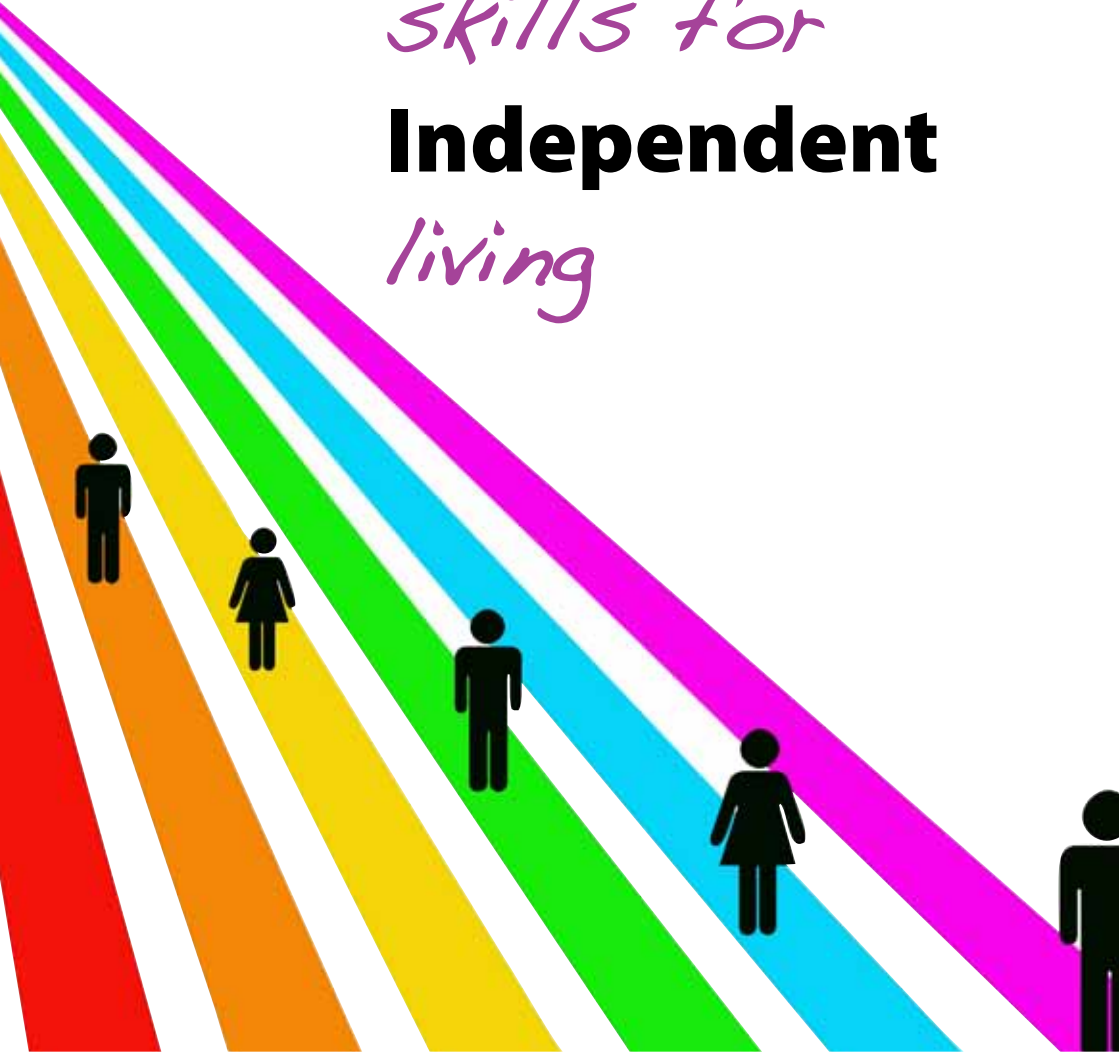


*Developing
skills for*
Independent
living



a flexible guide for:



westlothian.gov.uk



West Lothian
Council

How to use this booklet

Children and Young people with Developmental Challenges do not access the same incidental learning about life skills as their peers. This booklet provides a simple framework (and prompt) for parents and their young people to use as a spur towards developing Skills of Independent Living.

Despite the list format it is not intended as a 'check list' and does not have age related 'norms'. Children and Young People with these issues are individual. Rather it is intended to help families consider the steps needed to move toward an appropriate level of independent living, bearing in mind that these skills and knowledge need to be acquired, consolidated and most challenging of all, generalised in to other settings over time. The development of these skills needs to begin as early as possible so that the journey is well managed and paced according to the youngster's own pathway.

As an aid memoire to track progress over time, a grid is provided.

S stands for 'Supported', this relates to the support needed to enable the young person to demonstrate or perform relevant skills and knowledge. It may be that the young person currently needs someone else to undertake skills - physical hand over hand or close supervision.

P stands for 'Prompted', here the youngster can physically do the task but needs to be reminded (verbally or visually) to use the target skill/knowledge.

I stands for 'Independently', when a youngster is able to undertake certain activities without being prompted either as part of a routine or in response to environmental stimulus.

G stands for 'Generalised', where the youngster is able to demonstrate/apply the skills/knowledge into new settings.

The grid should be used in whatever way is most helpful for example, it may be used by ticking or inserting an agreed letter or symbol

into the box or inserting the date when the skills/knowledge is felt to be demonstrated at a particular level. Space is provided at the end of each section for users to note, comment or add information.

The booklet is aimed at providing a shared frame of reference for parents to work in partnership with staff from other agencies and organisations (eg Health, Social Work and Education) who may observe certain skills within their own 'Personal Social and Health' activities. It is envisaged that setting personal goals should be supported by this booklet.

The list is arranged both by topic (at different levels – basic, intermediate, advanced and exceptional) and by levels (with all topics at any level together – food, sex and relationships, personal appearance and hygiene, emergency and safety, interpersonal skills and travel). This is to allow a good oversight of what is coming next and some flexibility. It is for example much easier to start work on the topic of sex and relationships at an early or basic level than to leave it as a stand alone topic.

A useful resources section is listed to help point the way to support groups and organisations for advice, guidance and in some cases specific help.

The skills and knowledge identified are a guide only – for some youngsters the steps may be too big or too small and will need to be adjusted accordingly. For example for some youngsters it may help to break targets eg 'Is able to pour cold drink into a cup' into steps to success, building in lots of practice at each level. Small steps might include: Can pour water accurately from one container to another on drainer. Can pour water from 1/3 full container into cup at table, using two hands. Can pour water from half full container to cup with two hands. Can pour water from full container to cup with two hands. Then moving on using different cold drinks (squash/milk) or smaller drinking containers etc.

Contents

1) LEVELS

Basic skills

Food	4
Sex and relationships	4
Personal appearance and hygiene	5
Emergency and safety	5
Interpersonal	6
Travel	6

Intermediate skills

Food	8
Sex and relationships	8
Personal appearance and hygiene	9
Emergency and safety	9
Interpersonal	10
Travel	10

Advanced skills

Food	12
Sex and relationships	12
Personal appearance and hygiene	13
Emergency and safety	13
Interpersonal	13
Travel	14

Exceptional skills

Food	16
Sex and relationships	16
Personal appearance and hygiene	17
Emergency and safety	17
Interpersonal	17
Travel	17

2) TOPICS

Food	19
Sex and relationships	21
Personal appearance and hygiene	22
Emergency and safety	24
Interpersonal	25
Travel	26
Comments	28

Levels: Basic skills

Supported
(with help)

Prompted
(reminders needed)

Independent
(established skill)

Generalised
(does spontaneously)

Food

	S	P	I	G
Is able to eat in an age appropriate manner (finger food)				
Can eat with a spoon appropriate to food				
Eats from a number of different categories (protein, carbohydrates fats and sugars etc)				
Washes hands before eating				
Can use a knife and fork when necessary to eat				
Can pour cold drinks into a cup				
Helps to set the table				
Helps to clear the table				
Can get food out of the fridge/cupboard with permission				
Can eat food with a range of textures				
Can drink in public places				
Can eat in selected locations in public places				
Can use a knife for spreads				
Able to go into small shops when shopping for food				

Sex and relationships

Is gender aware i.e. knows the difference between boys and girls				
Correctly identifies main body and face parts				
Understands difference between private body parts and public				
Understands difference between private and public places				
Recognises changes occur with age (Baby to elderly)				
Can place people in their world in appropriate circles e.g. family, friends, acquaintances				
Recognises own basic emotions				
Recognises basic emotions in others				
Understands 'personal space'				

Levels: Basic skills

Personal appearance and hygiene	S	P	I	G
Can wash hands appropriately				
Washes face, neck, ears				
Bathes/showers appropriately				
Brushes teeth twice a day				
Washes hair weekly				
Brushes hair daily				
Gets dressed appropriate to days activities				
Uses: – soap (or substitute)				
– shampoo and conditioner				
– toothpaste				
– deodorant as necessary				
– other personal grooming products of choice				
Can use public toilet				
Emergency and safety				
Recognise people who help us – lolly pop person, shop keeper etc				
Recognise Police, Fire, Ambulance vehicles				
Knows function of Police				
Knows function of Fire Department				
Knows function of Ambulance				
Can reach each by calling appropriate number				
Knows when it is appropriate to call each service and how				
Knows own address				
Knows not to play with switches				
Knows not to touch a hot cooker or oven				
Knows about stranger danger				

Levels: Basic skills

Interpersonal

	S	P	I	G
Responds to simple directions				
Answers simple questions				
Can be alongside others				
Can share toys/equipment				
Can respond appropriately to a greeting, formal or informal				
Can wait turn				
Can initiate a short conversation				
Can end a short conversation				
Knows to answer the phone when it rings – says hello and asks who is calling				
Knows to answer the door when the doorbell rings or is knocked (with permission)– says hello and recognises when it's appropriate to invite inside				
Has good table manners – can use cutlery appropriately +eats neatly				
Travel				
Uses green cross code				
Uses pelican/zebra crossing				
Uses seat belts in motor vehicles				
Understands cycle proficiency rules if riding a bike				
Wears appropriate clothing for type of transport/weather				



Comments – basic skills

Levels: Intermediate skills

Personal appearance and hygiene	S	P	I	G
Changes underclothes daily				
Hangs up work/school clothes for next day				
Puts dirty clothes separately				
Selects appropriate clean clothes for non 'work' time				
Understands how to manage feminine hygiene needs (products available/clothing and routines required)				
Understands how to manage masculine hygiene needs (products/clothing and routines)				
Tolerates hair being cut				
Emergency and safety				
Knows how to raise a fire alarm				
Knows how to evacuate residence in case of fire				
Knows to check heat of bath				
Knows how to lock and unlock doors and windows				
Knows what to do with minor burns as first aid				
Understands basic fire prevention, ie no smoking in bed, excessive use of extension cords, frayed electric cords, etc				
Can ask people to wait at door				
Can ask key people for help e.g. neighbours				
Knows what to do and who to call if he/she smells a gas leak				

Levels: Intermediate skills

Interpersonal

	S	P	I	G
Can make introductions including approaching others to introduce self				
Is aware of boundaries issues, ie personal space, appropriate topics of conversation etc				
Knows how to behave if angry/frustrated				
Can talk to friends on phone and make arrangements to meet				
Can explain basic feelings (happy, sad, angry, scared)				
Can understand the concept of responsibility				
Able to refuse invitations				
Understands that people sometimes do silly things/make wrong decisions				

Travel

Knows how to stop a bus from the kerb stop				
Recognises different types of stops				
Recognises different types of buses				
Knows which bus is appropriate for journey				
Knows how to pay for journey				
Knows where to get on/off for outward journey				
Knows where to get on/off for homeward journey				
Knows how to request bus stops from inside				
Can plan journey from home to work/school using one bus				
Knows what to do if the bus doesn't come				
Can read bus timetable				
Can ask for directions				



Comments – intermediate skills

Levels: Advanced skills

Food	S	P	I	G
Can make a hot drink				
Can make a simple meal eg scrambled egg on toast				
Can plan menus for a day				
Can make a shopping list				
Knows how to use microwave and grill				
Knows where to locate different foods in shops/supermarkets				
Can order in fast food outlets				
Is able to unpack shopping and store appropriately in the home				
Can ask shop assistant for help				

Sex and relationships

Understands how pregnancy occurs				
Understands that sexual relationships are different to close friendships				
Understands about consent to intimacy				
Understands birth control methods				
Understands masturbation is a normal and healthy activity				
Understands how sexual intercourse works				
Understands that unprotected sexual activity carries risks to both parties				
Understands that healthy sexual relationships occur within a loving relationship				

Levels: Advanced skills

Personal appearance and hygiene

	S	P	I	G
Able to choose hair style				
Able to do shoe laces / clean shoes				
Selects appropriate clothes for warm/cold weather				
Can select clothes for machine wash				
Can distinguish clothes for dry cleaning				
Can iron simple items				
Can select personal hygiene items from supermarket				
Selects appropriate dress (including footwear) for different occasions eg: Work/school Leisure time Smart casual Special occasions				

Emergency and safety

Knows how to keep safe on-line				
Knows how to properly store cleaning materials				
Knows how to use different cleaning materials				
Able to ask pharmacist for advice				
Able to make appointments with doctor/dentist				
Knows to follow user manuals on over the counter medication				

Interpersonal

Can identify personal strengths and needs with support				
Accepts invitations from others to be involved in social activities				
Refuses invitations from others, as appropriate				
Can initiate arrangements with peers for social activities e.g. park, cinema				
Recognises relationships which may be unhelpful				
Knows where to get help if unable to resolve interpersonal conflicts alone				

Levels: Advanced skills

Interpersonal continues...	S	P	I	G
Has some ability to resolve conflicts with others				
Knows not to use physical violence as a means of solving interpersonal conflict				
Can say 'no' to a peer, in an appropriate manner, who is trying to persuade him/her to do something wrong				
Can develop a realistic plan with appropriate steps identified to achieve goals with support				
Able to make good choices between two options				
Travel				
Able to direct pedestrian to familiar place in locality				
Able to follow directions to bus stop/station/shop				
Can complete journey from home to two different locations				
Can read bus/train timetables				
Can use simple 'city' street maps				
Can use relevant public transport maps				
Understands penalties for not having correct tickets				
Can compare price of different ticket options				
Can plan simple journeys 'there and back' using public transport				

Comments – advanced skills

Levels: Exceptional skills

Food	S	P	I	G
Understands how to compare prices and judge 'offers'				
Demonstrates ability to budget for food				
Understands how cook books work and can follow simple recipe				
Can follow directions on ready made food; cans and packages				
Understands how to use hob and grill				
Understands how to use oven				
Can cook a meal for one person				
Can dispose of leftovers appropriately				
Can wash up properly				
Can adjust recipes for different numbers of people				
Can order take away food over the phone				
Understands concept of dieting healthily				
Can shop in different supermarket outlets				
Sex and relationships				
Understands that 'others' ie peers and those outside of the family become more influential with age				
Understands the role of alcohol on sexual activity				
Demonstrates ability to take responsibility for own behaviour				
Understands decisions are not black and white				
Recognises that the phase of adolescence can be confusing and challenging				
Appreciates that other people have rights to set boundaries in relationships				
Able to negotiate compromises				
Recognises own stress triggers and 'symptoms' of own stress				
Has strategies to manage stress				
Has a network for social support				
Knows organisations that can help with worries or questions				

Levels: Exceptional skills

Personal appearance and hygiene	S	P	I	G
Can wash socks and pants by hand				
Can use washing machine successfully				
Hangs clothes out to dry				
Distinguishes clothes that need to be ironed from those that don't				
Can iron a range of clothes				
Can budget for clothing				
Emergency and safety				
Has simple first aid skills e.g. stings/cuts				
Interpersonal				
Able to deal with bullying				
Can distinguish between disagreements and bullying				
Labels and expresses anger or other strong feelings appropriately				
'Talks out' problems				
Has demonstrated the ability to say 'no' to peers/authority figures				
Can develop and carry out a personal plan for goal achievement without supervision				
Can discuss what consequences might be associated with different choices				
Knows when and how to send thank you notes				
Can close a relationship or say 'goodbye' in an appropriate manner				
Understands people can change in different circumstances e.g. drinking/stressed				
Travel				
Can plan to use connecting public transport eg bus and train				
Can execute plan successfully from home to arrive at agreed location on time				
Knows how to order a taxi from home (time/cost/location)				
Can direct driver to familiar location eg shop/home/station				
Can budget for costs of journey to 'work'				

Comments – exceptional skills



Basic	S	P	I	G
Is able to eat in an age appropriate manner (finger food)				
Can eat with a spoon appropriate to food				
Eats from a number of different categories (protein, carbohydrates fats and sugars etc)				
Washes hands before eating				
Can use a knife and fork when necessary to eat				
Can pour cold drinks into a cup				
Helps to set the table				
Helps to clear the table				
Can get food out of the fridge/cupboard with permission				
Can eat food with a range of textures				
Can drink in public places				
Can eat in selected locations in public places				
Can use a knife for spreads				
Able to go into small shops when shopping for food				
Intermediate				
Understands a balanced diet is needed for energy, growth and health				
Can wash simple cutlery/crockery				
Knows foods that need to be kept in the fridge				
Understands which foods make a healthy diet				
Can open a can				
Can cut				
Able to make a packed lunch				
Understands meaning of use-by dates				
Can go to shop and ask for simple food items eg loaf of bread; milk; juice				
Can hand over money to buy items				
Will wait for change and is able to check if correct				



	S	P	I	G
Can use vending machines				
Understands that utensils, storage containers etc need to be clean.				
Advanced				
Can make a hot drink				
Can make a simple meal eg scrambled egg on toast				
Can plan menus for a day				
Can make a shopping list				
Knows how to use microwave and grill				
Knows where to locate different foods in shops/supermarkets				
Can order in fast food outlets				
Is able to unpack shopping and store appropriately in the home				
Can ask shop assistant for help				
Exceptional				
Understands how to compare prices and judge 'offers'				
Demonstrates ability to budget for food				
Understands how cook books work and can follow simple recipe				
Can follow directions on ready made food; cans and packages				
Understands how to use hob and grill				
Understands how to use oven				
Can cook a meal for one person				
Can dispose of leftovers appropriately				
Can wash up properly				
Can adjust recipes for different numbers of people				
Can order take away food over the phone				
Understands concept of dieting healthily				
Can shop in different supermarket outlets				

Comments – by topic

Food



Basic	S	P	I	G
Is gender aware i.e. knows the difference between boys and girls				
Correctly identifies main body and face parts				
Understands difference between private body parts and public				
Understands difference between private and public places				
Recognises changes occur with age (Baby to elderly)				
Can place people in their world in appropriate circles eg family, friends, acquaintances				
Recognises own basic emotions				
Recognises basic emotions in others				
Understands 'personal space'				
Intermediate				
Understands normal physical changes that happen at adolescence				
Understands the impact of hormones on physical growth and sexual interest				
Understands correct terminology for sexual parts				
Understands difference between acceptable/appropriate and unacceptable touching				
Understands common language used for sexual parts				
Is aware what is meant by 'attraction' to other people				
Understands that there are different kinds of love				
Understands that good relationships require give and take				
Advanced				
Understands how pregnancy occurs				
Understands that sexual relationships are different to close friendships				
Understands about consent to intimacy				
Understands birth control methods				
Understands masturbation is a normal and healthy activity				
Understands how sexual intercourse works				
Understands that unprotected sexual activity carries risks to both parties				
Understands that healthy sexual relationships occur within a loving relationship				

Topic: Sex and relationships



	S	P	I	G
Exceptional				
Understands that 'others' ie peers and those outside of the family become more influential with age				
Understands the role of alcohol on sexual activity				
Demonstrates ability to take responsibility for own behaviour				
Understands decisions are not black and white				
Recognises that the phase of adolescence can be confusing and challenging				
Appreciates that other people have rights to set boundaries in relationships				
Able to negotiate compromises				
Recognises own stress triggers and 'symptoms' of own stress				
Has strategies to manage stress				
Has a network for social support				
Knows organisations that can help with worries or questions				

Topic: Personal appearance and hygiene



	S	P	I	G
Basic				
Can wash hands appropriately				
Washes face, neck, ears				
Bathes/showers appropriately				
Brushes teeth twice a day				
Washes hair weekly				
Brushes hair daily				
Gets dressed appropriate to days activities				
Uses: –soap (or substitute)				
–shampoo and conditioner				
–toothpaste				
–deodorant as necessary				
–ther personal grooming products of choice				

Comments – by topic

Sex and relationships



	S	P	I	G
Can use public toilet				
Intermediate				
Changes underclothes daily				
Hangs up work/school clothes for next day				
Puts dirty clothes separately				
Selects appropriate clean clothes for non 'work' time				
Understands how to manage feminine hygiene needs (products available/clothing and routines required)				
Understands how to manage masculine hygiene needs (products/ clothing and routines)				
Advanced				
Able to tolerate hair being cut				
Able to choose hair style				
Able to do shoe laces/clean shoes				
Selects appropriate clothes for wet/cold weather				
Can select clothes for machine wash				
Can distinguish clothes for dry cleaning				
Can iron simple items				
Can select personal hygiene items from supermarket				
Selects appropriate dress (including footwear) for different occasions eg: Work/school Leisure time Smart casual Special occasions				
Exceptional				
Can wash socks and pants by hand				
Can use washing machine successfully				
Hangs clothes out to dry				
Distinguishes clothes that need to be ironed from those that don't				
Can iron a range of clothes				
Can budget for clothing				

Comments – by topic

Personal appearance and hygiene



Basic

Recognise people who help us – lolly pop person, shop keepers etc.

Recognise Police, Fire, Ambulance vehicles

Knows function of Police

Knows function of Fire Department

Knows function of Ambulance

Can reach each by calling appropriate number

Knows when it is appropriate to call each service and how

Knows own address

Knows not to play with switches

Knows not to touch a hot cooker or oven

Knows about stranger danger

S P I G

Intermediate

Knows how to raise a fire alarm

Knows how to evacuate residence in case of fire

Knows to check heat of bath

Knows how to lock and unlock doors and windows

Knows what to do with a minor burn as first aid

Understands basic fire prevention, ie no smoking in bed, excessive use of extension cords, frayed electric cords, etc

Can ask people to wait at door

Can ask key people for help e.g. neighbours

Knows what to do and who to call if he/she smells a gas leak

Advanced

Knows how to keep safe on-line

Knows how to properly store cleaning materials

Knows how to use different cleaning materials

Able to ask pharmacist for advice

Able to make appointment with doctor/dentist

Knows to follow instructions on over the counter medicines

Exceptional

Has simple first aid skills e.g. stings and cuts

Able to deal with bullying

Comments – by topic

Emergency and safety



Basic	S	P	I	G
Responds to simple directions				
Answers simple questions				
Can be alongside others				
Can share toys/equipment				
Can respond appropriately to a greeting, formal or informal				
Can wait turn				
Can initiate a short conversation				
Can end a short conversation				
Knows to answer the phone when it rings – says hello and asks who is calling				
Knows to answer the door when the doorbell rings or is knocked (with permission) – says hello and recognises when appropriate to invite inside				
Has good table manners – can use cutlery appropriately + eats neatly				
Intermediate				
Can make introductions including approaching others to introduce self				
Is aware of boundaries issues, ie personal space, appropriate topics of conversation etc				
Knows how to behave if angry/frustrated				
Can talk to friends on phone and make arrangements to meet				
Can explain basic feelings (happy, sad, angry, scared)				
Can understand the concept of responsibility				
Able to refuse invitations				
Understands people can sometimes do silly things/make wrong decisions				
Advanced				
Can identify personal strengths and needs with support				
Accepts invitations from others to be involved in social activities				
Refuses invitations from others, as appropriate				
Can initiate arrangements with peers for social activities e.g. park/cinema				
Recognises relationships which may be unhelpful				
Knows where to get help if unable to resolve interpersonal conflicts alone				

Topic: Interpersonal



Advanced

- Has some ability to resolve conflicts with others
- Knows not to use physical violence as a means of solving interpersonal conflict
- Can say 'no' to a peer, in an appropriate manner, who is trying to persuade him/her to do something wrong
- Can develop a realistic plan with appropriate steps identified to achieve goals with support
- Able to make good choices between two options

S P I G

Exceptional

- Able to deal with bullying
- Can distinguish between disagreements and bullying
- Labels and expresses anger or other strong feelings appropriately
- 'Talks out' problems
- Has demonstrated the ability to say 'no' to peers/authority figures
- Can develop and carry out a personal plan for goal achievement without supervision
- Can discuss what consequences might be associated with different choices
- Knows when and how to send thank you notes
- Can close a relationship or say 'goodbye' in an appropriate manner
- Understands people can change in different circumstances e.g. drinking/stressed

Topic: Travel



Basic

- Uses green cross code
- Uses pelican/zebra crossing
- Uses seat belts in motor vehicles
- Understands cycle proficiency rules if riding a bike
- Wears appropriate clothing for type of transport/weather

Comments – by topic

Interpersonal



Intermediate

	S	P	I	G
Knows how to stop a bus from the kerb stop				
Recognises different types of stops				
Recognises different types of buses				
Knows which bus is appropriate for journey				
Knows how to pay for journey				
Knows where to get on/off for outward journey				
Knows where to get on/off for homeward journey				
Knows how to request bus stops from inside				
Can plan journey from home to work/school using one bus				
Knows what to do if the bus doesn't come				
Can read bus timetable				
Can ask for directions				

Advanced

Able to direct pedestrian to familiar place in locality				
Able to follow directions to bus stop/station/shop				
Can complete journey from home to two different locations				
Can read bus/train timetables				
Can use simple 'city' street maps				
Can use relevant public transport maps				
Can compare price of different ticket options				
Can plan simple 'there and back' journey using public transport				
Understands penalties for not having correct tickets				

Exceptional

Can plan to use connecting public transport eg bus and train				
Can execute plan successfully from home to arrive at agreed location on time				
Knows how to order a taxi from home (time/cost/location)				
Can direct driver to familiar location eg shop/home/station				
Can budget for costs of journey to 'work'.				

Comments – by topic

Travel

Useful contacts

Signpost for up to date help and advice on a whole range of issues affecting children and families.

Tel: 01506- 431123

E-mail: enquiries@signpost-online.co.uk

Child Disability Service social work services for children with significant or complex disabilities and their families.

Tel: 01506- 855244

E-mail: linda.sanders@westlothian.gov.uk

Sure Start to promote social inclusion through a positive start in very young children's lives.

Tel: 01506-774440

E-mail: surestart@westlothian.gov.uk

Enquire – Scottish advice service for Additional Support for Learning.

Tel: 0845-1232303

E-mail: infor@enquire.org.uk

The Advice Shop for advice and help in applying for benefits

Tel: 01506- 776444

E-mail: advice.shop@westlothian.gov.uk

Lothian Autistic Society parents who join can access their playschemes

Tel: 0131-661 3834

E-mail: office@lothianautistic.org.uk

Contact a Family – information and support for a range of conditions

Tel: Freephone helpline 0808 808 3555

E-mail: scotland@cafamily.org.uk

Challenging Behaviour Foundation

Tel: 01634- 828 588

www.challengingbehaviour.org.uk

Capability Scotland – support for all affected by disability

Tel: 0131- 3135510

www.capability-scotland.org.uk

Barnardos, Melbourne House, Bathgate

Tel: 01506- 656325

E-mail: wlfst.project@barnardos.co.uk

