Support Manual

D

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# **Goals:**

| 1. D will go out in the community for a social activity 2 times per week. 2. D will engage in an exercise routine (walk, tennis, weights) 2-3 times per week. 3. D will assist in choosing and preparing his meals with staff or family support. |
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# **All About Me:**

| Literacy/Numeracy | D can read and complete math problems at about a 2nd grade level. He is able to read community signs and simple text. He enjoys short books. |
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| Strengths | Reading, following written directions, adhering to a list of activities for any length of time, and physical ability. |
| Likes | Wheel of Fortune, Youtube, tennis, golf, swimming, Disney movies. |
| Dislikes | New foods, loud noises, unexplained pain. |
| Fears | Fire, fireworks |
| Family | D’s support system includes his immediate family (Mom, Dad, brother, and two sisters). He lives primarily with his Mom. |

**Health/Medical:**

| Diagnoses | Autism  POTS  Seizure disorder  Food allergies |
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| Medications | AM: Oxcarbazepine  PM: Melatonin |

# **Communication:**

| Needs/Wants: D sometimes asks for what he needs using verbal language. Although, he will frequently say “you need \_\_\_\_\_\_” instead of “I need \_\_\_\_” when asking for something. He will ask for his ipad/computer time, and he will tell support staff when he needs to use the restroom or if his computer/tv is not working. He will not usually communicate when he is hungry, but he will answer yes or no when asked if he wants a specific food. If D is not understood, staff should say “say it again” instead of “what?”. If you say, “what?” or, “what did you say?” D responds with “thank you.  Spontaneous language: D might comment on what is going on in the environment ie: “I see an airplane” or “I see the moon” while riding in a car. When D speaks without prompting, he is usually repeating his favorite movie or game show phrases. He likes to be acknowledged and when these phrases are echoed back to him.  Questions: When D is asked a question and he does not know the answer, he will ask for help by saying, “I need help me please,” or he will protest the question by saying no. |
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# **Behavior supports:**

| Triggers: loud environments, physical pain, allergic reaction  Preventive strategies: Allow D plenty of breaks in between activities. Don’t ask too many questions or talk too much. When D says “all done,” “the end,” or “bye,” respect those phrases and allow him to have personal space.  Behaviors:   * Mild: frequent yelling, point his hand at you, bouncing aggressively * Moderate: punching wall, breaking objects * Severe: punching, scratching, kicking people   Reactive strategies: Avoid telling D “no” directly when he’s upset. Leave the room and allow D to complete a calming activity like watching TV or laying down. (Do not give him his Ipad as he will likely throw and break it when upset). If he has escalated to the point of severe property destruction and/or severe aggression, EMS may need to be called to help de-escalate the situation and potentially transport him to the hospital. |
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# **Activities of Daily Living:**

| Eating/drinking | D is able to eat with monitoring. He does not communicate when he is hungry, so staff needs to monitor his diet schedule. He drinks from a cup with or without a straw. He can cut his own food, but staff needs to frequently remind D to cut the food as he eats. He needs verbal prompting to use a napkin or he will wipe his hands on his clothes and lick his fingers. |
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| Dressing | D is able to dress and undress with verbal prompting. He indicates preference for clothing when asked but is unable to find what he needs independently or select weather appropriate clothing. He frequently puts his shoes on the opposite feet and his clothes on backwards or inside out. He can undress independently but needs indirect verbal prompting to put clothes in a hamper (ie: “Where do your clothes go?) |
| Toileting | D is able to complete toileting tasks with monitoring. He will say “potty” or “bathroom” when he needs to use the bathroom in the community. He will stand up and walk to the bathroom independently when at home. He is able to undress and redress independently. He occasionally needs verbal prompting to wipe, flush the toilet, and wash his hands. |
| Bathing | D is able to bathe with prompting and monitoring. He needs help with regulating water temperatures. The temperature should be monitored, since D will only show nonverbal signs of physical discomfort if the water is too cold or hot: getting in too slowly, shivering, wincing. He will follow a list of instructions to wash his hair and specific parts of his body, but he needs to be monitored to ensure his thoroughness and may need some assistance. Support staff must ensure there is enough shampoo and soap available, since D will not ask for more; he will simply skip the process altogether. Towel and clothes must be set out for D as he will not attempt to look for them without prompting. |
| Grooming | D is able to complete grooming and personal care tasks with partial participation. Support staff shave D with water and a razor in the morning. He can assist in brushing teeth with verbal prompts, but support staff brushes his teeth afterward to ensure thoroughness. He can put on deodorant with verbal prompts. |
| Cooking | D can assist with gathering ingredients and supplies if given a list or told one or two at a time. He occasionally needs help locating items. He does not put food in the oven or on the stove as he is afraid of fire.  D is able to use the microwave to reheat things. |
| Shopping/Meal planning | D is able to help shop for meals and other goods in the community. He needs support in navigating the store and finding items. D follows a specific diet created by his parents and enjoys eating these routine foods. He participates in shopping by pushing the cart during shopping trips and scanning and bagging groceries at the self-checkout counter with no prompting. He needs assistance with sorting when necessary. He does not use money or know how to use a debit/credit card. |
| Household chores | D is able to do household chores with a list and supervision. D is able to do the following chores: place pre-rinsed dishes in a dishwasher, take out trash, carry groceries to a predetermined place, some aspects of laundry, and wipe down counters. Staff should prompt him to complete the task step by step. Support staff must monitor his progress and be ready to help him move to the next step. You could say: “What do you need to do next?” If this doesn’t work, you can say “Now, put the trash bag in the green bin. |

# **Leisure In The Home:**

| * Puzzles * Math workbooks * Story books * Arts and crafts: coloring books, cutting * TV (disney movies) * Exercise (weights or treadmill) |
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# **Going In The Community:**

| * Tennis * Grocery store * Movie theater (must stay for the credits) * Walk |
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# **Schedule:**

| * Morning routine: bath, breakfast * Afternoon: at home leisure activities, errands, chores, academic engagement lunch * Evening: Leisure, dinner * Night routine: sleep around 9:00 PM |
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