

Oven

skillet  
blender  
toaster oven  
juicer  
breadmaker  
popcorn popper  
waffle iron  
slow cooker

### Taste

#### Cooking Group

Applesauce  
Fruit Salad  
Trifle-layers  
Punches/smoothies  
Breadsticks  
Cookies  
No Bake Cookies  
Pizza/Fruit Pizza

#### Community Cookie Bake

#### Beverage Carts

Bread & Butter → during time

#### Ice Cream in a Bag

#### Fudge in a Bag

### Touch

#### Cooking Group

#### Texture Box

#### Exercise Props

Domestic Hour - coupons - fill bean bags  
rice bags

#### Lotion Massage

Warming Mineral Mask - use on hands

#### Music Therapy Props

Folding-clothing protectors, towels, cloths, match socks

Sorting-chips, Legos, clothes pins, buttons,

Garden Group - warm rocks, spray bottle, dead head, veggies

#### Art

splatter

watercolor scape - reape

pudding paint

magnet board

felt board

#### Pet Therapy

Intergenerational Groups Day care lessons

### Sight

#### Group Sensory

#### Respite Videos

#### Pictures; Magazines

Calendars

Albums

#### Outdoors

Vanrides

Gardening

Horticulture Therapy

#### Music Props

## SNU GROUPS & ACTIVITIES

### Special Needs Unit

### Sound

#### Music-

Performers

Sing Along

Music Therapy

Name That-sound, song

Fill in the Blank

Nursery Rhymes

Imagination Vacation

Famous People & Places

TV/Movie

Sayings

Film Canister Sounds

Harpist

Sound Machine waterfall jungle river

Amplifier

### Smell

Cooking Group

Film Canisters

Domestic

Aroma Therapy

Spices

Oil

Diffuser

Spray

### Reminisce

Color Memories - stuff wears

Games-of course

Soups On

Shake it Up

Color Twister

Lucky Dog

Flower Power/Hangman

Let's Make a Deal - Boxes + play it Big or Little

Music Game

Let It Roll

Good Ol' Days

Seasons

Name That

Garden Group

Domestic Hour

Leisure Closet

What brings them comfort?

Is it care planned?

Has it been communicated?

Hospice Marketers

Imagination Vacation Handout

-music game

stickers  
high balls  
bamboo sticks  
film canister  
shakers  
eggshakers

respite videos  
music videos  
sensory videos  
musicals  
movies

-Letters in Jr

clean music instruments  
dolls  
ask@mtg

# Alzheimer's Activities

## Sensory Room Activity

### Aromatherapy Beadstring

One-to-one for persons with *mild or moderate* Alzheimer's



*"Multi-sensory therapies have the potential to be a valuable tool in managing the mood and behavior of elderly people with dementia, with the added benefit of reducing anxiety and stress in carers and staff," writes Dr. Sarah Baillon, research associate at the University of Leicester's division of psychiatry for the elderly in the United Kingdom, in the journal Advances in Psychiatric Treatment.*

*The following intervention is designed to evoke pleasant memories of the person's past, by means of a rewarding multisensorial experience involving touch, sight and smell.*

*It is indicated when the therapeutic goal is to increase arousal and alertness, improving the person's capacity to enjoy quality sensory experiences.*

#### Materials needed

- Fragrant wood beads of different color, size, and shape (e.g., ovals, cubes, flowers, tubes, hearts, letter beads). If you can't find fragrant wood beads, buy normal ones plus an essential oil of the elder's choice. Apply a drop of oil to each bead and gently rub it with your finger.
- A piece of cording approximately 20 inches long.

#### Steps to follow

Before the activity, prepare the beadstring: Pass the cording through the beads and knot the ends.

**Note:** Use a washable cording that is thinner than the beads' holes, and when preparing the beadstring, leave some space between beads so that they can move and slide along the cording, allowing for a more stimulating and engaging tactile experience.

Give the person the beadstring to look at, manipulate and smell. It's important that you share the sensorial experience with them. Touch, hold, and smell the beads yourself.

Invite the person to focus on the memories the fragrance evokes. If nothing comes to mind, ask them to think of:

- images of themselves, as a child, teenager, and so on.
- objects such as flowers or food.
- places.
- colors.
- persons.

**More ideas:** Have participants create their own personalized aromatic beadstring, in a separate session, before the activity.

#### Adaptation for persons with severe Alzheimer's:

Place the string on the elder's lap. Next, place your hands over their hands (ask permission first) and gently guide them over the beadstring so that they can interact with it for as long as they wish. Help them bring the beadstring close to their face to enjoy the fragrance. Provide verbal prompts and encouragement, and use cutout pictures that relate to the fragrance (e.g., a lavender sprig, a peppermint ice cream, a slice of bread, a cup of coffee) to facilitate reminiscence. You may also want to use the real items.

**Tips:** One important therapeutic use of the aromatic beadstring is for redirecting the attention of Alzheimer's patients with rummaging and picking behavior. Those who tend to wander will also be able to enjoy the experience during their walking activity. (Make sure you follow the facility's policy for using equipment and materials outside of the sensory room.)

#### Reference

1. Baillon S., van Diepen E., Prettyman R. "Multi-sensory therapy in psychiatric care," *Advances in Psychiatric Treatment*, November 2002, 8:444-450.

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## Imagination Vacation \_\_\_\_\_

Close your eyes if you want to. Lean back and get comfortable. We are going on a mental imagination vacation to try and relax. Take a deep breath and let your mind relax for a moment. Deep cleansing breaths, as I inhale I notice how my chest expands to take in each cleansing breath. I am comfortable and free. I feel good.

Let us imagine that we are in \_\_\_\_\_.

As I think about \_\_\_\_\_ my body is relaxing, deeply relaxing.... All of my muscles are going loose, and limp and perfectly relaxed. I can see the \_\_\_\_\_ in my mind's eye they are \_\_\_\_\_. Each and every breath that I take is relaxing me deeply. The \_\_\_\_\_.

Nothing will disturb me on my vacation. My mind is keenly alert and aware, while my body relaxes perfectly.... I imagine myself \_\_\_\_\_ as I \_\_\_\_\_.

As I inhale I can smell \_\_\_\_\_ and my memory takes me back to \_\_\_\_\_. I breathe deeply again and I can feel all of my cares drifting away. I know I can always bring them back if I want to, but now I prefer to let them drift away.... My body relaxes deeply and I can feel the \_\_\_\_\_ and the \_\_\_\_\_ as I \_\_\_\_\_.

This place is very relaxing. I am in a calm and peaceful state. I take another deep breath and exhale. I can hear the \_\_\_\_\_.

When I go to bed tonight, I will sleep soundly as well. I will remember how I felt on my vacation to \_\_\_\_\_. I will let all the tension of the day drift off into space as I sleep. I take another deep breath and I feel relaxed and fresh as I came back from my mental imagination vacation. This has been a \_\_\_\_\_ vacation. The \_\_\_\_\_ have brought me \_\_\_\_\_.

## ***H – Sensory Based: Protocol H2 – Sensory Beach Discovery*** \_\_\_\_\_

This program utilizes an exploration activity in a group setting to promote socialization and a sense of accomplishment and belonging.

**Staff Requirements:** 1 therapist

**Entrance Criteria:** Enjoyed the beach in the past plus symptoms of mild to moderate depression and/or passivity, wandering, social isolation, sensory deprivation, restlessness. For clients in mild to moderate stages.

**Exit criteria:** No longer enjoys program (or) and free of symptoms.

**Group size:** Beach discovery program will be completed in groups of three to four.

**Duration:** Average length of session will vary from 30 to 45 minutes.

### **Safety Considerations**

**Environmental Risks:** Materials should be free of sharp edges. Ensure all equipment is clean.

**Client Risks:** Clients with known hyperorality should not participate. Caution with clients with COPD or asthma or with coughing.

### **Facility & Equipment Required**

**Facility:** Activity room or outdoors area if available. Table and chairs.

**Equipment:** Have available for each participant:

"Sand box" This can be made out of wood or use 2 - 3" tall plastic container  
Place in bottom of this container shells, smooth lake glass, smooth stones, sharks teeth, small drift wood and any other small items one might find at the beach. Fill the container with sandbox sand covering all the items.  
Small hand rake. (Bonsai garden tool).

### **Methods:**

- Have program participant sit at a table preferable in a circle, outdoors if possible.
- Show clients one of the boxes and rake through the sand, "discovering an item"
- Tell clients to rake through their boxes to see what they can find. Assist starting motion of rake if necessary. After items are all found encourage clients to rake the sand smooth and arrange items on top.
- Have small group discussion about the beach. Discussion questions will tap into long term memory and might be: "Do you remember your first time you went to the beach?" "Were you a sun bather?" "Did you like to collect shells?" "What beach did you go to?" "Did you ever wear a two-piece suit?" "Did you ever see a whale? Shark? Jellyfish? Porpoise?" "Did you ever go on a cruise?" "Did you ever go fishing?" "Do you like to swim in the ocean?" "Do you prefer lakes or oceans?"

### **Possible Client Objectives:**

- Improved small group socialization as evidenced by verbalizing with at least one other person in the group during each session.



- Improved mood as evidenced by positive comments about experience and/or by a happy expression.
- Decreased wandering by remaining in program
- Improve/maintain fine motor skills by sorting through materials.
- Improve concentration as evidenced by staying in the group and remaining on topic during discussions.
- Improve self-esteem as evidenced by positive descriptions.
- Reduce passivity as evidenced by remaining calm, alert and engaged during program.
- To prevent and/or reduce disturbing behaviors during and/or after program.

## ***H- Sensory Based: Protocol H3 – Sensory Hand Washing*** \_\_\_\_\_

This program helps to reduce pre-meal time disturbing behaviors and to improve personal hygiene.

**Staff Requirement:** 1 therapist

**Entrance Criteria:** Anyone capable of independently washing hands. Clients who are bored or anxious while waiting for meals to be served.

**Exit Criteria:** Able to structure pre-meal time independently without disturbing behaviors.

**Group size:** Dining room table (usually 4 clients) serve as one sub-group.

**Duration:** 10-15 minutes prior to meals.

### **Safety Considerations**

**Environmental Risks:** Water, sponges, and soap.

**Client Risks:** Could ingest, throw or spill basin of warm water. Skin sensitivity to soaps.

Not for clients with skin tears or open areas on hands or wrists. Water should be warm, not hot.

### **Facility & Equipment Required**

**Facility:** Each dining room table will serve as a sub-group for this program. Facility needs to supply one staff member or trained volunteer at each table. Tables should be stable, free of movement, and seating should be comfortable and stable. Area should be well lit.

**Equipment:** Each client needs his or her own wash basin, fragrant soaps, sponges, and towel to use to meet health department standards.

### **Method**

- According to the United States Centers for Disease Control, hand washing is the single most effective way to prevent the spread of disease. Most diseases are spread through contact with body fluids. A good example is the common cold. If a person has a cold virus and touches his own mucous, even by simply blowing his nose, and then touches a door handle, the virus can live for a time on the handle. A non-infected person may open the door, touch her eyes inadvertently, and catch the same cold virus. The chance of infection would be substantially lower if both people washed their hands more frequently and were conscious of what they touched. This program is based on these health principles and the need for something meaningful to do prior to mealtime.
- Provide clients with information each time about preventing infections with hand washing as the educational component.
- Provide each client with basin of warm water, small scented soaps and towels. The actual act of washing using fragrant soap, sponges, and soft towels serves as a sensory awareness activity prior to eating.

### **Educational questions for therapist to use: Reduce your risk**

Pay attention to what you touch and wash your hands. When are some important times that we should all wash up?

- After you use a rest room



- Before and after you eat
- Before you touch your eyes, nose or mouth
- Before and after you prepare food, and after you handle meat or fish, before moving on to other food items
- After you change a diaper
- After you pet a dog, cat or other animal
- After you touch plants or soil
- After you visit a hospital or nursing home
- After you come in contact with any body fluids or touch items that may have come in contact with body fluids.

**Know the technique:** Scrub your hands for 15 to 30 seconds with regular soap and water (it doesn't have to be antibacterial soap to work) before rinsing. Studies show it is the length of time spent washing, not the type of soap that makes the difference. Antibacterial waterless gels can be used if the skin is easily irritated or soap and water aren't readily available.

Kids and older adults tend to spread infections more readily. Teach these individuals hand washing tips and techniques and set an example by following them yourself in this program.

**Possible Client Objectives:**

- Reduced pre-meal time boredom and behaviors.
- Increase independent hand washing.
- Increased food intake.
- Increased independence and self-determination.
- Decreased infection incidence.

## ***H – Sensory Based: Protocol H5 – Water Therapy***

**Goals:** To reduce resistance to personal hygiene by desensitization to water by routinely providing water games and activities.

**Staff Requirements:** 1 therapist

**Entrance Criteria:** Displays physical or verbal aggression or resistance to personal hygiene especially to bathing. Also for those who attempt to wander away during personal hygiene. May also be used with clients with depression and apathy that affects personal hygiene. Clients with dirty hands and nails who are resistant to care. May be adapted to clients at all stages.

**Exit Criteria:** No longer displaying target behaviors, repeatedly refusing to participate in group, no improvement in behavior, or behavior repeatedly has negative impact on participation of others.

**Group Size:** Maximum of 6 clients

**Duration:** 20-30 minutes

### **Safety Considerations**

**Environmental Risks:** Need to ensure adequate space for each client so that clients are not getting others wet. Keep towels and/or mops handy to keep floor dry. When using water for clients make certain that it is at tepid temperature.

**Client Risks:** No specific risks, client could get clothing wet. Remove any jewelry that might get ruined or slip off when hands get wet. If outdoors, make certain it is not too windy or chilling may occur.

### **Facility & Equipment Required**

**Facility:** Preferably outdoors, room with table large enough to hold all clients and chairs. If weather does not permit being outdoors, find an area that it is safe in the event of water spilling.

**Equipment:** Varies depending upon activity. See below. Have a supply of clean dry towels. Use plastic rain parkas, or aprons to prevent client from getting excessively wet. Also have other summer items on hand such as blowing bubbles, pinwheels or beach balls.

### **Methods**

There are numerous water activities that can be chosen from for your group. Before actually starting any water activities with new clients have at least one discussion session to determine their readiness to interact with water. Avoid topics concerning water that may cause fear or anxiety such as floods, hurricane, blizzards or drowning.

- *Discussion should first touch on factual information about water: What is water? What forms does it take? (Liquid, frozen, snow, clouds, rain, hail) Where do we find water? (Rivers, lakes, ocean, ponds, bays). What is the difference between water in the ocean and water in the lake? (salt) What kinds of animals live in water? (Fish, frog, crabs, starfish, alligators, otters). What do we do with water? (Drink, play, bath, clean with it, laundry, dishwasher, hydrate our plants), what do we make with it? (Coffee, tea, soup, mixed drinks, gravy etc). Have pictures of oceans,*



lakes, someone washing a car, snow and other water items. This part should take one full session.

- *Discussion should then move to personal history and preferences concerning water. The questions should start with "safe water questions." Do not move on to the personal water topics until everyone in the group is participating and talking in this part of the program. Sample safe-water questions:*

Do you know how to swim? Who taught you? Do you prefer swimming in the ocean, lake, pool or other? Did you ever swim in a race?

Did you ever ice skate? Did you use figure skates or hockey skates?

Did you ever go snow skiing? Water-skiing? Which do you prefer?

Did you ever go sled riding? Ride in a horse drawn sled?

Did you ever ride in a motorboat? Ferry? Cruise ship? Battleship? Which do you prefer?

Did you ever build a snowman? A snow fort? Did you ever get into a snowball fight?

Did you ever build a sandcastle at the beach?

Did you ever own a house with a pool? A pond? On a lake or river?

- *Discussion should move from safe water questions to personal water questions.*

Did you ever own a house with an outhouse?

Do you prefer taking a shower or a bath?

How do we teach children to wash their hands after using the toilet?

How can we get them to brush their teeth?

How often should they take a bath?

How often should adults bathe?

Do you prefer soap that is scented or non-scented?

Do you like to use a washcloth when you bathe?

Do you like to use conditioner when you wash your hair?

How often do you need to wash your hair?

Again you may want to use photographs, picture or other props such as scented soap.

- Once determined that the clients are comfortable talking about water the next step is to *introduce water activities*. Only do one activity per session and have some discussion time afterwards.
- Start with activities that have the least water contact then gradually move to activities with maximum contact. End each session with a song or poem about water, snow, swimming, or rain. Make sure client hands are dried at the end of the session and offer hand lotion for your client to rub in.

### **Water Activities (from least water contact to most contact)**

*Scooping for Ducks:* Get 6 or so rubber ducks and with water proof marker write a number on the bottom of each. Place the ducks in a basin of water. Have client attempt to scoop up a duck using a small net or strainer. Have the client check the bottom of the duck, that is their score or offer a small prize. Or instead of all ducks have a variety of rubber bath toys for scooping and ask they to try and pick up the cat or the frog, until they are all out.



*Boating:* Use basin as above but in place of the ducks use various boats, sailboat, and other water crafts. Provide clients with either small dowels or straws to push or blow the boats around. Other options are wind-up boats and other wind-up figures.

*Water Pistols:* This should only be held outdoors. Provide clients with water pistols that do not require too much grip strength. It is best to find ones that are the shape of anything other than a gun so not to frighten anyone. Set up targets such as a target board, ground target and other objects for the client to try and hit.

*Water Balloons:* Fill small sized balloons with water and have them in a container. Have clients see how far they can throw the balloon. Encourage them to throw them further each time. Pick up the broken balloons as soon as this program is finished.

*Water Balls:* Same as above except use the balls that soak up water so that client has contact with the water. Squeeze some of the water out of the ball before handing to client so it does not drip on their laps.

*Waterwheel:* Use a small wading pool that can be placed on top of a table at a level that the clients can easily get their hands into. Provide water type toys designed for pouring, scooping and manipulating water. A waterwheel works well for this.

*Water Treasure Hunt:* Use wading pool as above. Drop into the pool interesting objects that will sink to the bottom. This might be a key, a bolt, a shell, a rock etc. Have about 12 or so items. Name one of the items and see if the clients can find it. Continue until all items are named.

*Sink or Swim:* Gather an assortment of about 12 or so items, half of which will sink and half which will float. Give one of the items to a client and ask them if they think it will sink or float. After the client answers ask the others if they agree with that. Then have the client drop the item in and see what it does. Continue until all of the items are tested. At the end have the clients fish all the items out.

*Cool Those Feet:* Place small wading pool on ground, fill with water and add some soft floating toys. Remove clients' shoes and socks and have client sit near edge of pool so they may put their feet in the pool. Encourage client to move feet and objects in the pool. A glass of lemonade or a container of bubbles to blow makes this a relaxing program.

*Baby's Bath Time:* Provide baby tabletop bathtub, waterproof doll, washcloth, soap and towel. Baby dolls are not for every client. (See the protocol for Nurturing Dolls) Reaction to the doll should be tested prior to attempting this activity.

*Sensory Handwashing:* Provide small basin of water, scented soap, bathing sponges, towels and hand lotion for clients to do a luxury hand washing. (See protocol on Sensory Hand Washing)

*Washing the Dishes:* Provide basin of water, break-proof dishes, glasses and silverware, dishcloth or sponge and dishtowel for client to wash the dishes.

*Washing the Clothes:* Provide basin of water, liquid soap and small articles of clothing such as stockings, socks, handkerchiefs to wash. Change water for rinsing. Optional is to provide a small clothes scrubber.

*Bridging activity to personal hygiene:* Some of the clients may feel more comfortable around water at this point and may be less resistant to personal hygiene. For those who are not there are other steps to take at this point.

- The first is to take a prop from a water activity that the client really enjoys and ask the client if he/she would like to use it the next time he/she takes a bath/shower. This could be a rubber doll, rubber duck, or a small boat.



- Another method is to invite the staff member, who usually bathes the client, to attend the water activity group. In this way the client and the staff member may form a better relationship concerning water.

### **Possible Client Objectives**

- Increased comfort around water as evidenced by washing hands and face without agitation.
- Decreased passivity as evidenced by participating in program.
- Decreased restlessness as evidenced by remaining in program.
- Improved small group socialization as evidenced by verbalizing with at least one other person in the group during each session.
- Improved mood as evidenced by positive comments about experience and/or by a happy expression.
- Decreased wandering by remaining in program
- Reduced or resistive or aggressive behaviors during personal hygiene.