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A Leisure Education Program for Postsecondary Students with Intellectual Disabilities

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A LEISURE EDUCATION PROGRAM FOR POSTSECONDARY
STUDENTS WITH INTELLECTUAL DISABILITIES

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
Parks, Recreation & Tourism Management

by
Madalyn Faye Weber
August 2010

Accepted by:
Dr. Lynne Cory, Committee Chair
Dr. Francis McGuire
Dr. Joseph Ryan

ABSTRACT

For individuals with intellectual disabilities finding and taking part in leisure experiences can be difficult without appropriate knowledge and skills. This study examined the use of a leisure education program with students enrolled in a postsecondary education program located on the campus of a mid-size southeastern university. This postsecondary educational program is designed to teach independent living and job skills to people ages 18-23 who have an intellectual disability. The Leisure Ability Model is the conceptual framework for this study. Leisure attitude was measured through a revised version of the Leisure Attitude Measure; it assessed three components: cognitive, behavioral, and affective. However, leisure education for students having intellectual disability enrolled in a postsecondary transition program in a college setting has not been evaluated. Results indicated there was no significant difference in the Leisure Attitude Measure between pre- and posttests. However, semi-structured interviews provided the researcher with rich descriptive data about participants' leisure attitude. Analysis of the qualitative data revealed that participants' understanding of leisure increased following the intervention. Implications for therapeutic recreation practice and future research are discussed.

DEDICATION

To my twin sister, Amanda: I have decided to help people and become a recreation therapist because of you and cannot thank you enough for teaching me so much more than you will ever know.

ACKNOWLEDGMENTS

I would like to thank all of those individuals that assisted me in the research process from start to finish. First, thank you to my committee, Dr. Lynne Cory, Dr. Fran McGuire, and Dr. Joe Ryan for their help and support through this process. I am so grateful for your words of encouragement that got me through all of those discouraging moments where success seemed so distant.

I also could not have done this research without the help and assistance of those involved with the postsecondary program: Dr. Sharon Sanders, the other graduate student staff and of course, the students. To the students – I had a great time during our sessions and truly enjoyed getting to know each one of you just a little bit better.

I could not go without thanking my mother, sisters and fantastic friends that gave advice when I needed it and just let me vent when I was too stubborn to listen. Mom, thank you for always pushing me to be something more; I could not have gotten here, nor finished, without your love and support.

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CHAPTER ONE

INTRODUCTION

Leisure is one of the most important expressions of one's freedom (Dattilo & Schleien, 1994). All individuals, regardless of ability, deserve the right to experience leisure. Most people have the opportunity to participate in simple recreation activities; however, being able to have a leisure experience may not happen as often or at all for individuals with intellectual disability (ID). Recreation refers to an organized activity intended for social ends. "Recreation" is different from the term "leisure;" leisure historically has been difficult for scholars to define (Dattilo, 1999).

Leisure can include elements of a recreation activity, but it can be much more than that; its definitions include state of mind, participating in an activity for one's sake, striving for goals the individual has chosen, and not for extrinsic gain (Dattilo, 1999). Leisure can provide an avenue for development of autonomy, self-definition and choice that may not be available through other means; therefore, leisure is important in the lives of all people.

It has been reported that the majority of leisure activities for individuals having ID are generally home-based and passive in nature. Several factors share responsibility for the lack of leisure participation including lack of friendship, deficits in independence and social skills, underdeveloped leisure skills and cognitive deficits (Buttimer & Tierney, 2005). The negative stigma that people with ID face adds to the difficult challenge of gaining access and opportunity to be included in leisure activities (Devine & Dattilo, 2001). Skills and knowledge that may facilitate greater participation can be

improved through various means; many can be addressed through leisure education, a service provided through therapeutic recreation.

“Leisure education is based on the premise that all individuals, regardless of race, socioeconomic status, gender, color, religion or ability, possess the right to experience leisure” (Dattilo, 1999, p.42). Leisure education programs have been completed in various settings, ranging from hospitals to schools to community programs, aimed at reintegration after a physical disability, or to increase community involvement for those with developmental disability as they transition from school to an independent lifestyle. Lanagan and Dattilo (1989) demonstrated that a leisure education program was effective in producing greater leisure involvement over a recreation participation program. Studies have also shown that a leisure education program helped individuals with cognitive impairment transition from one life stage to another and that it can serve as an effective process for young adults to successfully integrate into their communities (Bedini, Bullock, Driscoll, 1993; Bullock & Howe, 1991).

As adults with ID transition into independent lifestyles, they are required to integrate into their communities in multiple ways. By providing individuals with opportunities of leisure education, they can learn skill sets that promote access to community leisure participation, which can improve individual adjustment to an independent lifestyle in the community (Dattilo & Schleien, 1994).

Bullock & Howe (1991) examined the reintegration of rehabilitation patients who had been discharged back into their community. They found that leisure education was a helpful transitional strategy. Bedini et al. (1993) examined effects of a leisure education

program on students in special education as they transitioned from school to independent lifestyle. Findings indicated there were positive outcomes in areas such as leisure awareness and initiation, as well as positive behavioral and attitudinal changes. Leisure education has also shown to help individuals with ID become included in their community; participants were willing to try new things, overcome barriers to leisure and make choices, allowing greater freedom (Dattilo, 2002b). Bedini et al. (1993) concluded that a leisure education curriculum has “potential for increasing leisure wellness and thus contributing to successful transition from school to adult life,” (p. 80) and that additional research should be conducted so the effects of leisure education as a component of transitional services can be known.

The Individuals with Disabilities Education Improvement Act (IDEIA) regulates mandated services for individuals placed within public schools in special education. IDEIA is the law that mandates proper educational services be provided to individuals with disability in order to reach their personalized educational goals (U.S. Department of Education, 2004). For example, during the time in which students are enrolled in school, adapted physical activity is a federally mandated service. All students with a disability should receive this service, which teaches fundamental motor skills and patterns through sport and physical activity (Adapted Physical Education National Standards, 2008). However, adapted P.E. is different from therapeutic recreation, which is not required under this law. IDEIA also includes what are called “transition services” for those students graduating or completing their school curriculum.

Transition services are designed to improve academic and functional success and facilitate the student's movement from school to post-school activities (U.S. Department of Education, 2004). The majority of students' transition plans address post-secondary education and employment, but very few include assistance in other life areas, such as relationship skills, leisure and recreation. One of the categories under transition services is related services, which are not required, and therapeutic recreation falls under this category. Of all employed recreational therapists in 2006, 70% were employed in nursing and residential care facilities and hospitals. The remaining 30% of the therapists are split between residential facilities for those with intellectual disability, mental health, and substance abuse facilities; individual and family services; Federal Government agencies; educational services; and outpatient care centers (Bureau of Labor Statistics, 2006). As apparent by the statistics, the number of recreational therapists employed in schools is very limited, which precludes the ability to offer therapeutic recreation services in school transition programs.

A recent trend in transition services is the implementation of post-secondary educational programs; these are new programs and increasing in number around the country. These are programs designed for individuals with ID, post-high school, to receive additional education in a college/university setting, similar to the experience their peers would have. These postsecondary programs include career training, basic classroom instruction on writing, reading and math, as well as life skills training. However, few of the programs contain a physical activity component, and none have been found to include a leisure education component (Postsecondary education, 2009).

The specific program for this study is a post-secondary education program for adults with ID between the ages of 18-23. The primary goal of this program is teach students necessary life skills, independent living skills and work skills. In the context of this program, a leisure education intervention in conjunction with education related to other various life skills could aid students in transitioning from a moderately dependent lifestyle to an independent lifestyle. This postsecondary program is one of the first programs to include a leisure education component. Students enrolled in the program can benefit from the leisure education intervention because recreation and leisure can act as an intermediary that will augment other educational processes (Bedini, Bullock & Driscoll, 1993).

Statement of the problem

Currently, there is a dearth of research examining leisure education and its effects on leisure attitude for individuals with ID. Additionally, the absence of an appropriate scale to measure leisure attitude in individuals with ID is startling. It is necessary to measure attitude, since attitude is relevant in the acceptance, development and expression of a leisure lifestyle (Stumbo & Peterson, 2009). Leisure attitudes can be developed and refined through experiences taught in leisure education.

Purpose of the study

This investigation was designed to examine the effects of a leisure education intervention on individuals with ID, aged 18-23, enrolled in a postsecondary education program at a southeastern university. The leisure education intervention provided the

participants with an opportunity to form opinions and attitudes on leisure as well as assess effects of the intervention.

Research Question

1. What is the effect of a leisure education intervention on overall leisure attitude, general leisure knowledge and beliefs (cognitive), feelings toward one's leisure (affective), and past, present and verbalized intentions of leisure (behavioral) of adults aged 18-23 enrolled in a postsecondary university program?

Definitions of Terms

Therapeutic Recreation – "...is the provision of Treatment Services and the provision of Recreation Services to persons with illness or disabling conditions. The primary purposes of Treatment Services, which are often referred to as Recreational Therapy, are to restore, remediate or rehabilitate in order to improve functioning and independence as well as reduce or eliminate the effects of illness or disability. The primary purposes of Recreational Services are to provide recreational resources and opportunities in order to improve health and well-being." (American Therapeutic Recreation Association, 1987)

Leisure Education – "a broad category of services that focuses on the development and acquisition of various leisure-related skills, attitudes, and knowledge" (Stumbo & Peterson, 2009, p. 42). These services are based on the assumption that individuals can change behavior and acquire new knowledge, attitudes, abilities and skills through the use of an educational model, instead of a medical model (Stumbo & Peterson). Also defined by Dattilo (2002a), leisure education "...provides individuals the

opportunity to enhance the quality of their lives in leisure; understand opportunities, potentials, and challenges in leisure; understand the impact of leisure on the quality of their lives; and gain knowledge, skills, and appreciation enabling broad leisure skills." (p. 211).

Transition Services – “designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation; Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.” (U.S. Department of Education, 2004)

Adapted Physical Education – “physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.” (Adapted Physical Education National Standards, 2008)

Leisure Attitude – A combination of three elements: a cognitive component (general knowledge and beliefs about leisure), an affective component (feelings towards one’s leisure and the degree of liking/disliking the experience) and the behavioral component (one’s past, present, and intended actions with regard to leisure activities) (Ragheb & Beard, 1982)

CHAPTER TWO

REVIEW OF THE LITERATURE

Upon an initial search of the literature, research on leisure education for individuals with ID was the main focus. It was determined that the search of the literature should be expanded to include other topics such as the Leisure Ability Model, leisure involving people with disability, and special education literature on transition services. Academic Search Premier, Academic One File, and Google® Scholar were searched using the follow terms: “leisure education,” “leisure education & intellectual disability”, “therapeutic recreation & intellectual disability”, “leisure education & attitude”, “transition services & intellectual disability”. The researcher is aware of the limited research on this topic; however, that leads the researcher to believe that this topic should be the focus of current research.

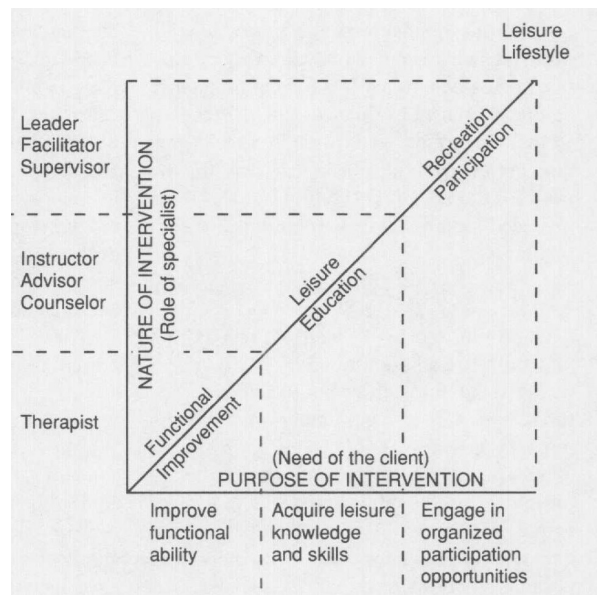
The Leisure Ability Model

The leisure ability model (LAM) is one of the most widely used models in therapeutic recreation practice. First, it is based on the assumption that all individuals have a right to experience leisure; secondly, that many individuals experience some sort of barrier to leisure. Further, individuals with disability, physical or cognitive, generally experience longer lasting or more frequent barriers to leisure when compared to their peers without disabilities (Stumbo & Peterson, 1998).

The LAM displays different stages in which individuals may receive therapeutic recreation services. The LAM is comprised of three components: functional improvement, leisure education, and recreation participation. It is a continuum of

services and the client strives to achieve goals at one stage before moving onto the next. Functional improvement is at the very base of the model where the therapist has the greatest amount of direct involvement and the client works on acquiring basic skills. This stage will occur in a clinical rehabilitative setting, (e.g. a hospital soon after an injury). Once the basic skills are acquired, the next step is to move into leisure education. Leisure education occurs during a client's rehabilitation phase in the hospital, and continues as they move back into the community. The goal of leisure education is to acquire leisure related knowledge and further refine and build upon skills from the first stage; here the therapist acts as a counselor and instructor. Leisure education prepares the client by giving them tools necessary to fully participate in recreation and leisure. Recreation participation is the final stage of the leisure ability model. Recreation participation occurs out in the community setting. Here, the therapist has the least control in any of the stages and simply acts as a facilitator to the client who can now independently choose and participate in leisure activities.

Figure 2.1: The Leisure Ability Model (Stumbo & Peterson, 1998)



The participants involved in this intervention are operating in the leisure education stage, the transition stage between functional improvement and recreation participation. The leisure education intervention in which they participated provided an opportunity for participants to build skills and gain knowledge necessary for participation in recreation and reach that ultimate goal of a leisure lifestyle.

Leisure for Individuals with Disability

All individuals have the right to freedom and choice, and leisure is an expression of this freedom (Dattilo & Schleien, 1994). Therefore, leisure is an inalienable human right, regardless of ability. However, there is a challenge in providing appropriate opportunities for those individuals who do have a disability to gain skills, knowledge and awareness of leisure that is in their community.

Dattilo and Hoge (1994/95) examined the perceptions of leisure from the point of view of adults with intellectual disability. Participants of this study stated they liked to

do things by themselves and they liked to work. Findings did not clearly indicate if the adults felt they had no alternatives for fun and enjoyment, and that is why they chose work. The majority of participants preferred those activities that were less physical (e.g. watching TV/videos, listening to music/radio); however, some preferred activities were ones that required greater physical involvement (e.g. basketball, baseball, riding a bicycle). Findings indicated doing things alone meant the individuals had a sense of independence, which resulted in positive emotions.

Salvatori, Tremblay and Tryssenaar (2003) displayed results quite different from Dattilo and Hoge (1994/95). Participants in this study were older adults with ID, ranging in age from 26-72 years. Participants' family members and service providers were also interviewed. While the participants of Dattilo & Hoge's work found they preferred to be alone, the participants with ID in this study rated the themes of social relationships, autonomy and life satisfaction as a major importance; meaningful activities (i.e. education, employment, leisure and recreation, transportation access) were rated a minor importance.

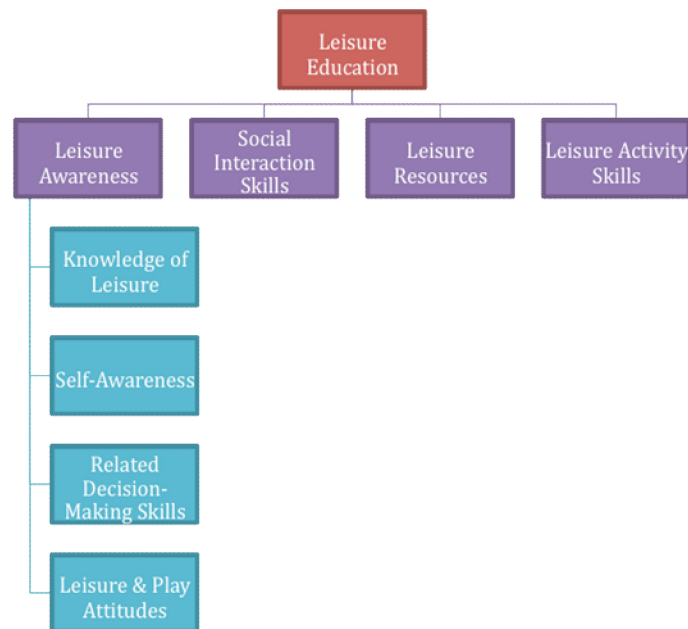
Adults with disability can gain benefits from leisure, such as participation in community recreation activities, which is fun and allows for new learning experiences (Dattilo & Hoge, 1994/95). Similar to adults without disability, the adults in Dattilo & Hoge's study found recreation and leisure time to be relaxing, that it stops boredom, and being with and helping others makes them happy. While there are numerous benefits of leisure that all people can experience, it is important to note the barriers to leisure that individuals with disability can face.

Generally, society views people with disabilities as incapable of functioning independently, not being able to accomplish much or having reciprocal relationships (Devine & Dattilo, 2001). This stigma can make it difficult for people with disability to participate as functioning members of society, as well as participate in leisure and recreation in the community. Other barriers reported by Dattilo and Hoge (1994/95) include lack of leisure companion, no place to go, not feeling safe, and no and/or limited transportation. Leisure barriers may contribute to the choice of activities. Many recreation programs are narrow in scope and 'stereotypical,' or the individual lacks skills that promote their participate (Dattilo & Schleien, 1994). Finding a solution to overcome these barriers can be a challenge; however, some of these issues can be addressed through leisure education programs.

Leisure Education

Leisure education is based on the premise that all individuals regardless of race, socioeconomic status, gender, color, religion or ability, possess the right to experience leisure (Dattilo, 1999). Leisure education provides individuals the opportunity to learn skill sets that promote community leisure participation, which is an essential component of successful community adjustment (Dattilo & Schleien, 1994). There are four components to leisure education, which are each comprised of four additional components (Stumbo & Peterson, 2009). This program and study focused on the leisure awareness component, specifically knowledge of leisure and leisure attitudes.

Figure 2.2: The Components of Leisure Education (Stumbo & Peterson, 2009)



Leisure education programs have been used to facilitate participants' knowledge related to increasing self-determination, social interaction, positive affect; community reintegration following traumatic injury and supported employment (Williams & Dattilo, 1997; Bullock & Howe, 1991; Mahon & Martens, 1996). Dattilo (2002b) examined the perceptions of individuals with moderate ID about a leisure education program through the use of in-depth interviews. Several themes emerged from the data including: get out into the community, try new things, overcome barriers to leisure, make choices and experience freedom, and have fun with funny people. The findings indicated participants viewed the leisure education program as a way to help to reach these goals.

As a component of transition services, leisure education has been employed with promising results. Leisure is an integral part of adjusting to community living and can aid in this transition process from school to independent lifestyle. Each individual is

different, as well as the community in which they reside, so specific knowledge and skills should be taught that are relevant to the individual, their age, their community and that are fun (Dattilo & St. Peter, 1991). Dattilo and St. Peter further reported that an effective leisure education program, developed for individuals with ID, should include at least three parts - awareness, knowledge and application of leisure - with each lesson building on knowledge from the previous lesson.

Bedini et al. (1993) examined one program to examine effectiveness of leisure education on transition from secondary school to adult life for individuals with ID. This particular program examined areas such as leisure opportunity identification, leisure awareness, leisure participation rate, social skills, and assertiveness/initiation of leisure activities, self-esteem, perceived control, competence, communication skills, leisure satisfaction and life satisfaction. The program lasted 36 weeks, met twice per week and content was individualized for each student. The model used was developed using concepts from Bandura's theory of self-efficacy (Bandura, 1977). In order to gain sufficient data and measurements pre- and post-tests were completed, along with several surveys and questionnaires. Upon completion of the program, several positive outcomes were noted which included increased identification of and participation in leisure activities, increased self-esteem and increased assertiveness. The positive changes that did occur were noted by all groups involved – students, teachers and parents – which suggests that leisure education is effective for this population. Bedini et al. (1993) suggest that further research be completed to examine leisure education as an essential

component of transition services. Postsecondary programs are a fairly new form of transition service, and the effects of leisure education should be examined in this setting.

Transition Services in Special Education

The Division on Career Development and Transition for The Council for Exceptional Children published a position statement on transition of youth with disabilities to adult life (Halpern, 1994). Although several definitions for the term “transition” have been used, it is defined as “a change in status from behaving primarily as a student to assuming emergent adult roles in the community,” (Halpern, 1994, pg.117). Some of these roles include being an employee, being a student at a post-secondary institution, being a community citizen, and being involved in satisfactory personal and social relationships. Transitioning may also be examined in terms of a change in roles, which can be defined as a socially expected behavior pattern or a grouping of meaningful activities that an individual takes part in during various life situations (King, Baldwin, Currie & Evans, 2005). Students’ roles in their communities or families when transitioning from school to an independent lifestyle may change; it can become a complex process comprised of identity alterations, changes in relationships, and in day-to-day activities (King et al. 2005). Some challenges and gaps in transitioning have been reported by the Bristol Institute of Learning Disabilities (Heslop, Mallett, Simons & Ward, 2002). The report found one-fifth of students with ID left school without a transition plan put in place, even though at the time it was, and is, required by law. Heslop et al. (2002) also reported that families stated leisure and social opportunities should be addressed in the transition process, along with future education

and housing opportunities; however, these topics were rarely covered, with the exception of future education. Sitlington (1996) found that out of 41 major studies only 24% (n=10) of them had addressed leisure and recreation; relationships and social networking were included in 44% (n=18) of the studies, and 32% (n=13) of the studies studied personal satisfaction.

It is clear that the majority of transition plans and programs address secondary education and employment, but few seek to address and help individuals having ID manage other aspects of their lives. When individuals with learning disabilities were surveyed on which areas of life required the most assistance, the top four answers were social relationships/social skills, career counseling, developing self-esteem/confidence, and overcoming dependence/survival. The lower ranked responses were those things that are generally addressed in transition such as job/vocational training, finance management, reading/spelling (Sitlington, 1996).

It should be evident that leisure and recreation are not addressed often enough for individuals with ID. However, King, Baldwin, Currie and Evans (2006) have described various transition strategies, which encompass leisure and community. One such strategy is to link youth and family to community supports such as agencies, coworkers and mentors. This would allow for community integration through collaborative support by others involved with whoever is experience the transition period. A second strategy is to enhance one's knowledge about community opportunities, allowing access to real-life experience that some individuals with disability do not get the chance to take part in.

Postsecondary Education Programs

For many young people with ID, there are few options for higher education after high school has been completed. Postsecondary programs have had a positive impact on rates of employment and wages, social networks, and self-determination skills for individuals with intellectually disabilities (College Transition Connection, 2009). The numbers of post-secondary education programs are increasing around the country to serve this specific population, to provide them with similar opportunities most other young adults have. These programs offer similar structures that include career training, basic classroom instruction on writing, reading and math, and life skills. However, few of the programs contain a physical activity and/or recreation component, and none have been found to include a leisure education component in the curricula (Think College, 2009).

The participants involved in this study are the students enrolled in the postsecondary education program that is located on the campus of a mid-sized southeastern university. The program is designed to increase employment and independent living skills serving individuals with mild to moderate ID, ages 18-24 who are seeking a college experience. The two-year certificate program offers coursework, job internships and peer mentor support. Leisure education will be an added educational component, making this program a very unique program.

Social Validity

It is important to consider how important and relevant an intervention is going to be to for individuals involved in the program. Wolf (1978) stated that the work of

applied behavior analysts and social researchers need to be validated on three different levels: (1) the social significance of the goals, (2) the social appropriateness of the procedures, and (3) the social importance of the effects. He referred to these validations as “social validity.” This method of validation takes the consumer satisfaction into account; does the program really have meaning to the participants involved or is the program being conducted simply for the sake of research. It is important for the treatment procedures to be deemed acceptable not only for ethical reasons, but a socially validated program has an increased likelihood of being accepted and utilized by future researchers and practitioners.

Individuals with ID in Research

Multiple researchers have examined the involvement of individuals with ID as participants in studies. Few individuals with ID possess strong enough reading or writing skills to complete a written survey, but can respond to interview questions using other communication skills (Malik, Ashton-Shaeffer & Kleiber, 1991). Malik, et al. (1991) suggested that the higher the cognitive functioning of an individual, the more discriminatory their responses can be, and there is less probability of acquiescence (the general tendency to agree with a question or consistently chose the first option). When developing interview questions research supports that “yes/no” and “either/or” type questions are the easiest to answer. However, they have the greatest chance for acquiescence. On the other hand, open-ended questions can be most the difficult to answer and the chance for acquiescence is lower.

Interviews allow for expansion and clarification on participants' answers, unlike a questionnaire with a likert-type scale. Dattilo, Hoge & Malley (1996) provided guidelines for improving response validity for participants with ID. These guidelines are (a) include an adequate sample of items, (b) avoid temporal concepts, (c) include concrete visual cues, (d) change sequence of possible responses, (e) use different type of questions, (f) obtain expert evaluation of the instrument.

CHAPTER THREE

METHOD

The research method used in this study employed both qualitative and quantitative methods. Participants for this study were a convenience sample of students enrolled in a program at a mid-size southeastern university. The setting chosen for this study was a typical classroom setting because the delivery method of the intervention primarily employs group discussion and group activities. This chapter presents the method of this study.

Participants

The participants for this research were the individuals involved with a post-secondary education program. The program is housed on the campus of a mid-size university located in the southeast United States and serves students with intellectual disabilities ages 18-23. The sample that was used were seven students whom entered in the fall semester of 2009 as new students, and participated in the intervention beginning in January 2010. There are 2 males and 5 females and they have an average age of 20.1 years and an average IQ score of 67.71 (See Table 1). Students are able to complete their activities of daily living independently (shower, dressing, toileting). Of the current seven students, only two have previously lived outside the family home, but not independently; they lived in a residential school facility. The researcher had a previously established relationship with all individuals involved with the intervention because they were involved in a leisure skills class with her in a previous semester. The students enrolled in a bowling leisure skills class their first semester on campus, allowing them to interact

with other university students; they each then chose a different class for their second semester. The participants were well acquainted with one another because they shared numerous classes and some were roommates.

Amber. Amber is an 18-year old white female who has a diagnosis of cerebral palsy. Amber is conjointly enrolled in two courses at the local community college along with the courses offered through the postsecondary program. These courses are related to her future career goals, as well attending classes for her program and a leisure skills course. Amber enjoys relaxing with her friends and writing poetry.

Stacey. Stacey is a 19-year old white female diagnosed with ID. Sara is also enrolled in a course at the local community college. When she can, Stacey enjoys writing music and books to help her relax, she also enjoys shopping and going to the movies with friends.

Jared. Jared is a 20-year old white male diagnosed with Downs syndrome. Jared is enrolled in one course at the local community college and likes to be involved with his community and helping others. He also enjoys going to sporting events and lifting weights at the campus recreation center.

Lauren. Lauren is a 21-year old white female diagnosed with Joubert Syndrome. Lauren really enjoys participating in theatre productions. Her free time is spent spending time with friends, watching movies and playing basketball.

Jason. Jason is a 20-year old white male diagnosed with Soto Syndrome and Attention Deficit Disorder. Jason loves taking his billiards leisure skill class and

spending time surfing the Internet. When Jason works out at the campus recreation center he enjoys cycling and taking a yoga class.

Carol. Carol is a 19-year old white female diagnosed with Attention Deficit Hyperactive Disorder. She considers herself an ‘overachiever’ and “always has to be doing something.” She enjoys spending time with friends, going to the mall or movies as well as playing video games.

Maggie. Maggie is a 22-year old white female with Down’s syndrome. In her free time, Maggie enjoys swimming and playing baseball. She also enjoys spending time in the local downtown community and attending outdoor concerts with her friends and family.

Table 3.1: Participant Demographic Data

Name	Gender	Age	Diagnosis	Ethnicity	IQ
Amber	F	18	Hydrocephalus, mild Cerebral Palsy, seizures	Caucasian	77
Stacey	F	19	Intellectual Disability	Caucasian	76
Jared	M	20	Down Syndrome, hearing loss	Caucasian	64
Lauren	F	21	Joubert Syndrome	Caucasian	71
Jason	M	22	Soto Syndrome, ADD	Caucasian	75
Carol	F	19	ADHD, ID	Caucasian	74
Maggie	F	22	Down Syndrome	Caucasian	37*

Note: Names have been changed to protect the participants’ identities.

*Maggie has a documented IQ of 37 due to slow processing speed and was unable to complete the entire evaluation. However, educators have estimated her performance IQ to be higher; Maggie also has outstanding adaptive skills.

Intervention

The sessions were prepared and conducted as recommended by Dattilo (1999).

The following procedures were used for the leisure education (LE) sessions: (a) prepare

an appropriate session, (b) prepare the environment, (c) gain knowledge of the session, (d) present introduction, (e) implement the activity, (f) prompt behaviors, and (g) present conclusion. Dattilo developed a format for providing specific leisure education programs. It is recommended that programs should include specific components (e.g. program title, statement of purpose, program goals, enabling objectives, performance measures, content description, and process description). Dattilo (1999) outlined various LE programs in his text related to leisure appreciation and leisure awareness as well as utilizing leisure resources. The intervention used in this study was adapted from Dattilo's leisure education programs; therefore required program components were employed as recommended. The primary objectives of this intervention were for participants to demonstrate knowledge of the definitions of leisure (free time activities) and leisure lifestyle, the outcomes of leisure participation and one's own personal attitudes towards leisure (See Appendix A).

The LE sessions met two times per week for five weeks. Each session lasted approximately one hour, with time allotted for breaks. The sessions were conducted in a classroom in a group setting. Information was delivered to participants via lecture-type teaching, group discussion, partner work and written worksheets. Each of the three objectives that were the focus of this intervention were split into three sessions, creating nine sessions. Each objective began with an orientation and introduction activity; some sessions involved group work, group discussions, and working in pairs or small groups and each objective had a conclusion with time provided for debriefing and additional questions. At each session, a volunteer was present to assist students when needed.

Instrument/Data Collection

The Leisure Attitude Measure (Ragheb & Beard, 1982) was a suitable instrument for this study. The three components of leisure attitude are cognitive, affective and behavioral. *Cognitive* is defined as the “individual’s general knowledge and beliefs about leisure, its characteristics, virtues, and how it relates to the quality of one’s life; *affective* is defined as “the individual’s feelings toward his/her own leisure, the degree of liking or disliking of leisure activities and experiences; *behavioral* is defined as “the individuals past, present, and intended actions with regard to leisure activities, and experiences,” (pg. 158). The original scale consists of 36 items (12 per domain) and a 5 point likert-type scale where 1 = never true, 2 = seldom true, 3 = somewhat true, 4 = often true, and 5 = always true.

The leisure attitude measure is a validated and accepted measure used in therapeutic recreation. The original measure was evaluated by experts in the leisure and social psychology fields for content validity and then administered to 1,042 subjects (Ragheb & Beard, 1982). The analyses of the field tests showed high alpha reliability for each component: cognitive has an alpha reliability of .91, affective at .93, behavioral at .89 and the total reliability was found to be .94.

Burlingame & Blaschko (2002) suggest that this scale be used with individuals with an IQ of 80 or above. However, the researcher and colleagues could not identify leisure attitude measures specifically for use with individuals having ID or IQ scores below 80. Therefore, the Leisure Attitude Measure was revised since the study population has an average IQ of 72.28 and a reading level of second and third grade.

A panel of experts in the field of therapeutic recreation and special education worked with the researcher to revise the existing Leisure Attitude Measure so that participants could more easily interpret and comprehend complex concepts such as “leisure.” The word “leisure” was changed to the term “free time activities” and 18 of the more conceptually difficult items were eliminated based on the experimenter’s previous knowledge of the students, using the Flesh-Kincaid reading level, and pilot testing the instrument with three of the students enrolled in the postsecondary education program that would not be participating in the intervention. Based on these interviews there was some discrepancy between what the best phrase was based on the Flesh-Kincaid reading level and the comprehension of the participants. For example, the word ‘healthier’ was shown to be above the third grade reading level; however, the participants understood the concept of healthier; two of the participants explained that to be healthy one had to eat fruits, vegetables, and lean meats and stay active. The participants answered the items verbally on this measure one-on-one with the researcher as each item was read aloud; the items were also randomized by domain (cognitive, affective or behavioral) to reduce bias. The revised questions followed the suggestions by Dattilo et al (1996). Visual representations of each response were provided through the use of a smiley face paired with each likert scale response in the leisure attitude measure (See Appendix B). To supplement the close-ended items (leisure attitude measure) interviews were also conducted.

Interview question format was determined based on the suggestions of Malik et al. (1991). Interviews focused on using open-ended questions to avoid acquiescence.

Since the population involved with this study has higher cognitive functioning, answers received were generally more discriminatory and the chance of acquiescence was reduced.

The interviews were semi-structured and completed before and after the intervention; they were audio recorded and transcribed verbatim. Interviews probed participants to determine their thoughts and feelings about the opportunity to gain knowledge about leisure. Participants were asked what their feelings were related to their leisure experiences. Interview questions for pre and post intervention were not directly comparative, but some question overlap occurred (See Appendix C). Interview sessions were conducted at a convenient time for the participants either on campus in a conference room or in the participants' apartments and lasted approximately 15-30 minutes. Some questions were based on responses from the Leisure Attitude Measure, and some focused on participants' feedback about the program and the usefulness of the program. The primary researcher was the only interviewer for this study.

Social Validity

A Social Validity Questionnaire was sent out via online survey to participants' parents, and program staff who have regular contact with all participants. Program staff consists of 2 program directors, 5 teaching staff, and 3 life coaches who live with the students. The pretest questionnaire was the same for parents and staff. Posttest questionnaires for parents and staff were different. Pre and posttest questions for each group were not directly comparative (See Appendix D).

Data Analysis

The statistical analysis was limited to descriptive statistics. The average score for each domain and the overall score were calculated for each participant and the whole group. SPSS 17 was used to calculate a t-test to determine if there is a statistically significant change between the pretest and posttest scores.

This study was treated as a case study of the seven students who participated in the LE intervention. New programs and practices are often the center of descriptive case studies because this type of case study can be useful in reporting information about areas that have had little research conducted (Merriam, 1998). This research study involved conducting a leisure education intervention in a novel setting (the LE intervention in a postsecondary program); detailed description of this specific case is a necessary first step to understanding the unique incident.

Interviews were analyzed using qualitative methods suggested by Merriam (1998). Individual statements were extracted out from participant interviews; each statement was then grouped together with matching statements that discussed similar topics. This began with multiple topics and the process continued until all statements were narrowed down into the currently existing themes for both pre- and post-intervention interviews; these are discussed in the following chapter.

CHAPTER FOUR

RESULTS

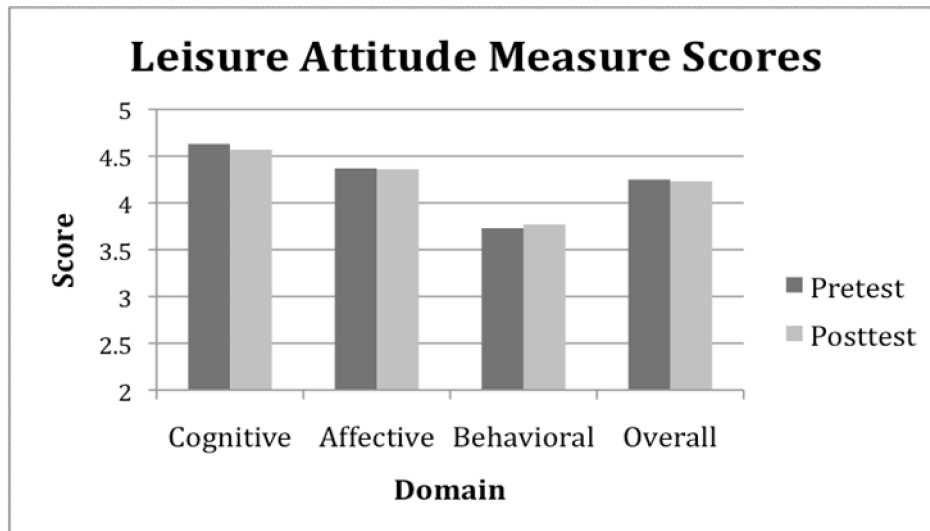
Findings presented in this chapter are results of pre and posttest administration of the revised Leisure Attitude Measure (Ragheb & Beard, 1982) and the semi-structured interviews. First, the quantitative data is presented for the pretest and posttest of the Leisure Attitude Measure and the paired t-test statistics. Secondly, the interview data is presented and categorized into themes. Lastly, data related to the social validity questionnaire data are presented.

Quantitative Data

The Leisure Attitude Measure is comprised of a scale of 1 to 5, ranging from a 1 = do not agree to a 5 = completely agree. For the pretests, the cognitive domain had the highest rating of agreement at a mean of 4.74, followed by the affective domain and the behavioral domain at 4.49 and 3.75, respectively. The mean across all domains was 4.33. This supports the notion that participants perceive they have a high degree of knowledge about leisure, and perceive their leisure is a positive experience. The behavioral component was rated with the lowest level agreement among the three domains.

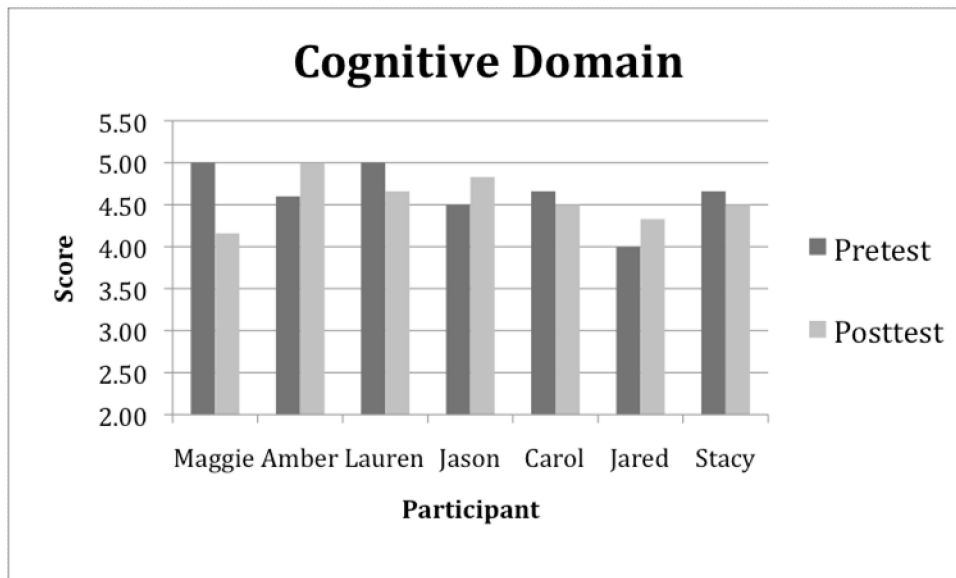
Upon completion of the intervention participants completed the Leisure Attitude Measure again. Although it was hypothesized that the scores would improve, indicating a greater understanding of each participant's attitude, the mean scores for each domain did not increase (See Figure 3.1). The posttest mean for the cognitive domain was 4.61, affective domain mean of 4.37, a behavioral mean score of 3.71 and an overall average score of 4.23.

Figure 3.1: Pre and posttest scores by domain for Leisure Attitude Measure



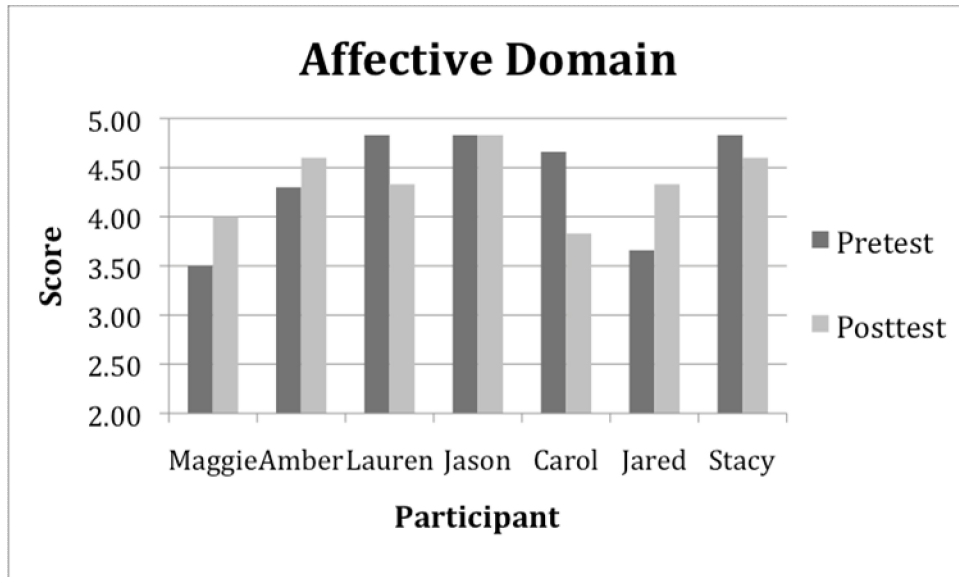
However, only some individuals had increased scores in some domains. Shown in Figure 3.2, Amber and Jared increased their scores by 8% each in the cognitive domain and Jason increased his score by 7%. The other participants, Maggie, Lauren, Carol and Stacy did not increase in their cognitive domain score.

Figure 3.2: Pre and posttest scores by participant in cognitive domain



Three participants increased their scores in the affective domain as shown in Figure 3.3. Maggie had a 14% increase, Amber a 7% increase, while Jared increased his score 18%.

Figure 3.3: Pre and posttest scores by participant in affective domain



Four participants showed an increase in the behavioral domain, which also were the greatest increases (Figure 3.4). Amber showed an increase in her score in this domain by 20%, while both Jason and Jared increased their scores by 14%, and Stacy also showed an increase her score by 9%.

Only one participant (Amber) improved in her scores for each domain as well as her overall score by 11%, and one participant (Jason) improved his overall score (See Figure 3.5).

Figure 3.4: Pre and posttest scores by participant in behavioral domain

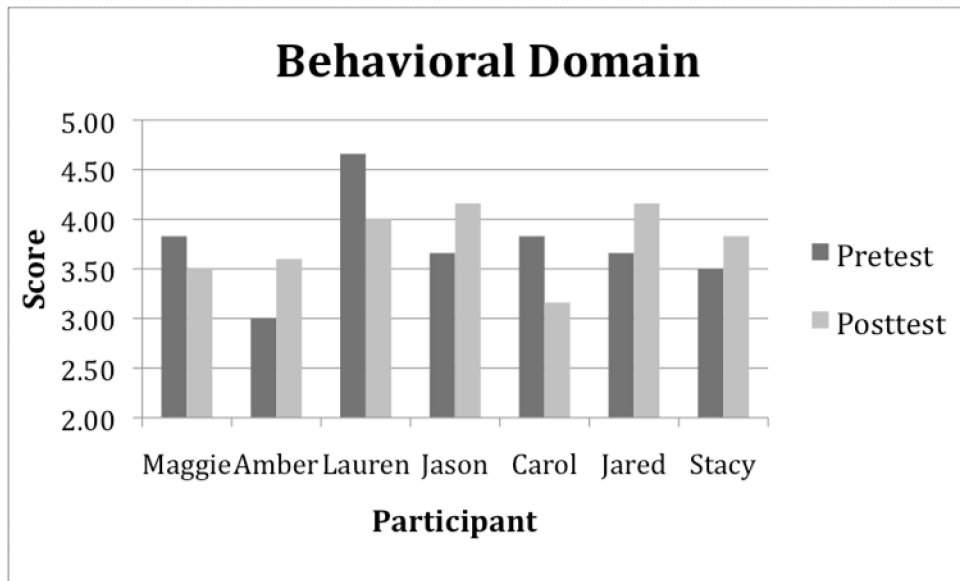
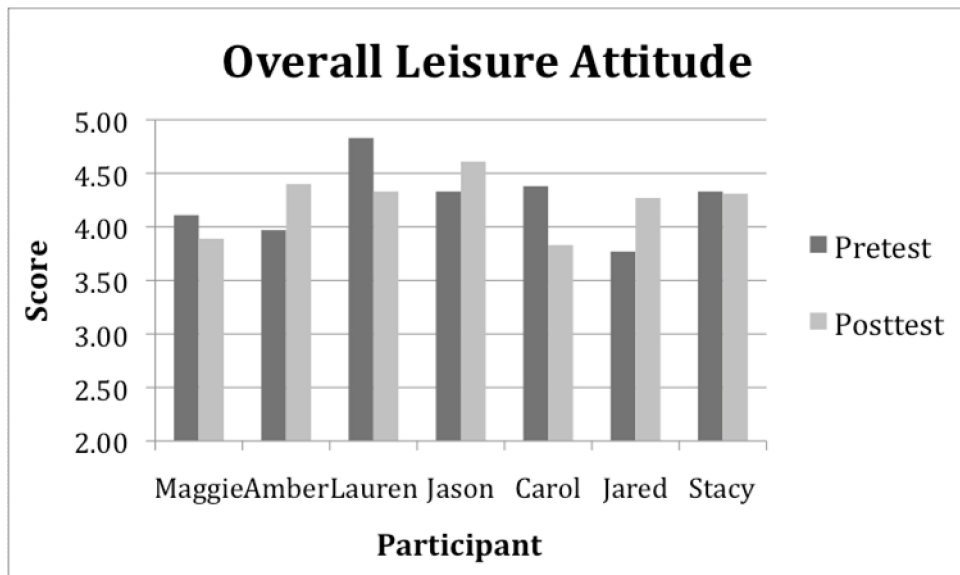


Figure 3.5: Pre and posttest scores by participant for overall leisure attitude



Qualitative Data

Semi-Structured Interviews: Pre-intervention. Prior to initiation of the intervention three themes emerged about leisure: fun, people and escape from reality.

Fun. First, the most recurrent theme across participants was “fun;” participants used the term “fun” to describe an experience, situation or activity. Different participants described places, activities and people as being fun. A few of the students talked about their leisure skills classes they take on campus. Amber shared her thoughts about her leisure skills class, “...last semester the girls had you [the researcher] for bowling, and that is something fun to look for, not something you have to study for.” Lauren mentioned the leisure classes and said “that was always fun and you meet people that have different interests than you and you get to see all the different, you know, aspects of what people like and enjoy, and just having fun and, playing games and stuff.”

People. Secondly, participants reported involvement with people as a large part of the participants’ leisure experience. Again, the leisure skills classes were talked about as a way of meeting people and getting to hang out with the friends they already had. Jason talked about his classes this way, “When I go for bowling and, and billiards, like, at the u-, at the union; it’s where you can get socialized with other people as well.” Participants described their leisure activities as being involved with their friends and families. Maggie talked about how “it’s a good time to be outside. Like warm days. More time with your friends and families.” Carol says that she likes “to go to the movies with ‘em, go to the mall, ya know.” Jared stated that part of his leisure is community involvement, making a difference and giving back to others.

Escape from daily routine. Another theme from the pre-intervention interviews was escape from the daily routine. This theme was defined in ways such as getting away from responsibility, relaxing and de-stressing, and being independent. Stacy identified this topic several times throughout her interview. She stated that leisure is her way of doing things for herself, “It’s that, um, I’m independent with ‘em I don’t need like people, like constantly watching over me. I know what to do and everything, I’m very responsible, so.” Amber stated that her leisure activities “gives you a relaxed mind and you don’t have to be thinking about your work. It just makes that whole mind relaxed and all the stress is gone and then you’re more relaxed after awhile and not all tense.”

Semi-Structured Interviews: Post-intervention. Post-intervention interviews resulted in rich data that revealed several participants had an improved understanding of what leisure was and had learned about ways one can benefit from leisure participation. In addition, post-intervention interviews supported previous participant statements related to ‘fun’ and ‘people.’ Themes emerged from the post-intervention interviews that included improved understanding of concepts of leisure, awareness of emotional response, understanding benefits of leisure, socialization, and intentions of future leisure behavior.

Improved understanding of concepts of leisure. The post intervention definitions had changed from the pre-intervention definitions, which were narrowly defined and centered around friends, specific sport activities and fun. The definitions of leisure that participants provided included concepts that had been addressed during the intervention sessions. Post intervention, Carol included freedom in her definition, saying that she

could get out and do what she wanted. Lauren added that she could choose what she wanted to do, using the term “freedom of choice”, and that by choosing her activities it would put her in a positive “state of mind” to have fun during the activity. In order to explain this she used an example we had discussed in the intervention related to being directed to do an activity without the opportunity to choose.

Awareness of emotional response. One’s response to participation in an activity can be used to help make decisions about future participation in that activity. Emotions such as joy, happiness, and excitement were included in this theme. Respondents reflected on their emotional reactions to leisure and stated they felt positive emotions during or after participation in leisure activities. Amber stated, “When we talked about it [leisure attitude], it gave me an idea how I’m really responding to the activity.”

Understanding benefits of leisure. Included within this theme were categories of stress relief, learning, and physical outcomes. The category of “people,” identified in the pre-intervention interviews, was further categorized into themes that included (a) the opportunity to meet people, (b) learn about commonalities with friends and (c) socializing.

Participants stated that stress relief was a benefit of their participation, but also identified why their leisure activities were important. Amber stated, “I think most of all important to me is that I get as much free time because my anxiety level is so high. So, I think the more free time I get, the less anxiety I’ll get.” This statement was similar to statement related to the ‘escape reality’ theme in the pre-intervention interviews.

Learning was a general theme that included learning the instructions and directions to new games and gaining additional information through leisure. Jason stated the main benefit of his leisure was learning what to do, and how to do it. Jason frequently mentioned his leisure skill class, and this response is most likely related to learning how to play billiards in his leisure skills class. Also, a few participants mentioned increasing knowledge. For example, a few learning new words while completing a crossword puzzle for fun, and improving reading and writing skills while writing poetry in their spare time.

The theme of physical benefits was comprised of statements about being active, working out, and participating in sports for a specific reason. Jared said that his leisure activities were important for him to “stay active and be active.” While not able to give a well-detailed example, Maggie talked about swimming and baseball, stating that swimming was good for her arms and that “it’s important to lose weight, good exercise.”

Socialization. Several categories emerged from this theme; chances to socialize with friends, opportunities to participate in group activities and to learn about other people. Having the opportunity to “hang out” with other friends was mentioned as a benefit of leisure and how one participant defined leisure. Jason described his leisure as “activities that you like to do for fun, that you can hang out with other pe- other friends as well.” In addition to spending time with friends, participating in group activities was an additional category within the “being social” theme. Lauren stated that “it’s not always fun to do stuff by yourself... basketball, golf, baseball, you know like, playing Frisbee.”

Stacy shared similar thoughts, "...more social time, not just sitting in my room and being on YouTube." Carol reflected on her experience in the program,

"I'm more open than I was, cause I was really shy before. Now, since I have a lot of things in common with people that were in the class, it makes me more open and a lot more social than I used to be."

Intentions of future leisure behavior. Lastly, the theme of intentions of future leisure behavior emerged from the post-intervention interviews. Participants did not indicate that the frequency of their leisure participation would change. Participants indicated that they did enough leisure before, and would continue to do the same amount. Amber stated, "It's almost like my, like a routine to me. Sort of. I just have a certain routine of how much free time I have and how much I don't have free time, depending on how the day goes." This response contradicts her response to an item on the Leisure Attitude Measure; she responded that she completely agreed to "I do some free time activities, even when they are not planned." She refers to her day as a routine, yet says that she does activities spontaneously. Although intentions to change the frequency of leisure participation were not specifically identified, several participants described activities they learned about from other participants in the group during the intervention. Among the activities identified were dancing, water sports, scuba dive and snorkel, and volleyball.

Social Validity

The pre-intervention social validity surveys were sent out via online survey to participants' parents and program staff the week before the intervention began. The

program director identified one parent of each participant to receive the social validity questionnaire. Parents and staff respondents were sent a reminder email after 4 days if they had failed to return the survey. All responses were anonymous and the researcher could not link the answers to a respondent; the researcher was only able to see who did not respond at all.

The pre-intervention survey received sixteen out of eighteen responses, (89% response rate). The results of the survey indicated that the majority of the respondents were in favor of the program and supported the idea that the intervention would be important and useful to the participants. In addition, the majority of the program staff and family members (87.6%) agreed that leisure education would be an important part of a postsecondary education program.

Table 4.1: Pre-Intervention Social Validity Questionnaire Results

<u>Leisure Education Statement</u>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Leisure and recreation is important in one's life	0	0	0	25%	75%
2. Leisure can help one integrate into the community	0	0	12.50%	18.80%	68.60%
3. It is important to form attitudes about leisure	0	0	18.80%	37.50%	43.80%
4. Leisure attitudes can help or hinder one's leisure participation	0	0	6.30%	43.80%	50.00%
5. A leisure education program can help teach individuals with intellectual disability what leisure is	0	0	12.50%	37.50%	50%
6. Individuals with intellectual disability can benefit from learning how they feel about leisure	0	0	0	43.90%	56.30%
7. Leisure Education is <u>NOT</u> an important part of a post-secondary education program	56.30%	31.30%	12.50%	0	0

Seven of the 11 staff returned the post-intervention social validity questionnaire (63% response rate). The majority of responses from staff reflected a positive attitude toward the outcomes of the intervention.

Table 4.2: Staff Post-Intervention Social Validity Questionnaire

<u>Leisure Education Statement</u>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. The students enjoyed the leisure education program	0.0%	0.0%	57.1%	28.6%	14.3%
2. The researcher worked well with the students	0.0%	0.0%	28.6%	28.6%	42.9%
3. It would be beneficial to teach the students more about leisure using similar leisure education programs	0.0%	0.0%	28.6%	28.6%	42.9%
4. Overall, the students have different attitudes towards leisure now than before the program	0.0%	0.0%	42.9%	42.9%	14.3%
5. In general, the students participate in different leisure than before	0.0%	0.0%	42.9%	57.1%	0.0%
6. The students did NOT benefit from the leisure education program on leisure attitudes	28.6%	42.9%	28.6%	0.0%	0.0%

The same parents who completed the pre-intervention questionnaire were sent the post-intervention social validity questionnaire three days following intervention completion via online survey. Five out of seven parents completed the questionnaire for a response rate of 71%. Parents agreed that their son or daughter had a positive experience in the program. However, the parental scores did not indicate that the attitudes of participants changed from participation in the intervention.

Table 4.3: Parent Post-Intervention Social Validity Questionnaire

<u>Leisure Education Statement</u>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. My son/daughter enjoyed the leisure education intervention	0.0%	0.0%	0.0%	60.0%	40.0%
2. It would be beneficial to have my son/daughter learn more about leisure using similar leisure education programs	0.0%	0.0%	20.0%	40.0%	40.0%
3. My son/daughter has different attitudes towards leisure now than before the program	0.0%	40.0%	40.0%	20.0%	0.0%
4. My son/daughter participates in different leisure than before	0.0%	40.0%	40.0%	0.0%	20.0%
5. My son/daughter shows more initiative with their leisure activities than before the program.	0.0%	60.0%	20.0%	20.0%	0.0%

CHAPTER FIVE

DISCUSSION

The purpose of this study was to determine the effects of a leisure education program on leisure attitude and each of its components: cognitive, affective, and behavioral. Data were collected through the revised version of the Leisure Attitude Measure and semi-structured interviews. This chapter discusses findings, recommendations for future research, implications, and limitations of this study.

Findings

Leisure Attitude Measure. Overall, it seems that the Leisure Attitude Measure did not reflect changes in leisure attitude, with the exception of two students (Jason and Amber). Even after revising the items to be more sensitive to the IQ level of the participants, using a 5-point scale to measure leisure attitude may be too difficult for some participants. Participants with higher IQs (Amber: 77, Jason: 75, Sara: 76) may have had a greater understanding of the items and how to differentiate their responses. These three participants had the greatest variety in responses when comparing all data. Findings indicate that understanding items with concrete statements, (i.e. I would spend money to buy things for my activities) versus items requiring more conceptualization (i.e. I feel that free time activities are good for me) were easier for the participants to respond to. The findings of the behavioral component supports that although participants may know what leisure is and have seemed to have positive experiences, they may not have complete awareness of how important leisure participation is for them, and how it can improve quality of life (Burlingame & Blaschko, 2002).

Even after editing the items and having it reviewed by a panel of experts from the fields of Therapeutic Recreation and Special Education, this measure does not appear to be an effective measure of change of leisure attitude for individuals with an IQ below 80.

Interviews and Observations. “Learning” was one category that was stated in interviews under the “benefits of leisure” theme. Participants stated that learning could occur while having fun and in a relaxed environment while learning a new game, or completing a crossword puzzle. This indicates that the participants understand that knowledge may be acquired in different ways, not just in a classroom.

It was apparent that “physical benefits” was the easiest topic to discuss with participants during the LE intervention, but all participants did not state this category in interviews. Without prompting, the participants did not initiate discussion of the topic of physical benefits. Although personal examples were used to teach the concepts during the intervention, participants may have difficulty perceiving the connection between their physical activity and the benefits acquired.

Throughout the intervention, the researcher observed that participants were surprised to learn about the interests of other participants in the class, and the degree to which they had common interests with one another. The LE intervention may have been one of the first opportunities that participants had to reflect and take time to really think about what leisure is, examine their feelings about their leisure, and determine what they really want to get out of their leisure experiences.

Jason had difficulty differentiating between the leisure skills classes and those activities he participates in outside of class. This may be due to the fact that participants’

schedules are so full of class, work and extracurricular activities that the leisure skills classes are seen as one of few leisure opportunities in their day and separating the two was not possible.

Since these students are enrolled in a postsecondary education program that requires a lot of responsibility and hard work, it is logical that stress relief and relaxation would be a common response, just as it would be expected for individuals without disability who were enrolled in college courses. Upon completion of the interviews and getting to know the participants through the intervention, Amber is under the most stress because of her dual enrollment and states she is very anxious about her schoolwork. Participants that are of higher cognitive functioning that take courses at the community college are under higher expectations and experience greater stress. This reflected in their responses that fit into the “escape from reality” theme and stating stress relief as a benefit in the “understanding benefits of leisure” theme, while others in the program did not have frequent responses in these themes.

Social Validity. While the Leisure Attitude Measure may not have captured changes in participants’ attitudes towards leisure, the intervention was perceived as a useful program by the participants’ parents and program staff. Wolf (1978) stated that social validity was determined on three levels: social significance of goals, social appropriateness of procedures, and social importance of effects. The pretest questionnaire revealed that the majority of the respondents (program staff and parents) agreed the goals and the effects of the intervention were important, and few responded as neutral (6.3%, 18.8%) to the items. Items on the posttest questionnaire relating to

procedure (i.e. The researcher worked well with the students) received a neutral response of 28.6% from staff, 28.6% agreed, while 42.9% strongly agreed.

On the posttest questionnaire, there were some differences in responses from each group. A difference between staff and parents was found regarding the item “the students (or son/daughter) enjoyed the leisure education program.” While 57.1% of staff were neutral on this statement, 28.6% agreed and 14.3% strongly agreed; the parents responded with 60% in agreement and 40% strongly agreeing. The majority of both the staff and parent groups, 71.5% and 80%, respectively, reported they agreed that similar leisure education programs would be beneficial to the participants. These results demonstrated that the goals and effects of the intervention had social validity.

Findings of this study reveal that while participant interviews showed some change in leisure attitude, the leisure attitude measure showed only a marginal change in the behavioral component of leisure attitude. However, this intervention was seen as useful and important to those close to the participants through the use of the social validity questionnaires.

Future Research

Qualitative interviews revealed some participant changes in leisure attitude post-intervention that were not evident through administration of the Leisure Attitude Measure. Future research can refine the Leisure Attitude Measure to improve the effectiveness of measuring changing attitudes of adults with intellectual disability.

Future research can examine the effects of leisure education programs that are longer in duration. The current program was nine sessions, and approximately 60

minutes each session. Programs of greater intensity are generally more effective (Dattilo & St. Peter, 1991; Bedini et al., 1993). Also, changing the setting in which the program takes place may be useful. Implementing this, or a similar program, in a high school classroom for individuals with mild intellectual disability may result in different data.

Lastly, this leisure education program was classroom based. While several activities involved discussion and interaction among participants, it was still very much like a classroom. Future research can examine potential differences in effects between classroom based interventions, and community/interactive interventions. It may be possible that having the opportunity to participate in an activity, and then debrief immediately following the activity would be more effective than sitting in a classroom and recalling and feelings about an activity from past participation.

Implications for Practice

Most of the participants, by the end of the program, began to understand what leisure can be and the benefits of leisure. The researcher suggests therapeutic recreation services become commonplace in postsecondary programs. Most students move to another city or town to attend their postsecondary program of choice, just as students without disability move away from home to go to college. New surroundings can lead a person with a disability to experience common barriers to leisure participation: nobody to go with, perceptions of being unsafe, no way to get there and no choice of activity (Dattilo & Hoge, 1994/95). While college students without disability possess the skills and confidence to seek out new leisure experiences on their own in their setting, a student with a disability may not. An individual with a disability may not perceive themselves as

accepted by others and therefore be less likely to participate in leisure (Devine & Dattilo, 2002). Leisure education can assist with overcoming these barriers and integrating into the new community (Bedini et al., 1993; Bullock & Howe, 1991). Also, several campuses that house the postsecondary education programs have a greater number of resources that may allow a student to participate in totally different and new recreation; therapeutic recreation could help teach the necessary skills to participate in that new activity or sport (Stumbo & Peterson, 2009).

Limitations

Due to the qualitative method and small purposeful sample used in this study, generalizability to other people and programs may be restricted. Also, the duration of this study was short and may not have been long enough to effectively teach all components. Another limitation was the lack of interview training and experience the researcher had. While interviewing and involving individuals with ID has been found in the literature as a valid and reliable method of data collection (Dattilo et al., 1996; Malik et al. 1991), the interviewer needs proper training in interviewing protocol and sensitivity to and experience with the population group alone is not sufficient (Malik et al.). Lastly, because the researcher conducted both the intervention and interviews, the participants may have responded with answers they knew would please the researcher, rather than what they truly felt.

Conclusion

In conclusion, the LE intervention was found to be effective in educating the participants about what leisure can be and what benefits can be gained through leisure;

however, leisure attitude was only just beginning to be understood. While the interviews captured detailed data from participants about their leisure experiences, the revised Leisure Attitude Measure was not found to be an effective tool for measuring the change in participant leisure attitude within this study. The researcher suggests that Certified Therapeutic Recreation Specialists be employed in postsecondary education programs within the university setting. Further research of the Leisure Attitude Measure can be conducted to improve the effectiveness measuring change in adults with ID.

APPENDICES

Appendix A

Leisure Education Intervention

Adapted from: Dattilo, J. (1999). *Leisure education program planning: A systematic approach* (2nd ed.). State College, PA: Venture Publishing

Objective 1.1: Demonstrate knowledge of definitions of leisure and leisure lifestyle

Performance measure: Within 2 minutes and with 100% accuracy on three consecutive occasions, participant will:

- (a) Give a verbal description of leisure that includes at least five of the nine following concepts: freedom, choice, control, enjoyment, satisfaction, growth, responsibility, preferences, and self-determination; and
- (b) Give a verbal description of leisure lifestyle that includes four of the five following components: day-to-day, expression of leisure appreciation, leisure awareness, leisure skills, and in context of entire life

SESSION #1 – Approximately 1 hour 10 min + 10 break time

1. Orientation Activity: 10 min

Content: “We are going to participate in an activity that will help us to meet one another and get us started thinking about leisure, or your free time activities. Please arrange your chairs in a circle. When it is your turn to participate, state your first name and a recreation activity that begins with the first letter of your name. For example, if your name is John, you could say jogging; if your name is Anne you could say archery. Each person will repeat what the person before them said and then give your name and activity. I will select a person to start the activity and we will proceed clockwise until everyone has had their turn.”

Process: Use this activity as an icebreaker. When participants enter the room, have them arrange their chairs in a circle. Once everyone has arrived, explain activity. Activity continues until everyone in the group has had a chance to introduce himself or herself.

2. Debriefing: 6-8 minutes

Content:

- a) Was it difficult to think of recreation activities when it was your turn? If so, why?
- b) How do you think recreation activities relate to your leisure, or free time activities?
- c) What did you learn about other group members?

Process: Conduct debriefing using above questions. Provide opportunity for each person to respond. Encourage those who did not contribute.

3. Introduction: 2 min

Content: “Leisure and leisure lifestyle can be difficult to understand. But if we can develop an understanding and appreciation of these ideas and act on the new knowledge that they will bring us, it can result in additional opportunities for us to get satisfaction and joy from our lives. The place for us to start is to examine the meaning of leisure and lifestyle.”

Process: Introduce topic of defining leisure and leisure lifestyle

4. Presentation: 3-5 min

Content: “One of the reasons that leisure is difficult to understand is because it can be thought of in several different contexts and there is a lack of agreement about which context is correct. There is no exact meaning of leisure, or our free time activities, but that will not stand in the way of us understanding leisure. In fact, the room for different meanings with leisure, or our free time activities, may be one of the best parts. Leisure may be regarded as (a) activity, (b) as free time, (c) as a state of mind, or as (d) a combination of activity, time and state of mind.

When leisure is regarded as activity, the activity is the deciding part as to whether or not is it thought to be leisure. For example, washing the dishes, dusting, mowing the lawn, and doing laundry are activities that must be accomplished but they are not thought of as leisure. On the other hand, playing cards, swimming, going to the movies and bowling are things that do not have to be accomplished and are usually thought to be leisure activities. The first examples are associated with a sense of duty. They are things that must be done; they are like work. The examples in the second set are not associated with any sense of pressure; they are generally thought to be fun.

The difficulty associated with thinking of leisure as activity is that sometimes activities that are thought to be fun do not turn out that way and activities that are thought to be like work can turn out to be fun. It appears that it is not the activity that is leisure; it is how we feel about the activity that helps determine whether or not it is leisure.”

Process: Present information. Use board to list four way so f thinking about leisure. Underline the word “leisure” on the chalkboard as it is being discussed and list the following:

LEISURE

- activity
- free time
- state of mind or being
- combination of all three

5. Discussion: 10 min

Content:

- a) What determines whether or not an activity is leisure?
- b) Can an activity be leisure for some people, but not for others? How so?
- c) Can an activity be leisure at one for a person, but not at another time for that same person? How so?
- d) Who determines whether or not an activity is leisure?

Process: Conduct discussion using above questions. Encourage all participants to contribute to the discussion.

6. Learning Activity: 10 min

Content: “Each of you has pencil and paper. Think about recreation activities in which you like to participate and think of as leisure. List five of these activities on your paper. When you are finished we will put the activities on the board and ask some questions about them.”

Process: Provide pencil and paper. Explain activity. Allow sufficient time for thinking and writing. When participants are finished, ask them to take turns and read their activities aloud. List activities on board. Move to debriefing.

7. Debriefing: 5 min

Content:

- a) Are there activities on the board that you do not consider to be leisure for you? If so, which ones? Why?
- b) How should other people's opinions your choice of activities?
- c) What is your opinion of the number of different activities that are listed?

Process: Conduct debriefing using above questions. Encourage all participants to contribute to debriefing

8. Presentation: 2 min

Content: "Leisure can be thought of as free time, the time an individual has remaining after work and self-maintenance requirements have been met. That is, when you are finished with school, work, family, hygiene, house cleaning and other similar responsibilities. It is the time when an individual is free to choose what to do. The idea of choice is important. Choosing to participate in an activity that brings enjoyment and satisfaction is fundamental to this and other concepts of leisure."

Process: Present information on leisure as free time. Circle the word "time" on the chalkboard as the content is being presented.

9. Discussion: 12 min

Content:

- a) Is any time really free from responsibility?
- b) How often do we have the chance of making choices to please ourselves?
- c) What would have been the consequences had you chosen to not come here?
- e) Does this have a purpose for making choices in leisure? How so?
- f) How much time do you choose to take for leisure?

Process: Conduct discussion using above questions. Encourage all participants to contribute to discussion.

10. Learning Activity: 3 - 5 min

Content: "We have an activity period now, but some of you are needed to help us get some work done. I am going to divide you into two groups, which we will call Group A and Group B. I need Group A to help me (INSERT CHORE); and Group B may remain inside and play with any of the games that are here."

Process: Explain activity. At beginning, do not reveal the purpose of the activity is to emphasize the difference between being required to do something and having a choice of what do to. Do not actually go to do the chore, but facilitate discussion of the feelings of each group towards each activity. Choose an activity that has the connotation of work.

11. Debriefing: 8 min

Content:

- a) How did you feel when you were told you were required to do a task?
- b) How did you feel when you were told you were free to choose what you wanted to do?
- c) Can you compare the two feelings?
- d) How important is choice to the concept of leisure?

Process: Conduct debriefing using above questions. Encourage all participants to contribute to the debriefing.

SESSION #2 – approximately 1 hour + 10 min break

12. Presentation: 5-7 min

Content: “Leisure can be thought of as a state of mind or state of being. It is made up by feelings of freedom, of independence, of choice, of being in control, of creativity, reward and self-fulfillment, and of being competent.

Often leisure is associated with intrinsic motivation. People are intrinsically motivated when they do things for their own sake, **NOT** for some type of external reward (like money)

Both the experience of freedom and intrinsic motivation are important parts to the concept of leisure as a state of mind. It focuses on the feelings one experiences (the state of mind) rather than the activity or when participation takes place. This concept provides the flexibility needed to allow individuals to vary widely in their choice of activities and the time frame in which those activities occur. It is the perception of the individual that is the basis of leisure.”

Process: Present information on leisure as a state of mind. Make sure each participant understands what is meant by the words “freedom,” “independence,” “creativity,” “competence,” and “free.” Take time to assess their knowledge of these important concepts. Perhaps reviewing the definitions of these words may be useful for some participants

13. Discussion: 10 min

Content:

- a) What is the meaning of intrinsic motivation?
- b) What are some of the feelings that are the basis for intrinsic motivation?
- c) Are you intrinsically motivated by any activities? If so, which ones?
- d) How is leisure as a state of mind different from leisure as activity or free time?

Process: Conduct discussion using above questions. Encourage all participants to contribute to discussion. Be sensitive to the terminology used. Review definitions of key terms, check to see if participants understand the words associated with leisure as a state of mind.

14. Learning Activity: 25 min

Content: “Chances for leisure are all around us. We are going to divide into groups of three or four and each group will go for a 15-20 min walk in the area. Each group will be supplied with paper and pencil and one person in each group will be the recorder. As you walk, take note of potential leisure opportunities you see. Each group should make a list of 10 opportunities. When you return, we will share the lists.”

Process: Explain activity. Provide paper and pencil, designate one person in each group as recorder. Take at least one cell phone number of each group before leaving. If necessary, assign staff supervision for each group’s walk. When groups return, ask them to read their lists. Put activities on chalkboard. Proceed to debriefing.

15. Debriefing: 8-10 min

Content:

- a) In which of the listed activities have you participated?
- b) Which new ones would you like to try?
- c) Are any of your favorite activities listed? Is so, which ones?
- d) What is your opinion of the variety of activities listed?

Process: Conduct debriefing by using questions above. Encourage each participant to respond to at least one of the questions

SESSION #3: approximately 1 hour + 10 min break

16. Presentation: 5-7 min

Content: “If leisure is regarded as a state of mind, then leisure is more than special activities or events or free time. It can be the little things we enjoy in our day, such as talking to a friend, reading the newspaper, listening to a bird, or enjoying the sunset or a starry night. Leisure can be all the enjoyable things that we experience from day to day. This is referred to as a leisure lifestyle. Leisure lifestyle can be thought of as the way you approach daily living to get satisfaction from it. A leisure lifestyle can grow and develop or it can wither away. Your leisure lifestyle requires attention. A positive leisure lifestyle can provide additional opportunities for you to enhance the quality of your life.”

Process: Present information on leisure lifestyle

17. Discussion: 8 min

Content:

- a) What is meant by a leisure lifestyle?
- b) How would you describe your leisure lifestyle?
- c) Would you like to change your leisure lifestyle?

Process: Conduct discussion using above questions. Encourage all participants to contribute to the discussion.

18. Learning Activity: 15 min

Preparation: Develop a handout containing ten lines, with each line numbered in succession. To the right of the space for the activities, 14 columns should intersect the lines, forming a grid pattern. The columns should be headed as follows: (1) Something I enjoy doing; (2) Have been doing for less than two years; (3) Will probably do two years from now; (4) Will probably be doing after I’m 65 years old; (5) Expensive; (6) Inexpensive; (7) Requires risk; (8) Requires no risk; (9) Group Activity; (10) Individual Activity; (11) Advanced planning; (12) Spontaneous; (13) Requires equipment; (14) Requires no equipment.

Content: “We are going to do an activity entitled ‘10 things I enjoy.’ This activity should help you become aware of your leisure lifestyle. Each of you will receive a pencil and a handout that has spaces for 10 activities. List as many activities as you enjoy that you can think of. After you have completed this, return to each activity and check the appropriate column to its right. When you are finished, we will have a discussion focused on the activities you chose and any leisure patterns you may have noticed.”

Process: Participants remain seated for this activity. Explain activity. Distribute pencil and handouts. Instruct participants to list their activities on these lines and check the columns that are appropriate for each activity. When participants are finished, proceed to debriefing.

19. Debriefing: 10 min

Content:

- a) Did you notice any patterns after you checked the columns? If so, what were they?
- b) Does this tell you anything about your leisure lifestyle? What?
- c) How will you use this information?

Process: Conduct debriefing using above questions. Encourage each participant to respond to at least one questions.

20. Conclusion: 10 min

Content: “Leisure and leisure lifestyle are important ideas. Although leisure can be thought of in several different ways, the two necessary ingredients are freedom of choice and intrinsic motivation. If an individual can develop an appreciation for leisure and the potential benefits that can be taken from it, the possibility exists for an increase in the quality of that person’s life. This could be a very significant accomplishment.”

Process: Make concluding statements. Provide opportunities for questions.

Complete Performance Measures at the end of this session for Objective 1.1

Objective 1.2: Demonstrate knowledge of outcomes of leisure participation.

Performance Measure: When provided with paper and pencil and within 10 minutes, and with 100% accuracy on two consecutive occasions, participant will:

- (a) identify five possible outcomes of leisure participation (e.g. fun, self-esteem, relaxation, release of tension, acquisition skills, increase in fitness, sense of freedom, perception of mastery); and
- (b) for each of the five outcomes, identify one recreation activity that could facilitate that outcome (e.g., increase in fitness: jogging; fun: telling jokes; self-esteem: helping others in need; relaxation: yoga; release of tension: participating in martial arts).

SESSION #4: Approximately 1 hour + 10 min break

1. Orientation Activity: 10 minutes

Content: “We are going to participate in an activity that will help us to know each other better and get us started in thinking about the benefits of participating in leisure activities. A benefit is something good that has come from participating in an activity. In addition, a benefit is something that serves to the advantage of an individual. Please arrange yourselves in a circle. As we go around the circle, individuals will take turns stating their first name, a recreation activity he or she enjoys, and a benefit personally gotten from participating in that activity.”

Process: Explain activity. Arrange participants in a circle. Provide opportunity for each participant to have a turn. Move to debriefing.

2. Debriefing – 8 minutes

Content:

- a) What did you learn during this exercise about the benefits you obtain from leisure?
- b) Did anyone mention the same benefit as someone else, but indicate that it came from a different activity? If so, what was it?
- c) Did anyone mention the same activity as someone else, but indicate a different benefit? If so, what was it?
- d) Can an individual obtain more than one benefit from a single activity? If so, how?

Process: Conduct debriefing using above questions. Emphasize diversity of benefits. Encourage each participant to respond to at least one of the questions.

3. Introduction – 2 minutes

Content: “Participating in leisure activities can result in a variety of outcomes, depending on the activity chosen, the reason for which it was chosen, and the way in which an individual participates. For example, an individual may choose to go walking in order to relax and enjoy the

sights and sounds of nature. The pace of the walk would not be hurried and there would probably be frequent stops along the way. At another time, an individual may choose to walk in order to release some tension and anxiety. The pace of the walk would probably be vigorous and nonstop. Having knowledge of the outcomes of leisure can help an individual make decisions about participation.”

Process: Introduce topic on the outcomes of leisure participation

4. Presentation – 5 – 7 minutes

Content: “The positive outcomes of leisure participation can be regarded as benefits that come to an individual. These benefits can be placed in one of four categories: social, emotional, mental, or physical. As we discuss these benefits, remember that many of them could fit into more than one category.

Some benefits that come from leisure participation are thought of as social. Social refers to relationships that exist among people and the things people do to shape those relationships. It ranges from the behaviors that influence a relationship between two individuals in a familiar environment to the behavior of one person surrounded by a crowd of strangers in an unfamiliar place. Leisure participation can help you obtain skills that are of value in building social relationships of all kinds.

Examples of social benefits derived from participation in leisure include: ability to work toward a common goal as a member of a group, ability to exert leadership as a member of a group, ability to recognize group interests as well as individual interests, ability to develop confidence in capacity to meet and work with strangers, opportunities to make new friends, opportunities to gain acceptance and recognition by peers, opportunities to develop respect for and understanding others, and ability to develop self-confidence and feel comfortable in unfamiliar surroundings. The acquisition and development of social skills through leisure participation can lead to feelings of independence and control.”

Process: Present information on social benefits of leisure participation. Use chalkboard or overhead projector to list benefits. Emphasize that the list is incomplete. Some examples include:

- Common goals, confidence, recognition, leadership, new friends, respect, group interacts, acceptance, comfortable.

5. Discussion - 10 minutes

Content:

- a) Are there other social benefits that we should list? If so, what are they?
- b) Do you have any social skills that were gained or improved through leisure participation? If so, what are they?
- c) Are there any social benefits that you hope to gain from participating in this program? If so, what are they?
- d) What will you have to do to gain these benefits?

Process: Conduct discussion using the above questions. Encourage all the participants to contribute to the discussion.

6. Presentation – 5 minutes – 7 minutes

Content: “A second category of leisure participation outcomes is emotional benefits. Emotional refers to feelings that arise within us as a reaction to various kinds of outside source, such as what we see, hear, smell, touch or taste. Emotions may also be stimulated by internal sources, such as

remembering a significant personal event or anticipating involvement in something that is yet to happen.

It is important to recognize that all people experience a range of emotions and emotions cannot be categorized as ‘good’ or ‘bad.’ All feelings that exist are relevant. The manner in which people respond to their emotions is an indication of their character and control.

Examples of emotional benefits derived from leisure participation include: happiness at being able to participate, satisfaction of doing something well, sense of reward from helping others participate, opportunity to release tension and anxiety, feelings of self-esteem from successful completion of project, appreciation of the beauty and wonder of nature, opportunity to express oneself, and contentment after a good physical workout.

Leisure is capable of providing opportunities to experience the entire range of emotions known to us. If leisure is approached with a positive attitude, the emotional benefits are likely to be positive.”

Process: Present information on emotional benefits. List benefits on chalkboard or use other visual aids. Move to discussion.

7. Discussion – 12 minutes

Content:

- a) Should we specify additional emotional benefits? If so, what are they?
- b) What emotions have you experienced from leisure participation?
- c) In what other areas of your life have you experienced the same emotion?
- d) Does leisure provide the best chance to feel emotions you like? Why or why not?
- e) Are most emotions you experience from leisure positive? If not, why not?

Process: Conduct discussion using above questions. Encourage all participants to contribute to discussion. Some examples of discussion topics are:

- happiness, satisfaction, reward, release tension, success, appreciation, create, expression, contentment.

SESSION #5: Approximately 1 hour + 10 min break

8. Presentation – 5-7 minutes

Content: “A third category of benefits available through leisure participation is mental. Mental refers to the mind and the processes that are used to learn, remember, and solve problems. A common belief among many people is that learning is often unpleasant and required, leisure is enjoyable and the result of freedom of choice, and therefore, the two are incompatible. This does not have to be the case. Leisure provides many chances to obtain mental benefits in a pleasant and enjoyable atmosphere.

Examples of mental benefits obtained by participating in leisure include: learning the rules of a new activity, opportunities to focus attention on the accomplishment of a single task, learning to identify and make use of various community resources, applying ideas learned in leisure to other aspects of living, opportunities to set goals and determine timely decisions, learning to devise and apply strategy in various activities, and determining the best course of action from several possible options.

The mental benefits of leisure participation should not be overlooked. They are real and readily available.”

Process: Present information on mental benefits. List benefits on chalkboard. Once presented, review the concepts and check them off the chalkboard as you review them. Move on to discussion.

- learn rules, accomplish tasks, identify resources, apply ideas, set goals, participate, apply strategies, determine actions.

9. Discussion - 10 minutes

Content:

- a) Are there additional mental benefits we should list? If so, what are they?
- b) Have you gained any mental benefits from leisure participation? If so, what were they and how did you do it?
- c) Can you relate a leisure experience where you learned something that was useful in another aspect of your life? If so, what was it?

Process: Conduct discussion by using above questions. Encourage all participants to contribute to the discussion.

10. Presentation – 5 minutes

Content: “The last category of benefits from leisure participation we will discuss is physical. Physical refers to the body and its operations. When most people think of outcomes of leisure involvement, one of the first things that comes to their mind is physical benefits. Many Americans today do not have occupations that demand enough in the way of physical activity. Because exercise is important to health and fitness and, in many cases, is available primarily through leisure, the physical benefits of leisure participation are important. They are of equal importance with other benefits of leisure.

Examples of physical benefits that can be derived from leisure participation include: (a) an increase in the efficiency of the cardiovascular system; (b) improvement in muscle tone; (c) increase in strength; (d) increase in eye-hand coordination; (e) increase in flexibility; (f) improvement in cardiovascular health & endurance; (g) increase in quickness; (h) improvement of weight control. The physical benefits of leisure are dependent on the type of activity chosen and the frequency and duration of participation. In an age of sedentary living for many Americans, vigorous participation in leisure is recommended and encouraged.”

Process: Present information on physical benefits of leisure. List benefits on chalkboard. Show pictures or slides of people engaged in activities that appear to be providing physical benefits. Show these pictures or slides as you present the benefits:

- cardiovascular
- flexibility
- muscle tone
- endurance
- strength
- agility
- coordination
- weight control

11. Discussion – 8 minutes

Content:

- a. What are the other physical benefits of leisure participation?
- b. Have you obtained physical benefits from leisure? How so?
- c. What physical benefits would you now like to obtain from leisure?

d. What activities will you help you obtain these benefits?

Process: Conduct discussion using above questions. Encourage all participants to contribute to the discussion.

12. Learning Activity – 20 minutes

Preparation: Prepare slips of paper prior to session. Examples of activities could include reading, going for a walk, visiting a sick friend, stitching a quilt, baking a cake, bowling, and playing bingo.

Content:” We are going to participate in an activity that will help us think about the benefits we get from leisure involvement. I am going to divide you into two groups of equal numbers. I have a paper sack containing several slips of paper. On each slip of paper is written a recreation activity. The sack will be presented to one group and a member of that group will take one slip. The groups will then have two minutes to say aloud all of the benefits they could derive from participating in that activity. The benefits will be listed on the chalkboard. The sack will then be presented to the second group and the process will be repeated. Groups will alternate until each group has had five chances. We will then count the number of benefits identified by each group. We will see how many benefits we can come up with as a total group. The object is to beat the previous record set by the last group.”

Process: Explain activity. When slip is taken, do not return it to the sack. Monitor the listing of benefits to ensure fairness. Example of benefits could include learning new things, relaxation, meeting new people, feeling good, fun, creating something, and sharing time with friends. Tally benefits and declare winner. Emphasize and summarize benefits generated by participants.

13. Debriefing – 8 minutes

Content:

- a. What is your reaction to the range of benefits that were identified?
- b. Which of these benefits would you like most to obtain?
- c. What will you need to obtain them?

Process: Conduct debriefing using above questions. Encourage participants to answer at least one of the questions.

SESSION #6 – Approximately 1 hour + 10 min break

14. Learning Activity – 20 minutes

Preparation: Prepare questionnaire with the following starting points:

1. If I have a free weekend, I would want to:
2. I have decided to finally learn how to:
3. If I were to buy two magazines, I would choose:
4. I feel most bored when:
5. If I used my free time more wisely, I would:
6. I feel best when people:
7. On weekends, I like to:
8. I get real enjoyment from:
9. If I could go anywhere, I would:
10. What I want most in life is:
11. I have never liked:
12. When my family gets together:
13. I do not have enough time to:
14. I would consider it risky to:

15. My greatest accomplishment in leisure has been:

Content: “You are going to have a chance to complete an open-ended questionnaire that will help you think about the benefits of leisure and, at the same time, learn something about your own leisure involvement. Please take the time to think carefully about your answers to the questions. There are no ‘right’ or ‘wrong’ answers. Be honest and write exactly what you feel. When the questionnaires are completed we will use them as the basis for group discussion.”

Process: Explain activity. Distribute questionnaire and pencils. Provide sufficient time for completion. Move onto debriefing.

15. Debriefing – 30 minutes

Content:

- a. How did you complete question 1? What benefits would you get from doing this?
- b. What is your answer to question 2? What benefits would you get from this?
- c. How did you answer question 3? Why did you choose the magazines you did?
- d. How did you answer question 4? What could you do to keep from getting bored?
- e. What did you put for question 5? What category of benefits would your answer fit?
- f. How did you answer question 6? Is your answer a social or emotional benefit?
- g. What was your response to question 7? When was the last time you did this?
- h. How did you complete question 8? When was the last time you experienced this?
- i. How did you answer question 9? How would this benefit you?
- j. What did you say for question 10? What will you do to help you get it?
- k. What was your response to question 11? What does this say about you?
- l. How did you complete question 12? When was the last time your family was able to do this? Could you do anything to help in this area?
- m. How did you answer question 13? What could you do to have more of the things you want?
- n. What did you say for question 14? What could you do to change this?
- o. How did you complete question 15? Do you feel like your greatest accomplishments are yet to come? How can you help it happen?

Process: Conduct debriefing using above questions. Ask questions of each participant. Encourage more than one participant to respond to any given question.

16. Conclusion – 10 minutes

Content: “There are many benefits available through participation in leisure but these benefits do not automatically come to everyone. It sometimes takes purposeful effort to obtain these benefits. The benefits of leisure can play a very important role in our lives.”

Process: Make concluding statement. Provide opportunities for questions.

Complete Performance Measures at the end of this session for Objective 1.2

Objective 1.3: Demonstrate knowledge of personal attitudes toward leisure.

Performance Measure A: When provided with paper and pencil and within 10 minutes, and with 100% accuracy on two consecutive occasions, participant will:

- (a) identify five recreation activities that you like to do (e.g., fishing, painting, cycling, reading, kayaking); and

- (b) give one reason why you like each activity (e.g., fishing: peaceful; painting: creative expression; cycling: physical fitness; reading: choices of books; kayaking: adventure).
- Performance Measure B:** Given paper and pencil, within 10 minutes and with 100% accuracy on two consecutive occasions:
- (a) identify five recreation activities that you do not like to do (e.g., jogging, card playing, boating, football, attending opera); and
- (b) give one reason why you do not like each activity (e.g., jogging: tiring; card playing: boring; boating: afraid of water; football: rough; attending opera: too confusing).

SESSION #7 – Approximately 1 hour + 10 min break

1. Orientation Activity – 10 min

Content: “Please arrange yourselves in a circle so we can participate in an activity that will help us start to think about our attitudes toward leisure. We will introduce ourselves by our first names, state a leisure activity which we have enjoyed, and tell what it was about the activity that we liked. For example, a person could say, ‘My name is Larry. I went on a camping trip and I enjoyed being in the natural environment.’ Tell others what we like about something will begin to provide us with insight into our attitudes about it.”

Process: Explain activity. Help arrange participants in a circle. Provide each person with an opportunity to participate.

2. Introduction

Content: “Attitudes have a major effect on actions. This is true of leisure as it is of other aspects of life. Your attitude toward leisure is important in deciding whether or not to participate in an activity, with whom, for how long, what is expected from it, and other factors. If leisure is valued, you will be willing to expend the resources and make the commitments necessary to have a chance to participate. If leisure is not valued, you will make little or no effort to be involved in it. Developing an awareness of self requires clarification of your personal attitudes toward leisure.”

Process: Introduce topic of person attitudes toward leisure.

3. Presentation – 10 min

Content: “Examining your attitude about leisure requires careful thinking. It calls for a high degree of honesty. It means that you must search yourself for your true feelings about leisure and attempt to develop an understanding of why you feel the way you do. One way this may be done is for you to ask yourself questions related to leisure. Care must be taken in answering questions to ensure that your response is an accurate reflection of your feelings and not merely what you believe others may expect to hear.

Another way for you to investigate your attitudes is to place yourself in situations where you are confronted by choices regarding leisure. The choices that are made will be an indication of your attitude. Reflecting of why a choice was made may result in even better insight into your attitude.

There is nothing mysterious about gaining knowledge of your attitudes toward leisure. It simply requires a little thought relative to some very basic questions. For example: (a) Is leisure valued? (b) Why is it (or is it not) valued? (c) Which activities are desired more than others? (d) Why is this so? (e) What types of leisure environments are preferred and why? and (f) How often do you like to participate and with whom? Responding to these and similar questions will help individuals learn a great deal about their attitudes toward leisure.”

Process: Present Information on personal attitudes toward leisure. List the questions that can be asked of self on a chalkboard or easel.

- Is leisure valued? Why?
- Which activities are desired more than others? Why?
- What types of leisure environments are preferred? Why?
- How much involvement is preferred?
- With whom is involvement preferred?

4. Discussion – 8 minutes

Content:

- a. Why is it important to understand your personal attitudes towards leisure?
- b. How does making choices help you learn about your leisure attitude?
- c. What additional questions can be asked to learn about one's attitudes toward leisure?

Process: Conduct discussion using above questions. Encourage participants to contribute to discussion. At the end of the discussion, inform participants that they will engage in several learning activities to investigate their attitudes.

5. Learning Activity – 20 min

Preparation: Gather a pair of scissors, three envelopes, and a pencil for each participant. Provide group with a selection of magazines to clip pictures from (1 or 2 per participant that show various leisure activities that could be considered leisure).

Content: “We are going to begin to learn more about our attitudes towards leisure. Each of you has a pair of scissors, three envelopes, and several magazines. Browse through the magazines and cut out pictures of recreation activities. Select activities in which you have participated and experienced enjoyment and satisfaction, activities in which you have participated but had a negative experience, and activities in which you have not yet participated but think might interest you in the future. Label your envelopes in some way to reflect these three categories. For example, you could draw a happy face on the envelope that will contain pictures of activities you enjoyed, a sad face on the envelope containing activities that were negative experiences, and a question mark on activities you have not yet experienced. Try to get four or five activities in each envelope.

When you are finished, I am going to put you in pairs and ask you to exchange envelopes with your partner. Your partner will select an envelope, withdraw one picture, and hand it to you. When you see the picture, tell your partner why you liked the activity, disliked it, or might be interested in it in the future. When you are finished, take a picture from one of your partner's envelopes and your partner will discuss the picture. Take turns drawing pictures from envelopes, making sure that you use all three envelopes during your discussion. As you participate in the discussion, think about you liked or disliked an activity.”

Process: Explain activity. Provide scissors, pencils, envelopes, and magazines. Divide into pairs. Allow ample time for discussion. Move about the room providing assistance as needed.

6. Debriefing – 10 min

Content:

- a. Did you find pictures of your favorite activities? If so, what were they?
- b. Did you learn anything about your partner's attitude toward leisure? If so, what?
- c. What did you learn about your own attitude?
- d. Was it difficult to think of things to say during your discussion? If so, why?

Process: Conduct debriefing using above questions. Encourage each participant to respond to at least one of the questions.

SESSION #8 – Approximately 1 hour + 10 min break

7. Learning Activity – 10 -12 min

Preparation: Obtain five blank index cards per participant, and pencils.

Content: “We are going to do an activity named ‘Recreation.’ Please get in a circle. I am going to give each of you five blank cards. Write the name of a different recreation activity on each of the cards. When everyone is finished, I will collect the cards and place them in a basket. I will withdraw a card, read aloud the name of the activity, and point to a person in the circle. That person will have five seconds to say aloud one word that describes his or her attitude toward the activity. We will then go clockwise around the circle and each person will have five seconds to state one word that describes his or her attitude toward the activity. For example, I may draw a card that has ‘hang gliding’ on it. The first person may say it is ‘dangerous.’ When you respond try to use a word that genuinely reflects your attitude toward the activity; it does not matter if someone else has already used that word.”

Process: Explain activity. Provide cards and pencils. Arrange participants in a circle. When selecting a person to give the first word, go around the circle so that everyone has an opportunity to be first to react.

8. Debriefing – 10 minutes

Content:

- a. Do you think the words you used were an accurate reflection of your attitude?
- b. Did you use any words that, after reflecting on them, you would like to change? If so, what were they and with what activity were they used.
- c. Was it hard to react with a five second time limit?
- d. Did you learn about your attitude toward leisure from this activity? If so, what?

Process: Conduct debriefing using above questions. Encourage each participant to respond to at least one question. Ask participants about the rationale for their answers.

9. Learning Activity - 5 min

Preparation: Prepare questions prior to session. Questions could include the following. Is your leisure more like:

- The beach or the mountains?
- Slippers or running shoes?
- A seven course meal or fast food?
- A sports car or a pickup?
- A basketball or a book?
- A campsite or a hotel?

Content: “This is an activity named ‘Either-Or.’ Again, it is designed to assist you in knowing more about your attitude toward leisure. Please arrange yourselves in a circle. I will go around the circle and ask each of you a question: ‘Is your leisure more (*first choice*) or (*second choice*)?’ I will point in one direction for the first choice and the opposite direction for the second choice. You will have 10 seconds to decide which choice your leisure is like. You will then tell us why you have made the choice you did. Fore example, I may say ‘Is your leisure more like summer or winter?’ and then you must choose.”

Process: Explain activity. Arrange in a circle. Ensure each participant has opportunity to respond to question. Go around circle as many times as desired.

10. Debriefing – 10 minutes

Content:

- a. Was it difficult for you to make a choice? If so, why?
- b. Can you think of other pairs of choices that we could ask? If so, what are they?
- c. Did others make choices you thought they would? If not, what does this mean?
- d. Would you make changes in your choices? If so, what would they be and why?

Process: Conduct debriefing using above questions. Provide an example of how you might change an original choice. Encourage participants to respond to the question.

11. Learning Activity – 15 minutes

Preparation: Obtain pencils and develop the Leisure Values Form. Prepare something similar to the following Leisure Values Form in advance of session:

Exciting	1	2	3	4	5	Boring
Rewarding	1	2	3	4	5	Disappointing
Important	1	2	3	4	5	Unimportant
Accepting	1	2	3	4	5	Rejecting
Daring	1	2	3	4	5	Timid
Positive	1	2	3	4	5	Negative
Action	1	2	3	4	5	Idleness
Growing	1	2	3	4	5	Stuck
Expressive	1	2	3	4	5	Passive
Creative	1	2	3	4	5	Repetitious

Content: “Another way to learn about your attitude toward leisure is to complete a Leisure Values Form. A Leisure Values Form is one that contains a rating scale and pairs of words that describe opposite feelings about leisure. A rating scale has several points on it, indicating different levels of agreement with the idea expressed by the word pair. For example, a rating scale might have five points on it, as follows:

1 = very, 2 = slightly, 3 = neutral, 4 = slightly, 5 = very.

If a person was very positive about leisure and believed it was exciting, than ‘1’ would be circled. If a person had no feelings about it, ‘3’ would be circled. The person circles the number that most nearly resembles his or her feelings about leisure as indicated by the word pair. A number would be circled for every pair of words.

Each of you has a Leisure Values Form. Read it carefully and complete it according to your feelings. When the forms are completed, you will be placed in groups of three or four and discuss your responses. Remember, there is no right or wrong answer to these items.”

Process: Explain activity. Use board to show sample scale and word pair. When form is completed, put participants in small groups for discussion.

12. Debriefing – 10 min

Content:

- a. Did you feel the rating scale provided you with enough choices? If not, why not?
- b. Do you have any suggestions for additional word pairs? What are they?
- c. As you look at your Leisure Values Form, are there more numbers on the left side of the sheet circled, on the right, or in the middle? What does this mean?
- d. What did you learn from this activity?

Process: Conduct debriefing using above questions. Possibly enlarge the instrument and make an overhead transparency to be used as a visual aid during the debriefing. Encourage all participants to contribute to the debriefing.

Session #9 – 1 hr 15 min + 10 min break

13. Learning Activity – 12 min

Preparation: Obtain pencils and develop Leisure Satisfaction Form. Prepare forms in advance of the session. The form could include the following questions:

LEISURE SATISFACTION

Complete the following sentences:

- a. I am happiest when:
- b. My favorite weekend is when:
- c. If I could do anything I want, I would:
- d. In the summer, I like:
- e. My favorite evening activity is:
- f. If I could go anywhere I want, I would go:
- g. When I am alone, I like to:
- h. If I had more time, I would:
- i. I like holidays because:
- j. The thing I like best about being with my friends is:

Content: “Another pencil and paper exercise that can be used to learn about one’s attitude toward leisure is the completion of a Leisure Satisfaction Form. A Leisure Satisfaction Form is a series of open-ended questions focused on what individuals like to do with their leisure. For example, a question might be states as follows: ‘When I am in the park, I like to...’ Each individual completing the form would then write a response to that question.

Each of you has been given a Leisure Satisfaction Form. Think carefully and complete each questions on the form. When you finish, we will use the forms as a basis for discussion.”

Process: Explain activity. Distribute forms and pencils. Allow sufficient time for completion. Move to debriefing.

14. Debriefing - 15 min

Content:

- a. How did you respond to the statement (a-j)
- b. Are there additional statements that should be on the form? If so, what are they?
- c. Was there a statement that was easier to answer than others? If so, which one?
- d. What did you learn from this activity?

Process: Conduct debriefing using above questions. Encourage each participant to respond to at least one of the questions.

15. Learning Activity – 25 min

Preparation: Obtain marbles and a cup. Develop a series of questions written on index cards.

Examples of questions could include:

- What does leisure mean to you?
- What leisure activity is your favorite and why?
- What leisure activity would you like to learn and why?
- What was your favorite thing to do as a child?
- Where would you like to travel next year?

Content: “This activity is called ‘Lose Your Marbles Over Leisure.’ It is an activity designed to help you become more aware of your leisure attitudes and lifestyle and to help you interact with other members of the group. Each of you will receive five cards with a leisure-related question on the card. You will also receive five marbles. The cards will be facedown on the table in front of you and there will be a cup in the center of the table. Play will begin with the person whose next birthday is closest to today’s date and will rotate clockwise from that person. When it is your turn to play, draw one of your cards and answer the question on it within one minute. If you answer the question, place a marble in the cup and set the card aside. If you do not answer the question within one minute, return the card to your stack but do not place a marble in the cup. Play will proceed to the next person. Play will continue until one person has placed all five marbles in the cup.”

Process: Explain activity. Prepare cards. Distribute cards and marbles. Monitor activity for compliance with the one-minute time limit.

16. Debriefing – 10 min

Content:

- a. What did you learn about your leisure involvement from this activity?
- b. Was it awkward to answer questions in front of the other group members?
- c. What did you learn about other group members?
- d. Why did we do this activity?

Process: Conduct debriefing using about questions. Refer back to the questions. List questions on an easel or chalkboard and point to the questions as they are addressed. Encourage each participant to respond to at least one of the questions.

17. Conclusion – 10 min

Content: “We have participated in a variety of activities to help us learn about our attitudes toward leisure. Knowing what we like and dislike and why we feel the way we do is an important part of learning about ourselves. This knowledge can guide us in our choices and help us use our leisure more effectively.”

Process: Make concluding statement. Provide opportunity for questions.

Complete Performance Measures at the end of this session for Objective 1.3

Appendix B

Leisure Attitude Measure – Revised from Idyll Arbor

Purpose: The purpose of this scale is to measure your attitude toward free time activities

Directions: Listed below are 18 statements. I would like you to indicate how much you agree with the statement after I read it.

Definition: “Free Time Activities” are things that you do that are NOT part of your job, NOT part of school, NOT part of necessary daily activities like brushing your teeth and hair, taking a shower/bath, getting dressed, eating meals, or using the bathroom.

1 - DO NOT AGREE



2 - AGREE VERY LITTLE



3 - AGREE A LITTLE



4 - AGREE A LOT



5 - COMPLETELY AGREE



- _____ 1. Free time activities make me smile and have fun.
- _____ 2. I feel that I am NOT wasting time when I am doing free time activities.
- _____ 3. If I could, I would spend more time doing free time activities.
- _____ 4. Free time activities are important.
- _____ 5. When I do free time activities, the time goes fast.
- _____ 6. I do free time activities much of the time.
- _____ 7. I can make friends when I do my free time activities.
- _____ 8. I feel that free time activities are good for me.
- _____ 9. I do some free time activities, even when they are not planned.
- _____ 10. Free time activities can help calm me down.
- _____ 11. I think it is good to do free time activities much of the time.
- _____ 12. I would spend money and buy things to do more free time activities.
- _____ 13. I need free time activities.
- _____ 14. I can be myself when I do my free time activities.
- _____ 15. If I could, I would live in a place that has many free time activities.
- _____ 16. Free time activities make me feel healthier.
- _____ 17. I like to do free time activities.
- _____ 18. I would take a class to get better at my free time activities.

Appendix C

Interview Questions

Pre-Intervention

1. When I say the word 'leisure' or 'free time activities' what does that mean to you?
2. Why do you do your free time activities?
3. Name all the free time activities that you participate in.
4. What makes free time activities important to your daily life?
5. What good things (benefits) happen because of your free time activities?
6. Is there anything bad that could happen because of your free time activities?
7. How do you feel about your about the free time activities that you do every day or most days?
 - Do they please you? OR Do they make you happy?
 - Are they fun?
 - Are they exciting?
 - Are they boring?

Post-Intervention

1. What was a part of our program about free time (leisure) activities you really liked or enjoyed?
2. What was a part of our program about free time (leisure) activities that you did not like or did not enjoy?
3. Can you get benefits from doing free time (leisure) activities?
4. What did you learn about your attitude toward free time (leisure) activities?
5. Why do you do your free time (leisure) activities?
6. What makes your free time (leisure) activities important?
7. How do you think the amount of time you will spend on free time activities will change since you attended this program about free time activities? (more frequent, less frequent)
8. Which activities will you think about doing now, after you have taken this class on free time activities, that you DID NOT do before this class?
9. When I say the word 'leisure' or 'free time activities' what does that mean to you?

Appendix D

Social Validity Questionnaires

Pre-Intervention Questionnaire

Directions: Please select how much you agree with each statement about leisure education.

<u>Leisure Education Statement</u>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Leisure and recreation is important in one's life					
2. Leisure can help one integrate into the community					
3. It is important to form attitudes about leisure					
4. Leisure attitudes can help or hinder one's leisure participation					
5. A leisure education program can help teach individuals with intellectual disability what leisure is					
6. Individuals with intellectual disability can benefit from learning how they feel about leisure					
7. Leisure Education is <u>NOT</u> an important part of a post-secondary education program					

Post-Intervention Family Questionnaire

Directions: Please select how much you agree with each statement about leisure education.

<u>Leisure Education Statement</u>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. My son/daughter enjoyed the leisure education intervention					
2. It would be beneficial to have my son/daughter learn more about leisure using similar leisure education programs					
3. My son/daughter has different attitudes towards leisure now than before the program					
4. My son/daughter participates in different leisure than before					
5. My son/daughter shows more initiative with their leisure activities than before the program.					

Post-Intervention Program Staff Questionnaire

Directions: Please select how much you agree with each statement about leisure education.

<u>Leisure Education Statement</u>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. The students enjoyed the leisure education program					
2. The researcher worked well with the students					
3. It would be beneficial to teach the students more about leisure using similar leisure education programs					
4. Overall, the students have different attitudes towards leisure now than before the program					
5. In general, the students participate in different leisure than before					
6. The students did <u>NOT</u> benefit from the leisure education program on leisure attitudes					

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