



Training manual for professionals

**How to become leisure
co-facilitators of people with
learning disabilities?**



Erasmus+

ACCESS to Leisure

Adult education Courses on Capacity-building for the Engagement and Support of Self-advocates in the field of Leisure

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Table of contents

| | |
|---|----|
| Introduction | 4 |
| Objective of the training manual..... | 4 |
| Who is a person with a learning disability? | 5 |
| About the target groups: professionals as co-facilitators | 7 |
| Summary of the training elements..... | 7 |
| MODULE 1: Supporting the autonomy of PwLDs in leisure activities | 8 |
| Objective of this module..... | 8 |
| TRAINING BLOCK 1.1 - Overview of the manual's theoretical background regarding self-determination in the leisure of PwLDs | 9 |
| Leisure as a human right..... | 9 |
| The concept of leisure education | 10 |
| What is person-centred, active support?..... | 14 |
| What do we mean by self-determination of PwLDs regarding leisure time?..... | 20 |
| TRAINING BLOCK 1.2 - Supporting the understanding of leisure time for PwLDs | 21 |
| 1.2.1. Mapping of current leisure activities according to the two types of leisure | 21 |
| TRAINING BLOCK 1.3 - Supported decision-making as a tool to create your own leisure time | 26 |
| MODULE 2 - Supporting social interactions of PwLDs regarding leisure time | 34 |
| Objective of this module..... | 34 |
| TRAINING BLOCK 2.1 - Supporting the understanding of social interaction regarding leisure of PwLDs | 34 |
| TRAINING BLOCK 2.2 - Support roles and partnerships | 37 |
| TRAINING BLOCK 2.3 - Social contacts and leisure | 38 |
| TRAINING BLOCK 2.4 - Supporting the expansion of contacts for PwLDs | 42 |
| MODULE 3 - Use of leisure resources (with a particular focus on digital opportunities) ... | 46 |
| Objective of this module..... | 46 |
| TRAINING BLOCK 3.1- How to support PwLDs in finding offline community resources for leisure time?..... | 47 |
| TRAINING BLOCK 3.2 How to support PwLDs in finding online community resources for leisure time?..... | 50 |
| Summary | 52 |
| Bibliography | 53 |

Introduction

Objective of the training manual

The Access to Leisure project contributes to helping persons with learning disabilities (PwLDs) as leisure facilitators to organize leisure activities - in practical cooperation with professionals and local supporters as co-facilitators. PwLDs have a crucial role to play in the process of organising leisure time. Hence, professionals and local informal supporters as co-facilitators help them to play their role as organisers as effectively as possible.



1. figure Elements of the ACCESS to Leisure project

This manual is intended for professionals working with persons with learning disabilities (from now on referred to as PwLDs) in developing leisure activities. The training manual for professionals enables leisure facilitators with learning disabilities to support access to leisure time activities based on partnership and person-centred, active support methods. In addition, the methods in this manual provide professionals with practical tools to support PwLDs to become leisure facilitators.

Therefore, this practice-oriented training aims to train professionals who can help PwLDs find appropriate leisure activities and organize their own and their peers' leisure time more effectively. Among other subjects, they will learn about innovative digital tools to help PwLDs manage their leisure time safely.

The ACCESS+ Leisure project supports this in three ways:

Training professionals with active, person-centred support methods (which will be presented later), using the tools of supported decision-making, will help PwLDs as leisure facilitators to improve their own and their peers' leisure organisation.

Training local informal supporters as co-facilitators helps to develop a bridging role between professionals and PwLDs, building on the concept of befriending to help develop this intermediate link.

The training manual for PwLDs, in an easy to understand way, provides them with a set of related tools to help them become leisure organisers. At the same time, professionals and local informal supporters help this process as co-facilitators.

Three manuals of the ACCESS to Leisure project have been produced concerning these three objectives, the content of which is closely linked and complementary. Therefore, these three manuals aim to enable PwLDs, in practical cooperation with professionals and local supporters, to become active in organising their leisure time and supporting their peers. One part of these three manuals, which build on each other, is this, which prepares professionals for the role of co-facilitator in leisure. Therefore, if you, as a professional, are interested in supporting PwLDs in a way that allows them to become their organiser of leisure time and help their peers, this training manual is for you.

What will you achieve by using this manual?

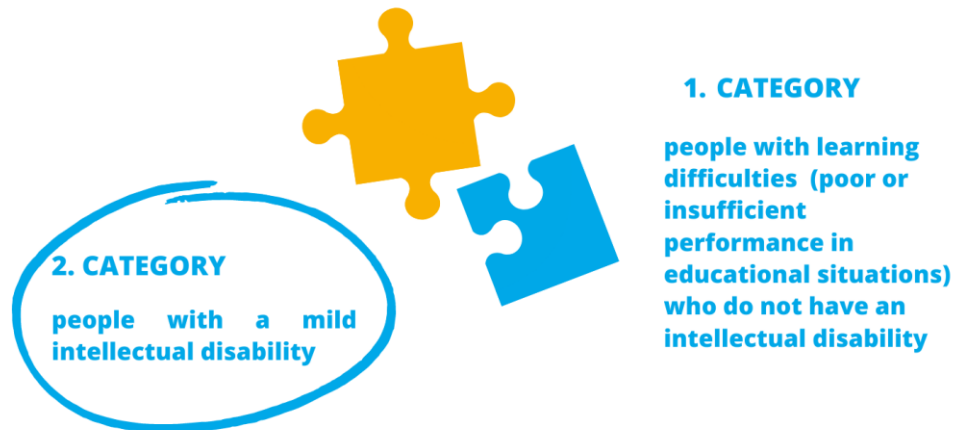
The training of professionals, using active, person-centred support methods, will contribute to helping PwLDs, as facilitators of leisure, to spend their own and their peers' leisure time in a more conscious and organised way. Empowering people with disabilities, enabling them to organise their leisure time independently and exercising their rights as described in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) are among the main priorities of this manual. Based on Article 30 of UNCRPD, we aim to empower PwLDs to participate fully in cultural life, recreation, leisure and sport. We attribute a crucial role to Information Communication Technology (ICT) tools in this process (Datillo, 2008). Therefore, it is essential to promote innovative ways of encouraging PwLDs to spend their leisure time within local communities by using online and offline resources.

Who is a person with a learning disability?

It is a common experience that although learning disability is a general term used worldwide related to learning failure, it is often described differently in different literature. Grünke and Canvedich explain this phenomenon in a study published in 2016. The authors explain why there is no constant use of the term on the one hand by tracing the different cultural and social paradigms, norm systems, historical legacies and policy settings, which have influenced not only the educational design but also the conceptualisation of learning failure, and continue to do so to this day. It has also influenced how the concept of learning disability has been and still is defined.

So the range of learning disabilities is comprehensive, but for this manual, we refer to people with learning disabilities according to the following categories, building on the definition of Szekeres (2011):

Categories of LEARNING DISABILITY (Szekeres, 2011)



2. figure Categories of Learning Disability by Szekeres (2011)

Category 1: people who experience a severe, persistent, pervasive problem in an educational situation

On the one hand, the category of learning disability includes people who experience a severe, persistent, pervasive problem in an educational situation that severely hinders their learning (poor or insufficient performance in educational cases).

Category 2: people with a mild intellectual disability

On the other hand, people with a mild intellectual disability that makes it impossible for them to learn effectively through traditional pedagogical methods also fall into the category of learning disability (Szekeres 2011, Gaál, 2000).

In the next chapter, we will elaborate on the specificities of the target group, focusing on the difficulties of becoming a leisure organiser.

About the target groups: professionals as co-facilitators

This manual is for professionals (e.g. social workers, special education teachers or special needs therapists) who are familiar with working with people with learning disabilities and are committed to promoting and developing their leisure time through active support methods.

The co-facilitating role of leisure organising means that PwLDs (as leisure facilitators) are the active actors and professionals co-facilitate this process, for instance, by contributing in ways that meet the needs of PwLDs:

- Developing skills and competences
- Facilitating access to tools and local resources
- Supporting decision making
- Using empowerment methods

Summary of the training elements

In common with the other two manuals, we will describe the learning outcomes needed for leisure co-facilitators to fulfil this supporter role. The manual for professionals (see Figure 1.) is divided into three parts based on the concept of leisure theorist Datillo (2008):

How does the first module of the manual help?

Supporting the autonomy of PwLDs in leisure activities - In supporting self-determination, we have a two-fold focus; on the one hand, we focus on helping self-awareness of PwLDs related to leisure and on the other hand, we highlight the importance of supported decision-making methods.

How does the second module of the manual help?

Supporting social interactions of PwLDs regarding leisure time - In the next section, we focus on developing social interaction skills. In addition, we describe the triple facilitator role at the heart of the manual and the cooperation between them: the leisure facilitator (PwLDs), the co-facilitator as professional and the other co-facilitation role of local facilitator (as bridge-role).

How does the third module of the manual help?

Use of leisure resources (with a particular focus on digital opportunities) - This section presents ways in which professionals can effectively support PwLDs to successfully discover and plan leisure activities in the online space.

As the main objective of the Access to Leisure project, these three chapters of the manual will contribute to empowering PwLDs to become facilitators of leisure in their own lives and the lives of their peers through active, person-centred support. To this end, we aim to support professionals as leisure co-facilitators in this empowering process.

MODULE 1: Supporting the autonomy of PwLDs in leisure activities

Objective of this module

A prerequisite for the leisure organising process is that PwLDs have sufficient information about their leisure habits and orientations. Besides these, they should be empowered and supported in decision-making. Therefore, the main aim of this chapter is to provide professionals with methods to help PwLDs develop their self-determination skills in their leisure activities.

In this chapter, we aim to help professionals through three training blocks:

TRAINING BLOCK 1.1 - Providing a theoretical basis for the effective development of PwLDs self-determination

TRAINING BLOCK 1.2 - Sharing ways to help PwLDs better understand their leisure habits, needs and favourite leisure activities

TRAINING BLOCK 1.3 - Providing an introduction to assisted decision-making methods so professionals can apply them in supporting PwLDs to make more effective decisions when organising their leisure time.

In this chapter, we build the training along the following principles (Atherton & Crickmore, 2012):

- Putting the principles of inclusion into practice, the person and their immediate environment must get to know each other and build on this to work together in a spirit of acceptance.
- To create a collaborative environment in which PwLDs can be active partners in a mutual and respectful relationship regardless of their abilities.
- To create opportunities for PwLDs to learn from their experiences and build on their skills and strengths.

In conclusion, we help professionals to play their role as co-facilitators of leisure. For this reason, we first describe helpful theoretical and practical features of active, person-centred support and leisure facilitation.

TRAINING BLOCK 1.1 - Overview of the manual's

theoretical background regarding self-determination in the leisure of PwLDs



Before describing the elements of the first part, it is essential to clarify some fundamental concepts regarding leisure education. These concepts are implied in the first chapter of the training manual because they are the basis of further exercises.

What kind of concepts do we use in this manual?

In this chapter, the theories associated with leisure in law, leisure education and supported decision-making are presented from the perspective of PwLDs.

Leisure as a human right

Leisure time, based on individual choice, is an essential part of our lives, and the right to it is inalienable for everyone, including PwLDs (Datillo, 2013). Furthermore, two articles of the Universal Declaration of Human Rights (UDHR) declare the importance of the human right to leisure:

Article 24

'Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.'

Article 27

'Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.' (United Nations, 1948)

In this regard, Article 30 of the CRPD (2006), which has been ratified across Europe, affirms the right to leisure in the following ways:

'5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:

- a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
- d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
- (e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.'

However, these rights are often marginalised because of a lack of resources, the institutional or local environment, or the need for appropriate support methods. While we can only indirectly contribute to the first two, in this chapter, we help to ensure that proper support methods are available to support the fundamental right of access to leisure.



The concept of leisure education

To fulfil these rights as effectively as possible, professionals as co-facilitators of leisure need to familiarise themselves with the concept of leisure education.

At the heart of leisure education is the correct understanding of leisure, which helps us as professionals to consciously develop this area in

the life of the PwLDs. Therefore, it is essential to introduce the concept by distinguishing.

Initially, leisure is often associated with the notions of recreation and free time (Dattilo, 2008). However, Dattilo (2008) has highlighted the relationship and possible differences between these terms, which has helped to clarify the concept of leisure used in the Access to leisure project.

The definition of recreation as an activity is the starting point for this comparison. It is directly linked to leisure activities (Kelly, 1990, referred by Datillo, 2008, p. 4): 'The notion of recreation relates directly to the activity. It depends on the feelings and experiences of individual participants. (...) Although the activities in which people engage vary widely, generally the term recreation refers to some of organised activity intended for social ends'. [1] [2] The author uses the concept of leisure in a context where we are freed from everyday tasks and do not have any pre-planned commitments (e.g. work, errands). However, this refers to time well spent and when we are bored and don't know how to spend our free time meaningfully. This is why, quoting Csíkszentmihályi (1997), the author argues that free time has positive and negative connotations.

Therefore, although it includes recreational and free time elements, our definition of leisure is more comprehensive than these. Based on a description by Russell (1996), 'leisure experiences provide opportunities for maintaining personal autonomy, self-definition, and choice' (Dattilo, 2008, p. 6).

The leisure experience has positive effects that can be observed on the subjective state of mind, identity and self-definition (Dattilo, Kleiber, & Williams, 1998, Dattilo, 2013).
To engage in leisure is to:

- „Express talents,
- Demonstrate capabilities,
- Pursue one's potential, and

Experience various positive emotions while participating in enjoyable and meaningful activities" (Datillo, 2013, p. 77.) The opportunity to spend leisure time, the realisation of the experience itself, goes hand in hand with the reinforcing feeling that people have or will have (if learning is involved) the knowledge and skills needed for that leisure activity. This, in turn, empowers them and contributes to a sense of self-determination (McGuire & McDonnell, 2008; Datillo, 2013).

Based on the concept of Southby (2019), referring to Stebbin (2012), we use two types of leisure.



3. figure: Types of leisure (Southby, 2019, referring to Stebbin, 2012)

EXAMPLE: Kate got a call from her boyfriend asking if she wanted to go to the cinema this weekend. Of course, since Kate likes movies, she immediately said yes to her boyfriend.

They went to see Star Wars 7: The Force Awakens because it's in the movies again, and they love it. Then, they watched the movie screening, which started at six o'clock on Saturday evening, in a shopping centre near them. So, they had a great time during this evening's leisure program.

Casual, one-off leisure activity

The 'casual', one-off leisure activity is a short-duration leisure activity that does not require significant training, skills or qualifications.

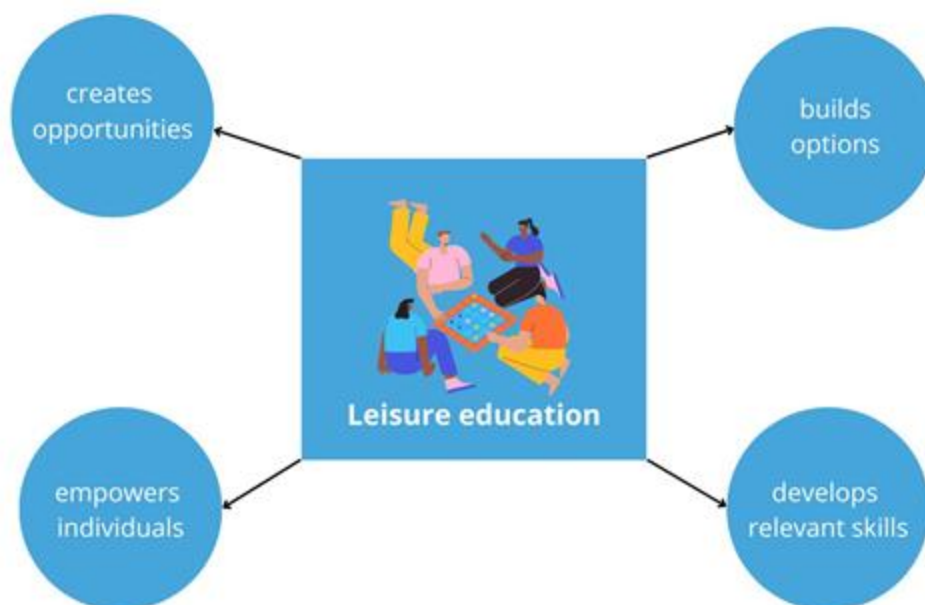
'Serious', regular leisure activity

'Serious', regular leisure activity is a major area of leisure interest that requires a high level of emotional, physical and intellectual investment of energy (can also be referred to as a hobby).

EXAMPLE: John loves to play basketball, proven by the fact that he has been playing basketball regularly for eight years. Even at school, he mastered the primary techniques but has been training and learning continuously. On weekends, he went to the nearby park to play basketball with his friends, who liked to play in a team. But, of course, sometimes, if the occasion arises, he goes down to the basketball court alone to practice shooting. It has evolved a lot in recent years. According to his friends, he is a perfect shooter and an outstanding player, of which he is very proud.

All two types of leisure involve different activities and have different impacts on people's lives (Stebbins, 2012; Southby 2019). Each type of leisure activity requires different organisational tasks in the field of leisure organisation, which is why it is essential to distinguish between them.

In essence, leisure education creates new opportunities for PwLDs to improve how they currently spend their leisure time and to help their peers based on this. Therefore, Leisure education is an empowering process during which professionals develop PwLDs' related abilities and skills (Datillo, 2008), supporting the connection between the local supporter and PwLDs. The following diagram summarizes the development of directions:



4. figure: Intervention areas of Leisure education (based on: Datillo, 2008)

One of the main goals of ACCESS to Leisure training (see Figure 2.) is to develop the skills of PwLDs (as leisure facilitators) and their cooperating leisure partners (professionals and local informal supporters as co-facilitators) to create a partnership-based situation. PwLDs can discover local leisure opportunities as much as possible

with the help of online tools and can choose from them. Moreover, through leisure education training, they can also experience meaningful leisure activities in all two types of leisure mentioned above. As a result, their quality of life improves, and their social connections can develop. Leisure education is, therefore, an inclusive approach that promotes an active role in developing leisure time through active, person-centred support.

What is person-centred, active support?

For PwLDs to become leisure facilitators, it is crucial that professionals work according to the principles and methods of person-centred active support in the co-facilitation role.

It is a form of support in which everyone (regardless of ability) can make choices about their own lives and engage in meaningful, in this case, leisure activities in a trusted social environment. More information on this can be found, for instance, at the following link:



Based on the concept of Latrobe University (see the Link above), the notion of Active Support methods has the following main features:¹

¹ [1] Source of Table 1: Every moment has potential; Living with disability research center, La Trobe University & Greystanes Disability Services; <https://www.everymomenthaspotential.com.au/module-1> The methods of the person-centred, active support creates an effective environment of the self-determination of PWLDs.

| Main features of the Active support method | |
|---|---|
| Staff | frequently provide opportunities for people to be engaged in a range of activities |
| | provide the right support for each person to be engaged offer choices to each person |
| | are attentive, listen and respond to each person's communication |
| People in group homes: | frequently engage in different activities throughout the day |
| | are involved in household tasks |
| | frequently interact with staff and are supported |
| Staff encourage participation and do things with each person | |
| People are involved in planning and choosing what happens and when | |
| A good service is where: | people have good quality of life |
| | each person experiences, choice, participation, inclusion and well-being |
| | relationships are valued |
| | personal care is responsive |

Table 1: Main features of the Active support method (by La Trobe University)[1]

Specific features of the learning process of persons with learning disabilities (PwLDs)

People with learning disabilities are "characterised by a significant disturbance of cognitive activity, which manifests itself in disturbances of perception, memory and attention, as well as in thinking functions" (Rottmayer, 2006, p. 7).

| Characteristics | |
|---|---|
| <p>General learning characteristics of persons with learning disabilities (Czibere and Kisvári, 2006; Hallahan, Kauffman and Lloyd, 1999, cited in Gaál, 2000; Jaksa, 2006; Papházy, 2006; Rottmayer, 2006; Vaughn, Bos and Schumm, 1997, quoted in Gaál, 2000; EMMI Decree 32/2012 (X. 8.):</p> | comprehensive impairment of mental functions, varying in degree and quality from individual to individual |
| | if a psychological activity requires increased activity from the personality, it causes difficulties for the person |
| | personality development, socialisation difficulties and problems, which will be addressed in the following thematic unit |
| | effortful tasks and activities are avoided, preventing psychic functions from being properly exercised |
| | understanding instructions are complex, which also affects implementation |
| | in general, there are differences in the development of spatial orientation, fine motor skills, attention concentration, communication, higher-level thinking processes and social adaptation, which affect learning outcomes |
| | they also show differences in several domains of metacognition (metamemory, metacognition, metacognition) |
| | they need help managing their time and organising their work. |
| | due to the different development of |

| | |
|---|--|
| | <p>cognitive functions, they also need help, support and guidance in learning the learning techniques necessary for successful learning and acquisition of knowledge, in addition to shaping their attitude and motivation to learn.</p> |
| | <p>poor task awareness, poor task retention, difficulty understanding tasks, slower pace of work.</p> |
| <p>Characteristics of perception (based on Czibere and Kisvári, 2006; Gaál, 2000; Papházy, 2006):</p> | <p>auditory attention, directional hearing, auditory differentiation, auditory shape-background perception, auditory serial differential, underdevelopment</p> |
| | <p>visual differentiation, visual shape-background perception, shape perception, spatial perception, visual seriality disturbance, under-organisation</p> |
| | <p>different development of tactile-kinesthetic perception: conspicuous avoidance or the excessive seeking of touch, caressing</p> |
| | <p>problems with balance perception and perception, inadequate (insufficient or excessive) perception of balance sensations, and uncertainty in the perception of gravity</p> |
| <p>Attention characteristics (Crane, 2002; Czibere and Kisvári, 2006; Gaál, 2000; Rottmayer, 2006):</p> | <p>persistent attentional weakness</p> |
| | <p>attention is easily distracted</p> |
| | <p>difficulty or confusion in directing attention (difficulty in distinguishing between relevant and irrelevant stimuli).</p> |
| <p>Characteristics of memory functions (Crane, 2002; Czibere and Kisvári, 2006; Gaál, 2000; Lányiné, 2009; Rottmayer, 2006):</p> | <p>impaired memory performance, working memory capacity lag;</p> |
| | <p>increased difficulty in remembering longer explanations and instructions, mostly remembering only the last</p> |

| | |
|--|--|
| | <p>item(s);</p> <p>poor association between working memory and long-term memory, disturbance of memory trace formation (less reinforcement of the memory trace by repetition)</p> <p>the difficult, problematic, impeded recall of previously acquired knowledge from long-term memory</p> <p>overall, research on this topic has shown poorer performance in all memory areas for people with intellectual disabilities</p> |
| <p>Features of thinking (Czibere and Kisvári, 2006; Gaál, 2000; Papházy, 2006; Rottmayer, 2006)</p> | <p>their verbal-logical reasoning functions, combinative and associative abilities are generally less organised, while their practical reasoning is more advanced (even superior) in these areas</p> |
| | <p>difficulty in using sign systems and codes</p> |
| | <p>logical operations problem-solving and problem-solving are more complicated, leading to errors</p> |
| | <p>may show increased difficulty in abstract reasoning and generalisation tasks</p> |
| | <p>their conceptualisation is characterised by an emphasis on concrete, perceptual, functional features, with an underlying tendency to grasp salient features (rather than essential features)</p> |
| | <p>limited judgement, ability to formulate adequate criticism</p> |
| | <p>perseveration and rigidity of thought</p> |
| <p>Execution and implementation characteristics (based on Czibere and Kisvári, 2006; Gaál, 2000; Papházy,</p> | <p>large movement abnormalities (posture, stance, balance reactions, movement cohesion, muscle tone)</p> |

| | |
|---|--|
| 2006): | difficulties and disturbances in fine movements: abnormalities in hand and finger movements, difficulty in grasping and using tools, abnormalities in the functioning of the muscles of the mouth and the orbit of the eye |
| Social-emotional characteristics (based on Gaál, 2000): | general mental health problems (e.g., lethargy, anxiety, lack of control) |
| | problems in the area of urges (e.g. apathy, passivity, hyperactivity) |
| | differences in motivational development (e.g. very low motivation, unapproachability) |
| | differences in work performance (e.g. rapid fatigue, uneven pace, impulsiveness in responding); |
| | self-management difficulties (e.g. emotion-driven reactions, instability, rigidity) |
| | self-esteem problems, disorders (e.g., incomplete self-image, unrealistic self-image, egocentrism, sense of inferiority) |

Table 2: Specific features of the learning process of persons with learning disabilities² (JGYPK)

Of course, this is only a general summary of possible characteristics, which may differ from person to person, so it is of utmost importance to have a complex knowledge of the person concerned from a special education point of view. We recommend an individual exploration of the characteristics of these aspects (main categories) for a complex understanding. By understanding individual characteristics, personalised support can be developed.

In this project, we advocate strengths-based support, emphasising that these difficulties only facilitate practical support but that the way support is delivered can be developed based on strengths.

² Source of 2. Table: University of Szeged, Juhász Gyula Faculty of Education, A complex approach to pedagogy for people with learning disabilities
http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/55_a_tanulsban_akadlyozott_gyermekek_tanulk_ismeretelsajtsi_folyamatnak_specifikus_jellemzi.html (23.07.2023)

What do we mean by self-determination of PwLDs regarding leisure time?

Choice of freedom and self-determination can be seen as an essential characteristic of leisure. In this context, leisure is used in two senses: on the one hand, leisure refers to freedom from coercion, compulsion and interference, while liberty implies the individual's voluntary choice and action (Sylvester, 1985, Dattilo, 2008). The Latin origin of 'leisure' indicates this, as it comes from the word 'licere', which means to be free (Welton, 1979). But on the other hand, the choice of freedom contributes to self-determination to flourish. Therefore, implementing the methodology of supported decision-making is crucial to enable PwLDs to make more effective decisions and free choices.

The basis of the supported decision-making comes from the Convention on the Rights of Persons with Disabilities by the United Nations (UNCRPD). According to the article 12 persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life. The ideology behind the supported decision-making is that everyone has their own will and can make decisions. Sometimes people need to be kept to make decisions and find out their choice, but everyone has the right to decide.

When discussing leisure time activities, there are many situations where supported decision-making is needed.

The term supported decision-making can be used differently depending on the context and people using it. In this manual, we refer to Supported decision-making as Jill Stavert defines it in her Good Practice Guide - "a process in which an individual is provided with as much support as they need in order for them to be able to 1) Make the decision for themselves and/or 2) Express their will and preferences within the context of substitute decision making" (Stavert 2016, p. 4).

The very core of supported decision-making is ensuring that the will and preferences of the individual are respected in decisions considering them and their lives.

In leisure time, supported decision-making can mean, for example, that the person gets to choose what they want to do in their leisure time, with who and where they want to do it.

TRAINING BLOCK 1.2 - Supporting the understanding of leisure time for PwLDs

Understanding and raising awareness of leisure habits are the basis for achieving self-determination about the leisure of PwLDs (Datillo, 2008). That is why, in the second training block, we will provide methodological assistance to help professionals to support this understanding process as co-facilitators.

Development goals:

1. exploring PwLD's interests in leisure & increasing knowledge of personal success in leisure activities among PwLDs (1.2.1)
2. exploring the strengths, talents and needs of PwLDs regarding leisure time (1.2.2.)

In the following, related to these development goals, we describe methods and tools to help the PwLDs better understand their leisure habits.

Regarding leisure time, we can approach it from many different angles. For example, we can explore it by choosing an active or passive leisure approach and think of it as a social or solitary activity. Therefore, in this curriculum, we support the understanding of PwLDs concerning leisure according to the above-mentioned twofold division of leisure:

Within this division, the types can be further differentiated (such as active-passive or shared and solitary). The meaning of leisure for PwLDs is divisive because it is primarily spent socially or alone. After all, some people find that leisure time allows them to meet their peers and even connect with new people and experiences through them. In contrast, others find that they spend most of their time alone, further amplifying their loneliness. In this part of the curriculum, we help PwLDs understand these habits and support formulating new needs or wishes.

1.2.1. Mapping of current leisure activities according to the two types of leisure

Learning outcomes:

The first step is to help PwLDs learn about their leisure habits. Along the two types of leisure, we help them become aware of how they spend their leisure time these days:

- What types of leisure activities do they have?
- Who they usually spend time with (separated by the two types of leisure time)?
- What help do they need to do these activities?

Various exercises can facilitate the mapping process, the first step of which is to propose the photovoice method. Visual representation, photography is a very supportive medium, and because for PwLDs, it is often difficult to articulate, or even notice, the preferences that characterise their leisure time.

Related Exercises:

Exercise 1. Collecting leisure stories with photos

This task allows us to guide and orient attention to spending leisure time on weekdays. It can be challenging for PwLDs to think about leisure in general, so this task helps them become aware of their own free time habits in everyday life. Done in a community, in a group situation, it contributes to the fact that they can articulate their practices to their peers, get to know the characteristics of their peers (by broadening their perspective), and also helps to start the process of helping their peers.

Preparation phase:

Organize a preliminary meeting (individual or group session) to prepare PwLDs, during which we consider the following steps necessary. Note: The exercise can be used in individual and group development situations, but we recommend a group setting.

Step 1 - motivation to develop leisure time together

Step 2 - once the motivation to work together is established, we suggest planning the process of taking photos together (how will it be done?)

Implementation phase:

In this phase, participants will be guided to take photos consistently throughout the week(s), every day, as discussed earlier.

An example of implementation: participants take photos of their leisure time every day for one or two weeks and share them with others each day in a jointly created online group (e.g. a closed Facebook group could be suitable).

Discussion phase:

Once the designated period is over, they share the photos in one or two group meetings, choose the best one for each day and write a short 4-5 sentence story about it to remember later.

Ask them to show the pictures and tell about them:

- where and when did they take the photos?
- why did they take these photos?
- why is it essential for them to?
- how can leisure habits be improved? what help do they need?

Example of a Photostory



1. picture: Spider man

'I played on Playstation 4 at home. So I can get into the Spider-Man character. The game is set in New York; spider-man is a superhero who saves the troubled; whatever crime is going on, he's there in a flash.

I have a lot of comic books. I can get into stories like that. Spider-Man has this disguise, and he can't disguise himself; that's why he's so clumsy. I like that he

helps people in trouble.

In this game, I control him while carrying out the mission that's in the story. Meanwhile, the city is buzzing with life, people walking the streets, and massive traffic jams.

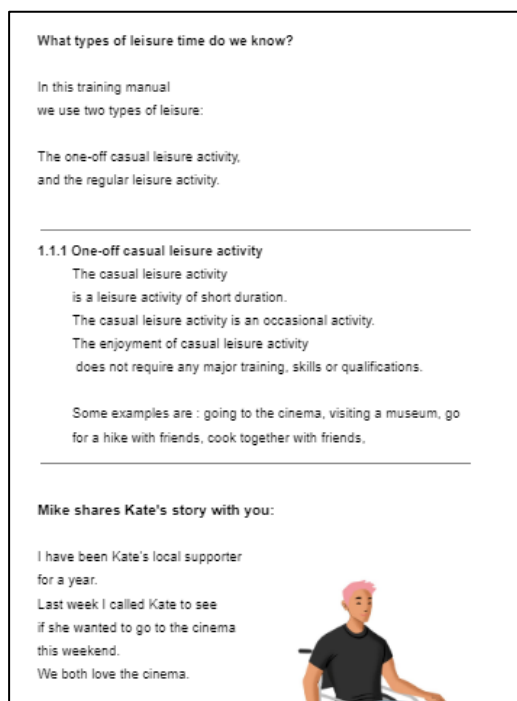
I only play a little these days; I've accumulated many games. I usually buy second-hand. Now I have less free time. Maybe it's because of the heat, but I don't feel like doing anything these days. And now I've moved back to my mum's and I've got a computer.

I like to call it Spider-Man. Spiderman is from New York. I'm from Budapest, so Spiderman. In Budapest, we have to prevent crime and help people in trouble, but there can't be a Spider-Man here because it's New York. I came up with that when I was preparing for MondoCon. It's going to be in July, and there are Japanese cultural programs, you can try games, taste food, and buy everything Japanese. Other than that, a costume program. You can meet other people, and there are others besides me dressing up as superheroes or characters of their devising, as I like to mix. It will be at the end of July, and I have already bought my ticket. This time I'll be dressing up as Dead Pool, and I'll also be a starfighter.' (HiH's customer story)

If there is a source, the resulting pictures can be printed and used to create a diary or a poster showing the individual's leisure characteristics. This process will also help to raise awareness and build on this; they can identify areas for improvement: how they would like to improve their leisure situation.

Exercise 2. Grouping, selecting of leisure activities

This exercise aims to raise awareness of the different types of leisure activities and identify new leisure opportunities that might interest participants.



5. figure: activity in Manual 2

Based on the shared photos (we recommend using pre-printed images), group the shared leisure activities according to the two types of leisure.

Proceeding separately according to the two leisure types, choose from both groups which leisure activities they usually do. Tell a short story about each of them.

In the manual for PwLDs, you will find many related tasks in an easy-to-understand format. Please see the relevant sections: pages 9 to 31. Think about how you could adapt these tasks to your own target group.

1.2.2. Exploring the strengths, talents and needs of PwLDs regarding leisure time

Learning outcomes:

Understanding individual strengths helps us build on them and support self-determination in organising leisure time more effectively. Therefore, it is essential to devote adequate time to this part and focus on strengths (skills, resources, etc.) as a recurring development element.

Related exercises:

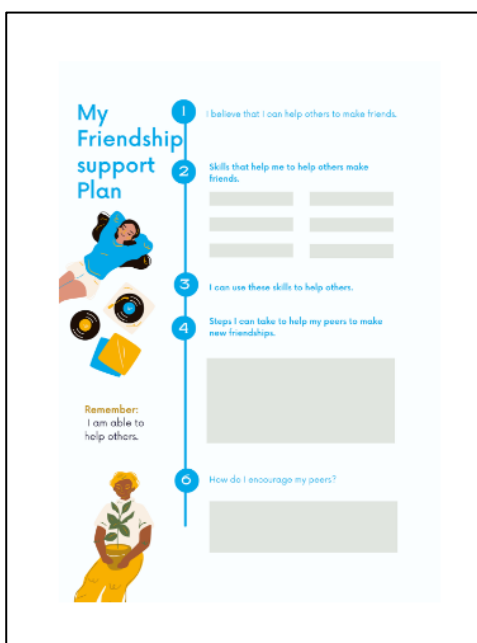
Exercise 1. Discussion of the leisure circumstances

Ask them to describe the classified leisure activities according to the following aspects:

- Tell us how you started this leisure activity.
- How regularly do you do it?
- Tell us for an occasion what it looks like. (If there was only one occasion, then that occasion?)
- Did someone help you organize the leisure activity? If so, who and what helps?
- Do you have partners in this? Can you share your experience?
- How did you feel in this situation?

In Manual 2, you will find a number of help sheets that you can use to identify strengths.

Alongside existing leisure activities, mapping out strengths and potential areas for development is very important.



6. figure: Activity in Manual 2

To map together the current leisure habits, we recommend using the worksheets from page 36 to page 38.

Examples include the "My friendship support plan" worksheet on page 46.

Exercise 2. Find your strengths

We collect various positive qualities in advance, from which you have to choose which ones are characteristic of you. In relation to these qualities, let's collect situations when they helped spend their leisure time. 'What would I be like as a leisure facilitator' worksheet on page 49.

We recommend that you build this task along the lines of the photo stories - look through the photographed week and choose which good qualities helped them to achieve it. Talk more about this. Then make a strength picture (collage) together.

TRAINING BLOCK 1.3 - Supported decision-making as a tool to create your own leisure time

As said earlier, in many situations, supported decision-making is needed when discussing leisure time activities. By using the method of supported decision-making, we can be sure that the person with support needs can make individual decisions and enjoy the leisure time they wish.

The supported decision-making has to be made very carefully to be sure that one's own opinion is respected. At the beginning of the supported decision-making process, taking care of a few principles is essential. In a guide made by Western Australia's Individualized Services (2018, p. 33-34), the stages of supported-decision making are distinguished in the following manner:

1. What is the decision?
2. Who are the right people to give support?
3. When is the right time to give support?
4. How should we communicate about this decision?
5. What's the right information to give?
6. How can we support you to weigh up the decision?
7. How do we hear your decision?
8. Supporting to act on the decision

Before making a decision, we must first define what the decision at hand is. It is recommended to make one decision at a time to avoid confusion. Therefore, determining the decision clearly is very important.

When choosing the people assisting in the decision-making, the following factors should be considered: is the person right for the decision being made, who is available, can they properly assess the risks of the decision and strengths and capabilities of the person, who the decision is concerning.

The timing to make the decision should be organised based on the person's preferences. It is essential to make them feel safe and comfortable in the decision-making space to avoid distractions that can affect the decision-making process. Therefore, it should first consider what the person likes, what they dislike, and what works best for them.

The fourth step in supported decision-making is communication. First, we need to understand how the person communicates to give the person a way to express their opinion. Visual elements such as pictures or videos are advised, or taking the person to see things related to the decision.

Next, we need to establish what information matters the most concerning the decision and what data is too much to handle. For example, limiting possible options to two instead of four could help make the decision easier. This limitation should be assessed in contrast to the person's capability of taking in information.

When all the steps above have been taken, we should help the person weigh the decision. What good things can come out of it? What are the risks? This can be done in a simple pros-cons comparison, carried out on a piece of paper or just by talking, depending on the person's needs.

Next up is listening to and respecting what the person decides. It is important to remember that this decision is and should be theirs. If they know and understand the risks involved in the decision and still want to make it, we must support and respect that. If people are not allowed to make mistakes, how can they learn from them?

When the decision is made, the final step is to support the person to act on the decision. This can mean helping out with practical arrangements, such as organising taxi trips or finding bus schedules, reserving seats at a movie theatre, booking a personal assistant, etc.

How to support decision-making regarding leisure?

As described before, the primary objective of any supported decision making-arrangement should be to ensure that the views of the invested individual with decision-making difficulties are fully respected. At any given time, individuals might need different support in making decisions. The individual needs no help in decisions on certain aspects of life but requires it for others (Stavert 2016, 14). From the perspective of leisure time, an individual needs help to grasp the financial side of a hobby but can manage the other decisions concerning the said hobby.

Supported decision-making can be provided formally or informally and can take various forms. At a given time, a combination of different ways to support decision-making might be helpful (Stavert 2016, 24).

The principles of decision-making

In Supported Decision-Making: Good Practice Guide (2016, 20-24), Jill Stavert lists the following aspects that are vital to appreciate in providing support for an individual in decision making:

- 1. Taking time**
- 2. Building and developing relationships**
- 3. Education and training**
- 4. Choosing appropriate times and environments**
- 5. Specialist advice and information**

Taking time suggests that supported decision-making can be a process that takes time and patience. As a professional it is important for us to realise this and make sure that sufficient time can be provided.

Building and developing relationships has to do with the fact that supported decision-making is most effective when done within the context of trusting relationships. Such relationships take time and patience to develop.

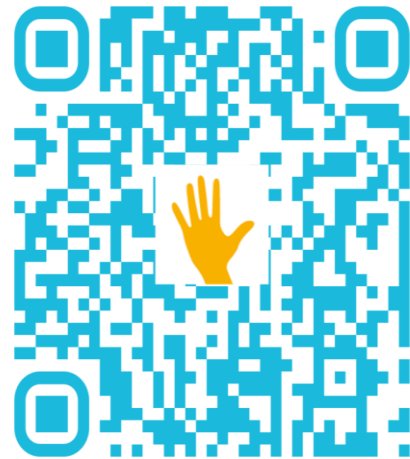
People involved in facilitating, or giving, the support for decision-making should be trained and informed on what supported decision-making is. They also need to grasp where and in what context supported decision-making is appropriate. Human rights should be the guide-line to their training.

One should use a person-centred approach in selecting the appropriate time and environment to best suit the supported individual's full participation in the decision-making process. For example: a person might be more anxious in an office, or in their own home. They might also be more approachable in the morning than in the afternoon, for example.

The fifth aspect suggests that in some circumstances a specialist's advice should be obtained. For example: a supported individual might have a particular disability that affects the supported individual in a certain manner, that a successful supported decision-making process needs to take note of, in order to succeed.

We have gathered here a small presentation of useful exercises and tools to be used in supported decision-making. The listed tools have been developed by Helen Sanderson associates, and can be viewed in greater detail from their website at <http://helensandersonassociates.co.uk/>.

We transformed these into the topic of leisure time.



Exercise 1. Good day/bad day

This person-centred thinking tool helps you to have conversations about what a good day is like, from when a person wakes up to when they go to bed. You can then look at the same detailed information for a bad day. This helps us to learn what is important to the person – both what must be present in their day and what must not happen. After having a common understanding of what are the most important things in persons days it is easy to support in thinking how he/she would like to spend the leisure time.






What will it take to have more good days and less bad days?

7. figure: Activity in Manual 2




This tool is one way of learning about what matters to a person, and what support they might need to have good days and to avoid bad ones. This is information that we need from everyone who receives support.

Exercise 2. Perfect day and perfect week

A perfect day and a perfect week tools describe a person's ideal day or week, which is both practical and possible within resources. It is a detailed description of how a person wants to live, not an unrealistic dream. It includes the important places, interests and people that matter to a person. Using the tool helps people to think about what they would like their life to look like and what is the role of leisure time activities in their life. Is there enough leisure time? Is it spent like a person wishes? Are there too many activities or lack of activities?

| Perfect day | | |
|---|--|---|
| Morning  | During the day  | Evening  |
| | | |

8. figure: Activity in Manual 2

| Perfect week | | |
|--|--|--|
| Mornings  | During the day  | Evenings  |
| Mon | | |
| Tues | | |
| Wed | | |
| Thurs | | |
| Fri | | |
| Sat | | |
| Sun | | |

<http://holocaustpersonassociates.co.uk>

9. figure: Activity in Manual 2

Exercise 3. Decision-making profile

The tools described above offer a simple framework for gathering information about the person we are supporting. In order to support the person, we, however, also need information about how they wish to be supported. The decision-making profile aims to provide a clear picture of this.

The decision-making process is split into five pieces:

1. How do I like to get information regarding leisure?
2. How do present choices to me
3. Ways you can help me understand
4. When is the best time for me to make decisions?
5. When is the wrong time for me to make a decision?

It describes how to connect with the person in a way that makes sense to them. This could include how they wish you to structure your language, whether they understand written symbols, words, pictures, or maybe an audio format.

| Decision making profile | | | | |
|--------------------------------------|-------------------------------------|--|--|--|
| How I like to get information | How to present choices to me | Ways you can help me understand | When if the best time for me to make decisions? | When is a bad time for me to make a decision? |
| | | | | |

Table 3: Exercise to explore the decision making profile of PwLDs.

MODULE 2 - Supporting social interactions of PwLDs regarding leisure time

Objective of this module

Leisure is a priority for developing social inclusion (McConkey, 2011). It provides an excellent opportunity to progress in expanding PwLD's natural supportive environment, helping to meet new people of interest with whom people can stay in touch later in life, even in other areas.

While the previous chapters have helped us map the PwLD's interests, they have also helped us learn about their leisure habits and those of their peers. In this process, we apply the methodology of supported decision-making to our work. In the meantime, in this chapter, we aim to provide tools to strengthen the relationship between the natural supportive environment and leisure. In doing so, we recommend what we, as professionals, can do to support PwLDs. Still, we also refer to how we, as professionals, can help the collaboration between the local informal supporters and PwLDs. We also want to clarify the essence of the different roles and how they work together to contribute effectively to supporting leisure: to enable PwLDs to become leisure organisers.

TRAINING BLOCK 2.1 - Supporting the understanding of social interaction regarding leisure of PwLDs

For PwLDs, one of the most significant barriers is the lack of local community contacts who can help them to access local community opportunities more efficiently in their area of interest (Buttimer & Tierney, 2005; Singleton & Darcy, 2013), especially in the area of leisure.

Southby (2013, 2019) highlights that to overcome the barriers of PwLDs regarding social contacts, they need help mapping relevant information and supporting community inclusion, which usually involves relying primarily on either family or professional service to organise their leisure experiences. However, if only professionals can help with leisure support, making friends and developing new relationships can make it difficult to make friends and create new relationships. Unfortunately, there are fewer cases where an informal helper or supporter (even a friend, neighbour or co-worker) is present in this supportive position (Stancliffe et al., 2015).

Southby (2019) proposes the concept of befriending as a kind of transition between so-called natural support and professional support (Duggan & Linehan, 2013). The local

informal supporter helps to promote local community inclusion through the eyes and resources of a resident. This relationship is already closer to the friend (a 'bridge' role) than they would otherwise have with the professional.

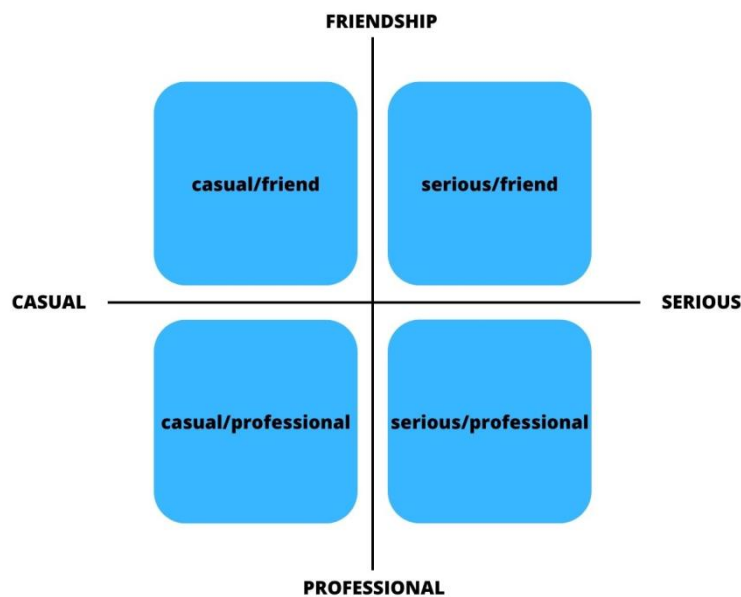
What does this mean in practice?

The process of "befriending" essentially contributes to the more effective practice of the chosen leisure activity, which also builds a kind of integration into a more comprehensive social network. Southby (2019) illustrates very well how a professional relationship differs from an intermediary who can help the PwLDs more directly in making friends. In this process, he describes supportive relationships based on a 'befriending' process on a spectrum. At one end of this spectrum are friendship-based relationships, which are mainly characterised by a lack of structure, reciprocity, equality, partnership and control. In the middle of the spectrum, volunteer-based relationships appear as mediators, with volunteers playing a more prominent role in coordinating leisure activities and meetings. While at the other end of the spectrum are the so-called formal ('professional') friends, who are more in a caring role, more professional in this supportive relationship, and structure the form of support entirely, albeit based on the needs of the person concerned, but equally based on personal preferences. The process of 'befriending' is fundamental to a more effective exercise of the leisure activity of choice, which also builds a kind of integration into a more comprehensive social network. For 'friending' type relationships, experience shows that it is best when the relationship is built around an everyday activity or interest (e.g. a leisure area), thus reinforcing the innate nature of the relationship (Southby, 2019).

There are overlapping continuums in which the relationship created by befriending can be organised according to the following division:

- Occasional-frequent (casual-serious)
- Friendship-professional

The figure below, developed by the author to illustrate this (Southby, 2019, see Figure 1):



10. figure Taxonomy of befriending-leisure participation for adults with learning disabilities (created by Southby, 2019)

The author thus classifies the friendships of adults with learning disabilities into four overlapping groups:

1. casual/friends
2. serious/friends
3. serious/professional
4. casual/professional (see Figure 1.)

These four types of relationships can be formed during the befriending process and each is characterised by a specific behavioural mechanism, as described by the author. In his study he described them as:

Casual/friendships are relationships that are open-ended, mutual and equal, and not constantly monitored. The recreational activities last for a relatively short time and require little or no special education, training or skills to enjoy. To varying degrees, the cases examined here mostly fall into this quadrant.

Serious/friendships are similarly open-ended and reciprocal but are built around an activity that requires specific skills/knowledge and in which both parties have an interest. Within both casual/friendship and serious/friendship, activities are likely to be agreed upon between friends and are of equal interest to both parties.

Serious/professional friendships also involve participation in 'serious' leisure activities, but the relationship is formalised and actively managed by an external

organisation. The relationship is similar to mentoring, and the intention is to facilitate achieving personal goals through structured, personal support. The befriender is another member of the care team rather than a provider of something else.

Lastly, **casual/professional** befriending is a formal relationship similar to serious/professional, but they engage in informal leisure activities together. Either power is deliberately given exclusively to friends to facilitate empowerment, or third parties (e.g. carers) are brought in to organise activities for predetermined goals or objectives.

The theory of befriending provides an opportunity to separate the natural support role, such as friends and family, from the paid professional relationship.

TRAINING BLOCK 2.2 - Support roles and partnerships

Developing an intermediate bridging role, a befriending relationship helps PwLDs experience leisure activities in which they can develop new friendships.

The development of leisure friendships is characterised by a progression from 'professional' relationships towards a 'friendship' orientation, which is not necessarily reflected in a change in one person, but in the types of relationships. This contributes to the development of a commitment to a more committed leisure activity or hobby along the lines of occasional leisure activities.

In the ACCESS to Leisure project, there are three possible actors in the leisure-related befriending process, which is represented in all three curricular units:

Through person-centred principles, the PwLD is the main organiser of leisure time and, with appropriate support, is empowered to make decisions using supported decision-making and active facilitation methods. This way, PwLD can play a central role in shaping their leisure time.

We identify the following supporter roles for the development of leisure:

Professional

- mainly in a background role
- mediates, helping to connect the PwLDs with the prospective local informal supporter
- professionally assists in the befriending process,
- provides a sense of security in the background in case of any stalemate



Local informal supporter

- mainly as a bridge between professionals and prospective friends
- acts as a casual professional in the terminology of the befriending process
- develops a partnership with the PwLDs, taking into account the principles of active support and supported decision-making
- has a common area of interest with the PwLDs
- knows local leisure activities and resources
- knows how to transfer this knowledge to the PwLDs



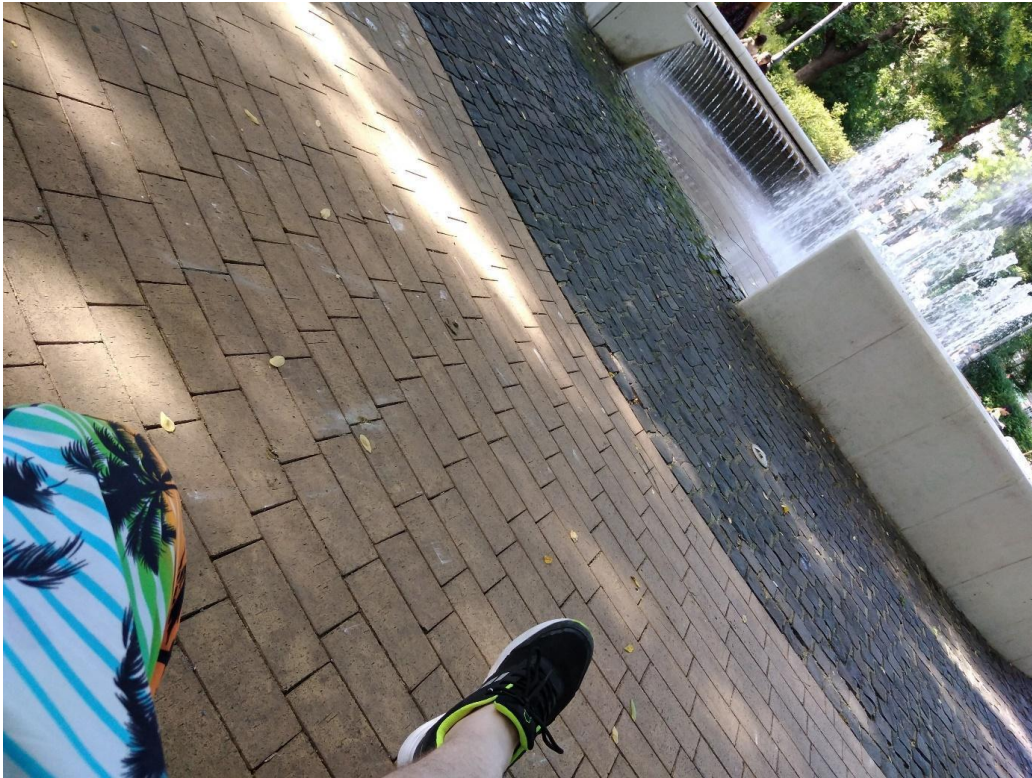
Experience has shown that the befriending process is most successful when the intermediate bridge role can be seen as a kind of partner-supporting role. In activities organised around shared interests, in which the befriending partners are well informed about learning disabilities, aware of their role as a connector and trained in interpersonal communication techniques. In this process, professionals can provide the local informal supporter and the PwLD with the appropriate professional background to properly support both parties according to their expectations and needs (Bigby et al., 2014, Wistow, Perkins, Knapp, Bauer, & Bonin, 2016).

TRAINING BLOCK 2.3 - Social contacts and leisure

Leisure activities organised around a common interest are a possible way of developing leisure-friendliness and thus expanding the informal network of contacts. But how we support PwLDs in this process is very important. This is why person-centred active support and the principles and methodology of supported decision-making are crucial in the befriending process. In addition, we can provide the PwLDs and the local informal facilitator with methods to support effective collaboration. However, before we go into the strategies, we would like to give a sense of the transition of the befriending support process with some selected stories from the photovoice of PwLDs.

The photovoice project also pointed out that one of the key triggers for supporting the befriending process is that PwLDs people are often either lonely in their free time,

unable to form new relationships or are defined by their parents. The following short story reflects this situation.



2. picture: The fountain

“In Hunyadi Square there is a small park with a playground and this fountain.

I used to come here a lot to the market with my mum. The park looked different then.

On Tuesday we went shopping, sat down here on the square. Now we sat here because we had things to do. We used to go to Klauzal Square to get some fresh air. This time I could admire how beautiful this park has become. I hadn't seen it before, so I told us to sit down. My legs were starting to hurt a bit.

This is nicer than the other park, it has a nice fountain. I like this one better, I'd like to go here again. If someone would come out with me, it would be nice. But it's hard to get my mom out. I'd also like to go to Margit Island if I could go with someone. But when I feel like it, she doesn't, or vice versa, it's weird.” - service user from Hungary

Please consider, as a professional, these related questions:

1 - Do you have similar clients? If so, in what ways have you tried to support them to develop new relationships? What has helped? What obstacles have you encountered?

2 - Summarise what support methods you have used and what impact they have had.

3 - Please list other possible reasons, situations, which confirm the need for the befriending process in the PwLD leisure support.

There is an intermediate stage in the befriending process when in the everyday setting, the professional appears as a supporter in the first phase and the informal local helper in the next step.



3. picture: Birthday treats

“L. is my caretaker and every year on my birthday treats me to ice cream and a coffee, or some pie... I look forward to this moment. I go to the “Eki” restaurant a lot. I can’t pass there without entering. I go there daily; they know me and what I like to drink. Sometimes I also eat a pie”. - service user from Belgium.

Please consider, as a professional, these related questions:

- 1 - What is the difference between the role of the serious professional and the casual professional in the life of PwLDs?
- 2 - Which category do you think the local informal supporter falls into?
- 3 - List some characteristics that might characterise the work of a casual professional.

In the befriending process, the "befriending" is the informal local supporter, who is methodologically categorised as a casual professional.

The following story illustrates the role of the informal local facilitator.



4. picture: : On the Schöckl [mountain next to Graz] with my buddy

“On Saturday, I walked with my buddy to the summit cross. Without a gondola, really on foot! We enjoyed a little snack at the top, which we really deserved. And we enjoyed looking at the beautiful panorama. The view of the mountains, the little houses in the valley - it all looked really beautiful.” - client from Austria.

The befriending process is tailored to the needs identified in our research. Indeed, evidence-based research by Southby (2019) measuring the impact of the befriending process has confirmed its effectiveness. For example, in a study conducted, the importance of the casual professional role as a bridge role in PwLD's leisure time was highlighted.

As a result of the befriending process, participants reported an increase in their independence from family and service, a strengthening of their self-confidence and an improvement in their communication with friends. In the befriending position, they highlighted the importance of being the only person involved, so person-centred active support was more likely to work in this two-person service setting. Despite having a casual professional relationship with a backup organisation, contacts who help with this process are usually paid for their work. Nevertheless, this relationship was described as a friend by PwLDs individuals because of its informal nature. The informal local supporter, in this relationship, is in a liaison role, able to become confidants in which they can share their thoughts and feelings. Examples of support issues that can often arise in this relationship include money management, help with transport, and planning a leisure programme.

Overall, the befriending process alleviates the pressure on services, reduces the vulnerability and dependency of PwLDs on services, and is effective in helping PwLDs to develop local relationships that make their leisure time more colourful and social (Southby, 2019).

The professional also plays an important background role in the befriending process. They help the informal helper and the PwLDs person function well in their respective roles.

TRAINING BLOCK 2.4 - Supporting the expansion of contacts for PwLDs

Learning outcomes

An important end goal of the ACCESS to Leisure training is that the PwLDs, with the proper support, can become a leisure organiser both on their own and, as experienced experts, help their peers to become one. The following situational exercises will help you to provide the right support.

Related exercises

This part of the curriculum is closely related to the PwLDs manual (pages: 39-54). Please look at those tasks and plan their possible adaptation.

Exercise 1. Supporting the informal local supporter in the befriending process

What are the supporting needs of the local informal supporter in expanding the network of contacts?

In discussion with the informal local supporter, explore together what support he or she needs to fulfil this role.

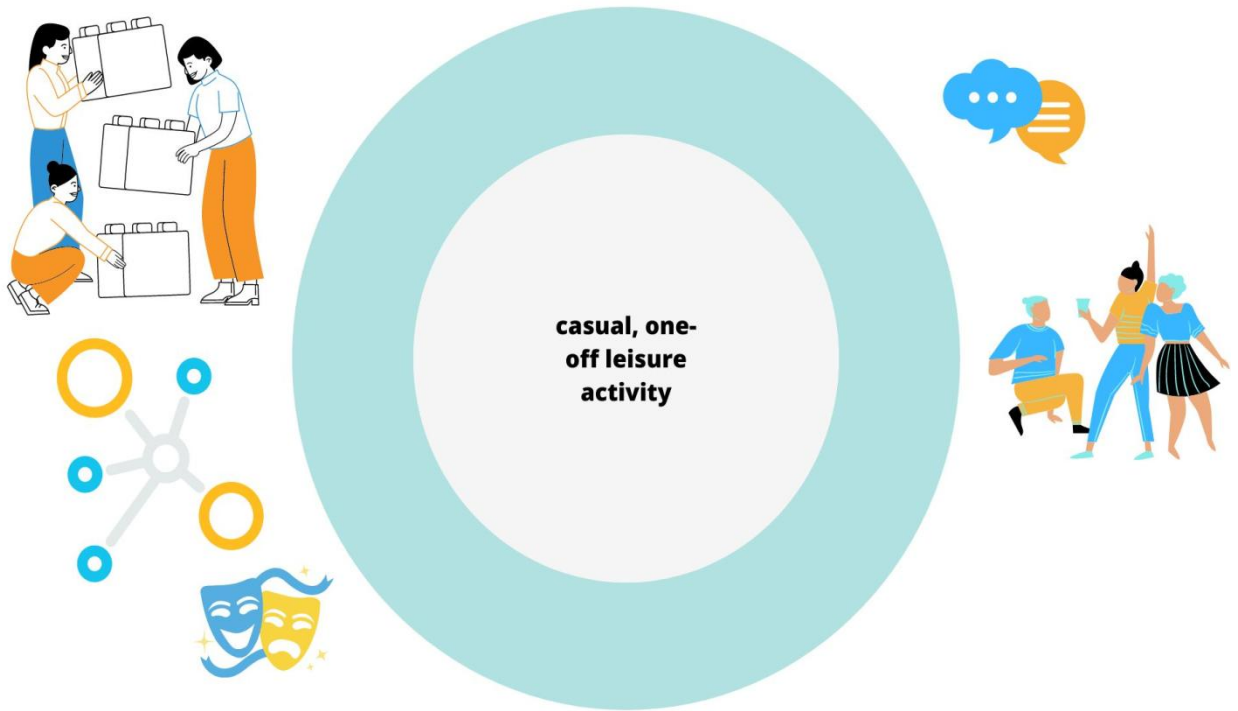
Exercise 2. Supporting the PwLDs in the befriending process

Along each leisure activity, map out what contacts you have and how you can work together - with the local informal facilitator - to develop new contacts.

In Manual 2, the corresponding task lists are as follows:

| Examples of one-off leisure activity | Who did you talk to about going with you? | Who is it that went with you to this leisure time event? |
|--------------------------------------|---|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| | | |

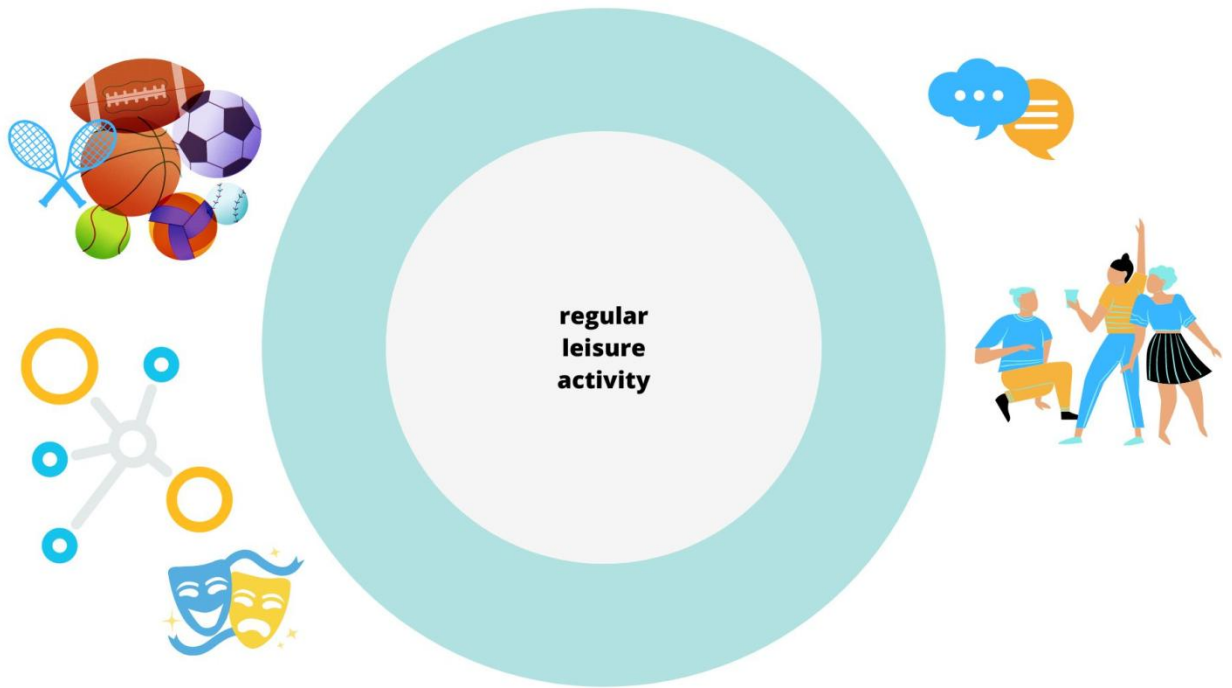
Table 3 : Friends for one-off casual leisure activities (Manual 2, p. 36)



11. figure Friends for one-off casual leisure activities (Manual 2, p. 43)

| Examples of regular leisure activities | Who could go to a regular leisure event with you? | Who has already gone on a regular leisure activity with you? |
|--|---|--|
| | | |
| | | |
| | | |
| | | |

12. figure: Friends for regular leisure activities (Manual 2, p. 44.)



13. figure: Friends for regular leisure activities (Manual 2, p. 45.)

MODULE 3 - Use of leisure resources (with a particular focus on digital opportunities)

Objective of this module

While in the previous chapters the personal strengths needed to organise leisure time were effectively developed, the second chapter focused on the identification and possible development of existing relationships.

In the third chapter, we help you to identify the local (online and offline) resources for the chosen leisure activities. The professional can provide appropriate tools, objectives and didactic advice to enable progressive development in the field of leisure organisation. In this process there is an essential role of the local informal supporter: how to help the PwLDs to find and use local community resources effectively.

This chapter will therefore help professionals how to support the local informal supporter and PwLDs to use leisure resources. The following topics are covered in this chapter:

In this chapter, we aim to help professionals through three training blocks:

1. **TRAINING BLOCK 3.1** How to support PwLDs in finding offline community resources for leisure time?
2. **TRAINING BLOCK 3.2** How to support PwLDs in finding online community resources for leisure time?

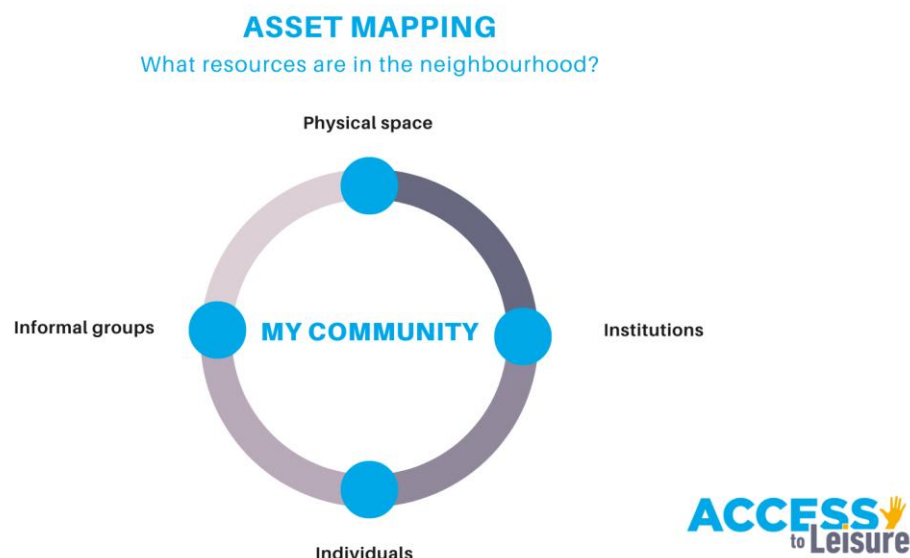
Through the following exercises we will like to provide help to discover the digital tools used in an easy-to-understand way.

TRAINING BLOCK 3.1- How to support PwLDs in finding offline community resources for leisure time?

The key role in finding local 'offline' resources is to facilitate cooperation with the local informal supporter, whose role, according to the Access to leisure concept, is to help PwLDs to access important leisure opportunities by organising leisure time as efficiently as possible.

First, what do we mean by local "offline" resources that play an important role in organising leisure time?

Community asset (as local resources) is an umbrella term that can be used to map local resources that are important for leisure activities.



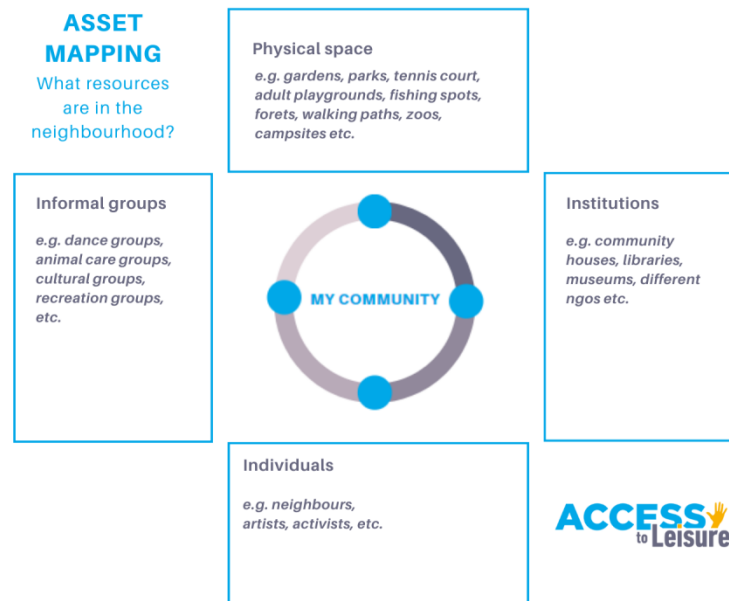
14. figure: Asset mapping (Duncan, 2013)

“When we talk about a community asset or space we mean buildings or land which are used for the well-being or social interest of the local community. These may include parks and open green spaces, libraries, cinemas and other cultural spaces, swimming pools and other leisure facilities, community centres, youth centres, nurseries or pubs.” - Definition of MyCommunity

Exercise 1. Helping local informal supporters to map local assets by PwLDs

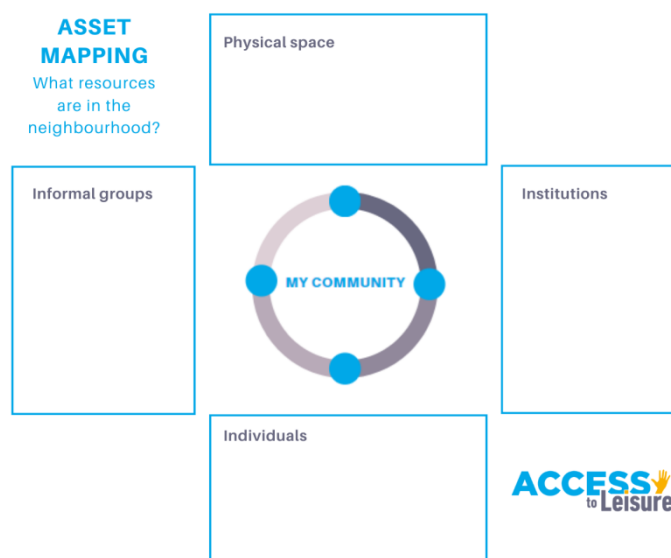
The primary objective in this regard is to help local informal supporters to effectively explore local assets with PwLDs. The third chapter of the Manual 4, specifically pages 32-33, is of great help in this.

In building the local neighbourhood, we propose to support joint collection along the following areas (based on Duncan, 2013):



15. figure: Asset mapping (Duncan, 2013)

The following tool helps local informal supporters to map local assets together with PwLDs. In doing so, we recommend that they collect the elements belonging to each category as specifically as possible (e.g. specific names, addresses of places), so avoid generalisations. In addition, it is worth collecting specific content in tabular form, together with contact details.



16. figure: Asset mapping (Duncan, 2013)

Professionals should have a minor role in exploring the area, like preparing and planning the mapping process. However, the local mapping should be done informally with the PwLDs and the local informal supporters.

After this exercise, we suggest you consider whether the local informal supporter can help PwLDs learn about these important recreational resources. It is recommended to make a discovery plan in this regard. This can help local informal supporters and PwLDs think about how understanding these resources can help for PwLDs to organise their leisure time.

Example of an asset mapping



17. figure: Example of an asset mapping (Duncan, 2013)

It is recommended that this is explained in much more detail, with specific names (along the lines of roles), including frequency of meetings, previous habits and contact details etc.

And for the newly mapped areas, prioritisation is done jointly and a plan between local facilitators and PwLDs.

TRAINING BLOCK 3.2 How to support PwLDs in finding online community resources for leisure time?

In addition to personal “offline” mapping, it is also very important to incorporate online search options into the leisure organisation process. We can highlight the importance of the internet and online communication, which also plays an essential tool in the organisation of leisure time. It is now a widely used tool in the lives of PwLDs.

In this chapter, we summarise important aspects related to online search that can help support the local informal supporter - to help PwLDs find local leisure opportunities online, as well as to obtain information and organisational tasks.

It is very important to help identify what online platforms are used by stakeholders (including search platforms and other social media) and to help introduce them to new, useful tools, even in addition to this. On the other hand, it is important to raise awareness of their existing usage habits, raising awareness of the need to use the internet in a conscious and safe way.

It is also crucial to take a personalised approach to this area: to identify and explore existing online habits and areas for further improvement (based on the needs expressed by the stakeholders) together with PwLDs (Samuelson, 2018).

To do this, it is worthwhile to find out what platforms are available that work in an easy-to-understand environment and how we can support the use of the platforms already in use in an easy-to-understand way. In this way, software that can be tailored to the needs of stakeholders can be relied upon as a great help.

Exercise 1. Search in a selected web browser (e.g. Google)

The overall goal for this task is to help local informal supporters assist PwLDs in their search.


To the informal local supporter, show how detailed google should explain the use to PwLDs. Let us give you a concrete example of this.

Searching for a place

- Let's explain what the browser is for (if it hasn't been used before).
- Go to google.com page
- Help them choose the right search terms: specific topic (e.g. wheelchair basketball group), location (e.g. residence)
- From the results, let's help them choose which result might be useful
- Click on the selected website
- Help them find useful search-related information on their chosen website

Mike want to share his own story with you, how he searches for leisure activities online.

One day, I wanted to find a wheelchair basketball team in my city.
I live in a town near London.
So I opened www.google.com and entered the words "Wheelchair basketball team London" in the search bar.
Then I clicked on the enter button.
Now the search engine showed me all the results found on the web.
I found the basketball club "London Titans".
It sounds really interesting.
I clicked on their website



Pages 59-61 of the Manual 2 will help you think it's worth writing.

and found all necessary informations there to get in contact.
I have been attending basketball training for a few weeks now and it enriches my leisure time.

If you want a more detailed tutorial on how to search for something on the internet with search engines, read in our toolkit chapter one.

18. figure: Example from Manual 2

And the following worksheets can help you organise the information:

LEISURE

ACCESS
to Leisure

Leisure

Leisure description:

Objectives:

Action Plan:

What do you ask your local supporter for help with?

What do you ask the support professional for help with?

19. figure: Activity page from Manual 2

Summary

Together with the other two training manuals and the two toolkits, this curriculum provides an opportunity to gain skills in leisure support as professionals.

The first module provides the opportunity to support the autonomy of PwLDs in leisure activities. As you read, in supporting self-determination, we have a two-fold focus; on the one hand, we focus on helping self-awareness of PwLDs related to leisure and on the other hand, we highlight the importance of supported decision-making methods.

In the second module of the manual help, we highlighted the importance of social interactions of PwLDs regarding leisure time. So in the next section, we focused on developing social interaction skills. In addition, we described the triple facilitator role at the heart of the manual and the cooperation between them: the leisure facilitator (PwLDs), the co-facilitator as professional and the other co-facilitation role of local facilitator (as bridge-role).

The third module of the manual helped to discover the potentials of the community resources regarding leisure support of PwLDs (with a particular focus on digital opportunities). This section presented ways in which professionals can effectively support PwLDs to successfully discover and plan leisure activities in the online space.

As the main objective of the Access to Leisure project, these three chapters of the manual contributed to empowering PwLDs to become facilitators of leisure in their own lives and the lives of their peers through active, person-centred support. To this end, we aim to support professionals as leisure co-facilitators in this empowering process.

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Source of tables

Table 1: Every moment has potential; Living with disability research center, La Trobe University & Greystanes Disability Services; <https://www.everymomenthaspotential.com.au/module-1> (23.07.2024)

Table 2: University of Szeged, Juhász Gyula Faculty of Education, A complex approach to pedagogy for people with learning disabilities http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/55_a_tanulsban_akadalyozott_gyermekek_tanulk_ismeretelsajtsi_folyamatnak_specifikus_jellemzi.html (23.07.2023)

Table 3: National Development Team for Inclusion, [https://www.ndti.org.uk/resources/publication/decision-making-profile\(24.07.2024\)](https://www.ndti.org.uk/resources/publication/decision-making-profile(24.07.2024))

Source of pictures

Pictures 1-4 taken by clients of participating organisations during the project from Hungary, Belgium and Austria.

Source of figures

20. figure Elements of the ACCESS to Leisure project, created with Canva, www.canva.com

2. figure Categories of Learning Disability by Szekeres (2011)

3. figure: Types of leisure (Southby, 2019, referring to Stebbin, 2012)

4. figure: Intervention areas of Leisure education (based on: Datillo, 2008)

5- 9, 11, 12, 13, 18, 19. figure: activity in ACCESS to Leisure, Manual 2 for PwLD, created with Canva, www.canva.com

10. figure Taxonomy of befriending–leisure participation for adults with learning disabilities (created by Southby, 2019)

14. and 15. figure: Asset mapping (Duncan, 2013), created with Canva, www.canva.com

16.and 17. figure: Example of an asset mapping (Duncan, 2013), created with Canva, www.canva.com

Illustrations on page 9, 10, 37, 38 are from Canva, www.canva.com