

ABSTRACT

O'FALLON, S.P. Factors contributing to the development and transition of physical leisure activities for secondary level individuals with mild to moderate cognitive disabilities. MS in Special Physical Education, 1995, 78 pp. (P. DiRocco)

School professionals (N = 23) and individuals with mild to moderate cognitive disabilities (CD) (N = 18) were questioned concerning the leisure curriculum taught during secondary education. School professionals surveyed were from the fields of special education, adapted physical education, and regular physical education. Subjects with CD exited secondary school between 1989-1991. The survey and interviews gathered information on leisure activities taught and what leisure activities the individuals are currently participating in. Percentages summarized the data, and the Fisher exact test was used to assess their equality. Community size and availability of leisure facilities affected both what was taught to the Ss with CD and how professionals could teach leisure skills. Two factors that appeared to affect leisure activity in postsecondary life were lack of transportation and lack of time. Eighty-three percent of the Ss were engaged on a regular basis in 2 or more leisure activities even though in some cases they were not the same activities learned in school. While the professionals stated that they attempted to follow IEP goals for leisure education, the actual activities taught were limited by the facilities available in schools and communities. In addition, there appeared to be a lack of frequent collaborative planning with community personnel. Further investigation is needed to discover actual reasons for the lack of collaborative planning.

**FACTORS CONTRIBUTING TO THE DEVELOPMENT AND TRANSITION OF
PHYSICAL LEISURE ACTIVITIES FOR SECONDARY LEVEL INDIVIDUALS
WITH MILD TO MODERATE COGNITIVE DISABILITIES**

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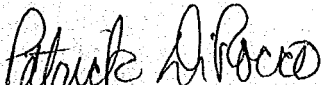
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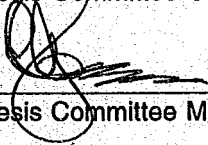
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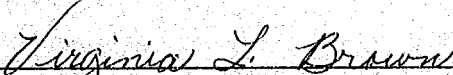
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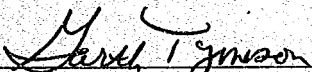
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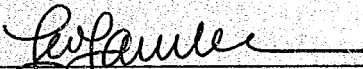
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INTRODUCTION

Public schools are mandated by Public Law 101-476, The Individuals with Disabilities Education Act (IDEA), to provide transitional goals in the Individual Education Program (IEP) for each special education student at the secondary level. This mandate states that leisure education and leisure skill goals are to be included, so students can transition more easily into leisure programs within their communities. Ittenbach, Larson, Spiegel, Abery, and Prouty (1993) said the transitional period, for individuals with cognitive disabilities (CD) who have not learned leisure skills, is a crucial time. Individuals with CD need to learn how to access leisure programs within their communities. Ittenbach et al. (1993) stated that family members, professionals, and friends of individuals with CD need to work together to help them have the opportunities for leisure participation.

Morreau, Eichstaedt, and Cross (1980) stated that leisure programs help to provide "meaningful activities" to individuals with disabilities since these individuals frequently have greater amounts of free time than nondisabled persons. Collard (1981) suggested that appropriate use of leisure by individuals with CD can help them: 1) develop better social skills, 2) work more proficiently at jobs or improve upon their attention span, 3) learn more effectively, and 4) become integrated into social/community events.

Bedini, Bullock, and Driscoll (1993) designed a study with the purpose of preparing individuals with CD to make the transition into the community using the leisure education tools they were taught. The authors reported that leisure education programs in the public schools, to a degree, promoted better leisure knowledge for individuals with CD. The authors' results showed a need for parents and community leaders to support quality leisure programs during the public school years and to support community based leisure programs once the individuals exit schools.

Block (1992) recommended that physical education for students with severe disabilities be age appropriate and conducted in community based facilities. Block and Krebs (1992) stated that the goal of special education is to prepare students for postsecondary life in a community setting. The authors stated that teaching physical education classes in community based facilities, where the students in special education will be encouraged to attend once they are finished with school, will help attain that goal. Certo, Schleien, and Hunter (1983) asserted that persons with CD need to learn life-long leisure skills that are age appropriate. The authors indicated that the leisure activities of the nondisabled peers should be taught to individuals with CD to promote community integration. Browder and Cooper (1994) said that leisure activities which are community based provide opportunities for individuals with CD to interact with their nondisabled peers in meaningful ways.

There is a need for school administrators, special services personnel (e.g., special education, adapted physical education, and physical education teachers), community recreation specialists, and therapeutic recreation specialists to look at leisure transition planning in schools and community settings for individuals with mild and moderate CD. Dattilo and Schleien (1994) said that the role of community recreation professionals, including therapeutic recreation specialists, is to provide thorough leisure services for individuals with CD. This is done by aiding the other professionals in the person's life to learn more about leisure skills that strengthen the individual's daily life skills. Dattilo and St. Peter (1991) recommended that professionals in schools and community settings should try to teach individuals with CD self awareness, leisure appreciation, decision making on independent leisure activity choices, how to find and use appropriate leisure resources, and social/recreational skills.

The purpose of this study was to determine if the secondary leisure curriculum is sufficiently preparing students with CD to successfully transition their leisure skills into postsecondary adult life. Three subquestions were also addressed: 1) What factors determine which specific leisure skills are taught to each student? 2) Are related skills (e.g., accessing and riding public transportation, using money, operating the telephone, reading the newspaper) being taught to help achieve successful transition into postsecondary life? 3) How much and what types of collaboration are occurring between community recreation services and the public schools concerning transition for leisure life?

METHODS AND PROCEDURES

Subjects

Two groups of subjects participated in the study. One group consisted of individuals with mild to moderate CD who had been out of school from 3 to 5 years. Eighteen individuals with CD, from six school districts, formed this group. The individuals had one or more of the following conditions: cognitive impairment, Down syndrome, severe learning disability, or head injury. Table 1 shows their gender and graduation year.

Table 1. Demographic information for individuals with CD

Characteristics	<u>Total</u>		<u>Community Group*</u>			
	%	n	<u>A</u>		<u>B</u>	
			%	n	%	n
<u>Gender</u>						
Males	83	15	83	10	83	5
Females	17	3	17	2	17	1
<u>Graduation Year</u>						
1989	11	2	0	0	33	2
1990	56	10	50	6	67	4
1991	33	6	50	6	0	0
Total	100	18	67	12	33	6

*Group A communities had accessible transportation, at least four leisure facilities available to the individuals, and at least three leisure activities the individuals could participate in during the winter. Group B communities lacked one, two or all of these criteria. (See Data Analysis Methodology section below).

The second group comprised school professionals responsible for developing and/or implementing the leisure education transition curriculum in the six school districts from which the 18 individuals with CD had exited (see Appendix A). These professionals included special education teachers, adapted physical education teachers, and regular physical education teachers. Twenty-three eligible professionals from six school districts, answered the questionnaire. Table 2 shows their gender and professional discipline.

Table 2. Demographic information for professionals

Characteristics	Total		Community Group*			
	%	n	% A	n	% B	n
<u>Gender</u>						
Male	22	5	29	4	11	1
Female	78	18	71	10	89	8
<u>Professional Discipline</u>						
Special Education	65	15	71	10	56	5
Adapted Physical Education	31	7	29	4	33	3
Regular Physical Education	4	1	0	0	11	1
Total	100	23	61	14	39	9

* Group A communities had accessible transportation, at least four leisure facilities available to the individuals, and at least three leisure activities the individuals could participate in during the winter. Group B communities lacked one, two or all of these criteria. (See Data Analysis Methodology section below).

Recruitment Procedures

Pupil service directors and research coordinators from 11 schools districts were contacted by telephone or letter asking for their assistance in identifying students with mild to moderate CD who had exited from their programs from 1989-1991. To protect the privacy of the students, a packet of information was sent to the pupil service director at each school which included: letters to the parents or guardians discussing confidentiality, recruitment letters with stamped self-addressed (to the investigator) return envelopes, response letters, mailing labels, director's letter and/or second director's letter with instructions, and stamped envelopes (see Appendix B). The school districts mailed the letters to all the individuals they identified as eligible for this study. Packets of information were initially mailed to 76 individuals with CD or their families. Of these, five were subsequently found to be ineligible. Thus, 71 apparently eligible individuals received the first mailing asking for their participation. If there was no response from any individual with CD in a specific school district within 2 weeks, the pupil service director was asked to mail out a second packet of information to all the individuals they considered eligible for the study. Thirty-eight second recruitment letters were mailed. If there were still no responses after the second mailing deadline passed, the pupil service directors were contacted by telephone and asked if they could personally contact the individuals to determine interest in participating in the study. If the pupil service

directors did not have the time to make the phone calls, recruiting subjects in that district stopped.

Individuals who mailed back response letters indicating that they consented to be involved in the study were promptly contacted by telephone, and an interview time was arranged. In all, 13 individuals agreed to participate following the first mailing, and an additional five agreed after the second mailing. Eleven refusals to participate were received, and no responses at all were received from 42 individuals.

When an individual with CD consented to participate in the study, the school's pupil service director was contacted by telephone and asked to provide the names of the professionals who taught leisure curriculum/transition to the students with CD. Once the professionals were identified, they were contacted by telephone to request participation. One pupil service director volunteered to distribute the questionnaire to her staff. After the professionals were identified and consented to participate, a cover letter explaining the study and a questionnaire were mailed to each of them with a set of instructions and a stamped self-addressed return envelope (see Appendix C). In the cover letter, confidentiality concerns were addressed, and the professionals were given 2 weeks to return the questionnaire. If a questionnaire was not returned within 2 weeks, the professional or pupil service director was contacted by telephone and asked to return the initial questionnaire as quickly as possible.

Interviews

Interview procedures based on the guidelines from a research study on interviewing individuals with CD were followed (Malik, Ashton-Shaeffer, & Kleiber, 1991). Interviews were arranged over the telephone, and the individuals or their parents/guardians were given the choice of where they wanted to meet. Over 60% of the interviews were conducted in the individuals' home environment. At the beginning of the interview the researcher described the interview process in order to help the subject feel comfortable. Every effort was made to minimize distractions, although this could not always be done completely (e.g., home environment or public facility was noisy with other people around). Attempts were made to keep the interviews under 45 minutes in order to hold the individual's attention. The parents or guardians of the subjects were invited to stay in order to check the individuals' responses for accuracy.

Data Collection Procedures

Interview questions using a yes/no/don't know format (see Appendix D) were developed to ask the individuals with mild to moderate CD about both the leisure activities they were taught in secondary education and those in which they presently participated. The questions encompassed four areas: their current involvement in physical activities, their current participation in other leisure physical activities not previously taught in school, certain leisure sports they were taught in physical education, and related skills they were taught and

currently use when participating in leisure activities (e.g., using or reading the newspaper and use of public transportation).

A questionnaire was developed for the school professionals using yes/no/don't know responses. Inquiries were made about the leisure curriculum content for students with CD and how those particular activities were chosen. Questions were also asked about transitional related skills and how the related skills were chosen, and about collaboration between the public school and community recreation specialists in the transitional process for individuals with CD (see Appendix E).

Before data collection began, pilot studies were done to test the interview questions and the professional questionnaire. The interview questions were administered to four adults with CD who lived in the La Crosse area. The pilot study identified a need to expand the first question to include additional physical activity choices. Questions were also added to elicit information about reading ability, community participation, and current participation in any physical activities that they were not taught in secondary physical education. A question was incorporated to test reliability of the questionnaire. The pilot study showed that the individuals with CD were able to answer the yes and no questions appropriately. Further results showed the subjects at times became confused when asked about their current physical activity participation and whether these activities were taught in their secondary physical education.

The pilot study also demonstrated that more reliable data were obtained when a parent/guardian was assisting the subject with the questionnaire.

The professional questionnaire was administered to five teachers who were enrolled in a master's degree program in special physical education. This pilot showed that the questionnaire required between 20 to 30 minutes to complete, and that the transitional questions were appropriate to professionals in both urban and rural areas. Each teacher who answered the questionnaire thought the leisure transitional questions were appropriate for fellow educators to answer. No additions or corrections were made to the questionnaire for the professionals.

Data Analysis Methodology

Percentages were used to summarize the characteristics of the professionals and the individuals with CD and the answers they gave on the questionnaire and interviews. The Fisher exact test (Siegel & Castellan, 1988) with significance level = .05 was used to test equality of such percentages. This test was chosen due to the relatively small sample sizes of both subject groups.

Communities were classified into two groups based on the availability of leisure facilities to which professionals could take their students and that individuals with CD could attend during their leisure time. These leisure facilities were classified as either government run (e.g., city, village, county, or school system) or privately run (e.g., bowling alleys, roller skating rinks, and golf courses). The leisure activities that were available during the different seasons

and the community services (e.g., transportation and recreation department) each city had were also examined. Each community classified in Group A satisfied all five of the following requirements: 1) at least four government or privately run leisure locations (e.g., parks, bowling alleys, swimming pools, etc.), 2) three or more leisure activities for individuals to participate in independently or with groups during the winter months, 3) different leisure sports areas available in the warmer months, 4) a recreation department, and 5) local public transportation. Each community classified as Group B failed to satisfy one or more of these five requirements.

The professionals were classified according to their discipline, (e.g., Special Education or Adapted Physical Education/Physical Education [APE/PE]).

RESULTS

The responses to the questionnaires and interviews were analyzed according to each of the three subquestions contained in the purpose statement.

Factors

Table 3 summarizes the professionals' responses regarding the factors that determined which specific leisure skills were taught to the students with CD. Seventy-eight percent of the professionals reported that their school districts had a leisure transition curriculum in their special education programs.

Seventy-eight percent said their students' IEP needs helped them to plan what leisure transitional activities to teach. Eighty-seven percent said they based their leisure curriculum on the facilities and equipment they had available at school. Over 90% of the professionals, when planning the leisure curriculum, looked at where their students would be living after they exited secondary education. Similar proportions were reported by the professionals in Group A and B communities.

Table 3. Percentage of professionals who responded positively to questions regarding leisure skills curriculum factors

Factor	Total		Community Group				Discipline			
			A		B		Special Education		APE/PE	
	N = 23	N = 14	N = 9			N = 15	N = 8			
	%	n	%	n	%	n	%	n	%	n
Leisure Transition Curriculum	78	18	79	11	78	7	80	12	75	6
IEP needs of students	78	18	79	11	78	7	80	12	75	6
Available facilities and equipment	87	20	86	12	89	8	30	12	100	8
Student's future living arrangement	91	21	93	13	89	8	93	14	88	7
Student's leisure transitional goals	52	12	57	8	44	4	60	9	38	3

Fifty-two percent reported that their students had leisure transitional goals on their IEPs; of the remaining 48%, 55% said having leisure transitional goals

on the students' IEPs would depend on their functional levels. Four percent stated that the students' parents/guardians were sometimes not interested in discussing leisure transition for their son or daughter.

Regarding leisure transitional goals in the students' IEPs, the APE/PE professionals had substantially smaller percentages ($\Delta = 22\%$) of positive responses than the special education teachers. Thus, it appears the APE/PE professionals were not fully aware of this requirement. Interestingly, all the APE/PE professionals reported having adequate facilities and equipment.

The individuals with CD were asked whether they were taught five selected sports in secondary physical education (PE) (see Table 4). These sports were chosen because they are commonly taught in secondary PE units. Affirmative responses were given by 89% regarding bowling, 89% for weightlifting, 83% for basketball, 89% for swimming, and 94% for volleyball. The percentages were quite similar for individuals in Group A and B communities. However, for those sports that required greater mobility, smaller percentages of individuals in Group A communities gave positive responses. Notably, all the participants from Group B communities who were taught these sports were ambulatory, while not all of the participants from Group A communities were ambulatory.

Table 4. Percentage of individuals with CD who responded positively to questions regarding leisure activities

Leisure Activities	Total		Community Group			
	N = 18		A N = 12		B N = 6	
	%	n	%	n	%	n
<u>Sports taught in PE</u>						
Bowling	89	16	83	10	100	6
Weightlifting	89	16	92	11	83	5
Basketball	83	15	75	9	100	6
Swimming	89	16	92	11	83	5
Volleyball	94	17	92	11	100	6
<u>Sports Currently Participated In</u>						
Bowling	61	11	58	7	67	4
Weightlifting	28	5	25	3	33	2
Basketball	44	8	58	7	17	1
Swimming	28	5	33	4	17	1
Volleyball	11	2	17	2	0	0
<u>Physical Activities Frequently Participated In</u>						
Bowling	61	11	58	7	67	4
Walking	50	9	50	6	50	3
Basketball	44	8	58	7	17	1
Softball	33	6	42	5	17	1
Bike riding	33	6	33	4	33	2
Weightlifting	28	5	25	3	33	2
Swimming	28	5	33	4	17	1
Running	22	4	33	4	0	0
Volleyball	11	2	17	2	0	0
Tennis	11	2	17	2	0	0
Soccer	11	2	17	2	0	0
Golf	11	2	17	2	0	0
Roller Skating	6	1	8	1	0	0
Football	6	1	8	1	0	0
Baseball	0	0	0	0	0	0
Racquetball	0	0	0	0	0	0

Table 4 summarizes the individuals' responses when asked if they currently were independently participating in those same leisure sports. Sixty-one percent said they currently bowled and 44% were currently playing basketball. Fifty-eight percent of the basketball players lived in Group A communities. Of those 58%, 57% said they participated in basketball by shooting baskets around their living environment or in their communities with friends, while 43% played basketball on a team. The only individual from Group B who currently participated in basketball did so by shooting baskets in the community.

The individuals were asked whether they were involved on a regular basis in each of 16 physical activities. The following were most frequently selected: bowling (61%), walking (50%), basketball (44%), and softball and bike riding (33% each) (see Table 4, p. 14). Playing football was defined as playing catch or playing in recreational games. Similar proportions were reported by the individuals in Group A and B communities. In addition, 56% (i.e., 10 of 18) of the individuals mentioned that they were currently participating in a total of nine leisure sports that they had not learned in secondary PE. Pool playing (50%) and miniature golf (30%) were the top two of these leisure sports mentioned. Many of the different sport activities mentioned were done by only one individual. The number of different physical activities in which each subject was currently involved on a regular basis (e.g., at least once a week) ranged from none at all to a maximum of 11. These are summarized in Table 5. The number

of activities the subjects participated in also reflected the availability of seasonal sports, especially if the individuals were participating in Special Olympics or other sports programs for individuals who are disabled. Interestingly, although Group B communities had fewer leisure facilities and/or programs available, all the individuals in these communities were currently involved on a regular basis in at least two leisure physical activities.

Table 5. Number of leisure physical activities in which the individuals currently participate on a regular basis (at least one a week)

Number of Physical Activities	Total		Community Group			
	N = 18		A N = 12		B N = 6	
	%	n	%	n	%	n
0 - 1	17	3	25	3	0	0
2 - 4	39	7	17	2	83	5
5 - 8	33	6	42	5	17	1
≥ 10	11	2	17	2	0	0

Table 6 shows the reasons why the individuals with CD participated in a physical activity at least twice a week. Sixty-seven percent reported being good at the activity and having friends who participated in the activity as reasons. Eighty-nine percent said they enjoyed participating in physical activities, and only two (11%) said it was the only activity(s) in which they knew how to participate. Both of those individuals lived in Group B communities.

Table 6. Reasons why individuals with CD participated in leisure physical activities two times a week or more

Reasons	Total		Community Group			
	N = 18 %	n	A N = 12 %	n	B N = 6 %	n
Good at activity	67	12	67	8	67	4
Friends participate in the activity	67	12	67	8	67	4
Enjoys the activity	89	16	92	11	83	5
Only activity the individual knows how to participate in	11	2	0	0	33	2

Related Skills

Table 7 summarizes the professionals' responses to questions about whether related skills are being taught to help the individuals with CD make the transition into the community. Seventy percent reported that their students had individual leisure transition goals. Ninety-six percent of them said their students' transitional goals included familiarizing their students with community resources such as bowling alleys, parks, swimming pools, recreation centers, or fitness clubs. Eighty-seven percent reported there were facilities within the community that they used for leisure programs when teaching their students with CD. Nearly half (48%) of the professionals reported using the newspaper to teach their students with CD how to access leisure programs. Seventy-four percent reported teaching their students how to ride city transportation to and

from a leisure activity. Seventy-four percent said their students had the knowledge to comprehend money while in a leisure setting; however 53% of them (i.e., 9 of 17) mentioned that understanding money depended on each student's cognitive ability, and 12% (i.e., 2 of 17) said their students needed assistance to use money at times. Seventy-four percent reported their students to be knowledgeable in time skills and could use those skills in a leisure setting; however 41% (i.e., 7 of 17) added that understanding how to tell time depended on each student's cognitive abilities, and 12% (i.e., 2 of 17) said their students at times needed assistance to use the skill.

All the professionals reported teaching appropriate behaviors to their students, first in their classrooms, and then in public settings. Forty-eight percent taught their students with CD how to use locker rooms and showers appropriately and how to find the gyms, pool, and fitness areas in a community facility (e.g., YMCAs [Ys], athletic or recreation centers).

Similar proportions were reported by the professionals in both community groups regarding all the related skills questions except how to use public transportation. Although, by definition, Group B communities might lack public transportation facilities, the observed differences on the transportation questions between Groups A and B were not significant given the small sample sizes.

Table 7. Percentage of professionals who responded positively to questions about related skills taught to their students with CD

Related Skills	<u>Total</u>		<u>Community Group</u>				<u>Discipline</u>			
	N = 23		A		B		Special Education		APE/PE	
	%	n	%	n	%	n	%	n	%	n
Independent leisure transition goals	70	16	79	11	56	5	73	11	63	5
Community resources	96	22	93	13	100	9	100	15	88	7
Community facilities	87	20	79	11	100	9	87	13	88	7
Using the newspaper in class	48	11	43	6	56	5	53	8	38	3
Teaching how to use city transportation	74	17	86	12	56	5	80	12	63	5
Student's money skill knowledge	74	17	71	10	78	7	73	11	75	6
Student's time skill knowledge	74	17	71	10	78	7	73	11	75	6
Teaching appropriate behaviors	100	23	100	14	100	9	100	15	100	8
Teaching finding locker rooms etc.	48	11	50	7	44	4	40	6	63	5
75% or more students:										
- time skills	52	12	43	6	67	6	53	8	50	4
- money skills	57	13	50	7	67	6	67	10	38	3
- bowling alley	83	19	79	11	89	8	73	11	100	8
- telephone skills	48	11	43	6	56	5	47	7	50	4
- transportation	43	10	57	8	22	2	40	6	50	4

When asked if 75% or more of their students could tell time, use money, locate a local bowling alley, use the phone to set up leisure activities, and access public transportation on their own once they have exited from secondary education, affirmative responses were given by 52% regarding time, 57% regarding money, 83% about finding a bowling alley, 48% about telephone use, and 43% about accessing public transportation.

A substantially smaller percentage of professionals in the APE/PE discipline reported that at least 75% of their students had acquired adequate money skills. All the professionals in APE/PE gave positive responses to the question about whether their students could find a bowling alley after exiting from school, while the professionals in special education reported somewhat smaller percentages. These results may have revealed what each discipline was responsible for teaching to the students.

Table 8 summarizes answers to the questions about related skills and transition that were asked to the individuals with CD. *Ninety-four percent said they knew how to use the telephone. Thirty-nine percent said they were taught how to use a telephone in school to call a variety of leisure places. Twenty-eight percent said they were taught in school to read or look at the newspaper to find leisure events that they wanted to attend. Forty-four percent said they were taught at school to ride city transportation. Twenty-eight percent said their teachers taught them how to find and appropriately use the locker rooms at Ys or recreation centers. Sixty-seven percent said they currently read*

the newspaper; 22% said they currently ride city transportation; and 78% said they knew how to find and use the Ys or community recreation center's locker rooms, showers, pool, and gym areas.

Table 8. Percentage of individuals with CD who responded positively to related skills questions in the interview

Related Skills	Total		Community Group			
	N = 18		A N = 12		B N = 6	
	%	n	%	n	%	n
Can use telephone	94	17	92	11	100	6
Taught in school:						
- telephone	39	7	42	5	33	2
- newspaper	28	5	42	5	0	0
- ride city transportation	44	8	67	8	0	0
Taught to find locker rooms in recreation centers and Ys	28	5	33	4	17	1
Currently reads the newspaper	67	12	67	8	67	4
Currently rides city transportation	22	4	33	4	0	0
Currently knows how to use locker rooms at Ys and recreation centers	78	14	75	9	83	5

Affirmative answers to most of these questions were reported by similar proportions of the individuals in both community groups. However, significantly smaller percentages of individuals in Group B communities reported that they had been taught how to ride city transportation by their teachers (Fisher exact

$p = .0128$). Recall that by definition, Group B communities might lack public transportation.

If the individuals indicated they were currently not participating in leisure activities at least once a week, they were asked which of the following reasons explained why (Table 9). Seventeen percent said lack of money, 33% said lack of time in their day, 33% said lack of transportation, and 33% said they had nobody to go with. Again, a majority of individuals in Group B communities reported lack of transportation as one of their reasons.

Table 9. Reasons given by individuals with CD for not participating in leisure activities

Reasons	Total		Community Group			
	N = 18		A N = 12		B N = 6	
	%	n	%	n	%	n
Lack of money	17	3	17	2	17	1
Lack of time	33	6	42	5	17	1
Lack of transportation	33	6	17	2	67	4
Nobody to go with	33	6	33	4	33	2

School/Community Collaboration

The professionals' answers to questions regarding the types and amount of collaboration occurring between community recreation services and the public schools concerning transition into leisure life are summarized in Table 10. Most (70%) of the professionals reported communicating with parents or

guardians about their community program ideas. Forty-three percent reported using area recreation centers or Ys to teach PE in a community setting to their students with CD. Thirty-five percent reported having contact with community recreation agencies or a Certified Therapeutic Recreation Specialist (CTRS) when they had questions about leisure issues for their students. None of these differences were significant given the smaller sample sizes. Twenty-two percent said they communicated with community recreation specialists when leisure transition goals were important. Seventeen percent said they shared their assessments of their students' leisure needs with community recreation personnel or CTRSs, while 13% reported being asked by community recreation leaders to provide feedback on what types of leisure transitional programs the community could offer for individuals with CD. Only 9% said staff from local fitness clubs or Ys came into their classrooms to discuss leisure programs that were available to their students. Four percent said they communicated with community recreation personnel or CTRSs on a weekly or monthly basis when discussing leisure transition. None of the professionals reported inviting community recreation personnel or CTRSs to teach a class on leisure education to their students with CD.

Table 10. Percentage of professionals who responded positively to questions regarding collaboration between the public schools and community

Collaboration	Total		Community Group				Discipline			
	N = 23		A		B		Special Education		APE/PE	
	%	n	%	n	%	n	%	n	%	n
PE classes taught in community	43	10	57	8	22	2	40	6	50	4
Contact with community recreation agency or CTRs	35	8	50	7	11	1	33	5	38	3
Communicating with community recreation personnel on leisure transition goals	22	5	29	4	11	1	20	3	25	2
Brought in community resource personnel	9	2	14	2	0	0	7	1	13	1
Communicating with community recreation personnel or CTRs weekly	4	1	7	1	0	0	0	0	13	1
Communicating with community recreation personnel or CTRs monthly	4	1	7	1	0	0	0	0	13	1
Collaborates with parents/guardians	70	16	64	9	78	7	67	10	75	6
Shares their students' leisure assessment needs	17	4	29	4	0	0	20	3	13	1
Provides information to community recreation personnel on transitional programs	13	3	21	3	0	0	13	2	13	1
Invites community recreation personnel or CTRs to teach leisure education class	0%	0	0%	0	0%	0	0%	0	0%	0

Similar proportions regarding collaboration with community recreation personnel were reported on most questions by the professionals in Group A and B communities and by the disciplines of special education and APE/PE. Much smaller percentages though were reported by the professionals in Group B communities regarding community involvement and contact with community recreation personnel.

Table 11 summarizes the individuals' responses to questions regarding how much community-based instruction they had while in secondary education. Eleven percent said they were taught in school to ride a bike or walk to a recreation center or a Y for leisure activities. Eighty-nine percent said they bowled at a local bowling alley while in PE; 61% reported having swimming classes in PE at a local pool; and 17% said they attended city or town parks for PE classes. All of the individuals said they were not taught weightlifting, basketball, or volleyball at community leisure facilities in secondary PE.

In general, a larger percentage of individuals in Group B communities reported receiving PE instruction in community-based facilities. If the individuals indicated they were currently not attending the Y or community recreation center at least once a week, they were asked which of the following reasons explained why (Table 12). Twenty-eight percent said lack of money, 50% said lack of time in their day, 39% said lack of transportation, 6% said there were no activity programs for them to join, 6% said there was nobody to go with, and 17% said their community did not have a Y or recreation center. Eleven

percent of the individuals said they were just not interested in participating in any leisure physical activities or attending Ys or recreation centers during their leisure time.

Table 11. Percentage of individuals with CD who responded positively to community-based instruction questions

Community-Based Questions	Total		Community Group			
	N = 18		A N = 12		B N = 6	
	%	n	%	n	%	n
Taught to ride a bike or walk to a Y or recreation center	11	2	0	0	33	2
Bowled at a local bowling alley in PE	89	16	83	10	100	6
Had volleyball, weightlifting and basketball instruction in community for PE	0	0	0	0	0	0
Went to local community pool for PE	61	11	50	6	83	5
Went to local community park for PE	17	3	17	2	17	1

Similar proportions of individuals from both community groups responded affirmatively to most of the reasons for lack of participation in recreation center programs. However, significantly larger percentages of the individuals in Group B communities reported that lack of transportation (Fisher exact $p = .0128$) and lack of a community leisure facility (Fisher exact $p = .0245$) were reasons why they were currently not involved in leisure programs at Ys or recreation centers.

By definition, Group B communities may lack public transportation or leisure facilities.

Table 12. Reasons given by individuals with CD for not participating in leisure programs at Ys or recreation centers

Reasons	Total		Community Group			
	N = 18		A N = 12		B N = 6	
	%	n	%	n	%	n
Lack of money	28	5	33	4	17	1
Lack of time	50	9	42	5	67	4
Lack of transportation	39	7	17	2	83	5
No activity programs to join	6	1	0	0	17	1
No peers to go with	6	1	8	1	0	0
Community does not have a facility	17	3	0	0	50	3
Just not interested at all in any leisure sports or joining any Ys or recreation centers	11	2	8	1	17	1

Summary of Secondary Leisure Curriculum

This study revealed some interesting results. Larger percentages of special education professionals reported having leisure transitional goals on their students' IEPs compared to the APE/PE instructors. The Group A professionals seemed to be teaching their students how to access and ride public transportation more often, and more of them believed that their students

could ride public transportation once they exited school. Special educators reported more positive results regarding their students' ability to use money than did the professionals from APE/PE. There seemed to be more collaboration between the school professionals and community recreation personnel in Group A communities, although more work could be done in this area.

Although individuals in Group B communities had fewer leisure activity options available to them, all 6 of the Group B subjects were involved in 2 to 8 physical activities on a regular basis. In comparison, while the individuals from Group A communities reported a wider range of involvement in physical activity (e.g., 0 to ≥ 10), all individuals with the fewest activities lived in Group A communities. The individuals from Group A communities were being taught how to read the newspaper and to ride city transportation while in secondary education more often than the Group B individuals. The individuals in Group B communities said lack of transportation was a reason they were not as involved in leisure activities. When they were taught swimming in PE, more Group B individuals went to community pools than did the Group A individuals. Overall, it appeared that physical activities that could be taught at school were, and other physical activities were taught in the community because the school did not have the facilities. Lack of transportation and a community leisure facility were significant reasons why Group B individuals were not currently participating in leisure physical activities.

DISCUSSION

Some of the results from the professional questionnaire and interviews with the individuals with CD identified potential areas of concern. While IDEA requires individuals with disabilities to have transitional goals in their IEPs by the age of 14 (United States Statutes at Large, PL 101-476, 1990), just over half of all the professionals who participated in this study said their students with CD had leisure transitional goals on their IEPs. Differences in percentages were noted between the special education and APE/PE disciplines (see Table 3, p. 12). Larger percentages of the special educators appeared to be involved in developing leisure transitional goals. These results may imply that the two discipline groups are not collaborating as closely as possible when it comes to leisure transitional goals. The 38% positive responses from the APE/PE professionals suggest that many of them may not be aware of their students' leisure transition IEPs or they are not working on the written IEP goal, but are developing their own leisure goal for these students. A larger sample needs to be surveyed about the leisure transitional goals for students in order to determine whether there is a real difference in the awareness of the professionals or whether the results observed in this study happened by chance.

There was considerable variation in the number of physical activities that the individuals with CD currently participate in on a regular basis (see Table 5, p. 16). All of the individuals from Group B communities were involved in 2 to 8

activities in their communities. Group B individuals were involved in 2 to 4 more leisure sports than Group A individuals. Since the Group B communities had fewer leisure facilities and resources available to the individuals, this amount of participation was encouraging. More individuals from Group A communities reported being involved in five or more sports, but 25% of this group reported participating in only one or no leisure sports. The individuals' leisure choices may have been limited due to their disability, work schedules, or having no interest. It appeared that Group B individuals, even though their communities lacked leisure facilities, were finding ways to participate in leisure sports within their communities. While most of the Group A individuals appeared to be involved in leisure sports, there were still some who did not seem to want to participate in leisure sports. The results of this study differ from those of Kregel, Wehman, Seyfarth, and Marshall (1986), who found only a few of their subjects to be active in leisure sports.

This study shows that the professionals were seriously trying to teach their students with CD to learn related skills (see Table 7, p. 19) to use once they exited into the community. There were differences between community Groups A and B on teaching how to use public transportation. Group A professionals were teaching more students to access and ride public transportation. Since Group A comprised the larger communities that had public transportation, these students could be regularly exposed to local transportation. The Group B professionals were not teaching this skill to their students primarily because

their communities lacked public transportation, or because they were able to teach the skill only a few times a year when they visited larger communities. Although the results were not significant, a larger sample size could determine whether these results occurred by chance or if there are true differences.

Differences were noticed between the professional disciplines of special education and APE/PE regarding the percentages who believed that 75% or more of their students could use money after they exited from school. It appeared that the APE/PE professionals did not directly deal with teaching money skills to their students while in a PE setting. These percentages were not surprising since the special education professionals usually are more responsible for teaching money skills to the students with CD than are the APE/PE professionals. Regarding transition, perhaps the professionals from special education and APE/PE need to discuss how each discipline could work on their students' IEP money goals during different content areas. A larger sample of professionals needs to be surveyed about their perceptions of their students' ability to use money in a leisure setting once they exit from school, in order to determine if there is a real difference in the awareness of the professionals from different disciplines or if the results observed in this study happened by chance.

All the individuals with CD who said their teachers taught them to use the newspaper to help them become aware of community leisure sports activities were from Group A communities (see Table 8, p. 21). It is not clear just how

community size might affect the opportunities to learn newspaper skills.

Individuals in larger communities may have more exposure to newspapers.

Alternatively, Group B individuals may be more likely to be taught at home by their parents to read or look through the newspaper before they go to secondary education. As Table 8 shows, the individuals' responses regarding their current reading of the newspaper suggest that some of them may have learned how to read the newspaper since exiting from secondary education.

It seemed likely that the significant difference between the individuals in Group A and B communities regarding being taught how to ride city transportation was related to the size of the community and where they will be living once they exit from secondary education. In Group B communities without public bus service, the individuals' teachers might choose not to teach them how to ride since it is a skill they are not likely to use. For both groups, where the individuals would be living in the future might also have been a reason for their teachers not to expose them to public transportation. When the individuals with CD were asked if they currently ride city transportation, all the affirmative answers came from those in Group A communities. Over half of the Group B individuals still live in their hometown communities and it appears they would like to have access to public transportation, but do not have the opportunities. Also, some individuals from both groups were using private bus transportation, driving their own vehicles, or depending on others (e.g., parents, friends, and personnel from group homes) for rides back and forth from leisure activities.

This might explain the lower percentage of individuals with CD who are currently riding city transportation (see Table 8, p. 21). These results are consistent with previous research which found that transportation was a barrier to leisure activity involvement for individuals with CD (Browder & Cooper, 1994; Haynes & Justice, 1988; Kregel et al., 1986; Matthews, 1977; Thurlow, Bruininks, Wolman, & Steffens, 1989).

One of the reasons frequently chosen by the individuals with CD for not being involved in leisure activities was lack of transportation (see Table 9, p. 22). It appears the subjects in Group B communities could have been more active in leisure sport if they had better access to public transportation. With public transportation the individuals may have been able to become more involved in leisure sport programs further away. However, even without public transportation, the Group B individuals were finding ways to participate in physical activities around their communities.

On the questions regarding collaboration, the professionals from Group A communities were able to teach PE classes more often in the community and had more contact with community recreation agencies and CTRSs, than the Group B professionals (see Table 10, p. 24). Group B communities, by definition, had fewer community facilities and resources for the professionals to use. They frequently were limited to school facilities for program purposes. In addition, lack of public transportation also necessitated the frequent use of school district transportation resources which may have limited the amount of

community based instruction. How far a leisure facility was away from the school and how much time each PE class was scheduled for may also have been factors preventing Group B professionals from going into the community. These results support the findings of Krebs and Block (1992) that many PE classes are taught at the school rather than in the community. In Group B communities, taking students into the community to familiarize them with leisure facilities may not be done if it requires the class to be gone for more than the allotted class period.

Collaboration between school professionals and community recreation personnel or CTRSs appears to depend on the size of the community in which the professionals are working. Eighty-nine percent of the Group B professionals said their communities did not have any community recreation agencies or a CTRS available to them as a resource. Interestingly, only half of the Group A professionals had contact with community recreation personnel or CTRSs. This percentage suggests that even in communities with CTRSs and recreation departments, more communication is needed. It appears that some of the Group B professionals felt they had resources within the school to provide them with input and ideas on how to teach leisure programs so they would not have to rely on outside agencies. Also the Group B professionals (see Table 10, p. 24) may collaborate more with the parents or guardians on community leisure program ideas in order to overcome the lack of other resources within their communities.

The answers of the individuals with CD suggested that their schools' secondary education leisure curriculums had been shaped more by what leisure facilities their communities had, rather than the students' leisure needs (see Table 11, p. 26). Bowling alleys and swimming pools were frequently used by secondary PE programs, possibly because they were easier to access in the community. Individuals were not taken to a Y or recreation center to learn such sports as volleyball, weightlifting, or basketball which could be taught at school. By teaching the sports at school, it seems possible that the students failed to learn how to generalize for participation in these sports at community fitness centers or gyms. It appears that individuals who were a part of a community sports program learned where Ys or recreation centers were and what sports they could participate in at those places. On the other hand, more individuals from Group B communities had swimming experiences in PE at community pools than did the individuals from Group A communities. One reason for this might be that the larger community schools tended to have swimming pools in the school buildings, while the smaller community schools did not and therefore needed to use community pools.

The major reasons given by the individuals with CD for not participating in community recreation programs were lack of time in the individual's day due to work schedules or family occasions, lack of transportation, and lack of money (see Table 12, p. 27). Lack of transportation was mentioned by significantly

more individuals in Group B communities, where public transportation might not exist. They either had to depend on others for rides or stay in their communities.

Moreover, significantly more Group B individuals stated that lack of a Y or recreation center in their community was a reason for not participating in leisure. Nonetheless, Group B individuals participated in many different activities (see Table 4, p. 14). Thus it seems that lack of a Y or recreation center in their communities did not prevent them from being involved in leisure sports.

Recommendations for future research resulted from this study. There were aspects of this study that went well: 1) The questionnaire format appeared to be favorably received by the professionals since the response rate (92%) was quite high; 2) the individuals with CD who consented to participate in the study and their parents or guardians were quite helpful when setting up the interviews; talking personally on the phone to the individual or family member worked well; and 3) all the individuals with CD were able to respond appropriately to the questions with yes/no/don't know answers in the interviews.

One limitation of this study was the 25% response rate. Of the 71 apparently eligible individuals with CD who received a letter asking for their participation in this study, only 18 (25%) responded positively. This raises the question of how representative these 18 individuals were of the entire population of individuals with CD who exited secondary education during 1989-1991. There is no way to know whether these 18 were more active or adventurous, for example, than the average individual with CD.

Changes that could improve future studies are: 1) The professionals' questionnaire should include questions addressing the specific sports training that was given to the students with CD. If the interviewer knows the specific sports that the professionals taught in PE to the individuals with CD, then the interview could contain more specific questions about the sports that the individuals were taught in PE and whether those sports were ones in which they were currently participating. This would address the issue of carryover between the pregraduate to postgraduate secondary leisure participation in a more specific manner. 2) The professionals from each school district should be recruited first in order to identify the specific leisure physical activities they are teaching to their students with CD (see number 1 above). In this study the individuals with CD from each school district were recruited first, and after they consented to participate in the study, the professionals from the individuals' schools were recruited. It would have been helpful to have had the list of specific leisure transitional physical activities the professionals taught to their students before starting to develop the individuals' interview questions. 3) The eligibility criteria should specifically state that the professionals who complete the questionnaire should be active in the leisure transition programming. In this study, some of the professionals who answered the questionnaire were not actively involved in their school's leisure transition program. 4) The appropriate professionals who teach the mildly to moderately CD should be identified by the pupil service directors. In this study, some of the professionals taught only

students with severe CD. 5) Include only the individuals with CD who exited from school in the last three to four years. This researcher found that only two school districts in the study kept graduates' records more than four years after the individuals graduated. 6) The pilot interviews with individuals with CD should be observed inconspicuously (preferably behind a one way mirror) by an experienced interviewer who would provide a critique in order to improve the interviewing techniques. 7) In this study, the disability levels of the individuals with CD should be classified insofar as possible. The individuals who were interviewed had a wide range of disability levels, and the researcher formed the impression that the sports taught in secondary PE were probably influenced by a person's disability level. Unfortunately, since the study was not designed to classify disability levels, the results could not be analyzed by this factor. If there were more subjects in each group, it might be possible to assess the effect of the disability level.

CONCLUSIONS

Results of this study suggested that the individuals with CD were participating in a number of leisure physical activities within their communities, regardless of the size of the community or the leisure facilities available. Therefore, it appears that the secondary leisure curriculum is sufficiently preparing students with CD for transition of leisure skills into postsecondary adult life. The results also identified several factors that may affect the transition from secondary education to community leisure activities.

This study found evidence of differences between the professionals in Group A and B communities and between the disciplines regarding the factor of transitional IEPs for each student. Both the professionals in the larger communities with more leisure facilities and the special education professionals appear to develop more leisure transitional IEPs for their students. Therefore, the way that transitional IEPs are written may be affected by community size and the professional discipline of the educator.

This study found that lack of transportation is a major reason why individuals with CD are not as active in the leisure activities available in their communities and why they are not involved in Y or recreation programs. Furthermore, the availability of public transportation appears to affect both the ways in which the professionals teach this skill and whether individuals with CD are taught to use public transportation in secondary education. Therefore, lack of transportation is a significant factor affecting the individuals' complete transition into their communities.

This study found evidence of collaboration between the school districts and community recreation personnel. However, the collaboration process is affected by the size of the community and its leisure facilities. There are many opportunities for further collaboration that would strengthen the individuals' leisure transition from secondary education into community living.

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APPENDIX A

SIX SCHOOL DISTRICTS THAT PARTICIPATED IN THE STUDY

Participating Districts

1. Holmen
2. LaCrescent
3. Rochester
4. Stevens Point
5. Viroqua
6. West Salem

APPENDIX B

MATERIAL SENT TO SCHOOLS OR INDIVIDUALS

RECRUITMENT LETTER

Dear _____,

You or your family member have been identified by school records as being out of school for the past three to five years. I am conducting a study to discover ways transition in the area of leisure education for students with cognitive disabilities can best be accomplished. The results of this interview will be used by the Special Physical Education staff at the University of Wisconsin-La Crosse to prepare future teachers to appropriately meet these needs.

I am contacting you to ask if I can interview _____ or yourself about the leisure education experiences _____ had at school and what current leisure experiences _____ is having now. Your answers will be kept confidential. Enclosed is a confirmation letter with a self addressed stamped envelope. By marking the enclosed confirmation letter and returning it, you will be giving your consent to have _____ or yourself participate in this study unless you have said that you do not want to participate. The interview will take between 30 to 45 minutes of your time.

Please return the self addressed stamped envelope with your signatures by _____, 1994. When I have received the responses I will contact you by phone to set up an interview time. Thank you for your cooperation. I look forward to hearing from you. If you have any questions I can be contacted at (608)785-8690 (office) and (608)796-0988 (home).

Sincerely,

Sean P. O'Fallon
Special Physical Education
University of Wisconsin
La Crosse

Patrick DiRocco
Major Professor

SECOND RECRUITMENT LETTER

Dear _____,

You or your family member have been identified by school records as being out of school for the past three to five years. I am conducting a study to discover ways transition in the area of leisure education for students with cognitive disabilities can best be accomplished. The results of this study will be used by the Special Physical Education staff at the University of Wisconsin-La Crosse to prepare future teachers to appropriately meet those needs.

Within the last two weeks you received an information packet asking for you or your family members participation in this current study. I am contacting you again to ask if I can interview _____ or yourself about the current leisure experiences _____ is having now. Your answers will be kept confidential. Enclosed is a confirmation letter with a self addressed stamped envelope. By marking the enclosed confirmation letter and returning it, you will be giving your consent to have _____ or yourself participate in the study unless you have said that you do not want to participate. The interview will take between 30 to 45 minutes of your time.

Please return the self addressed stamped envelope with your signatures by _____, 1994. When I have received the responses I will contact you by phone to set up an interview time. Thank you for your cooperation. I look forward to hearing from you. If you have any questions I can be contacted at (608)785-8690 (school) and (608)796-0988 (home).

Sincerely,

Sean P. O'Fallon
Special Physical Education
University of Wisconsin-La Crosse

CONFIDENTIALITY LETTER

Dear _____,

I am currently working toward my Master's degree in Special Physical Education at the University of Wisconsin-La Crosse. I am conducting a research study to discover if secondary leisure curriculum is sufficiently preparing students with cognitive disabilities to successfully transition their leisure skills into post secondary adult life.

Your name was identified by school records as exiting from the school within the last three to five years. The school has not provided me with your name, they are helping me contact you for the study, your confidentiality is protected. Please read over the enclosed information and return the confirmation letter as soon as possible. Thank you for your assistance.

Sincerely,

Sean P. O'Fallon
Special Physical Education
UJWL

Confidentiality Letter II

Dear _____,

I am currently working toward my Master's degree in Special Physical Education at the University of Wisconsin-La Crosse. I am conducting a research study to discover if secondary leisure curriculum is sufficiently preparing students with cognitive disabilities (Mild to Moderate Mentally Impaired) to successfully transition their leisure skills into post secondary adult life.

Your name was identified by school district records as exiting from the school within the last three to five years. The school district has provided me with your name, with the approval of the _____ School Board. No other person will see your name so your confidentiality is protected. Once I have contacted the necessary people for the study, I will send back the list of names to school district officials. Please read over the enclosed information and return the confirmation letter as soon as possible. Thank you for your assistance.

Sincerely,

Sean P. O'Fallen
Special Physical Education
University of Wisconsin-La Crosse

DIRECTOR'S INSTRUCTION LETTER

October, 1994

Dear _____,

Thank you for helping me recruit subjects from your school district for my research project. Enclosed in the packet are ____ confirmation letters for the families to sign, confidentiality letters for them to read, follow up letters that explains the study, ____ mailing labels, ____ stamped self addressed return envelopes and ____ stamped envelopes, and a definition of terms information sheet.

Please fill in the student's (e.g., graduate) name onto the sheets, type the individual names of the graduates onto the mailing labels and put them onto the stamped envelopes and mail them to their families. In two weeks after the initial mailing has gone out I will call you again and let you know if a second mailing will be necessary.

If I do receive positive responses back from the families I will then call you about sending out the teacher questionnaire to see when that would be acceptable to do. Once again thanks for your participation, I appreciate it.

Sincerely,

Sean P. O'Fallon
Special Physical Education
UWL

SECOND DIRECTOR'S LETTER

October, 1994

Dear _____,

Thank you for helping me with a second mailing for my research project. Enclosed in the packet is a confirmation letter for the families to sign, a confidentiality letter for them to read, a follow up letter that explains the study, mailing labels, stamped self addressed return envelopes and stamped envelopes, and a definition of terms information sheet.

Please fill in the names onto the sheets and mail them to the appropriate families. Once again thanks for your participation, I appreciate it.

Sincerely,

Sean P. O'Fallon
Special Physical Education
UWL

RESPONSE LETTER

Please mark the appropriate response, sign and return in the enclosed stamped envelope. Thank You.

_____ I consent to participate in your study. Please call me at ____-____ between the hours of _____ and _____ to arrange an interview.

_____ I have questions about the study please contact me at ____-_____.

_____ I am not interested in participating in your study at this time.

Signatures

Individual who has been out of school for past 3 to 5 years.

Parent or guardian

APPENDIX C

COVER LETTER TO SCHOOL PROFESSIONALS AND INSTRUCTIONS

Dear _____,

You have been identified by your school officials as a professional involved in the leisure education of students who are mildly to moderately cognitively disabled. I am conducting this study to discover ways transition in the area of leisure education for secondary students with cognitive disabilities can best be accomplished. The results of this survey will be used by the Special Physical Education staff at the University of Wisconsin - La Crosse to prepare future teachers to appropriately meet these needs. I am also asking other area High School staffs to participate.

Participation will require approximately 20 to 30 minutes of your time to answer the enclosed questionnaire. The instructions for completing the questionnaire are included with this packet. Your answers will be kept confidential. The special education services provided by your school is not being evaluated by this study. After the study is completed I will be happy to send you the results.

Please take the time from your busy schedule and answer these questions. Enclosed is a self addressed stamped envelope for your convenience. Thank you for your time and participation. I look forward to hearing from you. If you have any questions I can be contacted at (608)785-8690 (office) and (608)796-0988 (home).

Sincerely,

Sean P. O'Fallon
Special Physical Education
UW-L

Patrick DiRocco
Major Professor

QUESTIONNAIRE INSTRUCTIONS

Please answer each question with a yes/no/don't know response.

Space has been provided for you to write any comments that you may have.

Once the questionnaire is completed please return by November___ in self addressed stamped envelope.

Thank you for taking the time to answer these questions.

Sincerely,

Sean P. O'Fallon

APPENDIX D
INTERVIEW QUESTIONS

Questionnaire questions for individuals with cognitive disabilities.

1. Are you involved in on a regular basis (2 or 3 days a week) bowling_____, swimming_____, weightlifting_____, softball_____, volleyball_____, bicycle riding_____, basketball_____, roller skating_____, baseball_____, running_____, soccer_____, tennis_____, racquetball_____, golf_____, walking_____, football_____?
2. Do you _____ by yourself?
Yes_____ No_____ Don't Know_____
3. If no, do you need help to participate in activities?
Yes_____ No_____ Don't Know_____
4. Why are you doing_____, is it because
You are good at the activity, game, sport.
Yes_____ No_____ Don't Know_____
- You have friends that go to the activity.
Yes_____ No_____ Don't Know_____
- You just enjoy participating in the activity.
Yes_____ No_____ Don't Know_____
- It is the only activity that you know how to do.
Yes_____ No_____ Don't Know_____
5. Do you know how to use a phone?
Yes_____ No_____ Don't Know_____
6. In school were you taught by your teachers on how to use a phone to call local movie theaters, YMCAs, Boys and Girls Clubs or recreation centers?
Yes_____ No_____ Don't Know_____
7. While in school were you taught how read or look into the newspaper to find out what local events (e.g., movies, dances, concerts, sports contests) were going on?
Yes_____ No_____ Don't Know_____
8. In school were you taught how to ride city buses or taxi's?
Yes_____ No_____ Don't Know_____
9. In school were you taught how to ride your bike or walk by yourself to the recreation center, Boys and Girls club or YMCA?
Yes_____ No_____ Don't Know_____
10. Do you know how to read the newspaper to find movies, sports contests, or shopping sales that you want to be at?
Yes_____ No_____ Don't Know_____
11. Do you currently ride city busses or taxis?
Yes_____ No_____ Don't Know_____

12. Were you taught how to bowl in school?
 Yes _____ No _____ Don't Know _____
13. In school did you bowl at a local bowling alley?
 Yes _____ No _____ Don't Know _____
14. Were you taught weightlifting skills in school?
 Yes _____ No _____ Don't Know _____
15. For weightlifting did you go to the YMCA, Boys and Girls club or a local health club to learn?
 Yes _____ No _____ Don't Know _____
16. In school were you taught basketball skills?
 Yes _____ No _____ Don't Know _____
17. Did you go to the school gym to play basketball?
 Yes _____ No _____ Don't Know _____
18. For physical education/gym class did you go to the YMCA, Boys and Girls club or recreation center that had a gym to play basketball in?
 Yes _____ No _____ Don't Know _____
19. Were you taught swimming in school?
 Yes _____ No _____ Don't Know _____
20. In school did you use city or town swimming pools for swimming class?
 Yes _____ No _____ Don't Know _____
21. In school were you taught how to play volleyball?
 Yes _____ No _____ Don't Know _____
22. In physical education/gym class did you play volleyball at the YMCA, Boys and Girls club or recreation centers?
 Yes _____ No _____ Don't Know _____
23. In physical education/gym class were you taught how to lift weights?
 Yes _____ No _____ Don't Know _____
24. If you went to the YMCA, Boys and Girls club or recreation center were you taught by your teachers where the locker rooms, showers, gyms, and pool were?
 Yes _____ No _____ Don't Know _____
25. Do you correctly know how to use the locker rooms, showers, gyms, and pool in the YMCAs, Boys and Girls clubs or recreation centers?
 Yes _____ No _____ Don't Know _____
26. Did you go to city or town parks for any physical education/gym classes?
 Yes _____ No _____ Don't Know _____
27. If you are not going to the YMCA, Boys and Girls club or recreation center for activity is it because of:
 a. Lack of money
 Yes _____ No _____ Don't Know _____

b. Lack of time in your day (e.g. due to work, family matters)

Yes _____ No _____ Don't Know _____

c. Transportation problems

Yes _____ No _____ Don't Know _____

d. Not being aware of these places

Yes _____ No _____ Don't Know _____

e. There are no activity programs for me to join at these places

Yes _____ No _____ Don't Know _____

f. My friends don't want to go with me

Yes _____ No _____ Don't Know _____

g. I am not interested/I don't want to

Yes _____ No _____ Don't Know _____

h. My town/city does not have one

Yes _____ No _____ Don't Know _____

28. If you are not currently participating in leisure activities is it because of:

a. Lack of money

Yes _____ No _____ Don't Know _____

b. Lack of time in your day (e.g., due to work, family matters)

Yes _____ No _____ Don't Know _____

c. Transportation problems/No transportation to go to activity

Yes _____ No _____ Don't Know _____

d. Not being aware of where to go for leisure activities

Yes _____ No _____ Don't Know _____

e. There is nobody to go with

Yes _____ No _____ Don't Know _____

f. I am not interested/I don't want to

Yes _____ No _____ Don't Know _____

29. Are you doing any activities now that you did not learn in physical education class?

Yes _____ No _____ Don't Know _____

If yes - what are the activities then repeat question 4 to them

If no is it because of:

There are no activity programs that I can do

Yes _____ No _____ Don't Know _____

I can't afford it/No Money

Yes _____ No _____ Don't Know _____

APPENDIX E
SCHOOL PROFESSIONALS QUESTIONNAIRE

A. Questions about leisure curriculum.

1. Do you have a leisure transition curriculum program in your special education program?

Yes _____ No _____ Don't Know _____

Comments:

2. Does the student's IEP needs, help you to decide on what leisure transitional activities you will be teaching?

Yes _____ No _____ Don't Know _____

Comments:

3. Do you decide the leisure curriculum based on the facilities and equipment you have available to you?

Yes _____ No _____ Don't Know _____

Comments:

4. When developing the leisure curriculum, do you consider where the students with cognitive disabilities will be living a few years out of school?

Yes _____ No _____ Don't Know _____

Comments:

B. Questions about community transition and related skills

1. Are leisure transition goals on each student's IEP?

Yes _____ No _____ Don't Know _____

Comments:

2. Are individual leisure transition goals designed for each student with cognitive disabilities?

Yes _____ No _____ Don't Know _____

Comments:

3. As part of your students transitional goals, do you familiarize them with community resources (e.g. bowling alleys, park and recreation centers, fitness clubs) in which they can access once they finish school?

Yes _____ No _____ Don't Know _____

Comments:

4. Does your community have any facilities where you can take students with cognitive disabilities for leisure programs?

Yes _____ No _____ Don't Know _____

Comments:

5. Are the students being taught how to access leisure programs through the local newspaper?
 Yes _____ No _____ Don't Know _____
 Comments:
6. Are the students taught how to ride city transportation to get to and from leisure activities?
 Yes _____ No _____ Don't Know _____
 Comments:
7. Are the students knowledgeable in money skills so they can use those skills in a leisure setting (e.g., paying for a movie, going shopping, going out to eat, playing on a sports team)?
 Yes _____ No _____ Don't Know _____
 Comments:
8. Are the students knowledgeable in time skills so they can use those skills in a leisure setting (e.g. knowing how to tell time, knowing the hours malls, gyms, and libraries are open, knowing what time to go out and meet public transportation)?
 Yes _____ No _____ Don't Know _____
 Comments:
9. Are appropriate behaviors in public settings taught to students before going into the community?
 Yes _____ No _____ Don't Know _____
 Comments:
10. Do you use the YMCA, Boys and Girls club or an area recreation center to teach sports such as swimming, basketball, tennis, racquetball, volleyball, and aerobic fitness to students with cognitive disabilities?
 Yes _____ No _____ Don't Know _____
 Comments:
11. Do you teach your students with cognitive disabilities how to find and appropriately use locker rooms, showers, gyms, or courts while using community recreation center's, Boys and Girls clubs or YMCA's?
 Yes _____ No _____ Don't Know _____
 Comments:

12. Do you believe 75% or more of your students with cognitive disabilities can tell time when they exit from school?
 Yes _____ No _____ Don't Know _____
 Comments:
13. Do you believe 75% or more of your students know how to use money when they exit from school?
 Yes _____ No _____ Don't Know _____
 Comments:
14. Do you believe 75% of your students know where a local bowling alley is when they exit from school?
 Yes _____ No _____ Don't Know _____
 Comments:
15. Do you believe 75% of your students know how to use a phone to set up activities that they are going to do in their leisure time when they exit from school?
 Yes _____ No _____ Don't Know _____
 Comments:
16. Do you believe 75% of your students know how to access and ride public transportation when they exit from school?
 Yes _____ No _____ Don't Know _____
 Comments:

C. Questions about collaboration between schools and community personnel.

1. Do you have contact with Certified Therapeutic Recreation Specialists or community recreation agencies when you have questions about leisure issues for students with cognitive disabilities?
 Yes _____ No _____ Don't Know _____
 Comments:
2. Do you communicate with community recreation specialists regarding leisure transition goals for students with cognitive disabilities?
 Yes _____ No _____ Don't Know _____
 Comments:

3. Do you use community resources (e.g., people from YMCA's, Boys and Girls club, fitness clubs, local fine arts groups) to come in and talk to the students about their programs and how the students can access them?
 Yes _____ No _____ Don't Know _____
 Comments:
4. Do you communicate with community recreation personnel or Certified Therapeutic Recreation Specialists on a weekly basis?
 Yes _____ No _____ Don't Know _____
 Comments:
5. Do you communicate with community recreation personnel or Certified Therapeutic Recreation Specialists on a monthly basis?
 Yes _____ No _____ Don't Know _____
 Comments:
6. Do parents or guardians collaborate with you on community related programs ideas they would like to see their son or daughter participate in?
 Yes _____ No _____ Don't Know _____
 Comments:
7. Do you share with community recreation personnel or Certified Therapeutic Recreation Specialists, your students leisure needs that you found through your assessment?
 Yes _____ No _____ Don't Know _____
 Comments:
8. Have you been asked by community recreators to provide information on what type of transitional programs they could offer to help your students become better aware of community leisure programs around them?
 Yes _____ No _____ Don't Know _____
 Comments:
9. As part of your students transitional IEP's, do you invite community recreation personnel or Certified Therapeutic Recreation Specialists to come in and teach a leisure education class to help your students become more aware of their own leisure?
 Yes _____ No _____ Don't Know _____
 Comments:

APPENDIX F
REVIEW OF LITERATURE

REVIEW OF LITERATURE

A working relationship between education professionals and community recreation specialists is needed to teach lifelong leisure skills to individuals who have mild or moderate cognitive disabilities (CD). These individuals have the same leisure interests as most of society (Matthews, 1982).

O'Morrow and Reynolds (1989) said that leisure helps individuals deal with positive and negative emotions. Collard (1981) stated that a quality leisure education program for the student in secondary special education should include: 1) teaching the student about the "real world," 2) building self-confidence, 3) improving social skills through leisure, 4) influencing academic learning through leisure, 5) teaching motivation through leisure, 6) teaching values through leisure, and 7) teaching normalization. In a number of recent publications, four different areas where leisure can be an influential part in the life of an individual with CD have been mentioned: 1) age appropriate life-long skills, 2) choice making, 3) fitness, and 4) social skills (Browder & Cooper, 1994; Dattilo, 1987; Kregel, Wehman, Seyfarth, & Marshall, 1986).

Several studies have addressed these four areas. Lagomarcino, Reid, Ivancic, and Faw (1984) attempted to teach individuals with severe to profound CD how to dance. Dattilo and Barnett (1985) discussed teaching individuals with severe CD how to choose what type of television (TV) program they wanted to watch in their leisure time. Dattilo (1987) observed that leisure programs,

especially outdoor programs, can help improve the motor performance and/or physical fitness of individual's with CD. Beasley (1982) conducted a 30 minute jogging program for young adults with CD. She concluded that the jogging program improved the individual's cardiovascular fitness level and their daily work level. Dattilo (1987) mentioned that appropriate social interaction can be taught to individuals with CD when they participate in recreational programs.

How are individuals with CD using their leisure time? Dattilo and Hoge (1994/1995) and Schnorr and Bender (1982) reported that the most popular leisure activity for individuals with CD was watching TV. Pollingue and Cobb (1986) said the lack of participation in community recreation programs by individuals with CD is due to programming problems. Thurlow, Brunininks, Wolman, and Steffens (1989) showed a leisure activity list to two groups of individuals, one with moderate CD, the other with severe to profound CD, and asked them to mark the activities they had participated in within a 10 day period. The list of activities marked by the individuals with CD included: watching TV, listening to the radio, going shopping, working on hobbies, participating in sports, attending sporting events, watching a movie or theatrical play, attending a concert, attending a party or a dance, visiting a friend, going to a meeting, attending a religious service, eating out, going to a park, going for a walk, playing cards or other games, and resting. The three most frequent activities of both groups were watching TV or listening to the radio, going shopping, and

eating out. The authors noted that passive activities were the activities most frequently mentioned by individuals with CD.

GOVERNMENTAL LAWS

There are federal laws to protect the rights of individuals with CD to receive quality education and participate in community programs. Section 504 of the Rehabilitation Act of 1973 was written to provide greater accessibility to places of employment and other services for individuals with disabilities. To prevent discrimination against individuals with disabilities, Section 504 stated, "No otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (United States Statutes at Large, PL 93-112, 1973 p. 394). By Section 504, all individuals with disabilities were allowed to have vocational rehabilitation services which included: counseling, physician exam, interpreter for individuals with hearing impairments, transportation, and others (United States Statutes at Large, PL 93-112, 1973).

In 1975, Congress passed into law the Education of All Handicapped Children Act, better known as Public Law 94-142 (United States Statutes at Large, PL 94-142), which clearly stated that recreation was a related service, and that physical education be required for all children with disabilities (United States Statutes at Large, PL 94-142, 1975). Today the revised law, Public Law 101-476 (Individuals with Disabilities Education Act, IDEA), requires schools to

have special education services available for all students with disabilities. IDEA also requires that each student with a disability have an Individual Education Program (IEP) written and that schools start to create transitional objectives in the IEP by the time the child is 14 years old (United States Statutes at Large, PL 101-476, 1990; Krebs & Block, 1992). This law requires public school administrators, teachers, and community recreation specialists to work together to develop a transitional plan for students with disabilities.

Another law that protected the rights of people with disabilities was the Americans with Disabilities Act (ADA) of 1990. ADA was written to strengthen the Rehabilitation Act of 1973 (Section 504) by providing enforcement for prevention of employment discrimination for people with disabilities and the accessibility of commercial aircraft, bus, and train transportation access for individuals with disabilities (United States Statutes at Large, PL 101-336, 1990). Public Law 101-336 (1990) covered employment services, public services, private facilities that served the public (e.g., motels, hotels, gyms, zoos, bowling alleys, etc.), and telecommunications for individuals who are deaf, have hearing impairments, or speech impairments.

The ADA built upon what Section 504 began, but added that federal money would be appropriated if the previously mentioned services were not implemented. Under the employment services section ADA required public facilities who employ 15 or more employees to base their hiring on qualifications not disability (United States Statutes at Large, PL 101-336, 1990).

The ADA prevented discrimination on public transportation by requiring aircraft, trains, city buses, and school buses to have wheelchair lifts for people with disabilities and a designated section for them to sit in when utilizing the service. The law also required any public transportation buildings, planes, trains, or buses that were built after the law was passed to be accessible for individuals with disabilities (United States Statutes at Large, PL 101-336, 1990). Under Section 504, private facilities that served the public were not responsible for providing accessibility for individuals with disabilities. The ADA improved upon Section 504 by requiring all private facilities that served the public to be accessible to people with disabilities (United States Statutes at Large, PL 101-336, 1990).

Telecommunication services were generally not provided by the media for individuals with hearing and speech impairments, since Section 504 did not require them. When the ADA law required media and phone companies to offer telecommunications for the deaf (TDD) and telecommunication relay services for individuals with hearing and speech impairments, these services were started. Consequently, such individuals were no longer discriminated against in regards to communicating by telephones and leisure enjoyment of TV and radio (United States Statutes at Large, PL 101-336, 1990).

LEISURE TIME PROBLEMS

Dattilo (1991) found that many adults with CD were not experiencing satisfying leisure activities. Thurlow et al. (1989) reported the following reasons why individuals with CD were not participating in structured or unstructured leisure time activities: 1) difficulty in finding transportation, 2) money problems, 3) parks or gyms did not offer activity programs for the disabled, 4) their activity skill level was lower than their peers, 5) no time, 6) social or behavior problems, and 7) health reasons. Schloss, Smith, and Kiehl (1986) said that three areas limited individuals with mild to moderate CD from participating in community leisure programs: 1) lack of skills needed to gain access to the community, 2) lack of recreational skill knowledge, and 3) limited social skills to set up plans to participate with friends in a recreational activity.

Other reasons why individuals with CD may have problems with their leisure time may be due to their lack of knowledge about leisure. The educational system revised the curriculum to encourage secondary students to benefit from a more active lifestyle. Krebs and Block (1992) stated three reasons why education programs do not contain much recreational or leisure training: 1) recreation skills training is not a priority to some school administrators or professionals, 2) classroom teachers are responsible for recreational training, and many lack recreational knowledge since very few therapeutic recreation specialists are in the school system to in-service the staff, and 3) lifetime recreation and leisure skills are not taught frequently enough to

students with disabilities by adapted physical education teachers or therapeutic recreation specialists. Krebs and Block (1992) proposed a solution for these three problems "emphasizing a functional, community-based, lifetime sport, and fitness skills curriculum in physical education and adapted physical education, particularly at the secondary level where students with disabilities prepare to transition into employment and independent living in the community" (p. 307). Matthews (1977) listed five ways to help individuals with CD integrate into the community: 1) expose them to recreational activities, 2) find accessible programs in which they can participate, 3) teach them how to use recreational facilities, 4) teach positive recreational experiences that they can incorporate throughout their life, and 5) be persistent in challenging community beliefs regarding what individuals with CD can do for their leisure. Bedini, Bullock, and Driscoll (1993) mentioned that leisure education programs for individuals with CD are rarely started in the school setting.

SCHOOL AND COMMUNITY RECREATION SPECIALISTS RELATIONSHIP

Bedini et al. (1993) suggested there is a need for better collaboration between school officials, community recreation specialists, and the parents of individuals with CD. Ittenbach et al. (1993) observed that in order for social, recreational, and economic integration to occur, young adults with CD need integrated community-based support services. Krebs and Block (1992) mentioned that teaching movement exercises is good when an individual is younger, but when the individual becomes a teenager, a more community

based curriculum is needed. Schleien and Ray (1988) described roles and responsibilities for networking among community recreation professionals, community educators, and school officials when looking at community leisure needs for individuals with disabilities. One of the need areas they identified was developing a leisure/recreation curriculum for persons with disabilities. Schleien and Ray (1988) stated that persons with disabilities should have an opportunity to learn about leisure activities in an after school environment or in a more natural setting. They recommended that the community recreation professional should coordinate leisure activities for the individuals with disabilities so they can have appropriate access to existing leisure programs. Currently, teachers have emphasized the need to prepare their students with CD for more work related experiences, rather than lifelong leisure skills (Bedini et al. 1993).

SCHOOLS AND TRANSITION

Secondary special education programs are required by PL 101-476 to provide transitional assistance for their students with disabilities. Wehman (1990) recommended the following ways to aid in the transition for individuals with disabilities: 1) incorporate an individual transition plan into either the student's IEP or another document where goals are being developed, 2) improve the classroom instruction to create more community transitional opportunities for students with disabilities, 3) provide instruction in integrated classrooms where the students with disabilities can learn how to better access

their community by their peers' example, 4) encourage students' parents and friends to help the students with CD acclimate into a job opportunity, and 5) encourage all professionals to work together to assist the students with disabilities through the transitional stages of acquiring employment. Haynes and Justice (1988) recommended secondary transitional curriculum models be based on community awareness, work training skills, independent living preparations, and appropriate socialization while in the community. Benz and Halpern (1987) said that secondary special education teachers were encouraging the need for more parental involvement in their transitional programs and that the parents wanted increased contact with their child's teacher when transitional planning was discussed.

Haynes and Justice (1988) mentioned barriers in education that prevented transition into the community for individuals with disabilities: 1) lack of community based programs at the secondary level, 2) the individuals' families' fear of losing federal assistance due to temporary employment, 3) lack of appropriate behaviors of students with severe disabilities, 4) lack of funds to community agencies that specialized in placement of students with disabilities, 5) inability to create additional transitional programs to meet the current students' needs, 6) liability concerns on the part of employers when hiring individuals with disabilities, 7) transportation problems, 8) shortage of qualified staff in the community, 9) limited time, and 10) negative attitudes in community of what an individual with a disability can do for employment.

Freeburg, Sendelbaugh, and Bullis (1991) identified barriers to transitional work programs for individuals who are deaf, hearing impaired, or multiply disabled: 1) insufficient preparation by secondary education programs for the beginning stages of community involvement, 2) insufficient funding for services provided by agencies working with individuals with disabilities to acclimate them into community employment, and 3) lack of specialized community programs for individuals with severe hearing impairments to assist them in acquiring employment.

According to Benz and Halpern (1987), in the school system the primary person responsible for the acclimation of students with disabilities into the community is the special education teacher. The physical education teacher's role in the transition process for students with disabilities is an important one: to work with the transition team in providing peers to assist the student who has a disability and to educate the team members regarding the role that physical education can play in the transitional process (Krebs & Block, 1992). The role of the adapted physical education teacher is to write individual transition programs (ITP) for students. The authors noted that ITPs help determine the skills that are needed in a community based recreation program so the individual with a disability can successfully achieve independence. The foundation of the ITP supports Block's (1992) views that secondary students should be instructed in skills at community places where individuals with disabilities will be working, living, and recreating in postsecondary life.

As Krebs and Block (1992) stated, adapted physical education aids students to make the transition from secondary special education to the community by teaching the students a life skill curriculum.

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