

STURGEON CREEK  ENTERPRISES INC.

EXPLORING LATER LIFE OPTIONS

*with older adults who have
mental disabilities*

Facilitator Manual



THE UNIVERSITY OF MANITOBA



ACKNOWLEDGEMENT

This manual is based in large part on a manual developed through the Centre for Recreation and Disability Studies, Curriculum in Leisure Studies and Recreation Administration, University of North Carolina at Chapel Hill by Charlie Bullock, PhD, Leigh Morris, MS, Michael Mahon, PhD and Betsy Jones, MS.

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WELCOME

Welcome to the Retirement Lifestyle Training Program (RLTP) Manual. This manual is meant to be one of the resources available to service providers who support seniors who have intellectual disabilities. This manual is based on The Supported Retirement Demonstration Research Project which took place in Winnipeg, Manitoba and involved many service providers, provincial representatives and community partners.

We hope that this information relieves some of the questions and frustrations that many service providers face in a system not yet used to or structured for retirement of people with intellectual disabilities.

ISSUES

Previously, there have been few older adults with intellectual disabilities living in the community and approaching retirement. Comparable with the general population, improved health care and quality of life have resulted in individuals with intellectual disabilities having increased life expectancies. This trend is expected to continue. As a result of this expanding population several issues for people with intellectual disabilities, their support networks, and service providers have emerged. Some of the issues are as follows:

1. A meaningful alternative to work must be offered to individuals with intellectual disabilities for retirement.
2. Persons with intellectual disabilities are often unaware of options available to them in their communities (Benz & Kennann, 1988). They have often had limited choice in their lives and may need support in learning to make choices in their retirement.
3. The Family Services, Community Living system, is not often structured to allow individuals to create a retirement lifestyle which is normative. For example, many individuals are not allowed to remain at home during the day or start/finish their day later/earlier.
4. It is true that as adults age; they generally begin to require more supports such as health services and assistance with activities of daily living. The same is true for older adults with intellectual disabilities. Any process must be reflective of this growing need for supports (Hussian & Davis, 1985).
5. Older persons with intellectual disabilities face attitudinal barriers related not only to their disability, but to their age as well. This is compounded by the fact that older adults are not often accepting of their peers with intellectual disabilities (May & Marozas, 1994).
6. Older adults with intellectual disabilities who live in the community are often isolated and at risk. In particular, those living with aging parents are often socially isolated.
7. Friendships and social supports often revolve around the work environment. As adults look towards retirement, the issue of friendship has to be addressed (Krauss, Sletzer, & Goodman, 1992).

8. Service providers who exist within a vocationally-oriented day program system struggle to accommodate their consumers' changing needs.

In the past few years, advocacy organizations, government, family and service providers have begun to recognize some of the identified issues and have already responded. Retirement has happened on an individual basis. This information needs to be shared and access to the option of retirement needs to be widespread. Conferences and training programs such as the Retirement Lifestyle Training Program are one response to this need.

GUIDING PRINCIPLES

1. FREEDOM OF CHOICE

All adults have the right to choose their path in life. Persons with intellectual disabilities have the right to retire just as any other individual has this right. This right includes the right to sleep in, participate in leisure activities, volunteer and spend time with friends and family. Due to lifelong constraints many individuals with intellectual disabilities have not had the opportunity to make real choices or decisions around their day structure or residence. When facing retirement, these individuals may need support to learn about options, may need to gain familiarity and comfort with making choices, and may need to learn the process of making well thought-out decisions. Again it is recognized that in some instances, for the benefit of a person's general health and safety, choice may have to be limited. However, choice should exist to whatever extent possible.

2. INDIVIDUALIZED PLANNING

Since retirement is an individual choice it is necessary to plan around individual interests. It is recognized that due to staff and funding constraints, individuals who require support may not be able to pursue their ideal retirement activities. It is still possible however, to accommodate an individual's interests and goals at different levels and/or different intervals. For example a person may not be able to stay home during the day as much as he/she wishes but could partake in an activity he/she enjoys (ie. reading, painting, etc.) at his/her day program instead of working.

At this point in an individual's life, planning may take a different focus when compared with a vocationally-oriented period of his/her life. Planning may focus around interests, relationships, and skills/supports to pursue choices rather than employment skills. When consumers reach this age, it is important for the service provider to consider that chances are this individual has been 'trained' and has had 'goals' set for him/her for a good portion of his/her life. A shift in focus might change the types of goals set.

3. TREAT THE INDIVIDUAL AS AN EQUAL PARTNER WITH RESPECT AND DIGNITY

This refers to the way service providers interact with the individual and the public when working with that person. It also includes letting the person take

risks and experience the benefits/consequences, participate in age-appropriate activities, be as independent as possible, and make choices.

4. INCLUSION

There are many different perspectives on inclusion. For our purposes inclusion can mean non-disabled people interacting with disabled people as well as disabled people interacting with disabled people. As long as individuals know their options and have their needs accommodated, they have the right to go wherever and be with whoever they choose. It is the right to be yourself amongst others.

THE MODEL...

The model is intended as a guide for service providers to empower older adults with intellectual disabilities to learn about and possibly access an individualized retirement lifestyle. This program will provide the participant with the opportunity to learn and practise skills which may lead to independent leisure/retirement functioning in the community.

The user of this manual is encouraged to reorganize and design the activities and objectives to suit the individual needs of the participants. Therefore, the manual is not intended as an action plan, rather an outline of ideas needed to be addressed. It is recommended that the user familiarize herself with the entire manual before starting the program so that topics dealt with later in the manual may be covered as the need arises rather than just in a uniform sequence. Some of the objectives will be covered at different times and different stages of the program based on the individual. As well, some objectives or skills may not need to be addressed at all.

Different individuals respond to different teaching methods. Some people respond better to visual cues while others learn better using auditory or tactical aids. Adjusting the lessons to suit the individual will result in a more successful and higher quality program. Based on an individual's level of understanding, different teaching objectives may be set. For example, one individual may learn and practise the decision-making model, completing all the steps. Another individual take part in decisions by learning to choose an activity by pointing at different pictures, or communicating choices in other ways. It is important to remember the point behind the objective and to try and achieve this to whatever level of understanding or action the participant is capable of.

The model is defined in three stages. These stages are not completely separate nor are always followed in sequence. What you do as a service provider will depend on what the individuals you support need.



The first stage is referred to as "Self & Community Awareness". This stage is based on the premise that in order for anybody to make decisions they have to have information. This includes awareness about retirement, leisure, options, resources, barriers, etc. Part of developing an awareness is to actually experience things. Therefore, this phase will include the individual trying new activities, going to senior centres, etc. This is referred to as "Community Visits". Usually during the first stage, the individual also learns about and practices decision-making. Learning about decision-making, along with having more opportunities to make choices will prepare the individual for retirement. The individual may also start to learn about planning for him/herself using the Leisure Action Plan tool.

Once the individual has an awareness of what his/her options are, what retirement is, and has developed some skill and comfort with making decisions, the second phase, "Individualized Retirement Planning" takes place. This model makes use of the PATH planning process to help an individual develop his/her retirement plans.

The third stage is referred to as "Plan Implementation". It is at this time that the personal goals set out in the PATH are put into place. Different individuals will require different levels of support depending on their needs and abilities. During this phase the service provider assists individuals to participate as independently as possible in their retirement lifestyle. The service provider will assist the individual to "connect" with others in the retirement community and encourage the development of natural supports. At some point the individual may want to learn about other opportunities or may change their mind about some of the PATH goals. The model is intended to be flexible to accommodate an individual's changing needs/interests.

Section 1: "Retirement Awareness"

Unit 1: Defining retirement.

Discussion: The concept of retirement can be defined in several ways. For some, retirement means leaving full-time employment, for others retirement is a party celebrating a different period in a person's life. How a person defines retirement can depend on their reference point. Does a homemaker retire? What about the person who has always volunteered or has attended a day activity program?

For our purposes, retirement will be a time when an older adult has an increased level of choice with regards to their work and leisure activities. Key phrases such as 'being able to do what you want to do' and choice should be used.

Teaching Strategy:

Discussion

Ask the person what they think retirement means. Ask them if they know anyone who has retired and what they do that is different from before they retired. Talk about the different forms retirement can take. For example, it could mean part-time work, a second career, continuing education, or different leisure activities such as going to senior centres or taking up hobbies.

Materials: You might want to use some pictures of seniors in different retirement-type activities.

Understanding check: When asked, the participant defines retirement using a phrase such as: not working; doing what I want; choice; a party, etc. or will organize pictures into groups of work or retirement-type activities.

Section 1: "What is Retirement?"

Unit 2: Why people retire.

Discussion: People retire for a variety of reasons. Knowing some of these reasons might help a person understand the feelings they are experiencing as well as create a positive attitude or reduce fears about retirement.

Some reasons people retire are:

- health factors (stamina)
- don't want to work anymore
- have enough money, don't need to work
- take care of family or a family member
- because their spouse is retiring
- they are forced to retire
- want to spend more time doing the things they enjoy

Teaching Strategy:

Discussion

Talk about retired people that the participant knows. Discuss possible reasons why that person retired. Talk about other reasons people retire. Give scenarios which reflect the different reasons why people would retire and ask the participant why they think each person decided to retire.

If the person is non-verbal then discuss each reason giving the scenarios and ask the person if they think that's a good reason or if they know anyone who wanted to retire. You might want to use picture representations so that the participant can point or agree to the various pictures. When visiting activities and speaking with other seniors sometimes it is helpful to ask other seniors why they retired.

Materials: scenarios
pictures

Understanding check: When asked why people retire the participant will be able to describe at least one reason people retire or can identify a reason from a given scenario.

REASONS FOR RETIREMENT

SCENARIOS

Judy is 59 and has worked at the same place for 15 years. She usually assembles campfire toasters but also does some packaging. Judy's supervisor noticed Judy was falling asleep on the job. Judy used to have a lot of energy but seemed to need more rest over the last couple of years. Judy decided to retire part-time and now only works four hours a day.

Stan is 61 and worked full-time at the same place for the last five years. Stan lived with 2 other gentlemen who were retired. His room mates go to the local senior centre 3 days out of the week. They take part in bingo, carpet bowling, shuffleboard and dancing. The other two days his roommates usually go for coffee and spend time at the mall. Stan was interested in the activities that his roommates got to do, so he retired and started going to the senior centre.

Sally is 58 and has had Joe as a boyfriend for the past 20 years. Joe is retired and for awhile Sally still worked. Joe often wanted Sally to go for walks, play cards or relax at home but she had to work. Sally decided to retire so she and Joe could spend more time together.

Section 1: "What is Retirement?"

Unit 3: The difference between work activities and retirement-type activities.

Discussion: Retirement can be an abstract concept which is difficult for some people to understand. One way for a person to understand what retirement consists of is to be aware of some typical retirement activities.

As well, some people respond, "I don't know what I'd do if I retired - I'd be bored". It is important for these people to be aware that retirement provides many options which may or may not include some forms of work.

This, along with the definition of retirement, can prove difficult if someone hasn't been employed in the typical job. Some people have leisure activities incorporated into their day program already. In this case, I would stress that retirement activities are activities that the person chooses (for example, bowling may not be enjoyable to a person and therefore might not be chosen as a retirement activity).

Teaching Strategy:

Discussion/Activity

Discuss different work and retirement/leisure activities. Show several pictures of each and have the participant indicate which pictures are work and which are retirement activities.

Materials: Pictures of seniors in different work and retirement-type activities.

Understanding Check: When presented with a variety of pictures depicting work and retirement-type/leisure activities the participant will organize pictures into their appropriate groups.

Section 2: "Leisure Awareness"

Unit 1: Definition of Leisure

Discussion: The concept of leisure can be defined in several ways. Appropriate phrases to use when defining the concept include: "free time", "something fun", "an activity", "something you do when you finish your work", "a feeling". Emphasize the concept of choice. Leisure is something you do because you want to do it.

Teaching Strategy: *Discussion*
Ask the participant what the word "leisure" means and other probe questions such as: "What do you do on the weekend? How is that different from work?"
Write key phrases the participant identifies on a piece of paper. You can describe leisure by naming specific activities, but also describe it as a "concept" or "frame of time".
Emphasize the concept of choice.

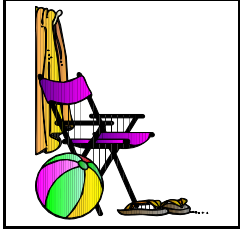
Activity
Have the person and their family/caregivers list as many different leisure activities as they can. Write them on a piece of paper. Record these on the "Leisure Inventory" worksheet for comparison with what their leisure choices will be later in the education process. Save this worksheet in your notebook.

Materials: Worksheet: *Leisure Inventory*

Tips: Remember to send the questionnaire to the appropriate person!

You may want to interject units on choices/decision making.

Understanding check: The participant defines leisure as free time, something fun, particular activities, being able to choose, etc.



RECREATION QUESTIONNAIRE

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The individual's family/significant others or residential staff can answer the following questions. It will be very helpful if you answer these questions honestly, from your perspective of the individual's leisure lifestyle.

1. How does _____ typically spend his/her free time at home?

2. What recreation and/or leisure activities are available to _____ at home?
(Include hobbies, games, etc).

- 3a. Please list any community recreation activities in which _____ presently participates or has tried in the past (ie. Parks & Recreation, YM/YWCA).

- b. Please list any continuing education or life skills courses involved in or completed.

- 4a. Are there people available for _____ to recreate with?
_____ Neighbour _____ Co-worker
_____ Room mate _____ Family member
_____ other (please explain)

b. Can you identify people who would support _____ by participating in the PATH process to help identify and achieve individual goals for leisure participation and friendship.

5. What leisure activities do the family/significant others participate in together?

6. Have you come across any of the following problems in planning for _____'s leisure? Circle all that apply.

- | | |
|--------------------------------|---|
| a. Transportation | d. Availability of programs |
| b. Money | e. Safety/health |
| c. Lack of program information | f. Individual's social skills (explain) |

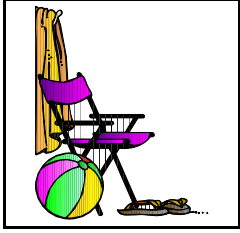
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g. other (please explain) _____

—

7. Please list any friends with whom _____ maintains contact, (please list friends, not paid staff).

8. Please provide any other information that you feel will be useful or will provide insight.



Leisure Inventory

=====

Have the participant name as many different leisure activities as they can. Write them on paper and then have someone record the activities below. Complete this activity at the beginning of the Leisure Education program and again at the end. See how their knowledge of leisure activities has improved!

- | | |
|-----------|-----------|
| 1. _____ | 15. _____ |
| 2. _____ | 16. _____ |
| 3. _____ | 17. _____ |
| 4. _____ | 18. _____ |
| 5. _____ | 19. _____ |
| 6. _____ | 20. _____ |
| 7. _____ | 21. _____ |
| 8. _____ | 22. _____ |
| 9. _____ | 23. _____ |
| 10. _____ | 24. _____ |
| 11. _____ | 25. _____ |
| 12. _____ | 26. _____ |
| 13. _____ | 27. _____ |
| 14. _____ | 28. _____ |

Section 2: "Leisure Awareness"

Unit 2: Leisure activities the individual currently participates in or has participated in, in the past.

Discussion: It is important to identify what the participant is presently doing and has in the past done for her leisure. By having the participant describe what she does for fun, it reinforces the concept of leisure in a very real way. You may find clues on activities that can be restarted or areas which haven't been explored.

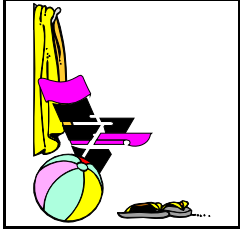
Teaching Strategy:

Leisure Collage

This activity provides assessment information in addition to giving a visual way for the participant to demonstrate what she/he likes to do. *Emphasize the wide variety of leisure choices people make.* Leave the worksheet *Looking for Leisure at Home* for the participant to complete with their family/caregivers. During the next session, discuss what the participant discovered.

Materials: A variety of magazines.
Construction paper. Scissors. Tape or glue
Worksheet: *Looking for Leisure at Home*

Understanding check: When presented with a group of pictures the participant will select leisure activities he/she has participated in.



Looking For Leisure At Home

Participant: Complete this worksheet at home and bring it to the next meeting.
Caregiver: Assist if necessary, but allow the participant to complete this activity as independently as possible.

Look around your home and find things you can use for fun in your free time.

- LOOK IN.....
- Your Bedroom
 - Your Living Room
 - Outside in the yard
 - Your garage or basement
 - Anywhere else

Write down fun things you find.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Put a check (✓) next to your favorite things you found.
Talk to someone about how your favorite things make you feel.
Talk to someone about doing these things in your free time.

Section 2: "Leisure Awareness"

Unit 3: Five types of leisure participation.

Discussion: Most leisure activities will fit into five categories: **social, relaxation, sports, crafts, and outdoors**. This activity helps to increase awareness of the wide variety to choose from in leisure. *Emphasize that you choose a leisure activity based on what you feel like.* The decision-making model discusses goals in relation to leisure activities. This categorization of activities helps to illustrate the point. Examples: "I feel lonely. My goal is to be around other people. I can choose a **social** activity." "It is a beautiful day; my goal is to do an **outside** activity."

Teaching Strategy:

Discussion

Place the five categories on a piece of paper and have the participant name activities under each category. For a visual cue, use leisure pictures to represent the different types of leisure categories.

Materials: Pictures of the five types of leisure activities.

Tips: If the objective is too conceptual for your participant, just focus on increasing variety in leisure choices.

Understanding check: When asked, the participant will describe the five types of leisure participation or be able to give an example of each.

Section 2: "Leisure Awareness"

Unit 4: Identifying a new leisure interest.

Discussion: Often the participant can identify one or two leisure interests (television and basketball), but she/he is at a loss if asked to do something new. If the participant is not aware of what is available for her/him to do, it is hard to make a choice and her/his leisure opportunities are limited.

Teaching Strategy:

Activity

The participant will record a new leisure interest on the worksheet *Leisure Ideas*. Information can be gathered from the assessment, collage activity to assist the participant in making an appropriate and realistic choice for an activity to pursue. The *Leisure Ideas* worksheet should be saved and updated as the participant identifies new activity ideas.

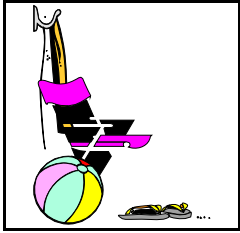
Have the participant choose a new activity for at home leisure time. By having the participant identify a new leisure interest, the educator and the participant make his/her leisure idea a reality. The participant also learns to express interests as there is the possibility of being able to make it happen.

Identifying new leisure interests should be an ongoing process.

Materials: Worksheet: *Leisure Ideas*

Tips: Use the Decision Making Model to help choose a new interest and the Leisure Action Plan to carry it out. See Decision Making and Planning.

Understanding Check: The participant is able to identify a new leisure interest.



Leisure Ideas

=====

Record new leisure interests on this worksheet. Keep these in the notebook and record new interests as they develop.

Places To Go

1. _____
2. _____
3. _____
4. _____
5. _____

Things To Do Alone

1. _____
2. _____
3. _____
4. _____
5. _____

People To Call

1. _____
2. _____
3. _____
4. _____
5. _____

Things To Make

1. _____
2. _____
3. _____
4. _____
5. _____

Things To Read

1. _____
2. _____
3. _____
4. _____
5. _____

Things To Learn

1. _____
2. _____
3. _____
4. _____
5. _____

Section 2: "Leisure Awareness"

Unit 5: Feelings associated with participation in various activities.

Discussion: What we do in our leisure time closely connects with how we feel. It is important that the participant increase her/his awareness about different feelings and the connection with her/his behaviour. This is particularly important since the participant will have more choice with regards to her/his activities if she/he retires. Increased awareness can lead to making healthier choices and realizing the full benefits of a healthy leisure life. For example, after someone exercises, he may have a lot of energy and feel "alive". Therefore, this person may want to choose exercise on a regular basis.

Teaching Strategy:

Game/Discussion

Feeling Charades. The participant is given a feeling (Scared, lonely, nervous, tired, happy, excited, worried, etc.) and instructed to act it out. Have the participant identify and discuss when she/he feels like that. Focus discussion on the connection between what she is doing in her free time and how it makes her feel.

Materials: None needed.

Tips: This is a fun activity and can be done by most participants. The discussion needs to be tailored to the level of the participant.
- You can combine the next unit with this one.

Note: This module is important but you may want to spend time on other units first. As mentioned in the *How to Use This Manual* section at the beginning of this book, this Retirement Education Program is not meant to be a "cookbook" and followed precisely in order. The Unit on *Leisure Awareness* is the longest unit in the Program. You may want to take a break for *Leisure Awareness* at this time, but do come back and finish this module!

Understanding Check: When talking about different activities, the participant can describe/role play feelings experienced for someone participating in each activity.

Section 2: "Leisure Awareness"

Unit 6: Negative aspects of unstructured time.

Discussion: A small amount of unstructured time is not bad. But when there is too much unstructured time that is not balanced by healthy activity, then it produces several negative effects. These effects include: boredom, inappropriate behaviours which can lead to involvement in harmful activities, poor physical health and appearance, lack of friends, etc.

Teaching Strategy:

Discussion

How do different leisure activities affect physical and emotional states (ie. feelings) in a positive or negative way?

Activity

Have the participant draw a picture representing a situation when he used his free time in a good way. Example: Going outside and doing something with a friend on a sunny day. (Good!) Sitting at home bored and eating junk food because there was nothing to do. (Bad!)

Materials: None needed.

Tips: "Positive" and "negative" may be too wordy for some. May want to use good/bad instead.

This objective is very appropriate for dealing with people with learning disabilities or behaviour and emotional disabilities. For some individuals you might want to combine this unit with the previous one.

Understanding check: When asked, the participant can describe negative aspects of unstructured free time (ie. boredom).

Section 2: "Leisure Awareness"

Unit 7: Benefits of leisure and retirement activities.

Discussion: Fun is the obvious leisure benefit the participant can easily identify. It may be motivating for the participant to know the many additional benefits that leisure participation can have. Common benefits to discuss are:

Health and fitness - It makes you look good.

Positive use of time - It keeps you out of trouble.

Social - It can be done with friends.

Self-Esteem - "I am good at it!"

Enjoyment - It's just fun!

Provide examples relevant to your individual participants.

Teaching

Strategy:

Activity

Using the leisure collages made previously or leisure pictures, have each participant pick an activity, then list the benefits of that activity.

Materials: Leisure Collages
Leisure pictures

Tips: Most participants do not care that leisure is important or "good for them". What they may care about is learning that leisure choices can help them lose weight, meet new friends, or just have fun. This objective is fairly conceptual, but it may provide motivation for those individuals who are reluctant to try anything new.

Understanding Check: When asked, the participant can describe some benefits of leisure.

Section 3: "Retirement Options"

Unit 1: Identifying free (leisure) time at work and at home.

Discussion: Time for leisure at work generally occurs during lunch and breaks. Leisure periods at home on a work day include evening. The activity for this objective (*Leisure Time Clock or Leisure Time Line*) provides a nice visual way for the individual to see when she has free time. If done individually, the clocks or timeline should vary, as everybody's leisure is different. It can be beneficial for an individual to identify the times during the day that they can choose what they want to do. Some people may not have realized this window of opportunity or thought about acting on it.

Teaching Strategy:

Discussion/Worksheet

Review periods of the typical work day. Have the participant indicate when he/she has free time available. Review a typical weekday or weekend at home. When is the participant free to do what he/she wants to do?

Activity (Choose one)

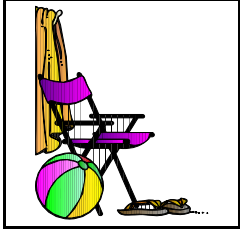
Leisure Time Clock. Each participant may complete the worksheet individually. The participant can complete one for both a weekday and a weekend day if he wants but a weekday should definitely be completed.

Leisure Time Line. This worksheet is more visual and easier to complete than the time clock, especially for someone who doesn't tell time.

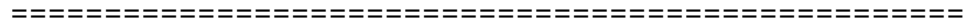
Materials: Worksheet: *Leisure Time Clock*
Worksheet: *Leisure Time Line*
Colored magic markers or crayons.

Tips: This activity may be time consuming but is important for Action Planning and to show the difference between a working person's schedule and a retired person's schedule. You may want to combine it with the next unit.

Understanding Check: When presented with a time clock/line the participant can indicate when leisure occurs.

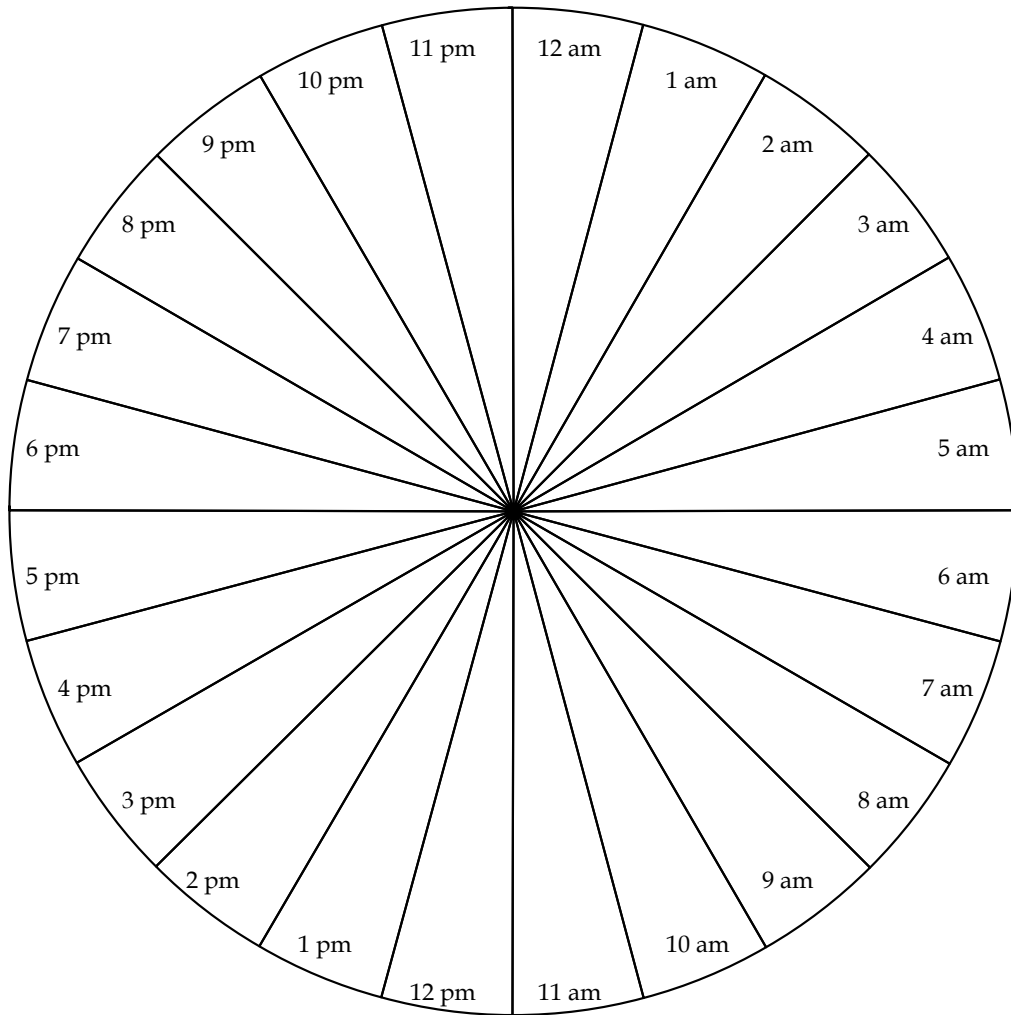


Leisure Time Clock



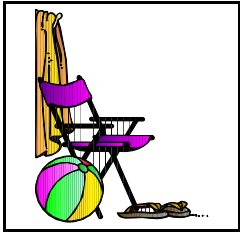
Chosen Day: _____

Name: _____



Color work time purple.
Color sleep time black.
Color leisure time red.
Color "other" time yellow.

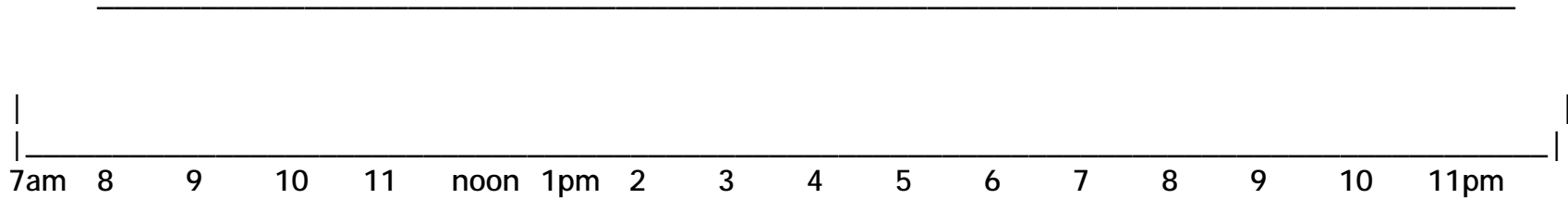
Number of work hours= _____
Number of leisure hours= _____
Number of "other" hours= _____



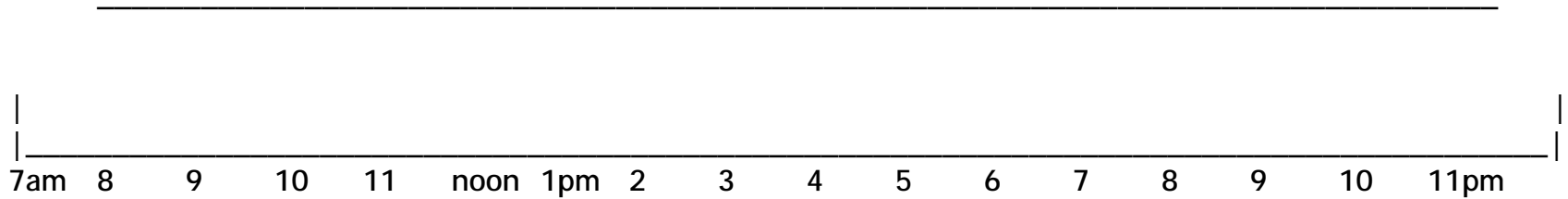
Leisure Time Line

=====
Choose to do a work day or weekend day. If you have time, do both!

WORK DAY



WEEKEND DAY



Directions: Color hours of the day that are work purple
Color hours of the day that are leisure time red.
Color other times (meals, bathing, sleep) yellow.

Section 3: "Retirement Options"

Unit 2: Different time schedules that a retired person could have.

Discussion: There are many different schedules that someone who is retiring can choose. For example, retirement can mean taking one day off per week, only working afternoons, leaving work an hour early each day, quitting work completely, etc. It can become confusing when talking about different ways a person's work week can look. The weekly schedule expands upon the time clock concept and gives a good visual aid to reduce confusion and describe various retirement options in a concrete way.

Teaching

Strategy: *Discussion/Worksheet*

Complete various examples of weekly retirement schedules with the participant. Talk about the implications of different schedules (ie. working only afternoons means person could sleep in everyday). Talk about what kind of schedule the participant prefers.

Materials: Worksheet: *Weekly Schedule*

Understanding Check: The participant can describe what a retired person's schedule can look like.



WEEKLY SCHEDULE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Morning



Afternoon



Evening

Section 3: "Retirement Options"

Unit 3: Retirement lifestyle options.

Discussion: Everyone has their own ideas of what being retired means. Some people might be under the impression that when a person retires they have to leave work completely. These people might have fears about leaving everyone they know. Other individuals don't know what they would do all day if they were to retire. To ensure that the participant is aware of all of their options (part-time employment, volunteer work, leisure activities, etc.) this information should be covered.

Teaching

Strategy: *Discussion*

Ask the participant if he knows anyone who is retired. If he does know someone, ask him what they do now they are retired. Talk about different retired people in different situations and why they chose that option for retirement. Refer to the different leisure/volunteer activities discussed earlier.

Materials: Maybe some articles or pictures of retired people in various activities (work as well as leisure).

Understanding Check: The participant is able to suggest different activity/lifestyle options a retired person could pursue.

Section 3: "Retirement Options"

Unit 4: Different sources of information on retirement/leisure activities.

Discussion: Often a person wants to do something but is at a loss of what there is to do. This is especially true for individuals who may have had activities planned for them throughout their lives. The participant should be aware of the different sources of ideas and activities. Some of the sources are as follows:

1. Senior centres - monthly activity calendars
2. Flyers, community calendars, posters, billboards
3. The media - news, newspaper, commercials
4. Parks & Recreation Department
5. Community Clubs
6. Sports organizations/associations
7. Stores - wander around the games, sports and hobbies sections. Something might catch your eye.
8. Yellow pages - flip through and you might discover something new.
9. Tourism Winnipeg/Manitoba
10. Friends/family - talk to people and find out what's going on or what they're doing. Maybe it'll be for you too!
11. Yourself - let your mind wander and think of different activities you've seen and heard and would like to try.

Teaching Strategy:

Discussion

Using the leisure inventory, have a discussion with the participant with regards to where he found out about the various activities or past events he went to. Practise using a couple of the sources.

Materials: Completed Leisure Inventory Worksheet

Understanding Check: The participant is able to describe at least two different ways to find out about recreation & leisure.

Section 4: "Community Visits"

Although this doesn't comprise a big component of the manual it is very important. Leisure and retirement are based on the concept of choice. Choice means little if a person does not know what their choices are or what these choices mean. Often people with intellectual disabilities haven't had the exposure to the different community based leisure options.

The purpose of the community visits is to expose participants to a variety of leisure opportunities available in his/her community. The community visits offer a full and realistic experience of what the activity/site entails. This is preferable to showing the participant a picture of the activity because a picture does not give the participant a true idea of or feeling for the activity. The same activity can differ greatly between two different centres with two different cultures. A participant may love bingo but decide against it after taking the two buses it might require to get there. Before deciding on an activity an individual should have the opportunity to experience all the incidentals of participation.

Community visits should begin during the Leisure Awareness section and the two may even be combined. For example, an objective on Leisure Resources could be covered while relaxing in a park. The visits should be completed before the PATH.

At least one visit reflecting each of the five types of leisure should take place. Some age appropriate examples are as follows:

CRAFTS: Ceramics, Drawing, Model Airplanes, Woodworking, Knitting
SPORTS: Badminton, Baseball, Golf, Carpet Bowling, Shuffleboard
OUTDOORS: Backpacking, Bicycling, Fishing, Orienteering
SOCIAL: Concerts, Joining a Club, Dancing, Going to a Movie
RELAXATION: Listening to Music, Star Gazing, Walking

Along with community visits, an individual should be able to experience informal past times such as sleeping in, relaxing at home, visiting friends/family, etc. if she so wishes. Before an individual decides on a permanent change he may want to have a trial run first. This would reduce his fear of change.

Again, this manual is not meant to be used as a cookbook. Pick and choose what the participant needs. If the participant has been exposed to a variety of activities, then less community visits may be needed. As well, if a participant has been exposed to very little, a great deal of time may need to be spent on community visits.

Section 5: "Resources"

Unit 1: Resources required for participation in retirement/leisure activities.

Discussion: Most leisure activities require one or more of the following resources: **time, money, information, equipment, transportation, and friends.** When planning for an activity, the participant needs to think ahead about what is going to be needed in order to participate.

Teaching Strategy:

Discussion

Discuss each resource as it relates to leisure. Discuss a specific leisure activity and have the participant list what resources are required. Example: Going to the movies. "I would need **money** to buy the ticket and popcorn, **transportation** to get to the movie theatre, **friends** to go with, **information** about what is playing and when it starts and **time** enough to go."

Pictures representing each category can be used.

Suggestions:

Time - clock or watch

Money - dollar bill

Transportation - car, bus, etc.

Information - question mark, confused looking person

Friends - ask participant to bring a picture.

This is a good lead into a discussion on the trade off of resources that occurs when a person retires. For example, a person may have more time when she retires but may also have less money.

Activity

Using the leisure collage (made in Leisure Awareness, Section 2, Unit 2) have the participant identify what resources are required for two of her favourite activities.

Materials: Resource pictures - draw or cut pictures from a magazine.
Leisure collages

Understanding check: When given an example of a leisure activity the participant can identify the resource required to participate.

Tips: These five leisure resources need to be constantly reinforced. They are very important in Action Planning. Have you started Action Planning? If not, now is a good time to skip ahead because it actively engages the participant in activities. You may find it helpful to have the participant planning while still discussing resources.

Section 5: "Resources"

Unit 2: The impact a full-time or part-time reduction in work will have on resources.

Discussion: Some adults with intellectual disabilities are not in a paid work position so most of the resource changes would revolve around the amount of time available to the person. One resource that might change for these individuals is access to friends. A big fear of being cut off from their social network can exist. This is a valid fear which needs to be addressed. Time for transition into retirement can reduce these fears. Semi-retirement can allow a person to maintain contact with friends while making room for the opportunity to develop new friendships.

Other people will be getting paid to work and regardless of how small the salary may be reluctant to exchange this wage for retirement. It is important this be discussed. It might be the case that after someone becomes involved in a group or activity that they may value this activity higher than their wage. It is also less threatening to agree to a wage reduction for a trial period before making any permanent decisions. This allows the person to experience what it would be like without that wage.

Teaching Strategy:

Discussion/Trials

Discuss the possible changes in resource a person might face with regards to different retirement options. Emphasize the gains as well as the losses. Have the participant commit to some trial changes so she can discover her preferences (ie. sleeping in everyday, but also only receiving a portion of her wage).

Understanding Check: The participant can say some of the resource changes that would occur with various retirement choices.

Section 5: "Resources"

Unit 3: A personal leisure inventory identifying existing resources available at home and in the community.

Discussion: This information will be useful in planning for activities. It will serve as the participant's own personal resource sheet.

Teaching Strategy:

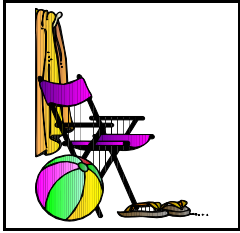
Activity

Complete the worksheet *People and Things to Help Me In My Free Time*. If the participant requires more assistance, then send the worksheet home for the participant and her caregiver to complete together.

Materials: Worksheet: *People and Things To Help Me in My Free Time*
Worksheet: *Personal Leisure Activity List*

Tips: Make sure the participant saves this worksheet in a notebook. Once he determines the resources necessary for a particular activity, he can use the worksheet for future reference.

Understanding Check: The participant can identify leisure resources available to him.



People and Things to Help Me In My Free Time

Complete this activity now or take it home for assistance from your caregiver.
This is your own personal leisure resource. Save this in your leisure notebook!

People who can help me in my free time:

1. _____ Phone _____
2. _____ Phone _____
3. _____ Phone _____
4. _____ Phone _____

Can they drive me places?

Yes _____ No _____

Yes _____ No _____

Yes _____ No _____

Yes _____ No _____

Other ways to get to places I want to go:
(people and phone numbers, city bus,
other ways)

1. _____
2. _____
3. _____
4. _____

**Cost to and from
the activity?**

Cost? _____

Cost? _____

Cost? _____

Cost? _____

Friends I can have fun with:

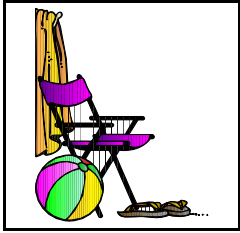
1. _____
2. _____
3. _____
4. _____

Phone _____

Phone _____

Phone _____

Phone _____



Personal Leisure Activity List

=====

As you discover new leisure activities, write them down. Keep the list in your Leisure Notebook and make sure you fill out what resources you will need.

Activity: _____ Cost: _____

Address: _____

Phone #: _____

How can I get there? _____

Who will take me? _____

What do I need to take with me? _____

Who will go with me? _____

=====

Activity: _____ Cost: _____

Address: _____

Phone #: _____

How can I get there? _____

Who will take me? _____

What do I need to take with me? _____

Who will go with me? _____

Section 6: "Barriers"

Unit 1: Definition of a barrier.

Discussion: It is important for the participant to understand the concept of barriers so he can recognize things that are stopping him from doing what he wants to do. Once barriers are identified, solutions for overcoming them can be identified and put into use.

Teaching Strategy: *Activity/discussion*
Use the room to demonstrate physical barriers. Move tables so the participant or yourself is trapped behind them; use the walls, have the participant try and get around without using her legs, pick up a pencil without using her hands. Use the physical barrier concept to help the participant understand that there are other kinds of barriers such as *people, transportation, time, equipment, money, and information*. (Note these are the same categories as listed in Resources, Section 5, Unit 1).

Materials: None needed.

Tips: This is a fun discussion especially if the teacher has a flair for drama. Barriers are an important part of the decision making process (see *Making Decisions*). If you are not already working on decision making, it may be time for your participants to give it a try while still understanding barriers.

Some individuals will have difficulty moving from the concrete example of physical barriers to the abstract (ie. lack of information). It helps to talk about times the participant wasn't able to do something and what the barriers were.

Understanding Check: When asked, the participant can give various examples of barriers or describe it as "something that stops me".

Section 6: "Barriers"

Unit 2: Personal barriers.

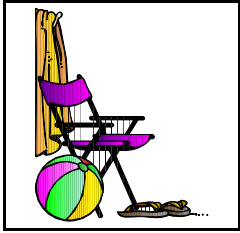
Discussion: Once barriers have been discussed in general, it is important to have the participant identify her own personal leisure barriers. This can lead to practical and relevant solutions. You should be available to consult with the participant's family for problem solving around specific barriers.

Teaching Strategy: *Worksheet activity*
The participant will identify what his personal barriers in leisure are and discuss ways of adapting or getting around the barriers. The *Leisure Barriers* worksheet can be sent home and completed with caregiver assistance.

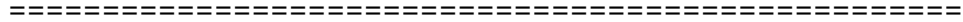
Materials: Worksheet: *Leisure Barriers*

Tips: Combine this objective with the next one (*Barriers, Section 6, Unit 3*) for participants who have a better understanding.
For participants who are less able to understand, the concept of barriers may be something that is discussed with families and community recreation providers.

Understanding Check: The participant can describe a personal leisure barrier.



Leisure Barriers



Barriers are things that get in the way when you want to do something. Some common barriers are money, people, transportation, information, and time. Luckily there are ways to get around many barriers. Complete the following worksheet and see if you can get around your barriers.

Leisure Activities That I Enjoy

(List a couple of things you do now or would like to do in the future.)

1. _____
2. _____
3. _____

Barriers

(What can get in your way of doing these activities?)

1. _____
2. _____
3. _____

Solutions

(What can you do to solve each of these barriers?)

Solutions to Barrier 1. _____

Solutions to Barrier 2. _____

Solutions to Barrier 3. _____

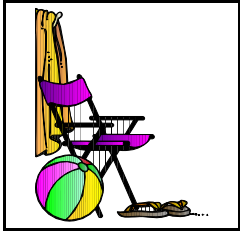
Section 6: Barriers

Unit 3: Problem solving.

Discussion: By looking at the problem a little closer, a well thought-out plan of action can result. Defining the problem may reveal that the problem isn't what the participant first thought it was. As well, involving people who are part of the problem in working towards the solution increases the odds of success. For example, a person may think that their room mate won't go out for coffee with her because the room mate doesn't like her. A closer look at the room mate's response might reveal that the room mate doesn't have time during the week but may be available on weekends.

Teaching Strategy: *Worksheet Activity*
Have the participant develop solutions for overcoming personal leisure barriers. Have them brainstorm different reasons why they think this problem might exist. Help them work through the steps on the problem solving worksheet.

Materials: Worksheet: *Problem Solving*



PROBLEM SOLVING

=====

1. **WHAT IS THE PROBLEM?** Why is it a problem? How did the problem come about? What are the facts? Who is involved with the problem?

2. **WHAT DO YOU WANT TO HAPPEN** as a result of solving the problem?

3. **BRAINSTORM!** Try to think of as many different solutions to the problem as you can. (Think of what already makes things better or worse. Can these things be used?)

4. **CHOOSE THE BEST ALTERNATIVE.** Using the if/then step from the decision making process for each solution, decide which alternative would be best.

5. **DO IT!** Go about following your plan. Try to involve the people who will be affected by the changes and let them know what is going on.

6. **CHECK ON IT!** How is the plan working? Do you need to change your approach? Would a different solution be better? Have any problems come about because of the changes?

DECISION MAKING & CHOICE

Freedom of choice is central to the concept of leisure and retirement. Historically, people with intellectual disabilities have not had the opportunity to make choices with regards to everyday living and recreational pursuits. These individuals need the skills and information necessary to make good decisions. Community visits help an individual learn about their options and the following units provide a mechanism to teach participants about the decision-making process.

Information and knowledge is part of an empowering process which needs to be supported by service providers, family and friends. Participants need to be encouraged to express their true choices and not to answer what they think others want to hear. Many individuals will need to start with small choices (where to sit for coffee) before becoming comfortable with more important choices (what to do during the day). Some people may only be comfortable with limited choices. Too many choices can be overwhelming. For others, limited choice may be necessary to ensure the safety and general health and well-being of the participant.

Consistent support is needed to help someone switch from a passive following role to more of a self-directed style. Some people, no matter how supportive their network is, will agree to make changes they really don't want. These people may communicate their displeasure in other ways (ie. not showing up, making excuses, etc.). It is important for service providers to pay attention to these behaviours as well.

Section 7: "Choices/Decision Making"

Unit 1: The importance of making independent decisions.

Discussion: Since the participant will spend a large amount of time learning and using the Decision Making in Leisure Model (DML), you will want to spend some time initially helping her to understand the importance of making independent decisions. Give examples of good and bad decisions relating to something you really want or blowing it on something silly. The discussion should also focus on getting her to brainstorm about goals or things she wants in life.

Teaching Strategy:

Discussion/worksheet activity

Talk about the difference between long term and short term goals. "Something I can have happen now and something I will have to work towards". Or how a decision you make now can affect something in your future. Get the participant to brainstorm and think "big" about what he wants in his leisure life, and then build on this by bringing the idea into something that might actually be tried. (Keep in mind that brainstorming may allow for hidden interest areas to come to light. Record these on the *Leisure Ideas* worksheet).

Example: "OK Jed, you say you want to go white-water rafting. Is there anything like that which is simpler, cheaper and we don't have to travel a long distance to do?"

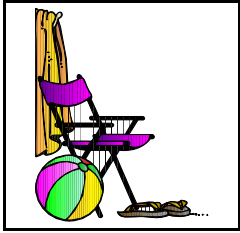
Answers: canoe trip, boat ride

Example: "Judy you said your big goal (long term) is to go to a Durham Bulls Baseball game with your friends and not your family. Let's think of the little goals that will have to go along with that."

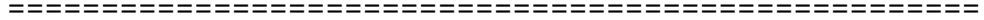
Answers: saving money, getting a ride, talking with your family.

Materials: Worksheet: *What I Want* (or do with pictures, magazine cut outs)

Tips: For some participants the following material may be too conceptual. If this is the case then move on.



WHAT I WANT!!!



Instructions:

A *Goal* is something you want out of life. Some goals are easy and you can reach them in a short time, others take a long time and a lot of work. What are some goals you have for your leisure life?

Complete the following worksheet.

Leisure Goals For Now

(What are some things you can do today or this week? Examples: call a friend, buy a magazine, go see a movie.)

Leisure Goals I Want to Work On

(What are some things you need to plan for? You may be able to do them this month or this year. Examples: take a ceramic class, go on a trip, save money for a stereo.)

Section 7: "Choices/Decision Making"

Unit 2: Choose between two leisure activities.

Discussion: This is a simple way to reinforce decision making in a less conceptual way than the DML poster. By indicating choice, the participant becomes actively involved in the activity and exerts control over her environment.

Teaching Strategy:

Discussion/Activity

Provide the participant with two activity choices that are neither her favourite nor her least liked because the participant will be more likely to pick the favourite activity every time and stay away from the least liked when that is a choice.

Create an appropriate way for the participant to be able to choose between activities. See examples below:

Examples: Have a lottery system where descriptions of names of many activities choices are placed into a bag. Have the participant randomly pick two activities from the bag. Then have the participant make a decision between the two choices. Make the lottery exhaustive so that the participant does not end up with the same two choices every time.

Place two leisure choices on a table and have the participant choose on a table and have the participant choose which activity he wants to try. Use either a photograph/picture of the item or the actual item. Increase the number of choice as appropriate for the participant.

Create a choice board using cork or felt. Keep it in a designated area. Place two or three pictures/words on the choice board and let the participant choose what he wants to do for his leisure time.

This will be an ongoing practise designated to assess patterns of choice in the participant. Information from this process can be used to help find new activity ideas for the participant.

Materials: Leisure Lottery
Leisure picture cards
Leisure choice board

Understanding Check: The participant is able to pick between two activities.

Section 7: "Choices/Decision Making"

Unit 3: Incorporating choice into the participant's leisure time and fostering more independent leisure skills.

Discussion: By providing information through regular updates, the service provider and the caregiver can reinforce what is occurring during the Retirement Education sessions. Send the information sheet, *Choices and Decision Making in Leisure*, home to provide new activities to try.

Teaching Strategy:

Information Sheets

An information sheet on the importance of choices and decision making will be sent home to the caregiver. In addition, this hand out has information on how to incorporate choices and decision making at home. The service provider and caregiver will communicate on what choices the participant is making in various settings.

Materials: Information Sheet: *Choices and Decision Making in Leisure*

CHOICES AND DECISION MAKING IN LEISURE

Have you ever been to a restaurant where there were so many things to choose from that you did not know what you wanted? Maybe the waiter was standing there and you ordered in a rush and got something you do not even like. Maybe you were overwhelmed and just let somebody else order for you. You would probably be left wondering if you made the right choice.

This is what it can feel like to an individual with a disability. Often they are not given the opportunities to make choices in their lives and when they are, they may not know how.

As people grow and develop they need to be given the opportunity to make choices and eventually learn decision making techniques. Leisure is one of the most natural areas in which this can occur. A person can gain self-esteem and a sense of self-empowerment by having control over their leisure choices. Below are some strategies for providing opportunities for choice and a model for making decisions.

CHOICES

Here are some simple strategies to provide choice making opportunities.

1. Listen or watch carefully for when the person might indicate choices. If they are appropriate and healthy choices, try and respond.
2. Present options that are available and let the person indicate his or her choice. Instead of handing the person a single item, hold two things out and let him or her choose. Observe patterns and consistent choices he or she makes. This can lead to selecting new things of interest.
3. Take the person shopping whenever possible so he or she can help make choices.
4. If the person's finances are managed with/for them let the person choose how to spend their allowances or other small amounts of money.
5. Involve the person in the planning of family/group trips or outings.

Section 7: "Choices/Decision Making"

Unit 4: Identifying and explaining the components of the Decision Making in Leisure Model.

Discussion: If you ask your participant, "What would you like to do?", she may be able to give you an answer, but is it always the same answer? Even though the participant can give an answer, it does not necessarily mean that she is making an informed choice. By learning the steps to make a decision, the participant will explore options and better understand this term "choice". When the participant learns the steps in making a decision, she can then make informed decisions in leisure.

Teaching Strategy: *Discussion/role play*
Use the *Decision Making in Leisure* poster to give a visual cue for explaining the three steps of the Decision Making in Leisure Model (DML). Go through each step in detail using examples that the participant can understand.

Please note: the colour and shape of the words also provide a visual cue for the participant.

Step One - *Options*

What choices does the participant have/what activities could she pick from. Example: "I could watch t.v., I could go for a walk, I could phone a friend."

Step Two - *If/Then*

Another word for this is consequences. "*If* I do this, *then* this will happen..." At this point, the participant would also consider what they feel like doing and what they want to get out of their leisure experience. Example: "*If* I watch t.v., *then* I would relax but wouldn't get to tell anybody about my new niece. *If* I phone my friend, *then* I can tell her about my new niece. *If* I go for a walk, *then* I would get exercise but I'm kind of tired already."

Step Three - *Decide*

Based on the above steps, I *decide* upon my choice. Example: "I *decide* to phone my friend because I am too tired to exercise and really want to tell someone about my new niece."

Read the Decision Making Scenarios in which the character goes through the process of making a decision. Have the participant break down the decision and identify the components.

Practise using the DML model in simple, fun role plays.

Materials: Story: *Eating Out*
Story: *Joan wants to exercise*
Story: *Sara Finds Something To Do*
Worksheet: *Working through the Decision Making Model*
Mini-poster: *Decision Making in Leisure*

Tips: Remember that the Decision Making in Leisure model may take quite a while to learn. Many participants will learn through repetition and given the opportunity to make decisions based in real life. These stories are a good way to introduce them to the basic concepts. These stories are easy to make up, so keep them current and fun!

Decision Making Scenarios

EATING OUT

Alice/Steven was walking home from work and was very hungry. She/he looked in her/his pocket and realized she/he did not have much money. Alice/Steven decided she/he wanted to stop somewhere on the way home and get something to eat.

As she/he was walking Alice/Steven saw a Pizza Hut and a McDonald's restaurant. "I am so hungry, I will have to stop at one of these two places," she/he thought to her/himself.

Alice/Steven started to think about the two restaurant choices, "If I go to Pizza Hut, then I will have to order pizza and it will cost a lot of money. If I go to McDonald's, then I can choose what to eat from a lot of different things and it will be cheaper."

Alice/Steven liked both pizza and McDonald's food but because she/he did not have much money, she/he decided to go to McDonald's.

JOAN WANTS TO EXERCISE

Joan has gained some weight and would like to get some exercise. Over the winter she has stayed inside because of the cold. Now that spring is here and its warmer, Joan would like to exercise and lose some weight. Joan has felt cooped up and would like to get some fresh air.

Joan's friend Sue feels the same way and suggested a couple of activities they could do. They could ride the stationary bikes in Sue's basement or they could go for a walk after work every day.

If Joan rides the stationary bike then she will get the exercise that she needs but she finds Sue's basement dark and dusty. If Joan goes for a walk with Sue then she will get the exercise that she needs and will get some fresh air and will be able to get out of the house.

Because Joan wanted some fresh air as well as exercise she decided to go for a walk with Sue.

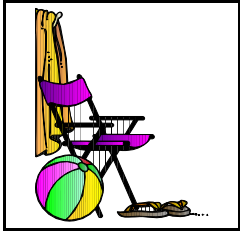
SARA FINDS SOMETHING TO DO

Sara was sitting at home in front of the television by herself. She decided that she was tired of sitting around and doing nothing by herself. She wanted to do something with someone.

Once Sara decided that she wanted to do something, she began thinking about what she liked to do. Sara thought to herself, "I have always liked to do crafts. I like to make bracelets and work with clay in pottery classes".

Sara started to think about the two craft choices. "If I make bracelets, then I will buy a bracelet making kit at a craft store, but I will have to make the kit at home and I will be by myself. However, if I work with clay in a pottery class, then I will be doing something I enjoy and I will be with people".

Since Sara wanted to do something with other people, she decided to take a pottery class.



Working through the Decision Making Model

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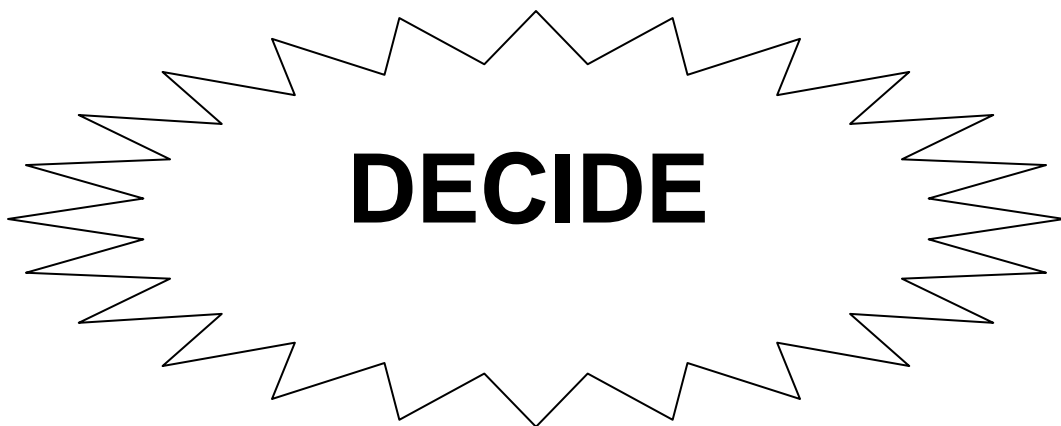
Instructions: Make up a story and then fill out this form.
(Make a decision using the *Decision Making in Leisure Model*.)

1. OPTIONS:

2. IF/THEN:

3. DECIDE:

DECISION MAKING IN LEISURE



DECISION MAKING IN LEISURE

It is one thing to say "make a decision" but what does that actually mean? Here is a model for making decisions related to leisure that may be appropriate for the person you care for. Please refer to the attached diagram to provide visual cues.

Step One - Options

What choices does the person have? What activities could he or she pick from. Example: "I could watch t.v., I could go for a walk, I could phone a friend."

Step Two - If/Then

Another word for this is consequences. "*If* I do this, *then* this will happen...". At this point, the participant would also consider what they feel like doing and what they want to get out of their leisure experience. Example: "*If* I watch t.v., *then* I would relax but wouldn't get to tell anybody about my new niece. *If* I phone my friend, *then* I can tell her about my new niece. *If* I go for a walk, *then* I would get exercise but I'm kind of tired already."

Step Three - Decide

Based on the above steps, I *decide* upon my choice. Example: "I *decide* to phone my friend because I am too tired to exercise and really want to tell someone about my new niece."

This Decision Making Model is being taught in the Retirement Project. The participant should be able to use it at home to make decisions. Allow this person plenty of opportunities to practise. By being able to set identify options and explore what might happen with different options, this person should become more independent in leisure.

Section 7: "Choices/Decision Making"

Unit 5: Use the Decision Making in Leisure model to choose an activity for leisure participation.

Discussion: Once the participant is familiar with the DML model, begin to apply it to "decisions" which affect him directly.

Teaching Strategy: *Discussion*
Review the model using the DML poster.

Provide an opportunity for making decisions related to leisure time. The decisions can be recorded and the service provider can follow up on whether the participant actually did what was planned. This can apply to time at home.

- Examples:*
- A. Have the participant make a decision in the morning about what he wants to do during some free time that day.
 - B. Friday afternoon have the participant decide what she is going to do over the week end. Have her report on Monday.

Materials: Mini-Poster: *Decision Making in Leisure*

Tips: Some participants may not end up with a decision that seems logical when following the "if-thens". Think about your own decisions in leisure and how many of them are "logical". The participant may understand the logic but choose a different option purposefully.

Understanding Check: The participant is able to make a decision using the three steps of the decision making model.

ACTION PLANNING

Many of today's seniors who have intellectual disabilities grew up during a time when this population was institutionalized and denied their basic rights. Individuals probably had their activities planned for them and did not have the opportunity to learn to initiate or plan for their own leisure.

As a retirement educator, part of your role will be to enable the participant to take ownership of and responsibility for their own leisure satisfaction. Some people will have to be encouraged that saying "no" is alright and that if they want to participate in an activity, they have to let others know. The participant should be encouraged to plan and initiate their own activities. This can be facilitated by showing the participant how to use the planning tools in this section. The participant should put these tools to practise in their daily opportunities.

Section 8: "Action Planning"

Unit 1: Decide upon a leisure activity using the *Decision Making in Leisure* model and create a leisure plan.

Discussion: The Leisure Action Plan is concrete and visual and provides an avenue for self-monitoring and independent leisure involvement. Utilization of the plan can take place in the home, work, and community. The Leisure Planning Unit comes last because it incorporates many of the objectives from the previous units, but it can be started earlier.

Using Leisure Action Planning while teaching the other units can be a very positive experience. As the participants learn more about leisure, their Leisure Action Plans should expand to reflect their new knowledge.

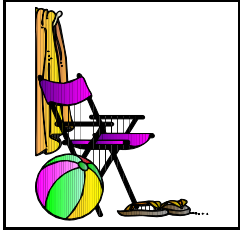
Teaching Strategy: *Leisure Action Plans*
Making Leisure Action Plans is fun for both you and the participant! Instructions for designing and implementing "Leisure Action Plans" will be provided. Have the participant make a decision and create a plan with the pictures or create a written plan on the cards.

Materials: Leisure Action Plan cards
Hand out for caregiver

Tips: This lesson allows the participant the opportunity to learn how to make Leisure Action Plans. See *Section 8, Unit 2* with regards to the self-monitoring process.

Decision Making and Leisure Action Planning go hand in hand. Spending the extra time to develop these skills will ultimately increase the participant's ability for independent leisure participation.

Understanding check: The participant made a plan using the action planning tool.



LEISURE ACTION PLANNING

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As part of _____'s Retirement Education program he/she will be learning to create and carry out **Leisure Action Plans**. These plans are a way for him/her to participate in the leisure activity of his/her choice with a greater amount of independence. Read on for a brief description of Leisure Action Plans and what you can do to use them at home.

How a Leisure Action Plan is created...

1. _____ decides **what** he/she wants to do for leisure, **who** he/she wants to do it with, **where** he/she is going to do it, **how** he/she will get there, **what** stuff he/she will need, **what** cost is there and **when** he/she is going to complete the activity. _____ can do this independently of with assistance.
2. Once the seven decisions are made, _____ creates a plan either writing it out or using a card and pictures. The pictures represent the different decisions. The pictures attach to the card and provide a visual cue of what _____ has planned to do.
3. When time for leisure occurs, _____ can use the card to independently begin the activity and self-monitor his/her participation.

_____ will be learning this activity with me. Would you like materials and information on how to do this at home? Contact me and we can work something out.

Leisure Action Plans

What will be doing? _____

Where? _____

How get there? _____

When? _____

Who with? _____

What need? _____

Cost? _____

Leisure Action Plans

What will be doing? _____

Where? _____

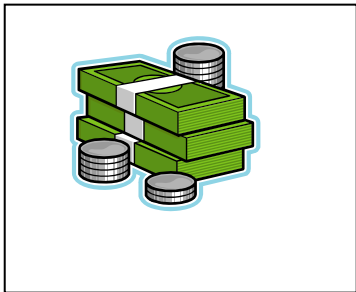
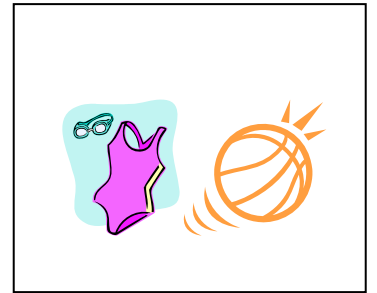
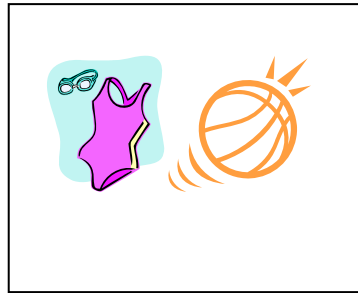
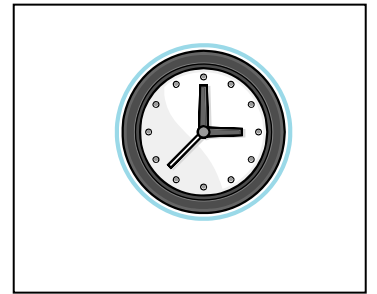
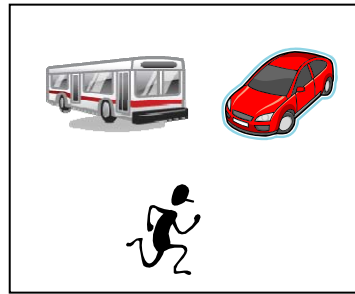
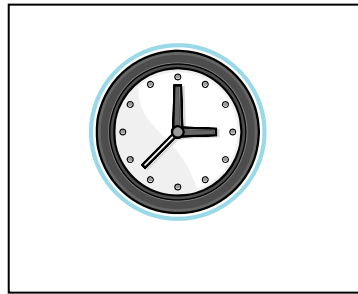
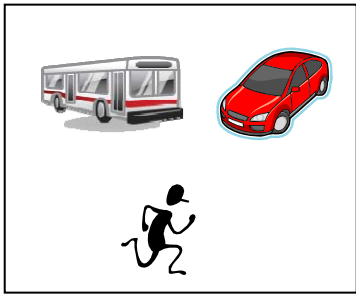
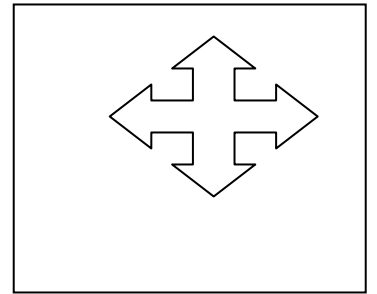
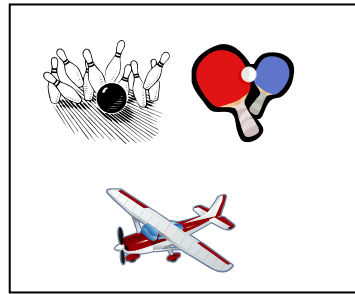
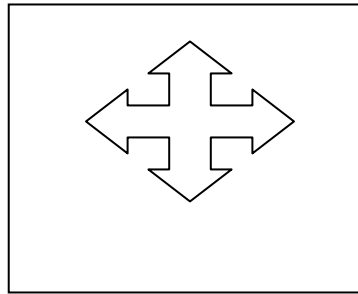
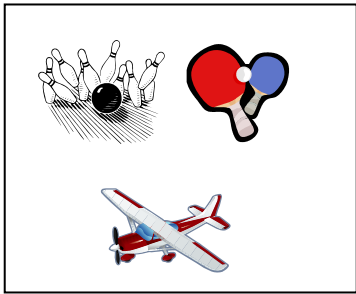
How get there? _____

When? _____

Who with? _____

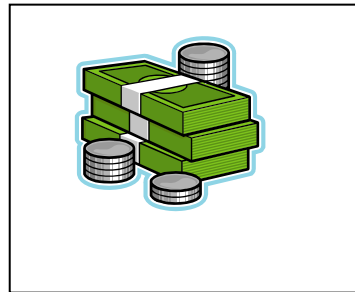
What need? _____

Cost? _____



Name:

Date:



Name:

Date:

Section 8: "Action Planning"

Unit 2: Independently create a Leisure Action Plan, engage in the planned activity and self-monitor participation.

Discussion: One purpose of the Leisure Action Plan is to create a tool to facilitate independence in leisure participation. By having the participant create the plan and then self-monitor his own use of it you are addressing the goal of independence.

Teaching Strategy:

Leisure Action Plans

Instructions for designing "Leisure Action Plans" are provided. Have the participant make a decision and create a visual plan using cards and pictures. The participant can create a plan with the pictures or create a written plan on the card.

As the participant proceeds through the activity have them check off each step as it is completed (What, Who with, Where, Stuff, and When). For the plans made with pictures have the participant check on the plastic with a non-permanent marker and then wipe it off when finished.

Materials: Leisure Action Plan cards

Tips: Use a small notebook when using the LAP card on community outings. This will allow the participant to use his card to cue him to his plan, but allows the participant to make the LAP as typical looking as possible. Components of the planning card can be added/deleted/changed to suit the individual. Maybe you know of a significant picture that the person you work with will recognize. Some participants may prefer planning using a day timer. Also, writing out some of the details may be unnecessary for people who would take this information as "a given" (ie. I know I need my bathing suit and towel to go swimming).

Understanding Check: The participant engaged in the planned leisure activity and checked off each of the details.

RELATIONSHIP BUILDING

Retirement can mean significant changes for some people. It can mean a move from an environment where the participant has known everyone for many years to an environment where the participant knows no one. To prevent retirement from becoming an isolating period in one's life, some people may need some encouragement and suggestions on how to form new friendships. By this age, many people will have well-developed social skills but developing new friendships may still be a significant issue for some people. It is also important that the individual be able to maintain those old friendships from work if he/she wants to.

Section 9: "Relationship Building"

Unit 1: What I have to offer as a friend.

Discussion: Realizing what qualities one has to offer as a friend is very important. A person must feel as if they deserve a relationship and that they can contribute to the relationship, in order to enjoy it. This exercise should be a self-esteem booster as it gives the participant the opportunity to share and discover their positive qualities.

Teaching Strategy: Ask the participant what they like about a certain friend. After the participant responds, indicate that their friend probably likes things about the participant as well. Ask the participant what she thinks some of those things might be. Encourage the participant to write at least ten qualities.

Tips: If the participant is having trouble naming some good qualities (ie. good listener, funny, etc.) you could tell the participant something positive that you have noticed.

Section 9: "Relationship Building"

Unit 2: Ways and places to meet new people.

Discussion: Most people would like to make new friends but do not know how to meet people. It is important that the participant know how to independently make friends and not just rely on family and staff. It is important that the participant know 1) where to meet people and 2) how to go from being strangers to being friends.

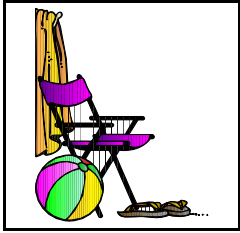
Teaching Strategy:

Discussion/Role Play

Talk with the participant about places where he would be likely to meet people. Stress that the participant will most likely have to go where the people are - that people won't wander through his home. Everyone is a potential friend - the butcher, your neighbour, even a friend of a friend. Have the participant name a few places where he could go to meet people.

Knowing where the people are, the participant now needs to know how to move from being strangers to being friends. The participant can i) become involved! Join a course, club or organization. These often give you reasons to talk/interact with people. ii) find an excuse to start up the conversation (ie. What time is it? Do you know how to ...?) This would be helpful in unstructured activities. iii) find your common interests. Once a conversation is started, keep it going by talking about things you are both interested in. Give the participant different situations in which he can role play initiating conversations with people.

Materials: *Role Playing Instructions*



Role Playing Instructions

Why Do Role Plays?

Role plays are an effective instructional tool and fun for you and the participant. As opposed to just a conceptual discussion, role plays or *acting things out* provides an opportunity for practising appropriate behaviours and tangible examples for discussion.

For some sessions, all that is required is for you to set up a situation and let the participant act it out by yourselves. Other sessions will require more involvement and guidance between professional and participant. The intent of these activities is to practice effective communication skills, but other things are also addressed (language, creativity, etc.)

Have fun!

Instructions:

Use the word *Pretend* or *Act Like* when instructing the participant. "*Pretend you are.....*", "*Act like you are.....*"

Most situations do not require props, but they can make it more fun. For all role plays, focus on the participant; eye contact, voice level and tone, ability to problem solve and cooperate, and use of concepts taught in previous modules (ie. resources and barriers)

Different role plays or situations need to be adapted to the age and ability of the participant. Make up your own activities or have the participant come up with his/her own!

Section 9: "Relationship Building"

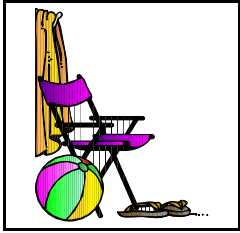
Unit 3: Factors influencing the development of friendships.

Discussion: The participant should be aware of various factors that will influence the development of friendships. If the participant can recognize several factors which would inhibit a friendship from developing then she may save the time/effort she may have put into a relationship unlikely to flourish.

One factor is convenience. Friendships are more likely to develop between people who are close by or easy to see. A second factor is having common ground/interests. Friendships are more likely to develop between people who have things to talk about or do together. A third factor is availability. A person could live next door and share many interests but if she volunteers days while you are busy at nights, a friendship will be hard to develop.

Teaching Strategy: Discuss the three factors with the participant. Following this discussion, offer stories and have the participant identify the factors influencing the development of the friendships and whether they are good or bad.

Materials: See *Friendship Factor Stories*



Friendship Factor Stories

1. Joan lives next door to Terry. Joan would like to become friends with Terry because they both really like swimming. Joan thinks it would be fun to go swimming together. Terry works as a waiter during the evenings which is when Joan would be able to go swimming.
2. Sally met Chris at a fundraiser and the two liked each other. They both sewed clothes and liked to tell riddles. It is an hour and a half to get to each other's house by bus.
3. Jim and Dan live a block away from each other. Both have evenings open to do as they wish. Jim is crazy about football and that is all he wants to do. Dan really dislikes football and would rather listen to music.
4. Stan and Brad both enjoy playing cards. They live about a ten minute walk away from each other. Stan is finished work by 4:30 pm on weekdays. Brad is finished work by 5pm on weekdays. They both have weekends free.

Section 9: "Relationship Building"

Unit 4: Aspects of making a good first impression.

Discussion: First impressions often set the tone for how one will perceive another from that point on. The first impression someone gives can result in a friendship or ruin the chance for a friendship. Some things to remember are:

- 1) Smile! - a smile is always positive and most people will smile back.
- 2) Appearance - hygiene and a nice, neat appearance will result in others being more accepting of you.
- 3) Be friendly - if someone is rude and tough then others will be hesitant to talk to them. If you display a warm, open attitude then others will be more likely to respond positively.

Teaching Strategy:

Discuss the tips for making a good first impression.
View commercial clips or go 'people watch'. Ask the participant what she thinks about different people (her first impressions).
Discuss why she got that first impression.

Section 9: "Relationship Building"

Unit 5: Aspects important to being a friend.

Discussion: The participants should be aware that in order for a friendship to exist, you have to build something. The ingredients of a relationship are varied. Both people should:

- listen
- make the other feel valued
- be reliable
- be trustworthy
- reciprocate

Different types of friendships require different ingredients. For example, someone a person knows casually may not be expected to keep secrets or be trusted.

Teaching Strategy: Cut out construction paper to resemble pizza dough (crust) and the various toppings. Have the participant build a friendship (pizza) by adding the different ingredients (label the different toppings as listening, being reliable, etc.) The crust could be the people. With only the people you do not have a friendship; just as with only a crust you do not have a pizza. More has to be put into it. As well, similar to there being different types of pizzas, there are different types of friendships.

Materials: Construction paper

Tips: This exercise may be too abstract for some people. If this is the case try to present the same information in a different way (ie. talking about their different friends).

Section 10: "Communication & Interaction"

Unit 1: Characteristics of assertive communication.

Discussion: Assertive communication is especially important to focus on for the participant who is older and becoming more independent. Asking for help, asking for directions, and initiating leisure contacts can all be affected by the ability to communicate assertively.

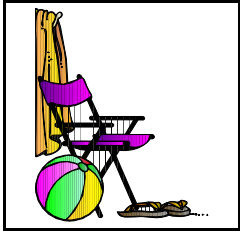
Teaching Strategy: *Discussion/Role Play*
Discuss why communicating assertively is important. Demonstrate the difference between assertive, passive, and aggressive communication. Several assertiveness information sheets are included. Have the participant role play these behaviours. See *Assertiveness Role Plays*.

Homework

Give the participant a situation to try at home or in the community. For example, "Ask your roommate to play a game with you" or "While eating out at McDonald's, go to the counter and ask for extra ketchup". Have the participant come back to the session and report what happened. If needed, request the caregiver to help with the following through on this assignment.

Materials: Information Sheets: *Assertiveness Pictures*
Information Sheet: *Assertiveness Role Plays*

Tips: Have the participant practise their assertiveness skills on community visits.



ASSERTIVENESS ROLE PLAYS

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Assertiveness

These are basically the same type activities as the *Role Plays*, but the emphasis here is on assertive communication. Review picture worksheets for a review of the difference between **Aggressive**, **Assertive**, and **Passive** communication styles. Other (simpler) words to use when describing the three types of behaviour include:

- Mr. Bossy/Angry/Loud (Aggressive)
- Mr. I Don't Care (Passive)
- Mr. Get Along (Assertive)

The participant should demonstrate three types of communication styles. Have the participant identify why assertive behaviours are the most effective. (ie. Get you what you want, people like you more, it does not get you in trouble.)

Role Plays

- Three friends are trying to decide on a movie to see together. One is passive, another aggressive, and the third assertive. Try and problem solve together. You can try to guess which behaviour the participant decides to demonstrate.
- A participant wants to ask a friend to go somewhere for a leisure activity. Have the participant ask three different ways. Process which one is most likely to work.
- A participant is in the community and needs to ask for something (directions, help, general information). Have the participant practice assertive behaviour and ask the community person (you) a question but have the community person be a little bit difficult. Discuss coping skills for this type of situation.



Assertiveness Pictures

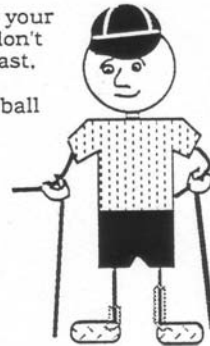
Assertive Behavior

Hi, my name is Patricia. Do you mind if I watch the game with you?



May I have my pens now? I need to use them.

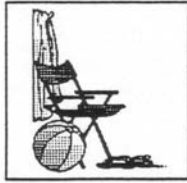
May I join your game? I don't run very fast, but I can shoot the ball well!



Excuse me. May I have my ball? It is time for me to go now.



- Assertive Behavior:**
- Communicates well with others
 - Is willing to listen to others and compromise to make decisions
 - Expresses his personal need and interests to others
 - Makes good eye contact
 - Stands "proud"
 - Has a firm hand shake

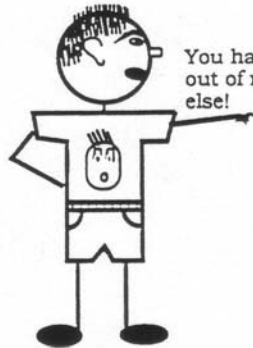


Assertiveness Pictures

Agressive Behavior



Give me that book. I saw it first!



You had better get out of my way or else!



I don't want to watch that movie. I am going to the new Star Trek movie!



I didn't say you could use my pencil! Give it back!

- Aggressive Behavior:**
- Uses a loud voice
 - Often hurts other people's feelings
 - Intimidates others or makes them angry
 - Takes advantage of others
 - Tense posture
 - Often frowns or looks angry



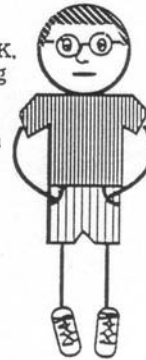
Assertiveness Pictures

Passive Behavior

Um, OK, you can borrow some more money, I guess. I have a couple of dollars left.



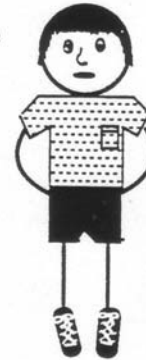
Um, that's OK. I wasn't going to use that pen today anyway. You can use it.



I'll go if you want me to go. It doesn't really matter.



That's OK, if there are too many people, I'll just watch. I can play some other time I guess.



- Passive Behavior:**
- Easily taken advantage of by others
 - Does not communicate well with others
 - Frequently feels "bad" for not saying "no" when she should
 - Rarely does what he wants to do, instead does what others want to do
 - Poor eye contact
 - Stooping shoulders
 - Weak handshake

Section 10: "Communication & Interaction"

Unit 2: Organize (script) what you need to communicate prior to the actual communication.

Discussion: When contacting a person/organization it is often helpful to write out what you want to say, what you need to know, etc. before the contact is made. The answers and questions will most likely parallel the leisure action plan. A good refresher on resources (look at each resource and what questions might apply)

Teaching Strategy: Take an activity from the Inventory or from the participant's past and role play an information gathering or signing up session by scripting out what questions or information exchange is needed.

Materials: Inventory

Tips: Refresh the participant on leisure resources as they will likely indicate some of the information the participant will need.

Section 10: "Communication & Interaction"

Unit 3: The difference between competitive and cooperative behaviours.

Discussion: Cooperative participation often leads to feelings of self-worth and comradre while competitive behaviour can lead to feelings of isolation and failure. The participant might need to practice cooperative behaviours such as:

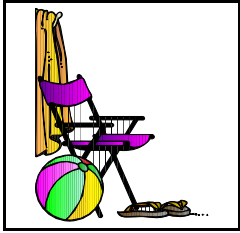
- a) helping each other succeed.
- b) being supportive rather than triumphant when someone makes a mistake or loses.
- c) giving constructive criticisms rather than put downs.
- d) showing good sportsmanship.

Teaching Strategy: Games/Role Play/Discussion

Instructions for a variety of role plays are provided. Try role playing situations which include topics covered in the discussion. The retirement educator will lead a discussion afterwards, highlighting successful behaviours and how they can be applied to real life. See *Information Sheet, Questions to Ask* for assistance in processing activities.

Materials: *Information Sheet: Role Play Situations*
Information Sheet: Questions To Ask

Tips: You may want to identify specific behaviours each participant needs to work on.



ROLE PLAYING SITUATIONS

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Leisure Charades

Basic yet fun! Have the participant act out a leisure activity and you guess what it is. The professional can provide the participant with the activity or the participant can come up with it on his own.

Family Interactions

Someone portrays a family member. The other person plays the person making a request for a leisure related activity or dealing with a leisure problem.

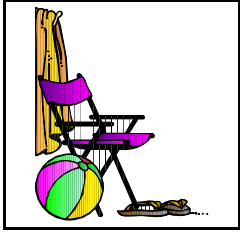
- "Ask your sister to take you to a movie."
- "Ask your caregiver for money to go for coffee with friends."
- "Ask your roommate to play a game with you."
- "You and your sister want to watch two different things on TV."

Act out what may happen in typical interactions like this. The caregiver may be tired. The participant demands something without planning ahead. Participant and caregiver may have to negotiate.

Peer Interactions

These situations can be acted out in various ways. Use situations that have actually occurred in past experiences and practice appropriate social skills.

- Two participants decide they want to use the same activity at the same time.
- One participant asks another participant to do an activity (Define the setting: gym, pool, etc.)
- Several participants are playing a game; someone accuses someone else of cheating.
- Several participants are playing a game and a new participant who is shy is sitting and watching them.



QUESTIONS TO ASK

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The following questions are useful for processing after an activity or game. Talking about an activity or game after it is completed is what makes it educational. Don't forget to process!

Communication

- How did you communicate with the other person?
- How did you make them understand you?
- When did it work and when did it not work?
- Was the communication verbal or nonverbal?
- What different feelings did you have during the activity?

Leadership/Helping Skills

- What did you do that helped another person?
- What did you do that was not helpful? What else could you have done?
- Were you a leader or a follower? What does it take to be good at either role?
- How are you like some others in the group?
- How are you different from others in the group?

Problem Solving

- How did the group decide what you were going to do?
- Could you have done it any other way?

Try and relate what went on in the activity to home or a familiar environment.

Community Interactions

These can be made up situations or use them to practice behaviours before a participant goes on an actual outing.

- **Role play a restaurant setting.**
Do both fast food and sit down. Practice ordering (eye contact, communication), problem solving (menu decisions), dealing with a rude waiter (social skills). You may want to use actual props such as menus or practice money.

- **Role play a bowling alley, movie theater, miniature golf course, etc.**
All these places involve money skills, requesting equipment and buying food. Talk about what the participant can expect at these places. Practice situations the student might encounter at each place. Examples: Getting shoes, choosing a putter, buying a ticket, getting a snack, finding a seat. The idea is to practice skills which might be needed so when going out into the community they could be done as independently as possible.

Section 10: "Communication & Interaction

Unit 4: Activity protocol.

Discussion: Just as in life situations, leisure activities usually call for some sort of protocol. When golfing, something as basic as yelling 'FORE' is considered important. The participant should be capable of following rules, taking turns, initiating an activity and playing as a team when on a team.

Teaching Strategy: Play a game with the participant. Talk about the different rules of behaviour. Try breaking one or more of the rules and discuss how that affects the experience.

Materials: One or more games.

Section 10: "Communication & Interaction"

Unit 5: Different types of activities (group vs individual)

Discussion: Some activities are engaged in alone while others involve interaction between groups and individuals. These different activities meet different needs and it is important that the participant realize the choices they have.

It is important that the participant participates in both types of activities to provide balance and facilitate integration with non-disabled peers.

Teaching

Strategy: Try different activities (group vs individual) and ask what the participant liked/disliked about both. Talk with the participants about the different types of activities and point out when the participants might choose one over the other (had a bad day and doesn't want to talk to anyone - would participate in an individual activity rather than group)

Materials: Games (various: active vs. more docile, structured vs. unstructured, independent vs. group, etc.)

PATH

Planning Alternative Tomorrows with Hope

The Retirement Planning Process begins by helping the participant develop an awareness around retirement, their options, their interests, barriers and decision making. Once the participant has a good idea of what he/she would like to do, a PATH meeting is arranged. All key players involved with the participant should take part in the PATH. Based on the plan developed at the PATH the participant's retirement goals will be strived for and necessary supports will be arranged.

The PATH involves 8 steps that progress from a shared picture of the participant's life after retirement to a detailed plan of what will be accomplished in the next few months. Each step should be addressed at the planning meeting. A trained and experienced facilitator and recorder is necessary to complete the PATH process.

The PATH planning process is based on a commitment by a group of individuals to form a network of support to assist an individual for planning a better future. It challenges the participant PATHFINDER and his/her family, service providers and other supporters to:

- clarify and describe images of his/her dream of a desirable future,
- choose a focus for action by creating an image of what she wants - an image of the results of work or other activities he wants to participate in.
- recognize where he/she is now,
- identify the people, who must be enrolled for this retirement to succeed,
- recognize what he/she and the team members must do to become stronger in pursuing what they want to create,
- chart action for the next 3 months,
- plan his/her next month's work and
- commit to specific first steps and recognize the people who will support those steps.

The full potential of the successful retirement planning process will come about when service providers, family and participants prepare themselves for active participation in all areas of the planning process. Participants should be in attendance and an active team member at the meeting. There may be meetings or times during meetings when he/she chooses not to participate. If a participant has difficulty staying through the whole meeting, then consider partial participation. Age, attention span, and comfort with being the centre of conversation (particularly ones when frustrating community barriers or challenging behaviours are being discussed) are all considerations in deciding when and how the participant should be involved.

Before the planning meeting it may be helpful for you to talk with the participant about who they would like at their meeting. You may also cover the eight steps involved in the PATH process.

PATH

KATHIE
DATE _____

DREAM
1.

GOAL

STRONGER

1st STEP [3 MONTHS]

2nd STEP [3 MONTHS]

3rd STEP [6 MONTHS]

3.

4.

5.

8.

7.

6.

NEW

ENROLL

1st STEP

1st STEP

clocks

who? X X X supports

What? who taken step

Present

COMMUNITY INVOLVEMENT

Generic service providers and community members can benefit by learning more about adults with intellectual disabilities. This can be done in a formal way, for example an information session, or in an informal way through casual discussions and interactions. Formal introductions and discussions around people with intellectual disabilities have the potential for creating more fear and concern than would have existed if that person would have just joined without any discussion about his/her disability. You, as the service provider, need to assess the environment of the community place and the person you are wishing to include in that place when making a decision how to proceed.

A service provider needs to try to understand the environment of each community place in order to help the people they support become successfully involved with that community place. Helping people with intellectual disabilities to access community places can result in a variety of experiences. Some experiences may be more positive than others. It is hard to say why this is the case. It can have as much to do with the people as the particular day, or even the weather. It is important to take note of what is occurring at the community place, to determine how best to approach the people. For example, if you noticed the seniors at a senior-run centre arguing about the importance of one program versus another with regards to cutting back services, you might determine that this is not an optimal time to ask about what specific activities the centre offers. This question, on another day would most likely receive a more positive, welcoming response.

If it is felt that formal information sharing would be a positive step, the following are some content areas that might be considered:

- How people with intellectual disabilities are the same as other people (feelings, needs, interests, etc.)
- Contributions of people with intellectual disabilities to the community (jobs, volunteer work, etc.)
- Philosophies - independence, freedom of choice, community integration, respect & dignity, etc.
- Politically correct language
- A video or slides depicting seniors with intellectual disabilities participating in community activities (reduces fear of unknown/unseen)

REFERENCES

- Bullock, C., Jones, B., Mahon, M. and Morris, L. (1992). School - Community Leisure Link: Leisure Education Program Curriculum Guide. Center for Recreation and Disability Studies; Curriculum in Leisure Studies and Recreation Administration; The University of North Carolina at Chapel Hill; CB# 8145; 730 Airport Road; Suite 204; Chapel Hill, NC 27599-8145, (919) 962-0534.
- Hoover, John. Leisure Satisfaction Scale for Community Residents. Centre for Teaching & Learning; the University of North Dakota; P.O. Box 8158; Grand Forks, North Dakota; 58202.
- Pearpoint, J., O'Brien, J., Forest, M. (1993). PATH: A Workbook for Planning Positive Possible Futures. Inclusion Press; Toronto, Canada.