

Cheeverstown Adult MDT

Guidelines for supporting people with additional needs during COVID- 19 Closures

2020

Adult MDT
3/19/2020

Emotionally supporting people with additional needs during COVID-19 clousres.....	2
Tummy Breathing.....	5
Calm Down with take 5 breathing	8
Keep Calm and Engage in Meaningful Activities March 2020	9
Using objects to mark a transition	14
Making choices	15
Visual schedules.....	16
First Then Boards	17
Using Lamh.....	18
Using technology to support people with disabilities, their families and those who support them during the Covid 19 pandemic.....	19
Easy Read Information about Coronavirus	22

Emails for further support:

adultmdt@cheeverstown.ie

Psychology Department:

psychology@cheeverstown.ie

Speech and Language Therapy Department:

Speech@cheeverstown.ie

Occupational Therapy Department:

ot@cheeverstown.ie

Physiotherapy Department:

PhysicalTherapy@cheeverstown.ie

Social Work Department:

SocialWorkers@cheeverstown.ie

Pharmacy:

jbarry@cheeverstown.ie

CNS Palliative Care:

mfitzpatrick@cheeverstown.ie

Emotionally supporting people with additional needs during Covid-19 closures

1. Keep to normal waking and sleeping hours

As much as possible support people to go to bed and wake up in line with their usual routine. Facilitate good sleep hygiene by Supporting people to:



- Wind down before bed (warm bath (not too hot), complete light stretches, listen to relaxing music, complete some simple breathing exercises (see attached)
- Avoid screens for at least 30 minutes to 1 hour before bedtime
- Avoid daytime napping
- Complete normal bedtime routines get into P.J.'s, brush teeth, wash hands and face, put on creams etc.
- Ensure sleep environment is helpful (ensure bedroom is dark, quiet, tidy, cool (18 to degrees)

2. Get dressed

In the morning complete usual showering and dressing routine. It helps break the day up when we dress as normal and allows us to differentiate between daytime and evening.



3. Plan out your day

Each day sit down with the person and support them to plan their day. This can be facilitated through use of pictures, objects of reference, talking things through etc. please see guidelines from OT on goal setting and activity planning (Keep Calm and Engage in Meaningful Activities March 2020).



4. Use a visual schedule

Use a visual schedule to help people understand what activities are happening during the day. A visual schedule can use pictures, photographs, or objects. See SLT guidelines for support.



5. Get outside

Ensure people get outside daily. **Keep to social distancing rules** but walks, drives, sunlight and nature all benefit mood. Try go to scenic areas like parks, beaches etc.



6. Keep a healthy diet

Continue to eat a healthy balanced diet. Boredom and anxiety can often lead to overeating or eating comfort foods. Ensure a balance in diet. Making each mealtime a big activity can help with this. Ensure that meals aren't quick and in front of the T.V. Instead, make mealtimes an event. Consider having themed meals e.g. pancake breakfasts, afternoon tea, Italian night with Italian food, decorations and music. Include the people you support in the planning and set up of these events.



7. Avoid excessive alcohol consumption

Alcohol is a depressant and will inevitably lead to lower mood. Avoid excessive consumption.



8. Beware of too much news/conversation/social media

While staying informed is essential and will support people's understanding of what is unfolding try to keep information about the virus/quarantine to timed periods during the day e.g. news at lunch and news at 9pm. Try to keep conversations about the virus/quarantine away from the people we support outside of these times. If someone is using a lot of social media, encourage them to check it less frequently during certain hours or activities.



9. Use technology to connect

This will be a very socially isolating time for many of the people we support and will be difficult for many people to not see their family and friends. Use phones, iPads and computers to help people connect with loved ones through skype, facetime and WhatsApp. Seeing our loved one's faces can really animate a phone call and support a more meaningful connection.



10. Start using daily chair yoga/stretching/tai chi

There are many tube videos that could be played for people. It is always helpful to have a leader of the yoga/tai chi/stretching so help model the exercises and support others to engage with them.



11. Start using a daily meditation/mindfulness practice

Simple breathing techniques can help reduce anxiety. See below for simple breathing techniques (tummy breathing and take 5).



two

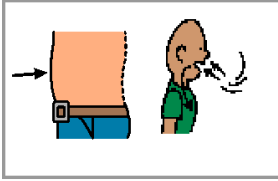
12. Provide reassurance

This is an anxiety provoking time and people are scared, it is important to remind each other that by putting these difficult controls in place that we are protecting ourselves and our loved ones as much as possible. It is important to provide reassurance to each other and stay calm and confident. We are all in this together.



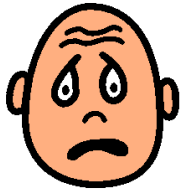
Phone call or video call services will be available by the psychology department. Please email to arrange.

Tummy Breathing

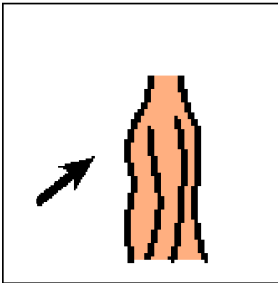


Tummy Breathing

worried



When people are stressed, worried or anxious they take quick short breaths from the chest



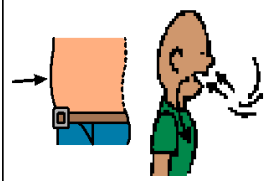
Breathing from the chest can make you feel worse.

calm



Tummy breathing can help you feel calm and be the boss of your thoughts and feelings.

tummy breathing



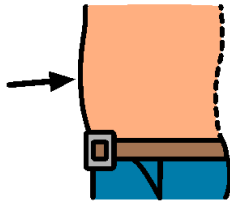
This is how to do tummy breathing

sit down



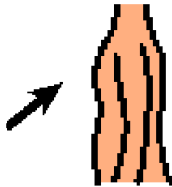
Sit down on a chair

tummy



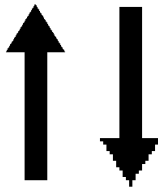
Put one hand on your tummy above your belly button.

chest



Put the other hand on your chest.

up and down



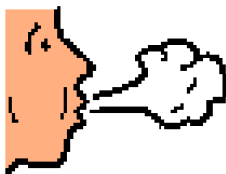
As you are breathing look at your hands moving up and down.

breathe through nose



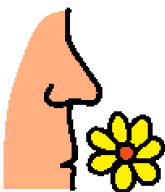
Breathe in slowly through your nose and hold for a count of 1,2,3.

breathe out



Breathe out through your mouth 1,2,3.

breathe in

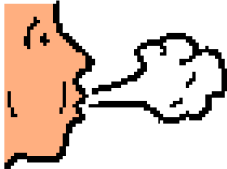


Breathe in like you are smelling a flower or something nice.

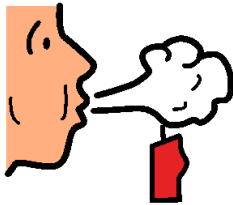
1, 2, 3

Hold for a count of 1, 2, 3

breathe out



Breathing out is blowing out of your mouth.

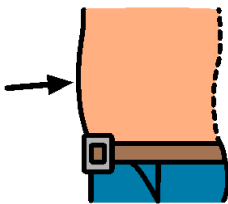


Breathing out is like blowing out a candle or blowing up a balloon.

1, 2, 3

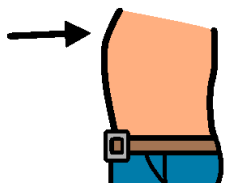
Blow out for a count of 1,2,3.

up and down



When you are tummy breathing the hand on your tummy will move up and down.

chest



When you are tummy breathing the hand on your chest will not move much.

Calm Down with take 5 breathing

CALM DOWN WITH TAKE 5 BREATHING

1. Stretch your hand out like a star.
2. Get your pointer finger ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.
Keep going until you have finished tracing your hand.



Keep Calm and Engage in Meaningful Activities March 2020

Always offer a choice of activities, limit choice to 2 or 3 max to prevent an overload of information. Consider offering visuals or objects of reference to support decision making. Liaise with SLT where required.

++Caution- Please implement good hand hygiene practice at all times and clean all equipment before and after use.

*** Please refer to the person specific sensory programme if in place

1. Sensory activities

Sensory activities ideas for use at home:

Water therapy- basin with bubbles- for alerting use pine, mint, citrus scents. For calming use vanilla, lavender etc. Use nail brush, j-cloth, dish washing brush and cups, bath bombs! Turn water to slime (slime sachet)

Sensory bag- Draw string bag or box with hole in it- lots of textures- textured card (glitter, mirrored, sand), fluffy socks, tactile balls, jelly ball, brush, corks etc

Proprioception/ Weighted- Use of rice heater/ cooling (home store and more) weighted beanbag. Heavy blanket, lycra blanket- tuck in for resistance, Thera band around legs of chairs. Pushing and pulling activities- moving furniture walker.

Sensory input- Hand warmers/ coolers. Hand creams, aromatherapy oils, diffusers, lighting (light box), massager- head, hand etc,

Music- relaxing music, wildlife/ nature, walks in silence in peaceful green area, trip to the beech- lots of sensory input.

Visual- lights- spinners, balls that flash, kaleidoscope (age appropriate).

Always be cautious of heat- anyone with sensitivities might have challenges with receiving pain/ discomfort.

Remember sometimes less is more.

2. Goal Setting

- Research for Community based goals- use internet, over 55s community book, phone book or phone services to identify activities and schedule same on the calendar. See attached.
- Complete Goal setting forms, attached, implement a goal in the home environment, see example attached.

3. Mindfulness and mediation

- Use music, lighting, room layout, to create a calm space for mindfulness and relaxation. This can be done in a group or 1:1 setting. (Twinkle. Mindfulness.ie , mental health Ireland)

4. Reminiscence

- Old movies from childhood, retro foods, retro images from online, create a reminiscence circle (pick a year and have toys, headlines, music etc. from that time)
- create a life story book with pictures, notes etc.,
- create a photobook online (free prints, our story app),
- document quarantine-take pictures and keep a daily diary.
- Memory box

5. **Create a music playlist-** could create a few different ones for mood/ times of the day etc. Look up the Niki music app which allows pictures to be set with music.

6. Exercise-

- gardening,
- chair based exercise class,
- exercise session (use internet- lots of gyms etc. offering free online sessions.)

7. Walks.

- a- Listen! How many sounds can you hear? Can you tell what's making the sound.
- b- Feel! How does the pine needle feel? Feel the brick. Feel the dirt. Does this leaf feel the same as that one?
- c- Sniff! What do you smell? Where is the smell coming from? Smell this flower.
- d- Look! Take a magnifying glass with you. Look at leaves, pine needles, flowers, bugs. Take along pictures of things to look for.
- e- Sssh! Take a silent walk. Be as quiet as you can and you may see some shy animals

8. Baking

9. Craft activities-

- create Easter decorations,
- personalised frames , painting, drawing,
- moulding,
- jewellery making.
- Create personalised puzzles... etc

10. Communication:

- Face time families and loved ones, facetime other houses,

- write letters,
- send notes,
- post home made gifts.

11. Redecorate and reorganise personal space- use magazines etc to chose colour themes and interior design, shop online to purchase goods.

12. Menu planning

13. Online shopping

14. Games- get creative-

- create personalised Guess Who with residents or family pictures.
- Bingo. Picture bingo, see link.
- Jenga,
- chair golf,
- Pass it on- sit or stand in a circle. Leader starts a word, a phrase, a funny face, etc. and passes it to the person on his right. That person then passes the word or motion to the next person. This continues until all have received and passed on the original action. Examples: "Hello", "You're great", "Sh-h-h", smile, yawn. As a variation, when passing words, ask each person to use a different inflection or voice quality.
- Dancing
- Karaoke

15. Beauty and pamper sessions-

- massage,
- nail painting,
- foot spa
- Face masks

16. Movie club/ Book club- read together watch films together then discuss.

17. Spirituality- play faithful music and prayer, listen to mass on the radio, say prayers, and visit graves where possible.

18. Birdwatching- watching and feed the birds. Take pictures, look up the birds identified online, and create bird house or insect hotel.

19. Live music- play instruments, create a music session- pick a theme for each session i.e. Trad, popular, Italian etc. Link with Tracey Jones, music therapist if further info needed.

20. Knitting

21. Lamh signs- learn a new sign each day and use during the day functionally, make a video and teach each other. Liaise with SLT as needed.

22. Make a home video- make a play or comedy sketch to share with friends and family

23. Poetry- watch, read and create. play an instrumental piece and ask the participants to close their eyes and listen carefully to the music. Ask the group what the music makes him or her think of. What colors do you see? What kind of place? A city? Mountain? Ocean? What time of year is it? The poem can begin with "I hear music. I see _____. I feel _____. It reminds me of _____." Have each member complete the blanks.

24. Quiz- create a quiz, share a quiz.

25. Cause and effect switch activities, see attached.

26. Virtual Zoo

San Diego Zoo offers Live Cams and Videos of Your favourite animals:

<https://kids.sandiegozoo.org/videos>

Smithsonian National Zoo Live webcams (Lion, Panda, & elephant)

<https://nationalzoo.si.edu/webcams>

Houston Zoo Webcam (Giraffe, Gorilla, elephant, leaf cutter ants, Rhino, Chimps)

<https://www.houstonzoo.org/explore/webcams/>

Maryland Zoo (Penguins, Giraffe, Flamingo, Goat)

<https://www.marylandzoo.org/animals/live-cams-feeds/>

Memphis Zoo Live animal cam (Panda, Hippo, elephant)

<https://www.memphiszoo.org/animal-cams>

Live cams Monterey Aquarium.

<https://www.montereybayaquarium.org/animals/live-cams>

27. Virtual tours of museum

National Museum of Natural History (Dinosaurs, Plants, Early life, Ancient seas, Mammals, Ice Age, Genome)

<https://naturalhistory.si.edu/visit/virtual-tour/past-exhibits>

(African Bush Elephant & rotunda; African voices, Bone Hall, Butterfly Pavilion, Fossils, Human Origins, Ancient Egypt)

<https://naturalhistory.si.edu/visit/virtual-tour/current-exhibits>

(Antlers, Wet Specimens, Whale Bones)

<https://naturalhistory.si.edu/visit/virtual-tour/museum-support-center-and-research-stations>

National Museum of Wildlife Art

<https://www.wildlifeart.org/visit/virtual-tour/>

Louvre Museum

<https://www.youvisit.com/tour/louvremuseum>

Multiple Natural History Museums and Zoo

<https://artsandculture.google.com/search/streetview?project=natural-history>

Guggenheim Museum and Foundation, New York

<https://artsandculture.google.com/streetview/solomon-r-guggenheim-museum-interior-streetview/jAHfbv3JGM2KaQ?hl=en&sv lng=-73.95902634325634&sv lat=40.78285751667664&sv h=30.75703204567916&sv p=0.06928383072430222&sv pid=MfnUmHRyOSzMtY3vtYU05g&sv z=0.9645743015259163>

National Museum United States Air Force

<http://www.nmusafvirtualtour.com/>

28. Virtual Journey Around the World

360-degree virtual videos tours around the world (example: Azores, Sintra, Portugal, etc) younger kids, Older kids, and adults)

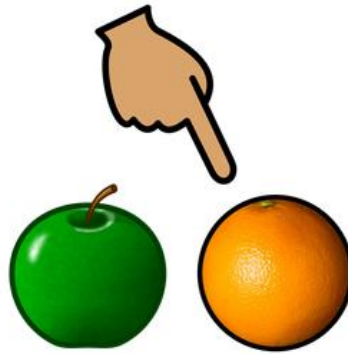
http://www.airpano.com/360video_list.php

Using objects to mark a transition



- Consult the person's communication matrix sheet - frequently used objects may be listed there.
- Use an object that is meaningful for that person in relation to the activity (e.g. pad = personal care).
- Show the object to the person.
- Say "time for".
- Start the activity immediately - bring the object with you to the activity so that the person understands what it represents.
- Once the activity is done, say "..... is finished" and put the object away. It might be helpful to have a "finished" bag to put it in.
- Ensure that this system is used repeatedly and consistently throughout the day.

Making choices



- Consult the person's communication matrix sheet – it will detail whether the person makes a choice from an object, photograph or symbol.

- Hold up 2 items at a time, preferably a little apart and within the person's field of vision.
- Name each item in turn – moving each item closer to the person as you name them.
- Say “do you want.....or....?”.
- Watch carefully to see where they rest their gaze, reach or point.

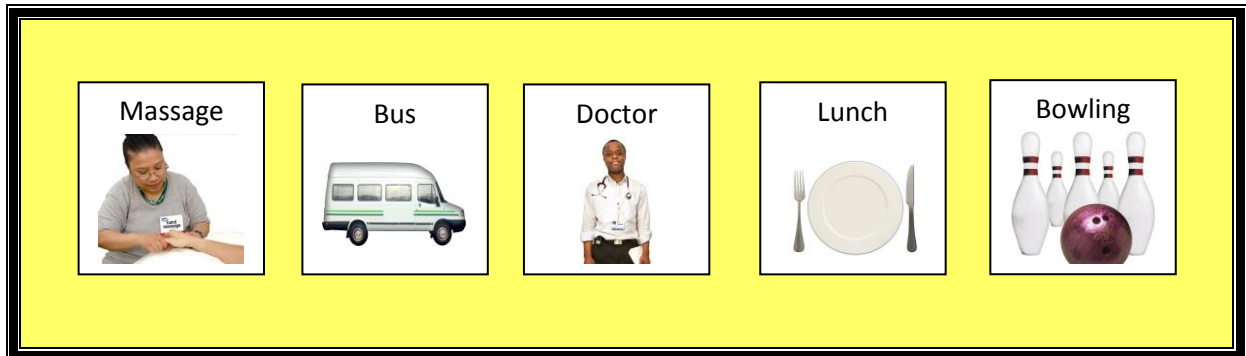
OR

- Place 2 items on the table/tray in front of the person within their reach.
- Name each item in turn – point to each item as you do so.
- Say “do you want ... or?”.
- Watch carefully to see where they rest their gaze, reach or point.

- Start the activity immediately - bring the object/picture with you to the activity so that the person understands what it represents.
- Once the activity is done, say “..... is finished” and put the object/picture away. It might be helpful to have a “finished” bag to put it in.
- Ensure choices are offered repeatedly and consistently throughout the day.

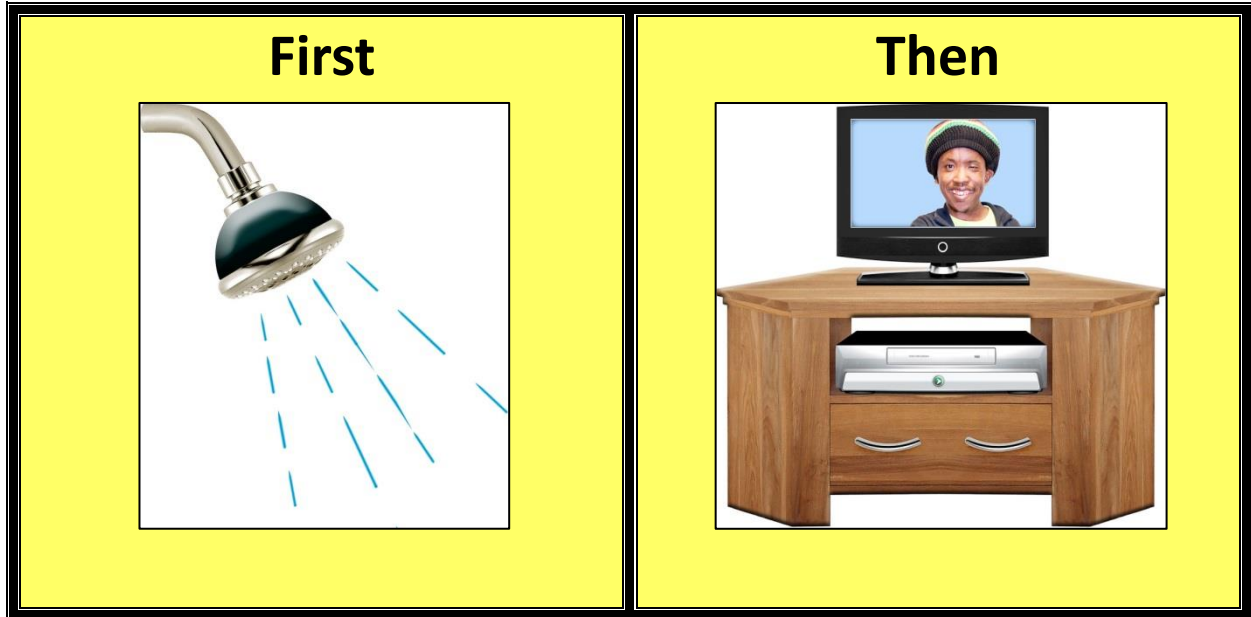


Visual schedules



- Consult the person’s communication matrix – this will let you know if visual schedules are meaningful for them.
- Determine how many pictures the person can cope with at a time (i.e. should you present only a portion of the day in pictures or the whole day).
- Attach pictures of the activities in the order they will happen – decide whether to have the pictures attached before you present them to the person, or whether it helps them to assist you in attaching them.
- Direct the person’s attention to the schedule.
- Decide whether to go through all items on the schedule with the person or just as each activity starts.
- Name the activity as you point to the picture. Say “it’s time for”.
- Start the activity immediately - bring the picture to the activity so that the person understands what the picture stands for.
- Once the first activity is done, say “..... is finished” and remove it from the schedule. It may be helpful to have a “finished” container for the pictures.
- Then say “it’s time for”, pointing to the next picture.
- Ensure that this system is used repeatedly and consistently throughout the day.

First Then Boards



- Consult the person’s communication matrix – this will tell you if first/then is meaningful for them.
- Attach pictures of the activities in the order they will happen (e.g. “first wash hands, then dinner”). It usually helps if the second activity is more motivating than the first.
- Show the board to the person.
- Point to each picture in turn saying “first then”
- Start the first activity immediately - bring the picture to the activity so that the person understands what the picture stands for.
- Once the first activity is done, say “..... is finished” and remove it from the board.
- Then say “now”, pointing to the remaining picture.
- Start the second activity immediately - bring the picture to the activity so that the person understands what the picture stands for.
- Ensure that this system is used repeatedly and consistently throughout the day.

Using Lamh

*** Refer to the communication matrix on how to support people' communication with others



- Consult the person's communication matrix sheet – if Lámh is appropriate, frequently used signs may be listed there.
- Use a sign that is functional for that person in relation to the activity (e.g. “drink”/”eat” signs at mealtimes).
- Speak as you sign to the person but you only need to sign one or two key words in the sentence (the information you want to convey most to the person).
- Sign accurately and clearly.
- Don't cover your mouth when signing near your face.
- Start the activity immediately so that the person understands what the sign represents.
- Ensure that Lámh is used repeatedly and consistently throughout the day.
- Consult with SLT if you are unsure of a sign or would like to learn some new ones.

Using technology to support people with disabilities, their families and those who support them during the Covid 19 pandemic

This is already a very worrying time for people with disabilities, being constantly reminded that they are in a high risk group when it comes to Covid 19. With schools and services shut down how can we use technology to facilitate communication, prevent people feeling isolated and maybe provide some kind of distraction?

WhatsApp or Viber Groups

This is something most of us use and find very useful. Disability services could set up a group/groups and use them as a way to keep communication open while people are at home.

WhatsApp is very accessible as it allows people to contribute to a group chat using recorded Video or Audio or text. It's a good way to share jokes and funny stories and keep morale up. It supports individual and groups (up to 4) video and audio calls.

Advantages

- Accessible (to many)
- Familiar

Disadvantages

- Needs a smartphone, computer or tablet. This might be difficult for some people
- Only supports groups up to 4 in real-time calls or video

Echo Dot or Echo Show

For some people, speech is the easiest way for them to access technology. The Amazon Alexa powered devices can be a very intuitive way of getting information, entertainment (music, radio, audiobooks adventure games). They also support a feature called "Drop in". When setting up a device you can add friends or contacts who also have Echo devices and allow them to "Drop in". This could provide a good means of keeping contact with people who may not be comfortable enough with technology to use a smartphone or WhatsApp. It works basically like an intercom. The person being dropped in on does not have to do anything other than answer, no buttons to press or commands are needed. It's like talking to them if they were in the room with you. The [Echo Show](#) (only £50 on Amazon at the moment) has a screen and camera also. We are not sure if you can Drop in with video or if you need to use a video calling service. (Maybe someone reading this already knows the answer?)

Advantages

- Very easy to use natural speech interface.
- Lots of entertainment options
- Can open communication channels in a natural way with user input

Disadvantages

- GDPR/Privacy/Consent considerations

Video Conferencing

MICROSOFT TEAMS

Microsoft Teams is a hub for teamwork in Office 365. It is currently free to download and use, during this Covid 19 pandemic. It is most likely to be initially at least, most useful to staff, as there is a degree of learning and familiarization involved: Here's an [introductory video](#) illustrating how Teams works.

SKYPE

Skype should be familiar being the original voice and video calling service. Perhaps not as popular as it once was it is still used by many people. Once someone is set up and signed in it should be easy enough to navigate. Skype is keyboard accessible, which will allow us use alternative input methods or create a simplified interface using software like the Grid 3. Unfortunately, Skype no longer supports games like checkers and chess but it is still a good option especially if people are already using it.

ZOOM

Currently free, the video conferencing tool [Zoom](#) is a great way of bringing larger groups together via video. It supports all the main platforms (Windows iOS, Android and MacOS). It's quite an easy app to use and is free to install and use for up to 40 minutes. This could be used to bring everyone together at a certain time every day and would be probably the best way of simulating the atmosphere people would be familiar with within the services they normally attend. When hosting a meeting, you can select 'share screen only' to ensure that there is no potential for making any changes to attendees' own devices. Without selecting this feature, it would be possible to remotely access devices, and this is something that would require written/recorded consent.

Note: Corporate IT Departments may have concerns re: this solution as they may not have any prior agreement with them. So for service providers, best to check with IT before considering it.

Advantages

- Free and relatively easy to use
- Supports large group video calls
- Great casting tool

Disadvantage

- GDPR concerns
- Requires a computer or mobile device
- Will be new and unfamiliar to most (all)

Set up an Internet Radio Station

There are services that allow you create an online radio station (for example <https://radio.co/>). This would be a great way of keeping people in touch with news and entertainment custom made for a specific audience. Rotate DJs between services, have chats, play music, share news. Bit of a mad idea but could be fun for everyone. If a live radio channel is a bit of a stretch we could maybe produce a daily podcast. Get people to record introduction to songs on their phones and send us the audio. Record thoughts, news, jokes, and we can try to put it all together and send out a link for everyone to listen. Video could also be used and make private links on YouTube.

Advantages

- Accessible to (almost) all as listeners
- Offers opportunity to be producer as well as consumer of news/entertainment
- All content curated by surface users

Disadvantages

- Totally new to us, not sure of the requirements for setting it up but happy to hear from others more familiar, and happy to try it out.

Watch Together

YouTube is very popular and supports synchronised watching of YouTube videos and real-time chat. Watch Together <https://www.watch2gether.com/?lang=en>

Online Games

There are lots of games available online that allow you invite friends to play remotely. Why not curate and manage a range? Suited to Draughts, [Battleship](#), Ludo, Scrabble, Chess although younger players might be more interested in Fortnite

Advantages

- Many of these games will be familiar to people already
- Great distraction; Start a league!

Disadvantages

- Many of the sites that offer these games are funded by advertising and can be difficult to navigate (auto playing videos, links to products, flashing ads designed to trick people into clicking on them. This is not an insurmountable problem but it would be a good bit of work identifying appropriate platforms. iOS might be better.

VIRTUAL PHOTO WALKS

This is a lovely idea we came across. The original uses Google Hangouts but any video conferencing app would work.
(Enable Ireland AT Resource)

Easy Read Information about Coronavirus

My house mate has COVID 19 / Coronavirus and I am staying in the house

They will have to stay in their room. If they leave their room they will have to wear a face mask.



They will have to use their own bathroom.



Staff will have to wear protective clothes. These clothes might look strange. It might be hard to see their face.



Some of the staff might have to stay at home.
This means there might be some different staff.
All staff are there to help you.



My house mate has COVID 19 / Coronavirus and they have to leave the house

My house mate is sick and needs help to get better.



They will have to go to another place to try get better.



Staff will have to wear protective clothes in my house. These clothes might look strange. It might be hard to see their face.



Some of the staff might have to stay at home.
This means there might be some different staff.
All staff are there to help you.



I have COVID 19 / Coronavirus

I have a cough or a high temperature (fever) or I am short of breath.



I will tell the staff who can call the doctor.



I will be told to stay in my room and wait for a doctor to come to test me. They might wear strange clothes.



They swab my nose and throat and take my temperature.



I must wait 1 – 2 days for the results.



If the test says I have COVID 19 / Coronavirus then I must stay away from other people except staff who can help me for two weeks or 14 days.



Some of the familiar staff might have to stay at home. This means there might be some different staff. All staff are there to help you. Staff will wear protective clothes and face masks.

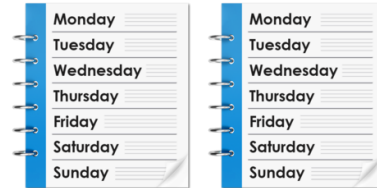


Staff will clean everywhere that is touched regularly for example, door handles, objects and counter tops. They will also wash my clothes on a hot wash.



My day service / training center is closed

The government has said all day services must be closed for two weeks or 14 days.



This means I will stay at home until my day service (*insert name of day service) is open again.

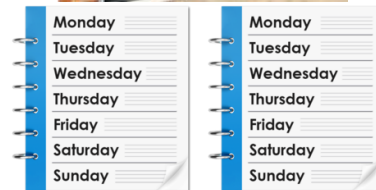


If I feel upset about this I can talk to the staff or my family or friends.



My respite service is closed

My respite service (*insert name of respite service) is closed for at least two weeks or 14 days.



This means I will stay at home until I am told when I can go to respite (*insert name of respite service).

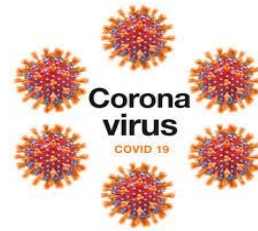


If I feel upset about this I can talk to the staff or my family or friends.



What is COVID 19 / Corona Virus?

It is a virus that can make some people sick.



You might have a cough, find it hard to breathe or have a temperature.



Most symptoms or signs are very mild and people get better quickly. Some people need more help to get better.



If I cough or sneeze I need to use a tissue or cough or sneeze into my elbow. Staff can show me how to do this.



It is also very important to wash my hands. I must wash my hands when I come home, touch other people or pets, if my hands are dirty, after I use the toilet and before I eat or drink anything.



How to wash my hands

Turn on tap



Wet hands




Put on soap



Rub hands with the soap



Rub each finger, thumb and your nails and your whole hand.

	
<p>Wash hands for 20 seconds. Staff can set a timer.</p>	
<p>Turn off tap with a paper towel.</p>	
<p>Dry hands with clean towel.</p>	

What to do if I sneeze or cough



If I sneeze or cough I must cover my nose or mouth.

I can choose to sneeze or cough into a tissue.

If I am using a tissue I need to put it in the bin.

OR



I can sneeze or cough into my elbow.

To sneeze or cough into my elbow.

When I feel a sneeze or cough starting

I will raise a bent arm up to my face.

Then I will cough or sneeze into my elbow.

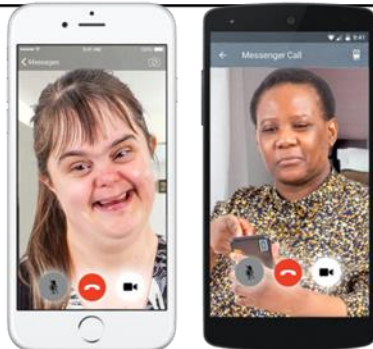
I can not go to my family home or meet with my family or friends.



The Corona virus is in Ireland. The government said to try keep safe, I must stay in my house.



I can not go to my family home and see my family or meet my friends. They can not come to visit me.



I can talk to family and friends using skype or facetime. Staff can help me with this.



This is hard. It is hard for everyone. But this is what we must do to try keep safe.



If I feel upset by this, I can talk to staff or by video with friends and family.

Corona Virus & Social Distancing



When chatting to people in my house we need to stay 1-2 meters away from each other.



It is important we stay at home and do not have visitors.



I am not be able to see my family or friends at the moment. This is hard.



I can talk to family and friends using skype or facetime. Staff can help me with this.



If I have questions, or I need to talk, I can talk to Staff.