Flourishing through Leisure: An Ecological Extension of the Leisure and Well-Being Model (Anderson & Heyne, 2011)

Enhancing the Leisure Experience

Facilitation of leisure skills and knowledge:
- Savouring leisure*
- Authentic leisure*
- Leisure gratifications*
- Mindful leisure*
- Virtuous leisure*
- Interests, preferences
- Talents, abilities
- Skills and competencies
- Leisure knowledge
- Aspirations

Facilitation of leisure environments:
- Real choices for leisure
- Typical lifestyle rhythms
- Social supports
- Inclusive environments
- Physical accessibility
- Administrative inclusivity
- Programming inclusivity

Developing Strengths and Resources

Facilitation of psychological and emotional strengths:
- Capacity for happiness*
- Emotion regulation*
- Self-awareness/self-acceptance/self-congruence*
- Autonomy/self-determination/goal directedness*
- Competence*
- optimism*

Facilitation of cognitive resources:
- Environmental cues
- Environmental modifications
- Quiet spaces in public areas
- Activity adaptations
- Other supports and accommodations

Facilitation of social strengths:
- Communication skills*
- Interpersonal skills*
- Reciprocal relationship skills*, friendship skills
- Leadership and citizenship skills
- Social confidence*

Facilitation of social resources:
- Inclusivity and diversity
- Opportunities to engage in meaningful social roles
- Trained staff
- Peer support development
- Other supports and accommodations

Facilitation of physical strengths:
- Physical health*
- Mobility*
- Fitness – endurance, strength, flexibility*
- Energy and vitality
- Physical activity skills

Facilitation of physical resources:
- Safe environments
- Universal design
- Adapted equipment
- Affordability, equitable resource distribution
- Home recreation resource development
- Community recreation resource development

Facilitation of spiritual strengths:
- Hope and inspiration
- Sense of meaning and purpose
- Peace of mind
- Reflection and wisdom
- Self-actualization
- Sense of connectedness/feeling a part of something bigger
- Other character strengths and virtues

Facilitation of spiritual resources:
- Culture of hope, support and encouragement
- Proximity to nature
- Quiet places in public spaces
- Places of spiritual nourishment
- Beauty and aesthetics in the environment

What the Therapeutic Recreation Specialist Does

Outcomes the Participant Experiences

Play Recreate

Perceive Feel

Think Learn

Relate Belong

Act Do

Believe Value

Participant’s goals, dreams, and aspirations

LEISURE WELL-BEING

I find enjoyment in my leisure experiences and they positively impact other aspects of my life*

PSYCHOLOGICAL & EMOTIONAL WELL-BEING

I feel happy and perceive I am in control of my life

SOCIAL WELL-BEING

I relate well to others and belong to valued social groups

PHYSICAL WELL-BEING

I do and act in my daily life with vitality and no barriers

SPIRITUAL WELL-BEING

I live my life hopefully, in harmony with my values and beliefs

A Flourishing Life

Environmental resources and personal strengths that cultivate growth, adaptation, and inclusion

*From the Leisure and Well-Being Model (Carruthers & Hood, 2007; Hood & Carruthers, 2007)
Figure 10.5. Compare/ Contrast

**Compare/Contrast:**

**Strengths-Based Approach to Planning versus a Deficits-Based Approach**

<table>
<thead>
<tr>
<th>Focus</th>
<th>From a Deficits Approach.....</th>
<th>To a Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of plan</td>
<td>A list of problems the participant must fix; inflexible</td>
<td>A living document that provides a framework for the helping process</td>
</tr>
<tr>
<td>View of participant</td>
<td>Participant known by his or her diagnosis or label</td>
<td>Participant known through a personal relationship, and a circle of support</td>
</tr>
<tr>
<td>Role of participant in developing plan</td>
<td>Little to no involvement and input Expertise of the professional prevails and is most respected</td>
<td>Direct involvement; the plan is based on participant input and what it is he or she wants to achieve Expertise of the participant and circle of support is honored and respected</td>
</tr>
<tr>
<td>Outside or community resources</td>
<td>Underutilized or not utilized at all; may even be seen as a hindrance</td>
<td>Integrated into the plan; a key component of wrap-around services and cultivation of natural supports</td>
</tr>
<tr>
<td>Problems</td>
<td>Form the foundation of the plan; often a plan is focused solely on remediation of the problem</td>
<td>Problems are not the focus of the plan; problems are seen as unsuccessful attempts at negotiating a life situation</td>
</tr>
<tr>
<td>Strengths</td>
<td>Minimized or relegated to a back part of the plan Assessments do not measure strengths Viewed as the opposite of weaknesses</td>
<td>Placed at the forefront of the plan; the plan is built around strengths Assessment measures strengths Viewed as contextual</td>
</tr>
<tr>
<td>Goals</td>
<td>Focuses mainly on the problems Often worded negatively, i.e., “the participant will stop doing [something negative]” Language follows a clinical or medical model</td>
<td>Integrates participant’s strengths Worded positively, i.e., “the participant will do more of [something positive]” Language is understood by all participants in the process</td>
</tr>
<tr>
<td>Planned interventions</td>
<td>Based on diagnoses and standards of practice, as well as program structure and routine of the facility</td>
<td>Unique interventions that focus on the goals and strengths of the participant, as well as standards of practice</td>
</tr>
</tbody>
</table>

Adapted from Brasler (2001)
### Compare/Contrast:
The Role of Leisure in the Strengths versus the Deficits Approach

<table>
<thead>
<tr>
<th>Deficits approach - the medical model perspective</th>
<th>Strengths approach - a capabilities perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and functional outcomes are a key focus. Because it is not controlled by the &quot;therapist,&quot; leisure is diversional and outside the treatment process. The therapist must control and prescribe the intervention for predicted health and functional outcomes to occur. The freedom associated with leisure makes it a difficult tool to use to make prescribed change.</td>
<td>Leisure is a key component of life quality and well-being as it is controlled by the participant, providing important sources for self-determination and utilization of strengths. In the process of building meaningful leisure, well-being is improved across multiple domains.</td>
</tr>
<tr>
<td>Participant problems and deficits drive the helping relationship – leisure is reduced to an activity to be used as a tool to fix the deficits in a prescribed manner.</td>
<td>Participant aspirations and dreams drive the helping relationship – leisure is often a key part of a participant’s personal goals for a meaningful life.</td>
</tr>
<tr>
<td>Participant strengths are used as a tool to fix deficits. Strengths are only important in that they can be directed at remediation of weaknesses, which, in the medical model, is the focus of the helping process.</td>
<td>Participant strengths are nurtured and developed to a higher level. Leisure, freely chosen, is an arena and context to build strengths.</td>
</tr>
<tr>
<td>Enhancement of the leisure experience is only useful if it leads to a remediation of deficits on which the helping process is focused. Leisure is a means to an end.</td>
<td>Enhancement of the leisure experience is an important outcome of therapeutic recreation services. It also contributes to improved well-being. Leisure is an end in and of itself, and is also a means to a higher quality of life.</td>
</tr>
<tr>
<td>According to Mobily (1999), &quot;The 'angst' created is evident in the tortuous fit between recreation/leisure (demanded by leisure theory and research) and the health/functional outcomes (necessary for reimbursement of services) evident in most of the models [using a deficits approach]. The difficulties reflect the difference between what has been learned theoretically (about leisure behavior) and the expectations and standards of the audiences the TR profession must play to in reality. Trying to wed therapeutic outcomes to leisure without losing the essence of the leisure experience is 'the struggle'.&quot;</td>
<td>There is a harmonious fit between leisure and the outcomes expected by the audiences the TR profession plays to in a strengths approach. Leisure is closely tied to therapeutic outcomes that build strengths and a life of meaning and well-being. Agencies and professionals using the strengths approach clearly see the need for high quality leisure experiences as a part of the helping process.</td>
</tr>
</tbody>
</table>

## Figure 10.8. The Planning Process – A Journey Toward Change

<table>
<thead>
<tr>
<th>Steps</th>
<th>Questions to Ask</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DETERMINE DIRECTION</td>
<td>Where are we now? Where do we want to go?</td>
<td>Assessment summary and interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal-setting; visioning; dreaming</td>
</tr>
<tr>
<td></td>
<td>What should we look for along the way, to know if we are headed where we want to go?</td>
<td>Specifying measurable objectives</td>
</tr>
<tr>
<td>2. DETERMINE ACTIONS</td>
<td>How are we going to get there?</td>
<td>Specifying services: strategies, approaches, and interventions</td>
</tr>
<tr>
<td></td>
<td>Who is going to drive? And how long will it take?</td>
<td>Specifying responsible team members for each part of the plan; Time frame</td>
</tr>
<tr>
<td>3. DETERMINE EVALUATION</td>
<td>How will we know when we have arrived?</td>
<td>Evaluation plan</td>
</tr>
</tbody>
</table>
Activity #1: What are Your Goals and Do They Contribute to Your Well-Being?

In this chapter, we looked at goals as being a powerful influence on well-being. Here is an exercise to see how your own goals for yourself meet the criteria we discussed in this chapter. List your goals below. For each goal, decide which of the descriptors best fit it. The more your goals are intrinsic, authentic, approach-oriented, harmonious, activity-based, flexible, and appropriate, the more they will contribute to your overall happiness.

Goal:______________________________________________________________________

Is this goal: __intrinsic  __authentic  __approach-oriented  __harmonious  __activity-based  _flexible/appropriate

Goal:______________________________________________________________________

Is this goal: __intrinsic  __authentic  __approach-oriented  __harmonious  __activity-based  _flexible/appropriate

Goal:______________________________________________________________________

Is this goal: __intrinsic  __authentic  __approach-oriented  __harmonious  __activity-based  _flexible/appropriate

Goal:______________________________________________________________________

Is this goal: __intrinsic  __authentic  __approach-oriented  __harmonious  __activity-based  _flexible/appropriate

Goal:______________________________________________________________________

Is this goal: __intrinsic  __authentic  __approach-oriented  __harmonious  __activity-based  _flexible/appropriate

Objectives (SMART):
A Mental Checklist for Selecting Actions and Strategies for a Plan

☐ Are you considering the micro-, meso-, exo-, and macro-levels of the participant's context as you choose actions and strategies?

☐ Are you considering the resources? the strengths? the rest of the team? the circle of support?

☐ Are you considering the participant’s culture, and using the strengths of that culture to help meet goals?

☐ Are you using activity analysis to help you choose activities with the participant? to help you modify equipment or the environment? to help you choose supports and accommodations that may be needed?

☐ Are you using activities and specific educational or therapeutic approaches if needed? do you have other team members who can assist? or natural supports in the participant's environment?

☐ Are you using a variety of leadership strategies and helping behaviors?

☐ Are you using varying approaches with the participant and the environment, from brief, frequent contact for establishing trust to advocacy in the environment/community?

☐ Are you considering safety? medications and their possible side effects? risks in the environment (social, emotional, and physical)?