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Capstone Projects

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## Enhancing Health and Wellness Initiatives for Adults with Intellectual and Developmental Disabilities

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**Enhancing Health and Wellness Initiatives for Adults with Intellectual and Developmental  
Disabilities**

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Doctoral Capstone Experience & Project Paper

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April 2025

### **Abstract**

Individuals with intellectual and developmental disabilities (IDD) often experience lower levels of physical activity and higher rates of obesity and sedentarism when compared to their neurotypical peers (Ferreira et al., 2022; Shin & Park et al., 2012). Research has shown that regular exercise and cooking programs can improve strength, aerobic capacity, emotional well-being and independent living skills among individuals with IDD (Bouzas et al., 2018; Pastula et al., 2012; Pestana et al., 2018). Ready for Life is a non-profit organization that offers inclusive post-secondary education and adult day programming to promote autonomy and well-being for individuals with IDD. While exercise and cooking are already integrated into the day program's weekly routine, a need was identified to expand and adapt these offerings to better support clients. In response to the unique health challenges faced by individuals with IDD, a collection of age-appropriate and adaptive resources was created to promote wellness and independence. These included seven personalized exercise plans, six adaptive recipes accompanied by a nutrition page and educational modules focused on safety, emotional regulation, healthy coping strategies, meal planning and exercise. This project aimed to build confidence, foster independence and promote enjoyment with each activity.

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### **Introduction to Capstone Project**

This program-development focused capstone project was completed at Ready for Life, a West Michigan non-profit that supports adults with IDD. Ready for Life offers inclusive post-secondary education at Hope College and Ferris State University, along with an adult skill-building day program. Their mission is to promote autonomy, belonging and independence through inclusive learning, life skills coaching, pre-vocational training, community involvement and leisure activities. This project primarily took place at their adult day program, where clients engage in community work and volunteer opportunities, such as helping at local food banks and churches, while also practicing essential life skills like cooking, cleaning, self-care and communication on a daily basis.

The aim of this project was to enhance the adult day program's offerings by developing age-appropriate and accessible interventions in exercise, cooking and emotional regulation. By creating adaptive recipes, personalized exercise plans and educational modules on safety, emotional regulation, healthy coping strategies, meal planning and physical activity, the project sought to empower clients to live healthier and more independent lives. The focus was on promoting independence, building confidence and fostering enjoyment in these activities, all of which contribute to a more fulfilling and autonomous lifestyle.

The mentor for this capstone was Toni Falk, the executive director of Ready for Life. With a background in special education, Toni provided valuable guidance through her expertise in adaptive curriculum, behavior management and person-centered programming. Her insights helped ensure that my project was feasible, beneficial and aligned with the mission of Ready for Life and the unique needs and strengths of the clients they serve.

## **Literature Review**

### **Background**

Intellectual and developmental disabilities (IDD) can be defined as “differences that are usually present at birth and that affect the trajectory of the individual’s physical, intellectual or emotional development” (U.S. Department of Health and Human Services, n.d.). Individuals with IDD may experience difficulties in both intellectual functioning and adaptive behavior, which can impact their ability to learn, reason, problem solve, interact socially and complete daily living tasks. IDD encompasses a wide range of diagnoses, including autism spectrum disorder (ASD), cerebral palsy and down syndrome (U.S. Department of Health and Human Services, n.d.).

To support individuals with IDD in achieving greater independence and quality of life, a variety of supports and services are typically offered in educational and community-based settings (*Intellectual/Development Disabilities*, n.d.). For example, Ready for Life’s adult skill building day program provides opportunities for socialization, recreation, community integration, and the development of life and work skills. These experiences promote personal growth and independence through meaningful daily activities such as cooking, exercise and practicing other essential life skills.

### **Exercise**

The benefits of engagement in regular physical activity are plentiful for individuals with and without disabilities including improved cardiovascular health, decreased anxiety and depression, and enhanced well-being and quality of life (Shin & Park et al., 2012). Individuals with IDD experience high rates of sedentarism and low levels of engagement in physical activity, putting them at high risk for various health-related concerns (Ferreira et al., 2022). Specifically, individuals with disabilities have a higher prevalence of both high blood pressure and obesity

when compared to the general population. In addition, individuals with IDD have lower levels of cardiovascular fitness, muscle strength and physical fitness performance when compared to their peers (Shin & Park et al., 2012) This negatively impacts their capacity to complete daily activities and thus independently function throughout their day-to-day lives. This highlights the necessity of creating personalized exercise interventions to encourage engagement in physical activity for individuals with IDD to improve health outcomes.

Several studies have demonstrated the effectiveness of exercise interventions in improving health-related factors for individuals with IDD. A meta-analysis conducted by Pestana and colleagues (2018) examined the effectiveness of eight research studies on exercise interventions for individuals with IDD. After analysis, authors concluded that systematized exercise programs for individuals with IDD promoted consistent and significant benefits such as improved muscle strength, aerobic capacity, balance, anxiety, blood pressure and quality of life. The most highly recommended form of physical activity for this population included exercise two to three times a week for 40 minutes involving aerobic exercise, sports specialization, and a combination of muscular and aerobic exercises. In addition, another meta-analysis conducted by Bouzas et al. (2018) reviewed 44 studies and found significant positive effects of exercise on both cardiorespiratory and muscular fitness, with some studies suggesting improvement in body composition. Lastly, a study conducted by Pastula and colleagues (2012) examined the effects of exercise intervention on cognitive functioning in young adults with ID. Fourteen participants completed an eight-week comprehensive exercise intervention including circuit training, dancing, and adapted sports for 45 minutes. Following intervention, researchers found significant increases on all three cognitive tests, as well as a significant improvement in aerobic fitness. These findings support the undeniable benefits of exercise, and the potential it has to enhance

cognitive functioning for this population, thus supporting the acquisition of essential life skills, such as cooking.

### **Cooking**

Individuals with IDD are less likely to eat a balanced diet when compared to their peers (Bennett & Cunningham, 2014). Given the prevalence of obesity within the IDD population, instruction on healthy cooking practices is vital to encourage healthier eating habits. In addition, education on adaptive cooking practices is crucial to ensuring confidence, independence, and self-determination in the kitchen. Various studies have highlighted the effectiveness of cooking groups for individuals with IDD in enhancing cooking skills of participants to support independent living skills, as well as increasing healthy eating behaviors through nutrition education (Barnhart et al., 2019; Lappa & Mantzikos, 2023; Bennett & Cunningham, 2014).

Specifically, a study completed by Barnhart and colleagues (2019) implemented a six-week cooking-based nutrition education program for individuals with developmental disabilities and their direct support professionals entitled *Cooking Matters*. This program consisted of education on safe cooking practices, including using knives and stoves and nutrition education to inform participants on how to select healthy beverages and foods on a budget. Intervention sessions included grocery shopping, food budgeting, meal preparation and nutrition education (Barnhart, 2019). Upon completion of the program, participants reported greater confidence with cooking skills and increased understanding of nutrition. Similarly, a study completed Bennett and Cunningham (2014), conducted focus groups to analyze the perceived effectiveness of a nutrition education course entitled *Able 2 Cook 4 Health* by individuals with mild to moderate disabilities. Results found that most individuals took the course to advance their skillset to cook for themselves and their families, improve their independence with practical skills and to



maintain good health (Bennett and Cunningham, 2014). One suggestion made to the course was providing participants with a hard copy of course content, highlighting the potential benefit of an adaptive cookbook and how-to guide for this population. Participants recalled various healthy eating practices during the focus groups, including limiting salt intake and drinking water rather than soda, suggesting an increase in understanding of nutrition following intervention (Bennett and Cunningham, 2014).

Finally, a study conducted by Lappa and Mantzikos (2023), implemented a cooking skills educational program for seven adults with developmental disabilities to support their functional living skills. Throughout the program, the leader provided visual supports in the form of picture directions, modeling and positive reinforcement given the strong effectiveness of each in skill acquisition for individuals learning with ID. At the end of intervention, participants were able to independently recall all or parts of the recipe without visual support, indicating greater independence. Cooking interventions show a wide variety of benefits for individuals with IDD including increased cognitive function, opportunities for social interaction and improvement in quality of life, highlighting their value in adult programming for individuals with IDD (Lappa & Mantzikos, 2023).

### **Emotional Regulation**

Emotional regulation can be defined as “the ability to exert control over one’s own emotional state” (Sussex Publishers, n.d.). Individuals with IDD are more likely to experience difficulty regulating their mood and emotions, causing symptoms of anxiety and depression (Noel, 2018). Individuals with IDD may experience challenges with emotional awareness, such as identifying and labeling emotions, understanding what causes different feelings and recognizing the potential outcomes of these emotions (Hernandez et al., 2023). Emotional

regulation is a skill that promotes positive social functioning and relationships. Therefore, it is vital that individuals are educated and equipped with the skills necessary to regulate their emotions. Common interventions to promote emotional regulation within the context of occupational therapy (OT) include sensory-based interventions, coping skills training, and mindfulness-based exercises.

### **OT's Role in Service Delivery to those with IDD**

OT can be defined as “the therapeutic use of everyday life occupations with persons, groups or populations (clients) to support occupational performance and participation (American Occupational Therapy Association, n.d.). Health management and promotion are integral components of the scope of OT. OT practitioners are dedicated to promoting healthy lifestyles through personalized and comprehensive interventions. With a strong understanding of the profound impact of occupation-based interventions on physical, emotional and mental health, OT clinicians serve as valuable members of the interdisciplinary team in promoting health and wellness for all people, including individuals with IDD. OTs have extensive training in assessing individual needs as they relate to everyday functioning and providing specialized intervention and supports in order to enhance client well-being. OTs empower individuals to achieve greater independence and engagement in their daily lives, thereby supporting both health and wellness.

### **Conclusion**

Numerous studies support the effectiveness of adaptive and nutritious cooking, exercise and emotional regulation strategies on enhancing the quality of life, well-being and independence of individuals with IDD. The goal of this capstone project was to design an adaptive cookbook with a nutrition page, personalized exercise interventions and educational modules on safety, emotional regulation, healthy coping strategies, meal planning and exercise to

strengthen health and wellness initiatives at Ready for Life's day program to holistically serve participants.

### **Needs Assessment**

A needs assessment was completed through a group interview with Ready for Life staff at each program to better understand gaps in services and interventions, helping shape the overall scope of the health and wellness program. Staff were asked questions regarding their perceptions of the strengths, weaknesses, opportunities and threats at Ready for Life.

### **Strengths**

Strengths included the value Ready for Life places on inclusion, autonomy and fostering independence across all programs. Reported strengths of the day program was the emphasis placed on community integration and involvement. The day program has various sites they visit weekly, including Kids' Food Basket, Feeding America and Beer City Dog Biscuits to increase client connections and normalize inclusivity. During their time at the day program, clients are able to learn various work and life skills. Client's exercise at the YMCA, cook meals and complete jobs skills such as packaging food items, sorting clothes, and cleaning. Strengths mentioned from academy staff at Hope College and Ferris State University include personalized supports and services to set clients up for success with academics and independent living. Staff assume competence of their students and educate students on the importance of self-determination and advocacy.

### **Weaknesses**

Reported weaknesses included an overall lack of age-appropriate books and educational materials for adults with disabilities, limited access to integrated clinical support services—such as occupational therapy and social work—and notable difficulty helping clients regulate their

emotions in the moment. Weaknesses specific to the day program were a lack of personalized exercise supports and adaptive recipes when cooking. Academy staff reported difficulties advocating for accommodations and inclusivity for their students.

### **Opportunities**

Ready for Life is always looking for ways to holistically benefit and support their clients and students. Current areas of opportunity include an overall need for an occupational therapy perspective and interventions in the areas of health and wellness, fine motor skills, emotional regulation, safety, communication, conflict resolution and social relationships.

### **Threats**

Working towards inclusion continues to be a complex undertaking with a multitude of barriers including funding, accessibility, accommodations and societal attitudes. Ready for Life would also benefit from increased marketing efforts to ensure more individuals and families are aware of the valuable opportunities they offer.

### **Objectives Achieved during Capstone**

Objectives achieved during this capstone project included both pre-determined and standardized objectives that all students were required to achieve, as well as individually created objectives. Individually created objectives are listed and explained below.

**Objective 1:** Student will research best practices related to health and wellness and adaptive cooking for individuals with intellectual and developmental disabilities (IDD) for a minimum of 12 hours by the end of the capstone experience.

This objective was achieved through reading the book “Teaching Authentic Cooking Skills to Adults with Intellectual and Developmental Disabilities: Active Engagement”, where I was able to learn and understand the process of creating adaptive recipes. In addition, I read five

articles on evidence-based exercise and its benefits for this population as well as educated myself on CDC guidelines in regard to physical activity.

**Objective 2:** Student will attend Ready for Life's (RFL) day program job sites for 40 or more hours to provide assistance from an OT lens by the end of the capstone experience.

Throughout my time at the day program, I attended various volunteer and job sites with clients including Ronald McDonald House, several churches, Feeding America and Kids' Food Basket for over 90 hours. I looked at each volunteer site from an occupational therapy lens and determined ways to increase client independence and success. One site involves baking cookies, so I created a "finding ingredients and tools" visual aid to support clients' efficiency with the baking process. Each reference photo was taken directly from the ingredients at the site to increase clients' visual recognition of each product. I was then able to use the visual aid with several clients throughout my project.

**Objective 3:** Student will conduct interviews or surveys with RFL clients and staff to identify health and wellness related goals and program needs to support creation of client-centered health and wellness initiatives by the end of week four of the capstone experience.

Five surveys were developed to fulfill this objective. The first survey, a general health and wellness survey, was created for staff to identify which interventions they perceived as most needed and beneficial. Staff were asked to select the interventions they found to be most valuable from a provided list. Safety modules, personal space and boundary education, fine motor interventions and healthy coping strategies were viewed as the most desirable interventions. These insights helped guide the development of the program and its focus areas.

The second survey focused on exercise and was designed for seven participants with fitness goals. It included eight questions: five yes/no/sometimes questions, one multiple choice

question and two open ended questions. The first five questions assessed the participants' ability to safely use exercise equipment, whether they have a structured fitness plan, their knowledge of different exercises, and their understanding of warm up and cool down routines. The multiple-choice question asked participants what aspects of fitness they wanted to focus on, with options including strength, endurance, flexibility, fitness for life, and balance, each accompanied by a brief definition. The two open-ended questions invited participants to share what they enjoyed about exercise and their fitness goals, shaping the focus of each of their personalized exercise plans.

The third survey centered on cooking and included ten questions: seven yes/no/sometimes questions, one multiple choice question and two open-ended questions. The first seven questions assessed the participants' confidence with cooking, ability to follow a recipe and use kitchen equipment safely, desire to cook more, and interest in adaptive recipes. The multiple-choice question invited the participant to share their favorite part of cooking with options such as chopping and preparing ingredients, stirring or mixing, cooking on the stove, following a recipe, tasting the food, or sharing with others. The open-ended questions asked participants to share what they like about cooking and what they would like to work on. This survey helped me gain valuable insights on what meals to make adaptive recipes for and what skills they should target.

Each survey used emojis to visually represent the answer choices to increase participants understanding of how to respond. A happy face was used for "yes", a slight smile was used for "sometimes" and a small frown for "no".

Two post-surveys were also created—one for cooking and one for exercise. Both included five yes/no/sometimes questions. The cooking survey asked about participants'

confidence in using the adaptive recipe, ability to follow it, excitement about using the recipe, understanding of the nutrition page and plans for future use. The exercise survey asked clients about their knowledge of new exercises, willingness to try them, confidence at the gym, understanding of warm-up and cool down routines and their fitness goals.

**Objective 4:** Student will create five or more adaptive recipes to support RFL client independence and success with cooking by the end of the capstone experience.

This objective was achieved through making six adaptive recipes. Each recipe was color coded and included an ingredients page with visuals, a tools page with visuals, and a step-by-step guide with visuals. The last page of each recipe included ways to make the meal gluten free, dairy free and healthier to support client knowledge of nutrition. Most recipes were adapted from the *Making Life Easy Meals* program at Ready for Life, as participants oftentimes wanted to recreate these meals at home but did not have recipes to follow. Adaptive recipes created included a pizza pasta bake, beef enchiladas, homemade pizzas, trail mix bites, tacos, and chicken pot pie casserole. Each recipe was printed off and given to each participant that expressed interest, as well as given to RFL Academy at Hope College for their cooking class. Due to diverse sensory preferences and individual food tolerances, recipes pivoted from a strong nutritional emphasis to a more inclusive approach. A dedicated nutrition page was added to ensure the recipes remained accessible and enjoyable for all clients.

**Objective 5:** Student will create and implement personalized and adaptive exercise plans for five or more clients with self-identified fitness goals to improve client-perceived competence with exercise by the end of the capstone experience.

This objective was achieved by making seven personalized and adaptive exercise plans. Each plan was tailored to the client's unique goals, which were listed at the top of the page. A

chart outlined the exercises to complete with visual directions on how to perform them, the duration of each activity and a checkbox section to track completion.

Each exercise plan followed CDC guidelines for physical activity and included a warm-up, stretching routine, aerobic exercises aligned with the client's interests (basketball, nu-step, treadmill, rower, bike), muscle-strengthening activities using resistance bands and a cool-down.

To support follow-through and sustainability, each client was given a hard copy of their plan, a timer and a resistance band, supporting their ability to complete exercises at home or with their Community Living Support (CLS) workers.

**Objective 6:** Student will create and run two or more group interventions related to healthy coping and emotional regulation strategies to increase RFL student ability to manage their emotions and behaviors by the end of the capstone experience.

This objective was achieved through creating two slide presentations related to emotional regulation. The first presentation was entitled "Using the Sensory Room" and included information on what a sensory room is, why it is important, when you can use it and what you can do in it such as movement breaks, playing music, or using a weighted blanket. Following the presentation, clients then collaborated on making two tactile boards with fur, glitter, sequins, puffy paint and pom-poms for their sensory room.

The second slide presentation was entitled "Change, Conflict and Coping" and included information on how to handle and cope with both change and conflict and how to practice mindfulness. This was an interactive presentation where clients were able to share their experiences with the group and talk about what coping strategies help them in the moment. Students then completed a group activity where they were able to match a coping strategy to



different emotions. Afterwards, a group of clients collaborated on making sensory bags with hair gel, mini erasers, beads and foam balls to serve as a regulation tool and coping strategy.

**Objective 7:** Student will create and implement seven or more occupational therapy-based interventions to support student health and wellness, fine motor skills or life skill acquisition by the end of the capstone experience.

Throughout my DCE, staff or clients would come up to me seeking advice, intervention ideas or support. Therefore, I included this objective to ensure I was able to meet clients' needs in the moment from an OT perspective. I created three slide presentations based on the staff survey responses of their most desired interventions. The presentations were entitled "Social Safety", "Cooking Safety" and "Exercises You Can Do at the Gym". I presented each to a large group of students. A safe versus unsafe game was played with the large group after the social and cooking safety modules were presented. A food jeopardy focused on meal ideas, healthy snack ideas and using MyPlate to guide your meal choices was played with a large group.

Three social stories were created for different clients to address personal space and boundaries, being respectful at the day program, and listening and following directions. Two social stories were printed off and given to the client for at home-use to promote consistency and understanding.

Several miscellaneous interventions were created throughout my DCE to support client independence, occupational engagement and everyday functioning. Two sets of 25 exercise cards were created and included stretches, muscular strengthening exercises and aerobic exercises to help clients plan their routine before going to the gym. Other examples include a weather and clothing choice matching game for a client struggling to dress appropriately for the weather, a hygiene checklist, a behavior chart, and a sleep strategies handout.

**Objective 8:** Student will write a capstone paper to disseminate their capstone project and process by the end of the experience.

This paper fulfills my final objective. My project was also disseminated through a live presentation at WMU, a video presentation and an in-person presentation for staff at Ready for Life.

### **Implications of the Capstone**

This capstone experience demonstrated the role occupational therapy can play in promoting and enhancing health and wellness initiatives for individuals with IDD. It resulted in the development of six adaptive recipes, seven personalized and adaptive exercise plans and a slide presentation series focused on safety, emotional regulation, healthy coping strategies, meal planning and exercise. Each of these resources enhanced existing health and wellness initiatives at Ready for Life, thus empowering individuals to engage in activities that support their overall well-being, such as exercise, cooking and mindfulness. This project highlighted the ability OT has to address health promotion and holistic wellness through client-centered interventions and accessible and adaptive resources.

A lack of age-appropriate adaptive resources for adults with IDD was found to be a weakness and opportunity when completing my needs assessment with Ready for Life staff. This project worked to bridge this gap and highlighted the power adaptive resources have to increase client success, independence, engagement in meaningful activities and self-determination. Specifically, multiple individuals reported using the adaptive recipes at home to make dinner for their families or friends. In addition, each client with a personalized exercise plan was able to take control of their fitness journey, showing increased comfortability with the gym and gym equipment. In the post-survey regarding exercise, clients reported increased knowledge about

gym exercises, warm-up and cool-down routines, a willingness to try new exercises, greater confidence at the gym and an improved ability to reach their fitness goals. Similarly, post-survey results for the cooking program showed that clients felt confident and excited about cooking, were able to follow the recipes more easily, and understood how to make the recipe healthier if desired.

To promote sustainability, each recipe was printed and given to all clients expressing interest in making the meal. Each client received a hard copy of their personalized exercise plan. All recipes, educational modules, adaptive resources and interventions were placed into a shared digital file with Ready for Life staff, as well as printed and placed into a container in their day program, to ensure they could continue to be used in the future.

### **Conclusion**

This project aimed to strengthen health and wellness initiatives at Ready for Life's adult day program through the development of adaptive recipes, individualized exercise plans and a series of slide presentations focused on safety, emotional regulation, healthy coping strategies, meal planning and exercise—all of which can be found in the appendices section below. Given the health disparities often experienced by individuals with IDD, this work highlights the vital role OT can play in health promotion across the lifespan. Adaptive resources can significantly improve client engagement, independence and enjoyment in wellness activities—outcomes that align closely with the core values of OT. Occupational therapists are uniquely equipped to create these kinds of resources due to their strong foundation in task analysis, activity adaptation and understanding of client-centered care. This project demonstrates how OT can be a powerful force in promoting long-term health and meaningful participation for individuals with IDD. To further

support health and wellness in transition programs, Ready for Life would benefit from future capstone projects that focus on adaptive sports and inclusive group fitness initiatives.

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## **Appendices**

Appendix A: Adaptive Recipes

Appendix B: Personalized Exercise Plan Examples

Appendix C: PowerPoint 1: Using the Sensory Room with Activity

Appendix D: PowerPoint 2: Change, Conflict and Coping with Activity

Appendix E: PowerPoint 3: Cooking Safety

Appendix F: PowerPoint 4: Social Safety

Appendix G: PowerPoint 5: Food Jeopardy

Appendix H: PowerPoint 6: Exercises You Can Do at the Gym

Appendix I: Social Story: Personal Space

Appendix J: Social Story: Listening and Following Directions

Appendix K: Chocolate Chip Cookie Visual Aid

Appendix L: Hygiene Checklist

Appendix M: Sleep Strategies

Appendix N: Exercise Cards


Appendix O: Weather Matching Game

# Appendix A

## A. Pizza Pasta Bake

Ready for Life:  
Making Life Easy Meals  
Adaptive Recipes

### Pizza Pasta Bake




**Ingredients:** (all ingredients pictured are from Aldi)

- 1 Box Penne Pasta
- 1 Jar Red Pasta Sauce
- 1 Bag Mozzarella Cheese
- 1 Bag Pepperonis

**Tools:**


- 1 9 by 13 pan
- 1 Mixing spoon
- 1 Pot
- 1 Strainer

**2 Baking Mitts**




**Steps:**


**Wash your hands**




**Preheat oven to 375 F**




**Put water into pot**




**Turn on stove**  
Ask for help if needed!




**Dump pasta in when water is boiling**




**Stir pasta until soft**




**Turn stove off and dump pasta into strainer**




**Dump pasta into pan**




**Dump pasta sauce on top**




**Open and mix in half the pepperoni**




**Stir and smooth it out!**




**Top with cheese**




**Top with pepperoni**




**Bake for 20 minutes**  
Set a timer and use oven mitts!




**Make it gluten free:**  
• Use gluten free pasta




**Make it dairy free:**  
• Use dairy free cheese or no cheese



**Add in some healthy choices:**  
• Chickpea pasta



- Whole grain pasta
- Turkey pepperonis
- Sugar free pasta sauce
- Add in some veggies!






## B. Beef Enchiladas

Ready for Life  
Making Life Easy Meals  
Adaptive Recipes

### Beef Enchiladas




**Ingredients:** (all ingredients pictured are from Meijer)

1 lb. Ground Beef or Turkey

1 Onion

1 Jar of Salsa


1 Packet of Taco Seasoning



8-10 Flour (or corn) Tortillas

1 Can Red Enchilada Sauce (19 oz.)

1 Bag of Mexican Style Cheese




**Tools:**

1 9 by 13 pan

1 Spatula to Brown Meat

1 Large Pan

1 Knife or Veggie Chopper for onion




2 Oven Mitts

1 Can Opener

1 Large Spoon

1 Bowl

1 Cutting Board




**Steps:**

Wash your hands

Preheat oven to 350 F

Press:




Peel onion

Cut onion on cutting board, use veggie chopper for a safe option!  
Ask for help if needed!

Turn on stove


Ask for help if needed!



Pour some oil into your pan

Put chopped onions into pan

Open meat and put into pan




Add in taco seasoning and break up meat with spatula

Mix it all together!

Pour in some salsa

About this much!




Turn off stove

Ask for help if needed!

Put meat into bowl

Lay out tortillas on table




Put a large spoonful of meat on each tortilla

About this much!

Put a spoonful of cheese on top


Roll it up!



Open red enchilada sauce with can opener

Put the tortillas in the pan


Dump sauce on top



Sprinkle cheese on top

Put in the oven and bake for 10 minutes

Don't forget oven mitts!



**Make it gluten free:**


- Gluten free or corn tortillas

**Make it dairy free:**

- Dairy free cheese

**Add in some healthy choices:**


- Carb balance tortilla
- Ground turkey
- Less sodium taco seasoning



# C. Tacos

Ready for Life  
Making Life Easy Meals  
Adaptive Recipes

## Tacos




**Ingredients:** (all ingredients pictured are from Meijer)


**Tortillas** (corn or flour)




**Ground beef or turkey**




**Mexican style cheese**




**Lettuce**



**Salsa and Sour Cream**




**Taco Seasoning**




**Tools:**


**1 Spatula to Brown Meat**




**1 Large Pan**



**1 Large Spoon**




**1 Bowl**




**Steps:**


**Wash your hands**




**Turn on stove**  
Ask for help if needed!




**Pour some oil into your pan**



**Open meat and put into pan**



**Add in taco seasoning**




**Break up meat and mix**



**Turn off stove**  
Ask for help if needed!




**Put meat into a bowl**




**Lay out a tortilla**




**Put a large spoonful of meat on your tortilla**



**Put a spoonful of cheese on top**



**Add toppings!**



**Make it gluten free:**

- Gluten free or corn tortillas

**Make it dairy free:**

- Dairy free cheese

**Add in some healthy choices:**

- Carb balance tortilla
- Ground turkey
- Less sodium taco seasoning








# D. No-Bake Monster Trail Mix Bites

Ready for Life  
Making Life Easy Meals  
Adaptive Recipes

## No-Bake Monster Trail Mix Bites



**Ingredients:** (all ingredients pictured are from Meijer)

- 1 Cup Old Fashioned Rolled Oats
- ½ Cup Mini Chocolate Chips
- ½ Cup Chopped Peanuts
- ½ Cup Raisins

½ Cup Mini M&M's

½ Cup Creamy Peanut Butter (melted)

1 Tablespoon Honey

Pinch of Salt

*\*Recipe makes around 15-17 trail mix bites!*

**Tools:**

- 1 Cup
- ½ Cup
- ½ Cup
- ½ Cup

1 Large Bowl

1 Large Spoon

1 Plate

**Steps:**

Wash your hands

Measure and dump 1 cup of oats into the bowl

Measure and dump ½ cup of mini chocolate chips into the bowl

Dump ½ cup of chopped peanuts into the bowl

Measure and dump ½ cup of raisins into the bowl

Measure and dump ½ cup mini M&M's into the bowl

Measure out ½ cup of peanut butter

Heat in microwave for 30 seconds (until melted)

Dump melted peanut butter into the bowl

Dump 1 tablespoon of honey into the bowl

Add a pinch of salt

Stir it all together

Scoop and roll into balls

About this big!

Put in refrigerator for 1 to 2 hours

**Make it gluten free:**

- Oats labeled gluten free
- Check the labels to make sure all chocolate is gluten free

**Make it dairy free:**

- Dairy free chocolate


**Add in some healthy choices:**

- Reduced fat/natural peanut butter
- Dried berries instead of M&M's
- Dark chocolate chips
- Add almonds, walnuts or sunflower seeds

# E. Chicken Pot Pie Casserole

Ready for Life  
Making Life Easy Meals  
Adaptive Recipes

## Chicken Pot Pie Casserole



**Ingredients:** (all ingredients pictured are from Meijer)

1 rotisserie chicken (about 3 cups)

2 cans of condensed cream of chicken soup

1 bag of frozen mixed veggies (12-16 oz)

1/2 cup of milk

1 can of refrigerated biscuits

Salt, pepper, garlic powder & onion powder to taste

**Tools:**

1/2 Cup

1 9 by 13 pan

Mixing bowl

1 Mixing spoon

2 Oven mitts

**Fork to shred chicken**

**1 Can Opener**

**Scissors to cut biscuits in half**

**Steps:**

**Wash your hands**

**Preheat oven to 375 F**

**Shred chicken and put in bowl**

**Open 2 cans of soup and dump in bowl**

**Microwave veggies for 5 minutes**

**Open veggies and strain**

**Dump veggies into bowl**

**Dump 1/2 cup of milk into bowl**

**Add salt, pepper, onion powder and garlic powder to taste**

**Mix together**

**Put in pan and smooth it out**

**Open biscuits**

**Cut biscuits in half and place on top**

**Put in oven and bake for 20-25 minutes (biscuits golden brown and filling bubbling)**

**Take out of oven with oven mitts**

**Make it gluten free:**

- Gluten free cream of chicken soup
- Gluten free pastry dough

**Make it dairy free:**

- Homemade cream of chicken soup
- Dairy free milk
- Pillsbury crescent rolls on top

**Add in some healthy choices:**


- Low sodium or reduced fat soup
- Low fat milk
- Pastry dough (less calories)



## F. Homemade Pizzas


Ready for Life  
Making Life Easy Meals  
Adaptive Recipes

### Homemade Pizzas




**Ingredients:** (all ingredients pictured are from Meijer)


1 Roll of Pizza Dough




1 Jar of Pizza Sauce




1 Bag of Pepperonis



1 Bag of Mozzarella Cheese







1 Stick of Butter (to butter sheet)




**Optional:**

- Green bell peppers
- Mushrooms
- Olives
- Sausage







**Tools:**


1 Cookie Sheet



1 Pizza Cutter




2 Oven Mitts




**Optional:**


Can opener  
For olives



Pan and spatula  
For sausage




Knife and cutting board (veggie chopper)  
For veggies




**Steps:**


Wash your hands




Preheat oven to 425 F




Butter your cookie sheet




Open pizza dough




Take dough out and lay on cookie sheet




Open pizza sauce and spread all over pizza




Open cheese and sprinkle




Open the pepperonis and put all over




Add any other toppings!



Put in the oven and bake for 10 minutes  
Don't forget oven mitts!




Take pizza out with oven mitts and cut




**Make it gluten free:**

- Gluten free pizza crust






**Make it dairy free:**

- Dairy free cheese




**Add in some healthy choices:**

- Veggies
- Reduced fat pepperonis
- Chickpea pizza crust














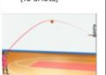














## Appendix B

### A. Personalized Exercise Plan Example 1

| <b>X's Exercise Plan</b><br><b>X's Goals</b> <ul style="list-style-type: none"> <li>• Improve all areas of fitness</li> <li>• Have a routine</li> <li>• Learn how to use equipment</li> <li>• "Get better at working out"</li> </ul> |  |  |       |
|--|--|--|-------|
| To Do:   | How?   | Time?                                  | Done? |
| Warm up!   | Slow walk around track<br>  | 10 minutes                             |       |
| Stretch #1   | Quad stretch<br>If it hurts, stop!<br>  | 30 seconds<br>2 times<br>Both legs     |       |
| Stretch #2   | Shoulder stretch<br>  | 30 seconds<br>2 times                  |       |
| Stretch #4   | Knee to chest<br>   | 30 seconds<br>2 times<br>Both legs     |       |
| Stretch #5   | Side stretch<br>  | 30 seconds<br>2 times<br>Both sides    |       |
| Stretch #6   | Calf stretch<br>  | 30 seconds<br>2 times<br>Both legs     |       |
| Stretch #7   | Cat/Cow stretch<br>   | 10 times doing cat, 10 times doing cow |       |
| Stretch #8   | Butterfly stretch<br>   | 30 seconds                             |       |
| Elliptical / Bike  |   | 15 minutes                             |       |
| Treadmill  |   | 15 minutes                             |       |
| Resistance band #1   | Pull apart<br>GO SLOW!<br>  | 10 times<br>Take breaks                |       |
| Stand OR Sit   |    |  |       |
| Resistance band #2   | Diagonal pull apart<br>GO SLOW!<br>Start:  End:    | 10 times<br>Take breaks<br>Both arms   |       |
| Resistance band #4   | Straight arm raise<br>GO SLOW!<br>Start:    | 10 times<br>Take breaks<br>Both arms   |       |
| End:   |    |  |       |
| Resistance band #5   | Forearm Pull Apart<br>GO SLOW!<br>Start:  End:   | 10 times<br>Take breaks                |       |
| Cool down  | Slow walk around track<br><br>Child's pose<br><br>Butterfly stretch<br> | 10 minutes<br>30 seconds<br>30 seconds |       |
| Awesome job, X!  |  |  |       |

## B. Personalized Exercise Plan Example 2

|   |   |              |   |
|---|---|--------------|---|
| <b>X's Exercise Plan</b><br><b>X's Goals:</b> <ul style="list-style-type: none"> <li>Learn how to warm up and cool down</li> <li>More strength and endurance</li> <li>Get better at basketball</li> </ul>   |   |              |   |
| <b>To Do:</b>   | <b>How?</b>   | <b>Time?</b> | <b>Done?</b>  |
| Warm up!  | Slow walk around track<br> | 10 minutes   |  |
| <b>Arm Circles:</b><br><br><b>Shoulder rolls:</b><br><br><b>BACK FRONT</b>  |   |              |   |
| <b>Stretch #1</b><br>Quad stretch<br>If it hurts, stop!<br><br><b>Stretch #2</b><br>Toe touch<br><br><b>Stretch #3</b><br>Shoulder stretch<br>   |   |              |   |
| <b>Stretch #4</b><br>Knee to chest<br><br><b>Stretch #5</b><br>Side stretch<br><br><b>Stretch #6</b><br>Calf stretch<br>   |   |              |   |
| <b>Basketball</b><br>1. Dribble down the court<br><br>2. Dribble side to side down the court<br><br>3. Practice free throws (10 shots)<br><br>4. Practice 3-pointers (10 shots)<br><br>5. Practice shots at left and right side of the court (10 shots each)<br><br>6. Practice layups (10 shots)<br><br>7. Practice passing to a friend<br> |   |              |   |
| <b>Resistance band #1</b><br>Bicep curl<br>Use your band!<br>GO SLOW!<br><br><b>Resistance band #2</b><br>Pull apart<br>GO SLOW!<br>Stand OR Sit<br>  |   |              |   |
| <b>Resistance band #3</b><br>Diagonal pull apart<br>GO SLOW!<br><br><b>Resistance band #4</b><br>Straight arm raise<br>GO SLOW!<br><br><b>Resistance band #5</b><br>Forearm Pull Apart<br>Go SLOW!<br>   |   |              |   |
| <b>Cool down</b><br>Slow walk around track<br><br>Child's pose<br><br><b>Great job, X!</b>  |   |              |   |

## Appendix C

### A. PowerPoint 1: Using the Sensory Room

# Using the Sensory Room

**What is a Sensory Room?**

A sensory room offers a safe space to stimulate your senses through visuals, sounds, textures, smells, and movement.

Picture of body senses. Retrieved from meijer.com

**Why is it important?**

- A sensory room has many benefits.
- It can help decrease your stress levels and promote return to a calm and regulated state.
- It is a comfortable space where you can manage your emotions, take a break, or go to explore.
- It can help increase your focus and concentration for the day ahead.

**When do you think is a good time to use the sensory room?**

**What are some things you would do in the sensory room to help your stress levels?**

**Examples of ways to use the Sensory Room**

**01 Movement Breaks**

Slow, side to side or back and forth movements can be calming. Faster swinging helps keep you alert.

**02 Using music**

Playing slow and light music can be relaxing and regulating and loud music can help wake your body up.

**03 Using a weighted blanket**

A weighted blanket can help your body relax through deep pressure.

**04 Using objects**

Fidgets, tactile experiences, stress balls, and lights can help increase self regulation.

When feeling overwhelmed, frustrated, anxious, tired, stressed out or just need a break the sensory room is a safe and comfortable place to enter before rejoining the group.

Person using a sensory room. Retrieved from monashclinic.org

**Now let's make something for the Sensory Room....**

**Sensory Tactile Boards**

Retrieved from jumpstart.com and monashclinic.org

**Resources**

Swanick, B. (2019). October 23. The many benefits of sensory rooms. St. Jude's St. Jude's Health Care Services. Retrieved from jumpstart.com and monashclinic.org

### B. Activity 1: Tactile boards





# Appendix D

## A. PowerPoint 2: Change, Conflict and Coping

### Change, Conflict & Coping

#### What are we learning about?

- 01 Change
- 02 Conflict
- 03 Mindfulness & Relaxation
- 04 Calm down/coping strategies

#### Change

- What is change?
  - New staff, different schedule, canceled plans, late bus, new rules
- How does this make you feel?
  - Frustrated? Anxious? Angry? Excited?

#### Change is hard!

Why?

- We might not always know what will happen next
- Feeling let down
- Unfamiliar territory
- Feeling out of control

Any examples?

#### What can we do?

- Pause & take deep breaths
- Ask what is happening
- Use a calm down/coping strategy

#### What can we do?

- Look for the positive
- Look for things that will stay the same (lunch is at a different time, but I will eat the same thing)
- Take a break

#### Traffic Light Strategy

- Red Light: Stop & Pause**
  - When a change happens, take a moment to pause.
  - Recognize your feelings (Upset? Nervous? Frustrated?)
  - Take deep breaths before reacting.

#### Traffic Light Strategy

- Yellow Light: Think**
  - Ask yourself:
    - "What is changing?"
    - "Why is this happening?"
    - "What can I do to handle it?"
  - Use a calming strategy if needed (deep breathing, counting, squeezing a stress ball)

#### Traffic Light Strategy

- Green Light: Go & Try**
  - Accept the change and move forward.
  - Try to focus on something positive about the change.
  - If needed, ask for help or talk to someone.

#### Handling Conflict

- What is conflict?
  - Disagreeing with someone, feeling left out, wanting the same thing
- Conflict can bring out big emotions

#### Unhelpful Reactions

- Yelling
- Name-calling
- Pushing or hitting
- Ignoring the problem

#### Helpful Reactions

- Take deep breaths
- Listen to others
- Use "I" statements (I feel upset when...) instead of blaming
- Find a solution together

#### Finding Solutions

- Taking Turns
- Finding new activities
- Apologizing
- Walking Away
- Asking a staff member for help

#### Traffic Light Strategy

- Red-Stop!** Take deep breaths and calm down before reacting
- Yellow-Think!** Ask yourself:
  - What is the problem?
  - How do I feel?
  - What can I do to solve this?
- Green-Go!** Try a solution like talking it out, compromising, or asking for help.

#### Mindfulness

- What is mindfulness?
  - Paying attention to the present moment
  - It helps stress, focus and the management of emotions
  - You can use mindfulness before bed, during tough times, or when stressed

#### Let's try it!

5-4-3-2-1 Grounding Technique

- 5: 5 things you can see
- 4: 4 things you can touch
- 3: 3 things you can hear
- 2: 2 things you can smell
- 1: 1 thing you can taste

#### The Butterfly Hug

#### Nature Music Mindful Listening

#### Healthy Coping

- How does your body feel when you get upset?
  - Heart racing? Hot? Sweaty? Shaky?
- Why is it important to calm down?
  - To help us think clearly
  - Solve problems
  - Keep ourselves and others safe

#### Coping Strategies

#### Match an Emotion to a Strategy

Angry  
Tired  
Sad  
Anxious  
Overwhelmed

#### Making a Coping Strategy- Sensory Bags

#### Resources

Many thanks to the National Education and Research Center (NERC) for the development of this help sheet.

Source: NERC (2014, September 10). <https://www.nerc.org/what-we-do/our-services/transition-services/transition-services-101>

Source: NERC (2014, September 10). <https://www.nerc.org/what-we-do/our-services/transition-services/transition-services-101>

Source: NERC (2014, September 10). <https://www.nerc.org/what-we-do/our-services/transition-services/transition-services-101>

Source: NERC (2014, September 10). <https://www.nerc.org/what-we-do/our-services/transition-services/transition-services-101>


## B. Activity 2: Sensory Bags





# Appendix F

## Social Safety



Safety First sign. Retrieved from istockphoto.com

What we are learning about today...

01  
Safe and Unsafe Situations

03  
Safe People

02  
Boundaries

04  
What to Share

### Where is a place you feel safe and comfortable?

### Why is social safety important?

- It is important to learn ways to keep you safe in everyday situations.
- You can use **your** voice or actions to let others know when you feel unsafe and uncomfortable.


### Safe vs. Unsafe Situations

**Safe:**

- Spending time with friends and loved ones
- Asking for hugs before giving them
- Talking to staff that you trust
- Calling 911 in an emergency situation
- Staying with the group

**Unsafe:**

- A stranger asking to give you a ride home
- Being asked to keep a secret that makes you feel uncomfortable
- Someone tries to touch you without permission
- Getting lost in a crowded area
- Someone asks you to break the rules



Two people sitting at a table. Retrieved from istockphoto.com

### Activity

- Sort out each picture into "safe" or "unsafe" categories.


### SAFE OR UNSAFE?

### Can you think of any more examples of safe or unsafe situations?

### How can we describe these feelings?

**SAFE:**

- Peaceful, relaxed, protected, secure




Peaceful landscape. Retrieved from istockphoto.com

**UNSAFE:**

- Dangerous, uncomfortable, scary, harmful

### Warning Signs From Your Body That You Feel Unsafe


- Heart beating fast
- Sweating
- Breathing fast
- Feeling sick or like you have to throw up
- Shaking hands



Warning signs and feel heart rate. Retrieved from istockphoto.com

### Activity


- Draw how your body feels when you are feeling safe or unsafe.
- Example:



Hand-drawn diagram of a person's body. Retrieved from istockphoto.com

### Boundaries

- No means no
- No means to stop
- Others can say no too, and that is okay.
- "Please stop"
- Let's practice using firm boundaries!



No sign. Retrieved from istockphoto.com

### Scenario #1

- Someone asks you for a hug but you do not want to give one. What should you do?

### Scenario #2


- Someone asks you to keep a secret that makes you feel unsafe from one of your safe people. What should you do?

### Scenario #3


- Someone invades your personal space bubble. What should you do?

### Safe People

- Who is a trusted and safe person in your life?
- Let's make a list.
- You should **always** go to a trusted person and **tell them** if something made you feel unsafe or if you need help. Safe people are here for you!




Ready For Life logo. Retrieved from istockphoto.com



Group of people standing together. Retrieved from istockphoto.com

### Emergency Situations



- Your friend falls on the ice in a Meijer parking lot and needs medical attention. They are bleeding on their leg and hurt their arm.
- Let's practice calling 911.
- How would you explain the situation to the operator?

### What to say!

- What happened?
- Where are you?
- Is your friend awake?
- Is your friend hurt?
- Follow directions.
- Make sure to stay on the call until help comes!

### Sharing Information with Others

- What is private information?
  - Information that should only be shared with trusted family and friends.
  - What are some examples?
    - Full name
    - Address
    - Phone number
    - Passwords
    - Money information


### Sharing Information Pt. 2

- If someone who you do not know or do not trust asks you for personal information you can say, "I can't share that."
- If you feel comfortable sharing, it is okay to share your first name, your hobbies and interests or your favorite things.

### Activity

OKAY to share or NOT OKAY to share...

- What is your password to your social media?
- What is your dog's name?
- What is your address?
- What is your favorite sport?
- Where is your favorite place to visit?
- Can I take a picture of your ID?



Dog illustration. Retrieved from istockphoto.com

### Resources

Glenn, M. (2013, March 20). Teaching safety skills to students with disabilities. TeachFrom Inc. <https://teachfrom.com/blog/safety-skills/>

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Hager Foundation for Medical Education and Research. (2018, May 14). Anxiety disorders. Hager Clinic. <https://www.hagerclinic.org/health-conditions/anxiety-disorders>

University of Maryland System. (2018, May 14). Anxiety disorders. <https://www.ummsystem.edu/health-conditions/anxiety-disorders>

# Appendix G

**MyPlate Review**

**Examples**

Grains: Rice, bread, pasta, tortillas, cereal, popcorn, oatmeal, pancakes, bagels

Fruits: Blueberries, bananas, strawberries, apple, pineapple

Vegetables: Carrots, broccoli, cauliflower, green beans, peas, potatoes

Protein: Chicken, beef, turkey, fish, eggs

Dairy: Milk, yogurt, cheese, smoothies, cream cheese, sour cream

| MyPlate | Food Fun | Meal Ideas | Simple Q's | Snack Attack |
|---------|----------|------------|------------|--------------|
| 100     | 100      | 100        | 100        | 100          |
| 200     | 200      | 200        | 200        | 200          |
| 300     | 300      | 300        | 300        | 300          |
| 400     | 400      | 400        | 400        | 400          |
| 500     | 500      | 500        | 500        | 500          |

**MyPlate- 100**

NAME 2 FRUITS

**MyPlate- 200**

NAME 2 VEGETABLES

**MyPlate- 300**

NAME 2 GRAINS

**MyPlate- 400**

NAME 2 DAIRY FOODS

**MyPlate- 500**

NAME 2 PROTEINS

**Food Fun- 100**

You see me in the summer big and round. I'm red inside with seeds all around!

**Food Fun- 200**

I'm small, blue and round as can be. Put me in your muffin or smoothie!

**Food Fun- 300**

I'm yellow and shaped like a moon. Monkeys love me and you can eat me without a spoon!

**Food Fun- 400**

I look like a tree but I am small and green. Taste me! I'm as yummy as can be.

**Food Fun- 500**

I have layers but I'm not a cake. Sometimes, I make people's eyes ache!

**Meal Ideas- 100**

Share a breakfast meal idea with the group

**Meal Ideas- 200**

Share a lunch meal idea with the group

**Meal Ideas- 300**

Share a dinner meal idea with the group

**Meal Ideas- 400**

Share a meal idea with a protein, fruit and veggie

**Meal Ideas- 500**

Share a meal idea with a protein, dairy and grain

**Simple Questions- 100**

Where should you keep your meat after cooking it?

**Simple Questions- 200**

What should you do with food that smells bad?

**Simple Questions- 300**

What should you always do before eating or cooking with soap and water?

**Simple Questions- 400**

What should you use to put food into and take food out of the oven?

**Simple Questions- 500**

How long should you wash your hands for?

**Snack Attack- 100**

Name a healthy crunchy snack!

**Snack Attack- 200**

Is it okay to eat sweet snacks?

**Snack Attack- 300**

What are two things you can dip veggies in?

**Snack Attack- 400**

Name a snack that helps you feel good!

**Snack Attack- 500**

Name a snack you make at home!



# Appendix H

## Exercises you can do at the Gym



### How much exercise should I get?

- 150 minutes of exercise that makes you sweat a little, breathe harder and gets your heart pumping per week
- Examples:
  - Fast walking
  - Biking
  - Swimming
  - Playing basketball



### How much exercise should I get?

- If you can talk but can't sing, you are doing it right!
- Exercises that work your muscles are also important
- 2 times per week
- Examples:
  - Using weights
  - Using a resistance band




### Start with a warmup

- Slow walking around track
- Arm circles
- Lunges
- Squats






## Next...Stretching

- It is important to stretch before you exercise to stop injury and increase your flexibility (ability to move smoothly and fully)
- Stretching keeps your muscles stronger and healthy
- You can always do a stretch in sitting
- Examples on next slide!








## Next...Aerobic Exercise

### Using the Treadmill








Fast walking = 3.5 mph  
Press up arrow to run.  
Done!

### 4. Move lever up (easier) or down (harder).

### Using the Nu-Step





1. Buckle in feet  
2. Move handles  
Open green, pull handle up  
3. Press "quick start"

### Using the Elliptical/Bike





Pull yellow bar. Push with legs to make comfortable.  
Push up arrow to make harder.

## Next... Muscular Strengthening

- Examples:
  - Weights
  - Push ups
  - Resistance bands
  - Planks

## Weights

Start with 3 to 5 lbs and work your way up!

What to do:





## Resistance Band Exercises








Start  
End

## Plank



## Push-ups



## Cooling down

- You can do some stretching
- You can do some slower walking

### COOL DOWN AFTER WORKOUT



## Resources

Centers for Disease Control and Prevention. (n.d.). Adult activity. At: <https://www.cdc.gov/physicalactivity/data/adult-activity/>







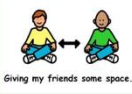











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# Appendix I

|  |   |  |  |
|--|---|--|--|
| <h2>Personal Space Social Story</h2>   | <p>Everyone needs personal space. This is the space around them that makes them feel comfortable.</p>  | <p>Keeping personal space shows kindness and respect.</p>                                    | <p>The staff workspace is a place for staff to do their work.</p>   |
| <p>I can help by standing two steps away from the table.</p>    | <p>If I need something, I can say "excuse me", "help please" or "question?".</p>                       | <p>When I give staff their space, I am helping them do their job!</p>                        | <p>When people are talking, they need space to focus.</p>  <p>Giving my friends some space.</p>                       |
| <p>I can stand one arm's length away when they are talking to me.</p>  <p>Now I know what to do!</p>            | <p>If someone is talking to others, it is important to ask to join or wait until they are done.</p>    | <p>Before touching others I need to ask first.</p>  <p>Ask: Can I give you a hug, please?</p> | <p>I can say "can I have a hug, high five or handshake?"</p>  <p>Ask: Can I give you a hug, please?</p>               |
| <p>If someone says no, it is important to respect their decision.</p>   | <p>When I am walking around it is important to keep my eyes up so I do not run into others.</p>      | <p>When I give people personal space they feel happy and respected.</p>                    | <p>I will remember to...</p> <ul style="list-style-type: none"> <li>Take two steps back from staff table</li> </ul>  |
| <ul style="list-style-type: none"> <li>Talk at an arm's length away</li> </ul>  <p>Now I know what to do!</p> | <ul style="list-style-type: none"> <li>Walk with my eyes up</li> </ul>                               | <p>In order to respect personal space!</p>   |  |

## Appendix J

### Listening and Following Directions

A Social Story

Sometimes, staff give me directions to keep me safe and get me where I need to go!



When someone gives me a direction, I need to listen and follow it the first time.



When I hear a direction I will:

- STOP what I am doing
- Look at the person talking
- Listen with my ears
- Think about what they are saying
- Do what they ask the first time!



If I don't understand, I can ask "Can you say that again?" or "Can you show me?"



When I listen and follow directions the first time...

- I stay safe
- I get where I need to go
- I feel proud of myself
- I show respect to staff



I will work hard to follow directions the first time. I can do it!




## Appendix K

### Chocolate Chip Cookies

What do we need?

Ingredients:

1. Flour ☐
2. Sugar ☐
3. Brown Sugar ☐
4. Baking Soda ☐

5. Salt ☐
6. Chocolate Chips ☐
7. 2 Butter Sticks ☐
8. 1 Egg ☐

Tools:

1. 2 Mixing Bowls ☐
2.  $\frac{3}{4}$  Cup ☐
3. 1 Cup ☐
4.  $\frac{1}{4}$  Cup ☐

5. 1 TSP ☐
6.  $\frac{1}{2}$  TSP ☐
7. Hand Mixer ☐
8. 2 Cookie Sheets ☐

## Appendix L

**Before leaving my house have I...**

1. Washed my face and armpits with soap and water? ☐
2. Put on deodorant? ☐
3. Brushed my teeth? ☐
4. Put on a clean shirt and pants? ☐



**I will make sure to do these before leaving the house!**

## Appendix M

### Sleep Strategies

- Keep your blinds open a little bit to let the light in in the morning
- Limit naps
- Eat dinner early
- Regular bed-time and wake up call
  - Bed time: 9:30 pm (whatever works best for schedule)
  - Wake up: 8:15 am (whatever works best for schedule)
- **Winding down:**
  - Stop screen time an hour before you go to sleep
    - Read a book, listen to music, take a hot shower
- **Alarm Ideas:**
  - Circadian rhythm alarm clock (gets lighter closer to wake up time)
  - Amazon Alexa (can play favorite music, shout your name & encourage bed time)
  - Clocky (rolls away & you have to chase it)
  - Alarmy (makes you scan a barcode like toothpaste or solve a puzzle before turning off)
  - Sleep Cycle App (tracks sleep and wakes you up when you are in lightest sleep)
  - Set alarm on phone & alarm clock all over room
- **Habitica app:** Turns waking up on time into a video game where she can create a character and earn points to level up or win gold to buy certain items in the app
- **Increasing Motivation:**
  - Creating a "first to text" game with a friend
  - Sticker chart with incentive (wake up at 8:15 am and rise within 5 minutes to work towards a movie night, hobby item, picking a fun outing, (anything motivating to her))
  - Get a plant that she needs to water every morning

## Appendix N



## Appendix O:

### Cold and Snowy:

#### Getting Dressed:

1. Look out the window
2. What is the weather?
  - a. Warm and sunny
  - b. Rainy
  - c. Cold and snowy
  - d. Windy
  - e. Cloudy and cool
3. Pick the matching outfit to the weather!



Winter coat, snow boots, hat, gloves