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Canine-Assisted Interpersonal Development in an Independent Living Setting for Adults with
Developmental Disabilities

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Abstract

Many individuals with ID/DD have challenging behaviors (CB) which may cause household conflict (Bowring et al., 2019; McGill et al., 2018). Scorzato et al. conducted a pilot study and found animal-assisted therapy (AAT) had a significant effect on basic social skills, communication, cooperation, and participation, specifically in group settings, for individuals with intellectual and/or developmental disabilities (Scorzato et al., 2017). A six-session Canine-Assisted Team Building Program was designed and implemented to increase Core Members' team skills to reduce household conflict by focusing on problem-solving, decision-making, communication, participation, and collaboration. Program outcomes were determined through Core Member reports on the pre/post-test assessment, the Team-Effectiveness Scale, and the Animal-Based Program Feedback Survey. Using narrative analysis, outcomes indicated an improvement in team-building skills and knowledge in all areas and participants reported positive feedback regarding therapy dog incorporation. These outcomes show that canine-assisted group sessions focused on team-building can improve individuals' knowledge of conflict resolution skills. According to the CASS Housing staff and Core Members, the therapy dog in-training motivated individuals to attend and participate in classes as well as work together as a team.

Keywords: canine-assisted, team-building, adults with intellectual/developmental disabilities

Canine-Assisted Interpersonal Development in an Independent Living Setting for Adults with Developmental Disabilities

CASS Housing is a non-profit organization in Fort Wayne, Indiana, that assists adults with developmental disabilities (DD) and intellectual disabilities (ID) by providing different levels of community living, programs to attend to improve their cooking skills, money management, wellness, and knowledge on healthy relationships, and support they need throughout their transition and new living experience. The acronym, CASS, represents the mission and purpose of this organization: “to create and maintain *Customizable, Affordable, Sustainable, and Safe* living arrangements for individuals with developmental and/or intellectual disabilities that promote independent living skills” (CASS Housing, 2021, para. 3). CASS Housing offers Independent Living housing models for individuals who require minimal to no assistance and complete daily tasks independently. CASS has five Independent Living houses built so far, which house 13 individuals, also known as Core Members (CASS Housing, 2021).

According to the Director of Residential Services, there is frequent conflict among the 13 Core Members (C. Stackhouse, personal communication, December 7, 2021). To reduce household conflict, I proposed and implemented a program focused on team building that will provide core members with conflict resolution skills to lessen conflict within their home and community. A unique quality of this program is that it is animal-assisted. Cooper, a therapy dog in-training, will attend and participate in all sessions of the program in hopes to encourage participation, open communication, and collaboration, all critical qualities of a successful team. This paper will determine gaps in the literature, provide a program layout, and determine if CASS core members and staff find this program helps reduce conflict between core members by providing them with conflict resolution skills.

Background

Schalock, Luckasson, and Tassé (2019) define an intellectual disability as “significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills” (p.224). Developmental disability is defined as “a set of abilities and characteristics that vary from the norm in the limitations they impose on independent participation and acceptance in society” (Odom, Horner, and Snell, 2009, p.4). Common intellectual and/or developmental disabilities experienced by CASS residents include ADHD, Autism, Cerebral Palsy, Down Syndrome, and Developmental Delay.

Needs Assessment

During the needs assessment, CASS staff identified concerns for resident behavioral issues which may contribute to conflict between residents. I proposed creating a Canine-Assisted Team Building Program to work on communication, problem-solving, decision-making, and collaboration to provide the Core Members with skills to reduce the occurrence of behavioral issues and conflict between Core Members. A Doctoral Capstone Experience (DCE) Weekly Planning Guide was developed and utilized throughout the 14-week capstone to ensure every task was completed in a timely manner (see Appendix A).

Challenging Behaviors and Conflict

Challenging behaviors (CB) are a recurring problem in supported community living settings for individuals with ID (McGill et al., 2018). According to Bowring et al. (2019), CB may lead to reduced quality of life and negative personal outcomes for adults with ID. Poor quality of life and personal outcomes can result in limited friendships and inclusion, interfere with the individual’s development and ability to learn, and are also associated with higher rates of self-injury and injury to caretakers (Bowring et al., 2019; McGill et al., 2018). Individuals

with ID/DD who present with CB increase potential conflict within households as their behaviors affect those around them.

Bowring et al. (2017) categorized CB of individuals with ID into three categories: aggressive destructive behaviors, self-injurious behaviors, and stereotyped behaviors. Aggressive destructive behaviors consist of biting others, being verbally abusive, and bullying and had a prevalence rate of 8.3%. Self-injurious behaviors include self-scratching, hair pulling, head hitting, and teeth grinding. These behaviors were prevalent in 7.5% of the individuals within this study. Lastly, stereotyped behaviors included repetitive finger and hand motions, rocking/repetitive rocking movements, pacing, jumping, bouncing, running, yelling and screaming, and waving or shaking arms. Stereotyped behavior is most common and has a 10.9% prevalence rate (Bowring et al., 2017). All of these behaviors can result in increased tension and stress in community living settings for the individual, their housemates, and the staff of the organization. Therefore, residents who experience challenging behaviors may benefit from instruction-based interventions such as communication training and discussions regarding self-management skills (Montgomery et al., 2014).

Team Building and Collaboration

A good team consists of individuals with developed interpersonal skills such as problem-solving, decision-making, communication, as well as participation among each team member (Montgomery et al., 2014). A crucial role of a team is conflict management and resolution through the use of their interpersonal skills and trust in one another (Behfar, Peterson, Mannix, & Trochim, 2008). “High trust leads to greater commitment, greater effort, and greater cooperation” (Driskell, Goodwin, Salas, and O’Shea, 2006, p. 262). Therefore, if team members have mutual trust, they will be more likely to give and receive feedback, engage in activities

related to conflict resolution, and stimulate healthy, open communication (Driskell, Goodwin, Salas, and O'Shea, 2006). Addressing the above skills will support conflict resolution in their independent living models and within the CASS community.

Individuals with ID/DD often have difficulty with communication skills which may hinder their ability to work well as a team. Communication skills are needed to develop and maintain relationships, have a meaningful job, live independently, and be more likely to face challenges and obstacles in academic settings (Pennington, Bross, Mazzotti, Spooner, and Harris, 2021). Providing support and communication strategies to individuals with ID/DD can promote positive outcomes regarding their communication skills, therefore, leading to a more successful team.

Animal-Assisted Therapy and Intellectual Disabilities

According to Giuliani and Jacquemettaz (2017), "animal-assisted therapy (AAT) is defined as the positive interaction between an animal and a patient within a therapeutic framework" (p. 13). Numerous studies found AAT beneficial to individuals with anxiety, a common comorbidity of ID (Cajares et al., 2016; Giuliani & Jacquemettaz et al., 2017; Holman, et al., 2020; Maber-Aleksandrowicz et al., 2016; Phung et al., 2017). However, research limitations exist on the effectiveness of AAT and intellectual disabilities. Giuliani and Jacquemettaz (2017) conducted an observational study where participants with ID completed the State-Trait Anxiety Inventory (STAI) before and after a therapeutic session, either with the therapist and dog or only the therapist. The researchers found that participants had significantly lower scores on the STAI after sessions with the dog than without the dog, demonstrating decreased anxiety levels.

Scorzato et al. (2017), conducted the first study addressing the effects of AAT on behavior, basic social skills, and communication in adults with ID, which are all major components of a functional team. Researchers found significant results in incorporating AAT with specific interventions such as fine motor, visuomotor coordination, and basic social skills. Researchers also found that the sole presence of a dog demonstrated positive improvements in individuals' basic cognitive abilities, including attention, memory, and communication. Basic cognitive abilities assist with understanding our environment as well as how we respond to our surroundings. Therefore, improved attention, memory, and communication are crucial for performing activities of daily living (ADLs), overall motor development, and social interaction (Scorzato et al., 2017). The impact AAT has on basic cognitive functioning for individuals with ID has the potential to encourage the development of communication skills and positive social interactions and behaviors (Scorzato et al., 2017). Scorzato et al. also found significant results with AAT regarding participation and collaboration in group activities (2017). Based on this study and the above evidence, the Core Members may benefit from canine-based experiences to promote communication skills, social behaviors, and team-building techniques in hopes to reduce household conflict.

My program differs from other studies as it focuses on individuals with ID/DD in independent living and will measure the effectiveness of canine-assisted activities regarding team skills. According to Scorzato et al. (2017), there is a lack of research regarding AAT and individuals with ID/DD. I am hoping to provide findings that support canine-assisted activities with this population to begin bridging this literature gap.

Theoretical Foundations of Project

The Canadian Model of Occupational Performance (CMOP) focuses on the harmonious relationship between the person, environment, and occupation. According to the CMOP, disability is a disruption in one or more areas of occupation that causes difficulty in having those relationships (Cole & Tufano, 2008). Household conflicts between residents are a primary concern of this organization, therefore, demonstrating the residents are in a state of disability. To promote a healthy relationship between the person, environment, and occupation, Core Members should have opportunities to learn and develop team-building skills, conflict resolution skills, and techniques to manage intense behaviors to maintain positive occupational performance. The Canine-Assisted Team Building Program may provide these opportunities as a dog's presence provides a safe environment for many individuals and the dog may act as a motivator to attend and participate in class (Scorzato et al., 2017).

Additionally, the Lifespan Development Frame of Reference (FOR) focuses on assisting individuals with transitional tasks and providing developmentally appropriate interventions (Cole & Tufano, 2008). The Core Members recently moved into an independent living home with minimal to no support, therefore, transitioning into adulthood and learning to live independently. Issues encountered during transitions may arise as the individuals are going through new experiences with new individuals. The aim of the Canine-Assisted Team Building Program would be to provide developmentally appropriate interventions for individuals with ID/DD that target problem-solving and decision-making strategies to assist them through this new part of their life.

As previously discussed, individuals with ID/DD often experience challenging behaviors (McGill et al., 2018). To provide effective interventions, I am also using the Cognitive-Behavioral FOR to encourage successful outcomes as this approach is crucial for developing

social skills (Cole & Tufano, 2008). Throughout the program, I will ensure I am providing each individual with an environment in which they can succeed and encourage the individuals to use cognitive processes to reason and create accurate self-perceptions. Tasks will be upgraded and downgraded as needed to motivate the Core Members and to provide them with a safe space to practice their social skills. The Canine-Assisted Team Building Program offers a unique opportunity to practice social skills with one another and with a therapy dog in training.

Program Design and Implementation

Program Design

A program for individuals with intellectual disabilities should be holistic, align with goals related to their lifespan and interest, and have long-term effects (Kishore et al., 2019). Based on the needs assessment and collaboration with the site mentor, the focus for this program centered on reducing conflict by focusing on team-building skills. The goal of the Canine-Assisted Team Building Program was that the Core Members will review and learn two new conflict resolution techniques to lessen conflict within CASS homes and community through improved interpersonal and team-building skills as measured by the pre/post assessment.

To gather data on such a specific topic with a particular population, two outcome measures were developed to inform my assessment. The open-ended Team Effectiveness Scale (TES) was used as a pre/post-test to measure how participants viewed themselves as a team member and how they viewed their team as a whole before the program compared to after the program (see Appendix B). The Team Performance Scale guided the development of the Team Effectiveness Scale (Thompson et al., 2009). The TES measures problem-solving, decision-making, communication, and interpersonal skills, as well as participation through situational-based questions and straightforward general questions geared toward the topics of the program.

To measure the use of the therapy dog and gather the Core Members' views on the therapy dog, I developed the Animal-Based Program Feedback Survey (see Appendix C). I used the Animal-Assisted Therapy Patient Feedback Survey as a reference when developing this outcome measure (Markovich, 2011). The Animal-Based Program Feedback Survey consists of eight open-ended questions related to the program and was administered during the last session to gather the Core Members' thoughts on the therapy dog's involvement in the program. Both outcome measures were completed in a group setting where the instructor would read each question and have the individuals go in a circle to provide feedback.

Program Implementation

The Canine-Assisted Team Building Program consisted of six, 60-minute sessions. The overarching theme of the program was team-building and interpersonal skills. Session topics included a general team-building introduction, problem-solving, decision-making, communication, participation, and collaboration. Each session consisted of an activity related to the corresponding topic and reflection following the activity focusing on processing and generalizing the information then applying what they discussed. Sessions had two learning objectives each, one focusing on during the session and the other focusing on takeaways from the session (see Appendix D). The therapy dog in-training was directly involved in every session by assisting with the demonstration of the activity or being incorporated in the activity. Two weeks before the start of the program, flyers and schedules were passed out to core members and were provided to each house. The flyer had a very large picture of the therapy dog on it. On average, seven core members attended each session, eight completed the pre/post-TES, and nine completed the Animal-Based Program Feedback Survey.

Program Outcomes

The open-ended pre/post-TES measured what the Core Members learned throughout the program regarding their team-building skills. The Animal-Based Program Feedback Survey gave the instructor insight into how the Core Member's viewed the therapy dog's involvement in the program as well as what could've been done differently if replicated. Both tools were developed using pre-existing, similar tools allowing for increased understanding by the Core Members. Due to familiarity with group discussions, the tools were open-ended and completed in a group setting.

The TES determined the Core Members' growth in knowledge regarding problem-solving, decision-making, communication, participation, and collaboration. The Core Members identified three problem-solving strategies for the pre-TES, and six strategies for the post-TES as a group. For the situational question about decision-making, the participants identified four techniques in the pre-TES and seven in the post-TES. When asked to define good communication skills, the participants pinpointed five factors in the pre-TES and seven in the post-TES. When administering the pre-TES, many of the participants struggled to define a team and the importance of working together. However, during the post-TES, every participant was able to define a team, the skills necessary for a successful team, and the importance of everyone's participation and contribution to the team. Individuals reported that their participation changed positively throughout the program as many expressed how critical it is to collaborate and work together. Based on this analysis, the participants, as a whole, demonstrated increased knowledge with team-building skills and activities.

According to the Animal-Based Program Feedback Survey, all participants enjoyed having the therapy dog in class as well as being involved in the activities. The Core Members reported that they were more motivated to come to class knowing Cooper would be in

attendance. In the opinion of one of the Core Members, “Cooper helps us work as a team”. None of the participants were able to identify a challenge when working with Cooper and only reported positive feedback. However, one challenge observed by the leader was that Cooper can be a distraction to the Core Members and they can become fixated on him throughout the session. Though, based on the feedback from this survey, Cooper was an asset to the program and provided the Core Members with unique memories and experiences that will help them remember the skills learned in future situations.

Cooper attended the majority of the classes and programs offered during the 14-week rotation, not only the Canine-Assisted Team Building Program. Core Members and the Program Director provided positive feedback regarding attendance and participation in other programs when Cooper was present. For instance, some of the feedback included, “I am sad when Cooper isn’t in class”, “I go to class to see Cooper”, “Cooper increases participation and moods during classes”, and “Cooper motivates me to come to class and learn”. Any time Cooper entered the classroom, the room would be filled with joy, laughter, and excitement. When Cooper was in class he would act as an icebreaker and increase conversations between participants who are typically very shy and anxious when engaging in social situations. Another participant reached out to me multiple times reporting that Cooper calms her down and reduces her panic attacks. Cooper was able to make an impact on so many of the individuals in different ways than I had initially anticipated.

To encourage the continued development of team-building skills and conflict resolution skills, I developed a CASS Housing Team Building Activity and Resource Binder (see Appendix E). The binder consists of activities completed within the program and 25+ new activities that focus on aspects of team-building discussed throughout the program. Each activity has

instructions, supplies needed, and occupations/skills addressed. This binder aims to promote program sustainability as the Core Members can complete these activities together without the help of CASS staff.

Summary

CASS Housing offers living models for individuals with ID/DD. Prior to housing individuals, staff may have neglected to think about recurring problems and conflicts that arise within the houses and between Core Members. According to McGill et al., CB are a recurring problem in supported community living settings for individuals with ID (2018). Individuals with ID/DD who present with CB increase potential conflict within households as their behaviors affect those around them. Therefore, the needs assessment guided the student's capstone project as there was a need for conflict resolution techniques among the Core Members.

Though many populations have found AAT beneficial, there is little research on AAT with adults with ID/DD. A pilot study concluded that AAT had a significant effect on basic social skills, communication, cooperation, and participation, specifically in group settings, for individuals with intellectual and/or developmental disabilities (Scorzato et al., 2017). All of the previously listed skills and qualities are components of a successful team (Montgomery et al., 2014). A crucial role of a team is conflict management and resolution through the use of their interpersonal skills and trust in one another (Behfar, Peterson, Mannix, & Trochim, 2008). From the literature review and background research, the topics of the program were developed: problem-solving, decision-making, communication, collaboration, and participation.

The program consisted of six, 60-minute sessions. Each session consisted of an activity related to the corresponding topic and reflection following the activity to discuss what went well, what went poorly, alternative methods to the activity, etc. The therapy dog in training was

directly involved in every session by assisting with the demonstration of the activity or being incorporated in the activity. Results were determined through Core Member reports on the pre-TES, post-TES, and Animal-Based Program Feedback Survey. Using narrative analysis, outcomes indicated an improvement in team-building skills and knowledge in all areas (problem-solving and decision-making strategies, communication skills, ways to participate, and the importance of collaborating), and participants reported positive feedback regarding therapy dog incorporation. These findings show that canine-assisted group sessions focused on team-building can improve individuals' knowledge of conflict resolution skills. However, improvements in conflict resolution performance and translation into real-life situations take an extended period of time to achieve.

Conclusions

This DCE project provided me with ample opportunities to further my personal growth and knowledge as an occupational therapy practitioner. I interacted with the CASS staff, Core Members, and other local organizations on a frequent basis through written, oral, and nonverbal communication. Despite being at a site without an occupational therapist, I still expanded my proficiency in ways that benefit my future practice. For instance, I gained knowledge related to the following topics: adults with ID/DD, animal-assisted therapy, CASS Housing organization, grant writing, leadership, and advocacy. Furthermore, this site and experience allowed me to develop and implement a program that improved my creativity and ability to grade tasks on the spot.

Prior to this experience, I had little background in program development and implementation. I was unaware of how in-depth this process was. I advanced my research, creativity, and leadership skills throughout this process. I discovered the importance of flexibility

throughout my program sessions as not everything goes as planned. I learned to advocate for the occupational therapy profession and animal-assisted therapy as many individuals have heard of the term “occupational therapy”, but few knew what it meant. I also became aware that most people thought a “therapy dog” was the same thing as an emotional support animal. Therefore, I found myself defining a therapy dog and describing its role in therapy often.

CASS Housing benefitted from the Canine-Assisted Team Building Program as Core Members are now able to identify conflict resolution strategies and the importance of working together. For program sustainability, an activity binder was given to each CASS Housing home as well as shared electronically with the Directors of CASS. The binder consists of activities that were completed within the program and 25+ new activities that focus on aspects of team-building. Each activity has instructions, supplies needed, and occupations/skills addressed. The CASS Housing staff and Core Members were extremely thankful for this resource. The staff is looking forward to the Core Members taking initiative and participating in the activities on their own time and for them to use the binder to further their knowledge and skills regarding teamwork and conflict resolution.

The DCE project and activity binder encourage continued development of teamwork and conflict resolution skills among the Core Members. After an extended period of time, I hope the CASS Housing staff observe a positive change regarding household conflict and cooperation. This project also demonstrates the benefits of AAT. The Animal-Based Program Feedback Survey, observations, interviews, and general feedback received from the Core Members, daily service providers, and the directors demonstrated the positive impact the therapy dog had on the participants. The findings of this project assist in bridging the gap between AAT and individuals with ID/DD.

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Appendix A

DCE Weekly Planning Guide

Week	DCE Stage (orientation, screening/evaluation, implementation, discontinuation, dissemination)	Weekly Goal	Objectives	Tasks
1	Orientation	<ul style="list-style-type: none"> - Learn about the history of CASS - Complete orientation of site/employees/core members - Review project with site mentor and begin brainstorming topics for sessions 	<ul style="list-style-type: none"> - Meet with site mentor, core members, and directors to introduce myself and educate on OT. - Update MOU, if needed - Shadow directors to see different roles - Meet core members and begin to develop a rapport. 	<ul style="list-style-type: none"> - Finalize and submit MOU - Begin working on methodology of project - Determine main theme of project - Begin creating templates/outlines for each session - Begin looking for grants for CASS - Confirm CASS submitted the background check
2	Orientation	<ul style="list-style-type: none"> - Continue building a relationship with core members - Meet all 15 core members - Finalize timeline for my program 	<ul style="list-style-type: none"> - Confirm session topics with site mentor - Shadow program director and attend vocational classes CASS offers to core members 	<ul style="list-style-type: none"> - Set up a recurring meeting with faculty mentor - Find 2 grants for CASS to apply for - Create PowerPoint about my

		<ul style="list-style-type: none"> - Continue literature search 	<ul style="list-style-type: none"> - Help core members ramp down the gardens 	<p>project to present in week 3 to directors</p> <ul style="list-style-type: none"> - Attend a quarterly meeting - Observe a house tour - Observe administration of independent living scale
3	Screening/Evaluation & Program Development	<ul style="list-style-type: none"> - Continue literature search - Complete any necessary pre-testing/screening - Continue working on session plan - Have a rough draft of methodology - Begin writing introduction 	<ul style="list-style-type: none"> - Present program to CASS directors - Finalize outcome measures - Finalize session 1-4 plan - Determine core members' interest 	<ul style="list-style-type: none"> - Confirm outcome measures with site mentor - Edit literature review - Edit/write methodology - Continued attendance in established programs at CASS - Continue grant work - Rough draft of introduction - Meet with faculty mentor
4	Program Development	<ul style="list-style-type: none"> - Continued program planning - Finish lit review - Score any pre-tests and review screenings 	<ul style="list-style-type: none"> - Finalize session 5 and 6 - Schedule rooms for sessions - Set up session times - Make a physical calendar for core 	<ul style="list-style-type: none"> - Meet/communicate with core members and staff to determine time of sessions - Make calendar for core

		<ul style="list-style-type: none"> - Continue working on methodology 	<p>members with sessions on it</p> <ul style="list-style-type: none"> - Determine and gather necessary supplies 	<p>members and staff</p> <ul style="list-style-type: none"> - Schedule space in turnstone for location of program - Gather supplies - Continue grant work - Attend classes and events with therapy dog - Plan Valentine's Dance
5	Implementation	<ul style="list-style-type: none"> - Introduce therapy dog to core members/site/staff - Implement session 1 	<ul style="list-style-type: none"> - Execute activities within session - Complete pre/post test for session - Introduce program to core members - Review session with site mentor and receive feedback 	<ul style="list-style-type: none"> - Confirm meeting time/space for program - Record observations throughout session - Score pre/post test - Edit methods section as sessions occur - Continue grant work - Attend classes and events with therapy dog - Meet with faculty mentor - Finalize Valentine's Dance

6	Implementation	<ul style="list-style-type: none"> - Implement session 2 	<ul style="list-style-type: none"> - Execute activities within session - Complete pre/post test for session - Introduce program to core members - Review session with site mentor and receive feedback 	<ul style="list-style-type: none"> - Confirm meeting time/space for program - Confirm meeting time/space for program - Record observations throughout session - Score pre/post test - Edit methods section as sessions occur - Continue grant work - Attend classes and events with therapy dog
7	Implementation	<ul style="list-style-type: none"> - Implement session 3 	<ul style="list-style-type: none"> - Execute activities within session - Complete pre/post test for session - Introduce program to core members - Review session with site mentor and receive feedback 	<ul style="list-style-type: none"> - Confirm meeting time/space for program - Record observations throughout session - Score pre/post test - Edit methods section as sessions occur - Continue grant work - Attend classes and events with therapy dog

				<ul style="list-style-type: none"> - Plan another social event for Core Members
8	Implementation	<ul style="list-style-type: none"> - Implement session 4 	<ul style="list-style-type: none"> - Execute activities within session - Complete pre/post test for session - Introduce program to core members - Review session with site mentor and receive feedback 	<ul style="list-style-type: none"> - Confirm meeting time/space for program - Record observations throughout session - Score pre/post test - Edit methods section as sessions occur - Continue grant work - Attend classes and events with therapy dog - Meet with faculty mentor
9	Implementation	<ul style="list-style-type: none"> - Implement session 5 	<ul style="list-style-type: none"> - Execute activities within session - Complete pre/post test for session - Introduce program to core members - Review session with site mentor and receive feedback 	<ul style="list-style-type: none"> - Confirm meeting time/space for program - Record observations throughout session - Score pre/post test - Edit methods section as sessions occur - Continue grant work - Attend classes and match

				<p>making events with therapy dog</p> <ul style="list-style-type: none"> - Administer ILS to Core Members
10	Implementation	<ul style="list-style-type: none"> - Implement session 6 	<ul style="list-style-type: none"> - Execute activities within session - Complete pre/post test for session - Introduce program to core members - Review session with site mentor and receive feedback 	<ul style="list-style-type: none"> - Confirm meeting time/space for program - Record observations throughout session - Score pre/post test - Edit methods section as sessions occur - Continue grant work - Attend classes and events with therapy dog - Administer ILS to Core Members - Plan themed movie night for Core Members
11	Discontinuation	<ul style="list-style-type: none"> - Have core members complete post program test 	<ul style="list-style-type: none"> - Score and review all screens and tests - Gather feedback from core members and staff about the program 	<ul style="list-style-type: none"> - Attend classes and events with therapy dog - Meet with core members individually to complete post program test

				<ul style="list-style-type: none"> - Meet with faculty mentor - Gather feedback from staff and core members - Administer ILS to Core Members
12	Discontinuation	<ul style="list-style-type: none"> - Create physical binder for each house - Create an electronic binder and share with site mentor for future houses to have - Meet with core members who have pets to show them animal assisted strategies they can use when stressed/anxious 	<ul style="list-style-type: none"> - Discuss findings of program with core members and staff - Ask core members their preference on binder layout - Have staff review binder prior to giving to the homes 	<ul style="list-style-type: none"> - Gather supplies for binder - Find additional resources for binder that weren't used in the program - Provide additional activities for the core members to further their skills - Administer ILS to Core Members
13	Dissemination	<ul style="list-style-type: none"> - Present findings to staff via PPT 	<ul style="list-style-type: none"> - Create PPT of results - Discuss how program can be continued - Begin discussing therapy dog leaving to prepare core members 	<ul style="list-style-type: none"> - Meet with directors, staff to discuss my findings - Pass out binder to Core Members

				<ul style="list-style-type: none"> - Reduce therapy dog's time at CASS
14	Dissemination	<ul style="list-style-type: none"> - Create poster and VT for UIndy dissemination 	<ul style="list-style-type: none"> - Create first draft of poster for UIndy - Record VT 	<ul style="list-style-type: none"> - Have site mentor and faculty mentor review poster - Write conclusion/summary/ and abstract

Appendix B
Open-ended TES

PRE

1. What is a team?
 - a. What are some qualities and skills of a good team?

2. What are some strategies you know to solve problems? Example:

3. Say you are going to a friend's house and someone suggests playing games. What are some ways the group can decide which game to play?

4. What are good communication skills?

5. Say you are in class and your teacher wants everyone to participate in an activity. What are some ways you can participate?

POST

1. How did your participation change throughout the program?
2. What strategies did you learn for problem-solving?
3. What is something you learned during the team-building program?
4. Say you are going to a friend's house and someone suggests playing games. What are some ways the group can decide which game to play?
5. What are good communication skills?
6. Say you are in class and your teacher wants everyone to participate in an activity. What are some ways you can participate?

Appendix C

Animal-Based Program Feedback Survey

Name: _____ Date: _____

1. Did you enjoy the Animal-Based Program? Why or why not?
2. What did you enjoy most?
3. What did you least enjoy?
4. How will Cooper help you remember conflict resolution skills in the future?
5. How did Cooper help you become a better team member?
6. How did Cooper make the CASS team stronger?
7. What was challenging about involving Cooper in group activities?
8. Is there anything else you would like me to know about using Cooper in group activities?

Appendix D

Learning Objectives of Program Sessions

Session 1:

- Participants will collaborate with one another to complete a timed, team-building activity under 2 minutes.
- After completing session 1, the participants will be able to identify three skills or qualities necessary for a good team.

Session 2:

- Participants will discover the importance of communication and name two components of good communication.
- After completing session 2, participants will specify three factors of good communication.

Session 3:

- Participants will list three reasons why collaborating and participating is important when working as a team.
- After successful completion of session 3, participants will identify three problem-solving strategies.

Session 4:

- Participants will make a decision as a team eight times throughout the session.
- After session 4, participants will identify three decision-making strategies they can use in a group setting.

Session 5:

- Participants will demonstrate team-building knowledge by planning an event with minimal assistance and cueing from program leader.
- After session 5, participants will list at least five tasks that goes into planning an event.

Session 6:

- Participants will recall three problem-solving and decision-making strategies they can use when resolving conflict.
- After session 6, participants will evaluate the event and determine any mistakes or forgotten tasks of planning an event.

Appendix E

CASS Housing Team Building Activity and Resource Binder

CASS Housing Team-Building Activity Binder 2022



CASS Housing

Customizable - Affordable - Sustainable - Safe

Impromptu Skits

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social skills - Social interaction - Communication - Participation - Teamwork
Supplies Needed	<ul style="list-style-type: none"> - Paper, pen - Scenarios to act out
Directions:	<ol style="list-style-type: none"> 1. Come up with multiple scenarios that you want to act out. 2. You can pick to act the skits out in small groups or one large group. 3. Have each group pick a scenario. 4. Take 10-15 minutes to figure out every persons' role and practice the skit. 5. When everyone is ready, take turns presenting the skits. Have fun with it!
Space Needed	Indoor

Telephone

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social skills - Social interaction - Communication - Recall memory - Participation - Active Listening
Supplies Needed	<ul style="list-style-type: none"> - Nothing - just a group of people!
Directions:	<ol style="list-style-type: none"> 1. Have everyone sit in a circle or a line. 2. Pick what side of the line will start. 3. The first person thinks of a sentence, word, saying, anything! Once you know what you will say, whisper it into the next person's ear. 4. Once the word has been told to the next person, they will whisper it to the person next to them. 5. When it gets to the end of the line, the last person will say what they heard and see if you got it right. 6. Take turns going first so everyone has a chance to think of a new phrase.
Space Needed	Indoor or outdoor

Get to Know You Bingo

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social skills - Social interaction - Communication - Recall memory - Participation
Supplies Needed	<ul style="list-style-type: none"> - People Bingo sheet - Marker, pen, or pencil
Directions:	<ol style="list-style-type: none"> 7. Print off enough People Bingo sheets for everyone playing. 8. Give everyone a sheet. 9. Ask anyone you see the prompts in the boxes. If you find someone who has done whatever is in the box, have them sign that box. 10. The first person to get 5 boxes in a row (up and down, side to side, or diagonally) calls out BINGO! 11. Once someone calls bingo tell everyone what boxes you got signed.
Space Needed	Indoor

Get To Know You BINGO

Likes cats better than dogs	Loves to watch sports	Checks Facebook daily	Sings in the shower or bathtub	Shops online
Never swears	Likes to do gardening	Likes Coke better than Pepsi	Decorates for holidays	Loves to hike or to walk
Has freckles	Has followed directions and built/made something	FREE	Went on a blind date	Can whistle loudly
Still watches the old black and white TV shows	Hates mice or snakes	Is the youngest child	Still knows their high school song	Votes every election
Loves to travel	Has caught a fish	Hates to watch the news	Likes to dance	Hates liver and onions

Social Jenga

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social skills - Social interaction - Quick thinking - Decision-making skills - Hand-eye coordination - Fine motor skills - Turn-taking - Communication
Supplies Needed	<ul style="list-style-type: none"> - Jenga - Table to play on
Directions:	<ol style="list-style-type: none"> 1. Set-up Jenga 2. Decide who is starting and pick one Jenga block out of the tower. 3. After getting the block out, place it on top of the tower. 4. Then ask either the group a question or tell a fun fact about yourself. 5. Continue this with each player until the tower falls. 6. Repeat until everyone is done playing.
Space Needed	Indoor or outdoor, weather permitting

Talent Show

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social skills - Social interaction - Public speaking or performance - Event Planning - Collaboration/Participation - Communication - Decision-Making - Problem-Solving
Supplies Needed	<ul style="list-style-type: none"> - Speaker - Chairs - Paper - Coloring and decorating supplies - Items for each individual performance
Directions:	<ol style="list-style-type: none"> 1. Everyone thinks of what they want to perform. If you want to have a host, choose one. Otherwise, you can decide the order of acts. 2. Make and decorate signs for each act. 3. Set up chairs for the audience and other performers. Turn on the speaker and have the songs ready to play for the performers. 4. Take turns performing, cheer each other on and have fun!
Space Needed	Indoor or outdoor, weather permitting

Fishbowl

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Communication management - Play participation - Leisure participation - Social participation - Teamwork - Problem-Solving
Supplies Needed	<ul style="list-style-type: none"> - Paper slips - Pen/pencil - Bowl/basket - Timer - Notepad
Directions:	<ol style="list-style-type: none"> 1. Divide into 2 even teams 2. Each person writes down 5 things that they like on individual paper slips 3. Fold up each slip and place them in the basket 4. (Round 1) Each team will take turns alternating who will select a slip from the basket and explain selected words without using any word written on the slip of paper to get their team to guess as many words as possible in 30 seconds. 5. Once the words in the basket are exhausted, count up the number of words each team guessed (each word guessed is 1 point) then record the score on a notepad. 6. (Round 2) Each team will take turns alternating who will select a slip from the basket and use one word to convey a clue regarding their selected word without using any word written on the slip of paper to get their team to guess as many words as possible in 30 seconds. 7. Repeat step 5. 8. (Round 3) Each team will take turns alternating who will select a slip from the basket and act out their selected word without speaking to get their team to guess as many words as possible in 30 seconds. 9. Repeat step 5. 10. Add up the points from all three

	rounds for each team's final score. Whichever team received the highest score is the winner.
Space Needed	Inside or outside

Kemps

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Communication management - Play participation - Leisure participation - Social participation - Teamwork - Decision-making - Problem-Solving
Supplies Needed	<ul style="list-style-type: none"> - Deck of cards - Table - Chairs
Directions:	<ol style="list-style-type: none"> 1. Divide into even teams of 2 players each 2. Have each pair meet to determine a secret, subtle signal. This signal needs to be non-verbal and nothing too obvious. 3. Once all pairs have decided on a good signal, have everyone sit in a circle facing each other. Partners should be seated across each other. 4. Say, "Ready, set, go!" and begin the round. Each player can discard a card from their hand and then grab any card from the center of the table. It is an ongoing process without structured turns; players simply exchange single cards from their hands with cards that show up on the table. Again, a player cannot have more than four cards in their hand at the same time. 5. The goal is for you (or your partner) to get four of the same rank (e.g., four 8's, or four Queens, etc.). If no players want any of the four cards that are in the center, the dealer can remove the four cards and deal out four new cards and the process continues. Once you successfully have four-of-a-kind, use your secret signal to try to get your teammate to yell "Kemps!" If "Kemps!" is called on a person, that person must reveal their hand to show whether or not they have four-of-a-kind. 6. If your partner yells "Kemps!" and you

	<p>have four-of-a-kind (or vice versa), then your team gets a point and wins the round. If your teammate yells "Kemps!" but you don't have four of a kind (or vice versa), then your team loses a point. You can also yell "Kemps!" and point to an opponent if you think they have four-of-a-kind. If successful, you also win a point, but if you are wrong, you lose a point.</p> <p>7. The team that earns four points (or whatever point value you wish) first, wins.</p>
Space Needed	Inside or outside

Short Outdoor Walk

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Communication management - Play participation - Leisure participation - Social participation - Health management
Supplies Needed	<ul style="list-style-type: none"> - Good walking shoes
Directions:	<ol style="list-style-type: none"> 1. Go as a pair or as a group 2. Tell other team members in charge where you are going before you go. 3. Stay on the sidewalk and watch for oncoming traffic when crossing the street
Space Needed	Outside

Outdoor Scavenger Hunt

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Communication management - Team-Building - Collaboration - Play participation - Leisure participation - Social participation - Health participation
Supplies Needed	<ul style="list-style-type: none"> - Scavenger hunt list (can find several others on Pinterest or Google) - Pen/pencil
Directions:	<ol style="list-style-type: none"> 1. Work together as a group to find all of the items on the list 2. Mark off each item as you find them 3. Stay together as a group
Space Needed	Outside

OUTDOOR SCAVENGER HUNT



CAN YOU FIND?...

- | | |
|--|--|
| <input type="checkbox"/> a rock | <input type="checkbox"/> some wood |
| <input type="checkbox"/> a crunchy leaf | <input type="checkbox"/> footprints or tracks |
| <input type="checkbox"/> something colorful | <input type="checkbox"/> something new |
| <input type="checkbox"/> something noisy | <input type="checkbox"/> a bird |
| <input type="checkbox"/> something moving | <input type="checkbox"/> an interesting cloud |
| <input type="checkbox"/> something round | <input type="checkbox"/> something smooth |
| <input type="checkbox"/> some dirt | <input type="checkbox"/> a long blade of grass |
| <input type="checkbox"/> a seed or seed pod | <input type="checkbox"/> something light |
| <input type="checkbox"/> two sticks | <input type="checkbox"/> a plant |
| <input type="checkbox"/> something beautiful | <input type="checkbox"/> something blue |
| <input type="checkbox"/> a bug or insect | <input type="checkbox"/> a puddle or water |
| <input type="checkbox"/> something old | <input type="checkbox"/> a flower |
| <input type="checkbox"/> something rough | <input type="checkbox"/> something small |
| <input type="checkbox"/> something yellow | <input type="checkbox"/> a spider web |
| <input type="checkbox"/> some treasure | <input type="checkbox"/> something heavy |

Music/Karaoke

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Communication management - Play participation - Leisure participation - Social participation - Collaboration
Supplies Needed	<ul style="list-style-type: none"> - Phone with music or musical instrument - Speaker (optional) - Your voice! :)
Directions:	<ol style="list-style-type: none"> 1. Pick different songs and sing either individually, with a partner, or as a group 2. (Optional) Have someone play a musical instrument for each song or play a song on someone's phone/speaker/etc. 3. Sing!
Space Needed	Inside or outside

Hot Potato/Musical Ball

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Physical activity - Play participation - Teamwork - Problem-Solving - Decision-Making
Supplies Needed	<ul style="list-style-type: none"> - Small or large ball - Music/Speaker
Directions:	<ol style="list-style-type: none"> 1. Have players sit in a circle 2. One person starts holding the ball 3. Turn on the music and have one person in charge of stopping/starting music 4. Pass the ball around the circle as quickly as possible 5. Have one person stop/start music randomly 6. If the ball stops on you when the music stops, you are out! 7. Play until only one person is left in the center of the circle
Space Needed	Outside

Movement Chain

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Physical activity - Play participation - Cognition - Social participation - Teamwork - Decision-Making
Supplies Needed	<ul style="list-style-type: none"> - None
Directions:	<ol style="list-style-type: none"> 1. Everyone stands in a circle where you can view each player 2. Nominate someone to start the "chain" 3. This nominated person does a movement/pose (ex. Thumbs up, kick, jumping jack, yoga pose) 4. Go around the circle, the next player does the first player's movement and then a movement of their own in sequence 5. Continue around the circle repeating prior movements in order and adding your own/new movement to the end of sequence 6. Continue until everyone adds a movement to the sequence
Space Needed	Inside or outside

Group Storytelling

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social participation - Creativity - Cognition - Communication - Participation/Collaboration
Supplies Needed	<ul style="list-style-type: none"> - None
Directions:	<ol style="list-style-type: none"> 1. One individual or group decides the topic of a story they will tell 2. The first person tells one sentence to start the story 3. Each person then adds a sentence to the story one at a time, taking turns 4. Continue to add sentences to the story until each player has added one sentence or the story is ready to end
Space Needed	Inside

Medusa

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Play participation - Teamwork - Collaboration
Supplies Needed	<ul style="list-style-type: none"> - None
Directions:	<ol style="list-style-type: none"> 1. Players stand in a circle with arms around each other OR can stand at a distance from each other 2. All players bow heads/look at the ground 3. At the count of 3 everyone looks up at another player 4. If 2 people are looking at each other, they are "frozen" and out of the game 5. The game continues until there are only 2 players left
Space Needed	Inside or outside

Junk in the Trunk

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Physical activity - Play participation - Problem-Solving
Supplies Needed	<ul style="list-style-type: none"> - Tissue box - String/rope/belt - Glue or tape - 8 ping pong balls
Directions:	<ol style="list-style-type: none"> 1. Attach tissue box to string/rope/belt to make it look like a waist pouch or bum bag 2. Remove plastic from the tissue box so there is a clear opening, and expand the opening of the tissue box into a rectangle shape 3. Put ping pong balls in a tissue box 4. Have player tie box around waist 5. Players get one minute to shake body to try to get ping pong balls out of the box, cannot use their hands! 6. The person who gets the most balls out in a minute is the winner
Space Needed	Outside

Sleeping Beauty Game

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Play participation - Creativity - Social participation - Communication - Problem-Solving - Decision-Making
Supplies Needed	<ul style="list-style-type: none"> - None
Directions:	<ol style="list-style-type: none"> 1. One person is "sleeping beauty" and has to bow their head/lay their head down on table 2. Each player who is not sleeping beauty tries to take a turn "waking up" sleeping beauty- making them open their eyes, laugh, make a sound, etc. 3. The player who "wakes up" sleeping beauty gets the turn at being sleeping beauty
Space Needed	Inside or outside

Blindfold Drawing

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Play participation - Social participation - Creativity - Teamwork - Problem-Solving - Decision-Making
Supplies Needed	<ul style="list-style-type: none"> - Paper - Drawing utensils - Pictures to copy
Directions:	<ol style="list-style-type: none"> 1. Divide group into teams of 2 players 2. One player holds a picture. The other player has a piece of paper and a drawing utensil. 3. The player with the picture must not show their other teammate the picture 4. The person with the picture describes to the other person what to draw, but they can not explicitly state what the picture is; they must use adjectives and directions 5. Set a time limit for the teammate to stop drawing, at end of the time limit both players view the picture and draw
Space Needed	Inside

What's my Name?

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social participation - Play participation - Communication - Participation - Teamwork - Problem-Solving - Decision-Making
Supplies Needed	<ul style="list-style-type: none"> - Name tags/labels
Directions:	<ol style="list-style-type: none"> 1. On name tags, write down famous people or stereotypes that all players would know (Moana, Olaf, doctor, athlete, Mickey Mouse, etc.) 2. Can make it Disney-themed so that all players are a Disney character, or more specific like Frozen-themed where all players are a Frozen character 3. Put name tags/labels on players' backs so they cannot see who they are 4. Walk around, mingle, answer and ask questions to various players about who they are and who you are 5. Try to figure out your label 6. As each player figures out who they are and guesses correctly, they can exit the game or only answer questions 7. Play until all players figure out who they are
Space Needed	Inside or outside

Who is Most Like the Easter Bunny?

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Leisure participation - Peer group participation - Play participation - Communication - Decision-Making
Supplies Needed	<ul style="list-style-type: none"> - Pencils, pens, or markers - Attached printout or similar - optional paper or whiteboard for tallying
Directions:	<ol style="list-style-type: none"> 1. Hand out copies of the attached handout for all group members, with writing utensils 2. Instruct members to circle all activities or items on the sheet that match what they are wearing, what they did this week, etc. 3. Consider reading options out loud to make this activity more synchronous 4. Have members tally up all points for the activities they circled and write their score on the blank at the bottom of this sheet 5. The person with the most points wins!
Space Needed	Indoor or Outdoor, weather permitting

Who is most like the Easter Bunny?



1 Point if you are wearing anything pink, purple or green

3 Points if you went to Church this week

1 Point if your birthday is in March or April

1 Point if you can hop like a Bunny

2 Points if you hid or found Easter Eggs this week

2 Points if you wore an Easter Bonnet, Hat or Cap to the party

1 Point if you have brown or hazel eyes

1 Point each for every letter "E" and "B" in your name

2 Points if you ate Eggs today

2 Points if you are wearing a bow

3 Points if you decorated Easter Eggs this year

1 Point if you ate Chocolate today

2 Points if you wearing brown shoes

2 Points if you have a brown or beige purse or wallet

1 Point if you are wearing white socks

3 Points if you have a picture of the Easter Celebration on your phone

TOTAL POINTS:

The M and M Game

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Leisure participation - Social participation - Peer group participation - Teamwork - Collaboration
Supplies Needed	<ul style="list-style-type: none"> - A bag or two of M and M's - <u>(feel free to substitute with any multi-colored candy if any group members have food allergy concerns)</u> - Handout with color definitions below
Directions:	<ol style="list-style-type: none"> 1. Distribute a handful of M and M's to each person 2. Pick one person to start the game by picking up M and M from their pile and answering the question corresponding to the color of M and M they chose 3. Refer to the attached handout for color questions. Again feel free to modify colors if using different candies. 4. Repeat around the group as each member chooses a color and answers the question <p>This builds team member familiarity and increases social participation with peers</p>
Space Needed	Indoor or Outdoor, weather permitting

TELL US

PICK AN **MAMA**

RED: SOMETHING ABOUT YOUR CHILDHOOD

ORANGE: SOMETHING YOU DO WELL

YELLOW: SOMETHING YOU'VE LEARNED

GREEN: SOMETHING YOU WATCH/LISTEN TO

BLUE: SOMETHING YOU CAN'T LIVE WITHOUT

BROWN: SOMETHING ABOUT YESTERDAY

SPUD

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Play participation - Leisure participation - Friendships - Peer group participation - Teamwork - Communication
Supplies Needed	<ul style="list-style-type: none"> - One soft or squishy ball
Directions:	<ol style="list-style-type: none"> 1. Have the group stand in a circle and choose one person from the group to be "it" 2. The "it" person gets the ball and stands in the center of the circle 3. The "it" person throws the ball in the air and calls one person's name while everyone runs as fast as they can. 4. The new person whose name is called runs back to the center and grabs the ball, yelling STOP. 5. As soon as STOP is called, everyone freezes in place. 6. The new "it" person with the ball can take four big steps to reach the closest person (SPUD, four letters and four steps) 7. After these steps, the new "it" person tosses the ball and tries to hit the closest person and tag them out. 8. If the closest person dodges the ball or catches it, the new "it" person is out and the closest person is now "it" 9. If the closest person is hit with the ball, they are out and the new "it" person remains "it" 10. Everyone forms a new circle and the game starts again 11. Keep playing until there is one player left
Space Needed	Outdoor parking lot or grass space

Staring Contest

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social participation - Leisure participation - Play participation - Peer group participation - Friendships - Eye contact - communication
Supplies Needed	<ul style="list-style-type: none"> - None
Directions:	<ol style="list-style-type: none"> 1. Divide group members into pairs and have them sit or stand facing each other 2. On the count of three, have each pair maintain eye contact without blinking for as long as they can 3. For each pair, the person who blinks first is "out" 4. Pair winners from each pair with the winner from another pair and repeat the staring contest 5. Continue until there is one person left, the ultimate staring contest winner
Space Needed	Indoor or Outdoor, weather permitted

Up and Down the River Card Game

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social participation - Leisure participation - Play participation - Peer group participation - Decision-Making - Problem-Solving
Supplies Needed	<ul style="list-style-type: none"> - Deck of cards
Directions:	<p>Preparing a score sheet:</p> <ol style="list-style-type: none"> 1. Take a blank page and write all the names of players at the top of it. 2. On the left-hand side, make a column to write the number of rounds being played. 3. Start with the number 10 and continue writing the numbers in descending order. 4. Once you reach 1, start writing the numbers again in ascending order till 10. 5. In total, you will have 19 rounds. <p>Playing the Game</p> <ol style="list-style-type: none"> 1. Players take a seat in a circle. 2. A dealer is chosen among the players to shuffle the deck and pass around 10 cards to each player. 3. The players can look at their cards. 4. Rest of the deck is kept in the middle with the top card turned face up. This card is not used in the game. 5. The suit of that card will be considered a trump suit for that round of the game. It means that while playing the tricks or hands, any card from that suit will beat other suits of cards. 6. After the revelation of the trump card, each player bids the number of tricks he believes he can win.

The bid can vary from zero to 10 as players have 10 cards each.

7. After the bidding, a player sitting on the left of the dealer will begin a new trick of the round. He will draw a card from his stack and place it in the middle.
8. The turn will go clockwise as every player will draw 1 card each.
9. After cards from each player are drawn, the player who has the highest card in the drawn stack wins that trick or hand.
10. The winner gets a chance to draw a card for a new trick.
11. The game continues till all the cards are taken.
12. The cards from the trump suits are used to win the hands. However, if the hand contains more than one trump card, the trump card of the highest value wins that hand.
13. As the game is being played, each player needs to collect as many hands or win as many tricks as he had bid at the beginning of the round.
14. At the end of one round, the scores are tallied and written on the score sheet.
15. After all the 19 rounds end, the highest scorer wins the game.

Rules and scoring for the game:

- Ace is the highest, while two is the lowest.
- Trump cards are used to win the hand while playing tricks.
- While playing a trick, if a player draws a trump card, it will win that player that trick even if the other

	<p>cards of different suits are higher in value.</p> <ul style="list-style-type: none">■ Each won trick earns a point for the player.■ A player needs to win as many tricks as he bids. This earns him bonus points. For example, if a player bids 5 tricks when won, he earns 5 points plus 10 bonus points.■ If a player wins more tricks than he had actually bidden, he loses points. For example, if the player has bid for only 5 tricks, but wins 7, then he gets only 2 points.■ If a player bids 0 tricks and succeeds in winning no trick, he receives 5 points.
Space Needed	Indoor or outdoor, weather permitting

Name that tune

Areas of Occupation Addressed:	<ul style="list-style-type: none"> - Social participation - Leisure participation - Teamwork - Decision-Making - Communication
Supplies Needed	<ul style="list-style-type: none"> - A phone to play music
Directions:	<ol style="list-style-type: none"> 1. Split your group into two teams. Teams will be playing head to head in this game the entire time. 2. Play your first song from your playlist. When you play a song, teams will try to be the first ones to shout out the name and artist of the song. The first team to guess the song and artist will earn points for their team. 3. Points can be split across the two teams for each song if one team guesses the song first and one song guesses the artist. You can also give additional points if the song is from a movie, Broadway musical, etc. but it's completely up to you.
Space Needed	Indoor or Outdoor, weather permitted