

Promoting Daily Living Independence

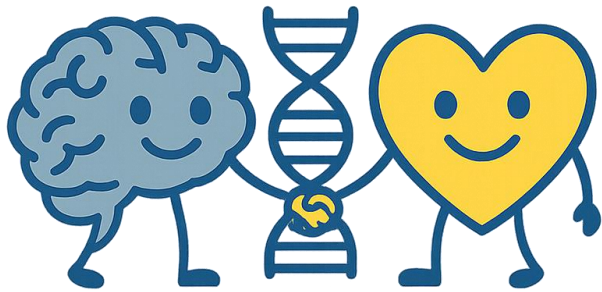
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Community Health Improvement Program (CHIP-ID)

- Research, Community Programs, Education and Outreach
 - Physical Activity
 - Cooking
 - Health Lifestyle
 - Weight management
 - Brain health
 - Alzheimer's disease prevention



**COMMUNITY
HEALTH
IMPROVEMENT
PROGRAM**
FOR INTELLECTUAL DISABILITIES



Community Health Improvement Program (CHIP-ID)

Sign up for Newsletter:



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@KU.CHIP.ID



@KU.CHIP.ID

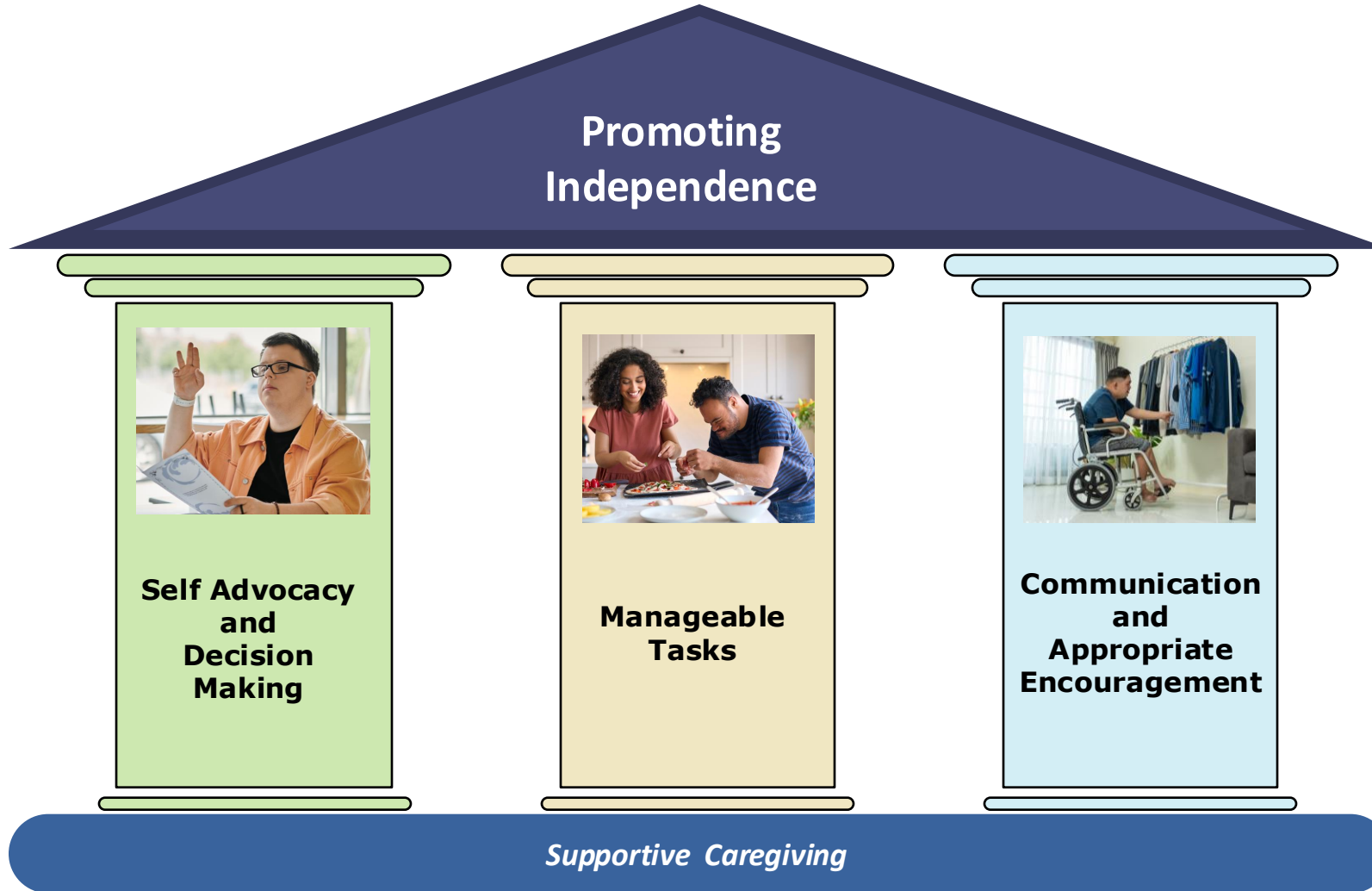


CHIP Chat



321 Fit- April 18th 9-12pm
Inclusive Fitness Event

Promoting Independence



Promoting Independence



Self Advocacy and Decision Making

- Provide choices
 - Open ended
 - Options
 - Yes/No or This/That
- Ask for permission to help
- Allow for processing time
- Support self reflection
 - When seeking reassurance
 - Check in on emotions

OT in Action- Promoting Independence



Self Advocacy and Decision Making

- Provide choices
- Ask for permission to help
- Allow for processing time
- Support self reflection

Evan wants to order his own food at a restaurant. He gets overwhelmed with all the options on a menu. His support staff asks Evan if he would like to have fewer choices. Evan and his support staff decide to narrow down the menu options to 3 to make it easier for Evan to make a decision and order on his own. When the waiter asks for his order, his support staff stays quiet and gives Evan time to respond.

After Evan orders he asks his support staff if “he picked the right choice?” The support staff asks Evan “What do you think Evan?”

Promoting Independence

- ❑ Break tasks down into smaller steps
- ❑ Forward chaining
 - Person with IDD completes first step → Support staff completes the rest
- ❑ Backward chaining
 - Support staff completes all but the last steps → Person with IDD completes last step



**Manageable
Tasks**

OT in Action- Promoting Independence

- ❑ Break tasks down into smaller steps
- ❑ Forward chaining
- ❑ Backward chaining

Alex wants to make his own pizza. Alex's support staff breaks down the task of making a pizza into steps. 1. Put the pizza dough on a plate 2. Spread the sauce 3. Put toppings on the pizza 4. Put the pizza in the oven 5. Take the pizza out of the oven 6. Slice the pizza. Alex is hesitant to do any of the steps.

Alex's support staff asks Alex if he would like to do Step 1. Put the pizza dough on a plate to start- as he gets more comfortable and with practice he does Step 1 and Step 2 and so on (forward chaining)

Alternatively- Alex's support staff completes all the steps and asks Alex to complete the last step, slicing the pizza- as Alex gets more comfortable he can complete the second to last step as well as the last and so on (backward chaining)



**Manageable
Tasks**

Promoting Independence

- ❑ Language Matters! Adults with disabilities are ADULTS
 - DO: use plain language and allow for extra processing time for responses
 - AVOID: using a high pitch or “baby voice” or using the phrase “we” or “let’s” when the adult themselves is doing a task
- ❑ Encourage and Praise when appropriate
 - DO: Give specific encouragement and praise for new or improved behaviors
 - AVOID: Giving overly used vague praise “good job”



**Communication
and
Appropriate
Encouragement**

OT in Action- Promoting Independence

- ❑ Language Matters!
- ❑ Encourage and Praise when appropriate

Brian has been working on independently getting himself ready for work each day. His support staff could say:

AVOID: "Ok Brian, WE need to get ready for work now"

DO: "Ok Brian it's time for you to get ready for work. What's the first thing you need to do?"

After Brian completes his tasks his support staff could say:

AVOID: "Good job" after every step of a task is completed.

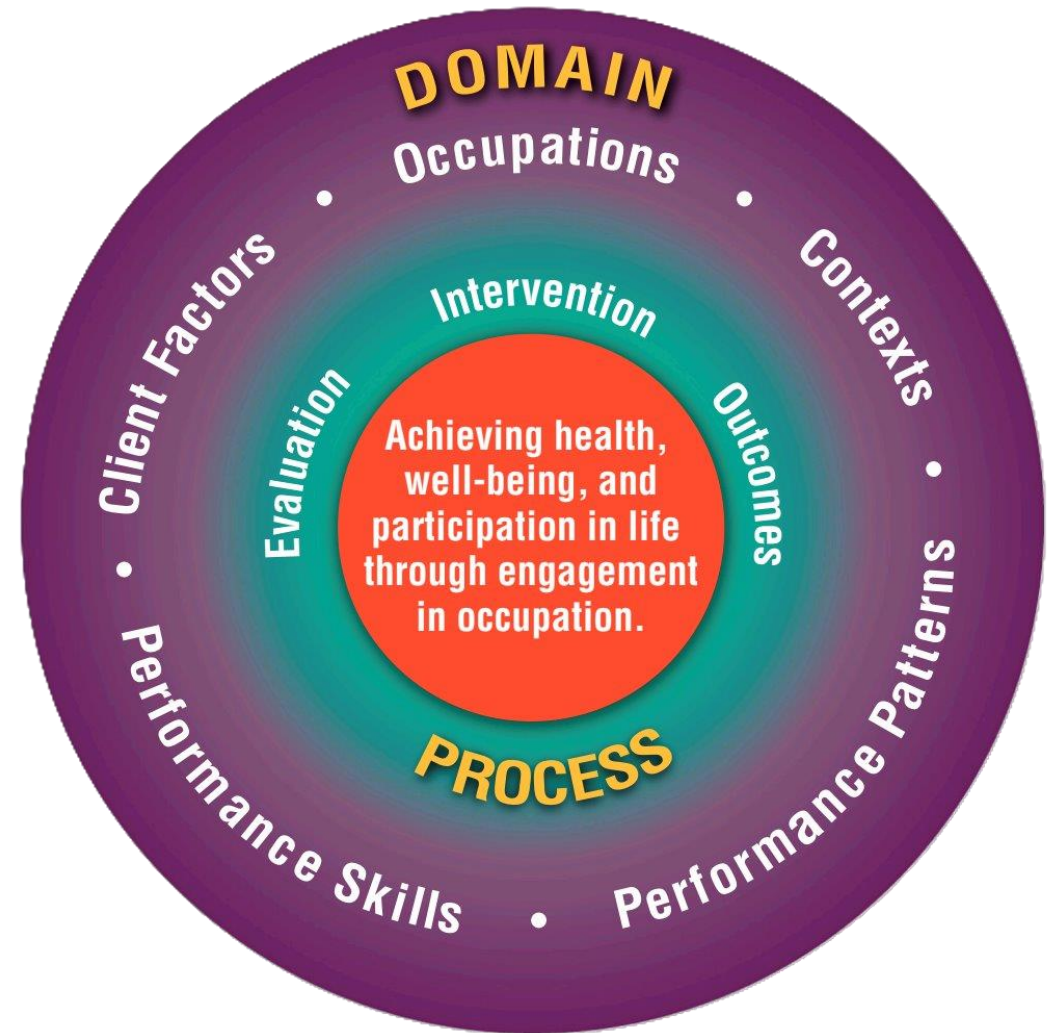
DO: Wait until the entire task is completed and complement on what specifically was impressive. "Brian, I'm really impressed at how quickly you got yourself dressed and packed your lunch for work today. How does that feel!?"



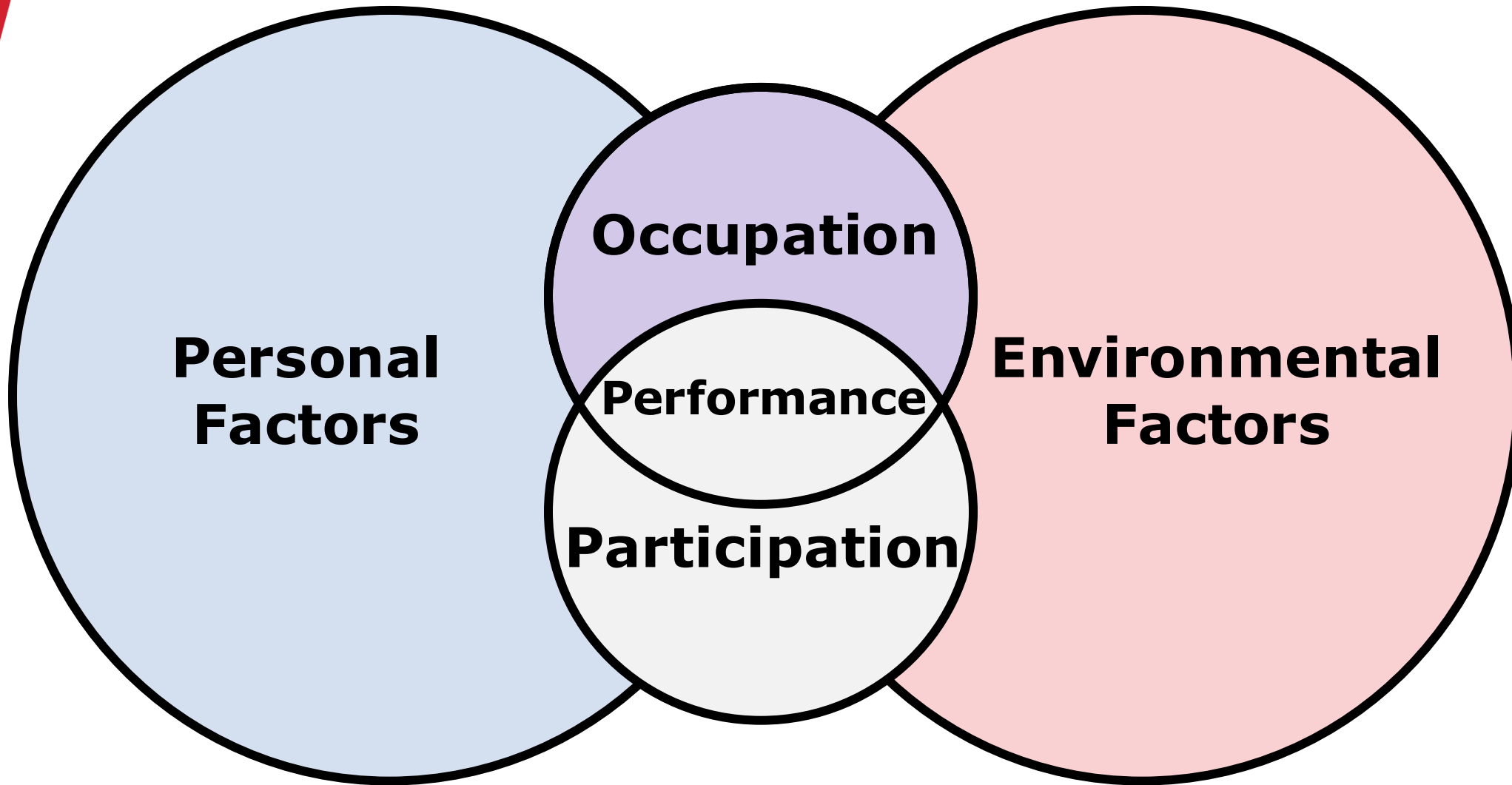
**Communication
and
Appropriate
Encouragement**

What is Occupational Therapy?

- Help people engage in activities of daily living (ADLs)
- Occupations = things that *occupy* your time
- Client-centered
- Evaluation, intervention, and outcome
- Health, well-being, and participation



PEOP Model

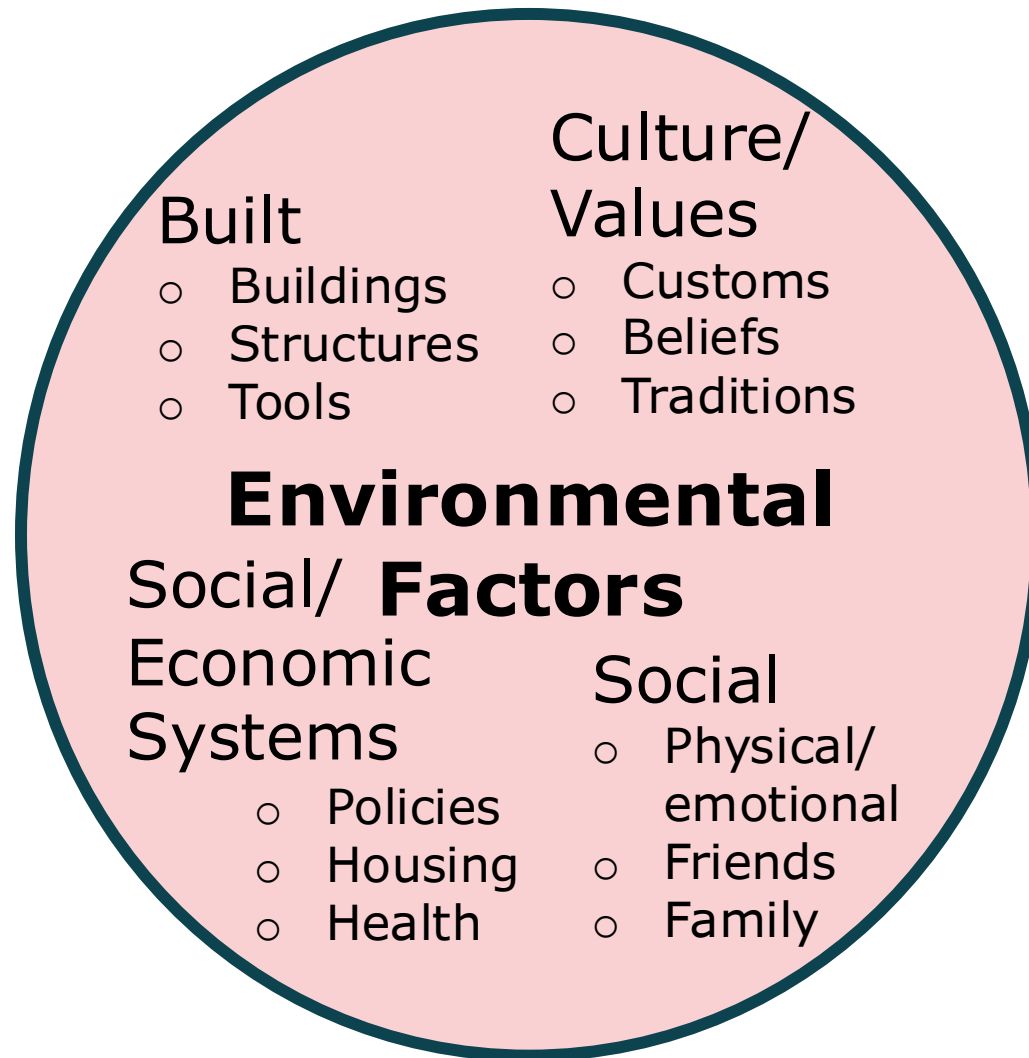


PEOP Model

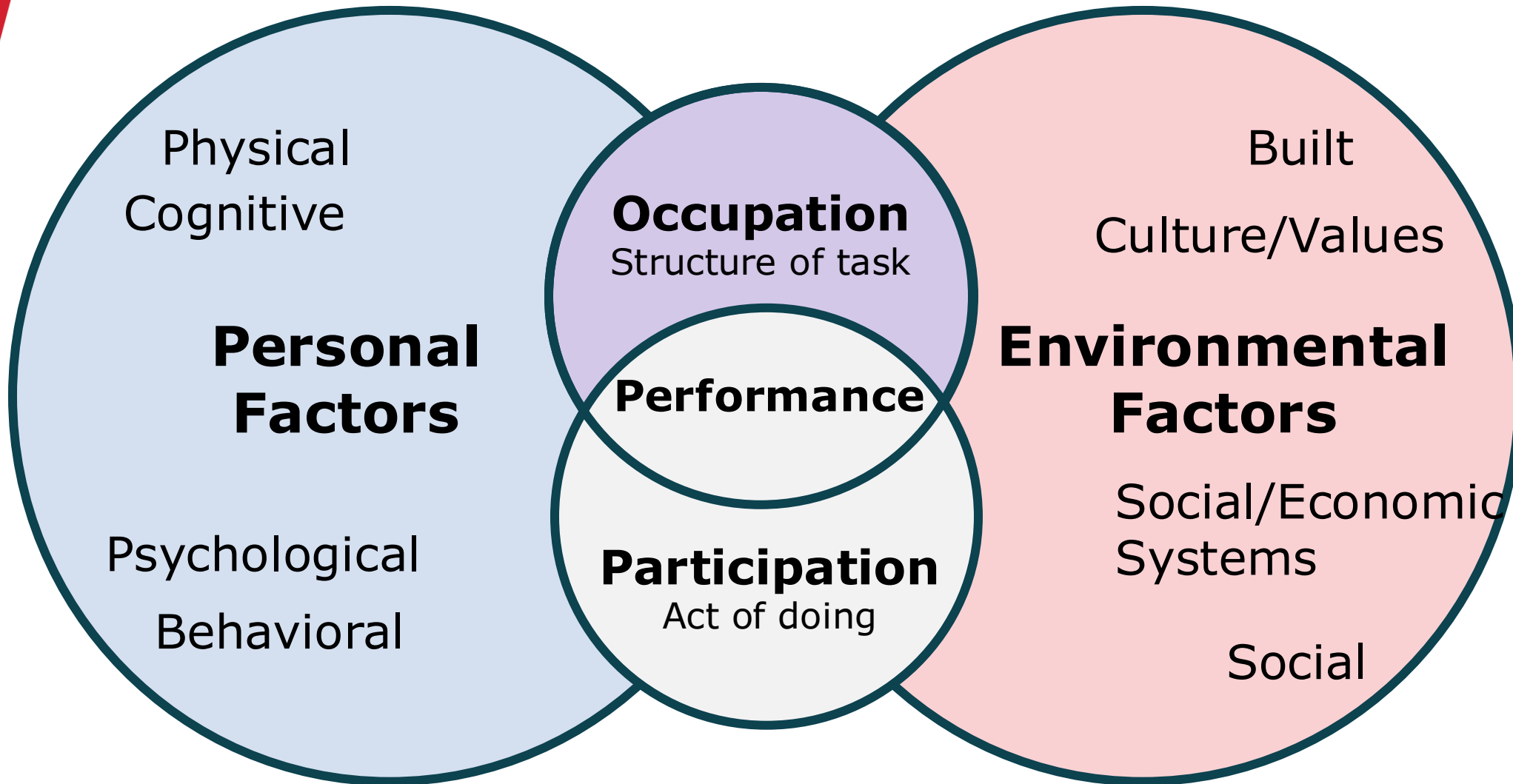
- | Cognitive | Physical |
|-------------|----------------|
| - Memory | - Sleep |
| - Attention | - Strength |
| - Reasoning | - Coordination |

Personal Factors

- | Psychological | Behavioral |
|------------------|--------------|
| - Self-esteem | - Attitude |
| - Motivation | - Motivation |
| - Self-awareness | |



PEOP Model



Grading Tasks

Minimal



Maximal

- Completely independent - No help at all
- Visual prompting - Providing visual steps, checklists
- Verbal prompting - Providing steps, instruct to next step, locate object
- Gestural prompting - Pointing to next step, pointing to item, mimicking a movement
- Demonstration - Physically demonstrate an action, showing a video
- Physical assistance - Hand-over-hand, moving a person's limbs

Activities of Daily Living- Dressing

Personal Factors

Strength-Coordination-Safety

- Standing/Balance
- Mobility
- Fine/Gross motor skills
- Endurance
- Safety awareness

Visual-Cognitive-Sensory

- Low-vision
- Textural sensitivity
- Sequencing
- Memory
- Attention

Environmental Factors

- Lighting
- Organization
- Labels on clothing and/or containers
- Adaptive tools
- Closet space

Occupational Adaptations

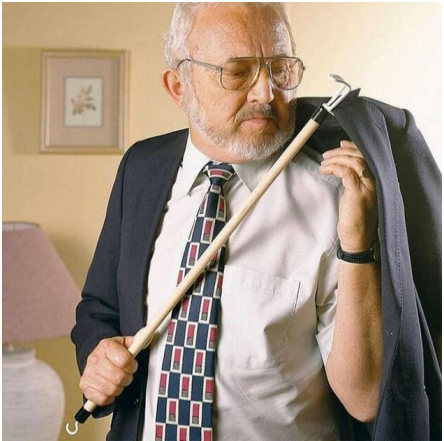
Strength-Coordination-Safety

- Seating
- Adaptive tools
- Energy conservation
- Types of fasteners

Visual-Cognitive-Sensory

- Simplify steps
- Colors/labels

Activities of Daily Living- Dressing



WHEN I GET DRESSED I WILL PUT ON...

underwear 	bra 	tank top 	sweater 
leggings 	socks 	gym shoes 	jewelry 



**Lower Body
Dressing
After
Hip
Replacement**



Grading Tasks- Dressing

Minimal



Maximal

- Completely independent - No help at all, uses adaptive tools independently
- Visual prompting - Providing dressing checklist, picture guides
- Verbal prompting - Instructing how to fasten clothing, prompting to start next step or complete steps in order
- Gestural prompting - Pointing to tools, pointing to clothing or buttons
- Demonstration - Physically demonstrate how to fasten or put on clothing, watch video on adaptive tools
- Physical assistance - Putting shirt on them, hand-over-hand to use tools or fasteners

OT in Action- Dressing

Maria is working to dress more independently. She enjoys wearing colorful clothes and selects her outfits every morning. When getting dressed, she often becomes overwhelmed by the number of steps, gets frustrated with fasteners like buttons and zippers, and puts clothes on in the wrong order. She can stand independently but occasionally loses her balance. How can her support staff help her dress more independently?



OT in Action- Dressing

- Lay clothes out in order
- Break down each step
- Use dressing checklist
- Balance devices (e.g. walker, cane) nearby
- Standing with bed or chair behind her
- Clothing without fasteners
- Use adaptive tools for fasteners
- Close buttons beforehand (when possible)



Activities of Daily Living- Bathing and Grooming

Personal Factors

Strength-Coordination-Safety

- Standing/Balance
- Energy
- Mobility
- Fine/Gross motor skills

Visual-Cognitive-Sensory

- Low-vision
- Temperature, textural, auditory sensitivity
- Safety awareness
- Sequencing
- Memory
- Attention

Environmental Factors

- Lighting
- Flooring
- Height of counters
- Location of items
- Labels on items
- Organization
- Adaptive tools

Occupational Adaptations

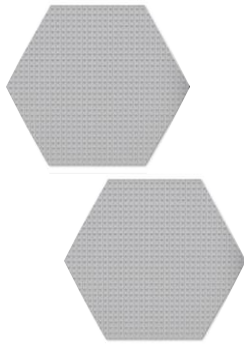
Strength-Coordination-Safety









- Breaks/seating
- Adaptive tools for shower, sink etc.
- Energy conservation
- Safety flags

Visual-Cognitive-Sensory

- Simplify steps
- Colors/labels
- Checklists

Activities of Daily Living- Bathing and Grooming



-  toothpaste
-  cologne
-  towels
-  supplies
-  medication
-  dentures
-  razor
-  toothbrush



		
 BRUSH TEETH	 COMB HAIR	 BRUSH HAIR
 FLOSS TEETH	 TAKE SHOWER	 GARGLE
 SHAVE LEGS	 TAKE BATH	 DRY HAIR
 PUT ON LOTION	 PUT ON MAKEUP	 PUT ON DEODORANT



and then when it reappears it
needs reattachment

Grading Tasks- Bathing and Grooming

Minimal



Maximal

Completely independent

Visual prompting

Verbal prompting

Gestural prompting

Demonstration

Physical assistance

- No help at all, uses adaptive tools independently
- Providing hygiene checklist, picture guide on how to brush teeth
- Instructing when/how to add toothpaste, tell them to wash a missed area, prompt to brush hair
- Pointing to tools, pointing to missed area
- Physically demonstrate how to brush hair, watch video on toothbrushing
- Washing their body for them, holding their hand to show motion for brushing teeth

OT in Action- Bathing and Grooming

Jennifer gets support with her nighttime routine. She wants to be more independent with her bathing and grooming but often avoids these tasks due to sensory difficulties and memory challenges. She becomes overwhelmed by water temperature, forgets to wash certain body parts, and needs a lot of prompting to brush her teeth and hair. What are some strategies her support staff could use to help support her needs?



OT in Action- Bathing and Grooming

- Set water temp before getting in the shower
- Use stickers on faucet to distinguish them
- Visual schedule of routine steps
- Checklist to wash each body part
- Combining non-preferred tasks with preferred ones (e.g. sing while brushing hair)
- Setting items for routine in a basket or in order on a shelf



Activities of Daily Living- Cooking

Personal Factors

Strength- Coordination-Safety

- Hand grip strength
- Hand eye coordination
- Standing/balance

Visual-Cognitive- Sensory

- Memory
- Reading level
- Safety awareness
- Visual needs
- Food textures
- Familiarity with cooking

Environmental Factors

- Lighting
- Kitchen layout (accessibility of items and utensils used)
- Safety precautions
- Use of adaptive kitchen utensils

Occupational Adaptations

Strength- Coordination-Safety

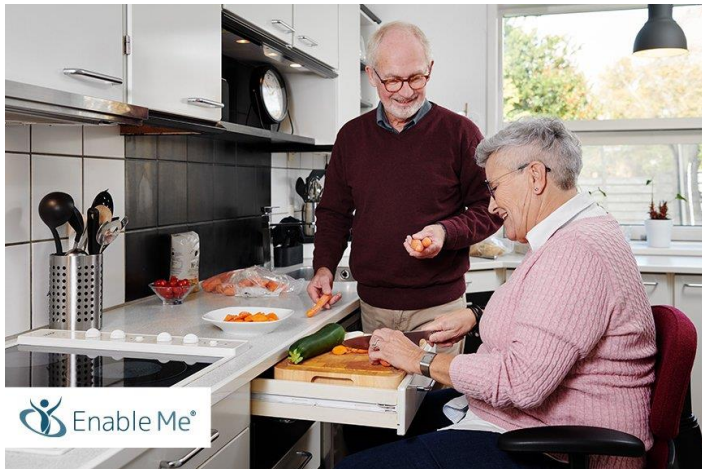
- Adaptive kitchen tools
- Seated activities
- Concise set up
- Safety signs

Visual-Cognitive-Sensory

- Color coded measuring cups and spoons
- Visual recipes
- High contrast cutting board
- Breaking down steps
- Simple familiar recipes

Activities of Daily Living- Cooking

Strength and Coordination



Safety

HOT 



Activities of Daily Living- Cooking

Visual-Cognitive-Sensory

Measuring cups & spoons:



8

Add strawberries to bowl and mix ingredients using salad tongs

Measure 1-2 cups of salad onto a plate

9

Measure 2 Tablespoons dressing and drizzle onto salad

Put extras away and clean up

Grading Tasks- Cooking

Minimal



Maximal

- Completely independent - Follows a written recipe or no recipe
- Visual prompting - Follows a visual recipe
- Verbal prompting - Reminders for what the next step is, safety (turn off the stove etc.)
- Gestural prompting - Pointing to next step in recipe, pointing to ingredient (often paired with verbal)
- Demonstration - Watches staff slice with a knife, how to use the stove etc.)
- Physical assistance - Hand-over-hand or hand-under to use a knife

OT in Action- Cooking

Jerry would like to make a sandwich independently. He currently uses a wheelchair and has limited hand strength. He has an intellectual disability and attends a day program where he is part of cooking club. He has watched staff make sandwiches before but hasn't ever made a sandwich for himself independently. What are some things his support staff could do to help Jerry make a sandwich more independently?



OT in Action- Cooking

- Set up kitchen tools in front of him
- Provide choices of what Jerry wants to put on his sandwich
- Visual recipe
- Showing him one step at a time and allowing time for him to complete on his own
- Asking Jerry what's next and giving him time to respond before moving on
- Forward/backward chaining
- Provide built up knife/chopper
- Least to most prompting
- Asking for permission to help



Activities of Daily Living- Community Participation

Personal Factors

Strength-Coordination-Safety

- Standing/balance
- Mobility
- Safety with signs, people, crossing, etc.

Visual-Cognitive-Sensory

- Memory
- Attention
- Reading level
- Public transport use
- Visual and auditory sensitivity

Environmental Factors

- Social opportunities
- Community
- Safety
- Options within area
- Accessibility
 - Transport
 - Buildings
 - Signs, schedules, and maps

Occupational Adaptations

Strength-Coordination-Safety

- Mobility devices
- Endurance
- Energy conservation

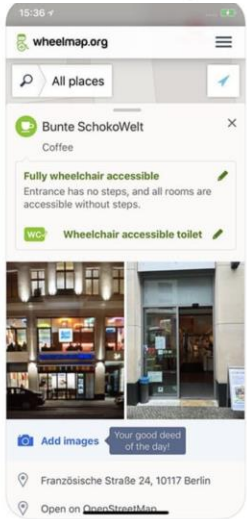
Visual-Cognitive-Sensory

- Accessible maps
- Familiar routes
- Noise cancelling headphones
- Sunglasses

Activities of Daily Living- Community Participation



CATCH-A-RIDE
VOLUNTEER TRANSPORTATION



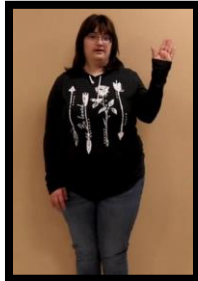
AbleLink
Smart Travel Service



Transportation
Resources:



Match the action with the appropriate relationship

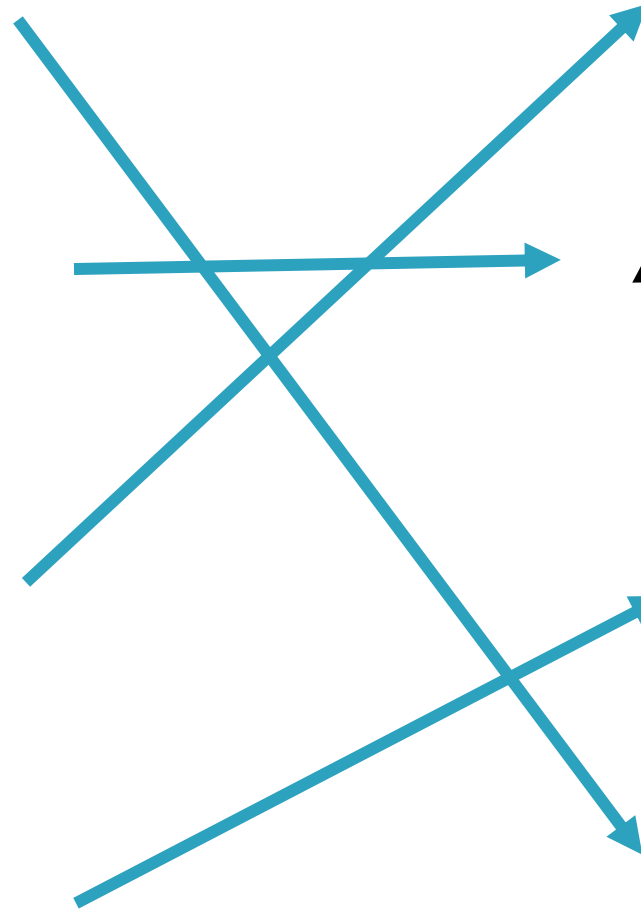


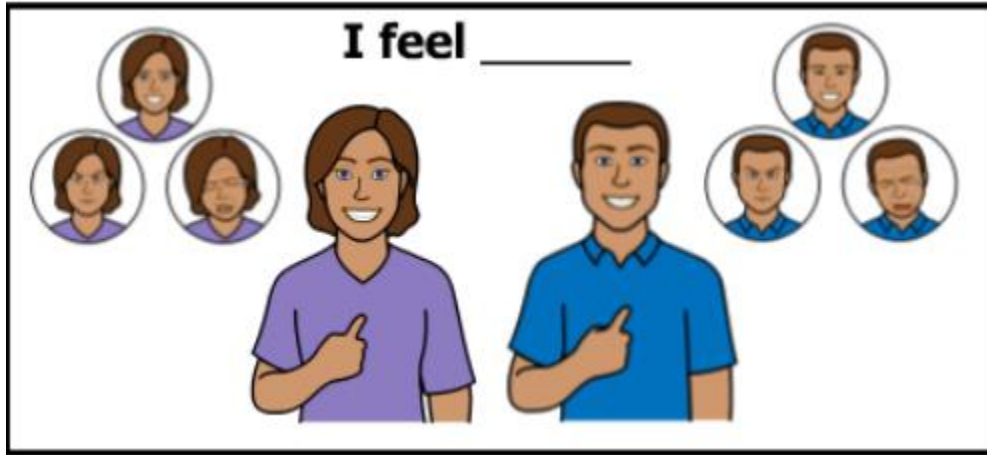
A person you just met

A close friend

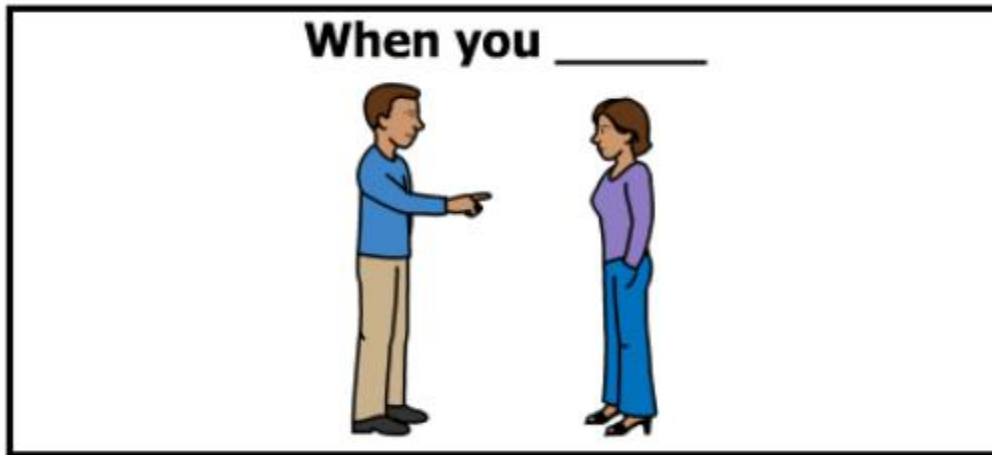
Your boss

A close family member





Tell the person
how you feel.



Tell the person
***what they did to make
you feel that way.***

Grading Tasks- Community Participation

Minimal

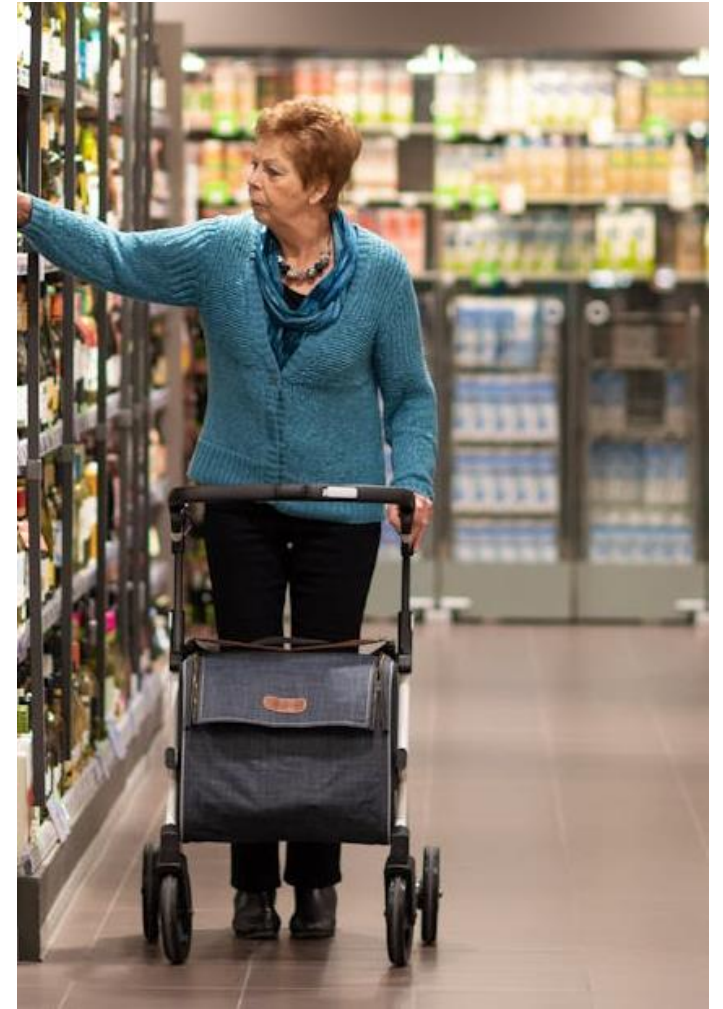


Maximal

- Completely independent - Navigates community independently, appropriate safety with strangers
- Visual prompting - Checklist for social interaction or items to bring out, printed schedule with images for daily route
- Verbal prompting - Needs instruction to go correct route, reminders for social cues, prompting to use mobility aids
- Gestural prompting - Pointing directions, pointing to assistive devices
- Demonstration - Demonstrating a route and navigation, watching video on transportation or safety
- Physical assistance - Guiding to locations, pushing wheelchair to navigate

OT in Action- Community Participation

Lena wants to do more grocery shopping for herself. She does not like loud or crowded environments. She gets distracted at the store and often goes over budget buying things she doesn't need. She gets tired if she walks for too long and occasionally uses a rollator (walker on wheels). She has used public transportation before to get to the store but has always had someone tell her which stops to get on and off at. How can her support staff help her take part in grocery shopping?



OT in Action- Community Participation

- Noise cancelling headphones
- Going during quieter times (often early in the morning or late at night)
- Visual grocery lists (apps or printed)
- Using cash
- Encouraging/building in breaks
- Use motorized carts
- Schedule for bus stop (apps or printed)



Additional Resources

- [Website with Free Checklists and Visual Charts \(have to make an account though\)](#)
- [Social Stories and Visual Cues for Adults with IDD](#)
- [Accessible Recipes](#)
- [CHIP ID Facebook](#)
- [CHIP ID Newsletter](#)
- [Training for Professionals when Hiring People with Disability](#)
- [Equip Me OT Website](#)
- [Equip Me OT Videos \(helpful for learning mobility aids, dressing strats, etc.\)](#)
- [Document with Transportation Resources](#)
- Google!



QUESTIONS?

Thank you!

To contact for questions or resources please reach out!

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