

HOME ENVIRONMENT SKILLS PROGRAM

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Summary Content And General Behavioral Objectives

The *Home Environment Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *laundrying skills, meal preparation skills, nutrition and menu planning, and housekeeping and home safety skills*. The habilitation professional must encourage the client to appreciate the close relationship between appropriate care of clothing and physical appearance; to prepare nutritious and well-balanced meals as a way of promoting good health; to maintain a clean living environment; and to make newly learned safety measures a routine part of home life. At the same time, parents and others responsible for the client must be encouraged to support reasonable risk-training and exposure to a variety of challenging experiences. In addition, they must be encouraged to allow the client to **use** newly acquired skills **independently**, and to realize from the client's increasing growth in competence *their increasing responsibility* to grant additional freedoms. This, in effect *gradual letting go*, is as important as it is reasonable, for it both verifies the commitment of those on whom it depends and reinforces the client's efforts toward maximum independence.

The *Home Environment Skills Program* develops the following skill training areas (sections):

- I. Clothes Care
- II. Skills Associated With Meal Preparation And Survival-Type Food Preparation
- III. Cooking (Thirty-Two Meals)
- IV. Basic Nutrition And Menu Planning
- V. Kitchen Equipment Skills
- VI. Housekeeping And Safety At Home

The *Home Environment Skills Program* expands the following general behavioral objectives:

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|------------------------|------------------------------|
| I. Clothes Care | 23 Skills (798 Tasks) |
|------------------------|------------------------------|
- ☐ To develop **laundry washing skills**, including sorting the laundry, washing colored and white laundry in washing machine, use of clothes dryer or clothesline, use of laundromat or apartment complex utility room and coin-operated machines, folding and sorting clean laundry, laundrying hand washable clothing . . .
 - ☐ To develop the **use of laundry and dry-cleaning establishments** for dry-cleaning needs, wash and fold or complete laundry service, clothing repair and alteration service, including independent mobility to and from establishments . . .
 - ☐ To develop **laundrying materials recognition skills**, including identification of materials verbally or non-verbally and reasonable explanation of their purpose . . .
 - ☐ To develop **ironing skills**, including ironing materials recognition, safe use of iron, ironing flat articles, pants, skirts, shirts or blouses . . .
 - ☐ To develop **awareness of clothes mending and alterations**, including preventive measures for keeping clothes in their original condition, awareness of available clothes mending and alteration services . . .

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I. Clothes Care (Cont.)

- ☐ To develop **very basic sewing skills**, including sewing materials recognition and sewing on various types of buttons . . .

II. Skills Associated With Meal Preparation And Survival-Type Food Preparation 27 Skills (1086 Tasks)

- ☐ To develop **table-setting skills**, including materials recognition, basic routine table setting, setting the table according to meal type . . .
- ☐ To develop the skills of **storing leftovers** and **use of apron** . . .
- ☐ To develop **dishwashing and dish-drying skills**, including materials recognition, washing dishes by hand, drying dishes, use of dishwasher . . .
- ☐ To develop **kitchen safety skills**, including safe handling of electric cords and switches, positioning pots and pans on stove burners, removing heated cookware from stove burners and oven, preventing and extinguishing stove fires, insuring personal safety during stove usage, using cutting knife, wiping spills from floor, lifting lids from opened canned foods . . .
- ☐ To develop **general survival-type food preparation skills**, including use of can and bottle openers, managing containers that open and close in different ways, cleaning fruit and vegetables, use of vegetable peeler, preparing food with boiling water, preparing food in emergency situations . . .

III. Cooking (Thirty-Two Meals) 82 Skills (1350 Tasks)

- ☐ To develop **recognition and location skills for the ingredients and utensils involved in preparing thirty-two meals**, including verbal and non-verbal identification of materials, locating the materials in the kitchen and in a community store . . .
- ☐ To develop **comprehensive meal preparation skills for thirty-two meals** (each nutritionally balanced, designed to provide use of a variety of kitchen skills and foods, and based on a wholistic approach to cooking), including checking to see if all ingredients are on hand and present in sufficient amounts, purchasing any ingredient missing or not in sufficient supply, washing hands without cue before beginning food preparation, actual preparation of the meal, setting the table, preparing the meal in a reasonable amount of time, serving the food, clearing the table after the meal, storing leftovers, putting away food and equipment used to prepare the meal, washing the dishes, cleaning kitchen and dining areas, following safety precautions throughout . . .

IV. Basic Nutrition And Menu Planning 4 Skills (86 Tasks)

- ☐ To develop **awareness of the importance of good nutrition**, including the role of food in maintaining health, the effects of poor eating habits on the body . . .
- ☐ To develop **knowledge of the basic four food groups**, including the number and names of the groups, examples of foods in each group . . .
- ☐ To develop the skills of **planning individual meals** based on applied knowledge of the basic food groups, including well-balanced breakfasts, lunches, dinners, sack lunches . . .
- ☐ To develop the skill of **planning an entire day's menu** based on applied knowledge of the basic food groups, including developing and applying knowledge of the number of servings needed from each group daily . . .

V. Kitchen Equipment Skills**14 Skills (584 Tasks)**

- ☐ To develop **kitchen equipment recognition skills**, including identification and knowledge of the purpose of various cooking utensils, pots and pans, electric appliances . . .
- ☐ To develop **use of stove top, oven, and hand timer** . . .
- ☐ To develop **liquid and dry measurement skills**, including use of a glass measuring cup, graduated measuring cups, measuring spoons . . .

VI. Housekeeping And Safety At Home**46 Skills (1820 Tasks)**

- ☐ To develop **house cleaning skills**, including vacuuming, care of throw rugs, sweeping, dust mopping, wet mopping, dusting, glass cleaning, sink cleaning, bathtub cleaning, toilet cleaning, replacing toilet tissue, emptying the garbage . . .
- ☐ To develop **functional daily home living skills**, including changing light bulbs in table lamps and ceiling fixtures, setting the thermostat, operating drapes, shades, and Venetian blinds, making and changing a bed, wiping feet before entering house . . .
- ☐ To develop **use of door locks**, including push-button type, turn-button type, turn-knob type, deadbolt type, locks on storm doors . . .
- ☐ To develop the skills of **dealing safely with strangers at the door and on the telephone** . . .
- ☐ To develop **use of window locks**, including double-hung window, casement window, sliding window . . .
- ☐ To develop **fire safety skills**, including preventive measures, recognition of potential fire hazards, use of matches and candles, use of fire extinguisher . . .
- ☐ To develop **safe use of electrical plugs and cords**, including safe and correct plugging and unplugging of two- and three-prong plugs, use of extension cords, regard for placement of electrical cords . . .
- ☐ To develop **house security skills** when home alone, before going to bed, and when leaving, including securing doors and windows, turning off electrical appliances . . .
- ☐ To develop **use of padlocks, stepladder, and flashlight** . . .

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