



QUARTERLY NEWSLETTER

February 2021 Volume 3

INDEPENDENT LIVING SKILLS



ACTIVITY SAMPLES

LIBRARY RESOURCES

February

Independent Living Skills

by Jennifer Schroeder, Multiple Disabilities Specialist

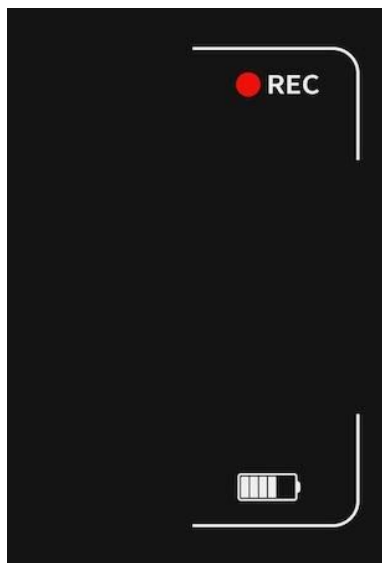
Teaching in a virtual world can make it challenging to work on many of the independent living skills you may focus on in your classroom. You can't predict what cooking activities the family may be engaged in, chores at home often don't look the same as chores at school and families may or may not have enough time to walk through many of the self-help skills you want to teach step by step.



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Using Video Modeling to Practice Life Skills

by Shane Phillips, Autism Specialist



What would you do to help yourself learn how to change a flat tire on your bike? Would you read a book? Watch a how-to video on the internet? Ask a friend?

There are many ways to learn new skills. For those who learn best through structured, visual learning, video modeling is a great way to teach and practice new skills.

Video modeling involves learners watching a video of either themselves or someone else as they perform the targeted skill or routine. Regular viewing of the video is followed by opportunities for your learner to practice the targeted skill with adult support. Video modeling is often used with other evidence-based practices (prompting, reinforcement, task analysis, etc.)...

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Mindfulness: A Wellness Exercise for the Brain

by Lyon Johnson, Emotional Disabilities Specialist

Mindfulness has been defined by the Merriam Webster Dictionary as *the nonjudgemental state of heightened or complete awareness of one's thoughts, emotions or experiences on a moment-to-moment basis*. It has also been described as an *awareness that arises through paying attention, on purpose, in the present moment, nonjudgmentally* (J. Kabat-Zinn). An analogy often used is that mindfulness is like



exercise for your brain. This seems to fit the independent living skill of health and wellness--at least for the emotional disabilities program. According to Felver and Singh (2020), mindfulness' mechanisms of behavior change are thought to be two-fold:

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D/HH Student Assessment of Their Home Access

by Kelsey Koenigs, Deaf/Hard of Hearing Specialist

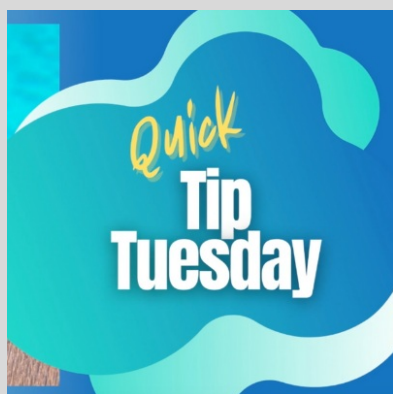
ACCESSIBILITY

If you are a regular reader of the SESA newsletter, you have probably come to find that no-matter the topic the D/HH article will always highlight access. This month's topic is no different. More time is being spent in the home. Therefore, there is no better time to assess the level of access a student with hearing loss has to their home environment, their daily routines, information shared within the home, entertainment, etc. Regardless of the degree of hearing loss and the communication mode of the student, knowing how to evaluate an environment or situation in relation to their hearing loss will be a life skill. This will also play an important role in emergency situations. Even students who rely on assistive listening technology (hearing aids, cochlear implants, etc.), will need to have a plan when their equipment isn't functioning properly or can't be used.

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Building Routines for Independence

by Aimee Smith, AARC Autism Resource Specialist



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With many of our learners at home more due to the pandemic, this is a great opportunity to teach routines to help learners have a more organized and independent time at home. Here are some quick ideas for building routines.

Set a morning and evening routine for your learner. Have them be a part of the process so that they take ownership of the routine. Steps for setting up morning and evening routines:

1. Make a list of the morning or evening activities that help your learner throughout their day or to help them sleep at night.
2. Think about sleep hygiene and calming activities for nighttime routines. What will help your learner wind down?

Independent Living Skills for Students with Low Vision/Blindness

by Angel Black, Deaf-Blind Specialist

It is vital for all people to have as much ability as possible to live their lives safely and independently. For students with low

vision/blindness this is difficult because they are typically not able to learn these skills incidentally, or from watching others perform the skill. These students need specific, direct instruction to learn strategies on navigating their world successfully and independently. Even learning the most basic skills requires systematic instruction.



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