

## Introduction

Research on individuals with developmental disabilities has mainly focused on academic achievement (Kreiner & Flexer, 2009), feeding, self-care, work, and productivity (Specht et al., 2002). For individuals with developmental disabilities, leisure activities are usually an afterthought, after academic, self-care, and productivity issues are addressed (Specht et al., 2002).

## Abstract

Leisure activities provide an opportunity for individuals with developmental disabilities to acquire skills and competencies that are essential for successful integration in the general public. These skills include making friends, acquire better communication, behaving appropriately, and developing better problem-solving skills. Unfortunately, individuals with developmental disabilities have limited access to age-appropriate leisure activities participation despite having more access to leisure activities when compared to their typically developing peers (Sherrow et al., 2016). This study seeks to understand forces that influence the participation of individuals with developmental disabilities to engage in leisure activities for them to enjoy a better quality of life.

## Purpose

The purpose of the study is to understand the perspectives of special education teachers on how forces influence participation in leisure activities (social, recreational, active physical activities) for individuals with developmental disabilities. Research has indicated that individuals with developmental disabilities have limited access to leisure activities due to personal.

## Research Questions

1. What are teachers' perspectives on forces that shape participation in leisure for adults with developmental disabilities at a southern university-based independence program in the USA?
2. What are the teachers' descriptions of the university's role, graduate a more diverse population of students in both colleges if any, in participants' leisure activities?
3. What are the teachers experiences and perspectives on community involvement in assisting students with developmental disabilities to participate in leisure activities?
4. What changes, if any, would teachers propose to existing forces (people, programs, policies) that shape participation by adults with developmental disabilities in leisure activities?

## Methods

### Data and Approach

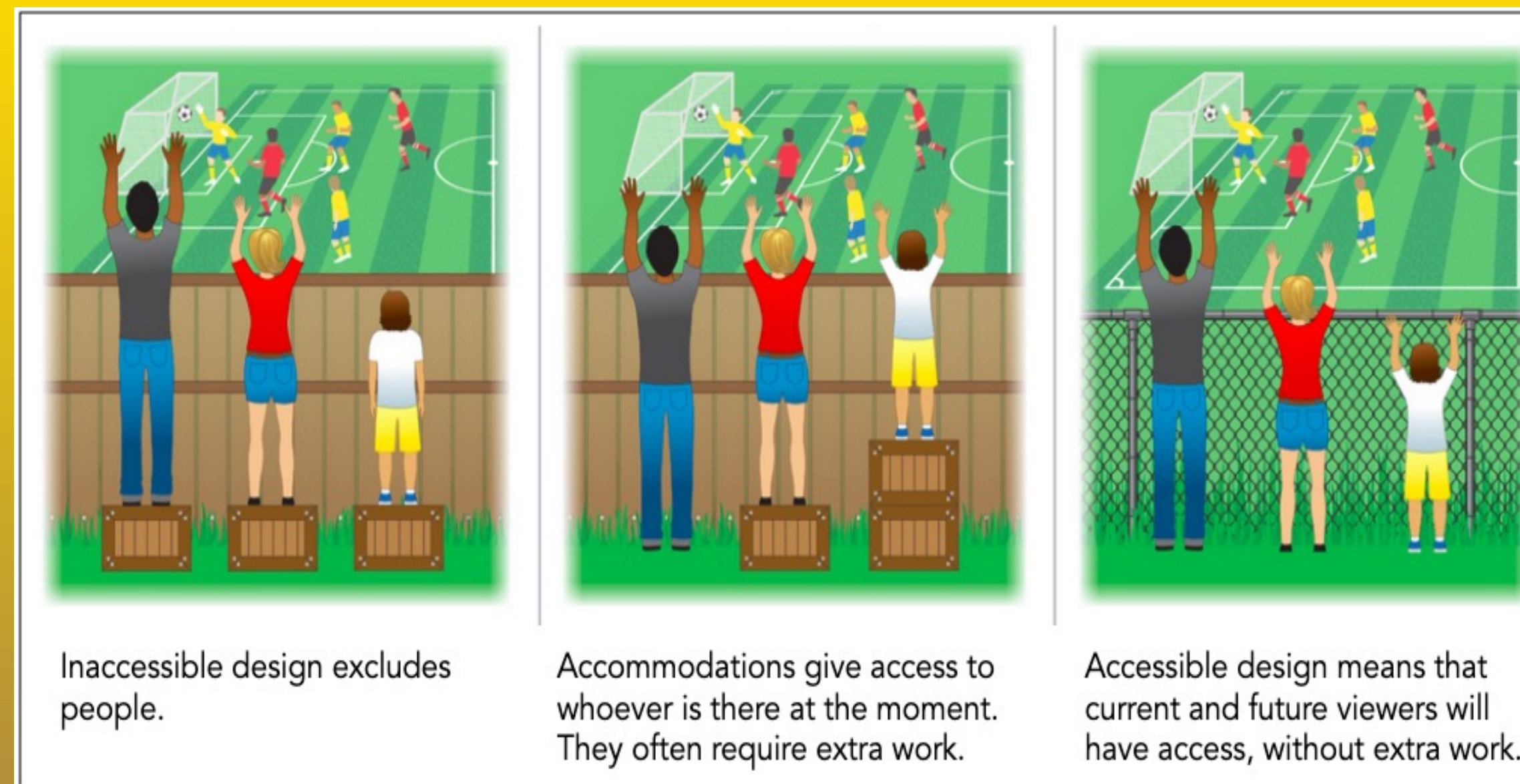
- To answer the research questions posed, this study:
- Interviewing three teachers on their perceptions and experiences on forces that shape leisure activity participation for adults with developmental disabilities.
  - Observations
  - Field notes
  - Inspection of documents



## Framework

### Critical disability theory

The critical disability theory provides appropriate opportunities to disability through attempting to change these negative beliefs, stereotypes, and biases in a positive way.



## Analysis

### Inductive analysis

- It involves scanning through text to identify ideas, thoughts and concepts
- Scanning and organizing raw data
  - Grouping similar items together
  - Identifying relationships
  - Develop theories, concepts and ideas

## Preliminary Findings

### 1. Environmental forces

- Inclusive education in the general education
- Parental support
- Teacher-Education and training
- Policy formulation
- Accommodations and modifications
- Tolerating individuals with developmental disabilities

### 2. Individual forces

- Student motivation
- The severity of the disability

## Implications

- Educators, teachers, coaches, therapists should work together to identify unique leisure requirement for students with developmental disabilities
- Recreational in the community should be accessible to individuals with developmental disabilities
- Individuals with developmental disabilities should be provided an opportunity to chose their preferred activities
- Teaching students with developmental disabilities usually requires more time
- There is a need for continuous education and training for special education teachers on leisure activities for individuals with developmental disabilities

## Conclusions

- Leisure activities provides an opportunity to acquire skills that are essential for successful integration into the community
- Participation in leisure activities improves the quality of life for individuals with developmental disabilities
- Services and supports such as transportation, parental support, patience are essential for active leisure activity participation

## References

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## Significance

Identifying forces that influence participation in leisure activities for individuals with developmental disabilities will enable different stakeholders, such as policymakers, educators, teachers, coaches, families, and therapists, to establish areas that need intervention (Braun et al., 2016). Ascertaining these forces will help to ensure individuals with developmental disabilities can access services and supports that facilitate active participation in leisure activities resulting in them enjoying a better quality of life

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