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| I Can Live On My Own And Be Well! | | | | | | |
| **Component:** | *CRS* | | **Service:** | *BLST* | **Duration:** | **10 Sessions at 45 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:** | | “I Can Live on My Own and Be Well” is a curriculum that will help people in PROS programs manage their daily activities and take care of their needs. Lessons include decision making, socialization, managing ADLs, living a healthy lifestyle, and getting your needs met with medical providers.” | | | | |
| **Learning Approaches/ Modalities** | | ◼ Lecture ◼ Discussion 🞏 Mixed media/ Art-based ◼ Pen & paper exercises  🞏 Computer-based interventions 🞏 Role play interventions 🞏 Modeling/ coaching  🞏 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Location** | | ◼ Site-Based 🞏 Community-Based: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Who should participate?** | | *This group is appropriate for people who live independently but may need to identify areas where extra support may be necessary for maximum independence.* | | | | |
| **Purpose:** | | *The purpose of this group is to help participants learn independent living skills and to identify areas of where they may need extra support for maximum independence in the community.* | | | | |
| **Class Objectives:** | | *Participants will learn and practice skills for decision making, staying in touch with friends and family, activities of daily living, coping with stress and maintaining a healthy lifestyle, engaging in recreational activities, managing physical health and communication skills so that they can achieve maximum independence in the community.* | | | | |
| **Source(s):** | | *Please see reference section in curriculum.* | | | | |

*Table of Contents*

*Session 1:* Decision making

*Session 2:* Making time for friends and family

*Session 3:* Managing activities of daily living

*Session 4:* Maintaining a healthy lifestyle

*Session 5:* Coping with stress

*Session 6:* Engaging in recreational activities

*Session 7:* Managing physical health

*Session 8:* Communication-letting others know what I need

*Session 9:* Talking to a doctor

*Session 10:* Managing medication information and record keeping

**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)

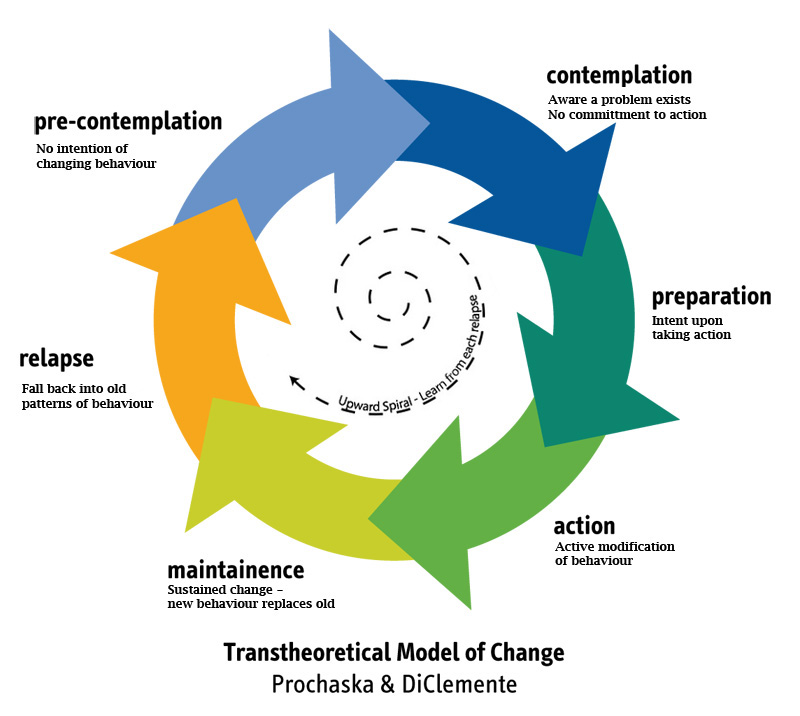
**Exercise** – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous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

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