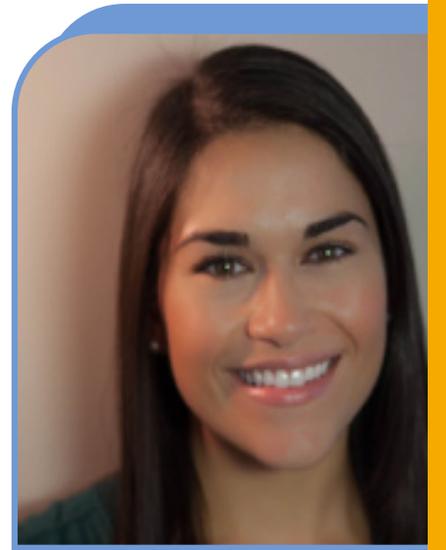# The Life Skills Group at CARD: A Collaborative Approach between Occupational Therapy and Speech-Language Pathology

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Valeria Swartz- Diaz MS CCC-SLP, Speech-Language Pathologist

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ASHA Disclosure

Disclosure:

Melissa H Teitelbaum, MS OTR/L

Financial: *Kennedy Krieger Institute, Employer*

Non-financial: *Kennedy Krieger Institute*

Disclosure:

Valeria Swartz-Diaz, MS CCC-SLP

Financial: *Kennedy Krieger Institute, Employer*

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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

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What field do you work in?

Overview of the program

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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)

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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

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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

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In your professional life, have you collaborated across disciplines?

ⓘ Start presenting to display the poll results on this slide.

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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

CRE Care (2018)

AMPS Score Forms | Center for Innovative OT Solutions

Center for Innovative OT Solutions. (2021)

Roll & Roll (2021)

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Screening Process: SLP Assessment

Standardized Measures

- Expressive and Receptive Language Testing
- Pragmatic Language Testing
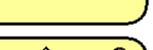- Problem Solving/Reasoning

Informal testing and observations

Structure of the Group

Structure of the Group: Schedule

Schedule

- Greetings
- Planning
- Wash hands
- Make snacks
- Eat snacks
- Clean up
- Review group/Goodbye

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

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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	3. Clean up things when you are done
Did I need any help?	Did I need any help?
1 2 3 4 5	1 2 3 4 5
Can I do something different next time?	Can I do something different next time?

Homework:

Goal:

Plan:

Do:

Check:
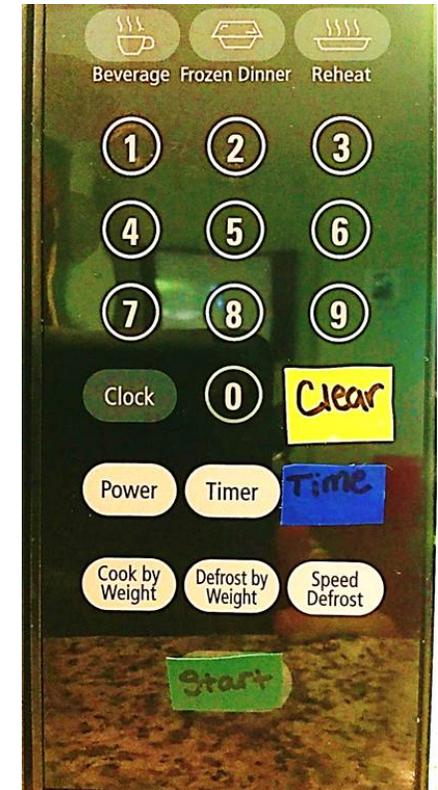- 1 thing you did well
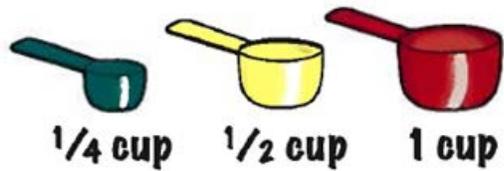- 1 thing you could do different to make it easier or better

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Strategies Utilized in Group

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Strategies: Environmental Modifications

- Color Coding

1/4 cup 1/2 cup 1 cup

Red — High
Yellow — Medium
Blue — Low
White — Off

White Off
Red High
Blue Low
Yellow Medium

Catalano, E. S. (2007). *Look 'n Cook A Color-coded Picture Cookbook*. Attainment Company.

Strategies: Environmental Modifications

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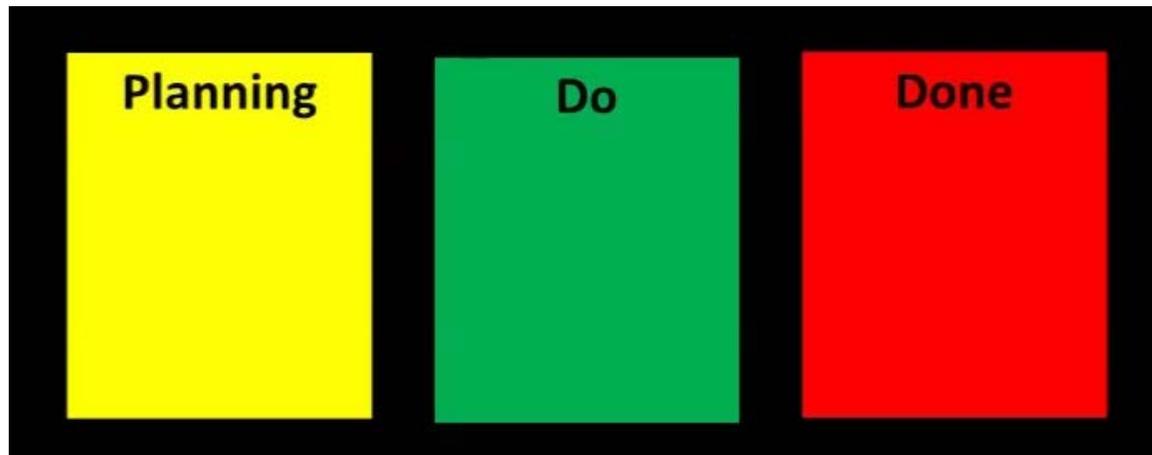
Strategies: Video Modeling

- 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

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Strategies: Organizing the Workspace

- Defining personal workspace

- Use of color coding

- Visual support with initiation and completion sequencing

Ward, S., & Jacobsen, K. (2014). P. 72-84.

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

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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.

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Strategies: Language Supports

Catalano, E. S. (2007).

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What are some language accommodations you have tried in the past when targeting adaptive skills?

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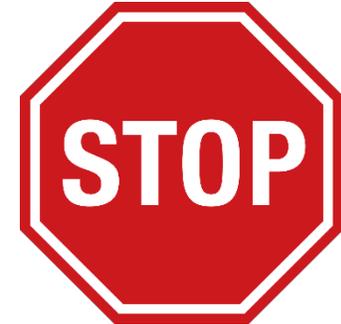
When people ask, "What is your name?"
I will say,

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,

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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

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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
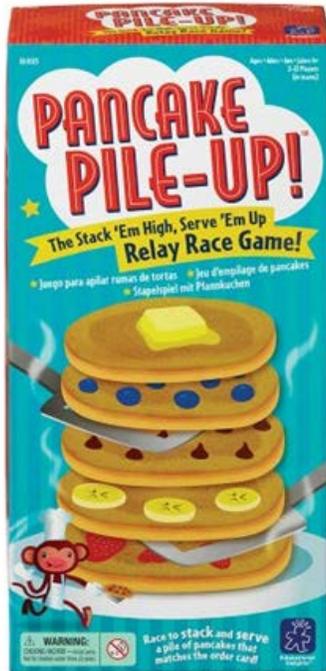 - Reinforces color code for the buttons

Lessons: Motor Practice

Lessons: Motor Practice & Supports

- Flipping Pancakes

- Folding Laundry

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

Shirt Folder - FlipFold Ideal for Folding Shirts

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Lessons: Motor Practice

- Cleaning Floors
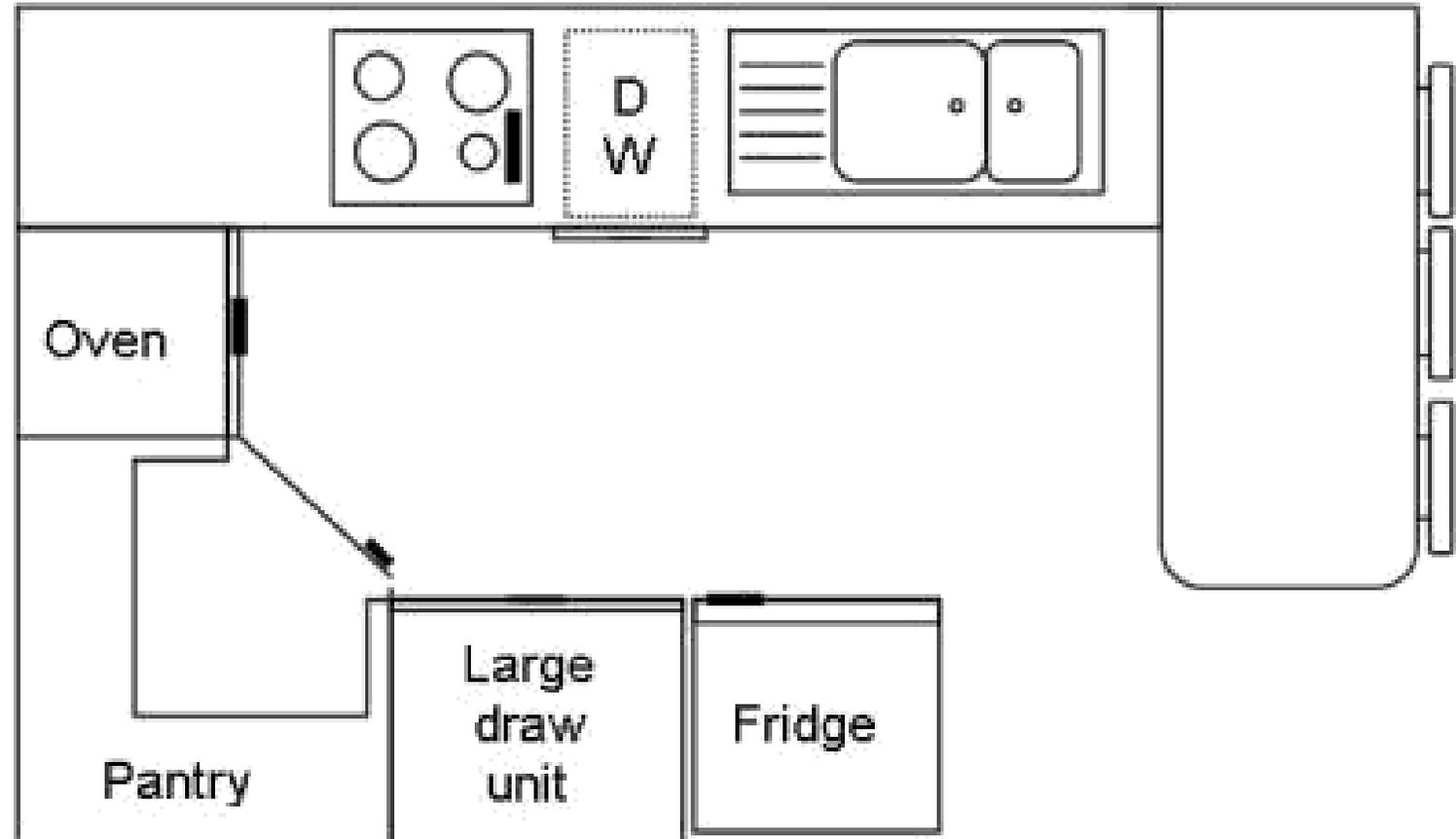
Picture Description: a black and white overhead view of a kitchen layout

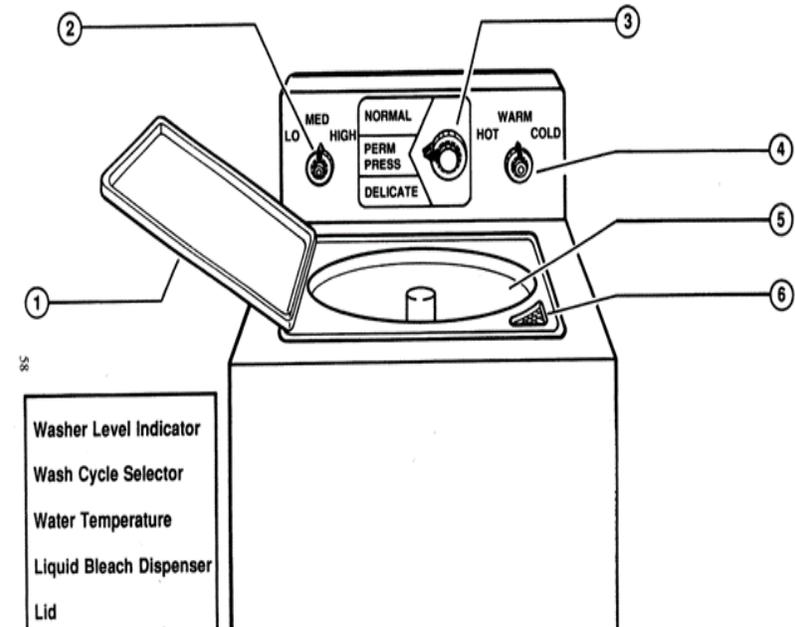# Lessons: Visual Supports for Equipment Use

Unique Learning System. (1997-2012) n2y, Inc.

McCarthy, K. (1993). p 58

Strategies: Workspace Checklist

Lessons: Visual Supports & Checklists

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Have you faced barriers while targeting life skills?

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If you have faced barriers while targeting life skills, can you give examples of the barriers?

Home Connection

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Home Connection: Debriefing

Today I liked

Watching videos   Making Pancakes   Eating Pancakes

I worked on

mixing ingredients   flipping food in a pan   kitchen safety

This week I will try

Week _____ Life Skills Group

Today I liked

I worked on

This week I will try

Week _____ Life Skills Group

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

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

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

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Home Connection: Caregiver Involvement

"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

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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

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Resources and References

Resources

Apps

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

- Choice works: beevisual.com.
- Visual Routine: pufferfishapps.com/apps/visual-routine.

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

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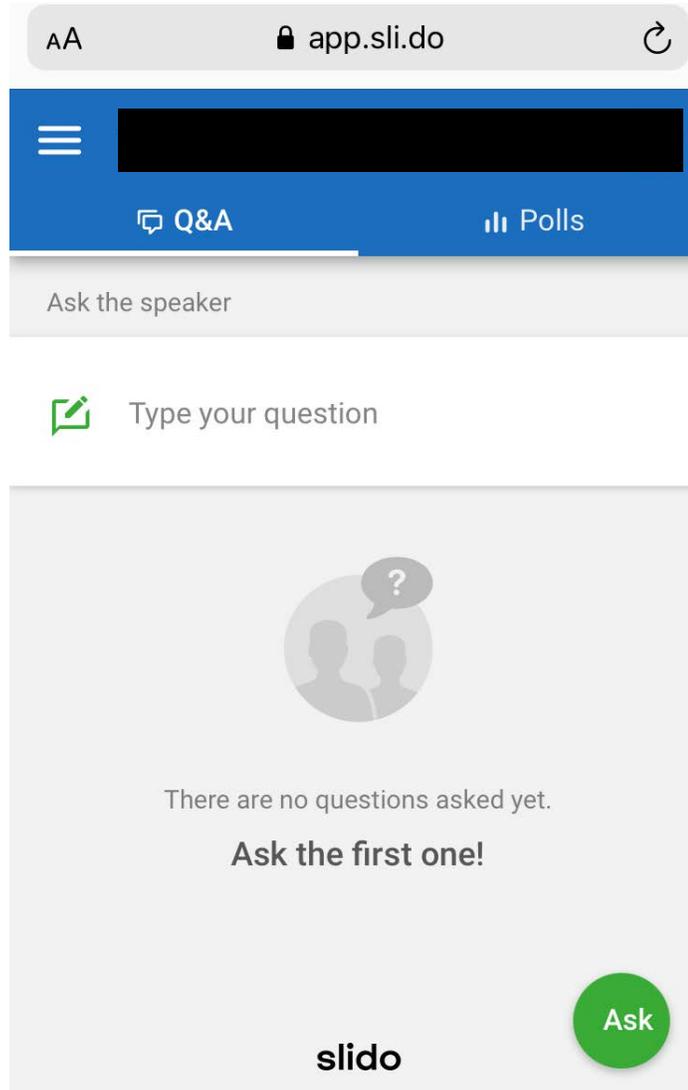
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Question & Answer (Q&A) Segment.

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

All questions are moderated.

Audience Q&A Session