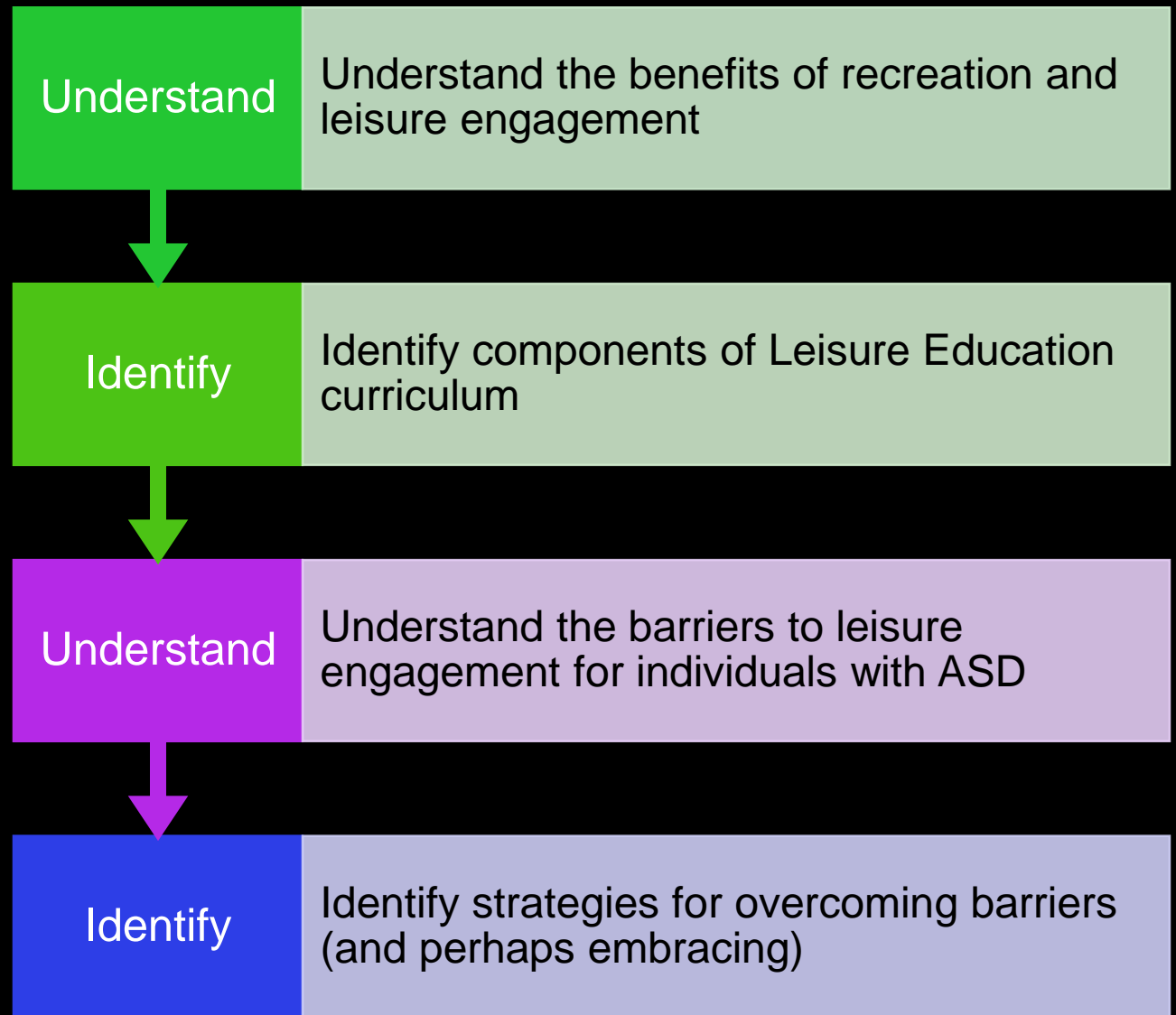




Recreation: The Key to A Quality Life

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Session Objectives:



Definitions

Recreation: an activity that promotes relaxation, enjoyment and fun

Leisure: free time; time free of obligations

**If bread is the first necessity of life,
recreation is a close second.**

- Edward Bellamy



Why Recreation & Leisure Engagement?



MAY REDUCE
CHALLENGING
BEHAVIORS



MAY REDUCE
STRESS/ POSITIVE
COPING MECHANISM



SOCIAL BENEFITS



CAN INCREASE LIFE
AND LEISURE
SATISFACTION



CAN PROVIDE A
SENSE OF
ACCOMPLISHMENT



CAN IMPROVE
PHYSICAL HEALTH

Employment Rates of Individuals with ASD

- 14% held a job for pay in their community
- 42% were in unpaid facilities/day programs
- 27% had no work or activities

- National Autism Indicators Report (2017)

- IDEA specifically identifies “recreation, including therapeutic recreation” services as a part of student’s related services (IDEA, 2004, {34 CFR 300.34 (a)}).

https://cdn.ymaws.com/www.atra-online.com/resource/resmgr/sections/atra_info_schools_08.30.17_.pdf

Individuals with Disabilities Education Improvement Act (2004)

Transitioning to Adulthood

- Engaging in Community
- Experiencing Satisfactory Social Relationships
- Satisfactory Leisure Lifestyle

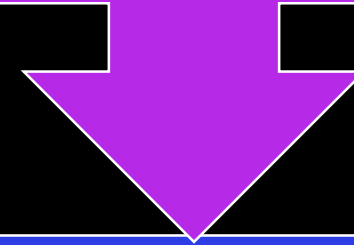
- Hendricks, D.R. & Wehman, P. (2009)/ Schall et al., 2006
- Hilton et al, 2008; Mazurek et al. 2012



“Individuals with ASD spend much more of their lifetime outside of the educational system than in the system; therefore, efforts to maximize this critical period are pivotal to improving outcomes” Hendricks, D. R. & Wehman, P. (2009) p.7

Transition Planning for Satisfying Leisure

Consulting with a Certified
Therapeutic Recreation Specialist



Teacher facilitates and creates a
Leisure Education program

Student
/Individuals
Involvement

Appropriate
Assessment

Taking a
Strengths Based
Approach

What is Leisure Education?

“A process of teaching various recreation and leisure related skills, attitudes, and values”
Datillo (2015).

“Developing leisure values, an understanding of the benefits of leisure, problem solving skills, assertiveness and learning about leisure resources in the community” Datillo (2015).

With the goal of enhancing the quality of a person’s life through leisure.

Implications for Curriculum

- What does the individual **need** to know in order to have a satisfying leisure lifestyle?
- What constraints or barriers does the individual **need** to overcome?
- **What activities naturally lend themselves to the individual's characteristics?**
- What do we as professionals **think** the individual needs to know? (In addition)
- What does the individual **want** to know?

Author Unknown

Model Leisure Education Curriculum for a School Setting

- Choice
- Independence
- Planning
- Barriers

Choice

Students should be exposed to a variety of leisure activities.

Encouraged to identify personal interests and make leisure choices on their own.

Choices may include what to do during break time at school or work, what to do during afternoons, evenings and weekends.

Guidelines for Introducing New Leisure Activities

Activity should match the individual's interest

Be of interest of family or friends

Age appropriate

Readily available

Done in a variety of environments

Can be done alone or with others

Economically feasible

Has potential for frequent and long term participation

Social demands are at the person's skill level

Coyne, P., Klagge, M.L., & Nyberg, C. (2016)

Independence

Initiate activities,
leisure plans and
conversation

Student should be
encouraged to
interact with others

The student should
take responsibility
for their own leisure.

Promoting Independence

Teaching activity skills

Awareness of free time

Choice-making

Initiation

Problem Solving

Planning

- Learning more about community resources (places to go for fun) and personal resources (transportation, money, people who can help, friends, time).
- Planning should include both individual activities and activities that involve other people.
 - passive and active interests
 - group and individual
 - indoor and outdoor

Barriers: Extrinsic

- Lack of information (unaware of various options)
- Transportation difficulties
- Scheduling conflicts
- No one to do things with
- Lack of knowledge of available resources
- Poor quality services

Overcoming Barriers

Leisure Education

- Direct Instruction/Teaching Leisure Skills
- Building natural community supports
- “Opportunity Mapping” Swedeen, Carter & Molfenter (2010)

Barriers: Intrinsic Characteristics

- Limited Social Skills
- Social Demands
- Low Independence
- Adherence to Routine
- Limited Leisure Skills/ Restricted Interests
- Responses to Sensory Experiences
- Skills learned through one activity may not be generalized to another

Strategies to Improve Social Functioning

Peer-mediated approaches

Self-management strategies

Social Stories

Virtual Environments

Role Playing

Social Demands of the Activity

1

Understand the demands for social interaction

2

Select activities that have clear rules governing interaction

3

Find a version of the activity that has less social demands

Restricted, Repetitive Behavior Patterns, Interests or Activities



Find activities that have repetitive actions to motivate engagement during unstructured times



Structured classes or activities with specific routines



Incorporating the interests of the individual into the activity

**Strong
Visual-
Spatial
Ability**

Puzzles

Rubik's Cube

Legos

Responses to Sensory Experiences

- Understand any sensory sensitivities
- Provide activities that contain preferred sensory stimulation
- Cause and effect activities (provide immediate engagement)

Qualities That Make Leisure Materials and Activities More Successful

Clear rules

Well defined beginning & end

Predictable or repetitive quality

Clear visual representation of what to do

Minimal verbal instruction

Be aware of sensitivities

Task Analysis

Qualities That Make Leisure Materials and Activities More Successful

Challenging without being over-stimulating

Suitable for the person's ability level

Limited demands for complex social interaction

Opportunity for a sense of control or mastery

Provide opportunities for ongoing practice

Supporting and Guiding Participation in Recreation

Provide Feedback

Highlight Natural Cues

Provide Visual Sequencing & Support

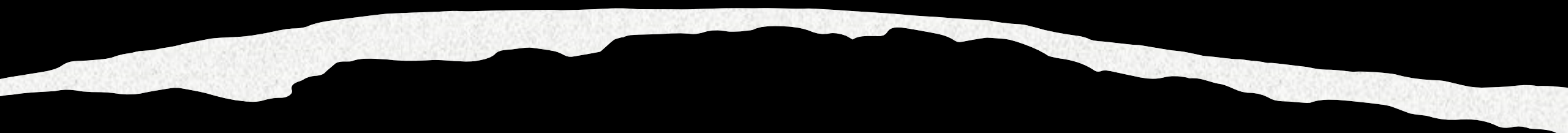
Provide Literal & Clear Directions

Reduce Stressors

Respect Personal Space

Coyne, P., Klagge, M.L., Nyberg, C. (2016).

**“Recreation and diversion are as necessary to our
well-being as
the more serious pursuits of life”
-Brigham Young**



Questions???

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