

The Social Caterpillar and the Wallflower: Two Case Studies of Adolescents with Disabilities in Transition

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Therapeutic recreation is an underutilized related service for students with disabilities. The Individuals with Disabilities Education Act (IDEA) (P.L. 101-476) Part C (Sec. 1425(b)(10)) mandates that “specifically designed or adapted physical education and therapeutic recreation programs to facilitate the full participation of youths with disabilities in community programs” be included in transition services. Presented here are two cases of adolescents with developmental disabilities who have received family-centered, home-community-based leisure education interventions. The results of the interventions supported the use of this treatment model to increase not only leisure skills, but also self-confidence, self-determination, and social skills—all vital to the successful adolescent transitions and community participation.

KEY WORDS: *Leisure Education, Developmental Disabilities, Family-Centered Interventions, Transition Services, Therapeutic Recreation in Schools*

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In 1990, the United States Congress reauthorized the Education for All Handicapped Children Act (P.L. 94-142) as the Individuals with Disabilities Education Act (IDEA) (P.L. 101-476). IDEA identifies recreation as a related service and identifies the four components of service as assessment of leisure and recreation functioning, leisure education, therapeutic recreation, and recreation in school and community agencies.

Part C of IDEA emphasizes the importance of transitional services for youth with disabilities. *Transitional services* refers to assistance in making the transition from traditional school-based education to vocational training, competitive employment, independent living, and use of community resources. IDEA-Part C states that "specifically designed or adapted physical education and *therapeutic recreation* programs to facilitate the full participation of youths with disabilities in community programs" (Sec. 1425 (b)(10)) be included in transitional services.

Family Link in Leisure Education

The cases presented, Tom and Tameka, are examples of how therapeutic recreation was used as a transitional intervention for two adolescents with developmental disabilities. The two cases were part of a larger research project that investigated the interdependent and concurrent roles of the school and the family in the facilitation of leisure experiences for adolescents with disabilities. The research project was based on the premise that self-determination and leisure are important, but neglected skills for persons with developmental disabilities. Previous research has shown that both self-determination and leisure skills can be developed through leisure education (Mahon & Bullock, 1992).

Model of Intervention

Based on the subjects' ages and their cognitive functioning levels, a trainer-advocate

approach (Wehman, 1983) was employed in the intervention process. In this approach, the trainer-advocate provides instructional guidance to the client in the environment where the activity will naturally occur, and advocates on behalf of the client to the members of the group without disabilities. Six aspects of the trainer-advocate approach are identified by Wehman (1983), and were used in the interventions with Tom and Tameka. These include: (a) small client-trainer ratio, (b) emphasis on social acceptability and enjoyment, thereby decreasing anti-social, inappropriate, bizarre behaviors, (c) social feedback from peers without disabilities, (d) parental involvement in planning, (e) participation in activity that is ongoing in nature, and (f) appropriately matching client's leisure interests, strengths, and preferences to activities. This approach was originally designed to be used with people with autism, therefore it seemed especially appropriate for use with Tom who was diagnosed with autism, and was adapted for use with Tameka who was diagnosed with mild mental retardation. Behavioral objectives and intervention strategies based on the trainer-advocate approach were developed for each of the subject's leisure goals.

The project used a home-school-community based leisure education program that was directed at developing and supporting self-determination skills in leisure. These particular cases, Tom and Tameka, were chosen for presentation because of their uniqueness and potential for replication. Both students attended schools in a large city in the Southeastern United States and were in self-contained special education classrooms. They were assessed, and their therapeutic recreation plans were included in their Individualized Education Programs (IEPs).

Assessment

Data for the assessments were generated through (a) interviews with students, teachers, and parents, (b) a functional assessment battery developed for the project, and (c) the

Table 1.
Assessment Battery

	Interviews	Functional Assessments	Observations
STUDENT	<ul style="list-style-type: none"> • Leisure interests, participation patterns, & satisfaction • Activity Inventory • Follow-up Interview 	<ul style="list-style-type: none"> • Curriculum Based Measures (CBMs) 	<ul style="list-style-type: none"> • In home, school, & community
PARENT(S)	<ul style="list-style-type: none"> • Demographics • Family Profile • Family Leisure Profile • Student's Cognitive/Social/Physical/Emotional Profile • Student's Home Leisure Profile • Follow-up Interview 	<ul style="list-style-type: none"> • ICAP (Social & Communication, Community Living, & Personal Adjustment Scales) • Situation Inventory • Personal Leisure Interest/Satisfaction Inventory 	<ul style="list-style-type: none"> • In home & during community outings.
TEACHER(S)	<ul style="list-style-type: none"> • Student's Cognitive/Social/Physical/Emotional Profile • Student's School Leisure Profile • Follow-up Interview 	<ul style="list-style-type: none"> • ICAP (Social & Communication, Community Living, & Personal Adjustment Scales) 	<ul style="list-style-type: none"> • In school

therapists' recorded observations of the students' behaviors and interactions. Assessment information is presented in Table 1.

Interviews. The students' interviews primarily focused on their present leisure activity interests, skills, participation patterns, and their satisfaction with their leisure, and included a specific participation and interest inventory. The parental interviews focused on family demographics and profile, the families' leisure profile, the students' physical/social/emotional/cognitive/communication profile, and the students' home leisure profile. The interviews with the teachers included the students' physical/social/emotional/cognitive/communication profile, and the student's school leisure profile. Follow-up interviews

were done with each student, his or her parent, and his or her teacher.

Functional Assessments. Students were tested pre- and post-intervention on Curriculum Based Measures (CBMs) (Bullock, Morris, Mahon, & Jones, 1992) developed for the *School Community Leisure Link* leisure education curriculum. The CBMs were used to determine the students' mastery of leisure concepts, such as leisure awareness, leisure resources, leisure communication skills, and leisure decision-making and planning.

Parents completed three scales of the Inventory for Client and Agency Planning (ICAP) (Bruininks, Hill, Weatherman, & Woodcock, 1986): social and communication, community living, and personal adjustment.

The ICAP utilizes observation to determine the student's minimum level of functioning in the areas evaluated. Parents also completed a parental attitude questionnaire, the Situations Inventory (McConkey, 1985) that ascertains parents' reactions to playing with their child. All family members completed a Leisure Interest/Satisfaction Inventory.

Teachers also completed the ICAP. This was done for validity purposes and to determine if the student exhibited different levels of independence at home than at school.

Observations. The students were observed in their homes and classrooms during the initial assessment period and during each intervention. Field notes were used for recording each observation.

From the assessments listed above, a comprehensive description of the student and his or her family's leisure strengths, needs, styles, and preferences was developed. This information is incorporated into the case studies of Tom and Tameka.

Tom

Tom was a 21-year-old white male with mild mental retardation, learning disabilities, and autistic-like behaviors. Tom was tall and slender with short black hair that was always clean and combed. He was always neatly dressed and took pride in his appearance. Tom lived with his mother, father, and 18-year-old sister in an upper-middle class neighborhood. Tom was friendly and outgoing, but had no friends. He was referred to the project by his mother, a parent member of the local Parents of Exceptional Children's Advisory Committee.

At the beginning of the intervention Tom was entering his last year of high school. Tom had been educated in regular education classrooms until he entered the eighth grade, when he was placed in a self-contained special education class. He could read, write, and do simple math problems, but had difficulty handling money.

Tom's autistic-like behaviors included (a) an insistence that his environment and rou-

tine remain unchanged, (b) impairment of nonverbal communication skills, (c) impairment of social interaction development that included difficulty relating to people, and (d) abnormally limited attentional scope. Tom had an inoperable brain cyst and experienced a slight tick when he was anxious or distressed. The only medication he took was Clonadine, for the tick.

The intervention with Tom and his family was an individualized leisure education program that was based on the comprehensive assessment of his skills, interests, supports, and environments as described above. Two years before his participation in this project, Tom was involved in a leisure education course in his special education class. The focus of that course was on leisure awareness, decision-making in leisure, and leisure planning.

Assessment and Planning

A compilation of the assessment data obtained from Tom, his parents, and his teachers revealed that Tom liked to dance, bowl, play basketball, baseball, and pool, ride his bike, and go to church. His typical free time, though, was spent on passive, solitary activities such as listening to rock music (Motown, Bon Jovi, and Alabama), watching TV and videos, reading, and napping. Also from the interview, it was determined that Tom had an exceptional memory for details and could recite almost all the information on the jacket covers of rock and roll albums he possessed and could recall the details of movies from only reading the reviews. Tom had participated in segregated community-based recreation programs in the past, but was not presently involved. Tom specifically wanted to learn to play the guitar, and have a girl friend. He said he would like to have more friends and stated: "I feel lonely, frustrated, and disappointed most of the time."

Tom's parents' concerns included:

- Social skills (he tends to become focused on specific topics or details while

speaking to others, failing to notice when they become uninterested);

- Lack of leisure interests and activities outside the home;
- Lack of friends;
- Lack of independence in the areas of leisure planning and problem-solving;
- Transportation barriers (they did not feel he would ever drive an automobile);
- Handling of money (he was unable to make change and became anxious when dealing with money); and
- Lack of dating opportunities.

Goals. Based on the skills, interests, and needs identified through the assessment battery, the following goals were developed for Tom:

Goal 1: To be able to independently plan and carry out community-based leisure activities;

Goal 2: To become involved in an ongoing community-based social leisure activity; and

Goal 3: To participate in a new leisure activity to do at home without assistance.

Intervention

In the Fall of 1993, Tom began participating in a community-based, individualized leisure education program. The leisure education intervention was facilitated by a trainer-advocate who was a master's level graduate student (GA) in therapeutic recreation. The GA was supervised by a Certified Therapeutic Recreation Specialist (CTRS). Tom was seen at his home by the GA once a week for seven months.

Goal 1: *To be able to plan and carry out community-based leisure activities.* The following objectives were developed to assist Tom in meeting this goal: (a) Tom will choose a community-based leisure activity in which to become involved; (b) Tom will

use the Leisure Action Plan (LAP) to plan and carry out the activity of his choice on a weekly basis; and (c) Tom will learn and demonstrate on a consistent basis the basic skills needed to participate in the chosen activity. Strategies for obtaining each objective were developed. The LAP (Bullock et al., 1992) is a visual prompt of the steps required for a specific activity completed by the student as part of the planning process. It is based on a simplified decision-making model. Figure 1 presents a sample LAP.

Tom chose to become involved with a regular bowling league that met on Saturday mornings. The league was located at a bowling alley close to his home and offered instruction. Tom was taught to use a LAP to plan for this weekly activity. Once the activity was planned (i.e., time, place, cost, transportation, etc.), the GA developed strategies for Tom to learn tasks, such as how to pay the weekly fee and get his shoes, find a ball, find his team, and begin play. After successfully demonstrating the independent completion of these tasks, Tom attended the last three weeks of the bowling league on his own. Tom participated weekly in the bowling league for four months, until the league ended. He expressed the desire to resume bowling in the league when the next season started.

While he was able to master the requisite tasks for bowling, Tom never quite "connected" to his teammates. They were congenial during play, but friendships were not formed and they did not participate in any non-bowling activities together.

Goal 2: *To become involved in community-based social leisure activities.* The following objectives were developed to assist Tom in meeting this goal: (a) Tom will choose a community-based social leisure activity in which to become involved; (b) Tom will learn and demonstrate on a consistent basis the basic skills needed to participate in the activity; and (c) Tom will learn and demonstrate on a consistent basis appropriate social skills required for participation

Leisure Action Plan

What _____ _____
Where _____ _____
When _____ _____
Who With _____ _____
Things I Need _____ _____
Name: _____
Date: _____

FIGURE 1. LEISURE ACTION PLAN.

in the activity. Strategies for obtaining each objective were developed.

Because of Tom's interest in music, dancing and dating, and his need to strengthen his social interaction skills, swing dancing was chosen by Tom, his parents, and the GA as an activity in which to become involved. Again, the LAP was used to assist Tom in planning for the activity. He needed assistance in paying for the dance lessons and sessions. He also required coaching in appropriate social behaviors, such as asking a partner to dance, and initiating and maintaining a conversation while at the dance. Tom mastered planning for the evening and paying the fees. He learned the basic swing step and two basic moves during one-on-one instruction from the GA and during the pre-dance workshops.

Social skills, such as initiating and maintaining conversation and asking someone to dance, are essential components of dancing. In order to facilitate appropriate social interaction at the dance, the GA built on Tom's

ability to memorize lists and his propensity for rules. The GA developed the following "rules for appropriate social behavior at swing dances." These rules were individualized for Tom based on his behaviors. Table 2 presents these rules.

The GA reviewed the rules with Tom before each dance and provided verbal prompts when necessary. By the end of the project, Tom was no longer exhibiting the behaviors that had prompted the list of rules. Additionally, Tom initiated, without prompts, conversations with five different people and asked three different partners to dance.

Tom wanted to continue attending the swing dances after the project ended, but transportation was a problem. His parents dropped him off at a dance twice, and the area Swing Dance Society announced through their newsletter that volunteers were needed to get Tom to the dances.

Goal 3: *To learn a new leisure activity to do at home without assistance.* The following objectives were developed to assist Tom in meeting this goal: (a) Tom will choose a leisure activity in which to become involved at home; and (b) Tom will learn and demonstrate on a consistent basis the skills necessary for the chosen activity. Strategies for obtaining each objective were developed.

Tom wanted to learn to play the guitar. He owned a guitar and asked the GA, whom he knew played the guitar, to give him lessons. Over the course of five lessons, Tom learned and displayed independently a basic finger exercise on the first four frets using all six strings, and the first "riff" of four basic "rock-a-billy" songs (e.g. "Johnny B. Goode"). With help from the GA, Tom learned to tune the guitar, purchase guitar strings, and string the guitar.

Because Tom responded well to repetition, structure, and a reliable routine, the GA assisted Tom in developing a practice calendar to check the days he practiced, and in maintaining a consistent and ongoing practice schedule. A private guitar instructor was

Table 2.

Tom's Rules for Appropriate Social Behavior at Swing Dances

Rule 1. No reading magazines at the dance.

Rule 2. Do not say things like "I got me a woman," while dancing with someone.

Rule 3. Do not tell a woman that she "looks like a man," especially "Eddie Van Halen."

Rule 4. After dancing with someone, always say, "It was nice dancing with you," and after talking with someone say, "It was nice talking with you."

Rule 5. Do not point or stare at people.

contacted, and arrangements were made for Tom to have private lessons at the end of the project.

In the post-intervention interview Mrs. C, Tom's mother, said:

[The program] was very beneficial. There's not enough opportunities like this in the schools. This worked much better for Tom's socialization skills than anything he ever had at school. This program should be available for all kids—especially the one-on-one part. That's what really makes the difference.

Tameka

Tameka, a 16-year-old African-American female, was a member of an "educable mentally handicapped" (EMH) class at a middle school. She was friendly, cooperative, quiet, unassuming, and accommodating. These were not common reasons for referrals, but Tameka's teacher, Mr. B., felt that she lacked assertiveness, awareness of options and choice, and a sense of herself as an individual with rights and opinions. He was concerned about her disappearing into the quiet void of the non-trouble-maker and being overlooked by everyone at school and at home.

Tameka was physically quite small (around 4' 10" and 85 pounds), with dark skin and natural black hair worn almost

shoulder-length. She was typically dressed in clean, matching sweats or shorts outfits. Being soft-spoken, with a tendency to look down most of the time, Tameka was at-risk of being ignored, forgotten, and possibly having someone take advantage of her. Tameka's reading skills were minimal, and she was just learning to count money. She had a clear comprehension of interactions among people, both during class and in less organized situations.

Assessment and Planning

Tameka's mother, Mrs. M., was pleased to hear that a recreation therapist could address her concerns about Tameka. The parental assessment was held at Tameka's house in the evening. The somewhat dilapidated house was an old farm house that was now in the city, which had grown up around it. Mrs. M. said she was born in that house and had never lived anywhere else in her 53 years.

Mrs. M., also remarkably small in stature like Tameka, was head of the household and the only one employed. Mrs. M. worked two afternoons per week as a nurses' aide assistant. Also living in the house were Mrs. M.'s 23-year-old, single-parent daughter and her five children; Mrs. M.'s 24-year-old son; Mrs. M.'s frail, 78-year-old mother; and Tameka. Mrs. M.'s 20-year-old daughter and her baby lived nearby with Mrs. M.'s sister, disabled brother (he had one leg missing), and various nieces, nephews, and cousins.

Mrs. M.'s house appeared to be the family focal point, and a number of relatives, mostly children, were typically present at any given time. It was easy to see why Tameka might be overlooked in such a constant congregation of people.

During the assessment interviews, Mrs. M. and Tameka expressed their major concerns, centering around Tameka's (a) narrow range of leisure activities at home, (b) limited social contacts with people other than relatives, and (c) lack of transportation resources (though a number of cars in various states of disrepair surrounded the house, none were running). Tameka also decided to work on planning skills, since she was looking forward to choosing and participating in new activities in her community and was not used to making plans on her own.

Goals. The following goals were developed to address Tameka's primary needs, based on all the assessment results and expressed concerns:

Goal 1. To increase variety and participation in leisure activities at home.

Goal 2. To expand social contacts through school or community activities while practicing planning skills, and

Goal 3. To increase transportation resources.

Intervention

The intervention with Tameka and her family consisted of two components: (a) a classroom-based leisure education intervention—a leisure education curriculum taught in the middle school for a selected group of students chosen by her teacher, and (b) a home-community-based, individualized leisure education intervention. A CTRS served as Tameka's advocate-trainer.

The classroom-based leisure education intervention. The classroom intervention used the *School-Community Leisure Link Curriculum* (Bullock et al. 1990). This curriculum emphasizes leisure awareness, deci-

sion-making, and leisure planning. The curriculum includes curriculum-based measures (CBMs) developed for each objective in the program. These measures are used to determine the extent to which the individual student has achieved an objective. The CBMs were administered in post-test form at the conclusion of the twelve-week leisure education class.

The leisure education class met twice a week for an hour in the middle school library and was led by a CTRS and a therapeutic recreation graduate student. The leisure education curriculum included four modules of leisure awareness, two modules of leisure resources, three modules of leisure communication skills, two modules of leisure decision-making, and one module of leisure planning.

The home-community-based, individualized leisure education intervention. The second component of the intervention consisted of the family-centered, home-community-based individualized leisure education program. Tameka was one of three students in the leisure education class who participated in the additional home-community-based intervention. The family-centered intervention ran concurrently with the classroom-based intervention.

Goal 1: *To increase variety and participation in leisure activities at home.* The following objectives were developed to assist Tameka in meeting this goal: (a) Tameka will learn three new activities to participate in at home, and (b) Tameka will continue her involvement for six weeks in two of these activities. Strategies for obtaining each objective were developed.

Tameka's main leisure activity at home was listening and dancing to music on tapes and the radio. She rarely watched television and had no other hobbies besides listening to music. During the assessment, Tameka said that she would like to make things and try some art projects. In order for Tameka to experience several different mediums while making things, the CTRS presented her with

Leisure Action Plan

What	Who With
Where	Things I Need
When	Name: _____ Date: _____

FIGURE 2. PICTORIAL LEISURE ACTION PLAN

several options that Tameka thought sounded interesting. The CTRS brought paint-by-numbers, bead-making supplies, a stencil set, and paint-with-water books. Tameka tried them all, and worked with them on her own and with various members of her family. Her favorite, and the only medium she continued to use on her own without encouragement, was paint-with-water. She said that she "really liked watching the pictures come to life."

As Tameka could not read or write, she was provided with the pictorial Leisure Action Planning (LAP) cards and pictures to help her learn to make plans about things she would like to do (see Figure 2). The pictorial LAP included a large card with six plastic, see-through pockets on it. The pockets were labeled *What*, *Who With*, *Where*, *When*, *Things I Need* and *Name/Date*. Pockets of 20 plus pictures were supplied as options for each pocket. There were also a number of blank "pictures," so that Tameka could create her own pictures, if she could

not find the appropriate ones for her choices. She was initially taught how to use the LAP in the Leisure Education Class at school. The CTRS reinforced the use of the LAP at home where her mother was also taught how to use them with Tameka. This was intended to help her gain more variety in the activities she engaged in at home. Tameka enjoyed putting the picture plans together, and she and Mrs. M. used the LAP on their own to make plans at home and for family outings.

By the end of the intervention, Tameka's main leisure activity at home remained listening and dancing to music on the radio, although she had become more creative with this endeavor. While she and CTRS were on a community outing, Tameka had come up with the idea to buy blank tapes, record her favorite tunes from the radio, and use these tapes for dancing. She had also developed several options for home activities using the art materials provided when she wanted to do something else.

Goal 2: *To expand social contacts through school or community activities while practicing planning skills.* The following objectives were developed to assist Tameka in meeting this goal: (a) Tameka will attend the "after school" program at her school for two weeks and decide if she would like to continue, (b) Tameka will find and participate in a volunteer project that provides transportation, and (c) Tameka will use LAP materials to make plans for her activities.

Tameka agreed that one place to check for increasing social contacts was through extra-curricular activities at school. The middle school was sponsoring an after-school program in cooperation with area businesses to give students opportunities to be tutored, visit various job sites, take special classes, and socialize. The program ran five days per week for two hours after school with transportation home provided.

Mrs. M. and Tameka had heard of the program, but did not know how to access it and had not been aware of the free transportation home. Within a few days, Tameka had

enrolled and was attending the after-school program. She was very pleased with this addition to her life, since she was spending more time with people her age and felt included in the various program activities.

To address increased social contacts in the community, Tameka decided to follow the suggestion to explore volunteer opportunities available through a youth volunteer agency. This would also tie in with her transportation goal, since Tameka would need to learn to ride the city bus to participate in the volunteer opportunity. During an interview with the director of the area youth volunteers, Mr. T., Tameka decided she would like to volunteer with a daycare program. Tameka enjoyed children and was used to taking care of them at home. Mr. T. found a position as helper with infants at a church daycare located on the bus route.

Tameka and the CTRS practiced riding the bus to the daycare center and home several times to familiarize Tameka with the route. After Tameka's school was out for the summer, Tameka and the CTRS went to her volunteer job together. She planned to work for two hours, two afternoons per week. She said that she enjoyed the job, and the workers at the daycare reported Tameka had done well.

The day after Tameka had planned to go to her job by herself for the first time, the CTRS called to check on Tameka's experience. Mrs. M. said Tameka had been afraid to ride the bus and cross the busy downtown street by herself. At the appointment following Tameka's decision that she wasn't ready to travel downtown by herself to the daycare job, Mrs. M., Tameka, and the CTRS decided additional work was needed for independent bus riding. The CTRS let Mr. T. and the workers at the daycare center know that Tameka wouldn't be able to help during the summer. Tameka and the CTRS continued to work on independent transportation skills for the next three months.

Goal 3: *To increase transportation resources.* The following objectives were de-

veloped to assist Tameka in meeting this goal: (a) Tameka will learn to ride the city bus independently, (b) Tameka will ask her relatives with cars to assist her with transportation needs on a regular basis, and (c) Tameka will learn to use the LAP to plan and carry out outings using the city bus.

Tameka and the CTRS began practicing making plans and riding the bus on outings around the city. Using the LAP technique, Tameka learned to decide where she wanted to go, with whom, when, and what she would need to use or take with her to carry out her plan. Tameka had not been used to making her own decisions and plans, and she enjoyed this new experience of self-determination. Mrs. M. was encouraging and also impressed with the progress and ease that Tameka displayed in making her own plans.

Tameka and the CTRS rode the bus, transferring when necessary, on various outings, including going to the mall, a movie, and out to eat. Each time the bus was taken, the CTRS asked Tameka to take more and more of the lead; boarding first, asking for transfers, selecting seats, deciding where to get off, ringing the bell, catching the next bus, and repeating the process. Tameka was extremely hesitant at first, and it was difficult for her to take the lead. She felt uncomfortable making the decisions about where to go and hesitated to move ahead of the CTRS.

After only a few trips, Mrs. M. said she could see a difference in Tameka around the house. Tameka was beginning to express her opinions more, ask for more for herself, and want to do more in the community, such as go to the park or the mall. Mrs. M. felt that these were very healthy changes for Tameka.

Each week for three months Tameka planned an outing to practice riding the bus. First, she and the CTRS rode together with Tameka making all the decisions. Next, Tameka rode by herself to the bus terminal where the CTRS met her, and then drove her home. She said that she felt safe and competent on the bus by herself. For the next trip, Tameka rode by herself and changed

buses at the terminal, with the CTRS meeting her at the terminal to be sure she made the change safely but not assisting her with decisions.

As Tameka and the CTRS progressed through these steps, Mrs. M. became increasingly confident that Tameka could really ride the bus by herself—something Mrs. M. admitted she had questioned up to this point. One time when the CTRS arrived for an appointment with Tameka, Mrs. M.'s sister was watching the children and said that she had heard about Tameka's progress riding the bus. She congratulated Tameka and the CTRS, saying she had thought Mrs. M. would never let Tameka even try to do things on her own.

The next two steps to independent bus riding consisted of Tameka transferring at the terminal by herself with the CTRS watching from the sidelines, and then Tameka accomplishing the transfer by herself, meeting the CTRS at the destination following the transfer. When all the steps had been completed, Tameka felt confident about riding the bus by herself. Mrs. M. and Tameka were both very proud of the progress Tameka had made. As it turned out, the following year Tameka would have had to walk almost a mile through a dangerous neighborhood to catch the school bus. A city bus stopped right in front of her house, as well as right in front of her school, so Tameka began riding the city bus to and from her school every day. Mrs. M. said, "Tameka never could have done it without the Family Link program."

Tameka's discharge plan included recommendations for (a) Mrs. M. to continue encouraging Tameka in independent decision-making, planning, and transportation skills; (b) Tameka to continue with extra-curricular activities at school next year; and (c) Tameka to try out the volunteer job again when she felt ready.

In the post-intervention interview Mrs. M. said:

The program has changed how we do everything in the family [for leisure and recreation]. Tameka never used to ask to do anything or go anywhere. I guess she just didn't know how to ask. Now she wants to go all the time, so we are all getting out and doing things. Tameka has gained a lot of self-confidence from the program. She speaks up a lot more for herself now. She used to hardly say anything—she talks a lot more now. She's made some new friends from the after-school program. This program has really changed Tameka's life.

Authors' Comments

Tom, the social caterpillar, and Tameka, the wallflower, are representative, yet unique in their own ways, of how a home-community-based leisure education program facilitated through the school system can assist students with developmental disabilities in gaining not only leisure skills, but independent living skills and self-determination. Tom and Tameka received leisure education in school (Tom two years prior to the present intervention and Tameka concurrently with the home-community-based intervention), but their cases strengthen the argument for leisure education that is home- and community-based and includes the family in the planning and implementation processes.

For Tom, this meant that his family was able to see him become more independent in his planning skills and appropriate in his social skills. They began to see him differently (i.e., more capable and independent) and allow him more freedom and control over his own life.

For Tameka, her mother became aware of Tameka's potential for independent behavior and development, and of the importance of leisure in her daughter's life, as well as her own. The CTRS working with Tameka believed that the changes generated in Ta-

meka's family were due to Tameka's increased assertive behavior and her willingness to step out on her own.

Family-centered intervention offers major challenges to the therapists. The family situations presented involved either chaotic home scenes, minimal resources, or interpersonal dynamics that were often barriers to success. It was necessary for the CTRS working with Tameka to make adjustments in her perceptions of "normal" to accommodate cultural differences. As she got to know the family better, she began to see how the extended family worked together and took care of its own, despite having few material resources and the apparently poor decisions of some of the family members.

Tom's family situation, although entirely different from Tameka's, was also a source of challenge for the GA working with him. Gaining the confidence of an overprotective, aggressive mother and a passive father was one of the first obstacles to overcome. There was also the constant struggle to encourage his mother to see and appreciate Tom's unique and endearing qualities, as well as his accomplishments. By including the family in every step and decision, the trainer-advocates in each of these cases were able to see real change in both Tameka and Tom, as well as in their families.

Both Tom and Tameka gained self-confidence and self-determination skills while being involved in the project. Along with opportunity and support, an important key to increasing the students' self-confidence and self-determination turned out to be time—working slowly and allowing Tom and Tameka to take small steps forward, then building from there. Both trainer-advocates found that if they tried to move too quickly, the intervention did not create a lasting change. Because of the importance of allowing the students to work at their own paces, an intervention not predetermined in length is vital to the successful completion of goals.

The transition of youth with disabilities from school to adult roles is an important

stage of growth. Related services, including therapeutic recreation, that facilitate this transition are endorsed in IDEA. The cases presented are examples of how a leisure education intervention, implemented by a therapeutic recreation specialist and graduate student, can assist in making important adolescent transitions.

For Tameka, the transition was from middle school to high school. Learning to use the city bus system not only assisted her in her leisure pursuits, but allowed her to ride the city bus to high school the next school year. This gave her the ability to, among other things, stay after school for special activities. For Tom, who was transitioning out of school, the skills he learned allowed him the opportunity to participate in activities on his own without his family and were instrumental in his acceptance into an adult education computer training course.

These cases present a number of implications for the practice of therapeutic recreation. First and foremost, the use of leisure education as an intervention for successful transition is supported. Since transition services are mandated by IDEA, therapeutic recreation in the schools is the logical vehicle for its facilitation. More schools should support therapeutic recreation services, and methods to finance therapeutic recreation in the schools need to be investigated and utilized.

Secondly, it is vital that leisure education in transition be home- and community-based. Leisure pursuits and experiences are actualized in the home and in the community; therefore, training needs to be done in real-life situations for generalization and normalization. The community-based instructional experiences allowed the trainer-advocates to observe and to assist Tom and Tameka to overcome barriers that would not have been evidenced in a leisure education class.

Lastly, involving the family in every step of the intervention is essential. The family needs to be involved in order to assist in, or actually implement, the intervention. The

family gains an increased awareness of the student's abilities and interests, and an awareness of the importance of leisure in the student's life, as well as their own. The one-on-one, individualized family-centered, home-community-based leisure education program offers an important avenue that can lead to significant quality of life changes for all the participants.

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