

Doing Research on the Computer Activity

RESIDENT IDENTIFIED DOING THEIR FAVORITE ACTIVITIES AS A PREFERENCE,
SPECIFICALLY DOING RESEARCH OR LEARNING



Supply Check-list

- Assistive devices, as needed:
 - Resident's glasses or magnifying glass, hearing aids, walker, or other assistive devices
- Wipes
- Device to do research on
 - tablet, such as an iPad
 - computer or laptop
- Notebook for keeping notes
- Pencil
- 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 researching and learning?
- Do you have a favorite topic you like to learn about?
 - Why does it interest you?
- Is there a topic you've always wanted to know more about?

Activity-related Questions:

- What interests you about [topic being researched]?
- Why do you want to know more about [topic being researched]?

Activity Instructions

[INTRODUCE] Introduce the activity.

- » Say: "I know it's important for you to do your favorite activities, and that you enjoy learning about new things. Would you like me to help you research a topic you are interested in online?"
- » 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 research.

- » Say: "What are you interested in learning more about?"
- » Do: Give suggestions if the resident is unsure of a topic. Examples: history, historical figures, gardening, animals, travel, science, technology, sports, religion, medical conditions or health problems, crafts, hobbies, cooking, etc.
- » Variation: If more help is needed, offer 2 topics that you know the resident is interested in. If they are unable to choose, then pick one that aligns with their preferences.

[BEGIN] Begin researching topics that the resident is interested in.

Activity Instructions continued

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

- » Say: "You're a thorough researcher!" or "I can see you're really passionate about this topic."
- » Do: Smile and nod.

[CHOICE] Ask the resident if they'd like any notes on what they've learned so far.

- » Say: "Is there any information you'd like to be written down for you?"
- » Do: Point to the notebook.
- » Variation: If the resident wants notes but is unable to write, take notes for them.

[ASK QUESTIONS] See question card for ideas.

Activity Instructions continued

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

- » Say: "I will be here if you need any help."
- » Do: Observe the resident and if they are struggling, offer to help.
- » Variation: If more help is needed, do the research for the resident, asking what they would like to know and sharing the information you find with 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 **hear** 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 pictures on the screen

"What do you think of these images? Do they remind you of anything
Which is your favorite?"

» **Hear:** If there are videos or sound effects that can be played, encourage the resident to listen to it. Describe the sounds together.

"Do you hear the [sound]? What does it sound like? Does it remind you of anything?"

Activity Closing

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

[ASK] Ask for feedback:

» Say: How did you feel about doing research 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!

