## A Leisure Activities Curricular Component for Severely Handicapped Youth: Why and How

Luanna M. Voeltz and James A. Apffel

The present paper presents a rationale for including a leisure time activities curriculum component in educational programming for severely handicapped children and youth. The importance of play and the constructive use of leisure time for both nonhandicapped and handicapped persons is stressed, and a review of the literature provides documentation of the multiple positive effects of a leisure repertoire upon the adaptive behavior and community adjustment of the severely handicapped. A brief description of a model demonstration project to develop an innovative leisure curriculum component is introduced, emphasizing the scope, content and purpose of such training. Finally, selection criteria which might be useful to guide future teacher and care-giver decisions in the leisure domain are presented, and the role of parents and community care-givers in cooperative planning for leisure education is emphasized.

The ability to play—to occupy oneself constructively and pleasurably during free time—appears to develop vicariously in most persons. Children seem to naturally engage in explorations of persons and materials in their environment, with the quality of those interactions increasing in complexity as the child matures. Yet, we undoubtedly underestimate the extent to which children learn and are taught to play. The various social systems to which children are exposed present numerous opportunities for lessure activities and socialization experiences associated with play. Parents clearly recognize the necessity of engaging the infant in play, and structured programs during the early childhood period carefully incorporate the time and opportunity for play and social interaction. To some extent, our historical hesitation to structure academic experiences for the very young child reflects a philosophical bias that learning in a systematic fashion must follow the kinds of exploratory interactions with the environment which are characterized as play.

This work was supported in part by Contract No. 300-78-0343 from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Information regarding Ho'creanes's curriculum component may be obtained by writing to Luarina Voetz, Department of Special Education, 1776 University Avenue UA1-3, University of Hawaii, Horodulu, Hawaii 90002.

## <u>Longitudinal Leisure Skills For Severely Handicapped</u> <u>Learners The Hoonanea Curriculum Component</u>

**Bonnie Biel Wuerch, Luanna M. Voeltz** 

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**Longitudinal Leisure Skills for Severely Handicapped Learners** Bonnie Biel Wuerch, Luanna M. Voeltz, 1982-01-01 *Making Leisure Provision for People with Profound Learning and Multiple Disabilities* James Hogg, J. Cavet, 2013-11-11

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Resource Materials Center for Deaf-blind, Severely Handicapped, and Early Childhood Special Education

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Bellack, Michel Hersen, Alan E. Kazdin, 2012-12-06 It is particularly gratifying to prepare a second edition of a book because there is the necessary implication that the first edition was well received Moreover now an opportunity is provided to correct the problems or limitations that existed in the first edition as well as to address recent developments in the field Thus we are grateful to our friends colleagues and students as well as to the reviewers who have expressed their approval of the first

edition and who have given us valuable input on how the revision could best be structured Perhaps the first thing that the reader will notice about the second edition is that it is more extensive than the first The volume currently has 41 chapters in contrast to the 31 chapters that comprised the earlier version Chapters 3 9 29 and 30 of the first edition either have been dropped or were combined whereas 14 new chapters have been added In effect we are gratified in being able to reflect the continued growth of behavior therapy in the 1980s Behavior therapists have addressed an ever increasing number of disorders and behavioral dysfunctions in an increasing range of populations The most notable advances are taking place in such areas as cognitive approaches geriatrics and behavioral medicine and also in the treatment of childhood disorders

American Journal of Mental Deficiency ,1987 Includes the association's conference proceedings and addresses Design of High School Programs for Severely Handicapped Students Barbara Wilcox, G. Thomas Bellamy,1982 Encompassing vocational leisure and independent living domains across home school and community environments Design of High School Programs for Severely Handicapped Students focuses on preparing students for functioning in future work and living environments and providing effective transition to those environments Here in this book is a comprehensive framework for the provision of quality secondary education to adolescence with severe handicaps Proposed new dimensions and qualities upon which education for severely handicapped high school students must be based confront the shortcomings of regular secondary education and the troubles of special education and look to a future of productivity independence and participation in community life for these students Back cover Mental Retardation ,1983

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