



Self-Management Strategies for People to Live and Work Independently

May 13, 2014

University of Montana Rural Institute
<http://ruralinstitute.umt.edu/transition>



Strengths & Support Needs



- We all have some things that we are better at than others:
 - Some of us are great mechanically
 - Some of us are very good with math and money
- And we all have areas where we might need support:
 - Help figuring out new technology
 - Help with very physically demanding tasks
 - Help determining our monthly budget



As you get to know a student, identify their support needs and situations where they are most independent and capable.

Consider the following factors:

- Environment
- Structure of tasks
- Flow of tasks (predictability, sequence, time or quantity based?)
- Optimal natural supports in the work environment
- Accommodations or adaptations
- Medical or personal care
- Need for reinforcement
- Need for feedback
- Social needs
- Strategies that help the person be independent



How do we support people...

Teaching self-management skills or providing an alternate strategy:

- To know what to do
- When to do it
- When you are done
- What is next





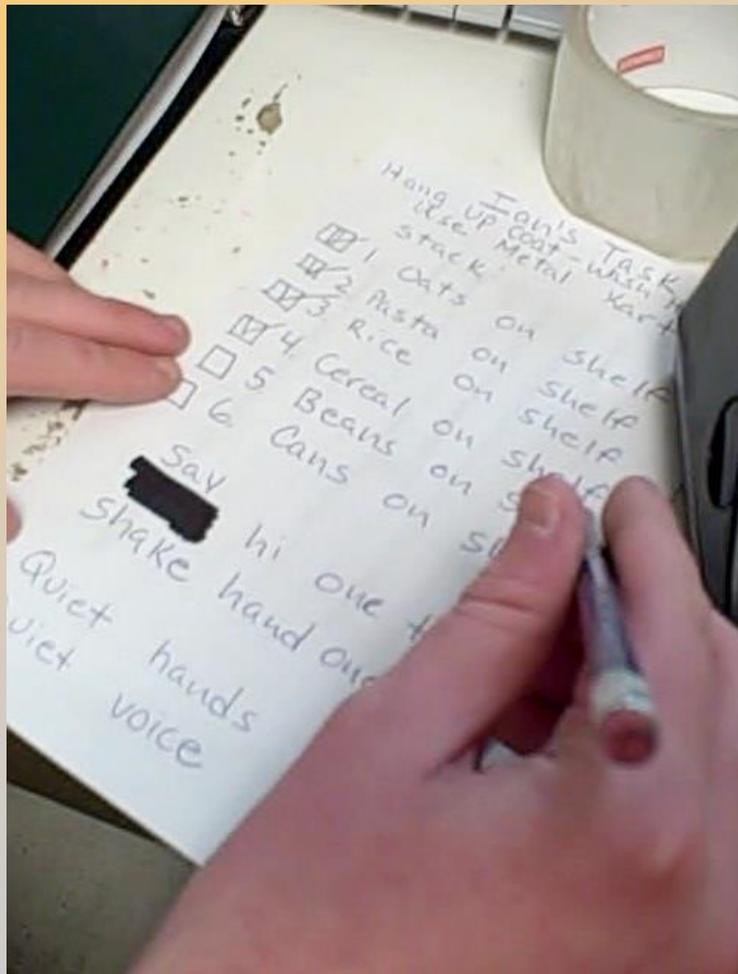
Strategies to Promote Independence



Learn to
follow a
picture or
written
checklist of
what you
need to do
for the day



Written checklists can be really low-tech!





Tools for Knowing What to Do and When to Do It

- A picture or written list
- An album on your phone or iPod with sequential photos
- An app on a tablet that provides pictures and alarms at specific times
- A watch with a vibration or auditory alarm
- An elapsed time watch
- Alarms on your cell phone





Strategies to Promote Independence

- Wear a watch so you know when it is time to get ready for
(use one with an alarm if you are still working on telling time)
- Or set the alarm on your cell phone





Strategies to Promote Independence

- Set your own alarm clock to wake you up (iPods have lots of choices for alarms)
- There are time management apps (such as Time Frames) on the web for less than \$5





Ivan



Ivan worked in a veterinarian's office stocking supplies, cleaning exam rooms, completing inventory and ordering specialty dog and cat foods. He completed different tasks on different days and needed reminders of which tasks he needed to do when. His job coach used the calendar function on his iPhone and color coded the days so he knew he did inventory on the red days, and cleaning and stocking on the blue days. The job coach also took pictures of all the tasks he was supposed to complete using the iPhone camera and filed them in color-coded “albums” on the phone. When the boss wanted to add any new tasks to his job, Ivan was taught to ask them to take a photo and add it to his album.



Assistance with Communication

- To interact with coworkers
- Ask for help
- Offer information
- Respond to questions
- Tell a story





Helpful Tips for Communication

- Maddie's speech is very soft and sometimes difficult to understand. She writes out a script for interacting with business owners. If the person doesn't understand her, she shares her written script with them.
- When travelling on the public bus she has 'destination cards' that she shows the bus driver to communicate where she wants to get off the bus.



Tools for Communication

- An employee can share a story using pictures:
 - On their phone
 - On their iPad or tablet
- Using apps such as Speak It!, which translates text into speech
- Using apps such as Apple's FaceTime to check in with employees to see how they are doing

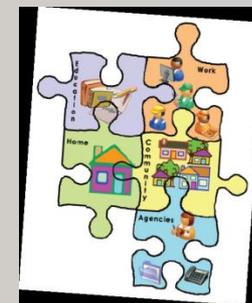


Transition Workbook

- 
- Go through the Workbook to help clarify the vision for the future
 - Identify skills you need to learn and...
 - Strategies that might help you be more independent living, learning, working or playing in your community
 - <http://ruralinstitute.umt.edu/transition/Articles/PlanningWorkbook.pdf>



Using the Workbook to prepare for the school year:



- **STEP ONE: ANSWER THE QUESTION, “WHAT IS MY DAY GOING TO LOOK LIKE AFTER HIGH SCHOOL?”**
- **STEP TWO: ASSESS HOW YOU ARE DOING RIGHT NOW.**
- **STEP THREE: MAKE A LIST OF WHAT YOU COULD LEARN TO DO, OR WHAT STEPS YOU COULD TAKE TO GET CLOSER TO THESE GOALS BEFORE YOU GRADUATE.**
- **STEP FOUR: THINK ABOUT WHO CAN HELP YOU MEET YOUR GOALS AND CONTINUE SETTING NEW ONES.**



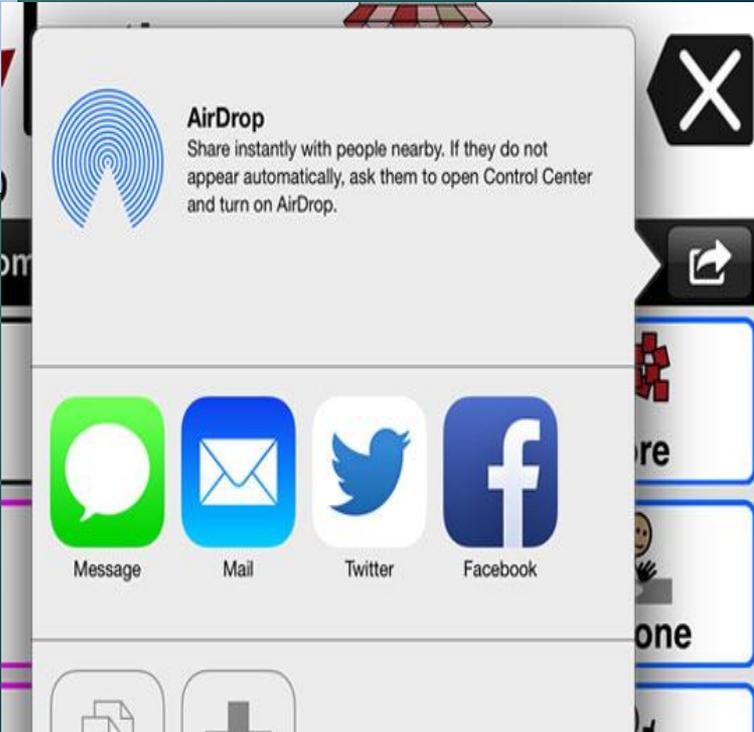
Questions?





Proloquo2Go for Communication

- ✓ Spoken presentations
- ✓ Texting
- ✓ Emailing
- ✓ Facebook



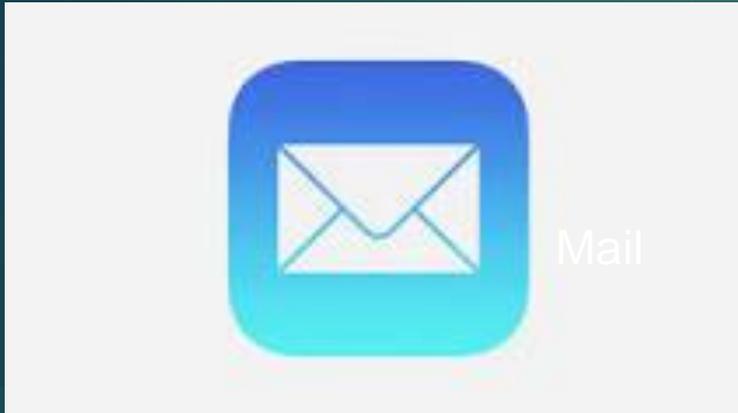


iPhone 5

Finally upgraded and had to switch to a new computer.



Built ins:



Apps to help me work

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- Dropbox



- Slide Shark

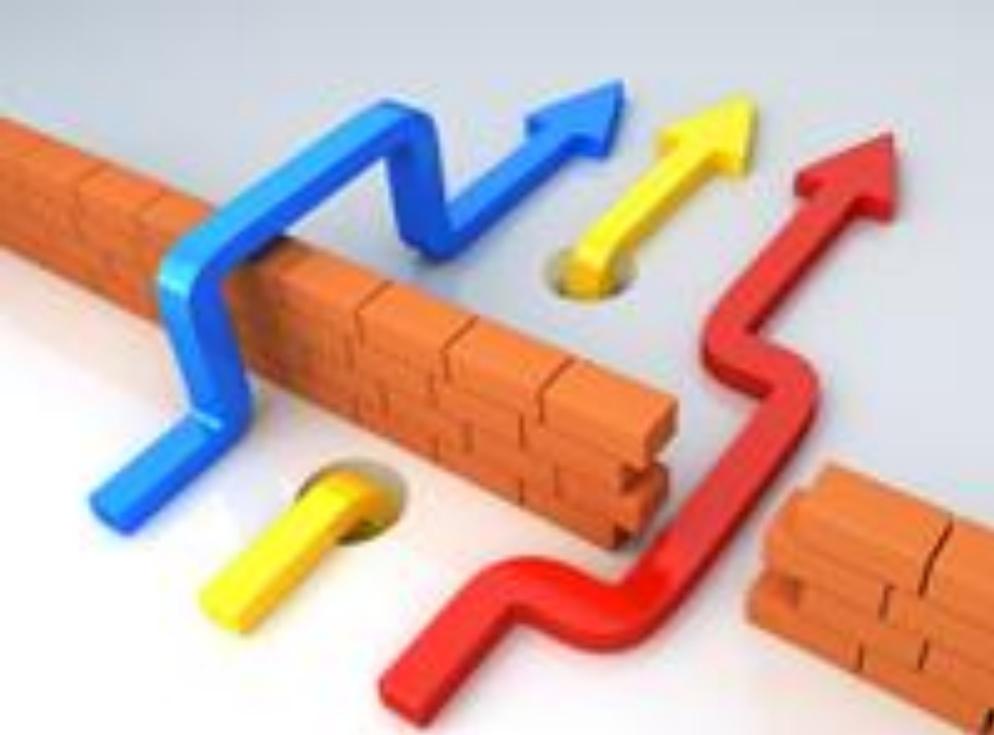


- Voice Dream Reader

Independence



Help me to do it by myself.



What is the goal?

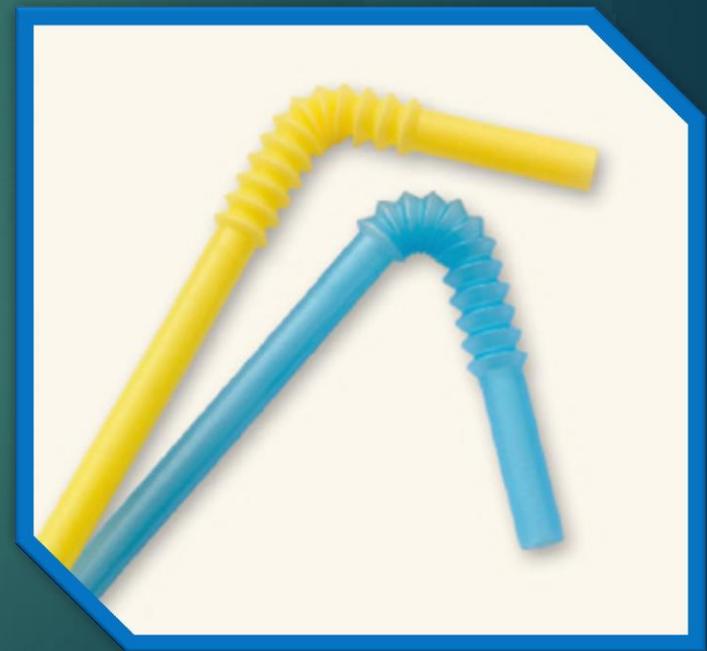
What is the barrier?



Low Tech- High Tech



KISS-Keep it simple



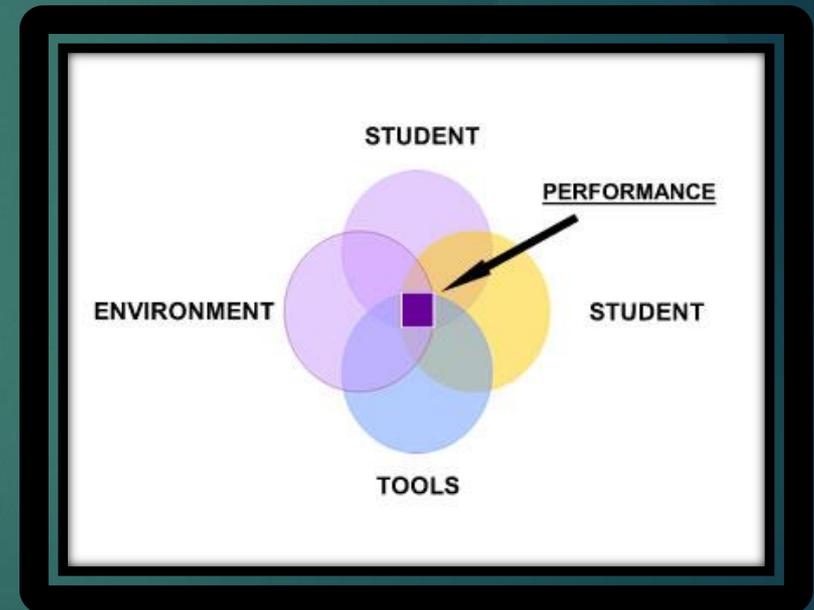
Focus on the least restrictive solution from which meaningful benefit can be derived.

Use a process-Capture your goal.

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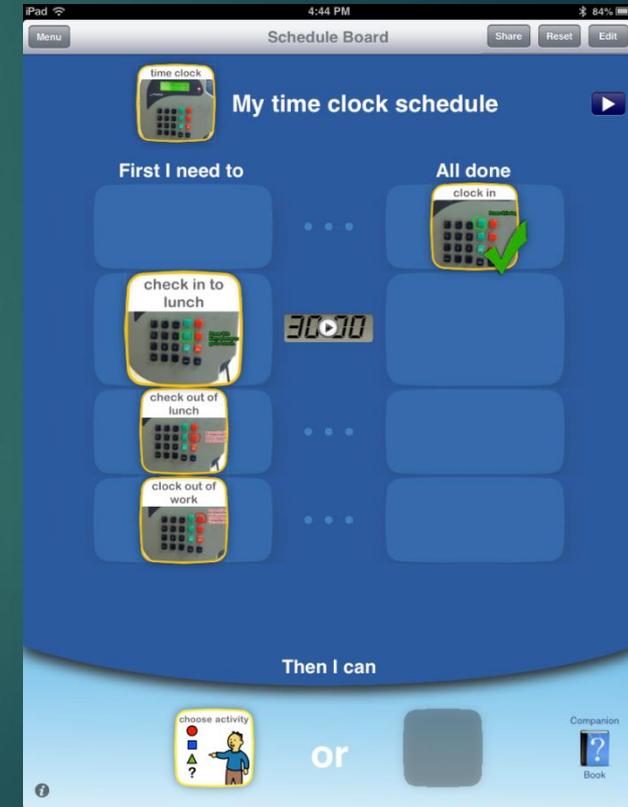
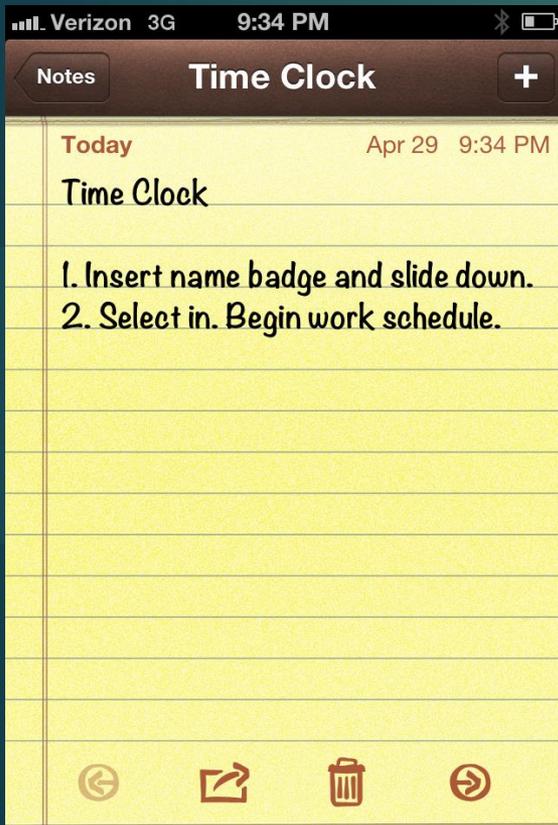
The SETT Framework by Joy Zabala For Considering Assistive Technology

S Student	
E Environment	
T Tasks	
T Tools	



Different Support- Different Need

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Organization



KanPlan

- ▶ Planner
- ▶ Calendar with sticky notes
- ▶ Reminders
- ▶ Calendar app with alarm



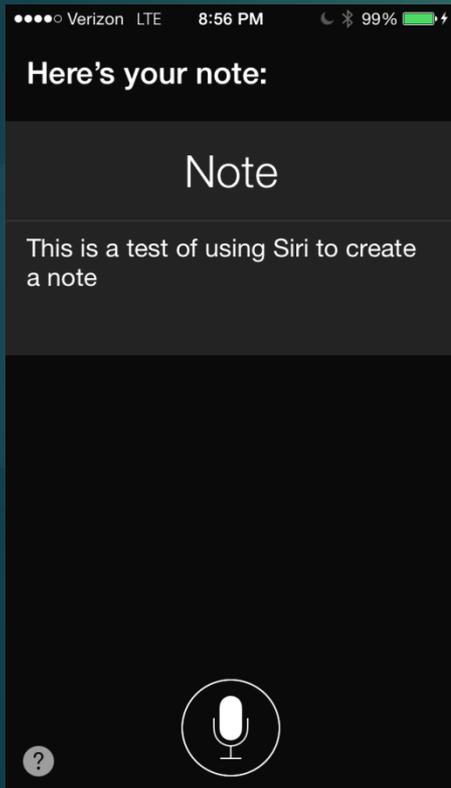
Livescribe Smartpen

Now **there** are 3!

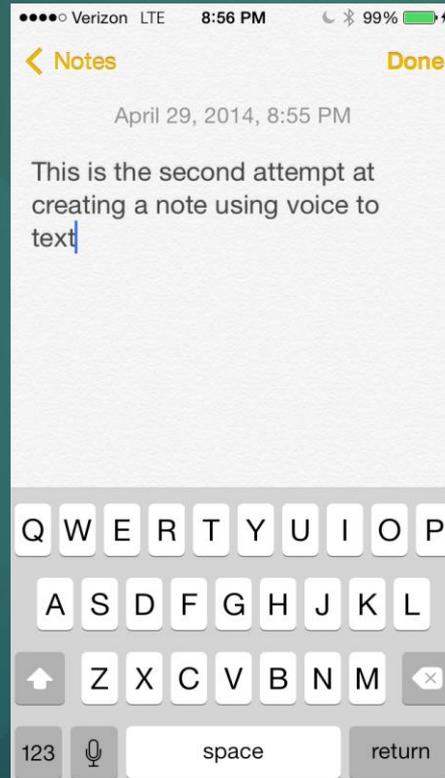
What works for you?

Speech to Text

Siri



Microphone/Key



Dragon Naturally Speaking



Personalize-Buy In

- ❖ How was the user involved in the process?
- ❖ Folders specific for environments
 - ❖ Work
 - ❖ Break
- ❖ Accessibility Features
- ❖ Contacts
- ❖ Wallpaper



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Training and Scaffold Support

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- Observing is not the same as Doing.
- Modeling
- Teaching both user and support persons
- Progress Monitoring
- Fading Supports no longer needed



Questions?



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