The Life Skills Group at CARD:
A Collaborative Approach
between Occupational Therapy
and Speech-Language Pathology

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• The link to the feedback survey will be emailed to attendees after the webinar has concluded.
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ASHA Disclosure

Disclosure:

Melissa H Teitelbaum, MS OTR/L

Financial: Kennedy Krieger Institute, Employer

Non-financial: Kennedy Krieger Institute

Valeria Swartz-Diaz, MS CCC-SLP

Financial: Kennedy Krieger Institute, Employer

Non-financial: Kennedy Krieger Institute
Objectives

• Demonstrate basic understanding of group organization and recruitment strategies
• Identify therapist roles as they relate to respective scope of practice
• Identify strategies and resources for use during treatment
What field do you work in?

Start presenting to display the poll results on this slide.
Overview of the program
Research and Background Information

• Individuals with autism spectrum disorder (ASD) often have a discrepancy between adaptive skills and cognitive abilities which can lead to problems with achieving functional independence (Chiang, Ni, & Lee, 2017; Kraper, Kenworthy, Popal, Martin, & Wallace, 2017)

• There is a reciprocal relationship between higher adaptive life skills and level of independence (Woolf, Woolf, and Oakland, 2010)

• Adaptive skill are the most highly associated positive predictor of outcome (Farley, et. al 2009)

• Research supports the positive impact of group interventions on the development of adaptive skills for individuals with ASD (Koenig and colleagues, 2010)
Development of the Group

• Address the underlying motor, process, and communication skills needed to complete life skills
• Expand services for transition aged participant
• Address these skills in a variety of models
Overview of Program

• Groups of 2-5 individuals
• Range from 10-21 years of age
• Collaborative group with Speech-Language Pathologist (SLP) and Occupational Therapist (OT). originally developed by Sarah Welch MS OT/L & Zaneta Liu CCC-SLP
• Pre-requisites are basic self care and grooming and making wants and needs known and following routine directions
Components of Life Skills

- Cooking
- Self-care
- Home care
- Clothing care
- Safety
- Money management
- Telephone use
- Community navigation
- Leisure
- Time management
- Negotiation
- Self-advocacy
In your professional life, have you collaborated across disciplines?

① Start presenting to display the poll results on this slide.
Is interdisciplinary collaboration valued in your workplace?

Start presenting to display the poll results on this slide.
Screening Process
Referral and Screening Process

- Referrals come from other clinicians and self-referrals
- Parent completes questionnaire
- Individuals come for a group screening
- Complete testing, if needed

Catalano, E. S. (2007).
Screening Process: OT Assessment

- Assessment of Motor and Process Skills (AMPS)
- PEDI-CAT
- REAL
- Kitchen Task Assessment
Screening Process: SLP Assessment

**Standardized Measures**
- Expressive and Receptive Language Testing
- Pragmatic Language Testing
- Problem Solving/Reasoning

Informal testing and observations
Structure of the Group
Structure of the Group: Schedule

Schedule

- Walk for exercise with “getting to know you” questions
- Leisure time activity – list preferences & Pie of Time
- Make plan for the following week
  - Agree on recipe
  - Find recipe
  - Identify ingredients and materials
- Review and Dismiss
Structure of the Group: Goals and Self-Appraisal

**Goal:**
1. Do 2 steps in a row without any help
2. Measuring ingredients correctly
3. Clean up things when you are done

**Plan:**

**Do:**

**Check:**
2. Measuring ingredients correctly
   Did I need any help?
   Can I do something different next time?
3. Clean up things when you are done
   Did I need any help?
   Can I do something different next time?

**Goal:**

**Plan:**

**Do:**

**Check:**
- 1 thing you did well
- 1 thing you could do different to make it easier or better
Strategies Utilized in Group
Strategies: Environmental Modifications

- Color Coding

Strategies: Environmental Modifications

- Labeling the room
- Categorizing based on where objects are located in the room
Strategies: Video Modeling

- This is one way to teach a new skill.
- Can increase motivation to learn a new skill.
- Used to teach a variety of skills in group.

Video Description: Wiping a table
Strategies: Organizing the Workspace

- Defining personal workspace
- Use of color coding
- Visual support with initiation and completion sequencing

Strategies: Role Playing

May use video model as a “primer” to role play:

• Interviewing skills
• Practice store/job
• Ordering food and paying
• Social skills, including negotiation/compromise strategies
Strategies: Language Supports

• Breaking down the written information
Strategies: Language Supports

Spaghetti

Steps:
1. Bring 12 cups of water to boil.
2. Add 1 tablespoon of salt.
3. When the water boils, add spaghetti to the pot.
4. For authentic al dente pasta, boil for minutes, stirring occasionally. For more tender pasta, boil an additional minute.
5. Drain well and serve with pasta sauce.
Strategies: Language Supports

Catalano, E. S. (2007).
What are some language accommodations you have tried in the past when targeting adaptive skills?
Are there visual and motor supports you have tried when targeting ADL's?
Lesson Planning
Lessons: Physical & Equipment Safety

• Review rules
• Identify safe and unsafe situations
• Practice
Lessons: Equipment Safety

Microwave Safe

Picture Description: bowls and utensils
Lessons: Technology Use and Community Navigation

• Ordering food
• Money management (ex. budgeting, counting money, using a debit card, asking for change, planning a meal or shopping trip)
• Crossing the street
• Directions (ex. following written directions and using a paper or phone map)
• Time
• Computer skills and internet safety
• Demographic question practice
• Emergency scenarios

When people ask, "What is your name?"
I will say,

When people ask, "Who are you?"
I will say,

When people ask, "Where do you live?"
I will say,

When people ask, "What is your address?"
I will say,
Lessons: Socialization, Self-Advocacy, and Employment

- Seeking assistance and clarifying instructions
- Self-advocacy
- Understanding and using non-verbal language
- Making a resume and applying to a job
- Interviewing
- Hygiene
- Conversation
- Conflict Resolution
- Understanding different types of relationships
- Making goals
Lesson: Visual Checklists For Equipment Use

• Steps to use the Microwave
  • Provides clear sequential steps
  • Uses pictures to reinforce the written direction
  • Reminders for safety
  • Reinforces color code for the buttons
## Lessons: Motor Practice

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Add ingredients into bowl</td>
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<tr>
<td>2.</td>
<td>Use spoon to mix ingredients</td>
</tr>
<tr>
<td>3.</td>
<td>Mix all around the bowl: the sides, the middle, and the bottom</td>
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<tr>
<td>4.</td>
<td>Look at ingredients:</td>
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<tr>
<td></td>
<td>If smooth then stop</td>
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<tr>
<td></td>
<td>If lumpy then keep mixing</td>
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</tbody>
</table>
Lessons: Motor Practice & Supports

- Flipping Pancakes
  
  Pancake Pile-Up!™ Relay Game
  (educationalinsights.com)

- Folding Laundry
  
  Shirt Folder - FlipFold Ideal for Folding Shirts
Lessons: Motor Practice

• Cleaning Floors

Picture Description: a black and white overhead view of a kitchen layout
Lessons: Visual Supports for Equipment Use

<table>
<thead>
<tr>
<th>Item</th>
<th>Wear Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>socks, underwear, undershirt</td>
<td>1 wear</td>
</tr>
<tr>
<td>T-shirt</td>
<td>1 wear</td>
</tr>
<tr>
<td>jeans</td>
<td>4-6 wears</td>
</tr>
<tr>
<td>shorts, pants</td>
<td>2-4 wears</td>
</tr>
<tr>
<td>dress shirt, sweater</td>
<td>1-3 wears</td>
</tr>
<tr>
<td>pajamas</td>
<td>2-3 wears</td>
</tr>
</tbody>
</table>

Strategies: Workspace Checklist

**Work Space Checklist**

- Drawers and Cabinets Closed? [Yes or No]
- Clean up spills? [Yes or No]
- Put away things when done? [Yes or No]
- Packages closed? [Yes or No]
- Throw away trash? [Yes or No]
- Items spread out (not touching)? [Yes or No]
- Items far from the edge of table, counter, or stove? [Yes or No]

If **NO** stop and fix work space.
Lessons: Visual Supports & Checklists

**Clean Your Room Checklist**

1. Pick up dirty clothes and put in hamper

2. Pick up clean clothes and put in dresser or closet

3. Put toys and books back on shelves or in closet

4. Throw away trash in a trash can

5. Put dirty dishes in kitchen

6. Make bed

Is my room clean? Yes ___ No ___
Have you faced barriers while targeting life skills?

Start presenting to display the poll results on this slide.
If you have faced barriers while targeting life skills, can you give examples of the barriers?
Home Connection
Home Connection: Debriefing

Week _____ Life Skills Group

Mixing ingredients
Flipping food in a pan
Kitchen safety

Today's Meal

I worked on

This week's activity

Center for Autism and Related Disorders
at Kennedy Krieger Institute
Home Connection: Caregiver Involvement

- All caregivers are given the option to view the group every week.
- Provide families with visuals, and models used in group.
- Summary form for questions
- Feedback form

<table>
<thead>
<tr>
<th></th>
<th>Not Satisfied</th>
<th>Fairly Satisfied</th>
<th>Extremely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knife Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Following A Recipe or Visual Schedule</td>
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<tr>
<td>3.</td>
<td>Using The Microwave</td>
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<tr>
<td>4.</td>
<td>Using The Stove Top</td>
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<tr>
<td>5.</td>
<td>Using The Oven</td>
<td></td>
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<tr>
<td>6.</td>
<td>Washing Dishes</td>
<td></td>
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<tr>
<td>7.</td>
<td>Loading and Unloading the Dishwasher</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Doing Laundry</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Folding clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Cleaning Floors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Kitchen Safety</td>
<td></td>
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</tbody>
</table>

Of all the lessons, what one do you feel was the most helpful for your child?

What concepts or lessons do you see yourself using with your child once group is over?

Are there any lessons you would like us to add to future groups?
Home Connection: Telehealth

• Benefits
  • Familiar environment
  • Family led/coaching
  • Allows families who would not have had access due to distance

• Barriers
  • Availability of all materials
  • Difficult to link multiple families with scheduling
“The Life Skills program at Kennedy Krieger was a wonderful way to bring occupational therapy and speech and language together in order to promote and instruct a unified group of skills assisting the participants to connect with each other while learning a new skill set for independence.

It was challenging for my son but he had a lot of fun too! He still talks about this group and hopes to do another. ”

-Parent of teen involved in Lifeskills Group
Final Thoughts

• Targeted teaching of adaptive skills are important across the lifespan
• We start early and expect change with developmental across the lifespan
• These skills can be targeted in the home and in group/therapy settings
• It is important to generalize skills outside of therapy sessions- practice and repetition!
• Visuals and materials can be adapted to meet your client’s or child’s needs
Resources

Apps

- Video Modeling Apps: snapps.cet.ac.il/?lang=en.
  - iDo Hygiene
  - iDo Getting Dressed
  - iDo Food
  - iDo Community
  - iDo Chores


Websites

- Visual Recipes: able2learn.com/categories/visual-recipes

- Food Safety, Reading and Using Recipes, Kitchen Safety, Meal Planning, and Shopping on a Budget: justfacs.com/lesson-ideas/foods

- Sarah Ward’s Website: https://efpractice.com/index.php/25-team/94-sarah-ward-ms-ccc-slp

- Project Keep it Real: Self-Advocacy: http://projectkeepitreal.com/zosia-zaks

- UCLA PEERS® Clinic Role Play Videos: https://www.semel.ucla.edu/peers/resources/role-play-videos
References (1)


References (2)


The original FlipFold the Ultimate Folding Tool (2021) https://www.flipfold.com/FlipFold-s/37.htm retrieved 2.4.21


Question & Answer (Q&A) Segment.

Instructions: Toggle over to the Q&A section in Slido to enter questions.

All questions are moderated.
Audience Q&A Session

Start presenting to display the audience questions on this slide.