

Independent Living Curriculum Project



Who Ya Gonna Call?

Component:	<i>CRS</i>	Service:	<i>BLST</i>	Duration:	10 Session at 45-60 minutes each.
Service Definition (per Part 512):	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.				
Class Description:	"Who Ya Gonna Call" is a curriculum that will help individuals who have limited or no experience living independently troubleshoot the problems that may arise when living on one's own. This class will identify concrete issues to look for - and practical solutions to - mundane problems such as getting locked out of one's home, creating a fire escape plan or how to remedy insect infestations.				
Learning Approaches/ Modalities	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Mixed media/ Art-based <input checked="" 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: _____				
Pre-Requisite Facilitator Reading:	None				
Location	<input checked="" type="checkbox"/> Site-Based <input type="checkbox"/> Community-Based: _____				
Who should participate?	This class is intended for individuals who have limited or no experience living independently, have a desire to get out on one's own, whether in a room, apartment, house, with or without formal supports.				
Purpose:	The purpose of this class is to be prepared for the myriad of problems that may arise when living independently, so that when an issue or crisis comes up, there are concrete solutions at one's fingertips.				

Class Objectives:	Individuals will learn to assess dwellings for safety as well as general conditions prior to signing a lease or rental agreement; to recognize problems; and will have created a personalized manual of resources enabling one to respond appropriately to problems.
Source(s):	See Resources sections of curriculum

Notes:

Table of Contents

Session 1: Overview

Session 2: Introduction to independent living

Session 3: Conducting a preliminary safety check

Session 4 and 5: Fire safety and security

Session 6: Identify your human resources

Session 7: First Aid

Session 8 and 9: Troubleshooting issues with electricity, plumbing and unwanted pests

Session 10: Miscellaneous

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)

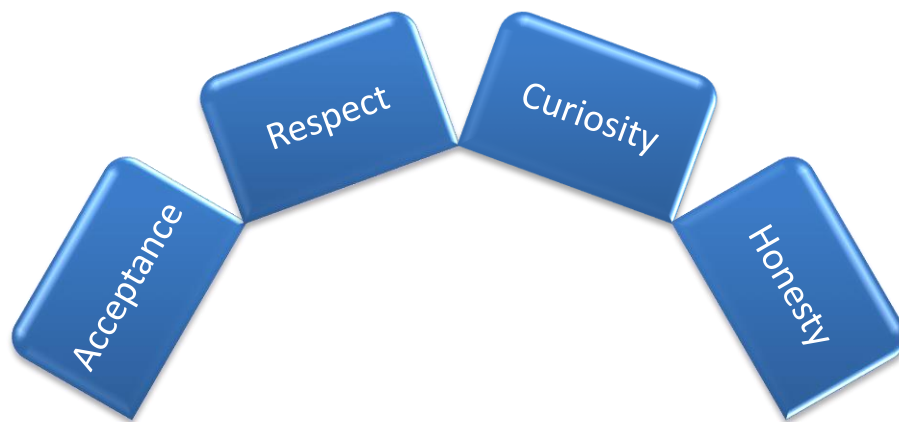
Overview – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

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)

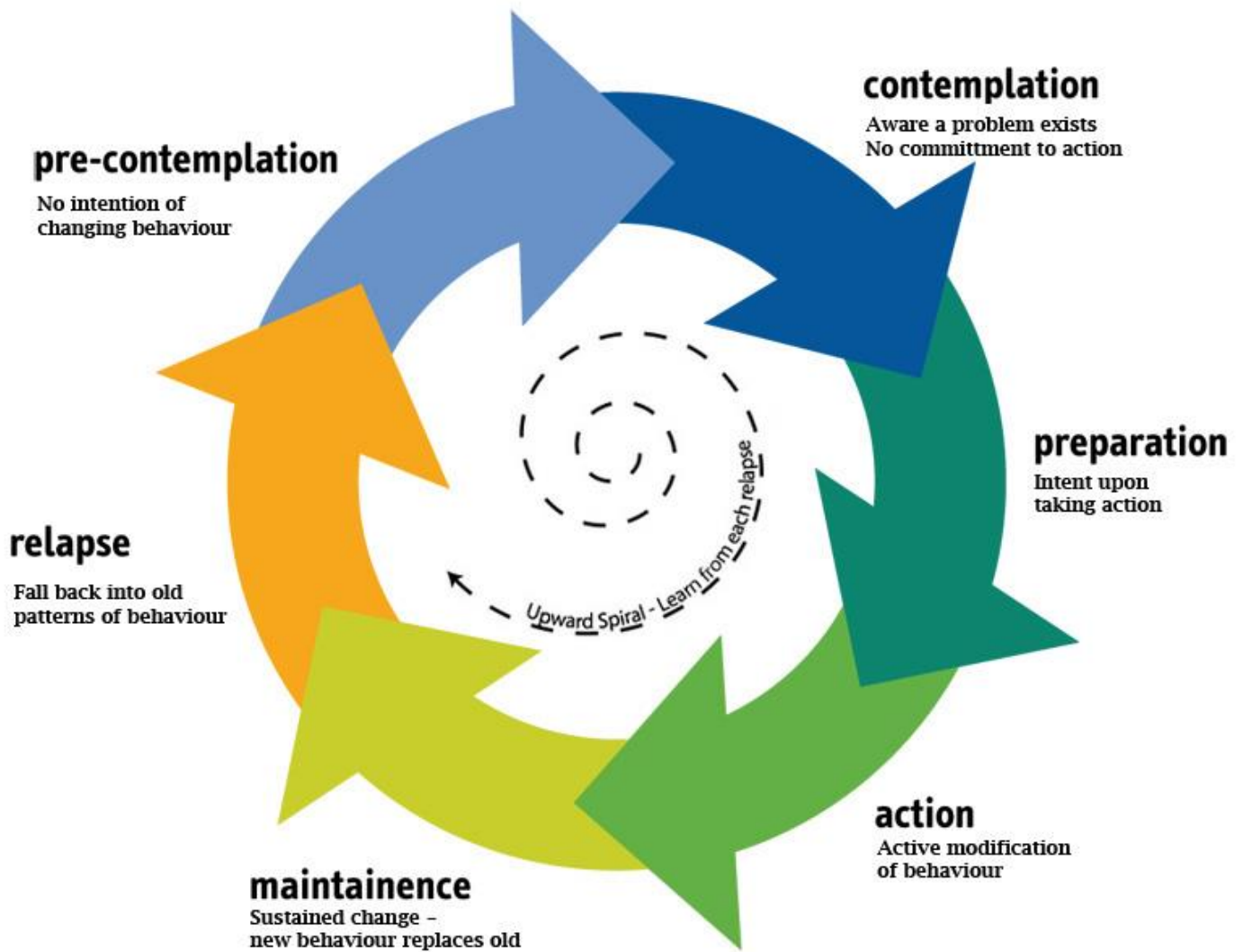
Summary – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here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

ARCH Principles



Micucci, Joseph A. (2009)

Stages of Change



Transtheoretical Model of Change Prochaska & DiClemente