

## ADL Programming Considerations

Below are programming considerations for functional living skills and possible skills needed to function and work within the school and/or in the community. It was suggested that some students may benefit from being taught specific component elements of tasks or activities through tacts, receptive, intraverbal, imitation, and other targets in IT sessions. Targets related to functional living and/or work tasks are broken down, taught as components or steps and then taught as the composite skill/task/activity. This approach will broaden the student's repertoire of skills and allow the student more flexible responding not bound to the context of an activity. This approach is not recommended for all students. Some students may do better with learning a routine in the context of an activity and not all of the specific component elements that make up the task/activity. This process may be too complex or take too long for some students to learn, which can result in hindering progress with performing the actual task/activity. For those students where breaking out and teaching complex elements are appropriate, they may benefit in the following ways:

1. A broadening of repertoires across the verbal operants
2. Expansion of language skills across operants
3. More flexible application of skills across activities/tasks in various environments/people/stimuli (generalization)

Also consider contriving situations where students can mand for missing items or information so that they can learn to ask for the things they need to complete tasks/activities when in the community setting or throughout daily routines.

### **Teaching target examples:**

**Mands for information** (Sd – dirty table....*Teacher*: “the table needs to be cleaned”. “Robbi, clean the table and then we will play cards”. (Towel not present) Robbie signs for the paper towel. *Teacher*: “I don’t have it. Ask Mary. She knows where the cleaning rag is.” (sends him to Mary for information on where the paper towel can be found)

**Mands for missing item:** (Sd – dirty table....*Teacher*: “the table needs to be cleaned”. “Robbi, clean the table and then we will play cards”. (No cleaning supplies present) The teacher gives Robbie the cleaning spray and says, “Okay, wipe the table” but no paper towel is provided. Robbie then signs for paper towel (missing item) and the teacher provides the paper towel.

**Imitation:** *Teacher*: (2 rags present) “do this” wiping motion with rag. Student imitates teacher wiping with rag.

**Receptive:** (in field of 3 one item being a paper towel or rag) *Teacher*: “show me wiping” *Student*: demonstrates wiping with a rag, paper towel, etc.

**Tact** *Teacher*: “what am I doing” *Student*: “wiping” (teach ongoing actions first then show pictures of these actions).

Teach both receptive and tact skills (Rec - show me the one who is wiping... Tact - what is this person doing?)

- You can take pictures and/or video of the actual items/tasks the student is using/doing in relationship to jobs/tasks and use those pictures/videos for teaching the target skills.
- Use imitation to teach specific motor movements when necessary. Once mastered then transfer to respective commands. “do this” wiping to “show me wiping” to “wipe the table”.
- Teach tacts for rag, paper toweling, table, (or anything else the student might wipe like windows, blackboard, chair, etc.) spray cleaner or cleaning soap, etc. Basically teach component parts of the task so students are not routine and/or environmentally bound. In other words, the student can do these activities in many environments and across stimuli not just where the task/activity routinely occurs only with specific stimuli. Again for some students this teaching method may be too complex and just learning the routine will be more appropriate.

The next page provides a list of activities and target actions that can be used to generate ADL programming.

After determining the target task/activity to be taught you will probe the student to determine what skills you will need to teach within the task and which the student can already do independently. This is considered a task analysis. See the protocol for the task analysis.

## Community/Communication

Find a location (in house, community, store, specific room in a building, etc.)
Find/ask for directions to a specific location
Understanding concept of time <ul style="list-style-type: none"><li>• Using a clock to plan activities</li><li>• Using a calendar appropriately ... Identify Seasons/Holidays</li></ul>
Mand for or take directions or corrections from another
Ask questions when not understanding what to do
Open/close containers (lids, boxes, doors, windows, etc.)
Lift, carry and set down heavy items of various sizes – grocery bags, laundry basket (full/empty), blankets, books, boxes, etc.)
Get a grocery cart and push it through a store
ID a store clerk to ask a question
Fill, empty, carry bags of groceries
Creates a grocery list
Locates items from a grocery list or department store list from the actual store (food/clothing/household)
Put groceries in the proper location in a home (or other relevant location)
Enter an elevator and selects a floor
Steps onto and off of an escalator
Buy something at a store (performs transaction/identifies a receipt)
Write a letter (put it in an envelope, seal and address the letter) or an email
Mail a letter or package
Wrap a present
Purchase a ticket at a movie or for transportation (bus)
Use library to check out a book, movie, game, etc.
Operate a calculator
Ask questions if you don't understand what to do
Help others when needed
Listen to others when they are talking
Learn how to use public transportation
Operate a telephone/cell phone to talk to others or to make an appointment
Request work when finished with a task or assignment
Perform a job independently or with little assistance
Able to indicate to others when feeling ill or getting help if hurt
Able to calm down when upset or relax when stressed
Carry a wallet or ID card
Show the ID when needed to identify self or ask for help
Read direction, newspaper, magazines
Perform simple math calculations (cooking, measuring, purchasing, etc.)
Communicate through writing if necessary
Able to problem solve
Ability to remember lists, steps, or sequences
Able to plan daily schedule
Able to plan a party or special event
Turn lights off/on
Turn water off and on
Use a public bathroom

Use a water fountain
ID and/or follow safety signs or information signs
Find a price on various items in a store
Use a vending machine
Find the bathroom in stores

## Hygiene

Apply a band aid when relevant
Apply deodorant
Brush/comb hair
Brush teeth, floss, use mouth wash (consider a flavor of toothpaste and mouthwash and stiffness /design of toothbrush)
Dry hair with a hair dryer
Fill sink or tub with water
Flush toilet
Open/close containers (lids, boxes, doors, windows, etc.)
Shave
Toileting
Trim finger nails
Turn water off/on
Using cosmetics and cologne appropriately
Washing (face, hands, body parts, hair, etc.)
Applying soap to a wash rag and demonstrate appropriate scrubbing/washing
Wipe nose or mouth when relevant
Install new toilet paper or paper towel roll to its holder
Feminine hygiene products

## Cleaning/Housekeeping

Install new toilet paper or paper towel roll to its holder
Wash the dishes by hand
Load a dish washer, turn it on, empty it (put plates, cup, pans, etc. in proper places)
Load Washer/Dryer, turn them on, unload
Fold clothes put in drawers
Hang clothes on hangers, put in closet
Clean bathroom and kitchen sinks and tubs
Clean furniture, shelves, bookcases, and other environmental surfaces
Vacuum a carpet
Sweep with a broom and use a dust pan
Put a coat on hanger or hook
Put various clothes in drawers
Sort and match socks or other clothing items
Make a bed
Put things away (organize a cluttered room)
Mop a floor
Remove garbage/trash, put new bag in trash can
Water plants

Clean kitchen appliances: refrigerator, stove, and dishwasher (inside and/or out)
Operate flashlights (include putting in batteries)
Replace a light bulb
Hang a picture
Decorate for a holiday or a party
Open/close containers (lids, boxes, doors, windows, etc.)
Lift, carry and set down heavy items of various sizes – grocery bags, laundry basket (full/empty), blankets, etc.)
Empty a bag of groceries
Fills a bag with groceries
Identify cleaning supplies and use them correctly
Wash a car, clean inside a car
Making a bed (putting on a sheet/putting a pillowcase on a pillow, blanket on the bed)
Tying (garbage bags, rope, etc.)
Put on, take off rubber gloves
Turn lights off/on

## **Dressing**

Ask questions if you don't understand what to do
Button, zip, clothing
Tying (shoes, belts, a tie, etc.)
Put on a belt
Ability to remember lists, steps, or sequences
Put on a coat, hat, gloves, scarf
Put on sunglasses
Under clothing, pant and shirt
Put on socks and shoes (or boots, sandals, etc.)
Watch and or jewelry

## **Social Skills/Leisure**

Turn taking
Assemble games
Operate relevant leisure devices (game boy, Xbox, radio, DVD player, TV, remote control)
Play cards, board games, electronic games and/or exercise or sports such as soccer, dance, basketball, running, etc.
Use of social skills in context and when relevant (socially appropriate language, politeness, good table manners, saying please and thank you, happy birthday, apologies, telling jokes, laughing, etc.)
Appropriately deal with disappointment, frustration, or embarrassment
Accept direction or correction from another
Ask questions if you don't understand what to do
Make a friend (approach, initiate, attend to, reciprocate, etc.)
Help others when needed
Listen to others when they are talking

Show appropriate affection and/or comfort toward others
Read direction, newspaper, magazines
Watch movies, listen to music, use headphones, (operate technology)
Communicate through writing (games)
Able to problem solve
Ability to remember lists, steps, or sequences
Able to type on a keyboard
Able to operate computers and related programs (word processing, internet, etc.)
Able to indicate to others feeling ill or getting help if hurt
Able to calm down when upset or relax when stressed
Asking to someone to play or playing when someone asks
<b>Cooking/Kitchen</b>
Cut with different utensils (knife, scissors, pizza cutter, )
Perform basic cooking and/or food preparation (Making a snack, dessert, lunch, supper, drinks)
Perform simple math calculations (cooking, measuring, purchasing, etc.)
Put food in storage bags, foil, or apply plastic wrap to a container
Open a food carton
Use a twist tie or other closure
Use a bottle opener, pull tab, or can opener
Open regular and/or frozen food container (make ice/remove ice)
Use kitchen utensils (spatula, measure spoons and cups, wooden spoon, whisk, etc)
Use kitchen appliances (make coffee, tea, use a toaster, blender, mixer, timer, etc.)
Mix and/or pour ingredients
Select different pans/pots sized for cooking
Set a table with silverware, placemat or tablecloth, napkins
Sort silverware
Fill cups/glasses with beverages
Use a dish rag and dish cloth
Wipe up a spill