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

PERSON in the ENVIRONMENT

Enhancing the Leisure Experience

Facilitation of leisure skills and knowledge:
- Savoring 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

Play Recreate

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 directednesss*
- Competence*
- Optimism*

Facilitation of psychological and emotional resources:
- Positive behavioral supports
- Natural cues
- Quiet spaces in public areas
- High expectations and positive attitudes
- Other supports and accommodations

Perceive Feel

Facilitation of cognitive strengths:
- Ability to attend*
- Concentration*
- Following directions*
- Memory*
- Problem Solving
- Goal setting*, aspiration discovery

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

Think Learn

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

Relate Belong

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

Act Do

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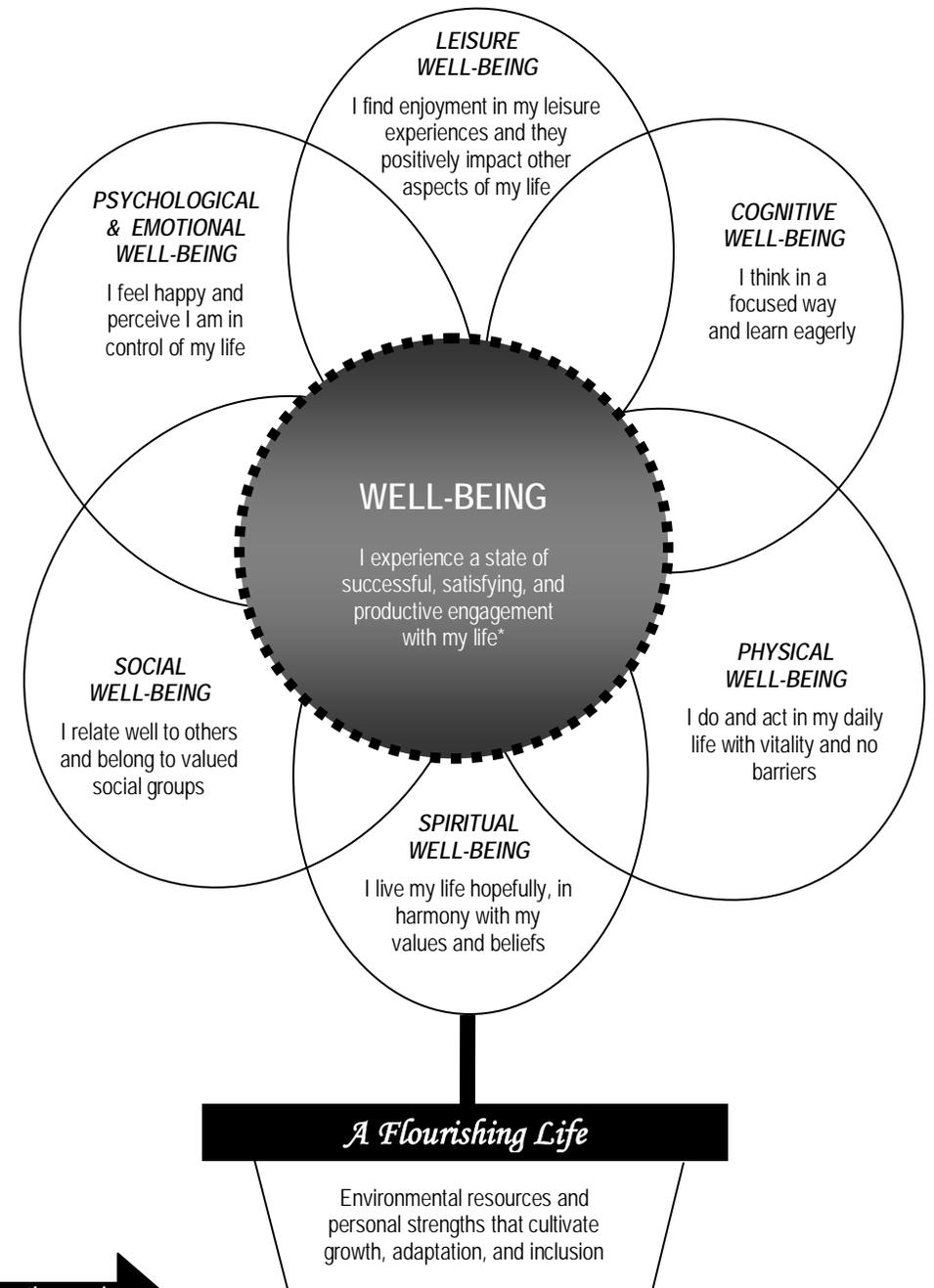
Facilitation of spiritual resources:
- Culture of hope, support and encouragement
- Proximity to nature
- Quiet places in public spaces
- Places of spiritual nourishment
- Beauty and aesthetics in the environment

Believe Value

What the Therapeutic Recreation Specialist Does

*From the Leisure and Well-Being Model (Carruthers & Hood, 2007; Hood & Carruthers, 2007)

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

COGNITIVE WELL-BEING
I think in a focused way and learn eagerly

WELL-BEING
I experience a state of successful, satisfying, and productive engagement with 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

Participant's goals, dreams, and aspirations

Outcomes the Participant Experiences

Figure 10.5. Compare/ Contrast

Compare/Contrast:
Strengths-Based Approach to Planning versus a Deficits-Based Approach

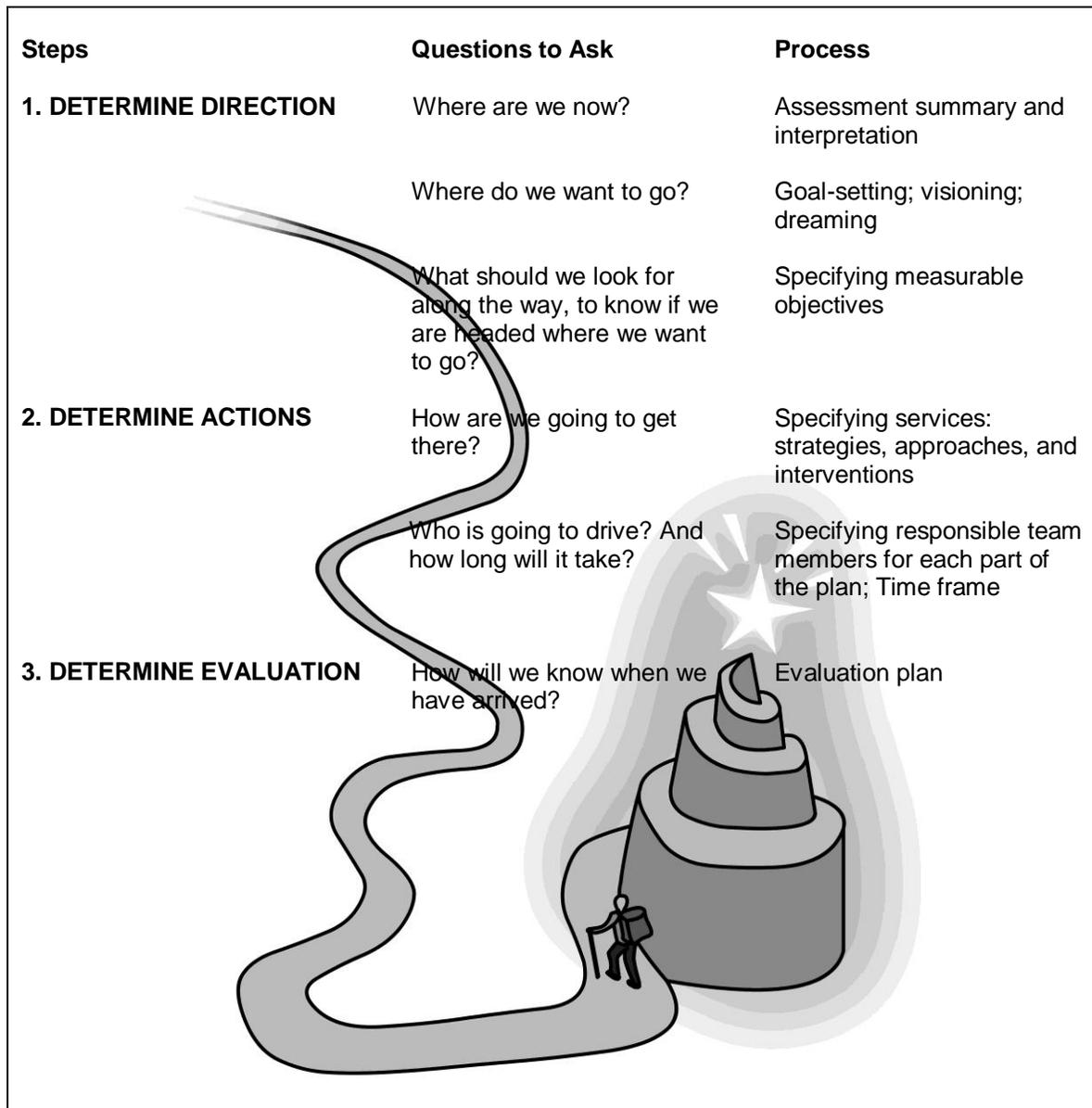| Focus	From a Deficits Approach…..	To a Strengths Approach
Purpose of plan	A list of problems the participant must fix; inflexible	A living document that provides a framework for the helping process
View of participant	Participant known by his or her diagnosis or label	Participant known through a personal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

Adapted from Brasler (2001)

Compare/Contrast:
The Role of Leisure in the Strengths versus the Deficits Approach

Deficits approach - the medical model perspective	Strengths approach - a capabilities perspective
Health and functional outcomes are a key focus. Because it is not controlled by the "therapist," 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.	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.
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.	Participant aspirations and dreams drive the helping relationship – leisure is often a key part of a participant's personal goals for a meaningful life.
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.	Participant strengths are nurtured and developed to a higher level. Leisure, freely chosen, is an arena and context to build strengths.
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.	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.
According to Mobily (1999), "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'."	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.

Anderson, L., & Heyne, L. (in press). *Therapeutic Recreation Practice: A Strengths Approach*. State College, PA: Venture Publishing.

Figure 10.8. The Planning Process – A Journey Toward Change

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

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):

Figure 10.15. A Mental Checklist for Selecting Actions and Strategies

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)?