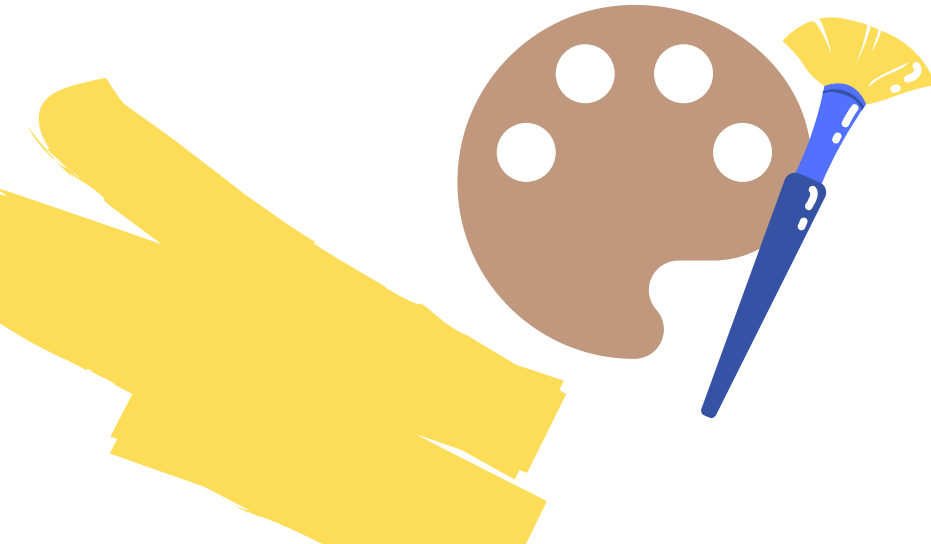


# Acrylic Painting Activity

RESIDENT IDENTIFIED DOING THEIR FAVORITE ACTIVITIES AS A PREFERENCE,  
SPECIFICALLY ART OR PAINTING



# Supply Check-list



Assistive devices, as needed:

- Resident's glasses or magnifying glass, hearing aids, walker, or other assistive devices
- Built-up handles for paintbrushes



Wipes



Acrylic Paints



Paintbrushes (all sizes)



A cup of water



Paint palette or tray



Paper or canvas



Paper towels



Apron(s)



Feeling Faces Emotion Assessment form



# Activity Introduction

**[APPROACH]** Approach the resident from the front, on eye level, and smile.

**[GREET]** Greet the resident using their name.

**[INTRODUCE]** Introduce yourself using your name, and point to yourself.

**[ASK]** Ask how the resident is doing today.

» Say: "How are you doing today?"

**[ASSESS]** Complete the '**before**' portion of the Emotion Assessment form.

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**before**' Feeling Faces.

**[RESPOND]** Respond to and validate their response.

» Say: "So glad to hear you're well today." or "I'm sorry you're not feeling well."

» Do: Address the person's needs, if applicable.

# Activity Questions

## Question Suggestions:

- What do you like about painting?
- What inspires you to paint?
- What mediums and materials are your favorite to use?
- What colors of paint do you like to use?
- What kinds of things do you like to paint?
- Does this remind you of anything?
- Did you enjoy painting when you were younger?

# Activity Instructions

**[INTRODUCE]** Introduce the activity.

- » Say: "I know it's important for you to do your favorite activities, and that you enjoy art and painting. Would you like me to help you acrylic paint today?"
- » Do: Show the resident the materials you will be using and explain how they work, if needed.

**[CHOICE]** Ask the resident what they would like to paint.

- » Say: "What would you like to paint today?"
- » Do: Offer ideas of things to paint such as flowers, animals, or a landscape. Or look around the environment for ideas.
- » Variation: If more help is needed, only present 2 options at once, as to not overwhelm the resident. If they are unable to choose, then pick one that aligns with the resident's preferences.

# Activity Instructions

**[CHOICE]** Ask the resident what colors they would like to use.

- » Say: "What colors would you like to use?"
- » Do: Point to the colors as you offer them.
- » Variation: If more help is needed, only present 2 options at once, as to not overwhelm the resident. If they are unable to choose, then pick one that aligns with the resident's preferences.

**[BEGIN]** Begin painting with the resident.

**[ENCOURAGE]** Encourage the resident (remember: engagement over correctness).

- » Say: "You're a very talented artist!" or "This is a beautiful painting."
- » Do: Smile and nod, point to the painting.
- » Variation: Some residents prefer to paint abstractly (such as dots, shapes, lines, etc.). It isn't about what they make, it's about them enjoying themselves and feeling in control.

# Activity Instructions continued

**[ASK QUESTIONS]** See question card for ideas.

**[OFFER]** Offer to assist the resident with the activity, if needed.

- » Say: "I will be right here if you need any help."
- » Do: Observe the resident and if they are struggling, offer to help.
- » Variation: If more help is needed, provide thicker handled brushes, for easier grip. Or consider using built-up handles if available.
- » Variation: If more help is needed, continue to encourage choice, support their hand or allow their hand to guide you; avoid doing it for them.

\* If the resident is struggling with the activity, simplify questions and/or engage more with sense (see next page).

# Using the Senses

**[SENSE]** Engage the resident by using prompts, such as questions or gestures, relating to the five senses. Encourage the resident to **see** and **touch** during the activity, for a sensory experience.

(Tip: Participate with the resident, you can answer these questions too).

- » **See:** Encourage the resident to look at the different paint colors and other supplies.  
"What do you think of the paint? Do you like the colors?  
Do any of the paints remind you of something?  
What do you think of the other supplies? Do you like them?"
  
- » **Touch:** Encourage the resident to touch the bristles, paper, or paint.  
"Can you feel the different textures of the [bristles/paper/paint]  
What does it feel like? Do you like that feeling?"



# Activity Closing

**[THANK]** Thank the resident for doing the activity with you.

**[ASK]** Ask for feedback:

» Say: How did you feel about painting today?

**[ASSESS]** Complete the '**after**' portion of the Emotion Assessment form

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**after**' Feeling Faces.

**[ASK]** Ask if the resident needs anything before you leave and wipe down materials before storing the supplies.

*great job!*

