

Structured Environment, Socialization and Personal Support Network

PASRR assessments may include recommendations for a structured environment, structured socialization, and / or the development of a personal support network. Meaningful activities and a well-developed support system diminish tendencies towards isolation and withdrawal, lower stress and depression, and improve physical and mental wellness. Individuals also tend to have positive interactions, cope better with life and the transition to long term care when they experience a sense of connection and belonging. Below are examples of interventions that may be used in planning.

Personal Space and Limiting Distractions

Provide the individual with adequate personal space when in a group.
Provide visual indicators for the individual that will help him/her identify own personal space.
Provide the individual with a designated place to take a break or relax.
Provide an environment with a minimum of visual/auditory distractions.
Seat away from areas where materials or supplies are stored.
Monitor the individual's access to small objects.
Seat at the front of the room to minimize the distraction of other individuals.
Seat in close proximity to friend or staff.
Assess and plan for the level of supervision required to prevent harm to self or others
(See behavior intervention and /or crisis planning)

Communication and Instruction

Get eye contact before giving instructions.
Speak slowly and clearly
Use as few words as possible in explanations.
Assist the individual with the beginning steps to tasks.
Give directions in a variety of ways to increase the individual's understanding.
Model the appropriate action or response for the individual.
Recognize the individual's indications that he/she needs assistance.
Offer assistance, then wait for that offer to be accepted.
Be patient. Be prepared to repeat things more than once.

Activities of Daily Living, Recreation and Socialization

Establish consistent routines.
Allow the individual to check in each morning with a designated person.
Inform and remind of activities for the day.
Provide a written or photo schedule of the day.
Schedule preferred activities throughout the day as possible.
Notify the individual of any changes in the schedule as early as possible.
Allow the individual input into the daily schedule.
Allow time at the beginning of each activity to help the individual organize.
Give the individual a preferred responsibility at the beginning of the new activity.
Provide assigned tasks in small segments or in a step-by-step manner.
Provide the individual with additional time when needed.

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Follow a less desirable task with a desirable task to increase motivation to complete the first task.

Present tasks in the most attractive and interesting manner for the individual.

Provide instructions at the individual's level of understanding.

Provide the individual with activities to keep him/her appropriately engaged during less structured times of the day.

Offer activities to diminish tendencies toward isolation and withdrawal and improve physical and mental wellness.

Allow the individual to choose recreational activities.

Provide the individual with opportunities to practice emerging social skills.

Assist individual in developing a sense of connection and belonging.

Provide assistance with telephone, email, letter writing and arranging transportation to maintain contacts that are important to individual.

Provide a timer/clock for the individual to measure the time when waiting.

Pre-plan tasks to redirect the individual's behavior to a preferred or appropriate activity.

Provide quiet activities to help the individual calm down (e.g., soothing music, lights dimmed).

Anticipate when an individual needs physical activity and develop ways for this to be provided.

Provide a list of resources (i.e. materials or people) that the individual can access / contact if he /she has questions, wants to talk about current stressors and /or needs emotional support.

Transitions

Maintain close proximity and monitor to the individual during transitions.

Give the individual a reminder "X" minutes before a transition will take place.

If possible, minimize the number of transitions necessary for the individual to make.

Provide line of sight supervision for safety as indicated (PICA, aggressive, impulsivity, or unsafe behavior).

Sensory Supports

Use seat cushions / device or adaptive equipment for better positioning.

Provide foot stools or supports.

Provide "fidget" / "wait" items.

Provide programs and sensory ideas such as Minds in Motion, Yoga and Brain Gym.

<https://www.pinterest.com/mbirdlowry/minds-in-motion-and-sensory-ideas/>

Provide low lighting / color lighting.

Provide stress reduction items (balls, etc.).

Use a "white noise" or sound machine.

Provide headphones.

Maintain comfortable room temperature.

Use night light to avoid shadows that distorts vision.

Avoid sunlight or brightness that distorts vision.

Provide sensory for vision impaired individual:

<https://www.pinterest.com/mbirdlowry/minds-in-motion-and-sensory-ideas>

<https://www.pinterest.com/owinm/sensory-for-blind-and-visually-impaired/>

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