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doi: <https://doi.org/10.57709/36974342>

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**A HEALTH AND WELLNESS PROGRAM FOR YOUNG ADULTS WITH DOWN  
SYNDROME AT GIGI'S PLAYHOUSE: AN OCCUPATIONAL THERAPY-BASED  
PERSPECTIVE**

by

Erin B. Wooten

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A Capstone Project Presented to the  
FACULTY OF OCCUPATIOAL THERAPY  
GEORGIA STATE UNIVERSITY

In Partial Fulfillment of the  
Requirements for the Degree  
OCCUPATIONAL THERAPY DOCTORATE

April 2024

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## CAPSTONE FINAL PAPER APPROVAL FORM

The Capstone Final Paper is the final product that the OTD students need to complete to report his/her Capstone Project and his/her Capstone Experience.

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<b>Degree Sought</b>	<b>Occupational Therapy Doctorate</b>
<b>Department</b>	<b>Occupational Therapy</b>
<b>Program</b>	<b>Occupational Therapy Doctorate (OTD)</b>

We, the undersigned, recommend that the Capstone Final Paper completed by the student listed above, in partial fulfillment of the degree requirements, be accepted by the Georgia State University.

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## **Acknowledgement**

I extend my sincere gratitude to the faculty of Georgia State University's Occupational Therapy program for their continuous support throughout this project and the duration of the program. A special acknowledgment to Dr. Carolyn Podolski, Dr. Yi-An Chen, and all the mentors and faculty members who have provided guidance and encouragement to our cohort.

I am deeply appreciative of Dr. Emily Buchman for her expertise, unwavering support, patience, and guidance during both the Capstone Project and my journey through the program. Her invaluable feedback, motivation, and provision of resources were instrumental in bringing this project to fruition.

I also want to express my thanks to Howie Rosenberg, Jen Rackley, and Elizabeth Joyce for giving me the opportunity to conduct my project at Gigi's Playhouse. Their mentorship and generous support have been invaluable. To the members of Gigi's Playhouse and their families, I extend my heartfelt appreciation for welcoming me and allowing me to learn alongside them.

Lastly, I am grateful to my family, friends, peers, and all those who have supported me throughout my pursuit of an Occupational Therapy Doctorate. Your encouragement has played a crucial role in my accomplishments, and it has meant everything to me.

## **Abstract**

Gigi's Playhouse (Gigi's) is an achievement center for individuals with Down Syndrome (DS), from birth to adulthood, and their families. Gigi's provides resources, advocacy support, programming, and tutoring free of cost to families. Gigi's Playhouse plays a significant role in supporting individuals and their families and encouraging connections between families and within the community.

It is well agreed upon across research that Down Syndrome manifests as complications of the neurological, musculoskeletal, and cardiovascular systems, typically presenting as muscle hypotonia, intellectual disabilities, congenital heart defects, and short stature (Antonarakis et al., 2020; Mazurek & Wyka, 2015; Pikora et al., 2014; Stefanowicz-Bielska et al., 2022). Individuals with DS are also at a greater risk of developing other health conditions such as autoimmune diseases, sleep apnea, anxiety disorders, and recurrent infections (Antonarakis et al., 2020; Bosch, 2003; Covelli et al., 2018; Mazurek & Wyka, 2015; Pikora et al., 2014; Stefanowicz-Bielska et al., 2022). Gigi's Playhouse understands the needs of individuals with Down Syndrome and has developed programs to increase independence and participation to support overall quality of life across the lifespan. After completing a needs assessment at Gigi's Playhouse, it was discovered there was a gap in important health and wellness topics for young adult members, impacting their independence, participation and therefore, quality of life. This project aimed to address that need and further support the mission of Gigi's Playhouse by bridging the gap to provide an evidence-based health and wellness program for the young adults at Gigi's Playhouse.

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## **SUMMARY**

Gigi's Playhouse is an achievement center for individuals with Down Syndrome (DS) across the lifespan. They provide educational, developmental, nutritional, social, and therapeutic programs, resources, and supports to address the needs and wants of individuals with DS and their families. These services are all provided free of charge to reduce barriers to participation and increase accessibility. Gigi's Playhouse also partners with local and national organizations and companies to increase connections, awareness, and acceptance of individuals with DS.

The current programming at Gigi's Playhouse supports a wide range of needs and age groups with solid participation and results. Part of their mission is to increase acceptance of individuals with DS and minimize the limitations of their disability on participation and independence in life (Gigi's Playhouse Atlanta, 2023). Through early intervention programs and support of families and individuals with DS as early as possible, young children with DS can develop and reach milestones that many underestimate (Krell et al., 2021; Souto et al., 2024). This idea has become more accepted through time and has been more commonly implemented with recent generations of children with DS. The young adults at Gigi's Playhouse and their families have not historically had access to the same programs, resources, and knowledge for DS due to the practices followed during their early childhood years. Through research and speaking with employees and the Director of Gigi's Playhouse, it is notable that currently serviced young adults did not develop the same skills such as language, literacy, vocational, physical, social, etc., that children with DS are developing now. This has led to a decrease in participation and independence in their lives, relying on parents or caregivers to complete ADLs, IADLs, and other tasks. These individuals also have challenges with social and communication skills, limiting the understanding of their abilities, needs and what may be meaningful to them. The

director has gathered information from families and parents over the years and discovered an increasing number of young adults with DS that sleep most of the day, rarely go out in the community, and experience challenges related to being overweight or obese. These factors subsequently limit their ability to participate in simple tasks.

Developing and implementing a health and wellness program focused on young adults with DS to address their unique needs may lead to increased participation, independence, and quality of life (QOL), and decreased reliance on caregivers and parents. The developed program addresses specific needs such as physical fitness, mental health, nutrition, ADLs, IADLs/Life skills, social/communication skills, and functional mobility, among other topics related to healthy daily living. It was developed by an OT student using evidence-based literature with the training and understanding of how to modify and adapt resources and supports to meet the needs of a variety of individuals with disabilities, however, other employees and volunteers who have basic knowledge of working with individuals with Down Syndrome and/or intellectual disabilities will be able to implement the program with appropriate training. The program developed for this Capstone Project was also informed by insights gained from interviews with Gigi's Playhouse employees and families and observations by an OT student. An assessment geared towards parents/caregivers was created and disseminated to evaluate the current levels of participation and independence of 9 young adults with Down Syndrome who are all currently in a program at Gigi's Playhouse. The program guide was developed for a 14-week program for young adults with DS. In the future, the program will be presented in person one time a week using appropriate materials with visuals to introduce topics and support mastery of said topics. These topics can be completed with provided materials and the skills can be translated to home settings where parents/caregivers can assess carryover and efficacy of the program. This program



will serve as an evidence-based guide to support young adults with Down Syndrome to increase functional independence and participation. This program will provide direct benefit to the individuals and families within the current program at Gigi's Playhouse, or in the future. It could also provide other Gigi's Playhouses or organizations with an idea of topic areas or resources to use when working with young adults with DS.

## **CHAPTER 1**

### **Literature Review**

#### **Existing Literature**

Being the most common chromosomal condition in the United States, Down Syndrome (DS) is commonly researched with studies published across the world (de Graaf et al., 2022; Varshney et al., 2022). Yet, people with DS experience greater comorbidities and poorer health outcomes than the general population (de Graaf et al., 2022; Varshney et al., 2022). From birth to death, individuals with Down Syndrome share similar physical traits and often experience similar co-morbidities. There are a multitude of studies that have reported on physical fitness/exercise, nutrition, aging, caretaking, mental health, social skills, medical health, complications/co-morbidities, education/literacy, physical/speech language/occupational therapy, among other topics, however, there are currently no clinical practice guidelines on these content areas to shape interventions (Shields, 2021). The review of evidence on the aforementioned content areas provided a holistic foundation from which to design a health and wellness program with targeted outcomes for individuals with Down Syndrome.

A vast body of research shows that individuals with Down Syndrome experience physical characteristics such as muscle weakness, hypermobility, osteoporosis, diabetes, cardiovascular challenges, and thyroid disease leading to increased risk of stroke, decreased levels of physical

fitness/exercise, increased rates of obesity and weight challenges (Shields, 2021). Shields (2021) has noted that aerobic and strengthening exercises, progressive resistance training, and balance training have been beneficial to individuals with Down Syndrome. This author also contends that exercise programs should consist of one hour of exercise and one hour of education as this combined intervention approach was shown to improve attitudes towards exercise and psychological well-being. Individuals with Down Syndrome who experience low cardiorespiratory fitness display decreased participation in daily and recreational activities; therefore, it's important to address these challenges (Shield, 2021). Rodriguez-Grande et al., (2022) supported this idea in a systematic review that concluded engagement in physical, physiotherapy or therapeutic exercises can promote independence in ADLs and mobility, which can then assist in development of motor skills and functional performance. Hardee & Fetters (2017) also found that a range of exercise interventions, such as biking, dancing, strength training, etc., support a positive impact on daily life activities and participation for individuals with Down Syndrome. Using a range of exercises was also found to promote increased engagement and longer compliance, leading to increased health quality of life (Hardee & Fetters, 2017). While exercise can be carried out by a multitude of individuals and specialties, Occupational Therapists are trained to teach client-centered exercises that are modified or adapted to match physical abilities of participants. They also can teach others the principles to employ to lead effective exercise programs. It is important for individuals with Down syndrome to complete physical exercise properly due to common physical challenges, and to maintain current health and prevent injury (O'Neill, 2020).

Research addressing early dietary interventions and the role it plays in current and future health conditions aligns with stakeholder feedback acknowledging that nutrition and diet also

play a significant role in the lives of individuals with Down Syndrome (Mazurek & Wyka, 2015; O'Neill, 2020). Mazurek & Wyka (2015) discussed the importance of addressing diet early on in life as it has the potential to delay or decrease the risk of conditions related to Down Syndrome, increasing quality of life. Individuals with Down Syndrome commonly experience challenges with body weight, which often leads to other co-morbidities. For example, a study completed by Pikora et al. (2014) found that individuals with Down Syndrome have triple the risk of developing a thyroid condition if they are overweight or obese. Having multiple stakeholders involved such as dietitians, primary care providers, educators, caregivers, and family plays a significant role in health promotion, building healthy routines and habits throughout multiple facets of life, and providing consistency in terms of diet (O'Neill, 2020). An influential aspect of early intervention, stakeholder involvement and establishment of habits is the promotion of self-determination to enable individuals with Down Syndrome to make their own choices and participate in their care (O'Neill, 2020). O'Neill (2020) found that offering individuals training in making health choices in natural contexts and using real-life experiences such as grocery shopping, meal prepping, and cooking helps to increase the likelihood of establishing healthy routines and habits. Nutrition alone is not enough to transform the lives and health of those with Down Syndrome, however, coupled with other aspects of health, it can play a huge role and become an established part of life for an individual with Down Syndrome and their family. Training and experiences supporting nutrition and establishment of healthy choices can be incorporated into occupation-based programs led by OTs with the goal of promoting self-efficacy, independence, and health (O'Neill, 2020).

Across research on daily living skills, there is agreement that young adults with Down Syndrome have limited participation and independence with instrumental activities of daily

living (IADLs) which includes cooking, cleaning, laundry, finances, etc. (Brugnare et al., 2024; Krell et al., 2021; Alesi & Pepi, 2017; Rodriguez-Grande, 2022; Hardee & Fetzters, 2017; Matthews et al., 2018). Also, these skills are important parts of functioning that if not completed, can lead to a decrease in physical health and increase in occurrences of health conditions or comorbidities. Cyclically, if there's a decrease in health, it can also contribute to limited or decreased participation in IADLs or functioning (Alesi & Pepi, 2017; Rodriguez-Grande, 2022; Hardee & Fetzters, 2017; Krell et al., 2021; Matthews et al., 2018). The decrease in participation may also be influenced by limited self-determination, independence, and freedom from parents/caregivers (de Graaf, et al., 2019; Krell et al., 2021; Souto et al., 2024). Data collected over 6 years from 192 adults with Down Syndrome found that most of the adults indicated an IADL (i.e., meal prep, house tasks, cooking) was a preferred activity they would like to learn and demonstrate increased independence with performing (Krell et al., 2021). OTs can be involved in instilling initiation skills, self-determination and IADL practice to support young adults (O'Neill, 2020). Also, OTs can educate, train, and encourage caregivers to support independence and participation in IADLs in the home (O'Neill, 2020).

Along with physical challenges, individuals with Down Syndrome often experience mental health challenges such as depression and anxiety (Pikora et al., 2014; Santoro et al, 2023). If mental health challenges are not addressed, individuals with DS are at risk of a decrease in quality of life, healthy lifestyles, development, participation, and independence; impacting comorbidities and overall wellness (Pikora et al., 2014). A study in 2014 by Pikora et al., showed that out of 200 individuals with Down Syndrome, less than 30% reported they had a mental health condition whereas 75% of parents/caregivers reported that depression and anxiety impacted their child or young adult's daily life. Another study found that families indicated they

valued mental health services and information, however there was a lack of awareness that prevented proper care for individuals with DS (King et al., 2022; Santoro et al., 2023). Mental health challenges exist for individuals with DS, often at higher levels than addressed or recognized. This presents a need for programs to incorporate related topics to ensure continued wellness, and participation and independence in life.

Information regarding health, daily life, and meaningful activities or occupations for individuals with DS is important when planning and establishing social and health interventions (Covelli et al., 2018; Matthews et al., 2018; Carfi, et al., 2019). This information makes up a large portion of the life of a young adult with DS, especially when considering comorbidities, future health, and current participation in activities. Evidence has shown that social participation worsens as their health worsens, showing the role that physical and general health plays on social health (Hardee & Feters, 2017; Covelli et al., 2018; Pikora et al., 2014). Hardee & Feters (2017) found that using specific physical interventions or exercises such as dancing, or group training may increase social participation and activity levels. O'Neill (2020) found that individuals with DS benefit from social support and peer modeling. This idea was further supported with a study that looked at over 300 young adults with Down Syndrome, suggesting that social skills can and will be developed at a higher level if young adults are presented with more stimulating environments, available resources and opportunities, modeling of skills by family and friends, and real-life situations to practice (Van Garmeren-Oosterom et al., 2013). OTs can play a significant role in developing social and communication groups or programs using real-life experiences, peer modeling and other opportunities to learn and implement skills. With the use of evidence-based techniques and supportive opportunities, OTs can promote social

skills and resources that align with co-morbidities, health, and families to support carryover (Covelli et al., 2018; O'Neill, 2020; Souto et al., 2024; Van Garmeren-Oosterom et al., 2013).

Since young adults have challenges communicating and socializing - one study finding 90% of young adults with DS experience difficulties – it is important to find an alternative way to teach and promote practice and mastery of skills (Van Garmeren-Oosterom et al., 2013). Kristensen et al., (2022) found that on average, young adults with DS had significantly lower verbal and expressive skills and motor planning for communication (Daunhauer & Fidler, 2011). However, it was found that young adults with Down Syndrome had strengths in visual-spatial working memory and visual-spatial skills. This finding suggests the need for visual stimuli and design considerations to capitalize on their strengths when creating resources and tools for this population (Daunhauer & Fidler, 2011).

O'Neill (2020) emphasized the important role OTs can play in health promotion for individuals with Down syndrome, especially as they age. Other studies emphasized the need for individuals, such as OTs, who work alongside the Down Syndrome population to understand the complexity of the condition and the need for comprehensive and holistic management (Brugnaró et al., 2024; Carfi et al., 2019; Raj et al., 2020; O'Neill, 2020; Krell et al., 2021). OTs understand the physical, mental, emotional, and cognitive challenges for individuals with Down Syndrome. They are trained to adapt interventions as necessary to enhance the functional performance of each client. An OT also uses meaningful occupations, ADLs, IADLs, exercise, and socialization opportunities to develop and implement interventions to facilitate behaviors and routines to support overall health and wellness. Findings emphasized the importance of stakeholders, such as OTs, in supporting and promoting healthy habits and routines for individuals with Down Syndrome to maintain current health, prevent future health challenges, promote participation in

meaningful activities, along with accountability and maintenance of health (Brugnaro et al, 2024; Carfi et al., 2019; Raj et al., 2020; O'Neill, 2020; Krell et al., 2021). An OT's perspective in facilitating health routines, habits, conversations, advocacy, and development and implementation of programs to support individuals with Down Syndrome can play a significant role and benefit not only for individuals, but families as well (Brugnaro et al, 2024; Carfi et al., 2019; Raj et al., 2020; O'Neill, 2020; Krell et al., 2021). OTs also specialize in using task-analysis, modifications, and adaptations to match cognitive and physical abilities to tasks, decrease risk of injury, and individualize components to ensure the maximal benefit during interventions and programs (O'Neill, 2020).

### **Gaps**

There are no evidence-based exercise, nutrition, mental health, social/communication, or program guidelines for individuals with Down Syndrome, however there are common findings in research regarding similar needs, comorbidities, characteristics, etc. for individuals with DS. There have been many studies on the physical and nutritional health of individuals with DS, but there are noticeable gaps when looking for literature on communication/social skills, mental health, IADLs, and parental resources. There is a need for further exploration on these topics to not only support programs such as this one at Gigi's Playhouse and other community organizations, but to provide a greater understanding of relevant topics and how to correctly address them. OTs can play a role in expansion of research as they commonly work alongside individuals with DS and their families from childhood into adulthood. OTs have the skills and knowledge to further expand literature about overall health and wellness including physical, mental, social, and occupational health and the significance they have on functional

independence and participation, especially for individuals with DS and other disabilities. OTs are extremely qualified to address these topics and develop, implement, and evaluate programs to benefit individuals with DS, however, limited articles were informed by OTs or mentioned them specifically as recommended stakeholders.

### **Propositions for Future research**

Despite Down Syndrome being extremely common, limited research has been done outside of the primary topics of physical exercise, nutrition/diet, and socialization. And as stated before, there are still no clinical guidelines for these topic areas either. One big proposition for future research is the impact of early intervention, or lack thereof, on current adults with Down Syndrome. The resources available today versus what was available ten years ago have changed drastically, and children with DS are receiving an increase in care, therapy, knowledge, education, support, and more. Yet, current adults with DS and their families, did not receive the same level of support during the childhood years and therefore, a gap in knowledge and service provision exists for this age group. This conclusion is evidenced by the increase in volume of evidence-based articles within the last 10 years, along with reports from organizations such as Gigi's that have noticed this trend. Another topic that was observed at Gigi's Playhouse and discussed in an article by Alesi & Pepi (2017) was the key role of parents, families and/or caregivers – as facilitators and a barrier. Alesi & Pepi reported that motivational and emotional support of parents/caregivers influences an individual with DS' participation in physical activity, with parents/caregivers often underestimating abilities and being overprotective due to assumptions surrounding existing gross motor, communication, and cognitive challenges (2017). Aside from physical activity, this trend seems to continue into involvement in other activities such as IADLs, employment, public transportation, social outings, and general independence



(Alesi & Pepi, 2017). Yet, lack of involvement in activities or tasks has shown to have negative implications such as decrease in independence, functioning, physical and mental health (Alesi & Pepi, 2017; Rodriguez-Grande, 2022; Hardee & Feters, 2017; Krell et al., 2021; Matthews et al., 2018).

There was also limited evidence on a plethora of topics that are relevant to individuals with DS and their families such as: job/vocational skills training, employment, educational programs, use of technology, menstrual health, sexual education, intimacy, and learning/teaching techniques. Not only would this research lead to increased understanding of individuals with DS, but also provide medical personnel, families, community organizations, schools, and other stakeholders with evidence-based literature to best support these individuals. OTs can play a role in not only researching these topics, but also carrying out programs to support individuals with DS, their families, communities, and bridge gaps in related care, knowledge, and interventions.

## **CHAPTER 2**

### **Needs Assessment**

#### **Site Visit**

When speaking with the director of Gigi's Playhouse, we discovered a significant difference in physical, social, and communicative abilities of individuals with DS who were younger versus older. These differences were observed at Gigi's Playhouse and has been discussed in research as well. Due to historical lack of acceptance, understanding and availability of resources for DS, individuals weren't provided the same opportunities and resources (i.e., school, community engagement, employment, etc.) as current individuals and families are today

(Agarwal & Kabra, 2014; Connolly, Morgan & Russell, 1984; Gibson & Harris, 1988). An area of life for young adults with DS that was often being overlooked or not even considered was health and wellness, despite the increased occurrence of health conditions for this population (Agarwal & Kabra, 2014; Carfi et al., 2019; Brugnaro et al., 2024; Matthews et al., 2018; Krell et al., 2021). From the Gigi's Playhouse director's perspective, as informed by his experience and as evidenced by research, individuals with DS experience challenges in aspects related to nutrition (Bialek-Dratwa, A. et al., 2022; Cañizares-Prado, et al., 2022; Di Noia & Prochaska, 2010; Martínez-Espinosa et al., 2020; Nordstrøm et al., 2020), physical activity (Hardee & Fetters, 2017; Rodríguez-Grande et al., 2022; Shields, 2021), social skills, community integration (Covelli et al, 2018; Hardee & Fetters, 2017; Pikora et al., 2014; Van Gasteren-Oosterom et al, 2013), occupational health (O'Neill, 2020; Pikora et al., 2014), and mental health (Pikora et al, 2014), impacting their lives in and outside of the home in differing, yet significant ways. Challenges in these areas are especially seen among the young adults at Gigi's, with their current programming requiring increased time to complete activities, increased support of volunteers, and at times, one on one supervision for participation and understanding of topics.

### **Literature Review**

Using an umbrella literature review, over 20 articles were found to support this program and illuminate the gaps in health and wellness for young adults with DS. An umbrella review was used to discover a wide variety of articles and topics to understand what is currently used in practice and present knowledge surrounding health and wellness for individuals with DS. It was also helpful to highlight the gaps in various topics, for example mental health and Down Syndrome, that need further research. The review was completed using PubMed, AOTA, and CINAHL. The search was conducted using keywords and MESH terms such as, down syndrome

AND physical activity; occupational therapy AND down syndrome; health promotion AND down syndrome; Down syndrome AND health; Down syndrome; young adults with down syndrome; down syndrome AND families. Over 1,000 articles were found, however they were narrowed down to only include articles within the last 10 years focused on individuals with Down Syndrome and/or intellectual disabilities. The types of study designs and interventions were similar but ranged from qualitative and quantitative studies to systematic reviews and scoping reviews. Outcome measures varied among the articles, however, the ICF framework was often referenced. It looks at functioning and disability and contextual factors with the purpose of measuring health and disability (National Center for Health Stats, 2012). A common theme among findings was that there is a need for health promotion related services and programming for individuals with Down Syndrome, especially adults, to prevent or manage co-morbidities and the impacts. Another finding mentioned in several articles was that there is neither prescribed health routines or guidelines for physical or mental health interventions nor tips for how to address commonly experienced health conditions such digestive, metabolic, endocrine, sensory, muscular, cardiovascular challenges, among others.

Down Syndrome is one of the most common chromosomal conditions in the U.S. and is coupled with a plethora of co-morbidities and health complications, especially if action is not taken to prevent or maintain health. Individuals with Down Syndrome, especially young adults who are at an elevated risk for developing these complications, also experience challenges with health literacy, intellectual disabilities, and health promotion. Therefore, they may not understand or have a complete knowledge of healthy lifestyles/choices or how to apply health knowledge. It is evident in the literature review the need for general guides to support individuals with Down Syndrome, especially as they age. Aspects of health and wellness such as physical,

mental, social, emotional, and occupational should be addressed to increase participation and support functional independence. Techniques that focus on building self-efficacy and competency should be used to engage individuals with DS in their care and promote carryover. It is necessary to address all aspects of health and wellness, and it is possible with the help of stakeholders like physicians, caregivers/families, occupational therapists, educators, community partners, etc.

## **Conclusions**

To address the previously discussed gaps in services for individuals with Down Syndrome, Gigi's has created a program for young adults 18 years and older with DS called "The Achievers". This program, once developed and implemented, will not only address these gaps, but recognize current abilities and encourage increased participation, independence, and carryover to address what is most relevant for these individuals - life skills and general health and wellness. Due to the complexity of conditions and situations among individuals with DS, an occupational therapy (OT) approach to program development and implementation will facilitate a holistic examination of the participants and context. The holistic perspective of OTs, who utilize resources such as the use of occupations, will ensure appropriate modifications or adaptations occur for understanding and mastery (O'Neill, 2020; Pikora et al., 2014). This program will also focus on increased participation and independence to decrease health risks and dependence. It will also incorporate community and familial stakeholders for accountability and carryover to other settings (i.e., home, job, community).

## **CHAPTER 3**

### **Capstone Plan and Process**

The original plan of this Capstone Project was to carry out a research study through the development and implementation of a 6-week health and wellness program within the 14-week Achiever's Program. A study protocol, informed consent, assessment form, and program outline were approved by the IRB to use at Gigi's Playhouse. With IRB approval, a LAR (legally authorized representative) permission and informed consent form was delivered via email and in person to parents/family members of the 9 individuals in the third week of the 14-week Achiever's program. As can occur in community-based research, consent was not obtained in time to implement the program within the parameters of this project and experience. After receiving only 3 consent forms for participation, this intervention study transitioned into a 14-week evidence-based health and wellness program development project. Working in the newly formed Achievers Program was crucial for real-time development and reflection on the OT-based program guides. The proposed final program was modified based on the pilot offering during the Capstone Experience and presented to the Gigi's Playhouse team for future implementation and sustainability plans.

### ***Capstone Experience Protocol for Program Development***

#### **Site Description**

Gigi's Playhouse is an achievement center for individuals with Down Syndrome (DS), prenatally to adulthood, and their families. They strive for global acceptance of a Down Syndrome diagnosis and want to transform the way the world views individuals with Down Syndrome. They also want families to feel supported throughout their child's life, as they

develop, start school, apply for jobs, go to college, and grow older. Gigi's Playhouse provides resources, advocacy, programming, tutoring, and community engagement free of cost to families. They rely on donor funding and volunteers to make this possible, along with the support of their Board and 3 full-time employees who ensure individuals and families are provided for on a day-to-day basis. Gigi's Playhouse plays a significant role in not only supporting individuals and their families, but also encouraging connections between families and within the community to ensure full access and opportunity in schools, jobs, and more.

Their existing programs support individuals with DS of all ages, with topics ranging from fitness, nutrition, music, speech, literacy, job skills, social skills, and more. The capstone project will support the young adults at Gigi's Playhouse as this population has aged out of school and are transitioning to another stage of life. The project will focus on the development of an evidence-based program to support the Achievers Program. Young adults must apply to the Achievers Program, with acceptance based on a need improve independent living skills, fitness, and nutrition and commitment to the 14-week program (Gigi's Playhouse Atlanta, 2023).

### **Process to Develop Evidence-Based Program**

Resources were gathered from various websites due to the nature of topics. Evidence-based articles were used to support the physical exercise routines with balance training, progressive resistance training, and other physical fitness modalities. Research articles emphasized the importance of occupations such as ADLs, IADLs, hobbies, jobs, socialization, among others, to support the health and wellness of individuals with Down Syndrome and increase participation, independence, and self-efficacy. Using skills in activity analysis, task and environmental modification and other foundational principles from OT education, along with support from articles, resources for the program were developed. Educational websites were used

along with lesson plans where visuals were created to support goals, lessons, and chaining strategies, as examples. This program was informed by the evidence from over 10 years of research looking at individuals with Down Syndrome across many domains of health and wellness. This program not only incorporates evidence-based findings but uses the holistic perspective of a student OT to bridge the gaps between evidence and service. . It was hypothesized that increased visuals for demonstration and interaction would be needed due to the presence of intellectual disabilities and limited literacy abilities of the individuals participating in this program. To ensure understanding and eventually mastery, visual steps/processes, forward and backward chaining, modifications, adaptations, and errorless learning were approaches built in to support these individuals (Daunhauer & Fidler, 2011; Gigi's Playhouse Atlanta, 2023).

## **CHAPTER 4**

### **Output for Program Development**

#### **Proposed Methodology**

##### ***Intended Participants***

The participants for this program will be individuals who have Down Syndrome who are 18 years and older. They will be members of Gigi's Playhouse and have either graduated or aged out of school. They will also have applied and been accepted to the newly created Achievers Program.

##### ***Recruitment***

Recruitment methodology will be convenience sampling. The individuals with DS and their families will have applied and agreed to participate in the Achievers Program at Gigi's Playhouse.

### ***Inclusion/Exclusion Criteria***

Inclusion criteria will be Gigi's Playhouse members, who have Down Syndrome and who are in the young adult Achiever's programming, aged 18+ years old. They must provide their own transportation or set-up transportation with the Gigi's Playhouse Director.

Participants will be excluded if they are ages birth-17 years old and are not a member of Gigi's Playhouse and Achiever's program.

### **Proposed Intervention**

The 14-week OT program guide developed within this project will be later implemented to address the needs of the young adults with DS in the Achievers Program, as this program was newly created and does not currently have an established program curriculum. The program was developed to consider the cognitive level, functional performance level, and interests of the participants which will be addressed at Gigi's Playhouse for one to two hours during weekly programming. Information and handouts will be provided to support their learning on various topics, using mainly visuals. An evaluation instrument was created to align with the program and will be provided to parents/caregivers pre and post program. Data analysis will take place to understand if there is any correlation between program participation and increased health and wellness participation and independence.

### **Assessments**

An assessment will be provided for family members and parents to complete as they observe their young adult in the home setting over the 14-week Achievers Program. The program is predicted to influence change in participation and independence with ADLs, IADLs, and home activities, along with establishment of routines. The pre-assessment will be provided prior to the



start of the module and will contain questions related to these aforementioned topics that will be addressed in programming. Parents will then observe their young adult over the 14-weeks and be asked to complete the same assessment to be used as comparison.

## **Training**

Training will be necessary to gain knowledge about individuals with intellectual disabilities, specifically those with Down Syndrome. This foundational knowledge will be critical for implementation so the program leader can present information and modify it to fit the needs of various cognitive levels and learning styles, mostly visual learners. It is important to have a general understanding of task analysis, chaining strategies, modifications, adaptations, and errorless learning as this is what will be most supportive to individuals in the program. Materials and resources will be provided, along with suggestions to support implementation, however aforementioned training will be necessary to understand how to appropriately present the information to ensure learning and mastery of content for the individuals in the program.

## **CHAPTER 5**

### **Discussion and Impact**

#### **Key Findings**

Findings from the literature review and needs assessment demonstrated broad patterns of functioning and needs across the Down Syndrome community. Whereas assessments from families and supervision of the young adult programming at Gigi's Playhouse provided individual patterns and findings that informed development of applicable resources for this specific population. Both sources of information provided information leading to the conclusion that increased research for individuals, specifically young adults, with Down Syndrome, is

needed. Articles discussed the present state of research regarding health and wellness of individuals with Down Syndrome. Physical exercise was a clear topic of interest. There were gaps in research on nutrition, diet, metabolism, mental health, independence, participation, socialization, among others, that play a significant role and can have a positive or negative impact on those with Down syndrome. Evidence-based findings indicate that decreased physical, mental, and social health lead to decrease in occupational participation and functional independence (Covelli et al., 2014). Also, it is well known and researched that this population experience co-morbidities and obesity at an increased rate compared to the general population (Pikora et al., 2014). This program guide was created using findings from the literature and clinical knowledge gained from real experiences with young adults with Down Syndrome. It was designed to not only support the mission of Gigi's Playhouse, but to capitalize on the abilities, address the needs, and offer a potential way of to bridge existing gaps in programming recommendations for young adults with Down Syndrome. Importantly, this programming was developed to increase participation, independence and improve overall health and wellness. From an OT perspective, the program takes an overall approach to maintain current physical health levels and prevent the onset of common comorbidities (AOTA, 2020). The 14-week program uses current evidence-based information, but also introduces topics that may get overlooked or disregarded as important. Mental health and community involvement are two such topics. OTs recognize these areas as impactful for health and wellness of these adults who have aged out of school (AOTA, 2020).

From reading a dearth of professional literature on Down Syndrome, it was clear that many articles cited the ICF model or had outcome measures such as functioning, ADLs, or IADLs. Other articles explicitly stated the role OTs could play in program development, implementation,

and as a stakeholder for an individual with Down Syndrome. It is evident from the OT framework, research and from observations supervising groups of individuals with Down Syndrome, the role that an OT can play in the lives of these individuals, and in developing and implementing programs (AOTA, 2020). Programs such as this proposed program have a focus on using occupations such as ADLs, IADLs, work, and leisure activities, to not only increase functional participation and independence, but support outcomes related to motor skill development, physical fitness, mental health, socialization, confidence, and self-efficacy, to name a few.

Creation of the 14-week program outline for the Achiever's Program, including handouts and suggestions for weekly activities and goals, has a short-term impact on Gigi's Playhouse. This program provides evidence-based information from an OT perspective and breaks down each session into steps to ensure anyone can deliver it. In this way, it provides a package for programming and a way to engage their members during the day. Repeated offering of this program with enhanced integration of parent/family would increase carryover of learned material to other settings like the home or community. The anticipated long-term impact of this project would be that this program encourages self-efficacy and promotes participation and independence for young adults with Down Syndrome. Also, it theoretically would support mastery of certain skills (i.e., IADLs, socialization, coping strategies) that can be applied outside of Gigi's Playhouse to support their health and wellness.

### **Limitations**

There were many unforeseen limitations that hindered the implementation of originally planned programming for this project. Parents or LARs were provided consent forms for their young adults to participate in the OT-based project. These consent forms were not returned in

time for the original programming, so the project transitioned to a 14-week program guide developed in synch with the first offering of this program. Population characteristics observed in the first two weeks of the program, including difficulties with mastery, generalization, and carryover of information, led to evolution in the development of resources to match the abilities of the participants. In some cases, prepared information had to be heavily modified. Despite the persistent need to adjust pre-planned programming, participating in a pilot-version of the program, and developing resources in real-time supported crucial insights into the needs and goals for the young adults participating in the program.

Another population characteristic that was unanticipated was the high dependence level on parents and caregivers within the home setting. The skills and activities taught in the program had limited carryover at home even though the young adults with DS demonstrated the capability to complete tasks, some with guidance or extra time, in the program. Current health conditions and comorbidities also played a role in limited or modified participation in the physical aspect of the program. Back problems, obesity, knee problems and deconditioning led to difficulties with completing exercises and tasks that required extended standing, sit to stand positioning, and balancing. Modifications and adaptations were made which increased participation and success, however potential benefit and injury was a concern.

### **Sustainability Plan**

A 14-week program guide was developed based on the findings from this program. The program guide contains outlines for weekly programming, along with resources, handouts, communication activities, do-it-yourself (DIY) snacks, and weekly goals. The weekly programs follow a schedule that supports mastery of units such as healthy habits and routines, IADLs and life skills, social skills and communication, community safety and leisure activities. They have

been planned out strategically throughout the 14 weeks to ensure various topics will be covered and practiced within the units. The provision of the binder and resources in a Gigi's Playhouse OneDrive folder will allow for any employee or volunteer with general knowledge of Intellectual and Developmental Disabilities and Gigi's Playhouse to carry out the program. Gigi's Playhouse has 3 full-time employees but relies on volunteers and therefore, this will support the ability of volunteers to run the program if need be. This will support the transition and continuation of the program during different seasons and with different Gigi's Playhouse members. Gigi's Playhouse committed to continuing implementation, along with supplying physical resources and funding experiences, to support activities listed in the program guide to facilitate sustainability.

### **Conclusions**

There is considerable need for a program such as this one to support young adults with Down Syndrome as they age and continue to engage in meaningful occupations throughout their adult their lives. There has been a history of limited resources and opportunities for these adults that limited interactions, learning, independence, and participation in various aspects of life, including in the home setting. Parents/caregivers had to be responsible for finding resources in the community as their child grew up since they were not as readily available as they are now. This limited participation in activities outside the home also played a role in the wide range of language, reading, communication, social, skills that some individuals with DS possess, and others do not. This phenomenon is clear at Gigi's Playhouse, as it surely is in other resource centers that support individuals with DS of all ages. The younger generation of children with DS have had access to early-intervention resources and the consequences of access to these services is evident in their increased ability to communicate, read, write, participate, engage in activities, socialize and more. There is a need for further research on this observed trend among the DS

population so that programs such as Gigi's Playhouse can more easily understand the needs and gaps for young adults with DS. It is also important for present and future programming to collaborate with and include caregiver, family, and parent feedback when designing a program as they can be the true facilitators and/or barriers to progress with young adults with Down Syndrome (Souto et al., 2024; Raj et al., 2020). Occupational therapists can play a role in the research needed to support young adults and aging individuals with DS to discover more about their needs, especially in terms of health and wellness. OTs can also develop and implement healthy habits and routines in a young adult with DS's life, along with educate and support parents/caregivers. OTs can play a significant role in increasing an individuals' participation and independence in their lives and support what is meaningful to them.

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## APPENDIX 1

### Learning Objectives

<b>Learning objectives (LTGs)</b> (What you hope to learn; must fit with the GSU OT Curricular Design & Objectives)	<b>Short-term objectives (STGs)</b> (Short-term steps to help you reach your learning objectives)	<b>Learning activities</b> (What you will do to achieve the learning objective)	<b>Outcome measures</b> (What will you produce as evidence for achieving the learning objective; the deliverables of your project)
1. Develop 14-week programming for young adults with DS at Gigi's to promote knowledge and confidence in health and wellness topics	1. Create learning objectives for program with information from needs assessment and lit review 2. Create budget for programs 3. Create handouts for program	1. Research method of delivery for handouts, programming, etc. 2. Incorporate feedback from Needs Assessment with Gigi's employee and parent	1. Info handouts for members and caregivers 2. Program guide

2. Completed 14-week program outlines with demonstration by week 13-14	1. Incorporate feedback from Gigi's members, employees, and volunteers 2. Individuals with DS will practice learned skills in real-life scenario	1. Connect with Howie on how to share handouts 2. Schedule and coordinate with	1. Promotion of practicing to support socialization, carryover and understanding of health and wellness topics
3. Create sustainability plan to promote future implementation by week 13.	1. Provide outline, slideshows, videos, handouts 2. Receive and incorporate feedback from Gigi's employees 3. Calculate budget	1. Gather feedback from employees, members, and caregivers	1. Sustainability plan for the next 2 years – either to be carried out by Gigi's employees, OT students, etc.

## APPENDIX 2

### Supervision Plan

#### Scheduled meetings

The site mentor and student will establish a weekly, 30 minute in-person meeting to discuss the student's progress in relation to the capstone experience. The student is responsible for submitting any scheduled deliverable components to the site mentor prior to the meeting for review. The student will complete a log of each meeting completed, the topics covered within the meeting, and any deliverables that were submitted. The student and the site mentor will initial the log after each

meeting and sign the log at the completion of the capstone experience. The student may interact with and meet with the site mentor additionally throughout the week when necessary.

Week	Time and Date	Topics Covered	Deliverables	Student Initials	Mentor Initials
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					
Week 12					
Week 13					
Week 14					

#### Communication methods

The student and the site mentor will communicate in-person or via email, phone call, text message, and online virtual meetings. The student is expected to initiate and maintain regular communication with the site mentor whether on or off-site.

#### Resolving Conflict

If any conflict arises, the student will have open communication with the site mentor and request to have an in-person meeting to discuss a plan to resolve the conflict. The Capstone Coordinator will be contacted and invited to the meeting if necessary.

#### Specific requirements of the project

The student is expected to complete a 14-week capstone experience in which no more than 20% of the time can be completed outside of the mentored practice setting. A total of 560 hours must be completed. A time log will be developed by the student to track achievement of the required hours. This time log will be signed by the student and the site mentor at the end of each week.

The total hours completed will be documented at the bottom of the chart at the completion of the capstone experience and both the mentor and the student will sign off on the completed hours.

The student is also expected to produce deliverable materials as part of the capstone experience.

The students will develop a timeline in which deliverables are expected to be submitted for review by the site mentor. Each deliverable will be expected to be completed on the Friday of the assigned week. The student and site mentor will initial this log upon the completion of each

deliverable item and sign the bottom of the log in the final week of the capstone experience. At the completion of the capstone experience, the student is expected to disseminate these deliverables in accordance with the policies of GSU's OTD program.

Time Log

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total</b>	<b>Student Initials</b>	<b>Mentor Initials</b>
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								

Total hours: \_\_\_\_\_

Student signature \_\_\_\_\_

Mentor signature \_\_\_\_\_

Timeline of deliverables

<b>Week</b>	<b>Deliverables</b>	<b>Completed?</b>	<b>Student Initials</b>	<b>Mentor Initials</b>
Week 1	Supervision of adult programs			

Week 2	Outline and Objectives of Capstone project; Development parental assessment evaluation			
Week 3	Program scheduled on Gigi's calendar; handouts/materials prepared to assist program; Disseminated evaluation to parents			
Week 4	Program outline week 1-3			
Week 5	Program outline Week 4-6			
Week 6	Program outline Week 7-9			
Week 7	Program outline Week 10-11			
Week 8	Program Outline Week 12-13			
Week 9	Program Outline Week 14; Build resource folder for Weeks 1-8			
Week 10	Build resource folder for Weeks 9-14			
Week 11	Receive feedback from members, employees, etc. to incorporate into future program, sustainability plan			
Week 12	Incorporate feedback and adjust resources and program outlines accordingly			
Week 13	Final celebration of programming			
Week 14	Final presentation			

Student signature \_\_\_\_\_

Mentor signature \_\_\_\_\_

Expertise desired from site mentor

- Knowledge about how to plan and implement successful programming from start to finish for individuals with Down Syndrome of from birth to 24+.
- Use of effective communication within and outside of the organization – with employees, individuals with Down syndrome, families, community members, etc.
- Ability to build a team and accomplish goals through collaboration
- Management of a team of various professions (i.e., Gigi's employees, SLP, OT, PT, etc.) to accomplish common goals



- Established rapport with individuals with DS and their families
- Develop and approve operations and budgets
- Grant writing to fund programming, events, and operations at Gigi's playhouse

-

#### Capstone Student Roles and Responsibilities:

- Understand and abide by the GSU program policies and procedures relative to the capstone.
- Complete the 14-week (560 hour) capstone experience, with no more than 20% of the time completed outside the mentored practice setting. Student is responsible to ensure that missed hours are made up appropriately at the discretion of the site mentor and the capstone coordinator.
- Complete tasks assigned by the site mentor to ensure success of the learning experience, alignment with chosen focus areas, and outcome of capstone.
- Take initiative to communicate with the site mentor, occupational therapy faculty, and doctoral capstone coordinator when expected to do so or as needed to ensure success.
- Demonstrate respectful interaction and communication with faculty, site mentor, doctoral capstone coordinator, and other individuals who may be part of the capstone experience.
- Provide appropriate feedback to the site at the formal midterm and final evaluation.
- Utilize constructive feedback from faculty, site mentor, and doctoral capstone coordinator for personal and professional growth.
- Demonstrate a professional approach to the capstone, including but not limited to time management, observing deadlines, and maintaining communication with the capstone team.
- Be self-directed throughout the capstone process, including developing, planning, and completing the capstone experience and project.
- Take initiative to finalize all documentation with the site mentor, faculty mentor, or doctoral capstone coordinator.
- Complete and disseminate a culminating capstone project within the time frame determined by the academic program.

#### Site Mentor Roles and Responsibilities:

- Orient student to capstone site, policy and procedures, expectations, other personnel, and stakeholders.
- Assist student as needed to perform specific learning activities consistent with the student's learning objectives.
- Provide evidence of expertise in given area (documentation of terminal degree, current CV or resume, verification of completed specialty training / certification).
- Collaborate with capstone team to create specific mentorship responsibilities.
- Provide supervision / mentorship through the duration of the experience.
- Provide insightful, constructive feedback on student's performance during the experience.

- Collaborate with capstone team to develop and maintain system for documenting student's experiential hours on-site and track tasks and activities accomplished during that time.
- Collaborate with capstone team to guide the capstone student through needs assessment component of the project proposal.
- Provide guidance on the logistics of the completing the work-related requirements at the capstone site, which could include workflow at site, general hours of operation, and access to workspaces.
- Proactively communicate with capstone team regarding any potential concerns.
- Provide formal evaluative information on students' performance and ability to achieve the learning objectives throughout the experience (midterm and final at the minimum).
- Regularly communicate with capstone team either in-person, virtually, by phone or email, for feedback on implementation and documentation.
- Provide meaningful and timely feedback on drafts of the capstone project as needed.

#### Follows OTD program curricular design

The student's capstone project will be designed in line with GSU's OTD program curricular design as listed below:

- Understanding and utilizing Occupation to promote health and wellness
  - o The program will be created with the understanding of health and wellness to include, but not limited to, meal preparation, therapeutic/functional exercise, social skills, mental health to support increased participation in meaningful occupations
- Use of Evidence based practice to support the doctoral capstone project
  - o The program will consist of the most current literature using PubMed, Cochrane, AOTA, etc. to ensure evidence-based practice is supporting the project.
- Understanding and using professional ethics and values
  - o The student will demonstrate understanding of and uphold the ethics and values of the Occupational Therapy profession and the values of Gigi's Playhouse throughout the duration of the Capstone Project.
- Enhancing Advocacy and leadership skills
  - o The program will be centered on the members of Gigi's Playhouse and their needs. The student will look for opportunities and enhance her ability to advocate for Gigi's Playhouse and individuals with Down Syndrome. The student will lead the program and collaborate with members and employees of Gigi's Playhouse throughout the program.
- Lifelong professional growth and development
  - o The Capstone Project and this opportunity at Gigi's Playhouse will expose the student to experts in the field and will allow for expansion of professional skills to support development as a clinician. The skills, knowledge and experience will prepare the student for other professional experiences and the workforce.
- Enhancing diversity, inclusion, and cultural competence
- Throughout the planning, implementation and dissemination of the Capstone Project, the student will promote diversity, inclusion, and cultural competence through education, open communication, and research. The student will ensure understanding and consideration of individuals with different cultural backgrounds and values.

## APPENDIX 3

### 14-Week Program Outline

Week	Date	Topic	Unit
Week 1		Intro to Program	Goal Setting and “Get to Know Me”
Week 2		ADLs, Hygiene, Sleep, Hobbies and more	Healthy Habits and Routines
Week 3		Morning and Nightly Routines	
Week 4		Household tasks	IADLs/Life Skills
Week 5		Laundry	
Week 6		Meal Prep/Grocery shop/Healthy Food Choices	
Week 7		Social Skills/Appropriate Behaviors + Communication	Social Skills/Communication Skills
Week 8		Practicing Social Skills at Ice-cream social	
Week 9		Mental Health/Mindfulness/Emotional Regulation	
Week 10		Navigating Directions and Problem solving	Community Safety
Week 11		Safety/MARTA mobility training	
Week 12		Leisure Activities	Leisure Activities/Meaningful Occupations
Week 13		Movie Club	
Week 14		Social Outing	

#### **Occupational**

- ADLs and IADLs/Life skills
- AM/PM Routines
- Household tasks
- Meaningful Activities or interests
- Job and/or vocational skills

#### **Physical**

- Balance training
- Strength and endurance exercises
- Work readiness
- Health maintenance

#### **Social/Communication**

- Eye contact
- Appropriate behaviors/interactions/responses
- Self-advocacy
- Friendship, relationships, etc.
- Emergency plan
- MARTA mobility
- Community Outings

#### **Emotional/Mental Health**

- Social-emotional regulation
- Mental health information
- Coping strategies
- Appropriate responses/behaviors
- Mindfulness

#### **Nutritional**

- Healthy Choices
- Grocery List and Meal prep
- Simple snacks/Microwave meals
- Restaurant skills

#### **Tips**

- Visual schedules
- Parent buy-in
- Carryover/generalize into home settings
- Role play or use of visuals when possible
- “I do it first, then you do it” demonstration

## Week 1 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will “meet and greet” 2 new friends at Gigi’s Playhouse this week</li> <li>• I will tell 1 new person about Gigi’s Playhouse this week</li> <li>• I will set 6 goals for the program (at least 3 different units)</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>• Get to Know Me</li> <li>• This or That</li> <li>• Birthday Line up</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Visual This or That choices</li> <li>- Get to Know me worksheet</li> <li>- Clipboards</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Assessments  Intro to Week 1-3	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Fruit salad <ul style="list-style-type: none"> <li>- Apples</li> <li>- Strawberries</li> <li>- Blueberries</li> <li>- Oranges</li> <li>- Grapes</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Big bowl</li> <li>- Small bowls</li> <li>- Utensils</li> <li>- Cutting board</li> </ul>
<b>Program 12:30-1:30</b>	<u>Goal Setting</u> <ul style="list-style-type: none"> <li>- Fitness Goal</li> <li>- Healthy Habits/Routines Goal</li> <li>- Social/Communication Goal</li> <li>- IADL/Life skills Goal</li> <li>- Leisure/Occupation Goal</li> <li>- Community Safety Goal</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Tracking journals</li> <li>- Pencils</li> </ul>

## Week 2 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will set one ADL and hygiene goal for the week to increase independence at home</li> <li>• I will get at least 8 hours of sleep 3/5 nights this week</li> <li>• I will indicate 1 hobby of interest</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>- Basketball Relay Race</li> <li>- Brown Bag guessing game</li> <li>- Marshmallows connect challenge</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Markers</li> <li>- Random items (i.e., key, marker, cotton ball)</li> <li>- Visuals of items</li> <li>- Toothpicks or angel hair pasta</li> <li>- Mini marshmallows</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 1-3	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Celery w/ cream cheese and PB w/ raisins and craisins	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> </ul>
<b>Program 12:30-1:30</b>	<u>ADLs, Hygiene, Sleep, Hobbies, and more</u> <ul style="list-style-type: none"> <li>- Discuss ADLs, sleep, hygiene, and importance of them.</li> <li>- Create ADL flip books with visual schedule</li> <li>- Discuss hobbies and importance of them</li> <li>- Create nighttime schedule and how to set alarms. Discuss importance of sleep, length of sleep.</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Poster board</li> <li>- Papers with 4 steps</li> <li>- Visual cut outs</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> </ul>

### Week 3 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will make a 4-step morning routine to demonstrate understanding and promote carryover at home</li> <li>• I will make a 4-step nightly routine to demonstrate understanding and promote carryover at home</li> <li>• I will pick out 2 weather appropriate outfits to demonstrate independence in dressing and decision making</li> </ul>	
<b>Communication 10:00-11:00</b>	- Routine BINGO	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Routine BINGO cards</li> <li>- Markers</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 1-3	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Cheese, grapes, and crackers	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> </ul>
<b>Program 12:30-1:30</b>	<u>Daily Routine Workshop</u> <ul style="list-style-type: none"> <li>- Discuss what is a routine, why they are helpful, etc.</li> <li>- Recall parts of a routine, hygiene habits, self-care, ADLs, etc. from last week</li> <li>- Create daily morning and nightly routine in journal with visual schedule using image cut outs</li> <li>- Practice picking out clothing for appropriate weather</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Poster board</li> <li>- Papers with 4 steps</li> <li>- Visual cut outs</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> <li>- Clothing</li> <li>- Weather signs</li> </ul>

## Week 4 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will complete 1 IADL at Gigi's Playhouse this week</li> <li>• I will complete 2 IADLs at home this week</li> <li>• I will be able to locate 5 items around Gigi's Playhouse to assist in problem solve, item retrieval, and executive functioning at home, social outings, jobs, etc.</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>• Visual Scavenger Hunt</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Scavenger Hunt List</li> <li>- Clipboards</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 1-3	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Apples and PB w/ raisins or chocolate chips	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> <li>- Peanut butter or alternative</li> <li>- Chocolate chips and/or raisins</li> <li>- Apples</li> </ul>
<b>Program 12:30-1:30</b>	<u>Household tasks/IADLs</u>  -Discuss what household tasks are and importance of them. Discuss the role they play and how to incorporate into routine.  -Break down steps for each task with visuals using chaining, faded cues and assist to increase participation and success in every IADL.  -Break into small groups and assign to station to demonstrate tasks in real-life setting.  <u>Stations</u> -Sweeping -Dusting -Wipe down tables -Vacuum -Take out trash -Wash dishes/Use dishwasher	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Tracking journals</li> <li>- Pencils</li> <li>- Vacuum</li> <li>- Wipes</li> <li>- All-purpose spray</li> <li>- Broom</li> <li>- Trash bags</li> <li>- Visual instructions for each task</li> <li>- Job assignment board (everyone will be assigned a task to complete each week)</li> </ul>

## Week 5 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will demonstrate understanding and complete 1 load of laundry (wash and dry) at home this week</li> <li>• I will fold 1 load of laundry at Gigi's and at home this week</li> <li>• I will sort laundry according to similar items with less than 3 cues</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>• Laundry BINGO</li> </ul>	Materials: <ul style="list-style-type: none"> <li>- Pencils</li> <li>- BINGO cards</li> <li>- Card markers</li> </ul>
<b>Fitness 11:00-12:00</b>	Gigi Fit Week 4-6	Materials: <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise balls</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Grown up Lunchables	Materials: <ul style="list-style-type: none"> <li>- Plates</li> </ul>
<b>Program 12:30-1:30</b>	<u>Laundry Tasks</u>  -Discuss key words with clothing, laundry, etc. and importance. Recall hygiene and routines.  -Build visual process of washing/drying clothes -Practice laundry steps  -Folding clothes station – socks, shirts, pants, shorts, etc. and organize into piles -Hang up variety of jackets, pants, shirts, etc.	Materials: <ul style="list-style-type: none"> <li>- Poster board</li> <li>- Papers with visual cut outs</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> <li>- Laundry detergent</li> <li>- Laundry basket</li> <li>- Clothes (shirts, pants, socks)</li> <li>- Hangers</li> </ul>



## Week 6 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will make a grocery list demonstrating healthy choices and following recipes</li> <li>• I will choose 2 healthy options off restaurant menu</li> <li>• I will make 2 healthy snacks at home this week and take a picture</li> <li>• I will be able to pick out the healthy snack when provided 2 options</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>• Charades in partners</li> <li>• Emoji guessing game</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Visuals for charades</li> <li>- Emoji visuals</li> </ul>
<b>Fitness 11:00-12:00</b>	Gigi Fit Week 4-6	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Trail mix (peanuts, chocolate chips, raisins, craisins, sunflower seeds)	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Bowls</li> </ul>
<b>Program 12:30-1:30</b>	<u>Meal Prep/Grocery List/Healthy Food Choices</u> <ul style="list-style-type: none"> <li>- Discuss healthy/nutritional foods and portion sizes and importance</li> <li>- Discuss who to ask about diet/nutrition (i.e., doctor, dietitian, nutritionist)</li> <li>- Practice reading visual recipes and nutrition labels</li> <li>- Making Grocery List using a grocery ad and recipe</li> <li>- Choosing healthy options from snack options (this or that)</li> <li>- Practice choosing healthy options restaurant menus</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Paper</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> <li>- Menus</li> <li>- Recipes</li> <li>- Grocery ad</li> <li>- Snack recipes</li> </ul> Rotate assigned jobs

## Week 7 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will demonstrate appropriate social skills with 1 friend and 1 employee of Gigi's</li> <li>• I will initiate 2 conversations at Gigi's and at home (using conversation starter as needed)</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>• Computer Intro</li> <li>- Login</li> <li>- Practice voice to text and accessibility features</li> <li>- Follow 3 step directions to look up favorite restaurant</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Chromebooks</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 7-9	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Veggies with hummus (DIY or premade)	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> </ul>
<b>Program 12:30-1:30</b>	<u>Social Skills/Appropriate Behaviors + Communication Skills</u> <ul style="list-style-type: none"> <li>- Discuss social skills, how we use them and importance.</li> <li>- Discuss parts of social skills/appropriate behaviors: verbal/non-verbal, gestures, body language, appearance, social cues, personal space, etc.</li> <li>- Show social skills video</li> <li>- Role play with scenarios (i.e., greeting someone, walking into Gigi's, restaurant, meal with friends, walk into store/doctor/grocery, etc.)</li> <li>- Practice social skills in small groups with conversation starters</li> <li>- Discuss parts of communication – verbal, visual, body language, eye contact, talking, listening, think before speaking, write things down, reading, etc.</li> <li>- Discuss types of communication to use for different people and situations (i.e., new person, family/friends)</li> <li>- Ways to communicate (i.e., text, email, phone call, in-person, etc.)</li> <li>- What if someone is happy, sad, mad, upset, etc.?</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Papers with visual cut outs</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> </ul>

## Week 8 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will complete job tasks related to assigned role</li> <li>• I will use appropriate greetings to welcome guests into Gigi's and at table</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>- Create ice-cream store signs – i.e., open, closed, flavors, toppings</li> <li>- Create name tags and sign up for jobs</li> <li>- Practice job tasks</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Paper</li> <li>- Construction Paper</li> <li>- Tape measure</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 7-9	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Chex mix	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> <li>- Utensils</li> </ul>
<b>Program 12:30-1:30</b>	<u>Practicing Social Skills at Ice-cream social</u> <ul style="list-style-type: none"> <li>- Discuss Ice-cream Social and will simulate “ice-cream shop”</li> <li>- Assign jobs – set-up, clean-up, scooper, toppings, etc.</li> <li>- Welcome guests into “shop” and take orders</li> <li>- Surprise! Have menus and ice cream to practice</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Poster board</li> <li>- Papers with 4 steps</li> <li>- Visual cut outs</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> </ul>

## Week 9 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will demonstrate 2 coping strategies this week</li> <li>• I will be able to match at least 3 feelings to 3 situations to demonstrate understanding</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>• Paper plane competition</li> <li>• Build plane</li> <li>• Have contest</li> <li>• Rebuild/fix plane</li> <li>• Final contest</li> <li>• Hula Hoop Pass Team Building Activity</li> <li>• Obstacle Course</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Pencils</li> <li>- Paper</li> <li>- Construction Paper</li> <li>- Tape measure</li> <li>- Scissors</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT 7-9	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	PB and banana wrap w/ cinnamon or granola	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> <li>- Utensils</li> </ul>
<b>Program 12:30-1:30</b>	<u>Mental Health/Mindfulness/Social-Emotional Regulation</u> <ul style="list-style-type: none"> <li>- Discuss feelings, emotions, situations, responses, body language, etc.</li> <li>- Match feelings to facial expressions and scenarios</li> <li>- Discuss coping strategies (i.e., deep breathing, progressive muscle relaxation, counting, guided imagery, etc.)</li> <li>- Discuss mental health (i.e., depression, anxiety, etc.), how to advocate for self or ask for help, who to ask for how, etc.</li> <li>- Provide role play examples to demonstrate emotions and coping strategies</li> </ul> <p>Make DIY stress ball</p>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> </ul>

## Week 10 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will problem solve/answer at least 2 questions during a scavenger hunt</li> <li>• I will successfully navigate (using phone, directions, asking for help, etc.) to 1 unknown location</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>- Discuss when to ask for help</li> <li>- Discuss how to ask for help and practice (i.e., ask someone, call, text, look on internet, ask Jenn, Elizabeth, etc.)</li> <li>- Build Friendship Bracelets</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Paper</li> <li>- Construction Paper</li> <li>- Tape measure</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 10-14	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Vanilla Pudding Muddy Buddies	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Big bowl</li> <li>- Ziplock bags</li> <li>- Cutting board</li> <li>- Plates</li> </ul>
<b>Program 12:30-1:30</b>	<u>Navigating Directions and Problem Solving</u>  -Discuss what directions are, navigating to get somewhere, etc.  -Discuss options to get directions (i.e., ask someone, use phone, call someone, etc.)  -Split into 2 groups (paired w/ volunteers) and use 2 locations (i.e., around Gigi's Playhouse, Beltline, at grocery store, etc.)  -Scavenger hunt (i.e., where would I buy water? where could I buy ice-cream? Where could I buy lunch? What are the hours of Gigi's Playhouse? etc.)	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Visual map</li> <li>- Phone/Directions</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> <li>- Clipboards</li> </ul>

## Week 11 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will state 2 different emergency phone numbers</li> <li>• I will be able to ask for help in at least 2 different settings (i.e., home, Gigi's Playhouse, store, work, etc.)</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>- Matching street signs</li> <li>- Matching signs inside stores</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Paper</li> <li>- Construction Paper</li> <li>- Tape measure</li> <li>- Visual signs</li> <li>- Clothespins</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 10-14	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Chips, queso, salsa, and guacamole	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Knife</li> <li>- Cutting board</li> <li>- Plates</li> <li>- Plates</li> <li>- Utensils</li> </ul>
<b>Program 12:30-1:30</b>	<u>Transportation Safety/Marta Mobility Training</u> <ul style="list-style-type: none"> <li>- Discuss keywords of safety</li> <li>- Talk about different situations and scenarios (give a visual and provide 2 options); Emergency numbers, ask for help, text/call someone for help</li> <li>- Create info cards or set-up phone health</li> </ul> Marta mobility Training	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Poster board</li> <li>- Papers with 4 steps</li> <li>- Visual cut outs</li> <li>- Tape/Glue</li> <li>- Markers</li> <li>- Tracking journals</li> <li>- Pencils</li> </ul>

## Week 12 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>I will identify 2 leisure activities I enjoy and will participate in them 2x this week</li> <li>I will complete GigiFIT with less than five 30 second breaks to demonstrate increased endurance and strength</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>Twister</li> <li>M&amp;M talk about yourself                             <ul style="list-style-type: none"> <li>Red- someone you love</li> <li>Orange – favorite food</li> <li>Yellow – something that makes you happy</li> <li>Blue – something about yesterday</li> <li>Brown – something you watch (tv/movie)</li> <li>Green – anything!</li> </ul> </li> <li>Voting on movie for next week</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Fitness Dots</li> <li>M&amp;Ms</li> <li>Spinner on phone</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Week 10-12	<b>Materials:</b> <ul style="list-style-type: none"> <li>Fitness dots</li> <li>Mats</li> <li>Pilates balls</li> <li>Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Tomatoes with mozzarella balls w/ olive oil, salt and pepper	<b>Materials:</b> <ul style="list-style-type: none"> <li>Utensils</li> <li>Cutting board</li> <li>Plates</li> <li>Bowls</li> </ul>
<b>Program 12:30-1:30</b>	<u>Leisure Activities</u> <ul style="list-style-type: none"> <li>Discuss what leisure activities are, why they are important and provide examples</li> <li>What leisure activities do people enjoy?</li> <li>Complete puzzles, UNO, board games.</li> </ul> <u>Gardening Activity</u> <ul style="list-style-type: none"> <li>Discuss parts of garden, necessary items, life cycle</li> <li>Discuss responsibility, roles, patience, problem solve.</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Visual cut outs</li> <li>Tape/Glue</li> <li>Markers</li> <li>Tracking journals</li> <li>Pencils</li> <li>Seeds</li> <li>Planters</li> <li>Gloves</li> <li>Soil</li> </ul>

## Week 13 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"> <li>• I will demonstrate movie etiquette and participate in discussion</li> <li>• I will set 2 fitness goals to continue at home after the program</li> </ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"> <li>- Make a collaborative Spotify playlist for next week</li> <li>- Voting on restaurant for social outing</li> <li>- Guess the movie</li> </ul>	Materials: <ul style="list-style-type: none"> <li>- Paper</li> <li>- Pencils</li> </ul>
<b>Fitness 11:00-12:00</b>	GiGiFIT Re-assess goals	Materials: <ul style="list-style-type: none"> <li>- Fitness dots</li> <li>- Mats</li> <li>- Pilates balls</li> <li>- Chairs or exercise ball</li> </ul>
<b>Lunch 12:00-12:30</b>	Brought from home	
<b>DIY Snack:</b>	Popcorn with toppings <ul style="list-style-type: none"> <li>- Dried strawberries</li> <li>- M&amp;Ms</li> <li>- Parmesan cheese</li> <li>- Pretzels</li> <li>- Cinnamon and sugar</li> </ul>	Materials: <ul style="list-style-type: none"> <li>- Big and small bowls</li> <li>- Spoons</li> </ul>
<b>Program 12:30-1:30</b>	<u>Movie Club</u> <ul style="list-style-type: none"> <li>- Discuss movie etiquette</li> <li>- Discuss questions to think about while watching</li> <li>- Discuss favorite parts, like/dislike, feelings, etc.</li> <li>- Converse with friends about movie</li> </ul>	Materials: <ul style="list-style-type: none"> <li>- Movie club questions</li> <li>- Tracking journals</li> <li>- Pencils</li> </ul>



## Week 14 - Achievers Program

<b>Goals</b>	<ul style="list-style-type: none"><li>• I will demonstrate social, communication, problem solving, and make healthy choices in real-life scenario</li><li>• I will come up with 1 question to ask my friends during mealtime</li></ul>	
<b>Communication 10:00-11:00</b>	<ul style="list-style-type: none"><li>- Freeze Dance party</li><li>- Karaoke</li><li>- Basketball Shoot out</li><li>- Indoor bowling</li><li>- Wii Sports competition (i.e., Just dance)</li></ul>	Materials: <ul style="list-style-type: none"><li>- Fitness dots</li><li>- Paper</li><li>- Construction Paper</li><li>- Tape measure</li></ul>
<b>Lunch and Program 11-1:30</b>	<p><u>Social Outing!</u></p> <ul style="list-style-type: none"><li>- Using navigation to direct to Main Event</li><li>- Practice calling to ask to find friends when “unable to find them”</li><li>- Practice social skills, communication, healthy choices, community safety, etc. in event/restaurant setting</li><li>- Practice communication with friends using conversation starter topics</li></ul> <p>Take home tracking journals to support follow through and carryover at home.</p>	Materials: <ul style="list-style-type: none"><li>- Conversation starters</li></ul>