Therapeutic Recreation Practice:  
A Strengths-Based Approach

September 15 & 16, 2016

Presented by
British Columbia Therapeutic Recreation Association

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(607) 274-3050
Therapeutic Recreation Practice: A Strengths-Based Approach

We are experiencing a paradigm shift in health, human, and recreation services to a strengths approach. What is strengths-based practice? What are its theoretical underpinnings? How is therapeutic recreation practice different when using a strengths approach? In this workshop, we will explore this exciting paradigm shift and discuss how therapeutic recreation, with leisure at its heart, can flourish. The *Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model* will be explored as a framework for strengths-based therapeutic recreation practice. You will learn strengths-based assessment, planning, and various implementation strategies throughout this two-day workshop that you can apply in your practice. You will also learn how to build your own strengths as a therapeutic recreation professional.

Learning Outcomes

1. Participants will be able to define the strengths approach and its theoretical underpinnings in health, recreation, and human services. (FKW)
2. Participants will able to compare and contrast therapeutic recreation practice from a strengths versus deficits approach and identify important differences. (FKW)
3. Participants will describe the relationship between leisure and well-being and understand how that relationship is foundational to the strengths approach. (FKW)
4. Participants will be able to define the components of the Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model and identify ways they can use the model to deliver strengths-based therapeutic recreation services. (IMP, FKW)
5. Participants will identify and practice at least eight tools that can be used to assess internal and external strengths. (ASP)
6. Participants will identify principles that underlie strengths-based planning in therapeutic recreation. (DOC)
7. Participants will learn at least eight strengths-based implementation and facilitation strategies. (IMP)
8. Participants will identify at least three ways to build their own strengths as a therapeutic recreation professional. (ADV)

NCTRC Job Analysis Codes

- Foundational Knowledge (FKW)
- Assessment Process (ASP)
- Documentation (DOC)
- Implementation of TR/RT (IMP)
- Advancement of the Profession (ADV)
# Workshop Agenda/Schedule

**Day One: Thursday, September 15, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Book Chapters*</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00am</td>
<td>Registration and Breakfast</td>
<td></td>
</tr>
<tr>
<td>10:00-10:15am</td>
<td>Welcome</td>
<td></td>
</tr>
<tr>
<td>10:15am-12:00pm</td>
<td>Foundations of Strengths-Based Therapeutic Recreation Practice</td>
<td>Part I: Chapters 1-7</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Lunch</td>
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<tr>
<td>12:45-2:45pm</td>
<td>Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model; Introduction to Assessment</td>
<td>Part I: Chapters 3-4 Part II: Chapter 9</td>
</tr>
<tr>
<td>2:45-3:00pm</td>
<td>Break</td>
<td></td>
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<tr>
<td>3:00-5:00pm</td>
<td>DISCOVER: Strengths-Based TR Assessment</td>
<td>Part II: Chapter 9</td>
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**Day Two: Friday, September 16, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8:30-9:00am</td>
<td>Sign-in; Breakfast</td>
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<tr>
<td>9:00-10:30am</td>
<td>DREAM and DESIGN: Planning in TR</td>
<td>Part II: Chapter 10</td>
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<tr>
<td>10:30-10:45am</td>
<td>Break</td>
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<tr>
<td>10:45am-12:00pm</td>
<td>DREAM and DESIGN: PATH – A Strengths-Based Planning Process</td>
<td>Part II: Chapter 10</td>
</tr>
<tr>
<td>12:00-12:45pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45-2:45pm</td>
<td>DELIVER: Strengths-Based Implementation and Facilitation Strategies</td>
<td>Part II: Chapters 11-12</td>
</tr>
<tr>
<td>2:45-3:00pm</td>
<td>Break</td>
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</tr>
<tr>
<td>3:00-4:00pm</td>
<td>Building Your Own Strengths as a Strengths-Based Professional; Advocacy;</td>
<td>Part III: Chapters 14-16</td>
</tr>
<tr>
<td>4:00-4:30pm</td>
<td>Summary, Discussion, and Applications to Practice</td>
<td></td>
</tr>
</tbody>
</table>

Self-Reflection Exercise
Describing People from Deficit and Capability Perspectives

1. Describe what you do not like about yourself.

How does writing this list make you feel?

2. Describe what you like about yourself.

How does writing this list make you feel?
## Values in Action (VIA) Strengths Assessment

(Peterson & Seligman, 2004; Seligman, 2002)

### Cluster 1:

<table>
<thead>
<tr>
<th></th>
<th>Very Much Like Me</th>
<th>Like Me</th>
<th>Neutral</th>
<th>Unlike Me</th>
<th>Very Much Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. “I am always curious about the world” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1b. “I am easily bored” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2a. “I am thrilled when I learn something” new is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2b. “I never go out of my way to visit museums or other educational sites” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3a. “When the topic calls for it, I can be a highly rational thinker” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3b. “I tend to make snap judgments” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4a. “I like to think of new ways to do things” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4b. “Most of my friends are more imaginative than I am” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5a. “I am always able to look at things and see the big picture” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5b. “Others rarely come to me for advice” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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### Cluster 2:

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</tr>
</thead>
<tbody>
<tr>
<td>6a. “I have taken frequent stands in the face of strong opposition” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>6b. “Pain and disappointment often get the better of me” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7a. “I always finish what I start” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7b. “I get sidetracked when I work” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8a. “I always keep my promises” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8b. “My friends never tell me I’m down to earth” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Cluster 3:

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<th>Neutral</th>
<th>Unlike Me</th>
<th>Very Much Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. “I always finish what I start” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9b. “I mope a lot” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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### Cluster 4:

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</tr>
</thead>
<tbody>
<tr>
<td>10a. “I have voluntarily helped a neighbor in the last month” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10b. “I am rarely excited about the good fortune of others as I am about my own” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11a. “There are people in my life who care as much about my feelings and well-being as they do about their own” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11b. “I have trouble accepting love from others” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12a. “No matter what the social situation, I am able to fit in” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12b. “I am not very good at sensing what other people are feeling” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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### Cluster 5:

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<th>Neutral</th>
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<th>Very Much Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. “I work at my best when I am in a group” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13b. “I hesitate to sacrifice my self-interest for the benefit of the group” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>14a. “I treat all people equally regardless of who they might be” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14b. “If I do not like someone, it is difficult for me to treat him or her fairly” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15a. “I can always get people to do things together without nagging them” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15b. “I am not very good at planning group activities” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
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### Cluster 6:

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<tr>
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<th>Very Much Unlike Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>16a. “I control my emotions” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>16b. “I can rarely stay on a diet” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17a. “I avoid activities that are physically dangerous” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17b. “I sometimes make poor choices in friendships or relationships” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18a. “I change the subject when people pay me compliments” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>18b. “I often talk about my accomplishments” is:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19a. “I always let bygones be bygones” is:</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>19b. “I always try to get even” is:</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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### Cluster 6:

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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>20a</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20b</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21a</td>
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<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21b</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>22a</td>
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<td>1</td>
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<tr>
<td>22b</td>
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<td>3</td>
<td>4</td>
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<td>24a</td>
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<tr>
<td>24b</td>
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<td>4</td>
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</table>

**Scoring Your Strengths:** Enter your score from the items above in each blank below; add the scores for each strength and each virtue in the “Totals” columns. Note that the Virtues score is an average of all of the strengths items in that box.

#### Virtue 1: WISDOM

<table>
<thead>
<tr>
<th>Strength</th>
<th>1a</th>
<th>1b</th>
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</thead>
<tbody>
<tr>
<td>Curiosity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment/open-mindedness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingenuity/creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective</td>
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</tbody>
</table>

**Wisdom Subtotal** (divide by 5 for average)

#### Virtue 2: COURAGE

<table>
<thead>
<tr>
<th>Strength</th>
<th>6a</th>
<th>6b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perseverance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zest/vitality</td>
<td></td>
<td></td>
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</tbody>
</table>

**Courage Subtotal** (divide by 4 for average)

#### Virtue 3: HUMANITY

<table>
<thead>
<tr>
<th>Strength</th>
<th>10a</th>
<th>10b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social intelligence</td>
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</table>

**Humanity Subtotal** (divide by 3 for average)

#### Virtue 4: JUSTICE

<table>
<thead>
<tr>
<th>Strength</th>
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<th>13b</th>
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<tbody>
<tr>
<td>Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td></td>
<td></td>
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<tr>
<td>Leadership</td>
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**Justice Subtotal** (divide by 3 for average)

#### Virtue 5: TEMPERANCE

<table>
<thead>
<tr>
<th>Strength</th>
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<th>16b</th>
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<tbody>
<tr>
<td>Self-control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prudence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgiveness</td>
<td></td>
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</table>

**Temperance Subtotal** (divide by 4 for average)

#### Virtue 6: TRANSCENDENCE

<table>
<thead>
<tr>
<th>Strength</th>
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<th>20b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation of beauty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gratitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transcendence Subtotal** (divide by 5 for average)

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Circle your top 5 strengths. Circle your top 2 virtues. What is your “signature strength?”
Well-Being

LEISURE WELL-BEING
I find enjoyment in my leisure experiences and they positively impact other aspects of my life.

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

PHYSICAL WELL-BEING
I do and act in my daily life with vitality and no barriers.

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.

SPIRITUAL WELL-BEING
I live my life hopefully, in harmony with my values and beliefs.
**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.

Outcomes the Participant Experiences

A Flourishing Life

Well-Being

Mental and emotional health and well-being

Physical and social health and well-being

Social and emotional health and well-being

Cognitive and emotional health and well-being

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

Figure 4.3: Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model

Facilitation of leisure skills and knowledge:

- Savoring leisure
- Interests, preferences
- Authentic leisure
- Talents, abilities
- Leisure gratifications
- Skills and competencies
- Mindful leisure
- Virtuous leisure

Facilitation of leisure environments:

- Real choices for leisure
- Typical lifestyle rhythms
- Social support
- Inclusive environments
  - Physical accessibilit
  - Administrative inclusivity
  - Programming inclusivity

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 psychological and emotional resources:

- Positive behavioral supports
- Natural cues
- Quiet spaces in public areas
- High expectations and positive attitudes
- Other supports and accommodations

Facilitation of cognitive strengths:

- Ability to attend
- Concentration
- Following directions
- Memory
- Problem solving
- Goal setting, aspiration discovery

Facilitation of cognitive resources:

- Environmental cues
- Environment 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 areas
- Places of spiritual nourishment
- Beauty and aesthetics in the environment

Developing Strengths and Resources

Enhancing the Leisure Experience

Person in the Environment

Well-Being

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

From the leisure and well-being model (Carruthers & Hood, 2007; Hood & Carruthers, 2007)

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

* FIRST Circle: The Circle of INTIMACY
  List the people most intimate in your life — those you cannot imagine living without.

* SECOND Circle: The Circle of FRIENDSHIP
  List good friends — those who almost made the first circle.

* THIRD Circle: The Circle of PARTICIPATION
  List people, organizations, networks you are involved with (work colleagues, the choir, the square dance club, your softball team, etc. — people/groups you participate in.

* FOURTH Circle: The Circle of EXCHANGE
  List people you PAY to provide services in your life. (medical professionals, tax accountants, mechanics, hairdressers, barbers, teachers, etc.)

Note: People can be in more than one circle. Example: your doctor or teacher could also be a very close friend, a deceased parent/friend or even a pet, might be an intimate personal supporter, etc.

All My Life's A Circle

Fill Circles from the Outside-In!
### Strengths-Based Therapeutic Recreation Assessment

#### INTERNAL STRENGTHS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Source of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure Diagnostic Battery</td>
<td>Venture Publishing at <a href="http://www.venturepublish.com">www.venturepublish.com</a></td>
</tr>
</tbody>
</table>

#### EXTERNAL STRENGTHS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Source of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusivity Assessment Tool</td>
<td>Inclusive Recreation Resource Center at <a href="http://www.inclusivererc.org">www.inclusivererc.org</a></td>
</tr>
</tbody>
</table>

#### Domain: Leisure

- **Positivity Test**
- **Ways of Savoring Checklist**
- **Mood Meter**
  - Brackett, M., & Stern, R. (2014). Yale Center of Emotional Intelligence [www.ei.yale.edu](http://www.ei.yale.edu)

#### Domain: Psychological/Emotional

- **Mindful Attention Awareness Scale**
- **HOME Inventory**

#### Domain: Cognitive

- **Home & Community Social Behavior Scale**
- **Circle of Friends**

#### Domain: Social

- **Lubben Social Network Scale**
- **Walk Score**
  - [www.walkscore.com](http://www.walkscore.com)

#### Domain: Physical

- **Borg Rating of Perceived Exertion Scale**
- **The HOPE Questions**

#### Domain: Spiritual

- **VIA Strengths Assessment**
- **Meaning in Life Questionnaire**

#### Global Outcomes of Well-Being and Quality of Life

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Source of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Life Scale</td>
<td>Diener, E. (1984, 1993) at <a href="http://internal.psychology.illinois.edu/~ediener/SWLS.html">internal.psychology.illinois.edu/~ediener/SWLS.html</a></td>
</tr>
<tr>
<td>Quality of Life Profile On-Line</td>
<td>University of Toronto at <a href="http://utoronto.ca/qol/profile/adultVersion.html">utoronto.ca/qol/profile/adultVersion.html</a></td>
</tr>
</tbody>
</table>
Discovering Your Passions!

The following questions can be asked in a conversational interview, or through sustained observation over the course of time:

- What lights you up?
- What do you spend a lot of your time anticipating and getting excited about?
- When do you seem most focused and unaware of distractions?
- When do you seem and feel most alive?
- What helps you feel a sense of purpose?
- What gets you animated?
- What inspires you to talk and get excited?
- Do you remember a time when you really felt proud of yourself? What were you doing at the time?
- When was there a time that you felt at peace with yourself? What was happening?
- Have you ever been doing something and then realized that a lot of time had passed? What were you doing?
- Is there a time in your leisure when you can remember smiling a lot and feeling really happy? Describe that time.
- What do you do that really makes you smile, laugh, and feel happy inside?
- What do you remember doing in your leisure that made you stand up tall and feel really good about yourself?
- What have you tried in your leisure that you would give anything to try again?
- If you had lots of money, what would you want to do with it? Where would you go and what would you buy?
- What was your favorite thing to do as a child? Why was it your favorite thing? Who did you do it with?
- Is there anything that you used to do a lot of in your leisure that you would love to take up again?
- As a child, what did your family do together for leisure, on weekends and during vacations? With relatives?
- What does your family do together now?
- What is something you have always wanted to do in your leisure but were afraid to try?
- When are you most proud of yourself? How does it feel?
- What hidden talent do you have that no one but you seems to know about?
- If you could be someone special in your leisure who would you be?
- Did you ever see someone doing something on television that you wanted to learn to do yourself?
- Do you know of any neighbors/family members/friends/staff that have interesting hobbies or who do interesting things with their spare time? What makes it interesting to you?
- Who is your idol? Why is he or she your idol, what is it about him/her that you admire?
- If you were to go on a trip, where would you go and what would you do? Who would you take with you?
- Would you like to become a member of a club or organization? Which club or what kind of club? How do you know about that club? What do you think it would be like to be a member of that group? What would make that fun?

From McGill (1996)
What is a CIA (Certified Inclusivity Assessor)?

A Certified Inclusivity Assessor (CIA) is anyone who has been trained to use the Inclusivity Assessment Tool by completing Inclusion U and passing the “final exam” with the Inclusive Recreation Resource Center. A CIA knows how to use the IAT to assess a recreation amenity for its inclusiveness. CIAs are trained to assess physical and social inclusion at a recreation agency. And, only CIAs can use the Inclusivity Assessment Tool, developed by the Inclusive Recreation Resource Center.

How do I become a CIA?

To become a CIA, you must successfully complete Inclusion U Online. You must pass the final exam to show that you have the knowledge to use the Inclusivity Assessment Tool. Once you pass the exam, you are given access to all the online assessment tools and resources so that you can use the tools to assess recreation agencies.

What is Inclusion U?

Inclusion U is an online training that teaches the foundations of inclusion and how to use the Inclusivity Assessment Tool. Inclusion U Online is nine modules that you can complete at your own pace. At the end of the nine modules, you take an online final exam. You must score 80% or better on the final exam to become a CIA. The nine modules cover things like basics of inclusion, disability awareness, universal design, legislation and standards related to inclusion, administrative and programmatic best practices in inclusion, and more. The modules also teach you how to actually use the Inclusivity Assessment Tool.

What is the Inclusivity Assessment Tool (IAT)?

The Inclusivity Assessment Tool gathers descriptive information about the physical and social inclusion at a recreation agency. To complete the IAT, both physical measurements and an interview with staff must be completed. The data collected by the IAT can be entered into the Online Recreation Database and can be used by the recreation agency to improve usability to all visitors.
What does the IAT measure in the area of physical inclusion?

The IAT gathers information about the most necessary physical aspects of a recreation agency, so that visitors can determine usability. It uses the framework of approach (transportation, parking, route of travel), enter (stairs, ramps, doors), and use (registration/ticket areas, restrooms, elevators, routes of travel). It gathers descriptive information about the recreation amenities at the agency, such as sports fields, fishing piers, campsites, fitness areas, playgrounds, pools, and more.

What does the IAT measure in the area of administrative inclusion?

Through an interview, the IAT gathers information on administrative practices that promote inclusion. It asks about things like inclusive mission, staff training and awareness, planning, inclusive marketing, communication, accessible websites, specific policies and procedures that promote inclusion, evaluation, and partnerships.

What does the IAT measure in the area of programmatic inclusion?

The IAT gathers information on registration, training and skills of program staff, supports available to assist in inclusion, modifications and accommodations, adapted equipment, and any specialized programs or services that are available for people with disabilities.

What happens to the information I collect on the IAT?

Information you collect with the Inclusivity Assessment Tool goes directly into the IRRC Online Recreation Database. The Online Recreation Database can then be used by people with disabilities and their families and friends to plan recreation experiences, so they can “play wherever they choose!”

How can I learn more? How can I get involved?

If you want to learn more about registering for Inclusion U Online, or become involved in any other aspect of the work of the Inclusive Recreation Resource Center, contact us:

Contact Information

Phone     (607) 753-4833
E-mail     InclusiveRec@cortland.edu
Website    www.InclusiveRec.org
Facebook   www.facebook.com/InclusiveRec
OUR MISSION

The mission of the Inclusive Recreation Resource Center (IRRC) is to promote and sustain participation by people with disabilities in inclusive recreation activities and resources. We help ALL people play wherever they choose!

SERVICES

- **Inclusion U Online**
  We provide training, called *Inclusion U Online*, to parks and recreation professionals, self-advocates, tourism professionals, human services professionals, families, and anyone interested in increasing opportunities for inclusive recreation. *Inclusion U* teaches you how to be a *Certified Inclusivity Assessor*! Once you complete *Inclusion U* you are able to complete accessibility surveys and submit the results to the IRRC to be included in an online recreation access database.

- **Accessibility Surveys**
  With a user-friendly tool, the *Inclusivity Assessment Tool*, we help programs and facilities assess both physical accessibility and programmatic inclusion.

- **Online Database for Inclusive Recreation**
  All programs or facilities that are assessed using the *Inclusivity Assessment Tool* are entered into an extensive online database. The database is searchable by Google map, activity, venue, and location. The database is a comprehensive bank of information on how inclusive and accessible recreation resources are, to help people with disabilities and their families and friends better plan their recreation.

- **Technical Assistance**
  We provide assistance in improving recreation accessibility. We are available to help individual agencies as they work to increase inclusion of people with disabilities and other differences into their parks, programs, or facilities.

- **Partnerships**
  The Center has numerous partnerships to promote full inclusion in recreation. We are always seeking new partners to help us in our work!

- **Research and Evaluation**
  Central to the Center’s work is careful study of what works best to facilitate inclusion. We are collecting data to help inform us of the best ways to help parks and recreation opportunities be inclusive, and to help people with disabilities achieve their “recreation dreams and aspirations.”

Contact Information

- **Phone** (607) 753-4833
- **E-mail** InclusiveRec@cortland.edu
- **Web site** www.InclusiveRec.org
- **Facebook** www.facebook.com/InclusiveRec
Take two minutes to complete the Positivity Self Test now. Your score provides a snapshot of how your emotions of the past day combine to create your positivity ratio.

Instructions: How have you felt in the past day? Look back over the past day (i.e., from this time yesterday up to right now). Using the 0-4 scale below, indicate the greatest degree that you’ve experienced of each of the following feelings.

0 = Not at all
1 = A little bit
2 = Moderately
3 = Quite a bit
4 = Extremely

What is the most amused, fun-loving, or silly you felt? ▼
What is the most angry, irritated, or annoyed you felt? ▼
What is the most ashamed, humiliated, or disgraced you felt? ▼
What is the most awe, wonder, or amazement you felt? ▼
What is the most contemptuous, scornful, or disdainful you felt? ▼
What is the most disgust, distaste, or revulsion you felt? ▼
What is the most embarrassed, self-conscious, or blushing you felt? ▼
What is the most grateful, appreciative, or thankful you felt? ▼
What is the most guilty, repentant, or blameworthy you felt? ▼
What is the most hate, distrust, or suspicion you felt? ▼
What is the most hopeful, optimistic, or encouraged you felt? ▼
What is the most inspired, uplifted, or elevated you felt? ▼
What is the most interested, alert, or curious you felt? ▼
What is the most joyful, glad, or happy you felt? ▼
What is the most love, closeness, or trust you felt? ▼
What is the most proud, confident, or self-assured you felt? ▼
What is the most sad, downhearted, or unhappy you felt? ▼
What is the most scared, fearful, or afraid you felt? ▼
What is the most serene, content, or peaceful you felt? ▼
What is the most stressed, nervous, or overwhelmed you felt? ▼

Copyright Dr. Barbara Fredrickson 2009
MOOD METER: http://moodmeterapp.com/

The Mood Meter experience has 6 main components.

1. Plot your feeling

   - Consider the nuance of your current feeling. (How pleasant or unpleasant do you feel, and how high or low is your energy?)
   - Tap the appropriate color quadrant on the PLOT Screen and see the emotion word associated with your plot.

2. Describe why you have that feeling

   - Now you have the opportunity to reflect on why you are feeling that way and type it into your Mood Meter.
   - This information is saved, so you'll be able to check back over time to see if there are any patterns to what is changing your mood.

3. Select a strategy to shift your feelings, if desired

   - Regulation strategies include quotes, images, and practical tips to help you shift from one emotion to another.
   - Personalize your experience by adding your own quotes, images, and tips.
   - View "More Past Reasons" to be reminded of times when you were in the yellow or the green.

4. View personal reports to track your feelings

   - The more times you plot your feelings on the Mood Meter, the more useful your reports become.
   - Shift the date range to explore your feelings at different times in your life.
   - Tap ALL on the pie chart to see the details of your feelings over time.

5. Receive reminders to check-in with yourself

   - It's really up to you about how you want to use Mood Meter. You can always add or delete reminders.
   - Some people like to have multiple reminders each day, others like once a day.
   - Some people like to use the reminders with specific events: when they wake up, at meals, after class, etc.
   - Pick what works best for you. You can always change your mind!
   - Remember, if you want to set a recurring reminder, make sure to tap "Repeat" when setting up a new reminder.

6. Share our feelings with friends

   - Just tap the "Share" icon and you have the option to share your feelings with your friends on Facebook or Twitter.
   - You will have the opportunity to edit your "Describe Why" text before it is shared.
LUBBEN SOCIAL NETWORK SCALE – 6 (LSNS-6)

FAMILY: Considering the people to whom you are related by birth, marriage, adoption, etc...

1. How many relatives do you see or hear from at least once a month?
   0 = none       1 = one       2 = two       3 = three or four   4 = five thru eight   5 = nine or more

2. How many relatives do you feel at ease with that you can talk about private matters?
   0 = none       1 = one       2 = two       3 = three or four   4 = five thru eight   5 = nine or more

3. How many relatives do you feel close to such that you could call on them for help?
   0 = none       1 = one       2 = two       3 = three or four   4 = five thru eight   5 = nine or more

FRIENDSHIPS: Considering all of your friends including those who live in your neighborhood

4. How many of your friends do you see or hear from at least once a month?
   0 = none       1 = one       2 = two       3 = three or four   4 = five thru eight   5 = nine or more

5. How many friends do you feel at ease with that you can talk about private matters?
   0 = none       1 = one       2 = two       3 = three or four   4 = five thru eight   5 = nine or more

6. How many friends do you feel close to such that you could call on them for help?
   0 = none       1 = one       2 = two       3 = three or four   4 = five thru eight   5 = nine or more

LSNS-6 total score is an equally weighted sum of these six items. Scores range from 0 to 30
Table 9.21. The Borg Rating of Perceived Exertion Scale

<table>
<thead>
<tr>
<th>Instructions for Borg Rating of Perceived Exertion (RPE) Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>While doing physical activity, we want you to rate your perception of exertion. This feeling should reflect how heavy and strenuous the exercise feels to you, combining all sensations and feelings of physical stress, effort, and fatigue. Do not concern yourself with any one factor such as leg pain or shortness of breath, but try to focus on your total feeling of exertion.</td>
</tr>
<tr>
<td>Look at the rating scale below while you are engaging in an activity; it ranges from 6 to 20, where 6 means &quot;no exertion at all&quot; and 20 means &quot;maximal exertion.&quot; Choose the number from below that best describes your level of exertion. This will give you a good idea of the intensity level of your activity, and you can use this information to speed up or slow down your movements to reach your desired range.</td>
</tr>
<tr>
<td>Try to appraise your feeling of exertion as honestly as possible, without thinking about what the actual physical load is. Your own feeling of effort and exertion is important, not how it compares to other people's. Look at the scales and the expressions and then give a number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>No exertion at all</td>
</tr>
<tr>
<td>7</td>
<td>Extremely light (7.5)</td>
</tr>
<tr>
<td>8</td>
<td>Very light</td>
</tr>
<tr>
<td>9</td>
<td>Light</td>
</tr>
<tr>
<td>10</td>
<td>Somewhat hard</td>
</tr>
<tr>
<td>11</td>
<td>Hard (heavy)</td>
</tr>
<tr>
<td>12</td>
<td>Very hard</td>
</tr>
<tr>
<td>13</td>
<td>Extremely hard</td>
</tr>
<tr>
<td>14</td>
<td>Maximal exertion</td>
</tr>
</tbody>
</table>

9 corresponds to "very light" exercise. For a healthy person, it is like walking slowly at his or her own pace for some minutes.

13 on the scale is "somewhat hard" exercise, but it still feels OK to continue.

17 "very hard" is very strenuous. A healthy person can still go on, but he or she really has to push him- or herself. It feels very heavy, and the person is very tired.

19 on the scale is an extremely strenuous exercise level. For most people this is the most strenuous exercise they have ever experienced.

© Gunnar Borg, 1998; from the Centers for Disease Control
http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html
MLQ

Please take a moment to think about what makes your life and existence feel important and significant to you. Please respond to the following statements as truthfully and accurately as you can, and also please remember that these are very subjective questions and that there are no right or wrong answers. Please answer according to the scale below:

<table>
<thead>
<tr>
<th>Absolutely Untrue</th>
<th>Mostly Untrue</th>
<th>Somewhat Untrue</th>
<th>Can't Say True or False</th>
<th>Somewhat True</th>
<th>Mostly True</th>
<th>Absolutely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. _____ I understand my life’s meaning.
2. _____ I am looking for something that makes my life feel meaningful.
3. _____ I am always looking to find my life’s purpose.
4. _____ My life has a clear sense of purpose.
5. _____ I have a good sense of what makes my life meaningful.
6. _____ I have discovered a satisfying life purpose.
7. _____ I am always searching for something that makes my life feel significant.
8. _____ I am seeking a purpose or mission for my life.
9. _____ My life has no clear purpose.
10. _____ I am searching for meaning in my life.

MLQ syntax to create Presence and Search subscales:
Presence = 1, 4, 5, 6, & 9-reverse-coded
Search = 2, 3, 7, 8, & 10
Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

_____ In most ways my life is close to my ideal.
_____ The conditions of my life are excellent.
_____ I am satisfied with my life.
_____ So far I have gotten the important things I want in life.
_____ If I could live my life over, I would change almost nothing.

- 31 - 35 Extremely satisfied
- 26 - 30 Satisfied
- 21 - 25 Slightly satisfied
- 20 Neutral
- 15 - 19 Slightly dissatisfied
- 10 - 14 Dissatisfied
- 5 - 9 Extremely dissatisfied

Permission to Use
The scale is copyrighted but you are free to use it without permission or charge by all professionals (researchers and practitioners) as long as you give credit to the authors of the scale: Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin as noted in the 1985 article in the *Journal of Personality Assessment*.

About SWLS
The SWLS is a short 5-item instrument designed to measure global cognitive judgments of satisfaction with one's life. The scale usually requires only about one minute of a respondent's time.
Use the following scale to indicate your level of agreement with the statements below:

0 = strongly disagree  1 = mildly disagree  2 = unsure  3 = mildly agree  4 = strongly agree

___A. I relate well to others
___B. I live my life hopefully
___C. The way I live my life is consistent with my values and beliefs
___D. I have poor health
___E. I think in a focused way
___F. I belong to social groups which I value
___G. I learn eagerly
___H. I feel controlled by others
___I. I feel happy
___J. I am optimistic
___K. My leisure experiences positively impact other areas of my life
___L. I have trouble solving problems
___M. I have lots of energy
___N. I do not have a sense of meaning and purpose
___O. My fitness level is high
___P. I find enjoyment in my leisure experiences
___Q.I don’t often get to do what I enjoy in my leisure
___R.I don’t have friends

Scoring:  Leisure:  K + P = ___ - Q = ___  Cognitive:  E + G = ___ - L = ___
Physical:  M + O = ___ - D = ___  Spiritual:  B + C = ___ - N = ___
Social:  A + F = ___ - R = ___  Psychological/Emotional:  I + J = ___ - H = ___

1 The WBI was developed by Jeff Witman from the content of the Flourishing Through Leisure Model (Anderson & Heyne, 2012). It is published in the Therapeutic Recreation Journal, Volume 48(2), pp. 188–198.
What are Your Goals and Do They Contribute to Your Well-Being?

Goals are 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 workshop. Below, list a goal you have for yourself in each domain. 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.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Goal:</th>
<th>Is this goal: □ intrinsic □ authentic □ approach-oriented □ harmonious □ activity-based □ flexible/appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEISURE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCHOLOGICAL/EMOTIONAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COGNITIVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPIRITUAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thoughts?
Chapter 10–Planning in Strengths-Based Therapeutic Recreation Practice

When I first met Jeffrey, he had just moved into a home that was built for him and five other young people, coming from a facility that was home to 48 people. I was just beginning my career working in human services, and therapeutic interventions based on strengths were a few years away. The human services system dealt with deficits. There was something wrong with people and it was our job to figure out what those things were and how to “fix them.” We dealt with people in terms of their vulnerabilities, their negative target behaviors, and their failures in their cognitive and physical abilities. A few years later that would all change for me, as my life would again intersect with my friend Jeffrey.

As fate would have it, I would begin to pursue my career in therapeutic recreation, and I needed a job that would allow me the flexibility to finish my degree. That job would lead me to being the Program Coordinator of the home in which Jeffrey lived. By this time, Jeff had lived at a group home of one kind or another for approximately 10 years. Jeff was diagnosed with significant physical and cognitive disabilities, but I saw someone very different; I saw a sports fan, a wrestling fan, lover of music, and a practical joker. As was the norm, all of Jeff’s assessments and subsequent programming dealt with his deficits and disabilities. He had a behavior program that collected data on all of the “bad” things he did. He had a program to correct his management of his wheelchair. He had therapy programs to correct range of motion deficits and effects from his spina bifida, and his community programs consisted of shopping at the local discount store. He was 18 years old.

Jeffrey was blessed in more ways than one, and I was subsequently blessed to be working with him. He had an incredibly supportive and loving family. Much of what was lacking in his programming and structure in his group home was made up for by his family. He was surrounded by “professionals” for so many years of his life, yet it was his family who was the most educated about how to offer him quality of life. It was from their lead that a group of new and dedicated staff and I began the course to assist Jeffrey with reaching his dreams. We worked to offer him the opportunities in his life that were most important to him, not the service system in which he had fallen for half of his life.

In October one year, a new phase in Jeffrey’s life began. His team meeting occurred that day, but it was a process in which none of us had ever been involved. Instead of reviewing and filling out forms that evaluated progress in deficit areas, we began on a PATH that talked about dreams, adventures, and the things that Jeffrey felt were important in his life. This PATH (Planning Alternative Tomorrows with Hope) process was a new tool in our organization that focused on the person and what they saw as important. It focused on positive planning, positive outcomes, and positive supports to reach the dreams that Jeffrey had never been asked to dream of before. It was October 9th, 1996, and Jeffrey’s life was about to take on a whole new meaning, not just to him, but to those involved in his life as well.

Jeffrey’s PATH

Of course, as with any type of gathering, you must have rules. But these rules were quite different than we had experienced in the past. They were simple, yet effective.

Rule #1: The right people are here.
Rule #2: It begins when it begins, and ends when it ends.
Rule #3: Whatever happens is the only thing that could have.
Rule #4: The Golden Rule: Be nice or get out!

Once the ground rules were established, the process began. Jeffrey was joined by those in his life who he felt meant the most to him. He was in charge of the invitations, and if he did not want you there, you were not there. Not surprisingly, there were no doctors present, no therapists present, no psychologists present, and no behavioral analysts present. He wanted those people there who he knew would help him dream: his mother, his teacher, and the direct support professionals who had recently joined him to make positive changes in his life. He had set the stage, and we were now ready to make his dreams come true.

We began with his North Star. What would he do in a perfect world with no limitations, no disabilities, and no barriers of any kind? We asked Jeffrey to dream. We asked his mother and his friends to dream. His dreams were positive. His dreams were about getting away from his disability, about soaring above it. His dreams were about family, recreation, travel, and friends. Not one of his dreams involved a behavior support plan, adaptive equipment, learning to unload the dishwasher, or put away his laundry. He wanted to go to college, travel to Florida for Spring Training, go to as many sporting events as possible, own his own house, be a father, build a greenhouse, own his own cat, remain close to his family, and last, but one of his biggest dreams of all, meet Celine Dion!
The Fabulous Life of Jeffrey James (cont’d)

Jeffrey had several other dreams as well. Once he was asked about his own life, the floodgates opened. Soon he was not just talking about his dreams, but demanding them! All the years of being told what to do, being programmed according to his deficits and disabilities, all those walls that had been placed in front of him were starting to come crashing down. From his dreams, he began to take First Steps. He talked about what he could have accomplished from his dreams in one year’s time. We all focused on what was positive and possible for Jeffrey, and how we, as those he had chosen to join him in this process, would help him to reach his North Star. Everyone used words to describe the process that were rarely heard in annual planning meetings for people. We used words such as “thrilling,” “positive,” “doable,” “meaningful,” “complete,” “fun,” “ambitious,” “groundbreaking,” “pioneering” and “all about Jeffrey!” We could not remember the last time we had heard the word “groundbreaking” describe a planning meeting for someone with a disability. But that is what this was for Jeffrey. It was groundbreaking. It was about him, about his dreams and focusing on the positive outcomes that would take Jeffrey all the way to his North Star and beyond.

Positive and Possible

The key to the success of this process was to have commitment from the team that had come to support Jeffrey. Working on a PATH takes a great deal of commitment; commitment beyond paper, beyond assessments, and beyond collecting data. Jeffrey had chosen people that he knew would follow through on his dreams. What we did not expect was that other people, those who had not been involved in the process, wanted in on Jeffrey’s dreams. When we began to work with people focusing on positive outcomes and not negative deficits, everyone wanted to be involved. Jeffrey was excited about his plan for the first time in his life. And along with that excitement and the progress towards his North Star, we saw something that none of us expected. We saw the negative aspects of Jeffrey’s disability begin to disappear. It seemed that when the focus was on the positive and not the negative, the negative began to fade. And his dreams were coming true!

The beauty of the PATH process, and other processes that focus on people and their strengths, and the benefits that it brought to Jeffrey’s life, could never have been imagined with the old system’s negative focus. The PATH simply took the therapeutic recreation process and based it on positive outcomes. The PATH itself was the initial assessment; the First Steps the programming; the 3-month, 6-month, and 1-year follow-up required documentation; and his 1-year celebration the evaluation of the process. While several more steps were involved on a daily and monthly basis, it was not surprising that when people were asked to dream, their dreams focused on recreation and relationships—the very core of what therapeutic recreation could bring to their lives.

Jeffrey’s life was cut short in January of 2000. But the last 4 years of his life were filled with his dreams. He created his own garden in his backyard; he attended more sporting events than we ever thought possible; he redecorated his room, purchased his own car, and most importantly saw Celine Dion not once, but twice! The last day of his life he spent surrounded by family at a favorite restaurant. He reached for his North Star, he dreamed and helped all of us around him realize that dreaming was a necessary part of helping people to become everything they wanted to be.

Figure 10.18b Life Story: The Fabulous Life of Jeffrey James (cont’d)
Ways of savoring:
- Thanksgiving - gratitude for blessings and gifts which are attributed to an external source
- Marveling - awe in the presence of an external force. It is the absorption of attention on the grandeur of an experience or construct which exists outside of the self
- Basking - enjoying one’s accomplishments; a sense of achievement and also the anticipation and reminiscence of that achievement
- Luxuriating - savoring of physical pleasures

Savoring Scavenger Hunt

1

Treasure Map

Start

Savoring #1 - Luxuriating

Savoring #2 - Basking

Savoring #3 - Marveling
To Do List

“Ta Da”
<table>
<thead>
<tr>
<th>Positive Emotion</th>
<th>What Tends to Trigger the Emotion</th>
<th>Thought-Action Tendency Triggered</th>
<th>Resources Accrued</th>
<th>What Will You Add to Your Positivity-Passion Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy</td>
<td>Safe, familiar, unexpectedly good</td>
<td>Play, get involved, free activation</td>
<td>Skills gained via experiential learning</td>
<td></td>
</tr>
<tr>
<td>Gratitude</td>
<td>Receive a benefit or gift</td>
<td>Creative urge to be prosocial</td>
<td>Skills for showing care, loyalty, social bonds</td>
<td></td>
</tr>
<tr>
<td>Serenity or contentment</td>
<td>Safe, familiar, low effort</td>
<td>Savor, integrate</td>
<td>New priorities, new views of self</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>Safe, novel</td>
<td>Explore, learn</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td>Fearing the worst, yearning for better</td>
<td>Plan for a better future</td>
<td>Resilience, optimism</td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td>Socially valued achievement</td>
<td>Dream big</td>
<td>Achievement motivation</td>
<td></td>
</tr>
<tr>
<td>Amusement</td>
<td>Non-serious social incongruity</td>
<td>Share, be jovial, laugh</td>
<td>Social bonds</td>
<td></td>
</tr>
<tr>
<td>Inspiration</td>
<td>Witness human excellence</td>
<td>Strive toward own higher ground</td>
<td>Motivation for personal growth</td>
<td></td>
</tr>
<tr>
<td>Awe</td>
<td>Encounter beauty or goodness on a grand scale</td>
<td>Absorb, accommodate</td>
<td>New worldviews</td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td>Any/all of the above in an interpersonal connection</td>
<td>Any/all of the above with mutual care</td>
<td>Any/all of the above, especially social bonds</td>
<td></td>
</tr>
</tbody>
</table>
### Table 11.1 Using the LWM and the Flourishing through Leisure Model to Categorize Selected Strategies and Interventions

<table>
<thead>
<tr>
<th>Well-Being Domain</th>
<th>Strategies to Build Internal Strengths</th>
<th>Strategies to Build External Strengths and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure</td>
<td>• Leisure education</td>
<td>• Building recreation strengths and resources</td>
</tr>
<tr>
<td></td>
<td>- Savoring leisure</td>
<td>- Enhancing real choices for recreation</td>
</tr>
<tr>
<td></td>
<td>- Pursuing authentic leisure</td>
<td>- Facilitating typical rhythms</td>
</tr>
<tr>
<td></td>
<td>- Increasing flow and leisure gratifications</td>
<td>- Creating inclusive environments and services</td>
</tr>
<tr>
<td></td>
<td>- Increasing mindful leisure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pursuing virtuous leisure</td>
<td></td>
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<tr>
<td></td>
<td>- Building interests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Building skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Building knowledge</td>
<td></td>
</tr>
<tr>
<td>Psychological/Emotional</td>
<td>• Learning and cultivating optimism</td>
<td>• Identifying/supporting diverse individuals and groups that enhance emotional and psychological well-being</td>
</tr>
<tr>
<td></td>
<td>- Acting happy</td>
<td>- Identifying/creating quiet spaces in public places</td>
</tr>
<tr>
<td></td>
<td>- Being self-determined</td>
<td>- Building positive accepting attitudes</td>
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<tr>
<td></td>
<td>- Being a self-advocate</td>
<td>- Enhancing natural cues</td>
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<tr>
<td></td>
<td>- Developing coping strategies</td>
<td>- Identifying/developing positive behavioral supports</td>
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<tr>
<td></td>
<td>- Identifying character strengths and virtues</td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>• Avoiding overthinking</td>
<td>• Identifying/creating environmental cues</td>
</tr>
<tr>
<td></td>
<td>- Committing to goals and aspirations</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>• Practicing acts of kindness</td>
<td>• Identifying/building positive behavioral supports</td>
</tr>
<tr>
<td></td>
<td>- Nurturing social relationships</td>
<td>- Building and nurturing social supports and friendships</td>
</tr>
<tr>
<td></td>
<td>- Learning positive behavior</td>
<td>- Building community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifying/supporting family resources</td>
</tr>
<tr>
<td>Physical</td>
<td>• Taking care of the body and physical activity</td>
<td>• Using adapted equipment</td>
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<tr>
<td></td>
<td></td>
<td>- Using universal design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Creating and sustaining livable communities</td>
</tr>
<tr>
<td>Spiritual</td>
<td>• Learning to forgive</td>
<td>• Building and sustaining a culture of hope and high expectations</td>
</tr>
<tr>
<td></td>
<td>- Expressing gratitude</td>
<td>- Identifying supporting nature-based activities</td>
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<tr>
<td></td>
<td>- Practicing spirituality</td>
<td>- Identifying/creating quiet spaces</td>
</tr>
<tr>
<td></td>
<td>- Practicing meditation</td>
<td>- Enhancing beauty and aesthetics in the environment</td>
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<tr>
<td></td>
<td>- Clarifying values</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clarifying goals and aspirations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Using character strengths and virtues</td>
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</tr>
</tbody>
</table>
# Self-Assessment of Learning

**ASSESS YOUR STRENGTHS-BASED PRACTICES**

Green, McAllister, and Tarte (2004) developed the Strengths-Based Practice Inventory to help us assess our ability to implement the strengths approach in our services and programs with participants. Here are items adapted from the inventory that you can use to measure how well you are doing in putting the strengths-based approach into practice. Rate yourself from Strongly Agree (4) to Strongly Disagree (1). The higher your score, the more you are implementing the strengths approach (total possible points equals 64 points).

<table>
<thead>
<tr>
<th>Empowerment Approach</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I help participants see strengths in themselves they didn’t know they had.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. I help participants use their own skills and resources to reach goals.</td>
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<tr>
<td>3. I work together with participants to help them meet their needs.</td>
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<td></td>
<td></td>
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<tr>
<td>4. I help participants see they are good at things.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I encourage participants to think about their own goals or dreams.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Cultural Competence |  |  |  |  |
|---------------------|  |  |  |  |
| 6. I encourage participants to learn about their own culture and history. |  |  |  |  |
| 7. I respect participants’ cultural and/or religious beliefs. |  |  |  |  |
| 8. I have materials for participants that positively reflect their cultural background. |  |  |  |  |

| Sensitivity and Knowledge |  |  |  |  |
|---------------------------|  |  |  |  |
| 9. I know about other programs participants can use if they need them. |  |  |  |  |
| 10. I give participants good information about where to go for services they need. |  |  |  |  |
| 11. I understand when something is difficult for participants. |  |  |  |  |
| 12. I support participants in the decisions they make about themselves. |  |  |  |  |

| Relationships and Support |  |  |  |  |
|---------------------------|  |  |  |  |
| 13. I encourage participants to share their knowledge with others. |  |  |  |  |
| 14. I provide opportunities for participants to get to know others in the community. |  |  |  |  |
| 15. I encourage participants to go to friends and family for help and support. |  |  |  |  |
| 16. I encourage participants to get involved in their community. |  |  |  |  |
Worksheet 16.13

My Letter from the Future

Write a letter to yourself that describes you as a therapeutic recreation specialist 5 years from now. Ask yourself: What would be my best possible future as a therapeutic recreation specialist? What does my future look like? What am I doing? What philosophy do I use in my practice? What other dreams do I have about being a therapeutic recreation professional?

Date:

Dear (your name),

Sincerely,

(Your signature)
Strengths-Based Therapeutic Recreation Resources List


Internet Resources:
Authentic Happiness, University of Pennsylvania: www.authentichappiness.sas.upenn.edu
Center for Mindfulness in Medicine, Health Care, and Society, University of Massachusetts Medical School: umassmed.edu/cfm/Gratitude Revealed: http://gratituderevealed.com/
Greater Good Science Center: http://greatergood.berkeley.edu/
National Center for Complementary and Integrative Health: https://nccih.nih.gov/
Positive Emotions and Psychophysiology Laboratory: http://www.unc.edu/peplab/home.html
Positive Psychology Center: http://www.positivepsychology.org/

Video Resources:
Aimee Mullins, My 12 Pair of Legs: http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics
Flame, the Band: http://www.flametheband.com/
Hilary Lister, Dream Trust: http://www.hilarylister.com/A96C9/Home.aspx