

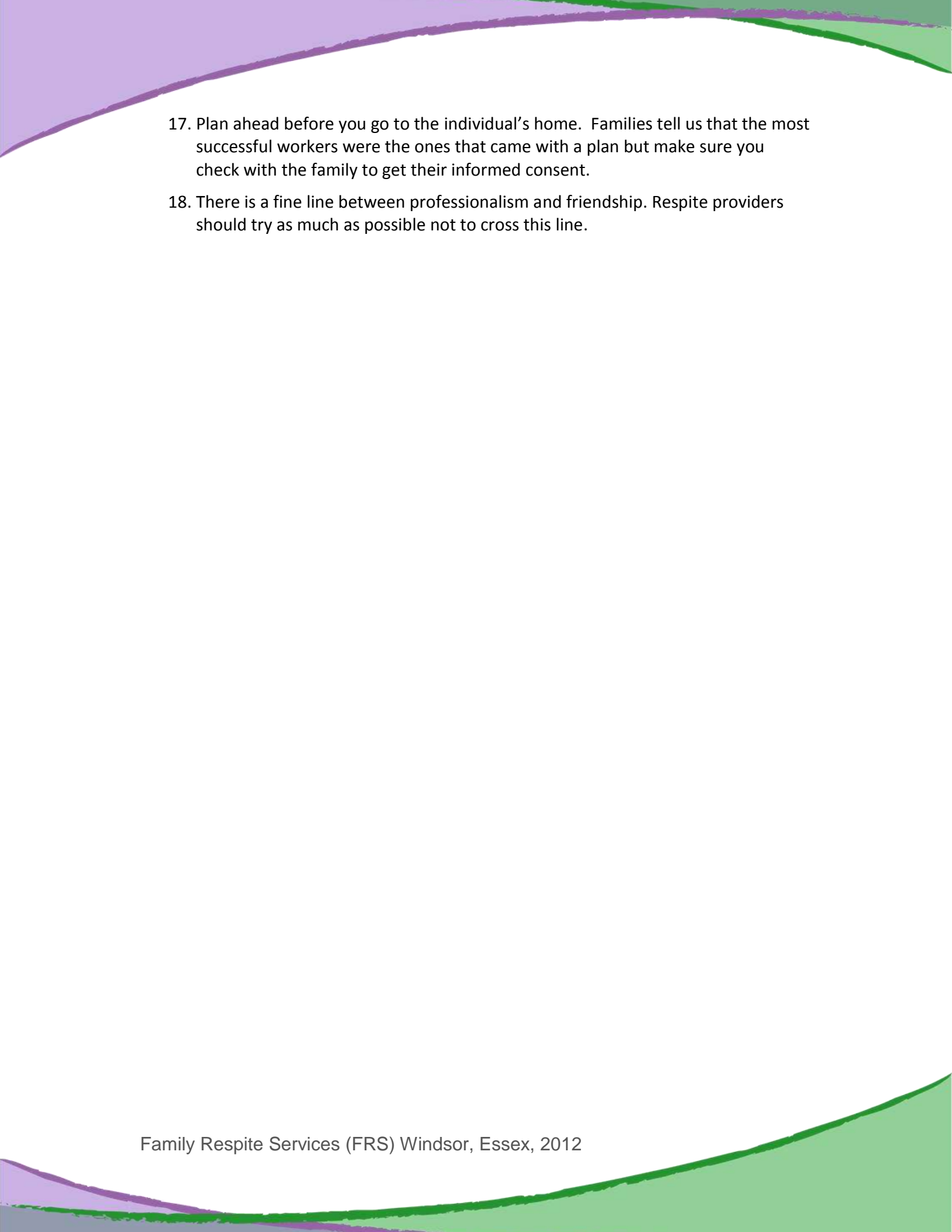


# **RESOURCE ACTIVITY PACKAGE**

*This is a guide keeping families goals in mind.*

## A Guide to Planning Activities with the Individual that you Support

1. Ask the individual what kinds of things they enjoy doing if the individual is verbal.
2. If the individual is non – verbal, observe what the individual is doing and how interested he/she is in it.
3. Ask the family what kinds of activities the individuals likes to do in their community and in the home environment.
4. Observe what makes the individual happy or sad- know the individual's likes and dislikes.
5. Think about what other individuals the same age would be doing in the community.
6. What would it take to adapt that activity or to support the individual to participate in the same kind of activity? Always think about what it would take to make the activity successful and fun for the individual.
7. Work at the individual's pace and not what others are doing or supposed to be doing.
8. Emphasize on the individual's strength and not his/her weakness.
9. Always acknowledge good responses and try to redirect other behavior that may seem inappropriate or challenging.
10. Develop a way of turning all plays and games into a learning opportunity.
11. Remember, do not do anything for the individual that he/she can do independently.
12. Empathize and not sympathize.
13. Are there activities that are already offered that you might support the individual to attend such as activities through Parks and Recreation to encourage community integration? Talk to the family about whether this might be appropriate, convenient and fit in their budget.
14. Think about what kinds of things you like to do and if there are some things that you really enjoy doing that would be appropriate and fun to include the individual in doing. Discuss this with the family.
15. Keep your eye open for activities in the newspaper, on bulletin boards in the local community, on radio stations and also on websites that might be useful. This guide will highlight websites that are resourceful.
16. Make up a kit for yourself with some things to do for those days when you need something to fall back on. This might include books, crafts, a story CD for the car or home, puzzles, worksheet (academic) etc.

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17. Plan ahead before you go to the individual's home. Families tell us that the most successful workers were the ones that came with a plan but make sure you check with the family to get their informed consent.
  18. There is a fine line between professionalism and friendship. Respite providers should try as much as possible not to cross this line.

**COMMUNITY ACTIVITIES:** after any activity have the person draw a picture about the day, and ask questions about the day to promote language. Keep an inexpensive camera and have the child take pictures to show the things they have done.

**Libraries:** Getting Books, Videos, DVD's, and Cd's from the library is FREE if you have a library card.

**Walks or hikes:** Go for a walk or a hike. "Look at the green trees and count them as you are walking, how many flowers are in the garden? What do you see? Identify the colors of the flowers and plants in the park" Organizing based on colors and similarities.

**Scavenger Hunts:** Have the child pick different things from the park or yard to encourage identifying, counting and naming of objects, e.g. pick 10 sticks, 4 leaves, 5 stones etc.

**Geocaching:** For older individuals, geocaching is a fun activity that is similar to scavenger hunts! Look up coordinates or hints online or use the geocaching app.

**Recreation Complex:** Pick up a program guide for different activities going on at your local complex. Ex. Swimming, Skating

**Visit an Art gallery, a science centre, or a museum in your area**

### Other Activities

- Supervised Public Swimming Pools
- Movie Theatre or watching movies or a play
- Festivals/Parades
- Pet Stores
- Ice cream stores
- Yard Sales/ Dollar Stores
- Bowling
- Mini Golf
- Tobogganing
- Bike Rides
- Grocery Shopping
- Cooking/Baking
- Make playdough or oobleck
- Dancing (Movement/Rhythm)
- Dress Up- enhances imagination
- Play Store- practice money
- Music (Singing/Instrument)
- Computer Games (Educational)

- Sport Activity (watch games at schools or parks/engage in sport activity, join a league)
- Accessible Play Grounds
- Indoor Play spaces
- Crafts
- Scrapbooking
- Run through the Sprinkler
- Throw a Frisbee
- Take a basketball, soccer ball or baseball to the park

## Crafts from Recyclable Items found in your home:

Milk carton	Nature Birdhouse-cut the sides and add a string to hang from a tree, paint the milk carton
	Cut flowers, twigs and bushes and make your own forest on a paper plate.
	Dry and press flowers, make potpourri
	Cut twigs and make things, glue with a hot glue gun
	Plant flowers
Popsicle Sticks	Signs
	Puppets
Boxes	Paint a picture inside the box
	Make a piggy bank
	Make Trains and cars
Paper Plates	Make a snow theme with cotton balls, snowman, make a clock, sun or even rainbow
Paper Bags	Make animals, Piñatas
Hangers	Mobiles

Paper towel and toilet paper rolls for Paper Mache

Use magazines, newspapers, water/pop bottles and big appliance boxes.  
Put together a photo album

Make a homemade crossword puzzle

Make a story

### **FINGER PAINT RECIPE**

2 tbsp. cornstarch  
2 tbsp. cold water  
1 cup boiling water (adults only)

Mix cold water with corn starch until smooth and add boiling water, stir then let it cool.  
You can add food colouring  
Put individual colours into old yoghurt containers.

### **OUBLECK RECIPIE**

Recipe:

- 1 cup water
- 1.5-2 cups corn starch
- a few drops of food coloring of your choice

### **PLAY DOUGH RECIPE**

2 cups of flour  
4 tbsps. of cream of tartar  
1 cup boiling water  
4 tbsps. of oil

Mix together dry ingredients and then add boiling water and oil.  
Add food colouring if desired.  
Cook over low heat until balls form.  
Knead for 5 minutes.

*\* Check ingredients with parents in regards to the gluten diet\**

## Daily Life Skills

To help someone learn daily living skills start with a Task Analysis. A task analysis is breaking down all the steps that are needed when someone is learning a task. Each step must be completed/learned before moving on to the next step. If a step is not working modify and change the step according to each individual and instruction for each step should be simple and clear.

### Ex. Brushing Teeth

1. Buy/Find your toothpaste
2. Buy/Find your toothbrush
3. Ensure that the person knows what colour his/her toothbrush is
4. Put the water to the desired temperature
5. Put the toothbrush under the water
6. Take the lid off of the toothpaste
7. Squeeze the toothpaste on the toothbrush
8. Put the toothbrush under the water
9. Put the toothbrush in your mouth
10. Start brushing your teeth at the back to the front in circular motion
11. Brush your tongue
12. Rinse mouth out with water
13. Dry face off
14. Put the toothbrush back where it belongs

Make sure you praise a person after each step is mastered so that the task is a great learning experience! Focus on the individual's strength instead of his/her weakness.

Cooking- use photos for each step and try making it a game so it would be interesting for the child and also encouraging.

Cleaning ex. Use baking soda and track the vacuuming, use sticky notes to use as a guide for dusting and cleaning windows

Brushing Hair- practice on a doll

Walking with Stop/Hand Signs and also teach the child traffic sign using pictures, rhymes and videos online.

Laundry- use photos, have the child help when doing (if possible).

Grocery Shopping- cut items out of the newspaper, make the child list/write (if possible) down the items needed.

Dressing- use dolls to practice

Teach personal hygiene – washing hands after using toilets

Tidying up the room – creates an opportunity to group items using colors, sizes, shapes, alphabetically; counts in 2's, 5's and 10's,

Create a learning environment in any activity you are doing

## **Social Skill Development**

Individuals providing respite care are always looking for teachable moments. Search for times when, play and creative fun can be turned in stepping stones for growth. The individual's family will often provide their respite worker with information about their dreams and goals for their family member's development. This information can serve as a valuable tool to the worker as he/she guides the individual through activities during their respite time together.

Social skill development is an important element of community citizenship. Your role is to help nurture opportunities to build on ways to create friendships and connections. Respite workers can provide important guidance by modeling appropriate behavior in different situations. Just as importantly, though is the need for you to think about including ways for the person you support to be involved. It might be through play, through making sure that the person pays for their meal at a restaurant and gets the change back, or it could be structuring activities in places that will include some others who will welcome the individual.

Listed below are activities that help by enhancing growth and development of these skills:

1. Park
  - Find ways to help others interact with the individual you support, for example taking turns at a slide, sharing throwing a ball, bring some bubbles to chase, saying hello to someone passing by, etc.
  - appropriate greeting exchange e.g. not hugging strangers, but saying hello and bye
  - increasing communication skill through verbal exchange
2. Picnics/Mealtimes
  - Building on table manners, using napkin, cutleries, not talking while eating etc.
  - waiting to be served and saying thank you
  - passing items to others at table and learning to say please
  - be involved in choosing the food and ordering it.



All of these activities help individuals learn and build on their social skills. The respite provider has the opportunity to enrich the individual's growth through exposure to social experiences. Together the individual and respite provider can venture out into a world of new opportunities. The respite provider should serve as a mentor to the individual by showing dedication, enthusiasm, and interest in every activity that involves the individual. Also, the respite provider should try as much as possible to build the individual's self – esteem and encourage him/her to be independent as safely possible.

## USING THE SENSES

It is important to know the person you are working with, their likes and dislikes, their strengths and weaknesses as well as their limitations. When considering these things, keep in mind the five senses. The following are suggestions of how to incorporate sense specific activities, and can also be used to know what to avoid if an individual is sensitive to certain senses.

### SIGHT

BUBBLES	BALL PLAY
LITE BRITE	TOY CARS AND RAMPS
LAVA LAMPS	MIRROR PLAY
EGG TIMERS	FLASHLIGHT TAG
BALLOONS	KITES

*\*THESE TOYS ARE USEFUL FOR PROMOTING VISUAL ATTENTION, SCANNING AND TRACKING\**

### TOUCH

PAINTING  
PAINT SIDEWALKS WITH WATER  
WALKING BAREFOOT  
SHAVING CREAM/FOAM SOAP/WHIPPING CREAM PAINT  
SPAGHETTI SPLASH-LOOKING FOR OBJECTS IN COOKED SPAGHETTI  
PETTING ZOOS  
MUDPIES  
PLAYDOUGH/OOBLECK  
BOX OF SAND OR BEANS

*\*SOMETIMES TEMPERATURE AND AMOUNTS OF WETNESS NEED TO BE ADJUSTED FOR THE CHILD\**

### TASTE/FINE MOTOR

CEREAL NECKLACES  
MARSHMALLOWS  
LEARN TO SPREAD WITH FLATBREAD – USE TONGUE DEPRESSOR  
PEANUT BUTTER PLAY DOUGH  
CINNAMON APPLESAUCE DOUGH

*\*USE COOKIE CUTTERS\**

*\* ALSO, FIND OUT WHAT TEXTURES THE INDIVIDUAL YOU ARE WORKING WITH LIKES AND SERVE MEALS/SNACKS INCORPORATING THESE TEXTURES. I.E. CRUNCHY= APPLES, CRACKERS*

### HEARING

MUSIC  
TALK  
WHISTLE



NATURE SOUNDS

*\*ANYTHING GOING ON AROUND – PLANES, TRAINS AND AUTOMOBILES\**

*\* ALWAYS BE AWARE OF POTENTIAL LOUD SOUNDS THAT MAY DISRURB AN INDIVIDUAL I.E. SIRENS, DOGS BARKING, DOORBELLS*

**SMELL**

COOKING

BURNING- CAMPFIRES

FLORAL

ANIMALS

*\*IN GENERAL, QUICK MOVING ACTIVITIES ARE AROUSING, SLOWER ARE MORE CALMING\**