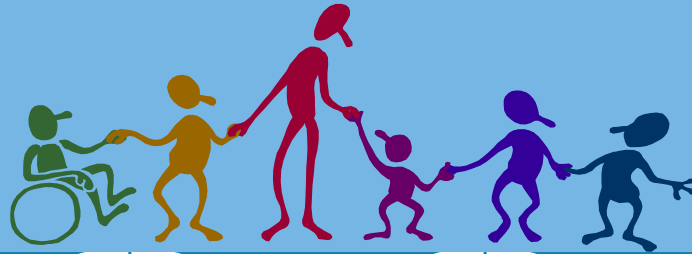


Promoting and Advancing Personal Living Skills and Self-Dependence in Students with Severe and Multiple Disabilities



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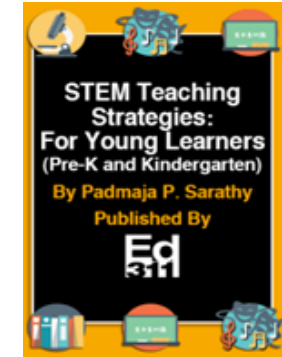
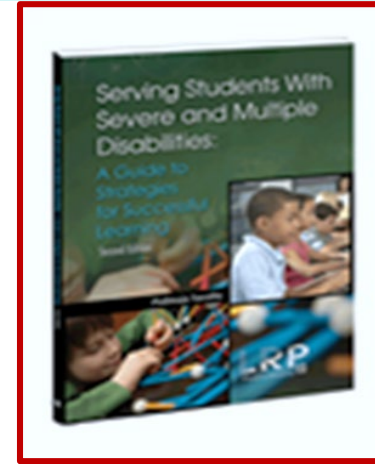
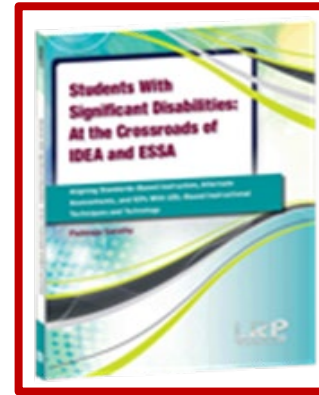
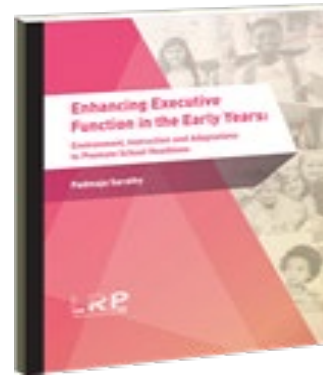
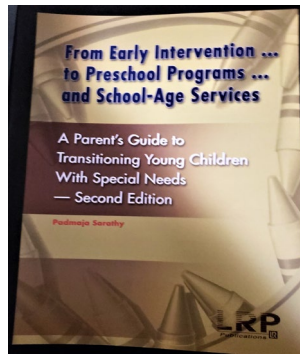
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AbleNet University
Webinar
May 8, 2019

Webinar Objectives

- ❑ Learn how to embed academic, functional and life skills objectives and also address math, science, and literacy concepts within personal living/personal care activities – ordering and eating a meal, personal grooming, pre-vocational and job preparation skills, etc.
- ❑ Gain skills in how to move the student from partial/no participation towards maximal participation to gain greater self-dependence and reduce dependence on adults.
- ❑ Identify a variety of supports and activity adaptation ideas to actively involve students with severe and multiple disabilities.

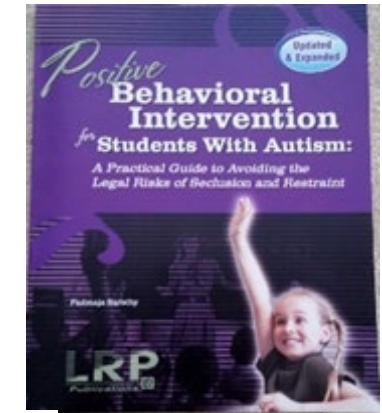
Sarathy's Publications: Books and Quick Reference Guides



Recent Publications: 12/2018 & 2/2019

Focus Areas

- Autism: Support Strategies & Interventions, Music CD – Transitions
- Behavior Guide (Preventive and Positive Approaches)
- Early Childhood: Transition, Parent Guide and STEM Teaching Strategies
- Executive Function - Early Years
- Paraeducator Training Guide and DVD
- Severe and Multiple Disabilities
- Significant Disabilities and ESSA



Instructional Framework: The Essentials

***Serving Students with
Significant Cognitive,
Communication and Motor
Needs to
Access and Attain
Functional, Personal Living
and Academic Outcomes***

**Universal Design for Learning (UDL)
To Make Learning Accessible to Meet Needs
of Diverse Learners**

**Partial Participation
to Promote Learner Independence**

**Engaging and Interactive
Instructional Delivery
for Active Engagement and Learning**

**Technology Aids
(both Mainstream and Assistive
Technology (AT) to Support Learners**

**Age-Appropriateness
in Activities and Materials**

Overcoming Barriers to Pursuit of Academic, Functional and Life Skills

- **Advance Academic, Functional and Life Outcomes** for learners with significant disabilities,
 - A **crossover of multiple content areas** literacy, , math, pre-vocational, personal living skills.
- **Understand clearly the needs of learners with significant disabilities to personalize and match activities, adaptations and supports.**
- **Learners may exhibit:**
 - Communication and cognitive needs
 - Difficulties in generalizing concepts and skills from one situation to another
 - Learners with most severe/profound impairment may experience difficulty separating self from the environment
- Decreased attention span and high degree of distractibility
- Presence of visual, auditory and/or medical problems and physical mobility issues.
- **Lack of exposure and limited practice pose barriers to learners.**
- **Over-prompting and facilitating adult dependence interfere with self-dependence.**

(Adapted from Sarathy, 2014, LRP Publications)

Personal Living Skills – Independent Functioning

Personal Hygiene

Using a Calendar

Reading Weather

Personal Appearance

Selecting Clothes to Match Weather
(temperature)

Learning to Follow
Directions/Instructions

Making Choices

Making Choices with Lunch

Engaging in Social Interactions

Doing Laundry

Making Healthy Food Choices

Cooking Activities

Money Skills and
Budgeting

Telephone (Conversational) Skills

Ordering A Meal

Job Preparation/Work Simulation

Shopping Experiences

Enable, Engage and Energize Your Learners: Supports and Adaptations

- Ensure accessibility, adjust task complexity level and foster active learner participation with adapted techniques, a diversity of tools and technology.
 - Apply Universal Design for Learning to match student needs and the task.
 - Multiple means of representation, engagement and action and expression.
- Begin with a clear vision of your learning objectives.
 - Break individual steps into sub-steps as needed.
 - Adjust task complexity level.
 - Provide student-specific adaptations.
 - Offer diverse ways for student to communicate his/her thoughts and experiences.
- Ensure the student is actively involved to become familiar with the process.
- Facilitate partial participation if the student is able to perform 1-2 steps in a task independently and not the entire task. Build your target student's self-worth and dignity by facilitating at least partial participation
- Use video modeling technique (an evidence-based practice) to teach and demonstrate self-help skills.

Adapted from Sarathy, 2014. LRP Publications)

ADAPTATION HIERARCHY

Move from least to most



✓ Adapt the environment

- Room set up
- Classroom equipment
- Special equipment/technology/adaptations

✓ Adapt the materials

- Alternative materials
- Technology support
(AT and/mainstream technology)

✓ Adapt the activity requirements

- Simplify the task
- Adjust the task complexity level
- Partial participation

✓ Provide additional supports

- Peer supports
- Adult support

Adapted from: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications

ADAPTED MATERIALS TO BUILD CONCEPT KNOWLEDGE

An Adapted Calendar



Use of concrete items to represent ideas/concepts



Supports and Adaptations

Peer Support: What can peers do (with coaching and guidance)?

- Provide invaluable natural support as tutors, and mentors for students with disabilities in classroom, within school setting (e.g., cafeteria, playground, etc.) and during CBI trips.
 - Read stories, teach and play games and engage in informal conversations.
 - Record messages, passages from text and stories into AT devices.
- Peer mediated intervention is an evidence-based practice proven effective in teaching social skills to children with ASD from preschool to high school years (Neitzel, et al., 2008).

Paraeducator Support: What can paraeducators do/not do) with on-going training?

- A carefully choreographed paraeducator support delivered with sensitivity will lead to greater student involvement in learning resulting in successful outcomes.
 - Need a clear understanding of paraeducator roles and responsibilities.
 - Require training, on-going coaching and supervision to deliver effective support.
 - Provide discreet and optimal support to students while encouraging their self-dependence.

(Adapted from: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

Personal Development

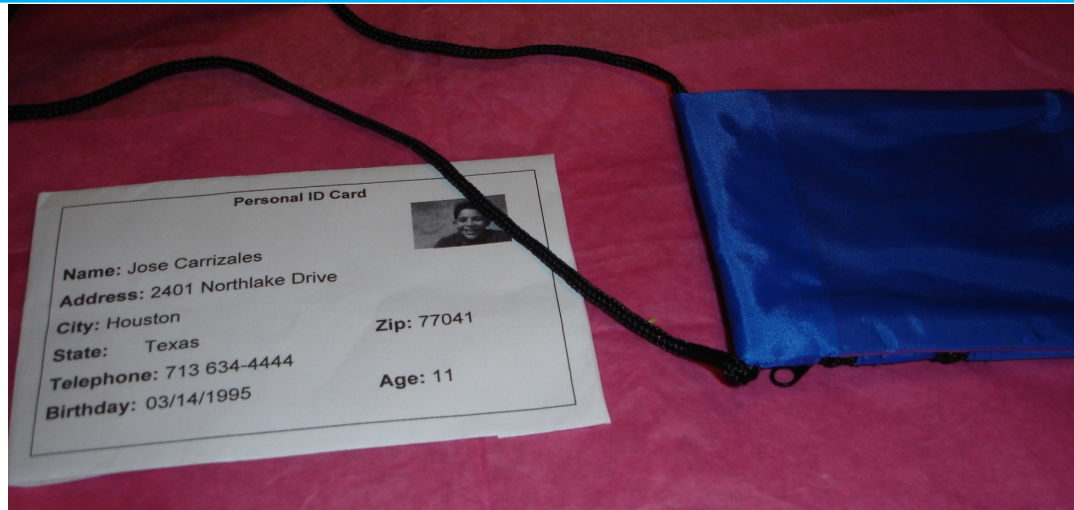
- **Help build student's deportment.**
 - Assist student's efforts to build his/her image to positively influence the perceptions of others.
 - **Teach the student how to greet others** within school/community - wave, shake hands or nod – a gesture that motor strengths will permit.
 - **Appearance Counts!** Work with the family closely to ensure that the student is always well-groomed and sharp in appearance.
 - **Teach replacement behaviors** that draw less attention and are more acceptable.
 - **Enable student to earn respect.** Create adaptations that allow students to be as independent as possible with minimal adult support.

Example: Avoid holding student's hands when escorting from one location to another. Let the student lead you. If the student is using a wheelchair, let the student point to the direction or hold up/point to or eye gaze a card showing the location (cafeteria or gym or library)

Ideas and Strategies: Personal Development

Student:

- Creates own personal ID card using a power point presentation template (aided with peer mentor/teacher help).
- Types in the information or inserts (moves) words from a word bank. Print the slide, laminate it (and insert it in a pouch).
- Introduces self by touching, pointing, or eye-gazing the badge, “**my name is...**” (programmed into an AT device) and shows ID.



Generate facts about self.



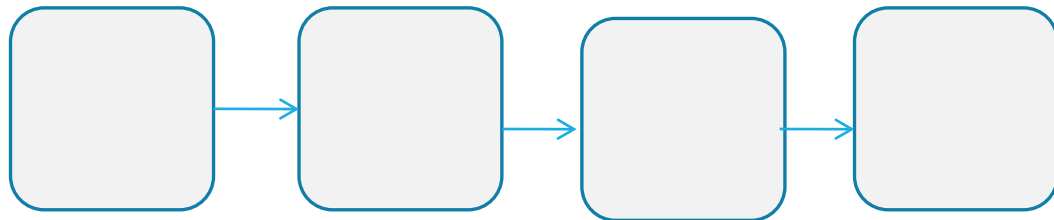
Ideas and Strategies: Supports and Adaptations

Recognition and Knowledge about Self and Peers in Class

- Help students to create power point slides pairing photos with student names.
- Students take turns in presenting the PPP to class to assist with recording attendance.
- Students either verbally respond to indicate presence or hold up/point to their ID card when they see the slide with their photo and name.
- Student practice daily recognizing and naming self and peers aided by the slide show. Or, students can use an attendance display chart paired with student photos and names.
- Provide AT support as needed.

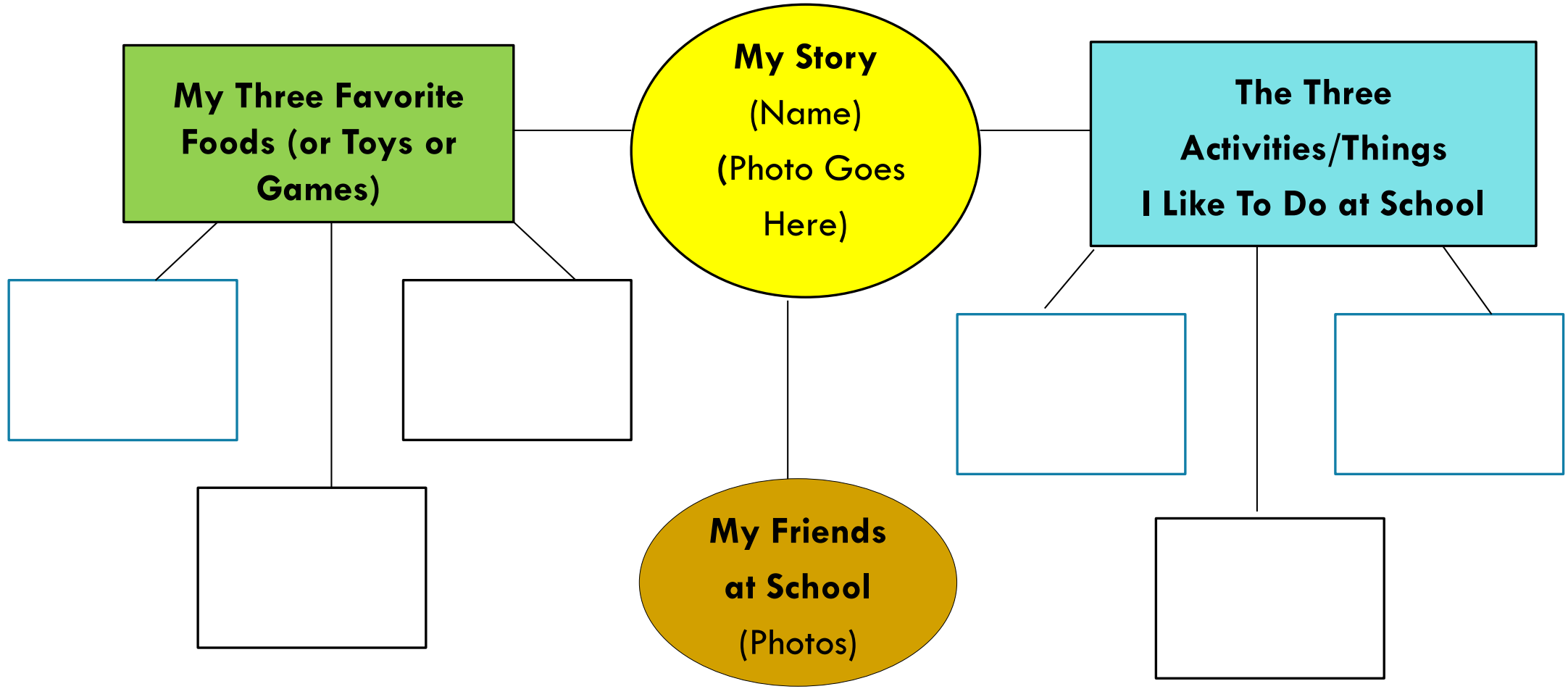


Get student to create personal life story: A timeline of events with photos and text.



Provide pre-printed labels with text to go in the template. Student can pair it with the corresponding photos.

All About Me Book

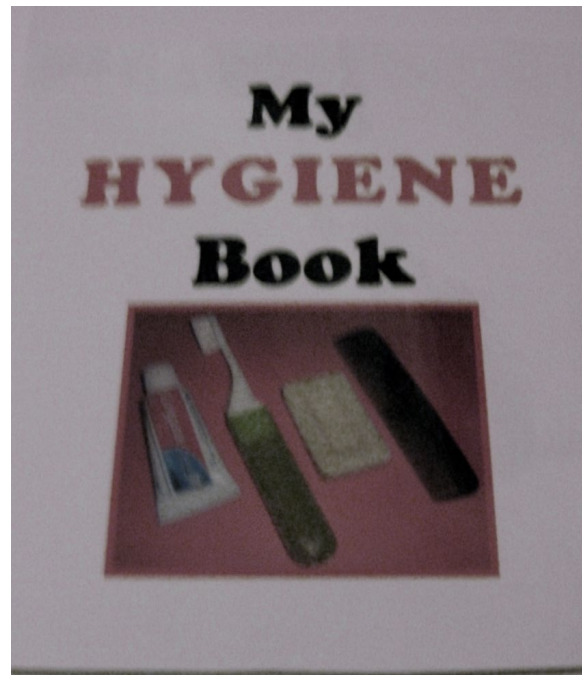


BEGIN WITH THE END IN MIND!

- How will this activity/lesson advance the student in personal living/ functional skills?
- How will it prepare the student to be more independent and to improve his/her quality of life?
- Where do you want to see the student in three to five years and/or at the end of the school year?
- How can you broaden his/her world?
- How can you build a positive perception about the learner in the eyes of others through this lesson/activities?

Personal Grooming

- Let the student gather the materials (brush and paste) needed for the activity if/she can physically access them or assist if necessary.
- Turn on the water for tooth brushing. Rinse the toothbrush.
- Put toothpaste on the toothbrush or to hold the brush while an adult puts paste on the brush.
- Open mouth for brushing and hold jaw still for adult during brushing or brush teeth by self.
- Rinse mouth and toothbrush. Turn off the water. Wipe mouth.
- Return the materials to original location by self or assist adult with it.



Brush, brush, brush my
Teeth. My teeth are
clean.

Shampoo, shampoo,
shampoo, my hair.
My hair looks nice.

Comb, comb, comb my
hair. My hair looks neat.
I am ready for school.

A Personal Hygiene Book

Assist students to create a personal hygiene book – text attached with grooming tools. Let them read it daily matching their actions with the personal care activities.

Personal Living Activities: Personal Grooming

Preparatory Personal Living Skills/Learning Objectives

- Tolerate hair/teeth brushing.
- Hold head/jaw still during brushing.
- Grasp and hold the brush.
- Turn water on and off.
- Understand cause-effect (that faucet turns on/off water).
- Brush teeth independently.
- Wash hands/face.
- Push down on a soap dispenser pump.
- Rub hands together to clean.
- Rinse and dry hands.
- Follow the guided action from adult.
- Anticipate next event in sequence (looks at towel after hand is rinsed).
- Locate personal items for the activity independently
- Show pride in completing task by self.

Personal Hygiene – General Guidelines

- Break down the task into manageable steps. Allow the student to perform as many of the steps as possible although it may take longer to complete the steps independently.
- Have materials for the task available in the same location or each student has his/her personal plastic container.
- Begin the routine daily with the same verbal instruction paired with an object (toothbrush) to gain student's attention. It should alert the student to locate/look for his personal container in preparation for the activity.
- Use object/picture symbols to show the teeth/hair brushing activity sequence (the steps).
- Provide adapted toothbrush and toothpaste pump if needed.
- Offer novelty when grooming routine becomes too familiar/student becomes disinterested: 1. A colorful brush or change the brand of paste used assuming the student can tolerate the taste. 2. Have students listen to soft music while brushing. 3. An automatic faucet sensitive to movement.
- Consult with OT and PT to ensure proper positioning and adaptations required for toileting/teeth or hair brushing and dressing activities.
- Work closely with the family to ensure success on personal grooming skills.

Blended Personal Living, Functional and Academic Activities

Ordering a Meal; Eating a Meal; Making a Sandwich/a Snack

Ordering A Meal

- Provide opportunities to practice the skills associated with choosing, ordering (and paying for a meal) and eating a meal as a member of a group.
- It helps to prepare students for community-based Instructional trips, trips to fast-food restaurants and other sites with eateries, for eating at home and during family trips.
- Use appropriate adapted tools, gradually increasing the level of independent eating.
- Offer a variety of options to make food choices: **Adapted menu card** with picture choices or concrete representational items; Eye Gaze Board with 2 choices; Programmed AT device, etc.

Pizza

Peanut Butter Sandwich

(making a choice)

Paired with photos or concrete representations

- Assists with preparation for the future:
 - The exposure and immersion eateries is a good preparation for a potential future environment.
 - Some of the students may find employment in the food service industry. The most common type of employment for youth with disabilities (Madaus, et al., 2010).

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

Ordering A Meal: Integrating Functional, Academic, and Life Skills

What steps are involved? Break up the task down.

- Join the end of a line and wait in line (or tolerate standing in line/wait in wheelchair pushed by adult).
- Select the food items (Make a selection prior to coming to the cafeteria; Use a picture menu; Select items from limited choices or between two choices).
- Locate the (food) counter.
- Get a tray, utensils, and other items as needed for eating the meal.
- Pay money to cashier for food purchase.
- Carry the tray to the table.
- Eat meal in a group with peers displaying appropriate manners.
- Dispose of trash when finished with the meal.
- Exit from the cafeteria and move to the next activity.

Learning Objectives

- Locate (the cashier) counter.
- Read menu (picture menu).
- Make a meal selection (from limited choices)
- Give order (meal choice) at counter.
- Hand money to cashier.
- Use appropriate utensils to eat.
- Wipe mouth after eating.
- Signal when 'finished' eating.
- Initiate request for help.
- Respond to redirection when engaged in non-purposeful behavior (self-stimulation, inappropriate sounds, etc.).
- Understand and follow a sequence of steps.
- Recognize food words aided with visuals.

Personal Living Activities Food Preparation – Making a Sandwich

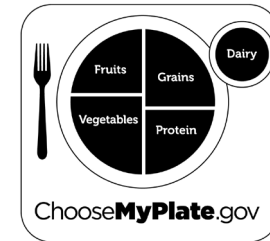
Students learn to make/partially participate in making sandwiches, an important personal living skill.

Instruct students making a variety of sandwiches spread over several sessions.

- **Focus:** Actively participate in daily living activities; build vocabulary skills (food & nutrition); promote functional communication skills; and increase self-help skills and self-dependence.

Sample Learning Objectives:

- Attend to and focus on the food items during the activity. Request help (as needed)
- Label by naming/pointing/eye gazing two food items used in the activity (bread and cucumber slices?).
- Imitate a two-step sequence modeled by adult/peer.
- Identify a missing step /ingredient in the recipe when presented with choices.
 - Express preferences (likes/ dislikes) about food items.
- Match a food with a food group.



Adaptations: Place food items in zippered plastic bags to see and smell if student is not allowed to swallow or consume it.

- Students who are G-tube fed can identify the dairy product that they consume; build vocabulary of food items; and engage in functional communication participating in the group.

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

Adaptations to the Cooking Activity: Personalized Supports

- Position each student appropriately to participate actively in the cooking activity.
- Provide a mat with suction cups to stabilize the plate/bowl on the table surface or on student's wheelchair tray. It will assist students with motor difficulties if they encounter problems in stirring the ingredients while holding on to the bowl.
- Provide adaptive spoons for stirring the ingredients in the bowl if needed by a student. If an electric mixer is used instead, it can be connected to an Environmental Control Unit (an AT device) and activated by the student using a switch.
- For students with Visual Impairment, have them feel the texture of different ingredients to gain understanding.
- Embed math- measurement activities in the cooking/baking context.
- Teach basics of hygiene in handling food items during the food-preparation activities.

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

Personal Living Activities: Supports

Provide adapted eating and drinking utensils – spoons, forks and cups – to facilitate self-feeding. (e.g., curved utensils, flexible long handle fork, universal cuff utensil holders, etc.).

Have materials in the optimal position and within the field of vision of students.

Stabilize materials - using tape/Velcro. Use a non-slip mat to hold the objects stationary – e.g., a Dycem mat or a shelf-liner material

Place pictures/objects in a small tray or on a cookie sheet for students with cortical visual impairment.

Reduce background noises and distractions.

Use an event sequence box/calendar box with actual objects representing each activity

Use proper lighting to enhance vision. Use lighting, contrast, distance and position to optimal effect to help make the most of low vision.

Pair visual information with auditory and tactual input. Children can learn to use whatever residual vision they may still have.

Encourage students to use touch cues to explore objects.

Provide olfactory cues in addition to language input. Invite students to smell food items, flowers, soap, lotion, paint and even less desirable items to gain additional information about the object.

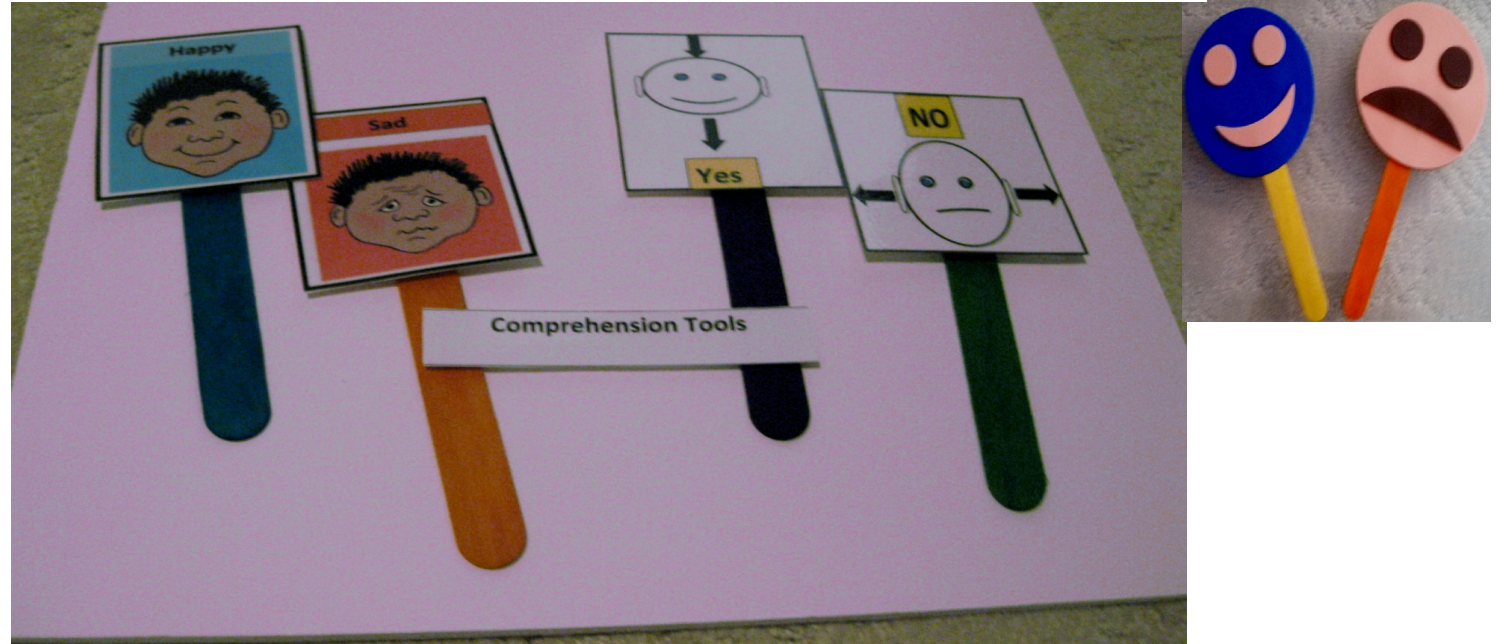
Provide kinesthetic "movement" cues (e.g., move student's hands around the object).

Ideas and Strategies: Adapted Tools



An Object-based Daily Activity Schedule for students with Significant Communication Needs

Teacher-made Response Tools to respond during academic/personal living/functional activities



Create your own Adapted

Cuff: The headliner cloth is wrapped around the hand with an opening for the thumb and fastened with Velcro.



Student Scenario Case Example: Personalizing to Match Strengths and Needs

Student is an 8-year-old second grader with visual impairment and has cerebral palsy; Communicates using vocalizations, slight body movement and a smile; Uses limited eye-gaze to focus on people and objects and has closed fist position.

Supports

- Use representational items to build S's concept knowledge. Pair visual information with tactual and auditory input. Use visual contrast.
- Provide adapted books with tactile elements/objects for S to feel. Place on a slant board.
- Facilitate social interaction with age peers.
- Provide her opportunities to make choices throughout the day.
- Coach paraeducator to wean her gradually from total prompting, to promote her self-dependence.
- Peers need guidance on when to and when not to prompt her.

Focus Objectives

- Hold & grasp object when inserted in hand.
- Identify self in photo and respond to name.
- Recognize self in class group photo.
- Indicates interest in activity through eye gaze, or vocalization.
- Follow a sequence of 3-5 daily routine events using an object schedule.
- Identify food/plant given choices (an example and a non-example).

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

An Elementary Student: Meet Sam



- Greets with a “hi”
- Communicates using a few phrases/ words.
- Attends to story/lesson for 2-3 minutes gradually increasing time.
- Able to grasp and hold objects
- Throws or knocks items off his desk.
- Likes to pace around the room frequently
- Likes to listen to music
- Able to eat independently

UDL Tools:

Power Point Presentations, Adapted Story Summaries, Graphic Organizers, Picture Supports, Self-help tools, etc.

Functional Focus

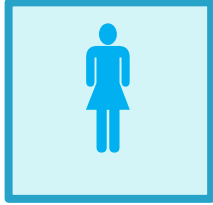
- Self-initiation with minimal amount of prompting to pursue personal grooming, and personal hygiene. Use associated vocabulary words paired to personal living.
- Follow directions to make a sandwich/a snack.
- Use calming cards when feeling agitated.
- Respond to redirection with picture supports with text.
- Make choices to increase sense of control.
- Drama and Role Play to increase communication and promote group participation and interaction with peers.

Technology Aids:

Use Apps and Quick Talker to build vocabulary and increase communication; Step by Step for group participation, gradual transition to using iPad independently with limited icons.

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

A Middle School Student: Meet Diane



- Participates and responds through eye gaze and vocalization
- Attends to story/lesson briefly
- Uses a wheel chair
- Closed hand-fist position
- Positioned for a large part of the day
- Receives feeding via g-tube
- Needs assistance with personal care

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

UDL-based Tools and Adaptations

- An object-based activity schedule and adapted calendar to gain concept understanding and associated vocabulary
- Representational items attached to mini board to teach vocabulary associated with personal living activities (grooming, toileting, feeding)
- Increase interaction and engagement with peers and adults (Personal Hygiene; Like/Dislike; Personal Story)
- Make adaptation to grasp and hold objects
- Use 'On-the-Go' activities to build concepts and vocabulary while positioned and during feeding
- Use of age-appropriate items

Technology Aids

Adapted for environmental control switches; iTalk2 communicator to learn to make choices

Preparing Students for the Future – Job Preparation

Matching Tasks

Sorting Tasks

Assembling Tasks

Packing Tasks

Time Management Skills

Following Directions Independently

**Getting to Places within Campus
Without Adult Prompting**

Training in both the hard and soft skills

Working with a partner (co-worker)

Self-management Skills

Self-advocacy

Transition Coalition web site (www.transitioncoalition.org), a searchable database, is a very helpful resource for transition practitioners as they prepare youth for post-secondary adult services.

Jobs Around the Campus – Preparing for the Future

- Ensure students have opportunities to engage in classroom and campus-level chores starting at the elementary and middle school levels.
- Water plants/planter-boxes around campus.
- Shelve books in the library with peer support.
- Consider other ‘Work-Simulation Experiences’:
- Book stamping (Stamp books in the library).
- Sharpen pencils
- Bundle towels to assist custodial staff.
- Fill containers (Filling soap dispensers) to assist the custodial staff.
- Pack containers assist with packing containers in the cafeteria, custodial and school office.

Monitor student progress on learning objectives:

- Reach and grasp objects.
- Hold object in hand.
- Follow guided action (e.g., activate a switch to turn on /off water; tip container- watering can).
- Anticipate next step in the activity sequence.
- Request help when problem is encountered (e.g., spilled water).
- Work cooperatively with peers/adults.
- Follow an object/picture schedule with verbal cues/prompt.
- Move independently to familiar location.
- Stay on task for a specified period of time.

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

Student Scenario: High School Student

- A high school student: Ambulatory, able to manipulate small and large objects
- Can hold a spoon and a cup and can dress and participate in hygiene tasks with support and prompting.
- Enjoys listening to music.
- Desires company of peers when engaged in tasks.
- Has significant cognitive and communication needs: Uses vocalizations and occasional signals to indicate what he wants.
- Gets aggressive when frustrated or angry.
- Needs to learn calming techniques.
- Needs exposure and experiences to prepare him for future environments: Supported job/community work options.
- Gain appropriate social skills.

Focused Learning Objectives:

- Make choices between presented objects/activities throughout the day.
- Follow 2-3 step related directions consistently.
- Express pleasure/displeasure through vocalizations, pointing (gradual transition to pictures).
- Greet with a smile; initiate communication with peers (& adults).
- Refrain from hitting or grabbing others.
- Request help when problem is encountered.
- Work at a task for 20 minutes without leaving task or getting upset.
- Start/stop activity with appropriate level of prompting.

Job Simulation (Work Experience) Activities:

1. Shelving books in library
2. Helping in the school cafeteria
3. Jobs around campus (watering plants in school)
4. Assist with recycling chores in the school
5. Regular work experience at community sites

(From: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications)

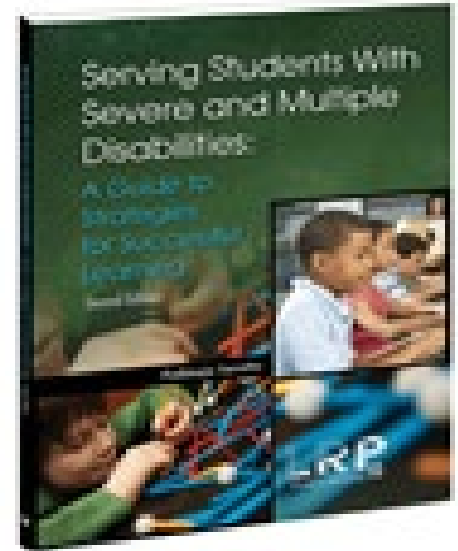
Best-Practice Strategies

- **Promoting access, engagement and response of learners with diverse and complex needs:**
 - Instruction is complemented with multi-sensory materials (auditory, visual, kinesthetic & tactile)
 - Hands-on activities and real-life situations are used.
 - Present video-based instruction, work-simulation experiences and social stories.
- **Paraeducator support is discreet and not intrusive.**
 - Understands and follows prompt hierarchy to avoid over-prompting the student.
- **Gradual reduction in intensity of prompts provided.**
- **Ensure that learner independence is continuously fostered.**
 - Allow and promote student to perform whatever skills are possible without adult assistance.
- **Systematic and consistent use of progress monitoring** occurs in targeted learning objectives.
 - Re-teaching and re-assessing occurs with modified instructional strategies.

Step-by-Step Instructional Guidance

Sarathy's book provides step-by-step guidance on planning and delivering a vibrant learning environment that promotes active learner engagement and helps students attain meaningful academic and functional-life skills.

- 34 Instructional Organizers with activities and supports to address Literacy, Math, **Personal Living, Social Togetherness, Pre-Vocational, etc.**
- 5 Student-specific Instructional Intervention Plans for preschool, elementary school, middle school, high school and transition-age students
- 7 Cluster Supports explain how to make adaptations and personalize interventions, including assistive technology
- Numerous Instructional Planning Matrices and Progress Monitoring Tools including Communication Schedule Checklist and Active Engagement Monitoring Chart



Sarathy, P. (Second Edition, 2014).
Serving Students with Severe and Multiple Disabilities: A guide to strategies for successful learning
Horsham: PA. LRP Publications.

Ideas and Strategies: Resources

Tasks Galore For The Real World is a valuable tool for preparing your older elementary students, adolescents, and adults for independence in the home, school, community, or workplace. The Introduction Section describes a process for developing and teaching functional goals. <http://tasksgalore.com/PeekInsideBook2.htm>

Task ideas are presented in the following categories:

- Domestic Skills
- Vocational Skills
- Independent Living Skills
- Job Sites & School Transition Ideas

Amanda Letsos, an OTR, provides detailed description aided with photographs on how to use an adapted cuff to facilitate students with motor limitations to grasp/hold objects. Follow link to access information on adapted living supports : <http://www.made2movetherapy4kids.com>.

The **WrightStuff** markets a variety of daily living aids/tools (to assist brushing teeth, gripping tools for eating, etc.) for individuals with motor challenges: (available at <http://www.wrightstuff.biz>)



T H A N K S.

**A SPECIAL THANKS TO ABLENET UNIVERSITY FOR HOSTING THE
WEBINAR**

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Future Webinars:

On , August 6th, 2019

Seven Contemplative Discipline Steps to Address Challenging Behaviors (webinar 1)

On August 20th, 2019

Seven Contemplative Discipline Steps to Address Challenging Behaviors (webinar 2)