

Meaningful Engagement Resource Guide:

Evidence-based activities for older adults

Developed by: The Behavioural Supports Ontario Provincial Coordinating Office

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Behavioural Supports Ontario
Soutien en cas des troubles du comportement en Ontario

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We want to hear from you!

Your feedback is important to us. Please take a moment to share your thoughts on the *Meaningful Engagement Resource Guide.*
Click here to complete the feedback survey.
Thank you for your time and support!

Contributors & Acknowledgements

Behavioural Supports Ontario (BSO) extends its gratitude to the North East BSO team and the *Cookbook: Recipes for Innovation in Long-Term Care* project team, whose foundational work served as the basis for the development of this resource guide. Core concepts from the cookbook were reviewed and thoughtfully adapted to address the diverse needs of all sectors supporting older adults living with complex conditions who would benefit from meaningful activation and engagement.

This resource guide has been further enhanced through the efforts of the BSO Provincial Coordinating Office, with contributions from the following project leads:



Courtney Stasiuk-Mohr, CTRS
Project Specialist
BSO Provincial Coordinating Office, North Bay Regional Health Centre



Mélanie Beaulieu, RN, BScN
Psychogeriatric Resource Consultant
Sudbury-Manitoulin-Parry Sound, North East BSO, North Bay Regional Health Centre



Mélissa Laroche, RN, BA, BScN, MN, GNC(c)
Advanced Practice Nurse in Geriatrics
Queensway Carleton Hospital

Their dedication and expertise have been instrumental in shaping this guide into a valuable resource for enhancing care and engagement for older adults.

We would also like to acknowledge the following individuals for their valuable input regarding this resource:

Mary Beth Wighton
BSO Lived Experience Facilitator

Emily Piraino
Geriatric Care Clinical Coach
Maamwesying North Shore Community Health Services

Shawna Peddar
BSO Nurse
Northumberland Hills Hospital

Stephanie Neville
Recreational Therapist Behaviour Support
Queensway Carleton Hospital

Denise Schon
Family Care Partner
Lakeside Long-Term Care

Em Thielking
Project Assistant, BSO Provincial Coordinating Office
North Bay Regional Health Centre

Heather Hawrelluk
Psychogeriatric Resource Consultant,
Sudbury-Manitoulin-Parry Sound
North Bay Regional Health Centre

Jennifer Maslovskis
Recreationist BSO
Healthy & Safe Communities Macassa Lodge, Hamilton

Melissa McVie
Director of Communications
Ontario Association of Residents' Councils

Jennifer Brown
Resident
Lakeside Long-Term Care Centre

Lisa Joworski
Therapeutic Recreation Specialist,
Behavioural Response Team,
Geriatric Mental Health Program
London Health Sciences Centre

Nicole Dykeman
Therapeutic Recreation Specialist,
Behavioural Response Team,
Geriatric Mental Health Program
London Health Sciences Centre

Hillary Langen
Project Specialist, NE BSO
North Bay Regional Health Centre

Ashley Gordon
Graphic Designer
AEG Designs



Background

Engagement in meaningful activity is essential for promoting the well-being of older adults, particularly those experiencing cognitive or physical challenges related to dementia, mental health, substance use and other neurological conditions. It is consistently shown that boredom and loneliness in older adults significantly contribute to responsive behaviours/ personal expressions, often reflecting unmet emotional, social, and psychological needs (Cohen-Mansfield et al., 2015). Loneliness, social isolation, and lack of cognitive stimulation is linked to a higher rates of depression, anxiety, and cognitive decline, leading to feelings of helplessness and diminish quality of life (Cardona & Andres, 2023; Hawkley & Cacioppo, 2010; Cacioppo & Cacioppo, 2018). Meaningful, person-centred activities fulfill emotional, social, and psychological needs, reducing responsive behaviours/personal expressions, and in turn, enhancing the quality of life (Gebhard & Frank, 2024).

This resource guide serves as a practical, person-centred resource for health care team members, family care partners, and others involved in caring for older adults. By facilitating activities tailored to each individual's preferences, abilities, and life history, it fosters a sense of purpose, connection, and joy. Tailored engagement has been shown to enhance mood, cognitive function, and overall quality of life for older adults, while also easing stress and improving well-being of care partners (Oliveira et al., 2019; Roland & Chappell, 2015)

An important goal of this resource is to reduce the use of restraints, both chemical and physical, across all care environments. ***Behavioural Supports in Acute Care Collaborative's*** initiatives on restraint reduction emphasizes minimizing restraint use to reduce risks and promote dignity, autonomy, and person-centred care. This is echoed by the United Nations, affirming "individuals with disabilities have the right to liberty and security on an equal basis with others and must not be deprived of their liberty unlawfully or arbitrarily" (2008). This guide aligns with these initiatives to foster safe and compassionate care environments, addressing the root causes of responsive behaviours/personal expressions.

Embracing Diversity and Culturally Inclusive Care for Older Adults

Meaningfully supporting older adults means recognizing that identity-including culture, language, spirituality, traditions, and values-deeply influence how people connect, participate, and find joy. This guide encourages healthcare teams and care partners to create opportunities for engagement that reflect, respect, and embrace the diversity of individuals. By weaving cultural values into activities, language, and daily routines, care becomes not only more inclusive, but also more effective in meeting emotional and relational needs. Culturally responsive approaches foster stronger connections, reduce feelings of isolation, and builds environments where all individuals feel seen, valued, and safe. For more information on equity, diversity, and inclusion in long-term care, visit on the ***Ontario CLRI - EDI webpage.***

Guidelines for Use

This resource guide has been developed as a practical starting point for creating meaningful, person-centred engagement opportunities for older adults. It recognizes the individuality of each person and emphasizes the importance of tailoring activities to align with their unique preferences, abilities, and life history. The guide is designed to support a wide range of facilitators, including point-of-care team members, 1:1 support staff, volunteers, family care partners, friends, and peer mentors across all sectors and care settings. To strengthen its effectiveness, consider the following steps:

Step 1: Complete My Personhood Summary©

Understanding personhood is a cornerstone of person-centred care and ensures that engagement activities are meaningful and relevant. Before using this resource guide, it is recommended to complete the Behavioural Supports Ontario ***My Personhood Summary©*** tool, in collaboration with the individual and those who know them best (e.g., family members, friends, or long-standing care partners). This tool helps gather key insights about the person's life story, values, preferences, and interests.

Step 2: Consider the 5 Senses

Before selecting a meaningful engagement activity, it is important to consider the 5 senses. Facilitators should assess the individual's abilities and barriers to participation. Thoughtfully incorporating sensory elements into the activity and the environment fosters deeper connection and engagement, but requires remaining mindful of potential overstimulation.

To support a well-rounded and personalized experience, consider the following:

Vision

Aids: Check whether the individual uses visual aids, such as glasses. Ensure these devices are functioning properly and in place (e.g., lenses are clean and prescriptions are up to date). If unsure, consult with a team member.

Lighting & Contrast: Use soft, consistent lighting to reduce shadows and glare. Improve visibility with colour contrast between objects, furniture, flooring, and backgrounds.

Accessible Text: Print using a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger, with high contrast (e.g., black on yellow, yellow on black) and adequate spacing.

Environment: Choose an environment suitable for the activity and offers visual cues to support understanding. Reduce clutter and keep necessary materials within the individual's line of sight.

Auditory

Aids: Check whether the individual uses hearing supports, such as hearing aids or amplifiers. Ensure these devices are functioning properly and in place. If unsure, consult with a team member.

Volume and Clarity: Speak at a natural volume with clear articulation. Confirm with the individual if the volume is suitable and if they can hear clearly.

Processing Time and Word Choice: For those with cognitive processing challenges, use shorter sentences and simpler words. Provide one idea at a time, allowing adequate time for a response.

Background Noise: Reduce background noise unless it is a purposeful part of the activity. Music may be used to promote focus and safety.

Touch and Feel

Comfortable Textures: Offer soft, warm materials (e.g., blankets, cushions, clothing) to promote comfort and reassurance. Use gentle, non-abrasive materials to support skin sensitivities.

Environment: Maintain a comfortable temperature. Support the unique temperature preferences of the individual by removing or adding warm layers.

Physical Touch: Always ask for permission before initiating touch. Consider the individual's preferences, pain, and personhood. Some may appreciate gentle touch (e.g., hand-holding, a pat on the shoulder), while others may find it distressing. Ensure the individual is aware of your actions prior to making contact.

Fine Motor vs. Gross Motor: Consider the individual's fine and gross motor abilities. Use a strengths-based approach to modify activities as needed.

Smell

***Note: Follow your organization's scent/scent-free policies.**

Aromatherapy: Utilize scents to promote comfort and engagement. Be mindful of the strength of the scent, as well as potential risks from allergies, skin contact, or ingestion of perfumes or oils.

Familiar Scents: Consider scents linked to positive memories or personal history. Avoid those that may be linked to negative experiences, which may cause distress or discomfort.

Taste

Dietary Preferences and Restrictions: Confirm the individual's diet and preferences (e.g., low salt, modified textures, dislike of tomatoes).

Flavour Variety: Offer flavourful options, considering nostalgic or culturally significant foods. Some individuals may require stronger flavours due to sensory changes related to aging or dementia, but ensure flavours are not too intense (e.g., spice).

Hydration: Encourage fluid intake through appealing options like herbal teas or fruit-infused water. Confirm with the care team that the individual is not on a fluid-restriction or thickened-fluid diet.

Texture: Provide foods with textures that are easy to chew and swallow. Softer or thickened options may be necessary for those with dental concerns or swallowing difficulties.

Safety: Supervise activities involving small parts, particularly when they occur near mealtimes or in dining areas, as individuals living with dementia may be more likely to mistake non-edible items for food. Offer a snack beforehand and provide a clear transition between eating and the activity to reduce this risk.

Step 3: Consult the Meaningful Engagement Resource Guide

After completing the My Personhood Summary© tool and considering the 5 sense, facilitators can use the collected information to guide their use of the Meaningful Engagement Resource Guide. This comprehensive, adaptable guide is designed to assist facilitators in selecting activities tailored to an individual's unique preferences, cultural background, and physical, cognitive, social, emotional, and spiritual interests. By aligning activities with the individual's personhood and specific needs, the guide encourages meaningful engagement that promotes enjoyment, stimulates cognitive functioning, and nurtures a sense of purpose. Aligning activities with the individual's unique preferences, abilities, and comfort levels through a personalized approach boosts the impact of the engagement.

For each activity, the guide provides a clear objective, a list of materials, and instructions for both one-on-one and group engagement. This structure supports the facilitator in personalizing the experience based on the individual's preferences and goals. Potential adaptations are included to encourage activities to be accessible and inclusive.

Using this Resource

This resource is designed for flexible use to suit a variety of care settings and user preferences. It is available in a digital format with a clickable table of contents that allow for easy navigation.

For those who prefer a printed version, there are options to:

- **Print individual activity pages** as needed, based on interest or theme.
- **Print the entire guide** and create an activity binder for easy access.
- **Create individual activity kits** by printing out each activity and assembling all required materials into a labeled bag or bin, along with the printed instructions. These ready-to-go kits can be gathered as a set, creating an organized and easily accessible collection of activities.

Choose the approach that best fits the environment and the needs of the individuals being supported.

Therapeutic Equipment Supplies List

When purchasing therapeutic supplies and equipment, it is important to ensure items are durable, safe, and suitable for the individual. When considering affordability, compare prices across retailers, considering options such as bulk discounts or price-matching. For general support in planning individualized approaches to care, reach out to a local BSO team, including the Psychogeriatric Resource Consultant (PRC). They can also provide guidance and recommendations on therapeutic supplies tailored to the person's needs.

Step 4: Implement and Evaluate

While selecting and implementing activities, consider how the effectiveness of the activity will be evaluated for each individual, and which goals are seeking to be achieved. Observation of verbal and non-verbal cues such as body language, facial expressions, verbal feedback, or changes in mood can be used to assess if the activity is meeting the individual's needs. Ongoing evaluation is essential to determine if adjustments are required to ensure activities' are meaningful and aligned with the individuals preferences, abilities, and interests.

If activities are not meeting the predetermined goals, or if the individual exhibits signs of disengagement, frustration, or discomfort, it may indicate the need for further support. In such cases, the facilitator should collaborate with the individual's care team for additional assessment and guidance. Additionally, specialized care team members such as Recreation Therapists and BSO teams can assist with developing additional strategies to support individuals with complex needs. Regular collaboration between care teams, family care partners, and behavioural support professionals ensures a holistic, person-centred approach, ultimately improving health outcomes and well-being.

Don't be discouraged if the activity doesn't go as planned the first time. Try it again at a different time of day, in another setting, or with modifications to better suit the individual's needs, preferences, and abilities.

Reminder

Additional Resources

The ***Behavioural Supports Ontario Dementia Observation System (BSO-DOS©)*** can assist in evaluating the effectiveness of activities in meeting goals by providing objective, measurable data to identify patterns and trends in responsive behaviours/personal expressions. This tool can support the facilitator in determining the best times and contexts to offer activities to enhance engagement and participation. For more information on the BSO-DOS© contact a local BSO team, including the Psychogeriatric Resource Consultant (PRC).

Additionally, facilitators may benefit from completing additional education, such as the ***Behavioural Supports 5 STaR Programs: Specialized Training and Resources.*** The 5 STaR Programs is a collection of best-practice trainings to build the knowledge and skills of people who support older adults, and use shared language to promote the use of person-centred and evidence-informed care.

Step 5: Document

To ensure continuity of care, it is important to document the effectiveness of an activity in alignment with the organization's documentation policy. Effective documentation includes a description of the activity, the individual's response (e.g., signs of engagement or discomfort), if goals were achieved, and potential modifications for future success. Asking prompting questions such as, "Did you enjoy this activity?" or "Would you like to do this again next week?" can support the facilitator to capture important feedback that should be documented. Clear documentation promotes a person-centred approach, ensures team member communication, and supports the care team in adjusting and tailoring strategies.







Multisensory Therapies

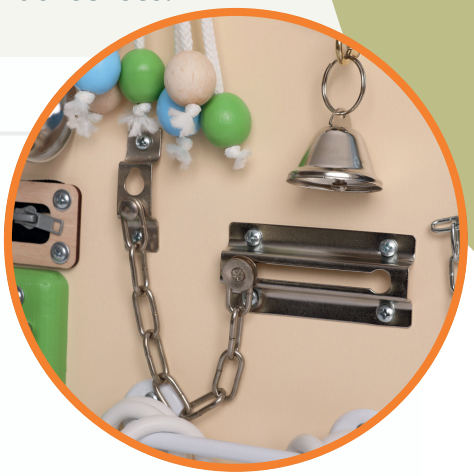
Activities that stimulate multiple senses to evoke emotions, memories, and meaningful connections.

Tactile Sensory Stimulation 12
Technological Sensory Stimulation 14
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Tactile Sensory Stimulation

Objective

To provide cognitive and sensory stimulation, to reduce restlessness, enhance mood, and encourage focus through intentional engagement of senses.



Materials Needed

- Wooden or sturdy plastic board
- Textured materials (e.g., fabric, Velcro, sandpaper, beads, stress balls)
- Simple locks, zippers, buttons, switches (non-electrical), and latches;
- Small mirrors or colourful, visually stimulating objects.

**Rather than a board, fidget blankets, fiddle muffs, or an apron may be used.*

Instructions

Individual ↓

1. Attach the objects to the board, blanket, muff or apron if preferred.
2. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
3. Introduce the sensory items by encouraging the individual to explore each item through touch.
4. Allow the individual to manipulate items at their own pace.
5. If additional support is required to initiate engagement, place the item in their hand, or use the hand-under-hand technique.
6. Observe and continue to encourage engagement.
7. Ask guiding questions, such as their favourite item and why, and what emotions they are feeling.

Group ↓

1. Attach the objects to the board, blanket, muff or apron if preferred.
2. Create a comfortable space for the group to gather. Consider providing a change of environment.
3. Introduce the sensory items by encouraging the group to explore each item through touch.
4. Encourage the group to take turns exploring the materials to allow simultaneous engagement. Provide support in engaging, as needed.
5. Facilitate a group conversation by asking questions about textures or colours they enjoyed, fostering social interaction.
6. Rotate the material, allowing each individual to experience different sensory items.



Multisensory Therapies
Tactile Sensory Stimulation
Adaptation Tips

For individuals with limited dexterity or sensory sensitivities

Use larger items or softer textures.

For individuals with visual impairments

Focus on items that provide distinct textures or sounds.

For individuals with limited language

Use simple adjectives to describe the feeling of each item
(e.g., this is soft, this is rough, this is prickly, etc.).

Support stability and independent use of the items

Secure items to boards, blankets, muffs or aprons
using adhesive (permanent bond) or velcro (temporary bond).

Adjust the group size and selection of items to fit the individual's interests and needs.

Consider cultural background, personhood and life experiences when selecting items.

Technological Sensory Stimulation

Objective

To provide cognitive and sensory stimulation, to reduce restlessness, enhance mood, and encourage focus through technology-based sensory engagement.



Materials Needed

- A device or interactive system (e.g., tablet, projector)
- Electrical outlet
- Wi-Fi
- Software or apps.

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment. Ensure they can comfortably reach the device.
2. Introduce the device. Explain how to interact with it and the activities available.
3. Let the individual interact with the device independently, providing guidance and prompts as needed.
4. Ask guiding questions, such as their favourite activity and why, and what emotions they are feeling.

Group ↓

1. Create a comfortable space for the group to gather, ensuring the screen or projected space is visible to all.Consider providing a change of environment.
2. Introduce the device to the group. Explain how to interact with it and the activities available.
3. Encourage the group to engage with the projection area, table or device and interact with various elements (e.g., colourful shapes, games). Take turns choosing activities.
4. Guide and facilitate interactions among the group, using activities such as cooperative games or storytelling prompts.
5. Conclude with a group reflection, allowing the group to share experiences or memories inspired by the interactions.



Multisensory Therapies
Technological Sensory Stimulation

Adaptation Tips

For individuals with limited mobility

Adjust the height of tablet tables or set projectors on accessible surfaces.

Personalize activities on devices to fit the cognitive levels of each individual

Using simpler or more complex tasks.

Encourage engagement

Use audio with headphones or speakers.

Consider cultural identity, personhood and life experiences in the selection of activities

It may be beneficial to place individuals in small groups with shared interests and abilities.

Rocking Chair Stimulation

Objective

To encourage relaxation, reduce anxiety, enhance mood, and provide sensory stimulation through rhythmic motion.



Materials Needed

- Rocking chair, locking glider chair, or mechanical rocking chair
- Sound machine or radio (optional)
- Soothing music or nature sounds (optional)

Instructions

Individual ↓

1. Place the rocking chair in a space that is quiet, comfortable, and free from distractions.
2. Encourage the individual to sit in a relaxed position in the chair, with their feet flat on the ground.
3. Assist the individual in adjusting their position as needed. Consult with the individual's care plan or care team for guidance on positioning and transfers, especially for those using a reclined rocking chair.
4. Gently guide the individual to begin rocking at a slow, steady pace. Emphasize the soothing effect of the rhythm and encourage relaxation.
5. Use a pace that is comfortable to the individual. Use verbal and non-verbal communication to assess and assist in adjusting the pace.
6. Optional Sensory Enhancement: If enjoyed by the individual, use a sound machine or radio to play calming music or nature sounds to provide additional sensory stimulation.
7. Allow the individual time to rock. If needed, set a timer to provide a structured duration for the session.
8. Once the session is over, gently guide the individual to stop rocking and encourage a moment of stillness to reflect on how they feel, offering positive reinforcement.

Multisensory Therapies

Rocking Chair Stimulation

Adaptation Tips

For individuals with mobility and postural difficulties

Consider consulting a registered professional, such as an Occupational Therapist, for safe use of the rocking chair.

Be mindful of individual preferences

Including cultural or religious background, personhood, and life experiences when selecting soothing sounds or music.

Multisensory Stimulation

Objective

To evoke positive emotions, enhance cognitive function, improve mood, and foster social interaction through multisensory engagement.



Materials Needed

- Sound: Music, nature sounds, noise makers
- Sight: Soft lighting, colourful visual aids, projectors for immersive visuals, fiber optics
- Smell: Essential oils, scented sprays, herbs (e.g., lavender, peppermint)
- Taste: Food or snacks (e.g., fruit, yogurt) that appeal to individual preferences
- Touch: Textured fabrics or surfaces, fidget objects, playdoh or putty, weighted blankets
- Multi-sensory Room Equipment: Bubble tubes, aroma diffusers, tactile panels, vibrating cushions, interactive projection systems
- Additional Tools: Sensory bins of small objects (e.g., rice, sand, or beads), tactile books, electronic devices (e.g., tablet)

Instructions

Individual ↓

1. Review progress notes or assess the individual's preferences and sensitivities to different sensory stimuli. Tailor the sensory experience to these.
2. Create a comfortable, welcoming space for the individual to sit, ideally in a multisensory room designed to minimize distractions. This room should have the capacity to control lighting and sound to individualize sensory stimulation.
3. Introduce sensory stimuli one at a time, allowing the individual to explore each sense at their own pace. For example, start with soothing sounds, then display colourful visuals.
4. Encourage interaction by asking open-ended questions related to the stimuli, such as "What do you think of this smell?" or "How does this texture feel?" If the individual struggles to respond to open-ended questions, consider substituting for choices, such as "do you like this one, or that one better?"
5. Combine sensory stimulation with reminiscence activities by linking specific smells, tastes, or visuals to memories, encouraging individuals to recall joyful moments.
6. Assess the individual's reactions throughout the session. Adjust stimuli as necessary, ensuring a positive and engaging experience.

Multisensory Stimulation Continued...



Instructions Continued...

Group ↓

1. Create a comfortable, welcoming space for the group to gather, preferably a multisensory room, and explain the sensory stimulation items.
2. Set up multiple sensory stations within the room, each focusing on different senses (e.g., light tubes for visual stimulation in one corner, sensory board for tactile stimulation in another).
3. Allow the group to explore each station at their own pace, cueing engagement as needed. Throughout the activity, encourage individuals to share their thoughts and feelings about each sensory experience.
4. Facilitate a group discussion that connects the sensory experiences to personal memories, encouraging engagement amongst each other. Gather feedback from individuals on potential new sensory experiences.



Multisensory Therapies

Multisensory Stimulation

Adaptation Tips

To help individuals feel comfortable and engaged

Use relaxation strategies, such as deep breathing or mindfulness techniques.

For individuals with cognitive impairments

Avoid using items or images that could be perceived as real or bring up traumatic memories - such as a red projector light that resembles fire or images of bugs.

Allow flexibility within the group

Some may prefer to observe rather than engage directly with the sensory activity.

Be cognizant of individual preferences and sensitivities

Some individuals may have aversions to certain stimuli, or may become overstimulated.

To assess tolerance, preferences and dislikes

Prior to engaging an individual in a group setting, trial the sensory room one-on-one.

Provide culturally and socially relevant materials and experiences.

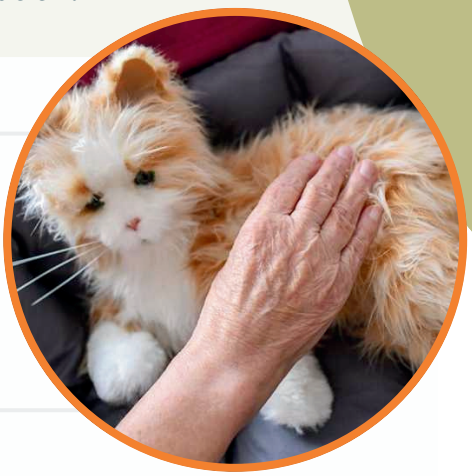
To ensure that the multisensory room is accessible to all

Consider items that can be accessed from different positions (e.g., tilted wheelchair, standing).

Simulated Pet Interaction

Objective

To promote social interaction, reduce loneliness, and enhance emotional well-being by providing comfort and engagement through pet simulation.



Materials Needed

- A realistic stuffed animal or robotic pet (with interactive movements like purring, meowing, or barking)
- Accessories to interact with the pet such as a brush or food bowl
- Sanitizing wipes and UV sterilization for cleaning between use

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Gently hold the robotic pet in your arms and present it to the individual, saying something such as "Look what I have", observing their response. If they show interest, offer it in a soft and inviting way by saying something like "Would you like to try?" or "Would you like to hold them?" Avoid using the words such as dog, cat, or toy to allow them to self-identify the item.
3. Gently introduce the pet, explaining the pet and modeling interaction.
4. Invite the individual to hold or interact with the pet, offering gentle guidance as they explore its movements and sounds.
5. Encourage both verbal and non-verbal forms of communication, allowing the individual to engage at their own pace.
6. Observe and support the interaction, offering positive reinforcement to encourage engagement.
7. Ask the individual questions about their experience and invite reflection on how the interaction made them feel, validating expressed emotions.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. Gently hold the robotic pet in your arms and present it to the group, saying something such as "Look what I have", observing their response. If they show interest, offer it in a soft and inviting way by saying something like, "Would you like to try?" or "Would you like to hold them?" Avoid using the words such as dog, cat, or toy to allow them to self-identify the item.
3. Provide each person with their own pet, or allow the group to take turns engaging with one pet. If sharing, others can observe and share thoughts or memories of past pets.
4. Facilitate a discussion around pets/companionship, encouraging reminiscing and sharing of feelings.

Multisensory Therapies

Simulated Pet Interaction

Adaptation Tips

For individuals with limited mobility

Position the robotic pet within easy reach, or offer assistance in positioning the pet comfortably.

For those with cognitive or sensory impairments

Gently narrate or demonstrate the pet's actions to stimulate engagement.

For those with cognitive impairments

Adjust the duration of interaction based on the individual's attention span and engagement and provide simple, gentle explanations.

Adapt to preferences

Use different settings on the robotic pet (e.g., purring vs. barking modes).

Be mindful of cultural, generational, and personal beliefs when introducing simulated pet interaction.

Respect each individual's background and comfort level. Introduce the robotic pet gently, avoid assumptions about their response, and create an inclusive space where curiosity and differing perspectives are welcomed.

Live Pet Interaction

Objective

To foster social connection, reduce stress, and enhance emotional well-being by providing companionship through pets.



Materials Needed

- Trained therapy animal (e.g., therapy dog, cat, or rabbit) and certified handler
- Pictures or books about the animal (optional)

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Introduce the pet and handler to the individual, ensuring they feel comfortable and safe.
3. Allow the individual to pet, talk to, and interact with the animal, assisting as needed.
4. Observe the individual's response, encouraging gentle interaction and allowing them to take the lead.
5. After the pet visit, engage in discussion about the individual's experience, noting any positive emotional or behavioural responses. Use pictures or books to assist in the conversation.
6. Provide sanitizer or wipes to the individual to clean their hands after the interaction.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. Introduce the pet and handler to the group, explaining the animal's role. Ensure that individuals feel safe and comfortable around the animal.
3. Allow the group to take turns interacting with the pet. Encourage everyone to observe, share thoughts, discuss pets, or engage with the pictures or books when they are not directly interacting with the animal.
4. Facilitate a discussion around the benefits of pet companionship and past experiences with pets to encourage reminiscing and sharing of feelings, fostering social connection among the group.

Multisensory Therapies

Live Pet Interaction

Adaptation Tips

For individuals with limited mobility

Position the pet within easy reach or offer assistance in positioning the pet comfortably.

For those with cognitive impairments

Adjust the duration of interaction based on the individuals' attention span and engagement.
Provide simple and gentle explanations.

For those who feel anxious around specific pets

If available, offer different animals
(e.g., the individual may find a cat less threatening than a dog).

Adapt to preferences

Use different settings on the robotic pet (e.g., purring vs. barking modes).

During nice weather

Consider having the individuals join walks with the pet, adapting to mobility needs and setting.

Comfort Doll Interaction

Objective

To promote emotional comfort, reduce anxiety, and foster a sense of purpose and companionship by simulating caregiving behaviours that evoke emotional connection and connect with past roles.



Materials Needed

- Dolls designed for therapeutic use, or lifelike baby dolls that are soft, realistic, and appropriate in size
- Clean blankets, doll or baby clothes, and accessories (e.g., bottles, soft hats)
- Soft background music, if desired, to create a calming atmosphere
- For the bathing activity, supplies to simulate a baby's bath (e.g., basin, washcloths, towels, soap or baby wash, shampoo)

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Gently hold the doll in your arms and present it to the individual by saying something such as "look what I have", observing their response. If they show interest, offer it in a soft and inviting way by saying something like "Would you like to hold them?" Avoid using the words "baby" or "doll" to allow them to self-identify the item.
3. Invite the individual to hold, cuddle and talk with the doll, offering gentle guidance as needed. Encourage engagement by introducing doll's accessories (e.g., blanket or bottle).
4. Observe and support the interaction, offering positive reinforcement for caregiving behaviours.
5. Ask the individual questions about their experience and invite reflection on how the interactions made them feel, validating expressed emotions.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider a change of environment.
2. Introduce the dolls to the group, allowing the group to interact freely, and offer guidance to promote a nurturing environment.
3. Facilitate group discussion around caregiving or parental experiences, encouraging individuals to share memories or emotions evoked by the dolls. Prompt the group to reflect on their experience and share any emotional responses.

Comfort Doll Interaction Bathing Activity



Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Introduce the bathing activity by presenting the doll and encouraging the individual to hold or interact with it, as above.
3. Set up a bathing station for the doll, ensuring it is comfortable and accessible.
4. Guide the individual in gently bathing the doll, discussing the steps involved (e.g., wetting the doll, applying soap, rinsing, drying, dressing).
5. Encourage nurturing behaviours by asking prompting questions about caring for the doll and allowing the individual to engage at their own pace.
6. Ask the individual questions about their experience and invite reflection on how the interaction made them feel, validating expressed emotions.





Helpful Tip

Bathing the doll may be a valuable activity for individuals who dislike bathing, by indirectly bringing up the topic of hygiene. The facilitator may choose to direct the conversation to how refreshing a bath can be, or the importance of hygiene. Use the discussion to ease into providing personal care, using the doll for comfort or to model actions.

Multisensory Therapies

Comfort Doll Interaction

Adaptation Tips

For individuals with limited mobility

Position the doll within easy reach or offer assistance in positioning the doll comfortably.

For those with cognitive impairments

Provide gentle narration or cues to encourage nurturing behaviours and a sense of connection with the doll.

To improve engagement

Use robotic dolls that are responsive to touch and care.

Adjust the duration of interaction

Based on the individual's attention span and engagement.

Provide additional sensory stimulation

Offer warm towels, soft brushes, or pleasant sounds (e.g., gentle music) during the activity, based on personhood.

If the doll becomes an obstacle for nutrition and care

Offer to feed, play with, or put the doll down for a nap while the individual attends to their own needs. Having a bassinet or crib for the doll to sleep in may also provide reassurance.

Provide a selection of dolls

With varying genders, ages, hair textures, weights, and skin tones to cater to different backgrounds, personhoods, and life experiences. Some people may react negatively to dolls that do not have eyes that open and close. Consider this possibility when choosing dolls.







Memory & Reflection

Activities that encourage personal reflection, storytelling, and memory sharing.

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Supported Meditation Practice

Objective

To promote relaxation, reduce stress, enhance focus, and support emotional well-being through guided meditation and mindfulness practices.



Materials Needed

- Comfortable seating; a device to play music or guided meditations
- Calming music or nature sounds
- Guided meditation audio or scripts
- Timer (optional)

Instructions

Individual ↓

1. Find a comfortable, quiet, and welcoming space where the individual can sit or lie down without distractions.
2. Begin by engaging the individual in deep breathing exercises, encouraging slow, steady inhales and exhales.
3. Use a guided meditation audio track, read a scripted body scan meditation, or play calming music or nature sounds. Encourage the individual to focus on their breath and each part of the body, prompting relaxation.
4. If needed, set a timer to provide a structured duration for the session. Invite the individual to reflect on the thoughts and feelings they experienced during the activity.

Group ↓

1. Find a comfortable, quiet, and welcoming space where the group can gather without distractions.
2. Introduce the activity to the group and explain the benefits of meditation.
3. Use a guided meditation audio track, read a scripted body scan meditation, or play calming music or nature sounds.
4. Lead the group through a guided meditation, incorporating breath work, body relaxation, or visualization techniques. Encourage the group to focus on their breath and each part of the body, prompting relaxation.
5. If needed, set a timer to provide a structured duration for the session. Facilitate a group discussion, inviting individuals to reflect on the thoughts and feelings they experienced during the activity.



Memory & Reflection

Supported Meditation Practice

Adaptation Tips

For individuals with limited mobility

Ensure all practices can be done while seated or lying down, adapting body scans and movements to their ability and comfort level.

For individuals with cognitive impairments

Use simple, soothing language and brief, repetitive prompts to guide the meditation. Sessions should be short and calming, with a focus on deep breathing and body awareness.

For individuals with hearing impairments

Use gestures or visual cues.

Be mindful of differing sensory needs

Offer adjustable background sounds, soft lighting, and flexible session durations, allowing individuals to engage or disengage as they please.

Incorporate mindfulness practices and meaningful imagery from a variety of cultures

Use inclusive language that affirms all gender identities, cultural traditions, and sexual orientations.

Reminiscing Activities

Objective

To stimulate memory and cognitive recall, evoke positive emotions, foster social interaction and conversation, and enhance mood by encouraging the sharing of life experiences and storytelling.



Materials Needed

- Photographs of friends, family or familiar places
- Music player and speakers
- Memory boxes with personal items and mementos that hold special significance to the individual
- Objects from individuals' pasts (e.g., tools, clothing, memorabilia)

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Based on their completed My Personhood Summary©, present the person with items such as photos, keepsakes, or music that have personal significance. If personal items are not available, trial a variety of items from the era of their early adulthood, and guide the interaction based on objects they are drawn to.
3. Gently prompt conversation with open-ended questions to spark memories and stories.
4. Allow the individual to share as much or as little as they wish, focusing on positive emotions and moments that bring joy or comfort.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. Structure the activity around a theme of common interest such as "Summer Activities" or "School Memories". Use items, printed pictures, or images on a screen to elicit memories. Provide gentle prompts to encourage sharing of memories, emotions, and connections.
3. Allow time for each person to share their story and encourage positive feedback from the group.
4. For more reserved individuals, ask open-ended questions or invite them to respond to others' stories to foster engagement.



Memory & Reflection

Reminiscing Activities

Adaptation Tips

For individuals with cognitive impairments

Use simple prompts and memory aids. Avoid specific questions if recall is challenging or correcting the individual if a memory is false.

Be mindful of cultural, religious, and sexual orientation preferences when choosing topics and materials.

Avoid topics or symbols that may conflict with personal beliefs, such as certain holidays. Ensure materials are culturally relevant and sensitive to how memories are interpreted, fostering an inclusive, respectful environment where individuals feel safe and valued.

Letter Writing & Message Making

Objective

To foster connection with friends and family, enhance communication skills, and stimulate memory through written and verbal expression.



Materials Needed

- Paper (white and coloured)
- Pens and Markers
- Envelopes
- Stickers
- Video or audio recording devices
- Photo albums.

Instructions

Identify Recipients

- Encourage individuals to write letters to close family members or friends, such as children, siblings, grandchildren, or long-time friends. Letters could also be directed to a cherished colleague or mentor, care team members or peers.
- Suggest writing for special occasions, like birthdays, anniversaries, or holidays, or simply to reconnect with someone they haven't spoken to in a while.

Reading Letters Aloud

- If the individual has received letters or messages from family and friends, offer to read them aloud, encouraging emotional connection with the words.
- Encourage the individual to reflect on the messages, and to share any memories or emotions that arise.

Creating Video or Audio Messages

- Assist the individual to record a video or audio message for a loved one. They could share an update, tell a story, or simply express their thoughts and feelings.
- Consider setting up a routine of creating messages, such as a monthly check-in or messages for special occasions like holidays or birthdays.

Incorporating Photos for Storytelling

- Use photos to elicit memories and stories. As the individual writes or records their message, encourage them to reflect on the photos, sharing stories or memories.
- The individual's photos from family vacations, childhood events, or significant milestones can be particularly meaningful for evoking memories.

Memory & Reflection

Letter Writing & Message Making

Adaptation Tips

For individuals with cognitive impairments

Keep messages short and focus on one memory or topic at a time.
Consider using images instead of words.

If needed

Assist with the transcribing of the letter.

Encourage family care partners

to write letters to the individual that they can then read or listen to.

A quiet and comfortable environment

may aid in concentration and expression.

Record and share videos and audio recordings

in simple, easy-to-access formats.



Love For Our Elders

Write a letter to brighten an elder's day

Book Club

Objective

To encourage communication, stimulate imagination, and promote social connection through shared storytelling, poetry reading, and discussion.



Materials Needed

- Storybooks, poems, comics, newspaper articles, magazines, or the individual's own written stories.
- Optional materials include: Large-print books, audiobooks, visual aids or large print notebook for note-taking and reflection.

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Assist the individual to choose a short story, poem, or chapter of a book for independent reading based on interests.
3. Encourage reflection on key ideas, feelings, or moments in the text. Invite the individual to use journaling or verbal reflection.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. Consider the following format based on the abilities and interests of the group:
    a. **Group Reading:** Read a short story, poem, or book passage aloud, taking turns or reading together.
    b. **Parallel Reading:** Each person reads their own material while in the company of others.
3. Periodically assess if the material remains engaging and accessible to everyone participating, and adjust as needed.
4. After reading, discuss the content with open-ended prompts.

Memory & Reflection
Book Club

Adaptation Tips

For individuals with cognitive impairments

Use simple, clear language and break the material into manageable sections to ensure understanding. Limit written text to one side of the page and consider a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger.

For individuals with hearing impairments

Consider using a pocket talker.

For individuals with visual impairments

May prefer audiobooks over reading.

For those seeking deeper conversations

Use prompting questions to explore themes, metaphors, and meanings.

Consider introducing reading materials that will elicit positive memories.

Adjust the group size and selection of items to fit the individual's interests and needs.
Consider cultural background, personhood and life experiences when selecting items.







Body & Movement

Activities that encourage movement, exercise, and active engagement.

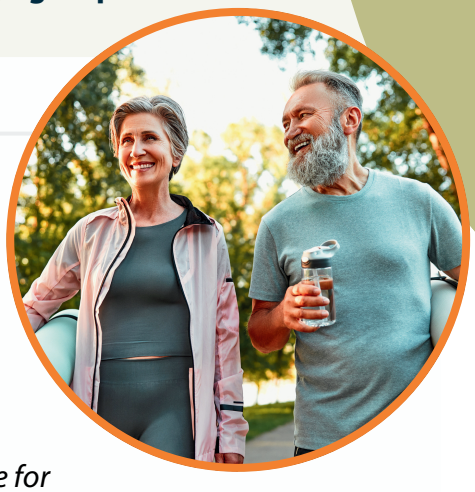
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Active Living Programs

Objective

To improve physical health, mobility, and overall well-being through movement-based activities, while enhancing social connection through group interactions.



Materials Needed

- Comfortable shoes
- Mobility device (if required)
- Optional: walking poles; pedometers; chairs; yoga block; resistance bands; music player or speakers; photographs; sports equipment; soft textured balls; bean bags.

**Reminder:* *Consult with the care team to ensure the activity chosen is safe for the individual, or potential modifications to improve engagement.*

Instructions

Movement Club

1. Organize daily or weekly walking groups, either indoors or outdoors based on weather.
2. Choose accessible walking routes with rest stops along the way.
3. Encourage individuals to talk about their favourite walking routes, nature, or past experiences.
4. Optionally, provide pedometers to track and celebrate milestones.

Seated Yoga Flow

1. Create a comfortable, calming space for the group to gather, ensuring everyone is seated comfortably and able to see the facilitator. Soft, calming music or nature sounds may help to build a relaxing environment.
2. Begin with five deep breaths as tolerated—inhale through the nose, exhale through the mouth—to promote relaxation.
3. Lead a gentle flow of stretches (from head to toe), starting with neck stretches, shoulder rolls, and side stretches. Incorporate forward bends, seated cat-cow stretches, wrist and ankle rolls, and shoulder shrugs. Consider the use of yoga blocks to assist with stability (can be placed behind the back, between the knees, or on the floor, etc.).
4. Conclude with mindfulness and deep breathing, encouraging awareness of the body's sensations.

Active Living Programs Continued...



Instructions

Move & Groove

1. Create a comfortable, welcoming environment, ensuring everyone is seated comfortably.
2. Use music recognized by and enjoyed by the individual.
3. Begin with a warm-up (5-10 minutes), using slower pace music and dynamic movements to stretch and prepare the body. Repetition is key! No need for complex movements.
4. Guide a 20 minute simple, seated dance with moves like seated side steps, heel/toe raises, knee raises, arm swings, arm circles, swaying, etc. Offer modifications for those with limited mobility. Consider structuring the session so each song focuses on a different muscle group to avoid overexertion. Videos may also be used in replacement of a facilitator.
5. End with a 5-10 minute cool down using gentle static stretches and deep breathing, focusing on relaxing and calming the body.
6. Conclude with a discussion to reflect on feelings and sensations and to receive feedback.

Adaptive Sports

1. Gather in a space large enough that allows individuals to move around freely, and have seating available.
2. Begin with a light, 5-minute warm-up, using simple stretches and mobility exercises.
3. Briefly introduce the adapted sport activities (e.g., tossing a ball into a hoop, ring toss, gentle catch, balloon tennis, beach ball volleyball, bocce, etc.). Consider activities that encourage individuals to interact or collaborate with others to promote socializations and engagement.
4. Demonstrate how to perform the activity by providing visual and verbal cues. Offer seated or standing options to include everybody, and ensure the activities are gentle and low-impact, promoting balance, coordination, and flexibility.
5. Conclude the activity with a cool-down session, guiding gentle stretches and deep breathing. Encourage individuals to reflect on how their bodies felt during the activity and any memories the movements might have evoked.



Body & Movement

Active Living Programs

Adaptation Tips

For individuals with limited mobility

Provide seated variations and use lightweight, soft equipment to ensure safety. Adjust walking routes to flat, short paths with resting spots or stay indoors on a single level.

For individuals with cognitive impairments

Use slow, clear, single-step instructions, demonstrate movements, and repeat as necessary to build understanding and confidence.

Incorporate calming elements like soothing music or guided breathing

To support focus and emotional regulation.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued.

Nature-Based Wellness

Objective

To enhance relaxation, reduce stress, and improve mental well-being through sensory-rich experiences and connections with nature.



Materials Needed

- Outdoor seating
- Garden space & plants
- Bird feeders
- Books & yard games
- Binoculars (optional)

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Assist the individual to choose a short story, poem, or chapter of a book for independent reading based on interests.
3. Encourage reflection on key ideas, feelings, or moments in the text. Invite the individual to use journaling or verbal reflection.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Provide ample seating arranged in a semi-circle or clusters for ease of interaction.
2. Provide interactive items such as gardening tools, books, or yard games, and support individuals to engage with items of their choosing. Encourage collaborative tasks, such as planting a group garden or assembling a bird feeder to foster teamwork and connection.
3. Guide the group in observing and discussing nature (e.g., birds, flowers, or seasonal changes) through informal conversations with individuals.
4. Conclude by inviting the group to share outdoor memories or reflect on what they enjoy about the experience.

Body & Movement

Nature-Based Wellness

Adaptation Tips

For individuals with limited mobility

Ensure outdoor spaces are accessible with smooth, wide pathways, tables at wheelchair height, and sturdy chairs with arms.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, such as planting culturally significant flora. Avoid assumptions, and create an inclusive space where all perspectives are valued.







Creative & Expressive Arts

Activities that engage creativity and self-expression through hands-on activities and the arts.

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Music

Objective

To support emotional expression, improve mood, stimulate memory, and foster connection through engagement with music.



Materials Needed

- Personalized playlist with music from the individuals cultural and life experiences
- Radio
- Headphones or speakers
- Instruments (optional)
- Song books

Instructions

Individual ↓

1. **Auditory Music**
   a. Choose songs that hold personal significance for the individual, such as music from their teenage years or songs tied to cultural holidays.
   b. Play the music, allowing the individual to listen, sing, follow along with the song books, and reflect on memories. Encourage them to share emotions or memories tied to the music.
   c. Assess the individual's reactions and adjust the volume, tempo, and type of music accordingly.
   d. Based on the individual's abilities, consider additional opportunities for engagement with music such as Name That Song, Name the Band, or filling in the blanks of lyrics.
2. **Instrumental**
   a. Provide instruments that align with the individual's personhood and abilities. These may range from simple, easy-to-hold instruments like tambourines or maracas, or more complicated instruments such as piano or guitar.
   b. Allow the individual to play instruments freely or in rhythm with recorded music. Use music books, videos or apps on a tablet to add further engagement.
   c. Conclude with an opportunity for the individual to reflect on the activity, emotions and memories that arose, and to provide feedback to shape future sessions. This can be supported by asking prompting questions about their preferences in music and instruments.

Music Continued...



Instructions

Group ↓

1. **Auditory Music**
   a. Create a comfortable, welcoming space for the group to gather, ensuring everyone is seated comfortably and able to see the facilitator.
   b. Play recordings of familiar, culturally-relevant songs and encourage participation through singing, clapping, and rhythmic movement. Offer music books or lyric videos to help the individuals follow along, or lead the group in dance or exercises to the rhythm of the music.
2. **Instrumental**
   a. Create a comfortable, welcoming space for the group to gather, ensuring everyone is seated comfortably and able to see the facilitator.
      i. Allow individuals to choose from a variety of instruments like tambourines, maracas, rain sticks, or chimes, or distribute the same instrument to everyone in the group.
   b. Guide the group to play the instruments together, either in rhythm to music or through improvisation. Another option would be to use a "follow the leader" model, in which the group repeats a rhythm created by an individual.
   c. Combine music with free-form dance, encouraging individuals to hold ribbons or play instruments while moving to the rhythm of the music.



Creative & Expressive Arts

Music

Adaptation Tips

For individuals with hearing impairments

Use amplification devices with volume controls like pocket talkers or headphones.

For individuals with cognitive or vision impairments

May benefit from large-text songbooks or visual aids.

For individuals who may become overstimulated by too many sounds at once

Consider adjusting the music, activity, and group composition accordingly.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, avoiding assumptions,
and create an inclusive space where all perspectives are valued.

Consider leveraging allied health funds

to engage with a Registered Music Therapist who may be able to offer additional guidance on music interventions that can be used for emotional processing and reminiscing.

Woodworking

Objective

To foster creativity, enhance problem-solving skills, and improve hand-eye coordination through engaging and meaningful woodworking projects.



Materials Needed

- Pre-cut wood pieces
- Nails
- Hammers
- Sandpaper
- Stain or paint

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Support the individual to select a project that matches their abilities and comfort level, such as a birdhouse, toolbox, or picture frame.
3. Begin the session by walking the individual through the instructions, using visual aids or videos if needed. They may choose to start by assembling the project, by sanding rough edges to ensure the wood is smooth and free of splinters, or by painting or staining the wood for decoration.
4. Check in regularly to offer assistance with techniques and troubleshooting as needed. Encourage questions and self-expression, acknowledging and celebrating the individual's successes.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. As a group, decide what project to focus on, providing printed instructions and visuals as needed.
3. Collaborative Project: The group works collaboratively on a single, larger project.
4. Individual Sections: Each person works on a specific section of the same project, which will later be combined into one finished piece.
5. Independent Projects: Each person works on the same type of project (e.g., all making a birdhouse), but each person creates their own version independently.
6. Allow more experienced individuals to help guide beginners, fostering a collaborative and welcoming atmosphere for all skill levels.
7. Check in regularly to offer assistance with techniques and troubleshooting as needed. Encourage questions and self-expression, acknowledging and celebrating the individual's successes.

Creative & Expressive Arts
Woodworking

Adaptation Tips

For individuals with limited dexterity

Provide pre-drilled holes and easy-to-grip tools, such as lightweight hammers and ergonomic screwdrivers.

For individuals with visual impairments

Consider a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger.

For easier handling...

Provide larger or softer wood.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor the activity to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued.

Knitting

Objective

To promote fine motor skills, creativity, and social interaction through knitting.



Materials Needed

- Yarn
- Needles (various style and size options)
- Knitting patterns

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Support the individual to select a project that matches their abilities and comfort level, such as a scarf for beginners or a blanket for more advanced knitters.
3. Begin the session by guiding the individual through the instructions, offering visual aids or videos for beginners. Support more experienced individuals in learning new patterns or stitches.
4. Check in regularly to offer assistance with techniques and troubleshooting as needed. Encourage questions and self-expression, acknowledging and celebrating the individual's successes.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. As a group, decide what project to focus on, providing printed instructions and visuals as needed.
3. Allow more experienced individuals to help guide beginners, fostering a collaborative and welcoming atmosphere for all skill levels.
4. Consider facilitating the group on a weekly or monthly basis, as an opportunity to offer support and encouragement, and to ensure individuals have access to required materials and tools.

Creative & Expressive Arts
Knitting

Adaptation Tips

For individuals with limited dexterity

Provide pre-drilled holes and easy-to-grip tools, such as lightweight hammers and ergonomic screwdrivers.

For individuals with visual impairments

Consider a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger.

Offer adaptive tools such as

Larger knitting needles, ergonomic tools, or magnifying glasses.

Provide step-by-step image guides

to support understanding and independence. Adjust project complexity to match each individual's skill level, offering simpler tasks for beginners (e.g., rolling yarn or using a lacing card) and more advanced projects for those with experience.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor the activity to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued.

Sewing

Objective

To foster creativity, a sense of purpose, and social connectedness through sewing.



Materials Needed

- A variety of fabrics and thread
- Sewing needles
- Pins
- Scissors
- Sewing patterns.

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Assist the individual to choose a sewing project based on their personhood and abilities. Encourage them to engage with a variety of materials and textures.
3. Begin the session by guiding the individual through the instructions, offering visual aids or videos.
4. Check in regularly to offer assistance with techniques and troubleshooting as needed. Encourage questions and self-expression, acknowledging and celebrating the individual's successes.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment.
2. Select a pattern and introduce the activity to the group, inviting conversations about sewing memories, favourite fabrics, and previous projects. Consider providing visual, step-by-step aids.
3. Encouraged those with more advanced sewing skills to assist others.
4. Conclude with an opportunity for individual's to share their finished projects with the group, and to discuss memories or feelings the activity evoked.

Creative & Expressive Arts

Sewing

Adaptation Tips

For individuals with sensory or cognitive impairments

Offer modified projects to meet their needs. This may include using felt with pre-punched holes, using contrasting colour yarn, and a plastic needle. Also consider adaptive tools such as magnifying glasses or finger protectors.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor the activity to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued.

Horticulture: Gardening

Objective

To provide sensory stimulation, a sense of purpose and emotional well-being through hands-on gardening.



Materials Needed

- Pots or raised garden beds
- Soil
- Seeds or seedlings
- Plant clippings
- Gardening tools and watering cans
- Watering tracker books

Instructions

Individual ↓

1. Invite the individual to a comfortable, welcoming environment, such as a plant room or garden.
2. Ask the person about their experiences and memories with gardening and fresh plants.
3. Invite family members or staff to contribute clippings from their houseplants. Demonstrate how to place clippings in water, monitor root growth, and pot them once ready.
4. Select seeds based on the individual's interests and preferences and personhood (e.g., flowers, herbs, or vegetables). Guide them through planting, watering, and caring for the plants.
5. Collaboratively set up a watering and sunlight schedule. Use a tracker to help the individual monitor plant care and growth.
6. Encourage the individual to share gardening memories, experiences, or favourite plants to build a sense of connection to the activity.

Group ↓

1. Create a comfortable, welcoming space that the group can gather, such as a plant room or garden.
2. Arrange materials within reach so the group can easily access.
3. Describe the plants and their benefits to stimulate interest and engagement.
4. Use simple, single-step instructions to demonstrate how to fill pots, plant seeds, and water plants.
5. Provide plant clippings and guide the group on how to propagate them in jars of water.
6. Assign roles such as soil preparation, planting, and watering. Rotate roles to encourage active participation.
7. Distribute watering tracker books and explain how to monitor plant growth.
8. Discuss sunlight and watering schedules as a group to encourage shared responsibility. Share fun facts about a featured plant or gardening topic, and invite the group to share their own gardening stories or knowledge.

Creative & Expressive Arts

Horticulture: Gardening

Adaptation Tips

For individuals with cognitive impairments

Offer simple, step-by-step instructions and visual aids. When selecting plants and soil products, be aware of risks if ingested.

For individuals hesitant to use their hands in the soil

Offer gloves, shovels or spoons.

Improve accessibility of the activity.

Offer raised planters or table gardening.

Provide a rewarding experience for everyone.

Choose plants that are easy to care for and grow quickly.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Offer a variety of plants and flowers that reflect diverse cultural significance, such as culturally specific flowers or herbs.

Horticulture: Flower Arranging

Objective

To provide sensory stimulation, a sense of purpose and emotional well-being through hands-on gardening.



Materials Needed

- Fresh or artificial flowers
- Vases or floral foam
- Ribbons and other decorative items

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Provide a table with materials arranged within reach
2. Present the flowers and materials to the individual. Explain the process of arranging them and encourage them to explore the colours, textures, and smells of the flowers. Consider tailoring the materials to the individual's personhood or the season.
3. Assist the individual in selecting flowers based on their preferences. Demonstrate how to cut stems, balance flower heights, and mix colours and textures in a vase.
4. Discuss their favourite flowers, gardening memories, or meaningful experiences related to nature or floral design.
5. Display their arrangement in a visible, shared space or in their personal area.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Provide a table with materials arranged within reach.
2. Present the flowers and materials to the group. Explain the process of arranging the flowers and encourage them to explore the colours, textures, and smells of the flowers. Consider tailoring the materials to the group's interests or the season.
3. Let each individual choose flowers based on preferences or memories. Share fun facts about a featured flower.
4. Demonstrate how to cut stems, balance flower heights, and mix colours and textures in a vase.
5. Invite the group to share materials, collaborate on a group centerpiece, or create individual displays.
6. Display the finished arrangements in common areas and host a brief "gallery walk" for viewing and discussion.
7. Facilitate a group discussion about favourite moments or memories inspired by the activity.

Creative & Expressive Arts

Horticulture: Flower Arranging

Adaptation Tips

For individuals with allergies or sensitive to scents

Use artificial flowers.

For individuals with limited dexterity

Provide pre-cut stems.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Offer a variety of plants and flowers that reflect diverse cultural significance, such as culturally specific flowers or herbs.

Culinary Experiences

Objective

To encourage routine-building, social interaction, and sensory engagement through food preparation, shared meals, and culinary experiences.



Materials Needed

- Recipes
- Ingredients based on recipe
- Mixing bowls
- Utensils
- Cooking appliances (as applicable)

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Ensure all necessary materials (ingredients, utensils, and recipes) are within reach.
2. Explore different recipes with the individual, explaining the ingredients and the cooking process. Consider recipes based on the season, their personhood, and culture.
3. Assist the individual in following the recipe, using step-by-step instructions, visual aids, and hands-on support as needed.
4. Discuss the history and cultural significance of the recipe or dish being prepared, including any personal connections to the food.
5. After preparing the meal, encourage the individual to enjoy the food they've made.

Group ↓

1. Create a comfortable, welcoming environment for the group to gather. Arrange the group workspace so everyone can easily access the necessary materials.
2. Lead the group in selecting a recipe, explaining the ingredients and cooking process. Consider recipes based on a theme (holiday or season), the group's interests, and culture.
3. Assist the group in following the recipe, using step-by-step instructions, visual aids, and hands-on support. Divide the group into teams or individual tasks (e.g., chopping, stirring, measuring) based on abilities and interests.
4. Once the dish is prepared, encourage the group to enjoy the meal together, fostering a sense of community and satisfaction. Consider inviting family members to join the session and bring in their own traditional foods to share.
5. After the meal, facilitate a discussion about the experience and encourage the group to reflect on the cultural aspects of the meal and any memories it may have sparked.

Creative & Expressive Arts
Culinary Experiences

Adaptation Tips

For individuals with cognitive, mobility, or sensory impairment

Simplify tasks by offering pre-measured ingredients or assigning tasks that match their abilities.

For individuals seeking a more in-depth experience

Ask them to assist on creating a grocery list based off of the chosen recipes.

Participation can also take the form of...
observing the process and engaging the senses of smell and taste,
which can be equally meaningful and stimulating.

Consider organizing weekly or monthly culinary experiences that explore the traditional foods of different cultures or regions.
Discuss with the group the history and significance of each dish,
encouraging open discussions where individuals can share their personal experiences,
memories, and connections to the food.

Consult the individual's care plan for allergies and food textures.
Collaborate with a Registered Dietitian to identify ways to accommodate dietary restrictions.

Visual Art

Objective

To stimulate creativity and social interaction, improve motor skills, and fostering emotional expression through art-based activities.



Materials Needed

- Paint & brushes
- Coloured pencils
- Paper
- Beads
- Knitting supplies
- Clay
- Other simple crafting materials
- Natural objects (leaves, twigs, stones)

Instructions

Organize a session where individuals can paint, colour, or engage in simple DIY projects tailored to their interests. Incorporate holiday themes, cultural significance, or personal history through activities like nature-inspired art or memory collages. Use a variety of materials, including natural objects such as leaves, stones, flowers, and twigs; magazines or printed images for collages; textured materials like fabric, burlap, or sandpaper; and crafting supplies such as beads, yarn, ribbons, and buttons; recyclable materials like cardboard, bottle caps, and egg cartons; as well as decorative items such as stickers, glitter, and sequins. These materials encourage creativity while providing sensory engagement and personalization.

Individual ↓

1. Collect materials tailored to the individual's interests, cultural background, or past hobbies.
2. Create a comfortable, welcoming space for the individual to sit. Consider proving a change of environment.
3. Collaborate with the individual to choose a craft project based off of the available supplies, such as greeting cards, picture frames, or keepsakes, inspired by their personal history or cultural significance. Consider incorporating activities that are part of their past.
4. Depending on the individual's interests and abilities, encourage structures or unstructured crafting, while providing verbal or visual step-by-step instructions as needed. Suggest incorporating colours, patterns, or themes that hold personal meaning.
5. Conclude the session by encouraging reflection on the process of creating, as well as the completed product, including its personal significance to the individual. Offer the options to display their artwork in their room or a common area.

Visual Art Continued...



Instructions

Group ↓

1. Gather craft supplies tailored to diverse interests and cultural backgrounds, including paint, coloured pencils, brushes, textured materials, magazines, natural objects (e.g., leaves or stones), and themed templates. Consider holiday-themed, culturally significant or personhood-based crafts.
2. Create a comfortable, welcoming space for the group to gather, ensuring ample space and materials for everyone. Provide each individual with the materials for the activity, or place materials in a communal, easy to reach area.
3. Provide guidance as needed while encouraging creativity and personalization. Offer verbal or visual step-by-step instructions for those who prefer structure, and allow others to explore freely.
4. Conclude the session by inviting the group to share their creations and reflect on the process. Offer the options to display their artwork in their rooms or a common area.



Creative & Expressive Arts

Visual Art

Adaptation Tips

When selecting art supplies consider abilities and preferences.

Use non-toxic, easy-to-clean materials, and adaptive tools such as thick-handled paint brushes. Offer stencils, templates, or adult-friendly stickers to assist creative expression.

Remember that for art activities...

The therapeutic value is in the process, not the end product. Use the process of creating as an opportunity for expression and conversation.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued.

Consider leveraging allied health funds.

Engage with a Registered Art Therapist who may be able to offer additional guidance on art interventions that can be used for emotional processing and reminiscing.

Visual Art: Ocean Drum

Objective

To create a soothing musical instrument that mimics the sound of ocean waves.



Materials Needed

- Two sturdy paper plates or a shallow plastic container with a lid
- Dried beans, rice, or small beads
- Glue, staples, or tape
- Paint, markers, stickers or washi tape for decoration

Instructions

1. Encourage the individual to decorate the outside of the paper plates or plastic container using paint, markers, stickers or washi tape.
2. Place a handful of dried beans, rice, or small beads onto one of the plates.
3. Assist the individual to seal the plates together by gluing, stapling, or taping the edges securely. If using a container, close the lid tightly, securing with glue or tape.
4. Prompt the individual to shake and tilt the drum gently to create the sound of rolling waves. Consider creating multiple drums with different materials to explore varying sounds and pairing the ocean drums with the **instrumental music activity on pg. 29.**

Visual Art: Finger Painting

Objective

To encourage sensory stimulation and artistic expression through touch and colour.



Materials Needed

- Non-toxic water-based finger paints
- Large sheets of paper
- Aprons or old shirts for protection
- Plastic tablecloth
- Wipes or a damp cloth for easy cleanup

Instructions

1. Set up a table with the tablecloth to assist in easy clean-up and a large sheet of paper.
2. Offer a few colours of paint and let the individual dip their fingers in and make marks.
3. Encourage exploration of blending colours and creating simple patterns or shapes.
4. Engage the individual in conversation, asking about their picture, memories of painting or emotions the activity is evoking.
5. Consider setting up a communal canvas for a shared piece of art and encourage the group to add to each other's designs. Encourage collaboration and communication by assigning one colour to each individual, and having them collaborate between each other to complete the image.

Creative & Expressive Arts
Finger Painting

Adaptation Tip

If the individual is hesitant to use their hands directly in the paint

Offer a variety of non-traditional items that they can create paint with such as plastic lids, a fork, and string.

Visual Art: Torn Paper Collage

Objective

To develop fine motor skills and encourage creativity through layering torn paper pieces.



Materials Needed

- Coloured construction paper or magazines
- Glue sticks
- Large cardstock or cardboard as a base

Instructions

1. Prompt the individual to tear the paper and magazines into various shapes and sizes.
2. Encourage them to arrange and glue the torn pieces onto the base to create a design. Some individuals may prefer to create an image or scene, and others may choose to create a colourful mosaic.
3. Stimulate conversation using prompts such as their favourite colours, the design of their artwork, and memories or feelings the activity evokes.
4. Consider a shared collage, where each individual contributes to a section, or each has a different task (picking next colour, tearing, gluing).

Visual Art: Nature Collage

Objective

To foster a connection with nature and to provide sensory stimulation by creating art with natural materials.



Materials Needed

- Leaves, flowers, twigs, small stones, acorns, and pinecones
- Glue or double-sided tape
- Heavy paper or cardboard

Instructions

1. Explain the activity and assist the individual to gather materials to use in their collage from a garden or outdoor space.
2. Prompt the individual to arrange the materials into patterns or images on the paper, exploring the textures before gluing or taping it down.
3. Build conversation by exploring the design, patterns and materials in the image.

Visual Art: Magazine Cut-Out Art

Objective

To encourage creativity and storytelling through imagery and collage.



Materials Needed

- Old magazines that align with the individual's personhood such as fashion, travel, or hobby magazines
- Scissors (safety scissors if needed - however, choose ones that do not appear that they are intended for children)
- Glue
- Poster board or paper

Instructions

1. Assist the individual to browse through the magazines and cut out images or words that interest them.
2. Prompt the individual to arrange the cut-outs onto the base paper to form a design or pattern, then glue everything down securely.
3. Optionally, add hand-drawn elements, text, or textured materials.
4. Ask guiding questions such as the reason they choose specific images or what magazines they prefer to evoke conversation and reminiscing.

Visual Art: Guided Drawing

Objective

Encourage creativity and confidence by guiding the creation of simple drawings with step-by-step instructions. Offer additional visual structure.



Materials Needed

- Paper or sketchbooks
- Pencils, markers, or crayons
- Printed or verbal step-by-step drawing guides
- Stencils (optional)

Instructions

1. Choose a simple subject (e.g., a flower, house, or tree).
2. Demonstrate or provide step-by-step instructions for drawing it.
3. Encourage the individual or group to follow along at their own pace.
4. Allow for personal touches and creativity.

Visual Art: Tactile Art

Objective

Enhance sensory engagement by incorporating different textures into artwork.



Materials Needed

- Fabric scraps, sandpaper, cotton, foil, or textured paper
- Glue sticks or glue bottles
- Cardstock or canvas

Instructions

1. Provide a selection of textured materials.
2. Encourage the person to arrange them on the cardstock or canvas, then to glue them on to create a collage.
3. Encourage tactile exploration of the different textures.

Visual Art: Clay Modeling

Objective

Encourage hands-on creativity and tactile stimulation by molding simple shapes with clay.



Materials Needed

- Air-dry clay or playdough
- Rolling pins, cookie cutters, or sculpting tools

Instructions

1. Provide the individual with a portion of clay.
2. Demonstrate how to roll, pinch, and shape the clay.
3. Encourage making simple objects like bowls/pinch pots, animals, or abstract designs.

Visual Art: Photography

Objective

Encourage observation and storytelling through taking and viewing photos.



Materials Needed

- Digital or disposable cameras
- Printed images for discussion

Instructions

1. Provide the individual with a camera and prompt its use using simple instructions.
2. Encourage the individual to capture meaningful images (e.g., favourite objects, nature).
3. Print the photos and discuss them together. What's similar about each photo? What's different? What emotions do they evoke?

Visual Art: Painting to Music

Objective

Encourage self-expression by painting along with different types of music.



Materials Needed

- Paint and brushes
- Large paper or canvas
- Music player

Instructions

1. Play music based on a theme, or music meaningful to the individual.
2. Encourage them to paint how the music makes them feel.
3. Discuss the experience and the painting, asking about emotions, colours, and shapes.

Visual Art: Jewelry Making

Objective

Promote creativity and fine motor skills through beading and jewelry design.



Materials Needed

- Large beads (consider pony beads if dexterity is a concern, or seed beads if not)
- String or elastic cord
- Dull needle (optional)

Instructions

1. Offer the individual a variety of beads and string.
2. Encourage threading beads onto the string, offering the needle to assist with the threading if needed.
3. Ask the person about their use of patterns and colours, as well as any memories related to jewelry or beading.
4. Assist the individual to tie off the jewelry and admire their creation.







Cognitive Stimulation & Skill Development

Activities that support professional development, enhance cognitive skills, and help maintain or build on existing abilities.

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Brain Teasers & Strategy Based Activities

Objective

To promote cognitive functioning and problem-solving skills, while encouraging social interaction through brain teasers and strategy-based activities.



Materials Needed

- Word puzzles
- Jigsaw puzzles
- Trivia questions
- Card games
- Board games

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Ask the individual which games they enjoy. From this, provide a variety of games for them to choose from that matches their interests and abilities, such as puzzles, word games, and cards.
3. Offer clear, single-step, concise instructions, and provide hands-on support like hand-over-hand guidance if necessary.
4. Assess the person's success throughout the activity, and adjust the activities and materials as needed (enlarged text, audio content, visuals aids).
5. Conclude the activity by gathering feedback and encouraging reflection.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider grouping individuals based on their interests and abilities. Offer a variety of activities to choose from such as trivia, card games, board games, or strategy games.
2. Encourage collaboration or friendly competition, depending on the activity, promoting social interaction and teamwork.
3. Offer the opportunity for individuals to engage in their preferred activities independently while enjoying the company of others in the shared space.
4. Conclude the activity by facilitating a group discussion to reflect on the activities. Encourage individuals to share cultural perspectives or personal stories inspired by the activities to promote inclusivity and appreciation of diversity.



Cognitive Stimulation & Skill Development
Brain Teasers & Strategy Based Activities

Adaptation Tips

For individuals with cognitive impairments

Provide visual aids, clear and simple instructions, and hands-on assistance. Adjust the pace and difficulty of activities to ensure everyone can engage comfortably and meaningfully.

For individuals with visual impairments

Consider a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued. Incorporate cultural themes by varying topics, games, or trivia to celebrate diverse traditions, histories, and customs, such as trivia sessions about global holidays, card games from different cultures, or adapt strategy games to reflect specific cultural themes.

Laundry Day

Objective

To foster engagement, sensory stimulation, and social interaction through engagement with a familiar, purposeful activity.



Materials Needed

- Laundry baskets
- Towels and clothes
- Clothesline or drying rack
- Clothespins

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider proving a change of environment.
2. Ask the individual to help you sort and fold clean towels or clothing, or hang them on a clothesline or drying rack. Provide step-by-step instructions, verbal or verbal cues, and hands on support as needed.
3. Encourage the individual to share stories or memories related to family, homemaking, or past work experiences while completing the tasks together. Incorporate sensory stimulation, such as the smell of fresh linen-scented fabric softener, to enhance the experience.

Group ↓

1. Create a comfortable, welcoming space for the group to gather, with tables, laundry baskets, and clotheslines or drying rack. Consider providing a change of environment.
2. Introduce the activity, asking the group to assist in sorting, folding and hanging the laundry items. Provide step-by-step instructions, verbal or non-verbal cues, and hands on support as needed.
3. Encourage individuals to share stories or memories related to family, homemaking, or past work experiences while completing the tasks together. Incorporate sensory stimulation, such as the smell of fresh linen-scented fabric softener, to enhance the experience.
4. Conclude with a discussion, allowing individuals to share memories that arose and how they felt during the activity to foster a sense of connection.



Cognitive Stimulation & Skill Development

Laundry Day

Adaptation Tips

For individuals with limited mobility

Offer adaptive tools such as larger, easy-to-grip clothespins, a grabber tool, and a clothesline reachable when seated.

Offer a variety of clothing items.

To match the individual's personhood and abilities, such as small face cloths or baby clothes.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, avoiding assumptions, and create an inclusive space where all perspectives are valued.

Sorting

Objective

To promote fine motor skills, cognitive engagement, and memory recall through a familiar, purposeful task.



Materials Needed

- A variety of items in various sizes, colours, and shapes (e.g., coins, buttons, screws)
- Sorting trays or containers

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment. Set up a variety of containers or trays to sort into.
2. Provide the individual with a collection of mixed items based on their personhood, such as buttons for individuals who sew, or hookless-fishing lures for those that enjoy fishing.
3. Ask the individual to sort the items by, size, colour, or shape, depending on their abilities. Encourage them to engage with the task at their own pace, fostering a sense of accomplishment.
4. Assess the individual's success during the task. Offer cueing or modifications based on their needs.
5. Use this activity to spark conversation about related memories (e.g., childhood items, sewing, or hobbies), helping to stimulate cognitive engagement and social connection.

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Consider providing a change of environment. Set up a variety of containers or trays to sort into.
2. Assign each individual a specific sorting category (e.g., size, colour, shape) to work on based on their abilities and interest. Rotate roles to allow everyone a chance to participate in different sorting categories.
3. Encourage the group to collaborate and to share their personal experiences related to the items being sorted, such as memories related to money, sewing, or making clothes.
4. Facilitate conversations around the sorting activity, highlighting how each person's contributions matter and how the group's efforts lead to the completion of the task.



Cognitive Stimulation & Skill Development

Sorting

Adaptation Tips

For individuals with cognitive impairments

Label the trays or containers based on the sorting category.

For individuals with sensory impairments

Offer larger trays or containers that are easier to handle, contrasting colours of items and containers, tactile prompts and magnifying glasses.

Consider combining this activity with the
Laundry Day activity on pg. 77
to meet the groups differing interests and abilities.

Offer themed sorting such as sorting clothing items by colour or type, or matching socks.

Invoice Activity

Objective

To promote cognitive engagement and a sense of accomplishment through purposeful task completion.



Materials Needed

- Blank or sample invoices
- Pens
- Calculators
- Folders
- Envelopes
- Stamps

Instructions

Individual ↓

1. Create a comfortable, welcoming space for the individual to sit. Consider providing a change of environment.
2. Provide the individual with a set of invoices to review, explain how to organize them, and the goals of the task (e.g., keeping track of finances, processing payments).
3. Encourage the individual to process the invoices by marking them as "paid", sorting them into categories (e.g., utility bills, groceries), calculating their total, or placing them into envelopes.
4. If needed, provide assistance with reading the invoices or help with the sorting process.
5. Encourage the individual to share any memories or experiences related to managing finances, budgeting, or paying bills, especially if they have a background in business or household finance.
6. Once the task is complete, review the invoices with the individual and discuss how the process went. Offer praise and feedback and encourage reflection.

Invoice Activity Continued...

Instructions

Group ↓

1. Create a comfortable, welcoming space for the group to gather. Using a large table, distribute materials, including sample invoices, pens, calculators, folders, and envelopes to each individual.
2. Explain the task to the group, outlining that they will be working together to organize, categorize, or "process" invoices.
3. Assign different roles to the group based on their interests and abilities, including sorting invoices by category, marking them paid, or preparing them for mailing (placing them in envelopes, adding stamps).
4. Encourage collaboration and group discussion as they work, sharing stories about managing finances or their past work experience related to the activity.
5. Once the group has completed the activity, gather everyone together and reflect on the process. Encourage individuals to share their thoughts and experiences of managing finances or household budgeting.



Cognitive Stimulation & Skill Development

Invoice Activity

Adaptation Tips

For individuals with cognitive impairments

Simplify the task using colour-coded invoices or templates to make sorting clearer and more manageable.

For individuals with visual or sensory impairments

Offer tactile or auditory support such as verbal cues or touch-based prompts.

Incorporate culturally relevant financial documents, such as those in the individual's primary language or from their country of origin.

Be mindful of spiritual beliefs that may influence financial practices and integrate approaches that align with those values.

Job Board

Objective

To create a sense of purpose and inclusion by completion of meaningful tasks.



Materials Needed

- Bulletin board
- Paper & pens
- Job cards (listing tasks)
- Pins or tape
- Specific items needed to perform tasks

Instructions

Individual ↓

1. Set up a bulletin board in a communal accessible and visible area.
2. Write out small tasks on cards (e.g., watering plants, organizing newspapers, setting the dining room table), and hang them on the board. Ensure the task descriptions are clear and easy to understand on the card, using a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger. Offer a variety of tasks that cater to different abilities and interests.
3. Show the individual the board, and ask if they would like to volunteer for any of the tasks based on their interests, strengths, and past occupations.
4. Offer assistance as needed, such as cueing, visual instructions or hands-on guidance.
5. When completed, thank the individual and celebrate their contributions. Consider acknowledging their hard work publicly or with a small gesture of appreciation, like a treat or a certificate.

Job Board Continued...

Instructions

Group ↓

1. Set up a bulletin board in a communal accessible and visible area.
2. Write out small tasks on cards (e.g., watering plants, organizing newspapers, setting the dining room table), and hang them on the board. Ensure the task descriptions are clear and easy to understand on the card, using a sans-serif font (e.g., Arial, Verdana) at 14-point size or larger. Offer a variety of tasks that cater to different abilities and interests.
3. Invite everyone to participate by reading the task cards aloud and inviting them to volunteer for a task that connects with their interests, strengths, and past occupations. Ensure everyone understands the tasks and feels included, and encourage group discussions to connect tasks with memories or prior job experiences.
4. Foster a spirit of teamwork by encouraging people to work together on tasks (e.g., organizing newspapers or decorating the dining table), promoting social interaction and a sense of community.
5. Consider rotating tasks to keep everyone engaged and to provide a chance to experience different roles.
6. To conclude, gather the group to reflect on the tasks, share experiences, and express appreciation for each individual's contributions.



Cognitive Stimulation & Skill Development
Job Board

Adaptation Tips

For individuals with cognitive impairments

Provide clear, single-step instructions and visual aids.

For those with limited mobility

Offer low-impact activities, use accessible seating, and provide ergonomic tools.

Offer a variety of tasks.
To suit different abilities, interests, and past experiences.

Pair individuals together based on their strengths and abilities.
This allows them to support each other in completing tasks.

Incorporate cultural and spiritual considerations.
Include *meaningful* roles that reflect heritage, traditions, and upbringing.







Technology & Multi-media

Activities that stimulate cognition, curiosity, and connection through digital tools.

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Exploring Virtual Resources

Objective

To encourage cognitive engagement, reminiscence, and joy through virtual experiences of cultural landmarks, natural wonders, and performances.



Materials Needed

- Tablet
- Computer or smart tv
- Comfortable seating
- Headphones (optional)
- Pre-selected links to free virtual resources: museums, national parks, aquariums, zoos, operas, musicals, or tv shows.

Instructions

Travel Tours

Explore museums, landmarks, amusement parts, aquariums, and zoos through free virtual tours.

1. Set up a device (tablet, computer, or smart TV) in a comfortable and quiet area.
2. Select a virtual tour based on personhood, culture and interests with visually engaging exhibits like art collections or live animal cameras. Introduce the activity and explain the chosen virtual tour. For additional engagement, offer snacks, costumes, or additional activities aligning with the theme of the tour.
3. Play the tour, adjusting the volume as needed.
4. Facilitate a conversation, encouraging reflection on what they saw, questions that arose, and memories sparked by the experience.

Entertainment

Bring the magic of live performance into the room with free recordings of opera, theater, musicals, or live podcasts.

1. Set up a device (tablet, computer, or smart TV) in a comfortable and quiet area.
2. Find free recordings of opera, theater, or musicals online. Choose pieces that are familiar, culturally relevant or nostalgic to the individual.
3. Introduce the activity and explain the performance. For additional engagement, offer snacks, costumes, or additional activities aligning with the theme of the show.
4. Play the performance, adjusting the volume as needed.
5. Encourage engagement with the music by singing, humming along, or tapping the rhythm.
6. After the performance, facilitate a discussion about favourite parts or memories of similar events.

Technology & Multi-media

Exploring Virtual Resources

Adaptation Tips

For individuals with cognitive impairments

focus on simple, visually rich content like live animal cameras or nature videos, accompanied by calming music.

Encourage memory sharing by viewing familiar places, favourite animals, or past events.

In group settings, select experiences that resonate broadly, such as landmarks or cultural festivals to inspire storytelling.

Include culturally significant content, like virtual tours of heritage sites or traditional music, to promote inclusivity and a sense of belonging.

Offer these resources in the individual's preferred language when possible.

Virtual Reality (VR)

Objective

To offer immersive and interactive experiences that nurtures curiosity through virtual reality.



Materials Needed

- VR headset
- Pre-installed VR applications or experiences

Instructions

Immersive Exploration

1. Prepare the VR headset with pre-installed applications featuring virtual walks through forests, visits to amusement parks, or underwater adventures like swimming with dolphins.
2. Introduce the individual to the activity and explain the VR experience in simple terms.
3. Assist the individual in putting on the VR headset, ensuring a comfortable fit and proper alignment of the visuals.
4. Guide them through the experience, encouraging them to look around and explore their surroundings within the virtual environment.
5. Verbally check in with the individual throughout the experience to ensure they are comfortable.
6. After the session, discuss what they saw and how they felt about the experience.

Interactive Elements

1. Select VR applications with interactive components, such as pointing at objects, responding to visual cues, or triggering animations.
2. Encourage individuals to engage with these features, helping them explore the environment more actively.
3. For individuals who may need additional support, provide verbal prompts or physical guidance to enhance their interaction.

Technology & Multi-media

Virtual Reality (VR)

Adaptation Tips

Be mindful that VR headsets may not fit over everyone's glasses.

Consider only providing VR only in a seated position for stability.

Limit VR sessions to 15-20 minutes.

To prevent nausea or disorientation, and monitor balance afterward.

Offer VR experiences that celebrate diverse cultures.

To highlight experiences that reflect the individual's background or introducing them to new cultures and landmarks.

Movie Matinee

Objective

To provide entertainment, while cultivating social connectedness and opportunities to reminiscence through the communal viewing of film.



Materials Needed

- A projector or TV;
- DVDs or streaming service
- Popcorn
- Comfortable seating

Instructions

1. Create a comfortable, welcoming viewing area with accessible seating. Consider setting the mood by dimming the lights, offering blankets, decorating and minimize distractions for a cozy atmosphere.
2. Present a list of classic films, musicals, or nostalgic favourites and allow them to select one.
3. Distribute popcorn, drinks, and snacks, ensuring options accommodate dietary needs.
4. Upon completion of the film, encourage reflection with open-ended questions like, "What was your favourite part?" or "Did this remind you of a memory or experience?"

Technology & Multi-media

Movie Matinee

Adaptation Tips

For individuals with hearing impairments

Provide subtitles and adjust audio levels to suit the group. Position them closer to the speaker or offer assistive devices, such as a pocket talker.

For individuals with limited attention spans

Choose shorter or more visually engaging options to maintain interest and foster enjoyment.

Celebrate various backgrounds.

Incorporate culturally diverse films.







Beliefs & Practice

Activities that honour cultural identity, spiritual well-being, and personal values through meaningful traditions and rituals.

Cultural, Spiritual, Religious; Morals, Values, and Traditions 94

Cultural, Spiritual, Religious; Morals, Values, and Traditions

Objective

To support spiritual well-being by fostering a sense of belonging, inclusion, and purpose.



Materials Needed

- A quiet room
- A speaker
- Traditional musical instruments
- A carefully curated playlist featuring music in specific languages
- Internet access

Instructions

Individual ↓

1. Involve the individual and their care partners to understand what cultural and spiritual practices are important to them. Collaboratively, complete the "What I Believe and Practice (Cultural, Spiritual, Religious; Morals, Values, and Traditions)" section of the *My Personhood Summary©*.
2. Create a comfortable, welcoming space for the individual to sit. Provide comfortable seating, soft lighting, and items of cultural or spiritual significance to the individual (e.g., prayer mats, candles, or symbolic objects). If available, consider using a spiritual room or a chapel.
3. Choose an activity based on their preferences, such as meditation, journaling, listening to traditional music, light yoga, or attending a spiritual service. Allow independent time for self expression.
4. Conclude by reflecting or sharing a moment of gratitude, encouraging the individual to explore and nurture their spiritual side.

Cultural, Spiritual, Religious; Morals, Values, and Traditions Continued...



Instructions

Group ↓

1. Involve the individual and their care partners to understand what cultural and spiritual practices are important to them. Collaboratively, complete the "What I Believe and Practice (Cultural, Spiritual, Religious; Morals, Values, and Traditions)" section of the *My Personhood Summary©*.
2. Prepare a schedule of activities, such as mindfulness, music sessions, or prayer circles that support a variety of spiritual practices and needs. Consider inviting cultural and spiritual leaders to facilitate.
    a. Examples of Spiritual Group Activities:
        i. Attending spiritual services
        ii. Prayer circles
        iii. Practicing mindfulness
        iv. Listening to or playing music
        v. Drumming Circle
        vi. Engaging in contemplation or meditation
3. Create a comfortable and welcoming space for the group to gather. Provide comfortable seating, soft lighting, and items of any cultural or spiritual significance (e.g., prayer mats, candles, or symbolic objects). If available, consider using a spiritual room or a chapel.
4. Begin the session with a warm welcome, acknowledging and celebrating the diverse backgrounds of the group. Provide a brief overview of the scheduled activity, ensuring everyone feels included, comfortable, and prepared to engage meaningfully. Tailor your greeting to reflect the activity, setting a positive and inclusive tone for the session.
5. Conclude by reflecting or sharing a moment of gratitude, encouraging the group to explore and nurture their spiritual side.

Beliefs & Practice

Cultural, Spiritual, Religious;
Morals, Values, and Traditions

Adaptation Tips

For individuals with hearing impairments

Position them closer to the facilitator or provide assistive devices, such as a pocket talker.
Offer modifications as needed to support those with sensory, cognitive, or mobility impairments.

Be mindful of cultural, religious, sexual orientation, and sensory preferences, respecting the individuals' identity, beliefs, and comfort level.

Tailor content to their background, avoiding assumptions,
and create an inclusive space where all perspectives are valued.

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Behavioural Supports Ontario
Soutien en cas des troubles du comportement en Ontario

Contact us

brainxchange.ca/BSO

provincialBSO@nbrhc.on.ca

+1 (855) 276-6313

BSO Provincial Coordinating Office