

Guidance for Learning Disability Services

Supporting individuals with
confirmed or suspected
Coronavirus (COVID-19)

Produced in partnership by:
Kent Community Health NHS Foundation Trust
Maidstone and Tunbridge Wells NHS Trust

Aim

The COVID-19 pandemic is unprecedented. It has been and continues to be a stressful and worrying time for everyone.

Hospitals around the country need as many beds as possible to support and treat COVID-19 cases. This means the NHS needs to discharge more patients into care homes to recover.

We need care providers to help move patients who no longer need acute care into the most appropriate setting; this will help to save thousands of lives.

This guidance offers services that provide support for people with learning disabilities, including practical guidance, advice and suggestions.

We hope it will help teams to support people with learning disabilities who have or are suspected of having COVID-19 and are in isolation.

This guidance has been produced to be followed alongside Government advice. It does not replace national and/or Government guidelines – please make sure you are always following the most recent advice.

Useful links:

- **Referral support tool**
<http://ashford.referralsupport.co.uk/referral/end-of-life-care-resources-covid-19/>
- **GOV.UK**
<https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

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Team contact details

Learning Disability Team

Kent Community Health NHS Foundation Trust

Nursing, Occupational Therapy, Physiotherapy, Speech and Language Therapy and Hearing and Vision Team

0300 123 4195

Learning disability liaison nurse

Maidstone and Tunbridge Wells NHS Trust

Philippa Harris 01622 224 821

Learning disability nurse practitioner

East Kent Hospitals University NHS Foundation Trust

Anette Clark 07795 834239
anette.clarke@nhs.net

West Kent Client Support Service

Kent County Council

03000 421 621

Dial 111 or call the GP if there are concerns regarding a person's symptoms. Please do not visit a GP surgery face-to-face.

In the event of a medical emergency, dial 999.

Frequently asked questions

One of my service users went into hospital for another reason (not COVID-19). They are not showing any signs and symptoms of COVID-19, do they need to self-isolate?

No, upon discharge, if a resident has no symptoms of COVID-19, the care home should provide care as normal.

If the person develops signs and symptoms post-discharge, provide care in isolation for 14 days after onset of symptoms.

If the resident has tested positive for COVID-19, is no longer showing symptoms and has completed an isolation period, what care is required upon discharge?

The care home should provide care as normal. The individual does not need a further isolation period.

If the resident has tested positive for COVID-19, is no longer showing symptoms but has not yet completed isolation what care is required upon discharge?

Provide care in isolation.

Where possible, the resident should not leave their room (including for meals) for 14 days after onset of symptoms or positive test.

Staff should follow PPE and clinical waste guidelines.

Source:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878099/Admission_and_Care_of_Residents_during_COVID-19_Incident_in_a_Care_Home.pdf

Hospital discharges

If you are caring for a resident who has been discharged from hospital and has tested positive for COVID-19, the discharging hospital will provide you with the following information upon discharge:

- date and results of any COVID-19 test
- date of the onset of symptoms
- discharge summary.

Care home providers should follow social distancing measures for everyone in the care home, wherever possible, and the shielding guidance for the extremely vulnerable group.

Care homes should implement daily monitoring of COVID-19 symptoms amongst all residents and care home staff. Assess each resident twice daily for the development of symptoms.

Immediately report residents with fever or respiratory symptoms to NHS 111.

Source:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878099/Admission_and_Care_of_Residents_during_COVID-19_Incident_in_a_Care_Home.pdf

Symptomatic residents

Any resident presenting with symptoms of COVID-19 should be promptly isolated in a single room with a separate bathroom, where possible.

Staff should immediately follow infection control measures to care for the resident with symptoms, which will help avoid the virus spreading to other residents in the care home and staff members becoming infected.

If symptoms worsen during isolation or are no better after seven days, contact their GP or 111 for further advice and to make sure person-centred decision making is followed.

In the event of a medical emergency dial 999.

Source:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878099/Admission_and_Care_of_Residents_during_COVID-19_Incident_in_a_Care_Home.pdf

Support for service users who are COVID-19 positive

The following points are suggestions and not compulsory guidance. These precautions are not easy to implement but may need to be considered in the short-term and while the person is in isolation.

They do not replace national guidelines around infection prevention and control and personal protective equipment (PPE) for example.

Staff adjustments

- Where possible, identify a small core team that only supports the person/people with COVID-19.
- When attending and leaving work, consider using a designated entrance that is separate from staff working with people who do not have COVID-19.

Isolation practices

Service users with COVID-19 should:

- remain in their room as much as possible
- not access communal areas, such as the lounge or kitchen
- limit time spent in the bathroom or corridors
- not have contact with other residents or unnecessary additional staff
- wear a surgical mask when walking to and from the bathroom, if tolerated
- not use the same hand towels as service users without COVID-19. Where possible use single use towels or immediately wash towels after use
- be allocated a room with an en-suite bathroom for their sole use.

If an en-suite bathroom is not available, but there is more than one bathroom in the house, designate one of these for the sole use of the person/s who has COVID-19.

If there is only one bathroom in the house, all other residents should use the bathroom first before the person with COVID-19 using it. After use, the bathroom should be thoroughly cleaned and disinfected

- be supported to wash in their room using a bowl of warm water, single use wipes and liquid soap
- temporarily move room to make sure the person with COVID-19 has a shorter route to access the bathroom, if possible and no en-suite room is available.

Disposables and washing

- Use single use medication administration pots and make sure these are disposed of in clinical waste.
- Make sure all general waste is bagged prior to leaving the room of the person with COVID-19 and disposed of in an outside bin.
- All PPE should be disposed of in clinical waste.
- Cutlery and crockery should be transported to the kitchen in a clean plastic bag. It should then be washed in a dishwasher. If a dishwasher is not available wash separately in hand hot water.
- Any washing should be washed separately on a hot wash.

How to hand wash

Please see national and/or government guidelines for the correct hand washing procedure.

Easy Read guidance is included under *resources* to support service users and professionals.

I should use plenty of soap
I should rub my hands together for 20 seconds
I should rub the front and back of my hands and in-between my fingers.
I should rinse my hands in water
I should dry hands with paper towel or hand dryer



I will try to wash my hands
If they are dirty
After I use the toilet
Before eating
After sneezing, coughing or blowing m
When I come inside



HM Government

NHS

Coronavirus Wash your hands more often for 20 seconds

Use soap and water or a hand sanitiser when you:

- Get home or into work
- Blow your nose, sneeze or cough
- Eat or handle food

For more information and the Government's Action Plan go to nhs.uk/coronavirus

Coronavirus.
Protect yourself
and others.

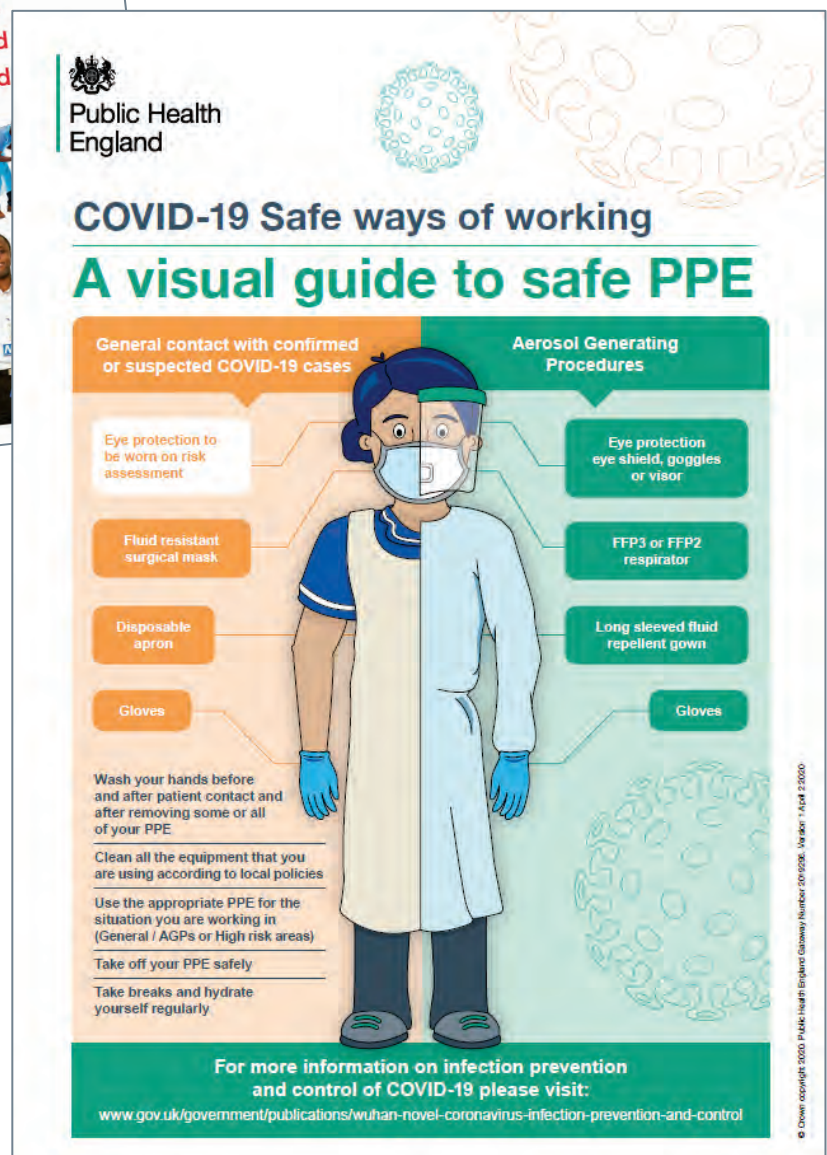
Information from the
Government and NHS.

CORONAVIRUS
PROTECT
YOURSELF
& OTHERS

Personal protective equipment

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Routines and activities in isolation

The service users you support may find it difficult to adapt to the changes in their routines and not being able to do the activities they enjoy or see their friends and family. Change in routine can have a big effect on emotional and mental wellbeing and cause feelings of uncertainty and anxiety. Individuals may find it difficult to communicate these feelings.

The suggestions below can be used to support service users to maintain a routine, try new activities and stay connected with family and friends during their isolation period. They can be adapted for individuals depending on their interests and hobbies.

Activities will be dependent on an individual's health and the symptoms they are displaying. It can be useful to start planning activities and ideas even if the service user is not feeling well enough to do them now, so that everything is prepared for when they are well enough.

Please see *resources* for documents to support you and your service users.

- Make sure usual routines are followed, for example waking up and going to sleep times, mealtimes and personal care times.
- Use a weekly or daily planner to support an individual to maintain a daily routine and structure to their day.
- If an individual finds it too overwhelming to plan a whole day at a time, a now and next format could be used.
- Spend one-to-one time with service users, making a list of activities they normally like doing and what activities can be adapted to do in isolation.
- Make a list of new activities they could try in isolation, for example a pamper session in their room or indoor bowling.
- Make a list of activities that an individual could do independently and activities they can do with staff.
- Identify alternative ways individuals could take part in activities at home and stay connected with their housemates, friends and family while in isolation. For example, the use of technology to have virtual dinner together, play a house quiz or have a virtual disco.
- Continue to include service users in events in the house, for example weekly house meetings, menu planning etc. This can be completed via video or audio links.
- Keep a list of activities that have been tried and if they liked or disliked them.

Reducing anxiety

Support service users with one-to-one time to encourage them to talk about their feelings, questions, concerns and/or anxieties.

The use of emotion cards – see *resources* - can help support service users to express how they are feeling.

If staff feel comfortable, share your own feelings - while maintaining professional boundaries. Staff may feel that they should protect service users from the reality of the situation; however, sharing how you are feeling can help service users understand their own emotions and recognise that it is okay to feel upset and worried.

Try using an isolation countdown clock, calendar, timer or visual aid, so service users can visually see how long they have left in isolation.

Plan and make a list of activities that service users can do once they are out of isolation.

Plan and make a wish list of activities that service users can do once the pandemic is over.

Support service users to learn anxiety calming techniques such as breathing exercises. Try practising breathing exercises with the individual when they are calm. This will help them develop these skills so they can apply them when they are feeling anxious.

Managing behaviours

For individuals with complex behaviour and who historically present behaviours that challenge, the isolation period may be a particularly stressful and anxious time for them and the staff team who support them.

They may also find it difficult to have a change in carers if their usual carers are self-isolating.

PPE may be frightening – see *Easy Read resources* that help explain why staff wear PPE.

Staff teams should review individuals positive behaviour support plans and identify how interventions can be adapted, for example alternative anxiety calming techniques that can be done in isolation, such as listening to classical music, counting to 10 or adapting any community based positive reinforcers to in-house activities.

Please contact the Community Learning Disability Team for advice, if you are concerned.

Exercise and socialisation ideas

These ideas can be adapted and introduced depending on the individual's preferences and health.

The following activities can be completed in isolation in the person's room:

- taking part in a virtual keep fit or yoga class
- online exercise videos
- dancing to favourite music and virtual discos
- in house bowling
- cleaning their room.

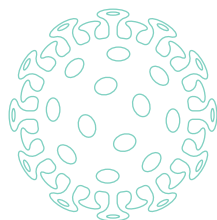
Where safe to do so and when supervised, service users can open their windows and talk to their housemates when their housemates are out in the garden. A two-metre social distancing measure must be maintained at all times.

Resources

Personal protective equipment (PPE)



Public Health
England



COVID-19 Safe ways of working

A visual guide to safe PPE

General contact with confirmed or suspected COVID-19 cases

- Eye protection to be worn on risk assessment
- Fluid resistant surgical mask
- Disposable apron
- Gloves

Wash your hands before and after patient contact and after removing some or all of your PPE

Clean all the equipment that you are using according to local policies

Use the appropriate PPE for the situation you are working in (General / AGPs or High risk areas)

Take off your PPE safely

Take breaks and hydrate yourself regularly

Aerosol Generating Procedures

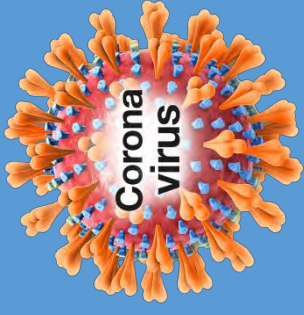
- Eye protection eye shield, goggles or visor
- FFP3 or FFP2 respirator
- Long sleeved fluid repellent gown
- Gloves

For more information on infection prevention and control of COVID-19 please visit:

www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control

Coronavirus (Covid-19)

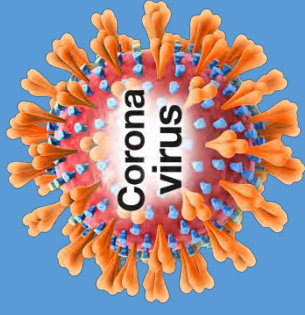
How to keep Safe



Staff helping you might look different. They might wear, gloves, aprons and masks. This is to help stop germs spreading to help make sure you are safe and they are safe.

Coronavirus (Covid-19)

How to keep Safe



Staff helping you might look different. They might wear, gloves, aprons and masks. This is to help stop germs spreading to help make sure you are safe and they are safe.

Why we wear PPE

Keeping everybody safe



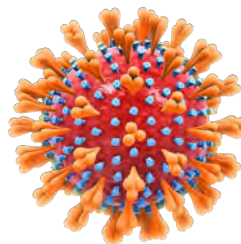
Health workers may look different. They are wearing extra protection called **PPE**

- * Face mask
- * Face shield
- * Gloves and gown

Don't be scared



PPE helps nurses and doctors work safely.



PPE helps stop the **coronavirus** spreading to other patients.



Underneath it is still the same person caring for you.



GOV.UK guidance

Speciality guides for patient management during the coronavirus pandemic

Clinical guide for front line staff to support the management of patients with a learning disability, autism or both during the coronavirus pandemic – relevant to all clinical specialities

24 March 2020 Version 1

“...and there are no more surgeons, urologists, orthopaedists, we are only doctors who suddenly become part of a single team to face this tsunami that has overwhelmed us...”

Dr Daniele Macchine, Bergamo, Italy. 9 March 2020

As health professionals we all have general responsibilities in relation to coronavirus and for these we should seek and act on national and local guidelines. We also have a specific responsibility to ensure that essential patient care continues with the minimum burden on the NHS. We must engage with management and clinical teams planning the local response in hospitals. We may also need to work outside our specific areas of training and expertise and the General Medical Council (GMC) has already indicated its support for this in the exceptional circumstances we may face: www.gmc-uk.org/news/news-archive/how-we-will-continue-to-regulate-in-light-of-novel-coronavirus

As a clinician working in other fields you may have had limited clinical contact with people with a learning disability or people with autism, however in 2018/19 at least 41% of people with a learning disability who died, died as a result of a respiratory condition. There is therefore, strong reason to suspect that people with a learning disability may be significantly impacted by the coronavirus pandemic. Throughout the coronavirus pandemic you will therefore be more likely to see patients with a

learning disability or people with Autism. We should seek the best local solutions to continue the proper management of our patients while protecting resources for the response to coronavirus. In addition, we need to consider the possibility that the facility for patients may be compromised due to a combination of factors, including staff sickness and supply chain shortages.

Overview

People with a learning disability have higher rates of morbidity and mortality than the general population and die prematurely. At least 41% of them die from respiratory conditions. They have a higher prevalence of asthma and diabetes, and of being obese or underweight in people; all these factors make them more vulnerable to coronavirus. There is evidence that people with autism also have higher rates of health problems throughout childhood, adolescence, and adulthood, and that this may result in elevated risk of early mortality

Approach to supporting people with a learning disability and people with autism

The following key points should be addressed when assessing and treating a patient with a learning disability or with autism who is suspected of having or is known to have coronavirus.

- **Be aware of diagnostic overshadowing:** This occurs when the symptoms of physical ill health are mistakenly either attributed to a mental health/behavioural problem or considered inherent to the person's learning disability or autism diagnosis. People with a learning disability have the same illnesses as everyone else, but the way they respond to or communicate their symptoms may be different and not obvious. Their presentation with coronavirus may be different from that for people without a learning disability.
- **Pay attention to healthcare passports:** Some people with a learning disability and some people with autism may have a healthcare passport giving information about the person and their health needs, preferred method of communication and other preferences. Ask the person and/or their accompanying carer if they have one of these.
- **Listen to parents/carers:** The family or carer will have a wealth of information about the individual and how they have been, including any other co-morbidities and the medication the person is taking. Listen to them as

well as the person you are caring for. They know the person who is unwell best and how to look after them when they are not in hospital. They also know how the person's current behaviour may differ from usual, as an indication that they are unwell. The family or carer may have short videos of the person to give you an idea of their usual self. But remember the carer they come in with may not be their usual carer at this unusual time.

- **Make reasonable adjustments:** This is a legal requirement and is important to help you make the right diagnostic and treatment decisions for an individual. You can ask the person and their carer/family member what reasonable adjustments should be made. Adjustments aim to remove barriers, to do things in a different way, as well as to provide something additional to enable a person to receive the assessment and treatment they need. Examples include: allocating a clinician by gender, taking blood samples by thumb prick rather than needle, providing a quiet space to see the patient away from excess noise and activity.
- **Communication:** Communicate with and try to understand the person you are caring for. Check with the person themselves, their family member/carer or their hospital/communication passport for the best way to achieve this. Use simple, clear language, avoiding medical terms and 'jargon' wherever possible. Some people may be non-verbal and unable to tell you how they feel. Pictures may be a useful way of communicating with some people, but not all.
- **Understanding behavioural responses to illness/pain/discomfort:** A person with a learning disability and some people with autism may not be able to articulate their response to pain in the expected way: eg they may say that they have a pain in their stomach when the pain is not there; may say the pain is less acute than you would anticipate; or not say they are in pain when they are. Some may feel pain in a different way or respond to it differently: eg by displaying challenging behaviour; laughing or crying; trying to hurt themselves; or equally may become withdrawn or quiet. People who are wheelchair dependant may have chronic pain. Understanding what is 'normal' for that person by talking to them, their family and carers, is crucial to helping with assessment and diagnosis. You can use pictures to help establish whether a person is in pain and where that pain is.
- **Mental Capacity Act:** People with a learning disability and people with autism do not automatically lack capacity. Assess capacity in line with the person's communication abilities and needs, and remember the principle of

the Mental Capacity Act in making appropriate efforts and adjustment to enable decision making wherever possible.

- **Ask for specialist support and advice if necessary:** Your hospital learning disability team/liaison nurse can help you with issues of communication, reasonable adjustments, assessment of pain. You may also want to make contact with your local community learning disability team if your trust does not have a Learning Disability liaison nurse.
- **Mental wellbeing and emotional distress:** It is estimated that 40% of adults and 36% of children and young people with a learning disability and or with autism experience mental health problems. Change in routine can have a big effect on their emotional and mental wellbeing. A change in carers because a person's usual carers are self-isolating may also have an impact. In a hospital setting, masks and protective clothing may frighten them, make them more anxious and lead to adverse behaviours, such as hurting other people, hurting themselves and destroying property. Do not assume that this is an indication of mental illness and do your best to work with the person who is unwell, their carer or family member to find out how best to keep them calm and relaxed.

Useful links

My pain profile helps you identify the signs that someone is in pain:

<https://www.dyingmatters.org/sites/default/files/user/images/pain%20assessment%20tool%20Notts%20final%20doc.pdf>

The Disability Distress Assessment Tool (DisDAT) is based on the idea that each person has their own 'vocabulary' of distress signs and behaviours:

https://www.wamhinpc.org.uk/sites/default/files/Dis%20DAT_Tool.pdf

Non-Communicating Adults Pain Checklist (NCAPC) is an 18-item checklist that helps you assess chronic pain in non-communicating adults. [https://cpb-us-](https://cpb-us-e1.wpmucdn.com/wordpressua.uark.edu/dist/9/300/files/2017/04/Non-Communicating-Adult-Pain-Checklist.pdf)

[e1.wpmucdn.com/wordpressua.uark.edu/dist/9/300/files/2017/04/Non-Communicating-Adult-Pain-Checklist.pdf](https://cpb-us-e1.wpmucdn.com/wordpressua.uark.edu/dist/9/300/files/2017/04/Non-Communicating-Adult-Pain-Checklist.pdf)

Wong and Baker's FACES Pain Rating Scale uses pictures of faces to help people communicate pain intensity from 'no hurt' to 'hurts worst':

<https://wongbakerfaces.org/instructions-use/>

Information on the Mental Capacity Act:

- <https://www.nhs.uk/conditions/social-care-and-support-guide/making-decisions-for-someone-else/mental-capacity-act/>
- <https://www.mencap.org.uk/advice-and-support/mental-capacity-act>

Mental wellbeing: <https://theconversation.com/how-coronavirus-could-affect-the-wellbeing-of-people-with-intellectual-disabilities-133540>

Easy Read resources

Advice about the Coronavirus



**easy
read
online**

How serious is the coronavirus?



It is not serious for most people, including children.



It feels like flu, you may get:

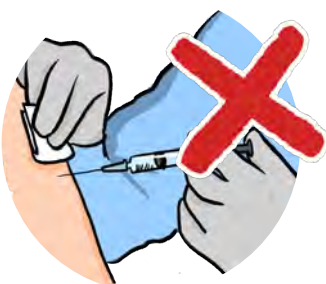
- A fever



- A cough



- Difficulty with breathing



There is no vaccine at the moment. This means you can't get a jab to stop you getting it.



Most people get better with:

- Rest



- Drinking plenty of water



- Some medicine for the pain



How likely are you to catch it?

You can only catch it if you have been close to someone who has the virus.



Currently, there is only a small chance that you have been close to someone who has it in the UK.



There is a bigger chance of catching it in certain other countries.

How can you stop the coronavirus spreading?



If you need to cough or sneeze:

- Catch it with a tissue



- Bin it



- Kill it by washing your hands with soap and water



You should wash your hands with soap and water:

- After breaks



- After sport activities



● Before cooking



● Before eating



● When you get to school,
college, work or your day centre



● After using the toilet



● Before leaving home



Try not to touch your eyes, nose and mouth with unwashed hands



Do not share cups and water bottles



Do not share things that may touch your mouth or nose like: bedding, dishes, pencils and towels

If you feel unwell



- Keep away from others and stay at home



- Don't go on the bus or train



- Tell a member of staff. Tell them if you have been to another country recently



- Call NHS 111 for advice



- Visit **NHS.uk** for more information



- If there is an emergency call 999 immediately



This Easy Read document is based on the 'Advice on coronavirus for places of education' from Public Health England.

What happens when you are tested for Corona virus



Oxford Health
NHS Foundation Trust

A doctor or nurse will carry out the test.

They will need to swab your throat and your nose.

To keep you and them safe they will be wearing an apron, mask and gloves.

They will explain to you what they are going to do.



Taking a swab from your throat

They will ask you to sit upright and tilt your head back.

You need to open your mouth and stick out your tongue.



The Doctor/nurse may have a torch to see into your mouth.

They may need to press down on your tongue so they can see.



They will ask you to say "Ahhhhh"

And will gently rub a swab at the back of your throat and at the very back of your mouth on both sides.

It won't hurt but may be a bit uncomfortable.



Taking a swab from your nose

The doctor or nurse will tell you what they are going to do and give you the chance to ask questions.



If you have a runny nose, you will be asked to blow and clean your nose with a tissue before the swab is taken.



You will need to sit up straight and lean your head back.

The nurse or doctor will put the swab into your nose.



Nose

The swab will bend to the shape of your nose and the doctor or nurse will push it gently to where it needs to be.

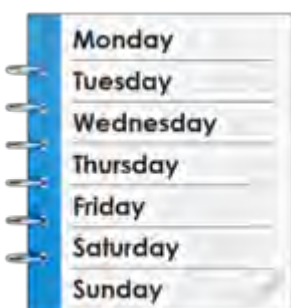
They will then place a finger on the tip of your nose and press slightly.



They will then push the swab a bit more and gently turn the swab. This will not hurt but may be a bit uncomfortable.

The swab will then be removed put in a tube and sent off to the laboratory for testing.

You should know your results by:



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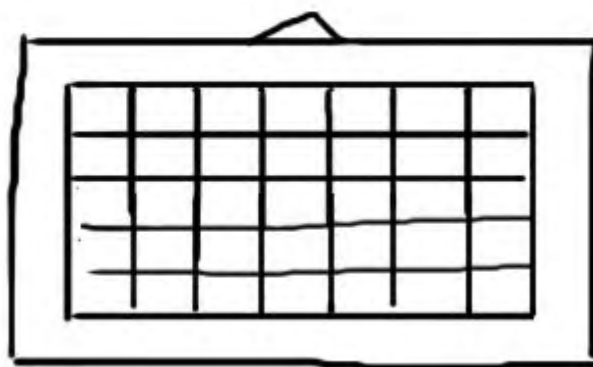
You should know your results by:



Beating the Virus

illustrated by Lucy Bergonzi



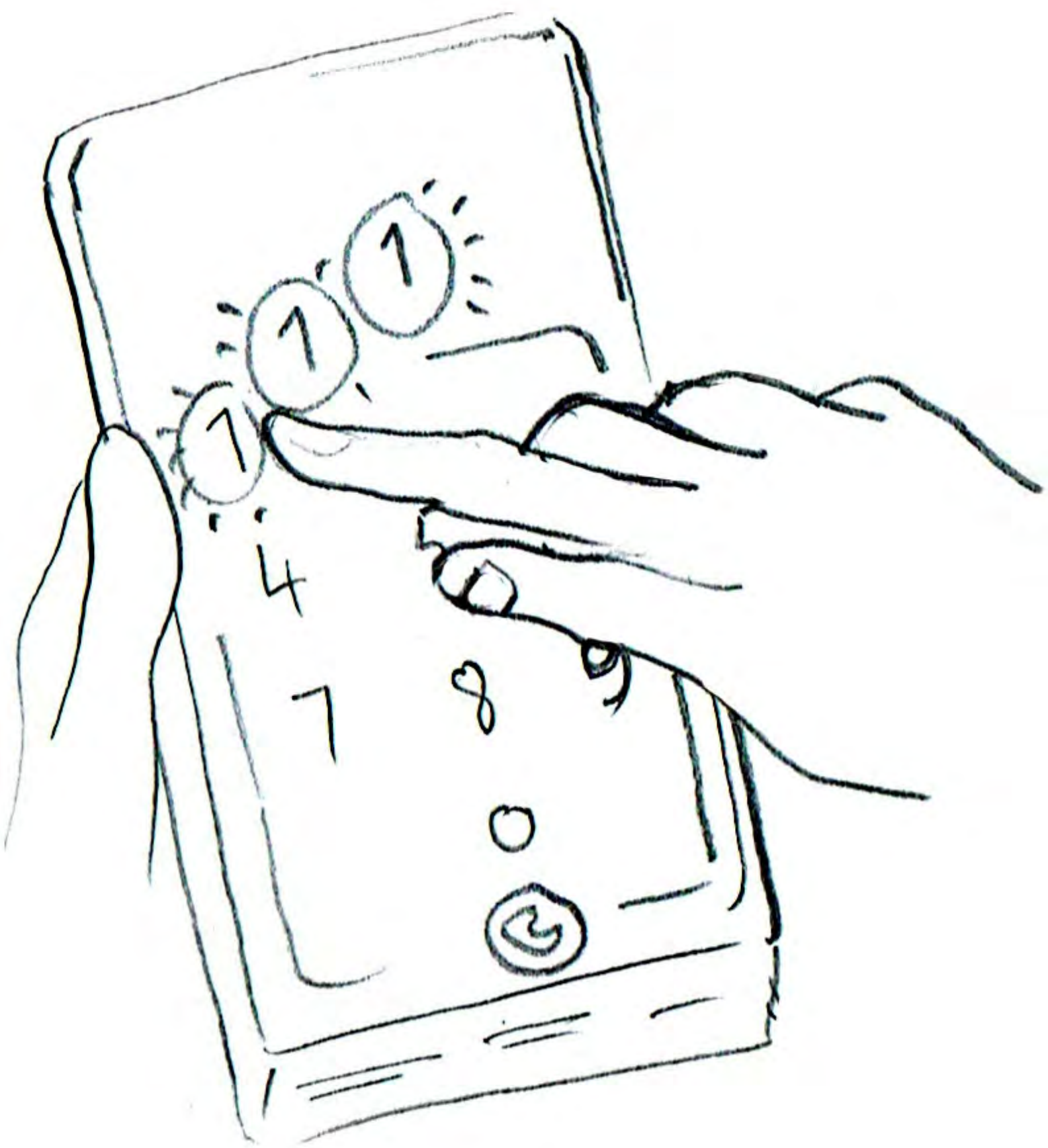




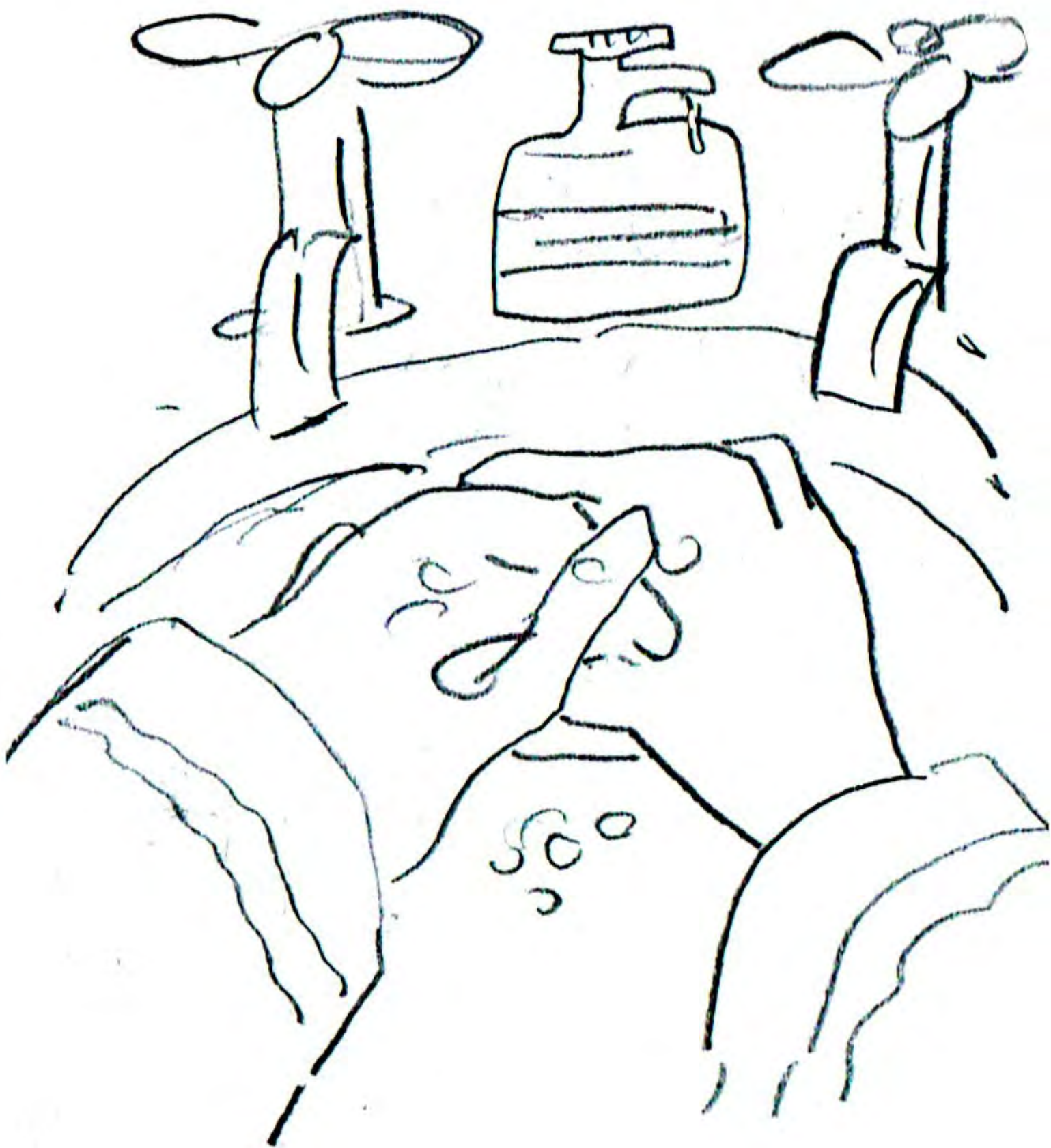




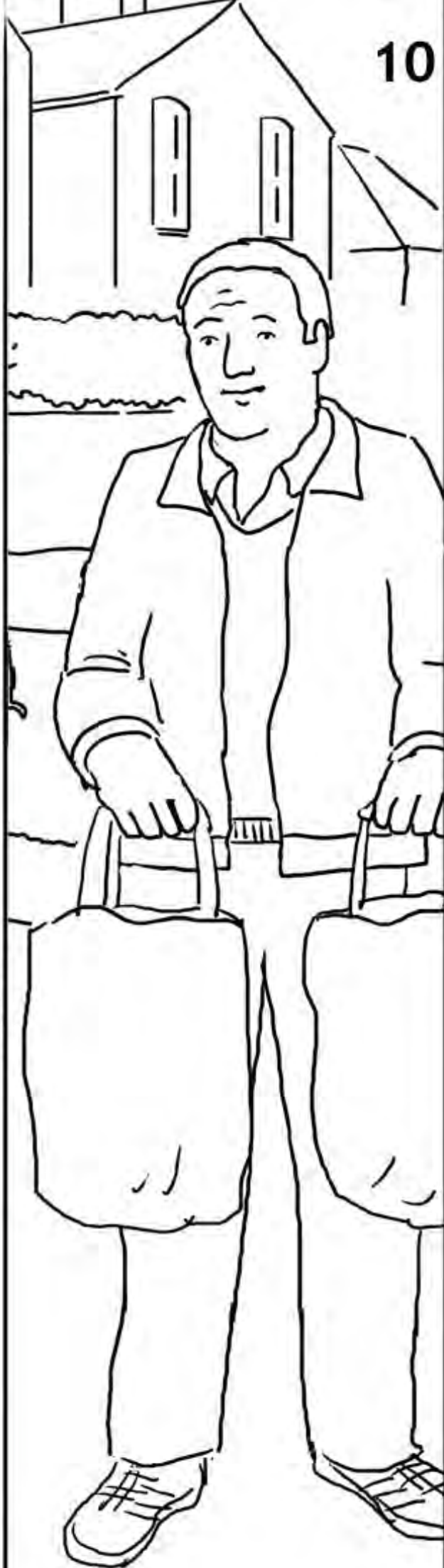


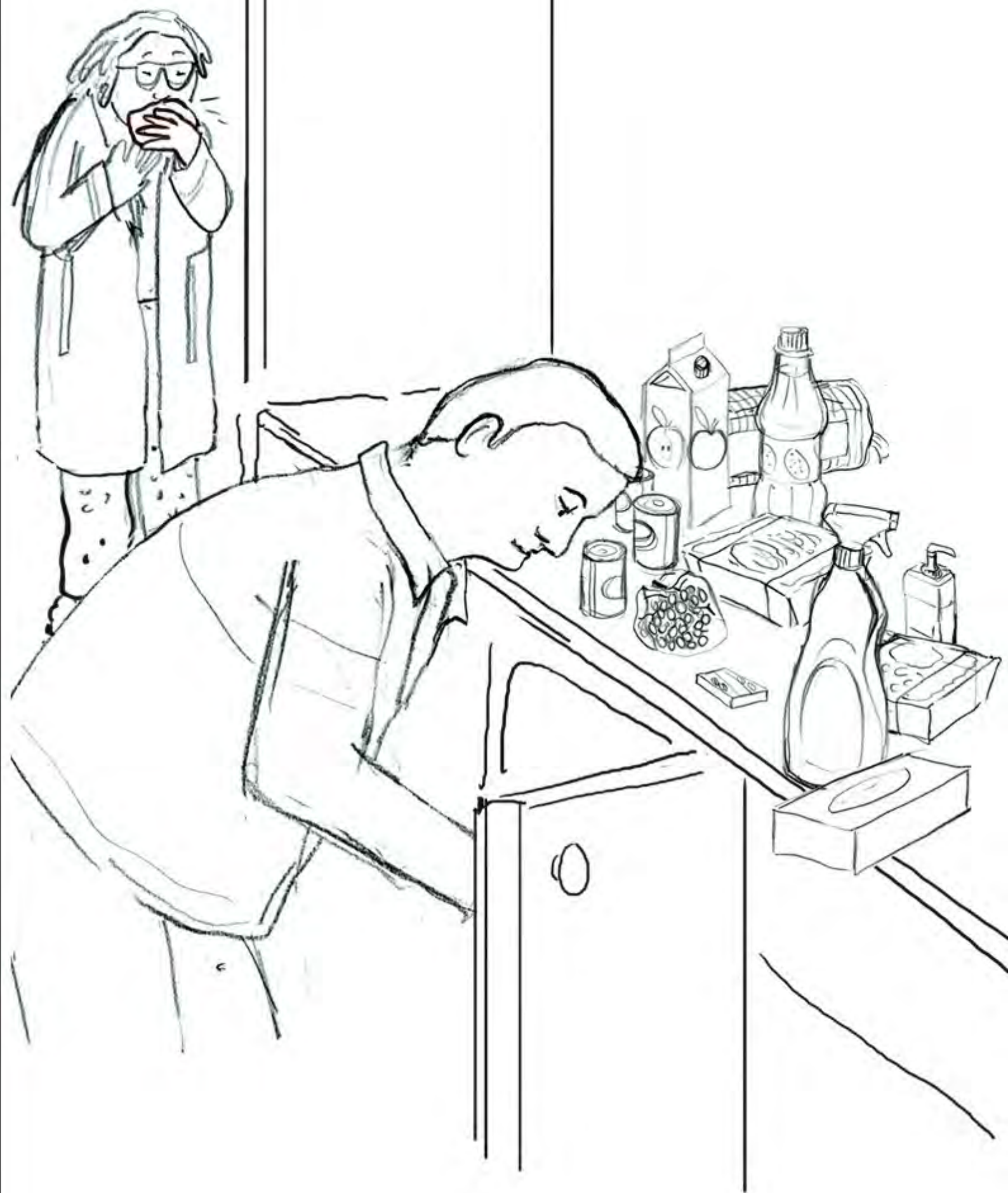




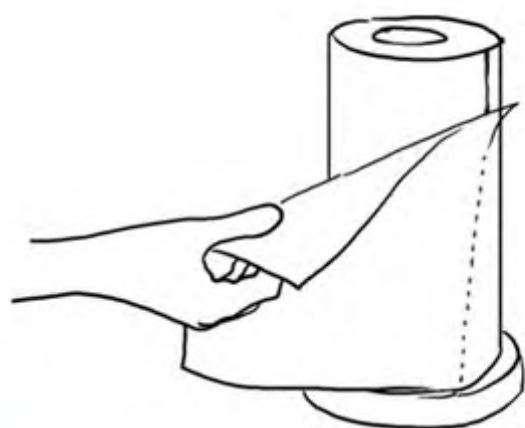




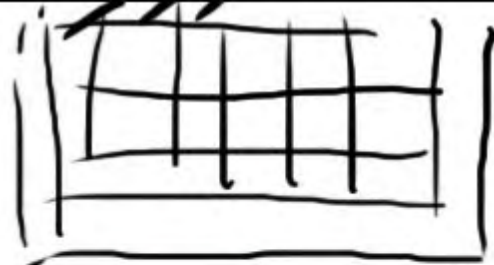






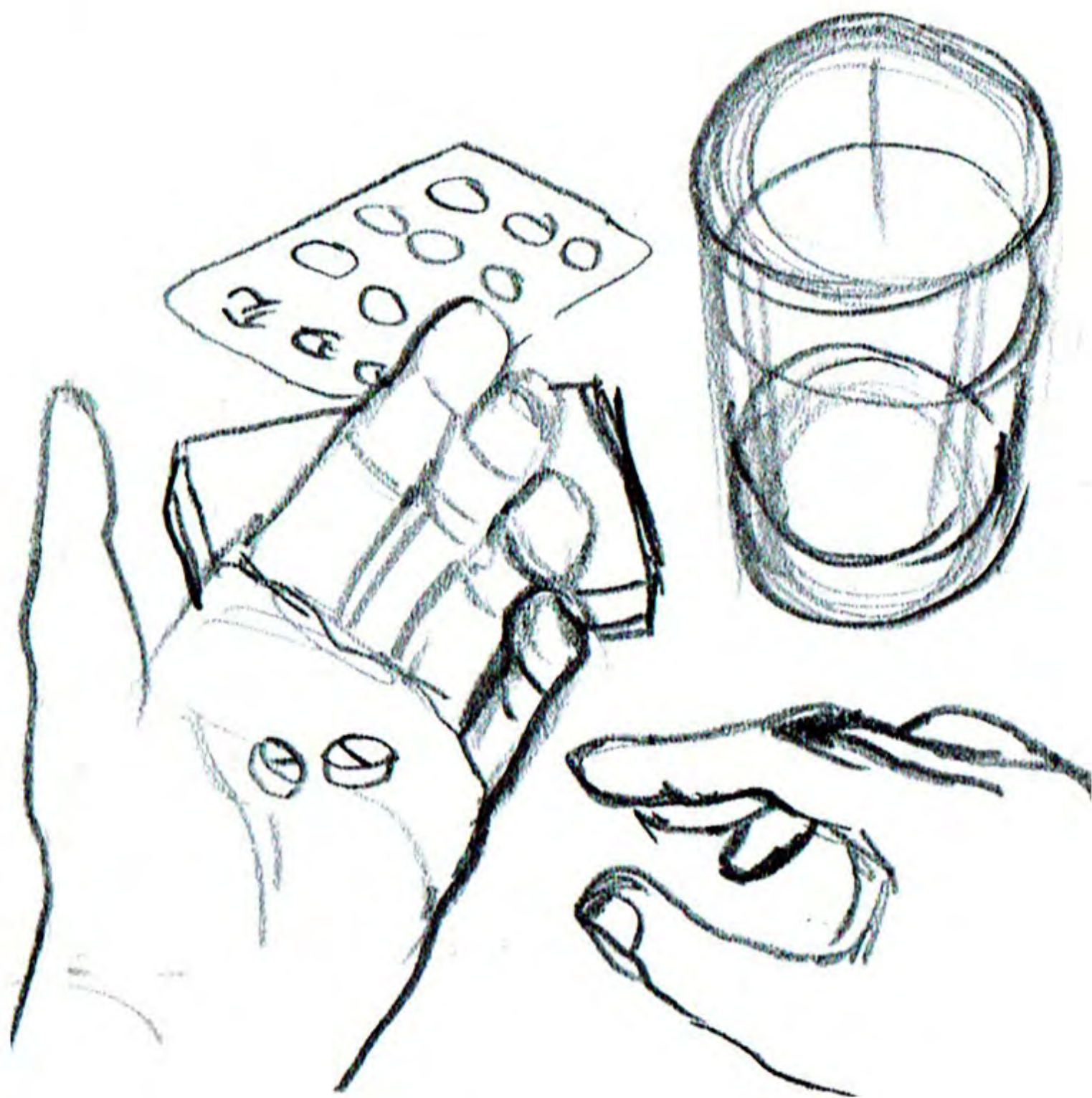










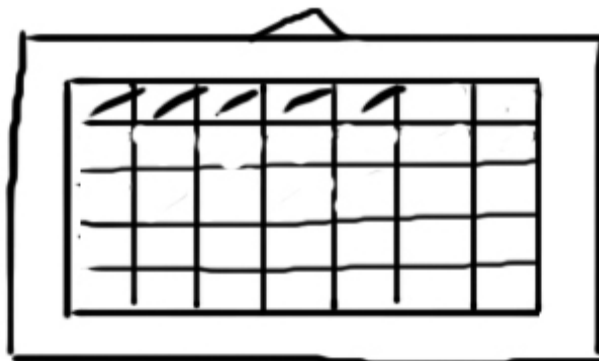




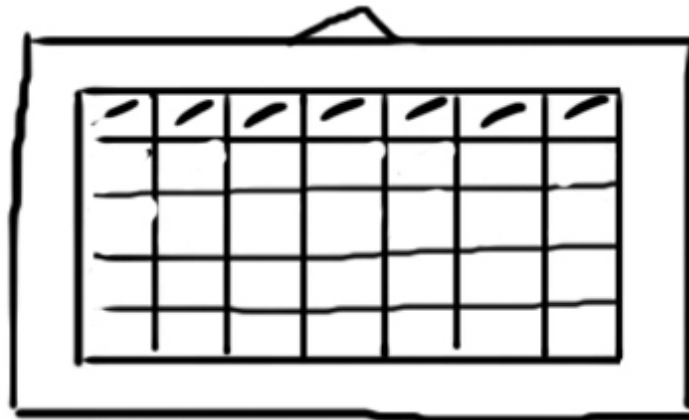














Beating the Virus – a story

This story is about a woman we call Kali and a man we call Stefan who helps her. Kali and Stefan are two much-loved characters from another wordless story, [Belonging](#), but you can choose whatever names you would like to call them. In this story, Stefan could be Kali's friend, but he could be her carer/ support worker or a family member. You can decide.

Kali is living alone and feels scared when she gets ill, especially because of all the things on TV about the virus and about people going to hospital. She looks at the leaflet she was given about the virus, but she doesn't understand it. Just like many other people, she finds it hard to understand the words. She doesn't know what's best to do, and she doesn't know how to get online, but there is a telephone number on the leaflet. The trouble is that it might take a long time for anyone to answer. (Links to easy read leaflets about the Coronavirus can be found under **Useful resources** and will be kept up to date.)

In this story, Kali is the one who is ill, and Stefan is keeping well. The story shows how careful Stefan is being, so he doesn't catch the virus. He keeps several steps away from Kali – it's called social distancing! He washes his hands when he arrives. He puts the shopping away and then he wipes down the kitchen surfaces and the door handles with disinfectant. He washes his hands well for 20 seconds and dries them on kitchen paper and throws it in the bin. Next time he comes he will stay outside and just deliver her shopping.

Kali doesn't need help with her personal care. If she did, then Stefan would need to wear disposable gloves and a face mask.

Getting help if you are unwell

So, what should Kali do? She mustn't go to the doctor's surgery! Her Mum told her that!

But Kali may not know when to call the GP. She may not know how ill she has to be before asking for help. **But it's OK to call 111 if you are not sure and if you can't get online.**

When she calls 111, Kali can tell them that she has a learning disability. Hopefully she has had her annual health check and can explain what her particular health needs are. They will ask Kali if she has underlying health conditions such as diabetes.

Kali probably doesn't have a thermometer, but she can tell them she feels very hot. They will tell her that a carer, family or friend needs to keep an eye on her and make sure she calls 111 again if she is getting worse.

They will advise Kali how to look after herself. They will tell her to drink lots of water and sugary drinks. This is because, if she doesn't drink enough, she may be at risk of getting sepsis. This is a serious infection that can make the body stop working (with organ failure) and always needs urgent hospital treatment.

They will suggest she takes paracetamol. They may check if she is taking any treatment that suppresses her immunity and advise her to talk to her doctor about whether to stop taking it. This is because she needs a strong immune system to fight the infection.

If she takes a turn for the worse or finds it hard to breathe, Kali must call 111 again. They will make sure she gets the help she needs, and if she is really ill, they will arrange for an ambulance to take her to hospital, like in the pictures below.



*These pictures were taken from [Going into Hospital](#). All the pictures from this story can be found in the **BW Story App** (see App Store/ Google Play Store).*

What should the local area response be?

Local service providers may need advice about whether and when to continue or suspend their usual activities, and to rethink how they provide support. They will need to re-focus their staff on checking that the people they support have got everything they need to keep safe. They need to make plans to provide anyone receiving personal care with protective equipment for their carers to wear when it becomes available.

In this story, Kali may be in supported living, or living in an independent tenancy. She still needs someone to keep an eye on her. Understanding how to keep safe may be difficult for Kali and her peers. The government advice is difficult to understand. Their usual support and everyday activities have been stopped, and they don't understand why they can't go out. "What happened to making my own choices?" they might reasonably ask! How can people who care about Kali keep her mentally well as well as physically safe?

Everyone will have heard that some people have died after getting the virus. The estimate is that as many as 1 in 100 people who get ill may die. This means that some people with learning disabilities may die, or some of their family members or carers may die.

It's a good idea to know how to talk about death and dying and to be prepared. Our stories on grief and bereavement can help support these conversations: [When Somebody Dies](#), [When Dad Died](#), [When Mum Died](#) and [Am I Going to Die?](#).

About Books Beyond Words

There are 60 wordless (and therefore non-language dependent) stories in the Books Beyond Words series, all co-created with people with learning disabilities and autistic people. All the stories are available as paperbacks and eBooks via the Beyond Words website: www.booksbeyondwords.co.uk.

The stories have also been broken down into 400 shorter, searchable snippets in the **BW Story App** designed for smartphones and tablets. You can download a free version (with a few sample short stories) from the App Store (Apple/iOS devices) or the Google Play Store (Android devices).

If you are new to Books Beyond Words, you can learn how to get the best out of the stories in our hour-long introductory e-learning module or by following our suggestions below. Find out more about e-learning and how to subscribe via our website: www.booksbeyondwords.co.uk/elearning/foundation-module.

How to read this book

This is a story for people who find pictures easier to understand than words. It is not necessary to be able to read any words at all.

1. Some people are not used to reading books. Start at the beginning and read the story in each picture. Encourage the reader to turn the pages at their own pace.
2. Whether you are reading the book with one person or even online with a group, encourage them to tell the story in their own words. You will discover what each person thinks are happening, what they already know, and how they feel. You may think something different is happening in the pictures yourself, but that doesn't matter. Wait to see if their ideas change as the story develops. Watch, wait and wonder.
3. It can help to prompt the people you are supporting, gradually going deeper into the meaning, for example:
 - I wonder who that is?
 - I wonder what is happening?
 - What is he or she doing now?
 - I wonder how he or she is feeling?
 - Do you feel like that? Has it happened to you/ your friend/ your family?
4. You don't have to read the whole story in one sitting. Allow people enough time to follow the pictures at their own pace.
5. Some people will not be able to follow the story, but they may be able to understand some of the pictures. Stay a little longer with the pictures that interest them.

A Suggested Storyline

1. Kali lives alone and she is not feeling well.
2. She is feverish and feels really ill.
3. Kali just keeps coughing. It's a horrid dry cough. She coughs into her elbow or a tissue and throws the tissues in the bin.
4. She goes to the toilet and her urine (wee) is very dark.
5. She looks at the leaflet about Coronavirus, but she doesn't understand it.
6. She rings NHS 111.
7. The person she talks to says she must stay at home, drink lots and take paracetamol. But not more than four times a day.
8. She washes her hands well – she watches a fun video to learn how to do it. (You can watch one, here: <https://vimeo.com/134952598>)
9. She phones her friend, Stefan and says she is not well. She asks him to get some shopping for her including paracetamol if he can buy any – lots of shops have run out.
10. Stefan comes and Kali opens the door. She holds a tissue over her mouth – she doesn't want Stefan to catch her illness.
11. Stefan puts on a face mask (if he has one) and puts everything away: some food, such as grapes, bread and milk, and other useful things, including hand sanitiser, an antibacterial surface spray, paracetamol, kitchen towel and paper tissues. They stand three steps away from each other. It feels very strange!
12. He tells Kali it's important to drink lots, so she has a drink and takes the paracetamol.
13. He puts on some disposable gloves, sprays and wipes the kitchen surfaces and the door handles. He washes his hands well and uses the hand gel.
14. Stefan puts the grapes and some drinks next to Kali, who relaxes on the sofa. Then he says goodbye to Kali and leaves.
15. Kali has a drink and some grapes, but she isn't hungry.

16. She fell asleep on the sofa. Now it's dark, and she wakes up coughing again!
17. She brushes her teeth and gets ready for bed.
18. Kali takes some more paracetamol with water.
19. Now, Kali goes to bed. She has water beside the bed and some tissues.
20. Next morning, she is still feverish.
21. The days pass. Now Kali is looking a bit brighter. She gets a fresh drink of juice.
22. Stefan brings her some microwave meals, tins of soup, milk and fruit – he doesn't come in.
23. Kali is gradually getting better and enjoying her food.
24. Her urine is a better, paler colour as well. That's good – it means she is drinking enough.
25. Kali has been ill for a whole week! Each day she marked it on the calendar. The calendar shows that seven days have been marked off.
26. Then one day Kali rings Stefan to ask if they can go for a walk. She says they can walk a few steps apart – just to be safe!

Useful resources

Help using NHS 111

NHS England has produced a video to help people with a learning disability, autism or both, to use the NHS 111 service: www.england.nhs.uk/learning-disabilities/about/resources/help-for-people-with-a-learning-disability-autism-or-both-to-use-nhs-111/

The Hand Washing Rap

A fun video produced by the Purple All Stars demonstrating good handwashing:

<https://vimeo.com/134952598>

‘Hand Washing Tips for People With Sensory Difficulties’

Hand washing is crucial in reducing the risk of contracting the Coronavirus (COVID-19), but people with difficulties with sensory integration or sensory processing can experience aversion to the smells, images, sounds and the tactile sensations of hand washing; have problems with balance, tone or coordinating their hand movements; or not understand the step-by-step process of hand washing.

Any kind of soap is really good at killing the virus. People can use whichever soap they find easiest, and some people may find an alcohol-based hand gel best. This article has more suggestions for encouraging and improving hand washing:

<https://sensoryintegration.org.uk/News/8821506>

Easy read resources on the Coronavirus (COVID-19)

- **Mencap** has produced an easy read leaflet, available to download from their website:
www.mencap.org.uk/advice-and-support/health/coronavirus
- **Inclusion North** has produced an easy read leaflet, along with an audio copy. Both can be accessed via their website:
www.inclusionnorth.org/coronavirus-easy-read-information
- **Photosymbols** have created some posters too:
www.photosymbols.com/blogs/news/coronavirus

Keeping Informed and In Touch during Coronavirus

Learning Disability England has dedicated a space on their website to sharing information and resources about the virus and what you can do to stay safe and well, and how people are staying connected and finding solutions:

www.learningdisabilityengland.org.uk/what-we-do/keeping-informed-and-in-touch-during-coronavirus/

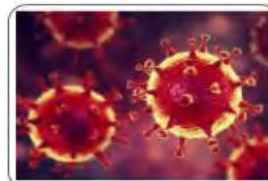
'Guidance on social distancing for everyone in the UK and protecting older people and vulnerable adults'

Official guidance produced by Public Health England on limiting social interaction to reduce the spread of the Coronavirus:

www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults

How to get help from 111 by phone

Due to the coronavirus



If you are feeling unwell, you need to stay at home.



This is to stop other people catching the virus and feeling unwell.



The symptoms of coronavirus are:

- **A new cough that does not go away**
- **A temperature that makes you feel hot**



Most people will be able to look after themselves at home:

- **You can take paracetamol**
- **You should drink water**

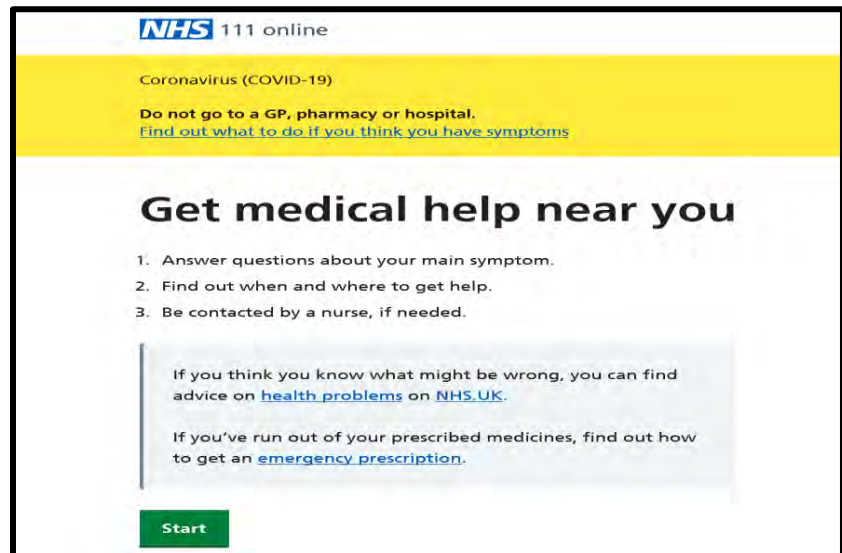


If you think you need more help, contact 111.

You can contact 111 over the internet

<https://111.nhs.uk/>

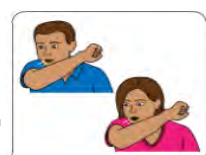
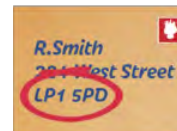
Ask someone to help you.



If you cannot get onto the internet, you can call 111.

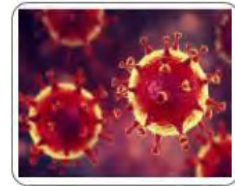
111 will ask for your:

- Name
- Address
- Gender – male/ female
- Age
- Why you are feeling unwell
- Do you feel hot to touch
- If your cough is new or continuous.
If you normally cough, has it got worse.



111 may tell you:

- If they think you have coronavirus.



- What you need to do to look after yourself at home:

- ***-Resting***



- ***-Taking paracetamol***



- ***-Drinking water***



- Or they may arrange for a Doctor or Nurse to speak to you over the phone.



- Or arrange for medication to be sent to your home.



If you start to feel more breathless or feel much worse.

Phone 111 again or ask a carer to.

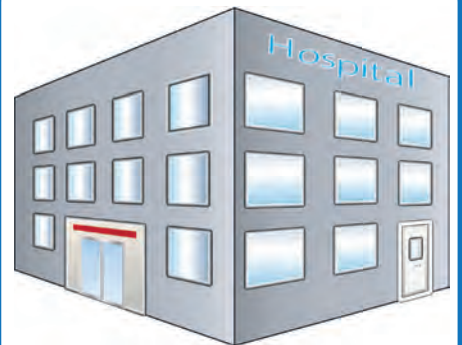
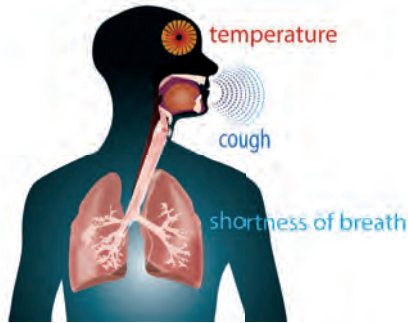
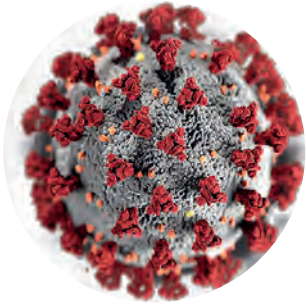


Conversation Topic: Corona Virus/ Covid -19

Cut up and use these images to support effective communication skills.

Support understanding by using short sentences and illustrating key words with these images.

Support expression by supporting the user to manipulate the images to illustrate their thoughts/ questions.

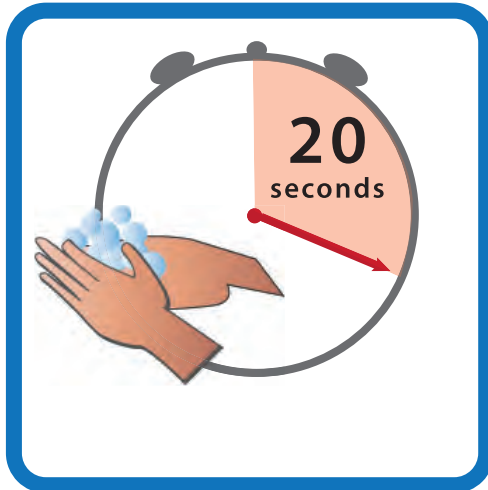


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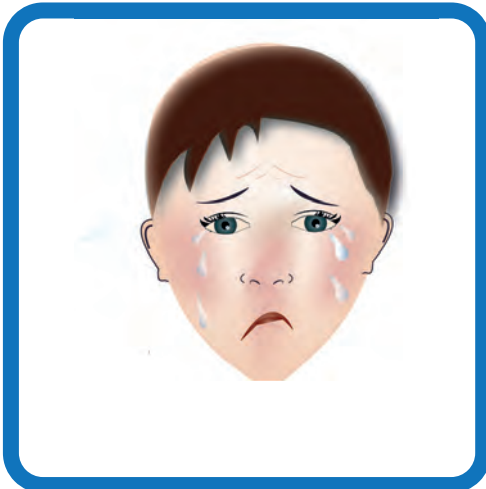
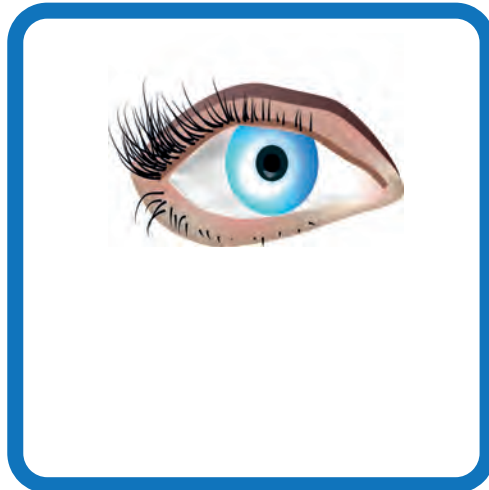


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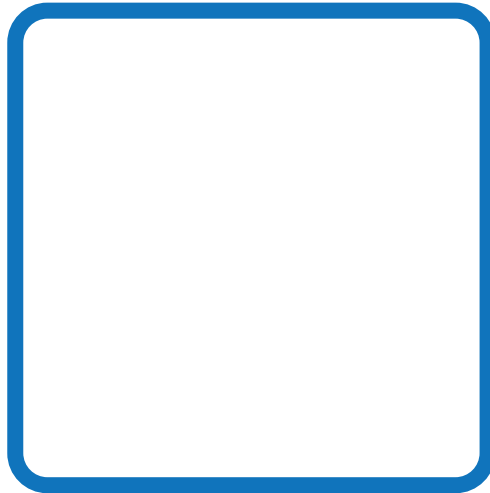


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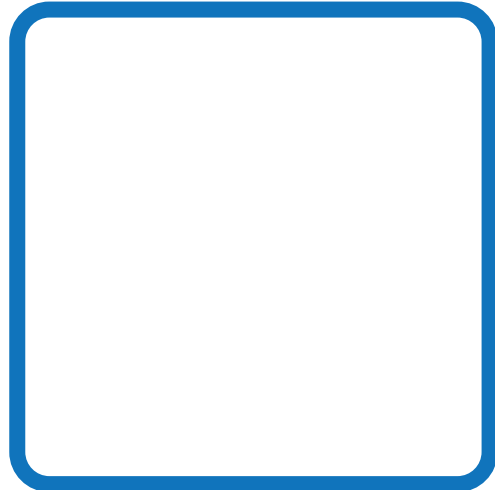


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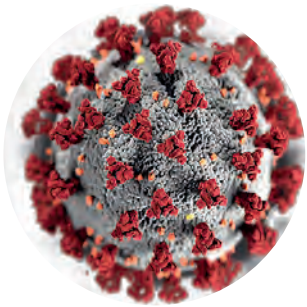


Conversation Topic: Corona Virus/ Covid -19

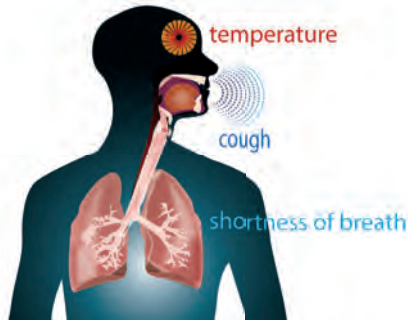
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Virus



Symptoms



Breathing



Pneumonia



Temperature



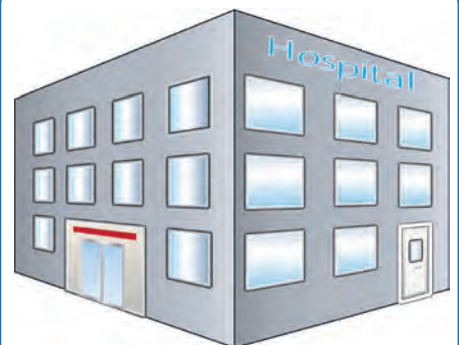
weak



headache



cough



Hospital

Conversation Topic: Corona Virus/ Covid -19

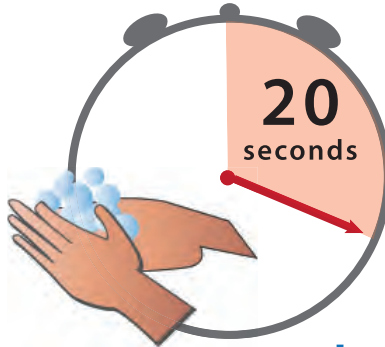
Cut up and use these images to support effective communication skills.

Support understanding by using short sentences and illustrating key words with these images.

Support expression by supporting the user to manipulate the images to illustrate their thoughts/ questions.



wash hands



20 seconds-
wash hands



avoid crowds



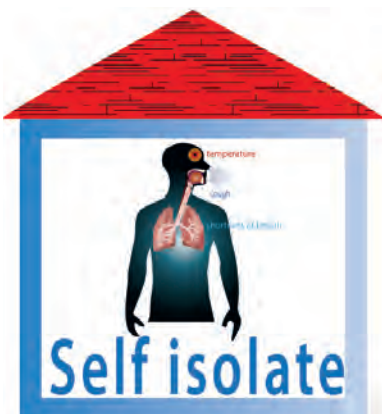
cough/sneeze
into elbow



cough/sneeze
into tissue



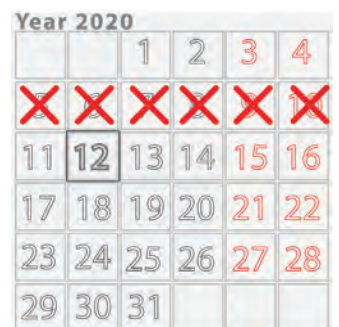
don't
touch
face



Self isolate



two weeks



one week

Conversation Topic: Corona Virus/ Covid -19

Cut up and use these images to support effective communication skills.

Support understanding by using short sentences and illustrating key words with these images.

Support expression by supporting the user to manipulate the images to illustrate their thoughts/ questions.



swab



Mouth



Eyes



sharp pain



dull pain



O.K



worried



sad



angry

Conversation Topic: Corona Virus/ Covid -19

Cut up and use these images to support effective communication skills.

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family



older person



nurse



doctor



**health care
professional**



paramedic



ambulance



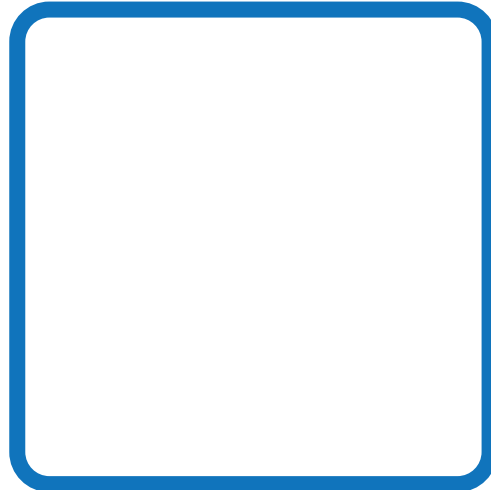
care

Conversation Topic: Corona Virus/ Covid -19

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Conversation Topic: Corona Virus/ Covid -19

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phone



air travel



medicine



news



research



water



R.I.P

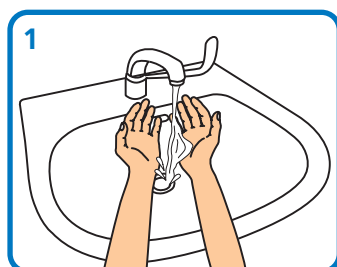


bed

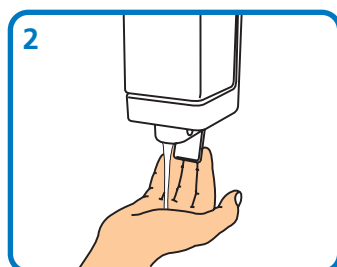


time

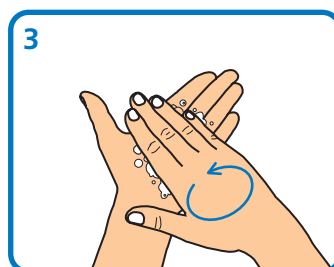
Hand-washing technique with soap and water



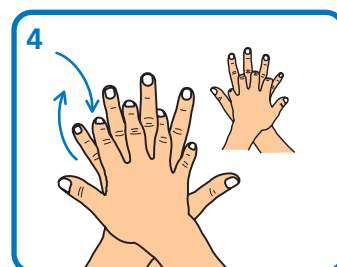
Wet hands with water



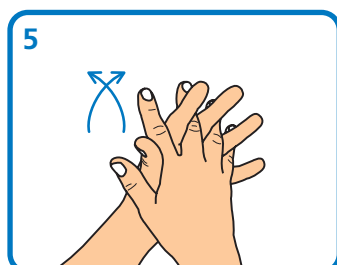
Apply enough soap to cover all hand surfaces



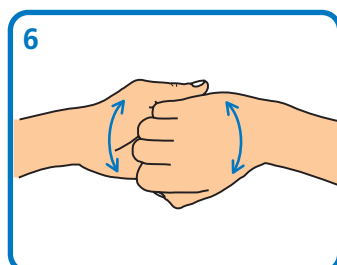
Rub hands palm to palm



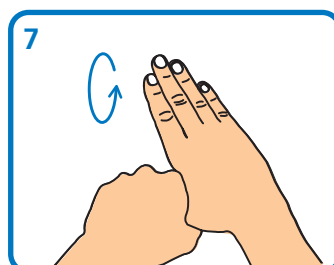
Rub back of each hand with palm of other hand with fingers interlaced



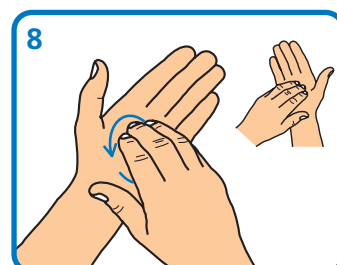
Rub palm to palm with fingers interlaced



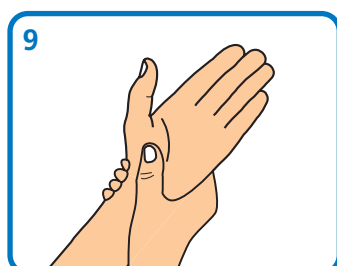
Rub with back of fingers to opposing palms with fingers interlocked



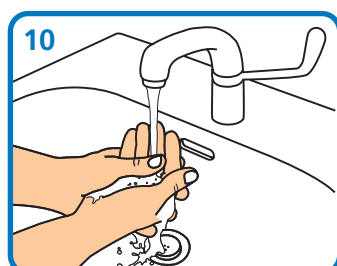
Rub each thumb clasped in opposite hand using a rotational movement



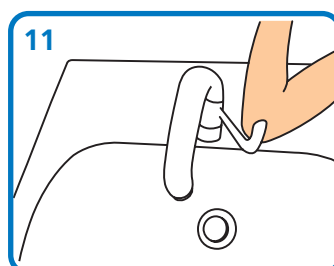
Rub tips of fingers in opposite palm in a circular motion



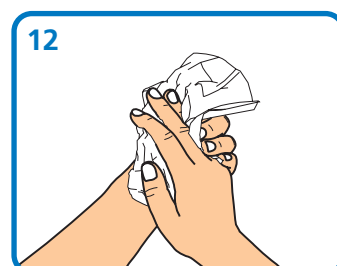
Rub each wrist with opposite hand



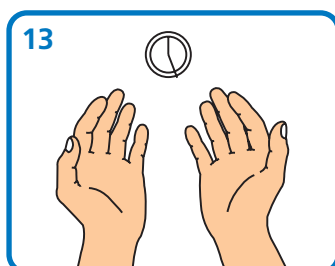
Rinse hands with water



Use elbow to turn off tap



Dry thoroughly with a single-use towel



Hand washing should take 15–30 seconds

Health Education England videos

Guidance on how to take measurements

- **Recognising deterioration in people with a learning disability**
<https://www.youtube.com/watch?v=vSWCPza8dCU>
- **Soft signs of deterioration**
<https://www.youtube.com/watch?v=7gMo13z3BYI>
- **NEWS what is it**
<https://www.youtube.com/watch?v=S-KWnrsOw8M>
- **How to measure temperature**
<https://www.youtube.com/watch?v=UxE6J9YBxqs>
- **Measuring blood pressure**
<https://www.youtube.com/watch?v=G8QkaAyqatE>
- **Measuring the heart rate**
<https://www.youtube.com/watch?v=v4NrClgA8Nk>
- **Measuring the respiratory rate**
<https://www.youtube.com/watch?v=ccKGzZXNKYs>
- **Measuring the level of alertness**
<https://www.youtube.com/watch?v=mo1DCAJddkQ>
- **Measuring oxygen saturation**
<https://www.youtube.com/watch?v=QabKghrtXps>
- **Calculating and recording NEWS score**
<https://www.youtube.com/watch?v=eIIPesGSMmA>
- **Communicating with other healthcare professionals**
<https://www.youtube.com/watch?v=Ki0BX61xhdw>
- **Preventing the spread of infection**
<https://www.youtube.com/watch?v=ZSV8eW5FwF8>

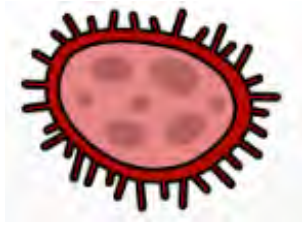
Coronavirus (COVID-19)

Getting better in Hospital



This easy read is about when people with coronavirus might need to go to hospital.

Date: 20/03/2020 Written by: @GeorgiaSLT 



There has been a lot of information in the news about a virus called Coronavirus. Coronavirus and COVID-19 are the same thing.

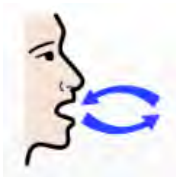


A virus is a type of illness.



Coronavirus is like the flu. People with the virus may have

- A cough
- A high temperature
- Find it harder to breathe than normal



Most people who have the virus and feel unwell can stay at home. They feel better after 7 days. This is the same as 1 week.



Some people who have the virus will need more help to get better.



If you are very unwell you may need to go to Hospital.

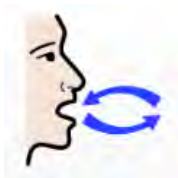


At Hospital people can get medical help to get better.

You might need to go to Hospital if:



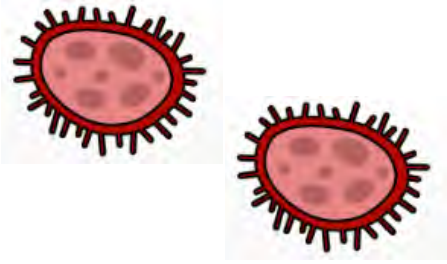
- You are not better after 7 days



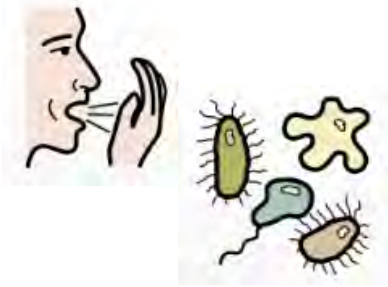
- You are finding it very hard to breathe



- If your doctor or NHS 111 tell you to go to hospital



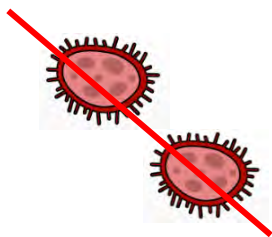
To help people to get better we need to stop Coronavirus spreading.



Coronavirus spreads when we cough. Germs from coughing can stay on our hands, faces, things we touch and our environment.



In Hospital it is very important that we stop coronavirus spreading. This is because people in hospital are already very unwell.



We need to try and stop people getting the virus.



People looking after you in Hospital might need to wear personal protective equipment.

This is sometimes called PPE and includes:



- Face masks or FIT Mask



- Glasses



- Gloves



- Aprons



It is important people working in the Hospital wear these because it stops germs and coronavirus spreading.



It might feel strange seeing people wearing masks, glasses, gloves and aprons.



It might be harder to see people's faces or hear them when they are talking.



They need to wear masks, glasses, gloves and aprons so they can give you the care you need.



The people in Hospital want to help you to get better.



You might need to be tested for coronavirus.



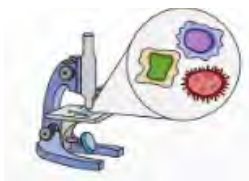
This is so you can get the right help to get better.



The people who test you might be wearing masks, goggles, gloves and aprons.



You will be asked to open your mouth. A swab will be taken from inside your cheek.



The swab will be tested.



You might be on a ward with other people who have the virus. This is OK.



You might be given a room by yourself.



You might need help with your breathing. A machine called a ventilator can help you to breathe easier.



You might need to wear a mask on your face. This will help you breathe.

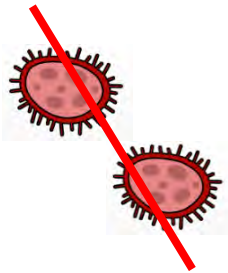


When you can breathe easier you can stop using the ventilator and masks.

1



To stop coronavirus spreading you might only be allowed 1 visitor.



This helps to stop other people getting unwell. It can also help you get better.



You can still speak to people who are important to you on the phone and use video calls (Skype, WhatsApp, Face Time)



You can still do some of the things you enjoy. Things like listening to music, reading and games.



When you get better you can go home.



**Learning Disability
Professional Senate**

Resources to support families / carers of people with learning disabilities through the Coronavirus restrictions

Introduction

The Learning Disabilities Professional Senate has put together this collection of resources that may be useful to support families/ carers of people with learning disabilities during the coronavirus restrictions.

The material contained in this resource has been developed by individuals or organisations and we have acknowledged these wherever possible. We thank everyone for their swift response in developing information.

The Learning Disabilities Professional Senate does not accept responsibility for any of the information in these documents, but hope that they are useful in supporting people with learning disabilities and families and carers who support them.

Different resources may be more appropriate for different people, and we are not recommending any specific resources. Please look through all the resources and choose the ones that are appropriate for your situation.

The guidance in the attached documents is valid at the time that they are developed, but may need amending as government action changes.

Please keep safe

Karen Dodd

Co-Chair – LD Professional Senate

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- Activity ideas for when you need to stay at home
- General Heavy work / proprioceptive strategies to try during social distancing
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- One page Positive Behaviour Support guide
- Top Tips for Communication
- NHS Sitting Exercises

Corona Virus: A trauma-informed care approach to
supporting people with learning disabilities. A guide for
families and carers

Corona Virus

A trauma-informed care approach to supporting people with learning disabilities

A guide for families and carers

By the clinicians of CTPLD East (Dr Elisabeth Goad, Clinical Psychologist, with advice from Lindsey Mosley, Occupational Therapist and the rest of the Occupational Therapy and Speech and Language Therapy Team)

What is 'normal' anxiety right now?

- ☐ With constant news stories about Corona Virus overwhelming our daily lives most of us will be living in a state of heightened anxiety.
- ☐ Daily conversations, radio, TV and social media make it difficult to 'take a break' and give ourselves moments of calm from the anxiety that this experience is inevitably causing.
- ☐ Many people are worrying about who will and how many will get ill and possibly die; the impact on families, finance, education, employment and housing is likely to take its toll.
- ☐ People are experiencing some **difficult but very normal feelings** such as anxiety, fear, anger, irritation or sadness.

Corona Virus as a traumatic experience

- ☐ Relationships are extremely important to human beings because without them we could not survive.
- ☐ When relationships are threatened in some way, we have an inbuilt and intense psychological and emotional response (think about all the things that upset you deeply, how many of them relate to something between you and another person?).
- ☐ If threats are intense or prolonged in some way, we can get stuck in 'fight, flight or freeze' responses.
- ☐ People are more likely to feel traumatized when they feel helpless or have a lack of control over a situation.

Corona Virus feels like a constant threat to relationships because...

- ☐ People are having to self-isolate from those who they care about or whom they depend upon on.
- ☐ People fear the impact of illness and death for themselves and others.

- ❑ There is a reduction in ability to engage with activities outside of the home where social connectedness may have played a key role.
- ❑ Strained relationships where families are forced to self-isolate together with limited opportunity for personal space.
- ❑ There is a disruption from normal social networks, schools and friendships for children, employment and social groups for adults.

Our threat systems are likely to be activated all of the time!

Corona Virus and people with learning disabilities

In addition to the anxiety experienced by the general population, people with learning disabilities will also have additional issues and needs:

- 1) The fact that people they may depend on to meet their health, social and emotional needs may not be able to support them anymore.
- 2) If social care providers start to struggle with staffing their services; people with learning disabilities may be cared for by people they do not know and find hard to trust.
- 3) It may be harder for people with learning disabilities to understand what is happening in the world and what Corona Virus means for them.
- 4) Their routines that are often so important to them may have been disrupted.
- 5) Substitute activities may not be practical or accessible.
- 6) Transition and change is often very difficult for people with learning disabilities.
- 7) Access to activities that are specifically regulating for people may be reduced.
- 8) As colleges, day services and opportunities for other meaningful engagement close, loneliness and its associated mental health problems become a real concern.
- 9) Strained relationships may occur as families rearrange their lives to provide more of their own support to people with learning disabilities whilst managing their own anxieties around health, housing, employment and finance.

What might family and carers notice in themselves?

- ☐ Being preoccupied with the news, constantly 'checking' for updates.
- ☐ Finding it difficult to focus on day to day activity.
- ☐ Feeling 'uptight or tense'.
- ☐ Increased muscle tension, increased heart rate, chest tightness, increased breathing rate, fatigue, changes in sleeping patterns.
- ☐ Losing their own self-care routines to prioritise the care of others.
- ☐ Feeling less patient and more irritable than you typically would.
- ☐ Normal but increased feelings of anxiety, fear, worry, sadness, anger.

What might we notice in people with learning disabilities?

- ☐ Preoccupation with the news, constantly checking for updates.
- ☐ Finding it difficult to focus on day to day activity.
- ☐ Feeling 'uptight or tense'.
- ☐ Increased muscle tension, increased heart rate, chest tightness, increased breathing rate, fatigue, changes in sleeping patterns.
- ☐ Increased health anxiety, worry about getting ill, increases in 'checking' behaviours.
- ☐ Experiencing (normal) feelings of anxiety, fear, worry, sadness, anger.
AND
- ☐ Withdrawing and disconnecting from others, feeling frightened to go outside.
- ☐ An increase in behaviours that challenge, often anger and associated anger may be an external representation of underlying fear.
- ☐ An increase in psychosomatic symptoms (physical symptoms without a physical cause).
- ☐ Seeking more reassurance than normal to help manage the constant daily changes evident in their lives.

What can we do to help?

What does the person understand?

- ☐ How much does the person understand what is happening at the moment?
Think about what and how much might be useful to share with them. Use

easy read or visual resources to back up communication if needed (see resources below).

- ❑ **Offer time** for the person you support to talk to you about their concerns regularly. Providing open but containing communication will help them feel less alone.
- ❑ **Consider how much 'Corona Virus' talk there is around the person with learning disability?** Is it helpful information giving or is it escalating anxiety?

Managing mental health

- ❑ **Limit time spent watching news stories**, set a time of day when you will catch up with what is happening and try to support the person to engage with other activities during the rest of the day.
- ❑ Help the person make a **'worry box'** where they can write down or draw their worries and put in the box to help them feel that their worries can be 'held' outside of their own minds. Encourage the person to share what's in their box with you once a day if they want to.
- ❑ Try to avoid conversations about Corona Virus just before bed to encourage sleep.
- ❑ Develop your own **self compassion**, you may experience difficult feelings that make you act in ways you wouldn't normally. Be forgiving.
- ❑ **Relaxation and mindfulness-based activities** can help calm busy minds AND calm the physiological reactions of trauma and anxiety. Practicing regularly, even when you feel calm will increase their efficacy. See resources below for free links to online exercises.
- ❑ **Update and review support plans** to reflect the changing and dynamic support needs people are likely to have.
- ❑ **Support the plan to take individual control over whatever they can to reduce feelings of helplessness.** Control over hand washing, opportunities to help others and so on can help to help people feel more in control

Regulating activities

- ❑ When we are **stuck in 'threat' mode** all of the time, we all have certain activities that help to **calm us down**.
- ❑ Focus on activities that use muscles and get the person moving. Day to day tasks that can be regulating include hoovering or carrying the laundry. Leisure activities might include stretching or yoga.
- ❑ Think about what activities usually calm the person and more specifically what it is about that activity that calms them.

Staying connected

- ❑ **Body language and facial expressions are important and help us to feel more connected to each other than** just hearing a loved one's voice on the phone. As such, find ways to use platforms such as **Skype, Teams, Facetime or Zoom** to maintain connects where face to face contact is not possible.
- ❑ If the person with a learning disability is self-isolating away from their family encourage **sending cards in the post, sharing of photos or 'thinking of you' parcels to help combat loneliness** and reassure the person that those who are not with them are thinking about them.

Structure, routine and meaningful engagement

- ❑ Create a home time daily structure and routine (see resources below).
- ❑ Are their opportunities within the home to learn new skills or do valued activities together?
- ❑ Ensure activities are a mixture of pleasurable, achieving and socially connecting.
- ❑ Developing meaningful roles for everyone at home can help raise self-esteem and maintain purpose at a time where purpose may feel as though it has been lost.

Staying fit and healthy

- ❑ Get fresh air when you can, walks and runs are still acceptable as long as you keep your distance from others.
- ❑ As best you can, support the person to keep eating healthily and keep moving. Walking and running is still acceptable as long as you keep your distance from others. There are lots of exercise classes free online.
- ❑ Develop a wellbeing plan with the person, how can you support them to maintain good physical, mental, spiritual and emotional health in creative ways?

Look after yourselves

- ❑ Put on your own oxygen mask before you start putting on everyone else's!

- ❑ You are important too. Try to maintain your own self-care routines as much as possible. If this is a marathon not a sprint you will need energy at the end.
- ❑ If you have not had a recent carers assessment, please request one from your local social care team if you would like too.
- ❑ Please also follow the guidance below, managing your own routines, social connectedness and mental health will be vital in helping you to stay well and continue being able to support the person you care about.

Resources

Advice for carers

<https://www.carersuk.org/help-and-advice/health/looking-after-your-health/coronavirus-covid-19>

Easy read leaflets on corona virus

<https://www.dropbox.com/home/1.%20Wellbeing%20%26%20mental%20health?preview=Easy+Read+-+advice-on-the-coronavirus-v1.pdf>

<https://www.dropbox.com/home/1.%20Wellbeing%20%26%20mental%20health?preview=Easy+Read+-+Information+about+Coronavirus+.pdf>

<https://www.dropbox.com/home/1.%20Wellbeing%20%26%20mental%20health?preview=My+Name+is+Coronavirus.pdf>

<https://cdn.shopify.com/s/files/1/0606/1553/files/Coronavirus-Poster-2-Photosymbols-UK.pdf>

<https://cdn.shopify.com/s/files/1/0606/1553/files/Coronavirus-Poster-3-Photosymbols.pdf>

<https://cdn.shopify.com/s/files/1/0606/1553/files/Coronavirus-Poster-1-Photosymbols-UK.pdf>

Social story templates about Corona Virus

<https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html>

<https://aaccommunity.net/2020/03/covid-19-board/>

<https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-.pdf>

Developing a routine during Corona Virus

<https://www.rcot.co.uk/staying-well-when-social-distancing>

<https://sensoryproject.org/2020/03/16/sensory-stuck-at-home/>

Google, 'boredom busters Corona Virus' to get some great ideas of things you can do together at home.

General mental health support

<https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>

Manging OCD during corona virus

<https://www.ocduk.org/ocd-and-coronavirus-survival-tips/>

Relaxation and mindfulness (for families, carers and people with learning disabilities)

Compassionate Mind exercises:

<https://www.compassionatemind.co.uk/resources/audio>

The Happiness Trap App is free for the next three months due to the corona virus outbreak. Download the App from Apple app store and then enter the code: TOGETHER on the subscription page to unlock all the app contents.

Free audios:

<https://jackkornfield.com/compassion-in-the-time-of-coronavirus/>

<https://jackkornfield.com/steady-heart/>

Mindful exercises for everyday life (Solent NHS Trust) FREE

https://www.youtube.com/playlist?list=PLFbeQITqQPGTLAmNgKs0srX9Vau7mc_tFf

A series of mindfulness, ACT and compassion-based exercises on you tube.

Mindfulness: Finding Peace in a Frantic World (Danny Penman) FREE

<http://franticworld.com/resources/>

Includes recordings of the body scan, 3-minute breathing space, chocolate meditation, mindfulness of the body and breath, befriending meditation etc.

[The https://www.compassionatemind.co.uk/resources](https://www.compassionatemind.co.uk/resources)
[Compassionate Mind Foundation website \(FREE\)](#)

Recordings of addressing self-criticism, building the compassionate mind, posture, faces and tones, soothing rhythm practices.

Apps

- **Headspace** - free trial and then subscription required after that
- Calm** -free trial and options to pay for additional functions if you want to)
- Aware** - free (you can pay for additional functions if you want to)

Top tips: supporting someone with a learning
disability when you need to stay at home due to
Covid-19



Camden learning disabilities service
5 Pancras Square
N1C 4AG
Tel: 020 7974 3737
Fax: 020 7974 3787
camden.gov.uk/clds

Top tips: supporting someone with a learning disability when you need to stay at home due to Covid-19

- Routine is still important: Try to get up and go to bed at the same time. Try to break up the day at similar times for breakfast, lunch, dinner.
- Use a visual timetable, make a to-do list and plan what you will do in the day
- Try to keep busy – make sure to do physical activities throughout the day (like shaking out sheets, hanging up laundry, whisking and mixing when baking, kneading bread, scrubbing and wiping dishes and tables, cleaning the bath, hoovering, or an online exercise class).
- Be mindful of screentime – **it's easy** to get too much of this.
- Try to get some fresh air into the house – open blinds and curtains and let the light in
- If you have your own garden or balcony you can use this to spend some time outdoors. If you and the person you support are well, you can take a walk but make sure to keep a distance from other people.
- Have a look at what you can hear and see outside, wildlife can be a good one, such as birdwatching. You might have some seeds you could put out for the birds, or water for a birdbath.
- Try **mindfulness and focusing on the 'here and how'** – what you can see, hear, smell, taste and touch
- You may need to remind the person you support why you are not going out – you can use social stories to help with this. You may need to offer an alternative suggestions.
- Validate people's feelings around staying at home.
- Don't tell the person you support what they **CAN'T** do, but focus on the activities that they **CAN** do
- Support the person to make choices around activities so they still have some control – make sure you only give options that are available to

them and remember to use symbols, photographs and objects to support choice making

- Try to involve the person you support where possible in anything that you need to do around the house – even involvement in small steps of an activity is good.
- Try to do calming activities before bed, keep the same bedtime routine
- If possible encourage the person you support not to use the bed apart from at bedtimes so that this is associated with sleep
- Support the person you support to reach out to others via phone, email, skype and social media.
- You can encourage good hand hygiene at home by making this fun – this could be by doing more water based activities like washing up, handwashing clothes, water play (use colanders, funnels, recycling containers, different sponges and scrubbers). Try using different scented soaps, lots of bubbles, singing songs together whilst washing your hands to ensure the person you support is washing thoroughly, or setting a timer, competing about who can make the most bubbles or squelchy noises!

Thank you for your support – it is invaluable in keeping the client and community well! Please contact the team using the number above if you have any queries we may be able to support with.

Hilary Low

CLDS OT

19/03/2020

Supporting people who use our services as the COVID:19 response
increases- A Guide for our staff

Supporting people who use our services as the COVID:19 response increases- A Guide for our staff

CONFUSED?
SCARED?
FRIGHTENED?
These are strategies
people use to cope,
NOT behaviors.



As measures have increased to inform and support people to understand the seriousness of this situation it is likely that many of our service users and staff may be worried about COVID-19.

These anxieties can be also be very infectious. Caution should be exercised in not exacerbating an already difficult situation.

This blog offers some good insight into coping and support needs: [open future learning blog](#) and why we might see changes in people's behaviour.

These are very difficult times for people who use our services to understand for a number of different reasons: many regular routines are affected,

- Possibly potential changes of staff with new colleagues on the units
- People possibly moving from one area to another to accommodate isolation areas
- Changes to the environment to protect from or control the virus.

If we are going to help people understand the situation then we need to think about how to 'chunk up information'. Some people may not have heard of COVID 19 but they might know what germs are, they may remember having a cold or someone else having one.

HELLO!

I am a VIRUS,
cousins with the Flu and
the Common Cold



My name is Coronavirus

MANUELA MOLINA - @MINDHEARTKIDS
WWW.MINDHEART.CO
CC BY-NC-SA 4.0 INTERNACIONAL PUBLIC LICENSE

Understanding what a person knows will help you to help them understand more.

Be aware that some individuals may have communication difficulties so may not be able to tell you that they are feeling unwell initially e.g. with a sore throat. The person may show they are in discomfort through a change in their behaviour or level of interaction – this needs careful monitoring and always consider a possible underlying physical cause for any changes seen first



- Only get information about Coronavirus from places you can trust

These places are:

- The UK coronavirus (COVID-19) page
- The NHS coronavirus (COVID-19) page
- NHS 111 online
- If you are planning to travel abroad check the Foreign and Commonwealth Office travel advice page
- Follow Public Health England or The Department of Health and Social Care on Twitter for regular updates

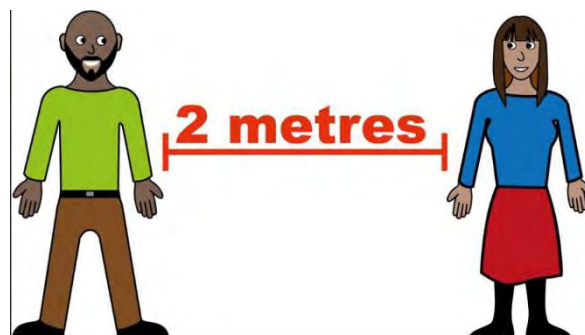
The pictures in this summary are from Photosymbols: <https://www.photosymbols.com/>

Once we know what the person knows, this can help us think about how to give more information to prepare for potential changes and the impact on them. Using credible sources to provide facts and information is really important.

[There is a COVID:19 facebook group](#) set up to specifically support sharing of appropriate, accessible information for people with learning disabilities. There is wide representation from multiple disciplines and providers as well as people with learning disabilities, parents and carers.

It is really important that we continue to encourage preventative measures

We want to help people stay healthy in our services. We need to promote hygiene and follow the governments advice.




Coronavirus
You must stay at home

We must stop the disease spreading. Only leave home for :

- * Shopping essentials
- * Exercise once a day
- * Medical or care needs
- * Travel to work if you have to

Stay at home

- No more meeting friends.
- No visiting family in other places.
- No groups of more than two people in public.

Closed

Most shops are closed. Events are cancelled. Funerals are allowed.

CALL 111

If you are ill
Stay at home for 7 days
If you feel worse
Phone NHS 111
or visit 111.nhs.uk

Coping with isolation and restrictions

We know that many people who use our services may feel disconnected from wider society and may not have insight for the need to self-isolate and decrease physical contact with others. This [Wuhan article](#) highlights some of the lessons learned and makes recommendations about inpatient mental health areas.

Balancing the level of information we give to our service users is important so that we can inform in a way that they can make meaning of but not induce further panic or fear. Be aware that news on in the background can be a source of anxiety for some people, particularly if the person has limited language skills.

Trying to maintain some sense of or a new sense of normality while there are restrictions in place on how we can move around and live our lives may mean trying to replicate some of the basics that we are all try to maintain, support people to try to stay calm:



- Waking up and going to bed- trying to keep to the same schedule
- Maintaining a healthy diet
- Taking exercise, we can leave the environment once a day to do this, there may be changes to the support we have to do this. We may also want to access some you tube videos or have our own exercise videos that we can do in an area at home
- Some preferred in house activities can continue, craft, listening to music, watching our favourite films or things on TV, jigsaws, mindfulness etc.
- Calling, face time or Skyping our friends and family
- Limit access to social media and the news

It is really important that if somebody does develop the initial symptoms of COVID:19 that they can self-isolate. For people already in our specialist services, we need to help them do that. We need to help people to understand why they must stay inside.



Isolation areas

Coronavirus is not serious for everyone

People can get better by:



- Having Rest



- Taking tablets for pain – if told



- Drinking plenty of water

In our specialist services, we have created an isolation area.

This might be on the same site that the person is in now or it may mean that the person needs to transfer to an area where they can be carefully observed and assessed.

If a person needs to move to the isolation area they will continue to be supported by staff from our services. Our staff will need to wear protective equipment to reduce the chance that they might also get COVID:19.

This might look different for the person and it might be frightening. Try to help them understand.

[This social story has been developed for a specific person](#) and explains what happens when people get poorly with COVID: 19. If you want to use it in your areas then do not use page 9.

Our Speech and Language therapists have developed a range of resources for individuals and you could ask them to develop something specific with you for a person who you need to communicate with.

It is always best to have a personalised story for the individual, written in a way that specifically meets their needs.

While the person is in the isolation area they will need to be kept safe, monitored and as far as possible be supported to continue to do things that are important to them, including activities and safe engagement with others. Thinking creatively about using social media, face time/skype etc.

If the person does not get better after 7 days or becomes very unwell then the clinical decision for them to go to an acute hospital for escalated treatment will need to be made. The decision to escalate care will be evidence based and reasoned and the person's wishes will need to be considered in relation to this.



People looking after you in Hospital might need to wear **personal protective equipment**.

This is sometimes called **PPE** and includes:

- Face masks or FIT Mask
- Glasses
- Gloves
- Aprons

It is important people working in the Hospital wear these because it stops germs and coronavirus spreading.

Our staff will continue to support the person in hospital and give advice about their specialist needs.

If the person becomes well enough, they will be supported to return to a ward area.

Supporting literature and webpages as of 24th March 2020

<https://www.vodg.org.uk/coronavirus-covid-19-response/>

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

<https://gov.wales/coronavirus>

Meaningful engagement during time of social distancing due to corona virus outbreak

Meaningful engagement during time of social distancing due to corona virus outbreak

The Government has advised that all people adopt the guidance on social distancing

The people we support in the community, inpatients and residential settings will experience disruption and changes to their usual routines , meaningful activities and interactions due to social distancing. ***Please see latest government guidance.***

These individuals (and anyone self-isolating) are at risk of occupational deprivation. Occupational Deprivation is “the prolonged restriction due to circumstances outside of the person’s control” which affects mental and physical well-being. (Whiteford 2000)

Therefore we need to start being creative in how we support the individuals we work with to participate in meaningful activities, and routines as much as is possible (within the guidance), directly and through their supporters to promote physical and mental well being . Please see RCOT guidance on staying well when social distancing

<https://www.rcot.co.uk/staying-well-when-social-distancing>

The individuals that we work with may have difficulties with:

- Changes in routine
- Not being able to see people who are familiar and important to them
- Not understanding why changes are happening around them
- Managing worries about what they see and hear on the news etc
- Difficulties initiating, sequencing or continuing activities independently and may need support to do this.

STRATEGIES AND SUGGESTIONS THAT MAY BE HELPFUL AT THIS TIME:

- Predictability and routine –
- Having visual information of what is happening and ensuring it is up to date with any changes
- Using an up to date activity timetable / now and next board etc,
- Communicating what are staff on shift and updating for changes and new staff – could there be photos sent with any agency / bank staff used?
- Using social stories to explain changes and managing concerns (see attached for examples)
- Building handwashing into the start and end of activities where ever possible (see attached for examples of handwashing guidance)
- Continuing as many elements of usual routine that are possible whilst still following latest government advice.
- Promoting choice and control where ever possible, but this may need to be adjusted to what can be chosen at that time. – ie only offer choices of what they can actually do at that time
- Remove (from choice boards , timetables etc) activities that are not accessible / possible in current climate to avoid disappointment and frustration. (ie.place is closed)
- Think about actively supporting the person
- Individual risk assessment will be needed - Ensure that activity items are cleaned after use – You may wish to have individual (labeled) activity boxes at this time to reduce risk of cross contamination.
- Anything that cannot be used safely without supervision put away after use.
- Keep information about what is happening simple, this means that it is easier to change if necessary.

It may be helpful to have individual (labelled) activity boxes with items that meet their interests, items should be cleaned and returned to the box after use as the virus can stay on objects for many hours unless cleaned). Items in the box should be reviewed and rotated to ensure that activities are varied.

Suggestions for other activities:

Activities of daily living

Food preparation by the individual client may need to be for individual consumption during social distancing

- making drinks / smoothies
- sandwich making
- making dips / salads
- puddings
- pizza
- bread making
- baking
- taking part in meal preparation
- laying table for themselves,
- doing laundry
- washing up
- filling dishwasher
- sweeping / mopping
- Gardening, digging , planting , watering plants

- Making bed,
- Doing laundry ,
- Cleaning room

Exercise / movement

- Dancing - make up your own, take it in turn to copy each others or learn a new dance
- Stretching , yoga type moves
- Following exercise videos (see attached for some ideas – there are many available
- Obstacle course
- Trampoline or Swing
- Bean bag target
- Running races
- Running, jumping, stomping,
- Stretches, wall pushes
- Treasure hunt
- Skittles
- Football and other ball games – throwing and catching
- Balloon volley ball

Outdoors

- Where there are facilities in garden use them
- Circuits in garden (eg, target games with bean bags, going through hula hoops, running back to point etc, sports day like activities
- Nature / bird spotting / cloud watching
- Outdoor gyms
- Muddy / hill walks eg box hill – national trust sites are currently free, there are also many parks in Surrey
- Dog walking

Creative

- Making pictures for room / door name plate
- Painting, hand, finger, brush or object
- Colouring – free or guided
- Card making
- Junk modelling
- Collage
- Paper mache
- Play dough modelling (can mix and make own – not to be shared or kept)

Music

- Singing
- Karaoke
- Making up songs,
- Singing and playing instruments along to music ,
- Making a playlist of favourite songs

Games and puzzles

- Word games (crosswords, hangman)
- Board games (ludo, connect 4, snakes and ladders, pairs etc)
- Card games (snap, play your cards right to more complex games)
- Dominoes
- Quizzes
- Picture matching
- Memory games ('Kim's game')
- Jigsaw puzzles
- Word search
- Find items (eg where's Wally)
- Learn a new skill

Interaction –

- Phone calls
- Making a album of who / what is important to me
- Making cards including thinking of you cards, notes and postcards (mothers day soon),
- Debates /discussions
- Writing about your day
- Discussions about topics
- Story making
- Reading together
- Emails, Skype, social networks
- Explore places on virtual tour, find out about a place you are interested in
- Watch tv programmes, films, previous sporting events – talk about what you like and don't like
- There is an increasing wide range of resources online including exercise / dance videos, singing, art / creative, activities and virtual tours.

Activity ideas for when you need to stay at home



Camden learning disabilities service
5 Pancras Square
N1C 4AG
Tel: 020 7974 3737
Fax: 020 7974 3787
camden.gov.uk/clds

Activity ideas for when you need to stay at home

When we need to stay at home it can be hard to know what to do with our time. Here are some suggestions of activities you could try. These will not be appropriate for everyone, so pick and choose based on your knowledge of the person you support and previous guidelines and recommendations from health care professionals. Lots of resources and ideas can be sourced online.

Personal care tasks

Have a vigorous shower – use different sponges and scrubs and different soaps

Teethbrushing and flossing

Hairbrushing – trying different hairdos, plaits, ponytails (ideas online!)

Have a shave, use a brush and shaving foam

Massage (head, shoulder, feet, hands)

Bubble bath

Paint your finger nails

Moisturising/creaming

Aromatherapy activities

Essential oils on hot/cool flannel

Footspa

Hot water bottle (not too hot) and wheat microwavable pillows (there are scented versions)

Do some meditation classes, there are different kinds you can find and try online

(guided imagery, progressive muscle relaxation, mindfulness)
Do online exercise classes – there are all kinds online including seated versions

Domestic tasks

Hoovering/vacuuming

Dusting and polishing

Sweeping

Mopping the floors

Spring cleaning -organising drawers and wardrobes

Emptying the bins

Checking the cupboards and writing a shopping list

Ordering shopping online and putting things away

Laundry (putting things in the washer, hanging things up with pegs to dry, folding and sorting, putting away in drawers)

Handwashing clothes

Putting things you don't need in a bag for charity

Looking after plants (watering and re-potting and planting, removing the dead leaves/flowers)

Changing your bed sheets

Washing and drying up (use lots of soap and bubbles and different types of scrubbers and sponges)

Loading and emptying the dishwasher

Wiping down counters and tables

Setting and clearing the table

Polishing shoes

Mending things (holes in clothes, or things that need gluing)

Ironing

Making tea (you could use a teapot and a tray and sit down for tea-time together)

Washing windows

Home decorating

Cooking:

Loads of recipes online

Peeling and washing and preparing food

Fruit/vegetable salad

Sandwiches and toasties

Ice-lollies

Fruit smoothies with blender

Soda stream for fizzy drinks

Chocolate crispies

Non-cook recipes (like fruit kebabs, lots of recipes online)

Baking bread or biscuits – use packet or raw ingredients

Popcorn

Angel delight

Crumble

Leisure tasks

Arts and crafts:

Cards and letters – make your own, send to your friends and family

Scrap-books related to personal interests ie trains, popstars

Keep a diary, make a story about what you did when you had to stay at home

Taking selfies and family photos – have fun with filters!

Making a collage

Hand painting/printing

Sewing/embroidery/knitting

Making jewellery, beadwork

Making models

Modelling with papier-mache

Printing with stencils

Painting by numbers

Magic (water) painting

Using online apps to do art work

T-shirt decorating

Sticker books

Drawing or painting

Pottery with air drying clay

Making salt dough (make the dough at home from flour and water and salt, mould it in to shapes, bake and paint, recipes online)

Block printing (or use a potato-stamp!)

Reading or looking at magazines/newspapers/old photo albums

Acting and role play

Have a fashion show, dress up!

Make a 'smelly box' with different scents (ie body lotion, coffee beans, washing powder, mint mouthwash, marmite, star anise, cinnamon, perfume, essential oils etc)

Music:

Playing musical instruments – have a concert

Singing – record it, make an album!

Listening to music

Make your own playlists – make different playlists for different times(upbeat/relaxing)

Karaoke

Dancing – even seated chair dancing!

Make your own musical instruments (ie plastic bottle with rice or lentils inside)

Musical bingo

Socialising:

Sending emails and text messages and voice recordings and video clips about your day to checking in with friends and family

Sending letters and cards

Using social media to connect with others

Using the telephone to call people – use the video function to see them

Discussions about people/places things

Storytelling

Start a blog or website to share your interests with others

Games:

Games on ipad – there are all kinds of apps you can tailor for individual interests

Wii

Jigsaw puzzles

Card games, such as snap

Bingo

Memo

Ball or bean bag games – throw these into a basket (add points for competition)

Velcro dartboard

Balloon volleyball (bat this backwards and forwards between you, or balloon tennis - try to get it over something a line of tape on the floor)

Clapping games

Rhymes and tongue twisters

Jenga and connect 4

Board games

Tabletop football

Water play with colenders, funnels, pots and pans, paintbrushes

Blow bubbles – catch and pop these

If you have access to a garden:

Potting plants

Weeding

Sitting in swing chair

Ball or racket games

Frisbee

Touching and smelling plants and herbs and flowers

BBQ

Looking after birdtable or feeder – you can make your own birdfeeder with old plastic bottle (instructions online)

Sowing seeds (can also be done inside)

Growing vegetables

Watering the garden

Caring for hanging baskets and window boxes

Looking after compost

Thank you for your support – it is invaluable in keeping the person you support and community well! Please contact the team using the number above if you have any queries we may be able to support with, or if you are struggling to find activities to do with the person you support at home.

General Heavy work / proprioceptive strategies to try
during social distancing



**Surrey and Borders
Partnership**

NHS Foundation Trust

Intensive Support Service

Ramsay House
Richmond Crescent
Epsom, Surrey
KT198PB
Tel: 01372 206305

General Heavy work / proprioceptive strategies to try during social distancing

Undertaking proprioceptive / heavy work activities can be helpful to feel more regulated and me in a calm/alert state. These are general strategies – there would need to be consideration base on individual need, preference and risk assessment

Oral motor - follow SLT guidelines if there are any dysphagia concerns

- blowing bubbles
- sucking thick liquids milkshake / smoothie through a straw
- chewing - gum, bagels. dried fruit
- eating crunchy food / ice
- sucking sweets
- using curly straw
- drinking from sports bottle

Proprioception

- Wall push ups
- Chair or desk push ups
- Stretchy bands on chair for feet
- Body sock
- Increase movement by running errands
- Wiping counters/ tables / windows
- Squeeze toy / fiddle
- Have crunchy or chewy food at breakfast and throughout day
- Use drinks bottle with valve
- Moving furniture
- Going up and down stairs

Productive tasks at home

- loading / unloading washing machine
- wiping counters
- carrying shopping
- carrying boxes / items
- washing windows
- vacuuming
- mopping
- sweeping
- taking out rubbish / recycling
- digging
- weeding
- watering plants using watering can
- going up and down stairs to fetch items
- mixing cake with spoon
- kneading, and rolling dough

Activities:- interests sensory needs and challenges need to be considered

- Running
- Jumping
- Trampolining
- Cycling
- Scootering / skateboarding
- Yoga

This is a helpful website on sports and sensory challenges , (NB it has an American focus) <http://asensorylife.com/sensory-benefits-of-sports.html>

Information adapted from Roley, RC, Smith Roley. S. (2006) Sensory Integration: Applying Clinical Reasoning to Practice with Diverse Populations. 1st ed. United States of America: Therapy skill builders and Williams, M.S. and Shellenberger, S. (2012) How does your engine run? A leaders guide to the alert program for self regulation. 16th ed. Albuquerque, NM: Therapy Works inc.

Karen Bates Occupational Therapist

Coronavirus – Tips for Managing Challenging Behaviour

Coronavirus

Tips for managing challenging behaviour

Coronavirus has meant that all of our normal activities and routines have stopped and we have to stay at home. Lots of us are also feeling worried about the virus and that we or our family will get the virus.

It is therefore understandable that during this time there may be an increase in challenging behaviors for the people we support. Here are some tips that may help:

1. Try to understand the cause of the behavior or the trigger of the behavior, e.g. the environment is too noisy/busy, being asked to do something, wanting to get something, being bored, being anxious, being physically unwell.
2. Watch out for the early warning signs - what can you do to help at this point? What has worked before? Can you distract or divert to something else?
3. Find ways to help the person express themselves. Such as using pictures, photos, objects or Makaton signs.
4. Try to keep to as usual a routine as possible, if the person is used to getting up, meals, going to bed at certain times try to keep to these.

Tower Hamlets Community Learning Disabilities Service

Coronavirus

Tips for managing challenging behaviour

5. Make a plan/timetable for each day, include things to help the person to feel happy, do activities they enjoy.
6. Make sure that the person can make some choices about activities/food each day. Offer 2 or 3 choices, too much can be overwhelming.
7. Prepare them for finishing an activity they enjoy with countdowns, either verbal or visual.
8. Where you can, get outside for some exercise and fresh air, even a twenty minute walk can be helpful!
9. Develop simple coping strategies, such as breathing exercises or switching to an activity they enjoy.
10. The person you care for might need extra reassurance during this unusual time. Remind them that they are safe at home.
11. Make a time for yourself to do something you enjoy too. We need to look after ourselves to be able to look after others.
12. Keep in touch with family, friends and professionals – reach out for help and advice!

Tower Hamlets Community Learning Disability Service

One Page Positive Behaviour Support guide

<p>When I am in a good mood / appear calm:</p> <ul style="list-style-type: none"> • Engage me in social interaction, learn my likes and dislikes • Encourage me to carry out/assist with my personal care • Support me to do daily living tasks e.g. laundry, tidying up, preparing meals/snacks, cleaning • Help me learn new skills • Support me to try something new – and praise me for trying • Use your sense of humour, laugh & joke with me • Notice how I behave if I am waiting for something e.g. an outing, an electronic item to charge, to see the doctor. Share this with the team. • Check if I prefer just words, words and signs, words and pictures etc. 	<p>When I am starting to feel anxious/annoyed:</p> <ul style="list-style-type: none"> • Use a calm, clear tone of voice. Use short, simple sentences and positive language. • Invite me to come and talk somewhere quiet and private. Show empathy. • Increase personal space • Make sure all my basic needs have been met (e.g. food, drink, toileting, pain management) • Meet any reasonable demands e.g. help me charge the iPad, contact my family, open a cupboard etc. • Offer me an activity that I find calming (active or passive depending on my preference). Use distraction. • Only use humour if you are confident about this strategy • Notice how I am behaving, plus what strategies help me and record these details
<p>When I am a risk to myself or others, or losing control of my behaviour:</p> <ul style="list-style-type: none"> • Use a calm, clear tone of voice. Use very short sentences or single words. • Use an open posture and facial expression. Avoid large gestures or sudden movement. • Increase personal space. Move others out of the area. Inform other staff. • Remove hazards or triggers from the room • Make sure I have an exit route. • Make sure you also have an exit strategy • Only one person should talk to me, other staff can monitor from a distance. Consider switching staff if I relate better to a certain person • Consider prn, or physical intervention as a last resort (according to your local policy) 	<p>When I appear calm again:</p> <ul style="list-style-type: none"> • Respond calmly to anything I say. Accept any apology I offer • Offer me a cold drink, or some time to rest • Keep monitoring my arousal level • Help me move on by focussing on a new activity • Avoid asking me why I behaved that way • Avoid discussing details of the incident • Administer first aid as needed • Record the event on your incident reporting system, complete ABC charts etc. • Consider debriefing – for people using the service and for staff

Top Tips for Communication

Top Tips for Communication

1. Think about your non verbal communication – tone of voice, facial expression, posture and the person's readiness to interact.
2. Remember the individual may not be able to attend to lots of verbal speech.
3. Use short sentences and only use the words that are needed to get your message across.
4. Allow time for information to be processed before you move on.
5. Avoid asking lots of questions. Especially “open” questions such as “Why.....?” or “How....?”
6. Try to use intensive interaction approaches to communication at all times.
7. Use the environment to support what you are saying. Use objects, photos, drawing etc. to help to get your message across. Making choices for the person may be difficult.
8. Model actions/tasks you want someone to do.
9. If the person is repetitively saying the same things over and over, try to create situations where you are with them, engaging in an undemanding activity that they can join in with if they choose. (Availability but low demand).
10. Think about any written communication, can this be simplified or provided in another format if necessary?
11. Use scripts to help someone know what is expected of them. Seek advice for help in knowing what to put in your script.
12. Remove alternative sources of distraction. Turn off the TV and radio.
13. Do not have a complex conversation with someone else when you are trying to interact with the person with a communication impairment.

Going up the STAIR to better communication

Support them to get their message across

Give them time

Gain the person's attention

Use appropriate interaction and obvious resources that you have around you.

Created by Polly Dawe- Occupational Therapist
Liberty Care Ltd



NHS Sitting Exercises

Exercises for older people



Sitting

Getting started

If you've not done much physical activity for a while, you may want to get the all-clear from a GP before starting.

For the exercises that require a chair, choose one that is stable, solid and without wheels. You should be able to sit with feet flat on the floor and knees bent at right angles. Avoid chairs with arms as this will restrict your movement.

Wear loose, comfortable clothing and keep some water handy.

Try to attempt these exercises at least twice a week, this will help to improve muscle strength, balance and co-ordination.

Build up slowly and aim to increase the repetitions of each exercise over time. As your fitness improves, why not look for a group session near you? Age UK have lots of ideas.

www.ageuk.org.uk

There are three other sets of exercises in this series: Flexibility, Strength and Balance.

Go to www.nhs.uk/exercises-for-older-people to download.

CHEST STRETCH



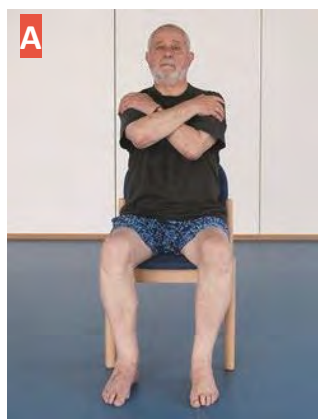
This stretch is good for posture.

A. Sit upright and away from the back of the chair. Pull your shoulders back and down. Extend arms out to the side.

B. Gently push your chest forwards and up until you feel a stretch across your chest.

Hold for five to 10 seconds and repeat five times.

UPPER BODY TWIST



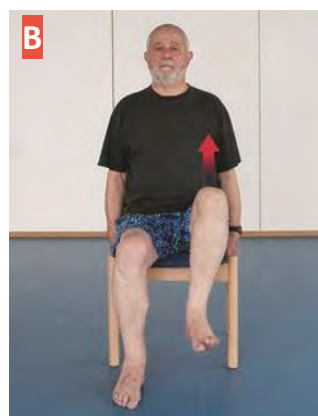
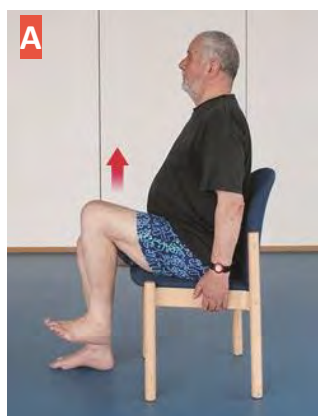
This will develop and maintain flexibility in the upper back.

A. Sit upright with feet flat on the floor, cross your arms and reach for your shoulders.

B. Without moving your hips, turn your upper body to the left as far as is comfortable.

Hold for five seconds. Repeat going right. Do five of each.

HIP MARCHING



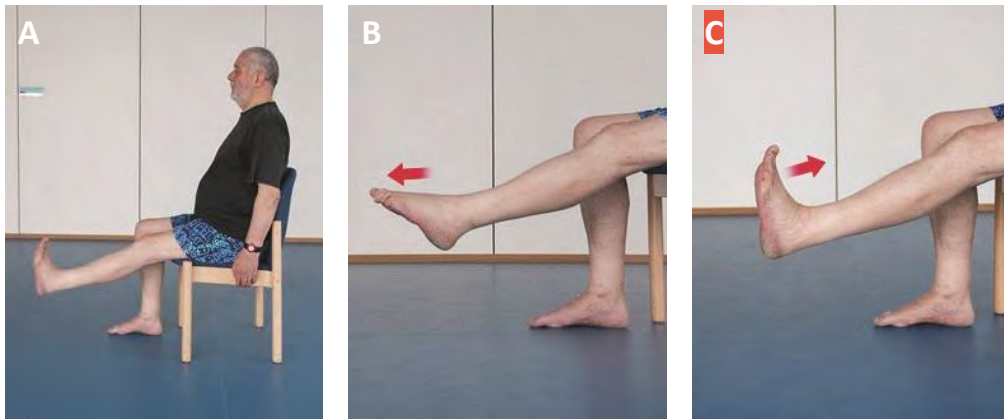
This will strengthen hips and thighs and improve flexibility.

A. Sit upright and away from the back of the chair. Hold on to the sides of the chair.

B. Lift your left leg, with your knee bent, as far as is comfortable. Place foot down with control.

Repeat with the opposite leg. Do five lifts with each leg.

ANKLE STRETCH

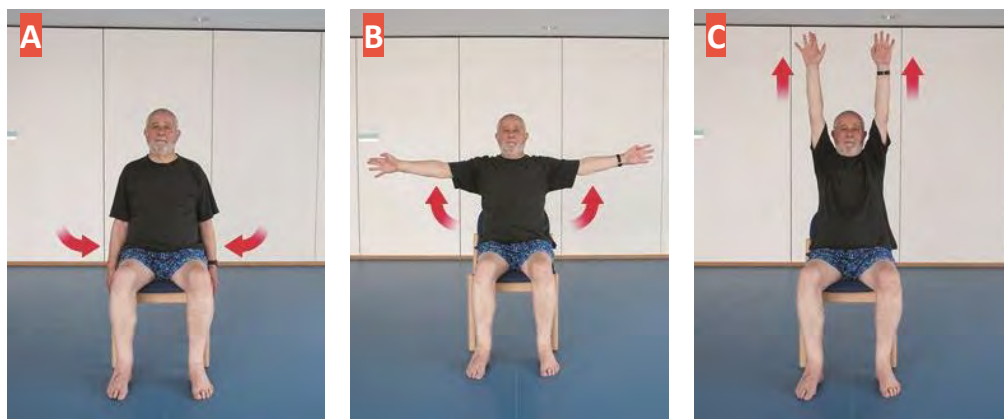


This will improve ankle flexibility and reduce blood clot risk.

- A.** Sit upright, hold on to the side of the chair and straighten your left leg with your foot off the floor.
- B.** With leg straight and raised, point your toes away from you.
- C.** Point toes back towards you.

Try two sets of five stretches with each foot.

ARM RAISES



This builds shoulder strength.

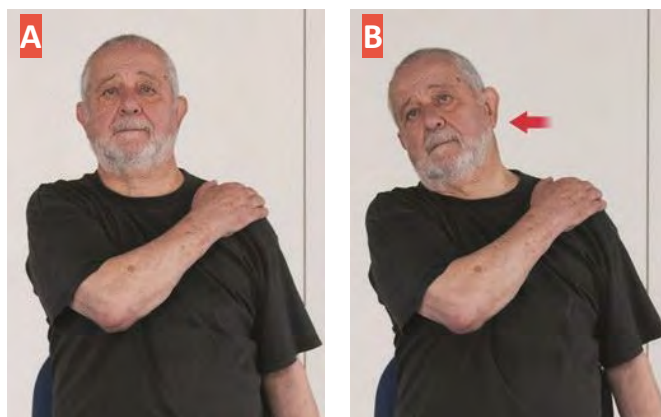
- A.** Sit upright, arms by your sides. **B.** With palms forwards, raise both arms out and to the side and up as far as is comfortable. Then return.
 - C.** Keep your shoulders down and arms straight throughout.
- Breathe out as you raise your arms and breathe in as you lower them. Repeat five times.

NECK ROTATION



This stretch is good for improving neck mobility and flexibility. **A.** Sit upright with shoulders down. Look straight ahead. **B.** Slowly turn your head towards your left shoulder as far as is comfortable. Hold for five seconds and return to starting position. **C.** Repeat going right. Do three rotations on each side.

NECK STRETCH



This stretch is good for loosening tight neck muscles.

A. Sitting upright, look straight ahead and hold your left shoulder down with your right hand.

B. Slowly tilt your head to the right while holding your shoulder down. Repeat on the opposite side.

Hold each stretch for five seconds and repeat three times on each side.



**Learning Disability
Professional Senate**

Resources to use with people with learning disabilities through the Coronavirus restrictions

Introduction

The Learning Disabilities Professional Senate has put together this collection of resources that may be useful to support people with learning disabilities during the coronavirus restrictions.

The material contained in this resource has been developed by individuals or organisations and we have acknowledged these wherever possible. We thank everyone for their swift response in developing information.

The Learning Disabilities Professional Senate does not accept responsibility for any of the information in these documents, but hope that they are useful in supporting people with learning disabilities and families and carers who support them.

Different resources may be more appropriate for different people, and we are not recommending any specific resources. Please look through all the resources and choose the ones that are appropriate for your situation.

The guidance in the attached documents is valid at the time that they are developed, but may need amending as government action changes.

Please keep safe

Karen Dodd

Co-Chair – LD Professional Senate

CONTENTS

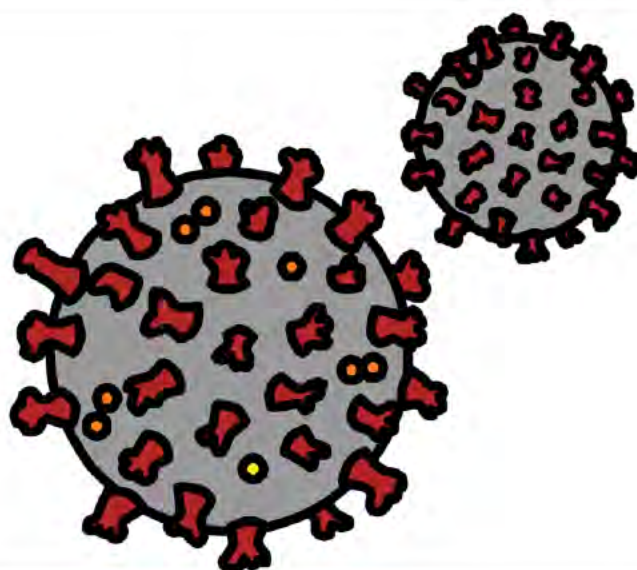
- My Social Distancing Story
- Coronavirus: Tips for Good Mental Health
- Places are closed
- Washing My Hands
- Staff who wear face masks
- Going for a test for Coronavirus
- Being stopped by the Police
- Boredom Busters
- Butterfly feeder
- Room fragrance diffuser
- DIY plastic bottle herb garden
- DIY Grass Heads

My Social Distancing Story

My Social Distancing Story



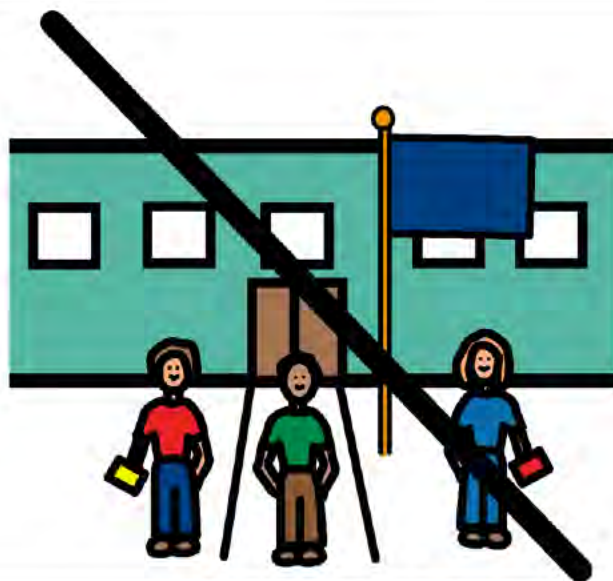
The Picture Communication Symbols ©1981–2020 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox.



**A lot of people are talking about something called
Coronavirus.**



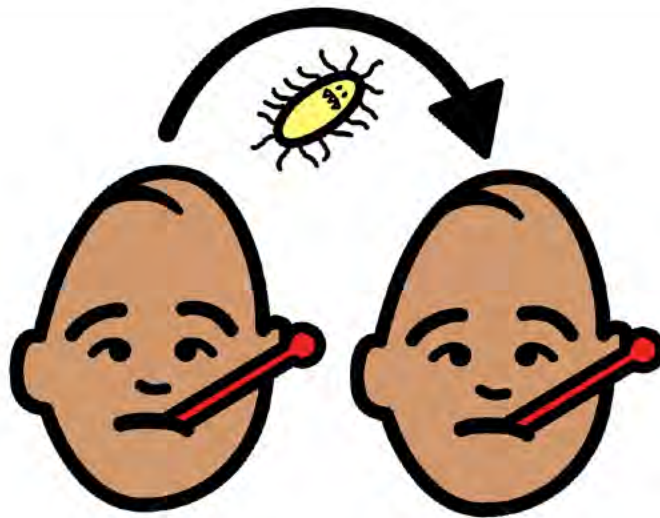
Everyone is working hard to feel safe and be healthy.



My school is closed right now.



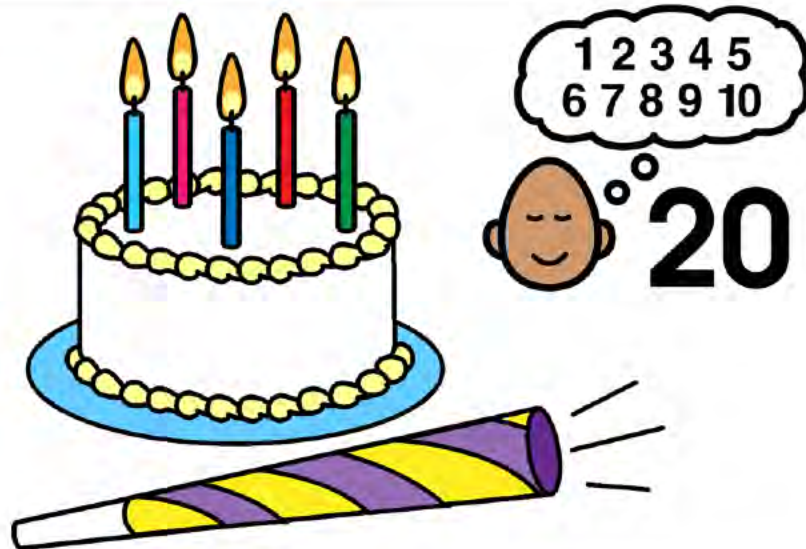
My school is closed because it is being cleaned.



The Coronavirus germs spread VERY easily.



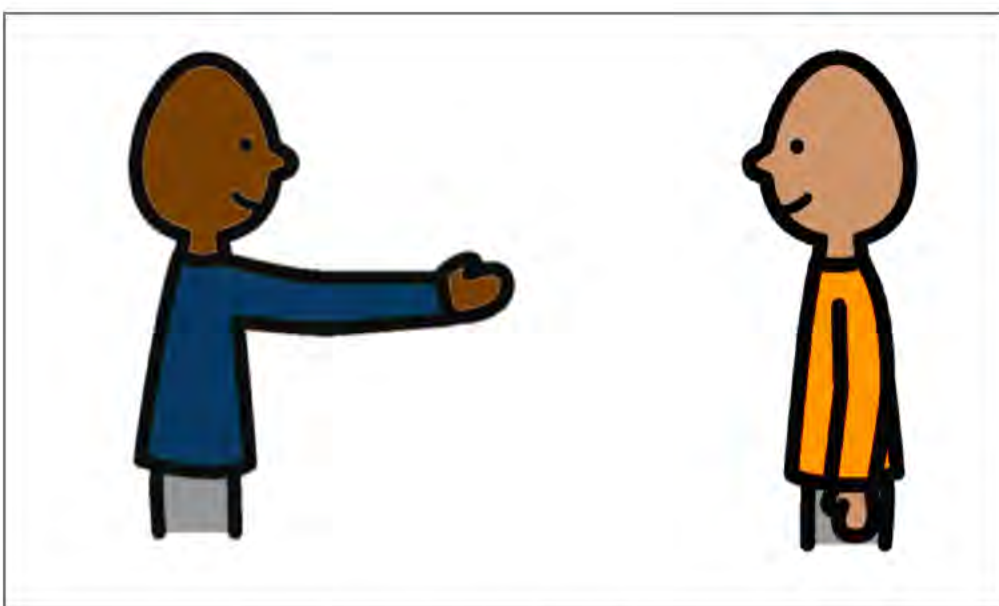
I need to wash my hands A LOT so that I can stay healthy.



When I wash my hands, I can sing "Happy Birthday," or count to 20!



This will make sure my hands are clean and I stay healthy.



Another thing I can do to stay healthy and safe is called **social distancing.**



Social distancing means I cannot be close to other people.



Social distancing also means that crowded public spaces like restaurants, libraries, theaters, and other places might be closed just like my school.



Fun activities or events might be canceled. This is so we can all stay healthy and safe.



hiking



homework



running



biking



puzzles



reading



cooking



computer



games



walking



drawing



movies



experiment



video chat

These are some things that I CAN do!



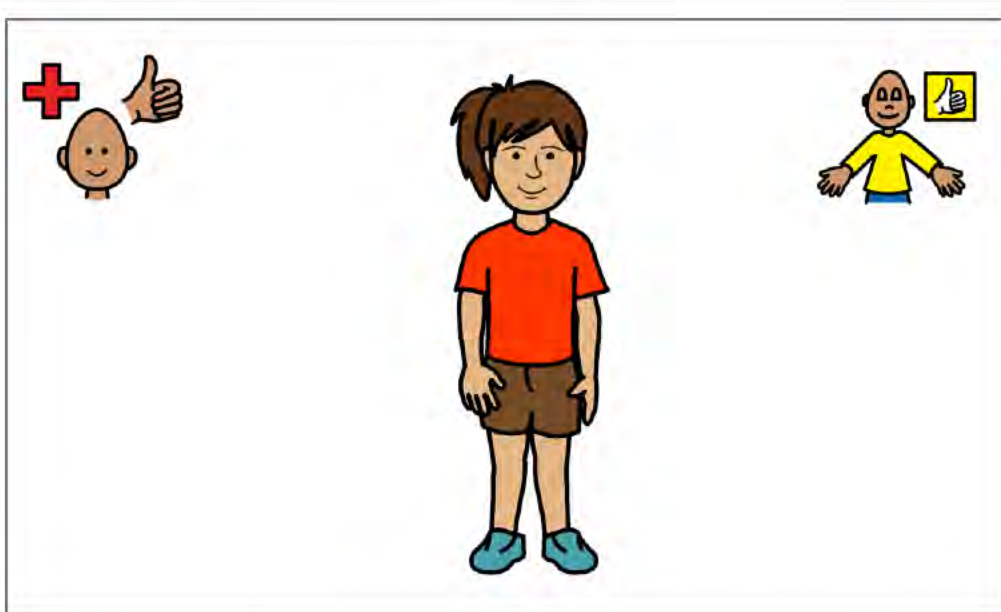
Social distancing might make me feel worried or sad.



If I feel this way, I can always talk to someone that will help make me feel better.



This will be over soon!



Social distancing will help keep everyone happy,
healthy, and safe!



THE END

Coronavirus: Tips for Good Mental Health

Coronavirus

Tips for good mental health

- 1.** Keep a routine. Wake up at the same time every day, shower, eat!



- 2.** Eat healthy



Go for a walk in the park

Dance to your favourite song



- 4.** Call a friend or family member



- 5.** Do a fun activity that you enjoy! Such as cooking, baking, art, computer games, music



- 6.** Avoid reading too much news!

- 7.** Take some slow deep breaths

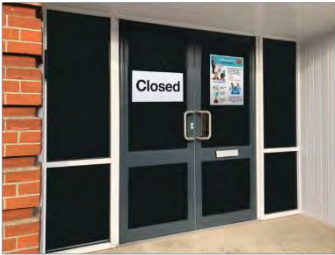


- 8.** Talk to others about how you're feeling!



Places are closed

Places are closed



Places are closed



College is closed.



The day centre is closed.



The swimming pool is closed.



Restaurants and cafes are closed.

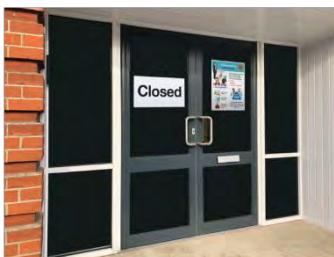


The leisure centre is closed.

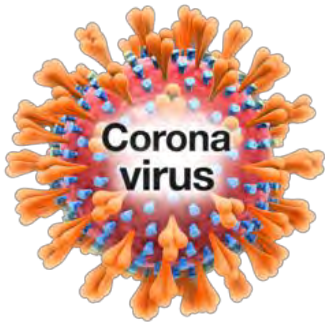


Library

The library is closed



Places are closed.



Places are closed to keep me safe from Coronavirus.



Coronavirus is a virus that makes people cough and unwell.



It's okay if I feel scared about Coronavirus. I can keep safe by staying at home.



Everyone is staying at home to keep safe from Coronavirus.



I will be safe at home.

When the Coronavirus is gone, I can go back to



College



The day centre



The swimming pool



Restaurants and cafes



The leisure centre



The library



Until the Coronavirus is gone, I will try and stay at home where I will be safe.

Washing My Hands

Washing my hands



Washing my hands social story BHSC/ March 2020

It is important to wash my hands



Washing my hands will help keep them clean of germs

Germs can make people sick



Germs can live on our hands
You can not always see germs



Germes can spread.

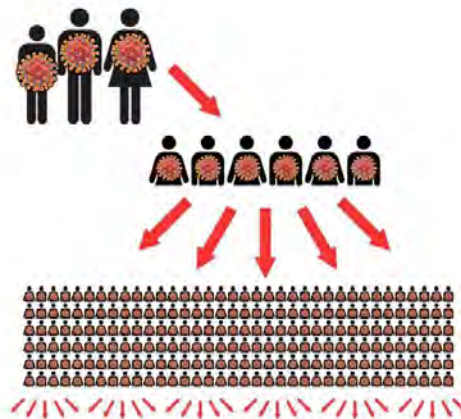
Germes can go into our body when we touch our nose, eyes or mouth.

We can pass germes to other people by touching them.

we can leave germes when we touch things like toilet handles.



Washing my hands can help to stop the spread of germes
And keep people safe



I should wash my hands
if they look dirty



I should wash my hands
after I use the toilet



I should wash my hands
before I eat



I should wash my hands after
I sneeze, cough or blow my nose



I should wash my hands
when I come inside



I will try to wash my hands



If they are dirty



After I use the toilet



Before eating



After sneezing, coughing or blowing my nose.



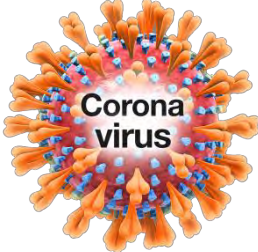





When I come inside



I should use plenty of soap
I should rub my hands together for 20 seconds
I should rub the front and back of my hands and in-between my fingers.
I should rinse my hands in water
I should dry hands with paper towel or hand dryer



Staff who wear face masks

Staff who wear face masks

	<p>Coronavirus can spread easily</p>
	<p>It can make people very poorly</p>
 	<p>There are ways to keep you and your carers safe when they are with you</p>
	<p>The people who usually see you to help you with your health have to keep you and themselves safe too</p>
	<p>This means they may have to wear something different</p> <p>This could be gloves, aprons or masks too</p>

	<p>The way they look might make you feel worried</p>
	<p>Try not to worry, they are there to help you</p>

Going for a test for Coronavirus

Coronavirus (Covid-19)

Going for a virus test



SLT/94SCT/March 2020



made with
photosymbols

Coronavirus is sometimes called Covid-19



It can affect your lungs and your airways.
Most people who get the virus will not be very ill.
Some older people or people who already have health
problems may become more ill.

If you get this virus

- you might have a cough
- a sore throat
- a high temperature



If you have symptoms
You might need to get a test



The test will tell the doctors if you have the virus



You might have to travel to get the test
You might have to wait for your turn

The test is quick



Its ok to be worried about the test.

The test has 2 parts:

The first part is the nose test.

The staff will take a cotton swab
They will tell you to tip your head back
They will put the cotton swab in your nose
It has to go up your nose
It may feel strange but does not hurt
Try to stay still
It is over quickly



Remember this will help you to stay safe

The test has 2 parts:

The second part is the throat test.

The nurse will take a different cotton swab
She will tell you to open your mouth wide
She will put the swab in your throat and move it around
It does not hurt, but it can feel strange
Try to stay still
It is over quickly



Tell the nurse if you feel like you are going to be sick.

After the test you can relax



You can be proud that you have been brave

You have to wait to find out if you have the virus
This is ok.



The staff will tell you what is going to happen next.

If you are worried you can speak to your family, carers or staff that support you.



It is ok to be worried
but the staff can help

Being stopped by the Police

Being stopped by the Police

	<p>You go out in the car or for a walk with your carers for a break</p>
	<p>The Police may ask you what you are doing or where you are going</p>
	<p>You may be worried about being stopped by the Police</p>
	<p>Do not worry the Police are only trying to help you</p>
	<p>Your carers will tell the Police you need some time away from your house. This is how you get your exercise</p>



The Police will be happy you are safe

Boredom Busters

BOREDOM BUSTERS

1. **Play keep up the balloon.** Focus on stretching and big movements.
2. **Paint pictures** – on paper or on the floor outside
3. Have a go at **Yoga or a dance routine** on YouTube.
4. **Tie dye or paint t shirts.** You can even print a design for these and have someone iron it on.
5. Do the **gardening**
6. **Make jewellery** (string and beads) if this is safe to do so.
7. **Make a life story about yourself.** Or maybe a mood board of all the things you like!
8. **Make paper aeroplanes and boats.** Race these. Use descriptive words to talk about what is happening. Try new designs and techniques i.e. fast or slow.
9. **Play musical games** i.e. musical statues/musical chairs
10. **Do the cooking/baking**
11. **Plan recipes** – Look online at healthy recipes that can be tried
12. **Decorate the garden with chalk**
13. **Make giant bubbles** outside
14. Have a **sports day**
15. Have a **disco**
16. **Do a virtual tour online** – you could visit a zoo or a museum!
17. **Do a music making game online:**
<https://musiclab.chromeexperiments.com/>
18. **Treasure hunt**
19. **Indoor/garden picnic**
20. **Skittles** or throwing balls into baskets
21. **Indoor beanbag curling**
22. **Do a workout video online** i.e. Joe Wicks on YouTube.

Please note: All activities need to be risk assessed in line with local policies and procedures.

1. Keep up the balloon



2. Paint pictures



3. Yoga/Dance routine



4. Tie dye / paint shirts



5. Gardening



6. Make jewellery



7. Write about 'me'

About Me

My name is _____

I am _____ years old.

My hair is _____ and my eyes are _____

My best friends are _____

When we are together we play _____

In my free time I like to _____

Add your picture here!

8. Paper aeroplanes



9. Musical games



10. Cooking / Baking



11. Plan recipes



12. Chalk in garden



13. Giant bubbles



14. Sports day

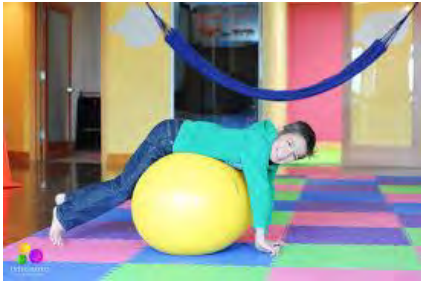


15. Disco



Activities to try

Activities to try



Roll forwards on the peanut ball on your tummy

In calm room or on mats



Roll backwards on the peanut ball on your back

In calm room or on mats



Blow bubbles



March or run around the garden



Put on a body sock

	<p>Do some drumming</p>
	<p>Do some deep breathing</p>
	<p>Do some star jumps</p>
	<p>Do some mopping, raking or sweeping</p>
	<p>Stretch out an exercise band</p>

Butterfly feeder


Butterfly feeder



WHAT WILL YOU NEED:

- 1 x small shallow container with a rim
- 4 x pieces of garden twine
- Scissors
- Photos of butterfly's / nature from magazines.
- PVA glue
- Sugar water
- Small sponge to fit the bottom of your bowl, we cut up some scouring sponges
- Place sponges into container

WHAT TO DO:

	<p>Use the scissors to make four holes equal distance around the bowl</p>
	<p>Cut out images from a magazine</p>
	<p>Glue the images around the sides of the container. Then whilst the glue is drying pass the four lengths of string through the four holes in the rim and (secure with a small knot atop)</p>
	<p>Making sugar water: add 2 parts boiling water to 1 part sugar, dissolve and let cool)</p>
	<p>Take the sponge and dip it in the sugar water, soaking it up, then place inside the bottom of the container</p>
	<p>Hang in the garden on a tree</p>

Created by Polly Dawe- Occupational Therapist
Liberty Care Ltd

Room fragrance diffuser

Room fragrance diffuser

Materials/items needed:

- 1 x Small kilner jars per service user (already decorated)
- 1 x Small kilner jars per staff (already decorated)
- 6 x wooden diffuser sticks per service user
- 6 x wooden diffuser sticks per staff
- Baby oil
- Dried petals
- Rose essential oil
- Sandalwood essential oil
- Geranium essential oils

After care – place wooden sticks in the diffuser jar when you would like to use it. If the smell becomes too much or overpowering, take the sticks out and close the jar.



1. Get your jar and wooden sticks



2. Pour in baby oil $\frac{3}{4}$ of the way up the jar



3. Choose the smells that you want and pour in drops of the essential oils in the jar



4. Put some petals in



5. Once finished, close the lid!
Once home place sticks in

Created by Polly Dawe- Occupational Therapist
Liberty Care Ltd





DIY plastic bottle herb garden

DIY plastic bottle herb garden

Materials used

- 2 Pint sized plastic milk bottles,
- 3cm wide wooden baton long enough to fit your window
- scissors
- craft or sharp knife
- hole puncher
- ruler
- permanent black marker pen

	<p>First give your milk bottle a thorough clean with water and remove labels.</p> <p>Using the scissors, remove the top and handle of the plastic bottle. You can either do this by following the marking on your bottle by drawing out where you will cut beforehand with a marker.</p>
	<p>Using the sharp knife and ruler, cut at 2cm from the longer side of the bottle top edge then make two vertical cuts parallel from the centre of the bottle. The cuts need to be approximately 4cm long and at 1.5cm from either side of the bottle centre (but this depends on your baton size).</p> <p>Next use the black permanent marker pen to decorate and label each bottle.</p>



Finish the slits by punching holes on the top end of the vertical cuts (this gives the bottles enough space to slide on).



Place your various herbs inside and watch your bottle herb garden flourish!
This can be done by placing potted herbs and any water will be collected in the bottom of the container.

Created by Polly Dawe- Occupational Therapist
Liberty Care Ltd



DIY Grass Heads

DIY GRASS HEADS



Grass Head Materials

- **Old skin colour tights**
- **Grass seeds**
- **Sawdust or compost**
- **Small yoghurt pot / cup.**
- **Decorations** . Googly eyes and fabric scraps for the heads, coloured paper for the bodies, pipe-cleaners for spectacles... get creative :-)
- **Water-proof glue** . For sticking on the eyes, lips, etc. I used hot glue, but you can use any sort of glue so long as it won't dissolve in water.

Instructions



Step 1

Cut tight to size

If not the toe tight a knot in the end and turn inside out to hide knot



Step 2

Stretch the tight over the cup and spoon in about 2 teaspoons full of grass seeds.



Step 3

Pack in some sawdust or potting soil. Aim for the head to be roughly tennis ball sized.



Step 4

Tie a knot to close the end. No need to cut off the dangly bit



Step 5

You can make a round nose or ears by grabbing a bit of tights and twisting. Fasten base of the nose with some thread or a small rubber band.



Step 6

Glue eyes on with waterproof glue and draw lips on with a sharpy

Growing your Grass Heads when you get home



When you're ready to grow your head, give it a good dunking in a bowl of water to moisten the sawdust/soil. Half-fill the cup / yoghurt container with water, and put the head on top, with the excess stocking dangling down into the water.

Put your creation on a windowsill or somewhere with plenty of sunlight. Check every day to make sure the head is moist - you might need to dribble a few drops of water onto the head now and then.

"Hair" takes about 1 week to sprout . A full head of hair takes 3-4 weeks to grow, and "greying and balding" will occur after about 6 weeks. Experiment with different hairstyles :-) You can make mohawks, pony-tails, crew-cuts... have fun with it!

New rules on staying at home and away from others



**easy
read
online**

Introduction



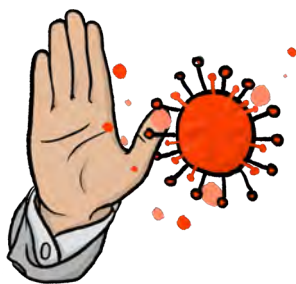
This Easy Read information comes from Easy Read Online.



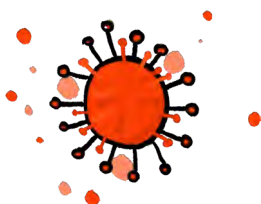
It is based on the Government's new rules on staying at home and away from others.



These new rules were explained by the Prime Minister, Boris Johnson on the television on Monday, 23 March 2020.



These new rules will help to stop the spread of **Coronavirus**.



Coronavirus is a new illness that can affect your lungs and breathing. It is spreading around the world.

Saving people's lives



By following these rules you will be helping to:

- save people's lives.



- protect health services.



Everybody must follow these new rules.

The police will make sure that people follow these rules.



The new rules start straight away and will last for at least 3 weeks.



The Government will look at the rules again in 3 weeks, to see if they are still needed.

Staying at home



You must stay at home.

You should only leave your home for one of these reasons:



1. Shopping for the things you need to live.

This means food and medicines.



2. One type of exercise a day.

This could be a walk, a bicycle ride or a run.



You must do this on your own or with someone from your household.



3. Any medical need or to help a **vulnerable person**.

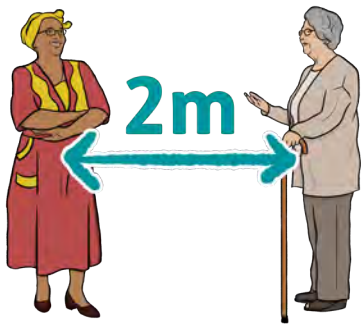


4. Travelling to and from work.
This is only for people who cannot work from home.



A **vulnerable person** is someone who finds it difficult to keep themselves safe.

If you do go out



If you do go out you should:

- keep at least 2 metres apart from other people. This is just over 6 feet.



- stay out for as little time as possible.



You don't have to be 2 metres away from people who live in the same house as you.

Don't get together with other people



You should not meet up with other people unless:

- they live in the same house as you.



- you have to meet with them as part of your work.



The Government is stopping all social events, including weddings and religious services except funerals.

More about Coronavirus



It is very easy to catch Coronavirus.



It is not serious for most people.



But it is serious for older people and people who have other health problems.



These people may have to go into hospital.



Some people are dying from Coronavirus.



What's it like?

Coronavirus feels like flu. You may have 1 or 2 or all of these things:



- a high temperature.



- a cough.



- difficulty with breathing.



There is no vaccine at the moment. This means there is no jab to stop you getting it.



If you catch Coronavirus:

- keep away from others and stay at home.
- if you do not get better after 7 days:
 - go to **www.NHS.uk** for more information.



- if you have no internet phone **NHS 111** for advice.



- don't go to your local doctor, pharmacy or hospital.



- if there is an emergency call **999** straight away.



If you are ill or hurt and need help fast, but it is not a 999 emergency, use NHS 111

Go to 111.nhs.uk
or call 111



111.nhs.uk



EasyRead version

**HELP US
HELP YOU**

KNOW WHAT TO DO

What is 111 and how does it work?



For times when you need medical help and advice from someone you can trust



- go online to **111.nhs.uk**

or



- phone **111**.



NHS 111 is fast, easy and free.



The people at NHS 111 are trained to help you, like a nurse, doctor or even a dentist.



They will ask you some questions about what is wrong and tell you what to do next.

How it works



You can go to the **111.nhs.uk** website for help.



Or you can phone **111**.



You will be asked questions about what is wrong.



They will then tell you what you need to do.



If you need expert help, for example from someone who knows more about what is wrong, they will see you get it.

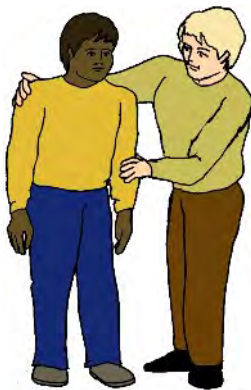


NHS 111 can also:

- book an appointment for you to see your GP



- book an appointment for you to see an emergency dentist



- help you speak to someone who can provide mental health support



- book you into another NHS service



- arrange for you to pick up medicine at a pharmacy near to you



- give you advice how to look after yourself, so you can do what is needed yourself



- send an ambulance if you need one



- tell you if you need to go to A&E or an emergency department.

A reminder of how to contact NHS 111



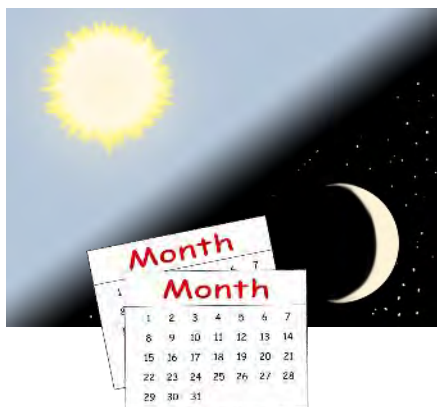
You can use the NHS 111 service online at **111.nhs.uk**



Or speak to someone at NHS 111 by phoning **111**.



Calls to 111 are free from mobiles and landlines.



NHS 111 is open all day and night, every day of the year.



Tell us if you need to speak to someone in another language.



You can find out more about NHS 111, including services for people who are deaf at **www.nhs.uk/111**

Credits



This leaflet has been produced by The APS Group, BDS Communications and Inspired Services Publishing for NHS England


ISL221 18. March 2019



www.inspiredservices.org.uk

It meets the European EasyRead Standard.

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My Story About Pandemics and the Coronavirus

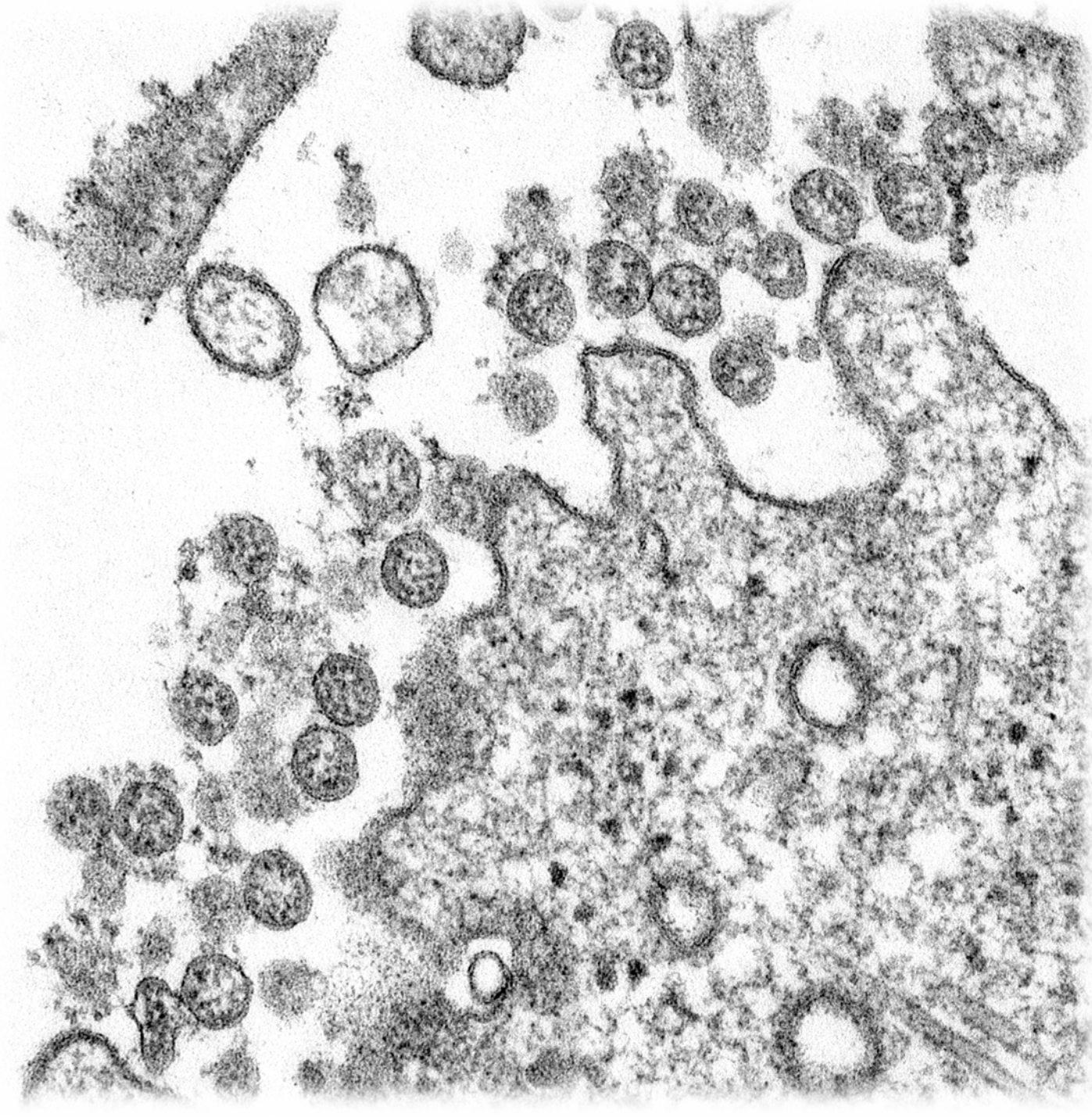
- Carol Gray



This story is about
pandemics and the
Coronavirus. A
pandemic is when many
people in a large area
become sick. A
pandemic is usually
caused by a new virus.

The Coronavirus is a virus
that is spreading fast and
causing a worldwide
pandemic now.

Viruses are so small that it
takes an electron
microscope to see them.
People can't see if a virus is
near them.





People are smart. Even though they can't see the Coronavirus, they know what to do. They use healthy habits and work together to make it harder for the Coronavirus to spread. This helps to keep people healthy during the pandemic.

People wash their hands really well and often during a pandemic. Adults make sure kids know how to wash their hands well. And, adults remind kids to wash their hands a lot.





The Coronavirus has been traveling fast from one person to another. If many people are close together in the same place, that makes it easier for a virus to spread. More people become sick faster.



Sometimes schools close during a pandemic. That way, children are farther apart from one another and it's harder for a virus to spread.

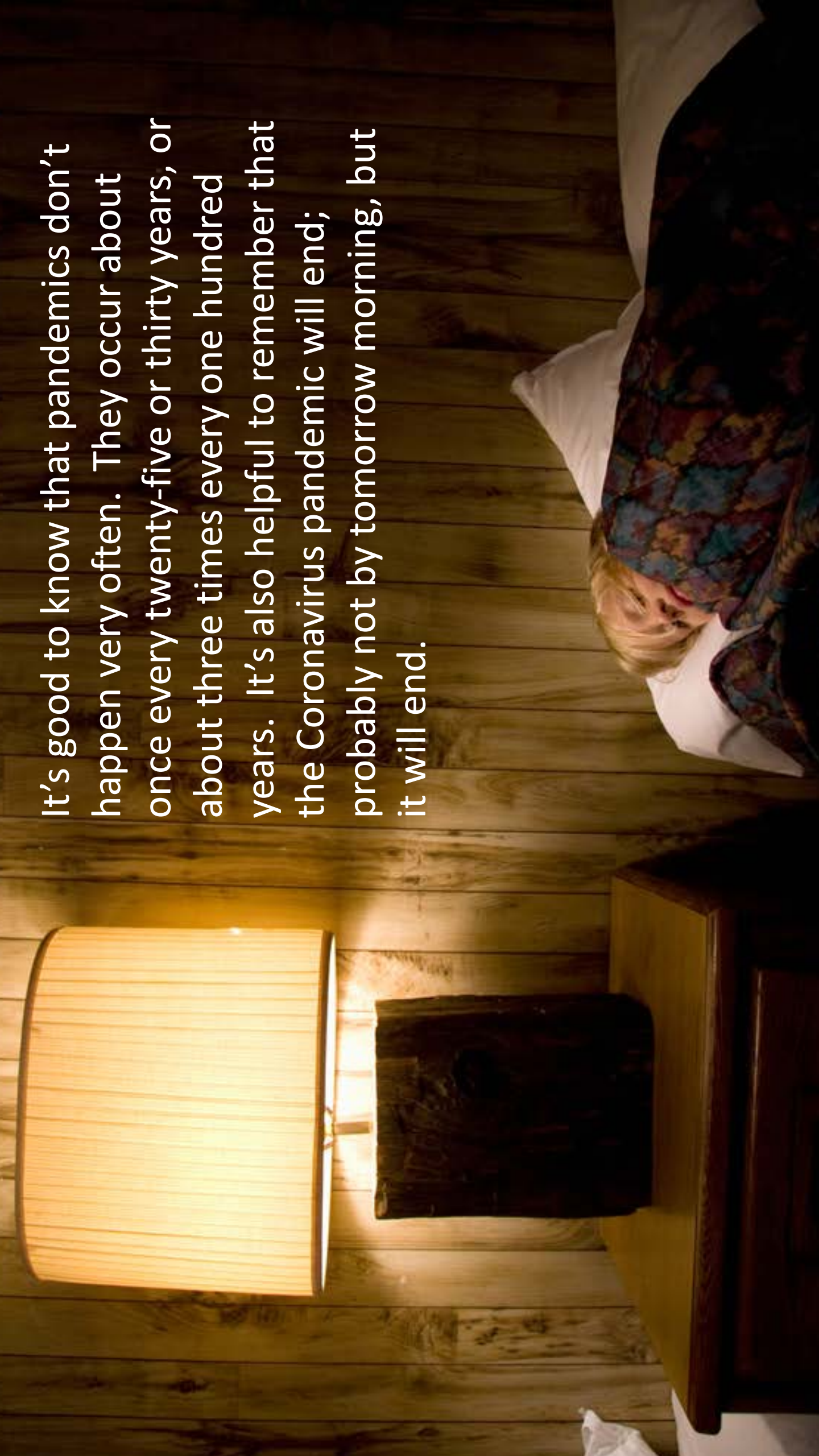


A pandemic can cause people to reschedule their vacation plans. This is because vacations are often in fun and crowded places. People try to avoid crowds in a pandemic. They may re-schedule their trip.

My parents are learning more about the Coronavirus every day. They watch the news and look for information. They are watching out for me, too. If I have questions, they can help.



It's good to know that pandemics don't happen very often. They occur about once every twenty-five or thirty years, or about three times every one hundred years. It's also helpful to remember that the Coronavirus pandemic will end; probably not by tomorrow morning, but it will end.





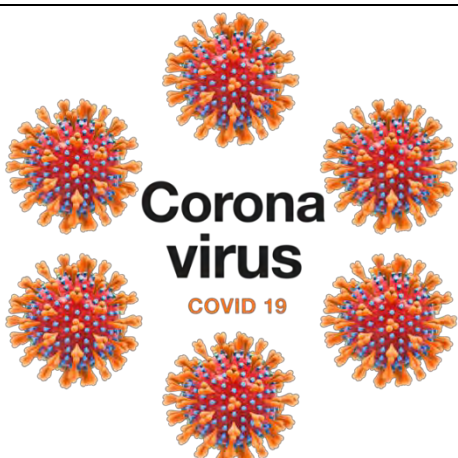
Public Health
England

Protecting and improving the nation's health

Coronavirus (COVID-19)

Guidance on protecting people most likely to get very poorly from coronavirus (shielding)

March 2020

 <p>Corona virus COVID 19</p>	<p>COVID-19 is a new illness. Lots of people call it coronavirus.</p> <p>It can affect your lungs and your breathing.</p>
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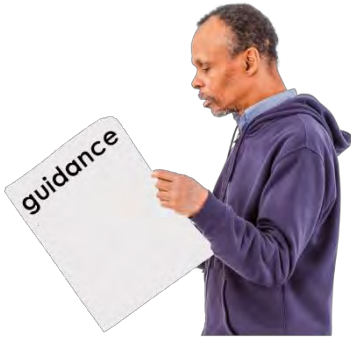
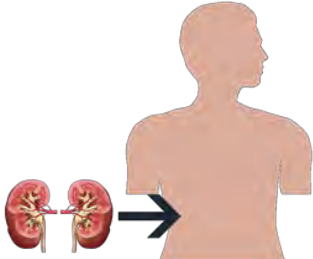
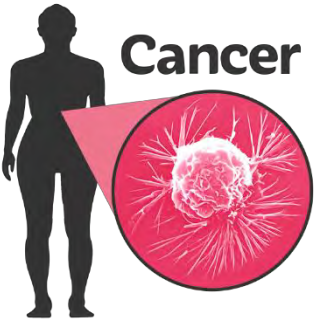

	<p>Symptoms of coronavirus are:</p> <ol style="list-style-type: none">a high temperature and/ora new cough where you keep on coughing. This means coughing a lot for more than an hour, or 3 or more episodes of coughing in a day.
	<p>Some adults and children have a health condition that means they are most likely to get very poorly and have to go to hospital if they get coronavirus.</p>
	<p>People who are most likely to get very poorly from coronavirus need to do more than other people to try to stop themselves getting coronavirus.</p> <p>This is also known as 'shielding'.</p>



This guidance is for all adults and children who are **most likely to get very poorly** from coronavirus, wherever they live or usually spend their time.

This could be:

- in their own home
- in a care home
- at school
- in a special school

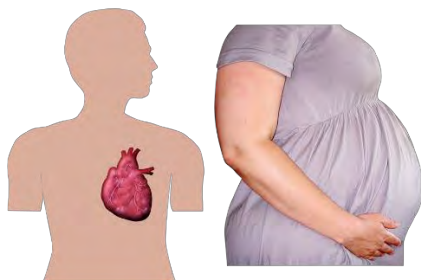
 	<p>Families, supporters and carers also need to do more to help people most likely to get very poorly from coronavirus.</p> <p>They should read the full guidance for more information.</p>
  	<p>People who are most likely to get very poorly from coronavirus are those who:</p> <ol style="list-style-type: none">1. have had transplants – like kidney or liver transplants2. are having treatments for some cancers3. have long-term lung disease



4. were born with conditions that make the body, blood and cells work differently – which might mean you are more likely to get infections



5. taking drugs that reduce the body's responses for fighting infections



6. are pregnant with significant heart disease



The NHS will send a letter to you if you are **most likely to get very poorly** from coronavirus.

	<p>It may take a few days for the letters from the NHS to get to people. If you are someone who is most likely to get very poorly and you haven't had a letter after a few days, call your GP or hospital doctor for advice.</p>
	<p>It might make you feel worried or anxious if you are most likely to get very poorly.</p> <p>The NHS is making plans to make sure you have the support you need.</p>
	<p>These are the things you must do as soon as you get a letter saying you are most likely to get very poorly (the letter might say extremely vulnerable).</p>
	<p>Do not leave your house for 12 weeks from when you get your letter.</p> <p>If it is not possible for others to help you to get food or medication, go to www.gov.uk/coronavirus-extremely-vulnerable or call 0800 028 8327.</p>

	<p>You should arrange for other people to bring you the things you need, like food, and leave them outside your door.</p> <p>If that is not possible, go to www.gov.uk/coronavirus-extremely-vulnerable to ask for help or call 0800 028 8327.</p> <p>People who deliver things to you must not come into your home and you must not leave your home to meet them.</p>
	<p>You can ask friends or family to get your medication for you.</p> <p>If they cannot do this, you can contact your pharmacy and ask them to deliver it.</p> <p>If that is not possible, go to www.gov.uk/coronavirus-extremely-vulnerable to ask for help or call 0800 028 8327.</p>
	<p>If other people help you with things you can't do without (like help with washing, dressing, going to the toilet or eating), this can carry on.</p>






Paid carers can get more information about how they can protect you from the **home care provision guidance**. Family and friend carers may also find this helpful.

Nurses or doctors can also carry on visiting you.



But, if anyone who cares for you has symptoms of coronavirus **they must stay away.**

 	<p>Make a plan about who will care for you if the people who usually do are not able to. Talk to your carers about this.</p> <p>If you're not sure who else would be able to care for you, contact your local council for advice.</p>
 	<p>Use the phone or internet to keep in touch with other people.</p> <p>This includes health and social services, if you need them.</p>

	<p>If you have symptoms of coronavirus you should contact NHS 111 online or call NHS 111 straight away.</p> <p>In an emergency, contact 999.</p>
	<p>If you have GP or other health appointments during the 12 weeks, it is best that these happen by phone if possible.</p> <p>Contact your GP or health service for advice. Explain that you are most likely to get very poorly from coronavirus.</p>
	<p>Make sure you look after your wellbeing while you are at home for 12 weeks.</p>



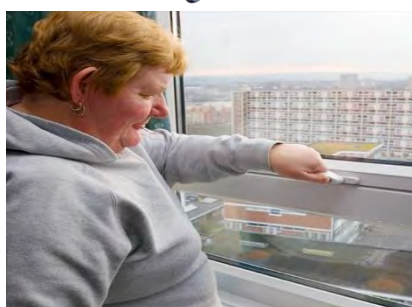
✓ spend time doing indoor things you enjoy



✓ look for ideas of exercises you can do at home on the [NHS website](#)



✓ try to eat healthy meals and drink enough water



✓ think about opening your windows to let in fresh air



✓ go outside into the garden, or get some sunlight

The pictures in this summary are from Photosymbols: <https://www.photosymbols.com/> and <https://www.nsu.govt.nz/pregnancy-newborn-screening/newborn-metabolic-screening-programme-heel-prick-test>



Self Isolation for people living alone.



To **keep** as many **people well** as **possible** we need people to:



If **you** have:
A **high temperature**.
A **new cough**



You must:
Stay at home for **1 week** if you live alone.
If you are **still ill** after a **week** you must **stay at home**.



Staying at home means:



Do not go to work.



Do **not** go to **school** or **college**.



Do **not** use any **transport**



Do **not** have any **visitors**
such as **friends** and **family**
in your home.



Do **not** go out **shopping**.

If you **need food** or **medicine**
phone someone and **ask** them to
leave **by** your **door**.



You **can** go in your **garden**.



You **can go** for a **1 walk** a day but **stay several steps** away from other people.



If you feel **unwell** you **can** take **paracetamol**.



If you **feel worse** go to **111.co.uk**
on your computer or tablet
Or
call 111



Oxford Health
NHS Foundation Trust



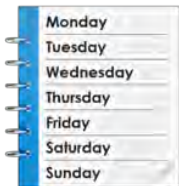
Self Isolation if you are ill and live with others.



To **keep** as many **people well** as **possible** we need people to:



If **you** have :
A **high temperature**.
A **new cough**



You must:

Stay at **home** for **1 week** if you can go out after 1 week if you are well.



But the people you live with need to **stay at home** for **2 weeks** as it can take **2 weeks** to become ill.
If you are **still ill** you must **stay** at **home**.



Staying at home means:



The things you cannot do

Do **not** go to work.



Do **not** go to **school** or **college**.



Do **not** use any **transport**



Do **not** have any **visitors** such as **friends** and **family** in your home.



Do **not** go out **shopping**.

If you **need food** or **medicine** **phone** someone and **ask** them to **leave** **by your door**.



Do **not** share a **bed** if **possible**.



Do not share your towel or tea towel with anyone.



The things you need to do

Try to stay 3 steps apart from each other.



Use the kitchen alone.



Use the bathroom alone.



Clean the bathroom after you use it.



Use a **dish washer** to **wash up** if you **have one**.



You **can go** in your **garden**.



You **can go** for **1 walk** a day but **stay several steps** away from other **people**.

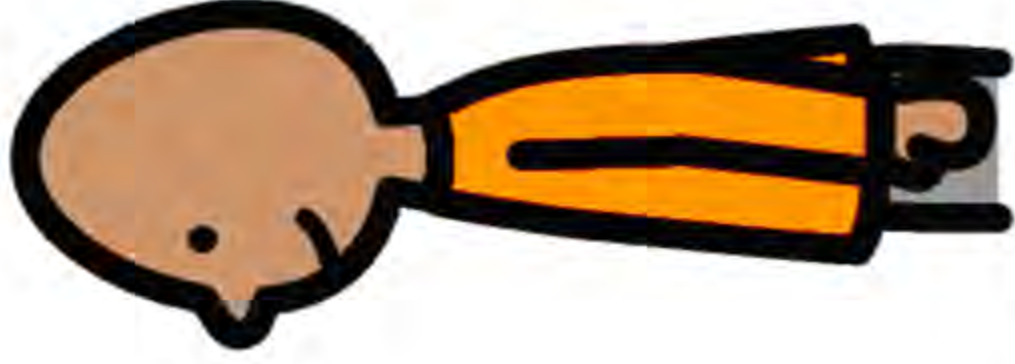
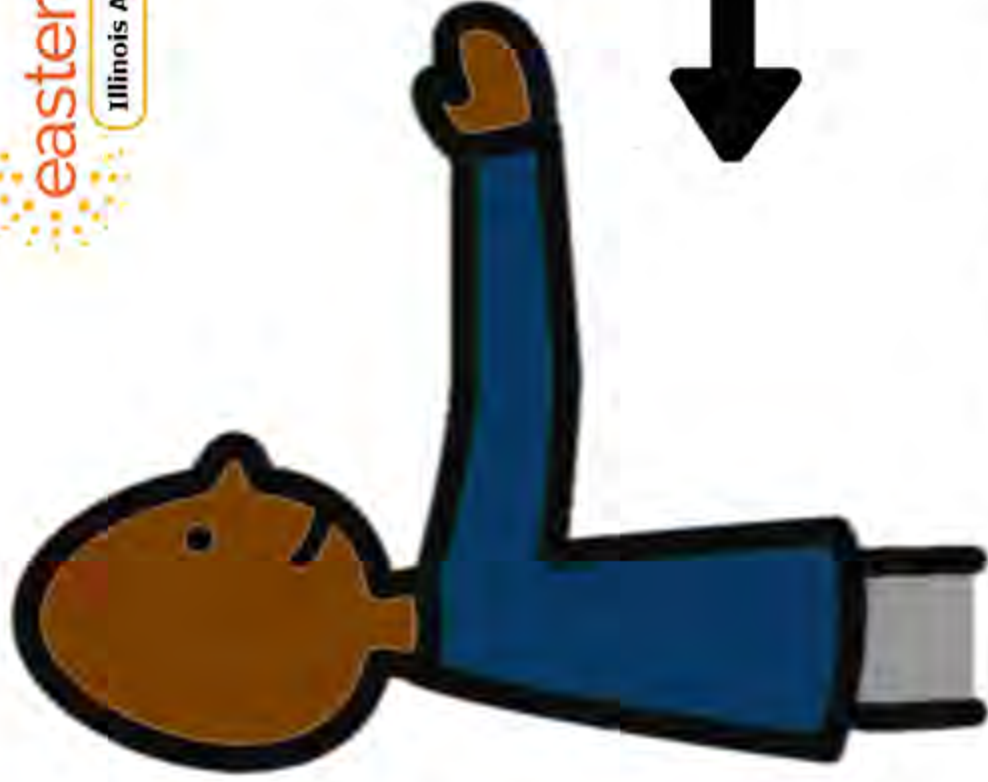


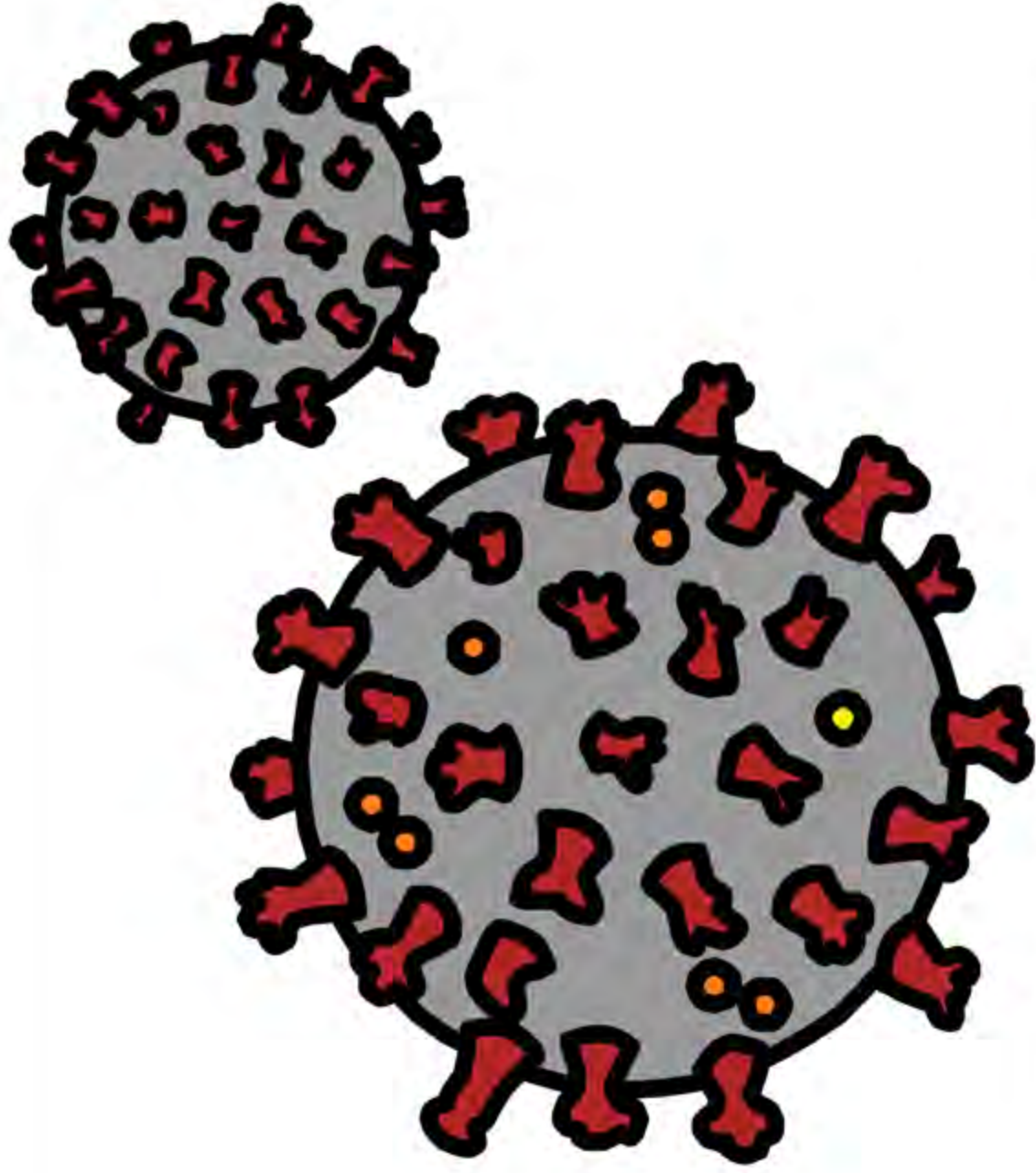
If you feel **unwell** you **can take** **paracetamol**.



If you feel worse
Use a computer or tablet to go to
111.co.uk
Or call **111**

My Social Distancing Story

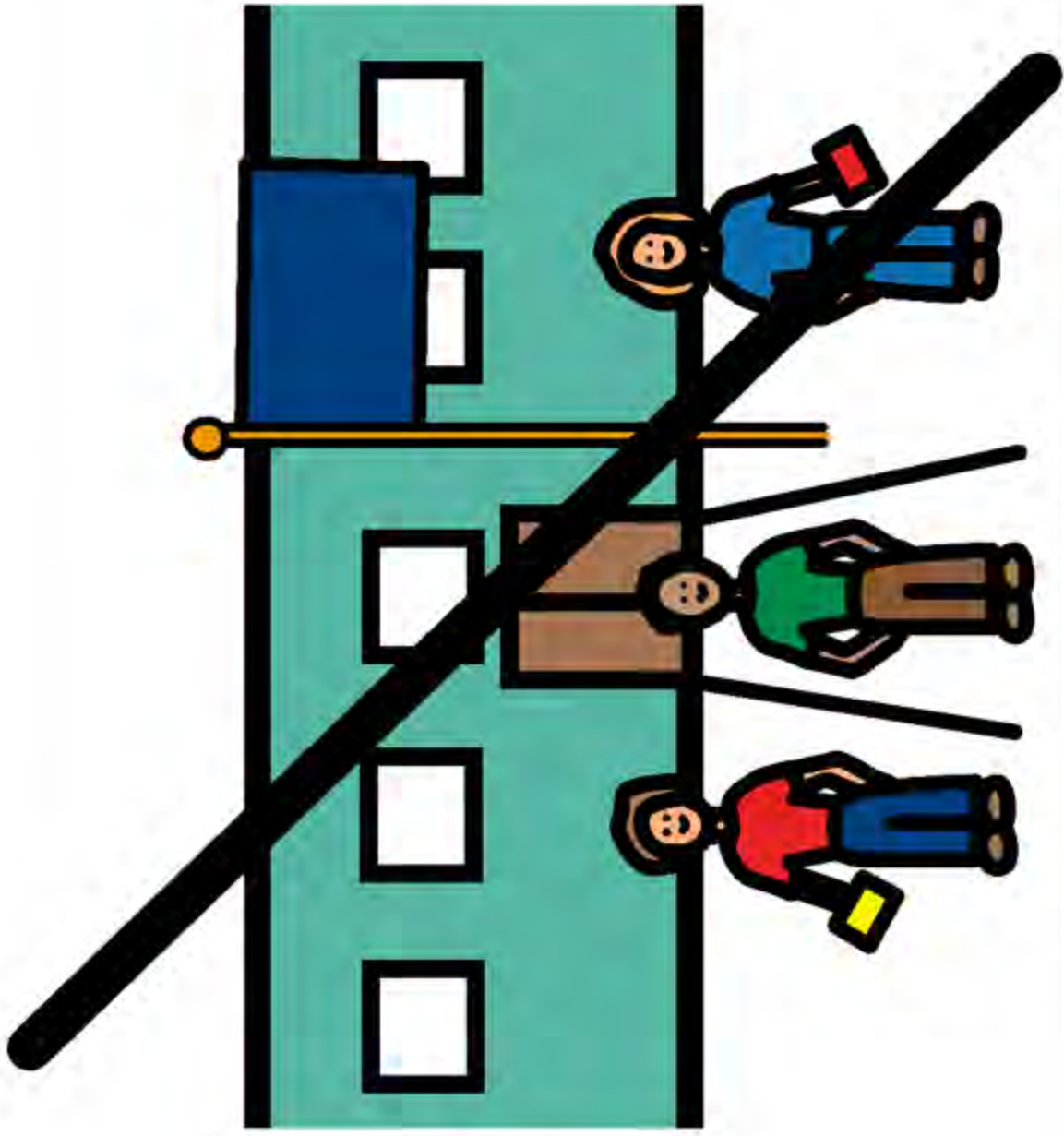




**A lot of people are talking about something called
Coronavirus.**



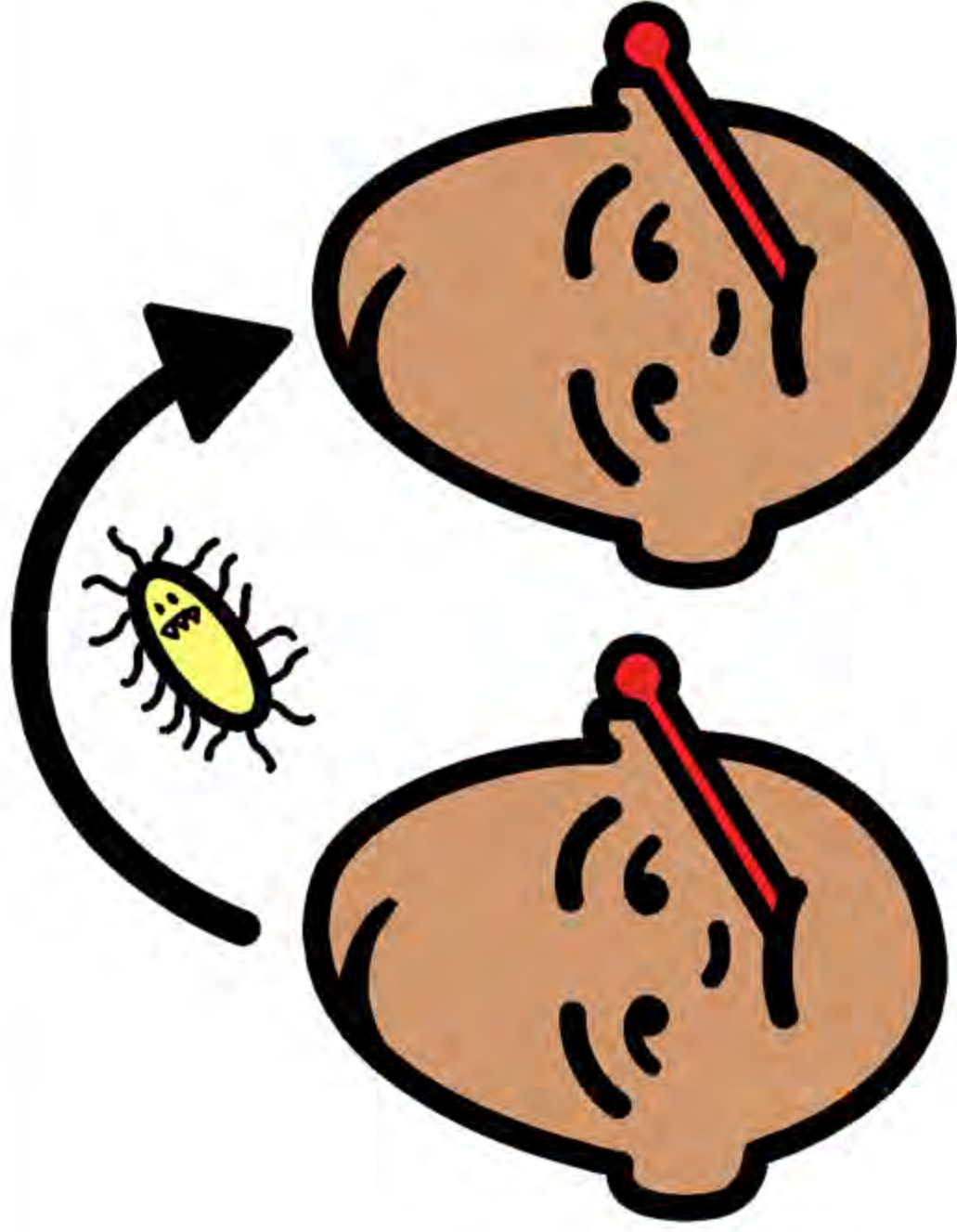
Everyone is working hard to feel safe and be healthy.



My school is closed right now.



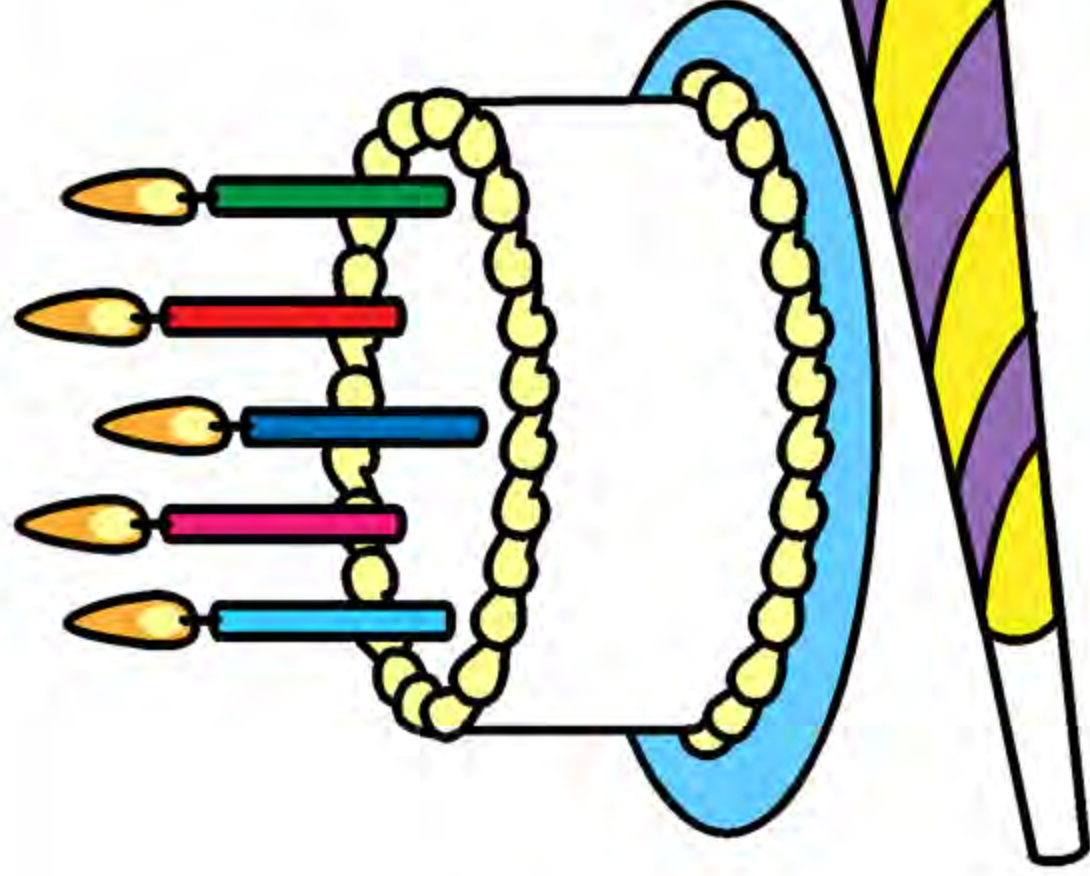
My school is closed because it is being cleaned.



The Coronavirus germs spread VERY easily.



I need to wash my hands A LOT so that I can stay healthy.



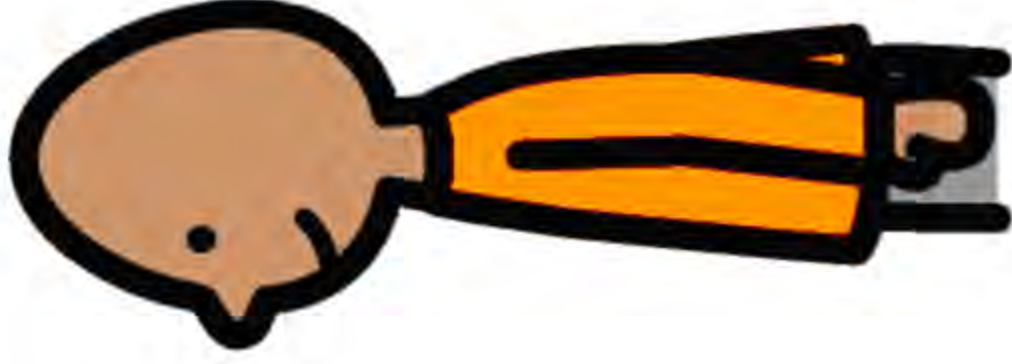
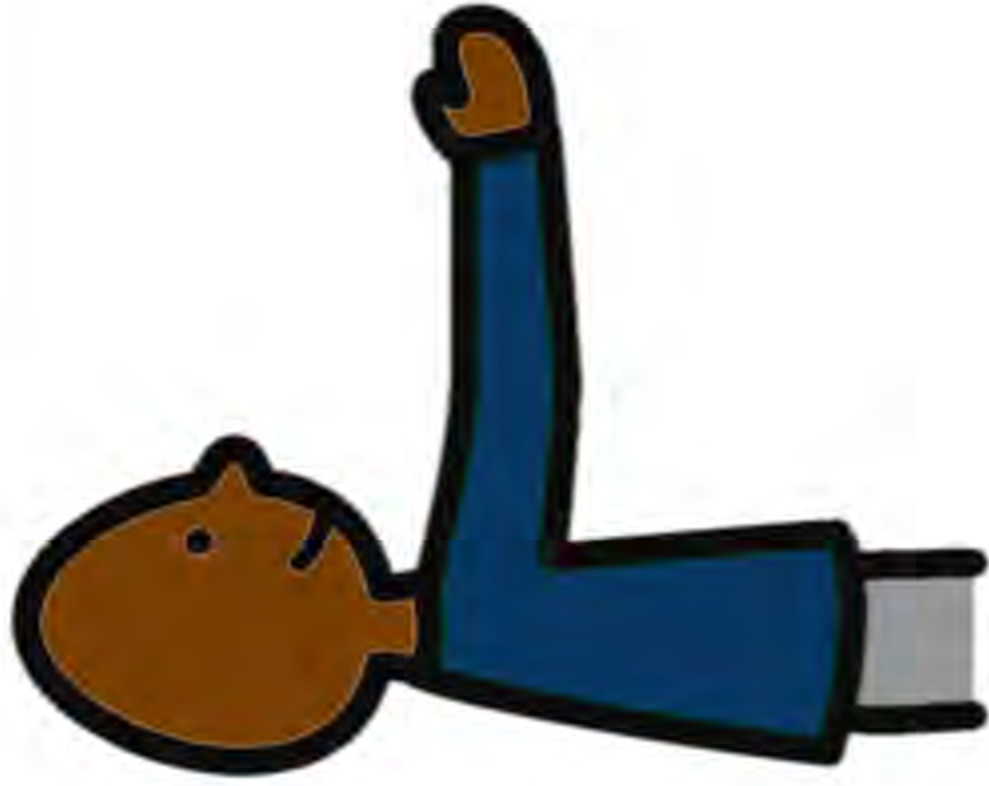
1 2 3 4 5
6 7 8 9 10

20

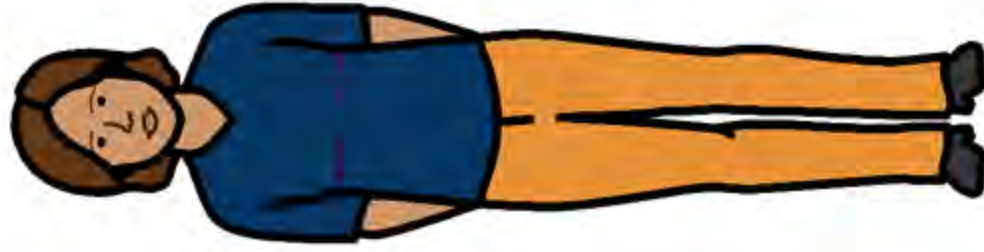
**When I wash my hands, I can sing "Happy Birthday," or
count to 20!**



This will make sure my hands are clean and I stay healthy.



Another thing I can do to stay healthy and safe is called **social distancing.**



Social distancing means I cannot be close to other people.



Social distancing also means that crowded public spaces like restaurants, libraries, theaters, and other places might be closed just like my school.



**Fun activities or events might be canceled. This is so
we can all stay healthy and safe.**



hiking



homework



running



biking



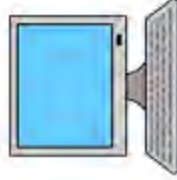
puzzles



reading



cooking



computer



games



walking



drawing



movies



experiment



video chat

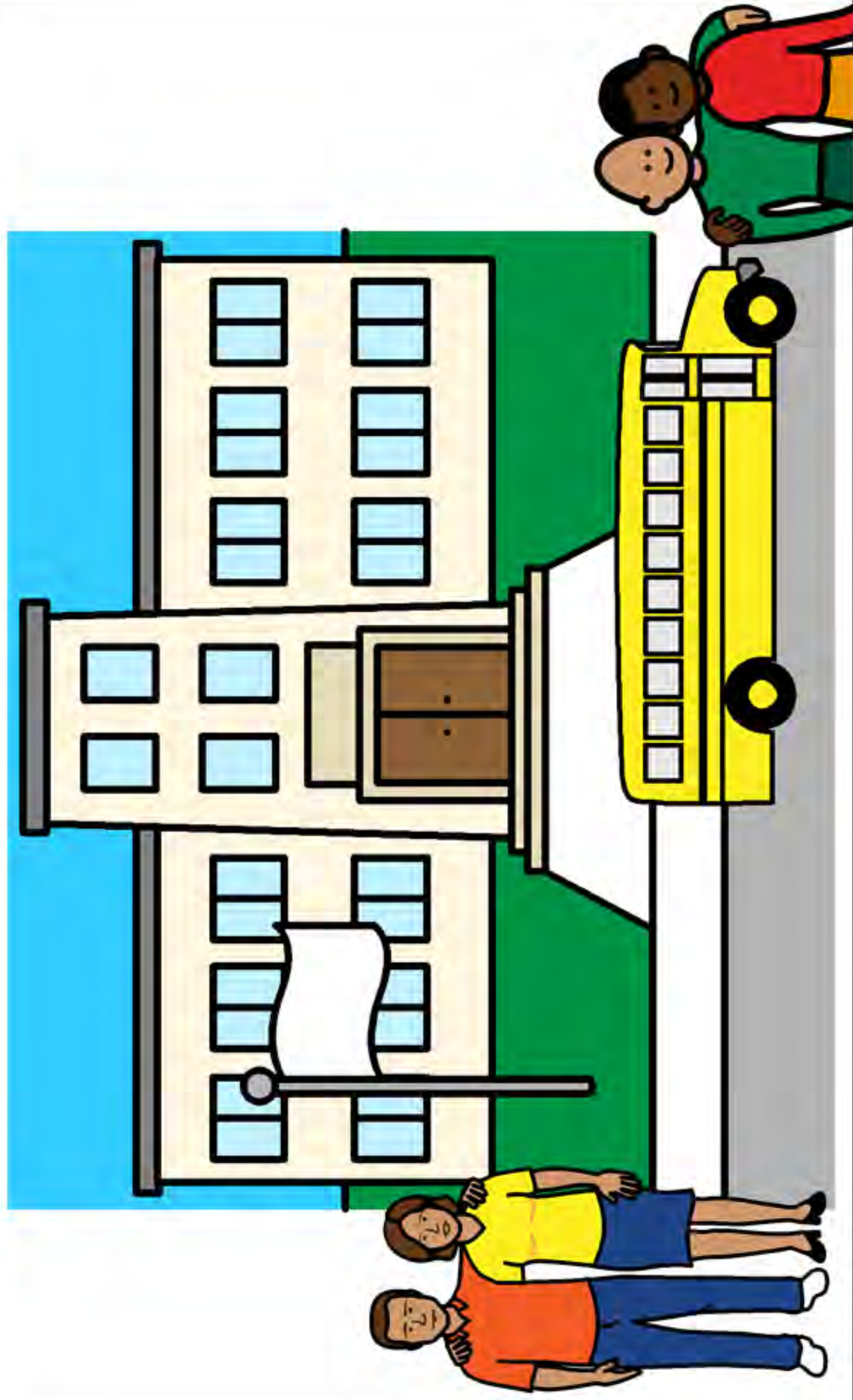
These are some things that I CAN do!



Social distancing might make me feel worried or sad.



**If I feel this way, I can always talk to someone that will
help make me feel better.**



This will be over soon!



Social distancing will help keep everyone happy,
healthy, and safe!



THE END



To download "My Coronavirus Story," please scan here or visit:
<https://l.ead.me/bbPKG6>



To download "School Closure Toolkit," please scan here or visit:
<https://l.ead.me/bbTE3n>

iap@eastersealschicago.org

Illinois Autism Partnership builds the capacity of school districts statewide so they may provide effective programming for students with an autism spectrum disorder.



Social Distancing



To **keep** everyone **well** at the moment we need to keep our **distance** from each other so everyone is being asked to:



Spend most of your **time** at **home**



You **can** go for **1 walk a day** and spend **time** in the **garden**



You **can** go to the **shops** to **buy food** and. **medicines**
But try to **stand a few steps** away from other **people**.

Try to **go to the shops** as **little** as **possible**



Cinemas are **closed**



café's and restaurants are closed



Pubs are closed..



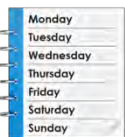
**Meetings and Groups
are cancelled.**



**If you have a constant cough
or a temperature.**



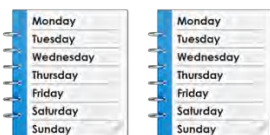
**Stay at home for 7 days if you
live alone**



**If you live with other people you
have to stay at home for 7 days.**



**If you are well after 7 days you
can go out again.**



**If someone you live with is ill
you will need to stay at home for
14 days as it may take this long
for you to become ill.**



**If you are feeling very ill go to
111.co.uk on a computer or call
111.**



HM Government



Coronavirus

Wash your hands more often for 20 seconds

Use soap and water or a hand sanitiser when you:

- **Get home or into work**
- **Blow your nose, sneeze or cough**
- **Eat or handle food**

For more information and the Government's Action Plan go to nhs.uk/coronavirus

**Coronavirus.
Protect yourself
and others.**

**Information from the
Government and NHS.**

CORONAVIRUS

**PROTECT
YOURSELF
& OTHERS**

Washing my hands



It is important to wash my hands



Washing my hands will help keep them clean of germs

Germs can make people sick



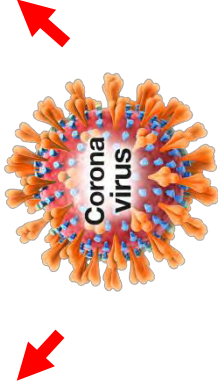
Germs can live on our hands
You can not always see germs



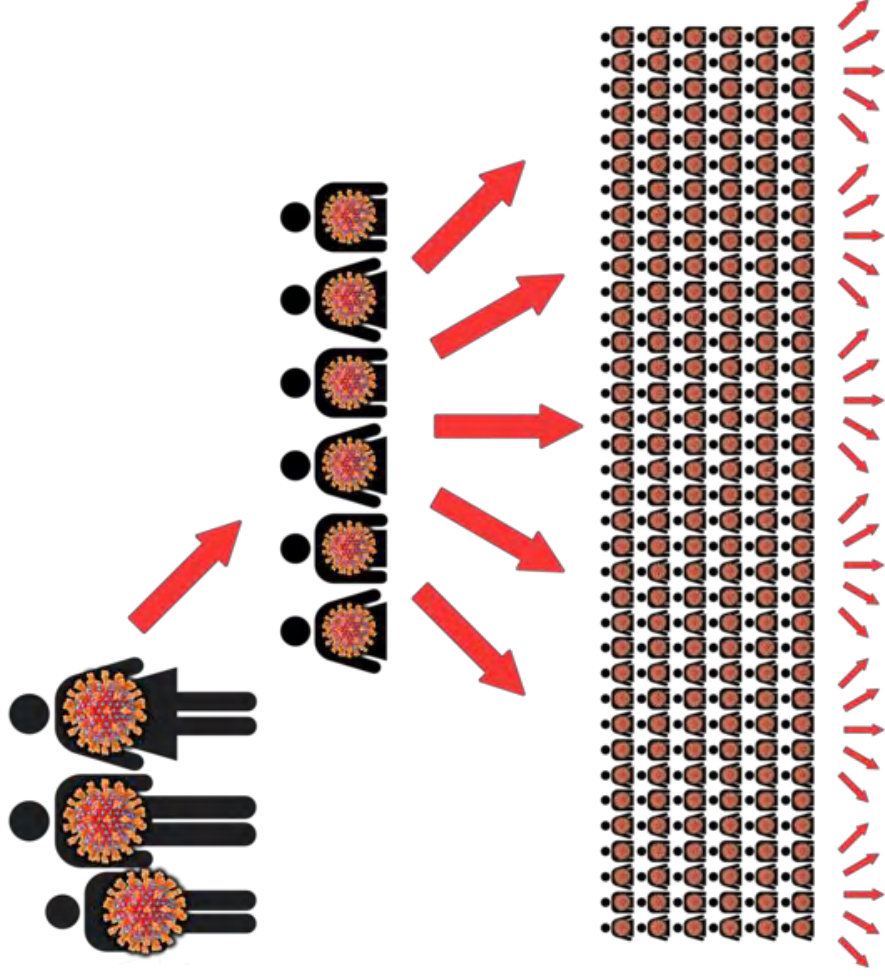
Germs can spread.

Germs can go into our body when we touch our nose, eyes or mouth.

We can pass germs to other people by touching them.
we can leave germs when we touch things like toilet handles.



Washing my hands can help to stop the spread of germs
And keep people safe



I should wash my hands
if they look dirty



I should wash my hands
after I use the toilet



I should wash my hands
before I eat



I should wash my hands after
I sneeze, cough or blow my nose



I should wash my hands
when I come inside



I will try to wash my hands



If they are dirty



After I use the toilet



Before eating



After sneezing, coughing or blowing my nose.



When I come inside

- I should use plenty of soap
- I should rub my hands together for 20 seconds
- I should rub the front and back of my hands and in-between my fingers.
- I should rinse my hands in water
- I should dry hands with paper towel or hand dryer





Washing my hands will help stop germs and keep people safe.

When someone dies from coronavirus: a guide for family and carers



When someone dies from coronavirus: a guide for family and carers

Support each other

We know that some people are going to die, unexpectedly and before their time. These situations are going to be impossibly difficult and distressing for you as carers and probably quite out of your experience. This is a short guide to help you.

You may have known people for a long time. It is heart-breaking if someone dies and you cannot even be with them. Coping with death and bereavement is extremely tiring, too, so you are likely to feel exhausted. Talk about it with colleagues. Make time for each other to share your emotions and feelings. Respect each other's way of coping with death. Some people cry (that's OK), some people keep themselves frantically busy (that's OK) – there is no right or wrong way.

You may think that you need to be “strong” for the people you support, and of course they need you to be there for them and not fall apart completely. But it doesn't mean that you cannot show your emotions. People with disabilities will feel supported by seeing that you are upset, too. It can make them feel less lonely, and it may even give them the chance to support *you*.

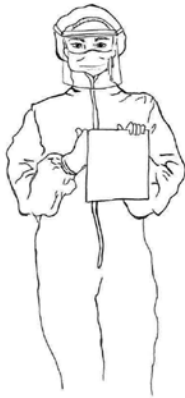
Two stories

Lets talk about coping with the death of Susan (a friend who lives in the same household) who dies at home in her bedroom, and about Mum, who dies in hospital.

- Talk about death openly, honestly and simply. Answer all questions.

- If you know that Susan is going to die, tell everyone about it, so it doesn't come as a surprise: Susan is so ill, she is going to die.
- Acknowledge how awful and difficult it is that we can't be with Mum, or (after death) be close to the body to say goodbye.
- Connect with Susan or Mum via video link. Seeing Susan ill in bed (however difficult) is likely to be less frightening than people's imagination. They can see that she is being cared for. If there is unfamiliar equipment (such as breathing equipment or masks), explain that this is to help.

©The Kairos Forum; Artist, Stefania Prandelli



- For Mum, this may be more difficult as it depends on the support of busy hospital staff, but it's important to try.
- If friends or relatives are dying at home (but elsewhere), try and maintain virtual contact as much as possible – not just with the ill person, but also with those caring for them.
- When Mum or Susan die, tell people as soon as possible, using the simplest language: "Mum had died." "Susan has died." Repeat this message as often as needed; it may take a long time to sink in or understand.
- Talk about the person with the housemates left at home.

Susan, who dies in the same household

- If restrictions allow it, leave the bedroom door open, so that one housemate at a time can see and talk to Susan from a distance. If not, put a big photograph of Susan on her bedroom door. You can talk about her right there- whilst maintaining social distance.
- Feeling involved, and doing things for Susan, can help. Housemates can help prepare food and drink before it's taken to her. Help them to write, draw pictures, make things (which can be given to Susan, or shown through a window).
- Do not stop people from seeing Susan's body if they want (even if from a distance). Offer this opportunity to everyone. When Susan's body is taken out of the house, mark this as an important event. Encourage people to stand by their own door or window to wave, clap, shout "Goodbye Susan!"
- Follow this immediately by encouraging talking about Susan, saying how much we will miss her, singing her favourite songs, sharing memories, etc.

Mum, who dies in hospital

- Help the person to be in virtual contact with others who are affected by the death, especially their family – both during the illness and after the death.
- Reassure the rest of the family that you are there to support the son or daughter.
- The hospital might not allow items to be sent by post, but you can take a photo of the cards or pictures and send them virtually.

- Explain why we can't see mum, and explain what we can do instead (pray for her, draw a picture, light a candle, show photos of mum to other people in the household).



After the death

- Create a space for remembering.



- Explain that we can't go to the funeral. If possible, follow the burial/cremation via video link. If that is not an option, hold an event in the household that includes "funeral elements" (such as music, readings, eulogies, prayers). Involve people with learning disabilities as much as possible and invite

those who can't be there via video link. Record it, too (it will comfort family and friends afterwards).

- Acknowledge feelings of anger, distress, anxiety. These are all normal. Remember that people might express those feelings in different ways (for example, being withdrawn, hitting others, self-harming, shouting, problems with eating or sleeping). Name the feelings, and say that it's normal to feel like that, because Susan has died.

Some suggested words to explain things

Mum is in hospital. She is very ill. We can't visit her, because of coronavirus. That is really difficult and sad. Shall we call her / write her a card / do a drawing for her?

Mum is going to die soon.

We are not allowed to go into Susan's room.

Only Jean (carer) is allowed to go in and help Susan. Jean is looking after Susan.

We can... (draw a picture for Susan; wave at her through the window; etc)

Susan has died. Shall we go and see Susan? We can see her from the corridor / through the window. She will be very still, because she is dead. We can say goodbye to her. We are all very sad.

We will miss Susan. (Talk about what you will miss.)

People are coming to take Susan away. The people will wear masks and white suits, because of coronavirus. Susan won't notice this, because she is dead. We can watch from the window and wave and say goodbye to Susan.

Mum will be buried in the cemetery / cremated. We can't go to the funeral, because of coronavirus. Only your Dad will be there.

We miss Susan. We remember Susan. What we liked about Susan is... What Susan liked to do is... Susan's favourite food was... etc.

Related titles in the Books Beyond Words series

Am I Going to Die? (2009) by Sheila Hollins and Irene Tuffrey-Wijne, illustrated by Lisa Kopper. This story deals honestly and movingly with the physical and emotional aspects of dying.

When Somebody Dies (2014) by Sheila Hollins, Sandra Dowling and Noëlle Blackman, illustrated by Catherine Brighton. Mary and John are both upset when someone they love dies. They learn to feel less sad by attending regular bereavement counselling sessions and from the comfort and companionship of friends.

When Mum Died and **When Dad Died** (both 2014, 4th edition) by Sheila Hollins and Lester Sireling, illustrated by Beth Webb. Both books take an honest and straightforward approach to death and grief in the family.

Going into Hospital (2015, 2nd edition) by Sheila Hollins, Angie Avis and Samantha Cheverton, with Jim Blair, illustrated by Denise Redmond. This book helps to prepare and support people being admitted to hospital, by explaining what happens, covering planned admission and accident and emergency.

Footnote: *More detailed guidance is being prepared about advance care planning, decision-making (for example about dying at hospital or at home) and how to provide practical palliative care at home without professional support.*



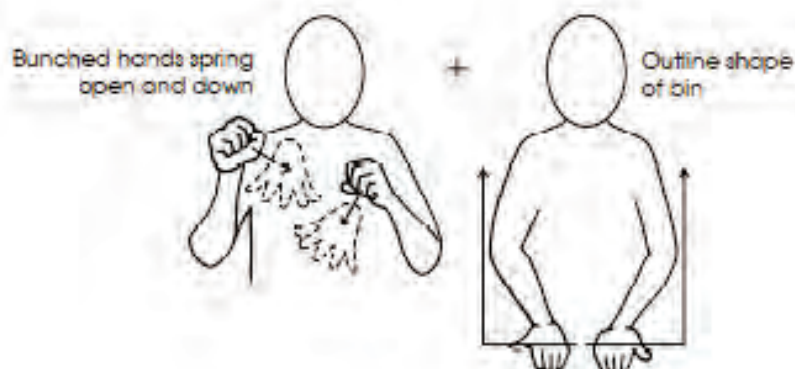
Hygiene

Makaton Symbols and Signs

Bin



Bin



Clean



Clean



Let's talk
Makaton

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Clean Your
Nails



To Clean/ Scrub
Nails
(with nailbrush)



Repeat movement
as if scrubbing nails

To Cough



To Cough



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Westmead House
Farnborough
Hampshire GU14 7LP

01276 606760
info@makaton.org
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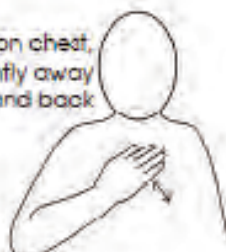


Breathing
Problems



Breathing
Problems

Palm, flat on chest,
moves gently away
from and back



+

Twist thumb
into palm



Dirty



Dirty



Dominant fist makes two
small twisting movements
towards self

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Westmead House
Farnborough
Hampshire GU14 7LP

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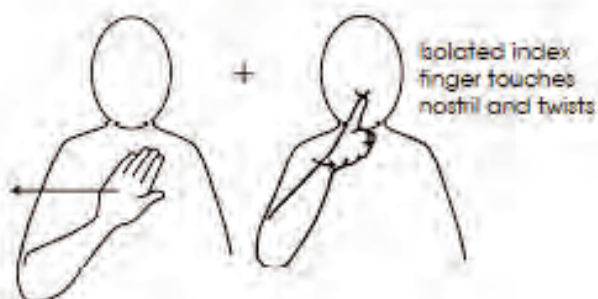
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Don't Pick Nose



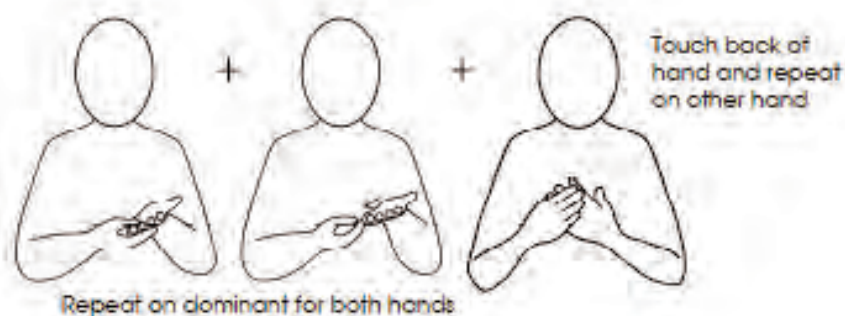
Don't Pick Nose



To Dry Hands



To Dry Hands



Repeat on dominant for both hands

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Westmead House
Farnborough
Hampshire GU14 7LP

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Hands



Hand



Touch back of right or left hand as appropriate. For plural touch back of both hands

To Sneeze



To Sneeze



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Soap



Soap



Soap



Move across palm,
back and forth to
mime lathering soap

Tissue



Tissue



Mime pulling out
tissues from box

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To Touch



To Touch



Fingers touch
palm gently

To Wash Hands



To Wash Hands



Mime washing
hands

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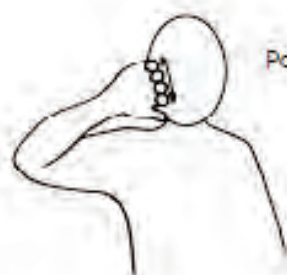
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Water



Water (1)



Palm outwards

Washbasin/
Sink



Washbasin/
Sink



Mime shape of basin,
then turning on taps

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Westmead House
Farnborough
Hampshire GU14 7LP

01276 606760
info@makaton.org
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Fever



Fever



Litter (to put in bin)



For more information or to order online visit makaton.org or 01276 606789.

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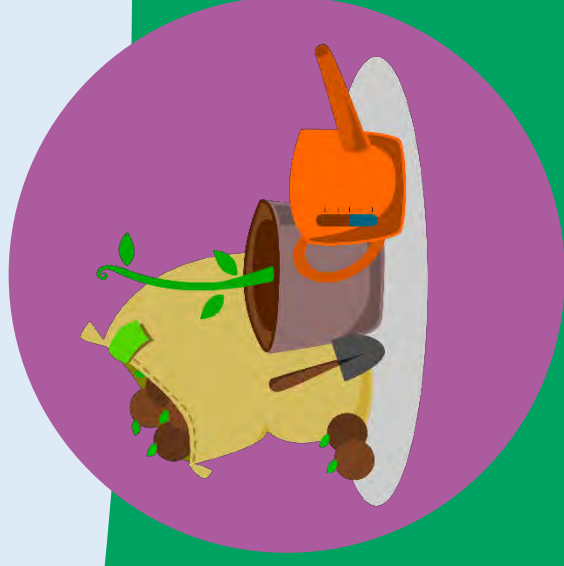
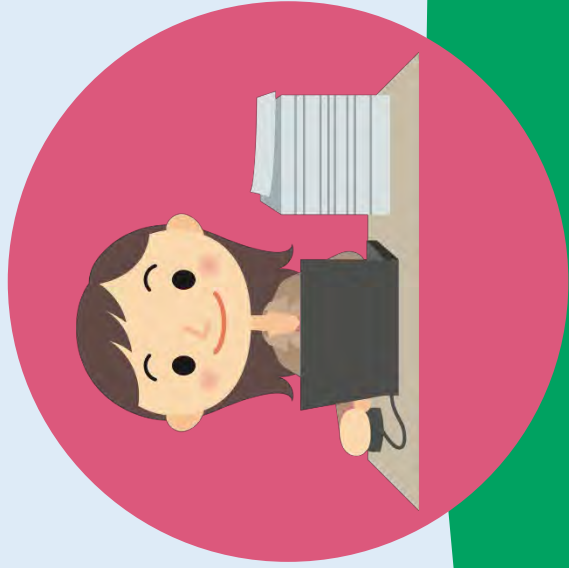
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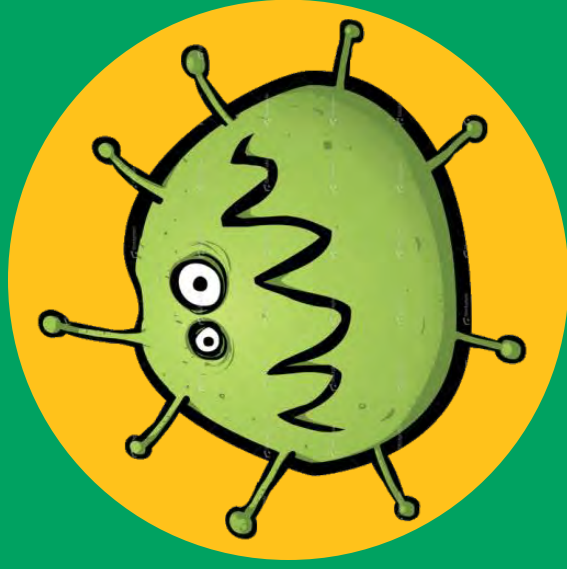
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Why is my work closed?

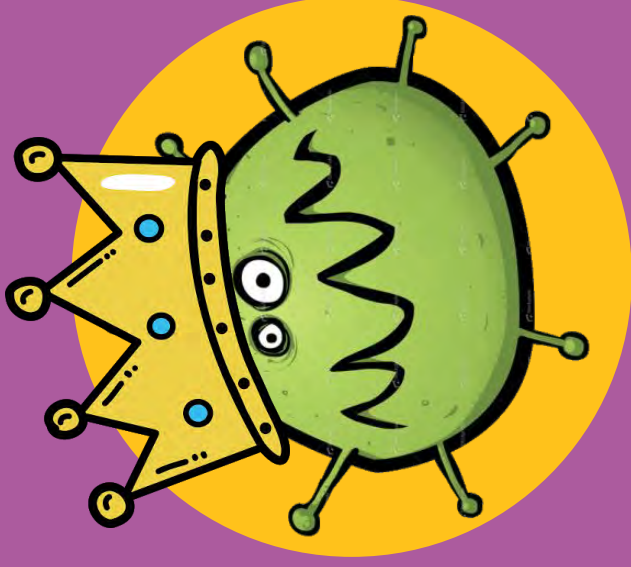


All around the world,
workplaces and families
are working together to
stop a nasty virus called...



COVID-19

COVID-19 is a type of virus
known as a coronavirus.

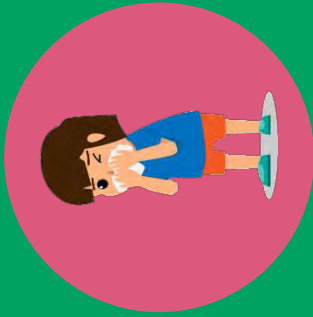


Did you know:
corona, means crown in Spanish

COVID-19 spreads quickly
in crowded places like
work, school and events.



How can you help?



Catch it, bin it, kill!
Cough into a tissue, or your elbow.



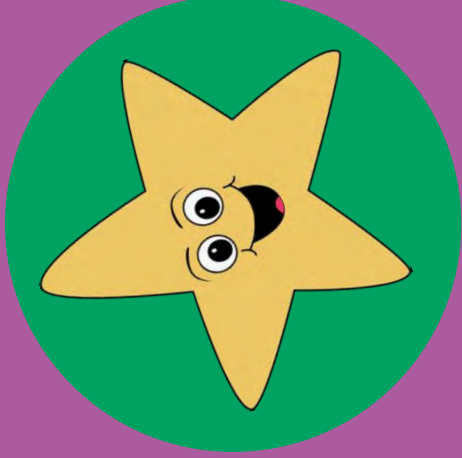
Wash your hands often, and for at least 20 seconds.



Avoid work, school or events until your parent or carer say you can return.

Things to remember!

Number 1



You have done nothing wrong.

You are a star member of our team.

Things to remember!

Number 2

All of your friends are healthy and well.

We all miss you lots.



Things to remember!

Number 3

Staff will make sure all of your plants, the woodland and animals are healthy and well while you are away



Things to remember!

Number 4

You need to stay away from work to keep yourself,
your friends and your family safe.

You have been working very hard and a deserve a break.



Things to remember!

Number 5



You will be able to come back to work when it is safe.

Your parent or carer will let you know when it is safe.

We are all very excited to see you again.

Team Award

This certificate has been awarded to



**in recognition of all their hard work at the Canterbury Oast Trust
and Rare Breeds Centre.**

Thank you for all of your support keeping us all safe!



Fiona Dodge
.....

**Fiona Dodge
Head of Care
Canterbury Oast Trust**

Joanne Creighton
.....

**Joanne Creighton
Chief Executive Officer
COT & Rare Breeds Centre**

Communication support



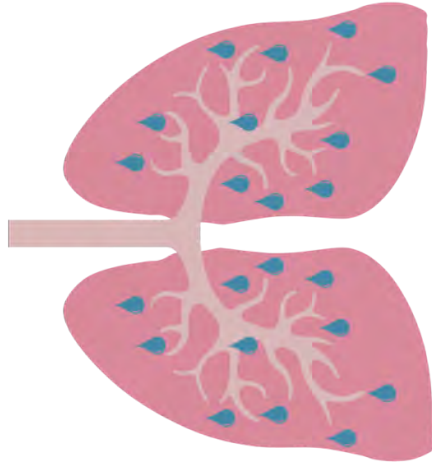
Same person PPE



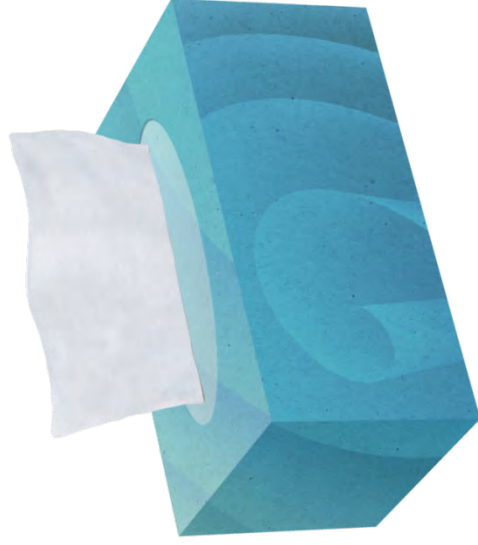
Swab kit



Swab mouth

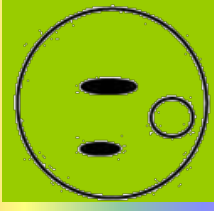
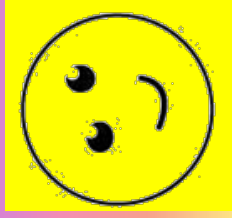


Pneumonia is a swelling in the lungs. It can be caused by bacteria or a virus. Part of the lung fills up with fluid and it can become very serious.

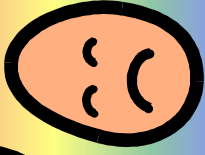
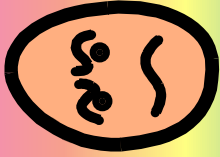




feelings



feelings



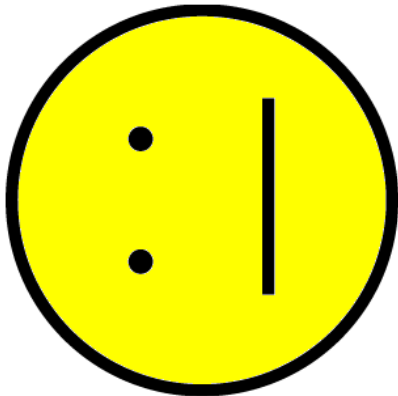
feelings



ok



ok



ok



ok



ok



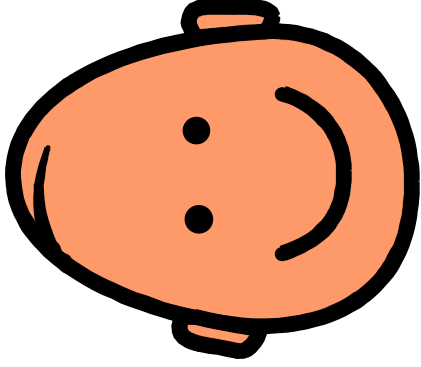
ok



happy



happy



happy



happy



happy



happy



Sad / unhappy



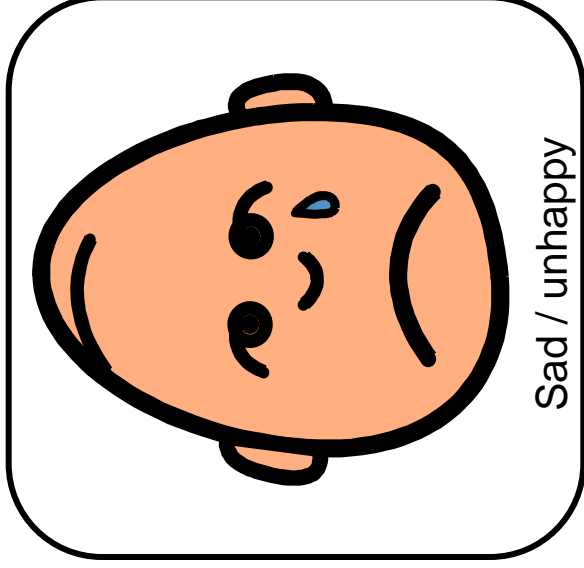
Sad / unhappy



Sad / unhappy



Sad / unhappy



Sad / unhappy



Sad / unhappy



annoyed / cross



annoyed / cross



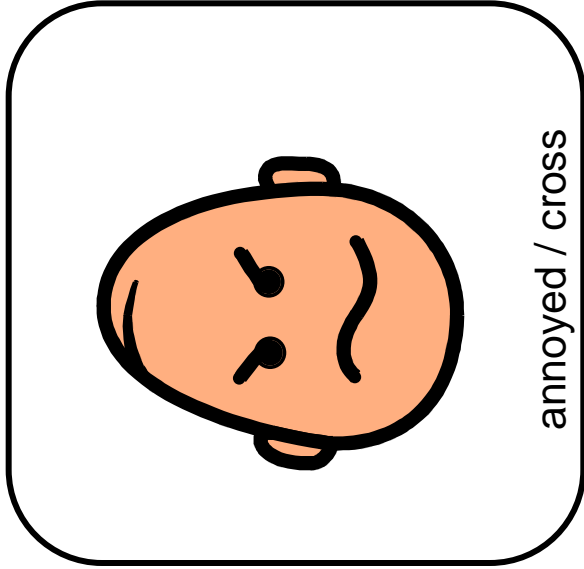
annoyed / cross



annoyed / cross



annoyed / cross



annoyed / cross



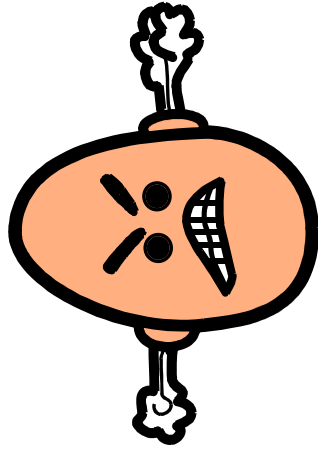
angry



angry



angry



angry



angry



angry



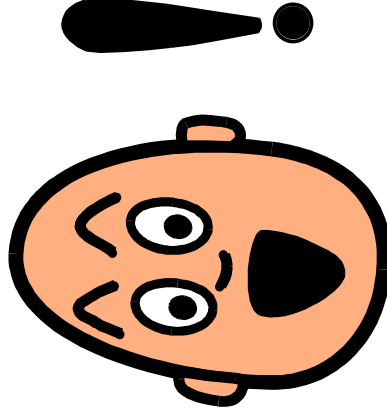
surprised



surprised



surprised



surprised



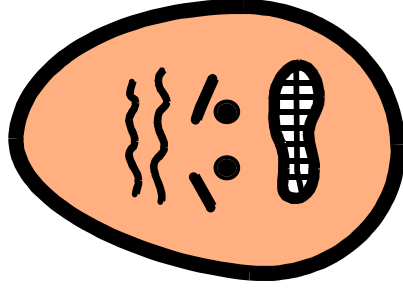
surprised



surprised



worried



worried



worried



worried



worried



worried



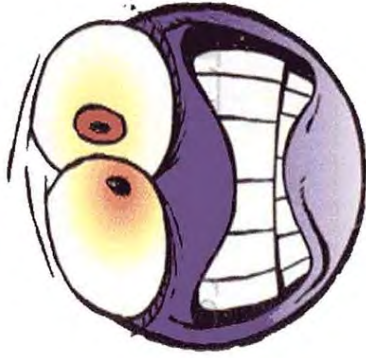
stressed



stressed



stressed



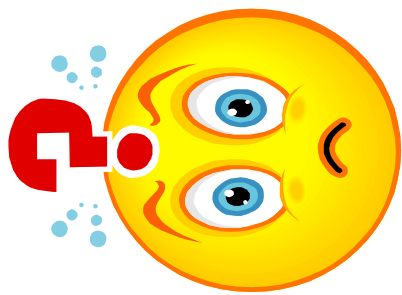
stressed



stressed



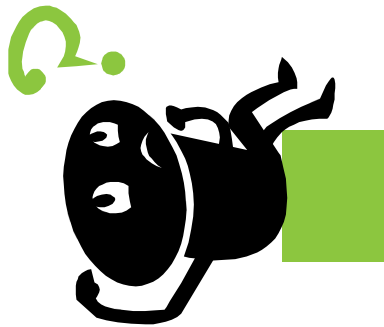
stressed



confused



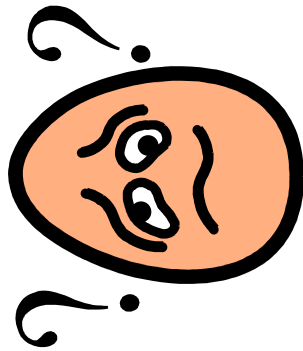
confused



confused



confused



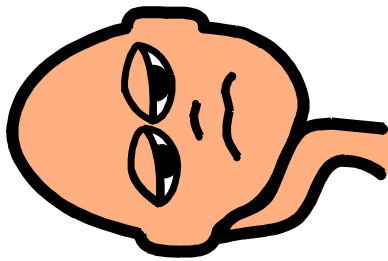
confused



confused



bored / fed up



bored / fed up



bored / fed up



bored / fed up



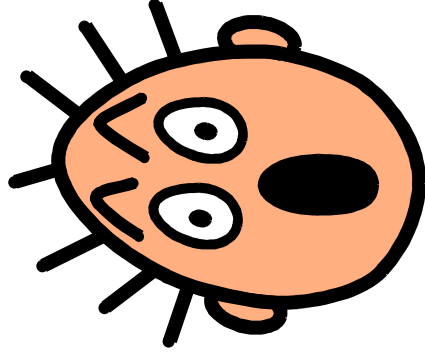
bored / fed up



bored / fed up



scared / frightened



scared / frightened



scared / frightened



scared / frightened



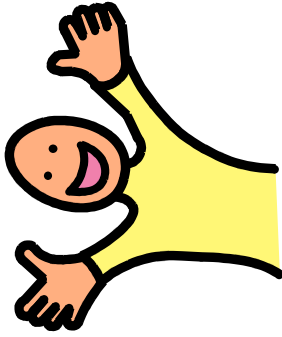
scared / frightened



scared / frightened



excited



excited



excited



excited



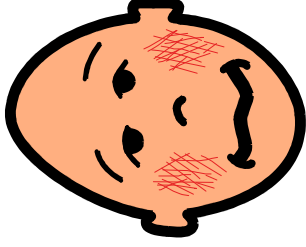
excited



excited



embarrassed



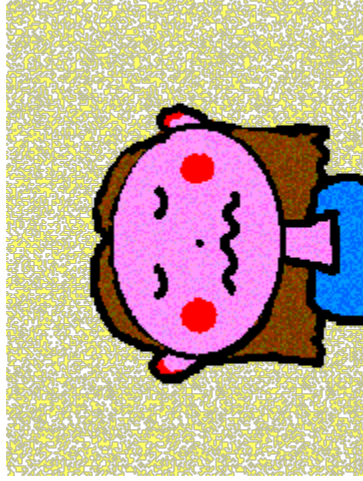
embarrassed



embarrassed



embarrassed



embarrassed



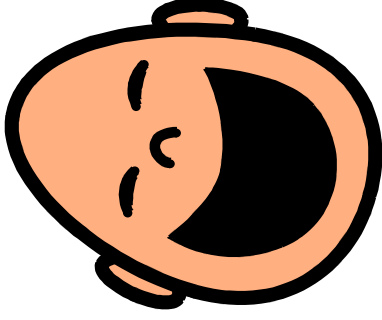
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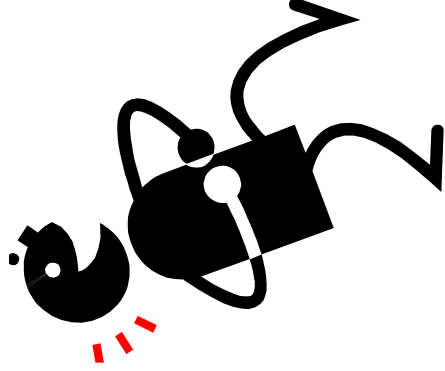
mischievous



mischievous



mischievous



mischievous



mischievous



mischievous



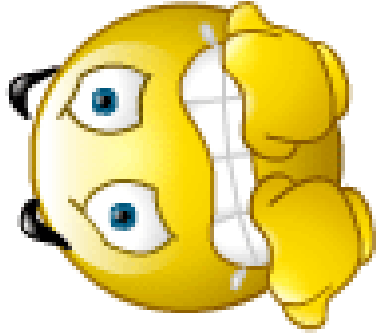
happy



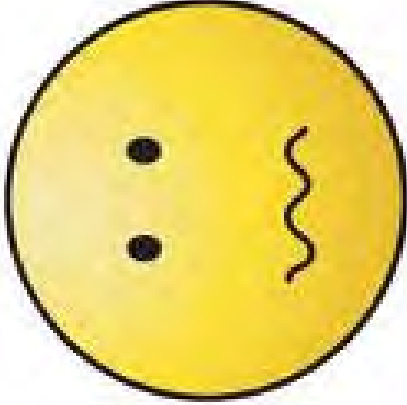
sad



angry



scared



worried

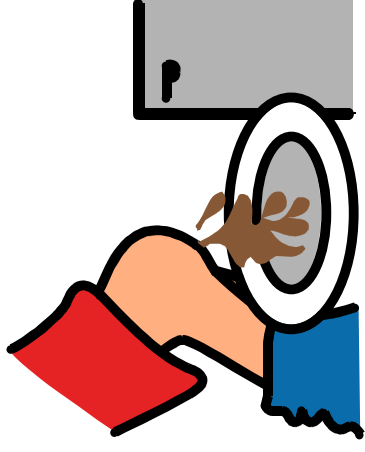
seizure



headache



tummy ache

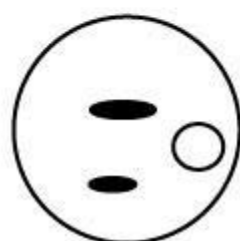


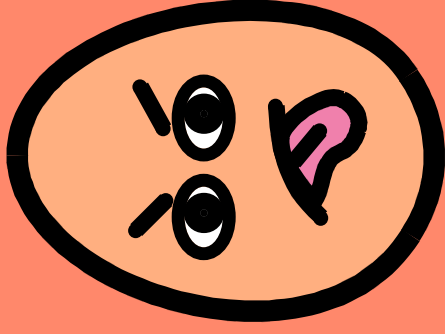
diarrhoea

pain

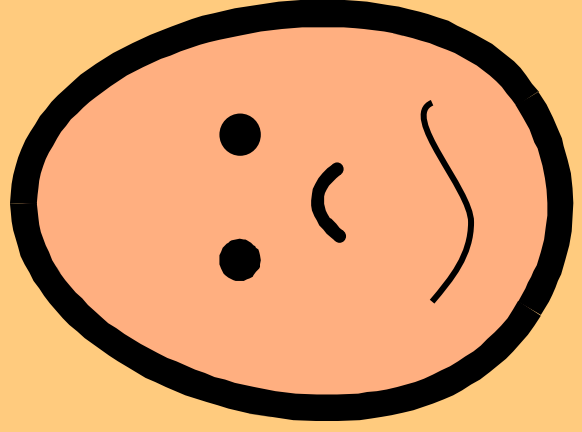
worried

seizure

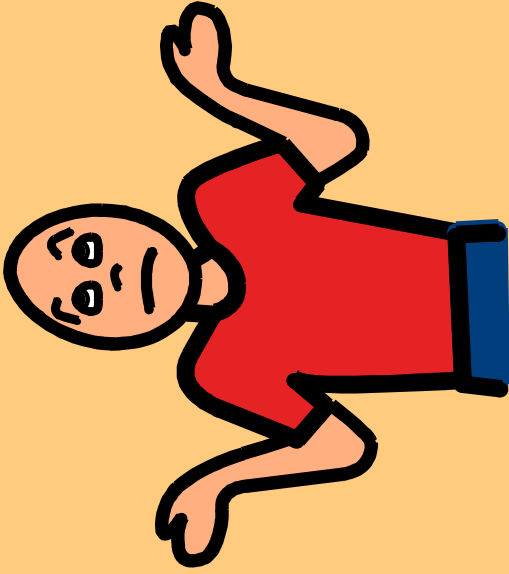




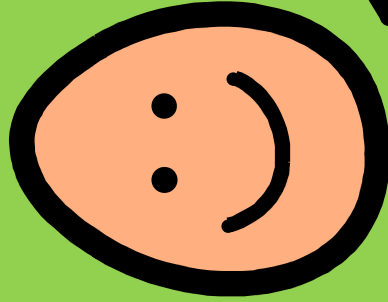
No / don't like / bad



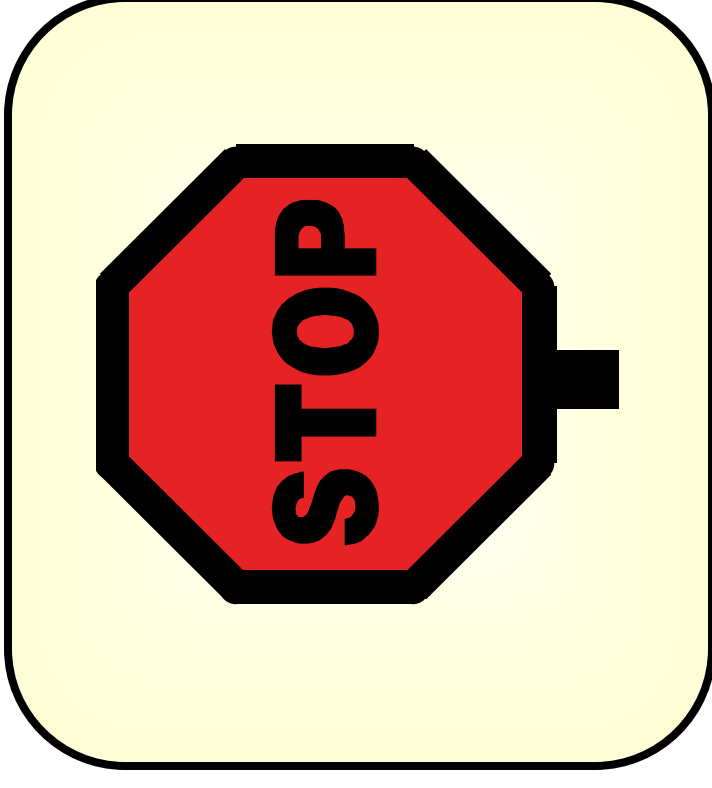
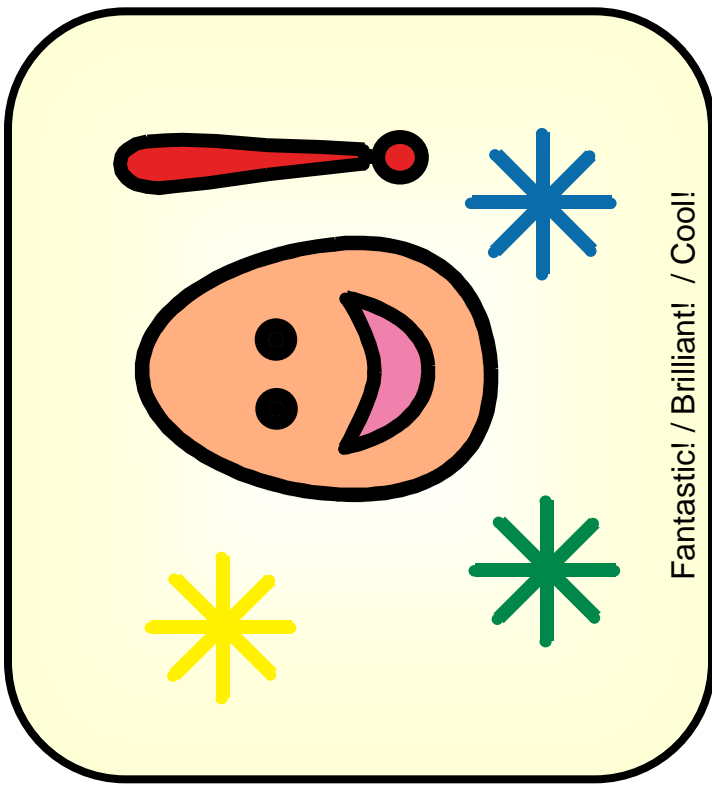
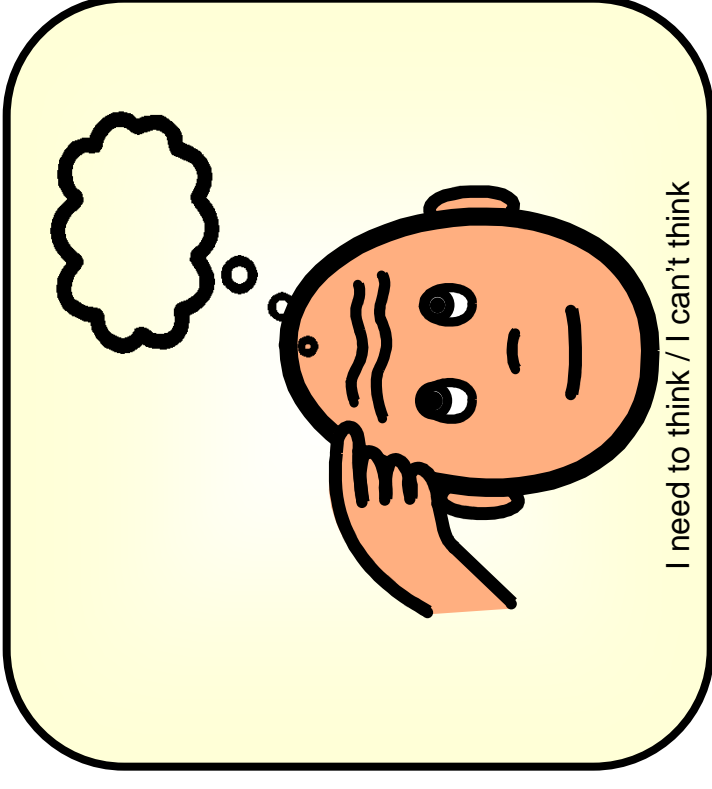
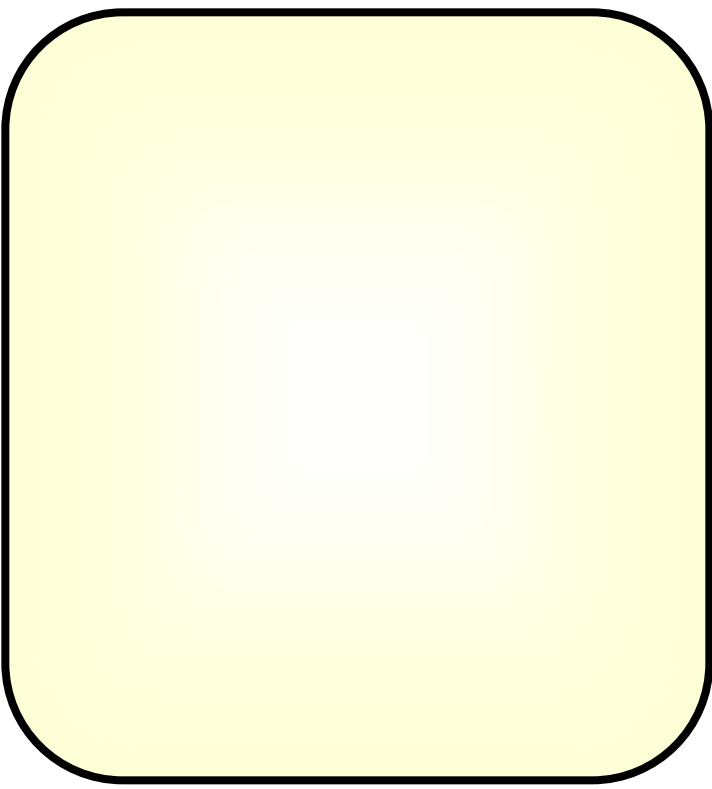
OK, / alright / not sure

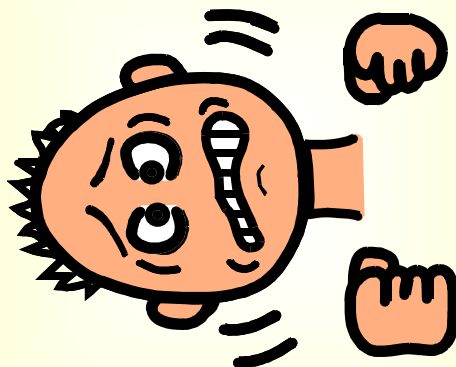
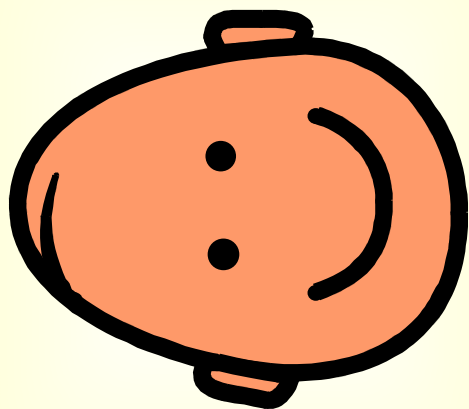
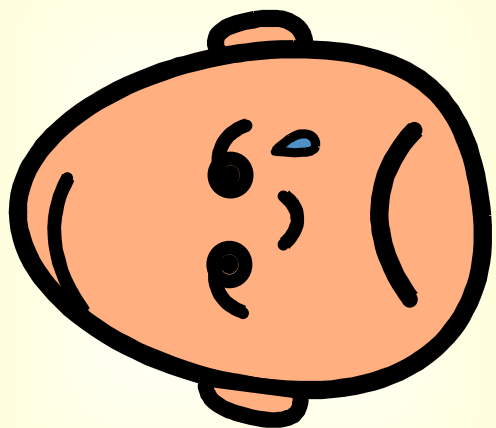


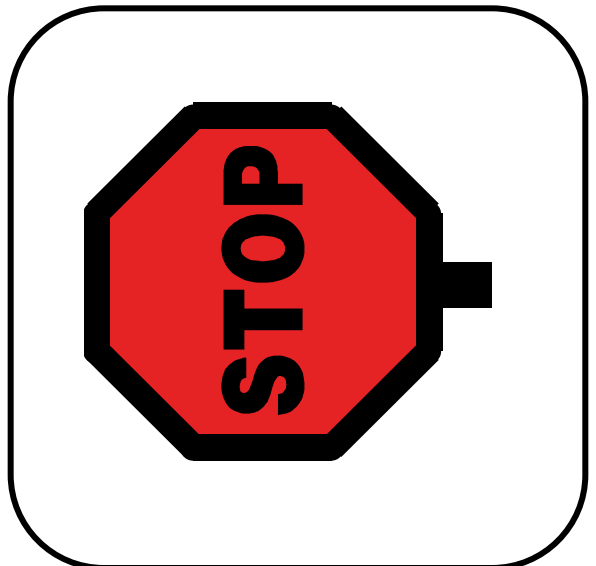
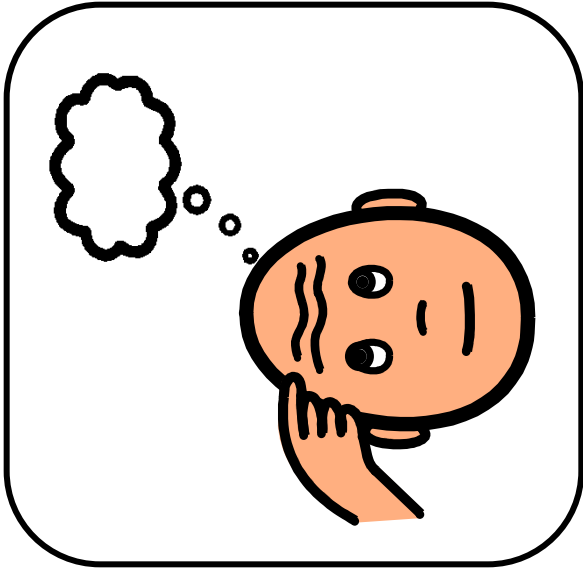
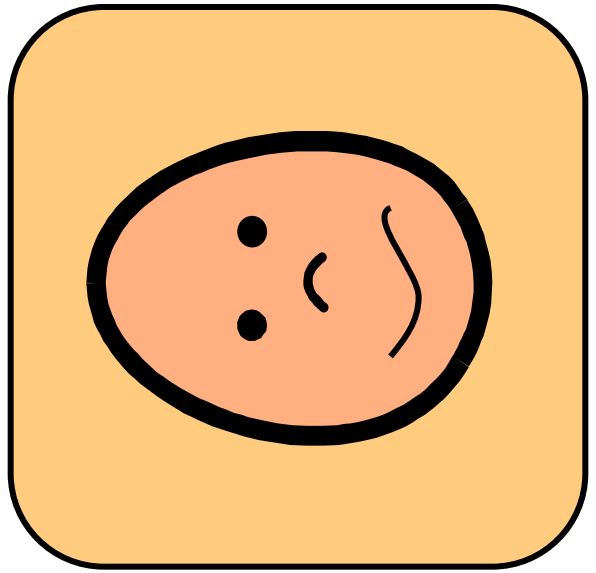
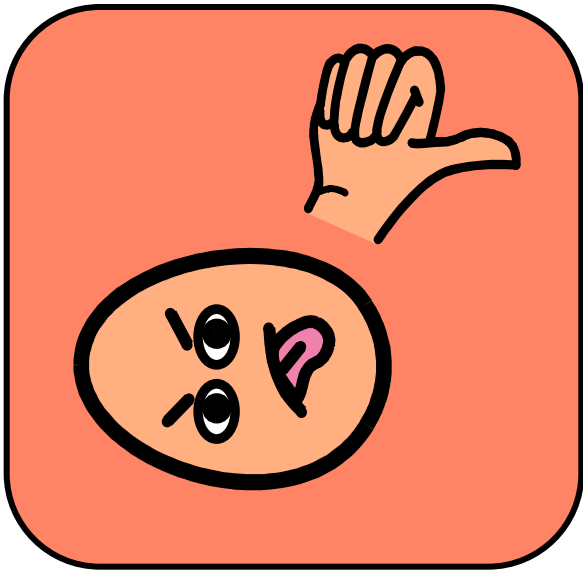
I don't know / I'm not sure

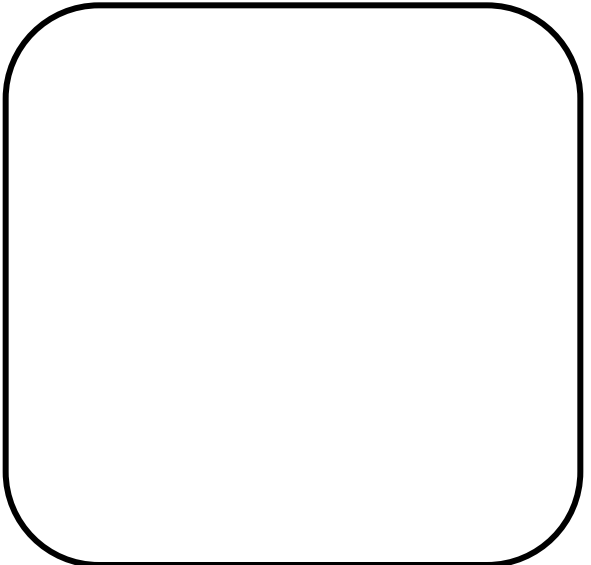
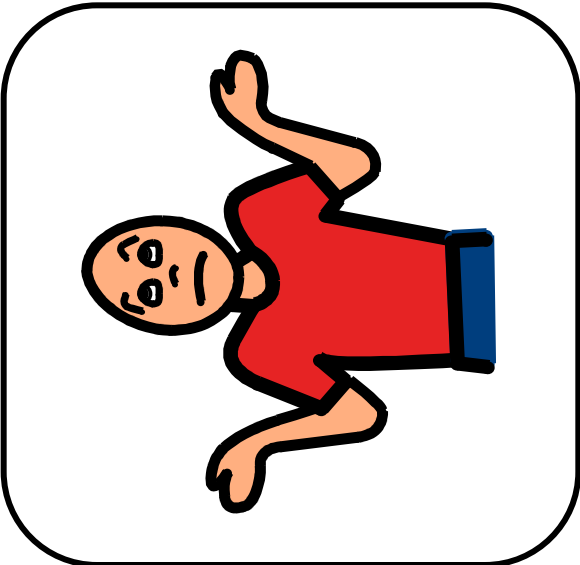
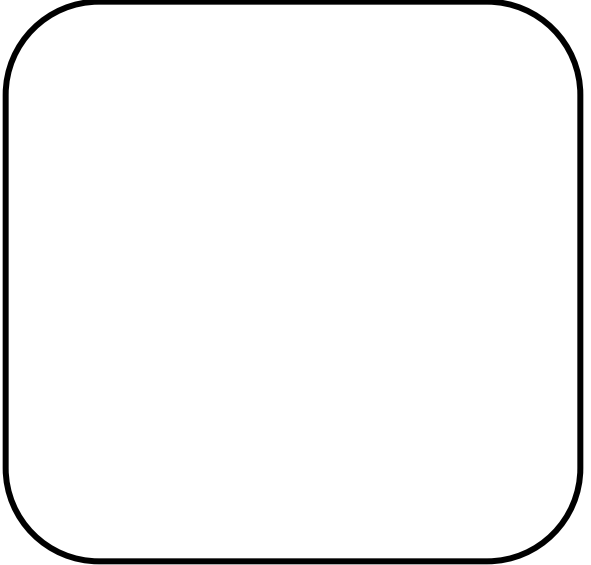
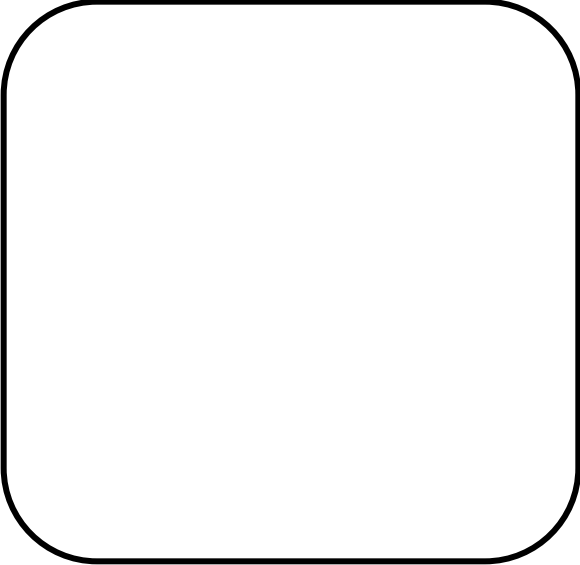
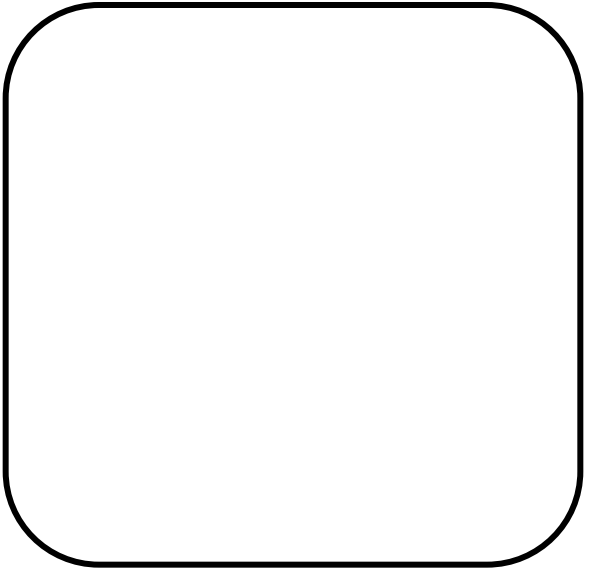
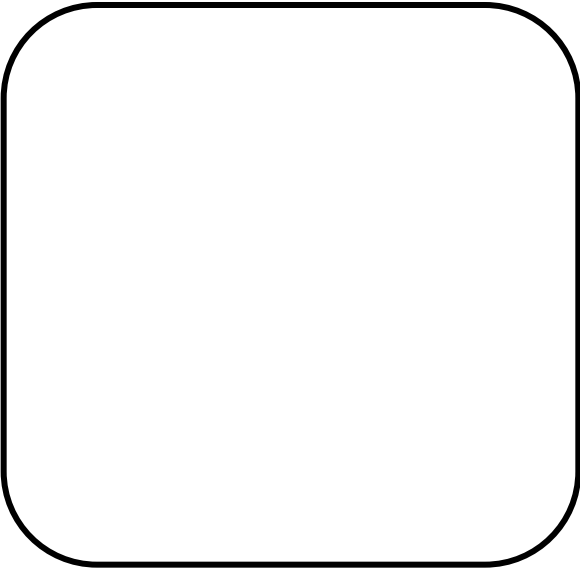


Yes / like / good









Carers' advice and support

Suspected Coronavirus Care Pathway - Residential and Nursing Care Residents

Suspected Cases

Consider COVID-19 infection in a resident with any of the following:

- New continuous cough, different to usual
- High temperature ($\geq 37.8^{\circ}\text{C}$), shivery, achy, hot to touch

Care home residents may also commonly present with non-respiratory tract symptoms, such as new onset/worsening confusion or diarrhoea and other subtle signs of deterioration.

Record observations where possible: Date of first symptoms, Blood Pressure, [Pulse respiratory rate](#) and Temperature (refer to Thermometer instructions) – Remember to [Maintain fluid intake](#)

For more support, call the residents **GP** in the first instance
Call **111* Star 6** for urgent clinical advice, or if the GP is not available – this will put you in contact with a Clinician in NHS 111

Isolation for people who walk around for wellbeing (dementia, learning disabilities, autism)

Use standard operating procedures for isolating residents who walk around for wellbeing ('wandering'). Behavioural interventions may be employed but physical restraint should not be used.

When caring for, or treating, a person who lacks the relevant mental capacity during the COVID-19 pandemic, please follow [government guidance](#).

Communication with the NHS

- Use [Restore2](#) (a deterioration and escalation tool) if you have been trained to do so
- Where appropriate please ensure that residents are offered advance care planning discussions and that their wishes are recorded on [Coordinate My Care \(CMC\)](#). Make sure you have easy access to the residents CMC or Ceiling of Treatment plan when you call NHS 111 *Star Line (or 999)

Do you have NHS Mail?

Send emails directly to your GP, Community Team and Hospital
Contact help.londoncnhsmailrequests@nhs.net to get an **NHS.net** email set up

- Please [register](#) and use **Capacity Tracker** to support hospital discharge planning. Continue to complete the [Market Insight tool](#) if you normally do.

Isolate and Monitor

Resident to be isolated for **14 days** in a single bedroom. Use [Infection Control guidance](#)

Care for resident using PPE ([what to use](#) and [how to wear and dispose](#))

Due to sustained transmission PPE is to be used with all patients. Additional PPE is required for Aerosol Generating Procedures as described in the [table](#).

Use correct Handwashing technique ([video](#))

Consider bathroom facilities. If no en-suite available.

- Designate a single bathroom for this resident only
- Use commode in room

If Resident deteriorates at any stage – Escalate to 111* Star 6 or 999
Be explicit that COVID-19 is suspected and ensure you have easy access to the residents CMC plan

What to do in case of an outbreak?

An outbreak is defined as **two or more residents** in the care home diagnosed with symptoms compatible with COVID-19.

Contact the Public Health England London Coronavirus Response Cell in the event of an outbreak

Phone Number: 0300 303 0450

Email: LCRC@phe.gov.uk

Update: Capacity Tracker, your Local Authority and RIDDOR

Guidance: [Admission and Care of Residents during COVID-19 Incident](#)

How to access Personal Protective Equipment (PPE):

- Order PPE through your normal supplier. If this isn't possible arrangements have been made with seven wholesalers to provide PPE to the social care sector.
- Contact your Local Authority if you are still unable to get PPE provision.
- [Guidance for Residential Care Providers](#)

Resources and Support for Care Home Staff

- [Guidance on Home Care Provision](#)
- [COVID-19 Care Platform](#)
- Queens Nursing Institute [Facebook Page](#)
- [RIDDOR reporting of COVID-19](#)

COVID 19 – be prepared – guidance for those caring for people with Profound and Multiple learning disabilities and those with a learning disability and other significant physical health problems

Explainer – Covid 19 is the illness caused by the new Coronavirus

Concerned that the person you care for may have Covid 19

The symptoms of Covid 19 are: <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms-and-what-to-do/> .

- A new, continuous cough or worsening of an existing cough -- **and/or**
- Fever – temperature higher than 37.8 or skin that feels hot to touch on the chest or back

Other symptoms can be

- Breathlessness – normal number of breaths per minute is 12-20 – you may notice this because the person cannot speak in full sentences, struggles to eat or drink normally, is more distressed when lying down
- Fatigue or feeling very tired/having less energy – you may notice this because the person engages less, sleeps more, moves less
- Headaches – as with any pain you may notice changes in behaviour, agitation, rocking and other features well known to you when the person you care for is in pain
- Sore throat – may cause refusal to eat or drink, drinking more, massaging throat
- Aches and pains – you may notice this again because the person moves less or by changes in behaviour caused by pain and distress.
- Changes in skin appearance – if the person has a fever this may be clammy and hot or clammy and cold. The skin may be very pale or very flushed.
- Change in smell and taste – you may notice distaste for foods that were previously liked

The DISDAT tool can help especially as it helps you know what is normal for the person you care for https://www.wamhinpc.org.uk/sites/default/files/Dis%20DAT_Tool.pdf

Spotting early signs of deterioration in health in the person that you care for

This helps you to detect whether the person is becoming sicker and you need to call emergency services for help. It is most important to have a record of what the person is like when well so that you can score the changes – **BASELINE READINGS**

Familiarise yourself with knowing the soft signs of change using RESTORE 2 – this has been designed for people in care homes but applies well to others. Don't forget to compare with how the person is when well. file:///C:/Users/User/Downloads/CS50656-RESTORE2-Mini-A5_A4.pdf

RESTORE = Recognise Early Soft Signs, Take Observations, Respond, Escalate

This also includes SBARD – it helps you to be clear when contacting a health professional when you are concerned about deterioration. It makes sure you have all the relevant information available before making the call. The call will be shorter and your concerns will be clearly heard.

See HEE videos on how to take measurements - appendix

If you want to do a more thorough assessment then - use the full RESTORE2 and NEWS2 chart
[file:///C:/Users/User/Downloads/CS49286-RESTORE2-full-version%20\(1\).pdf](file:///C:/Users/User/Downloads/CS49286-RESTORE2-full-version%20(1).pdf)

NEWS stands for National Early Warning Score – it is used by all health professionals to work out how sick a person is.

Always make sure you have measured these when the person you look after is well so that you can see the difference - **BASELINE READINGS**

To use this tool you will need to be able to measure -

- Temperature – have a thermometer available
- Oxygen levels - consider buying oximeter
- Blood pressure - consider BP monitor
- Purchasing equipment – there are various medical equipment suppliers available online but it may be difficult to access sites at present due to excess demand

If you don't have any equipment then record

- Does skin feel hot, cold or normal – touch the back or chest
- Count the number of breaths taken per minute
- Check the pulse rate – number of beats per minute if you are able
- Use the ACVPU chart to assess consciousness (on left side of the NEWS2 chart)

Have SBARD available – helps to ensure that emergency services take your communication seriously - see chart on link. Using the tool helps you decide when to call **999**.

Ensure you have easy access to the list of medicines the person is taking.

Ensure you know all the health problems the person has.

Ensure you are familiar with the person's emergency plan if they have one. Good advice here about creating your own emergency plan - <https://www.carersuk.org/help-and-advice/practical-support/planning-for-emergencies>

Does the person you care for, have a **hospital passport**? If not consider creating one. Here is an example to use <https://www.mencap.org.uk/advice-and-support/health/health-guides> .

What to do if you think the person you care for may have Covid 19

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

If possible, use the Covid 19 checker tool <https://111.nhs.uk/covid-19> - if the person's symptoms are mild the tool will advise that the person stays at home. The questions will help you to sort out if the person is too sick to stay at home. **CHECK REGULARLY FOR DETERIORATION**

If you don't have access to this then call 111 but lines may be very busy. Call **999** if you think the person is seriously ill – see 'check for deterioration'

Looking after someone who is likely to have COVID 19

- Plenty to drink to prevent dehydration - urine must be a pale yellow colour
- Dehydration can cause constipation and therefore pain and behaviour change

- Dehydration can also make the person seem confused
- Use Paracetamol to manage the fever and aches and pains
- Plenty of rest though be aware if the person is becoming excessively drowsy.
- Consider protection for yourself when you are providing personal care - wear a disposable apron and gloves if possible and protect your face
- Guidance for home care providers <https://www.gov.uk/government/publications/covid-19-residential-care-supported-living-and-home-care-guidance/covid-19-guidance-on-home-care-provision>
- USE THE TOOLS LISTED ABOVE TO CHECK THE PERSON IS NOT GETTING WORSE
- If concerned call **999** if the person is breathless, excessively drowsy or **you are worried about deterioration/getting worse, having done a check**

Self-isolation

If you or the person you care for or anyone else in the household gets sick with possible Covid19, then you must isolate.

- The person who is sick must stay in the house for 7 days from the start of being unwell
- Everyone else in the household must stay at home for 14 days –
- If you catch the infection during those 14 days then you must stay at home for another minimum of 7 days
- You must aim to stay at least 2 metres away from other people in the house during this time. This may not be possible if you have to give direct care. Consider whether you should use any personal protection

Is the person that you care for at very high risk? –

Many people with a learning disability will have other health problems that may increase their risk. There is, as yet, no information to determine which of these problems carries the greatest risk of Covid 19.

- Lung problems – repeated chest infections, pneumonia and aspiration pneumonia especially needing hospital admission, asthma – especially severe asthma
- Mobility problems that have an impact on lung problems eg spinal problems causing scoliosis (rotated spine causing abnormal chest shape) for example, bed bound, unable to sit unaided, needing hoisting for care
- Swallowing difficulties and gastro-oesophageal reflux that may exacerbate lung problems, choking
- PEG or nasogastric tube feeding that may also risk aspiration
- Risk of infection increased because of poorer immunity
- Diabetes
- Severe obesity
- Heart and blood vessel problems – high blood pressure, heart disease, congenital heart disease(heart problems the person was born with)
- Being over 70 yrs old
- Kidney disease
- Liver disease

<https://patient.info/news-and-features/covid-19-what-is-a-risk-group>

Contacting general practice – most general practices are adopting telephone triage – in other words you have to speak to the practice by phone first to be told what to do.

- There is little routine work happening in practices as most staff are managing the Covid 19 emergencies (routine work might be annual health checks, other routine checks for illnesses like diabetes)
- Don't go in person to the practice
- You must phone
- If you are phoning on behalf of someone else, the GP should ask to speak directly with the person and assess their capacity. If that is not possible describe steps you have taken in relation to the person's capacity to give consent. Do you have a Lasting Power of Attorney, is there a Deprivation of Liberty Safeguard in place (DOLS), does the person you care for have a Court of Protection Order in place
- Make sure you state that the person you care for has a learning disability and complex health problems
- The person you care for may need to see a GP for another sort of problem – such as abdominal pain or problems linked to the person's other health issues
- Be prepared for the fact that the doctor or nurse that you see may be wearing Personal Protective Equipment – mask, apron and gloves
- The person you care for may need supplies of repeat prescriptions
- <https://patient.info/news-and-features/covid-19-coronavirus-what-to-do-if-you-need-to-see-a-gp-or-get-medication>

General Covid 19 advice

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

- Here's how to wash your hands <https://vimeo.com/134952598>
- Excellent guidance for carers <https://www.carersuk.org/help-and-advice/health/looking-after-your-health/coronavirus-covid-19>
- Charities that you normally work with are providing lots of information – look at their websites. The NHS is also bringing together guidance for you. Here is Mencap's easy read guide <https://www.mencap.org.uk/advice-and-support/health/coronavirus-covid-19>

Frequently Asked Questions

Thank you for your questions and comments. We have focussed on questions which summarise a key theme from stakeholders, If you do not think we have answered your question or we have missed anything please do come back to us at:

england.learning.disability@nhs.net

We will provide an update on questions and answers each Friday for the next few weeks.

How can we ensure that healthcare/hospital staff are able to meet the needs of people with a learning disability - in particular with regard to reasonable adjustments and decision making; particularly end of life decisions?

There are significant concerns from families and advocacy organisations about how clinicians will provide care and treatment for people with a learning disability, Speciality guidance for clinicians has been published on the NHSE/I website linked to [here](#)

The guidance includes:

- Awareness of diagnostic overshadowing
- Health passports
- Listening to parents/carers
- Make reasonable adjustments
- Communication
- Understanding behavioural responses to illness/pain/discomfort
- Mental Capacity Act
- Asking for specialist support and advice
- Mental wellbeing and emotional distress
- Useful links

Please note that we will be reviewing the document according to feedback.

How can families/support and care staff caring for people in the community get access to Personal Protection Equipment (PPE)?

Since the start of the COVID-19 pandemic, the key focus has been on improving the supply of PPE to health and social care staff to meet the huge increase in demand. This includes supply to both the NHS and independent sector. As a result of this work the supply is now starting to improve and get out to organisations including supplies for nursing/residential care homes and home care agencies.

If you are providing care to a person in the community (e.g. as a personal assistant employed by the person you are caring for or as a support organisation) and are unable to access PPE:

- Check regularly with your usual provider of PPE to see if they are getting new stock or see if you can find a local supplier
- Contact your local authority to ask about whether you can have PPE for the tasks you are undertaking
- Check the Government guidance for any updates on when you need to use PPE and how to use it:

<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control>.

DHSC and NHSE/I teams are dealing with access to PPE supply for community teams, personal budget holders and families.

Is COVID-19 guidance regarding the use of the frailty score being clarified?

The National Institute for Health and Care Excellence (NICE) has provided an update on the [COVID-19 rapid guideline on critical care](#) which was developed to support critical care teams in their management of patients during this very difficult period of intense pressure. The guideline says that on admission to hospital, all adults should be assessed for frailty, and that other comorbidities and underlying health conditions are also taken into account.

We welcomed recent clarification on using the Clinical Frailty Score (CFS) tool. NICE has updated [recommendation 1.1](#) of the guideline to advise that the Clinical Frailty Score (CFS) should not be used in younger people, people with stable long-term disabilities (for example, cerebral palsy), learning disabilities or autism.

More information can be found at:

<https://www.nice.org.uk/news/article/nice-updates-rapid-covid-19-guideline-on-critical-care>

How can we escalate issues and concerns quickly?

If you have any issues and concerns about a particular person, please:

- For health matters, please follow the official guidance [here](#) in relation to seeking medical help;
- For care matters, please get in contact with either the commissioner of the person's care or with their local safeguarding service.

Please send issues and concerns that you think need to come to the attention of NHS England to:

england.mhldaincidentresponse@nhs.net

and/ or

england.learning.disability@nhs.net

The email addresses are regularly monitored.

A collaborative platform is being set up which will enable partners to raise concerns, share solutions, challenges and resources.

Is NHS England and Improvement looking at developing any data about COVID-19 infection in people with a learning disability- i.e what is prevalence/risk/ co-morbidities that carry highest risk of serious illness etc?

We have had some contact with academics and researchers who have expressed an interest in this matter and are in discussion. In addition, the national sit rep data which providers submit to NHS England and NHS Improvement on a daily basis will in time provide some specific information about learning disability, autism or both.

What information is available about children and young people in relation to residential schools, children with Education, Health and Care plans and diagnosis of COVID-19 particularly vulnerable children?

We are working with colleagues in the Department for Education to try to ensure consistent messaging. We have asked systems to use their dynamic support processes and at risk of admission registers to ensure they are identifying all those who should be – including those children and young people who have returned to their home area from out of area placements and schools. The demand and capacity document [linked to here](#) provides guidance and information to the system about continuation of C(E)TRs.

The Council for Disabled Children have a range of guidance, advice and information on their website in relation to children and young people.

What are the implications for the Mental Health Act? There are increasing concerns about the reduction of statutory protection of detained patients.

What is the legal position about people being taken home from residential settings or supported living by family members with staff not clear about legal position re Best Interests Assessor (BIA), Power of Attorney (POA) etc?

it is essential to retain a focus upon the rights of people with a learning disability, autism and both as the Covid-19 Bill comes into law. Given that the clauses relating to the Mental Health Act are unlikely to be 'switched on' imminently, we have an opportunity to work with the Department of Health and Social Care to ensure that safeguards and checks are built into the guidance that would accompany the introduction of these flexibilities.

What practical resources are available to use with people with a learning disability through the Coronavirus restrictions, and for people with lived experience to use?

The Learning Disability Professional Senate has collated two recent sets of material for people with a learning disability and for families [here](#) and [here](#). We will continue to use this FAQ to share latest material.

How can we address some of the following issues for autistic people?

- **Caring for others (at home and remotely)**
- **Uncertainty**
- **Lack of control**
- **Health worries**
- **Worry around food and health supplies and belongings**
- **Coping methods and establishing new routines**
- **Short/long term mental health impact**
- **Healthy Relationships (adults)**
- **Educating and supporting children**

NHSE/I are working closely with NAS and Public Health England to create some accessible resources for autistic people. A number of stakeholders in the autism sector have been publishing helpful advice and resources, including NAS, Autistica and others.

Anxiety and stress resources

If you are feeling worried and unsafe...

Say out loud:



5 things you can see



4 things you can hear



3 things you can feel or touch



2 things you can smell



1 thing you can taste

LOOKING AFTER YOUR MENTAL HEALTH AND WELLBEING DURING SELF ISOLATION



A long period of self-isolation may be necessary to protect the public from the spread of COVID-19 coronavirus. This booklet contains some useful tips to help keep your mental health in check during this difficult time.

Do keep a healthy diet

When you're at home sitting on the sofa with nothing to fill your day, it is easy to eat unhealthy meals and snacks as a way to pass the time. It is vital that you eat a balanced healthy diet as this is an important part of maintaining good health and wellbeing, giving yourself the energy to fight infection.

If you haven't got anyone who can drop off supplies to you then see if you can sign up to home deliveries from your local supermarket or maybe your local shop might be able to help. Find out if there are any community support groups in your local area that could also provide support with shopping.



Engage with nature

Try and get exposure to the outside world and exercise as much as possible within the safety limits. Try using any outdoor private space you have such as a garden or balcony. Physical health and mental health are closely linked so it is vitally important to keep to a routine that includes some physical exercise. If you don't have any outdoor space then you could try some Yoga / exercise classes on YouTube.

Embracing nature can help our well-being. Try looking out of the window observing the birds and other animals you might see or tend to houseplants to keep your mind stimulated. It is also good to open the window regularly and let fresh air into your room.



Do maintain a sense of routine

Keep to a good routine and give structure to your day, not spending most of the day in your night wear forgetting to clean your teeth because you knew you wouldn't be seeing anyone. Although in the short term it can feel good to laze around but in the long term it isn't going to be good for your health and mental wellbeing. Whilst trying to maintain as much of a routine as you can, remember to wake up and go to bed at appropriate times to ensure you get enough rest and sleep.

Find some time to add value to your day, life is not just about eating and sleeping. Engage in some fun activities for yourself. It is natural for people who are self isolating to lose their positivity for the future, they use this time for self reflecting and pulling apart everything that is wrong with their life, this could be their job, relationship or friendships. When overwhelmed by lack of activity in our life, it can quickly impact on what we enjoy, so we must make time to have fun within our daily routine.



Vary your activities

Sitting in front of a TV, phone screen or computer all day is not the best way to spend long periods of time.

Below are some productive activity ideas to help fill your time...

1. Download and listen to podcasts.
2. Do some arts and crafts which you could share with your friends on Facebook, sharing pictures of what you have made.
3. Try Knitting or crochet. The hospitals need small baby hats!
4. Try learning meditation techniques to help you stay focused.
5. Bake cakes or try new recipes.
6. Learn a new hobby like origami
7. Skype friends and family, FaceTime calls to keep in touch.
8. Try Creative writing, scrap booking, or making a Self Soothe Box.
9. Read a book. Choose a book that you and your friends can all read (you could all order from Amazon) and set up a face time book club so you can discuss the book and share your thoughts.
10. Engage in some DIY or gardening.
11. Pamper yourself with a face mask or foot spa.

Do stay connected to people

Just because you're self-isolating, it doesn't mean you have to cut yourself off from the world completely. If you feel that you're beginning to struggle, take some time to call a friend or family member and let them know how you're feeling. If your friends or family are not available, you can call emotional support lines, such as Samaritans or Mental Health Matters.

During periods of self-isolation, try your best to maintain personal daily routines or create new positive routines. If health authorities have recommended limiting your physical social contact, you can stay connected via email, social media, video conference and telephone. Remember you don't have to be alone!



Limit your news intake

If you are finding the constant 24/7 coverage of coronavirus on the TV and social media is impacting your mental health then give yourself a break. The World Health Organisation says: “A near-constant stream of news reports about an outbreak can cause anyone to feel anxious or distressed.”

Only seek information updates and practical guidance at specific times during the day from health professionals, GOV .UK and the WHO website. It is also important to try and avoid listening to or following rumours that make you feel uncomfortable.



Handy Checklist from MIND

☐

Food: do you have a way to get food delivered?

☐

Cleaning: are your cleaning supplies stocked up?

☐

Money: can you budget for any higher bills or expenses? Will you save money from lower transport costs that you could spend elsewhere?

☐

Work: can you work from home or not? If not, what are your rights to payment or benefits?

☐

Medication: do you have enough medication, or a way to get more?

☐

Health: can you reorganise any planned therapy or treatments?

☐

Commitments: can someone else help you care for any dependents, walk your dog, or take care of any other commitments?

☐

Connectivity: have you checked the contact details of the people you see regularly, like their phone numbers or email addresses?

☐

Routine: can you create a routine or timetable for yourself? And if you live with other people, should you create a household schedule? Do you need to agree how the household will run with everyone at home all day?

☐

Exercise: is there any physical activity you can do inside your home, such as going up and down the stairs, using bean tins as weights, or exercises you can do in your chair?

☐

Nature: have you thought how you could access nature? Can you get some seeds and planting equipment, houseplants or living herbs?

☐

Entertainment: have you thought about things to do, books to read or TV shows to watch?

☐

Relax: have you got materials so you can do something creative, such as paper and colouring pencils?

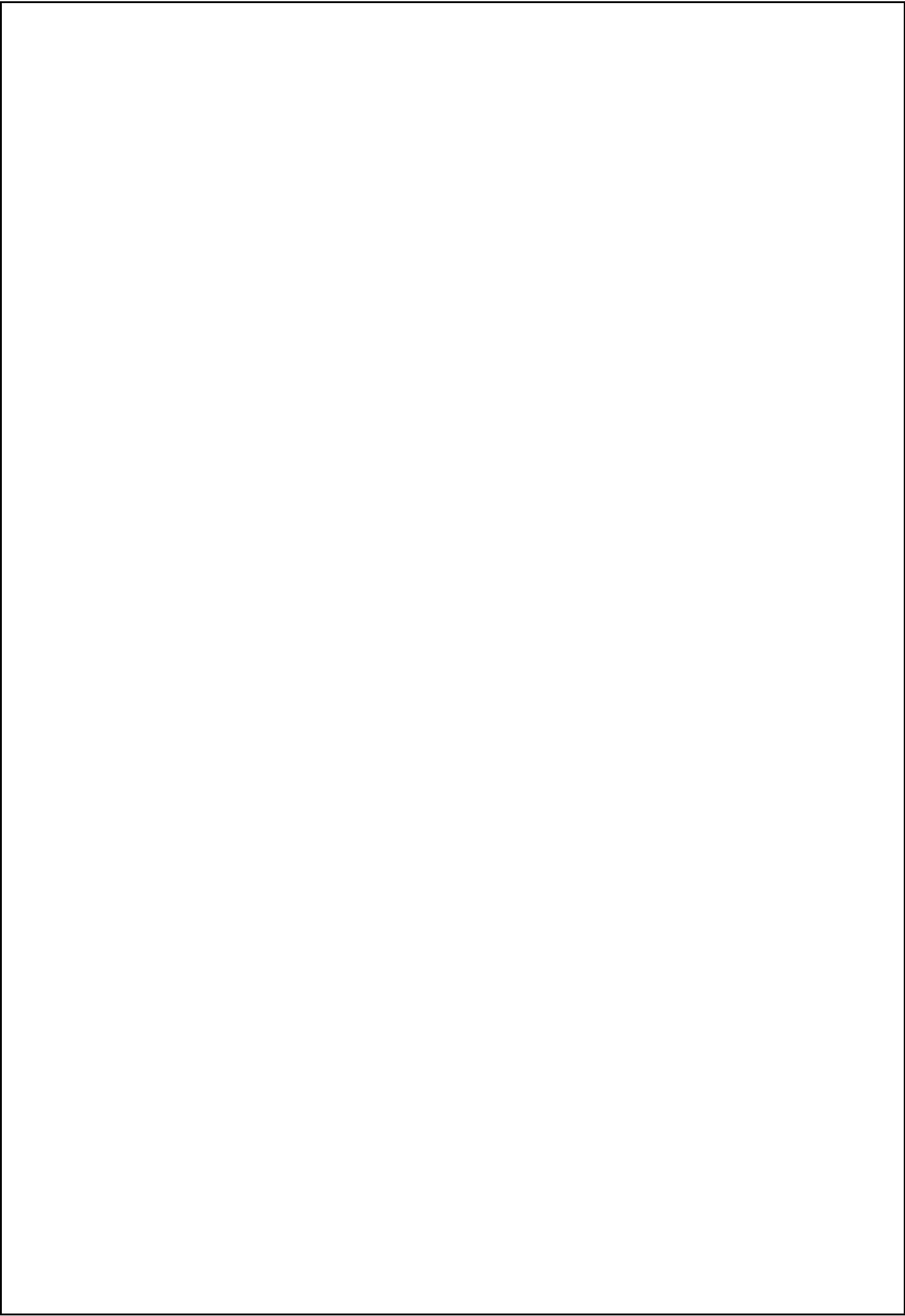
- **Reference:** <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#AreYouReadyToStayAtHomeForTwoWeeks>

Organisation	Services	Contact
Connect Well East Kent	Hub team are operational as normal and telephone services are still active. Open Mon, Weds and Fri 8:30am – 6pm Tues and Thurs 9am – 5pm	0300 302 0178
Carers Support East Kent	The hub team are operational as normal and still offering emotional support. Open Mon, Weds and Fri 8:30am – 6pm Tues and Thurs 9am – 5pm	0300 302 0178
Silverline Telephone Befriending Service	24 Hour befriending service. Free, confidential service to share worries and fears. A good sign posting service. The Silver Line is a helpline and friendship service for people aged 55 and over.	0800 470 80 90
Age UK Thanet	Day Services are operational as per government guidance. Hot meal delivery available for £7.00	01843 223881
Ageless Thanet	Offering a free Telephone Befriending Service for people over the age of 50 between the hours of 9am and 5pm. You can contact them via phone, email or on social media (Facebook and Twitter) Ageless Thanet will be issuing a guide on how to use facetime to stay connected with friends and family during the COVID – 19. You can find this on all social media platforms	01843 21005 info@agelessthanet.org.uk
Cliftonville Community Centre	Open as usual Mon, Tues, Weds and Fri	Elaine or Paul 01843 221913
St Pauls Food Bank (Margate)	Open as usual – Thursday mornings 10:30am – 12:30pm	01843 221913
Thanet Community Transport Association	Offering a personal shopping service and willing to help anyone who is self isolating and who cannot get out and about.	01843 602030
Westgate Town Council	The town council are offering a service of volunteers to visit homes within the town to help isolated people to do shopping, walk the dogs, friendly phone calls, picking up prescriptions and general needs.	01843 836182 townclerk@westgateonssea.gov.uk

	If you know someone who needs this please contact the Town Clerk on the number/email to the right.	
Changing Minds - The Lifeboat project	<p>They will provide mental health support, advice, anxiety management, food and essentials for the local community throughout the Corona virus Pandemic. This will consist of weekly podcasts, videos discussing all things well-being, exercise, nutrition and more!</p> <p>To offer free delivery of care packages for those in isolation within our local community, including food, toiletries & entertainment (Crosswords, card games, colouring books, etc.)</p> <p>To establish a phone line for those seeking a friendly chat / video chat if possible. To set up a social media hub for individuals to access for tips on combating loneliness whilst in isolation. To grow and adapt the project alongside the ever-changing situation to provide support for as many affected individuals as we can possibly reach.</p>	Colin Rouse – colin.rouse@changingmindskent.co.uk
Best One Westgate	They are offering free home delivery services for supplies such as food etc.	01843 831664
Krusty Kobb bakeries	Offering free home delivery for food to peoples home who are self isolating and are unable to get out.	01843 835447
Prentis Greengrocers	Offering free home delivery to self isolated people. (Fruit and veg etc)	01843 834934
Posillipos restaurant Broadstairs	Are offering to do peoples shopping and deliver it to their home for self isolated people.	01843 601133
the Kitchen CT9 in Cliftonville	will deliver any surplus stock they have to peoples homes who are self isolating	01843 293376
Birchington Support group	Are offering a free service which includes shopping locally, walk dog and collect prescriptions etc.	Dave Adams - 07540 813028 or Jan Adams – 07540 812564
Age Concern Deal	Day Services are still operational as per government guidelines. Hot meals are costed at £7.00	01304 372608 – Deal

	Offering food delivery services and hot meal deliveries. (Both are paid for services and will be invoiced at a later date)	
Age UK Folkestone	Day Services are still operational as per government guidelines Offering food delivery services and hot meal deliveries. Hot meals are costed at £7.00 (Both are paid for services and will be invoiced at a later date)	01303 279031 - Folkestone
Age UK Herne Bay	Day Services are still operational as are all other service which are normally offered. Befriending service is now a telephone befriending service between working hours.	01227 749570
Whitstable Food Bank	Whitstable Umbrella Centre Will be providing food parcels during isolation periods and are happy for neighbours/friends to collect food parcels on behalf of people who are isolating	01227 274880
Deal Food Banks	St Richards church – Tuesdays 12pm - 2pm Wednesday Victoria Road 4:30pm – 6pm Fridays Trinity Church Union Road 10am -12pm Foodbank centres open but no tea or coffee	01304 728428
Sandwich Food Banks	Thursdays Phoenix Centre Jubilee Road 1pm-3pm Foodbank centres open but no tea or coffee	01304 728428
Ashford Age UK	Meals on Wheels, Meals on Wheels Plus (3 meals delivered – to include lunch, tea and breakfast for the following day), Shopping, Prescription collection, Keeping in touch calls, Telephone befriending, Dog walking.	01233 668765
Aylesham Food Banks	Fridays – St Fimbarr Church Market Square 12:30pm – 2:30pm	01304 728428

	Foodbank centres open but no tea or coffee	
Ashford Vineyard Church	Mon, Tues, Thur 9-12 noon & last Sat of every month If in need please contact the foodbank.	01233 331919
Ashford Community Care	Food shopping delivery services Ashford	Martin Kemp 07732 977417 / 01233 612224
Home help choice	Food shopping delivery services Ashford	Richard Spinx 07807 177656
Faversham Food Bank	The Gospel Mission Church, Tanners Street WEDNESDAY 1.30pm to 4.00pm FRIDAY 1.30pm to 4.00pm	<u>07938720604</u>
Folkestone Methodist Church	Sandgate Road Folkestone Tues and Fri 2pm -3:30pm Please check the website www.shepway.foodbank.org.uk as regular updates will be posted on here	07913573403
New Romney Christian Centre	North Street Tues 5:30pm -7pm Please check the website www.shepway.foodbank.org.uk as regular updates will be posted on here	07913573403
Lydd	Hardy Hall, Skinner Road Fri 6:30pm – 7:30pm Please check the website www.shepway.foodbank.org.uk as regular updates will be posted on here	07913573403
Savages Fruit and Veg Lydd	Offering fruit baskets and other veg within the Lydd area. Also offering a delivery service as well.	01797 363280
Kerry's kitchen Lydd	A local café which are making food deliveries within the Lydd area	01797 321052
Sport England	How to stay active during the COVID-19 period whilst self isolating.	https://www.sportengland.org/news/how-stay-active-while-youre-home?fbclid=IwAR1iAFixU3b9a3VNSPAUXT_qaDmCw7HPysQEXd3wcl-Odhthcvllmilx7IM



Mindful Coloring

A Simple & Fun Way to Reduce the Stress in Your Life



Introduction by Lawrence E. Shapiro, Ph.D.

Adult coloring books have become very popular over the last few years, reminding us of the need for simple activities to help us step back from the day-to-day bombardment of media and technology. I've heard some people say that spending time coloring a design is just the kind of "mindless" activity they need at the end of the day and that adult coloring books are a good distraction from the constant commotion in their household.

But I'd like you to think about using this coloring book in a somewhat different way. Rather than coloring as a "mindless" distraction, I'd like you to be "mindful" while you are coloring. Mindful coloring can be a very powerful type of meditation which has a surprising number of short and long-term psychological benefits.

As you may know, mindfulness is a technique that Western psychology has borrowed from the Buddhist tradition of mindful meditation. Mindfulness involves bringing your attention to what is happening in the present moment, being aware of both your internal experiences as well as what you experience in the world around you. As you observe your internal and external experiences, you will try not to judge them as good or bad, and you will try not to react to them. Just be aware and present in the moment.

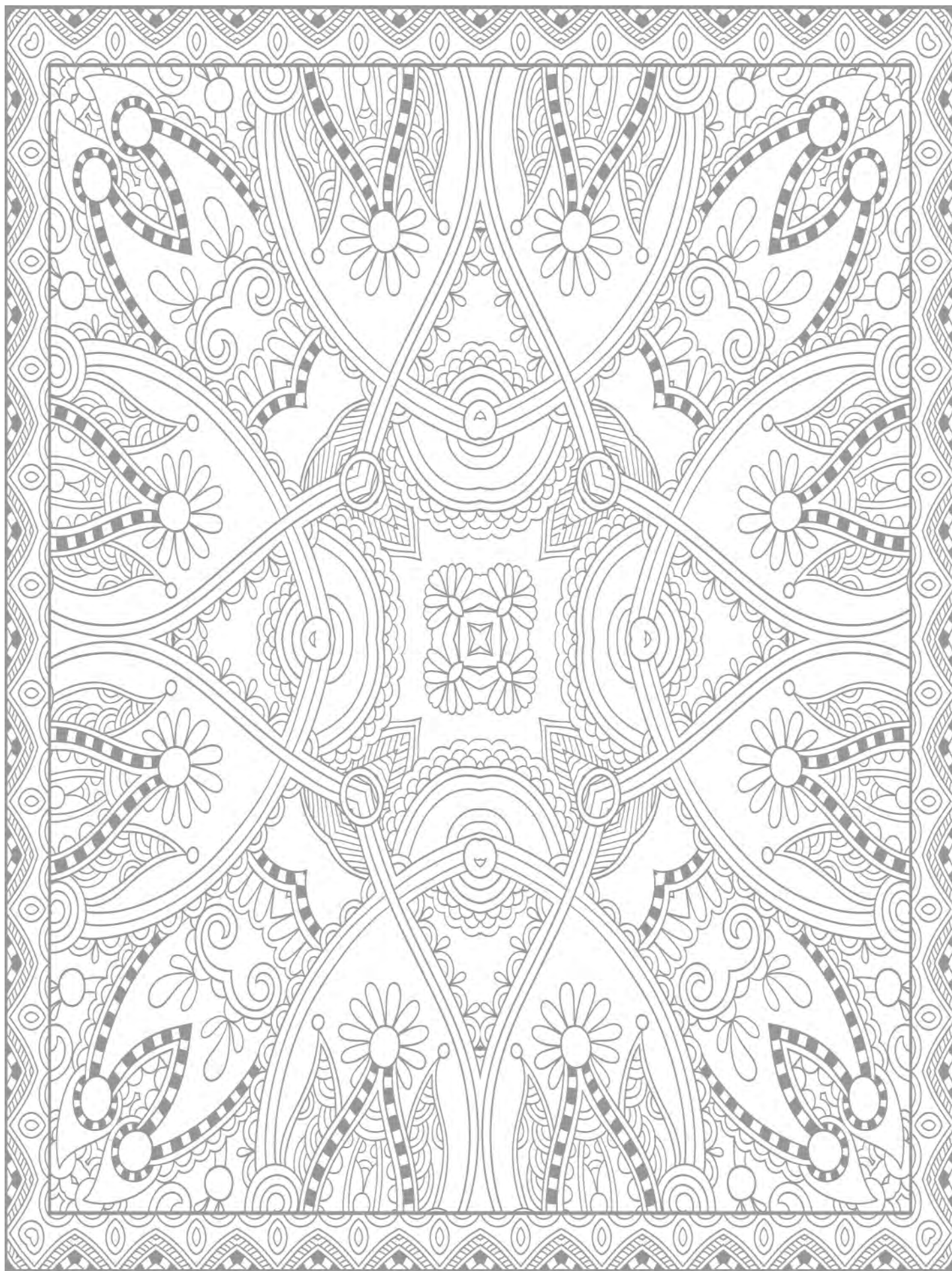
Does this sound simple? It actually might be a little harder than you think. But I assure you it is well worth the effort. Many psychological studies have shown that there are measurable health benefits when you practice mindfulness on a regular basis. These include boosting the immune system, improving memory and attention skills, fostering compassion, and overcoming disorders like anxiety and depression.

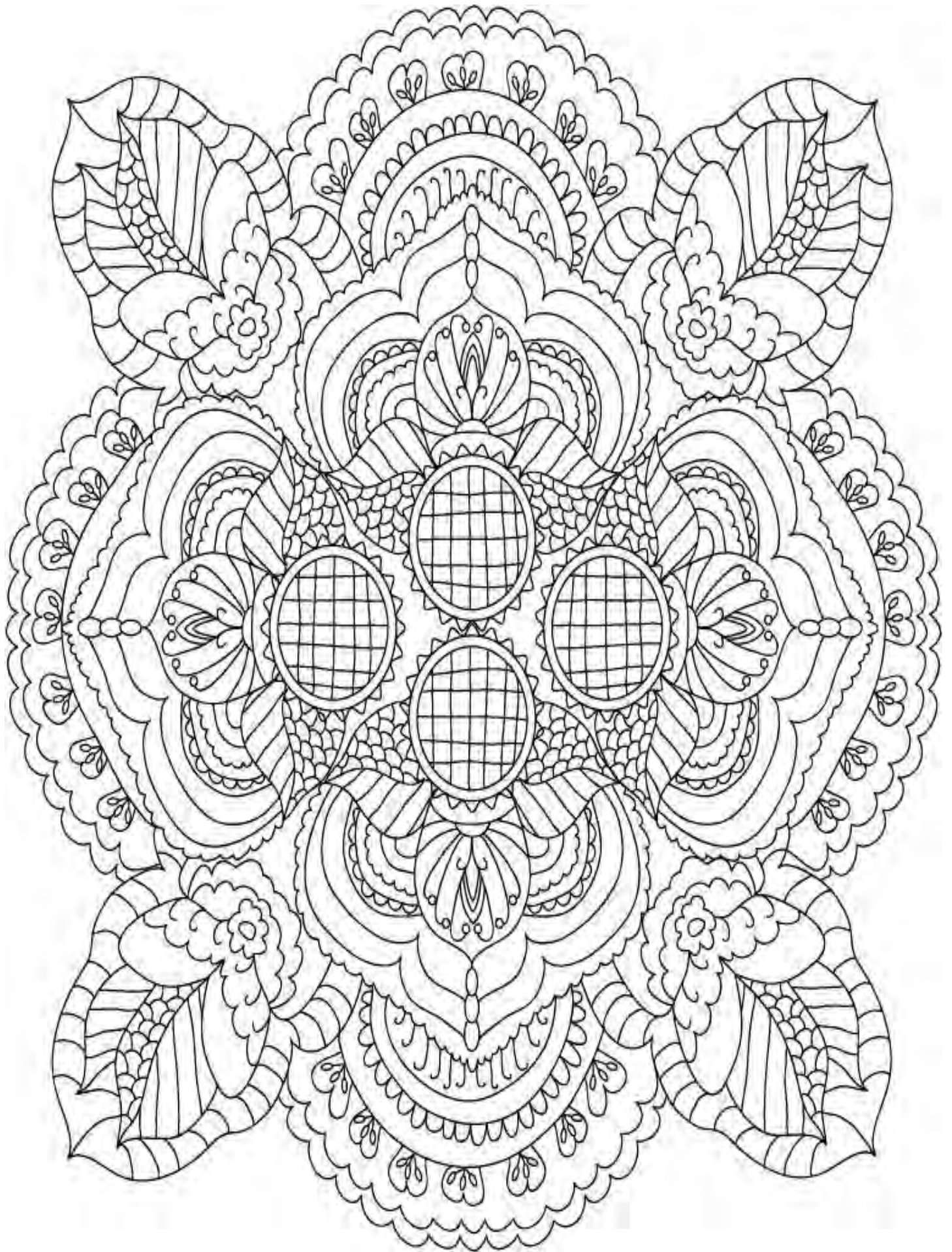
So here's what you should do:

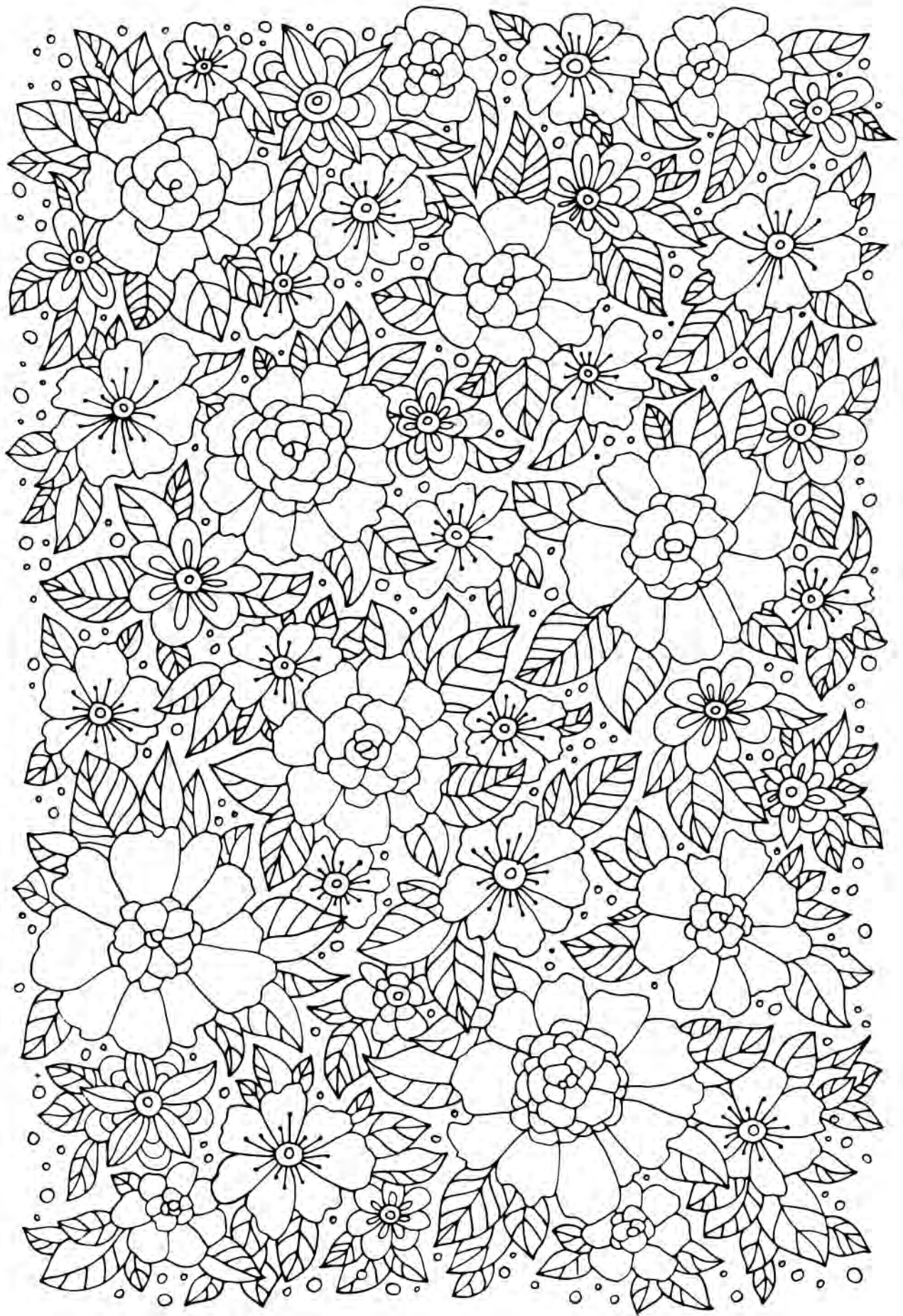
- Set aside 5 to 15 minutes to practice mindful coloring.
- Find a time and place where you will not be interrupted.
- Gather your materials to do your coloring and sit comfortably at a table. You may want to set a timer for 5 to 15 minutes. You should try and continue your mindful practice until the alarm goes off.
- Choose any design you like and begin coloring wherever you like.
- As you color, start paying attention to your breathing. You will probably find that your breathing is becoming slower and deeper, but you don't have to *try* and relax. In fact, you don't have to try and do anything. Just pay attention to the design, to your choice of colors, and to the process of coloring.

While you are coloring, be aware of your inner and outer experiences without reacting to them. For example, if you start to think about something that upset you during the day, just be "mindful" of the feeling without reacting to it. Let your feelings come and go without really thinking about them. Similarly, if you hear music or a noise, or feel a breeze, or smell something cooking, just observe these experiences without reacting to them. The essence of mindful meditation is just to be present in the moment.

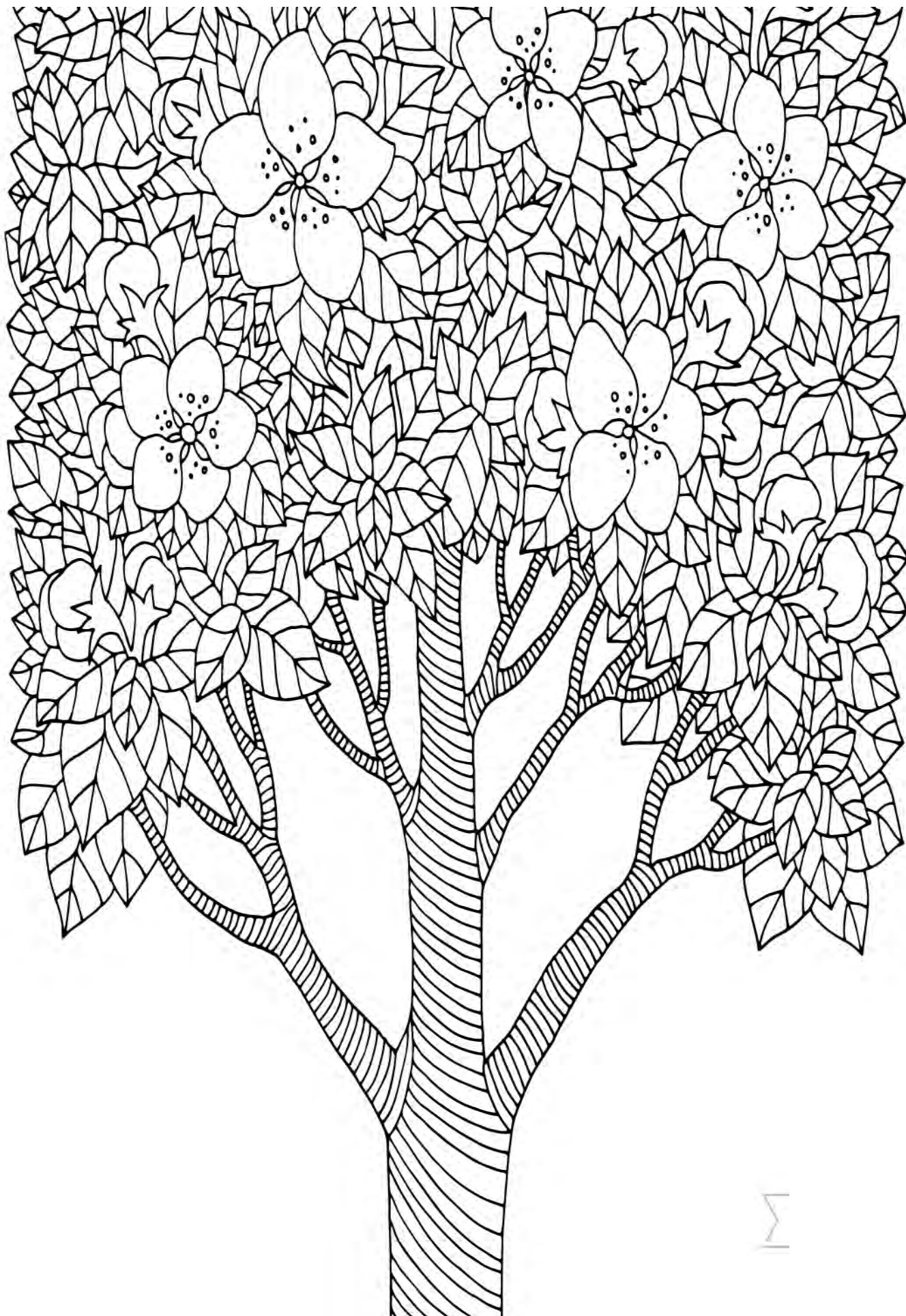
Mindful coloring is just one way to introduce you to the concept of mindfulness. Once you have learned the essence of mindful meditation you can bring this "skill" into all areas of your life. You can practice mindful eating and mindful walking or any other activity where you want to develop a greater sense of being alive by being present in the moment. If you are using mindfulness to address emotional problems, you should consider consulting a mental health professional who can help you integrate this practice into a comprehensive treatment plan.

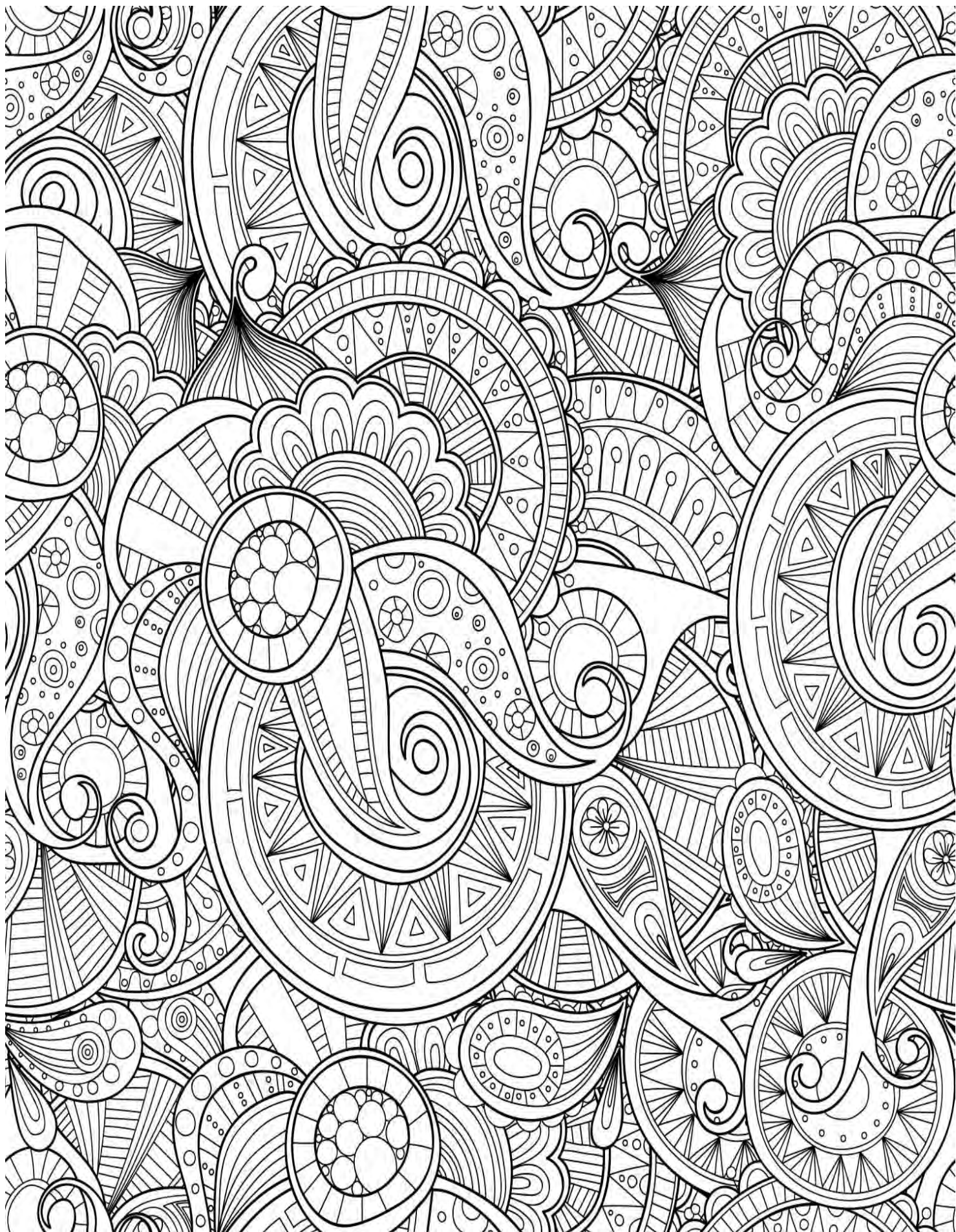


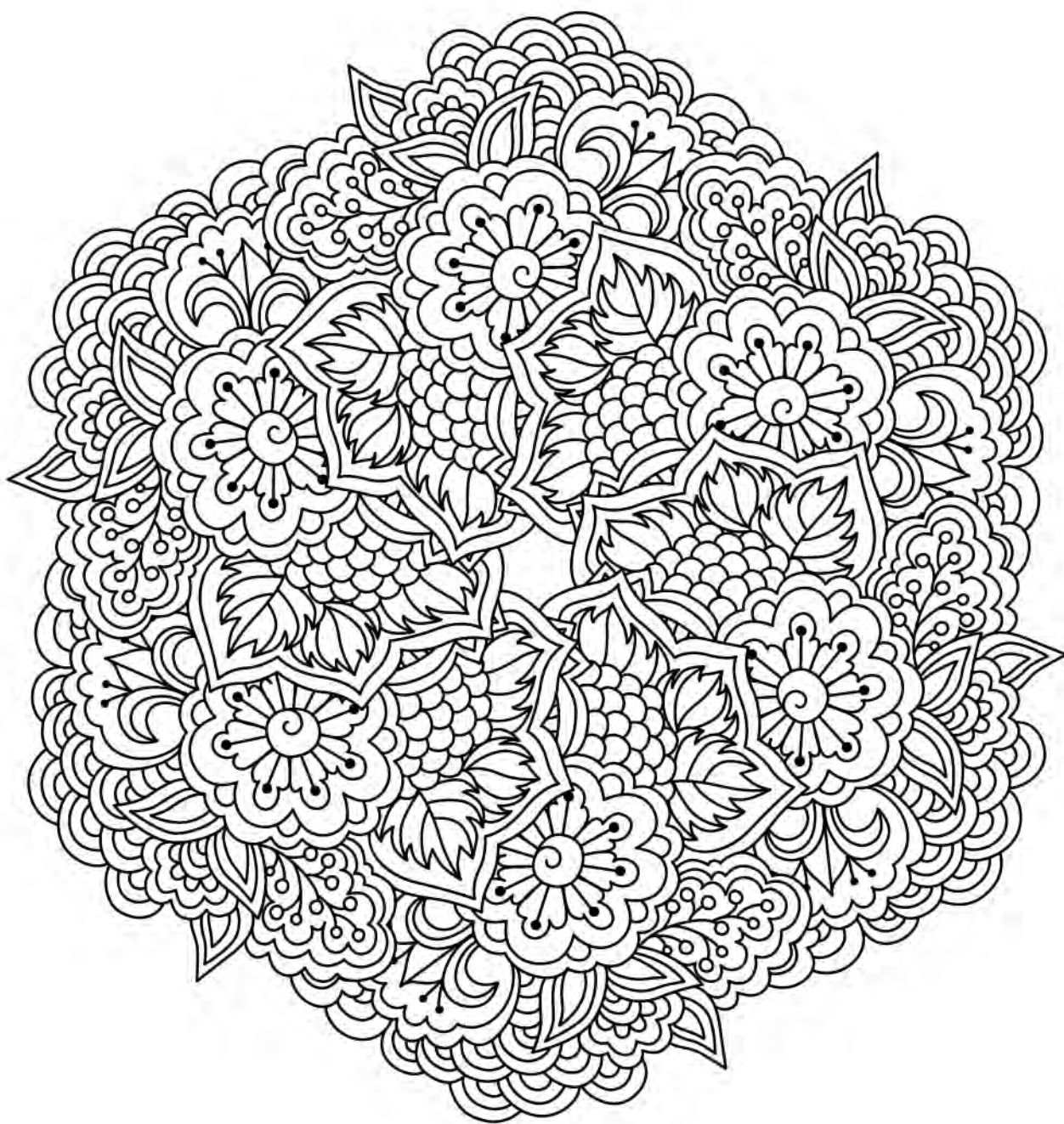




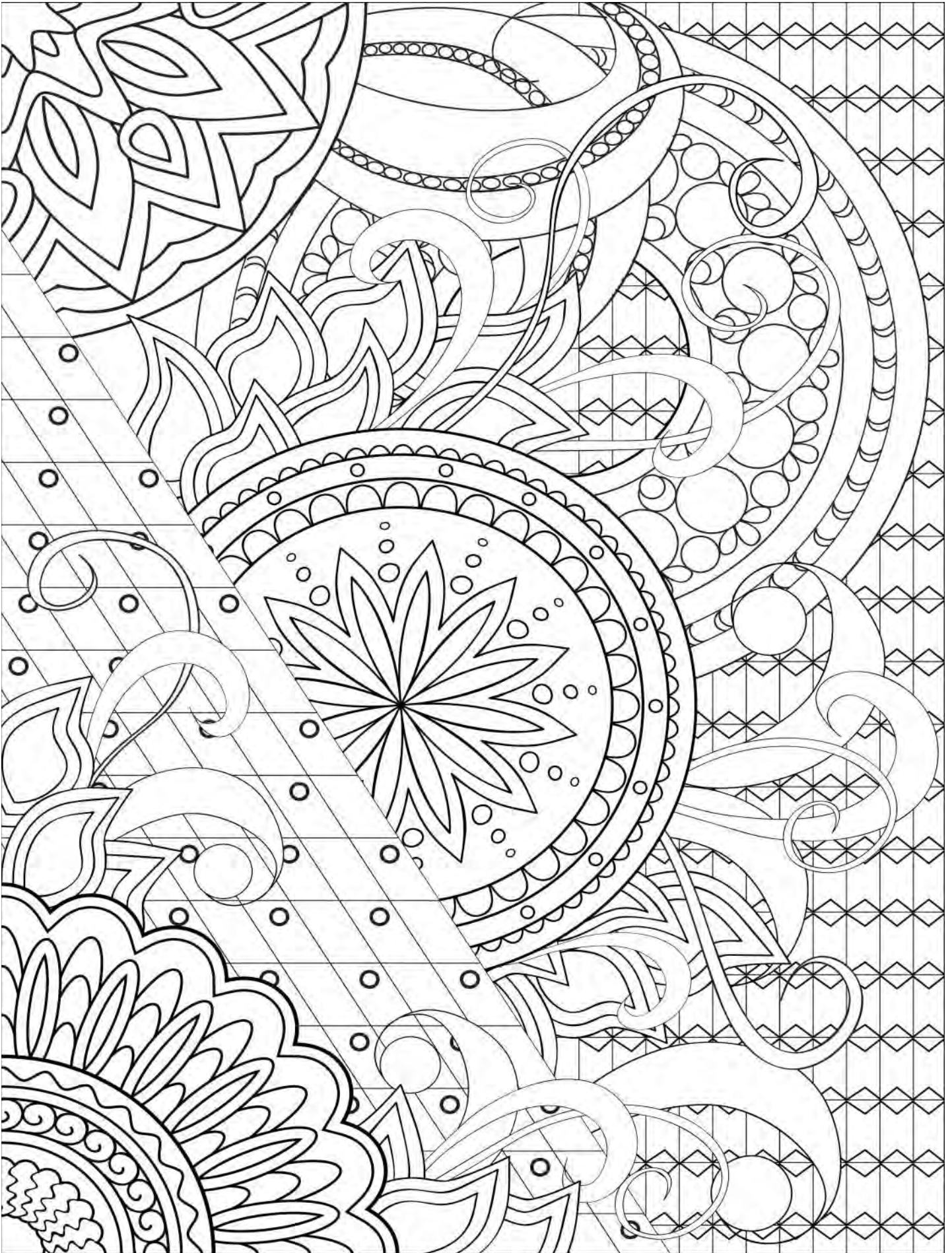














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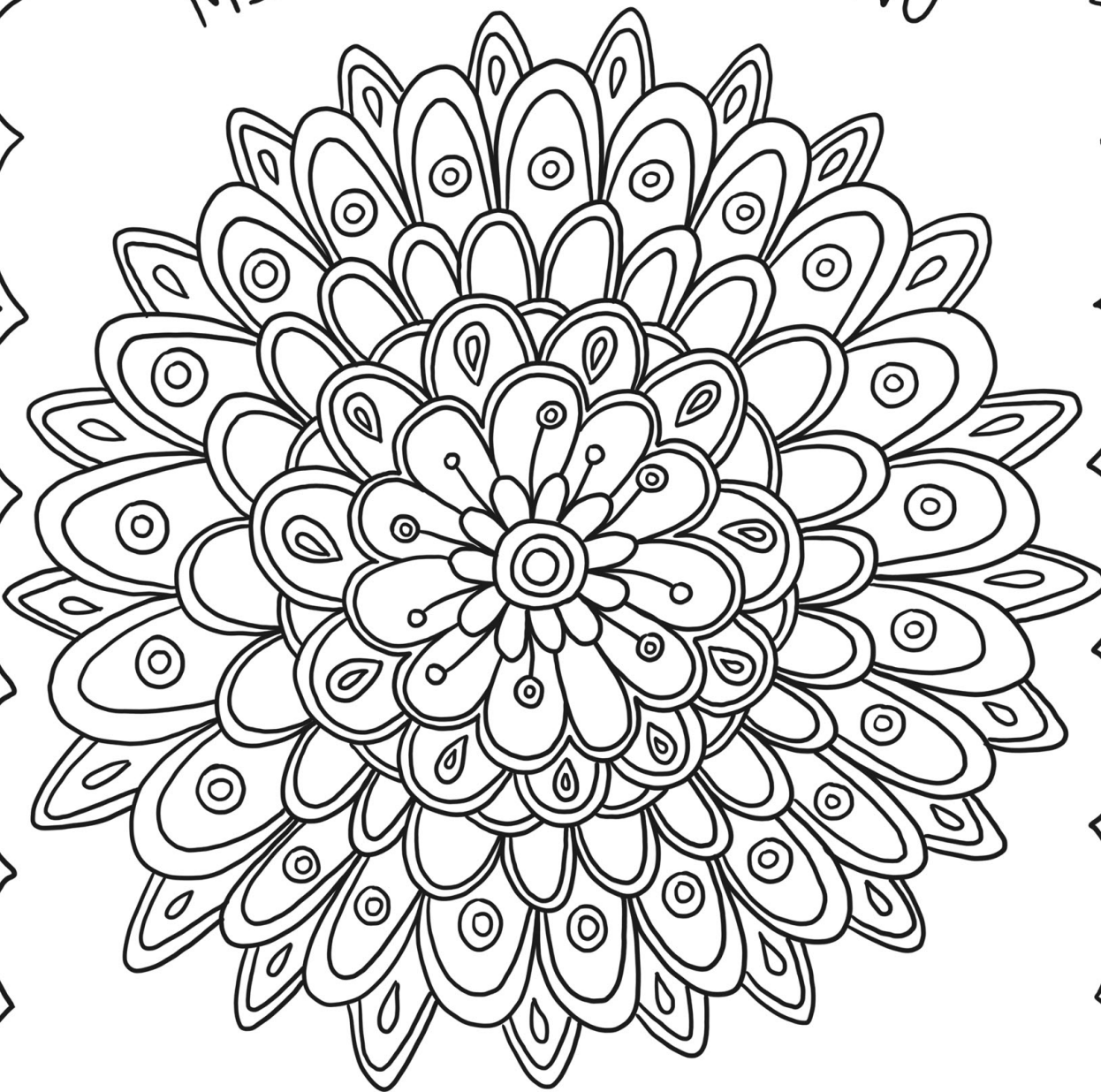
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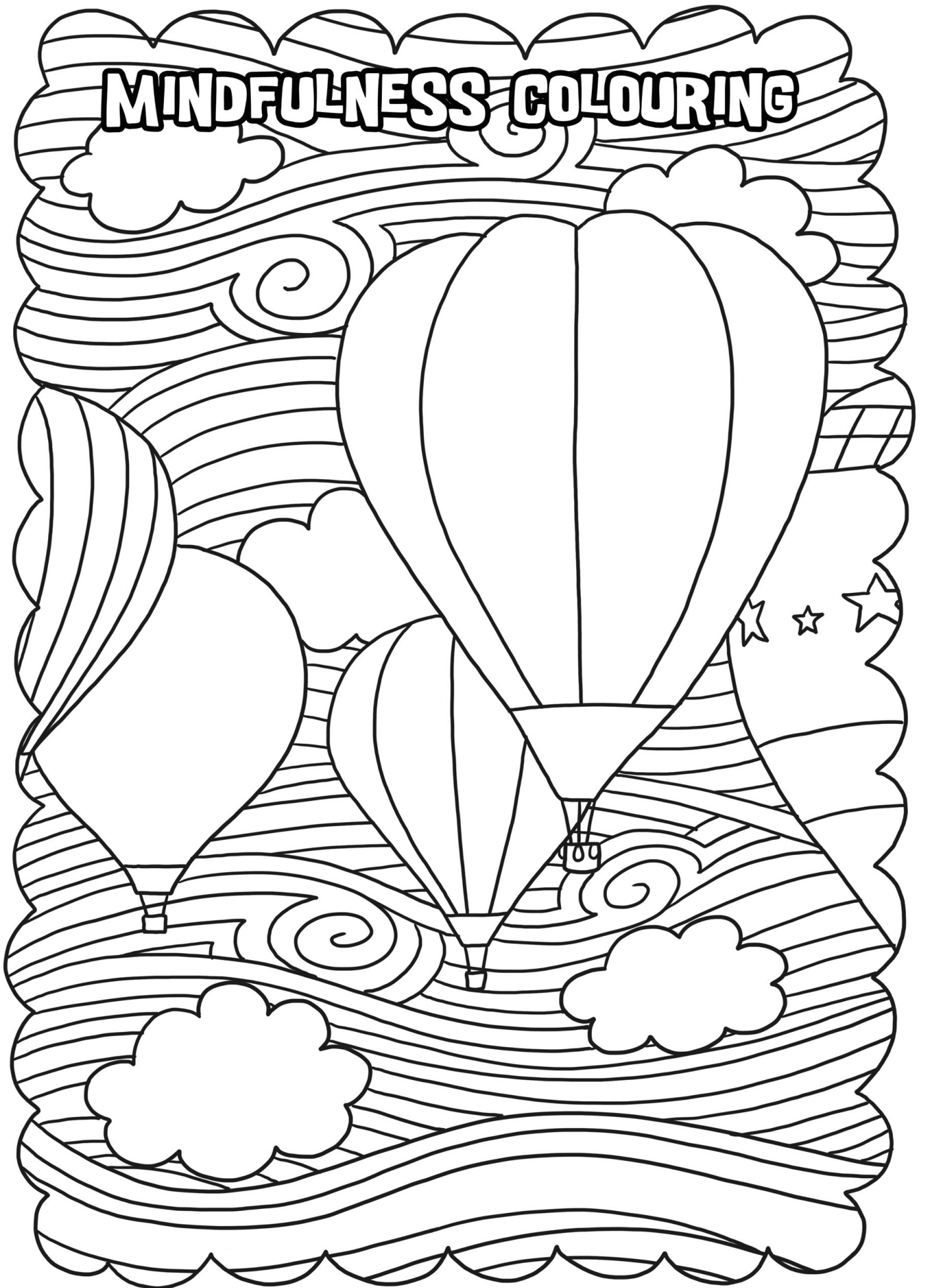
MINDFULNESS COLOURING



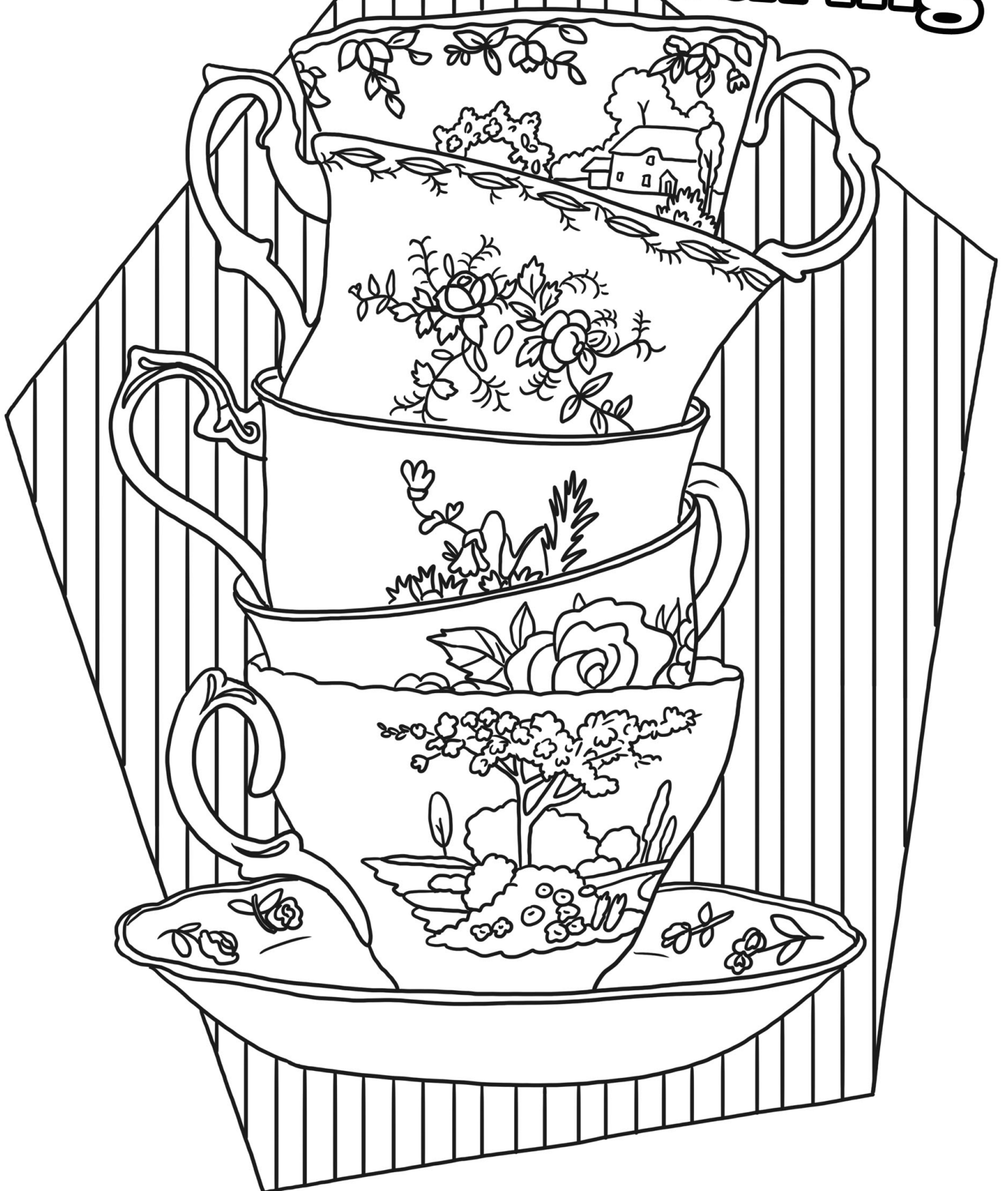
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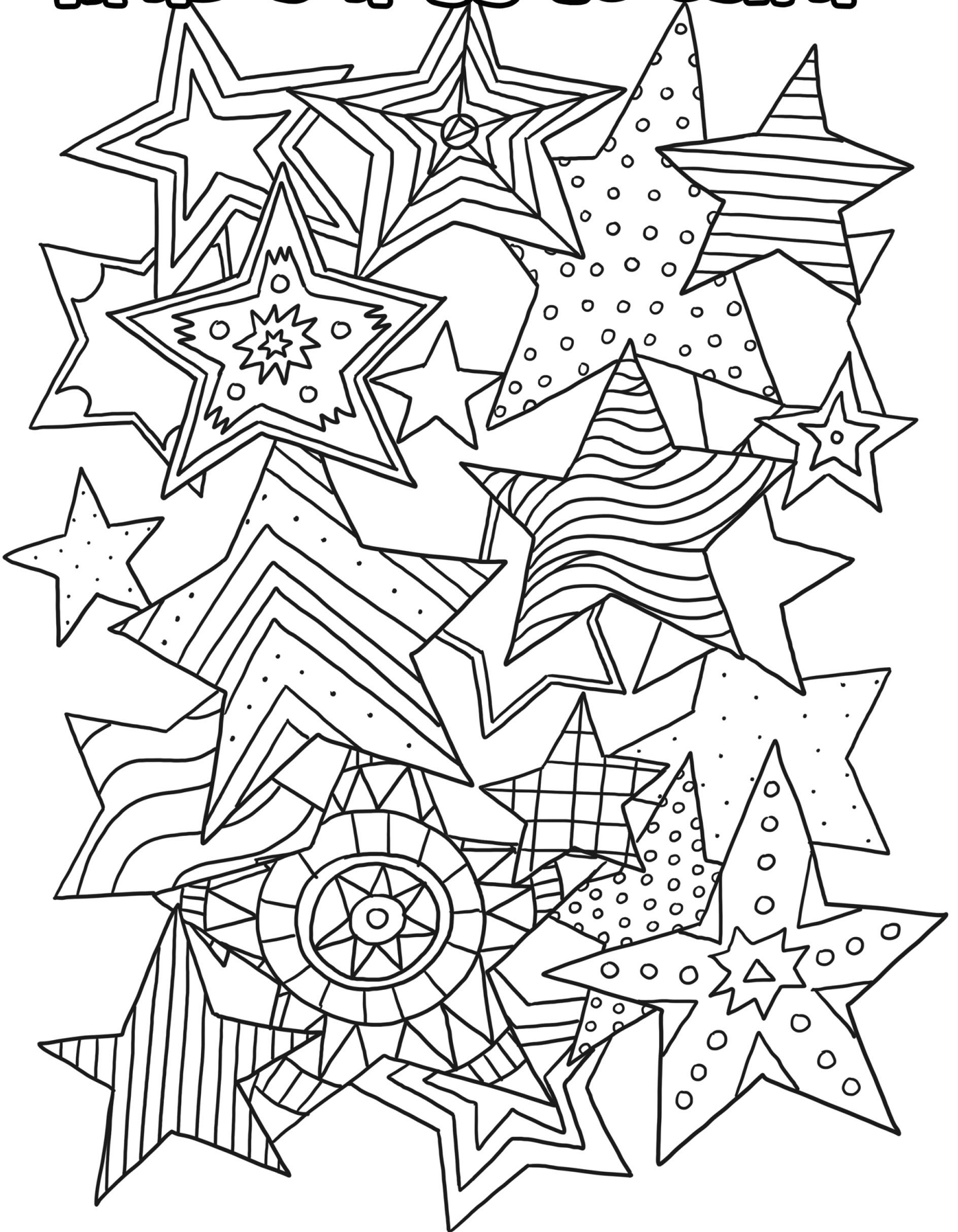
MINDFULNESS COLOURING



Mindfulness Colouring



MINDFULNESS COLOURING





My Self-Help Resource Activity Pack

In this pack you will find:

- What is mindfulness?
- Mindfulness activities
 - Mindful breathing/colour exercise
 - Mindfulness colouring (available in PDF form)
- Self-soothing toolkit
- Coping Skills
- Muscle Relaxation Activity
- Grounding Techniques
- Other useful tools:
 - Controlling your feelings (available in PDF form)
 - Compassion kit-bag (available in PDF form)
 - Compassionate self-help (available in PDF form)
- Useful websites

What is mindfulness?



Look at this picture and notice ... who is more mindful? Who is focused on what he is doing? The dog's mind is in the present moment, the person's mind is with lots of other things.

Mindfulness is being in the present moment, and noticing what is happening. Noticing your feelings, the sensations (what you feel, hear, touch, and taste. Maybe you can locate the emotion in your body, perhaps through tightness somewhere, or a good sensation. Mindfulness is also noticing your thoughts. Notice what your mind is doing.

So why is it helpful when we are stressed or distressed?

When you notice what is happening around you, you focus more deeply, and that attention to your own senses will help you improve in diverse areas of your life. This can help you to calm yourself down when you are angry or make you feel more content when you are sad.



When we are stressed it is difficult to focus, just concentrating on what we are doing, can help. A song that creates an emotion in you can help to focus on the present, as well as eating something in a certain colour or of a certain taste. It can help making a cup of tea or coffee while paying attention to the task (noticing the cup warming up while pouring in the water, noticing the colour change when you pour in the milk...).

Mindful breathing/colour breathing exercise:

Colour	If you want/need to feel this	When you feel this	Song that can help you	Objects that can help
Red	Energy, strength, motivation, confidence, will-power, courage, initiative, focussing on attention to detail	low, Shy, Negative		
Orange	Stimulates body and mind, good for self-esteem, optimism, inner strength, creativity, self-expression, happiness, opens mind to new ideas and perspectives, revitalising	low, negative, stressed, bereavement and loss (sad)		
Yellow	Uplifting, cleansing, self-respect, self-confidence, self-control, ability to rationalise and reason, contentment, mentally stimulating	Low, lack of confidence, tired		
Green	Balance, harmony, personal development, self-acceptance, compassion for self and others, renewal	Stressed, anxious, self-pity, confused		
Turquoise	Calm, cleansing, resilience, sharing	Stressed, anxious, angry		
Blue	Calm, peace, relaxation, slowing down, steadying, self-expression, intuition, honesty, truth, creativity	Sleepless, anxious, overexcited, angry		
Indigo	Wisdom, understanding, inspiration	Anger, obsessive, anxious, psychotic		
Violet	Imagination, empathy, belonging	Stressed, anxious, lack of confidence		
Magenta	Letting go of the past or anxiety-provoking thoughts, moving on, spiritual understanding	Reducing aggression		
Pink	Calm, clarity of thought, affection, compassion, nurturing, kindness, resolving	Relationships get difficult, sleeplessness, angry, aggressive, over-sensitive		

With every colour look at objects that can help (like eating a banana mindfully for yellow, drinking green tea, walking on the grass barefooted, wearing a top in the desired colour to be able to look at it and remind ourselves, having a walk on the beach).

Mindful breathing/colour breathing exercise:

Please choose the colour relating what you feel you need. Make yourself comfortable whether sitting or lying. Close your eyes, if you chose to do so, and bring your attention to your breathing. Anytime that other thoughts, images, sounds or sensations come to mind, just notice them, and then gently bring your attention back to your breathing, and your colour.

Now visualise your colour, perhaps in the form of light, or mist. If it's difficult to visualise that colour, just imagine, in your mind's eye, something that is that colour – for instance green grass, or blue sea or sky, orange sunset, pink dawn. See it in front of you, over you, surrounding you, enveloping you. As you slowly breathe, become aware of breathing in your colour, into your nose, your throat, your chest and abdomen. Imagine now that colour spreading out within you, into every part of your body, and notice the effects that it has.

Notice the sensations in your body, as this coloured light or mist, flows into and spreads throughout your body and mind. Notice how the colour is affecting your body, and your mind, as you allow it to gently flow and infuse your body and mind. Continue to notice the colour and the sensations that it brings.

Anytime that your attention wanders, simply notice that it's wandered, then gently bring your focus back to your colour. Whenever you're ready, start to bring your attention back to the here and now, where you are. Open your eyes and look around, noticing what you see and what you hear. Take a couple of breaths and notice the pleasing sensations that accompany this relaxing coloured breathing.

Self-Soothing Toolkit

Emotions have a purpose:

- Negative emotions help us survive
- Positive emotions help us thrive

Distress can make it hard to think rationally and decide on what is best for ourselves. This can result in using unhelpful strategies that can be helpful in the moment, but cause long term problems. It can be helpful to know how to help ourselves in stressful situations.

Self-soothing is comforting, nurturing and being kind to yourself. One way to do this is by using your five senses:

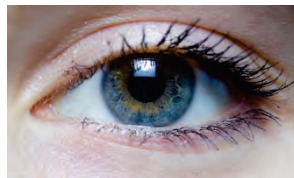
Vision

Hearing

Smell

Taste

Touch



Vision:

We see pleasant things all the time, sometimes without really noticing that they are there, find out what is soothing for you to look at: Go to a museum or buy yourself some flowers. Watch snowflakes or look at the colour that a prism sheds when the sun shines. Look at pictures that make you happy, light candle and watch the flame. Notice the colours around you. A Walk on the beach or your favourite local view (or a picture of your favourite view, an animal, a relative) , walk or sit in the park or garden.

Hearing:

Sometime we hear soothing sounds but we are unaware of them. Find out what sounds you like to hear. Just listen to soothing music or to your favourite sounds (waves, sound of whales singing, a waterfall running). If you like sports, put on your favourite sport on television. If you prefer silence, shut out external noise with earplugs.

Smell:

Smells are all around us, but most times they go by unnoticed. Smell has an important effect on our emotions. Think about what smells pleasant for you: this can be a scented candle or shower gel with our favourite smell, cooking your favourite meal or going to a bakery to smell the fresh produce. It can be going to the ocean or smelling freshly cut grass. You can go to a restaurant and smell breakfast being cooked, or go into the woods after a rain. Try smelling a pinecone.

Taste:

Taste can help us overcome stress. What is your favourite taste? This can be a piece of chocolate that slowly melts in the mouth, a pack of mints, tasting your favourite food or having some ice cream. Eat one thing mindfully, savouring each bite.

Touch:

Sometimes toughing something or someone can help us to stele down. It might be that snuggling up in a cosy blanket, ask someone to hug you or take a long bath or a shower. It can help to put on some fresh clothes or lie down in a freshly made bed. Walk on the grass barefooted r squeeze mud or clay. You can use a piece of sandpaper with a course texture or jewellery like a bracelet. You can pet a dog or a cat or float in a pool.

5/43/2/1 Method

- **Notice five things that you can see.**

Look around you and bring your attention to five things that you can see. Pick something that you don't normally notice, like a shadow or a small crack in the concrete, a fly on the wall.

- **Notice four things that you can feel.**

Bring awareness to four things that you are currently feeling, this can be your feet on the floor, the chair on your back.

- **Notice three things you can hear.**

Take a moment to listen, and note three things that you hear in the background. This can be the chirp of a bird, the hum of the refrigerator, the TV or the faint sounds of traffic from a nearby road.

- **Notice two things you can smell.**

Bring your awareness to smells that you usually filter out, whether they're pleasant or unpleasant. Perhaps the breeze is carrying a whiff of pine trees if you're outside, or the smell of a fast food restaurant across the street. You can also think of 2 things you like to smell

- **Notice one thing you can taste.**

Focus on one thing that you can taste right now, in this moment. You can take a sip of a drink, chew a piece of gum, eat something, or just notice the current taste in your mouth or open your mouth to search the air for a taste

Then say one good thing about yourself!

Create your own Self-Soothing box

This is your box. Put in things that are meaningful to you. If you cannot put the item itself in the box, put in a reminder for example a stone you collected on a beach on a nice day, a message from others or yourself.

See



Photo album, DVD, book or magazine, a picture of a beautiful safe place, colouring materials, write up a positive statement when you are feeling ok, to read when you get distressed look at a piece of jewellery like a bracelet or ring or chain given to you by someone special.

Hear



A CD/MP3 with your favourite music or favourite sounds (nature, a voice that is soothing), Paper (for crushing), A bell that, when you ring it, has a soothing sound, earplugs if you prefer silence, reminder of phone numbers to ring, a talking book, record a positive message for yourself on the MP3 and listen to it when you are distressed



Smell

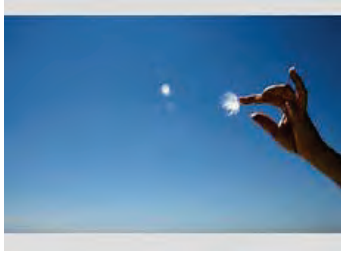
A small vile of your favourite perfume, cologne, or oil essence, a scented candle, fruity snack or treat, a sachet of coffee or tea.

Taste



Mints or chewing gum. herbal teas, eat mindfully, sweets in your favourite flavour, a piece of chocolate, a sachet of coffee or tea or a bottle of your favourite drink.

Touch



Soft woolly socks or blanket, teddy bear, comforter or grounding object like a smooth stone that you've found on the beach, hand or foot lotion, massage oil, warm bubble bath, nail varnish, make-up, sandpaper or a piece of jewellery like a bracelet.

When using any of these items, pay attention to your senses. Look around you and notice colours, smells, sounds find out what you can smell and touch. To shift your focus you can also do a puzzle or some arts or anything else you like doing.

Coping Skills

Coping skills help us get through difficult times - they can give us an important break from mental and emotional distress, and sometimes they are literally life-saving.

Keep this list of coping skills handy for when you need it... folded up in your wallet or bag or post it up on the wall somewhere handy at home.

Distraction

This means to absorb your mind in something else

You can talk to someone, listen to talk radio, read, do puzzles, TV, computer games, jigsaws, solve a problem, make a list, learn something new, cleaning & tidying, gardening, arts & crafts.



The good thing about this is: It gives your mind a break and is good for short term relief. It can help in a crisis

Not so good is: You can't do it for too long and it doesn't resolve any underlying issues. Meds can make it hard to concentrate.

Your own ideas:

Grounding

Get out of your head & into your body & the world

You can use body & senses: smell fragrances, slowly taste food, notice the colours around you. Walk on the grass barefoot, squeeze clay or mud, do yoga, meditate, exercise.

The good thing about this is: it helps you feel connected to your surroundings and reduces physicality of anxiety.

Not so good is: sometimes it can be better for us to shut ourselves out from the world (so we do not think about stressful experiences)

Your own Ideas:



Emotional Release

Let it out!

Yell, scream, run! Try a cold shower. Let yourself cry... and sob. Put on a funny DVD and let yourself laugh! Try boxing, popping balloons, or crank up some music & dance crazy!

The good thing about this is: this is great for anger and fear, because it releases the pressure of overwhelming emotion.

Not so good is: It is hard to do in every situation and can feel odd. Some people might think you're acting 'crazier' (be selective with how & where you do this)

Own Ideas:



Self-Love

Massage hands with nice cream, manicure your nails, cook a special meal, clean your house (or just make your bed), bubble bath or long shower, brush hair, buy a small treat.

The good thing about this is: You can become your own best friend, your own support worker. It is great if you feel ashamed or guilty. It makes you realise you deserve it.



Not so good is: Sometimes can feel really hard to do, or feel shallow (but it's not).

Own Ideas:

Thought Challenge

Write down negative thoughts then list all the reasons they may not be true. Imagine someone you love had these thoughts – what advice would you give them?

The good thing about this is: It can help you to shift long-term, negative thinking habits. It can help to reduce extreme emotion and be more logical about things.

Not so good is: The more emotional you feel, the harder this is to do. In particular, feelings of shame can make this very hard.

Own Ideas:



Access your higher self

Help someone else, smile at strangers (see how many smiles you get back), pray, volunteer, do randomly kind things for others, pat dogs at the local park, join a cause.

The good thing about this is: Reminds us that everyone has value and that purpose can be found in small as well as large things.



Not so good is: you can get stuck trying to save everyone else and forget about yourself!

Own Ideas:

Activities that make me feel:

Relaxed, Calm	Stressed, Nervous, Anxious
Happy, Joyful	Agitated, Angry
Interested, Curious	Bored, Apathic

Muscle Relaxation Activity



The Different Muscle Groups

During this exercise, you will be working with almost all the major muscle groups in your body. To make it easier to remember, start with your feet and systematically move up (or if you prefer, you can do it in the reverse order, from your forehead down to your feet). For example:

Foot - curl your toes downward

Lower leg and foot - tighten your calf muscle by pulling toes towards you

Entire leg - squeeze thigh muscles while doing above

(Repeat on other side of body)

Hand - clench your fist

Entire right arm - tighten your biceps by drawing your forearm up towards your shoulder and "make a muscle", while clenching fist

(Repeat on other side of body)

Buttocks - tighten by pulling your buttocks together

Stomach - suck your stomach in

Chest - tighten by taking a deep breath

Neck and shoulders - raise your shoulders up to touch your ears

Mouth - open your mouth wide enough to stretch the hinges of your jaw

Eyes - clench your eyelids tightly shut

Forehead - raise your eyebrows as far as you can

30 Grounding Techniques

Grounding is a technique that can help you pull away from flashbacks, unwanted memories, and negative or challenging emotions.

These techniques may help distract you from what you're experiencing and refocus on what's happening in the present moment.

You can use grounding techniques to help create space from distressing feelings in nearly any situation, but they're especially helpful if you're dealing with:

Anxiety

Post-traumatic stress disorder

Dissociation

Self-harm urges

Traumatic memories

Substance use disorder

Physical techniques

These techniques use your five senses or tangible objects - things you can touch to help you move through distress.

1. Put your hands in water

Focus on the water's temperature and how it feels on your fingertips, palms, and the backs of your hands. Does it feel the same in each part of your hand?

Use warm water first, then cold. Next, try cold water first, and then warm. Does it feel different to switch from cold to warm water versus warm to cold?

2. Pick up or touch items near you

Are the things you touch soft or hard? Heavy or light? Warm or cool? Focus on the texture and color of each item. Challenge yourself to think of specific colors, such as crimson, burgundy, indigo, or turquoise, instead of simply red or blue.

3. Breathe deeply

Slowly inhale, and then exhale. If it helps, you can say or think "in" and "out" with each breath. Feel each breath filling your lungs and note how it feels to push it back out.

4. Savor a food or drink

Take small bites or sips of a food or beverage you enjoy, letting yourself fully taste each bite. Think about how it tastes and smells and the flavors that linger on your tongue.

5. Take a short walk

Concentrate on your steps — you can even count them. Notice the rhythm of your footsteps and how it feels to put your foot on the ground and then lift it again.

6. Hold a piece of ice

What does it feel like at first? How long does it take to start melting? How does the sensation change when the ice begins to melt?

7. Savor a scent

Is there a fragrance that appeals to you? This might be a cup of tea, an herb or spice, a favorite soap, or a scented candle. Inhale the fragrance slowly and deeply and try to note its qualities (sweet, spicy, sharp, citrusy, and so on).

8. Move your body

Do a few exercises or stretches. You could try jumping jacks, jumping up and down, jumping rope, jogging in place, or stretching different muscle groups one by one.

Pay attention to how your body feels with each movement and when your hands or feet touch the floor or move through the air. How does the floor feel against your feet and hands? If you jump rope, listen to the sound of the rope in the air and when it hits the ground.

9. Listen to your surroundings

Take a few moments to listen to the noises around you. Do you hear birds? Dogs barking? Machinery or traffic? If you hear people talking, what are they saying? Do you recognize the language? Let the sounds wash over you and remind you where you are.

10. Feel your body

You can do this sitting or standing. Focus on how your body feels from head to toe, noticing each part.

Can you feel your hair on your shoulders or forehead? Glasses on your ears or nose? The weight of your shirt on your shoulders? Do your arms feel loose or stiff at your sides? Can you feel your heartbeat? Is it rapid or steady? Does your stomach feel full, or are you hungry? Are your legs crossed, or are your feet resting on the floor? Is your back straight?

Curl your fingers and wiggle your toes. Are you barefoot or in shoes? How does the floor feel against your feet?

11. Try the 5-4-3-2-1 method

Working backward from 5, use your senses to list things you notice around you. For example, you might start by listing five things you hear, then four things you see, then three things you can touch from where you're sitting, two things you can smell, and one thing you can taste.

Make an effort to notice the little things you might not always pay attention to, such as the color of the flecks in the carpet or the hum of your computer.

Mental techniques

These grounding exercises use mental distractions to help redirect your thoughts away from distressing feelings and back to the present.

12. Play a memory game

Look at a detailed photograph or picture (like a cityscape or other “busy” scene) for 5 to 10 seconds. Then, turn the photograph face-down and recreate the photograph in your mind, in as much detail as possible. Or, you can mentally list all the things you remember from the picture.

13. Think in categories

Choose one or two broad categories, such as “musical instruments,” “ice cream flavors,” “mammals,” or “baseball teams.” Take a minute or two to mentally list as many things from each category as you can.

14. Use math and numbers

Even if you aren’t a math person, numbers can help center you.

Try:

- Running through a times table in your head.
- Counting backward from 100.
- Choosing a number and thinking of five ways you could make the number. For example: $6 + 11 = 17$, $20 - 3 = 17$, $8 \times 2 + 1 = 17$, etc.

15. Recite something

Think of a poem, song, or book passage you know by heart. Recite it quietly to yourself or in your head. If you say the words aloud, focus on the shape of each word on your lips and in your mouth. If you say the words in your head, visualize each word as you’d see it on a page.

16. Make yourself laugh

Make up a silly joke — the kind you’d find on a candy wrapper or popsicle stick.

You might also make yourself laugh by watching your favorite funny animal video, a clip from a comedian or TV show you enjoy, or anything else you know will make you laugh.

17. Use an anchoring phrase

This might be something like, “I’m Full Name. I’m X years old. I live in City, State. Today is Friday, June 3. It’s 10:04 in the morning. I’m sitting at my desk at work. There’s no one else in the room.”

You can expand on the phrase by adding details until you feel calm, such as, “It’s raining lightly, but I can still see the sun. It’s my break time. I’m thirsty, so I’m going to make a cup of tea.”

18. Visualize a daily task you enjoy or don’t mind doing

If you like doing laundry, for example, think about how you’d put away a finished load.

“The clothes feel warm coming out of the dryer. They’re soft and a little stiff at the same time. They feel light in the basket, even though they spill over the top. I’m spreading them out over the bed so they won’t wrinkle. I’m folding the towels first, shaking them out before folding them into halves, then thirds,” and so on.

19. Describe a common task

Think of an activity you do often or can do very well, such as making coffee, locking up your office, or tuning a guitar. Go through the process step-by-step, as if you’re giving someone else instructions on how to do it.

20. Imagine yourself leaving the painful feelings behind

Picture yourself:

- Gathering the emotions, balling them up, and putting them into a box.
- Walking, swimming, biking, or jogging away from painful feelings.
- Imagining your thoughts as a song or TV show you dislike, changing the channel or turning down the volume - they’re still there, but you don’t have to listen to them.

21. Describe what’s around you

Spend a few minutes taking in your surroundings and noting what you see. Use all five senses to provide as much detail as possible. “This bench is red, but the bench over there is green. It’s warm under my jeans since I’m sitting in the sun. It feels rough, but there aren’t any splinters. The grass is yellow and dry. The air smells like smoke. I hear kids having fun and two dogs barking.”

Soothing techniques

You can use these techniques to comfort yourself in times of emotional distress. These exercises can help promote good feelings that may help the negative feelings fade or seem less overwhelming.

22. Picture the voice or face of someone you love

If you feel upset or distressed, visualize someone positive in your life. Imagine their face or think of what their voice sounds like. Imagine them telling you that the moment is tough, but that you’ll get through it.

23. Practice self-kindness

Repeat kind, compassionate phrases to yourself:

- “You’re having a rough time, but you’ll make it through.”
- “You’re strong, and you can move through this pain.”
- “You’re trying hard, and you’re doing your best.”

Say it, either aloud or in your head, as many times as you need.

24. Sit with your pet

If you’re at home and have a pet, spend a few moments just sitting with them. If they’re of the furry variety, pet them, focusing on how their fur feels. Focus on their markings or unique characteristics. If you have a smaller pet you can hold, concentrate on how they feel in your hand.

Not at home? Think of your favorite things about your pet or how they would comfort you if they were there.

25. List favorites

List three favorite things in several different categories, such as foods, trees, songs, movies, books, places, and so on.

26. Visualize your favorite place

Think of your favorite place, whether it’s the home of a loved one or a foreign country. Use all of your senses to create a mental image. Think of the colors you see, sounds you hear, and sensations you feel on your skin.

Remember the last time you were there. Who were you with, if anyone? What did you do there? How did you feel?

27. Plan an activity

This might be something you do alone or with a friend or loved one. Think of what you’ll do and when. Maybe you’ll go to dinner, take a walk on the beach, see a movie you’ve been looking forward to, or visit a museum.

Focus on the details, such as what you’ll wear, when you’ll go, and how you’ll get there.

28. Touch something comforting

This could be your favorite blanket, a much-loved T-shirt, a smooth stone, a soft carpet, or anything that feels good to touch. Think about how it feels under your fingers or in your hand.

If you have a favorite sweater, scarf, or pair of socks, put them on and spend a moment thinking about the sensation of the fabric on your skin.

29. List positive things

Write or mentally list four or five things in your life that bring you joy, visualizing each of them briefly.

30. Listen to music

Put on your favorite song, but pretend you're listening to it for the first time. Focus on the melody and lyrics (if there are any). Does the song give you chills or create any other physical sensations? Pay attention to the parts that stand out most to you.

Additional tips

Grounding yourself isn't always easy. It may take some time before the techniques work well for you, but don't give up on them.

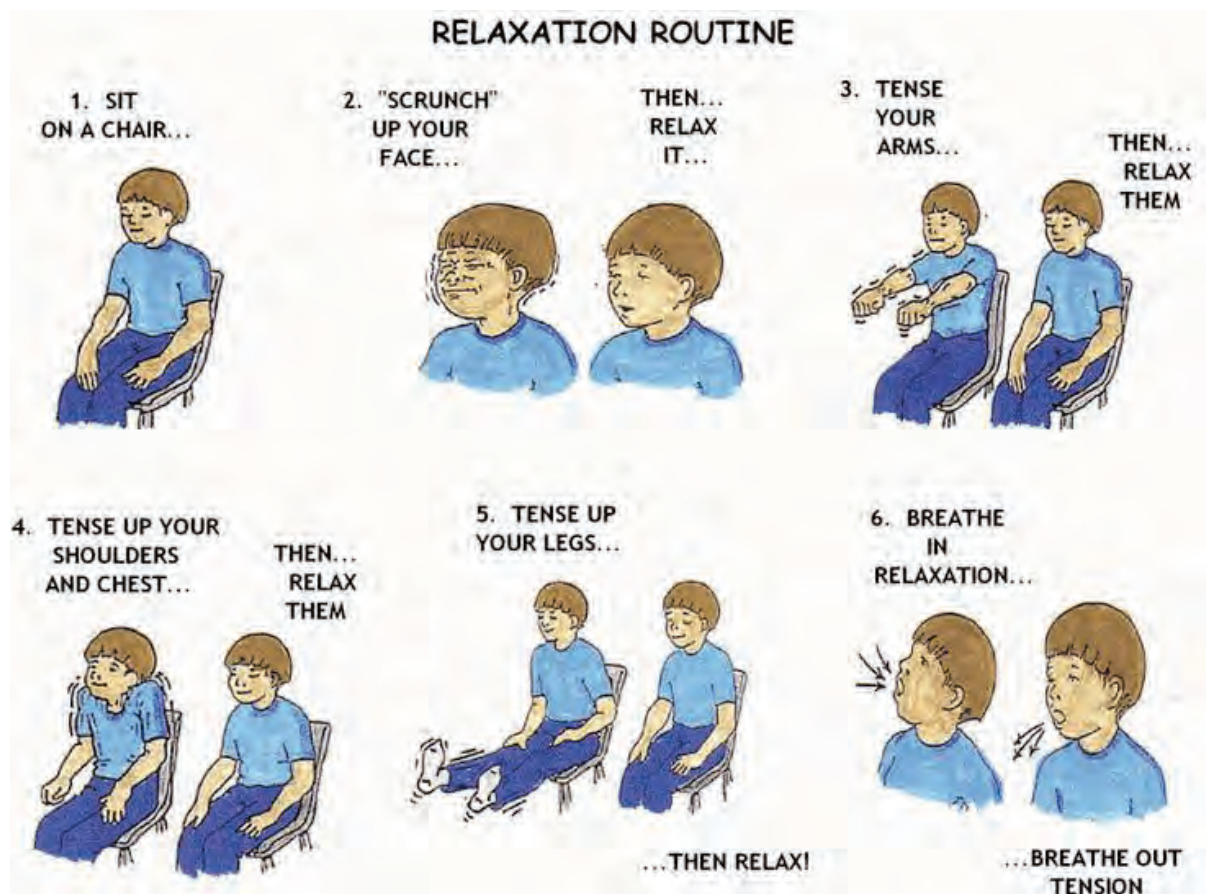
Here are some additional tips to help you get the most out of these techniques:

- **Practice.** It can help to practice grounding even when you aren't dissociating or experiencing distress. If you get used to an exercise before you need to use it, it may take less effort when you want to use it to cope in the moment.
- **Start early.** Try doing a grounding exercise when you first start to feel bad. Don't wait for distress to reach a level that's harder to handle. If the technique doesn't work at first, try to stick with it for a bit before moving on to another.
- **Avoid assigning values.** For example, if you're grounding yourself by describing your environment, concentrate on the basics of your surroundings, rather than how you feel about them.
- **Check in with yourself.** Before and after a grounding exercise, rate your distress as a number between 1 and 10. What level is your distress when you begin? How much did it decrease after the exercise? This can help you get a better idea of whether a particular technique is working for you.
- **Keep your eyes open.** Avoid closing your eyes, since it's often easier to remain connected to the present if you're looking at your current environment.

Grounding techniques can be powerful tools to help you cope with distressing thoughts in the moment. But the relief they provide is generally temporary.

Useful websites:

- **Mind** - <https://www.mind.org.uk/information-support/tips-for-everyday-living/>
- **Mind** - <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#TakeCareOfYourMentalHealthAndWellbeing>
- **GET** - <https://www.getselfhelp.co.uk/>
-



The Different Muscle Groups

During this exercise, you will be working with almost all the major muscle groups in your body. To make it easier to remember, start with your feet and systematically move up (or if you prefer, you can do it in the reverse order, from your forehead down to your feet).

For example:

Foot (curl your toes downward)

Lower leg and foot (tighten your calf muscle by pulling toes towards you)

Entire leg (squeeze thigh muscles while doing above)

(Repeat on other side of body)

Hand (clench your fist)

Entire right arm (tighten your biceps by drawing your forearm up towards your shoulder and "make a muscle", while clenching fist)

(Repeat on other side of body)

Buttocks (tighten by pulling your buttocks together)

Stomach (suck your stomach in)

Chest (tighten by taking a deep breath)

Neck and shoulders (raise your shoulders up to touch your ears)

Mouth (open your mouth wide enough to stretch the hinges of your jaw)

Eyes (clench your eyelids tightly shut)

Forehead (raise your eyebrows as far as you can)

TIPS ON GETTING GOOD SLEEP

Good sleep hygiene allows us to get a restful sleep at night. Try these top tips to help with your sleep:

- Try to go to bed at the same time each night and wake up at the same time each morning.
- Don't eat too much before bed. Don't drink coffee or energy drinks in the evening.
- Try not to watch TV in bed, listen to relaxing music instead.
- Make sure your bedroom is a clean and tidy space, only used for sleeping.



Relaxation before bed can clear our mind and help with sleep. Try these things to relax at night:

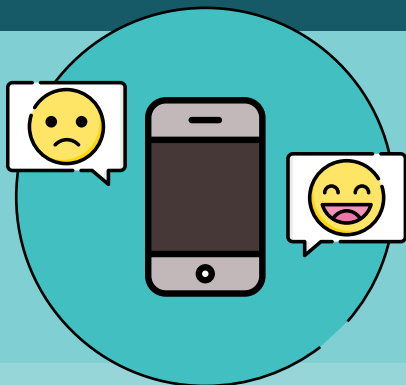
- Take long deep breaths, in through nose and out through mouth. Really think about your breathing and focus on it.
- When lying down, tense your muscles and then relax them. Start with muscles in your eyes and work down the body to your toes.

Exercising a little every day helps us stay healthy and sleep better



- Go for nice walk during the day.
- Don't do too much exercise late at night.

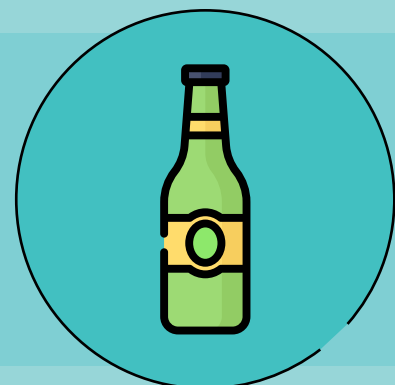
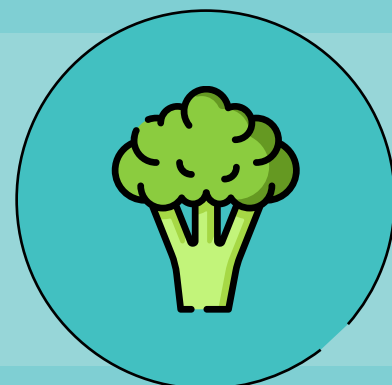
Coping with stress during the 2019-nCoV outbreak



It is normal to feel sad, stressed, confused, scared or angry during a crisis.

Talking to people you trust can help. Contact your friends and family.

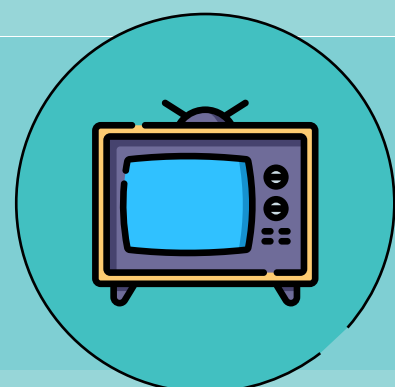
If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.



Don't use smoking, alcohol or other drugs to deal with your emotions.

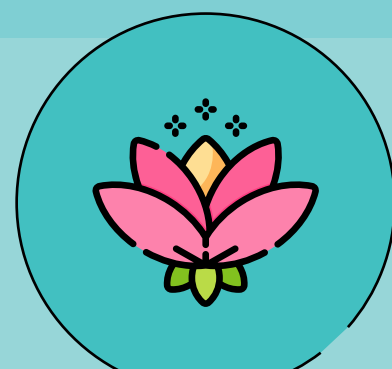
If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.



Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.



Mental Health Considerations during COVID-19 Outbreak

6 March 2020

In January 2020 the World Health Organization (WHO) declared the outbreak of a new coronavirus disease in Hubei Province, China to be a Public Health Emergency of International Concern. WHO stated there is a high risk of the 2019 coronavirus disease (COVID-19) spreading to other countries around the world.

WHO and public health authorities around the world are taking action to contain the COVID-19 outbreak. However, this time of crisis is generating stress in the population. These mental health considerations were developed by the Mental Health Department as support for mental and psychological well-being during COVID-19 outbreak.

General population

1. COVID-19 has and is likely to affect people from many countries, in many geographical locations. Don't attach it to any ethnicity or nationality. Be empathetic to those who got affected, in and from any country, those with the disease have not done anything wrong.
2. Don't - refer to people with the disease as "COVID-19 cases", "victims" "COVID-19 families" or the "diseased". They are "people who have COVID-19", "people who are being treated for COVID-19", "people who are recovering from COVID-19" and after recovering from COVID-19 their life will go on with their jobs, families and loved ones.
3. Avoid watching, reading or listening to news that cause you to feel anxious or distressed; seek information mainly to take practical steps to prepare your plans and protect yourself and loved ones. Seek information updates at specific times during the day once or twice. The sudden and near-constant stream of news reports about an outbreak can cause anyone to feel worried. Get the facts. Gather information at regular intervals, from [WHO website](https://www.who.int) and local health authorities platforms, in order to help you distinguish facts from rumors.
4. Protect yourself and be supportive to others. Assisting others in their time of need can benefit the person receiving support as well as the helper.

5. Find opportunities to amplify the voices, positive stories and positive images of local people who have experienced the new coronavirus (COVID-19) and have recovered or who have supported a loved one through recovery and are willing to share their experience.
6. Honor caretakers and healthcare workers supporting people affected with COVID-19 in your community. Acknowledge the role they play to save lives and keep your loved ones safe.

Health care workers

7. For health workers, feeling stressed is an experience that you and many of your health worker colleagues are likely going through; in fact, it is quite normal to be feeling this way in the current situation. Stress and the feelings associated with it are by no means a reflection that you cannot do your job or that you are weak. [Managing your stress](#) and psychosocial wellbeing during this time is as important as managing your physical health.
8. Take care of your basic needs and employ helpful coping strategies- ensure rest and respite during work or between shifts, eat sufficient and healthy food, engage in physical activity, and stay in contact with family and friends. Avoid using unhelpful coping strategies such as tobacco, alcohol or other drugs. In the long term, these can worsen your mental and physical wellbeing. This is a unique and unprecedented scenario for many workers, particularly if they have not been involved in similar responses. Even so, using the strategies that you have used in the past to manage times of stress can benefit you now. The strategies to benefit feelings of stress are the same, even if the scenario is different.
9. Some workers may unfortunately experience avoidance by their family or community due to stigma or fear. This can make an already challenging situation far more difficult. If possible, staying connected with your loved ones including through digital methods is one way to maintain contact. Turn to your colleagues, your manager or other trusted persons for social support- your colleagues may be having similar experiences to you.
10. Use understandable ways to share messages with people with intellectual, cognitive and psychosocial disabilities. Forms of communication that do not rely solely on written information should be utilized if you are a team leader or manager in a health facility.

Team leaders or managers in health facility

11. Keeping all staff protected from chronic stress and poor mental health during this response means that they will have a better capacity to fulfil their roles.
12. Ensure good quality communication and accurate information updates are provided to all staff. Rotate workers from high-stress to lower-stress functions. Partner inexperienced workers with their more experienced colleagues. The buddy system helps to provide support, monitor stress and reinforce safety procedures. Ensure that outreach personnel enter the community in pairs. Initiate, encourage and monitor work breaks. Implement flexible schedules for workers who are directly impacted or have a family member impacted by a stressful event.
13. If you are a team leader or manager in a health facility, facilitate access to, and ensure staff are aware of where they can access mental health and psychosocial support services. Managers and team leads are also facing similar stressors as their staff, and potentially additional pressure in the level of responsibility of their role. It is important that the above provisions and strategies are in place for both workers and managers, and that managers are able to role-model self-care strategies to mitigate stress.
14. Orient responders, including nurses, ambulance drivers, volunteers, case identifiers, teachers and community leaders and workers in quarantine sites, on how to provide basic emotional and practical support to affected people using [psychological first aid](#).

For caretakers of children

15. Help children find positive ways to express disturbing feelings such as fear and sadness. Every child has his/her own way to express emotions. Sometimes engaging in a creative activity, such as playing, and drawing can facilitate this process. Children feel relieved if they can express and communicate their disturbing feelings in a safe and supportive environment.
16. Keep children close to their parents and family, if considered safe for the child, and avoid separating children and their caregivers as much as possible. If a child needs to be separated from his/her primary caregiver, ensure that appropriate alternative care is and that a social worker, or equivalent, will regularly follow up on the child. Further, ensure that during periods of separation, regular contact with parents and caregivers is maintained, such as twice-daily scheduled phone or video calls or other age-appropriate communication (e.g., social media depending on the age of the child).

17. Maintain familiar routines in daily life as much as possible, especially if children are confined to home. Provide engaging age appropriate activities for children. As much as possible, encourage children to continue to play and socialize with others, even if only within the family when advised to restrict social contact.
18. During times of stress and crisis, it is common for children to seek more attachment and be more demanding on parents. Discuss the COVID-19 with your Children in honest and age-appropriate information. If your children have concerns, addressing those together may ease their anxiety. Children will observe adults' behaviors and emotions for cues on how to manage their own emotions during difficult times.

For caretakers of older adults

19. Older adults, especially in isolation and those with cognitive decline/dementia, may become more anxious, angry, stressed, agitated, and withdrawn during the outbreak/while in quarantine. Provide practical and emotional support through informal networks (families) and health professionals.
20. Share simple facts about what is going on and give clear information about how to reduce risk of infection in words older people with/without cognitive impairment can understand. Repeat the information whenever necessary. Instructions need to be communicated in a clear, concise, respectful and patient way. and it may also be helpful for information to be displayed in writing or pictures. Engage their family and other support networks in providing information and helping them practice prevention measures (e.g. handwashing etc.)
21. Encourage older adults with expertise, experiences and strengths to volunteer in community efforts to respond to the COVID-19 outbreak (for example the well/healthy retired older population can provide peer support, neighbor checking, and childcare for medical personnel restricted in hospitals fighting against COVID-19.)

People in isolation

22. Stay connected and maintain your social networks. Even in situations of isolations, try as much as possible to keep your personal daily routines. If health authorities have recommended limiting your physical social contact to contain the outbreak, you can stay connected via e-mail, social media, video conference and telephone.

23. During times of stress, pay attention to your own needs and feelings. Engage in healthy activities that you enjoy and find relaxing. Exercise regularly, keep regular sleep routines and eat healthy food. Keep things in perspective. Public health agencies and experts in all countries are working on the outbreak to ensure the availability of the best care to those affected.
24. A near-constant stream of news reports about an outbreak can cause anyone to feel anxious or distressed. Seek information updates and practical guidance at specific times during the day from health professionals and [WHO website](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/) and avoid listening to or following rumors that make you feel uncomfortable.

Stay informed:

Find the latest information from WHO on where COVID-19 is spreading:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/>

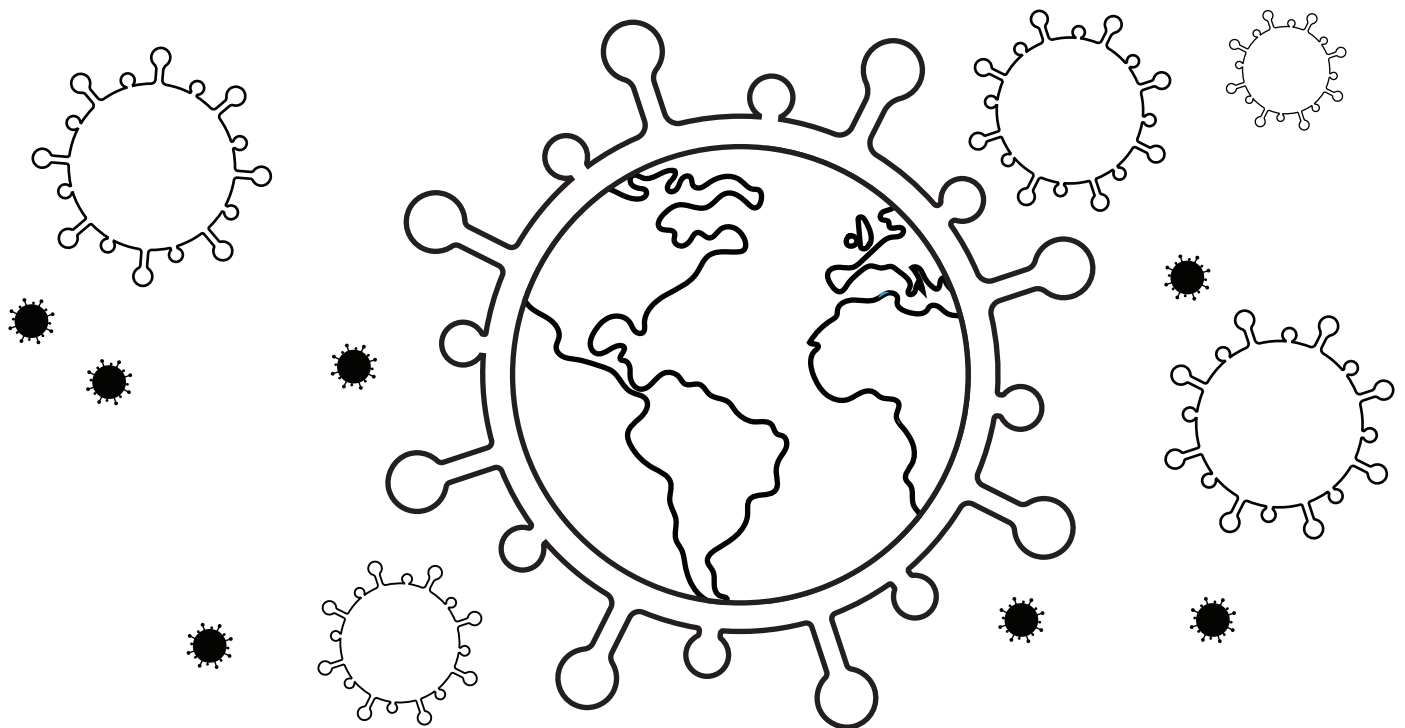
Advice and guidance from WHO on COVID-19

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

<https://www.epi-win.com/>

Activity ideas

MY 2020 COVID-19 TIME CAPSULE

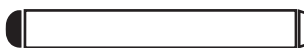


BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

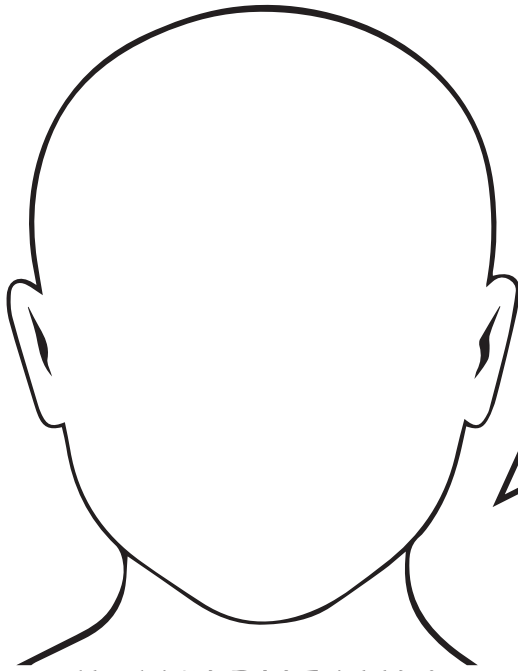
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

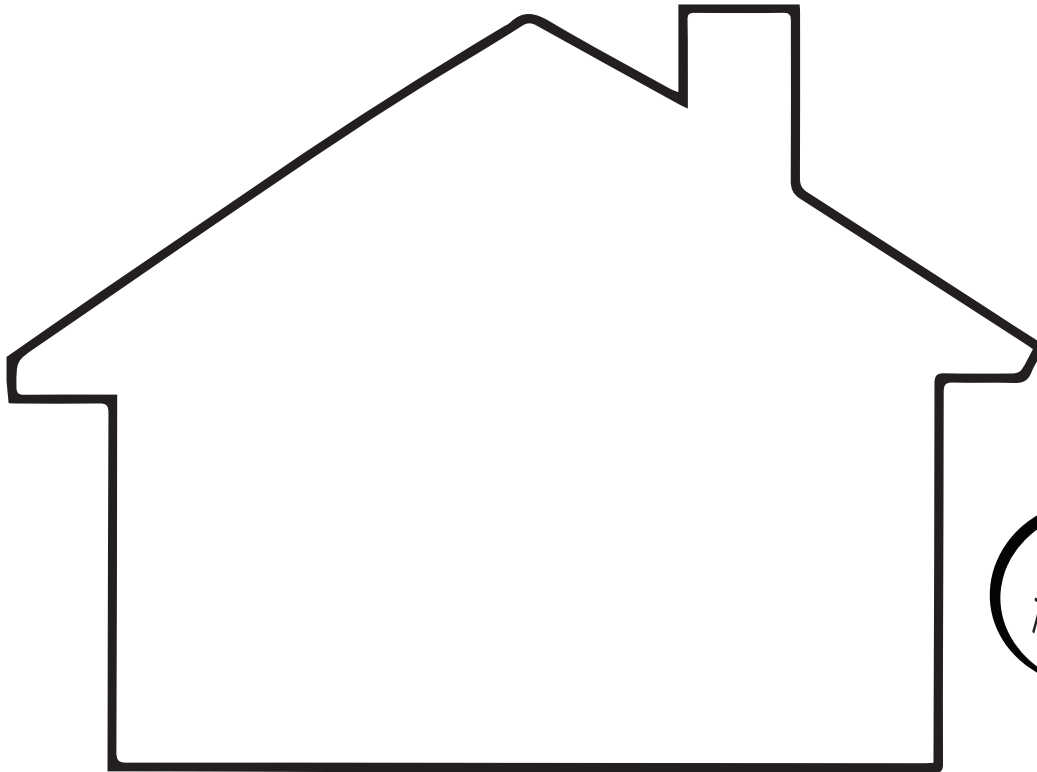
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING TO
KEEP BUSY AT HOME:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

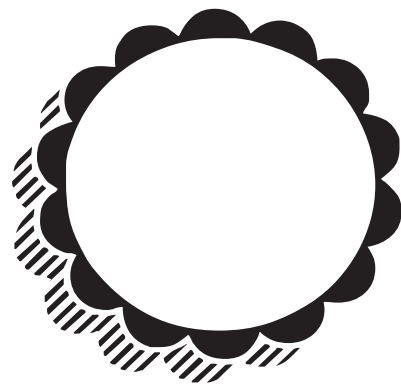
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FOVOURITE TIME OF DAY: _____

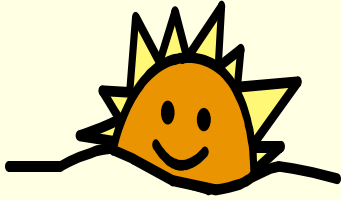
GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

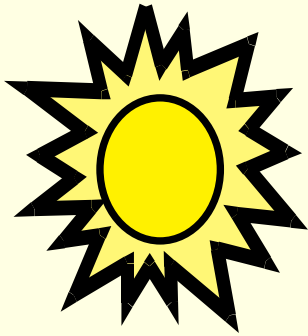
DEAR,

LOVE,

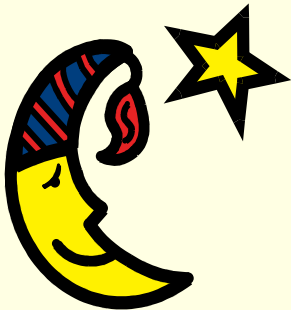
Day:



Morning

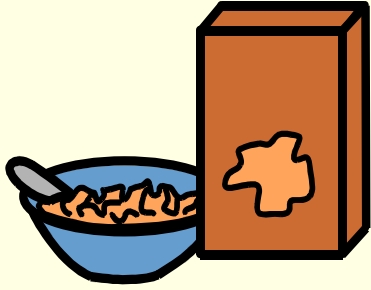


Afternoon

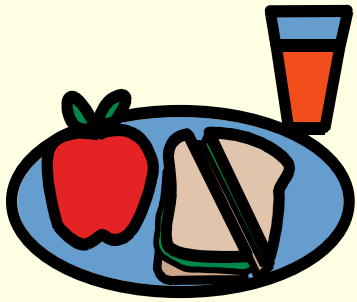


Evening

Day:



breakfast



lunch



dinner

Monday

Tuesday

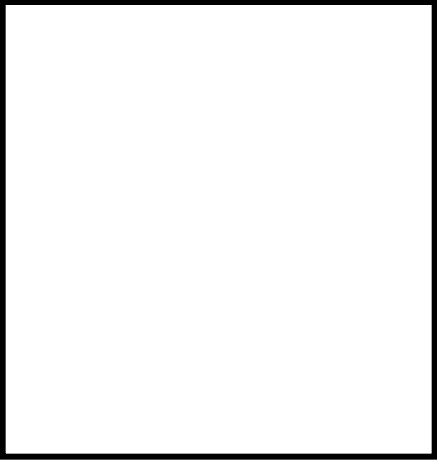
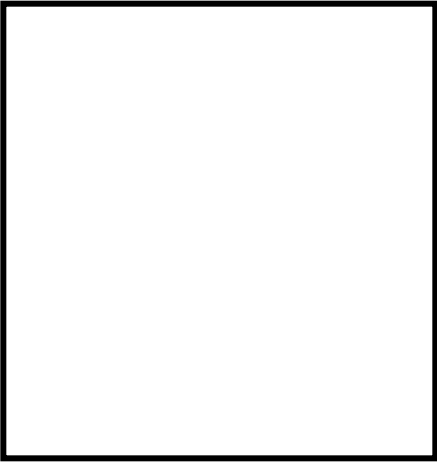
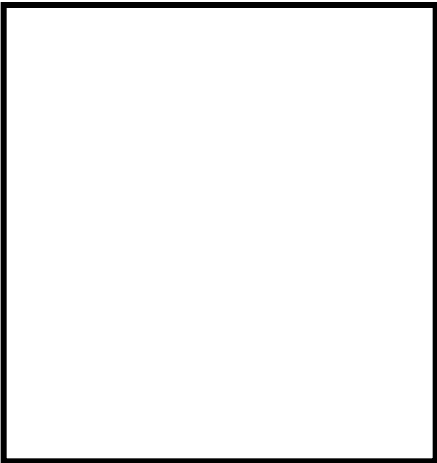
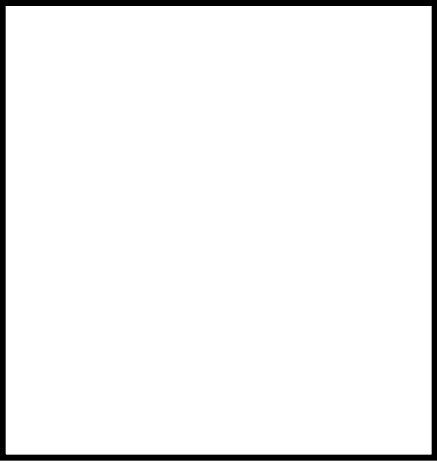
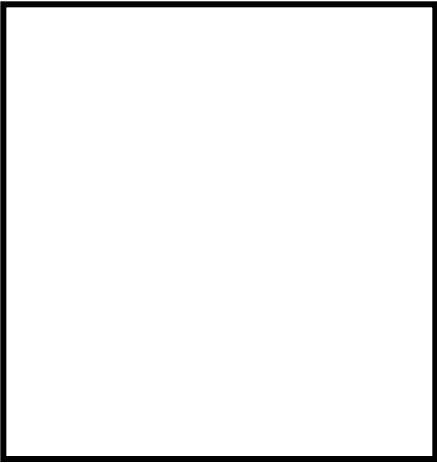
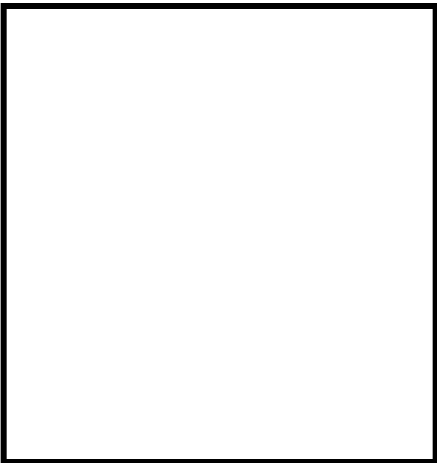
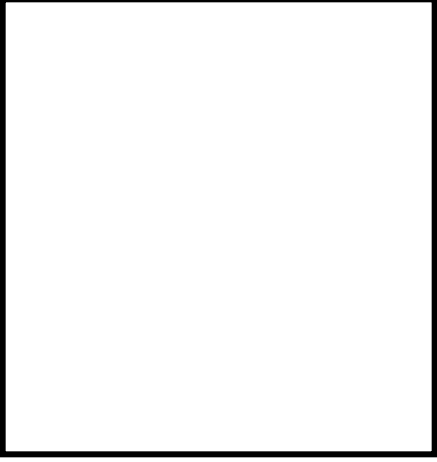
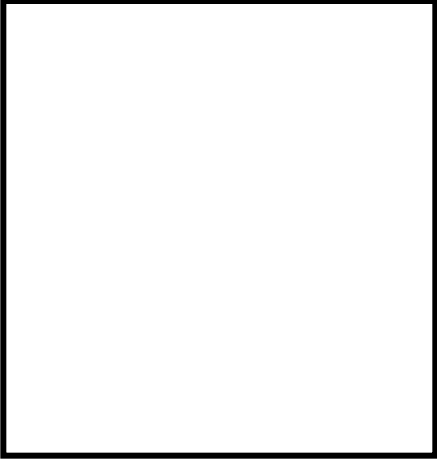
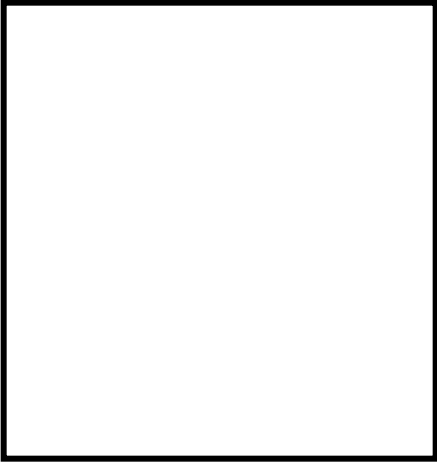
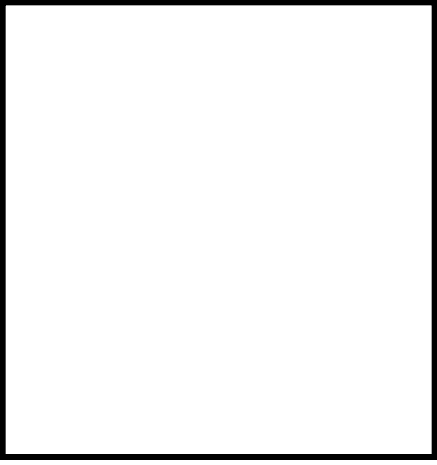
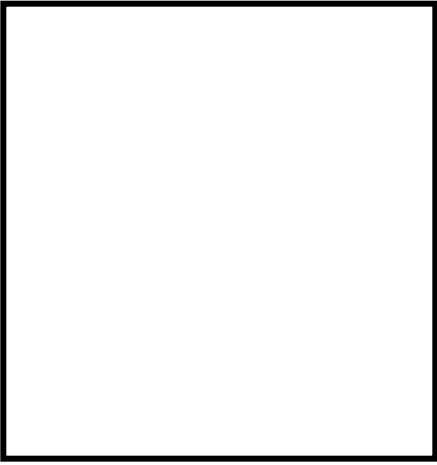
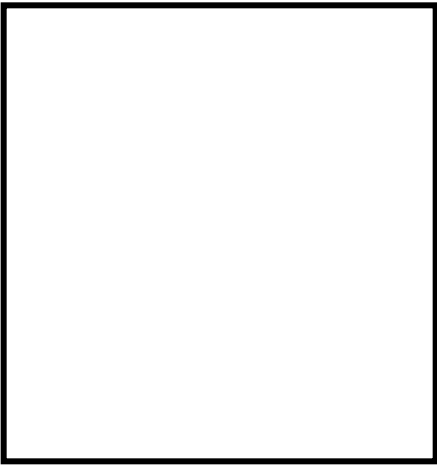
Wednesday

Thursday

Friday

Saturday

Sunday



'Now and then' board guidelines

Using a now and then board helps a person to know when something ends there will be something else to follow, helping with structure and giving meaning to their day.

Place on the "now" section of the board the activity that is immediately happening.

- say "Bob we are doing "A" **now**, **then** we are doing "B""

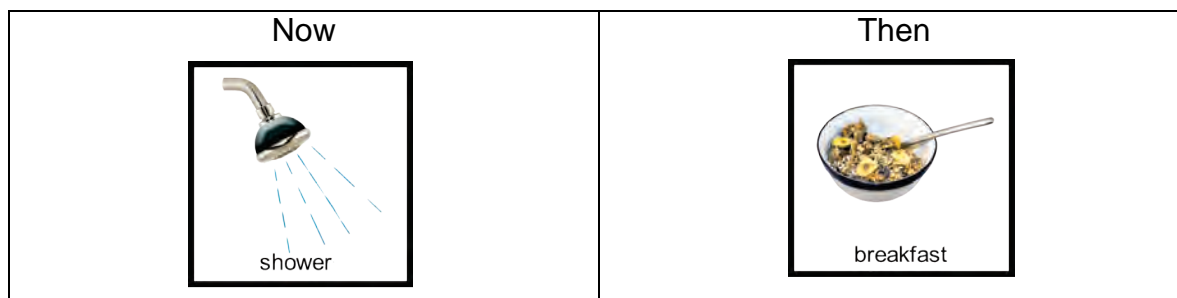
When the activity is completed remove the "A" from now *

- say "Bob we have done "A" we are **now** doing "B"

and move the "B" activity into the **now** part of the board. Then place new activity into the **then** section.

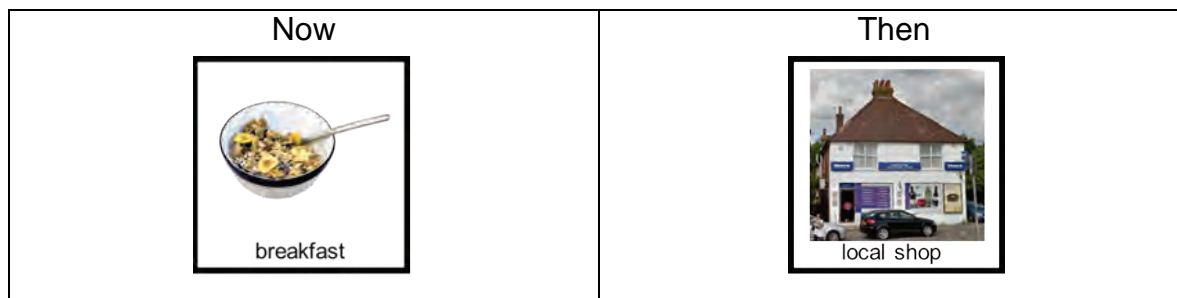
- Say "**Then** we are going "C". "

Repeat this process **every time** there is a transition from one activity to another. Used in the correct way this should run throughout the whole day.



"Bob it is shower now

then its breakfast"



"Bob it is breakfast now

then its shopping"

*When possible encourage Bob to remove the symbol of the activity that has finished to help reinforce this and put it in the plastic pocket provided.

- For a now and then board to run smoothly and effectively it is necessary to think ahead and have the symbols needed for that shift ready to hand.
- It may be useful to have an extra symbol for an activity that Bob finds relaxing as a contingency plan in case he becomes anxious during the course of the day.
- Offer Bob a choice when appropriate. Choices need to be concrete and feasible, for example don't offer Bob outdoor activities if it is about to rain.
- The choice should be offered at the 'then' part of the process, such as: "Bob it is breakfast now (placing the symbol on the board), then its shopping or walk" (showing Bob the 2 symbols and placing the chosen symbol on the board).



gym



DVD



games



woodwork



bowling



pool



singing



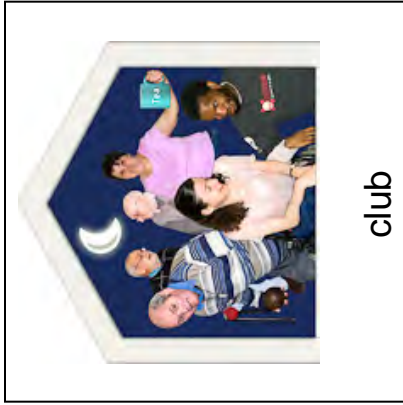
Taking photos



cycling



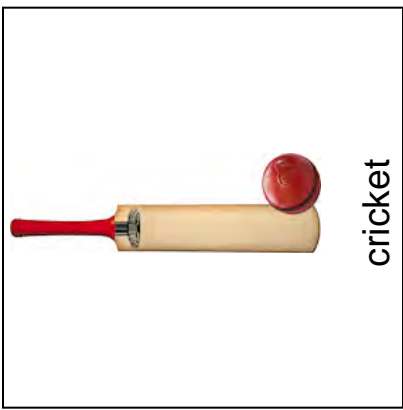
cards



club



Day centre



cricket



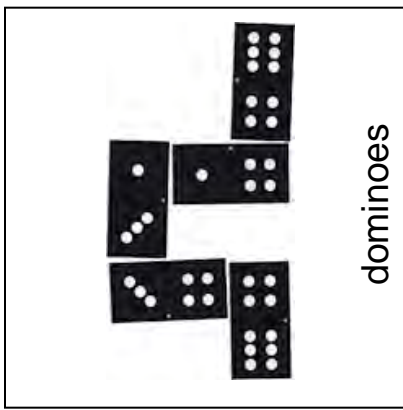
Judo / karate



jigsaws



painting



dominoes



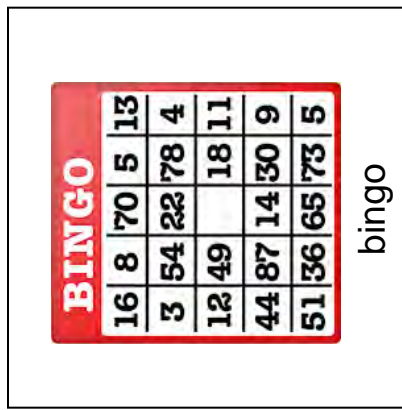
knitting



football



gardening



bingo



pub



cooking



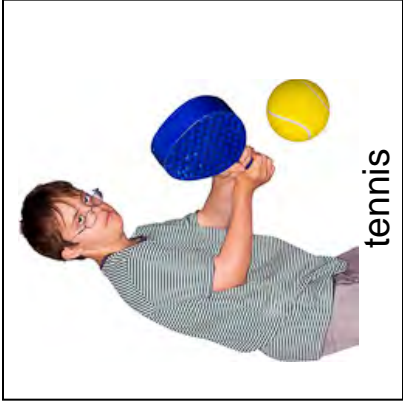
baking



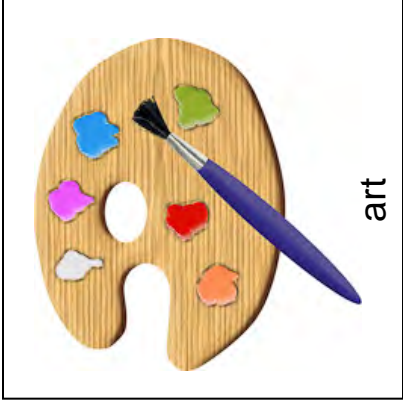
basketball



music



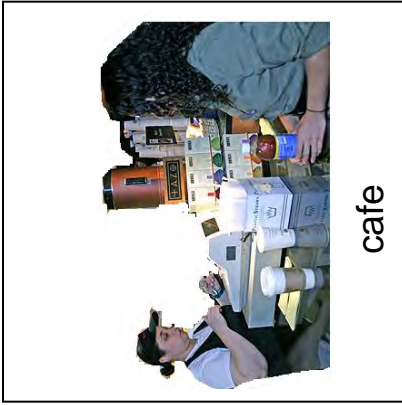
tennis



art



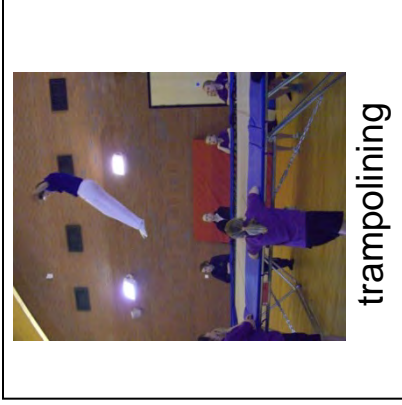
restaurant



cafe



swimming



trampolining



sea



countryside



garden



library



sensory



footspa



cinema



washing



Washing up



recycling



hoover



barbecue



Church



nail painting



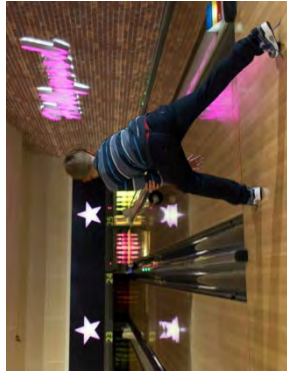
hand massage



foot massage



Costa



bowling



taxi



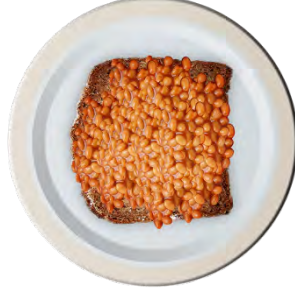
television



breakfast



dinner



lunch



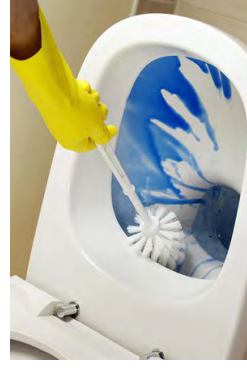
Hot drink



dusting



wiping



Clean toilet



Clean floor



Tidy kitchen



Put clothes away



Rubbish out



shopping



Clean windows



decorate



Ironing



clean



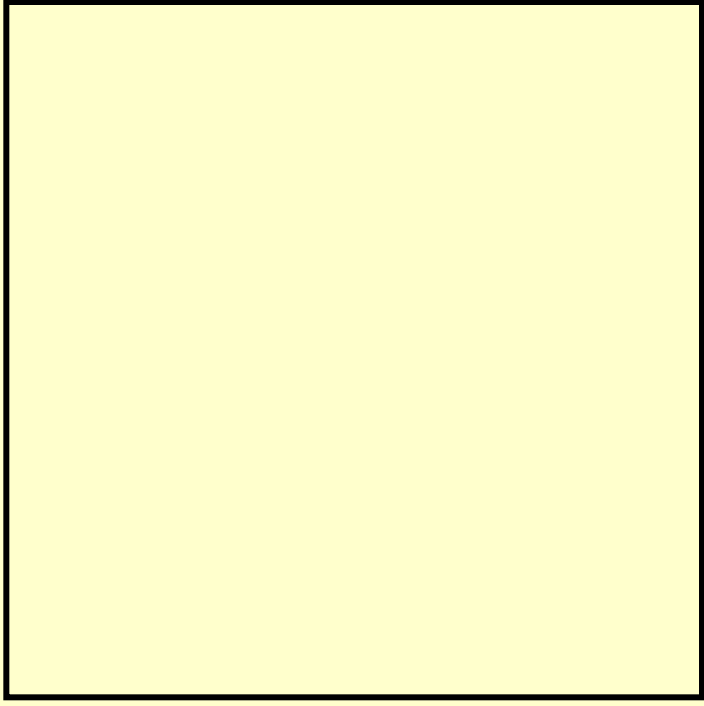
cleaning

wiping

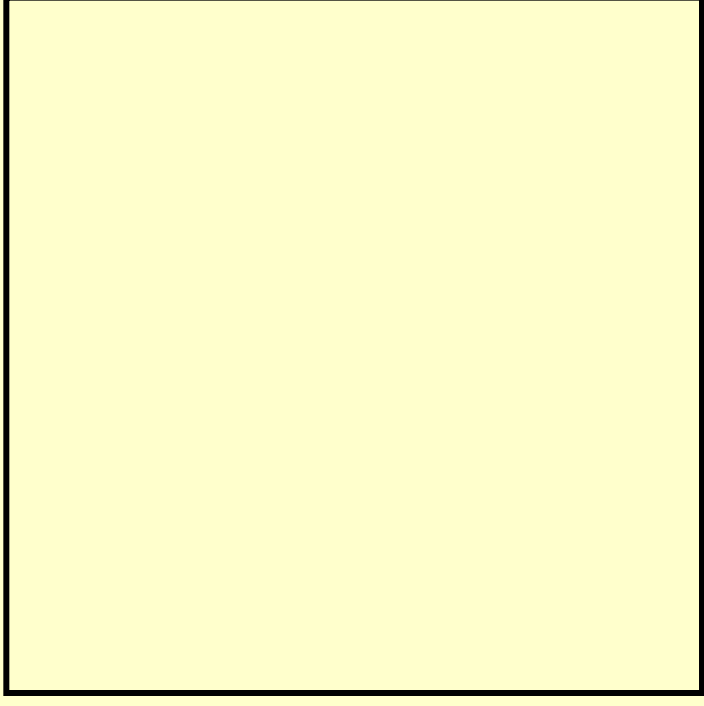
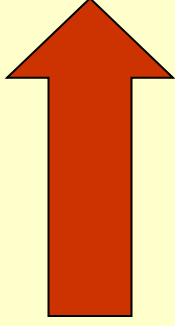
Clean toilet

Clean floor

Now and Next Planner



Now















Next

now

Later (next/ then)



2 week Transition Planner

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						

weekly timetable

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			