

# Therapeutic & Inclusive Recreation Programming in an Arizona Elementary School

Year Two Full Report for Grant with Arizona Developmental Disabilities Planning Council



Questions?

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## Executive Summary

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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. Several evidence-based practices serve as national models for inclusive education; however, there are limited models to guide therapeutic and inclusive recreation in schools. The second year of the therapeutic and inclusive recreation programming (TIRP) project builds off Year 1 recommendations to increase opportunities for students and staff to engage in TIRP through leveraging school and community resources. This report is organized by four overarching goals.

Goal one describes the programming strategies explored to refine a model with four components to integrating TIRP before, during, and after school. We describe the delivery of 26 online TIRP sessions and a systematic evaluation process using data from weekly programming reports and classroom observations.

Goal two features the impact of TIRP on student health, including school connectedness, social and emotional health, and self-determination. When compared to students without Individualized Education Plans (IEP) or 504 plans, those with IEP/504 plans reported significantly higher levels of self-determination and feeling of connection with teachers and peers after TIRP. For all students in the program, enjoyment in TIRP was associated with higher reports of feeling connected to teachers and peers, feeling competent during recreation, and getting along with students who were different.

Goal three outlines the collaborative professional development activities integrated throughout the school year to promote confidence and competence for staff to integrate inclusive recreation in their classrooms. While we found no changes in the reported value of ABL over time, staff felt more confident, expressed a greater desire to lead ABL, and dedicated more time to ABL in their classrooms over the year. Also, staff reports of student social and emotional health increased over the school year.

Goal four outlines the tools and strategies designed to disseminate information and promote TIRP in Arizona. A multi-pronged approach was implemented to include the development of a *Guide to Therapeutic and Inclusive Recreation Programming in Arizona*

*Schools*. It provides information and practical strategies for schools, community providers and families to mobilize TIRP in their communities. Data sources and measures used to evaluate each goal are outlined in Table 1.

Table 1. Overview and measurement of TIRP goals

Goal	Deliverable(s)	Measure(s)	Source(s)
1. Programming	7.1, 7.3, 7.7	TIRP components	Daily report Classroom observations
2. Student Health	7.4, 7.5a	School connectedness Social and emotional health Self-determination	Student survey
3. Professional Preparation	7.2	Staff training Professional development	Staff survey
	7.5b	Staff perceptions of TIRP	
4. Information Dissemination	7.6	Toolkit	Guide and <a href="#">Website</a>
	7.8	Book chapter	Reference

## Limitations

While we consider the ability to deliver uninterrupted online programming during the COVID-19 pandemic to be a strength of the project, we acknowledge some limitations. Overall, our sample was small as class sizes during the pandemic were uncharacteristically low. Also, because we did not include any control groups in our project, we should interpret the results of our study with caution. Future projects should examine emotion, self-determination, and inclusion among groups of students experiencing TIRP compared to groups not exposed to programming. We also consider the delivery of four professional development sessions for school staff during the pandemic a strength; however, our findings are limited as we were not able to track the impact of these sessions on individual staff members as different staff attended each training.

# Four Goals of TIRP

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## Goal #1: Programming

- Promote and implement comprehensive therapeutic and inclusive recreation programming (Deliverable 7.1).
- Complete daily reports to track participation and programming details (Deliverable 7.3).
- Instruct university students in the delivery of therapeutic and inclusive recreation (Deliverable 7.7).

## Program Site

TIRP was delivered at Village Meadows Elementary School during the 2020-2021 school year. Village Meadows, part of the Deer Valley Unified School District, is located approximately 15 miles north of Phoenix, Arizona and enrolled 518 students. The school serves a lower-income (80.9% eligible for free and reduced-price meals) and diverse student population (42% identify as white, 38% Hispanic, 11% Black) (National Center for Education Statistics, 2021). TIRP was delivered to all 5<sup>th</sup> and 6<sup>th</sup> grade students in four classrooms ( $n = 71$ ).

## TIRP Model

Therapeutic and inclusive recreation programming (TIRP) uses recreation to actively engage students in their learning versus passive sitting and listening. A fundamental element to TIRP is the focus on individualized delivery. To meet the unique and diverse needs and culture of schools, we developed a broad framework based on four modalities of TIRP: recreational therapy, ABL, recreation instruction, and play (Figure 1).

Figure 1. Four components of TIRP



## Program Delivery

TIRP was led by a recreational therapist from the Daring Adventures Healthy Day program and Arizona State University (ASU) students. The students were prepared to facilitate TIRP through a three-credit practicum course at Arizona State University designed for learners

from a variety of disciplines to plan and facilitate inclusive recreation programs. These undergraduate students, majoring in recreational therapy (5), kinesiology (3), nonprofit management (1), child life (1), and exercise and wellness (3), completed service-learning coursework and gained hands-on experience with topics including inclusive recreation techniques, program planning and evaluation, leadership style and techniques, disability awareness, leisure modalities and interventions, social emotional health, and documentation and debrief. Additionally, all students completed the Inclusion Ambassador Training provided by the Inclusive Recreation Resource Center and participated in interactive training on the Leisure Ability Model.

Programming was adapted in scope and depth throughout the 2020-2021 school year to meet the needs of 5<sup>th</sup> and 6<sup>th</sup> grade students and school staff during the COVID-19 pandemic. The aim was to provide inclusive recreation experiences for all students from functional, social, economic and cultural backgrounds, and provide education and support to teachers.



TIRP initially consisted of two 15-minute optional recreation instruction sessions during virtual recess provided one time per week with 5<sup>th</sup> and 6<sup>th</sup> grade classrooms to promote social and emotional health and self-determination through structured recreation-based activities.



In October 2020, TIRP evolved into bi-weekly 15-minute virtual -ABL sessions in the classroom to promote social-emotional learning. TIRP was designed to align with the social and emotional health curriculum, Core Essentials ([coreessentials.org](http://coreessentials.org)), the school had adopted. An outline of the Core Essential topics and corresponding TIRP activities is located in Appendix I. The recreational therapist shared TIRP protocols with all classroom teachers prior to programming each week.



In March 2021, recreational therapy sessions began with two students who were not attending TIRP consistently or needed additional support to be successful with activities. These virtual therapeutic interventions promoted functional skills needed to successfully participate in each week's classroom TIRP lesson.

## **Program Evaluation**

**Classroom Observations.** A classroom observation tool was created through an iterative process that began with brainstorming among six members of the research team. The research team initially considered the main themes that emerged from the daily report in year one of TIRP programming and reflected on the school dynamics to create an initial draft. After developing the first draft, two independent observers tested the observation tool during two TIRP sessions. The research team met to modify the instrument and the process continued until the raters reached consensus and a final observation instrument was decided upon (see observation instrument in Appendix II). Observers measured level of teacher control of behavior, teacher involvement with TIRP, teacher engagement with students, student engagement with TIRP, and student positivity with TIRP.

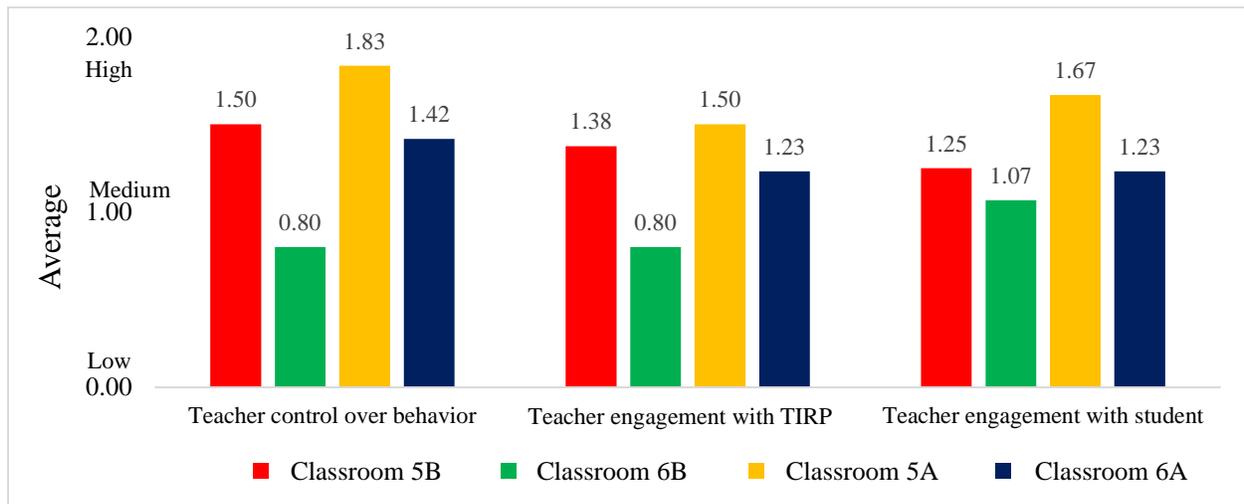
Each week, three members of the research team completed independent observations of the 5<sup>th</sup> and 6<sup>th</sup> teachers who were present in each classroom to help coordinate virtual programming. These observations occurred during two 5<sup>th</sup> grade classes in the morning and two 6<sup>th</sup> grade classes in the afternoon. Class sizes ranged from 16 to 21 students. A summary of class characteristics is shown in Table 2.

Table 2. Characteristics of TIRP classrooms

Classroom label	Grade	TIRP time of day	Number of students	Number of professional development sessions teacher attended
Classroom 5A	5th	Morning	16	3
Classroom 5B	5th	Morning	17	4
Classroom 6A	6th	Afternoon	21	3
Classroom 6B	6th	Afternoon	21	4

The four classroom teachers differed in levels of engagement with programming, engagement with students, and behavioral management strategies (Figure 2). On average, the teachers showed the same pattern of scores across all items, with the teacher in Classroom 5A scoring the highest on average, followed by teachers in Classrooms 5B, 6A, and 6B, respectively. While the scope of our project did not include the collection of additional data to explain differences in each classroom during TIRP, we do note that teachers in Classrooms 5A and 6A attended three professional development sessions, while teachers in Classrooms 5B and 6B attended all four sessions.

Figure 2. Average levels of teacher classroom control, involvement in TIRP, and engagement with students



Levels of student engagement (Figure 3) and degree of positivity (Figure 4) during TIRP also differed by classroom. Students in Classroom 5B were noted as showing the highest and most positive engagement with TIRP. Students in Classroom 6A showed, on average, the lowest levels of engagement and positivity with TIRP.

Figure 3. Average levels of student engagement with TIRP by class

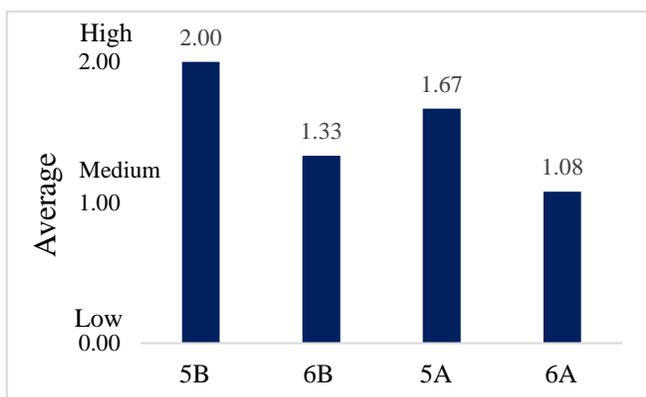
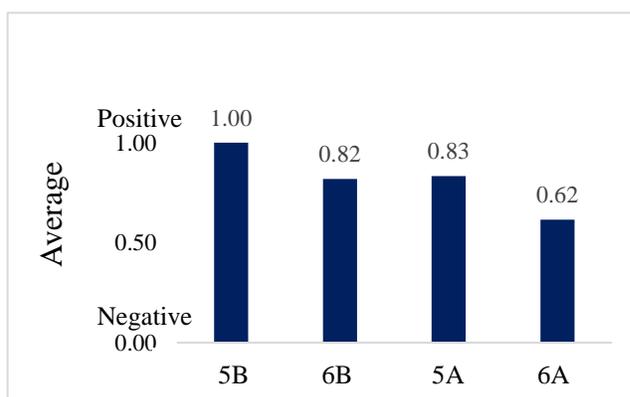


Figure 4. Average levels of student positivity with TIRP by class



Play at home was promoted school-wide through eight *Learning Through Recreation* newsletters (see example newsletter in Appendix III). The newsletters contained recreation resources and activities and were distributed to families via email by the school principal. Additionally, during a TIRP professional development session led by the programming consultant from Platform to Play on December 4, 2020, school staff shared concerns about a lack



of integrated resources to support TIRP. As a result, Viking themed videos were designed and produced to support school staff and families with activities to promote school spirit and connectedness. The videos were made available to school staff and families through URL links to the Daring Adventures Healthy Day [webpage](#).

**Daily Report.** To meet the project goal of implementing well-designed therapeutic and inclusive recreation programming, staff completed daily reports to record behavior management strategies, instructional techniques, adaptations, purpose of activities (Self-Management (SeM), Self-Awareness (SeA), Responsible Decision Making (RDM), Relationship Skills (ReS), Social Awareness (SoA)), attendance, level of student and staff engagement, and observed behavior (Figures 5 - 8). The information collected from the daily reports informed our evaluation of the efficacy of practices and guided the adaptation of programming to meet the unique needs of the students at Village Meadows.

Figure 5. Frequency of behavior management strategies during play (recess) and SEL

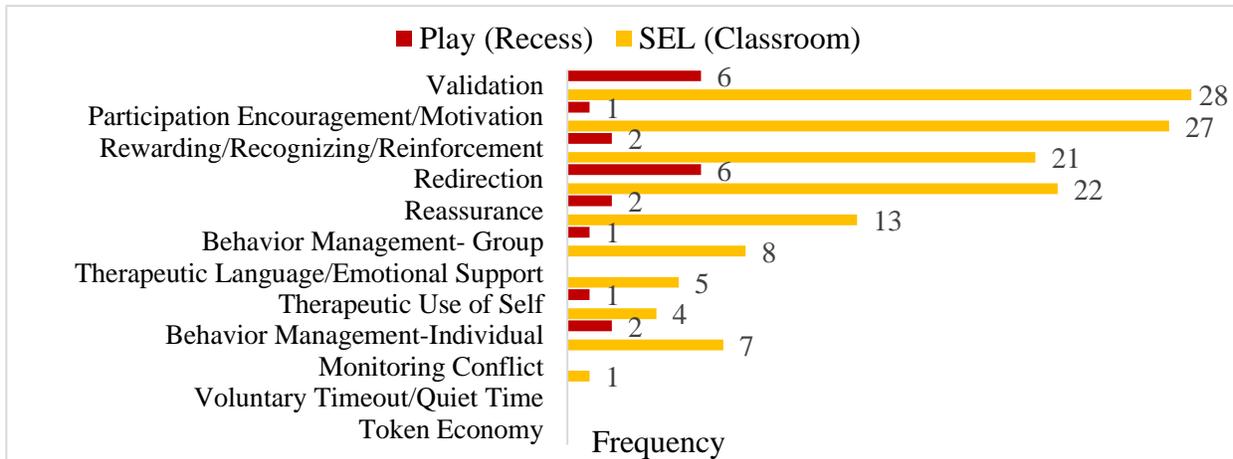
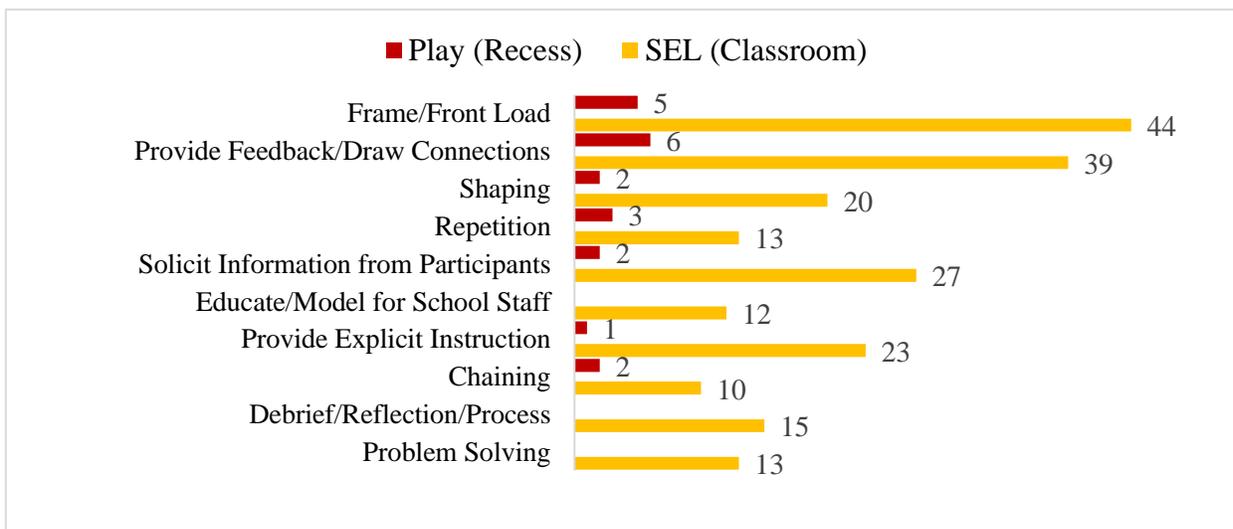


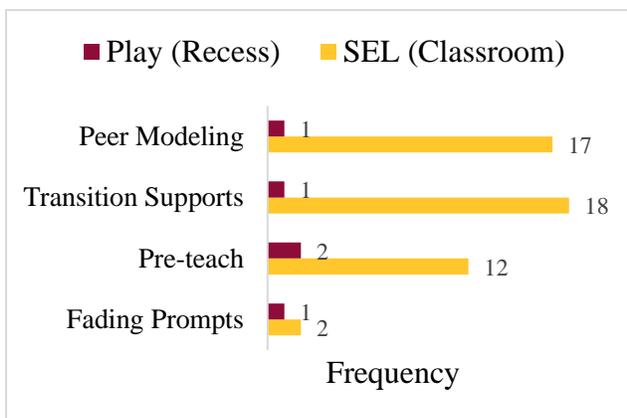
Figure 6. Frequency of instructional techniques during play (recess) and SEL (classroom)



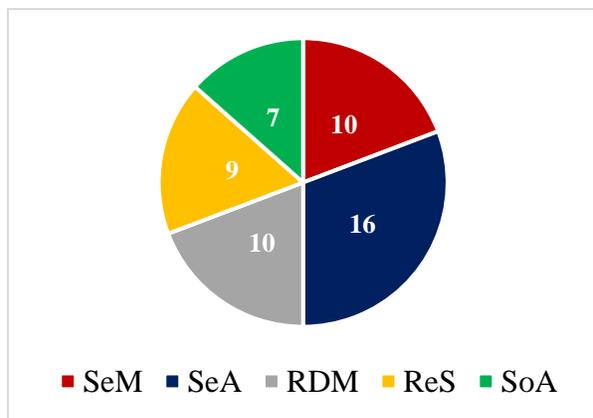
**Social-Emotional Learning Elements.** All ABL and recreational therapy activities were systematically planned to promote students’ social-emotional learning (SEL) in the classroom based on the five elements of SEL (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness) as outlined by CASEL’s Framework (<https://casel.org>).

Narrative notes describing the implementation of these elements were systematically analyzed by the research team to inform programming throughout the project. Seven major themes associated with activity characteristics emerged from the narratives throughout the year, highlighting the important elements needed for TIRP to positively promote SEL in the classroom (Figure 9). Additionally, the notes provided insight into how students developed social and emotional skills through engagement in the activities. The notes revealed youth benefit from the TIRP activities when given a variety of opportunities to interact. Key insights into these strategies to engage youth are outlined in Figure 10.

*Figure 7. Frequency of adaptation used during play (recess) and SEL (classroom)*



*Figure 8. Frequency of TIRP activity purpose*

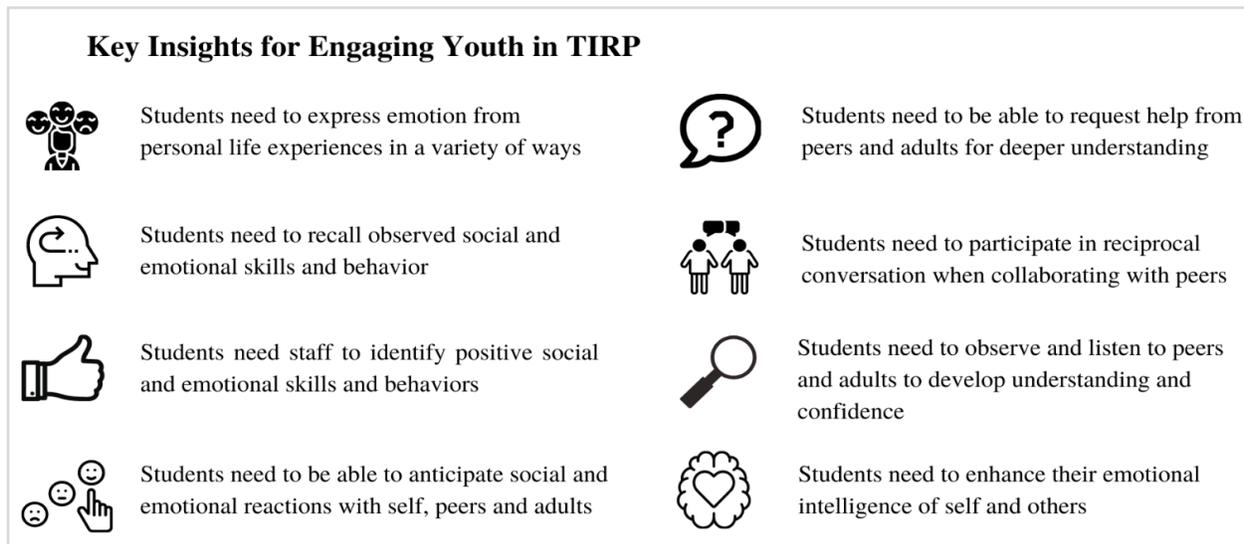


*Note.* Self-Management (SeM), Self-Awareness (SeA), Responsible Decision Making (RDM), Relationship Skills (ReS), Social Awareness (SoA)

Figure 9. TIRP Activity Characteristics



Figure 10. Key insights for engaging youth in TIRP



## Goal #2: Student Health

- A systematic observation of social interaction and physical activity behaviors throughout the comprehensive school day will be conducted in spring 2021 (Deliverable 7.4).
- Conduct student surveys to analyze school connectedness, social and emotional health and self-determination among 5<sup>th</sup> and 6<sup>th</sup> graders (Deliverable 7.5a).

### Student Survey Design

A short survey was designed to rapidly assess emotions before and after TIRP activities using age-appropriate pictorial representations of eight psychological states (happy, sad, relaxed, stressed, energetic, tired, liked, and lonely), and five

questions about relationships with peers and teachers, competence, and inclusion (Figure 11). The purpose of the survey was to measure the degree to which students were able to identify and own their emotions while learning to have empathy for others when engaged in TIRP. This emotional control is critical as children learn to understand their own and peer behavior

Figure 11. Student survey of psychological states, relationships with peers and teachers, self-determination, and inclusion

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.			

(Denham et al., 2010), and can aid in reduction of stress, loneliness, and anxiety to improve coping and adjusting to negative life events (Kleiber et al., 2002). Classroom teachers administered the survey online to 5<sup>th</sup> and 6<sup>th</sup> grade students at Village Meadows who returned a

parent consent form ( $n = 75$  students, 99% of parents consented). Students completed a baseline survey before the intervention began and then completed the survey immediately after TIRP programming each Wednesday over thirteen weeks using their Chromebooks in class. Students entered unique student IDs during each survey so the research team was able to track individual responses over time. We also collected sociocultural information to track students who had an Individualized Education Plan (IEP) or 504 plan, received counseling services at school, and incurred at least one behavioral report from school administrators (i.e., sent to principal for behavioral concern).

### **Survey Instrument**

The short survey was adapted from two popular psychological instruments to measure children's emotion: POMS (McNair et al., 1971) and FACES (Kennedy et al., 2015). Five additional questions were included to assess level of school connectedness measured by relationships with teachers and peers, self-determination measured by student reported competence, and inclusion measured by the degree to which students get along with different others.

### **Data Analysis**

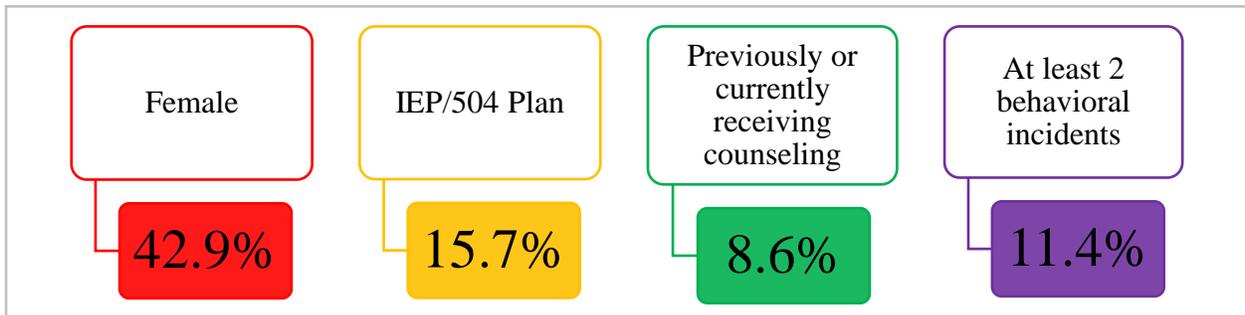
We examined whether differences in indicators of school connectedness, self-determination, inclusion, or emotions existed between students with different sociocultural characteristics. We considered students who had an IEP or 504 plan, and also considered a total 'at risk' measure (at least one report of IEP/504, counseling, or behavioral report). Differences in groups were examined using independent *t*-tests. Because the number of students who had IEP/504 plans ( $n = 8$ ) or were 'at risk' ( $n = 18$ ) was lower than those who did not, we used Welch's adjusted test statistic in the analysis. A series of multinomial logistic and linear regression analyses were performed to determine if enjoyment in TIRP was a significant

contributor to (1) school connectedness, (2) self-determination, (3) feelings of inclusion, (4) positive and negative emotion.

## Student Survey Results

Results were analyzed for 70 participants through the end of the 2021 spring semester, with a total of 401 responses over this time. Five students were excluded from analyses because they left Village Meadows during programming. Sociocultural characteristics of participating students are shown in Figure 12.

Figure 12. Sociocultural characteristics of participating students



### Differences in School Connectedness, Self-Determination, Inclusion, Positive and Negative

**Emotion.** After TIRP, feeling close to teachers was significantly different between the groups (Welch's  $F_{10.22} = 10.22, p = .011$ ), with students with IEP/504 plans reporting higher mean scores (1.66) compared to students without (1.03). Feeling close to other students was significantly different between the groups (Welch's  $F_{10.20} = 5.20, p = .045$ ), with students with IEP/504 plans reporting higher mean scores (1.69) compared to students without (1.28). Student-reported self-determination during TIRP was significantly different between the groups (Welch's  $F_{15.89} = 11.81, p = .003$ ), with students with IEPs/504 plans reporting higher mean scores (1.63) compared to students without (1.22). We examined differences in school connectedness, self-determination, inclusion, and emotions among students considered 'at risk' and not, but found no statistically significant differences. The results of differences in school connectedness, self-determination, inclusion, and emotions between students with and without IEP/504 plans are displayed in Table 3.

Table 3. Descriptive statistics and differences in school connectedness, self-determination, inclusion, positive and negative emotions between students with and without IEP/504 plans after TIRP programming

Factor	Students with IEP or 504 plan		Students without IEP or 504 plan	
	M	SD	M	SD
Connectedness to teachers*	1.66	0.52	1.03	0.60
Connectedness to peers*	1.69	0.46	1.28	0.53
Self-determination*	1.63	0.27	1.22	0.50
Inclusion	1.50	0.39	1.43	0.48
Sum of positive emotions	5.17	1.60	4.24	1.63
Sum of negative emotions	2.52	1.71	3.04	1.77

Note. \*Welch's *t*-test statistically significant at the alpha = .05 level. Mean sums of positive and negative emotion could range from 0 (low) to 8 (high).

**Enjoyment in TIRP and School Connectedness, Self-Determination, Inclusion.** Enjoyment in TIRP significantly affected school connectedness, and self-determination, and was associated with feelings of inclusion for all students participating in the program (Table 4). Graphical representations of these relationships are shown in Figures 13-16. As enjoyment in TIRP increased, both feelings of connectedness with teachers and students increased. Similarly, students reporting higher levels of enjoyment in TIRP also reported higher levels of self-determination and feelings of inclusion.

Table 4. Enjoyment in TIRP as a contributor to school connectedness, self-determination, and inclusion

Outcome	$\chi^2$	df	<i>p</i>
Connectedness to teachers	76.23	4	<.001
Connectedness to peers	38.09	4	<.001
Self-determination	173.08	4	<.001
Inclusion	40.11	4	<.001

Figure 13. Relationship between enjoyment in TIRP and connectedness to teachers

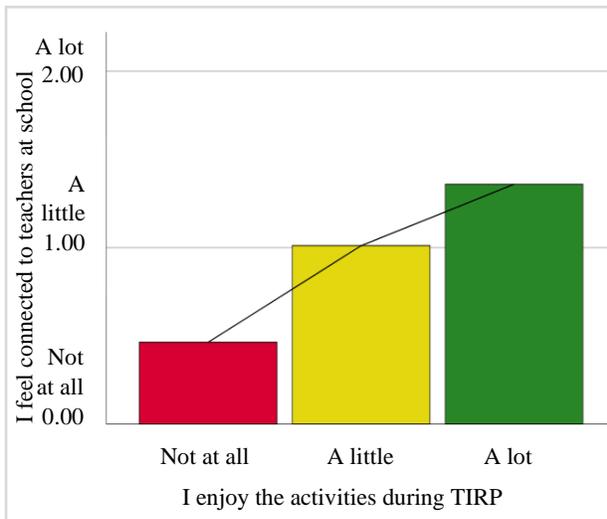


Figure 14. Relationship between enjoyment in TIRP and connectedness to peers

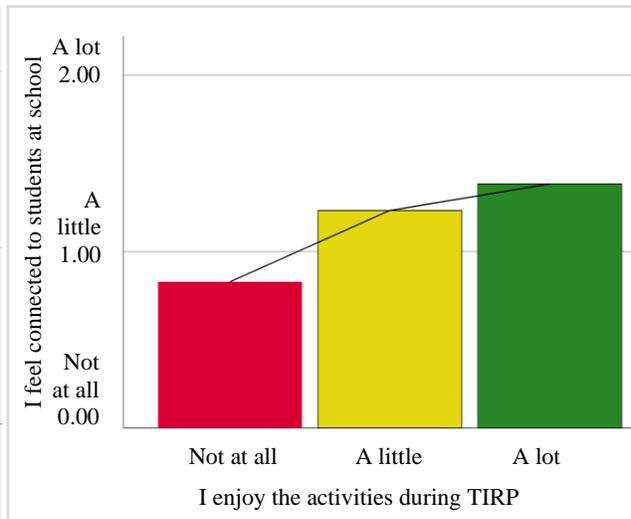


Figure 15. Relationship between enjoyment in TIRP and self-determination

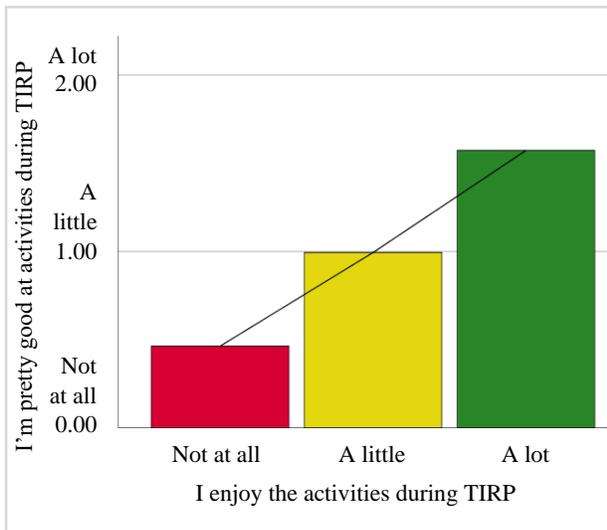
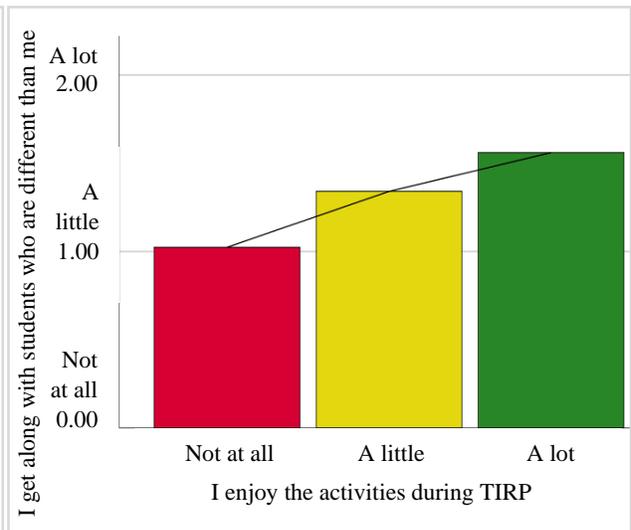


Figure 16. Relationship between enjoyment in TIRP and inclusion



**Positive and Negative Emotions.** Enjoyment in TIRP also significantly contributed to students' positive emotions. For each one-point increase in the level of enjoyment in TIRP, the number of positive emotions felt also increased by 1.18 points ( $p < .001$ ). Enjoyment in TIRP was not a significant contributor to the reported number of negative emotions felt following TIRP. Linear regression statistics are shown in Table 5. Graphical representations of these relationships are shown in Figures 17-18.

Table 5. Linear regression statistics for enjoyment in TIRP as a predictor of the number of positive and negative emotions felt after TIRP

Outcome	Unstandardized $\beta$	SE	95% CI		<i>p</i>
			LL	UL	
Positive emotion	1.180	0.136	0.914	1.447	<.001
Negative emotion	-0.257	0.153	-0.558	0.043	0.093

Note. Statistical significance is noted at the alpha = .05 level. SE = standard error. CI = confidence interval. LL = lower limit. UL = upper limit.

Figure 17. Relationship between enjoyment in TIRP and positive emotions

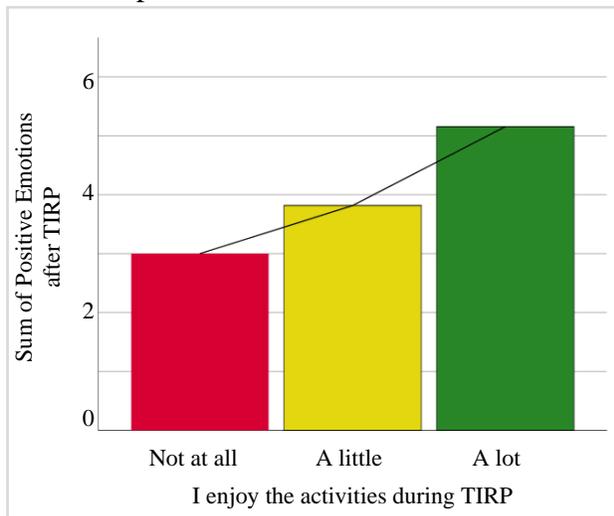
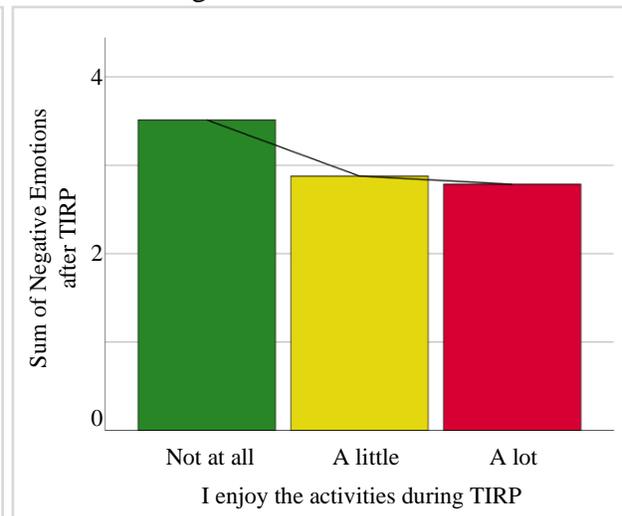


Figure 18. Relationship between enjoyment in TIRP and negative emotions



## Key Insights

Enjoyment of TIRP was positively related to school connectedness, self-determination, positive emotions, and inclusion during recreation. Levels of student enjoyment were associated with greater reports of feeling close to teachers and other students, feeling competent during recreation, and getting along with others who were different than themselves. While students who enjoyed TIRP more, on average, also reported higher numbers of positive emotions there was no relationship observed between enjoyment in TIRP and negative emotions. Overall, these results suggest that TIRP may be beneficial for promoting student health, as TIRP enjoyment is related to increased reports of school connectedness, self-determination, inclusion, and positive emotions, but not associated with decreases in negative emotions.

### Goal #3: Professional Preparation

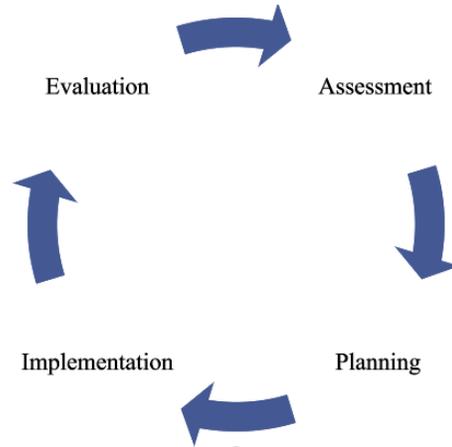
- Provide professional development, orientation, and training with school staff; and evaluate teachers, staff, and administration on perceptions, attitudes, and confidence with TIRP and beliefs toward interprofessional collaboration (Deliverable 7.5b).

### Approach to Professional Development

All school staff play a pivotal role in advancing therapeutic and inclusive recreation programming before, during and after school. During the 2020-2021 school year, four quarterly professional development activities were facilitated on Zoom by a programming consultant from Platform to Play with school administrators, teachers, support staff, and related service

providers. These professional development sessions were designed to promote awareness, confidence and competence for staff to integrate inclusive recreation in their classrooms and to foster positive social interaction between peers and adults. A cyclical process of assessment, planning, implementation, and evaluation (APIE) was used to guide these specialized learning experiences. The iterative process included assessment of current needs, identification of goals, relevant learning strategies, and evaluation of learning outcomes. A visual diagram of the process is displayed in Figure 19.

Figure 19. APIE Process



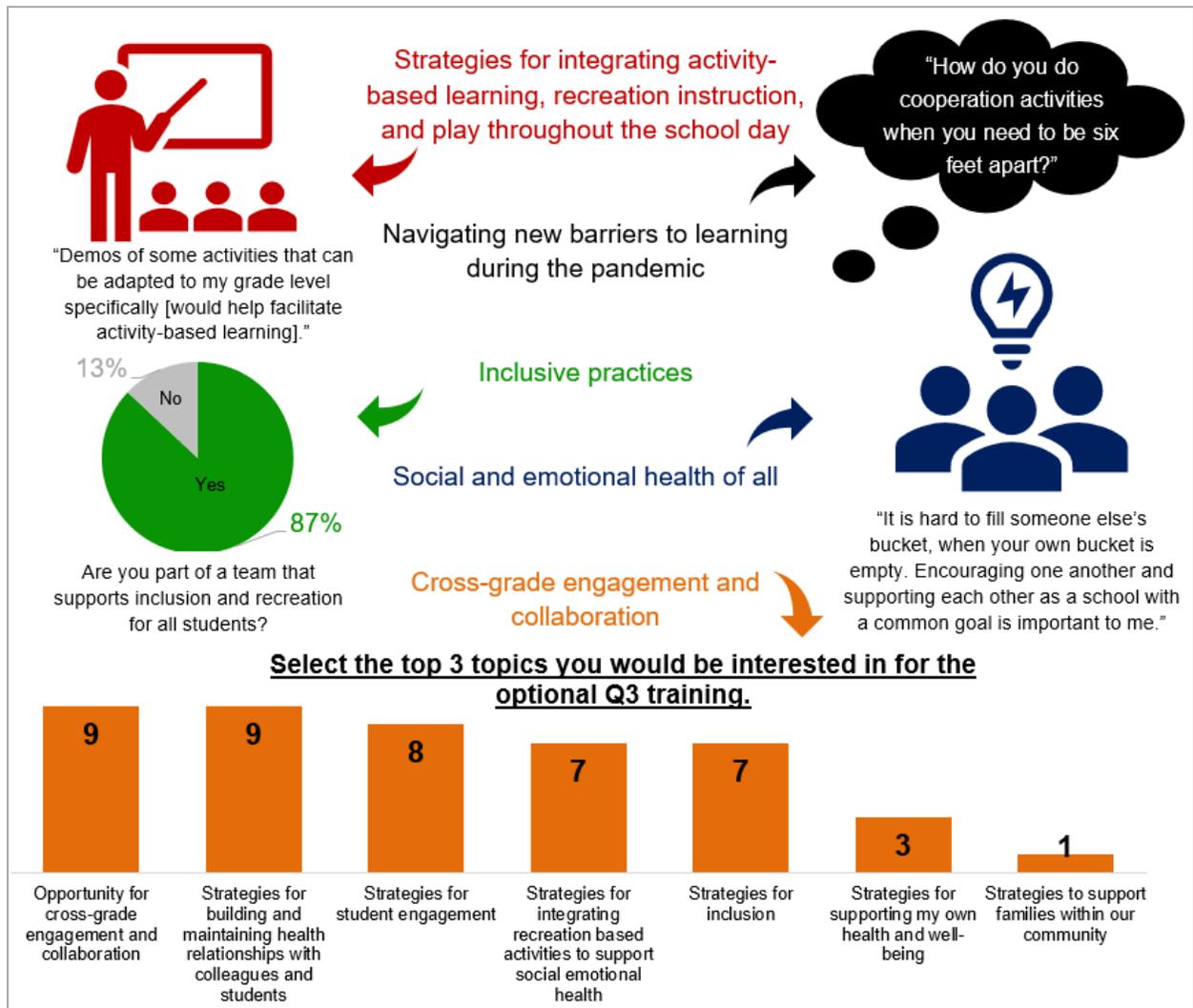
### Application of APIE

#### Assessment

Throughout the 2020-2021 school year, we continuously communicated with Village Meadows Elementary School administrators and staff to identify pertinent learning needs. Information was gathered through individual meetings, group discussions, and surveys. Based on feedback from these assessments, the four professional development sessions were developed to

focus on increasing awareness, developing inclusive recreation strategies, working collaboratively to integrate inclusive recreation experiences in school, and celebrating accomplishments. Appendix V is a document created by the school staff and research team to display how comprehensive programming is integrated at Village Meadows. Figure 20 shows examples of how specific competencies were assessed through group conversations, surveys, and questionnaires before the third professional development session.

Figure 20. Example of competencies assessed from Quarter 1 group conversations, surveys, and questionnaires



## **Planning**

The goals and structure of the quarterly professional development sessions were developed collaboratively with the consultant, school counselor, and research team to include diverse perspectives and enhance staff engagement. The foundation of each session was established based on staff input and the content continuously evolved based on feedback from staff. The team determined priorities, navigated logistics, and optimized resources to schedule and prepare for the sessions. Additionally, the consultant met weekly with the school counselor, who worked directly with teachers to provide feedback and offer instructional strategies to facilitate inclusive recreation activities to foster SEL in classrooms. The additional support and collaboration between professional development sessions enhanced TIRP instructional techniques and well-being among staff.

## **Implementation**

Sessions were offered virtually during two staff meetings, one professional development day, and one optional after school opportunity. An outline of the four professional development sessions is displayed in Figure 21. During each session, the consultant modeled strategies for inclusive recreation by integrating educational, fun, and interactive activities followed by time for whole group discussion and processing. Primary learning outcomes were identified, strategies for future inclusive recreation were discussed, and school staff were encouraged to use the identified training tools to advance ABL into their classrooms.

Figure 21. Dates, purposes, durations, and attendance of the four professional developments



## Evaluation

Following each professional development session, school staff were invited to complete an online survey. Results of these surveys each quarter were used to inform future professional development sessions.

## Staff Survey Design

Each quarter, a survey was administered to staff who attended the professional development session. Survey items were developed and refined based on responses to a survey administered to 37 teachers from two schools in the spring of 2020. The survey included questions to assess perceptions of the value and delivery of TIRP and ABL as a strategy to promote social and emotional health in the classroom. The survey also included items to measure confidence and desire to lead ABL activities throughout the comprehensive school day and level of interprofessional collaboration using the Assessment for Collaborative Environments (ACE 15; Tilden et al., 2016) (see Appendix IV for full survey instrument). Descriptive results of survey items, including means or percentages, are displayed in the section below.

# Staff Survey Results<sup>1</sup>

**Staff Characteristics.** Most staff who attended the professional development sessions had worked at Village Meadows for less than 1 year; however, the majority of staff had worked in education in general for six or more years. The majority of attendees were teachers (82.4%) across all sessions (Figure 22). The experience in education and at Village Meadows for the staff who completed surveys following each session are shown in Figures 23-24.

Figure 22. Participant role at Village Meadows by quarter

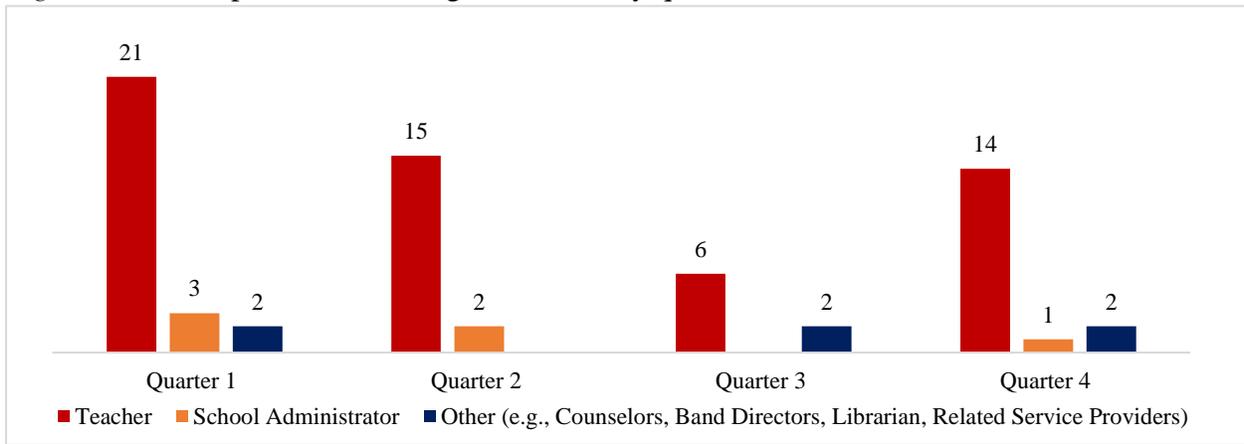
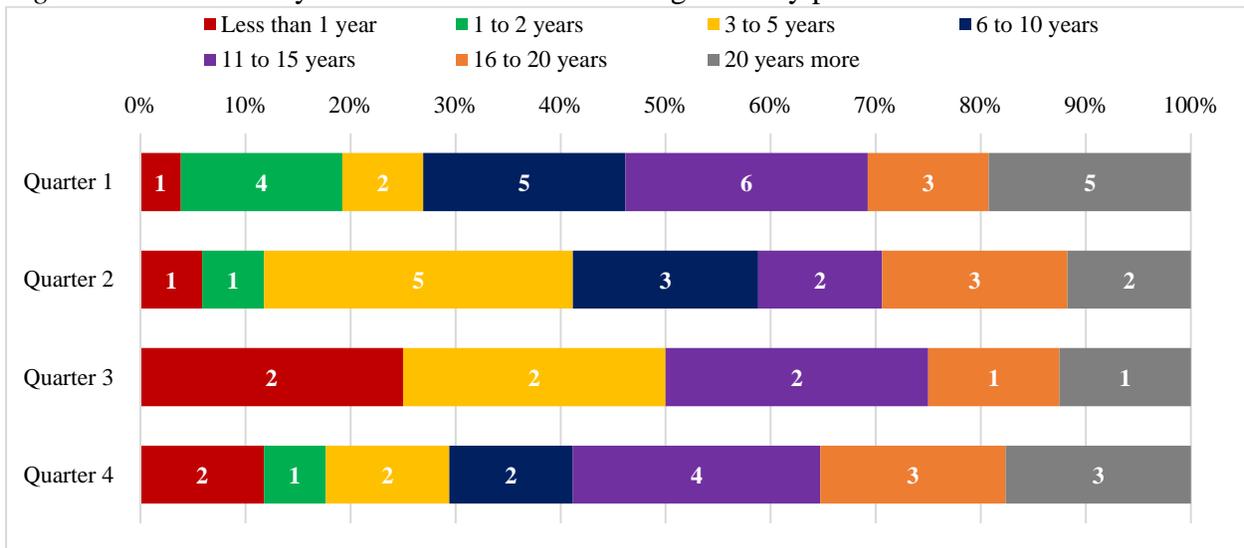


Figure 23. Number of years worked at Village Meadows by percent of session attendees.



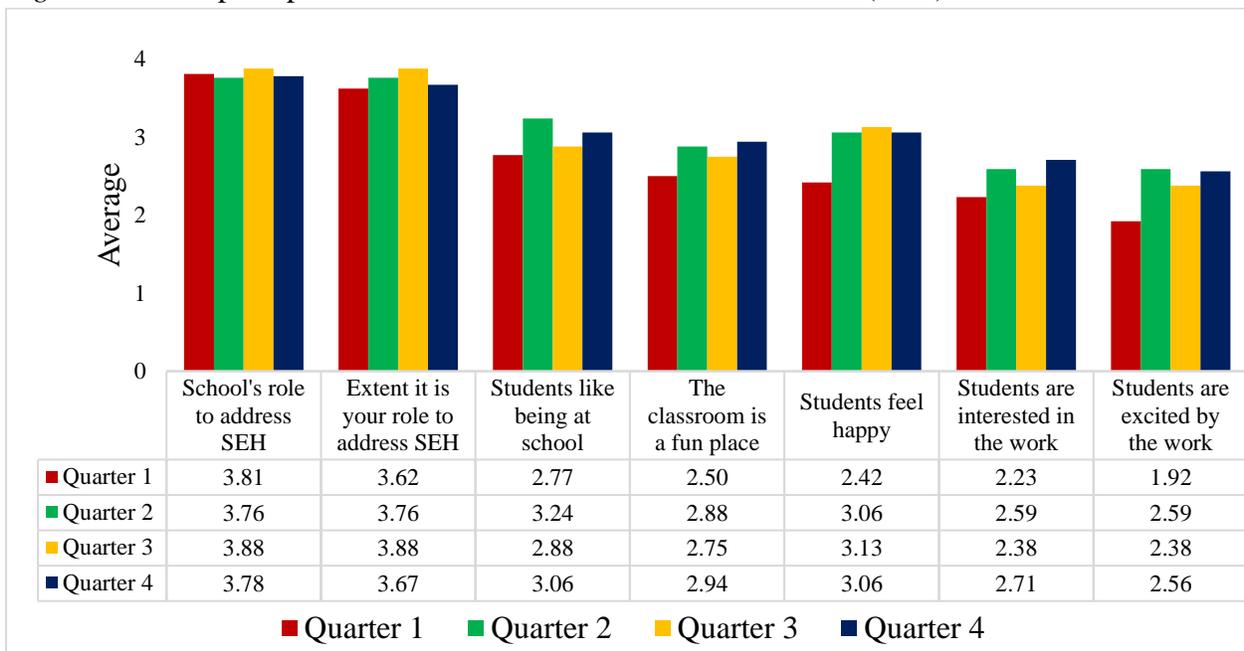
<sup>1</sup>Staff surveys were administered after each of four professional development sessions. The first two and last sessions were mandatory sessions, while the third session was optional. Because individuals in the third session attended by choice, we assume they had an inherent interest in inclusive recreation. These interests likely explain why participation was lowest in Quarter 3 but desire to lead activity-based learning in the classroom (Figure 26) and support for inclusion (Figure 27) were high.

Figure 24. Number of years worked in education in general by percent of session attendees



**Social and Emotional Health.** While school staff consistently indicated that schools played a major role in promoting social and emotional health, their positive reports of the student experience in the classroom and feeling that staff were responsible for addressing social and emotional health among students increased over the school year (Figure 25).

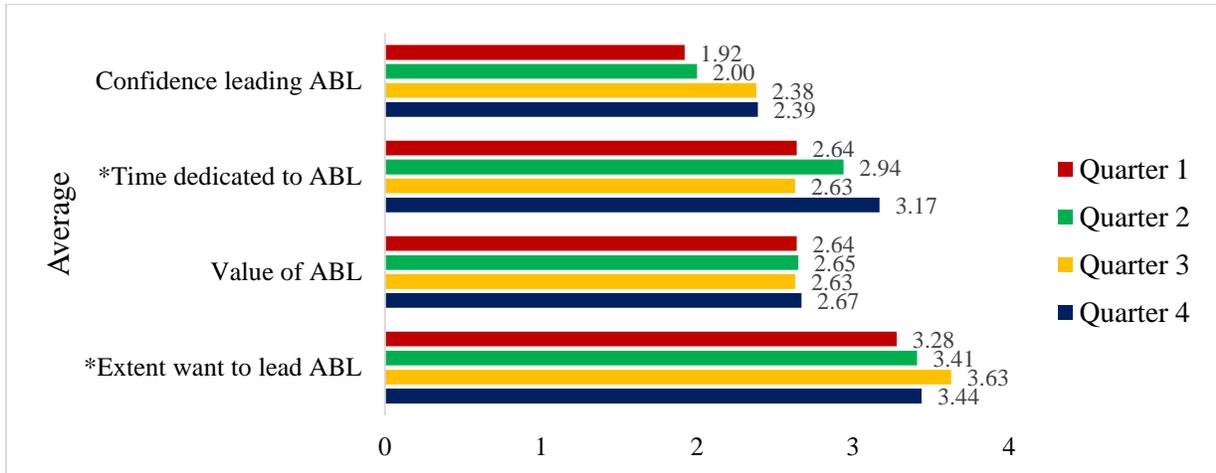
Figure 25. Staff perceptions of student social and emotional health (SEH)



Note. SEH = Social and emotional health. Averages on a scale from 0 (low) – 4 (high).

**Activity-Based Learning.** While the reported value of ABL in the classroom remained consistent, staff felt more confident, expressed a desire to lead ABL, and dedicated more time to ABL in their classrooms over time (Figure 26).

Figure 26. Staff perceptions of activity-based learning (ABL)

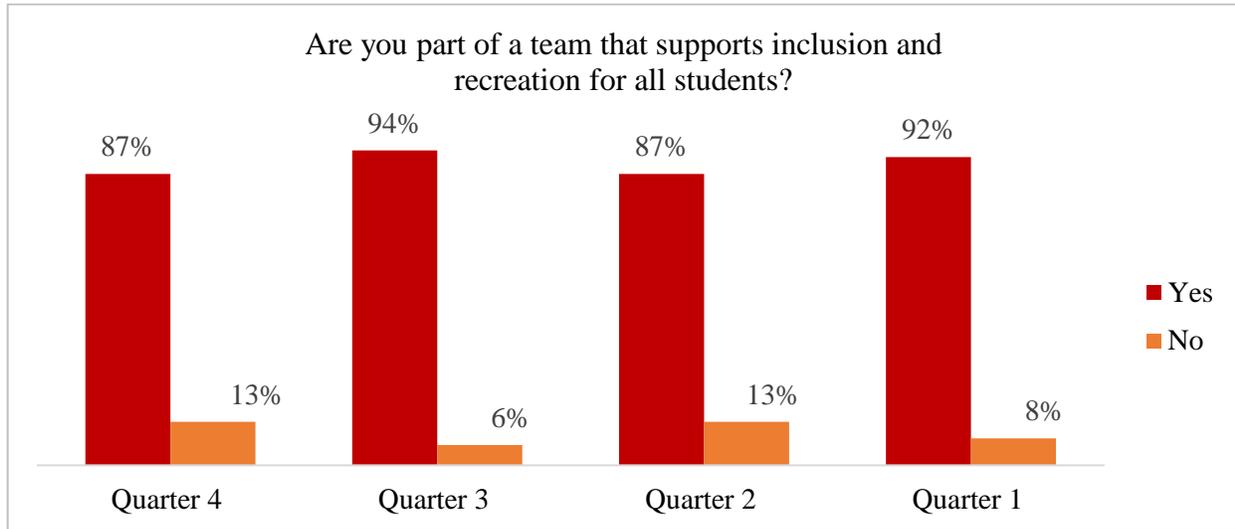


Note. Averages on a scale from 0 (low) – 3 (high). \*Averages on a scale from 0 (low) – 4 (high).

**Support for Inclusion.** Each quarter, staff were asked to categorize their feelings about inclusion. Overwhelmingly, staff indicated that they were either somewhat or strongly supportive of inclusion, with 100% of staff reporting support in Quarters 3 and 4. We examined whether level of support for inclusion was correlated with number of years in education and reported confidence, perceived value, extent of desire to lead, and time dedicated to ABL, but found no significant correlations.

**Interprofessional Collaboration.** One item on the staff survey referred to participants' perception of being part of a team that supports inclusion and recreation for all students. In all quarters, the majority of participants stated they were part of such a team (Figure 28).

*Figure 27.* Participant perceptions of being part of a team that supports inclusion and recreation for all students by quarter



Interprofessional collaboration was assessed to gain perspective on the perception of engagement practices among school staff from different professional backgrounds who work together to deliver a high-quality education and service. Perceptions of interprofessional collaboration were measured on a four-point scale where 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree, and averaged by positive items and negative items by quarter (Table 3).

Generally, perceptions of interprofessional collaboration increased as professional development sessions progressed over time, with highest levels during Quarter 3. On average, across the four time periods, there was overall highest agreement with team members' appreciation for each other's roles and expertise, setting goals for improving teaching practices, and reporting a culture of mutual continuous learning.

Table 6. Interprofessional collaboration mean scores by quarter.

Team members/ The team...	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Average per Item
Appreciate each other's roles and expertise.	3.45	3.18	3.75	3.39	3.44
Contribute to setting and evaluating goals for improving teaching practices.	3.17	3.41	3.63	3.39	3.40
Has a culture of mutual continuous learning.	3.26	3.29	3.63	3.41	3.40
Constructively manages disagreements among team members.	2.95	3.18	3.71	3.22	3.27
General and special education team members are encouraged to contribute equally.	3.14	3.18	3.57	3.17	3.27
Fosters a culture of continuously improving communication.	3.13	3.12	3.38	3.39	3.26
Are active listeners and pay close attention to the contributions of others, including the student and family.	3.18	3.12	3.50	3.17	3.24
Engages in routine, frequent, meaningful evaluation to improve its performance.	3.18	3.12	3.25	3.28	3.21
Is well supported by the overall school.	3.09	3.00	3.25	3.39	3.18
Encourages trust by paying attention to important personal or professional connections.	3.09	2.94	3.63	3.06	3.18
Effective in assigning and implementing administrative tasks.	2.95	3.06	3.38	3.22	3.15
Have the autonomy to implement their part of the plan once the student's needs and goals are clear.	2.82	2.94	3.38	3.29	3.11
All voices on the team are heard and valued.	3.09	2.94	3.25	3.11	3.10
<b>Quarterly Averages of Positive Items</b>	3.12	3.11	3.49	3.27	3.25
Do <b>not</b> feel safe bringing up concerns about roles and responsibilities for discussion, proactive improvement, and prevention.	2.59	2.18	2.13	2.47	2.34
Tend <b>not</b> to recognize their own limitations in knowledge and skills.	2.52	1.94	1.75	2.78	2.25
<b>Fail</b> to appreciate each other's values and diversity.	2.14	2.06	1.75	2.61	2.14
<b>Quarterly Averages of Negative Items</b>	2.42	2.06	1.88	2.62	2.24

## Goal #4: Information Dissemination

- Produce a toolkit for sustainable implementation of TIRP (Deliverable 7.6) and publish a book chapter in *Interprofessional Collaboration in Parks, Recreation, and Human Service: Theory and Case Studies* published by Sagamore-Venture LLC (Deliverable 7.8).

The toolkit includes a printed *Guide to Therapeutic and Inclusive Recreation Programming in Arizona Schools* and a [website](#) including TIRP resources. The tools were created to support schools, community providers and families with information needed to advance therapeutic and inclusive recreation in schools. Ability360 partnered with the TIRP project to help develop the guide, design a webpage on the Ability360 website, and disseminate the content widely. The Guide's table of contents is displayed in

Figure 29.

Contents	
Section 1: Explanation of the Guide	01
Who is the guide for?	
Background	
Section 2: Description of TIRP	02
What is therapeutic and inclusive recreation?	
Why is integration of TIRP important?	
What are the barriers to exemplary TIRP?	
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Guiding Principles	
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Providers	
Families	
Sources	12
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Arizona community providers	

Figure 28. Guide's table of contents

## Book Chapter

**Ramella, K & Ross, A.** *Community Partnerships and Interprofessional Practice: Therapeutic and Inclusive Recreation Programming in Schools*. *Interprofessional Collaboration in Parks, Recreation, and Human Services: Theory and Cases*. Sagamore-Venture L.L.C by January 20, 2021, for publication in summer 2021.

## Professional Presentations

**Cianci, K.** (February 15 - 19, 2021). *Therapeutic and Inclusive Recreation Program in Arizona Schools* poster presentation. The Academy of Leisure Sciences. Virtual event.

**Guenther, C., & Fezler, J.** (April 15, 2021). *Exploring Sense of Belonging among all Youth in Schools*. Watts College Undergraduate Research Symposium.

**Madriaga, V.** (April 15, 2021). *WOW Wednesday's Classroom Observations*. Watts College Undergraduate Research Symposium. Virtual event.

**Ross, A., Wilson, K. & Ramella, K.** (April 16, 2021) *Teacher and staff perceptions of inclusive recreation: A mixed method overview of Arizona schools*. 2021 SHAPE American National Convention. Virtual event.

**Wilson, K., Ross, A., & Ramella, K.** (October, 2021). *School connectedness: Recreation as a contributing factor*. American Public Health Association Annual Meeting.

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# Appendix I

## Outline of TIRP Programming

Therapeutic Inclusive Recreation Program - 2020/2021 Schedule				
Week	TIRP Component	SEL Component	Core Essential Topic	Activity
1	Play	ReS	Friendship	Scavenger Hunt
2	Play	ReS	Friendship	Friendship Bingo
3	Play	RDM	Friendship	Would you rather?
	Play		Introduction	Newsletter
4	Activity Based Learning	ReS	Integrity	Words with Friends
5	Activity Based Learning	SoA, SeA	Integrity	2 Truths and A Lie
	Play		Integrity	Newsletter
6	Activity Based Learning	SeA, RDM	Gratitude	Always, Sometime, Never
7	Activity Based Learning	SeA	Gratitude	Honesty Dice
8	Activity Based Learning	SeA, ReS	Gratitude	Grateful ABC'S
	Play		Gratitude	Newsletter
9	Activity Based Learning	SoA, RDM	Generosity	Generosity Brain Quest
10	Activity Based Learning	ReS, SeM, RDM	Generosity	Arthur's Sharing is Caring
11	Activity Based Learning	SeM, RDM	Responsibility	Money Matters
12	Activity Based Learning	SeM, RDM	Responsibility	Money Matters
13	Activity Based Learning	SeM, RDM	Responsibility	Prioritize It!
	Play		Responsibility	Newsletter
14	Activity Based Learning	SoA, ReS	Kindness	Helping Hands
15	Activity Based Learning	ReS, SoA	Kindness	Classroom Kindness
16	Activity Based Learning	SeA, RDM	Kindness	Trash Talk
17	Activity Based Learning	SeM, SeA, ReS	Peace	My Peace of the Pie
	Play		Peace	Newsletter
18	Activity Based Learning	SeA	Peace	Picture of Peace
	Recreational Therapy	SeA	Peace	Draw Happiness
19	Activity Based Learning	SeM, SeA	Patience	Simon Says
	Recreational Therapy	SeM, SeA	Patience	Body Awareness
20	Activity Based Learning	SoA, ReS	Patience	Loteria
	Recreational Therapy	SeA, SoA	Patience	Matching Matches
	Play		Patience	Newsletter
21	Activity Based Learning	SeA, SeM, RDM	Patience	Patience Charades
22	Activity Based Learning	SeM	Peace	5 Senses
23	Activity Based Learning	SeA, SoA	Peace	Peace Poem
	Recreational Therapy	SeA	Peace	PEACE Awareness
	Play		Peace	Newsletter
	Recreation Instruction		School-Connectedness	Viking Videos
24	Activity Based Learning	SeA	Commitment	Are You Committed?
	Recreation Instruction		School-Connectedness	Viking Videos
25	Activity Based Learning	SeM	Commitment	Sport Commitments
	Recreational Therapy	SeA	Commitment	Introduction to Sports
	Recreation Instruction		School-Connectedness	Viking Videos
26	Activity Based Learning	RDM	Commitment	Sport Commitments
	Recreation Instruction		School-Connectedness	Viking Videos
	Play		Commitment	Newsletter

SEL Component	
SeM	Self-Management
SeA	Self-Awareness
RDM	Responsible Decision Making
ReS	Relationship Skills
SoA	Social Awareness

# Appendix II

## Teacher Observation Instrument

**Q1** What grade are you observing?

- 5<sup>th</sup> grade
- 6<sup>th</sup> grade

**Q2** What time did your observation start?

- 8:30
- 8:45
- 10:00
- 1:00

**Q3** How many teachers or staff were present during WOW (TIRP)?

- 1
- 2
- 3

**Q4** Please classify the Lead Teacher (staff member #1) on the following with explanations where applicable.

	<u>Low, Medium High</u>	<u>Notes for Low, Medium, High</u>	<u>Negative or Positive</u>	<u>Notes for Negative or Positive</u>
		Explain why you chose low, medium, high, or N/A		Explain why you chose negative, positive, or N/A
<u>Teacher control over behavior</u>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Medium</li> <li>• High</li> <li>• N/A</li> </ul>		<ul style="list-style-type: none"> <li>• Negative (Reactive/Detractive)</li> <li>• Positive (Proactive/Supportive)</li> <li>• N/A</li> </ul>	
<u>Teacher involvement in WOW (TIRP)</u>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Medium</li> <li>• High</li> <li>• N/A</li> </ul>		<ul style="list-style-type: none"> <li>• Negative (Reactive/Detractive)</li> <li>• Positive (Proactive/Supportive)</li> <li>• N/A</li> </ul>	
<u>Teacher engagement with students</u>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Medium</li> <li>• High</li> <li>• N/A</li> </ul>		<ul style="list-style-type: none"> <li>• Negative (Reactive/Detractive)</li> <li>• Positive (Proactive/Supportive)</li> <li>• N/A</li> </ul>	
<u>Student engagement in WOW (TIRP)</u>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Medium</li> <li>• High</li> <li>• N/A</li> </ul>		<ul style="list-style-type: none"> <li>• Negative (Reactive/Detractive)</li> <li>• Positive (Proactive/Supportive)</li> <li>• N/A</li> </ul>	

**Q5** Indicate the number of times you observed each behavior for the Lead Teacher (staff member #1).

	<u>Positive (constructive)</u>	<u>Negative (critical)</u>
<u>Verbal prompting</u>	<ul style="list-style-type: none"> <li>• None</li> <li>• Some (1-5)</li> <li>• A lot (More than 5)</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> <li>• Some (1-5)</li> <li>• A lot (More than 5)</li> </ul>
<u>Physical Prompting</u>	<ul style="list-style-type: none"> <li>• None</li> <li>• Some (1-5)</li> <li>• A lot (More than 5)</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> <li>• Some (1-5)</li> <li>• A lot (More than 5)</li> </ul>
<u>Modeling Behavior</u>	<ul style="list-style-type: none"> <li>• None</li> <li>• Some (1-5)</li> <li>• A lot (More than 5)</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> <li>• Some (1-5)</li> <li>• A lot (More than 5)</li> </ul>

**Q6** What other information is important to share for the Lead Teacher (staff member #1)? Think of the following key terms in your description:

- Engagement
- Inclusion
- Adaptations
- Positive and/or Negative Reinforcement
- Patience
- Therapeutic use of self (verbal tone, body positioning, listening, question facilitation style)
- Body position
- Physical / Non-Physical Prosocial
- Physical / Non-Physical Antisocial



### Patience is...

- accepting delay without getting angry or upset.
- waiting for someone else to finish speaking.
- waiting for everyone to sit at the table before eating.
- waiting for your birthday even though you want a present now.
- letting someone go in front of you in line.
- trying something again when you want to give up.



### THE COOKIE WAIT

Baking cookies takes time, and sometimes it's hard to practice patience when we smell those delicious cookies in the oven.

Here is a recipe for making yummy homemade chocolate chip cookies. Remember to measure, bake at the right temperature, and let cool slightly before eating... now that takes patience!

#### Recipe:

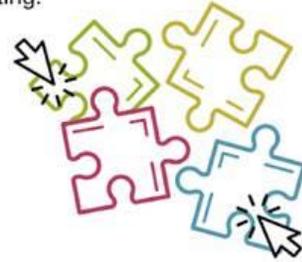
- 1 cup butter, softened
- 1 cup white sugar
- 1 cup packed brown sugar
- 2 eggs
- 2 teaspoons vanilla extract
- 3 cups all purpose white flour
- 1 teaspoon baking soda
- ½ teaspoon salt
- 2 cups milk chocolate chips

**Food Substitutions:**  
Applesauce for Eggs  
Almond Flour for All Purpose  
Dark Chocolate for Milk Chocolate

- Step 1:** Preheat oven to 350 degrees
- Step 2:** Cream together the butter, white sugar, and brown sugar until smooth.
- Step 3:** Beat in the eggs one at a time.
- Step 4:** Stir in vanilla, baking soda, and salt.
- Step 5:** Stir in flour and chocolate chips.
- Step 6:** Drop dough by large 1-inch balls onto an ungreased pan.
- Step 7:** Bake for 10 minutes in a preheated oven until edges are nicely browned.
- Step 8:** Remove from oven, wait to cool slightly, and enjoy!

### ACTIVITIES FOR ALL

- **Complete a Puzzle:** Find or make a puzzle and try to complete it in one sitting.



If you do not have a puzzle at home, click the Puzzle Pieces above for online puzzles!!

- **Take a Breath:** The next time you feel yourself losing patience, count to ten and take five big breaths to help you calm down.
- **Catch a Drizzle:** When it starts to rain, find a bucket or a mug and time how long it takes to become completely full.
- **The Silent Game:** Silence is golden, and it is an extremely important part of patience. Start a timer and try to sit still and be silent for as long as possible. Whoever does it for the longest wins.

Check out our YouTube channel full of VIRTUAL activity resources:

[Healthy Day TV](#)



# Appendix IV

## Staff Survey

**Q1** Please indicate your role and position at Village Meadows during the school year 2020-2021.

**Q2** What grade(s) did you teach during the 2019 - 2020 school year?

**Q3** How many years have you worked at Village Meadows? - Please do not include the 2020-2021 school year.

**Q4** How many years have you worked in education in general? - Please do not include the 2020-2021 school year.

**Q5** What form(s) of instruction are you using at this point in the school year? (Please select all that apply)

- In person instruction
- Virtual instruction in real time
- Virtual instruction with recorded material

**Q6** Read the following statements and rate your perceptions of student engagement.

	All of the time	Most of the time	Some of the time	On occasion	Never
Students feel happy in school.					
Students feel excited by the work in school.					
Students like being at school.					
Students are interested in work at school.					
Students feel the classroom is a fun place to be.					

**Q7** How do you categorize your feelings about inclusion?

- Strongly supportive
- Somewhat supportive
- Somewhat opposed
- Strongly opposed
- Not sure/Prefer not to answer

**Q8** How do you categorize your feelings about schools addressing the social and emotional health of students?

- Strongly supportive
- Somewhat supportive
- Somewhat opposed
- Strongly opposed
- Not sure/Prefer not to answer

**Q9** To what extent do you feel it is your role to address the social and emotional health of students?

- To a great extent
- To a moderate extent
- To some extent
- To a small extent
- Not at all

The next set of questions will ask you about your perceptions of activity-based learning in the classroom. When we say activity-based learning, we mean classroom instruction that encourages students to actively participate in their own learning experience through practical activities. We know teaching was different at the start of this year, but these questions apply to all forms of instruction such as in-person, online, or hybrid. Please think about your classroom and your teaching right now and respond.

**Q10** How valuable is activity-based learning for the social and emotional health of students in your classroom?

- Very valuable
- Moderately valuable
- Mildly valuable
- Not valuable

**Q11** How confident do you feel in your ability to lead activity-based learning with all students in the classroom?

- Very confident
- Moderately confident
- Mildly confident
- Not confident

**Q12** To what extent do you want to lead activity-based learning in your classroom to promote social-emotional health for all students?

- To a great extent
- To a moderate extent
- To some extent
- To a small extent
- Not at all

**Q13** How often do you dedicate time to incorporate activity-based learning in your daily schedule to promote social-emotional health for all students?

- Every day
- Most days
- Some days
- Not often
- Not at all

**Q14** Where should recreation and play be incorporated into the school day? (please check all that apply)

- During in person learning for all students
- During remote learning for all students
- During in person for small groups of students
- During remote learning for small groups of students
- During recess
- Before school
- After school

Activity-based learning and social and emotional health are meaningful for all students, including students with disabilities who experience additional barriers to learning or students experiencing adverse life events. For the next questions, think about the entire school staff - including all teachers, administrators, and other staff - who provide instructional support with students who have disabilities and/or significant life circumstances that inhibit learning. The “instructional team” refers to current stable members and excludes volunteers, student teachers, or other temporary team members.

**Q15** Do you consider yourself a member of such a team?

- Yes
- No

**Q16** Read the following statements and respond with your level of agreement. Please rate “the team” as a whole as you respond. Although some team members may differ from the majority, try to score “the team” as if it were a single entity.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Team members contribute to setting and evaluating goals for improving teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team has a culture of mutual continuous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team fosters a culture of continuously improving communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team is well supported by the overall school (e.g., teaching improvement is encouraged; team training is supported).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members fail to appreciate each other's values and diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members appreciate each other's roles and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members have the autonomy to implement their part of the plan once the student's needs and goals are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team is effective in assigning and implementing administrative tasks (e.g., leadership, record keeping, meeting facilitation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members do not feel safe bringing up concerns about roles and responsibilities for discussion, proactive improvement, and prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All voices on the team are heard and valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team encourages trust by paying attention to important personal or professional connections (e.g., celebrating achievements, milestones).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the team are active listeners and pay close attention to the contributions of others, including the student and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team engages in routine, frequent, meaningful evaluation to improve its performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members tend not to recognize their own limitations in knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team constructively manages disagreements among team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General and special education team members are encouraged to contribute equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17** What else would you like to tell us?

## Appendix V

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### Village Meadows Comprehensive TIRP Programming



#### **Viking Cheer**

*Village Meadows Vikings, sailing above the rest, come on let's go jump on the boat, we are heading for success, V I K I N G S, VIKINGS!*

#### **Vikings Code of Honor**

Be Respectful  
Be Responsible  
Be Safe  
Be Ready To Learn

**Strategies:** Viking vouchers and promotional posters

**Viking Spirit:** Sense of belonging and gratitude are deeply embedded in the school culture by integrating strategies that reflect our commitment to our school, families, and community.

**Strategies:** Yearbook, Viking Pride Night, St. Mary's Food Drive, Spirit week, Volunteer breakfast and other special events

**Viking Well-being:** School well-being is promoted by establishing supportive relationships and integrating health promotion activities and resources with students and faculty.

**Strategies:** Sunshine committee, Teacher appreciation activities, Welcome back activities, Weekly newsletter, Health education (e.g. diabetes)

**Viking Voyages:** School connectedness and active engagement are enhanced through a variety of structured and purposeful recreational activities that nurture physical, social, emotional and academic growth before, during and after school.

**Strategies:** 21st century enhancement programs, clubs, social-emotional learning classroom activities, therapeutic and inclusive recreation

**Scholarly Vikings:** Commitment to learning is nurtured by empowering students and teachers to engage in knowledge enhancement and leadership opportunities.

**Strategies:** Viking news club, Spelling bee, Student council, Professional development