

StickTogether: Product Benefits from a Psychological Perspective
Analysis & Summary Report prepared by Kristen Lyons, PhD

I have reviewed the StickTogether product line and have identified a number of psychological benefits spanning the physical, cognitive, and social-emotional domains. On the following pages are specialized reports for the benefits of the product for different populations/settings. A full list of all benefits is on the final page of this report. If you have any questions about this report, please contact:



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StickTogether Product Uses & Benefits for Community Centers

Analysis & summary report prepared by:

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Community is critical for well-being: we know from decades of research studies that people who have stronger social connections are happier and healthier. We also know that it's important to continue to challenge our selves mentally, so that we can stay sharp, well into our later years. StickTogether activity kits can be used to meet both of these needs.

StickTogether combines art-making and logical thinking in a fun, low-stress collaborative activity. The kits can be used by individuals from a wide age-range (from childhood through late adulthood) and with a range of ability levels. From a psychological perspective, the activity provides benefits for the whole person. That is to say, using the product provides benefits in terms of:

- The physical domain: movement of the body, sensations, and brain function
- The cognitive domain: perception, memory, problem-solving, language, attention, and other processes related to thinking
- The social/emotional domain: how we feel about ourselves and others, relationships, social interactions, how we feel and control our emotions, and how we control our impulses

Below is a list of specific uses/psychological benefits for community centers:

- Because the activity is designed to be used collaboratively, work can be divided so that each person can contribute with their physical ability level, allowing for the product to be used by people of a wide range of ages and ability levels
- The activity develops fine-motor skills (in removing the stickers and placing them on the grid)
- For individuals who have a need to move, the product provides an activity that gives enough low-level stimulation that individuals may be willing to sit still longer (akin to a fidget spinner) when needed
- The activity requires integrated use of multiple brain regions, including the visual cortex, temporal lobes (involved in language processing), and motor cortex (involved in movement); participants also engage their frontal lobe when planning and using working memory to strategize about how to complete the task. Using these brain regions individually and in concert improves their functioning and physically changes the structure of the brain to be able to better support the associated mental functions.

- Practicing a variety of self-control/executive function skills, which are important for maintaining cognitive functioning skills into later adulthood. This includes:
 - Practicing following directions (not just placing boxes randomly, but using the grid)
 - Practicing sustained attention skills
 - Practicing working memory skills (in looking at the grid and using the color key to place the colored sticker on the appropriate box)
- Creating an opportunity for social connections (combating loneliness and isolation)
 - Can be used as a way to gradually foster new relationships (e.g. if a new adult/child joins a group), by creating a purpose for socially interacting and generating reasons to talk to others (which may feel safer for more introverted or shy individuals)
 - Working together towards a shared goal promotes a sense of connectedness
 - Since the activity doesn't require advanced language skills it can be used when working with individuals who are unable or do not desire to engage in conversation but want to spend time together
 - Provides an opportunity for multi-age interaction
 - Providing an opportunity for equalizing relationships (e.g., between adults/children) as members of the different groups aren't necessarily better at the activity than others
- Learning to work collaboratively with others, including:
 - Strategizing about how to divide up the work
 - Learning to share materials/take turns
 - Learning to manage conflicts
- Provides an opportunity to practice managing emotions (e.g., frustration if making mistakes or anger at others working together with the child on the project)
- Providing users with a sense of accomplishment and pride at their work
- Promotes relaxation, as the task is not especially stimulating but does provide something to focus on
- Can be used as a reward system (i.e., you get to place a sticker when you do X)
- Can be used as a competition between teams to see who can complete it more quickly (encouraging team members to work together)
- The activity creates a piece that can be used as a memento (e.g., building a picture with a relative that one is visiting, that can then stay on the wall as a reminder of the event)
- Provides an off-line activity that is likely to keep people's minds engaged (and off technology)