Supporting Independent Living

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Introduction

You have been given the important responsibility of supporting people with disabilities to live independently in the community. Your support has a significant impact on the success of people living on their own. This module will target specific areas of independent living and provide strategies on how to support people to become more engaged in making choice and completing tasks with greater independence.

There is an important distinction to be made as you support people in their efforts to develop new skills. Remember that you are not hired to do things FOR people; your role is to teach and support people to do things for themselves. When we do things for others, we are promoting dependence on others to get things done. Learned helplessness refers to a phenomenon that occurs when people learn that others will “do for them” if they don’t do something. The key to your support is to increase the person’s independence. In fact, make it your goal to help the person become so independent that they no longer need you around!

The area of independent living skills is very broad. You will teach as part of formal training objectives from the Person-Centered Plan, where there will be guidelines for you to follow and data to collect and record. It is also important to recognize and use natural opportunities for incidental teaching as they occur each day. Incidental teaching opportunities are present in almost any situation, not just when implementing a formal teaching program or training objective. Role-play and role modeling are two excellent teaching tools for you to use as natural learning situations occur. For example, you can demonstrate appropriate greeting and conversation skills while interacting with others. The person you support then has the opportunity to observe you and learn from the experience. Taking advantage of natural opportunities to teach is critical for success.

Part of living on your own is making decisions every day. From the moment we get up in the morning we are faced with many choices. Should I get up now or push the snooze button one more time? What should I wear? Should I go to work/class or call in sick? Should I make coffee at home or stop by Mini Mart and grab a cup? Part of your responsibility is to assist those you support to make decisions that are consistent with the lifestyle they choose. Some people you support may do the same thing every day because they are not even aware of what other options are available. It’s up to you to teach and support people to make choices and decisions that will empower them to lead independent lives.

Remember that it is also your responsibility to ask for help when YOU need it. If you are assigned to support someone with a task that you do not know how to complete, ask for help from your supervisor. It is not ok to skip doing something that you are responsible for completing. It is ok to admit that you are not sure how to go about it.
Chapter 1: To Dust or Not to Dust, and other Housekeeping Dilemmas

Objectives:

After completing this chapter direct support and other professionals will be able to:

- Assist individuals they support with choosing how and when to complete household tasks.
- Identify options for sharing or hiring out household tasks.
- Identify motivational tips.

There is no doubt that there are certain housekeeping chores that must be done. However, how they get done, to what quality, and how often they are completed is a matter of personal choice. It can be difficult to avoid imposing your own method of housekeeping duties when you are teaching another person to establish their own skills and routine. However, it’s important to keep in mind that everyone has different preferences when it comes to ‘keeping house’. Some people are more tolerant of a mess in their home than others. You do have an obligation to assist people to be safe, sanitary, and to follow landlord or rental regulations, but there are many different ways for this to be achieved.

The following are options to assist people you support to keep their homes in order:

Schedule. Some people don’t have specific days when they do certain household chores; they do them when they have time. This works when a person is able to recognize when a certain task needs to be done. For example, when your bare feet start sticking to the kitchen floor, you know its time to mop! Others find it helpful to establish a routine of specific tasks to be done on certain days of the week. For example, Monday is laundry, Tuesday is bathrooms, Wednesday is dusting and vacuuming, Thursday is grocery shopping, etc. This schedule of household chores can be posted inside a cupboard or on the refrigerator. Pictures can be added as cues for those who do not read. Having a written or pictorial schedule can be helpful in establishing a natural routine. You will find sample schedules and pictures in the appendix.

Task Specific Directions. When a person is just learning how to do a task, s/he may forget the required steps. Posting directions in the environment the task is done can help. For example, post directions for doing laundry in the laundry room or on the laundry basket. If a person cannot read, use pictures to indicate the steps and order they need to be done. Breakdown of a task into smaller steps for teaching is called task analysis. See the appendix for examples of picture instructions for common household chores.

Hiring Out. This is a luxury many of us would like but cannot afford. However, do not be too quick to rule it out. Take the time to assist the person you support to examine his/her budget and obtain estimates for services. A person may be willing to cut back spending in other areas in order to hire outside services. Areas to consider may include the following:
Laundry – Dry cleaning businesses, and some laundry mats offer this service. Drop off or pick-up/delivery options are usually available.

Housecleaning – Service options usually include the number of times per month the service comes into the home and specific tasks to be done. Some people don’t mind the day-to-day pick up and cleaning, but would prefer to hire the more rigorous chores to be done by a cleaning service, such as cleaning the bathrooms and floors. The following chores are generally available through most local service agencies: windows, carpets, or general house cleaning.

Delivery – Delivery of medications, meals, or groceries is a convenience many people enjoy. Check with your local pharmacy, agencies such as meals-on-wheels, and grocery stores to find out if these services are available and the cost in your area.

Meal Preparation. Many people get in the rut of making the same things over and over. Encourage people you support to look through magazines or on the internet for new recipes to try, invest in a cookbook and try one new recipe a week, or swap recipes with a friend. It’s more fun to prepare a meal if someone will be there to enjoy it with you, encourage people to invite a friend over occasionally and ask them to bring dessert or a side dish.

Variety is even more challenging when cooking skills are limited. Picture recipes may be needed if the person cannot read. Examples of picture recipes are available in the appendix. Clean-up is less appealing, so suggest the person do it while their meal digests and before they dig in to the dessert. Larger portions can be prepared for freezing to enjoy the same dish on another day.

Prioritize. Sometimes we get so busy that we have time to do only what is essential. What absolutely has to be done? Tasks that pertain to safety and sanitation should have priority above the others. Help people identify what those areas are and explain why. For example, “If you don’t wipe off the burners when food is spilled, it could start a fire” or “It wipes off much easier if you clean it up right away.”

Aside from safety and sanitation issues, prioritizing other tasks may vary quite a bit from person to person in terms of their importance. Some people can’t stand a dirty window; others are bothered by a disorderly kitchen. As you discuss issues with the person you support, you may find questions popping up such as: “so what if the bed isn’t made?” For some of us, that’s not important. We can simply close the door if guests stop by. “If the dusting doesn’t get done this week, so what? What’s the worst that can happen?”

Again, focus on the issues that matter. Is there mold growing in the shower? Is there so much junk piled in the bedroom that access to the window is blocked? Is there food in the refrigerator that is not safe to eat? These may be exaggerations, but the point is to prioritize and concentrate on areas which create safety and sanitation concerns first.

Sharing Chores with a Roommate. If a person has a roommate, assist them to plan out a schedule to share the chores. Perhaps they each have different chores they don’t mind doing. That will
make dividing the chores easy. If that’s not the case, they will need to swap the chores every now and then.

Motivation Issues. Let’s face it, for most of us, cleaning is a chore! Listed below are tips you can pass on to the people you support to make housecleaning less aversive:

- Listen to music while cleaning. Turn up the volume and sing along! Something upbeat can help get a person up and moving.

- Promise yourself a treat AFTER your chores are done. This may be a tactic to save for those tasks that a person finds particularly distasteful. It doesn’t need to be a treat that costs a lot or requires advanced planning. Consider things like a trip to DQ, supper out, lounging on the couch watching a favorite TV show, going to a movie, or reading a good book/magazine.

- If a task seems especially aversive on the scheduled day, allow an option of doing a ‘task swap’. For example, “I REALLY don’t feel like cleaning the bathroom today, so I’m going to do it tomorrow and I’ll do the dusting today instead.” Another option would be to put off the task until later in the day when you might feel more like doing it.

Laundry. Doing laundry the right way can save time, money, and help you look your best. Some basic rules to follow are listed below:

- Some people sort laundry before being washing it. Wash whites only with other whites – this means no color on the item at all! Wash colored clothing with other colored clothing of the same intensity (i.e. wash light-colored clothing with other pieces that are light-colored, and wash dark colors together). If you don’t want to sort, purchase ‘color catcher’ laundry products that help protect your clothes, so you can mix your lights and darks. Follow the instructions on the product box.

- Pay attention to how dirty clothing is. If there are a few items that are extremely dirty, wash them together in their own load. Extremely soiled clothing may also be soaked in soapy water and rinsed before laundering them.

- Check pockets prior to laundering clothing.

- A good time to check the condition of clothing is when laundering them. Look for loose buttons or torn seams and repair them before washing.

- Treat stains before you do the laundry. Stains that are set by heat (from the washer or the dryer) are nearly impossible to remove. For best results in removing stains, treat the spot as soon as possible. Stains that remain in the fabric will be more difficult to get out. There are many commercial products you can purchase. However, if you don’t have any stain remover available, attempt to remove stains with your regular detergent. If using a
powdered detergent, mix a little with water to make a paste, and rub the paste into the
stain. If using liquid detergent rub a little into the stain. Use your fingernail or a brush to
lightly scrub the stain, and then launder as usual.

- Overloading the washer leads to dingy clothes! The washer needs to have enough water
to allow free movement of the clothes. When washing knits keep the load small to avoid
excess wrinkles.

- Choosing the wrong water temperature can result in clothing shrinkage, colors that bleed,
and whites that turn gray. Follow the directions on clothing labels for proper water
temperature settings.

- Be sure to check and clean the lint filter before starting the dryer, to avoid a fire hazard.

- Many articles of clothing won’t need to be ironed if removed from the dryer when they
are slightly damp and hung up.

**Summary**
Methods of keeping a home in order vary from person to person. Your role is to assist the people
you support to establish a routine or method that works best for them. Teaching priorities should
include safety, sanitation, and rental obligations.
Chapter One Feedback Exercises

1. T F  All people you support should be encouraged to have the same cleaning schedule so that your schedule can be consistent.

2. T F  Hiring out for cleaning is an expensive option that cannot be considered for people with developmental disabilities.

3. T F  Tasks that pertain to safety and sanitation should have priority above the others.

4. Breakdown of a task into smaller steps for teaching is called:
   a. prompt
   b. task analysis
   c. IHP
   d. environmental modification

5. List 3 techniques that can be used for motivation to complete household chores.
   1.
   2.
   3.

6. List 5 laundry tips that can save time and money.
   1.
   2.
   3.
   4.
   5.
Chapter 2: Food Safety - What’s that green stuff growing on the bread?

Objectives:

After completing this chapter direct support and other professionals will be able to:

- Assist individuals to safely purchase, prepare, serve, and store food items

This chapter outlines general guidelines for food safety and sanitation. Reviewing the information with the people you support, within the context it will be used, will be the most beneficial. For example, while grocery shopping talk about shopping tips, while cleaning out the refrigerator discuss guidelines regarding leftovers, etc. You could also arrange an on-site visit to the NDSU local extension service or other agency for the person you support to learn more about food safety issues.

Shopping
- Choose refrigerated or frozen items after selecting non-perishables.

- Never choose meat or poultry in packaging that is torn or leaking.

- Do not buy food past “Sell-By,” “Use-By,” or other expiration dates.

- Put raw meat and poultry into a plastic bag so meat juices will not cross-contaminate ready-to-eat food or food that is eaten raw, such as vegetables or fruit.

- If you purchase food that requires refrigeration, then plan to drive directly home from the grocery store. You may want to take a cooler with ice for the perishables, depending how long the drive will be.

Storage
- Check the temperature of your refrigerator and freezer with an appliance thermometer. The refrigerator should be at 40 degrees F or below and the freezer at 0 degrees F or below. To prevent the spread of harmful bacteria, wipe spills immediately. Regularly clean the inside of your fridge with hot water and liquid soap, and dry with a clean cloth or paper towels.

- Cook or freeze fresh poultry, fish, ground meats, and variety meats within 2 days; other beef, veal, lamb, or pork, within 3 to 5 days.

- Perishable foods such as meat and poultry should be wrapped securely to maintain quality and to prevent meat juices from getting onto other food. To maintain quality when freezing

Information Tip:
Poultry includes chicken, turkey, duck, and geese.
meat and poultry in its original package, wrap the package again with foil or plastic wrap that is recommended for the freezer.

- In general, high-acid canned food such as tomatoes, grapefruit, and pineapple can be stored on the shelf for 12 to 18 months. Low-acid canned food such as meat, poultry, fish, and most vegetables will keep 2 to 5 years – if the can remains in good condition and has been stored in a cool, clean, and dry place. Discard cans that are dented, leaking, bulging, or rusted.

**Preparation**
- Always wash hands before and after handling food. Wash hands with warm, soapy water for 20 seconds. Hand washing after handling raw meat or poultry or its packaging is a necessity because anything you touch afterwards could become contaminated. In other words, you could become ill by picking up a piece of fruit and eating it after handling raw meat or poultry.

- Washing raw poultry, beef, pork, lamb, or veal before cooking it is not recommended. Bacteria in raw meat and poultry juices can be spread to other foods, utensils, and surfaces. We call this cross-contamination.

- Do not wash eggs before storing them. Washing is a routine part of commercial egg processing and the eggs do not need to be washed again. Extra handling of the eggs, such as washing, could increase the risk of cross-contamination, especially if the shell becomes cracked.

- Before eating or preparing fresh fruits and vegetables, wash the produce under cold running tap water to remove any lingering dirt. This reduces bacteria that may be present. If there is a firm surface, such as on apples or potatoes, the surface can be scrubbed with a brush. Do not wash fruits and vegetables with detergent or soap. You could ingest residues from soap or detergent absorbed on the produce. When preparing fruits and vegetables, cut away any damaged or bruised areas because bacteria that cause illness can thrive in those places. Immediately refrigerate any fresh-cut items such as salad or fruit.

- Avoid cross-contamination. Thoroughly wash with hot, soapy water all surfaces that come in contact with raw meat, poultry, fish, and eggs before moving on to the next step in food preparation. Consider using paper towels to clean kitchen surfaces. If you use dishcloths, wash them often in the hot cycle of your washing machine. Keep other surfaces, such as faucets and counter tops, clean by washing with hot, soapy water.

- Marinate meat and poultry in a covered dish in the refrigerator.

- To keep cutting boards clean, wash them in hot, soapy water after each use; then rinse and air or pat dry with clean paper towels. Cutting boards can be sanitized with a solution of 1 tablespoon of unscented, liquid chlorine bleach per gallon of water. Flood the surface with the bleach solution and allow it to stand for several minutes; then rinse and air or pat dry with clean paper towels. Non-porous acrylic, plastic, glass, and solid wood boards can be washed in a dishwasher (laminated boards may crack and split). Even plastic boards wear out over
time. Once cutting boards become excessively worn or develop hard-to-clean grooves, replace them.

- Don't use the same platter and utensils that held the raw product to serve the cooked product. Any bacteria present in the raw meat or juices can contaminate the safely cooked product. Serve cooked products on clean plates, using clean utensils and clean hands.

- When using a food thermometer, it is important to wash the probe after each use with hot, soapy water before reinserting it into a food.

**Thawing**
- Refrigerator: The refrigerator allows slow, safe thawing. Make sure thawing meat and poultry juices do not drip onto other food by placing the frozen food on a plate or pan to catch any juices that may leak.

- Cold Water: For faster thawing, place food in a leak-proof plastic bag. Submerge in cold tap water. Change the water every 30 minutes. Cook immediately after thawing.

- Microwave: Cook meat and poultry immediately after microwave thawing.

- If you don’t have time to thaw food: It is safe to cook foods from a frozen state, but the cooking will be approximately 50 percent longer than fully thawed meat or poultry. Use a food thermometer to ensure food is cooked to safe internal temperature

- It’s not OK to thaw meat on the counter.

**Cooking**
- Cook ground meats to 160 degrees F; ground poultry to 165 degrees F.

- Beef, veal, and lamb steaks, roasts, and chops may be cooked to 145 degrees F, all cuts of fresh pork, 160 degrees F.

- Whole poultry should reach 180 degrees F in the thigh; breasts, 170 degrees F.

- A meat thermometer should be used to check cooking temperature. However, if a thermometer is not available, a general rule is that meat should be cooked until it is no longer pink when cut in the middle, or until the juice no longer is pink.

**Serving**
- Hot food should be held at 140 degrees F or warmer.

- Cold food should be held at 40 degrees F or colder.
Leftovers
- Discard any food left out at room temperature for more than 2 hours (1 hour if the temperature was above 90 degrees F).
- Place food into shallow containers and immediately put in the refrigerator or freezer for rapid cooling.
- Do not overstuffed your refrigerator. Cold air must circulate to keep food safe.

Refreezing
- Meat and poultry defrosted in the refrigerator may be refrozen before or after cooking. If thawed by other methods, cook before refreezing.

Storage Times for the Refrigerator and Freezer
You can’t tell by looking or smelling whether harmful bacteria have started growing in your leftovers or refrigerated foods. Check out the Safe Storage Times chart for storage guidelines of different foods. These short but safe time limits for home-refrigerated foods will keep them from spoiling or becoming dangerous to eat. The guidelines for freezer storage are for quality only. Frozen foods remain safe indefinitely.

<table>
<thead>
<tr>
<th>Category</th>
<th>Food</th>
<th>Refrigerator (40 degrees F or below)</th>
<th>Freezer (0 degrees F or below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salads</td>
<td>Egg, chicken ham, tuna, and macaroni salads</td>
<td>3-5 days</td>
<td>Does not freeze well</td>
</tr>
<tr>
<td>Hot dogs</td>
<td>Opened package</td>
<td>1 week, 2 weeks</td>
<td>1-2 months, 1-2 months</td>
</tr>
<tr>
<td></td>
<td>Unopened package</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luncheon Meats</td>
<td>Open package or deli sliced Unopened package</td>
<td>3-5 days, 2 weeks</td>
<td>1-2 months, 1-2 months</td>
</tr>
<tr>
<td>Bacon and Sausage</td>
<td>Bacon Sausage, raw – from chicken, turkey, pork, beef</td>
<td>7 days, 1-2 days</td>
<td>1 month, 1-2 months</td>
</tr>
<tr>
<td>Hamburger and other ground meats</td>
<td>Hamburger, ground beef, turkey veal, pork, lamb and mixtures of these</td>
<td>1-2 days</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Fresh beef, veal, lamb and pork</td>
<td>Steaks Chops Roasts</td>
<td>3-5 days, 3-5 days, 3-5 days</td>
<td>6-12 months, 4-6 months, 4-12 months</td>
</tr>
<tr>
<td>Fresh poultry</td>
<td>Chicken or turkey, whole</td>
<td>1-2 days</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Item</td>
<td>Shelf Life</td>
<td>Stash Life</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Soups and stews</td>
<td>Vegetable or meat added</td>
<td>3-4 days</td>
<td>2-3 months</td>
</tr>
<tr>
<td>Leftovers</td>
<td>Cooked meat or poultry</td>
<td>3-4 days</td>
<td>2-6 months</td>
</tr>
<tr>
<td></td>
<td>Chicken nuggets or patties</td>
<td>3-4 days</td>
<td>1-3 months</td>
</tr>
<tr>
<td></td>
<td>Pizza</td>
<td>3-4 days</td>
<td>1-2 months</td>
</tr>
<tr>
<td>Eggs</td>
<td>Raw eggs in the shell</td>
<td>3-5 weeks</td>
<td>Do not freeze</td>
</tr>
<tr>
<td></td>
<td>Hard cooked eggs</td>
<td>1 week</td>
<td>Do not freeze</td>
</tr>
</tbody>
</table>

The cold storage chart may be useful posted inside a kitchen cupboard or pantry door for quick and convenient reference.

**Summary**

Safe steps in food handling, cooking, and storage are essential to prevent food borne illness. Harmful bacteria that may cause illness can’t be seen, smelled, or tasted. In every step of food preparation, guidelines to keep food safe should be followed:

- Clean – Wash hands and surfaces often.
- Separate – Don’t cross-contaminate.
- Cook – Cook to proper temperatures.
- Store – Use appropriate temperatures, containers, and time periods.

Teach guidelines within natural contexts to promote understanding and retention of information.
Chapter Two Feedback Exercises

1. T F  When grocery shopping, choose refrigerated items first, and then select non-perishables.

2. T F  Fresh meats should be cooked or frozen within 2 days of purchase.

3. T F  An opened package of lunch meat can be safely eaten after being refrigerated for 3-5 days.

4. Which are safe methods of meat preparation?
   a. Unthaw in microwave and cook meat the following day.
   b. Place meat in plastic bag, submerge in cold water, change water every 30 minutes, and then cook immediately upon thawing.
   c. Place frozen meat on the counter to thaw.
   d. b and c
   e. all of the above

5. List 3 ways to avoid cross-contamination during food preparation.
   1. 
   2. 
   3. 

6. List 3 general guidelines on food safety.
   1. 
   2. 
   3
Chapter 3: Making Home a Safe Haven - Safety Issues

Objectives:

After completing this chapter direct support and other professionals will be able to assist people they support to:

- Practice home safety procedures.
- Develop skills that will enable them to avoid safety emergencies.
- Learn and practice good body mechanics.

Safety in the home is an issue for everyone. Teaching about safety matters can be done during naturally occurring routines (i.e. while cooking you might ask the person what they would do if the potholder caught on fire), or as part of scheduled training opportunities (i.e. attending a class on the use of fire extinguishers).

Below are some guidelines to use when reviewing fire safety issues with the people you support. The guidelines are structured in the form of questions, with the correct answers and information to review following each question. When appropriate, demonstrate the correct steps for the person. For example, show the person how to test the battery or change the battery in a smoke detector by doing it yourself and then have the person try.

Smoke Detectors

Q: Who should have smoke detectors in their home?
A: Everyone! Every home should have working smoke detectors. A smoke detector can help keep a small fire from becoming a major fire. If you’re sleeping, a smoke detector makes a loud enough noise to wake you up so you can get out of your home. Even if you’re not home, a neighbor can often hear a smoke detector in time to call for help.

Q: What kind of smoke detector should you buy?
A: Look for a UL label when purchasing a smoke detector. It’s worth spending a few extra dollars for a better quality detector.

Q: What if a person does not hear a regular smoke alarm?
A: If a person has a hearing impairment, an alarm with visual or vibration warning needs to be considered.

Q: Where should smoke detectors be located in your home?
A: Smoke detectors should be placed in the kitchen, outside of each bedroom, and in each hallway.

Q: How will you know if your smoke detector is working?
A: At least once per month test the smoke detector to make sure it is working. Simply press the button and listen for the alarm sound. This will alert you to a dead battery or other problems with functioning.
Fire Extinguishers
Q: Are there different kinds of fire extinguishers?
A: There are 4 types of fire extinguishers with an alphabetic coding system:
   A=Ash – anything that leaves ashes when it burns, such as wood, paper, clothes, etc.
   B=Barrels – things that come in barrels such as oil or gas
   C=Circuit – electrical
   D=Irons/metals

Q: What kind of extinguisher should you buy for your home?
A: A 5-pound ABC extinguisher is recommended for in the home. Smaller sizes may not have enough output to completely extinguish a fire.

Q: Where should the extinguisher in your home be located?
A: Extinguishers need to be kept in a visible location near areas where fires are most likely to occur (i.e. kitchen).

Q: Do you need to check your extinguisher or have it serviced?
A: Yes, extinguishers need to be kept charged. They should be serviced once per year. Extinguishers can be serviced by a fire equipment company such as Dakota Fire Extinguishers. Check the yellow pages of your phone book, do an internet search, or call your local fire department to find services in your area.

Q: How do you use a fire extinguisher?
A: To activate an extinguisher pull the pin, then aim the extinguisher hose at the base of the fire. Take a class, watch a video, or ask for training from your local fire department.

Fire Drills
Q: What is a fire drill and why do we have them?
A: A fire drill means that you practice getting out of your home just as you would if there was a real fire. You should practice getting out from different areas of your home and using different exits. Regular practice will help you be able to react in a safe way if there is ever a real fire in your home.

Q: How often should you have fire drills?
A: Practice at least once per month.

Q: What is the best way to exit?
A: Take the most direct way out. When practicing, sometimes simulate a closed exit so an alternate exit is also established. Teach people that in the event of an actual fire, they should crawl out to avoid inhaling smoke or poisonous air. The good air is at the bottom. Feel doors to determine if they are hot before opening them. If they are not hot, open them slowly. If they are hot, don’t open them. Be aware of physical limitations. Main exits and alternative exits need to be realistic for the person who lives there. Point out exits when you are with the person away...
from home (i.e. clinic, grocery store, mall, and club). Let them know “this is the way out if there is a fire in here.”

**Other**

**Q:** When should you call 911?

**A:** Always call 911 when there is a fire, even if it is small and extinguished with an extinguisher. Make the call from a safe location, such as a neighbor’s house.

**Q:** It is safe to sleep with your bedroom door open?

**A:** It’s a good idea to sleep with bedroom doors shut as they can be a barrier to smoke in case of fire.

**Q:** What safety precautions should you take if you smoke cigarettes?

**A:** Buy big, wide ashtrays that don’t tip over easily. Never smoke in bed.

**Q:** Should you try to put out a fire yourself instead of calling the fire department?

**A:** The fire department should always be called, regardless of whether or not a fire is extinguished by a home owner. The fire department will ensure that the fire is completely out. If a person is scared by a fire, they should not attempt to extinguish it, just get out. As a general rule, lay people should only attempt to extinguish a small, contained fire. If attempting to extinguish a fire, establish the escape route first, approach the fire with your back to the exit, and always be aware of the location of the exit.

Emergency numbers should be clearly posted on or near the telephone. Picture symbols can be used to identify police, fire, ambulance, or poison control numbers. Refer to the appendix for an example of picture symbol listings. Practice accessing emergency numbers from a cell phone.

**Proper Lifting Techniques**

Eighty-five percent of the population experiences back or neck pain at least once in their lives due to using improper lifting techniques. Many people assume that they need only use these techniques when they are lifting very heavy people or objects. However, repeatedly lifting lightweight objects incorrectly also can lead to back and neck injuries.

We all need to be aware of good body mechanics. Review the information below with the people you support. Remember to use natural opportunities to teach these concepts, such as when carrying groceries, rearranging furniture, carrying laundry to and from the laundry room, etc.

- Whenever performing a lifting task, think about good body mechanics.
- Increase stability by positioning the feet about a shoulder width apart. One foot should be placed in front of the other.
- Use slow, smooth motions.
- Keep the load as close to your body as possible.
- Plan ahead. Test the load, clear the travel path, and minimize the distance of the lift.
- Wear low heeled, non-skid shoes.
- Keep the lower back in its normal, arched position while lifting.
• Bend at the knees. With the back arched, the forces are more evenly distributed on the support structures.
• Keep the chin tucked and the head and trunk up. This helps to keep the arch in the lower back during lifting.
• Tighten the stomach muscles as the lift begins. This helps to stabilize the lower back and pelvis.
• Lift with the legs and stand up in a smooth, even motion. When lifting, you should maximize the use of the powerful buttock and leg muscles. If you bend at the knees and perform the lift with your legs, you decrease the amount of strain on the small muscles of the back.
• Use your whole body when pushing, pulling, or lifting, not just your back and arms.
• Move the feet (pivot) if a directional change is necessary. Throughout the move, your back, feet and trunk should all move together in the same direction, going to the same place. When a turn is necessary, shift your feet and take small steps rather than twisting at the waist. Keep your feet pointed in the direction in which you are moving.
• Communicate if two or more individuals are involved in the movement. This helps ensure the movement will be smooth, rather than sudden or jerking. It's a good idea to count “1, 2, 3...” so your partner knows when to lift.
• Pull or push objects rather than lift whenever possible. It's safer and easier that way.

Practicing these basic principles will decrease the risk of pulled muscles and tendons as well as any other injury associated with lifting and carrying.

Personal Safety Precautions. Assist people you support to reduce their risk of becoming a target for crime by reviewing these precautions within natural teaching contexts:

• Consider changing the locks when you move into a new place, as people who lived there before may still have keys.
• Keep your curtains and blinds closed when it gets dark.
• Leave at least one light on in some rooms around your house to indicate that someone is at home.
• Beware of letting people into your home, ask service people for identification. You do not have to let anyone in who makes you feel uncomfortable.
• If you think someone is outside your home or building that should not be there, stay inside, turn on your outside lights, do not call out to the person, and phone the police.
• If you live alone, list only your last name and first initial on your mailbox and telephone directory.
• Always keep the door to your home locked, even if you are at home and even if you leave the house for just a few minutes.
• Never open the door automatically after a knock, ask who it is and use a peep hole to verify identification.
• Leave the light on over the door which you will be using to enter at night. Have your key ready so that the door may be opened immediately.
• Never admit over the phone or to strangers that you are home alone.
• If a stranger requests the use of your phone, do not let him/her enter your home. Place the call for him/her instead.
• If you return home and think that someone may have been in your house, do not go inside. Go to the closest neighbor’s house and call the police.
• Do not leave house keys hidden outside. Give a duplicate key to a trusted friend or neighbor in case you are locked out.
• Do not participate in any surveys which request personal information.
• Report nonfunctioning lights in hallways, parking areas, entrances or common facility areas to building management immediately.
• Do not give away information to “wrong number” callers. Ask instead, “What number are you calling?”
• Do not post on social media sites that you are away or on vacation.
• If you are lost and need directions avoid asking strangers for help.
• Never accept rides from people you do not know well. Use your cell phone or go into a store or business and ask to use the phone to a trusted person to come get you or give you directions. Avoid isolated areas.

Weather Emergencies. Check your agency policy and procedures for how to respond in the event of a weather emergency such as tornado, lightning, blizzard, or flood. When you are familiar with your agency procedures, review the procedures with the person you support. Have follow-up discussions during the appropriate seasons on those emergencies that could occur. Ask open ended questions such as:

• What would you do if you are watching TV and an announcement is made that a tornado warning is in effect?
• If there is a blizzard and the bus route isn’t running, how would you get home from your job?
• If you hear the city sirens going off indicating that a tornado has been spotted in town, what would you do?
• If you are at the softball field and lightning appears in the sky, how would you protect yourself?
• If there is a heavy rainfall and you hear on the TV that some homes in town are being evacuated, what would you do?

Changing a Light Bulb. This is a task most people can safely perform, however, there are some safety issues to consider. Review these precautions with the person you support.

• Turn the switch to the off position while changing a bulb.
• Use a sturdy step stool if the bulb is out of reach.
• Replace the bulb with the same kind of bulb already in the socket (show the person how to match the wattage numbers on the bulb).
• Be careful not to place fingers in the light socket.
• Take a look at the fixtures within the person’s home and show the person how to remove the fixture to replace the bulb.
• If you are not sure how/what to do, ask someone for assistance.
Chemical/Cleaning Product Safety. Most common household products are safe to use, however, there are some precautions to be aware of, review the following information with people you support:

- Always follow the directions on the container.
- Empty one container before buying another.
- Do not mix products together.
- Store products as directed on the container.
- Always keep chemical/cleaning products in a locked cabinet or in an inaccessible area if children will be present in your home.

Medication Safety
Advise people you support to never take other people’s medication or share medications with others. Always take medication as directed by a doctor or nurse. Don’t stop taking medication without talking to the doctor or nurse first.

Electrical Appliances and Water
Teach people you support to always keep electricity and water separate, you can be badly hurt by mixing electricity and water. Never touch appliances that are plugged in if your hands are wet. Do not set any device that is plugged into an outlet on the edge of the bathtub or sink.

Use a Step Stool
To obtain items out of reach, always use a step stool. Do not stand on chairs, counters, or other surfaces that are not meant for that purpose. If there are many areas you are unable to reach in certain rooms of your home, keep a step stool nearby for convenience.

Power Failure
If the power in your home goes off, it may mean there is a power failure with the local electric company. Look outside to see if the street lights are on or if there are lights on in the windows of neighboring homes. If not, it is likely some sort of a general outage. You can also check your iPhone, if you can access internet, to check for news on local power outages.

You can call the power company to make sure that issue is being addressed or check the power company’s website. It’s always a good idea to have a flashlight handy, along with spare batteries. Make sure the appliances that were on when the power failed are turned off. Keep the refrigerator and freezer closed as much as possible during the outage to avoid spoilage of food.

If the neighborhood has power and only you are in the dark, it could be a problem with the main fuse. The purpose of fuses is to prevent fires and electrocutions by interrupting the flow of electricity to circuits that are drawing more current than they can handle safely. When the lights go out, the most common problem is overload. This happens when too many items are plugged into the circuit. If you live in an apartment or rent a house, call the landlord to find out what to do.
Summary
Use natural opportunities to teach about safety issues. Be aware of the safety guidelines established specifically for your agency. Emphasis in training should be placed on taking precautions (i.e. installing smoke detectors, using proper lifting techniques) to avoid safety emergencies as much as possible.
Chapter Three Feedback Exercises

1. T F Fire extinguishers do not need to be serviced if purchased from a store.

2. T F A five-pound ABC extinguisher is recommended for in the home.

3. T F Repeatedly lifting lightweight objects incorrectly can lead to back and neck injuries.

4. T F Cleaning products can be mixed together for use.

5. Where should smoke detectors be located within a home?
   a. kitchen
   b. outside of each bedroom
   c. in each hallway
   d. all of the above

6. List 6 general guidelines for practicing good body mechanics.
   1.
   2.
   3.
   4.
   5.
   6.

7. List 6 personal safety awareness precautions that can reduce the risk of becoming a victim of crime.
   1.
   2.
   3.
   4.
   5.
   6.
Chapter 4: Look Good and Feel Good Too!

Objectives:

After completing this chapter direct support and other professionals will be able to:

- Assist individuals to achieve optimal development in health and wellness.
- Assist individuals to eat a healthy diet and be physically active.
- Support individuals to reduce sources of stress and understand the impact of stressors that cannot be avoided.
- Promote healthy sleep habits.
- Encourage personal care and hygiene.
- Support the development of healthy self-esteem.

Many people think about "wellness" in terms of physical health only (i.e., weight, blood pressure). Wellness, however, is much more than physical health. It is a lifestyle, an ongoing process that includes many dimensions. As a support staff you will have the opportunity to assist individuals with disabilities to achieve optimal development in many different aspects of health and wellness.

The Healthy Lifestyles for People with Disabilities curriculum (Weaver, 2012) refers to a Healthy Lifestyles Wheel, in which all the parts of the wheel are inter-related.

Physical Health includes a variety of healthy behaviors that increase longevity and quality of life. It is achieved by making choices that positively impact flexibility, fitness, energy level, and strength. Physical wellness is influenced by choices related to regular exercise, healthy diet, adequate rest, intentional and responsible sexual choices, regular medical and dental check-ups, eating healthy foods, responsible use of alcohol and other drugs, and protecting oneself from injuries and harm (i.e., wearing seat belts).

Emotional Health is the ability to feel good about yourself and achieve emotional stability. It refers to the ability to feel and talk about emotions such as happiness, sadness, and anger and to manage related behaviors. It means having the ability to love and be loved and to achieve a sense of fulfillment in life. This also includes the ability recognize what stresses you and to practice stress management techniques and cope with change.

Spiritual Health involves possessing a set of guiding beliefs, principles, or values that provide a sense of meaning and purpose. Spiritual wellness can be derived through nature, art, music, religion, meditation, or good deeds performed for others. Spiritual Health involves knowing and living by your values and being comfortable being who you are.

Social Health refers to the ability to relate to others and to develop and fulfill social roles in our community. It emphasizes interdependence and cooperation with others. It is the process
of creating and maintaining healthy relationships through the choices we make. A person’s social wellness is determined by their communication skills, ability (and opportunity) to form and maintain healthy and meaningful relationships with others, and their existing support network of friends and family members. Social wellness includes the sense of belonging felt by those who contribute to their community and share their talents and skills with others.

**Health through Meaningful Activities** can include doing work that you enjoy, or getting involved in hobbies, clubs, or volunteering. Meaningful activities can give us a feeling of accomplishment and that we are making a positive different in our community or in the lives of others.

The quality of life and health of the people you support is determined by the integration of all aspects of wellness. An imbalance in any one dimension of wellness will affect the others. The rest of this chapter will discuss some of the different aspects in the healthy lifestyles wheel in more detail.

**Dietary Guidelines for Americans**
Food choices, lifestyle, environment, and family history all affect well-being. Use the 2015-2020 *Dietary Guidelines for Americans* (health.gov/dietaryguidelines/2015) to help the individuals you support find ways to enjoy food while taking action for good health. Following all of the guidelines can promote health and reduce risk for chronic diseases such as heart disease, certain types of cancer, diabetes, stroke, and osteoporosis. Always follow any diet or guidelines indicated in a person-centered plan. Prior to making any significant changes, or any variance from the person-centered plan, consult your supervisor, or agency nurse.

The more risk factors a person has, the more they are likely to benefit from weight loss if they are overweight or obese. Risk factors include:

- Personal or family history of heart disease
- Male older than 45 years or a postmenopausal female
- Smoke cigarettes
- Sedentary lifestyle
- Medical diagnoses:
  - high blood pressure
  - abnormal blood lipids (high LDL cholesterol, low HDL cholesterol, high triglycerides)
  - diabetes

A healthy weight can be achieved and maintained by balancing the calories a person eats with their physical activity choices. To make it easier to manage weight, long-term changes in eating behavior and physical activity, rather than fad diets, are encouraged. Choose a healthful assortment of foods that includes vegetables, fruits, grains (especially whole grains), skim milk, and fish, lean meat, poultry, or beans. Choose foods that are low in fat and added sugars. Whatever the food, eat a sensible portion size.
Food Pyramid - You have probably seen a food pyramid or a food guide pyramid before, but not everyone knows what a food pyramid is. In simple words you could say that a food pyramid is supposed to represent what we should eat on daily or weekly basis, based on a dietary guideline or nutrition guideline. Yes, there are different dietary guidelines for different countries, health conditions, allergies, etc. What all food guide pyramids have in common, besides representing certain dietary guidelines, is that they all have food groups. Each food group is often represented by blocks within a food pyramid image, starting with what you should most of at the bottom. Often, you will also see how much of each food group to consume. A healthy food pyramid will include everything about the food guide it is trying to represent. So, any nutrition guideline can be illustrated by using a food pyramid. However, the most popular one is the one that the USDA have been promoting to represent the "Dietary Guidelines for Americans". Those guidelines come out every five years and have in the past been represented by the popular "MyPyramid" and "The Food Guide Pyramid". (foodpyramid.com)

The design of MyPyramid consists of vertical colored stripes. Each color has a different size, suggesting the amount of food that you should choose from each group. The figure on the stairs is there to remind you of the importance of physical activity.

MyPyramid – Grains

- MyPyramid recommends that at least 50% of the grains should be whole grain.
- Eat at least 3 ounces of whole grain breads, crackers, cereals, crackers, rice or pasta every day.

1 ounce = 1 slice of bread, or 1 cup of breakfast cereal
1 ounce = 1/2 cup of cooked rice, or cereal, or pasta.

There are two types of grains: whole grains and refined grains. Refined grains have been milled to gain finer texture and improve their shelf life. The problem with this process is that all fiber, iron and most of the vitamin B, have been removed. After this process the iron and vitamin B are
often added back (enriched). The fiber is not added back though, and fiber is very important for
the health of the digestive system and for lowering cholesterol.

**MyPyramid – Vegetables**
- MyPyramid recommends that you should vary your veggies.
- Eat more of the dark green and orange veggies and more of the dry beans and peas.
- The amount of vegetables you need to eat depends on your age, sex and level of physical
  activity. For adults **2 1/2 cups of vegetables** and 2 cups of fruit per day is recommended
  for a reference of 2000 calorie intake, with higher or lower amounts depending on the
  calorie level.

1 cup=1 cup of raw/cooked vegetables, or vegetable juice.
1 cup=2 cups of raw leafy greens.

Your body has the capability to store some vitamins, but this is not the case with vitamin B and
C. Vitamin B and C cannot be stored in your body. Therefore, it is very important to get these
vitamins every day from food. The best source for vitamin B and C is vegetables. This is why
you need to eat vegetables every day.

**MyPyramid – Fruits**
- MyPyramid recommends that you should eat a variety of fruits, but go easy on the fruit
  juice. Chose fresh, frozen, canned or dried fruit.
- The amount of fruits you need to eat depends on your age, sex and level of physical
  activity. For adults **2 cups of fruit** and 2 1/2 cups of vegetables per day is recommended
  for a reference of 2000 calorie intake, with higher or lower amounts depending on the
  calorie level.

1 cup= 1 cup of fruit, or 100% fruit juice, or 1/2 cup of dried fruit

Fruit contains many important vitamins and minerals that most people don’t generally get in their
regular diet. Fruit is a good source of fiber and contains very little fat. Eat at least two-three fruits
a day, and don’t forget the vegetables. Fewer than 15 percent of the two million American
elementary school-aged children, eat the recommended five or more daily servings of fruits and
vegetables.

Fruit juice contains many vitamins and nutrients that are good for you, but it’s healthier if you
eat fresh fruit instead of drinking juice, since you get more of the fibers and less of the sugar.
When you drink 1/2 cup of apple juice, it’s the same as eating an entire apple but the difference is
that the apple has all the fiber that fills you up. This means that we drink more and intake more
sugar than is healthy. The sugar intake of one glass of juice can equal that of a soft drink and
sometimes the calories can be even higher. One glass of juice every morning is OK, just don’t
overdo it.

**MyPyramid – Oils**
- MyPyramid recommends that most of your fat should come from fish, nuts and vegetable
  oils.
- Keep total fat intake between 20-35% of calories with most fats from polyunsaturated
  and monounsaturated fatty acids.

Oils from plant sources (vegetable and nut oils) are better for your health since they do not
contain any cholesterol. You should limit solid fats like butter and margarine. Solid fats come
from animals and are solid at room temperature. Solid fats are considered a contributor to cardiovascular disease, a leading cause of death in the U.S.

**MyPyramid – Milk, Yogurt and Cheese**
- MyPyramid recommends **3 cups per day** of fat-free or low-fat milk, or milk products for adults.
- Children 2-8 years old should consume 2 cups per day of fat-free or low-fat milk.
- Milk, yogurt and cheese are all rich in calcium.
- Choose lactose-free product or other calcium sources if you can’t consume milk.

Calcium is important for developing bones, especially when you grow. Milk, yogurt and cheese are all rich in calcium. Be aware though that cream cheese, cream and butter are not rich in calcium. You should also be aware of the extra calories that contains in the sweetened milk products that you choose. If you can’t drink milk, try lactose free products or other calcium sources.

**MyPyramid – Meat, Poultry, Fish, Dry Beans, Eggs and Nuts**
- MyPyramid recommends that you should choose low-fat or lean meats and poultry.
- Bake it, broil it or grill it.
- Eat more fish, beans, peas, nuts and seeds. They contain healthier unsaturated fats.

Instead of just eating red meat, vary your choices with more fish, beans, peas, nuts and seeds. They all contain good, healthier unsaturated fats. Salmon, trout and herring are high in omega-3 fatty acids, which are good for your health. Flax and walnuts are excellent sources of essential fatty acids. Sunflower seeds, almonds, hazelnuts are good sources of vitamin E. 2 servings or fish per week (8 ounces total) may reduce the risk of mortality from coronary heart disease, according to studies.

**MyPyramid – Physical Activity**
The figure on the stairs is there to remind you of the importance of physical activity.
- MyPyramid recommends that adults should engage in physical activity (above usual activity) for at least **30 minutes every day**, or most days.
- Children and teenagers should be physically active for at least **60 minutes every day**, or most days.

**The Plate Model** - There are also alternatives to the food pyramid in which the dietary guidelines are represented by a food circle, food chart or even a plate model. In the plate model, MyPlate, you can see the food groups divided in the plate, but it does not state how much of each food group to consume. (ChooseMyPlate.gov)
The Colors in MyPlate
MyPlate is made of four sections with the colors orange, green, blue and red, plus a side order in blue. Each color represents a specific food group and provides certain nutritional benefits. This plate model illustrates the importance of a varied diet with foods from each food group. The purpose with this design is to help people make healthier and smarter food choices. Each color in MyPlate represents a food group:

- **Orange represents the grain group** – “Make at least half your grains whole.”
- **Green represents the vegetable group** – “Vary your vegetables.”
- **Red represents the fruit group** – “Focus on fruits.”
- **Purple represents the protein foods group** – “Go lean with protein.”
- **Blue represents the dairy group** – “Get your calcium rich foods.”

10 Tips for a Great Plate
In addition to the general information provided by MyPlate, there are 10 tips to a great plate that are easy guidelines for everyone to be able to follow. They are:

1. **Balance Calories**: Determine how many calories you need per day as a first step in diet management. Physical activity also helps to balance caloric intake.

2. **Enjoy your Food, But Eat less**: There’s nothing wrong with enjoying your food as you eat it. When your attention is somewhere else or when you eat too fast, there is a greater possibility of consuming too many calories and overeating. Pay attention to fullness and hunger cues before, during and after you have eaten. Use these cues to recognize when to eat and when you have had enough.

3. **Avoid Oversized Portions**: Use a smaller glass, bowl and plate. Determine portion size before you eat and when eating out, choose a smaller size option such as the lunch portion for dinner. Share your dish with those you eat with and take home a portion of your meal.

4. **Foods to Eat Often**: Increase the number and amount fruits, vegetables, whole grains and low and fat free dairy and milk products. These foods tend to be nutritionally packed and include specific healthful nutrients including fiber, vitamin D, calcium, and potassium. Make these food stuffs the basis not just of meals but of snacks as well.

5. **Make Half your Plate Vegetables and Fruit**: Choose colorful vegetables such as sweet potatoes, butternut squash, tomatoes, and broccoli in addition to other vegetables. Make fruit a part of side dishes as well as dessert.

6. **Switch to fat free or low-fat milk**: The same amount of calcium is available in these options as you would find in whole milk, but there are fewer saturated fats and fewer calories.

7. **Make Half Your Grains Whole Grains**: Substitute refined grain products for whole grain products; for example, substitute wheat for white bread, and brown for white rice.

8. **Reduce foods that are high in added sugars, salts and solid fats**: These foods include ice cream, candies, sweetened drinks, pizza, cakes and pies and fatty meats such as hot dogs, bacon sausage, and ribs. It’s okay to have them every now and then, on occasion, but not as a part of everyday meals.

9. **Compare Sodium in Foods**: Review the nutrition facts label available on every food product with the exception of fresh vegetables and fruits. Select canned items that are “no salt added”, “low sodium”, and “reduced sodium”.

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10. **Drink Water instead of Sugary Drinks**: Reduce calories by changing what you drink. Calories can be significantly reduced with unsweetened beverages or water. Soda, sports and energy drinks are a significant source of calories and added sugar in many Americans diets.

Make physical activity a regular part of the daily routine. Choose activities the person enjoys and that s/he can do regularly. Some people prefer activities that fit into their daily routine, like gardening or taking extra trips up and down stairs. Others prefer a regular exercise program, such as a physical activity program at a gym. Some do both. The important thing is to be physically active every day. Over time, even a small decrease in calories eaten and a small increase in physical activity can help avoid weight gain or help with weight loss.

**Stress**

Stress is the response of the body to demands made upon it. Good things (getting a new job) cause stress as well as bad things (being fired). Stress is created by the anticipation of things to come (holidays with family) or by the sheer number of things a person has to do. Think about stressors that the people you support could be experiencing. Some sources of stress could include:

- Demands and frustrations
- Negative thoughts or feelings
- Chronic illness or disability
- Changes in health
- Problems with friends
- Unsafe living environment/neighbourhood
- Death of a loved one
- Changes in staff
- Changes in schedule
- Unfamiliar people or situations
- Moving or changing jobs
- Noise or constant commotion
- Financial problems

Acute stress, or short-term stress that occurs right before an event, is our body's natural "fight-or-flight" reaction to events that our body perceives as dangerous. Humans evolved this reaction from the days where we encountered threats such as large animals, and we needed to decide whether to run away or fight for our dinner. Almost everyone feels acute stress at one time or another and it goes away once the event is over. However, chronic stress, or stress that doesn't let up after a short while, can make a person nervous, tired, worried, and distracted. It can even make a person sick. Major life events such as divorce or a death in the family, or long periods of time without down-time or rest, can lead to chronic stress. Some of the symptoms of chronic stress can include:

- Upset stomach, diarrhea, or indigestion
- Headache, backache
• Insomnia (inability to fall asleep)
• Eating too much or too little
• Feeling hostile, angry, or irritable
• Feeling anxious
• Avoiding other people
• Crying
• Feeling frustrated with things that normally don’t bother you

The first step in the stress process is our perception of the event. For example, when there is a death in the family, it may be perceived as a devastating loss or as the end of a long, happy, and productive life. Everyone has their own way of looking at stressful situations.

It is possible to learn to cope with stress so that it does not cause long term problems. The following ‘detours’ can help to limit stress and the effect it has on your body and on your life.

**Detour 1. Take steps to limit stress.** Encourage a healthy diet to provide the energy needed to deal with life’s demands. Get enough sleep. Whenever possible, avoid making too many big changes at the same time. If it is known that a particular event or person causes stress, the best solution may be to avoid it. If it is not possible or appropriate for a person you support to avoid a stressful situation or person, work with the team to help the person learn how to anticipate and deal with stress in a way that is not disruptive to themselves or others.

**Detour 2. Take a break.** Teach people to recognize when they are becoming stressed and provide strategies for dealing with stress. Help them practice “taking a break.” A change of pace, no matter how short, can diffuse a stressful situation.

**Detour 3. Use Relaxation Techniques.** Relaxation techniques are excellent ways to keep emotional reactions from turning into physiological ones. Try techniques such as meditation, visualization, or deep muscle relaxation. Therapeutic massage may also be helpful. People who develop a "relaxation response" and other stress management skills feel less helpless and have more choices when responding to stress.

**Detour 4. Exercise** is an excellent way to relieve the physical tension brought on by stress. Physical activity makes good use of the "fight-or-flight" arousal in your body and can prevent illnesses and other physical consequences of stress. Encourage 30 minutes or more moderate physical activity on most—preferably all—days of the week. Any favorite sport, walking, even household chores, can help let off steam and work out stress.

**Detour 5. Talk to someone who can help.** Help the people you support to identify people they can talk to when they feel stress. Have opportunities for them to practice sharing their feelings on a regular basis.

**Detour 6. Keeping things in perspective.** People who expect too much of themselves may feel tense if things don’t work out. Help the person set practical goals and keep a positive attitude. Choosing not to view a situation as disturbing or threatening can also reduce stress. Help the
person to recognize that not everything is under his or her control and that not everything is as important as s/he may have believed it to be.

**Detour 7: Focus on the positive aspect of the situation.** Try to think of the benefits and opportunities created by the situation, rather than the problems. Most people find that even unpleasant events lead to positive growth in some way.

Some people may choose to block their path to stress through unhealthy options such as violence, alcohol or illegal drugs. These options can have serious consequences that are far worse than the consequences of the stress itself.

**Too Much or Too Little Stress: Depression.** It's perfectly normal to feel down or to have "the blues" for a while. Most people do at some point in their lives. Some positive ways to cope with these feelings are to make new friends, participate in sports or your favorite hobbies, and talk to trusted friends or professionals about your concerns. Most of the time feelings will pass in a couple of days or weeks.

However, sometimes it can all seem to be just too much, for too long. Clinical depression may be present if a person feels down for several weeks or more, including any of the following:

- Feeling hopeless
- Feeling worthless or unloved
- Losing interest in favorite activities
- Feeling bored all the time
- Having trouble eating or sleeping for several weeks or more
- Drinking or using drugs
- Having thoughts of death or suicide

Follow your agency policies for reporting these symptoms. The National Mental Health Association at www.nmha.org (1-800-969-6642) is a resource for more information on symptoms of depression and treatment.

**Getting Enough Sleep**

The amount of sleep each person needs depends on many factors, including age. For most adults, 7 to 8 hours a night appears to be the best amount of sleep, although some people may need as few as 5 hours or as many as 10 hours of sleep each day. Share these tips for a good sleeping habits with the people you support:

1. **Stick to a sleep schedule.** Set aside no more than eight hours for sleep. The recommended amount of sleep for a healthy adult is at least seven hours. Go to bed and get up at the same time every day. Try to limit the difference in your sleep schedule on weeknights and weekends to no more than one hour. Being consistent reinforces your body's sleep-wake cycle. If you don't fall
asleep within about 20 minutes, leave your bedroom and do something relaxing. Read or listen to soothing music. Go back to bed when you're tired.

2. **Pay attention to what you eat and drink.** Don't go to bed hungry or stuffed. In particular, avoid heavy or large meals within a couple of hours of bedtime. Your discomfort might keep you up. Limit nicotine, caffeine and alcohol, too. The stimulating effects of nicotine and caffeine take hours to wear off and can wreak havoc on quality sleep. And even though alcohol might make you feel sleepy, it can disrupt sleep later in the night.

3. **Create a restful environment.** Create a room that's ideal for sleeping. Often, this means cool, dark and quiet. Exposure to light might make it more challenging to fall asleep. Avoid prolonged use of light-emitting screens just before bedtime. Consider using room-darkening shades, earplugs, a fan or other devices to create a relaxing environment. Doing calming activities before bedtime, such as taking a bath or using relaxation techniques, might promote better sleep.

4. **Limit daytime naps.** Long daytime naps can interfere with nighttime sleep. Limit naps to 30 minutes or less and avoid napping late in the day. If you work nights, however, you might need to nap late in the day before work to help make up your sleep debt.

5. **Include physical activity in your daily routine.** Regular physical activity can promote better sleep. Avoid being active too close to bedtime, however. Spending time outside every day can be helpful, too.

6. **Manage worries.** Try to resolve your worries or concerns before bedtime. Jot down what's on your mind and then set it aside. Stress management might help. Start with the basics, such as getting organized, setting priorities and delegating tasks. Meditation also can ease anxiety.

**Self Esteem**

There is truth in the old adage: When you look good, you feel good! A person’s appearance influences how others perceive them and can enhance self esteem. You can boost self esteem in the way you interact with and treat other people:

- Make people feel appreciated. Do not ignore problems, but focus more on the person’s strengths. Remember that sincere interest can be more effective and meaningful than praise.
- Help people develop problem-solving and decision-making skills. For example, if a person is having difficulty with a friend, ask him/her to think about a couple ways of solving the situation. You can help the person come up with solutions if they are having difficulty. Also, try role-playing situations with the person to help demonstrate the steps involved in problem-solving.
- Avoid comments that are judgmental and, instead, frame them in more positive terms. For example, if a person is having difficulty learning a new task or activity, instead of saying something like “What are you doing wrong?” or “Do I need to show you again?” say “Let’s figure out a better way to help you learn this.”
• Provide choices. This will minimize power struggles that may arise. Having choices helps to set a foundation for a feeling of control of one’s life.
• Highlight strengths. Many people view themselves in a negative way; reinforce efforts and areas of competence.
• Encourage people to help others. This is a good way to acknowledge that they have something to offer the world. Helping others boosts self-esteem.
• Understand that mistakes are an inevitable (and valuable!) part of any learning experience. Use these as an opportunity to teach and assist.

Personal Care. Many people are creatures of habit. We go through the same routine every morning as we prepare for the day and every night before bed. If a routine is not already established, a checklist can be used as a reminder of things to do. The appendix has samples of picture checklists that can be adapted for specific individual routines.

Age Appropriateness. We all have our own personal style of clothing, hairstyle, and accessories. As support staff, you can assist people to enhance their appearance by promoting age appropriate choices. When a person with developmental disabilities dresses in a manner inconsistent with his/her chronological age, it contributes to the stigma of being different from the norm and makes the person stand apart from others.
When you are assisting people to shop for new clothes, be aware of their age. Assist them to make purchases consistent with what people in their age group might wear.

Practical Issues. Whether deciding on a new hairdo or choosing between two shirts, it is a good idea to consider the practical aspects of our decisions. For example, if you are not a morning person and like to sleep until the last possible minute, you will probably choose a hairstyle that is fairly low maintenance. Ask the hair stylist which styles will look best based on face shape and hair texture. If you do not like to iron, the wrinkle resistant fabrics might be your choice for clothing. When shopping for clothing, also consider things like shrinkage, fading, machine washable or dry clean only. If the budget is limited it is more practical to buy clothing and shoes that can be easily mixed and matched. Select clothing styles that will enhance appearance based on body shape and skin tone.

How to Assist. Teaching good decision making should be part of the daily support you provide to people. Sometimes it is faster and easier to just tell someone what to do or how to do it. However, avoid falling into that habit. Instead of automatically giving directions when someone you support is unsure of a situation, try asking leading questions to get the person to come up with a good choice on his or her own. For example, if a person has dressed in sweats and a t-shirt for church, you might ask the person if she has noticed that other people in church tend to wear dressier clothes. Don’t do this in front of others or in a manner that will embarrass the person. Always intervene in a manner that is respectful and private.

Summary
Looking good and feeling good go hand in hand; physical, emotional, spiritual, intellectual, and occupational wellness are all inter-related. This chapter offered many suggestions for you to assist the people you support to achieve optimal wellness in all areas. Remember to promote
choice making skills and assist people to develop a healthy lifestyle based on their own personal style, age, and preference.
Chapter 4 Feedback Exercises

1. T F An imbalance in any one dimension of wellness will affect the other dimensions.
2. T F The food guide pyramid guides food choices so that you get the nutrients your body needs each day.
3. T F No single food can supply all the nutrients in the amounts you need.
4. T F Stress is unhealthy for the body and should always be avoided.
5. T F People tend to sleep more lightly and for shorter time spans as they get older.
6. Which of the following are risk factors for chronic disease?
   a. Sedentary lifestyle
   b. High blood pressure
   c. Male older than 45 years
   d. Family history of heart disease
   e. All of the above
7. Symptoms of chronic stress include which of the following?
   a. Feeling anxious
   b. Upset stomach
   c. Insomnia
   d. Frequent headaches
   e. All of the above
8. Which of the following is NOT a tip for getting a good night’s sleep?
   a. Exercise just prior to going to bed to promote quickly falling asleep.
   b. Avoid caffeine, nicotine, and alcohol
   c. Go to bed at a set time each night
   d. Maintain a comfortable temperature in the bedroom
9. List the 6 dimensions of health and wellness identified in the chapter:
   1.
   2.
   3.
   4.
   5.
10. Identify 5 sources of stress for the people you support:
   1.
   2.
   3.
   4.
   5.

11. Identify the 7 detours that can ‘short-circuit’ the path of stress:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
Chapter 5: The Balancing Act of Money Management

Objectives:

After completing this chapter direct support and other professionals will be able to:

- Assist individuals with money management.
- Assist individuals to make choices yet live within their resource.
- Support individuals to community resources and benefits.

Someone living on their own for the first time usually has a lot to learn about managing finances. Money management includes more than just developing a budget and balancing a checkbook. Smart money management also includes other things like comparison shopping, avoiding compulsive spending, recognizing scams, and spending within ones means. Spending money is the easy part. Earning, budgeting, and saving are the hard parts!

People need to be aware of how much money is coming in each month, and how much is going out for financial obligations. Your agency may have an employee within the accounting department that oversees financial matters for people receiving services. However, as the person who is assisting with day to day spending, you also need to have some understanding of the financial status of the person you are supporting.

A good first step is to assist the person you are supporting to make a list of his/her monthly financial obligations, and also to determine monthly income. Financial obligations may include things such as rent, car payment, daycare, electric bill, water bill, cable TV, stereo payment, groceries etc. Income might include job wages or social security (SSI, SSDI). Completing this activity will give the person a general idea of how much money s/he will have for other spending each month. A simple form, such as the one in the appendix, can be used for this purpose.

There are many skills you can teach regarding money management. These skills should be done in the environment in which they occur (i.e. bank, store, restaurant). Take advantage of natural opportunities for teaching people to:

- Count money
- Locate the price of an item
- Determine affordability
- Locate an item in the store and check the price
- Compare the price and features of two items (i.e. which cell phone to buy)
- Write out a check
- Use a debit or credit card
- Use a vending machine
- Use an EBT card
- Use an ATM machine
Planning before shopping can help to avoid spending beyond one’s budget. The following are general guidelines to review with people you support:

**Make a list.** Before shopping, assist the person you support to prepare a list of items that are needed. Encourage him/her to stick to the list as much as possible. One strategy might be to have the person ‘make a deal’ with him/herself to avoid buying items not on the list until s/he has thought about it for a specified period of time. Even if that means thinking about it while s/he finishes other shopping in the store, that can still eliminate some impulse buying. Looking at all the other items in the cart can also sometimes act as a deterrent for picking out other things that may not be needed. If the impulse item is more than $20.00, encourage the person to wait a couple days and think about it before spending the money.

**Review budget.** It may be a good idea to review the budget just prior to going shopping, especially if the person is an impulse shopper. Check account balance online or look at the check book register. When reviewing prior to the shopping trip, point out things such as how much money the person has overall, how much has been budgeted for the items on the list, and other expenses coming up (i.e. rent, haircut, winter coat, etc.) that the person will need to have money left for.

**Get organized.** Set up a system for organizing bills and statements. Some people pay bills immediately, other people wait until payday and then pay all the bills. If you wait, organize the bills in order of due date and keep them with other financial information such as bank statements. Organizing will help to avoid losing bills before they are paid, and will allow you to easily check what you have due at any given time. Consider online bill paying, or setting up automatic payment withdrawals, if appropriate.

**Comparison shopping.** Ask lots of questions. Friends and co-workers can be a great resource of information for a variety of products. Ask salespeople why items are on sale; sometimes clearance items are old or lack the latest features. Don’t always assume items on sale are the best buys. Ask what is included in the cost of products to determine if there are extras you will need to buy in addition to the main item. Do not hesitate to ask if the item will be going on sale. Be cautious about sales people and promotions. If something seems too good to be true, it probably is.

**Money Saving Tips for Grocery Shopping.** Several rules of thumb can increase speed and efficiency when shopping. Assist persons you support to consider these guidelines:

- Organize the shopping list. If the shopping list is organized in the same order as the grocery store layout, then less time will be spent retracing steps to pick up overlooked items on the list. If the list is random, the shopping will be too. A picture list can be used by people who do not read, see the appendix for an example.
- Never shop when hungry. Studies have shown that hungry shoppers not only purchase more than they had planned to, but they also spend more time exploring aisles they do not normally frequent.
- Buy regular-type rice and oats. The instant types may cost over twice as much per serving. Add your own seasonings and sauces to rice and pasta.
• Look for bargains on day-old bread and freeze it.
• Buy cereal in large boxes instead of small, separate packages and package your own.
• For items that are used only occasionally, buy from self-serve bulk bins.
• Wash vegetables when ready to use; they will last longer. One exception is a head of lettuce which can be washed all at once and stored in a plastic bag for lettuce keeper.
• Buy fruits and vegetables in season -- they'll be cheaper.
• Choose fresh vegetables that will keep well for a week or more, such as beets, cabbage, carrots, celery, parsnips, potatoes, and winter squash.
• Buy fresh produce when it's on special. Have fresh vegetables now, and blanch and freeze the remaining portions for later. Broccoli, cauliflower, peas, corn, and tomatoes freeze well.
• Fresh produce is great, but don't be afraid to shop for frozen vegetables. They are comparable to fresh in nutritional value and can be microwaved, steamed, or marinated just like the fresh ones.
• Buy plain canned or plain frozen vegetables instead of those with added seasonings and sauces or those sold in boil-in-the-bag packages, which are usually more expensive.
• Keep fruit that doesn't need to be refrigerated on the table where it can be seen as a reminder to eat it.
• Meat, poultry and fish is often cheaper if bought in the "family size." At home divide the purchase into portions for one or two, wrap with heavy duty foil or freezer wrap, label, and freeze.
• One-half dozen eggs can be purchased in most stores if you ask.
• If only a small amount of cheese is needed, buy it from the deli department.

To Buy or Not To Buy In Bulk. Prepackaged, individual-serving items tend to be more expensive than larger packages or bulk quantities. At times, the convenience of individual portions is appealing, while at other times you may want to save money by buying in bulk. For example, when time is at a premium and money isn't a big issue, you may opt for a package of skinned, ready-to-cook chicken breasts. When your schedule is less busy, and you want to save money, buy a whole chicken, cut it up and freeze in meal-size servings. Avoiding waste may be another reason to keep small-quantity items on hand. Opening a large can of fruit and throwing half of it away because it spoiled is no way to save money!

How Do You Decide What is a Good Value for Your Money? There are two basic ways to calculate price-value using either unit pricing or price per serving. Unit price is the price per ounce, pound, quart, pint, or another unit. It gives you a quick way to make comparisons. Generally, the price of the container is in bold print and the price per unit is in small, lighter print, or there might be a statement on the label indicating which price is the unit price.
If the unit prices are not listed, divide the total cost by the number of basic units (ounces, grams, pints, quarts, and so forth), then compare.

Many times, a larger package may be less expensive, but don't buy it if you cannot use the larger quantity. Also consider how the food will be used. The least expensive is not always equal in quality to more expensive brands. But it is not always the worst quality either. Consider alternative forms like fresh, frozen, refrigerated, canned, or dried and also consider the intended use, brand, grade, quantity, size, and convenience.

**Shopping Out of Season.** You can save money buying clothes at end of season sales. One drawback is less selection, but it is always good to check the sales racks to see what is available. Stores will generally reduce the price of holiday items immediately following the holiday, this may be a good time to purchase items and put them away for the next year.

**Bank Account Management.** Each agency has different requirements regarding how much of the banking process support staff are expected to assist with. If you are not sure what you are required to do, check with your supervisor. If you know what is required but are unsure of how to complete the tasks, ask for assistance from your supervisor. Bank account management can include:

- Use a checkbook register to record all checks written, and each debit card transaction. Don’t depend on memory or check carbons.
- Keep an accurate balance in the checkbook register. As appropriate, add or subtract after each transaction. Use a calculator to keep an accurate balance in the register. If an account is short one penny, it could bounce a check and incur a fee for non-sufficient funds.
- Reconcile the checkbook register balance with the monthly statement. This should be done as soon as the statement is received so if there is an error, it can be corrected immediately. See the appendix for instructions on how to balance a checkbook.
Never withdraw more than an updated checkbook register balance indicates. Do not withdraw money relying on future expected deposits. Never write checks or withdraw money if the money is not already available in the account.

- Report a lost or stolen debit or credit card immediately.
- Recognize the difference between debit and credit cards. Debit cards access money you have. Credit cards borrow money.

**Safeguard Against Financial Exploitation.** Teach people you support that they should not commit money or give out bank account information or credit card numbers over the phone to anyone. Encourage people to get a second opinion from a trusted person prior to selling any of their possessions or making any major purchases (establish a dollar amount). Shred any credit card applications that come in the mail to prevent others from using the application and opening a credit card in the person’s name.

As a support staff, you have the difficult job of balancing people’s right to make choices against making sure they spend within their resources. Instead of automatically saying “no, you can’t buy that” when you know a purchase is above and beyond what the person can afford, try getting the person to come to that conclusion for themselves. Some questions you might ask to prompt their decision making may include:

- How much money do you have in your savings and checking accounts?
- What bills do you still need to pay this month?
- When will you get your next paycheck?
- Do you have enough groceries for the month?
- Can you think of any big purchases you will need to make soon, such as a new winter coat, new shoes?
- Is there anything specific that you have been saving for that will be delayed if you make this purchase? (i.e. a trip, new couch, etc.)
- Have you taken a look at your monthly budget to see if you can afford that? Would you like me to help you do that?

**EBT Cards**

The Supplemental Nutrition Assistance Program helps low-income North Dakotans meet their nutritional needs. Benefits are issued on Electronic Benefits Transfer (EBT) cards and can only be used to buy food products at grocers, farmers markets and other USDA-approved vendors.

EBT cards can be used to buy food such as breads and cereals, fruits and vegetables, meat, fish and poultry, and dairy products, or seeds and plants that produce fresh fruits and vegetables. EBT cards cannot be used to buy beer, wine, liquor, cigarettes or tobacco; any non-food items, such as pet food, soaps, paper products, household supplies, vitamins and medicines; or food that will be eaten in the store.

**How to use an EBT card?**

Step 1: Before shopping, the balance can be checked by calling the EBT Customer Service Helpline at (800) 630-4655. You cannot spend more than this balance.

Step 2: After groceries have been selected at the store, go to the check-out lane.
Step 3: The Dakota EBT card can either be handed to the clerk/cashier or the card can be slid through the machine.

Step 4: A 4-digit secret PIN must be entered on the keypad. The machine will show (****).

Step 5: Press the Enter key.

Step 6: A copy of a printed receipt showing the EBT card number, store location, date and time of purchase, amount of purchase and remaining balance in the EBT account will be printed.

Step 7: Make sure the purchase amount is correct.

Step 8: The receipt can be kept for account management or for checking balance on the account.

ATM Cards
When a checking account is opened, the bank will probably offer an Automated Teller Machine (ATM) card and/or a debit card. To use a card at the ATM, a Personal Identification Number (PIN), a secret combination of numbers or letters that is created by the account holder, must be entered. the PIN is like a secret password. If someone else has it, they can take money out of the account — so it should not be shared with anyone!

Because most ATMs give out cash and many accept deposits, it makes sense to be alert and aware of your surroundings no matter where or when you use an ATM. Follow onscreen directions. Not all ATMs work exactly the same way, but they’re all designed to be easy to use. Just follow the directions on the ATM screen.

An ATM card will work in machines operated by the bank who issued it. It may also work in ATMs operated by other financial institutions. This flexibility is great, but users need to be careful about fees that may be charged by both the bank and the ATM owner.

ATM card users need to be sure there is enough money in the account to cover withdrawals and checks. Remember that whenever a withdrawal is made with an ATM or debit card, the money will be withdrawn from the user’s checking account. Also remember that when you deposit a check, the funds may be available for your use the next business day or longer depending on the bank’s funds availability policy. Card users should make a habit of writing down ATM transactions and debit card purchases in the register right away, so they are not forgotten. On a monthly basis, compare the amounts on receipts to those on your bank statement to ensure that they match. Both ATM and debit cards are safe, convenient ways to get cash, make deposits, transfer funds, and make purchases. If an ATM or debit card is ever lost or stolen, the bank should be contacted immediately.

Phone or Email scams
There are many ways for unscrupulous people to scam others out of their money. Teach the people you support some basic safeguards:

- Never give out information such as social security number or bank account information. Hang up the phone if callers ask for this, delete emails or text messages that ask for this type of information.
- If personal information is given out, and then realized later, tell a trusted person immediately if assistance is needed to safeguard finances. Talk with people you support about who is a trusted person and identify them by name.
There are many types of scams people can fall victim to. Common scams include people calling and claiming to be from the IRS or the Social Security Administration. Callers claim you need to pay money that is owed immediately or you will be fined or sent to prison. If you didn’t call the Social Security administration or the IRS asking them to call you back, they’re not going to call you.

Summary
Maintaining a balance between income and expenses can be challenging for everyone. The basic money management tips explained within this chapter can be a start for teaching those you support about managing their finances wisely.
Chapter Five Feedback Exercises

1. T F Prepackaged, individual-serving items tend to be more expensive than larger packages or bulk quantities.

2. T F Unit price is the price per ounce, pound, quart, pint, or another unit.

3. T F Support staff have a responsibility to balance people’s right to make choices against making sure they spend within their resources.

4. Which of the following is NOT a money saving tip for grocery shopping?
   a. Organize the shopping list
   b. Shop when hungry
   c. Buy fruits and vegetables in season
   d. Buy cereal in large boxes instead of small packages, and package your own.
   e. Choose fresh vegetables that will keep well for a week or more.

5. Which of the following would be appropriate responses from staff to a person who wants to make a purchase beyond their financial means?
   a. “Let’s look at your budget to see if you can afford that.”
   b. “No, you can’t buy that.”
   c. “If you buy the _____ will you have enough money for groceries?”
   d. “You don’t need that!”
   e. a and c

6. List 5 natural opportunities for teaching money management skills:
   1.
   2.
   3.
   4.
   5.

7. List 4 guidelines for good checkbook management:
   1.
   2.
   3.
   4.
Chapter 6: Tune Out and Then Tune In - There’s More to Life than Watching TV

Objectives:

After completing this chapter direct support and other professionals will be able to:

- Support individuals in development of friendships and natural support networks.
- Identify a variety of leisure activities that can be done at home.

Personal Outcome Measures, required by The Council on Quality and Leadership in Supports for People with Disabilities, encourage that people with disabilities have opportunities to perform different social roles, participate in the life of the community, and have friends. Refer to the Supporting Individuals Module for more information regarding Personal Outcomes. Refer to the Friends and Fun-Expanding Leisure Options and Community Connections module for more information about recreation/leisure options at home and in the community.

Each of us performs various social roles in our community. There are no set criteria for what encompasses a social role, examples include:

- Being an usher, a greeter, or a Sunday school teacher at church
- Becoming a member of a club, committee, or organization
- Taking part in a walk-a-thon or other type of fundraiser
- Being a girl scout or boy scout leader or helper

Assist people you support to develop a natural support network. Getting to know neighbors, taking part in neighborhood activities, joining clubs or organizations can be a good place to start.

Being Part of the Neighborhood
In today’s busy world people often don’t take the time to meet neighbors or take note of what is happening in their own neighborhood. Being friendly with people in your neighborhood can have several advantages. If people know each other, they tend to look out for one another and their property. They are more likely to call something out of the ordinary to your attention if they have had previous conversation with you. This can enhance the feeling of safety and security to all neighborhood residents. Feeling like part of a neighborhood is something that needs to be cultivated; it doesn’t just happen on its own. Role modeling is one way to demonstrate appropriate social skills for the people you support. Some “good neighbor” guidelines include:

- Look at people, smile, and say hello.
- When passing a neighbor in an apartment building or on the sidewalk, start a conversation by commenting on the weather, etc. and see where it leads. Staff might need to start the conversation, then draw the other person in or give a prompt, such as, “Here comes Mr. Smith from down the street, why don’t you ask him how the visit from his son went.”
• Remember small bits of information the person shares that can be brought up or referred to when you see them again (i.e. a hobby they have, a trip they are taking, kids, and pets).
• Respond to unfriendly neighbors by being polite and respecting their desire to be left alone. Offer a smile and a hello, but do not persist in making conversation. Move on to other people who are more receptive!
• Join a church in the neighborhood in which you live. Volunteer to be a greeter, serve on a committee, or help with Sunday school kids. These are all ways to meet other people and be part of the community.
• Spend time outside when the weather is nice; even in an apartment there is usually a front step to sit on. Initiate conversation with people coming and going, offer to help a neighbor carry in groceries, comment on how nice their pot of flowers looks, offer to help them rake leaves, etc.
• Bake some muffins and take half to the neighbor across the street.
• Help a neighbor shovel snow.
• If there is a park in the neighborhood this can be a good place to meet others. Take a book and read or invite a friend to meet there for lunch.
• If there is a sports field nearby (soccer, baseball, etc.) take in some of the games. You are likely to run into people from your neighborhood that are doing the same.
• Get a haircut at the neighborhood barber shop or eat lunch regularly at the same diner near your home. These places often have a group of “regulars” who are friendly and outgoing.
• Use sources of information to find out special events that are going on including newspaper, co-workers, friends, family, and radio ads.
• Check with the library, hospitals, community centers, daycare providers, or your own agency for volunteer opportunities.

As a support person you can assist people by pointing out these options and encouraging people to use them. You may need to go along initially to provide moral support, especially if the person is naturally shy or does not have outgoing social skills. Support staff can also assist by being observant of nonverbal cues that the person may not be picking up on, and shaping/addressing inappropriate social behavior. People may say “no” when asked to do something for the first time. Don’t give up! Re-approach the person another time or introduce the idea in another way. Point out the positive aspects of the activity. Remember to provide lots of encouragement and praise for any attempt to try something new.

Pedestrian Safety
Staff have a responsibility to practice and teach good pedestrian safety habits:
• Always walk on the sidewalk. If there is no sidewalk and you have to walk in the road, always walk facing traffic, so you can see any car that might go out of control.
• Dress to be seen. Brightly colored clothing makes it easier for drivers to see you during the daytime. At night, you should wear reflective material on your shoes, cap or jacket to reflect the headlights of cars coming towards you.
• When crossing the street:
  o Cross only at corners or marked crosswalks.
  o Stop at the curb, or the edge of the road.
Stop and look left, then right, then left again, before you step into the street.
If you see a car, wait until it goes by. Then look left, right and left again until no cars are coming.
If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming. Keep looking for cars while you are crossing.
When walking at night choose streets that are well lit.

Leisure at Home
Many of us could easily become couch potatoes by spending hours watching TV or playing video games on our TV or phone. Encourage people you support to avoid a sedentary life by introducing and encouraging a variety of activities. The possibilities are endless, some suggested activities could include:

- Invite a friend over to play cards or board games. Start a regular monthly game night, or just keep it random.
- Start a new hobby: learn to knit, do jigsaw puzzles, try a new craft (making cards or explore the internet to find an idea.
- Bake. Make something from scratch or buy a box mix that requires few ingredients and simple instructions.
- Clean out a drawer that has become a junk depository.
- Plant a small garden. A raised garden bed, or planting flowers or vegies in pots does not require much space.
- Read a book.
- Do a crossword puzzle or a word find puzzle. You can download these off the internet or buy a book of varying levels of difficulty.
- Put a bird feeder near a window and watch the birds. Look up and identify the kinds of birds that come to feed.

Summary
Encourage people to increase social opportunities by becoming involved with neighborhood and community activities. You may need to provide initial support for a person to establish social roles, then gradually fade your support as s/he becomes more confident in his/her new roles. Also encourage people to try a variety of activities at home.
Chapter Six Feedback Exercises

1. T F Cross the street only at corners or marked crosswalks.

2. T F If people you support decline to participate in a new activity that is introduced, drop it immediately and try something else.

3. Which of the following would NOT be a “good neighbor” guideline?
   a. Respond to unfriendly neighbors by persisting in making conversation.
   b. Look at people and say hello.
   c. Help a neighbor shovel snow.
   d. Avoid eye contact with people when talking to them.
   e. a and d

4. List 4 social roles a person you support could perform in the community:
   1.
   2.
   3.
   4.
References


USDA Food Safety and Inspection Service, Information for Consumers (March 2015). Food Safety Facts, Basics for Handling Food Safely.

Additional Resources:

- Information available through NDCPD
  - Nutrition and Wellness module
  - Medications module
  - Recreation and Leisure module
  - Supporting Individuals in the Community module
  - Positioning, Turning, and Transferring module

- Other:
  - Agency Policy and Procedure manuals
  - Agency Safety Plans
  - National Mental Health Association at www.nmha.org or 1-800-969-6642.
Appendices

Picture schedules should be made individualized for each person. The following pages include samples of how to make them and what to include. Ideas for the following activities are included:

- Picture schedule of housekeeping chores
- Picture instructions for common household chores
- Emergency picture symbols
- Picture checklist of personal care activities
- Picture grocery list
- Weekly budget form
- Enlarged checkbook register
- Instructions for balancing a checkbook
## HOUSEKEEPING: DAILY CHORES

**Name** ___________________ **Week of** ___________________

<table>
<thead>
<tr>
<th>TASK TO BE COMPLETED:</th>
<th>SUN.</th>
<th>MON.</th>
<th>TUES.</th>
<th>WED.</th>
<th>THUR.</th>
<th>FRI.</th>
<th>SAT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make bed.</td>
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<tr>
<td>2. Clean tub or dry shower after use.</td>
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<tr>
<td>3. Tidy bathroom. Hang up towels</td>
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<td>4. Pack lunch if needed for work</td>
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<tr>
<td>5. Wash dirty dishes.</td>
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<tr>
<td>6. Clean kitchen sink.</td>
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<td>7. Wipe off kitchen surfaces</td>
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<tr>
<td>8. Take out the garbage.</td>
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<tr>
<td>9. Pick up clutter.</td>
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<td></td>
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<tr>
<td>11. Hang up clean clothes.</td>
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</tbody>
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KITCHEN

1. Clean out refrigerator and throw out old or spoiled food.

2. Wash all dishes, pans, and utensils.
   or

3. Dry dishes and put them away.

4. Use cleanser and a sponge to clean and rinse sink and faucet. Dry with a towel.

5. Mix a mild solution of all-purpose cleaner and water.

6. Use soapy water to wipe off counters, table, chairs, stove, and other surfaces.

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7. Use glass cleaner and paper towels to clean outside of large appliances.

8. Sweep floor. Use dust pan to pick up dirt. Put it in the wastebasket.

9. Empty wastebasket and take out trash. Insert new liner.

10. Wash edges and corners of floor with damp cloth. Wash baseboards as well.

11. Finish cleaning floor with damp cloth or sponge mop.

12. Dump water in toilet when through and wash damp cloth.
LAUNDRY

GATHER ALL LAUNDRY SUPPLIES:

☐ detergent
☐ measuring cup
☐ fabric softener sheets
☐ pre-wash spray
☐ hangers
☐ coins (if using coin-operated machines)

1. Gather all dirty laundry and sort into lights and darks. Wash each pile separately. Straighten out socks and bunched up items.

2. Treat dirty shirt collars, cuffs, and other stains with pre-wash spray.

3. Locate an empty washing machine. Place one load of clothes evenly in washer. (Be careful not to overfill.) Do several loads at once at a laundromat.

4. Select the correct temperature for washing and rinsing your clothes. (If unsure, use "WARM/WARM" or "WARM/COLD" setting.) Select washing action and load size.

5. Pour detergent into washer. Always measure – usually 1 cup powder or 1/2 cup liquid. Close lid.
7. Place proper coins in slots if using a coin-operated machine. Push slot in or turn machine on to activate wash cycle.

8. When machine shuts off, remove all laundry from washer. Shake out bunched up clothing and place in laundry cart or right in an empty dryer.

9. Throw a fabric softener sheet into dryer with clean clothes if desired. Do not overload machine. Close dryer door and select proper temperature. If you are not sure, use "MEDIUM" or "PERMANENT PRESS".

10. Insert coins if needed and activate dryer. Check for dryness when machine stops and repeat cycle if clothes are damp. (20 - 30 minutes is usually enough.)

11. Remove all dry laundry from the dryer and place on a folding table. Fold and stack clothing in baskets. Hang some items on hangers so you won't have to iron them later.

12. Put clean laundry away as soon as you return to your apartment. Put laundry supplies away so they will be ready for the next time.
In case of an Emergency
Call

***************

911
Fire, Police, Ambulance

223-4357
Poison Control
<table>
<thead>
<tr>
<th>DATE:</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower/Bath</td>
<td>![Shower/Bath Icon]</td>
<td>![Shower/Bath Icon]</td>
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<td>![Shower/Bath Icon]</td>
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<td>![Shower/Bath Icon]</td>
<td>![Shower/Bath Icon]</td>
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<tr>
<td>Shampoo Hair</td>
<td>![Shampoo Hair Icon]</td>
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<td>![Shampoo Hair Icon]</td>
<td>![Shampoo Hair Icon]</td>
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</tr>
<tr>
<td>Clean Clothes</td>
<td>![Clean Clothes Icon]</td>
<td>![Clean Clothes Icon]</td>
<td>![Clean Clothes Icon]</td>
<td>![Clean Clothes Icon]</td>
<td>![Clean Clothes Icon]</td>
<td>![Clean Clothes Icon]</td>
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<tr>
<td>Shave</td>
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<td>![Shave Icon]</td>
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</tr>
<tr>
<td>Produce:</td>
<td>Frozen &amp; Canned Foods:</td>
<td>Grain Products:</td>
<td></td>
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<tr>
<td>Cantaloupe</td>
<td>Soup</td>
<td>Oatmeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oranges</td>
<td>Vegetables</td>
<td>Cookies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apples</td>
<td>Carrots</td>
<td>Crackers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bananas</td>
<td>Onions</td>
<td>Macaroni</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pears</td>
<td>Potatoes</td>
<td>Spaghetti</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lemon</td>
<td>Lettuce</td>
<td>Bread</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Nuts</td>
<td>Tomatoes</td>
<td>Cereal</td>
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<table>
<thead>
<tr>
<th>Dairy:</th>
<th>Meat, Fish &amp; Poultry:</th>
<th>Baking Goods:</th>
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<tbody>
<tr>
<td>Milk</td>
<td>Fish</td>
<td>Jam</td>
</tr>
<tr>
<td>Cheese</td>
<td>Chicken</td>
<td>Raisins</td>
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<tr>
<td>Eggs</td>
<td>Hamburger</td>
<td>Honey</td>
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<tr>
<td>Butter/Margarine</td>
<td>Hot Dogs</td>
<td>Flour</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Sandwich Meat</td>
<td>Salt</td>
</tr>
<tr>
<td>Sour Cream</td>
<td></td>
<td>Sugar</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td></td>
<td>Peanut Butter</td>
</tr>
<tr>
<td>Tortillas</td>
<td></td>
<td>Oil</td>
</tr>
<tr>
<td>Ice Cream</td>
<td></td>
<td>Vinegar</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Paper Products:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayonnaise</td>
<td>Napkins</td>
</tr>
<tr>
<td>Mustard</td>
<td>Sandwich Bags</td>
</tr>
<tr>
<td>Ketchup</td>
<td>Toilet Paper</td>
</tr>
<tr>
<td>Coffee</td>
<td>Light Bulb</td>
</tr>
<tr>
<td>Tea</td>
<td>Paper Towels</td>
</tr>
<tr>
<td></td>
<td>Facial Tissue</td>
</tr>
<tr>
<td>1. MONTHLY INCOME:</td>
<td>Total Monthly Income</td>
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<tr>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Paycheck +</td>
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<td>S.S. +</td>
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</tr>
<tr>
<td>S.S.A. +</td>
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</tr>
<tr>
<td>Other =</td>
<td>Line 1. $___</td>
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</table>

<table>
<thead>
<tr>
<th>2. MONTHLY EXPENSES:</th>
<th>Total Monthly Expenses</th>
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<tbody>
<tr>
<td>Rent +</td>
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<tr>
<td>Cable TV +</td>
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</tr>
<tr>
<td>Utilities +</td>
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<tr>
<td>Phone +</td>
<td></td>
</tr>
<tr>
<td>Insurance +</td>
<td></td>
</tr>
<tr>
<td>Medical Bills +</td>
<td></td>
</tr>
<tr>
<td>Savings +</td>
<td></td>
</tr>
<tr>
<td>Other =</td>
<td>Line 2. $___</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. MONTHLY AMOUNT LEFT:</th>
<th>Total Amount Left</th>
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</thead>
<tbody>
<tr>
<td>Total Monthly Income</td>
<td>Line 3. $___</td>
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<tr>
<td>- Total Monthly Expense</td>
<td></td>
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<tr>
<td>(Line 1) - (Line 2)</td>
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</table>

<table>
<thead>
<tr>
<th>4. WEEKLY AMOUNT TO SPEND:</th>
<th>Total Weekly Amount to Spend</th>
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<tbody>
<tr>
<td>Total Monthly Amount Left</td>
<td>Line 4. $___</td>
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<tr>
<td>+ Weeks ($# of Wednesdays in a month)</td>
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<tr>
<td>(Line 3) + (Weeks)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. WEEKLY EXPENSES:</th>
<th>Total Weekly Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groceries</td>
<td></td>
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</table>
| Transportation (Bus) +
| (Cab)               |
| (Other)             |
| Laundry             |
| Other               |
| Line 5. $___        |

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<th>6. SPENDING:</th>
<th>Total Spending</th>
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<tbody>
<tr>
<td>Total Weekly Amount to Spend -</td>
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<tr>
<td>Total Weekly Expenses =</td>
<td></td>
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<tr>
<td>(Line 4) - (Line 5) =</td>
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<tr>
<td>Line 6. $___</td>
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<tr>
<td>Number</td>
<td>Date</td>
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BALANCING THE CHECKBOOK REGISTER

Please be sure you have entered in your checkbook all ATM, automatic, electronic, over-the-phone transactions and fees shown on your statement.

**STEP 1**
OUTSTANDING DEPOSITS
Enter any Deposits which you have made that do not appear on your statement.

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<thead>
<tr>
<th>DATE</th>
<th>AMOUNT</th>
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TOTAL
Enter this amount on line 2 below.

**STEP 2**
OUTSTANDING CHECKS
Enter any Checks which you have written that do not appear on your statement.

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<tr>
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<th>AMOUNT</th>
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</tbody>
</table>

TOTAL
Enter this amount on line 4 below.

1. Enter the Ending Balance shown on your statement.
2. Enter total Outstanding Deposits from STEP 1.
3. Add lines 1 and 2.
4. Enter total Outstanding Checks from STEP 2.
5. Subtract line 4 from line 3. This should equal your Checkbook Register Balance (if not, go to line 6).
6. Enter your Checkbook Register Balance here.
7. Subtract line 5 from line 6 (and see below).

Line 7 shows the difference between your checkbook register and the statement. To find the difference and bring your register in balance with your statement, complete the following steps:

1. Recheck your transactions and fees by comparing the amounts in your register with your statement.
2. Check your math using a calculator.
3. Check to see that you have accounted for all of your checks.
4. After completing the above steps and you are still not in balance, call your local branch for additional help. (A per hour fee may be charged for research and reconciliation.)
Answers to Feedback Exercises

Chapter One
1. False – Your role is to assist the people you support to establish a routine or method that works best for them.
2. False – Do not rule this out. Assist the person to examine his/her budget and obtain estimates for services. A person may be willing to cut back spending in other areas in order to hire outside services.
3. True
4. Task analysis
5. Listen to music
   Plan for a treat after chores are done
   Do a ‘task swap’
6. Sort whites, light colors, and dark colors prior to washing.
   Wash extremely dirty items in their own load.
   Check pockets prior to laundering clothing.
   Check condition of clothing and make repairs before washing them.
   Treat stains before doing the laundry.
   Don’t overload the washer.
   Use proper water temperatures.
   Check and clean the lint filter before starting the dryer.
   Remove clothes from dryer and hang while slightly damp to avoid ironing.

Chapter Two
1. False – Choose refrigerated or frozen items after selecting non-perishables.
2. True
3. True
4. The correct answer is b.
5. Always wash hands before and after handling food.
   Keep raw meat, poultry, fish, and their juices away from other food.
   After cutting raw meats, wash hands, cutting board, knife, and countertop with hot, soapy water.
   Don’t use wooden cutting boards.
6. There are many guidelines listed within the chapter sections. General guidelines include:
   Clean – wash hands and surfaces often.
   Separate – don’t cross contaminate
   Cook – cook to proper temperature
   Store – use appropriate temperatures, containers, and time periods

Chapter Three
1. False – Extinguishers need to be kept charged. They should be serviced once per year.
2. True
3. True
4. False – Cleaning products should never be mixed together.
5. Kitchen
   Outside of each bedroom
In each hallway

6. Whenever lifting, think about good body mechanics.
Position feet shoulder width apart, one foot ahead of the other.
Use slow, smooth motions.
Pivot the feet to turn, instead of twisting.
Keep the load as close to your body as possible.
Plan ahead. Test the load, clear the travel path, minimize the distance.
Wear low heeled, non-skid shoes.
Keep the lower back in its normal, arched position.
Bend at the knees.
Keep the chin tucked and the head and trunk up.
Tighten the stomach muscles as the lift begins.
Lift with the legs and buttock muscles.
Use your whole body when pushing, pulling, or lifting.
Communicate with lifting partners.
Pull or push rather than lift whenever possible.

7. Change locks when you move into a new place.
Keep curtains and blinds closed when it gets dark outside.
Leave at least one light on in some rooms to indicate you are home.
Beware of letting people into your home or building. Refuse anyone who makes you uncomfortable.
Call police if someone is outside your home or building that should not be there.
List only last name and first initial on mailbox and in phone directory.
Always keep door locked, even when you are home or leave for just a few minutes.
Never open door to anyone without asking who is there and checking through the peep hole to verify.
Leave the light on over the door you will enter through at night. Have your key ready for immediate entry.
Never admit to strangers over the phone or at your door that you are home alone.
Do not let a stranger into your home to use the phone, make the call for him.
If you return home and think someone is inside, call the police and do not enter.
Do not leave keys hidden outside.
Do not participate in surveys which request personal information.
Report nonfunctioning lights in hallways, parking areas, entrances or common areas to management immediately.
Do not give any information to “wrong number” callers.
Do not program messaging systems to indicate you are not home.
Avoid asking strangers for help.
Never accept rides from people you do not know well.

Chapter Four
1. True
2. True
3. True
4. False – Stress is not always a bad thing. Stress can sharpen the senses and create interest in life.
5. True
6. Sedentary lifestyle
   High blood pressure
   Male older than 45 years
   Family history of heart disease
7. Feeling anxious
   Upset stomach
   Insomnia
   Frequent headaches
8. Exercise just prior to going to bed
9. Physical health
   Emotional health
   Spiritual health
   Social health
   Health through meaningful activity
10. Demands and frustrations
    Negative thoughts or feelings
    Chronic illness or disability
    Changes in health
    Problems with friends
    Unsafe living environment/neighborhood
    Death of a loved one
    Changes in staff
    Unfamiliar people or situations
    Moving or changing jobs
    Noise or constant commotion
    Financial problems
11. Take steps to limit stress
    Take a break
    Use relaxation techniques
    Exercise
    Talk to someone who can help
    Keep things in perspective
    Focus on the positive aspects of situations

Chapter Five
1. True
2. True
3. True
4. Shopping when hungry
5. “Let’s look at your budget to see if you can afford that”
   “If you buy the ____ will you have enough money for groceries?”
6. There are many appropriate answers, including:
   Cashing a check at the bank
Grocery shopping
Buying a soda at Mini Mart
Paying for supper at a restaurant
Purchasing a candy bar from a vending machine

7. Use a checkbook register to record all checks written.
   Keep an accurate balance in the checkbook register.
   Reconcile the checkbook register balance with the monthly statement.
   Never withdraw more than your updated checkbook register balance indicates.
   Do not withdraw money relying on future expected deposits.

Chapter Six
1. True
2. False – Don’t give up! Re-approach the person another time or introduce the idea in another way. Point out the positive aspects of the activity. Provide lots of encouragement and praise for any attempt to try something new.
3. The correct answer is A and D.
4. There are many appropriate answers, including:
   Be an usher or greeter at church
   Sunday school teacher or helper
   Join a committee
   Participate in a walk-a-thon or other fundraiser
   Volunteer as a girl/boy scout leader or helper