



# Developing Leisure Time Skills

for People with

# Autism Spectrum Disorders

*Practical Strategies  
for Home, School  
& Community*

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Mary Lou Klagge &  
Colleen Nyberg

**REVISED &  
EXPANDED  
SECOND  
EDITION**



## *Developing Leisure Time Skills for People with Autism Spectrum Disorders*

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Interior and cover design by John Yacio III

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ISBN: 9781941765036



# Contents

<b>Preface.....</b>	<b>v</b>
Contents of This Book .....	vi
Revisions and Additions in the Second Edition .....	vii
How to Use This Book .....	vii
<b>Chapter 1: Leisure and Autism Spectrum Disorder .....</b>	<b>1</b>
Importance of Leisure Engagement.....	3
Nature of Autism Spectrum Disorder.....	4
Three Individuals Featured in this Book .....	8
Pattern of Leisure Engagement.....	10
Summary .....	11
<b>Chapter 2: Components of Leisure Development .....</b>	<b>13</b>
The Immediate Component .....	16
The Exposure Component.....	16
The Training Component .....	18
Interrelationship of the Components of Leisure Development .....	19
Summary .....	22
<b>Chapter 3: Leisure Assessment.....</b>	<b>23</b>
Interviews .....	28
Direct Observation .....	35
Surveys .....	38
Recording Leisure Pattern and Skills .....	44
Summary .....	49
<b>Chapter 4: The Immediate Component of Leisure Development.....</b>	<b>51</b>
Key Elements of the Immediate Component .....	53
Meaningful Engagement During Unstructured Time .....	53
Sensory Preferences and Special Interests .....	54
Untaught Materials and Activities with Minimal Supervision .....	56
Formative Assessment .....	59
Summary .....	60
<b>Chapter 5: The Exposure Component of Leisure Development.....</b>	<b>61</b>
Key Elements of the Exposure Component.....	63
Discovery of New Leisure Interests .....	64
Guidelines for Activity Selection.....	64
Repeated and Supported Exposure to New Activities.....	76
Formative Assessment .....	87
Summary .....	88



# Developing Leisure Time Skills for People with Autism Spectrum Disorders

<b>Chapter 6: The Training Component of Leisure Development .....</b>	<b>89</b>
Key Elements of the Training Component .....	91
Leisure Activities and Related Skills Development.....	91
Guidelines for Prioritizing Activities .....	100
Systematic Training.....	103
Formative Assessment .....	110
Summary .....	110
<b>Appendices: Forms, Charts &amp; Activity Cards .....</b>	<b>111</b>
Appendix Contents.....	113
<b>Appendix A: Leisure Behaviors &amp; Activities List .....</b>	<b>115</b>
<b>Appendix B: Assessment Forms .....</b>	<b>123</b>
<b>Appendix C: Support &amp; Training Strategies .....</b>	<b>145</b>
<b>Appendix D Activity Cards .....</b>	<b>163</b>
<b>References .....</b>	<b>275</b>



# Preface

Leisure represents time free of obligations, when an individual can choose to pursue activities of interest. For most of us, leisure is enjoyable and something that we eagerly anticipate. We may choose to use leisure time to challenge ourselves, relax, express ourselves creatively, be entertained, or socialize.

For individuals with Autism Spectrum Disorder (ASD) unstructured or free time is often very challenging. Family members and service providers who support them may wish that they could entertain themselves safely, even for just a few minutes.

When individuals with ASD are engaged in personally meaningful activities, challenging behavior often decreases. Satisfying leisure engagement increases the quality of life for everyone involved, so parents, caregivers, teachers, and service providers want to know how to assist them to be more independent and self-directing in leisure.

This book provides a comprehensive, structured process which addresses what to do to engage individuals in activities, help them discover new leisure interests, and teach them the skills for preferred leisure activities at home, school, work, and in the community. The useful strategies, guidelines, and tools will assist individuals with ASD of all ages and abilities to increase leisure satisfaction. The methods of leisure assessment and the Components of Leisure Development focus on the unique needs of each individual with ASD. Real life examples of one adult and two children with differing severity levels of ASD in real life settings illustrate practical aspects of applying the principles and techniques.

This book is a valuable resource for the wide range of people who support individuals with ASD, including family members, caregivers, babysitters, teachers, recreation service providers, certified therapeutic recreation specialists (CTRS), physical education teachers, adaptive physical education specialists, occupational therapists (OTRS), university students in the previous professions, program directors, residential staff, youth service workers, camp staff, and autism consultants. Different sections of this book may be more useful depending on your role with individuals with ASD. For instance, family members, babysitters, respite care providers, and others who support individuals with ASD can employ the user friendly Activity Cards to facilitate exposure to new activities, while some of the more technical aspects of assessment and training may be used more frequently by professionals, such as teachers, recreation specialists, and occupational therapists (OTRs).



## **Contents of This Book**

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The six chapters and four appendices in this book cover subjects and provide resources vital to leisure engagement for individuals with ASD.

- Chapter 1 provides the foundation for understanding the importance of leisure engagement and the impact of ASD on leisure engagement.
- Chapter 2 introduces the three components of leisure development. These include the *Immediate Component*, *Exposure Component*, and *Training Component*.
- Chapter 3 describes a variety of methods and tools for gathering the necessary information to facilitate decision making for developing leisure interests and skills. Use of the tools is illustrated through sample completed assessment forms.
- Chapter 4 explains and provides examples for the elements of the *Immediate Component*. This component provides appealing materials that generate immediate interest because of their sensory features and/or relationship to special interests.
- Chapter 5 explains and provides examples for the elements of the *Exposure Component*, including guidelines for activity selection and evidence-based support strategies. This component provides structured, repeated exposure to new activities with preferred sensory features and/or inclusion of special interests to develop new interests.
- Chapter 6 explains and provides examples for the elements of the *Training Component*, including recommendations for evidence-based practices. This component provides training in the skills necessary for choosing and participating in preferred activities in the home, school or work, and community.
- Appendix A provides lists of typical and age appropriate behaviors and activities for use with some of the assessment tools and to help generate ideas for leisure activities.
- Appendix B contains 10 reproducible blank forms with directions for the methods of assessment introduced in Chapters 3, 4, and 6 in a large-size format for easy photocopying.
- Appendix C provides a checklist of support strategies, as well as glossaries of terms for support and training strategies to aid in the use of evidence-based practices in the *Exposure* and *Training Components*.
- Appendix D provides easy to use Activity Cards for 48 activities in a large-size format for easy photocopying.



### Revisions and Additions in the Second Edition

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The understanding of ASD and leisure engagement has grown, since the first edition of this book was published in 2000 as *Developing Leisure Time Skills for Persons with Autism*. As a result, a number of revisions and additions have been made in the second edition. This revised and expanded edition provides the most up-to-date information on ASD and leisure pursuits and reflects some of the major changes in the field. The following provides a sample of the new information contained in this edition:

- up-to-date review of the literature on leisure and individuals with ASD;
- expanded information on how to apply the three Components of Leisure Development;
- latest evidence-based practices;
- more real life examples for the three individuals featured in this book, who span childhood to adulthood and the full autism spectrum;
- new and expanded appendices;
- more assessment tools;
- revised Activity Cards.

### How to Use This Book

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If you do not have the time to read this book from beginning to end, we recommend that you begin with the review of the Table of Contents to familiarize yourself with what it covers. Then carefully read Chapters 1 and 2 so that you understand the foundational concepts of this book. Once you have the foundation, you can focus on parts of the book that are most relevant to your situation and the individual(s) with ASD that you support. This book is designed as a resource for you to return to again and again, as you need more information or tools.

The approach and information in this book are based on our 90 plus years of collective experience working with individuals with ASD and providing training for the families members and professionals who support them. We hope that the practical and comprehensive information in this book will help you feel more confident and rewarded as you increase the quality of life of individuals with ASD and their families.



# Chapter 1



## Leisure and Autism Spectrum Disorder





Autism Spectrum Disorder (ASD) is a complex and pervasive neurodevelopmental disability. This disorder has recently grown to an estimated 1 in 68 children in the United States (Centers for Disease Control and Prevention, 2014). As the number of individuals with ASD increases, so does the need to focus on their quality of life. Quality of life for people with ASD consists of the same aspects of life for all of us, including leisure engagement.

Leisure represents time free from obligations when we can choose to pursue activities of interest. Participation in leisure activities fills an important need in our lives and enhances our quality of life. We are all different in our leisure pursuits. Some of us like doing things primarily by ourselves while others are more group-oriented. However, most of us do a variety of activities alone and with others in our home, school, work, and community. Conversely, unstructured or free time may be one of the most challenging times for an individual on the autism spectrum and those who support him.

### Importance of Leisure Engagement

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Leisure engagement can increase our quality of life (García-Villamizar 2007; Hutchinson et al, 2008; Garcia-Villamizar & Dattilo, 2010). The importance of leisure participation has been recognized in international and federal laws, including the United Nation's Convention on the Rights of the Child (1989), the No Child Left Behind Act (2001), the Individuals with Disabilities Education Improvement Act (2004), the Rehabilitation Act Amendments (2003), and the Americans with Disabilities Act (2010).

When taught to enjoy their free time by engaging in personally satisfying, age appropriate leisure activities, individuals with ASD experience many benefits. Participation in leisure activities enhances quality of life in the following ways:

- Can increase life and leisure satisfaction.
- Can provide a sense of accomplishment or achievement.
- Can provide enjoyment.
- Can improve physical health.
- Can reduce stress and depression.
- Can increase choice and control (self-determination).
- Can increase participation in the community.
- Can enhance the quality of life of families and staff by easing some stress and reducing the need for constant, intense supervision.



Because of its importance to quality of life, leisure is being included more and more in individual support plans (ISPs), individualized educational plans (IEPs), and other formal plans for individuals with ASD. To ensure success, the approach to meeting these goals must be systematic and well planned. However, family members, caregivers, teachers, and service providers often have little guidance on how to assist individuals with ASD to have personally meaningful and satisfying leisure pursuits.

### **Nature of Autism Spectrum Disorder**

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Understanding the nature of ASD is vital, if the goal is to enable individuals with ASD to actively choose and engage in a variety of leisure activities in a variety of environments. The core characteristics of ASD, can seriously impact leisure engagement both positively and negatively (Potvin, Prelock, Snider, & Savard, 2013). These characteristics include:

- impairments in social communication and social interaction;
- restricted, repetitive patterns of behavior, interests, or activities (APA, 2013).

Despite their limitations, individuals with ASD are able to develop leisure interests and skills that they can choose and enjoy during unstructured time. However, to develop their interests and skills, they need a comprehensive, structured approach, such as the one promoted in this book, which focuses on using the characteristics as strengths as much as possible, and to accommodate for them where necessary. Some characteristics, such as adherence to routine and seeking sensory input, can be used as strengths in developing leisure competence.

### **Social Interactions**

By definition, individuals with ASD have impairments in social communication and social interaction (APA, 2013) and these individuals often express concern about their difficulties with relationships and social interaction during leisure (Brewster & Coleyshaw, 2011; Fullerton & Rake, 2014). This aspect of ASD may lead to challenges with leisure activities because many leisure activities include social interactions that are cooperative or competitive in nature. This can range from sharing materials and waiting for a turn to all the social complexities of being part of a sports team or the intricate and vague demands of social gatherings (e.g., parties).

Furthermore, the social requirements in leisure activities can be demotivating for individuals with ASD and potentially anxiety provoking (Brown and Murray, 2001). Therefore, individuals on the spectrum tend to engage in solitary activities that do not require social interaction (Badia, Orgaz,



## **Chapter 1: Leisure and Autism Spectrum Disorder**

Verdugo, & Ullán, 2013; Buttimer & Tierney, 2005, Orsmond, Krauss, & Seltzer, 2004). These solitary activities may include leisure pastimes like watching television, listening to music, going for walks, and building models. In addition, individuals with ASD also participate in fewer casual social activities (e.g., socializing with relatives, neighbors, schoolmates, or work friends) than those both with and without other disabilities (Orsmond et al. 2004).

The social demands of a leisure activity significantly affect the enjoyment and success of individuals with ASD. Depending on the activity and skills of an individual, an activity can either be a major challenge or a way to meet others and form friendships around mutual interests and shared activities. Often individuals on the spectrum have difficulty with an activity or refuse to participate because the social skills required are too demanding given their current skills.

Individuals with ASD are more apt to enjoy leisure experiences that have a low demand for social interaction (e.g., swimming, photography, and collections) or very clear rules that govern interaction (e.g., board games and ping pong). Sometimes an activity can be done at different levels of social difficulty to match an individual's social skills and comfort level. For instance, if playing basketball as part of a team is too complex, a person may enjoy shooting baskets alone or with one or two people instead.

### **Restricted, Repetitive Behavior Patterns, Interests, or Activities**

The restricted, repetitive patterns of behavior, interests, or activities that are inherent to ASD negatively impact and limit leisure engagement. These patterns may include any combination of the following:

- stereotyped or repetitive use of objects;
- excessive adherence to routines or excessive resistance to change;
- highly restricted, fixated interests;
- hyper or hypo-reactivity to sensory input or unusual interest in sensory aspects of objects and the environment (APA, 2013).

### **Stereotyped or Repetitive Use of Objects**

When left on their own, individuals with ASD tend to spend inordinate amounts of time in repetitive and persistent activities, such as turning on/off lights or electronics, hand or object flapping, and body rocking. They may get stuck on one or a few activities reflecting earlier stages of development, including simple exploration and manipulation of objects (e.g., mouthing, banging, and twisting). Additional repetitive actions include stacking, lining up, sorting, matching, sequencing, fitting objects into spaces, or putting objects in order.



## **Developing Leisure Time Skills for People with Autism Spectrum Disorders**

Leisure activities that incorporate stereotyped or repetitive actions can be used positively to motivate engagement during unstructured times. For instance, certain card games (e.g., Yugio and Magik) and many other video games involve ordering objects in some manner over and over again.

### **Adherence to Routines and Resistance to Change**

Individuals on the spectrum develop and seek routine. They may engage in elaborate routines and rituals, such as lining up objects according to size or insistence on the same route. Once routines are established, it can be very difficult to alter them.

However, adherence to routines can also be recognized as a positive when individuals learn routines as part of activities. For instance, individuals with ASD tend to learn long routines in activities quickly and persist in completing activities that have a clear routine. In fact, consistent routines and structure helps an activity to become fun and personally meaningful for individuals with ASD. Structured classes, such as Taekwondo or yoga tend to have consistent routines and some activities, such as line dances or making key chains with gimp have specific routines.

Individuals on the spectrum often resist change of any kind. They like consistency and predictability in the environment and may insist on the same activities. They often resist or avoid new activities, because of their aversion to novelty and preference for familiar actions or objects. Even if they are looking forward to an activity, they may have difficulty coping with aspects of new activities (e.g., new materials, actions, environments, and people). Wearing different clothes for an activity, substitute instructors, and cancellations can all be very stressful.

Preparing individuals for change ahead of time, so they can anticipate what will occur can help reduce the stress associated with change. In addition, certain features can help make activities more predictable, such as:

- regularly scheduled, e.g., music class;
- consistent routine, e.g., line dance;
- clear, static rules, e.g., play checkers;
- reliable structure and organization, e.g., art class;
- well-defined beginning and end, e.g., complete puzzle;
- clear visual representation of what to do, e.g., Legos with diagram.



## **Chapter 1: Leisure and Autism Spectrum Disorder**

### **Restricted Interests and Obsessions**

Individuals on the spectrum may pursue particular obsessions or narrowly focused interests, such as fixating on train schedules, weather, geography, electrical supplies, or a particular movie. All of these fixated interests can make it difficult for others to get the individuals involved in traditional leisure activities, which in turn, decreases opportunities for leisure skill development. On the other hand, their intense focus on specific interests may allow individuals with ASD to develop a unique perspective, a specific skill, or a depth of understanding, which may lead to meaningful leisure activities. They may have a noticeably long attention span for activities related to their area of intense focus. Incorporating these passions into activities can promote interest and sustained engagement in leisure activities (Baker, 2000; Boyd, Conroy, Mancil, Nakao, & Alter, 2007; Charlop-Christy & Haymes, 1998).

Individuals who have a special interest in a subject or object are often attracted to catalogs, magazines, books, videos, maps, and objects depicting an element of that subject. They may also seek to depict their special interest through drawing, clay modeling, or other creative mediums.

### **Unusual Responses to Sensory Experiences**

The sensory issues related to ASD can have a tremendous positive or negative impact on participation in leisure activities. Most individuals with ASD have either hyper or hypo-sensitivity to sensory input or unusual interest in sensory aspects of objects and the environment (e.g., excessive smelling or touching of objects, fascination with lights or spinning objects). They may seek out or avoid sensory input from one or more sensory systems, including taste, smell, hearing, vision, touch, and where one's body is in space (i.e., vestibular and proprioceptive).

Individuals with ASD tend to seek out and sustain interaction more with leisure materials that provide favored sensory input and avoid those that are related to sensory sensitivities (Gutierrez-Griep, 1984; Hilton et al, 2008; Hochhauser & Engel-Yeger, 2010; Little, 2012; Potvin et al., 2013). Therefore, it is vital to understand the sensory issues of individuals with ASD.

A variety of types of sensory stimulation may cause extreme discomfort and avoidance, if appropriate supports are not in place (e.g., loud sounds, bright lights, textures, quick movements, and close physical proximity to people). Individuals on the spectrum may try to escape the lighting, movement, crowding, reverberation of sound in a theater, multi-purpose room, or gymnasium.

On the other hand, they may seek sensations through actions, such as jumping, touching objects with attractive textures, rocking, lifting heavy objects, swinging, wearing tight clothes, or hugging. In addition, studies indicate that leisure engagement in individuals with ASD is stimulated by the



use of cause and effect toys or objects. Cause and effect materials in which an object does something in response to an action, such as provide lights, sounds, movements, or tactile sensation, often promotes interest. A number of individuals on the spectrum are attracted to electronic and computer games, in part, because of their reactive features.

In conclusion, leisure activities that contain preferred sensory features generate interest and motivate sustained involvement. Consideration needs to be given to individual preferences for sensory feedback and the intensity of sensory stimulation desired.

### **Three Individuals Featured in this Book**

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Individuals with ASD may have the same diagnosis, but their abilities and levels of functioning vary widely both across and within individuals over time. They can exhibit any combination of the characteristics described in the previous section in any degree of severity. Each person has his or her own unique strengths, interests, and needs. The adage, “If you’ve met one person with autism, you’ve met one person with autism” is a gentle reminder that each person with ASD has a unique personality with a unique combination of interests, strengths, and challenges.

The following section introduces one young adult and two children with different severity levels of ASD to illustrate how abilities and levels of functioning vary widely across and within individuals. Additionally, these three individuals are featured throughout this book to show how principles and methods are applied.

#### **Young Adult: Dan**

Dan is a handsome 23-year-old man who lives in a group home and is involved in supported employment 15 hours a week. He uses a few two – three word functional phrases for requests, such as “I want music” and, also, points to line drawings to make requests and choices. He follows basic one step directions and uses a visual schedule of line drawing for activities throughout the day. He appears to enjoy being with people he knows well one-on-one or in a small group of up to four people, but does not initiate interaction other than to make a request.

Dan still demonstrates a variety of restricted and repetitive behaviors, although the behaviors are much less than when he was younger. For instance, he enjoys listening to contemporary music, but left to his own devices, he would endlessly and exclusively replay his favorite song, “Little Drummer Boy.” He records voices of favorite people and then listens to the same recordings over and over again while he simultaneously flaps his hands, laughs boisterously, and sometimes jumps up and down.



## **Chapter 1: Leisure and Autism Spectrum Disorder**

Dan has always sought out a variety of sensory input. For instance, he seeks out blowing air, particularly warm air, and frequently lies over heat registers for extended periods. He rubs soft material on parts of his body and walks directly through the clothes hanging on the racks in department stores, if not redirected. He has dropped, hit or thrown objects that result in loud sounds for most of his life. He is fascinated by lights and used to break light bulbs to alter lighting and perhaps create sound. He smells objects and identified his cassette tapes by smelling them, when he was younger. If not supervised, he may gorge on food. He enjoys jumping and other vestibular activities. He retreats from crowded and noisy places.

A great deal is known about Dan's interests and what works for him, due to his age and long history of intervention. At this point, many of his behaviors and interests have been directed to enjoyable leisure activities that are described later in this book.

### **Preteen: Julie**

Julie is an 11-year-old girl who lives at home and attends her local school. She is primarily in a self-contained academic classroom, but is included with general education peers for lunch, recess, specialists, and science classes. She primarily uses verbal language to communicate; however, she does not engage in social conversation. Instead, she almost exclusively makes requests, directs other people, and monologues on her favorite topic, snakes. She has a difficult time communicating her desires and needs when she is anxious or upset. She understands much more when given pictures and written words rather than verbal information. She relies on a written schedule to make the transition from one activity to another and written instructions to complete a sequence of tasks.

Julie enjoys visual input. Currently, her preferred leisure activity is drawing her special interest, snakes. She has significant difficulty with tactile input. When given adequate structure, she will play a board game with one peer. Parents report that it is difficult to introduce Julie to new leisure activities.

### **Young Child: John**

John is an energetic four-year-old boy who lives at home with his mother, father, and older sister. He is enrolled in early childhood special education services. In addition, his mother takes him to an indoor playground at a nearby church basement.

Communication is difficult for John. He makes requests by reaching and grabbing desired objects and protests by screaming, hitting, and kicking. He has recently begun to follow several pictures to complete an activity; however, he does not make requests with pictures.



Most of John's leisure interests are centered on strong sensory feedback. He prefers repetitive motor movements, such as swinging, rocking, bouncing, and jumping. He gets stuck on bouncing or dropping a variety of objects on the floor. He is drawn to hard plastic objects, especially a plastic phone which he bangs on himself, and hard, reverberating surfaces. He quickly establishes unbreakable repetitive routines with new toys. Meanwhile, the rest of his family enjoys a wide variety of activities, especially outdoor pursuits, such as biking, hiking, and camping.

### **Pattern of Leisure Engagement**

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Individuals with ASD of all ages and abilities have a significantly limited range of leisure activities. They engage in fewer leisure activities than both those with and without disabilities. Their leisure pursuits are more passive, mostly solitary, and mainly at home (Badia et al., 2013; Buttimer & Tierney, 2005, Hochhauser & Engel-Yeger, 2010; Orsmond et al., 2004; Reynolds, Bendixen, Lawrence, & Lane, 2011).

There is no one leisure activity that will suit every person with ASD. Individuals with ASD have varying strengths, interests, preferences, and challenges. There is a world of possible leisure activities that they could enjoy, such as hobbies, sports, fitness activities, aquatics and water-related activities, arts and crafts, music, dance, art, drama, nature experiences, and games. In addition, there is a wide range of leisure experiences or events, such as spectating and appreciating (e.g., sports, museums, and concerts), community service, relaxation and meditation, self-care (e.g., spa visits and massages), religious events or rituals, studying areas of interest, eating, food preparation, shopping, home improvement, caring for pets and plants, computer and Internet activities, travel, sightseeing, vacations, interacting with family and friends, telephone and e-mail conversations, and watching television (Stumbo & Peterson, 2009).

In fact, individuals with ASD, who did not also have an intellectual disability, have expressed interest in a similar range of activities as their peers, although they actually participated in appreciably fewer activities (Brewster & Coleyshaw, 2010; Potvin et al., 2013). The only type of leisure activity for which children with ASD expressed less interest than peers is physical activities (Potvin et al., 2013). Many individuals with ASD have motor challenges that may cause them to avoid physical activities.

Within this world of leisure possibilities, children with ASD, who do not also have an intellectual disability, engage in some activities more than their neurotypical peers. These activities include:

- transportation vehicles;
- construction activities;



## Chapter 1: Leisure and Autism Spectrum Disorder

- video games;
- computers;
- science and nature activities (Reynolds et al., 2011);
- swimming (Orsmond & Kuo, 2011; Schleien & Ray, 1997);
- collections.

Individuals on the spectrum tend to have a strong visual-spatial ability related to how objects and figures relate in three-dimensional space, which may, in part, account for their more frequent engagement in construction and other activities that involve putting objects together. Individuals who like assembling often like materials, such as puzzles, Qubits, Rubik's Cube, and puzzle lock toys; individuals who like building often like materials, such as blocks, Legos, and K'Nex. The use of computers also frequently involves putting objects together, as well as a cause and effect reaction. For instance, a number of apps for mobile devices (e.g., tablets, smart phones, and iPod Touch) involve putting something together or actions that cause a reaction.

In contrast, children with ASD participate in some activities less than their typically developing peers (Reynolds et al., 2011). Fewer children with ASD played with dolls or action figures, or engaged in arts and craft activities (e.g., painting or model building). A smaller number of children with ASD than typically developing children participated in music, while about the same number played board and card games (Reynolds et al., 2011).

As adolescents and adults, their leisure pattern tends to become even more restricted. They are often preoccupied with screen based media, such as television, computers, and video games (Hilton et al., 2008; Brewster & Coleyshaw, 2011; Orsmond, & Kuo, 2011; Mazurek et al., 2012). Parents and others who support them are concerned about this pattern of isolation and lack of engagement (Fox, Vaughn, Wyatte, & Dunlap, 2002; Thompson & Emira, 2011).

The patterns described above are not intended to direct the reader to specific activities. Rather, it is provided to inform the reader of noteworthy trends in participation. The reasons for participation in some activities over others may relate to strengths or challenges related to ASD, abilities, opportunities, or other factors. Regardless of the reasons, individuals with ASD need to be systematically exposed to a wide variety of experiences and activities to develop broader interests.

## Summary

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Leisure engagement contributes to quality of life and life satisfaction. By definition, leisure is a time to participate in activities that one likes to do. The nature of ASD can affect engagement both positively



## **Developing Leisure Time Skills for People with Autism Spectrum Disorders**

and negatively. This book focuses on using the strengths related to the characteristics of ASD, whenever possible, and accommodating them, where necessary.

The range of leisure engagement is significantly limited for individuals with ASD of all ages and abilities. Through the systematic methods in this book, individuals with ASD can develop leisure interests and skills to actively choose and partake in diverse activities in a variety of environments.



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## **Developing Leisure Time Skills for People with Autism Spectrum Disorders**

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## **Developing Leisure Time Skills for People with Autism Spectrum Disorders**

Thompson, D. & Emira, M. (2011). 'They say every child matters, but they don't': An investigation into parental and carer perceptions of access to leisure facilities and respite care for children and young people with autistic spectrum disorder (ASD) or attention deficit, hyperactivity disorder (ADHD). *Disability & Society*, 26(1), 65-78.

Yanardag, M., Akmanoglu N. & Yilmaz I. (2013). The effectiveness of video prompting on teaching aquatic play skills for children with autism. *Disability Rehabilitation*, 35(1), 47-56.



# Make leisure time fun for children and adults with Autism Spectrum Disorders (ASD)

Leisure time should be a part of the day that all look forward to enjoying. For many, it can cause anxiety and fear.

This book provides comprehensive, structured strategies introducing meaningful leisure time to ASD children and adults, which they can practice at home, school, and in the community. This book has a wealth of ASD information, including forms and charts that will help to assess sensory needs; select age-appropriate activities and assist in determining the level of interest in specific activities; "Activity Cards" for going to the park, playing games, and many more!

*"Developing Leisure Time Skills for People with Autism Spectrum Disorders is a well-written, user-friendly guide for caregivers, professionals and individuals on the spectrum. Leisure time often is overlooked when planning supports for individuals with ASD but it is a key factor in any person's quality of life. The authors map out leisure stages and strategies, complete with an appendix full of sample forms, checklists and visual supports that make teaching and incorporating leisure skills into the lives of people with ASD easy. The book is a welcome addition to the autism literature and highlights the fact that people with autism spectrum disorders are people first and deserve a rich life that includes enjoyable leisure activities."*

— Catherine Zenko, M.S., CCC-SLP, Assistant Director, University of Florida Center for Autism and Related Disabilities (CARD) and co-author of *Understanding the Nature of Autism and Here's How to Provide Intervention for Children with Autism Spectrum Disorder*

*"This book is a wonderful teaching and learning tool! It provides a solid foundation of strategies for developing individualized plans and gives a wide variety of suggestions for things to do. Individuals with autism spectrum disorders need to be taught many leisure skills. This book will help you develop leisure and recreational activities for any individual on the spectrum. I wish this book had been available when my son was young!"*

— Kathleen Henley, parent of adult son with classic autism, and Executive Director, Autism Research and Resources of Oregon

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— Kathleen A. Quill, BCBA-D, Autism Institute, and author of *DO-WATCH-LISTEN-SAY*

Authors Phyllis Coyne, Mary Lou Klagge, and Colleen Nyberg have each worked in the field of autism for over thirty years. This experience, along with backgrounds in therapeutic recreation, special education, general education, and psychology, provided the foundation for the development of the concepts and approaches presented in this well-written, REVISED & EXPANDED, 2<sup>nd</sup> edition publication.

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