

## FUSION: Introduction Questions

I am looking forward to meeting everyone! As we have planned a variety of activities I have a few questions to get to know you better to make this program a success for everyone. At every session we will be doing an activity or craft, have snacks and have a little something to take home. If you could take a few minutes to complete the following questions it would be much appreciated. Please email this back to me at \_\_\_\_\_

My name is:

My age is:

Someone will be coming with me (please check one): Y or N

Do you have any allergies we should be aware of?

Are there any snacks we shouldn't offer?

I really like (movies, music, Lego, crafts...):

I really don't like (loud noise, messy crafts, dogs...):

Is there anything else you can think of that will make this program successful?

Thank you for helping me to make Fusion lots of fun!

Signed: \_\_\_\_\_

## **Fusion Tips for Volunteers**

It is important to remember that people with disabilities are just like anyone else. They have their own strengths and gifts; likes and dislikes; goals and dreams; etc. Each person is an individual and although they may have their unique challenges, teens with disabilities are not too different from everyone else!

### **What is a developmental disability?**

According to Developmental Services Ontario, a developmental disability (DD) is

- present at birth or develops before 18 years of age;
- limits a person's ability to learn;
- is permanent;
- can be mild or severe.

### **How does a developmental disability affect a person?**

It may affect

- language skills,
- social skills
- physical development

It often means that it takes a person a little longer to learn or understand and may affect major life activities.

### **Communication Tips**

- Speak clearly and concisely.
- Avoid words that are not necessary to express your main message.
- Avoid two-part instructions or questions.
- Use visuals, body language, and/or gestures to express your message.
- After you speak, wait for the answer. It takes time for people to process your message and form an answer.
- If you have difficulty understanding, offer a pen or ask how the person says "yes" or "no".
- A person may use signs or have a communication device.

## **Sensory Issues**

- Sometimes people with special needs are sensitive to smells, sounds, textures in a stronger way. Be aware of what might create stress or anxiety and remove anything that might be overstimulating or offensive to a person's senses.

## **Fine Motor skills/Gross Motor Skills**

- Gross Motor Skills are larger actions that you might make with your arms, legs, etc. Running and jumping are examples of gross motor skills.
- Fine Motor Skills are smaller actions you might make with your hands or fingers. Cutting with scissors and writing are examples of fine motor skills

## **Supporting someone in an Activity**

- We all want to help, but we want to support the people in doing the activities themselves rather than take over
- If you sense there is frustration or stress over an activity, ask the person if they need help
- Try to give just the amount of help that allows the teen to complete the activity himself or herself.

**Have fun!**