

Independent Living Curriculum Project



Modern World

Component:	CRS	Service:	BLST	Duration:	11 Sessions at 45 minutes each
Service Definition (per Part 512):	<p>Basic Living Skills Training is a service designed to improve an individual's ability to perform the basic skills necessary to achieve maximum independence and acceptable community behaviors that are critical to his or her recovery. This service focuses on the acquisition of skills, as well as strategies for appropriate use of the skill, utilizing teaching interventions such as motivational, educational and cognitive-behavioral techniques. The service may include opportunities to practice, observe, reinforce and improve the individual's skill performance. The topics which may be covered include, but are not limited to: grooming and personal hygiene, nutrition, homemaking, building relationships, childcare, transportation, use of community resources, and engaging in social interactions.</p>				
Class Description:	<p><i>Participants will learn how to use modern technology, such as alarm clocks, microwaves, cell phones, DVD players, ATMs, etc so that they can improve their independence in the community. When appropriate, participants will learn and practice skills in community settings.</i></p>				
Learning Approaches/ Modalities	<p> <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Mixed media/ Art-based <input type="checkbox"/> Pen & paper exercises <input type="checkbox"/> Computer-based interventions <input type="checkbox"/> Role play interventions <input checked="" type="checkbox"/> Modeling/ coaching <input type="checkbox"/> Other: _____ </p>				
Location	<p><input checked="" type="checkbox"/> Site-Based <input checked="" type="checkbox"/> Community-Based: _____</p>				
Who should participate?	<p><i>This group is appropriate for people who have difficulty using technology and need to learn these skills in order to be more independent in the community.</i></p>				
Purpose:	<p><i>The purpose of this group is for participants to become familiar with types of modern technology that they can use to increase independence in daily life.</i></p>				
Class Objectives:	<p><i>Participants will learn and practice using various types of technology (using a microwave, ATM, smart phone, email, and social media) so that they become more independent.</i></p>				
Source(s):	<p><i>Please see reference section in curriculum.</i></p>				

Table of Contents

Session 1: Introduction and Overview and learning how to use an alarm clock

Session 2: Learning how to use a microwave oven

Session 3: Learning how to use a DVD player

Session 4: Learning how to use debit and credit cards

Session 5: Learning how a fax and copy machine

Session 6: Learning how an ATM machine

Session 7: Learning how to use a smart phone

Session 8: Learning how to a washing machine and dryer

Session 9: Learning how to use email

Session 10: Learning how to use social media

Session 11: Learning how to use the internet

Facilitator Practice Considerations

ROPES METHOD

Review – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)

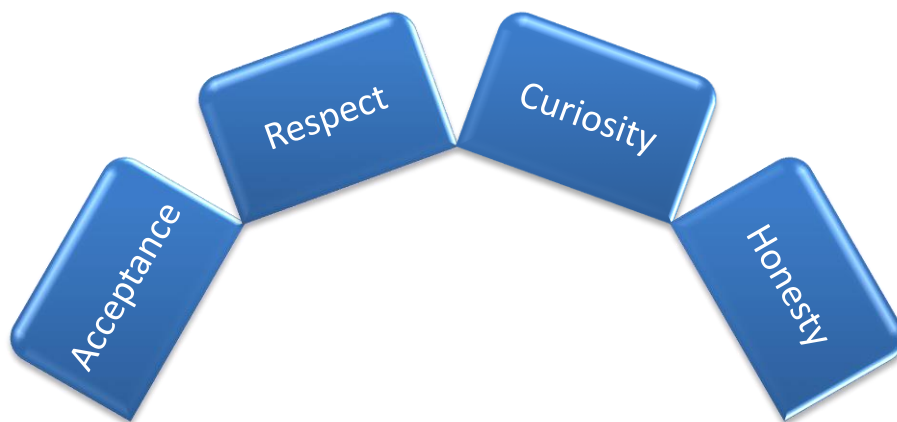
Overview – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

Presentation – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

Exercise – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)

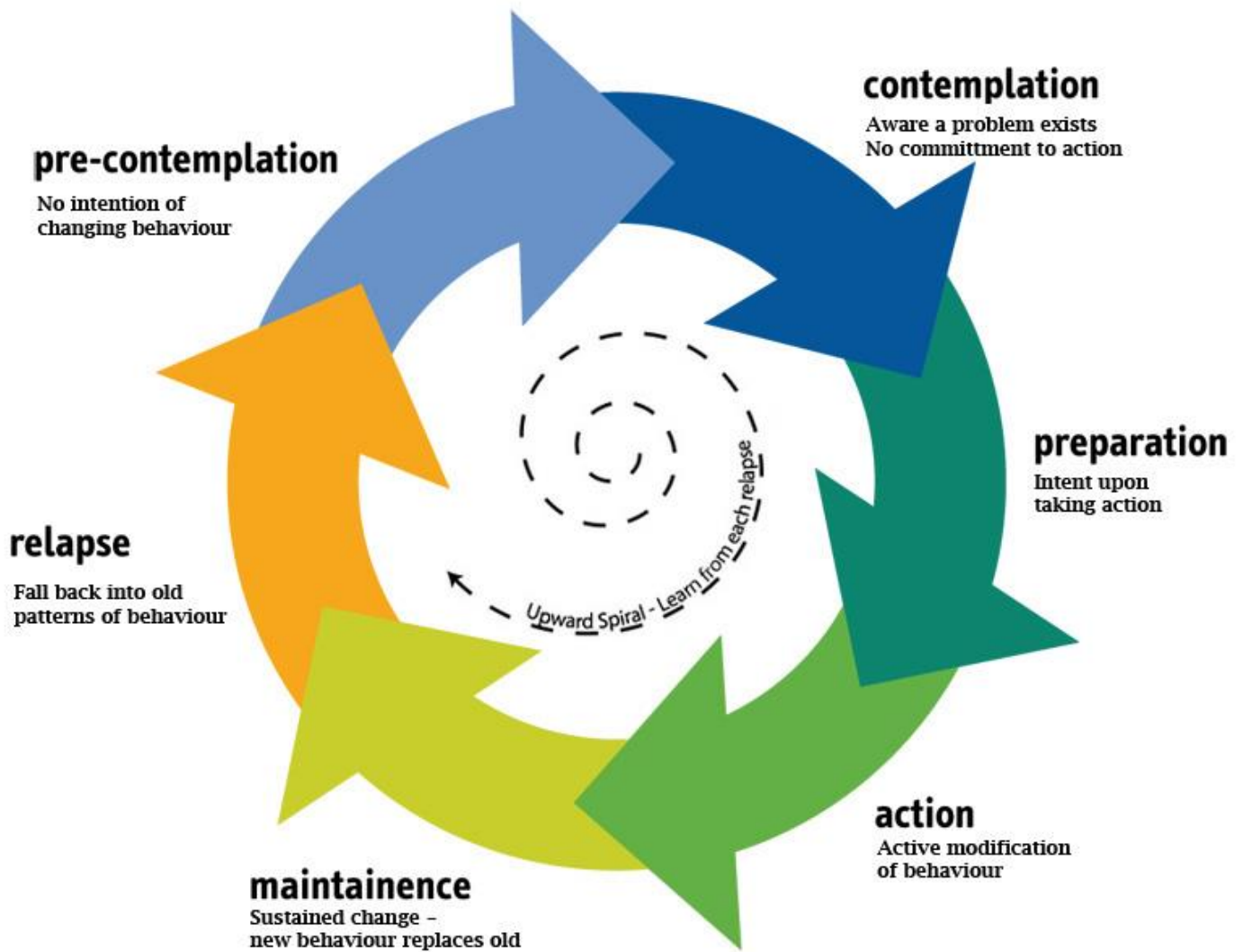
Summary – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

ARCH Principles



Micucci, Joseph A. (2009)

Stages of Change



Transtheoretical Model of Change Prochaska & DiClemente