| | ST. PATRICK'S CENTRE, KELLS ROAD, KILKENNY | |
|---|---|---|
| | | **Policy Document** |

| **POLICY TITLE**: | | |
|---|---|---|
| **Policy on Access to Training and Education for People using the Service** | | |
| Prepared by:<br><br>Annette Ryan<br>Deidre Kearney<br>Mirjam Lettner | Approval Date:<br><br>08.12.2020 | Review Date:<br><br>08.12.2022 |
| Policy Number<br><br>20 – Schedule 5 | Approved By:<br><br>Signed: _____<br>CEO<br><br>Signed: _____<br>Board Member | |

### Mission Statement

Utilising our resources and skills to provide intentional supports for the people we support; enabling them to live full and inclusive lives by contributing to and enriching the fabric of their local communities.

SPC partners with external agencies and community services to facilitate '*ordinary lives in ordinary places*'

### Vision Statement

People supported will live a good life, in their own home, with supports and opportunities to become active, valued and inclusive members of their local communities.

| Review Date:<br><br>08.12.2020<br><br>Revision No: 1 | Amendments Required<br><br>Full review of Policy | New Revision Status<br><br>08.12.2022 |
|---|---|---|
| Reviewed By:<br><br>Annette Ryan<br>Mirjam Lettner<br>Deidre Kearney | Approved By:<br><br>Signed: _____<br>CEO | |

**Contents**

**1.      Policy Statement**

1.1. St. Patrick's Centre (Kilkenny) is adhering to the Health Act 2007, Regulation 2013 to ensure people's opportunities for new experiences, social participation, education, training and employment are facilitated and supported. The Continuity of education, training and employment is maintained for people supported in transition as per Regulation 13 – General Welfare and development.

1.2. St. Patrick's Centre (Kilkenny) is committed to ensuring that all educational, training and employment opportunities are available to each person that promotes their strengths, abilities and individual preferences in accordance with the National Standards for Adults with Disabilities, HIQA, 2013):

- *"Education and training needs of people supported in SPC are addressed*
- *The Provider and staff team to link up with education authorities and local education providers in order to ensure that the particular needs of each person are assessed and addressed.*
- *Continuity of education, training and employment is prioritised by the service, in line with the person's wishes.*
- *Assessments include appropriate training/employment attainment targets, and the supports necessary for achieving them are put in place.*
- *Each person is facilitated with additional support and appropriate assistance when managing transitions such as entering a higher level of education or commencing a training programme or employment.*
- *Assistance in obtaining recognised training qualifications leading to greater employment opportunities is provided.*
- *Accessing and maintaining employment is facilitated, where appropriate".*

1.3. St. Patrick's Centre (Kilkenny) acknowledges that the supported person may have limited communication skills and may therefore not have control of the multiple means by which other people communicate such as speech, body language, facial expressions and print. It should be therefore remembered that the person's' difficulties in expressing themselves does not diminish their communicative intent. Opportunities to enable the supported person to communicate should underpin learning and teaching. It is recognised that each person is different – what works for one may not work for another.

**2.     Policy Scope**

This policy applies to all employees of St. Patricks Centre (Kilkenny) (SPC).

**3.     Policy Purpose**

The purpose of this policy is to ensure that every person supported by SPC is provided with educational, training and employment opportunities that promote their strengths, abilities and individual preferences.

**4.     Education**

4.1. Education is life-long. At different ages and stages of life, individuals will want to access particular learning and knowledge that is appropriate to them at that life stage.

4.2. Education may take place under the guidance of others or be self-directed.

4.3. Education can take place in formal and informal settings.

4.4. In formal education a curriculum is set and its contents are delivered in educational settings such as schools or colleges.

4.5. Informal education can take place in the community, at work, at home or in various settings. Self-directed education can take place at any age and in any environment.

**5.     Identifying Educational and Training Needs**

5.1. In supporting people with intellectual disabilities and or Autism, SPC believes that formal and informal education should be available to all individuals.

5.2. Education and training opportunities are essential to enhance a person's life and provide them with the necessary skills and knowledge to actively participate in community life.

5.3. People learn and process information in different ways, therefore supports need to be tailored to the person so that they can access all forms of educational opportunities.

5.4. Development opportunities are supported through personal development planning. Our role is to support people to have opportunities to experience education and training so that they can make informed vocational choices in line with their interests.

5.5. Each person is supported to explore their training and developmental needs through their Personal Planning Process. Progression is captured within the person's documentation and reviewed on a monthly and annual basis as per Personal Planning Framework.

5.6. Where individuals choose not to or have difficulties in participating in mainstream education settings, SPC works to explore training designed to meet individual's goals. All training will be reviewed with the individual to ensure learning is taking place and plan for progression.

5.7. The level of support for individuals to access education and training varies depending on the person and may involve supports from staff, family members, teachers, volunteers or friends.

5.8. Key requirements when supporting the people who use SPC's services is to include skills to implement individualised teaching, as well as creating individually adapted learning materials.

## 6. Progression through Employment

6.1. Education and training opportunities may lead to individuals wanting to sample an area of work within their communities. SPC responds to this by providing supports to individuals to pursue jobs and careers.

6.2. Relevant support, training and advice are available from staff to the individual, the employer and co-workers as is necessary. The level of support will change as the individual adapts to the new employment.

6.3. SPC believes that it is our role to engage with the community in various ways including:
- Committees
- Parish Councils
- Chambers of Commerce
- Active Retirement Groups
- Family Resource Centres
- Community Development Councils
- Advocacy Groups.
- Family Resource Centres
- Charity Shops

**Community and Civic Volunteering Opportunities:**

- Community Groups – Tidy Towns committee, Neighbourhood Watch group, annual community celebrations, etc.
- Fundraising events
- Special Olympics
- Musical Societies
- Agricultural Shows

6.4. Community connections enable individuals to explore, identify, take up and maintain a volunteering role in society. A volunteering role gives individuals opportunities for social and personal development.

6.5. SPC as an organisation, recognises that education and training promote self-esteem and self-worth for individuals.

6.6. SPC believes the learning of new skills with an emphasis on Social Inclusion and Self Advocacy improves the quality of life for everyone.

6.7. SPC as an organisation, recognises that the people who use the service have multiple complexities of needs but we strongly believe that these complexities should not be a barrier to education, skill acquisition and development.

## 7. Skills Teaching Strategies

7.1. Be mindful of identifying the skills each person supported has and identify all necessary supports to maintain and sustaining skills with the person supported to keep and develop their independence.

7.2. There are many skills that are more functional in nature but are absolutely essential for the future independence of the person.
These additional skill areas include:
- communication skills
- social skills
- money concepts
- time concepts
- independent living skills
- self-care and hygiene
- community access, leisure activities, and vocational training.

7.3. People with intellectual disabilities learn these skills most effectively in the settings or activities in which they will be asked to apply these skills. Once the skills are mastered, then additional environments can be added to work towards generalization.

7.4. SPC's **Independent Living Skills Checklist Template** (Appendix 1) can be used to assess the daily living skills with a person supported. Based on outcomes of this assessment a **My Plan for Learning** (Appendix 2) can be developed document steps and learning for each person supported.

7.5. Breaking down larger tasks into their specific component parts can be an effective technique for teaching any number of skills with the people we support in SPC. The method of using a **Task Analysis** is explained Step by Step in Section 8.

7.6. Useful strategies for teaching people with intellectual disabilities include, but are not limited to, the following techniques:

- Teach one concept or activity component at a time
- Teach one step at a time to help support memorization and sequencing
- Teach people in small groups, or one-on-one, if possible
- Always provide multiple opportunities to practice skills in a number of different settings
- Behavioural skills teaching approach – instruct, model, rehearsal, feedback
- Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses

## 8. Task Analysis Step by Step Guide

For some people even simple tasks/skills can present complex challenges. Having an understanding of all the steps involved in a particular task can assist in identifying any steps that may need extra instruction and will help teach the specific task/skill to the person supported.

Task Analysis is the process of breaking a skill down into smaller, more manageable components. Once a task analysis is complete, it can be used to teach a person a skill that is too challenging to teach all at once.

*Important to remember: when you develop a Task Analysis remember the skill level of the person, the age, communication and processing abilities, and prior experiences in performing the task!*

When developing a task analysis, break down the skill or task you want to teach the person into very specific steps to identify manageable steps for the person supported. To teach the individual steps of a skill/task to the person supported the procedure of *Chaining* is being used.

You can choose between 2 types of chaining teaching procedures when planning and completing a Task Analysis with the person supported:

- **Forward Chaining**

  Using this type of teaching procedure, the first step of the skill is taught first, and then the second step, the third step and continues until the entire sequence is able to be performed independently by the person supported achieving the goal of the skill.

  Example for forward chaining – Teaching a person to use a spoon independently:

  Ensure you have suitable equipment (spoon, plate, right height of table, etc.) prepared for the person before teaching the steps of skill. Use hand under hand to support each step when teaching the skill.

  1. Pick up the spoon with right/left hand
  2. Hold the spoon with right/left hand
  3. Turn the spoon with right/left hand
  4. Move spoon towards plate
  5. Move the spoon to load food on to the spoon
  6. Move spoon towards person's mouth
  7. Move spoon into person's mouth
  8. Move spoon back to the plate


- **Backward Chaining**

  In this teaching procedure you teach the person supported the last step of the skill/task first. This will support the person in understanding the final goal and success of completing a task, before you start teaching the individual steps.
  Backward chaining can be a teaching procedure use for persons who could find it difficult to follow a step-by-step teaching without feeling the success of the final skill.

  As a support staff you would be completing the steps towards the last final step of a skill/task yourself and support the person to complete the last step. In the next series of teaching, you would proceed in completing the steps toward the 2 last final steps and encourage the person supported to complete the last 2 steps and so on.  You are moving backwards through the sequence of steps with the person supported performing the last steps independently.

  Example for backward chaining – Teaching a person to prepare a peanut butter sandwich independently:

  Remember the last step in the chain of steps is taught first! Once learned, the second to last step is taught next, followed by the last step.
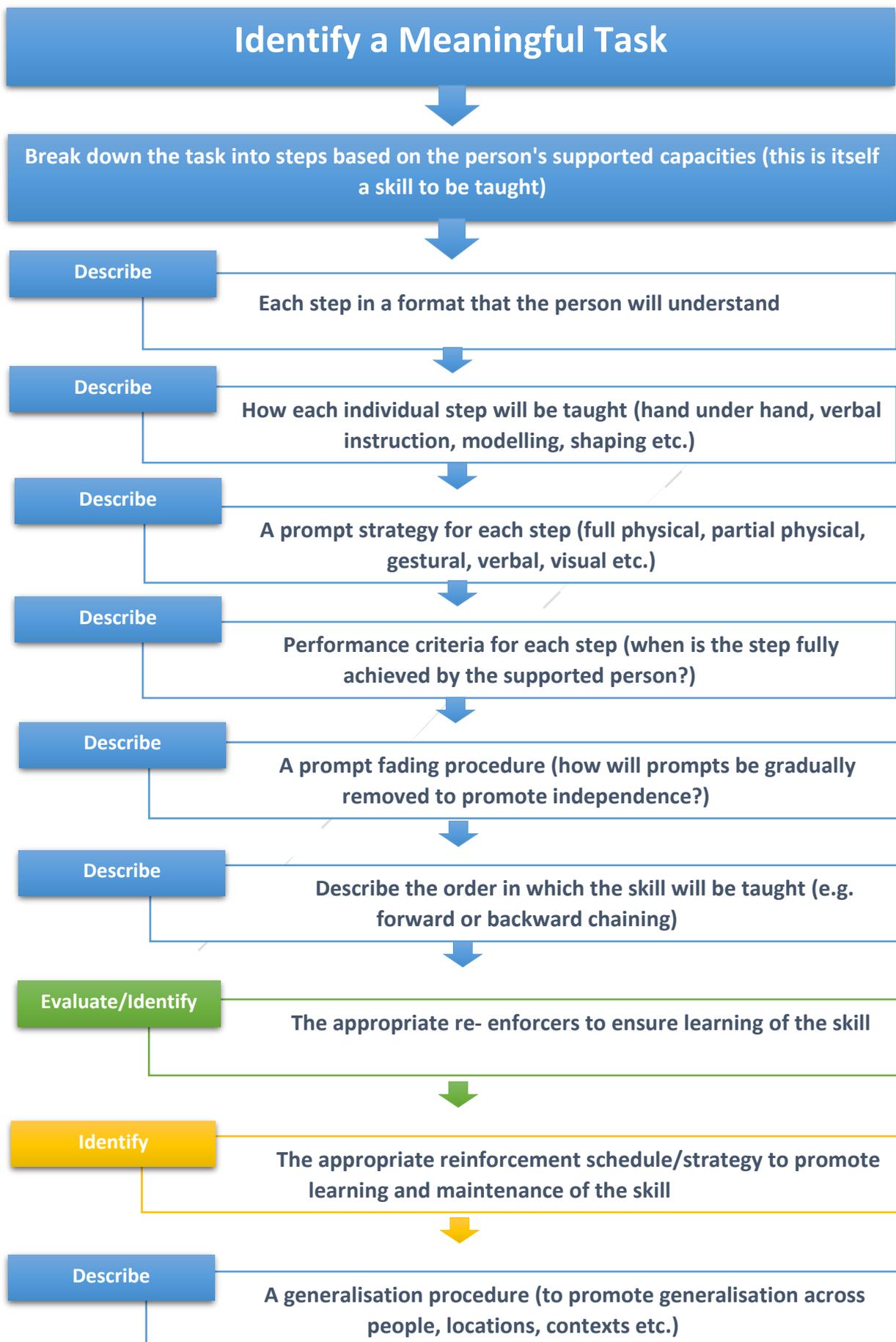
1. Place the second slice of bread on top of the first slice with peanut butter
   - Once step 1. has been learned by the person supported, proceed with teaching the second last step and let person supported complete second last and last step.

2. Spread peanut butter on the slice of bread
   - Once step 2. and 1. have been learned by the person supported, proceed with teaching the second last step and let person supported complete second last and last step.

3. Take out slice of bread from the bread box
   - Once step 3., 2. and 1. have been learned by the person supported, proceed with teaching the next last step and let person supported complete second last and last step.

4. Etc.

The potential advantage of backward chaining is that the person supported always knows what the next step is whenever a new step is learned, as they are aware of the end goal of learning the skill.

Skills taught using a Task Analysis can include daily living skills such as brushing teeth, showering/bathing, making a meal, putting on clothes and performing a variety of household chores. Task Analysis is also a useful tool in desensitisation programs such as tolerating haircuts, having teeth cleaned, tolerating environments, etc.

The number of steps involved and the wording used will differ for each person supported. To determine the steps for the Task Analysis as well as the starting point requires collecting information for the baseline and/or examine the person's ability to complete the required steps. The Task Analysis may be revised to address any additional needs once implementation begins.

**Pathway to plan a Task Analysis**

## Identify a Meaningful Task

⬇

**Break down the task into steps based on the person's supported capacities (this is itself a skill to be taught)**

⬇

| **Describe** | Each step in a format that the person will understand |
|---|---|

⬇

| **Describe** | How each individual step will be taught (hand under hand, verbal instruction, modelling, shaping etc.) |
|---|---|

⬇

| **Describe** | A prompt strategy for each step (full physical, partial physical, gestural, verbal, visual etc.) |
|---|---|

⬇

| **Describe** | Performance criteria for each step (when is the step fully achieved by the supported person?) |
|---|---|

⬇

| **Describe** | A prompt fading procedure (how will prompts be gradually removed to promote independence?) |
|---|---|

⬇

| **Describe** | Describe the order in which the skill will be taught (e.g. forward or backward chaining) |
|---|---|

⬇

| **Evaluate/Identify** | The appropriate re- enforcers to ensure learning of the skill |
|---|---|

⬇

| **Identify** | The appropriate reinforcement schedule/strategy to promote learning and maintenance of the skill |
|---|---|

⬇

| **Describe** | A generalisation procedure (to promote generalisation across people, locations, contexts etc.) |
|---|---|

**8. Assistive Technology**

8.1. The use of real materials or actual tools in natural environments is an essential component in the effective instruction of people with intellectual disabilities.

8.2. There are a number of existing software packages designed to support students with intellectual disabilities. People who use SPC services have an I-Pad that can support opportunities to learn and develop.

8.3. Occupational therapy services (HSE) can provide expert advice on appropriate assistive technologies for the people we support.

**9. Useful links**
- SPC Personal Planning Framework Policy (available on SPC Q drive)
- How to complete a 'task analysis': http://complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/All/m08p050b.html

**10. Reference Documents**
- National Standards for Adults with Disabilities, HIQA, 2013
- Health Act 2007, Regulation 2013
- Assessment Framework for Designated Centres for Persons with Disabilities, 2015
- National Disability Authority www.nda.ie
- Task Analysis by Autism Focused Intervention Resources & Modules, 2015

**Appendix 1: Independent Living Skills Checklist**

# Independent Living Skills Checklist

|  |  |
|---|---|
| **Name:** | |
| **D.O.B:** | |
| **House:** | |
| **Date of completion:** | |
| **Completed by:** | |

| 1.   Essential Social Skills | Requires support √ | Independent √ |
|---|---|---|
| Waiting turn | | |
| Accepting no for an answer | | |
| Interrupting appropriately | | |
| Joining a group/conversation | | |
| Can appropriately plan a leisure activity | | |
| Can keep a schedule of events | | |
| Comment: | | |

| 2.   Household Upkeep | Requires support √ | Independent √ |
|---|---|---|
| Makes bed daily | | |
| Changes bed linen regularly | | |
| Checks that all lights and appliances are off before leaving | | |
| Will take trash out | | |
| Will replace bin bag | | |
| Recycles plastic, paper, and waste into appropriate containers | | |
| Adheres to established cleaning schedule | | |
| Sweeps and mops floors | | |
| Cleans shower to prevent scum | | |
| Use disinfectant/wipes to clean down surfaces | | |
| Can change batteries | | |
| Can change a light bulb | | |
| Comment: | | |

| 3.  Laundry | Requires support √ | Independent √ |
|---|---|---|
| Can use washing machine | | |
| Can use dryer | | |
| Washes clothes weekly | | |
| Select proper water temperature for different fabrics | | |
| Folds clothes and stores them properly | | |
| Iron clothes as needed using appropriate setting | | |
| Stores clothes in appropriate areas | | |
| Comment: | | |

| 4.  Self-Advocacy | Requires support √ | Independent √ |
|---|---|---|
| Understands basic concepts of self-advocacy | | |
| Can leave appropriate voicemail messages | | |
| Can write/dictate and send emails | | |
| Understands appropriate time for disclosure | | |
| Can articulate basic facts about learning difficulties or disability | | |
| Comment: | | |

| 5.  Dressing/Sleeping | Requires support √ | Independent √ |
|---|---|---|
| Goes to bed at appropriate time | | |
| Can undress for bed | | |
| Wakes self in morning | | |
| Sets and uses an alarm clock | | |
| Monitors sleep environment and removes distractions | | |
| Can choose appropriate clothes for day | | |
| Can put on clothes | | |
| Comment: | | |

| 6.  Organisations | Requires support √ | Independent √ |
|---|---|---|
| Uses daily/weekly calendar systems | | |
| Uses phone alarm or other technology for reminder systems | | |
| Designs and maintains a daily/weekly/monthly cleaning routine | | |
| Uses lists/charts to follow: Personal Hygiene Evening Routine Morning Routine Housekeeping chores | | |
| Can use his/her own I-pad and/or mobile phone | | |
| Comment: | | |

| 7.   Safety | Requires support √ | Independent √ |
| --- | --- | --- |
| Knows how to exit his/her home in the event of emergency | | |
| Knows when and how to make calls for emergency services | | |
| Uses an ATM in safe and well-lit areas | | |
| Ensures windows and doors are locked and secure | | |
| Does not allow strangers into house | | |
| Turns off cooker after use | | |
| Has basic first aid skills | | |
| Knows when to seek first aid | | |
| Respond to fire alarm | | |
| Knows how to contact emergency services | | |
| Does person complete safety checklists with staff member | | |
| Is person involved/supported in completed safety checklists | | |
| Comment: | | |

| 8.   Meal Planning | Requires support √ | Independent √ |
| --- | --- | --- |
| Involved in food and meal planning | | |
| Maintains appropriate amount of food in home | | |
| Discards old/expired foods | | |
| Creates a shopping list | | |
| Purchases seasonal fruits and vegetables | | |
| Can read ingredients on a label | | |
| Compares prices | | |
| Follows proper table manners | | |
| Comment: | | |

| 9.   Food Preparation | Requires support √ | Independent √ |
| --- | --- | --- |
| Can prepare breakfast | | |
| Can prepare Dinner | | |
| Thaws frozen food in time for meal preparation | | |
| Can follow a recipe | | |
| Safely handles knives and other kitchen implements | | |
| Washes hands before meal preparation | | |
| Is familiar with safe handling practices and risk of cross contamination | | |
| Can preheat oven | | |
| Knowledgeable on appropriate oven temperature | | |
| Comment: | | |

| 10. Kitchen Clean-up | Requires support √ | Independent √ |
|---|---|---|
| Cleans prep and dining area after eating | | |
| Scrapes. Rinses, and places dirty dishes in dishwasher after eating | | |
| Loads the dishwasher | | |
| Follow steps to run the dishwasher | | |
| Stores clean dishes in correct area | | |
| Stores food in covered, sealed containers | | |
| Comment: | | |

| 11. Mobility/Community | Requires support √ | Independent √ |
|---|---|---|
| Knows public transport | | |
| Can look up timetable of public transport | | |
| Purchase ticket for transport | | |
| Knows location of public transport stop | | |
| Arrives 10 minutes prior to bus/train arrival | | |
| Can use online resources to get a taxi | | |
| Can utilize public services such as post office and bank | | |
| Knows how to access polling place and vote | | |
| Comment: | | |

| 12. Financial | Requires support √ | Independent √ |
|---|---|---|
| Supported to collect money from Danville | | |
| Can count/or is supported to count money | | |
| Collects his/her Disability Allowance | | |
| Can pay his/her rent at the post office | | |
| Pay bills online | | |
| Pay bills in person | | |
| Have a bank account | | |
| Lodges money into account | | |
| Distinguishes between credit and debit | | |
| Use calculator to ensure accurate account information | | |
| Comment: | | |

| Summary of Actions | |
|---|---|
| **Skills** | **Actions** |
| **1.** Essential Social Skills | |
| **2.** Household Upkeep | |
| **3.** Laundry | |
| **4.** Self-Advocacy | |
| **5.** Sleeping | |
| **6.** Organisations | |

| | |
|---|---|
| **7.** Safety | |
| **8.** Meal Planning | |
| **9.** Food Preparation | |
| **10.** Kitchen Clean-up | |
| **11.** Mobility/Community | |
| **12.** Finances | |

Signed: _____ Date: _____

    Keyworker

**Appendix 2: My Plan for Learning**

# My Plan for Learning

Name: _____

Address: _____

Date: _____

| Skill | Reached On | Steps to Learning/Training |
|-------|------------|----------------------------|
| | | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |

| Skill | Reached On | Steps to Learning/Training |
|-------|------------|----------------------------|
| | | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |

| Skill | Reached On | Steps to Learning/Training |
|-------|------------|----------------------------|
| | | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |

| Skill | Reached On | Steps to Learning/Training |
|---|---|---|
| | | 1. |
| | | 2. |
| | | 3.                                                        18 |
| | | 4. |
| | | 5. |

| Skill | Reached On | Steps to Learning/Training |
|---|---|---|
| | | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |

| Skill | Reached On | Steps to Learning/Training |
|---|---|---|
| | | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |

Keyworker: _____

Team Leader: _____