



Targeting Daily Living Skills in Children and Adolescents with Developmental Disabilities

Melissa Liddle, M.A., CCLS, CTRS
Cincinnati Children's Hospital Medical Center

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

MOTHERLODE Age-Appropriate Chores for Children (and Why They're Not Doing Them)
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Age-Appropriate Chores for Children



- | | | |
|--|---|--|
| <p>Ages 2-3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Put toys in toy box <input type="checkbox"/> Stack blocks on shelf <input type="checkbox"/> Place dirty clothes in laundry hamper <input type="checkbox"/> Throw trash away <input type="checkbox"/> Carry firewood <input type="checkbox"/> Fold washcloths <input type="checkbox"/> Set the table <input type="checkbox"/> Fetch diapers & wipes <input type="checkbox"/> Dust baseboards <p>Ages 4-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feed pets <input type="checkbox"/> Wipe up spills <input type="checkbox"/> Put away toys <input type="checkbox"/> Make the bed <input type="checkbox"/> Straighten bedroom <input type="checkbox"/> Water houseplants | <p>Ages 6-7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dishier trash <input type="checkbox"/> Fold towels <input type="checkbox"/> Dust mop floors <input type="checkbox"/> Empty dishwasher <input type="checkbox"/> Match clean socks <input type="checkbox"/> Weed garden <input type="checkbox"/> Rake leaves <input type="checkbox"/> Plant potatoes or carrots <input type="checkbox"/> Moke salad <input type="checkbox"/> Replace toilet paper roll <p>Ages 8-9</p> <ul style="list-style-type: none"> <input type="checkbox"/> Load dishwasher <input type="checkbox"/> Change light bulbs <input type="checkbox"/> Wash laundry <input type="checkbox"/> Hang/fold clean clothes <input type="checkbox"/> Dust furniture <input type="checkbox"/> Mow w/ mower | <p>Ages 10-11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clean bathrooms <input type="checkbox"/> Vacuum rug <input type="checkbox"/> Clean countertops <input type="checkbox"/> Deep clean kitchen <input type="checkbox"/> Prepare simple meal <input type="checkbox"/> Mow lawn <input type="checkbox"/> Bring in mail <input type="checkbox"/> Do simple mending (hems, buttons, etc.) <input type="checkbox"/> Sweep out garage <p>Ages 12 and up</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mop floors <input type="checkbox"/> Change overhead lights <input type="checkbox"/> Wash/vacuum car <input type="checkbox"/> Trim hedges <input type="checkbox"/> Paint walls <input type="checkbox"/> Shop for groceries w/ list |
|--|---|--|

AGE-APPROPRIATE* chores for kids

Toddler (ages 2-3)

- Pick up/put away toys
- Unload the dishwasher (silverware, plastic cups, tupperware)
- Dust with feather duster/microfiber rag
- Swiffer the floor
- Put clothes in the dirty clothes hamper
- Collect dirty clothes
- Help move clothes from washer to dryer
- Put clothes away
- Make bed
- Wipe cabinets
- Wipe baseboards (soapy water)

Preschooler (ages 4-5)

- Any previous chores
- Load the dishwasher
- Vacuum couch/ chairs/ cushions
- Take out recycling
- Set table
- Clear table
- Wash dishes (with supervision)
- Clean windows
- Wipe out bathroom sinks
- Match socks
- Fold dish towels
- Weed
- Water indoor plants
- Feed pets

Early Elementary (ages 6-8)

- Any previous chores
- Meal prep (wash produce, find ingredients, simple cutting)
- Wipe bathroom sinks, counters, toilets
- Hang out laundry
- Sweep
- Vacuum
- Collect garbage
- Get mail
- Fold/hang laundry
- Clean microwave
- Rake leaves

Elementary (ages 9-11)

- Any previous chores
- Make simple meals
- Take garbage/recycling to the curb
- Wash/dry clothes
- Clean toilets
- Mop floors

Middle School (ages 12-14)

- Any previous chores
- Clean tub/shower
- Make full meals/ meal plan
- Clean out fridge/freezer
- Mow yard
- Supervise younger children's chores

* You should take into account your child's specific abilities and maturity level when assigning chores. This is a list of possible chores that most children in each age group are able to do. You can select the

Vineland Adaptive Behavior Scales, 3rd Edition

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

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

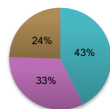
- Occupational (Wagner, Newman, Cameto, Garza, & Levine, 2005; Newman et al., 2011)
 - Two years after leaving school, 50% of special needs students were employed compared to over 80% of non-special needs students
 - Up to 60% within 8 years after leaving school
- Independent Living
 - Young adults with disabilities are more likely to be living with their parents after the age of 30 (Donkervoort, Wiggerink, Van Meesteren, Stam, & Roebroek, 2009; Janus, 2009; Lester & 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 Asselt-Goverts, 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 & Hamilton, 2005)
 - In 17 to 65-year-old adults with I/DD, only 27.4% reported engaging in physical activities, despite 63.7% wanting to engage in physical activities (Badia, Orgoz, Verdugo, & Ullian, 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, Sirotych, Lunsley, & 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?

Parents Can-Do Chore Chart

My name is: _____ 5- to 7-years olds

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Make My Bed	★	★	★	★	★	★	★
Keep the Bathroom Neat	★	★	★	★	★	★	★
Water Plants	★	★	★	★	★	★	★
Set the Dinner Table	★	★	★	★	★	★	★
	★	★	★	★	★	★	★
	★	★	★	★	★	★	★
	★	★	★	★	★	★	★
	★	★	★	★	★	★	★

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Feed the pets (1 scoop for each dog)	Feed the pets (1 scoop for each dog)	Feed the pets (1 scoop for each dog)	Unload dishwasher & put away dishes	Set dinner table & fold clean laundry	Feed the pets (1 scoop for each dog)	no chores!
Set dinner table & fold clean laundry	Take out the trash in the morning	Clean bedroom & put away any toys	Feed the pets (1 scoop for each dog)	Feed the pets (1 scoop for each dog)	Clean bedroom & put away any toys	
Clean bedroom & put away any toys	Vacuum living room & dust dining room			Vacuum living room & dust dining room		
						Kelsey Matthew Robbie Don't forget to give me your sticky note after you are done with your chores! Love, Mom




Daily Living Skills Contract

Over the course of the next several months, we will be working towards specific daily living skills goals. Some of these goals will need to be completed on a daily basis, several times per week, or just once per week. During group sessions, you will learn and practice specific skills. At home with your parents, you will work on practicing these skills over the next several months. You will be rewarded for practicing and mastering these skills at home.

Date: _____

Daily Living Skills Goal	Expectations (how often, level of Independence)	Reward for meeting goal

Teen _____ Parent _____



TEEN'S Expectations Agreement

1. These are my **daily** chores:

-
-
-
-
-

2. These are my **weekly** chores:

-
-
-
-
-

3. These are my expectations regarding **HOMEWORK**:



-
-
-
-
-

Failure to meet these expectations will result in appropriate consequences. Fulfillment of these expectations will result in additional privileges and a higher level of trust.


Teen _____ Parent _____

Empirically Based Treatments

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

National Standards Report, 2009; 2015



Example of a Task Analysis

Carl is a 9-year-old child with ADHD who has great difficulty getting ready for school on time. Carl's mother is beginning to dread each morning, as she and Carl seemed destined to repeat the same conflicts and arguments each day. In spite of his mother's efforts, Carl does not appear to be making any progress. Carl's mother decides to perform a task analysis and to teach and reinforce each component skill until Carl is able to successfully integrate the entire set of subskills.

Task Analysis for Carl's Morning Routine

- set the alarm clock
- get out of bed within one minute after the alarm rings
- get undressed
- complete grooming activities (brush teeth, hair, wash hands and face)
- pick out clothes for the day
- get dressed
- eat breakfast
- perform morning chores (feed the dog)
- gather school materials for the day (lunch, backpack)
- catch the school bus on time

A digital timer is often useful in constructing such a program. The timer may be used to set limits for the completion of each subskill(s) to ensure that the task is completed within a reasonable time limit.

Chaining

Brushing Teeth

1	2	3	4	5
wet toothbrush	toothpaste on brush	brush teeth	spit in sink	rinse toothbrush
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

French Toast

Ingredients:

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

Directions:

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. Press bread cubes into milk mixture
6. Microwave for 90 seconds.

What Motivates You?

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

Video games	Computer games
Dessert after dinner (e.g., cake, cookies)	Renting a movie
Money	Extra screen time
Extra time with a parent (e.g., playing basketball)	Sleeping in on the weekends
Going out to eat	Having a parent cook your favorite meal
Buying a new book	Going to a favorite store
Renting a video game	Going out for ice cream
Buying a new CD	Picking out a favorite toy
Spending time with a friend	Spending time with a family member
Outdoor activities (e.g., going for a bike ride)	Going to the library
Other:	Other:
Other:	Other:
Other:	Other:

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



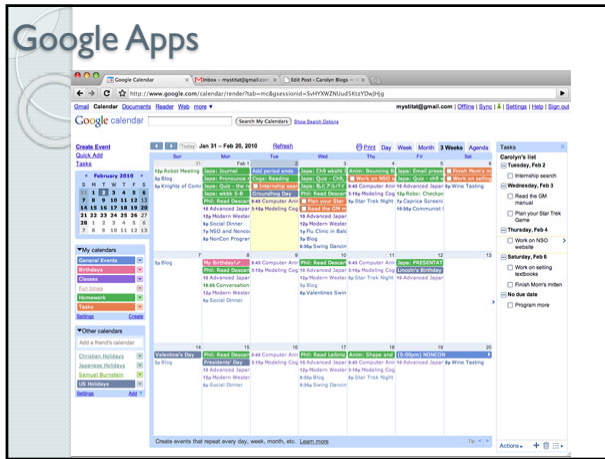
PowerPoint

Sorting

- Whites
 - Basic t-shirts, white socks, sheets, pillowcases and other plain white clothing/linens
- Lights
 - Everything from pastels to striped or patterned whites
 - A white item with enough color (logo/pattern) to make you think doesn't fit with the whites
- Darks
 - Dark socks, shirts, all jeans, dark pants
 - Newly dark clothing should be washed alone first
- Delicates
 - Wool garments, sweaters, hats, undergarments
 - These can be washed in a machine but hand-washing is usually better.

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** for underarms should begin with puberty to offset underarm odors.
- **Washing your hair** can be done daily or several times per week depending on how dirty 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 mint 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)

Session	Description of STRW Session Content
1	Overview of STRW including targeted DLS goals
2	Morning Routine –developing a personal care morning or nighttime routine
3	Morning Routine –developing a personal care morning or nighttime routine
4	Laundry – sorting clothes and doing laundry with a washing machine and dryer
5	Laundry –doing laundry, folding clothes, and putting clothes away
6	Kitchen/Cooking –using safe kitchen practices and cooking in the microwave
7	Kitchen/Cooking –using safe kitchen practices and cooking in the oven
8	Kitchen/Cooking –using safe kitchen practices and cooking on the stove
9	Kitchen/Cooking – navigating and purchasing items at the grocery store
10	Self-Management – coping with anxiety about transitioning to adulthood
11	Money Management –understanding how much things cost and purchasing items
12	Money Management –using a checking account, savings account, and debit card
13	Money Management –saving up for items and creating a weekly/monthly budget
14	Money Management –planning a party for the last session with a predefined budget
15	Party/Graduation – reviewing progress and outlining future DLS goals

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?

Melissa Liddle: Melissa.Liddle@cchmc.org
Amie Duncan: Amie.Duncan@cchmc.org
