



CALMD

UNIT 2.

*Specialised support for adults
with intellectual disabilities*



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How to support PWID to maintain and increase independent living skills?

Reference:

Independent Living Skills A Checklist For Young People in Care | PDF | Leasehold Estate | Lease (scribd.com)

a) Daily living skills, teachings about:

- How to use money, a credit card or a debit card, money management.
- How to take care of their belongings (clothes, objects etc.).
- How to clean their belongings.
- How to use utensils and kitchen equipment, electronics.
- How to prepare basic recipes and respect kitchen hygiene.
- Where to buy food in the budget.
- How to clean their bathroom and use cleaning products, safety rules.
- How to despise the garbage.
- How to avoid infestation of the apartment house they are living in (mice, cockroaches, bedbugs, lice, fleas etc.).
- How to use and pay for the transportation.

b) Help them to maintain and increase their circle of support by creating new relationships by teaching them:

- How to greet and introduce yourself, when and how to say thank you.
- How to maintain comfortable eye contact.
- How to maintain social boundaries, not getting too close or too far depending on the relationship (family, friends, partners).

c) Help them maintain and increase community participation and inclusion by :

- Explaining that taking part in social activities maintains good self esteem and improves confidence.
- Teaching them how to look to participate in social activities.

- Teaching them how to maintain their tenancy:
 1. *How to budget well, pay rent on time.*
 2. *How to maintain the room clean, keep the apartment tidy and follow the rules from the agreement.*
 3. *How to respect other tenants in the building or roommates in the same flat.*
 4. *How to keep the noises down, have visitors that are not destroying the property and not have parties all night.*
- Help with finding suitable education and training, finding and maintaining jobs:
 1. *Help with getting and maintaining a job is very valuable.*
 2. *A job gives a sense of purpose, opportunity to learn new skills and to meet new people and provides an income.*

d) Help them to communicate better and to understand different communication styles:

- Differences between passive, aggressive and assertive style of communication.
- How to say NO to people respectfully.
- How and when to use questions to clarify information.
- How to use the tone of voice and the non verbal communication (body language).
- To understand the difference between gossip and sharing information.
- How to manage conflicts.

e) Help them understand their legal rights and responsibilities:

- How to complaining if you're abused or discriminated against.
- What are your legal rights in your country at the age of 18 y.o.
- Your right to marry, your right to abortion.
- Your right to inherit or sell your property.
- How to vote.
- Fines and penalties (theft, selling and using drugs, prostitutions, shoplifting, burglary, physical assault with weapon or not, trespassing, damaging properties).
- If you are arrested - your rights.
- If you are a victim where to complain.
- If you are needing legal advice- where to look for.
- How to ask to see your care records.

f) Help them to maintain and increase personal health and safety: Questions for people who are helping adults with ID.

- Can a person say when they are sick? Do they know how and when to access medical care? Does the person know how to access a doctor or a pharmacy? Do they understand the diagnosis?
- Are they going to a dentist regularly? Do they know how to maintain their hygiene every day (shower, brushing teeth, hand washing), wash hands after using the bathroom, and before eating).
- Do they know how to avoid contagious diseases and parasites?
- Do they know how and when to use an ambulance, when it is an emergency and it is important to go to the hospital?
- Do they understand the risk of using drugs and alcohol or any other addictive substances including medication?
- Do they know how to prepare food, how to make good healthy choices and have a healthy diet?
- How to protect against STD, how to not get pregnant, how to use contraception?
- How to call the police, fire brigade or an ambulance?
- How to not get electrocuted or start a fire unintentionally?
- Who should they call in case of a problem?

Is essential for any professional working with this category of population to know:

- How to communicate in a respectful, professional manner, according to the client's stage of development and cultural background.
- How to recognize and use both physical and psychological indicators of stress in self and others and identify stress reduction techniques.
- How to identify and use effective interpersonal conflict management skills.
- Describe various types of abuse, and ways to prevent abuse in working with this type of disability.
- Understand how illness and disability affects a person's life.

Differentiate the specialties working with PWID

Psychiatry, psychology, medicine, social work

PWID are not going by themselves to ask to be taken to psychologists or psychiatrists.

The responsibility of a specialist in these fields is to find out about what's making that difficult behaviour to occur like aggression or taking off. How long has this behaviour been present? When did it begin?

The thing they need to start with is the behaviour and If there is an underlying mental health disorder. The aim is the decreasing of the behaviour, the behavioural reduction in its frequency and intensity means not as often and not as distressing for the person or the family.

Watch:

- <https://www.youtube.com/watch?v=0kJgZm4Y8Dg>

Intervention guide for specialists working with PWID

Guidelines for interventions that can be implemented in the first phase for people with intellectual disabilities.

Psychology

Cognitive assessments - used to determine the presence of an ID and to better understand the person's strengths and weaknesses

Other assessments, tests and psychological observations to determine attention deficits that may interfere with intellectual functioning or tests that assess emotional factors in the person with ID.

Doctors/Psychiatrist

Neurological examination to rule out organic factors that may contribute to I deficit.

Psychiatric examination.

Referral to physiotherapist and/or other therapists for ongoing or short-term interventions where necessary.

Assessment of other associated diseases and vulnerabilities, risks, comorbid diseases, communicable diseases-HIV/AIDS, Hep.C, detection of infection with antibiotic resistant bacteria, infestation with bedbugs, lice (risks of infection, treatments, evolution).

Doctors/Psychiatrist/Psychologist/Social Worker

Referral to speech therapist.

Referral to doctor for physical examination.

Referral to specialist - for evaluation of any sensory and motor deficits.

Psychologist

Assessment of ability to understand problems (physical, mental, etc.) including reaction to problems where insight exists.

Assessment of problems associated with age, gender, culture or organisation of the beneficiary, group, etc.

Assessment and investigation of factors contributing to "problem behaviours".

Assessment of the severity of disabilities of people with ID.

Social worker

Assessment of the person's living environment in terms of how the person is cared for, what needs have or have not already been met, staff turnover and how the person is affected, opportunities offered to the person or lack of opportunities.

Assessment of strategies already used to change the living situation.

Designing a "Personal Intervention Plan" - focused on the person's needs.

Designing development programmes taking into account the actual needs.

Referral to participation in ID Day programmes where possible.

Referral to programmes that provide vocational counselling and training to develop vocational skills.

Encouraging communication between social workers and the rest of the team.

For all specialists

Assessment of progress once in treatment of any kind.



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