PROFESSIONAL AND CONTINUING EDUCATION CREDITS

For CPRE/CPRP licensure - Please submit your CEU tracking form to the room monitor prior to the start of the session and pick it up at the at the end of the session.

For all credits (CEU, PDH and CM) - To receive credits for this session, you must complete the Session Survey in the mobile app.

• From the home page, select schedule
• Go to today’s date and find the title of this session and tap
• In the middle of the page, tap General Session Survey
• Fill out the Session Survey

Your responses will be shared with the accrediting agency.
Designing Parks and Playspaces for Accessibility

Breakout Session - Greater and Greener
SPEAKERS

Host John McConkey, Market Insights Manager, Landscape Structures
Moderator Beth Nordlund, Executive Director, Anchorage Park Foundation

Chris Noel, Accessibility Coordinator, City of New York Parks and Recreation
Virginia Spielmann, Executive Director, STAR Institute for Sensory Processing
ACCESSIBLE DESIGN IN NYC PARKS

July 2019
City of New York Parks & Recreation
Capital Projects Division

Chris Noel
Accessibility Coordinator
hand·i·cap
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"INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE."

Martin Luther King, Jr.
Disabled protesters make stand

Demonstrators crawl up Capitol steps

By WILLIAM M. WOLK
WASHINGTON (AP) — Giving their aches and pains a chance to be heard, 100 disabled protesters crawled up the steps of the U.S. Capitol Monday to draw attention to a bill Congress is set to vote on that would give the disabled more rights.

"I take all day just to get dressed," said the 74-year-old Thomas Davis, said the 74-year-old New York man, who has cerebral palsy. "I find it really hard to get up to the Capitol." He was one of two people who was too ill to walk up the steps.

"We're not asking for any favors," said I. King Jordan, president of the National Federation of the Blind, which sponsored the protest. "We're asking for equal rights and equal opportunities." He criticized the bill, saying it doesn't go far enough.

"We feel that the bill is inadequate and would not provide for the full integration of a disabled person into society," Jordan said. "We're asking Congress to do more for disabled people."
PARKS’ ACCESSIBLE FEATURES
NOTE: Accessibility of both natural and synthetic turf depends on maintenance - the slope must be within guidelines and the turf must be firm. To test this, Parks uses a rotational penetrometer.
Drinking fountains can be either one fountain with two bowls at two heights or two separate fountains of different heights.

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**Fountain height for individuals using wheelchairs**

Height: 36” Max

**Fountain height for individuals with limited bending mobility**

Height: 27” Min

**Toe & Knee Clearance**

Distance: 8” Min - 3’-7”
ACCESSIBLE DESIGN IN NYC PARKS | Parks’ Standard Accessible Drinking Fountain

Water Bottle Fillers

Type E Hi-Lo Fountain

Type F Hi-Lo Fountain
ACCESSIBLE DESIGN IN NYC PARKS | Comfort Station Accessibility Upgrades

Existing Comfort Station

- Non-Compliant Thresholds
- Cramped Stalls

After Renovation

- Room for Wheelchair turning radius
- Removing thresholds & regrading
- ADA Compliant doors in widened openings
- Accessible fountains with two heights
Beach Wheelchairs Available for Use

Please call (718) 318-4000 between the hours of 10:00 a.m. and 6:00 p.m. daily.

Beach Access Surface

Visit nyc.gov/parks/beach-trails for a list of beach mat and beach wheelchair locations citywide.
Truncated Domes

ACCESSIBLE DESIGN IN NYC PARKS | Detectable Warning at Crosswalks
ACCESSIBLE DESIGN IN NYC PARKS | Sidewalk with Accessible Granite Block
ACCESSIBLE DESIGN IN NYC PARKS | Ramps within Parks
BUILDINGS AND HISTORIC SITES
ACCESSIBLE DESIGN IN NYC PARKS | Historic Sites: Morris-Jumel Mansion, Roger Morris Park
Poe Cottage in 1922

Proposed ADA Access, 2016

ACCESSIBLE DESIGN IN NYC PARKS - Buildings and Historic Sites
ACCESSIBLE DESIGN IN NYC PARKS | Ramps in Historic Parks
BEACHES AND WATERFRONTS
ACCESSIBLE POOLS
ACCESSIBLE DESIGN IN NYC PARKS | Pool Lifts and Ramps
BALLFIELDS
Accessible design in NYC parks | Accessible Ballfields

Prospect Park

Accessible path to dugout

Prospect Park Alliance

Forest Park

Accessible path to dugout
DOG RUNS
Shorefront Dog Run

Accessible paths

Benches with companion seating.

Accessible Concrete Pads
OUTDOOR GYMS
COMMUNITY GARDENS
Sol Lain Playground and Garden
PLAYGROUNDS
Indian Road Playground - Partial Ramping

Sol Lain Playground - Partial Ramping

ACCESSIBLE DESIGN IN NYC PARKS | Ramped Play Units
SENSORY PLAY

- Children discover their world through all senses (touch, taste, sight, smell and hearing, as well as balance and spatial relations)
- Playgrounds can offer sensory-rich experiences that will help in the development of children of all abilities
Accessible Places for Quiet or Imaginative Play
OTHER FEATURES
Bronx Zoo Nature Trek
Designing Parks and Playspaces for Accessibility – Invisible Disabilities on the Playground

Virginia Spielmann, MSOT
Executive Director, STAR Institute for Sensory Processing
Greenwood Village, Colorado
www.spdstar.org
Invisible Disabilities

• Invisible Disabilities are certain kinds of disabilities that are not immediately apparent to others. It is estimated that 10% of people in the U.S. have a medical condition which could be considered a type of invisible disability.

• Nearly one in two people in the U.S. has a chronic medical condition of one kind or another, but most of these people are not considered to be disabled, as their medical conditions do not impair their normal everyday activities. These people do not use an assistive device and most look and act perfectly healthy.
What is Sensory Processing?

**Sensory Processing** describes the neurobiological mechanisms that underlie how we ‘feel feelings’.

**Sensory Processing** is the active process of selecting and organizing sensations in a way that facilitates accomplishing goals.

- Necessary for optimal brain function.
- In order to have an optimal effect, sensory input must be actively organized and used by an individual to act on and respond to the environment.
Affects One or More Sensory Systems

- Visual System
- Taste (Gustatory) System
- Proprioceptive System
- Vestibular System
- Auditory System
- Tactile System
- Interoception System
- Smell (Olfactory) System
Disordered Sensory Processing: What is it?

Disordered sensory processing is an “inability” in effectively registering, processing, and organizing sensory information for meaningful, purposeful and functional daily use.

• Studies indicate that 5% to 16% of children exhibit symptoms of SPD. (Ahn, Miller et. al., 2004; Ben-Sasoon, Carter et. al., 2009)

• Often inherited. Prenatal and birth complications also causal in SPD, as well as some environmental factors.

• Common co-occurring dimension of many developmental and mental health disorders. But also stands alone.
A Child’s View of Sensory Processing Disorder

https://www.youtube.com/watch?v=D1G5ssZlVUw
Autism

A neurodevelopmental difference at the brain level that involves differences in:

• Social and communication behaviors
• Restricted and repetitive behaviors
• Sensory symptoms (almost 100% of the time)
• Anxiety (around 40% of the time)
• Intolerance of uncertainty

• Largely characterized against a backdrop of presumed normative standards
• Extremely heterogenous, can be described as a ‘constellation’
• Prevalence – around 1% of the population
<table>
<thead>
<tr>
<th>Other invisible or hidden disabilities</th>
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<tbody>
<tr>
<td>Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder</td>
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<tr>
<td>Mental Illness / Psychiatric Disabilities</td>
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<tr>
<td>Chronic Fatigue</td>
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<tr>
<td>Acquired Brain Injury</td>
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<tr>
<td>Dyslexia</td>
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<td>Epilepsy</td>
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<td>Tourettes</td>
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<tr>
<td>Sleep Disorders</td>
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Social Model of Disability

What is a disability?

• Medical Model: an individual problem / the problem of the individual
The Social Model

https://www.youtube.com/watch?v=0e24rfTZ2CQ
The Social Model of Disability

• The social model of disability proposes that what makes someone disabled is not their medical condition, but the attitudes and structures of society.

• It is a civil rights approach to disability.

• The denial of opportunities, the restriction of choice and self-determination and the lack of control over the support systems in their lives led them to question the assumptions underlying the traditional dominance of the medical model.
The Social Model of Disability

• Through the social model, disability is understood as an unequal relationship within a society in which the needs of people with impairments are often given little or no consideration.

• People with impairments are disabled by the fact that they are excluded from participation within the mainstream of society as a result of physical, organisational and attitudinal barriers.

• These barriers prevent them from gaining equal access to information, education, employment, public transport, housing and social/recreational opportunities.
Accessible Play

- Access to equipment and ...
  - Social Play
  - Fun
  - Whole body
  - Integrated and included
Play

https://www.aaastateofplay.com/77-reasons-kids-need-playgrounds/
https://pathways.org/blog/why-is-play-important

• Builds:
  • Brains and bodies
  • Social connections
  • Family connections
  • Community connections
  • Benefits society
Diversity

How Many People in the United States Have a Disability?

• An estimated 48.9 million people, or 19.4% of the non-institutionalized civilians, have a disability.
• An estimated 24.1 million people have a severe disability.
• An estimated 34.2 million people, or 17.5%, have a functional limitation.

Source: U.S. Census Bureau Survey of Income and Program Participation (SIPP) - 1992

• Humans are diverse
• We all benefit from diversity
Diversity

The evidence is overwhelming. Diversity – gender, racial, ethnic, whatever – is good.

Research on Playgrounds

In partnership with Landscape Structures.
Sand and Water

• Themes
  • Increases in child to child interactions
  • Increases in tolerance of tactile play
  • Increases in collaborative play
Sand and Water

![Graph showing the percentage of time spent on themes like Novel Use, Working Together, Symbolic Play, and Associative Play with sand and water.]
MBL Preliminary Data
Parent Joins Play with Sensory Code

![Graph showing percent of time spent in baseline and intervention phases for Tactile/Prop and Parent Joins: Higher Level activities.](image-url)
Learn more...

STAR Institute website:
www.spdstar.org

STAR Institute’s online education platform: SPD University
http://spduniversity.spdstar.org/diweb/start
S P E A K E R  C O N T A C T

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Membership

Your connection to information and expertise on new urban park models, practices, and innovative partnerships.

Members have access to a suite of highly-curated resources specifically designed for the parks community including:

- Webinars
- Online resource library
- Urban park study tours
- Advocacy tools
- Discounted registration to Greater & Greener

Join City Parks Alliance today! To learn more, visit our membership table in the exhibition hall or go to cityparksalliance.org/membership.

#greatergreener