Summary of Project Objectives

The Game of Life is a program offered by Cincinnati Recreation Commission’s Division of Therapeutic Recreation (CRC/TR) focusing on developing and strengthening essential life skills for individuals with disabilities. Life skills include daily living activities such as dressing, eating and personal hygiene as well as recreation and leisure. These skills are essential to living an independent life and can boost the quality of life of the individual living with a disability as well as those around him/her. The Cincinnati Recreation Commission's Division of Therapeutic Recreation (CRC/TR) offers a continuum of leisure services (the Game of Life being just one) for individuals with disabilities that promote healthy lifestyles as well as the opportunity to participate in high quality recreational and cultural experiences in the community.

The program was originally scheduled to run late fall into early spring however, due to registration difficulties and the pandemic, the program had to be postponed to summer. The Game of Life Program was included as a component of the Therapeutic Recreation Summer Day Camp. This camp is designed for participants ages 13-21 who were a part of the Extended School Year partnership with Cincinnati Public Schools as well as individuals who privately pay. The participants attend camp with goals that are based around social skills, independence, and other skills that often regress during scheduled breaks. The Game of Life program helped incorporate independence goals from the student’s IEPs while incorporating other essential life skills. The teens participating in the program all have individual goals relating to their independent living skills.

Description of Project Activities

One goal of the Game of Life program is to build the skills of the individuals enrolled in the program for them to make the appropriate choices when choosing his or her meals and recipes. This goal helps build on independence for the participant as a life skill. This was the six-week session that was implemented during the grant. Throughout the program, participants are directly involved in the process of choosing what they would like to cook during that session. Once a recipe was chosen, information was gathered regarding what materials and ingredients were needed for the recipe to be prepared by the participants. This realistic process walks participants through all the steps that it takes to prepare a meal.

Participants completed the six-week session of choosing and cooking a variety of snacks and meals such as grilled cheese pizza, superhero pudding cups among other recipes. Participants were able to gather ingredients, participate in the making of the recipe, and eat the food that they prepared. Once they completed this they were able to write or draw a picture of how the activity went and mark it down as something that they have accomplished. Students were able to see the progress they made and took home any projects that were completed after the camp session was over.

Evaluation of Outcomes

The Game of Life was evaluated throughout the duration of the first session. Evaluations included input from the participant based on their progress in the program and session
evaluations that were completed by parents and staff. Staff also completed weekly progress notes regarding the progress of the individual in the program. The program coordinator will be making the appropriate changes based on the findings of the final evaluations of the program.

The program will also continue to be evaluated using the APIED (Assessment, Planning, Implementation, Evaluation and Documentation) process that is used for Therapeutic Recreation programming. This process began with an assessment of the individual, creates a plan for the individual to follow, the plan is then implemented and evaluated and documented through a goal attainment sheet that will be developed after the assessment of the individual.

An example goal and progress note from an individual is as follows:

Jay, 17 diagnosed with Autism

Goal: Jay will continue to work on choosing an activity independently and following the instructions of the activity 3 out of 5 chances with 75 percent accuracy with minimal prompting.

Progress Notes:

Week 1: Jay presented difficulty completing this week’s activities. Jay required hand over hand while preparing his recipe. He also had difficulty with making a choice and required a verbal prompt when it came time to choose his recipe. Staff used three physical prompts and six verbal prompt this week and will be working to fade these prompts.

Week 2: Jay did well with this week’s activities. Jay required only verbal prompts with both choosing and preparing his recipe. Jay needed several reminders to check his visual of the recipe, however decreased his number of verbal prompts required to a total of 4 throughout the activity.

Week 3: Jay demonstrated difficulty choosing from the visual of the recipes this week. He required 6 verbal prompts to choose his recipe and to also complete what he had learned. Staff did not initiate any physical prompts; however, verbal prompts were needed in order for Jay to complete the activity successfully.

Week 4: Jay decreased his number of verbal prompts and only required 3 prompts throughout the entire activity of choosing and preparing his recipe. Jay completed his evaluation of what he had learned this week without any prompting.

Week 5: Jay has established a routine for the cooking portion of his day and when given the visuals that it was time to begin cooking. Jay needed 2 verbal prompts in order to begin the preparing of his pudding cup however did not need any more support or prompts to finish the activity.
Week 6: Jay only needed 1 verbal prompt this week in order to make a choice regarding his recipe for the week. Jay was hesitant in the cooking portion however with a light touch to his hand to continue stirring, he was able to complete his preparation.

**Description of Subsequent Plans**

After this session, there will be another two sessions that will discuss leisure opportunities and transportation. These topics will be discussed and practiced by showing that the participant can route their transportation to a leisure opportunity. This session will occur in the winter into the spring of next year depending on the status of the current health pandemic. If possible, this program will run virtually with set meeting times and creative ways of evaluating the progress of the program.

**Summary of Expenses**

<table>
<thead>
<tr>
<th>Program Cost</th>
<th>$ Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Balls</td>
<td>$100.00</td>
<td>Exercise balls- $10 x 10 participants</td>
</tr>
<tr>
<td>Nutrition- (food prep)</td>
<td>$530.00</td>
<td>Ingredients for participants to prepare meals during Healthy Lifestyles Section</td>
</tr>
<tr>
<td>Poster Boards, Journals, Markers, Pencils</td>
<td>$100.00</td>
<td>Materials for board game and personal goal journals</td>
</tr>
<tr>
<td>Griddles for Cooking</td>
<td>$270.00</td>
<td>Griddles for the Healthy Lifestyle Section- $45 x 6 griddles</td>
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</table>
This program is for teens and young adults who are looking to become more independent and learn new skills! Our program will focus on key life skills such as cooking, cleaning, transportation, and leisure education. The group will be both discussion and activity based with activities such as planning and cooking a meal, making transportation plans around the city, and planning their own activities. This program will be split up into different focus sections after the first meeting.

**Ages:** 13 – 21

**Saturdays:** October 5

Our schedule of events will follow the first meeting.

**Program Time:** 3:00 – 5:00 pm

Some outings may require more allotted time.

**Program Code:** GL19

**Program Fee:** $50 + CRC Center Membership

**Registration Deadline:** Friday, October 18, 2019

For more information please contact Taylor Singleton 513.352.4056