



# **Eaton House Day Programs: Independent Living Skills Program**

**Prepared: July 2018**

## About the Day Program

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Eaton House provides day programs for children and adults with a disability. These programs promote learning, development and social interaction in a relaxed and engaging environment. A core component of our day programs is developing independent living skills. We aim to increase an individual's independence by developing their life skills and fostering their personal strengths, interests and abilities. We can tailor a program to meet an individual's needs by conducting a skills assessment and understanding the goals of the individual.

We develop learning programs for 17 key areas of independent living skills, including:

### 1. Weekly Planning and Routines

- a. Writing a weekly calendar including work commitments and appointments
- b. Scheduling regular self-care and relaxation activities
- c. Organising clothing and food requirements for the week
- d. Developing a morning and bedtime routine
- e. Setting alarms and reminders

### 2. Goal Setting and Planning to Achieve Goals

- a. Identifying values, needs/wants and goals
- b. Setting SMART goals
- c. Monitoring and reviewing incremental steps to achieve goals

### 3. Self-Awareness

- a. Know who is involved in decision making and who to trust
- b. Know my name, birthdate, address, telephone number and who else may have this information
- c. Carry personal ID when leaving home
- d. Know how to describe my medical condition/disability and how it affects my life
- e. Know my past medical history
- f. Can follow the plan of care recommended by my doctor or health professional
- g. Can describe changes/symptoms caused by my medical condition/disability
- h. Know the names and purpose of my medications and how/when to take them
- i. Know any medication side effects and what to do if they occur
- j. Take medication on my own without help from a parent or carer



#### **4. Self-Advocacy**

- a. Know how to speak up for myself and say 'No'
- b. Know what agencies and people can help me to look after myself and take part in community activities
- c. Know how to make contact with community advocacy organisations
- d. Know how to call and ask for information, materials and booklets
- e. Know where to get more information about my medical condition/disability
- f. Have good communication with doctors and other professionals

#### **5. Personal Care**

- a. Toileting
- b. Grooming
- c. Showering including body and hair washing
- d. Brushing teeth and flossing
- e. Dressing
- f. Tying shoe laces
- g. Managing menstrual cycle

#### **6. Domestic Activities and Home Maintenance**

- a. Load and start a washing machine
- b. Hang out the washing and fold a basket of washing
- c. Iron clothes
- d. Sweep, mop and/or vacuum the floor
- e. Change and make a bed
- f. Clean the toilet
- g. Clean the bathroom
- h. Dispose of household garbage
- i. Wash the car
- j. Mow the lawn
- k. Weed the garden

#### **7. Meal Planning and Food Shopping**

- a. Understand if I have food allergies and how to safely deal with them
- b. Understand healthy food choices and locate healthy recipes
- c. Draft a weekly food menu
- d. Write a shopping list
- e. Conduct grocery shopping

## **8. Cooking and Kitchen Hygiene**

- a. Make a hot drink
- b. Make a sandwich
- c. Make a basic dinner (e.g., meat and veg or pasta/sauce)
- d. Use kitchen equipment and utensils
- e. Wipe down kitchen surfaces
- f. Wash up dishes and kitchen utensils
- g. Clean the fridge
- h. Understand food safety including temperature control, storage, food labelling and cross contamination
- i. Eating and table etiquette

## **9. Budgeting and Money Handling**

- a. Create and adhere to a personal budget
- b. Pay a bill
- c. Learn money handling in the community
- d. Use an Automatic Teller Machine (ATM)
- e. Learn how to open a bank account

## **10. Community Participation**

- a. Identify activities in the community that are meaningful to me and participate in them
- b. Catch public transport or a taxi
- c. Order an item (e.g., coffee)
- d. Develop a social support network
- e. Meet a friend for an outing
- f. Shop for clothing and other needs

## **11. Hobbies and Physical Health**

- a. Scheduling time for hobbies and interests
- b. Participating in diverse activities as an opportunity for new experiences, skill development and meeting people
- c. Developing a health and fitness plan
- d. Engaging in regular physical exercise

## **12. Work and Higher Education**

- a. Understand how my disability affects my learning
- b. Have thought about possible careers and sought information about them
- c. Have completed a resume or job application
- d. Have gained paid or volunteer work experience
- e. Know how to talk about my strengths and opportunities for growth as an employee
- f. Know how to discuss my workplace needs with an employer
- g. Know what education and learning opportunities are available to me and sought information about them
- h. Know how to apply for education or learning programs
- i. Can tell my teachers what I need and how I can best learn material

## **13. Home and Personal Safety**

- a. Road and transportation safety
- b. Know how to keep myself safe around strangers or in public
- c. Locking doors and windows
- d. Fuses and circuit breakers
- e. Changing light bulbs
- f. Electrical goods and water
- g. Know how to use household cleaning products
- h. Know how to treat minor cuts, scrapes, burns and other simple first aid
- i. Know how to contact utility services
- j. Respond appropriately to fire alarms and know fire exits
- k. Know how and when to use emergency telephone numbers
- l. Know and understand the dangers of smoking, drugs, alcohol and abusive behaviours

## **14. Technology Use**

- a. Mobile phone use such as making/receiving a call/text
- b. Computer use such as sending/receiving an email
- c. Internet use such as browsing the web
- d. Television use such as changing channels

## **15. Accessing Community Services**

- a. Understanding services such as Medicare, GP, Disability Employment Services
- b. Understanding legal and financial issues such as medical decision making, Advanced Directives and Power of Attorney issues
- c. Making enquiries, applications or complaints

## **16. Interpersonal Communication and Social Skills**

- a. Know how to express an idea, question or feeling
- b. Let others know what I need
- c. Know how to arrange for sign language, other interpreter or support person if needed
- d. Roommate communication
- e. Developing shared house rules
- f. Navigating friendship boundaries

## **17. Mental Health and Wellbeing**

- a. Identify useful self-care strategies such as listening to music, seeing a psychologist or taking a bath
- b. Monitor sleep patterns and develop healthy sleep routines
- c. Identify symptoms that may indicate poor physical or mental health and know how to seek appropriate help
- d. Explore spiritual, cultural, religious or other important personal values
- e. Identify personal stressors and symptoms of stress
- f. Learn emotional regulation skills
- g. Identify and manage unhelpful thought patterns
- h. Understand human sexuality

## **Teaching Techniques**

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Eaton House uses a variety of teaching techniques such as:

- Skills matrix: individuals observe a staff member perform the task, join in with assistance and then perform the task individually with staff supervision
- Watching videos or DVDs
- Follow written instructions with pictures and stories as prompts
- Schedules: written routines to prompt tasks and gain regular practice to consolidate skills
- Setting goals and steps to achieve those goals



## Current Day Program Schedule

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	<u>Wednesdays</u>	<u>Thursdays</u>
<b>Week 1</b>	Public Transport Training (bus)	BBQ picnic outdoors
<b>Week 2</b>	Public Transport Training (bus)	Gardening and vegetable patch
<b>Week 3</b>	Public Transport Training (bus)	Major activity*
<b>Week 4</b>	Public Transport Training (bus)	Activities at Eaton House**

### \*Major Activity Examples:

- Attend a local event
- Cockington Green
- Bowling
- Zoo and Aquarium
- Mini golf (2 types)
- Dodgem cars / Arcade
- Power carts / iSkate
- Swimming pool
- Billiards (pool)
- Dinosaur museum
- Dance / Yoga class
- Flip Out
- Indoor cricket (Weston)
- Reptile House
- Fishing
- Walk-in Aviary
- Questacon
- Kid City
- Botanical Gardens
- National Library
- Kayaking on the lake
- Fly a kite
- Meal at a café
- War memorial
- Cinemas
- Meditation group

### \*\*Activities at Eaton House Examples:

- Individual client goals / skill development
- Structured arts n crafts (e.g., make a paper boat and see if it floats, colouring in stencils, painting, volcano made out of papier-mâché, make a necklace out of beads or pasta, make a scarecrow)
- Gardening and vegetable patch
- Afternoon walk around the neighbourhood
- Group skipping games
- Journalling or writing in a diary
- Photography (e.g., flowers, views from Canberra lookouts, animals, clouds etc.)
- Create a collage of photos
- Wash the car
- Watch the clouds
- Read a book
- Play card or board games
- Research career opportunities and interests
- Afternoon tea picnic in the backyard
- Watch a movie or tv show
- Obstacle course
- Hike up one of Canberra's walking tracks
- Cooking
- Solve a word search puzzle
- Play hangman or tic-tac-toe
- Indoor / outdoor scavenger hunt
- Write a letter to a friend / family member
- Karaoke session

## Skills Matrix (example)

<b>Life Skill: Make Breakfast</b>	<b>Step 1:</b> Get required items for breakfast	<b>Step 2:</b> Assemble and make breakfast	<b>Step 3:</b> Acknowledge where caution needs to be used	<b>Step 4:</b> Eating breakfast and packing away
<b>Demonstrate:</b> Carer showing the individual	Show where each item is found, using verbal cues to reinforce action. Put all items on bench.	Show how to put cereal in bowl, or bread in toaster and putting spreads on.	Pouring milk and watching the toast.	After eating, taking dishes to sink and cleaning up and putting away items.
<b>Guide:</b> Side by side, carer to show and demonstrate as needed	Individual should do all of the tasks, with some verbal prompting. May help with the task but use key words to reinforce action.	Watch and help with pouring milk or getting toast out of toaster, help with spreads.	Talk about using caution to get toast out, and how to pour milk when bottle is full.	Wash dishes and wipe down surface area, e.g., give them the warmed cloth to wipe down.
<b>Assist:</b> Side by side, carer to only use verbal prompts and gestures as needed	Allow more time for individual to complete the task. If they can't find something you can ask, provide prompts, e.g., "Where do we keep the bread?"	Allow the individual to do all major parts of the task, only using verbal prompts if they get lost on task.	Be ready to step in, but allow them to get the toast out of the toaster or pour the milk.	Remind them of the process of clearing the plates and cleaning up.
<b>Observe:</b> As little input from carer, let individual do as much as possible	Observe and encourage the individual to problem solve if they need help. Provide verbal prompts where needed.	Observe and encourage the individual to problem solve if they need help. Provide verbal prompts where needed.	Observe and encourage the individual to problem solve if they need help. Provide verbal prompts where needed.	Observe and encourage the individual to problem solve if they need help. Provide verbal prompts where needed.



## Skills Matrix (example)

<b>Life Skill: Traffic Skills</b>	<b>Step 1:</b> Crossing roads without a crossing	<b>Step 2:</b> Crossing at a pedestrian crossing/lights	<b>Step 3:</b> Acknowledge where caution needs to be used	<b>Step 4:</b> Inform of tips for pedestrians
<b>Demonstrate:</b> Carer showing the individual	Verbalize each step such as looking for a safe place to cross and listening/looking for traffic before crossing.	Verbalize each step including understanding the traffic light system and listening/looking for traffic before crossing.	Explain the increased danger in areas like bus interchanges. Discuss how to minimize risks.	Tips such as don't cross just because someone else decides to cross and unplug your earphones and put away your phone.
<b>Guide:</b> Side by side, carer to show and demonstrate as needed	Talk about crossing the road before getting to it, and have the individual actively demonstrate steps, verbally or physically.	Talk about crossing the road before getting to it, and have the individual actively demonstrate steps, verbally or physically.	Encourage the individual to identify road safety risks when in the community.	Encourage the individual to always use pedestrian crossing when they are available.
<b>Assist:</b> Side by side, carer to only use verbal prompts and gestures as needed	See if the individual will take the lead when at a road, checking to see if they do the correct checks.	See if the individual will take the lead when at a road, checking to see if they do the correct checks.	Explain road safety risks in new contexts such as unfamiliar streets or during bad weather when the road is less visible.	Explain more complex tips such as how to check for turning vehicles before you leave the curb and while you are crossing the road.
<b>Observe:</b> As little input from carer, let individual do as much as possible	Observe the skills without any input, noting if the task is done in a safe and independent way. Try to use prompts only when necessary.	Observe the skills without any input, noting if the task is done in a safe and independent way. Try to use prompts only when necessary.	Observe and commend the individual on taking road safety precautions.	Observe and commend the individual on implementing road safety tips.

# My Goal

Name: .....

Goal Start Date: .....

1. *What is the goal?*

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2. *Why is the goal important?*

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3. *List potential hurdles I may face:*

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# SMART goal checklist

**S**pecific

Is the goal clearly written, with no ambivalence? Is it clear who needs to accomplish the goal, and any support they might expect?

**M**easurable

Does the goal answer the questions of how many, how much and/or how often?

**A**chievable

Can you get the support needed to achieve the goal by the target date? Do you have all the resources needed to achieve the goal? Are the results expected realistic?

**R**elevant

Does the goal make a difference in your career? Is it going to make an improvement in your personal life? Is it going to significantly make a difference to your business?

**T**ime-bound

Does the goal state a clear and specific completion date?

## *Steps to reaching my goal:*

- 1) .....
- 2) .....
- 3) .....
- 4) .....

*Goal Completion Date: .....*



# Weekly Goal Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This week, my goal is to: \_\_\_\_\_  
\_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday