1. This checklist will guide you through the suggested activities for the completion of the Community Living Outcome Payment project. It is an optional resource that can be used in conjunction with the Member Training and Support Workbook or as a standalone document.
   a. This is intended to be a shortened version of the workbook.
   b. You are able to document your project experiences in whatever manner works best for you, however, you will receive similar questions to those outlined in the workbook at the completion of the project via the Project Plan Upload located on the Inclusa website.
   c. Taking pictures is a great way to capture the confidence building experiences and for the member to remember and share their newfound skills. You will be able to share these pictures with us via the Project Plan Upload if you choose given the member’s permission.

2. Select three (3) topic areas of the member’s choosing and complete related activities tied to those topics. Within each area are identified tasks to support the activity; it is recommended to review these tasks with the member for informational and educational purposes, and to help build a well-rounded perspective of the “Activity to Complete.”
   a. Note: this checklist is not an evaluation plan on the member’s ability to complete tasks. It is simply intended to be an opportunity for the member to explore new skills and gain confidence.

3. Please ensure the completed workbook and/or checklist and any associated documentation or project details are submitted via the Project Plan Upload prior to the deadline of December 31, 2020.

Support Tips

- Identify individual skills and abilities
  - Explore what parts of the activities and tasks the individual can complete
  - Focus on strengths vs limitations

- Imitation
  - Coach by demonstration, prompting, and fading
  - Watch training videos together
  - Post instructional pictures around related areas of your residence

- Communication
  - Use verbal communication as well as acknowledge non-verbal communication
  - Stay positive and encouraging while letting go of control or judgement as they are learning
  - Frequent reminders may be necessary
  - Breakdown the task/activity to a step by step process

- Simulation control
  - Before teaching a skill, it is important to identify the stimuli that will prompt the action
    - Example: to prompt washing hands, the stimulus can be dirty hands or a routine of washing hands before a meal
  - Ensure the member is ready to focus on the task or activity
Meal Preparation

**Activity to Complete:** Identify 2-3 meals that the member chooses and prepare together. Provide details of those meals, the steps you took when preparing them, and the results on how it went.

**Tasks to Support Activity:**
- Washing Hands prior to cooking and after touching unclean food products (raw meat, eggs, fish, etc.) or unclean surfaces (garbage can, pets, compost bin, etc.) to avoid cross-contamination
- Identifying and locating ingredients for recipes
- Washing and preparing produce prior to cooking or consumption (review peeling techniques and the importance of cleaning off dirt and other contaminants)
- Safe meat preparation to avoid cross-contamination
- Chopping food and using safe knife handling techniques
- Kitchen safety - identifying hot surfaces, shutting off appliances when no longer in use, proper storage of sharp objects such as knives, wiping up any spills right away
- Proper use of appliances such as stove, microwave, oven, blender, mixers
- Food contamination and food safety - avoid leaving food out for longer than two hours at room temperature and ensuring all cooked food is heated to the appropriate temperature

Transportation

**Activity to Complete:** Choose 2-3 places within the community you can go to together using transportation without relying on the residential provider supplying the direct transportation. Provide details of the places you went and your overall experience (If practicing social distancing, use creative solutions and explain the adjustments made).

**Tasks to Support Activity:**
- Identify address of destinations and where to locate them (phonebook, internet, call the location, etc.)
- Identify different transportation types available in your area (city bus, taxi, train, paid and unpaid volunteer drivers, carpooling, going places within walking distance, etc.)
  - Review transportation routes related to different transportation types
  - Review related rates or fees associated with the different transportation types
- Read maps and learn how to navigate through the community
- Review proper use of map technology such as Google Maps, MapQuest, GPS systems
- Identify safe use of available smartphone apps related to transportation such as Uber, Lift, etc.
- If using a taxi, know when to call to request and cancel the scheduled service
- Identify how to connect with unpaid community resources (organizing carpool, connecting family members/friends going to the same destination, identifying unpaid volunteer driver

Shopping

**Activity to Complete:** Create a plan on when shopping is necessary and identify the different store types in your community. Take the member to the store, creating a list of items beforehand, and support them to find those items within the store. Provide details of the places you went and your overall experience (If practicing social distancing, use creative solutions and explain the adjustments made).
Tasks to Support Activity:
- Discuss the typical layout of stores (grocery vs department stores)
  - Identify locations of restrooms, customer service area, checkouts, etc.
- Identify store employees versus other shoppers in case help is needed
  - Identify how/when to ask for support from store employees
  - Observe how employees are usually wearing a distinctive uniform, garment, or nametag
- Identify options for online shopping/using specific stores’ apps/curbside pickup
  - Incorporate safe online practices
  - This task can be partnered with Technology supporting tasks below (optional)
- This area can be partnered with the Managing Finances topic area below (optional)

Housekeeping & Home Management

Activity to Complete: Develop an initial plan for what tasks the member would like to learn more about and what support is needed. Complete 2-3 of those tasks where additional support is needed. Provide details of the tasks and the overall experience (Example: Do a load of laundry with the member or complete other housekeeping tasks developed from a chores list).

Tasks to Support Activity:
- Identify chores already occurring in your residence and why they are important (Dusting - explain that dusting is important as dust can trigger allergy symptoms)
- Identify what items or supplies are needed for specific tasks and their proper usage (vacuum cleaner, duster, mop, cloth/rag, buckets, etc.)
- Identify what products are needed for specific tasks, the differences of those products, and their safe handling/proper usage (window cleaners, all-purpose cleaners, toilet cleaners and brush, etc.)
- Identify other tasks that may not occur in your residence, but that may be important to member
  - Making the bed - Helps start the day with a feeling of accomplishment
  - Watering plants* - “Put a marked popsicle stick into each plant’s pot to indicate how much water needs to be poured”
  - Feeding pets* - “Use a designated container that is marked with a line showing how much food to provide”
  - *Source: [https://online.regiscollege.edu/blog/11-tips-for-teaching-activities-of-daily-living/](https://online.regiscollege.edu/blog/11-tips-for-teaching-activities-of-daily-living/)

Support System

Activity to Complete: Develop a support plan identifying paid and non-paid supports within the member’s life. Identify proper utilization of those supports and how often that plan needs to be updated and reviewed. Provide details of what the support plan looks like and your overall experience throughout development.

Tasks to Support Activity:
- Identify a location where the support plan can be housed and easily accessed
- Separate emergency contacts from non-emergency contacts and identify appropriate usage for each
- Document all important information that should be kept within support plan (phone numbers, addresses, reason to contact the individual or organization, role in members life, etc.)
- Identify who to call when something is needed, and what support they will provide
- Ensure back-up plans are identified and well thought out, and how to support creative problem-solving strategies when things do not go as planned
Managing Finances

**Activity to Complete:** Create a financial plan to support independent living. Identify and review what needs to be paid when one lives on their own and how these might get paid for. Provide details of what the financial plan looks like and your overall experience throughout development.

**Tasks to Support Activity:**
- Create a monthly or weekly budget
- Identify a routine for payments
  - Set up direct deposit options or automatic payments
- Learn how to properly identify correct currency
  - Research available smartphone apps such as LookTel Money Reader and EyeNote
- Practice counting out change or smaller dollar bills in exchange for larger dollars, to ensure proper change is received when paying in cash
- Identify what financial options are available at a local bank
- Incorporate safe online practices when it comes to purchases or automatic payments
  - This task can be partnered with the Technology supporting tasks below (optional)

Community Connecting – Exploring the Community

**Activity to Complete:** Watch 2-3 videos with the member on Inclusa’s Provider Learning Management System (LMS) that are under the Community Connecting category. Answer related questions within the LMS and document the member’s reaction or thoughts regarding each video you watch.

**Tasks to Support Activity:**
- Map out the local community and identify where resources and favorite places are located
  - Task can be partnered with the Transportation topic area above (optional)
- Identify local community groups reflecting member interests
- Visit local community centers and identify services received at each location (library, post office, bank, police station, fire station, parks, community centers, etc.)
  - If practicing Social Distancing, use creative solutions and explain the adjustments made
- Learn about making good choices when it comes to making new friends (all PDFs are located on Inclusa Community Living Outcome webpage under Topic Area Activity Resources > Community Connecting)
  - Complete “Do2Learn Choosing Friends Quiz PDF”
  - Complete “Do2Learn How to Start a Conversation PDF”
  - Complete “Do2Learn About Me Worksheet PDF”

Personal Hygiene and Wellness

**Activity to Complete:** Create a plan for a regular hygiene and wellness routine focusing on member independence. Identify and review the importance of why each task is necessary to be healthy, focusing on areas that are most important to the member. Provide details of what the plan looks like and your overall experience throughout development.

**Tasks to Support Activity:**
- Document the member’s preferred regular routine (wake up, get dressed, eat breakfast, brush teeth, wash face, go for walk, go to work, read a book, listen to music, etc.)
- Breakdown the process into specific steps and if supports or visual reminders are needed
(Personal Hygiene and Wellness Tasks to Support Activity continued)

- Tape a graphic of the process near the areas each practice is performed as a reminder
- Identify all personal hygiene practices
- Identify the importance of personal care
- Identify what “wellness” means to the member focusing on all areas of wellness (social, physical, spiritual, environmental, intellectual, emotional, occupational, financial)
  - Search “Eight Dimensions of Wellness” online or visit some of these websites:
    - https://cpr.bu.edu/living-well/eight-dimensions-of-wellness/
    - https://www.youtube.com/watch?v=2NR4_5dt7JA
    - https://www.northwestern.edu/wellness/8-dimensions/
  - Area can be partnered with the topic areas above of Meal Preparation, Housekeeping & Home Management, and/or supporting tasks below in Self-Management/Life Skills (optional)

Additional Supporting Tasks *(optional – can be incorporated into any Topic Area above)*

- Technology
  - Identify what technologies you may already be accustomed to and/or using on a regular basis (smart phone, computer, medication reminder, personal emergency response system, fire alarm, mechanical lift, door sensors or other types of sensors, etc.)
  - Practice phone Skills – knowing who to call and when
    - Can be partnered with Support System topic area (optional)
  - Explore technology options if there is a need for adaptive technology/adaptive aids/PERS

Self-Management/Life Skills

- Learn your personal information and the importance of safeguarding this information
  - Date of Birth
  - Social Security Number
  - Address
  - Phone Number
- Appointment Scheduling (Doctor, dentist, etc.)
  - Finding contact number
  - Checking calendar for availability
  - Make phone call
  - Ensuring transportation to appointment
    - Can be utilized with Transportation topic area above (optional)
- Provide education & proper preparation for different alarms, sirens, etc.
  - Smoke alarms
  - Tornado sirens
  - Monthly Tornado Test sirens
  - Severe weather warnings
- Become familiar with prescribed medications and proper utilization
  - See PDFs on Community Living Outcome website
- Learn about making good choices when it comes to making new friends
  - See PDFs on Community Living Outcome website