Aurora

Enriching lives, Enriching Communities

Access to Education, Training and Development for People Supported

Policy Number	Policy Developed by	Date Developed
20 Schedule 5	Annette Ryan Deirdre Kearney Mirjam Lettner	08/12/2020

Version	Amendments	
2	Review for Rebranding	

Reviewed by	Review completed
Heather Tunstead	30/03/2023

CEO signature	Next Review Date
Annette Ryan	30/03/2026

Mission Statement

Enable people with complex needs to experience the same rights as every other citizen and as equal members of the community.

1.   **Policy Statement**

1.1. Aurora Enriching Lives, Enriching Communities is adhering to the Health Act 2007, Regulation 2013 to ensure people's opportunities for new experiences, social participation, education, training and employment are facilitated and supported. The Continuity of education, training and employment is maintained for people supported in transition as per Regulation 13 – General Welfare and development.

1.2. Aurora Enriching Lives, Enriching Communities is committed to ensuring that all educational, training and employment opportunities are available to each person that promotes their strengths, abilities and individual preferences in accordance with the National Standards for Adults with Disabilities, HIQA, 2013):

- *Education and training needs of people supported in AURORA are addressed*
- *The Provider and staff team to link up with education authorities and local education providers in order to ensure that the particular needs of each person are assessed and addressed.*
- *Continuity of education, training and employment is prioritised by the service, in line with the person's wishes.*
- *Assessments include appropriate training/employment attainment targets, and the supports necessary for achieving them are put in place.*
- *Each person is facilitated with additional support and appropriate assistance when managing transitions such as entering a higher level of education or commencing a training programme or employment.*
- *Assistance in obtaining recognised training qualifications leading to greater employment opportunities is provided.*
- *Accessing and maintaining employment is facilitated, where appropriate".*

1.3. Aurora Enriching Lives, Enriching Communities acknowledges that the supported person may have limited communication skills and may therefore not have control of the multiple means by which other people communicate such as speech, body language, facial expressions and print. It should be therefore remembered that the person's' difficulties in expressing themselves does not diminish their communicative intent. Opportunities to enable the supported person to communicate should underpin learning and teaching. It is recognised that each person is different – what works for one may not work for another.

5.4. Development opportunities are supported through personal development planning. Our role is to support people to have opportunities to experience education and training so that they can make informed vocational choices in line with their interests.

5.5. Each person is supported to explore their training and developmental needs through their Personal Planning Process. Progression is captured within the person's documentation and reviewed on a monthly and annual basis as per Personal Planning Framework.

5.6. Where individuals choose not to or have difficulties in participating in mainstream education settings, AURORA works to explore training designed to meet individual's goals. All training will be reviewed with the individual to ensure learning is taking place and plan for progression.

5.7. The level of support for individuals to access education and training varies depending on the person and may involve supports from staff, family members, teachers, volunteers or friends.

5.8. Key requirements when supporting the people who use AURORA's services is to include skills to implement individualised teaching, as well as creating individually adapted learning materials.

6. Progression through Employment

6.1. Education and training opportunities may lead to individuals wanting to sample an area of work within their communities. AURORA responds to this by providing supports to individuals to pursue jobs and careers.

6.2. Relevant support, training and advice are available from staff to the individual, the employer and co-workers as is necessary. The level of support will change as the individual adapts to the new employment.

6.3. AURORA believes that it is our role to engage with the community in various ways including:
- Committees
- Parish Councils
- Chambers of Commerce
- Active Retirement Groups
- Family Resource Centres
- Community Development Councils
- Advocacy Groups.
- Family Resource Centres
- Charity Shops

7.4. **AURORA's Independent Living Skills Checklist Template** (Appendix 1) can be used to assess the daily living skills with a person supported. Based on outcomes of this assessment a **My Plan for Learning** (Appendix 2) can be developed document steps and learning for each person supported.

7.5. Breaking down larger tasks into their specific component parts can be an effective technique for teaching any number of skills with the people we support in AURORA. The method of using a **Task Analysis** is explained Step by Step in Section 8.

7.6. Useful strategies for teaching people with intellectual disabilities include, but are not limited to, the following techniques:

- Teach one concept or activity component at a time
- Teach one step at a time to help support memorization and sequencing
- Teach people in small groups, or one-on-one, if possible
- Always provide multiple opportunities to practice skills in a number of different settings
- Behavioural skills teaching approach – instruct, model, rehearsal, feedback
- Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses

8. Task Analysis Step by Step Guide

For some people even simple tasks/skills can present complex challenges. Having an understanding of all the steps involved in a particular task can assist in identifying any steps that may need extra instruction and will help teach the specific task/skill to the person supported.

Task Analysis is the process of breaking a skill down into smaller, more manageable components. Once a task analysis is complete, it can be used to teach a person a skill that is too challenging to teach all at once.

Important to remember: when you develop a Task Analysis remember the skill level of the person, the age, communication and processing abilities, and prior experiences in performing the task!

When developing a task analysis, break down the skill or task you want to teach the person into very specific steps to identify manageable steps for the person supported. To teach the individual steps of a skill/task to the person supported the procedure of *Chaining* is being used.

You can choose between 2 types of chaining teaching procedures when planning and completing a Task Analysis with the person supported:

1. Place the second slice of bread on top of the first slice with peanut butter
   - Once step 1. has been learned by the person supported, proceed with teaching the second last step and let person supported complete second last and last step.

2. Spread peanut butter on the slice of bread
   - Once step 2. and 1. have been learned by the person supported, proceed with teaching the second last step and let person supported complete second last and last step.

3. Take out slice of bread from the bread box
   - Once step 3., 2. and 1. have been learned by the person supported, proceed with teaching the next last step and let person supported complete second last and last step.

4. Etc.

The potential advantage of backward chaining is that the person supported always knows what the next step is whenever a new step is learned, as they are aware of the end goal of learning the skill.

Skills taught using a Task Analysis can include daily living skills such as brushing teeth, showering/bathing, making a meal, putting on clothes and performing a variety of household chores. Task Analysis is also a useful tool in desensitisation programs such as tolerating haircuts, having teeth cleaned, tolerating environments, etc.

The number of steps involved and the wording used will differ for each person supported. To determine the steps for the Task Analysis as well as the starting point requires collecting information for the baseline and/or examine the person's ability to complete the required steps. The Task Analysis may be revised to address any additional needs once implementation begins.

8.   Assistive Technology

8.1. The use of real materials or actual tools in natural environments is an essential component in the effective instruction of people with intellectual disabilities.

8.2. There are a number of existing software packages designed to support students with intellectual disabilities. People who use AURORA services have an I-Pad that can support opportunities to learn and develop.

8.3. Occupational therapy services (HSE) can provide expert advice on appropriate assistive technologies for the people we support.

9.   Useful links
- AURORA Personal Planning Framework Policy (available on AURORA Q drive)
- How to complete a 'task analysis': http://complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/All/m08p050b.html

10.   Reference Documents
- National Standards for Adults with Disabilities, HIQA, 2013
- Health Act 2007, Regulation 2013
- Assessment Framework for Designated Centres for Persons with Disabilities, 2015
- National Disability Authority www.nda.ie
- Task Analysis by Autism Focused Intervention Resources & Modules, 2015

3. Laundry	Requires support √	Independent √
Can use washing machine		
Can use dryer		
Washes clothes weekly		
Select proper water temperature for different fabrics		
Folds clothes and stores them properly		
Iron clothes as needed using appropriate setting		
Stores clothes in appropriate areas		
Comment:		

4. Self-Advocacy	Requires support √	Independent √
Understands basic concepts of self-advocacy		
Can leave appropriate voicemail messages		
Can write/dictate and send emails		
Understands appropriate time for disclosure		
Can articulate basic facts about learning difficulties or disability		
Comment:		

5. Dressing/Sleeping	Requires support √	Independent √
Goes to bed at appropriate time		
Can undress for bed		
Wakes self in morning		
Sets and uses an alarm clock		
Monitors sleep environment and removes distractions		
Can choose appropriate clothes for day		
Can put on clothes		
Comment:		

6. Organisations	Requires support √	Independent √
Uses daily/weekly calendar systems		
Uses phone alarm or other technology for reminder systems		
Designs and maintains a daily/weekly/monthly cleaning routine		
Uses lists/charts to follow: Personal Hygiene Evening Routine Morning Routine Housekeeping chores		
Can use his/her own I-pad and/or mobile phone		
Comment:		

10. Kitchen Clean-up	Requires support √	Independent √
Cleans prep and dining area after eating		
Scrapes. Rinses, and places dirty dishes in dishwasher after eating		
Loads the dishwasher		
Follow steps to run the dishwasher		
Stores clean dishes in correct area		
Stores food in covered, sealed containers		
Comment:		

11. Mobility/Community	Requires support √	Independent √
Knows public transport		
Can look up timetable of public transport		
Purchase ticket for transport		
Knows location of public transport stop		
Arrives 10 minutes prior to bus/train arrival		
Can use online resources to get a taxi		
Can utilize public services such as post office and bank		
Knows how to access polling place and vote		
Comment:		

12. Financial	Requires support √	Independent √
Supported to collect money from Danville		
Can count/or is supported to count money		
Collects his/her Disability Allowance		
Can pay his/her rent at the post office		
Pay bills online		
Pay bills in person		
Have a bank account		
Lodges money into account		
Distinguishes between credit and debit		
Use calculator to ensure accurate account information		
Comment:		

Summary of Actions	
Skills	Actions
1. Essential Social Skills	
2. Household Upkeep	
3. Laundry	
4. Self-Advocacy	
5. Sleeping	
6. Organisations	

Appendix 2: My Plan for Learning

My Plan for Learning

Aurora
Enriching Lives,
Enriching Communities

Name: _____

Address: _____

Date: _____

Skill	Reached On	Steps to Learning/Training
		1.
		2.
		3.
		4.
		5.

Skill	Reached On	Steps to Learning/Training
		1.
		2.
		3.
		4.
		5.

Skill	Reached On	Steps to Learning/Training
		1.
		2.
		3.
		4.
		5.