



2021

Structured Ambassador Program for Individuals with Intellectual and Developmental Disabilities in the Preschool Setting

Aspen Pitcher

Abby Wendel

Follow this and additional works at: <https://commons.und.edu/ot-grad>



Part of the [Occupational Therapy Commons](#)

Recommended Citation

Pitcher, Aspen and Wendel, Abby, "Structured Ambassador Program for Individuals with Intellectual and Developmental Disabilities in the Preschool Setting" (2021). *Occupational Therapy Capstones*. 479.
<https://commons.und.edu/ot-grad/479>

This Scholarly Project is brought to you for free and open access by the Department of Occupational Therapy at UND Scholarly Commons. It has been accepted for inclusion in Occupational Therapy Capstones by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

Structured Ambassador Program for Individuals with Intellectual and Developmental
Disabilities

in the Preschool Setting

by

Aspen Pitcher, MOTS and Abby Wendel, MOTS

Advisor: Cherie Graves PhD, OTR/L

A Scholarly Project

Submitted to the Occupational Therapy Department of the

University of North Dakota

In partial fulfillment of the requirements

for the degree of

Master of Occupational Therapy

Casper, Wyoming

May 2021

APPROVAL PAGE

This scholarly project, submitted by Aspen Pitcher, MOTS and Abby Wendel, MOTS in partial fulfillment of the requirement for the Degree of Master of Occupational Therapy from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

Cheri Graves, PhD, OTR/L

Faculty Advisor

4/16/2021

Date

PERMISSION

Title: Structured Ambassador Program for Individuals with Intellectual and Developmental Disabilities in the Preschool Setting

Department: Occupational Therapy


Degree: Master of Occupational Therapy

In presenting this Scholarly Project in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, we agree that the Department of Occupational Therapy shall make it freely available for inspection. We further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised our work or, in her absence, by the Chairperson of the Department. It is understood that any copying or publication or other use of this Scholarly Project or part thereof for financial gain shall not be allowed without our written permission. It is also understood that due recognition shall be given to us and the University of North Dakota in any scholarly use which may be made of any material in our Scholarly Project.



Signature

4/16/2021
Date



Signature

4/16/2021
Date

TABLE OF CONTENTS

| | |
|-------------------------------|-----|
| ACKNOWLEDGEMENTS..... | V |
| ABSTRACT..... | VI |
| CHAPTERS | |
| I: INTRODUCTION..... | 1 |
| II: REVIEW OF LITERATURE..... | 4 |
| III: METHODOLOGY..... | 18 |
| IV: PRODUCT..... | 22 |
| V: SUMMARY..... | 126 |
| REFERENCES..... | 129 |

ACKNOWLEDGEMENTS

We would like to express our appreciation to our advisor, Dr. Cherie Graves, for her continuous support, positive attitude, expertise, and guidance throughout the process of creating this scholarly project. Dr. Graves' dedication to supporting us throughout this project helped to make the creation of this manual possible. We would also like to thank our families and classmates for their support throughout our academic journeys.

ABSTRACT

Adults with intellectual disabilities (ID) and developmental disabilities (DD) have multiple opportunities to participate in the community through a variety of programs. Most programs show significant benefits in immersing individuals with ID/DD in social and physical contexts. Ashley, Fossey, and Bigby (2019) explain that participation for individuals with ID/DD is influenced by motivation, abilities, and environmental conditions. The environment plays a key role in supporting or hindering occupational engagement for individuals with ID/DD (Ashley et al., 2019). The research supports the use of vocational programs, intergenerational programs, and peer mentorship to improve the quality of life for individuals with ID/DD (Janke, Purnell, Watts, & Shore, 2019). This leads to the importance of creating a supportive and inclusive environment to enable engagement and participation in occupations amongst adults with ID/DD.

Based on the literature review, there is limited research and programs that provide a supportive and creative environment for individuals with ID/DD. The purpose of this scholarly project is to create a program manual that can be used to provide structure to and facilitate implementation of an ambassador program into the preschool setting. This program will create an inclusive environment for adults with ID/DD, giving them an opportunity for self-fulfillment in meaningful occupations, resulting in increased occupational engagement.

CHAPTER I

Introduction

According to Krysta et al. (2015), 15.6% of the population are individuals with intellectual and developmental disabilities (ID/DD) most of which participate within the community through multiple programs. The environment for individuals with ID/DD can either support or hinder occupational engagement (Ashley et al., 2019). A literature review was conducted on programs and environments that are available to individuals with ID/DD that are inclusive and meaningful. Different programs include vocational programs, community-based non-work, intergenerational programs, amongst others. Community-based non-work (CBNW) is defined as activities that take place in the community such as volunteering, recreation programs, life skills training, and community exploration that does not involve paid work (Sulewski, Butterworth, & Gilmore, 2008). This type of program opens up more opportunities for individuals with ID/DD to participate within the community. During the research process, an interview was conducted on an existing program for individuals with ID/DD in the preschool setting. The interview highlighted a need for meaningful, inclusive, and structured activities for individuals with ID/DD, in the community within a supportive environment.

Occupational therapy (OT) guides meaningful activities in the community for individuals with ID/DD. This role includes looking at an individual's functional independence through intervention approaches including create/promote, establish/restore, alter, modify/adapt, and prevent. Occupational Therapists have the

skills to analyze the person, environment, and occupation to create appropriate interventions for occupational engagement and performance. By utilizing intervention strategies, individuals with ID/DD will be given an opportunity to ensure an inclusive environment within the community. There is an existing program for individuals with ID/DD to participate within the community through a supportive setting. This community setting is in Fargo, North Dakota, where a preschool established the ambassador program to spread awareness and inclusion for individuals with ID/DD. After further investigation, the program was in need of a manual to provide more structure, to expand the program further, and create meaningful and inclusive experiences. A manual that provides more structure and guidance from an OT perspective is crucial due to the large population of individuals with ID/DD that could potentially benefit from this program. The authors chose to focus on individuals with ID/DD who were 21 years old or older due to the transition out of high school and the need for meaningful programming.

Chapter two includes a thorough literature review that was conducted to guide the product development. Chapter three includes the methodology that was used in the creation of the product. Chapter four is the complete product that can be used to implement the program into preschools. Lastly, chapter five includes a summary and overview of the scholarly project including the limitations of the product and potential for scholarly project collaboration in the future.

Key terms

- Ambassador: Individuals with ID/DD who are participating in a CBNW program.
- Community-based non-work program (CBNW): Community-based nonwork is described as activities that do not involve paid employment but take place in the community (Sulewski, Butterworth, & Gilmore, 2008).
- Developmental Disability (DD): Manifests in early development and is characterized by impairments of personal, academic, social, or occupational functioning (American Psychiatric Association, 2014, p. 1).
- Intellectual Disability (ID): Intellectual disabilities are defined as a group of disorders that have different long-term clinical presentations including physical, sensory, mental, and intellectual impairments (Krysta et al., 2015).

CHAPTER II

Literature Review

Introduction

Adults with intellectual disabilities (ID) and developmental disabilities (DD) have multiple opportunities to participate in the community through a variety of programs. Most programs show significant benefits in immersing individuals with ID/DD in social and physical contexts. Ashley, Fossey, and Bigby (2019) explain that participation for individuals with ID/DD is influenced by motivation, abilities, and environmental conditions. The environment plays a key role in supporting or hindering occupational engagement for individuals with ID/DD (Ashley et al., 2019). The research supports the use of vocational programs, intergenerational programs, and peer mentorship to improve quality of life for individuals with ID/DD (Janke, Purnell, Watts, & Shore, 2019). This leads to the importance of creating a supportive and inclusive environment to enable engagement and participation in occupations amongst adults with ID/DD.

Overview of Intellectual Disability

Intellectual disabilities are defined as a group of disorders that have different long-term clinical presentations including physical, sensory, mental, and intellectual impairments (Krysta et al., 2015). Krysta et al. (2015) reports that worldwide the amount of people with ID is 15.6% of the population, which is about one billion individuals. In addition, Austin, Lee, Fleming, and Pi (2019) report that 50% of people with ID have a co-occurring psychiatric disorder, which is defined as a clinical disturbance of cognition, behavior, or emotional regulation. According to

the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), intellectual disability or intellectual developmental disorder includes impairments of general mental abilities that impact functioning (American Psychiatric Association, 2013). Areas that are often impacted in individuals with ID include coping with everyday activities, language skills, reasoning, memory and knowledge. Social skills such as empathy, social judgement, interpersonal communication and relationships are also often impacted. Individuals with ID may also experience challenges associated with self-management of personal care, job responsibilities, money management, recreation and organization (American Psychiatric Association, 2013). The symptoms and characteristics of ID must begin or be present during the developmental period and impact the individual's functioning (American Psychiatric Association, 2013).

Overview of Developmental Disability

Similarly, to ID, DD “manifests in early development and is characterized by impairments of personal, academic, social, or occupational functioning” (American Psychiatric Association, 2014, p. 1). The American Psychiatric Association (2014) explains that DD frequently co-occurs with autism spectrum disorder along with attention-deficit/hyperactivity disorder. Clinical presentations of these disorders include deficits and delays in learning or controlling executive functions of social skills or intelligence (American Psychiatric Association, 2014).

According to Brault (2010), DD affects approximately six million individuals within the United States. This is determined by the definition of DD in the Developmental Disabilities Assistance and Bill of Rights Act which is, “a severe, chronic disability of an individual that-- is attributed to a mental or physical impairment or combination” (Brault, 2010, p. 1). Both ID/DD

are characterized by an onset in developmental period with intellectual and adaptive functioning deficits in conceptual, social or practical domains (Waldman, Golisz, Swierat, & Toglia, 2019). Due to this information, it is important to recognize the need for structured programming to help provide inclusive opportunities for adults with ID/DD, to improve quality of life and occupational participation.

Occupational participation in the community for individuals with ID/DD

In the 19th and 20th century, an asylum was the primary form of care for people with mental illnesses, including those with ID/DD (Chow & Priebe, 2013). According to Chow and Priebe (2013), asylums were described as a prison-like institution with limited access to the outside world with tight schedules, mortification of self, along with physical and social abuse. This type of treatment led to widespread deinstitutionalization starting in the 1950's (Chow & Priebe, 2013). Deinstitutionalization is defined as an operation that dismantled large hospitals for normalization, social inclusion, and participation of people with disabilities (Bredwold, Hermus, & Trappenburg, 2020). Following deinstitutionalization, multiple forms of living arrangements developed within communities for people with ID/DD (Bredwold et al., 2020). These different forms include supportive independent housing, transitional therapeutic community programs, or community homes with continuous staff (Bredwold et al., 2020).

Deinstitutionalization and integration of people with ID/DD in the community led to changes in policies for more acceptance of individuals with a disability in the workplace (Ellenkamp et al., 2015). In addition, the greater push for inclusion in the workplace and community led to the creation of different programs for people with ID/DD. According to Riesen and Oertle (2019), partnerships between education and vocational rehabilitation programs within the community, can improve employment outcomes for people with ID/DD.

People with ID/DD benefit from self-fulfillment and independence in occupations, such as opportunities to participate in employment, volunteerism, and education (Krysta et al., 2015). The incorporation of vocational activities gives individuals with ID/DD an opportunity to discover or improve skills that can compensate for the limitations that occur from a disability (Krysta et al., 2015). Community integration is also important for youth with ID/DD transitioning out of school (Kaya, 2018).

The research that is available indicates that people with ID/DD have poor participation rates in post-secondary education and work programs (Kaya, 2018). Ellenkamp, Brouwers, Embregts, Joosen, and Weeghel (2015) argue that work is a large part of life for individuals with ID/DD due to the opportunities for participation and social interactions. Therefore, it is important for individuals with ID/DD to explore participating in post-secondary education or work programs. There are multiple supports and barriers that affect individuals with ID/DD participation in occupations within the community, creating a need for more inclusive and meaningful experiences.

Transition Services for Individuals with ID/DD

For individuals with ID/DD, there are a variety of services available to assist in transitioning, following the completion of secondary education. The goal of transition services for individuals with ID/DD is to increase their access to opportunities for the next stage of life (Talapatra, et al., 2018). Transition services are typically implemented as part of the individualized education plan (IEP), beginning by age 14 to 16. Some of the options for transition services include vocational rehabilitation, post-secondary education, and community-based non-work (Talapatra, et al., 2018).

Vocational Rehabilitation. Vocational rehabilitation collaborates with ID/DD services within a desired state to provide employment opportunities for people with ID/DD (Austin et al., 2019). Vocational rehabilitation services are available in all 50 states and offer services including on the job training, supported employment, and career counseling (Kaya, 2015). The primary goal of vocational rehabilitation is employment. Individuals receiving vocational rehabilitation services are provided with personalized vocational guidance and counseling to support making informed choices and to facilitate successful employment (Drebing et al., 2004).

According to a study conducted by Drebing et al. (2004), individuals participating in vocational rehabilitation identify the goal to be earning money, paying off debts, and building savings. It was also identified that “receiving help to get a competitive job” was a primary goal for participation in vocational rehabilitation services. Although there is limited research on vocational rehabilitation, current research indicates that people with ID/DD can benefit from the different types of vocational rehabilitation with positive performance outcomes (Kaya, 2018).

Post-Secondary Education. Plotner and Marshall (2016) reveal that individuals with ID/DD who participate in post-secondary education have greater opportunities for employment, including vocational rehabilitation. The Higher Education Act of 2008 supports access to federal dollars for post-secondary education programs (Plotner & Marshall, 2016). The Workforce Innovation and Opportunity Act in 2014 encouraged greater involvement of vocational rehabilitation in the transition process (Plotner & Marshall, 2016). Plotner and Marshall (2016) explain that post-secondary programs for students with ID/DD are relatively new, with that staff working in vocational rehabilitation programs, do not have experience in how to best serve students that are participating in post-secondary programs. Similarly, staff working in post-

secondary education programs do not know how to fully utilize vocational rehabilitation programs (Plotner & Marshall, 2016).

Community-Based Non-Work. Another important aspect of community involvement for people with ID/DD is community-based non-work (CBNW). Community-based non-work is described as activities that do not involve paid employment but take place in the community (Sulewski, Butterworth, & Gilmore, 2008). The types of activities involved may include volunteering, participation in community education or recreation programs, life skills training, and general community exploration (Sulewski, Butterworth, & Gilmore, 2008).

Problem Statement

According to J. Bruhschwein (personal communication, January 7, 2020), there is a large need for structured programming that promotes meaningful activities for adults with ID/DD. J. Bruhschwein (personal communication, January 7, 2020), the preschool director at St. John's preschool, identified a participant that has benefitted from involvement in an ambassadors program promoting inclusion for adults with ID/DD. This participant has been involved in vocational programming along with St. John's preschool ambassador program (J. Bruhschwein, personal communication, January 7, 2020). Based on observations by the participants' mother, who is an occupational therapist, this adult with ID/DD was participating in more meaningful activities while involved in the ambassador program compared to the vocational program (J. Bruhschwein, personal communication, January 7, 2020). Not only was the participant completing more meaningful activities, but they were also meeting goals set by the mother and preschool director (J. Bruhschwein, personal communication, January 7, 2020). For example, this individual was unable to speak, but now has a vocabulary of 18 words relating to the ambassador program (J. Bruhschwein, personal communication, January 7, 2020). This is just

one example of how a structured program for adults with ID/DD, such as the ambassador's program, can create more meaningful interactions within the community.

According to Lysaght, Ouellette-Kunty, and Morrison (2009), active contribution and participation in life roles including work and volunteerism can result in positive impact to both physical and mental health. Unfortunately, there is limited research on the impact of vocational rehabilitation, post-secondary education, and community-based non-work programs for people with ID/DD. Our proposed project will incorporate a CBNW program in an early childhood education setting, creating meaningful opportunities for adults with ID/DD. The preschool environment will enable an individual with ID/DD to be involved in a community by volunteering, participating in education, and creating meaningful opportunities to engage in occupations. Therefore, to structure meaningful activities, a manual will be created to provide educators and occupational therapists guidance in starting a CBNW program for adults with ID/DD in an early childhood education setting.

North Dakota Preschool Programing

In order to follow important standards that are understood by parents, teachers, caregivers, community members, and healthcare providers, North Dakota established multiple guiding principles for successful outcomes of preschool programming (Baesler & Jones, 2018). These principles include: families are a child's first and most important caregiver, teacher, and advocate; each child is unique and can succeed; learning occurs within the context of relationships; children learn best when they are emotionally and physically safe and secure; areas of development are integrated, and children learn many concepts and skills at the same time; teaching is intentional and focused on how children learn and grow; every child has diverse strengths rooted in their family's culture, background, language, and beliefs (Baesler & Jones,

2018). These principles are important to consider when building a program manual that will be implemented in an early childhood learning setting, particularly in the state of North Dakota. Each principle relates similarly to care that occupational therapists provide by remaining client-centered in achieving goals. These principles not only apply to preschool aged children but can also be considered when developing a program for individuals with ID/DD. By following the *North Dakota Early Learning Standards*, it will ensure the creation of an evidence-base, inclusive, manageable, measurable, and comprehensive manual.

Baesler and Jones (2018) established a domain of organization and alignment for *North Dakota Early Learning Standards*. Focusing on the preschool domains that includes approaches to play and learning; social and emotional development; communication; creative arts; and perceptual, motor, and physical development (Baesler & Jones, 2018). Each of these domains is considered when developing the structured programming with people who have ID/DD in the preschool setting.

Considering the domains and aspects that are included in early childhood development and preschool standards, Lin (2018) describes implementation of thematic instruction. This type of curriculum is relevant when considering children's life-related issues and problem-solving abilities which is considered to be part of the cognitive domain in *North Dakota Early Learning Standards* (Baesler & Jones, 2018; Lin, 2018). Thematic instruction is widely used in mainstream curriculum in early childhood education and utilizes a collaborative unit of teachers that integrate a variety of themes to create meaningful experiences (Lin, 2018). The use of thematic curriculum will help provide structure and content to be included in the manual ensuring meaningful experiences will be provided for adults with ID/DD, while incorporating domains from the *North Dakota Early Learning Standards*.

Mentorship

Inclusion in social and physical environments following completion of secondary education, for individuals with ID/DD, is essential for positive mental health and social health outcomes (Fisher, Athamanah, Sung, & Josol, 2020). Negative effects on individuals could be due to barriers or limitations in interactions between people without disabilities and those with ID/DD (Fisher, Athamanah, Sung, & Josol, 2020). Integration of mentorship programs can create opportunities to diminish barriers and improve community inclusion (Fisher, Athamanah, Sung, & Josol, 2020). Although these programs benefit people with ID/DD, mentorship programs also benefit the mentor (Fisher, Athamanah, Sung, & Josol, 2020). Creating a program that includes adults with ID/DD, interacting with preschool aged children and supervisors, will provide a foundation for a mentoring relationship. Engagement with all individual's will also help increase confidence in trying new activities within the environment (Fisher, Athamanah, Sung, & Josol, 2020).

Further, it is also important to consider mentorships within the workplace for individual's with ID/DD. This includes employment-related transitions for people with disabilities with both education and vocational rehabilitation (Riesen & Oertle, 2019). There is a need for creating work-based learning experiences for individuals with ID/DD (Riesen & Oertle, 2019). These experiences can be individually designed for a more client-centered approach to align with individual strengths and interests (Riesen & Oertle, 2019). This may involve job shadowing, job training, service learning, volunteering, paid employment, and unpaid employment (Riesen & Oertle, 2019). The focus specifically of the proposed program would utilize the need for work-based experiences through unpaid employment or volunteer opportunities within the preschool setting. As stated, mentorship would be resembled in people with ID/DD and supervisors. The

benefits of a mentorship program again help increase mental health and social health outcomes in individuals with ID/DD.

Intergenerational programs could be seen as another form of mentoring, this time between the adults with ID/DD and the children. Intergenerational programs are used as a way to develop bonds, provide contact and communication between two generations (Mortia & Kobayashi, 2013.) Effective intergenerational programs provide the participants with an opportunity to build a positive relationship, active engagement, and close repeated interaction to develop a friendship (Mortia and Kobayashi, 2013). Intergenerational programs focus on creating high quality interactions between adults and children, particularly during the early stages of development (Mena, 2017). According to Mena (2017), intergenerational programs aim to develop the skills necessary to build healthy relationships, mutual respect for oneself and for others, autonomy and conflict resolution skills. The relationships built in intergenerational programs is the ideal relationship that structured programming for adults with ID/DD will imitate when working in a preschool.

Importance to Occupational Therapy

Occupational therapy practitioners can “support the social inclusion of people with ID/DD through increasing opportunities for participation in valued occupations” (Ashley, Fossey, & Bigby, 2019, p.707). Occupational therapists are professionals that provide individualized evaluations and goals to best fit an individual (American Occupational Therapy Association, 2020). Occupational therapy offers customized interventions through the use of activity analyses and analyzing environments to provide a client-centered approach for optimal occupational performance (American Occupational Therapy Association, 2020). Therefore, occupational therapists provide personalized services to help meet desired goals. According to

Blaskowitz et al. (2019), many individuals with ID and DD do not feel supported in meeting vocational goals. This brings to question the quality of the vocational goals and the meaningfulness of the goals to the individual. Blaskowitz et al. (2019) goes on to state vocational goal setting should include person-centered planning, contributing to a good fit for the role of occupational therapy in working with this population. The authors found that by incorporating a role for occupational therapists in creating vocational goals, many individuals with ID and DD were interested in obtaining a job (Blaskowitz et al., 2019). This supports the role of occupational therapy in creating social and community engagement and work opportunities to provide support for those individuals (Blaskowitz et al., 2019). Overall, occupational therapists can provide a person-centered plan to help support the inclusion of individuals with ID and DD in meaningful vocational goals or activities.

Occupational therapists have the skills and training appropriate to use evidence-based strategies to teach individuals with ID/DD complex skills to be implemented in vocational and non-vocational programming. According to Kobylarz et al. (2019), backward chains are often used to teach complex skills to individuals with DD. Backwards chains can be used to teach skills that require multiple complex steps. Similarly, Waldman, Golisz, Swierat, and Toglia (2019) identify the use of specific functional tasks with fading support, assistance, or prompts to improve everyday performance for adults with ID/DD, including within the community. To help increase independence for people with ID/DD, functional training utilizes adaptation of the task or the environment (Waldman et al., 2019). This type of training enhances acquisition of tasks and opportunities for repetitive practice with the use of feedback or positive reinforcement to motivate individuals with ID/DD (Waldman et al., 2019).

Additionally, Waldman et al. (2019) explained that the increasing use of mobile technology can increase opportunities and decrease dependence on others. Functional interventions that are technology-based have shown to be socially acceptable along with an appealing factor that decreases reliance on a caregiver especially within the community (Waldman et al., 2019). The different types of prompting that is used in interventions with technology include: video modeling, video prompting, auditory, and visual prompts (Waldman et al., 2019).

Application of EHP

The Ecology of Human Performance (EHP) model addresses the interdependent relationship between a person and the environment (Williamson, Contreras, Rodriguez, Smith, & Perkins, 2017). Due to the variation in terminology, the model is designed to be used by interprofessional teams to support collaboration (Dunn, 2017). The use of general terminology such as tasks rather than occupations, can be understood by a variety of individuals allowing for improved interprofessional communication and collaboration. The EHP model will compliment this product due to the intended use by multiple professionals including occupational therapists, teachers, administrators, students, direct support professionals, etc.

The EHP model guides analysis of the *person* through unique variables including past experiences, personal values and interests, cognitive, sensorimotor, and physiological skills (Dunn, 2017). These factors can then influence the quality of performance in a task (Dunn, 2017). The *context* refers to conditions that surround the person including temporal, physical, and social (Dunn, 2017). The focus on context is to determine the interaction between the person and how that affects behavior and performance (Dunn, 2017). Lastly, a *task* is referred to as

observable behaviors that an individual performs to complete a goal (Dunn, 2017). Tasks ultimately allow an individual to illustrate roles or occupations that an individual may have.

Another important aspect of EHP is the utilization of multiple intervention options, making this model unique. The EHP model divides intervention into five different approaches. These intervention approaches are establish/restore, adapt/modify, alter, prevent and create (Dunn, 2017). Establish/restore focuses on improving the person's skills. For example, a therapist may work with a client to establish a new skill or to restore skills that have been lost. The second intervention approach included in the EHP model is the alter approach. This approach focuses on the context in which the person performs. When using this approach, a therapist finds the best match between the person's current abilities and the context options that are available which may include changing the environment. The third intervention approach is adapt/modify, which is used to change aspects of the context or make adjustments to tasks. When using the adapt/modify approach the therapist will change something to support the person's performance. The prevent intervention approach focuses on the prevention of the development of performance problems. The final intervention approach within the EHP model is the create approach. When using the create approach the therapist aims to maximize performance through addressing the person, context or task (Dunn, 2017).

The literature displayed the application of the EHP model to adults with ID/DD. Williamson, Contreas, Rodriguez, Smith, and Perkins (2017) described the use of the EHP model when considering health care access for adults with ID/DD. Accessibility of services are affected by the interaction of the person and environment affecting task performance for adults with ID/DD (Williamson et al., 2017).

Conclusion

In conclusion, what environment is beneficial for individuals with ID/DD to participate in meaningful occupations? The combined information from literature review supports the idea that vocational, intergenerational, and mentoring programs have high benefits to individuals with ID/DD based on supportive environments. Implementing a community-based nonwork (CBNW) program will create a supportive environment that meets the needs of individuals with ID/DD. Therefore, there is a need for occupational therapists to establish goals and create structured programs in the preschool setting to enable individuals with ID/DD to perform meaningful tasks and occupations.

CHAPTER III

Methodology

Topic Selection

The production of this scholarly project began by exploring topics of interest and importance to the occupational therapy student authors. The decision to focus on developing a community-based non-work program for individuals with Intellectual Disabilities and Developmental Disabilities (DD/ID) was made after being introduced to the St. John's preschool ambassador program in Fargo, North Dakota. One of the student authors involved in the development of this program had the opportunity to observe St. John's preschool ambassador program. The St. John's preschool director expressed that it would be beneficial to have a more structured and developed program to follow and that other preschools could implement.

Purpose

This project intended to use current evidence-based strategies to create a manual that can be utilized by preschools to implement an ambassador program. This program provides meaningful opportunities for the community to interact, build relationships, and develop an awareness of inclusion for adults with ID/DD. Ashley, Fossey, and Bigby (2019) explain that participation for individuals with ID/DD is influenced by motivation, abilities, and environmental conditions. The mission of this program is to create an inclusive environment for adults with ID/DD that gives them the opportunity for self-fulfillment in meaningful occupations, resulting in increased occupational engagement. To make this program possible, it

was first necessary to conduct an extensive literature view of the current scholarly literature related to this topic.

Methodology

Research databases were accessed through the Chester Fritz Library at the University of North Dakota. The database included CINAHL complete, Google Scholar, American Occupational Therapy Association (AOTA), American Journal of Occupational Therapy (AJOT), PubMed, EBSCO, Access Medicine, OT search, and MEDLINE complete. Appropriate search terms were determined to identify the most applicable and current research studies and articles for this topic. The main search phrases used included intellectual disability, developmental disability, intergenerational programming, preschool standards, non-work community-based programs, participation, preschool programs, vocational rehabilitation, engagement, early learning standards. With the guidance of Devon Olson, a research and education librarian through the University of North Dakota Library of Health Sciences, the following search phrase was developed: (adults AND (intellectual OR developmental) AND disability) AND (vocational AND (programming OR rehabilitation) AND ("activities" OR "interventions")). All of the research used in the creation of this program has been determined to be credible and scholarly. As a result of the literature review, it was found that there is limited research related to community-based nonwork with ID/DD population.

Following the literature review, the occupational therapy student authors met with the preschool director at St. John's preschool, J. Brushwein, to discuss the future of the program. According to J. Bruhschwein (personal communication, January 7, 2020), there is a large need for structured programming that promotes meaningful activities for adults with ID/DD. The literature review and meeting helped to develop the product of this scholarly project. The

product is a manual that can be used to guide the implementation of the ambassador program into preschools.

Tools and Models

The Ecology of Human Performance model (EHP) was used to guide the development of the program (Dunn, 2017). The structure and objectives for this program were based on the key concepts of the EHP model along with Cole's Seven Steps (Cole, 2018). While utilizing Cole's Seven Steps for the structure of activities, the EHP model helped guide meaningful activities within the preschool environment. The EHP model allowed the students to present a product that valued interdisciplinary teams for a better understanding of the product along with flexibility in the use of the product (Dunn, 2017). The Canadian Occupational Performance Measure (COPM) was also included in this product to help gather an occupational profile to create meaningful goals and activities for individuals with ID/DD (Law, Baptiste, Carswell, McColl, Polatajko, & Pollock, 2000.) Lastly, the student authors suggested that the ambassador program at St. John's preschool is used as a level 1 community fieldwork for occupational therapy or occupational therapy assistant students. The role of the students is important to this specific location because they do not have access to an occupational therapist. By utilizing students under the supervision of occupational therapy faculty, the role of OT is prominent in the process of this program. This would allow students to utilize their skills to create structured activities, ambassador goals, and practice skills.

Summary

The ambassador program for individuals with ID/DD in the preschool setting is supported by an extensive literature review, sound methodology, EHP model, observation/interview, and assessment tools. In conclusion, the main purpose of this scholarly project was to create a

product that would provide meaningful experiences for individuals with ID/DD in a supportive environment. Chapter four includes the product manual with a detailed description of how it should be used along with examples and templates.

CHAPTER IV

Product

Introduction

The ambassador's program was originally established by St. John's preschool in Fargo, North Dakota. The program created at this preschool focuses on enhancing the preschool experience by exposing children to individuals with varying abilities (Bruhschwein, n.d.). The ambassadors are given the opportunity to develop life skills and relationships with the children, families, and staff (Bruhschwein, n.d.). The purpose of an ambassador's program manual is to provide structure and enhance meaningful experiences within St. John's preschool and to future preschools.

Program Mission: To create an inclusive environment for adults with Intellectual Disabilities and Developmental Disabilities (ID/DD) that gives them an opportunity for self-fulfillment in meaningful occupations, resulting in increased occupational engagement.

Program Vision: To provide meaningful opportunities for the community to interact, build relationships, and develop an awareness of inclusion for adults with ID/DD.

This manual includes a description of the product and early learning standards, the use of the Ecological Model of Human Performance (EHP), expectations, training sessions, templates and examples of structured sessions, checklist, and documentation. This can be used by teachers, occupational therapy practitioners, occupational therapy and occupational therapy assistant students, and staff at the preschool. The manual will help guide these individuals to create a more

structured ambassador program. The manual is set up to allow other preschools to also implement the program into their preschool with flexibility.

North Dakota Early Learning Standards

In order to follow important standards that are understood by parents, teachers, caregivers, community members, and healthcare providers, North Dakota established multiple guiding principles for successful outcomes of preschool programming (Baesler & Jones, 2018). These principles include: families are a child's first and most important caregiver, teacher, and advocate; each child is unique and can succeed; learning occurs within the context of relationships; children learn best when they are emotionally and physically safe and secure; areas of development are integrated, and children learn many concepts and skills at the same time; teaching is intentional and focused on how children learn and grow; every child has diverse strengths rooted in their family's culture, background, language, and beliefs (Baesler & Jones, 2018). These principles are important to consider when building a program manual that will be implemented in an early childhood learning setting. Each principle relates similarly to care that occupational therapy practitioners provide by remaining client-centered in achieving goals. These principles not only apply to preschool-aged children but can also be considered when developing a program for individuals with ID/DD. By following the *North Dakota Early Learning Standards*, the student authors were able to ensure the creation of an evidence-based, inclusive, manageable, measurable, and comprehensive manual.

Baesler and Jones (2018) established a domain of organization and alignment for *North Dakota Early Learning Standards*. Focusing on the preschool domains that include approaches to play and learning; social and emotional development; communication; creative arts; and perceptual, motor, and physical development (Baesler & Jones, 2018). Each of these domains

were considered when developing structured programming with people who have ID/DD in the preschool setting.

Considering the domains and aspects that are included in early childhood development and preschool standards, Lin (2018) describes the implementation of thematic instruction. This type of curriculum is relevant when considering children's life-related issues and problem-solving abilities, which are considered to be part of the cognitive domain in *North Dakota Early Learning Standards* (Baesler & Jones, 2018; Lin, 2018). Thematic instruction is widely used in mainstream curriculum in early childhood education and utilizes a collaborative unit of teachers that integrates a variety of themes to create meaningful experiences (Lin, 2018). The use of a thematic curriculum provided structure and content to be included in the manual ensuring meaningful experiences will be provided for adults with ID/DD, while incorporating domains from the *North Dakota Early Learning Standards*. The product incorporates specific themes guided by the thematic instruction for sessions to provide meaningful experiences for both the ambassador and preschoolers.

Play and Learning

The manual was created with the developmental needs and interests of preschoolers as a guide to provide structure to the program. The *North Dakota Early Learning Standards* as explained by Baesler and Jones (2018) focus on how children learn and the types of skills and behaviors that are used to engage in learning. The *North Dakota Early Learning Standards* were used in the development of this program for learning emotional and behavioral self-regulation, cognitive self-regulation, initiative and curiosity, and creativity skills in both people with ID/DD and preschoolers (Baesler & Jones, 2018).

Social and Emotional Development

The next domain incorporated into the program was social and emotional development. Structured programming for individuals with ID/DD in the preschool setting includes relationships with adults, relationships with children, emotional functioning, and a sense of identity and belonging (Baesler & Jones, 2018). With this part of the program, occupational therapists (OTs) can help teachers, staff, and peers create a positive social and emotional environment to encourage learning for people with ID/DD and preschool children.

Communication

Another domain that was included within the program is communication. This part of the program focuses on people with ID/DD and children's ability to attend, understand, communicate, and speak (Baesler & Jones, 2018). Baesler and Jones (2018) explain that, "communication is fundamental to the human experience" and essential to learning (p. 46).

Cognition

This leads into the next domain with cognition being the focus. Structured programming included portions that influence exploration, discovery, memory, reasoning, and problem solving (Baesler & Jones, 2018). Baesler and Jones (2018) explain the importance of including cognition to help children understand and organize the world, which is also true for individuals with ID/DD.

Creative Arts

Next, creative arts were included in the programming to encourage learning through engagement in creating, participating, and performing during art experiences (Baesler & Jones, 2018). This includes opportunities for music, dance, movement, visual arts, and dramatic play

(Baesler & Jones, 2018). These examples of creative arts are inclusive for adults with ID/DD and preschoolers from ages 3-5 to encourage engagement and learning (Baesler & Jones, 2018).

Perceptual, Motor, and Physical Development

Lastly, the domain in *North Dakota Early Learning Standards* explained by Baesler and Jones (2018) included structured programming for adults with ID/DD in a preschool setting is perceptual, motor, and physical development. This domain is included due to allowing children and people with ID/DD to explore and function within the environment (Baesler & Jones, 2018). This area of development is represented by perception, gross motor, fine motor, health, safety, and nutrition (Baesler & Jones, 2018).

Role of Occupational Therapy

Occupational therapy practitioners are professionals that provide individualized evaluations and goals to best fit an individual (American Occupational Therapy Association, 2020). Occupational therapy offers customized interventions through the use of activity analysis and analyzing environments to provide a client-centered approach for optimal occupational performance (American Occupational Therapy Association, 2020). Therefore, occupational therapy practitioners provide personalized services to help meet the desired goals.

According to Blaskowitz et al. (2019), many individuals with ID and DD do not feel supported in meeting vocational goals. This brings to question the quality of the vocational goals and the meaning of the goals to the individual. Blaskowitz et al. (2019) goes on to state vocational goal setting should include person-centered planning, contributing to a good fit for the role of occupational therapy in working with this population. In this study, the authors found that by incorporating a role for occupational therapy practitioners in creating vocational goals, many individuals with ID and DD were interested in obtaining a job (Blaskowitz et al., 2019). This

supports the role of occupational therapy in creating social and community engagement and work opportunities to provide support for those individuals (Blaskowitz et al., 2019).

Occupational therapy can “support the social inclusion of people with ID/DD through increasing opportunities for participation in valued occupations” (Ashley, Fossey, & Bigby, 2019, p.707).

Overall, occupational therapy practitioners can provide a person-centered plan to help support the inclusion of individuals with ID and DD in meaningful vocational goals or activities.

Occupational therapists have the skills and training appropriate to use evidence-based strategies to teach individuals with ID/DD complex skills to be implemented in vocational programming. According to Kobylarz et al. (2019), backward chains are often used to teach complex skills to individuals with DD. Backward chains can be used to teach skills that require multiple complex steps. Similarly, Waldman, Golisz, Swierat, and Toglia (2019) identify the use of specific functional tasks with fading support, assistance, or prompts to improve everyday performance for adults with ID/DD including the community. To help increase independence for people with ID/DD, functional training utilizes an adaptation of the task or the environment (Waldman et al., 2019). This type of training enhances the acquisition of tasks and opportunities for repetitive practice with the use of feedback or positive reinforcement to motivate individuals with ID/DD (Waldman et al., 2019).

This type of program would open up an opportunity for level one fieldwork placements for occupational therapy students. The occupational therapy students would have the opportunity to participate in leading groups with preschool children and adults with ID/DD. The students would also be able to implement interventions to expand and develop individuals with ID/DD’s vocational skills through completing tasks at the preschool. Occupational therapy was integrated

throughout this program and described in the manual, by outlining the OT process including creating occupational profiles, utilizing assessments, creating goals, and providing interventions.

Theoretical Framework

The Ecological Model of Human Performance (EHP) was applied to the product by using the therapeutic interventions to focus on the relationship between the ambassadors and the environment. The different therapeutic approaches that will be used include establish/restore, alter, modify/adapt, prevent, and create (Dunn, 2017). This model was chosen due to the ease of application and understanding for interdisciplinary teams. The Ecological Model of Human Performance is specifically identified within the product and session outlines to help identify modifications and adaptations of the activity. The product includes handouts and applications for the prevention aspect of EHP. Along with this, the product incorporates the environment and what best fits the skills of the ambassadors and preschoolers.

The Ecology of Human Performance model addresses the interdependent relationship between a person and the environment (Williamson, Contreras, Rodriguez, Smith, & Perkins, 2017). Due to the variation in terminology, the model is designed to be used by interprofessional teams to support collaboration (Dunn, 2017). The use of general terminology such as tasks rather than occupations, can be understood by a variety of individuals allowing for improved interprofessional communication and collaboration. The EHP model will complement this product due to the intended use by multiple professionals including occupational therapy practitioners, teachers, administrators, students, direct support professionals, etc.

According to Dunn (2017), the EHP model guides analysis of the *person* through unique variables including: past experiences, personal values, and interests, cognitive, sensorimotor, and physiological skills. These factors can then influence the quality of performance in a task (Dunn,

2017). The *context* refers to conditions that surround the person including temporal, physical, and social. The focus on context is to determine the interaction between the person and how that affects behavior and performance. Lastly, a *task* is referred to as observable behaviors that an individual performs to complete a goal. Tasks ultimately allow an individual to illustrate roles or occupations that an individual may have (Dunn 2017).

Another important aspect of EHP is the utilization of multiple intervention options, making this model unique. The EHP model divides intervention into five different approaches. These intervention approaches are establish/restore, adapt/modify, alter, prevent, and create (Dunn, 2017). Establish/restore focuses on improving a person's skills. For example, a therapist may work with a client to establish a new skill or to restore skills that have been lost. The second intervention approach included in the EHP model is the alter approach. This approach focuses on the context in which the person performs. When using this approach, a therapist finds the best match between the person's current abilities and the context options that are available which may include changing the environment. The third intervention approach is to adapt/modify, which is used to change aspects of the context or make adjustments to tasks. When using the adapt/modify approach, the therapist will change something to support the person's performance. The prevent intervention approach focuses on the prevention of the development of performance problems. The final intervention approach within the EHP model is the create approach. When using the create approach, the therapist aims to maximize performance through addressing the person, context, or task (Dunn, 2017).

The authors were able to locate one scholarly source in the literature that displayed the application of the EHP model to adults with ID/DD. Williamson, Contreas, Rodriguez, Smith, and Perkins (2017) described the use of the EHP model when considering health care access for

adults with ID/DD. Accessibility of services is affected by the interaction of the person and environment affecting task performance for adults with ID/DD (Williamson et al., 2017).

Establish/restore

According to the American Occupational Therapy Association (2014), establish is a skill or ability that has not been developed, while the restore is a skill or ability that has been impaired. Establish and restore is used throughout the product to help guide activities to establish new skills or restore function with interventions provided below.

Alter

According to Dunn (2017), the alter approach's focal point starts with the context in which the person performs. Occupational therapy practitioners and students will utilize this aspect to find the best match between the person's abilities along with context availability. This may require a change in the context.

Modify/Adapt

Modify/adapt is considered as an intervention approach that finds ways to revise the activity demands or contexts (American Occupational Therapy Association, 2014). The interventions provided in this manual will allow for modifications or adaptations of the activities to meet the needs of the various individuals participating in this program. These types of interventions can also be looked at as the "just right challenge", which is defined as finding an optimal fit between activity demands and skills of the individual (Robeiro & Polgar, 1999). By incorporating this therapeutic strategy into the program, it will allow for person-centered interventions.

Prevent

The next therapeutic strategy, prevent, is defined as addressing the needs of clients that may be at risk for diminished occupational performance outcomes (American Occupational Therapy Association, 2014). The prevent strategy can be utilized for education on the developmental appropriateness of safety awareness while participating in the program. For example, the ambassadors go through a training process to prevent behaviors and establish routines to increase safety awareness while working with kids.

Create

Create is “an intervention approach that does not assume a disability is present or that any aspect would interfere with the performance” (American Occupational Therapy Association, 2014, p. 33). The product is being established with consideration of the create definition. This program will utilize intervention approaches that do not assume a disability is present, giving flexibility to the difficulty in activities. The EHP model helped guide the design and structure of the product.



Product Manual



Product Manual

Table of Contents

| | |
|---|-----|
| Product Manual..... | 34 |
| Preschool Student Parent Letter..... | 36 |
| Commonly Asked Questions..... | 37 |
| Ambassador Application..... | 38 |
| Ambassador Behavior Information..... | 40 |
| Product Startup..... | 41 |
| Ambassador Goal Sheet..... | 46 |
| Ambassador Fact Sheet..... | 47 |
| Ambassador Fact Sheet for Classroom..... | 49 |
| Check-in Process..... | 51 |
| Timecard..... | 52 |
| Monthly Meeting..... | 53 |
| Daily Checklist..... | 55 |
| Program Group Sessions..... | 57 |
| Example Group Sessions..... | 61 |
| Appendix | 110 |
| Appendix A: Ambassador Application | 111 |
| Appendix B: Ambassador Behavior Information | 113 |
| Appendix C: Ambassador Goal Sheet | 114 |
| Appendix D: Ambassador Fact Sheet..... | 115 |
| Appendix E: Ambassador Fact Sheet for Classroom | 116 |
| Appendix F: Timecard..... | 117 |
| Appendix G: Monthly Meeting Worksheet | 118 |
| Appendix H: Daily Checklist..... | 119 |
| Appendix I: Cole’s Seven Steps..... | 121 |
| Appendix J: Mat Man Template | 123 |
| Appendix K: Seasons Matching Game | 124 |

Product Manual

Introduction

The ambassador's program was originally established by St. John's preschool in Fargo, North Dakota. The program created at this preschool focuses on enhancing the preschool experience by exposing children to individuals with varying abilities (Bruhschwein, n.d.). The ambassadors are given the opportunity to develop life skills and relationships with the children, families, and staff (Bruhschwein, n.d.). The purpose of an ambassador's program manual is to provide structure and enhance meaningful experiences within St. John's preschool and to future preschools.

The section below outlines the basic information related to the ambassador program and answers some common questions.

Length of Program: Each ambassador will be assigned to one class. Children normally attend preschool for two years. The assigned ambassador will stay with the same class for those two years. After the two years, the ambassador can re-evaluate goals. ***This design can be altered to fit the structure of other preschool programs.***

How long will an ambassador be there: Each ambassador is expected to attend 2 to 9 hours per week. This can be discussed further with the preschool and scheduling needs of the ambassadors (ex. time of arrival, length of community-based non-work (CBNW), etc).

Start of day check-in: Ambassadors can check in with the preschool director once they arrive at the facility. Each ambassador should arrive with their direct support professional (DSP). Both the ambassador and DSP are expected to wash hands upon arrival. Coats or belongings may need to be stored upon arrival.

What will the ambassador do when they get there: Put their belongings away, wash hands, and check-in with the preschool director. Once checked in, the ambassador can find a teacher or the preschool director, who will help the ambassador find a comfortable spot to start.

What does the ambassador do when they leave: Before the ambassador leaves they will checkout with a preschool teacher, director, OT consultant, or OT student. It is suggested that the ambassadors and DSP wash their hands again prior to leaving and gather any belongings that were stored.

Preschool Student Parent Letter

Parents and Guardians of Preschool Students,

Welcome to *(fill in the name of preschool)*. We are excited to introduce you to our ambassador program. This program aims to facilitate positive interactions between adults with intellectual and developmental disabilities and preschool students. The goal of this program is to provide an opportunity for meaningful engagement in activities and relationships for everyone involved in the program. The mission of this program is to create an inclusive environment for adults with ID/DD that gives them the opportunity for self-fulfillment in meaningful occupations, resulting in increased occupational engagement.

The benefits of this program will encourage positive interactions with people that have disabilities. This will help your child understand the difficulties that other people experience. This program follows the preschool standards set by the state of North Dakota to encourage learning and participation while interacting with the ambassadors.

You will receive an information sheet about the ambassador that will be working in your child's class. While in your child's class the ambassadors will participate in everyday classroom activities such as circle time, crafts, and free play. The ambassadors will also help with activities around the classroom such as serving snacks, cleaning, and picking up from activities. While at the preschool the ambassador will have a direct support professional (DSP) with them at all times. The DSP will be responsible for assisting the ambassadors with care needs, behavioral support, communication, and following a schedule.

It is common and very likely that your child will have questions related to the ambassadors. We encourage the children to ask questions. A list of possible questions that your child may ask is attached to this letter.

If you have any questions about the program, please do not hesitate to contact *(preschool director)* at *(preschool director's contact information)*.

This document has been adapted from Bruhschwein (n.d.) Preschool Parent Handout.

Commonly Asked Questions

It is common and very likely that your child will have questions related to the ambassadors. We encourage the children to ask questions. If you have questions or concerns related to the questions your child is asking, feel free to reach out to the preschool director for assistance.

Can (*name of ambassador*) walk? Why not?

You can start by explaining that there are multiple different ways to move around and to get to places you want to go such as walking, running, jumping, and using a wheelchair. For example, they use a wheelchair to move around instead of walking on their feet. You may also want to explain how some people's legs do not work like yours and mine.

Can (*name of ambassador*) talk?

Start by explaining that everyone does things differently. You can explain that (*name of ambassador*) may not talk like you and me but he/she communicates their wants and needs in a different way.

What is wrong with (*name of ambassador*)?

Start by clarifying that when people look different, it does not mean something is wrong with them. Then explain that sometimes people are born that way or have accidents that harm parts of their bodies and that results in a disability.

How does (*name of ambassador*) feed him/herself, write, work, sleep, go to the bathroom, get dressed, move around?

You can inform your child that having a disability does not stop people from doing everyday things. Some people use special tools that help them to do things. Sometimes people with disabilities have people that help them do these things.

Who takes care of (*name of ambassador*)?

Sometimes people with disabilities can live alone and take care of themselves. Other people have friends, family, or caregivers that help them every day.

This document has been adapted from Bruhschwein (n.d.) Commonly Asked Questions.

Ambassador Application

Ambassadors Name: _____ **Preferred Name:** _____

Date of Birth: _____

How did you learn about the ambassador program:

What are you good at:

What do you find motivating:

Circle the following tasks you do independently:

Communicating

Mobility/ Navigating environment

Emotional regulation

Toileting

Hygiene

Fine motor task/Writing

Reading

Circle the following tasks you need help with:

Communicating

Mobility/ Navigating environment

Emotional regulation

Toileting

Hygiene

Fine motor task/Writing

Reading

Alternate Contacts:

Contact Name: _____ **Relationship:** _____

Phone: _____ **Legal Guardian:** _____

Contact Name: _____ **Relationship:** _____

Phone: _____ **Legal Guardian:** _____

Adaptive equipment: _____

Schedule Availability: _____

Allergies: _____

Also located in Appendix A

Ambassador Behavior Information Sheet

Behavior: (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Shy | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Is sometimes destructive | <input type="checkbox"/> Sometimes threatens others |
| <input type="checkbox"/> Adapts to new situations well | <input type="checkbox"/> Sometimes hits, bites, or hurts self/others |
| <input type="checkbox"/> Difficult adapting to new situations | <input type="checkbox"/> Sometimes attempts to run away |
| <input type="checkbox"/> Responds to correction well | <input type="checkbox"/> Hyperactive and/or ADD |
| <input type="checkbox"/> Responds to correction with difficulty | |

Other: _____

Responds to separation from his/her parents/guardian by:

Best comforted by:

Let's someone know what he/she wants or needs by:

What type of activities does he/she enjoy and/or participate in?

He/she becomes upset when:

He/ she does not enjoy:

Also located in Appendix B

Product Startup

DSP Training

The table below includes specific information that can be used to help train the DSP. This table can be modified to fit the needs of the preschool.

| | |
|--------------|--|
| DSP training | <p>The training will consist of expectations, routine, rules, and any other required learning by the preschool.</p> <ul style="list-style-type: none">● Tour of facility● Discuss timing and scheduling● Physical touch: what is and isn't appropriate● How to encourage interaction between preschoolers and ambassadors.<ul style="list-style-type: none">○ Ex. inviting children to join an activity with the ambassador● Rules to using a cellphone in the preschool● Supervision of ambassadors and expectations● Handling behaviors of ambassadors<ul style="list-style-type: none">○ The role that DSP plays in the preschool● Assisting in tasks<ul style="list-style-type: none">○ What you should and shouldn't assist with● Where and who to report problems to |
|--------------|--|

Ambassador Training Sessions

The table below includes five days of ambassador training sessions with descriptive topics to cover along with a short description of the activity. The training sessions begin with what should be completed prior to starting the program. Each session can be modified to fit the needs of the preschool. These topics and activities are recommended to help start the program.

| Days in the program | Topics covered | Activities |
|---|--|--|
| <p>Prior to starting the program</p> | <p>Application process</p> <p>Initial Meeting: Preparation to begin the program</p> | <p>Ambassadors will go through an application process including ambassador interview, background check, completion of necessary forms, and a caregiver interview.</p> <p>Ambassadors will come to the preschool with a caregiver to tour the facility, meet with teachers, preschool director, and occupational therapy consultants. This meeting will cover topics such as past experiences, expected on the first day, and answer any questions the ambassador or caregiver may have regarding the program. The team consisting of DSP, consulting OTR or OT students, and the preschool director will collaborate with the ambassador to gather the occupational profile using the Canadian Occupational Performance Measure (COPM) and develop appropriate goals (Law, Baptiste, Carswell, McColl, Polatajko, and Pollock, 2000.) The COPM is a semi-structured interview that addresses self-care, productivity, and leisure with a 1-10 point rating scale (Schultz-Krohn, 2014).</p> <p><i>*The COPM can be found and purchased at https://www.thecopm.ca/ for \$40.*</i></p> <p>Prior to beginning the program, the factsheet will be filled out based on information provided by the ambassadors and their families for the preschool parents and preschoolers to get-to-know them.</p> <p>The DSP will also complete one day of training lasting 2-5 hours dependent on material needing to be reviewed with the preschool director, occupational therapy consultant, or student prior to the ambassador's first day. This will consist of expectations, routine,</p> |

| | | |
|-----------------------------------|--|---|
| | | <p>rules, and any other required learning by the preschool. For example, St. John’s preschool incorporates a nurtured hearts approach, which the DSP will also be trained on.</p> |
| <p>Training: Day 1</p> | <p>Introduction to students and facility</p> | <p>Ambassadors will work with the teachers, DSP, and occupational therapy consultant to discuss with the preschoolers about their role in the classroom. The presentation to the preschool students will also include answering some common questions the students may have. The preschool students will also have an opportunity to ask the teachers, DSP, and ambassador questions they may have.</p> |
| | <p>Introduction to the check-in system</p> | <p>Learn and practice check-in systems including where to keep belongings, how to check-in, and how to obtain an individualized activity checklist for the day.</p> |
| | <p>Get to know students and teachers</p> | <p>During circle time the teachers, preschool students, and ambassadors will play a name game to help everyone be more comfortable interacting. During free playtime, the ambassadors will be encouraged to interact with the students while they play.</p> |
| <p>Training: Day 2</p> | <p>Continue to get to know students and faculty. Continue increasing independence with the check-in process with the DSP and ambassador.</p> | <p>The group will continue to review each other's names and get more comfortable around each other. This will be done through additional name games and interaction during free play. Review, practice, and increase independence with the check-in system.</p> |
| | <p>Introduction to office tasks</p> | <p>The DSP, preschool director, and preschool teachers will introduce the participants to office tasks. These tasks will include and are not limited to shredding papers, cleaning toys with disinfectant, washing dishes, serving snacks, sorting, etc.</p> |

| | | |
|-----------------------------------|---|---|
| <p>Training: Day 3</p> | <p>Continue increasing independence in completing tasks and checking in and checking out with the DSP and ambassador.</p> <p>Continue and review the activities and topics from day 2</p> | <p>Review, practice, and increase independence on previously learned office tasks along with the check-in system.</p> <p>See day 2 and repeat activities as necessary to ensure understanding and confidence in completing these activities and tasks.</p> |
| <p>Training: Day 4</p> | <p>Continue increasing independence in completing tasks and checking in and checking out with the DSP and ambassador.</p> <p>Introduction to preparing and cleaning up snack for preschoolers</p> | <p>Review, practice, and increase independence on previously learned office tasks along with the check-in system.</p> <p>The ambassadors will work with DSP and preschool teachers to learn how to prepare snacks. The ambassador will then prepare and serve the snack to the preschool students. The ambassadors will have the opportunity to eat snacks with the preschoolers (if supplies allow) and will be encouraged to interact with them during snack time. Following snack, the ambassador will wipe down the tables and put away snack supplies.</p> |

| | | |
|-----------------------------------|--|--|
| <p>Training: Day 5</p> | <p>Continue increasing independence in completing tasks and checking in and checking out with the DSP and ambassador.</p> <p>Introduce participation in suggested group activities throughout future weeks to provide variety to the ambassadors and preschool students.</p> | <p>Review, practice, and increase independence on previously learned office tasks along with the check-in and out system.</p> <p>Suggested group activities can be found below on page 79 in the program manual.</p> |
|-----------------------------------|--|--|

Ambassador Goal Sheet

Ambassador Name: _____

Goals will be established after creating an occupational profile with the COPM. The COPM will help determine which goal areas should be focused on. Goal areas may include social participation, communication, personal device care, simple meal preparation and clean-up, safety, job performance, and volunteer participation. The ambassador may take part in goal making.

- **Long term goal**

- **Insert long-term goal here. The long-term goal will be met after one year at the preschool. Will re-evaluate for the next year. If a goal is met prior to the year the team can update and revise goals.*
- **Example goal: By the end of one year in the program John Doe will attend to functional tasks for 30 minutes with preschoolers or DSP with minimal verbal prompts from DSP.*
- *Long-term goal template: By the end of one year in the program (ambassador's name) will (what is expected of the ambassador/ want they to be able to do) within the preschool classroom with (the amount of assistance they will require).*

- **Short term goal**

- **Insert short-term goal here. Short-term goals should be met every 4-6 months and can be updated or revised after.**
- **Example short-term goal: By the end of 6 months in the program John Doe will attend to assigned tasks for 15 minutes with preschoolers or DSP with moderate verbal prompts from DSP.*
- *Short-term goal template: By the end of (4-6) months in the program (ambassador's name) will (what is expected of the ambassador/ want they to be able to do) within the preschool classroom with (the amount of assistance they will require).*

Parent/Guardian Goals: **Insert a list of the goals identified as priority by the ambassador's parents/guardian**

Examples:

- Being more involved in the community
- Being more comfortable in group settings
- Increased self-confidence
- Maintaining eye contact
- Increased motivation to attend a non-work program

****Also located in Appendix C****

Ambassador Fact Sheet

This fact sheet is information provided by the ambassadors and their families for the preschool parents and preschoolers to get-to-know them. Faculty, OT, or OT students may complete this template with the ambassadors before starting.

Name: **introduce name and title (ambassador)**

Age: **age of the ambassador**

Important things to know: **This includes: Communication (verbal/nonverbal), Assistive devices/technology, information about a diagnosis, anything else that the ambassador wants families to know about.**

Previous or present work experiences: **This may include other volunteer opportunities, work experiences, or school experiences.**

Interests: **May include favorite colors, food, sports, leisure activities, people, etc.**

Insert image of Ambassador here



****Also located in Appendix D****

example

Meet Your Class, Ambassador!

Name: John Doe Preschool Ambassador

Age: John is 25 years old.

Important things to know: John has Down Syndrome. John is very talkative however sometimes his speech is hard to understand. Sometimes he uses an I-pad to communicate with others if they do not understand him. John lives at home with his mom and younger sister. Before coming to the preschool John has been working at the local food bank to stock and organize supplies. John takes an art class at the community college. He is also volunteering at the local library helping to sort books.

Interests: John loves arts and crafts, playing games, and talking with his friends. His favorite color is bright blue. He loves kids of all ages especially if they will play games with him. He loves to read books. When he is reading, he may ask for help figuring out some of the words. His favorite food is cheese pizza. John likes to go for walks outside but only if it is sunny out.

John is so excited to begin working as a preschool ambassador. John has a very energetic and caring personality that will bring great joy to the classroom. John is an incredible person to whom we are excited to introduce you. John and his family are excited about this opportunity and for the chance to learn from each other.



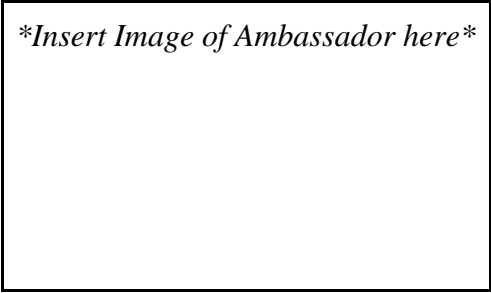
John Doe

Ambassador Fact Sheet for Hanging Up In Classroom

This fact sheet will be filled out by the ambassador with help as needed. The abbreviated factsheet will then be hung up in the classroom for preschoolers to see and get-to-know them. Faculty, OT, or OT students may complete this template with the ambassadors prior to starting.

Meet Your Class Ambassador

Insert Image of Ambassador here



What is your favorite food? _____

What is your favorite color? _____

What is your favorite activity? _____

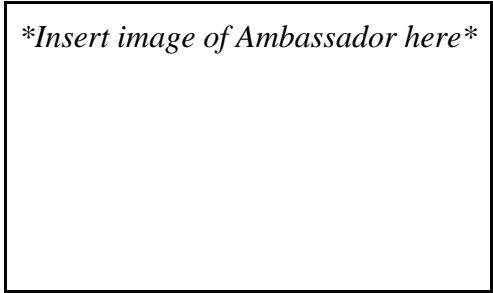
What is your favorite animal? _____

****Also located in Appendix E****

Example

Meet Your Class Ambassador

John Doe



What is your favorite food? Cheese Pizza

What is your favorite color? Bright blue

What is your favorite activity? Arts and crafts, playing games, talking with friends, reading books, and walks outside

What is your favorite animal? Tigers

Check-in process

The ambassadors will arrive at the preschool at a scheduled time with their DSP. Upon arrival, the ambassador and DSP will place their belongings in an area predetermined by the preschool such as the break room, office, or by the preschool teacher's desk. The ambassador and DSP will wash their hands prior to entering the classroom. The ambassador will then check in with the preschool director or teacher and complete the timecard with help as needed. The DSP will fill out the section on the timecard each week with scores toward ambassador's goals. It is recommended that the DSP discusses scores with other team members. The preschool teacher will help them sign in for the day and give them the expected activities or tasks for the day. The preschool may opt to use a checklist such as the one provided (see p. 73) to guide the ambassador and DSP. The checklist can be modified and adapted to meet the needs of the preschool and ambassador.

Timecard

Ambassador Name: _____

| Date | Time In | Time Out |
|-------------------------|--------------------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| Goals | Score towards goal | Comments |
| Long term goal: | 1 2 3 4 5 | |
| Short term goal: | 1 2 3 4 5 | |
| Short term goal: | 1 2 3 4 5 | |

Also located in Appendix F

Monthly Meeting

The ambassador, DSP, preschool teacher, occupational therapy student, parent/guardian (if applicable), and preschool director will meet monthly to discuss the ambassador's goals and progress within the program. During the meeting, the team will review the ambassador's time cards and the noted progress towards goals on the timecards. Goals are scored on a scale of 1-5. A score of one means that there is either no progress being made towards that goal or the goal needs to be discontinued due to it not being appropriate. A score of two means that there is some progress being made and the goal should be continued. A score of three means that there is adequate progress being made to meet the goal. A score of four means that the goal is partially met and should be continued. Lastly, a score of five means that they have met their goal. The team will then discuss any changes that need to be made to the ambassador's goals. The following handout can be used as a guide for the monthly meetings.

Monthly Meeting Worksheet

Ambassadors Name: _____ **Month:** _____

Number of Days Attended: _____ **Number of Hours Completed:** _____

Number of Missed Days: _____

Individuals Present at the Meeting: _____

| Goal | Average Score From Timecards | Changes to Goal |
|------------------|------------------------------|-----------------|
| Long Term Goal: | | |
| Short Term Goal: | | |
| Short Term Goal: | | |

Comments/Additional Notes:

Also located in Appendix G

Daily Task Checklist

- **Check in** _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- **Check out** _____

Suggested tasks/Activities

Classroom tasks

- Organize toys
- Vacuum
- Put papers/projects in students' mailboxes/cubbies
- Play with preschool students
- Color or do art with preschool students
- Set up snack
- Serve snack
- Clean up snack/wipe down tables
- Clean toys
- Organize craft materials
- Check markers/ Throw away dried out ones
- Participate in group activities with preschool students
- Clean doorknobs/ Light switches

Office tasks

- Shred papers
- Organize closets
- Take trash out
- Take recycling out
- Label items
- Staple papers
- Make copies
- Put away supplies

Outside tasks

(Only to be completed if appropriate)

- Sprinkle salt outside if icy
- Shovel sidewalk
- Rake leaves
- Clean off sidewalks
- Wipe down doors or windows
- Organize

Also located in Appendix H

Program Group Sessions

Cole's 7 Steps

Cole's 7 Steps is a structured tool that can be used when creating group activities. It is a client-centered approach utilized by many in the occupational therapy profession, to maximize social learning and emotional support (Cole, 2018). The format of Cole's 7 Steps can be easily adapted to meet the goals of each individual (Cole, 2018). The Cole's Steps structure was adapted to fit the needs of this population and group goals.

Example Template

Group Title:

Descriptive title of a group session.

Group Population:

Identification of the intended group population such as number of group members and age of group members.

Group Goals/Objectives:

This should describe what you hope for the group to gain from participating in this session. For the purpose of this project, you will relate goals to early learning standards based on the domain being focused on.

Materials Needed:

List of the materials required for the group session.

Overview of Activity:

General description for the activity created for the teacher, DSP, or other faculty to use to help guide the session outline. This section is also used to describe how the activity will meet the specific domain being targeted.

Time Frame for Session:

Description of expected session length, detailing how long each step is expected to take.

Session Outline

Introduction:

The purpose of this step is to provide a 5-10 min introduction describing expectations and the activity. A warm-up activity may also be completed during the introduction step of the session. Direct the kids/ambassador to set up space such as gather supplies, set up chairs, tables, etc. This could also be part of the warm-up activity. Explain why you are doing the activity. Explain the planned amount of time you will spend throughout the entire session. This may not be appropriate for young children but you could state for example, “We will be busy with this activity all the way up until lunchtime”.

- *Introduction of members: *Names (introduce the ambassador and what role they will play in the activity)**
- *Expectations: *Following directions, listening, hands to ourselves, asking before touching materials used in activity**
- *Warm-up activity: *This should relate to the early learning domains and to the main activity (ex. What is your favorite game? What makes you happy?) Should take 1-5 minutes.**

Activity:

The activity should take approximately 15-25 minutes. The purpose of the activity is to engage the group members in an activity that addresses the predetermined session goals. The activity section is designed for interaction amongst preschoolers and ambassador and should focus on one of the preschool standards. The domains include: Play and Learning Interventions, Social and Emotional Development, Communication/Social Participation, Cognition, Creative Arts, Perceptual, Motor, and Physical Development. The activity should include enough detail that any teacher can implement the activity. It is recommended that you use simple instructions (showing steps). Remind preschoolers/ambassador how many steps are left throughout the activity. This could be completed by creating a visual and checking off steps as you go.

- *Supplies Required: *List of supplies required for the activity.**
- *Set up: *How to set up the activity (for example - will need 4 tables and chairs for each of the 4 stations).**
- *Directions: *In detail describe the directions to run the activity.**

Sharing/Processing:

Sharing: This step looks at the general reaction to the activity, before and after they did it. This could be observed by the teachers or shared by the children and ambassador. A list of questions can be created to guide the facilitator.

- What did you like about the activity?
- What parts of the activity were hard?
- What parts of the activity were easy?

Processing: This section will elicit the participant's feelings about the activity, other children, and how they did personally. This is not likely to be an area where a lot of time is spent due to the age of the participants. This is why sharing and processing could be done together. Could ask or use observations during the activity.

Generalizing:

This section looks at similarities and differences that were observed during the group session.

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between the group?
- What differences did you notice between the group?

Application:

**Relate this section to the children's or ambassadors' everyday life. How will this apply to their lives? **

- What is a time that you use _____ at school?
- What is a time you use _____ at home?
- Tell us about a time you _____.

Summary:

Describe what was learned during this activity and acknowledge the participation in the activity. This section is also used to focus on the positive outcomes that were observed by the teachers, DSP, or other faculty.

- What did you learn?

Application of EHP

Modify and Adapt:

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group's needs.*

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

****Also located in Appendix I****

example of Group Sessions for one week

The theme of the week: Learning about the Human Body

Domain: Play and Learning Interventions

Group Title: Band-aid Body parts activity

Group Size/Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and ambassador will identify parts of the human body with pretend play.
- Children and ambassador will verbalize how to help someone when their body is hurt.
- Children and ambassador will interact in a group activity through participation and discussion.

Materials needed:

- Board Game: Operation Pet Scan
- Band-aids (keep in mind allergies and have latex-free band-aids available)
- Stuffed animals
- Dolls

Overview of activity: Children will participate in a turn-taking game along with pretend play to help children learn and understand the importance of having a healthy body. The turn-taking activity will help with visual motor/perceptual skills along with fine motor skills. The pretend play will help children and the ambassador identify parts of the human body with stuffed animals/dolls and band-aids. This will meet the goals of the domain by encouraging learning and imaginative play.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.

- Instruct children and the ambassador to find a spot at a table or on the floor.
- Introduce the ambassador and DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to be pretending that our stuffed animal/doll is hurt along with playing a game *Operation Pet Scan*.”
 - Expectations: “We have to make sure we are listening, following directions, and taking turns to play our game while being safe and respectful.”
 - Warm-up activity: First ask “How do you help others when they are hurt?”
Ambassadors role: help answer the question.
 - “Next we are going to pick out one stuffed animal/doll to play with and the other group will start the game.”

Activity: (30 min)

Break the children up into two different groups. One will start with the dolls and the other will start with the game *Operation Pet Scan*.

Operation pet scan:

- We are going to take turns playing a game called *Operation Pet Scan*.
- Show the children *Operation Pet Scan* and demonstrate how to play the game.
- The group leader and ambassadors can model how to follow directions in order to encourage the preschool students to also follow the directions.
 - Ambassadors can help demonstrate how to play the game with assistance from the DSP or faculty.
- Instruct children to take turns playing until they finish the game or 10-15 minutes of play is up.
- Instruct children to switch activities.

Pretend play:

- Instruct children and ambassadors to pick out one stuffed animal/doll to use for the activity.
- Instruct children and ambassadors with the prompt: “We are going to pretend that our stuffed animal/doll has gotten hurt”.
- Ask each child “where did your stuffed animal/doll get hurt”? (leg, arm, tummy, etc.)
- Give each child and ambassador one band-aid to put on the injured body part of their stuffed animal/doll.
- Give the children and ambassadors 10-15 min of playtime with their stuffed animals/dolls while using the prompts given to them previously to allow for pretend play.

Sharing and Processing:

- What did you like about the activity?
- Raise your hand if you liked playing with the doll/stuffed animals best?
- Raise your hand if you liked playing the game best?
- What was your favorite part of the activity?

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?
- How was the game different from the pretend play?

Application:

- Tell us about a time you helped someone who got hurt. What did you do? How did it help them?
- Tell us about a time someone helped you when you got hurt. What did they do? How did it make you feel?
- What will you do next time when you or a friend is hurt?

Summary:

- “What did you learn?”
- **Tell the children and ambassadors all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassadors for helping, etc.**

Application of EHP

Modify and Adapt:

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group's needs.*

- Modifications that can be made with this activity include the turn-taking activity. The turn-taking activity can be modified harder by having the children and ambassadors play *Operation*.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing the ability to identify body parts
- Establishing interaction skills amongst preschoolers and ambassadors

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Social and Emotional Development

Group Title: Paint Your Emotions

Group Size/Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and ambassadors will identify how their body feels when they are experiencing an emotion.
- Children and ambassadors will interact in a group activity through participation and discussion.

Materials needed:

- paint (yellow, blue, and red)
- construction paper
- paintbrushes
- cups of water
- mixing trays
- paper towels
- newspapers (to cover tables)
- painting smocks

Overview of activity: Children will use what they learn about their emotions and how it affects their body with a craft to promote the domain of Social and Emotional Development. Children and ambassadors will paint a picture with colors and shapes that relate to what their body does when they feel a certain way. Students and ambassadors will be utilizing fine motor skills, emotional regulation, direction following, and self-control.

Time Frame: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Instruct children to sit at the designated table to complete the activity.
- Introduce the ambassador and DSP.

- “This is _____, and they are going to be helping us with our activities today. We are going to be painting our emotions today. Do you know what emotions are?”
- Expectations: “We have to make sure we are listening and following directions, so we don’t make a mess while we are painting. We also need to ask before we touch the paint”.
- Warm-up activity: What does your body do when you are happy? (give examples of smiling, sitting up tall, body is moving at the right speed) What does your body do when you are mad? (hands clench, feet/body move fast, and heartbeats fast) What does your body do when you are excited? (smiling, laughing, body moving fast, and talking loud)
 - Ambassador’s role: Help answer questions or show the children an example of what they look like when they are feeling one emotion.
- “We are going to be painting our emotions today. We want you to think about how your body looks when you feel an emotion and practice drawing it with different shapes, lines, and colors”.

Activity:

- Give a quick demonstration of how paints are used properly (always clean brushes before dipping into a new fresh color, treat the brushes well by not squishing them down on the paper, etc.) Also, review color mixing (yellow + blue = green; red + yellow = orange; red + blue = violet) (Mulder-Slader, 2020).
- The first step is to talk about emotion, then talk about color and how that makes you feel. Discuss how a line might make them feel. Have them practice making lines with paint on their paper, relate the lines to how their body feels when they feel an emotion.
 - Angry line may be jagged because our bodies get tight
 - A happy line may be squiggly
 - Curved because our bodies are loose
 - A tired line may be straight because our bodies are laying down (Mulder-Slader, 2020).
- Everyone can then decide on an emotion or feeling which, they will express using various paint colors, lines, textures, and shapes. When the paintings are complete you can hang them up in the classroom so other children and ambassadors can see their work (Mulder-Slader, 2020).
- Explain to the children that it is okay to feel bad emotions but the way we act with a bad emotion is what can get us into trouble. For example, if you are really mad and your legs like to run, where can you go run at? (outside in the yard would be an appropriate answer). Discuss why it is not appropriate to run inside.

Sharing and Processing:

- How did you show your emotions?
- How did you feel about the activity?
- How do you feel you did with following the directions?

Generalizing:

- Observe how the kids interpret each other's work. "Does everyone see similar emotions? Yes? No? Why?"
- What things do you notice that are the same?
- What do you notice that is different?

Application:

- Tell me about a time you have shown your emotions?
- How did you express your emotions?
- What will you do next time you get really mad at home?
- What will you do next time you get really excited at home?

Summary:

- "What did you learn?"
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Application of EHP**Modify and Adapt:**

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group's needs.*

- This activity can be modified to be easier by showing children (with actions or videos) examples of what their body can do when they feel an emotion instead of asking them in the warm-up. You can also use emotion pictures as a visual to help guide children and ambassadors throughout the activity. This activity can be modified to be more difficult by having the children follow directions on drawing specific emotions. For example, the group leader can instruct all the students to draw the emotion of anger.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish skills for identifying how their body feels when they are experiencing an emotion.

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Communications/ Social Participation

Group Title: Building my body

Group Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children will identify parts of the human body through the use of social interaction with peers and ambassadors.
- Children and ambassadors will verbalize what the parts of the human body are used for.
- Children and ambassadors will interact in a group activity through participation and discussion.

Materials needed:

- Mat Man song, accessed through youtube video or CD
 - https://www.bing.com/videos/search?q=mat+man+song+youtube&view=detail&mid=FAC1D59AE7E817166CF8FAC1D59AE7E817166CF8&FORM=VIRE0&ru=%2fsearch%3fq%3dmat%2520man%2520song%2520youtube%26qs%3dn%26form%3dQBR%26msbsrank%3d2_2_0%26sp%3d-1%26ghc%3d1%26pq%3dmat%2520man%2520song%2520youtube%26sc%3d-20%26sk%3d%26cvid%3d81F88BA29D69454BA1DFC466EC91B1D5
- Mat Man supplies
 - 2 large curves (template located in appendix J)
 - 3 small curves (template located in appendix J)
 - 4 water bottle caps
 - 1 piece of construction paper
 - 4 long lines (template located in appendix J)
 - 2 short lines (template located in appendix J)
 - 2 hands cut out of construction paper
- 7 Bowls
- Plates (enough for each person to have one)
- Round ritz crackers
- M&Ms
- Chocolate chips
- Peeled cutie oranges separated into sections
- Peel apart Twizzlers cut into small sections

- Graham crackers
- Stick pretzels

Overview of activity: Children and ambassadors will participate in a turn-taking song as an introduction to identifying the parts of the body and what they are used for. The warm-up activity will help with social participation with peers while working as a team. The activity will help children and ambassadors identify parts of the human body while sharing and communicating to get the supplies they need to make their snack. This activity is most appropriate during the time the students would typically eat their snack. Children will also demonstrate the ability to state their wants and needs with questions and comments to meet the communication and social participation domain.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Instruct the children and ambassador to find a spot on the floor.
- Introduce the ambassador and DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to be learning about parts of the human body. “First we are going to take turns playing a game called *Mat Man*”.
 - Expectations: “We have to make sure we are listening, following directions, and taking turns to play our game while being safe and respectful.”
 - Warm-up activity: Work with the children to have them take turns building parts of *Mat Man* while going through the song. This activity can be done more than one time if the children are interested to continue reviewing the parts of the human body and what they are used for.
 - Ambassador role: Help answer the question or demonstrate how to play the game with assistance from the DSP or faculty and to participate in the activity.
 - “Next we are going to move to the table to make a *Mat Man* snack.”

Mat Man Lyrics

Mat Man has 1 head, 1 head, 1 head, Mat Man has 1 head, So that he can think.

Mat Man has 2 eyes, 2 eyes, 2 eyes, Mat Man has 2 eyes, So that he can see.

Mat Man has 1 nose, 1 nose, 1 nose, Mat Man has 1 nose, So that he can smell.

Mat Man has 1 mouth, 1 mouth, 1 mouth, Mat Man has 1 mouth so that he can eat.

Mat Man has 2 ears, 2 ears, 2 ears, Mat Man has 2 ears so that he can hear.

Mat Man has 1 body, 1 body, 1 body, Mat Man has 1 body to hold what's inside.

Mat Man has 2 arms, 2 arms, 2 arms, Mat Man has 2 arms so that he can reach.

Mat Man has 2 hands, 2 hands, 2 hands, Mat Man has 2 hands so that he can clap.

Mat Man has 2 legs, 2 legs, 2 legs, Mat Man has 2 legs, so that he can stand.

Mat Man has 2 feet, 2 feet, 2 feet, Mat Man has 2 feet so that he can walk. (Mat Man, n.d.).

Activity:

- Before the activity have the ambassador set up snack supplies and materials.
 - Bowl of round ritz crackers (for the head)
 - Bowl of m&ms (for eyes)
 - Bowl of chocolate chips (for the nose)
 - A bowl of peeled cutie organized separated into sections (for the mouth)
 - A bowl of peel-apart Twizzlers cut into small sections (for ears)
 - A bowl of graham crackers (for the body)
 - A bowl of stick pretzels (for arms, legs, feet, and hands)

Use alternative foods as needed due to food allergies within the class

- Instruct everyone to wash their hands and find a spot at the table.
- Instruct one child or ambassador to pass a plate out to each person.
- Instruct the children and ambassador to take turns with the snack supplies to practice sharing and social communication to ask for what they need. Each person will build their own Mat Man snack. While the children and ambassador are creating the snack, the teacher can facilitate singing the *Mat Man* song or discussion about the parts they are adding. For example: "I see you're adding a head, what is the head for?" or "what part are you adding now?"
- After everyone has finished making the snack, they can eat their snack and socialize with each other while eating the snack.

Sharing / Processing:

- What did you like about the activity?
- Was there anything that you didn't like?
- What parts of the human body did you hear in the song we listened to?

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- Tell me about a time when you had to use your feet?
- Tell me about a time when you had you use your hands?
- When are some other times you have to ask for something you want or need?
- When are some other times you have to share?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for leading, etc.**

Application of EHP**Modify and Adapt:**

- If applicable and appropriate for the situation, the teacher could relate differences in mat man to ambassador such as “___ uses a wheelchair so that he can move around” or “_____ uses her Ipad so that she can talk”. To help modify this activity to be easier the faculty or ambassador could make a mat man prior to the activity to show the children what he will look like when it is completed.

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish skills in identifying what parts of the human body are used for

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Cognition

Group Title: Simon Says

Group Population: Preschool students ages 3-5 years and Ambassador, large group activity

Group Goals/Objectives:

- Children and ambassador will identify parts of the human body
- Children will follow 1-2-step directions
 - ie. 1 step: touch your nose; 2 steps: Simon says touch your nose then jump up and down
- Children and ambassador will interact in a group activity through participation and discussion

Materials needed:

- Children's book reviewing body parts to identify while participating in Simon says. (ie. *Parts* by Tedd Arnold)

Overview of activity: Group participants will engage in purposeful group activities focused on identifying parts of the human body and following directions. Students will be utilizing *executive functioning skills involving sequencing, organizing, and processing each step to meet the cognitive domain. This will also help with self-control and listening to directions.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Introduce members/ambassador/DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to read a book called *Parts* and when we are all done, we will play a game called *Simon Says*. Has anyone played *Simon Says* before?”
 - Expectations: “We will have to make sure we are listening and following directions, so we are able to play our game”.
 - Warm-up activity: Read the book reviewing body parts as an introduction to *Simon Says* so kids are familiar with the different body parts that will be used in the *Simon Says* game.
 - Ambassador role: Hold and/or read the book if able or with help from DSP

- Have the ambassador and children point to the different parts when reading the story to provide more awareness.
- When finished reading the book have everyone stand up and find an open space to stand. Have the ambassador help with the setup of chairs and tables that need to be moved.

“We are playing Simon Says to help us learn about our body and follow directions”.

Activity:

Simon Says: select one person to be the leader. Have the leader stand in front of the room. Simon will call out commands. If Simon begins the sentence by saying “Simon says” then everyone is required to do the action. If Simon does not begin with “Simon says” then the players are not allowed to do the action. If a player doesn’t obey, they are out and have to sit down until there is one player left (How do you play games, 2021).

- Ambassador role: Participate in playing Simon Says, including following the movements when the teacher or preschool students are leading. They can also lead the students in the role of Simon with help from the DSP, after the teacher demonstrates.
- Can have the ambassador and children take turns leading as Simon, with help from the teachers and DSPs. Allow 2-3 other people to lead to allow for more interaction and to reward for following directions. This could add up to a total of 4 different leaders including the teacher that starts off the session.

Sharing/ Processing:

- Observed by the children and ambassador interaction. Observe if they struggle with anything?
- What did you like about the activity?
- Did you choose the right body parts?
- How did you do with following the directions?
- What parts of the activity were difficult?

Generalizing:

- The group leader can identify similarities and differences that he/she observed
- “Did anyone else get out the same time you did?”.

Application:

- Tell me about a time when you had to follow directions at home.
- In this game, if you did not follow directions you got out. What happens if you don’t follow directions at home/at school?
- Tell me about a time when you had to use your feet.

- Tell me about a time when you had you use your hands.

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Application of EHP

Modify and Adapt:

- This activity can be modified to be easier by printing off pictures of body parts to hold up while playing Simon says.

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish skills in following 2-step directions

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

*Executive functioning: “executive function is a set of mental skills that act as a command center in the brain. They help us plan, manage time, control emotions, and get tasks done. They’re also important for staying focused and solving problems” (Zelazo, 2020).

Domain: Creative Arts

Group Title: What makes up my body

Group Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and ambassador will complete a self-portrait of their skeleton with age-appropriate awareness of what makes up their body (ie. You have bones that help your body stand and muscles to help you move)
- Children and ambassador will interact in a group activity through participation and discussion.

Materials needed:

- Chalk
- Black paper
- Book: “Me and My Amazing Body” by Joan Sweeney

Overview of activity: This activity will focus on the creative arts development domain by incorporating art skills, fine motor skills, and direction following. After completing the warm-up activity, children will practice incorporating awareness of their body to utilize during a craft activity.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Introduce members/ambassador/DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to read a book called “Me and My Amazing Body” and when we are all done, we will create an art project. Does anyone know anything about what is inside their body?”
 - Expectations: “We will have to make sure we are listening and following directions, so we are able to do our activities”.

- Warm-up activity: Read the book reviewing what is inside their body as an introduction to skeleton self-portrait, so kids are familiar with the different body parts that will be part of their art project.
 - Ambassador role: Hold and/or read the book if able or with help from DSP.
 - Have the ambassador and children point to the different parts when reading the story to provide more awareness.
- When finished reading the book have everyone stand up and find an open space to stand. Have the ambassador help with the setup, if chairs and tables need to be moved.
- “We are going to create a skeleton self-portrait to help us learn about our body and practice our drawing”.

Activity:

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Instruct the children and ambassador to start with the basic outline of the body. Help the children form their shapes and lines of the body.
- “First start by making a circle for the head”. The group leader will then talk about some of the things inside of the head (ie. skull to protect the brain. The brain helps you think and do things).
- Rectangle for the body. Have the children draw lines for their ribs. Talk about the things inside of the stomach and chest (ie. Ribs to protect your heart and stomach. The heartbeats to keep you alive and the stomach holds your food).
- Then form 2 lines for the arms and two lines for the legs. Talk about the bones in the arm and legs (ie. Bones in the leg help us stand and walk. Bones in our arms help us hold things).
- Instruct the child and ambassador to draw eyes, nose, and mouth (see if they can identify each one themselves).

Sharing / Processing:

- Ask the children and ambassador to share their drawings and the body parts they chose to include.
- What did you like about this activity?
- Was there any part of the activity that was hard?

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.

- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- Today we read a book and drew a picture to help us learn about the human body.
- Has anyone read any other books about the human body?
- Where do you think you could go to find books on the human body?
- What other ways do we learn about how our body works?
- Can you think of any other art projects you could do at home to learn about the human body?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Application of EHP

Modify and Adapt:

- To modify the activity to be easier, have the ambassador or faculty assemble an example of the activity. Another example to modify the activity easier is to print off an outline that the child or ambassador could trace over. To modify this activity to be more difficult or longer, children and the ambassador could utilize uncooked noodles or Q-tips to glue onto the outline to show a more distinct outline of their bones.

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish age-appropriate awareness of what makes up their body

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Perceptual, Motor and Physical Development

Group Title: Where is my body

Group Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and the ambassador will complete an obstacle course with the awareness of their body (ie. how fast they are going).
- Children and the ambassador will interact in a group activity through participation and discussion.

Materials needed:

- *Head, shoulders, knees, and toes/hokey pokey* CD or video recording
- Classroom materials to create an obstacle course
 - Ex: tunnel, chairs, cones, colored spots, mini trampoline, Hemi-circle spiky balls, ramp, hula hoop, masking tape, ball, balance boards

Overview of activity: This activity will focus on the perceptual, motor, and physical development domain by incorporating proprioception (heavy work), vestibular input, direction following, visual perceptual skills, spatial awareness, motor planning, and gross motor skills. Children will practice incorporating awareness of their body after completing the warm-up activity to utilize with a 5-8 step obstacle course.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity. Give the ambassador the freedom to choose 3 items that they want to incorporate into the obstacle course and the rest can be chosen by the DSP or faculty.
- Introduce members/ambassador/DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to follow along to the *head, shoulders, knees, toes dance*,

and/or *the hokey pokey* when we are all done, we will do an obstacle course. Has anyone done an obstacle course before?"

- Expectations: "We will have to make sure we are listening and following directions, so we are able to do our activities safely."
- Warm-up activity: Do *head, shoulders, knees, toes*, and or *the hokey pokey* as an introduction to being more aware of where their body is in space.
 - Ambassador role: Start and stop the music and participate in the dance with preschool students.
- "We are doing an obstacle course to help us learn about where our body is and to practice following directions".

Activity:

- Ambassador will help set up the obstacle course with the help of the DSP and faculty. Have them set up 5-8 different obstacles.
- Instruct the ambassador to demonstrate what to do with each step of the obstacle course with the help from the DSP and faculty.
- Ambassador is encouraged to cheer on the children when they are completing the obstacle course.
- Children will go one at a time through each step of the obstacle course.
- Remind the children to focus on how fast their body is moving through the obstacle and what each body part is doing.

Sharing and Processing:

- What did you like about the activity?
- What was your favorite obstacle?
- What was the most difficult obstacle?

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- Tell me about a time that you needed your body to move fast?
- Tell me about a time you needed your body to move slowly?
- How many of you have a little brother/sister at home? Are they as big, strong, and as fast as you?
- How many of you have a big brother/sister at home? Their bodies are even bigger, stronger, and maybe even faster than yours. Our bodies grow and develop as we get older.

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for holding the book and leading, etc.**

Application of EHP**Modify and Adapt:**

- To modify this activity to be easier have each child or ambassador complete the obstacle course one step at a time. To modify the obstacle course to be more difficult, faculty or the ambassador could add more steps to the obstacle course. Another example to modify the obstacle course would be to have the children set it up by themselves with stand-by assistance from the faculty and ambassador.

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish awareness of their body

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Example of Group Sessions for one week

The theme of the week: Seasons

Domain: Play and Learning Interventions

Group Title: Sensory Seasons

Group Size/Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and the ambassador will be able to identify the different seasons.
- Children and the ambassador will be able to verbalize how to tell what season it is.
- Children and the ambassador will interact in a group activity through participation and discussion.

Materials needed:

- Four season song (lyrics in the warm-up section)
- Flower Play Dough
 - 1 cup all-purpose flour
 - 1 cup of water
 - 1/4 cup salt
 - 2 tsp cream of tartar
 - Red food coloring
 - Rosewater or flower-scented oils such as lilac, jasmine, or rose
 - Real flower petals
- Sand Box
 - Small to medium-sized plastic box or container
 - Brown kinetic sand
 - Small sand toys such as shovels and small buckets
- Fall Sensory Box
 - Small to medium-sized plastic box or container
 - Popcorn kernels
 - Fall leaves (*can use fake leaves if leaves are not available*)
 - Pinecones
 - Mini pumpkins
 - Gourds
 - Tractor toys
- Fluffy Snow Slime

- 1/2 cup Elmer's White Glue
- 2 cups Shaving Cream
- 2 Tbsp. Cornstarch
- 1/2 tsp. Saline Solution/Contact Solution (with boric acid)

Overview of activity: Children will participate in singing a song to learn about the different seasons. The activity will help children and the ambassador identify the different seasons by utilizing the play and learning domain.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (10 minutes)

- Have the ambassador gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Have the children and ambassador find a spot at a table or on the floor.
- Introduce the ambassador and DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to be singing a song about the seasons and exploring the seasons through sensory play.
 - Expectations: “We have to make sure we are listening, following directions, and taking turns while being safe and respectful.”
 - Warm-up activity: lead the group in singing the Four Seasons Song
 - Four Seasons by Don Villemez, Sheryn Villemez, Kristen Villemez More

There are four seasons, four seasons

Let's talk about them here

Summer and the Fall

Winter and the Spring

Four seasons in the year

When do we swim? In the Summer

Why do we swim? 'Cause it's fun

Who likes to swim? We all do

Swim 'til the summer is done

There are four seasons, four seasons
Let's talk about them here
Summer and the Fall
Winter and the Spring
Four seasons in the year

When do leaves drop? In the fall
Why do they drop? 'Cause it's time
Who likes the Fall? Well, we all do
Jumping in leaves is sublime

There are four seasons, four seasons
Let's talk about them here
Summer and the Fall
Winter and the Spring
Four seasons in the year

When does it snow? In the winter
Why Does it snow? "Cause it's cold
Who likes the snow? Well we all do
Winter fun never gets old

There are four seasons, four seasons
Let's talk about them here
Summer and the Fall
Winter and the Spring
Four seasons in the year

When does it rain? In the springtime
Why does it rain? Makes things grow
Who likes the rain? Well the ducks do
Quack, Quack, Quack-a, Quack, Quack

There are four seasons, four seasons

Let's talk about them here

Summer and the Fall

Winter and the Spring

Four seasons in the year.

(Villemez, Villemez, & Villemez, 2015)

Activity:

- Break the children up into four different groups. Each group will start with a different season of sensory play. The groups will rotate so that every group gets a turn with each of the sensory activities.
- Sensory Activities
 - Spring: Spring flower play dough
 - Pre-make the flower playdough- 1 cup all-purpose flour, 1 cup water, 1/4 cup salt, 2 tsp cream of tartar, red food coloring, Rosewater or flower-scented oils such as lilac, jasmine, or rose, Real flower petals
 - Add the flour, salt, water, cream of tartar, red food coloring, and a drop of the rose water or scented oil to a saucepan. Stir well until. Place over low heat. Keep stirring and the mixture will begin to thicken, forming into one large ball. Place it on parchment or wax paper and let cool for a few minutes. When it is cool enough to handle, knead the dough for thirty seconds or so. Break up the petals into small pieces and work them into the cooled dough (Archer, 2020).
 - Summer: Sand box
 - Preset up a sensory bin with brown kinetic sand and small sand toys such as shovels and small buckets for the students to play with and explore.
 - Fall: Corn sensory Bin
 - Preset up a sensory bin filled with popcorn kernels, fake fall leaves, mini pumpkins, pinecones, gourds and tractor toys.
 - Winter: Fluffy Snow Slime
 - Pre-make fluffy snow slime- 1/2 cup Elmer's White Glue, 2 cups Shaving Cream, 2 Tbsp. Cornstarch, 1/2 tsp. Saline Solution/Contact Solution (with boric acid).
 - Pour your Elmer's glue into a large mixing bowl. Add your shaving cream to the glue. Mix in Cornstarch gently. Then add in your contact solution (the more you add, the less sticky it will become). Knead the fluffy slime in your hands. The more you knead it in your hands, the better for the first few minutes (Fluffy Snow Slime Recipe, 2020).

Sharing and Processing:

- How did you like the activity?
- Was this activity fun? Why?
- What was your favorite part of the activity?

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- Tell us about a time you played outside in the spring. Tell us about a time you played outside in the summer.
- What do you smell in the spring?
- What do you see when you walk outside in the winter? Summer? Spring? Fall?
- What do you like to do in the winter? Fall?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Application of EHP**Modify and Adapt:**

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

- Modifications that can be made with this activity by exploring fewer seasons in the group session.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish skills to identify the different seasons

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Social and Emotional Development

Group Title: Seasons Social Skills Game

Group Size/Population: Preschool students ages 3-5 years and Ambassador, large group

Group Goals/Objectives:

- Children and the ambassador will identify how they feel at different times and during different seasons.
- Children and the ambassador will participate in a group social activity.
- Children and the ambassador will interact in a group activity through participation and discussion.

Materials needed:

- Small Stickers (*any stickers would work but ones that represent the different seasons would be best*)
- Index Cards

Overview of activity: Children will use what they learned about their emotions and how people feel different emotions at different times to promote social and emotional development. Children and the ambassador will play a social skills game related to different seasons. Students and the ambassador will be utilizing communication skills, social skills and awareness of emotions throughout the game.

Time Frame: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Have the ambassador gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador find materials needed for the activity.
- Have children sit at the designated table or on the floor to complete their activity
- Introduce the ambassador and DSP
 - “This is _____, and they are going to be helping us with our activities today.”
 - Expectations: “We have to make sure we are listening and following directions so we can enjoy our activity and have a chance to listen to our classmates”.

- Warm up activity: How do we get a friend's attention? How do we ask someone a question?
 - Ambassador role: Help answer questions or role model situations related to the discussion.
- “We are going to be playing a game today to practice expressing our feelings and asking friends questions.”

Activity:

- Instruct the children and the ambassador to participate in a social skills game together.
- First give each person an index card and explain that the goal of the game is to get 5 stickers on their card. For every question they get a sticker.
- Prompt the participants with the following questions (give examples of activities in different seasons):
 - Find someone who’s favorite season is the same as yours.
 - Find someone who likes the same winter activity as you.
 - Find someone who feels happy in the spring.
 - Find someone who does not like the hot sun.
 - Find someone who’s least favorite season is the same as yours.
 - Find someone who likes the same fall activity as you.
 - Find someone who feels excited in the summer.
 - Find someone who the snow makes them feel happy.
 - Find someone who thunderstorms make them feel scared or nervous.
 - Find someone who feels surprised when it rains.
 - Find someone who looks forward to summer.
 - Find someone who likes the same summer activity as you.
 - Add additional questions as applicable to the group.
- For each question the teacher or ambassador will give the students who found someone a sticker on their card with the end goal of each student getting 5 stickers on their card by the end of the game.

Sharing and Processing:

- What did you like about the activity?
- Raise your hand if it was difficult to ask your friend a question. Tell me why it was hard.
- Raise your hand if you liked to ask your friend a question. Tell me why you liked it.
- What was your favorite part of the activity?

Generalizing:

- Does everyone like the same things as you?
- What things do you notice that are the same?
- What do you notice that is different?

- Raise your hand if your favorite season is summer.
- Raise your hand if your favorite season is winter.
- Raise your hand if your favorite season is fall.
- Raise your hand if your favorite season is spring.

Application:

- Can you tell me a time when you had to ask someone a question?
- Sometimes asking someone a question can be hard - what makes it hard?
- Sometimes asking someone a question can be easy - what makes it easy?
- What will you do next time you ask someone a question?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Application of EHP

Modify and Adapt:

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

- This activity can be modified easier by simplifying the questions or decreasing the number of questions. This activity can be modified harder by having the children come up with their own questions or by asking more complex questions.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish the skills to identify how they feel at different times and during different seasons

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Communications/ Social Participation

Group Title: Favorite Seasons

Group Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and the ambassador will state their favorite season.
- Children and the ambassador will state the common weather during that season.
- Children and the ambassador will communicate with each other about their favorite seasons.
- Children and the ambassador will interact in a group activity through participation and discussion.

Materials needed:

- Blank Paper
- Coloring supplies such as markers, crayons, or colored pencils

Overview of activity: Children and the ambassador will participate in turn taking while sharing about their favorite seasons. The warm-up activity will help with social participation with peers and the ambassador. The activity will help children and the ambassador identify and draw their favorite seasons while sharing and communicating to get the supplies they need to complete their drawing. Children will also demonstrate the ability to state their wants and needs with questions and comments through the communication and social participation domain.

Time Frame for the session: 30-35 minutes

Session Outline

Introduction: (5-10 minutes)

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Instruct the children and ambassador to find a spot on the floor.
- Introduce the ambassador and DSP

- “This is _____, and they are going to be helping us with our activities today. We are going to be learning about the different seasons. “First we are going to take turns sharing what our favorite season is and what we like to do during that season”.
- Expectations: “We have to make sure we are listening, following directions, and taking turns to play our game, while being safe and respectful.”
- Warm-up activity: Work with the children to have them take turns sharing their favorite season and what activities they enjoy doing during that season.
 - Ambassador role: To participate in the activity.
- “Next we are going to move to the table to draw our favorite seasons.”

Activity:

- Before the activity have the ambassador set up the materials.
- Instruct the ambassador to pass a paper out to each person.
- Instruct the children and the ambassador to take turns with the art supplies to draw their favorite season.

Sharing / Processing:

- Ask each child and ambassador to share their drawings. **Ask follow up questions**
- What did you like about the activity?
- Was there anything that you didn’t like?

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- Tell me about an activity you like to do during spring. **complete with all seasons**
- Tell me about a time when you had to ask for something you wanted or needed.
- Tell me about a time when you had to share.

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for leading, etc.**

Application of EHP

Modify and Adapt:

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group's needs.*

- To simplify this activity the teacher could provide the students with a coloring page related to the season they selected as opposed to drawing it all by hand. The teacher could also provide some pictures of the seasons for the children to view when creating their drawing. To make this activity more difficult the teacher can encourage them to add more details to their drawing related to the season they selected. Another modification to this activity would be to have the students partner up and discuss their favorite season. Then the students could draw their partner in their partner's favorite season.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish skills in identifying the common weather during that season

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors.

Domain: Cognition

Group Title: Matching the Weather

Group Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and the ambassador will identify one matching pair to increase cognition.
- Children and the ambassador will follow 1-2-step directions while taking turns.
- Children and the ambassador will interact in a group activity through participation and discussion.

Materials needed:

- 20 cards, 10 pairs; these cards can have weather, seasons, and clothing that is worn in different seasons. **Found in Appendix K**

Overview of activity: Group participants will engage in purposeful group activities focused around identifying matches for weather/seasons. Students will be utilizing *executive functioning skills involving sequencing, organizing, and processing each step. This will also help with self-control and listening to directions for the cognitive domain.

Time Frame for session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Introduce members/ambassador/DSP
 - “This is _____, and they are going to be helping us with our activities today.”
 - Expectations: “We will have to make sure we are listening and following directions, so we are able to play our game”
 - Warm up activity: Have the ambassador/DSP or teacher go over each matching card and ask the children if they can identify the object, season, or weather.
 - Ambassador role: Hold or show each of the cards while the children guess what it is.
 - When finished have everyone make a circle and mix up the cards in the middle.

- “We are playing matching to help us learn about the different seasons and find the matches by using our brains and following directions”.

Activity:

- Matching directions:
 - At the beginning of the game, all the cards are mixed up and laid in rows, face down on the table.
 - The first player starts and turns over two cards.
 - If the cards don't match, it's not a pair and the cards can be turned back over.
 - If the two cards match, it's a pair! They get to keep the cards and go again.
 - It is the next player's turn to flip over two new cards.
 - When the players have found all the pairs, the game is over. The player with the most cards wins! (Rouger, 2011)
- Have the group decide who gets to go first.
- Depending on the size of the group it may be beneficial to have two sets of matching cards to allow the children more turns.
- Continue playing until all of the cards have matches. Whoever has the most matches wins. If it is easy for your group, you can play again.

Sharing/ Processing:

- Observe the children and ambassador interaction, did they struggle with anything?
- Tell me what you liked about this activity.
- How did you think you did?
- How did you feel about the activity?
- How do you feel you did with the directions?

Generalizing:

- Group leader can identify similarities and differences that he/she observed

Application:

- Tell me about a time when you had to follow directions at home.
- Tell me about a fun memory during (winter, summer, fall, spring, rain, snow, etc.)?
- Tell me about a time when you had to wear a coat?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Modify and Adapt:

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group's needs.*

- You could simplify this activity by using less cards and pairs. To modify this activity to be more difficult you could ask questions every time someone got a match or add more cards and pairs.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establishing skills to follow 1-2-step directions while taking turns.

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors.

Domain: Creative Arts

Group Title: Handprint Seasons

Group Population: Preschool students ages 3-5 years and Ambassador, small group (5-8 children per group, 1 ambassador)

Group Goals/Objectives:

- Children and the ambassador will complete a handprint painting to represent the different seasons.
- Children and the ambassadors will interact in a group activity through participation and discussion.

Materials needed:

- Book “Changing Seasons” by Sian Smith
- Light blue paper (4 pages per group member)
- Paint (light brown, white, light green, dark green, orange, yellow, dark brown)
- Paper plates for paint
- Paintbrushes
- Newspaper to cover the table
- Marker or pencil

Overview of activity: This activity will focus on the creative arts development domain by incorporating art skills, fine motor skills, and direction following. During this activity children will practice incorporating awareness of different seasons. After completing the warm-up activity, they will utilize awareness of seasons during a craft activity.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Introduce members/ambassador/DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to read a book called “Changing Seasons” by Sian Smith and when we are all done we will create an art project.
 - Expectations: “We will have to make sure we are listening and following directions, so we are able to do our activities”.

- Warm-up activity: Read the book reviewing the different seasons to prepare kids to complete the art activity about different seasons.
 - Ambassador role: Hold and/or read the book if able or with help from DSP.
- When finished reading the book, have everyone stand up and find an open space to stand. Have the ambassador help with the setup, if chairs and tables need to be moved.
- “We are going to create a painting of trees during the different seasons to help us learn about the different seasons”.

Activity:

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Instruct the children and the ambassador to start with four pages of light blue construction paper.
- Paint the hand and lower forearm of each student with brown paint and place it onto the paper making a print that resembles a tree trunk and limbs. Repeat on all four pages.
- Allow the paint to dry slightly before completing the next steps.
- Label the four pages spring, summer, fall, and winter.
- On the page labeled spring, have the students add sporadic light and dark green leaves using fingerprints.
- On the page labeled summer, have the students add lots of light and dark green leaves using fingerprints.
- On the page labeled fall, have the students add sporadic of light green, yellow, light brown, and orange leaves using fingerprints.
- On the page labeled winter, have the students add white snow using fingerprints.

Sharing / Processing:

- Ask children and ambassadors to share their paintings.

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- “Today we read a book and painted a picture to help us learn about the different seasons”.
- Has anyone read any other books about the seasons?

- Where do you think you could go to find books on the seasons?
- What other ways do we learn about how the seasons are different?
- Can you think of any other art projects you could do at home to learn about the seasons?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for helping, etc.**

Application of EHP

Modify and Adapt:

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

- To simplify this activity, have the ambassador or faculty assemble an example of the activity or print off an outline that the child or ambassador could trace over. To modify this activity to be more difficult or longer, children and the ambassador could add other details to their pictures.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassadors

Domain: Perceptual, Motor and Physical Development

Group Title: Seasons Dress Up Relay Race

Group Population: Preschool students ages 3-5 years and Ambassador, large group activity

Group Goals/Objectives:

- Children will practice dressing skills.
- Children and the ambassador will learn about what types of clothing are worn during different seasons.
- Children and the ambassador will interact in a group activity through participation and discussion.

Materials needed:

- A variety of dress-up clothes appropriate for different seasons
 - Sandals, boots, snow pants, dress, shorts, swimsuits, tank tops, t-shirts, light snow coat, gloves, a baseball hat, winter hat

Overview of activity: This activity will focus on the perceptual, motor, and physical development domain by incorporating direction following, visual perceptual skills, spatial awareness, motor planning, and gross motor skills required for self-dressing. Children will practice incorporating awareness of the different seasons and what clothes are worn during the different seasons.

Time Frame for the session: 30-45 minutes

Session Outline

Introduction: (5-10 minutes)

- Instruct the ambassador to gather materials prior to introducing the activity to the children. Give them a list of the materials needed and where to find them. The DSP can also help assist the ambassador to find materials needed for the activity.
- Introduce members/ambassador/DSP
 - “This is _____, and they are going to be helping us with our activities today. We are going to practice learning what clothes we wear during each season”.
 - Expectations: “We will have to make sure we are listening and following directions, so we are able to do our activities safely”.

- Warm-up activity: As an introduction to being more aware of what clothing is appropriate during different seasons, start by reviewing the different clothing items and discussing when they may be used. (Ex: “What is this?”, “When do we wear a coat?”)
 - Ambassador role: hold up different clothing items for the class to see.
- “We are doing a relay race to practice putting on dress-up clothes for different seasons”.

Activity:

- The ambassador will help set up the relay race with the help of the DSP and faculty.
- Divide the children into two groups and divide the clothing items into two even groups.
- The ambassador can tell the children “go” when it is time to start. One from each group will run to the pile of clothes, select one item to put on over their current clothing, and then run back to the next student in line. Once the first student gets back to the line and gives the next student a high five, the next student starts. This continues until all the clothing items have been put on.
- The ambassador is encouraged to cheer on the children when they are completing the relay race.
- Remind the children to focus on what season the clothes they are putting on would be used in.

Sharing and Processing:

- **While everyone still has their clothing items on, go around and have each child share what their items are and what season it would be used for.**
- What did you like about the activity?
- **Ask each child* “What was your favorite step of the relay race?” *have the children show you the step and explain why they liked this step**

Generalizing:

- I noticed that _____ and _____ both liked _____ about the activity.
- What similarities did you notice between group members?
- What differences did you notice between group members?

Application:

- What season would you need your swimsuit?
- What season would you need your coat and gloves?
- What season might you use sandals in?

Summary:

- “What did you learn?”
- **Tell the children and ambassador all the good things that you observed during the warm-up, activity, and about the things they shared.**
- **This could include helping other kids, thanking the ambassador for holding the book and leading, etc.**

Application of EHP**Modify and Adapt:**

**Describe how this activity can be modified or adapted to better fit the needs of the group, preschoolers, and ambassador together. This may include alternative communication or simplifying an activity or making it more complicated to fit the group’s needs.*

- To simplify this activity, have each child or ambassador complete the relay race with easier to put on clothing articles. To modify the relay race to be more difficult, faculty or the ambassador could add more clothing items to the mix.

Establish and Restore:

**Due to the difference in every individual and program this section will vary. This can be used in creating or restoring skills for the ambassadors and preschool students with each outlined activity.*

- Establishing interaction skills amongst preschoolers and ambassadors
- Establish skills in identifying clothing worn during different seasons.

Create:

**Create is outlined by the ability to create activities specific to the needs of the preschool and ambassador.*

Prevent:

**Prevent is utilized with these activities to encourage engagement and interaction with individuals with ID/DD to prevent developing stigma surrounding these individuals in the community.*

Alter:

**Alter allows these activities to be done in multiple contexts to best fit the needs of the preschool students and ambassadors.*

- Alter the context and environment to meet the needs of the preschool students and ambassador.

Appendix

Appendix A
Ambassador Application

Ambassadors Name: _____ **Preferred Name:** _____

Date of Birth: _____

How did you learn about the ambassador program:

What are you good at:

What do you find motivating:

Circle the following tasks you do independently:

Communicating

Mobility/ Navigating environment

Emotional regulation

Toileting

Hygiene

Fine motor task/Writing

Reading

Circle the following tasks you need help with:

Communicating

Mobility/ Navigating environment

Emotional regulation

Toileting

Hygiene

Fine motor task/Writing

Reading

Alternate Contacts

Contact Name: _____ Relationship: _____

Phone: _____ Legal Guardian: _____

Contact Name: _____ Relationship: _____

Phone: _____ Legal Guardian: _____

Adaptive equipment: _____

Schedule availability: _____

Allergies (food or medication): _____

Appendix B

Ambassador Behavior Information Sheet

Behavior: (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Shy | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Is sometimes destructive | <input type="checkbox"/> Sometimes threatens others |
| <input type="checkbox"/> Adapts to new situations well | <input type="checkbox"/> Sometimes hits, bites, or hurts self/others |
| <input type="checkbox"/> Adapts to new situations with difficulty | <input type="checkbox"/> Sometimes attempts to run away |
| <input type="checkbox"/> Responds to correction well | <input type="checkbox"/> Hyperactive and/or ADD |
| <input type="checkbox"/> Responds to correction with difficulty | |

Other: _____

Responds to separation from his/her parents/guardian by:

Best comforted by:

Let's someone know what he/she wants or needs by:

What type of activities does he/she enjoy and/or participate in?

He/she becomes upset when:

He/ she does not enjoy:

Appendix C

Ambassador Goal Sheet

Ambassador Name: _____

Goals will be established after creating an occupational profile with the COPM. The COPM will help determine which goal areas should be focused on. Goal areas may include social participation, communication, personal device care, simple meal preparation and clean-up, safety, job performance, and volunteer participation. The ambassador may take place in goal making.

- **Long term goal**

-

- **Short term goal**

-

-

Parent/Guardian Goals:

-

Appendix D
Ambassador Fact Sheet

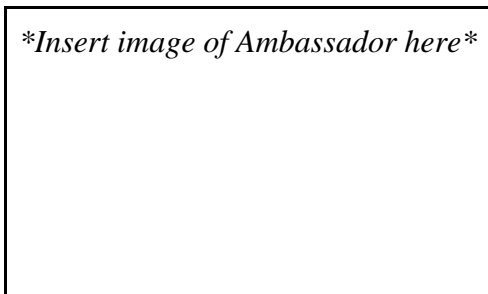
Name:

Age:

Important things to know:

Previous or present work experiences:

Interests:



Appendix E

Ambassador Fact Sheet For Classroom

This fact sheet will be filled out by the ambassador with help as needed. The abbreviated factsheet will then be hung up in the classroom for preschoolers to see and get-to-know them. Faculty, OT, or OT students may complete this template with the ambassadors prior to starting.

Meet Your Class Ambassador

Insert image of Ambassador here



What is your favorite food? _____

What is your favorite color? _____

What is your favorite activity? _____

What is your favorite animal? _____

**Appendix F
Timecard**

Ambassador Name: _____

| Date | Time In | Time Out |
|-------------------------|--------------------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| Goals | Score towards goal | Comments |
| Long term goal: | 1 2 3 4 5 | |
| Short term goal: | 1 2 3 4 5 | |
| Short term goal: | 1 2 3 4 5 | |

Appendix G

Monthly Meeting Worksheet

Ambassadors Name: _____ **Month:** _____

Number of Days Attended: _____ **Number of Hours Completed:** _____

Number of Missed Days: _____

Individuals Present at the Meeting: _____

| Goal | Average Score From Timecards | Changes to Goal |
|-------------------------|-------------------------------------|------------------------|
| Long Term Goal: | | |
| Short Term Goal: | | |
| Short Term Goal: | | |

Comments/Additional Notes:

Appendix H
Daily Task Checklist

- **Check in** _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- **Check out** _____

Suggested tasks/Activities

Classroom tasks

- Organize toys
- Vacuum
- Put papers/projects in students' mailboxes/cubbies
- Play with preschool students
- Color or do art with preschool students
- Set up snack
- Serve snack
- Clean up snack/wipe down tables
- Clean toys
- Organize craft materials
- Check markers/ Throw away dried out ones
- Participate in group activities with preschool students
- Clean doorknobs/ Light switches

Office tasks

- Shred papers
- Organize closets
- Take trash out
- Take recycling out
- Label items
- Staple papers
- Make copies
- Put away supplies

Outside tasks

(Only to be completed if appropriate)

- Sprinkle salt outside if icy
- Shovel sidewalk
- Rake leaves
- Clean off sidewalks
- Wipe down doors or windows
- Organize

Appendix I
Cole's 7 Steps Session Template

Group Title:

Group Population:

Group Goals/Objectives:

Materials Needed:

Overview of Activity:

Time Frame for Session:

Session Outline

Introduction:

- Introduction of members:
- Expectations:
- Warm-up activity:

Activity:

- Supplies Required:
- Set up:
- Directions:

Sharing/Processing:

-

Generalizing:

-

Application:

-

Summary:

-

Modifications/Adaptation:

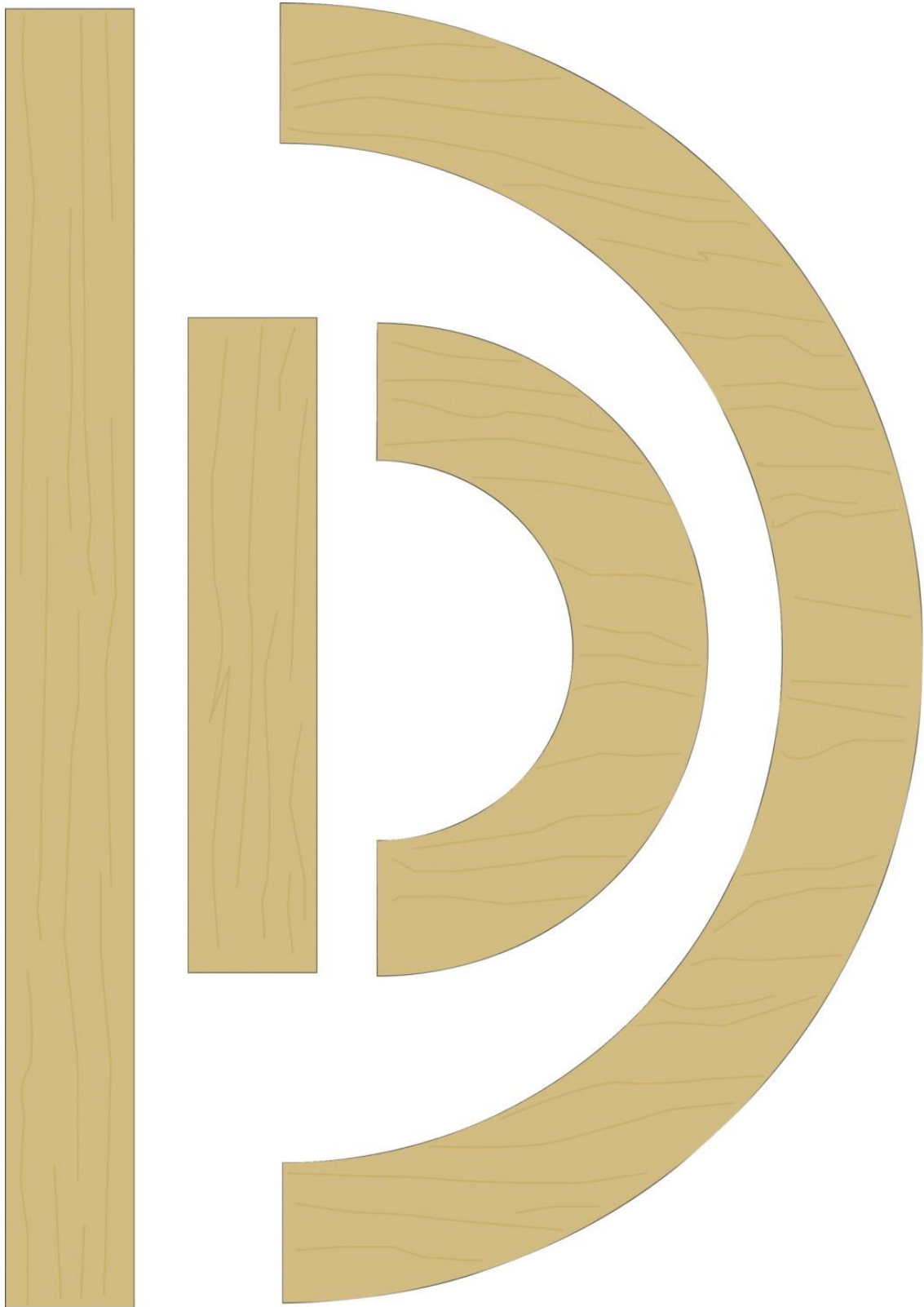
Establish and Restore:

Create:

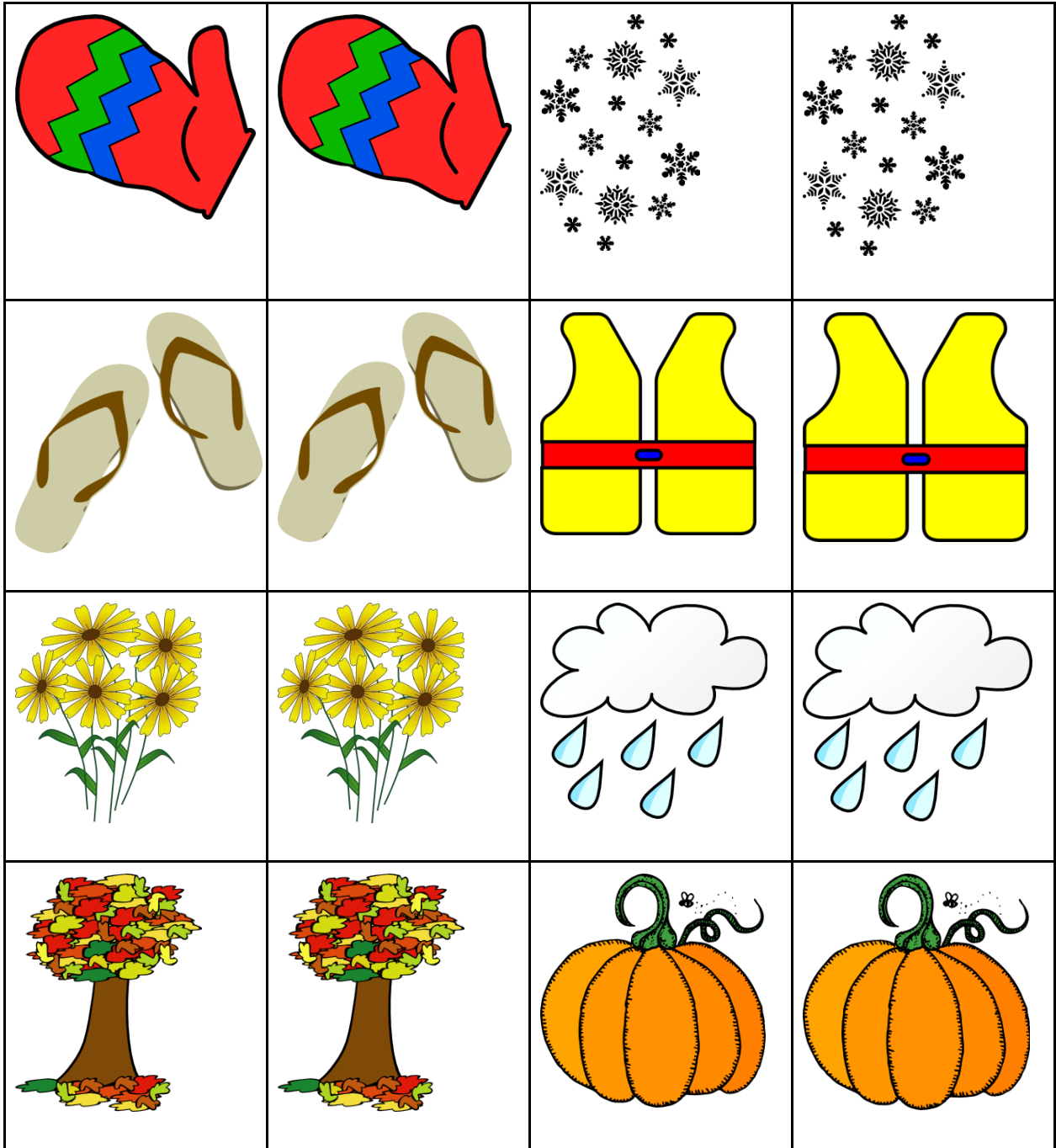
Prevent:

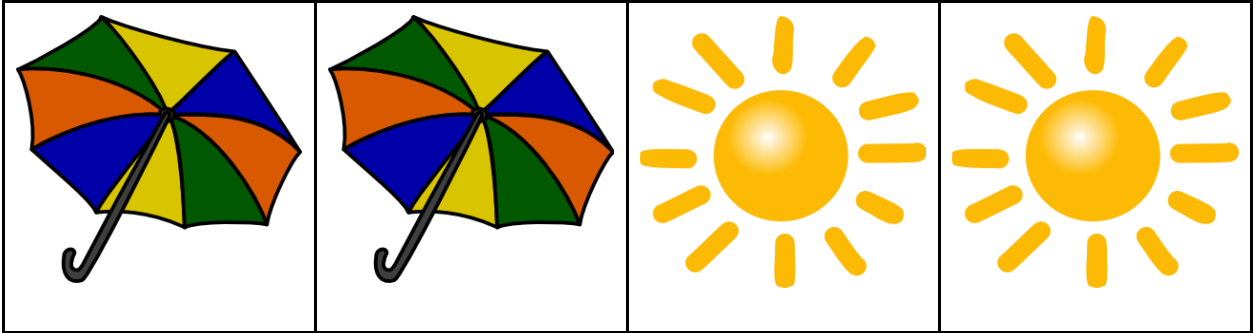
Alter:

Appendix J
Mat Man Template



Appendix K
Seasons Matching Game





(Rolera LLC, 2021).

CHAPTER V

Summary

Adults with intellectual disabilities (ID) and developmental disabilities (DD) have multiple opportunities to participate in the community through a variety of programs. Most programs show significant benefits in immersing individuals with ID/DD in social and physical contexts. Ashley, Fossey, and Bigby (2019) explain that participation for individuals with ID/DD is influenced by motivation, abilities, and environmental conditions. The environment plays a key role in supporting or hindering occupational engagement for individuals with ID/DD (Ashley et al., 2019). The research supports the use of vocational programs, intergenerational programs, and peer mentorship to improve the quality of life for individuals with ID/DD (Janke, Purnell, Watts, & Shore, 2019). This leads to the importance of creating a supportive and inclusive environment to enable engagement and participation in occupations amongst adults with ID/DD.

This type of CBNW is based on an ambassador program that is currently being implemented in a preschool setting with minimal structure. Although the program is being implemented, the manual has not been put into use, resulting in difficulty predicting challenges that may arise with more structure, along with generalization to multiple preschool locations. However, the manual does provide for individualization with different programs in multiples. After further investigation, the program was in need of a manual to provide more structure and create meaningful and inclusive experiences. A manual that provides more structure and guidance from an occupational therapy perspective is crucial, due to the large population of individuals with ID/DD that are working or volunteering within the community. The purpose of

this scholarly project is to create a program manual that can be used to implement an ambassador program into preschools to create an inclusive environment for adults with ID/DD that gives them an opportunity for self-fulfillment in meaningful occupations, resulting in increased occupational engagement.

This product can be implemented by preschool directors, preschool teachers, and occupational therapy practitioners in preschools. The manual provides structured programming to allow for easy implementation of the program into a variety of preschool settings. Some potential challenges to the implementation of this product include policy allowing for volunteers in the preschool, applicant behaviors, resource allocation, and preschool student parent's comfort with the program. Addressing the first challenge of allowing volunteers into the preschool, many preschools are able to set their own policies allowing for flexibility of individuals volunteering. The concern for the applicant and ambassador behavior is controlled through a screening and application process. The allocation of resources is addressed through what is available at the preschool allowing for adaptation or modification of the program based on resources available. There are provided resources and handouts to address the concerns of preschool parents and to inform them about the benefits of the ambassador program.

Some strengths of the product include adaptability, meaningfulness, inclusiveness, and a supportive environment. The program manual was developed to allow individual preschools to adapt or modify the program to fit the needs of the preschool. The program manual includes suggested group sessions that can be used along with an outline to allow the preschool to develop group sessions that best fit the needs of the preschool. Additional group sessions can be created by collaborating with an occupational therapy or occupational therapy assistant program. The program was developed with the goal of providing a meaningful experience to individuals with

ID/DD. Additionally, the program provides an inclusive environment to educate those involved to encourage an inclusive community for all individuals.

After the manual's completion, the authors will seek approval and permission to implement the guide into preschools to gather feedback. The authors hope that other preschools will trial this manual and implement the ambassador program with the help of the guide. After utilizing the manual, positive and negative feedback can be gathered to make the necessary changes. The authors will also be able to compare an already established program to one that has yet to begin, allowing for unbiased feedback. Lastly, the authors would like to publish the program manual to allow occupational therapy practitioners and preschools to implement inclusiveness within the community.

In the future, it would be beneficial to follow up with a preschool that has implemented the program to assess the strengths and areas for further development within the program. A future scholarly project and capstone opportunity would be to implement the product into a preschool. Following the implementation of the product, further improvements could be made, such as making the manual more user-friendly and adding additional group session examples.

References

- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68 (Suppl. 1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- American Occupational Therapy Association. (2020). What is occupational therapy? Retrieved from <https://www.aota.org/About-Occupational-Therapy.aspx>.
- American Psychiatric Association. (2013). Intellectual disability fact sheet. *Diagnostic and statistical manual of mental disorders*. Retrieved from: www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM-5-Intellectual-disability
- American Psychiatric Association. (2014). Neurodevelopmental disorders. *Diagnostic and statistical manual of mental disorder*. Retrieved from: <https://dsm.psychiatryonline.org/doi/abs/10.1176/appi.books.9780890425596.dsm01>
- Archer, C. (2020). Spring movement games - pre-k pages. Retrieved from <https://www.pre-kpages.com/spring-movement-games/>
- Ashley, D., Fossey, E., & Bigby, C. (2019). The home environments and occupational engagement of people living with intellectual disabilities in supported living. *British Journal of Occupational Therapy*, 82(11), 698-709, Doi:10.1177/0308022619843080
- Austin, B. S., Fleming, A., Chun-Lung, L., & Sukyeong, P. (2019). Vocational rehabilitation outcomes for individuals with intellectual disabilities and co-occurring psychiatric disorders. *Journal of Rehabilitation*, 85(4), 14-23. Doi: doi.org/10.1007/s40501-016-0082-9.
- Blaskowitz, M., Layer, L., Scalero, S., Gore, A., Castagnino, A., & McNally, K. (2019). Use of a person-centered planning approach to encourage vocational goal setting among adults

- with intellectual and developmental disabilities. *American Journal of Occupational Therapy*, 73(4), 1-2. Doi:10.5014/ajot.2019.73S1-PO7017
- Brault, M. (2010). Disability demographics and definitions. *Disability Justice*. Retrieved from: <https://disabilityjustice.org/justice-denied/disability-demographics/#:~:text=Over%206%20million%20individuals%20in%20the%20United%20States%20have%20developmental%20disabilities.>
- Bredewold, F., Hermus, M., & Trappenburg, M. (2020). “Living in the community” the pros and cons: A systematic literature review of the impact of deinstitutionalization on people with intellectual and psychiatric disabilities. *Journal of Social Work*, 20(1), 83–116. Doi:10.1177/1468017318793620
- Bruhschwein, J. (2020, January 7). Personal Communication.
- Bruhschwein, J. (n.d.) St. John Christian preschool ambassador program. *St. John Lutheran Church*.
- Chow, W., & Priebe, S. (2013) Understanding psychiatric institutionalization: A conceptual review. *BMC Psychiatry*, 13(169), 1-14. Doi: 10.1186/1471-244X-13-169
- Cole, M. (2017) Client-centered groups. *Neupsy Key*. Retrieved from [https://neupsykey.com/client-centred-groups/#:~:text=Cole's%20Seven%20Steps%20\(described%20later,and%20the%20potential%20applications%20of.](https://neupsykey.com/client-centred-groups/#:~:text=Cole's%20Seven%20Steps%20(described%20later,and%20the%20potential%20applications%20of.)
- Drebing, C. E., Van Ormer, E. A., Schutt, R. K., Krebs, C., Losardo, M., Boyd, C., Penk, W., & Rosenheck, R. (2004). Client goals for participating in VHA vocational rehabilitation: Distribution and relationship to outcome. *Rehabilitation Counseling Bulletin*, 47(3), 162-191. <https://doi-org.ezproxylr.med.und.edu/10.1177/00343552040470030501>

- Dunn, W. (2017). The ecological model of occupation. In J. Hinojosa, P. Kramer, & C. Brasic-Royeen (Eds.), *Perspectives on human occupation theories underlying practice* (2nd ed., pp. 207-235). Philadelphia, PA: F. A. Davis Company.
- Ellenkamp, J., Brouwers, E., Embregts, P., Joosen, M., & Weeghel, J. (2015) Work environment-related factors in obtaining and maintaining work in a competitive employment setting for employees with intellectual disabilities: A systematic review. *Journal of Occupational Rehabilitation, 26*(1), 56-69. Doi: 10.1007/s10926-015-9586-1
- Fisher, M. H., Athamanah, L. S., Sung, C., & Josol, C. K. (2020). Applying the self-determination theory to develop a school-to-work peer mentoring program to promote social inclusion. *Journal of Applied Research in Intellectual Disabilities, 33*(2), 296–309. Doi:10.1111/jar.12673.
- Fluffy snow slime recipe - The best snow slime. (2020). Retrieved from <https://www.naturalbeachliving.com/fluffy-snow-slime-recipe/>
- How do you play games? (2021). How to play Simon says. Retrieved from <https://www.howdoyouplay.net/icebreakers/simon-say.html>.
- Janke, M., Purnell, I., Watts, C., & Shores, K. (2019). Associations between engagement types, outcome behaviors, and quality of life for adults with dementia participating in intergenerational programs. *Therapeutic Recreation Journal, 53*(2), 1-24. Doi: 10.18666/TRJ-2019-V53-I2-9647.
- Kaya, C. (2018). Demographic variables, vocational rehabilitation services, and employment outcomes for transition-age youth with intellectual disabilities. *Journal of Policy & Practice in Intellectual Disabilities, 15*(3), 226-236. Doi: 10.1111.12249.

- Kobylarz, A.M., DeBar, R.M., Reeve, K.F., & Meyer, L. S. (2020). Evaluating backward chaining methods on vocational tasks by adults with developmental disabilities. *Behavioral Interventions*, 35(2), 263-280. Doi: 10.1002/bin.1713
- Krysta, J., Krysta, K., Zawada, K., Cubala, W., Wigluz, M., Jakuszkowiak-Wojten, K. (2015). Development of vocational training system for patients with intellectual disability in Poland. *Psychiatria Danubina*, 27(1), 401-407.
- Kunitoh, N. (2013). From hospital to the community: The influence of deinstitutionalization on discharged long-stay psychiatric patients. *Psychiatry and Clinical Neurosciences*, 67(6), 384–396. Doi:10.1111/pcn.12071
- Learning without tears. (n.d.). Retrieved from <https://shopping.lwtears.com/product/WP/handwriting>
- Lin, C. H. (2018) Developing a practice-based model for designing instructional activities for preschool teachers. *Journal of Education, Society, and Behavioural Science*, 27(2), 1-14. Doi:10.9734/JESBS/2018/44770
- Lysaght, R., Ouellette-Kuntz H., & Morrison, C., (2009) Meaning and value of productivity to adults with intellectual disabilities. *Intellectual and Developmental Disabilities*, 47(6), 413-424. Doi:10.1352/1934-9556-47.6.413
- Mat man. (n.d.). Retrieved from <https://longcarpenter.weebly.com/class-blog/mat-man>
- Mena, C. (2017). Exploring the benefits of intergenerational programs. *Genetic Alliance EP Magazine*. 20-21.
- Mortia, K., & Kobayashi, M. (2013). Interactive programs with preschool children bring smiles and conversation to older adults: Time-sampling study. *BioMed Central*, 13(111), 5-45 doi: 1471-2318.13.111

- Mulder-Slader, A. (2020). Emotion painting. *Kindergarten*. Retrieved from <https://kinderart.com/art-lessons/painting/emotion/>.
- North Dakota Department of Public Instruction (ND DPI) and North Dakota Department of Human Services (ND DHS). (2018). *North Dakota early learning standards: Birth to kindergarten*. Retrieved from <https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf>
- Plotner, A. J., & Marshall, K. J. (2016). Supporting postsecondary education programs for individuals with an intellectual disability. *Rehabilitation Counseling Bulletin*, 59(4), 195–202. Doi:10.1177/0034355215583056
- Rebeiro, K., & Polgar, J. (1999). Enabling occupational performance: Optimal experiences in therapy. *Canadian Journal of Occupational Therapy*, 66(1), 14–22. Doi: 10.1177/000841749906600102.
- Riesen, T., & Oertle, K. M. (2019). Developing work-based learning experiences for students with intellectual and developmental disabilities: A preliminary study of employers' perspectives. *Journal of Rehabilitation*, 85(2), 27–36.
- Rolera LLC (2021) Free clipart you can use for anything you like. *Free Clip Art*. Retrieved From <http://www.clker.com/>
- Rouger, E. (2011). Memory matching game rules-quick and illustrated. *Memozar*. Retrieved from <https://www.memozor.com/memory-games/memory-game-rules>.
- Shulz-Krohn, W. (2014). Assessments of occupational performance. (I., Asher.) (Ed.). *Asher's occupational therapy assessment tools an annotated index*. 31-54. Bethesda, MD. American Occupational Therapy Association.

- Sulewski, J.S., Butterworth, J., & Gilmore, D. (2008). Community-based nonwork supports: Findings from the national survey of day and employment programs for people with developmental disabilities. *Intellectual and Developmental Disabilities, 46*(6), 456-467. Doi:10.1352/2008.46:456-467
- Talapatra, D., Roach, A. T., Varjas, K., Houchins, D. E., & Crimmins, D. B. (2018). Transition services for students with intellectual disabilities: School psychologists' perceptions. *Psychology in the Schools, 56*(1), 56-78. Doi: 10.1002/pits.22189
- Villemez, D., Villemez, S., & Villemez, K. (2015). Four seasons. Retrieved from <https://www.songsforteaching.com/store/four-seasons-song-download-with-lyrics-pr-60877.html>
- Waldman, L. A., Golisz, K., Swierat, R. P., & Toglia, J. (2019). Scoping review: Interventions that promote functional performance for adolescents and adults with intellectual and developmental disabilities. *Australian Occupational Therapy Journal, 66*(4), 458–468. Doi:10.1111/1440-1630.12577
- Williamson, H. J., Contreras, G. M., Rodriguez, E. S., Smith, J. M., & Perkins, E. A. (2017). Health care access for adults with intellectual and developmental disabilities: A scoping review. *OTJR: Occupation, Participation & Health, 37*(4), 227–236. Doi:10.1177/1539449217714148
- Zelazo, P. D. (2020). Trouble with executive function at different ages. *Understood for all Inc.* Retrieved from <https://www.understood.org/en/learning-thinking-differences/signs-symptoms/could-your-child-have/executive-function-disorder-symptom>