# Demonstrating Assistive Technology for Recreation, Sports, and Leisure Equipment

## Knowledge and Skills

1. Understands the use and importance of recreation, sports, and leisure activities for individuals of all ages and functional abilities.
* Can describe at least two examples of commercially available items of varying “price points” in the following categories and how they can accommodate varying functional abilities. Priority should be given to activities that are age-appropriate (e.g. engaged in by non-disabled age peers), reflect consumer preferences, and family and community contexts (e.g. hunting/fishing in rural communities; wheelchair sports for college students).Toys and games
* Equipment for participation in individual and/or team sporting activities including indoor and outdoor environments
* Fitness equipment
* Playground equipment
* Recreational mobility equipment including specialized wheelchairs, scooters, bicycles etc.
* Musical instruments and related devices
* Arts, crafts and photography equipment
* Gardening and horticultural equipment
* Horseback riding
* Wildlife viewing, fishing, hunting, and sport shooting equipment
* Camping, climbing, hiking and other related outdoor recreational equipment
* Audio, gaming, and video entertainment equipment
* “Apps” that provide experiences in a range of recreational categories, e.g. drawing/painting; playing music
1. Able to compare and contrast at least two examples in each of the above categories, where items are available in the program inventory.
2. Can describe Do It Yourself (DIY) options and adaptations to “generic” products that are safe and achievable in each of the above categories, where applicable.
3. Understands and is able to explain to consumers vocabulary related to the device(s), features, and functions related to specific categories of AT for leisure and recreation.
4. Understands and can explain potential safety and risk factors that allow consumers to make informed choices. This includes risk factors related to AT equipment use as well as possible associated personal health impacts.
5. Able to discuss related community resources for recreation, sports, and leisure activities identified but not limited to the categories of options identified under Item B. It is especially important to be able to make appropriate referrals to resources where additional equipment may be located (e.g. inclusive gyms) and/or there is opportunity for participation (e.g. adapted playgrounds).
6. Has a basic understanding of potential public and private funding sources for recreation, sports, and leisure equipment (e.g. sufficient to make referrals).
7. Other considerations: Demonstrator does NOT need to be a specialist but must be able to explain when additional consultation (e.g. by a Certified Recreation Therapy Specialist [CRTS], OT or PT) may be needed to match the technology with the person or provide training.

##  Resources

Disabled Sports USA’s mission is to provide national leadership and opportunities for individuals with disabilities to develop independence, confidence, and fitness through participation in community sports, recreation and educational programs. Information for a multitude of adaptive sports can be found at <https://www.disabledsportsusa.org/sports/adaptive-sports/>

A comprehensive list of national organizations by sport is available at <https://www.moveforwardpt.com/Resources/Detail/adaptive-sports-people-with-disabilities>

The National Center on Accessibility promotes access and inclusion for people with disabilities in parks, recreation and tourism. The website has numerous resources including a products directory <http://www.ncaonline.org/products-directory/index.shtml>

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