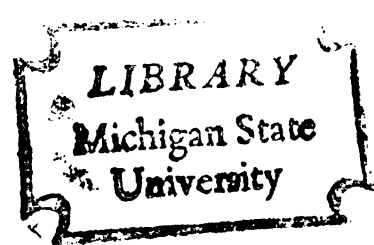




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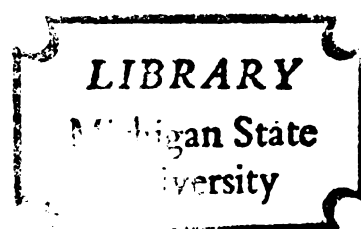
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ABSTRACT

THE DESIGN, IMPLEMENTATION AND EVALUATION
OF LEISURE COUNSELING PROGRAM MATERIALS
FOR USE WITH MENTALLY IMPAIRED ADULTS
IN A GROUP HOME SETTING

By

Kenneth Francis Joswiak

The purpose of the study was to design, pilot test and evaluate leisure counseling program materials for use with mentally impaired adults in a group home setting. The materials were designed using the system's accountability approach. Specific objectives were identified and the content of the leisure counseling sessions was designed for the attainment of those objectives. Prior to pilot testing, the materials were submitted to a panel of experts for review. This process resulted in various revisions. The materials were then pilot tested. Evaluation of the pilot test provided the basis for further revisions. Evaluation also revealed that the materials were appropriate for use with certain trainable and educable mentally impaired; and, that the materials can develop, to some extent, an awareness of the meaning of play and leisure, an awareness of leisure resources in the home and community, and, the beginning of leisure behaviors which utilize those resources learned in the program.

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Kenneth Francis Joswiak

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CHAPTER I

INTRODUCTION

Over the course of modern times, a variety of services have been provided for the mentally impaired. In recent years, accompanying a growing concern for their needs, these services have been expanding in quantity and improving in quality. Educational facilities have been erected and, vocational training and sheltered workshops have been improved, many for this specific group. In addition to educational programs, the status of numerous living facilities has also been improved. A large number of individuals have been relocated from the deprived environment of the large state institutions to the more humane settings of community group homes. Between the years 1971 and 1975, the number of mentally impaired individuals living in community facilities under control of the Michigan Department of Mental Health increased 122%. In the same time span, the total population of large state institutions for the mentally impaired in Michigan decreased 36% (Michigan Department of Mental Health, 1971, 1975).

Need for the Study

Due to this relocation, the mentally impaired find themselves in an entirely new and different atmosphere. Often the setting is not as structured as the institution.

Staff does not regiment the daily activities of clients as much. The clients are often free to do as they please. At the same time, it is necessary for them to socially adjust to the new situation. Inability or unwillingness to do so may cause stress to build, and aberrant behaviors may develop or reoccur. Such behaviors are generally not acceptable in these settings and the person may have to return to an institution. The constructive use of leisure can act as a means of expediting social adjustment and dealing with stress.

Viewing the group home situation from another perspective reveals a different problem. Quite often, individuals may be involved in school, sheltered workshops or actual employment, but participation may be limited to only part of the day. Others do not engage in such programs at all and are faced with an "enforced leisure" situation all day long. "Something" is needed during this time that will facilitate the individual's growth and development. For these reasons, proper education concerning the meaningful use of leisure is more important for the mentally impaired than it is for the normal population (Gillis, 1975).

Within programs designed to educate the "whole" person, instruction concerning the constructive use of free time should be an integral component. Through the process of normalization, the clients must learn that in addition to the responsibilities of personal hygiene, grooming, proper diet, and attendance at school or work, everyone must assume the responsibility for their own leisure (Gillis, 1975).

Above all these very worthy reasons for recreation is another basic consideration. The mentally impaired, as people, have a right to self-actualization through leisure involvement.

The purpose of recreation...(for the) mentally retarded... (is) to enable each individual to become better prepared physically, mentally, emotionally, and socially to take his place in society as a self sustaining adult who is capable of living the fullest...most worthwhile life possible (Hayes, 1973b, p.92).

However, a need exists to facilitate instruction concerning the meaningful use of leisure by the mentally impaired living in group homes.

The field of therapeutic recreation has developed a new philosophical concept and program content area called leisure counseling. The purpose of leisure counseling is to educate the individual concerning the beneficial effects of leisure activities, to assist in the identification and location of leisure resources, and to encourage meaningful participation in leisure activity. Leisure counseling has been implemented in various settings. However, it has seldom been employed with the mentally impaired in general and in group homes specifically. In order to establish and maintain balance in the lives of the mentally impaired, training in the proper use of leisure is as important as educational, pre-vocational or vocational training. An important key to the "proper use" of free time is an awareness of leisure.

Statement of the Problem

The purpose of the study was to design, implement, and evaluate leisure counseling program materials for mentally impaired adults in a group home setting. The program focused on developing a greater awareness of leisure. A subproblem existed pertaining to the development of instruments which would assess the clients' awareness of leisure and actual free time behaviors. Further elaboration of the problem and subproblem are provided in Chapter III.

Methods

The procedures followed in the study were comprised of a preliminary stage, design stage, implementation stage and evaluation stage. The preliminary stage consisted of a review of the literature, formulation of the problem and purpose, development of preliminary goals, conceptualization of the program, and selection of a population and setting. The design stage was concerned with development of the materials, review of the materials by a panel of experts and subsequent revisions, and, development of the evaluation plan. The implementation stage dealt with administrative preparations for pilot testing and, the actual pilot testing of the materials. The basic design of the pilot test consisted of a pre-assessment of the leisure awareness and leisure behaviors of each client, implementation of the program, and a post-assessment of awareness and behaviors. The evaluation stage was composed of evaluation of the pilot test, development of recommendations concerning on-going program activities of the clients and continued

leisure counseling techniques, recommendations concerning revisions of the materials, and, completion of this final report. A rationale for the selection of the leisure counseling process in this setting follows.

Rationale

It is generally agreed among those who work with the mentally impaired that they quite often require special consideration in the instruction of many behaviors which are readily learned by the "normal" individual. Constructive leisure behaviors are among these. The mentally impaired do not play spontaneously, they have to be taught how to play (Carlson and Gindlend, 1968). Through the process of teaching this population how to play, various benefits can occur. Leisure activities can develop physical fitness and health, allow social interaction, result in a release of tension, permit opportunities for self-expression and, facilitate a better feeling about one's self through achievement of skills (Navar, 1973a). The way an individual plays effects the manner in which one feels, physically, mentally, and emotionally. Awareness of this phenomena and appropriate selection of play activities can result in the constructive use of free time.

However, recreation and the mentally impaired in group homes has entailed one aspect of programing, direct participation in leisure activities. Quite often, activities such as swimming, bowling, arts and crafts, horticulture, music and community events, to name a few, are employed in these programs. Although opportunities may be provided,

quite often clients are many times dependent on staff members for motivation and suggestions to initiate these activities. Little has been done with the mentally impaired in the area of developing attitudes and knowledge which will encourage their independent use of leisure. In addition to being taught how to play, the mentally impaired need to be taught why and where one should play. Since this population often needs training in the constructive use of leisure (Heimark and McKinnon, 1969; Bridges, 1970; Kraus, 1973; Fine and Dawson, 1964), and because instruction needs to be specific due to the fact that very little transfer occurs (Denny, 1964), one cannot assume that knowledge of "why" and "where" one uses leisure constructively will result from activity involvement alone.

Cousins (1965) emphasized the point that if expansion of hobbies was all that was required, virtually no problem would exist. He goes on to say that in reality what is needed is a person who is unintimidated by the prospect of an open hour. His statements were in reference to the "normal" individual. But considering the learning deficits of the mentally impaired, those comments support an even stronger rationale for a leisure counseling program for this population.

The mentally impaired residing in group homes have participated in a variety of recreative experiences, either formally or informally. The purpose, function and location of these and other leisure activities needs to be correlated so the individuals can understand their importance, identify

the resources, and begin to independently (or as independently as possible) make meaningful use of their free time. An integral component to this process is the development of a greater awareness of leisure, which is the fundamental purpose of the leisure counseling program. These programs have been cited as effective in reinforcing and increasing an individual's capacity to use free time constructively (Olson and McCormack, 1957; Arje, 1960).

Although many leisure counseling programs have been implemented in the past twenty years, at present there are few models dealing with the mentally impaired. Integration of present programs with special adaptations for this group was necessary. The result was a program with a great deal of relevancy for the mentally impaired. The leisure counseling program forthcoming from this study provides a model for instruction in this area.

Scope

The program was designed with a specific population in mind. The designated population consisted of mentally impaired adults in the educable and trainable ranges of impairment. The subjects for the pilot test were the residents of the Moore Living Center, a residential facility in Lansing, Michigan for mentally impaired adults. The facility consisted of two adjacent group homes. A total of 26 residents were included as subjects in the pilot test. The entire leisure counseling program was designed, implemented and evaluated by the author. Due to time constraints, the study ran for ten weeks, including pre-assessment,

implementation of the program and post-assessment. The major focus concentrated on leisure counseling through group discussions. The members of each home met as separate groups, two sessions a week per group.

Limitations

As in most studies, a variety of constraints were present. The following limitations were identified.

1. The subjects consisted of a very select group. The facility was chosen due to its availability and willingness of the administration to cooperate in the study. Thus they may not be completely representative of other populations.
2. Due to conflicting time schedules, some of the clients were absent from several of the sessions.
3. A small number of the clients either possessed very little expressive language or quite often spoke unintelligibly. They were excluded from any verbal assessments and, in effect excluded as members of the pilot test. However they did participate in the program and the other behavioral assessments were performed on them. The actual number of clients that were included as subjects in the pilot test was 26 (out of a total of 31 residents).
4. No long range measure or evaluation was undertaken to assess long term retention.
5. No control group was utilized in this situation. The residents in the two homes at the center were subject to separate similar treatments.
6. Deviances from the structured format occurred in order to accommodate a client requiring special attention. This

took the form of individual counseling.

7. Due to time constraints and the number of clients, no provision for systematic instruction of new leisure skills was included. However if a client expressed an interest in learning a skill, efforts were made to provide instruction.

8. As determined in the available records, the subjects of the study were classified as trainable mentally impaired and educable mentally impaired. However these classifications were for the most part, not recent. Most of those classed as trainable years ago, would be described as educable using present criteria. Thus, although the materials were intended for clients in the trainable and educable ranges according to previous standards, these same individuals, quite possibly, would be categorized as educable using present standards.

9. Other variables were left unregulated. Among these included: procurement of additional leisure resources for the residents of one of the homes during the program (approximately ten new table games); client involvement in the start of community parks and recreation programs shortly after initiation of the leisure counseling program; the occurrence of a seasonal change during the course of the program; and, diet, sleep and emotional states of the clients. These variables, to some extent, served as intervening factors in the clients' awareness of leisure resources.

Definition of Terms

The author wishes to clarify some words and expressions that have been used and others which will be referred to in the course of the study.

mental impairment--"subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior."
(Heber, 1961, p. 3)

group home--a supervised, residential facility for the mentally impaired, situated in a community environment which houses a small number of clients (usually 10-20, always under 40), and allows freedoms and rights for clients which are characteristically not found in large state institutions.

leisure--unobligated time i.e. time in which a person is free from work or duties in any form; also referred to as "free time."

recreation--any voluntary activity, occurring during free time which elicits feelings of enjoyment, contentment or satisfaction; also referred to as "play."

constructive use of leisure--the utilization of free time in a responsible manner, within norms of society, which results in enjoyment, contentment or satisfaction for the individual.

significance of leisure--the relationship of the use of free time to an individual's mental, physical and emotional well-being; also referred to as "relevance" or "importance of leisure."

leisure counseling--a process which focuses on developing within the client an awareness of leisure. Feelings, attitudes, interests and skills concerning leisure are explored and shared in order to develop an awareness of the meaning of leisure and play, their significance in the life of the individual, leisure resources in the home and community, and the process of identifying them. For the purposes of this study, the term leisure counseling is synonymous with leisure education.

systems accountability approach--a means of organizing an instructional process. Specific outcomes (terminal performance objectives--TPOs) were determined and then analyzed to ascertain essential stages (enabling objectives--EOs) for their attainment. Criterion measures (performance measures--PMs) were established to measure attainment of the enabling objectives. Corresponding instructional activities (leisure counseling activities--LCAs) were then devised. This approach was employed to allow replicability of a program and to assist the program developer in accounting for specific effects of a learning process.

program materials--the total program plan, including all terminal performance objectives, enabling objectives, performance measures and leisure counseling activities; also referred to as "instructional materials," "system," or "program."

CHAPTER II

REVIEW OF THE LITERATURE

In order to best facilitate the development of the project, the review of the literature attended to five areas of concern, either directly or indirectly related to leisure counseling and the mentally impaired. They were: leisure counseling, recreative needs of the mentally impaired, general counseling techniques, counseling techniques with the mentally impaired, and learning characteristics of the retarded. A review of pertinent literature relevant to each topic is provided.

Leisure Counseling

The concept of leisure counseling is a quite recent innovation in the field of therapeutic recreation. So recent that it has not been applied to some types of handicaps as readily as others. The majority of programs dealt with in the literature concern psychiatric patients. A scarcity of information exists in the area of leisure counseling with the mentally impaired.

The first time the term "leisure (or recreational) counseling" appeared in print was in 1957. At that time, Olson and McCormack reported a new program which they had designed and implemented in the Psychiatric Unit at the V.A. Hospital in Kansas City. It was termed "recreational

counseling." They had perceived a need on the part of the patients for guidance in the area of living through the non-working hours. Following discharge, patients would often be prone to solitary social patterns during free time. This led to old pathological patterns of behavior. Thus, obtaining and holding a vocation was quite often not sufficient for successful rehabilitation. An interdisciplinary approach was employed. A psychologist, a hospital recreation worker and a city recreation worker teamed together. Patients went to activities as a group. Later, in group discussion they related reactions and feelings regarding the activities. Individual sessions with the psychologist were arranged if deemed necessary. In either the group or individual setting, the counselor and patient explored the patient's needs in the leisure area and worked toward its resolution. Among the results of the program were: the strengthening of existing leisure affiliations e.g. churches, lodges, etc., formation of new ties, and, heightened knowledge of recreational facilities and how they could be used (Olson and McCormack, 1957).

In another writing, Arje (1960), who also worked in the Kansas City program, reporten the results of attitudinal studies of the recreational counseling participants. Those patients differed from other patients in a variety of critical areas: (1) plans for social and recreational as well as vocational activities were made prior to discharge, (2) there existed a greater awareness of the importance of the constructive use of leisure, (3) recreation

was viewed as therapeutic and not just entertainment, and (4) they also possessed a wider circle of freinds. Up to that date, of the 346 patients who had gone through the recreational counseling program, "comparatively few" had been readmitted into the psychiatric unit. The advent of leisure counseling had occurred.

Since it was quite recent, the concept was not strictly defined (at least not in the literature) until 1968 when O'Morrow offered this definition of recreational counseling applied to a psychiatric setting:

...a technique in the rehabilitation process whereby a professional person uses all the information gathered about a person prior to release or discharge to further explore interest and attitudes with respect to leisure, recreation and social relationships to enable him to identify, locate and use resources in the community and thereby become an active community participant (O'Morrow, 1968, p. 14)

In a later writing (O'Morrow, 1972), he referred to it as a helping process that was designed to enhance the social functioning of the individual. McDowell (1974) termed leisure counseling as a method of therapy that can contribute toward an individual's realization of their "whole person" through helping them to learn how to utilize leisure intelligently and enjoyable. Campbell et. al. (1973b) cited the major objective of leisure counseling as to produce behavioral, affective or cognitive changes in the individual. It attempts to aid those with difficulties in their orientation to life e.g. abundance of free time, difficulty in socializing or attitudinal barriers. Generally, in reference to the counseling process, the term "leisure" has been used interchangeably with

"recreational." However Fain (1973) stated that "recreational" was often misunderstood to be extremely limited, possibly construed in a negative context and that "leisure" encompassed a much broader horizon.

As this new dimension of leisure service emerged, so did rationales for its existence. "Quite often clients need counseling in resolving conflicts and anxieties which prevent them from identifying and selecting the avocational activity which would be most meaningful to them." (Overs, 1970, p.36) "When a person is legally involved or hurt physically, counseling will be sought, but few recognize the need for counsel when they are bored." (Ball, 1970, p. 18) Throughout the literature, it is stressed that leisure counseling can facilitate remedial action with the handicapped, be they psychiatric patients, alcoholic, geriatric, physically disabled or mentally impaired (Olson and McCormack, 1957; O'Morrow, 1972; Witt and Witt, 1973; Campbell et. al., 1973b; Hayes, 1973a and 1975).

Questions may arise as to the appropriateness of recreators conducting a counseling process. Fresn (1969) addressed this issue when he made reference to counseling's overall aim as being to help the individual enhance their capacity for social functioning. He states that, within this context, the recreator can contribute. McDowell (1974) acknowledges, quite frankly, the fact that recreation therapists are not professional counselors or psychologists and recommends that they become aware of counseling techniques. Within this leisure counseling realm, professional recreators

can provide a significant contribution to the development of the individual client.

The primary concern in the process is the development of the client's attitude rather than skill (Dickason, 1973; Hitzhusen, 1973; Campbell et. al., 1973b; Corbin, 1973; Fain, 1973). That attitude is best exemplified by the individual's understanding and acceptance of personal responsibility for the constructive utilization of leisure (Navar, 1973b). Self-direction in making decisions about leisure activities is indicative of that desired attitude (Dickason, 1972; Witt and Witt, 1973). Leisure counseling also seeks to assist clients in a greater awareness of their individual attitudes and values which influence the particular activities that they choose. If they know the "why" as well as the "what" a great amount of insight will be afforded into their leisure world (Campbell et. al., 1973a; Fain, 1973).

The two approaches to leisure counseling which have been used are group and individual sessions. Although the literature does not deal with individual counseling as much as group counseling the philosophies behind both have been presented on occasion. Acuff (1960) reported that in work with psychiatric patients, two types benefit more from group counseling than the average person; the socially inept, withdrawn young person and the older person who is about to retire or has recently retired. Individual counseling appears to work best with persons whose primary factors in their illness is a trouble in making social contacts and using leisure meaningfully. O'Morrow (1968) conducted a study

of 150 institutions which offered recreational counseling. Of that group 15% used the individual method, 11% used the group method, and 73% incorporated both.

Other techniques and approaches incorporated into leisure counseling programs vary, but many are similar. O'Morrow (1969) reported the following areas dealt with during counseling sessions: an exploration of the patient's recreational needs as they relate to their particular situation, visitations to recreational resources in the community, exploration and discussion of procedures for locating resources in the community. Surveying the literature revealed the following devices used in leisure counseling programs: a community resource file (Thompson, 1972; Dickason, 1972; Navar, 1973a); initial activity inventory (Humphrey, 1964; Fresn, 1967; Thompson, 1972; Navar, 1973a; Hitzhusen 1973); group discussions concerning concepts of free time and leisure (Hitzhusen, 1973), reasons why leisure is not used well, leisure events currently happening, feelings and reactions to activities, and ways to change moods (Navar, 1973a). Virtually all of the programs reviewed included skill instruction or activity participation as a program component (Olson and McCormack, 1957; Acuff, 1966; Navar, 1973a; Hitzhusen, 1973; Campbell et. al., 1973b; Bushell, 1973; McDowell, 1974; Hayes, 1973a and 1975). McKechnie (1974) advocated the use of his Leisure Activities Blank which matches past and possible future interest with viable leisure activities. McDowell (1974) categorized the person with leisure goals within their reach as generally operating

in a "healthy" leisure mode." Correspondingly, the person in the "unhealthy leisure mode" has leisure goals obstructed by barriers, frustrations and anxieties. Partridge (1963) indicated that the well-rounded adult should have interests in activities to do alone, activities to do with others and something active. He stated that the client should be counseled to have a leisure repertoire which encompasses all three categories. Fain (1973) suggested finding out what a client does in their free time and then inquiring as to what they would like to do given all the necessary resources. If a significant discrepancy exists between the two, he suggests that the individual needs assistance in managing or restructuring free time. Gunn (1975) states that people should be cognizant of the "natural child" within them that needs and wants to play. In addition they need to be aware of the inhibitions and frustrations that keep them from playing.

The only report of a leisure counseling program with the mentally impaired was presented by Hayes (1973a). He directed a pre-discharge program designed to ready the institutionalized mentally impaired for community leisure living. Some of the program areas included emphasis on activities with high carryover value and low cost, and instruction in related activities such as methods of locating resources, means of getting to resources, appropriate dress and behavior, and budgeting of time and money for leisure. In another publication (Hayes, 1975), he stated that the counselor of the retarded must work with greater patience,

in smaller steps, and with greater number of patient contacts than with other populations. Counseling techniques recommended for the mentally impaired were advisory, instructive, emotional appeals (appeal to emotions more so than intellectual elements) and suggestion-motivation techniques--since the mentally impaired have only a limited amount of inhibition or self-direction. He does caution that the client may at times claim to understand what is being said when this is actually not the case.

Nesbitt (1970) sums up the aim of leisure counseling quite well, he spoke of the goals of the process as being that of the enhancement of the individual's satisfaction in leisure through appropriate knowledge, skills, attitudes and habits, and, development of the ability of the handicapped to direct their own leisure. With a better understanding of the concept of leisure counseling, focus can turn to other areas pertinent to the project.

Recreative Needs of the Mentally Impaired

The basic premise of recreation for this population is that they possess the same needs as others (Kraus, 1973) and among these is the need to make constructive use of leisure. Many authors have identified benefits of recreation which can serve to meet needs in such areas as socialization, release of tension, self-concept, and cognitive development. Hayes (1973b) cited the greatest contribution of therapeutic recreation to the mentally impaired as being growth in the area of social adjustment. He also regarded it as

a necessity to acquaint them with methods i.e. leisure activities, to alleviate pent-up emotions. Other benefits of recreation for the mentally impaired which were identified in the literature were improvement of self-concept through development of physical capacities (Kraus, 1973), and mental development if though processes are encouraged in activities (Rarick and Broadhead, 1968).

Several authors also dealt with the socio-leisure needs of the mentally impaired. Gillis (1975) refers to the "enforced leisure" situation that many of the mentally impaired find themselves in and argues that leisure skills are more important for them than the "normal" population. Hayes (1973b) speaks of an abundance of passive leisure activities, such as watching TV, which dominate the free time of the retarded. He urges more emphasis on socio-recreative programing to prevent social isolation. A study by Heimark and MacKinnon (1969) of mentally impaired individuals residing in group homes revealed that watching television was the leisure activity engaged in most often. Their conclusions pointed to a need for more training in the independent use of leisure. Bridges (1970), referring to a group home for mentally impaired adults, listed the ability to make proper use of leisure time as a criteria to be met prior to discharge. Others have also referred to the constructive use of leisure as essential if the mentally impaired individual is to adequately function outside of the institution (Kraus, 1973; Fine and Dawson, 1964). With adequate guidance towards the independent use of leisure,

the lives of the mentally impaired can be enriched immensely.

General Counseling Techniques

Certainly, within the realm of counseling, a variety of techniques and approaches are practiced. These range from sophisticated psychoanalysis to counseling of an educational nature as in vocational counseling. A review of general counseling techniques, as applicable to an educational approach employed in this leisure counseling program, will be presented.

Shertzer and Stone (1968) describe counseling as an interaction process which facilitates understanding of self and environment, and results in establishment and/or clarification of values and goals for future behavior. Moving on to discuss the counseling relationship, they speak of the necessity of structuring it by defining the nature, limits, roles and goals within it to the counselee.

Group counseling is quite often an integral aspect of the counseling process. Several authors comment on it. Kasius (1963) cited its aim to be development of the counselee's capacity for social functioning. Spotneitz (1963) stated that a group is ideal if some of its members possess the ability to instigate verbalization, others can help to maintain a stable climate, and still others are able to act as pacifiers and prevent the group from becoming over-excited. Shertzer and Stone (1968) recommended several criteria for group members. The counselee must want help, be willing to talk about specific concerns and appear to fit

into a group. They asserted that the size of the group could be up to twelve and the appropriate length as an hour to an hour and a half for adolescents. Two sessions per week were recommended.

Specific techniques were suggested (Shertzer and Stone, 1968) which could assist in eliciting feeling on the part of the counselee: (1) restatement of content, (2) silence, (3) questioning, (4) reflection of the counselee's feelings, (5) reassurance, and, (6) interpretation. Other techniques for communicating the counselor's acceptance of the counselee were also enumerated: (1) clarification of the counselee's feelings or attitudes, (2) general leads to encourage the individual to talk more, (3) encouragement (related to reassurance), (4) information giving, (5) advice giving, and (6) silence. Ideally the questions the counselor asks should be open-ended and require more than a "yes" or "no" answer. Otherwise discussion may be stifled.

A counselee resistance pattern helps to maintain the equilibrium of the person who is resorting to it. Others in the group should attempt to persuade the counselee that such behavior is unnecessary. Resolution of a resistance pattern should begin with a careful investigation of its current and historical meaning for the counselor (Spotneitz, 1963). Except where indicated otherwise, the techniques mentioned can be employed in both group and individual counseling. Provided a brief insight into general counseling techniques, observations of applications to the mentally impaired will be reviewed.

Counseling Techniques with the Mentally Impaired

A limited amount of research exists dealing with counseling and the mentally impaired. Some suggest that the poor language and communication skills hamper the ability to verbalize conflicts and interact on an affective level (Gardner and Stamm, 1971). On the other hand, others state that counseling and psychotherapy can be of value to some mentally impaired individuals (Woody and Billy, 1966). Ayers (1969) credits counseling as one of the most important services to the retarded. Thorne (1948) strongly believes in counseling with this population and endorses the use of suggestion, persuasion, advice and reassurance techniques. Robinson and Robinson (1965) also were in support of this process. In discussing psychotherapy techniques, they contend that, in the beginning of therapy, the counselor may do things for a client which later will be done alone e.g. arbitrating a disagreement with a peer. Regarding the giving of advice, they feel that the mentally impaired will need it all their lives and it is important for them to learn to ask for it. Directed, structured, discussions are critical for the effectiveness of sessions. Reflection, clarification of feelings and interpretation should be done with concrete examples and can be used to good advantage. Role-playing tended to improve the ability of the counselees to predict how they themselves were seen by peers.

Woody and Billy (1966) conducted a survey of attitudes concerning counseling with the mentally impaired. The respondents were doctoral level personnel in the Psychology

section of the American Association of Mental Deficiency. A majority felt that the mentally impaired benefitted most from individual counseling and psychotherapy as opposed to group counseling. Most felt that the higher level of intelligence, the greater the value of counseling. However, the evidence supporting these opinions was not conclusive.

Several writers have identified characteristic problems of the mentally impaired pertaining to the counseling process. DiMichael and Terwillinger (1953) identified undesirable and exaggerated opinions of abilities or wages as the most common problems. Sears (1940) concluded that the mentally impaired possessed an unrealistic picture of themselves. Levels of aspiration were either too high or too low. Ayers and Duguay (1969) maintain that an important area of concern is whether counselees are aware of their own assets and limitations. They also state that the mentally impaired forget quickly and may require large amounts of overlearning to insure retention. Several counseling sessions may be necessary to fulfill the desired goals. Another point they make is to determine the extent to which the individual is able to transfer what has been learned from the therapeutic process to a real world situation. Similar to this concept are the comments of Gardner and Stamm (1971). The individual may say "I will (or won't) do that." but may often not reflect those verbally expressed intentions in overt behaviors. They state that the reasons the mentally impaired are unable to direct appropriate behaviors or to make a rational decision in a choice or conflict situation is because they do not

have appropriate mediational responses which have strong or sufficient stimulus control over their behavior. They espouse a behavioral approach to counseling. The therapist should study what the individual can be brought to do rather than what the individual can be brought to say. They state that behavior modification has proven effective with the mentally impaired and can produce more effective behavioral change beyond just the therapy hour.

Bialer (1967) refers to the technique of remotivation which places the resident into a stimulating group interaction environment and develops their basic techniques of social adjustment. The leader guides the group through a specific format in which each member is individually greeted. Encouragement and stimulation are provided to facilitate the group process. Various modalities are employed i.e. questions, reading of poetry, pictures and other visual aids. At the conclusion, each member is individually thanked for participating.

These represented some of the counseling concepts and techniques which have been used with the mentally impaired. An overview of the final area of concern will be presented.

Learning Characteristics of the Mentally Impaired

In order to best integrate the concepts of the previous areas discussed into the study, it is necessary to consider specific learning characteristics of the mentally impaired. Robinson and Robinson (1965) regard slowness and inefficiency in acquiring knowledge and skill as the basic difference

between the retarded and "normal" individuals. Evidence indicates that the mentally impaired suffer deficiencies in the early stages of learning. One problem appears to be an inability to pay attention to relevant cues. The brighter individual learns to ignore irrelevant dimensions. Accordingly, learning proceeds relatively normally in the mentally impaired once they have learned to ignore irrelevant dimensions (Zeaman and House, 1963; Reiss, 1974). Robinson and Robinson (1965) believe an implication of this theory is that the most valuable contribution a teacher can make is to "engineer the student's attention." They term it the "key to successful training." In the same vein, Knowles (1963) stated that inattentiveness to relevant stimuli results in an inability of the individual to evaluate the consequences of a particular response properly and renders that person incapable of adjusting subsequent behavior. She concluded that if that theory was correct, any method facilitating knowledge of results would be advantageous to the performance of the mentally impaired. Hence it is the short term memory processes which are deficient in the mentally impaired. Once a response is learned, long term retention is comparable to that of "normal" individuals (Robinson and Robinson, 1965; Reiss, 1974; Baumeister, 1967).

Some additional learning deficiencies of the mentally impaired were noted in the literature. Verbal deficits (difficulty in following verbal commands in addition to a lack of verbalization), inhibition deficits (inability to inhibit responses or irrelevant stimuli), and delayed response

time are characteristic of the retarded (Knowles, 1973; Denny, 1964). Wirschner and O'Donnell (1961) reported a deficiency in the ability of the mentally impaired to formulate learning sets or "learning to learn." Also these individuals do not readily transfer their responses. The instructor must help them transfer what they know to new situations (Denny, 1964).

Various strategies for educating this population have been investigated. Baumeister (1967) considers operant conditioning as offering greater possibilities for controlling the behavior of the mentally impaired than any other system available. In regards to the scheduling of learning sessions, Madsen (1963) and, Dent and Johnson (1964) concluded that distributed practices are of greater benefit to the mentally impaired than the "normal" individual.

General principles in training the mentally impaired have been offered by several individuals. Reiss (1974) suggested cue novelty to increased duration of attention, visual presentation of stimuli, appropriateness of task and awareness of student's reinforcement needs as necessary considerations. Knowles (1973) recommends feedback in the form of encouragement, goal striving and competition. Utilization of concrete objects and experiences, attempts to broaden the vocabulary of students and encouragement of the use of verbal labels are cited as critical by Denny (1964). Benoit (1957) and Gallagher (1960) stress management of the stimulus field so that the individual's attention is riveted to the material, emphasis on perceptual and conceptual experiences,

control of cue novelty to avoid boredom but also not to overwhelm the student and, structuring of the early stages of learning to be slower than the later stages. Baumeister (1967) regards the presentation of meaningful material and multi-dimensional, as opposed to uni-dimensional, stimuli as most important for successful learning. Obtaining a greater awareness of learning characteristics and principles concerning the education of the mentally impaired permits a much more informed data base.

Summary

Upon reviewing information from all areas of concern: leisure counseling, recreative needs of the mentally impaired, general counseling techniques, counseling techniques with the mentally impaired and learning characteristics of the retarded, several concluding remarks can be made. Constructive use of leisure can be very beneficial for the mentally handicapped, stimulating physical, mental and emotional development. At the same time many of them need guidance, at least initially, in the meaningful use of free time. Leisure counseling is a method which has been employed in facilitating the appropriate use of free time, but very rarely with the mentally impaired. A problem exists in that learning deficits of the mentally retarded demand different strategies and techniques than used in present leisure counseling models. Hence this synthesis of the literature was carried out with the purpose of the design of a program entailing those needed specifications.

CHAPTER III

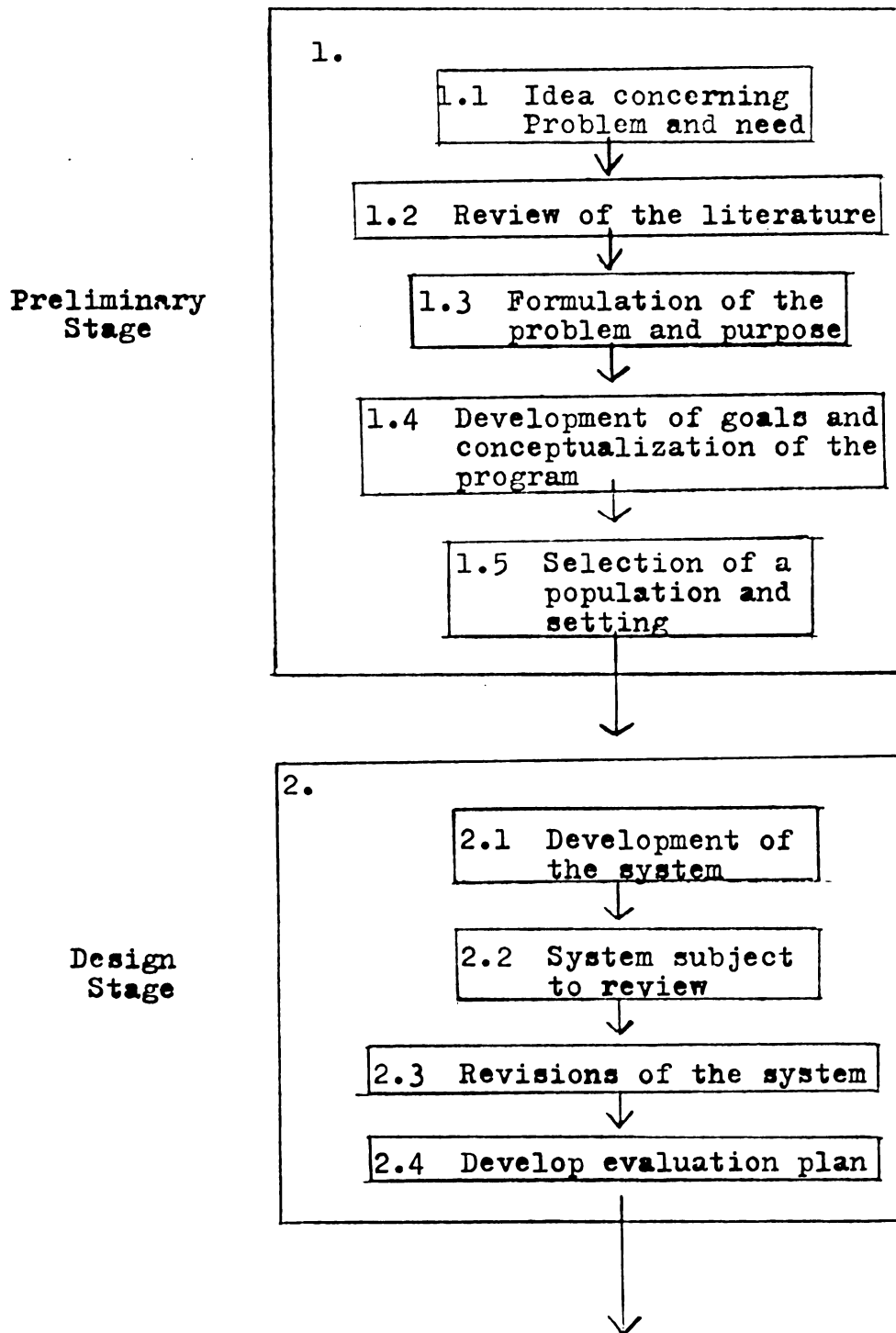
PROCEDURES

The mentally impaired living in group homes are faced with several needs pertaining to leisure. These individuals often have more free time than most people. Some require help in making social adjustments to the new environment and others, in dealing with stress. All must learn, to some degree, the responsibilities that every adult must accept, among them the appropriate use of free time. Most importantly, they have a right and need to experience the enrichment, satisfaction and contentment which is realized through the constructive use of free time. A leisure counseling program can be effective in developing a greater awareness of leisure. This awareness, in turn, can begin to elicit constructive free time behaviors. Thus, the purpose of the study was to design, implement and evaluate leisure counseling program materials for mentally impaired adults in a group home setting. A step-by-step description of the procedures used in the study is presented.

Overview of Procedures

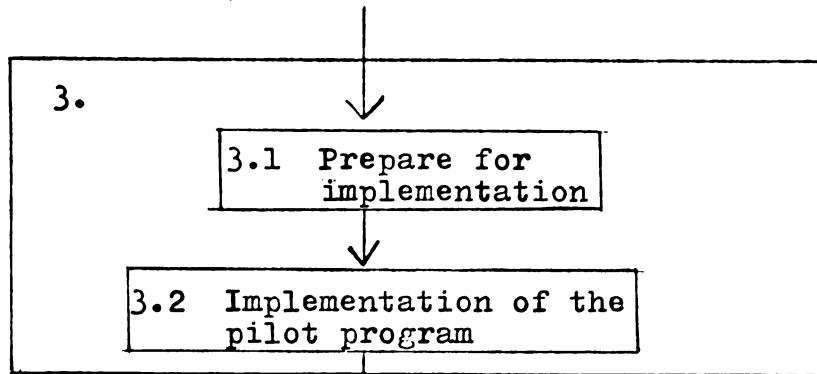
In order to provide a clear conceptualization of the program plan, a model of the procedures for the study is provided on the following pages (Figure 1). It is divided into four stages: the preliminary stage, the design stage,

FIGURE 1
PROCEDURAL MODEL
FOR THE DESIGN, IMPLEMENTATION AND EVALUATION OF
LEISURE COUNSELING PROGRAM MATERIALS FOR
MENTALLY IMPAIRED ADULTS IN A GROUP HOME SETTING

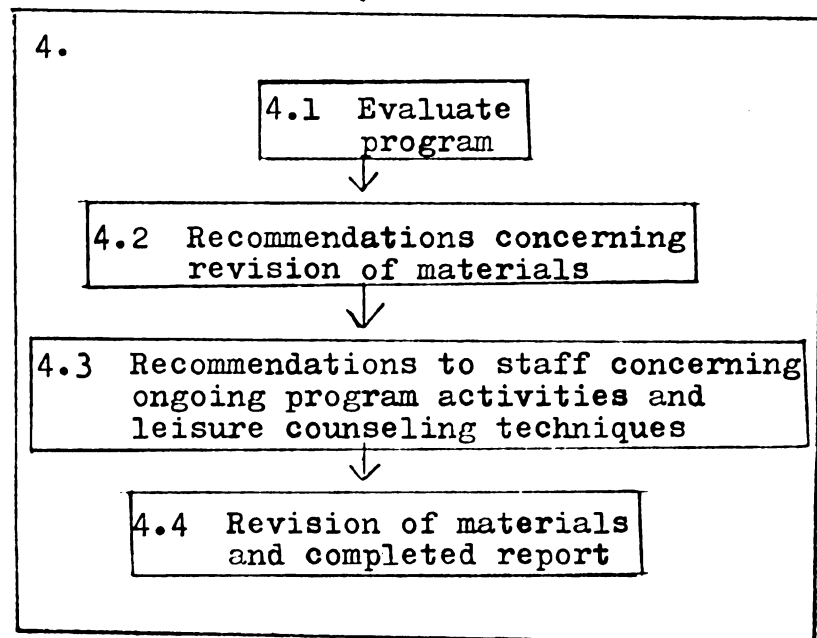


PROCEDURAL MODEL CONTINUED

Implementation Stage



Evaluation Stage



the implementation stage and the evaluation stage. Making reference to the model while reading the text will allow a better understanding of the procedures.

Preliminary Stage

At the outset of the preliminary stage a general problem was perceived. This problem related to management of free time by mentally impaired adults residing in group homes. A leisure counseling program was believed to be helpful in resolution of this situation. A review of the literature uncovered much information from areas related to leisure counseling with the mentally impaired. Upon completing this investigation, a knowledge base was formed upon which an understanding of the problem and formulation of the purpose of the study was reached. Drawing from this body of knowledge and with an awareness of the purpose for the study, the author developed a preliminary statement of goals. They served to direct the focus of the leisure counseling program.

Preliminary Program Goals

1. To educate the clients as to the significance of the leisure phenomena, its relevance and importance in their overall well-being.
2. To explore, with the clients, their attitudes and feelings concerning leisure activities.
3. To direct and/or assist the clients in the appropriate expansion of their leisure repertoire.
4. To encourage continued participation in appropriate, existing and new, leisure skills and interests.

5. To educate the clients concerning leisure resources in the home and community.

With the preliminary goals of the program established, a conceptualization of the leisure counseling program model was constructed. This model appears on the following page (Figure 2). Specific aspects of it will be explained as the procedures are delineated.

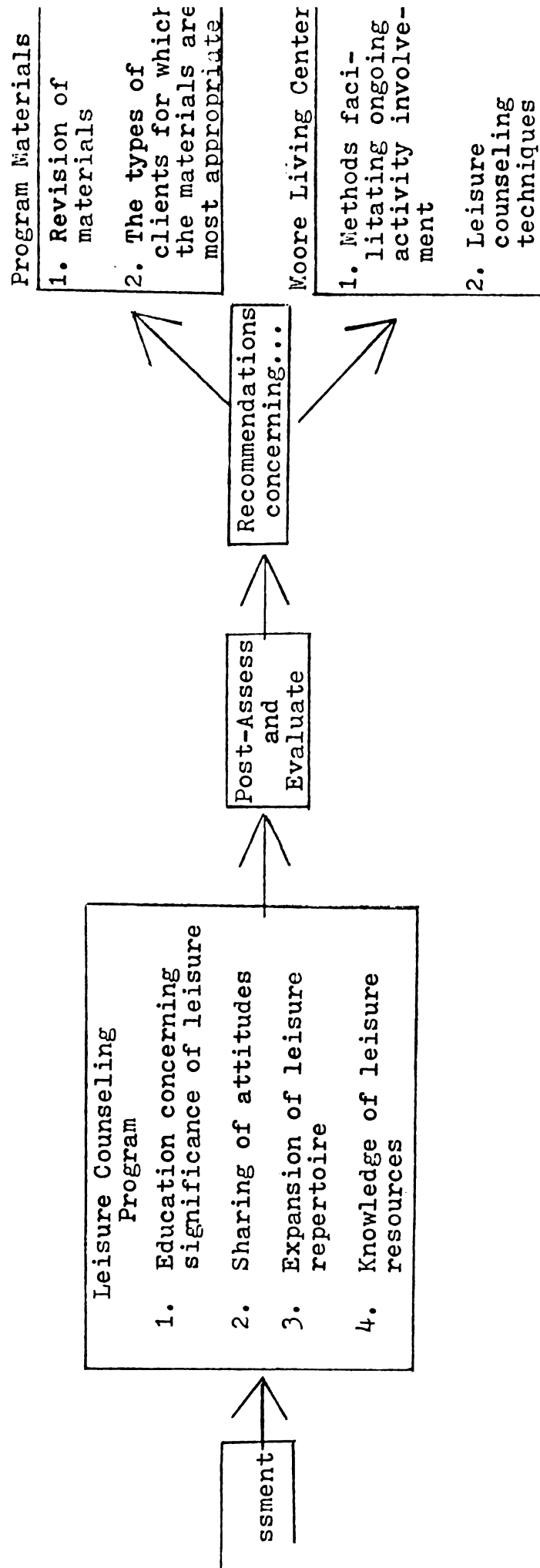
Selection of a Population and Setting

At this time a population was obtained which would participate in the study. The population for the pilot testing of the materials included the residents of the Moore Living Center. The facility was comprised of two adjacent buildings with a total population of 31. The number of residents in each building was approximately one-half female and one-half male. Eighteen of the clients were classified as trainable mentally impaired. Thirteen were classified as educable mentally impaired. In addition, five were physically handicapped (two being in wheelchairs). Availability and willingness of the administration to participate in the study were the primary reasons for the selection of this center.

Design Stage

In relation to the design of the program materials, the decision was made to use the system's accountability approach because it offers an excellent means of structuring the program and measuring client change. The materials appear in Appendix P.

FIGURE 2
LEISURE COUNSELING
PROGRAM MODEL CONCEPTUALIZATION



Development of the System

The preliminary goals of the program served as the reference point for the development of the system. Taking them into account, the desired outcomes (terminal performance objectives) for the clients were determined and written. They were then task analyzed. Enabling objectives, which are essential facilitators to the terminal performance objectives, and performance measures of those enabling objectives were also determined and written. Corresponding implementation strategies for each enabling objective were developed. These included outlines of the leisure counseling activities and procedures for presenting them. Included was information regarding organization of the counseling environment, presentation media utilized, delineation of critical points to stress during the session and specific counseling and teaching techniques to use. While surveying the literature, the writer gleaned several techniques, activities and ideas for leisure counseling sessions. Some of these were adapted for the mentally impaired and incorporated into the program as leisure counseling activities. The remainder of the leisure counseling activities originated from the writer's experience and creativity. Techniques for instruction of the mentally impaired were derived from evidence in the literature. They acted as guidelines in planning and presenting leisure counseling sessions:

1. Proceed in small steps, especially in the early stages of new activities (Benoit, 1957; Gallagher, 1960; Hayes, 1975).

2. In order to maintain attention and reinforce learning, interact with each client as many times as possible during the leisure counseling sessions.
3. Identify what reinforces the clients and use it to shape desired behaviors (Reiss, 1974).
4. Provide feedback as reinforcement (Knowles, 1973).
Utilize it to draw the client's attention to appropriate leisure behaviors.
5. Provide large amounts of overlearning (Ayers and Duguay, 1969). Review what has previously been discussed and learned, both at the conclusion of the session and at later sessions.
6. Arrange the environment to demand the attention of the clients. Remove any potential distractors e.g. radio, TV, etc.
7. Provide multi-dimensional instructional cues to attract and hold attention (Baumeister, 1967).
8. Facilitate transfer wherever possible. Do not assume transfer but rather conduct sessions with an assumption that it has not occurred.
9. In discussion, relate to concrete experiences rather than abstract ideas (Robinson and Robinson, 1965).
10. Use advisory, instructive and suggestion-motivation techniques in counseling (Hayes, 1975).
11. If necessary, appeal to emotions rather than intellect (Hayes, 1975).

The following conditions were predetermined relative to implementation and thus gave further direction to design of the materials:

1. The leisure counseling activities were to be implemented in group discussions relating to the preliminary goals of the leisure counseling program as illustrated in Figure 2.
 - a. Education concerning significance of leisure.
 - b. Sharing of attitudes and feelings concerning leisure.
 - c. Discussion concerning expansion of leisure repertoire.
 - d. Knowledge of leisure resources.
2. The possibility existed of a need for individualization for specific clients. If deemed appropriate by the author, "one to one" counseling sessions were to be arranged between the writer and client.
3. The materials were to be designed to include a total of sixteen group sessions, two per week for eight weeks.

System Subject to Review

To assist in refinement of the system, a review and evaluation of the program materials was conducted prior to implementation. Evaluation instruments were designed for this review. They appear in Appendices B, C and D. Questions were concerned with the technical quality, i.e. sequencing and clarity, and appropriateness of the program materials to the clients.

When both the system and its evaluation forms were completed they were submitted to a panel of experts. The panel consisted of the members of the author's guidance committee, the resident counselors of the Moore Living Center, and experts in the therapeutic recreation field. Members of the panel are identified in the "Acknowledgements" preceding the materials in Appendix P. Each person reviewed

the program and judged each component as requested in the "Review of the System" (Appendix B). Suggestions for modifications were requested on the form. The opinions of all reviewers was equally regarded. The author reviewed all judgements of the reviewers. The materials were revised with respect to those judgements.

Development of the Evaluation Plan

Upon revision of the program materials, the finalized evaluation plan was designed. The purpose of the evaluation was as follows: (1) to describe and judge the effectiveness of the leisure counseling program materials in developing an awareness of leisure in the clients; (2) to formulate recommendations concerning revision of the program materials; (3) to identify the types of clients for which the leisure counseling materials are most appropriate; and, (4) to generate recommendations to the Moore Living Center concerning methods facilitating ongoing activity involvement and appropriate leisure counseling techniques to maintain the leisure awareness of the clients.

Seven questions constituted the focus of the evaluation plan:

1. Are the leisure counseling program materials technically acceptable and appropriate to the leisure education of the mentally impaired?
2. Were the observed client characteristics congruent with the client characteristics for which the program was intended?
3. Was the program implemented as intended?
4. What were the effects of the program?

5. Why did the effects of the program (either beneficial, detrimental, or no effect at all) occur?
6. Are the leisure counseling activities feasible as a means of effecting desirable client change?
7. Did any unanticipated outcomes occur as a result of the leisure counseling program?

Information relative to each question was identified and dealt with in the following categories: the variables operating which affected answers to each question, the sources of information from which the data pertinent to the question was obtained, the instrument used in collecting the data, the form and level of the data, the data collection scheme--the manner in which the information was collected, the treatment plan for the data once it was obtained, the decision criteria, upon which the author took action or made judgements concerning program effectiveness, and recommendations which were expected as a result of answering the evaluative question. The complete evaluation plan is presented in Appendix A. The evaluative instruments employed are presented below with a short description for each.

Enabling Objective Assessment Sheet

This was simply a score sheet with the enabling objectives identified along with a place to mark whether or not a client had attained it. The client was assessed relative to each enabling objective prior to implementation of the program. During the program, if a client demonstrated a performance measure, the corresponding enabling objective

was checked on the assessment sheet. Upon conclusion of the program, a post-interview with the client was conducted to assess achievement of the remaining enabling objectives. It appears in Appendix J.

Expressive Language Checklist and Receptive Language Checklist

Both of these instruments were designed to assess the verbal abilities of each client. Prior to implementation, the resident counselor of each home assessed each client. The checklists appear in Appendices G and H.

Leisure Behavior Assessment Form

This form was used to assist in determining the effects of the program. Prior to initiation of the program, each client was observed during six separate blocks of free time, two occurring on the weekend, two during free time during the week in the evenings, and two occurring during the week during the afternoon or morning. A narrative description of the client's activities was recorded. Two weeks following completion of the program, the observations were made again and compared to the initial observations. The form appears in Appendix K.

Leisure Counseling Session Evaluation Form

A monitor checklist was used to help judge the effectiveness of the leisure counseling sessions. Important aspects of the leisure counseling sessions e.g. appropriateness, sequencing, etc. were determined. All participating staff, and visitors completed the form following each session. The form is provided in Appendix N.

Leisure Counseling Activity Evaluation Form

The author completed one of these forms for each leisure counseling activity. The content of this form was very similar to the "Leisure Counseling Session Evaluation Form." Quite often there was more than one leisure counseling activity in each session. In order to eliminate confusion, staff and visitors were asked to complete only one form per session, that being the "Leisure Counseling Session Evaluation Form." The Leisure Counseling Activity Evaluation Form is in Appendix N.

Participation in Leisure Activity Assessment Form

This instrument was designed to subjectively assess each client's participation in leisure activities. Both the author and the resident counselor of each home conducted pre- and post-assessments on each client. The instrument appears in Appendix F.

Post-Interviews with Resident Counselors

Questions concerning the effectiveness of the program were determined and posed to the resident counselors. The post-interview occurred following the pilot test. The appropriate form appears in Appendix L.

Pre-Interview with Clients

Appropriate questions relative to assessment of each enabling objective were designed. A pilot test of this instrument was conducted on one resident. Necessary revisions of the instrument were made. The actual questions appear in the performance measures of the materials (Appendix P).

Post-Interview with Clients

The clients opinion of the program and its effects were solicited. Determination of unanticipated outcomes resulted from this process. This instrument appears in Appendix M.

Review of the Materials, Evaluation of the Enabling Objectives as a Whole, and Evaluation of the Terminal Performance Objectives as a Whole

These instruments were utilized by the panel of experts in reviewing the materials prior to pilot testing. They provided criteria for which to review the materials. The forms are in Appendices B, C, and D.

Implementation Stage

Following the model for the study (Figure 1), the next step was preparation for implementation. This occurred one week prior to initiation of the program. Final administrative concerns were handled. These included: specific sequencing of prepared sessions; orientation and training of staff; acquisition and preparation of equipment; and, pilot testing of the "Pre-Interview with Clients" on one of the clients representative of the population. The staff orientation and training dealt with their participation and roles in the leisure counseling program along with presentation of goals, activities and expected outcomes of the program. The pilot test of the Pre-Interview with Clients resulted in minor revisions in techniques for interviewing.

During the week of the inservice, the author assessed each client in relation to the enabling objectives. This was done in the pre-interview. The Leisure Behavior Assessment was also conducted. The resident counselors and the author assessed each client's participation in leisure activities and transcribed it onto the Participation in Leisure Activity Assessment Form. Having completed all of the necessary preparations, the leisure counseling program was implemented.

Implementation of the Pilot Program

The leisure counseling sessions were conducted by the writer. Specific content of the sessions was specified by the materials (The revised version of those materials appears in Appendix P.). Sessions occurred in the living room of the home of the residents participating that particular night. The length of the sessions was one hour to two hours and fifteen minutes (including breaks for activities). Two sessions were conducted in each home per week. The program ran for eight weeks. As a client attained a performance measure, it was recorded on the Enabling Objective Assessment Sheet.(Appendix J). After each session, all participating staff and visitors completed an evaluation of the session (Leisure Counseling Session Evaluation Form, Appendix N). The author completed the Leisure Counseling Activity Evaluation Form (Appendix N).

Evaluation Stage

Upon completion of the pilot test, the study entered the evaluation stage. A post-interview was conducted with each client to resolve any question concerning achievement of enabling objectives and to determine the clients' opinions of the program and its effects. A post-interview with the resident counselors then occurred to record their observations of client change and additional effects of the program. The resident counselors and the author also post-assessed each client's participation in leisure activities. Two weeks following the pilot test, the Leisure Behavior Assessment was conducted.

After compiling all of the data, it was analyzed according to the evaluation plan developed prior to implementation of the program. This plan was described previously under "Development of Evaluation Plan" and appears in Appendix A. The data analysis resulted in judgements relative to the program's effectiveness, recommendations for revision of program materials, identification of the client types for which the leisure counseling materials are most appropriate, and recommendations to the staff of the Moore Living Center concerning follow-up to the program relative to activity involvement of the clients and applications of leisure counseling techniques.

Summary

These, in essence, were the procedures that were followed throughout the study. Within this general framework, the design, implementation and evaluation of the leisure counseling program materials occurred.

CHAPTER IV

RESULTS

Analysis and determination of the effects of pilot testing of the materials occurred as specified by the evaluative plan (Appendix A). The following report of those results is structured to answer the questions which make up that plan.

Review of the Materials

As mentioned in Chapter III, the materials were reviewed by a panel of experts prior to implementation. The purpose of this process was to answer the first evaluative question, "Are the leisure counseling program materials technically acceptable and appropriate to the leisure education of the mentally impaired?" The consensus of the panel was that the materials were technically acceptable and appropriate to the leisure education of the mentally impaired. Suggestions for improvement were provided and the materials were revised with due consideration. One member of the panel did express concern that the high dependence on verbal interaction excluded those clients with lesser language abilities. This is an acknowledged limitation of the program. Although the clients with lesser verbal skills participated in the program, no verbal assessments were performed on them. They were, in fact, included in the leisure counseling program but excluded as subjects in the pilot test. An additional exception was one client who refused to submit to

verbal assessment. Regrettably, although he was included in the leisure counseling sessions, he too, was actually excluded as a subject in the pilot test. The total number of clients that were excluded in this manner was five.

Congruence of Client Characteristics

Prior to pilot testing, the author had deemed several client characteristics to be important variables which could exert influence on the effectiveness of the program. They were: level of mental impairment, ability to read, primary mode of transportation, expressive language, receptive language and amount of current participation in leisure activities. Before implementation, each client's characteristics relative to these variables were determined. This was done by reviewing client files, questioning the clients themselves, or by the resident counselor assessing specific characteristics of the client. This data was transcribed onto the Client Information Sheet (Appendix E), the Expressive Language Checklist and Receptive Language Checklist (Appendices G and H), and the Participation in Leisure Activities Assessment Form (Appendix F).

Upon completion of the program, the instruments were carefully reviewed by the author to determine if the characteristics of each client were the same as originally observed. The characteristics of the participants were found to be almost entirely congruent with the client characteristics as originally determined, and thus, the characteristics for which the program was intended. The exception to this

was the four clients mentioned earlier. Their verbal abilities did not permit optimal involvement in the program. However, as previously discussed, the author was aware of these clients prior to implementation.

Implementation of the Program

The second evaluative question was concerned with whether the program was implemented as specified by the materials. There was one major area in which implementation did not occur as intended. Between the sessions the clients were asked "to do something fun". The materials specified that, when necessary, the leisure counselor follow-up, assist and prompt the clients. This was not done in approximately one-half of the "assignments." The primary reason that it was not done was that the author did not want to "pressure" the clients excessively. Other means of follow-up were deemed necessary. They will be discussed in regards to revision of the materials. In other respects, the materials were basically implemented according to the program plan. Occasionally some points were not stressed by the leisure counselor exactly as specified. Also the time of the sessions varied from specifications. However, there were no other major deviances from the format provided.

Effects of the Program

The outcomes of the leisure counseling program are categorized into three areas. They include: (1) attainment of objectives, (2) observed behavioral effects, and (3) overall behavioral effects upon the clients' leisure behaviors.

Attainment of Objectives

The primary means of evaluation was concerned with achievement of enabling objectives. Client attainment of objectives, as a result of the program, ranged from 0 enabling objectives to 11. The mean gain of enabling objectives was 4.8 ($\bar{X}=4.8$). The total number of objectives at the time of pilot testing was 22. Table 1, on the following page, lists the enabling objectives gained by each subject during the program and the total number of enabling objectives attained by each subject. This attainment of objectives manifested itself in a greater awareness of play and leisure, and of leisure resources in the home and in the community.

Nearly one-half of the clients (46%) developed an awareness of leisure resources that they could borrow from others in the house. In one instance, during the pre-assessment, when a client was asked to identify some things she could borrow from friends in the house to help her have fun, she replied, "I don't know." In the post-assessment, in answer to the same question, she readily identified four such resources.

A small portion of the clients developed a greater awareness of the meaning of play and leisure. Eight percent learned of the concept of "free time". Thirty-one percent learned of the potential relationship between leisure activities and mood alteration. Many of the clients also developed a greater awareness of leisure resources, both in the home and community. During the course of the program,

TABLE 1

ENABLING OBJECTIVES GAINED BY EACH SUBJECT

DURING THE PILOT TEST AND THE TOTAL NUMBER

OF ENABLING OBJECTIVES ATTAINED BY EACH SUBJECT¹

Subject	Enabling Objectives Gained During the Program	Total Number of Enabling Objectives Attained
#1	11	17
#2	9	19
#3	7	20
#4	7	16
#5	7	19
#6	6	18
#7	6	19
#8	6	14
#9	6	17
#10	6	16
#11	6	11
#12	6	12
#13	6	17
#14	5	11
#15	5	15
#16	4	18
#17	4	18
#18	4	11
#19	3	6
#20	3	11
#21	2	12
#22	2	13
#23	2	10
#24	1	18
#25	1	8
#26	0	6
	$\bar{X}=4.8$	$\bar{X}=14.3$

¹Subjects are ranked according to the highest number of enabling objectives gained during the program. The total number of enabling objectives at the time of pilot testing was 22.

from 23% to 46% of the clients attained the objectives dealing with awareness of various leisure resources. Table 2, on the following page, identifies the number and percent of subjects attaining individual enabling objectives.

Observed Behavioral Effects

Additional positive effects of the program were determined through observations by the writer and staff of the home. Although overall leisure behaviors did not change, instances of behavioral change did occur. One client had listened to talking books in previous residences but had never done so at the Moore Center. This was despite the fact that the necessary equipment was readily available. At a session, he expressed a desire to use the machine and the talking books but was unsure as to the appropriate procedure. That procedure was discussed by the group. Since then, the client has listened to the talking books several times.

In another instance, two roommates began to exchange magazines with each other. Prior to the leisure counseling session dealing with borrowing, both were unaware of the type of magazines owned by the other roommate. As a result of that meeting, they began to share magazines.

On another occasion, a resident began to occasionally play an organ that he had not played before. This was despite the fact that he had previous musical experience. This phenomena occurred after the resident had seen, on the bulletin board, a picture of another client playing

TABLE 2
NUMBER AND PERCENT OF SUBJECTS
ATTAINING INDIVIDUAL ENABLING OBJECTIVES¹

	Number of Subjects That Gained the EO During the Pro- gram	Percent of Subjects That Gained the EO During the Program
TPO 1: Meaning of play and leisure.		
EO 1: Awareness of the concept of play.	2	8%
EO 2: Knowledge of the concept of leisure.	2	8%
EO 3: Knowledge of when personal leisure occurs.	6	23%
EO 4: Knowledge of the beneficial effects of play.	5	19%
EO 5: Knowledge of the potential relationship of leisure activities and mood alteration.	8	31%
EO 6: Ability to select and engage in a leisure activity for the purpose of mood alteration.	6	23%
EO 7: Acceptance of personal responsibility for one's leisure.	0	0%
TPO 2: Awareness of leisure resources in the home.		
EO 1: Knowledge of the concept of a leisure resource.	7	27%
EO 2: Knowledge of one's personal leisure resources.	6	23%
EO 3: Ability to use one's personal leisure resources. (All of the subjects attained this EO in the pre-assessment.)	0	0%
EO 4: Knowledge of leisure resources owned by the facility.	10	38%
Continued on the following page.		

¹Due to revisions following the pilot test, some of these enabling objectives differ from those of the materials in Appendix N. For some of the enabling objectives (6), a small number of subjects (1-3) that attained an objective in the pre-assessment, failed to attain it in the post-assessment. Hence, these figures indicate the net gain.

TABLE 2 CONTINUED

	Number of Subjects That Gained the EO During the Pro- gram	Percent of Subjects That Gained the EO Durin the Program
EO 6: Knowledge of the appropriate procedure for borrowing leisure resources.	3	11%
EO 7: Knowledge of leisure resources owned by peers.	12	46%
EO 8: Ability to borrow leisure resources from peers.	8	31%
TPO 3: Awareness of leisure resources in the community.		
EO 1: Knowledge of leisure resources within walking distance.	5	19%
EO 2: Ability to use leisure resources within walking distance.	5	19%
EO 3: Knowledge of leisure resources accessible primarily by car or bus.	7	27%
EO 4: Ability to use leisure resources accessible primarily by car or bus. (All of the subjects attained this EO on the pre-assessment.)	0	0%
EO 5: Knowledge of information sources pertinent to the identification and/or location of leisure resources.	8	31%
EO 6: Ability to use information sources pertinent to the identification and/or location of leisure resources.	2	8%
EO 7: Ability to participate in a leisure activity identified through a pertinent information source.	2	8%

the organ. He remarked that he, "...loved to play the organ." and immediately went over to the organ, sat down, and began to play. As far as could be determined, this was the first time that the client had played the organ in the home!

Other observed effects of the program were noted. A client began to go to an arts and crafts program regularly because in a session she had seen a drawing that someone else had made in the program. The resident stated that she did not know what they did at arts and crafts. Several clients began to use community leisure resources more often. These resources included the library and the local grocery store. Clients also began to request to visit these and other resources. One resident counselor commented that all the requests, "...almost got to be a problem".

Interviews with staff, following the program, revealed comments that the residents were becoming more aware of options available to them during free time, that there was "...a feeling of more activity" and, that the clients seemed to be talking more about going places.

Overall Behavioral Effects

Upon the Clients Leisure Behaviors

The evaluative process indicated that changes in the leisure behaviors of most clients did not drastically occur. The Leisure Behavior Assessment constituted six, separate observations of each client during free time. In comparing these pre-and post-observations, the clients did seem to

to be engaging in activities "traditionally considered to be recreational" slightly more often following the program. The mean gain was 0.5 of a leisure activity per person ($\bar{X}=0.5$). But the validity of this measure is questioned.

Several factors contribute to skepticism concerning the validity of the instrument. A seasonal change occurred between the two observations. The pre-observations occurred in late summer. Some of the clients were suffering from hay fever or emphysema attacks. The post-observations were done at the beginning of the Christmas season. This included numerous related activities such as making decorations, building fires in the fireplace and throwing snowballs. The increase of participation in leisure activities was more a result of involvement in Christmas-oriented activities. Also, the small number of observations (six) is seen as not large enough to represent a valid measure of change in leisure behaviors. For these reasons and for those substantiated by another instrument to be described, there does not appear to be significant, overall behavioral change within the subjects.

As another component of the evaluation, the leisure counselor and resident counselors of the home conducted a pre- and post-subjective assessment of the clients participation in leisure activities (Participation in Leisure Activity Assessment Form, Appendix F). Due to the subjectivity of the instrument and the confounding variables mentioned in the previous paragraph, this instrument was not intended to be a rigid means of evaluation. Rather it was

employed as an adjunctive means of measuring effects of the program. Over one-half of the clients (58%) either registered no change in participation in leisure activities or their improvement was felt not to be as a result of the program. Some examples of the latter are, improvement being part of a growth process which was ongoing prior to inception of the program, or a client starting an arts and crafts program which had just begun at the initiation of the leisure counseling program. Fifteen percent of the clients were judged to have increased their participation in leisure activities minimally, improving slightly in only one category. Twenty-seven percent of the clients (8 of 26) registered a higher assessment in at least two categories of leisure participation following the program. Table 3, on the following page, indicates the amount of client change in participation in leisure activities.

In summary, the effects of the program were: a greater awareness of leisure resources, a greater awareness of the meaning of play and leisure, and the beginning of leisure behaviors which utilized those resources learned in the program.

Reasons for Effects of the Program

Having identified the effects of the program, the underlying reasons for causes of those effects were investigated.

TABLE 3
SUBJECT CHANGE IN PARTICIPATION IN LEISURE ACTIVITIES
(IN RANKED ORDER)

Subject	Number of Categories of Leisure Participation in which the Subject Improved During the Pilot Test ¹
#1	4
#2	3
#3	3
#4	3
#5	3
#6	3
#7	3
#8	1
#9	1
#10	1
#11	1

15 subjects registered no change in
any category, as a result of the
pilot test.

Number and percent of subjects registering no change in participation in leisure activities as a result of the pilot test	15 (58%)
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Number and percent of subjects registering change in one category	4 (15%)
--	---------

Number and percent of subjects registering change in 2 or more categories	7 (27%)
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¹The total number of categories was five. The instrument used was the Participation in Leisure Activity Assessment Form (Appendix F). The five categories are: (1) Participation in structured leisure activities. (2) Self-direction concerning unstructured leisure activities. (3) Participation in unstructured leisure activities. (4) Independent use of community leisure resources. And (5) use of community leisure resources.

The Relationship Between the Leisure Counseling Activities and the Client Characteristics

A thorough examination of the relationship between the leisure counseling activities and the client characteristics was undertaken to determine the appropriateness of the materials for the clients. This process revealed several reasons for positive effects of the program. The use of concrete examples (i.e. actual objects or role playing) at some sessions appeared to be very appropriate for the clients. Bringing leisure resources to sessions as examples was very helpful. Role playing also seemed expedient as a means of providing examples and for practicing pertinent behaviors e.g. borrowing.

Conversely, the same process identified reasons for ineffectiveness of several leisure counseling activities. Some of the sessions were not "concrete enough". They included a lack of direct exposure to a resource or, a lack of follow-up to assist clients in experiencing a resource between sessions. It was judged that the session dealing with community leisure resources needed to be split into more than one session. Some of the sessions were generally too long for the attention spans of the clients. In some instances, the vocabulary used, i.e. "leisure" and "leisure resource", was felt to be inappropriate for the majority of the clients. Use of the terms "free time" and "things that help us have fun" were more appropriate. The size of the groups (16 members) was too large to allow optimal participation by each group member. The groups

were also integrated regarding level of functioning. Separating them according to level of functioning may have been more appropriate. It was judged that the leisure counseling activity concerning awareness of information sources stressed the use of reading materials too much. Almost two-thirds of the clients could not read. On other occasions, some of the "assignments" may have been too complex for the clients. The two instances where this occurred were in the leisure counseling activities concerned with the ability to participate in a leisure activity for the purpose of mood alteration, and, the ability to utilize a leisure resource accessible primarily by car or bus. Completion of assignments of both sessions may have been too difficult for the clients to do without assistance.

Characteristics Related To Successful

And Unsuccessful Leisure Counseling Activities.

A look at the relationships between the outcomes of the program and the transactions (the Leisure counseling activities) uncovered some additional reasons for program effects. As specified by the evaluative plan, the top 25% of the enabling objectives and their corresponding leisure counseling activities were compared to the bottom 25% of the enabling objectives and their corresponding activities.

The top and bottom enabling objectives were determined in two different manners. The first ranking ordered the objectives strictly by total number of clients that attained it in the course of the program. The second ranking ordered

the objectives by the percent of the clients which had the potential for change in the course of the program. (A client was described as having a "potential for change" if they had not attained the objective in the pre-assessment.) Examining the two different rankings allowed a better perspective of successful and unsuccessful leisure counseling activities.

This process revealed a pattern of characteristics of both successful and unsuccessful leisure counseling activities, and enabling objectives. These characteristics confirmed general educational principles. The enabling objectives and leisure counseling activities which were most successful in effecting change tended to deal with tangible objects. These primarily included sessions which focused on leisure resources e.g. table games, library, arboretum etc. These resources were either actually shown to the clients during the session, were utilized during a session and/or afterwards, or slides of the resources were shown. The content of these successful enabling objectives was generally covered several times in various sessions e.g. leisure resources within walking distance were discussed not only at both sessions dealing with the two related objectives but also in some other sessions. The clients were also somewhat familiar with the content of the most successful leisure counseling activities e.g. community leisure resources. Opportunities for "practicing" criterion behavior were provided in these sessions. One such session allowed the clients to borrow leisure resources from each other.

Although it was not used enough to emerge as a characteristic of successful sessions, role playing did appear to be effective. In some sessions, the clients role played asking a resident counselor to take them somewhere. Shortly after the session a resident counselor reported that some clients were, in fact, requesting to visit some resources mentioned in the session. They were doing this in the manner that was role played.

The enabling objectives and leisure counseling activities that were the least successful had several common characteristics. They tended to deal with more abstract concepts such as "personal responsibility for one's leisure", "awareness of the concept of free time", or "awareness of the beneficial effects of play." Other characteristics of the less successful leisure counseling activities were identified. They included: (1) a smaller amount of over-learning was provided, the content being covered at only one or two sessions; (2) follow-up of assignments between sessions was not provided by the leisure counselor as specified in the materials (This substantiated the previous report that more follow-up was needed.); (3) examples used in the activities were verbally discussed rather than presented in a tangible manner; (4) the substance of the session or assignment tended to be of a slightly more foreign nature to the clients, that is at times, they were asked to complete tasks with which they were not familiar; (5) the criterion behavior was not practiced in the sessions as in other sessions; (6) and opportunities for role playing were not

provided at times when they would have been appropriate. Those identified characteristics of successful leisure counseling activities were strengthened and, whenever possible, were employed in the revision of less successful leisure counseling activities.

Characteristics Related to Successful and Unsuccessful Clients

Analysis of characteristics of the most successful and least successful clients provided further insight into the answer of "Why did the effects of the program occur?" Those clients that were most successful in attainment of objectives tended to be either: (1) more intelligent--the very best clients of the "most successful" group were in the educable range, the rest of that group were classified as trainable; (2) older--the average age of the most successful clients was 26.1 years versus 23.2 years for the least successful clients; (3) more interested in the topic of leisure; or (4) already tended to use their free time in a constructive manner.

In addition, some of the most successful clients had either been institutionalized part of their lives or had lived in a very sheltered home environment. Proportionately, the number of most successful clients that were institutionalized was over twice as many as the number of least successful clients that were institutionalized. However, generally, the same clients that had been exposed to a sheltered, deprived environment were also the most intelligent clients. The combination of these two variables makes absolute determination

of causes for effects difficult.

Those clients that were least successful also possessed some common characteristics. They either possessed lower cognitive and/or verbal abilities (being in the lower trainable range) or they were very much opposed to the program and the meetings. They tended to be younger than the most successful clients. Also, a general characteristic was that a larger proportion of the least successful group had lived with their parents for a major portion of lives (rather than in institutions). However, this group possessed confounding variables of either lesser intelligence or opposition to the program. Again, a combination of variables complicates absolute determination of reasons for results obtained.

Comment is taken on the characteristic concerning previous residences of the clients. A possible explanation is that those having lived with their parents had been exposed to many of the resources with which the program deals. Thus they did not feel a need for the program. They were opposed to it, and this negative attitude prevented them from benefiting. In reality, they may not have had as great a need for the program as others. But whatever benefit they could have derived from it was diminished by their attitude. On the other hand, those who had been institutionalized may have done well in the program because, to some extent they were deprived of the opportunity to experience the resources dealt with in the program. But at the same time, many of these individuals tended to be more intelligent

than less successful clients. Exact identification of causes is difficult. However a history of institutionalization or homelife with a parent does appear to have some possible effect on the success an individual has in the program.

Although they did not attain a high number of objectives, several other clients appeared to benefit a great deal from the program. They began to use resources that they had not used before or those that they hadn't used in a long time. Characteristics of this group included: interest in the program, classification of mental impairment in the trainable range, and possession of the pertinent leisure skill (but transference of the skill from another environment to the home had not occurred).

The Relationship Between the Client Characteristics and the Objectives

A review of the enabling objectives and their performance measures was undertaken with the client characteristics in mind. This procedure produced some decisions concerning their appropriateness to the clients. Since some objectives dealt with more abstract concepts, it was decided that the criteria was set too high. Two such objectives were those dealing with the beneficial effects of play and the definition of free time. Also, as mentioned previously, some of the vocabulary was identified as inappropriate for most of the clients i.e. use of the terms leisure and leisure resource. Revision of the materials took this into consideration.

Reactions of Staff and Clients

Examination of the Post-Interview with Staff Forms (Appendix L) helped to identify some additional reasons for effects and emphasized some that had already been determined. Several strong points of the program were identified. One such point was the process of the group learning together. That process is best exemplified in the use of the guided discovery technique and by encouragement of the group members to work together to identify answers. This is contrasted to the group, "...sitting down and being taught something." Another strong point identified by the staff was the use of visual cues in the form of slides in sessions and pictures on the bulletin board. The comment was made that the pictures and slides were more relevant because they depicted the clients themselves. The fact that the author was familiar with the clients when the program began was also considered to be beneficial. One deficiency mentioned was that the program was primarily structured for motivated people and that many of the clients were not motivated. Revisions of the materials hopefully will strive to alleviate this weakness.

The post interviews with the clients (Appendix M) presented an opportunity for them to express their thoughts concerning the program. One complaint that several (six) of the clients had was that the meetings were too boring or too long. One individual grew tired of the same question, "What did you do for fun?" all the time. Several clients voiced approval of the slides, the transactional analysis

role playing and refreshments at the meetings.

All of the clients were asked what they had learned. Several stated that they had learned about borrowing from each other. Characteristics of that leisure counseling activity were examined to determine why it had such an impact on the clients. Two of the three enabling objectives that dealt with borrowing from others were among the most successful objectives. During the sessions for those objectives, the clients had related well to the content and had expressed their feelings openly concerning borrowing and lending. Also, limited role playing was done in one of the sessions and in another the clients actually practiced the behaviors of borrowing. These reasons may have been the causes for the impact upon the clients.

Feasibility of the Leisure Counseling Activities
as a Means of Effecting Client Change

The criterion set in the evaluation plan was that 60% of the clients should realize 90% of the enabling objectives. It was decided that failure to attain this criterion would deem the leisure counseling activities as inadequate. In the pilot test, approximately 4% (1 out of 26) of the clients achieved 90% of the enabling objectives (See Table 4, on the following page.).

Analysis of the number and percent of clients attaining each objective (Table 2, page 57) revealed that some of the leisure counseling activities are effective. Those are primarily the activities previously mentioned as "most successful." Their general characteristics were provisions

TABLE 4

PERCENTILE RANKINGS OF SUBJECTS

RELATIVE TO ATTAINMENT OF ENABLING OBJECTIVES¹

Percentiles	Number of Enabling Objectives ²	Total Number of Subjects Attaining the Corresponding Minimum Number of Objectives	Total Percent of Subjects Attaining the Corresponding Minimum Number of Objectives
100-90	22-20	1	4%
89-80	19-18	8	31%
79-70	17-15	14	54%
69-60	14-13	16	61%
59-50	12-11	22	85%
49-40	10-9	23	89%
39-30	8-7	24	92%
29-20	6-4	26	100%
19-10	3-2		
9-0	1-0		

¹Instructions for reading this table: Read one horizontal line straight across the page e.g. (the third line) 14 subjects, constituting 54% of the population, attained a minimum of 15 enabling objectives, which represented 70% of the total number of enabling objectives (the bottom of the 79-70th percentile).

²A total of 22 enabling objectives comprised the materials at the time of the pilot test.

for more overlearning were afforded and emphasis was placed on concrete concepts. Most of the less successful leisure counseling activities were maintained in the materials and strengthened where possible. It is felt by the author that such concepts as "beneficial effects of play" and "knowledge of the concept of free time" are important to the leisure education of the mentally impaired. These objectives may not be achieved by all, but they can still be of worth to some of the clients. Possible experimentation with longer periods of time, or use of varied presentation media and techniques may improve the effectiveness of these particular activities. Although the leisure counseling materials are not as effective as intended, they are of benefit to the leisure education of the mentally impaired.

Unanticipated Outcomes

Evaluation did uncover several unanticipated outcomes of the program. Interviews with staff and clients revealed them. One such outcome was the development of a greater awareness of leisure by the staff. This includes awareness of the leisure activities in which the clients engage, awareness of leisure resources and providing them for the residents, and awareness of the need for reinforcing the residents engagement in free time activities.

Another effect identified by one of the staff and several of the residents was increased socialization, thus expanding opportunities for greater interaction between the clients. It was felt that the program helped develop both the clients' abilities to interact with peers and their

familiarity with peers. Several clients made comments to the effect that they had gotten to know other residents in the program. One person said that, "...otherwise I wouldn't have put myself out to get to know the people better." In addition, a staff person expressed the opinion that at least in one instance, a resident's confidence concerning use of community resources was raised.

Revision of Materials

The process of evaluation produced several recommendations for revision of the materials. These recommendations are presented along with a description of the actions taken.

Shorten the Time Length of the Sessions

A need was identified to shorten the length of some of the leisure counseling sessions. In some cases, any verboseness by the leisure counselor or unnecessary repetition was eliminated. The content of one of the longer sessions (the session dealing with community leisure resources accessible primarily by car or bus) was revised to encompass two sessions instead of one. As a result of this and other revisions, the total length of the program was expanded from 16 to 18 sessions.

In pilot testing, 16 clients were in each group. This large number caused the sessions to be longer than was appropriate for the clients. In the revised materials, it is recommended that the maximum number of members in a group be ten. The smaller number will result in shorter meetings.

Provide More Variety in the Sessions

The complaint that the sessions were "boring" was registered by several of the clients. Several steps were taken to prevent the possibility of boredom occurring. This complaint appeared to be related to the length of some sessions. Shortening the sessions will definitely assist in remediating this concern.

The author also interpreted the complaints of boredom as being primarily directed at one component of the sessions. That component was the introductory phase. Usually in the beginning of each session, the group talked about what they had done for fun since the last meeting. To modify this technique, two different approaches were introduced in the revised materials. Different clients are asked to lead the beginning of some sessions and ask members of the group, "What did you do for fun?" This approach was used to a limited extent in the pilot test with great success. In the revisions, it is introduced earlier in the program and, it is suggested to be continued periodically.

Another technique was introduced in the materials in order to provide variety. All the clients are instructed to get a partner (the leisure counselor assisting if necessary). They talk to their partner about what they did for fun. Then everyone tells the group what their partner did for fun. This activity can also be repeated at other times if desired. In addition, within the materials, more options for questions to ask the clients in the introductory phase of the sessions were provided. In this manner, the clients

would not have to respond to the same questions all the time.

It was also recommended that the clients make and provide refreshments (e.g. popcorn, cookies, punch etc.) at the meetings. This can serve two purposes. It can make the sessions more of an enjoyable, pleasant, experience. It can also reinforce awareness of leisure resources.

An optional alternative given was to deal with several enabling objectives very briefly in a session for a sequence of sessions. e.g. For three sequential sessions, deal with leisure resources within walking distance and those accessible primarily by car or bus in each session. This is opposed to presenting each type of resource in a separate session.

All of these approaches aim at providing variety and cue novelty within sessions. The anticipated result is to stimulate more motivation for clients to participate in the learning experience.

Provide More Follow-Up Between Sessions

Another need identified in the evaluative process was to provide more follow-up between sessions. At times the clients would not do assignments as specified. On occasion, this was due to an inability to perform the assignments as requested e.g. using a community leisure resource accessible primarily by bus, or because they "forgot" to do something fun. However at the same time, the author did not want to "harass" the clients. Several alternative approaches were introduced to ameliorate this situation. Earlier in the program, clients are encouraged to ask each other outside

outside of the session what they have done for fun. This can actually provide a follow-up and reminder to the clients between sessions to do something that is fun. Also, if learned and practiced independently, it can assist in long term benefits for clients. The lengthening of the program also assists in providing more time for group members to experience a resource. In the pilot test, new assignments were given out at every session. With more sessions for the same number of assignments, the clients have more time to experience a resource and the leisure counselor has more time to assist, if necessary. The use of volunteers is suggested as an option for the leisure counseling activities dealing with community leisure resources. The volunteers can assist clients in the use of public transportation or walking to the resource.

Provide Tangible Examples More Often

Another recommendation of the evaluation was to expand the use of tangible, concrete examples. More role playing was built into the system. This dealt primarily with identifying procedures for seeking assistance from resident counselors to use resources. Where possible, modifications were made to include more active utilization of resources i.e. In the session dealing with "the ability to utilize an information source" the clients are asked to do so within the session.

Other Revisions

Some of the terminology specified in the materials was judged inappropriate for use with the mentally impaired. Emphasis of the terms leisure and leisure resource was deleted from the program materials. In their place were used "free time" and "things that help us have fun (or to play)."

More opportunities for overlearning were added where appropriate. An example of this is periodic review of the beneficial effects of play. The criteria for some of the enabling objectives was lowered e.g. An acceptable definition of "free time" would include one of three alternatives rather than two of two alternatives as in the pilot test.

Three enabling objectives were also deleted as recommended by the results of the evaluation. An objective dealing with knowledge of the concept of a leisure resource was eliminated. As mentioned, use of this term was inappropriate. The Leisure Behavior Assessment was also eliminated. This assessment was incorporated into the program as an objective. It was felt that its inclusion in the program was too impractical. The time factor for assessment was prohibitive. The last objective which was deleted dealt with the ability to utilize a leisure resource identified through an information source. Because it occurred at the end of the program, accurate assessment was difficult. In an effort to concentrate on other areas of the program, this objective was eliminated.

These made up the major revisions produced by the

evaluation of the pilot test. The result is the leisure counseling program materials which appear in Appendix P. Implications for their use and general conclusions follow in Chapter V.

CHAPTER V

CONCLUSIONS

This study has produced several implications for leisure counseling programs for the mentally impaired. The results of pilot testing indicate that the leisure counseling program materials are viable as a means of developing an awareness of leisure. The evaluation process has revealed that the materials can, to some extent, develop: an awareness of the meaning of play and leisure, an awareness of leisure resources in the home and community, and, the beginning of leisure behaviors which utilize those resources learned in the program. Leisure counseling, as implemented with these materials, is seen as an initial thrust in the long term process of effecting overall behavioral change concerning the use of leisure.

To facilitate understanding of the implications of this study, and the leisure counseling materials designed, this chapter will focus on three areas: client types for which the program is appropriate, recommendations for follow-up to the program, and appropriate settings for implementation of the program. Each area will be discussed.

Client Types for Which the Materials Are Appropriate

The leisure counseling materials are appropriate for use with trainable and educable mentally impaired. A basic requirement of clients is adequate verbal abilities which permit functional interaction within the group discussions and in assessment. (The term "trainable" is used to describe those classified as such in previous years. It is acknowledged that current standards might not describe the trainable mentally impaired as having "...adequate verbal abilities which permit functional interaction....") High success in attainment of objectives is most likely to appear in clients that are either: (1) in the educable mentally impaired range, (2) are interested in the topic of leisure, (3) already tend to use their free time in a constructive manner or, (4) possibly, have been exposed to a sheltered, deprived environment, as in an institution. Age also appears to possibly be a factor. Those over 25 tended to be more successful.

The materials are not as effective with those clients that either: (1) possess lower cognitive and/or verbal abilities (the lower trainable range), (2) are very much opposed to the program and its meetings or, (3) possibly, have been exposed to a more enriched homelife as provided by living with natural parents. Those in the least successful group also tended to be younger.

Although some of the other clients did not benefit as much concerning attainment of enabling objectives, their use of leisure resources increased. Characteristics

of this group included: interest in the leisure counseling program, a classification of mental impairment in the trainable range, and possession of the pertinent leisure skill but, transference of the skill from another environment had not occurred. The program was definitely of benefit to them too.

Recommendations for Follow-Up to the Program

In the course of the program, many of the clients became more aware of leisure resources and of procedures for requesting help to use a resource. They expressed interest in some leisure activities and several began to experience various different resources. However, follow-up to the program is necessary to maintain and develop that awareness, and to encourage the individual's greater acceptance of responsibility for leisure. Recommendations for follow-up to the program are provided in the explanation of materials under, "Recommendations for Follow-Up to the Program" (Appendix P). They are predominantly a carryover of techniques and devices used within the leisure counseling program. Implementation should be done by the staff of the home. Some of the general recommendations for follow-up include: providing encouragement and assistance regarding those activities in which clients have expressed an interest during the program; utilizing techniques and devices introduced in the course of the leisure counseling program e.g. guided discovery, suggestion and shaping; continuing communication with other programs in which the clients are

involved, concerning leisure activities or skills experienced; and continuing short, periodic leisure counseling meetings which aim to maintain a focus on leisure and resources. All of these recommendations are described in greater detail in the materials. Their use can facilitate the continuation and expansion of beneficial effects of the program.

Appropriate Settings for Use of the Materials

The content and format of the materials has been designed for implementation in a group home or residential setting with adults. However, with adaptation they could be utilized in day programs such as day training centers (e.g. trainable centers, schools etc), in conjunction with work activity centers, within community mental health programs for the retarded and, within municipal parks and recreation programs for the handicapped. They could also be used with individuals as young as approximately the age of 12.

Various options for modifications of the materials are specified in the introduction to the materials under "Adaptations for Day Programs." Some of the possible modifications include:

1. Establishment of close contact with the homes of the individual clients to explain the program and to identify leisure resources within the home and within walking distance.
2. If contact with the home is not feasible, the objectives dealing with resources in the home and within walking distance can still be implemented.

However, valid assessment is more difficult when relying solely on information from the clients.

3. Another alternative is to delete the objectives dealing with leisure resources in the home and concentrate on Terminal Performance Objective 1: Awareness of the meaning of play and leisure, and Terminal Performance Objective 3: Awareness of leisure resources in the community.

Throughout the leisure counseling program, emphasis should be made on the carryover of leisure activities from the day program to the home environment.

Concluding Remarks

These leisure counseling materials can serve to provide the structure for a systematic effort to assist the mentally impaired in the management of their own free time. That effort is begun by the development of both an awareness of leisure and initial steps in eliciting behaviors which begin to assume responsibility for it. Follow-up and continuation of techniques employed in the program focuses on maintaining that awareness and continuing the development of behaviors which accept responsibility for leisure. The overall goal of this long term process being the development of independent, or as independent as possible, leisure behaviors.

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APPENDICES

APPENDIX A
EVALUATION PLAN

APPENDIX A

EVALUATION PLAN

Evaluative Purpose

The overall purpose of the evaluation was as follows: (1) to decide and judge the effectiveness of the leisure counseling program materials in developing an awareness of leisure in the clients; (2) to formulate recommendations concerning revision of the program materials; (3) to identify the types of clients for which the leisure counseling materials are most appropriate; and, (4) to generate recommendations to the Moore Living Center concerning methods facilitating ongoing activity involvement and appropriate leisure counseling techniques to maintain the leisure awareness of the clients.

Evaluative Questions

The focus of the evaluation plan was formulated within the seven questions listed below. Information relative to each question was identified and dealt with in the following categories: the variables operating which affected answers to each question, the sources of information from which the data pertinent to the question was obtained, the instrument used in collecting the data, the form and level of the data, the data collection scheme--the manner in which the information was collected, the treatment plan for the data once it was obtained, the decision criteria upon which the author took action or made judgments concerning program effectiveness, and the recommendations

which were expected as a result of answering the evaluative question. The questions which constituted the focus of the evaluation plan follow:

1. Are the leisure counseling program materials technically acceptable and appropriate to the leisure education of the mentally impaired?
2. Were the observed client characteristics congruent with the client characteristics for which the program was intended?
3. Was the program implemented as intended?
4. What were the effects of the program?
5. Why did the effects of the program (either beneficial detrimental, or not effect at all) occur?
6. Are the leisure counseling activities feasible as a means of effecting desirable client change?
7. Did any unanticipated outcomes occur as a result of the leisure counseling program?

Each question is presented individually along with a description of procedures for it.

Description of Procedures for Each Evaluation Question

1. Are the leisure counseling program materials technically acceptable and appropriate to the leisure education of the mentally impaired?

Audience

Author, Dr. Carol Ann Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation field.

Variables

Expert opinion.

Sources of Information

Donald A. Burke PH.D., Special Education, Michigan State University; Scout Gunn PH.D., Therapeutic Recreation, University of Illinois; Gene A. Hayes PH.D., Therapeutic Recreation, University of Waterloo; Nancy Navar, Director of Leisure Services, State Technical Institute, Plainwell, Michigan; Claudia Knowles PH.D., P.E. for the Handicapped, Michigan State University; Thomas Straw, Randolph Wiser, and Mary Woods, Resident Counselors, Moore Living Center.

Instrument

Review of the Materials (Appendix B), Evaluation of the Enabling Objectives as a Whole (Appendix C), Evaluation of the Terminal Performance Objectives (Appendix D)

Data Form and Level

Reactions to the objectives were both scalar and narrative. The scalar portion was of an ordinal level.

Data Collection Scheme

Prior to pilot testing of the materials, each person in the panel of experts (identified under "Sources of Information") received a copy of the program materials. The reviewers, upon examination of the leisure counseling program materials, checked (✓) each component if it attained the criteria for the specific components listed in the instructions of "Review of the Materials." If they felt

that additional changes were necessary, they noted, in addition to the check, or as a substitute, "add"; "eliminate," or "modify" and a short rationale for why they felt changes should be made. Following the enabling objectives was an "Evaluation of the Enabling Objectives as a Whole" form. On this form, the reviewers rated the sequencing of the objectives as well as whether they adequately covered the information needed to complete the terminal performance objective. At the end of the materials was an "Evaluation of the Terminal Performance Objectives" form. The reviewers rated the terminal performance objectives on this instrument.

Treatment

The opinions of all the reviewers was equally regarded. The author reviewed all judgements of the reviewers and the materials were revised with respect to those judgements. However, the author retained the option not to abide by the opinions of the reviewers if it was strongly felt that a component was appropriate.

Decision Criteria

If a reviewer recommended a change in a component, it was reviewed for possible revision.

Recommendations

Revisions producing more appropriate and technically acceptable materials resulted from this process.

2. Were the observed client characteristics congruent with the client characteristics for which the program was intended?

Audience

Author, Dr. Carol Ann Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation field.

Variables

Level of mental impairment, ability to read, primary mode of transportation, expressive language, receptive language, and amount of participation in leisure activities.

Sources of Information

Clients, resident counselors, client files, observations by the author.

Instrument

Client Information Sheet (Appendix E), Participation in Leisure Activity Assessment Form (Appendix F), Expressive Language Checklist (Appendix G), Receptive Language Checklist (Appendix H).

Data Form and Level

Information on the Client Information Sheet was primarily narrative or descriptive. Data on the Participation in Leisure Activity Assessment Form was scalar. That on the language checklists was nominal.

Data Collection Scheme

Pertinent information concerning the aforementioned variables was obtained by the author prior to the start of the program. Data was procured from the clients' files, in an interview with each client and, interviews with the resident counselors concerning each client's participation in leisure activities and language abilities. Data was transcribed onto the instruments.

Treatment

As a result of further acquaintance with the clients, the author examined the identified instruments upon conclusion of the pilot test. The purpose of this process was to determine if the observed client characteristics were congruent to the client characteristics for which the program was intended.

Decision Criteria

The congruence between the intended client characteristics and the observed client characteristics was to be considered equal if 80% of the clients had the traits for which the program was developed in 6 out of 6 of the aforementioned variables. Note: Receptive language, expressive language, and amount of participation in leisure activities, each have numerous subvariables. If 80% of the observed subvariables were congruent to the intended subvariables, the variable itself was considered to be congruent with intended client characteristics.

Recommendations

Program modifications and/or identifications of reasons for success or failure of the program were expected.

3. Was the program implemented as intended?

Audience

Author, Dr. Carol Ann Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation field.

Variables

Time spent on leisure counseling activities, format of leisure counseling activities (LCAs), sequencing of the leisure counseling activities, individualization, presentation media used, vocabulary used, attendance of clients, and client completion of "assignments."

Source of Information

Author.

Instrument

Leisure Counseling Activity Monitor Form (Appendix I).

Data Form and Level

Ratings of individual leisure counseling activities took a scalar form and nominal level.

Data Collection Scheme

The author completed the Leisure Counseling Activity Monitor Form following each leisure counseling session. Each leisure counseling activity occurring during that

session was judged as to whether it was implemented as intended. The attendance of clients and completion of "assignments" was also noted.

Treatment

The monitor forms were reviewed to determine which leisure counseling activities were not implemented as intended.

Decision Criteria

If a leisure counseling activity was not implemented as specified or if uncertainties existed, the effectiveness of that leisure counseling activity was to be investigated with those facts in mind.

Recommendations

Analysis of the effects of the leisure counseling activities was initiated with an awareness of the degree of congruence between the intended transactions and the observed transactions.

4. What were the effects of the program?

Audience

Author, Dr. Carol Ann Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation fields.

Variables

Client attainment of the enabling objectives, client participation and self-direction concerning leisure activities.

Sources of Information

Clients, staff and author.

Instrument

Enabling Objective Assessment Sheet (Appendix J), Leisure Behavior Assessment Form (Appendix K), Participation in Leisure Activity Assessment Form (Appendix F), Client Information Sheet (Appendix E), Post-Interview with Staff (Appendix L) and Post-Interview with Clients (Appendix M).

Data Form and Level

Data on the Enabling Assessment Sheet was nominal; that on the Leisure Behavior Assessment Form, narrative and nominal; scalar on the Client Information Sheet; and narrative in the Post-Interview with staff and clients.

Data Collection Design

One week prior to inception of the program, a Leisure Behavior Assessment for each client was conducted. This consisted of six separate observations of each client. They occurred during separate blocks of free time, generally two observations during the weekend, two during weekday evenings, and two during weekday afternoons or mornings. The type of activity the client was engaged in was recorded. It was classified in one of two ways: (1) activities traditionally considered to be recreational and active leisure phenomena e.g. arts and crafts, home activities, community activities, board and table games etc. (as opposed to passive activities e.g. watching TV, listening to the radio; or activities not traditionally considered to be recreational

e.g. talking on the phone, conversing with friends, etc.)
(2) activities that are not active leisure phenomena or traditionally considered to be recreational.

A pre-interview was also arranged with each client. They were questioned concerning the enabling objectives. Results of the pre-interview were recorded on the Enabling Objective Assessment Sheet. Also prior to inception, the resident counselors and the author subjectively rated each client relative to their participation and self-direction regarding leisure activities (Participation in Leisure Activity Assessment Form).

Upon conclusion of the pilot test, post-assessment of each client occurred in a fashion similar to pre-assessment. (The Leisure Behavior Assessment was conducted two weeks following the conclusion of the pilot test.) Also, staff members and clients were interviewed concerning their opinions of the effects of the program.

Treatment

The number of enabling objectives each client had attained were tallied and reviewed. The pre-and post-Leisure Behavior Assessments were compared to identify differences in leisure behavior and possible effects of the program. The pre- and post-assessments of the clients' participation (and self-direction) regarding use of leisure resources was also compared to determine any change. Post-Interview Forms with the staff and clients were reviewed to determine additional effects of the program. A summary of these effects

was compiled and appears in Chapter IV. The author conducted all assessing (except where done by resident counselors), interviewing and implementing.

Decision Criteria

Differences in pre-and post-assessments were reported as effects of the program (except where thought otherwise by the author). Effects revealed through post-interviews with the staff and clients were also reported.

Recommendations

A report of the specific effects of the program resulted.

5. Why did effects of the program (either beneficial, detrimental, or no effect at all) occur?

Audience

Author, Dr. Carol Ann Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation field.

Variables

Client characteristics (antecedents), leisure counseling activities (transactions), client attainment of enabling objectives (outcomes), unanticipated outcomes, opinions of observers, staff and program developer.

Sources of Information

Clients, staff, author, observers of the program.

Instrument

Client Information Sheet (Appendix E), Enabling Objective Assessment Sheet (Appendix J), Leisure Counseling Activity Monitor Form (Appendix I), Leisure Counseling Activity Evaluation Form (Appendix N), Leisure Counseling Session Evaluation Form (Appendix O), Expressive Language Checklist (Appendix G), Receptive Language Checklist (Appendix H), Post-Interview with Staff (Appendix L), Post-Interview with Client (Appendix M), and observations by the author.

Data Form and Level

Information on the Client Information Sheet and the Post-Interview with Staff (and Client) Form was primarily narrative. Data on the Enabling Objective Assessment Sheet was nominal. Items on the Leisure Counseling Activity Monitor Form, Leisure Counseling Activity Evaluation Form and Leisure Counseling Session Form were scalar in form and ordinal in level. Information on the language checklists was nominal.

Data Collection Scheme

The author completed the Leisure Counseling Activity Evaluation and Monitor Forms following each leisure counseling session. Participating staff and observers completed the Leisure Counseling Session Evaluation Form. Implementation as intended, appropriateness of the content and vocabulary, and length of the session, were all judged.

Treatment

The author enacted the entire treatment of data upon close of the program. Investigation of the previous evaluative questions attempted to determine reasons for effects of the program. These questions primarily dealt with: the congruence between the observed client characteristics and those characteristics for which the program was intended (Question no. 2), the congruence between the specified leisure counseling activities and the observed leisure counseling activities (Question no. 3), and the congruence between the intended attainment of enabling objectives and the observed attainment of the enabling objectives (Question no.4).

The contingencies between the client characteristics, the leisure counseling activities, and the outcomes were then reviewed. The Leisure Counseling Monitor Form, the Leisure Counseling Session and Activity Forms, and the leisure counseling activities themselves were related to the Client Information Sheets to judge the relationship between the transactions and the client antecedents. This process helped to determine if the leisure counseling activities were appropriate to the client characteristics.

Proceeding from there, the relationship between the outcomes and the transactions were examined. The top 25% of the enabling objectives and their corresponding leisure counseling activities were compared to the bottom 25% of the enabling objectives and their corresponding leisure counseling activities.

The ranking of enabling objectives was determined in two different manners. The first ranking ordered the objectives strictly by total number of clients which attained it in the course of the program. The second ranking ordered the objectives by the percent of the clients which had the potential for change in the course of the program. The number of clients which attained an enabling objective were set as a percentage of the total number of possible clients that could have attained the objective e.g. If an objective was achieved in pre-assessment by one-half of the subjects (13), then 13 (the remaining one-half) would be the maximum number of clients which could attain that objective in the course of the program. This 13 would be more significant (and get a higher percent ranking) than if 13 clients attained an objective which could have possibly been achieved by 25 individuals in the course of the program. Defining "successful" and "unsuccessful" in these two manners allowed a better perspective. Attempts to identify characteristics of successful leisure counseling activities and enabling objectives and thus, reasons for program effects, were made.

Then, the contingencies between the outcomes and antecedents were examined. The top 25% of the clients and their antecedents (as represented on the Client Information Sheet, the Expressive Language Checklist, Receptive Language Checklist, and Participation in Leisure Activity Form) were compared to the bottom 25% of the clients and their antecedents.

The procedure for ranking was done in the same two fashions as with the enabling objectives. The first ranking of the clients was strictly by the total number of enabling objectives each client attained in the course of the program. The second ranking ordered the clients by the percent of enabling objectives which they had an opportunity to attain in the course of the program e.g. A client achieving 10 of 22 objectives in the pre-assessment had an "opportunity to attain" 12 objectives. The 12 objectives this client attained would be more significant (and get a higher percent ranking) than 12 objectives attained by a person who had achieved 7 objectives in the pre-assessment. This process facilitated the identification of antecedent characteristics of successful and unsuccessful clients.

The enabling objectives were then reviewed with the client antecedents in mind to judge their appropriateness to the clients. The Post-Interview with Staff (and Client) Forms were examined to assist in detecting the "why" of the outcomes. As a last option, unanticipated outcomes were examined for possible clues.

Decision Criteria

Strong, sufficient relationships were studied to determine their underlying reasons and directed program revisions.

Recommendations

Guidelines for modifications or reinforcement of program components as well as identification of reasons for program effects resulted.

6. Are the leisure counseling activities feasible as a means of effecting desirable client change?

Audience

Author, Dr. Carol Ann Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation field.

Variables

Assessment of clients relative to attainment of enabling objectives, opinions of author, staff and observers of the program.

Sources of Information

Clients, staff, observations by the author and observers.

Instrument

Enabling Objective Assessment Sheet (Appendix J)
Leisure Behavior Assessment Sheet (Appendix K), Post-Interview with Staff (Appendix L), Leisure Counseling Activity (and Session) Forms (Appendices I and N).

Data Form and Level

Information of the Leisure Behavior Assessment Sheet was narrative. Data on the Enabling Objective Assessment Sheet was nominal. Comments in the Post-Interview with Staff were narrative. Opinions noted on the Leisure Counseling Activity (and Session) Evaluation Forms were both scalar and narrative.

Data Collection Design

Information for the instruments was collected as described in evaluative question no.4.

Treatment

The number of enabling objectives each client attained in the leisure counseling program were totaled on the Enabling Objective Assessment Sheet. The number of clients that attained each enabling objective were also totaled. Each leisure counseling activity was reviewed and related to its corresponding Leisure Counseling Activity Evaluation Forms, its Leisure Counseling Session Evaluation Forms, and to the total number of clients that attained it. The leisure counseling activities were revised as the data indicated.

Decision Criteria

The materials were to be judged inadequate if less than 60% of the subjects undergoing verbal assessment realized 90% of the enabling objectives.

Recommendations

A report of the effectiveness of individual leisure counseling activities, the effectiveness of the program as a whole, as well as guidelines for revision of inadequacies resulted.

7. Did any unanticipated outcomes occur as a result of the leisure counseling program?

Audience

Author, Dr. Carol Peterson (project advisor), staff of the Moore Living Center, professionals in the therapeutic recreation field.

Variables

Unknown.

Sources of Information

Clients, staff, author, visitors observing the program.

Instruments

Post-Interview with Staff (and Clients) (Appendices L and M), Leisure Counseling Activity Monitor Forms (Appendix I), Leisure Counseling Activity (and Session) Forms (Appendices N and O).

Data Form and Level

Narrative description.

Data Collection Scheme

Unanticipated effects of the study were uncovered through comments on the Leisure Counseling Activity Monitor Forms, Leisure Counseling Activity (and Session) Evaluation Forms, and through questioning of the clients and staff in the post-interview concerning the most significant effects of the program. The author was also observant of

any such possible consequences throughout the program.

Treatment

As such effects were identified, further investigation of the specific details of the outcome were initiated by further questioning of the identifying sources. If appropriate, the answer to the question, "Why did the effects occur?" was to begin.

Recommendations

Possible additional effects of the program were reported. Examination was conducted concerning pertinent recommendations for modification or reinforcement of program components.

APPENDIX B
REVIEW OF THE MATERIALS

APPENDIX B

REVIEW OF THE MATERIALS

When reading the materials, please review them carefully. Judge them based on the criteria described below, and on the following page. When making notation, please employ the "✓" "add," "eliminate," "modify," key that follows.

When reviewing an enabling objective (EO), use the check (✓) when the EO fulfills all of the following criteria:

- ✓ =
1. This EO is stated clearly.
 2. This EO is relevant to the terminal performance objective.
 3. This EO is appropriate to the leisure education of the described population.

When reviewing a performance measure (PM), use the check (✓) when the PM fulfills all of the following criteria:

- ✓ =
1. This PM is stated clearly.
 2. You can readily identify the behavior which is to be demonstrated.
 3. You can readily identify the conditions under which the behavior will be demonstrated.
 4. You can readily identify the standards to which the behavior must conform.
 5. This PM is an adequate and reasonable measurement of the enabling objective.
 6. The criterion set for the PM is feasible (it can be accomplished).
 7. The amount of time needed to measure the behavior is feasible.
 8. The manner in which the PM is measured is both appropriate and feasible.

When reviewing a leisure counseling activity (LCA), use the check (✓) when the LCA fulfills all of the following criteria:

- ✓ =
1. The outline for the LCA is clearly stated.
 2. This LCA is relevant to the enabling objective.
 3. This LCA sufficiently covers the information needed to achieve the enabling objective.
 4. The amount of time allowed for the LCA is appropriate for the described population.
 5. The quoted language and vocabulary is appropriate to the described population.

6. The assignment in this LCA is appropriate to the described population.
7. The content of this LCA is appropriate to the leisure education of the described population.
8. You feel that this LCA will effect the desired behavior.

If you feel that any EO, PM, or LCA does not meet a specific criterion or more than one, please use the notation described below. Or, if you feel that the component meets the criteria but needs some changes, please use the notation described.

add=You feel that some material should be added at this point. Please identify the criteria that this component fails to meet and provide a short rationale for "why" material needs to be added as well as any additional comments.

eliminate =You feel that some material is inappropriate and should be eliminated.

Circle the material you feel should be eliminated. Identify the criterion that this component fails to meet, and provide a short rationale for "why" the material needs to be eliminated as well as any additional comments.

modify=You feel that some material is inappropriate and should be modified. Circle the material you feel should be modified. Identify the criteria this component fails to meet and provide a short rationale for why" the material needs to be modified as well as any additional comments.

Make a minimum of one of the preceding designations ("✓," "add," "eliminate," or "modify,") for each EO, PM, and LCA. Make your comments and notations directly on the materials. An example of this process is provided on the following pages. At the conclusion of each set of materials for a terminal performance objective is an "Evaluation of the Enabling Objectives as a Whole" form. Please complete it in regards to the TPOs. If you have any additional comments or criticism, feel free to make them right on the materials.

Thank You!

TERMINAL PERFORMANCE OBJECTIVE 2: To demonstrate awareness of leisure resources in the home.

ENABLING OBJECTIVE

1. To demonstrate awareness of the concept of a leisure resource.

PERFORMANCE MEASURE

1. Upon request the client will:
 - a. Identify in their own words a leisure resource as, "anything we use during our free time that helps a person to play (or have fun)."
 - b. Identify a minimum of three leisure resources from the home and three from the community.

Appropriateness as judged by the leisure counselor.

2. To demonstrate awareness of one's personal leisure resources.

2. Upon the request of, "What do you own that you can use in your free time to have fun with." the client will identify and describe a minimum of four of their personal leisure resources which are appropriate to their present leisure skills. Appropriateness as judged by the leisure counselor. Note: If a client has less than four leisure resources use their total number of leisure resources as a criterion measurement.

1 leisure resource in the home--a privately or communally owned entity traditionally considered to be a recreational object which can be utilized during free time to elicit feelings of refreshment, fulfillment or contentment. examples: deck of cards, ping pong table, garden, stereo etc. examples of objects that are not leisure resources: dishwasher, mop, washer, dryer etc.

✓ = (after this is commented)
his CC A is accepted

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources in the community. EO 1: Awareness of leisure resources within walking distance of the home.

Time: 60 minutes

Presentation Media: Slide projector, slide screen, slides of community leisure resources within walking distance of the home, prepaid receipts of gift certificates, for admission or purchase of objects at the leisure resources. (Prior arrangements must be made concerning this with the management of the various resources.)

Format:

- I. Review the definition of leisure resource (if deemed necessary).
A. Assess the clients that respond relative to TPO 2, EO 1.
B. "What is a leisure resource?" (Select a client to provide a definition.)
C. "Who can give some examples of a leisure resource?" (Select another client to provide examples.)
D. If the clients have difficulty review the concept of a leisure resource.

II. Discussion concerning identification of leisure resources within walking distance of the home (Appropriate to the clients' limitation, maximum distance of 1 1/2 to 2 miles.)

- A. "Let's see if we can name all of the leisure resources within walking distance of the home."
B. Brainstorm with the clients all of the resources.
C. Employ the guided discovery technique to identify resources if necessary e.g. "Where can we go to get ice cream?"
D. If a client names an inappropriate resource explain to them the reason why it is inappropriate and ask them to name another resource.
E. If the client still offers an inappropriate resource explain to them again why it is inappropriate and ask another client to provide an appropriate answer.
F. Refer to the original client later or after the session to clarify the concept.

G. Reinforce appropriate responses or approximations.

Elemental
assessment
small group
concepts
activity
noting
not stated
heavy need
expand on activity

within walking - mobility large
inappropriate
distance
big word

APPENDIX C
EVALUATION OF THE
ENABLING OBJECTIVES AS A WHOLE

APPENDIX C

EVALUATION OF THE ENABLING OBJECTIVES AS A WHOLE

SA means you strongly agree; A means you agree; U means you are uncertain; D means you disagree and SD means you strongly disagree. Make any comments that you wish in the spaces provided.

1. The enabling objectives cover the information needed to complete this terminal performance objective.

Comments:

SA A U D SD

2. There are enabling objectives that should be added.

Comments:

SA A U D SD

3. The enabling objectives of this terminal performance objective are in adequate sequential order.

Comments:

SA A U D SD

APPENDIX D
EVALUATION OF THE
TERMINAL PERFORMANCE OBJECTIVES

APPENDIX D

EVALUATION OF THE TERMINAL PERFORMANCE OBJECTIVES

SA means you strongly agree; A means you agree; U means you are uncertain; D means you disagree and SD means you strongly disagree. Make any comments that you wish in the spaces provided.

- | | | | | | |
|---|----|---|---|---|----|
| 1. The terminal performance objectives are stated clearly. | SA | A | U | D | SD |
| | | | | | |
| 2. The terminal performance objectives sufficiently cover the information needed for the leisure education of the described population. | SA | A | U | D | SD |
| | | | | | |
| 3. The terminal performance objectives are in adequate sequential order. | SA | A | U | D | SD |
| | | | | | |
| 4. More terminal performance objectives should be added. | SA | A | U | D | SD |
| | | | | | |
| 5. There are terminal performance objectives that should be omitted. | SA | A | U | D | SD |

Comments:

Comments:

Comments:

Comments:

Comments:

APPENDIX E
CLIENT INFORMATION SHEET

APPENDIX E
CLIENT INFORMATION SHEET

Name: _____ Sex: _____

Birthdate: _____ Age: _____

Level of Mental Impairment: _____

Additional Handicaps: _____

Socio-Economic Background:

Present Socio-Economic Status:

Previous Residences:

Primary Mode of Transportation:

Background in Organized Recreative Experiences:

Present Organized Recreative Experiences Engaged In:

Leisure Resources Owned by the Client:

Reading Ability:

	Yes	No	Inconsistent	Uncertain
Client does not know how to read.	—	—	—	—
Client does not read well enough to engage in leisure reading.	—	—	—	—
Client possesses adequate reading ability but does very little leisure reading (once a week or less).	—	—	—	—
Client reads:				
Newspapers				
How often?	—	—	—	—
Magazines				
How often?	—	—	—	—
Books				
How often?	—	—	—	—

APPENDIX F
PARTICIPATION IN LEISURE ACTIVITY
ASSESSMENT FORM

APPENDIX F
PARTICIPATION IN LEISURE ACTIVITY
ASSESSMENT FORM

1. Participation in structured leisure activities i.e. municipal parks and rec. programs, special events of the home, parties, camping trips etc.
 - Very rarely participates (on the average, less than once a month)
 - Sometimes participates (1 time a month)
 - Usually participates (2 times a month)
 - Almost always participates (3 times a month)
 - Always participates (4 times a month or more)
2. Self-direction concerning unstructured leisure activities i.e. biking, basketball, listening to records, playing frisbee, cards, looking at magazines, etc. (does not include watching TV)
 - Very rarely initiates leisure activities (0-3 times a week)
 - Sometimes initiates leisure activities (4-5 times a week)
 - Usually initiates leisure activities (6-8 times a week)
 - Almost always initiates leisure activities (6-8 times a week)
 - Almost always initiates leisure activities (9-11 times a week)
 - Always initiates leisure activities (12 times a week or more)
3. Participation in unstructured leisure activities i.e. biking, basketball, listening to records, playing frisbee, cards, looking at magazines etc. (does not include watching TV)
 - Very rarely participates in leisure activities (0-3 times a week)
 - Sometimes participates in leisure activities (4-5 times a week)

- Usually participates in leisure activities (6-8 times a week)
 - Almost always participates in leisure activities (9-11 times a week)
 - Always participates in leisure activities (12 times a week or more)
4. Independent use of community leisure resources i.e. ice cream parlor, grocery store, shopping mall, bowling alley etc.
- Very rarely independently uses community leisure resources (on the average, less than one time a month)
 - Sometimes independently uses community leisure resources (1 time a month)
 - Usually independently used community leisure resources (3 times a month)
 - Often independently uses community leisure resources (4 times a month or more)
5. Use of community leisure resources.
- Very rarely uses community leisure resources (on the average, less than once a month)
 - Sometimes uses community leisure resources (2 times a month)
 - Usually uses community leisure resources (2 times a month)
 - Often uses community leisure resources (3 times a month)
 - Quite often uses community leisure resources (4 times a month or more)

APPENDIX G
EXPRESSIVE LANGUAGE CHECKLIST

APPENDIX G

EXPRESSIVE LANGUAGE CHECKLIST¹

Client: _____	Yes	No	Inconsistent	Uncertain
1. Client makes needs and wants known.	—	—	—	—
2. Client nonverbally indicates yes and no.	—	—	—	—
3. Client verbally indicates yes and no.	—	—	—	—
4. Client names objects and actions commonly used in the home.	—	—	—	—
5. Client speaks intelligibly.	—	—	—	—
6. Client speaks in complete sentences using object names with action words.	—	—	—	—
7. Client speaks in short sentences	—	—	—	—
8. Client answers questions about actions, events and locations: where, what, why, how, when using language as cognitive tool.	—	—	—	—
9. Client uses non-verbal language i.e. expressions, gestures to communicate purposefully.	—	—	—	—
10. Client uses appropriate volume.	—	—	—	—
11. Client will ask for help when needed.	—	—	—	—
12. Client will say their full name, answer to it and produce it when asked.	—	—	—	—
13. Client uses telephone according to their verbal ability.	—	—	—	—
14. Client participates in a social conversation including answering questions.	—	—	—	—

¹Adapted from, "TPO Guide, Language Program" by Marjory Deiter. Lansing, Michigan.

EXPRESSIVE LANGUAGE CHECKLIST CONTINUED

	Yes	No	Inconsistent	Uncertain
15. Client participates in social conversation including asking questions.	—	—	—	—
16. Client initiates social conversations.	—	—	—	—
17. Client retells a simple sequential event e.g. events at school.	—	—	—	—
18. Client discusses current events after hearing or reading news.	—	—	—	—
19. Client has an expressive vocabulary of nouns and action words to convey the ideas they want within the home.	—	—	—	—
20. Client has an expressive vocabulary of nouns and action words to convey the ideas they want outside the home e.g. with strangers, in public, etc,	—	—	—	—
21. Client has the ability to convey such ideas and willingly does so appropriately.	—	—	—	—
22. Client recognizes other reactions to their speech.	—	—	—	—
23. Client tells a sequence of events which depict or have led to a personal problem.	—	—	—	—
24. Client holds a social conversation which includes at least three interchanges (interchange--one statement by a person coupled with a reaction from the other person).	—	—	—	—

Comments:

APPENDIX H
RECEPTIVE LANGUAGE CHECKLIST

APPENDIX H

RECEPTIVE LANGUAGE CHECKLIST¹

Client: _____

	Yes	No	Inconsistent	Uncertain
1. Client demonstrates attending behavior.	—	—	—	—
2. Client follows one step verbal command.	—	—	—	—
3. Client verbally indicates yes and no.	—	—	—	—
4. Client answers to own name.	—	—	—	—
5. Client identifies important others when asked.	—	—	—	—
6. Client follows three step verbal command.	—	—	—	—
7. Client demonstrates understanding of basic vocabulary needed to function in the home i.e. vocabulary of staff.	—	—	—	—
8. Client demonstrates understanding of basic vocabulary needed to function outside of the home i.e. vocabulary of strangers.	—	—	—	—
9. Client recognizes cues, signs, of pictographs essential to their survival e.g. traffic signals, crosswalks, phone booths, sirens, arrows, etc.	—	—	—	—
10. Client listens attentively to others express ideas or feelings.	—	—	—	—
11. Client indicates ability to follow a sequence of events in a TV show or story.	—	—	—	—

Comments:

¹Adapted from, "TPO Guide, Language Program" by Marjory Deiter. Lansing, Michigan

APPENDIX I

LEISURE COUNSELING ACTIVITY MONITOR FORM

APPENDIX I

LEISURE COUNSELING ACTIVITY MONITOR FORM

TPO ____

EO ____

Enabling Objective:

1. The presentation media was used in this LCA as specified by the materials.
If not, why? YES NO
2. The amount of time spent on this LCA was as recommended by the materials.
If not, why? YES NO
3. The vocabulary and language used in this LCA was similar to that specified in the materials.
If not, why? YES NO
4. The sequence in the session components was similar to that specified in the materials.
If not, why? YES NO
5. The content of this LCA was implemented as specified by the materials.
If not, why? YES NO
6. Identify the clients that were not present at this LCA.
7. Identify the clients that did not complete their assignments from the previous LCA and the LCA.
8. Additional comments:

APPENDIX J

ENABLING OBJECTIVE ASSESSMENT SHEET

APPENDIX J

ENABLING OBJECTIVE ASSESSMENT SHEET

Format:

X=attained the EO or "point"
O=failed to attain the EO or "point"
Pre-assessment=red ink
Post-assessment=blue ink

Name: _____

TPO 1: Awareness of the meaning of play and leisure.

- — EO 1: Awareness of the concept of play.
 - — Number of "play" slides identified.
- — EO 2: Knowledge of the concept of leisure.
 - — Free from doing things they have to do.
 - — Free to do whatever they want.
- — EO 3: Knowledge of when personal leisure occurs.
 - — Percent of leisure blocks correctly identified.
- — EO 4: Knowledge of the beneficial effects of play.
 - — a. "a chance for exercise or physical activity."
 - — b. "a chance for learning."
 - — c. "a chance to be with and talk to people."
 - — d. "a way to get rid of feeling nervous (or tense, or lonesome)."
 - — e. "let's us have fun."
- — EO 5: Knowledge of the potential relationship of leisure activities and mood alteration.
 - — a. Identifies a period of time.
 - — b. Describes the mood.
 - — c. Selects an appropriate activity.
 - — d. Presents an appropriate rationale.
- — EO 6: Ability to select and engage in a leisure activity for the purpose of mood alteration.
- — EO 7: Acceptance of personal responsibility for one's leisure.

TPO 2: Awareness of leisure resources in the home.

- — EO 1: Awareness of the concept of a leisure resource.
 - — a. "anything we use during our free time that helps us to play."
 - — b. Identifies minimum of 3 leisure resources from the home and 3 from the community.
 - — Number of leisure resources identified.
- — EO 2: Knowledge of one's personal resources.
 - — Identifies and describes a minimum of 3 personal leisure resources (note those identified).

ENABLING OBJECTIVE ASSESSMENT SHEET CONTINUED

- — EO 3: Ability to use one's personal resources.
 - — Number of leisure resources utilized
(note those resources utilized).
- — EO 4: Knowledge of leisure resources owned by facility.
 - — Number of leisure resources identified
(note those resources identified).
- — EO 5: Ability to use leisure resources owned by the facility.
 - — Number of leisure resources utilized
(note those resources utilized)
- — EO 6: Awareness of appropriate procedure for borrowing leisure resources.
 - — a. "ask owner for permission."
 - — b. "use the way it is supposed to be used."
 - — c. "tell the owner if it's broken or lost."
 - — d. "returning it the way it should be."
- — EO 7: Awareness of leisure resources owned by peers willing to share.
 - — Provide the number of resources identified
(note those identified).
- — EO 8: Ability to borrow a leisure resource.
 - — a. Request for permission
 - — b. Use in accordance with rules, norms, etc.
 - — c. Immediate notification of owner if broken or lost.
 - — d. Return of the resource.
- TPO 3: Awareness of leisure resources in the community.
 - — EO 1: Knowledge of leisure resources within walking distance.
 - — Provide the number of leisure resources identified (note those resources identified).
 - — EO 2: Ability to use a leisure resource within walking distance (note the resource used).
 - — EO 3: Knowledge of leisure resources accessible by only car or bus.
 - — Provide the number of resources identified
(note those resources identified).

ENABLING OBJECTIVE ASSESSMENT SHEET CONTINUED

- — EO 4: Ability to use a leisure resource accessible by only car or bus (note the resource used).

- — EO 5: Knowledge of information sources.
 - — a. Radio and television.
 - — b. Friends or staff.
 - — c. Sections of the newspaper.
 - — d. Billboards and posters.
 - — e. Magazines and publications.
 - — f. Yellow Pages.
 - — g. City or state map.
 - — h. Request of help.
- — EO 6: Ability to utilize an information source.
 - — a. Radio and television.
 - — b. Friends or staff.
 - — c. Sections of the newsppper.
 - — d. Billboards and publications.
 - — e. Magazines and publications.
 - — f. Yellow Pages.
 - — g. City or state map.
 - — h. Request of help.
- — EO 7: Ability to participate in a leisure activity identified through a pertinent information source (note the activity and information source).

Comments:

APPENDIX K
LEISURE BEHAVIOR ASSESSMENT FORM

APPENDIX K
LEISURE BEHAVIOR ASSESSMENT FORM

Name: _____

Observation No. ____

Date:

Day:

Time:

Description of the activity in which the client is engaged:

This activity is traditionally considered to be recreational.

Yes

No

This activity is considered to be an active leisure
phenomena.

Yes

No

Observation No. ____

Date:

Day:

Time:

Description of the activity in which the client is engaged:

This activity is traditionally considered to be recreational.

Yes

No

This activity is considered to be an active leisure
phenomena.

Yes

No

APPENDIX L
POST-INTERVIEW WITH STAFF

APPENDIX L
POST-INTERVIEW WITH STAFF

Name: _____

1. Have you noticed any beneficial effects of the program?
2. Have you noticed any adverse or negative effects of the program?
3. What were the deficiencies of the program?
4. What were the strong points?
5. Do you think that the length of time spent on the program was adequate?
6. Do you think that the length of time spent on the individual objectives wasadequate?
7. Do you have any additional comments concerning the leisure counseling program?

APPENDIX M
POST-INTERVIEW WITH CLIENTS

APPENDIX M
POST-INTERVIEW WITH CLIENTS

Name: _____

1. What did you like about the leisure counseling program? Why?

2. What was there about the program that you didn't like? Why?

3. Do you think you learned anything from it? What did you learn?

APPENDIX N

LEISURE COUNSELING ACTIVITY EVALUATION FORM

APPENDIX N

LEISURE COUNSELING ACTIVITY EVALUATION FORM

TPO__

EO__

Enabling Objective:

Please answer the following questions honestly and frankly. SA means you strongly agree; A means you agree; U means you are uncertain; D means you disagree; and SD means you strongly disagree. If you have any comments please write them in the spaces provided, or on the back.

1. The presentation media i.e. slides, examples of leisure resources etc., were helpful in the instruction of the clients. SA A U D SD
Comments:
2. The time spent on this leisure counseling activity was sufficient to facilitate client achievement of the enabling objectives. SA A U D SD
Comments:
3. The vocabulary and language used by the leisure counselor was appropriate to the abilities of the clients. SA A U D SD
Comments:
4. The content of the leisure counseling activity is adequate to facilitate client achievement of the enabling objective. SA A U D SD
Comments:
5. The enabling objective corresponding to this leisure counseling activity is appropriate to the leisure education of the clients. SA A U D SD
Comments:
6. Do you have any additional comments?

APPENDIX O

LEISURE COUNSELING SESSION EVALUATION FORM

APPENDIX O

LEISURE COUNSELING SESSION EVALUATION FORM

TPO__

EO__

Enabling Objective(s):

Please answer the following questions honestly and frankly. SA means you strongly agree; A means you agree; U means you are uncertain; D means you disagree; and SD means you strongly disagree. If you have any comments, please write them in the spaces provided or, on the back.

1. The presentation media i.e. slides, examples of leisure resources, etc., were helpful in the instruction of the clients. SA A U D SD
Comments:

2. The time spent on this leisure counseling session was sufficient to facilitate client achievement of the enabling objective. SA A U D SD
Comments:

3. The vocabulary and language used by the leisure counselor was appropriate to the abilities of the clients. SA A U D SD
Comments:

4. The content of the leisure counseling session is adequate to facilitate client achievement of the enabling objective(s). SA A U D SD
Comments:

5. The enabling objective(s) corresponding to this leisure counseling session is appropriate to the leisure education of the clients. SA A U D SD
Comments:

6. Do you have any additional comments concerning this leisure counseling session?

APPENDIX P
LEISURE COUNSELING PROGRAM MATERIALS
FOR THE MENTALLY IMPAIRED

LEISURE COUNSELING PROGRAM MATERIALS
FOR THE MENTALLY IMPAIRED

Kenneth Francis Joswiak

1975

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LEISURE COUNSELING PROGRAM MATERIALS

FOR THE MENTALLY IMPAIRED

Introduction

The following materials are designed to serve as guidelines for the implementation of a leisure counseling program with the mentally impaired. A system's accountability approach provides the structure for the materials. Specific objectives are delineated and the content of the sessions aims at attainment of those objectives.

Pilot testing of the materials has occurred prior to final revisions. A description and report of the results of that pilot test will be presented at a later point. With these forethoughts in mind, focus can be placed on a rationale for leisure counseling and a detailed description of the program.

Rationale

To play, is an experience which is enjoyed by all. Indeed, more than that, play is critical to the basic functioning of every individual. To move, to laugh, and to "feel good" are all different, important aspects of various play behaviors. For the purposes of this program, any behavior occurring during free time which elicits feelings of enjoyment, contentment, or satisfaction can be termed play. This can be a 40 year old woman reading a book or a 10 year old child riding a horse.

This importance of play is most definitely extended to the mentally impaired. However, the mentally impaired are faced with several needs pertaining to play and its role in the use of leisure. In many cases, these individuals have more free time than most other people. Yet on the other hand, a lack of spontaneity and/or self-direction tends to inhibit their constructive use of that free time. Most mentally impaired have either learned leisure skills or experienced leisure activities in settings other than the home. These settings may be school, work activity centers, community mental health programs for the retarded, previous residences, or community parks and recreation programs. But quite often transfer

does not occur from the experiencing of leisure activities in these other environments to participation in those activities in the home. At times this transfer may not occur even though a person may possess the skill or ability necessary for the leisure activity.

In addition to teaching the mentally impaired "how" to play they need to be taught "why" and "where" to play. Many of the retarded have experienced in their lives a deprivation of exposure to community leisure resources. As a result, they may be unaware of those resources available to them. Correspondingly, the mentally impaired may not be completely aware of all the leisure resources available within the home, either those belonging to the facility, those they could borrow from peers, or even some of the resources which they personally own. An awareness of these resources needs to be developed.

To a large extent, the manner in which an individual plays determines both their mental and physical health. Leisure counseling can contribute to the development of healthy play behaviors and in turn provide stimulus for cognitive, physical, affective and social growth. The leisure counseling process can also help the mentally impaired assume, to some degree, the responsibility for their own leisure. Just as in learning responsibilities pertaining to self-care and vocational skills, the mentally impaired can be taught to assume a greater amount of responsibility in the management of their own free time.

Pilot testing of these materials reveals that they can, to some extent, develop a greater awareness of leisure, of the meaning of free time and play, and of leisure resources in the home and community. Clients do learn of leisure resources and do begin to engage or request to engage in varied activities utilizing those resources. This program is seen as an initial thrust in a long term process of effecting overall behavioral change concerning the use of leisure.

Structure of the Program

A system's accountability approach provides the structure of the program materials. This allows replicability and assists the leisure counselor in evaluating specific effects. Three terminal performance objectives (TPOs) form the

overall goals of the program.

1. To demonstrate awareness of the meaning of play and leisure.
2. To demonstrate awareness of leisure resources in the home.
3. To demonstrate awareness of leisure resources in the community.

The terminal performance objectives are broken into enabling objectives (EOs) which deal with specific components of the TPO. Performance measures (PMs) serve as the criteria used to determine client attainment of the enabling objectives. The leisure counseling activities (LCAs) provide the outlines for instruction, teaching techniques to use, additional materials required, and the recommended terminology to use with the clients. Each enabling objective has a minimum of one corresponding leisure counseling activity which is designed to effect client attainment of that objective. Either one or two LCAs may comprise a single leisure counseling session.

The program is made up of 18 total leisure counseling session, two sessions per week for nine weeks. Most sessions are approximately 1½ hours in length. But they do run as short as 45 minutes. The number of clients in a group can vary from four to ten. The time specified for each leisure counseling session is based on eight to ten members in a group. Smaller groups will require less time for the sessions.

Design of the Materials

Thorough evaluative procedures have been followed throughout the design of the materials. Prior to implementation, the program was submitted to a panel of experts for review. This panel included the resident counselors of the Moore Living Center (the group home where the materials were pilot tested), several members of the Michigan State University faculty and various experts in the field of therapeutic recreation. All members of the panel are identified in the acknowledgement page preceding the text. The materials were revised with respect to recommendations made. Pilot testing occurred at the Moore Living Center, Lansing, Michigan. Revision of the materials also occurred based on the evaluation of the pilot test program. The following materials are a result of this process.

The Pilot Test

The Moore Living Center consisted of two adjacent group homes. The population of each house was comprised of half male and half female. At the time of implementation, the total number of residents in the facility was 31. The age range was 18 to 49. The majority of the clients were between 20 and 30 years of age. Eighteen of the residents were classified as trainable mentally impaired. Thirteen were classified as educable mentally impaired. All of the residents were involved in day programs, either work activity centers, community mental health programs for the mentally retarded, special education programs in the school system, or adult education classes. Structured recreation available to them through municipal programs included swimming, bowling, ceramics, weaving, and, arts and crafts. The home functions as a semi-independent living facility.

The leisure counseling program ran concurrently in both houses. The members of each home met twice a week. Evaluation of the pilot test revealed that these leisure counseling materials appear to be effective with both the trainable and educable mentally impaired. However, a basic requirement of clients is adequate verbal abilities to permit functional interaction within the group discussions and in assessment. The clients that were most successful in attainment of objectives tended to be either in the educable mentally impaired range, more interested in the topic of leisure and play, or already tended to use their free time in a constructive manner. They also tended to be older. The most successful clients had more individuals in the 25 years and older bracket. The clients that were least successful tended to either possess lower cognitive abilities (being in the lower trainable range), and/or verbal abilities, or were very much opposed to the program and the meetings. The program does not appear to be very effective in remediating attitudinal barriers to leisure i.e. proponents of the work ethic.

Clients that had spent part of their lives in a sheltered, deprived environment, as in an institution, also tended to be more successful. Conversely, clients that had spent most of their lives in an enriched homelife, as provided by living with natural parents, tended to be less successful. However, concomitant factors made determination of exact cause of effects difficult. A history of institutionalization or homelife with a parent does appear to have some effect on the success an individual has in the program.

Although other clients did not benefit as much concerning attainment of enabling objectives, some beneficial effects did occur for them too. Their use

of leisure resources increased. Characteristics of this group included: interest in the leisure counseling program, classification in the trainable mentally impaired range, and possession of the pertinent leisure skill but, transference of the skill from another environment had not occurred. The program was definitely of benefit to them too.

Appropriate Settings for the Program

The content and format of the materials is designed for implementation in a group home or other residential setting. However, with adaptations, the materials could be utilized in day programs such as day training programs (e.g. school, trainable centers etc.) in conjunction with work activity centers, within community mental health programs for the retarded, and within municipal parks and recreation programs for the handicapped. Suggestions for modifications for these programs are provided in a later section.

Implementation of the Program

The leisure counseling program would best be implemented during a period when the clients have an abundance of free time. If possible, scheduling should occur when there is little conflict with other meetings or programs. (Such a period of time may be the summer.) The purpose for this concern is three-fold: (1) The program requires a certain amount of time and energy. Two meetings are scheduled per week. The clients are also expected to complete "assignments" to do something fun between sessions. Additional meetings or programs in the evening hours can serve to divert attention away from the leisure counseling program. The clients would find themselves with very little free time. This could potentially cause ill feelings toward meetings in general, those of the leisure counseling program included. (2) It would allow more free time to take advantage of the resources discussed and thus reinforce beneficial effects of the program. (3) If the clients are faced with an abundance of free time, they may be more motivated to be involved in the program. Implementation should occur at a time (or season) which best fits the needs and schedule of the setting. If possible, client involvement in other evening meetings should be kept to a minimum.

Assessment

In order to allow a better understanding of assessment procedures, it is suggested that the materials be briefly reviewed. Three different approaches are employed in client assessment. (1) Client attainment of objectives. (2) Subjective assessment of the clients' participation in leisure activities by the leisure counselor and the resident counselor. And, (3), informal observations by the leisure counselor and staff of the clients' leisure behaviors.

Pre-assessment occurs prior to implementation of the program. The leisure counselor interviews each client relative to each enabling objective and records achievement of objectives on the Enabling Objective Assessment Sheet. The recommended questions to ask clients are provided in the performance measures of each enabling objective. Suggestions for appropriate questions to use with clients that may need more assistance are also provided. The leisure counselor and the resident counselor of the home also pre-assess each client's participation in leisure activities (Participation in Leisure Activities Assessment Sheet).

Post-assessment may occur during a review at the conclusion of the leisure counseling activity or during other sessions. Within the sessions, post-assessment consists simply of making a note of the client's attainment of the objective and later transcribing it onto the Enabling Objective Assessment Sheet. However, in most cases, post-assessment will occur in individual interviews with the clients following the program. At that time, each client is interviewed relative to any enabling objective which they have not yet attained. Also, upon completion of the program, the leisure counselor and the resident counselor of the home will post-assess each client's participation in leisure activities and record it on the Participation in Leisure Activities Assessment Sheet. At this time, any additional client change can be noted.

Evaluation of the Program

The leisure counselor may want to evaluate the program as a whole to help determine additional effects or to formulate guidelines concerning modifications concerning future use of the materials. This evaluation can focus on four areas. (1) Examination of the client assessments to determine if the outcomes occurred as desired (Enabling Objective Assessment Form and Participation in Leisure Activities Assessment Sheet). (2) Interviews of the clients at the time of post-assessment

following the program (Client Interview Form). (3) Interviews of staff following the program (Post-Interview with Staff Form). And, (4) observations made by the leisure counselor. This process can determine overall effects of the program, any unanticipated outcomes, and can assist if modifications of the program are deemed necessary. The forms identified are found following the materials.

The Program Materials

On the following pages are the leisure counseling program materials. All of the enabling objectives and performance measures for one terminal performance objective are identified together, in sequence. Following the listing of enabling objectives are their corresponding leisure counseling activities. The next terminal performance objective follows those leisure counseling activities and the sequence is repeated.

**TERMINAL PERFORMANCE OBJECTIVES, ENABLING OBJECTIVES
AND LEISURE COUNSELING ACTIVITIES**

TERMINAL PERFORMANCE OBJECTIVE 1: To demonstrate awareness of the meaning of play and leisure.

ENABLING OBJECTIVE

1. To demonstrate awareness of the concept of play.

PERFORMANCE MEASURE

1. Upon the request of, "Tell me which pictures (or slides) show people playing.", the client will identify a minimum of 5 out of 6 photographs (or slides) depicting the client or friends of the client engaged in traditional leisure activities categorized as active leisure phenomena e.g. playing frisbee, checkers, looking at a magazine etc. The client will also, correspondingly identify a minimum of 5 out of 6 slides depicting the client or friends engaged in obligated activities (e.g. sleeping, washing dishes, etc.) as "not play." Performance as observed by the leisure counselor.

Note: The client will be shown a total of 12 consecutive slides occurring in no set order. If necessary, before each photograph (or slide) the leisure counselor may ask, "Is this play?"

ENABLING OBJECTIVE

2. To demonstrate knowledge of the concept of free time.

PERFORMANCE MEASURE

2. Upon the request of, "What is free time?", the client will define free time in their own words, including one of the following three major points:
 - a. It is time in which the individual "...is free from doing things that they have to do like going to school/work, working around the home, eating, sleeping, or washing."
 - b. The individual "...is free to do whatever they want as long as it doesn't break the law or hurt anybody."
 - c. "It's time when we have fun."

Note: In response to "b.", the leisure counselor may ask, if necessary, "Could you do something like break a window or get in a fight?"

ENABLING OBJECTIVE

3. To demonstrate knowledge of when personal free time occurs.

PERFORMANCE MEASURE

3. Upon the request of, "When do you have free time?", the client will identify in their own words a minimum of 85% of the following blocks of time which are appropriate to the individual (rounded to the nearest whole number).
During the week:
 - a. In the mornings.
 - b. In the afternoons.
 - c. After work/school.
 - d. After supper.Saturday:
 - e. Morning, after waking up.
 - f. Afternoon.
 - g. Evening, after supper.Sunday:
 - h. Morning, after waking up.
 - i. Afternoon.
 - j. Evening, after supper.

If a client replies in a manner such as, "All day Saturday." the leisure counselor may ask, "Do you have free time when you are doing house jobs on Saturday?" and, "Do you have free time when you are eating your meals?" Identification of any obligated time blocks as free time will constitute non-attainment of the objective.

Accuracy as judged by the leisure counselor.

ENABLING OBJECTIVE

4. To demonstrate knowledge of the beneficial effects of play.

PERFORMANCE MEASURE

4. Upon the request of, "What are the good things that happen to us when we play?", the client will identify a minimum of 2 of the following 4 beneficial effects of play.
 - a. Provides "...a chance for exercise or physical activity."
 - b. Allows "...a chance to be with and talk to other people."
 - c. Allows "...a chance for learning about the world around us."
 - d. "It makes a person feel good." or, "It lets us have fun."

If necessary, the leisure counselor may provide examples i.e. "What are the good things that happen to us when we go bowling...or to a party?"

Accuracy as judged by the leisure counselor.

ENABLING OBJECTIVE

PERFORMANCE MEASURE

Note: In the sequencing of the program, it is recommended that the LCAs corresponding to EO 5 and 6 occur after those for TPO 2 and 3. Nearing the end of the program, the clients will have developed a greater awareness of resources and activities. With this greater awareness, they will have more options and thus a greater opportunity for success in selecting an activity for the purpose of altering a mood.

5. To demonstrate knowledge of the potential relationship of leisure activities and mood alteration i.e. boredom, lonesomeness, nervousness and tension.

5. Upon the requests of, "Is there ever any special time during your free time when you feel bad, ...either bored, or nervous, or lonesome?", "...How do you feel then?", "...What would be something good to do to make you feel better?", "...Why would that be good to do?", the client will:
- a. Identify a period of time which is generally associated with a specific mood i.e. boredom, lonesomeness, nervousness or tension. (Optional, if appropriate)
 - b. Describe the mood or feeling.
 - c. Select an appropriate activity to deal with the mood or feeling.
 - d. Present an appropriate rationale for selection of the activity. (This may include identification of positive feelings which may be elicited by the activity.)

Appropriateness as judged by the leisure counselor.

ENABLING OBJECTIVE

6. To demonstrate the ability to select and engage in a leisure activity for the purpose of mood alteration.

PERFORMANCE MEASURE

6. Upon the requests of, "Was there ever a time when you felt bad, and you did something to make yourself feel better?", "...Tell me about it.", (or if necessary) "...What did you do?", "...How did that make you feel?", the client will describe a situation in which they experienced a specific mood and engaged in an appropriate leisure activity for the purpose of eliciting positive change in that mood.

Performance measured by the client's own description and discussion concerning the situation.

Response as judged to be appropriate by the leisure counselor.

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure.

EO 1: Awareness of the concept of play.

Time: 1 hour 30 minutes (includes the activity but excludes the follow-up which occurs at the next session).

Presentation Media: Slide projector, slide screen or sufficient wall space, slides depicting the clients engaged in various leisure activities, leisure resources from around the house e.g. checker game, "Aggravation" game, frisbee, unpopped popcorn, deck of cards, magazines etc.

Format:

I. Introduction to the leisure counseling program.

A. Ask the clients:

1. "WHO CAN TELL ME WHAT IT FEELS LIKE TO BE BORED?", "...WHAT DOES BORED MEAN?"
2. "WHO CAN TELL ME WHAT IT FEELS LIKE TO BE LONESOME?", "...WHAT DOES LONESOME MEAN?"
- B. "DURING THESE LEISURE COUNSELING MEETINGS WE WILL DO SOME DIFFERENT THINGS."
 1. "WE WILL TALK AND LEARN ABOUT DIFFERENT THINGS THAT WE CAN DO DURING OUR FREE TIME TO KEEP US FROM GETTING BORED OR LONESOME."
 2. "WE WILL LEARN ABOUT HOW IMPORTANT FREE TIME, PLAY, AND FUN ARE IN OUR LIVES."
 3. "WE WILL LEARN ABOUT DIFFERENT THINGS WE CAN USE BOTH HERE AT HOME AND OUTSIDE THE HOME, IN THE COMMUNITY, THAT CAN HELP US TO HAVE FUN."
- C. "DURING THESE MEETINGS I'M GOING TO ASK EVERYBODY TO DO SOMETHING. IT'LL BE SORT OF AN ASSIGNMENT. CAN SOMEBODY TELL ME WHAT AN ASSIGNMENT IS?"
- D. "I'M GOING TO ASK EVERYBODY TO DO SOMETHING THAT IS FUN, OR, TO PLAY. BUT I WILL BE ASKING YOU TO DO THINGS THAT ARE FUN IN DIFFERENT WAYS."

II. Discussion concerning the definition of play.

A. "WHO CAN TELL ME WHAT PLAY IS?"

B. Solicit responses from the clients.

C. Leisure counselor provides a definition of play.

1. "PLAY IS ANYTHING WE DO DURING OUR FREE TIME THAT MAKES US FEEL GOOD. IT CAN HELP US FEEL RELAXED, IT CAN MAKE US LAUGH, OR IT CAN JUST MAKE US FEEL GOOD."

LEISURE COUNSELING ACTIVITY CONTINUED

2. "HOW DO WE FEEL WHEN WE ARE RELAXED?"
3. "WHAT IS IT LIKE WHEN WE FEEL REALLY GOOD?"
4. "SOME PEOPLE CALL THESE THINGS 'LEISURE ACTIVITY' OR 'ACTIVITY' BUT THEY ARE REALLY, PLAY."

III. Examples of play.

- A. "THERE ARE A LOT OF DIFFERENT WAYS TO PLAY. LET'S GO AROUND THE GROUP AND EVERYBODY TELL THE REST OF US ONE WAY THAT THEY REALLY LIKE TO PLAY. IF YOU WANT TO TELL THE GROUP ABOUT MORE THAN ONE WAY THAT YOU LIKE TO PLAY, YOU CAN. I WILL START." (Leisure counselor and staff model the procedure for the clients.)
- B. If a client responds inappropriately or has difficulty responding, employ the guided discovery technique to assist them e.g. "What is it that you do after supper in the backyard?"
- C. "AS YOU CAN SEE, THERE ARE A LOT OF DIFFERENT WAYS TO PLAY."

IV.

Emphasis on carryover from other programs.

- A. "WHAT ARE SOME OF THE WAYS THAT YOU LEARN TO PLAY, AND THE PLACES THAT YOU GO FOR FUN AT SCHOOL, WORKSHOP, OR PARKS AND RECREATION PROGRAMS?"

1. Solicit responses from the clients.
2. Possible answers:
 - a. Skills learned in structured programs--bowling, swimming, arts and crafts, croquet, horseshoes, frisbee, table games, dances, etc.
 - b. Activities and resources experienced in structured programs--museums, planetarium, movies, plays, library, etc.
- B. Emphasize that, "WE CAN DO ALL OF THESE THINGS AT HOME, OR WE CAN VISIT THOSE PLACES WITH OUR FRIENDS."
- C. Throughout the leisure counseling program, emphasize that the clients can also participate at home in activities experienced in other programs or the clients can visit those resources with other people from the home.

V. Slide presentation: "The Clients Having Fun!"

- A. Focus of the slides is on the clients engaged in a variety of leisure activities.

LEISURE COUNSELING ACTIVITY CONTINUED

- B. "THESE ARE ALL DIFFERENT WAYS TO PLAY. THEY CAN ALL MAKE US FEEL GOOD."
- C. "THESE ARE JUST A FEW WAYS TO HAVE FUN. IN THESE MEETINGS, WE WILL BE LEARNING ABOUT OTHER WAYS TO HAVE FUN."
- D. If there are any visually impaired clients, ask other clients to describe the activities depicted in the slides.

VI. Activity for the night.

- A. "I'M GETTING TIRED OF SITTING AND TALKING. I THINK IT IS TIME FOR US TO TAKE A BREAK."
- B. "LET'S TAKE A TWENTY MINUTE BREAK. BUT I WANT EVERYBODY TO DO SOMETHING SPECIAL. I WANT EVERYBODY TO DO SOMETHING THAT IS FUN. DO SOMETHING DIFFERENT. SOMETHING YOU USUALLY DON'T DO."
- C. "I HAVE SOME THINGS HERE THAT WE CAN USE TO HAVE FUN." (Refer to the leisure resources e.g. basketball, sewing materials, paint set, etc.)
- D. "I WOULD LIKE EVERYONE TO PICK OUT SOMETHING FROM UP HERE AND USE IT TO HAVE FUN."
- E. "FIRST, WHO CAN TELL ME WHAT ARE ALL THE THINGS WE HAVE UP HERE THAT WE CAN USE TO HAVE FUN." (Allow the clients to identify the resources and describe what they can do with it. Hold each resource up for all to see.)
- F. "LET'S HAVE EVERYONE TELL THE REST OF THE GROUP WHAT THEY ARE GOING TO DO TO HAVE FUN. I WILL GO FIRST." (Leisure counselor and staff model the procedure for the clients.)
 - 1. "REMEMBER, PICK SOMETHING FROM UP HERE. PICK SOMETHING THAT YOU USUALLY DON'T USE."
 - 2. "IF YOU WANT TO DO SOMETHING DIFFERENT THAN WHAT IS UP HERE THAT IS ALRIGHT."
 - 3. If a client responds inappropriately or has difficulty selecting an activity employ the guided discovery technique to assist them e.g. "What did you say was your favorite way to play? ...Could you do that?"
- G. Reinforce appropriate responses or approximations.
- E. "LET'S TAKE A BREAK. EVERYBODY HAVE FUN! WE'LL COME BACK HERE IN TWENTY MINUTES."
- F. Allow and encourage the clients to initiate the activity themselves.
- G. Techniques for clients lacking in self-direction or requiring special assistance.

LEISURE COUNSELING ACTIVITY CONTINUED

1. During the break, question the client concerning the activity.
 - a. "Have you done anything that is fun?"
 - b. "What are you going to do to have fun?"
 - c. "When are you going to start?"
 2. Employ the guided discovery technique e.g. "What could be something fun to do outside?"
 3. Provide suggestions to the client.
 - a. "Maybe you could do _____ (name of activity)."
 - b. "Why don't you ask _____ (name of a peer) to do that with you?"
 4. Provide a strong suggestion to the client, "I think that you should _____ (name of an activity)."
 5. If necessary, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.
- H. Reinforce appropriate play behaviors or approximations.
- I. Allow twenty minutes to lapse before calling the group together.

VII.

Summary and assignment.

- A. "LET'S HAVE EVERYONE TELL THE REST OF THE GROUP WHAT THEY DID THAT WAS FUN AND HOW IT MADE THEM FEEL. I WILL GO FIRST." (Leisure counselor and staff model the procedure for the clients.)
- B. Possible questions to ask the clients:
 1. "HOW DID YOU PLAY?"
 2. "HOW DID YOU FEEL AFTER YOU DID THAT?"
 3. "WERE YOU GLAD THAT YOU DID THAT?"
- C. Reinforce descriptions of appropriate play behaviors or approximations.
- D. Emphasize that, "PLAYING WELL CAN MAKE US FEEL GOOD."
- E. Assignment.
 1. "NOW I AM GOING TO ASK EVERYONE TO DO SOMETHING BEFORE OUR NEXT MEETING. EVERYONE DO SOMETHING THAT IS FUN BEFORE OUR NEXT MEETING. MAKE IT SOMETHING DIFFERENT THAN WHAT YOU USUALLY DO."
 2. "LET'S HAVE EVERYONE TELL THE REST OF THE GROUP WHAT THEY ARE GOING TO DO TO HAVE FUN. WHO WOULD LIKE TO GO FIRST?" (Allow a client to model the procedure.)

LEISURE COUNSELING ACTIVITY CONTINUED

3. Leisure counselor and staff also share their plans for fun.
4. If a client responds inappropriately or has difficulty selecting an activity, use the guided discovery technique as previously described.
5. Reinforce appropriate responses or approximations.
- F. Optional: If using the "Assignment Chart", remind the clients to check their names off or ask a staff member to help them.
- G. Techniques for clients lacking in self-direction or requiring special assistance.
 1. Before the next session, question the client concerning the activity.
 - a. "Have you done anything that's fun?"
 - b. "What are you going to do to have fun?"
 - c. "When are you going to start?"
 2. Employ the guided discovery technique e.g. "What would be something you could do in the basement that would be fun?"
 3. Provide suggestions to the client.
 - a. "Maybe you could do _____ (name of an activity)."
 - b. "Why don't you ask _____ (name of a peer) to do that with you?"
 4. Provide a strong suggestion to the client, "I think that you should _____ (name of an activity)."
 5. If necessary, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.
- H. Reinforce appropriate play behaviors or approximations.

VIII.

- Follow-up at the next session. Time: 15 minutes.
- A. "WHO CAN TELL ME WHAT I ASKED EVERYBODY TO DO AT OUR LAST MEETING?"
 - B. "LET'S HAVE EVERYONE TELL THE REST OF THE GROUP WHAT THEY DID THAT WAS FUN AND HOW IT MADE THEM FEEL. WHO WOULD LIKE TO GO FIRST?" (Allow a client to model the procedure.)
 - C. Possible questions to ask the clients.
 1. "HOW DID YOU PLAY?"
 2. "HOW DID YOU FEEL AFTER YOU DID IT?"
 3. "WERE YOU GLAD THAT YOU DID IT?"
 4. "WHY WERE YOU GLAD THAT YOU DID IT?"
 - D. Leisure counselor and staff also share their experiences with the group.

LEISURE COUNSELING ACTIVITY CONTINUED

- E. Reinforce descriptions of appropriate play behaviors or approximations.
- F. Emphasize that, "PLAYING WELL CAN MAKE US FEEL GOOD."
- G. "ALSO, EVERYONE ASK EACH OTHER WHAT YOU HAVE DONE FOR FUN. THIS CAN BE A WAY TO HELP EACH OTHER GET IDEAS FOR FUN THINGS TO DO."

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure. EO 2: Knowledge of the concept of free time.

Time: 15 minutes.

Presentation Media: none.

Format:

I. Definition of free time.

A. "WHO CAN TELL ME WHAT FREE TIME IS?"

B. Invite clients to offer definitions of free time.

C. Leisure counselor provides a definition of free time including three major points.

1. "FREE TIME IS TIME IN WHICH WE DO NOT HAVE TO DO ANY WORK OR DUTIES."

2. "WE ARE FREE TO DO ANYTHING WE WANT, AS LONG AS IT DOESN'T BREAK THE LAW AND DOESN'T HURT ANYBODY."

3. "IT IS TIME WHEN WE HAVE FUN!"

D. Emphasize the fact that individuals are free to engage in any activity desired. "THERE ARE A LOT OF THINGS TO DO BESIDES WATCH TV. WE CAN DO WHATEVER WE WANT AS LONG AS WE DON'T BREAK THE LAW OR HURT ANYBODY."

E. "SOMETIMES IT IS CALLED 'LEISURE' OR 'LEISURE TIME.'"

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure. EO 3: Awareness of when personal free time occurs.

Time: 1 hour (excluding the follow-up which occurs at the next session).
Presentation Media: Slide projector, slide screen or sufficient wall space and, slides of the clients engaged in leisure activities and engaged in work or obligated duties.

Format:

I. Discuss with the clients when their personal free time occurs.

A. "WHO CAN TELL ME WHEN THEY HAVE FREE TIME?"

B. Solicit examples of different occasions when free time occurs.

II. Comparison of obligated and unobligated time.

A. "SOMETIMES WE HAVE TIME WHEN WE HAVE TO DO THINGS LIKE GO TO SCHOOL OR WORK, OR EAT, OR SLEEP."

B. "OTHER TIMES WE DON'T HAVE TO DO ANYTHING LIKE THAT. WE CAN DO WHAT-EVER WE WANT. THIS IS OUR FREE TIME."

C. "LET'S PRETEND WE ARE GOING THROUGH AN AVERAGE DAY AND EVERYONE TELL ME WHEN THEY HAVE FREE TIME AND WHEN THEY HAVE TIME THAT THEY HAVE TO DO SOMETHING."

D. Go through a typical weekday and a typical weekend day by "blocks of time" and ask the clients to identify when their free time and obligated time occurs.

1. "WHO HAS FREE TIME ON MONDAY MORNING RIGHT WHEN YOU GET UP, FROM ABOUT 7:00 TO 9:00?...WHO HAS THINGS THAT THEY HAVE TO DO AT THAT TIME?"

2. "HOW ABOUT LATER ON, MONDAY MORNING, FROM 9:00 TO 12:00?"

3. "DOES ANYONE HAVE FREE TIME MONDAY AFTERNOON DURING LUNCH TIME?"

...OR IS THAT TIME WHEN WE HAVE TO DO SOMETHING?" (eat)

4. "WHAT ABOUT AFTER LUNCH TIME, FROM ABOUT 1:00 TO 3:30?"

5. "HOW ABOUT WHEN YOU GET HOME FROM SCHOOL OR WORK, BEFORE SUPPER?"

6. "IS SUPPER TIME FREE TIME FOR ANYONE?"

7. "WHO HAS FREE TIME AFTER SUPPER? WHO HAS THINGS THAT THEY HAVE TO DO THEN?"

8. "WHAT ABOUT LATE AT NIGHT UNTIL THE NEXT MORNING, IS THAT FREE TIME FOR ANYONE?"

LEISURE COUNSELING ACTIVITY CONTINUED

- 9. Identify similar, appropriate blocks of time for a weekend day. Solicit responses from all of the clients.
- E. If a client provides an inappropriate response, employ the guided discovery technique to assist them e.g. "Are you really free to do anything you want during that time?" or, "If you didn't eat (or sleep) for about three or four days, what would you have to do?"
- F. Leisure counselor and staff also identify when their free time and obligated time occurs when the clients are doing so.
- G. Reinforce appropriate responses.
- H. "SO WHAT ARE THINGS THAT WE HAVE TO DO?" (brush teeth, sleep, eat, etc.)
- I. "WHAT ARE THE THINGS THAT WE ARE FREE TO DO?" (Bowl, ride a bicycle, buy an ice cream cone, etc.)

Note: This activity should be directed primarily to clients that responded inappropriately in the pre-assessment.

III. Summary and assignment.

- A. Slide presentation.
- B. Show slides of the clients engaged in leisure activities and in obligated activities (These may include some slides previously shown).
- C. "I'M GOING TO SHOW YOU SOME SLIDES. WHEN I FLASH A SLIDE I WANT YOU TO TELL ME IF IT IS HAPPENING DURING FREE TIME OR DURING TIME WHEN WE HAVE TO DO SOMETHING."
- D. Solicit responses from clients that do not voluntarily respond.
- E. If a client responds incorrectly, employ the guided discovery technique to assist them e.g. "Is that a picture of something you have to do or something that you are doing just because it is fun?"
- F. Reinforce correct responses.
- H. Assignment.
 - 1. "I'M GOING TO ASK EVERYONE, INCLUDING MYSELF AND THE STAFF, TO DO SOMETHING THAT IS FUN DURING YOUR FREE TIME BEFORE THE NEXT MEETING. TRY TO DO SOMETHING DIFFERENT."
 - 2. "LET'S HAVE EVERYONE TELL THE GROUP WHAT THEY THINK THEY MIGHT DO."
 - 3. Leisure counselor and staff also share their plans for fun.
 - 4. If a client responds inappropriately or has difficulty selecting

LEISURE COUNSELING ACTIVITY CONTINUED

an activity, employ the guided discovery technique e.g. "What game could you play up in the loft on a green table with sticks?" (pool) Techniques for clients lacking in self-direction or requiring special assistance.

- I. 1. Before the next session, question the client concerning the activity.
 - a. "Have you done anything that's fun?"
 - b. "What are you going to do to have fun?"
 - c. "When are you going to start?"
2. Employ the guided discovery technique e.g. "What could be something to do in the kitchen that is fun?" "...Something that goes, 'Pop!'" (make popcorn) If the client requires assistance, "Who could you ask to help you make popcorn?" "...How about the person that is in charge?" (the resident counselor).
3. Provide suggestions to the client.
 - a. "Maybe you could do _____ (name of and activity)."
 - b. "Why don't you ask _____ (name of a peer) to do that with you?"
4. Provide a strong suggestion to the client, "I think that you should _____ (name of an activity)."
5. If necessary, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.
6. Reinforce appropriate play behaviors or approximations.

IV. Follow-up at the next session. Time: 30 minutes.

- A. "REMEMBER IN OUR LAST MEETING WE TALKED ABOUT FREE TIME."
- B. "WHO CAN TELL ME WHAT IS FREE TIME?"
 1. Post-assess the clients that answer relative to EO 2.
 2. If a client answers inappropriately, employ the guided discovery technique e.g. (client) "Free time is when there's nothing to do."; (leisure counselor) "Isn't there anything at all we can do during our free time?" (client) "Oh we can go swimming or listen to records if we want."; (leisure counselor) "What do those things like swimming do for you?" (client) "They're fun."; (leisure counselor) "So in our free time we can do things that are _____." (purposely leave sentence open-ended) (client) "Fun!"; (leisure counselor) "Very good!"

LEISURE COUNSELING ACTIVITY CONTINUED

So is free time, time when there is nothing to do?" (client) "No, free time is time when we have fun."

- C. "HAS ANYBODY DONE ANYTHING FUN DURING THEIR FREE TIME SINCE OUR LAST MEETING?"
- D. Solicit responses from all group members.
- E. Possible questions to ask the clients.
1. "HOW DID YOU PLAY?"
 2. "HOW DID YOU FEEL AFTER YOU DID THAT?"
 3. "IS THERE ANY SPECIAL PLACE IN YOUR BODY WHERE YOU FEEL _____ (name of the feeling e.g. good, happy)?"
 4. "WERE YOU GLAD THAT YOU DID IT?"
 5. "WHY WERE YOU GLAD THAT YOU DID IT?"
- F. Leisure counselor and staff also share their experiences with the group.
- G. Reinforce descriptions of appropriate play behaviors or approximations.
- H. Emphasize that, "PLAYING WELL CAN MAKE US FEEL GOOD."

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure.

- EO 1: Awareness of the concept of play
- EO 2: Knowledge of the concept of free time.
- EO 3: Knowledge of when personal free time occurs.

Note: This LCA is intended to reinforce concepts of the stated EOs.

Time: 1 hour (excluding the follow-up which occurs at the next session).

Presentation Media: none (However an extra staff person may be necessary to assist the clients in role playing.)

Format:

I. Discussion of feelings which block participation in play.

A. "DOES ANYONE EVER FEEL THAT THEY WOULD LIKE TO PLAY, LIKE GO RIDE A BIKE, BUT SOMETHING INSIDE OF YOU SAYS THAT YOU SHOULDN'T? IT'S ALMOST AS IF SOMEONE IS TELLING YOU NOT TO PLAY."

B. Formulate, with the clients, statements similar to the following.

If necessary, employ the guided discovery technique e.g. "Did you ever feel like having some fun playing pool or doing something else but felt that you had other things to do?" (clean room, go to bed, etc.)

1. "I don't have time to play!"
 2. "I have to clean my room. I can't go to ceramics!"
 3. "I have to get up early tomorrow. I can't go to the basketball game!"
 4. "I'm afraid to go rollerskating because people might laugh at me if I fall. Don't go rollerskating!"
 5. "If I draw a picture, it might not look very good. Don't draw a picture!"
 6. "Riding a bike is for little kids. Don't go for a bike ride!"
- C. "IT'S ALMOST AS IF THERE IS A PARENT OR SOME ADULT INSIDE OF US TELLING US NOT TO PLAY."
- D. "WHAT REALLY HAPPENS IS THAT WE END UP TELLING OURSELVES, 'NO, DON'T PLAY!' THEN WE END UP NOT PLAYING AND NOT HAVING AS MUCH FUN AS WE COULD BE HAVING."

LEISURE COUNSELING ACTIVITY CONTINUED

II.

Discussion of feelings which encourage participation in play.

- A. "BUT SOMETIMES DON'T YOU FEEL THAT YOU WANT TO PLAY NO MATTER HOW MUCH WORK YOU HAVE TO DO OR HOW LATE IT IS? IT'S ALMOST AS IF SOMEONE WAS TELLING YOU THAT YOU SHOULD PLAY."
- B. Formulate, with the clients, statements similar to the following.
If necessary, employ the guided discovery technique e.g. "What if you had a really big taste for something sweet to eat, what might you say to yourself?" ("I want to go buy some cookies at the bakery, right now!")
1. "I want to go to the zoo, today!"
 2. "Going for a walk in the field is fun! I want to go!"
 3. "I want to get an ice cream cone, right now!"
 4. "Going swimming makes me feel good! I want to go swimming!"
 5. "I want to play! I want to have fun!"
- C. "IT'S ALMOST AS IF THERE IS A LITTLE CHILD INSIDE OF US THAT TELLS US WE WANT TO PLAY, NO MATTER WHAT."

III.

Role play both situations.

- A. "HAS ANYONE EVER FELT LIKE THIS? EITHER YOU FEEL THAT YOU CAN'T GO OUT AND DO SOMETHING THAT IS FUN, OR THAT YOU WANT TO, NO MATTER WHAT ELSE THERE IS TO DO. RAISE YOUR HAND IF YOU HAVE EVER FELT THIS WAY."
(Leisure counselor and staff raise hands also.)
- B. "IN ORDER TO REALLY SHOW YOU WHAT WE SOMETIMES SAY TO OURSELVES, I WANT TO PLAY A GAME. EVERYONE GET A PARTNER." (Assist, if necessary.)
- C. "WE'RE GOING TO PRETEND THAT ONE OF YOU CAN'T PLAY. ONE PERSON WILL TELL THE OTHER THAT THEY ARE NOT ALLOWED TO PLAY."
- D. "FIRST DECIDE WHO WILL BE THE ONE THAT WANTS TO PLAY, THAT PERSON TELLS THE OTHER ABOUT ONE OF THE FAVORITE WAYS THAT THEY LIKE TO PLAY."
- E. "THE 'OTHER PERSON' TELLS THE 'ONE THAT WANTS TO PLAY' THAT THEY CAN'T PLAY, THEY PLAY TOO MUCH AND THAT THEY HAVE WORK TO DO. THE 'PERSON THAT WANTS TO PLAY' STAYS QUIET."
- F. THEN THE PERSON THAT WANTS TO PLAY TELLS THE 'OTHER PERSON' WHY THEY WANT TO PLAY. THE 'OTHER PERSON' STAYS QUIET."
- G. Model the procedure with another staff person and then with a client.

LEISURE COUNSELING ACTIVITY CONTINUED

1. "Other person" tells the person that wants to play.
 - a. "You can't _____ (name of the identified play activity)!"
 - b. "You already _____ to much!"
 - c. "You have to wash the dishes!"
 - d. "You have to clean your room!"
 - e. "You have to go to bed early!"
 - f. etc.
 2. The "person that wants to play" tells the "other person."
 - a. "But I want to _____!"
 - b. "It's fun and I like it!"
 - c. "I don't care how much work I have to do!"
 - d. etc.
 3. Then switch roles. "Other person" becomes the "person that wants to play" and "the person that wants to play" becomes "the other person." Repeat the process.
 4. When modeling with a client, assume the role of the "other person" first.
 1. Have one couple do the role playing at a time.
 2. Allow the rest of the group to observe the interaction.
 3. Applause at the end of each couple's role playing helps to develop enthusiasm.
- H.
- I. Techniques for clients lacking in self-direction or requiring special assistance.
 1. Verbal cues may be necessary for many of the clients.
 2. "Now you tell Sandra that she can't play. She's got too much work to do. She's got to clean her room. If she rides her bike, she might get hurt and besides, playing isn't important!"
 3. If the client still needs assistance when talking to the partner ask, "Is there any work she has to do in the living room?", or "What might happen if she rode her bike and fell down?" If the client requires further assistance, employ the questions in # 10, below.
 4. "Now Sandra, you talk about how you want to play. You don't care how much work you have to do!"

LEISURE COUNSELING ACTIVITY CONTINUED

5. If the client requires further assistance see # 10, below.
 6. If necessary, assign a staff member to be a partner with the client.
 7. Do not have the client assume the role of the "other person."
 8. Emphasize that this is a game.
 9. Explicitly tell the client what to do e.g. "Now I am going to tell you reasons why you can't go on a picnic....Now you tell me that you want to go on a picnic and why."
 10. If necessary, continually tell the client, "No!" or ask them, "Why?" when they assume an active role as "the person that wants to play" e.g. (client) "I want to go on a picnic!" (staff) "No, you can't go!" (client) "But I want to go!" (staff) "No, you have to go to school tomorrow, you'll be tired!"; (client) "But I want to go!" (staff) "Why?"; (client) "Because it's fun and I like it!" etc.
- J. During the activity, clients may focus on the negative aspect. Emphasize the positive, "I want to play!"
- K. Briefly discuss reactions to both situations.
1. "HOW DID IT FEEL TO BE TOLD YOU COULDN'T PLAY WHEN YOU WANTED TO?"
 2. Possible answers.
 - a. "I felt angry."
 - b. "I was sad."
 - c. "I felt discouraged."
 3. "HOW DID IT FEEL WHEN YOU WERE TALKING ABOUT PLAYING AND ALL THE FUN THAT YOU HAVE?"
 4. Possible answers.
 - a. "I felt happy."
 - b. "I felt good."
 - c. "I see that it's important to have fun."
- L. "THIS IS WHAT HAPPENS TO US SOMETIMES."
- M. "IT'S GOOD TO DO THE THINGS THAT WE HAVE TO DO. THIS WAY WE GET ENOUGH SLEEP, WE EAT WELL AND LEARN AT SCHOOL OR MAKE MONEY AT WORK. WHEN WE FEEL LIKE WE SHOULD WORK DURING THE TIME THAT WE HAVE TO, WE SHOULD DO IT. IF WE FEEL LIKE WE SHOULD DO THE DISHES AND IT IS TIME THAT WE DO THEM, WE SHOULD DO IT."

LEISURE COUNSELING ACTIVITY CONTINUED

- N. "BUT WHEN WE HAVE FREE TIME WE CAN DO WHATEVER WE WANT AS LONG AS IT DOESN'T BREAK THE LAW OR HURT ANYONE. SO WHEN YOU HAVE FREE TIME AND SOMETHING INSIDE OF YOU MAKES YOU FEEL LIKE PLAYING, GET UP AND DO SOMETHING FUN!"
- O. "WHAT ARE SOME THINGS WE CAN DO WHEN WE FEEL LIKE THIS?"
1. Solicit responses similar to the following.
2. "Play horseshoes."
3. "Look at a magazine."
4. "Play 'Toss Across'."
5. "Go buy a bottle of pop."
Assignment: "I'M GOING TO ASK YOU TO DO SOMETHING. TONIGHT OR BEFORE THE NEXT MEETING, WHEN YOU FEEL LIKE PLAYING AND IT IS DURING YOUR FREE TIME GET UP AND DO SOMETHING THAT IS FUN. LISTEN TO THAT CHILD IN YOU THAT SAYS, 'I WANT TO PLAY!' AT THE NEXT MEETING, WE WILL TALK ABOUT WHAT YOU DID THAT WAS FUN AND IF LISTENING TO THAT CHILD HELPED YOU TO PLAY BETTER."
- P. Techniques for clients lacking in self-direction or requiring special assistance.
1. Before the next session, question the client concerning the activity.
a. "Have you done something fun?"
b. "Remember that child that we talked about?" "...Has it said anything to you?" "...Have you felt like doing anything fun?"
c. "What are you going to do to have fun?"
d. "When are you going to start?"
2. Employ the guided discovery technique e.g. "I'm thinking of something fun that you could do. It's flat like a saucer and you throw it." (frisbee) "Is there anyone here in the living room that you could play frisbee with?"
3. Provide suggestions to the client.
a. "Maybe you could do _____ (name of an activity)."
b. "Why don't you ask _____ (name of a peer) to do that with you?"
4. Provide a strong suggestion to the client e.g. "I think that you should _____ (name of an activity)."
5. If necessary, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.

LEISURE COUNSELING ACTIVITY CONTINUED

- IV. Follow-up at the next session. Time: 20 minutes.
- A. "REMEMBER, AT THE LAST MEETING WE TALKED ABOUT THE CHILD IN US THAT SAYS, 'I WANT TO PLAY!'"
 - B. "LET'S HAVE EVERYONE TELL THE GROUP HOW THEY PLAYED AND IF LISTENING TO THAT CHILD HELPED THEM."
 - C. Possible questions to ask the client.
 - 1. "HOW DID YOU PLAY?"
 - 2. "HOW DID LISTENING TO YOURSELF WHEN YOU WANTED TO PLAY HELP YOU TO PLAY BETTER?"
 - D. Leisure counselor and staff also share their experience with the group.
 - E. Reinforce descriptions of appropriate play behaviors or approximations.
 - F. "WHEN WE PLAY DURING OUR FREE TIME WHEN WE REALLY FEEL LIKE IT, IT CAN MAKE US FEEL GOOD."
 - G. Periodically, throughout the leisure counseling program, refer to the fact that sometimes there is a part of us that really wants to play.
 - H. Also, this exercise can be repeated periodically. Allow one or two couples to do it at a time. This can help stimulate interest and enthusiasm, and reinforce the concept that play is important.

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure. EO 4: Knowledge of the beneficial effects of play.

Time: 1 hour (excluding the follow-up which occurs at the next session).
Presentaion Media: none.
Format:

I. Review the concept of play.

- A. "WHO CAN TELL ME WHAT PLAY IS?" (select a client to respond)
- B. "WHAT ARE SOME EXAMPLES OF PLAY?"
- C. Reinforce appropriate responses.
- D. Review if necessary.

II. Discussion concerning the benefits of play.

- A. "WHY DO WE PLAY?"
- B. "HOW IS PLAY GOOD FOR US?"
- C. "WHAT IS GOOD ABOUT GOING SWIMMING, LISTENING TO MUSIC OR BAKING COOKIES?"
- D. Formulate, with the clients, the beneficial effects of play. Employ the guided discovery technique as indicated in the following questions.
 - 1. "WHAT HAPPENS WHEN WE GET IN REAL PHYSICAL ACTIVITIES LIKE SWIMMING, SOFTBALL OR BOWLING?" (It gives a chance to get exercise.)
 - a. "WHAT IS EXERCISE?"
 - b. "WHY IS EXERCISE IMPORTANT?"
 - c. "WHAT DO WE USE WHEN WE EXERCISE?" If necessary, as a cue, leisure counselor flexes upper arm. (We use our muscles and exercise makes them stronger.)
 - d. "WHAT ELSE DOES EXERCISE DO?" "...WHAT DOES IT DO TO OUR HEART AND LUNGS?" (Exercise makes our hearts and lungs strong.)
 - e. "THIS WAY WE CAN DO MORE THINGS DURING THE DAY LIKE PLAYING FRISBEE, CLEANING THE HOUSE, GOING TO WORK OR SCHOOL AND NOT GET AS TIRED."
 - f. "WE ALSO ARE HEALTHIER AND DON'T GET AS SICK AS OFTEN."
 - g. "EXERCISE MAKES US FEEL GOOD."
 - 2. "WHAT HAPPENS WHEN WE WATCH A MOVIE, READ A MAGAZINE OR GO FOR A WALK IN THE WOODS AND FIND OUT ABOUT SOMETHING WE NEVER KNEW BEFORE."

LEISURE COUNSELING ACTIVITY CONTINUED

3. ("We can learn about different things around us.")
"WHAT IS THE GOOD THING THAT HAPPENS TO US WHEN WE DO SOMETHING LIKE GO ON A PICNIC OR TO A PARTY?" ("It gives us a chance to be with our friends or to meet new people.")
4. "WHAT HAPPENS WHEN WE FEEL REAL NERVOUS OR HAVE OTHER BAD FEELINGS AND WE HAVE A GOOD TALK WITH A FRIEND OR GO FOR A WALK IN THE WOODS?"
("We can get rid of that nervous feeling or any other bad feelings.")
5. "AND WHAT IS THE MOST IMPORTANT THING THAT HAPPENS TO US WHEN WE PLAY?"
("We have fun or, it makes us feel good.")
- J. Reinforce correct responses or approximations.
- K. "ALL THESE THINGS THAT PLAY DOES ARE IMPORTANT IF WE ARE TO BE HEALTHY, HAPPY PEOPLE. THE BETTER WE PLAY, THE HEALTHIER AND HAPPIER WE WILL BE."

III. Discussion concerning the beneficial effects of play activities in which the clients engage.

- A. "LET'S TALK ABOUT SOME OF THE THINGS WE DO FOR FUN AND ABOUT WHY THOSE THINGS ARE GOOD FOR US."
- B. Identify, with the clients, leisure activities experienced around the house, in day programs (school/work), and in the community (both structured recreation programs and commercial leisure resources).
- C. Leisure counselor models by identifying a leisure activity and the beneficial effects of it e.g. "I took care of the garden. It was good for me because I got some exercise and, it was fun."
- D. Invite at least one half of the clients to respond.
- E. Employ the guided discovery technique if a client requires assistance e.g. "Why was going for a walk in the woods when you were nervous good for you?" "...Did anything happen to that feeling of nervousness?"
("It helped to get rid of feeling nervous.")
- F. Reinforce correct responses or approximations.

IV. Summary and assignment.

- A. "ONCE MORE, WHO CAN TELL ME THE GOOD THINGS THAT HAPPEN TO US WHEN WE PLAY?"
- B. Review the beneficial effects of play with the clients.
- C. "NOW I'M GOING TO ASK YOU TO DO SOMETHING THAT IS FUN AGAIN BEFORE OUR NEXT MEETING."

LEISURE COUNSELING ACTIVITY CONTINUED

1. "THIS TIME, WHEN YOU ARE HAVING FUN, THINK OF WHY THAT ACTIVITY IS GOOD FOR YOU."
2. "AT THE NEXT SESSION WE WILL TALK ABOUT THE ACTIVITIES AND WHY THEY ARE GOOD FOR US."
3. "LET'S HAVE EVERYONE TELL THE GROUP WHAT THEY ARE GOING TO DO."

V. Techniques for clients lacking in self-direction or requiring special assistance. Before the next session, question the client concerning the activity.

1. "Have you done anything fun?"
2. "What are you going to do to have fun?"
3. "When are you going to start?"
- B. Employ the guided discovery technique e.g. "Is there anywhere that you could go to see some animals?" (the zoo)
- C. Provide suggestions to the client.
 1. "Maybe you could do _____ (name of an activity)."
 2. "Why don't you ask _____ (name of a peer) to do that with you?"
- D. Provide a strong suggestion to the client e.g. "I think that you should _____ (name of an activity)."
- E. If necessary, accompany the client during the activity and participate or observe the activity. Shape independent leisure behaviors.
- F. Prior to, during, or following, the activity ask the client, "Why is this activity good for us?" Employ the guided discovery technique as previously described.

VI.

Follow-up at the next session. Time: 30 minutes.

- A. "HAS ANYONE DONE ANYTHING FUN SINCE OUR LAST MEETING?"
- B. Possible questions to ask individual clients.
 1. "WHAT DID YOU DO THAT WAS FUN?"
 2. "HOW DID YOU PLAY?"
 3. "DID YOU DO ANYTHING INTERESTING?"
 4. Ask several of the clients, "WHY WAS THAT GOOD FOR YOU?"
- C. If the client responds inappropriately, employ the guided discovery techniques as previously indicated.
- D. Reinforce correct responses or approximations.
- E. Follow-up: Periodically, throughout the program, when discussing an activity ask the clients, "Why is that good for you?"

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure.

EO 5: Knowledge of the potential relationship of leisure activities and mood alteration i.e. boredom, lonesomeness, nervousness and tension.

Note: For the reasons previously stated when the EO was presented, it is recommended that this LCA and the following one be implemented after the LCAs for TPO 2 and 3.

Time: 1 hour 30 minutes (including the activity).
Presentation Media: none.
Format:

- I. Discussion concerning the use of leisure as a means of altering moods e.g. boredom, lonesomeness, nervousness and tension.
 - A. "DOES ANYONE EVER FEEL DOWN?...OR BURNED OUT?...OR JUST REALLY BAD?"
 - B. Ask the clients individually, "WHAT DO YOU FEEL LIKE WHEN YOU FEEL BAD?"
 - C. "SOMETIMES WE GET FEELINGS LIKE BORED, OR NERVOUS, OR LONESOME."
 - D. "WHAT CAN WE DO TO CHANGE THE WAY WE FEEL WHEN WE ARE LIKE THIS?"
("Do something that will make feel better.")
 - E. "WHEN WE FEEL BAD WE HAVE A CHOICE. WE CAN EITHER KEEP FEELING BAD OR TRY TO FEEL GOOD."
 - F. "BY USING OUR FREE TIME WELL AND BY PICKING THE RIGHT WAY TO PLAY WE CAN CHANGE THE BAD FEELINGS WE HAVE INTO GOOD FEELINGS."
- II. Discussion concerning the appropriate selection of leisure activities as a means of dealing with moods.
 - A. Solicit responses from the clients.
 - B. Employ the guided discovery technique if the clients require assistance e.g. "If you were bored and tired of doing the same things would it be good to do something that you already do a lot?" "...What would be something good to do?" ("An activity that hasn't been done in a long time.")
 - C. "WHAT DOES 'BORED' MEAN?"
 - D. "WHAT WOULD BE SOME GOOD THINGS TO DO IF WE WERE BORED?"

LEISURE COUNSELING ACTIVITY CONTINUED

1. "Something new or that we haven't done in a long time."
2. "Something active like basketball."
3. "Perhaps any activity if nothing was being done at all."
(Ask for suggestions for specific activities. Question those clients that have previously mentioned being bored.)
- E. "WHAT DOES 'NERVOUS' OR 'TENSE' MEAN?" "SHOW ME HOW YOU LOOK WHEN YOU ARE NERVOUS OR TENSE."
- F. "WHAT WOULD BE SOME GOOD THINGS TO DO SO WE WOULDN'T BE NERVOUS OR TENSE?"
 1. "A physical activity like swimming or taking care of the garden."
 2. "A relaxing activity like walking in the woods or laying down, putting our feet up on a stool and listening to music."
- G. "WHAT DOES 'LONESOME' MEAN?" "...HOW DO YOU FEEL WHEN YOU ARE LONESOME?"
- H. "WHAT WOULD BE SOME GOOD THINGS TO DO IF WE WERE LONESOME?"
 1. "An activity in which we would talk with other people like "Kings in the Corner" or "Bingo."
 2. "Calling up a friend on the phone."

III. Activity for the night.

- A. "LET'S TAKE A SHORT BREAK."
- B. "LET'S TRY AND SEE HOW DOING SOMETHING THAT IS FUN CAN HELP MAKE US FEEL BETTER."
- C. "EVERYONE DO SOMETHING THAT IS FUN AND WE'LL SEE IF DURING IT OR AFTER, WE FEEL ANY HAPPIER OR MORE RELAXED."
- D. "EVERYONE TELL THE REST OF THE GROUP WHAT THEY ARE GOING TO DO. I WILL GO FIRST." (Leisure counselor and staff model the procedure.)
- E. "LET'S TAKE ABOUT A HALF-HOUR BREAK. EVERYONE REMEMBER ONE THING...HAVE FUN!"
- F. Assist and prompt clients as necessary. Use techniques employed in previous-leisure counseling activities.

IV. Follow-up to the activity.

- A. "EVERYONE TELL THE GROUP WHAT THEY DID AND HOW IT MADE THEM FEEL. WHO WOULD LIKE TO GO FIRST?"
- B. Possible questions to ask the clients.
 1. "WHAT DID YOU DO?"

LEISURE COUNSELING ACTIVITY CONTINUED

2. "HOW DID THAT MAKE YOU FEEL?"
 3. "WHEN YOU FEEL _____ (Identify the feeling), IS THERE ANY SPECIAL PLACE IN YOUR BODY THAT YOU FEEL IT?"
 4. "ARE YOU GLAD THAT YOU DID IT?" "...WHY?"
- C. Reinforce descriptions of appropriate play behaviors or approximations.

IV. Discussion concerning identification of moods.

- A. "SOMETIMES WE HAVE THESE BAD FEELINGS HAPPEN TO US AT SPECIAL TIMES. FOR EXAMPLE, SOME OF YOU MIGHT FEEL REAL BORED ON FRIDAY NIGHTS. IF WE KNOW WHEN WE GET THESE FEELINGS, THEN WE CAN PLAN AHEAD FOR AN ACTIVITY TO DO DURING THAT TIME."
- B. "DOES ANYONE HAVE A SPECIAL TIME WHEN THEY FEEL BORED, OR NERVOUS, OR LONESOME?" (Solicit responses from at least half of the clients.)
- C. Ask the clients as they respond, "WHAT WOULD BE SOMETHING GOOD TO DO WHEN YOU FEEL _____."

V. Summary and assignment.

- A. Emphasize that, "PLAYING WELL CAN MAKE US FEEL GOOD WHEN WE ARE FEELING BAD."
- B. "THESE ACTIVITIES DON'T ALWAYS HAVE TO BE THINGS THAT WE USUALLY THINK OF AS 'PLAY.' THEY CAN BE THINGS LIKE TALKING WITH A FRIEND OR GOING FOR A WALK."
- C. "BEFORE OUR NEXT MEETING, EVERYBODY DO SOMETHING FUN AT A TIME WHEN YOU USUALLY FEEL BAD. IF YOU DON'T FEEL BAD AT ANY SPECIAL TIME, THEN DO IT WHENEVER YOU ARE FEELING BAD."
- D. "LET'S HAVE EVERYONE TELL THE GROUP WHAT THEY ARE GOING TO DO FOR FUN AND WHAT KIND OF BAD FEELING THEY ARE GOING TO TRY TO CHANGE. I WILL GO FIRST." (Leisure counselor and staff model the procedure.)
- E. If necessary, before the next session, question the clients as to whether or not they have completed the assignment. If they have, reinforce them. If they have not, use the following techniques as necessary.
- F. Techniques for clients lacking in self-direction or requiring special assistance.
 1. Before the next session, question the client concerning dealing with the mood.
 - a. "What are you going to do to change the way you feel when you

LEISURE COUNSELING ACTIVITY CONTINUED

- get _____ (name of feeling)?"
- b. "When do you think you will feel that way?" (if appropriate)
 2. Employ the guided discovery technique as previously described.
 3. Provide suggestions to the client.
 - a. "Maybe you could do _____ (name of an activity)."
 - b. "Why don't you ask _____ (name of resident counselor) if you can go there?"
 4. Provide a strong suggestion to the client e.g. "I think that you should _____ (name of an activity) when you feel _____ (name of a mood)."
 5. If appropriate, when the client experiences the discussed feeling, encourage them to initiate the activity if they do not do so independently e.g. "What was it that you planned to do when you feel like this?"

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure.

EO 6: Ability to select and engage in a leisure activity for the purpose of mood alteration.

Note: The content of the assignment requires a level of cognitive awareness which only the more intelligent clients may possess. However, the content is felt to be important. For those clients that do not do the assignment as specified, discuss what they did that was fun. Point out that those things can be done when they feel bad, and might make them feel better.

Time: 30 minutes.

Presentation Media: none.

Format:

I. Follow-up of the assignment from Enabling Objective 5.

A. Each client shares their experience with the rest of the group.

B. "AT THE LAST MEETING WE TALKED ABOUT HOW WE COULD CHANGE BAD FEELINGS THAT WE HAD."

C. "DID ANYONE GET A CHANCE TO TRY TO CHANGE THE FEELINGS THAT WE TALKED ABOUT LAST TIME?"

D. Post-assess each client relative to Enabling Objective 6 as they respond.

E. Possible questions to ask the clients.

1. "WHAT DID YOU DO?"

2. "HOW DID THAT MAKE YOU FEEL?" "...HOW DID YOU FEEL BEFORE YOU DID THAT?"

3. "WHEN YOU FEEL _____ (identify the feeling), IS THERE ANY SPECIAL PLACE IN YOUR BODY THAT YOU FEEL IT?"

4. "ARE YOU GLAD THAT YOU DID IT?" "...WHY?"

F. "IF THE ACTIVITY DID NOT HELP IT MIGHT NOT HAVE BEEN THE RIGHT ONE FOR YOU. OR YOU MAY NOT HAVE BEEN IN THE ACTIVITY LONG ENOUGH TO GIVE IT A CHANCE TO WORK."

1. Discuss with the client, "what went wrong." (if appropriate)

2. Suggest another more intense attempt at the same activity or exploration into new activities.

G. Leisure counselor and staff also share their experiences with the group.

H. If some clients do not do the assignment as specified, discuss what they did that was fun.

LEISURE COUNSELING ACTIVITY CONTINUED

- I. Emphasize that, "DOING THESE FUN THINGS CAN HELP US FEEL BETTER WHEN WE FEEL BAD."
- J. "FROM NOW ON, EVERYBODY TRY TO PLAN FOR THESE TIMES WHEN YOU ARE FEELING BAD AND THINK OF THE ACTIVITIES THAT YOU CAN DO. WHEN YOU START FEELING BAD, START DOING THE THING THAT YOU PLANNED TO DO."

TERMINAL PERFORMANCE OBJECTIVE 2: To demonstrate awareness of leisure resources in the home.

ENABLING OBJECTIVE

PERFORMANCE MEASURE

1. To demonstrate knowledge of one's personal leisure resources.
 1. Upon the request of, "What are the things that you own that help you to have fun?", the client will identify a minimum of 3 of their personal leisure resources.

Accuracy as judged by the leisure counselor.

Note: If a client has less than 3 leisure resources, use their total number of leisure resources as a criterion measurement. If the client has difficulty, the leisure counselor may ask, "Is there anything that you have in your room that helps you to have fun?"

¹leisure resource in the the home--a privately or communally owned entity traditionally considered to be a recreational object which can be utilized during free time to elicit feelings of enjoyment, contentment or satisfaction. examples: deck of cards, ping pong table, garden, stereo, etc. examples of objects that are not leisure resources: dishwasher, mop, washer, dryer, etc.

ENABLING OBJECTIVE

2. To demonstrate the ability to use one's personal leisure resources.

PERFORMANCE MEASURE

2. The client will engage in a minimum of two leisure activities utilizing a minimum of two different personal leisure resources.

Performance measured by the client's own description and discussion concerning use of the resources, as observed by the leisure counselor or staff, or upon reply to the questions, "Have you ever used anything that you own to help you have fun?" "...Can you tell me about it?"

Note: If a client has less than 2 leisure resources, use their total number as a criterion measurement.

3. To demonstrate knowledge of leisure resources owned by the facility.

3. Upon the request of, "What is there right here around the home that is owned by _____ (name of the facility) that can help you to have fun?", the client will identify a minimum of 4 leisure resources owned by the facility. If the client has difficulty, the leisure counselor may ask, "Is there anything in the living room (kitchen, etc.) that helps you to have fun?"

Accuracy and appropriateness as judged by the leisure counselor.

ENABLING OBJECTIVE

4. To demonstrate the ability to use leisure resources owned by the facility.

PERFORMANCE MEASURE

4. The client will engage in a minimum of one leisure activity utilizing a leisure resource owned by the facility.

Performance measured by the client's own description and discussion concerning use of the resource, as observed by the leisure counselor or staff, or upon reply to the questions, "Have you used anything owned by _____ (name of facility) to help you have fun?". "Can you tell me about it?" (If the client says "No.", the leisure counselor may ask about specific leisure resources e.g. "Have you ever listened to the talking books?")

ENABLING OBJECTIVE

5. To demonstrate knowledge of the appropriate procedure for borrowing leisure resources owned by peers willing to share them.

PERFORMANCE MEASURE

5. Upon the request of, "What is the right way to borrow something that helps us to have fun which belongs to someone else?", the client will, in their own words, identify the appropriate procedure for utilizing leisure resources owned by peers willing to share them, including the following points:
 - a. "Asking the owner for permission."
 - b. "Using it the way it is supposed to be used." (according to the rules of the game, in a polite way, or in a way that doesn't break it or lose it)
 - c. "Telling the owner right away if it is broken or lost." or, "...offering to pay for it."
 - d. "Returning it to the owner when I'm done with it."

If the client has difficulty, the leisure counselor may ask, "Let's pretend that you want to borrow a _____ (name of a leisure resource) from _____ (name of a peer). What would you do?" If the client does not mention all the important points, cues may be provided i.e. "Can you just take something whenever you feel like it?", "...How would you treat it?", "...What would you do if you lost it?", "...What do you do with it when you are done?"

ENABLING OBJECTIVE

6. To demonstrate awareness of leisure resources owned by peers willing to share them.

PERFORMANCE MEASURE

6. Upon the request of, "What are some things owned by other people in the house that you can borrow to help you have fun?", the client will identify a minimum of 3 leisure resources owned by peers willing to share them, and their owners.

Accuracy as judged by the leisure counselor.

ENABLING OBJECTIVE

7. To demonstrate the ability to employ the appropriate procedure for borrowing leisure resources owned by peers willing to share them.

PERFORMANCE MEASURE

7. The client will engage in a minimum of 2 leisure activities utilizing a minimum of 2 leisure resources borrowed from peers willing to share them, in a manner characterized by:
 - a. A request to the owner for permission to use the resource.
 - b. Accordance with accepted rules of etiquette, norms or procedures.
 - c. Notification of the owner if the leisure resource is damaged.
 - d. Return of the resource to its owner upon completion of the activity.

An attempt to borrow a resource will count as engagement in the activity. (In the occasion that a peer does not have the resource, cannot find it, etc.)

Performance measured by the client's own description and discussion concerning use of the resources, as observed by the leisure counselor or staff, or upon reply to the questions, "Have you ever borrowed something from someone else here in the home to help you have fun?", "...Can you tell me about it?"

LEISURE COUNSELING ACTIVITY

TPO 2: Awareness of leisure resources
in the home.

EO 1: Knowledge of one's personal
leisure resources.

Time: 1 hour (including the activity).
Presentation Media: none.
Format:

I. Discussion concerning identification of the clients' personal leisure resources.

- A. "TONIGHT WE ARE GOING TO TALK ABOUT SOMETHINGS THAT HELP US TO PLAY."
- B. "WHAT ARE SOME THINGS THAT HELP US TO PLAY?"
- C. Identify various leisure resources with the clients e.g. telephone, magazines, deck of cards, arts and crafts program, etc.
- D. "NOW I WOULD LIKE TO TALK ABOUT THE THINGS WE OURSELVES OWN THAT CAN HELP US TO PLAY."
- E. "ALL OF US HAVE THINGS THAT WE CAN USE DURING OUR FREE TIME BUT SOMETIMES FOR ONE REASON OR ANOTHER, WE JUST DON'T GET AROUND TO USING SOME OF THEM. AND THESE ARE THINGS THAT CAN REALLY HELP US TO ENJOY OURSELVES."
- F. Provide an example, "JACK HAS A LOT OF GOOD BOOKS THAT HE HAS NEVER READ."
- G. "I WOULD LIKE TO HAVE EVERYBODY TELL THE GROUP ABOUT THE THINGS THAT THEY OWN WHICH HELP THEM TO HAVE FUN. IF YOU CAN REMEMBER, TELL US ABOUT SOMETHING THAT YOU HAVEN'T USED IN A LONG TIME. I WILL START. (Leisure counselor models by identifying some of their personal leisure resources and describing at least one they haven't used in a long time.)
- H. If a client responds inappropriately, ask them, "How can you have fun with that?" Use the guided discovery technique to assist them e.g. "What are those things on your window sill that you water a lot?" (plants)

II. Discussion concerning reasons why some of these resources haven't been used.

- A. "WHY DO YOU THINK WE DON'T USE SOME OF THESE THINGS VERY OFTEN?"
- B. Solicit responses from the clients.
- C. Possible reasons for not using personal leisure resources.
 1. Forgot about the resource.
 2. Tired of using the resource.
 3. No longer interested in it.
 4. Resource is damaged and needs repair.

LEISURE COUNSELING ACTIVITY CONTINUED

5. No one with which to use the resource.
 6. No appropriate place to use the resource.
 7. Happened into a habit of not using the resource.
 8. Does not have the skill to use the resource.
- D. "SOMETIMES THESE THINGS CAN BE A LOT OF FUN EVEN THOUGH WE HAVEN'T USED THEM IN A LONG TIME. IS THERE ANYONE THAT NOW FEELS LIKE USING SOMETHING THAT THEY HAVEN'T USED IN A LONG TIME?" "...TELL US ABOUT IT."
1. Encourage the clients to share any feelings they have concerning use of these leisure resources.
 2. If necessary, discuss appropriate steps for use of the resource i.e. repairing a damaged resource or finding a person with which to use the resource.
 3. If a client indicates they would like to use a resource ask, "WHEN ARE YOU GOING TO USE IT?" "...WHO ARE YOU GOING TO USE IT WITH?" "...WHERE ARE YOU GOING TO USE IT?" (Encourage a verbal commitment.)
 4. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they haven't. Reinforce them if they have, and question them concerning continued use of it.
- E. If some clients do not own many or any leisure resources discuss ways to alleviate the situation.
1. "WHAT ABOUT SOMEONE THAT DOESN'T OWN VERY MANY THINGS? WHAT ARE SOME WAYS THAT THEY CAN DO FUN THINGS?"
 2. Possible solutions.
 - a. Buy some resources (perhaps getting ideas from peers).
 - b. Borrow resources from peers.
 - c. Use of resources in the home.
 - d. Borrow records, tapes, magazines or books from the library.
- F. Refer to clients that have learned skills in other programs but do not use them at home.
1. "WHAT ABOUT SOME OF THE THINGS YOU DO AT SCHOOL OR ARTS AND CRAFTS FOR FUN?"
 2. "WOULD YOU LIKE TO GET YOURSELF SOME OF THESE THINGS?" e.g. deck of cards, paint set, scrapbook, etc.
 3. Encourage participation in these activities.

LEISURE COUNSELING ACTIVITY CONTINUED

III.

Activity for the night.

- A. "LET'S ALL TAKE A BREAK FOR WHILE. EVERYBODY DO SOMETHING THAT IS FUN. THIS TIME EVERYBODY USE SOMETHING THAT YOU OWN TO HAVE FUN, LIKE A CAMERA OR A CHECKER GAME. TRY TO USE SOMETHING THAT YOU HAVEN'T USED IN A LONG TIME."
 - B. "IT'S ALRIGHT TO DO SOMETHING WITH SOMEONE ELSE BUT I WOULD LIKE EVERYBODY TO USE SOMETHING THAT YOU OWN YOURSELF." (Clients will have to combine with more than one person in order to engage in some activities.)
 - C. "LET'S HAVE EVERYBODY TELL THE REST OF THE GROUP WHAT THEY ARE GOING TO DO AND WHAT THEY ARE GOING TO USE TO HELP THEM PLAY."
 - D. If a client responds inappropriately, use techniques as previously described.
 - E. Leisure counselor and staff also tell the group what they are going to do.
 - F. "EVERYBODY BRING BACK TO THE GROUP WHATEVER YOU USED TO HELP YOU PLAY, IF YOU CAN."
 - G. Leisure counselor models a play activity and observes (and assists, if necessary) the clients.
 - H. Post-assess the clients relative to Enabling Objective 2.
 - I. Reinforce appropriate play behaviors or approximations.
 - J. Allow 30 minutes to lapse before calling the group together.
 - K. Techniques for clients lacking in self-direction or requiring special assistance.
1. Question the client concerning the activity.
 - a. "Have you done anything fun?"
 - b. "Have you done anything fun using something that you own?"
 - c. "What are you going to use of your own to have fun with?"
 2. If the client has difficulty deciding what to use, employ the guided discovery technique as previously described.
 3. Provide suggestions to the client.
 - a. "Maybe you could use _____ (name of a leisure resource owned by the client)."
 - b. "Why don't you ask _____ (name of another client) to do that with you?"
 4. Provide a strong suggestion to the client e.g. "I think that you should use _____ (name of a leisure resource owned by the client)."

LEISURE COUNSELING ACTIVITY CONTINUED

5. If necessary, engage in the activity with the client or observe the activity. Shape independent leisure behaviors.

IV. Summary and assignment.

- A. "WHO WOULD LIKE TO TELL THE GROUP ABOUT WHAT THEY DID FOR FUN?"
- B. Post-assess the clients relative to Enabling Objective 2.
- C. Solicit a response from each client.
- D. Possible questions to ask the clients.
 1. "WHAT DID YOU ENJOY ABOUT IT?"
 2. "HOW DID IT FEEL TO USE IT AFTER SO LONG A TIME?"
 3. "CAN YOU SHOW THE GROUP WHAT YOU USED?" (Encourage the client to hold the resource so all can see.)
 4. "WILL YOU USE IT AGAIN?...WHEN?...WHERE...WITH WHOM?" (Encourage a verbal commitment.)
 5. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they haven't. Reinforce them if they have and question them concerning continued use of it.
- E. Leisure counselor and staff also share their experiences with the group. Reinforce descriptions of appropriate play behaviors or approximations.
- F. "TONIGHT I THINK WE HAVE LEARNED OR REMEMBERED ABOUT SOME OF THE THINGS WE OWN WHICH CAN HELP US TO USE OUR FREE TIME IN AN ENJOYABLE WAY."
- G. "BEFORE THE NEXT MEETING, I WOULD LIKE EVERYBODY TO USE SOMETHING THAT YOU OWN TO HELP YOU HAVE FUN. TRY TO USE SOMETHING DIFFERENT."
 1. "USE SOMETHING THAT YOU HAVEN'T USED IN A LONG TIME. IF YOU DON'T HAVE SOMETHING LIKE THAT, JUST USE SOMETHING THAT YOU OWN."
 2. "IF YOU DON'T HAVE VERY MUCH TO HELP YOU HAVE FUN, DO ONE OF THE THINGS WE TALKED ABOUT EARLIER. EITHER BUY SOMETHING LIKE _____ (provide an example of a leisure resource e.g. candlemaking kit.), OR BORROW SOMETHING LIKE A _____ (name of a client), OR GO TO THE LIBRARY AND GET A RECORD, OR TAPE, OR MAGAZINE, OR A BOOK." (Follow-up with these clients individually and discuss alternatives.)
 3. "LET'S HAVE EVERYBODY TELL THE GROUP WHAT THEY THINK THEY MIGHT USE."
- I. At least once before the next session, question the clients as to whether or not they have completed their assignments. If they have, reinforce them. If they haven't, use the techniques as previously described. (If necessary)

LEISURE COUNSELING ACTIVITY

TPO 2: Awareness of leisure resources
in the home.

EO 2: Ability to use one's personal
leisure resources.

Time: 20 minutes.
Presentation Media: none.
Format:

I. Follow-up of the assignment from Enabling Objective 1.

A. "WHO CAN TELL ME WHAT I ASKED EVERYBODY TO DO AT THE LAST MEETING?"

1. Solicit responses from clients.
2. If necessary, employ the guided discovery technique e.g. "That's right! I asked you to do something fun, but I asked you to do something fun with something special. Do you remember what? "...Something that you own." (Sentence left open-ended to allow the clients to fill in the work "own.")

B. "WHO WOULD LIKE TELL THE GROUP ABOUT HOW THEY HAD FUN USING SOMETHING THAT THEY OWN?"

C. Post-assess the clients relative to Enabling Objective 2.

D. Solicit responses from each client.

E. Possible questions to ask the clients.

1. "HOW DID YOU PLAY?"
2. "WHAT DID YOU ENJOY ABOUT IT?"
3. "HOW DID IT FEEL TO USE IT AFTER SO LONG A TIME?"
4. "WHY WAS IT GOOD FOR YOU TO DO THAT?"
5. "WILL YOU USE THAT AGAIN?" "...WHEN?" "...WHERE?" "...WITH WHOM?"
(Encourage a verbal commitment.)
6. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they haven't. Reinforce them if they have and question them concerning continued use of it.

F. Leisure counselor and staff also share their experiences with the group.

B. Reinforce descriptions of appropriate play behaviors or approximations.

LEISURE COUNSELING ACTIVITY

TPO 2: Awareness of leisure resources EO 3: Knowledge of leisure resources
in the home. owned by the facility.

Time: 1 hour.

Presentation Medial: none (However it is advised to have an extra staff member assist in this session.)

Format:

- I. Discussion concerning identification of leisure resources owned by the facility.
- A. "WHAT ARE SOME THINGS OWNED BY _____ (name of facility) THAT HELP US TO PLAY?"
 - B. Brainstorm all the leisure resources owned by the facility and the ways they can be used.
 - 1. Identify the resources by rooms or area e.g. "What are the things here in the living room (kitchen, basement, outside, etc.) that can help us to have fun?"
 - 2. If necessary, employ the guided discovery technique to assist the clients e.g. "There is something else we can do in the kitchen. We can make little round things by putting them in the oven. They taste really good. Do you know what they are?" (cookies)
 - C. If a client offers an inappropriate response, ask them, "HOW CAN THAT HELP US TO PLAY?" Use the guided discovery technique to assist them.
 - D. Discuss additional leisure resources available within the home (horticulture therapist, yoga group, music group, etc.)
 - 1. "WHEN IS IT AVAILABLE?"
 - 2. "WHO CAN USE IT?"
- II. Discussion concerning the clients' use of these leisure resources.
- A. "LET'S HAVE EVERYONE TELL THE REST OF THE GROUP WHAT THINGS YOU LIKE TO USE THAT BELONG TO _____ (name of facility)."
 - B. Discussion concerning reasons for not using all the resources.
 - 1. "WHAT WOULD BE SOME REASONS THAT SOMEONE WOULD NOT USE SOME OF THESE THINGS? (If necessary, identify some resources individually.)
 - 2. Possible reasons.
 - a. Did not know of the resource.

LEISURE COUNSELING ACTIVITY CONTINUED

- b. Forgot about the resource.
 - c. Not interested in the resource.
 - d. Happened into a habit of not using the resource.
 - e. Does not possess the skill to use the resource.
 - f. Afraid to use the resource.
 - g. Requires another person, client does not know who to ask.
- C. "IS ANYONE INTERESTED IN USING SOMETHING THAT THEY HAVE NEVER USED OR HAVEN'T USED IN A LONG TIME?"
1. Discuss the use of these resources with interested clients.
 2. "WHAT WOULD YOU LIKE TO USE?" "...WHEN?" "...WITH WHOM?" (Encourage a verbal commitment.)
- D. If a client requires supervision while utilizing a resource, identify and role play the appropriate procedure for requesting help.
1. "IF YOU WANTED TO MAKE POPCORN, WHAT WOULD YOU NEED TO DO FIRST?"
"...WOULD YOU HAVE TO ASK ANYONE?" "...HOW ABOUT ASKING THE PERSON THAT IS IN CHARGE HERE?" (the resident counselor of the home)
"LET'S PRETEND THAT I AM _____ (name of the resident counselor). IF YOU WANTED TO MAKE POPCORN, WHAT WOULD YOU SAY TO ME?"
"I'M NOT SURE IF I KNOW WHERE ALL OF THESE THINGS ARE. THERE MIGHT BE OTHER PEOPLE THAT AREN'T SURE WHERE EVERYTHING IS. WOULD YOU MIND IF WE WALKED AROUND THE HOUSE AND EVERYONE SHOWED ME WHERE THESE THINGS ARE?"
 1. Go with the entire group on a tour of the home to all of the leisure resources.
 2. Discuss each resource as the group gets there. If possible, have a client hold it up.
 3. Possible questions to ask concerning each resource.
 - a. "WHAT CAN WE DO WITH THIS?"
 - b. "WHERE IS THE REST OF THE EQUIPMENT?" (if appropriate)
 - c. "IS THERE ANY TIME WHEN IT IS BEST TO USE THIS?"
 - d. "IF WE DON'T KNOW HOW TO USE THIS, HOW CAN WE LEARN?"
 - e. "WHO LIKES TO USE THIS? WHY?"
 - f. "WHO DOESN'T LIKE TO USE THIS? WHY?"
- Note: The extra staff person can assist in making sure all the clients stay together and not wander off while walking around the house.

LEISURE COUNSELING ACTIVITY CONTINUED

IV. Summary and assignment.

- A. "I WOULD LIKE EVERYONE, TO USE SOMETHING OWNED BY _____ (name of facility) TO HELP THEM HAVE FUN BEFORE THE NEXT MEETING."
- B. "LET'S HAVE EVERYONE TELL THE GROUP WHAT THEY ARE GOING TO USE TO HAVE FUN AND WHEN THEY WILL USE IT. I WILL START."
- C. If a client responds inappropriately, employ the techniques previously described.
- D. If necessary, before the next session question the clients as to whether or not they have completed the assignment. If they have, reinforce them. If they have not, use the following techniques.
- E. Techniques for clients lacking in self-direction or requiring special assistance.
 1. Question the client concerning the activity.
 - a. "Have you done anything fun?"
 - b. "Have you done anything fun using something owned by _____."
 - c. "What are you going to use that belongs to _____ to have fun?"
 - d. "When are you going to do it?"
 2. If the client has difficulty selecting an appropriate resource, employ the guided discovery technique to assist them e.g. "What would be something fun to do outside, that belongs to the home?"
 3. Provide suggestions to the client.
 - a. "Maybe you could use _____ (name of a leisure resource owned by the facility)."
 - b. "Why don't you ask _____ (name of a peer) to do that with you?"
 4. Provide a strong suggestion to the client e.g. "I think that you should use _____ (name of a leisure resource owned by the facility)."
 5. If necessary, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.

LEISURE COUNSELING ACTIVITY

TP0 2: Awareness of leisure resources in the home.

EO 4: Ability to use leisure resources owned by the facility.

Time: 30 minutes.
Presentation Media: none.
Format:

- I. Follow-up of the assignment from Enabling Objective 3.
 - A. "TONIGHT I WANT TO DO SOMETHING A LITTLE DIFFERENT. IS THERE ANYONE THAT WOULD LIKE TO LEAD THE MEETING FOR A WHILE?" (Select a client to ask the individual clients if they have done anything fun.)
 - B. "REMEMBER AT THE LAST MEETING I ASKED EVERYONE TO DO SOMETHING FUN USING SOMETHING THAT BELONGED TO _____ (name of facility). TONIGHT WE'LL HAVE _____ (name of client) LEAD THE MEETING FOR A WHILE. _____ WILL ASK YOU WHAT YOU'VE DONE FOR FUN SINCE OUR LAST MEETING."
 - C. Provide cues for the leader, if necessary e.g. "Ask her if she will use that again."
 - D. The client leading asks the individuals, "What did you do for fun?"
 - E. Possible questions for the client leader to ask.
 1. "Did you like it?"
 2. "Will you use it again?" "...When?"
 - F. Post-assess each client relative to Enabling Objective 5 as they respond.
 - G. Leisure counselor and staff also share their experiences with the group.
 - H. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they have not. Reinforce them if they have, and question them concerning continued use of it.
 - I. Leisure counselor takes over leadership of the group.
- Note: Prior arrangements may be made with a client to lead this meeting or section can be made on the spot. Other clients may want to lead later meetings. This can be arranged in a similar fashion.

LEISURE COUNSELING ACTIVITY

TPO 2: Awareness of leisure resources in the home.

E0 5: Knowledge of the appropriate procedure for borrowing leisure resources owned by peers willing to share them.

Time: 45 minutes
Presentation Media: none.
Format:

I. Discussion concerning sharing leisure resources owned by the clients.

- A. "RIGHT HERE WE HAVE A LOT OF THINGS THAT HELP US PLAY, THAT ARE OWNED BY THE PEOPLE IN THE GROUP. A FEW MEETINGS AGO WE TALKED ABOUT ALL THE THINGS THAT HELP US PLAY THAT WE OURSELVES OWNED."
- B. "TONIGHT I WANT TO TALK ABOUT SHARING THESE THINGS WITH EACH OTHER."
- C. "WHAT ARE YOUR FEELINGS ABOUT SHARING THE THINGS YOU OWN LIKE A FRISBEE OR A RECORD ALBUM WITH OTHER PEOPLE."

1. Discuss feelings and attitudes concerning lending.
2. Possible reactions.

- a. Very willing to share possessions.
- b. Afraid of loss or damage.
- c. Not accustomed to sharing possessions.
- d. Fear of not receiving possessions back promptly.
- e. Possession is too valuable (or precious to owner) to lend.

3. Discuss feelings and attitudes to borrowing possessions from others.
4. Possible reactions.

- a. Fear of losing or damaging another person's possessions.
 - b. Afraid to ask (or bother) another person for fear of rejection.
 - c. Shy about asking (related to the preceding).
 - d. Has not borrowed possessions very often.
 - e. Very willing to borrow other's possessions.
5. Leisure counselor and staff also share feelings pertaining to lending and borrowing.

- D. Emphasize that, "IT'S ALRIGHT IF YOU FEEL REAL STRONGLY THAT YOU DON'T WANT TO BORROW OR LEND THINGS. BUT THERE ARE SOME THINGS LIKE MAGAZINES,

LEISURE COUNSELING ACTIVITY CONTINUED

OR 'BINGO' GAMES THAT WE CAN BORROW FROM OTHER PEOPLE IN THE HOME.
THESE THINGS CAN HELP US HAVE FUN.

E. "WHAT IS THE RIGHT WAY TO BORROW AND USE SOMETHING LIKE A RECORD ALBUM FROM SOMEONE ELSE?"

1. Solicit responses from the clients and formulate the appropriate procedure for using a leisure resource owned by a peer.
2. Employ the guided discovery technique if the clients require assistance e.g. "Would you ask the person for permission or just take their bicycle?"
3. Appropriate procedure for borrowing a leisure resource.
 - a. Request to the owner for permission.
 - b. Use according to the rules of the game or the way that it was intended to be used, so as not to damage it.
 - c. Immediate notification of the owner if the resource is damaged, or lost. Or, offering to pay the owner for it.
 - d. Return of the resource in good condition to the owner in the package or normal location immediately upon completion of the activity.
4. Role play requesting to borrow a leisure resource.
 - a. "WHO WOULD LIKE TO SHOW US THE RIGHT WAY TO BORROW SOMETHING BELONGING TO SOMEONE ELSE?" (Select a client.)
 - b. "ASK SOMEONE TO BE YOUR PARTNER. MAKE IT SOMEONE THAT REALLY HAS SOMETHING THAT YOU WOULD LIKE TO BORROW." (Assist if necessary.)
 - c. Reinforce the appropriate procedure or approximations.
5. Optional: If it is thought to be necessary, other clients can be asked to role play borrowing a leisure resource from a peer. Make sure that the role playing consists of actual resources and their owners, not "pretend" resources.
- F. "IF WE ALL BORROWED SOFTBALLS, 'SORRY' GAMES OR ANYTHING ELSE IN THIS WAY, IT WOULD MAKE EVERYBODY HAPPIER. I'M SURE THE OWNER WOULDN'T MIND LENDING IT AGAIN."

II. Summary.

- A. "IF A PERSON USES SOMETHING THAT YOU OWN IN THE WAY THAT WE TALKED ABOUT DOES ANYONE HAVE ANY OBJECTIONS TO THEM BORROWING IT?" (Discuss such

LEISURE COUNSELING ACTIVITY CONTINUED

- feelings with any clients that may voice them.)
However emphasize that, "IF YOU REALLY DON'T WANT TO BORROW OR LEND ANYTHING THAT'S OK."
- B. "I'M NOT GOING TO ASK YOU TO DO ANYTHING SPECIAL BEFORE THE NEXT MEETING, BUT IF YOU WANT TO, YOU CAN DO SOMETHING THAT IS FUN. IF YOU HAVEN'T DONE SOMETHING FUN IN ONE OF THE WAYS THAT I ASKED YOU TO, DO THAT. THAT IS, USING SOMETHING YOU OWN OR SOMETHING OWNED BY (name of the facility). IF YOU ALREADY DID THIS, DO WHATEVER YOU WANT!"
- D. Before the next session, refer to those clients that haven't completed previous assignments as specified. If necessary, use techniques described in previous sessions.

LEISURE COUNSELING ACTIVITY

TP0 2: Awareness of leisure resources
in the home.

EO 6: Knowledge of leisure resources
owned by peers willing to share
them.

Note: The leisure counseling activity of Enabling Objective 6 is combined with
the one for Enabling Objective 7. It is the following leisure counseling
activity.

LEISURE COUNSELING ACTIVITY

- TP0 2: Awareness of leisure resources in the home.
- | | |
|--------------------------------|---|
| Awareness of leisure resources | EO 6: Knowledge of leisure resources owned by peers willing to share them. |
| | EO 7: Ability to employ the appropriate procedure for borrowing leisure resources owned by peers willing to share them. |

Time: 1 hour 15 minutes (including the activity but excluding the follow-up).
Presentation Media: none.
Format:

Note: If desired, this session can be started by inviting a client to lead by asking group members, "Have you done anything fun since the last meeting?"

- I. Discussion concerning use of leisure resources owned by peers.
- A. "RIGHT HERE WITH ALL OUR FRIENDS, THERE ARE A LOT OF THINGS WE CAN USE IN OUR FREE TIME."
 - B. "IN ORDER FOR US TO HELP EACH OTHER USE OUR FREE TIME IN A FUN WAY, WE CAN SHARE SOME OF THESE THINGS LIKE AN 'EASY MONEY' GAME."
 - C. "WE WOULD ALL HAVE A LOT MORE THINGS WE COULD DO IN OUR FREE TIME IF WE SHARED THESE THINGS WITH EACH OTHER."
 - D. "RIGHT NOW I WOULD LIKE TO HAVE EVERYONE THINK ABOUT WHAT THEY OWN THAT THEY USE IN THEIR FREE TIME. THINK ABOUT WHAT YOU WOULD BE WILLING TO LEND TO SOMEONE ELSE IN THE HOUSE. FOR EXAMPLE, IT MIGHT BE SOMETHING LIKE SEWING NEEDLES AND THREAD, OR A BOOK."
 - E. "THEN WE WILL HAVE EVERYONE TELL THE REST OF THE GROUP WHAT THEY WOULD BE WILLING TO LEND OR SHARE WITH OTHER PEOPLE."
 - F. "EVERYONE LISTEN TO SEE IF THERE IS ANYTHING THAT YOU WOULD LIKE TO BORROW OR SHARE."
 - H. Each member of the group tells what they would be willing to share with other members of the home.
 - I. After each client relates what they would share, tell them to get it and bring it to the session. Later encourage them to hold it up so all can see.

LEISURE COUNSELING ACTIVITY CONTINUED

- J. When each client shows their resource ask, "IS THERE ANYONE THAT WOULD LIKE TO BORROW _____'S (name of client) _____ (name of leisure resource).?"
- K. If a client responds inappropriately, employ the guided discovery technique to assist them e.g. "What do you own that you use in your free time?" "...Would you be willing to share that?" "What is that thing you have on the shelf in your closet?"
- L. If a client is unwilling to share, discuss reasons why.
- M. If unable to persuade them to share, respect that person's decision.
- II. Activity for the night.
- A. "RIGHT NOW I WOULD LIKE EVERYBODY TO TAKE A BREAK.
- B. "THIS TIME LET'S HAVE EVERYBODY BORROW SOMETHING FROM SOMEONE ELSE TO USE FOR HAVING FUN."
- C. "LET'S HAVE EVERYONE ASK THE PERSON IF YOU CAN BORROW THAT YOU WANT TO USE RIGHT HERE, ONE BY ONE. I WILL GO FIRST." (Leisure counselor models the procedure by asking a client for permission to borrow a leisure resource.)
1. If more than one person wants to borrow the same leisure resource, suggest that they share it but both must ask the owner for permission to use it.
 2. If someone needs a partner to use a resource e.g. table games, suggest that they ask someone else to join but all participants must ask the owner for permission.
- D. "LET'S TAKE A BREAK. EVERYBODY HAVE FUN. WE'LL COME BACK HERE IN ABOUT A HALF AN HOUR."
- E. Leisure counselor models a play activity and observes the clients.
- F. Post-assess the clients relative to Enabling Objective 7.
- H. Techniques for clients lacking in self-direction or requiring special assistance.
1. During the break, question the client concerning the activity.
 - a. "Have you done anything fun?"
 - b. "Have you done anything fun by using something that you borrowed from someone else?"
 - c. "Have you decided what you are going to borrow?"
 - d. "When are you going to borrow it?"

LEISURE COUNSELING ACTIVITY CONTINUED

2. Employ the guided discovery technique as previously described.
3. Provide suggestions to the client.
 - a. "Maybe you could borrow _____'s (name of a peer) _____ (name of a leisure resource)."
 - b. "Why don't you ask _____ (name of a peer), to do that with you?"
4. If another client needs a person to participate in an activity e.g. cards, suggest to the discussed client that they join the activity. But stress that they too, must ask the owner for permission to use.
5. Provide a strong suggestion to the client, "I think that you should borrow _____'s (name of a peer) _____ (name of a leisure resource)."
6. If necessary, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.
7. Reinforce appropriate play behaviors or approximations.

III. Summary and assignment.

- A. Post-assess the clients relative to Enabling Objective 7.
- B. Solicit reactions from each client in group discussion.
- C. Possible questions.
 1. "HOW DID YOU FEEL ABOUT THE ACTIVITY?"
 2. "WHAT WERE YOUR FEELINGS ABOUT BORROWING SOMETHING BELONGING TO SOMEONE ELSE?"
 3. "DID ANYONE HAVE ANY PROBLEMS?"
 4. "WILL YOU BORROW IT AGAIN?" "...WHEN?" "...WHO WILL YOU USE IT WITH?" (Encourage a verbal commitment.)
 5. At a later time, question the client as to whether they have borrowed the resource. Encourage them to do so if they haven't. Reinforce them if they have and question them concerning continued use of it.
 6. Leisure counselor and staff also share their experiences with the group.
- D. "I THINK WE HAVE ALL LEARNED ABOUT MORE THINGS THAT WE CAN DO AND USE IN OUR FREE TIME."
- E. Emphasize that, "BORROWING THESE THINGS FROM OTHERS CAN HELP US TO HAVE FUN IF WE USE THEM IN THE RIGHT WAY."
- F. "I WOULD LIKE EVERYBODY TO SO SOMETHING FUN BY USING SOMETHING THAT YOU HAVE BORROWED FROM SOMEONE HERE IN THE HOUSE, BEFORE OUR NEXT MEETING."

LEISURE COUNSELING ACTIVITY CONTINUED

1. "LET'S HAVE EVERYBODY TELL THE REST OF THE GROUP WHAT THEY WOULD LIKE TO BORROW AND FROM WHOM. WHO WOULD LIKE TO BE FIRST?" (Allow a client to model the procedure.)
2. If a client answers inappropriately or has difficulty deciding on what to do, employ the techniques previously described.
- G. If necessary, before the next session, question the clients as to whether or not they have completed the assignment. Employ "techniques for clients lacking in self-direction or requiring special assistance."

IV. Follow-up at the next session. Time: 30 minutes.

- A. Post-assess the clients relative to Enabling Objective 7.
- B. Solicit reactions from each client in group discussion.

1. "WHAT WERE YOUR FEELINGS ABOUT BORROWING SOMETHING BELONGING TO SOMEONE ELSE?"

2. "DID YOU HAVE ANY PROBLEMS?"

3. "WILL YOU BORROW IT AGAIN?" "...WHEN?" "...WHO WILL YOU USE IT WITH?" (Encourage a verbal commitment.)

4. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they haven't. Reinforce them if they have, and question them concerning continued use of it.
5. Leisure counselor and staff also share their experiences and feelings with the group.

- C. "ONCE AGAIN, I THINK WE HAVE ALL LEARNED ABOUT MORE THINGS THAT WE CAN DO AND USE IN OUR FREE TIME."

- D. "BORROWING THINGS FROM OTHERS LIKE _____'S (name of a client) _____ (name of their leisure resource), IS ANOTHER WAY THAT WE CAN HAVE FUN."

LEISURE COUNSELING ACTIVITY

- TPO 2: Awareness of leisure resources in the home.
- | | |
|--|--|
| EO 1: Knowledge of one's personal leisure resources. | EO 1: Knowledge of one's personal leisure resources. |
| EO 3: Knowledge of leisure resources owned by the facility. | EO 3: Knowledge of leisure resources owned by the facility. |
| EO 6: Knowledge of leisure resources owned by peers willing to share them. | EO 6: Knowledge of leisure resources owned by peers willing to share them. |

Note: This leisure counseling activity is intended to reinforce concepts of the state enabling objectives.

Time: 30 minutes(excluding the follow-up).
Presentation Media: Photographs of the clients engaged in various leisure activities using resources in the home. These can be processed from the slides presented in TPO 1.

Format:

- I. Introduce the clients to the "Pictorial Leisure Resource Bulletin Board."
 - A. "DOES ANYONE EVER FEEL BORED AND WISHED THEY KNEW OF SOMETHING TO DO?"
 - B. "LET'S PUT UP A BULLETIN BOARD. ON IT WE CAN PUT UP PICTURES OF PEOPLE DOING DIFFERENT THINGS IN THEIR FREE TIME. WHEN WE LOOK AT THE BOARD WE CAN GET IDEAS FOR FUN THINGS TO DO."
 1. "WE COULD TAKE A PICTURE OF _____ (name of a client) DOING _____ (name of a leisure activity)."
 2. Name several clients and leisure activities in this fashion.
 - C. "I HAVE SOME PICTURES, BUT I THINK WE WILL NEED SOME MORE."
 - D. "IS THERE ANYONE THAT HAS A CAMERA THAT WOULD LIKE TO TAKE SOME PICTURED OF PEOPLE PLAYING?" (If no one has a camera offer to lend a camera to a client or suggest that the clients cut pictures out of magazines.)
 - E. "WHAT KIND OF THINGS COULD WE TAKE PICTURES OF?"
 1. Brainstorm, with the clients, various leisure activities engaged in at home.
 2. Include clients and their favorite leisure activities.
 - F. "WE WILL PUT THE PICTURES ON THE BULLETIN BOARD AND WHEN SOMEONE IS BORED

LEISURE COUNSELING ACTIVITY CONTINUED

OR WANTS AN IDEA FOR SOMETHING TO DO TO HAVE FUN, THEY CAN LOOK AT THE BULLETIN BOARD FOR IDEAS."

G. Assignment: "BEFORE OUR NEXT MEETING, IF YOU HAVEN'T HAD A CHANCE TO DO SOMETHING FUN IN ONE OF THE WAYS WE HAVE TALKED ABOUT, DO THAT. (If necessary, refer to individual clients that haven't yet attained the appropriate enabling objectives dealing with the ability to use specific resources.) IF YOU HAVE, JUST DO SOMETHING FUN. DO WHATEVER YOU WANT!"

H. Before the next session, refer to those clients that have not attained the aforementioned enabling objectives. If necessary, use techniques as suggested in previous leisure counseling activities.

II. Follow-up.

- A. After the session put up the bulletin board (or have it put up already).
- B. Put up the photographs.
- C. Ask clients for assistance.
- D. Refer to the bulletin board during future sessions, between sessions, and when clients need cues to initiate or decide upon a leisure activity.
- E. Suggest at a later time that the clients put up additional pictures and replace them occasionally upon completion of the leisure counseling program.

TERMINAL PERFORMANCE OBJECTIVE 3: To demonstrate awareness of leisure resources in the community.²

ENABLING OBJECTIVE

1. To demonstrate knowledge of leisure resources within walking distance of the home.

PERFORMANCE MEASURE

1. Upon the request of, "What are the things you can walk to from home that can help you to have fun?", the client will identify a minimum of 4 leisure resources within walking distance of the home (appropriate to the client's mental and/or physical limitations).

If a client identifies a resource that is an inappropriate distance for walking, it will be neither counted towards criteria nor will it prevent attainment of the objective.

Performance and appropriateness as judged by the leisure counselor.

²leisure resource in the community--a commercial or public entity traditionally considered to be recreational which can be utilized during free time to elicit feelings of enjoyment, contentment or satisfaction.
examples: planetarium, arboretum, zoo, movie theatre, shopping mall, etc.
examples of resources that are not leisure resources: bank, gas station, office building, etc.

ENABLING OBJECTIVE

2. To demonstrate the ability to use a leisure resource within walking distance of the home.

PERFORMANCE MEASURE

2. The client will utilize a minimum of one leisure resource within walking distance of the home (appropriate to the client's mental and/or physical limitations).

Performance measured by the client's own description and discussion concerning the use of the resource, as observed by the leisure counselor or staff, or upon reply to the questions, "Have you ever walked to any place around the home that helped you to have fun?", "...Can you tell me about it?"

3. To demonstrate knowledge of leisure resources which are accessible primarily by car or bus.

3. Upon the request of, "What are the things you can get to mainly by car or bus that help you to have fun?", the client will identify a minimum of 4 leisure resources which are accessible primarily by car or bus.

If necessary, refer to the vehicle owned by the facility e.g. "Where can you go in the van for fun?"

Performance and appropriateness as judged by the leisure counselor.

ENABLING OBJECTIVE

4. To demonstrate the ability to use a leisure resource which is accessible primarily by car or bus.

PERFORMANCE MEASURE

4. The client will utilize a minimum of 1 leisure resource that is accessible primarily by car or bus.

Performance measured by the client's own description and discussion concerning use of the resource, as observed by the leisure counselor or staff, or in reply to the questions, "Have you ever gone to any place that can help you to have fun, by car or bus?", "...Can you tell me about it?"

ENABLING OBJECTIVE

5. To demonstrate knowledge of information sources pertinent to the identification and/or location of community leisure resources.

PERFORMANCE MEASURE

5. Upon the request of, "What are the ways that we can find out about places to go for fun or, things happening in town?", the client will identify a minimum of 4 of the following 12 information sources" sources:
 - a. Radio.
 - b. Television.
 - c. Asking friends of staff at school/work or at home about relevant information.
 - d. Observing different places when traveling around town.
 - e. Using the telephone to call appropriate places. Also calling information if necessary.
 - f. Entertainment, advertisement and "What's Happening Around Town?" sections of the newspaper.
 - g. Billboards and posters around town.
 - h. Magazines and publications dealing with "things to do" in town.
 - i. Yellow Pages.
 - j. City or state map.
 - k. (If unable to read) Requesting literate acquaintances to refer to appropriate sources e.g. Yellow Pages.
 - l. Any other appropriate source identified by the client.

Performance and appropriateness as judged by the leisure counselor.

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources EO 1: Knowledge of leisure resources in the community. within walking distance of the home.

Time: 1 hour 30 minutes.

Presentation Media: Slide projector, slide screen, slides of community leisure resources within walking distance of the home.

Format:

I. Follow-up of the assignment from the previous session.

- A. "TONIGHT WE ARE GOING TO DO SOMETHING DIFFERENT."
 1. "EVERYBODY GET A PARTNER." (Assist the clients if necessary)
Optional: Match up the more intelligent clients with those of lesser abilities.
 2. "DECIDE WHO WILL DO THE ASKING FIRST."
 3. "THAT PERSON ASK YOUR PARTNER ABOUT WHAT THEY DID FOR FUN SINCE THE LAST MEETING AND TALK TO THEM ABOUT IT."
 4. Allow approximately 5-10 minutes for conversation. Assist clients as necessary.
 5. "NOW THE 'OTHER PERSON' ASK YOUR PARTNER WHAT THEY DID FOR FUN AND TALK ABOUT IT."
 6. Allow the same time length to lapse.
- B. "NOW I WANT EVERYBODY, ONE AT A TIME TO TELL THE GROUP ABOUT WHAT YOUR PARTNER DID FOR FUN."
- C. Leisure counselor participates in the activity and models for the clients.
- D. Optional: Ask the clients, "WHY WAS THAT GOOD FOR _____ (name of partner) TO DO THAT?" (Determine the beneficial effects of the activity.)
- E. Post-assess the clients concerning appropriate enabling objectives as their partner describes the activity. Refer to the client to insure that the partner describes the activity accurately.
- F. If necessary, refer to clients who have not attained the enabling objectives with which the assignment was concerned e.g. "Have you had a chance to do something fun using something owned by _____ (name of facility)?"

LEISURE COUNSELING ACTIVITY CONTINUED

- G. "IN BETWEEN THESE MEETINGS, EVERYONE ASK YOUR PARTNER WHAT THEY HAVE DONE FOR FUN." (Between meetings ask the clients if they have asked their partner what they have done for fun.)

Note: If desired, this activity can be repeated at the beginning of other sessions.

II.

Discussion concerning identification of leisure resources within walking distance of the home. (Appropriate to the clients' mental and/or physical limitations.)

- A. "LET'S SEE IF WE CAN NAME ALL OF THE THINGS THAT HELP US TO HAVE FUN, THAT WE CAN WALK TO."
- B. Brainstorm with the clients all of the resources.
- C. Employ the guided discovery technique to identify resources if necessary e.g. "Where can we go to get ice cream?"
- D. If a client names an inappropriate resource, explain to them the reason why it is inappropriate and ask them to name another resource. Use the guided discovery technique if necessary e.g. "That place is a little too far to walk to. What is another place that we can walk to and play pinball?"
- G. Reinforce appropriate responses or approximations.

III.

Discussion of attitudes, feelings and knowledge regarding each resource. (If the number of resources is too large, discuss an appropriate number as time permits.)

A. Identify each resource.

B. Possible questions to ask concerning each resource.

1. "WHO GOES TO _____ (name of resource)?"
2. "WHAT CAN WE DO (OR BUY) THERE?"
3. "DO YOU ENJOY GOING THERE?" "...WHY?"
4. "WHEN DO YOU GO THERE?"
5. "WHO DO YOU GO THERE WITH?"
6. "HOW DO YOU GET THERE?" (type of transportation--bicycle, walk, or car for some with limitations)
7. "WHAT IS THE BEST WAY TO GET THERE?" (route)

LEISURE COUNSELING ACTIVITY CONTINUED

- C. "ARE THERE ANY REASONS WHY SOMEONE MIGHT NOT GO TO _____ (name of resource)?"
- D. Possible reasons.
1. Unaware of what the resource has to offer.
 2. Not interested in what the resource has to offer.
 3. Fear of the unknown, hesitant to try.
 4. Unaware of the resource.
 5. Does not want to walk that far.
 6. Does not know the correct route.
 7. Mental and/or physical limitations makes use of the resource difficult, or belief by the client that they do.
- E. "IS THERE ANYONE THAT WOULD LIKE TO GO HERE?" "WHEN WOULD YOU LIKE TO GO?" "...WITH WHOM?" (Encourage a verbal commitment.)
- F. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they have not. Reinforce them if they have, and question the client concerning continued use of it.
- G. Techniques for clients lacking self-direction or requiring special assistance.
1. Identify the proper procedure for asking the resident counselor for permission or assistance in walking to a leisure resource.
 2. Ask the client, "If you wanted to go to _____ (name of resource) what would you have to do to go there?" "...Who could you ask?" "...Could you ask the person that is in charge here?" (the resident counselor of the home)
 3. Role play the procedure with the client.
 - a. Ask the client, "What would you say to _____ (name of the resident counselor) if you wanted to go to _____ (name of a leisure resource)?"
 - b. Or, "Let's pretend that I am _____ (name of the resident counselor) and you want to go to the _____ (name of a leisure resource). What would you say to me?" (Clients can also role play with each other.)
 4. The resident counselor of the home can arrange for a more capable client to walk with the original client to the resource.
 5. These techniques can also be used to encourage a client to ask a peer for assistance.

LEISURE COUNSELING ACTIVITY CONTINUED

IV.

Summary. Slide presentation: "Name That Leisure Resource!"

A. Show slides of various community leisure resources within walking distance of the home.

B. "I AM GOING TO SHOW SLIDES OF PLACES THAT WE CAN WALK TO FROM HOME THAT HELP US TO HAVE FUN."

C. "LET'S SEE WHO CAN BE THE FIRST PERSON TO TELL ME THE NAME OF THE PLACE, WHAT THEY HAVE, OR WHAT WE CAN DO THERE THAT IS FUN."

1. Problem: The first clients to identify the resource will probably be the higher level clients and will very likely already be using the resource.

2. Alternative: Allow the group to compete as a whole when some slides are flashed. For other slides, single out individuals that are slower to respond and ask them to identify the resource.

3. If any clients are visually impaired, verbally describe the resource to them and ask them to identify it e.g. "This place has a lot of animals in it that are in cages. Can you tell me what it is and what you can do there?" or, make a tape recording of sounds associated with the resource and ask the client to identify it.

D. If a client answers inappropriately or fails to answer, employ the guided discovery technique to assist them e.g. "If they have a lot of pictures of ice cream in that place what do you think it is?" (ice cream shop)

E. If all the clients are unfamiliar with a resource, the leisure counselor may provide a description.

F. Assignment.

1. "BEFORE OUR NEXT SESSION, I WOULD LIKE EVERYONE, INCLUDING MYSELF AND ALL THE STAFF, TO DO SOMETHING FUN BY USING SOMETHING WE CAN WALK TO FROM THE HOME. GO TO SOMEPLACE LIKE _____ (Identify some resources within walking distance.)"

2. "LET'S HAVE EVERYONE TELL THE GROUP WHERE THEY THINK THEY MIGHT GO. WHO WOULD LIKE TO BE FIRST?"

a. If a client provides an inappropriate response, employ the guided discovery technique to assist them e.g. "Where could you walk to in order to get a magazine?"

b. Also use this technique with clients undecided as to where to go.

LEISURE COUNSELING ACTIVITY CONTINUED

3. Leisure counselor and staff also tell the group where they plan to go.
 4. "AT THE NEXT MEETING WE WILL TALK ABOUT WHAT WE DID. BUT EVERYONE MAKE SURE THAT YOU REMEMBER ONE THING...HAVE FUN!"
 5. "BEFORE OUR NEXT MEETING, EVERYONE ASK THEIR PARTNER IF THEY HAVE DONE ANYTHING FUN."
 6. If necessary, at least once before the next session question the client as to whether or not they have completed the assignment. Also ask them if they have asked their partner what they have done for fun. If they have not, encourage them to do so. If they have, reinforce them.
- G. Techniques for clients lacking self-direction or requiring special assistance.
1. Before the next session, question the client concerning the activity.
 - a. "Have you done something fun by using something that you had to walk to?"
 - b. "Where are you going to go?"
 - c. "When are you going to go?"
 2. Employ the guided discovery technique as previously described.
 3. Provide suggestions to the client.
 - a. "Maybe you could go to _____ (name of a resource)."
 - b. "Why don't you ask _____ (name of a peer) to go with you?"
 4. Provide a strong suggestion to the client e.g. "I think that you should go to _____ (name of a resource) and ask _____ (name of a peer) to go with you."
 5. Or, it may be necessary for the leisure counselor to initiate the activity e.g. "I think I will go to the store and buy some pop. Would you like to go?"
 6. If appropriate, accompany the client during the activity, either participating or observing. Shape independent leisure behaviors.
 7. Reinforce appropriate play behaviors or approximations.

Note: It is important that the staff are aware of the leisure resources discussed. A client may suggest visiting a resource to staff but may not recall the name. The staff person should be able to understand which resource is referred to by its description. Optional: Compile a Leisure Resource Card File of the community leisure resources dealt with in the program. Each card should contain the name of the resource, location, phone number, hours, cost and its characteristics.

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources in the community.

EO 2: Ability to use leisure resources within walking distance of the home.

Time: 30 minutes.
Presentation Media: none.
Format:

- I. Follow-up of the assignment of Enabling Objective 1.
 - A. "HAS ANYBODY DONE SOMETHING FUN BY WALKING TO SOMEPLACE OUTSIDE THE HOME OR BY USING SOMETHING THAT YOU HAD TO WALK TO?"
 - B. Post-assess the clients relative to Enabling Objective 2.
 - C. Solicit reactions from each of the clients in group discussion.
 - D. Possible questions to ask the clients.
 1. "HOW DID YOU FEEL WHEN YOU WENT THERE?"
 2. "WHEN YOU FEEL (name of feeling e.g. good, happy) DO YOU FEEL IT IN ANY SPECIAL PART OF YOUR BODY?"
 3. "TELL US ABOUT WHAT YOU DID."
 4. "WHERE DID YOU GO?"
 5. "WHAT DID YOU DO?"
 6. "HOW DID YOU GET THERE?"
 7. "WHO DID YOU GO WITH?"
 8. "WILL YOU GO THERE AGAIN?" "...WHEN?" "...WITH WHOM?" (Encourage a verbal commitment.)
 9. "DID YOU HAVE ANY PROBLEMS?"
 10. "WHY WAS IT GOOD FOR YOU TO DO THAT?"
 11. If the client makes a verbal commitment, question them at a later time concerning whether they went again. If they have not, encourage them to do so. If they have, reinforce them.
- E. Reinforce descriptions of appropriate play behaviors or approximations.
- F. "THESE ARE PLACES WE CAN USE TO HELP US TO HAVE FUN. SOMETIMES WE FORGET ABOUT THEM. LET'S TRY AND USE THEM MORE OFTEN."

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources in the community.

Time: 1 hour.

Presentation Media: Slide projector, slide screen or sufficient wall space, slides of community leisure resources accessible primarily by car or bus.

Format:

- I. Discussion concerning identification of leisure resources accessible primarily by car or bus.
- "THERE ARE SOME THINGS THAT HELP US PLAY THAT WE USUALLY GET TO BY CAR OR BUS. THEY ARE TOO FAR AWAY FOR US TO WALK TO THEM. WHAT ARE SOME OF THESE PLACES?"
 - Brainstorm, with the clients, appropriate leisure resources.
 - If a client offers an inappropriate resource, employ the guided discovery technique to assist them e.g. "Where could we go if we wanted to buy some fish for an aquarium?"
 - If necessary to identify additional resources, employ the guided discovery technique as described.
 - Emphasize carryover from activities and resources experienced in other programs.
 - "WHERE ARE SOME PLACES THAT YOU GO FOR FIELD TRIPS FROM SCHOOL OR WORKSHOP?" (Identify those resources with the clients.)
 - "CAN WE GO TO THESE PLACES WITH FRIENDS FROM THE HOME TOO?"
 - "IF WE GO TO PLACES LIKE THE _____ (name a resource experienced) AND WE LIKE IT, WE CAN GO AGAIN."
 - "IF YOU WANTED TO BUY A HORSESHOE SET OR A FRISBEE, LIKE THE ONES YOU USE IN GYM CLASS, WHERE COULD YOU BUY THEM?"
 - Reinforce appropriate responses or approximations.
- II. Discussion of attitudes, feelings and knowledge regarding several (four or five) of the resources.
- Identify each resource.
 - Possible questions to ask the clients.

LEISURE COUNSELING ACTIVITY CONTINUED

1. "WHO GOES TO _____ (name of a resource)?"
 2. "WHAT CAN WE DO (OR BUY) THERE?"
 3. "DO YOU ENJOY GOING THERE?" "...WHY?"
 4. "HOW MUCH DOES IT COST?"
 5. "WHEN DO YOU GO THERE?"
 6. "WHAT IS THE BEST WAY TO GET THERE?" (car or bus, if bus identify the correct route)
- B. Direct the focus to those clients that have not used the resource.
1. "ARE THERE ANY REASONS WHY A PERSON MIGHT NOT GO THERE?"
 2. Possible reasons.
 - a. Unaware of what the resource has to offer.
 - b. Unaware of the resource.
 - c. Fear of the unknown.
 - d. Shyness, hesitant to try. (Related to the precedent)
 - e. Not interested in what the resource has to offer.
 - f. Unfamiliar with use of the bus.
 - g. Unfamiliar with the procedure for asking staff to drive.
 - h. Hesitant or unwilling to ask staff to drive.
 - i. Mental and/or physical limitations make use of the resource difficult or belief by the client that they do.
3. "WHAT SOUNDS INTERESTING ABOUT THIS PLACE THAT MIGHT MAKE YOU WANT TO GO THERE?"
4. "WOULD YOU LIKE TO GO THERE NOW AFTER TALKING ABOUT IT?" "...WHEN WOULD YOU LIKE TO GO?" "...WITH WHOM?" (Encourage a verbal commitment.)
5. At a later time, question the client as to whether they have used the resource. Encourage them to do so if they have not. If they have, reinforce them and question them concerning continued use of it.
- C. Techniques for clients lacking self-direction or requiring special assistance.
1. Identify the proper procedure for asking the resident counselor for permission or assistance in visiting the resource.
 2. Ask the client, "If you wanted to go to _____ (name of resource), what would you have to do to go there?" "...Who could you ask?" "...Could you ask the person that is in charge here?" (the resident counselor of the home)

LEISURE COUNSELING ACTIVITY CONTINUED

3. Role play the procedure with the client.
 - a. Ask the client, "What would you say to _____ (name of the resident counselor) if you wanted to go to _____ (name of the leisure resource)?"
 - b. Or, "Let's pretend that I am _____ (name of the resident counselor) and you wanted to go to _____ (name of a leisure resource). What would you say to me?" (Clients can also role play with each other.)
4. The resident counselor can arrange to drive the client, provide assistance in taking the bus, or have a peer take the bus with the client.
5. If necessary, the leisure counselor, staff or volunteer can accompany the client on the bus.
6. These techniques can also be used to encourage a client to ask a peer for assistance.

III.

Summary. Slide presentation: "Name That Leisure Resource!"

- A. This presentation will have to be given in two parts, one during this session and one during the following sessions. It is suggested that for organizational purposes, the resources dealt with be divided into three sections:
 1. Structured leisure programs e.g. municipal parks and recreation programs, church and club organizations, YMCA/YWCA, arts and crafts programs, etc.
 2. Public leisure resources e.g. libraries, parks, ice rinks, arboretum, swimming pools, etc.
 3. Commercial leisure resources e.g. shopping malls, plant shops, restaurants, arts and crafts stores, riding stables, farmers market, miniature golf, pinball arcades, rollerskating arenas, etc.
- B. The first two sections can be presented in this session and the last session, commercial leisure resources, can be presented at the following session.
- C. Show slides of various community leisure resources accessible primarily by car or bus.
- D. "HERE WE GO AGAIN! I AM GOING TO SHOW SLIDES OF PLACES THAT HELP US TO HAVE FUN, THAT WE GET TO MAINLY BY CAR OR BUS."
- E. "LET'S SEE WHO CAN BE THE FIRST PERSON TO TELL ME THE NAME OF THE PLACE, AND WHAT THEY HAVE, OR WHAT WE CAN DO THERE."

LEISURE COUNSELING ACTIVITY CONTINUED

1. Problem: The first clients to identify the resource will probably be the higher level clients and will very likely already be using the resource.
 2. Alternative: Allow the group to compete as a whole when some slides are flashed. For other slides, single out individuals that respond slowly to identify the resource.
 3. If any clients are visually impaired, verbally describe the resource to them and ask them to identify it e.g. "This place has a lot of water and sand at it. Can you tell me what it is and what we can do there?" (the beach) Or, make a tape recording of sounds associated with the resource and ask the client to identify it.
- F. If a client answers inappropriately or fails to answer, employ the guided discovery technique to assist them e.g. "If they have a lot of books in that place, what do you think it is?" (library) "If I want to listen to something on my record player, can the library help me?" (The library also has record albums.)
- G. Assignment.
1. "BEFORE THE NEXT MEETING, I WOULD LIKE EVERYONE, INCLUDING MYSELF AND THE STAFF, TO DO SOMETHING FUN BY USING SOMETHING YOU HAVE TO GET TO BY CAR OR BUS. THIS CAN BE A PLACE LIKE THE LIBRARY TO GET A MAGAZINE, OR GOING OUT FOR A PIZZA."
 2. "IF YOU NEED HELP TAKING THE BUS OR GETTING THERE, EITHER ASK A FRIEND, (name of the resident counselor), OR ME TO HELP YOU."
 3. "LET'S HAVE EVERYONE TELL THE GROUP WHERE THEY THINK THEY MIGHT GO AND HOW THEY WILL GO THERE. I WILL GO FIRST." (Leisure counselor models the procedure.)
 4. Employ the guided discovery technique with clients undecided as to where to go.
 5. If necessary, question the clients at least once before the next session as to whether they have completed the assignment. If appropriate, prompt them to complete it, and assist them in requesting help.
 6. Also question them as to whether or not they have asked anyone else if they have done something fun. If they have not, encourage them to do so. If they have, reinforce them.

LEISURE COUNSELING ACTIVITY CONTINUED

- H. Techniques for clients lacking self-direction or requiring special assistance.
1. Before the next session, question the client concerning the activity.
 - a. "Have you done anything fun?"
 - b. "Have you done anything fun by going somewhere by car or bus?"
 - c. "Where are you going to go?"
 - d. "When are you going to go?"
 - e. "How are you going to get there?"
 2. If necessary, employ the guided discovery technique e.g. "If you like to listen to music, where would be a good place to go?" (a concert)
 3. Provide suggestions to the client.
 - a. "Maybe you could go to _____ (name of a resource)."
 - b. "Why don't you ask _____ (name of a peer) to go with you?"
 4. Provide a strong suggestion to the client e.g. "I think that you should go to _____ (name of a resource) and ask _____ (name of a peer) to go with you."
 5. Or, it may be necessary for the leisure counselor to initiate the activity e.g. "I think I will go miniature golfing. Would you like to go with me?"
 6. If the client requires assistance, suggest that they ask the resident counselor for assistance. If appropriate, arrange with the resident counselor to have another, capable client, a staff member or volunteer assist in the use of public transportation. Shape independent leisure behaviors.
 7. Reinforce appropriate play behaviors or approximations.
- Note: If at all possible, encourage the use of public transportation i.e. bus, dial-a-ride, subway, etc. in traveling to leisure resources. Alert staff prior to the session that their help may be necessary to assist clients in utilizing public transportation. Volunteers may also be used to assist the clients. Arrangements will have to be made before hand to recruit and orient them. Also, be sure that staff is aware of the leisure resources discussed. If a Leisure Resource Card File is compiled, include pertinent information on the resources discussed in these sessions.

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources EO 4: Ability to use a leisure resource
in the community. which is accessible primarily by
car or bus.

Time: 1 hour 15 minutes (excluding the follow-up).
Presentation Media: none.
Format:

I. Follow-up of the assignment from Enabling Objective 3.

- A. "HAS ANYONE DONE SOMETHING FUN BY USING SOMETHING THAT YOU HAD TO GET TO BY CAR OR BUS?"
- B. Post-assess each client relative to Enabling Objective 4 as they respond.
- C. Solicit reactions from each of the clients in group discussion.
- D. Possible questions to ask the clients.
 1. "HOW DID YOU FEEL WHEN YOU WENT THERE?"
 2. "WHEN YOU FEEL _____, DO YOU FEEL IT IN ANY SPECIAL PART OF YOUR BODY?"
 3. "TELL US ABOUT WHAT YOU DID."
 4. "WHERE DID YOU GO?"
 5. "WHAT DID YOU DO?"
 6. "HOW DID YOU GET THERE?"
 7. "WHO DID YOU GO THERE WITH?"
 8. "WHY WAS IT GOOD FOR YOU TO DO THAT?"
 9. "DID YOU HAVE ANY PROBLEMS?"
 10. "WILL YOU GO THERE AGAIN?" "...WHEN?" "...WITH WHOM?" (Encourage a verbal commitment.)
 11. If a client makes a verbal commitment, question them at a later time concerning whether they went again. If they have not, encourage them to do so. If they have, reinforce them.
- E. Reinforce descriptions of appropriate play behaviors or approximations.
- G. "THESE ARE THINGS WE CAN USE TO HELP US HAVE FUN. IT IS UP TO US TO USE THEM MORE OFTEN."

II. Continue slide presentation.

- A. Begin commercial leisure resources. (See the previous leisure counseling

LEISURE COUNSELING ACTIVITY CONTINUED

activity for the outline.)

- B. Upon conclusion, identify any appropriate leisure resources not previously discussed.

III.

Assignment.

- A. "BEFORE OUR NEXT MEETING, I AM GOING TO ASK EVERYONE THAT HASN'T HAD A CHANCE YET, TO DO SOMETHING FUN BY USING SOMETHING THAT YOU HAD TO GET TO BY CAR OR BUS." (Identify some resources.)
- B. "EVERYONE ELSE JUST DO SOMETHING FUN. DO WHATEVER YOU WANT."
- C. Refer to the assignment of the previous leisure counseling activity for procedures and techniques to use with clients requiring assistance.

IV.

Follow-up at the next session. Time: 20 minutes.

- A. "HAS ANYONE DONE SOMETHING FUN SINCE THE LAST MEETING?"

B. Post-assess those clients that have not yet attained Enabling Objective 4. Possible questions to ask the clients.

1. "HOW DID YOU FEEL WHEN YOU DID THAT?"
2. "WHEN YOU FEEL _____, DO YOU FEEL IT IN ANY SPECIAL PART OF YOUR BODY?"
3. "TELL US ABOUT WHAT YOU DID."
4. "WHERE DID YOU GO?"
5. "WHAT DID YOU DO?"
6. "HOW DID YOU GET THERE?"
7. "WHO DID YOU GO THERE WITH?"
8. "WHY WAS IT GOOD FOR YOU TO DO THAT?"
9. "DID YOU HAVE ANY PROBLEMS?"
10. "WILL YOU GO THERE AGAIN?" "...WHEN?" "...WITH WHOM?" (Encourage a verbal commitment.)
11. If the client makes a verbal commitment, question them at a later time concerning whether they went again. If they have not, encourage them to do so. If they have, reinforce them.

- D. Reinforce descriptions of appropriate play behaviors or approximations.

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources EO 5: Knowledge of information sources pertinent to the identification and/or location of community leisure resources.

Time: 1 hour 10 minutes (including the activity).

Presentation Media: Entertainment, advertisement and "What's Happening Around Town" sections of the newspapers, magazines and publications dealing with "things to do" around town and, local maps.

Format:

I. Discussion concerning procedures for identifying and locating community leisure resources.

A. "HOW CAN WE FIND OUT ABOUT DIFFERENT THINGS TO DO THAT ARE FUN LIKE A CIRCUS OR A GOOD RESTAURANT TO EAT?"

1. Brainstorm various information sources with the clients.

2. Possible answers. .

a. Radio.

b. Television.

c. Asking friends or staff at school/work or at home about relevant information.

d. Observing different places when traveling around town.

e. Using the telephone to call appropriate places. Also calling information, if necessary.

f. Entertainment, advertisement and "What's Happening Around Town?" sections of the newspaper.

g. Billboards and posters around town.

h. Magazines and publications dealing with "things to do" around town. Yellow Pages.

i. City or state map.

j. (If unable to read) Requesting literate acquaintances to refer to appropriate sources e.g. Yellow Pages.

LEISURE COUNSELING ACTIVITY CONTINUED

1. Any other appropriate source identified by the clients.
Employ the guided discovery technique if the clients require assistance
e.g. "How did you find out about the _____ (name of a community event) last month?", "How would you find out about the movies that are playing this weekend?"
- B. Identify each source of information separately and ask some of the following questions.
 1. "WHO USES _____ (name of information source)?"
 2. "WHAT CAN YOU FIND OUT BY USING IT?"
 3. "IF YOU WANTED TO FIND OUT ABOUT SOMETHING FUN TO DO WITH THIS, HOW WOULD YOU USE IT?"
 - a. Encourage role playing, if appropriate.
 - b. "LET'S PRETEND THAT YOU WANTED TO FIND OUT IF _____ (name of resident counselor) KNEW ABOUT SOMETHING FUN TO DO THIS WEEKEND. WHAT WOULD YOU SAY?"
 - c. "PRETEND THAT _____ (name of another client) IS _____ (name of the resident counselor). WHAT WOULD YOU SAY TO FIND OUT?"
 4. "DO YOU LIKE TO USE IT?"
 5. "IS IT VERY GOOD FOR FINDING OUT ABOUT FUN THINGS TO DO?"
 6. "WHEN DO YOU USE IT?"
 7. "IS IT VERY HARD TO USE?"
- D. Direct the focus to those clients who have not used the information source. (This may only need to be done for some of the information sources.)
 1. "WHAT ARE SOME REASONS WHY SOMEONE MIGHT NOT HAVE USED THIS?"
 2. Discuss possible reasons.
 - a. Unaware of its existence.
 - b. Not interested in looking into it.
 - c. Unaware of what it has to offer.
 - d. Unable to read.
 - e. Individual does not pay attention to advertisements.
 - f. Hesitant or shy to ask.
 3. "IS ANYONE INTERESTED IN USING _____ (name of the resource)?"
 4. Discuss means of finding out what is happening if a client is unable to read.

LEISURE COUNSELING ACTIVITY CONTINUED

- a. "WHAT IF A PERSON CAN'T READ, HOW CAN THEY FIND OUT ABOUT FUN THINGS TO DO?"
- b. Identify the following information sources with the clients.
- c. Listening to advertisements and programs dealing with community events, either on the radio or television.
- d. Asking friends or staff at school/work or at home about relevant information.
- e. Observing different places when traveling around town.
- f. Using the telephone to call appropriate places.
- g. Requesting acquaintances to refer to appropriate sources e.g. newspaper.

II.

Activity for the night.

- A. "RIGHT NOW, I'M GOING TO ASK EVERYONE TO NAME THE WAYS THAT WE COULD FIND OUT ABOUT SOMETHING FUN TO DO RIGHT HERE AT THE MEETING."
- B. Identify, with the clients, the information sources appropriate for use during the session i.e. asking staff, calling friends on the phone, radio, television, calling appropriate places on the phone, newspaper, magazines.
- C. "WHO WOULD LIKE TO FIND OUT ABOUT SOMETHING FUN TO DO USING _____ (Identify an information source from part B.)?"
 1. "CAN YOU SHOW US HOW YOU WOULD USE IT?" (if appropriate)
 2. Or, "TELL US HOW YOU WOULD USE IT."
- D. If possible, identify all of the information sources named in part B. Allow clients to model the appropriate procedure for each.

III.

Summary and assignment.

- A. Tell the clients about some recent leisure events that have happened in the community. Emphasize that, "WE ARE MISSING OUT ON A LOT IF WE DON'T TAKE THE TIME TO FIND OUT WHAT IS HAPPENING."
- B. "THESE ARE SOME OF THE THINGS THAT CAN HELP US FIND OUT." (Hold up the magazines and newspaper sections.)
- C. "BEFORE OUR NEXT MEETING, I WOULD LIKE EVERYBODY TO FIND OUT ABOUT SOMETHING ELSE THAT IS FUN TO DO. FIND OUT ABOUT IT IN ONE OF THE WAYS WE TALKED ABOUT."

LEISURE COUNSELING ACTIVITY CONTINUED

- D. "THIS CAN BE A DIFFERENT PLACE TO PLAY POOL, A CHINESE RESTAURANT, OR A SPECIAL EVENT LIKE A CIRCUS."
- E. "FIND OUT THE NAME OF THE PLACE OR THING THAT IS HAPPENING AND WHAT WE CAN DO THERE."
- F. "IF YOU WANT TO VISIT IT, OR THE THINGS WE FOUND OUT ABOUT TONIGHT, YOU CAN. BUT I JUST WANT YOU TO FIND OUT ABOUT THESE PLACES FOR OUR NEXT MEETING."
- G. If necessary, question the clients concerning whether they have completed the assignment before the next session. Where appropriate, employ the following techniques.
- H. Techniques for clients lacking self-direction or requiring special assistance.
1. Question the client concerning identification of a leisure resource.
 - a. "Have you found out about something fun to do?"
 - b. "How are you going to find out about something fun to do?"
 - c. "When are you going to look into it?"
 2. Employ the guided discovery technique.
 - a. "Would you like to find out if anything special is happening in town?"
 - b. "Who could you ask?" "...How about the person that is in charge here?" (the resident counselor)
 3. Provide suggestions to the client.
 - a. "Maybe you could ask someone to look in the Yellow Pages to find a horse riding stable for you."
 - b. "Let's turn the radio on and listen for something fun to do."
 - c. "When you watch TV be sure to listen for something to do."
(These last two suggestions can be done with several clients at one time between the meetings. If special programs announcing community events are on radio or TV, the leisure counselor may sit down with the clients and suggest that they listen for something they might want to do.)
 4. Provide a strong suggestion to the client e.g. "I think you should watch _____ (name of a TV program dealing with community events) to find out about something interesting to do."
 5. Reinforce appropriate behaviors or approximations.

LEISURE COUNSELING ACTIVITY

- TPO 3: Awareness of leisure resources in the community. EO 6: Ability to utilize an information source pertinent to the identification and/or location of community leisure resources.

Time: 40 minutes.
Presentation Media: none.
Format:

I. Follow-up of the assignment from Enabling Objective 5.

- A. Solicit reactions from the clients in group discussion.
- B. Focus of the discussion is primarily on the information source, not the activity.
- C. Possible questions to ask the clients.
 - 1. "DID ANYONE FIND OUT ABOUT A PLACE OR ACTIVITY THAT WE CAN GO FOR FUN?"
 - 2. "HOW DID YOU FIND OUT ABOUT IT?"
 - 3. "WAS THE WAY THAT YOU FOUND OUT ABOUT IT VERY HELPFUL?"
 - 4. "WOULD YOU USE IT AGAIN TO FIND OUT ABOUT THINGS TO DO?" "...WHEN?"
(Encourage a verbal commitment.)
 - 5. If a client makes a verbal commitment, question them at a later time concerning whether they used the information source. If they have not, encourage them to do so. If they have, reinforce them and question them concerning continued use of it.

II. Discussion concerning travel to the identified leisure resources.

- A. "IF WE WANT TO GO TO THESE PLACES, HOW CAN WE GET THERE?"
- B. Identify modes of travel with the clients.
 - 1. Bus.
 - 2. Taxi.
 - 3. Staff driving.
 - 4. Others.
- C. Techniques for clients lacking self-direction or requiring special assistance.
 - 1. Identify the proper procedure for asking the resident counselor for

LEISURE COUNSELING ACTIVITY CONTINUED

- permission or assistance in visiting a leisure resource.
2. Ask the client, "If you wanted to go to _____ (name of the resource) what would you have to do to go there?" "...Who could you ask?" "...How about the person that is in charge here?" (the resident counselor)
 3. Role play the procedure with the client.
 - a. "What would you say to _____ (name of the resident counselor) if you wanted to go to _____ (name of the leisure resource)?"
 - b. "Let's pretend that I am _____ (name of the resident counselor) and you want to go to _____ (name of the leisure resource). What would you say to me?"
 4. The resident counselor can arrange to provide assistance to the client in going to the resource.

III. Assignment

- A. "BEFORE OUR NEXT MEETING, EVERYBODY TRY TO GO TO THE THING OR PLACE THAT YOU FOUND OUT ABOUT."
- B. "LET'S HAVE EVERYONE TELL THE GROUP WHERE THEY ARE GOING TO GO FOR FUN."
- C. "REMEMBER, EVERYONE ASK YOUR PARTNER IF THEY HAVE DONE SOMETHING FUN." (If necessary, remind the clients between sessions.)

IV. Follow-up at the next session. Time: 1 hour.

- A. "AT THE LAST MEETING, I ASKED EVERYONE TO DO SOMETHING FUN BY GOING SOMEWHERE THAT YOU HAD FOUND OUT ABOUT IN ONE OF THE WAYS WE TALKED ABOUT, LIKE GOING TO A BASKETBALL GAME THAT YOU FOUND OUT ABOUT BY ASKING A FRIEND OR LISTENING TO THE RADIO."
- B. "CAN ANYBODY TELL THE GROUP HOW THEY HAD FUN?"
- C. Possible questions to ask the clients.
 1. "CAN YOU TELL US ABOUT WHAT YOU DID?"
 2. "WHAT DID YOU DO?"
 3. "HOW DID YOU GET THERE?"
 4. "ARE YOU GLAD THAT YOU FOUND OUT ABOUT IT?" "...WHY?"
 5. "WILL YOU GO THERE AGAIN?" "...WHEN?" "...WITH WHOM?" (Encourage a verbal commitment.)

LEISURE COUNSELING ACTIVITY CONTINUED

6. "HOW DID YOU FIND OUT ABOUT IT?" (Focus on the information source.)
7. "IS THAT A GOOD WAY TO FIND OUT ABOUT FUN THINGS TO DO?" "...WHY?"
8. "WOULD YOU USE IT AGAIN TO FIND OUT ABOUT SOMETHING FUN TO DO?"
"...WHEN?" (Encourage a verbal commitment.)
9. If a client makes a verbal commitment, question them at a later time concerning whether they used the information source again. If they have not, encourage them to do so. If they have, reinforce them.
10. "DID ANYONE ASK THEIR PARTNER WHAT THEY HAD DONE FOR FUN?"
- D. Emphasize that, "BY USING THESE DIFFERENT WAYS TO FIND OUT ABOUT THINGS GOING ON, LIKE NATURE WALKS OR SQUARE DANCES, WE CAN HAVE A BETTER CHANCE TO HAVE FUN."
- V. Refer to the bulletin board. (This is intended to be included in the same session as the follow-up.)
 - A. "WE NOW HAVE ANOTHER WAY OF FINDING OUT ABOUT FUN THINGS TO DO. DOES ANYONE KNOW WHAT IT IS?" (the bulletin board)
 - B. "IF YOU ARE LOOKING FOR SOMETHING FUN TO DO, EITHER IN THE HOUSE OR AROUND TOWN YOU CAN LOOK AT THE BULLETIN BOARD FOR SOME IDEAS."
 - C. "HAS ANYONE GOTTEN ANY IDEAS FOR THINGS TO DO BY LOOKING AT THE BULLETIN BOARD?"
 - D. "IF YOU SEE A PICTURE OF SOMEWHERE YOU WANT TO GO, HOW CAN YOU GET THERE?" (Bus, taxi, staff driving, etc.)
 - E. Techniques for clients lacking self-direction or requiring special assistance.
 1. Identify the proper procedure for asking the resident counselor for permission or assistance in visiting a leisure resource.
"If you saw a picture of the shopping mall, and you wanted to go, what would you have to do to go there?" "...Who could you ask?"
"...How about the person that is in charge here?" (the resident counselor)
 2. Role play the procedure with the client.
 - a. "What would you say to _____ (name of the resident counselor) if you wanted to go to _____ (name of the leisure resource)?"
 - b. "Let's pretend that _____ (name of another client) is _____ (name of the resident counselor). What would you say if you wanted to go?"

LEISURE COUNSELING ACTIVITY CONTINUED

- 4. The resident counselor can provide assistance for the client as needed.
"LET'S ALL GO UP TO THE BULLETIN BOARD AND TAKE A LOOK TO SEE WHAT KIND OF IDEAS WE CAN GET FROM IT." (Go, with all of the clients to the bulletin board. Discuss various resources depicted on it.)
"THIS IS THE END OF OUR MEETING NOW. EVERYONE JUST DO WHATEVER YOU WANT FOR FUN BEFORE THE NEXT MEETING."
- F. Between sessions, refer to clients that have not attained enabling objectives dealing with the ability to use specific leisure resources and prompt clients, if necessary.
- G.
- H.

LEISURE COUNSELING ACTIVITY

TPO 3: Awareness of leisure resources in the community.

- EO 1: Knowledge of leisure resources within walking distance of the home.
- EO 3: Knowledge of leisure resources which are accessible only by car or bus.
- EO 5: Knowledge of information sources pertinent to the identification and/or location of community leisure resources.
- EO 6: Ability to utilize information sources pertinent to the identification and location of community leisure resources.

Note: This leisure counseling activity is intended to reinforce concepts of the stated enabling objectives.

Time: 20 minutes.

Presentation Media: Photographs of various community leisure resources and of outstanding characteristics of the resource e.g. photograph of an elephant skeleton from the museum.

- I. Refer to the Pictorial Leisure Resource Bulletin Board.
 - A. "LET'S PUT UP PICTURES OF WAYS TO HAVE FUN OUTSIDE THE HOME, IN THE COMMUNITY."
 - B. "WE CAN TAKE PICTURES, AND LOOK THROUGH MAGAZINES AND NEWSPAPERS FOR IDEAS FOR THINGS TO DO. WE CAN PUT UP THESE PICTURES AND ARTICLES ON THE BOARD."
 - C. "I HAVE SOME PICTURES FOR RIGHT NOW BUT WE WILL NEED MORE PICTURES LATER."
 - D. "IS THERE ANYONE THAT HAS A CAMERA THAT WOULD LIKE TO DO THAT?" (If no one has a camera, either offer to lend a camera to a client or have a staff member take the pictures.)
 - D. "WHAT KIND OF PLACES CAN WE TAKE PICTURES OF?" (Brainstorm with the clients various leisure resources.)

LEISURE COUNSELING ACTIVITY CONTINUED

- E. "WE CAN ALSO GET SOME PICTURES OUT OF THE MAGAZINES."
 - F. "WHEN SOMEONE IS LOOKING FOR SOMETHING TO DO OUTSIDE THE HOME THEY CAN LOOK AT THE BULLETIN BOARD AND GET AN IDEA FOR SOMETHING FUN TO DO."
 - G. "IF YOU SAW A PICTURE OF SOMEWHERE THAT YOU WOULD LIKE TO GO TO ON THE BULLETIN BOARD, WHAT WOULD YOU DO?" (Discuss the appropriate procedure for traveling to a resource. If necessary, role play a situation where a client asks the resident counselor for assistance.)
- II. Follow-up.
- A. After the session, put the pictures up on the bulletin board.
 - B. Refer to the bulletin board during any future sessions, between sessions, or when clients need cues to initiate or decide upon a leisure activity.
 - C. Suggest that the clients put up additional pictures and replace them occasionally upon completion of the leisure counseling program.

LEISURE COUNSELING ACTIVITY

TPO 1: Awareness of the meaning of play and leisure.

TPO 2: Awareness of leisure resources in the home.

TPO 3: Awareness of leisure resources in the community.

Note: This leisure counseling activity is intended to reinforce concepts introduced throughout the program.

Time: 1 hour.

Presentation Media: none.

Format:

I. Discussion concerning responsibilities of the clients as adults.

A. "WHAT DOES RESPONSIBILITY MEAN?"

B. Solicit responses similar to the following.

1. "Responsibility is doing things for yourself."

2. "Responsibility is not depending on anyone else to do things for you."

C. "EVERYONE HERE IS AN ADULT WITH CERTAIN RESPONSIBILITIES."

D. "WHAT ARE THE RESPONSIBILITIES THAT WE HAVE AS ADULTS?"

E. Ask at least one-half of the clients individually:

1. "WHAT ARE YOUR RESPONSIBILITIES?"

2. Or, "WHAT DOES RESPONSIBILITY MEAN TO YOU?"

F. Formulate, with the clients, the responsibilities of an adult.

1. "We have a responsibility to take care of our bodies by eating and sleeping well, and washing regularly."

2. "We have a responsibility to go to school or work, to do our best and to be on time."

3. "We have responsibilities around the home, to be nice to other people, to do our dishwashing and housecleaning jobs."

G. "WE ALSO HAVE ONE MORE RESPONSIBILITY TO OURSELVES. DOES ANYONE KNOW WHAT IT IS?" "...IT HAS TO DO WITH ALL OF THESE MEETINGS WE HAVE HAD."
(Invite the clients to respond.)

H. "WE ALSO HAVE A RESPONSIBILITY TO OURSELVES TO HAVE FUN."

LEISURE COUNSELING ACTIVITY CONTINUED

II.

Discussion concerning the responsibility of managing one's leisure.

- A. "WHAT DOES IT MEAN TO HAVE THE RESPONSIBILITY TO HAVE FUN?"
1. Solicit responses from the clients.
 2. Employ the guided discovery technique to assist the clients e.g. "Why can't we expect a resident counselor to plan our fun for us all the time?"
- B. Formulate, with the clients, concepts similar to the following.
1. "We cannot expect resident counselors, staff or friends to plan our fun for us all of the time."
 2. "As adults, it is up to ourselves to plan our play as much as we can. If we need help for something, it is OK to ask but we should try to think about things to do for fun as much as we can."
 3. "It is up to everyone here to use their free time in a way that makes them feel good."
 4. "When we are bored or when we are alone, it is up to us to start an activity like playing checkers or riding a bike that will help us feel good."
 5. "This does not mean whenever we need something to do we should always sit and watch TV but instead, there are a lot of other things that we can do like watering and taking care of plants."

III.

Summary and assignment.

- A. "WHY IS IT OUR OWN RESPONSIBILITY TO TAKE CARE OF OUR OWN FREE TIME AND HAVE FUN?" ("We are adults, and as adults, it is one of our responsibilities.")
- B. "DOES ANYONE HAVE ANY PROBLEMS IN FINDING THINGS TO DO?"
1. Possible answers from clients.
 - a. "I don't know what to do."
 - b. "There is nothing to do."
 2. Point out that everybody has been talking about different things that they do and we can get ideas from them.
 3. Ask other clients to suggest some activities.
 4. Refer the client to the bulletin board for ideas.
- C. "DURING THESE MEETINGS WE HAVE BEEN DOING AND TALKING ABOUT A LOT OF DIFFERENT WAYS TO PLAY. WHAT ARE SOME OF THE THINGS THAT YOU ARE GOING TO DO TO HAVE FUN AFTER OUR MEETINGS ARE OVER?"
- D. Solicit responses from individual clients. If a client has expressed

LEISURE COUNSELING ACTIVITY CONTINUED

an interest in a particular activity, encourage continued participation in it after the program.

- E. "OUR NEXT MEETING WILL BE THE LAST MEETING THAT WE HAVE."
1. "BEFORE THAT MEETING, EVERYONE MEET YOUR RESPONSIBILITY TO YOURSELF TO HAVE FUN. TRY TO DO SOMETHING FUN EVERY DAY."
 2. "THESE THINGS CAN BE PLAYING PING PONG, PUTTING A PUZZLE TOGETHER, OR PLAYING HORSESHOES."
 3. "AT THE NEXT MEETING WE WILL TALK ABOUT HOW IT FEELS TO MEET YOUR RESPONSIBILITY AS AN ADULT."

IV. Follow-up at the next session. Time: 15 minutes.

- A. The clients share their experiences with the group.
B. Possible questions to ask the clients.
1. "HOW DID IT FEEL TO PLAN YOUR FUN AS AN ADULT?"
 2. "HOW WAS IT DIFFERENT?"
 3. "WHAT DID YOU DO?"
 4. "WERE THESE THINGS GOOD FOR YOU?" "...WHY?"
- B. "WE WON'T HAVE TIME TO ASK EVERYONE, BUT YOU CAN STILL TELL EACH OTHER ABOUT WHAT YOU HAVE DONE FOR FUN. AND YOU CAN ALSO ASK EACH OTHER WHAT YOU HAVE DONE FOR FUN."
- C. Emphasize that, "TAKING CARE OF OUR OWN FREE TIME AND PLANNING OUR OWN FUN CAN MAKE US FEEL GOOD."

V. Conclusion of the leisure counseling program. Time: 30 minutes.

- A. "THIS IS THE LAST MEETING OF THE LEISURE COUNSELING PROGRAM."
B. "I HOPE WE HAVE ALL LEARNED HOW IMPORTANT PLAY AND FUN ARE IN OUR LIVES."
C. "NOW WE HAVE A BETTER IDEA OF WHAT TO DO WHEN WE ARE BORED, OR LONESOME, OR NERVOUS."
D. "AND WE HAVE LEARNED ABOUT A LOT MORE THINGS THAT WE CAN DO TO HAVE FUN, BOTH HERE IN THE HOUSE AND OUTSIDE THE HOUSE, AROUND TOWN."
1. "WHAT ARE SOME OF THE DIFFERENT THINGS WE HAVE DONE FOR FUN DURING THESE MEETINGS."
 - a. Review some of the most enjoyable activities that the clients have engaged in during the leisure counseling program.

LEISURE COUNSELING ACTIVITY CONTINUED

- b. Identify individual clients and the activities which they have enjoyed in the program e.g. "I've seen Pete making cookies and having a lot of fun doing it."
- 2. "KEEP DOING THESE THINGS AFTER OUR MEETINGS."
- 3. "EVEN THOUGH WE ARE ADULTS, WE ALSO HAVE A LITTLE CHILD IN US. REMEMBER THAT CHILD WHEN IT SAYS, 'I WANT TO PLAY!'"
- 4. Optional: Suggest that some of the clients role play the "child" and "parent" interaction.
- E. "I WANT EVERYBODY TO REMEMBER ONE THING....NO MATTER WHAT YOU DO....HAVE FUN!"

Optional: A party may be planned to celebrate the leisure counseling program.

SEQUENCE SHEET AND FURTHER EXPLANATION OF MATERIALS

Leisure Counseling Activity Sequence Sheet

Time

Session 1

- TPO 1: Awareness of the meaning of play and leisure.
Introduction to the leisure counseling program.
EO 1: Awareness of the concept of play.

1 hour 30 minutes

Session 2

- Follow-up of the assignment from EO 1.
EO 2: Knowledge of the concept of free time.
EO 3: Knowledge of when personal free time occurs.

15 minutes
15 minutes
1 hour
1 hour 30 minutes

Session 3

- Follow-up of the assignment from EO 3.
EO 1: Discussion of feelings which block, and feelings
EO 2: which encourage participation in play.
EO 3:

30 minutes
1 hour
1 hour 30 minutes

Session 4

- Follow-up to the assignment of the
previous session.
EO 4: Awareness of the beneficial effects of play.

20 minutes
1 hour
1 hour 20 minutes

Session 5

- Follow-up of the assignment of TPO 1, EO 4.
TPO 2: Awareness of leisure resources in the home.
EO 1: Awareness of one's personal leisure resources.

30 minutes
1 hour
1 hour 30 minutes

	Time
<u>Session 6</u>	
EO 2: Ability to use one's personal leisure resources.	20 minutes
EO 3: Knowledge of leisure resources owned by the facility.	<u>1 hour</u> <u>1 hour 20 minutes</u>
<u>Session 7</u>	
EO 4: Ability to use leisure resources owned by the facility.	30 minutes
EO 5: Knowledge of the appropriate procedure for borrowing leisure resources owned by peers willing to share.	<u>1 hour</u> <u>1 hour 30 minutes</u>
<u>Session 8</u>	
EO 6: Knowledge of leisure resources owned by peers willing to share them.	
EO 7: Ability to employ the appropriate procedure for borrowing leisure resources owned by peers willing to share them.	1 hour 15 minutes
<u>Session 9</u>	
EO 1: Follow-up to the assignment of EO 6 and 7.	30 minutes
EO 3: Introduction of the clients to the Pictorial Leisure Resource Bulletin Board.	<u>30 minutes</u> <u>1 hour</u>
<u>Session 10</u>	
TP0 3: Follow-up to the assignment of the previous session.	
EO 1: Awareness of leisure resources in the community.	
EO 1: Knowledge of leisure resources within walking distance of the home.	1 hour 30 minutes

Time

<u>Session 11</u>	EO 2:	Ability to use leisure resources within walking distance of home.	30 minutes
	EO 3:	Knowledge of leisure resources accessible primarily by car or bus.	1 hour
			<u>1 hour 30 minutes</u>
<u>Session 12</u>	EO 4:	Ability to use a leisure resource which is primarily accessible by car or bus.	
	EO 3:	Continuation of the slide presentation.	1 hour 15 minutes
<u>Session 13</u>		Follow-up of the assignment of the previous session.	20 minutes
	EO 5:	Knowledge of information sources pertinent to the identification and/or location of community leisure resources.	1 hour 10 minutes
			<u>1 hour 30 minutes</u>
<u>Session 14</u>	EO 6:	Ability to utilize an information source pertinent to the identification and/or location of community leisure resources.	40 minutes
	EO 1:	Referral to the Pictorial Leisure Resource Bulletin Board	
	EO 3:		
	EO 5:		<u>20 minutes</u>
			<u>1 hour</u>
<u>Session 15</u>		Follow-up to the assignment of EO 6 and referral to the bulletin board.	1 hour

Time

Session 16

- TPO 1: Awareness of the meaning of play and leisure.
 EO 5: Knowledge of the potential relationship of leisure activities and mood alteration.

1 hour 30 minutes

Session 17

- EO 6: Ability to select and engage in a leisure activity for the purpose of mood alteration.
 TPO 1: Discussion concerning responsibilities of the
 TPO 2: clients as adults.
 TPO 3:

30 minutes

1 hour

1 hour 30 minutes

Session 18

- Follow-up to the assignment of the previous session.
 Conclusion of the leisure counseling program.
 Optional: a party.

15 minutes

30 minutes

45 minutes

Techniques and Devices Used in the Program

Three categories are employed to describe techniques and devices used in the program: (1) techniques and devices used within the sessions, (2) techniques and devices used outside the sessions, and (3) techniques and devices used both in sessions and outside sessions. Reference to the materials can assist in understanding the concepts discussed.

Techniques and Devices Used Within the Sessions

In the individual leisure counseling sessions, the primary focus is on group discussion. Brainstorming is used often. The clients contribute to formulate answers to questions. Only when the clients themselves cannot provide answers does the leisure counselor provide an answer to a question raised. An example of this process would be in identifying the beneficial effects of play.

Quite often it is necessary for clients to learn the appropriate procedure for borrowing a leisure resource or asking a resident counselor for a ride to a resource. Role-playing is thus used in various meetings. Clients may role-play borrowing a frisbee from a friend or asking a resident counselor to drive them to a bowling alley.

Slides are also used to provide cue novelty and to allow a visual picture of resources and activities discussed in the meetings. For the same reasons, the clients are invited to bring to the sessions leisure resources that they own, or that they might experience e.g. an arts and crafts project, or books from the library. In some of the sessions, a break is taken and the leisure counselor asks everyone "to do something fun". Later, clients come back and relate their experiences to the group. Refreshments at the meetings are encouraged. Clients are requested to bake cookies, make popcorn or mix punch (with assistance if necessary) to serve to group members at the meetings. Two purposes are served by the use of refreshments. First, it reinforces awareness of leisure resources in the home and second, it makes the sessions more of an enjoyable, pleasant, experience. As the program progresses, the individual clients can lead the group in asking members about what they have done for fun. This can provide a different focus for those leaders and also is offered as a means of introducing variety into the sessions. Everyone is also asked to do something fun between the leisure counseling sessions. At the

following meeting, group members share their experiences.

Within the sessions, it is also important that the leisure counselor and staff act as models by providing descriptions of leisure activities appropriate for the clients. e.g. A leisure counselor describing how they had fun while camping or playing tennis would not be appropriate if camping or tennis were activities that the clients could not engage in, either due to lack of skill (tennis), or the impracticality of experiencing the activity very often (camping). Descriptions of leisure activities more appropriate for the clients such as playing checkers, croquet, or buying some plants from a greenhouse would be much more valuable. Discussion of these activities could act as stimuli to the clients to attempt experiencing them.

Techniques and Devices Used Outside the Sessions

Although external to the sessions, several techniques and devices used are integral to the program. Emphasis on these aspects is just as important as the sessions themselves.

Structuring the Home Environment

A technique which is most helpful in facilitating independent leisure behaviors is to structure the home environment so as to provide stimuli for clients to initiate leisure activities. Since the mentally impaired often lack the spontaneity, initiative or self-direction to seek out leisure resources in the home, these resources should be left out in plain view. If possible, they should be left partially set up rather than kept in drawers, closets, or on shelves. Some examples of this technique are to leave magazines on the coffee table and end table rather than in a closet, arrange a jig-saw puzzle to be partially put together on a table where many of the clients can see it rather than put in its box and kept in a drawer, leave a croquet set or horseshoe set erected in the yard where everyone can see it rather than taking the set down after every time it is used, and, allow table games to be on the top of a table, set up if possible rather than put in a closet.

Structuring the home environment in such a manner provides a greater opportunity for engaging in leisure activities. The additional, and sometimes more

complex skill of setting up a resource, as in croquet, can be an inhibiting factor even if the client possesses the skill to participate in the activity. Also, if a client sees a resource, it can act as a stimulus to start participating in the activity.

It is recommended to rearrange these resources occasionally. When something is situated in the same place for a length of time it tends to be forgotten or overlooked. Moving a table with a game of "Easy Money" on it to another part of the room can help it to be "found" again. Or putting a different jig-saw puzzle out can provide a new stimulus for activity.

Pictorial Leisure Resource Bulletin Board

Another means of providing visual cues is the use of the Pictorial Leisure Resource Bulletin Board. The board is to have on it various photographs of the clients engaged in play and of leisure resources in the community. Its purpose is to provide a cue to the clients to initiate activities similar to those pictured or to stimulate interest in visiting the community leisure resources pictured. Since most of the clients probably do not read, photographs are used to develop a greater awareness of resources, activities and to stimulate leisure behaviors which utilize those resources.

Another device which can be used on the bulletin board is an Assignment Chart. Use of this is optional. It is a chart with everyone's name on it and the assignments listed. When the clients complete their assignment and "do something fun" between sessions they can check their name off or ask a staff member to do it. The leisure counselor and staff, when asking clients between sessions if they have done anything fun, can tell the client to check their name off, if appropriate. The purpose of the chart is to remind the clients to do their assignment and to act as a reinforcer when their name is checked. If this chart is utilized its use should be eliminated before the end of the program. This is to prevent a dependence on checking off an individual's name as reinforcement for participation in leisure activities. If the practice were suddenly terminated at the end of the program, whatever beneficial effects it had elicited would probably diminish.

Follow-Up Between Sessions

The leisure counselor and staff may need to question clients between sessions concerning whether they have done anything fun. Techniques are provided in the leisure counseling activities for assisting a client in deciding upon, and engaging in an activity. They are listed under "Techniques for clients lacking in self-direction or requiring special assistance." It is critical that clients complete assignments but it is also important that they not feel pressured into participating. If clients appear to be feeling pressured the leisure counselor and staff may need to decrease the amount of follow-up or change the technique.

Techniques Used Both In and Out of Sessions

Within the materials, several techniques are specified to be used within the leisure counseling sessions and outside of them: the guided discovery, suggestion, reinforcement and shaping techniques.

Guided Discovery

One of the most frequently used instructional techniques with the mentally impaired is the use of guided discovery. Within this program, it is used both in sessions to assist clients in answering questions as well as between sessions to assist an individual in deciding upon an activity.

Simply telling a person the answer to a question or suggesting a leisure activity does not allow them to learn or grow as much as when they participate in the process of discovery. The leisure counselor, rather than telling the client an answer to a complex question, provides a series of questions. Each question is designed in a simple enough manner to allow the client to answer correctly and to bring them closer to the target answer. e.g. Desired answer-- selection of a community leisure resource for the purpose of engaging in an activity. (leisure counselor) "What do you like to do for fun?" (client) "I like to look at magazines."; (leisure counselor) "Would you like to do that this afternoon?" (client) "Yes, I think so."; (leisure counselor) "Where could you go outside the home to get a magazine to look at?" (client) "The drug store."; (leisure counselor) "Yes, but there is another place where you can look at magazines for free. People

usually think of it as just letting you borrow books for free but they also have magazines that you can look at. Do you know what it is?" (client) "The library!"; (leisure counselor) "Very good!"

Instead of being a passive receiver of information, the client is actively using their thinking processes to find an answer, or idea for something fun to do. In addition, they can enjoy the satisfaction of discovering their own answers. Other staff should be encouraged to employ the guided discovery technique whenever they encounter a client that appears to be bored or without something meaningful to do. A simple question such as, "What could you do right now that would be fun?", could trigger an idea or, if not, the staff person could proceed further in a manner similar to the example previously described. Examples of guided discovery techniques are given throughout the leisure counseling activity sheets. Of course if they are not sufficient to help discovery of answers, they can be expanded to provide more obvious hints.

Suggestion

In some cases guided discovery may not be effective. If a client has no knowledge at all about a leisure resource or if sufficient time is not available, then guided discovery may not be the best means of assisting a client. Suggestions may be used in these cases. e.g. "There is a place called a library where you can borrow magazines for free. Maybe you could get some there." Examples of suggestions are also given in the leisure counseling activity sheets. However, throughout the program, the emphasis should be on the use of guided discovery.

Reinforcement

Within the leisure counseling activities, reinforcement is referred to on numerous occasions. Reinforcement may take various forms. However most reinforcers employed in the program would be verbal. Praise and recognition can serve very appropriately. Comments such as, "That's really good!" or "I'm glad that you had fun.", when sincerely expressed, can help to develop meaningful leisure behaviors. Other forms can include clapping for the uncooperative client who finally admits to doing something that was fun, or shaking hands with a client that has just completed a very enjoyable activity. Various types of reinforcement can be adapted to individual clients as seen fit by the leisure counselor.

Shaping Independent Leisure Behaviors

Learning and behavioral change for the mentally impaired is quite often a lengthy process. This process does not occur suddenly but is usually gradual. When learning how to rollerskate, initial behaviors may be comprised of falling down seven times every 10 minutes and walking on the skates. At a later point, that person may be falling three times every 10 minutes and occasionally sliding on the skates. Sometime later on, the client falls only once every 10 minutes and is sliding on the skates most of the time. Finally, the person does not fall at all and slides on the skates all the time. What has happened is that the individual has repeated approximations to sliding on skates all the time and not falling down. Because those approximations gradually came closer to the goal they are called successive approximations. Reinforcement of those successive approximations gradually "shaped" or formed the poor skating pattern into the final, polished, skating behavior. That reinforcement could have been praise from an instructor, a hand shake to congratulate improvement, or the satisfaction and enjoyment derived from skating more efficiently.

The same concept of shaping can be employed in the leisure counseling process to develop independent leisure behaviors (or as independent as possible). It is used both in and out of the sessions. Within the group discussions, clients describe various play activities. The activities described may not always be the most appropriate or correct. By reinforcing approximations to the desired behavior--descriptions of a client independently initiating a leisure activity and participating in it until its completion, the leisure counselor and staff can help to shape independent leisure behaviors e.g. (leisure counselor) "Has anyone done anything fun since our last meeting?" (client) "I played 'Crazy Fights' with Sandy but we didn't finish the game."; (leisure counselor) "That's good! But the next time you play Crazy Fights what could you do to have more fun?" (client) "Finish the game." The description, of the approximation of playing a complete game of Crazy Fights was reinforced and the guided discovery technique was used to help the client find a way to have more fun.

Between sessions, when staff is either observing or actually participating in activities with clients, this technique can also be used. Quite often, as long as staff is involved in an activity e.g. throwing a frisbee, clients continue to participate. But as soon as the staff person leaves, the activity ends.

All the clients discontinue playing. By participating, the staff person is actually manipulating the clients' involvement in the activity just as much as if they were physically manipulating the clients. The aim of shaping leisure behaviors is to reinforce and facilitate approximations to the desired behavior--playing frisbee without staff involvement for a period of 15 minutes. In this case, by gradually reducing the amount of manipulation (physical presence of staff) and by reinforcing approximations, the leisure behaviors can be shaped into the desired form.

The staff person may begin by being actively involved in the activity. Then they may ask another client to take their place and passively watch (actually reducing the amount of manipulation and facilitating closer approximations to independent play). The next step would be to physically move farther away from the area. Then periodically leave the activity. Allow the clients to play on their own. At first, just leave for a short time. Tell them that you will be back. After returning, reinforce them if appropriate, "Hey, you're still playing! That's good!" If they are enjoying themselves, reinforcement may not be necessary. Leave a second time a few minutes later and reinforce them when returning, if necessary and appropriate. Repeat this process throughout the activity.

The amount of time spent away from the activity will depend on the degree of independence of the clients. On the first day, absence may be only for 30 seconds at a time with 10 minutes in between. The second time the activity is played, absence may be for a minute at a time and the time between absences being seven to eight minutes. Or the time spent away from the activity by staff might increase within one day at the same rate given. Gradually, the time spent away from the activity should increase until a staff person may begin an activity with clients and walk away to let them continue, uninterrupted for an appropriate length of time. The aim is to reduce the amount of manipulation (physical presence of staff) and to reinforce successive approximations to the desired behavior--playing frisbee without staff involvement for 15 minutes.

At some times it may not be practical to shape behaviors in a manner this systematic. But whenever staff are involved in an activity with clients they should make a conscious effort to leave and allow the clients to play alone for a short period. This period of time can be gradually lengthened.

Another example of shaping would be to borrow a record from the library and lend it to a client with the stipulation that they assume responsibility for returning it. When the client returns it (with reminders by staff if necessary) they can be encouraged to take out other records while they are there. Instead of attempting to elicit the entire behavior of going to the library and borrowing a record, an approximation to that behavior is facilitated. The approximation being, to return the record.

These techniques should be employed whenever staff assist a client in a leisure activity, both during the time the program is implemented and on a consistent basis following the program's conclusion. Use of shaping techniques is primarily for long term intervention. They are important in the process of developing independent, or as independent as possible, leisure behaviors.

Inservice of Staff

Prior to implementation of the leisure counseling program, it is recommended that inservice training be conducted with all members of the facility who interact with clients i.e. staff, volunteers, etc. This training should include:

1. Description of the program, the general format for sessions and assignments, and assessment techniques.
2. Discussion concerning appropriate structuring of the home environment.
3. Development of staff awareness concerning leisure resources in the home and community which will be dealt with in the program.
4. Instruction in the use of modeling techniques within sessions, and the use of guided discovery and shaping techniques.

When instructing staff concerning the use of guided discovery, role playing can be very effective. Direct staff to pair up with a partner. One staff person assumes the role of a client. The other uses guided discovery techniques (and suggestion, if necessary) to assist the client (actually staff) to decide on a leisure activity. Then allow the two staff to switch roles.

Both guided discovery and shaping techniques are intended to be used on a long term basis. Development of these skills by staff can help to facilitate independent (or approximations to independent) leisure behaviors by the clients. Most certainly, the use of these techniques can also be transferred to other areas of concern in addition to leisure.

Program Outline

Inspection of the materials will reveal that quite a bit of detail is involved in the entire leisure counseling program. To assist in this process, an outline of necessary tasks is provided. Also included are some general instructions concerning the program. Reference to the materials, if they have not already been reviewed, will allow a clearer understanding of the steps to be taken.

- A. Prior to pre-assessment.
 - 1. Review the materials thoroughly. Determine if modifications are necessary for the setting in which implementation will occur e.g. repeating certain sessions, time factors, etc.
 - 2. Photograph slides of the clients engaged in various play activities and obligated activities. Approximately 10-15 slides of various play activities and 10 slides of obligated activities. These slides are required for the leisure counseling activities of TPO 1, EO 1 and EO 3.
 - 3. Process six "play" slides and six "obligated" slides into pictures for assessment of TPO 1, EO 1. (Unless slides are planned to be used for assessment) Process approximately six additional "play" slides into pictures for use on the Pictorial Leisure Resource Bulletin Board.
 - 4. Photograph slides of various leisure resources within walking distance of the home e.g. parks, ice cream shop, billiard lounge etc. Use own discretion concerning appropriate number. (leisure counseling activity for TPO 3, EO 1)
 - 5. Photograph slides of various community leisure resources accessible primarily by car or bus. (leisure counseling activity for TPO 3, EO 1) Approximately 20-30 leisure resources are suggested. Slides should be comprised into three categories
 - a. Structured leisure programs e.g. Municipal parks and recreation programs, church and club organizations, YMCA/YWCA, arts and crafts programs, etc.
 - b. Public leisure resources e.g. libraries, parks, ice rinks, arboretum, swimming pools etc.
 - c. Commercial leisure resources e.g. shopping malls, plant shops,

restaurants, arts and crafts stores, riding stables, farmers market, miniature golf, pinball arcades, rollerskating arenas, etc. Several slides of each resource may be necessary. Photograph outstanding characteristics of the resource e.g. a slide of an elephant skeleton in the museum.

6. Process slides of community leisure resources into pictures for the bulletin board. Approximately 10-20 pictures (leisure counseling activity for TPO 3, EO 1, EO 3 and EO 5)
7. Collect various information sources pertinent to identification of leisure resources e.g. entertainment, advertisement and "What's Happening Around Town?" sections of the newspapers, magazines and publications dealing with "things to do around town."
8. Compile a list of leisure resources belonging to the facility.
9. Optional: Compile a leisure resource card file of the community resources dealt with in the program. Each card should contain the name of the resource, location, phone number, hours, cost and its features. Leave the file with the staff of the facility.
10. Research client files, discuss with staff and informally observe the clients to determine each individual client's personal leisure resources, leisure repertoire and preferences. Start a file for each client. Record appropriate information on the Client Information Sheet.
11. Contact any programs in which the clients are involved in order to identify leisure activities the clients have experienced. Suggested contact persons: recreation therapists, physical education teachers, municipal parks and recreation program directors etc.
12. Optional: Prepare an Assignment Chart to check completion of assignments. Use of this chart is up to the discretion of the leisure counselor.
13. Obtain materials needed to construct the Pictorial Leisure Resource Bulletin Board. If desired, the board can be constructed and put up at this time.
14. Optional: If any volunteers are used in the program, recruit and orient them. Or include them in staff inservice. (leisure counseling activity for TPO 3, EO 3)
15. Prepare for inservice.

16. Conduct inservice of staff.
 - a. Describe the program, its aims, the general format of the sessions and assignments and, assessment techniques.
 - b. Discuss structuring of the home environment.
 - c. Discuss leisure resources of the facility and those dealt with in the program.
 - d. Train staff in the use of modeling techniques within sessions, and in the use of guided discovery and shaping techniques.

- B. Pre-assessment.
 1. Interview each client individually relative to the enabling objectives.
 - a. Pull all the enabling objective sheets from the materials. Suggested questions for assessment are in the performance measures of each enabling objective. Appropriate questions for clients requiring more assistance are also provided.
 - b. Preferably, interview the client in their own room. Note leisure resources owned by the client on the Client Information Sheet.
 - c. Record results of pre-assessment onto the Enabling Objective Assessment Sheet during the interview.
 - d. If attainment of objectives occurs with more prompting than indicated in the performance measure, note it on the Assessment Sheet.
 - e. Question each client concerning prior recreation and leisure experiences. (Data for the Client Information Sheet)
 2. Leisure counselor and resident counselor of the home assess each client's participation in leisure activities. (Participation in Leisure Activities Assessment Sheet)

- C. Implementation.
 1. Two meetings per week for nine weeks. If possible, meetings should be at least three days apart e.g. Sunday and Wednesday, not Sunday and Tuesday.
 2. Recommended size of groups: 4-10 clients.
 3. Optional: If more than one group is conducted, separate them into approximate levels of functioning.
 4. Arrange meetings in a comfortable area of the facility such as the living room.

5. Suggested terminology for the leisure counselor is in capital letters in the leisure counseling activity sheets.
6. Techniques for clients lacking self-direction or requiring special assistance are provided in the leisure counseling activity sheets.
7. Suggest that the clients provide refreshments at several of the meetings. Emphasize that the clients can make those refreshments for themselves at other times.
8. Encourage clients to bring to the sessions various leisure resources that they experience e.g. tropical fish purchased, camera, books from the library, a new table game, etc.
9. Encourage the clients to ask each other, between sessions, what they have been doing for fun.
10. Throughout the program, emphasize carryover of skills and activities experienced in other settings, to use in the home.
11. If an observer sits in on a session, ask the clients to explain what is done at the meetings.
12. As the program progresses, encourage individual clients to begin the sessions by leading the discussion.
13. Optional: To provide an alternative format, deal with several enabling objectives very briefly in a session. Do this for several sequential sessions. e.g. For three sequential sessions, deal with leisure resources within walking distance and those accessible primarily by car or bus in each session. This is opposed to presenting each type of resource singly, in a separate session.
14. Suggestion: When clients describe what they intend to do as an "assignment", note it and later, if they forget their intentions, remind them.
15. If "research" reveals past activities in a client's leisure repertoire which are no longer experienced, encourage their use at appropriate sessions.
16. If a client expresses interest in an activity, encourage participation in it and assist them if necessary. Refer to the client later and encourage continued participation.
17. As a client attains an enabling objective, record it on the Enabling Objective Assessment Sheet. Suggestion: Take notes in the session of those who achieve the enabling objectives and transcribe them to each client's Enabling Objective Assessment Sheet at a later time.

18. Suggestions if clients do not complete assignments or claim to "have done nothing for fun". On occasion, clients may not complete their assignments. Possibly they have done something fun but have forgotten about it. Or in reality, they may not have done anything fun since the last meeting. The following techniques are offered as alternatives for dealing with such instances.
- a. If the leisure counselor or staff has seen the client engaged in a leisure activity, question them, "What was that I saw you doing outside this afternoon?" "...Was that fun?"
 - b. Or ask other members of the group, "Has anyone else seen _____ (name of client) doing anything fun?"
 - c. Deal with reasons for not having any fun, "Is there any reason why you didn't do anything fun?"
 - d. Ask the individual, "How does it feel when you don't have time for fun?"
 - e. Ask the individual, "How does it make you feel when you don't have any fun?"
 - f. Ask the rest of the group for help, "What could _____ (name of client) do that would be fun?"
 - g. If none of the group members, or very few have done the assignment as specified, ask if they have done anything fun at all.
 - h. Ask the clients that do not complete assignments as specified, to do so before the next session.
19. If necessary, provide individual counseling (or discussion) with clients that indicate a need for it e.g. clients resistant to the program, proponents of the work ethic, etc. Structure the intervention with the individual as deemed appropriate.
- D. Post-assessment.
1. Interview each client individually relative to any enabling objective not yet attained. Follow the same procedures as in the pre-assessment interview.
 2. Also question clients concerning opinions of the program (Post-Interview with Client).
 3. Compile each client's attainment of objectives.
 4. Leisure counselor and resident counselor post-assess each client's

participation in leisure activities. Also note any observed effects regarding each client.

5. Individually interview staff concerning effects of the program (Post-Interview with Staff).
6. Determine overall effects of the program through analysis of staff interviews, client interviews and informal observations of the clients.

E. Recommendations.

1. Report to staff concerning:
 - a. Effects of the program i.e. attainment of objectives and changes in leisure behaviors.
 - b. Activities in which individual clients have expressed interest.
 - c. Leisure skills of clients which require development.
 - d. Recommendations concerning long-term follow-up to the program.
2. Conclusion of the leisure counseling program.

Recommendations for Follow-Up to the Program

In the course of the program, many of the clients will have developed a greater awareness of the meaning of play and leisure, of leisure resources in the home and community and, of procedures for requesting help to reach or use a resource. Clients may also begin to experience these resources. However, follow-up is necessary to maintain this awareness and to encourage the individual's greater assumption of responsibility for leisure. Recommendations for follow-up to the program are provided. Many of them are a general carryover of techniques and devices used within the program. They are to be implemented by the staff of the home.

1. Continue to structure the home environment to provide stimuli for initiating leisure activities. Occasionally rearrange the leisure resources.
2. Use the guided discovery technique as a means of assisting clients in deciding upon a leisure activity.
3. Use suggestions when client has no knowledge of a resource or if time does not permit use of guided discovery.
4. Use shaping and reinforcement to develop independent (or as independent as possible) leisure behaviors.

5. Occasionally ask clients, "Have you done anything fun lately?" (and utilize guided discovery or suggestion techniques as appropriate)
6. Question clients concerning their participation in activities or use of resources in which they have expressed an interest during the program.
7. If a client requests to visit or utilize a leisure resource, follow-up and provide assistance as needed, thus reinforcing the client's request.
8. Maintain communication with other programs in which the client is involved, concerning leisure activities and skills experienced. Provide opportunities or encourage the clients to participate in these activities at home. This communication can occur at parent-teacher meetings, staff conferences or, letters and phone calls concerning involvement in leisure activities.
9. As new residents move into the home, encourage the other clients to introduce the new member to leisure resources in the home and, if possible, in the community. This can be done by actually showing the resource to the new resident and encouraging them to use the resource. This process can serve to orient the new member thoroughly and to reinforce awareness for old members. (The new member may not seek out leisure resources available to them.)
10. Maintain the Pictorial Leisure Resource Bulletin Board. Take new pictures and rotate them with old ones on the board. Refer the clients to it occasionally, when they need assistance in selecting a leisure activity.
11. Continue short leisure counseling meetings. These may occur once a week for approximately 15 minutes. If other meetings are scheduled, the leisure counseling meetings can occur at the end of those meetings. The aim of the meetings is to maintain a focus on leisure and an awareness of leisure resources. Each meeting can concentrate on one of the following topics or questions. Most are patterned after the enabling objectives of the materials. In all of the meetings, the procedure for seeking help from the staff should be stressed. Role play when appropriate e.g. "Let's pretend that you want to go to the museum. What would you say to me?"
 - a. "Has anyone done anything fun lately?"
 - b. "Has anyone been doing fun things at school or workshop, or going any place for field trips?" "...Could we do these things here at

- home, or could we go to those places with the people in the house?"
- c. Question individual clients concerning activities in which they have expressed an interest during the leisure counseling program.
- d. Deal with appropriate activities for the season of the year e.g. "It's winter now. What are some things we can do for fun?" "It's spring and it's raining a lot. What can we do for fun?"
- e. "Has everyone been asking each other what they have been doing for fun?"
- f. Ask the clients to take different pictures of leisure activities and resources for the bulletin board. Keep the old pictures and put them up at a later time. Discuss what activities and resources could be photographed. If it is necessary for staff to take the pictures, still solicit suggestions from clients and ask their assistance in putting pictures up.
- g. "Has anyone done something fun using something that you own?"
- Identify resources not often used by clients and question them concerning use of these resources.
- h. "Has anyone borrowed anything and used it to have fun lately?"
- Identify resources not often used by clients and question them concerning use of these resources.
- i. "Has anyone done something fun using things owned by _____ (name of the facility) lately?" Identify resources not often used and question clients concerning use of these resources.
- j. "Has anyone walked to any place for fun lately?" Identify resources not often used and question clients concerning use of them.
- k. "Has anyone done something fun by going somewhere by car or bus lately?" Identify appropriate resources not often used and question clients concerning use of them.
- l. "Has anyone found out about something fun to do lately?" "...How can we find out?" Discuss information sources.
- m. Discuss available leisure resources with any new members of the home. (See no. 9)
12. Any other recommendations determined by the leisure counselor in the course of the program.

Adaptations for Day Programs

Although the materials have been designed for use within a group home or other residential setting, it is felt that with modifications, they can be very appropriate for use in settings such as community mental health programs for the retarded, day training centers (e.g. trainable centers, schools, etc.), work activity centers or municipal parks and recreation programs for the handicapped. If at all possible, close contact with the homes of individual clients should be established. This can take the form of a letter, phone call or personal contact. Communication with the resident counselor/parent/guardian of the client should be made prior to initiation of the leisure counseling program. At this time, the program can be explained and leisure resources within the home (TPO 2) and leisure resources within walking distance and driving distance (TPO 3, EO 1 and EO 3) can be determined. The guardians can also be made aware of leisure skills that the clients are learning and leisure activities (in the form of field trips, classroom projects, etc.) that they are experiencing. If there are few leisure resources within the home, suggestions for types of resources to obtain can possibly be made. They could be suggested with the purpose of providing carry-over of activities and skills experienced in the day program. The guardian could be told that the client will be asked to do something fun between the sessions. A request could be made for the guardian to follow-up by asking the client, "Have you done anything fun?" between sessions, and assisting them if necessary and possible.

If contact with the home is not feasible, the objectives dealing with resources in the home and within walking distance can still be implemented. However, valid assessment is more difficult when relying solely on information from the client. Another alternative is to delete those objectives and concentrate on TPO 1: Awareness of the meaning of play and leisure, and TPO 3: Awareness of leisure resources in the community. Emphasis could be placed on community resources and the number of related sessions could be increased.

Rather than relying on the clients to do the "assignments" of fun at home, they could be requested to do them during free time at school/work. The leisure counselor could refer to the clients during those blocks of free time and assist them if necessary. Leisure resources would need to be provided, for breaks during

sessions "to do something fun." These resources should be similar to those available at home or that could be made available. When clients are expected to do something fun at a session with something that they own or by borrowing something, a note or phone call to the home could ask the guardian to make sure the client brings a resource the next day. Possibly a note could be sent home after every session explaining to the guardian, in what way the client has been asked to have fun or, a schedule of the dates of specific assignments could be provided at the beginning of the program.

Throughout the leisure counseling program emphasis should be made on the carryover of leisure activities to the home environment. When discussing resources, clients should be asked, "Could you do that at home?", "If you wanted to go to that place with your parents what would you say to them?", and similar questions.

Upon completion of the program, a report can be given to guardians concerning recommendations for follow-up to the program. These can be selected from those felt to be feasible from "Recommendations for Follow-Up to the Program." Another option is to schedule training sessions for the guardians. These sessions could encompass the same topics discussed in "Inservice of Staff," among them, appropriate structuring of the home environment, and use of shaping and guided discovery techniques applied to leisure behaviors.

These comprise possible modifications of the materials for a day program, as seen by the author. Prior to implementation, the leisure counselor should review the materials to determine if any other adaptations are necessary.

Glossary

In order to provide for a clear understanding, a glossary of some of the terms used in the materials is presented.

community--the local urban area extending beyond the property of the facility.

free time--time in which the individual is free from engaging in activities which they are duty bound to do, and time in which they are free to choose a leisure activity.

in the home--the area encompassing the facility and its property.

leisure resource--anything which helps an individual to play or have fun e.g. table games, arts and crafts materials, restaurants, concerts, recreation programs etc.

obligated time--time in which the individual must engage in activities to which they are duty bound to do e.g. going to work/school, eating, sleeping, bathing, etc.

play--any activity occurring during free time which elicits feelings of enjoyment, contentment, or satisfaction.

ASSESSMENT AND EVALUATION INSTRUMENTS

CLIENT INFORMATION SHEET

Name: _____ Birthdate: _____

Personal Leisure Resources:

Leisure Skills Learned in Structured Programs (recreation therapy programs,
physical education classes, municipal parks and recreation programs, etc.):

Leisure Skills Presently Learning in Structured Programs:

Other Leisure Activities Experienced (field trips from school, outings, activities/skills experienced at previous residences, etc.):

Leisure Preferences:

Comments:

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT SHEET

Name: _____

Format:

Pre-assessment=red ink

Post-assessment=blue ink

1. Participation in structured leisure activities of the home e.g. parties, camping trips, community outings:

Very rarely participates (less than once a month)	Sometimes participates (once a month)	Usually participates (twice a month)	Almost always participates (3 times a month)	Always participates (4 times a month or more)
--	---	---	---	--

2. Participation in voluntary structured leisure programs and activities e.g. municipal parks and recreation programs, arts and crafts classes, school dances, parties at other group homes:

Very rarely participates (0-1 times a month)	Sometimes participates (2-3 times a month)	Usually participates (4-5 times a month)	Almost always participates (6-7 times a month)	Always participates (8 times a month or more)
---	---	---	---	--

3. Self-direction concerning unstructured leisure activities e.g. biking, basketball, listening to records, playing cards--does not include watching TV:

Very rarely initiates leisure activities (0-3 times a week)	Sometimes initiates leisure activities (4-6 times a week)	Usually initiates leisure activities (7-9 times a week)	Almost always initiates leisure activities (10-13 times a week)	Always initiates leisure activities (14 times a week or more)
--	---	---	--	---

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT SHEET CONTINUED

Participation in unstructured leisure activities e.g. biking, basketball, listening to records, playing cards--does not include watching TV:

Very rarely participates in leisure activities (0-3 times a week)	Sometimes participates in leisure activities (4-6 times a week)	Usually participates in leisure activities (7-9 times a week)	Almost always participates in leisure activities (10-13 times a week)	Always partici- pates in leisure activities (14 times a week or more)
--	--	--	--	--

Independent use of community leisure resources within walking distance (includes the ability to travel to and use resources) e.g. bowling alley, ice cream shop, shopping mall:

Very rarely independently uses resources (0-1 time a month)	Sometimes independently uses resources (2-3 times a month)	Usually independently uses resources (4-5 times a month)	Often independently uses resources (6-7 times a month)	Quite often in- dependently uses resources (8 times a month or more)
--	---	---	---	---

Use of community leisure resources within walking distance (with assistance in travel to or use of the resource from peers or staff):

Very rarely uses resources (0-1 times a month)	Sometimes uses resources (2-3 times a month)	Usually uses resources (4-5 times a month)	Often uses resources (6-7 times a month)	Quite often uses resources (8 times a month or more)
---	---	---	---	---

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT SHEET CONTINUED

7. Independent use of community leisure resources accessible primarily by car or bus (includes the ability to travel to and use resources):

Very rarely independently uses resources (0-1 time a month)	Sometimes independently uses resources (2-3 times a month)	Usually independently uses resources (4-5 times a month)	Often independently uses resources (6-7 times a month)	Quite often in- dependently uses resources (8 times a month or more)
--	--	--	--	--

8. Use of community leisure resources accessible primarily by car or bus (with assistance in travel to or use of the resource from peers or staff):

Very rarely uses resources (0-1 time a month)	Sometimes uses resources (2-3 times a month)	Usually uses resources (4-5 times a month)	Often uses resources (6-7 times a month)	Quite often uses resources (8 times a month or more)
---	--	--	--	---

9. Comments:

ENABLING OBJECTIVE ASSESSMENT SHEET

Format:

X=attained the EO or "point"
 O=failed to attain the EO or "point"
 Pre-assessment=red ink
 Post-assessment=blue ink

Name: _____

- TPO 1: Awareness of the meaning of play and leisure.
- | | | |
|---|---|---|
| — | — | EO 1: Awareness of the concept of play. (Identifies 5 out of 6 "play" photographs and 5 out of 6 "work" photographs.) |
| — | — | Number of "play" photographs correctly identified. |
| — | — | Number of "work" photographs correctly identified. |
- — EO 2: Knowledge of the concept of free time. (Identifies 1 of the following points.)
- | | | |
|---|---|--|
| — | — | a. "...free from doing things that we have to do." |
| — | — | b. "...free to do whatever we want as long as it doesn't break the law or hurt anybody." |
| — | — | c. "...time when we have fun." |
- — EO 3: Knowledge of when personal free time occurs. (Identifies 85% of the following appropriate blocks of time.)
- | | | |
|---|---|--------------------------|
| — | — | During the week: |
| — | — | In the mornings. |
| — | — | In the afternoons. |
| — | — | After work/school. |
| — | — | After supper. |
| — | — | Saturday: |
| — | — | Morning after waking up. |
| — | — | Afternoon. |
| — | — | Evening after supper. |
| — | — | Sunday: |
| — | — | Morning after waking up. |
| — | — | Afternoon. |
| — | — | Evening after supper. |

ENABLING OBJECTIVE ASSESSMENT SHEET CONTINUED

- — EO 4: Knowledge of the beneficial effects of play. (Identifies 2 of the following points.)
- — a. "...a chance for exercise or physical activity."
 - — b. "...a chance to be with and talk to people."
 - — c. "...a chance for learning."
 - — d. "...let's us have fun." or, "...it makes us feel good."
- — EO 5: Knowledge of the potential relationship of leisure activities and mood alteration. (Identifies all of the following points.)
- — a. Identifies a period of time. (If appropriate)
 - — b. Describes the mood.
 - — c. Selects an appropriate activity.
 - — d. Presents an appropriate rationale.
- — EO 6: Ability to select and engage in a leisure activity for the purpose of mood alteration. (Describes and discusses the activity and the mood.) Record the activity and the mood below.

TPO 2: Awareness of leisure resources in the home.

— — EO 1: Knowledge of one's personal leisure resources. (Identifies and describes a minimum of 3 personal leisure resources.)

— — Provide the number of resources identified.

— — Record those resources identified, below.

— — EO 2: Ability to use one's personal leisure resources. (Utilizes 2 different resources in 2 different activities.)

— — Provide the number of resources identified.

— — Record those resources identified, below.

ENABLING OBJECTIVE ASSESSMENT SHEET CONTINUED

— — E0 3: Knowledge of leisure resources owned by the facility. (Identifies and describes 4 resources.)
 — — Provide the number of resources identified.
 — — Record those resources identified, below.

— — E0 4: Ability to use leisure resources owned by the facility. (Utilizes 1 resource in a leisure activity.)
 — — Record the resource(s) utilized, below.

— — E0 5: Knowledge of appropriate procedure for borrowing leisure resources. (Identifies all of the following points.)
 — — a. "...ask the owner for permission."
 — — b. "...use the way it is supposed to be used."
 — — c. "...tell the owner if it is broken or lost." or, "...offering to pay for it."
 — — d. "...returning it when done with it."

— — E0 6: Knowledge of leisure resources owned by peers willing to share. (Identifies 3 resources and their owners.)
 — — Provide the number of resources identified.
 — — Record those resources (and the owners) identified, below.

— — E0 7: Ability to borrow resources from peers. (Engages in 2 different activities using 2 different resources borrowed from peers, in the manner described below.)
 — — a. Request for permission.
 — — b. Use in accordance with rules, norms, etc.
 — — c. Notification of the owner if broken or lost, or offer to pay for it.
 — — d. Return of the resources when done.
 — — Record those resources (and their owners) utilized.

ENABLING OBJECTIVE ASSESSMENT SHEET CONTINUED

- TPO 3: Awareness of leisure resources in the community. (Identifies
 — — E0 1: Knowledge of leisure resources within walking distance. and describes 4 resources.)
 — — Provide the number of resources identified.
 — — Record those resources identified, below.
- — E0 2: Ability to use a leisure resource within walking distance.
 (Utilizes 1 resource.)
 Record the resource(s) utilized below.
- — E0 3: Knowledge of leisure resources accessible primarily by car or
 bus. (Identifies 4 resources.)
 — — Provide the number of resources identified.
 — — Record those resources identified, below.
- — E0 4: Ability to use a leisure resource accessible primarily by car
 or bus. (Utilizes 1 resource.)
 Record the resource(s) utilized, below.
- — E0 5: Knowledge of information sources. (Identifies 4 of the following sources.)
 — — a. Radio.
 — — b. Television.
 — — c. Asking friends or staff at work/school.
 — — d. Observing different places when traveling around town.
 — — e. Using the telephone to call appropriate places.
 — — f. Entertainment, advertisement, and "What's Happening Around
 Town?" sections of the newspaper.

ENABLING OBJECTIVE ASSESSMENT SHEET CONTINUED

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|---|---|----|--|
| — | — | g. | Billboards and posters around town. |
| — | — | h. | Magazines and publications dealing with "things to do" in town. |
| — | — | i. | Yellow Pages. |
| — | — | j. | City or state map. |
| — | — | k. | (If unable to read) Requesting literate acquaintances to refer to appropriate sources e.g. Yellow Pages. |
| — | — | l. | Any other appropriate source identified by the client. |
-
- | | | | |
|---|---|-------|---|
| — | — | EO 6: | Ability to utilize an information source. (Identifies and describes the appropriate process for utilizing one of the information sources listed in EO 5.) |
| | | | Record the process identified, below. |

Comments:

POST-INTERVIEW WITH CLIENT FORM

Note: This form can be used as a guide in referring to interview questions.
Individual client answers can be transcribed onto another sheet of paper.

1. What did you think about the meetings?
2. What did you like about the meetings? Why?
3. Was there anything about the meetings that you didn't like? Why?
4. Do you think you learned anything from the meetings? What did you learn?

POST-INTERVIEW WITH STAFF FORM

Note: This form can be used as a guide in referring to interview questions.
Individual staff answers can be transcribed onto another sheet of paper.

1. Have you noticed any beneficial effects of the program?
2. Have you noticed any adverse or negative effects of the program?
3. What were the deficiencies of the program? (How could the program be improved?)
4. What were the strong points of the program?
5. Do you have any other comments concerning the leisure counseling program?

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