

RECREATION AND LEISURE TIME SKILLS PROGRAM

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Summary Content And General Behavioral Objectives

The *Recreation And Leisure Time Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *recreation and leisure time skills both at home and in the community*. The habilitation professional must encourage the client to explore a variety of new and stimulating leisure time activities; to carefully plan his or her use of free time so it results in a balance between sedentary activities and those requiring physical exercise; to actively pursue doing things with other people as a means of developing and maintaining friendships and promoting mental health; and to take full advantage of the community's near-inexhaustible offerings of enjoyable and fulfilling experiences. At the same time, parents and others responsible for the client must be encouraged to support reasonable risk-training and exposure to a variety of challenging experiences. In addition, they must be encouraged to allow the client to **use** newly acquired skills **independently**, and to realize from the client's increasing growth in competence *their increasing responsibility* to grant additional freedoms. This, in effect *gradual letting go*, is as important as it is reasonable, for it both verifies the commitment of those on whom it depends and reinforces the client's efforts toward maximum independence.

The *Recreation And Leisure Time Skills Program* develops the following skill training areas (sections):

- I. Use Of Leisure Time At Home
- II. Use Of Leisure Time In The Community

The *Recreation And Leisure Time Skills Program* expands the following general behavioral objectives:

I. Use Of Leisure Time At Home 12 Skills (716 Tasks)

- ☐ To develop **awareness of the meaning of leisure time**, including the importance of socializing with others, balancing sedentary activities with activities requiring physical exercise . . .
- ☐ To develop the skill of **inviting others to participate in free-time activities** . . .
- ☐ To develop **use of radio, television, record player, cassette recorder** . . .
- ☐ To develop **use of newspapers**, including location and use of the index, movies and television sections, calendar of community events, grocery ads, classified ads . . .
- ☐ To develop **awareness of sportsmanship** . . .
- ☐ To develop **table-game playing skills**, including inviting others to participate, demonstrating good sportsmanship . . .
- ☐ To develop **card-game playing skills**, including complete identification of cards, shuffling and other pre-play skills, inviting others to participate . . .

II. Use Of Leisure Time In The Community 24 Skills (423 Tasks)

- ☐ To develop **independent use of several types of restaurants**, including cafeteria style, buffet style, fast food type, independent mobility to and from restaurants, appropriate use of silverware and table manners, displaying acceptable social behavior, ordering balanced meals . . .

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II. Use Of Leisure Time In The Community (Cont.)

- ☐ To develop the skill of **going out to lunch during lunch breaks . . .**
- ☐ To develop **use of the community for a variety of recreation and leisure time activities**, including going dancing or to the movies, visiting the zoo, swimming, bowling, playing pool, going to concerts, attending sports events, participating in sports, using community centers and libraries, window shopping, picnicking, bicycling, going for walks, going to church . . .
- ☐ To develop **use of the bureau of parks and recreation and the Y.M.C.A. – Y.W.C.A. . . .**