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).

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, acquiring better communication, behaving appropriately, and developing 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.

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 and environmental factors.

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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 their 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?

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