

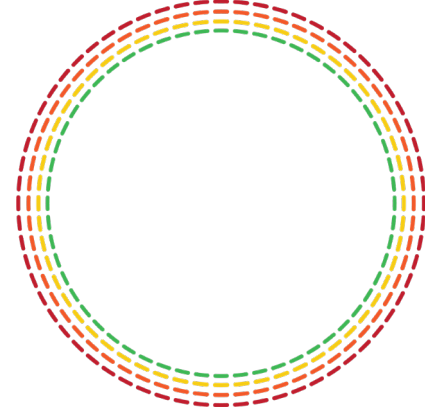
# Therapeutic and Inclusive Recreation Programming (TIRP) in Arizona Schools

ADDPC Board Presentation  
November 19, 2021  
Allison Ross & Kelly Ramella

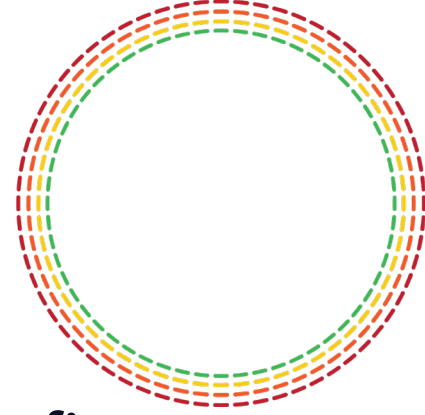


# Presentation Outline

- Project Summary
  - Purpose
  - Definition
- Research activities
- Programming
  - Model
  - Program Delivery and Evaluation
  - Programming Recommendations
  - Guiding Principles
- Student health
  - Measures
  - Outcomes
- Professional preparation
  - Process and delivery
  - Outcomes
- Information dissemination



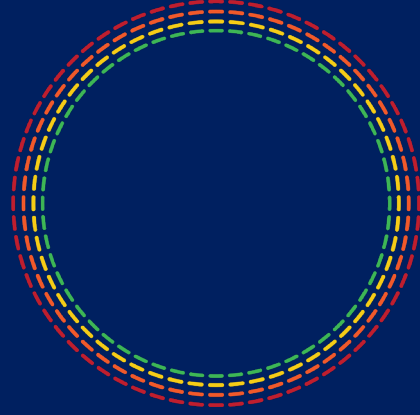
# Project Purpose



All students, including those with and without disabilities, benefit from participation in **recreation** activities for physical, social, and emotional development. The **purposeful design** of structured recreational activities that **integrate all youth** can contribute to the creation of an enjoyable space where students learn collectively based on mutual support, reciprocity, and unity. The therapeutic and inclusive recreation programming (TIRP) project was designed to foster school connectedness and valued involvement among all youth in school.



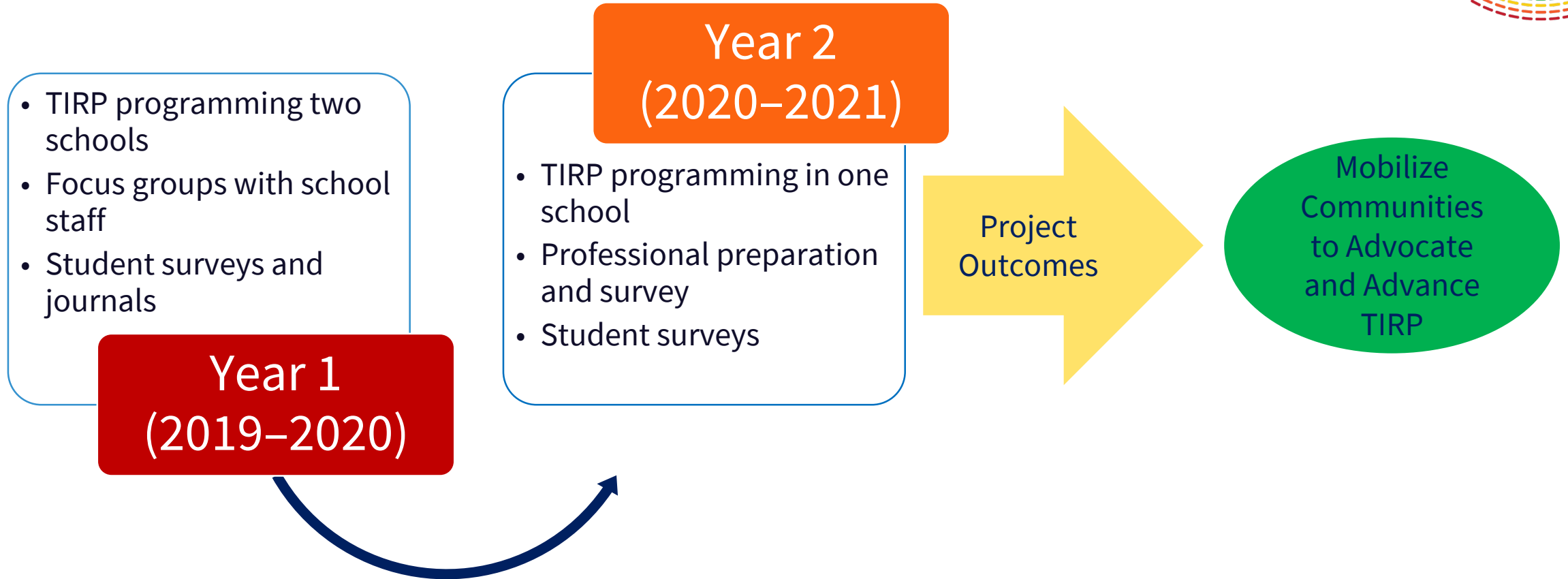
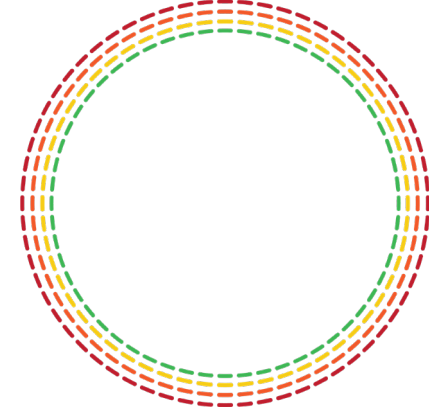
# What is Therapeutic and Inclusive Recreation (TIRP)?



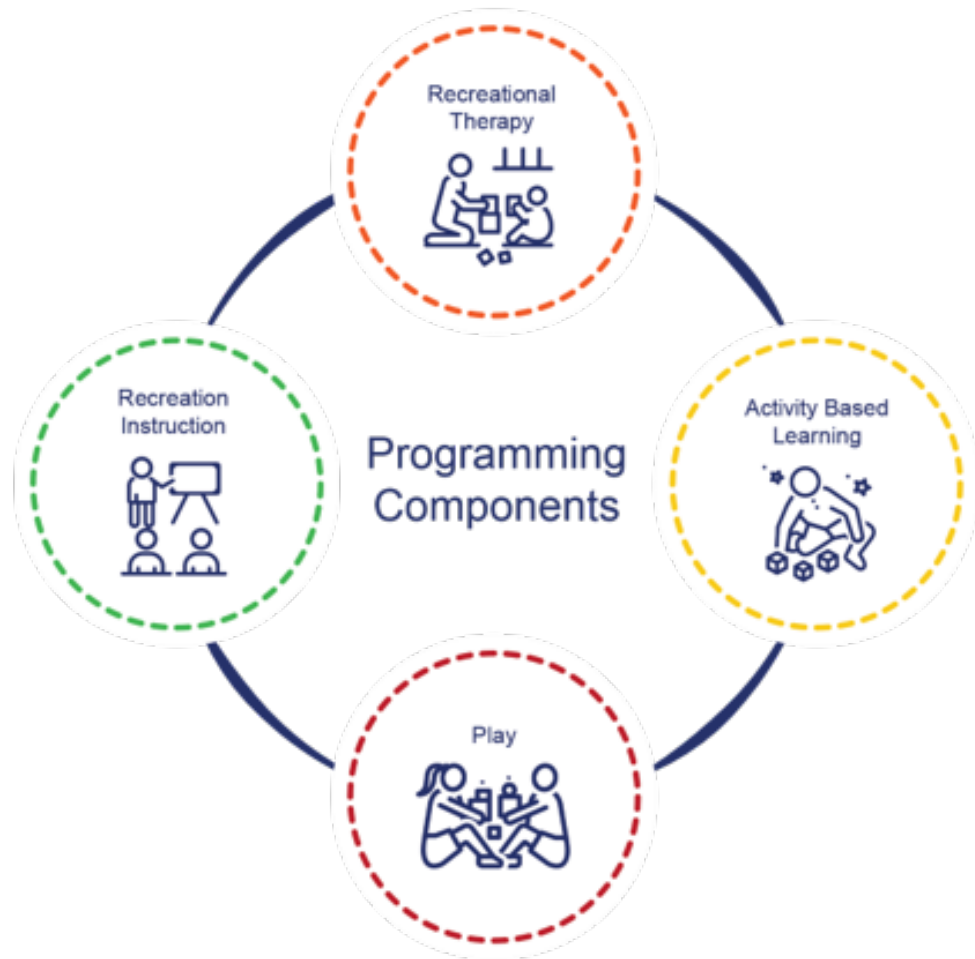
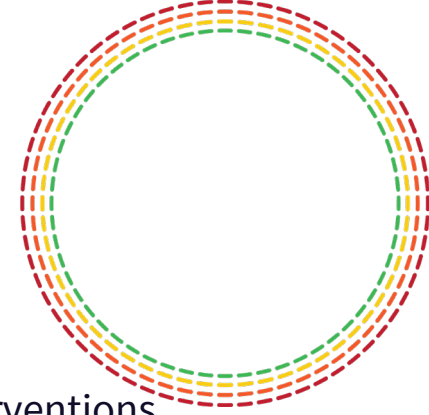
It is recreation-based activities designed to support the social, emotional, physical, and academic growth of all students. The activities are adaptable, student-centered, and engaging to promote and sustain engagement among all.



# Research study activities & timeline



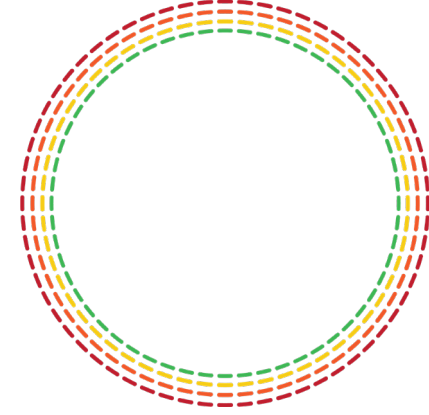
# Programming Model



- **Recreational therapy:** Systematic and evidence-based interventions facilitated by a Certified Therapeutic Recreation Specialist (CTRS) as a part of a student's Individualized Education Plan (IEP), 504 Plan, and the school's inclusive practices and initiatives to promote physical, social, emotional, and intellectual health.
- **Activity-based learning:** Play and recreation activities integrated into the academic learning environment to promote academic growth, social, and emotional health.
- **Recreation instruction:** Recreation based classes (e.g., art, music, dance, physical education), facilitated recreation activities (recess, field day), and extra-curricular programs (e.g., clubs, sports, enrichment) implemented throughout the school day to develop skills and support well-being.
- **Play:** Opportunities to enjoy self-determined and meaningful recreational activities before, during and after school.



# Program Delivery and Evaluation



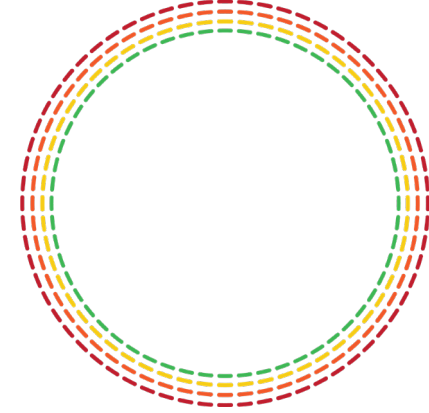
## Program Delivery

- Village Meadows Elementary School
- 5<sup>th</sup> & 6<sup>th</sup> graders participated (n = 75)
- Virtual recess, classroom and small group TIRP sessions
- Led by recreational therapist and ASU students
- Newsletters and online videos
- CASEL & Core Essentials alignment

## Measures

- **Classroom observations**
  - teacher control of behavior, involvement with TIRP, engagement with students, student engagement with TIRP, and student positivity with TIRP.
- **Daily report**
  - behavior management strategies, instructional techniques, adaptations, purpose of activities, attendance, level of student and staff engagement, and observed behavior
  - informed our evaluation of the efficacy of practices and guided the adaptation of programming

# Programming Recommendations



## Activity Characteristics

Challenging  
Enjoyable  
Experiential  
Practical  
Purposeful  
Relatable  
Relevant

## Strategies for Engaging all Youth



Students need to express emotion from personal life experiences in a variety of ways



Students need to recall observed social and emotional skills and behavior



Students need staff to identify positive social and emotional skills and behaviors



Students need to be able to anticipate social and emotional reactions with self, peers and adults



Students need to be able to request help from peers and adults for deeper understanding



Students need to participate in reciprocal conversation when collaborating with peers



Students need to observe and listen to peers and adults to develop understanding and confidence

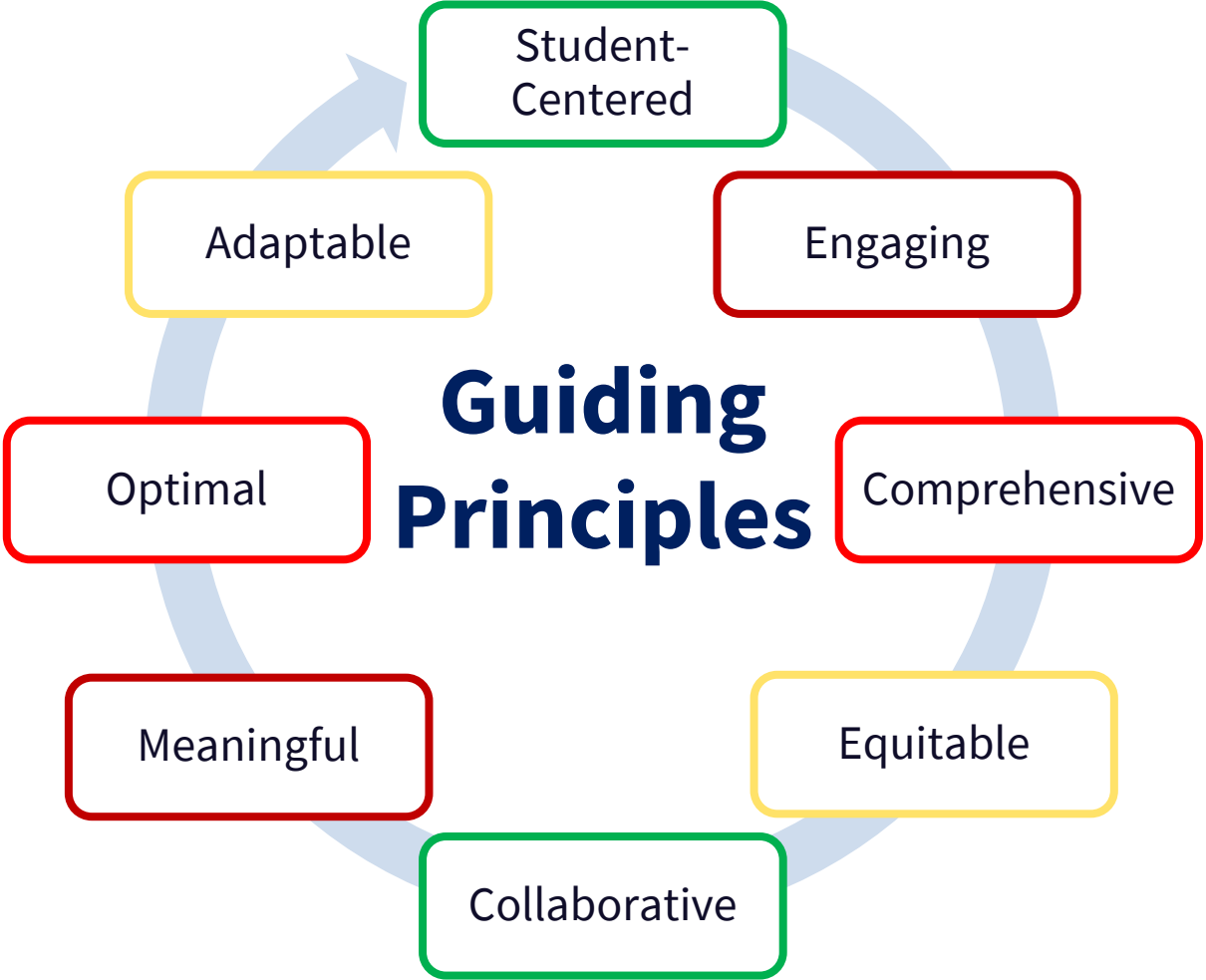
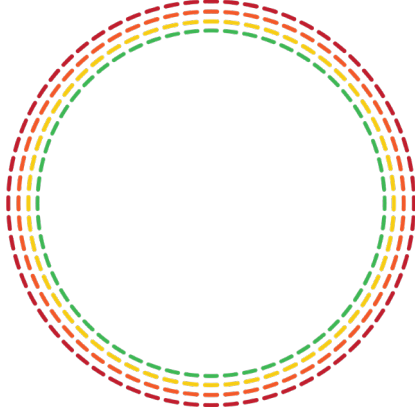


Students need to enhance their emotional intelligence of self and others













# Guiding Principles for Quality Programming



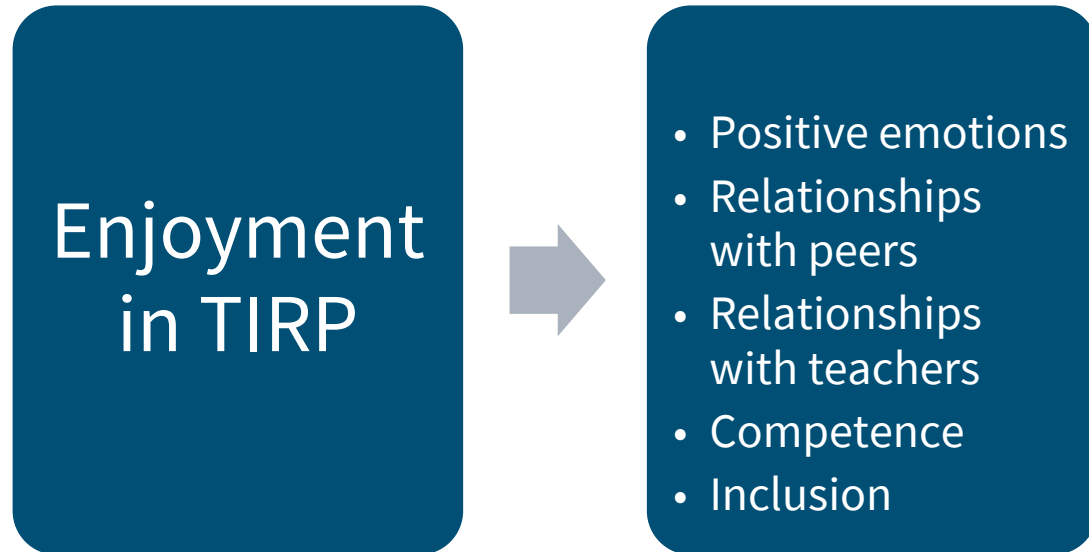
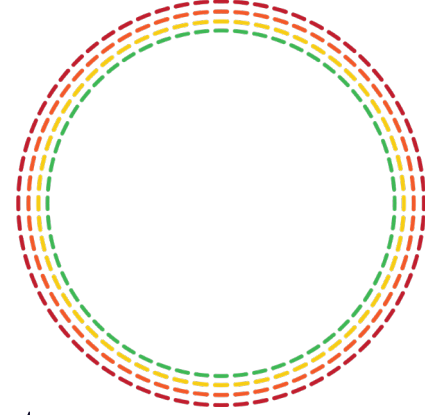
# Student Health

- Quick assessment of positive and negative **emotions, relationships** with peers and teachers, **enjoyment, competence**, and **inclusion** after each session (n=75 students over 13 weeks)

Check how you feel right now.

Feeling	Not at all	A little	A lot
 Happy			
 Sad			
 Relaxed			
 Stressed			
 Energetic			
 Tired			
 Liked			
 Lonely			
I enjoy the activities during WOW.			
I'm pretty good at the activities we play during WOW.			
I feel connected to teacher at school.			
I feel connected to students at school.			
I get along with students who are different from me.			

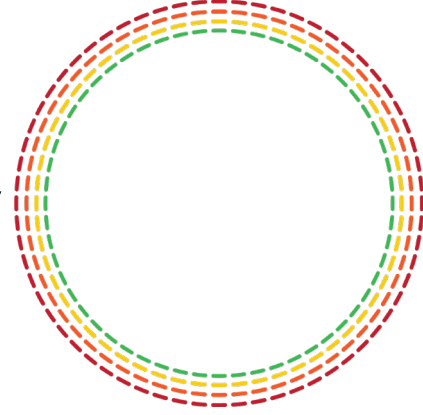
# Student Health Outcomes



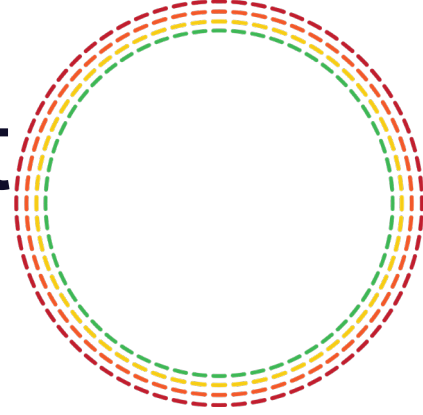
- Compared to those without, students with IEP/504 plans (16%) reported **significantly higher levels of feeling close to peers, close to teachers, and competent during TIRP.**



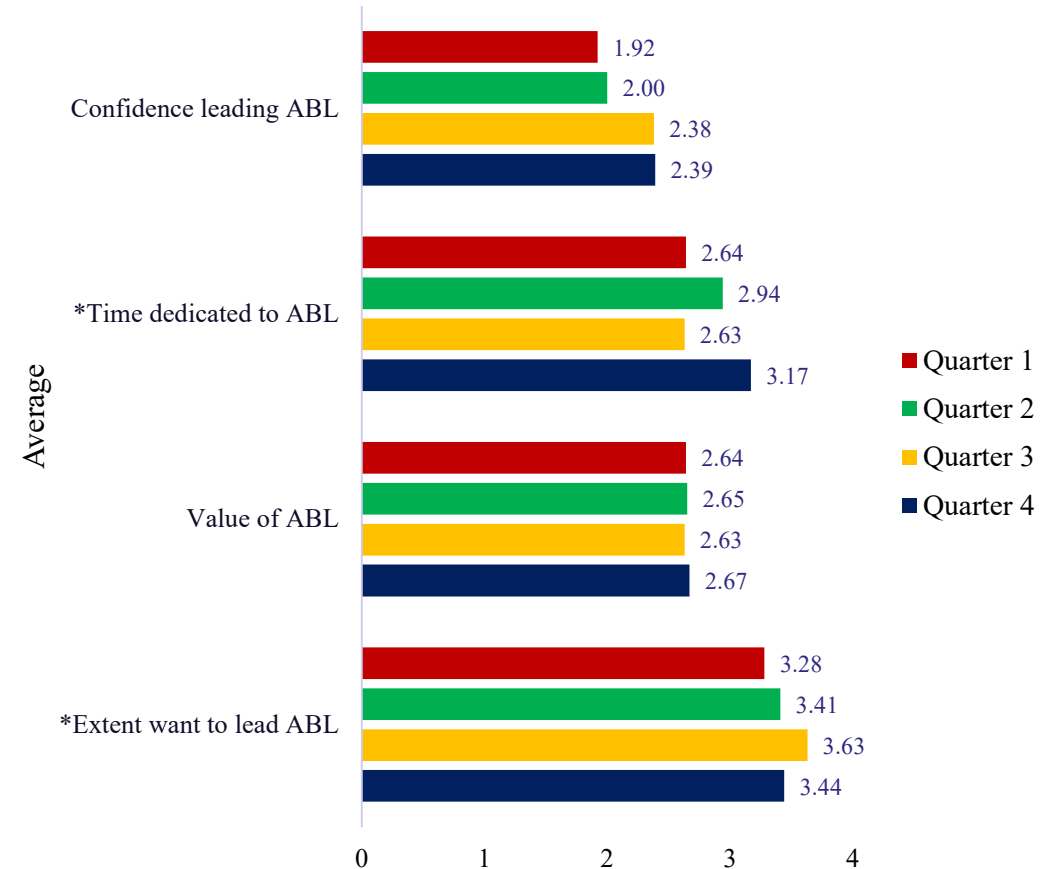
# Professional Preparation Process & Delivery



# Professional Preparation Assessment and Outcomes



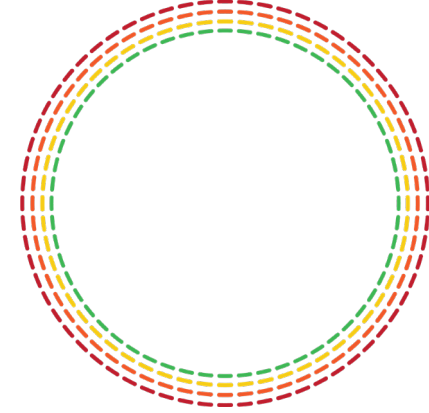
- Staff participated in an online survey after each professional development (n=8-26 staff)
- Survey included questions about **value of TIRP and ABL, ABL practices, student social and emotional health, and interprofessional collaboration**
- Most (82%) were teachers and worked at Village Meadows <1 year (but had 6+ years of general teaching experience)





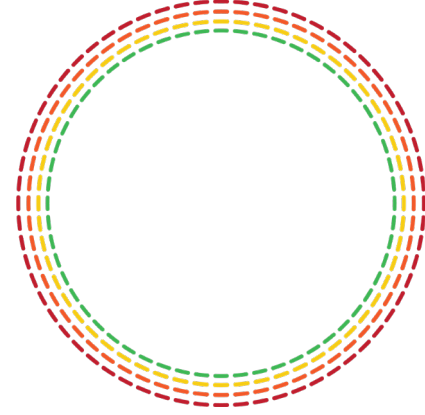
Release date: August 15, 2021

# Information Dissemination



- Guide to Therapeutic & Inclusive Recreation Programming
- Ability360 [website](#)
- Platform To Play [website](#)
- Book chapter
- 7 + presentations to date
- Two peer-reviewed papers in progress

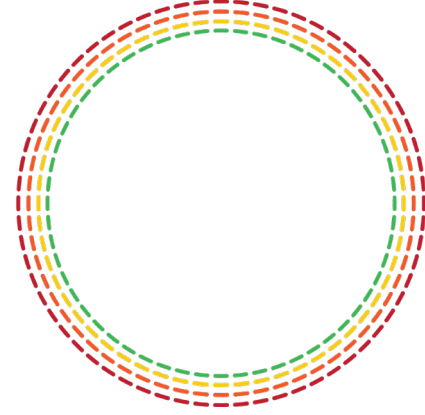
# Funding Acknowledgement



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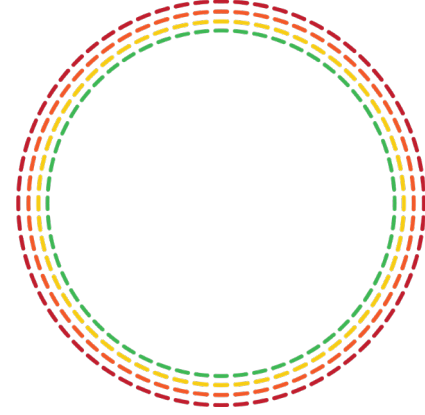
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