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**Defining Recreation Access:
An Examination of the Provision and Delivery
of Integrated Parks and Recreation Services
For People with Visual Impairments**

by

Eliane Marie Pollard, B. S. Sc.

A thesis submitted to
the Faculty of Graduate Studies and Research
in partial fulfilment of
the requirements for the degree of
Master of Arts

Department of Geography

Carleton University

Ottawa, Ontario

May 11, 1990

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The undersigned recommend to
The Faculty of Graduate Studies and Research
acceptance of the thesis

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Delivery Of Integrated Parks and Recreation Services For the Visually
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submitted by
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Thesis Supervisor

Dr. David Bennett Department Chair Geography

Carleton University

May 11, 1990

Abstract

In response to human rights legislation regarding accessible environments for people with disabilities, Canadian parks and recreation planners, as well as policy makers, have had to reevaluate 'access' within the context of disability. Consequently, a myriad of research projects were undertaken to ascertain if recreational delivery systems were indeed accessible for people with disabilities. The initial focus on access was concentrated upon 'physical access', often resulting in a surplus of goods designed for wheelchair users (such as low grade wheelchair ramps). Meanwhile, the access needs of other disability groups, such as the sensory impaired, were often ignored.

A study examining this concern was undertaken in the Ottawa area. Using a qualitative (and Delphi) technique, 11 professionals from nine disability consumer organizations assisted the researcher in developing a definition of recreational environments sensitive to the needs of the visually impaired. Later, 14 professionals from six national through to municipal parks and recreation agencies were interviewed. The content of the interview revolved around examining the extent to which sensory impairments, namely visual impairment, had infiltrated within the offices' operating definitions of accessibility for the disabled.

The implications of the ensuing results were later measured within the context of the offices' policy, community networking, and the subsequent provision and delivery of recreational services for people with visual impairments. From the results, it was apparent that sensory impairments were beginning to be incorporated within definitions of access. However, for the most part, the advent of 'visually accessible services' had not as yet been articulated to those most concerned.

Acknowledgements

When I first set out to outline a thesis proposal, all I had was an idea and a vague concept of how to 'plant' this idea and assist with its growth. Both my thesis advisor, Professor Duncan Anderson, and co-advisor, Professor Gordon Taylor, provided me with the much needed 'Nutrients' to foster growth, and thus, a very small idea developed into a thesis project.

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Chapter 1

Background

1.1 Foundations of the Research Question

The context *in which* disability is defined subsequently limits or extends access for a person with a disability. Consequently, *how* 'access' is defined will in turn shape the provision and delivery of accessible services for this population.

Traditionally, the variable of 'accessibility' within recreation geography research has taken an economic perspective of supply and demand in terms of user services and user access to recreational resources (Clawson and Knetsch, 1966). For the most part, accessibility has been measured both in physical terms, such as highway access, regional access, and point access (Smith, 1983); or by coupling the visitor's socio-economic situation with his/her ability to reach a given destination (Carter, 1971; Golledge, 1970). It is only recently that the measurement of recreation facility accessibility has included variables such as 'user perception' and user's amount of 'non-discretionary time' (Torkildsen, 1986).

Alternatively, this research project attempts to measure recreation resource accessibility (including both indoor and outdoor facility-access) by incorporating the physical and psycho-social contexts of accessibility within a socio-geographic

framework.¹ This project is user-specific, in so much that the population under study includes recreationists with disabilities. The applications of this project will be considered within a recreation management perspective and will possess implications for recreation planning and recreation policy. Pragmatically, the process of recreation management and planning are interconnected.

The underlying purpose of this research project is to examine the extent to which the national through to municipal policy, shaping recreational access for the disabled, ultimately constructs the psycho-social and physical parameters from which a community recreational service is provided and extended to its disabled consumers. The specific disability under examination is visual impairment.

To begin, an examination of the factors influencing the concern for accessible services is outlined followed by a brief review of visual impairment. As well, the role which recreation plays within the extension of integrative community living is examined. A list of the study's operational terms is provided, followed by the scope and direction of each of the subsequent chapters.

1.1.1 Philosophical Base

The issue of accessible recreational services for people with disabilities in Canada was influenced by both Human Rights legislation and Wolfensberger's (1972) *Principle of Normalization*. Section 15 of the *Canadian Charter of Rights and Freedoms* states:

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

Section 15 can be translated as meaning that every Canadian, regardless of the above characteristics, has equal right to access the opportunities available to the Canadian public at large.

The tenets of Wolfensberger's Principle of Normalization coincide with the Canadian Charter. This principle was structured around the rights and freedoms

¹Social geography: understanding the nature of the social world within its social context.

of persons with developmental handicaps residing within institutions. In the late 1960's Wolfensberger, in response to the deinstitutionalization movement, proposed that communities prepare for the return of deinstitutionalized residents by extending to them the opportunities and experiences that were 'culturally normal' within each community; including equal access to the social, spatial, and informational resources that were available to all citizens.

Within the Principle of Normalization explicit attention is concentrated upon people with developmental disabilities. For the purpose of this research project, the tenets outlined within this principle will be adopted within the examination of accessible recreation services for people with visual impairments. The past experiences of the visually impaired, especially in terms of *residence*, parallel the treatment of institutionalized persons with developmental handicaps.

Both the Principle of Normalization and the Canadian Charter have inadvertently forced social service providers (including recreation service providers) to reexamine their internal constructs with respect to their policies, attitudes, and physical structures. To affect positive change, it must be understood that the successful integration of persons, regardless of disability, involves a shift in our socio-cultural values. In order to facilitate this shift we need to enable people with disabilities to be both visible and vocal within their communities. Currently, there are over three million disabled Canadians, translating to approximately 12% of the Canadian population. (See Figure 1.1) Clearly, the rights and freedoms of people with disabilities should be a concern of everyone.

FIGURE 1.1

Types of disability (In Canada)

Number of persons reporting selected types of disability, by age group

Source: Profiles of Disabled Persons, 1981

CHAPTER 1. BACKGROUND

TOTAL CNIB CLIENT POPULATION BY AGE GROUP—1986

TABLE 1.1

CNIB DIVISIONS	5 yrs. & under	6-15	16-19	20-29	30-39	40-49	50-64	65-80	80 yrs. & over	Division Totals	DIV. %
Nfld./Lab.	24	93	34	94	118	132	218	294	187	1192	2.27%
N.S./P.E.I.	45	149	48	142	163	157	352	565	467	2088	3.98%
N.B.	22	90	41	121	147	137	252	433	350	1593	3.04%
Qué.	29	179	123	524	833	824	1494	2347	2542	8895	16.96%
Ont.	217	753	331	1199	1470	1181	2401	5681	7913	21146	40.33%
Man.	62	116	44	153	195	152	276	772	1121	2891	5.51%
Sask.	40	120	48	142	160	137	243	638	961	2489	4.75%
Alberta/N.W.T.	84	235	94	300	338	279	458	1071	1451	4308	8.22%
B.C./Yukon	153	283	141	359	474	372	642	2071	3339	7834	14.94%
AGE TOTALS	676	2018	904	3034	3896	3371	6334	13872	18331	52438	100.00%
AGE %	1.29%	3.85%	1.72%	5.79%	7.43%	6.43%	12.08%	26.46%	34.96%	100.00%	

Source: Ritchie et al., 1981

CHAPTER 1. BACKGROUND

TABLE 1.2
MOST COMMON DIAGNOSES BY AGE GROUP OF NEW CNIB CLIENTS--1986

AGE GROUP	Macular Degeneration	Other Retinal Disorders	Cataract	Glaucoma	Diabetic Retinopathy	Disorders of Visual Pathway	Disorders of Refraction	Corneal/Scleral Conditions	Other	TOTAL PERCENT
5 & under	3	47	22	6	0	64	10	3	116	271/ 3.98%
6-15	8	37	22	1	1	40	22	1	103	235/ 3.45%
16-19	6	23	10	0	0	16	13	0	33	101/ 1.48%
20-29	8	66	18	4	39	29	22	10	92	288/ 4.23%
30-39	20	77	17	6	35	37	17	7	80	276/ 4.06%
40-49	19	66	13	11	34	32	23	7	87	292/ 4.29%
50-64	111	65	69	30	108	51	34	20	128	626/ 9.20%
65-80	1409	186	185	215	182	63	27	54	157	2478/36.41%
80 & over	1522	113	209	216	14	29	11	35	89	2238/32.89%
TOTAL	3106	700	555	489	413	361	179	137	865	6805/100.00%
%	45.64%	10.29%	8.16%	7.19%	6.07%	5.30%	2.63%	2.01%	12.71%	

Source: Ritchner, et. al. 1981

1.1.2 Visual Impairment

In Canada there are over 52,000 people with a visual impairment. Of this population, less than 20% can be considered blind (Ritchiesin, 1981).² Table 1.1 describes the age and provincial breakdowns of people in Canada registered with the Canadian National Institute for the Blind (CNIB). 40% of those registered live in Ontario. Of those residing in Ontario, 1,191 people with a visual impairment are currently using the services of the Ottawa-Carleton office of the CNIB (Filion, 1990).³

The various types of visual impairment are broken down in Table 1.2. From this table it is evident that the leading cause of visual impairment is macular degeneration, which is a problem inherent within the aging process. "Researchers estimate that up to 95% of persons over 65 years of age experience changes in their ocular lens that result in less light entering the eye, more problems with glare, and distortion of colour perception" (Ritchiesin, et.al., 1981). Statistics such as this demonstrate that it is becoming increasingly important to reexamine 'accessibility' within a more inclusive framework, including the variables of physical, developmental, and sensory impairment, rather than dealing with different disabilities in isolation. In doing so, the parameters defining access could be extended, facilitating a more holistic approach to integrative community living.

The next section outlines the role which recreation plays in influencing positive community living for people, regardless of disability.

1.1.3 Recreation and Integrative Community Living

Leisure and recreation are playing an increasingly vital role within the well being of Canadian society. With the development of various societal shifts, such as the decreasing work week, earlier retirement, and increasing holiday time, many Canadians have begun to focus increasingly upon their individual recreational interests (Chubb and Chubb, 1981; Cosgrove and Jackson, 1972; Goodall and

²Operational definitions to follow

³Note: these figures represent only people who are legally blind.

Ashworth, 1988). Leisure and recreation are undeniably an implicit component of everyday life.

The Province of Ontario's Ministry of Tourism and Recreation (OMTR) identifies leisure as:

a fundamental human need for persons of all ages and is essential to a person's physical and social well-being and to the overall quality of life (OMTR, 1985 p.12).

The Ontario Ministry further adds that the provision of recreation services is the responsibility of each Ontario municipality and that in its delivery each municipality is:

to support initiatives which increase opportunities for all citizens including the elderly, the disabled, ethnocultural groups, and all other special needs groups (ibid. p. 15).

In order for the various municipalities to accommodate the leisure interests of people with disabilities, the identification of various 'accessible' needs (such as low grade wheel chair ramps) had to become a priority within recreation research practice. In Canada, prior to, during, and since 1981, the International Year of the Disabled, a myriad of research projects have been undertaken to identify, advocate, and ensure that recreation service providers deliver services that are 'physically accessible' (Noble, 1985; Ontario Ministry Labour, 1982; and Ontario Advisory Committee on the Physically Handicapped, 1987). The definitions that have evolved regarding 'access' have consequently shaped, structured, and inevitably confined the parameters of accessibility to that of wheelchair access.

The focus of this research project shifts from 'physical access' for mobility impaired recreationists, and focuses instead upon the delivery and implementation of recreation services that address the varied needs of visually impaired/blind recreationists. It is the researcher's hypothesis that the needs of the visually impaired are often overshadowed by the onus of concern upon people with mobility impairments. One intent of this project involves testing this hypothesis.

1.2 Research Objectives

The following is a description of the research goal including a list of the objectives leading to this goal:

Goal

To identify alternative avenues and options to further increase the participation of the visually impaired within recreation.

Objectives

1. To measure the extent to which the provision and delivery of recreation services (both indoor and outdoor) have encompassed the accessibility needs (both psycho-social and physical) of the visually impaired.
2. To identify key variables augmenting physical and psycho-social accessibility for people with visual impairments within recreational environments. First, by reviewing literature concerning the varied needs of the visually impaired. Second, by talking with professionals concerned with issues regarding disability to develop an inventory of general accessibility needs of the visually impaired.
3. To review existing recreational literature that has examined recreation issues concerning people with disabilities.
4. To interview professionals within recreation at the national through to the municipal level to measure the extent to which the needs (as identified within the discussions with disability advocates) have been addressed and enveloped within recreation policy for people with disabilities in general, and specifically for the visually impaired.
5. To measure the degree to which the provision and delivery of recreational services for the visually impaired is extended on an integrative (as opposed to segregative) basis within the study area.

1.2.1 Approach

The relationship between recreation policy, definition, and provision of accessible leisure services for people with visual impairments was measured using a qualitative action-oriented research design. The framework of study was based upon previous research and experiences of geographers (Cosgrove and Jackson, 1972;

Eyles and Smith, 1983; Jubenville, 1978; and Tuan, 1974), educators (Berlá and Murr, 1974; Franks and Baird (1971); and Franks and Nolan, 1971), sociologists (Brenner, Marsh, and Brenner, 1978), recreologists (Derksen, 1981; Goodale, 1973; Hunter, 1988; McClements and Blash, 1986; and Hutchinson and Lord, 1979), and architects (Bernardo, 1970).

To accentuate the findings from previous research, the researcher interviewed 25 professionals from 18 organizations within the Ottawa area. The organizations varied both in scope (national, regional, or municipal) and in *raison d'être* (disability consumer organizations or parks and recreation offices).

The first stage of analysis involved devising a definition of recreation services sensitive to the needs of the visually impaired, drawing upon the experiences and insights of the professionals from various disability consumer organizations. In the second stage of analysis, the resulting definitions were measured against the policies, community networking, and provision and delivery of indoor and outdoor recreation services, as derived from information provided within interviews with professionals from various parks and recreation offices. Overall, within the examination, attention was focused upon the integrative versus segregative nature of the ensuing recreation delivery mechanisms. The study took place in the Ottawa area, including the cities of Ottawa, Nepean, and Gloucester, for reasons identified in Chapter four.

The following section outlines the various operational terms that are instrumental within the examination of each of the subsequent chapters.

1.3 Operational Terms

1.3.1 Leisure and Recreation: Interpretations

The evolving and dynamic nature of the definitions associated with leisure and recreation warrant a detailed discussion of these terms. The following is a brief description of the various socio-historical interpretations of recreation and leisure.

Throughout time, there have been marked changes within the concepts and

distinctions between leisure and recreation. For example, DeGrazia (1965) has pointed out that the early Greeks conceptualized leisure as a way of life characterized by the freedom to pursue education, music, art, and philosophy. For them, recreation entailed the opportunity to re-create, re-juvenate, and re-store one's state of mind and physical being. In contrast, the 19th century Calvinists perceived leisure as non-labour; idleness leading towards sin. Citizens were conditioned to work and, according to Weber (1965), this attitude set the stage for industrialization (Rogers, 1974). With the onset of industrialization, the subsequent separation of workplace from dwelling resulted in the further dichotomy of work from leisure.

Veblen's classic 1925 work on 'leisure classes' introduced a new set of socio-economic variables that, Veblen argued, distinguished a recreationist from a labourer. The 'leisure class' was easily identified by their excessive amount of discretionary time measured by overt and abhorrent displays of consumerism. Meanwhile, the residual affects of Calvinism were still shaping the lives and attitudes of the labourers, resulting in strictly guided free time.

Pieper (1963), based his definition of leisure within a more philosophical foundation. Pieper defined leisure as: "listening to the essence of things" (p.26) - "an attitude of non-activity, of inward calm, of silence, of not being busy, but of letting things happen" (p.41). According to Pieper, leisure was a state of mind not to be confused with the physical manifestations of activity. Within this context, leisure remained separate from recreation:

the soul of leisure..lies in celebration. Celebration is the point at which the three elements of leisure come to focus - relaxation, effortlessness, and superiority of leisure to all functions. (p.56)

For Pieper, leisure could occur at work or at play, as leisure was not conditioned by activity. Rather, leisure was influenced by one's mental and spiritual attitude. For Pieper, the most poignant difference between leisure and recreation rested within 'activity'. In leisure one was active in *contemplation*, whereas in recreation, one was active in *motion*.

Many contemporary social scientists, however, have enveloped leisure within recreation, and in turn, have rejected the foundations outlined by Pieper. For

example Murphey and Howard (1977) assign the following six attributes to recreation:

1. recreation is widely regarded as an activity involving physical, social, or emotional commitment - as contrasted with sheer idleness or complete rest.
2. recreation may include an extremely wide range of activities, such as sports, games, crafts, performing arts, art, music, dramatics, travel, hobbies, and social activities.
3. the choice of activity or involvement is completely voluntary rather than because of outside pressures, compulsory or obligatory.
4. recreation is prompted by internal motivation and the desire for personal satisfaction, rather than by 'ulterior motive' or external goals or rewards.
5. recreation is heavily dependent upon state of mind, or attitude; it is not so much what one does, as much as the reason for doing it and the way one feels about the activity that makes it recreational.
6. recreation has potential desirable outcomes, although the primary motivation for participation is personal enjoyment, it may result in physical or social growth (p.13).

The above criteria do not necessarily preclude one another; however, they do demonstrate three central elements of recreation including *choice*, *activity*, and (to some extent) *hedonism*. Recreation is undertaken freely and for pleasure. Within this definition, however, the lines between recreation and leisure are now fused.

Although the debates surrounding the differences between recreation and leisure remain unresolved, social scientists rarely dispute the potential physical, psychological, social, and/or educational effects of leisure and recreation. Some of the more generally recognized benefits are listed below:

Physical:

- relief of tension - relaxation - exercise
- motor skill development - rehabilitation
- fitness - coordination - physical growth
- muscle tone - rejuvenation - personal challenges

Intellectual-Educational:

- mastery - discovery - learning
- insight - intensified skills - evaluation
- new experiences - develop avocations - synthesis
- problem solving - self discovery

Psychological:

- anticipation - reflection - challenge
- accomplishment - excitement - security
- achievement - aesthetic appreciation
- self-image - introspection - pleasure
- self-confidence - self-actualization
- enjoyment - exhilaration - self-expression

Spiritual:

- ecstasy - mind expansion - transcendence
- revelation - release - contemplation
- mediation - wonderment

Social:

- interpersonal relationships - trust
- friendships - companionship - involvement
- fellowship - communication - interaction
- group and family unity - compatibility
- sense of community - appreciation
- cultural sharing - empathy (Morphey and Howard, 1977 p.116)

The benefits as listed above, motivate individuals to challenge their dreams, to develop new skills, and to create new friendships. It is widely accepted that recreation rejuvenates, regenerates, and recreates social, cultural, and psychological bonds.

In North America, the amount of time one has to spend in leisure is increasing. With shorter work weeks, flexible working hours, longer and more frequent vacations, the fabric of our work mosaic is radically changing (Chubb and Chubb, 1981). Medical advancements are increasing our expected life span, and consequently, North Americans are living amidst a society with an expanding elderly population (Ontario Ministry of Tourism and Recreation, 1987; Mercer, 1976; Walmsley and Lewis, 1984). Clearly, recreation affords one the opportunity for short and long term gains, self-fulfillment, and a sense of social value: "Recreation serves as a catalyst within the community to create a climate for developing activities that enhance the quality of life". (Murphey et. al. 1977 p.79)

The following is a brief synopsis of the other operational terms used throughout the thesis.

1.3.2 Operational Terms Continued

- **ACCESSIBILITY:** For the purpose of this research project, accessibility refers to the provision and commitment to individuals, regardless of disability, in supplying and maintaining services, physical structures, and information that contribute to the physical independence and social competence of the individual.
- **AUDITORY TOOLS:** 'word choices' and other devices that assist a blind/visually impaired recreationist to visualize an image through his/her ability to hear.
- **BARRIER FREE:** An environment designed and constructed so that all features are usable by all persons.
- **BLIND:** An individual with a visual acuity of 20/200 or less (Wilkenson, 1982).
- **BLIND ADVOCATE:** An individual and/or an organization that demonstrates and lobbies for the rights of people who are either blind or visually impaired.
- **BLIND RECREATIONIST:** An individual who is either legally blind or visually impaired who undertakes recreational activities or any other self-fulfilling pursuits.
- **COMMUNITY INTEGRATIVE LIVING:** Communities equipped with the necessary social, psychological, and physical support mechanisms that facilitate the integration of persons regardless of disability, within activities

considered 'culturally normal'. For example, enabling an individual, regardless of disability, to participate in a recreational activity, acquire adequate housing, and be able to secure employment.

- **DISABILITY:** Any restriction or lack of ability to perform an activity in the manner or within the range considered normal (Ritchiesin, et. al., 1987).
- **DISABILITY CONSUMER ORGANIZATION:** See Blind Advocate.
- **HANDICAP :** A disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfillment of a role that is normal, depending on age, gender, social, and cultural factors (Ritchiesin, et. al., 1987)
- **IMPAIRMENT:** Any loss or abnormality of psychological, physiological or anatomical structure or function (OMT, 1981).
- **INFORMATIONAL ACCESS:** Using words in a context or medium sensitive to the needs of people with visual impairments.(For example translating a landscape using words that respond to the individual's auditory, tactual, and olfactory senses; or providing a description in braille, large print, or on audio cassette).
- **MOBILITY:** The ability to move [safely] through an environment and arrive safely at a travel objective. To be able to safely manoeuvre around obstacles and travel hazards (Ritchiesin, et. al. 1981).
- **OLFACTORY TOOLS:** Odor devices that assist a blind recreationist to derive an augmented experience of an event, activity, or environment.
- **ORIENTATION:** Relates to the way visually impaired persons determine their position in an environment (Ritchiesin, (et. al.) 1981).
- **PARKS AND RECREATION OFFICE:** Agencies or organizations included within the research sample because of their recreational agendas. For the purpose of this study, also includes museums, art galleries, and other leisure-oriented organizations.
- **SENSORY INFORMATION:** includes visual, tactual, and auditory information. A well designed environment provides the traveller with a rich, readily accessible array of such information (Ritchiesin, (et. al.) 1981).
- **TACTILE TOOLS:** Devices relying on passive touch that create an augmented experience for a person with a visual impairment.
- **TACTUAL TOOLS:** Devices relying on active touch that create an augmented experience for someone with a visual impairment. (Such as an haptic model or map).

- **VISUALLY IMPAIRED:** An individual with a visual acuity ranging from 20/70 and who can see some light, forms, a few bright colours, as well as black and white, and can detect some movements (Wilkenson, 1988).

1.3.3 Setting the Stage

Due to the multidisciplinary nature and specificity of this research project, the background literature examined by the researcher was fundamentally derived from three distinct backgrounds: previous research on the implications of visual impairment on an individual's ability to appropriate space; research examining recreation service management as well as recreation's role within proactive community development.

Chapters two and three offer two different foundations supporting the data analysis outlined within chapter four. Chapter two begins with an exploration of the non-visual world, and examines the interplay between the senses of smell, touch, and audition in reference to a visually impaired person's ability to appropriate space and ability to orient independently. The chapter ends with an investigation of the National Building Code of Canada, and how legislated action has previously defined access for people with disabilities.

Chapter three begins by exploring recreation management's role within proactive community development. An emphasis is placed on the necessity of 'integrative' recreational program delivery utilizing both Hutchinson and Lord's (1979) and McClements and Blash's (1986) continuum of integrative leisure services. The chapter concludes by emphasizing the importance of recognizing the latent internal attitudes which inadvertently inhibit or accelerate the provision and delivery of integrative recreation.

Chapter four outlines both the research method and the data analysis procedures. The results are subsequently documented via content analysis with specific reference to recreation policy, community networking, and the provision and delivery of accessible recreation services as influenced by organizational policy. Chapter five will provide an overview of the research findings, limitations, and recommendations for future directions in research.

Overall, the thesis is structured around supporting the necessity of including other impairments within functional definitions of accessibility. In addressing the specific needs of the visually impaired, it is the intent of the researcher to demonstrate how, in the past, narrowly constructed definitions of access have limited and inadvertently denied the appropriation of recreational services by the less visible members of the disabled Canadian population. In the following chapter, the nature of visual impairment as well as the problems inherent within inaccessible environments for this population are examined.

Chapter 2

Visual Impairment

2.1 Visual Impairment in Context

Vision is primarily a device of orientation, a means to measure and organize spatial events (Kepes, 1967 p.13).

The loss or lack of vision induces an individual to reorganize his/her appropriation of space utilizing his/her audio, olfactory, and/or tactile perception. Within this chapter, an exploration of the above senses will be undertaken within the context of spatial manipulation. Upon this, an examination of the rights and needs of the visually impaired will be presented. Following that, access as defined within the context of visual impairment will be outlined, utilizing the standards legislated within the 1985 National Building Code of Canada. The chapter concludes with a summary of the interplay between the senses and how they in turn combine to augment accessibility for people with visual impairments.

2.2 Accommodating the Other Senses

Although there has been much progress in creating independent environments for people with visual impairments, much more is needed. One way to augment integrative living for this population is to first understand the visual world from the point of view of some one without or with little sight. To do this, it is imperative to understand how the remaining senses influence independent orientation and mobility for people with visual impairments.

2.2.1 Vision

Of the five senses utilized by humans, many would argue that sight predominantly is the most vital. Tuan (1974) contends that people are visual animals (p.6). Skin and Sessoms (1974) also maintain that most of our enjoyable and pleasurable experiences depend on sight (p. 231). "In modern society, [people] come to rely more and more on sight. Space for [them] is bounded and static, a frame or matrix for objects. Without objects and boundaries space is empty" (Tuan, 1974 p.11). Thus, those with vision orient themselves guided by tangible and definable boundaries. From birth, children are taught to appropriate their world through what they see. For example, teaching is structured around chalkboards, objects demanding sight; most television programs are dramatized by what one can see rather than what one hears; and pedestrian walkways, buildings, and play environments, for the most part, are designed to exhilarate the visual sense, often, if only unconsciously, ignoring the others. How then, is the visual world interpreted by someone without or with little sight?

2.2.2 Audition

Language

Sound, either through speech, music, or through spatial acoustics, is one of the most important senses providing an outlet for communication. For a visually impaired person, sound is one sense that augments his/her ability to appropriate space and orient him/herself within the surrounding environment. Thus, language (or word choices) is one medium that can largely enhance a visually impaired person's perception of his/her surroundings.

Kirman (1973) argues that "speech is a special sort of code which is uniquely and biologically tied to the auditory system" (p. 54). Within dialogue, the listener is forced to consider the integration of grammar, content, and tone of voice (Collier, 1985 p.124). Together, each aspect identifies to the listener the emotional and informational composition of a message. For someone without sight, each aspect enables the listener to visualize and recognize his/her informer. Col-

lier further discriminates sound and language into: loudness, pitch, timbre, rate, enunciation, rhythm, and inflection (p. 132) Essentially, one's voice and inflection are instruments that heighten meaning, facilitate interpretation, and imminently provide conscious and unconscious intention. Language and voice are also auditory cues that assist a non-sighted person with appropriating and perceiving visual environments.

Metaphoric language is another auditory tool that assists a visually impaired person with translating a visual image into a non-visual concept:

essentially, metaphors can operate as 'heuristic devices' for leaping across logical gaps in the process of which our minds must be stretched, our thinking transferred to a different level and our conceptual forms pushed open. In attempting to confront geographic reality, we are forced to metaphor (Jackson and Smith, 1984 p.45).

For example, Shakespeare's "All the World's a Stage" insists that the individual conceptualize him/herself as an actor reiterating lines, going through motions superimposed by someone else. One's perception of the world is immediately altered. For this reason, metaphors can be used to demonstrate to a non-sighted person a visual image that can only be conceptualized via language.

Spatial Concepts Via Language

Although language and word choices facilitate the understanding of visual images, the vocabulary and content of the 'listener's' inventory of words necessarily precondition the individual's comprehension of actual meaning. With reference to a visually impaired person's ability to utilize language as a means of orientation, the individual's conception of space and to some extent 'geography' will either augment or impede his/her mobility skills.

Franks and Nolan (1971) and Hill, Guth, and Hill (1985), studied the spatial and geographic concepts familiar to a number of blind children registered within residential schools for the blind. In Franks' and Nolan's study, 48 visually impaired students (24 who were braille readers, 24 who read large print) from grades six, eight, and ten were tested. The children undertook an audio multiple choice exam and were tested on the following 40 geographic concepts:

ocean, island, lake, seashore, beach, hill, mountain, valley, canyon, reservoir, basin, plain, prairie, plateau, channel, canal, bay, gulf, harbour, port, river, tributary, source of the river, mouth of the river, river basin,, delta, volcano, mountain peak, range of mountains, highland, foothills, divide, timberline, peninsula, cape, isthmus, strait, sound, inlet, and dyke.

Table 2.1
Hill Performance Test of Selected Positional Concepts

top	behind	near/nearer/nearest
bottom	beside	far/farther/farthest
above	close/closer	centre/centred
below	middle	next to
left	between	away from
right	over	under/underneath
higher	face/facing	front/infront
upper	lower	back/in back

Source: Hill, Guth, and Hill (1985) p. 156

The results did not show a significant difference between the braille and large print users. The children in grade 10 received the highest score followed by the students in grade six. Although each grade's average contained a passing percentage, the overall scores were low enough to suggest that the learning and the retention of geographic concepts did not appear to be regarded as a priority concern for teachers of the visually impaired. A significant yet missing application of this study is that Franks and Nolan did not analyze their data in the context of mobility or acquired mobility skills. That is, they did not provide data examining the measure to which geographical conceptual understanding influences an individual's ability to travel independently.

In Hill, Guth, and Hill's study, the affects of spatial understanding upon an individual's orientation skills was examined. 145 braille users, and 128 large print readers selected from a number of schools for children with visual impairments were tested on their conceptual understanding of spatial words. Using the "Hill Performance Test of Selected Positional Concepts" (see Table 2.1) the children were asked to identify positional relationships by referring to various body parts (p. 156). (For example: touch your right eye, or go in front of the chair). Hill,

Guth, and Hill's findings suggested that many of the blind and visually impaired children within the sample had difficulty acquiring elementary spatial concepts. However, there were some children from both categories who did have a near perfect score, suggesting that vision is not a precondition for understanding spatial theory. Within their review of similar studies, Hill, Guth, and Hill concluded that not all low vision children have adequate spatial understanding and that increased training in spatial skills would inevitably result in improved orientation.

From both the studies outlined, it is evident that increased attention focused on spatial conceptual understanding would largely augment a visually impaired individual's ability to travel and to orient him/herself independently.

Sound and Space

There is another component of audition that facilitates movement for people with a visual impairment. Sounds emitted from bounded areas (such as rooms) offer many orientation and mobility cues:

a blind person cannot see the shape of the room, the colour of the walls, or the pattern of the floor. He can, however, hear the sound of space; he can feel the textures of the walls, the loudness of the floor, the temperature and humidity of a room, and even the velocity and the smell of the air (Bernardo, 1970 pp. 262-263).

Evidently, Bernardo recognizes sound as an environmental cue for the visually impaired. The walls, the ceilings, objects within, and the floors of a room create a symphony of sound for the non-sighted that creates distinct identities. Once they are familiar, the room becomes registered within the memory of the perceiver, eventually increasing his/her orientation and mobility skills.

Summary - Audition

Sound extends 'clues' to a person with a visual impairment and these clues inevitably assist him/her to recognize the immediate surroundings. Sounds emitted by rooms, spatial language, and descriptive prose are 'tools' that can largely augment the individual's understanding of the visual world. Sloane's (1983) poem: *The Audible Landscape* is an example of the effect of descriptive language upon

the conceptualization and appreciation of words and their images for someone who can only 'hear' their meaning (see page preceding table of contents).

2.2.3 Olfaction

Another 'sensory' clue providing orientation and mobility cues for a person with a visual impairment is the sense of smell. "Odour has the power to evoke vivid emotionally charged memories of past events and scenes" (Tuan, 1974 p. 10). In the 1870's, Linnaeus, a botanical and medical taxonomist, categorized seven distinct odours which were later coined the 'Linnaean class of aromatic odours' (Cain, 1981 p.50). These included: aromatic, fragrant, ambrosial (musky), alliceaus (garlicy), hircine (goaty), repulsive, and nauseous. The American Society of Brewing Chemists further extended Linnaeus' categories into 14 other entities (See Appendix K)

A problem inherent with olfaction, however, is that the recognition of different smells is dependent upon the 'words' available to describe them (Cain, 1981 p.55). For this reason, product labels are often the words we associate with a particular smell (for example Johnson's Baby Powder) therefore, it is not surprising that (and coincidentally), product labels influence how we perceive an odour (ibid p. 50).

Augmenting, or enhancing an odour provides mobility cues for people without or with little sight. Smell, coupled with taste often assists in creating a mental image of the item presented. Yet, smell is often overlooked as an essential tool for promoting access for the visually impaired.

One example of how smell can be utilized to augment or increase an individual's pleasure within an activity that is predominantly sight-oriented includes the English National Opera's pioneering of the use of olfactory cues within a recent opera. 'Scratch and Sniff' cards were distributed to an audience attending a production of *The Love of the Three Oranges*. Upon cue from the performers, the audience at significant times, were asked to scratch a specific square on their scratch and sniff card. They then relished in the aroma of the experience. Not only was the audience receiving audio and visual pleasures from the performance, they were

also able to augment the experience with smell (London Associated Press, 1989). Although the scratch and sniff cards were not necessarily created for the benefit of the visually impaired, it certainly extended access to this population.

2.2.4 Colour

Colour, although not a sense, is utilized and understood by many people with visual impairments. However, with colour and colour concepts becoming increasingly complex and exotic, many people with limited colour conceptualization are often bewildered by the ambiguity of names associated with modern colours (Shaw, 1973). Colour, and colour contrasts, however, can be utilized to depict useful information within buildings, parks, and transit stations for people with visual impairments.

Large print and/or stark colour contrasts enable someone with limited vision to identify and subsequently acquire the needed information to be able to continue to travel independently (Carpenter, et. al., 1988; Champagne, 1985; Environment Canada, 1986). For these reasons, it is important to remember that colour should not be discounted (or ignored) when identifying an object, image, or site to a person with a visual impairment. Colour is part and parcel of the sighted's experiences, and should be included within the experiences of the visually impaired, regardless of the individual's colour perception.

2.2.5 Touch

Touch, also known as the haptic sense, is one of the oldest and most extensive senses. There are over half a million touch receptors scattered throughout a human body (Collier, 1985 p.21). Most of our touch reception, however, are concentrated within our fingertips. A simple touch can demonstrate an emotion or feeling that few words can express as eloquently. Touch is also able to translate a vast amount of visual information (Tuan, 1974 p.7). Such information is normally deciphered in terms of rough/smooth, hard/soft, wet/dry, sticky, and slippery (Lederman, 1983 p. 498). As a result, tactile, or haptic pictures and models are often constructed

to assist a visually impaired person conceptualize a setting, image, or other visual construct:

a haptic picture is a tangible picture whose function is to depict objects for a blind person. Haptics is a discipline in parallel with optics and acoustics that studies the tangible world just as optics study visible energies and audible vibrations (Kennedy, 1982 p. 305).

Haptic pictures define space, simulate visual images, and create a tangible medium to explore conceptual ideas. Von Senden (1960), however, cautions that haptic pictures cannot define an object within its entire context. That is, the overall shape of an object cannot be inferred. Rather, the individual features of an object are quantified, and categorized by texture, temperature, and weight (p. 3). Nevertheless, a tactual impression of a visual image largely enhances an individual's orientation skills.

A tactile map is a functional haptic tool facilitating the independent travel of a person with a visual impairment. According to Moss (1983), tactual maps minimize the dependency of a visually impaired person on others and assist in overcoming certain ambiguous and inaccurate features encountered within the local and regional environment (p.3). The successful use of a tactual map is conditioned by the individual's map reading skills, mobility skills, and the scope and detail of the actual map (Schiffe and Foulke, 1982). Variables such as the age, degree, and onset of blindness influence the individual's ability to appropriate and understand a tactual map. For example, take an individual who acquired a visual impairment after birth; his/her residual vision and visual memory may assist in his/her map reading skills. Alternatively, an individual's mobility skills are affected by the individual's attitude towards his/her blindness, the extent of visual impairment, and elapsed time with the impairment. "Congenital or early blind children, on the other hand, frequently develop conceptual distortions as a result of an abundance of verbal instructions or descriptions of the environment that have not been reinforced or corrected through physical contact or direct experience" (Graham, 1982 p. 340). Therefore, a combination of skills and conditions determine the utility of a tactual map for each individual.

Schiffe and Foulke (1982) list some of the mobility skills acquired within en-

hanced tactual map reading; these are the ability to:

- walk in a straight line with minimal veering
- use auditory cues when moving
- identify underfoot textures
- move fairly rapidly in transit
- conceptualize the environment through utilizing different reference systems
- retain knowledge of the structure of different environmental features (p. 350)

Each skill is developed with time, training and practice.

The map, on its own, must be functional in that it haptically depicts the environment it is intending to display. There are certain standards of tactual map making, lending towards a consistent and uniform framework from which map reading skills for the visually impaired can be internalized. A functional tactual map:

- holds enough information to meet the needs of the user but not so much to confuse him/her.
- the north edge of the sheet must be marked, a north indicator is not adequate.
- braille needs to be placed horizontally
- multi-layered maps are desirable when large amounts of different types of information is needed (ibid. p.339).

For the visually impaired, one map of an area is often not enough. Usually a number of maps with varying scales are utilized to first depict the general surroundings, and then to specifically outline the immediate area permitting independent travel (Grahame, 1982 p.335). An instructor teaching the use of a tactual map will generally begin by enhancing the individual's spatial concepts via developing the student's body image. Later, the lessons will focus upon the actual map.

Berlá and Murr (1974) examined the most effective and efficient manipulation of a tactual map. 144 braille users (16 students from grades four through twelve) were selected to undertake a tactual map reading experiment. The students were timed in their ability to identify 'target' features within the map. The students were randomly divided into groups identified by the technique of map reading,

including: a control condition, vertical scan, one-hand horizontal scan, and asymmetrical horizontal scan. In the control groups, students were not assigned a map reading method. Rather, they scanned the map according to their habitual technique. The vertical scan involved utilizing both hands side by side, travelling down the length of the map, crossing hands over to begin the next search. The one-hand horizontal involved keeping one hand at the side of the map (as a reference hand) while the other hand scanned the width of the map from left to right. The asymmetrical horizontal scan involved positioning each hand in opposite corners and then tracing the hands horizontally along the map until each hand met.

Berlá and Murr found that the use of the two-hand vertical technique, by and large, resulted in the identification of a significantly higher number of target features than any of the other scanning techniques. They concluded that the increased utilization of this map-reading method could result in better use and understanding of tactual maps. However, Berlá and Murr did not analyze the extent to which map-reading techniques would affect the ability of a visually impaired student to conceptually organize spatial relations from the derived map.

Once again, the necessity to identify areas that augment a visually impaired individual's ability to improve his/her spatial understanding is an essential area of research that could improve the individual's independent mobility and orientation skills.

Tactual models are another haptic tool demonstrating spatial concepts that have been used to augment a visually impaired person's understanding of geographic concepts. Franks and Baird (1971) examined the extent to which tactual models could influence spatial learning. 48 visually impaired students from grades six, eight, and ten, were tested on their understanding and ability to differentiate different land masses (namely those utilized within Franks and Nolan (1971) experiment) while haptically exploring a concept via a tactual model. Franks and Baird's concluded that the use of three dimensional raised surface landforms utilizing a system of chromatic coding, facilitated both the instruction and evaluation of geographic concept attainment for the visually impaired.

2.2.6 Summary: the Senses

Although some may argue that in today's world vision takes precedence over all of the other senses, the versatility of humans allows for the interplay between the remaining senses to lessen this dependence upon sight. The combination of sound, touch, and smell assist an individual who has lost his/her sight to continue to lead an active and independent lifestyle:

the person who just 'sees' is an onlooker, a sightseer, someone not otherwise involved with the scene. The world perceived through the eyes is more abstract than that known to us through the other senses. The eyes explore the visual field and abstract from it certain objects, points of focus, perspectives. But the taste of lemon, the texture of warm skin, and the sound of rustling leaves reach us as these sensations [inextricably bound with meaning] (Tuan, 1974 p.11).

2.2.7 Devices for the Visually Impaired

In order to enhance the use of the remaining senses for people with visual impairments, many technological developments (since the middle of the 1950's), have concentrated upon the provision of visual aids, tactual aids, auditory aids, and mobility aids (Gill, 1986; Richesin et. al. 1981). Most of the visual aids created, have been designed to enable an individual to read the printed text. Devices, like closed-circuit television, magnifiers, and telescopic aids, enlarge print, often to the extent each user requires. Simpler devices such as bookstands, acetate, and reading windows can also assist the reader with his/her task.

Tactual aids can be broken into two categories: aids that enable an individual to communicate via haptic print (such as braille writers and the slate and stylus) or aids that communicate to the individual information about an area (tactual maps), increasing the individual's independent mobility. Other haptic educational devices include the cubarithm slate (tactual calculator) and raised line paper.

Auditory aids disseminate needed information to a visually impaired person, once again facilitating independent travel. Talking books, synthesized voice computers, and cassette tape recorders enable easy access to information.. As well, audible traffic signals have been experimented with in Canada (developed by

MANOP services limited - see Richesin, et. al., 1981 p. A-10). Talking sign technology (Transport Canada) has expanded and talking bus stops (UK Transport Department) are just beginning to become familiar. Each advance in technology augments an individual's ability to travel and to orient him/herself independently.

Two of the most recognized mobility devices for people with visual impairments are the white cane and the guide dog. The white cane is used in conjunction with the individual's residual vision, and assists with identifying obstacles, denoting depth, and enhancing orientation (Richesin, et. al. 1981 p.19). The cane is pushed ahead of the individual and displayed rhythmically from right to left. One problem inherent with the use of the cane is that it cannot detect overhead obstacles. Guide dogs, on the other hand, can detect overhanging obstructions. However, in Canada, guide dogs are used by only 1% of the legally blind population (ibid. p.20). It is necessary to stress that guide dogs are not pets; on the contrary, they are animals trained to stop at intersections, changes in elevation, and to lead their owners around obstacles and potential hazards. The guide dog responds to the verbal commands of its owner, and as it is both living and breathing, requires care and repeated exercise in order to retain its skills. In Canada, guide dogs are allowed everywhere their owner goes including restaurants, hotels and on public transit. This was legislated in 1976 (Government of Ontario, 1985).

Another mobility aid, although not commonly used or widely recognized, includes the laser cane. Different variations of this electronic device have been developed (including the Mowat Sensor and Sonic Guide). One reason for its limited use is that its implementation involves combining mobility, touch, and audition, oftentimes creating more distractions than it offers assistance.

Summary

In Canada since the 1950's, there have been many advances in technology augmenting independent living for people with visual impairments. However, in order for these advances to be applied, accessible environments are a much needed requirement. Improving access within social environments is a good beginning.

2.3 Human Rights - Reinforcing Attitudes

In Canada, there are many misconceptions shrouding blindness and visual impairment, often resulting in negative attitudes and limited access to community resources for this population (Corn et. al., n. d.; Dept. of the Secretary of State, 1987; Derksen, 1981). Some of the myths currently shaping attitudes towards the visually impaired include:

- all blind people are alike
- all blind people have super hearing
- all blind people need lots of assistance
- all blind people have a sixth sense (Canadian Blind Sports Association , 1985 p.95).

In actual fact, visually impaired people are more *like* their sighted counterparts than they are different (Mullins, 1979 p.20). People without or with little sight still conduct their activities within the constructs of the visual world. They 'watch' television, as opposed to simply listening to it and they 'see' their friends, as opposed to feeling them (Michalko, 1982 p.27). Interactions with the sighted world follow the same rules and syntax of vision. A visually impaired person focuses upon interacting within his/her world not as a person without vision, but simply as another person.

Yet, stereotypes surrounding blindness continue to precede the individual and those without or with little vision are categorized and treated according to the extent of their disability. The imminent objectification of this process subsequently defines their access to and interaction within their communities (Orlansky, 1984; Mullins, 1979; Laye, 1982). ¹.

In 1983, the *Canadian Human Rights Act* was amended to include physical and mental disability as grounds for discrimination in the event of denied physical or social access to:

¹Objectification: People with disabilities, in being addressed in terms of their disablement, are inadvertently reduced from subject to object complete with all an object's underlying assumptions, (ie: asexual, inanimate, non-emotive, etc.)

- services, goods, and facilities
- the occupancy of accommodation
- employment
- membership in vocational associations and trade unions. [section 15]

Prior to this amendment, a special committee on the disabled and handicapped (sponsored by the Federal Government) was constructed to identify areas of 'special need' for people with disabilities. Their findings were documented within a report entitled *Obstacles*. In 1987, a second commission requested by the Secretary of State evaluated the scope and extent of implementation regarding the issues identified within *Obstacles* (Department of the Secretary of State of Canada, 1987). Some of the findings that are specific to people with visual impairments include:

- In February 1986, an exemption was included within the *Canadian Copyright Act* to allow for the production of special media material for disabled persons (p. 42).
- National Library services have been extended to include various catalogues listing available texts in large print, braille and on audio cassette (p. 46).
- All federal publications available to the general public will be made available on cassette, in braille, or in large print at the same cost of the printed publication to the general public (p. 48).
- Since 1981, all federal buildings and park facilities have retrofitted to accommodate the needs of people with disabilities (p. 72).
- Since 1982, a policy on federal government advertising has mandated the representation of disabled Canadians in all aspects of life (p. 88).
- A recent event, not documented in *Obstacles* includes the installation of a national radio network coined 'voice print', sponsored by CBC Newsworld. Essentially voice print will be a 16 hour broadcast of articles from newspapers and magazines. Voice print will be different from other television broadcasts in so much that it will be descriptive with words, not pictures (Tobin, 1990; Boyle, 1990).

The above demonstrate that action has been legislated since the beginning of 1981 to ensure that the rights of disabled Canadians are being extended. In portraying disabled Canadians engaged within 'normal' activities within federal advertisements, the Government is largely attempting to dispell many of the myths

surrounding disablement, depicting a healthier identity. Each of the above efforts are milestones lending towards increased integrative community living, and are examples of accessible social environments.

The next section examines a number of legal and legislated definitions of accessibility that are currently shaping physical and social access within Canada.

2.4 Access

2.4.1 Designing Accessible Environments

In designing environments that address the accessibility needs of one disabled consumer group, the needs of other disabled populations are often overlooked. In Canada, the initial response of planners and designers in meeting legislation regarding accessible environments for people with disabilities involved defining access around the needs of wheelchair users. It is now recognized that in this approach, the sensory needs of both the visually and hearing impaired were often neglected (Richesin, et. al. 1981 p.100).

The concept of universal accessibility necessitates a more global definition which incorporates the variables that accommodate the entire disabled population (Morin, et. al., 1982 p.5). For example, Appendix J demonstrates how designing for wheelchairs can result in the compromise of the safety needs of the visually impaired. The desk that meets the needs of a wheelchair user is a potential hazard to someone who cannot see the extent to which the table extends beyond the wall. Ritchesin et. al.(1981) contend that the architectural inconsistencies that occur (in reference to the needs of the visually impaired) occur as a result of access predominantly being defined in physical terms. Access (or lack of access) for the visually impaired, however, is usually the result of disorientation resulting from misguided information or the lack of available information (p. 2). Although a ramp does not augment access for someone who is visually impaired, certain physical constructs such as signage, illumination, colour contrasts, and underfoot textures, increase the independent mobility of someone without or with little sight.

In a study sponsored by Transport Canada, Richesin, et. al. (1981) examined the existing national and provincial building codes to determine how many of the existing codes acknowledged the varied needs of the visually impaired. The provinces of New Brunswick, Newfoundland, Prince Edward Island, and Quebec as well as the two territories utilize the National Building Code within their jurisdictional areas (ibid p. 25). British Columbia, Alberta, Manitoba, and Ontario, on the other hand, have modified the national code and have adopted codes of their own.

The study concluded that the British Columbia Building Code (B. C. Building Code) had the highest standardization of architectural concerns regarding people with visual impairments. The B. C. building code pays explicit attention to:

- elevator control design
- handrail design
- tactile warning strips for stairs
- audible warning systems
- egress and room numbering

When architectural attention is given to concerns such as those listed above, an individual with a visual impairment ability to orient and mobilize him/herself is augmented. Thus, these standards support the study's conclusions. However, the researchers caution that the B. C. Building Code is "progressive, but not without its problems" (p. 27).

In Richesin's study, it was found that the National Building Code of Canada (1985) lacked real consideration of the needs of people with visual impairments, detailing only the following three standards:

- 3.3.1.7.(3)(4): long cane clearance dimensions
- 3.4.7.5.(5)(6)(7): handrails and stairways
- 3.4.7.12(18) & 3.5.5.1.(4): tactile signage for exits and elevators

Richesin's (et. al.) conclusions suggested that access in Canada was still not being architecturally defined in meeting the needs of the visually impaired. Alternatively,

a *Building Practice Note* regarding “Conformance to Barrier-Free Design Criteria” developed by the National Research Council of Canada in 1985 has documented a variety of access needs explicitly for the visually impaired. Some of the standards recommended within this document include:

- underfoot surfaces
- stairwells (tactual cues, handrails)
- unobstructed pathways (position of trees, plants, poles, etc)
- lighting (glare-free)
- signage (tactual, colour contrasts)
- elevators (audible, tactual, handrails)

The National Research Council’s document is detailed but does not denote actual numerical standards such as the minimal size of a raised-letter sign, the distance a handrail should extend from the foot and the head of a stairwell, and other specific quantifications. It appears that a building code recognizing and standardizing the varied requirements of the visually impaired has yet to become a reality.

2.4.2 Summary: Supportive Environments

Essentially, the modifications necessary to increase access for someone with a visual impairment are minimal. An environment that is sensitive to its audio, visual, olfactory, and tactual potential, is an environment that offers a variety of informational clues, providing safe and independent travel for all concerned. The loss of sight should not necessarily precondition inactivity or immobility. Although we live in a visually-oriented world, the interplay of the other senses including touch, hearing, smell, and taste, combine to create alternative perspectives and interpretations within the visual world. Developing physical environments that expound on all of the senses invite and encourage an alternative awareness of an area that is not conditioned simply by visual interaction. As well, such environments contain sensory information that provide directional cues that increase the ability of people with visual impairments to independently and actively mobilize

and explore their world. The next chapter expounds upon this idea within the context of recreation management.

Chapter 3

Recreation Management Practice

3.1 Leisure and Recreation in Context

Preliminary Review

Recreation provides one outlet within community living that enables and facilitates interaction between community members. Due to this, recreation unquestionably has the potential to become a stepping stone for positive integrative living for people with disabilities.

The following is a brief examination of the realm of contemporary recreation management practice, beginning with an overview of the relationship between community development and recreation management. This will be followed by a synopsis of a number of recreational studies that have included the variable of disability. Finally, effective integrative recreation program delivery will be discussed. In combining the above elements, it is the researcher's intention to articulate the subtle relationship between recreation management and a community's ability to support integrative living for people with disabilities. Although visual impairment is the focus of study, examples of other disabilities, both physical and developmental, will be included to support the researcher's discussion, as well as to demonstrate the necessity of maintaining an holistic approach within defining and providing accessible environments for people with disabilities.

3.1.1 Action Planning: Recreation Management's Role in Proactive Community Development

Recreation is playing an increasingly implicit role within the daily lives of Canadians. Today, an increasing number of leisure practitioners are undertaking recreational services offered through their community and/or municipal recreational centres (Cranz, 1982; Goodale, 1973). Thus, the effects of the municipal recreation office's influence within community development should be understood.

The municipal park and recreation office cannot define recreation policy in isolation from the norms and values that shape the very community it serves. To be cognizant of the community's social and psychological composition, the municipal office must interact with the persons responsible for defining community policy, including liaisons with the municipal government and with residents of the community. For this reason, the practice of recreation management should be considered part and parcel of progressive community development.

The Canadian Welfare Council (1985) defines community development as:

a process aimed at promoting citizen participation in social affairs, developing people's awareness of problems, enabling them to define their needs in relation to the total environment, making possible their enlightened choice among various options and channelling the results into affective action for social change.

From this definition the most essential ingredient implicit within community development practice rests within *citizen participation*. Thus, for community development to be effective, community members must be made aware of the options, services, and facilities available to them (Bregha, n.d. p.18). Understandably, the degree and extent of public awareness is directly conditioned by the efforts and commitments of community officials in extending accessible community outlets for participation (Hunter, 1976 p.18).

Canadian municipal park and recreation offices have served¹ as such a community outlet since the middle of the 1950's (Cranz, 1982). Murphey (1970) conceptualizes this 'outlet' within his 'Program Development Model' (See Figure 3.1). The model's nucleus emphasizes an essential criterion: that of community participation. Once the needs and directives of the citizens have been identified,

the 'wheel of action' spins towards the elected community officials, who in turn, mobilize these needs into community objectives and policies, bounded naturally by the available community resources and tax base. The dark arrows extending to and from each point in the wheel, demonstrate the continuous feedback loops implicit within each stage of development.

In Ontario, the Provincial Ministry of Tourism and Recreation (n.d.) advocates a five-stage recreational planning process which echos the commitments and patterns of Murphey's model. The ministry's five-stage process includes:

1. review and study the social and political climate of the environment and inventory the existing physical features and facilities.
2. formulate recreational goals and objectives based on community needs and interests.
3. select a course of action that meets the requirements from a number of possible choices.
4. implement the action selected.
5. evaluate the results of the action taken.

Again, the directives of the community become the blueprint for action. As well, not unlike Murphey's model, the final stage within the provincial ministry's planning model emphasizes evaluation, translating into 'feedback' channels within the community.

Halpin (1972) outlines a number of strategies that can be utilized by a municipal recreation office to initiate community involvement. Some of Halprin's strategies include:

- project initiation involving the community
- urban awareness workshops
- problem definition charettes¹ and workshops
- documentation and dissemination of community participation
- ongoing community feedback

The municipal park and recreation office must be proactive in initiating community relations. As a collective representing heterogeneous interests, leisure groups can

¹Charette: word associated with techniques of strategy development.

provide a vehicle through which social exchanges take place (Hogart and Bishop, 1986 p.33). From these collectives, more intimate and homogeneous leisure groups can emerge, enveloping the varied and different needs of the community. The highest priority of a park office therefore becomes not to define action but to *facilitate* response. The municipal park and recreation office is essentially responsible for the safe and accessible delivery of the programs and services selected by and for the community.²

Focus: Outdoor Recreation Management

To demonstrate the roles and responsibilities of municipal parks and recreation managers, a description of Jubenville's (1978) outdoor recreation management model is provided. Although the practice of outdoor recreation management is, to some extent, different from municipal recreation management, the two are comparable as their guiding philosophies remain the same. Both municipal and outdoor recreation management practice strive to effectively and efficiently offer safe and accessible services to their patrons while preserving and protecting the area's facilities and natural resources.

According to Jubenville:

the management role in outdoor recreation is very complex, incorporating 'resource management' (affects of the landscape on the visitor and the visitor on the landscape), 'visitor management' (enhancing the social environment in order to maximize the recreational experience), and 'service management' (offering necessary and desirable services so the user can enjoy both the social and resource environs in which s/he participates) (Jubenville, 1978 p. 7).

Simply put, the park manager has a three-fold task, each enveloping the other, with resource management a priority concern. Once the park's land-use has been determined, its policies identified, and once the park's infrastructure (including access, water, sewage, utilities, and concessions) have been constructed, the park manager's focus shifts towards balancing the relationship between the park's resources and the park's patrons. This balance is effected through what Jubenville classifies as a 'Visitor Management Subsystem' (See Figure 3.2). The appropriate

²To the extent provided by its funding base.

recreational use of the land is considered along with the safety of the activity. 'Appropriate use' is defined by coupling both the visitor's 'needs' (the migrating pulls to the resource) and the 'potential-use' of the land (its natural and artificial attributes), and then adapting the resulting 'service' within the park's operating policy.

One of the most essential components in visitor management is nested within the 'information and education' outlet in Jubenville's management model. The park's attributes, facilities, and policies must be disseminated to the visitor to ensure that patrons are aware of the available opportunities and limitations within appropriation of the park's services. As well, information outlets serve as feedback tools for the park manager to assist with the proper maintenance and upgrading of the park facilities. The methods and mediums of information dissemination directly influence 'who' uses the park, 'how' it is used, and 'what' will be available. It is this component of recreation management which inadvertently defines the park's image, characterizing the park's access (Walmsley and Lewis, 1984 p.125).

Summary

Progressive and proactive community development necessitates strong dialogue between community members and their elected officials. The municipal parks and recreation office serves as an interface between these two groups and inadvertently shoulders the responsibility of setting the stage for integrative community interaction.

3.1.2 Problems of Recreational Access: Social and Physical Definitions

Within recreation, the term access can be interpreted very simply as 'admission'. Within this context, the social connotations of access become prevalent, as admission infers both choice and power. Within recreation management, the issue of admission has evolved from defining the various socio-economic 'classes' (Cranz, 1982) permitted to utilize certain aspects of a park, to the types and means of

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Figure 3.1
PROGRAM DEVELOPMENT MODEL

Source. Murphey et. al. 1977, p. 195

Figure 3.2: Visitor Management Subsystem

Source: Jubenville, 1978.

transportation allowed on and within the park's premises (Jubenville, 1978). It is only recently that access has been defined utilizing terms outlining the social and physical barriers inhibiting the use of parks by people with disabilities (OMTR, 1985).

In the early part of the 20th century, urban parks were largely centralized for residents living within the city (Cranz, 1982). The urban park brought together members of different 'social classes'³ and inadvertently, served as an arena displaying the different social stratas. For example, the visitor's wardrobe distinguished one social group from the other. Cranz (1982), noted that on Sundays, when the park was visited by many members of the labouring class, interactions between the 'well-clothed' and 'scantily-clad' were few and infrequent. The dissimilarities within the activities pursued further enhanced their differences. In other countries, admission has sometimes been defined according to one's colour and/or one's faith, and very often, certain park areas were designated for the sole use of a particular social group (Cranz, 1982). The park's physical subdivisions and subsequent use, visibly segregated and stratified patron use.

For the most part, Western societies have overcome some of the more subtle social stigmas stratifying social groups. In North America today, 'admission' is more commonly associated with the park's infrastructure and road access. The degree and extent to which an area is 'built up' influences the type and characteristics of the park's users. For example, parks that do not have public transit restrict the use of the park to vehicle owners. Parks that can only be accessed after a five kilometre hike through rough terrain inhibit senior citizens, people with mobility impairments, and families with small children from using the park. Thus, the physical design of a park acts to either augment or diminish the number and type of park users. As Goodale (1973) notes: "accessibility is a psychological and social phenomena, as well as a spatial one" (p.188). Not only can the social and physical delineations of a park define 'who' and 'where' one gains admission, but also the attitudes underscoring the park's design contribute to the description

³Social classes: largely labourers and non-labourers.

of the permitted patron.

West (1982) undertook a study measuring what he defined as 'organizational stigma'⁴ within the provision of accessible recreational services for physically and developmentally handicapped recreationists. West interviewed 40 administrators from 16 parks and recreation agencies within Southern Ontario. The administrators were questioned on their perception of the latent stereotypes manifested within the provision and delivery of recreational programs. Within West's findings, 45% of the recreation administrators acknowledged that they or others with whom they worked, admitted to feeling uncomfortable working with handicapped individuals. Interestingly, less than 50% of the park administrators had programs which included disabled recreationists. West's conclusions reinforced that latent negative attitudes within a park office towards people with disabilities, largely influences the extent to which programs are available to them.

Recent North American studies similar to West's (as well as government legislation) have prompted many park offices to reexamine their 'internal' structures. One of the immediate remedies chosen by park administrators towards improving the 'physical' access of parks and recreation programs for people with disabilities was to provide 'wheelchair' ramps, resulting in improved access to facilities and buildings within recreation centres and park areas. Ramps, for a short term, were considered the 'end all' to accessibility concerns. When installing ramps, however, park administrators were fostering an image of accessibility that acknowledged only the needs of the mobility impaired. This response in turn, often left unaccounted the needs of people with less visible (or invisible) disabilities within recreation access policy.

Physical access for people with disabilities is not a singular solution and it involves more than providing a ramp for people who use a wheelchair. Rather, physical access implies extending independent *orientation* opportunities for people with sensory impairments, print impairments, and developmental handicaps.

⁴Organizational stigma refers to the institutionalization of general societal stigma in organizational structures in ways that serve to reinforce stigma-based exclusion and segregation from the mainstream of community-life (West, 1982 p. 350).

Thus, physical access includes (but is not limited to) both independent mobility and independent orientation opportunities for people, regardless of disability. Accessibility, simply put, suggests an environment which is supportive of the individual and his/her varied needs. Shalinsky (1985) defines a supportive environment as:

a supportive environment is one in which choice and information necessary for making decisions is readily available.. It is an environment high in legibility so that orientation and way-finding are not ever present interfering activities. It is an environment in which distraction, whether through auditory or visual noise is a matter of concern (p.24).

The implications of independent mobility are, for the most part, explicit. The variables surrounding independent orientation, on the other hand, may necessitate a more elaborate explanation. Once the individual has gained physical access to a site or facility, the 'normal' experiences and benefits of the area also need to be accessed. The manners and mediums in which information is appropriated and the way programs are designed will either hinder or help the individual's independent orientation. For example, some of the 'tools' currently employed within a number of North American parks and recreation facilities enabling independent orientation include:

- self-guiding facilities incorporating components such as recordings, braille, raised print, and large lettering.
- audible warning systems for smoke and fire with instructions in locating exits.
- exhibits and activities which challenge all senses permitting touch, smell, and taste.
- interpretive information providing orientation directions, safety warnings, mobility cues, and any additional sounds or experiences which will enhance the interpretive experience (Parks Canada, 1984 p. 7; Parks, Ross, and Ellis, 1984 pp. 37-38).

To enhance the total experience of a disabled recreationist, park managers, administrators, and personnel need to ensure that the experiences and services available to the general public are not exclusive to visitors who can walk, see, and/or read. To facilitate 'admission' for people with handicaps (including handicaps that are socially inflicted, physically visible, developmental, or sensory) park and recreation

managers must design and promote creative techniques that capitalize upon the visitor's sense of smell, taste, touch, vision, and hearing. In this respect, all aspects of a service, site, or facility can be extended to every visitor and appropriated within the medium of his/her ability.

Summary

The discussion to this point has examined recreation management practice with an attempt to identify how in defining access, recreation planners inadvertently define the parks' patron. The next segment involves examining some of the studies previously undertaken, that have considered disability within the context of recreation. A number of the studies focus exclusively on visual impairment; however, for the most part, disability is broadly defined.

3.2 Recreation Research and Disability

One of the earliest studies that examined both visual impairment and recreation was undertaken by Ralph Ireland in 1958. Ireland focused on recreation's rehabilitative role within the restoration of individuals who had recently lost their sight. Ireland's study stressed the necessity of the 'therapeutic' component of recreational rehabilitation and contended that the benefits derived from recreation included the release from the emotional and physical traumas induced by the impairment. As well, Ireland maintained that the activities and skills developed within a recreational activity largely assisted the individual with renewing his/her potential for re-integration within the community. Within this study, recreation was largely regarded as therapy.

Another study by Buell (1965), evaluated the benefits of an established hiking program for blind children within a California school for the blind. In Buell's opinion:

in addition to improving the general health and muscular strength, hiking aids self-development in other ways [including] overcoming the fear of moving about, improving walking habits and mobility skills, developing a repertoire of environmental cues and improving orientation skills (pp. 175-176).

Within the hiking program under study, it was observed that the visually impaired children were occasionally accompanied by other (non-visually impaired) children. Some of the benefits of this integration cited by Buell included improved social skills, and augmented self-esteem.

Both Buell's and Ireland's research demonstrated that the benefits of recreation rebounded within the individual's social and orientation abilities. Recreation was largely regarded as therapeutic and as a necessary step towards re-integration within society.

Hayes and Smith (1973) in a later study, assessed the number of municipal parks and recreation departments within Texas that provide recreational services for special populations. (Special populations included senior citizens, physically disabled, and developmentally handicapped). The researchers identified 92 municipal offices within Texas, and later sent each office a detailed questionnaire focusing on:

1. special programs
2. facilities utilized for these programs
3. activities undertaken within the programs
4. assistance (staff) available within the program
5. community networks involved within the program (p. 24).

Of the 92 offices identified, 72 offices replied. From the 72 responses, 50% had programs for special populations, 72% of which were specifically for people with developmental handicaps or senior citizens; as well, 22% addressed the varied needs of people with physical disabilities. Some of the activities provided by the municipal offices included:

- swimming (18/72)⁵
- arts and crafts (20/72)
- table games (11/72)
- active sports (9/72)

⁵Numerator denotes number of offices offering the program; denominator denotes total number of offices responding.

- spectator sports (11/72) p.24

It is interesting to note that the activities that were provided by the municipal offices were overwhelmingly passive and extremely sedate. Although the researchers did not provide information upon the 'integrative' or 'segregative' nature of the programs, it would be safe to estimate that the activities offered were delivered within an isolated setting. This assumption is confirmed by the recreation offices' community networks. For example, 49% of the respondents had community contacts with associations for children and/or adults with developmental handicaps, 30% interacted with medical associations (such as hospitals or the Red Cross), and 11% had liaisons with special education departments within local schools. None of the municipal offices had contacts with a sports association. Networks were established largely to promote the programs, subsequently resulting in a 'therapeutic' recreational service.

Hayes and Smith noted that 42% of the respondents did not feel a commitment towards providing programs and services that addressed the social-psychological and physical needs of people with physical disabilities, senior citizens, or people with developmental handicaps. The researchers concluded that until such a commitment was made by municipal parks and recreation offices towards their elderly and disabled consumers, there would remain a deficient supply of programs for these populations.

Since 1981, the Canadian Government (and to some extent the American Government) has legislated action towards the provision of mandatory recreational programs for persons with special needs (Boyer, 1985; Environment Canada, 1989b). In response to legislation, many studies have been undertaken to assess and strategize methods and means to improve access and the increased participation of disabled Canadians within sports and recreation programs (Fitness Canada, 1985). For example, in 1985, the University of Waterloo, Ontario sponsored a workshop designed to develop and promote integrative access for people with disabilities, specifically within heritage and conservation areas. Strategies to improve the image of people with disabilities, and methods to augment disability

awareness were also discussed. Professionals ⁶ from various parks and recreation agencies and from many Canadian Colleges and Universities attended the proceedings. Some of the recommendations derived from this activity included how to enhance the physical and informational features of parks, combining the needs of people with physical, sensory, and developmental handicaps. The guiding principal within this workshop broke away from former 'therapeutic' dogmas influencing previous recreation/disability research as the strategies that evolved focused primarily upon 'integrative access'.

Today in Canada, research involving people with disabilities is largely shifting towards promoting the 'able' side of disability. The University of Waterloo study is just one example.

In 1987, Blake Ferris produced the results of a national fitness survey of disabled Canadians that was undertaken and sponsored by Fitness Canada in 1981. 22,000 disabled Canadians, both rural and urban, aged 10 or more were included within the survey. From the responses, Ferris was able to identify:

1. the importance of physical activity for disabled Canadians over other health-related concerns.
2. the popular activity choices of disabled Canadians.
3. the usual location of activity.
4. the perceived obstacles limiting increased physical activities.
5. and the changes that would encourage more physical activity.

With reference to the first item, 'engaging in regular physical activity' ranked 9th with disabled Canadians. Their first priority included 'getting an adequate night's sleep' followed by 'having a proper diet'. Other variables that preceded regular fitness included: 'having adequate medical and dental care', 'being a non-smoker', 'maintaining proper weight', 'control of stress', 'moderate or no use of alcohol', and 'positive thinking'. The differences in preferences between male and female respondents were nominal.

Table 3.1 outlines the top 15 activities undertaken (or favorite to) the respondents. It is interesting to note that the more active physical activities outweigh the

⁶Many who had a physical disability.

passive and sedate activities (the latter being the activities often provided within segregated parks and recreation programs) (Hayes and Smith, 1973).

Table 3.2 lists the place of activity most frequently used by the respondents. An overwhelming number of respondents (44%) remain within their homes to undertake the activity, whereas only 14% use a public recreation facility, and only 9% use a park setting. The high proportion of persons (40%) stating 'outside' as the most frequent place of activity parallels the findings that 58% of the respondents chose walking as their favourite activity.

With reference to the perceived obstacles inhibiting increased physical activity, 48% of the respondents indicated 'ill or failing health' as being the greatest impediment, 46% reported the handicap, 31% cited time limitations (either due to work or school), 19% felt that they lacked the necessary energy, 12% reported the lack of facilities within their proximity, and 5% cited that they lacked the needed 'skills'. None of the respondents claimed either 'inadequate facilities' or 'lack of leadership' as being potential barriers.⁷

Finally, in reference to the changes that could induce increased fitness endeavors, 29% needed more 'time' for recreation, 22% required 'closer facilities', 22% requested a 'leisure partner', 18% needed 'subsidized programming', and a further 47% claimed that nothing would increase their participation within a physical activity.

There is a strong sense within the results that an increasing number of disabled Canadians are participating in active fitness programs within their homes, or at local community centres. The findings suggest that an increase in program-cost subsidization and an increase in community volunteers could ignite an influx of disabled consumers within community recreational programs. The study also demonstrates the necessity of acknowledging the needs of disabled consumers in order to effectively extend recreation services and opportunities that are *desired*. Recreation managers should not simply *assume* their disabled practitioners' needs.

A recent study undertaken within the Regional Municipality of Ottawa-Carleton

⁷Note: respondents were not limited to one choice; thus, responses do not add to 100%.

Table 3.1
Popular Activity Choices of Disabled Canadians
Age 10+, Canada 1981

rank	activity	percentage of disabled population			
		'000 participants	total (%)	male (%)	female (%)
1.	walking	1,584	58	56	61
2.	gardening	793	29	32	27
3.	bicycling	649	24	27	22
4.	swimming	597	22	22	22
5.	exercise	586	22	18	25
6.	outings	438	16	23	10
7.	aquatics	303	11	12	10
8.	dancing	241	9	8	10
9.	individual sports	240	9	13	6
10.	jogging	233	9	11	7
11.	ice skating	223	8	10	7
12.	team sports	213	8	13	4
13.	cross-country skiing	207	8	8	7
14.	tennis	177	7	8	5
15.	bowling	163	6	5	7

Source: Ferris, 1987

Table 3.2
Usual Location for Physical Activity of Disabled Canadians
Age 10+, Canada, 1981

location	'000 persons		male		female	
	no.	%	no.	%	no.	%
total, age 10+	2,713	100%	1,220	45%	1,493	55%
home	1,202	44	508	42	694	48
outside-	1,072	40	504	41	568	38
using no-						
special facility						
recreational-	368	14	177	15	191	13
facility						
commerical-	238	9	113	9	125	0.8
facility						
park	211	8	120	10	91	6
work	157	6	112	9	-	-
school setting	123	5	82	7	-	-
other	148	5	70	6	78	5.2
unknown	375	14	143	12	232	16

Source: Ferris, 1986.

generated a number of similar concerns. In 1987, the Rehabilitation Institute of Ottawa-Carleton issued 2,100 questionnaires to 81 disability consumer organizations within the area. Only 8.3% of those surveyed responded. Some results, however, are of special interest. Of the 8.3% responding, 13.2% were individuals or agencies representing the concerns of the visually impaired. Their overall opinion clearly suggested that there were few activities in the region that were explicitly organized to facilitate the independent participation of people with visual handicaps (Rehabilitation Institute, 1987).

Of the entire population responding, 46.5% stated that access to the facilities was a problem, 24.4% defined an insufficient number of programs as an impediment, and 90.2% stated that they would need financial assistance to undertake a program. The study concluded by recommending the establishment of a recreational resource and advocacy center to serve as a clearing house and information referral service for people with disabilities.

Summary

Overall, many studies focusing on disability and recreation have demonstrated that people with disabilities are interested in participating within community recreation programs. There is also evidence suggesting that one of the greatest impediments towards increased recreational participation by people with disabilities stems from the negative and assuming organizational attitudes of individual parks and recreation administrators. One of the physical manifestations of such negative attitudes is that there appears to be a missing link between program provision and program appropriation. Once disabled consumers are encouraged to participate within the recreational planning process, the link between program provision and program appropriation will be strengthened.

The next section of analysis examines a number of strategies encouraging integrative recreation opportunity for people with disabilities.

3.3 Integrative Recreation And Effective Recreational Program Delivery

3.3.1 Program Delivery Ethics

Pioneer recreational programs that attempted to address the needs of people with disabilities, inadvertently promoted a power hierarchy that magnified the differences between the service provider and the disabled recipient. Derksen (1981) has coined this phenomena the 'volunteer charity ethic', whereby the self-sacrificing and altruistic behavior of the program deliverer overshadowed any real benefits of the actual activity. (p. 17)

Derksen's 'medical ethic' is another recreational delivery mechanism dichotomizing the participant, once again, from the 'clinician' *prescribing* the program. In this scenario, the recreational activity becomes 'therapeutic', the 'patient' having been diagnosed and treated accordingly. The locus of control is completely removed from the individual.

The 'professional ethic' is similar to Derksen's 'medical ethic' whereby the recreationist is separated from the service provider and the focus once again shifts from the 'powerless consumer' to the 'all-knowing' expert.

The ideal service ethic proposed by Derksen is very different from the charity, professional, and medical approaches. The ideal ethic sees the recipient of the activity as the decider of his/her own programming. The service provider, on the other hand, acts only as facilitator, enabling the recipient to decide the scope and content of his/her activity.

The delivery ethic currently shaping the delivery of integrative recreational services has been influenced largely by Wolfensburger's (1972) principle of normalization:

the use of culturally valued means in order to live culturally valued lives.

Integrative opportunities presuppose that the individual is free to choose the level of recreational integration and is given the right to risk failure (McClements et.al.

1986 p.7). Within integrative programs the individual is able to choose an activity within the *least restrictive environment*.

McClements and Blash (1986) and Hutchinson and Lord (1979) propose a 'systems approach' within the implementation and delivery of integrative recreation. Both have developed a 'Continuum of Experiences' model (See figures 3.3 and 3.4). The first stage of both continua focus upon 'segregated programming'. These programs, for the most part, are directed at people living within the confines of an institution. Although these activities are offered separate from other community groups, the guiding philosophy behind this stage is to educate and to inform the residents about available community programs. Once the individual has acquired the necessary skills to undertake the desired activity, he/she is one step closer to integrative opportunities. Within this stage, the individual is undertaking the necessary adaptations to acquire access.

Within the second stage of the integration continuum, McClements and Blash propose that the individual periodically engage in integrative programming to 'test the waters' and reaffirm the skills developed within the institutional setting. Hutchinson and Lord, on the other hand, focus more upon the advocacy associations' readiness and on the infrastructures supporting integrative opportunities.

Within this stage, the individuals receive further enhancement of their social and recreational skills, within environments outside their residence. Hutchinson and Lord's second stage sets the foundations for the third stage which promotes the individual's appropriation of communal facilities, albeit, independent from integrative community groups.

In McClements and Blash's third stage, the individual enrolls within a community program, prepared to meet the same challenges and conditions of the other members. At this stage, the individual is accompanied by a leisure buddy. The parallel programs suggested within the fourth stage of McClements and Blash's model essentially involve running two similar programs (such as swimming lessons) simultaneously. One program, however, is directed at recreationists with disabilities, while the other is run within an integrative setting. This facilitates interaction

FIGURE 3.3: Developmental Continuum of Experiences (Hutchinson & Lord, 1979)

Figure 3.4: The Continuum of Services

Source: McClements & Blash (1986).

between the two groups, setting the stage for the eventual consolidation of the two programs. (McClements and Blash's model, unlike Hutchinson and Lord's, does not necessarily follow a natural progression within the continuum of services).

In the fourth stage of Hutchinson and Lord's continuum, the individual is using the same facilities as the community groups; however, the individual with the disability is enrolled within a different program. Later, in stage five, accompanied by a leisure buddy, the individual becomes enveloped within the integrative program. Stages six through seven sees the eventual withdrawal of the leisure buddy.

In stage five of McClements and Blash's model, the researchers introduce the concept of reverse integration. Within this strategy, the programs and facilities familiar to the disabled recreationists become the content and setting for the programs shared with other community members. That is, non-disabled recreationists participate within programs designed and adapted for persons with disabilities (wheel chair basketball for instance). Stages six and seven continue to invite both community members and disabled recreationists to communicate and accommodate the varied interests of one another.

The underlying principal behind both models is that the individual is provided with the necessary training and resources that will eventually enable him/her to appropriate the recreational programs of his/her choice. Not only is the individual undertaking training, but his/her family and community volunteers are also preparing for integration. As well, the community's infrastructure is undergoing improvements in its physical accessibility. Both McClements and Blash, and Hutchinson and Lord conceptualize integrative recreation as a triple alliance combining *education, participation, and community upgrading*.

Summary

As demonstrated by McClements and Blash and Hutchinson and Lord, as well as previous research examining the variable of disability, the integral components leading to the successful implementation of an integrative recreational program rest within the social and psychological contexts of its delivery. The mannerisms and underlying philosophies implicit within a recreational program will also define

the program's patrons and consequently, the potential benefits and/or nonbenefits of the activity. In designing programs that address the varied needs of persons with disabilities, the planner must include a continuum of services that will enable the individual to develop his/her skills as well as one that will promote a more active and independent lifestyle.

3.3.2 Setting the Stage

Successful integration necessitates a partnership between the community and people with disabilities. Municipal park and recreation offices can provide the needed 'neutral' ground for each partner to grow and adapt to one another. Previous studies focusing on recreation and disability have suggested that attitudes clearly shape a community's social and physical access, and can either deny or encourage communal participation for people with disabilities. Other studies hint that disabled Canadians are willing and 'able' to undertake community recreation activities. Integration continuums, such as the ones proposed by McClements and Blash and Hutchinson and Lord, outline potential strategies to facilitate integration. The question however still remains, are communities ready and willing?

The next chapter attempts to answer this question in an examination of the extent to which functional definitions of 'recreation access' are incorporating the varied and different needs of people with disabilities.

Chapter 4

Data Acquisition and Analysis

4.1 Data Acquisition

Restatement of the Research Objectives

In the past, narrowly constructed definitions of recreation access for people with disabilities have inadvertently restricted appropriation of recreation services to people with physical disabilities. The underlying aim of this research project was to measure the extent to which current operational definitions of accessibility have included a more integrative and holistic interpretation of the varying needs of people with disabilities. Objectives specific to reaching this goal included: 1. reviewing previous recreation research that have examined the variable of disability, specifically visual impairment, 2. outlining a functional definition of recreational access for people with visual impairments, and 3. measuring the extent of recreational access for people with visual impairments in the Ottawa area via examining the available recreational services offered to and procured by members of the visually impaired population.

Both the overall research goal and the second and third research objectives were achieved through a qualitative action-oriented delphi approach, involving face-to-face contact with professionals from disabled consumer organizations and with professionals from various parks and recreation offices. The results derived from the interviews are documented within the following pages.

Essentially, this chapter is broken into two sections. The first section outlines

the research method and research rationale drawing upon methodological research of both geographers (Eyles & Smith, 1988; Moeller & Shafer, 1987; and Walmsley & Lewis, 1984) and sociologists (Driscoll & McFarland, 1989; Lips, 1989; and Silverman, 1985). The second section of this chapter examines the research results utilizing the framework of analysis provided within Figure 4.1.

4.1.1 Research Method

The decision to undertake a qualitative 'action oriented' approach, that is a hands-on technique that allows one to locate action and experience in its context (Driscoll & McFarland; 1988 p.187), within this research project was influenced by the topic's major concern: how to provide accessible and integrative recreational opportunities for people with visual impairments. Thus, the nature of the research question demanded a qualitative data acquisition technique. Previous recreation research examining the variable of disability demonstrated the utility of a qualitative, as opposed to quantitative, research approach within recreation policy research. For example, within a recent study undertaken by the Rehabilitation Institute in Ottawa (1987), a quantitative questionnaire approach was taken. The study only achieved a 8.1% rate of return, limiting the depth and application of the survey's findings. Other quantitative studies such as Ferris (1987) and Hayes & Smith (1973), have produced statistical information that also lacked immediate application. On the other hand, previous qualitative studies such as Derksen (1981), Franks & Nolan (1971), and Large (1982) have succeeded in putting to practice the implications of the findings, thus achieving an action-oriented research method; one of the objectives of this research project.

It is not enough, however, to classify this approach as simply qualitative. A great deal of effort was concentrated upon maintaining 'realism' within the data acquisition process:

..[realism] implies that social structures are real in the sense that they are reflected in social relations which may be hidden from (though expressed) in the perception of the individual.. realism implies that data produce and rearticulate cultural practices grounded in given patterns of social organization (Silverman, 1985; pp. 157-158).

In maintaining realism within this research framework, an attempt was made to draw in 'reality' as an observable, documentable, yet dynamic phenomena. Realism research, according to Silverman (1985) possesses the following attributes:

- criterion of validation
- policy implications
- snapshot of reality
- analytical induction
- the ability to understand options within a context of constraints (p.158)

In considering Silverman's criteria, the realities uncovered within this research project as to the current state of recreation management for disabled populations are, within themselves, valid. The questions raised, and often answered, could lead to policy change or could act to reaffirm policy stated. Although this research project is indeed a 'snapshot' of current recreation management practice, it could also serve as a future tool for progressive policy and provision research.

According to Walmsley and Lewis (1984), qualitative methods are intended only to be "...a point of view rather than a vigorous paradigm" (p. 4). Snapshots of reality such as this project provide viewpoints which may support a theoretical framework. They are not, however, intended to compose one: "...thus, the findings from a qualitative research effort must be regarded as informed hypothesis, not as proven facts" (Peterson, 1987 p.435). Again, this research project attempted only to demonstrate current recreational management practice; there was no attempt to entrench a new management theory.

Another label that could be applied to this project's method is 'the Delphi Technique':

the Delphi Technique is a method used to systematically combine expert knowledge and opinion to arrive at an informed consensus about the likely occurrence of future events (Moeller and Shafer, 1987 p. 419).

Although this project's approach matches only a few of the tenets proposed within the Delphi research process, (as the researcher did not follow the precise steps outlined by Moeller and Shafer, 1989; p. 420), this project, however, did focus

on the 'experts' opinions of future directions of recreational management; the interview substituted for Moeller's and Shafer's multi-rounds of questionnaires.

This project was intended to first identify with *what* and *how* to improve recreational services for the visually impaired leisure market; and second, to examine *who*, *what*, and *where* improvements had been, are being, and may be made in the future provision of recreational services for this market.

Choice of Study Area

The Canadian cities of Gloucester, Nepean, and Ottawa, Ontario within the Regional Municipality of Ottawa-Carleton were chosen as the areas of study (See Figures 4.2 and 4.3). In addition to being the researcher's place of residence, the city of Ottawa was selected because of its unique attribute of being the National Capital, thus, headquarters for many of the national agencies selected within the research sample. Gloucester and Nepean are neighbours to the city of Ottawa, and subsequently, are often beneficiaries of pilot programmes within Ottawa. As well, each of the selected cities are home to hundreds of Canadians with visual impairments, and most important, the three cities' municipal parks and recreation delivery systems are different from one another. These differences, in turn, provided alternative avenues for analysis of the pending research results.

The Research Process

As previously stated, the research objectives involved first defining recreational access, that is recreation environments that are sensitive to the varied needs of people with visual impairments and second, involved examining how recreational policy (national policy through to municipal policy) addressed the needs as defined. To do this, 18 organizations within the three selected cities were included within the research sample. Nine organizations were disability consumer organizations (see Appendix A), the other nine included various organizations within the field of parks and recreation (See Appendix B). The selection of each of the 18 organizations was deliberate and was based on the following criteria. 1. For the

disability consumer organizations, each agency selected had an office within the designated boundaries. 2. Each agency had an active visually impaired consumer group, 3. each agency was individually (or jointly) advocating for increased accessibility for persons with disabilities, be it physical access or social access, and 4. each agency had some form of operating sport or recreational agenda.

Disability consumer groups such as Access 20-20, the Advocacy Resource Centre for the Disabled (ARCH), as well as the Resource, Educational, and Advocacy Centre for the Handicapped (REACH), were excluded from the research sample as their agendas deal more specifically with legal, employment, and/or housing issues. The professionals interviewed from the disability consumer organizations ranged from program coordinators, orientation and mobility specialists, teachers of the visually impaired, members of a barrier-free environment committee, to visually impaired athletes. The total number of people interviewed within this grouping was eleven. The average length of an interview was 46 minutes.

In choosing representatives from the parks and recreation field, once again, the location of study had its advantages. National organizations such as Parks Canada,¹ Fitness Canada, and the Canadian Parks and Recreation Association, all have offices located within (or near) the study area. Each office was chosen due to its recreational and/or fitness agendas. It was hoped that a national perspective would enable the researcher to examine how national mandates translate at the municipal level.

The National Capital Commission (NCC) was also chosen as it functions as both a national and a regional body. As well, the NCC is the agency responsible for hosting events such as Winterlude and Canada Day; both events draw large numbers of visitors from all across Canada, the United States, as well as internationally (NCC, 1989b).

Each of the study's designated city's municipal parks and recreation office was included within the interview sample, primarily based on the assumption that most communal recreational activities begin with them. As well, the delivery of a

¹Located on the Hull side of the Ottawa River.

Source: Carleton University Map Library (Base Map)

Source: Carleton University Map Library (Base Map)

recreation service, at the local level, affects the communities' attitudes, provision, and involvement with persons with disabilities, thus, influencing the subsequent success or failure of integrative community living.

The Canadian Orienteering Federation (COF) was included within the interview sample due to its outdoor emphasis. Finally, the National Gallery was chosen upon recommendation from a teacher of the visually impaired, as the Gallery is currently promoting special events with the visually impaired market in mind.

In total, 14 professionals from the various parks and recreation agencies were interviewed including: five project coordinators, one assistant project coordinator, two area supervisors, one coordinator for park development, one project manager from the Active Lifestyle Alliance, one education officer, one technical director, and one consultant for disabled persons. The average length of an interview was 41 minutes.

The nine organizations selected from the parks and recreation agenda were not intended to be an exhaustive inventory of such organizations. Rather, they were chosen to be representative of the types of parks and recreation organizations throughout the area. Local organizations such as the YMCA, Recreation Association Centre, and other local sports and recreation associations were excluded because it was necessary to limit the length and scope of the research project. Other organizational combinations were certainly recognized as possible.

The researcher is confident that the representation of the nine selected organizations will provide a realistic 'snap shot' of the existing agendas, programs, and future directions within the realm of integrative recreation for the visually impaired, as well as other disabled populations.

Preparation For The Interview Schedule

The initial contact with professionals from the organizations selected for the research project was made by telephone. The researcher introduced herself then specified the *position* of the person she was looking for. Often the initial person recommended referred the researcher to another source. Once the researcher was satisfied that she *was* talking to the person most concerned with visually impaired

populations, an interview was arranged. What the interviewees ascertained prior to their interview was that the researcher was interested in discussing the social and physical environmental adaptations necessary for people with visual impairments; specifically, adaptations within a recreational context.

A number of times, the researcher was given a recommendation by the interviewee to establish contact with a specific person from another organization. This was acted upon in both the case of the National Gallery, and National Capital Eyes.

Prior to the first interview, the researcher obtained approval from the Carleton Ethics Committee to undertake the defined research project. (See Appendix E) As well, the researcher also arranged to have a pilot test of the planned interview agenda. The interview agenda, very simply, was the outline of the interview's scope including the introductory material and the questions for discussion (See Appendices C and D). A visually impaired graduate student (recommended by the Carleton Disabled Students Association), who asked to remain anonymous, agreed to go through a pseudo interview session. Within this setting, the researcher was able to eliminate some of the agenda's inconsistencies and redundancies, as well as to streamline a number of the questions in a more logical and coherent fashion. The pilot interview also enabled the researcher to clearly identify her research objectives.

Another outcome of the pilot interview was that a second agenda was produced (from the skeleton of the pilot agenda) in order to specifically address the objectives of the parks and recreation component of the research project.

The agenda for the Parks and Recreation interviews differed from that of the disabled consumer organization's in that the main thrust of the latter was on *defining* recreation environments that were sensitive to the needs of the visually impaired, and that of the former, on strategies to *provide* these environments. (This distinction will become clearer within the data analysis discussion).

Following Brenner's (1978) rules for the interview process, within each interview session, the interviewee was informed that the researcher was a graduate student from Carleton University. They were informed of the researcher's aca-

demic interests, and of the scope and direction of the research project. As well, the interviewees were made aware of the approximate length of the interview, and finally, they were informed that the information they volunteered would not be credited to them without their direct consent (pp. 129-130). Prior to discussion of the first agenda item, an interview consent form was signed (See Appendix F).

It should be noted that Lips (1989) argues that: "...try as we may.. research will always be shaped by our individual and social values" (p. 61). As well, Eyles (1988) cautions the researcher to assume an unambiguous and non-intimidating tone. (p. 7) Both Eyles and Lips are attempting to depersonalize the researcher from the research question in order to avoid 'leading the results'.

Within this research project, a professional yet *personal* stance was maintained by the researcher. The professionals contacted for an interview were only persons who had an interest in the recreational needs of persons with disabilities. Each professional, in some capacity, was currently working towards this end.

The fundamental objective of the research project was not to *survey* the existing recreational services for the visually impaired. Rather it was to *identify* existing recreational policy and how policy, in turn, influenced the nature and delivery of the services provided.

In talking to professionals from the various disability consumer organizations, a definition of 'needs' was drawn. In talking to professionals who work within parks and recreation, an assessment of how these needs were being addressed, and how they could be better accommodated, was undertaken.

The Data Transcription Process

With the prior consent of the interviewee, 17 out of the 18 interviews were tape recorded on audio cassette. The remaining interview was recorded in written notes. Each interviewee supplemented the interview with literature that clarified the organization's policies and *raison d'être*s. In the case of the municipal parks offices, additional information on their existing recreational programs and services was supplied.

The tape of each interview was transcribed onto an extended agenda (see Ap-

pendix G). The transcription enabled the data analysis to remain consistent as well as organized, and also allowed information to be easily accessed. The extended agenda was used for both the disability consumer organizations and for the recreation offices. Agenda items that were excluded within an interview, were left incompleated on the extended agenda. The data were later grouped by agenda item and category (ie: disability consumer group or park office) and transferred onto an 8"x 5" cue card, to effectively catalogue the responses in terms of their content.

4.1.2 Summary of the Research Process

To effectively address the question of to what extent are recreation environments sensitive to the needs of the visually impaired, the researcher undertook a qualitative Delphi research approach. Both the nature of the research question and an investigation of previous recreation research (that included the variable of disability) confirmed the researcher's decision to utilize this research design. Data was acquired through face-to-face contact with professionals from disability consumer organizations and parks and recreation offices. The underlying aim of the interview was to first identify the varied social and physical accessibility needs of people with visual impairments within recreational environments, and second, to examine the extent to which current recreation policy and program provision incorporated the needs as defined. Both objectives ultimately led towards creating strategies to increase the participation of people with visual impairments within recreational pursuits.

The next section examines the research findings utilizing the the framework provided within Figure 4.1.

4.2 Data Analysis

4.2.1 Analysis in Context

To facilitate illustration of the pending data analysis, a pyramid diagram has been provided to outline (in descending order) how the agenda items were translated (See Figure 4.1). Essentially, the agenda items of the disability consumer organizations were juxtaposed with those of the parks and recreation offices. Beginning with policy, the researcher attempted to translate how national policy (of both data sets) filtered from the regional to the municipal level. In the examination on policy, the specific organizational networks (of the parks and recreation offices)² were plotted and examined in reference to recreation policy. The concluding component of analysis outlines both definition of need and the provision and delivery of services as uncovered within the interview process.³

A pyramid was chosen to pictorially demonstrate how policy, designed by few (at the peak) affects the masses (represented at the base).

Within the two agendas provided in the interviews, it should be noted that the only significant difference between them lies in agenda item nine. Within the disability consumer component, the researcher's interest was in defining 'recreation access', and in seeking a number of 'tools' that could be used to assist within enhancing access for the visually impaired. Agenda item nine within the parks and recreation component focused on both the physical and psycho-social services and facilities currently offered to the visually impaired market, as well as future directions in their provision.

The three major areas under examination include: policy, community networking, and an examination of definition and provision of leisure services sensitive to the varied needs of people with visual impairments.

²Networking: symbiotic social contacts engaged in to affect change, policy, and mutual concerns.

³The pyramid structured by the researcher is intended to simply outline the project's method of data description.

FIGURE 4.1

DATA ANALYSIS

4.2.2 Policy

4.2.3 National Policy: Disability Consumer Organizations

An introduction to the organizations within the research sample is a necessary first step in order to lay the foundations for the discussion of definition and provision. Tables 4.1 and 4.2 highlight the policy and mandates of each agency within the sample.

Canadian Blind Sports Association

The only organization of national scope included within this component was the Canadian Blind Sports Association (CBSA). Mallen describes the CBSA as follows:

The Canadian Blind Sports Association is devoted to providing sport and recreation opportunities to blind and visually impaired Canadians. It focuses on increasing the participation levels of blind individuals to facilitate their integration into traditional sport and recreation programs (n.d. p.7).

One of the principal mandates of CBSA is to develop and sanction competitive sport for visually impaired athletes. A major goal of the CBSA includes developing a program to qualify Canadian officials within sports of international competition. CBSA is also hoping to work closer within the education system to develop a more pronounced 'feeder' process within their athletic recruitment system. CBSA is currently funded by both Fitness and Amateur Sport Canada, as well as private sponsors.

As a national 'host', CBSA is able to set the foundations for adapted integrative sport and recreation for visually impaired Canadians. CBSA has produced an adapted sport manual oriented towards physical education teachers. Within the manual, guidelines for activities such as: basketball, bicycling, bowling (appendix H), outdoor education, racquetball, and roller skating (appendix I), have been developed. The manual also describes various types of visual impairments, correct terminology on visual impairments, and includes assistance on how to teach and evaluate visually impaired students (CBSA, 1988). The manual is available to physical education teachers and CBSA has been proactive within its promotion.

CBSA, although seemingly segregated in its orientation, is actively researching and advocating methods to promote integrative sport and recreation for the visually impaired.

4.2.4 Regional Policy

The four regional offices within the research sample included: the office of the Regional Municipality of Ottawa-Carleton's Canadian National Institute for the Blind (CNIB), Disabled Persons Community Resources (DPCR), National Capital Eyes (NCE), and the Ottawa-Carleton Education Program for the Visually Impaired. Of the four organizations, only NCE had a specific sports and recreational agenda.

National Capital Eyes

National Capital Eyes' mandate is to provide sport, training and recreational opportunities (both at a competitive and non-competitive level) for people with visual impairments. A subgoal of NCE is to educate and inform communities regarding the recreation needs of people with visual impairments. A number of the activities provided by NCE include: beep baseball, tandem biking, fishing, track and field, goal ball, golf, curling, canoeing, sledge hockey, bowling, and skiing.

NCE offers consulting services to parties interested in adapting sport to meet the needs of their visually impaired market. NCE hosts tournaments (such as softball) with local sports associations. Thus, NCE is proactively promoting its presence within integrative recreation. NCE's funding is derived from both municipal and provincial grants (such as Sport for Disabled Ontario), as well as the Canadian Legion. A future objective of NCE is to increase its public relations and to engage in more proactive communication with various community associations and park service providers.

Canadian National Institute for the Blind: Regional Office of Ottawa-Carleton

The Canadian National Institute for the Blind's (CNIB) primary objective is to research the medical needs of people with visual impairments. There are chapters of the CNIB, however, that consider the non-medical needs of the visually impaired. One such chapter is the Orientation and Mobility aspect.

Orientation includes the ability to utilize the remaining senses in order to identify where one is within the environment. As well, orientation focuses on conceptual understanding of time, distance, and the appropriation of space. Mobility, on the other hand, involves the actual physical process of getting to a defined destination. In teaching orientation and mobility skills, an instructor is enabling individuals to increase their *independence*. Thus, individuals are increasing their autonomy, and learning to trust themselves within their non-visual (or visually-limited) world.

Some of the perpetual goals of the CNIB in regards to the nonmedical aspects of visual impairment include continuing the already existing community awareness programs, and working closer within defining building standards, thus, enhancing the physical environment for the sensory impaired.

The CNIB is financially assisted by the provincial government and depends heavily upon volunteers.

Disabled Persons Community Resources

The researcher interviewed two members of a Barrier-Free Environment Committee. This component of the Disabled Persons Community Resources (DPCR) was formed in 1978. Its inception grew out of an increasing need for informed instruction regarding accessible communities for people with disabilities. DPCR is an information and referral service and primarily assists in promoting independent living for people with a wide range of physical disabilities.

DPCR is not a recreational body, it is however, an agency concerned with accessibility. DPCR provides a daily link with consumer groups that both provide

and partake of accessible services. A principal concern of DPCR is to promote awareness of the accepted terminology regarding persons with disabilities.

DPCR is funded by both the public and private sectors.

Ottawa-Carleton Education Program

With the onset of Bill-82⁴, the education of blind and visually impaired students in Ontario has been undergoing transition from previously segregated schools towards integrative educational environments (Krealock, C. et. al. 1983). Schools for the Blind are being phased out, and students are entering 'mainstream' classrooms.

Within the Regional Municipality of Ottawa-Carleton, four of the existing school Boards affiliated in 1983 to provide teachers with assistance for their visually impaired students. Funding for this service is shared by each of the four boards. Itinerant (mobile) teachers travel from classroom to classroom in lieu of the student travelling to them. The principal mandate of this program is to provide meaningful integrative education within a 'normal' setting. Programs cater to the individual needs of the student.

Summary

In summary, the four regional organizations included within this sample all aim to provide educational, recreational, and/or socially integrative services for people with disabilities. Three of the four organizations specifically address the varied needs of the visually impaired.

4.2.5 Local Agencies

Algonquin College

Algonquin College, in response to the 1985 Ontario Task Force: *Blue Print for Action*, initiated an in-house service for students with disabilities. Funding for this program is derived from the Ontario Ministry of Colleges and Universities.

⁴Bill-82 is officially Chapter 129 of the Revised Statute of Ontario (Krealock, C. 1983).

Disability at Algonquin refers to physical, sensory, developmental, and psychiatric disabilities; thus, the programs are diverse, ranging from providing access to providing tutors.

The operating mandate of this division of student services can be summarized as: offering the necessary support services to facilitate integration for special needs students. Coordinators for this program act as a liaison between students and faculty, provide volunteers for assistance within academic programs, offer peer support, and to some extent (although this component is just in its infant stages) offer links with external community resources. Future goals are directed at heightening the campus' awareness programs and in installing an in-house training program.

University of Ottawa

Ottawa University's disabled students association began in 1985 when the Ontario Ministry of Colleges and Universities released funds for such an association. This association is intended to serve as a bridge between disabled students (as well as disabled staff) and all of the services and facilities on campus. A focal objective of this program is to enable students with disabilities to enjoy integrative educational opportunities. Currently, the Disabled Students' Association is exploring the use of computer technology (such as synthetic voice software), in order to reduce the dependence of students upon tutors. Some of the future goals of this association include promoting more outside community networks and beginning an in-house awareness training program.

Carleton University

Services oriented towards disabled students at Carleton University originated in the late 1970's through the efforts of Doctor Mary O'Brien at the University's health clinic. Dr. O'Brien, in an effort to meet the daily needs of the physically disabled students living on campus, coordinated an attendant care program which is now one of many programs offered to disabled students through the Paul Menton Centre.

Of the three campuses in this sample, Carleton has one of the most established disability programs, with networks across Canada. A major focus of the Paul Menton Centre is to provide integrative educational and extra-curricular services to Carleton's disabled students, staff, and faculty. Some of the services familiar to this centre include peer support services, liaisons with the various internal and external community resource groups, and the provision of attendants and student volunteers. The Paul Menton Centre annually produces an *Accessibility and Resource Guide* which is distributed both across campus and within the Ottawa area. Some of the future goals of the Paul Menton Centre include producing a braille and taped version of the accessibility guide and to increase awareness programs.

Today, the program receives financial assistance from the Ontario Ministry of Colleges and Universities, as well as from the Ontario Ministry of Community and Social Services, and a number of other private sponsors.

Summary: Local Disability Consumer Organizations

Algonquin College, the University of Ottawa, and Carleton University are limited within their scope, as most of their services are financed to be addressed specifically towards the students on campus. Each shares the common goal of increasing the campus' physical and social access for students with disabilities.

4.2.6 Summary: Disability Consumer Organizations

The operating mandates of each of the disability consumer organizations included within this sample are summarized in Table 4.1.⁵ It can be derived from this summary that two goals are commonly shared by each of the organizations within the sample. These are increased independence and integration for people with disabilities.

⁵Note: there was one individual included within the sample who did not represent an area. He was however, an athlete representing National Capital Eyes. In the researcher's discussion with him, emphasis was placed upon answering the agenda items from the perspective of an active blind athlete. His comments and suggestions are more appropriately documented within the definitional discussion to follow.

Each of the organizations represented within Table 4.1 work towards increasing the individual's independence either through instruction or through the provision of a service. Each organization shares the belief that increased autonomy, either of movement or of choice, instills within the individual the much needed positive attitude that will ultimately increase the individual's participation within the community. In this instance, independence is not intended to imply *segregation* or *separation*. Rather, independence coincides with *integration*. To be independent implies having the opportunity to choose. Translated within recreational terms, independence entails having the opportunity to undertake any activity of one's choice. Thus, nine out of nine disability consumer organizations share the goal of increased integration and independence of people with disabilities. Clearly, independence and integration should, therefore, be represented within recreation access policy.

It should be noted that emphasis has been placed upon introducing the nine disability consumer groups to add credibility to the pending definitions regarding recreational access for the visually impaired.

The next segment of analysis involves examining the parks and recreation offices' operating agendas for their disabled consumers. After a brief history of each of the nine offices has been documented, the focus will shift towards how their mandates coincide with the mandates of the disability consumer organizations, and later, how their goals in turn, shape the provision and delivery of recreational services for the visually impaired.

4.2.7 Policy: National Offices - Parks and Recreation

Parks Canada

In September 1989, the Treasury Board of Canada distributed a circular entitled: *Revised Policy on Accessibility* (O'Toole, 1989). The circular reaffirmed the federal government's commitment towards ensuring that all federal property be accessible to people with disabilities. For Parks Canada, however, access policy had already been translated into action affirming equal access for all visitors:

Table 4.1
Summary of Organizational Goals: Disability Consumer Organizations

ORGANIZATION	BOUNDARY	MANDATE
CBSA	national	-to increase the participation of blind athletes and to develop and sanction both competitive sport and recreation.
NCE	regional	-to provide sport and recreation opportunities at both competitive and noncompetitive levels for the visually impaired.
CNIB	regional	-to provide nonmedical services and assistance to the visually impaired-to promote greater mobility and independence.
DPCR	regional	-promoting and advocating accessible environments-promoting independent living.
O-C board of ed.	regional	-providing meaningful integrative education to visually impaired students in their home schools.
Algonquin	local/insular	-to offer support services and to facilitate integration for students.
U of Ottawa	local/insular	-to serve as a bridge between disabled students, faculty, and campus services.
Carleton U	local/insular	-to provide integrative education and extra-curricular services to the disabled population on campus.

[Parks Canada] will provide access to all national parks. Where access cannot be provided..interpretation programs which provide an understanding and an appreciation of the structure and its significance [will be provided]. (Parks Canada, 1980; Fern, 1985)

Although Parks Canada is required by Federal policy, to provide access (for people with disabilities), Parks Canada is also responsible for the parks' protection and conservation. Ensuring both often involves reaching compromises within the provision of accessible services; thus, Parks Canada often has to substitute the actual facility or resource with an alternative medium of appreciation, such as tactual displays, slide shows and literature, not only for disabled visitors, but for all visitors.

In organizing to meet the Treasury Board's mandate, Parks Canada's Special Activities Coordinator and support staff have developed various strategies to create and promote active park participation by disabled visitors. Included within these strategies are the development of staff training programs, addressing attitudes and needs, and alternative forums for the provision of integrative access to the parks (once again: slide presentations, and tactual displays). All national parks are expected to be 'accessible' within the next few years.⁶

Fitness Canada

In October 1986, an advisory committee on physical activity and disabled Canadians sponsored by Fitness Canada, assembled and formed what was later coined as the Jasper Talks (Hunter, 1988 p.4). The eventual outcome of these talks was documented¹ as the *Blue Print for Action*. Essentially, the talks revolved around strategies for stimulating and facilitating greater participation of disabled Canadians within fitness-oriented programs. Two of the major goals outlined within the Jasper Talks included:

1. to facilitate and to develop collaboration among organizations, agencies, and individuals, in order to positively affect the physical lifestyles of Canadians with disabilities in all communities.
2. to facilitate the need and growth of self-empowerment to individuals through awareness, education, and support.

⁶Parks Canada's definition of accessible will be discussed later within the text.

From these goals, a series of objectives were documented and their proposed physical outcomes [cited within the square brackets] were outlined:

- to develop quality delivery systems and networks with clearly defined roles, responsibilities, and communication links at all levels. [Active Lifestyle Alliance]
- to enhance organizational, planning, and policy development by providing resources and support mechanisms. [resource manual]
- to identify, develop, and promote effective programs and services. [leadership training model]
- to develop public awareness through promotional strategies involving community action and public education. [promotional guidelines package].
- to identify, promote, and support research priorities and state of the art information.
- to promote better depiction of active people with disabilities.
- to foster the image of active lifestyle throughout the life cycle (Hunter, 1988 p.8-11).

Essentially, the Active Lifestyle Alliance, under the tutelage of Fitness Canada, will provide a generic framework from which organizations and agencies at all levels can translate into their own policy. That is, the Alliance will provide information that is sensitive to all disabilities, leaving the individual agencies to adapt the information to their specific needs.

Canadian Parks and Recreation Association

The Canadian Parks and Recreation Association (CP/RA) is a member of the Active Lifestyle Alliance within Fitness Canada. As a national independent, voluntary, nonprofit service, research, and education organization, the CP/RA actively encourages an enhanced quality of life for all Canadians.

CP/RA serves as an advisory group to other national, regional, and municipal parks and recreation facilities and associations across Canada. CP/RA also acts as an information and research body concerning issues and policies affecting the provision and delivery of recreational services. In regards to disability, CP/RA is currently developing national policies for regional implementation of programs

and services that address the varied recreational needs of disabled Canadians. In doing so, CP/RA is attempting to create a national network that also involves federal agencies not necessarily linked to recreation such as the Ministry of Community and Social Services. Many municipal, regional, and provincial recreation offices and associations have membership with CP/RA, however; membership is not obligatory for municipal recreation offices.

Canadian Orienteering Federation

Orienteering is a sport which involves finding your way through woodland terrain with the aid of a compass and a map (Canadian Orienteering Federation, n.d. brochure cover).

The Canadian Orienteering Federation (COF) was included within this research sample because of its location within Ottawa and its outdoor emphasis. The sport, by its definition, emphasizes both vision and mobility, thus, is a challenging activity for someone with a visual impairment.

At present, COF does not have an operating mandate regarding the adaptation of the sport for the visually impaired. Interest within this issue, however, according to the technical director, is accelerating. This interest may later translate into policy for disabled orienteering.⁷

National Gallery of Canada

The National Gallery of Canada, not unlike Parks Canada, is actively responding to the Treasury Board of Canada's mandate regarding access to all federal properties. The Gallery was included within the research sample as it is currently researching, designing, and promoting activities that facilitate access for previously non-representative groups (such as the visually impaired) to the Gallery.

According to the Education Officer, the first priority of the Gallery is to protect and conserve art. Concurrently, it is the Gallery's goal to encourage and create opportunities for all visitors to the Gallery to access and enjoy the exhibits. One

⁷It should be mentioned that there are orienteering federations, such as the Swedish Orienteering Federation, where research within this issue is being conducted; outcomes of which will be discussed within a later stage of analysis.

of the pressing tasks of the education officer, is to heighten 'awareness' of the Gallery staff including curators, historians, security, and architects, as currently, one of the leading obstacles inhibiting increased access at the Gallery resides in staff attitudes.

Summary: Access Policy at the National Level

All of the national organizations included within the sample were (and are) responding either to federal legislation or to a self-defined commitment towards improving access for Canadians and visitors with disabilities.

4.2.8 Regional Policy

National Capital Commission

The National Capital Commission (NCC), although a national body, by virtue of its location and land tenure, also acts as a regional body. The NCC's Visitor Services mandate is to provide an environment within the capital where all Canadians can meet, yet, the regional population is by and large, the largest beneficiary of the NCC's programs. The Adapted Services section of the NCC was introduced in 1986 in response, once again, to the access mandate outlined by the Treasury Board of Canada's 1981 accessibility guidelines. Adapted Services is a subsidiary of NCC's visitor services department, and specifically addresses the access needs of disabled visitors to the National Capital Region. Some of the goals outlined by the Adapted Services include:

- encouraging community involvement for all.
- providing opportunities for everyone to participate on an equal basis.
- to provide choice of activity.
- to transform the Capital and to present it as a National Symbol.

As a national representative, the NCC is often expected to 'pioneer' or 'demonstrate' new program initiatives to set the stage for other service providers. In Ottawa, and surrounding areas, NCC's policies regarding access for people with disabilities, are often influential in defining local access policy.

4.2.9 Municipal Policy

City of Ottawa

The City of Ottawa's Parks and Recreation municipal office has had a special needs division since the mid 1970's. However; the formal provision of the adapted recreation services program was not installed until 1981. In 1985, an increase of city money was channeled into the program, resulting in an increase of both service and staff. Adapted recreation services are intended to provide recreational and leisure opportunities to people with disabilities including individuals with physical, sensory, developmental, and/or psychiatric difficulties.

City of Nepean

In 1981, the Interaction section of the City of Nepean's Parks and recreation office was established to ensure that the opportunity existed for all Nepean residents to participate within the recreational activity of their choice. The Interaction program involves assisting an individual, regardless of his/her disability, with participating in any activity. This is facilitated via an organized 'buddy system' program.

City of Gloucester

The position of 'Special Populations Service Provider' was created within the City of Gloucester's parks and recreation office in 1983. It was created for two reasons: one being in response to a needs study done within Gloucester earlier that year; the second being that an offshoot of the Ottawa Handicapped Association had been established in Gloucester that year. The principal mandate of this service was, and is, to provide recreational programs that meet the expressed needs of the community members.

Table 4.2
Summary of Organizational Goals: Parks and Recreation Offices

ORGANIZATION	BOUNDARY	MANDATE
Parks Canada	national	-to provide access to all national parks; where access cannot be provided to offer alternative access.
Fitness Canada	national	-to positively affect the physical lifestyle of all Canadians with disabilities.
CP/RA	national	-to serve as an advisory body regarding issues and policies concerning disabled Canadians.
COF	national	-currently there is no existing policy concerning people with disabilities.
National Gallery	national	-to encourage and to create opportunity for all visitors by providing greater access and enjoyment.
NCC	national/regional	-to encourage and to create community involvement for all -providing choice of activity.
City of Ottawa	municipal	-to provide recreation and leisure services to people with disabilities.
Gloucester	municipal	-to provide recreation programs that meet the expressed needs of community members.
Nepean	municipal	-to ensure that the opportunity exists for all community members to participate within a recreational activity.

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of/de

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Summary: Municipal Policy

Each of the three municipal park offices practice different systems for the delivery of recreation services. Later, within the third stage of this analysis, the way in which this translates back to their policy will be examined.

4.2.10 Summary: Access Policy

Within the study area, from the National level, through to the municipal level, each agency's policy (excepting the COF) is to provide *opportunity* for persons with disabilities to enjoy a program, event, or facility (See Table 4.1 and 4.2). The emphasis within the National policies, however, are more clearly concentrated upon integrative access, whether that assumes physical access, social access, or both. The commitment towards integration is not as clearly expressed within the policy directives of the three municipal parks and recreation offices (This will be demonstrated later within the discussion on program delivery).

4.2.11 Policy Juxtaposed

The mandates outlined within Tables 4.1 and 4.2 advocate the increased opportunity for people with disabilities to participate in activities that promote a healthier lifestyle and equal access to programs and services existing within the 'mainstream' of the community. Although many of the organizations differ within their scope, they are clearly interconnected within their goals. For example, integrative education facilitates integrated recreation, which in turn, leads to increased independent living.

It is interesting to note that although all of the recreational organizations within this sample promote integrative access, each of the offices housing policy for people with disabilities are run as a separate program. That is, they are run as a division of a larger program. It will be interesting to see if, within the next decade, these special programs become enveloped within its 'parent' division.

The next section of analysis examines the interaction of the study's parks and recreation offices with local disability and sports organizations. Community

networking, to some extent, provides a measure of commitment towards integrative programming for people with disabilities.

4.3 Community Networking

Policy in print is only a framework for the actual 'implications' of its application. How a policy is articulated via the community networks an organization interacts with is a more demonstrable commitment towards a policy's actual implementation.

The next section of analysis describes each of the parks and recreation offices current professional networks.⁸ Following this, an examination of cross-references will be undertaken.

4.3.1 Networks: Parks and Recreation

It should be noted that discussion on community networks was included within the data analysis as networks have the ability to shape and influence the scope and tone of an agency's policy. Also, networks provide an outlet for the organization to articulate its presence, commitment, and intentions to the rest of the community. Networks often act to legitimize an organization's *raison d'être* and to provide alternative perspectives on 'need' and of 'action' (See Table 4.3). In referring to Table 4.3, it is noteworthy that within the national agencies, for the most part, networks are established with agencies also of national scope. Most of the networks within the national agencies are made for consulting purposes regarding provision, program design, and staff training. None of the national groups contacted in this sampling, work in isolation from disability consumer organizations in meeting the needs of disabled recreationists.

For both Parks Canada and the National Gallery, the agencies that are selected for consultation represent the 'therapeutic' and/or social service side of disability.

⁸These are not intended to be exhaustive composites of all of the agencies contacts; rather they are an inventory of some of their identified current contacts.

Table 4.3
Summary of Community Networks: Parks and Recreation

Parks Canada	<ul style="list-style-type: none"> -all provincial offices -Canadian Paraplegia Association -Canadian Hearing Association -Canadian Ass. for the developmentally delayed -All regional offices
Fitness Canada & Alliance	<ul style="list-style-type: none"> -Canadian Red Cross -Canadian Learning Disabilities -Can. Ass. of Independent Living -YMCA -Canadian Council of the Blind -Special Olympics -Canadian Wheelchair sports Association -Canadian Blind Sports Association -Canadian Federation of Sports -Organizations for the Disabled -Canadian Association of Disabled Skiers -Canadian Amputee Sports Association -Canadian Parks and Recreation Association
National Gallery	<ul style="list-style-type: none"> -national representations from: -sensory impaired associations -physically disabled organizations -psychiatric organizations -Ottawa-Carleton Board of Education
City of Ottawa	<ul style="list-style-type: none"> -community volunteers -sledge hockey/ice picking association -National Capital Sports Council for the Disabled -National Capital Eyes -National Capital Hearing Society
City of Nepean	<ul style="list-style-type: none"> -community volunteers -ad hoc standing committees -total community living -O. C. Transpo -other parks and recreation offices
City of Gloucester	<ul style="list-style-type: none"> -community volunteers -St Vincents Hospital -Multiple Sclerosis Society -Canadian Guide Dogs -Gloucester School Board

Table 4.3 Continued
Community Networks: Parks and Recreation

NCC	-CNIB
	-National Capital Disabled Sports
	-City of Ottawa Adapted Recreation
	-Ottawa-Carleton Housing Association
	-Nepean Adapted Recreation
	-Luge Canada
	-Disabled Persons Community Resources
	-Department of Health
	-National Handicapped Ski Association
	-Cerebral Palsy Association
	-Access 20/20
	-Ottawa Regional School Board
	-Special Olympics of Eastern Ontario
	-National Hearing Society
	-Eastern Canada Disabled Ski Association
	-Sledge Hockey/ice picking of Ottawa
	-National Capital Disabled Ski Association
	-City of Ottawa Community Services
	-Hull Parks and Recreation
	-Canadian Association for Disabled Skiing
	-Quebecoise Handisport
	-Secretary of State- Status of the Disabled
	-Alberta Association of Disabled Skiers
	-B. C. Disabled Sport Association
	-PEI Recreation and Sports Association
CP/RA	-Fitness Canada
	-Alliance for Canadians with Disabilities
COF	-CP/RA membership
	-provincial orienteering federations
	-regional orienteering federations
	-international orienteering federations

Fitness Canada and the NCC, on the other hand, have a number of representatives from both therapeutic and *sport* oriented agencies. This in itself is reflected within both the NCC's and Fitness Canada's goals and objectives. Both of these agencies are seeking ways to *activate* the participation of people with disabilities within recreational and fitness activities. It is not surprising, therefore, to see an emphasis upon sport organizations within their community networking.

Of all the agencies representative within the parks and recreation sample, only the three municipal offices appear to be passive within their community networks. That is, most of their networks have self-initiated contact with the parks office, as opposed to the parks office seeking them. Although this observation is not apparent from Table 4.3, in the interviews with the professionals from the municipal offices, each interviewee acknowledged that, for the most part, community organizations themselves initiated contact with the municipal recreation office.

One of the objectives leading towards the research goal included identifying the varied needs of the visually impaired with reference to providing recreation environments that are sensitive to these needs. The next section of analysis examines the responses of the professionals from the Disability Consumer Organizations in regards to this question of need.

4.4 Visually Impaired and Recreational Access

4.4.1 Definitions of Recreational Access: Disability Consumer Organizations

In the interviews conducted with the disability consumer organizations, emphasis was stressed by the researcher on defining programs, services, and the social and physical adaptations that would be considered sensitive to the needs of the visually impaired within a recreational environment. This next stage of data analysis is intended to provide an overview of some of the organizations' responses to this concern.

The interviewees were first asked to provide a verbal definition of 'visual access';

specifically access within a recreational program or setting; following this, the interviewees were asked to consider specific areas of emphasis, such as auditory, olfactory, tactual, and gustatory tools, that could be utilized in enhancing access.

The definitions that were offered cannot be considered to be comprehensive due to the time limitations within the interviews, as the interviewees did not have adequate time to develop an answer, and often responded considering their own focus upon visual impairment. To avoid identifying the respondent, the responses will simply be listed at random. The following is a synopsis and summary of the respondents' replies.

Question: Within a recreational setting, what are some of the social and/or physical adaptations you regard as being sensitive to the needs of an individual with a visual impairment?

Responses:

- extending all facets of the experience to the individual, even if the individual cannot actively participate, like teaching the rules of the game so that at least the individual can actively and knowingly spectate. - providing training to the individuals responsible for extending the program.
- environments that provide contrasts - such as raised numbers -environments that pay attention to safety (unobstructed areas)
- a program that realistically assesses its potential for integration and then adapts accordingly - programs where advice from people with visual impairments is sought - environments that are concerned with safety (unobstructed)
- environments that provide contrasts, tactual displays and audio cues. - environments that are unobstructed
- environments that are safely away from distractions (such as heavily trafficked areas) - environments where an audio system is in place to provide information - environments that have strategic points that provide a tactual display (of the visual image) - environments that are unobstructed.
- environments that provide hands-on displays and that have tactual signage. Environments with well marked paths (either roped or railed walkways) - areas designed away from heavily trafficked areas

- environments that provide colour contrasts - environments that consider the wide range of visual impairments (as in providing a choice of medium for information) - special arrangements should only be for physical access - no special services are needed.
- environments that are sensitive to lighting requirements - environments that are unobstructed - environments that provide good audio cues

From these responses, it appears that safety was (and is) the most common concern of the professionals within the sample, as emphasis was stressed upon unobstructed environments. It should be noted that the design of an area or of a facility may well be an unobstructed design. Obstruction is, for the most part, a social hazard, that is, obstruction within most pathways or play areas is usually caused by the neglect of a user within the area. Thus, in emphasizing safety, the interviewees were also stressing 'sensitivity' and awareness within social environments.

Some of the professionals interviewed highlighted the value of the participation of someone with a visual impairment within the program planning and design of the recreational area. Community participation within the planning process is in keeping with Yelaja's position that people identify strongly with and participate more in programs that they have helped to coordinate (Yelaja, 1978 p.229). It is also interesting to note that within the community networks of the parks and recreation offices, representation from various disability consumer groups within the planning process was encouraged, and for the most part, actively sought.

One of the most interesting comments emphasized within an interview was: "special arrangements should only be for physical access". This response, in itself, can be interpreted many different ways. If only physical adaptations are made, that is, if only the arrangements necessary to increase the *independent movement* of an individual are undertaken, one must ask what happens to the provision of *appreciation* of the sight or of the service. It is narrowly constructed definitions of access, such as this one, which limit the extent to which a program, site, or facility is used by disabled patrons. For this reason, access should not only be interpreted as independent movement; access should also imply that 'normal' social and psychological opportunities and experiences are also provided.

In addition to supplying a verbal definition of environments sensitive to the needs of the visually impaired, the professionals from the disability consumer groups were also asked to comment on other areas of emphasis, such as tools that utilize the other senses, and in turn, augment a recreational experience. Table 4.4 outlines the responses.

Overall, emphasizing the other senses was considered to be an essential 'tool' within enhancing environments to be sensitive to the needs of the visually impaired. Yet, each of the professionals interviewed were quick to dispell some of the myths surrounding blindness, such as the belief that ones hearing is amplified. Each respondent did confirm, however, that the other senses do play an essential role in assisting individuals with regaining (or gaining) confidence within independent movement and orientation.

4.5 Visual Access: Parks and Recreation

The professionals interviewed within the parks and recreation offices were also asked to provide a definition of what they would consider to be a recreational setting sensitive to the needs of people with visual impairments. The following is a brief summary and description of their responses, once again listed randomly to avoid crediting the respondent:

Question: Within a recreational setting, what are some of the social and/or physical adaptations you regard as being sensitive to the needs of an individual with a visual impairment?

- that all services of the facility be extended to the visually impaired consumer
- utilizing audio cues within the program and in providing more hands-on activities
- providing literature in large print, braille, or audio cassette
- having rails from the parking lots to the building - that railings on stairs extend beyond the top and bottom step
- having tactile cues for all overhanging objects
- accommodating the varied lighting requirements

- providing scented bushes
- enhancing areas with colour contrasts - providing tactual signage and tactual cues underfoot
- providing integrative opportunities
- providing tactual maps
- having audio taped routes
- providing information in either braille, large print, or audio cassette.
- reproducing artifacts to provide tactual displays
- assisting the individual with independent movement
- educating the individual on self-advocacy and leadership
- providing integrative yet independent participation
- constructing exhibits in bronze, brass, granite, marble, and wood as they are excellent mediums to touch.

The calibre and detail of the responses reflect the respondents' interest and involvement in their work and with people with visual impairments. The definitions that they offered, however, were not necessarily endorsements of programs and services in place. Rather, they were stated more in terms of an 'ideal' situation.

4.5.1 Summary: Recreational Access

The professionals from both the disability consumer organizations and the parks and recreation offices offered suggestions on how recreational environments could be sensitive to the needs of people with visual impairments via enhancing the interplay between the other senses, as well as by considering the safety needs of this population. The ideas that were provided not only focused on 'physical adaptations' to the recreational environment, but also expounded on the necessity of adapting social environments.

4.6 Program Delivery: Parks and Recreation

The next stage of analysis involves examining the various parks and recreation offices' programs and services. Emphasis is placed on both the delivery of the service as well as on the physical and/or social adaptations that were incurred for the services' provision. The programs available within the parks and recreation agencies provide a measure from which the degree of integrative recreational opportunity can be derived.

4.6.1 National Parks and Recreation Offices

Parks Canada

In the process of providing accessible services, Parks Canada is currently effecting change to both its physical and social environments. With regards to the physical environment, initially, Parks Canada began by renovating a number of park trails to provide wheelchair access. Later, as Parks Canada's definition of access expanded, parks such as Lower Fort Garry National Historic Park (Winnipeg), became equipped with touch-oriented tours, tactual maps, and taped tours of the area (Fern, 1985 p.31). As well, Parks Canada began developing certain aspects of the various national parks to appeal to the different senses. For example, more effort is beginning to be channelled into the provision of tactual models to encourage more hands-on participation and appreciation of the parks and their features for the visually impaired.

With regard to the improvements within Parks Canada's social environments, the Special Activities Coordinator and co-workers are presently extending disability awareness sessions to all of Parks Canada's staff, including both on and off-site members. Within the training sessions, members of a variety of disability consumer groups are invited to participate.

As for the delivery of 'special' services, Parks Canada requires that a 'special needs person' give advance notice to the manager of the park to be visited, thus ensuring that his/her needs will be met; an obstacle yet to be overcome in the

Table 4.4
Responses Regarding Accessible 'Tools': Disability Consumer Organizations

SENSE	TOOL	COMMENTS
audition	language	using descriptive and spatial language is useful; however, the individual's experience with the word takes precedence avoid excessive use of jargon the visually impaired should not have their own language
audition	cassettes	restrict movement good for stationary activities a useful tool for both the visually impaired and the print impaired
audition	touch tone	in areas where information is needed for access and direction, a touch tone system (similar to that of <i>Via Rail</i>) would be useful for quick and easy access to increase independent movement.
audition	sound cues	sound devices within sports equipment (such as a volley ball) enables a visually impaired person to participate within the game.
olfaction	enhanced scents	putting scents in paints, providing scented bushes and pathways augment directional cues and enjoyment of an activity providing outings that include areas with distinct smells
touch	braille	braille literature should be available to supply the necessary information to the individual thus increasing independent movement.

Table 4.4 Continued
Responses Regarding Accessible 'Tools': Disability Consumer Organizations

SENSE	TOOL	COMMENTS
touch	tactile textures	large raised print signs should be available different floor textures should be provided to emphasize location roped or railed pathways should be available to provide directional cues
touch	tactile maps	a tactile map's use is limiting - people have trouble translating the scale of the map to the actual scale of the area detail is too limiting.
touch	tactile models	table top maps of the area at varying points within the park accompanied by other informational mediums would be useful within translating the actual visual image.
touch	raised boundaries	within different sports, the boundaries of the playing area should be raised.
gustatory	taste tools	can be dangerous, young children are taught not to put things in their mouths. needed only if it demonstrates a new skill, idea, or image could be fun for everyone
other	colour contrasts	signs are most appropriately done black on white (or vice versa) colour contrasts on doorways and stairways enable safe and easy travel slopes and changes in elevation are best highlighted with colour contrasts
other	synthesized voice	information displays can be set up on an onscreen terminal, information can then be vocalized to the individual.

provision of integrative opportunities.

Fitness Canada

Fitness Canada does not directly offer services to individual consumers. Rather, Fitness Canada acts as a research body, sponsor, and informer, filtering acquired information through its various provincial and regional channels. The 'products' that Fitness Canada produces are individually adapted by the consumer group that procures them. The Active Lifestyle Alliance within Fitness Canada also develops and promotes various 'tools', such as the advocacy workbook, leadership training model, and policy guidelines, that later influence the organizational framework of the agency using their services.

Canadian Parks/Recreation Association

The Canadian Parks and Recreation Association, not unlike Fitness Canada, offers more of an information service to the various provincial, regional, and municipal parks and recreation offices in Canada. CP/RA offers services to develop and to support the administrative and technical abilities of its members, citizens, communities, and other agencies. CP/RA acts as a policy maker; the actual physical aspects of CP/RA policy are implemented at the regional level.

Canadian Orienteering Federation

Although the Canadian Orienteering Federation has not as yet developed policy for the inclusion of visually impaired recreationists within its sport, it is interesting to note what adaptations have been made within other countries. Both Swedish and American orienteers have created ways to include the visually impaired.

For example, in Atlanta, Georgia, orienteering for the visually impaired is well underway (Shannonhouse, 1989). Essentially, a map of a course is produced on 'swell paper'.⁹ Areas that are potentially dangerous to a visually impaired person

⁹Swell Paper: paper that once heated raises the print on the page.

(such as ditches) are documented on the map, as well as other slopes and deviations in the ground. Tactual controls¹⁰ are used for easy identification.

Depending on the individual's preference, often a taped version of the course is provided to the orienteerer. In this instance, the individual wears a sony walkman and is completely in control of the device. At the controls, a volunteer assists the orienteerer with the identification of the control on the orienteerer's course map. Contrary to what most would expect, there are not many modifications needed for a visually impaired orienteerer, other than that the visually impaired orienteerer uses either a portable audio cassette or tactual map (Shannonhouse, 1989 p.6).

Another example provided by the Atlanta Orienteering Club includes modifications that have been made to involve visually impaired children within this sport. One minor physical adaptation includes providing a roped version of the trail. The controls are placed at the wooden posts supporting the rope and the children simply follow the rope and identify the controls by smell. The smell of the control is then matched with a smell on the course map and denoted by scratching the appropriate smell (Shannonhouse, 1989 p.7). Thus, the visual aspects of the sport are replaced by both tactual and olfactory cues.

The efforts made within Sweden towards providing access to visually impaired orienteerers, stem largely from the endeavors of Arne Yngstrom (Yngstrom, 1989). Essentially, visually impaired orienteerers undertake various tactual map reading exercises in order to increase their confidence and their abilities in utilizing tactual maps. Orienteerers learn different map symbols, gradually increasing their repertoire and their ability to manipulate the maps. Exercises begin in a controlled area, such as a gymnasium, and eventually are undertaken within an outdoor setting (Yngstrom, 1989 p.16).

The sport orienteering was specifically highlighted within the research project because, from a visual perspective, it would seem to be one sport posing a complex challenge to someone who could not see. Within orienteering, one is challenged to appropriate the physical environment by utilizing ones' map skills and a compass.

¹⁰Controls: object the orienteerer identifies and denotes on his/her course map.

One is racing against the clock in the hopes of being the fastest person to complete the course with all of the controls accounted for. Orienteering also enhances one's survivor skills, and fosters confidence, courage, as well as navigation skills. These three important aspects also increase the independent mobility skills of someone who is visually impaired. The minor modifications incurred in extending participation within this sport for people with visual impairments simply involve highlighting the other senses. Physical reconstruction of a facility (or setting) is kept to a minimum.

The National Gallery

Access to the National Gallery's exhibits is currently being extended to people with disabilities. Special groups, under the direction of the Gallery's Education Officer, are allowed to touch certain exhibits (while wearing special anti-acid gloves). The exhibits that are accessed are chosen by the exhibit's curator. Currently, there are problems with individual curators in regards to allowing touch; however, with the introduction of a sensitivity awareness program, the Education Officer hopes to dispell some of the curators' misconceptions towards people with disabilities.

Audio tours are also available at the Gallery. As well, the Gallery provides a tactual map of the first floor. The Education Officer sees future directions in producing underfoot tactual cues, and enhancements within the acoustics of the exhibit rooms. Increased accessibility at the Gallery includes enhancing the tactual features of an exhibit, improving forums to disseminate information to the visitor, as well as increasing independent movement.

A visually impaired visitor to the Gallery must contact the Gallery prior to a visit to arrange for special services. Once again, advanced notice requirement that inadvertently reduces the integrative potential of the facility.

National Capital Commission

The NCC is host of special national events such as Winterlude, Canada Day, New Years Eve, and Fall Rhapsody. For each event, the adapted services office is

responsible for providing and promoting access to these events.

Over the last three years, the NCC has spent over \$40,000 on portable wheelchair ramps. These ramps are used within all events and assist wheelchair users to gain access to the Rideau Canal, Confederation Park, Parliament Hill, etc. Evidently, wheelchair access was the NCC's first response in addressing accessibility concerns.

Other services provided by the NCC's Adaptive Service department include:

- ice cream talking book (Winterlude) - detailing the ice sculptures on Dow's Lake
- touch and see program (for various activities) enables hands-on activity
- host and hostess service - provide attendants to assist an individual around the activities
- material loans - the NCC lends wheelchair skis, sleighs, blankets, and Sony walkmans - each enabling an individual to gain access and to enjoy the events
- literature is provided in braille, and in large print
- during the events, the NCC sponsors an adaptive transport bus - equipped with a phone on the bus. Individuals can call from the site and be transferred to the location of their choice
- sign language interpreters are available upon request

The NCC is attempting to meet the needs of disabled participants within their events. The NCC seeks advice from various disabled consumer groups in an attempt to address a variety of needs. Their services are a direct reflection of the commitment within their policies.

Summary: National Parks and Recreation Offices

Of the six national offices highlighted, two do not directly provide services to the local population. Rather, they act as advisors and sponsors to various provincial, regional, and municipal recreation offices. The national offices that do directly provide services, offer programs that mirror the directions within their policies. Environments, both social and physical, are undergoing modifications (however minor) to accommodate the needs of people with disabilities and often, modifications that are sensitive to the needs of the visually impaired. All of the programs

and services mentioned are offered *integratively*. There is evidence of strong dialogue between these park offices and various disability consumer organizations.

Although one may never achieve an 'ideal' environment for persons with disabilities, the endeavors of the above parks and recreation offices are at least promoting much needed change; and most important, are reflecting the needs of a variety of disability consumer groups.

4.7 Provision and Delivery of Accessible Recreation

The next stage of analysis will examine how national policies have influenced and shaped the provision and delivery of recreation services at the municipal level.

4.7.1 Provision and Delivery of Services: Municipal Park Offices

The municipal parks and recreation offices of the cities of Gloucester, Ottawa, and Nepean each have a component within their delivery system that specifically address the varied needs of persons with disabilities. The manner in which their programs and services are offered to persons with disabilities, however, differs from office to office, and this in turn influences the degree of integration (as opposed to segregation) within the resultant delivery system.

On a continuum depicting the degree of segregation versus integration, the City of Gloucester's park office would fall near the segregated end, the City of Nepean's park office would fall close to the integrative end, and the City of Ottawa's park office would fall somewhere in between.

The following is an elaboration of this idea, and includes an examination of each of the municipal park offices' policies, programs, and systems of program delivery.

City of Gloucester Parks and Recreation

The City of Gloucester's parks and recreation office is largely a community run organization. The municipal office primarily acts as a 'coordinating body' representing the eight recreation associations in Gloucester. Each of the eight associations has its own community-centre board which chooses the types of programs it would like to offer and later, upon consultation with the municipal office, grants the group running the program both funding and space within the community. The City of Gloucester owns all of its recreational facilities.

The municipal office annually produces a catalogue listing all of the programs and clubs sponsored by the Gloucester Recreation Associations. Registration for available programs normally takes place at the Associations' local community centre.

Some of the recreational services offered to Gloucester's disabled residents include:

- adult leisure activities. Offered by the Gloucester Handicapped Association. 'This association provides a variety of social and leisure activities for disabled adults. Participants enjoy bingo, swimming, darts, sand bags, cards and crafts' (Guillemette, 1989).
- children's leisure activities. Offered by the Gloucester Association for Children with Special Needs. 'This association offers a program of arts and crafts, gym, swimming, and outings for Gloucester children with all types of handicaps. Children are matched with an adult volunteer (limit of 20)' (Guillemette, 1989).
- horseback riding. Offered by the Greenbelt Riding Association for the Disabled, Ottawa Inc., 'This association has been providing this recreational and therapeutic service to disabled individuals for over 14 years' (Guillemette, 1989).
- recreation buddies. Offered through the municipal recreation office. 'The aim of this program is to match a disabled child or youth with a volunteer buddy to attend community recreational activities' (Guillemette, 1989).

Three of the four programs listed above are segregated programs drawing only people with disabilities. Some of the activities listed are 'sedentary', stressing the 'therapeutic' approach to leisure service. A problem inherent within this system

is that sometimes these groups become further divided into categories of 'like' disability, further segregating the recreationists. The one program that is integrative is 'leisure buddies', however, this program is only offered to children.

The programs are segregated foremost by the method of program delivery. For example, within the leisure service guide, a disabled person is directed to the 'special needs' section. This section has a limited selection, and each of the adult activities that are offered, are segregated.

A monthly newsletter produced by the municipal office is mailed to Gloucester residents listing the programs, activities, and clubs active within the various communities. As well, a leisure service guide is mailed to Gloucester residents twice annually. The newsletters and the leisure guide are available in large print, braille, or on audio cassette, but are available by request only. According to the interviewee, so far no one has made a request for an alternative medium of information.

The City of Gloucester's parks and recreation office does offer a 'disability awareness workshop' to its communities. As well, there is a strong volunteer training program centred on disability related issues and concerns. Volunteer training involves examining attitudes, as well as learning the physical aspects of care giving (such as lift and transfer wheelchair techniques). As well, volunteers are insured by the City of Gloucester. Within programs that draw a large number of people with disabilities, the city sponsors two orderlies to assist with the hygienic concerns of the recreationists. On one hand, the municipal office is proactive in generating 'awareness' programs; however, the recreational programs offered by the City lack real integrative opportunity.

City of Ottawa Parks and Recreation

In terms of delivery, programs and events that are scheduled within the City of Ottawa, are offered and often undertaken directly by the community centres, arenas, or pools, that house them. For example, Dovercourt Community Centre designs, promotes, and delivers its own recreational services. The municipal park office acts only as 'coordinator' for these activities.

Sport and recreational opportunities are offered to disabled residents within the

City of Ottawa through two distinct channels. The first is the city's 'Interaction' program; the second being the city's 'Adapted Recreation' program. Interaction is a program that matches disabled community members interested in a program with a volunteer. In this respect, the individual's choice of activity is virtually unlimited. Adapted Recreation, on the other hand, is a program that sponsors community groups in running activities through the city's facilities. There are three different divisions within Adapted Recreation including programs for people with physical disabilities, developmental disabilities, or psychiatric disabilities. Some of the programs oriented for people with physical disabilities include:

- adult pottery class
- Friday night youth club
- children's Saturday activity club
- swim for challenged children
- adult recreational swimming (segregated)
- different sports opportunities offered through the National Capital Sports Council of the Disabled (NCSCD)

The Adapted Recreation office offers financial assistance via grants to the different associations organizing the above programs. Adapted recreation staff act as moderators, as opposed to play instructors or play leaders. Unfortunately, adaptive recreation, by its very title, as offered by the City of Ottawa, only offers segregated programming.

Information booklets outlining the various activities offered by the city's recreation department are distributed twice annually to the city's residents. Literature is available in large print, braille, or audio cassette; however, as in the case of Gloucester, there has yet to be a request for this medium. Once again, these mediums are only available upon request. The city does, however, mail literature to the CNIB.

The staff interviewed at the Adapted Recreation office shared the opinion that most visually impaired recreationists enter leisure programs via organizations like

citizen advocacy¹¹ or within the company of a sighted friend. In light of this, it was generally felt by the Adapted Recreation staff that the provision of literature in alternative forms was not really a priority.

In reference to the City of Ottawa's social environment, the Adapted Recreation office also offers training and information sessions regarding various disabilities, as well as leisure counselling, and volunteer placement and training. Adapted Recreation's volunteer training sessions are offered to external community groups in the form of an in-house service. As well, volunteers working within the City of Ottawa, are insured by the city.

City of Nepean Parks and Recreation

Although both the municipal park offices of Gloucester and Ottawa have 'interaction' programs, the Interaction program offered through the City of Nepean's park office is by far the most pronounced. The only segregated program provided by the city is the 'disabled adults swimming program'. Every other program that is offered by the city of Nepean, is available to a disabled resident via Interaction. Once the individual has identified an interest, Interaction matches this person with a volunteer-peer

Some of the programs offered by the City of Nepean include:

- adult fitness classes
- visual arts workshops
- going places
- pottery programs
- friends for fun
- outlook
- swimming
- various sports (basketball, curling, hockey)

¹¹Citizen advocacy: community groups that match volunteers with people with disabilities interested in joining community events.

Every attempt is made to ensure that individuals are able to participate within the activity of their choosing. Programs are offered through the different schools and community centers; however, registration takes place at the municipal office. Events, activities, and programs offered by the city are listed in the *Access Nepean* booklet which is mailed to the city's residents twice a year. The booklet is provided in braille, audio cassette, or large print; once again, a request of this nature has yet to be made.

The City of Nepean also runs a handi-bus.

Volunteers that work within Interaction participate within a formal training session offered by the city. There are both adult and youth training programs. The city also extends this training service to members of the community (ie: City Hall employees and branch managers). At present, volunteers are not insured by the city; however, avenues for the provision of insurance are being explored.

4.7.2 Summary: Municipal Parks and Recreation Offices

Again, it is necessary to reiterate that the policy of an organization is reflected within the provision and delivery of its programs and services (the physical manifestations).

Gloucester's mandate is expressed as providing recreation programs that meet the *expressed* needs of the community members. Therefore, it is not surprising that Gloucester's delivery mechanism depends highly upon various community groups *vocalizing* their interests and subsequently setting up programs. This procedure in itself, tends to separate the articulate from the nonarticulate, inadvertently creating a segregated product.

The City of Ottawa's municipal parks office's mandate is to provide recreation and leisure services to people with disabilities. However, their interaction program is overshadowed by the city's emphasis upon the Adapted Recreation program which tends to promote segregative opportunity.

Finally, the City of Nepean's parks and recreation office supports the concept that the opportunity [should] exist for all community members to participate

within the recreational activity of their choice. Interaction clearly serves this end.

Within the three municipal parks and recreation offices, there exists an apparent missing link between the dissemination of information and its appropriation by people with visual impairments. Although literature is available from the different municipal offices in alternative mediums (braille, large print, or audio cassette) these services are not as yet utilized by the visually impaired leisure market. A possible reason for this misunderstanding rests with the municipal offices' promotion of these mediums. They are not available unless requested; however, they are not requested when they are not advertized. It is evident that the park offices need to promote these services audibly.

Within this last component of analysis, it becomes evident that the policies adopted by the national parks and recreation offices clearly promote 'mainstream' programming, as opposed to segregated activity for people with disabilities. At the municipal level, however, (for the most part), the lines between segregation and integration tend to disappear, leaving the individual with the option to be part of, or away from, mainstream activity. Once municipal offices begin to feel the effects of national policy, this choice may no longer exist, as integration will be *expected*.

4.7.3 Overall Summary

The organizations represented within this research sample have provided both meaningful and illustrative ideas and strategies for improving physical and social environments for people with visual impairments. From the interviews, it was apparent that the needs of the visually impaired had been absorbed within operational definitions of accessibility. As well, there was evidence of an existing commitment from the nine parks and recreation offices towards improving access within their programs for the visually impaired.

The national organizations were more clearly focused upon integrative opportunities, whereas the municipal offices appeared to be 'struggling' between offering

both segregated and integrative activities.¹²

From the responses, modifications to the physical environment, in extending access to the visually impaired, for the most part, need only to be minor, focusing more on how to enhance the other senses, (specifically touch, hearing, and smell), both to increase the independent mobility and enjoyment of the participant. Modifications to the social environment, on the other hand, involve a little more emphasis. One of the unanimous changes identified by the respondents included promoting positive and healthy attitudes towards disability.

Overall, there appears to be many recreational outlets and opportunities for people with disabilities. Yet, it should not go unnoticed that one of the latent ironies nested within this research project rests in the fact that the issue of accessible recreation is an issue in the first place.

¹²It should be noted that when discussing access and accessibility within the provision and delivery of park programs, the professionals within the sample tended not to separate the various disabilities (ie: physical from sensory). Access was universally defined.

Chapter 5

Conclusions

5.1 Overview of the Research Findings

5.1.1 Restatement of the Research Goals

The underlying goal of this research project was to examine the extent which the policy shaping recreational access for people with disabilities (specifically visual impairments) ultimately constructed the psycho-social and physical parameters from which a communal recreational service was provided and extended to its disabled consumers. To achieve this end, the researcher initially sought to identify both the manifest and latent motives prompting the concern for accessible environments for people with disabilities. Both the *Canadian Charter of Rights and Freedoms* and Wolfensberger's (1972) 'Principle of Normalization' were argued to have been stimuli.

The concern for accessible recreational services focused specifically on the needs of the visually impaired. In Chapter Two, the researcher argued that the interplay between the other senses assisted individuals with such an impairment to augment both their mobility and orientation skills. The researcher contended that a better understanding of the other senses would lead towards increased sensitivity of the needs of the visually impaired, and would also lead towards identifying strategies that improve both the physical and social environment.

The need for people with visual impairments to improve their spatial and geo-

graphic understanding, which would in turn, increase their ability to appropriate their surroundings both actively and independently was another area of investigation. Thus, extending accessible environments to this population involves creating mutual responsibility and commitment between the community and the individual with the impairment.

In Chapter Three, this argument was extended by examining the role which recreation played within proactive community development, eventually leading to increased integrative community living for the visually impaired. The internal attitudes of recreation service providers towards people with disabilities were examined in reference to the actual and tangible services provided to this consumer group. It became evident within this investigation that the delivery and dissemination of recreational services for the disabled market ultimately influenced *who* used the park (service/facility), *how* the park (service/facility) was used, and *what* was available to the recreationist. It was discovered that the methods and dimensions of program delivery inadvertently defined the park's (facility's/program's) 'image', and in turn, characterized the park's (facility's/program's) 'access'.

Emphasis was placed on the necessity of 'integrative', as opposed to 'segregative', recreational services. Integration unquestionable fosters one's self-esteem, one's social image, and one's ability to independently appropriate the resources and services that are available to each community member.

In Chapter 4, the method of data acquisition was discussed, and the results of the interviews were documented via content analysis.

One of the significant findings documented in this chapter was that there was a demonstrable commitment towards integrative recreation opportunity at the national level which weakened closer to the municipal level. Implementing integration policy is by far a more difficult task than its articulation. At the municipal level, there were varying degrees of program integration, and more emphasis upon adaptive recreation.

Another finding demonstrated the necessity of a more holistic and global definition of accessibility for people with disabilities, as narrowly constructed definitions limit and restrict opportunity for people with disabilities.

Overall, it was generally found that the parks and recreation offices within the project's sample, had incorporated more than 'wheelchair' access within their operational definitions of recreation access.

5.1.2 Implications of the Research Findings

From the research findings, it became evident that within the last decade, definitions and policy regarding access for people with disabilities had extended from the previous narrowly defined parameters of accessibility, towards a more encompassing definition. Although there was evidence to suggest that, in the past, the initial responses of Park administrators towards the issue of accessibility was to retrofit existing services (facilities/programs) for the mobility impaired, there was also evidence suggesting that more progressive attempts have been made to include people, regardless of disability.

The professionals within the study unanimously shared the opinion that recreational environments that were sensitive to the needs of the visually impaired were environments that capitalized on all of the senses including sight, hearing, touch, and smell; and were environments that supported the independent mobility and orientation needs of this market.

Within the examination of programs and services available to people with visual impairments, it was discovered that at the national level, for the most part, a strong emphasis was placed upon *integrative* opportunity. At the municipal level, however, there still appeared to be a struggle between delivering programs that were characteristically segregative, as opposed to integrative. One possible explanation for this contention is that at the municipal level, the programs and guidelines postulated at the national level, are put into play. It appears that this transition from theory to practice is a very difficult task.

It was also evident that there existed a problem, once again at the municipal level, in disseminating information on the available programs and services to the visually impaired. Although each of the three municipal offices within this study offered literature in braille, large print, and on audio cassette (three mediums

that are sensitive to the needs of the visually impaired), these services were not being appropriated by visually impaired recreationists. Undoubtedly, the problem rests within the fact that the information outlining to the visually impaired that these mediums are available, appear in small print within the leisure service guides that are available to the community. It is the researcher's opinion that parks and recreation offices need to verbally articulate these services to the visually impaired market via non-print mediums, such as radio or television.

5.1.3 Limitations of the Study

The generalizations and conclusions derived from this study cannot be extended beyond the study's boundaries. A number of variables particular to the study's location may have influenced some of the study's results. For example, the three municipal parks and recreation offices included within the study are located in close proximity to many national parks and recreation offices. Research findings and other information from these offices often are received by the local municipal parks and recreation offices. As well, the possibility exists that many members of each of the national offices could be representatives at the community level; thus, are able to articulate to their community recreation centre policy changes that are occurring at the national level.

Another limitation of this study is that the researcher, within her contact with each of the parks and recreation offices, consciously influenced each of the interviewees to consider the needs of the visually impaired within their definitions of accessible recreation environments. The policies and the programs that were examined in conjunction with the interview, however, did demonstrate the extent to which visual impairments had penetrated functional definitions of accessibility for the disabled; therefore, providing a measure from which the researcher could draw.

5.1.4 Future Directions of Research

A number of 'ironies' became evident throughout the examination of accessible environments for the visually impaired. One irony rests within the fact that access for the disabled must be advocated; and second, that offices housing policy and/or programs for people with disabilities are generally run as a separate division from the 'mainstream' department.

Future directions of research, from the researcher's perspective, could examine and outline strategies that 'envelop' the separate 'Special Populations Departments' into their 'parent' divisions.

Clearly, there has been much progress in inviting people with disabilities to explore and share the resources that are available to all, yet, there still appears to be a problem in absorbing the special needs of people with disabilities into existing 'normal' programs, without drawing out the 'special'. Until the accessibility needs of people with disabilities becomes part and parcel of our social fabric and provision of social services, people with disabilities will continue to be singled out by the ever-present variable of disability.

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Appendix A
List of Disability Consumer Organizations
Within the Research Sample

Program Coordinator
Canadian Blind Sports Association
1600 James Naismith #707
Gloucester, Ontario K1B 5N4 November 17 —@ 2:00pm.

Orientation and Mobility Specialist
Canadian National Institute for the Blind
320 McCleod
Ottawa, Ontario K2P 1A3
November 9 2:30pm.

Members of the Barrier-Free Environment Committee
Disabled Persons' Community Resources
1525 Carling Ave.
Ottawa, Ontario K1Z 8R9
November 7 10:00am.

Program Director
National Capital Eyes
7-118 Woodridge Crescent
Nepean, Ontario
November 10 10:00am.

Teachers of the Visually Impaired
Ottawa-Carleton Education Program for the Visually Impaired
Ottawa-Carleton Board of Education
133 Greenbank Road 2nd floor
Nepean, Ontario K2H 6L3
November 3 3:30pm.

Program Coordinator
Office for Disabled Persons
Carleton University
November 20 2:00pm.

Appendix A continued

Coordinator of the Centre for Disabled Students
Ottawa University Disabled Students' Association
Ottawa University
November 14 9:30

Special Needs Coordinator
Algonquin College
Woodroffe Campus
November 28 9:00am.

Blind Athlete
National Capital Eyes
17 Larch Ave.
Ottawa, Ontario
November 13 1:00pm.

Appendix B
Parks and Recreation Offices Within the Research Sample

Acting Area Supervisor and Adapted Recreation Supervisor
City of Ottawa Adapted Recreation
88 Main Street
Ottawa, Ontario K1S 1C2
November 21 9:30am.

Special Populations Service Coordinator
Gloucester Parks and Recreation
1400 Blair Place
Box 8333
Gloucester, Ontario
November 24 10:00pm.

Adapted Services Coordinator
National Capital Commission
161 Laurier Ave. West
Ottawa, Ontario
November 21 1:30pm.

Coordinator of Park Development/Special Services Coordinator
Nepean Parks and Recreation
1701 Woodroffe Ave
Nepean, Ontario
November 22 2:00pm.

Special Populations Activities Coordinator/Assistant to:
Parks Canada
Les Terrasses de la Chaudière
Hull, Québec
November 16 1:00pm.

Appendix B continued

Consultant for Disabled Persons/Program Manager for the Active Lifestyle Alliance for Canadians with Disabilities

Fitness Canada
365 Laurier West
Ottawa, Ontario
November 28 2:00pm.

Education Officer
National Gallery
Ottawa, Ontario
November 23 2:00

Project Coordinator
Canadian Parks and Recreation Association
Suite 306
1600 James Naismith Drive
Gloucester, Ontario K1B 5N4
November 30 2:00pm.

Technical Director
Canadian Orienteering Federation
Suite 713
1600 James Naismith Drive
Gloucester, Ontario K1B 5N4
November 30 1:00pm.

Appendix C
Disability Consumer Organizations' Interview Agenda

1. Housekeeping: introduction
:consent form
:tape recorder
2. Name of interviewee(s)
3. Position of interviewee(s)
4. Name of Organization
5. Organizational goals in reference to disability.
6. Organization's definition of visual accessibility within a recreational context?
7. Organization's current advocacy regarding access for people with disabilities? More specifically, for people with a visual handicap? (In reference to both the physical and psycho-social environments)?
8. Networks, affiliations, and funding sources?
9. Comments on the provision of accessible 'tools' within the following categories:
 - auditory
 - olfactory
 - tactual
 - gustatory
 - other
10. Comments and other concerns of the interviewee(s) regarding current advocacy and implementation of visual access.
11. Closing comments.

Appendix D
Parks and Recreation Offices' Interview Agenda

1. Housekeeping: introduction
:consent form
:tape recorder
2. Name of Interviewee(s)
3. Position of the Interviewee(s)
4. Name of Recreation office
5. Constituency of Office
6. Organizational goals with reference to disability
7. Organization's definition of visual access within a recreational context?
8. Organization's current advocacy for people with disabilities
- specifically people with visual impairments?
9. Organization's provisions for people with disabilities
-provisions oriented specifically to the visually
impaired. (both physical and psycho-social)?
-including impetus for provision
-affiliations, networks, sources of funding, and
-staff training
10. Comments and other concerns of the interviewee(s)
regarding current advocacy and implementation
of visually accessible tools.
11. Closing comments.

CARLETON UNIVERSITY

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FACULTY OF GRADUATE STUDIES AND RESEARCH

M E M O R A N D U M

DATE: November 9, 1989

TO: Eliane Pollard
Prof. Duncan Anderson
Dept. of Geography

FROM: Anne Burgess
University Research Officer

RE: Ethics Clearance

I am writing to confirm that Ms. Pollard's research proposal has been reviewed by the University Ethics Committee, and has been found to be ethically acceptable.

A handwritten signature in cursive script, appearing to read 'AB', with a horizontal line underneath.

Appendix F
Interview Consent Form

The following document is a requirement of Carleton University's Ethic Committee to ensure that the undersigned is (are) cognizant of the researcher's intentions.

In brief, the questions that I will be directing to you will involve discussing your organization's definitions, advocacy, and provision of 'visually accessible' recreation services. I am interested in both your perception of current related concerns and of your future directives within this subject area. I expect only to request 30 minutes of your time, at the location of your request. As well, it is my responsibility and my obligation as primary investigator of this research project to answer any questions you may have regarding my research procedures, prior to, during, and after our interview.

All the information that I obtain from my contact with you shall remain confidential and I will only initialize a statement from you if you absolutely agree to be named.

I will happily supply you with the outcome(s) of my research at your request.

Signed and Dated: _____

Sincerely,

Eliane Pollard
Graduate Student

Appendix G
Extended Agenda - Data Transcription
organization of data
disability or parks

1. Name:

position:

organization:

constituency:

2. Organizational goals and or policies relating to the provision of services
to disabled consumer groups:

2b. In response to which government document:

2c. Onset of provision:

2d. Impetus:

2e. Source of funding:

3. Networks for provision (ie: community development plan)

3b. Advocacy/Participation in Awareness Activities:

3c. Dissemination of information? medium:

braille: large print: audio cassette:

Appendix G Continued

4. Staff and volunteer training (psycho-social environment):
 - 4b. internal external
 - 4c. If external, who?
 - 4d. Is there subsidized programming for disabled participants?
 - 4e. Are volunteers trained in attendant care?
 - 4f. Is special transportation available?
5. Programs (delivery: integrative or segregative?)
 - 5b. physical adaptations
 - 5c. psycho-social adaptations
6. Outdoor emphasis?
7. Definition of visual access or programs sensitive to the needs of the visually impaired?
8. Concerns regarding implementation?

Appendix G Continued

9. Short and long term objectives (regarding integrative programming)?

10. Summary of adaptations utilizing the following senses:

- auditory cues (sound cues)

- word choices (language)

- olfactory cues (smell cues)

- tactile/tactual mediums

 - maps

 - underfoot

 - concern for unobstructive areas

 - models (haptic displays)

- gustatory cues (taste cues)

- other

11. Other Comments and concerns:

Activity	Modifications
<p>BASKETBALL (cont'd) Lead-up Activities</p>	<ul style="list-style-type: none"> - use audible cues for basket, (e.g. bell), audible goal locator - bounce pass or chest pass against a wall - call to a partially sighted student when passing - use a "coloured" ball - use a bell/beeper basketball - have team members wear brightly "coloured" pinnies - run "coloured" tape around the rim of the hoop and/or on important floor markings that are not clearly marked - lower the basketball hoop
<p>BICYCLING</p>	<p>Minimal Modification</p> <p>TOTALLY BLIND: ride tandem with a sighted peer PARTIALLY SIGHTED: can ride alone on a regular bike in a controlled restricted area (e.g. bicycle path, outdoor track, outdoor rink)</p> <ul style="list-style-type: none"> - stay within visual limits (i.e. do not ride too fast) - when riding with a sighted guide, place bell on his/her bicycle, or "flapper" on spokes of bikes - when giving directions for upcoming turns, make reference to the type of turn required (e.g. gentle turn to the right, sharp turn to the left)
<p>BOWLING 5/10 PIN</p>	<p>Minimal Modification</p> <p>TOTALLY BLIND: will need to use the wall or a rail. Portable rails are available or can be made. (see Appendix I: Alley Bowling Guide-rail Blueprint) to guide them as they deliver the ball</p> <ul style="list-style-type: none"> - will need feedback as to what pins are still up - permit participant to walk the lane to sense the distance of the alley - permit participant to feel the "v" arrangement of the pins <p>PARTIALLY SIGHTED: will need some feedback as to what pins are still up</p> <ul style="list-style-type: none"> - choose the lane with the best lighting - use a piece of thin, non-skid carpet or make a raised "dot" to mark centre of the approach lane - mark the foul line with a tactile cue

Activity	Modifications
<p>OUTDOOR EDUCATION</p>	<p>Minimal Modification</p> <p>TOTALLY BLIND: pair with a sighted companion PARTIALLY SIGHTED: depending on the amount of vision the student has, the majority of these types of activities are easily adapted (e.g. orienteering, hiking)</p> <ul style="list-style-type: none"> - if there is no traffic, he/she can walk alone along well-defined trails or roads (cane can be used if necessary) - use specifically designated nature trails/camping - describe plants and animals in Braille, large print or on cassette tapes - provide identification of objects by touch and smell - don't leave a visually impaired student alone in an unknown area - use a Braille compass for orienteering (available through the Canadian National Institute for the Blind)
<p>RACQUETBALL</p>	<p>Considerable Modification</p> <ul style="list-style-type: none"> - not recommended, although familiarity with the game should occur
<p>ROLLER-SKATING</p>	<p>Minimal Modification</p> <p>TOTALLY BLIND: use sighted guide PARTIALLY SIGHTED: can skate on own after appropriate orientation in familiar or clearly designated area</p>
<p>ROWING/SKULLING</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> - initial orientation to the characteristics of the activity should occur

APPENDIX K

Source: Cain, 1981 p.51

END

1 2 0 4 9 1

FIN