

Inclusive and Special Recreation

Opportunities for Diverse Populations to Flourish

Sixth Edition

David R. Austin, PhD and Youngkhil Lee, PhD

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Preface

The best part of three decades has passed since the first edition of *Inclusive and Special Recreation* was published in 1987. The inclusive recreation movement has grown over these years and today is coming of age. It is our desire as the authors that this sixth edition of our book will further advance the movement to provide park, recreation, and tourism services not only to people with disabilities, but to all underrepresented sectors of society. Inclusive recreation should truly be inclusionary by making certain that no group of people is deprived of the ability to grow and to flourish through leisure participation. Everyone should participate fully in leisure without discrimination.

In order to reflect the broadened concept of inclusion represented in the sixth edition of *Inclusive and Special Recreation*, as well as to represent the perspective that recreation and leisure contribute significantly to the growth and well-being of individuals, the subtitle of the book has been revised. The full title of the sixth edition of the book is *Inclusive and Special Recreation: Opportunities for Diverse Populations to Flourish*.

This edition of the text maintains the tradition of previous editions by providing useful information on which to base practice, as well as the latest research on which practice rests. The scope of this addition has been broadened to include other underrepresented diverse populations in addition to people with disabilities. The scope of this edition has also been widened to include tourism along with recreation and parks. In fact, an additional chapter has been added on inclusive tourism. Key elements in this sixth edition include: the most recent population data available for both the United States and Canada; up-to-date coverage of all related legislation and accessibility standards; discussion of the World Health Organization's ICF/ICIDH-2 classification system; descriptions of concepts and terms related to all underserved groups; the latest examples of successful inclusive and special recreation programs and services; a research-based discussion of how recreation, park, and tourism are means for all individuals to grow and to flourish; and complete coverage of the most recent trends in inclusive and special recreation as assessed by the literature and the views of experts.

As in previous editions, this edition of *Inclusive and Special Recreation* contains learning aids to assist students and instructors. Provided in every chapter are the following:

- A Chapter Summary that reviews major chapter topics.
- Suggested Learning Activities listing relevant projects and activities for students to accomplish singly or in groups.
- Illustrative materials that include tables, figures, boxes, and photographs that enhance student interest and learning.
- Chapter References that provide up-to-date resources for instructors and students alike.

We are delighted to have three individuals with high levels of expertise in inclusive and special recreation to join us as chapter authors for this edition—Sherril York, PhD, Donald Rogers, PhD, and Shu Cole, PhD.

Dr. York is the executive director of the National Center on Accessibility (NCA). She authored Chapter 4, Legislation Affecting Recreation Services, and Chapter 7, Design of Accessible and Usable Recreation Environments.

Dr. Rogers is associate professor of Recreation and Sport Management at Indiana State University. He is a wheelchair user who has been actively involved with wheelchair sports and outdoor pursuits for many years as both a participant and professional. He is also the founder and director of the National Inclusive Martial Arts Academy. His contributions to the book include authoring Chapter 12, Camping and Wilderness—Adventure Experiences, and Chapter 14, Sports and Persons with Disabilities.

Dr. Cole is an associate professor in the Department of Recreation, Park, and Tourism Studies at Indiana University where she specializes in teaching and studying tourism. She co-authored Chapter 11, Inclusive Tourism.

Our heartfelt thanks go out to those who were so generous in sharing their time and knowledge while serving as experts to review Chapter 3 on Trends in Inclusive and Special Recreation. These experts included John Dattilo (Pennsylvania State University), Melissa D'Eloia (California State University Long Beach), Alayne Kazin (Cincinnati Recreation Commission), Terry Long (Northwest Missouri State University), Bryan McCormick (Indiana University), Jennifer Piatt (Indiana University), Donald Rogers (Indiana State University), Kathy Scholl (University of Northern Iowa), and Sherril York (National Center on Accessibility).

We extend our thanks to those who provided their program examples in Chapter 10. These generous practitioners include Jade Soltice (Between Friends, Calgary, Canada), David Neal (Reach for the Rainbow, Canada), Nadia N. Arguelles-Goicoechea (City of Miami Department of Parks & Recreation), Lori Miller (Northeast DuPage Special Recreation Association), and Alayne Kazin (Cincinnati Recreation Commission).

Dr. Karla Henderson (North Carolina State University) and Dr. Junhyoung Kim (Winston-Salem State University) also provided very useful information in preparing Chapter 5, Diverse Populations.

Special appreciation is extended to Drs. Ralph W. Smith and Dan W. Kennedy of the Pennsylvania State University. Without them, there would be no sixth edition of this book as they were among the three original authors of the book. While now retired, both permitted the current authors to borrow from chapters they had previously authored. Professor Smith has also supported us by providing up-to-date resources on special recreation programs designed for military veterans who have encountered disabilities.

The last word of this edition of *Inclusive and Special Recreation: Opportunities for Diverse Populations to Flourish* has been written and now we must await your reactions to it and your suggestions for the next edition. Our hope is that our book will help to provide a new beginning for an invigorated movement for the inclusion of individuals from all underserved populations by professionals in recreation, park, and tourism.

David R. Austin, PhD
Younghill Lee, PhD

About the Authors

David R. Austin

Dr. Austin's research has focused upon the social psychology of therapeutic recreation and professional preparation. Topics of over 140 publications have included attitudes toward serving persons with disabilities, burnout, and therapeutic recreation curricula. He is the author or coauthor of four widely used textbooks: *Therapeutic Recreation Processes and Techniques* (6th edition); *Inclusive and Special Recreation: Opportunities for Persons with Disabilities* (5th edition); *Therapeutic Recreation: An Introduction* (3rd edition); and *Conceptual Foundations for Therapeutic Recreation*. Dr. Austin produced 23 instructional videos through the federally funded Recreation Therapy Video (RTV) Project. He is author of the Health Protection/Health Promotion Model of Practice. Dr. Austin has served on editorial boards for the *Journal of Leisure Research*, *Schole*, *Annual in Therapeutic Recreation*, and *Leisure Today*. He is a past president of ATRA, the Society of Park and Recreation Educators, and the Academy of Leisure Sciences, as well as a past member of the NRPA Board of Trustees. He is the only individual to have received the NTRS Distinguished Service Award, the ATRA Distinguished Fellow Award, and the SPRE Distinguished Fellow Award. He has been awarded Indiana University's highest teaching award, the Frederic Bachman Lieber Memorial Award for Distinguished Teaching. He has been named to the Union College Hall of Fame and was presented the Brightbill Award by the University of Illinois. In 1998, Dr. Austin received the NRPA Literary Award.

Youngkhill Lee

Youngkhill Lee is a professor at Calvin College, teaching therapeutic recreation as well as general core courses in recreation. He has published approximately 100 articles in the topics of rehabilitation, recreation therapy, leisure, and aging. He is an associate editor for the *Therapeutic Recreation Journal*, *Journal of the Christian Society for Kinesiology*, and *Leisure Services*, and *The Open Rehabilitation Journal*. He is coauthor of *Inclusive and Special Recreation: Opportunities for Persons with Disabilities* (5th edition). He is a recipient of American Therapeutic Recreation Association's Scholarly Achievement Award (2002) and the National Therapeutic Recreation Society's Professional Research Award (1998). His research interests include posttraumatic growth, everyday life of people with physical disabilities, and Christian faith of people with disabilities.

1



Introduction to Diversity and Inclusive Recreation

Encouraging greater leisure participation is a meritorious objective for park, recreation, and tourism entities. A key implication of this objective is the need to provide quality services that encourage and manage access for the widest diversity of users. This book is about the concept of diversity in all manifestations of parks, recreation, and tourism.

Unfortunately, persons from diverse populations are too often underserved by park, recreation, and tourism entities. Thus these individuals are deprived of pleasurable opportunities others have for enjoyment and self-development, and ultimately to thrive and flourish.

As North America becomes increasingly diverse, diversity-related issues pose greater and greater challenges for professionals in parks, recreation, and tourism. Without a comprehensive knowledge of diversity, these professionals will likely not be able to meet the needs of historically disenfranchised groups striving for equal opportunities.

Diversity was a buzzword of the 1990s (Henderson, 1997). During the decade of the 1990s, both industry and the public sector began to recognize the need for considering diversity in serving consumers. It was around this time that both industry and public park and recreation systems initiated diversity training, and colleges and universities began to educate students about diversity (Hodgson, 1996; Johnston & Packer, 1987; Kennison, 1991; Towers Perrin, 1992), although most campus based diversity training took the form of diversity workshops, rather than formal courses (McCauley, Wright, & Harris, 2000).

You may wonder what has happened in the realm of diversity since the 1990s and what you need know today in order about diversity to become a competent park, recreation, or tourism professional. That is the subject of this book. In this chapter, and those that follow, diversity will be defined and explored with the aim of helping you, the reader, to begin to obtain the knowledge you need to be an informed professional on the topic of diversity.

What is Diversity?

Recognizing the existence of diversity is acknowledging that there are wide varieties of qualities possessed by those we serve. When we think of human diversity, it brings to mind a range of people typically representing those from a variety of backgrounds, characteristics, and cultures.

Park, recreation, and tourism educators Allison and Schneider (2000) have incorporated a wide range of dimensions in their approach to diversity. They include what they define as the six core dimensions of sexual identity, age, social class, gender, race/ethnicity, and mental/physical ability. Secondary dimensions of diversity, according to these authors, are religion, language, education, work style, communication style, organizational role, geographic location, and work experience.

Allison and Schneider's (2000) approach to diversity is similar to that taken by Kramar (1998), an Australian management professor. Kramar divided the dimensions of diversity into two categories, primary (observable) and secondary (non-observable). Under the primary dimension are included gender, age, race, ethnicity, sexual orientation, and physical and mental ability. Under the category of the secondary dimension are found characteristics that can be altered such as "educational background, marital status, parental status, geographic location, income, religious beliefs, culture, work, tenure in organization, and personality characteristics."

Human diversity is perhaps most typically conceived to include the core or primary dimensions identified by Allison and Schneider (2000) and Kramar (1998). While a variety of dimensions of diversity are covered in this book, those identified previously as "core dimensions" and "primary dimensions" receive the most attention. Thus, central dimensions of diversity in this book include age, gender, race, ethnicity, sexual orientation, and disability.

Having listed several diverse populations, it is important to acknowledge that it should not be implied that persons in these broad categories are all the same. As Chavez (2000) has stated, terms such as race and ethnicity are social constructs and labels born out of convenience by sociologists. Chavez has indicated that she and other authors use generic terms but this "does not assume group homogeneity" (p. 181). For example, those from racial or ethnic groups are not any more alike than are all students preparing for careers in parks, recreation, or tourism.

Henderson (1997) has provided an encompassing approach to diversity. She wrote that, "The global definition emerging is that diversity relates to any group that has been disenfranchised, underrepresented, underserved, or discriminated against in the past simply because it possesses stereotypical characteristics."

Henderson's perspective reflects the unfortunate status that those in minority groups must too often endure. For example, those from a dominant culture may adopt a racist view in which they position themselves as superior to other races. Regarding themselves as inherently superior to other races feeds the development of prejudices and stereotyped negative attitudes toward those groups and these views lead to discrimination toward these groups (Ahmed, Mohammed, & Williams, 2007; Makkonen, 2002). As indicated by Henderson, a common thread among those from minority groups is that they often face discrimination. Such discrimination may be direct or indirect.

Direct discrimination represents the actual prejudicial treatment of a group that is unfairly excluded. *Indirect discrimination* is the term Makkonen (2002) has used to describe the type of discrimination that might exist within park, recreation, and tourism entities because of a lack of knowledge or lack of fulfilling professional responsibilities. Indirect discrimination occurs when there is no proof that any apparent discriminatory practice is in effect but there exists a procedure or decision that excludes or restricts members of a minority group. An example might be an architectural barrier that could present wheelchair users from entering a facility. While laws in the United States call for making public facilities accessible, those responsible might not be knowledgeable about the law or they might simply choose

not to abide by them. Thus, even if those in charge hold no malice toward wheelchair users, the result is that wheelchair users are excluded. Whether indirect or direct, discrimination marginalizes persons from diverse groups. The essence of marginalization is the social ostracism of people, leaving them on the outside looking in.

Most of the literature regarding the discrimination, with ensuing marginalization of minority groups, deals with a specific group (e.g., racial group, persons with disabilities). Authors (e.g., Harley, Nowak, Gassaway, & Savage, 2002; Makkonen, 2002) have indicated however that discrimination may be based on several different traits. Makkonen (2002) wrote: "An African American may be a woman, a woman may be a lesbian, a lesbian may be disabled, a disabled (person) may be old, and one person can be all of this at the same time: an old disabled African American lesbian, who may experience very complex forms of discrimination" (p.9).

Thus, those from diverse populations may be subject to discrimination as a result of belonging to one or to several minority groups. Of course, discrimination toward diverse groups does not have to occur. Instead, diversity can be celebrated as uniqueness. Customs and traditions of the various minority groups can be understood and appreciated for the richness they provide society. In fact, it has been found that those countries that are the most accepting of minorities are the happiest societies (Buettner, 2010).

Respecting diversity leads to promoting equality for all, giving all persons a chance to reach their potentials without prejudice or discrimination. Diversity promotes equality of opportunity for persons with disabilities, people from different racial or ethnic groups, those with various sexual preferences, those of different ages, and both men and women.

Diversity within groups can also produce benefits. According to the "value-in-diversity" hypothesis (Williams & O'Reilly, 1998), diversity often permits groups to perform better and brings value to the group as a whole that would not exist in homogenous groups. For example, researchers (Jehn, Northcraft, & Neale, 1999; Pelled, Eisenhardt, & Xin, 1999; Polzer, Milton, & Swann, 2002) have noted that diversity brings multiple, differing perspectives to a group that allow the group to excel. Van Knippenberg and Schippers (2007) also reported that diversity within groups results in members paying more attention to the different perspectives of diverse members. Thus, there is value in diversity that arises from differences in information that each member uniquely holds and can exchange. Montuori and Fahim (2004) suggested diversity can "lead a person to explore her or his own assumptions and beliefs and to accept different ways of being and thinking" (p. 261).

Valuing diversity means being aware of, sensitive to, and appreciating differences of age, gender, race, culture, physical abilities, sexual orientations, and lifestyles.

www.racematters.org/valuingdiversitytermuse.htm

Significant Increases in Minority Populations and Diversity

Worldwide there has been unprecedented population growth. In 1800, one billion people inhabited the earth. The world population had grown to 1.6 billion by 1900. These figures are small, however, when compared to the world population of 6.1 billion in 2000 and 7 billion in 2011. The figure of 7 billion is almost triple the population of 1950. And population figures will continue to grow. By 2100, projections call for Earth to house over 10 billion people. With life expectancy on the rise, the world population will be aging. By

2050, the population of those 60 and over will grow from today's 750 million to 2 billion, an increase from 10.7% to 22% of the people on earth (Towner, 2011). Like the world population, today the population of North American is growing rapidly and profiles of the United States and Canada reflect these populations are more diversity than ever.

Due to the abundant data available from the 2010 census conducted by the U.S. Census Bureau, there is little doubt that the United States population is diverse and will become even more so in years hence. For instance, more than half of the growth in the population between 2000 and 2010 was because of increases in the Hispanic population, which grew by 43% over the decade (U.S. Census Bureau News, 2011a).

It should be noted however that populations could fluctuate. The Pew Research Center reported in 2012, "After four decades that brought 12 million current immigrants—most of whom came illegally—the net migration flow from Mexico to the United States has stopped and may have reversed, according to new analysis of government data..." (Pacsel, Cohn, & Gonzalez-Barrera, 2012). On the heels of the announcement on reverse immigration came a report from the U.S. Census Bureau (2012) that, for the first time in history, Whites of European ancestry accounted for less than half of the babies born in the United States between July 2010 and July 2011. Instead, Hispanics, African Americans, Asians, and other minorities accounted for 50.4% of the births during this period. This figure of 50.4% was up from the 48.6% reported two years earlier. To announce this historic change in births, *USA Today* carried a front page story titled "Minorities are now a Majority of Births" (Cauchon & Overberg, 2012) and *The Wall Street Journal* ran a story titled "Minority Births are New Majority" (Dougherty & Jordan, 2012), in which they tapped the newborns to be "America's first 'majority minority' generation" (p. A4).

The Asian population of the United States grew faster than any other race over the first decade of the 21st century (United States Census Bureau, 2011). The Black or African American population grew by 15% from 2000 to 2010 (U.S. Census Bureau News, 2011b). Such findings led the director of the U.S. Census Bureau to conclude that for the United States the ethnicity and race identities are becoming more diverse (U.S. Census Bureau, 2011b). In fact, it has been projected that by 2030 racial and ethnic minorities will constitute 42% of the U.S. population (Rand, 2010). And, by 2050, it is projected that in the U.S., there will be a "majority minority" where racial and ethnic minorities will be in the majority (Malveaux, 2012). This changing profile lead Shinew and her colleagues (2006) to reflect: "The ethnic and racial profile of the U.S. is undergoing a major shift such that in the decades ahead people of color will constitute a majority of the population. This demographic condition already exists in many cities" (p. 403).

It might be supposed that the growth in the numbers of those from ethnic and racial populations would be centralized in large American cities. Certainly, San Francisco, Washington, DC, New York, Los Angeles, and Houston have great diversity in their populations. But today America's growing ethnic and racial diversity is spreading. Even small towns and rural areas are experiencing ever-increasing diversity. In fact, if it were not for the minority growth, hundreds of counties across America would be losing population. The following is from an article titled "Diversity is on the Rise in Small Towns, Rural Areas" that appeared in *USA Today* (El Nasser, 2012):

Communities where Whites are the majority are still the norm (82.6%), but those where they dominate are gradually disappearing...In 1980, about two-thirds of all places were at least 90% White. By 2010, only a third were White. The number of places where no group is a majority has more than quintupled. The impact is striking

in rural areas where White populations are shrinking as young people leave and the elderly who stay die. When Hispanics and Asians move in, minority kids are born and alter the dynamics. Many rural schools have added English-as-a-second-language classes, and social service agencies have hired translators. (p. 1A)

With increases in the numbers of those from racial and ethnic groups in the United States, it is perhaps not surprising that there has been an increasing popularity of intermarriages. According to a report from the Pew Research Center (Wang, 2012), the percent of new marriages between spouses of a different race or ethnicity increased to 15.1% in 2010, more than doubling the 6.7% mark set in 1980. Approximately 43% of Americans have stated increases in intermarriages is a change for the better, while only about 1 in 10 feel it is a change for the worse. The remaining 44% indicated it has made no difference. Additionally, 63% of Americans have stated it “would be fine” with them if someone from their own family married someone outside of their own racial or ethnic group. Such data may be construed to indicate the beginning of blurring of racial and ethnic lines in America.

Racial diversity is also growing in Canada. According to Statistics Canada (2005), the term “visible minorities” was taken from the Employment Equity Act that defines the term as “persons, other than Aboriginal peoples, who are non-White in race or non-White in colour.” Using this category, the report indicated: “Under the low- and high-growth scenarios for the projections, Canada could have between 11.4 million and 14.4 million persons belonging to a visible minority group by 2031, more than double the 5.3 million reported in 2006. The rest of the population, in contrast, is projected to increase by less than 12%.”

The 2010 census revealed the population of the U.S. is aging (See Figure 1.1), along with that of the world. Because of the generation of “Baby Boomers,” between 2000 and 2010 the population of 45 to 64 year olds grew 31.5% to 81.5 million (or 26.4% of the total population). Those 65 and older grew at a rate of 15.1% to reach a total of 40.3 million (accounting for 13% of the nation’s total population) (U.S. Census Bureau News, 2011c). Obviously, with the “Baby Boomers” now becoming “Elder Boomers,” the future promises even faster growth for the over-65 age group. The “elder boom” is underway (See Figure 1.2). Between now and 2030, the number of elderly Americans will increase from 40 million to 72 million, or from 13% of the population to 20% of the population (Friedman, 2011).

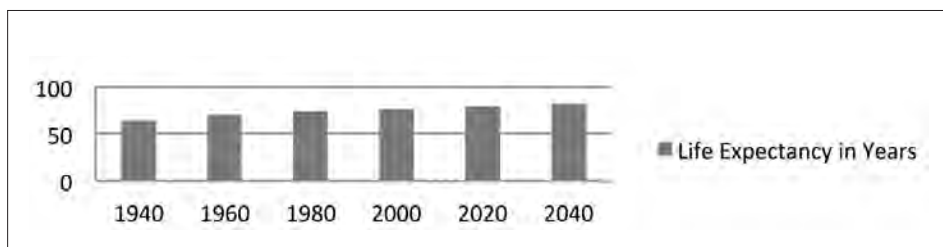


Figure 1.1 Americans Living Longer Life Expectancy in Years.

Source: 2010 Annual report of the Board of Trustees of the Federal Old-age and Survivor’s Insurance and Disability Trust Funds.

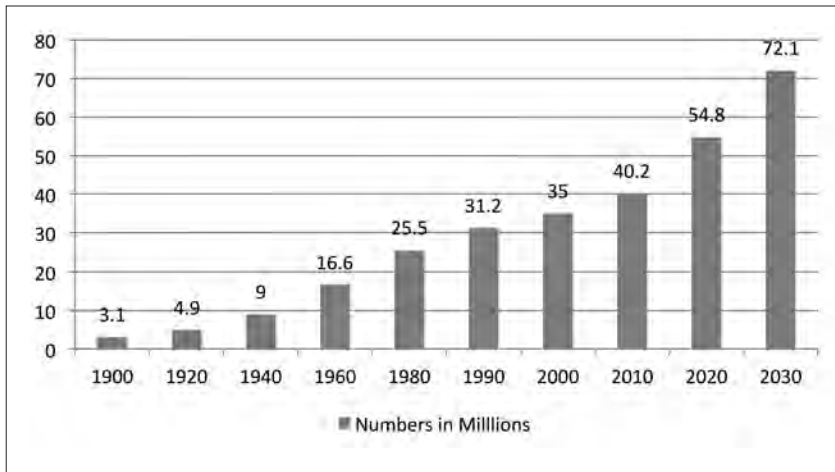


Figure 1.2. Number of Americans Age 65+. *Source:* Administration on Aging, U.S. Department of Health and Human Services, 2008

Leitner and Leitner (2012) have suggested that the population of elderly Americans could even exceed current projections. They wrote:

However, the older population might grow far more rapidly (and leisure services would need to expand far more rapidly) if medical advances are made that enable people to live longer. The projections could very well be exceeded if progress is made in research on cancer and heart disease (the two most prominent causes of death of people aged 65 and over). Coupled with the trend toward a declining birth rate, it is possible that by the year 2050, elders will comprise 30% to 40% of the U.S. population, not 20% to 25% as is commonly projected. Imagine the expansion in leisure services for elders that would be needed for such a large older population! (p. 4)

Whatever the exact numbers of elderly Americans, the composition of Americans over age 65 will be much different in the future from today. McLean and Hurd (2012) have provided revealing data on this population. They have written, “Eighty-two percent of this (over age 65) group are White, 8% black, 3% Asian, 6% Hispanic, and 1% mixed race. The percentage of White will decline by 2050 with Hispanics becoming the largest over-65 minority, followed by African Americans” (p. 400).

“The baby boomers generation, as a percentage of the total population, is staggering in its size and impact.”

McLean & Hurd (2012, p. 397)

It is interesting to note that the fastest-growing age group in the country is that of the 100-plus population with the second fastest-growing being those over age 81 (Rand, 2010). It is also interesting that the vast majority of older persons, including the “old old,” will live in the community, not in a nursing home. Only 1% of those aged 65-69 live in a nursing home. Of those ages 75-79, only 3% are in nursing homes. The proportion rises only to 11.2% for those 85-89 and 19.8% for those ages 90-94. Even of those ages 95-99, the proportion is only 31% and for those over 100 years old the percentage is 38.2% (Cire, 2011).

The vast majority of older Canadians also live outside of institutions. It is estimated 90% of Canadian seniors live independently in the community. Canada is undergoing “an unprecedented demographic shift” due to the rapid growth in its aging population. In 2005, there were 4 million Canadians over age 65. By 2031, due to the “Baby Boomers,” the populations of Canadians over age 65 will have swelled 9 million. This will account for 25% of the nation’s population and will constitute a jump almost double the aging population today, which is 13% of Canada’s population (Public Health Agency of Canada, 2009).

An area of growth in the United States has been that of immigrants. Today immigrants make up 12.5% of the population. While diverse in terms of languages and cultures, the majority of immigrants speak Spanish. It is interesting to note that 23% of the children in the United States are children of immigrants, and by the year 2020, it is expected that 1 in 3 children in the U.S. will be children of immigrants (DeAngelis, 2011).

One area where little change has occurred is in the proportions of males and females in the total U.S. population now well over 312 million (U.S. Census Bureau, 2011a). Females represented 50.7% of the total population according to USA Quick Facts from the U.S. Census Bureau (2011c). There are however significantly more women than men over age 65. The U.S. 2010 Census reports 5.5 million more women than men over the age of 65 (Brault, 2012).

Approximately one in five Americans is currently living with a disability and the number is growing, largely due to the increasing numbers of older Americans. According to the U.S. Census Bureau (Brault, 2012), 56.7 million (18.7%) Americans have some level of disability and 38.3 million (12.6%) have a severe disability. Of the over 56 million who are disabled, the vast majority reside in the community (American Psychological Association, n.d.). Of the 62.2 million children in the U.S. under age 15, approximately 5.2 million (8.4%) have some kind of disability (Brault, 2012). As age increases so does the prevalence of disability. Among Americans aged 65 and older, 18.1 million (51.8%) had disabilities. About 12.9 million (36.9%) over age 65 had a severe disability (U.S. Census Bureau, 2008).

Like the United States, Canada also has a large and growing population of persons with disabilities. The 2009 Federal Disability Report reflected the disability rate in Canada in 2006 to be 14.3% of the population. This disability rate of 14.3% equates to 4,363,150 Canadians, out of a total population of 30,581,240. This rate was up from 12.4% in 2001. This reported increase was for all age groups, although the increase in disabilities among adults over age 65 was the largest, up 3% to 43.2%. As in the United States, the vast majority of Canadians with disabilities live in the community, not institutions (Advancing the Inclusion of People with Disabilities, 2009).

Both the United States and Canada are Experiencing Increases in Diversity

From data provided by the 2010 census conducted the U.S. Census Bureau, it is abundantly clear that the population of the United States is becoming increasingly diverse. Canadian statistical categories differ from those in the United States. Even so, it is clear that Canada has a diverse population that will continue to become more diverse in coming years. The Canadian growth in diversity is reflected in a Statistics Canada (2005) article that indicated, “The diversity of Canada’s population will continue to increase significantly during the next two decades....”

“By 2025, (in America) there will be twice as many people more than 65 as there will be teenagers.”

McLean & Hurd (2012, p. 397)

It is evident that diversity is at an all-time high in North America. Such diversity is bound to have an impact on the parks, recreation, and tourism professions. This fact is underscored by Kraus (2000) who following his extensive review of changes in leisure in American, proclaimed diversity to be the number one challenge faced by the leisure services fields. Therefore, the necessity to prepare future parks, recreation, and tourism professionals through diversity education, it would seem, should take on a high level of importance in today's university professional preparation programs.

“More than one billion people in the world live with some form of disability, of whom nearly 200 million experience considerable difficulty in functioning. In the years ahead, disability will be an even greater concern because its prevalence is on the rise.”

Chan & Zoellick (2011, p. xi)

Why Study Diversity?

A legitimate question to begin is, “Why should I put time and effort into understanding diversity?” The broad answer to this question is that we live in a multicultural, multiracial, and multiethnic society and therefore professionals must be prepared to function within that society. In fact, our diverse society will only become more diverse in the future (Anderson & Stone, 2005; Chavez, 2000; Donahue, 2004).

A more specific reason may be that students who are exposed to diversity have been found not to drop out of college and also to improve their critical thinking skills. According to a study reported on in *The Chronicle of Higher Education* (Berrett, 2011),

both receiving good teaching and participating in college experiences such as attending diversity workshops, making friends with students from other races, and interacting with others who hold different political and religious views, seems to influence students to stay in school and to increase their critical thinking. While it is only one study, this research is suggestive that exposures to diversity experiences have direct benefits for students studying in colleges and universities.

Data from the National Center for Education Statistics of the U.S. Department of Education suggest that today's college and university students have a much greater chance of interacting with fellow students of different racial and ethnic backgrounds than ever before. For example, in 1980, 81.4% of undergraduate student bodies were White. By 2008, 63.3% of students were White and 33.3% came from other races or ethnicities (National Center for Education Statistics, 2010b). Faculty racial and ethnic compositions have not however changed greatly as approximately three-quarters of the faculty in today's institutions of higher education are White (National Center for Education Statistics, 2010a). Thus, students today are more likely to experience student diversity on their campuses than were their parents when they were of college age but today's students are still likely to have White professors.

Once graduated, students will have to subscribe to mandates that demand public services be available to certain populations. In the United States, there are laws that demand public services be available to persons with disabilities. For example, the Rehabilitation Act (PL 93-112), the Americans with Disabilities Act (PL 101-336), and the Americans with Disabilities Act (ADA) Amendments Act of 2008 provide legislation that decrees the provision of recreation opportunities for persons with disabilities.

On July 25, 1990, before 3,000 people on the White House lawn, President George H.W. Bush signed the Americans with Disabilities Act (ADA) that ensured the commitment of

the U.S. for full and equal opportunity for all citizens. This marked the first comprehensive civil rights law for people with disabilities. At the signing ceremony, President Bush stated:

Three weeks ago, we celebrated our nation's Independence Day. Today we're here to rejoice in and celebrate another 'Independence Day,' one that is long overdue. With today's signing of the landmark Americans with Disabilities Act, every man, woman and child with a disability can now pass through once-closed doors into a bright new era of equality, independence and freedom (George Bush Presidential Library and Museum, 2010).

The passage of Public Law 101– 336, the Americans with Disabilities Act (ADA) in many ways signaled a new beginning for persons with disabilities in the United States by providing for full and equal access by persons with disabilities to any place of public accommodation, including recreational and leisure entities. With the advent of ADA (and its amendments of 2008), full accommodation for persons with disabilities became the law. As law, the ADA provides broad civil rights protections and equality of opportunity for Americans with disabilities. The passage of the ADA has also inspired the adoption of disability rights legislation throughout the world, including the *Convention on the Rights of Persons with Disabilities* developed by the United Nations (Heumann, 2011).

In Canada, two national directives to various levels of government have provided guidance on how to allow full participation and inclusion of persons with disabilities in Canadian society. These directives were the 1998 vision paper *In Unison: A Canadian Approach to Disability Issues* and the more recent *In Unison 2000: Persons with Disabilities in Canada* published in 2001. Another Canadian action to bring about accessibility has been the Accessibility for Ontarians with Disabilities Act (AODA) of 2005.

Table 1.1

ADA Applies To:

-
- Public funded services (i.e., local, county, state, federal)
 - Not-for-profit agencies (e.g., Easter Seals, Girl Scouts, YMCAs, camps)
 - Private for-profit enterprises (e.g., theaters, amusement parks, bowling lanes)
-

Source: Anderson, L., & Kress, C.B. (2003). *Inclusion: Including people with disabilities in parks and recreation opportunities*. State College, PA: Venture.

In the case of tourism, it has been suggested that for tourism managers it only amounts to a sound business practice to embrace the social inclusion of diverse populations. With the huge diversity of people in the world today, the tourism industry cannot afford not to adopt an inclusive approach. In fact, the term “inclusive tourism” has been coined to signal the tourism industry’s positive “orientation toward cultural inclusion and diversity” (Inclusive Tourism, n.d.). European academics in hospitality and tourism have called for cultural diversity to be covered in hospitality/tourism education (Devine, Baum, & Hearn, 2009).

Similarly, Darcy, Cameron, and Pegg (2010) have specifically indicated persons with disabilities, elderly persons, and others with accessibility concerns are underserved by the tourism industry and need to be provided full access to tourism services and environments,

or what they term “accessible tourism.” These authors have made a convincing case that the provision of “accessible tourism” provides not only economic payoffs for tourism businesses but also allows those in the tourism industry to help achieve environmental quality and support social equity.

Internationally, human rights documents, including the Universal Declaration of Human Rights (UDHR), proclaim it is a universal human right of equality that all are protected against discrimination due to such factors as a person’s sex, ethnic or racial background, or disability. In democracies, such as those of the United States and Canada, the equal worth and equal rights of all persons are recognized (Makkonen, 2002). These rights relate to social justice. The concern of social justice is for equal justice for all. It is the concept that everyone has equal rights and opportunities. In terms of those served by parks, recreation, and tourism entities, it is a matter of social justice that those from diverse populations are not shortchanged simply because they are from minority groups.

Morally, should not those preparing to become professionals in the broad field of parks, recreation, and tourism contemplate answering the questions: “What are the backgrounds of those from minority groups that I will serve?” and “What do I need to know and do to make sure clients are not excluded because they are from a minority group but instead are welcomed and included?”

According to the largest organization for parks and recreation, the National Recreation and Park Association (NRPA), members have a moral responsibility to serve those from minority groups. The mission of the NRPA is “to advance parks, recreation, and environmental conservation efforts that enhance the quality of life *for all people*” (italics added) (National Recreation and Park Association, 2011).

Thus, it seems clear that to prepare students to work within a pluralistic society, university professional preparation programs must include cultural diversity within their curricula. Diversity is not simply an add-on to curricula. It is an essential part in the studies of students in parks, recreation, and tourism. In fact, curriculum accreditation in the United States today stipulates that university professional preparation programs prepare students to serve persons from diverse populations (Council on Accreditation, 2011).

Underlying this book is the belief that all people, including those from all minority groups or “people of difference,” should have the opportunity to gain the many benefits available to them through recreation and leisure experiences. It seems that well prepared park, recreation, and tourism professionals should embrace the provision of quality services to those from many diverse populations in order that all have the opportunity to develop themselves, and in fact to flourish, through their participation in recreation and leisure pursuits.

Recreation and Leisure as Means to Flourishing

Stumbo, Wang, and Pegg (2011) wrote: “It has been widely acknowledged that leisure experiences and participation provide unique and valuable opportunities that may result in numerous physical, social, and psychological benefits, as well as enhance overall quality of life” (p. 92). Yalon-Chamovitz and Weiss (2008) stated, “Participation in leisure activities is a fundamental human right and an important factor of quality of life” (p. 273). We authors certainly endorse these statements.

This section of Chapter 1 will cover the concept that positive leisure can play a significant part in the lives of all people, including those from minority groups. Enumerated will be how leisure has been shown to have instrumental value as a means for people to experience

personal growth and development, or in short, to flourish. It has been suggested that those from minority groups, who may often encounter negativeness in their lives, especially need access to growth producing positive leisure experiences (Stebbins, 2009; Iwasaki, Mactavish, & Mackay, 2005).

The literature to support the claim that leisure can positively affect people is abundant. Stebbins (2006, 2009) has, for example, made a convincing case that what he terms “serious leisure” (i.e., systematic, intensely involving pursuits calling for specific skills and knowledge) generates numerous outcomes leading to enhancements in personal growth and development. Stebbins (2006) has listed a number of psychological benefits including, “self-actualization, self-enrichment, self-expression, regeneration or renewal of self, feelings of accomplishments, enhancement of self-image, social interaction, and sense of belonging...” Additional benefits of serious leisure listed by Stebbins include the products produced (e.g., paintings, furniture, papers authored) and fun, which Stebbins has stated “is by far the most evanescent benefit in this list...”

Hutchinson and Kleiber (2005) have built a strong case that “casual leisure” (i.e., ordinary, low intensity, intrinsically rewarding pleasurable activities), like “serious leisure,” can make important contributions to people’s health and well-being, particularly by helping people to cope with stressful life situations. For example, these authors present data that suggest that small, simple pleasurable activities can (e.g., silly talk with spouses and children) can bring about mood enhancement and a more positive outlook that helps people cope with stressors. Beyond this, the authors stated, casual leisure has been found to offer self-protection to stress as it has a buffering effect on immediate stress and assists people with long-term stress by providing a sense of hope and optimism. Further, they have illustrated that casual leisure has the potential to preserve or restore a sense of self, as people are able to assure themselves of their resiliency and ability to have fun even in the face of turmoil in their lives. They stated, “Clearly, the value of low intensity, enjoyable activities, and pleasurable moments for affirming one’s sense of self or identity is significant in the context of managing, and potentially embracing, change” (p.13). Additionally, they have discussed how casual leisure can contribute to growth-oriented change following negative events such as illness or injury. Finally, they indicated how social support and positive emotions gained through casual leisure experiences could assist people to maintain physical and mental health in the face of stressors. Thus, Hutchinson and Kleiber (2005) present compelling evidence that while “serious leisure” certainly has the potential to produce positive growth enhancing benefits, “casual leisure” experiences likewise can bring about numerous benefits.

Similarly, Caldwell (2005) has examined research evidence and theoretical perspectives that come together to display the contributions of leisure to people’s health and well-being. Her extensive review of the literature clearly displays how leisure can play a role in illness prevention with both youth and aging populations, coping with illness and disability, deal-

“No one is ever too old to start a fitness plan and reap the benefits....Being active improves sleeping, weight control, concentration and mood. Regular physical activity can help control blood pressure and cholesterol and may reduce the risk of conditions such as heart disease, stroke, diabetes, osteoporosis, depression, Alzheimer’s disease, and erectile dysfunction,” according to the Mayo Clinic.

Lloyd (2012)

ing with stress caused by negative life events, and transcending illness and disability. She concludes her article by stating: “In short, leisure contributes to mental, physical, social, and emotional health and well-being” (p. 23).

Two research studies particularly illustrate the role that recreation and leisure experiences can have in coping with stress. A study on stress and health by Cassidy (2005) found leisure engagement and attitudes played large roles in both reducing stress and promoting health. His retrospective study showed how leisure engagement and attitudes both have a direct effect on decreasing distress and increasing optimism. This researcher summed up his findings stating, “In simple terms it appears that people who have a positive attitude toward leisure and engage in leisure activities are less distressed and more optimistic.”

In an extensive study, Canadian researchers Iwasaki, Mactavish, and Mackay (2005) presented findings that display how people can use their strengths and resources in leisure to combat stress. In fact, their multiyear study included, in addition to professional managers, diverse populations of individuals with physical disabilities, Aboriginal individuals with diabetes, older Canadians with arthritis, and gays and lesbians. The authors wrote, “Unique to this project was our focus on the views of people from diverse, non-dominant social and cultural backgrounds—people who may be marginalized and encounter additional stress by virtue of their minority status” (pp.83–84).

For all populations, Iwasaki and his colleagues found that people often used leisure space as an oasis to break away from constant stressors. Further, leisure was used as a positive diversion from stress provoking thoughts or situations and a means for rejuvenation and renewal—what the authors termed palliative coping. Finally, leisure was described as a way to provide a life balance to counterbalance life’s pressures and stressors. Particularly important to Aboriginal people, persons with disabilities, and gays and lesbians was finding social support or spiritual meanings through culturally appropriate leisure participation. An example provided was that of meeting with other Aboriginal people and gaining pleasure from Aboriginal dancing. Another example was a lesbian couple who was able to enjoy traveling together in what they described as a romantic, stress-free atmosphere, thus providing an opportunity to get away from their everyday stressors and responsibilities. Their research led Yoshitaka and his colleagues to conclude that people can use their strengths in their preferred leisure activities to self-renew and to cope effectively with stress.

The notion of using human strengths in self-renewal and stress management to enhance the quality of life, instead of taking an approach of “fixing” people experiencing problems, relates to the emerging perspective of *positive psychology*. Positive psychology was first championed by Seligman in his Presidential Address to the American Psychological Association in 1998 (Linley, Joseph, Harrington, & Wood, 2006) and later introduced by Seligman and Csikszentmihalyi in an article that appeared in the *American Psychologist* in 2000. Positive psychology focuses on the positive means people use to overcome problematic life events and to help them to thrive. In the words of psychologists Gable and Haidt (2005): “Positive psychology is the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions” (p. 104).

In a special issue on positive psychology in the *American Psychologist*, Sheldon and King (2001) suggested that positive psychology opens up psychologists to take “a more open and appreciative perspective regarding human potentials, motives, and capacities” (p. 216). Likewise, positive psychology offers those in parks, recreation, and tourism a theoretical perspective for practice as they open themselves up to embrace and to foster those factors that help people to obtain optimal levels of functioning or to flourish. Already, leisure scholars such as Caldwell (2005), Yoshitaka, Mactavish, and Mackay (2005), and Hutchinson and Kleiber (2005) have indicated the close relationship between leisure and

positive psychology citing leisure's tremendous potential for positively influencing health and well-being. Even though some leading leisure scholars have made the connection between positive psychology and the potential for positive benefits to arise from leisure experiences, because positive psychology only came on the scene as the 21st century began, it is still relatively new and many in park, recreation, and tourism studies are only now becoming familiar with the concepts of positive psychology.

While positive psychology has attracted relatively little attention in the park, recreation, and tourism literature, it is interesting to note that the literature of positive psychology contains references to the value of parks and green spaces. Diener and Ryan (2011) have called for consideration to be given to studying the benefits resulting from participation in parks due to their potential to influence positively subjective well-being, as well as positively impacting health, work, and crime and aggressive behavior. They wrote, "Exposure to nature has been linked not only to higher subjective well-being, but also to better health and lower levels of stress, better work performance and concentration, and reduced crime and aggression" (p. 19).

Authors from recreational therapy have given some attention to positive psychology. For example, Austin, writing alone (2009, 2011a), and with McCormick and Van Puymbroeck (2010), wrote about applications of positive psychology in recreational therapy. Also, Lee and Chun (2006) have authored an article that demonstrated relationships among leisure, happiness, and positive psychology.

Among the professions of parks, recreation, and tourism, perhaps tourism has been the leader in acknowledging positive psychology. Filep (2012) and Pearce (2009) have written extensive works about the relationship of tourism studies to positive psychology. In a chapter titled "Positive Psychology and Tourism," Filep (2012) wrote about the relationship of positive psychology to tourism, which he terms is in its "infancy." Filep indicated, "A growing but a very small group of tourism researchers has started drawing linkages between tourism studies and positive psychology" (p. 36). An example is how tourism investigators have found travels expressed increases in happiness and subjective well-being, outcomes promoted by positive psychology. Additionally, Filep has stated that the literature of positive psychology has influenced values embraced at the Tourism Education Futures Initiative (TEFI) where tourism scholars from around the world identified a set of core values to serve as a foundation for tourism education. One of the values to come out of the TEFI was "Mutual respect: diversity, inclusion, equality, humility, collaboration" (Filep, 2012, p. 38).

Pearce (2009) has made a strong case for the application of positive psychology to tourism. He indicated that positive psychology involves the "scientific study of positive emotions, character strengths, and positive institutions serving or concerned with human happiness and well-being" (p. 38). So far, tourism has been missing from the literature of positive psychology, according to Pearce. He wrote, "Tourism is entirely missing from these positive psychology considerations and applications. And yet tourism is arguably one of the largest self-initiated commercial interventions to create happiness on the entire planet" (P. 39). Times are changing, however, as indicated by Pearce's personal position. Pearce, who is a professor of tourism, has admitted that he once deflected comments that he was "the professor of good times" but now accepts the description because positive psychology has provided a theory base for tourism. He wrote, "I now see it as fine to study good times, to enjoy doing so, and to contribute to the well-being and the growth of human flourishing" (p. 47).

“The goal of positive psychology...is to increase the amount of flourishing in your own life and on the planet.”

Seligman (2011, p. 26)

Additionally, tourism scholars Han and Patterson (2007) concluded their article on the positive psychology concerns of mood state, health, and well-being with the statement: “This paper has developed a strong argument to support the importance of experiencing positive affective states through pleasant and healthy leisure engagement, which is a crucial factor in its contributions to health and well-being” (p. 345). It seems authors in the tourism profession have begun to see tourism as a means for people to gain positive outcomes such as experiencing positive emotions and developing strengths, results emphasized by positive psychology.

Positive Psychology and Applications to Parks, Recreation, and Tourism

Positive psychology concentrates on the positive side of human beings, rather than the negative. Because their review of research has shown that building on strengths is often more effective than attempting to improve areas of weakness, Biswas-Diener and Dean (2007) stated that “(positive psychology) focuses on what is going right, rather than what is going wrong with people” (p. x). Duckworth, Steen, and Seligman (2005) coined the term “build-what’s strong,” in contrast to “fix-what’s wrong,” to capture the major premise of positive psychology that its focus should be on the what is right with people rather than what is wrong or people’s strengths rather than their weaknesses.

Positive psychology has been conceptualized around three major areas. The first area is that of positive subjective experiences, or positive emotions, that reflect interest in topics such as subjective well-being, optimism, hope, and happiness. Next is the area of personal traits or abilities people possess. Third, is the area of social institutions that help induce positive affect and sustain and bolster people’s traits or abilities that represent their signature strengths (Fredrickson, 2009; Robbins, 2008; Seligman & Csikszentmihalyi, 2000).

The first area of positive subjective experiences allows people to enjoy positive moments and to build hope and optimism about the future. Prominent in this area has been Fredrickson’s (2001, 2009) Broaden-and-Build Theory of Positive Emotion. Positive emotions, under Fredrickson’s theory, offer us much more than “feel good” moments. These experiences release us by providing an optimistic perspective that opens us up to new thoughts and actions. Unlike negative feelings, such as anxiety or depression that tend to make us defensive and narrow our thoughts and actions, “feel good” experiences free us up. This is the broadening part of Fredrickson’s theory. Once in that positive mindset, we are in a position to build our physical, intellectual, social, and emotional skills.

There are obvious implications of the Broaden-and-Build Theory of Fredrickson (2001, 2009) for the delivery of services within parks, recreation, and tourism. People’s enjoyable experiences within park, recreation, and tourism settings can offer them more than “feel good” moments. Through their participation, they can broaden their perspectives and this can encourage them to build or bolster their positive traits and abilities. Perhaps Fredrickson (2002) best expressed the value of positive emotions when she wrote, “The bottom line message is that we should work to cultivate positive emotions in ourselves and in those around us not just as an end states in themselves, but also as a means of achieving psychological growth and improved psychological and physical health over time” (p. 120).

The second area of positive psychology has to do with people’s personal traits and abilities. Building personal traits and abilities provides individuals with a sense of fulfillment from which they may find gratification as they receive admiration from others. For example, people may gain fulfillment and gratification from any number of leisure pursuits such as learning from observing nature, gaining new perspectives from visiting a historic site,

participating as a member of a team, or making a quilt. Helping people to discover their strengths and then to bolster them is something park, recreation, and tourism professionals can and do regularly accomplish. Of course, people also use their personal traits and abilities to both overcome life's hassles and concerns, and grow to become self-fulfilled.

Social institutions are the third and final area of concern for positive psychology. Social institutions, such as park and recreation centers, offer participants opportunities that facilitate the development of individual traits and abilities that individuals possess. Through these institutions, both social and physical elements may enhance the development of people's strengths. An example of a social element would be recreational groups in which participants may find friendship and social support. Outdoor areas, such as a beautiful park, represent examples of physical elements in which persons may enjoy the glory of nature and find peace and refuge from daily hassles (Austin, 2011).

Thus, from the works of leisure scholars and positive psychologists, it is becoming clear that professionals in parks, recreation, and tourism possess opportunities that can allow people to enjoy optimal functioning or to flourish. As has been indicated, because of the marginalization often experienced by those from minority groups, it is particularly important that leisure opportunities be provided to those from these diverse populations so they may enjoy complete lives that include having the same chances as others to flourish. Already empirical evidence has been gathered to show that people with disabilities profit from engaging in leisure by developing their skills, feeling accomplishment, increasing self-esteem, dignity, and pride, and bringing about feelings of social inclusion (Patterson, 2000; Patterson & Pegg, 2009)

The World Leisure and Recreation Association (2001), in a seminar held in September of 1998 in Jerusalem, Israel, approved a statement acknowledging the importance of all people to enjoy meaningful, self-determined leisure experiences so that they might flourish. Working in the preamble of the WLRA statement read: "A fundamental belief should support the idea that all people, regardless of their condition in life, should have the right to develop their human capacities to an optimal degree" (p. 294).

If recreation and leisure opportunities are perceived to be as highly important in the lives of those from minority populations, it is therefore critical for park, recreation, and tourism professionals to gain the knowledge and skills that permit them to creatively approach diversity so that they assure those from minority populations have access to the positive experiences to be gained through participation in recreation and leisure—experiences that allow people from minority groups to not languish in unfulfilled lives but to flourish. Such professional preparation should provide a foundation that will lead these professionals to be proactive in the provision of recreation and leisure experiences for persons from diverse populations.

“Positive interventions are ways of working with people where the focus is not on alleviating pain or restoring a person to normal functioning from substandard function, but, rather, on promoting superior functioning. Positive psychologists often talk about this in terms of helping clients go from ‘+3’ to ‘+5.’”

Biswas-Diener (2010, p. 5)

Equitable Access Approach—Not “Blame and Shame” or “We-Versus-Them” Approaches

It has been mentioned in the literature that a backlash may occur when diversity education takes a “blame and shame” approach that blames service providers for not understanding minority groups and for not serving individuals from these groups. Such an approach can involve over emphasizing differences and perpetuating negative stereotypes that can lead to a “we versus they” syndrome. It has been suggested that such “we versus they” thinking only results in liking those similar to us and disliking those who are different from us (Chavez & Weisinger, 2008).

Certainly, the approach taken in this book is not one of “blame and shame” or “we versus them.” Instead, the authors believe that a much better paradigm is an inclusive one that promotes full recreation integration and equitable access to recreation and leisure opportunities for all, following an inclusive model.

What Is Inclusion?

The word *inclusion* reflects a philosophy of acceptance that goes far beyond non-discrimination. Instead, an inclusive approach is a proactive approach to include all people in programs and facilities. The Inclusive Fitness Coalition (n.d.) has stated, “Inclusion is not a strategy to help people fit into the systems and structures in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone” (p.1).

An online resource to help people meet life’s challenges, eHow (2011), had this to say about inclusion:

True social inclusion sees beyond supposed barriers to unite all individuals as a true humanistic society. Social inclusion embodies a belief that all individuals be able to live, work and play in their communities. Social inclusion makes housing, jobs employment, healthcare, and other opportunities available for all, regardless of circumstance, disability, race, creed, color, religion, sexual orientation, or gender. It values the worth of each individual’s knowledge, experience, and frame of reference with a goal of building strong communities and societies.

Educators Forest and Pearpoint (n.d.) said, “Inclusion means inclusion!...Inclusion means inviting those who have been left out (in any way) to come in, and asking them to help to design new systems that encourage every person to participate to the fullness of their capacity—as partners and as members.”

Asante (n.d.) has taken an interesting approach to inclusion:

It is generally accepted that “Inclusion” means inviting those who have been historically locked out to “come in.” This well-intentioned meaning must be strengthened. A weakness of this definition is evident. Who has the authority or right to “invite” others in? And how did the “inviters” get in? Finally, who is doing the excluding? It is time we both recognize and accept that we are all born “in”! No one has the right to invite others in! No one has the right to invite others in! It definitely becomes our responsibility as a society to remove all barriers, which uphold exclusion since none of us has the authority to “invite” others “in”! So what

is inclusion? Inclusion is recognizing our universal “oneness” and interdependence. Inclusion is recognizing that we are “one” even though we are not the “same.” The act of inclusion means fighting against exclusion and all of the social diseases exclusion gives birth to—i.e. racism, sexism, handicapism, etc. Fighting for inclusion also involves assuring that all support systems are available to those who need such support. Providing and maintaining support system is a civic responsibility, not a favor. We were all born “in.” Society will immediately improve at the point we honor this truth!

Thus, to be inclusive implies going beyond just removing barriers against social exclusion. True social inclusion involves taking actions that unite all people, including those of different ethnic backgrounds, races, sexual orientations, genders, or abilities. Social inclusion embraces the richness of differences among people and insures diversity exists within the communities in which we live.

For many students, the notion of inclusion may not be something that they have pondered deeply. The thought of including everyone in the provision of programs and services may bring out uncomfortable feelings or even fear. Accepting the concept of inclusion may involve changing the way you think and act and such change can be unsettling or even upsetting. But such feelings should not prevent us from excluding anyone or denying them of their rights, according to inclusion authorities Pearpoint and Forest (n.d.).

Understanding Social Inclusion

- Social inclusion is about making sure all children and adults are able to participate as valued, respected, and contributing members of society.
- Social inclusion reflects a proactive, human development approach to social well-being that calls for more than the removal of barriers or risks.
- Social inclusion extends beyond bringing the ‘outsiders’ in, or notions of the periphery versus the centre. It is about closing physical, social, and economic distances separating people, rather than only about eliminating boundaries or barriers between us and them. (pp. viii, ix)

Source: Donnelly, P., & Coakley, J. (2002). *The role of recreation in promoting social inclusion*. Toronto, ON: Laidlaw Foundation.

The Institute for Inclusion (2010) has supplied the following statement on engaging in behaviors that respect and value the uniqueness’ possessed by individuals and groups:

Inclusive behaviors are those practices and behaviors that leverage and honor the uniqueness of people’s different talents, beliefs, and ways of living. Inclusive behavior transcends all differences among people by acknowledging and honoring the group identities we all possess while at the same time not being restricted by those identities.

Statement on the Social Inclusion of Children

“Social inclusion is defined as the social process through which the skills, talents, and capacities of children are developed and enhanced so that all are given the opportunity to realize their full potential, and to fully participate in the social and economic mainstream.” (p. 2) Source: Donnelly, P., & Coakley, J. (2002). *The role of recreation in promoting social inclusion*. Toronto, ON: Laidlaw Foundation.

Flowing from the literature on inclusion is the basic notion that inclusion involves a philosophy of acceptance that goes far beyond non-discrimination. Instead, an inclusive approach is a proactive one that strives to include all people.

While an inclusive approach may appear to be idealistic, it should not be considered unrealistic or unattainable. At the same time, we need to acknowledge that no one among us is perfect and so it may take time to develop into being a responsible professional who strives for inclusion in the delivery of all programs and services.

O’Brian and his colleagues (n.d.) have indicated that inclusion does not call for anyone to live in a fantasy world where we never dislike anyone and never feel uncomfortable with those who are not like us. Recognizing that all of us—professionals and clients alike—are humans who have faults, foibles, strengths, and abilities, a more modest approach is that we simply have to open ourselves up to acknowledging our professional responsibility to extend our programs, facilities, and services to all.

In fact, leisure entities have been portrayed to be ideal conveyances to promote inclusion. Putman (2007) has suggested that leisure facilities, such as community centers and athletic fields, are ideal settings in which people can interact across ethnic lines in order to build diversity in their communities. Stumbo, Wang, and Pegg (2011) stated, “Indeed, recreation and leisure services have long been advocated as a perfect vehicle for full inclusion” (p. 96).

The term *inclusive recreation* is one that has been used in previous editions of this book to capture the full acceptance and integration of persons with disabilities into the recreation mainstream. It has been used to reflect free and equal access to recreation participation by persons with disabilities. It is our intent, as authors, now to extend the use of the term “inclusive recreation” to all minority groups that historically have not enjoyed full access to recreation and leisure opportunities. Inclusion is a concept that needs to be extended to everyone who has not enjoyed equal opportunity to pursue recreation and leisure experiences.

The term *special recreation*, like inclusive recreation, has been employed in prior editions of this book. In the most recent edition of *Inclusive and Special Recreation: Opportunities for Persons with Disabilities* (Smith, Austin, Kennedy, Lee, & Hutchison, 2005) this was written about the term special recreation:

The term *special recreation* has come to be used to describe special or adapted activities, such as the Special Olympics or wheelchair sports, typically segregated programs provided exclusively for people with disabilities (Austin & Crawford, 2001; Bullock & Mahon, 2000). Other special recreation activities are offered as steppingstones whereby persons with disabilities can gain recreational or social skills in order to move into integrated programs (Ray & Green, 1997). However, with the recent focus on inclusion, many believe there should be less focus on special recreation. (p. 22)

We, as authors of the current sixth edition of *Inclusive and Special Recreation* continue to hold that today there should be less emphasis on special recreation than on inclusive recreation. Yet, we believe special recreation has a place within the overall scope of park, recreation, and tourism services received by all those included in diverse groups, including persons with disabilities. We give further attention to the topic of special recreation later in this edition of the book.

Table 1.2

Factors Important in Inclusion

- Valuing cultural diversity.
 - Valuing all participants and staff.
 - Acknowledging the rights of all to benefit from leisure.
 - Increasing the participation and reducing the exclusion of those from minority groups.
 - Educating staff to serve diverse populations.
 - Establishing policies and practices that correspond to the diversity of those being served.
 - Taking a practical approach to systematically reducing barriers to leisure opportunities for all.
 - Welcoming the differences between participants as creating rich cultural opportunities, rather than as being a problem.
 - Recognizing that inclusion in parks, recreation, and tourism is a key aspect of inclusion in society in general.
-

A Brief Historical Perspective on the Recreation Movement

Organized recreation in North America grew out of social concern for what we today would term diverse populations. Unfortunately, its history does not reflect a continuing commitment to diversity.

Most authorities cite the establishment of a park sand play area for disadvantaged children in Boston in 1885 as the beginning of the recreation movement in America. This play area became known as the Boston Sand Gardens. The provision of wholesome recreation was also a central part of the settlement-house movement established to ease the transition to urban living for thousands of persons immigrating to the cities of America during the Industrial Revolution. Settlement houses, such as Jane Adams' Hull House in Chicago, provided playgrounds for children and recreational opportunities for adults to help them adapt to the urban life characterized by overcrowding and poor living conditions. Thus, years ago, wholesome recreation was viewed as necessary for those disadvantaged individuals who had special needs.

As community recreation grew, it began to lose its focus on meeting the needs of those who were disadvantaged. More affluent sections of cities began to demand and receive community recreation services. In a classic article titled "The Case for Compensatory Recreation," Gray (1969) wrote, "Gradually the social welfare mission weakened and a philosophy which sees recreation as an end in itself was adopted; this is the common view in public recreation agencies throughout the country" (p. 23).

About the same time as Gray was calling on the public park and recreation sector to embrace once again its social mission, there were voices calling to make park and recreation services accessible to persons with disabilities. For example, Kraus (1971) wrote of the need for recreation and parks administrators to take leadership for socially purposeful programs, including those to serve elderly individuals and persons with physical and mental disabilities. From another perspective, in 1980, the International City Management Association in its publication *Managing Municipal Leisure Services* (Lutzin, 1980) called for the development of leisure services for people who had been disadvantaged. Yet cries for parks and recreation agencies to serve populations such as elderly people and persons with disabilities were not widely heard.

A survey conducted of Indiana public parks and recreation departments at the time Kraus, Lutzin, and others were advocating for community services for people with disabilities revealed a number of reasons given by park and recreation personnel for the absence of such services. Researchers Austin, Peterson, and Peccarelli (1978) indicated that those in the departments stated they had insufficient budgets, a lack of accessible facilities, a lack of skill and knowledge necessary to establish programs, a lack of accessible community transportation, poor attitudes on the part of staff, community resistance, and a lack of awareness of the need for programs for persons with disabilities. It might be assumed similar reasons for the lack of opportunities for people with disabilities existed in departments across America. Certainly, it seems that those leading community parks and recreation were not fully aware of their responsibility to provide services to those with disabilities.

During the 1960s and 70s, and extending into the 80s, there existed much confusion as to whether therapeutic recreation programs or community park and recreation programs should be the service providers for persons with disabilities. The perception, at the time, on the part of many public park and recreation personnel that recreation for people with disabilities fell under the domain of therapeutic recreation certainly slowed the movement toward accessible recreation for persons with disabilities (Austin, 2002; Carter & Kelley, 1981).

Despite the apparent confusion between the domains of public parks and recreation and therapeutic recreation, in the 1960s and early 70s, a movement did begin to develop comprehensive community park and recreation services for persons with disabilities. According to Reiner (1997), with the establishment of special recreation associations in the 1960s and 70s, Illinois led the nation in the provision of specialized leisure services for people with physical and mental disabilities. The North Suburban Special Recreation Association was the first Special Recreation Association formed. Three other special recreation associations quickly followed—the Maine-Niles Association of Special Recreation (1972), the South Suburban Special Recreation Association (1973), and the Northwest Special Recreation Association (1974). These and other Chicago area special recreation associations formed the Special Recreation Associations of Northern Illinois (SRANI) in 1978. By the late 1990s, SRANI had grown to 23 special recreation associations and 10 affiliate member agencies.

Yet, even with the leadership of Chicago area park districts, across America there existed an absence of community leisure services for persons with disabilities. Perhaps the lack of services for people with disabilities has reflected the history of neglect of society in general for those who have not fit society's norms in much of North America. During the first half of the 20th century, we often systematically excluded indigent people and persons with physical and mental disabilities from community participation. Indigent old people were sent to "old folk's homes" or "county poor farms." Individuals with intellectual

disabilities were placed in large institutions located in rural areas. Likewise, individuals with serious problems in mental health were taken away to “insane asylums.” In short, those who deviated from society’s norms were effectively removed from the mainstream of society. In light of this, it is not surprising that as the recreation movement expanded across the United States and Canada, it lost its dedication to individuals from a variety of diverse groups. Happily, today the situation has changed somewhat within the parks, recreation, and tourism professions.

Inclusive Recreation: The Intention of Today’s Parks, Recreation, and Tourism Professions

In 21st century North America, there has been much advancement made in perceptions of the need to become more culturally diverse in the services offered in parks and recreation and by the tourism industry. The need for the advancement of cultural diversity is evident in the position statement on inclusion adopted by the National Recreation and Park Association (NRPA) in 1999. In part, the NRPA statement read, “Diversity is a cornerstone of our society and culture and thus should be celebrated. Including people with disabilities in the fabric of society strengthens the community and its individual members” (National Recreation and Park Association, 1999). It should be noted that the NRPA statement mentions only one minority group. The statement pertains exclusively to persons with disabilities.

**Inclusion means
all participate and
all belong.**

National Inclusion Project
[www.inclusionproject.org/
indwx.php](http://www.inclusionproject.org/indwx.php)

The “Global Codes of Ethics for Tourism” (World Tourism Organization, 1999) provides a comprehensive set of principles to guide the tourism industry and the professionals who work within it. Under Article 2 titled “Tourism as a vehicle for individual and collective fulfillment” is found a principle that relates directly to the advancement of cultural diversity. It reads, “Tourism activities should respect the equality of men and women; they should promote human rights and, more particularly, the individual rights of the most vulnerable groups, notably children, the elderly, the handicapped, ethnic minorities, and indigenous peoples.” Similarly, under Article 7 titled “Rights to tourism,” is an ethical principle that reads, “Family, youth, student and senior tourism and tourism for people with disabilities, should be encouraged and facilitated.”

Thus, despite sporadic progress in the past, it seems that today all sectors of parks, recreation, and tourism are at least beginning to acknowledge the need for the advancement of cultural diversity. This view would seem to reflect the sentiment found in society in general. In a national opinion poll in 1998, it was found that 94% of respondents agreed, due to America’s increasing diversity, gaining an understanding and appreciation of diversity was more important than ever. A total of 82% agreed that diversity education was necessary due to the changing characteristics of the population (DYG, Inc., 1998).

Right to Leisure

- The pursuit of leisure is a condition necessary for human dignity and well-being.
- Leisure is a part of a healthy lifestyle and a productive life.
- Every individual is entitled to the opportunity to express unique interests and pursue, develop and improve talents and abilities.
- People are entitled to opportunities and services in the most inclusive setting.

- The right to choose from a full array of recreation opportunities offered in diverse settings and environments and requiring different levels of competency should be provided.

Source: National Therapeutic Recreation Society Position Statement on Inclusion, approved by the NTRS Board of Directors, October 29, 1997.

The Actual Provision of Services

It appears that strides have been made in perceptions regarding the need to serve diverse populations in parks, recreation, and tourism. Rather than a reality however, the actual provision of such services is more of an ideal that has just begun to be embraced. There remains much to be done in order that minority groups are actually fully served in parks, recreation, and tourism.

The one minority population that has made the greatest gains in the provision of parks and recreation is perhaps that of persons with disabilities. The need for community recreation opportunities for persons with disabilities has been recognized for some while. As was discussed earlier in the chapter, special recreation associations were organized in the Chicago area to serve the recreational needs of persons with disabilities as early as the 1960s and 70s (Rainer, 1997). During the 70s and 80s, throughout the United States and Canada, there emerged a collection of literature on the provision of recreation services to persons with disabilities. A number of books were dedicated to the topic. A case in point was the first edition of this book that appeared in 1987 with the title of *Special Recreation: Opportunities for Persons with Disabilities* (Kennedy, Austin, & Smith, 1987). In 1988, Schleien and Ray authored *Community Recreation and Persons with Disabilities*. Even preceding these books, was Stein and Sessoms' (1973, 1977) book that focused on serving what they termed "special populations," including persons with disabilities. Over the past 30 years, journals such as the *Journal of Leisurability* and *Therapeutic Recreation Journal* have been regular sources of articles addressing the provision of recreation services for persons with disabilities (Austin, Lee, & Getz, 2008).

Into the 1990s and beyond, a wealth of books and articles on the provision of community parks and recreation services continued to add impetus to the movement for community park and recreation systems to meet the leisure needs of persons with disabilities. Prominent among the more modern books are those such as: the fifth edition of the current book that was titled *Inclusive and Special Recreation: Opportunities for Persons with Disabilities* (Smith, Austin, Kennedy, Lee, & Hutchison, 2005); Anderson and Kress' (2003) *Inclusion: Including People with Disabilities in Parks and Recreation Opportunities*; the third edition of Bullock, Mahon, and Killingsworth's (2010) *Introduction to Recreation Services for People with Disabilities*; the second edition of Dattilo's (2002) *Inclusive Leisure Services: Responding to the Rights of People with Disabilities*; and the second edition of *Community Recreation and People with Disabilities: Strategies for Inclusion* by Schleien, Ray, and Green (1997). Numerous articles on the topic of the inclusion of persons with disabilities in parks and recreation programs and facilities appeared during recent decades not only in the *Therapeutic Recreation Journal* but in park and recreation publications, such as *Parks & Recreation* and the *Journal of Park and Recreation Administration*, as well as in disability publications such as *Research & Practice for Persons with Severe Disabilities*.

These materials found their way into university classrooms across the United States and Canada. In the 1980s and 90s, it was not uncommon for students studying in park, recreation,

and tourism curricula to be required to take courses with titles such as “Recreation for the Handicapped,” “Recreation for Special Populations,” “Special Recreation,” or “Recreation for Persons with Disabilities.” More recently, course titles have often been updated to reflect newer approaches and the course title of “Inclusive Recreation” has regularly been employed.

To assist faculty in the preparation of students at universities and agencies in staff training in providing in-service training, studies were conducted to identify competencies leisure service professionals needed to serve people with disabilities. Austin and Powell (1980a, 1981) surveyed university instructors of special recreation courses and administrators of park and recreation systems to determine what competencies entry-level general community park and recreation professionals should possess to enable them to serve participants with disabilities. The study resulted in the identification of 86 competencies necessary for entry-level personnel to work with people with disabilities. The 86 competencies were organized according to clusters. The highest-ranked cluster dealt with competencies related to attitudes (rated 4.26 on a 5-point scale). Other high-ranking areas of competence were facility design and accessibility (4.17), orientation to recreation for persons with disabilities (4.15), leadership and supervision (4.09), mainstreaming (3.94), and program design (3.92). A study by Devine and Kotowski (1999) involved a national survey of park and recreation administrators. Their results revealed the most frequently identified area of training need to be disability awareness and sensitivity toward people with disabilities (identified by 79.9% of those surveyed). Unlike the findings of Austin and Powell, attitudes were not identified as a top training need. Devine and Kotowski conjectured that staff attitudes were not identified as a needed area for training because staff already wished to include persons with disabilities but lacked the skills and knowledge to proceed. The discrepancy between the findings might also be explained by the fact that Austin and Powell’s attitudes cluster contained references to attitudes that could fit within the context of Devine and Kotowski’s need related to disability awareness and sensitivity toward people with disabilities. Due to the years that have elapsed since these studies were completed, it appears that it is timely to again conduct studies of areas of competency needed for the training of park and recreation personnel to serve persons with disabilities. In fact, several studies could be conducted sampling various entries within parks, recreation, and tourism and including a number of diverse populations.

Based on the early competency identification research of Austin and Powell (1980a), a federally funded project housed at Indiana University, produced an extensive resource guide (Austin & Powell, 1980b) for college instructors teaching courses in recreation for persons with disabling conditions. The same project trained university faculty to teach concepts related to recreation for persons with disabilities. Studies were conducted on the effect of course experiences on changing the attitudes of university park and recreation students toward serving persons with disabilities (Austin, Hoge, & Austin, 1990; Austin, Powell, & Martin, 1981).

Additionally, giving attention to the needs of Americans with disabilities to receive park and recreation services, as well as services from the tourism industry, were the passage of the Americans with Disabilities Act in 1990, and the Americans with Disabilities Act (ADA) Amendments Act of 2008. These laws decreed, in part, that the provision of park and recreation opportunities for persons with disabilities be made available by both public and private entries throughout the United States. The ADA laws may be perceived as being similar to the better-known Civil Rights Act of 1964 that, in the United States, prohibited discrimination solely on the basis of race, religion, ethnicity, national origin, and creed. The ADA laws have given similar rights to persons with disabilities and are therefore sometimes referred to as the civil rights acts for persons with disabilities.

When the original ADA was passed on July 26, 1990, the United States officially recognized the rights of people with disabilities to equal access to all services provided by local, state, and federal governments, including recreational services. It should be noted, however, that the ADA extends far beyond directives to government jurisdictions. The ADA allows full and equal access by persons with disabilities to any place of public accommodation—governmental or private. Private recreation entities, covered under the ADA, include restaurants, bars, theaters, stadiums, auditoriums, convention centers, museums, libraries, parks, amusement parks, zoos, golf courses, gymnasiums, and other places of recreation (*Federal Register*, 1991). Thus, with the advent of the ADA, full accommodation for persons with disabilities was mandated by law. The ADA provides broad civil rights protections and equality of opportunity for Americans with disabilities in all aspects of their lives, including recreation.

It has been noted that the ADA has had a far-reaching impact, even outside the United States. Heumann (2011) wrote:

In 1990, with the adoption of the Americans with Disabilities Act (ADA), the United States became the first country in the world to adopt national civil rights legislation unequivocally banning discrimination against persons with disabilities. A global pioneer, the ADA has inspired adoption of disability rights legislation around the world, including the *Convention on the Rights of Persons with Disabilities (CRPD)*. The CRPD is the first international treaty to comprehensively address the rights of persons with disabilities, and has unified the global community with a common language of disability rights.

A general principle stated in the CRPD put in force by the United Nations on May 3, 2008, is that persons with disabilities enjoy “full and effective participation and inclusion in society” (p. 5). A general obligation is that “community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs” (p. 14). Additionally, Article 30 of the document is titled, “Participation in cultural life, recreation, leisure, and sport.” In part, under Article 30, it is stated that measures need to be put in place to ensure persons with disabilities “enjoy access to places for cultural performances or services, such as theaters, museums, cinemas, libraries and

tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.” Further, it is stated, “Parties shall take appropriate measures to enable persons with disabilities to have opportunity to develop and utilize their creative, artistic and intellectual potential, not for their own benefit, but also for the enrichment of society” (p. 22). (United Nations, 2008)

“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.”

Canada helped to draft the CRPD and was among the first countries to sign (Human Resources and Skills Development Canada, 2008). In Canada, two national directives have provided guidance on how to allow full participation and inclusion

of persons with disabilities. These directives were the 1998 vision paper, *In Unison: A Canadian Approach to Disability Issues* and the more recent, *In Unison 2000: Persons with Disabilities in Canada* published in 2001. Additionally, the Canadian government has supported any number of initiatives to promote the inclusion of persons with disabilities into Canadian society, including annual federal reports titled, *Advancing the Inclusion of People with Disabilities* (Human Resources and Skills Development Canada, 2008). Thus, public policies in both the United States and Canada stipulate opportunities for persons with disabilities to receive recreational services are a right they possess.

With the seemingly growing level of interest in the provision of services for persons with disabilities, it might be assumed that widespread opportunities would exist today for persons with disabilities to access leisure services. Somewhat surprisingly, although there has a relatively high level of activity directed toward bringing about inclusive recreation programs and services for persons with disabilities, such services are not as common as might be expected.

Status of Inclusive Services to Persons with Disabilities

It is clear that the need for the provision of park and recreation services for persons with disabilities has been recognized for some years. Yet, despite the efforts of park and recreation systems who were early adaptors of the provision of recreation for persons with disabilities, competency studies, research on attitude change toward serving persons with disabilities, at least one major federal training project, curricular resources being developed and discriminated, many university courses, abundant textbook availability, numerous articles in the professional literature, and even laws and policies being instituted, a number of authors (e.g., Jones, 2003/2004; Miller, Schleien, & Lausier, 2009; Schleien & Miller, 2010; Schleien, Miller, & Shea, 2009) have stated that there is a lack of inclusive park and recreation services for persons with disabilities.

Several authors have bemoaned what they see as the current state of inclusive recreation services. Schleien, Miller, and Shea (2009) have written that while a few exemplary agencies offer well-conceived services for persons with disabilities, such efforts are not widespread. They stated, "The literature in the community recreation field is filled with accounts of how inclusive service delivery (ISD) is failing or is nonexistent across the nation" (p. 19). Schleien and Miller (2010) said: "Knowledge about the design of inclusive programs and best practices that support them have been developed and disseminated, yet inclusive service delivery has not become standard operation in most recreation agencies" (p. 93).

Other authors have taken more optimistic views of the status of inclusive recreation. Anderson and Hayne (2000) stated that there have been "slow, but positive changes in the delivery of inclusive recreation services..." (p.19). Following a Delphi study of trends in special and inclusive recreation that involved 25 experts, Austin, Lee, and Getz (2008) concluded, "Particularly noteworthy is that inclusive recreation appears to be becoming more widely embraced than in previous years" (p. 163).

While the exact status of inclusive recreation services for persons with disabilities seems to be open to question, it does seem clear that progress toward the provision of inclusive recreation services has not been as rapid as it could have been or as a number of authors in the field would have liked. Several authors have speculated why inclusive recreation has not rapidly spread into community park and recreation systems. For instance, Schleien and Miller (2010) proposed that agencies have lacked a theory base for inclusive recreation. These authors have suggested the Diffusion of Innovation Theory as a framework for developing widespread acceptance of inclusive recreation and making inclusive recreation standard

practice in park and recreation systems. Miller, Schleien, and Lausier (2009) suggested that there exists a lack of evaluative research on effective inclusive recreation models and that findings resulting from such studies could provide agencies with bases for developing and maintaining inclusive recreation delivery for persons with disabilities. A lack of direct staff support has been identified by Miller, Schleien, and Bowens (2010), as a primary reason why inclusive recreation services are not being delivered and these authors have proposed that staff need to be adequately prepared to serve persons with disabilities. It remains to be seen whether factors identified thus far, or some yet to be identified factors, will play the greatest roles in moving us toward universal leisure service delivery for persons with disabilities.

Similarly, the tourism profession has not provided the levels of services to people with disabilities that are needed. Tourism scholars Darcy, Cameron, and Pegg (2010) wrote, "one market that has continued to be underserved by the global tourism industry is that of people with disabilities and those with access needs" (p. 515). These authors point out that it has only been relatively recently that the rights of people with disabilities to full access to tourism experiences have been recognized. A report from a conference to set a research agenda for accessible tourism in 2005 reported that while tourism for people with disabilities was established as a niche experience, research or industry strategies had not been developed for this segment of tourism (Darcy, 2006).

It may be that two quotes by the widely published American author, Phil Crosby, are appropriate to explain why, at least in part, leisure services for persons with disabilities have lagged behind expectations. The following quote has been attributed to Crosby, "Slowness to change usually means a fear of the new." He also stated, "You have to lead people gently toward what they already know is right" (Brainy Quote, n.d.).

Perhaps, in the past, many in parks, recreation, and tourism have been leery of the initiative to serve people with disabilities. And, undoubtedly, staff in these professions, as well as students preparing to enter them, know it is right to serve all constituencies including individuals from minority groups, such as those with disabilities. It is the intent of the authors of this book to acquaint those in parks, recreation, and tourism with knowledge related to serving people with disabilities, and members of all diverse groups, so they lose any reluctance to become professionals who are committed to seeing the rights to leisure opportunities of those from all minority groups are served.

Regardless of the extent to which leisure services have become fully developed for persons with disabilities, there exists a body of knowledge on the topic that has been built since the 1960s that can have ramifications for bringing greater services to other minority groups. With today's movement to make parks, recreation, and tourism opportunities more accessible to all diverse populations, the knowledge gained through the movement to serve persons with disabilities can be a valuable resource for expanding recreation services to members of minority groups. We hope this book will accelerate the momentum toward the achievement of inclusive recreation services for all who are members of minority populations. We further hope that students reading this book will become champions of inclusive recreation.

Expanding on Prior Editions of this Book

This edition of our book builds on and extends the concepts of inclusive recreation and special recreation presented previously in its first five editions, which focused exclusively on persons with disabilities. While inclusive recreation for persons with disabilities will remain

a primary focus, the book emphasizes the need for those preparing themselves for careers in the park, recreation, and tourism professions to gain understanding of and respect for people representing varying cultures, lifestyles, and age groups who have traditionally been underserved by the park, recreation, and tourism professions.

Final Comment on Leadership Responsibilities by Those in Parks, Recreation, and Tourism

The authors of this book believe it is time for public park and recreation professionals to return to their professional heritage of concern with the provision of opportunities for persons who have been underserved diverse populations. Likewise, the time seems right for those from tourism to seize the opportunity to fulfill the promise reflected in the term “inclusive tourism.”

Further, we believe that inclusive and special recreation services should be largely organized and delivered by the regular professional staff, not specialists. If opportunities for those from diverse groups are an integral part of the total services offered, the services should not be delegated to specialists who serve only those from diverse groups, but should be provided by the general professional staff. Exceptions to this might be in special recreation programs with therapeutic intent offered for persons with disabilities, wheelchair sports, or other programs calling for specialized knowledge on the part of staff. For instance, park and recreation systems have successfully employed inclusion specialists to train general staff, advocate for inclusionary practices, and develop programs to enhance inclusion efforts; inclusion support staff are also sometimes employed to assist program staff in inclusive programs.

Finally, we strongly endorse the concept of inclusive recreation. Both public and private providers must offer inclusive services so that all persons have access to leisure activities that allow opportunities to flourish. We believe that every person has the right to be fully included with others enjoying existing leisure activities as long as he or she meets the basic requirements (e.g., age, height, and skill). Additionally we do recognize that special recreation programs (e.g., wheelchair sports, activities for wounded warriors, cultural activities for specific groups, camps for campers with disabilities) are at times preferred by some participants and believe these have their place in the provision of parks, recreation, and tourism services. We hope that our book will help accelerate momentum toward the provision of both inclusive and special recreation services.

In summation, people should never be excluded by any provider of park, recreation, or tourism services because they are from a diverse group. Inclusion should be a choice for all people. Means must be provided for persons from diverse populations to gain the benefits others receive from pleasurable, growth enhancing recreational and leisure pursuits that allow people to flourish.

Chapter Summary

The organized recreation movement in North America grew out of a social welfare motive to serve diverse populations such as underprivileged children and immigrants from foreign cultures who were being assimilated into large cities. This concern for social welfare was reflected by the establishment of the Boston Sand Gardens and recreation programs in settlement houses in cities such as Chicago. Eventually, however, organized recreation lost its focus on individuals from diverse populations as a new philosophy developed that viewed recreation as an end in itself, rather than as a means to reach social ends.

Today, happily, there has arisen a realization of the need for professionals from all sectors providing leisure services to serve persons from diverse populations. Both scholars and professionals from all areas of parks, recreation, and tourism have begun to acknowledge the need for inclusionary practices within their realms of services. Thus, diversity has emerged as a vital concern within the parks, recreation, and tourism professions. This is fortuitous as our already diverse society is becoming more and more diverse.

Concerns for the provision of leisure services for persons with disabilities initially arose in the 1960s and 70s within park and recreation systems and have since continued. In recent years, accessible tourism for people with disabilities has come to the forefront as a prevalent topic within the tourism industry. Due to these occurrences, a body of knowledge has been established with regard to making park, recreation, and tourism services accessible to persons with disabilities.

Terms such as inclusive recreation and special recreation have come to be used in the literature, and in practice, to encompass the full provision of leisure services for persons with disabilities. It is our wish, as authors, to extend the concepts of inclusive and special recreation to the many diverse populations served by all sectors of parks, recreation, and tourism so that all receive fair treatment and enjoy meaningful leisure involvement. Further, it is our desire that professionals in parks, recreation, and tourism will realize the instrumental value of their services in assisting all people, including those from diverse populations, to grow and to flourish as human beings.

Suggested Learning Activities

1. In a small discussion group, students should explain in their own words what the term diversity means to them. Then the group should discuss whether the explanations provided by members were different or similar to Henderson's (1997) perspective.
2. In class, write your own definition of social justice on a piece of paper. Pass your paper forward to the instructor who will read a number of the definitions aloud. As you listen, note words or phrases that are repeated in the definitions read. Then discuss as a group which words or phrases best represent the concept of social justice.
3. In a discussion group, list reasons why communities may fail to offer leisure services to people with disabilities. Which reason or reasons do most of the group members consider most prominent?
4. Interview a park or recreation administrator or tourism manager on the subject of the provision of services to minority populations, such as persons with disabilities. Ask why the park, recreation, or tourism entity offers (or fails to offer) leisure services for minority populations. Prepare a two- or three-page paper reporting on your interview.
5. In a one- or two-page paper, describe the concept of inclusion explaining how inclusion differs from integration.
6. Write a one- or two-page paper titled "Why Study Diversity?" from your perspective as a park, recreation, or tourism student.
7. Write a one- to three-page paper on how our diverse society in North America will become even more diverse in the future.
8. Prepare a one- or two-page paper in which you agree or disagree with the statement: "Existing general park, recreation, and tourism staff can be given training to enable them to work with participants with disabilities."
9. Go to the ADA Home Page on the Web at <http://www.ada.org/>. Evaluate it for usefulness to students studying inclusive recreation. Report your findings in class.

10. Come to class ready to defend the statement that the park, recreation, and tourism professions hold the potential to foster personal growth and human flourishing. Be ready to offer specific illustrations.
11. Prepare a two- or three-page paper in which you make arguments for the need for inclusion specialists to be employed by park and recreation systems or by tourism industries. Be sure to cite professional literature to support your arguments.

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