

Occupational Therapy at the



By Brad Broadhead

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Feedback

This will be an ongoing project that continues to evolve and become refined. For this purpose, I would appreciate any feedback, questions, experiences, variations, suggestions, criticisms, or glowing testimonials. 😊

Look forward to hearing from you,

Brad Broadhead

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Preface

My inspiration...

For the summer of 2015, I worked in children's mental health in rural Alaska. The town I lived in had a population circa 200; the town is so remote that there is no cell service, and its residents rely upon the library for their internet. My residence for the summer was just across from the community library. At all hours of the day and night, townspeople were coming and going from the library. The library had varied hours, all depending upon who was volunteering that day; one of the main questions around town was, "Do you know what the library hours are for today?" Even when it was closed, people sat out on the front porch to access the internet. In this rural setting of limited means and resources, the library truly functioned as the center and life blood of the community.

It was in this rural setting that I recognized the inherent value and worth of the resources a library has to offer. I was truly inspired by the many ways my clients benefited from its programs, resources, and opportunities. Their imagination was engaged, their social skills improved, their brains thirsted for knowledge. And the seed for this project was planted.

This book...

As a child, when I looked at a tree, I saw much more than a tree. I saw a playground, a fort, a mountain to climb, monkey bars, a great hide-and-seek spot, and a place to relax. Similarly, I now view the library through different eyes. It holds limitless potential if only we branch out and exercise a healthy blend of childlike vision and clinical reasoning.

This book was designed to tap into a resource communities already possess – the library – for a therapeutic purpose. Each library resource or activity can address a variety of performance components. It is all about viewing them through different eyes and tailoring it to your clients' needs.

Vision for the future...

Community based occupational therapy isn't a new concept; it is currently being used in a variety of capacities. However, I see an opportunity for communities to expand its role to more effectively utilize the library setting. This would be a financially practical and cost-effective route for communities to take, as it is simply putting its own resources to work in a new fashion.

Occupational therapists should establish a collaborating partnership with local libraries. Here we can help to educate, advocate, lead, and serve our communities by promoting quality of life through utilization of library services.

It is my hope that these library intervention ideas will inspire you to look outside the box, and find creative ways to serve in your own communities.

Get a Library Card

“When I got [my] library card, that was when my life began.”

— Rita Mae Brown

“A library card is the start of a lifelong adventure.”

— Lilian Jackson Braun

“Ever since we had arrived in the United States, my classmates kept asking me about magic carpets. -They don't exist-I always said. I was wrong. Magic carpets do exist.

But they are called library cards.”

— Firoozeh Dumas, *Laughing Without an Accent: Adventures of an Iranian American, at Home and Abroad*

Description:

This activity helps the individual to share in the responsibility of being a library card holder. It opens the doors to a variety of helpful resources, services, and events. There is a wealth of information and experience to be found within a library to those who seek it. A library card opens up the window to possibility: for therein, they can check out books, DVDs, CDs, downloads, as well as have access to free Wi-Fi, the knowledgeable and helpful librarians, and community classes.

How To:

1. Go to your local library.
2. Ask for paperwork needed to receive a library card.
3. Fill out paperwork.
 - Required information: Name, address, and telephone number. You must present two forms of identification, such as a: driver's license, identification card, mail postmarked within 30 days, or a telephone/gas/utility bill.

Performance Components:

- Following directions
 - By filling out the paperwork individuals must follow the directions indicated. This task generalizes to a variety of settings in which paperwork must be filled out to receive a service.
- Functional communication
 - Individuals must communicate their needs in obtaining the paperwork, or if they have a question while filling it out.
- Social interaction
 - The staged interaction at the library is a generalizable interaction. Individuals are able to take the practice here and apply it to other settings they frequent.

Library Orientation

*“Harry — I think I've just understood something! I've got to go to the library!”
And she sprinted away, up the stairs.*

*“What does she understand?” said Harry distractedly, still looking around,
trying to tell where the voice had come from.*

“Loads more than I do,” said Ron, shaking his head.

“But why's she got to go to the library?”

“Because that's what Hermione does,” said Ron, shrugging. “When in doubt, go to the library.”

— J.K. Rowling, *Harry Potter and the Chamber of Secrets*

“When you're curious, you find lots of interesting things to do.”

— Walt Disney

Description:

Enlist the help of your local librarian to illuminate understanding about library services, guide individuals around the library showing them where items and services are located, as well as how they are to be used. This includes learning about the commonly understood rules at the library. Many of these things might not be clearly understood so showing and explaining rules would be very beneficial.

Learn about services, rules, and locations. Ultimately, having the client teach others about the library is the gold standard. This orientation is helpful before doing the library scavenger hunt activity. You could test the client's knowledge by seeing how much they remember after the tour.

How to:

1. Ask a librarian for a tour of the library
2. See “Interview a Librarian” as a possible template to guide the client's interaction.

Performance Components:

- Orientation
 - Learning a new environment will challenge individual abilities to know where they are and what directions they need to go to find certain items.
- Social interaction
 - Use the “Interview a Librarian” resource to help facilitate the question and answer dialogue in this interaction.

Variation:

Prepare the client to give tours under guidance of the librarians.

Resources:

- Interview a Librarian – Found in the Resource Section (Page 37)
- Library Resources (Page 38)

Library Scavenger Hunt

“Not all treasure’s silver and gold, mate.”

—Jack Sparrow, *Pirates of the Caribbean: The Curse of the Black Pearl*

Description:

This activity is a fun, adventurous way to get individuals excited about the library and discover all its possibilities and resources. As an OT, the scope of this activity is so broad in its ability to address a multitude of performance components. It can be tailored to fit your client’s needs exactly.

For example, this activity could address physical abilities by having clients carry around scavenger items upon locating them, or planning the items to be spaced at challenging distances and heights (i.e. reaching, bending down) – all within safe limits, of course. It challenges grasp patterns by changing up the types, shapes, and weights of objects in the scavenger hunt.

Similarly, if you wish to emphasize cognitive components, tasks can be geared toward client problem solving or research. Finding specific subjects, titles, or call numbers. The way instructions are written can also add some cognitive work.

Included are examples of different scavenger hunt formats and objectives. The sky really is the limit with what you want to address in this activity!

How to:

1. Identify the purpose of the scavenger hunt. This will influence how the scavenger hunt is carried out.
2. Compile a list of items that will be used in the hunt
3. Plan
 - How will the scavenger hunt end? Will they learn something or get a prize?
 - How will they record the items they found? Will they write the location on the paper, cross it off a list, carry each item until the end, or take a picture of it?
 - Is there a time limit? Or is this a more in depth, exploratory activity?
4. Have fun!

Performance Components:

- Vision
 - Visual searching during this activity will challenge visual scanning, figure ground, visual discrimination, and visual sequential memory.
- Frustration tolerance and Self-Regulation of Emotions
 - A tough scavenger hunt will challenge one’s ability to tolerate the stressful environment and reveal how they will respond to the stress. Education about identifying stress triggers and working on strategies to help regulate emotions is to be expected.

- Executive functioning
 - How you organize your scavenger hunt can challenge how attentive individuals need to be, time management, how you plan and organize information, and remembering details relevant to helping your client complete the scavenger hunt. This is done by implementing time limits, unorganized lists, details to find specific objects, etc.

Resources:

- If you search through google.com, “library scavenger hunt pdf” there are a variety of resources that you could utilize from this list. It is important to understand that the impact of this activity really comes when you tailor it to your clients’ needs and abilities.

Make Your Own Book

“There is no greater agony than bearing an untold story inside you.”

— Maya Angelou, *I Know Why the Caged Bird Sings*

“Think and wonder, wonder and think.”

— Dr. Seuss

Description:

Fold a piece of paper into a booklet, and create your master piece. Choose a topic based on client needs and interests. For example, you may use the topic “all about me” if you are working with a client needing confidence in expressing themselves or in identifying their strengths and interests.

How to:

See “Single Sheet Fold Books” for step-by-step book folding directions.

Variations:

- Need help coming up with topics? Consider providing writing prompts.
- Make it a comic book.
- Create alternative endings or their own stories or popular stories at the library
- In a group setting, you could do a story continuation where each member trades on and off in formulating the story. The activity begins by everyone writing page one of their story; everyone then passes their book onto the person next to them and writes page two. And so forth. Enjoy reading the wild and wacky tales as a group!
- Create a book with a story line that addresses the specific performance component you are working on. For example: sequencing, write a book about how you tie your shoes or one about a chef who makes an amazing recipe.
- Teach the organizational structure of writing a story: background, rising action, climax, falling action, and resolution. This also involves: characters, setting, writing style, themes, genre, etc.

Notes:

Always remember why you are having your client do this activity. Rather than having them come and write a story, think about what you would like them to demonstrate in the process of writing the story. Ask questions about their characters, thought processes, situations being written about, etc. The questions you ask can give you more ideas about what they are thinking, their level of understanding regarding the subject matter, how they view situation/circumstances, their view of what makes their characters unique, etc.

Questions:

Questions should promote discussion, interaction, and learning. Good questions welcome understanding and open hidden doors to communication. Finding ways to connect what they are writing about to what you are working on is the game changer in this activity.

Performance Components:

- Self-expression
 - The wide variety of subjects to be covered and how one goes about it, contributes to the authors freedom of expression.
- Stress/anxiety relief
 - Becoming immersed in a project that has personal interest and ownership is a great way to channel the stress/anxiety the individual is feeling. Making a book to remind them what to do when they are stressed/anxious is a great idea for individuals to provide input to their own care.
- Organization
 - Developing the subject and matter of the book, before and while its being created, sets the stage for testing how you can organize your thoughts and ideas onto paper and into a story.

Resources:

- Single Sheet Fold Books (Page 34)
- Search through google.com, “Making Simple Books: Read All About It! By Gretchen Hanser PDF” the first listing is a great resource for a variety of ways to make books while answering what they address.

Plan Your Dream Vacation

“A journey of a thousand miles must begin with a single step.”

— Lao Tzu

“Travel is like a giant blank canvas, and the painting on the canvas is only limited by one’s imagination.”

— Ross Morley

“There is nothing like a dream to create the future.”

— Victor Hugo

Description:

The library is loaded with resources to assist in planning a dream vacation. Have the individual locate and utilize books of interest (maps, almanacs, travel guides, magazines, and budget travel tips). Teach the individual how to use the internet to plan a trip. The individual can write or type out their vacation plan. This involves: planning, research, selection, and budgeting.

How to plan your dream vacation:

1. Identify where you would like to travel.
2. Research: Find books or online resources about travel destinations and activities.
3. Draft a plan: Duration of visit, desired activities, where will you stay, how much it will cost, and what to pack, etc.

Notes:

Consider what the individual requires physically, mentally, emotionally, cognitively, and socially to be successful on this trip. Educate them on how they can advocate for themselves while traveling. This activity can be connected to a variety of other activities including: photography, scrapbooking, journaling, creating a bucket list, etc.

Variation:

- Research types of adaptive equipment that could enhance their travel engagement. For example, if you had a client who wanted to go to Utah in the wintertime, consider researching adaptive skiing or cross country skiing so the individual could maximize their participation in the trip.

Performance Components:

- Calculation
 - From creating a budget to logistic considerations, this component is heavily utilized.
- Motivation
 - Use individual interest to facilitate motivation throughout the process, by asking questions, setting goals and planning to reach them.

Resources:

- A Traveler’s Guide (Page 35)

Join the Club!

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

— Margaret Mead

“Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work”

— Vince Lombardi

Description:

The purpose of library events is to bring people together to learn, grow, and thrive. Occupational therapists can use library events to educate, locate services, and engage with others in the community. Individuals can also prepare and host a library event they are passionate about.

This activity can be implemented in at least three ways:

1. Client initiated group: This option is geared to be client-led and organized. Encourage and assist them to start a club/group for whatever their interest may be, whether it is photography, books, Pokémon, Dungeons and Dragons, Harry Potter, Legos, or scrapbooking!
2. Join an existing group/club
3. OT-created club/group: As an OT, you can assess the needs of the community at large and facilitate the implementation of community programs. These groups don't have to be OT led, most of the time you are connecting individuals in need to these services that they could benefit from.
 - OT Group ideas: Smoking cessation, fall prevention, dieting, parenting/prenatal, budgeting, drumming, storytelling, English as a second language, community orientation - connecting individuals with community services, wellness, handwriting development including calligraphy, after school programs and home safety education sessions.

How to:

1. Decide: What kind of club/group do you want to form? What is the purpose?
2. Identify: Who do you want to attend? Who will lead the group?
3. Plan: What will you do? Where will you meet? How long will you meet for?
4. Advertise: How will the people you want to attend hear about it? How can you advertise?
5. Reserve room at local library.

Performance Components:

- Openness
 - Interaction of new members to meeting library standards change is expected.
- Problem solving
 - Challenged by the process of club organization, the individual will be tasked with a variety of situations to figure out how to help their club succeed.

Geocaching

“There comes a time in every rightly-constructed boy’s life when he has a raging desire to go somewhere and dig for hidden treasure.”

— Mark Twain, *The Adventures of Tom Sawyer*

Description:

Geocaching is a real-world, outdoor/indoor treasure hunting adventure. It utilizes GPS technology to get you in close proximity to the cache. At that point, you rely on the clever clues or descriptors lead you to the treasure. The rule is that in order to take something from the treasure chest (cache), you must leave something in return. Oftentimes they include a sign in sheet or journal so you can leave your mark.

The initial step would be to contact your local librarians and seek approval for creating a geocache within the library. If they approve the idea, work with local librarians to set up the ideal location and create the cache for the library.

How To:

1. Create a Geocache in the Library

This activity can be a Book Art activity to create the cache. You can disguise the cache to look like a book. This activity includes supplying the cache with necessary items (to start off the giving/leaving an item aspect of the cache). Follow the specific instructions from geocaching.com to register the cache. Other individuals are then able to use technology to get in the general vicinity and then follow clues to locate the cache.

2. Go Geocaching

Utilize library resources to locate other geocaches in the community, and get out and discover!

Materials needed:

- GPS, or download a geocaching app on your phone
- Cache coordinates
- Pen and exchange item

Performance Components:

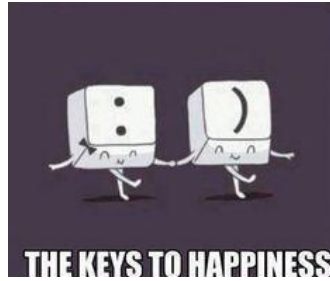
- Vision
 - Visual scanning, focus, discrimination are all needed to locate the cache.
- Topographical orientation
 - While looking at the GPS the individual is able to see their position in the environment.

Resources:

Visit geocaching.com/guide

- Relevant Sections: The Game, Getting Started, Finding Geocaches, & Hiding Geocaches

Keyboarding



Description:

Utilize provided computers to teach keyboarding skills. In our technology driven world, computer skills are becoming increasingly essential. The ability to type impacts so many different areas of our lives: career opportunities, communication, leisurely activities, research and education. In the resource section there are websites that will teach lessons on how to orient and use a keyboard.

How To:

Attend a library sponsored keyboarding course or utilize the internet as an instructional resource. There are a multitude of instructional videos and lessons to be found online. By simply searching “learning to type” into YouTube, you will be connected with a plethora of resources. Make it fun! There are typing programs, lessons, games, and tests. As they become more familiar with the keyboard, block the visual cues of seeing their hands on the keyboard by introducing a box to cover their hands. At first it may be slow-going, but eventually it will assist them in becoming a more proficient typist.

Variation:

Pen a “rotating story” where you each take turns typing sections of a story or poem in the same Word Document.

Performance Components:

- Visual-perceptual components
 - Tested by differentiating letters, recognizing words, scanning the screen.
- Postural alignment
 - Positioning while typing can greatly influence one’s ability to experience a musculoskeletal disorder if proper alignment isn’t practiced.

Resources:

- www.typing.com
- www.rapidtyping.com
- www.typeracer.com
- Freetypinggame.net

Origami and Paper Folding

“Perhaps imagination is only intelligence having fun.”
— George Scialabra

Description:

For this activity, you can upcycle newspapers or pages from books about to be discarded to practice the art of origami. This activity can be a precursor to many topics of discussion and learning, as well as provide a sense of accomplishment as clients develop a new skill and experience a creative outlet of self-expression.

How To:

Select an instructional sheet, diagram, or video and follow the directions.

Discussion:

To enhance and diversify the learning experience you can:

- Talk about the process: What was difficult? Did it turn out how you had planned? Did it require a lot of patience and attention to detail? What was your favorite part?
- Inquire how their project represents them.
- How is this activity like life?
- Do you feel you could complete a more difficult project? What would it take?
- Make origami with uplifting or inspirational messages and give it to someone in need, a friend, or significant other.
- Have them teach someone else how to do origami.
- Make origami/paper folding home décor.

Other Paper Folding Activities:

Napkin Folding	Paper airplanes	Fortune tellers
Newspaper baskets	Decorative folding	Paper football game

Performance Components:

- Impulse control/Delay of gratification
 - This activity takes time, and if you end soon you won't have a final product. If you move ahead without consulting directions, a wrong fold can greatly affect the outcome of the project.
- Spatial visualization
 - This activity challenges the individual's ability to manipulate multi-dimensional figures. Paper folding and Origami require individual to see into multidimensional design.

Resources:

- Origami-fun.com – great resource for instructions and pdf examples

Career Development

“What you do makes a difference, and you have to decide what kind of difference you want to make.”

— Jane Goodall

“Make the most of yourself – for that is all there is of you.”

— Ralph Waldo Emerson

Description:

Utilize the library to help people gain essential skills that will enable them to enter or excel in the workplace.

❖ Resume Building

Attend classes or seminars taught at the library. Use the formats provided in Microsoft Word to assist and guide client in forming a resume.

➤ Performance component:

○ Attention

- Locating positioning, grammar correction, item inclusion.

❖ Volunteer Opportunities

- The client can gain work-related experience and add a reference to their resume.
- Identify opportunities to volunteer in the community.
- Discover the practical application of tasks as you volunteer, and how it can help you get a job. For example, if you were volunteering at the library:
 - Tasks involving putting books back translates to inventory stocking
 - Checking books out to library frequenters simulates front desk work
 - Cleaning the library provides janitorial work related experience

➤ Performance components:

○ Categorization

- Finding ways to identify the role you fulfill as a volunteer and how you can relate it to work specific skills.

○ Time management

- Practice in fulfilling responsibilities and keeping track of how you spend your time.

❖ Career Interest/Identification Surveys

Identifying interests and aptitudes can prove a helpful starting place for career development and education.

➤ Performance Components:

○ Self-awareness

Provides insight into ones interests, lets you become more aware of interests through this question/answer method.

- Decision making
 - Every questioned you are required to select an answer. This requires the individual to reason in deciding the one they identify with the most.

Resources:

- Use google.com and to search, “CAREER – Career Cluster Interest Inventory PDF.” This document will provide you with instructions on how to administer and score the inventory.
- Use google.com and search, “Career Clusters Interest Survey PDF”

❖ Community Learning

Actively participate in library or community provided programs to enhance skill sets. Inquire at your library to see what educational programs are offered in the area.

Enhanced Learning Opportunities:

- Help them find opportunities to develop their education and become more marketable and successful.
- Locate programs and services of interest
- Organize groups to be taught at the library - GED, how to apply for scholarships, ESL, etc.
- Study habit seminars
- Successful life habit seminars
- Attend or establish a family literacy program
- Locate books that can help with study skills, memory, learning

➤ Performance Component:

- Generalization
 - This provides the necessary link between individuals and their goals. Whether it is acquiring better employment or learning a new skill. The information learned in these courses can provide a blueprint to transfer to acquiring other skills or knowledge.

Resources:

- Universal Class Pamphlet: Universal Class is a FREE local online program offering over 500 classes including: computer basics, budgeting and saving, cooking and baking, medical terminology, GED preparation, career training, how to/do it yourself, personal care, pet and animal care, self- help, test preparation and writing skills. Each course has a real instructor that you can communicate with. This wonderful resource can give experience and diversify skill sets in the job searching process.

❖ Research Career Path

Use library resources, books, and computers to research desired career paths. Encourage them to seek out a school counselor or someone in the field that they can be another resource and provide mentorship. Once they have identified a specific job interest, they can research what education is necessary, where they can obtain job training, and so forth. If they are interested in starting their own business, they can conduct research and write a grant proposal; oftentimes, there are grants and funding available to help small businesses grow.

❖ Job Search

Instruct client on how to look and apply for a job. You can use newspaper ads or popular job search engines to help them find potential employment opportunities. Educate and increase awareness concerning the use of social media and networking to create job connections.

➤ Performance Component:

- Visual scanning/discrimination
 - As individuals are tasked to cull through job listings, aspects of scanning and discrimination are very important in identifying the jobs aligning with your interests and skill sets.

❖ Role Playing/Mock Interviews

Obtain a study room and conduct a mock interview to help your client be more comfortable and prepared in his/her job quest. Ask a variety of popular interview questions to help him/her develop self-confidence. You can also role play employee conduct in a variety of situations to develop situational awareness.

➤ Performance Components:

- Logical/coherent thought
 - Practice in a similar situation is a great way to learn, it also lets the individual become aware of what they are saying and how it comes across. This is great practice for helping guide your thoughts and words in the right direction.
- Interpersonal skills
 - The dialogue between the interviewee and interviewer is very important in securing employment. These skills are tried in a realistic setting promoting growth and learning.

Utilizing Books

“A house without books is like a room without windows.”

— Heinrich Mann

“Books are a uniquely portable magic.”

— Stephen King

Description:

Books are an everyday object, and as OT's we can use them to address a variety of performance components. Imagine all the lessons, illustrations, instructions, situations, and dreams that are communicated in each story. Think beyond the single aspect of just reading the book.

Using a book creatively involves seeing a book differently. The first step in creatively using books is identifying what performance component you want to address. Books can have lots of pictures, vary in weight, texture, display different fonts, and possess language that can be specific or vague to challenge language and cognition.

The process of finding a book can also be a creative process. How could you do that? You could read a book as you walk around the library and when the book is finished you must select one within reach.

Use a book to address the performance component you are working on. To demonstrate:

- **Impulse control:**
Use an I-spy book and join the client in trying to locate items. Ask your client to not say anything until you have both found the item.
- **Muscle tone:**
Have client hold a book while you read the book. Or the client can hold the books while you are locating books of interest around the library.
- **Memory:**
Read a book and ask questions about it, or have them tell the story in their own words.
- **Initiation of activity:**
Place a variety of big picture books in front of client and see if they find one that peaks their interest. When they open a book, do they read the words or just look at the pictures?
- **Functional communication:**
There are many activities that specifically address communication, but you can find opportunities in almost every book to point out how we communicate functionally. Ask them what they think is happening in the picture; then read and discuss what actually is occurring.
- **Creativity:**
When reading a book, stop and ask, “What do you think will happen next?” Or, “What would happen if...” to engage their imagination.

Social Media Connection

Description:

In this day and age, everyone seems to utilize social media. If your client is so inclined, this is a great way to help them become more connected with friends, loved ones, and support systems by utilizing library computers. It's imperative that the first session is dedicated to instructing clients how to safely navigate and use these platforms.

How To:

1. Teach them how to access and use the website.
2. Identify their purpose for using social media and cater sessions to help them be successful.
3. Teach about the general etiquette expected in social media.

Activities with social media:

- Start a blog about yourself and experiences
- Use it to practice your computer navigation skills
- Advocate for a cause and share information with others

For Example using the following programs:

Pinterest:	Instagram:	Facebook
<ul style="list-style-type: none"> • Seek inspiration for careers or hobbies • Store images of things they dream of achieving or creating • Keep their thoughts and ideas organized • Share their ideas with others 	<ul style="list-style-type: none"> • Taking Pictures – influence memory, interests • Cataloging Experiences • Edit pictures and share them with your friends 	<ul style="list-style-type: none"> • Take time to post positive messages • Follow support groups or pages • Connect with family and friends

Performance Components:

- Memory-
 - Creating passwords and security questions, adding friends, taking pictures and reviewing them all challenge different aspects of memory.
- Orientation-
 - This is addressed by the ability to see where you are on the website and where you need to be

How Can OT's utilize Social Media:

Support service organizations, spread inspirational messages, raise awareness, educate and relay information, stay informed on current issues, and connect with other OTs, businesses, and service organizations.

After School Program Implementation

“It is easier to build strong children than to repair broken men.”

— Fredrick Douglas

“Risk can be transformed into opportunity for our youth by turning their non-school hours into the time of their lives.”

— A Matter of Time, Carnegie Task Force on Education

Description:

After school programs are intended to promote healthy development and assist in addressing barriers to learning and development. OTs possess the skills and vision to intertwine services, facilities, and other community resources to organize, guide, or contribute to already existing after school programs. By bringing a holistic approach to the way they function and the objectives they are seeking to accomplish, this approach would provide countless benefits for children, youth, families, schools, and communities.

Potential benefits:

- A safe place for after school hours that is low or no cost care for youth
- Activities that foster learning, engagement, and positive interactions
- Academic support, tutoring, and mentorship
- Provides a second opportunity for students to learn what they are being taught
- Helps provide safe and supervised recreation opportunities to reduce crime and victimization of unsupervised youth
- Encourages communities to work with schools to provide support for children
- Programs address literacy, math, science, arts, technology, and homework

Program ideas:

<ul style="list-style-type: none">○ Handwriting development programs○ School readiness summer program○ Literacy education○ STEM programs○ Provide tutoring opportunities and study hall○ Career exploration and life skills	<ul style="list-style-type: none">○ Character development○ Cultural experiences○ Creative Arts○ Poetry, creative writing, and self-expression○ Physical and mental health education
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Performance Components:

- Coping skills
 - Creating the learning environment, peer involvement and support, education sessions about expectations, and providing consistency.
- Problem solving and Conflict resolution
 - Providing homework/life counseling, placing child in the control seat, group work is challenging for everyone

Resources:

- Community Partnership Ideas for After School Programs- Resources (Page 36)

Financial Literacy

“A budget is telling your money where to go instead of wondering where it went.”
— Dave Ramsey

Description:

Across the lifespan, we all have uncertainties and would like to know more about some aspect within financial literacy. While you are not a financial counselor, you are able to provide individuals with basic information and help them allocate better suited resources to address their concerns. The foundations of financial literacy are very important for independent living.

Activities include:

- Money Transaction
 - Purchasing a book or pay fines for money management practical application. This provides client with an opportunity to practice the transaction process in a milder environment with less items than at a grocery store.
- App & Website Selection
 - Learning about online budgeting websites and applications.
 - Mint.com and feedthepig.com- recommended resources for this section
- Budgeting Activity
 - Print out and write up a budget
- Money Management 101
 - Educate individuals on money management strategies
 - Locate library books with additional information about budgeting, financial planning, retirement, investing, purchasing a car, or buying a home
- Price Comparison
 - Use the internet to price compare items; from grocery stores to pharmacies prices are different, and by purchasing items where they are cheapest that will leave you with more money in your pocket!
- Tax Preparation
 - Utilize tax forms and preparation services at the library. Generally, these tax preparation services are free through VITA if you qualify.
 - Irs.gov – click Help & Services, under filing select free tax preparation help and search VITA locator tool
- Financial Literacy Class
 - Organize a financial literacy course to be taught at the library
- Scenario Based Learning
 - Set up scenario based learning opportunities where individuals are figuratively given a certain amount of money and have to budget and save for a big item in the future

Discussion Topics: spending habits, needs vs. wants, how to handle the stress when you are experiencing tension, financial goals, planning for future education, etc.

Performance Components:

- Calculation
 - Challenged in the budget planning process and when adding it up.
- Judgement
 - Assessed in ability to distinguish a need from a want, as well as making consumer decisions based on price comparisons.
- Personal Control
 - Promoting independence by allowing the individual to pay for items themselves.

Resources:

- feedthepig.org
 - Has helpful tools, articles, tips, and other resources to assist individuals in their goals to reduce debt and grow savings.
- mint.com
 - Is a useful personal finance app that allows you to create a budget, track expenses, and automatically categorizes your information.
- daveramsey.com
 - Website offers the “Seven Baby Steps” to financial fitness. It instructs people how to take control of their finances one step at a time, along with many other helpful resources.
- practicalmoneyskills.com
 - Under the for educators column, you can select the age range you are working with for appropriate resources, activities, and educational tools.
- nerdwallet.com
 - Great resource for learning about credit cards, insurance, mortgages and investing.

Safety Skills



Description:

Possessing a basic knowledge of safety skills could save lives. The library is a great place to learn about safety. Many libraries have books that actually address many safety topics in story form. Our Johnson City Public Library has a resource sheet with a list of books that address various safety concerns. Reading and discussing these books with individuals might be a helpful resource. Couple these reading and illustrations with good questions and you have an effective safety education tool. This activity is very important for children and individuals with cognitive deficits.

Questions:

Questions should promote discussion, interaction, and assess learning. Good questions will welcome dialogue and understanding. Finding ways to connect what you want them to learn with what they are seeing in the books you are reading is very important.

Educate individuals on the importance of:

- Safety while crossing the street
- What to do if you become lost
- Reading warning labels
- Knowing and following emergency plans
- How to follow safety cues within buildings
- Home safety
- Safety using the internet
- Safe meal preparation and cooking procedures
- Role play- appropriate interactions with strangers
- Having a safety code or word

These can be taught on a one-on-one basis or through the participation in a class; oftentimes, local fire and police departments are more than willing to lead groups on smoke alarms, evacuation procedures, bike and home safety, internet safety, etc.

Performance Components:

- Recognition
 - From seeing crosswalks, to identifying potential threats and safety cues
- Memory
 - Remembering what to look for, what to do in the moment, and what to be aware of out in public.
- Attention
 - Awareness of what is going on around them, identifying things that are a potential hazard

Grocery Shopping

Description:

This section is geared to educate and prepare individuals to be able to shop and make wise purchase decisions.

Activities include:

- Couponing
 - Locating ads and products online and in the newspaper
- Healthy Lifestyle – including education about eating healthy foods
 - Learning about healthy food choices and eating habits
 - Teach about basic principles of wellness and prevention
 - Education about diets for specific diagnoses like COPD, sensory integration, and cardiac considerations
- Price Comparison
 - Practice identifying different brands (name brand vs. knock off), and differentiating the prices on both
- Meal Planning
 - Find and share recipes online and in print
 - Learn how to convert unhealthy recipes to healthier choices
 - Make your own cook book and meal planner
- Search and Find
 - Practice finding books on shelves in the library and connect it to finding grocery items in the store.
 - Use the internet to find stores nearest to you

Performance Components:

- Decision Making
 - Challenged through meal planning, and selecting various product types and brands.
- Concentration
 - Stores are a very distracting environment, it is easy to get overwhelmed; completing a list, and locating items all use this component.

Resources:

- practicalmoneyskills.com –
 - This website is a great resource for teaching financial literacy skills and has a variety of opportunities to strengthen individual's money management skills while shopping. Under the "For Educator" tab there are lesson plans for every age group, there is a fun game tab, videos, and additional resources.
- "Food on the Table" app
- Coupons.com
- Thekrazycouponlady.com
- Passionforsavings.com
- Retailmenot.com
- Moneysavingmom.com
- Groupon.com

Identifying & Utilizing Your Library Environment

“The true sign of intelligence is not knowledge but imagination.”
— Albert Einstein

Description:

This is a critical thinking activity for therapists. Evaluate all of the physical components your library possesses. Shelves of varying heights, push carts, roller chairs, small chairs, rocking chair, sofas, spinning organizers, stairs, wood flooring, carpet, tables, displays, toys, stool, rails, and bathrooms.

How can you use the environment to address individual needs? Shelves are great for upper extremity strength and range of motion training that can be graded by the weight of the books. Use the different forms of seating to teach transfers, sit to stand, work on eccentric strengthening while lowering to lower seated surfaces, transfer from firm and soft surfaces. Practice functional tasks on all floor surfaces and transition from one to the other.

Alternative activities utilizing the library environment:

- Quality rest and relaxation
This includes any sort of rest or meditation sort of activity. You can teach and practice relaxation techniques, yoga, tai chi, and proper sleeping postures. Relaxation techniques include: autogenic relaxation, progressive muscle relaxation, visualization, and deep breathing. The atmosphere of the library is a relaxation cultivator.
- Educate the parents on how to use specific products from the library you have recommended to them.

Consider how you could address the following populations:

- Stroke- When addressing hemiplegia you can work on functional reach in a variety of planes for objects, you can use shelves to help climb for regaining ROM, reading a book to address any neglect issues
- TBI- The library is often centrally located around community transportation. The library can help you gain access to vital information so you can plan routes to increase access and involvement in the community. Libraries are often sensory supporting environments for individuals and have a variety of ways to address cognitive deficits.
- Pediatrics- Each library is very different, but usually libraries will have toys, puzzles, and mats for children to play on. Many libraries are providing more sensory related opportunities for children, in book and toy form.

Performance Component:

- Problem solving
 - How can you use what you see and have at the library to address the needs of the individuals you are serving?

Learn the Dewey Decimal System

Description:

Teach individuals about the Dewey decimal system. This activity is educating the individual so that they can find library resources independently. It is also providing them the opportunity to learn a coding/organization system. This will challenge their memory, encourage utilization of organizational and memory skills needed in the workforce, and gives them an opportunity to learn something new.

Performance Components:

- Memory
 - By remembering the organizational hierarchy
- Recognition
 - Identifying the call number the book has and understanding where it goes
- Categorization
 - Seeing, sorting, and understanding the Dewey Decimal categories
- Problem Solving
 - Figuring out where things go, and how to locate their exact locations when needed

Resources:

- www.tonybuzzeo.com
 - Go to this website and click on Books tab. Scroll down to the upstart books and click on “The Great Dewey Hunt: A Mrs. Skorupski Story. Then scroll down and select “Teaching Guide”. This is an awesome resource for children/youth, it has a large variety of activities to help them learn the Dewey decimal system.





Make Your Own Bookmark

Description:

For this activity, you can utilize common objects from the library and convert them into bookmarks. Take damaged books and use their paper or spine to make them into book marks. Use newspaper clippings to collage a bookmark by laminating or using clear tape to seal both sides. There are so many awesome bookmarks that utilize different materials and skills in producing them.

How To:

1. Find a bookmark style you are excited about and have the materials for

Type of Bookmark	Origami	Button	Comic	Recycled Spine
				

Alternate Styles:

Search out the bookmark you are most interested in by either a Pinterest or Google search. It is important to have an idea of the bookmarks you can do with materials found at the library mainly: old books, newspapers, old supplies, and magazines.

Performance Components:

- Fine motor movements
 - Whether you are folding, sewing, gluing, cutting, or coloring all of these tasks will challenge fine motor movement
- Creativity
 - The selection and creation of the product is deeply influenced and motivated by individual creativity. If you select a bookmark that is very generic encourage your client to try or do something different.

Book Buddy Boxes

Description:

This resource is located at Johnson City Public Library. Book buddy boxes are theme-based kits that can be borrowed by teachers and caregivers. The kits include a minimum of four books, as well as finger puppets and songs. Many of the kits also contain CDs and puppets or props related to the box's theme. All these kits are generally made on a preschool level. These are an easy and inexpensive way to provide a variety of quality materials and learning experiences for children.

How To:

1. Use library card to obtain a box which can be used for two weeks.
2. Identify what materials you have in the box and plan how to use each item
 - a. Books- read to children, ask them to identify objects, actions, or sounds associated with the pictures, ask scenario related questions
 - b. CDs- great for movement activities, speech, rhythm
 - c. Puppets- great for movement, interaction, and imaginative play

Performance Components:

- Concept formation
 - Connecting the themes in the boxes to form the general understanding of what exactly was being taught
- Recognition
 - Identifying all the objects in the box and connecting similarities

3D Printing

Description:

3D printing is a process for making a physical object from a three-dimensional digital model, typically by laying down many successive thin layers of material. In 3D printing, individuals make a virtual design of the object they want to create. This virtual design is made in a CAD (computer aided design) file using a 3D modeling program. Many libraries around the country have access to 3D printing. I have seen children use them to make games like checkers for a class at school.

This activity can be utilized by either the OT or the client. 3D printing can offer low cost alternatives to many assistive technological advances. Individuals can create their own pieces, or they can select already formed designs and print them at low cost. Locate and attend any groups or organizations that work on products or build them together.

Performance Components:

- Spatial relationships
 - The ability to see as you are designing or selecting a product how the design is laid out and how pieces relate to each other
- Problem solving
 - Identifying client needs, changing designs to meet your specifications, figuring out the software to develop 3D prints
- Visual closer and thinking
 - The ability to connect the item together without necessarily seeing the whole thing

Resources:

Use the following resources to explore thousands of designs, download them for free, customize, and upload your own designs to share.

- Pinshape.com
- Shapeways.com
- 3dwarehouse.sketchup.com
- Thingiverse.com

Current OT related items located on thingiverse.com: Card holders, panel for microwave to isolate buttons, plastic bag caddy, assistive kitchen handles, button hook, zipper pull, key assist, wheelchair cup holders, wheelchair ramp, right angled spoon, plastic cap wrench, Braille block alphabet, door opening lever, tactile disk game, sock aids, nail clipper adapter, orthotics, wheelchair footrest adapter, trigger extender for Xbox controller, games, and the list goes on and on.

Genealogy

"Children who know their family history, who have shared in these stories, develop a sense of self-embedded in a larger familiar and intergenerational context, and this sense of self provokes strength and security."

- Robyn Fivush, Jennifer G. Bohanek and Marshall Duke

Description:

Genealogy is the study of family ancestors with documentation of birth, marriage and death dates through parents, grandparents, great grandparents, as far back as possible. This is similar to family history, the biggest difference is in the research of lineage in a family, and this includes the life stories, occupations, conditions, service, and education. Generally, libraries have unique access to many programs and websites that enable total access to the records that have been recorded. Many librarians are well acquainted with the software or have a specialized genealogical individual to help you through the process. Beginning with a pedigree chart, individuals are able to fill it out as they piece together their family history.

Variations:

- Make a book of family memories including pictures, maps, and stories
- Transcribe stories for record keeping
- Create audio files with loved ones sharing their stories
- Attend a Genealogy class

Intervention Strategies:

This activity is very unique in all components and familial connection individuals are likely to fill. This is a great hobby to help individuals see and learn more about where they came from, what their family had to overcome to get to where they are today, and lets you understand a little more about yourself. This activity will bring out strong personal ties from the individual, inspire sense of worth, give perspective, answer questions, and help instruct us about the things that make life meaningful.

Performance Components:

- Meaning
 - Individuals will find meaning as they locate ancestors and learn of their history
- Problem Solving
 - Locating and placing family where they should be can be hard and time consuming

Resources:

- Familysearch.org
- Ancestry.com
- Myheritage.com

Book Art

Description:

Book art is using books as a medium to make beautiful art. Individuals are encouraged to research on the internet to find a form that they are most interested in. There is such a variety of types of pieces you can make, as well as in the degree of difficulty. To make this activity cost effective, ask your local librarian when you can pick up any books that are being discarded.

This activity is best used when tailored to the needs of the individual you are working with. Some book art requires intense use of fine motors skills and strength of the muscles of the hand, while others require less intense fine motor involvement. Instructions and steps for some can be very difficult, while others allow creativity to drive the project.

Variations:

- Make book art jewelry

Examples:



Performance Components:

- Creativity
 - Select a project, come up with your own brand, make it unique
- Sequencing
 - Challenged by how you make it, what steps and processes are needed

Poetry

"Poetry is when an emotion has found its thought and the thought has found words"

- Robert Frost

"If you can't be a poet, be the poem."

- David Carradine

"Painting is silent poetry, and poetry is painting that speaks."

- Plutarch

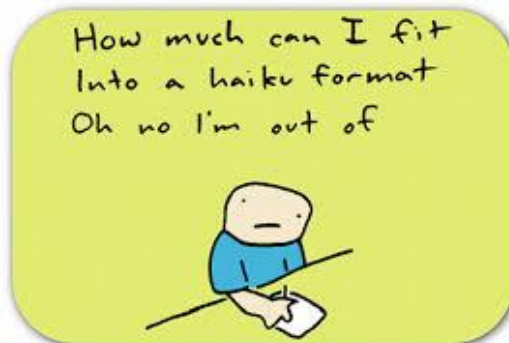
Description:

It is not uncommon for some to quickly retort, I can't do that, I am not a poet. It is important to understand that we all have a story, and we all have different ways of sharing and expressing it. Similarly, there are many types of poetry all having their own unique way of expression. Finding the right poetry for the client to use is an important aspect in this activity. I have found that by explaining clearly how to write the form of poetry, providing instructions, and helping them tie up the loose ends will help them see something they are perfectly capable of.

Libraries are full of books with different forms of poetry. For this activity it may be helpful to identify and present these books with examples before you begin.

3 types of poetry that are easy to use as an intervention:

- Blackout poetry - This form is great because all the words are already on the page and the individual's blacks out the words that are unneeded and you are left with an expressive poem.
- Haiku- Short and sweet, this poem is unrhymed and uses syllables to guide the layout of the 3 lines. The first line is 5 syllables, the 2nd has 7, and the final line has 5 syllables.
- Shape/Concrete poetry- These poems take on the shape of the subject, for example writing a poem about wishing on a star in the shape of a star.



Performance Components:

- Expression of emotion
 - Poem and literature challenges our ability to identify our emotions and lay them out in an descriptive, organized or disorganized fashion
- Self-expression
 - This project allows individuals to say what they are truly feeling in whatever way, shape, or form that fits them

Resources

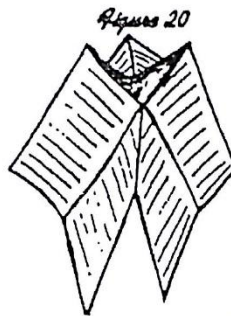
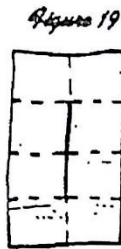
Single Sheet Fold Books

Single Sheet Fold Books (Mazes)

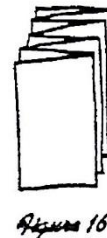
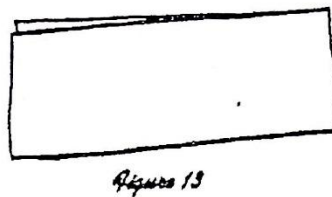
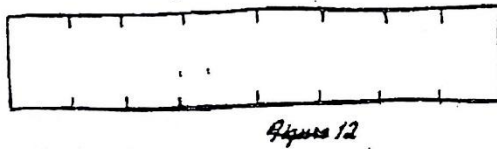
Single-Cut Maze

Fold a sheet of paper in half lengthwise and in quarters crosswise; then open it again. Cut down the center with a craft knife, cutting across the center two quarters (along the solid line in figure 19).

To form the book, pinch the two centers on either side of the cut. Gently pull them apart and down (Figure 20). Then shape the paper into accordion-style folds to make a book (Figure 21). A cover can be added if desired.



FOLD BOOKS



A Traveler's Guide

Pinterest.com	Use as an idea formulator
Kayak.com	Hotel/airfare/rental car research
Greyhound.com	Bus tickets
Amtrak.com	Train tickets
Roadtrippers.com	
Roadtripamerica.com	
Gasbuddy.com	Fuel cost calculator
Independenttraveler.com	Budgeting calculator
Glamping.com	
Mapquest.com	
Discount airlines:	
Flyfrontier.com	
Allegiantair.com	
Spirit.com	
Southwest.com	

Traveling resources for individuals with disabilities:

Disabledsportsusa.org	
Disabledtravelers.com	
Disabilitytravel.com	
Accomable.com	Personalized lodging locator
Barrier-freecruising.com	
Disabledtravelersguide.com	
Tsa.gov/travel/special-procedures	
Makoa.org/travel.htm	

Community Partnership Ideas for After School Programs

- Arts and Cultural Institutions
 - Museums, Art galleries, Zoo, Theater groups, TV and radio stations, writers organizations, literary clubs and collector groups
- Businesses/Corporations
 - Local chamber of commerce, shops, restaurants, banks, business associations
- Child Care/Preschool Centers
- College and Universities
- Community Based Organizations
 - Neighborhood watch, housing associations, civic associations
- County Agencies
 - Department of health, Mental Health, Children and Family Services, Public Social Services, Sheriff, Police, Office of education, Fire and Ambulance, Service planning area councils, Parks and recreation, libraries
- Ethnic Associations
- Faith Based Institutions
 - Congregations, Interfaith associations
- Family members, residents, or senior citizen groups
- Healthcare Organizations
- Media outlets
 - Newspaper, radio, television
- Hospitals, guidance centers, helplines, family crisis and support centers
- Service agencies and Clubs
 - PTA/PTSA, United Way, Clothing and food pantry, Local charities, Red Cross, Salvation Army, Volunteer agencies, Lions Club, Rotary Club, Optimists, Veterans Groups, Foundations
- Sports and Community Health
 - Athletic teams and leagues, local gyms, conservation associations
- Youth Agencies
 - Boys and Girls Clubs, YMCA, Scouts, 4-H

Interview Your Librarian

When you absolutely positively have to know, ask a librarian.

- American Library Association

- What is your favorite aspect of your job? Least favorite?
- What does a day at work look like for you?
- What is your favorite book or genre? I am interested in _____; what book would you recommend?
- Who can borrow books from the library? How many can you check out at a time?
- How long can books, DVDs, audio books, etc. be checked out?
- What is the charge for overdue items?
- What is the Dewey Decimal system?
- What's the difference between a book labeled with an F and a book labeled with an S?
- How would I find a book on a certain topic, i.e. fishing, without using a computer?
- Can you explain the difference between book labels to me?
- If the library doesn't have the book I want to check out, what are my options?
- What electronic resources does the library have available?
- Where/How do libraries receive their funding?
- What events or groups does the library host? How can I find out more information about them?
- What do you do with old books, magazines, etc. when the library no longer has use for them?
- What resources does the library have available for public use that users may not be aware of?
- Do you need volunteers at the library? What responsibilities would that entail?

Library Resources

So many individuals have a very simple perspective of what the library has to offer. Libraries are much more than a place to store and check out books. Here is a list of some of the items and services provided:

EBooks	Personal Development Resources	Computers/Internet	Volunteer/Service Opportunities
Community Classes	Genealogy	Movies	Skill/Craft Programs
Audiobooks	Viewing Local Art	Using/Buying books	Utilize games

How could these services benefit those you serve?

- EBooks are great for individuals who cannot hold books, or have the dexterity to turn them, and for individuals who are homebound or lack transit capabilities.
- Classes are another valuable resource for community education. I have seen a variety of classes covering: fire safety, meal planning, smoking cessation, yoga, first aid, computer programing, job searching, and the list goes on and on.
- Genealogy is a great resource to help people learn and take pride in understanding their heritage. You can attend a class, utilize websites, and create your own Pedigree chart or family tree as activities.
- Games vary greatly between libraries- find out what is available at your local library. Many libraries have puzzles, coloring pages, and board games. Some libraries have doll houses, imaginative play areas, Legos, tinker toys, there are so many things you can address with these items.
- Audiobooks can bring stories back to life for individuals who no longer have the vision to read.
- Study Guides- Study Guide Zone (Bristol Library) offers a series of free study guides on a variety of standardized tests commonly utilized for admissions, licensing, and educational assessment. Prepare for the CDL, Nursing Entrance Exam, ASVAB and much more.
- The computers provide access to a variety of databases and products:
 - Mango Languages: This program is free to Johnson City Public Library card holders. It incorporates interactive tools and rich imagery that eliminates boredom to help you stay engaged. It also allows you to customize your learning experience.
 - Universal Class- Offering over 500 free classes including: computer basics, budgeting and saving, cooking and baking, medical terminology, GED preparation, career training, how to/do it yourself, personal care, pet and animal care, self- help, test preparation and writing skills. You have a 6 month time frame to finish each course. You can access your course via internet 24/7. Each course has a real instructor that you can communicate with. These are non-credit courses. They are provided just for fun or to fulfill continuing education units (CEUs).

- Auto Repair Reference Center- With sections on troubleshooting, as well as care and repair tips, it provides helpful information to guide decision making and aid in the do-it-yourself process.
- Librarians are a greatly underutilized resource at the library. From knowing library services, locating books, to understanding community connections. Individuals can rely and trust librarians to help them find and understand their needs.

As occupational therapists, we are placed in a great position to promote library services. We understand the unique web of interrelated relationships experienced by those we serve. This allows us to point them in a direction to address multiple areas, by providing specific ideas about what they could benefit from and how they are to use the resource found in the library.

Educating our community about services offered at the library fulfills our American Occupational Therapy Association mission and vision statements:

Mission:

The American Occupational Therapy Association advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.

Vision:

AOTA advances occupational therapy as the preeminent profession in promoting the health, productivity, and quality of life of individuals and society through the therapeutic application of occupation.

Occupational therapists should establish a collaborating partnership with local libraries. Here we can help to educate, advocate, lead, and serve our communities by promoting quality of life through utilization of library services.