

# Listen To Your Customers. They Will Tell You All About Engaging And Retaining Health Programs

Presented by:

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What community programs are  
you, or your organization involved  
in?

# Brainstorm

1. What challenges do you have with your community programs related to engagement and retaining?
2. What successes do you have with your community programs related to engagement and retaining?
3. What are the different target populations for your programs?

# The Community Program Recipe

- Choosing the right program
- Administrative Support
- Community Stakeholders
- Funding/ Having a budget line
- Facilitators – Paid & Voluntary
- Coordinator
- Outreach/Recruiting
- Retaining participants

# Sensory Loss Toolkit

- Wisconsin Institute for Healthy Aging developed a Sensory toolkit
- Recognition of underserved population
- Heighten the experience of all participants

# Sensory Workgroup Partners

- Wisconsin Institute for Healthy Aging
- Department of Health Services
  - Office on Aging
  - Office for the Blind and Visually Impaired
  - Office for the Deaf and Hard of Hearing
- Wisconsin Council of the Blind & Visually Impaired
- Access to Independence
- Monona Senior Center Low-Vision Support Group
- Barron County Aging & Disability Resource Center

# Why create a toolkit for Sensory Loss?

- Very high prevalence of participants who have low vision and/or are hard of hearing in target population
- Seeing and hearing are critical factors to fully participate in workshop

# Prevalence of Vision Loss

- Increases as individuals age
- 5.5% of individuals age 18-44 have low-vision
- *Doubles* at age 45-64 (12%) and at age 65-74 (12.2%)
- *Triples* at age 75+ (15%)



# Older Adults with Vision Loss are Twice as Likely to Fall:

- Fail to see environmental hazards
- More difficulty maintaining balance
- Over-correct or have trouble taking corrective action after a stumble
- Exercise less, and consequently lose balance and strength
- Venture outdoors less, so reduced absorption of vitamin D

# Prevalence of Hearing Loss

- Increases with age
- 1/3 of adults 65+ have a hearing loss
- 1/2 of adults 85+ have a hearing loss
- Every 10 decibels increases chance of fall by 1.4 fold
- A “mild loss” (25 decibels) → 3 times more likely to fall than someone with no hearing loss

# Individuals with Hearing Loss:

- Are less aware of surroundings
- Do not benefit from the auditory clues about environment → tripping and falling more likely
- Often suffer from “*cognitive load*, in which the brain is overwhelmed with demands on its limited resources.....to maintain balance and gait.”
  - Dr. Frank Lin, Ph.D., Johns Hopkins University, School of Medicine

[http://www.hopkinsmedicine.org/news/media/releases/hearing\\_loss\\_linked\\_to\\_three\\_alling](http://www.hopkinsmedicine.org/news/media/releases/hearing_loss_linked_to_three_alling)



Wisconsin Institute  
for Healthy Aging

# Sensory Toolkit

Using the *Stepping On* Key Elements, the Toolkit addresses best practices for Programs:

- Workshop Organization
- Accommodations
- Preparation
- Delivery

# Toolkit Contents (1 of 2)

- A. Room Accommodations
- B. Etiquette in Working with Individuals with Low-Vision or who are Hard of Hearing
- C. Group Process for Every Session
- D. Flipcharts and Brainstorming
- E. Use of Handouts
- F. Additional Display Items

# Toolkit Contents, (2 of 2)

- G. Guest Experts
- H. Slides and Videos
- I. New Audio CD with exercises
- J. Outreach materials
- K. Registration Form
- L. Additional Resources

## A. Room Accommodations, *p.6*

- Keep all doors open or closed all the way before, during break and after the session
- Ask group for lighting preference for videos. Instruct group that you will be turning off the lights, then do.
- Ensure that Leaders and guest experts avoid moving around the room while presenting
- Be sensitive to the location of windows: while presenting, do not stand in front of window; group should not face windows

## B. Etiquette, *p. 9*

- Treat a person who is blind or visually impaired just as you would anyone else and offer assistance directly
- Verbal Acknowledgement: use words to acknowledge and give direction. Acceptable to use “see,” “read,” or “look”
- If guiding, offer arm by touching the back of the person’s hand and direct person’s hand on chair.
- Keep face clear of hands and objects when speaking
- Use microphone and repeat/paraphrase what others say





## C. Group Process, *p. 11*

- Even if there is only 1 participant with a sensory disability, facilitate group as if all did
- Get full group attention
- Introduce leaders and participants at each session in the order they are sitting
- Add additional ideas to group rules
- Pass out the Apple Quiz with clear instruction re: the delivery of the activity

## D. Flipcharts and Brainstorming, *p. 13*

- Use white flipchart paper and use black/blue markers
- Use big, legible words.
- Capitalize the first word.
- Do not use symbols
- Repeat answers as given and reread list when done.



## E. Handouts, *p. 14*

- Use large print version found on WIHA website
- Distribute 1 handout at a time.
- Wait until everyone has received, then review it
- Describe/Read through as a group, *before* handing out the next handout

## F. Additional Display Items, *p. 15*

- Hite canes
- Lights brighter than nightlights
- Brochures of resources local and statewide
- Varying colors/filters of sunglasses
- Hand magnifiers



## G. Guest Experts, *p. 16*

- Prep guest expert about group prior to them coming
- Ask guest expert to stand in one spot
- Have guest expert use microphone, regardless of expert's preference.

## H. Slides & Videos, *p. 17*

- When describing pictures in the slides, use plain language and neutral tone, but describe enough for all participants to engage.
- During videos, use the silence periods to describe to entire group what is happening. Give enough description using plain language and in a neutral tone

# I. Audio CD with Exercises, *p. 18*

- Use more detailed descriptive instructions in toolkit
- Consider having more than one Peer Leader to assist
- Make sure that the Physical Therapist and Leader's whole bodies are visible when instructing
- Remind participants of safety considerations when practicing exercises at home (at end of exercises)

## J. Outreach Materials, *p.* 23

- Revise outreach materials to indicate adjustments and accommodations for individuals with sensory impairments
- Consider new partnerships: VA Interfaith in Action Network, Talking Book, Radio, Hearing Loss Association etc.



## K. Registration Form, *p. 24*

- Use registration form to identify accommodations needed
- Additional questions include (note: questions do not specifically ask if individual has a sensory impairment):
  - Do you have difficulty seeing, even if you're wearing glasses?
  - Do you use any of the following: large print, audio, braille, magnifier?
  - Do you have problems hearing in group settings?
  - Please describe how we can accommodate your needs in this workshop.

## L. Additional Resources, *p. 25*

- Local ADRC's – Assistive Technology Kits
- Independent Living Centers' WisTech Assistive Technology Demonstration & Loan Closets
- Office for the Deaf and Hard of Hearing
- Office for the Blind and Visually Impaired
- Wisconsin Council of the Blind and Visually Impaired
- Specialty stores that sell Assistive Technology

# Assistive Technology

- Assistive Technology Items might be available through *Independent Living Center (ILC) WisTech Assistive Technology Demonstration & Loan Closets*. <https://www.wisconsinat4all.com>
- Aging and Disability Resource Centers may have Assistive Technology in-house [www.adrc.org](http://www.adrc.org)
- Wisconsin Council of the Blind & Visually Impaired *The Sharper Vision Store* <https://wcblind.org/shopping>
- Specialty stores that sell Assistive Technology  
<http://www.harriscomm.com/>  
<http://hearwi.org/about-hearwistore/>  
<https://www.enablemart.com/>  
<http://www.maxiaids.com/>

# Independent Living Center WisTech Assistive Technology Demonstration & Loan Closets



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## Planning Your Workshop

These resources will help you plan and prepare for holding your *Stepping On* workshop:

### NEW! Tools to Support Participants with Sensory Impairments



Use this tool kit to adapt your SO workshop to accommodate people with sensory impairments such as vision and hearing impairments. The audio recordings (at right) give a detailed explanation of each Stepping On exercise for participants with vision impairments. These can be shared with participants for

[Stepping On Tool Kit: Addressing the Needs of Participants Who Have Low-Vision or Who Are Hard of Hearing \(7/16\)](#)

**NEW! Easy Accommodations for Stepping On Participants Who Are Hard of Hearing or Have Low Vision**  
[Can You See & Hear Me Now? Video](#)

**Stepping On Exercises - Audio Recordings:**  
[Introduction to Exercises](#)  
[Safety When Doing Exercises](#)  
[Advancing the Exercises](#)

**Balance Exercises:**  
[Sit to Stand Exercise](#)  
[Sideways Walking Exercise](#)  
[Heel-Toe Standing Exercise](#)  
[Heel-Toe Tandem Walking Exercise](#)

**Strengthening Exercises:**  
[Introduction to Strengthening Exercises](#)



[Find a Workshop](#)

Take charge of your health. Participate in one of our evidence-based workshops.

# Challenges & Successes

1. What solutions to your challenges have you thought of?
  2. What brief successes do others have to share?

For more Information:

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# Thank you!

Wisconsin Council of the Blind and Visually Impaired  
Access to Independence

Wisconsin DHS Office for the Blind and Visually Impaired

Wisconsin DHS Office for the Deaf and Hard of Hearing

U.S. Administration for Community Living

Monona Senior Center

Barron County Aging & Disability Resource Center

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