

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 leisure 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.

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Longitudinal Leisure Skills For Severely Handicapped Learners The Hoonanea Curriculum Component

Lingjun Ying



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