



# Supporting service users while social distancing

Some resources to  
help you stay safe  
and make the most of  
time at home



## Supporting service users while social distancing

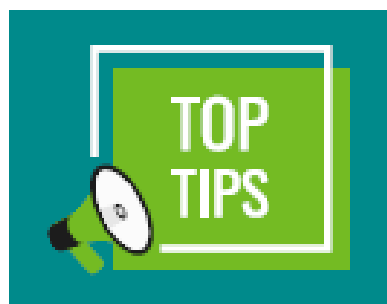
As the reality of social distancing starts to set in most of us will start thinking about how we are going to fill our time meaningfully. This might present supported living and residential settings with challenges that we have not before thought about. Service users with learning disabilities might be used to the structure of going to a day service or at the very least the freedom of being able to walk to the local shop. Service users in supported settings might not be used to spending so much time with their peers.

Although social distancing is absolutely the right thing to do during this uncertain time it will undoubtedly be challenging for some. As such, we are in the process of developing some resources to support our learning disability providers. The Royal College of Occupational Therapists have provided some really useful and simple guidance which we have used as the foundation of our resources. More than ever we are advocating the need for people to plan for and engage in a balanced range of activities. It is important to maintain usual personal care and sleeping routines and ensure that you are able to do both purposeful and leisure activities. You will find attached:

- The official RCOT guidance on 'staying well when social distancing'
- Easy read version of the RCOT guidance on 'staying well when social distancing'
- A template to help plan a balanced daily routine
- Activity ideas using the BACE formula
- An information sheet on a pinterest board which has been developed to share activity ideas for people with profound and multiple learning disabilities, moderate learning disabilities and mild learning disabilities.
- A useful apps hand out
- Useful You Tube video hand out

We also hope to promote the opportunities that social distancing and self-isolation will present to us in terms of having the time and space to focus on specific skills development. We are in the process of developing some information sheets about how to help teach people specific skills such as;

- Making a snack
- Writing a shopping list
- Writing a budget



## Staying well when social distancing

We've created some top tips to support those who are undertaking social distancing to get through the next few weeks.

The government has now advised that if you have an underlying health condition(s) or if you are aged 70 or older, you should be social distancing for up to 12 weeks. To some people this can seem quite daunting. Not being able to go about your daily routine or undertake the activities you normally do, after a while, could become quite stressful.

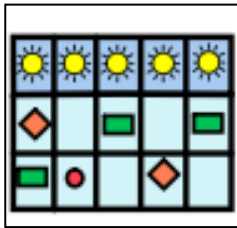
We know that during this period it's really important that you look after your mental and emotional wellbeing as well as your physical health.

- 1 Establish a daily routine.** Routines provide structure and purpose.
- 2 Balance your weekly routine** so you have a good mix of work (activities that have to be done), rest and leisure.
- 3 Think about which regular activities that are most important to you.** What are the important elements to these? Can you adapt them to carry out in the home? For example, instead of a class, following an online strength and balance routine.
- 4 Set daily goals** to provide purpose and a sense of achievement. This might include working through that list of the things you keep meaning to do but never get round to?
- 5 Identify the triggers that make you feel low** and look for ways to reduce or manage them.
- 6 Talk with family, friends and neighbours** to help them understand how you feel and how they can help. Can they talk you through using apps on your mobile phone, for instance?
- 7 Take care of yourself.** Eat and drink healthily with plenty of fruit, vegetables and water to support your immune function and energy levels. For more information see the [BDA website](#).
- 8 Avoid staying still for too long.** Exercise and regular movement will maintain fitness and strength. If you are working from home, take breaks and eat away from your "desk."
- 9 Have a good sleep routine.** If you are struggling, try avoiding tea and coffee in the late afternoon and evening, take a bath, using blackout curtains, listening to gentle music or deep breathing exercises.
- 10 Keep in touch.** Arrange to speak to someone most days on the phone, through social media or over the garden fence. [Age UK](#) and [Silverline](#) have people to speak to.





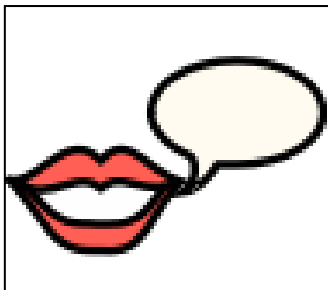
## How to stay well at home



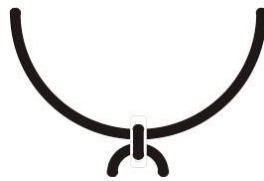
Make sure you have a routine  
Plan what you are going to do  
each day



Plan what you might do if you  
start to feel sad



Find time to talk to friends,  
family or staff particularly if  
you feel worried. You might  
have to do this over the  
phone. You could try a 'video  
phone call' such as Facetime  
or Skype.



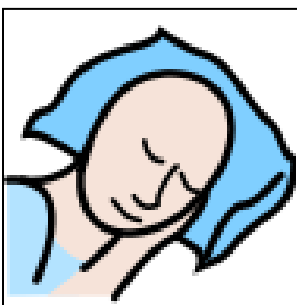
You could try a 'video phone call' such as Facetime or Skype.



Make sure you move around and get exercise, even if that is just moving around the house



Eat healthy food and drink plenty of fluid



Make sure you have a good sleep routine



## Staying active and planning activities

It is really important to maintain a balanced routine of activities. This should include a regular time to get up, regular snack and meal times and a regular bed time.

It also means having a variety of different activities. In order to stay healthy and well it is important to have a mix of good self care, productive activity, leisure and relaxation.

We suggest using the BACE formula to plan activities. This is described below:

**B = Body care** involves activities that maintain your physical and mental wellbeing. They include personal care tasks as well as maintain a good diet and managing anxiety and stress.

**A = Achieve** activities involve doing something that gives you a sense of purpose and achievement. It may include helping others, doing chores, work and productive/ creative activities.

**C = Connect** activities recognise the need to interact with other people. This can be done in a variety of ways and does not necessarily involve being in the same room as another person.

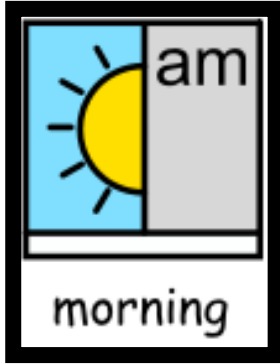
**E = Enjoy** activities are activities that you take pleasure in doing and include leisure tasks such as reading or watching TV.

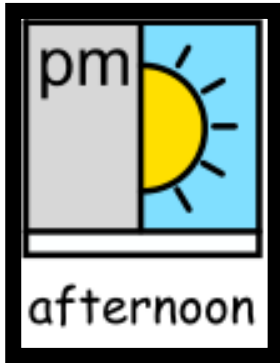
**It is really important that people have the opportunity to do activities in each of these categories each day. Evidence shows we are much more likely to achieve this if we make a plan. The next work sheet provides a template to help plan a balanced daily routine. Also attached are a list of activity ideas under each of these headings. The lists are not exhaustive but aim at providing people with inspiration to develop their timetables.**

**Remember this is generic guidance, it will be your responsibility to risk assess each activity and ensure it is safe for your individual service users.**



## What will I do today?









## B = Body Care Activity ideas

Personal care activities	Activities that are good for your mind
Having a bath or shower	Write a Wellness Recovery Action Plan
Having a shave	Doing breathing exercises
Doing your make up	Practice mindfulness Listening to radio podcasts, listening to audio books.
Practice a new hair style	Singing your favourite songs
Eat a meal	Telling funny jokes/watching things that make you laugh
Having a drink	<b>Physical activity</b>
Having a healthy snack	Yoga (you can copy an online tutorial) Playing games on the Wii, Kinect.
Making sure you sleep properly	Home workouts (search online) you could search for some chair based exercises
Getting dressed each day	Getting up and moving around every 20 minutes
Remembering to take your medication/vitamins	Indoor ball games like skittles, keeping a balloon in the air, a small indoor netball hoop (you could play this whilst seated)
Using a foot spa, painting your nails, hand or foot massage	Garden obstacle course





## A = Achieve Activity ideas

Competitive activity	Doing something for someone else
Board games, Jenga, Bingo	Write a letter or an email to someone who is self-isolating
Card games (e.g. pairs, snap, uno)	Make a blanket for the children's ward at QA
Quizzes (you could search online for some)	Make something to be sold or given to charity
Karaoke	Make a film
Charades	Make a card/drawing/painting for someone
Chores	Learning a new skill
Baking e.g. easy pizzas, jelly	Learn to cook something new
Tidy your draws and cupboards	Learn how to use the washing machine
Clean the car	Learn how to make a smoothie
Gardening or growing cress or herbs	Learn to knit or create something new
Hoovering	
Laundry sorting	



## C = Connect Activity ideas

Communicating with others	Doing activities with others
Talk to someone on the phone	Play games with others such as: - Each writing the line of a story and create a book - Take photos of your favourite things and show them to others (discuss why you like them) - Learn a song together
Write a letter to someone	
Write an email to someone	
Do a video call	
Talk to other people you live with or staff	
Use social media	
Do a video blog	Teach someone else a new skill
Learn some Makaton signs	Write something for a newsletter
	Cooking or baking together
	Have a current affairs discussion



## E = Enjoy Activity ideas

Making things	Relaxing activities
Write your life story	Write a letter or an email to someone who is self-isolating
Make a scrap book	Make a blanket for the children's ward at QA
Create communication resources	Have a sensory bath Colouring in Watching or listening to some relaxation music or 'scripts' (e.g. about relaxing each of your muscles). Blowing bubbles.
Make an Easter hat	Watching wildlife (checking them off on a chart)
Make a treasure hunt	Foot spa
Make up a new board game	Listen to an audio book or have someone read to you
Make a tie-dye shirt	Planning for the future
Make musical instruments out of household items such as cans, elastic bands etc.	Research places you'd like to visit and activities you'd like to do in the future
Painting stones to hide in the community for children to find	Plan for and make gifts or cards for birthdays, Christmas, father's day etc...
	Plan for a holiday (where will you go, what will you take, do you need anything new?)



## Occupational Therapy – Kestrel Centre

As occupational therapists, we know that engaging in activity is **essential** for our health and wellbeing.

During times of social distancing and isolation, it can be very difficult to continue with our usual routines which can lead to feelings of worry or anxiety, especially when there is lots of change going on for and around us.

We have developed an OT Kestrel Centre **Pinterest** page to help bring together some ideas of activities especially aimed for the individuals support. Individuals will all have different levels of engagement, and therefore different activities will meet their individuals needs. To help you navigate this, we have developed a Pinterest board for:

- Individuals with **PMLD**
- Individuals with a **Moderate** Learning Disability
- Individuals with a **Mild** learning Disability

What is Pinterest? - <https://help.pinterest.com/en/guide/all-about-pinterest>

*Here is the link to our Pinterest page:* <https://pin.it/2HvQRbW> **OR**



Open  and tap  for ideas

If you do not already have an account, then you will need to set one up, its free! Please see here: <https://www.pinterest.co.uk/>

We will be updating and adding to the pages to try and give you as much inspiration for activities as possible.

If you come across something that you think would be great to share with others, then please email us and we can share this with other services, or if you create something of your own then please send us a picture (no faces or sensitive information please) and we can send this out also.



## Occupational Therapy – Kestrel Centre

### Additional considerations:

- Please be aware of the individuals **eating and drinking guidelines** in place before you start any activity. Could the person put items in their mouth? Are they a choking risk? Are there food allergies or intolerances?
- Please ensure you have completed a **risk assessment** for the activity before starting. For example: are they safe to use scissors/glue etc. Does the person have any allergies to food, toiletry products? Consider things such as skin integrity, range of movement and physical ability (this list is not exhaustive).
- Due to social distancing / isolation, maintaining a comfortable environment which supports activity participation is more important than ever. Most environments will have limitations to some degree (e.g. such as the space available), but make it the best it can be. Now might be a time for a spring clean (which some service users may enjoy getting involved in), reducing visual clutter, letting in fresh air etc.
- Please ensure that you are following and maintaining **hygiene guidelines** in place. For example, regular hand washing/not sharing food that other people have touched.
- Please do not take or share photos of individuals without their consent** or breaches GDPR.

**Please also note:** You may notice that many of the activities (particularly sensory) on Pinterest are advertised or aimed at young children. Although we are working with adults, it is important that the activities we offer to the people we support meet their developmental needs, and that they have a meaningful purpose to that person. It is expected that all activities are delivered in an appropriate and respectful manner. If you have any worries or concerns about this, you can contact us for more advice or support.

We look forward to hearing on how you are all getting on and we hope you all stay well and safe over the next few weeks.

We think it would be great to be able to share and develop a network of support and inspiration during this time. Enjoy!

If you have any questions, please contact:

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[Rebecca.Hennessey@solent.nhs.uk](mailto:Rebecca.Hennessey@solent.nhs.uk) (OT)

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The learning disability service is very busy at this time, but we will try to get back to you as soon as possible.



## Developing Independent Living Skills for the Individuals that we Support

Social distancing/isolation can be a difficult time for many of the people we support, especially when usual routines or plans are no longer happening. Although challenging, a positive we can draw from this is the time and opportunity to develop independent living skills practice.

In order to ensure the individual is fully supported with this, we need to identify what steps are involved with each task, what the person can do for themselves, and where we will or may need to continue to support.

Please be aware that we all have our own strengths and weaknesses. For example, person may be able to make a cup of tea, but still may need full support to make a snack.

**A task analysis** is a way to help break activities down into smaller, more manageable steps, to help to identify areas that may be more challenging for an individual because of cognitive and/or physical challenges. This then can then provide structure and focus to steps that can be developed to increase independence.

**1. First** we need to identify what steps are involved in the chosen task.  
For example:

### Task steps

1. Open the cupboard door
2. Select cup or mug
3. Pick up the mug
4. Place the mug on the counter or table
5. Lift up the kettle
6. Carry the kettle to the sink
7. Take off the lid of the kettle
8. Turn on the tap
9. Fill up the kettle with water
10. Turn the tap off
11. Turn on the kettle
12. Get tea bag

13. Place tea bag in the cup
14. Pour water into mug
15. Pause for tea to brew
16. Open drawer
17. Select teaspoon from drawer
18. Take teabag out of mug and put in the bin
19. Get milk out of the fridge
20. Open milk and pour into the mug
21. Stir milk with spoon
22. Turn the tap off
23. Turn on the kettle
24. Get tea bag

(Steps Continued until end of task)



**2. Next**, we then need to identify which steps of the activity the person currently needs support with, and what type of support. Clear details can help all staff to accurately know what the person can and cant do:

**Task steps**

**Support Requirements**

1. Open the cupboard door	Can open cupboard without any help, but will need verbal prompts to start the process e.g. 'lets get a mug out'.
2. Select cup or mug	Once prompted, can look for the mug that they like to use (usually the blue or green one).
3. Pick up the mug	If tremors increased, then may need some hand over hand for support so it doesn't drop. If tremors are reduced, then they can do this independently.
4. Place the mug on the counter or table	Will need verbal prompts to place it on the counter.
5. Lift up the kettle	Can do this <b>independently</b> .
6. Carry the kettle to the sink	Can do this <b>independently</b> . **when mobility (walking) is at baseline.
7. Take off the lid of the kettle	Sometimes the lid can get stuck so will need help if struggling to do this, hand over hand support.
8. Turn on the tap	Need verbal prompts to remind them to turn the tap on.
9. Fill up the kettle with water	Needs verbal prompts to help stop flow of water before too much in the kettle.
10. Turn the tap off	Needs prompting to put kettle on counter before turning tap off as unable to do this whilst also holding kettle.
11. Turn on the kettle	Sometimes requires verbal prompt to check plug switch is turned on also.
12. Get tea bag	Hand over hand support required.
<b>(Steps Continued)</b>	

**3.** To develop skills in different tasks, it is then helpful to consider ways to practice and to safely reduce/ or grade down the level of support to increase their independence. Please refer to the next 2 tables as examples



1.

2.

3.

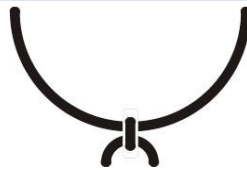
**Task steps**

**Support Requirements**

**How to grade support levels down**

1. Task steps	2. Support Requirements	3. How to grade support levels down
1. Open the cupboard door	Can open cupboard door without any help, but will need verbal prompts to start the process e.g. 'lets get a mug out'.	A picture card with all the required items for this task can be used to help identify and initiate this process.
2. Select cup or mug	Once prompted, can look for the mug that they like to use (usually the blue or green one).	Make sure that the preferred items are easily accessible before starting, they may need moving closer to the front of the shelf.
3. Pick up the mug	If tremors increased, then may need some hand over hand for support so it doesn't drop. If tremors are reduced, then they can do this independently.	If increased tremors, plastic cups or large grips can be used instead or mugs can be placed on the counter before starting to remove difficulty or access issues.
4. Place the mug on the counter or table	Will need verbal prompts to place it on the counter.	Pause for support before offering verbal prompts to encourage the person to trial independently.
5. Lift up the kettle	Can do this <b>independently</b> .	
6. Carry the kettle to the sink	Can do this <b>independently</b> . **when mobility (walking) is at baseline.	If mobility is reduced, try and move kettle and plug in closer to the sink to reduce distance to carry item.
7. Take off the lid of the kettle	Sometimes the lid can get stuck so will need help if struggling to do this, hand over hand support.	If persistent issue, consider purchasing a kettle with a push button to open lid of kettle.
8. Turn on the tap	Need verbal prompts to remind them to turn the tap on.	Picture reference cards can be used to prompt and remind the individual what they need to do at each stage.
9. Fill up the kettle with water	Needs verbal prompts to help stop flow of water before too much in the kettle.	Supervision needed to support. Prompts before task to remind to gently fill the kettle and to pay attention to when it is nearly full.
10. Turn the tap off	Needs prompting to put kettle on counter before turning tap off as unable to do this whilst also holding kettle.	Picture reference cards can be used to prompt and remind the individual what they need to do at each stage.
11. Turn on the kettle	Sometimes requires verbal prompt to check plug switch is turned on also.	Picture reference cards can be used to prompt and remind the individual what they need to do at each stage.
12. Get tea bag from pot	Hand over hand support required.	Used pot with easy access lid or large grip to reduce level of assistance required.





# A bowl of cereal

1.

2.

3.

## Task steps

## Support Requirements

## How to grade support levels down

1. Open the cupboard door	Needs support to get the bowl, as they can not reach bowl due to placement	Consider putting the bowl on a lower shelf or on the counter within reach before starting the activity
2. Select the bowl	Can do this <b>independently</b>	Give positive feedback and encourage next step. "now lets ...."
3. Pick up the bowl	Able to pick up bowl but becomes distracted	If distracted use their name to help bring them back to the task. If this persists try removing distractions from the room
4. Place the bowl on the counter or table	Will need verbal prompts to place it on the counter.	Picture reference cards can be used to prompt and remind the individual what they need to do at each stage
5. Open cutlery drawer	Can do this <b>independently</b>	
6. Select the spoon	Unsure what to select	A picture reference card with the item can be used to help identify items and initiate this process
7. Pick up the spoon	Picks spoon up but appears unsure	Offer encouragement "that's it!". You can update picture reference card if unclear or too small
8. Place the spoon on the counter or table	Requires prompts to do this	Consider how clear the work space is, can re-orientate to counter or table being used to gather items.
9. Open the fridge door	Knows the routine is able to do this independently	Ensure consistency in how the activity is completed
10. Select the milk	Needs verbal prompts to locate the milk	Ensure consistency in placement of milk but, if problem persists change the placement of the milk to more prominent place
11. Place milk on counter or table	Needs support to lift milk due to weight of milk	Consider having manageable quantities that the individual can lift
12. Select cereal	Unsure as there are items out on the counter next to the cereal	Have the required items visible, offer choice of cereal but remove other products that are not related to the task
13. Place cereal on counter or table	Able to do this <b>independently</b>	
14. Open cereal packet	May need support opening packets	You can open the packet prior to activity
15. Pour cereal in bowl	May need prompts not to overfill bowl	Supervision needed to support. Prompts before task to remind to gentle fill the kettle and to pay attention to when it is nearly full.
17. Pour milk in bowl	Pours with one hand but unsteady and spills	Prompts to use both hands to manage task. You can normalise and model this : "I use two hands when its heavy"



**4.** Now we are going to look at how to develop skills for independence in making different breakfasts.

When using this guide please consider:

- Eating and drinking guidelines**
- Allergies/ food intolerances**
- Risk assessment**
- Hygiene guidelines**
- Healthy eating**
- Preferences**

Typical breakfast options have been included this included however the list is not comprehensive.

The following 3 tables have example breakfast options and the task analysis (task steps) completed, you can complete these tables with the individual in mind. Consider which steps of the activity the individual currently needs support with, what type of support and what could be put in place in order to safely reduce support.

The last table is blank, you may use this page to complete the task steps, support requirements and how to grade support levels down for the individual for any activity that the individual may need to develop their skills in.



# Toast with butter and jam

1.

2.

3.

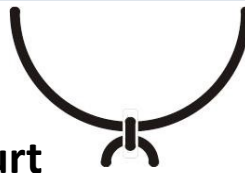
**Task steps**

**Support Requirements**

**How to grade support levels down**

1. Task steps	2. Support Requirements	3. How to grade support levels down
1. Open the fridge		
2. Select the bread		
3. Walk to toaster		
4. Select 2 slices of bread		
5. Put bread in toaster		
6. Push down button on toaster		
7. Wait for toaster to finish		
8. Walk to fridge		
9. Open the fridge door		
10. Select the butter and jam		
11. Place butter and jam on counter or table		
12. Pick up toast		
13. Place toast on plate		
14. Open drawer		
15. Select a knife		
16. Open butter		
17. Spread butter on toast		
18. Open jam		
19. Spread jam on toast		

# Fruit smoothie with yogurt



1.

2.

3.

**Task steps**

**Support Requirements**

**How to grade support levels down**

1. Open the fridge door		
2. Select fruits and yogurt		
3. Place the fruit and yogurt on the counter or table *		
4. Open blender		
5. Place fruits in blender		
6. Mix yogurt into blender		
7. Close blender		
7. Switch blender on		
8. Check smoothie is ready		
9. Pour smoothie into cup		

- For this example the fruits have been prepared before the activity began. You may want to prepare the fruit with the service user , this may involve peeling, and chopping fruit.



# Beans on toast

1.

2.

3.

**Task steps**

**Support Requirements**

**How to grade support levels down**

1. Task steps	2. Support Requirements	3. How to grade support levels down
1. Gather items needed to counter/table Plate, can of beans, can opener, wooden spoon, saucepan, butter, bread and toaster		
2. Open can of beans		
3. Pour beans in sauce pan		
4. Turn hob on		
5. Place saucepan on hob to and gently heat beans		
6. Stir beans		
7. Put bread in toaster and wait till it pops		
8. Remove toast from toaster		
9. Place bread on to plate		
10. Spread butter		
11. Turn off hob		
12. Pour beans on toast		



**Activity:** \_\_\_\_\_

1.

2.

3.

**Task steps**

**Support Requirements**

**How to grade support levels down**

1.	2.	3.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		



When supporting individuals with their skill development there are a few principles that are really crucial:

- **Repetition** – By repeating activities often, we build up the experience and learning to remember how we do certain parts of the tasks and become familiar as to what is expected of us. It gives us the opportunity to practice elements that we find difficult.
- **Start small** – Do not try to be really ambitious with what you are doing, as this may scare the individual or lead them to feel like they are unable to do this. By ensuring that you are offering manageable activities, they will build their confidence and self esteem.
- **Consistency** – we all have our own ways of doing things, how one person makes a cup of tea will vary to how the next person does, even in a small way. Therefore, finding out what is usual to the person you support is really important and then sticking to it. Accurate Task Analysis and up to date care plans play an important part of this to ensure that the steps are personal to the individual and that all staff have the same plan to follow. Changes in even 1 step can be overwhelming or confusing to individuals.

United Response have developed an informative, helpful resource on **Active Support**, and how to grade activity to support the person to be successful in what they are doing.

Please see the link for more information:

<https://www.unitedresponse.org.uk/Handlers/Download.ashx?IDMF=9bb3bcc6-1352-4bd2-b0ed-10f8df02bd0c>

Specific information on **graded assistance** can be found on **page 5**.



# Helpful Apps to Support Health and Wellbeing



**Scrub – wash your hands:** This app helps you to remember to wash your hands regularly throughout the day and walks you through each step of the process. This is a really important thing to do regularly in order to keep yourself safe during the virus. This app is free.



**Calm:** This app is designed to help individuals with their sleep, meditation and relaxation. **Some features on this app you have to purchase. However, due to Covid-19, Calm have got a webpage with a range of free resources to use. Please see here :**  
[https://www.calm.com/blog/take-a-deep-breath?utm\\_source=lifecycle&utm\\_medium=email&utm\\_campaign=difficult\\_times\\_nonsubs\\_031720](https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult_times_nonsubs_031720)



**Drink Water Reminder and Tracker:** This app is tool to log daily water intake based on a person's sex, weight and geographical location. It includes reminders to alert you to drink throughout the day. **This app would be helpful to those who require clear records of fluid intake or need to be prompted to drink enough fluids throughout the day.**



**Dental Hygiene:** This app offers a timer and visual guidance for how long and where to brush your teeth, a dentist appointment reminder, and a toothbrush tracker to prompt when it is time for a new toothbrush.



**Pillboxie:** An app which reminds individuals when to take their medication.



**NHS:** This app is a simple and secure way of accessing a range of NHS services on your smart phone. Features include; book and manage appointments, order repeat prescriptions, check symptoms and get instant advice etc.

**More information on next page**





**Headspace:** This app can be used to relax with guided meditations and mindfulness techniques to bring calm and wellness. This can also be used to support with sleep and practicing good sleep hygiene. **(Payment is required after the basic free course if offered).**



**Time timer:** Changes in routine can be very difficult for the people we support. This app allows you to represent the passing of time visually. It is very good for people with autism or those who struggle with the concept of time. It can be used to indicate how long someone has to engage in a non-preferred task or to time limit a preferred task.



**Sand timer:** This app is very similar to the time timer by showing the passing of time. The alert tone and colours of the timer can be personalised.



**Date and Time Widget:** Changes in our routine can lead to feelings of disorientation and anxiety, this app displays information that clearly shows the date, time, day of month etc.



**Life Skills: Salvation Army:** This life skills app provides people with information on how to live independently. It includes information on meal planning, budgeting, cooking, cleaning and more. The layout is clear and accessible to use. **Free.**



**Supermarket Apps:** Most supermarkets will have a shopping app to allow individuals to plan, order and get their items delivered to them. Delivery slots may be harder to get, so forward planning is necessary. **Free.**

**\*\*Information gathered from Apple app store – some apps may not be available on android products, but alternatives often found.**



**United Response:** Staying indoors leads itself to the opportunity to develop independent living skills. United Response have developed a range of Youtube videos to support individuals with their cooking skills. There are a range of recipes, with step by step visual guidance and link to a shopping list. Please see link for more information:  
<https://www.unitedresponse.org.uk/cookability>



**Relax Sounds:** This app provides a range of calming and relaxing sound effects. Sounds include rainfall, the sea and other natural sounds.



**Dementia Diary:** This app creates a daily diary which clearly shows the date, time, day, and what is going to happen during the day. It is designed to help orientate the person living with dementia.



**House of Memories:** This app allows you to explore objects from the past and share memories together. **Free.**



**MindMate:** This app is designed to transform and maintain health and wellness through daily activity workouts and mental activities. This app includes brain workouts, information about nutrition, physical exercise guidance, TV and music, a diary and reminders.



**Daylio:** Daylio enables you to keep a private journal without having to type a single line. You can pick your mood for each day and add activities you have been doing. This format helps you to understand your habits better. **This app would be helpful to those who may benefit from tracking their mood and activity to share in health appointments or professionals.**

**\*\*Information gathered from Apple app store – some apps may not be available on android products, but alternatives often found.**



## Helpful Apps to help you stay in touch



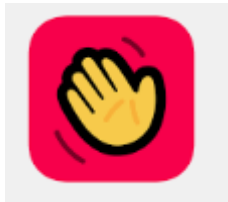
**Whatsapp:** Whatsapp is a free to use which allows you to message for free, send photo graphs and films to your friends (who have whatsapp) and will also allow for video calling.



**Skype:** You will need a Skype account (which is free) but once you have this you can video call your friends and family (who also have Skype). You can use this on a lap top or desk top computer, a phone or tablet.



**Zoom:** Free app which allows video messaging with unto 100 people at the same time. Also allows for instant messaging and functions on a laptop or desk top computer, tablet or phone.



**House party:** Free app which allow several people to video call at the same time.



**Gotomeeting:** Free app which allow conference calling with either video or just audio functions.



## Free Online Resources

- **Calm:** have provided a range of free services such as mindfulness videos, relaxing sounds, bedtime stories etc. Please see link for more information. [https://www.calm.com/blog/take-a-deep-breath?utm\\_source=lifecycle&utm\\_medium=email&utm\\_campaign=difficult times nonsubs\\_031720](https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult%20times_nonsubs_031720)
- **PE sessions with Jo Wicks:**  
<https://www.youtube.com/watch?v=K6r99N3kXME>
- **Accessible cooking videos – United Response**  
<https://www.youtube.com/watch?v=3kOafa1mW8>
- **Mindfulness Exercises for Everyday Life – Solent NHS**  
<https://www.youtube.com/playlist?list=PLFbeQITqQPGLAmNgKs0srX9Vau7mctFf>
- **5-Minute Crafts PLAY- a range of craft ideas. Please see link.\***  
[https://www.youtube.com/channel/UC57XAjJ04TY8gNxOWf-Sy0Q/playlists?disable\\_polymer=1](https://www.youtube.com/channel/UC57XAjJ04TY8gNxOWf-Sy0Q/playlists?disable_polymer=1)
- **Hobby lobby –a range of different hobby videos, with some videos for beginners. \***  
[https://www.youtube.com/user/hobbylobby/playlists?disable\\_polymer=1](https://www.youtube.com/user/hobbylobby/playlists?disable_polymer=1)
- **Woodland trust - 10 nature activities for kids if you're self-isolating at home.\***  
<https://www.woodlandtrust.org.uk/blog/2020/03/kids-nature-activities-self-isolation/>
- **Gardeners World- 10 ways to garden during self isolation.\***  
<https://www.gardenersworld.com/how-to/grow-plants/10-ways-to-garden-during-self-isolation/>
- **This girl can – a list of ideas for exercising at home and a YouTube link to Disney dance along videos\***  
<https://www.thisgirlcan.co.uk/activities/home-exercise/>  
[https://www.youtube.com/playlist?list=PLblqtunh34T0RaoTyPoQDtPLov5\\_tAcMx](https://www.youtube.com/playlist?list=PLblqtunh34T0RaoTyPoQDtPLov5_tAcMx)
- **NHS website- Gym-free workouts \***  
<https://www.nhs.uk/live-well/exercise/gym-free-workouts/>
- **Sport England- Tips on staying active while practicing effective social distancing and tips for staying active in self isolation\***  
<https://www.sportengland.org/news/how-stay-active-while-youre-home>

**\*Please be mindful of risks with some activities, a risk assessment may be necessary.**

Please also be aware that some activities are intended for children however they may still be of interest to adults.

(NB This fact sheet will be developed further and sent out as it is further populated)