Mt. Hood Kiwanis Camp

Elisabeth McClure
Pacific University

Paloma French
Pacific University

Recommended Citation

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Mt. Hood Kiwanis Camp

Description
The mission of Kiwanis Camp is: to provide excellence in outdoor experiences to individuals with disabilities, educational opportunities for students pursuing human service careers and facilitates personal growth and inclusion of all participants.

Working with Kiwanis Camp staff, Occupational Therapy students completed a needs assessment and developed a program proposal for OT students’ involvement in Kiwanis Camp. The vision for this plan integrates adaptation, task analysis, and program modifications to enhance campers’ participation and enjoyment of camp as well as teaching some basic sensory techniques to staff and counselors. In addition, there is a vision for OT students working on an ongoing basis through a fieldwork rotation and continuing the Innovative Practice Project.

This project involved primarily planning and coordinating of program development for a new fieldwork site. The following summarizes the main meetings and developments of the project; there were many email exchanges and phone calls in between the meetings to establish and clarify various aspects. These communications are summarized below and in the products of the IPP.

Disciplines
Occupational Therapy | Rehabilitation and Therapy

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Innovative Practice Project:

Mt. Hood Kiwanis Camp

Pacific University
School of Occupational Therapy
Spring 2010
Elisabeth McClure
Paloma French
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Kiwanis Meetings Summary

1/18/10
Established contact with Kiwanis camp director Skye Farina.

1/21/10
Research camp models for persons with disabilities in the US.

1/26/10
Initial meeting with Skye Farina, Camp Director

Location of her office: 9320 sw Barbour Blvd.

Suite, 165

Portland, OR 97210

Intros, exploring OT/Kiwanis ideas. Received staff /counselor manual.

2/1/10

Downloaded and viewed 3 Kiwanis videos from their website and youtube. Reviewed components of stroke camp that could be incorporated in to Kiwanis.

Set up objectives for IPP project.

2/4/10

(E,P,SR)

Meeting with Skye, Anne Fullerton (PSU Kiwanis Capstone coordinator)

General info about PSU Capstone project

More exploration of establishing partnership

Identify possible areas for OT assist: Arts and Crafts, Little Kid Week. Received information about capstone course with PSU, could Pacific students attend same course? Could we establish FW site at Kiwanis.

2/8/10

Meet w Sandra Rogers further develop the project.

2/11/10
Emailed Camp Avanti to seek guidance about their sensory strategies used at camp. Several attempts resulted in no response. Also Emailed MOT 1, 2, and 3 to poll for interest in participating in camp.

2/17/10
Meet w SR further develop the project.

2/24/10
Meet w SR prepare to present FW proposal to John White.

3/2/10
Meet with John White and Sandra Rogers

Kiwanis as FW opportunity initial approval and suggestion from John White that Pacific fund OT supervisor for Kiwanis site for initial few years.

4/8/10
Meet w Sanda Pelham-Foster/ Sandra Rogers

Propose FW site

Establish need for further work: More comprehensive model, How to find supervisor

4/7/10
Reviewed book: Crafts and creative media in Therapy from Pacific library.

4/10/10
Meet with Kiwanis A&C staff

Look over A&C projects

Discussion of challenges in A&C

4/13/10

Meeting with Katherine Sloan –White City, OR who leads an adult arts and craft therapy program very successfully: mosaic stones, mirror art, sophisticated collage, etc.

4/16/10

Group email to students who responded to poll, to thank them and invite them to join us for a site visit this summer.

4/20/10

Meet with Sandra Rogers

Plan for IPP community presentation

Plan for Kiwanis Staff Training day presentation

Discuss what needs to be done for finished IPP

4/24/10

Attended Kiwanis camp staff training. Site visit to camp to see the environment and took photographs for presentation.

4/27

Project Week

Independent work, Paloma /Elisabeth email and phone meetings. Research and development of Booklet report: OT for Kiwanis camp.
4/30/10

Presented booklet report to Sky and Ann (Kiwanis and PSU)

5/6/10

IPP Community Presentation

Biography- Kiwanis Camp

Elisabeth McClure:

**Elisabeth McClure** will graduate from Pacific University with a Masters in Occupational Therapy in May 22, 2010. She has many years of experience working with people with disabilities. She has worked with all ages and levels of abilities and is particularly interested in developmental disabilities and working to promote inclusion. She also has a brother with special needs who partly inspired her career choice. She is very excited to be involved in this project to help enhance community services for people with developmental disabilities.

Paloma French:

**Paloma French** was inspired to pursue a degree in Occupational Therapy after her work with children in the Head Start program. Paloma plans to move to Medford, OR after graduation later this month with her husband and son. She was drawn to the profession because it provides a truly holistic approach to help clients live life to the fullest. She is committed to helping not only her son, but all persons with disabilities reach their full potential by battling perceptual, environmental, and societal barriers concerning disability. She feels honored to be involved with community organizations such as Kiwanis Camp that are already leading the way.
Initial Questions For Kiwanis Staff

Paloma French
Elisabeth McClure
1/26/10

Kiwanis Camp

What is the history of Kiwanis camp?

Best contacts:

Does Kiwanis camp currently have an OT on staff or utilize OT services?

How could OT students play a role: Intervention, supervision, consultation, planning?

Increase skills, environment modifications, self-esteem, family respite?

Could grant writing be incorporated?

How many students could be accommodated in during the summer? (John and Sandra)
What roles could they play?

Overall goals:
Develop a needs assessment report?

Develop a program to be implemented in the summer of 2010 for OT to be integrated into camp scheduled activities?

Others:

As part of a needs assessment: May we contact former campers and their families, and other staff members and participants:

Review SLP interaction could we mirror some of the program logistics?
Pacific University School of OT and Mt. Hood Kiwanis Camp

<table>
<thead>
<tr>
<th>FW LEVEL II</th>
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<tbody>
<tr>
<td>1. 10 week full time (40 hours per week) about 400 total hours.</td>
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<td>2. In setting which provides OT services to people who are experiencing Occupational dysfunction.</td>
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<td>3. In-depth experience in delivery of OT services to clients.</td>
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<td>4. FW educator shall be a licensed OT with at least 1 year of practice.</td>
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<td>5. Minimum of 8 hours (12 or more ideal) per week with supervising OT with availability of on-site professional to foresee students' role.</td>
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<td>6. FW OBJECTIVES:</td>
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<td>Evaluation Process</td>
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<td>EP Critical Reasoning</td>
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<td>Intervention Planning and Implementation Process</td>
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<td>Intervention Process Critical Reasoning</td>
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<td>Therapeutic Relationship</td>
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<table>
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<tr>
<th>KIWANIS</th>
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<tbody>
<tr>
<td>1. Opportunity to participate in program planning 1 week (activity design and counselor training), 8 weeks at camp, and 1 week to wrap-up at the end of session. OR 8 intensive weeks since camp runs 24 hours 7 days per week during the summer.</td>
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<td>2. Occupational dysfunction is evident as camp serves individuals with developmental disabilities and physical disabilities.</td>
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<td>3. Follow model for PSU SLP students with OT practitioner developing best ways to serve the population. (Consultation to staff and counselors vs direct group treatment of most effected individuals.)</td>
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<td>4. Efforts are underway to hire a PT OT that meets requirements.</td>
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<td>5. 12 hours per week with OT and with direct supervision from on-site camp director or SLP Supervisor.</td>
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<tr>
<td>6. FW OBJECTIVES would be meet with help from OT practitioner's preparation to include written best practices for:</td>
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<tr>
<td>Evaluation Process</td>
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<tr>
<td>Intervention Planning and Implementation Process</td>
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<tr>
<td>Therapeutic relationship</td>
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7. FIELDWORK AGENCY REQUIREMENTS:

Clear communication and documentation procedures.
Access to professional information pertinent to OT and population served.
Clearly defined site specific student objectives to be in place.
Clear orientation procedures for the agency and the services provided.

7. FW AGENCY REQUIREMENTS
OT Practitioner would ensure communication procedures and documentation.

Professional behaviors
Required access to pertinent information for completion of duties.

Manual which includes student objectives for Kiwanis.
Establish a procedure for orienting student.

Evaluations at Camp
Kiwanis has created the EXPERIENCE SKILLS CHECKLIST (ESC) to document each camper's ability level and independence. The ESC is used in sequential years for campers that return each year to help document their progress. The ESC evaluates the following skills: Personal/social, self-help, Fitness and hiking, sports and games, tent and travel, music/drama/crafts, canoeing, swimming, fishing, equestrian, challenge course, and additional skills. Each area is then broken into specific components and each counselor gives it ratings from 1-4.

Interventions at Camp
OT can contribute their unique skills in task and environmental adaptation to assure campers are challenged but successful. Provide training to incoming counselors on task analysis, safe transfers and mobility, sensory strategies, as well as lead some groups as appropriate (movement, sensory, arts, etc.) Also contribute to the sensory Teepee that is currently a quiet place for those that are overstimulated.
SENSORY STRATEGIES AT CAMP

Alerting Activities

- Jumping or jogging in place
- Walking up a ramp or stairs
- Eating crunchy foods (note allergies or choking risk)
- Dancing
- Running, jumping, bouncing
- Incorporate a variety of textures into learning activities
- Rough textures (as tolerated)
- Upbeat music with fast tempo and moderate pitch
- Music with unpredictable changes

Developed By:
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Mcc17804@pacificu.edu

And
Pohama French, OTS
Pfranc325@pacificu.edu

In collaboration with advisor
Sandra Rogers, PhD, OTR/L
srogers@pacificu.edu

“Tinaae participation will transform someone’s life forever”

TIPS AND STRATEGIES FOR ENHANCING ACTIVITIES

“Giving each camper the best opportunity to build skills and participate in motivating and enriching activities while having fun at camp”

Pacific University
Oregon
209 SE 8th Ave, Suite 310
Walla Walla, WA 99362
www.pacificu.edu
SENSORY STRATEGIES AT CAMP

Calming Strategies

- Wall push-ups
- Isometric exercises
- Eating chewy foods (Note allergy/choking risk)
- Linear bouncing on therapy ball
- Rocking in chair
- Soft textures
- Calming music (nature sounds, meditation music, etc.)
- Tai Chi
- Dim lighting

ACTIVITY DEVELOPMENT

Considers and incorporates the person's:

- Strengths: what is this person really good at?
- Interests: how does this person like to spend their time (at home & at camp)
- Sensory needs: does this person seek/avoid tactile, auditory, or visual stimuli, motion?
- Age: what is the person's life experience (work, volunteer, accomplishments)
- Cognitive and physical skill level: is this activity challenging yet adaptable to ensure success?
- Intrinsic motivation: What is the person's goals and desires

Environmental: What is available, could natural elements be included in the activity

"How can I modify this activity to give campers an opportunity to build new skills?"

NOTES

- Best practice is to build an activity to the highest and lowest ability level and then modify it to incorporate those with lower ability levels.
- Ways to make activities more accessible to groups: use repetition, structure, pure-tuning, modeling, pictures and signs, and of course have fun!
OT REPORT FOR KIWANIS CAMP

Occupational Therapy
Elisabeth McClure, OTS        Paloma French, OTS
Prepared for Staff and Volunteers at:
Kiwanis Camp
Spring 2010

About Us

• **Elisabeth McClure** will graduate from Pacific University with a Masters in Occupational Therapy in May 2010. She has many years of experience working with people with disabilities. She has worked with all ages and levels of abilities and is particularly interested in developmental disabilities and working to promote inclusion. She also has a brother with special needs who partly inspired her career choice. She is very excited to be involved in this project to help enhance community services for people with developmental disabilities.

• **Paloma French** received a Bachelor’s degree in Psychology from the California State University, Sacramento and was later inspired to pursue a degree in Occupational Therapy after her work in the Head Start program. Occupational Therapy provides an opportunity to combine psychosocial and physical attributes in treatment resulting in a truly holistic approach to help clients live life to the fullest. She is committed to helping not only her son,
but all persons with special needs reach their full potential by removing perceptual, environmental, and societal barriers concerning disability and inclusion.

Pacific University

- **School of Occupational Therapy**
  - Established in 1984
  - Located at the Health Professions Campus: 222 SE 8th Ave, Hillsboro, OR 97123
  - 3 Years Masters Degree with academic and field work components.

- **Mission**
  The School of Occupational Therapy educates students who integrate the art and science of occupational therapy and creatively collaborate with clients to improve health and participation in life. Through active engagement in diverse learning opportunities in the classroom and community, students graduate as competent, ethical practitioners who incorporate best evidence to guide current practice and advance emerging practice. Thus, graduates of the program promote health and well-being through engagement in therapeutic occupations (everyday life activities) that enhance quality of life for persons in the communities where they live, work, and play.
Innovative Practice

Course Description
This course seeks to foster students’ ability to develop an occupation and client-centered project in the community. Enacting innovative practice supports the occupational therapy profession’s emphasis on occupation to promote health and participation in daily life and positions practitioners to extend traditional services to the realm of preventive interventions, novel practice arenas or underserved or underdeveloped practice areas. Students will evaluate potential applications of occupational therapy to unmet areas of human need, and then design and implement services to address those needs through system consultation, policy development, program development, supervision, or education.

All projects done at sites around the community whose mission is in line with that of the school of OT: Kiwanis Camp, Ride Connection, Miller Education Center, State of Oregon Disability and Aging, Central City Concern.

- **Timeline**
  - Final Spring semester: January-May
  - Results are presented in report and community presentation to OT and other professionals (May 6 at 6:30pm)
  - Projects are often continued by the following class

Why OT at Kiwanis Camp
- **Kiwanis Camp**
• Does an excellent job at providing individuals with disabilities the opportunity to engage in an exciting array of recreational activities in the outdoors.

• Kiwanis Camp Mission: The Mt. Hood Kiwanis Camp provides excellence in outdoor experiences to individuals with disabilities, educational opportunities for students pursuing human service careers and facilitates personal growth and inclusion of all participants.

• **Occupational Therapy**

• We have extensive training in assessing skills and challenges to best support occupational performance and inclusion.

• Our specialty is designing meaningful activities at ‘just the right level’ for successful skill building, growth and satisfaction.

These skills can be a perfect match for a collaborative partnership to contribute ways to further support Kiwanis’s outstanding mission and goals.

**OT looks at Occupations**

• Occupation is: what people need to do, should do or want to do are defined as occupations and are classified under the following categories:
  • ADL (Activities of Daily Living)
  • IADL (Instrumental Activities of Daily Living)
  • Rest and sleep
• Education
• Work
• Play
• Leisure
• Social participation

Occupations at Camp
• **ADL**: eating, dressing, personal hygiene
• **IADL**: preparing and cleaning after meals, safety routines/rules, mobility around camp

• **Rest and Sleep**

• **Education**: learning about environment, learning new skills (rock wall, canoes, zipline, etc)
• **Leisure**: participating in camp activities (dance,
• **Social Participation**: interacting with fellow campers and with counselors and staff

Activity Demands
• To provide a "just right fit" when designing activities we consider:
  • Objects and their properties
• Space demands
• Social demands
• Sequence and timing
• Required actions and performance skills
• Required body structures and required body functions

Intervention Strategies
• When designing activities, OT considers the person’s:
Strengths: what is this person really good at?

Interests: how does this person like to spend their time (at home & at camp)

Sensory needs: does this person seek/avoid tactile, auditory, or visual stimuli, motion.

Age: what is the person's life experience (work, volunteer, accomplishments)

Cognitive and physical skill level: is this activity challenging yet adaptable to ensure success.

Intrinsic motivation: What is the person's goals and desires

Environment: What is available, could natural elements be included in the activity

Arts and Crafts: OT Recommendations

Provide projects that hold meaning to enhance participation

1. Philanthropy project to donate:
   - No sew fleece blanket for neonatal centers
   - Bird specific houses for conservation sites
   - Circular loom baby hat for pregnancy centers, etc.

2. Collaborative art project to decorate camp
   - Nature weave wall hanging
   - Stepping stones
   - Framed photography art and collage

3. Skillful project to donate to auction (similar to greeting card collection,) provide gift to loved one or friend
   - Leather keychain,
   - press flower bookmark/card,
• scrapbooking, potted plants and flowers,
• candle making

Fishing: OT Recommendations
1. Limit the number of fish per camper to allow greater opportunities for success.
2. Place extra fishing poles in water during last half of session and allow campers to reel in those fish.

Hiking: OT Recommendations
1. Plant and animal identification "challenges" during hiking excursions to enhance motivation and educational value.
2. Collect materials (i.e. leaves, flowers) to use in journals/scrapbooks
3. Take pictures of hike for journal
4. Collect flowers to use in pressed flower projects such as bookmarks or cards

Sensory Strategies: OT Recommendations
• Please see brochure and poster
  Case study example: Mosaic Garden Stone
  Activity Sequence:
  Mix cement (can be done ahead of time by staff)
  Apply even coat
  Design pattern
  Apply tile pieces
  Allow it dry
Mix the grout (also ahead of time)
Apply grout
Clean the tile
Apply seal

By selecting activities that can be easily broken into steps, some campers may be able to complete the whole activity while other campers will participate in parts (for example placing tiles, choosing colors of tiles)

Case Study: Mary (Age 30)
- Limited mobility; no intellectual impairment
- Uses a wheelchair
- Bright and funny
- Limited speech and language
- Assistance with personal care and transfers

Mary and Mosaic Stone:
- Choose tiles
- Create Pattern (press into cement with assist or nod yes/no to placement by counselor)
- Apply sealant (with large handle brush or hand over hand assistance from counselor)
- Help clean with sponge (with hand over hand assist from counselor)

Case Study: Evan (Age 21)
- Young adult
- Autism
- Non-verbal; uses actions to communicate
- Has hard time understanding verbal communication
- Uses a picture schedule and communication board
- Very active
- Sensitive to noise; needs a quiet place for retreat at times

**Evan and Mosaic Stone:**
- Set up in quiet area if needed: on porch or in quiet section of art room
- Choose tiles to use
- Place and press into cement in desired pattern
- Spread grout (gloves if sensitive to touch)
- Clean tiles with sponge (gloves or counselor assist for tactile sensitivity)
  - Apply seal

**Case Study: Linda (age 45)**
- Intellectual disability
- Down Syndrome
- Speaks in short phrases or single words
- Sometimes hard to understand
- Very social
- Needs lots of supervision due to limited judgment and awareness

**Linda and Mosaic Stone:**
- Monitor to make sure being safe with materials, use gloves to protect from cement and grout
- Apply cement to mold
- Choose tiles to use
• Place tiles in desired pattern
• Apply grout
• Clean tile with sponge
• Apply seal

Next Step
• Site Visit Summer 2010
  • Administration: Sandra Pelham-Foster and Sandra Rogers
  • Students: Paloma, Elisabeth, MOT 1 students
  • IPP continuation of projects by class of 2011
• Field Work Development
  • Level II Projected Summer 2011
  • FW guidelines
    • Obtain Director approval
    • Obtain FW coordinator approval
    • Obtain approval from facility Director
    • Set up supervisor
    • Establish contract
    • Modify manual for FW students

Place enthusiastic and passionate students
General ALERTING Sensory Activities

The following sensory activities describe activities that are generally alerting to the nervous system, and are safe to use with most persons.

**Proprioceptive**
- Jumping or jogging in place
- Walking up a ramp or stairs
- Theraband exercises
- Stretching (i.e., toe touch)
- Eating crunchy foods (note allergies or choking risk)

**Vestibular**
- Dancing
- Running, jumping, bouncing
- Balance board

**Tactile**
- Incorporate a variety of textures into learning activities
- Use of a fidget during quiet activities
- Rough textures (as tolerated)

**Auditory**
- Upbeat music with fast tempo and moderate pitch
- Music with unpredictable changes

**Visual**
- Bright light, bright color
- Cause-effect games
General CALMING Sensory Activities

The following sensory activities describe activities that are generally calming to the nervous system, and are safe to use with most people.

**Proprioceptive**
- Pushing, pulling heavy items
- Wall push-ups
- Theraband tied to chair legs—person can push on band
- Camp jobs—rearrange furniture, help carry supplies, push lunch cart, etc.
- Perform sports activities that involve running and jumping
- Isometric exercise breaks
- Playing catch with or bounce a heavy ball
- Eating chewy foods (note allergies or choking risk)

**Vestibular**
- Linear bouncing on therapy ball
- Rocking in rocking chair

**Tactile**
- Soft textures
- Warm temperature

**Auditory**
- Use of ear muffs for auditory defensiveness
- Calming music (nature sounds, meditation music, etc.)
- Rhythmic heavy bass sounds

**Visual**
- Dark or dim lighting
- Natural light
- Quiet “break” area
- Lava lamp
- Fish tank (virtual or living)
Future Direction and Plans of IPP

Next Step

- Site Visit Summer 2010
  - Administration: Sandra Pelham-Foster and Sandra Rogers
  - Students: Paloma, Elisabeth, MOT 1 students
  - IPP continuation of projects by class of 2011
- Field Work Development
  - Level II Projected Summer 2011
  - FW guidelines
    - Recruit supervisor
    - Sign facility contract
    - Modify manual for FW students
    - Place enthusiastic and passionate students
Resources Used

   Persistent link to this record (Permalink):

2. An innovative approach to fieldwork with adults with intellectual and developmental disabilities.
   Authors: Herge EA; Hitz B
   Affiliation: Assistant Professor, Department of Occupational Therapy, Thomas Jefferson University College of Health Professions, 821 Edison Building, Philadelphia, PA, adel.herge@jefferson.edu
   Source:

3. Developmental Disabilities Special Interest Section Quarterly (DEV DISABIL SPEC INTEREST SECT Q), 2009 Jun; 32(2): 3-4 (5 ref)
   Publication Type: journal article
   Major Subjects:
   Developmental Disabilities
   Education, Occupational Therapy -- Administration
   Fieldwork
   Students, Occupational Therapy -- Psychosocial Factors
   Journal Subset:
   Allied Health; USA
   Special Interest:
   Occupational Therapy
   ISSN:
   1093-7196
   Publisher Info:
   URL: www.cinahl.com/cgi-bin/refsvc?jid=1747&accno=2010382136
   Entry Date:
   20090918
   Accession Number:
   2010382136
   Persistent link to this record (Permalink):

4. Beyond the basics to participation: occupational therapy for adults with developmental disabilities.
   Authors:
   Herge EA
   Affiliation:
   Instructor, Department of Occupational Therapy, Thomas Jefferson University, Philadelphia, PA
Adults with developmental disabilities (DD) have the right to be participating members of their local communities and society at large. Many factors influence the ability of adults with DD to participate in valued occupations. This article will explore these factors as well as identify opportunities and challenges for occupational therapists designing intervention programs for adults with DD. It also will introduce readers to information that will enhance and inform their current practice as well as encourage therapists to develop innovative programs to meet the needs of adults with DD living in the community.
Purpose: The purpose of this qualitative study was to describe the perceived quality of life (PQOL) of adults with significant disabilities who were living in community settings. Methods: Six male and six female volunteers (mean age 48 years, standard deviation 14 years), half with developmental and half with acquired disabilities, were interviewed about their quality of life. The interviews were audio-taped and transcribed verbatim. Text units were identified in the narrative data and were coded, sorted, and entered in an Index Tree. Data analysis utilized the Constant Comparison Technique with underlying themes emerging in 11 areas. Results: The highest PQOL was noted in Health and Housing; the lowest in Transportation/Physical Accessibility and Employment. Deficits in Transportation/Physical Accessibility compromised PQOL in other areas. In regards to employment, seasonal, part-time and occasional work were common, and assistive technology and computers were rarely used to enhance employment capabilities. PQOL depended on the availability of appropriate supports and services, and tended to differ between those with developmental and those with acquired disabilities. Conclusion: Policy makers and advocacy groups could best improve the PQOL for those with severe disabilities by facilitating transportation and employment services.

[ABSTRACT FROM AUTHOR]

Authors:
Elliott TR

Source:
University of Northern Colorado, 2003; Ph.D. (201 p)

Publication Type:
doctoral dissertation - research

Language:
English

Major Subjects:
Developmental Disabilities
Disabled
Goal-Setting

Minor Subjects:
Factor Analysis; Scales; Summated Rating Scaling; Human

Abstract:
The purpose of this study was to investigate the goals and life plans of young adults with developmental disabilities. Participants included 150 young adults with developmental disabilities who were surveyed using the Goals and Life Planning Inventory (GALPI), a 4-point Likert-type scale developed for this study. A factor analysis of the GALPI revealed four distinct, independent constructs of (a) Goals, which addressed the adult goals and aspirations of this group; (b) Supports, which measured the construct of help and assistance individuals with developmental disabilities needed to achieve their goals; (c) Goal Setting, which addressed the process individuals with developmental disabilities used to set their goals; and (d) Social Belonging, which identified the value individuals with developmental disabilities placed on social situations and relationships. Hypotheses addressed differences in goals and life plans based on college attendance, employment status, age, and living arrangements. Results indicated college students had a better idea of where they wanted to go in life and a better idea of how to get there. College attendees in this study had goals leading to a more independent lifestyle. In addition, they responded more favorably to items related to their amount of involvement in setting their own goals, having a system of working towards their personal goals, and believing in their ability to reach their goals.

This study also explored the differences between individuals who were and were not employed. Individuals who were working set goals geared towards independence more frequently than individuals who were not working. Young adults in this study who were living in their own apartments, or in a group home, set more independent goals than individuals in this study who were living with their families.

Individuals in this study valued spending time and doing things with friends very highly and stressed the importance of social relationships. Participants were also interested in having friends with and without
disabilities. There is a need for parents, agencies, and schools to listen to these young adults more carefully and assist them in pursuing their goals rather than dictating to them what their goals will be.

Instrumentation:
Goals and Life Planning Inventory (GALPI)


Authors:
Kensinger K; Gibson H; Ashton-Shaeffer C

Affiliation:
Assistant Professor of Therapeutics Recreation, College of Health Professions, Grand Valley State University, Grant Rapids, Michigan

Source:
Annual in Therapeutic Recreation (ANNU THER RECREATION), 2007; 15: 45-58 (95 ref)

Publication Type:
journal article - CEU, exam questions, research

Language:
English

Major Subjects:
Developmental Disabilities
Leisure Activities -- Psychosocial Factors

Minor Subjects:
Attitude to Disability; Audiorecording; Conceptual Framework; Constant Comparative Method; Convenience Sample; Education, Continuing (Credit); Michigan; Motivation; Occupation (Human); Participant Observation; Physical Activity; Purposive Sample; Qualitative Studies; Semi-Structured Interview; Snowball Sample; Social Values; Thematic Analysis; Human

Abstract:
The goal of many therapeutic recreation programs for individuals with developmental disabilities is to enhance quality of life (Coyle, Kinney, Riley & Shank, 1991). Often times, the normalization principle is associated with quality of life (Malik, 1988). The normalization principle promotes programming strategies, which are consistent with the normal rhythms of daily life (Nirje, 1994). Godbey (1990) has suggested that leisure can be part of our daily rhythms.
This study examined the leisure experiences of 10 young adults with developmental disabilities who lived in a unique community called Prairie View. In-depth interviews and participant observation were used to understand how these young adults with developmental disabilities perceived their leisure experiences. The data were analyzed using constant comparison techniques (Glaser & Strauss, 1967; Strauss & Corbin, 1998).

The findings of this study suggested that the leisure experience appears to be a reflection of the normalization principle as it has traditionally been understood—in that the leisure experiences of the young adults with developmental disabilities who participated in this study appeared to be similar to what is known about the leisure experiences of young adults without disabilities. Whereas, traditional definitions of the normalization principle are based on society’s definition of "normal," this study suggested that an idea of "perceived normalcy" based on an individual's perception of "normal" may also be important. Collectively, these points suggested that young adults with developmental disabilities might be the best people to determine for themselves components of "quality of life" and "optimal leisure functioning."

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