



# Stained Glass Mosaic Kit Assembly Program Manual

Abbreviated Version

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## About Us

Rising Sun was created to offer multi-faceted art forms to guide personal growth and life skill development. Our mission is two-fold, to create an infinite circle of love and healing through thoughtful engagement in the **design and assembly of stained-glass mosaic art products.**

One part of this program is in the design of stained-glass mosaic suncatchers with older adults who have memory impairments. The design of this art product helped improve their dexterity, increased attention span, spatial reasoning, emotional resiliency and social engagement.

The other part of this program focuses on the assembly of these suncatcher kits, which includes a therapeutic process that fosters the development of functional life skills and coping strategies for youth and adults. In collaboration with Tufts University Boston School of Occupational Therapy, a program development study was conducted to analyze this assembly process and manualize this program.

**This activity is designed to optimize the health and well being of all!**

The purchase of kits contributes to locally based therapeutic programs.

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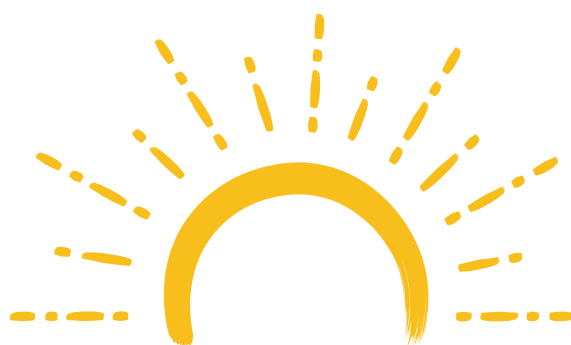
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## WELCOME & INTRODUCTION

Welcome to Rising Sun! **The mission of Rising Sun is to create an infinite circle of love and healing through thoughtful engagement in the design and assembly of stained-glass art products.** We strive to offer an arts-based experiential learning program for participants aged 16+ to learn critical life skills and coping strategies. In a safe, supportive, and predictable environment, we use multi-faceted art forms to guide personal growth and develop participants' pre-vocational and vocational life skills. The beauty of stained-glass mosaic art is that it is the art of imperfection. We're not trying to fix or change participants but offer a meaningful creative experience where they get to learn, grow, and thrive.



Our program is specially crafted with an occupational therapy approach, emphasizing accessibility, inclusion, and community. By combining therapy with art, participants gain practical tools to positively transform their lives and lay the foundation for self-discovery. Engaging in this program helps build lasting relationships and equips participants with skills for future work and academic endeavors.

Guided by program facilitators, participants will engage in a structured assembly process. This involves preparing the glass, creating the mosaic art kits, and participating in a reward system. These completed kits are then distributed to various programs and centers within and beyond the community. Throughout the program, participants are encouraged to connect with others in their community, sharing their work and experiences. Whether through visits to memory care centers or selling their creations at fairs, this engagement fosters a strong sense of belonging. For more information about other Rising Sun programming, see Appendix A.

This manual is designed for program facilitators and coordinators. It offers an overview of the program's evidence-based benefits, instructions for running the program, and additional resources to support facilitation. While rooted in occupational therapy principles, the program is inclusive and welcomes all facilitators interested in guiding participants through this transformative experience. Additional information and resources related to the program can be found in the Appendices. There are supplemental resources for participants.



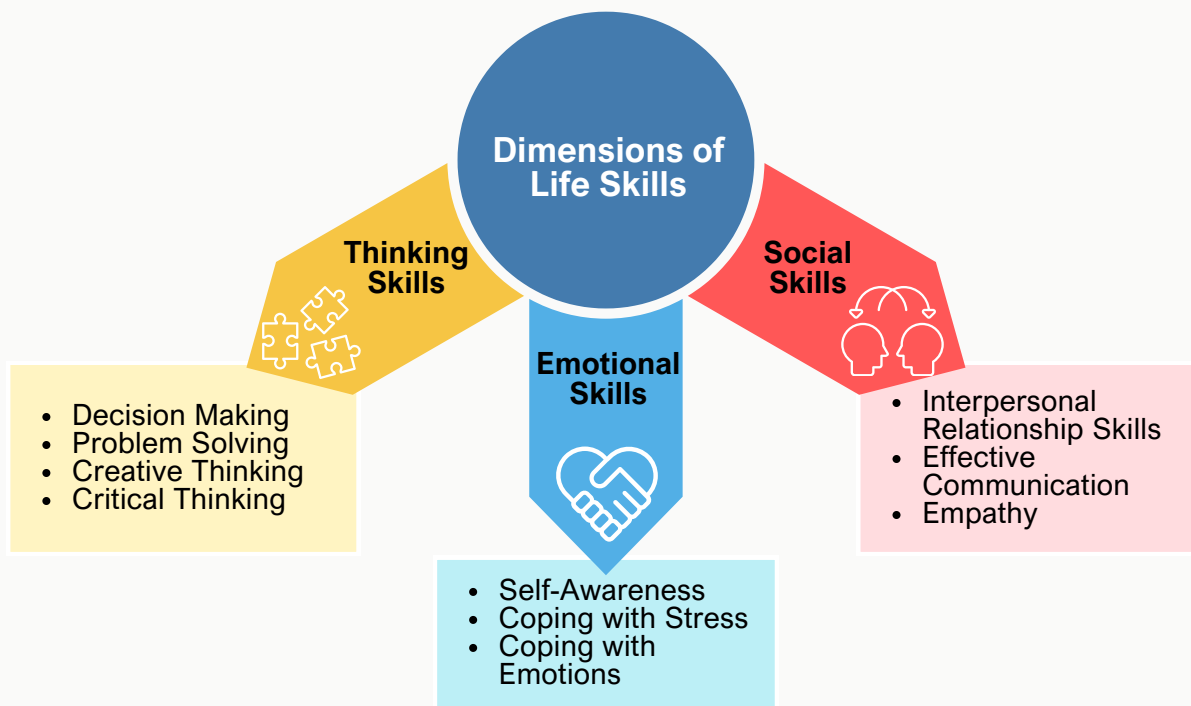
## BACKGROUND

Rising Sun aims to offer an arts-based vocational skills program that helps participants develop practical life skills and coping strategies. By assembling stained-glass art kits, participants learn essential skills for school and work. This includes thinking, motor, communication, emotional, and planning skills. This program draws inspiration from the origins of occupational therapy but applies it to modern times, helping participants build a solid foundation of life skills and coping strategies for their future self-discovery.

In occupational therapy, "occupations" are the everyday activities people do on their own, with others, and in their communities that bring meaning to their lives (Boop et al., 2020). These activities include daily self-care, work, play, sleep, and social participation. Each person approaches these tasks differently. If a client or community has challenges participating in their meaningful activities, an occupational therapist will support them in either providing adaptations to the task or environment, or help develop or relearn skills to be successful in those occupations. Often times for emerging adults, therapists will focus on the development of life skills and coping strategies for future academic and vocational endeavors.



Life skills help people deal with daily challenges and enhance their ability to adapt and engage in important activities. These skills are divided into three main categories: thinking, emotional, and social (See Figure 2). These psychosocial and people skills help people make informed choices, communicate efficiently, and manage their well-being (UNICEF, 2005) (See Appendix I for more information). However, many young adults face various emerging environmental, social, political, and cultural issues affecting their physical and mental health. Unfortunately, they often lack opportunities to gain experience and practice these important life skills, which can help them handle everyday demands better (Prajapati et al., 2017). Occupational therapy aims to aid individuals in being independent and actively participating in their daily activities, including developing these life skills.



**Figure 2 Dimensions of Life Skills** Adapted from Prajapati, R., Sharma, B., & Sharma, D. (2017). Significance of life skills education. *Contemporary Issues in Education Research (CIER)*, 10(1), 1-6.

When occupational therapy began, it was influenced by the arts and crafts and curative occupation movements (Christiansen & Haertl, 2019). The basic principles of the arts and crafts movement valued “authentic experiences, natural processes of construction, and quality of life” (Bathje, 2012). Treatment focused on combining the therapeutic benefits of participating in creative activities and meaningful occupational participation with selling their products (Levine, 1987). However, the use of arts-based interventions declined after the World Wars in favor of a biomedical perspective.

Despite this shift, there's strong evidence that arts-based interventions have therapeutic benefits. The historical link between arts and crafts and modern practice highlights the healing effects of creative activity participation (Perruzza & Kinsella, 2010). Creativity encourages involvement in daily tasks, boosts cognitive functions, enhances emotional well-being, promotes academic achievement, and facilitates the transition to adulthood (Plucker et al., 2004). As people creatively problem-solve and reason through challenges every day, having opportunities to be creative also supports the development of flexibility, self-expression, and health maintenance, essential skills to engage in meaningful occupations (Oven & Lobe, 2019). Experiential learning is a way to maximize the benefits of creative interventions.

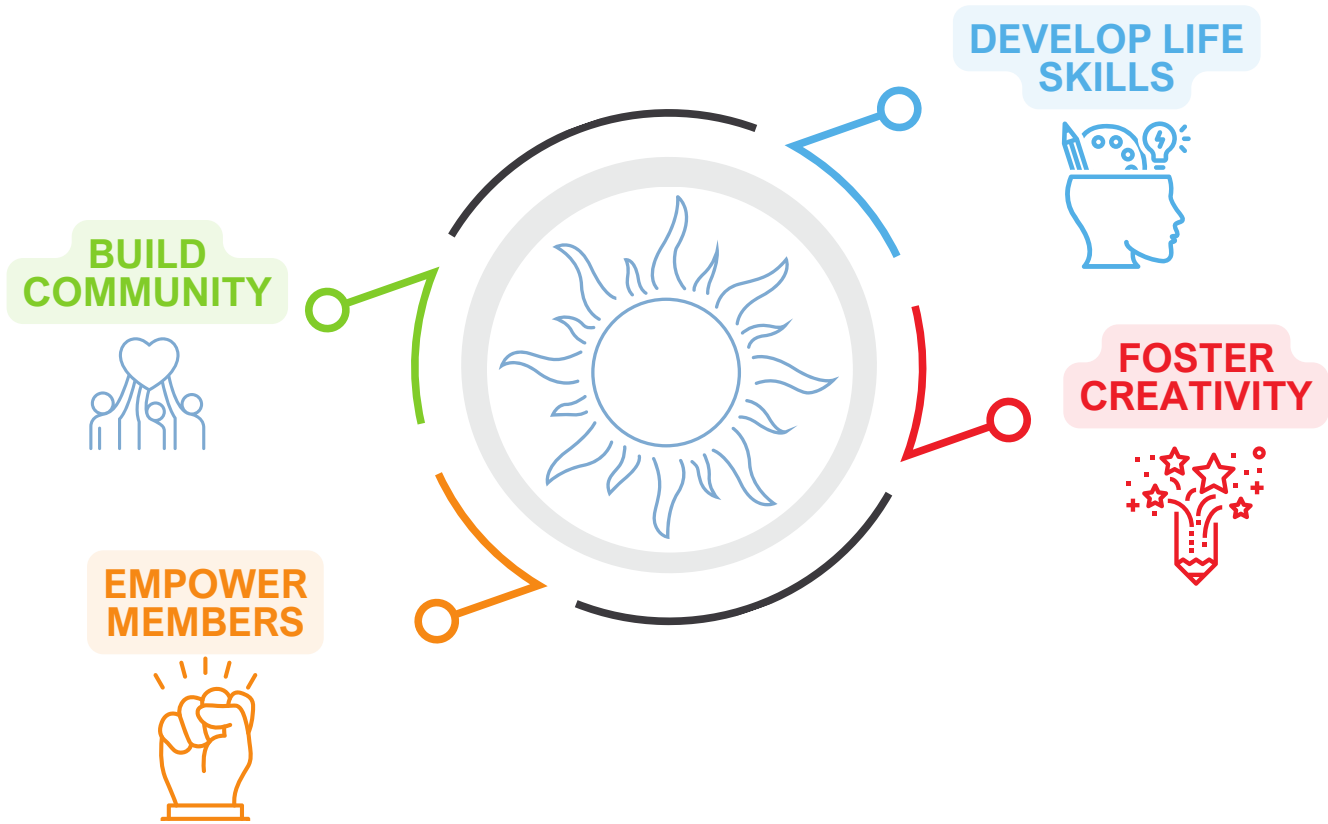


Experiential learning involves volunteering, work-study, simulations, and hands-on learning. These activities aim to promote learning through doing. This kind of learning brings benefits like better understanding, practical skills, persistence, community involvement, diverse perspectives, and professional connections (Coker & Poker, 2015). The new generation of learners and workers prefers hands-on, social, and collaborative learning for deeper understanding and stronger connections (McGlynn, 2005). These practical experiences can prepare people for future academics and jobs. Combining arts-based methods with work activities can help individuals see connections between their personal and professional identities (Meltzer & Schwencke, 2020). Especially now, during times of stress and trauma, offering programs that meet individual and community needs is crucial.

The following section covers the goals and values of the program before offering a brief overview of the theoretical foundations and the teaching learning philosophy that guides our program.

# GOALS, VALUES, & THEORETICAL FOUNDATIONS

## GOALS



**Build Community:** Community is crucial for learning. By offering chances for participants to learn together in groups and engage in activities with the larger community, we enhance their learning and let them practice and improve essential skills.

**Empower Members:** Boosting members' confidence leads to lifelong learning, better coping, and increased resilience. By making a safe and supportive environment, we encourage learning that focuses on empowering the learners.

**Develop Life Skills:** Life skills are wide-ranging abilities in thinking, emotions, and interacting with others. They help individuals in personal, work, and social aspects of life. These skills help people handle daily challenges and stress, and they encourage involvement in different activities.

**Foster Creativity:** Creativity is central to both this program and everyday tasks. It aids in solving tough problems, coming up with fresh ideas, and expanding people's thinking and viewpoints in the learning process.

See Appendix J for how these goals are accomplished within our program.



## VALUES



### BE LEARNER CENTERED

A learner-centered approach empowers students' confidence in existing skills, motivates learning new ones, and fosters active engagement for ownership of their learning process.



### CREATE A SAFE ENVIRONMENT

By conducting activity analyses and making environmental changes, we aim to foster an environment that helps participants retain a sense of safety with themselves and their connection with others.



### UTILIZE A GROWTH MINDSET

A growth mindset increases curiosity and encourages looking at mistakes as a learning opportunity. This helps participants increase their self-awareness and challenge any limiting beliefs or barriers they may be experiencing.



### ENHANCE SELF DETERMINATION

Supporting participants in working on life skills such as goal setting, decision-making, problem-solving, and self-advocacy sets them up for success in future academic or vocational opportunities.



### STRENGTHS-BASED FOCUS

Instead of focusing on deficits or failures, identifying participants' strengths boosts their self-esteem and confidence. It is a way to collaborate with learners to accommodate challenges and create inclusive learning environments.



### PRACTICE CULTURAL HUMILITY

Cultural humility helps create a community grounded in mutual respect. By reflecting and being open to learning, both facilitators and participants can build authentic relationships, engage in open communication, and develop trust.



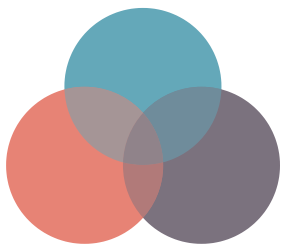
### PROMOTE JUSTICE & EQUITY

To support meeting the goals above, it is important to promote justice and equity for members within and outside of our program. We strive to advocate for the needs of our communities, make arts-based experiential education accessible to all, and expand the dialogue on justice in experiential education.

See Appendix K for how these values are reflected in our program.

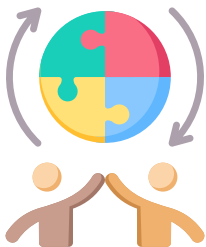
## THEORETICAL FOUNDATIONS

One of the key unique features of this program is that it is designed with an occupational therapy (OT) lens. With this lens, our goal isn't to change individuals or focus on deficits but to provide adaptations to their skills and the environment so they can fully participate in those occupations (For more information about the occupational therapy theory guiding this program, see Appendix L). In this program, we want to offer a safe, therapeutic environment for participants to meaningfully participate in the activities within the assembly process. There are four main theories and concepts that guide this program:



### **Person-Environment-Occupation (PEO) Model of Occupational Performance:**

This was developed to analyze and demonstrate the dynamic relationship between people, their roles and occupations, and the environments where they live, work, and play (Law et al., 1996).



### **Cultural Humility:**

This refers to a lifelong process where individuals learn about other people's culture by first examining their own beliefs and identities (Yeager & Bauer-Wu, 2013).



### **Universal Design for Learning:**

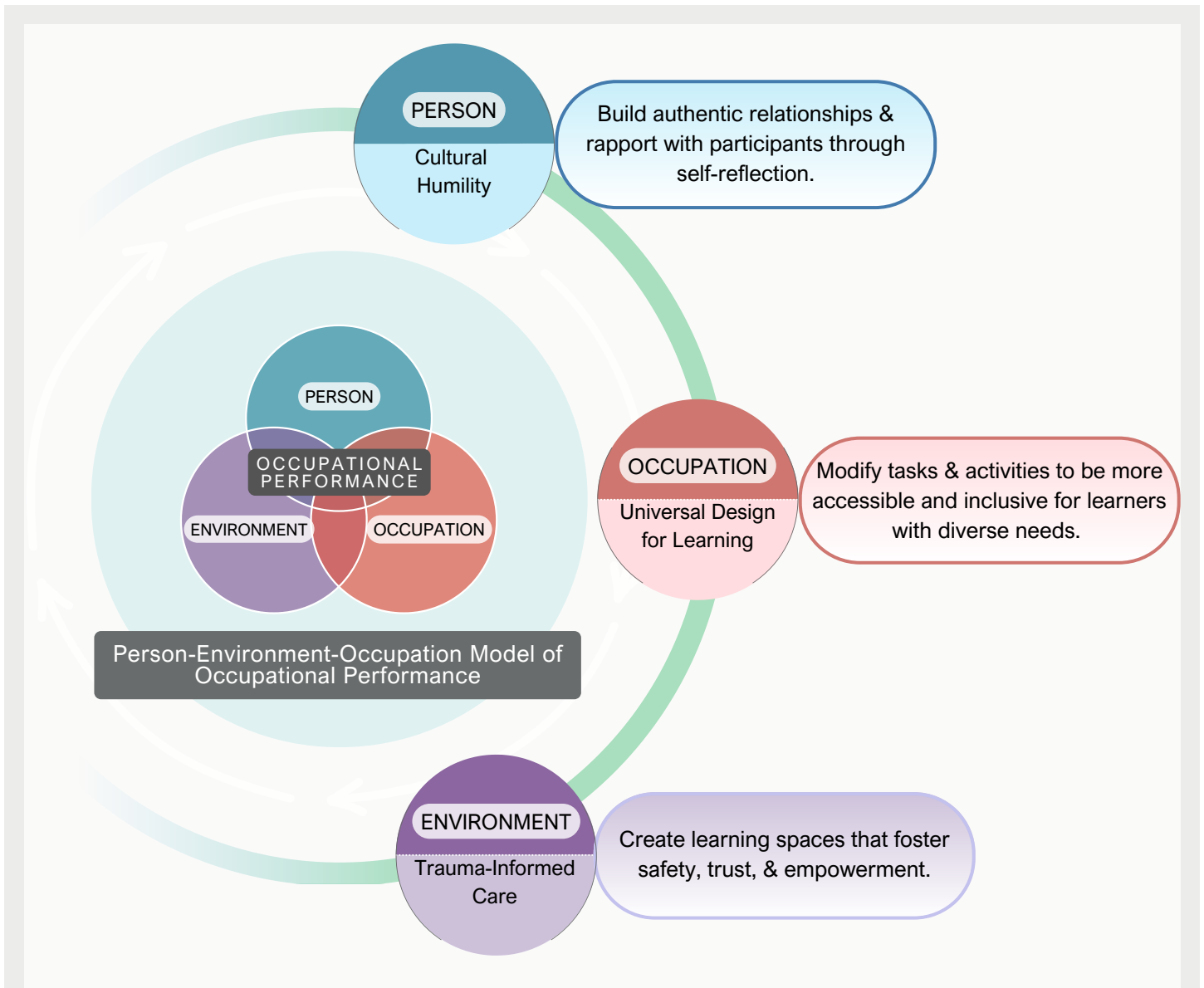
This is a general education initiative create to support diverse learners in becoming strategic, skillful, goal-directed, knowledgeable and motivated to learn more (Waitoller & King Thorius, 2016).



### **Trauma-Informed Care:**

This involves providing services and creating systems to avoid re-traumatization, and promote health and healing (Poole, 2013).

Figure 3 demonstrates the intersection between the four main concepts and theories (PEO model, cultural humility, universal design for learning, and trauma-informed care) that guide this program.



**Figure 3 Connecting the PEO Model with Cultural Humility, Universal Design for Learning, & Trauma-Informed Care**

## TEACHING LEARNING PHILOSOPHY

Our goal is to create learning spaces that are safe, empowering, and open to everyone, including both participants and facilitators. We recognize that people have different ways of learning, so we aim to customize our program to suit their learning preferences. This might involve adjusting the environment, the social aspects, or the tasks themselves to help participants practice their current abilities or learn new ones.

Experiential learning naturally caters to various learning styles, but we want to take it further by incorporating the universal design for learning principles. This means considering the "why," "what," and "how" of learning to better support a diverse range of learners. Our main focus is on highlighting the strengths and potential of our participants rather than their limitations. Our program's main goal is to give participants chances to show their self-determination and build resilience.

To provide the best support, we will use trauma-informed and culturally responsive approaches. We'll be flexible and understanding, adapting to the needs of each individual. In creating these interactive and learner-centered spaces, we'll collaborate with participants to create guidelines that encourage group learning and development. Ultimately, we aim to revolutionize education by offering interactive learning settings that change how people learn, improve the overall learning journey, and teach important skills.





## FACILITATOR RESOURCES

### IDENTIFYING ROLES FOR FACILITATORS & PARTICIPANTS

When in a group, it's crucial to assign roles for all members. For facilitators, this supports their role to guide learning and promote engagement. It helps them find the relevant resources students need to succeed. For students, it encourages active participation and collaboration with others. Overall, identifying roles ensures safety and a therapeutic environment for all.

**For facilitators, these are some roles that have been identified followed by examples of how you can demonstrate it in the learning environment (Wurdinger & Carlson, 2009):**

Accept a student-centered role in the learning environment.	You can say, " <b>My goal is to support your learning development. Please let me know how I can help you achieve your goals today</b> ".
Highlight strengths and support students in identifying experiences they're interested in.	You could say, " <b>You've been doing a great job sorting the glass, I wonder if you'd like trying to clean the dirty pieces?</b> ".
Connect learning objectives to activities and ensure that students' responsibilities are clear.	You can say " <b>Today we're going to be prepping glass for stained glass mosaic art kits that will go to community members who have trouble remembering things</b> ". Show a completed suncatcher as well!
Share personal reflections with students to let them know you're also learning.	You can say, " <b>I've learned something new today too. That was a unique and efficient way to clean the glass. Thank you for sharing.</b>
Provide any relevant resources to help students succeed.	You could say, " <b>This color organizer might help you sort the glass easier. Why don't you give it a try?</b> "
Allow opportunities to problem-solve solutions independently.	You could say, " <b>I noticed you were having some challenges with chipping the glass. What type of support do you think you need to be successful with this?</b>



**For students, these roles have been identified for students engaged in an experiential learning program (Bartle, 2015):**

Students are encouraged to recognize their freedom in the learning environment to skills and grow while learning.

Students might face tough situations and are advised to learn from their mistakes through collaborative problem-solving.

Students should reflect about their learning experiences, find their strengths and areas to improve, and understand that the learning process is as vital as the content and skills they're gaining.

## CREATING GROUP LEARNING AGREEMENTS

Group learning agreements support creating inclusive and welcoming learning environments. It is a foundation for productive collaboration, effective communication, and clear expectations for all members. We encourage participants and facilitators to follow these guidelines, but also collaborate to modify it to best fit the groups' needs. A group learning agreement handout can be found in Appendix F.

- 1. Help foster an environment of trust & safety.**
- 2. Listen carefully and try not to interrupt - even if you're excited to respond!**
- 3. Hear others with an open mind.**
- 4. Honor confidentiality.**
- 5. Be kind to others.**
- 6. Show respect for others and use their preferred names and pronouns.**
- 7. Lean into discomfort, it helps you grow.**
- 8. Be curious and do your best.**



## OFFERING EFFECTIVE FEEDBACK

Providing feedback to participants is crucial as program facilitators. Constructive and helpful feedback supports participants' growth and skill development during experiential learning. It also keeps the learning environment safe and collaborative. When giving feedback, remember these points (Forbes, 2017; Krakoff, 2022):

**Establishing trust:** Having a trustful relationship with participants helps them accept and implement your suggestions.

You could say **“I appreciate everything you’re doing with our group, and I believe you’re learning and developing a lot of skills!”**.

**Balancing the positives and negatives:** Maintaining a balanced perspective is important, as it helps continue to maintain trust and motivate participants.

You could say **“I’ve noticed that you’ve been doing a great job doing the glass preparation, but I wonder if you want to spend some time working on gathering materials for assembly too?”**

**Being specific:** Focus feedback on specific, meaningful details on how participants are doing well or can improve.

Rather than just saying “good job!” you could say **“You did a nice job sorting the glass into different colors”**

**Providing consistent feedback:** As you develop trust with participants, learn their feedback preferences and be consistent in timing and frequency. Even though people may like different types of feedback, make sure you're giving everyone fair and equal feedback.

For example, some participants may prefer to debrief feedback at the end of the session while others may want real-time feedback throughout the assembly process.

**Maintaining collaborative communication:** Feedback shouldn't be one-way. Encourage participants to share their thoughts on how the program is going. Work together to find solutions based on the feedback you talk about.

You could say **“I’ve noticed that you’ve been having some challenges with chipping the glass, and I was wondering if you’d like to discuss some strategies to support you with this task?”**





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# APPENDICES

## APPENDIX A RISING SUN PROGRAM PROMOTIONAL MATERIALS



### STAINED GLASS MOSAIC SUNCATCHER™ KITS A GIFT OF COLOR AND LIGHT

*Our mission is to create an infinite circle of love and healing through thoughtful engagement in the design and assembly of stained glass art products.*

Rising Sun was created to offer memory impaired individuals a hands-on, therapeutic, **failure free, reusable**, stained glass mosaic art experience. In collaboration with *Tufts University School of Occupational Therapy*, a feasibility study demonstrated improvement in dexterity, increased attention span, spacial reasoning, emotional resiliency and social engagement. **This activity is designed to optimize the health and well being of all!**

A detailed instructional manual which breaks down each segment of the activity to meet each participants needs is also available.

The **manufacturing** of the stained glass mosaic kits also includes a **therapeutic** process that supports the development of functional life skills for challenged youth and adults.

*The purchase of kits contributes to locally based therapeutic programs.*



#### TESTIMONIALS:

*"Creating a Sun Catcher is a wonderful activity for seniors of all abilities. The act of creating adds joy to their day. Creating the Sun Catcher with a group brings camaraderie and great conversations."*

~ Gwen Morgan, Retired Director of Social Programs Edgewood Retirement Community, North Andover, MA

*"The best part about making the Sun Catchers are the resident's attention to detail. It's interesting to see how each person uses the different glass colors and shapes. Every time it is something new, always beautiful and original."*

~ Hillary Gunniss, Program Assistant, Salem, MA

~ Testimonials from Participants at Avita of Newburyport, MA, a memory care facility:

*"The class was the perfect level for me to do."*

*"I love the class and the colors where I can move all the colors around. It's my kind of thing. I love hanging them in my room."*

*"I like the class. It makes my brain work and I like to create things. I love taking them home and showing my family."*

#### KIT INCLUDES:

- Real glass pieces which offer infinite color combinations and patterns.
- Plexi-glass, non-toxic water soluble glue, and string for hanging.
- BULK PRICING AVAILABLE



BUILDING STRONG FOUNDATIONS FOR BRIGHTER HORIZONS

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## STAINED GLASS MOSAIC SUNCATCHER™ KITS A GIFT OF COLOR AND LIGHT

*Our mission is to create an infinite circle of love and healing through thoughtful engagement in the design and assembly of stained glass art products.*



### THE BENEFITS OF WORKING WITH SUNCATCHERS:

- Stimulates and develops imagination and critical thinking for people of all ages.
- Great individual or group activity.
- Provides a natural vehicle for learning.
- Plays a central role in cognitive, fine motor, language, and social-emotional development.
- Strengthens problem solving skills.
- Helps size and shape identification and color recognition.

### A GREAT IDEA FOR:

- Camp Activity
- Holiday Gifts
- Stocking Stuffers
- Handmade keepsakes for family and friends.
- Grab Bags
- Party Activities
- Scout Badges
- Fundraising Programs

A gift that keeps  
on giving.

At Rising Sun we offer quality craft kits at an affordable price.

### KIT INCLUDES:

- Real glass pieces which offer infinite color combinations and patterns.
- Plexi-glass, non-toxic water soluble glue, and string for hanging.
- Easy step-by-step instructions.
- No tools or baking required.
- Standard and custom kit options.
- BULK PRICING AVAILABLE

The **manufacturing** of the stained glass mosaic kits includes a **therapeutic** process that supports the development of functional life skills for challenged youth and adults.

*The purchase of kits contributes to locally based therapeutic programs.*

*Play is a way to enhance development.*

*The arts are a natural vehicle for play!*



To order or explore other mosaic options, please contact Leslie Doherty, MS, OTR  
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## APPENDIX I LIFE SKILLS DIMENSIONS & DEFINITIONS

**Decision Making:** Identifying and choosing from various choices based on personal values, beliefs, and goals. Involves defining problems, determining requirements of practical solutions, establishing goals, and identifying alternatives.

**Problem Solving:** Thinking process where people use their personal knowledge, skills, and understanding to manage unfamiliar situations and deal constructively with challenges.

**Creative Thinking:** Ability to understand problems and redefine them to find new, innovative solutions. Involves originality, fluency, and elaboration. Contributes to both decision-making and problem solving.

**Critical Thinking:** Reflective thinking focused on deciding what to believe or do. Involves organizing information, analyzing ideas, and evaluating various arguments.

**Self-Awareness:** Recognition of self in regard to character, strengths, weaknesses, desires, and dislikes. Helps recognize various emotions and understand when feelings of stress or negative emotion arise. Supports effective communication and interpersonal relationships.

**Coping with Emotions:** Involves recognizing emotions in ourselves and in others and being aware of how emotions influence behavior. Ability to respond to emotions appropriately or being aware of strategies needed to cope with intense emotions.

**Coping with Stress:** Involves recognizing sources of stress and understanding how it impacts well-being. Ability to find methods of reducing sources of stress through healthy stress management strategies and self-care.

**Interpersonal Relationship Skills:** Helps with interacting with others in positive ways. Ability to understand when people are positive social supports or when to end relationships constructively.

**Effective Communication:** Ability to express self to others in either non-verbal or verbal methods. Helps to express opinions and desires, but also needs and fears. Supports interpersonal relationship skills.

**Empathy:** Ability to share other people's feelings and understand their world view and perspectives. Helps with understanding and accepting people who may be different from ourselves and supports meaningful interpersonal relationships.

Adapted from Davis, B. T. (2021). Life Skills: Definition, Examples, & Skills to Build.; World Health Organization (1997) Life Skills Education for Children and Adolescents in Schools. Geneva, Switzerland: World Health Organization.

## APPENDIX L THEORETICAL FOUNDATIONS

One of the key unique features of this program is that it is designed with occupational therapy (OT) values, theories, and frameworks. We support individuals, groups, and communities in participating in the daily activities and occupations that are most meaningful to them. Our goal isn't to change individuals or focus on deficits but to provide adaptations to their skills and the environment so they can fully participate in those occupations.

We specialize in conducting activity analyses, where we look at every aspect of an occupation and consider the facilitators and barriers. Here, we will discuss how program facilitators can use the Person-Environment-Occupation (PEO) model of occupational performance to develop and create a therapeutic environment for participants.

### Person-Environment-Occupation Model

The Person-Environment-Occupation (PEO) model of occupational performance was developed to analyze complex occupational challenges. The model is visually demonstrated as a Venn diagram (See Figure 4). Each domain has its circle in the diagram, and the interaction of the three represents occupational performance.



**Figure 4 Venn Diagram Model of the Person-Environment-Occupation Model** Adapted from Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The person-environment-occupation model: A transactive approach to occupational performance. *Canadian journal of occupational therapy*, 63(1), 9-23.



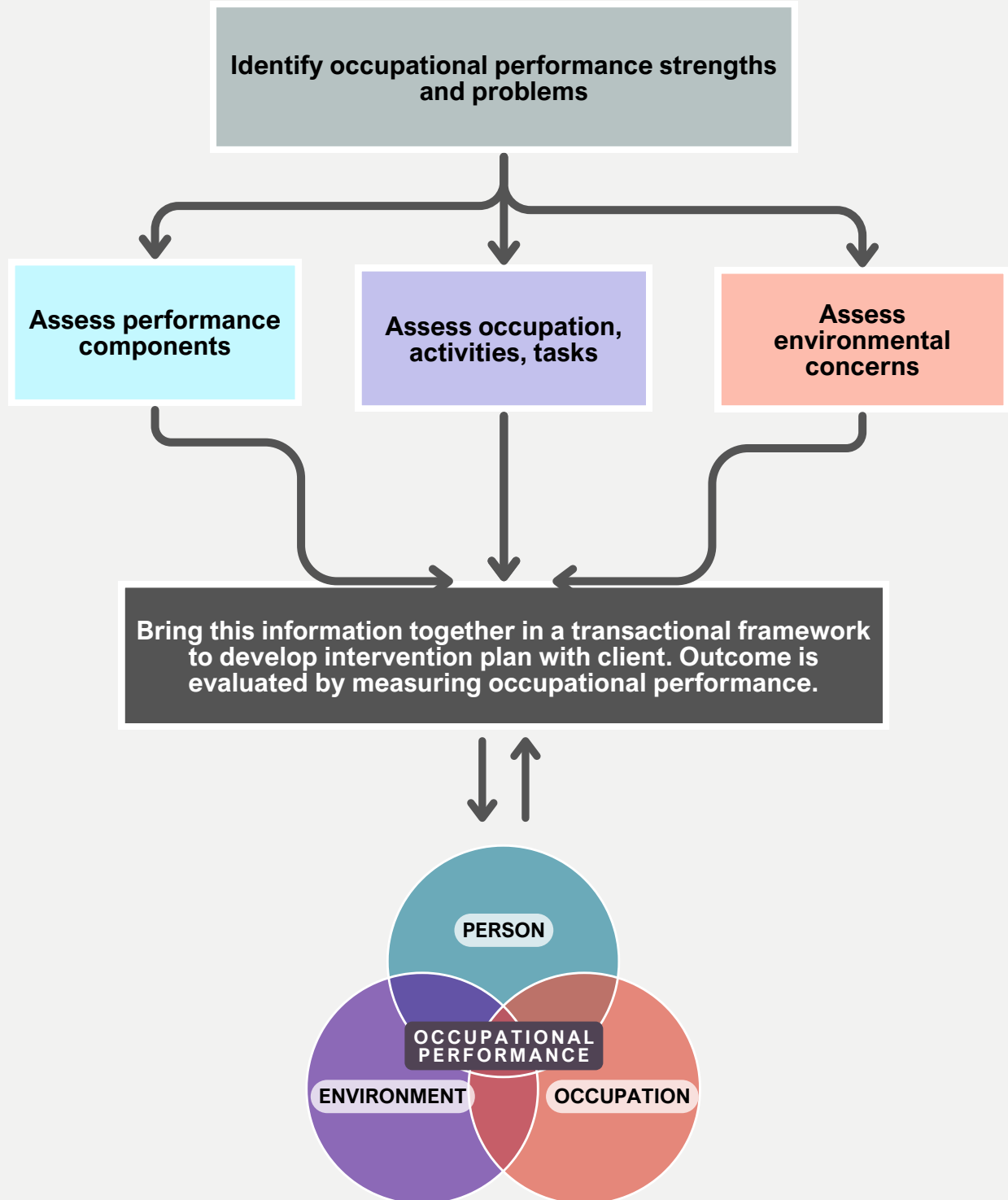
At any time, people may experience internal or external changes impacting the three dimensions (Law et al., 1996). As personal skills develop, environments evolve, and occupational priorities shift, so do occupational performance. These dimensions continuously and dynamically interact across time and space to maximize or minimize optimal performance (Strong et al., 1999). Using this framework, we can use it as both assessment and intervention to help participants identify strengths and challenges with occupational performance and address them by developing or refining skills, adapting to the environment, or modifying the task.

Each aspect of the PEO model is defined below (Law et al., 1996):

- **Person:**
  - A unique being that assumes various roles simultaneously that vary across time and contexts. They hold abilities related to motor, sensory, cognition, health, etc.
- **Environment:**
  - This doesn't just include the built environment but also consists of the cultural, socioeconomic, institutional, political, and social aspects.
- **Occupation:**
  - These are clusters of meaningful activities and tasks that people do to meet intrinsic needs for self-maintenance, expression, and fulfillment.
- **Occupational Performance:**
  - This is the outcome of the transaction between the person, environment, and occupations. It's the dynamic experience of people engaged in purposeful occupations within an environment.

## PEO Model Application Framework

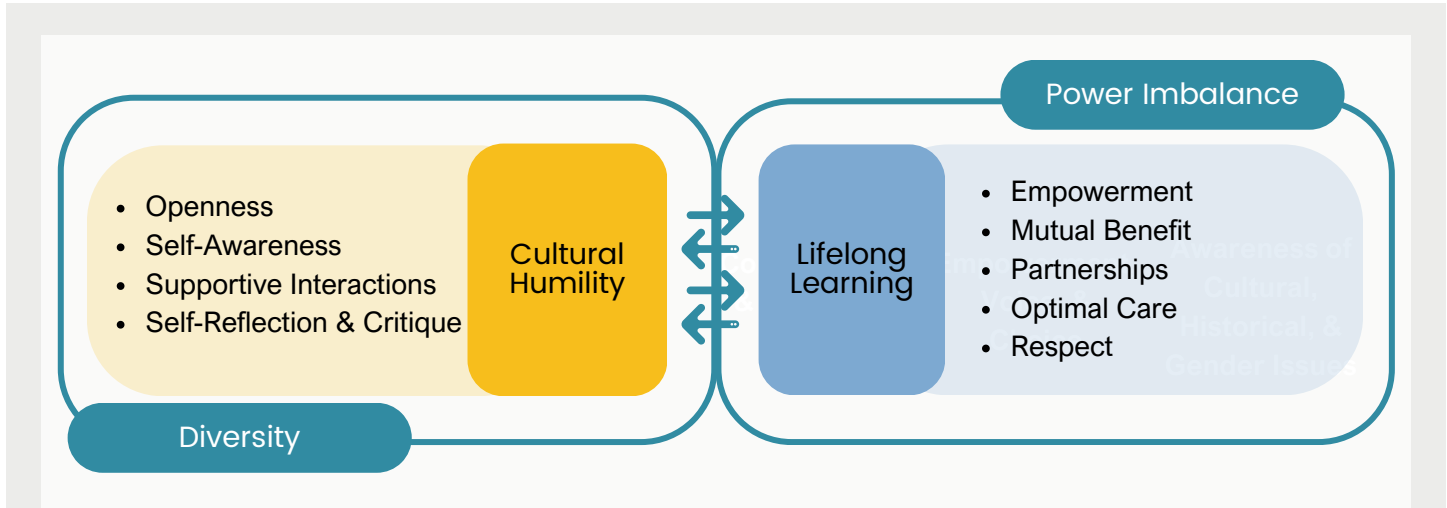
We want to create an accessible and inclusive environment that supports individual skill development with inherently therapeutic activity. The PEO Model Application Framework can help facilitators do this.



**Figure 5 PEO Model Application Framework Note.** Adapted from Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The person-environment-occupation model: A transactive approach to occupational performance. *Canadian journal of occupational therapy*, 63(1), 9-23.

## Cultural Humility

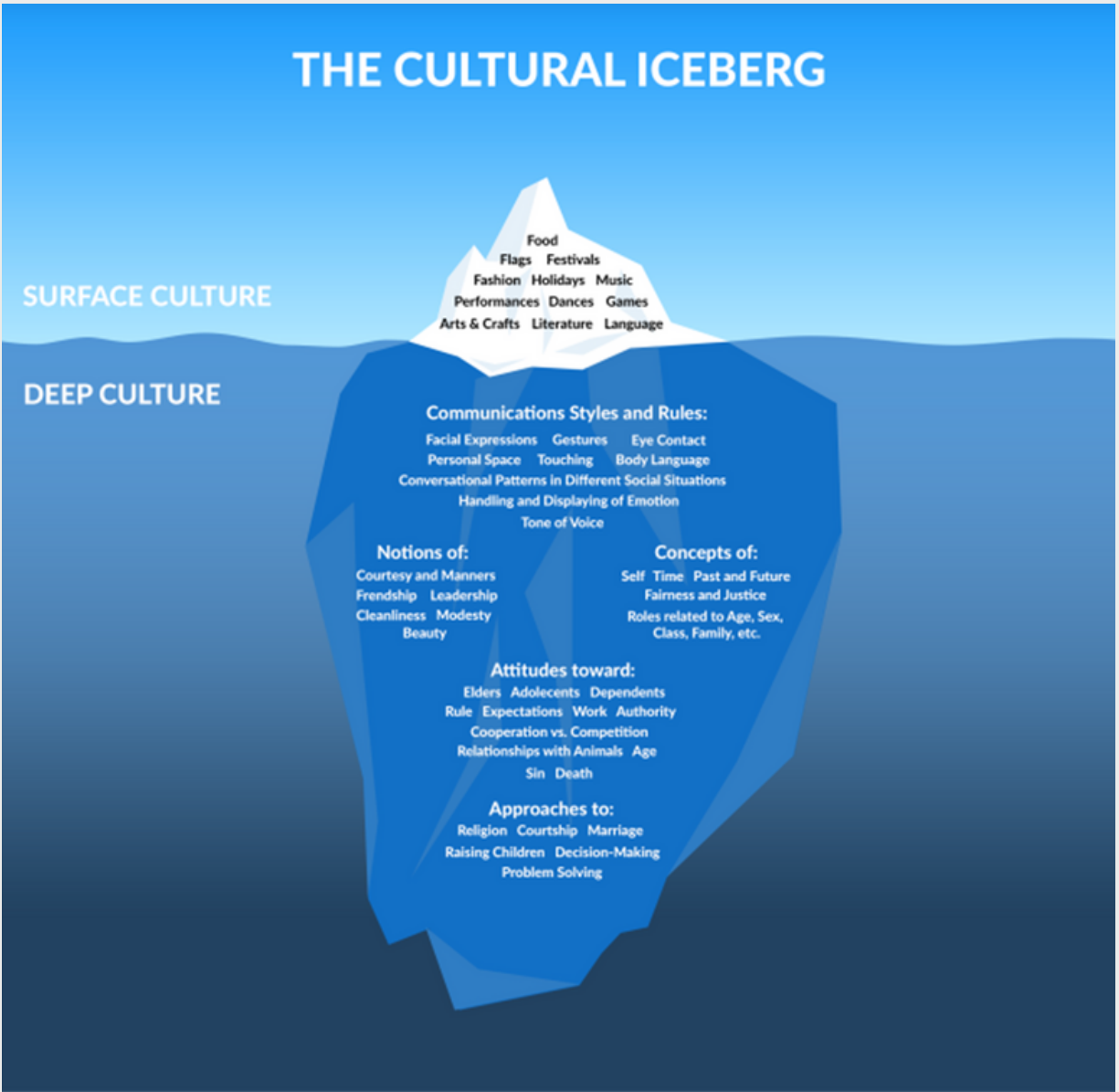
Being aware of cultural considerations when working with participants is important when facilitating any program. Striving to be culturally humble further supports trauma-informed care practices. It also helps improve cultural sensitivity and the relationship we have with our communities (Anderson, 2022).



**Figure 6 Diagram Representing an Analysis of Cultural Humility** Adapted from Foronda, C., Baptiste, D. L., Reinholdt, M. M., & Ousman, K. (2016). Cultural humility: A concept analysis. *Journal of Transcultural Nursing*, 27(3), 210-217.

Understanding culture is complex, individuals and communities are diverse and unique. Rather than striving to understand every culture and nuance, it's important to commit to engage in a process of self-reflection. This process includes thinking about our personal identities, biases, and privileges. By thinking critically about our own identities, it helps create a more welcoming and inclusive environment for all members of the group.

Centering cultural humility supports this. Since culture can be complex, it's often demonstrated in the form of an iceberg. Often times people focus on the visible expressions of culture such as age, race, gender, etc. However, it's important to consider and think about the less visible expressions of culture such as roles, values, beliefs, attitudes, and more. While there are many representations of this cultural iceberg, there is a sample one below.



**Figure 7 Cultural Iceberg** From The Cultural Iceberg. (2016, February 27). [web log]. Retrieved July 8, 2023, from <https://sokokisojourn.wordpress.com/2016/02/27/the-cultural-iceberg/>.

## Trauma-Informed Care (TIC)

When people have experienced trauma or dealt with chronic stress, they have a more difficult time participating in activities. TIC is not a singular treatment or technique but is more about creating a system of services that avoids re-traumatization (Poole, 2013). The Substance Abuse and Mental Health Services Administration (SAMSHA) identified 6 principles of providing trauma-informed care (US Department of Health and Human Services, 2014):



**Safety:** Throughout the organization or program members feel physically and psychologically safe. They feel safe in their physical environment but also in interpersonal interactions. It's key to understand safety as defined by the participants and communities being served.



**Trustworthiness & Transparency:**  
The operations and decisions of organizations are done with transparency. The goal is to build and maintain trust with members within and beyond the organization.



**Peer Support:**  
This is an important aspect of all the principles and helps promote recovery and healing. Peer support helps build trust and enhance collaboration amongst members.



**Collaboration & Mutuality:**  
Healing happens in collaboration and partnerships with others by sharing power and decision-making. Recognizing that everyone in the organization has an important role in a trauma-informed approach, it is important to partner and level any power differences.



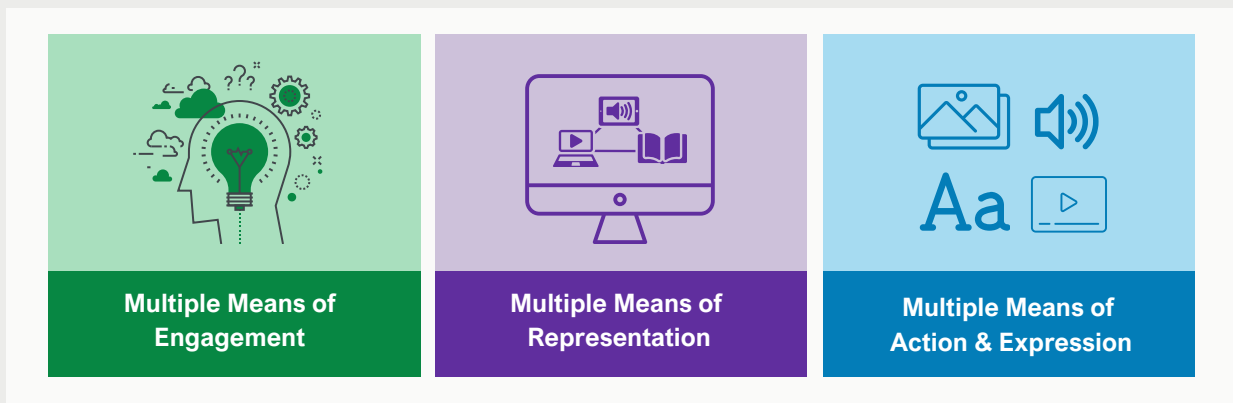
**Empowerment, Voice, & Choice:**  
Participant voices have to be centered within the organization and programming. It is important to recognize that every individual is unique and so is their recovery from trauma, and thus tailor experiences to support their recovery. Focus on what participants bring to the group, and empower them and their strengths, rather than emphasizing perceived deficits.



**Awareness of Cultural, Historical, & Gender Issues:**  
Understanding the role in how community and social issues impact trauma is important to move beyond stereotypes and biases and offer accessible and inclusive programs. It is important to highlight and value the diversity in communities and actively prevent re-traumatization.

## Universal Design for Learning (UDL)

Universal design for learning is a general education initiative integrated into other learning contexts like higher and experiential learning settings. With UDL, the aim is to change the task and environment to be more accessible rather than changing the learner (CAST, 2018). Guidelines offer suggestions about how it can be applied in various settings. Strategies of incorporating UDL programming include offering multiple means of engagement, representation, and action and expression.



**Figure 8 Principles of Universal Design for Learning**

This list of questions presented in Figure 9 represents each guideline in the form of a question and can help facilitators reflect about the ways the program can be adapted to fit learners needs.



## Think about how learners will engage with the lesson.



**Does the lesson provide options that can help all learners:**

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?

## Think about how information is presented to learners.



**Does the information provide options that help all learners:**

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?

## Think about how learners are expected to act strategically & express themselves.



**Does the activity provide options that help all learners:**

- act strategically?
- express themselves fluently?
- physically respond?

**Figure 9 Key Questions for UDL Implementation** From CAST (2018). Universal design for learning key questions to consider when planning lessons [graphic organizer]. Wakefield, MA: Author

