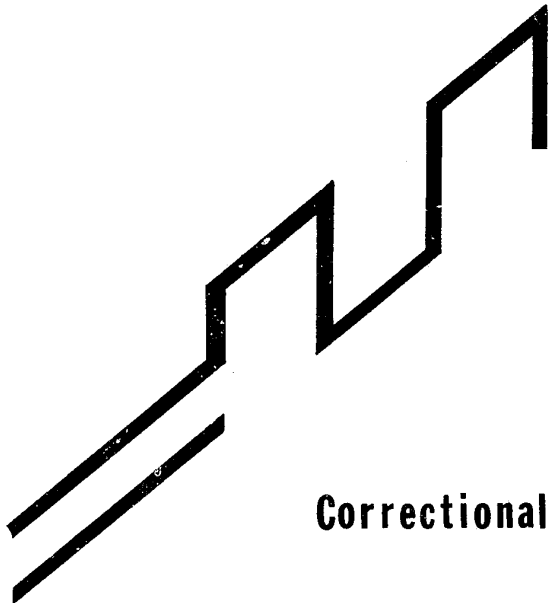


Facilitating Leisure Development of Inmates in Local & County Jails

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Correctional Recreation Project



Center for Public Affairs

Virginia Commonwealth University

FACILITATING LEISURE DEVELOPMENT
OF INMATES IN LOCAL AND
COUNTY JAILS

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PREFACE

It has long been recognized that the lack of leisure programs in local jails and other correctional facilities was the result of a misunderstanding of the role of recreation in the lives of the inmates. Further, many sheriffs and correctional officials have encountered strong negative reactions to their requests for funding such programs.

Through research and observation it has been learned that sound leisure programming and an understanding of leisure needs can develop positive attitudes in the inmates so that upon their eventual release they are less likely to become recidivists. Programming should not be restricted to the provision of recreation and leisure activities but should reflect a conscious effort on the part of the administration and treatment staff to make the inmate aware of his own needs and how to cope with life-style situations, especially leisure.

Through the initiation of a program of leisure counseling treatment personnel might better evaluate and assist the inmate in developing a positive life style. Leisure counseling is not a method or procedure to replace other forms of counseling but rather one that is to be used in conjunction with other forms in the total evaluation of the

inmate.

In order to develop the most comprehensive information the project sought and engaged services of one of the foremost authorities in the field of leisure counseling, Dr. David Compton. Dr. Compton has conducted several national institutes in this area and authored numerous books and articles dealing with leisure counseling.

We trust this manual will be helpful in establishing leisure counseling programs within the local jails and other correctional institutions.

Carroll Hormachea
Project Director

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D.M.C.

CHAPTER I

INTRODUCTION

The responsibility for local and county jail recreational personnel to assist the inmate in making positive and individually rewarding use of their leisure time represents a sizeable burden. Most jails are overcrowded and have very little, if any, designated recreational facilities. To compound the problem, it is difficult to know just how long the inmate will be staying or how to determine his real needs and background in recreation and leisure.

Given the fact that free time or enforced leisure is the companion of most inmates, it is incumbent upon correctional personnel to determine the best ways possible of facilitating the leisure development of each inmate. The provision of facilities, equipment or supplies alone does not insure that anything will happen to the inmate which will increase his ability to cope with the leisure phenomena upon return to the community. Granted, one must have facilities, equipment, supplies and an area in which to conduct certain activities, but it is an overall program and specific strategies for assisting the inmate that must be initiated and maintained.

The phenomena of recreation and leisure is a powerful rehabilitative tool. Understood and applied in the corrections situation, leisure pursuits can provide the inmate with identity, inner satisfaction, a sense of accomplishment and necessary socially acceptable outlets as possible deterrents to antisocial behavior.

This book attempts to address the problem of the inmate in the local jail, and illustrate what might be done to assist the inmate in reaching a better understanding of the importance of leisure and recreation in his total life style. Due to its size in some instances only examples are provided. In others, the reader is referred to the Bibliography for reference material.

Demographic Profile

As of December 31, 1975, there were 242,750 prisoners in the United States in Federal and State Institutions. Federal institutions housed 24,131 (23,026 male and 1,105 female) while State institutions totaled 218,619 (210,874 male and 7,745 female). In that same year, 15,336 more prisoners were received from courts into Federal institutions. This included 169 persons aged seventeen and under; 2,346 aged eighteen through twenty-one; 3,484 aged twenty-one through twenty-five; 2,966 aged twenty-six through twenty-nine; 3,724 aged thirty through thirty-nine; and

2,647 persons aged forty and over.¹

During 1978 there were 147,972 persons incarcerated in the local jails of Virginia. These inmates were predominantly male (91.1%). Over 53% of the inmates were between 25 and 54 years of age and the mean age was 32.2 years. Racially, the composition of the inmate population was 67.2% white and 32.8 non-white. The ratio of whites to non-whites in the Virginia jails is 2.04. Demographic information is useful in the planning of recreation and counseling programs.

By comparison inmates confined in the Virginia Correctional System are predominantly male with a mean age of 29 years which is somewhat younger than the jail inmate. The racial composition of the correctional institutions is predominantly non-white.

Statistics such as the above are hard to comprehend, but what is even more difficult to accept is the fact that the statistics are increasing every year. Particularly alarming is the increase in severe crime. For instance, a study done in 1975 on the increase in serious crime in fifty major cities across the United States has shown that in most cases crime has increased by at least one percent and the overall increase was 38.0%.²

The staggering increase in crime is a major concern of most Americans. It appears that preventative means of crime deterrence are having little effect. Penal institu-

tions remain heavily populated, and there is serious question as to whether they are performing as well as they should to rehabilitate the inmates in their charge. It has been proven that long term imprisonment does not deter criminal acts any more effectively than does a short-term sentence.³ The rate of recidivism among convicted criminals is high (65% for adults and 75% for youths) so it does not appear that mere detention is an effective means of discouraging the offender from committing another crime.

The Inmate: A perspective

The personality patterns of already established delinquent and adult criminals may help to explain why they do not respond to incarceration by permanently giving up their criminal behavior. As a group, they exhibit markedly different personality traits and attitudes about leisure than the population at large. They are socially assertive and defiant toward adult authority, more resentful of others, as well as hostile and destructive. They are more impulsive in all behaviors, less cooperative and dependent on other, and less conventional in their ideas and behaviors.⁴

The families of criminals have been observed to behave differently than those of others. It seems that they, these, families, rarely engage in constructive forms of

recreation. Instead of hobbies or active participation in creative or athletic pursuits, the principle form of leisure is usually more passive. Indeed, some authorities have attributed subsequent criminal behavior to faulty patterns of leisure behavior developed in their early years. According to Kraus,

"Indeed it is within leisure and as a form of pathological play, that many adult criminals-to-be begin their careers, carrying on illegal gambling, becoming involved in vice and drug addictions or engaging in theft or vandalism for sheer excitement."⁵

Punishment vs Country Clubs

Garrett Heyns, a Michigan reformatory warden, has described the problems faced by many inmates of correctional institutions in dealing with their leisure.

"Among the inmates of correctional institutions there are many who have no knowledge or skills which will enable them to make acceptable use of their leisure. Most of them lack the avocational interests of the well-adjusted. They cannot play, they do not read, they have no hobbies. In many instances, improper use of leisure is a factor in their criminality. Others lack the ability to engage in any cooperative activity with their fellows; teamwork is something foreign to their experience. Still others lack self-control or a sense of fair play; they cannot engage in cooperative activity without losing their heads."⁶

Mr. Heyns advocates the necessity of the correctional institution helping the inmate to overcome these deficiencies in his ability to deal with his leisure.

He continues:

"If these men are to leave the institutions as stable well-adjusted individuals, these needs must be filled; the missing interests, knowledge, and skills must be provided. They must be brought into contact with opportunities which will eventually lead to their seeking out some recreation interests when they return to society. It is the carry-over of such interests which concerns the institution in its efforts at effecting rehabilitation."⁷

Unfortunately, the prisons and jails have not met the challenge of providing creative leisure programming for the inmates which results in a long-lasting, positive change in the leisure behavior of the inmates. One reason is the continuing prevalence of the idea that a correctional institution is a place to punish. Prisoners within the institutions are denied many of the rights accorded to law-abiding citizens. Taxpayers resent the use of tax money to provide any but necessary services for inmates, especially services which many regard as contributing to a "country club" atmosphere within the penal institution. Therefore, most recreational and leisure programming within the institutions has been fairly well stereotyped; sports programs, such as baseball, basketball, or handball (for a comparatively small number of inmates); games of horseshoes or shuffleboard, cards, checkers, chess; reading, choral and instrumental groups; hobby pursuits; and second-rate films.

These types of programs are beginning, but do not begin to tap the potential of recreation and leisure activi-

ties to effect permanent change in the life of the offender. These programs do not provide an opportunity for all inmates to satisfy their leisure needs. They are not designed to encourage the inmate to develop leisure pursuits which he may easily continue when he returns to the community.

Carlson has listed several reasons for failure of the past and present prison system of recreational and leisure programming:

- lack of professional recreation staff
- lack of proper facilities.
- too strong an emphasis on custodial care and security.
- administrative authority's general resistance to change.¹⁰

Of the four, the attitude of administration is probably the one that must be addressed and changed first. The significant and necessary role that leisure and recreational experiences can play in the institutional setting must be emphasized to those with management and monetary responsibility. Then perhaps, recreation can be recognized as more than a way of relieving inmate boredom. In addition, recreation should be accepted as a vital step in the process of mainstreaming the offender back into the community as a law-abiding citizen.

Kraus, basing his theory on the assumption that the purpose of our penal institutions is to help an individual

to become a contributing member of society, states that a correctional institution should offer an extensive education program, providing vocational counseling and rehabilitation. It should offer both individual and group psychological counseling or psychotherapy, and effective recreational services (a part of which should be leisure counseling program).¹¹

Not only do authorities in the field recognize the need for facilitating recreation and leisure development within our penal institutions, but the prisoners themselves are speaking up to try to improve the quality of the recreational services available to them. One prisoner has summed up his perception of the role of recreation in the following statement:

Prison life provides a set of conditions so unnatural as to constitute a state of existence very remote from living. Under these circumstances recreation is my only tangible link with normal life . . . In its simplest meaning to me, recreation is anything that provides escape from the monotonous . . . regimentation and boredom of prison routine . . . The undeviating monotone of prison life induces in one a deadly depressive introspection -- unless alleviated by mental diversion.¹²

Yet even in this statement, one finds the positive and negative aspect of prison recreation programs. The inmate looks forward to participating in recreational activities, but only for the purpose of relieving the boredom of the immediate environment. He does not perceive

them as a link to the community to which he will return, nor does he appear to value the experience as a way of finding personal satisfaction, contentment or development.

Summary

It is apparent that recreation and leisure programming within our correctional institutions is not meeting the needs of the inmates, nor proving its value to those administrative personnel who evaluate programs and allocate resources within the penal system. It is important to understand the vital role of leisure services in the rehabilitation of prisoners and to communicate this understanding both to the inmates and to the prison administration.

FOOTNOTES

1. Sourcebook of Criminal Justice Statistics, 1977,
p. 655.
2. U.S. News and World Report, April 26, 1976, p. 81.
3. Richard Kraus, Recreation Today, 1977, p. 205.
4. Richard Kraus, Recreation Today, 1966, p. 324.
5. Ibid.
6. Ibid. P. 324
7. Ibid.
8. Ibid, p. 284-285
9. Carson, et.al. Recreation and Leisure: The Changing Scene, 1979.
10. Ibid. p. 286
11. Kraus, 1966, op. cit., p. 331.
12. Ibid, p.325.

CHAPTER II

RECREATION AND LEISURE

If we are going to attempt to change the leisure patterns of prison inmates, it is important to define some of the terms that are used in the field of leisure and recreation.

Definition of Terms

First, what do we mean by "leisure?" A commonly accepted definition is that leisure is "a block of unoccupied time, spare time, or free time when we are free to do what we choose."¹ Leisure is also referred to as "activity" and as a "state of mind." "True leisure" is different from "enforced leisure." True leisure is readily accepted and engaged in by a person, as opposed to enforced leisure, which the person does not seek and may not want, examples being mandatory retirement, job loss, or imprisonment. Leisure in this sense is often referred to in a time context.

Frequently associated with leisure is the term "recreation," which is the use of time for amusement, entertainment, participation and creativity, and frequently takes place in one's leisure time. Recreation activities are pleasurable and appealing in themselves, and are not engaged in for reasons of necessity or possible materialistic rewards.

Our society appears to be oriented toward the work ethic. The problems of managing convicted felons and misdemeanants both inside the jail or prison and outside the institution in the community are difficult. Therefore, it might seem that leisure and recreation would rank low on a scale of important services or skills needed by institutional inmates. It is easy to say that a person with basic abilities to read and write, and a marketable job skill can get along in our society. But how does that person "get along" in his leisure time? How can recreation and leisure development help to bring the individual into the mainstream of our society?

Outcomes of the Leisure Experience

Experts in the field of leisure and recreation have pointed out a variety of ways in which the individual can benefit from leisure and recreation experiences including:

- They are pleasurable and satisfying.
- They involve the exercise of voluntary choice and participation.
- They are highly individualized (one person may enjoy playing an active game of racquetball while another person may prefer and may derive equal amount of enjoyment from working on a stamp collection).
- They improve the individual's concept of himself to feel successful, and provide him with recognition.
- They can help to reduce a person's feeling

of anxiety and allow him a socially acceptable outlet for his aggressive impulses.

- They can promote a sense of belonging, encourage social interaction, and reduce loneliness and boredom.
- They offer the opportunity for physical activity and mental stimulation.
- They allow a wide variety of social roles -- from isolation to large group participation, from leadership to cooperation.

Problems of Recreation in the Institution

Recreation programs within the penal institutions have been criticized in the past for failing to meet the needs of the inmates. Some of the results with these programs were outlined by the Recreation Planning Study for the Oregon State Division of Corrections.

- The roles and values of recreation are not emphasized.
- There is not a professional staff member in recreation.
- The emphasis is on custodial care and security.
- Professional guidance and assistance in recreation services are not readily available to the staff.
- Where recreation programs do exist, they are often instituted with little planning and few long range-objectives in mind.
- The administrative climate is not conducive to evaluation and change.
- The professional recreator's efforts have not been directed toward expanding and

increasing the role of recreation in the institutional setting.

While these criticisms grew out of a study of the Oregon State Division of Corrections, it is not difficult to imagine that these same criticisms, and perhaps even more, could be made of the recreation programs within other state and local correctional institutions. Added to these problems is the fact that institutional recreation programs are usually considered to be limited to sports and fitness activities. Also, there has been little, if any, effort to encourage carry-over of recreational opportunities enjoyed by the inmate within the institution to be outside when he is released.

It is apparent that recreation and leisure programs in penal institutions are not fulfilling their potential. Ideally, an institutional leisure development program should facilitate the inmate's identification of his current interests and should attempt to help him to find resources that he can continue to pursue these activities upon return to the community.

Theoretical Basis for Selecting Leisure Pursuits

There are two theories to explain why people choose their leisure pursuits. One theory, the spill-over theory, supposes that individuals develop their leisure interest, attitudes, aptitudes, and skill as a result of carry over from their occupation. However, the compensation theory assumes the opposite - that people choose their leisure pursuits because they are different from their jobs.⁴ The compensation theory has two categories. In supplemental compensation, the person experiences

through his leisure things he is unable to have on the job (i.e. self-expression, higher status, control etc.). In recreative compensation, the individual uses his leisure to escape unpleasant things that occur on the job (i.e., stress, solitude, boredom, etc.).⁵

Research studies have attempted to pinpoint exactly how individuals choose their leisure activities, but humans are so complex in their reactions that it is difficult to establish any definite patterns. Some of the research findings are interesting, however. It has been shown that people tend to choose leisure activities which are familiar to them and which are associated with their work life or their family life. In other words, a boy growing up in a home where his father and grandfather enjoy fishing and do it frequently is more likely to choose fishing in later life than he is to choose to learn to bow hunt.

Closely associated with this finding is one that people tend to pursue leisure activities as adults that they first experienced as children.

Other researchers have found that persons in higher occupational levels have more leisure and tend to participate in more in individual than in team sports. Individuals holding lower occupational level positions leaned more to spectator sports such as boxing, wrestling, and stock car racing as opposed to participating in such sports as skiing or bicycling.⁶

There are many other interesting findings about people's participation in leisure activities. Let it suffice to say that there are many benefits to be derived from leisure and recreational pursuits.

At present, these areas are not being emphasized as fully as they might be within our penal institutions. If we know more about why certain leisure pursuits are chosen it may help us to improve the leisure services we offer.

Barriers to Leisure Development

We know that a great many people, whether institutionalized or in the community, are poorly prepared to deal with their leisure. There are a variety of problems that can interfere with a person's gaining the greatest fulfillment from his leisure.

Attitudinal barriers are a frequent source of difficulty. Many people are taught as they grow up that idle or leisure time is evil and the greatest virtue is in hard work. Different socio-economic classes and ethnic groups view leisure differently. Leisure is frequently seen as a privilege available only to the wealthy. An individual's personal attitudes toward leisure may be affected by rejection or failure.

Barriers in communication between leisure service providers (such as the correctional facility administration or the community) and the inmate can create problems in leisure development. If there is a lack of communication, the services that are offered may not be those the inmate would like to participate in.

Another barrier to successful leisure development may be a failure to reach a balance between leisure and work. There are "leisure-aholics" just as there are alcoholics and "work-aholics." They are the compulsive players who devote most of their time, energy,

and money to their leisure pursuits, with the result that their work roles suffer. On the other hand, the work-aholic spends most of his waking hours working, thinking or preparing for work. Leisure is frequently converted to be used for work.

Time is another barrier to leisure fulfillment. In order to enjoy leisure, a person must be able to manage his life so that time is available for his favorite leisure pursuits. Little actual or perceived time available for leisure may have an inhibiting affect on the individual when the opportunity for leisure presents itself.

Socio-cultural barriers may hinder leisure development. As was pointed out earlier, there are differences in the way leisure is viewed by different social and ethnic groups. Additionally, geographical placement of certain ethnic groups as in urban ghettos or barrios, may prevent the participation of individuals in many types of leisure activities.

Economic barriers are very important. Most leisure pasttimes cost money, and the current inflationary spiral can only increase their cost to the consumer, while decreasing the amount or discretionary income available to the individual to devote to his leisure activities.

Health can be a factor in leisure fulfillment. It may determine which leisure pursuits are possible for the individual. In some cases, health or a handicap may make it necessary to modify a desired activity in some way so that it is possible for the individual to participate. If the individual is determined to accomplish a particular activity, however, it is usually possible -- for example, there are bowling

leagues for the blind, wheelchair basketball, and golf for amputees.

One's experiences definitely influence his leisure behavior patterns. Ideally a person should be exposed to a wide variety of leisure pursuits, especially early in life. Then as he matures, he will have a "bank" of activities from which to choose.

Finally, in any institutional setting, environment itself is a potential barrier to leisure fulfillment. Obviously, it is not feasible to provide every leisure activity that each inmate would choose as his favorite within the walls of the even largest and most elaborate penal institution. Such leisure activities are not possible within the confined space (such as golf, spelunking or water sports) and such activities might pose a threat to the security of the institution (skeet shoot, for example). Nevertheless, it should be possible, within some creativity, some careful assessment of the inmate's previous interests and expressed wishes, and with the encouragement of the administrator, to provide a well-rounded leisure activity program that will satisfy a majority of the inmates.

Strategies for Removal of Barriers

This list of barriers to leisure development seems to make leisure fulfillment an impossible goal. Fortunately, there are some strategies that can be employed to help remove these barriers.

The first strategy is to better identify the leisure needs, values, and behavior of the inmate population we serve. For example, in a correctional institution, it would be faulty planning to establish a literature study group on only the assumption that a sufficient number

of inmates were interested in participating. Through individual interest inventories or a representative survey of the inmate population, it should be possible to determine relatively precisely how many persons are interested in a particular activity and whether the interest is sufficient to actually institute that particular activity within the institution.

A second strategy to remove barriers to leisure fulfillment is to employ all the available communication media to insure that potential participants are aware of the leisure opportunities available to them. Use of posters, flyers, institutional newspaper, and word of mouth are a few ways that activities can be promoted.

A third strategy is to determine and analyze the attitudes of actual participants towards the activities in which they are involved. Are they satisfied? What suggestions do they have for improving the program? How did they become involved in a particular activity? This information can be used to help plan future offerings.

A fourth strategy is to encourage inmates who have specific skills (eg) crafts, creative writing, yoga, etc., to assist in teaching other inmates these skills in regular scheduled classes. This utilization of existing human resources will go a long way in optimizing the leisure development of the inmate population.

A fifth strategy is to insure breadth and depth of program offerings. It is easy to be beguiled into offering only physical activities. There are numerous activities which can be offered which stimulate not only the psychomotor domain but the cognitive and affective domains.

A sixth strategy is to recruit personnel and volunteers who have the training and skills necessary to provide direct programs, arrange for outside efforts and participate in a transitional counseling program for inmates.

Each member must perceive the total leisure development effort as something more than the mere provision of a facility, equipment or a program of activities -- they must see the individual and his lifelong leisure development. This can be accomplished by identifying the inmates perception of the role leisure holds in their life and developing specific strategies to cope with their values, attitudes, beliefs and specific leisure behavior.

Summary

Leisure may be referred to in three contexts -- as time, as activity, and as a state of mind. The most prevalent is as "time." This discretionary or free time is often referred to as "true" leisure when it is freely engaged in by the individual. When it comes as a result of incarceration, unemployment or health problems, it is referred to as "enforced" leisure.

Recreation refers to one's participation in activities. As a result of this participation there are certain outcomes from the experience which are usually positive. Although the recreation experience offers the inmate many options and roles, it is difficult to provide the wide variety necessary to meet the inmate's needs.

One can trace participation in recreation and leisure pursuits to several theoretical bases including the "spill-over theory" and the "compensation theory." These need to be removed by correctional facility personnel and management responsible for the leisure and life development and rehabilitation of the inmate. Several strategies include identifying the needs, interests and desires of inmates, analyzing the attitudes regarding participation.

FOOTNOTES: CHAPTER II

1. Charles K. Brightbill, The Challenge of Leisure, Englewood Cliffs, New Jersey, 1960, Prentice Hall, Inc. pp. 3-4.
2. Virginia Frye and Martha Peters, Therapeutic Recreation: Its Theory, Philosophy, and Practice, 1972, pp. 38-39.
3. Larry E. Decker, "Recreation in Correctional Institutions," in David Gray and Donald A. Pelegrino. Reflection on the Recreation and Park Movement, p. 153.
4. Robert P. Overs, Sharon Taylor, and Catherine Adkins, Avocational Counseling Manual.
5. Ibid.
6. Thomas Kando and Worth C. Summers, "The Impact of Work on Leisure: Toward a Paradigm and Research Strategy," Pacific Sociological Review, Special summer issue), 14, 1971, pp. 310-327.

CHAPTER III

FUNDAMENTALS OF LEISURE FACILITATION

In order to best determine which type of leisure facilitation services are needed and can be offered within the context of the criminal justice system, it is helpful to understand the types of leisure facilitation models and the feature that distinguish them.

McDowell's Leisure Orientations

A noted theorist in the field, Chester F. McDowell, Jr., feels that there are four orientations to leisure counseling facilitation services.¹

Orientation I focuses on therapeutic facilitation to deal with leisure related behavior problems. In this situation, the leisure counselor attempts to deal with behavioral problems that are associated with leisure involvement. Some of the behavioral problems that might relate to a person's leisure fulfillment are boredom, anxiety, guilt, depression, or isolation.

Orientation II deals with leisure-lifestyle awareness. This orientation is concerned with helping the person to achieve self-fulfillment through the understanding of his leisure life experiences and their relationship to other lifestyle components.

The leisure facilitation functions in an educative,

re-educative, and preventative role. He seeks to help the client to clarify his values and attitudes about leisure, and to develop a more satisfying leisure lifestyle.

In Orientation III, the major focus is upon the time-activity to be filled rather than upon the analysis of the motivational or emotional component of the person's leisure. The leisure facilitator provides guidance to help the client determine his leisure interests and locate the resources so he can pursue them. The client's major role is to actively participate in the activity once he has the knowledge of the available resources.

Orientation IV emphasizes skill development. The facilitator through observation, interview, skills assessment, or by client historical data determines in which areas the client needs to rehearse, perfect, learn, or re-learn skills that will help him to achieve effective leisure behavior. The skill deficit may be the physical area (coordination, mobility, sensation), the social area (trouble getting along with others, shyness, lack of leadership ability), or the cognitive area of (lack of knowledge or rules and strategies of activity, lack of intellectual capacity to understand complex instructions, etc.).

The following Table (Table I) compares the four orientations set forth by McDowell.

TABLE I
FOUR LEISURE COUNSELING ORIENTATIONS AND PRIMARY CHARACTERISTICS¹

ORIENTATION	PRIMARY FACILITATING FOCUS	EXAMPLE PROCESSES	EXAMPLES OF TYPICAL CLIENTELE CONCERNS
I. Leisure-Related Behavior Problems	Close, interpersonal therapeutic facilitation	Focus on problems, goals, needs, constraints, coping skills. Use of Behavior Mod, Assertive Therapy, Relaxation Therapy, Gestalt, RET, TA, Reality, and other behavioral interventions.	Boredom, guilt, anxiety, social isolation, unsureness, obsessiveness, impatience, nervousness, interpersonal relationships, interactions, etc.
II. Leisure Lifestyle Awareness	Educative, re-educative, preventive	Self-learning experiences through cognitive oriented exercises, group interaction, role-playing, multi-media involvement, etc. as these relate to lifestyle components (work, leisure, family, etc.) and attitudes, values, beliefs, etc.	What is leisure, work, retirement, etc.? Social interpretations, identify concerns, ecological concerns, adjustment to conditions and aging processes.
III. Leisure Resource Guidance	Activity exploration and consumption	Interest assessment, profiling, matching of immediate interests with identifiable resources.	The what, where, when, how much of leisure involvement.
IV. Leisure Skills Development	Developmental, normalizing	Assessment, implementation, and evaluation of appropriate leisure related skills. Integration with opportunities to practice and perfect skills within abilities levels.	Lack of or remediation, for social skills, mobility, planning, budgeting, motor movement, lifetime activities, etc.

From: Chester F. McDowell, Jr. "An analysis of Leisure Counseling Orientation and Models and their Intergrative Possibilities" in David Compton and Judith E. Goldstein (ed). Perspectives of Leisure Counseling. Arlington, Va.: National Recreational Park Association, 1977, p. 61

What is Leisure Counseling?

The difficulty in defining the phrase "leisure counseling" stems from the fact that counseling clients on how to get the most out of their leisure is a relatively new endeavor. Therefore, many professionals both in the field of leisure and in the field of counseling have attempted to derive a comprehensive and succinct definition.

McDowell feels that perhaps, if the term "leisure counseling" were broken down into its two components and individually defined, the most correct meaning would be derived. He suggests that "leisure" be defined as a "state of mind" for it appears to have been universally accepted as such by concerned professionals. However, there is no such widely accepted definition of the term "counseling."

According to Stefflre, counseling is:

"A professional relationship designed to help the client understand and clarify his view of his life space so that he may make meaningful and informed choices consonant with his essential nature and his particular circumstances."²

Shertzer states:

"Counseling is an interaction process which facilitates meaningful understanding of the self and environment and results in the establishment and/or clarification of goals and values for future behavior."³

Super's definition of counseling can be highly applicable to leisure counseling if the term "leisure" is substituted in the appropriate places:

"Counseling is the process of helping the individual ascertain, accept, understand, and apply facts about himself to the pertinent facts about his (leisure) world, which are ascertained through incidental and planned exploratory activities."⁴

A number of other definitions of leisure and counseling could be offered, but as a kind of composite, O'Morrow's definition of leisure counseling is particularly useful and precise. He describes leisure counseling as a "helping process which facilitates interpretive, affective, and/or behavioral changes in others toward the attainment of their leisure well-being."⁵

With O'Morrow's definition in mind, McDowell has described the purpose of leisure counseling. He feels that leisure counseling "attempts to foster in the person independent responsibility for choosing and making wise decisions as to his leisure involvement."⁶ If this purpose of leisure counseling were fulfilled, it would result in a dramatic reduction in criminal offenses, for it has been shown that many crimes occur during the leisure or unobligated time of the perpetrator.

Even when leisure time is not used in the carrying out of illegal activities, it can be a serious problem to an individual. Butler has said,

"More concern has been expressed over the prospects of a misused leisure, and unless government and citizen groups take steps to

prevent it, much . . . leisure will be waste-
fully, if not harmfully, used."

Historian Arthur Schlesinger, Jr. has written, "The most dangerous threat hanging over American society is the threat of leisure . . . and those who have the least preparation for it will have most of it."⁸

The concerns of these writers relate to the concern with which we deal in the criminal justice system. Unfortunately, the inmate or a correctional institution is one who frequently suffers from a lack of leisure education, and whose conception of leisure time is that it is time to be wasted or to be used in criminal activities. This group is caught up in a cycle in which leisure time is devoted to socially unacceptable behavior, which then leads the individual to the criminal justice system, in which he is penalized by removal from any worthwhile leisure activities at the same time as he is presented with the prospect of even more hours of leisure, this time the enforced leisure to which we alluded earlier. If the cycle entangling these people is to be interrupted, intervention must be made within the community as well as inside the correctional institutions. As Butler stated, government and all others of leisure and recreational counseling in the rehabilitative process.

Leisure counseling may be characterized by its attempt

to achieve several ends:

- to offer leisure resource guidance,
- to foster lifestyle development and preventive counseling.
- to provide therapeutic-remedial and normalizing experiences.

Although the inmate is not considered a "special population" in need of therapeutic recreation in the usual sense of the term, he is, indeed, a part of a population with special needs which can and should be fulfilled through a better sense of leisure and involvement therein.

Models for Leisure Facilitation

As do all institutionalized persons, the inmate must deal with the problem of how to reintegrate himself back into the community. Unless he acquires skills while incarcerated that he has not learned previously, he is more likely to fail in his efforts to become a contributing and interactive member of the community, and therefore, may return to his previous extra-legal activities.

Bushell and Witt identify this problem within their assumptions of the third characteristic of leisure counseling. Bushell states that "the individual lacked social aptitude or was functioning inadequately within the community before institutionalization."⁹ Witt says it is pre-

cisely this type of client who derives benefit from leisure counseling:

"If at a particular point in his life, the client cannot successfully cope with his present situation, then a more structured type of counseling may be indicated (i.e. leisure counseling)."¹⁰

This inability of the client to cope with his present situation has formed the basis of a leisure counseling model extrapolated from O'Morrow, Hitzusen, and McDowell. Its objectives are:

- to assist the client to maintain and strengthen affiliation with family, friends, and co-workers.
- to help clients develop and form new ties within individuals and groups.
- to teach clients to identify, locate, and use recreation resources in the community.
- to mobilize community resources for fostering mental health.
- to ascertain individual recreation and leisure interests.
- to introduce new leisure and recreation interests.
- to serve as resource persons in locating recreation facilities.
- to discover attitudes toward leisure and recreation.
- to explore free time in relation to recreation and leisure.
- to stress the physical and mental (creative) importance of recreation and leisure.¹¹

By becoming aware of leisure precepts (these being one's leisure self as seen by others, one's leisure self as one would like to be, and one's leisure self as thought to be seen by others) the inmate can determine if and when he is functioning in a healthy leisure mode (compatible leisure precepts) or an unhealthy leisure mode (conflicting leisure precepts). Leisure counseling is a means by which these personal leisure precepts can be identified and dealt with.

Another model within the remedial-normalizing framework is that proposed by Dr. Gene Hayes. Although the model includes that term "therapeutic," implying perhaps, that it is for use only for a hospitalized special population, the model promotes an individualized approach to treatment, concentrating on assessing the client's leisure interests within his leisure lifestyle. Therefore, the model is applicable to the institutionalized offender. The implementation of Hayes' model included incorporating a leisure skills-education program once the individual's leisure interests and needs have been identified, and secondly, familiarizing the client with his community resources through the community counselor or recreator. This second part of the process is begun prior to discharge from the institution. Finally, a follow-up process (after release) is undertaken to ensure the offender's

leisure behavior inappropriate or effective. If it is discovered to be otherwise (ineffective), further remedial or alternative forms of action are formulated.

Hayes' leisure counseling model represents a serious attempt to attend to the totality of the needs of the institutionalized person. Although the model stresses individualized (one-to-one) treatment, the model could easily be modified to allow for small group treatments. It would probably be much more practical to expect small group sessions rather than a strictly client-counselor relationship within a correctional institution. Nonetheless, individualized counseling should be practiced when possible, and may be necessary for the maximum benefit of some inmates.

Summary

There are essentially four approaches to facilitating leisure development according to McDowell. These four range from engaging in a deep counseling relationship to merely developing the necessary skills to participate effectively in the leisure experience.

Counseling for leisure involves assisting an individual to understand and clarify his view of his life and its relationship to leisure. The inmate is extremely vulnerable to the problems of leisure and oftentimes may need assistance in sorting out alternatives and values associated

with leisure.

Leisure counseling attempts to support or supplant what leisure education should have accomplished early in an individual's life -- establish a set of leisure values.

CHAPTER IV

LEISURE FACILITATION TECHNIQUES

There are a variety of facilitation techniques in use today, based on a variety of theories. It might be helpful to review a few facilitation techniques that seem to be especially adaptable for use in leisure facilitation. It should be noted that in order to engage in actual leisure counseling an individual should be trained in a variety of techniques.

Value Clarification

One which was developed primarily as a teaching tool, but is also applicable to counseling, is "value clarification." This technique helps the client to understand, develop, and rank his values. He is encouraged to publicly affirm his values, to consciously choose among alternatives after considering the consequences, to choose for himself, and then to act upon his choice. One way to help the client to do this is through the use of value clarifying questions, such as "If you had two hours of free time today, how would you use that time? What outcome would that have? How would you feel about it?" There is no predetermined answer, and the questioner must avoid allowing his own preferences to be known. The questions may stimulate a short discussion, but the main object is to give the client

encouragement to think about the subject on his own and to reach conclusions about what his values are and what he would like them to be. In leisure counseling, such questions are a good way to explore the person's attitudes to leisure and work. Neulinger's Leisure-Work scale provides a forced distribution of choices. Another use of value clarification would be to present a list of life-sustaining and optional activities and have the inmate note how much time he spends on each activity weekly. The amount of time allotted serves as a convenient method of ranking these activities and may help to make the inmate aware of differences between his stated values and his actual values.

Relaxation Therapy and Systematic Desensitization

Relaxation therapy and systematic desensitization are frequently used together in counseling to help people overcome anxiety which is specific to a certain situation, such as fear of public speaking or fear of open spaces. Relaxation therapy involves teaching a person how to consciously relax certain muscle groups within the body which tend to tense in stressful situations. Once the person is able to produce the conscious relaxation, he is gradually exposed to a situation which causes him to become anxious. The anxiety causes unpleasant physical changes such as rapid breathing, quickened heartbeat, and variations in skin

temperature. However, the person is able to apply his conscious relaxation techniques and reduce some of the anxiety and allow him to remain in the situation for progressively longer times. Actually, it is not necessary that the person perform in the feared situation to reduce the anxiety, sometimes role playing is used to stimulate the situation. Even having the client imagine the situation can be sufficient to bring on an anxiety which then is countered through relaxation.

In leisure counseling, relaxation and desensitization may be helpful to the individual who wants to participate, but at the same time is reluctant to become involved because he lacks physical or social skills, or has irrational fears that interfere with his participation (for example, a person who wants to try canoeing, but fears water).

Client Centered Therapy

Another technique that is adaptable for use in leisure counseling is counseling client centered therapy. Originated by Carl Rogers, the success of the technique is highly dependent on the willingness of the facilitator to become involved with the inmate in a caring, open relationship that is honest and non-judgemental. The theory underlying this technique assumes that all behavior is a means of achieving "self-actualization" or wholeness of the

person. Because society imposes certain restrictions on the person, he fails to reach the goal of self-actualization. The lack of wholeness can be remedied through the therapeutic relationship. The relationship progresses from one in which the inmate avoids talking about himself to a stage in which the person is able to express and experience his feelings comfortably. Throughout the process, the facilitator is understanding, listens and offers positive regard without making judgements, and in the end the inmate should experience constructive personality changes.

In leisure counseling, this relationship can be useful to help the inmate explore and understand his leisure attitudes and values. It can also provide support for the inmate as he attempts to change unfulfilling leisure behaviors.

Behavior Therapy

Behavior therapy or as it is popularly known, "behavior modification," is yet another leisure counseling technique. This theory assumes that all behavior is learned, and therefore, under the proper circumstances undesirable behavior can be learned.

The undesirable behaviors are identified and a baseline is established -- how frequently the behavior occurs, under what circumstances, and the consequences that result

from them. The counselor then establishes behavioral goals -- those behaviors he would like to see replace the undesirable ones, and uses contingency management (a method of controlling the consequences of behavior) to eliminate the problem behavior and support more desirable behavior.

This can be done in several ways -- by reinforcing or rewarding the desired behavior (positive reinforcement) or by omitting an undesirable consequence of the behavior (negative reinforcement). Punishment is a powerful consequence and while it involves physical or emotional pain, which would act as a negative reinforcement, also is productive of attention, which acts as a positive reinforcement. Attention is a powerful reinforcer and ignoring problem behavior may help to eliminate it.

In general, reinforcers must follow the behaviors closely to be associated with them, and vary in effectiveness among individuals and for the same individual at different times.

In order to stimulate new behavior, it may be necessary to first reinforce successive steps that will lead to the behavior. For instance, a person who is fearful of the water, but wants to learn to swim will benefit from positive reinforcement when he puts his face into the water, and when he jumps into water over his head.

Research has shown that while a behavior is being learned it will be maintained over a longer period if it is reinforced intermittently rather than each time, and the frequency of reward can diminish as the behavior is learned.

The leisure counselor could use a behavior modification approach after this inmate's behavior patterns and establishing some more desirable behavioral goals. Through a system of reinforcement, the inmate can be taught to substitute these new behaviors and to achieve a more satisfactory leisure lifestyle.

Rational Emotive Therapy (RET)

Rational-emotive therapy is a technique developed by Albert Ellis in which the facilitator assumes an active role in helping the inmate to deal with his problems by analyzing and solving them rationally rather than illogically and emotionally.

Ellis described eleven irrational beliefs that are held by many people, all of which lead the individual to feel a loss of self-esteem when he compares himself to his ideals or to others (e.g., it is essential to be loved or approved by virtually everyone; it is easier to avoid difficulties and responsibilities than to face them).

These irrational beliefs lead to emotional consequences for the individual which lead him to seeking

counseling. The counseling would serve to help the individual to confront and discard his irrational beliefs and eventually to a change in the behavior of the individual.

This approach also makes great demands on the skill of the counselor because it places him in a very directive role and yet is relatively unspecific about how the inmate's irrational beliefs are to be confronted and overcome. The counselor may be fostering a dependent relationship with the inmate and may lead the inmate to accept his (the counselor's) values rather than to develop his own.

This technique may be useful to help the inmate to explore his attitudes, values, and beliefs about leisure (e.g., "If I sit down to listen to a record, I am wasting time;" "I can't participate in the city recreation program because I don't know how to play any sports."). If the irrational beliefs can be identified, the facilitator can help the inmate to replace them with more realistic ones, and the old undesirable leisure behavior will be replaced with a more satisfying mode of leisure behavior.

Other Techniques

These, then, are a few approaches to the techniques of leisure counseling. There are many other techniques which can be used as well and it would be helpful for the professional to familiarize himself with them. Life space

interviewing developed by Fritz Redl, Gestalt Awareness by Frederick S. Perls, Assertive Training; Transactional Analysis by Eric Berne, and Reality Therapy as developed by Dr. William Glasser are all therapeutic techniques that have application to leisure counseling.

Summary

A variety of facilitation techniques may be used by the individual assisting the inmate in determining his leisure values and pursuits. Several relevant techniques discussed in this chapter include value clarification, relaxation therapy, rational-emotive therapy and several others. The facilitator should be aware that some of these techniques require training and practice before being applied to the inmate.

Note: Due to the extensive nature of the subject matter the authors merely provided an overview of several facilitation techniques. The list of references on the subject complete and will provide additional reading. An individual interested in pursuing "counseling" should seek specialized training through classes before applying the techniques illustrated in these books.

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CHAPTER V

INSTRUMENTS FOR LEISURE ASSESSMENT

As the concept of leisure counseling has gained more attention and acceptance, the number of instruments available to be used in the counseling process has grown. Some of the most common ones will be described and discussed in this chapter.

The Constructive Leisure Activity Survey is a five-page questionnaire, each page dealing with a general category of leisure activities (physical and outdoor, social and personal satisfaction, arts and craftsmanship, learning and general welfare) with a list of 50 activities within that category. The client is asked to check "tried activity and liked it," "would like to try it," or "no interest at present," for each item. An interview sheet is also included in which the client is asked about religious affiliation, financial limitations, transportation, hours of free time available, biographical data, occupation, and skills.

The counselor compares the person's expressed interests with the other information he has obtained to produce an all purpose referral/remarks worksheet. The worksheet refers the client to places where specific activities can be carried out. Both individual and group activities are considered.

The Leisure Activities Blank (LAB) is a psychological assessment instrument used to identify seven activity factors. The client is asked to identify the extent of his past involvement and the extent of his expected future participation for each of 120 recreation activities that are relatively common in the United States. Because the interpretation of the test is somewhat technical, some prior experience in psychological testing is helpful.

The Leisure Interest Inventory (LII) determines preferred leisure activities based on five general qualities of the activities (sociability, games, art, mobility, and immobility). Items on the inventory are grouped on the basis of popularity. The client is asked to choose among eighty groups or triads (threes) of activities. Sample groups are "bowl, cook something new, go out with someone special," or "play the piano, visit a friend, bicycle."¹

After the client has selected from each group the activity he likes most and the activity he likes least, the client is able to determine his own score.

The Mirinda Leisure Interest Finder is another questionnaire which provides the client with a profile of interests in various categories. The client indicates his preference for a variety of activities, using a scale of five for the most preferred. The results are then plotted on a graph which presents a pictorial view of the client's interests.

The Pie of Life tries to help the client visualize how he spends his time. A circle is divided into 24 wedges to represent the hours of the day, and the client is asked to fill in each hour as he most often spends his time. The client is also asked to complete some sentences relating to leisure preferences, and to rank order some statements about them. The results are compared and the client is helped to formulate some concrete steps to change his leisure behavior.

Neulinger and Breit have developed a questionnaire which helps the client to explore his attitudes to work and leisure. This could be a useful method to stimulate discussion in a counseling group or on a one-to-one basis between client and counselor.

A leisure counseling format developed by Hayes approaches the counseling process from several perspectives. The client is asked to rank his broad life goals and then to express any insights he has gained through this process. Then, he is directed to list twenty things he loves to do, decide which are individual activities and which are group activities, which are spontaneous as opposed to requiring advanced planning. He is asked to try to assess the monetary cost of these activities. The client is asked to decide

which steps he must take to better utilize his leisure time, to evaluate himself both positively and negatively in terms of his leisure behavior, and finally, to think about the future, particularly as it relates to his own ideas of what he hopes to accomplish in his lifetime.

The client is asked to complete a life inventory, including memorable leisure experiences, behavior he would like to change, and things he values or wants to achieve. He is asked to list leisure experiences he would like to have, and from all these lists, to choose the three most important items. These, then, become the focus of counseling efforts to help effect positive changes in his leisure behavior.

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CHAPTER VI

HOW TO INITIATE A PROGRAM

Introduction

In order to assist the inmate in optimizing his leisure time, it is imperative that a program which is creative, responsive and varied be provided on a year round basis. This chapter provides information on how to initiate and conduct a program for inmates in local jails. Although the program planning process is similar to that of any agency, the specialized needs of inmates may be met through the utilization of this detailed process.

In any program, the success is usually based upon its support from management (in this case, the sheriff and county or city officials). It is important to perceive recreation and leisure opportunities for inmates as rehabilitative tools and readiness opportunities for their eventual return to the community or long-term incarceration. Perceived as a positive tool, recreation and leisure opportunities can assist the inmate in potential work adjustment, family affairs and other aspects of their total life space. Although recreation and leisure activities should not be perceived as a panacea for criminal behavior, they do provide positive, socially acceptable outlets for the inmate while incarcerated and eventually when released and returned to the community.

Step 1. Determine Program Framework

In order to arrive at some specific basis for the program, it is important to conduct a survey. The survey should include the following;

- Leisure interest, needs and background of each inmate;
- An inventory of the existing facilities, recreation areas, and equipment -- supplies available for use with the inmates;
- An inventory of personnel and their activity skill, counseling skills, and other competencies related to providing leisure activities; in addition, it would be important to also survey the inmates to determine the abilities, skills and competencies;
- An inventory of community resources (eg) individuals in the community who have specific skills in crafts, theater, sports, etc.; recreation supplies (eg) table games, cards, sporting equipment, etc.;
- An inventory of the rules and regulations established by the local facility which will impact on the potential recreation and leisure program.

Step 2. Develop Philosophy and Approach to the Program

When developing a philosophy is important to keep in mind that whatever program design and parameters are identified. This philosophy should be consistent with the rules and regulations of the agency, and the policies of either the inmate, the personnel, or community. It is also important to develop a philosophy which is based on the notion that recreation and leisure is an important rehabilitation tool for the inmate. It is incumbent upon each individual

to recognize that recreation and leisure are basic human needs rather than extra-curricular dimensions. Each and every one of us has a desire and need to play, recreate and be at leisure during certain time periods of our life. It is often taken for granted that recreation and leisure time are "givens" and there is little need on behalf of correctional personnel to provide such services. This is far from the truth and most individuals who are in the prison need not only assistance in reconstructing their total life, but direct guidance in facilitating a positive leisure development. It should be remembered that most crime is committed during the time when one could be constructively involved in leisure. In addition, much more time is spent at leisure than is spent at work or at personal maintenance.

The basic philosophy that one adopts could then be positive, creative, and reflect the notion that through leisure development, the inmate may achieve the identity, recognition and success they need so desparately in life. It should also be designed in the philosophical statement what approach will be used to delivery of recreation programs and opportunities. Will, in fact, the personnel who are currently on staff be providing the program, or will it be provided by volunteers or part-time workers? These and many other questions must be answered and addressed in the statement of philosophy and approach to the program before

it is implemented.

Step 3. Plan the Program Offerings

When planning the program it is important to keep in mind that variety and new ideas are critical to the success of the program. In most cases, it will be important to plan the program during the different time periods, and especially those time periods which are expressed as needs by the inmate with massive amounts of boredom, idleness, and other, somewhat negative returns on their investment.

When planning the program, one should consider providing not only active but passive programs, competitive and creative opportunities, simple and complex activities, individual, dual and team activities, those activities which can be engaged in a small space as well as those in larger areas, those which are of short duration and those which may take a long period of time. The variety of the program as illustrated by not only the types of activities but the time periods and various leaders will be central to the success of the program. When planning the program, it is important to identify the necessary resources, both internal and external which will be utilized in the program.

Overall, the program should be designed to meet the needs as identified in Step 1 and be responsive to the rules and regulations and resources available. One major point is that a program should be started in a small fashion

and built over a period of time, rather than starting with a broad and expansive effort which may fail. It is much better to start and build on your successes rather than try to pull off a Ringling Brothers-Barnum and Bailey Circus in the first week of the program.

Step 4. Implement the Program

Before implementing the program, it is important to insure that each individual knows the opportunities available to him and what he may derive from the program. This may call for brief counseling sessions with the individual inmates to identify the types of programs that they will be engaged in, when they will be participating, and what they might expect to benefit from participation. When implementing the program, it is important to record as much information about inmates' participation as possible. This may include charting individual hours that the person participates, as well as recording their feelings toward the activity and the result effect of participation. In other words, has the inmate changed his behavior as a result of participating in recreation and leisure opportunities? Is his attitude much better towards incarceration? Does he generally have a more positive attitude toward life? And last, does he have some life goals which may indicate that he is well on the road to rehabilitation. During the implementation of the program, it is important to observe the

the individual and report the information back so that not only the inmate has the benefit of his change in behavior, but others who are responsible for reporting to either the parole board or responsible officials, know the capabilities and changes in the inmate.

Step 5. Evaluate the Program and Inmates

It is important to record information on each inmate and their participation. It is also equally important to determine the effectiveness of the program. Questions that might be asked are: What was right or positive? What did the inmate gain from the program? What direct outcomes can be traced to the program? What went wrong with the program? Can it be attributed to people? The activity? The timing? The setting? etc.

In maintaining records on the program and the opportunities made available to the inmates, it is important to utilize this information to make better decisions in planning future programs. This information is the basis upon which the individuals responsible for program planning and facilitating leisure development make better decisions regarding what programs and program offerings will be provided to inmates.

Step 6. Make Correction and Adjustments

Once you have determined what went right and what went wrong, then the individual programmer is instructed to

to return to Step 3 as they begin to plan additional program offerings. Based on the information gathered in Step 1 and Step 4, the personnel should be able to make some critical decisions with regard to the direction of the program, specific activities which should be provided, personnel which should be utilized, and space needs. In this process, allow the individuals who are responsible for facilitating leisure development to make better decisions and assist the inmate in achieving his goals.

Summary

It is important to follow the step-by-step process in developing and implementing a program of leisure and recreation opportunities for inmates in local jails. In order to assist these inmates in optimizing their leisure development, it is important that the facilitator plan the program in conjunction with the inmate and other community resource personnel in order to achieve the goals and objectives established for the program and meet the interests and needs of the inmate. The model which has been explained utilizes feedback from previous activities and programs to continually upgrade the program efforts which are provided to inmates.

CHAPTER VII

WHAT LIES AHEAD?

Having reviewed some of the difficulties inherent in providing effective leisure and recreational services within the setting of correctional institution, and having discussed some techniques that might be used to increase the effectiveness of such programs, particularly the use of leisure counseling, it should be pointed out that efforts are being made to improve the leisure opportunities within some recreational facilities.

Community Based Corrections

One of the most promising methods of dealing with the complex problem of rehabilitation of criminals is called Community-Based Corrections. This process involves using the appropriate community resources to the fullest extent and to re-educate, rehabilitate, and redirect the attitudes and behavior of offenders, enabling them to become self-sufficient and productive members of society.¹

Inmates with various criminal histories are not being involved in a wide range of programs, with recreation and leisure counseling playing significant roles in helping these individuals to rebuild their lives with family and community. This process is a key element to mainstreaming, which should be a primary goal of any program for institutionalized persons. It prepares the client for the outside

world, avoiding "social shock," the difficult adjustment that results from months or years of incarceration.

Implicit in this concept is the need for community correctional centers, regional facilities, half-way houses, and pre-release centers. It is expensive in terms of money to provide such a network of helping facilities, but no more so than is the present method of containment and the revolving door cycle that sees many offenders commit new crimes while on bond or parole. Statistics show that 80% of crimes committed today are committed by those who have already been through the system. "There is still a need to house the hardcore felon in facilities similar to the prisons of today, but the promise of better opportunities for those capable of adjustment rings eternal."²

Model Programs

As an example of some recreation programs currently under way in correctional institutions, the Drama Workshop of San Quentin stands out.³ It is but one part of recreation program that offers a variety of programs to meet inmates' needs and interests. The workshop is under the direction of several inmates serving life sentences. All plays selected are approved by the warden. All inmates, with the exception of the maximum custody cases, are permitted to participate, as actors, directors, or in the building of sets. The performances are presented over three

days and performed in front of an audience of over 2,500 inmates, 300 employees, and guests. Some of the plays that have been performed thus far include "Twelve Angry Men," "Mr. Roberts," "Waiting for Godot," and "Inherit the Wind." Once the play production and performance is completed, the inmates continue dramatic activities by giving classes in stage craft, set construction, and acting.

These men are involved in a total rehabilitative program attending regular therapy programs. The prison administration believes that these experiences have considerable value in helping inmates to adjust to the responsibilities and obligations that they will face upon their return to society.

Yet another successful program has been undertaken at Leavenworth Prison. For the past seven years, Leavenworth inmates have staged a public art show on an annual basis, displaying their own works. Some of the art productions have sold for as much as \$11,000. The money earned from the art show and sale is placed in a fund that is used to purchase additional paints and supplies.⁴

Administrators of the prisons which have conducted these innovative leisure and recreational activities programs have voiced their support for the programs. Natonly says the drama group at San Quentin has provided an excellent creative outlet for the men, along with providing a

satisfying leisure-time activity. It also has proven to be a splendid emotional outlet with marked therapeutic values. The men learn to work together, and to show responsibility both toward the play production and to each other.⁵

Such creative programs as these are a beginning in the process of developing a full range of leisure and recreational services within our penal institutions which will help to meet the needs of inmates during their confinement and help them to better cope with the transition to the community. As the importance of leisure is recognized more fully in all phases of our society, it is apparent that it must become a greater priority within our correctional facilities as well.

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