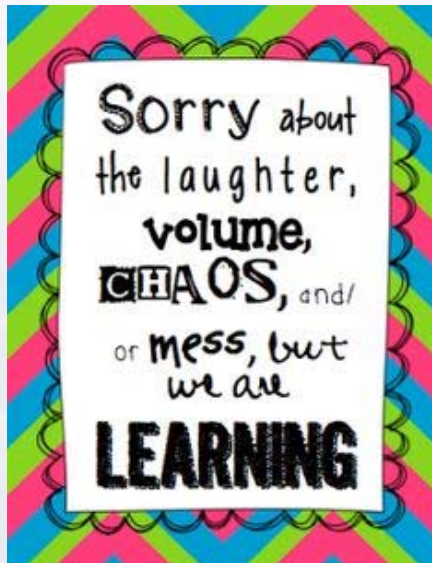


Life Skills



Life Skills



What are life skills?

Examples of life skills.

What's our role?

What are life skills?

The skills we need
to be all that we
can be....

Life skills look
different for
everyone!



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Child B Independently moving from chair.

There are so many life skills to talk about, but not enough time



Toileting

Food exploration
/ eating



Toileting: Looks different for each child.

- ❖ Maybe not ready for toilet training, but ready to be working towards steps to this, e.g. using OOR/pictures of toilet to associate this with using the toilet. Calmly sitting on the toilet, independent dressing skills.
- ❖ Perhaps showing signs of being ready for toilet training e.g. fidgeting when wet/soiled. Visual supports may help with toileting training, such as, 'now and next' boards, puzzle reward systems, social stories, toileting books, toileting timetable (photographs or symbols) watching/listening to appropriate toileting songs/videos. Watching others, i.e. family members.
- ❖ If they are ready for toileting training perhaps, strategies to reduce anxiety will be helpful, e.g. relaxing, calm environment, may need something to take to toilet with them to keep calm. May need something to show long they will be encouraged to sit on the toilet e.g. sand timer, 5 dotted board, or verbally counting down from 10.



Case study: **Child D**

Child D began to take off his pad at home and school.

Took off his pad when he arrived at school.

Now working towards asking for toilet/ lanyard.

Shown picture of toilet and taken often. Tap turned on, singing wee wee on the toilet, happy to sit on toilet, passed water, reward after.

Began to take himself independently.

Food exploration: Looks different for each child.

- ❖ Some of our children may need to be tube fed, however it maybe suitable for them to briefly, explore, touch, smell and/or taste different foods depending upon their needs. For our pupils who are tube fed they still experience the social aspect of lunch times in the cafe.
- ❖ Some children may find it particularly difficult to explore new foods, may like particular types of foods but we need to try (when the child is ready) to help them to broaden the food they choose to eat.
- ❖ Equally a child maybe particularly anxious at dinner times, so need support to reduce their anxiety so they can enjoy their food.



Case study: Child E

Child E had a very restricted diet.

Was gaining weight but eating very little.

Mum, Katie, Hayley (OT) and myself met to discuss what happens next

Started to eat different foods, e.g. wraps, piri piri chicken & strawberries.

Small steps, touching food, smelling, tasting and then perhaps eating

Referred to dietician. Tests / checks. Learning through play approach, trays instead of bowls, dry food slowly change add liquid, change to bowls etc. Model eating first, eating with him, relaxed calm environment.

Eating: Looks different for each child

Some pupils may also benefit from visuals, e.g. social stories, now and next boards, timetable, 'job' sheets, Count down visual boards, so they know how many spoonful's to eat before choosing pudding. Communication boards. Having control over what they would like to eat.

Some pupils may benefit from sticky mats to place plates on, foam cutlery handles, left and right handed cutlery.

What's our role?

- ❖ To continue with what we are doing. We are all doing amazing, especially our wonderful children. Though it may be hard, we just need to be persistent and together we will get there to ensure our children are all that they can be.

