
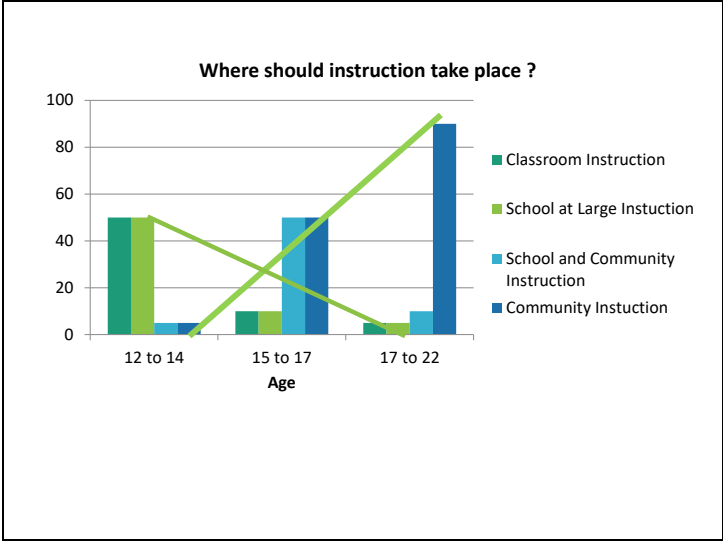


Developing and Prompting Independence in Adults with ASD: From Daily Living Skills to Relationships



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Slide 3



Age: 12 -14 years

Goals	Sample Activities	Settings
Social	Understanding personal space	In The classroom to learn and practice.
Communication	“Small Talk”	Move to School at Large to Generalize with Supports.
Functional Life Skills	Eating neatly.	
Academics	Functional Reading and Math	
Health and Wellness	Hygiene and food choices	

Age: 15 -17 years

Goals	Sample Activities	Settings
Social	<ul style="list-style-type: none">• Standing in line at a store to make a purchase<ul style="list-style-type: none">• Choice making• Personal space• Money to make purchase• Reading signs• Speaking with cashier	School and Community.
Communication		
Functional Life Skills		
Academics		
Health and Wellness		



Age: 18 -21 years

Goals	Sample Activities	Settings
Social Communication Functional Life Skills Academics Health and Wellness		Community <ul style="list-style-type: none">• Volunteering• Internship• Part-time work
<i>Working with support to generalize skills taught to job setting</i>		

Becoming included in the community



Imagine... 12- 14 year olds...

•Student Interests and Strengths:

- Austin, 14 years old
- Organization
- Sports statistics
- Math



Location	Task
Job Shadowing	HS basketball game announcer
Volunteer	Take stats during home games
Goals for Weekend and Summer	
Work at YMCA entering scores into a database for soccer teams	
Assist in announcing games for little league	
Attend local sporting events and keep stats while watching game	

Imagine... 15- 17 year olds...

•Student Interests and Strengths:

•Austin, 16 years old

- Organization
- Sports statistics
- Math
- *Keeping stats during baseball, and basketball games*
- *Announcing players during baseball and basketball games*
- *Entering stats into database*



Location	Task
Job Shadowing	VCU women's basketball manager
Volunteer	Help during VCU women's home games with warm ups (getting balls, water, etc.)
Pt. Work	5 -10 hrs/wk at community college keeping stats for intermural sports
Goal for Summer	
Apply for jobs with support in the field of data entry, sports management, while expanding social skills by participating in favorite sports	

Daily living skills

Has there ever been a time that you felt dependent on others?

How did that make you feel?

Dignity and Respect?

Mental health impact?



Eating



Bathing



Dressing



Transferring



Toileting

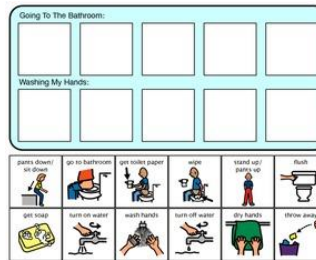


Walking or moving around



Personal Hygiene- Using the bathroom (*toileting*)

- Level of independence
- Accommodations needed
- Teaching
 - Chaining
 - Total Task
 - Video Modeling



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Public Restrooms



- Etiquette

1. Don't talk (*maybe a head nod*)
2. Keep your phone in your pocket
3. Give space
4. Check the seat and floor
5. Flush
6. Wash your hands
7. Don't enforce rules to others

Personal Hygiene – keeping clean

- Daily Routine
- If something needs to be added- use a reminder or schedule
- How often do you.....?



	Monday / / 2019	Tuesday / / 2019	Wednesday / / 2019
Wake up before 9			
Shower			
Wash hair			
Put on Clean Clothes			
Deodorant			
Brush Teeth 2x/day			
Brush Hair			
Being active at least 30 min/day			
Chore of the day			
Laundry			
Change into sleeping clothes before bed			
Bed by 11:00pm			

Health and Wellness

- Nutrition

- Balanced diet
- Expanding food repertoire
- Healthy weight



- Exercise

- Movement
- Cardiovascular health
- Stress reduction



- Medication Management

- Dosage
- Side effects
- Process of refilling
- Doctor Appointments



Safety

- Wonderful Training Guide and Materials

<https://www2.waisman.wisc.edu/cedd/pdfs/products/health/SAFE.pdf>

Topics to consider:

- Privacy
- Avoiding being taken advantage of, scams, etc.
- Safety and sexuality
- First Aid
- Self-Defense
- How to get help

What to do when you feel unsafe

1. Say No
2. Push away
3. Get away
4. Tell someone you trust



*And... how to gain support from the community!
(First Responders---training, understanding, etc.)*

Community Engagement



Leisure

The path to community engagement !

Free Time Activities
English Vocabulary

Woodward
ENGLISH
VOCABULARY

Watch TV
Go to the movies
Play video games
Listen to music
Read
Surf the internet
Play an instrument
Go shopping
Do/Play sport
Spend time with the family
Go out with friends
Study

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Functional Communication

Communicates Independently				
(Indicate each message communicated) <small>Using 1=yes, 0=no</small>	How? <small>(describe communication method)</small>	Understood by:		
		Primary caregivers)	Familiar people	Unfamiliar people
" I like this"				
Refuses or protests				
Greets people (initiates greeting)				
Attempts to get someone's attention				
"I want to STOP"				
"MORE" or "do that again"				
Answers simple yes/no questions				
Requests objects he can see or touch				
Tries to get someone to do something, e.g. Come here				
Answers simple questions, e.g., Where is ?				
Describes illness, e.g. Points to head=headache				
Reports 2 or more feelings, e.g. tired, sad, etc.				
Makes comments, e.g., mine, hot, broken, etc.				
Request something he/she cannot see or touch				
Tells someone his/her name				
Asks simple questions, e.g. where? when? what's that?				
Repairs conversation, e.g. That's not what I mean				
Provides information about a past or future event				
Communicates 3 or more messages on the same topic				
Relates events in a sequence				

Do you see the importance across environments and ages/stages?

Forms of Communication

1. Non-Verbal Communication

- Gestures/ Sign Language

What is the best way that other people can know what you are saying?!!!

2.

- Echolalia

3. Augmentative Communication

- Voice output
- Type to speech

Being Part of a Bigger Thing!

For individuals with autism, (or all individuals), being active in the community is important to overall well-being. How do we support interests and strengths to engage in people in **THEIR** community?



Relationships....

Allow people to have the relationships they desire with the supports they need to achieve the best outcome in those relationships.



Activity... check all that apply

- I choose who I live with
- I choose where I live
- I choose who supports me

Different for people with Autism?

- I choose what happens in my own home
- I have my own home [but don't necessarily own it]
- I make friendships and relationships with people on my terms
- I am supported to be healthy and safe on my terms
- I have the same rights and responsibilities as other citizens.
- I can communicate with others and they understand me
- I have my needs met
- I know how to ask for help