

Impact of *Creative Activities* at an Adult Day Center

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Purpose of the Research Project

- ADC staff suggest creative activities are
 - More *enjoyable*
 - More *engaging*
 - Overall *better*
- Empirical literature limited
- Goal: Empirically assess the impact of creative activities on staff and participant interactions



Dimensions Creative Activities

- Creative vs. non-creative
- Failure free vs. failure possible
- Group process vs. individual process



Activities Observed

		Group		Individual	
Creative	Failure Free	Failure	Failure Free	Failure	
	Sculpture	X	Flower Arranging Pencil Art Lotion Making	Jewelry Making Sewing Decoration Making	
Non Creative	Wisconsin Club History Club Mississippi Club	Baking Cooking Crosswords	X	Ring Toss Bingo Yatzhee	
	Group		Individual		

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		Group		Individual	

Demographic Information

- 32 individuals observed
 - 26% male
 - 74% female
 - Mean Age = 81.8 years
 - 71% have Alzheimer's Disease, memory difficulties or cognitive decline
 - Mean Score on Mini Mental Status Exam = 19 (range 0-30)

Method

- Time sampling procedure
 - 1-hour observation **window**
 - Four 10-minute observation **periods**
- Participant selection
 - First staff interaction
 - Reliability check
- High inter-rater reliability => 90%

Staff: **Quality of Interactions**

- **Social code** from Proctor and colleague's (1998) *Quality of Interactions Schedule* adapted to include subcategories for more detailed analyses
- Refers to good, constructive, or beneficial interaction
 - Social verbal
 - Social eye contact
 - Social touch
 - Social failure free
 - Social non hierarchical

Staff: **Direction**

- **Direction** was added to the behavior rating scale
- Refers to type of direction *style* used by staff
 - Command instruction
 - command tone, no choice involved
 - Facilitative instruction
 - encouraging and nurturing, involves choice

Participant: Quality of Interactions

- **Engagement codes** from Proctor and colleague's (1998) *Quality of Interactions Schedule*
 - Disengaged
 - inactive or involved in unpurposeful activity
 - Non social engagement
 - engagement in purposeful activities no social interaction with others
 - Social engagement
 - engagement in some form of communication with others
 - Challenging behavior
 - solitary repetitive, non-functional motor activity or aggression toward others

Participant: **Affect**

- **Affect** measured using *Observed Emotion Rating Scale* (Lawton, Van Haitsma & Klapper, 1999)
 - Pleasure
 - laughing; singing; smiling; gently touching another
 - Anger
 - physical aggression; yelling; cursing; berating

Participant: **Affect** (continued)

- Fear or anxiety
 - shrieking; repetitive calling out; restlessness
- Sadness
 - crying; frowning; eyes dropping; moaning; sighing
- General Alertness
 - participating in a task; maintaining eye contact
- Neutral
 - Null behavior

Findings: Creative vs. Non-creative



Creative (N=379) versus Non-Creative (N=447) Staff Behaviors

Behavior	Creative	Non-Creative
Social verbal	.93	.93
<i>Social eye contact</i>	<i>.40***</i>	<i>.59***</i>
Social touch	.17	.14
Social failure-free	.15	.12
<i>Social non-hierarchical</i>	<i>.45***</i>	<i>.19***</i>
Command instruction	.01	.01
<i>Facilitative instruction</i>	<i>.36**</i>	<i>.26**</i>

**Creative (N=379) versus Non-Creative
(N=447)**
Participant Behaviors

- No differences

Findings: Failure Free vs. Failure



Failure Free (N=379) versus Failure (N=447) Staff Behaviors

Behavior	Failure Free	Failure
<i>Social verbal</i>	.95**	.91**
<i>Social eye contact</i>	.54**	.45**
Social touch	.17	.14
Social failure-free	.15	.12
<i>Social non-hierarchical</i>	.38**	.27**
Command instruction	.01	.01
<i>Facilitative instruction</i>	.26**	.36**

Failure Free (N=379) versus Failure (N=447) Participants Behaviors

- No differences

Findings: Individual Process vs. Group Process



Individual (N=296) versus Group (N=530) Staff Behaviors

Behavior	Individual	Group
Social verbal	.91	.94
<i>Social eye contact</i>	<i>.40***</i>	<i>.54***</i>
Social touch	.14	.16
Social failure-free	.15	.13
Social non-hierarchical	.34	.31
Command instruction	.01	.01
Facilitative instruction	.34	.29

Individual (N=296) versus Group (N=530) Participant Behaviors

Behavior	Individual	Group
Disengaged	.03	.01
Social Engagement	.97	.99
Non-social engagement	.00	.01
Challenging behavior	.00	.00
<i>Pleasure</i>	<i>.34**</i>	<i>.45**</i>
Anger	.02	.00
Fear or Anxiety	.00	.01
<i>General Alertness</i>	<i>.61**</i>	<i>.54**</i>
Sadness	.00	.00
Neutral	.03	.01

Summary of Findings

- Greatest impact on **staff**:
 - Participation in *Creative* and *Failure Free* activities
- Greatest impact on **participants**:
 - Participation in *Group Process* activities

Conclusion

Are *Creative Activities*.....

- more enjoyable?
 - Yes!
- more engaging?
 - Yes!
- overall better?
 - *Creative activities* found to have greatest impact on staff and on level of engagement among participants

Implications for Practice

- Findings suggest that **creative activities** contribute to positive outcomes for both:
 - **staff**
 - **participants**
- ADCs may benefit from incorporating **creative activities** into their programming

Limitations

- Single site observation
 - Eight week data observation period
 - 826 observed behaviors
 - 32 individuals observed
- The Adult Day Center
 - Existing programs
 - Long-term staff

Future Research

- Multiple ADC observation sites
 - Diversity of staff
 - Diversity of participants
 - Diversity of programming and/or absence thereof
- More rigorous design
 - Basic research as compared to applied
- Extended observation period

Questions or comments?



Contact information

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