

# LEARNING TOGETHER



## Specialized Services At Your Fingertips

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### Introduction

Hello everyone and welcome back to another edition of Learning Together. This week's issue will focus on different strategies you can use to support an individual to a COVID 19 testing centre. This can be a stressful time for both you and the individual, but with a little preparation and a lot of positive reinforcement we believe it can go smoothly!

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### Helping Others to Wear PPE

With the recommendations that individuals wear masks while in public (e.g., when being transported to testing centres), we came up with some helpful tips on how to encourage others to wear personal protective equipment (PPE).

1. Model the behaviour! It might be helpful for some individuals to see this behaviour modelled so they can understand what to do. It also would be helpful to tell them why they need to wear a mask.
2. Provide brief breaks. Masks are often very uncomfortable, and we want to discourage individuals from touching their face and/or rearranging the mask. Providing short planned breaks may help the individual cooperate. Try using a timer to signal to the individual how long the interval is.
3. Praise and reinforcement! When an individual is cooperating with your instructions to wear PPE make sure you tell them how great of a job they are doing (e.g., "I really like how you're wearing your mask, great work!"). You can provide access to preferred items while they wear the mask too

4. Allow them to get comfortable with the mask in other settings. Provide them access to PPE at home, before you need to leave the house, practice wearing the mask and providing lots of praise.

### Using Modelling at the Doctors

**Modeling** is a demonstration of a behaviour to prompt a correct response. This strategy can be helpful when trying to teach a new skill or communicate something that is not easily described in words.

Modeling can be especially helpful when supporting individuals through a doctor's visit. Demonstrating to the individual by doing it to **yourself first** shows what the doctor will do prior to the procedure which can relieve some anxiety around the unknown. Here is an example of what may support an individual through doctor appointments:

## Modeling the Use of a Stethoscope

**STEP 01** Explain the Procedure

"The doctor is going to listen to your heart to make sure you are healthy"

STEP 01

STEP 02

**Model**

"The doctor will put the stethoscope on your chest like this"

**STEP 03** Imitation

"Can you put the stethoscope on your chest? Great Job."

STEP 03

STEP 04

**Support**

Support and encourage the individual through the procedure

**STEP 05** Reinforce

"Amazing! Thank you for staying so still! You did so well!"

STEP 05

## Going to a Testing Centre

### Identifying Potential Symptoms in Nonverbal Individuals

Individuals that are non-verbal may not be able to communicate symptoms of pain or illness. One strategy that can be utilized to help determine if an individual is feeling ill is the Chronic Pain Scale for Nonverbal Adults with Intellectual Disabilities (CPS-NAID). Complete the CPS-NAID twice per day (morning and afternoon). Attach document

1. Set and start timer for 5 minutes
2. Observe the individual for 5 minutes and complete questions 1-24
3. Tally up scores and check whether scores are greater than the cut-off score

\*A score of 10 or greater means that there is a 94% chance that the person has pain. A score of 9 or lower means that there is an 87% chance that the person does not have pain.

[Click here](#) to access a copy of the CPS-NAID

### Emergency Services Supporting Individuals with High Needs

An individual experiencing possible COVID symptoms may need to be transported to a testing centre and hospital by themselves. It's important to not only pass along any medical information but also behavioural strategies to assist emergency services.

1. Explain that individual has limited communication, so paramedics should provide instructions using simple, concise language using 1-2 words
2. Relay any information about potential challenging behaviours. Be specific so that the paramedics know what it looks like (e.g., scratches or hits with right hand) and how you would respond to them
3. Allow the individual to take frequent breaks throughout the assessment
4. Explain and demonstrate the next step of what you're doing before performing any task on the individual.

5. Provide the individual with as much information as possible of what is happening next (e.g., first we're going to wait then you'll see the nurse)
6. Try using countdowns from 10

### Supporting Individuals to COVID-19 Testing Centres

When supporting an individual that is experiencing possible symptoms of COVID-19, they may be directed to visit a testing centre. This can be a stressful time for both caregivers and the individual. Here are some behavioural strategies that will be helpful before and during your visit.

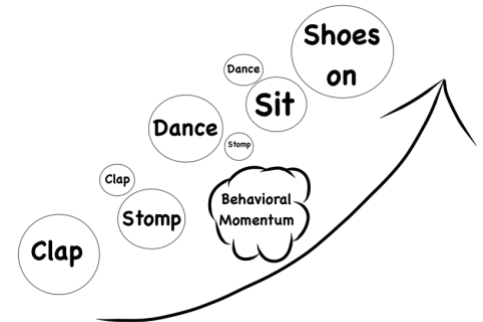
#### Things to do before the appointment

- Read a social story
- Provide praise for waiting and cooperation (e.g., "Great job waiting for the car!")
- Bring favourite items (e.g., iPad, music etc.)
- Make sure you have their medication (including PRNs)
- Review behaviour support plan and crisis plan (if applicable)

#### What to do during the appointment

- Provide access to preferred items as much as possible
- Provide praise for waiting and cooperation
- Provide frequent breaks as necessary
- Use a visual timer or try counting down backwards from 10

### Use a High Probability Sequence to Increase Cooperation

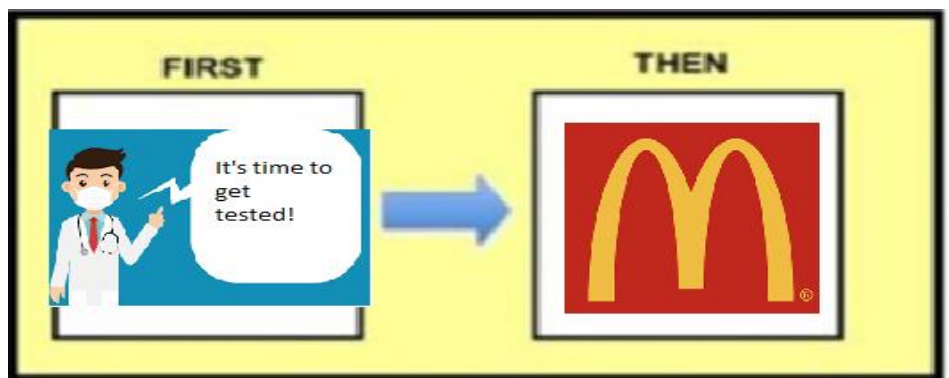


Identify 2-3 easy instructions that the individual can do easily- **high probability behaviour**. Identify the instruction you want to provide that the individual may be resistant to (e.g., stand up for the doctor, roll up your sleeve)

1. Provide the first instruction(easy), prompt to complete if necessary
2. Immediately provide specific praise for cooperation
3. Provide second instruction (easy), prompt to complete if necessary
4. Immediately provide specific praise for cooperation
5. Provide the third instruction(difficult), prompt to complete if necessary
6. Immediately provide specific praise and reinforcement for cooperation

### Try Using First-Then Statements or Visuals

"First we're going to go to the doctors, then have lunch at McDonalds"





## Waiting Room Activities

Waiting room boredom is real, here are some survival tips and activities:

### Bring with you:

A water bottle and an easy / mess free snack  
Charger for your phone or iPad

A comfort toy or object the individual may have

### Games to play / Activities to do:

- The Alphabet Game: *Find the letters of the alphabet from A-Z on objects around you like clothing and signs.*
- I spy: describe an item you see and have others guess
- Guess the song: *whistle or hum a song for others to guess*
- Review social story or visual schedule
- Complete a puzzle or worksheet
- Draw or colour a picture
- City Scavenger Hunt while on the way to and from your appointment

## Activities at Home

Here are some more great activities you can do at home to keep busy:

You may not be able to eat at your favorite restaurants but you can learn how to cook and bake like their chefs thanks to [Toronto's Open Source Cookbook](#).

Pretend to go for a ride at Canada's Wonderland by [clicking here](#).

Do you enjoy history or art then these virtual tours from the [Art Gallery of Ontario](#) and [Royal Ontario Museum](#) are right up you're alley.

Get back to basics: no videos, no controllers, just good old-fashioned board games! Dust off the old Monopoly set, pull out Risk, or order something new.



For feedback or questions please email us at: [specservicesnewsletter@cltoronto.ca](mailto:specservicesnewsletter@cltoronto.ca)

## City Scavenger Hunt

<input type="checkbox"/> 	<b>bicycle</b>	<input type="checkbox"/> 	<b>fire hydrant</b>
<input type="checkbox"/> 	<b>door</b>	<input type="checkbox"/> 	<b>tall building</b>
<input type="checkbox"/> 	<b>tree</b>	<input type="checkbox"/> 	<b>wheel</b>
<input type="checkbox"/> 	<b>brick</b>	<input type="checkbox"/> 	<b>pigeon</b>
<input type="checkbox"/> 	<b>sidewalk crack</b>	<input type="checkbox"/> 	<b>cloud</b>
<input type="checkbox"/> 	<b>dog</b>	<input type="checkbox"/> 	<b>flag</b>
<input type="checkbox"/> 	<b>mailbox</b>	<input type="checkbox"/> 	<b>flower pot</b>
<input type="checkbox"/> 	<b>sign</b>	<input type="checkbox"/> 	<b>bench</b>

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@CLToronto

[cltoronto.ca](http://cltoronto.ca)

## Community Living Toronto

20 Spadina Road, Toronto, ON, M5R 2S7 Canada

Phone : 416.968.0650

Charitable registration number : 10769 4143 RR0001

