

The meaning of leisure: what really matters to young people with physical disabilities and implications for practice

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Leisure is a human right

“Everyone has the right to rest and leisure”

Article 24 of the Declaration of Human Rights UN 1948

“Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

Article 31 of the UN Declaration of the Rights of the Child UN 1989

Leisure and disability

Children with disabilities participate less, and in less diverse activities, than their peers. Children with more functional limitations have less leisure.

(Anaby, Law, Coster, & Bedell, 2014)

Research Question:

What does leisure mean to children and young people with physical and communication disabilities and how do they experience it?

The Research

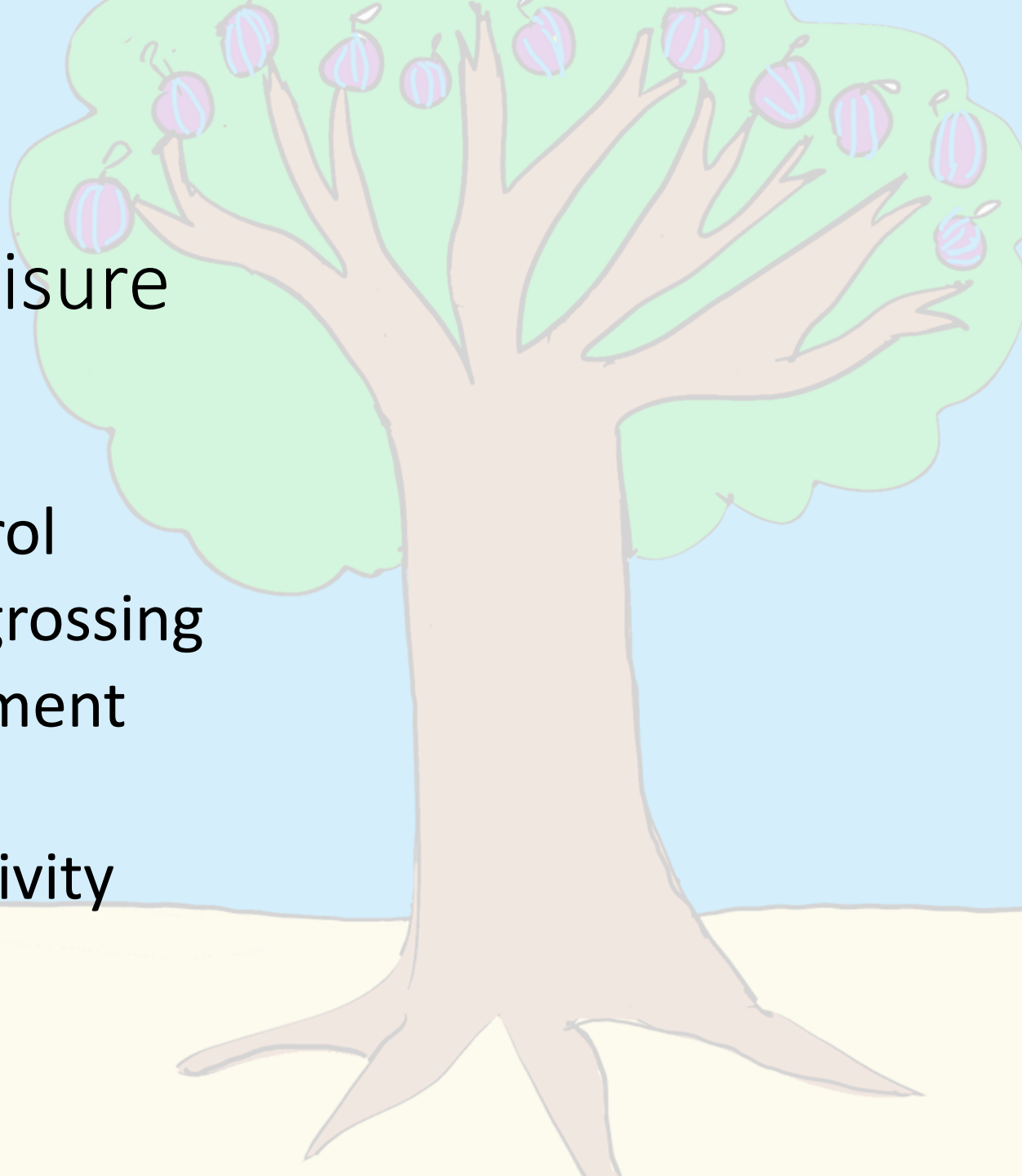
- UK
- 6 participants
 - 3 female, 3 male
- Aged 9-19
- GMFCS IV / V
- 5 Communication aid users
- Hermeneutic Phenomenology: essence of the lived experience
- Interview
- Observation
- Analysis of 6 Autobiographies

Results:

The Tree of leisure

- Trunk = Control
- Canopy = Engrossing
- Fruit = Enjoyment

- Ground = Activity
- Environment



Branches

- Explore
- Escape
- Exchange
- Expression

Results: The fruit of leisure



Tastes good

Hedonic Wellbeing – Gives pleasure

Nourishes

Eudaimonic Wellbeing – Gives meaning

Restoration and joy – I feel happy

Reflection and insight – I know who I am and what I like

Connection – I belong and I am valued

Protection – I am strong and I can cope

Construction – I can achieve

Implications

Assistants help leisure when they

“make it fun”

“get involved”

“energy”

“do what I want to do”

Assistants hurt leisure when they

be strict and bossy

make lots of rules

Be over-protective

Prioritise leisure

Promote togetherness with peers

Train assistants

Develop self-advocacy

Movement for pleasure

References

Anaby, D., Law, M., Coster, W., & Bedell, G. (2014). The Mediating Role of the Environment in Explaining Participation of Children and Youth With and Without Disabilities Across Home, School, and Community. *Archives of Physical Medicine and Rehabilitation, 95*(5), 908.

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