

VANDERBILT  UNIVERSITY  
MEDICAL CENTER



# I/DD ECHO

## **Self-Determination and Life Skills Development**

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# Speaker Disclosures

- Target audience: Family practitioners, internists, nurse practitioners, physician assistants, psychologists.
- Objective: To improve the knowledge of primary care providers who care for adults with intellectual and developmental disabilities.
- Speaker Disclosure: **Beth Malow and Linda Brown** have no relationship with any commercial firm having products related to topics discussed at this conference. Actual disclosure forms are available upon request.

# What is Self-Determination?

- The act of making up one's own mind about what to think or what to do.
- People with more self-determination report higher life satisfaction.
- Areas include life skills



## Box 5: Questions for Brainstorming

If you could choose anything, what goals would you choose to set?

What area of your life are you excited about?

Are there areas of your life you are not happy with or would like to change?

Five years from now, how would you like your life to be different than it is now?

Have you tried this goal before? What happened?

If you were to try this goal again, are there things you would like to do differently?

# Life Skills to Consider

- Self-care
- Home care
- Community navigation
- Leisure
- Socialization & Communication
- Employment



# Examples of Skills: Self-Care

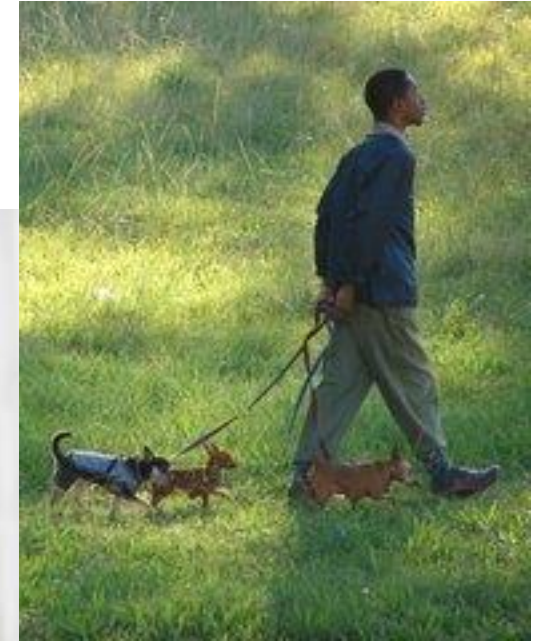
- Dressing self
- Choosing clothing
- Hygiene
- Making doctor appointments
- Scheduling haircuts
- First aid





# Examples of Skills: Home Care

- Helping with chores
- Picking up after self
- Cleaning home
- Repairs
- Safety
- Neighbors
- Bills



# Examples of Skills: Community Navigation

- Walk or ride bike in neighborhood
- Find destinations
- Knows how to interact in transaction
- Knows how to get help when out
- Read bus or train schedule
- Take public transit to location
- Find a restaurant or other business
- Drive
- Travel





# Examples of Skills: Leisure

- Has hobbies (Community based? Lifelong?)
- Can occupy self for periods of time
- Engaged in activity outside of home on regular basis
- Knows how to join a group related to interests
- Can plan an activity with peers
- Discriminates between acceptable from dangerous peers



# Examples of Skills: Social-Communication

- Greetings
- Conversation
- Self-advocacy
- Relationships
- Safety concerns
- Complaints
- Vocational social skills



# How to Approach

- Gather individual's input
- Explain *why* certain decisions were made
- Consider strengths & challenges
- Home and school plans (consider as IEP goal)
- Break down steps
- Use visual supports
- Prompting options- avoid reliance on adults

For example, an overarching goal of going to the gym might involve the following subgoals:



1. Getting Gym Shorts



2. Getting Gym Shirt



3. Finding Sneakers



4. Finding Gym

# Who can help?

- Educators
- Therapists (speech, OT, ABA, mental health counselors, vocational counselors)
- Family – parents, siblings, grandparents
- Peers (school, community, workplace)



# Resources

- [https://www.autismspeaks.org/sites/default/files/docs/ttk2\\_independent\\_living.pdf](https://www.autismspeaks.org/sites/default/files/docs/ttk2_independent_living.pdf)
- Setting and Pursuing Self-Determined Goals toolkit
  - <https://vkc.vumc.org/assets/files/resources/selfdetermination-toolkit.pdf>
  - Additional resources can be found in the online version of this toolkit. Register for a free account at [triad.vkclearning.org](http://triad.vkclearning.org) and access the information in the Caregiver folder.

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**Thank you!**