

Adapting Preferred Activities to Accommodate Resident’s Changing Abilities

Strive for Success! Ensure success with cognitive, physical, social-emotional and environmental tailoring to create the opportunity for residents to enjoy their preferred activities.



Barrier	Strength Based Approach	Example
Physical Challenges: Ability to complete task with previous skills has changed.	Use adaptive equipment or approaches	<ul style="list-style-type: none"> ▪ Large print books or audio books ▪ Raised planters for gardening
Cognitive Challenges: Frustration over the complexity of task due to decreased comprehension or problem solving.	Simplify task and increase resident’s confidence through encouragement and small success	<ul style="list-style-type: none"> ▪ Instead of offering 3 outfits to choose from, offer 2 and give more time for the resident to respond. ▪ Mrs. Smith wants to knit but is overwhelmed. First have her choose the color of yarn.
Social/Environmental Challenges: Self-consciousness or desire for privacy	Perform tasks one-on-one or in a small group	<ul style="list-style-type: none"> ▪ If in small group ensure skill set of group is similar
Social Challenges: difficulty adjusting to new environment because previous social supports are not as accessible.	Support adjustment and facilitate social interactions	<ul style="list-style-type: none"> ▪ Incorporate personal items into the resident’s day (family pictures in the room) ▪ Introduce resident to like peers ▪ Encourage control over simple decisions (type of juice)

Adapting Preferred Activities to Accommodate Resident's Changing Abilities

BY PREFERENCE ITEM

Cognitive

Physical

Social-Emotional

Environmental

Preference Item	Barrier	Residents stated barrier	Example
Choosing Clothes to Wear	Cognitive	"It's too hard to choose"	<ul style="list-style-type: none"> Give only 2 items to choose from
	Physical	"I can't pick, my shoulder hurts too much when I get dressed"	<ul style="list-style-type: none"> Allow extra time to get dressed
	Social-Emotional	"Her clothes are nicer than mine"	<ul style="list-style-type: none"> Provide positive praise "you look so nice today"
	Environmental	"How do I know what to pick?"	<ul style="list-style-type: none"> Provide with information about the weather Provide adaptations like a sweater "just in case"
Care for Personal Belongings	Cognitive	"I don't remember how"	<ul style="list-style-type: none"> Provide simple instruction for care of 1-2 specific items
	Physical	"My fingers don't work"	<ul style="list-style-type: none"> Assistive devices: grabbers, special bags
	Social-Emotional	"This isn't my home"	<ul style="list-style-type: none"> Encourage involvement in creating home like environment
	Environmental	"My room is too small"	<ul style="list-style-type: none"> Maintain items within safe reach
Choose type of bathing	Cognitive	"What do you mean type?"	<ul style="list-style-type: none"> Demonstrate options to resident
	Physical	"I can't get in the tub"	<ul style="list-style-type: none"> Make alternative options more desirable
	Social-Emotional	"Why can't I have what she has" "I'm self-conscious in front of others"	<ul style="list-style-type: none"> Make alternative options more desirable Establish positive staff relationship
	Environmental	"It's too cold in there"	<ul style="list-style-type: none"> Offer bath at afternoon time
Snacks between meals	Cognitive	"no one gives me snacks ever"	<ul style="list-style-type: none"> Make sure healthy options are available so snacks can be offered multiple times
	Physical	"I can't feed myself"	<ul style="list-style-type: none"> Provide assistance and

			adaptive devices
	Environmental	"I can't get to them"	<ul style="list-style-type: none"> Loosen policy so staff can provide assistance and access to snacks more readily
Choose bedtime	Cognitive	Resident is impulsive, forgetting need for help	<ul style="list-style-type: none"> Ask about readiness for bed regularly
	Physical	"I can't get in bed myself"	<ul style="list-style-type: none"> Work with resident so they are part of their decided bed time
	Social-Emotional	Resident has fluctuating mood wanting increased or decreased sleep time	<ul style="list-style-type: none"> Ask about readiness for bed regularly
	Environmental	"Other people want to go to bed at 10:00 too"	<ul style="list-style-type: none"> Work with resident so they are part of their decided bed time
Family/Friend involved in Care decisions	Cognitive	Family/Friend does not desire to be involved- resident wants involvement	<ul style="list-style-type: none"> Establish a positive relationship with a staff member to enhance social support system
	Social-Emotional		
	Environmental	Family/Friend is long distance	<ul style="list-style-type: none"> Provide phone/skype options for conversations
Use of Phone in Private	Cognitive	Resident repeatedly calls family	<ul style="list-style-type: none"> Work with resident to develop a mutual agreement of call times
	Physical	"I can't hold the phone"	<ul style="list-style-type: none"> Offer speaker phone/skype in private space
	Environmental	"My roommate is always here"	<ul style="list-style-type: none"> Work with resident to develop a mutual agreement of call times
Lock items to keep safe	Cognitive	"I lose my key"	<ul style="list-style-type: none"> Have resident bead/crochet their own key holder as a necklace
	Physical	"I can't turn the key to lock my items"	<ul style="list-style-type: none"> Provided an adapted key (weighted or built-up handle)
	Social-Emotional	"I still think someone will steal my items"	<ul style="list-style-type: none"> Reassure resident their items are in fact safe
	Environmental	"I don't know how to	<ul style="list-style-type: none"> Make sure keys are readily

		get a key”	available.
Reading Materials Available	Cognitive	“I can’t remember the story line”	<ul style="list-style-type: none"> Provide short stories or poems
	Physical	“I can’t see to read”	<ul style="list-style-type: none"> Large print books or audio books
	Environmental	“It’s too noisy here”	<ul style="list-style-type: none"> Provide quiet space for reading, or head phones for audio books
Listen to preferred Music	Cognitive	“It’s too hard to pick the style”	<ul style="list-style-type: none"> Offer 2-3 choices
	Physical	“I can’t hear it”	<ul style="list-style-type: none"> Offer head phones
	Social-Emotional	“It makes me sad”	<ul style="list-style-type: none"> Reassure that it’s okay to reminisce using music and focus on positive memories.
	Environmental	“It’s too noisy here”	<ul style="list-style-type: none"> Provide quiet space for reading, or head phones for music
Be around animals	Physical	“I can’t reach the dog”	<ul style="list-style-type: none"> Provide lap dogs/cats/rabbits, etc
	Social-Emotional	“I only like my pet”	<ul style="list-style-type: none"> Reminisce using pictures and stories about personal pet or videos
	Environmental	“I’m allergic”	<ul style="list-style-type: none"> Reminisce using pictures and stories about personal pet or videos
Keep up with News	Cognitive	“I can’t remember what happened”	<ul style="list-style-type: none"> Provide short simple time lines, review regularly
	Physical	“I can’t turn on the TV”	<ul style="list-style-type: none"> Provide adaptive remote control
	Social-Emotional	“No one here likes the news”	<ul style="list-style-type: none"> Introduce to like peers
Do Favorite Activity	Cognitive	“I don’t remember the rules to the game anymore”	<ul style="list-style-type: none"> Provide cues throughout the game and praise efforts
	Physical	“I can’t kneel down to garden”	<ul style="list-style-type: none"> Raised planters for gardening
	Social-Emotional	“No one here would do that with me”	<ul style="list-style-type: none"> Introduce to like peers
	Environmental	“I can’t get there on my own”	<ul style="list-style-type: none"> Provide transportation assistance
Go Outside during nice weather	Cognitive	“I’m not allowed outside by myself”	<ul style="list-style-type: none"> Involve volunteers to help take outside

	Physical	"I can't get outside on my own"	<ul style="list-style-type: none"> ▪ Involve volunteers to help take outside
	Social-Emotional	"I want to be out there with someone"	<ul style="list-style-type: none"> ▪ Introduce to like peers
	Environmental	"We don't have a safe space to be outside"	<ul style="list-style-type: none"> ▪ Increase opportunities for trips/outings
Participate in Religious Services/ Practices	Cognitive	"I can't remember the songs/hymns/chants, etc"	<ul style="list-style-type: none"> ▪ Provide large print sheets of songs, etc.
	Physical	"I can't get there on my own"	<ul style="list-style-type: none"> ▪ Provide transportation assistance
	Social-Emotional	"I want to be out there with someone"	<ul style="list-style-type: none"> ▪ Introduce to like peers
	Environmental	"I don't have a space to practice"	<ul style="list-style-type: none"> ▪ Work with resident to identify what would make their space appropriate