

# *Care Partner Workbook*

## **Respite Activity**

### **Toolkit**

# **REACT**

A “Do-It-Yourself” Guide to help plan meaningful leisure activities during respite care times

November 23, 2020

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# Introduction

The **REspite ACTivity Toolkit (REACT)** is a resource to help the health care team of case managers, care partners, and health care aides, plan activities for respite care time. The **REACT** is a do-it-yourself guide to help identify and implement meaningful leisure activities with the care receiver.



## The REACT **IS**:

- A resource for engaging care receivers and their care partners in meaningful activities
- A pathway to connect with care receivers
- A resource to help improve the well-being of both the care partner and the care receiver

## The REACT **IS NOT**:

- A list of activities that have to be completed during every respite session
- A list of activities to fill every minute of respite time
- An exclusive list of all the allowed activities to do with the care receiver

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This workbook has been prepared by the Therapeutic Recreation Team, Home Living, Edmonton Zone, Alberta Health Services

## Care Partner Wellness

“To take care of myself. This is not an act of selfishness. It will give me the capability of taking better care of my loved one”  
(Caregivers Alberta, 2019).

Wellness tips
Go for a 15 minute walk
Take 5 minutes to call family and friends
Try to participate in social and recreational activities
Get some rest
Take 3 deep breaths
Purposefully schedule time for hobbies
Spend time in nature
Speak with your case manager about community resources for care partners

Consult a general practitioner if you experience ...
Decreased motivation
Difficulty sleeping
Headaches
Changes in eating habits
Fatigue
Changes in alcohol and drug consumption
Feeling helpless, overwhelmed, inadequate
Crying more frequently and easily
Withdrawal
Memory blanks
Difficulty concentrating or paying attention
Questioning why this happened

(Public Health Agency of Canada, 2005)

# Caregiver's Bill of Rights

## A Caregiver's Bill of Rights



*A caregiver assists a family member or friend with challenges resulting from disability, illness, or aging.*

### **I have the right:**

To take care of myself. This is not an act of selfishness. It will give me the capability of taking better care of my loved one.

To seek help from others even though my loved one may object. I recognize the limits of my own endurance and strength.

To get angry, be depressed and express other difficult feelings occasionally.

To maintain facets of my own life that do not include the person I provide care for, just as I would if he or she were healthy. I know that I do everything I reasonably can for this person and I have the right to do some things just for myself.

To reject any attempt by my loved one [either conscious or unconscious] to manipulate me through guilt, anger or depression.

To receive consideration, affection, forgiveness and acceptance for what I do for my loved one for as long as I offer these qualities in return.

To take pride in what I am accomplishing and to applaud the courage it has sometimes taken to meet the needs of my loved one.

To protect my individuality and my right to make a life for myself that will sustain me in the time when my loved one no longer needs my full time help.

To expect and demand that as new strides are made in finding resources to aid persons with illness, physical or mental challenges in our country, similar strides will be made toward aiding and supporting caregivers.



[caregiversalberta.ca](http://caregiversalberta.ca)  
office@caregiversalberta.ca

780.453.5088  
1.877.453.5088 (toll-free)

(Caregivers Alberta, 2019)

(See Appendix A for The Caregiver Well-Being Checklist)

# Personhood

Personhood is the recognition that all individuals are unique and deserving of absolute value, worth and respect. Person-centered care focuses on empowering individuals, families and/or care partners to support and build confidence in the care receiver.

Celebrate the whole person	
	Remaining abilities
	Emotions
	Cognitive abilities – not losses
	Their role in the context of: family, marriage, culture, ethnicity, gender, spirituality

Positive interactions in person-centered dementia care	
<b>Recognition:</b>	Individual known as a unique person by name; involves verbal communication and eye contact
<b>Negotiation:</b>	Individual is asked about preferences, choices, needs, goals
<b>Collaboration:</b>	Care partner supports care recipient to engage in a task as independently as possible
<b>Play:</b>	Encouraging expressions of spontaneity and of self
<b>Stimulation:</b>	Engaging in interactions using senses
<b>Celebration:</b>	Celebrating anything the individual finds enjoyable or when the individual experiences success
<b>Relaxation:</b>	Providing close personal comfort (i.e. holding hands)

(Epp, 2003)

# All About Me - Instructions

## All About Me – A Conversation Starter Instructions

Last date revised: *Insert date of the last time the revision, this is to ensure that the information is up-to-date*

**Note:** *as much as possible, this Conversation Starter should be written from the individual's perspective.*

### I like to be called...

*Individual's name, nickname or title*

### In the past I...

*In this section, note past careers, places the person lived, favourite events or activities and important aspects of their past.*

### I enjoy...

*Note the things the individual enjoys such as favourite foods, activities, topics of conversation, people, music, etc.*

### I don't like...

*Note the individual's dislikes, such as severe allergies or types of foods, music, weather, topics of conversation. This information can help others understand some possible triggers that make the individual uncomfortable.*



### A typical day for me could include...

*Note how the individual likes to have their day start and end, such as morning and evening routines, social and leisure activities, and meal times. What brings comfort and pleasure?*

### Who knows me best?

*List the names and relationships that are important to the individual, such as whom s/he confides in, people s/he enjoys spending time with, and who the individual identifies as their "family". Note this may include people who are no longer living or who reside far away.*

**Alzheimer Society**

[www.alzheimer.ca](http://www.alzheimer.ca)

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(Alzheimer Society, 2014)

(See Appendix B for a blank copy of All About Me)

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\*These resources have been compiled for your convenience, please note this is not an exhaustive list and is not endorsed by Alberta Health Services. Please refer to other directories for a complete listing of services. All prices, phone numbers and web links are subject to change without notice. Please notify a Rec T if you notice any information is incorrect and/or needs to be updated.

# All About Me – Sample

## All About Me – A Conversation Starter Sample

Last date revised: 18-09-2014

### I like to be called...

**Margaret**

### In the past I...

- Was a secretary
- Lived in Saskatoon, Saskatchewan
- Traveled throughout Europe
- Had a dog named Pepper
- Learned to fly an airplane
- Volunteered at a Food Bank

### I enjoy...

- Exercise and movement
- Singing
- Talking and being heard
- Folk Music
- Photography
- Bird Watching
- Knitting and Sewing
- The hot weather

### I don't like...

- Asparagus
- Thunder and Lightning
- Drinking ice cold liquids
- People startling me by approaching from the back
- Having television on all the time
- Winter



### A typical day for me could include...

- Starting my day with a cup of tea
- Going for a walk
- 1 hour of quiet time to sew or knit
- Phone call in the evening with my daughter
- A visit from my friend Corinne

### Who knows me best?

- My friend, Corinne
- My husband, Joe (died Nov 2004)
- My neighbour, Hiroko
- My church friends
- My bingo group

**Alzheimer Society**  
www.alzheimer.ca

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(Alzheimer Society, 2014)

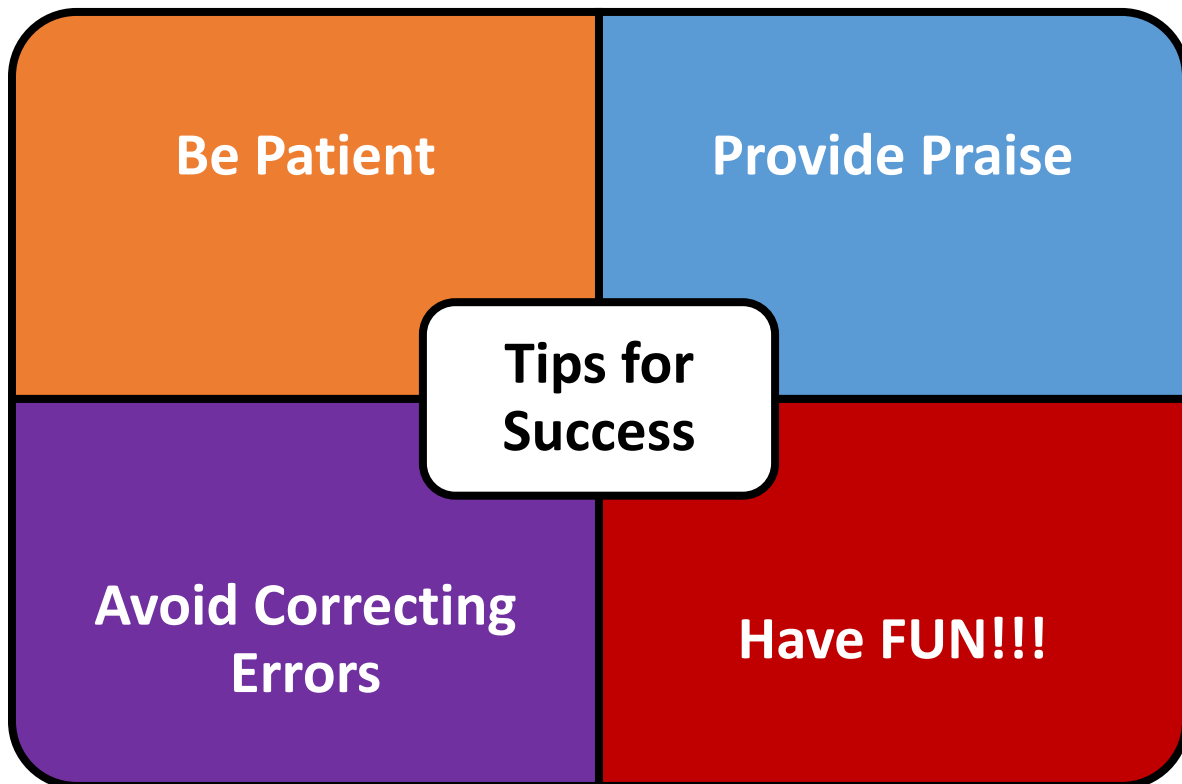
(See Appendix B for a blank copy of All About Me)



## Activity Delivery

The duration of the activity will depend on how the care receiver is feeling. Consider offering the care receiver a choice between two or three activities at a time.

The most important aspects of any recreational activity at home is to ensure care receiver engagement and enjoyment. Keep the activity fun and interesting. Focus on enjoyment, not achievement. Give the care receiver lots of time to respond or play their turn. Avoid the temptation of providing assistance too quickly. See Appendix C for more activity delivery tips.



## Activity Resources

This section offers activity ideas and resources that may be meaningful to a care receiver. This is not an exhaustive resource, but a good place to start brainstorming ideas.

Use the challenge/simplify examples to make activities more or less difficult based on the care receiver's needs on any given day. One does **WITH** the care receiver **NOT** for the care receiver.

Contact the case manager/supervisor if adaptive equipment (i.e. card holder, music list) is needed and cannot be found.

Resources:	<ul style="list-style-type: none"><li>• Use supplies already in the home (i.e. cards and games, felt pens and colored pencils)</li><li>• Reuse Centre</li><li>• Thrift stores</li><li>• Discount stores</li><li>• YouTube</li><li>• Podcasts</li><li>• Library</li><li>• Radio</li><li>• Newspaper</li><li>• Art and craft stores</li><li>• Online resource searches for:<ul style="list-style-type: none"><li>✓ Themed colouring pages/mandalas</li><li>✓ News</li><li>✓ Themed trivia</li><li>✓ Jokes and riddles</li><li>✓ Short stories and poetry</li></ul></li></ul>
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See more resources and ideas below.

(See Appendix D for helpful online resource searches)

## Artistic

Description:	A form of self-expression where something is created
Benefits:	Art activities have been shown to increase positive emotions and promote wellbeing (Conner, DeYoung, & Silvia, 2018).
Examples:	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Pottery</li> <li>• Photography</li> <li>• Colouring</li> <li>• Drawing</li> <li>• Crafts</li> <li>• Woodworking</li> <li>• Leather working</li> <li>• Flower arranging</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Larger materials</li> <li>• Less detailed items</li> <li>• Break down activity into 1-2 step instructions</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Provide a sample and materials and give less instructions</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Understand how to lead the activity prior to working with the care receiver</li> <li>• Collect all supplies needed for the activity</li> <li>• Break down activity into step by step instructions</li> </ul>

## Cognitive

Description:	Activities that stimulate the brain by engaging critical thinking and problem solving
Benefits:	Activities that stimulate the brain have been shown to have a positive effect on cognitive functioning (Wang, Xu, & Pei, 2012).
Examples:	<ul style="list-style-type: none"> <li>• Trivia</li> <li>• Games (Board, card and word)</li> <li>• Writing</li> <li>• Sequencing and matching items</li> <li>• Reciting poetry, short stories and jokes</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Smaller, simpler words</li> <li>• Shorter sentences</li> <li>• Break down activity into single step instructions</li> <li>• Larger fonts</li> <li>• Knowledge care receiver is familiar with</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Longer blocks of text</li> <li>• More complex language</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Try one activity at a time, if care receiver is not interested, try another</li> <li>• Encourage participation by clearly demonstrating the activity</li> <li>• If care receiver is ready to stop, take a break and try again later</li> <li>• The end goal is not to win the game or answer questions. Remember to have fun, it's about the social interaction.</li> </ul>

## Movement and Physical Activity

Description:	Activities that incorporate physical movement within the care receiver's abilities
Benefits:	Physical activities improve one's balance, mobility, endurance and strength (Lam et al., 2017).
Examples:	<ul style="list-style-type: none"> <li>• Exercise routine</li> <li>• Passing balloons or balls</li> <li>• Using sports equipment</li> <li>• Dancing (Waving scarves, ribbons etc.)</li> <li>• Walking</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Larger balls and equipment</li> <li>• Music with a slower tempo</li> <li>• Shorter distances</li> <li>• Shorter durations</li> <li>• Repetitive movements</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Multiple, changing movements</li> <li>• Music with a faster tempo</li> <li>• Sequence of movements</li> <li>• Change environment</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Use music for motivation</li> <li>• Allow rest breaks when needed and stop exercises if pain or distress is expressed</li> </ul> <p>Remember the ABC's of exercise</p> <ul style="list-style-type: none"> <li>• A- Alignment - stand up straight, look ahead, shoulders back and chest proud</li> <li>• B- Breathe - remember to breathe throughout the exercises</li> <li>• C- Control - slow, controlled movements</li> </ul>

(See Appendix E for Everyday Exercise for Older Adults poster, created by Finding Balance)

## Music

Description:	Activities that involve music and sound
Benefits:	Music has been shown to increase positive feelings and enhance the ability to generate creative ideas (Campion & Levita, 2014).
Examples:	<ul style="list-style-type: none"> <li>• Playing musical instruments</li> <li>• Listening to music (Radio, CDs/records, YouTube, TV music channels etc.)</li> <li>• Karaoke/sing-a-longs</li> <li>• Drumming circle</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Music with a slower tempo</li> <li>• Print off lyrics</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Music with a faster tempo</li> <li>• Music in a different language</li> <li>• Different types of music (jazz, classical, country and western, pop, old time music)</li> </ul>
Techniques:	<ul style="list-style-type: none"> <li>• If unable to recall favourite artists/songs, utilize a list of song titles from a time period of their youth and circle those that produce a response, for ie: toes tapping, clapping hands, singing along, pretending to play an instrument, dancing</li> </ul>

## Purposeful

Description:	Activities that help a care receiver feel like they are helpful and contributing to the household and/or society. These activities often resemble chores or past jobs and have a specified result that can be achieved.
Benefits:	Individuals with dementia who engage in meaningful activities, including household chores, report it gives them pleasure, a feeling of belonging, and a sense of identity and autonomy (Phinney, Chaudhury, & O'Connor, 2007).
Examples:	<ul style="list-style-type: none"> <li>• Household chores and jobs</li> <li>• Folding laundry, towels, face cloths, pairing socks</li> <li>• Washing or drying dishes</li> <li>• Watering plants or garden, deadheading flowers</li> <li>• Baking/cooking - chopping vegetables, measuring ingredients, kneading dough, etc.</li> <li>• Dusting the house</li> <li>• Winding yarn</li> <li>• Office work, stuffing envelopes</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Break down activity into single step instructions</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Provide a sample and materials with less or no instructions on how to do the task</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Coordinate prior to respite time ie: having ingredients available if going to make a cake, or having clean laundry to fold</li> <li>• Tasks should be leisure based or an activity they would have done in the past at work or at home</li> </ul>

## Relaxation

Description:	Relaxation is the state of feeling calm and free from worries. Relaxation techniques help distract the mind from pain or discomfort.
Benefits:	The evidence suggests that diaphragmatic breathing may decrease stress as measured by physiologic biomarkers and self-report tools (Hopper, Murray, Ferrara, & Singleton, 2019).
Examples:	<ul style="list-style-type: none"> <li>• Imagery/visualization</li> <li>• Relaxation breathing</li> <li>• Massage</li> <li>• Cold or hot packs</li> <li>• Weighted blanket</li> <li>• Relaxation apps</li> <li>• Music/nature sounds</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Setting up a soothing environment: calming music, dim lighting, aromatherapy diffuser</li> <li>• Give care receiver a hand massage</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Relaxation techniques that require ability to follow instructions: guided imagery, progressive muscle relaxation</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Ask what they find soothing</li> </ul> <p>To facilitate a relaxing atmosphere:</p> <ul style="list-style-type: none"> <li>• Get in a comfortable position in a quiet room</li> <li>• Close eyes, focus on how the body feels</li> <li>• Begin with 3 deep breaths, inhaling through the nose and exhaling slowly through the mouth</li> <li>• Think of a calm, peaceful, warm place</li> </ul>



## Reminiscing

Description:	Activities that trigger memories from the past
Benefits:	Reminiscing activities have been shown to reduce depression and improve positive feelings and life satisfaction (Moral, Terrero, Galán, & Rodríguez, 2015).
Examples:	<ul style="list-style-type: none"> <li>• Photo albums</li> <li>• Create legacy project (cookbooks, photo albums, life history album, videos, memory candles, soundtracks)</li> <li>• Reminiscing boxes (old items/toys, old sewing supplies, toolbox with old tools, old kitchen supplies, wedding items, baby box)</li> <li>• Conversation topics (music, movies, historical events, news stories, former occupation, location born and/or raised)</li> <li>• Reminiscing apps</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Care receiver looks at photos or items and care partner does not ask questions (care receiver may/may not be able to share personal stories)</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Ask care receiver questions about photo, item or memories</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Listen and let the care receiver lead the conversation</li> <li>• Avoid correcting facts unless asked</li> <li>• Ask questions and/or make comments to show you're interested and engaged</li> <li>• Consider recording (write, type, voice record) stories with care receiver's permission</li> </ul>

## Sensory

Description:	Activities that engage 1 or more of the 5 senses
Benefits:	Sensory stimulation has been shown to improve mood and alertness (Baker et al., 2001).
Examples:	<ul style="list-style-type: none"> <li>• Sight           <ul style="list-style-type: none"> <li>✓ Photographs (nature, family)</li> <li>✓ Bright/dim/coloured lighting</li> <li>✓ Going outside to enjoy nature</li> </ul> </li> <li>• Hearing           <ul style="list-style-type: none"> <li>✓ Music, nature sounds</li> <li>✓ Reading out loud</li> </ul> </li> <li>• Smell           <ul style="list-style-type: none"> <li>✓ Spices, herbal teas, food extracts</li> <li>✓ Flowers, potpourri</li> </ul> </li> <li>• Taste           <ul style="list-style-type: none"> <li>✓ Fresh baking</li> <li>✓ Tea sampling</li> <li>✓ Smooth/crunchy food (yogurt, chips)</li> </ul> </li> <li>• Touch           <ul style="list-style-type: none"> <li>✓ Hand massages</li> <li>✓ Soft/rough items (fur, piece of wood)</li> <li>✓ Cold/warm items (snow, heating pad)</li> </ul> </li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Present stimulus and let care receiver enjoy it</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Create a game or quiz about the items</li> </ul>
Techniques:	<ul style="list-style-type: none"> <li>• Use a quiet, distraction free environment</li> <li>• Props are essential to the activity, set up before engaging with the care receiver</li> <li>• The activity should reflect the care receiver's interests. Sometimes responses will be minimal or hard to see.</li> </ul>

## Social

Description:	Activities that encourage communication and connection with other people
Benefits:	Socialization improves one's physical and mental health (Bell, Menec, Novek, & Tran, 2013).
Examples:	<ul style="list-style-type: none"> <li>• Conversation starters</li> <li>• Story telling</li> <li>• News stories (newspaper, TV, internet)</li> <li>• Telling jokes or riddles</li> <li>• Themed parties/celebrations</li> <li>• Seniors' Centre Without Walls - Telephone programs, to register call 780-395-2626</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Smaller, simpler words</li> <li>• Shorter sentences</li> <li>• Knowledge care receiver is familiar with</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Longer stories</li> <li>• More complex language</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Start by building a rapport, find a commonality</li> <li>• Discuss over tea or coffee</li> <li>• Use items around home to help start conversations</li> </ul>

## Sorting and Organizing

Description:	Activities that involve going through containers filled with a variety of items
Benefits:	Sensorimotor programs significantly improve one's flexibility and grip strength and reduce agitation (Buettner, Lundegren, Lago, Farrell, & Smith, 1996).
Examples:	<p>Sort objects by colour, size or item</p> <ul style="list-style-type: none"> <li>• Yarn</li> <li>• Nuts and bolts</li> <li>• Recycling</li> <li>• Beads</li> <li>• Craft supplies</li> <li>• Office supplies</li> <li>• Greeting cards</li> <li>• Playing cards</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Explain the task and cue throughout as needed</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Leave the care receiver alone to explore on their own</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Coordinate prior to respite time</li> <li>• Determine items that may be of interest to the care receiver</li> <li>• Present unorganized items</li> <li>• Ask the care receiver to help sort or organize the items</li> <li>• Do not put all items in the same container again, in front of the care receiver</li> </ul>

## Spiritual

Description:	Activities that stimulate inner peace
Benefits:	Spiritual activities have been shown to increase sense of spiritual wellbeing and coping abilities (Heintzman & Mannell, 2003).
Examples:	<ul style="list-style-type: none"> <li>• Quiet space</li> <li>• Meditation</li> <li>• Prayer/Hymn books</li> <li>• Religious objects/artifacts</li> <li>• Pictures</li> <li>• Religious/cultural music</li> </ul>
Simplify:	<ul style="list-style-type: none"> <li>• Leave the care receiver alone to meditate or pray with the religious item</li> </ul>
Challenge:	<ul style="list-style-type: none"> <li>• Facilitate experience by reading, praying, meditating and having discussions with the care receiver</li> </ul>
Technique:	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Be non-judgemental</li> <li>• Be respectful</li> <li>• Let the care receiver lead the conversation</li> <li>• Avoid correcting facts unless asked</li> <li>• Ask questions and/or make comments to show you're interested and engaged</li> <li>• Do not challenge care receiver's beliefs unless there is a well-established rapport and the care receiver is willing to have a friendly conversation about it</li> <li>• There is no obligation to share personal beliefs</li> </ul>

## Activity Engagement Chart

This tool is designed to capture signs of engagement for the care receiver. The care partner can monitor for any signs listed below, that indicate that the care receiver is actively engaged. Generally, if an activity has four or more (✓), it is meaningful.

Based on this example, the care partner could infer gardening, colouring, walking and reminiscing are engaging activities for the care receiver.

<b>Signs of Engagement</b>	<i>Example:</i> Gardening	<i>Example:</i> Cards	<i>Example:</i> Colouring	<i>Example:</i> Walk (indoors)	<i>Example:</i> Reminiscing
Shows Interest: <i>(pays attention, participates)</i>	✓	✗	✓	✓	✗
Makes Eye Contact:	✗	✓	✗	✗	✓
Is Alert and Engaged: <i>(does not get distracted)</i>	✓	✗	✓	✓	✓
Actively Moves: <i>(does not need physical cueing)</i>	✓	✗	✓	✓	✗
Communicates: <i>(speaks during activity)</i>	✗	✓	✗	✗	✓
Shows Enjoyment: <i>(laughs, smiles)</i>	✓	✗	✓	✓	✓
Appears Calm/Relaxed: <i>(not agitated or tense)</i>	✓	✗	✓	✓	✓

(See Appendix F for a blank Activity Engagement Chart)

## Meaningful Activity Worksheet

Giving the respite care worker meaningful activities and simple directions will help them engage the care receiver. Below are examples of what this can look like.

Meaningful Activity Worksheet	
1	Gardening – Mary enjoys tending the flowers. The small pots can be moved onto the table for her to water with watering can that is kept beside the shed.
2	Colouring – Mary likes colouring pictures of flowers using pencil crayons. All material kept in kitchen cupboard below telephone.
3	Walk (indoors) – Mary requires her four wheel walker to ambulate, enjoys stopping and talking about family photos placed throughout her home.
4	Reminiscing – Mary has travelled the world. She enjoys reviewing past trips and fondest memories. Mary grew up on a farm and has many stories to share about chores and family connections. Photo albums of past trips are located in the living room under the TV.
5	

This tool can be used in conjunction with the Activity Engagement Chart to describe the meaningful activities. A blank copy is included (see Appendix G) for care partners to complete and share with the respite care worker.

## References

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# Appendices

## Appendix A The Caregiver Well-Being Checklist



### The Caregiver Well-Being Checklist

Below are some suggestions for improving your well-being. You may want to start with one item and build up to a few. Select the ones that you feel will benefit you the most. Remember– if you don't get to your goal there is no guilt– just something to strive towards as you are able.

- I am getting out/exercising at least twice a week.
- I am getting at least 7 to 9 hours of restful, sound sleep per night.
- I am eating 3 balanced meals a day, or 4 to 5 small nutritious meals per day.
- I have kept up with my hobby or special interest.
- I acknowledge my feelings as they come up.
- I talk with or visit up to 3 friends or relatives weekly.
- I do something special for myself at least once per week.
- My legal and financial papers, including Wills are in order and available.
- I keep my annual medical and dental appointments.
- I attend a community caregiver group, support group, or speak to a friend or counselor about my feelings if I need to.



Adapted from: Family Caregivers' Network Society, Resource Guide for Family Caregivers, 2006.

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## Appendix B All About Me

# All About Me

## A Conversation Starter

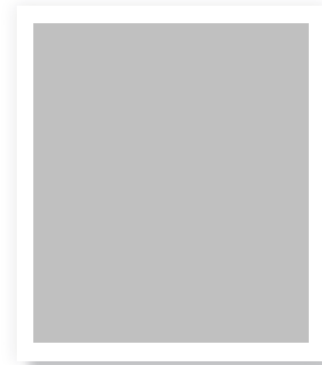
Last date revised:

I like to be called...

In the past I...

I enjoy...

I don't like...



A typical day for me could include...

Who knows me best?

**Alzheimer Society**

[www.alzheimer.ca](http://www.alzheimer.ca)

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## Appendix C Activity Delivery Tips

### Tips for all activities

- Minimize distractions and reduce extra noise (TV, radio)
- Ensure lighting is adequate
- Check that supplies are provided beforehand
- Sit at their eye level
- Use 1-2 step instructions
- Explain clearly what you are going to do
- If they are likely to refuse activities say “Let’s do this” versus “Do you want to do this”
- Know if the care receiver is right handed or left handed

### If there is a language barrier

- Use hand gestures/provide a demonstration
- Use simple words/concepts
- Use cue cards if family have made available

### If there is a visual impairment

- Use large print material/writing
- Speak slowly and give clear instructions when explaining what the care receiver will be doing.  
Eg. Playing Yahtzee – I’m going to place the dice in a cup, for you to shake and empty the cup on the table. The cup will be placed on the right side of the table by your right hand.

### If there is a hearing impairment

- Sit on the side they hear best on
- Sit directly in front of them
- Speak slowly if they read lips
- Speak in a loud, low voice
- Use assistive device if available (eg. pocket talker)

### If there is agitation

- Stop the activity or what you are doing
- Stay calm and do not argue or criticize them, even if they are incorrect
- Be visible to the care receiver when interacting
- Refrain from physical contact
- If able, give them a non-threatening object to keep their hands busy

**Assistive devices and activity supplies (eg. cards and card holder) are the responsibility of the care receiver or their family members.**

## Appendix D Online Resources

### Leisure Activities

Activity Connection (*activity ideas*) - <https://www.activityconnection.com/index.cfm>

Fit Minds (*cognitive stimulation*) - <https://fitminds.ca/>

Info on Music Therapy - <https://positivepsychology.com/music-therapy/>

App store for iOS - <https://www.apple.com/ca/ios/app-store/>

Google play for android - <https://play.google.com/store/apps/>

Seniors' Centre Without Walls [SCWW] (*leisure telephone program*) -

<http://www.edmontonsouthsidepcn.ca/classes-health-resources/seniors-centre-without-walls/>

Note: Some activity resources and apps have a cost attached to them.

### Catalogues for Leisure Supplies and Adapted Tools

CDS Boutique (*leisure supplies*) - <https://www.cdsboutique.com/en/>

Flaghouse (*leisure supplies*) - <https://www.flaghouse.ca/>

Spectrum-Nasco (*leisure supplies*) - <https://spectrum-nasco.ca/senior-activities>

Alzheimer's Store (*leisure supplies and adapted tools*) - <https://www.alzstore.ca/>

Canadian Institute for the Blind Webstore (*adapted tools*) - <https://shop.cnib.ca/>

Health Care Solutions (*adapted tools*) - <https://healthcaresolutions.ca/>

North Coast Medical (*adapted tools*) - [https://www.ncmedical.com/item\\_1432.html](https://www.ncmedical.com/item_1432.html)

Parsons ADL (*adapted tools*) - <https://www.parsonsadl.com/>

Sentimental Productions (*leisure supplies*) - <https://www.sentimental.cc/asp/index.asp>

# Appendix E Everyday Exercises for Older Adults



## EVERYDAY EXERCISES FOR OLDER ADULTS

### WHEN EXERCISING, REMEMBER TO:

- » Check with your healthcare provider before you start a new exercise program.
- » Wear comfortable, supportive footwear.
- » Use a firm, stable chair for support.
- » Start with 5 repetitions of each exercise. Add 1 or 2 everyday until you reach 15 repetitions.
- » Be aware that muscle soreness after exercise is normal.

<p><b>1</b></p>			<p><b>SIT TO STAND</b></p> <ul style="list-style-type: none"> <li>» Sit in a chair, feet hip-width apart</li> <li>» Slowly stand up half way</li> <li>» Make sure your knees do not come forward past your toes</li> <li>» Keep your hips, knees, and ankles in line</li> <li>» Stand up straight and tall, then return to seated position</li> <li>» <b>Repeat up to 15 times</b></li> </ul>
<p><b>2</b></p>	<p><b>STANDING LEG CURL</b></p> <ul style="list-style-type: none"> <li>» Stand with feet hip-width apart</li> <li>» Shift weight onto one leg</li> <li>» Bend other knee</li> <li>» Raise heel toward buttocks as far as it is comfortable</li> <li>» Return to starting position</li> <li>» <b>Repeat on each leg up to 15 times</b></li> </ul>	<p><b>3</b></p>	<p><b>SIDE LEG LIFT</b></p> <ul style="list-style-type: none"> <li>» Stand with feet together, hold a chair for support</li> <li>» Shift weight onto one leg</li> <li>» Raise the other leg out to the side</li> <li>» Keep your back straight and tall</li> <li>» Slowly return leg to the floor</li> </ul>
<p><b>4</b></p>	<p><b>HEEL RAISE</b></p> <ul style="list-style-type: none"> <li>» Stand with feet hip-width apart</li> <li>» Hold on to back of chair and look forward</li> <li>» Slowly raise both heels off the floor, standing on toes</li> <li>» Hold for 5-10 seconds</li> <li>» Return to start position</li> <li>» <b>Repeat up to 15 times</b></li> </ul>	<p><b>5</b></p>	<p><b>TOE RAISE</b></p> <ul style="list-style-type: none"> <li>» Stand with feet hip-width apart</li> <li>» Hold onto back of chair and look forward</li> <li>» Slowly raise toes off the floor, putting weight onto heels</li> <li>» Hold for 5-10 seconds</li> <li>» Return to start position</li> <li>» <b>Repeat up to 15 times</b></li> </ul>
<p><b>6</b></p>		<p><b>WALL PUSH-UP</b></p> <ul style="list-style-type: none"> <li>» Facing a wall, stand arms' length away and place hands on the wall at shoulder height, and shoulder-width apart</li> <li>» Tighten the abdominal muscles</li> <li>» Keeping back and legs straight, bend elbows while lowering upper body toward the wall</li> <li>» Hold for 2-3 seconds</li> <li>» Straighten arms pushing against the wall and return to starting position</li> <li>» Keep elbows slightly bent</li> <li>» <b>Repeat up to 15 times</b></li> </ul>	

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## Appendix F Activity Engagement Chart

Use this tool to list activities that the care receiver may be interested in. Carefully observe the care receiver during the activity and check off the boxes that capture signs of engagement. An activity that has four or more (✓), will usually be meaningful to the care receiver.

<b>Signs of Engagement</b>					
Shows Interest: <i>(pays attention, participates)</i>					
Makes Eye Contact:					
Is Alert and Engaged: <i>(does not get distracted)</i>					
Actively Moves: <i>(does not need physical cueing)</i>					
Communicates: <i>(speaks during activity)</i>					
Shows Enjoyment: <i>(laughs, smiles)</i>					
Appears Calm/Relaxed: <i>(not agitated or tense)</i>					

## Appendix G Meaningful Activity Worksheet

Allow care receiver time to process information, if care receiver does not comprehend, repeat using the same words and/or model the instruction. The Facilitator of activities will need to suggest, encourage and engage the care receiver in the following activities:

Meaningful Activity Worksheet	
1	
2	
3	
4	
5	

List and briefly describe meaningful activities for the care receiver

**Tips for success:** Be patient, provide praise, avoid correcting errors and **HAVE FUN!**