Olivia Kolis

Name of Activity: Group Therapy

Type of modality	Validation Therapy
Type of play	Shared Cooperative
Interaction pattern	Intra-group
# of participants required	7-15
Equipment/supplies	Chairs for everyone to sit in. Speakers/Bluetooth to play music from computer or phone Refreshments for afterwards
Facilities required/environment	Activity should be done on a regular schedule in same room, and with the same set up to create a fixed and familiar environment so they build a routine and feel comfortable. Adequate space.
Precautions	Keep walkers and/or wheelchairs nearby in case patients need to leave for whatever reason.

Directions

1. Have everyone come to a designated room for the activity; such as a "living center" that holds recreational activities, a "family room" that is cozy and welcoming.
2. Have everyone sit in a chair (chairs will be placed in a circle).
3. Begin FIRST session by selecting roles: a "welcomer" to say a few words in the beginning of the session, a "songleader" to lead the songs, and a "thanker" to say a few words before closing.
4. Welcomer begins by greeting everyone and saying a few words.
5. Have everyone hold hands (if comfortable with doing so) and the songleader will cue the rest of the group to begin the song.
6. Have the group sing along with the chosen song – most will NOT have a difficult time with this and it will trigger familiar memories or feelings.
7. Each session talk about universal feeling areas such as "feelings of love, belonging, fear of separation, anger, struggle for meaning, or identity."
8. Try to continue discussion of topic for ~30-45 minutes.
9. After discussion comes to an end, the songleader will cue for a closing song.
10. The thanker will thank everyone for coming and will open the rest of designated time for refreshments.

Activity Analysis

Category	Skills
Primary body position	Dynamic sitting
Part of the body required	N/A
Movement	Dynamic sitting/standing.
Physical	Balance, motor control, dynamic sitting, static sitting, dynamic standing, static standing (all depending on topic).
Cognitive	Arousal/alertness, sustained attention, concentration, patience, development of relationships, respect, social space, memory (to an extent)
Social	Interpersonal/intrapersonal interactions, relating with equals, development of relationships, tolerance.
Perception	Auditory, sensory.
Communication/language	Reception and reciprocation of speech/body language, expression of speech.
Self-care	N/A
Psychological/emotional (possible)	Joy, guilt, pain, anger, fear, frustration.

How to Simplify the Activity
Divide residents based on cognitive or developmental functioning. Groups that exhibit a lower level of either functioning can be in a "classroom format" where they will attended regularly scheduled classes where residents will repeatedly be given reality information such as the time, date, or weather.

How to Make the Activity More Complex
Divide residents that display a higher functioning level in a "24-hour format" which includes a more complex interaction between staff and residents. Such as group work focused on guided conversations or word games. These sessions oftentimes will include an element of reality orientation.

Other Comments
Depending on what population staff is working with they can appropriately choose songs, clothing styles, popular celebrities, etc. that are most relevant to the age group to enhance the quality of a guided conversation.