable law.

Inclusion Assistant Job Description

Summary: The Inclusion Assistant is responsible for completing a variety of tasks relating to the provision of inclusion services to participants with disabilities who register for member entity programs. The assistant provides direct service to participants in programs, as well as assisting with some office duties. The assistant must be familiar with the job duties of an Inclusion Aide and be capable of completing any of those tasks as necessary, including working as an aide if needed. The assistant must possess a working knowledge of disabling conditions, behavior management, and inclusion policies and procedures. Reliable transportation and insurance is required. The assistant must be capable of working independently, as well as with a team of recreation professionals from SEASPAR and its member entities.

The responsibilities of the Inclusion Assistant include (but are not limited to) the following:

- Assist participants with special needs at recreation programs, as necessary.
- Substitute for Inclusion Aides at recreation programs, as necessary.
- Assess participants to evaluate what kind of services or accommodations they require (i.e., staff training, equipment, a 1:1 aide, etc.).
- Assess the Inclusion Aides to evaluate their job performance, when necessary.
- Make visits to program sites/locations to check on the participant's progress.
- Troubleshoot and/or problem solve with aides and member entity recreation staff.
- Provide on-site training and crisis/behavior management when necessary.
- Create and implement behavior contracts with participants when applicable.
- Help Inclusion Aides adapt activities, rules, equipment, and/or supplies as needed to ensure quality participation and the most independent participation as possible.
- Act as an advocate for the participants, provide disability awareness information, and emphasize the individual's abilities and similarities, while de-emphasizing their disabilities and differences.
- Encourage participation and development of friendships with other participants in the program.
- Feed, diaper, take to the bathroom, swim with, lifting and transferring of participants, if applicable and necessary.
- Communicate all incidents/behaviors/accidents from the programs to the Inclusion Manager immediately.
- Attend all orientations, meetings, and in-services relating to SEASPAR or other member entities.
- Be dependable and punctual.
- Follow SEASPAR and member entity policies and procedures.
- Collect timesheets, distribute paperwork/paychecks to Inclusion Aides, when required.
- Train Inclusion Aides as necessary.

Inclusion Assistant Job Description Continued

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the key responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the key responsibilities.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee is required to stand and walk. The employee must occasionally lift and/or transfer up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

This is a non-exempt, part-time/seasonal position. Hours vary but will not exceed 25 hours per week or 950 hours per year for part-time or 40 hours per week for seasonal.

Equal Employment Opportunity has been, and will continue to be, a fundamental principle at SEASPAR, where employment is based upon personal capabilities and qualifications without discrimination because of race, color, religion, sex, age, national origin, pregnancy, marital status, genetic information, or any other protected characteristic as established by applicable law.

Responsibilities & Expectations

Inclusion Aides and Assistants are expected to:

Trainings

- Attend all SEASPAR inclusion orientations and trainings.
- Attend the member entity's orientations and trainings they are assigned to work in.

Attire

- Dress appropriately for the program.
- Wear a member entity shirt or a plain/appropriate t-shirt.
  - Inclusion Aides should follow the same uniform as the member entity staff to avoid the aide and participant standing out from the rest of the group.

Program

- Arrive 15 minutes early to program and stay 15 minutes after the program (if necessary).
- Introduce themselves to the program leader as an Inclusion Aide but as program staff to anyone else.
- Introduce themselves to the participant and participant's family.
- Communicate with the participant's family prior to the start of program to note any changes or abnormalities.
- Communicate with the participant's family at the end of the program to discuss how the program went.
- Keep open communication with the program leader.
- Notify the program leader of any incidents that occur at program and work with them to fill out any necessary documents.
- Be an advocate for the participant.
- To assist in set-up and clean-up when necessary.

Communication & Reporting

- Keep open communication with the SEASPAR Inclusion Manager and member entity.
- Complete bi-weekly reporting for all assigned participants for each program assigned.
- Complete a behavior report documenting any incidents that occurred at program.
- Complete any member entity forms that may be required.

Role of the Inclusion Aide

It is the responsibility of the Inclusion Aide to focus on the following areas in regard to their assigned participant:

Inclusion Levels of Support

- Level of support (minimum, intermediate, maximum) will vary depending on the needs of the participant, as determined by SEASPAR and the member entity
- Inclusion Aide will provide the appropriate level of assistance, so the instructor/counselor can lead the program as usual
- Inclusion Aide can work 1:1, 1:2, or 1:3 depending on the needs of the participant(s)

Level of Support

MINIMUM

INTERMEDIATE

MAXIMUM

Minimum

- Be near and keep an eye on the participant
- Allow the participant to play independently
- Be readily available for guidance
- Act as another staff in the program

Intermediate

- All minimum levels of support
- Provide verbal and visual cueing
- Give suggestions to help the participant make positive choices
- Offer positive reinforcements
- Guide the participant through play (asking questions, offering cues, etc.)
- Set up play scenarios with the participant and peers as needed

Maximum

- All intermediate levels of support
- Direct and model for participant
- Provide rituals and structure to program/activities they're in
- Participant may use various means of communication (pictures, talkers, etc.)
- Encourage peers to initiate interactions with the participant
- Provide "hand over hand" assistance
- Advocate for the participant
- Emphasize abilities and de-emphasize differences

On-Site Assignment Checklist

Day 1: Inclusion Staff On-Site Assignment Checklist

- ☐ Identify and introduce yourself to the director or supervisor of the program/site/camp
- ☐ Find out where to keep your personal items at the program/site/camp
- ☐ Obtain a phone number of who to contact at the program/site/camp if you need to reach the program staff for any reason (obtaining more than one contact number for member entity staff involved with the program is highly suggested)
- ☐ Find out when/if there are weekly or daily staff meetings and plan to be there (these are paid)
- ☐ Find out what information program director has on participant (if any)
- ☐ Ask what areas (bathrooms/equipment/gyms/fields/shelters/etc.) are available for program use
- ☐ Review the rules of the program, and ask if the participant is known to have any difficulty following any of them
- ☐ Ask the parent/member entity staff how and when the participant typically arrives at program (who is the person or people that typically bring the participant)
- ☐ Ask the parent/member entity staff how and when the child typically leaves the program (who is the person or people that typically pick up the participant)
- ☐ Have the director or supervisor of the program/site/camp introduce you to everyone (as a new staff to the program, not as a SEASPAR aide for a specific participant)
- ☐ Obtain program/camp t-shirt and/or name tags from member entity (some do not provide these items, you should wear a work-appropriate shirt if there is not a staff shirt given)
- ☐ Have the director or supervisor of the program/site/camp introduce you to the participants(s) you are aiding (if you haven't met them)
- ☐ Review the schedule for the day/week (prior to the participant arriving, then review all rules/ expectations and the schedule with the participant upon their arrival)
- ☐ Greet the parent/guardian of person you are working with and introduce yourself

Inclusion Aide Evaluation

Inclusion Aide Name:_____

Evaluator Name:_____

Evaluator Title:_____

Evaluator Email:_____

Member Entity:_____

Program Name(s):_____ Date Submitted:_____

Please circle the appropriate ranking for each question, and use space below or back of form for additional comments:

4 = Consistently Exceeds Expectations
3 = Meets and Occasionally Exceeds Expectations
2 = Meets Expectations
1 = Occasionally Meets Expectations, Demonstrates Room for Improvement
0 = Does Not Meet Expectations

	COMMUNICATION					
1	**Shows effective communication with participants**	4	3	2	1	0
	(Uses communication appropriate for the participant's needs and gives clear directions)					
2	**Shows effective communication with co-staff**	4	3	2	1	0
	(Shares participant information and asks for assistance when appropriate)					
3	**Shows effective communication with supervisors**	4	3	2	1	0
	(Accepts direction and supervision, and responds to correspondence in a timely manner)					
4	**Shows effective communication with parents**	4	3	2	1	0
	(Is friendly and greets family/guardian/participant at pick-up/drop off, and provides appropriate information about the day)					
Comments:						

Inclusion Aide Evaluation Continued

	LEADERSHIP					
1	**Uses effective behavior management skills**	4	3	2	1	0
	(Gives clear, consistent directions, sets limits, advises of consequences, comments on positive behavior, and distinguishes minor from major/destructive behavior)					
2	**Displays enthusiasm while involved with program activities**	4	3	2	1	0
	(Actively participates with a positive attitude)					
3	**Involves participants into program activities and adapts as needed**	4	3	2	1	0
	(Uses appropriate verbal and non-verbal communication)					
4	**Takes initiative and can problem solve**	4	3	2	1	0
	(Sets up/cleans up without being asked, seeks additional responsibility or information, leads when leader is busy, and facilitates transition and down time if/as needed)					
5	**Encourages independence**	4	3	2	1	0
	(Offers prompts, asks questions, offers choices, etc.)					
6	**Facilitates interaction between participants and encourages participation**	4	3	2	1	0
	(Introduces participant to other participants, and facilitates group conversation/play)					
7	**Monitors group or participant belongings**	4	3	2	1	0
	(Ensures each participant leaves with what they came with and organizes belongings such as towels, lunches, backpacks, coats, etc.)					
Comments:						

Inclusion Aide Evaluation Continued

	SAFETY/WORK PRACTICES					
1	**Displays safe work practices**	4	3	2	1	0
	(Follows PDRMA Core 6: uses equipment correctly, 30 second site walk through, PPE, 3 points of contact, reversal of posture, stretching, best practice lifting)					
2	**Follows SEASPAR policies and procedures**	4	3	2	1	0
	(Is aware of and understands all SEASPAR policies and procedures from SEASPAR Employee Handbook, and asks questions when necessary)					
3	**Knows and understands emergency needs/information of participants**	4	3	2	1	0
	(Uses specific information regarding medical needs, behavior plans, tendencies, etc.)					
4	**Is punctual and dependable**	4	3	2	1	0
	(Avoids absenteeism and is punctual in arriving at assignments on-time, and attends any required trainings for assignments)					
5	**Wears appropriate clothing for program**	4	3	2	1	0
	(Wears nametag and agency/park district t-shirt if provided, and follows policies regarding closed-toe shoes, swim shoes, appropriate length shorts, appropriate swim wear, etc)					
6	**Is neat and clean in their personal appearance**	4	3	2	1	0
	(Refrains from wearing clothes that have inappropriate images/words on them or those that are ill-fitting or have tears, rips, wrinkles, stains, etc.)					
7	**Is respectful toward supervisors, co-staff, parents/guardians, and participants**	4	3	2	1	0
	(Greets upon arriving or departing, considerate, addresses requests, engages)					
8	**Keeps conversations work related**	4	3	2	1	0
	(Avoids conversations that are personal or inappropriate in nature, and focuses on activities or aspects of the assignment, while providing input/suggestions as needed)					
Comments:						

Inclusion Aide Evaluation Continued

	POSITION - INCLUSION AIDE					
1	**Attends member entity trainings and site staff meetings**	4	3	2	1	0
	(Contributes suggestions for inclusive strategies at staff meetings)					
2	**Follows member entity policy and procedures**	4	3	2	1	0
	(Arrives on-time, wears member entity/program attire, etc.)					
3	**Communicates specific inclusion techniques with member entity co-staff**	4	3	2	1	0
	(Shares information provided by SEASPAR or the family or from the Participant Information Form)					
4	**Acts as part of the overall member entity staff**	4	3	2	1	0
	(Takes direction from site director and helps member entity staff with participants in the program or as needed)					
5	**Utilizes tools given for successful inclusion**	4	3	2	1	0
	(Implements schedules, sensory breaks, transitions, and positively supports accommodation plans effectively)					
Comments:						

Number of total criteria evaluated:_____ Total Score:_____ Total Score / Number of Criteria:_____

This evaluation was (check appropriate action):

Sent to the employee on:_____ Employee Signature:_____

Reviewed in person on:_____ Supervisor Signature:_____

Participant Bi-Weekly Progress Report

Date:_____ Member Entity:_____

Program:_____

Report Completed By:_____

Name of Participant:_____

Directions

1. Select the appropriate percentage/frequency box in the following domains/areas. Provide a brief, specific, and objective summary of events for each domain and include the types of supports or accommodations used for each (if required).
2. If using the paper/fillable pdf version, please complete the Bi-Weekly Progress Report and email or return it to SEASPAR's Inclusion Manager every two weeks when submitting timesheets.
3. You can also access the electronic version of this form at https://www.seaspar.org/inclusion-progress

Cognitive Skills

Participant follows directions and understands activities explained during the program.

Most of the time (76-100%)

Often (51-75%)

Some of the time (26-50%)

Rarely (1-25%)

Never (0%)

Summary:

Supports Used:

Physical Support

Participant completes activity independently without the need of lifting and transferring, hand over hand assistance, modeling, etc.

Most of the time (76-100%)

Often (51-75%)

Some of the time (26-50%)

Rarely (1-25%)

Never (0%)

Summary:

Supports Used:

Social Communication

Participant initiates interaction with peers independently.

Most of the time (76-100%)

Often (51-75%)

Some of the time (26-50%)

Rarely (1-25%)

Never (0%)

Summary:

Supports Used:

Participant Bi-Weekly Progress Report Continued

Emotional

Participant exhibits and regulates their emotions appropriately.

Most of the time (76-100%)

Often (51-75%)

Some of the time (26-50%)

Rarely (1-25%)

Never (0%)

Summary:

Supports Used:

Participation

Participant actively contributes in/to the program or activities.

Most of the time (76-100%)

Often (51-75%)

Some of the time (26-50%)

Rarely (1-25%)

Never (0%)

Summary:

Supports Used:

Behavior

Briefly describe both positive and negative behaviors observed. **Aggressive behaviors witnessed MUST be documented by Inclusion Aide using the Behavior Report Form and MUST be reported to both the program's supervisor AND SEASPAR's Inclusion Manager as soon as possible after the incident!*

Positive:

Negative:

Supports

Please list any supports needed

(i.e., picture schedules, social stories, fidgets, etc.)

Additional Information

Any information you feel is relevant for SEASPAR's Inclusion Team to know.
For example: medication changes, participant feeling ill, changes at home, etc.

Comment:

Behavior, Emergency, and Reporting Procedures

Behavior Reporting Procedure

If a participant the Inclusion Aide has been assigned has had an unusual behavior, the aide must report it to the Inclusion Manager immediately after the program concludes.

To do this, the Inclusion Aide will fill out an online form. The Behavior Report can be accessed at https://www.seaspar.org/inclusion-incident.

The Inclusion Manager or someone from SEASPAR's Inclusion Team will follow up with the aide, the member entity, or the family as neccessary.

Emergency Reporting Procedure

If it is an extremely serious behavior, that warrants immediate attention, do not hesitate to call or have the person overseeing the program/site/camp call the Inclusion Manager.

Full-Time Staff	Title	Office Phone	Inclusion Phone	Cell Phone	Email
Christina Fernandez	Inclusion Manager	630.960.7609	630.297.2275	708.296.4071	cfernandez@seaspar.org

In the event you cannot reach Christina Fernandez, please contact the following full-time SEASPAR staff in the following order:

Full-Time Staff	Title	Office Phone	Cell Phone	Email
Dawn Krawiec	Superintendent of Recreation	630.960.7600	815.685.3884	dkrawiec@seaspar.org
Karen Lesniak	Superintendent of Administrative Services	630.960.7600	630.303.0484	klesniak@seaspar.org
Matt Corso	Executive Director	630.960.7600	630.935.1235	mcorso@seaspar.org

Participant Behavior Report

Please complete this Behavior Report as soon as possible after you finish working your inclusion assignment!

This will ensure that the Inclusion Team can immediately follow up with the Inclusion Aide, the park district staff, and the family of a participant who has had an unusual behavior.

It is imperative that you complete this form accurately and completely!

Be factual, be concise, and be extremely detailed in answering the questions or providing further information.

Thank you for your cooperation!

Inclusion Aide Information

First Name:_____ Last Name:_____

Phone Number:_____ Email:_____

Date of Submission:_____

Participant and Program Information

First Name:_____ Last Name:_____

Date of Incident:_____ Member Entity:_____

Program Name:_____ Program Location:_____

Location of Behavior (Be Specific):_____

Time of Behavior (Be Specific):_____

Member Entity Program Supervisor Name:_____

Staff Witnesses:_____

Participant Behavior Report Continued

Is this a first-time behavior?

Yes No I am not sure

If you replied "No", please describe what behavior management is typically used when dealing with this participant or this behavior.

Was the participant injured?

Yes No I am not sure

If you replied "Yes," please describe.

Were any other participants injured?

Yes No I am not sure

If you replied "Yes," please describe.

Participant Behavior Report Continued

Were you, any other Inclusion Aides, or any member entity staff injured?

Yes No I am not sure

If you replied "Yes," please describe what behavior management is typically used when dealing with this participant or this behavior.

Was property or equipment damaged?

Yes No I am not sure

if you replied “Yes,” please describe.

Were the parents/guardians notified or told of the behavior?

Yes No

Please explain why they were not notified, or if they were, what was their reaction?

Participant Behavior Report Continued

Did the member entity staff complete their own report?

Yes No I am not sure

Were any other participants, staff, or bystanders affected by this behavior?

Yes No I am not sure

If you replied "Yes," please describe.

Additional Information

Any information you feel is relevant for SEASPAR's Inclusion Team to know.
For example: medication changes, participant feeling ill, changes at home, etc.

Comment:

Thank you for completing this Behavior Report!
The information you have provided will help us find the best solutions to avoiding future behaviors and making all our inclusion experiences safe and positive for both participants and staff!

2022 Inclusion Timesheet

All timesheets are due to SEASPAR by midnight on the Saturdays listed below. Indicate current pay period below:

☐#1–1/8 ☐#3–1/22 ☐#5–2/5 ☐#7–2/19 ☐#9–3/5 ☐#11–3/19 ☐#13–4/2 ☐#15–4/16 ☐#17–4/30
☐#19–5/14 ☐#21–5/28 ☐#23–6/11 ☐#25–6/25 ☐#27–7/9 ☐#29–7/23 ☐#31–8/6 ☐#33–8/20 ☐#35–9/3
☐#37–9/17 ☐#39–10/1 ☐#41–10/15 ☐#43–10/29 ☐#45–11/12 ☐#47–11/26 ☐#49–12/10 ☐#51–12/24

Partial hours are totaled as follows: ¼ hour = .25 ½ hour = .50 ¾ hour = .75

Program Name	Member Entity	Participant Name (First & Last Name)	Day	Date	Time Worked	Total Hours	Supervisor Approval	Office Use Only: Travel Time	Office Use Only: Staff Approval

Total Hours _____

Staff Name _____ **Date** _____
(Please Print)

Timesheets may be faxed to SEASPAR at 630/960-7601 or emailed to cfernandez@seaspar.org.

Updated 12/10/2021

Advance Notice Policy

SEASPAR will need a minimum of two weeks before the program start date to process and arrange the appropriate accommodations. If the family registers with less than two weeks notice from the program start date, the member entity will notify the family that it is a minimum two-week process and support may not be immediately available.

The member entity will work with SEASPAR to review the Support Intake Questionnaire and the Inclusion Notification Form and establish an interim support plan until appropriate accommodations can be arranged. The member entity should communicate of the decision and progress to the family. SEASPAR may be present for this conversation if requested.

Program Changes & Participant Drops

In the event a program's date(s), time, and/or location changes or the program is canceled for any reason, SEASPAR's Inclusion Manger should be notified immediately. This will ensure that support can still be provided during the program. If a participant drops the program for any reason, SEASPAR's Inclusion Manager should be notified as soon as possible so that aides may be reassigned.

Behaviors

General Behaviors

1. The Inclusion Aide will support the participant through the behavior and implement behavior management strategies when possible.
2. The program leader should check in and support the aide as needed.
3. When appropriate and necessary, the participant could be removed from the activity. If removed from the activity, the participant and aide should remain within view of the program staff so that the aide is not left alone with the participant.
4. The Inclusion Aide will keep the program leader informed on the incident.
5. At the conclusion of the program, the aide and program leader will complete any necessary paperwork and communicate the incident to the family.

Severe Behaviors

1. Implement steps 1-3 from "General Behaviors."
2. If safety concerns are present, the Inclusion Aide or program leader should contact the SEASPAR Inclusion Manager. If the Inclusion Manager is not available, the Superintendent of Recreation should be contacted. If the behavior does not present immediate safety concerns, SEASPAR's Inclusion Manager can be updated at the end of the program.
3. The program leader should notify the member entity staff that coordinates the program of the behavior and complete any necessary paperwork to document the incident.
4. Communication between the member entity staff that coordinates the program and SEASPAR's Inclusion Manager will take place as needed and may require follow-up meetings with the family.

Absent Inclusion Aide

Advance Notice, Planned Absence

1. The Inclusion Aide will request their time off with the SEASPAR Inclusion Manager.

2. The Inclusion Aide will work with the Inclusion Manager to find a substitute for the program. If a substitute is not found, the aide is responsible for working their assigned shift. If a substitute is found for the program, the request off will be approved.

3. When a substitute is found, the Inclusion Aide will notify the Inclusion Manager and member entity of the substitute. The Inclusion Manager will notify the family of the substitute.

4. The Inclusion Aide will inform the substitute on the participant's relevant information for the program. If additional training is required for a substitute's placement, a meeting may be scheduled with the Inclusion Manager, the aide requesting off, and/or participant's family. If the aide is requesting off for an extended period, the substitute nay be asked to shadow the aide while at the program before the transition.

Unplanned, Short Notice Given

1. The Inclusion Aide will contact the Inclusion Manager and member entity at least 2 hours in advance of the start of program.

2. The Inclusion Manager will notify the family of the absence and that SEASPAR is working on securing a substitute.

3. The Inclusion Manager and aide will work to secure a substitute for the program.

4. If a substitute is found, the aide will inform the substitute on the participant's relevant information for the program. The Inclusion Manager will notify the member entity and participant's family of the substitute.

5. If a substitute is not secured, SEASPAR's Inclusion Manager and the member entity staff that coordinates the program will determine if shared support can take place or if the member entity staff can help support the participant that day. If the participant cannot attend without an Inclusion Aide, the member entity and SEASPAR will work together to notify the family.

Absent Participant

Advance, Planned Absence

1. The program leader and/or Inclusion Aide are notified by the family of the participant's absence.
    - **b.** If the Inclusion Aide is notified by the family, they are to notify the program leader and SEASPAR's Inclusion Manager. The Inclusion Manager will then follow up with the program coordinator to confirm the dates the participant will be absent.
    - **c.** If the program leader/coordinator is notified by the family, they will decide if they still require the aide's assistance at the program.
        - **i.** If the aide is still required, the program leader/coordinator will notify the Inclusion Manager of the absence and their decision to keep the aide on those day(s). The Inclusion Manager will then follow up with the aide on the decisions made.

Participant Participant Continued

2. If the aide is not needed, the aide will be reassigned to a different inclusion assignment if needed.
3. If there are no additional assignments for the aide, they will be given time off.
4. Advance notice is determined to be at least 1 hour before the start of program.

Unplanned, No Notice Given

1. If the participant is not there at the start of program, the program leader should attempt to contact the family to confirm that the participant is not attending the program that day.
2. If the family does not answer, the aide will wait an additional 15 minutes for the participant to arrive.
3. If the family confirmed participant is not attending or the family did not answer and the aide waited the additional 15 minutes, the member entity staff may then determine if the aide is still needed at the program. If the aide is needed, they will remind at the program as an additional staff member.
4. If the aide is not needed, the aide will contact the Inclusion Manager to notify them of the absences and possibly be reassigned. If they aide is not reassigned, the aide will be compensated for a portion of their hours, as broken down below.

If the total program time is:	The Aide will be paid for:
Up to 1.0 hour	0.5 hour
1.0 to 5.0 hours	1.0 hour
5.0 to 10.0 hours	2.0 hours

NOTE: This policy is only in place for compensating aides when the participant is an “Unknown Absence” or “No Show” for the program assigned.

Compensation will not be granted if an aide is notified of the absence at least one hour prior to the start of the program, or if the participant is known to be absent on any given day!

If an aide is notified or told in advance that that their assigned participant is going to be absent, the aide MUST notify the Inclusion Manager immediately to possibly be reassigned that day/week.

Behavior Management Strategies

In assisting any member entity in developing and implementing a behavior management strategy, SEASPAR shares and often recommends the strategies listed below. When Inclusion Aides are provided, the aides will often use these techniques to manage behaviors. Understandably, each situation is different, and on a case-by-case basis, both the member entity staff and SEASPAR staff must be free to exercise discretion on when and how to utilize these strategies. Below is a list (in no particular order) of the most commonly used behavior management strategies/techniques.

Positive Reinforcement

Verbal praise will be used when appropriate behaviors are witnessed, with the hope that the praise will encourage more of the same behavior.

Planned Ignoring

Much of the behavior observed is performed for the main purpose of gaining attention, even if that behavior is negative. Often this type of behavior will subside if it is ignored. This is ineffective with any behavior that is unduly disruptive and/or compromises the safety of the participant or others.

Signal Interference

A variety of signals can be used to communicate a feeling of disapproval and control (i.e., eye contact, wave of a finger, tapping, or coughing). This technique works best when used as soon as the behavior begins.

Proximity Control

Physical closeness can provide a participant with a sense of security and a protection against anxiety. An adult or staff member is a great source of protection and strength, and physical proximity may help the participant control their impulses.

Interest Boosting

If a participant's interest in an activity is declining, or they are is showing signs of boredom or restlessness, it may be helpful for the program leader to show an interest in that participant. The leader may ask the participant about things of interest to them.

Tension Release through Humor

A funny comment or "joking around" can defuse a tense situation or stop a behavior. Staff must be careful to not be sarcastic.

Redirection

This technique attempts to redirect a participant's attention to a more appropriate task, activity, or conversation. Staff may also ask the participant for assistance as a means of redirecting focus.

Restructuring

This technique involves changing plans or location. Staff may modify an activity to help the individual experience success without fundamentally altering the activity or program.

Behavior Management Strategies Continued

Establishing Routines

Individuals may become anxious without a set routine. A visual schedule of the program's activities may help alleviate some anxiety.

Direct Appeal

This technique is most effective when the participant is comfortable with a staff member. Direct statements are used such as: "you seem angry with me" or "your friends will be angry with you if you continue to act out and interrupt the game."

Limiting Space and Tools

It may be very difficult for the staff to compete with certain objects such as balloons, games, etc. When removing an object a participant is obsessed with or overly focused on, the staff member will show an interest in the object and politely ask to see it. Once the teacher/leader has the object, they will let the participant know that it will be returned when they can handle it appropriately.

Incentives/Consequences

Individualized behavior plans may be developed in order to help participants be successful within the program. Behavior plans may include visual aids such as points or sticker charts. Not all participants require visual aids. Sometimes, a verbal "check in" is effective. At designated check-in times, the staff and participant review progress toward goals for success in the program. At designated times, if the participant is achieving goals, rewards are earned. If progress is not made, a consequence is received. Incentives and consequences must be attainable and developed with input from staff, parents, and the participant.

Scheduled Breaks

When a participant's behavior has reached a point where the behavior is too disruptive and/or inappropriate, and other techniques are not working, removing the participant from the area for a few minutes is often appropriate. This is done not as a punishment, but to remove the participant from the stimulating or triggering environment, to deescalate a difficult situation, and allow a quieter space to refocus energy and attention. Breaks may include such things as going outside to get some fresh air or walking to the drinking fountain for a drink.

Participant Integration Techniques

- Adapt the environment: turn down music, turn down/off lights, provide physical boundaries
- Give responsibility, a role, or task to complete
- Switch roles often, offer new roles and responsibility
- Provide a demonstration, break down complex directions into simple, 2-step directions
- Focus on abilities
- Provide encouragement and praise
- Encourage peers to provide encouragement and praise
- Encourage small group interaction
- Integrate participant likes into activity
- Provide sensory breaks
- Set realistic and manageable expectations and goals
- Offer a variety of activities
- Discuss appropriate reactions prior to situations
- Use adaptive equipment
- HAVE FUN!

Behavior Management Scenarios & Suggested Accommodations

When You See This Behavior...	Try This Accommodation...
Difficulty following through on instructions from staff.	Gain participant's attention before giving directions. Accompany oral directions with written directions. Give one direction at a time. Quietly repeat the direction. Check for understanding. Have the participant repeat the directions.
Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli).	Reward attention. Break up activities into small units. Reward for timely accomplishments. Use physical proximity and touch.
Inappropriate ways of seeking attention, exhibits loud excessive or exaggerated movement as attention seeking behavior. Interrupts other campers' activities, needles others.	Show participant (model) how to gain other's attention appropriately. Catch the participant when they are appropriate and reinforce their behavior.
Poor adult interactions. Defies authority.	Provide positive attention. Talk with the participant individually about the inappropriate behavior. Model appropriate behavior.
Difficulty making transitions.	Prepare participants for transitions. Give advance warning of when a transition is going to take place (countdown). Break the transition down, step-by-step. Provide a schedule.
Difficulty remaining seated or in a particular position when required to do so.	Give participant frequent opportunities to get up and move around. Allow space for movement.
Inappropriate response in activity. Often blurts out answers to questions before they have been completed.	Seat participant near staff. This allows visual and physical monitoring of behavior by the staff. State the behavior that you would like to see.
Agitation under pressure and competition.	Emphasize effort and enjoyment for self, rather than competition with others. Minimize timed activities. Structure activity for team effort and cooperation.
Inappropriate behaviors in a team or large group sport.	Give the participant a responsibility/job (team captain, score keeper, equipment manager). Have participant near staff.

FAQ

Q **Who is eligible to receive SEASPAR inclusion services?**

A Anyone with a qualifying disability identified via the Americans With Disabilities Act (ADA) registering for one of SEASPAR's member entity programs is eligible.

Q **What is a "qualifying disability" under ADA?**

A An individual has a disability within the meaning of the ADA when they:

1. Have a physical or mental impairment that substantially limits one or more of the individual's major life activities;*
2. Has a record of such impairment; **OR**
3. Is regarded as having such an impairment.

*"Major life activities" is defined as functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, thinking, concentrating, working, and interacting with others.

Mere physical characteristics, personality traits, or environmental, cultural, or economic disadvantages are not covered as disabilities under the ADA.

Examples of individuals who would not qualify include:

- An individual who displays ongoing negative behaviors in programs, but has no disability diagnosis and/or is not going through the process of getting diagnosed.
- An individual who speaks English as a second language.
- An individual who is going through an adverse childhood experience (divorce, abuse, neglect) who does not have a disability.
- An individual who has minor delays in their development of speech, gross/fine motor skills, etc.

FAQ Continued

Q **What is considered a reasonable accommodation?**

A

Reasonable accommodations are any change or adjustment that permits an individual with a disability to meet the essential eligibility requirements of a particular program or activity. If a person with a disability can meet the essential eligibility requirements with a reasonable accommodation, that person cannot be denied the opportunity to participate in the program or activity.

Examples of reasonable accommodations include:

- Making existing facilities readily accessible to and usable by individuals with disabilities.
- Making changes to the rules and policies that do not result in a fundamental alteration of the program or activity.
- Providing adaptive equipment such as a wheelchair lift at an aquatics facility or wheelchair accessible vehicles when transportation services are provided as part of the program or activity.
- Providing sign language interpreters.
- Creating and implementing behavior management plans.
- Providing staff (or trained volunteers) to assist in facilitating the involvement and inclusion of the individual with a disability.

Examples of unreasonable accommodations include accommodation requests that impose undue hardship or burden (either providing them with extreme difficulty or expense) on the recreation provider or that would fundamentally alter the nature of the program. Examples include:

- An individual requires two or more staff to participate successfully in a program or activity.
- An individual uses a manual wheelchair and registers for a competitive volleyball league.
- An individual requires a licensed nursing/medical staff to administer an invasive procedure.

FAQ Continued

Q **Can a parent, family, guardian, or the patron demand that the member entity or SEASPAR provide a 1:1 Inclusion Aide?**

A No. While a 1:1 Inclusion Aide may be the "preferential" accommodation, if a lesser accommodation enables the participant to meet the eligibility requirements of the program or activity, a 1:1 Inclusion Aide is not warranted. An assessment and/or observation will be conducted in the specific program environment/setting to determine the least restrictive accommodations necessary for the participant to meet the requirements of the program. In the absence of an Inclusion Aide provided by SEASPAR or the member entity, if the parent/family/guardian is willing to provide a family member or family friend to act as the Inclusion Aide for the participant, the member entity would be obligated to permit this accommodation.

Q **Can the member entity require that a patron have a 1:1 Inclusion Aide to attend a program or activity?**

A No. Participants can deny SEASPAR inclusion services or accommodations that are recommended by the member entity or SEASPAR. However, if the patron has denied SEASPAR inclusion services or recommended accommodations and is not able to meet the essential eligibility requirements of the program or activity, the member entity has the right to suspend participation.

FAQ Continued

Q **What is essential eligibility?**

A

Essential eligibility is the minimum set of factors that determines whether any individual (exclusive of disability) is eligible for the program. This can change from program to program, but not person to person.

Essential eligibility requirements can include:

- Registration fees/charges – Paying the same fee everyone else is required to pay.
- Age restrictions – Meeting program age requirements/limitations (i.e., preschool children ages 3-5, summer camps for 4th and 5th graders, baseball league for 10 and 11 year olds, etc.).
- Complying with the code of conduct/behavior expectations – All participants must abide by the same reasonable rules of conduct.
- Capacity restrictions – Once the program capacity is met, the program provided can deny registration (denial is because the program is full, and not because of disability, race, religion, etc.).
- Residency – Program may only be open to residents (denial is based upon non-residency status, and not because of disability, race, religion, etc.).
- Minimum physical/mental/skill competency – Depending on the program or activity, participants may be required to have minimum physical, mental, or skill competencies. For example, to be eligible for a travel sport league, players may be required to prove certain offensive or defensive skills. Or for a "counselor-in-training" summer camp program, participants must have the basic cognitive skills (i.e., ability to focus, discern between "important" and "unimportant," physically respond to emergency situations, effectively communicate with participants and staff, etc.).
- Toilet training requirements – If a program never provides toileting assistance to any child or participant, then such a personal care service would not be required to be provided to the child or participant with a disability. However, the child or participant cannot be excluded from the program because he or she was not toilet trained, and the family agrees to provide a family member, family friend, or personal attendant (paid for by the family/guardian). It is best practice to have any family member, family friend, personal attendant, etc., sign a volunteer waiver and complete a background check for them to safely be in the program environment.

FAQ Continued

Q **Can the member entity or SEASPAR request that proof of an ADA-protected disability be provided?**

A Yes. When the disability is not obvious, documentation from a medical health provider establishing both the existence of an ADA-protected disability and the need for reasonable accommodation may be requested. Not all disabilities are ADA-protected.

For example: A food allergy that only causes hives will generally not be an ADA-protected disability; however, if the allergic reaction is life-threatening, it will probably be regarded as an ADA-protected disability. Similarly, mild cognitive or mild physical disabilities may not be severe enough to meet the ADA's definition of "Disability."

Q **Does SEASPAR diagnose disabilities?**

A No. SEASPAR collects information from the participant or family using a standardized assessment form where additional disability information is asked. SEASPAR can also conduct observations of the participant while at the specific program to help determine potential accommodations, programmatic adaptations (or changes), and assess the overall needs of the participant.

Q **Since our member entity is a member of SEASPAR, which agency is responsible for complying with ADA and providing a reasonable accommodation in an inclusion setting?**

A Under Title II of the ADA, the recreation provider (the member entity) is responsible for compliance. Membership to a "Special Recreation Association" or "SRA" does not transfer the member entity's legal obligation to the SRA. The member entity cannot deny a request for reasonable accommodation if SEASPAR is unable to comply with the request for reasonable accommodation on its behalf.

Q **What qualifications do SEASPAR Inclusion Aides have?**

A SEASPAR hires and trains Inclusion Aides that are 16 years or older. While most Inclusion Aides have some previous background or experience working with individuals with disabilities, they do not need to have any certifications or degrees. SEASPAR provides ongoing and as-needed training in disability-specific knowledge, risk management, behavior management, and activity adaptation. Inclusion Aides are not trained or certified in First Aid/CPR/AED.

FAQ Continued

Q **Can Inclusion Aides stow or administer a participant's medicine?**

A No. The member entity must comply with their medication dispensation policies and procedures. SEASPAR Inclusion Aides are not allowed to stow or administer medicine. They *can* remind the program or activity's lead staff when it is time for a participant to take their medicine.

Q **If a participant that has a disability displays or engages in frequent violent or aggressive behavior, or engages in the destruction of property, do they have to remain in the program?**

A No. All participants, regardless of disability, must meet the essential/minimum eligibility requirements with or without reasonable accommodations. It is important to have clear and concise behavior expectations/codes of conduct stated in the program information guide, parent manual, etc. Incidents should be thoroughly documented and communicated with the parent/family/guardian and participant. Any progressive steps the member entity has in place should be followed (i.e., written warning, followed by one-day suspension, three-day suspension, etc.). It is recommended (but not required) that the member entity involve SEASPAR and the parent/family/guardian in a meeting prior to deciding to remove the participant from the program. It is also recommended that the member entity identifies how the participant is able to regain program privileges.

Q **What types of programs can SEASPAR provide inclusion services for?**

A SEASPAR can provide inclusion services for all member entity programming that requires participants to pre-register.

The following are examples of the types of programs that are outside the scope of our services and/or require evaluation on a case-by-case basis:

- Garden Rental Plots
- Birthday Parties
- Drop-in Services (like "day care" services or programs)
- Fitness Center Membership
- Open Swim Membership

FAQ Continued

Q **Will SEASPAR provide an Inclusion Aide for a patron who only requires diabetes or seizure care management?**

A No. SEASPAR will work with the patron, member entity, and the Park District Risk Management Association (PDRMA) to help determine if the diabetes or seizure care that a participant is requesting or requires is reasonable and within the scope of the ADA. SEASPAR can also provide support and insight into creating a “care plan” for the member entity program staff to follow.

Q **A parent/family/guardian would like to have their ABA (Applied Behavior Analysis) Therapist attend with their child/participant for a program. Is this allowed?**

A SEASPAR recommends that the member entity assess this on a case-by-case basis. It is best practice to have the outside therapist sign a volunteer waiver and complete a background check. SEASPAR will not send an Inclusion Aide during the time that the ABA Therapist is conducting their session. The member entity should inquire about the length of time for the therapy session during the member entity program, where it will take place, and the supervision requirements during the session.

Q **Can Inclusion Aides supervise participants outside of a program or program time?**

A No. SEASPAR is only able to provide accommodations during the times that the program is in session and other member entity staff or instructors are present.

For example: A child gets bussed from their home school 30 minutes before the member entity’s pre-school program begins. The parent/family/guardian would have to arrange supervision or child care in between the two programs.

Family Information

The South East Association for Special Parks and Recreation (**SEASPAR**) is a special recreation association that provides dynamic programs and quality recreation services for people with disabilities residing in our twelve community service areas. SEASPAR is an extension of the Village of Brookfield, Clarendon Hills Park District, Darien Park District, Downers Grove Park District, Village of Indian Head Park, Park District of La Grange, Community Park District of La Grange Park, Lemont Park District, Lisle Park District, Village of Western Springs, Westmont Park District and Woodridge Park District. These are known as SEASPAR's member entities. SEASPAR works with its member entities to provide support to residents in their community and enable the resident's ability to participate in park agency programming of their choice.

Inclusion Services

Inclusion provides a choice for individuals of varying abilities to experience recreation programming within their community. SEASPAR and member entity staff work closely with the participant and family to provide enriching recreational experiences in the least restrictive environment while maintaining safety and confidentiality.

Inclusion services are offered to residents of SEASPAR's twelve member entities at no additional cost to the family. Inclusion may come in the form of one or more of the following: program observation, staff training, program modifications/adaptations, modified equipment, and/or an Inclusion Aide.

An Inclusion Aide's role is to blend into the program with the member entity staff while providing the appropriate amount of support to promote independence and growth in the least restrictive environment. An Inclusion Aide can support 1-3 participants (depending on their needs).

Reasons to Request Inclusion Services

- A parent or family member recognizes that their participant would benefit from additional support in the member entity program.
- The member entity staff identify a need for additional support, for safety and programmatic reasons, and communicates this need to the family.

Requesting Inclusion Services

When registering for a program with one of SEASPAR's member entities:

- Mark the accommodation section of the registration form
- Once the registration form is submitted, the member entity will contact the family to discuss the type of inclusion support needed for the participant.
- The member entity will provide SEASPAR with an inclusion request that contains both program and participant information to determine the level of support needed.
- SEASPAR will work with the member entity to put the necessary inclusion accommodations in place for the participant in the desired program.
- Communication between SEASPAR, member entity staff, and the family continues throughout the inclusion process.