

LEISURE AREA

DESCRIPTION

- Provides students opportunities to learn appropriate ways to fill their down time in a functional way
- Students appropriately engage in a leisure break by following work systems and visual structure

STAFF ROLES

- Support students by providing age-appropriate choices, modeling appropriate behavior, and prompting visual cues
- Provide opportunities to access and use communication system
- Identify and record new interests or preferences
- Take data on skill acquisition

STUDENT OUTCOMES

- Increased acquisition of appropriate play/leisure skills
- Increased curiosity about new experiences
- Increased play/leisure repertoires
- Increased understanding of social rules
- Improved social interactions with others
- Improved communication skills
- Improved organizational skills
- Improved ability to manage time

EXAMPLE



REFERENCES

- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee MissionKobot, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.* Washington D.C.: National Academies Press.

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