This book is dedicated to my wife, Joan, whose love and support allowed me to write this book.
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About the Author

David R. Austin

Dr. Austin’s research has focused upon the social psychology of recreational therapy and professional preparation. Topics of over 140 publications have included attitudes toward serving persons with disabilities, burnout, and recreational therapy curricula. He is the author or coauthor of five widely used textbooks: *Therapeutic Recreation Processes and Techniques* (7th edition); *Inclusive and Special Recreation: Opportunities for Diverse Populations to Flourish* (6th edition); *Therapeutic Recreation: An Introduction* (3rd edition); *Conceptual Foundations for Therapeutic Recreation*; and *Lessons Learned: An Open Letter to Recreational Therapy Students and Practitioners*. Dr. Austin produced 23 instructional videos through the federally funded Recreation Therapy Video (RTV) Project, and he is author of the Health Protection/Health Promotion Model of Practice. Dr. Austin has served on editorial boards for the *Journal of Leisure Research*, *Schole*, *Annual in Therapeutic Recreation*, and *Leisure Today*. He is a past president of ATRA, the Society of Park and Recreation Educators, and the Academy of Leisure Sciences, as well as a past member of the NRPA Board of Trustees. Dr. Austin is a fellow in the Academy of Leisure Sciences and a founding fellow of the National Academy of Recreational Therapists. He is the only individual to have received the NTRS Distinguished Service Award, the ATRA Distinguished Fellow Award, and the SPRE Distinguished Fellow Award. He has been awarded Indiana University’s highest teaching award, the Frederic Bachman Lieber Memorial Award for Distinguished Teaching. He has been named to the Union College Hall of Fame and was presented the Brightbill Award by the University of Illinois. In 1998, Dr. Austin received the NRPA Literary Award.
Preface

This seventh edition of *Therapeutic Recreation Processes and Techniques* is a revision of the last edition published in 2009. Being the seventh edition makes the book unique among recreational therapy books as it is the first RT book to be published in seven editions. The material has been extensively updated, and new information has been included to expand the breadth and depth of the topics covered in order to make this edition of the book more comprehensive than ever.

My goal in writing from the first edition of this book in 1982 to the current edition has been to produce a text that would add to the practice knowledge of the profession, as well as enhance the technical abilities of recreational therapy students and clinicians. Ultimately, the purpose of this book has always been to improve the quality of recreational therapy services available to clients.

Today’s recreational therapists must possess a broad knowledge base that offers them a foundation for practice. Recreational therapists need to know strategies for applying the latest techniques and possess the best evidence available to help their clients to achieve the most optimal outcomes. Consistent with those aims, the purpose of this book is to inform practice. While dealing with the practice of recreational therapy, it provides the theoretical and empirical evidence needed to support practice.

I wrote the original edition because there was a need for a book that explained how to practice recreational therapy. Instead of providing information about recreational therapy services and client characteristics, I wrote a book that emphasized substantive concerns involved in actual practice. Throughout the book, I have discussed not only theory, but the implications of theory for the practice of recreational therapy.

This text was written to go beyond the common-sense approach that utilizes knowledge gained primarily through personal experience. The content of this book includes literature from psychiatry, education, nursing, social work, rehabilitation, and counseling, as well as academic disciplines representing the behavioral sciences. This broad-based foundation provides a scholarly basis for understanding and applying recreational therapy processes and techniques. In sum, it can be a valuable resource for those who engage in evidence-based practice. In fact, the subtitle of *Evidence-Based Recreational Therapy* has been added to the title of this seventh edition to emphasize the focus within the book on evidence-based practice.

Finally, I wished to provide a book that is readable and easy to follow. Each chapter adheres to a set format that includes objectives to guide the reader’s learning and a set of reading comprehension questions. This structure is explained in detail in Chapter 1.

There have been a number of changes in this edition. Chapter 2, “Theories and Therapies,” includes expanded and updated coverage of an emerging theoretical perspective for recreational therapy, positive psychology. A new table titled “Positive Psychology in a Nutshell” has been added to succinctly interpret positive psychology. Chapter 3, “Facilitation
Techniques,” now includes scores of up-to-date research studies to guide evidence-based practice. Ample empirical evidence is cited to support the use of many facilitation techniques such as adventure therapy, animal-assisted therapy, aquatic therapy, progressive relaxation training, imagery, yoga, exercise and physical activity, humor, creative arts (e.g., music listening, expressive writing), remotivation therapy, and life review. New segments have been added on Cognitive Stimulation Therapy, robotic therapy, and retail therapy. Chapter 4, “The Recreational Therapy Process,” has increased emphasis on theory-based practice and the assessment of strengths. In Chapter 5, “Helping Others,” the section on cultural diversity has undergone updating and expansion. Chapter 6, “Communication Skills,” contains expanded information on communicating with clients from a number of specific groups. Chapter 7, “Being a Leader,” has been extensively revised to provide a wealth of information to help recreational therapists perform well in their roles as group leaders. Detailed information on group processing is provided within the chapter. Chapter 9, “Clinical Supervision,” has been updated and enlarged to include developmental stages in clinical supervision and multiculturalism in clinical supervision. Throughout the book, sections have been augmented and additional tables have been added. Unique elements found in earlier editions of the book have been updated. These include information on drug therapy, therapeutic communication skills, developing self-awareness, conceptual models, the Transtheoretical Model and motivational interviewing, the International Classification of Functioning, Disability and Health (ICF), and formulating goals and objectives. Over 325 new references appear in this seventh edition. In short, I am excited to be able to present what I believe are, by far, the most extensive and best revisions ever made to this book.

I wish to acknowledge and express appreciation to Sagamore Publishing for allowing an expansion in the number of pages in the chapters on the recreational therapy process and facilitation techniques. The facilitation techniques chapter, in particular, has been greatly enlarged to accommodate an increased emphasis on research evidence related to the various facilitation techniques.

A word about the choice of terms in this book is in order. The term client has been used because it is widely accepted in the world of recreational therapy today and is a more universal term than patient, student, or resident. Also, the terms recreational therapist or therapist have been consistently applied when referring to practitioners.

As in prior editions, in this seventh edition many practical guidelines, exercises, and examples are provided throughout the book. Instructors may obtain an Instructor’s Guide for the book at www.sagamorepub.com.

I am indebted to many individuals and institutions for assistance in preparation of this book. I am particularly grateful for the work done by my wife, Joan; in addition to coauthoring Chapter 10, she made many suggestions and edited drafts of the manuscript.

David R. Austin, PhD
Chapter 1

Basic Concepts

Chapter Purpose

Recreational therapy accomplishes its goals through the actions of specialists who, as helping professionals, serve clients. To become a competent helping professional, recreational therapists must gain both the theoretical and the technical knowledge necessary for successful practice. An introduction to helping others and to the content and format of the book is presented within this chapter.

Key Terms

- Helping relationships
- Objectives
- Theory

Objectives

- Comprehend the nature of the content contained within this book.
- Grasp what makes the recreational therapist different from the layperson.
- Know the major topics to be covered in this book.
- Understand the format followed in each chapter.
- Recognize that the approach taken within this book is to make the reader the focus of instruction.

Since there are other books on recreational therapy, one might ask, “Why add another to the collection?” One reason might be that an improved version of prior works is needed. However, there are already several well-prepared works among the current recreational therapy textbooks. There is, however, a great deal of information regarding recreational therapy that has not been covered in previously published textbooks.

Introductory recreational therapy textbooks necessarily provide information about recreational therapy services and client characteristics but do not deal extensively with the actual delivery of direct client service. This book marks a departure from the survey type of textbooks that have served the profession well as literature for introductory courses.

in recreational therapy. This book will examine the methods of recreational therapy. It is directed at the how of recreational therapy. Although it is based largely on theory, the book covers basic helping skills required in the practice of recreational therapy. In short, Therapeutic Recreation Processes and Techniques deals with a client-centered, evidence-based approach to practice.

On Helping Others

Those in recreational therapy require literature that will expand knowledge of the processes and techniques central to the delivery of evidence-based direct client services. In successful helping relationships, we assist the client to meet a problem or need. If we are to be able to do this better than the client can alone or with family or friends, we must possess more than good intentions. The difference between a layperson's approach to the client and that of the trained practitioner is that the practitioner bases his or her service on processes and techniques drawn from the theoretical, scientific, and experiential knowledge of his or her profession. People rely on recreational therapists to have the theory and skills that will enable them to do things they could not otherwise accomplish alone.

It is therefore critical that basic processes and techniques of recreational therapy be thoroughly understood and skilfullly applied by those practicing in the profession. This book provides professional information to assist those developing themselves for careers in recreational therapy to gain competencies necessary for the provision of quality services.

Major Topics Covered

Chapter 1: Basic Concepts

Chapter 1 offers a brief overview and discussion of this book's major concepts, purposes, and its organization.

Chapter 2: Theories and Therapies

One distinction between the layperson and the professional is that the professional draws on theory as a basis for action. Chapter 2 differentiates among psychoanalytic, behavioristic, cognitive-behavioral, growth psychology, positive psychology, and other theories—and therapeutic approaches related to these orientations—and provides a fundamental level of knowledge about theoretical perspectives for recreational therapists.

Chapter 3: Facilitation Techniques

Chapter 3 discusses facilitation techniques such as values clarification, horticulture therapy, therapeutic touch, social skills training, progressive relaxation training, yoga, animal-assisted therapy, and reminiscence therapy that are less comprehensive in their development than the major theories and therapies presented in Chapter 2. Nevertheless, many facilitation techniques can be used as interventions by recreational therapists. Research support provided for each of the facilitation techniques offers recreational therapists empirical evidence on which evidence-based practice may rest.

Chapter 4: The Recreational Therapy Process

The recreational therapy process (sometimes referred to as the therapeutic recreation process) is a systematic method of problem solving applied in recreational therapy. Chapter 4 shows how, through a progression of steps involving assessment, planning, implementation, and evaluation, the process is utilized to bring about changes in the client and the client's
environment. Closely related to the recreational therapy process is theory that is expressed in conceptual models for recreational therapy practice. The chapter contains an explanation of how conceptual models inform recreational therapy practice. Also included is information on evidence-based practice.

Chapter 5: Helping Others
Recreational therapy takes place through interpersonal relations. Helping people is a complex act requiring an understanding of both human behavior and what constitutes an effective helper and a helping relationship. Chapter 5 explains how this understanding is an essential ingredient for the recreational therapist in order to bring about the therapeutic use of self. The development of self-awareness is vital to recreational therapists, because knowing one's self is a basic competency necessary for helping others.

Chapter 6: Communication Skills
All interpersonal relationships depend on communication, the topic of Chapter 6. Without communication, no relationship can exist, because relationships depend on a two-way sharing of ideas and experiences (Sundeen, Stuart, Rankin, & Cohen, 1998). This is unquestionably true in recreational therapy; good interpersonal communication is necessary for effectively relating to clients in clinical practice.

Chapter 7: Being a Leader
One of the most critical elements in recreational therapy is leadership. Chapter 7 looks at the interactions that occur between the leader and the client, and among clients, that are central to the success of recreational therapy programs. Skills in leadership help the recreational therapist use therapeutic interventions or facilitate client growth. Leadership in recreational therapy calls for competencies in dealing with both individuals and groups.

Chapter 8: Specific Leadership Tasks and Concerns
Leadership in recreational therapy, covered in Chapter 8, requires knowledge of a number of specific tasks and concerns. Among these tasks and concerns are (1) individual client documentation, (2) incident reports, (3) teaching/learning principles, (4) motivating clients, (5) teamwork, (6) advocacy, (7) the International Classification of Functioning, Disability and Health (ICF), and (8) understanding transactions with clients. Areas covered within the section on understanding transactions are self-concept, learned helplessness, the self-fulfilling prophecy, labeling, loneliness, self-efficacy, and attributional processes.

Chapter 9: Clinical Supervision
Chapter 9 discusses clinical supervision, a cooperative process between a supervisor and an individual who has direct responsibility for carrying out the agency’s clinical program through work with clients. The supervisor helps the supervisee to improve his or her clinical abilities and to achieve the goals sought for the clinical program. The clinical supervision process has come to be recognized as a key to successful clinical practice of recreational therapy.

Chapter 10: Health and Safety Considerations
Theory forms the underpinnings for professional practice; however, recreational therapists also must possess certain technical knowledge and skills as discussed in Chapter 10. Among the areas of technical knowledge that may be required in recreational therapy are the use of first-aid and safety procedures with members of specific client groups, the proper use of mechanical aids, procedures for transfers and assistive techniques, and information on the effects of commonly used psychotropic and anticonvulsant drugs.
This Book’s Format

Each chapter begins with a brief statement of purpose and key terms, followed by a listing of the major objectives for the chapter. At the conclusion of each chapter, reading comprehension questions are provided to guide your reading. They also serve the instructor and students as questions for class discussion. Within each chapter you will find questions or statements heading each section. These questions or statements are often designed to further break down the objectives for the chapter into smaller, more digestible parts.

The Focus of Instruction

You, the reader, are the central point of focus for this book. The focus is on you and the objectives you must achieve to possess competencies necessary to meet the personal and professional demands that you will face as a recreational therapist. Your mastery of the skills, attitudes, and knowledge required for professional service in recreational therapy is critical to your personal success and that of your profession.

The Objectives

The objectives at the beginning of each chapter form a road map for learning. Making the purpose clear by the listing of major objectives enhances learning and removes the mystique that sometimes accompanies and plagues instruction.

Reading Comprehension Questions

1. How does this book claim to differ from the traditional “survey” textbooks often used in recreational therapy courses?
2. Why does a recreational therapist need more than “good intentions” in order to practice successfully?
3. What makes the recreational therapist, or any professional helper, different from the layperson?
4. Outline the parts or items found in each chapter.
5. Where is the focus of the book directed?