DISCOVER!

Strengths-Based Assessment

Anderson & Heyne 2018
DISCOVER!

“The greatest good you can do for another is not just to share your riches but reveal to him his own.”

Benjamin Disraeli
19th century statesman and author

Wild Rose
If one focuses on the thorn, the rose would be discarded.
If one focuses on the bloom, the rose is highly valued.

Anderson & Heyne 2018
Strengths-Based Assessment

- Focus is on internal and external strengths
- Participant is potential waiting to be developed
- A framework is used to assess and describe strengths
- Understanding strengths leads to understanding how to plan
- Ecological approach

Anderson & Heyne 2018
<table>
<thead>
<tr>
<th>Assessment in a Deficits Approach</th>
<th>Assessment in a Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines the diagnosis as the problem; questions are pursued related to problems, needs, deficits, and symptoms</td>
<td>Defines a holistic portrait: what the participant wants, desires, aspires to, dreams of; participant’s talents, skills, and knowledge</td>
</tr>
<tr>
<td>Searches for the nature of the participant’s problems from the perspective of the professional; analytical</td>
<td>Gathers information from the standpoint of the participant’s view of the situation; ethnographic</td>
</tr>
<tr>
<td>Is interrogative in nature</td>
<td>Is conversational in nature</td>
</tr>
<tr>
<td>Focus is on diagnosis to determine level of function</td>
<td>Focus is on the here and now, leading to a discussion about the future and how the person has managed so far</td>
</tr>
<tr>
<td>Participant is viewed as lacking insight regarding the problem, illness, or diagnosis</td>
<td>Participant is viewed as a unique human being who will determine his or her own wants within the environment</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
<table>
<thead>
<tr>
<th><strong>Assessment in a Deficits Approach</strong></th>
<th><strong>Assessment in a Strengths Approach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant is a passive container for interventions as professionals direct decision-making</td>
<td>The relationship with the participant is primary to the process, where joint decision-making is key</td>
</tr>
<tr>
<td>Places the participant in diagnostic or problem categories using generic, homogenous language</td>
<td>Strengths assessment is specific, unique and detailed, individualized to the participant</td>
</tr>
<tr>
<td>Emphasizes compliance and management of problems and needs, with formal services seen as the solution</td>
<td>Explores the rejuvenation and creation of natural helping networks and social supports</td>
</tr>
<tr>
<td>Controlled by the professional</td>
<td>Participant ownership</td>
</tr>
<tr>
<td>The professional dictates, “What I think you need to learn and work on”</td>
<td>The professional asks, “What can I learn from you about your life?”</td>
</tr>
</tbody>
</table>
Examples of how assessment *shifts* in the strengths approach

<table>
<thead>
<tr>
<th>Assessment Focus- Deficits Approach</th>
<th>Assessment Focus - Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems</td>
<td>Goals, dreams, aspirations, and strengths</td>
</tr>
<tr>
<td>Functional deficits</td>
<td>Functional abilities</td>
</tr>
<tr>
<td>Problems with leisure lifestyle</td>
<td>Leisure interests, preferences, talents, skills, knowledge, and goals</td>
</tr>
<tr>
<td>Leisure barriers</td>
<td>Leisure facilitators</td>
</tr>
<tr>
<td>Behavior problems</td>
<td>Social competence</td>
</tr>
<tr>
<td>Depression, anxiety, and other negative emotions</td>
<td>Positive emotions</td>
</tr>
<tr>
<td>Stressors</td>
<td>Relaxers and soothers (calming inducers)</td>
</tr>
<tr>
<td>Social isolation and loneliness</td>
<td>Social resources, social networks, and community mapping</td>
</tr>
<tr>
<td>Family deficits and problems</td>
<td>Family strengths, dreams, and goals; family traditions; shared family interests and activities</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
Rationale for Strengths-Based Assessment

- To get to know the individual – what makes this person tick? What is meaningful to this person?
- To begin to develop a positive relationship with the individual and her/his support system
- To establish baseline
- To measure outcomes
- To provide the “right” services
- To focus on solutions, not on problems

Anderson & Heyne 2018
Definition of Assessment

Assessment is a treasure hunt!

Therapeutic recreation assessment is the systematic process of learning about a person, his or her strengths, and his or her aspirations for recreation and well-being.

Through assessment, collaborative planning about the person’s future goals and dreams in relation to leisure becomes possible.

Anderson & Heyne 2018
Principles in Strength-Based Assessment

Assessment......

- is strengths-based and person-centered
- is individualized, based on the participant’s world view
- focuses on well-being and quality of life through leisure
- is based on the aspirations and goals of the participant
- uses multiple methods and seeks to understand multiple variables
- always involves the participant and his or her circle of support
- looks at the whole person in her or his environment (authentic and ecological)

Assessment is a treasure hunt!

Anderson & Heyne 2018
Ecological Assessment

This is what we know about the person:
- Spiritual
- Psychological and emotional
- Physical

This is what we know about the environment:
- Family
- Home
- Work/School
- Community resources

Goals and dreams

Social

Cognitive

Leisure

Friends

Expectations

Opportunities for inclusion

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Components of Strengths-Based Assessment

What is the participant's current situation?

What are the participant's internal and external strengths and resources?

What will it take to reach the dream?

What are the participant's goals, dreams, and aspirations?

Where does the participant want to be?

Development of a Plan

Anderson & Heyne 2018
What to Assess:
Use Strengths-Based Models as an Assessment Framework
Other Models to Frame Assessment

Leisure & Well-Being Model

ICF

Anderson & Heyne 2018
Domains for Assessment

Well-Being

LEISURE WELL-BEING
I find enjoyment in my leisure experiences and they positively impact other aspects of my life

PSYCHOLOGICAL & EMOTIONAL WELL-BEING
I feel happy and perceive I am in control of my life

COGNITIVE WELL-BEING
I think in a focused way and learn eagerly

SOCIAL WELL-BEING
I relate well to others and belong to valued social groups

PHYSICAL WELL-BEING
I do and act in my daily life with vitality and no barriers

SPIRITUAL WELL-BEING
I live my life hopefully, in harmony with my values and beliefs

A Flourishing Life

Environmental resources and personal strengths that cultivate growth, adaptation, and inclusion

Anderson & Heyne 2018
**Domains for Assessment:**

Leisure

<table>
<thead>
<tr>
<th>Outcome for Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I find enjoyment in my leisure experiences and they positively impact other areas of my life.”</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
Discover Your Passions Interview

Interview questions designed to ascertain what most interests and excites a participant in leisure

For example:

- What lights you up?
- When do you seem and feel most alive?
- What helps you feel a sense of purpose?
- When do you seem most focused and unaware of distractions?
- What inspires you to talk or get excited?
- When was a time you felt at peace with yourself?

Anderson & Heyne 2018
Let’s Try the Passions Interview

- With your neighbor, interview each other with a selection of the questions that you choose!
Inclusivity Assessment Tool

Measures the physical and social aspects of inclusion at a recreation agency

*Inclusion U Online* training qualifies you as a “CIA” (Certified Inclusivity Assessor) to use the IAT

Anderson & Heyne 2018
IAT Checklists, User Manual, and Tool Kit

60” circle

www.inclusiverec.org

Anderson & Heyne 2018
Inclusive Recreation Resource Center

Inclusion U Online

Become a Certified Inclusivity Assessor

What is Inclusion U Online?

- An online training where you learn the foundations of inclusion and how to use the Inclusivity Assessment Tool
- Nine modules that you complete online at your own pace
- Take the final exam to become a Certified Inclusivity Assessor (CIA)
- 10 contact hours of training

What is a Certified Inclusivity Assessor?

- A Certified Inclusivity Assessor (CIA) has completed Inclusion U Online and is trained to use the Inclusivity Assessment Tool
- Use the Inclusivity Assessment Tool to assess a recreation site for its physical and social inclusion
- Only CIAs can use the Inclusivity Assessment Tool, developed by the Inclusive Recreation Resource Center

What do I get when I register?

- 10 hours of training that you can access for as long as you like
- The Inclusivity Assessment Tool User Manual eBook
- A CIA card and a certificate of completion
- Access to the online/electronic and PDF versions of the Inclusivity Assessment Tools and specialty checklists
- Access to the CIA App assessment tool for mobile data entry
- Ability to register an unlimited number of people in the 3-hour online Inclusion Ambassador Training for free

How do I register for Inclusion U Online?

- Go to the Inclusive Recreation Resource Center’s website at www.inclusiverec.org
- The registration process is online – just have your credit card ready
- The cost of Inclusion U Online is $49.95 for an individual
- Discounted group rates are available and you can be a team leader (see website for details)
- You earn 1 full CEU for the training (10 hours), pre-approved for CE credit by NCTRC

www.inclusiverec.org | inclusiverec@cortland.edu | Box 2000, SUNY Cortland, Cortland, NY 13045 | 607-753-4833
EVERYTHING YOU NEED TO KNOW

Inclusive Recreation Resource Center

Mission
We help people of all abilities play wherever they choose.

Inclusion U Online
Inclusion U Online teaches you about inclusion and how to be a Certified Inclusivity Assessor (CIA)! Once you complete Inclusion U, you are able to complete inclusivity assessments and submit the results to the IRRC online recreation database. As a CIA, you can also enroll an unlimited number of people in the free Inclusion Ambassador Training.

Inclusivity Assessment Tool
With the user-friendly Inclusivity Assessment Tool, you can assess physical accessibility and programmatic and administrative inclusion at recreation facilities and programs.

Online Recreation Database
All recreation programs and facilities that are assessed using the Inclusivity Assessment Tool are entered into the online database that is searchable by Google map, activity, venue, and location. The database helps people with disabilities and their families and friends better plan their recreation.

Resources to Help You Achieve Inclusion
We provide help and support in improving recreation accessibility and inclusion for people with disabilities in parks, programs, or facilities. Our tools include apps like our Inclusion Toolkit app, IRRC Recreation Finder app, and CIA app.

Inclusion Ambassador Training
The Inclusion Ambassador Training, a three-hour online training, teaches you how to include people of all abilities in recreation, parks, camps, and other aspects of your life. You earn badges throughout the fun training.
## Domains for Assessment:

**Psychological/Emotional**

## Outcome for Participants

“I feel happy and perceive I am in control of my life.”

Anderson & Heyne 2018
Positivity Test

20-item scale to help people measure the level of positive to negative emotion they experience, called their “positivity ratio”

www.positivityresonance.com

Anderson & Heyne 2018
Take two minutes to complete the Positivity Self Test now. Your score provides a snapshot of how your emotions of the past day combine to create your positivity ratio.

Instructions: How have you felt in the past day? Look back over the past day (i.e., from this time yesterday up to right now). Using the 0-4 scale below, indicate the greatest degree that you’ve experienced of each of the following feelings.

0 = Not at all
1 = A little bit
2 = Moderately
3 = Quite a bit
4 = Extremely

What is the most amused, fun-loving, or silly you felt? ▼
What is the most angry, irritated, or annoyed you felt? ▼
What is the most ashamed, humiliated, or disgraced you felt? ▼
What is the most awe, wonder, or amazement you felt? ▼
What is the most contemptuous, scornful, or disdainful you felt? ▼
What is the most disgust, distaste, or revulsion you felt? ▼
What is the most embarrassed, self-conscious, or blushing you felt? ▼
What is the most grateful, appreciative, or thankful you felt? ▼
What is the most guilty, repentant, or blameworthy you felt? ▼
What is the most hate, distrust, or suspicion you felt? ▼
What is the most hopeful, optimistic, or encouraged you felt? ▼
What is the most inspired, uplifted, or elevated you felt? ▼
What is the most interested, alert, or curious you felt? ▼
What is the most joyful, glad, or happy you felt? ▼
What is the most love, closeness, or trust you felt? ▼
What is the most proud, confident, or self-assured you felt? ▼
What is the most sad, downhearted, or unhappy you felt? ▼
What is the most scared, fearful, or afraid you felt? ▼
What is the most serene, content, or peaceful you felt? ▼
What is the most stressed, nervous, or overwhelmed you felt? ▼

Copyright Dr. Barbara Fredrickson 2009
Mood Meter

- Measures and tracks moods
- Designed to develop emotional intelligence
- Based on decades of research from Yale

Yale Center for Emotional Intelligence: [http://ei.yale.edu/](http://ei.yale.edu/)
Mood Meter

http://moodmeterapp.com/process/

Anderson & Heyne 2018
MOOD METER: http://moodmeterapp.com/

The Mood Meter experience has 6 main components.

1. Plot your feeling
   - Consider the nuance of your current feeling. (How pleasant or unpleasant do you feel, and how high or low is your energy?)
   - Tap the appropriate color quadrant on the PLOT Screen and see the emotion word associated with your plot.

2. Describe why you have that feeling
   - Now you have the opportunity to reflect on why you are feeling that way and type it into your Mood Meter.
   - This information is saved, so you’ll be able to check back over time to see if there are any patterns to what is changing your mood.

3. Select a strategy to shift your feelings, if desired
   - Regulation strategies include quotes, images, and practical tips to help you shift from one color emotion to another.
   - Personalize your experience by adding your own quotes, images, and tips.
   - View “More Past Reasons” to be reminded of times when you were in the yellow or the green.

4. View personal reports to track your feelings
   - The more times you plot your feelings on the Mood Meter, the more useful your reports become.
   - Shift the date range to explore your feelings at different times in your life.
   - Tap ALL on the pie chart to see the details of your feelings over time.

5. Receive reminders to check-in with yourself
   - It’s really up to you about how you want to use Mood Meter. You can always add or delete reminders.
   - Some people like to have multiple reminders each day, others like once a day.
   - Some like to time the reminders with specific events: when they wake up, at meals, after class, etc.
   - Pick what works best for you. You can always change your mind.
   - Remember: if you want to set a recurring reminder, make sure to tap “Repeat” when setting up a new reminder.

6. Share our feelings with friends
   - Just tap the “Share” icon and you have the option to share your feelings with your friends on Facebook or Twitter.
   - You will have the opportunity to edit your “Describe Why” text before it is shared.
Supports Intensity Scale

- Home Living
- Community Living
- Lifelong Learning
- Employment
- Health and Safety
- Social Activities

www.aaidd.org
Domains for Assessment: Cognitive

Outcome for Participants

“I think in a focused way and learn eagerly.”

Anderson & Heyne 2018
Mindful Attention Awareness Scale

| MAAS | Provides quantitative information about one’s level of mindfulness in day to day experiences |

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could be experiencing some emotion and not be conscious of it until some time later.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I break or spill things because of carelessness, not paying attention, or thinking of something else.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I find it difficult to stay focused on what’s happening in the present.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I tend to walk quickly to get where I’m going without paying attention to what I experience along the way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I tend not to notice feelings of physical tension or discomfort until they really grab my attention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I forget a person’s name almost as soon as I’ve been told it for the first time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>It seems I am “running on automatic,” without much awareness of what I’m doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I rush through activities without being really attentive to them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I get so focused on the goal I want to achieve that I lose touch with what I’m doing right now to get there.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I do jobs or tasks automatically, without being aware of what I’m doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I find myself listening to someone with one ear, doing something else at the same time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
The HOME Inventory

- Home Observation for Measurement of the Environment

- Measures the quality and quantity of stimulation and support available to a child in the home environment

- Several versions available (toddler to teen)

Anderson & Heyne 2018
Domains for Assessment:
Social

Outcome for Participants

“I relate well to others and belong to valued social groups.”

Anderson & Heyne 2018
Lubben Social Network Scale

- Six-item self-report scale
- Assesses perceived social support received by family and friends.

**LUBBEN SOCIAL NETWORK SCALE – 6 (LSNS-6)**

**FAMILY:** Considering the people to whom you are related by birth, marriage, adoption, etc...

1. How many relatives do you see or hear from at least once a month?
   0 = none  1 = one  2 = two  3 = three or four  4 = five thru eight  5 = nine or more

2. How many relatives do you feel at ease with that you can talk about private matters?
   0 = none  1 = one  2 = two  3 = three or four  4 = five thru eight  5 = nine or more

3. How many relatives do you feel close to such that you could call on them for help?
   0 = none  1 = one  2 = two  3 = three or four  4 = five thru eight  5 = nine or more

**FRIENDSHIPS:** Considering all of your friends including those who live in your neighborhood

4. How many of your friends do you see or hear from at least once a month?
   0 = none  1 = one  2 = two  3 = three or four  4 = five thru eight  5 = nine or more

5. How many friends do you feel at ease with that you can talk about private matters?
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*LSNS-6 total score is an equally weighted sum of these six items. Scores range from 0 to 30*

Anderson & Heyne 2018
**LUBBEN SOCIAL NETWORK SCALE – 6 (LSNS-6)**

**FAMILY:**  *Considering the people to whom you are related by birth, marriage, adoption, etc…*

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   - 3 = three or four  
   - 4 = five thru eight  
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2. How many relatives do you feel at ease with that you can talk about private matters?
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   - 2 = two  
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3. How many relatives do you feel close to such that you could call on them for help?
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*LSNS-6 total score is an equally weighted sum of these six items. Scores range from 0 to 30*
Circle of Friends

PURPOSES:

- To identify who’s in the participant’s life – friends, acquaintances, and professionals
- To assess participant’s satisfaction with social circle
- To plan intentionally to build and sustain a circle of support

First Circle: *Circle of INTIMACY*
Second Circle: *Circle of FRIENDSHIP*
Third Circle: *Circle of PARTICIPATION*
Fourth Circle: *Circle of EXCHANGE*

Fill Circles from the Outside–In!
<table>
<thead>
<tr>
<th>Domains for Assessment: Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome for Participants</td>
</tr>
<tr>
<td>&quot;I do and act in my daily life with vitality and no barriers.&quot;</td>
</tr>
</tbody>
</table>
Borg Rating of Perceived Exertion Scale

- Measures self-assessed perception of physical exertion based on sensations of...
  - Increased heart rate
  - Increased breathing
  - Increased perspiration
  - Muscle fatigue

Level of Intensity

6 - No exertion
10 - Maximum
Moderate

Anderson & Heyne 2018
Table 9.21. The Borg Rating of Perceived Exertion Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>No exertion at all</td>
</tr>
<tr>
<td>7</td>
<td>Extremely light (7.5)</td>
</tr>
<tr>
<td>8</td>
<td>Very light</td>
</tr>
<tr>
<td>9</td>
<td>Light</td>
</tr>
<tr>
<td>10</td>
<td>Somewhat hard</td>
</tr>
<tr>
<td>11</td>
<td>Hard (heavy)</td>
</tr>
<tr>
<td>12</td>
<td>Very hard</td>
</tr>
<tr>
<td>13</td>
<td>Extremely hard</td>
</tr>
<tr>
<td>14</td>
<td>Maximal exertion</td>
</tr>
</tbody>
</table>

6 corresponds to "very light" exercise. For a healthy person, it is like walking slowly at his or her own pace for some minutes.

13 on the scale is "somewhat hard" exercise, but it still feels OK to continue.

17 "very hard" is very strenuous. A healthy person can still go on, but he or she really has to push him- or herself. It feels very heavy, and the person is very tired.

19 on the scale is an extremely strenuous exercise level. For most people this is the most strenuous exercise they have ever experienced.

© Gunnar Borg, 1998; from the Centers for Disease Control  
http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html
Walk Score measures the walkability of any address. Walk Score analyzes hundreds of walking routes to nearby amenities. Points are awarded based on the distance to the amenities in each category.

https://www.walkscore.com/
Living in Minnehaha Minneapolis

Minnehaha is the 65th most walkable neighborhood in Minneapolis with 3,859 residents.

Minnehaha has good public transportation and is somewhat bikeable.


Walk Score

<table>
<thead>
<tr>
<th>Walk Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>Walker’s Paradise</td>
</tr>
<tr>
<td>70–89</td>
<td>Very Walkable</td>
</tr>
<tr>
<td>50–69</td>
<td>Somewhat Walkable</td>
</tr>
<tr>
<td>25–49</td>
<td>Car-Dependent</td>
</tr>
<tr>
<td>0–24</td>
<td>Car-Dependent</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
### Domains for Assessment:

**Spiritual**

<table>
<thead>
<tr>
<th>Outcome for Participants</th>
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<tbody>
<tr>
<td>“I live my life hopefully, in harmony with my values and beliefs.”</td>
</tr>
</tbody>
</table>

*Anderson & Heyne 2018*
Values in Action
Signature Strengths Questionnaire

- Measures character strengths and virtues
- 48-item short form
- Long form online

(Peterson & Seligman, 2004)
The Meaning in Life Questionnaire

- Assesses two dimensions of meaning in life:
  - **Presence of Meaning**: how full respondents feel their lives are of meaning
  - **Search for Meaning**: how engaged and motivated in efforts to find meaning or deepen understanding of meaning in their lives

### Presence of Meaning Items

<table>
<thead>
<tr>
<th>MLQ Item</th>
<th>Presence Subscale</th>
<th>Search Subscale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Absolutely untrue 1</td>
<td>Mostly untrue 2</td>
</tr>
<tr>
<td>2.</td>
<td>Mostly untrue 3</td>
<td>Somewhat untrue 4</td>
</tr>
<tr>
<td>3.</td>
<td>Can’t say true or false 5</td>
<td>Somewhat true 6</td>
</tr>
<tr>
<td>4.</td>
<td>Mostly true 7</td>
<td>Absolutely true</td>
</tr>
</tbody>
</table>

1. ___ I understand my life’s meaning.
2. ___ I am looking for something that makes my life feel meaningful.
3. ___ I am always looking to find my life’s purpose.
4. ___ My life has a clear sense of purpose.
5. ___ I have a good sense of what makes my life meaningful.
6. ___ I have discovered a satisfying life purpose.
7. ___ I am always searching for something that makes my life feel significant.
8. ___ I am seeking a purpose or mission for my life.
9. ___ My life has no clear purpose.
10. ___ I am searching for meaning in my life.

MLQ syntax to create Presence and Search subscales:
Presence = 1, 4, 5, 6, & 9-reverse-coded
Search = 2, 3, 8, & 10

Anderson & Heyne 2018
MLQ

Please take a moment to think about what makes your life and existence feel important and significant to you. Please respond to the following statements as truthfully and accurately as you can, and also please remember that these are very subjective questions and that there are no right or wrong answers. Please answer according to the scale below:

<table>
<thead>
<tr>
<th>Absolutely Untrue</th>
<th>Mostly Untrue</th>
<th>Somewhat Untrue</th>
<th>Can't Say True or False</th>
<th>Somewhat True</th>
<th>Mostly True</th>
<th>Absolutely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. _____ I understand my life’s meaning.
2. _____ I am looking for something that makes my life feel meaningful.
3. _____ I am always looking to find my life’s purpose.
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MLQ syntax to create Presence and Search subscales:
Presence = 1, 4, 5, 6, & 9-reverse-coded
Search = 2, 3, 7, 8, & 10
The HOPE Questions

Assesses spiritual aspects of care:

**H** = Sources of hope, strengths, comfort, meaning, love, peace and connection

**O** = Role of organized religion in participant’s life

**P** = Personal spirituality and practices

**E** = Effects of participant’s spirituality on medical care and end-of-life decisions

Anderson & Heyne 2018
## Domains for Assessment:
### Overall Well-Being

<table>
<thead>
<tr>
<th>Well-Being</th>
<th>“I experience a state of successful, satisfying, and productive engagement with my life” (Hood &amp; Carruthers, 2007).</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flourishing Life</td>
<td>Enhanced environmental resources and personal strengths that cultivate growth, adaptation, and inclusion</td>
</tr>
</tbody>
</table>
Satisfaction with Life Scale

Measure of general life satisfaction

Satisfaction with Life Scale

Ed Diener

http://www.authentichappiness.sas.upenn.edu/Tests/SameAnswers_t.aspx?id=294

Below are five statements that you may agree or disagree with. Read each one and then click on the dropdown list next to the statement and select the response that best describes how strongly you agree or disagree.

Scale is: 7—strongly agree to 1—strongly disagree

1. [ ] In most ways, my life is close to my ideal.
2. [ ] The conditions of my life are excellent.
3. [ ] I am completely satisfied with my life.
4. [ ] So far I have gotten the most important things I want in life.
5. [ ] If I could live my life over, I would change nothing.

Anderson & Heyne 2018
A single composite score for global subjective happiness

Available online and in pdf on Positive Psychology Lab website

For each of the following statements and/or questions, please circle the point on the scale that you feel is most appropriate in describing you.

1. In general, I consider myself: not a very happy person 1 2 3 4 5 6 7 a very happy person

2. Compared with most of my peers, I consider myself: less happy 1 2 3 4 5 6 7 more happy

3. Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you? not at all 1 2 3 4 5 6 7 a great deal

4. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you? not at all 1 2 3 4 5 6 7 a great deal

Anderson & Heyne 2018
Satisfaction with Life Scale

https://www.authentichappiness.sas.upenn.edu/questionnaires/satisfaction-life-scale

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

____ In most ways my life is close to my ideal.
____ The conditions of my life are excellent.
____ I am satisfied with my life.
____ So far I have gotten the important things I want in life.
____ If I could live my life over, I would change almost nothing.

- 31 - 35 Extremely satisfied
- 26 - 30 Satisfied
- 21 - 25 Slightly satisfied
- 20 Neutral
- 15 - 19 Slightly dissatisfied
- 10 - 14 Dissatisfied
- 5 -  9 Extremely dissatisfied

Permission to Use
The scale is copyrighted but you are free to use it without permission or charge by all professionals (researchers and practitioners) as long as you give credit to the authors of the scale: Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin as noted in the 1985 article in the Journal of Personality Assessment.

About SWLS
The SWLS is a short 5-item instrument designed to measure global cognitive judgments of satisfaction with one's life. The scale usually requires only about one minute of a respondent's time.
WHO Quality of Life Scale

This questionnaire asks how you feel about your quality of life, health, or other areas of your life.

Please keep in mind your standards, hopes, pleasures and concerns.

We ask that you think about your life in the last two weeks.

Physical health
Psychological
Social relationships
Environment

Anderson & Heyne 2018
The Well-Being Index (WBI)

18 statements based on the **Flourishing through Leisure** model

- I relate well to others
- I live my life hopefully
- I have a sense of meaning and purpose
- I find enjoyment in my leisure experiences

Anderson & Heyne 2018
Summary

Strengths-Based Models as an Assessment Framework

Anderson & Heyne 2018
Resources for Assessments

- Authentic Happiness website: [https://www.authentichappiness.sas.upenn.edu/testcenter](https://www.authentichappiness.sas.upenn.edu/testcenter)
- VIA Institute on Character: [https://www.viacharacter.org/www](https://www.viacharacter.org/www)
- Rehabilitation Measures Database: [http://www.rehabmeasures.org/default.aspx](http://www.rehabmeasures.org/default.aspx)
- BUROS Institute of Mental Measurements: [http://marketplace.unl.edu/buros/](http://marketplace.unl.edu/buros/)
- ETS Test Collection: [https://www.ets.org/test_link/about/](https://www.ets.org/test_link/about/)
- NIH Toolbox: [http://www.healthmeasures.net/explore-measurement-systems/nih-toolbox](http://www.healthmeasures.net/explore-measurement-systems/nih-toolbox)
DREAM
DESIGN

A Strengths Approach to Planning

Anderson & Heyne 2018
DREAM AND DESIGN

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

The sunflower is bright, sunny, and hopeful. At its center are many seeds ready for germination.
In the strengths approach .....  

Strengths can be nurtured and thus, must be assessed, **planned for**, focused on, and evaluated

Anderson & Heyne 2018
• Therapeutic recreation assessment is the systematic process of learning about a person, his or her strengths, and his or her aspirations for recreation and well-being.

• Through assessment, collaborative planning about the person’s future goals and dreams in relation to leisure becomes possible.
The Link Between Assessment and Planning

What is the participant’s current situation?

What are the participant’s internal and external strengths and resources?

What will it take to reach the dream?

What are the participant’s goals, dreams, and aspirations?

Where does the participant want to be?

Development of a Plan

Anderson & Heyne 2018
Person-Centered Strengths-Based Planning

RATIONALE

From a deficits approach

To a strengths approach

Anderson & Heyne 2018
# Strengths versus Deficits Approach in Planning

<table>
<thead>
<tr>
<th>Focus</th>
<th>Deficits Approach</th>
<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of plan</td>
<td>List of problems the participant must fix; inflexible</td>
<td>A living document that provides a framework for the helping process</td>
</tr>
<tr>
<td>View of participant</td>
<td>Known by diagnosis or label</td>
<td>Known through a personal relationship and circle of support</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
# Strengths versus Deficits Approach in Planning

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</tr>
</thead>
<tbody>
<tr>
<td>Role of participant in planning</td>
<td>Little to no involvement and input</td>
<td>Direct involvement; plan is based on participant input and what he or she wants to achieve</td>
</tr>
<tr>
<td></td>
<td>Expertise of professional prevails and is most respected</td>
<td>Expertise of participant and circle of support is honored and respected</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
# Strengths versus Deficits Approach in Planning

<table>
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<tr>
<th>Focus</th>
<th>Deficits Approach</th>
<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>External or community resources</td>
<td>Underutilized or not utilized at all</td>
<td>Integrated into the plan</td>
</tr>
<tr>
<td></td>
<td>May even be seen as a hindrance</td>
<td>A key component of wrap-around services and cultivation of natural supports</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
Activity Goals

• The research clearly shows that taking up activities that allow us to continuously experience new challenges, take on new opportunities, or meet new people, lead to well-being more than goals that focus on changing your circumstances (e.g., moving to a new house, buying new things, or changing your roommate).

• The process of pursuing activity goals directly contributes to well-being.
## Strengths versus Deficits Approach in Planning

<table>
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<tr>
<th>Focus</th>
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<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems</td>
<td>Form the foundation of the plan; often a plan is focused solely on remediation of the problem</td>
<td>Problems are not the focus of the plan; problems are seen as unsuccessful attempts at negotiating a life situation</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
<table>
<thead>
<tr>
<th>Focus</th>
<th>Deficits Approach</th>
<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>Minimized or relegated to a back part of the plan; assessments do not measure strengths; viewed as the opposite of weaknesses</td>
<td>Placed at the forefront of the plan; the plan is built around strengths; assessment measures strengths; viewed as contextual</td>
</tr>
</tbody>
</table>
# Strengths versus Deficits Approach in Planning

<table>
<thead>
<tr>
<th>Focus</th>
<th>Deficits Approach</th>
<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Focus mainly on problems; often worded negatively; language follows a clinical or medical model</td>
<td>Integrates participant’s strengths; worded positively; language is understood by all participants in the process</td>
</tr>
</tbody>
</table>
## Strengths versus Deficits Approach in Planning

<table>
<thead>
<tr>
<th>Focus</th>
<th>Deficits Approach</th>
<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned interventions</td>
<td>Based on diagnoses as well as program structure and routine of the facility</td>
<td>Unique interventions that focus on the goals and strengths of the participants</td>
</tr>
</tbody>
</table>
## Strengths versus Deficits Approach in Planning

<table>
<thead>
<tr>
<th>Deficits Approach</th>
<th>⇒</th>
<th>Strengths Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>A framework and vocabulary is developed to describe problems</td>
<td>⇒</td>
<td>A framework and vocabulary is developed to describe strengths</td>
</tr>
<tr>
<td>Play, recreation, and leisure are viewed as superfluous experiences only tangentially related to improving a person’s health</td>
<td>⇒</td>
<td>Play, recreation, and leisure are viewed as integral to well-being, and are essential to recovery and rehabilitation</td>
</tr>
<tr>
<td>Absence of illness or dysfunction is the goal</td>
<td>⇒</td>
<td>Well-being, thriving, and high quality of life are the goals</td>
</tr>
<tr>
<td>Medical model is used</td>
<td>⇒</td>
<td>Ecological model is used</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
Person-Centered Strengths-Based Planning Process

<table>
<thead>
<tr>
<th>Steps</th>
<th>Questions to Ask</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DETERMINE DIRECTION</td>
<td>Where are we now?</td>
<td>Assessment summary and interpretation</td>
</tr>
<tr>
<td></td>
<td>Where do we want to go?</td>
<td>Goal-setting; visioning; dreaming</td>
</tr>
<tr>
<td></td>
<td>What should we look for along the way, to know if we are headed where we want to go?</td>
<td>Specifying measurable objectives</td>
</tr>
<tr>
<td>2. DETERMINE ACTIONS</td>
<td>How are we going to get there?</td>
<td>Specifying services; strategies, approaches, and interventions</td>
</tr>
<tr>
<td></td>
<td>Who is going to drive? And how long will it take?</td>
<td>Specifying responsible team members for each part of the plan; Time frame</td>
</tr>
<tr>
<td>3. DETERMINE EVALUATION</td>
<td>How will we know when we have arrived?</td>
<td>Evaluation plan</td>
</tr>
</tbody>
</table>

Anderson & Heyne 2018
Step 1: Determine Direction

Questions to ask:
• Where are we now?
• Where do we want to go?
• What should we look for along the way, to know if we are headed where we want to go?

Process to use:
• Assessment summary and interpretation
• Goal-setting; visioning; dreaming
• Specifying measurable objectives; SMART

Anderson & Heyne 2018
Step 2: Determine Actions

Questions to ask:

• How are we going to get there?

• Who is going to drive? How long will it take?

Process to use:

• Specifying services: strategies, approaches and interventions

• Specifying responsible team members for each part of the plan; establishing time frames

Anderson & Heyne 2018
Step 3: Determine Evaluation

Questions to ask:

• How will we know when we have arrived?

Process to use:

• Evaluation plan

Anderson & Heyne 2018
Determining Direction: Goals and Objectives

Goal

Objective
HOMEWORK! Goals Activity

1. What are your own personal goals?
2. Write down your personal goals
3. Now, identify what types of goals you have using the previous information

Anderson & Heyne 2018
Not All Goals Are Created Equal!

Goals that promote well-being are:

• Intrinsic
• Authentic
• Approach rather than avoidance goals
• Harmonious
• Flexible and appropriate
• Activity-based

(Lyubomirsky, 2008)
Intrinsic Goals

- Freely chosen, personally involving, and rewarding
- Inherently satisfying and meaningful to the participant
- Extrinsic goals okay, but only if they help meet intrinsic goals
- The research is clear that intrinsic goals make us happier and more motivated to action.
Authentic Goals

• Rooted in a person’s lifelong deeply-held interests and core values

• Come from the heart, and not from parents, professionals, spouses, or others

• Come from a clear sense of your desires, interests, preferences, and guiding values

• Goals that “fit” with who you are

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Approach Goals

• Framed to help us reach a desired outcome (as compared to avoidance goals, which are framed in terms of avoiding an undesirable outcome)

• For example, we can frame a goal about our leisure in two ways: to be fully engaged in meaningful and stimulating activities with others or to pursue activities to avoid boredom and loneliness.

• The research is clear that people who frame their goals in approach terms are much happier and healthier than people who frame their goals in avoidance terms.

Anderson & Heyne 2018
Harmonious Goals

• Goals complement one another versus goals that conflict with one another

• For example, to have competing goals, such as “spend more time at my job to work my way up the ladder” and “spend more time outdoors kayaking” will cause stress and anxiety.

• The research is clear that competing goals usually lead to failure in both areas, and that it is better to sacrifice one goal than try to pursue goals that are not harmonious.

Anderson & Heyne 2018
Flexible & Appropriate Goals

• Goals that fit the place, time, culture, and life stage are more likely to lead to well-being than those that do not match the right task with the right time.

• When we adapt our goals to the opportunities that open up before us, due to changes in our environment or ourselves, we will be happier.

• This is an especially important concept for some participants with whom we work, who may be newly injured and whose view of the future is altered due to changes in functional ability.

Anderson & Heyne 2018
Goals that Promote Well-Being

• Intrinsic
• Authentic
• Approach rather than avoidance
• Harmonious
• Flexible and appropriate
• Activity-based

Anderson & Heyne 2018
A Few Examples of Strengths-Based Planning Processes
Joe is an 88 year old man with dementia. He has a short attention span. He is very pleasant most of the time. Joe likes to walk around the facility a considerable amount of his waking hours. He is unable to distinguish between areas he is welcomed to enter and those where he is not welcomed. His ambulation skills are excellent; no assistance is required. Some residents are disturbed by him because he may enter their rooms against their wishes. He prefers to be with staff at all times as he does not tolerate being alone. He and his wife raised 11 children. Joe owned a hardware store and was a respected businessman in town.

I am Joe. I owned a hardware store for years in town, and am respected in my community. Most of my life, I have been active and around a lot of people, which I really enjoy. My wife, Ann and I raised 11 wonderful children. I don’t remember things as well now, but I enjoy life and like people. I am usually in a pretty good mood. I do love to walk – it calms me. I enjoy walking most with others. I often look for others to walk with me, and will look in rooms and hallways here at the home to find walking companions.
“I” Plan
Problem List to Interests

Problem List:

• Wanders due to dementia
• Cannot tolerate being alone

Interests:

• I love to walk
• I enjoy being with other people

Anderson & Heyne 2018
“I” Plan
Goals

Will not wander into others’ rooms

I will continue to walk freely throughout my home while respecting the privacy of others

Anderson & Heyne 2018
“I” Plan
Interventions

- Redirect resident to appropriate areas of the facility
- Praise for cooperation
- Teach resident not to enter rooms with sashes across door
- Encourage resident to sit in lounge and other common areas

After I eat breakfast and get dressed, I want to walk with staff. I will accompany you anywhere. I like to help while we are together. I can fold linen and put things away with you. I do not like to nap. If weather permits, please walk outside with me. I like to keep walking in the evening until I go to bed. I sit when I am tired, so don’t fuss over asking me to sit.
PATH: Planning Alternative Tomorrows with Hope
Coming Up Next!

3. Now
4. People to enroll
5. Ways to build strengths
8. Commit to the first step
7. Next month’s work

6. Chart actions
2. Goal
1: Dream

Anderson & Heyne 2018
LUNCH BREAK!

Be back at 1pm!