

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

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| 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">• Using a clock to plan activities• Using a calendar appropriately ...Identify Seasons/Holidays |
| 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 |

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| 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

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| 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

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| 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 |

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| 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

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| 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

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| 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 |

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| 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 |
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| Cooking/Kitchen |
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| 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 |
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