

LADDER BALL/CORNHOLE

Activity Description

- **Warm-up:** Weight shifting while sitting in wc or standing. May use a light/weighted ball or beanbags for pt to pass/throw to one another.
- **Activity:** Split pts up into teams of 2 to compete in either ladder ball or game of cornhole. Keep track of pts to 21 if possible, Pts take turns either sitting or standing to throw. Have pts pick up beanbags or ladder balls at the end using a reacher if needed.
- **Grade:**
 - **Up-** Have pt play individually, keep score and say score out loud before taking their turn, have pt stand, have pt take 2 steps forward before tossing, place weights around wrists, have pt stand on uneven surface to throw.
 - **Down-** Have pt sit, do not keep score, use a single basket to toss beanbags into.

Details to Include in Group Note

- **Group therapy description:**
 - **i.e)** In a group of 4 pts completed dynamic balance activities of [ladderball.cornhole] focused on standing/sitting balance, UE strength, FM/GM coordination, communication, and cognitive integration. Encouragement and activity modification were offered as needed.
- **Group Interventions Used to Facilitate Function:**
 - **i.e)** Pt participated in group communication and balance activities.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - **Tossing activities/dynamic balance:**
 - EC skills
 - FM/GM control
 - problem-solving skills
 - **Cognitive integration:**
 - memory
 - thought prosecuting
 - reasoning skills.
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
- **Response to Tx:**
 - **i.e)** Pt response to group communication and balance activities [good, variable, minimal, poor] as demonstrated by [engagement in group activities/or insert something specific to pt]. **Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured.** i.e) Pt STS SBA with VC for proper technique and positioning. Pt dynamic standing balance fair- to reach OOB support at various levels to toss/retrieve. 1 occurrence of LOB to R pt required UE support to correct. Pt required VC for EC and to scan for objects. No pain reported. Vitals monitored and measured WFL.

ADL Relay Race

Activity Description

- **Warm-Up-** Pts complete weighted BUE exercise seated together in a circle.
- **Activity-** Pts are set up at 4 different stations
 - 1. Pt positioned in wc to transfer to mat table- pass baton (cone or dumbbell) to next pt
 - 2. Pt positioned near mat table to dress UE donning oversized shirt/hospital gown- then pass baton to next pt.
 - 3. Pt positioned near pt 2 to perform LB dressing donning socks or shoes- then pt passes baton to next pt
 - 4. Pt positioned near pt 3 to complete hygiene/grooming (brushing hair or washing face)
 - Time group as a whole and have pts switch tasks after and time to see if they can beat last time
- **Grade:**
 - **Up-** Have each pt perform STS to pass the baton off, replace hygiene and grooming with floor obstacle for wc mobility, replace one with pt reaching to retrieve 5 weights off ground seated or standing, one pt may stand at kitchen counter using cones to load dishwasher and another unload, one pt hang clothes on clothing line while another takes clothes down and another folds or places on hanger for next person to hang up
 - **Down-** Have pts each do task at same time in group without baton, AE used as needed (reacher, sock-aide, etc, don't time group)

Details to Include in Group Note

- **Group description:**
 - **i.e)** In a group of 4, pts completed UE exercises, ADLs and functional transfers focused on standing/sitting balance, UE strength, FM/GM coordination, communication, and cognitive integration. Encouragement and activity modification were offered as needed.
- **Group Interventions Used to Facilitate Function:**
 - **i.e)** Pt participated in group communication, UE exercises, and ADLs.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - **ADLs:**
 - EC skills
 - FM/GM control
 - problem-solving skills
 - **Cognitive integration:**
 - termination of task to pass baton/ taking turns
 - memory
 - thought processing
 - reasoning skills.
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
- **Response to Tx:**
 - **i.e)** Pt response to group communication and ADL activities [**good, variable, minimal, poor**] as demonstrated by **[engagement in group activities/or insert something specific to pt]. Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured.** i.e) Pt functional transfer CGA with VC for proper technique and positioning. Pt UB dressing mod I. Pt LB dressing min A VC for sequencing and pacing. Pt completed brushing hair mod I. Pt required VC for EC and to initiate peer interaction. No pain reported. Vitals monitored and measured WFL.

Collaborative Art

Activity Description

- **Warm-Up:** Position pts seated around table to start with BUE exercises or rolling weighted ball towards one another. If using weighted ball add an icebreaker such as the pt with the ball has to state what they did before retiring, favorite food, favorite hobby etc.
- **Activity:** Needed- 1 sheet of paper, makers/crayons/or pencils. Have one pt start and draw one thing (line, shape, or object) then they will pass to right for next pt to add. Continue until everyone has at least added to paper 5 X. Have everyone identify what they see and discuss what they like about the image.
- **Grade:**
 - **Up-** Cutout shapes to paste to paper, use colored pencils, have pt add 3 things at a time, have pts stand while drawing, use wrist weights
 - **Down-** Have everyone draw individually whatever they please,, use built up handles to hold drawing utensils, collar in pre-printed image, provide pts with a subject to draw

Details to Include in Group Note

- **Group Description:**
 - **i.e)** In a group of 4, pts completed UE exercises, communication, and FM planning to complete BUE exercises and draw. Encouragement and activity modification were offered as needed.
- **Group Interventions Used to Facilitate Function:**
 - **i.e)** Pt participated in group communication, UE exercises, and FM planning activity.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - **UE exercises:**
 - EC s
 - UE strength
 - **FM planning activity:**
 - FM control/manipulation
 - problem-solving skills
 - **Cognitive integration:**
 - termination of task and pass objects taking turns
 - memory
 - thought processing
 - reasoning skills.
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
- **Response to Tx:**
- **i.e)** Pt response to group communication, UE exercise and FM activities [**good, variable, minimal, poor**] as demonstrated by [**engagement in group activities/or insert something specific to pt**]. **Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured.** i.e) Pt completed UE exercises using 2Lb DB 3 sets x 10 reps with VC for proper technique and positioning. Pt completed FM coordination min A with VC to initiate and sequence. No pain reported. Vitals monitored and measured WFL.



Off to the Races

Activity Description

- **Warm-up:** Have pts start with UE exercise position in a circle or balloon batting to work on dynamic sitting/standing balance (may use weighted bar).
- **Main activity:** Use cones to outline 2 race lanes. Set various objects on the floor for pts to retrieve (i.e dumbbells, beanbags). Have 2 pts line up while other 2 pts cheer on. Pts will weave through cones to pick up 5-8 items off the floor and cross the finish line.
- **Grading activity:**
 - **Up-** Have pt stand to complete using red mat to create uneven surface (may place items under red mat to make lumpy terrain)
 - **Down-** Have pt use AE such as a reach to retrieve items, don't have pt weave through cones, pick up fewer items

Details to Include in Group Note

- **Group therapy description:**
- **i.e)** In a group of 4, pts completed strength/dynamic balance activities of balloon tap and completed cognitive integration/FM/GM planning activity to complete obstacle course. Encouragement and activity modification were offered as needed.
- **Group Interventions Used to Facilitate Function:**
- **i.e)** Pt participated in group communication, balance , cognitive integration, and FM planning activities.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - Reaching and [**wc propulsion/or ambulation**] activities:
 - EC skills
 - FM/GM control/planning
 - UE strength
 - dynamic balance
 - **Cognitive integration:**
 - Scanning/safety awareness
 - memory
 - thought processing
 - reasoning skills
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
- **Response to Tx:**
- **i.e)** Pt response to group communication and strength/balance activities [**good, variable, minimal, poor**] as demonstrated by [**engagement in group activities/or insert something specific to pt**]. **Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured.** i.e) *Pt STS SBA with VC for proper technique and positioning. Pt ambulated 30 ft CGA vc provided for attention and scanning. Pt dynamic standing balance fair- to reach OOB support at floor level to retrieve various objects. 1 occurrence of LOB to R pt required UE support to correct. Pt required VC for EC. No pain reported. Vitals monitored and measured WFL.*




Fall Prevention Bingo

Activity Description

- **Warm-Up:** Ask pts about what they currently do to prevent falls within the home to start the conversation.
- **Activity:** Pts play bingo game focused on fall prevention and safety techniques. Pts are required to listen and match technique on bingo board. Winner gets small treat /fresh cup of coffee, or losers have to perform strengthening exercises or fall prevention technique. At the end ask residents for one technique they learned after activity.
- **Grading:**
 - **Up-** Have pts explain how they would accomplish technique at home, use paperclips or small items as bingo chips, pts have to stand,
 - **Down:** Use visuals, use larger easier to manipulate bingo chips or use marker to X out,

Details to include in Group Note

- **Group description:**
 - **i.e)** In a group of 4, pts completed fall prevention BINGO to match technique read aloud on the BINGO board and express/complete one technique they learned. Encouragement and activity modification were offered as needed.
 - **Group Interventions Used to Facilitate Function:**
 - **i.e)** Pt participated in group communication and fall prevention activity.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - **FM planning activities:**
 - sequencing
 - FM control/manipulation
 - **Fall prevention/safety planning:**
 - display understanding of fall prevention
 - matching bingo chips on correct fall prevention strategy
 - discussing where and how to implement
 - **Cognitive integration:**
 - initiation/termination of task
 - taking turns during activity
 - memory
 - thought process
 - reasoning skills
 - problem-solving skills
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
 - **Response to Tx:**
 - **i.e)** Pt response to group communication and fall prevention activity [**good, variable, minimal, poor**] as demonstrated by [**engagement in group activities/or insert something specific to pt**]. **Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured.** i.e) Pt STS SBA with VC for proper technique and positioning. Pt min A to display understanding of fall technique with VC to initiate response. Pt FM coordination/planning CGA with VC to scan area for bingo chip. No pain reported. Vitals monitored and measured WFL.
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Energy Conservation

Activity Description

- **Warm-Up:** Pts will complete EC bingo positioned around table (seated or standing) to learn and discuss techniques of EC.
- **Main Activity:** Pts will practice techniques of EC through a game of Balloon volleyball, cornhole, ring toss, or completion of ADLs. Have pts stand during activity if tolerated.
- **Grading Activity:**
 - **Up-** Have pts complete activities standing, use smaller bingo chips (like paper clips)
 - **Down-** Use larger bingo chips (pegs) or cross out with marker, pt positioned seated

Details to Include in Group Note

- **Group description:**
- **i.e)** Pts completed EC BINGO and activities focused on safety techniques. Pts were required to match technique to on the BINGO board and demonstrate multiple techniques they learned. Encouragement and activity modification were offered as needed.
- **Group Interventions Used to Facilitate Function:**
- **i.e)** Pt participated in group communication and EC activities.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - **FM planning activities**
 - FM control/manipulation
 - problem-solving skills
 - **[dynamic balance/ADL] activity**
 - EC skills
 - **Cognitive integration:**
 - initiate/terminate task
 - taking turns
 - memory
 - safety awareness
 - reasoning skills.
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
- **Response to Tx:**
- **i.e)** Pt response to group communication and EC activities [**good, variable, minimal, poor**] as demonstrated by [**engagement in group activities/or insert something specific to pt**]. **Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured.** i.e) Pt min A to display understanding of EC technique with VC to initiate response. Pt FM coordination/planning CGA with VC to scan area for bingo chip. Pt completed UB dressing SBA with VC for sequencing and EC. No pain reported. Vitals monitored and measured WFL.



BALLOON VOLLEYBALL

ACTIVITY DESCRIPTION

- **Warm-up:** Education on energy conservation including rest breaks as needed, communication to take breaks, asking for water, and deep breathing techniques.
- **Main Activity:** Split pts up equally into teams and place on either side of parallel bars (or set up chairs to bat balloon over). Pts positioned seated or if stable using walker or parallel bars to stand. Pts will bat balloon over to opposing team.
- **Grading:**
 - **UP-** Have pts stand for over 2 min/ have pts only hit with one hand/ have a pt keep score/have pt call "got it, mine, or name of person batting to/ use weighted bar to hit with/ naming a new animal/food/flower/state/celebrity everytime they hit the balloon (cognition/sequencing/attention)
 - **Down-** playing seated/ batting to each other in a circle (no barriers to hit over)

DETAILS TO INCLUDE IN NOTE:

- **Group therapy description:**
 - **i.e)** In a group of 4, pts completed dynamic balance activities to engage balloon volleyball. Pts were required to reach OOB support to tap and retrieve balloon seated/standing. Encouragement and activity modification were offered as needed.
- **Group Interventions Used to Facilitate Function:**
 - **i.e)** Pt participated in group communication and balance activities.
 - **Group communication:**
 - verbal/nonverbalization
 - encourage proper social conduct
 - sense of belonging
 - **Tossing activities:**
 - EC skills
 - improve FM/GM control
 - problem-solving skills
 - dynamic balance
 - **Cognitive integration:**
 - keeping score and taking turns during activity
 - memory
 - thought processing
 - reasoning skills
 - Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.
- **Response to Tx:**
 - **i.e)** Pt response to group communication and balance activities [**good, variable, minimal, poor**] as demonstrated by [**engagement in group activities/or insert something specific to pt**]. **Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured. i.e)** Pt STS SBA with VC for proper technique and positioning. Pt dynamic standing balance fair- to reach OOB support at various levels to toss/retrieve. 1 occurrence of LOB to R pt required UE support to correct. Pt required VC for EC and to scan for objects. No pain reported. Vitals monitored and measured WFL.

COOKIES IN A MUG

Activity Description



Ingredients:

- 1 1/2 tablespoons butter
- 2 tablespoons brown sugar
- 1 egg yolk (discard the egg white)
- 1 drop vanilla extract
- 3 tablespoons all-purpose flour
- pinch of salt (optional)
- 2 tablespoons of chocolate chips

Precautions:

- If pt is diabetic skip choc chips

Baking instructions:

1. Add the butter to large mug and microwave until melted
2. Remove from the microwave and whisk in the brown sugar (I use a fork for this)
3. Ensure that the butter isn't too hot (otherwise you will scramble the egg), then whisk in the egg yolk and vanilla extract
4. stir in the flour (the mixture should be thick like cookie dough), then stir in the chocolate chips
5. Microwave on medium power (50-70%) for 60-90 sec or until top looks just set.
6. Enjoy

• Main activity:

- Position pt's around table either standing/sitting dependenig on ability. Pass out a mug and fork to each pt. Explain first step and start 1st ingredient with one pt and have them pass around the table. Repeat to add each ingredient and microwave. Pt's may eat if they wish. If pt is refusing to participate due to dislike of ingredients have them make one for you, someone else, they do not have to eat, or have them read instructions to group and pass out ingredients.

• Grading activity:

- **Up-** Find a recipe to make together using the oven, have pts stand during activity, use wrist weights, print instructions to and have pt's follow.
- **Down-** Have pts sit, make something simple with fewer steps like hot cocoa, measure out ingredients for pt to add, provide visual/picture instructions

Details to Include in Note

• Group description:

- **i.e)** In a group of 4, pts completed meal preparation activity to bake cookies in a mug. Pts were required to follow 7-step instructions to bake using the microwave. Encouragement and activity modification were offered as needed.

• Group Interventions Used to Facilitate Function:

- **i.e)** Pt participated in group communication and baking preparation activity.

◦ Group communication:

- increase verbal/nonverbalization
- encourage proper social conduct
- sense of belonging

◦ FM planning activities

- follow through on EC skills,
- improve FM control
- problem-solving skills

◦ Baking preparation:

- safety to handle kitchen equipment, adjust temperature, and sequence.

◦ Cognitive integration:

- follow multiple step instructions,
- initiate/terminate task
- memory
- thought process and reasoning skills

- Purpose of group activity to stimulate an environment with mod level of distraction and facilitate indep and safety in performance of functional activities.

• response to Tx:

- **i.e)** Pt response to group communication and fall prevention activity [good, variable, minimal, poor] as demonstrated by [engagement in group activities/or insert something specific to pt]. Include pt individual skills and levels completed and include cues used or grading of activity done and why. Pain reported, vitals monitored and measured. i.e) Pt STS SBA with VC for proper technique and positioning. Pt min A to follow multi step instructions with VC to sequence. Activity graded dow to provide visual instructions. Pt FM coordination/planning CGA with VC to scan area for ingredients No pain reported. Vitals monitored and measured WFL.

