What are Daily Living Skills?

- Self-care activities and tasks that take place at home, school, and in the community
- “the things we normally do” to take care of ourselves
Vineland Adaptive Behavior Scales, 3rd Edition

<table>
<thead>
<tr>
<th>Personal</th>
<th>Domestic</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes and dries self</td>
<td>Puts clean clothes in designated place</td>
<td>Tells time by 5-minute segments</td>
</tr>
<tr>
<td>Turns faucet on and adjusts temperature</td>
<td>Performs maintenance tasks as needed</td>
<td>Carries or stores money safely</td>
</tr>
<tr>
<td>Wears appropriate clothing depending on the weather</td>
<td>Uses caution while handling sharp objects</td>
<td>Watches or listens to programs for information</td>
</tr>
<tr>
<td>Covers mouth when coughing and sneezing</td>
<td>Washes dishes by hand or loads and uses dishwasher</td>
<td>Orders own meal at a fast-food restaurant</td>
</tr>
<tr>
<td>Locates and uses public, gender appropriate restroom</td>
<td>Assists in food preparation requiring mixing and cooking</td>
<td>Evaluates quality and price when selecting items to purchase</td>
</tr>
<tr>
<td>Takes medicine as directed</td>
<td>Uses simple appliances</td>
<td>Obey time limits for breaks</td>
</tr>
<tr>
<td>Arranges medical and dental check-ups</td>
<td>Cleans one or more rooms other than own bedroom</td>
<td>Demonstrates understanding of right to personal privacy</td>
</tr>
</tbody>
</table>

Potential Impact of Daily Living Skills

- Daily living skills are not a core deficit or impairment for individuals with ASD.
  - Many daily living skills require few (if any) social-communication skills

- Daily living skills are tasks and activities that can be taught utilizing empirically based strategies.

- Daily living skills have been linked to overall adult outcome (Farley et al., 2009)
Developmental Tasks of Adulthood

- Postsecondary education
- Vocational training
- Getting and maintaining a job
- Living independently (e.g., with roommates, romantic partner; by oneself)
- Socializing with same-aged peers
- Maintaining evolving relationships with parents and siblings
- Developing hobbies/leisure activities
- Dating
- Getting married
- Having children

Adult Outcomes

- Occupational (Wagner, Newman, Cameto, Garza, & Levine, 2005; Newman et al., 2011)
  - Two years after leaving school, 50% of special needs students were employed compared to over 80% of non-special needs students
  - Up to 60% within 8 years after leaving school

- Independent Living
  - Young adults with disabilities are more likely to be living with their parents after the age of 30 (Donkervoort, Wiegerink, Van Meeteren, Stam, & Roebroeck, 2009; Janus, 2009; Leiter & Waugh, 2009)

Adult Outcomes

- Socialization (Cuddy, Kusel, & Taylor, 2005)
  - 82 children with a developmental disability assessed at age 4 to 11-years-old and followed up five years later (11 to 17) had no improvements in socialization

- Relationships (van Assou-Gouwra, Embregts, & Hendriks, 2013)
  - In 33 individuals with intellectual disabilities, social connections ranged from 4 to 28 members

- Family Members
- Acquaintances (friends, neighbors, colleagues)
- Professionals
Adult Outcomes

- Medical Concerns
  - Adolescents with I/DD are 2-3x more likely to be obese than peers without I/DD (Rimmer, Yamaki, Davis Lowry, Wang, & Vogel, 2010)
  - At risk for secondary conditions such as diabetes, high blood pressure, depression, fatigue, and low self-esteem

Leisure Pursuits

- Adults with I/DD had decreased functioning in community skills, daily living skills, and social skills, which was related to lower community integration (Vine & Harbour, 2005)
- In 17 to 65-year-old adults with I/DD, only 27.4% reported engaging in physical activities, despite 61.7% wanting to engage in physical activities (Badia, Orgaz, Verdugo, & Ullan, 2013)

Additional challenges

- Mental Health
  - At least as common among people with intellectual disabilities as in the general population (Cooper, Smiley, Morrison, Williamson, & Allen, 2007)
  - Comparing patients receiving mental health services, adults with I/DD had greater unmet needs (Durbin, Sirotich, Lunsky, & Durbin, 2017)
    - Adaptive functioning
    - Cognitive needs (self-care, education, transportation, and information on condition)

Adult Outcome

- Predictors of Positive Adult Outcome
  - Self-care skills
  - Functional cognitive skills
  - Social skills
  - ADHD
  - Age
  - Number of functional domains affected by a disability
  - Nature of the youth’s disability

(Wagner, Newman, Cameto, Garza, & Levine, 2005)
**Daily Living Skills Profile**

- Children with ASD have significantly poorer daily living skills as compared to children with developmental disabilities or typically developing children (Liss et al., 2001)
- Adolescents with ASD tend to be 6 to 8 years behind same-aged peers in their daily living skills
  - **Strengths** - eating and drinking, dressing, toileting, and using the television, radio, and computer.
  - **Weaknesses** - managing aspects of their healthcare, completing tasks and chores in the kitchen and household, managing money, developing employability skills and maintaining a job, and traveling within the community independently.

**Putting together a plan to tackle daily living skills**

Prioritizing Skills to Target

- It is critical to think through what skills you want to target at home, school, and/or in the community
- Things to think through:
  - What skills will have the largest impact?
  - What skills may be the easiest to target?
  - What skills may be most motivating for your teen?
Empirically Based Treatments

- Behavioral techniques include:
  - Task analysis
  - Backward chaining
  - Forward chaining
  - Prompting
  - Reinforcement
  - Modeling

National Standards Report, 2009-2015
**Chaining**

**Brushing Teeth**

1. wet toothbrush
2. toothpaste on brush
3. brush teeth
4. spit out
5. rinse toothbrush

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**French Toast**

**Ingredients:**
- 1 tablespoon of butter
- ½ cup milk
- 1 egg
- ½ teaspoon cinnamon sugar
- ¼ teaspoon vanilla extract
- 2 slices of bread (cut into cubes)

**Instructions:**
1. Cut 2 slices of bread into cubes.
2. Put 1 tablespoon of butter into microwave-safe bowl.
3. Microwave for 30 seconds until butter is melted.
4. Stir butter, milk, egg, cinnamon sugar, and vanilla extract together with a whisk.
5. Pour bread cubes into milk mixture.
6. Microwave for 90 seconds.

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**What Motivates You?**

**Directions:** With your parents, circle the items that are motivating for you and may motivate you to work on your daily living skills goals.

<table>
<thead>
<tr>
<th>Video games</th>
<th>Computer games</th>
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</thead>
<tbody>
<tr>
<td>Dessert after dinner (e.g., cake, cookies)</td>
<td>Watching a movie</td>
</tr>
<tr>
<td>Money</td>
<td>Extra screen time</td>
</tr>
<tr>
<td>Fitness time with a parent (e.g., playing basketball)</td>
<td>Sleeping in on the weekends</td>
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<tr>
<td>Going out to eat</td>
<td>Having a parent cook your favorite meal</td>
</tr>
<tr>
<td>Buying a new book</td>
<td>Going to a favorite store</td>
</tr>
<tr>
<td>Playing a video game</td>
<td>Going out for ice cream</td>
</tr>
<tr>
<td>Buying a new CD</td>
<td>Picking out a favorite toy</td>
</tr>
<tr>
<td>Spending time with a friend</td>
<td>Spending time with a family member</td>
</tr>
<tr>
<td>Outdoor activities (e.g., going for a bike ride)</td>
<td>Going to the library</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
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<tr>
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</table>
Empirically Based Treatments

- Behavioral Strategies
  - Adult or Peer Modeling
  - Video Modeling
    - YouTube
    - Video of child completing task
    - Video of another person completing the task
  - Technology
    - PowerPoint
    - Google Calendar and To-Do List
    - Bluetooth Technology
  - Hidden Curriculum

Video Modeling

- Grocery Shopping
- Laundry
- Cooking

PowerPoint

- Sorting
- Why separate?
  - Separating helps protect the color and durability of your garment.
  - Should an accident occur, the damage cannot be undone.
  - What would happen if a red sock got mixed into white towels?
  - Look at the care labels
Hidden Curriculum

Hygiene routines

The following is a list of typical hygiene routines. Some are important for genuine health concerns and others are simply about increasing “social acceptability.”

- Keeping your body clean by regularly showering or bathing. Some shower every day, others shower every other day. The frequency is based on personal choice and on how dirty or sweaty you become during the day.
- Using deodorant or underarms should begin with puberty to offset underarm odors.
- Washing your hair can be done daily or several times per week depending on how dry or sweaty your hair gets. Using an anti-dandruff shampoo is often used if you have many visible dry flakes that may make others avoid you.
- Brushing your teeth twice a day with toothpaste. Using a mouthwash or rinse if your breath is offensive to others (this can happen as a result of certain strong foods, mouth and stomach bacteria, acid reflux, or dehydration).
- Using tissues to wipe your nose rather than picking your nose. And by all means do not pick and then put your finger in your mouth.

Surviving & Thriving in the Real World (STRW)

<table>
<thead>
<tr>
<th>Session</th>
<th>Description of STRW Session Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of STRW including targeted ILS goals</td>
</tr>
<tr>
<td>2</td>
<td>Morning Routine—developing a personal care morning or nighttime routine</td>
</tr>
<tr>
<td>3</td>
<td>Laundry—doing laundry, folding clothes, and putting clothes away</td>
</tr>
<tr>
<td>4</td>
<td>Kitchen/Cooking—using safe kitchen practices and cooking in the microwave</td>
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<td>9</td>
<td>Kitchen/Cooking—using safe kitchen practices and cooking in the microwave</td>
</tr>
<tr>
<td>10</td>
<td>Self-Management—coping with anxiety about transitioning to adulthood</td>
</tr>
<tr>
<td>11</td>
<td>Money Management—understanding how much things cost and purchasing items</td>
</tr>
<tr>
<td>12</td>
<td>Money Management—using a checking account, paying bills, and saving money</td>
</tr>
<tr>
<td>13</td>
<td>Money Management—planning for future and creating a weekly/monthly budget</td>
</tr>
<tr>
<td>14</td>
<td>Money Management—planning for the future with a projected budget</td>
</tr>
<tr>
<td>15</td>
<td>Party Planning—planning a party for the last session with a projected budget</td>
</tr>
</tbody>
</table>
Obstacles and Barriers

- Parents
  - Over-involvement
  - Letting go
  - Wanting to do things in a specific way
  - Time

- Teens
  - Sensory issues/aversions
  - Time
  - Interest/motivation
  - Fear (e.g., stove, failing, growing up)

Questions?
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