

FOCUS ON EXCEPTIONAL CHILDREN

RECREATION FOR EXCEPTIONAL CHILDREN AND YOUTH

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RECREATION FOR EXCEPTIONAL CHILDREN

Recreation and leisure opportunities and challenges play a disproportionately larger role in the lives of children and youth who are handicapped. Special educators individually and collectively can help to identify the diversity of these leisure opportunities and help meet the challenges with counseling, skill development, and understanding of recreation's great potential for serving the handicapped. The aims of this article are to provide background on recreation and park service and on recreation for the handicapped, to describe these recreational needs of handicapped children, to suggest means and resources that might be used, and to encourage special educators to be professional advocates for recreation for the handicapped.

RECREATION AND THE HANDICAPPED

Professional recreation and park service in America has been closely related with many modern social movements. It is interesting to note the year in which a number of these movements came into being (Meyer & Brightbill, 1956).

- 1885—City parks (Central Park, N.Y.)
- 1854—Religious social agencies (e.g., YMCA)
- 1867—U. S. Office of Education (USOE established)
- 1872—National parks (Yellowstone, Wyoming)
- 1885—Playgrounds (Boston Sandgardens)
- 1888—Adult education (Community Center Movement)
- 1888—Settlement houses (New York City)
- 1898—Community-school-recreation centers (New York City)
- 1906—Recreation for handicapped children
- 1906—Youth concerns—professional associations (Boy's Club of America, YWCA, Playground Association of America)
- 1909—Leisure education (Playground Association of America)
- 1912—Youth services (U.S. Children's Bureau)

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Today, the organized recreation and park movement is embodied in the National Recreation and Park Association (NRPA). This is a nonprofit organization composed of 25,000 volunteers and professionals. NRPA has two professional branches whose members are concerned with providing recreation and park services directly to the public. They are the National Therapeutic Recreation Society (NTRS) with 1,000 professionally registered members and the American Park and Recreation Society with 6,000 members.

The NTRS is the professional branch whose members work directly with the ill and handicapped. Its membership is drawn from leaders of public and private community agencies, residential facilities, and voluntary agencies. Often these members are known as "recreation therapists" although the professional term is "therapeutic recreation specialist." In general, therapeutic recreation specialists have little to do with "adapted physical education" which is the responsibility of the specially trained physical educator who usually works within a school system.

Definitions of Leisure, Recreation and Play

This "brief course in recreation service" must necessarily include definitions of a few basic terms, such as *leisure*, *recreation* and *play*, as formulated by one of contemporary recreation's most noted authorities (Kraus, 1971):

Leisure is that portion of an individual's time which is not devoted to work or work-connected responsibilities or to other forms of maintenance activity and which, therefore, may be regarded as discretionary or unobligated time.

Recreation consists of activities or experiences carried on within leisure, usually chosen voluntarily by the participant, either because of the satisfaction or pleasure he gains from them or because he perceives certain personal or social values to be derived from them. Like leisure, recreation does not have work connotations. When it is carried on as part of organized community or voluntary agency programs, it is designed to meet constructive and socially acceptable goals of the individual participant, the group, and society at large.

Play customarily is also regarded as an activity carried on within leisure for purposes of pleasure and self-expression. It tends to be active and to be carried on in a spirit of competition, exploration, or make-believe. Customarily, play is regarded as a child's activity, although an adult may also engage in play and under some circumstances may find play in his work.

A contemporary thrust places emphasis on the emotional condition of the individual derived through the recreative experience, eliciting a feeling of well-being and self-satisfaction (Gray & Greben, 1973).

Recreation for the Handicapped

The genesis of recreation for the ill and handicapped was the establishment of a Committee on Play in Institutions in 1906. The purpose of the committee was to study the status of play and recreation programs in institutions for children who were blind, deaf, crippled, or in other ways handicapped or impaired. During World War I recreation volunteers were used extensively in hospitals, and the U. S. Veterans Administration established a recreation therapist position. The modern therapeutic recreation movement was founded in 1948 with the establishment of the Hospital Section of the American Recreation Society and the founding of the National Association of Recreation Therapists (NART) in 1953. The joint establishment of the Council for the Advancement of Hospital Recreation later that same year was devoted to advancing professional standards and voluntary registration. In 1965 these two groups merged to form the National Therapeutic Recreation Society as a professional branch of the National Recreation and Parks Association. Today, the NTRS has 1,190 professional and associate members. The NTRS professional registration program recognizes the following levels of competency in therapeutic recreation: Master, Specialist, Worker, Technician, and Aide. Presently, over 1,000 NTRS members and nonmembers are certified in this voluntary program.

A Rationale for Recreation for Handicapped

Special recreation services for handicapped children and youth are vital. Here are four basic reasons that can be

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used by the special educator to defend, support, or initiate leisure services.

1. *Human and Civil Right to Recreation*

The human and civil right of all people to participate in cultural, recreation, and leisure pursuits has been stated in formal declarations. Public recreational buildings, for example, have been required in recent years to provide barrier-free entrances and exits for the physically handicapped (International League, 1968).

2. *Normalization in Recreation and Leisure*

Normalization for handicapped, including recreation and leisure normalization, has already been accepted as a "social policy" in European countries and increasingly is being accepted as a social policy in the United States. In the future, normalization in recreation and leisure will become an increasingly prominent area of program support (Nesbitt, Nov. 2, 1972). Wolfensberger (1972) has popularized the concept which he defines as "... utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics. ..."

3. *Contribution of Recreation to Rehabilitation*

Day to day experiences as well as a growing volume of professional literature support the proposition that recreation participation contributes to the achievement of medical, social, educational, and vocational rehabilitation goals. The contribution may be indirect, as when a patient must have relief from the demands of an intensive rehabilitation program; or, direct, as when social, cognitive, or physical skills gained or practiced in recreation contribute to a general rehabilitation plan (Nesbitt, May 4, 1972; Neal, 1970).

4. *Therapeutic Recreation Service*

Over the last 25 years therapeutic recreation service has developed a body of knowledge and conducted research that guides the present day practitioner in "organizing, administering, and presenting therapeutic recreation activities that make a definite contribution to the recovery or adjustment" relative to illness, disability or specific social problems (NTRS, 1973). In general, programming offered by therapeutic recreation service personnel is divided equally between providing activities and services which meet basic recreation and leisure needs of all people and activities designed to contribute toward rehabilitation, treatment or habilitation, remediation.

Settings of Recreation Service

General approaches to every aspect of American society seem to have become diversified and specialized including recreation for the handicapped. The following is an overview of major approaches to recreation for special populations. For each of these approaches, the professional personnel involved must have competence in dealing with mental, physical, emotional, and social traits of the clientele as well as the techniques used for adaptation.

Community Recreation Services. The major thrust of recreation for special populations is devoted to providing adapted or sheltered opportunity for the handicapped to participate in typical recreation and leisure activities. This type of program is offered by municipal park and recreation departments, (e.g., Program for the Mentally Retarded and Physically Handicapped, Washington D.C. Recreation Department), special centers (e.g., San Francisco Recreation Center for the Handicapped), and local voluntary agencies, (e.g., the work done with the Association for the Help of Retarded Children, New York City Chapter [Schwartz & Ramseur, 1969]).

Recreation for Ill and Convalescent. The aims are to humanize the treatment setting, build patient morale, provide amusement and diversion, and bridge the gap back to the family and the community. These programs are sponsored by hospitals and rehabilitation centers.

Sports for Disabled. In recent years there has been a major surge in sports, games, and athletics for the disabled. The foremost activities have been the Special Olympics and Wheelchair Athletics.

Camping for Handicapped. The aim is to provide participants with opportunities to experience and enjoy outdoor recreation in residential camps, day camps, trip camping, and so on. The major sponsors of this type of program are voluntary agencies or groups, youth service, and religious/social organizations. Bates (1973) surveyed a representative sample of the nation's resident camps and reported her findings, which show much being done for the handicapped.

The Delivery of Recreation Service

The amount and quality of recreation and leisure service being delivered to handicapped children and youth living in the community or in institutions is limited. For example, in California which lists approximately 150,000 registered kindergarten through twelfth grade handicapped children and youth, only 3,000 were reported as being provided community park and recreation department services. Further, only 2,000 of California's handicapped adults were cited as being provided community recreation and

park services (Mumford, 1961; Cotich, 1970). The fact that there are only 1,000 individuals registered through NTRS shows how sparsely these professionals are dispersed among the nation's community park and recreation departments, residential facilities for handicapped, and voluntary agencies. The situation may be summarized as follows:

No more than one-fifth of the nation's ill and handicapped are receiving any type of professional recreation and leisure service; the services provided are underfinanced and offered only infrequently; there are severe limitations on materials, equipment, supplies, and staffing; and, support services, such as transportation, are very limited.

The Handicapped and Enforced Leisure

For the worker, leisure has been earned; and he or she has the privilege of enjoying it like other possessions. But, for millions of ill and handicapped for whom there is no employment or only limited/part-time employment, leisure has not truly been earned; it is forced upon the recipient, it is enforced leisure. The work ethic dictates that one should have leisure only if it is earned; thus, enforced leisure has a different meaning for the nonworker. It becomes a vacuum of nonexperience; "time hangs heavy." Many exceptional children must be prepared for a life where there will be disproportionately large amounts of leisure.

The challenge is to transform the experience of enforced leisure from "killing time" into one where the individual may achieve his or her maximum potential. The recreation model is not based on "graded" behavior or production as is the case with education, employment, and many other dimensions of living. Recreation can be pursued with the aim of achieving the individual participant's highest individual potential as the only goal. No external criteria are needed. Thus, the individual can realize an absolute level of satisfaction—achieving in accordance to his or her own potential. The challenge to those serving the handicapped child or youth is to sculpture the recreation environment to this end.

The Role of the Federal Government

Recreation for the handicapped has been almost totally excluded from Federal support of rehabilitation of the disabled. Compared to the millions of dollars that have been expended annually in training, research, and service in rehabilitation, vocational rehabilitation, special education, mental health, and so on, recreation for the ill and handicapped has received minuscule support. This support has been provided by the Rehabilitation Services Adminis-

tration and is being provided by the Bureau of Education for the Handicapped (Physical Education and Recreation Program for Handicapped Children). The BEH-PER program is recognized as a milestone in the progressive development of the rehabilitation philosophy and practice.

The Role of Special Education

The status of recreation for the handicapped suggests that special education in general and special educators individually have a critical role to play in assuring that handicapped children and youth are prepared to lead fulfilling lives through recreation and leisure and that the community at large is prepared to make appropriate opportunities available. Therapeutic recreation specialists can provide professional guidance on the organization and provision of service; but with a professional advocacy body of only 1,000, the potential contribution of special education's 140,000–160,000 special education personnel is obvious (BEH, 1973). Special education can contribute directly through the curriculum as well as by providing professional advocacy for recreation and leisure for the handicapped.

LEISURE AND EDUCATION

What is "leisure education"? What is the responsibility of education, of schools, and of teachers for leisure education?

The aim of leisure education is to provide students with the competencies necessary to willfully direct their leisure occupations in a manner that is personally satisfying and fulfilling, that is culturally meaningful, and that is socially worthwhile.

Leisure Education

Kraus (1964) in *Recreation and the Schools* states that the "chief purpose of leisure education . . . is to bring about certain desirable changes . . . in terms of (1) attitudes, (2) knowledge, (3) skills, and (4) behavior." He has identified "five channels for leisure education"—the total curriculum; classes which contribute directly to leisure competencies such as English, music, and physical education; co-curricular activities; classes which contribute directly to leisure competencies such as *social studies* in which "issues in leisure" is a topic or *recreation leadership* where students learn and practice specific skills; sponsorship by the school of recreation programs.

The Schools. The field of education has long recognized the problem of leisure and the responsibility to provide

education for leisure. In 1918 the Commission on the Reorganization of Secondary Schools included the *worthy use of leisure* as one of the seven cardinal objectives of education (NEA, 1918). This pronouncement is representative of the position taken over the years by educators and education. However, Hutchinson (1951) stated, "It seems significant that for a number of years educational authorities unanimously accepted these principles, but the schools failed to focus attention and effort toward developing better educated judgments about leisure among children and youth." It would appear that leisure, like weather, is ubiquitous and uncontrollable. And, like weather, "everybody talks about it, but nobody does anything about it."

The Teachers. The position of the individual teacher should also be considered. Teachers in general and specifically special education teachers belong to a "prestigious occupation" whose work pattern is characterized by long hours of intense involvement. Given additional unobligated time, they would invest this time in self-improvement or professional activities. They are predominantly the product of the work ethic—puritanism. Is the typical teacher, conditioned by our ascetic tradition, constitutionally suited or able to prepare students for leisure? Rather, the teacher exhorts the student to get his work assignment done.

While the mission of preparing students for the worthy use of leisure has not been achieved, the general intentions of education regarding recreation and leisure are understood and they are appropriate. In relation to handicapped children and youth, special educators have two basic reasons for providing leisure education: (1) the basic need for leisure education of all students, including their charges, and (2) the special needs of many of their students who will have a disproportionately larger amount of leisure (i.e., enforced leisure).

Special Leisure Education

Simply stated, the aim of "special leisure education" should be to provide students with the special competencies necessary to overcome, adapt, modify, or in other ways achieve the goal of normal recreational, leisure, and cultural pursuits and participation. Special leisure education also deals with consumerism and advocacy for the ill, handicapped, or atypical consumer of recreational, leisure, and cultural products and services, public and private.

Career Education

The general field of recreation, parks, leisure, and cultural services is growing. The following areas have demonstrated significant growth over the last 25 years:

public parks and recreation, state and federal recreation resources, commercial recreation, cultural and performing arts, and manufacturers of recreation and leisure products, equipment, and supplies. The Federal government through USOE has supported curriculum development of recreation as one of 17 career fields with growing employment potential. A special report by Verhoven and Vinton (1972) provides curriculum guidelines for recreation, hospitality, and tourism. (See *Career Education* following this article.)

The President's Committee on Employment of the Handicapped recently published a brochure describing employment of the handicapped as Recreation Director, College Recreation Instructor, Ski Lodge Operator, Disney World Culinary Assistant, Florist Shop Aide, Recreation Leader, Health Club Manager, and Arboretum Aide.

If special education were to become actively involved in career development toward recreation services, handicapped students might have an advantage in pursuing leisure oriented vocational pursuits. The advantage would not be one of restricting a particular service to a particular disability group; rather, the advantage would be information, orientation, experience, guidance, and emotional support—the same advantage passed on by "advantaged families" to sons and daughters tracking toward vocational success. Leadership and thoughtful leisure *and* vocational counseling could form a large part of the special education teacher's personal goals for students.

ADVOCATING FOR RECREATION FOR HANDICAPPED

Realizing the apparent need for leisure service is not enough, programs must be instituted by recreator and special educator alike. This requires understanding and cooperative action both on the functional/leadership level and the executive/supervisory echelons. Functions of professional advocacy can be performed by asking some of the right people the right questions. Here are questions to address to administrators of recreation programs in schools, communities, and residential and rehabilitation facilities.

School Recreation Program

1. To what extent is the total program (curriculum) intended to contribute to the students' recreation and leisure at home, in the neighborhood, in the community, or in special programs?

2. Does the co- or extra-curricular program meet recreation and leisure needs of handicapped students?

3. To what extent does the special education students' general recreation and leisure approximate the recreation

and leisure patterns of peers of the same socioeconomic level?

4. Does the curriculum or special services of the school serve to provide students with special leisure competencies that will allow them to achieve possible adaptation, modification, or in other ways overcome obstacles to participation in standard community activities?

5. Does the curriculum in general contribute to career education in recreation and related fields?

Community Recreation and Leisure Programs

1. In this community, what is the total ill and handicapped population (e.g., aged, convalescent, handicapped children and youth) that could benefit from recreation?

2. What proportion of this population is being provided recreation services? How often? What is the caliber of service? How effective or successful are the programs?

3. What are the professional qualifications and training of the staff?

4. To what extent are public recreation buildings, facilities, and areas utilized by the handicapped?

5. Is there an effort to move handicapped participants from an initial level of "dependent-segregated" participation to "independent-integrated" participation?

Residential Facility Recreation and Leisure Programs

1. What level of professional training and registration does the recreation staff have?

2. Does the facility's staff actively participate in and support the recreation program on a continuing basis? What is the staff's opinion of recreation?

3. Are recreation goals, methods, and expected outcomes understood and reported on by the recreation specialists? By the entire professional staff?

4. Are leisure education and recreation counseling provided as part of the services to return individuals to the community?

5. Does the rehabilitation, education, treatment, or therapeutic plan for the individual client include attention to his or her individual recreation needs, interests, rights, and future?

Other Agencies

One might also approach local voluntary agencies, youth service agencies, religious agencies, continuing education, and performing arts groups with questions about the recreation and leisure services and programs they offer to the handicapped.

Your Individual Action Plan

Based on the information in this article, the writers hope that you will do the following:

1. Set up a committee on recreation and leisure in your school.
2. Assess the school's recreation resources and materials (e.g., outdoor areas, gymnasiums, libraries, and other activity rooms).
3. Assess the recreation and leisure participation of your students after school, on weekends, over extended holidays including the summer.
4. Identify major shortcomings in recreation participation, leisure education, etc., and set specific goals in relation to
 - the right to participate in recreational, leisure, cultural activities.
 - the goal of "normalization" for handicapped children and youth.
 - the contribution that recreation participation will make to education, social adjustment, employment, community settlement, physical conditioning, and personal fulfillment
 - the direct effect that "therapeutic recreation" can have in improving health, behavior, and achievement.
5. Develop a weekly, monthly, and seasonal program calendar of activities that your committee wants to achieve.
6. Call upon resources (e.g., municipal recreation specialists, voluntary youth agencies, etc.) that can assist you in implementing your program.

There are many materials available from the national agencies and organizations. Use these services liberally. Bureaucratic inefficiency, red tape, and waste can no longer be tolerated because "we are dealing with just recreation and leisure." We cannot allow recreation for the ill and handicapped to continue to be handled in a lackluster, lackadaisical manner.

Recreation and leisure are important—doubly important to handicapped children and youth. No professional group in America is in a better position to make this point and to advocate the development of recreation services for handicapped children and youth than are special educators.

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Physical Education Materials

The following materials are available from the American Association for Health, Physical Education, and Recreation:

"Best of Challenge." A compilation of the best articles from *Challenge*, AAHPER's newsletter. Designed as a basic or supplementary text for college courses, and as a reference for workshops, clinics, seminars, institutes, classes, and similar inservice and pre-service programs. 1971. 224 pp. (245-25124) \$2.50.

Guide for Programs in Recreation and Physical Education for the Mentally Retarded. 48 pp. (246-07972) \$1.25.

Physical Activities for the Mentally Retarded (Ideas for Instruction). 137 pp. (245-07952) \$2.00.

Practical Guide for Teaching the Mentally Retarded to Swim. 160 pp. (245-08078) \$2.00

Programming for the Mentally Retarded in Physical Education and Recreation. 144 pp. (245-07942) \$3.00.

Recreation and Physical Activity for the Mentally Retarded. 96 pp. (246-07726) \$2.00.

Resource Guide in Sex Education for the Mentally Retarded. 80 pp. (244-25134) \$2.00.

"Special Olympics Instructional Manual—From Beginners to Champions." 144 pp. (245-25322) \$2.00.

Directory of Professional Preparation in Parks, Recreation and Related Areas (including Therapeutic Recreation). 1973. 112 pp. (246-2544) \$2.50.

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SEIMC (Special Education Instructional Materials Center)

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Arlington, Virginia 22202

[CEC]

CEC (Council for Exceptional Children)
1920 Association Drive
Reston, Virginia 22091

SOURCES OF INFORMATION AND ASSISTANCE

There are many sources of information and assistance in recreation for handicapped children and youth. The services range from the provision of instructional materials to on-site field consultation. Readers are encouraged to contact local, state, and national sources of assistance.

University Programs

During 1973-74 nearly 40 institutions of higher education and one community agency have been funded by the U.S. Bureau of Education for the Handicapped to conduct special training programs in physical education and recreation for handicapped children and youth. These programs are working in direct cooperation with special education programs and local agencies such as recreation and park departments. Each program is unique in the type of assistance, materials, consultation, etc., that it may render. However, all of them provide field service of one kind or another. You are invited to get in touch with either the physical education or recreation department at the schools listed below to explore ways in which physical education curriculum and recreation programs may be developed.

Graduate Training Awards

California State College, Long Beach, Daniel D. Arnheim
California State University, San Jose, Lucille Charlotte
University of California, Berkeley, Paul D. Brown
University of California, Los Angeles, Jack F. Keogh
University of Northern Colorado, Terry Dixon
Southern Connecticut State College, Edith Debonis
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Indiana University, Bloomington, Evelyne Davies
University of Iowa, John A. Nesbitt, Chuck Dougherty
University of Kansas, Joan L. Pyfer*
University of Kentucky, Dennis Vinton
University of Maryland, Jerry Fain

Michigan State University, James L. Bristor
University of Missouri, Columbia, Leon Johnson
New York University, Claudette Lefebvre
Appalachian State University, No. Carolina, Ernest K. Lange*

SUNY College at Brockport, Joseph P. Winnick
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University of North Carolina, Lee Meyer
Ohio State University, Walter F. Ersing
University of Oregon, Carolyn Surface
Pennsylvania State University, Dan Kennedy
Slippery Rock State College, David Auxter
George Peabody College, Cecil W. Morgan
Texas Women's University, Claudine Sherrill
University of Texas, Austin, Jan C. Stoner
University of Utah, Joan Moran
University of Wisconsin, LaCrosse, Lane A. Goodwin

*Contact the Special Education Department

Special Project Awards

NYSEA, PER In-service Planning, Dave Szyszanski
Jackson State College, Miss., TR Consortium with
Southern Univ., and Grambling, Mel Evans, Clifford
Seymour and C. D. Henry.
Project Aquatics, YMCA of Southwest Washington,
Grace Reynolds
2 year Curriculum TR, University of Illinois, Jerry
Kelley
Deaf-Blind Recreation, University of Iowa, Gordon
Howard

Therapeutic Recreation

The National Therapeutic Recreation Society [NTRS] provides a number of services including field consultation, referrals for technical or professional assistance, and materials on therapeutic recreation service. For professional, technical, or program information and assistance, write:

David Park, Executive Secretary
National Therapeutic Recreation Society
National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

Jerry Hitzhusen, Program Consultant
Therapeutic Recreation Service
National Therapeutic Recreation Society
National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

Committee on Recreation and Leisure

The President's Committee on Employment of the Handicapped has established a (sub)Committee on Recreation and Leisure. The aims of the Committee on Recreation and Leisure are: (1) to promote employment opportunities for handicapped in recreation and leisure services, and (2) to promote recreation, leisure, and cultural participation.

The President's Committee encompasses a nationwide network of 1,500 Governors' and Mayors' Committees on Employment of the Handicapped. Thus, a dynamic advocate for the handicapped is presently working at the national, state, and local levels to promote increased involvement of the handicapped in recreation and leisure.

The following materials are available from the PCEH-CRL:

- Employment of the Handicapped in Recreation, Parks, Leisure and Cultural Services.*
- Cultural Festival of the Handicapped* (a step by step guide on the organizing of this community or county project).
- University Students Project Kit on Elimination of Architectural Barriers on College and University Campuses.*
- PCEH-CRL Newsletter* (describing innovations, demonstrations, and pilot programs in recreation and leisure for ill and handicapped; employment of handicapped in recreation and leisure; and, Federal support and projects in recreation for the ill and handicapped).
- Information on How to Organize a State Level (sub)Committee on Recreation and Leisure of a Governor's Committee on Employment of the Handicapped (based on a pilot project conducted in Massachusetts with the cooperation of the Governor's Committee and members of the State Professional Society on Therapeutic Recreation Service).

Direct requests to:

Paul Hippolitus, Executive Secretary
(sub)Committee on Recreation and Leisure
U.S. President's Committee on Employment
of the Handicapped
Washington, D.C. 20210

Voluntary Health Agencies

Most voluntary health agencies have some type of information or program in recreation for the handicapped.

For example, local chapters of the National Easter Seal Society for Crippled Children and Adults offer some 70 summer residential camp programs. The Easter Seal national office publishes "The Easter Seal Directory of Resident Camps for Persons with Special Health Needs" which lists some 260 camps across the nation that serve every category of disease or disability. The American Foundation for the Blind, National Association for Retarded Children, United Cerebral Palsy as well as many other voluntary health agencies have published special materials, sponsored special committees, etc. You should contact the local chapters as well as write directly to the national voluntary health agencies serving the children and youth that you are working with. Explain recreation and leisure problems and needs, suggest solutions, and request materials and assistance that they can offer. The following are recommended as sources of information on recreation for the handicapped.

American Association on Mental Deficiency
5201 Connecticut Ave., N.W.
Washington, D.C., 20015

American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

American Heart Association
44 E. 23rd Street
New York, N.Y. 10010

National Easter Seal Society for Crippled Children
and Adults
2023 W. Ogden Avenue
Chicago, Illinois 60612

National Association for Retarded Citizens.
2709 Avenue E. East
POB 6109
Arlington, Texas 76011

United Cerebral Palsy Association
66 E. 34th Street
New York, N. Y. 10016

Youth Service Agencies

Youth agencies can provide assistance. Both the Boy Scouts of America and Girl Scouts of America are promoting the development of both integrated scouting as well as special troops for youngsters who are handicapped. For specific scout manuals related to special groups or other related information, contact your local scout executives or write:

Mr. Lucien H. Rice, Director
Scouting for the Handicapped
Boy Scouts of America
North Brunswick, New Jersey 08902

Ms. Marian Barnett, Program Specialist
Scouting for the Handicapped
Girl Scouts of the U.S.A.
839 Third Avenue
New York, N. Y. 10022

Sports for Disabled

For information on sports for the disabled, write to:

American Blind Bowling Association
Donald W. Franklin, Secretary-Treasurer
P.O. Box 306
Louisville, Kentucky 40201

American Junior Blind Bowling Association
Charles Buell
4244 Heather Road
Long Beach, California 90808

American Athletic Association for Deaf
Harry L. Baynes, President
P. O. Box 105
Talladega, Alabama 35160

National Amputation Foundation (Golf)
Sol Kaminsky, Secretary
12-45 150th Street
Whitestone, N. Y. 11357

National Amputee Skiing Association
Jim Winthers, Executive Secretary
3738 Walnut Avenue
Carmichael, California 95608

National Track and Field Committee for the
Visually Impaired
Charles Buell
4244 Heather Road
Long Beach, California 90808

National Wheelchair Athletic Association
40-24 62nd Street
Woodside, New York 11377

National Wheelchair Basketball Association
Rehabilitation-Education Center
Oak Street and Stadium Drive
University of Illinois
Champaign, Illinois 61820

Special Olympics, Inc.
John Spanuth, Executive Director
1701 K Street N.W.
Washington, D.C. 20006

United States Blind Golfers' Association
Robert G. Allman, Secretary
6338 Sherwood Road
Philadelphia, Pennsylvania 19151

World Games for the Deaf
Art Kruger
7530 Hampton Avenue, #303
Hollywood, California 90046

TRIC

The Therapeutic Recreation Information Center is a computerized literature and document storage and retrieval center for published and unpublished articles, books, conference proceedings, and related materials that have been abstracted and indexed into a complete computerized system. Under the direction of Dr. Fred Martin, these materials directly related to therapeutic recreation, make up the TRIC system [Therapeutic Recreation Information Center] established nearly six years ago through Columbia University. Dr. Martin has expanded the resource network through generous support from the Canadian government at the University of Waterloo. The data base is primarily related to a systematic search of literature from 1965 on. TRIC information is available to "qualified agencies and people in all countries in support of the humanitarian services of therapeutic recreation working throughout the world." Queries to the TRIC base are accepted from educators, professionals, and students seeking information concerned with therapeutic information. Currently no charges are levied to TRIC users. The information necessary for a TRIC inquiry is the same as that requested by IRUC explained below.

Information from AAHPER

The Unit on Programs for the Handicapped of the American Association for Health, Physical Education and Recreation currently has two services of importance to special educators. First, they have available a number of outstanding publications on general physical education and physical education for handicapped children and youth. (See the listing, *Physical Education Materials*.) Second, the AAHPER Unit on Programs for the Handicapped has received a large grant from the U. S. Bureau of Education

for the Handicapped for the purpose of providing assistance to special education teachers, adapted physical educators, recreation leaders, volunteers, aides, students, and parents. The grant is called "IRUC" (Information and Research Utilization Center in Physical Education and Recreation for the Handicapped). IRUC has a vast mailing list to regional dissemination units (i.e., SEIMC, national and regional libraries, ERIC Network, etc.) and their materials should be near at hand. *While the project does not serve individual requests, it does encourage correspondence which can direct you to the local unit/agency handling that information.* Type of material includes:

- Resource lists of outstanding programs or observation sites.
- Resource lists of personnel who may serve as speakers, consultants, or demonstrators.
- Summaries, abstracts, articles, and other materials.
- Presentations and demonstrations by IRUC staff at conferences and workshops.
- Resource contacts such as referrals to data retrieval systems and materials centers.

Using IRUC and/or TRIC

Any individual requesting assistance, information, materials, and so on from IRUC or TRIC should include in the letter of request the information outlined in Figure 1.

Religious and Social Agencies

Increasingly, local religious and social agencies are seeking means of involving handicapped children and youth in their programs and activities. One of the nation's foremost programs in swimming for the handicapped is offered by the YMCA of Southwest Washington at Longview. For information on this program write:

Mrs. Grace Reynolds
 Director of Special Services
 YMCA of Southwest Washington at Longview
 P.O. Box 1012
 Longview, Washington 98632

To obtain information on national and local programs sponsored by YMCA and YWCA, contact your local organizations as well as:

Mr. Lloyd C. Arnold, National Director
 Health and Physical Education
 National Council of YMCA's
 291 Broadway
 New York, N. Y. 10007

Ms. Gladys L. Brown
 National Board of the YWCA
 600 Lexington Avenue
 New York, N. Y. 10022

Figure 1
IRUC and/or TRIC

1. Job position you hold
2. School/Organization
3. Information you would like to receive (Please be as specific as possible.)
4. Type of information (example: a resource list)
5. Program participants: Chronological age range
6. Program participants: Mental age range
7. Handicapping condition of participants
8. Program area
9. How you plan to use information
10. Other information you need

Be sure to provide your name, return address and telephone number.

Send your request to:

Julian Stein, Director
 IRUC for PER for Handicapped Children
 % AAHPER
 1201 16th Street, N.W.
 Washington, D.C. 20036

Dr. Fred W. Martin, Coordinator
 TRIC
 Faculty of Human Kinetics and Leisure Studies
 University of Waterloo
 Waterloo, Ontario, Canada N2L 3G1