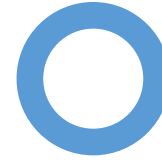




Fostering Independence

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What does
independence
look like?



Challenges with Independence



- **Motivation**
 - Adjustment to adulthood
 - Depression
 - Isolation
 - Health Factors- Puberty
 - Communication
- **Executive Functioning**
 - Processing Time
 - Attention Span
 - Organization
 - Prompt Dependent
 - Impulse Control
- **Ability**
 - Modifications
 - Accommodations

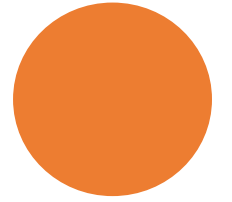
Focus on strengths!



- What are the abilities?
 - The CAN instead of the CANNOT
- Goal oriented!
 - Short term personal goals for patient.
- Empowerment
 - Always give choices, motivate, and encourage.

Goals for Independence

- Independent Living Skills (ADLs)
- Diet Management
- Self-Care
 - Emotional
 - Physical
- Employment
- Safety



Where do I start?



- Assume competence!
- Assess Motivation
 - What are their goals?
 - What does their “good life” look like?
- Assess Abilities
 - CAN'T is different than WON'T
- Set obtainable goals
 - Big goals have baby steps!!
 - Don't push for the win without training for the marathon.

What is Executive Functioning?

Cognitive Process for goal directed behavior.

Skills to perform/execute a task.

Apart of everything we do!!

CAN'T do- FOCUS ON:

Building Skills

Adding Support

Adjust the task/Expectation

WON'T DO- Reinforcer works!

If it doesn't consistently work?

It's a **CAN'T**

Self-Control Ability to stop and think before responding.	Task Initiation Ability to take action on a task or goal.
Self-Monitor Ability to self-evaluate work and behavior.	Organization Ability to create a system to organize items and information needed for a task.
Planning and Prioritizing Ability to create steps to reach goals and prioritize those goals/needs.	Working Memory Ability to keep and recall important information in short term memory.
Flexibility Ability to adapt to changes in expectations and routines by revising plans and strategies.	Time Management Ability to manage time as it relates to goals and needs.

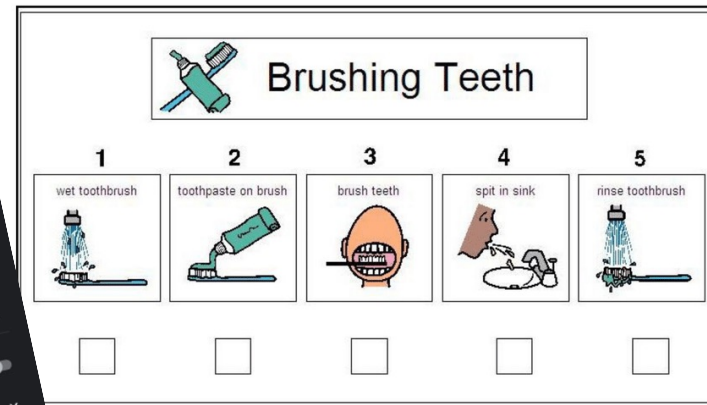
Building Skills & Supports



Direct Instruction

Imbed instruction/Education naturally into the day.

- Create Routines
 - Clear expectations
 - Maintain expectations
- Non-Verbal Reminders
 - Visual Checklist
 - Calendars
 - Phone Apps
 - Alarms
 - Reduce Prompts over time
- Simplify Tasks
 - One step directions
 - Large Task Broken into smaller steps



Building Skills & Supports

- Teach/Model Emotional Skills
 - Awareness
 - Coping Skills
 - Frustrated teachers create frustrated listeners (not learners)
- Be aware of CHANGE and the dysregulation it can cause.
 - Frontloading Expectations/Transitions
 - Game Planning
 - Breaks/Coping skills


















Adjust/Evolving Expectations








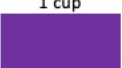








Is the patient ABLE to perform the task the way you expect them to?

Involvement in Diet

- Meal Planning
 - Communicate!
 - Explain purpose
 - Provide choices
 - Self-reporting
- Ownership of Glut-1/Diet
 - Apps
 - Training











Chicken	Steak	Wings	Fish
			
Measurement About the size of my hand:	Measurement About the size of my hand:	Measurement 8	Measurement About the size of my hand:
			
Net Carbs 0	Net Carbs 0	Net Carbs 0	Net Carbs 0
 380 	 400  10 minutes	 400  20 minutes	 400  <u>Thawed</u> : 8 minutes <u>Frozen</u> : 10 minutes
<p><u>Frozen</u>: 10 minutes, then flip, and 10 more minutes <u>Thawed</u>: 5 minutes, then flip, and 5 more minutes</p>			

Squash (Summer)	Squash (Acorn)	Onion	Green Peppers
			
Measurements 1 cup	Measurements ¼ cup	Measurements ¼ cups	Measurements 1 cup
			
Net Carbs 3	Net Carbs 4	Net Carbs 3	Net Carbs 5
 400  5 minutes	 400 	 400  5 minutes	 400  5 minutes

Involvement Ideas



- Assist Parent in cooking/measuring
- Plan meals for the week together
- Grocery shop

Chicken	Broccoli	Sunflower Seeds	Raspberries
			
Measurement About the size of my hand:	Measurement 1 Cup	Measurement 2 Tablespoons	Measurement ¼ Cup
			
Net Carbs 0	Net Carbs 6	Net Carbs 1	Net Carbs 1
Instructions Place on plate. Microwave for 1:00	Instructions Place on plate. Microwave for 1:00		Instructions Wash
Total Net Carbs			8

Self-Care: Emotional

- Transition to Adulthood
 - Leaving structure of school
 - Changes in expectations
 - Freedoms or Restrictions
- Complex Relationships
 - Changes in parental roles
 - Desire for intimate relationships
 - Lost of school friendships



Practicing Self-Care

- Healthy Leisure Time
 - Hobbies
 - Screen Time
- Practice Emotional Awareness
 - Coping Strategies
 - Meditation
 - Calm App
 - Journaling
 - Grounding Exercises
 - Therapy/Support



Caring for Yourself

- Educate on Glut 1 factors early.
- Provide visual explanation and references.
- Include patient in trainings and discussions about health.
- Build a team of support.
 - Trust Circle



5 Point Energy Scale

Example chart, everyone's "looks like" and "feels like" section will be different!

	Battery Status	Looks like (what others might notice):	Feels like	I...
5		Smiling, talkative, making eye contact	Lots of energy, feel great, no pain	Am ready to play, go places, talk to people, have fun, do my work
4		Smiling, talkative but maybe a little slower	Good energy, still feel good, no pain	Still ready to work, play and listen, but might be a little slower
3		Starting to stare, less responsive, needs directions broken down, some refusal	Ok energy, feel tired, some pain, feel odd	I'm okay, but probably need to rest; I should ask for something to high in fat to eat. Need to recharge
2		Staring, not responding, refusing	Having trouble focusing, not much energy, some pain	Danger- if I don't do something quickly it will be an emergency. Need to recharge
1		Staring, not responding at all, not able to talk	I'm in pain, I can't focus, I can't move	Emergency Get help right away!



Protein
Fat
Carbs



Structured
exercise



Over exertion
Seizures



Sleep



Cheating on diet

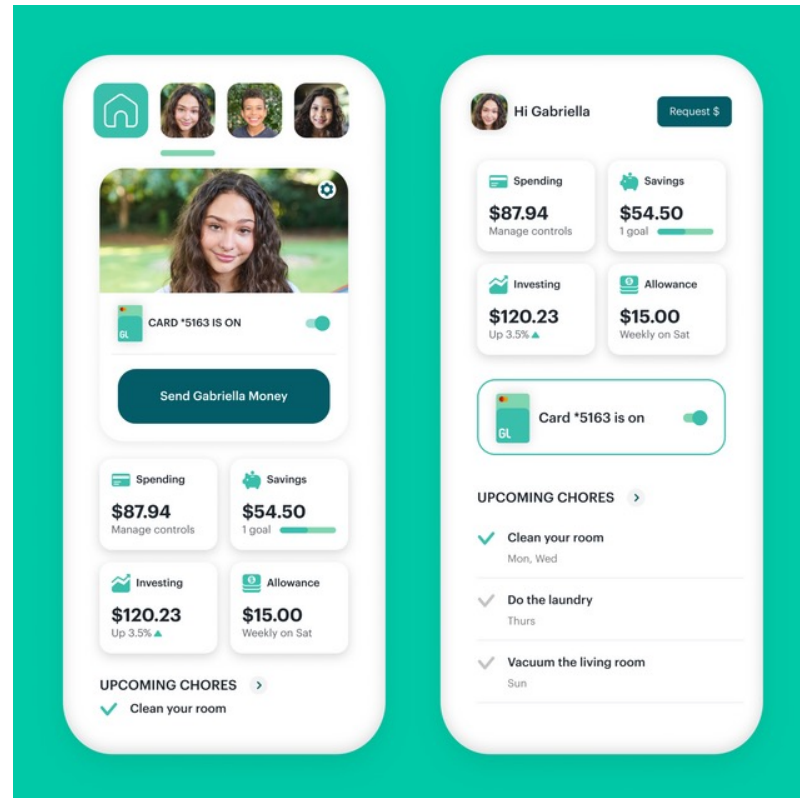
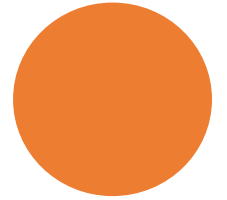
Employment

- Accommodations
 - Vocational Rehabilitation
 - Job Coaching
 - Work Skills Programming
 - College Support
 - Know legal rights
 - Find the correct environment
- Practice Advocacy Skills
 - THEIR job not YOURS



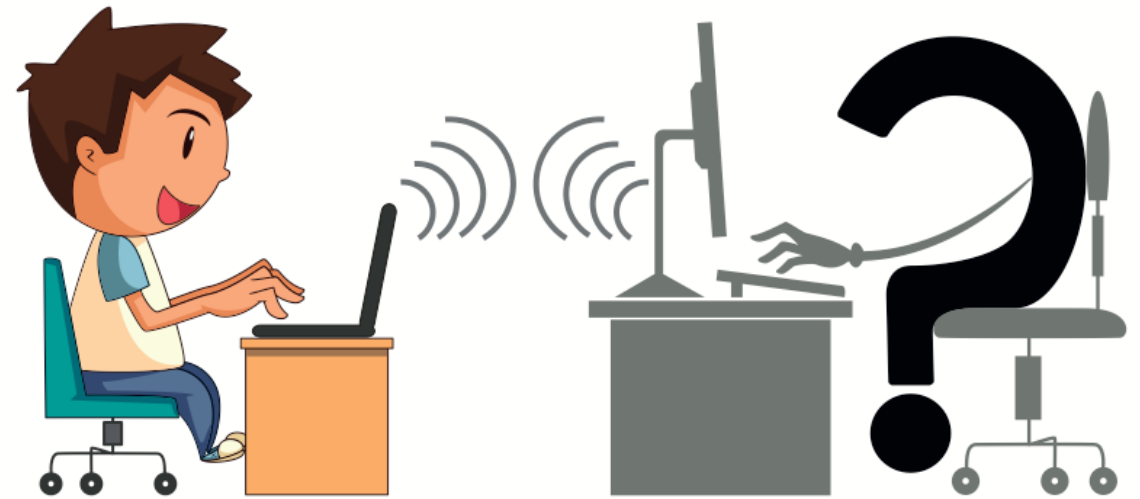
Safety

- Money Management
- Online Safety
- Boundaries
 - Exploitation



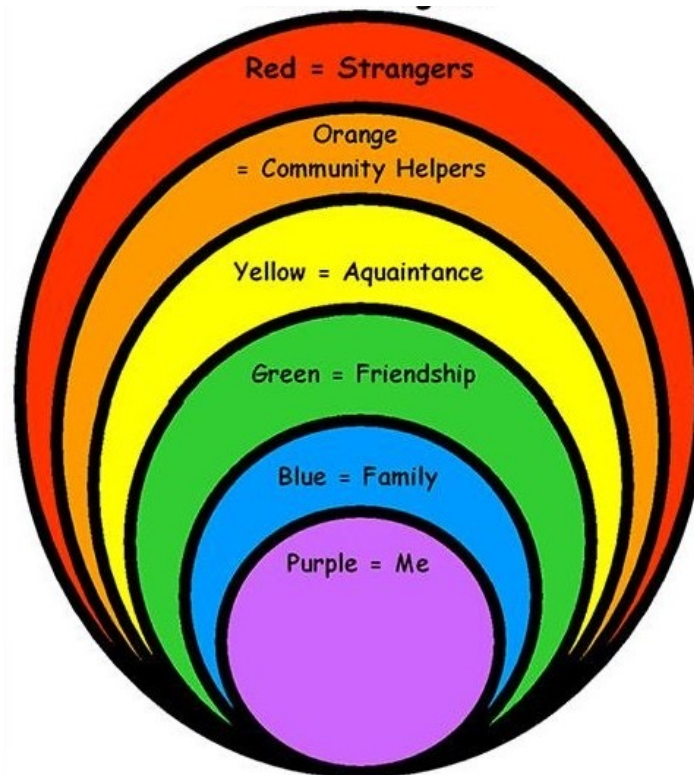
Online Activity is Unavoidable

- Start Early with Monitoring Tools
 - Heavy Supervision
 - Parental Tools and Monitoring Software
 - Discuss your concerns for safety
- Create a Shame-free Space
 - Goal is communication
 - Secrets and desire to hide actions doesn't create learning opportunities
- Teach and Model Safety/Boundaries
 - The WHY
 - Use examples
 - Educate yourself- it's scary, but don't avoid learning
 - Practice it yourself!!



Boundaries

- Online
 - Sharing Information
- Friendships
 - Trust
 - Boundaries
- Relationships
 - Trust
 - Consent



Trust Quiz:

List the people you feel most comfortable around:

1. Strike out the names of the people you have known less than a year.
2. Strike out the names of the people that encourage you to make bad choices or do things that get you in trouble.
3. Strike out the names of the people that you wouldn't tell a secret, because they would probably tell someone else.
4. Strike out the people that are mean to you or make fun of you.
5. Strike out the names of the people who are not consistent (don't do what they say they will do).
6. Strike out people who do not respect your boundaries.

Write the remaining names remaining names here:

1. Circle the names of the people you would call in a situation where you felt unsafe or needed help.
2. Circle the names of the people who check in on you, and make sure you are okay.

These people are the people in your **trust zone**.

Let's Chat!



Bright

Horizons
PROJECT