

Baglin, C. A., Lewis, M. E. B., & Williams, B. (2004). *Recreation and leisure for persons with emotional problems and challenging behaviors*. Champaign, IL: Sagamore Publishing. 184 pages, \$16.95, ISBN: 1571675213.

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As recreation professionals, we are well aware of the impact recreation has on those we serve. In *Recreation and Leisure for Persons with Emotional Problems and Challenging Behaviors*, attention is brought to the benefits of recreation within the classroom. Eight authors contribute to this work, combining practice in special education, physical education, and art therapy to share their experience using recreation as a classroom intervention.

For the new classroom or physical education teacher, this book may serve as a useful introduction to the needs of students with emotional disorders and behavioral issues. Throughout its nine chapters, the reader is introduced to characteristics of and potential interventions for emotional disorders. Although presented as a guide for anyone working with people with emotional disorders, the overwhelming focus on school-age children and school-related considerations limits its applicability to the classroom and physical education teacher. While hard to follow at times due to its repetitive nature, the book appears to be divided into four sections, set up by an overview presented in chapter one.

The first section introduces behavioral characteristics and tools used for behavior assessment. Descriptive charts in chapter two provide clinical definitions which may be helpful when observing the behaviors of students. Additional insight is offered into the characteristics of behavior disorders ranging from attention disorders to eating disorders. These basic descriptions and insights may assist the classroom educator to recognize potential problems. Expanding nicely on the content of the previous chapter, chapter three provides tools for planning and implementing behavioral assessment. Most assessment tools discussed are lent to the book from educational research on student assessment. These tools appear to be effective in describing disruptive behaviors and identifying when professional assistance is needed to develop intervention programs.

Recreation interventions are introduced in chapters four and five. Strategies for modifying a variety of activities labeled as sports and recreation are provided in chapter four. While the definitions of sport, recreation, and leisure, in addition to examples given of categories such as adventure recreation and cooperatives, would be troublesome to the recreation and leisure professional due to discrepancies with profession-accepted meanings, many of the activity traits are worthy of consideration. As with any classroom endeavor, the reader is reminded to consult multiple resources to ensure greater understanding. Moving from sports to art, chapter five presents potential concerns when

introducing art into the classroom of students with emotional disorders. With those concerns as an introduction, a research-supported intervention is described along with a variety of suggestions from the author's own experience for utilizing art in the classroom.

The third section offers an overview of needs and resources in collaboration and management strategies. Chapter six delves into interagency collaboration by providing a framework for the discussion of individual and agency roles and service delivery models. This framework stresses the importance of collaboration and sharing responsibility but is limited in the degree to which it assists agencies to implement these collaborative endeavors. Practices for observing and identifying areas of concern when working with students with behavioral disorders are found in chapter seven. A compilation of practices from a variety of human service models are presented. Caution is urged as some of the practices could cause harm when used as described. For example, the reader is asked to experiment with paraverbal communication by using angry tones to deliver good news, possibly causing confusion or emotional distress. Chapter eight provides strategies to assist in preventing and redirecting inappropriate behavior. Using examples common to school settings, this chapter expands on characteristics presented in chapter two by providing manifestations of those characteristics and identifying implications for working with students with behavioral disorders.

The book concludes with a resource and materials chapter. Included are lists of professional associations, websites, and resources. Worth noting is that while physical education oriented associations, such as AAPHERD are listed, none of the major recreation associations, including NRPA and ATRA are included. It should also be noted that many of the associations and resources, such as Special Olympics, do not apply to people with emotional or behavioral disorders. Other resources, including several of the assessments listed, are intended for use only by trained therapists.

Clearly presented by the authors is the importance of recreation and leisure for students with emotional and behavioral disorders. The ability of recreation and leisure, presented here primarily as sports and art, to enhance student success is readily apparent. The informed reader, however, will also note the continuing need to educate those in the field of education about recreation and leisure. These terms, as defined in this book, do not match profession-accepted definitions and may be misleading to the uninformed reader, who appears to be the target population for this book. Also related to terminology, the inconsistent and inappropriate terms used to describe people with emotional impairments (e.g. challenged child, mentally ill adults) are confusing and in some cases may be offensive to those being described.

A reader unfamiliar with this subject may also mistake the identified recreation interventions as a form of therapy. Although disclaimers are noted, continual references to the classroom being a therapeutic environment and the synonymous use of terms such as recreation, recreation therapy, and therapy may lead the reader to believe that by engaging students in recreation he or she is performing therapy or is a qualified clinician.

While the material is repetitive and chapter sequencing could be improved, this book does succeed in highlighting the importance of recreation in schools and the impact it has on students with behavioral disorders. Although its impact for the recreation professional is limited, this book may serve as an introduction to recreation interventions for the classroom or physical education teacher and may be an appropriate supplemental resource for this target audience.