



Developmental Disabilities Association

Carly Charbonneau, Hana Haxhiavdija, Belinda Yip



Where did we go?

- ❖ **Developmental Disabilities Association (DDA) for adults in Vancouver**
 - 7208 Main Street - Adult Drop-in Centre.
 - Community living agency providing programs and services.
 - Create extended networks of support, invest in individual needs, and strive for an inclusive and safe community.
 - Activities are 1-4 hours long typically, varying each day





What did we do?

Observation Visit:

- ❖ Short introduction of selves
- ❖ Asked clients specific oral and systemic health questions
 - Conversation style only as resources were limited
- ❖ Gauged the client's overall cognitive abilities



Key Information Found



- ❖ Clients possessed moderate knowledge of PSC and nutrition
- ❖ Best ways to implement:
 - Hands on activities
 - Discussion
 - Visuals/Writing
- ❖ The clients supported and relied heavily on one another
 - There were “clear” leaders in the group

Lesson 1: EO Exams & Diabetes

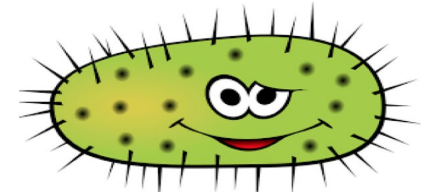
- ❖ **15 minute SAIL exercises - Level 1, 2, & 3**
- ❖ **Instruction on the importance of EO and IO exams.**
 - Simple language to accommodate literacy level
- ❖ **Demonstration of EO exam and time to try on themselves**
 - Distributed gloves and mask (optional)
- ❖ **Skit depicting how uncontrolled diabetes affects gingival health.**
 - Repeated several times to solidify knowledge
 - Asked clients to repeat to evaluate comprehension



White Blood Cell



Gums



Gum Bacteria



High Blood Sugar

What We Noticed During Our First Lesson

- ❖ Assess comprehension on client facial expression
- ❖ There was mixed participation with the activities
 - Some wanted to sit during the exercise, even though they were capable to stand
 - Some did not like the gloves and mask
- ❖ Clients preferred “big muscle” exercises
- ❖ Adapt!

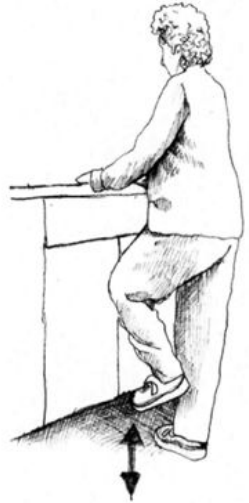
3. Marching on the Spot

Stand tall facing the sink. Hold on with both hands.

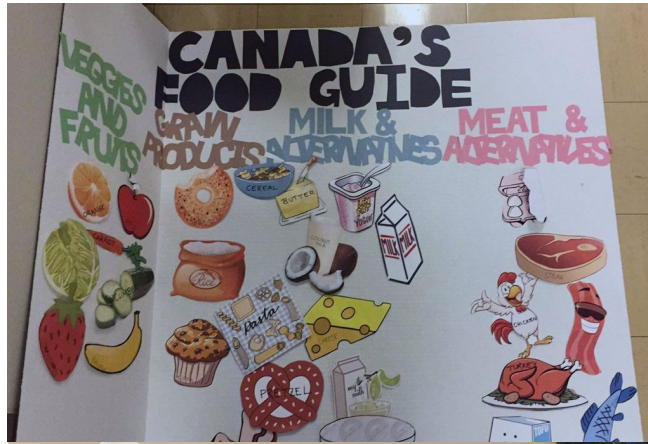
1. March on the spot for 10 seconds. Rest.
 - Do for another 10 seconds.

Too easy?

- Slowly do for longer - up to 2 minutes. Rest. Work up to marching for another 2 minutes.
- Raise your knees higher (but don't hit counter!).
- Slowly hold on less to the sink or counter.



Lesson 2: Healthy Foods & Nutrition Labels



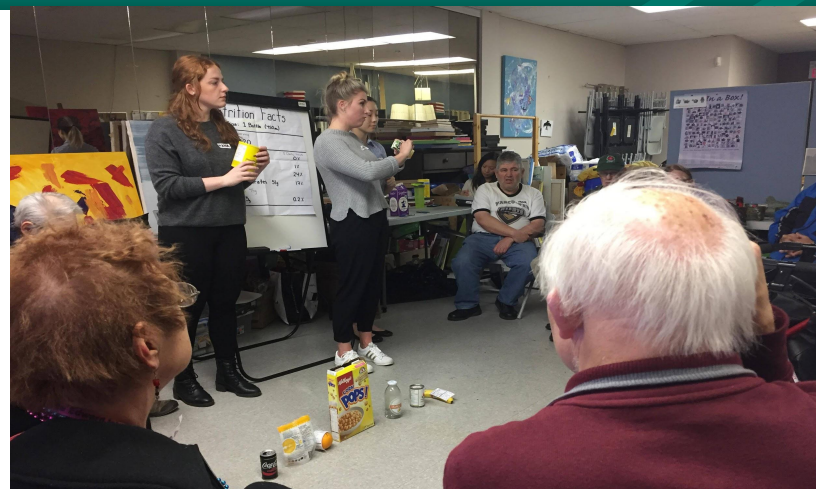
Nutrition Facts		
Serving Size: 1 Bottle (450ml)		
Amount Per Serving		
Calories 220		
		% Daily Value
Total Fat	0g	0%
Sodium	30g	1%
Potassium	840g	24%
Total Carbohydrates	51g	17%
Sugars 45g		
Protein	3g	0.2%

- ❖ **15 minute ZUMBA exercise portion**
 - First circuit: presenters lead
 - Second circuit: clients lead
- ❖ **Pictionary activity to sort food groups**
 - Food item drawn, clients guess
 - Client guessing correctly will stick the food item in the appropriate category
- ❖ **Highlighting sugar & fat on nutritional label**
 - Instruction on flip chart paper
 - Partners given item to highlight sugar
 - Sort in ascending order of sugar content
- ❖ **Goodie bags - brief PSC review**

What We Noticed During Our Second Lesson

- ❖ Clients enjoyed leading the exercise portion.
- ❖ Higher attendance and late attendance resulted in modifications
 - **Pictionary:** shortened activity resulted in not all clients having a turn
 - **Nutrition Labels:** clients were asked to partner up since there were not enough items individually







Highlights and Challenges



Highlights

- ❖ **Most clients had high motivation to learn**
 - Answered questions when prompted
- ❖ **Clients who were apprehensive at first eventually opened up**
 - *First implementation:* not as much participation during the exercise portion
 - *Second implementation:* more participation, interaction, and leadership from clients



Challenges

- ❖ As clients were unfamiliar with us, they behaved apprehensively when given instruction at first
 - The group experienced the loss of a vital member recently, morale was lower during the assessment visit
- ❖ Difficulty with demonstrating exercises as some clients preferred to sit while others used walkers
- ❖ Some clients were more vocal than others → difficult to “call on” quiet students as we did not want to make them uncomfortable
- ❖ One non-verbal student: although written instructions were given, sometimes it was unclear whether she simply did not want to participate or was confused.



Future Recommendations

For Future Presenters

- ❖ Consider cognitive and physical abilities
 - Use repetitive, simple language to address literacy level
 - Speak loudly and use speakers for music as some clients have hearing impairment
- ❖ Use interpersonal skills to assess student's comprehension
- ❖ Big group instruction instead of splitting the class up
- ❖ Encourage client initiative and participation in activities
- ❖ Seek help from coordinators and do adequate preparation prior to lessons.



Final Thoughts

Thank you!

Questions?