



*I Can Do It,
You Can Do It!*

Program Manual For Agency Coordinators

Revised January 2009

<http://cdd.unm.edu/ICanDolt>

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Welcome to *I Can Do It, You Can Do It*

Thank you for agreeing to serve as an Agency Coordinator for the *I Can Do It, You Can Do It* Program. This manual contains all the information you will need to learn about the Program and what you will need to carry it out successfully. You'll get an overview of what the four key participants in the program - the Sponsoring Agency, the Agency Coordinator, the Mentor and participating youth ("Mentees") - do before, during and after the Program.

You'll also learn how participants may decide to register for the Presidential Active Lifestyle Award (PALA). This is a separate program that entails additional record-keeping on the mentee's part. On the following pages, you'll find out about:

- How to start the Program in your agency
- How to recruit mentors
- How to implement the Program
- How to work with Program research staff to assist in the evaluation of the program
- How to complete Program forms

What is The *I Can Do It, You Can Do It* Program?

I Can Do It, You Can Do It is a national program launched in May, 2004 by the Department of Health and Human Services, Office on Disability. The Program encourages a one-on-one mentoring relationship over a eight-week period between a trained mentor, who is an adult 18 or older and who may or may not have a disability, and a "mentee" - a youth with a physical or cognitive disability to:

- Increase the knowledge of participating youth about the value of physical activity and good nutrition;
- Increase the knowledge of participating youth about physical activities they can do and how to make better nutritional choices; and
- Increase their physical activity and change their eating habits to reflect better nutritional choices.

Why is This Program Important?

We know that many young people in America with and without disabilities are not as physically fit as they should be and do not make good nutritional choices. We also know that encouraging young people to become more physically active and make better nutritional choices will lead to longer, higher-quality lives through their entire lifespan. The Centers for Disease Control and Prevention has described the problem this way:

Physical activity reduces the risk of premature mortality in general, and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular.¹ Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life. The U.S. Departments of Health and Human Services (HHS) and Agriculture recommend that young people (ages 6–19) engage in at least 60 minutes of physical activity on most, preferably all, days of the week.² In 2005, 36% of high school students had participated in at least 60 minutes per day of physical activity on 5 or more of the last 7 days, and only 33% attended physical education class daily. Participation in physical activity declines strikingly as children age.³

Healthy eating is associated with reduced risk for many diseases, including the three leading causes of death: heart disease, cancer, and stroke.⁴ Healthy eating in childhood and adolescence is important for proper growth and development and can prevent health problems such as obesity, dental caries, and iron deficiency anemia. Most young people are not following the recommendations set forth in the Dietary Guidelines for Americans: of U.S. youth aged 6-19, 67% exceed dietary guidelines recommendations for fat intake, and 72% exceed recommendations for saturated fat intake. In 2005, only 20.1% of high school students reported eating fruits and vegetables five or more times daily (when fried potatoes and potato chips are excluded) during the past 7 days.

<http://www.cdc.gov/HealthyYouth/physicalactivity/index.htm>

The *I Can Do It, You Can Do It* Program can help youth with disabilities become more interested in physical activity, appreciate the benefits of making healthy nutritional choices and make positive changes to their lifestyles in both areas.

Mentors and Mentees

The Program involves a youth with a physical or cognitive disability (the "mentee")

¹ CDC. [*Physical Activity and Health: A Report of the Surgeon General*](#). Atlanta, GA: U.S. Department of Health and Human Services, 1996.

² CDC. U.S. Department of Health and Human Services and U.S. Department of Agriculture. [*Dietary Guidelines for Americans, 2005*](#). 6th Edition, Washington, DC: U.S. Government Printing Office, January 2005.

³ CDC. [*Youth Risk Behavior Surveillance—United States, 2005*](#) [PDF 1.2M] *Morbidity & Mortality Weekly Report* 2006;55(SS-5):1–108.

⁴ U.S. Department of Health and Human Services. *The Surgeon General's call to action to prevent and decrease overweight and obesity*. Rockville, MD.: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2001.

and a mentor.

- Mentees are youth with disabilities who have a reading and comprehension level of sixth grade or above. This is necessary because the program forms, including surveys that measure the success of the program, are normed at a grade level of 5.5 for reading and comprehension.
- Mentors are people over 18 with or without a disability who are willing to meet with one or more mentees on a regular basis and engage in other activities with them over an eight-week period.
- Mentees and mentors are paired, so each mentee will have his or her own mentor.
- Working with their mentors, mentees choose their own individualized physical activity and nutritional goals and work towards these goals. In addition, participating youth may also receive a Presidential award for their achievements by registering for the Presidential Active Lifestyle Award (PALA). This is a separate process, and mentees who register to receive this award must keep a more detailed log of their activities. The President's Council on Physical Fitness and Sports has modified the requirements for receiving the PALA for youth with disabilities. See the section on PALA in this manual for more information.
- Mentors meet face-to-face with their mentees once a week and support the mentee in his or her efforts to meet the mentee's unique physical activity and nutrition goals.

Participants can also register for the Presidential Active Lifestyle Award (PALA). The President's Council on Physical Fitness and Sports has modified the requirements for youth with disabilities to receive the award.

What Makes *I Can Do It, You Can Do It* Unique?

The *I Can Do It, You Can Do It* program is:

- Inclusive:** All individuals, regardless of how active they are or what type of disability they may have, can participate in the *I Can Do It, You Can Do It* program. A mentee “wins” by setting his or her personal goals related to physical activity and nutrition and by achieving these goals. The mentor wins by being a partner and supporting the mentee in his or her efforts.
- Voluntary:** This program is voluntary. It brings together youth with disabilities with mentors over the age of 18, who may or may not have a disability.
- Rewarding:** Everyone can be successful in this program! By setting their individualized, achievable physical activity and nutrition goals, participating youth set themselves up to win.
- Free:** There is no cost to join and participate in the Program.

What Does A Sponsoring Agency Do?

Sponsoring agencies play a very important role in the *I Can Do It, You Can Do It* program. A sponsoring agency must be tax exempt organizations, including community organizations, public schools, or universities.

Sponsoring agencies agree to undertake the following.

- Select an Agency Coordinator, who is a staff member of the organization who will coordinate the Program. The next section describes the role of the Agency Coordinator in more detail.
- Provide a computer with Internet capability on which mentors and mentees can complete the registration and other forms. If your agency does not have a computer with Internet capability, or if some participants need alternative formats for Program forms, arrangements for alternate administrations will be made.
- Work with evaluation staff to complete the program evaluation (see the section on Program evaluation later in this manual).
- Ensure confidentiality of information about mentors and participating youth. At the beginning of the program, mentors and mentees will complete registration forms that contain personal information, including information about health insurance and emergency contacts. The sponsoring agency maintains a confidential record keeping system to ensure this information is kept confidential.
- Use the *I Can Do It, You Can Do It* brochure and flyers (See “Forms” section of this manual) to help recruit mentors and mentees.
- Completes a background check for each mentor before he or she begins working with mentees.
- Agree to support the *I Can Do It, You Can Do It* program without charging any fees to its participants.
- Work with mentors to ensure that each participating youth receives clearance to participate in the Program from his or her primary health care provider.

The Role of the Agency Coordinator

The Agency Coordinator has overall responsibility for monitoring the *I Can Do It, You Can Do It* Program at their agency and plays a vital role in promoting the Program, recruiting mentors and mentees, conducting optional publicity events (such as kickoff events), keeping program records, and being available for both mentors and mentees for advice and encouragement as they go through the Program.

Key tasks for the Agency Coordinator include the following.

- Communicate with staff or others who might consider becoming mentors, or who might know youth with disabilities who are potential participants.
- Recruit and enroll mentees and mentors.
- Work with mentors to ensure that each mentee contacts his or her primary care provider for a medical release to participate in the program, and keep a copy of this form in the Program files.
- Conduct a background check on each person who signs up to be a mentor.
- Assist with the coordination of training for mentors. A training program has been developed and will be offered either on-site or through a teleconference before the program begins.
- Match mentees and mentors and make sure that mentees and mentors who have already matched themselves get registered for the Program.

I Can Do It, You Can Do It Tip:

Remember that when participants fill out forms, they are giving personal information about themselves. It should never be shared with anyone else!

- Make sure that participating youth and mentors complete the required forms prior to the beginning of the program and after the program are completed. Some forms, such as the registration form for participating youth and the surveys that participants complete before and after the program, are completed on-line. Other forms, such as the mentor registration form, can be downloaded from the program web site at <http://cdd.unm.edu/ICanDolt>
- Follow up, support, and encourage participating youth and mentors to continue their participation in the Program.
- Disseminate nutritional and physical fitness information provided by the Program to mentors that they will pass on to the youth they are mentoring.
- Be available to communicate with mentors to provide information and encouragement. It is important to support volunteers and appreciate their commitment to the Program.
- Provide guidance and assistance to mentors including ideas about appropriate activities.

- If the mentee desires, assist the mentee with contacting the Presidents Council on Physical Fitness and Sports at <http://www.presidentschallenge.org/> to register for the Presidential Active Lifestyle Achievement (PALA) Award.
- Maintain confidentiality of personal information provided by mentors and participating youth.
- Facilitate the process of ensuring that the primary care provider of each participating youth signs off and approves the list of physical activities on the Medical Release Form.

I Can Do It, You Can Do It Tip:

The Agency Coordinator plays a critical role in the success of the program. It's a lot of fun and you'll have the reward of knowing that your work is helping youth with disabilities become more physically active!

Who Makes A Good Mentor?

Mentors are people over 18 who may or may not have a disability and are willing to make a commitment to mentor a young person with one or more disabilities over an eight-week period. Mentors work directly with the person they are mentoring and should be enthusiastic people who enjoy supporting others. A separate manual has been prepared for mentors. This manual is also available on the program's website at <http://cdd.unm.edu/ICanDolt>

Mentors do the following.

- Work individually with each person they are mentoring. A mentor may have one or more mentees and establish rapport and a trusting relationship on a one-to-one basis with each. The mentor works with the mentees to create a program of increased physical activity and improved nutritional knowledge and a schedule of weekly meetings to discuss progress and recommend next steps.
- Be familiar with the types of physical activity and nutritional changes appropriate for their mentees. The mentor should help the mentee determine what type of physical activity he or she would like to participate in for the eight-week program and be able to discuss with the mentee healthy eating habits and options.
- Support the mentee and help him or her become fit through increased physical activity and improved nutritional practices. The mentor must be flexible and friendly and should be the type of individual who will allow the mentee to make decisions about their customized physical activity goals.

- Be willing to work with their mentees in other ways besides face-to-face meetings. This may include communicating by e-mail or telephone, or doing things together over the eight weeks of the Program such as visiting a gym, shopping, going out for a bite to eat, or other activities both the mentor and mentee will enjoy.
- Meet with their mentees on a face-to-face basis for at least once a week to review progress and plan the next week's activities. A weekly check-in form has been developed to help guide these weekly meetings (see "Program Forms" later in this manual). The mentor should initiate contact, because many youth are not likely to initiate contact their own. The mentor should work with the mentee to plan structured activities for mentoring sessions.

I Can Do It, You Can Do It Tip:

Good mentors are “people persons” - they enjoy being around other people and working with others to motivate and encourage them.

Kick Off Events and End of Program Get-Togethers

It is not mandatory that the sponsoring agency hold a kick off event or an end-of-event celebration when the mentee(s) complete the Program. However, if the sponsoring agency has the interest and resources, one or both of these events adds a nice touch to the Program.

The kick-off event is a pre-game party, the whistle-blowing ceremony, a time to say “Let the fun begin!” It helps build motivation and spirit and lays a foundation for support between the mentor and mentee. The end-of-event celebration marks the end of the Program and celebrates the success of mentees and mentors alike. Both the kickoff and celebration events can include a brief motivational speech with promotional materials, refreshments and most of all fun!

One or both of these events are opportunities for both the mentor and mentee to be recognized for their efforts and commitment to staying with the program, and can be an opportunity for mentees to become motivated to continue their efforts.

The Mentor - Mentee Relationship

Mentors and mentees are the key to making this program successful. Mentees work with their mentors to decide their own physical activity goals, work towards these goals and possibly receive a Presidential award if they choose to participate in the Presidential Active Lifestyle Award (PALA) program.

In this process, the mentee and mentor can learn about each other and increase their knowledge about the benefits of physical activity and making healthy food choices. The goal of the mentors is to teach the mentee how physical activity and nutritional

awareness lead to many good things, such as better physical health and feeling good about themselves. Mentor/mentee programs work best when goals focus on developing trusting relationships with peers and adults.

Together, the mentee and mentor create an eight-week Program of physical activity and nutrition and develop a schedule for the mentee and mentor to meet weekly. An important aspect of the *I Can Do It, You Can Do It* program is that mentees set their own physical activity and nutrition goals (see next section). The mentor assists the mentee in deciding his or her goals and then provides encouragement and support.

The key to the relationship is a weekly face-to-face meeting at which the mentor encourages the mentee to engage in physical activity and make better nutritional choices. This may include sharing information, searching the web for possible activities or menus based on good nutritional principles, motivating the mentee to continue to work towards his or her goals or other activities.

In addition to the weekly meetings, the mentor should also consider doing other activities with his or her mentee. These may include joining him or her in physical activities, visiting a grocery store to buy healthy foods or simply doing fun things together such as going to the movies.

Presidential Active Lifestyle Award (PALA) and the Presidential Champions Award (PCA)

Participating youth can also choose to register for and receive the Presidential Active Lifestyle Award (PALA) for the eight-week Program. After earning the PALA, mentees are encouraged to continue their active lifestyles by earning another PALA or by striving to earn a Presidential Champions Award (PCA).

To receive the PALA award, mentees must keep an activity log, which is available on-line at the web site of the President's Council on Physical Activity and Sports. The requirements for the PALA are exercising five days per week, one hour per day, for a minimum of six weeks. However, recognizing that some youth with disabilities may not be able to meet this requirement, the President's Council has agreed to modify these rules for youth with disabilities if needed.

Whether a participating youth is eligible for the PALA depends on the judgment of the mentor or sponsoring agency. The President's Council has approved this policy for youth participating in the Program:

"Youth with disabilities are eligible for the President's Active Lifestyle Award upon the completion of six weeks of increased physical activity, one hour per day for five days per week. If, in the judgment of the participant's mentor or sponsoring organization, the participant with a disability is unable to meet the criterion of one hour per day because of the limitations imposed by the disabling condition, but yet meets the "spirit" of the PALA requirements, the child may be eligible for a PALA Award.

The meaning of “spirit” is that the participant has engaged in increased activity each day for the amount of time that is reasonable given the disabling condition. For example, a participant with cystic fibrosis may be compromised in breathing and can engage in increased activity for 30 minutes per day, yet meets the spirit of the PALA.”

Participants who wish to register for the PALA need to have their activity log signed by the mentor and the sponsoring Agency Coordinator. Once the mentee receives the appropriate signatures, he must notify the sponsoring agency that he or she is ready to receive the PALA award.

Participants who earn the PALA can also choose to continue their physical activity after the program ends and seek Presidential Champions Award (PCA). There are three award levels - the Bronze, Silver and Gold medals. Youth can register for the PCA on the President's Council website and record:

- (a) the type of activity and
- (b) the length of time doing the activity.

The goal is to earn points, which are based on the amount of energy each activity burns. The first goal is a Bronze award, which requires 20,000 points. Then participants can keep going for a silver medal (requires 45,000 points) and a gold medal (requires 80,000 points). There is no time requirement for earning the points.

For more information on the PALA and the PCA, visit the President's Council website at www.presidentschallenge.org.

The Goal Setting Worksheet

At the first meeting between the mentor and their mentee, the mentee completes a Goal Setting Worksheet. There is a sample on the next page, and the form may be downloaded from the program's website. The Worksheet is simply a way to help the participant choose appropriate physical activity goals. A similar worksheet can be created for nutritional goals as well.

Goal Setting Worksheet



Participant ID: _____

1. Setting Your Goal

In the next eight weeks, my main goal(s) is/are: *(check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Lose weight (# of lbs:_____) | <input type="checkbox"/> Get more strength |
| <input type="checkbox"/> Exercise more often | <input type="checkbox"/> Get more energy |
| <input type="checkbox"/> Make better eating choices | <input type="checkbox"/> Achieve the PALA |
| <input type="checkbox"/> Be more physically active | <input type="checkbox"/> Other (describe) |
- _____

2. Choosing Activities To Meet Your Goal

In choosing activities, remember that:

- You don't necessarily need to spend lots of money on exercise equipment or memberships in gyms - lots of physical activity can be done by yourself with things you already have handy.
- You can choose an organized sport (e.g., join a team), but you can also do activities associated with a sport by yourself.
- You should work with your mentor to choose the most appropriate physical activities for you.

Some examples of activities you can do either on your own or with others include:

Bicycling using either legs or an arm cycle	Gardening	Arm dancing
Chair Aerobics	Soccer	Dancing
Baseball or Softball	Golfing	Basketball
Water Exercise	Swimming	Bowling
Weightlifting (weights, canned goods, bricks)	Yoga	
Walking or Jogging	Wheeling	

Over, please.....

A. In the box below, write down specific physical activity goals you would like to achieve in the next eight weeks.

B. Which days each week would I like to do my physical activity?
(check days)

- | | |
|---|--|
| <input type="checkbox"/> Sunday | <input type="checkbox"/> Thursday |
| <input type="checkbox"/> Monday | <input type="checkbox"/> Friday |
| <input type="checkbox"/> Tuesday | <input type="checkbox"/> Saturday |
| <input type="checkbox"/> Wednesday | |

C. How much time will I spend to work on my goal on the days I selected?
(check one)

- | | |
|--|--|
| <input type="checkbox"/> 20 minutes | <input type="checkbox"/> 50 minutes |
| <input type="checkbox"/> 30 minutes | <input type="checkbox"/> 60 minutes |
| <input type="checkbox"/> 40 minutes | <input type="checkbox"/> Other: _____ |

The Weekly Check-In Worksheet

The Weekly Check-in Worksheet can be used to track progress on the goals that were established at the beginning of the Program. A similar worksheet can be created for nutritional goals.



Weekly Check-In Worksheet

PARTICIPANT USER ID _____

DATE _____

1. Review the goal you set on the Goal Setting Worksheet - both the physical activity you wanted to do and the amount of time you wanted to do it.

2. Did you do this physical activity this week? YES NO

2A. If you checked "yes", for about how many minutes did you do it over the course of the whole week?

3. Did you do other types of physical activities during the week? YES NO

3A. If you checked "yes" what were they?

3B. For about how many minutes did you do it over the course of the whole week?

Please turn in a copy of this worksheet to your mentor.

Parental Involvement

Parental involvement in the program is important for the participant to achieve his or her physical activity and nutritional goals. Agency coordinators and mentors should try to get parents to actively participate in the program and support their son or daughter.

Here's what the Centers for Disease Control and Prevention says about the importance of parental involvement in increasing their child's physical activity.

As a parent, you have an important role in shaping your children's physical activity attitudes and behaviors. Here are some tips to encourage your children to be more physically active.

- Set a positive example by leading an active lifestyle yourself, and make physical activity part of your family's daily routine such as designating time for family walks or playing active games together.
- Provide opportunities for children to be active by playing with them. Give them active toys and equipment, and take them to places where they can be active.
- Offer positive reinforcement for the physical activities in which your child participates and encourage them as they express interest in new activities.
- Make physical activity fun. Fun activities can be anything the child enjoys, either structured or non-structured. They may range from team sports, individual sports, and/or recreational activities such as walking, running, skating, bicycling, swimming, playground activities, and free-time play.
- Ensure that the activity is age appropriate and, to ensure safety, provide protective equipment such as helmets, wrist pads, and knee pads.
- Find a convenient place to be active regularly.
- Limit the time your children watch television or play video games to no more than two hours per day. Instead, encourage your children to find fun activities to do with family members or on their own that simply involve more activity (walking, playing chase, dancing).

<http://www.cdc.gov/nccdphp/dnpa/physical/everyone/recommendations/children.htm>

The American Association on Health and Disability has developed a tip sheet for parents to become involved in the program to assist their child. The tip sheet may be downloaded from the program website:

<http://cdd.unm.edu/ICanDoIt>

Parents, like everyone else, lead busy lives and may not have lots of time to spend with their children on physical activity and nutrition topics. What is important for not just the amount of time parents spend with their children on these topics, but the level of involvement as well. It's the quality of the involvement that counts!

What Kind Of Physical Activities Can Participants Do?

Everybody involved in the *I Can Do It, You Can Do It* Program can choose the activities they enjoy - whether it is at home, at school, in the community, whether alone or with friends and family. Mentees should participate in activities that they enjoy and that make them feel good about themselves. The benefits of physical activity for people with disabilities are well known. Physical activity leads to many good things, including improved physical and emotional health! Studies show that physically active people manage stress better, sleep better, feel better, and do better in school.

Youth with many different types of disabilities take part in the *I Can Do It, You Can Do It* Program. For this reason, there is no one "right" set of physical activities to choose. Here are some tips for choosing a physical activity goal.

When many people think of exercise and physical activity, they think of going to the gym or using exercise equipment. This does not have to be the case! There are many types of exercise that people can do that do not cost any money or can be done with the things that are currently in people's homes. For example, someone with limited arm strength who wants to do arm curls can use canned goods that are found around the house.

The type and level of physical activity that participants choose depends on several things, including how active they are when they start the Program and their types of disabilities. However, there are exercises for everyone! All types of activity will qualify the mentee as meeting the daily physical activity requirements.

Some people will choose an activity they do by themselves. Others will want to choose a group game or activity. Participants should not feel under pressure to start major physical activity or exercise programs, or spend money on health clubs or lots of exercise equipment.

- Bicycling using either legs or an arm cycle.
- Gardening
- Chair Aerobics
- Walking or Jogging
- Wheeling
- Dancing
- Basketball
- Bowling
- Golfing
- Water Exercise
- Swimming
- Arm dancing
- Yoga
- Weightlifting with weights or everyday items such as canned goods, bricks, etc.
- Soccer
- Baseball or Softball

Remember that many of these activities can be modified to accommodate many types of disabilities.

Once the person has chosen his or her unique physical activity goals, he or she should get clearance from his or her primary care provider to undertake them. There is a clearance form on the Program website that the mentee should download, complete and take to his or her primary care provider for signature. The signed form should be given to the Agency Coordinator.

I Can Do It, You Can Do It Requirement

Mentees must get clearance to participate in the Program from their primary care provider, who must provide a signed medical release form to the Agency Coordinator at the sponsoring agency. The form contains a sign-off by the primary care provider for the physical activities chosen by the participating youth.

The Program will help the mentee work towards making and keeping a commitment to staying healthy and active. It is important for the mentee and mentor to set realistic goals for the mentee. It is also important to have the mentee start viewing regular physical activity as an important part of his or her life!

Resources on Physical Activity for People with Disabilities

One good resource to find out how to adapt physical activities for people with disabilities is the web site of the **National Center for Physical Activity and Disability (NCPAD)**. The web site has many different types of physical activities for people with disabilities, tips and techniques and links to other organizations. The web site is:

www.ncpad.org

Another good resource for information on how people with a wide range of disabilities can modify physical activities to their needs can be found on the website of the **Christopher and Dana Reeve Foundation Paralysis Resource Center (PRC)**. The section of their web site called "Active Living" has many great suggestions. If you want to go to the home page of the PRC, you can go to:

www.paralysis.org

If you want to go directly to the section on active living, go to:

http://www.paralysis.org/site/c.erJMJUOxFmH/b.1297525/k.86B3/Active_Living.htm

The **Administration for Children and Families** of the Department of Health and Human Services has developed suggestions for parents to become more involved in en-

couraging children to become more physically active. These may be found at:

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Child%20Nutrition/Parent%20Involvement/2HelpingYourOve.htm>

The **American Association on Health and Disability** has put together an excellent bibliography on how parents can become more involved with their children as they become more physically active. The document, *Parental Involvement in Their Children's Physical Activities*, is available on the I Can Do It website at

<http://cdd.unm.edu/ICanDoIt>

or the AAHD website at

http://www.aahd.us/site/static/pdfs/icandoit/ParentsICANDOITPhysical_Activity.pdf

Here are some other sites that contain information on how to adapt exercise for persons with disabilities.

- [American Therapeutic Recreation Association](http://atra-online.com/cms/) <http://atra-online.com/cms/>
- [Disabled Sports USA](http://www.dsusa.org/) <http://www.dsusa.org/>
- [Partners for Youth with Disabilities in Boston](http://www.pyd.org/) <http://www.pyd.org/>
- [American Dietetic Association](http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/index.html)
<http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/index.html>

Resources on Nutrition

A significant part of the *I Can Do It, You Can Do It* Program is to increase participant's awareness about good nutritional practices and to encourage the participant to use them. The mentor can teach his mentee the basic elements of good nutrition. One good source is the **U.S. Department of Agriculture's** food pyramid. There are two versions of the pyramid - one for elementary school students at

www.MyPyramidforkids.gov

and a second for middle and high school students at

www.MyPyramid.gov

The MyPyramid food guidance system provides many options to help Americans make healthy food choices and to be active every day. Also, the Dietary Guidelines for

Americans, 2005 www.health.gov/dietaryguidelines is a great source of information that describes a healthy diet as one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
- Includes lean meats, poultry, fish, beans, eggs, and nuts; and
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugar.

The recommendations for good nutrition should be discussed between mentors and mentees on a regular basis.

The **Connecticut State Department of Education** website has numerous resources for health eating on its website (go to "Links and Resources"):

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320670>

The **Administration for Children and Families** of the Department of Health and Human Services has developed suggestions for parents to help their children with disabilities develop good nutritional habits. These may be found at

http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Child%20Nutrition/Parent%20Involvement/health_art_11069_031506.html

The **American Association on Health and Disability** has put together an excellent bibliography on how parents can become more involved with their children as they learn about how to make good nutritional choices. The document, *Parental Involvement in Their Children's Nutrition Activities*, is available on the I Can Do It website at

<http://cdd.unm.edu/ICanDoIt>

or the AAHD website at

<http://www.aahd.us/site/static/pdfs/icandoit/ParentsICANDOITNutrition.pdf>

Evaluating the *I Can Do It, You Can Do It* Program

Evaluating the impact of *I Can Do It, You Can Do It* is an important part of the program. Does it help youth with disabilities improve their physical health and their nutritional choices? Answers to this and other questions will help us find out what works, what can be improved, and how we can make the program more effective.

Each participant is asked to complete brief surveys before they start the Program and at two points in time after they have finished - once right at the end of the program and a second time six months after they have finished the Program. This second survey after the Program is especially important, as it allows the evaluators to see if the Pro-

gram is continuing to have an impact.

The evaluators then look at their answers before and after and compare them to see if there have been any changes. The surveys the mentees complete at the end of the Program also have some questions about what they thought about the Program in order to help improve it in future offerings.

Mentors are also asked to complete an evaluation form at the end of the Program. This form asks for their opinions on how the Program went and how it can be improved in the future.

These four surveys - the "Participant Pre-Assessment", "Participant Post-Assessment", "Participant Six Month Post-Assessment" and "Mentor Post-Assessment" are completed on-line. Arrangements will be made for individuals who use alternate formats to complete the surveys. When the participant or mentor first visits the web site, they register for the Program, creating a unique user id and password.

This user id allows them to access the surveys, as well as other forms such as the participant registration form. The user ids are used to protect the identity of the people completing the forms. No names are used, and the forms do not ask for any information that could identify a specific person. The evaluators will never know the identity of anyone completing the forms.

For More Information

If you have questions about implementing the *I Can Do It, You Can Do It* Program, contact:

Dr. Michael Marge
U.S. Department of Health & Human Services Office on Disability
200 Independence Avenue, S.W.
Room 637D
Washington, D.C. 20201
Phone: (202) 260-0913
Fax: (202) 260-3053

Program Forms

On the next page is an brief overview of the forms that mentees as well as mentors will complete. The forms are available on the Program web site. Some of the forms are downloaded and completed by hand, while others are completed on-line. The tables on the next page indicate which way each form is completed. When participating youth first visit the web site, they must register with a user name and a password in order to access the forms and surveys.

<http://cdd.unm.edu/ICanDolt>

SUMMARY OF *I CAN DO IT, YOU CAN DO IT*, PROGRAM FORMS

Mentees In *The I Can Do It, You Can Do It* Program

Form	When?	Available	Comments
Program Registration Form	Before participants begins Program	On Program Website; completed on-line	Participants should print a copy before submitting the on-line form and submit to Agency Coordinator
Medical Release Form	Before participant begins Program	On Program Website; is downloaded, printed and completed by hand	Participants should print blank form, complete and take to their primary health care provider. Agency Coordinators should retain a copy of the form.
Pre-Assessment	Before participant begins Program	On Program Website; is completed on-line	Responses go directly into evaluation database.
Goal Setting Worksheet	At first meeting with mentor	On Program Website; is downloaded and completed by hand	The mentor may wish to keep a copy of this form.
Weekly Check-In Worksheet	Weekly meetings between mentor and participating youth	On Program Website; is downloaded and completed by hand	The mentor may wish to keep a copy of this form.
First Post-Assessment	Immediately after end of Program	On Program Website; is completed on-line	Responses go directly into evaluation database.
Second Post-Assessment	Six months after end of Program	On Program Website; is completed on-line	Responses go directly into evaluation database.

Mentors

Form	When?	Available	Comments
Mentor Registration Form	Before Program begins	On Program Website; completed on-line	Participants should print a copy and submit to Agency Coordinator; information is also used to match mentors with mentees.
Mentor Post-Assessment	Immediately after end of Program	On Program Website; is completed on-line	Responses are used to consider future improvements to the Program.