

# **A MENU FOR SUCCESS**



## **RECREATION FOR ALL**

APRIL 2007

## Introduction

The "A Recipe for Success, Recreation for All" cookbook is a product of a cooperative project by students of the NH-IOD Leadership Program of 2006-2007. After many months of hard work and research we have developed a menu for Inclusive Community Recreation and After-School Programs. The recipes mix commitment and determination with suggestions for program development. Take from these recipes what you need to create your own Plan for an Inclusive Community Recreation or After-School Program that suits your tastes and needs. Keeping in mind that parents, schools and the programs must work together to make it happen!

Kids with disabilities are very interested in participating in community recreation programs. Many individuals, however, are unable to participate because of inadequate skills and lack of support. The appropriate use of free time is a skill which must be learned!

Our Recipes are based on information collected from a variety of sources including family, friends, personal experiences, interviews with recreation departments, local organizations, schools, magazine articles, newsletter publication and adaptive equipment companies. References can be found in the Resources Section of this cookbook.

## Project Participants



Jennifer Drake, Cookbook Participant; Mariellen Rowe, Project Coordinator;  
Jim Shuel, Project Coordinator; Sonia Rogers, Cookbook Coordinator;  
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# Index

	Page
Issue	3
Objective	3
Theme	3
Dedication	4
Fun for All - "A Menu for Success!"	5
Recipe for Life	6
Recipe for a Brighter Future	7
Play	8
Appetizer - Getting Organized	9
Salad - Planning & Negotiation	12
Bread - Funding	15
Side Dish - Education, Training, Staff & Volunteers	18
Main Meal - Programs, Supports, Equipment	22
Dessert - Bringing It All Together	24
Full Inclusion Philosophy	
"ALL ARE WELCOME AT THE TABLE"	
Helpful Hints	27
Quotes	28
References/Resources	29

## **Our Issue**

Lack of Recreation and After-School Programs where All Kids are welcome.

## **Our Objective**

To create a menu for fun and welcoming environments through local community recreation departments and after-school programs where friendships are built. Forming activities and programs that will allow for All skill levels to participate. Thus, creating the thought "no-one is different-we're all the same".

## **Theme**

"Creating recipes, going step-by-step, at the end we have a beautiful meal and that is what we want to accomplish."



## Dedication

This book is dedicated  
to All our kids  
in our communities  
who just want to have fun  
and  
friendships  
in a welcoming environment!!!





## Recipe For Life

Lots Courage  
A Handful of Faith  
A Pinch of Forgiveness  
A Pinch Friendship  
A Pinch Hope  
A Dash of Laughter  
A Heartful of Love  
A Heaping of Patience  
A Pinch of Tenderness



Take Love and Patience, mix it thoroughly with Faith.  
Blend it with Hope, Courage, Tenderness, Kindness & Understanding.

Don't bake it in the oven,  
just  
Sprinkle it generously with lots of Laughter  
and  
Garnish it with Smiles.

Prepare it One Day at a Time!

~ Sonia Rogers

## Recipe to a Brighter Future

Combine:

A handful of caring adults.

Many kids.

A Friendly and Fun Environment.

A whole lot of effort.

A dash of reality.

Sprinkles of experience.

Lots of Cooperation and determination.

Blend in "Inclusion" to thicken the quality.

Keep Cool.

Makes:

Amazing kids who achieve their

Personal best.

Serves:

The entire Community

~ Mariellen Rowe

# Play

Play is a force for good.

Play gathers all to a higher calling called fun.

Play sees a child's potential and raises it to the 10<sup>th</sup> power.

Play increases confidence and decreases waistlines.

Play Shames inhibition into submission.

Play sends stress packing.

Play dismisses age as the mere number it is.

Play feeds the soul with glee.

~ Ultiplay Parks & Playgrounds Inc.  
Submitted by: Jim Shuel

# APPETIZER

## Getting Organized

By: Raquel Payne



# The Appetizer, The Sample & The Preparation

By: Raquel Payne

*The discovery of a new dish does more for the happiness of mankind than the discovery of a star.*

**Anthelme Brillat-Savarin**

## **Main Ingredients**

*A Dash of excitement,  
A scoop of a determination  
And a spoonful of reinvention.*

The appetizer, this small but vital portion of a meal, sets the tone for the rest of the meal. An appetizer can consist of finger foods, snacks or a smaller portion of food that can be used for any other course of the meal. The purpose of the appetizer is to generate or stimulate the appetite of the patrons. With regards to a recreation center for children, previous models such as the Boys and Girls Club and the well known YMCA, have been the appetizers of the recreation center game. Looking at how one recipe works for a party of four, for example and critically analyzing and carefully multiplying the portions of the ingredients to be able to cater a larger party is necessary for the recreation center for all children to be successful.

For appetizing ideas, take a close look at the recreation centers that have been established because of necessity and catered to the needs of particular populations. For example the YMCA (Young Men Christian Association) was initially established in London in response to a rising population of young men living in unhealthy living conditions toward the end of the Industrial Revolution. The Boys and Girls Club was established in 1860 to prevent young boys from roaming the streets of Hartford Connecticut and the rest is history.

Both of these organizations initially targeted a small population and eventually the recipe was carefully multiplied and organized to support larger and broader populations. There is no need to reinvent the wheel when it comes to creating a recreation center for all children. Take a walk around your neighborhood and identify the recreation centers that have great attendance from children and ask speak to parents and children that attend that institution. Find out what's working, and ask how it can be improved. The more observations made and questions asked the better the results!!!

# KABOBS Appetizer

By: Raquel Payne

## Ingredients

- 3/4 c. lg. pimento-stuffed olives
- 1/2 lb. cocktail frankfurters
- 2 1/2 c. cooked sm. white or canned potatoes
- 1/3 c. French dressing

Thread olives, frankfurters and potatoes on 6 skewers. Brush with French dressing. Broil 4 to 5 inches from source of heat or cook on outdoor grill 6 minutes. Turn once and baste or brush frequently with French dressing during cooking. Serves 6.

# SALAD

## Planning and Negotiation

By: Jenn Drake



### **Key ingredients tossed together to plan for an inclusive recreation program.**

“Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup – they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all – the whole world – had cookies and milk about 3 o'clock every afternoon and then lay down with blankets for a nap. Or if we had a basic policy in our nation to always put things back where we found the, and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

Robert Fulgham: All I Ever Needed to Know I Learned in Kindergarten.

# The Salad, The Set-Up, & The Plan

By: Jenn Drake

## Main Ingredients:

An Armload of Information and A Sprinkling of Support and Community Allies  
Preparation, Preparation, and More Preparation  
Flavor to Taste with a "We Can" attitude and a Pinch of Creativity

## Ingredient Contributions:

Research Literature	Families in Your Community
Existing Community Recreation Programs	Other Potential Allies
Families in Communities with Successful Inclusive Recreation Programs	

As with any great meal, the more preparation that can be done ahead of time, the easier the dish will be to facilitate and create. While this process can be lengthy and time-consuming, the plan and ultimate outcome will be better set-up for success and will better be able to garner the support for its implementation. First, consider what is known and not known about inclusive recreation. Do your research. Consult journals to see what the research literature says and use this information as your backbone. Meet with local communities with and without inclusive recreation programs, parents, and universities to understand the need and create potential alliances. Remember, the power of many is much stronger than the power of one. One strand of hair can easily be broken but when you put many together, they become nearly impenetrable.

Once you've read through the research and gained a solid base of support, begin meeting with school and community officials. Anticipate that an effective inclusive community recreation program will not be created in just one meeting. Be prepared. Make sure you've thought of the obstacles and barriers and have generated several possible solutions to anticipated problems. This will make your proposal more grounded and credible. Generate a positive energy for the program and process. Employ resources available to your community and take advantage of potential allies. For example, the University of New Hampshire has Master's Programs in Therapeutic Recreation and Occupational

Therapy as well as leadership programs for healthcare professionals to gain experiences working with families with children with disabilities. Could come of these advance graduate students use their clinical requirements to support students in your community? Be creative and look into many options. The more possibilities you have generated, the more likely something will work!

The key to any great meal is a good recipe and lots of preparation. Make sure you have all the ingredients in adequate amounts (with back-up supplies in case the first batch doesn't work out!) Use a recipe as a framework, but be creative and add your own individual flair. What works for some and has proven to work in the past will probably also work for you, but make sure you are applying it individually to your community. And use your supports. You should not be at this alone. No salad is made of just lettuce (no one would eat that.) It has to contain many other ingredients to be palatable. Find out what people's strengths are and use them. Anticipate non-supporters and think of ways to persuade them. Do not think of them as the enemy; instead think of them as the "challenge". (Think of how bitter a raw onion can be and how sweet they become when sautéed just right!) Certainly the preparation stage can feel long and seem never-ending, but ultimately the length of time you spend in the preparation stage will likely increase your chance for success.

## Mexican Chicken Salad

Makes four servings.

### Ingredients:

#### For Salad:

1 boneless chicken breast (around 12 oz.)  
1/4 tsp. Salt  
1/8 tsp. Pepper  
1 tortilla  
1 1/2 tsp. Olive oil  
1/2 red pepper, coarsely chopped  
1/2 c. canned black beans, drained and rinsed  
1/2 small red onion, finely chopped  
8 c. mixed greens (of choice)  
1/3 c. chopped fresh cilantro  
1 Haas avocado  
2 tbs. Fresh lime juice  
1 small tomato, coarsely chopped

#### For Dressing:

1/3 c. olive oil  
2 tbs. Fresh lime juice  
1 tbs. Grated lime peel  
1 garlic clove, pressed or minced  
1/2 tsp. Chili powder  
1/4 tsp. Ground cumin  
1/4 tsp. Salt

### Directions:

Preheat broiler or prepare grill. Brush grill with oil. Season chicken breast with salt and pepper. Grill 15 minutes or until cooked through, turning once halfway through cooking time. (Chicken may be made up to one day I advance. Cool before wrapping and refrigerating.) Let chicken cool to room temperature and then thinly slice on the diagonal.

Heat oven to 400\_. Brush tortilla with olive oil and cut into thirds. Stack thirds and slice in 1/3" strips. Spread out on a baking sheet and bake 10 minutes, until golden. Set aside to cool. (For more spice, sprinkle cayenne pepper on the strips before baking.)

In a large bowl toss red pepper, black beans, onion, greens, cilantro, and cooled tortilla strips until evenly mixed.

For dressing: whisk ingredients.

To assemble salad: Toss greens mixture with dressing until evenly coated. Cut avocado into thin slices and toss with lime juice. For each portion, place one-quarter of the greens mixture on each of four plates. Top with one-quarter of the chicken slices, one quarter if the chopped tomato and one-quarter of the avocado. If desired serve with lime wedges.

# Bread

## Funding

By: Theresa Walker



It was one of those days cast in gray,  
Sky and heart and the feel of the day,  
And nothing minted of earth or strange  
And precious fabric could make it change  
Until you sent me a loaf of bread  
You made yourself. I saw your head  
Over a blue bowl, over a book  
Reading the recipe, love in your look,  
Strength in your fingers, and your heart  
Yielding the secret, golden part  
That makes this more than fine spun wheat,  
That makes the heart and the gray day sweet,  
With the curious leaven one can blend  
In a golden loaf of bread for a friend.

~ Gladys McKee

# Finding the Dough

By: Theresa Walker

*If bread is the first necessity of life,  
recreation is a close second.*

~ Edward Bellamy

## **Main Ingredients:**

- Description of need
- Description of your program
- Description of your organization and partners
- Project budget
- Practical plan to achieve objectives
- Plan to evaluate program success

Funds to create, implement and sustain inclusive community recreation programs can come from a variety of sources, including program users, all levels of government, charitable organizations and corporations.

**Program Users** - Fees paid to participate in community recreation programs are the primary source of funds for local recreation.

**Local Government** - As with all kinds of programs and services in New Hampshire, the level of funding available from local government varies from town to town. Funding from local government for community recreation may come from the school district, a municipality's general fund, and a town recreation department's budget. Budget priorities are often set several years in advance, so it is important to identify the source(s) of funds and participate in the appropriate budget process.

**County Government** - Financial assistance may be available from the Human Services divisions of county governments.

**State Government** - *I should have an accurate description of resources this week. I was relying on out of date info (from various state websites)*

**Federal Government** - Consult the Catalog of Federal Domestic Assistance. Choose "search by keyword" and type in recreation.

[http://12.46.245.173/pls/portal30/CATALOG.FIND\\_ASSISTANCE\\_PROGRAM\\_DYN.show](http://12.46.245.173/pls/portal30/CATALOG.FIND_ASSISTANCE_PROGRAM_DYN.show)

**Charitable Organizations and Corporations** - The following list of charitable organizations and corporate foundations have mission statements that include supporting community organizations that meet the needs of citizens, and expanding and creating recreation opportunities for all, regardless of ability. Businesses in your community are also potential sources for funds, volunteers, and in-kind services.

## IRISH SODA BREAD

By: Theresa Walker

### Ingredients

4 cups bread flour  
1 tablespoon double-acting baking powder  
1 teaspoon salt  
3/4 teaspoon baking soda  
1 cup raisins or dried currants, rinsed in hot water and patted dry  
1 tablespoon caraway seeds  
2 cups buttermilk

Into a large bowl sift together the flour, the baking powder, the salt, and the baking soda and stir in the raisins and the caraway seeds. Add the buttermilk and stir the mixture until it forms a dough. Turn the dough out onto a well-floured surface and knead it for 1 minute. Halve the dough, with floured hands shape each half into a round loaf, and transfer the loaves to a lightly greased baking sheet. Cut an X 1/4 inch deep across the tops of the loaves with a sharp knife and bake the loaves in the middle of a preheated 350°F. oven for 45 to 55 minutes, or until a tester comes out clean. Transfer the loaves to racks and let them cool.

Makes 2 loaves.

# SIDE DISH

By: Sonia Rogers



# Education, Training Staff and Volunteers for All-Inclusive Recreation

By: Sonia Rogers

Note: Who are the so-called "disabled"? People who *suffer* from the *tragedy of birth defects*. They are called *retarded, autistic, blind, deaf, learning disabled, etc., etc., etc.*

*Who are they really? Sons and Daughters . . . Friends and Neighbors . . . Students  
They are people!*

## **Main Ingredients:**

*A Handful of Adults*

*A Pinch of School Staff*

*A Heartful of Peer Mentors*

*A cup of local colleges and schools for a pinch Mentor Volunteers*

## **Ingredient Contributions:**

*Lots and Lots of Training on and off the job, communication with staff, school and parents and peers,*

Training and support programs provide opportunities for children to achieve their personal goals and participate in community life.

Staff and volunteer training is an essential element of creating an inclusive environment. Training can be provided by support staff or community resources. "Hands on" training is the key to success.

Peer mentor training should include instruction on the disability of the child they would be matched up with. They also should receive training in disability awareness, communication and active listening, behaviors, and problem solving.

Training should occur in natural learning environments, focusing on real-life situations involving behavior guidance and activity adaptation. The staff should have training regarding how to effectively include the child into the daily activities, assist in making friends, and providing personal care if needed.

A staff member or volunteer does not need to know or understand conditions that cause a disability in order to serve a child with a disability. There are no two people with the same diagnosed condition that are the same. They all have different likes and dislikes, temperaments, experiences, abilities, and gifts. The best practice is to ask the child and his/her parents how best to accommodate the child's disability.

Parents and child (if able) should be involved in the training. Parents share experiences concerning their children with disabilities. The child talks about his life with a disability and the difficulties (s)he's had in the community because of their disability.

## **Keys to Success:**

Design an activity plan that enhances a child's healthy development and sense of personal success by giving children choices with visual aids and schedules.

Practice tips and skills that can be applied to building healthy relationships in all areas of programming for children.

Learn to create environments and spaces that foster healthy child development and self-esteem.

"Everyone becomes educated and learns in the process"

# Broccoli-Rice Side Dish

By: Sonia Rogers

Yields: 8 servings

Cook Time: 15 Min

## Ingredients

- 1 (10.75 ounce) can condensed cream of chicken soup, undiluted
- 1 (8 ounce) jar process cheese spread
- 1 cup uncooked instant rice
- 1/2 cup milk
- 1/2 cup chopped celery
- 1 dash pepper
- 1 (10 ounce) package frozen chopped broccoli
- 1/2 cup chopped onion
- 1 (2.8 ounce) can French-fried onions

## Directions

In a microwave-safe 2-qt. casserole, combine the soup, cheese spread, rice, milk and pepper. Microwave, uncovered, and on high for 2-3 minutes or until cheese is melted.

Stir in broccoli, onion and celery. Microwave, uncovered, and on high for 12-14 minutes, rotating a half-turn once.

Sprinkle onions over the top; microwave on high for 1 minute

# MAIN COURSE BUFFET

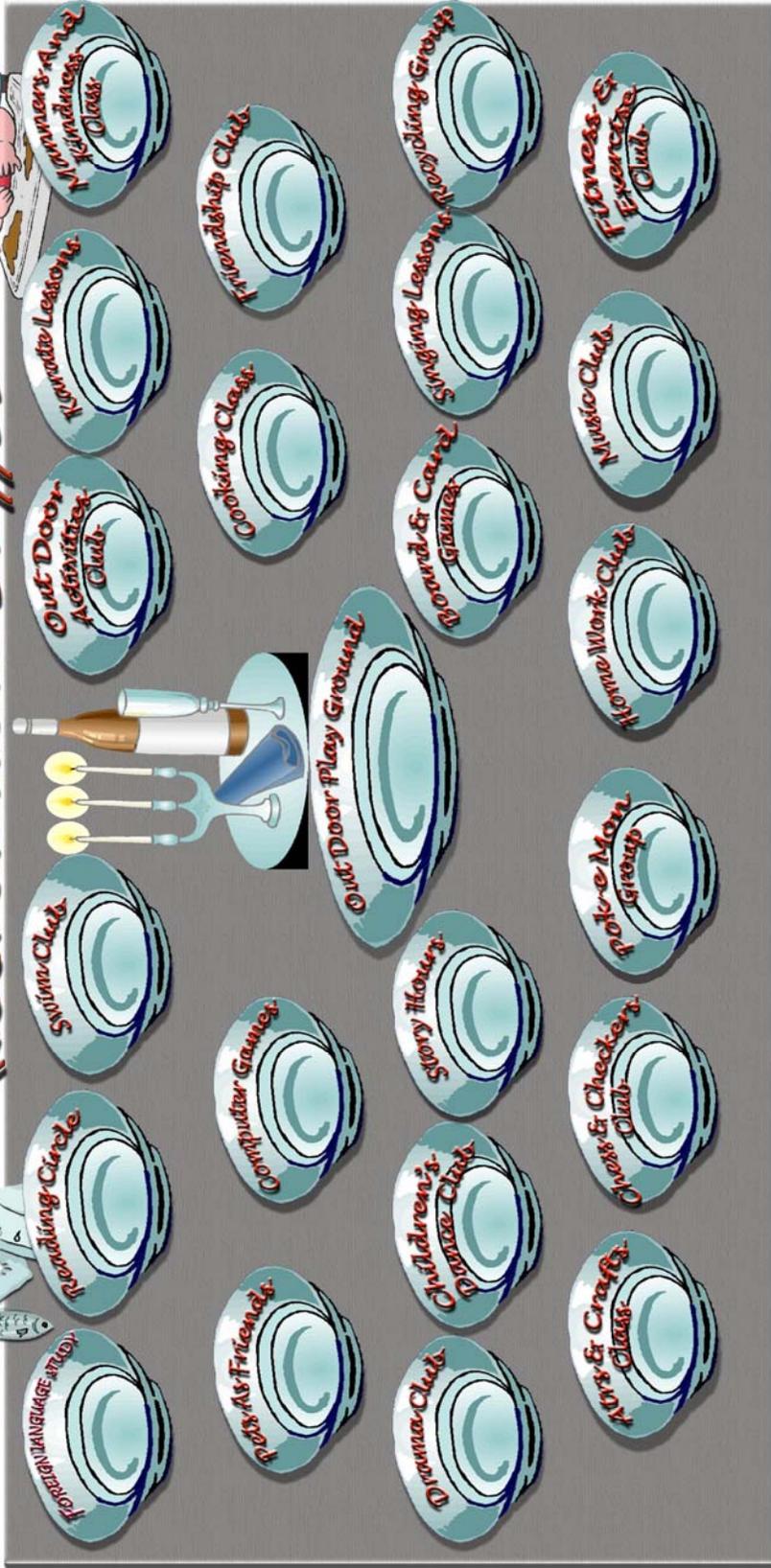
## Programs, Supports and Equipment

By: Jim Shuel



The "Main Course" is the Meat and/or Vegetables of the Menu. It's where All Kids in the Community come together for Fun and Friendship in a recreation or after-school program of their choice. Some research and collaboration will need to be done by Parents and recreation staff in order to put quality programs and activities into place. No matter what the individual skill level, there's something for each kid to participate in with appropriate assistance. The recreation buffet is endless! You can use lots of imagination and creativity in your design. Add a little adaptive equipment, some natural supports and season with caring adults to provide loving guidance and fun!

# After School Recreation Buffer



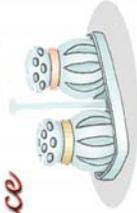
Select Ingredients: Any Ones You Like ! ( Or Choose Your Own )

Combine With : Positive Ideas And Energy From Parents ,Family ,Friends & Volunteers

Mix Gently Together : All Kids With Universal Acceptance

Season With : Lots Of Patience , Love And Kindness

Serve With : Fun,Smiles & Happiness



Enjoy !

## Stuffed Pork Chops

(Serves 4)

By: Jim Shuel

(4) 6 oz. Boneless pork chops  
Marinate overnight in 1/4 cup Caesar Salad Dressing  
Bake in Toaster Oven 350 degrees -10min.

*While pork is cooking*, Sauté in a large pan:  
1 lb. Fresh washed & trimmed spinach with  
1 Tbs. each: olive oil, butter and garlic  
Add 1/4 Cup Sherry wine (*optional*)  
Add 1 Cup seasoned bread crumbs and/or Ritz Cracker crumbs  
Add 1 Cup Shredded Parmesan (or any other cheese you like)!  
Also add pan drippings from cooked pork!  
Season w/Salt and pepper to taste  
Fold all together well, place large spoonful on top of each pork chop.  
Return to broiler for 5 minutes until *golden brown*.

Serve with your favorite side dish; Rice Pilaf, Egg Noodles or Mashed Sweet Potatoes etc.  
**Yummmmmmmmmmmmmmmmmmmmmmm!**

## Cajun Lightning Chicken Barbecue

(Serves 4)

By: Jim Shuel

*(Chef Jim won 1<sup>st</sup> Prize in a Recipe Contest in 2003 and a trip to Memphis TN. to enjoy ""The Best of the Barbecue"" Competition on the Mississippi River)!*

2 lbs. boneless, trimmed chicken breast or thigh meat cut into 1" cubes  
Marinate overnight in 1/4 Cup Franks ""Red Hot"" sauce and  
1 Tbsp Cajun seasoning  
Next Day: Roast or grill chicken pieces until just cooked (160) degrees F.  
In a large sauté pan combine:  
1 small bottle Cattleman's brand BBQ Sauce (12 ozs.)  
1/8 Cup New England Maple syrup  
1/4 Cup White wine (optional). (can substitute apple juice etc.)  
1 Tbs. Worcestershire or A-1 Steak sauce  
Add cooked chicken to pan (including all drippings)  
Simmer on low heat for 30-45 minutes, stirring occasionally.  
Check and adjust seasoning if necessary with;  
1Tbsp Franks ""Red Hot"" sauce and  
1 tsp Cajun Spice (To Taste)!  
Serve w/Steamed brown or white rice and Crispy Cabbage Slaw!

*(Watch out for that sneaky Lightning)!*

# Dessert

## The End Result "Community"

By: Mariellen Rowe

"If there is a program in your community that you want your child to participate in - sign your child up for that program!! Never assume your child won't be accepted - you may be pleasantly surprised. Then ask the members of the program "What can we do together to make this work?" It's now up to you as a Parent to start the process of creating a Plan for Inclusion that suits your tastes."

"All kids have the right to be part of their community and in the process pass along the gifts they have to offer. Promoting a stronger Community Bond"



# Dessert Medley

By: Mariellen Rowe

Note: It only takes one parent or caring adult to begin the process by asking and spearheading a plan. I always say, "If you don't ask...you don't get".

## Main Ingredients:

A Scoopful of Parents and Advocating Adults

A Director and Key Personnel of Recreation Program or After-School Program

A Few School Staff

A Plan

## Ingredient Contributions:

Lots of Kids, A Fun & Welcoming Environment, Lots of Research, Knowledge, communication, collaboration, Education, Choices, Volunteers, Staff, Tons of Training, Funding, Friendship Facilitation, User Friendly Equipment for All Skill Levels, Educational Tools and Natural Supports.

Begin with a large bowl. Combine Parents and Advocating adults, with the same taste, along with a Plan to create a Community Recreation or After-School Program for All Kids, stir around and around until a circle of support is formed.

Now, add to this combination the Director and Key Persons of the Recreation or After-School Program you choose. Then add specific School Staff, as needed, until the mixture is a satisfactory consistency. This may take time and consist of many mixings to get it just right. Many ideas will need to be tossed around and deals to be made. Some will need to be convinced of the Plans benefits. So good communication and collaboration must be added all the time!

Then, to sweeten the mixture, it's time to add everyone's Ingredient Contributions to the same large bowl. Making sure the ingredients are added one-at-a-time, stirring slowly, not too fast. But, remember, this recipe is never quite done. There will always be areas of mixing and adding ingredients with some of the mixture rolling over into the community with benefits that will last a lifetime.

**The End Result:** Should be a welcoming place in the Community where All Kids can get involved. A safe place where they can learn from each other while having fun and making friends. A place where they can be themselves for who they are, build their independence and improve their confidence in all they do. The successful formation of the circle of support, to include the Parents, Recreation or After-School Program and the School, to build the strength in carrying out the Plan. A Full Inclusive Philosophy builds a better community and offers great rewards that will be recognized by everyone.

# Deep Dark Chocolate Cake

By: Mariellen Rowe

My family's favorite! We call it "THE CAKE".

## Cake Ingredients:

- 2 C. Sugar
- 1  $\frac{3}{4}$  C. All Purpose Flour or 2 Cups Cake Flour
- $\frac{3}{4}$  C. Hershey's Cocoa
- 1  $\frac{1}{2}$  tsp. Baking Soda
- 1  $\frac{1}{2}$  tsp. Baking Powder
- 1 tsp. Salt
- 2 Eggs
- 1 C. Milk
- $\frac{1}{2}$  C. vegetable Oil
- 2 tsp. Vanilla Extract
- 1 C. Boiling Water

Heat oven to 350 degrees. Generously grease and flour 2 round pans 9 X 1  $\frac{1}{2}$  inches or a rectangular pan 13 X 9 X 2 inches.

In a large mixing bowl combine dry ingredients. Add eggs, milk, oil and vanilla. Beat on medium speed 2 minutes. Remove from mixer, stir in boiling water (batter will be thin). Pour into prepared pans. Bake 30-35 minutes for round pans and 35-40 minutes for rectangular pan or until wooden pick in center comes out clean. Cool cake in round pans 10 minutes and remove from pans and cool completely. Do not remove cake from rectangular pan.

## One Bowl Butter Cream Frosting:

- 6 Tbs. Butter or Margarine softened
- Hershey's Cocoa - 1/3 C. for light flavor
  - $\frac{1}{2}$  C. for medium flavor
  - $\frac{3}{4}$  C. for dark flavor
- 2  $\frac{2}{3}$  C. Confectioners Sugar
- 1/3 C. Milk (Add milk slowly to desired firmness)
- 1 tsp. Vanilla

In small mixing bowl cream butter or margarine. Add cocoa and confectioners sugar alternately with milk. Beat to spreading consistency (additional milk may be needed). Blend in vanilla. Makes about 2 Cups Frosting.

## Helpful Hints

- ☞ Leisure education is a process that increases awareness, skills and abilities to pursue one's leisure.
- ☞ By educating individuals with disabilities about their leisure needs, skills and interests we can make their transition to community and adult life easier.
- ☞ Important that community staff encourage acceptance and interaction among those with and those without disabilities.
- ☞ Community recreation professionals can design opportunities either before programs begin or as independent workshops that can aid people without disabilities in "acclimating" to those who have disabilities. Additionally, community agencies might consider providing able bodied "partners" to help participants with disabilities move from segregated to integrated environments and independent programs.
- ☞ Social Skills and Friendship-- Individuals with disabilities have identified, through interviews, the importance of friendships and social interactions in feeling part of the community.
- ☞ Empowering individuals with disabilities.
- ☞ Community support is important for successful integration.
- ☞ To increase awareness that people are different in many ways and the differences should not act as a barrier to friendship and acceptance.
- ☞ To increase knowledge of various types of disabilities such as vision, speech, hearing, motor, cognitive, and behavioral impairments.
- ☞ Volunteers play an essential role in helping to provide a quality program. They are then able to enjoy activities that improve fine and gross motor skill, cooperation and socialization skills as well as increase self esteem.
- ☞ Research opportunities in your school and community to promote inclusion in recreational and after-school programs.
- ☞ Make suggestions to your recreation department to increase programs in your community for all skill levels - work with the director to make it happen!
- ☞ Remember that volunteers play an essential role in helping to provide a quality program. Parents and families need to get involved in the support.
- ☞ Recreational activities improve self esteem, self confidence, cooperation, socialization as well as improving fine and gross motor skills for All kids!

## Quotes

Love is not equal  
to the amount  
of food  
one eats.

\*\*\*\*\*

There are several hundred  
different kinds  
of apples today.

\*\*\*\*\*

Just like there are  
several hundred  
different kinds  
of personalities.

\*\*\*\*\*

Typical and non-typical  
don't mix?

Add a little  
nurture  
and  
now they do!

\*\*\*\*\*

There is hope in dreams,  
imagination,  
and in the courage  
of those who wish  
to make those  
dreams a reality.

~ Jonas Salk

"In all my travels  
all over the world,  
I have come to realize  
that what distinguishes  
one child from another  
is not ability  
but access;  
access to education,  
access to opportunity,  
access to love."

~ Lauryn Hill

\*\*\*\*\*

"There are lives  
I can imagine without children  
but none of them have  
the same laughter and noise."

~ Brian Andreas

"We find delight  
in the beauty and happiness  
of children  
that makes the heart  
too big for the body."

~ Emerson

"It is a tortuous logic  
that views the tragic results  
of segregation and discrimination  
as an argument  
for the continuation of it."

~ Reverend Dr. Martin  
Luther King, Jr.

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## Regional and National Resources

The Friends Project, Portsmouth, NH

[www.friendsproject.org](http://www.friendsproject.org)

Girls Inc of New Hampshire  
Jennifer Indeglia, Chief Operating Officer  
State Administrative Offices  
864 Elm Street, 2<sup>nd</sup> Floor  
Manchester, NH 03101  
603-625-1296  
[www.girlsinnewhampshire.org](http://www.girlsinnewhampshire.org)

National Association for Recreation Equality  
[www.nareletsplayfair.org](http://www.nareletsplayfair.org)

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New England Handicapped Sports Association  
[www.nehsa.org](http://www.nehsa.org)

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NH Dept. of Health and Human Services - Area  
Agencies  
[www.dhhs.state.nh.us](http://www.dhhs.state.nh.us)

††

Newmarket Recreation  
Anneliese Fisher, Operations Director  
1 Terrace Drive  
Newmarket, NH 03857  
603-659-8581  
[www.newmarketnh.gov](http://www.newmarketnh.gov)  
[recreation@newmarketnh.gov](mailto:recreation@newmarketnh.gov)

Oyster River Youth Association, Durham, NH  
[www.oryarec.org](http://www.oryarec.org)

Peterborough Recreation Department  
Jeffery M. King, CPRP, Director  
64 Union St.  
Peterborough, NH 03458-1056  
603-924-8080  
[www.townofpeterborough.us](http://www.townofpeterborough.us)  
[jking@townofpeterborough.us](mailto:jking@townofpeterborough.us)

Rindge Recreation Department,  
Rob Clark, Director  
Peggy Brogan, Assistant Director  
Rindge NH  
603-899-5181

UltiPlay-Parks and Playgrounds, Inc.  
Michael Parody, President  
PO Box 374  
Uxbridge, MA 1569  
508-634-1497 or 866-575-PLAY  
[parody@netplus.com](mailto:parody@netplus.com)

## Corporations and Charitable Foundations Resource

Baseball Tomorrow Fund

[www.mlb.com/mlb/official\\_info/community/](http://www.mlb.com/mlb/official_info/community/)

Challenged Athletes Foundation

[www.challengedathletes.org](http://www.challengedathletes.org)

Christopher Reeve Foundation

[www.christopherreeve.org](http://www.christopherreeve.org)

Hasbro Children's Fund

[www.hasbro.org](http://www.hasbro.org)

Jessie B. Cox Charitable Trust

[www.hembar.com/selectsrv/jbcox/cox.html](http://www.hembar.com/selectsrv/jbcox/cox.html)

National Football League Grassroots Program

[www.liscnet.org/whatwedo/programs/nfl/](http://www.liscnet.org/whatwedo/programs/nfl/)

NH Charitable Foundation

[www.nhcf.org](http://www.nhcf.org)

The Corporate Fund

[www.thecorporatefund.org](http://www.thecorporatefund.org)

The McKenzie Foundation

[www.mckenziefoundation.org](http://www.mckenziefoundation.org)

The Orchard Foundation

[www.orchardfoundation.org](http://www.orchardfoundation.org)

Samuel P. Pardoe Foundation

[www.grantsmanagement.com/pardoe](http://www.grantsmanagement.com/pardoe)

State Street Foundation

[www.gcir.org/resources/funding\\_directory/state\\_street.htm](http://www.gcir.org/resources/funding_directory/state_street.htm)

TD Banknorth Charitable Foundation

[www.tdbanknorth.com/community/charitable\\_foundation.html](http://www.tdbanknorth.com/community/charitable_foundation.html)

Tiger Woods Foundation

[www.tigerwoodfoundation.org](http://www.tigerwoodfoundation.org)

United States Golf Association

[www.usga.org/aboutus/foundation/grants/grant](http://www.usga.org/aboutus/foundation/grants/grant)