

Facilitation Techniques in Therapeutic Recreation

3RD EDITION



John Dattilo, Ph.D. and
Alexis McKenney, Ed.D.

FACILITATION TECHNIQUES IN THERAPEUTIC RECREATION

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DEDICATION

For our parents
who act as our role models and continue to inspire us.

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PREFACE

Several years ago we were a part of a task force to identify competencies for entry level therapeutic recreation (TR). The task force was composed of approximately a dozen professionals with experience in TR. We reviewed documents produced by professional organizations including the American Therapeutic Recreation (TR) Association, the Council on TR Certification, the Pew Health Professions Commission, the National Recreation and Parks Association and the National TR Society. After determining competencies, we developed the first edition of this book with each chapter containing specific sections to provide consistency to the reader. Although the chapters included in this book cover various facilitation techniques used by TR specialists, the book clearly is not exhaustive. The competencies generated by the task force became the basis for identification of possible topics while individual expertise and interest guided selection of techniques presented in the book.

The introductory chapter sets the stage for the book. The remaining chapters cluster into four sections. The first section is devoted to interventions often used to promote physical activity and fitness including chapters on adventure and aquatic therapy as well as the therapeutic use of exercise, sports, and sailing. The second section contains techniques frequently used to address challenges to emotional expression and control such as anger management, expressive arts, moral discussions, therapeutic use of humor and values development. Chapters on mindfulness and stress management as well as the therapeutic use of reminiscence, magic, massage, and Tai Chi are strategies regularly used to provide cognitive stimulation and promote well-being which is the third section of the book. The final section contains educational and adaptation strategies including assistive technology and leisure education as well as the therapeutic use of animals, horseback riding, and play.

We hope that this book helps contribute to the education of TR specialists and ultimately to improving the lives of people experiencing illness, disability, or other characteristics that create challenges for them to experience leisure.

–J. D. & A. M.



CHAPTER 1

INTRODUCTION: THE AGE OF ENLIGHTENMENT FOR THERAPEUTIC RECREATION



John Dattilo

He (Aristotle) concluded that . . . happiness derives from dedication to the goal of living a good life, and that such a life entails a never-ending quest for knowledge and wisdom

—James O'Toole

INTRODUCTION

As I look into a dictionary to find the word *light*, I read that light is that which makes it possible to see. On first inspection this definition seems simple enough. I begin to think about my experiences camping and how a flashlight is invaluable when attempting to play an engaging game of gin rummy with my brother, Larry, after the sun has gone down. I also remember when that same flashlight is pointed directly at my eyes, that light makes it impossible for me to see. I conclude then that the value of light is dependent on how it is used. Light is not inherently helpful; rather, it is the way it is applied that transforms it into something useful. I am reminded of the story of the man looking for his keys.

A woman is walking down a street when she sees a man on his hands and knees searching through his front lawn. The woman stops and asks the man what he is doing. The man stops his search, looks up and while shielding his eyes from the bright sun he explains to the woman that he has lost his keys. The woman watches the man who continues to intently search through the grass. She then asks the man where he last saw his keys. The man stops and, once again, shields his eyes from the light as he further explains to the woman that he last saw his keys in his kitchen. Puzzled, the woman asks the man why he is looking for his keys in his front yard when he last saw his keys in the kitchen. The man replies that the light is much better out here.

So, light alone does not do us much good unless we know how to use it. Information has many similarities to light in that information is not inherently useful but when <http://www.sagamorepub.com/products/facilitation-techniques-therapeutic-recreation-3rd-ed?src=lipdf>

effectively applied, information becomes useful. When professionals acquire information and use it in an effective manner, these individuals are said to be enlightened.

The purpose of this introductory chapter is to describe how therapeutic recreation (TR) specialists can become more enlightened so that we can enlighten individuals who participate in our programs. The message “to become enlightened so that we may enlighten” is divided into the following three sections: become, enlightened, and enlighten.

Become

Returning to the dictionary, the word *become* is defined as to undergo change or development. If we are to become enlightened we must be willing to change. Henry David Thoreau’s words are relevant here, “Things do not change, we do.” If TR specialists want to become enlightened, we must be willing to make changes in the manner in which we deliver services. Returning to the analogy of “light,” I reflect on my belief that light can help us find our way if, at times, we are willing to change. A story about my oldest son, David, perhaps will illustrate this belief.

When David turned one year, he began attending a playgroup that met for a few hours each week on campus. Each day when he and I departed in the car we drove out of the driveway of our home and turned onto the road, and we were headed directly into the sun. As the sun shone brightly into his eyes he began to cry. We then approached an intersection and turned; the sun no longer shown into his eyes and David was once more content. However, each time we turned into the sun he cried until the next turn. Needless to say, on those stretches when we were driving into the sun, my foot was a bit heavier on the gas pedal. I tried several approaches to remedy this situation, from giving David sunglasses to tinting the car windows, but nothing we did seemed to make a difference. Then, one day, I pulled out of the driveway and onto the street and . . . and . . . nothing! I was facing forward in my typical cringed position and I did not hear any crying. Quickly I turned to see what had happened, and there was little David smiling broadly while covering his eyes with his hands. Finally, David had learned to change his behavior; by covering his eyes he solved the problem.

To become something requires that an individual undergo change or development. Development implies growth and a movement forward. TR specialists must be willing to change and develop so that we can become enlightened.

Enlightened

When people are enlightened, they experience freedom from ignorance and misinformation. As TR specialists are aware, freedom is a fundamental aspect of the leisure experience. What appears most important in regards to freedom is the perception by individuals that they are free. The French novelist, Antoine de Saint-Exupery once wrote that: “I know but one freedom and that is the freedom of the mind.” Freedom of the mind equates to freedom from ignorance.

Contained in his influential book *The Rights of Man*, the American political philosopher Thomas Payne wrote that “Ignorance is of a peculiar nature; once dispelled, <http://www.sagamorepub.com/products/facilitation-techniques-therapeutic-recreation-3rd-ed?src=lipdf>

it is impossible to reestablish it. It is not originally a thing of itself, but is only the absence of knowledge.” I believe this quote helps to focus our attention on the power of knowledge and the value of becoming enlightened. But a question may arise in your mind as “What can we do to become enlightened?” I imagine that there are many ways to become enlightened; however, I have chosen to briefly discuss the following four strategies:

- Listen
- Read
- Evaluate
- Research

Listen

I have realized over the years that by listening to people I can learn much. As a practitioner I learned to listen to what people with disabilities said they wanted for their leisure. When teaching others to work with people with disabilities I have tried to instill in them the importance of listening. As I have taught students to become TR specialists and watched them interact with participants, I provided them with advice given by William Shakespeare: “Give every man thine ear, but few thy voice.”

The suggestion by Shakespeare can be a lesson for all of us. It seems to me that a way to become enlightened is to listen to what other people are saying. Not focusing on what we are going to say but rather taking time to listen to people allows us to be more effective practitioners. We can listen to what participants are trying to tell us, what advice our colleagues are trying to give us, and what guidance our supervisors are trying to share with us. An experience I had after watching some of my eager and enthusiastic students interact with some youth with developmental disabilities may help illustrate my point.

After observing my students dominating their conversations with the participants, I called a meeting. I had a three-part message I shared with them on that day. Although I might have used more gentle words, the basic message I conveyed to them concerning their interactions with the participants was: sit down, shut up, and listen.

I have repeated that message several times over the years because listening is critical to conveying to others that you care about them. Have you ever shared a conversation with someone who, after the person finished telling a story and it was your turn to speak, appeared to be thinking about what he or she was going to say next? If you happened to take a breath this person would verbally jump in with yet another anecdote. If this interaction continued for any length of time, how did this exchange make you feel? I think it is helpful to remember that feeling as we interact with our participants when they are trying to tell us something. An analogy comes to mind.

A young boy sits near a large boulder at the ocean’s edge. In his hand he has a small squirt gun. After filling the gun he takes aim at the boulder and fires. Much to his dismay, the water careens off the face of the boulder without moving the large rock. It seems that the boulder is not really interested in the boy or his feeble attempt at contact; the boulder stays rigid and apparently unchanged. His interest in the boulder wanes and he glances away

from the boulder and spies a rock lying on the ground. As he walks toward the rock a wave comes in and moves the rock about. The boy marvels at the way the rock responds to the ocean's advances by tumbling in different directions. It seems as if the rock is just waiting for the ocean to come to it and touch it; the rock changes constantly based on the movements of the ocean. To the boy the boulder was just not listening to him, but the rock surely listened to the ocean.

When working with people with disabilities, do we hold fast to what we have learned initially or do we listen, reflect on what others say, and then decide whether or not to modify the way we deliver our services? It seems to me that simply closing our mouths and opening our ears are actions that help us become enlightened.

Listening and This Book

When developing this book we listened to many people with disabilities about how they felt about different facilitation techniques. We heard from TR specialists and other therapists across the globe engaged in the systematic application of various facilitation techniques. We also listened to each other since the cumulative experience of the authors implementing these facilitation techniques is extensive. In addition, we listened to the feedback given to us by practitioners and students alike after they examined various drafts and the previous editions of this text. We learned a great deal from these people and became more enlightened from our efforts.

Read

The value of reading is recognized in science as well as in popular culture. For example, George R. R. Martin, author of the book and television series, *A Game of Thrones*, focuses on the importance of reading for one key character, Tyrion Lannister. Tyrion, who is played by Peter Dinklage, stated: *My brother has his sword, King Robert has his warhammer, and I have my mind . . . and a mind needs books as a sword needs a whetstone if it is to keep its edge. That's why I read so much Jon Snow.*

Related to science, many studies have examined variables that could contribute to school achievement. There appears to be one variable shown to consistently predict a child's success in school—reading. If adults read to children at a very young age and then encourage and support children to read, these children are more successful in school. The words of B. F. Skinner, the American psychologist, come to mind, *We shouldn't teach great books; we should teach a love of reading.*

Although we were *required* to read during our formal education, some of us associate our learning with a structured classroom and a teacher telling us what is important rather than reading assigned literature. Unfortunately, by the time some of us are in college, much of our effort is devoted to figuring out the least amount of reading we could get away with doing. To become enlightened it is imperative that we attempt to keep abreast of new information by reading. After spending time in a library, Robert Fulghum in his book *Uh-Oh* wrote the following.

. . . I had an overwhelming bad news/good news feeling. Knowledge and the number of books that contained it were infinite—I could *never* read them *all*. And as I read one, ten more were written somewhere. That was

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the bad news. The good news was that the knowledge and the books that contained it were infinite. I would *never* run out of things to learn. Knowledge was infinite in every direction I turned.

Today, more than ever, research relevant to TR is being conducted and published in journals. Textbooks are being written that attempt to synthesize and integrate this research into practice. The importance of professionals staying abreast of recent innovations became clearer to me through the following experience.

Many years ago we began searching for a pediatrician. On one interview we spoke with a physician about a variety of issues. When we spoke, he thoughtfully answered our questions. On several occasions he stated his position and then would reach into a stack of journals on his desk, pull one out, turn to a page, and show us specific studies, tables and diagrams that supported the way he intended to care for our child. Needless to say, he was our pediatrician for years; choosing him was one of the best decisions we ever made.

TR specialists practicing today are more fortunate than their predecessors. We now have a growing body of knowledge that expands as studies and other writings are published in the *Therapeutic Recreation Journal*, the *Annual in Therapeutic Recreation*, the *Journal of Recreation Therapy*, and a wide range of journals in related fields. TR is relatively new and identified by many as an “emerging profession.” The initial training of many therapists may have been limited by the lack of research and written application regarding interventions and facilitation techniques TR specialists used. However, many professionals agree, such as Bruce Thyer and his student, Laura Myers, who, in an article about ethical treatment of social work clients, stated that . . . *there are many treatments that have been empirically validated through research, and efforts are being made to identify these procedures and educate clinicians about their existence.* Since interventions and facilitation techniques are a critical aspect of TR services, having access to written documentation that can be read, interpreted, and applied is essential to practitioners.

Over the years we have solicited input from a variety of practitioners, educators, and students; the one area that they identify that they would like to learn more about is facilitation techniques. In the past, TR specialists have been expected to learn most facilitation techniques on the job. Unfortunately, the lyrics sung by Lynyrd Skynyrd applied to many of us . . . *I know a little, I know a little 'bout it . . . and baby I can guess the rest.* When it comes to enhancing the lives of people with disabilities, this approach is unacceptable.

Reading and This Book

This book contains 21 chapters, each of which is devoted to presenting a specific facilitation technique. An *introduction* is provided in each of the chapters to familiarize the reader with the particular facilitation technique. The introductions contain a preview of what major topics will be presented in the chapter.

Each chapter provides *definitions* of terms relevant to the facilitation technique. As we were developing this book, it became obvious to us that confusion associated with the facilitation techniques was a direct result of the lack of clarity of terms used to

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describe the technique and associated procedures. Therefore, in each chapter we provide definitions of relevant terms that we found to be most useful and we use these terms consistently throughout the chapter.

For example, what is meant by the phrase “facilitation technique?” To begin, the word “facilitation” or “facilitate” in the dictionary is defined as to free from difficulties or obstacles, to make easier, aid or assist. In addition, a “technique” is a systematic procedure by which a complex scientific task is accomplished. Putting these words together we arrive at the definition of a “facilitation technique” as a systematic procedure by which individuals are empowered to overcome difficulties or obstacles. And according to Judy and Terry Kinney and Jeff Witman, appropriate selection and purposeful application of these facilitation techniques is essential to successful outcomes for TR interventions.

Every chapter provides a *description* of the specific facilitation technique. These descriptions are intended to help the reader learn about important considerations when implementing such a technique. Hopefully, by reading this book, current and future TR specialists will become more enlightened.

Evaluate

Although listening and reading are two important ways to become enlightened, TR specialists must also continually evaluate what they do and make necessary adjustments to enhance the services they deliver. Usually, it is easy to spot professionals who are engaged in continuous evaluation of their actions; likewise, individuals who choose not to appraise their actions are noticeable. Have you ever examined an agency’s recreation activity bulletin board and learned that the activities posted have been offered the same way for the past several years? Or have you watched a teacher lecture that is not that interesting and continues to use notes that are old and outdated? Often, individuals associated with these actions are in need of an evaluation of their services.

I am often impressed when I see TR specialists providing effective, innovative services. Experience can be a wonderful teacher; however, I think it is useful to consider that *twenty years of experience can be one year of experience twenty times*. Some experienced professionals may have been engaged in fairly ineffective service delivery for many years. Unless we continuously evaluate what we do, years of experience may not be very useful. One way to avoid this is to continuously listen to those around us, read relevant literature, and strive to evaluate what we do.

Evaluation and This Book

Implied in evaluation is a retrospective examination of what has occurred. Although the information presented in this section has focused on the evaluation of the individual professional, much insight can be gained in examining a particular facilitation technique retrospectively. Therefore, a brief *history* of the facilitation technique is provided in each chapter.

To help readers visualize implementation of facilitation techniques, *case studies* are included in each chapter. The case studies provide a brief description of the participants, followed by a more detailed depiction of the application of a specific facilitation technique by practitioners who have been involved in continuous evaluation of their services. <http://www.sagamorepub.com/products/facilitation-techniques-therapeutic-recreation-3rd-ed?src=lipdf>

Examinations of participants' responses to the facilitation techniques are presented to assist readers in becoming enlightened.

Research

The author of *Research in Education*, John Best, stated: *Evaluation seeks conclusions leading to recommendations and decisions; research seeks conclusions leading to new truths.* As previously mentioned, TR specialists who continuously evaluate their actions are able to examine what they do, and based on this examination, make recommendations and decisions regarding the way they deliver services. Although evaluation is an important aspect of becoming enlightened, it is not sufficient.

The difficulty with relying only on clinical experience and evaluation to help make decisions about practice is that, although participants may achieve therapeutic goals and objectives after they engage in TR programs, it is not clear if these services actually accounted for the improvement. Many other explanations for participant progress could be provided, such as they matured, other therapies impacted their behavior, their health improved, or they made advances in other areas of their lives. In addition, relying on clinical experience alone does not allow us to become aware of the effects of many new procedures and techniques that are being tested.

Rigorous research studies that hold other variables constant can provide additional support when determining if a specific service achieves desired results. Again, I would like to use a relevant quote from my colleague, Bruce Thyer, who wrote:

||| Clients should be offered interventions (with some significant degree of empirical support) as a first-choice treatment, and only provided other treatments after such first-choice treatments have been given a legitimate trial and been shown not to be efficacious.

True professionals base what they do in practice on what has been done in research. Cawley and colleagues noted that unfortunately there is a gap between research and practice and this is troubling since many practitioners do not use the knowledge produced by research. In her suggestion to mental health professionals, Leslie Tutty explained that to provide the most effective treatment available, professionals must keep . . . *current on the research on treatment effectiveness for their particular client populations.* Also, after conducting a critical review of empirical research, Betsy Botts and her colleagues made the following conclusions:

||| By promoting interventions that lack a scientific research base, vendors and educational decision makers who purchase and institute unproven products are potentially harming the students whom they desire to help by keeping them away from involvement in clinically proven programs. In the absence of proving product efficacy in the form of quality, replicable peer-reviewed research, American educators should not allocated public funds on unproven, though promising interventions. Instead funds should be allocated for research of the programs in question. The need exists for high-quality research adhering to standards set by current professional organizations with the purpose of enabling parents and educators to make wise decisions on the allocation of time, efforts, and financial resources.

Therefore, to become enlightened means that some of us must develop theories and conduct rigorous research while all of us must be consumers of these theories and associated research. It seems to me that if we want TR to be viewed as a profession, we would do well to listen to the following words of Daniel Schon from his book *The Reflective Practitioner*:

Professional activity consists in instrumental problem solving made rigorous by the application of specific theory and technique... only the *professions* practice rigorously technical problem solving based on specialized scientific knowledge.

Research and This book

Each chapter contains a section on *theoretical foundations*, which identifies various theories or explanations intended to clarify the connection between the facilitation techniques and participants' change in behavior. The theories help to explain the possible way in which the facilitation techniques work. Kinney and colleagues reported that for an intervention to be considered a facilitation technique it should be firmly based on one or several theories.

In addition, in the section of the chapters devoted to *effectiveness*, a sampling of different research studies examining effects of facilitation techniques are described. These investigations help to document the effectiveness of some techniques and bring into question the value of others. Philips and Knopman noted that studies on effectiveness investigate the delivery and impact of an intervention as it is implemented in the everyday operation of health care systems. A *New York Times* columnist, Kate Murphy, interviewed JoAnn Manson, a professor at Harvard's School of Public Health, who stated: *We know lifestyle interventions can be very powerful. But we need to provide scientific evidence on how to incorporate that knowledge into practice.*

Although reading the numerous studies presented in this section may be laborious, this amount of material was included to allow readers the opportunity to evaluate the degree of empirical support for the facilitation technique. These studies may help to determine the effectiveness of facilitation techniques used by TR specialists and, ultimately, the legitimacy of the profession. It is our hope that knowledge of research examining effects of various facilitation techniques will empower students and professionals to speak thoughtfully with participants, families, colleagues, and administrators about implications of implementing such techniques.

Finally, in addition to the research that has been conducted to examine effects of the various facilitation techniques described in this text, we have reviewed studies examining perceived importance of these facilitation techniques in the delivery of TR services. For example, Kinney and colleagues surveyed 306 Certified Therapeutic Recreation Specialists regarding the importance of various techniques used in practice and, in addition to other findings, the authors reported that when educating TR specialists:

The majority of respondents also indicated that greater emphasis should be placed on teaching facilitation techniques as opposed to other modalities. What is important to note is that these are skills and knowledge that the practitioners in current TR practice felt that TR clinicians should possess at entry level.

Enlighten

Turning again to the dictionary I find *enlighten* defined as “to furnish knowledge to instruct.” An important aspect of the role of TR specialists is to teach participants ways they might experience leisure and improve their physical, cognitive, emotional, and social skills. If leisure is such a desired condition and our services are designed to achieve therapeutic outcomes, why then are some people not motivated to learn, play, or participate in recreation activities? After talking with many participants and practitioners over the years and considering my experiences, I have come to the conclusion that this is an important question to try to answer when providing TR services.

One explanation for why some people are not motivated may be found when examining how learning is viewed by individuals and our society. I have learned a great deal by watching young children play. Most all children are born curious and spend a great deal of their waking hours engaged in exploration. They explore so that they learn about the world and themselves. This is why when children’s disabilities inhibit their exploration, it is important that early intervention programs be provided for these children to create an environment which is conducive to their exploration.

Children who are curious, who engage in inquiry, and who are intrinsically motivated to explore the world around them are said to be autonomous. In his book, *Why We Do What We Do*, Edward Deci stated that:

|| To be autonomous means to act in accord with one’s self—it means feeling free and volitional in one’s actions. When autonomous, people are fully willing to do what they are doing, and they embrace the activity with a guise of interest.

Children are naturally motivated to explore, play, and learn new things. That is to say, children engage in learning activities for the pure enjoyment of learning, not for some external reward. As a result, once children learn a few words, they use these words to learn more. For example:

|| One day I was wrestling with my boys, David and Steven, when Steven was just learning to talk. My primary goal was to keep David, who weighed twice as much as Steven, from landing on Steven. As a result, I positioned myself on all fours over Steven and kept David somewhere on my back. In the midst of the excitement I looked down at Steven and I leaned forward and kissed his check. He looked up at me with his eyes open wide and said “Daddy, why kiss?” Searching for an appropriate response I told him because I loved him. He then asked “Daddy, why love?” Again, I struggled for a response and explained that I loved him because he was my son. He then responded by saying “Daddy, why son?” Although this question was not as easy, I was determined to respond with a comment that would satisfy him. In fact, in an attempt to not curb his curiosity and his intrinsically motivated verbal explorations, I often challenge myself to continue to answer each of Steven’s inquiries until he is satisfied and turns his attention to other matters.

If children are inherently motivated to learn, play, and participate in recreation activities, why are some participants not motivated? One possible explanation is that the natural activities of learning and play so inherent in a child's life have been institutionalized. That is, many people have designated schools or other similar institutions as the place where a person's learning occurs and, more specifically to leisure, recreation agencies have been identified as the place where recreation skills are developed.

To facilitate group learning, many schools and formalized recreation programs encourage students and participants to conform to rules that often stifle exploration. Frequently, these agencies place students and participants in a responder role, requiring them to wait to be asked a question rather than to initiate inquiry. Quickly, grades, trophies, prizes, and other consequences associated with external rewards are assigned as indicators of learning and successful participation. These external rewards can tend to undermine the intrinsic motivation previously associated with learning and spontaneous participation in recreation activities. Rather than being focused on stimulating curiosity, some professionals spend much of their time attempting to control the participants or students. For example, my friends and colleagues, Douglas Kleiber, Gordon Walker, and Roger Mannel in their book, *A Social Psychology of Leisure*, stated that:

When people are rewarded for listening to music, playing games, or volunteering, their behavior can become overjustified; that is, they may begin to attribute their participation to extrinsic motives. Research has suggested that such overjustification can be dangerous. The introduction of extrinsic rewards tends to undermine people's experience of self-determination . . .

To enlighten people who receive our services we might consider the issue of motivation as it relates to leisure participation. Perhaps, rather than asking the question: *How can we motivate participants?* we might want to ask: *How can we develop an environment in which they will motivate themselves?* Providing flexible and responsive environments that encourage exploration and autonomy, rather than ones that are rigid and controlling and tend to undermine intrinsic motivation associated with learning and recreation participation may be one way we can enlighten our participants.

Resistance to Enlightenment

Up to this point I have described how TR specialists might become enlightened so that we can enlighten participants. If you agree that it is important for TR specialists to become enlightened, then you may have a nagging question similar to mine. A question directly linked to the development of this book and a question that I would like to address before concluding this chapter is: *Why do some TR specialists resist becoming enlightened?*

In an attempt to address why we might be resistant to becoming enlightened, I would like to present what I call the *Yin-Yang of an Emerging Professional*. If we are associated with an *emerging profession*, we are considered to be *emerging professionals*. We must participate in a balancing act to gain the confidence of participants and become enlightened.

One the one hand, we are thrust into a position as TR specialists where we experience the pressure to be competent professionals providing effective services. We are expected to know what is best for participants and it is assumed that our knowledge and skill development occurred primarily prior to our practice. This aspect of being <http://www.sagamorepub.com/products/facilitation-techniques-therapeutic-recreation-3rd-ed?src=lipdf>

an emerging professional is related to us being required to address current problems. However, if we only engage in behaviors that allow us to address the present, all too soon our services will become outdated. The words of Virginia Buysse and her colleagues address this idea:

Prior to entering the workforce, pre-service students. . . are expected to know how to apply research-based knowledge to the problems of everyday practice, often with little understanding about how to participate in and evaluate research and with relatively few opportunities for supportive, reflective research-based experiences in the field.

On the other hand, if we are to be enlightened, we place value on listening and reading, and we recognize the need to evaluate our actions and consume research. Therefore, we must be unsure of what is best and be open to new information that may change the way we deliver services. Our growth, knowledge, and skill development occurs primarily while we are delivering services. By engaging in actions that encourage us to become enlightened we stay abreast of innovative approaches that allow us to continue to effectively address problems in the future.

In her book, *I Don't Know: In Praise of Admitting Ignorance (Except When You Shouldn't)*, Leah Hager Cohen identifies the desire to spare ourselves and others embarrassment, disappointment, or even pain because we simply do not know something by creating a context of deception that, unfortunately, exacerbates the problem and can create a habit of shirking responsibility by avoiding vulnerability. Hager Cohen warns us that this type of dishonesty ultimately creates more barriers to connecting with others and achieving a sense of integrity.

It is challenging to become enlightened. At times, we might lose sight of this aspect of our professional identity and find ourselves responding only to the immediate demands of the agency, participants, and other concerned parties. It takes effort and confidence to admit that we are exploring better ways to deliver services while we are delivering effective services. The challenge of admitting that we do not know something reminds me of the statement by Jerry Seinfeld in his book *Seinlanguage* about bookstores.

A bookstore is a “smarter than you” store. And that’s why people are intimidated—because to walk into a bookstore, you have to admit there’s something you don’t know. And the worst part is, you don’t even know where it is. You go in the bookstore and you have to ask people, “Where is this? Where is that? Not only do I lack knowledge, I don’t even know where to get it.” So just to walk into a bookstore you’re admitting to the world, “I’m not too bright.” It’s pretty impressive, really.

Similar to entering a bookstore, we may be intimidated in our workplace to admit there are things we do not know. This intimidation may be more obvious to TR specialists than to some other, more established professionals because often we must defend what we do and how we do it. Being associated with an emerging profession can be a source

<http://www.sagamorepub.com/products/facilitation-techniques-therapeutic-recreation-3rd-ed?src=lipdf>

of concern since others may doubt our legitimacy; thus, we must continuously educate others about the value of our services. Conversely, being associated with an emerging profession can be a source of excitement since we are in a position to have a significant impact on a profession that is in its early stages of development.

Resistance to Enlightenment and This Book

Clearly, for TR specialists to effectively provide some facilitation techniques described in this text, such as adventure therapy, aquatic therapy, and therapeutic horseback riding, additional training and certification are needed. However, to help readers feel more confident in their ability to implement facilitation techniques described in each chapter, simple introductory *intervention implementation exercises* have been developed and can be completed by the reader.

CONCLUSION

Now is the time that we can become enlightened so that we can enlighten people with disabilities. Collectively, we can make this be the age of enlightenment for TR. To become enlightened we can listen to others, read professional journals and texts, evaluate our actions, and consume research. As we become enlightened, we are better able to enlighten others. Creating an environment that encourages participants to be motivated to learn and experience leisure is one way we can enlighten participants. Finding a balance between the demands of competence and the need for research in our professional lives may help us avoid resisting enlightenment.

Conclusions and This Book

A *conclusion* is provided in each chapter to summarize and synthesize the major ideas presented. The conclusions bring closure to the chapter and identify to the reader the most salient points addressed. *Discussion questions* are also provided to challenge readers to retain various aspects of the chapter. Finally, a list of *resources* and *references* are contained in each chapter so that readers can pursue additional resources and readings associated with each facilitation technique.

The book was written to be a resource for TR professionals and students so that they can gain insight into some of the facilitation techniques used by TR specialists. The facilitation techniques provided in this edition are not intended to be comprehensive; rather, we attempt to present those techniques that many of the authors implemented while delivering TR services.

Given the body of knowledge associated with TR and the various facilitation techniques described in this book, the words of my friend and colleague, Dan Dustin, come to mind: *Not one of us is free from responsibility for making the future.* I hope you find this text to be helpful in delivering services and, thus, allow you to contribute to improving the future for people with disabilities.