

College Program Title: Leisure

Duration of Unit: All year

Philosophical background:

The transition from adolescence to young adulthood is a major developmental milestone that presents its challenges in the general population. The transition from adolescent centred to adult orientated support offers additional challenges due to the conflicts between clients developmental age and chronological age. The shift in occupational role from “student” to “adult” encompasses a range of demands on clients such as ability to form an informed consent, ability to give and refuse consent, responsibility and ownership over less structured times across the day and assumed ability to make a range of choices in a variety of ways. Due to the increasing demands of their occupational role, some clients may experience an increase in episodic severity of behaviours or are so overwhelmed with their new responsibilities and changing environments that they may withdraw and have a regression of skills.

Leisure time therefore becomes a critical opportunity for skill development; in specific leisure activities, the use of expressive and receptive communication supports, integration into community settings and group participation.

Program purpose and rationale:

At AASGS, It was identified by staff that there was a significant amount of “down time” for clients especially during arrival times, before pick up and during the day between scheduled activities. A survey was developed to investigate the nature of “down time” and in particular, leisure activity options at AASGS. Both clients and staff were encouraged to participate in the survey. 12 staff and 10 clients completed the survey through the use of a myriad of supports; question/answer survey, visual choice boards, circling key words/images, real item choices and feedback from parents and carers.

The results of the survey highlighted the following key points;

1. The most common times of the day with the most frequent “down time” were the morning (arrival), the afternoon (pick up time), between scheduled activities e.g. After morning tea
2. All participants agreed that they had observed a link between lack of self-occupying leisure activities and challenging behaviours
3. Potential activities for a leisure program could include: Wii games or other control games, quiet “sensory corner”, art and craft, more free choice activities.

Information gathering:

The “activities I like” section of the Profile summary 2017 document for each client was also reviewed (displayed on client lockers) to create a bank of preferred activities.

The needs of the clients were also considered using the Profile Summary document and other behaviour support plan/ action plan documents.

Clients participated in a survey lead by staff. Clients were presented with a variety of leisure visuals and an evaluation process was conducted to produce a hierarchy of preferred activities per client. This survey ensured that clients had a say in the leisure activities to be included in the program.

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Key support staff were also presented with a staff focused survey to determine when and where they felt the leisure program would best sit in the day. Staff were also asked which activities they thought their client would like to learn about.

Challenges encountered:

- Limited self-occupying skills demonstrated by some clients
- Client unwillingness to participate in activities
- Gathering appropriate resources

Program considerations:

1. Ecological strategies

The program focuses on ecological strategies to help support clients during leisure time. These include;

- Consistent and available expressive communication supports catered to skill level: Real item choice boards set up, image choice boards, activity component visuals etc.
- Consistent staffing
- Positive programing
- Opportunities for empowerment
- Choice and control
- Environmental management e.g. Clear surface areas, clear spaces for leisure activities

2. Skill building goals

Clients participated in a pre-assessment of chosen leisure activity / current skills during leisure time and appropriate goals were developed to measure progress over time. An example of goals can be found below;

- For X to expand her repertoire of leisure activities by successfully accessing public transport with guidance from key support worker.
- For X to independently turn on, log in and navigate to find her favourite YOUTUBE videos on the computer.
- For X to expand the length of time he engages in one leisure activity from 1 minute – 3 minutes.
- For X to access leisure activities with focus of losing 5 kg in 3 months.
- For X to make a choice between two leisure activities using his A5 communication folder.
- For X to engage in a relaxation leisure sequence for 10 minutes with guidance from staff member.
- For X to request one leisure activity per day using his phone.

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- For X to choose one leisure activity from a choice of 2 A3 visual supports.

Program features:

1. Creation of optional “Boot Camp” program every morning (available from 8:30am-9:30am)

The boot camp program was designed to provide some structure around leisure time for clients at college. Using client specific observations and results from Adult Sensory Profile, boot camp activities were designed to meet clients sensory processing needs. Clients will be encouraged to use team work as they participate in joint group activities such as soccer, target throws and sack races. Activities may also include resistance and circuit training, cardio and other exercises that promote healthy body weight. Through repetition of activities, it is hoped that clients will be able to develop a bank of activities they can use independently as leisure, in the future.

2. Creation of “Non-Verbal hour of power” from 2:30pm-3:30pm

To provide opportunities for skill based learning, the “non-verbal hour of power” was introduced to focus on client’s use of personal expressive communication systems. Staff remove all verbal interactions with clients and encourage choice making and giving/refusing consent through body language. The reduction of language was also introduced to provide a calm environment so that clients have the best chance at learning new skills.

3. Creation of optional “Relaxation” program every afternoon (available from 3:30pm-4:00pm)

Clients will have the opportunity to engage in a relaxing and calming “wind down” activity at the end of the day. The middle room in college will be turned down – blinds down, lights off, tables and chairs pushed away and bean bags/ cushions laid out on the floor. A relaxation video will be played on the interwrite board and incense will be used to add a sensory element to the experience. Clients will be able to bring these skills into other areas of their day, using similar strategies to self-regulate during activities.



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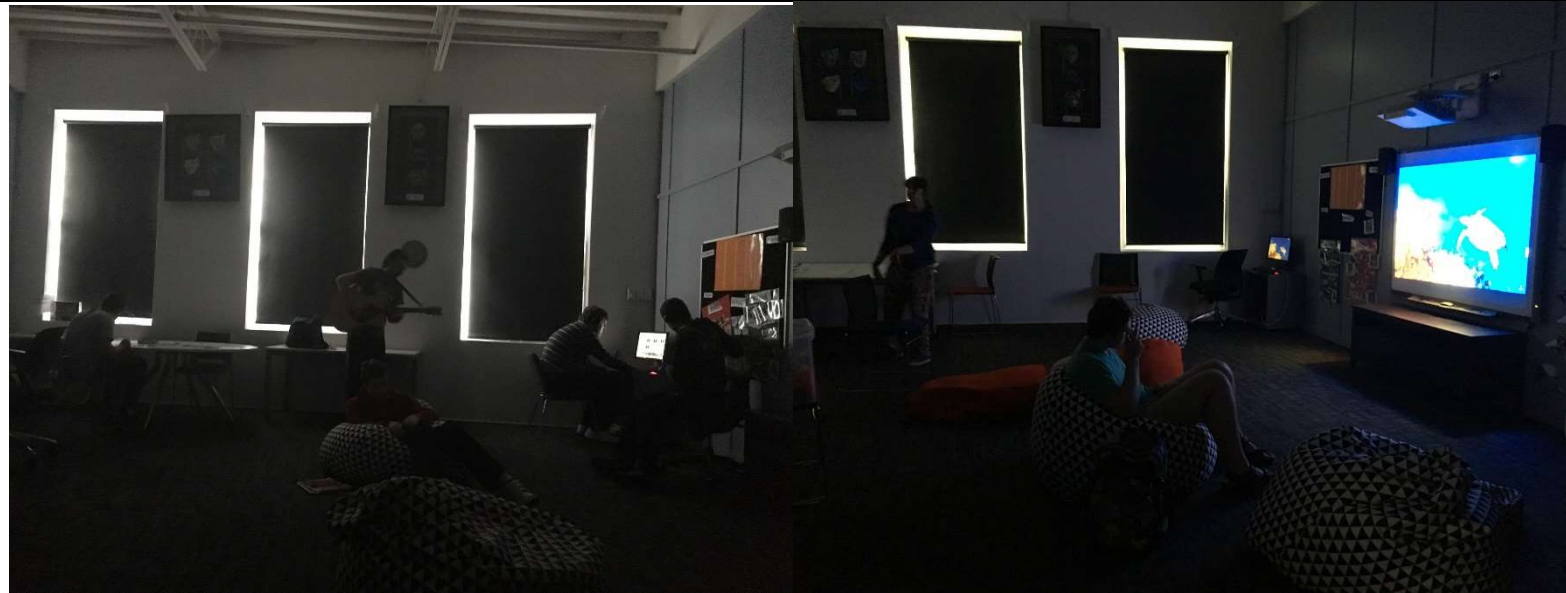
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4. Creation of a “free choice” leisure wall/space

A dedicated “free choice” wall will be located in the main room with visuals of available activities clients can access during “downtime”. Resources will be stocked in the leisure resource shelves in the main room and clients will be encouraged to access the activity of their choice by independently approaching the cupboard or with assistance from staff e.g. Staff to show them choice board and allow clients to select activity.

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5. A movement to community based leisure choices

As clients became more confident in centre based leisure skills, staff have been able to extend their leisure choices to the community whilst carrying those skills over e.g. Clients practised watching movies – making popcorn, sitting on bean bags and watching movies on the inter-write board. Staff then supported clients to use those skills learnt to go to Auburn reading cinemas and watch movies as a group. Other activities include golf, visit to events such as the Easter show, bowling, eating out and beach days.

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Functions and delegations:

The following table was used to delegate tasks to staff;

Person responsible	Delegation/task	Date for completion	Completed YES or IN PROGRESS
	Introduce potential change project at staff meeting		
	Complete client survey		
	Complete staff survey		
	Contribute to adding a list of potential activities to try at college		
	Purchase incense and lighter for relax session		
	Develop relaxation signs for relax session in afternoon		
	Write a list of resources required as donation from AMART and email to Daniel		
	Send email of list of resources to AMART contact for donation		
	Review literature around sensory corners and strategies for implementation		
	Purchase resources for sensory corner		
	Community access risk assessments for; <ol style="list-style-type: none"> Auburn reading cinemas Wattamolla beach Top Ryde food court 		

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	<ul style="list-style-type: none"> 4. Strike bowling darling harbour 5. Putt putt golf 6. Fishing Bundeena 7. Trampolining 		
	Check all clients OPAL cards and companion cards for public transport access		

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Leisure activities:

Activity	Teaching sequence	Resources
<p>Boot camp circuit</p> <p><i>Every morning 8:30am-9:30am</i></p>	<ol style="list-style-type: none"> 1. Set up boot camp circuit with client who arrives first. Allow them to choose equipment from the boot camp cupboard. Note: boot camp to be set up at the front lawn strip outside college front door. If raining, boot camp can be set up in the learning space inside. OR clients can choose if they want to participate inside or outside. 2. Place witch's hats at each station along with equipment and visual supports (found in folder in boot camp cupboard) 3. Put the boot camp visual up on the inter-write board with the boot camp music (found on the desktop on the learning space computer) 4. Ensure boot camp is scheduled on client's daily schedules. 5. Key support worker to work alongside client and guide them through the circuit. 	<ul style="list-style-type: none"> - Thera-bands and poster sequences - Step ups and poster sequences - Tug of war rope - Witches hats - Football - Soccer ball - Soccer goal - Basketball - Basketball hoop - Boxing gloves - Boxing pads
<p>Yoga</p>	<ol style="list-style-type: none"> 1. Print out yoga sequence saved in College programs – Yoga – Resources – Yoga sequence. 2. Ensure yoga is on clients daily visual schedule 3. Pack yoga bag with yoga mats and IPAD 4. Walk to oval with clients 5. Set up yoga mats along cricket pitch 6. Instruct clients to sit on mats and place yoga sequence in front of them 7. One support staff sit on yoga mat facing clients (instructor) 	<ul style="list-style-type: none"> - IPAD with relaxation music - Yoga mats - Yoga sequence printed out one per client if needed

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	<ol style="list-style-type: none"> Turn on IPAD and play relaxation music (saved to desktop) Instructor to begin working through the sequence and model the poses. Support workers to assist clients as required. 		
<p>Relax</p> <p><i>Every afternoon 3:15-4pm</i></p>	<ol style="list-style-type: none"> YouTube "Relaxation music" on the inter-write board in the learning space Place bean bags on the floor Turn the lights off Light the incense (kept in the sensory cupboard in the learning room) Send through Viber message to staff "relaxation has commenced" so staff are aware of non-verbal time during relax Direct clients into the learning space Allow clients to sit where they like and supervise as required. 	<ul style="list-style-type: none"> Relaxation videos found on YouTube on inter-write board Incense Lighter Bean bags Cushions 	
Computer time	<ol style="list-style-type: none"> Set up laptops in the learning space Set up time timers next to laptops Turn laptops on and place log in details sheet next to each laptop Direct clients to the computer space and set up time timer Provide support as necessary for them to log in Allow client to navigate to desired programs – provide assistance as required. When time timer goes off, direct clients to pack away laptops Remove lap tops from space and store away in staff room. 	<ul style="list-style-type: none"> 2 college laptops 2 college laptop mouse time timer log in visual supports choice visuals and other supports as required 	<p>N Stepping Stones Early Education Ltd</p> <p>ABN 95 087</p> <p>A "Step House"</p> <p>23 Punt Rd Gladesville</p> <p>NSW 2111</p> <p>PO Box 209 Gladesville</p> <p>NSW 2111</p> <p>T 02 9879 4971</p> <p>F 02 9879 4974</p>

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Golf	Check activity protocol saved in clients file under IP	<ul style="list-style-type: none"> - companion cards - opal cards - program money - clients bags - clients lunches 	
Movie Prep	Check activity protocol saved in leisure program folder	<ul style="list-style-type: none"> • Baking: <ul style="list-style-type: none"> - Cup cake mix - Measuring cups - Wooden spoon - Large black dish to be used as mixing bowl - Eggs - Butter - Oil - Water • Making popcorn: <ul style="list-style-type: none"> - Popcorn kernels - Popcorn machine - Salt - Butter - Paper bags - Bowl - Spoon - Cup • Making sandwiches: <ul style="list-style-type: none"> - Ham slices - Cheese - Lettuce - Mayo - Pizza sauce - Bread - Knife - Plate - Paper bags 	<p>N Stepping Stones Early Education Ltd ABN 95 087 A "Step House" 23 Punt Rd Gladesville NSW 2111 PO Box 209 Gladesville NSW 2111 T 02 9879 4971 F 02 9879 4974 E admin@giantsteps.net.au W www.giantsteps.net.au</p>

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Movies	Check activity protocol saved in clients file under IP	<ul style="list-style-type: none"> - companion cards - opal cards - program money - clients bags - clients lunches 	<p>N Stepping Stones Early Education Ltd ABN 95 087 A "Step House" 23 Punt Rd Gladesville NSW 2111 PO Box 209 Gladesville NSW 2111 T 02 9879 4971 F 02 9879 4974 E admin@giantsteps.net.au W www.giantsteps.net.au</p>
Eating out	Check activity protocol saved in clients file under IP	<ul style="list-style-type: none"> - companion cards - opal cards - program money - clients bags 	
Arcade games	<ol style="list-style-type: none"> 1. Ensure arcade speed racer is plugged into the wall and turned on 2. Allow clients to access speed racer during free leisure time 	<ul style="list-style-type: none"> - Arcade Speed Racer 	
Wii	<ol style="list-style-type: none"> 1. Set up Wii on the interwrite board (already plugged and set up just have to turn on) 2. Offer clients a choice of game (games found in the leisure cupboard) 3. Use turn taking chart as required 4. Support clients as necessary 	<ul style="list-style-type: none"> - 2 Wii controllers - Wii games 	
Beach day	Check activity protocol in clients file under IP	<ul style="list-style-type: none"> - companion cards - opal cards - program money - clients bags - clients lunches - sunscreen - towels - swimmers - water bottles 	

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Table tennis	<ol style="list-style-type: none"> 1. Table tennis table should be set up in learning space 2. Set up two ping pong bats and balls (found in leisure cupboard) 3. Use turn taking chart to encourage two clients or staff to play 4. Keep score of points using a tally on the interwrite board 5. Winner to put a tally next to their name on the ping pong champion poster 	<ul style="list-style-type: none"> - Table tennis table - Two table tennis bats - Balls - Ping pong champion poster - Interwrite board and pen 	
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Evaluation:

The leisure program has been very successful at college over the year 2017. The results of the program are summarised below;

Group Participation

There has been an increase in group participation by clients. Clients who previously sought to be by themselves have participated in group activities with ease. There has been an increase in clients tolerating others sounds, movements and interactions e.g. X able to perform group boot camp with no behavioural escalations around clients who are known triggers.

Anxiety

Staff have informally debriefed and noticed that there has been a reduction in anxiety amongst those clients who are prone. Staff report seeing clients who normally require adult prompting to engage in activities are independently engaging with ease. For example, X would previously wait for staff to instruct him to engage every step of the way in activities. After learning some splinter leisure skills in golf, basketball and Wii, X will now choose an activity from the free choice board and participate independently. Staff report X now seems more confident has appears to be more relaxed.

Age appropriateness

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The results of the implemented program also saw an increase in clients engaging in age appropriate activities. Clients such as X, X and X were previously motivated to watch YouTube videos of High 5, The Wiggles and Barney. The leisure program provided clients with opportunities to be exposed to other videos such as 2017 pop music, relaxation and meditation videos and computer games such as Kahoots. These three clients will now often choose to watch those videos rather than the other less age appropriate videos.

Leisure based skills

The leisure program provided clients with a medium through which they could learn splinter leisure skills in ball sports, computer access, puzzles, gym workouts and others. Clients learnt how to move their bodies for example when during yoga and in ball sports. Clients have learnt how to independently turn computers on and access programs they wish such as X and X.

Communication

Clients have been so motivated by the activities incorporated in the leisure program that staff have noticed an increase in communication. Clients such as X and X are now requesting activities. Staff have seen clients use hand leading, verbal requests and visual exchange to communicate their requests.

Challenging behaviours

The incorporation of the leisure program has seen a reduction in challenging behaviours especially by client X. Staff have recently discussed how too much free time may be a setting event for clients like X. With the introduction of scheduled events throughout the day – many of which are leisure based, X has experienced less challenging behaviours and often refers back to the schedule to seek out the next leisure activity.

General evaluation

1. Considerations around grouping need to be conducted e.g. Group clients together according to skill level and needs – look into having college clubs like a puzzle association for clients who love puzzles.
2. Expanding leisure activities to move more into the community. Currently have trialled eating out, golf and movies.
3. Introduce “The Wheel of Adventure” where clients get to spin the wheel for a spontaneous outing location. Introduce more novelty for the clients.
4. Computer use – some clients have found it difficult to move on from leisure time as they are enjoying it so much! Using a timer to forewarn when leisure is over. Have replaced computers with laptops so can be put out of sight. Computer use protocol up near computers in the learning space.
5. Arcade speed racer got delivered to college – lots of clients curious as to how to play. X from IT organising a new cable as existing one does not meet safety standards. Continue to follow this up.
6. The creation of the “Table Tennis Champion” competition has sparked lots of motivation and enthusiasm for both staff and clients to continue to engage in leisure. The poster on the wall has encouraged clients to tally their scores after each game. The competition has also really encouraged staff to play an active role in modelling!

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7. The set times for boot camp (on arrival) and relax (just before home time) has helped remind clients and staff that leisure activities are available! The set relax time has provided a calming atmosphere for clients before they transition home. The boot camp also benefits clients as it is a good start to the day – where clients can release any built up energy from long taxi rides or help increase arousal levels so they are ready for learning.

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Staff leisure survey at college May 2017	
Name: TEMPLATE	Date:
1. Is there any “down time” during the day?	
2. Are there any activities you direct clients to in “down time”?	
3. What activities would you like to see available at college during the Leisure program?	
4. Have you tried any activities before? If so, what were they?	
5. Do you think there is a relationship between lack of self-occupying leisure skills and challenging behaviours?	
6. How do you, as a staff member feel at the moment during “down time”?	

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Client Leisure survey at college May 2017

Name: TEMPLATE

Date:

Questions staff to ask clients	Client responses
1. What is your favourite activity to do at college? (ask as an open ended question and prompt for answers as required)	
2. Choose your favourite activity (refer to the choice board)	
3. What is your favourite thing to do at home?	

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Magazines	Draw	Wii
		
Youtube	DVD	Relax

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Music	Walk	Puzzles
		
Snack	Sport	Massage

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