



INTERMISSION

A respite program by MDUMC

INTERMISSION IS A RESPITE PROGRAM FOR PARENTS OF SPECIAL NEEDS CHILDREN AND ADULTS.

INTERMISSION IS OFFERED ONCE A MONTH ON THE 2ND SATURDAY FROM 9:00AM - 11:30AM.

CHILDREN'S INTERMISSION
AGES 4-13 AT THE JOURNEY
1 TO 1 RATIO.

ADULTS INTERMISSION
13-UP AT THE REFUGE.
1 TO 3 RATIO

RESPITE COMMITTEE

Rachael Walker 713/302-4437

Lee Moffett, Cindy Smith, Kami Burton, Shannon Mailloux

VOLUNTEERS

- Complete Safe Sanctuary
- Complete background check
- Complete Volunteer Training
- Sign up- online
- Must be 13 to volunteer
- 11 and up may volunteer if accompanied by a parent.

Volunteer Roles:

- 4 Ring leaders:
 - Keep time, giving 5 minute prompts.
 - 2 sensory & imagination play
 - 2 bingo & indoor recreation
- One on one: Paired with a child(1:1)
Engage with the child for duration of program.

Before

INTERMISSION

- VOLUNTEERS 13 AND UP WILL BE MATCH WITH A CHILD.(1-1)

VOLUNTEERS 11-12 REQUIRE A PARENT AND WILL BE MATCHED WITH CHILD.(2-1)

VOLUNTEERS WILL RECEIVE AN EMAIL PRIOR TO EVENT WITH TIPS FOR WORKING WITH SPECIAL NEEDS POPULATIONS.

THE DETAILS

Cancelations:

- If you are sick please don't come many of our friends have weak immune systems.
- Please call Rachael Walker ASAP at 713/302-4437.
as we will need to fill your spot.

Nursing Needs:

- Medication should be labeled and checked in with the nurse.

Accidents:

Please report all accidents to the RN and Respite committee. Respite committee will notify the parents. For emergencies call 911 first.

Snacks:

- Due to allergies friends are asked to bring their own snack.

Restroom/Diaper Needs

- You should always have two volunteers when visiting the restroom.
- If independent in the toilet, volunteer may wait outside.
- If diaper change is needed see the nurse.

Photos:

- Please respect our friends and do not take pictures or post on social media.

Intermission Schedule

CHILDREN (1:1 +7)

Volunteers arrive at 8:30

Volunteer pairings located at Welcome desk & classroom doors

Check the white binder in the classroom for helpful information about your buddy

Locate the nurse, the restrooms and the sensory umbrella

8:45 Volunteers gather by the Welcome table

8:50 drop off begins

9:00 Meet and Greet

-Manipulatives

-Snacks

-Sensory

-Playground

-Imagination

11:30 Parent pick-up

ADULTS (1/3)

VOLUNTEERS ARRIVE 8:45
THE REFUGE

9:00 MEET AND GREET

9:00-10:00 BINGO

10:00-11:00 BOARD GAMES

11:00-11:30 COMMUNITY

MEET AND GREET

- Welcome the family and introduce yourself to the parents first and then the child.
"My name is Rachael, I'm going to care for you today."
- When speaking to small children get down on their level.
- Build rapport by noticing something about the child.
"I sure like your spiderman shoes, I like spider man too"
"I see you like Taylor swift, me too. My favorite song is.."
- Ask parents how the morning was & collect snack.
- Tell the child your glad they are here, say " let's go play".
- Say see you later to parents.
- You may take the child by the hand or lead the child down the sensory hallway to the classroom.
- If any **Medical Needs**, escort parents to the RN for medicine check-in.

During Intermission

VOLUNTEERS ARE ASSIGNED CLASSROOMS BY AGE RANGE.

PLEASE TRY TO REMAIN IN THE CLASSROOM, IF YOUR PAIR NEEDS TO TRAVEL YOU MAY GO TO THE SENSORY HALLWAY OR THE SENSORY UMBRELLA

VOLUNTEER CAN PLAY INDEPENDENTLY OR COOPERATIVELY WITH ANOTHER PAIR.

VOLUNTEER MATCHES CAN CHOOSE ACTIVITIES TO ENGAGE IN FROM ACTIVITY CART

IMAGINATIVE PLAY WILL OFFER AN ACTIVITY WHICH IS OPTIONAL

RING LEADER VOLUNTEER WILL GIVE 5 MINUTE PROMPT

RING LEADER VOLUNTEERS WILL BRING CART TO THE CLASSROOM.

DRAFT Intermission Kids

GROUP 1/ Ages 4-8			GROUP 2/ Ages 8-12		
TIME	ACTIVITY	LOCATION	TIME	ACTIVITY	LOCATION
9:00-9:10	Meet and greet	Room C	9:00-9:10	Meet and greet	Room B
9:10-9:40	Playtime	Playground	9:10-9:40	Imagination	Room B
9:40-10:10	Imagination	Room C	9:40-10:10	Playtime	Playground
10:10-10:20	Snack	Room C	10:10-10:20	Snack	Room B
10:20-10:50	Sensory Box	Room C	10:20-10:50	Manipulatives	Room B
11:00-11:30	Manipulatives	Room C	11:00-11:30	Sensory Boxes	Room B
RC: Floater Volunteer: Imagination/Sensory Boxes			Volunteer: Imagination /Sensory Boxes		
GROUP 3/Ages 12-14			GROUP 4/15-18		
TIME	ACTIVITY	LOCATION	TIME	ACTIVITY	LOCATION
9:00-9:10	Meet and greet	Room D	9:00-9:10	Meet and greet	Room E
9:10-10:00	Board Games	Room D	9:10-10:00	Bingo and <u>Mingle</u>	Room E
10:00-10:50	Rec Games	Room D	10:00-10:50	Board Games	Room E
10:50-11:00	Snack	Room D	10:50-11:00	Snack	Room E
11:00-11:30	Bingo and <u>Mingle</u>	Room D	11:00-11:30	Rec Games	Theater
RC: Floater Volunteer: Rec Games/Bingo			Volunteer: Bingo/Rec Games		
RN:					

CHILDRENS INTERMISSION DRAFT SCHEDULE

SENSORY HALLWAY



Use the sensory hallway to engage and transition to the classrooms.

Use the sensory hallway as a place to retreat to if overstimulated or uninterested in classroom play.

PICTURE SCHEDULES

Picture Schedules will be posted in each classroom. Use the visual schedule to help with transition. Additional benefits include:

- Communicates routine
- Gives predictability
- Reduces anxiety
- Allows for processing time
- Promotes independence

Today's Schedule

1		<input type="checkbox"/>
2		<input type="checkbox"/>
3		<input type="checkbox"/>
4		<input type="checkbox"/>
5		<input type="checkbox"/>

art science
music group lunch
break English
geography gym
swimming multimedia class

Start over
Clear checks
Review

A sensory umbrella is shown, constructed from a metal frame with numerous colorful fabric strips hanging from it. The strips are in various colors including blue, orange, pink, green, yellow, and purple, some with patterns. The umbrella is set against a bright, slightly blurred background.

SENSORY UMBRELLA

Creates a place for rest, reduced overstimulation, promotes self regulation, improves focus, aides' cognitive development



LET'S PLAY

DURING INTERMISSION THE ACTIVITY CART WILL BE BROUGHT TO YOUR CLASSROOM
PLAY SCHEDULE WILL BE POSTED IN THE CLASSROOMS

"We don't stop playing because we grow old; we grow old because we stop playing." 📖 George Bernard Shaw

PLAY WITH MANIPULATIVES

Fine motor skills, eye-hand coordination, and visual discrimination

Recognition of shapes, colors, and textures

Comparison of similarities and differences, matching, classification, and pattern recognition

Following directions, following sequences, and concentrating for completing tasks

Chances to practice creativity and problem-solving

SENSORY PLAY

Benefits of Sensory Play

Sight, sound, smell, taste, and touch all play a role in building a child's understanding of the world. Sensory Play can benefit the development of:

- Cognitive Growth
- Language Development
- Motor Skills (Fine & Gross)
- Problem-Solving
- Social & Emotional Awareness

Sensory boxes are containers filled with a variety of materials made to stimulate the senses.

Multisensory including sight, sound, touch and smell.

They can help engage, relax or help the child to focus.

They help develop sensory skills, emotional regulation, social interaction and motor skills .

IMAGINATIVE PLAY

Creative and imaginative play is when children create their own storylines, role-play, or use toys or everyday objects in innovative ways. Creative and imaginative play is how children develop socially, emotionally, verbally, cognitively, and even physically.

A play activity will be offered but is optional.

KNOWLEDGE IS POWER

Respite committee members will be available to help you, if you encounter a situation and need help; stay calm, keep yourself and your pair safe and be patient.

When you arrive for Intermission remember to check the white binder in the classroom to get to know more about your pair.

BEST PRACTICE : INTERACTING

- Use clear language, keep it simple.
- Give choices to give them control.
- Follow their lead with play. Join in, rather than trying to guide it.
- Watch for signs the child is losing interest – knowing when to stop or change is important.
- Encourage your child's play by modeling play.
- Use lots of praise and positive feedback.
- If needed redirect or take a break to the Sensory Umbrella.
- Prepare them for transitions.
- Watch body language and know triggers for overstimulation

CEREBRAL PALSY

Cerebral palsy (CP) is a disorder that makes it harder to move and balance. Children with CP may have stiff muscles, uncontrollable movements, and poor balance and coordination. People with CP can have high cognitive functioning.

Like with other developmental disabilities, CP can be mild or severe.

DOWNS SYNDROME

Down syndrome is a genetic disorder caused when abnormal cell division results in an extra full or partial copy of chromosome 21. This extra genetic material causes the developmental changes and physical features of Down syndrome.

Down syndrome varies in severity among individuals, causing lifelong intellectual disability and developmental delays. It's the most common genetic chromosomal disorder and cause of learning disabilities in children.

AUTISM

Autism is a brain based condition, often autistic children have communication difficulties/difficulty with social skills, narrow interests, repetitive behavior and often lack of interest in other people, including lack of eye contact.

Some characteristics are:

- Consistently avoiding eye contact
- Seeming to ignore or simply being unaware of other people around them
- Exhibiting unusual movement patterns such as finger flicking, rocking, pacing.
- Having delayed or unusual speech or vocal patterns (or non verbal)
- Unusually sensitive or insensitive to noise, light, or pain
- Not engaging in symbolic (pretend) play or social play

THANK YOU FOR SHARING YOUR TIME & SUPPORTING INTERMISSION.

Because of you:

A Family got a rest from their caregiver duties.

A Family got to attend their child's game and be fully present.

A Mother was able to get her hair done, which was way past due.

A Father went to the driving range ..for the first time, in a long time.

Because of you a family is coping a little better with their child's special needs.

PLEASE COMPLETE THE QUIZ BELOW

[Take the quiz](#)