

# Independent Living Skills

- What independent living skills are important for a child to learn?
- We might say all of them but a child can only learn a few at a time or they get confused or overloaded. (Even without a disability)
- So, how do we know which skills to teach?

# Independent Living Skills

- Use the Questionnaire to identify not only what needs to be learned, but is it really important, and if the teacher taught the skill would you let your child do it at home or in the community?
- If the skill is taught, the materials used need to be the same at home and school if possible.

# Strategies to Connect Parents

Transition and Post-School Results

# Parent/School Connection

## THE HOME/SCHOOL CONNECTION HOMEWORK

Student Name: \_\_\_ Vickie Smith \_\_\_ Date: \_\_\_ April 19, 2010 \_\_\_  
Skill Practice at Home: *(Teacher describes the skill to be practiced)*

Date(s) Practiced at Home: \_\_\_ 4/24/10 \_\_\_ Person Helping: \_\_\_ Mom \_\_\_  
Activity Description: *(Teacher writes this. You may need to send home the task analysis or a detailed description. Don't assume the parent will know the steps you taught. The equipment may also be different at home. You need to know this and make the necessary accommodations or recommendations)*

*Vickie has learned to heat a "Hot Pocket" in the microwave for lunch. She is able to locate the hot pocket in a designated spot in the refrigerator (the meat bin). Be sure to always keep them in the same location. If you keep your items in a different area of the refrigerator, let us know and we will use the same location. (She cannot defrost so always have some in the frig). Take the Hot Pocket out of the package and place it on a plate covered by a paper towel. Vickie can program 1:00 on the LCD panel and push start. She knows that when the bell goes off the Hot Pocket is heated and to open the door. She uses a potholder to move the plate to the table.*

What worked? **Parent completes this part)**

*Vickie was able to program the microwave and heat the Hot Pocket. It was not too hot to eat.*

What did not work? **(Parent completes this part)**

*Vickie was not able to open the Hot Pocket package without help.*

What I need the teacher to work on next that would help my child learn the skill: **(Parent completes this part)**

*Please teach Vickie to open the Hot Pocket packages, as well as bags of chips and small packages of crackers.  
Thanks.*

# Elementary – Student Input

- Help parent learn how to think about their child’s strengths and needs
- Give elementary children a way to begin to think about what works for them and does not work for them in their role as a learner

## PARENT/CHILD PLANNING GUIDE FOR THE ARD/IEP MEETING

Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_

**Note to Parents:** Use the questions below to help you and your child prepare for his/her ARD/IEP Meeting. Make it a pleasant conversation. Help you child understand you want to get their ideas about what they think helps them to be more successful at school so you can give the child's ideas to their teachers. Choose a comfortable location to talk that is informal and not distracting (the back porch, sitting on a swing set, playing a game while sitting on the floor of their bedroom...make it a natural and positive conversation)

### What are your **STRENGTHS**?

1. What subjects at school do you think you are good at?
2. Describe for me what you do that makes you good at that subject.
3. Describe things the teacher does that make it easier for you to learn.

(Children find it hard to describe in words how they learn or what works and does not work. So ask them to take a picture in their mind of the teacher teaching when it is easier for them to learn. What is he/she doing? Parents, listen for hints of successful strategies such as: the teacher gave us extra time or she put us in groups and picked a reader so that meant I didn't have to read I could just listen and then be ready to work on the project)

### What makes you **STRUGGLE**?

1. What subjects at school are you not good at or don't like?
2. Describe for me what it is about that subject that makes it hard for you to learn.
3. Describe for me things the teacher does that make it harder to learn in this subject.

(This is not meant to be an occasion to find something wrong with the teacher. In a class of 20 children there are many different learning styles. Not everything the teacher does will work for all students all of the time. This is a chance to help your child not only figure out the teaching styles that match their learning style but to identify the ones that do not match. The teacher still has to use multiple teaching styles to meet the needs of all of the children as well as you own child. Once you and your child identify barriers to learning, think of reasonable solutions. The ARD/IEP Committee can also help to brainstorm solutions but let the teacher know ahead of time so it does not appear as an accusation but a collaborative brainstorming opportunity. It gives the teacher a chance, to think with you, about a solution before the ARD/IEP Meeting.)

### What helps you **LEARN**?

**Parent to the child:** We have talked about a lot of things that work and don't work when you are trying to learn. Read the list of things your child said helped him/her learn. Ask the child: if you could only pick one of those things for the teacher to do, which one do you think is the most important one that helps you learn. Put a star (★) by the most important strategy identified by the child.

# Level of Support

5, pick one to work on first. Determine if you need to teach the skill or if an accommodation will work. Then chart your progress. NOTE: When you start, start with an easy skill to teach so you can learn how to do this.

<p><b>Question:</b> What am I doing for my child that he/she should be doing for him/herself?</p>	<p>What skill or accommodation can be taught or developed to develop more independence? <i>List ideas and try them. You will eventually find something that works but if you don't identify the support that needs to be reduced and put together a plan to fix it, your child will always have high support needs and this is a real serious problem in adult life!</i></p>	<p><b>Evaluation of Progress (Date and Rating)</b> C = Continue P = Progress is being made M = Met</p>
<p><i>Remind Henry to not use too much shampoo</i></p> <p><i>Someone needs to be with Henry at all times when we leave the home to go to the store, to church, to the park, etc.</i></p> <p><i>The foods Henry likes require a microwave or stove. Henry may not have access to a microwave, if he has a job, and will need to pack a lunch.</i></p> <p><i>Needs to be reminded to wipe after going to the bathroom.</i></p>	<p><i>Does Henry know what to do and not do it? No, he does not know but we have tried to teach it.</i></p> <ol style="list-style-type: none"> <li><i>We have tried teaching Henry to pour only enough shampoo that it does not spill out of his hand. That did not work.</i></li> </ol> <p><i>Have we tried any accommodations?</i></p> <ol style="list-style-type: none"> <li><i>We at tried using a pump bottle but Henry just kept pumping.</i></li> </ol> <p><i>Is there another accommodation that might work?</i></p> <ul style="list-style-type: none"> <li><i>Mrs. Smith found a Shampoo Bar that is like a bar of soap. Her son rubs his hair with the bar of shampoo soap and that works.</i></li> <li><i>Lupe's mother said she saw on an Internet site, "www.instructables.com" a way to "reduce your liquid soap usage" by putting another bottle cap with a hole on the pump.</i></li> </ul> <p><i>PLAN: we will try the "instructables" idea.</i></p>	<p><b>Parent Rating</b></p> <p><i>P- we are making progress. Putting the extra piece on the soap pumps dispenses less soap. We are teaching Henry to pump on time.</i></p>

# Parent Input Strategies

## Before the IEP Meeting

- Transition Assessments that solicit parent input
- Call if not returned and use the assessment as an interview tool
- Call if it is returned and ask questions about some of the input. Show you care.
- In both calls, talk about which input items will be used to develop this year's IEP
- Make sure to show the parent during the IEP Meeting, where their input is addressed
- Have a parent input role on the IEP progress monitoring

## After the IEP Meeting

- Call the parent periodically to discuss the progress on the IEP and especially the part related to the parent's input.
- Validate parents.
- Common Threads of effective parent/teacher relationships
  - Communication
  - Relationship
  - Listening