

# Facilitation Techniques in Therapeutic Recreation

Fourth Edition

**John Dattilo**

Penn State University

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## **Dedication**

*To my parents, Gloria and Marty  
Who acted as my role models and whose memory continues to inspire me.*



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## Preface

Over 20 years ago, we were a part of a task force to identify competencies for entry-level therapeutic recreation. The task force was composed of approximately a dozen professionals with experience in therapeutic recreation. We reviewed documents produced by professional organizations including the American Therapeutic Recreation Association, the Council on TR Certification, the Pew Health Professions Commission, the National Recreation and Parks Association, and the National Therapeutic Recreation Society. After determining competencies, we developed the first edition of this book with each chapter containing specific sections to provide consistency to the reader. Although the chapters included in this fourth edition of the book address various therapeutic recreation facilitation techniques, the book is not exhaustive. Competencies generated by the task force became the basis for identification of possible topics while individual expertise and interest guided selection of techniques presented in the book. Since publication of the first edition, various professionals experienced in facilitation techniques joined the team and contributed new chapters to this book. In addition, some of the original authors have since retired and/or are pursuing other ways to help people. We acknowledge contributions of these generous professionals in each relevant chapter.

We are fortunate that new knowledgeable authors are contributors to the fourth edition of this book, including Brent Wolfe and Shintaro Kono. In addition, some previous authors took leadership of chapters, such as David Loy and Lauren Ortega. Finally, returning skilled authors including Ellen Broach, Cari Autry, Stephen Anderson, Cynthia Carruthers, Colleen Hood, and Leandra Bedini, continued making valuable contributions. These authors and I revised each chapter providing updates to increase readability and usability of the book. Often, these revisions were based on feedback we received from students and practitioners. More specifically, vocabulary used and descriptions associated with the facilitation techniques provided in each chapter reflect a stronger sensitivity to diversity, equity, and inclusion.

The introductory chapter sets the stage for the book. The remaining chapters cluster into four sections. The first section presents interventions often used to promote physical activity and fitness including adventure and aquatic therapy as well as therapeutic use of exercise, sports, and sailing. The second section contains techniques frequently used to address challenges to emotional expression and control such as anger management, expressive arts, moral discussions, therapeutic use of humor, and values development. Chapters on mindfulness and stress management as well as therapeutic use of reminiscence, magic, massage, and tai chi are strategies regularly used to provide cognitive stimulation and promote well-being, which is the third section of the book. The final section contains educational and adaptation strategies including assistive technology and leisure education as well as therapeutic use of animals, horseback riding, and play. We hope this book helps contribute to the field of therapeutic recreation and ultimately improves lives of people experiencing illness, disability, or other characteristics who encounter oppression by contributing to their health and well-being so they experience leisure and flourish.

-J. D.

## About the Authors

**Stephen C. Anderson** is an adjunct professor in the Department of Recreation Sciences at East Carolina University (ECU). He completed his BS and MS in Recreation Administration, with specializations in Therapeutic Recreation, at Indiana State University and PhD at the University of Maryland. He has been a professor for 50 years at University of Maryland, Indiana University, University of North Carolina at Greensboro, University of Florida, Barry University, Florida International University, and ECU. He served as a department chair at three universities, associate dean, interim dean, assistant to the provost, director of academic integrity, and director of academic advisor development. He served as president of the National Therapeutic Recreation Society; Executive Committee and Board of Directors of the World Leisure Organization; Board of Directors of the American Association for Leisure and Recreation; and numerous journal editorial boards as well as certification and accreditation teams. Stephen's research examines the impact of blue space on quality of life of persons with disabilities.

**Cari E. Autry** is an assistant professor in the Recreational Therapy Program in the Department of Recreation Sciences at ECU. She received her PhD in Health and Human Performance with a concentration in Therapeutic Recreation and a minor in Special Education from the University of Florida and her MS in Recreation Administration with an emphasis in Therapeutic Recreation from the University of North Carolina at Chapel Hill. She has been a professor for 19 years at the University of Florida, Arizona State University, Florida International University and ECU. Cari's major research focus is on therapeutic sailing and virtual reality sailing simulation for people with physical disabilities. She is the director of a Sailing Simulation Lab, which houses a Virtual Reality Sailing Simulator, in the ECU Department of Recreation Sciences. During her academic career, Cari has presented her research at state, national, and international conferences and published her research in numerous journals.

**Leandra A. Bedini** is professor emerita from the Department of Community and Therapeutic Recreation at University of North Carolina Greensboro. Leandra's 40-year career has focused greatly on providing access to leisure for disenfranchised groups. Her career began as a therapeutic recreation specialist, designing and implementing TR programs for children and youth with physical, cognitive, and emotional disabilities in hospital, school, and community recreation settings. As a faculty member, she sought to empower future recreation therapists through courses such as leadership, professional issues, and facilitation techniques (including magic). Her research foci included how to increase access to meaningful leisure for girls and women with physical disabilities as well as for family caregivers. Leandra is professionally active in retirement writing and presenting on marketing and advocacy for recreation therapy practice and profession. In her leisure, she enjoys mysteries, auctions, and hiking.

**Ellen Broach** recently retired from the University of South Alabama. She has served on the ATRA, NCTRC and National Therapeutic Recreation Society Board of Directors. Ellen is also on the editorial board for aquatic and recreational therapy journals and was an editor for the *ATRA Annual*. She has authored papers and presents workshops in the areas of aquatic

therapy and recreational therapy. Prior to her university appointments, Ellen was employed over 20 years as a recreational therapist and aquatic therapist with individuals with physical and developmental disabilities, and marginalized youth. She is active in outdoor activities that include aquatic exercise/ therapy, kayaking, camping, bicycling, bird watching, hiking and backpacking.

**Cynthia Carruthers** is professor emerita at the University of Nevada, Las Vegas. Most of her professional therapeutic recreation practice, as well as her research, have been in the areas of leisure, mental health, addiction recovery, coping, and well-being. She, together with Dr. Colleen Hood, developed the Leisure and Well-Being Model, which proposes that the goal of therapeutic recreation services is to help people experience happiness in their daily lives, successfully navigate their challenges, and cultivate their full human potential. She completed Mindfulness Meditation Training (Levels 1 & 2), 200-hour Yoga Teacher Training, and Trauma Recovery Yoga training. She has a regular yoga and meditation practice that contributes immensely to her personal well-being.

**John Dattilo** is a professor in the Recreation, Park, and Tourism Management Department at Penn State University. He began his career as a special educator and therapeutic recreation specialist working with individuals with multiple disabilities. John provides leisure services, conducts research, and has taught courses on therapeutic recreation, leisure education, and inclusive leisure services for over 40 years to help people provide respectful human and leisure services. He tries to support people experiencing marginalization as he listens closely to learn from others, and then uses his role as a researcher, educator, and author to promote leisure for everyone. John is humbled when he learns from people who encounter substantial challenges yet act with compassion, kindness, generosity, and forgiveness; they are his role models. John primarily experiences leisure when he is with his wife, Amy; their boys, David and Steven; and his extended family.

**Colleen Deyell Hood** is a professor in the Department of Recreation and Leisure Studies at Brock University in St. Catharines, Ontario Canada. Her areas of interest and expertise are therapeutic recreation professional practice, mental health and well-being, and strengths-based TR practice. Colleen is the co-author, with Dr. Carruthers, of the Leisure and Well-Being Model. She is also a registered psychotherapist in the province of Ontario, and she manages a small private practice. She and Dr. Carruthers are currently completing a new book for therapeutic recreation professionals entitled *Facilitating Client Change in Therapeutic Recreation: A Strengths-Based Perspective*.

**Shintaro Kono** is an assistant professor in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta, Canada. His research and teaching focus on the relationships between leisure and subjective well-being, while he also examines this topic from a non-Western cultural perspective. Recently, Shintaro conducted studies to develop online leisure education interventions for different groups of people, including university students. Leisure education allows him to mobilize his expertise in leisure and subjective well-being, by providing opportunities for people to enhance the quality of their leisure experiences and to achieve greater well-being. Shintaro believes that online leisure education will make his dream possible in the future: “leisure education for all.” He envisions providing online leisure education across institutions, social groups, and national borders.

**David Loy** is an associate professor of Recreational Therapy in the Department of Recreation Sciences, has taught courses at East Carolina University in assessment and measurement, physical and movement interventions, and adaptive sport since 2001. He is a certified and licensed recreational therapist that has also worked as a practitioner in both community and clinical settings for 10 years prior to academia. Credentialed as a Certified Adaptive Recreation and Sport Specialist, Dave's research has focused on biomechanics in adaptive sport, coping and adjustment to disability, and measurement psychometrics. He has over 70 presentations and research publications primarily focused on the biomechanics in adaptive sport, coping and adjustment to disability, and measurement psychometrics in recreational therapy.

**Lauren Ortega** is an assistant teaching professor as well as the director of the recreational therapy internship program at Florida International University (FIU) and a member of the American Therapeutic Recreation Association. Lauren also works part time as a recreational therapist for Strive Recreational Therapy Services. Lauren earned her BS in Physical Education: Sports and Fitness Studies and her MS in Recreation and Sport Management: Recreational Therapy from FIU. She worked at FIU as the Internship Coordinator for the Recreational Therapy program and then worked as an activities director at a nursing and rehabilitation center in Miami, FL. Her major areas of interest include equine-assisted therapy, Special Olympics, aquatics, SCUBA therapy, and Paralympics.

**Brent D. Wolfe** is an associate professor in the Department of Community and Therapeutic Recreation at the University of North Carolina, Greensboro, and has more than 20 years of experience in the RT profession as a practitioner and educator. He has served on the board of the National Therapeutic Recreation Society and the American Therapeutic Recreation Association (ATRA), and currently serves as the executive director for ATRA. Brent believes that the two most important keys to being a successful leader, student, therapist, and person are listening and empathy. He spends his free time with his wife, Becky; their two daughters, Austyn Grace and Taylor Faith; their dogs, Bella and Lobo; and cats, Leyla and Blue.

# Chapter 1

## The Age of Enlightenment for Therapeutic Recreation



John Dattilo

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

—James O’Toole

### INTRODUCTION

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

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

So, light alone does not do us much good unless we know how to use it. Information has many similarities to light in that information is not inherently useful but when effectively applied, information becomes useful. When professionals acquire information and use it in an effective manner, these individuals are enlightened.

The purpose of this introductory chapter is to describe how we can become more enlightened so that we can enlighten individuals who participate in therapeutic recreation programs. The message *to become enlightened so that we may enlighten* divides into the following three sections: become, enlightened, and enlighten.

## Become

The word **become** means to undergo change or development. If we are to become enlightened we must be willing to change. Henry David Thoreau's words are relevant here, "Things do not change, we do." If we want to become enlightened, we must be willing to change the way we deliver services. Returning to the analogy of *light*, light can help us find our way if, at times, we are willing to change. A story about my oldest son, David, perhaps illustrates this belief.

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

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

## Enlightened

When people are enlightened, they experience freedom from ignorance and misinformation; freedom is a fundamental aspect of the leisure experience. What appears most important in regards to freedom is the perception that we are free. The French novelist, Antoine de Saint-Exupery, once wrote, "I know but one freedom and that is the freedom of the mind." Freedom of the mind equates to freedom from ignorance. In *The Rights of Man*, the American political philosopher, Thomas Payne, wrote, "Ignorance is of a peculiar nature; once dispelled, it is impossible to reestablish it." It is not originally a thing of itself, but is only the absence of knowledge. This quote helps focus our attention on the power of knowledge and the value of becoming enlightened. Nevertheless, a question may arise in your mind: *What can we do to become enlightened?* Although there are many ways to become enlightened, the chapter highlights the following strategies:

- Listen
- Read
- Evaluate
- Research

## Listen

I learn so much by listening to people. As a practitioner, I learned to listen to what people who encounter challenges experiencing leisure said they wanted for their leisure. When teaching others to work with such individuals, I try to instill in them the importance of listening. As I have taught students and observed them interact with participants, I provided them with advice given by William Shakespeare: "Give every man [person] thine ear, but few thy voice." A way to become

enlightened is to listen to what other people are saying. Not focusing on what we are going to say, but rather taking time to listen to people, allows us to be more effective practitioners. We listen to what participants are trying to tell us, what advice our colleagues are trying to give us, and what guidance our supervisors are trying to share with us. An experience I had after watching my eager and enthusiastic students interact with some youth with developmental disabilities may help illustrate my point.

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

I continue to share this message because listening is critical to conveying to others we care about them. Have you ever shared a conversation with someone who, after the person finished telling a story and it was your turn to speak, appeared to be thinking about what to say next? If you happened to take a breath, this person quickly provided another anecdote. If this interaction continued for any length of time, how did this exchange make you feel? There is value in remembering that feeling as we interact with our participants when they are trying to tell us something. An analogy comes to mind.

*A child sits near a large boulder at the ocean's edge holding a small squirt gun. The child takes aim at the boulder and fires. To the child's dismay, the water careens off the face of the boulder without moving the large rock. It seems that the boulder is not interested in the child's attempts at contact; the boulder stays rigid and apparently unchanged. The child's interest in the boulder wanes and the child glances away from the boulder and spies a rock lying on the ground. As the child walks toward the rock, a wave comes in and moves the rock about. The child marvels at the way the rock responds to the ocean's advances by tumbling in different directions. It seems as if the rock is just waiting for the ocean to come to it and touch it; the rock changes constantly based on the ocean's movement. The boulder was just not listening to the child, but the rock surely listened to the ocean.*

When working to facilitate leisure, do we hold fast to what we learned initially or do we listen, reflect on what others say, and then decide whether to modify the way we deliver our services? Simply closing our mouths and opening our ears are actions that help us become enlightened.

**Listening and This Book.** When developing this book, we listened to many people experiencing barriers to their leisure about how they felt about facilitation techniques. We heard from professionals across the globe engaged in systematic application of various facilitation techniques. We also listened to each other since the cumulative experience of the authors is extensive. In addition, we listened to the feedback given to us by practitioners and students after they examined drafts and previous editions of this text. We learned much from these people and became more enlightened from our efforts.

### **Read**

In addition to science, popular culture recognizes the value of reading. For example, George R. R. Martin, author of the book and television series, *Game of Thrones*, focuses on the importance of reading for one key character, Tyrion Lannister. Tyrion, portrayed by Peter Dinklage, stated:

My brother has his sword, King Robert has his war hammer, and I have my mind . . . and a mind needs books as a sword needs a whetstone if it is to keep its edge. That is why I read so much Jon Snow.

Studies have examined variables that could contribute to school achievement. There appears to be one variable shown to predict consistently success in school—reading. If adults read to children at a young age and then encourage and support children to read, these children are more successful in school. Words of B. F. Skinner, the American psychologist, come to mind: “We shouldn’t teach great books; we should teach a love of reading.” Although teachers *required* us to read during our formal education, some of us associate our learning with a structured classroom and a teacher telling us what is important. Unfortunately, by the time some of us are in college, much of our effort focuses reading the least possible amount. To become enlightened, it is imperative we keep abreast of new information by reading. After spending time in a library, Robert Fulghum in *Uh-Oh* wrote the following.

. . . I had an overwhelming bad news/good news feeling. Knowledge and the number of books that contained it were infinite—I could never read them all. And as I read one, ten more were written somewhere. That was the bad news. The good news was that the knowledge and the books that contained it were infinite. I would never run out of things to learn. Knowledge was infinite in every direction I turned.

Today, more than ever, people are conducting research relevant to therapeutic recreation and publishing such studies in journals. Textbooks attempt to synthesize and integrate this research into practice. The importance of professionals staying abreast of recent innovations became clearer to me through the following experience.

Many years ago, we searched for a pediatrician. On one interview, we spoke with a physician about various issues. When we spoke, he thoughtfully answered our questions, stated his position, and then reached into a stack of journals on his desk, pulled one out, turned to a page, and showed us studies, tables, and diagrams supporting the way he intended to care for our child. He was our pediatrician for years; choosing him was one of our best decisions.

Professionals practicing today are more fortunate than their predecessors were. We now have a growing body of knowledge that expands as studies and other writings appear in a range of journals. Therapeutic recreation is relatively new and identified by many as an “emerging profession.” The lack of research and written application of interventions and facilitation techniques, limited initial training of students. However, many professionals agree, there are now many techniques validated through research. Since interventions and facilitation techniques are a critical aspect of therapeutic recreation services, having access to written documentation we can read, interpret, and apply is essential. Over the years, we have solicited input from various practitioners, educators, and students; the one area they would like to learn more about is facilitation techniques. In the past, we learned most facilitation techniques on the job. Unfortunately, the lyrics by Lynyrd Skynyrd applied to many of us . . . “I know a little, I know a little ’bout it . . . and baby I can guess the rest.” When it comes to enhancing the lives of people with disabilities and other people experiencing challenges to their leisure, this approach is unacceptable.

**Reading and This Book.** This book contains many chapters, each of which presents a facilitation technique. We provide an *introduction* in each chapter to familiarize the reader with the facilitation technique. The introductions contain a preview of what major topics the chapter contains. In each chapter we provide *definitions* of terms relevant to the facilitation technique. As we were developing this book, it became obvious that confusion associated with facilitation techniques was a result of the lack of clarity of terms used to describe the technique and associated procedures. Therefore, in each chapter we provide definitions of relevant terms that we found to be most useful and we use these terms consistently throughout the chapter.

For example, what does the phrase facilitation technique mean? The word **facilitation** or facilitate involves freeing from difficulties or obstacles, to make easier, aid or assist. A **technique** is a systematic procedure by which we accomplish a complex scientific task. Putting these words together, we arrive at the definition of a **facilitation technique** as a systematic procedure by which individuals become empowered to overcome difficulties or obstacles. Selection and purposeful application of these facilitation techniques allows us to achieve desirable outcomes.

Every chapter provides a *description* of the facilitation technique. These descriptions help the reader learn about important considerations when implementing such a technique. We hope by reading this book, current and future professionals will become more enlightened.

### **Evaluate**

Although listening and reading are two important ways to become enlightened, we also continually evaluate what we do and make necessary adjustments to enhance our services. Usually, it is easy to identify professionals engaged in continuous evaluation of their actions; likewise, those who choose not to appraise their actions are noticeable. Have you ever examined an agency's recreation activity listing and learned that the staff continue to offer activities in the same way for several years? Alternatively, have you watched a teacher lecture that is not that interesting and continues to use notes that are old and outdated? Often, individuals associated with these actions need to evaluate their services. Experience can be a wonderful teacher; however, *20 years of experience can be one year of experience 20 times*. Some experienced professionals may have been engaged in ineffective service delivery for many years. Unless we continuously evaluate our actions, years of experience may not be useful. One way to avoid this is to consistently listen to those around us, read relevant literature, and strive to evaluate what we do.

**Evaluation and This Book.** Implied in evaluation is a retrospective examination of what has occurred. Although information presented in this section focuses on evaluation of the individual professional, we gain much insight by examining a facilitation technique retrospectively. Therefore, we provide a brief history of the facilitation technique in each chapter. To help readers visualize implementation of facilitation techniques, we include case studies. The case studies provide a brief description of participants, followed by a more detailed application of a facilitation technique by practitioners involved in continuous evaluation of their services. We provide participants' responses to the facilitation techniques to assist readers in becoming enlightened.

### **Research**

Author of *Research in Education*, John Best, stated, "Evaluation seeks conclusions leading to recommendations and decisions; research seeks conclusions leading to new truths." As previously mentioned, practitioners who continuously evaluate their actions examine what they do,

and based on this examination, make recommendations and decisions about ways they deliver services. Although evaluation is an important aspect of becoming enlightened, it is not sufficient.

Typically, effective professionals base what they do in practice on research. Unfortunately, there is a gap between research and practice, and this is troubling since many practitioners do not use the knowledge produced by research. To provide the most effective treatment available, professionals must remain current on their understanding of effectiveness of interventions they use. After conducting a critical review of empirical research, Betsy Botts and colleagues made the following conclusions:

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

Therefore, to become enlightened means that some of us must develop theories and conduct rigorous research while all of us must be consumers of these theories and associated research. It seems if we want people to view therapeutic recreation as a profession, there is value in listening to Daniel Schon from the book, *The Reflective Practitioner*:

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

**Research and This Book.** Each chapter contains a section on *theoretical foundations*, which identifies various theories or explanations to clarify connections between facilitation techniques and participants' change in behavior. Theories help to explain possible ways facilitation techniques work. One or several theories should be the basis of facilitation techniques we select. In the section devoted to *effectiveness*, we present a sampling of different research studies examining effects of facilitation techniques. These investigations help document effective techniques and question the value of others. Studies examining effectiveness investigate delivery and impact of an intervention as we implement it in service delivery systems. Although reading the numerous studies presented in this section may be laborious, we included this amount of material to allow readers to evaluate the degree of empirical support for the facilitation technique. These studies may help to determine effectiveness of facilitation techniques and, ultimately, legitimacy of the profession. It is our hope that knowledge of research examining effects of various facilitation techniques will empower students and professionals to speak thoughtfully with participants, families, colleagues, and administrators about implications of implementing such techniques. In addition to the research examining effects of the various facilitation techniques described in this text, we have reviewed studies examining perceived importance of these facilitation techniques in the delivery of therapeutic recreation services. For example, Kinney and colleagues surveyed 306 Certified Therapeutic Recreation Specialists regarding importance of various techniques used in practice. The authors reported that most respondents indicate that teachers should place

greater emphasis on teaching facilitation techniques as opposed to other modalities. These are skills and knowledge practitioners should possess at entry level.

## Enlighten

To *enlighten* is to *furnish knowledge to instruct*. An important aspect of our role is to teach participants ways they might experience leisure and improve their physical, cognitive, emotional, and social skills. If leisure is such a desired condition and we design services to achieve therapeutic outcomes, why then are some people not motivated to learn, play, or participate in recreation activities? After talking with many participants and practitioners over the years and considering our experiences, we conclude this is an important question to try to answer when providing therapeutic recreation services. Examining the way individuals and society view learning, helps to identify why some people have low motivation. We can learn much by watching young children play. Most children are born curious; they spend extensive amounts of time in exploration. They explore so they learn about the world and themselves. Therefore, when circumstances inhibit their exploration, we provide early intervention for these children to create an environment conducive to their exploration. Children who are curious and who are intrinsically motivated to explore the world around them, are autonomous. In *Why We Do What We Do*, Edward Deci stated:

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

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

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

If children are inherently motivated to learn, play, and participate in recreation activities, why are some participants not motivated? One explanation is we have institutionalized the natural activities of learning and play. That is, many people designate schools or other similar institutions as the place where learning occurs and, more specifically to leisure, recreation agencies are places where we develop recreation skills. To facilitate group learning, many schools and formalized recreation programs encourage students and participants to conform to rules that often stifle exploration. Frequently, these agencies place students and participants in a responder role, requiring them to wait for others to ask a question rather than to initiate inquiry. Quickly, we assign grades, trophies, prizes, and other consequences associated with external rewards as indicators of

learning and successful participation. These external rewards can undermine intrinsic motivation previously associated with learning and spontaneous participation in recreation activities. Rather than focusing on stimulating curiosity, some professionals spend much of their time attempting to control participants or students. For example, when we receive rewards for our leisure, our behavior can become overjustified. We may begin to attribute our participation to extrinsic motives. Research suggests this can be dangerous since, when we introduce extrinsic rewards we tend to undermine self-determination.

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

## Resistance to Enlightenment

Up to this point, I have described how we might become enlightened so that we can enlighten participants. If you agree that it is important to become enlightened, then you may have a question like mine. A question directly linked to the development of this book and a question that I would like to address before concluding this chapter: *Why do some professionals resist becoming enlightened?* To address why we might be resistant to becoming enlightened, I describe the *Yin-Yang of an Emerging Professional*. If we are associated with an *emerging profession*, others consider us emerging professionals. We must participate in a balancing act to gain confidence of participants and become enlightened. On the one hand, we assume a position as a professional in which we experience the pressure to be competent professionals providing effective services. The public expects us to know what is best for participants and we assume our knowledge and skill development occurred primarily prior to our practice. This aspect of being an emerging professional relates to us having to address current problems. However, if we only engage in behaviors that allow us to address the present, all too soon our services will become outdated. The words of Virginia Buysse and colleagues address this idea:

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

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

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

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

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

Similar to entering a bookstore, we may be intimidated in our workplace to admit there are things we do not know. This intimidation may be more obvious to us who work to provide therapeutic recreation services than to other, more established professionals, because often we must defend what we do and how we do it. Being associated with an emerging profession can be a source of concern since others may doubt our legitimacy; thus, we must continuously educate others about the value of our services. Conversely, being associated with an emerging profession can be a source of excitement since we can have a significant impact on a profession that is in early stages of development.

**Resistance to Enlightenment and This Book.** For us to be effective in providing some facilitation techniques described in this text, such as adventure therapy, aquatic therapy, and therapeutic horseback riding, we need to acquire additional training and certification. However, to help readers feel more confident in their ability to implement facilitation techniques described in each chapter, we include simple introductory intervention implementation exercises that the reader might wish to complete.

## CONCLUSION

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

### Conclusions and This Book

We provide a conclusion in each chapter to summarize and synthesize major ideas presented. Conclusions bring closure to the chapter and identify salient points addressed. We include *discussion questions* to challenge readers to retain aspects of the chapter. Finally, each chapter contains a list of *resources* and *references* so readers can pursue additional resources and readings associated with each facilitation technique. We wrote this book to be a resource for professionals and students to collectively gain insight into some facilitation techniques. We do not intend the facilitation techniques provided in this edition to be comprehensive; rather, we attempt to present techniques that many of the authors implemented while delivering therapeutic recreation

services. Given the body of knowledge associated facilitation techniques described in this book, the words of Dan Dustin, come to mind: “Not one of us is free from responsibility for making the future.” We hope you find this text to be helpful in delivering services and contributing to improving the lives of people encountering challenges to their leisure.