



Accessibility and Inclusion in Recreation and Leisure Programming



November 28, 2024



Project Introduction

- We've received feedback from the community to create a document that summarizes the different accessible and inclusive features of recreation and leisure programs.
- The goal for this document is to create universal criteria that could be used to assess City of Waterloo recreation and leisure programs.
- Program staff will evaluate their programs based on the criteria to inform participants.



Current Status

- Held two focus groups with individuals from community organizations including advocacy groups and service providers.
 - Some of these included: Adults in Motion, Canadian Hearing Services, Schlegel – UW Research Institute for Aging, Special Olympics Ontario, Literacy Group
- Gained feedback on the accessibility and inclusion tool as well as, future programs and opportunities.
- Need feedback from GRAAC



Categories I

- Physical Space
 - Are there multiple entrances to allow accessible entry and exit points throughout the program space (Identify the number and location of entry/exit points)?
 - Is the program space ground surface accessible (specify the floor type and if there are any bumps, ledges, etc. to enter the room)?
 - When entering the building, is the program space clearly marked and easy to locate?



Categories 2

- Equipment
 - Does all the equipment used in program foster inclusivity and allow participants of all ages and abilities to be part of the activities?
 - Is there specialized equipment available for the program (adaptive scissors, audible balls, FM system, etc.)?
 - Are participants aware of the specialized equipment that is available?



Categories 3

- Adaptability
 - Are instructors/leaders familiar with accommodations and able to make changes during class to support the needs of all individuals?
 - Is the instructor familiar and comfortable using specialized equipment?
 - Does the instructor have the skill set and training to adapt programming based on individual participant needs?



Categories 4

- Sensory
 - Are the lights adjustable? Can they be dimmed/lowered or made brighter during the program?
 - Can noise be minimized and/or amplified as needed in the program space (specify the type of noise and if it can't be changed, list why)?
 - Are the instructions/lesson/rules presented in multiples manners (verbal and visual)?



Categories 5

- Ratios
 - Is the ratio of participants to instructors appropriate for the activity/program (what is the ratio)?
 - If a program has higher ratios, is there an additional option for a lower ratio style program?



Categories 6

- Gross/Fine Motor Skills
 - Does the program require a participant to utilize/rely on their fine motor skills (provide examples in the comments)?
 - Does the program require a participant to utilize/rely on their gross motor skills (provide examples in the comments)?
 - Are there resources available to participants to support gross/fine motor skills (ex. pencil grips, large resources, nonslip resources, etc.)



Feedback Question 1

- Are there any categories or criteria that you feel are missing that you feel should be included?



Feedback Question 2

- Is there anything else we should keep in mind as we move forward with this process?



Questions after today?

Molly Riediger and Melanie Stoddard

Inclusion@waterloo.ca

519-886-2310 x27249