



2018/2019 Curriculum Review

DANI Day Program

Phone: (905) 889-3264

Website: www.dani-toronto.com

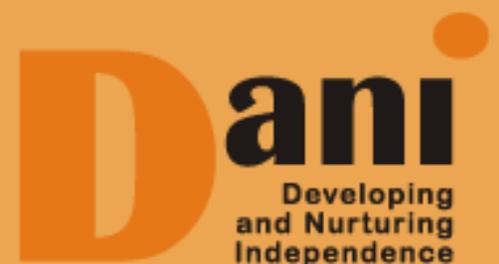


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1 | INTRODUCTION

Our mission at DANI is to create opportunities for adults with physical and/or cognitive challenges, to be able to participate fully as valued members of the community and enjoy a meaningful and dignified quality of life.

At the DANI Day Program, we strive to abide by two major educational philosophies: person-centered planning and a holistic approach.

According to the person-centered planning approach, each participant at the program has individualized goals derived from their own personal interests and skills. During the planning process, staff are committed to creating a program which is developed and constructed to support and align with those goals.

According to the holistic approach, we view each individual as a whole. We look to enhance and support the lives of our participants on multiple levels by providing diverse and wholesome programming.

This document is a result of the collaborative efforts of the DANI team. I would like to thank my wonderful colleagues for their care, dedication and commitment to creating engaging and innovative programs, that promote growth and enrich the lives of our participants. I would also like to thank our participants for being a constant source of motivation and inspiration for us to continue improving every day. A special thank you goes to Albina Magomedova, who played an essential role in editing and finalizing this review.



Tal Bar, M.Ed
Assistant Program Director
DANI

2 | CORE LEARNING AREAS

In conjunction with our educational philosophy, every activity that is implemented into our program works alongside one or more of our five core learning areas: Life Skills, Recreational Skills, Vocational Skills, Literacy, and Judaica.

2.1 LIFE SKILLS

These programs prepare participants for leading independent lifestyles and give them opportunities to improve problem-solving skills in real-life situations. DANI works hard to cultivate an environment where participants can be as independent as possible and work towards their long-term life goals within these programs. With these programs, we hope to provide our participants with the tools necessary to lead quality and independent lifestyles.

2.2 RECREATIONAL SKILLS

These programs allow participants to explore their various interests, passions, and hobbies in a fun and social setting. Recreational programs promote a lot of teamwork, social skills, and a healthy lifestyle. These programs create opportunities for participants to interact with their peers and experience different activities. In addition to the programs listed in this document, there are other recreational activities our participants take part in such as Zumba classes, LEGO, educational movies, and fun outings.

2.3 VOCATIONAL SKILLS

These programs encompass the DANI vision that promote community engagement and create opportunities for participants to partake in enjoyable and meaningful work. Within these programs, participants can work on and improve various vocational skills that will aid them in their work placements and vocational opportunities. These programs allow participants to feel valued as contributing members of the community.

2.4 LITERACY

These programs promote participant accessibility to information that brings them closer to reaching individual goals in relation to the DANI core values. The Literacy programs not only allow participants to advance in their independence, but they also help them to better interact with the community and their own social circles. Improving participants' comprehension allows them to better navigate the world around them. In addition, we are working with volunteers and a literacy specialist to provide individualized tutoring that helps participants meet their literacy goals.

2.5 JUDAICA

DANI is a Jewish organization that is a part of the Jewish community. The Judaica programs at DANI aim to enhance the knowledge and understanding of the values, history, traditions and culture of Judaism. Our Judaica lessons integrate traditional values with creative and fun methods that directly engage participants and nurture their spiritual fulfillment. Alongside these lessons, we practice a daily davening routine, and celebrate the Jewish holidays.

3 | AIM

The curriculum review process is aimed to serve a few purposes:

1. *Assessment* - The curriculum review is aimed to evaluate different aspects of the programs. This document sheds light regarding the areas of the programs which are successful, as well as those areas which require to be changed in order to improve the service we provide for our participants.
2. *Documentation* - The DANI program is being delivered ongoingly, and there has been an accumulation of programs and activities created and developed by the DANI staff over the years. The curriculum review can be used as a tool to ensure that up to date information, regarding our programs, is preserved and added to our own educational database.
3. *Consistency* - Since programs are occasionally delivered by replacement and relief staff, it is important to provide a clear description of specific objectives, settings and modes of delivery for each program. This document should be used as a resource to ensure programs are delivered with minimal changes whether implemented by original or replacement staff.
4. *Resource Management* - Staff, classrooms, vehicles and materials are resources required for program delivery. This document is intended to be a tool which can help to improve understanding of the specific program needs, and to enhance efficiency in allocation of our resources.

3.1 CURRICULUM REVIEW TEMPLATE

The process of curriculum review is one in which information regarding each program is collected and processed. Please see *Figure 1* below, which is the template used for data collection:

PROGRAM TITLE
Brief Overview: (What the program is about)
Time: (Day and time of the week)
Location: (Where specifically the program is taking place)
External Contact Info: (If applicable, the name/email/phone number of the person we network with)
Group Size: (Number of participants)
Staff: (Employed by DANI)
Support Staff: (Number of placement students, PSW's and/or volunteers)

<p>Vehicles:</p>
<p>Materials:</p>
<p>Program Description: (An objective description of the physical layout in which the program is being delivered, as well as the instruction method by which the program is delivered)</p> <ul style="list-style-type: none"> •
<p>Goals & Objectives: (The anticipated short and long term outcomes of the program)</p> <ul style="list-style-type: none"> • <p>Skills: (The applicable abilities which are being taught and worked on in the program)</p> <ul style="list-style-type: none"> • <p>Relevance to Goals: (The justification for creating each program, how much the program fits participants' individual goals relative to general day program goals)</p> <ul style="list-style-type: none"> • <p>Evaluation: (The ways in which staff assess whether program is meeting its goals)</p> <ul style="list-style-type: none"> •
<p>Successes: (Positive outcomes of the program in terms of participation, engagement, skills and knowledge acquisition and retention)</p> <ul style="list-style-type: none"> •
<p>Challenges: (Areas in the program that did not work well, which require to be addressed, reevaluated or fixed)</p> <ul style="list-style-type: none"> • <p>Suggestions: (Ways to improve the program in the future)</p> <ul style="list-style-type: none"> •

Figure 1. Curriculum review template.

4| Program Reviews - LIFE SKILLS

4.1 MAIDS IN MANHATTAN

Brief Overview: Participants practice cleaning as a life skill

Time: Tuesdays at 10 - 11 am

Location: Skills room & elsewhere

External Contact Info: n/a

Group Size: 3

Staff: 1

Support Staff: 1

Vehicles: n/a

Materials: Spray bottle, paper towels, broom

Program Description:

- Staff gathers the group and distribute tasks (e.g. wipe down light switches, door knobs, lockers, tables, sweeping, tidying etc.)
- Staff supervises and supports participants in their cleaning tasks
- Participants can request breaks and staff should ask participants when and if they need a 5-minute break.

Goals & Objectives:

- To teach participants effective and proper ways of cleaning and sanitizing so that they can use these skills in their home life and at future jobs.
- To help participants clean for longer periods of time without breaks
- To encourage participants to clean the next locker, door handle, or light switch with fewer prompts

Skills:

- Sanitizing
- Cleaning messes (e.g. garbage, paper, etc.)
- Sweeping

<p>Relevance to Goals:</p> <ul style="list-style-type: none"> • There are personalized goals (e.g. working without prompts, learning life skills) for the participants involved in the program <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluation takes place immediately after each area is cleaned, and staff will encourage participants to go over areas that were not done properly.
<p>Successes:</p> <ul style="list-style-type: none"> • Getting a strong sense of accomplishment when cleaning • Participants can clean for long periods of time without breaks and are quick at doing the tasks required for the program
<p>Challenges:</p> <ul style="list-style-type: none"> • Getting some participants to participate in the program and clean for long periods without a break • Lack of consistency in terms of group's responsibilities <p>Suggestions:</p> <ul style="list-style-type: none"> • The program will benefit from a restructuring of which participant is responsible for which specific task • The program would also benefit from finding participants who suit the program better and enjoy cleaning • To create a list of areas around the facility, which the group is responsible for cleaning/organizing on a weekly basis

4.2 GIRLS GROUP

Brief Overview: A group of female participants engage in activities in the community

Time: Mondays at 1 - 4 pm

Location: Community

External Contact Info: n/a

Group Size: 5

Staff: 2

Support Staff: n/a

Vehicles: 1 van

Materials: n/a

Program Description:

- This program focuses on social skills and building/increasing levels of independence while exploring the community and engaging in community outings (e.g. going to coffee shops, malls, the theatre, and attending community events).

Goals & Objectives:

- Improve social skills and social opportunities for the young women at DANI.
- Providing opportunities to increase independence (e.g. ordering a coffee independently, finding the washroom in a mall)
- Money-handling skills and learning to use a debit card
- Being integrated into the community and socializing with community members.
- Increasing self-awareness skills, and teaching proper personal hygiene, makeup and hair-styling

Skills:

- Communication skills
- Social skills
- Daily living skills
- Self-care skills
- Independent living skills

Relevance to Goals:

- Many of the participants have specific goals that can be taught and attained through this program.

Evaluation:

- Staff observation
- Participant feedback
- Feedback from family members

Successes:

- An increased level of independence
- Healthy social relationships that continue outside of DANI Program
- Promotes a healthy lifestyle and self-care skills
- Integrates DANI participants into the community
- A strong increase in money awareness skills and the ability to use a debit card
- The participants involved really enjoy the program

Challenges:

- Different functioning abilities of each participant
- STAT holidays falling on program day (Mondays)
- Insufficient time to complete all requested tasks by the participants while out in the community (e.g. buying soap, depositing paycheck)

Suggestions:

- New outings/locations
- Everything else keep as is

4.3 COOKING

Brief Overview: Participants work on recipes as a team

Time: Thursdays at 1:00 - 3:00 pm

Location: Program room and kitchen

External Contact Info: n/a

Group Size: 12

Staff: 3

Support Staff: 2

Vehicles: n/a

Materials: Bin of supplies and ingredients

Program Description:

- Group sits around 4 tables in the center of the program room with ingredients laid out on table
- A participant reads ingredients one at a time and everyone takes turns finding a specific ingredient from the table until all ingredients have been identified. Once the ingredients have all been identified, the group guesses what they think they will be making.
- Next, the group takes turns following the recipe. Tasks are assigned evenly, and support is provided as needed.
- Once the recipe is completed, a couple of participants are assigned to clean up and wash dishes (with support).
- Participants try the dish they made, sitting around the table.

Goals & Objectives:

- The main goal of this program is to enhance the participants' independence and confidence around food preparation.
- The participants get to practice the process of food preparation hands-on and learn to identify different ingredients.

Skills:

- Literacy skills (reading recipe and labels)
- Food identification skills
- Safety and usage of kitchen utensils
- Social skills
- Team work (taking turns, cooperation etc.)

Relevance to Goals:

- For some participants in the program, food preparation is a direct goal.
- For others who do not have a direct goal around food preparation, cooking is a personal interest of theirs.
- Also, the cooking program allows for an opportunity for participants to practice their literacy skills.

Evaluation:

- There is no formal mode of evaluation that takes place. However, the lead staff of the program assesses the effectiveness of the program, based on personal observation and feedback from other staff members and the participants.

Successes:

- Retention (recognition of common ingredients through repetition)
- Participation and engagement (lots of opportunities for each participant to be fully engaged)
- Builds competence and confidence in cooking techniques
- Encourages independence in a life skill
- Exposure to different types of foods
- High satisfaction and pride in final product (seeing through the entire process with a sense of accomplishment)
- Enjoyment in an educational setting that is hands-on and interactive

Challenges:

- Time frame; recipe's often take longer than the allotted program time, and there can also be long wait times while something is in the oven that needs to be filled with alternative programming
- Budget; ingredients can be deemed too expensive and recipes are often rejected which limits potential programming opportunities
- A list of upcoming ingredient needs is sent to management and printed out for the kitchen, yet oftentimes, ingredients needed are not bought in time or have been used up by the time they are needed for the class.
- Oven space in the kitchen; at times, the kitchen is being used for catering and the ovens are inaccessible to the program and adaptations have to be made in order for the class to proceed.
- Space to clean cooking supplies would be much easier if there was access to the sink in the kitchen however it seems to be bothersome for this to occur.

Suggestions:

- Students run impromptu mini programs during wait times
- Look into formalizing a budget for program
- Increase communication with management and make changes if necessary that take accountability into consideration.
- Increase communication with the kitchen to see what barriers there are in advance and problem solve ahead of time.

4.4 OUTDOOR RECREATION

Brief Overview: Learning basic skills regarding outdoor safety and activities

Time: Wednesdays at 11 - 12 pm (class) & 1 - 4 pm (practice)

Location: Morning portion in the program room, afternoon portion is outdoors

External Contact Info: n/a

Group Size: 6

Staff: 2

Support Staff: n/a

Vehicles: 1 van

Materials: Smartboard, art supplies

Program Description:

- Morning; the morning portion of this program is the theoretical part of outdoor recreation. In the program room, one table is placed in front of the Smartboard, and participants sit around the table facing the board. A staff member teaches a concept (e.g. outdoors sports and activities, equipment, Canadian geography and wildlife, maps and compasses, camping, first aid, outdoor safety, exercise etc.).
- Afternoon; the group goes out to different locations (e.g. York Region forest tracks, Bruce's mill, hiking trails and different locations appropriate for outdoors sports).
- Practice is related to theoretical concepts taught in the morning.

Goals & Objectives:

- To develop knowledge and gain experience related to outdoor recreation and leisure pursuits.
- To promote healthy and active lifestyles.
- Increase understanding of nature and the outdoors

Skills:

- Fitness, and healthy living
- Self-esteem
- Independence
- Outdoor safety

Relevance to Goals:

- For some participants fitness and active lifestyle are personal goals.
- Generally, staff recognized the benefits of outdoors activity and saw a need and opportunity in promoting various goals.

Evaluation:

- There is no formal mode for evaluation.
- Staff evaluate retention and application of learned theoretic material during the practical portion of the program. Additionally, retention is assessed through repetition and question asking

Successes:

- High engagement and active participation
- Sense of accomplishments through pushing perceived boundaries
- Knowledge retention of key concepts
- Increased quality of life and overall understanding of a healthy lifestyle
- Exposure to new experiences and forms of recreation

Challenges:

- Budget; some activities are extremely expensive and out of range for the program
- Physical boundaries; varying abilities amongst the group, and not enough budget friendly adaptive equipment
- Weather conditions

Suggestions:

- Increase budget so more opportunities would be available
- Increase number of participants in the program (would need more staff and another vehicle to pull this off)
- Research more adaptive equipment and find funding for it
- Snow tires on vehicles so that weather conditions are less of a boundary

4.5 WEEKLY SCHEDULES

Brief Overview: Preparing participants for the upcoming week

Time: Mondays at 10:00 - 11:00 am

Location: DANI program room

External Contact Info: n/a

Group Size: 11

Staff: 2

Support Staff: 3

Vehicles: n/a

Materials: White Bristol board, cards of weekly schedule pictures, and the times.

Program Description:

- Participants are divided into separate groups with staff, or a student, leading the groups and discussing the schedule for the week using pictures and asking questions.
- Participants place the correct picture that describes the program happening at the time that they are shown on the white Bristol boards.

Goals & Objectives:

- By constantly reviewing the weekly schedule, the participants should become familiarized with the DANI Day Program schedule.
- Improving the participants' knowledge of the schedule allows them to independently know what programs take place at DANI and which ones they are a part of.

Skills:

- Sequencing; improving their sequencing skills by placing days and times in order.
- Focusing skills
- Fine motor skills; picking up the pictures and laying them down on the Bristol board.

Relevance to Goals:

- Majority of participants have individual goals related to familiarizing themselves with their own schedules in order to promote independence.

<p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluation happens on a weekly basis to see how many participants remember the information from the previous week. • Unofficial evaluation from staff.
<p>Successes:</p> <ul style="list-style-type: none"> • Improvement in knowing when programs start and finish. • Improvement in participants' engagement; creating smaller groups allows staff to give undivided attention to each participant • Participants enjoy the program
<p>Challenges:</p> <ul style="list-style-type: none"> • Inconsistency in staff availability; limited staffing causes some issues since there is not always enough supervision and leaders for each group. • Time slot is too big for the actual program since we tend to finish early. <p>Suggestions:</p> <ul style="list-style-type: none"> • Expanding the program to last the full hour or shortening the time for the program • Changing up the program from time to time; due to the repetitive nature of the program it becomes somewhat boring. Even though the program requires consistency we can still provide the goal in a different manner and give more excitement to the participants.

4.6 INDEPENDENT LIVING

<p>Brief Overview: Participants learn/work on various life skills</p> <p>Time: Mondays at 10:00 - 10:45 am</p> <p>Location: Art room</p> <p>External Contact Info: n/a</p>
<p>Group Size: 5</p> <p>Staff: 1</p> <p>Support Staff: 1</p> <p>Vehicles: n/a</p>

Materials: Individual folders with worksheets, pens, occasional laptop use for videos

Program Description:

- Staff prepares a folder of worksheets for each participant in the group, using worksheets/activities that are found online or self-created
- Everyone meets around one table
- Staff presents a topic and leads a discussion using questions, activities, role play, etc. to help enhance participant comprehension
- Some weeks, worksheets are used with questions for the participants to answer. Staff and students work 1:1 or 1:2 to help the participants write their responses
- Participants are encouraged to ask questions and give real-life examples to demonstrate their understanding of the topic

Goals & Objectives:

- Prepare participants with skills needed to live independently
- Teach broader skills (e.g. social skills, problem-solving) needed to enhance independence in daily life and to be able to participate in the community and vocational settings
- Set personal goals and learn steps to follow through on the goals they choose
- Give tools to self-regulate and manage conflicts with others more effectively
- Improve relationships with peers by setting appropriate boundaries and improve comfort level expressing boundaries to others

Skills:

- Goal-setting
- Communication skills/social skills (personal boundaries, expressing emotions)
- Problem-solving
- Self-regulation

Relevance to Goals:

- Participants in this program have goals related to building on their independence
- Topics selected are based on the specific goals of the participants in the class
- Discussions incorporate questions and topics that are raised in the moment by the participants

Evaluation:

- Feedback provided during class discussions from both peers and staff
- Worksheets can be used for reference to assess comprehension and what topics need to be discussed
- Participants are able to give their feedback on the topics that are discussed by asking questions or suggesting topics they would like to talk about in the class

Successes:

- Strong engagement and participation from all participants in the class
- Good opportunity to work on specific skills outlined by parents or staff
- Level of material is a good fit for the participants currently in the class
- Some participants have shown a strong interest in the material and have offered to lead lessons for the rest of the group
- Participants seem very motivated to discuss real-life examples and experiences

Challenges:

- Timing; classes on Monday mornings are often affected by play rehearsals (may be cancelled due to full morning rehearsals, and shortened each week to accommodate the early start time for Drama)
- Space; currently using the art room, which is unavailable near the Art Show and often requires some clean-up before the class can begin.
- If art room is unavailable, there may not be other rooms available
- Can be difficult to support all participants during activities involving writing; it needs 1:1 support to be most effective

Suggestions:

- Class can be modified to accommodate other participants
- Would be helpful to have additional staff or students to help with 1:1 writing activities
- Staff should incorporate more activities/opportunities for the participants to take the lead on

5| Program Reviews – RECREATIONAL SKILLS

5.1 DRAMA

Brief Overview: Participants work on and rehearse for the annual DANI play

Time: Mondays at 11 - 12 pm & Tuesdays at 11 - 12 pm

Location: Program room

External Contact Info: n/a

Group Size: All available participants (approx. 23)

Staff: All available staff

Support Staff: All available support

Vehicles: n/a

Materials: Box of scripts (including pens, music USB stick), microphones (e.g. paint bottles)

Program Description:

- Every staff member is paired up with one or more participants for the duration of the play
- Pairings are casted accordingly for their parts in the play based on skill level
- Staff will sometimes lead drama activities to prepare participants for play practice
- All the program room chairs are laid out against the walls so that the center of the room is free for rehearsal
- Staff and participants are responsible to collect their scripts and be ready to start rehearsing
- The drama director instructs staff and participants on which scene/dance will be rehearsed (the director's assistant also helps with this)

Goals & Objectives:

- The long-term goals for this program are for participants to become more independent in knowing their cues and lines with minimal staff support
- In addition, the goals for participants include getting more comfortable being onstage, gaining confidence, and participating in a team-wide project.

Skills:

- Literacy skills; communication, oral, reading
- Gross-motor skills
- Problem-solving skills (knowing what to do and how to improvise if a line/dance move is forgotten)
- Ability to work independently
- Team-working skills
- Concentration skills (focusing and committing to a scene for long periods of time)
- Self-confidence

Relevance to Goals:

- Many of the participants in this program have goals in relation to being more independent and improving their communication and concentration skills

Evaluation:

- Feedback from parents is considered
- The production itself in its entirety

Successes:

- The participants very much enjoy play rehearsal and working with their staff
- Every year participants improve on their line memorization, and ability to confidently and eloquently present themselves on stage
- Parents are extremely happy see their kids on stage

Challenges:

- Sometimes staff struggle to stay focused during rehearsal
- Having staff and participants be prompt and ready to start rehearsal at its scheduled time
- On the day of the play, getting prepared for the next scene during curtains often takes up too much time
- Not having enough roles for every participant
- Not having enough staff to work 1:1 with all the participants

- Scheduling conflicts with the Literacy program (participants having to go in and out of play rehearsal)

Suggestions:

- Better communication and scheduling with literacy teacher during drama practices

5.2 DANCE

Brief Overview: Participants learn about and partake in different dances

Time: Wednesdays at 11 - 12 pm

Location: Garnet Williams Community Centre (GWCC) or DANI program room (depends on availability)

External Contact Info: n/a

Group Size: 16

Staff: 3

Support Staff: 4

Vehicles: n/a

Materials: Speakers, lap top, Smart board

Program Description:

- Chairs placed around the room with big space in the middle.
- Start off class with a variety of stretches (5 - 10 min)
- The name game (10 min)
- Begin dance routines; there is a pool of dances that participants have become familiarized with over the years that they dance in a specific order (15 - 20 min)
- Routines are listed on Google drive for communal access
- Finish dances with some breathing exercises to cool down (3 min)
- The participants are given the opportunity to stand in front of the class and put on an individual performance (10 - 15 min)
- Transition back to DANI (5 min)

Goals & Objectives:

- The goal is to provide an opportunity to increase physical activity and improve fitness.

Skills:

- Movement, and music skills
- Social skills

Relevance to Goals:

- Most of the participants in this program have goals related to physical activity or social skills.

Evaluation:

- Currently there is no evaluation process in place; the program is mostly evaluated by staff observations.

Successes:

- Participants have become very familiar with the dance routines and are open to somewhat independently perform them without much assistance from staff.
- Many participants show excitement when it comes to the name game activity.
- We have observed growing respect from the participants to those who perform at the end of the class.

Challenges:

- Inconsistency in level of engagement.
- Delays due to the room at GWCC being locked or the room not being set up properly.

Suggestions:

- More age appropriate dances and songs
- Create own dance routines with modified moves that we can teach to the class
- Change the “name game” to be more versatile/challenging.

5.3 SWIMMING

Brief Overview: Swimming in the community

Time: *Mondays* at 1 - 3 pm & *Wednesdays* 1 - 3:30 pm

Location: *Monday* = Garnet Williams Community Centre (GWCC) pool
Wednesday = Schwartz/Reisman Jewish Community Centre (JCC) pool

External Contact Info: n/a

Group Size: *Monday* = 5 *Wednesday* = 8

Staff: *Monday* = 1 *Wednesday* = 2

Support Staff: *Monday* = 2 *Wednesday* = 3

Vehicles: *Monday* = n/a (1 van if going to JCC) *Wednesday* = Bus

Materials: Swimsuits and towels from home. Water basketball equipment available at JCC

Program Description:

- Participants change in the main GWCC change rooms.
- They start in the jacuzzi for fifteen minutes and then swim for approximately forty-five minutes to an hour

Goals & Objectives:

- Practicing how to swim
- Physical activity
- Learning proper change-room and pool-area etiquette

Skills:

- Social (behavior in pool, changeroom, shower etc.)
- Physical (swimming)
- Healthy lifestyle skills

Relevance to Goals:

- Most of the participants have goals that align with the program

Evaluation:

- Staff observe participant behaviors and provide feedback and encouragement to the participants.

Successes:

- Participants enjoy the program
- Improved understanding of pool area etiquette
- Overall good participation

Challenges:

- Some participants need more direction in social settings.
- Participants need constant supervision
- Some participants need to work on appropriate behaviors in this setting.
- At times, change room and swimming pool can get crowded

Suggestions:

- Some participants need a little bit of a structured activity in the pool, but they are all happy just being in the water.
- Develop a more structured program
- Develop individualized goals for participants in the pool
- Have a minimum of two staff at all times for pool and changeroom.
- We should review with certain participants what proper behavior in the pool, showers, hot tub, and change room looks like.

5.4 BASKETBALL (JCC)

Brief Overview: Participants play basketball with staff

Time: Mondays at 1:30 - 3 pm

Location: 49 Lebovic Campus Dr, Thornhill (JCC Schwartz-Reisman Centre)

External Contact Info: n/a

<p>Group Size: 9</p> <p>Staff: 2</p> <p>Support Staff: 3</p> <p>Vehicles: Bus</p> <p>Materials: Basketballs; brought from DANI</p>
<p>Program Description:</p> <ul style="list-style-type: none">• The group goes to the JCC basketball court/gym, and predominantly does free play• Free play activities include practicing shooting, dribbling
<p>Goals & Objectives:</p> <ul style="list-style-type: none">• Promote a healthy lifestyle• Recreational• Social interaction• Participants engaging in basketball without staff prompts <p>Skills:</p> <ul style="list-style-type: none">• Gross motor skills• Social skills; interacting with each other, at times interacting with other people playing in the gym• Basketball skills• Independence <p>Relevance to Goals:</p> <ul style="list-style-type: none">• There are participants in the program that have specific goals around leading an active/healthy lifestyle. However, we want all participants to have a recreational component in their schedule. <p>Evaluation:</p> <ul style="list-style-type: none">• Is in accordance to their level of engagement
<p>Successes:</p> <ul style="list-style-type: none">• Participants enjoy playing basketball

- For the first half hour there is a high level of engagement

Challenges:

- The program lacks structure; can benefit from more organized and structured activities
- Time; participants get tired after 40 minutes
- The gym can be occupied at times; it's not reserved for us
- Need to keep track of participants who leave the gym for bathroom breaks

Suggestions:

- Add more structured activities, such as drills

5.5 ART CLASS

Brief Overview: Participants learn about and create various art projects.

Time: Thursdays at 10 - 11:20 am

Location: Program room

External Contact Info: n/a

Group Size: 20

Staff: 6

Support Staff: 4

Vehicles: n/a

Materials: Art supplies, and Smartboard

Program Description:

- 5 tables are covered with plastic cover.
- Staff, students, and participants are assigned to work at each of the five tables.
- Materials are prepared in advance and laid out on a cart
- Staff teaches a lesson about a topic in art within the theme of the art show, followed by an interactive activity on the smartboard, a role-playing game, or a group discussion.

- Staff gives specific instruction on how to complete the weekly art project
- Staff and students distribute the art supplies to each table
- Staff coaches and supports the participants throughout the creation process
- After completing the project, both staff and participants clean up the art supplies and set up for next class

Goals & Objectives:

- To create aesthetically pleasing and meaningful artwork for the annual art show
- To practice different art making techniques and improve fine motor skills
- To gain knowledge about themes and ideas in art
- For participants to express themselves through creation
- To develop imagination and increase creativity
- To improve social skills through working and communicating as a team

Skills:

- Fine motor skills
- Communication/social skills
- Imagination and creativity
- Decision making
- Following instructions, and focus skills

Relevance to Goals:

- The program is not based on participant's personal goals; however, each participant is supported individually throughout the creation process.

Evaluation:

- Staff's observation of group dynamics and engagement
- Staff ask for feedback from other staff
- Staff provide guidance and suggestions throughout the creation process

- Staff select work to present at the art show

Successes:

- Annual art show sales
- Participants are enthusiastic to participate
- Meaningful artwork is produced
- The routine and environment are productive and fun
- Improvement in social skills is apparent during class and successful teamwork
- Clear and effective setup/clean up routine
- Inclusion; all day-program participants are involved

Challenges:

- Big group; hard to control attendance and participant's focus
- Students vary in ability to support
- Art materials need constant restocking
- Requires a lot of detailed planning
- Technology often doesn't work

Suggestions:

- Allocate specific roles to staff and students early in the year
- Set clear behavior rules for class early in the year
- Upgrade Smartboard interface to work smoother

6| Program Reviews – VOCATIONAL SKILLS

6.1 FINE LINES

Brief Overview: Smaller group creates art projects

Time: Tuesdays at 1 - 3:30 pm

Location: Art room

External Contact Info: n/a

Group Size: 5

Staff: 2

Support Staff: 2

Vehicles: n/a

Materials: Art supplies, computer

Program Description:

- Group meets in the art room
- Staff teaches a lesson about a topic in art followed by a group discussion
- An art project and different techniques are introduced
- Participants have the artistic freedom to create art pieces based on lesson, discussion, and instructions.
- Staff and students coach the participants on how to improve their skills throughout the creation process.
- After completing the art work, group cleans up art supplies and art room

Goals & Objectives:

- To create quality, aesthetically pleasing, and meaningful artwork for sale
- To practice professional behavior (e.g. be on time, clean up, breaks, use materials safely)
- To practice different art making techniques and improve fine-motor skills
- To gain knowledge about themes and ideas in art

- For participants to express themselves through creation
- To develop imagination and increase creativity
- To improve social skills through working and communicating as a team
- To provide a safe environment to express preferences and share ideas

Skills:

- Fine motor skills
- Spatial awareness
- Communication
- Imagination and creativity
- Critical thinking
- Decision-making
- Professionalism

Relevance to Goals:

- The program is only geared towards participants who have interest in and ability to do art and who can be supported in their personal goals in this setting.

Evaluation:

- Staff assess previous lessons through weekly discussions
- Staff ask for feedback from the participants
- Staff provide guidance and suggestions throughout the creation process
- Staff meet with development coordinator to monitor progress of sales

Successes:

- Participants are enthusiastic to participate and share their work with others
- Participants use the language of art in the class and retain information
- Meaningful artwork is produced
- The routine and environment are productive and fun
- Creative freedom encourages meaningful self-expression

Challenges:

- Selling the artwork
- Art supplies need constant restocking & clean up time is not followed through consistently

Suggestions:

- Do not exceed 5 participants per class
- Get more commissioned orders from community and look for more opportunities to sell the art

6.2 JASS (Just A Second Shop)

Brief Overview: Participants organize/stock shelves

Time: Tuesdays at 1:30-2:30 pm

Location: 4117 Bathurst St. North York

External Contact Info: Irina - jass@bellnet.ca

Group Size: 4

Staff: 2

Support Staff: 1

Vehicles: 1 van

Materials: n/a

Program Description:

- Participants are brought to a second-hand shop and volunteer to organize sections of the store independently.
- Participants are given a journal to keep track of the work they did and record goals that they feel are important to work on during this placement.
- Participants are given the opportunity to work with a partner or on their own while a staff or student supervise them.
- Each participant is given a section in the store, whether it be sorting the books shelves, CD's, shoes, or games.

Goals & Objectives:

- For participants to independently work on their sections
- To learn how to refocus themselves and not become distracted by outside sources
- To learn and understand teamwork, and self-awareness

Skills:

- Practice communication skills
- Social skills; learning to work quietly and behave respectfully inside the workplace.
- Behavioral skills; learning how to dress and act appropriately in front of other people in the community.

Relevance to Goals:

- Participants in this program have personalized goals that are related to this specific vocational program.

Evaluation:

- Staff are responsible for documenting goal achievements, or lack of, in a goal log.
- Staff review the participant's journals and document notes of their own that they believe are needed to be assessed.
- Discussion with participants before working takes place to go over goals for that week and if they are realistic/attainable.

Successes:

- Participants have shown improvement in being more independent regarding completing the tasks given at JASS in a timely manner.
- Participants have successfully learned to communicate with their partners such as asking for help
- Communication/social skills have also improved regarding being open to redirection from their partner when becoming too distracted while working.
- Participants are aware of their routines at JASS and can successfully follow them without much assistance (e.g. reading journal, then working, then writing in journals).

Challenges:

- Participants struggle to remain focused during work hours due to the store being small and packed with items that are distracting

- Participants often require constant redirection or prompting from staff members.
- Imbalance with the participants in terms of level of functionality and work skills.
- Space is small and limits participants to a small section in the store where they can feel uncomfortable at times
- This small space also causes customers to have to walk in between the participants while they work which can be distracting.

Suggestions:

- There are some participants we should reconsider keeping in the program

6.3 ONE KENTON

Brief Overview: Participants interact/spend time with seniors

Time: Thursdays at 9:45 - 10:45 am

Location: 1 Kenton Dr, North York

External Contact Info: Sabrina - programdirector@onekentonplace.ca

Group Size: 3

Staff: 1

Support Staff: 1

Vehicles: 1 van

Materials: n/a

Program Description:

- Volunteer position at a senior's center for adults with Alzheimer's. The participants engage in exercise and dance activities with the seniors.
- For the last 10 minutes of the program the participants throw balloons back and forth with the seniors whilst staff supervise or support.
- A staff member at One Kenton runs an exercise group for 15 minutes and the DANI participants sit in a circle with the seniors and partake in the exercises.
- DANI staff support the participants by encouraging participation and bring positivity and energy into the program. Staff also help to assess which seniors are most suitable to interact with each day during activities.

Goals & Objectives:

- Provide participants with a volunteer position that can be used as vocational training
- Encourages community integration
- Builds confidence in a helping role

Skills:

- Social skills are worked on during interaction with the seniors

Relevance to Goals:

- For the most part, participants have goals related to work placements and vocational training which is applied through this placement.

Evaluation:

- Informal conversations with staff team and case managers.

Successes:

- Provides vocational training for participants who have limited vocational opportunities
- Encourages self-esteem and responsibility in a helping role
- Community integration

Challenges:

- Finding participants who are suited for this program on a consistent basis
- Participant safety (many of the seniors have aggressive behaviors, both verbal and physical)
- Many of the seniors are apathetic, and engagement during activities can be tricky.
- The program does not provide a very active experience for the participants to engage in and can be quite a passive placement.
- The activities/programs are changed often and the staff running the programs at One Kenton are inconsistent which leads to a lack of preparedness for our group and limits what we can do to change the passivity of the placement.
- The parking lot is often full, and the van does not maneuver easily in the tight space

Suggestions:

- Communicate with Sabrina about alternative ways in which the participants could play a more active role in programming at One Kenton

- Take a van with a back-up camera to help with parking
- Find participants that are better suited to this program that have schedules that do not clash with the timeframe (e.g. Art, Literacy and Stalco all limit who is eligible)

6.4 AISH HATORAH

Brief Overview: Participants do work around the synagogue.

Time: Thursdays at 2:45 - 3:15 pm

Location: 949 Clark Ave W, Thornhill

External Contact Info: Hadassa - hhoffer@aish.edu | (905) 764-1818

Group Size: 3

Staff: 1

Support Staff: 1

Vehicles: 1 van

Materials: Provided by the synagogue

Program Description:

- Participants are given work to complete in a certain amount of time in synagogue, such as labeling, organizing prayer books or cleaning up while staff members observe and support them if necessary.

Goals & Objectives:

- Participating and being out in the community
- Providing experience in a workplace environment (e.g. this setting is similar to a library environment which can potentially be a work opportunity for the participants).

Skills:

- Vocational and work skills
- Organizational skills
- Independence
- Team work

<p>Relevance to Goals:</p> <ul style="list-style-type: none"> • Program is directly related to the goals of one of the participants and allows them to work on their vocational skills at a comfortable pace. <p>Evaluation:</p> <ul style="list-style-type: none"> • Staff continues to assess on a week to week basis. • Staff's assessment is focused on participation and productivity.
<p>Successes:</p> <ul style="list-style-type: none"> • Allows participants the ability to act independently with little to no prompting from staff. • This work placement has taught the participants the idea of teamwork, such as asking help from your peers when needed or giving help when asked. • This work gives participants the opportunity to feel they have something to offer to the community/synagogue.
<p>Challenges:</p> <ul style="list-style-type: none"> • Lack of jobs to be given out to the participants in the time slot they are given. <p>Suggestions:</p> <ul style="list-style-type: none"> • Requesting that jobs surrounding labeling, sorting books, or cleaning can be arranged to be done at the time the DANI participants are there to work.

6.5 TOMCHEI SHABBOS PACKAGING

<p>Brief Overview: Participants package food at a food bank</p> <p>Time: Tuesdays at 1:30 - 3:00 pm</p> <p>Location: 2770 Dufferin St #201, North York (Tomchei Shabbos Warehouse)</p> <p>External Contact Info: Meir - (647) 560-4066</p>
<p>Group Size: 4</p> <p>Staff: 1</p> <p>Support Staff: 3</p> <p>Vehicles: Bus</p>

Materials: n/a

Program Description:

- Each participant works in an aisle distributing food items
- Food items that are distributed are eggs and fish (canned)
- Staff work with the participants to ensure that the labels on the boxes are adhered to

Goals & Objectives:

- To engage and participate within the community
- To work on their motor skills (e.g. making sure not to drop the eggs or cans)
- To work independently with less prompting
- Work in a warehouse environment

Skills:

- Develop social skills, appropriate interaction with other volunteers
- Develop fine and gross-motor skills
- Teamwork skills
- Improves vocational skills

Relevance to Goals:

- Most participants in the program have goals related to work training

Evaluation:

- Staff evaluates success according to participants' productivity and engagement.

Successes:

- Gained work skills such as learning work routines
- Task is clear to participants; therefore, increased independence
- Program is valued and relied on by Tomchei

Challenges:

- We rely on a PSW to count as staff and support the participants

- Heavily relied on leading staff member

Suggestions:

- Consider allowing other participants to experience the program

6.6 TOMCHEI SHABBOS BOXES

Brief Overview: Participants break down and dispose of boxes at a food bank

Time: Wednesdays at 1:30 - 3 pm

Location: 2770 Dufferin St #201, North York (Tomchei Shabbos Warehouse)

External Contact Info: Meir - (647) 560-4066

Group Size: 4

Staff: 2

Support Staff: 1

Vehicles: 1 van

Materials: Exacto-knife, scissors

Program Description:

- Participants and staff break down empty cardboard boxes and putting them away in the dumpster outside of Tomchei Shabbos.
- Some participants break down the boxes, while other participants are responsible for removing and dumping them
- Staff assists and prompts participants

Goals & Objectives:

- Tomchei Shabbos is a vocational training program. Participants are expected to be able to complete their tasks independently with limited assistance and prompts.

Skills:

- Gross-motor skills
- Social skills & teamwork

<p>Relevance to Goals:</p> <ul style="list-style-type: none"> • All participants in the program have personal goals related to work training <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluation is done informally by staff by assessing the productivity and engagement of participants
<p>Successes:</p> <ul style="list-style-type: none"> • High motivation and productivity • Good group size and ratio
<p>Challenges:</p> <ul style="list-style-type: none"> • Workload varies, sometimes there are too many boxes to fit in the dumpster and at other times there is not enough work • Participants still require prompting <p>Suggestions:</p> <ul style="list-style-type: none"> • To keep the program as is • Communicate issues more efficiently with Tomchei management

6.7 CHASDEI KADURI

<p>Brief Overview: Participants organize food at a food bank</p> <p>Time: Wednesdays at 1:30 - 2:45 pm</p> <p>Location: 200 Viceroy Rd #14, Concord, ON L4K 3N8</p> <p>External Contact Info: Naomi Tabeka - 416-669-7545</p>
<p>Group Size: 3</p> <p>Staff: 2</p> <p>Support Staff: n/a</p> <p>Vehicles: 1 van</p> <p>Materials: n/a</p>

Program Description:

- Participants are responsible for sorting food items in bags to be delivered
- The work is divided between three participants. One unpacks bags and lays the food items out on the table. The other two participants sort the items from the pile on the table. Each of the two sorters is responsible for specific items.
- Staff sets up the “sorting stations” (two tables) and makes the food bags accessible to the participants. Staff makes sure the empty boxes placed and set to be filled.

Goals & Objectives:

- The goal of this program is to provide work experience for the participants in a warehouse setting.
- Through repetitive and consistent training, participants are expected to be able to complete their tasks independently and thoroughly.

Skills:

- Focus (staying on task)
- Problem-solving
- Team work
- Professionalism

Relevance to Goals:

- This program aligns with the personal vocational goals of the participants who take part in it.

Evaluation:

- Assessment is done by staff observation and feedback from the participants.
- Chasdei management provides feedback regarding the quality of the work.

Successes:

- High motivation
- Increased productivity
- Smooth transitioning into professional mindset
- Decrease in staff prompting
- Improvement regarding problem-solving

- Communication with partners at Chasdei improved

Challenges:

- The physical setup at the warehouse is not ideal. Narrow aisles, narrow tables, heavy bags and at times the working station is not accessible

Suggestions:

- There is a potential to add a fourth participants in case it is determined to be a good fit.
- Increase communication with management

6.8 HOLIDAY PET CARE

Brief Overview: Participants play and interact with dogs

Time: Thursdays at 2:45 - 3:30 pm

Location: 8234 Yonge Street, Thornhill

External Contact Info: [\(416\) 561-7387](tel:4165617387)

Group Size: 5

Staff: 2

Support Staff: n/a

Vehicles: 1 van

Materials: Noise-cancelling headphones for some participants (provided by Holiday Pet Care)

Program Description:

- Staff drive the group to Holiday Pet Care
- Participants line up at the door to the room where the dogs are.
- One staff (from either HPC or DANI) stands at the front of the line and opens the door, and another staff at the back.
- Staff open the door and lead the group into the room.
- The other staff follows the group and ensures that the door is shut behind everyone
- Participants pet the dogs and throw toys for them if available

Goals & Objectives:

- Responsibility
- Appropriate workplace behavior
- Develop comfort level working with animals

Skills:

- Care and respect for animals
- Appropriate and safe behavior when interacting with animals
- Responsibility (e.g. getting ready on time, remembering to close doors to prevent dogs from getting out)
- Social skills (e.g. interacting with other participants in a fun environment)

Relevance to Goals:

- Participants selected for this group are individuals who have expressed a strong interest in working and/or interacting with animals
- Provides a vocational opportunity for individuals who may not have other placements

Evaluation:

- Staff observe the participants as they interact with the dogs and offer direct feedback in the moment about how to interact with dogs safely and responsibly

Successes:

- Participants really enjoy interacting with the dogs and look forward to visiting each week
- Some participants have grown in their comfort level with dogs

Challenges:

- Timing; it is difficult to get to Holiday Pet Care with enough time to spend with the dogs since it is after the Cooking program and can be difficult to get the participants ready in time.
- Currently feels very rushed and the group can only stay for a short time.
- Many staff are not interested in this program; it can be difficult to find coverage if staff are away
- Inconsistent number of dogs to interact with each week; sometimes there are fewer dogs than participants
- Staff must be aware of the environment in the room to monitor cleanliness

Suggestions:

- Consider switching the day/time that this program runs to allow more time for the participants to play with the dogs
- Explore options for more tasks to be given to participants (e.g. grooming, mopping) for those who are interested in doing more

6.9 STALCO

Brief Overview: Packaging and labeling products at a warehouse.

Time: Thursdays at 10:30 - 2:30 pm

Location: 401 Clayson Rd, North York, ON M9M 2H4

External Contact Info: Cassandra Goss - cassandra@stalco.ca

Group Size: 6

Staff: 2

Support Staff: n/a

Vehicles: 1 van

Materials: Steel toed shoes (participants are responsible to bring their own)

Program Description:

- Participants work at a designated station at the warehouse
- Floor manager presents and explains the task for the day to participants
- Participants perform weekly tasks and are supported by staff if necessary
- Participants get a lunch break at 11:30 - 12:00 pm
- Participants in this program are employed by STALCO and are getting paid for their work

Goals & Objectives:

- The goal of this program is to provide work experience for the participants in a warehouse setting.
- Through repetitive and consistent training, participants are expected to be able to complete their tasks independently and thoroughly.

Skills:

- Focus (staying on task)
- Problem solving
- Team work
- Professionalism

Relevance to Goals:

- All the participants in this program have goals related to vocational training

Evaluation:

- Staff observe and provide feedback to each participant individually and to the team as a whole
- STALCO provides quantitative feedback regarding productivity of the group

Successes:

- Participants have been employed by STALCO this year
- Participants show increased level of independence and motivation
- Increased level of endurance and high productivity
- Participants are well integrated into the work environment at the warehouse both professionally and socially
- Convenient physical working environment (lots of space, relatively quiet)
- STALCO management is very supportive of the DANI participants

Challenges:

- Relatively long periods of continuous work
- At times, tasks are not suited for the group (requires high level of fine motor skills, small letters on labels etc.)
- Some participants can be more proactive in solving problems and self-advocating for themselves when issues arise at work

Suggestions:

- Keep program as is

6.10 CARD

Brief Overview: Participants clean horse saddles

Time: Tuesdays at 1:30 - 2:30pm

Location: 4777 Dufferin St, North York, ON M3H 5T3

External Contact Info: Shauna - [416-667-8600](tel:416-667-8600)

Group Size: 6

Staff: 2

Support Staff: n/a

Vehicles: 1 van

Materials: Two red chairs (for staff to sit on while supervising)

Program Description:

- Upon arrival, participants enter the building independently and set up the room (staff should allow roughly 5 minutes for the participants to get set up).
- A bucket of water (under the sink) is to be filled upon arrival to CARD by a participant.
- The bucket is placed in the middle of the room and the two wooden saddle stands are placed next to it so that saddles can be cleaned on them.
- Participants work in groups of two
- Some saddles require soap, and some do not. The list of saddles can be found on the bulletin board outside of the saddle room. This list indicates which saddles cannot be washed with soap (highlighted in yellow) and which can be washed with soap (not highlighted). Staff will initial each saddle that the participants have completed that day.
- One of the groups do the numbered horse saddles (e.g. #1, #2, #3, etc.) & another group does the named saddles (Bobby, Casey, etc.)
- When the participants are finished cleaning all the saddles, they put all materials back where they found them.
- Staff monitors the work being done and encourages participants to problem solve independently and ask each other for help.

Goals & Objectives:

- For participants to complete their tasks (e.g. set up, clean the saddles, and clean up) with as few prompts as possible.

- For participants to eventually be able to complete their tasks independently without staff presence.

Skills:

- Staying on tasks for longer periods of time
- Teamwork (communication, prompting each other when needed)
- Problem solving
- Life skills (cleaning, diligence)

Relevance to Goals:

- All participants in this program have personal goals related to vocational skills

Evaluation:

- Staff assesses the quality of the work done each week
- Staff relies on feedback from management at CARD

Successes:

- Participants can independently set up the room with what they need in order to clean the saddles upon arrival.
- The program is highly structured
- Staff can sit outside of the saddle room and check on the group incrementally
- Communication with CARD staff is effective

Challenges:

- Participants sometimes have challenges related to staying on task and keeping their focus
- For participants to be able to know (or check as they go) which saddles require soap and which do not.

Suggestions:

- To explore opportunities to expand and diversify the work done at CARD
- To extend the duration of the program
- To find a way to have an indicator or label on the saddles that cannot be washed with soap

7 | Program Reviews – LITERACY

7.1 NEWSLETTER

Brief Overview: Participants write articles for the bi-weekly DANI newsletter

Time: Tuesdays at 10:00 - 10:45 pm

Location: Program Room

External Contact Info: n/a

Group Size: 17

Staff: 6

Support Staff: 4

Vehicles: n/a

Materials: Pens and lined papers.

Program Description:

- Participants are paired with staff or student on a 1:1 or 1:2 ratio.
- Staff will encourage participants to come up with topics for articles.
- Staff will encourage participants to speak about their topic in coherent full sentences.
- Staff is encouraged to prompt participants through “WH” questions (when, where, who etc.).
- Staff will assist participants with writing/editing the article while using the participants’ own words.
- The lead staff collects the articles.
- Newsletter comes out on a bi-weekly basis.

Goals & Objectives:

- Provide families and the community with up-to-date information about what is going on at DANI
- Get input directly from the participants about what they like or want other people to know

Skills:

- Self-expression; expressing ideas clearly and communicating them in a way that makes sense to others
- Literacy; for some participants, writing articles independently on phones or iPad
- Memory; accurately remembering details of what happened
- Social skills; choosing what information is relevant and appropriate to share and how to express it in a way that makes sense

Relevance to Goals:

- Decision to create newsletter initially was by staff; continued due to enthusiasm from participants and positive feedback from families
- Opportunities for individuals to work on specific literacy goals (e.g. main idea and detail, including facts and feelings, brainstorming) which is one of our core areas
- For most participants literacy is an individual goal

Evaluation:

- Once articles are collected, the lead staff reads and edits them and decides which ones will be included in the upcoming newsletter
- Feedback can be provided by the staff that the participants are working with to encourage them to include more detail, word it more clearly, etc.
- The lead staff occasionally provides feedback to staff as well about how to best support the individuals that they are working with
- If time allows during the program hour, the lead staff will read individual articles and give direct feedback to the participant
- Evaluation is based on the lead staff's experience with what makes a good article

Successes:

- Families and community members have given positive feedback about the newsletter and about being more informed about what their participants are doing, especially for participants who are non-verbal or have trouble talking about their day
- Many participants have shown enthusiasm about writing articles and sharing their activities, and some who are more independent writers have written articles on their own time at home to be included
- Expanded over the years to include articles from more participants
- Opportunities for participants to write "special features" (e.g. celebrity profiles, movie reviews, recipes, etc.) that relate to their interests

Challenges:

- Some participants finish very quickly and need to wait, or need to wait to start for their staff/student to be available
- Some participants have a lot of difficulty expressing themselves or remembering details accurately (e.g. might agree to anything staff suggest, make up details that they can't remember)
- Working with a large number of students requires the lead staff to spend a lot of time training and overseeing to support students on how to work with participants
- High staff to participant ratio needed
- Amount of prep time needed to put together each newsletter; 3-4 hours at home per newsletter to put together the final copy, plus several hours of prep at work to type, edit, organize, etc.

Suggestions:

- Reconsider which participants are the best fit for the program; the participants involved should be those who can speak/express themselves clearly and share genuine experiences
- Limit the number of students in the class; preference for the staff present since staff know how to work with the participants best
- The lead staff may need an assistant to help with typing/editing articles
- Explore expansion of the mailing list
- Activities for people who finish early; consider organizing peer editing or board games/social games. Students can run activities while others finish writing

7.2 WEEKLY LITERACY**Brief Overview:** Individualized literacy tutoring**Time:** Mondays at 10:00 - 11:00 am**Location:** Literacy and skills rooms**External Contact Info:** n/a**Group Size:** 8**Staff:** 3**Support Staff:** 3

Vehicles: n/a

Materials: Literacy workbooks, writing materials, literacy binder

Program Description:

- Participants are divided and assigned to staff, the literacy teacher will outline what participants need to work on that week and any goals that exist
- Participants work with staff on their individual literacy goals in a 1:1 or small groups settings
- At the end of the session staff documents work in the literacy binder

Goals & Objectives:

- Continuous progress and completion of individualized literacy programs

Skills:

- Reading
- Writing
- Typing
- Comprehension

Relevance to Goals:

- This program is aimed to support individual literacy goals for each participant

Evaluation:

- Staff documents progress each week according to work accomplished by participants

Successes:

- High ratio
- Improved literacy skills over time
- High motivation

Challenges:

- Reliance on students makes it hard to maintain consistency in program delivery
- Many lessons had to be cancelled due to drama practice which occurs Monday mornings
- Hard to find quiet work spaces as the facility is very busy during this time

Suggestions:

- Eliminate the program as it stands now. Instead, have participants get their literacy tutoring throughout the week.

7.3 BOOK STUDY

Brief Overview: Participants conduct an in-depth review of a novel over the course of a year.

Time: Wednesdays at 10:00 - 11:00 am

Location: Program Room

External Contact Info: n/a

Group Size: 12

Staff: 3

Support Staff: n/a

Vehicles: n/a

Materials: Book, Smartboard, document containing comprehension questions (prepared by staff)

Program Description:

- Staff select a book and prepare comprehension questions based on each chapter
- One of the staff read the chapter out loud for the group, stopping periodically to recap and discuss what happened to ensure everyone understands.
- Questions on the Smartboard about events and characters are answered as a group, with answers recorded
- The staff lead conducts weekly review of previous chapters using the comprehension questions on the Smartboard before any new material is read.
- Participants are encouraged to answer the questions or act out scenarios from the story
- Videos and/or pictures from the internet are used as needed to enhance understanding

Goals & Objectives:

- To demonstrate understanding of the story by accurately recalling details
- To communicate ideas and responses to questions clearly

- Exposure to popular books and stories

Skills:

- Classroom behavior; listening quietly while others are speaking/reading, and taking turns
- Memory; accurately recalling details of the story
- Reading comprehension; demonstrate understanding of the events and characters
- Verbal communication; expressing answers clearly

Relevance to Goals:

- Many participants have literacy goals that involve reading comprehension
- Some participants also have goals around verbal communication and being able to express themselves clearly

Evaluation:

- Feedback is given on responses to comprehension questions during class
- Staff assess comprehension during classroom discussions and determine based on the participants' responses whether to review further or move forward

Successes:

- High level of engagement and participation in the class
- Participants have demonstrated good comprehension of the stories read
- Classroom behavior has been improving over time; fewer interruptions & improved focus

Challenges:

- Some participants tend to disrupt the group by leaving the room or interrupt the discussion
- Many have difficulty with more abstract concepts
- Can be difficult for participants to remain focused for the entire period
- Some participants are difficult to assess in terms of their comprehension

Suggestions:

- Start looking into book options for future classes
- Incorporate more activities to vary the lesson format from week to week

8| Program Reviews – JUDAICA

8.1 HEBREW LANGUAGE PROGRAM

Brief Overview: Interactive and educational Hebrew language activities

Time: *Mondays* at 2:30 - 3 pm & *Tuesdays* at 2 - 2:45 pm

Location: Program room

External Contact Info: n/a

Group Size:

Monday: 4 *Tuesday:* 3

Staff:

Monday: 2 *Tuesday:* 1

Students:

Monday: 2 *Tuesday:* 2

Vehicles: n/a

Materials: Smart Board, handouts, writing utensils

Program Description:

- Start off with the participants sitting in front of the Smart board.
- A staff member leads the activities that provide a brief introduction regarding the chosen topic.
- The second half of the activities are familiarizing the participants to 10 key Hebrew words on that topic using the smart board.
- The Hebrew words are phonetically spelled out in English (on Tuesday, in addition to the smart board activities, a handout pertaining to the week's topic is done at the table with participants).
- During each activity the participants take turns answering questions and going up to the board to play the activities.
- At the end of the Tuesday group, a discussion takes place to decide what next week's topic will be.
- The smart board activities are in the smart notebook program. Press "insert" and then "activities". The 2 Hebrew activity game templates are "flip out" and "match em up".

Goals & Objectives:

- Expanding Hebrew vocabulary and general knowledge on a given topic.

Skills:

- Literacy skills
- Social skills
- Expansion of Hebrew knowledge

Relevance to Goals:

- We have a Hebrew class because as a Jewish organization, we see the Hebrew language as a valuable topic to study.
- The participants who were chosen to take part in the class were those who expressed interest in learning Hebrew.

Evaluation:

- There is no evaluation in place currently to see how much information is retained by participants.

Successes:

- They are eager to participate and enjoy the smartboard activities and bingo game.
- Focus level is high.
- Have received positive feedback from some of the parents.
- Bingo has been a popular tool to promote participation.
- Participants engage with each other in a co-operative and positive manner.
- The smart board is a very accessible and useful tool to get the information across.

Challenges:

- Towards the end of the program, other groups are starting to come into the room, so the participants lose their focus and get distracted.

Suggestions:

- Create a program folder that will contain past topics.
- Create an evaluation process, feedback etc.

8.2 AISH HATORAH SYNAGOGUE PROGRAM

Brief Overview: Participants learn about and discuss parsha (weekly bible chapters)

Time: Thursdays at 1:00 - 2:45 pm

Location: 949 Clark Ave W, Thornhill

External Contact Info: Haddasah - nhoffer@aish.edu | (905) 764-1818

Group Size: 10

Staff: 3

Support Staff: 3

Vehicles: Bus

Materials: Table cloths, challah, grape juice, cups, 2 straws, supplies for parsha (e.g. story printed out), coloring supplies (e.g. papers, crayons)

Program Description:

- Participants are taken to the synagogue and go to a room where we set up the table and conduct a mini Shabbos meal while singing songs
- Reviewing the parsha of the week is typically done in the Sanctuary.
- Participants are given challah and grape juice to enjoy (the task of handing out challah and grape juice can be delegated to some of the participants).
- Participants are brought to the synagogue where the students, under a staff's instruction, perform improvised mini-skits based on the parsha
- In the end, participants are able to pray, wear a tallit (prayer shawl), listen to the Torah reading, and go up to the Torah if they choose to.

Goals & Objectives:

- Jewish knowledge about shabbat traditions.
- Experiencing the customs of shabbat.
- Promote and encourage Judaica related activities.
- Allows the students to "perform" in front of the participants and become more comfortable with the skills of entertaining, performing, improvising, and public speaking.
- Provides the participants with an entertaining, live performance of parsha related themes.

<p>Skills:</p> <ul style="list-style-type: none"> • Social skills • Hebrew language skills • Independence skills (some participants will take lead on handing out challah/grape juice) <p>Relevance to Goals:</p> <ul style="list-style-type: none"> • The activities of the Judaica program is related to some of the individual participants goal. <p>Evaluation:</p> <ul style="list-style-type: none"> • Not applicable to this program. • The main purpose of this program is for the participants to experience Jewish activities in a fun setting.
<p>Successes:</p> <ul style="list-style-type: none"> • Everyone enjoys the experience of the shabbat traditions. • Art based activities at the end of the Shabbat experience is greatly enjoyed by the participants.
<p>Challenges:</p> <ul style="list-style-type: none"> • Some support staff may not be able to facilitate or participate in the synagogue program due to religious or social reasons. <p>Suggestions:</p> <ul style="list-style-type: none"> • The program can benefit from a weekly rotation of students

8.3 WEEKLY PARSHA

<p>Brief Overview: Staff lead interactive discussion about the parsha of the week</p> <p>Time: Fridays at 11 - 12 pm</p> <p>Location: Program room</p> <p>External Contact Info: n/a</p>
<p>Group Size: 8-15</p> <p>Staff: 1</p>

Support Staff: 1 - 2

Vehicles: n/a

Materials: Smartboard

Program Description:

- Class is delivered through a Smartboard slideshow lesson
- A database of parshas currently exists under *Public > Day Program > Smartboard > Parsha*
- Emphasis on interactivity; engaging the participants
- Staff should ask participants to describe what they see on the smartboard (participants can interact with the Smartboard directly)
- Participants make the effort to relate parsha themes to everyday life, and make the parsha lesson personal

Goals & Objectives:

- Exposure and familiarizing with Judaica; Jewish Holidays, Jewish laws, traditions and values

Skills:

- Literacy
- Hebrew language skills

Relevance to Goals:

- This program is not reflective of personal goals, rather this is an essential part of our organizations' mandate to increase awareness and connection to Judaism.

Evaluation:

- No formal evaluation takes place
- Informal evaluation; ask question to see if information has been retained and gage level of interaction

Successes:

- Parsha is popular program
- High level of engagement
- Smartboard lessons/interactivity are favored by participants

- Timing of the program (Fridays) adds to the Shabbat environment

Challenges:

- Parsha is not delivered during the winter as much, due the early end time.
- Diverse learning styles and abilities in a classroom setting

Suggestions:

- To add more parsha lesson plans to the already existing Parsha folder

8.4 JUDAICA ARTS & CRAFTS

Brief Overview: Participants incorporate Judaica knowledge/traditions into art projects

Time: Wednesdays at 10 - 11 am

Location: Art room

External Contact Info: n/a

Group Size: 8

Staff: 2

Support Staff: 1

Vehicles: n/a

Materials: Art supplies

Program Description:

- Participants sit around a big table, art supplies are gathered, and the table is covered with plastic wrapping.
- Staff provides an introduction/small lesson on the Judaica topic of the project for that day.
- Steps for making the project are mentioned during the intro as well as throughout the activity takes place.
- Supplies are handed out, and staff support participants throughout the creation process (hands on and off).

Goals & Objectives:

- Increase independency in creating crafts
- Gain knowledge around Jewish concepts

Skills:

- Fine-motor skills
- Creativity
- Following steps and instruction to complete project
- Working in sequence with others

Relevance to Goals:

- Some participants in this program have personalized goals related to art and fine motor skills.

Evaluation:

- Staff assesses whether projects were completed (including all steps) and also assess the engagement and level of independence in creating the craft.
- Feedback to participants is provided on an ongoing basis.

Successes:

- Participants are focused and engaged
- Participants are happy to take part in and complete the projects
- High level of creativity is observed in the participants

Challenges:

- Not having enough staff
- Hard to gauge how long an activity will take
- Sometimes art room isn't ready (too messy)

Suggestions:

- Make sure there are alternative activities ready to be done if projects are finished early
- Improve staff/participants ratio
- More emphasis on connecting the theoretical Jewish concepts to the crafts.

8.5 JEWISH HOLIDAYS

Brief Overview: Participants engage in group discussion about Jewish holidays

Time: Mondays at 1:45 - 2:30 pm

Location: Program room

External Contact Info: n/a

Group Size: 4

Staff: 2

Support Staff: 2

Vehicles: n/a

Materials: Art materials, Smartboard, and printouts.

Program Description:

- Participants sitting around a table facing the smartboard.
- One staff leads the activity in the front of the classroom, while other staff and students sit with participants and assist.
- Most content delivered in this program comes from staff's personal knowledge, experience and ideas.
- Staff will look for ideas and pictures on the internet to enhance program and activities.
- Staff begins lesson with presentation of an idea, using questions and pictures.
- Staff hands out materials for the arts and crafts activity.
- Staff encourages participants to engage and complete tasks independently

Goals & Objectives:

- Enhancing knowledge and appreciation of important dates in the Jewish calendar
- To increase participants' creative abilities and to allow for self-expression

Skills:

- Listening
- Focusing skills

- Communication
- Fine-motor skills
- Independence

Relevance to Goals:

- Although Jewish education and art are not explicitly considered a goal for any of the participants in the program, the program touches on areas which participants have expressed interest in.

Evaluation:

- Evaluation takes place through staff seeing if participants comprehend the lesson and if they complete the artwork related to the lesson.

Successes:

- High ratio of staff to participants allows for a successful lesson to be taught since no participant is left alone and unaware of what the task is.
- Participants seem to understand the importance of actively communicating their needs during the lesson.
- Art projects are consistently completed successfully.
- Participants have improved in their ability to use their fine motor skills in the class.
- Appropriate length of time for lesson and appropriate time of day.

Challenges:

- Group size is too small, and it hinders engagement from the participants present.

Suggestions:

- Expand the group by targeting additional participants that would benefit from this program.
- Consider combining the program with Judaica arts and crafts, as the programs have a lot in common.