

TRAINER NOTES

Activity 1: Tolerating face coverings

EXAMPLES BELOW ALSO IN POWER POINT AND SESSION PLAN

- They may not understand the reasons for the face covering
- They may find it difficult to recognise people
- understanding
- Difficulty with making eye contact
- They may experience sensory challenges which make it hard to tolerate wearing a face covering; the new feelings of elastic over your ears, material across your face, or the heat caused by the mask can be uncomfortable and overstimulating

Activity 2: Coping with anxiety

Activity 3

Group discussion: face covering styles

Activity 5

Best Interest Decisions

ACTIVITY 6

CASE STUDY: SALLY

This case study can either be discussed in small groups or completed by individuals.

1)

DISCUSSION POINTS: Consider the Mental Capacity Act and a best interest decision;

Before deciding that someone lacks the capacity to make a decision, all practical and appropriate steps must be taken to help them make the decision themselves:

Provide relevant information - including choices such as different types of face

choices with her clothing for example. Slowly introduce different types of face coverings, maybe try a bandana, explain what you are doing when putting it on. Carefully observe for reactions.

Communicate in an appropriate way Sally already uses some objects of reference; introduce the face covering as a visual aid.

Maybe show Sally photographs of the pony club staff with and without a face covering on and explain that everyone wears one.

Make the person feel at ease consider the right environment, time of day does Sally tend to make more obvious choices in the morning for example.

Support the person who may be able to help? Who knows the person well?

2) You find that Sally is relaxed with a bandana face covering for a short period of time and a better period of

See if the shif
skills support her at pony club or staff to buddy up to get to know Sally better.