

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## 175.1 VACUUMING

Client identifies, verbally or non-verbally, each material selected for training.

- |                   |                      |                               |                  |
|-------------------|----------------------|-------------------------------|------------------|
| ■ Canister vacuum | ■ Rug and floor tool | ■ Upholstery tool             | ■ On/off switch  |
| ■ Upright vacuum  | ■ Crevice tool       | ■ Height adjustment mechanism | ■ Power cord     |
| ■ Hose            | ■ Dusting brush      | ■ Handle release mechanism    | ■ Disposable bag |

Client reasonably explains purpose of each material selected for training.

- |                   |                      |                               |                  |
|-------------------|----------------------|-------------------------------|------------------|
| ■ Canister vacuum | ■ Rug and floor tool | ■ Upholstery tool             | ■ On/off switch  |
| ■ Upright vacuum  | ■ Crevice tool       | ■ Height adjustment mechanism | ■ Power cord     |
| ■ Hose            | ■ Dusting brush      | ■ Handle release mechanism    | ■ Disposable bag |

The following tasks are designed to accommodate both canister and upright vacuums, and they are intended for use either in client's home (preferable) or at the habilitation facility using the same type of vacuum available to client at home. It is suggested to determine the type of vacuum client will be trained to use and to select the corresponding tasks. Entries are provided below for instructor to indicate the type of vacuum client is to use, and whether client is to move furniture. If client is to move furniture, indicate also any item(s) client should *not* move (e.g. sofa).

Type of vacuum client is to use:

Client is to move furniture: . \_\_\_\_ No \_\_\_\_ Yes Exceptions:

**Canister vacuum**

- Client collects: Canister vacuum    ■ Hose    ■ Rug and floor tool    ■ Crevice tool    ■ Dusting brush
- Upholstery tool
- Demonstrates: Connecting hose to canister vacuum    ■ Connecting hose to rug and floor tool

**Upright vacuum**

- Collects upright vacuum    ■ Demonstrates adjusting height of upright vacuum appropriately for rug client is to vacuum
- Unwinds (pulls out retractable) cord    ■ Unwinds cord completely    ■ Vacuum is in off position
- Plugs in vacuum safely and correctly    ■ Activates handle release mechanism on upright vacuum    ■ Turns on vacuum
- Begins vacuuming one corner section of rug    ■ Using forward and backward vacuuming motions
- Moves vacuum *slowly* over section being vacuumed    ■ Until section of rug is thoroughly and completely vacuumed
- Keeps cord away from vacuum (e.g. cord does not get caught on vacuum wheels, does not get sucked into vacuum)
- Moves furniture as specified in directions    ■ And replaces furniture in original position(s)
- Vacuums rug in methodical manner (i.e. follows a pattern to insure all sections of rug are vacuumed)    ■ Vacuums entire rug

**Canister vacuum**

- Demonstrates: Disconnecting rug and floor tool from hose
- Demonstrates: Connecting crevice tool to hose correctly    ■ Using crevice tool correctly (e.g. vacuuming edge of wall-to-wall carpet)    ■ Disconnecting crevice tool from hose correctly
- Demonstrates: Connecting dusting brush to hose correctly    ■ Using dusting brush correctly (e.g. vacuuming baseboard molding)    ■ Disconnecting dusting brush from hose correctly
- Demonstrates: Connecting upholstery tool to hose correctly    ■ Using upholstery tool correctly (e.g. vacuuming upholstered chair)    ■ Disconnecting upholstery tool from hose correctly
- Turns off vacuum    ■ Locks handle of upright vacuum in upright position    ■ Unplugs vacuum safely and correctly

**Managing disposable bag**

- Demonstrates: Removing disposable bag from vacuum    ■ Removing bag without spilling contents    ■ Disposing of bag in appropriate place    ■ Placing new disposable bag in vacuum correctly

**Managing non-disposable dust container**

- Demonstrates: Removing non-disposable dust container from vacuum    ■ Emptying contents into appropriate receptacle    ■ Emptying contents without spilling    ■ Replacing non-disposable dust container in vacuum correctly
- Winds up (retracts) cord    ■ Neatly and completely
- Puts away vacuum and accessories    ■ In appropriate storage place    ■ Vacuums rug in reasonable amount of time:

## 175.2 CARE OF THROW RUGS

- Client is shown a throw rug and asked: "What is this?" (Throw rug, rug . . . )
- Client is shown several items including a throw rug and asked: "Point to the throw rug."
- "How can a throw rug be cleaned thoroughly?" (Wash it in washing machine, have it dry cleaned . . . )
- "How can a throw rug be cleaned quickly between washings?" (Shake it outside to remove loose soil . . . )
- "Name two things you can do to avoid breathing dust while you are shaking a rug." (Turn your head aside, shake rug in direction wind is blowing . . . )

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## CARE OF THROW RUGS (Cont.)

Client is shown a soiled throw rug in place on a floor and is asked to take the rug outside and shake it.

- Client grasps one edge of rug with one hand ■ And opposite edge of rug with other hand
- Lifts up rug ■ Lifts rug without spilling soil ■ Brings hands together ■ So rug is folded in half with soiled surface inside
- Transfers grasp on rug to one hand ■ Uses free hand to open door ■ Steps outside ■ Closes door if appropriate
- Takes rug to appropriate shaking area (e.g. away from laundry on clothesline, away from other people)
- Grasps one corner of rug with one hand ■ Grasps opposite corner along same edge with other hand
- Soiled surface of rug faces away from client's body ■ Extends arms to full length in front of body
- Turns head aside to avoid breathing dust ■ Shakes rug ■ Shakes rug vigorously ■ And effectively
- Maintains firm grasp on corners of rug throughout shaking ■ Shakes rug until all visible soil is removed
- No matter remains embedded in rug fibers (e.g. threads, bits of paper, pine needles)
- Places rug on floor ■ Places rug in its original position ■ Throw rug lays flat ■ And right side up
- Shakes throw rug in reasonable amount of time:

## 176.1 SWEEPING

Client identifies, verbally or non-verbally, each material selected for training.

- Broom ■ Dustpan

Client reasonably explains purpose of each material selected for training.

- Broom ■ Dustpan

## FLOOR

The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using same type of materials available to client at home. Client is asked to collect necessary materials and sweep a floor. Entries are provided below for instructor to indicate the location of floor client is to sweep (e.g. client's kitchen) and whether client is to move furniture. If client is to move furniture, indicate also any item(s) client should *not* move (e.g. refrigerator).

Location of floor client is to sweep:

Client is to move furniture: \_\_\_\_ No \_\_\_\_ Yes Exceptions:

- Client collects: Broom ■ Dustpan
- Removes throw rug(s) ■ Shakes throw rug(s) outside (Use skill CARE OF THROW RUGS if formal training is necessary)
- Moves furniture as specified in directions ■ Grasps broom with both hands ■ Holds broom appropriately for sweeping
- Begins sweeping corner section ■ Uses correct sweeping motions ■ Entire sweeping edge of broom contacts floor
- Sweeps section of floor until it is thoroughly and completely swept ■ Sweeps soil toward unswept portion of floor
- Sweeps soil into pile
- Sweeps floor in a methodical manner (i.e. follows a pattern to insure all sections of floor are swept) ■ Sweeps entire floor
- Grasps dustpan handle with one hand ■ Holds dustpan right side up ■ Holds dustpan so its edge is next to soil
- Grasps broomstick near base with other hand
- On opposite side of soil, places sweeping edge of broom parallel to edge of dustpan
- Sweeps soil into dustpan ■ Sweeps up soil completely ■ Picks up dustpan ■ Without spilling contents
- Carries dustpan to appropriate refuse container ■ Without spilling contents
- Empties dustpan into refuse container ■ Without spilling contents
- Replaces furniture ■ Replaces in original position(s) ■ Replaces throw rug(s) ■ Replaces in original position(s)
- Puts away materials in appropriate storage area(s) ■ Sweeps floor in reasonable amount of time:

## STAIRWAY

The following tasks are designed to accommodate one of several stairway types, and they are intended for use either at client's home (preferable) or at the habilitation facility using same type of materials available to client at home. It is suggested to determine the type and location of stairway client is to sweep (e.g. with risers; open both sides; client's front porch) and indicate the specifications in the entries provided below. If training on more than one type of stairway is necessary, develop more than one skill by copying the appropriate tasks for each type of stairway.

Type of stairway client is to sweep: \_\_\_\_ With risers \_\_\_\_ Without risers \_\_\_\_ Open one side \_\_\_\_ Open both sides  
\_\_\_\_ Closed both sides

Location of stairway client is to sweep: \_\_\_\_ Indoors \_\_\_\_ Outdoors

- Client collects: Broom ■ Dustpan
- Grasps broom with both hands ■ Holds broom appropriately for sweeping
- Stands at top landing of stairway ■ And begins sweeping top stair tread
- Uses correct sweeping motions ■ Entire sweeping edge of broom contacts stair tread ■ Sweeps tread ■ Completely
- Sweeps soil onto lower tread ■ Without spilling over side(s) or back of tread
- Sweeps stairs in methodical manner (i.e. in order from top to bottom) ■ Sweeps all stair treads

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## SWEEPING (Cont.)

**Outdoors**

- Sweeps soil into appropriate area (e.g. garden, planted area on either side of walkway)
- Sweeps soil into pile at bottom landing ■ Grasps dustpan handle with one hand ■ Holds dustpan right side up
- Holds dustpan so edge of dustpan is next to soil ■ Grasps broomstick near base with other hand
- On opposite side of soil, places sweeping edge of broom parallel to edge of dustpan
- Sweeps soil into dustpan ■ Sweeps up soil completely ■ Picks up dustpan ■ Without spilling contents
- Carries dustpan to appropriate refuse container ■ Without spilling contents
- Empties dustpan into refuse container ■ Without spilling contents
- Puts away material(s) in appropriate storage area(s) ■ Sweeps stairway in reasonable amount of time:

## 177.1 DUST MOPPING

**Client identifies, verbally or non-verbally, each material selected for training.**

- Dust mop ■ Spray bottle (filled with water) ■ Dustpan

**Client reasonably explains purpose of each material selected for training.**

- Dust mop ■ Spray bottle (filled with water) ■ Dustpan

The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using same type of materials available to client at home. Client is asked to collect necessary materials and dust mop floor. Entries are provided below for instructor to indicate the location of floor client is to dust mop (e.g. client's bedroom) and whether client is to move furniture. If client is to move furniture, indicate also any item(s) client should *not* move (e.g. bed).

*Location of floor client is to dust mop:*

*Client is to move furniture:* \_\_\_\_ Yes \_\_\_\_ No *Exceptions:*

- Client collects: Dust mop ■ Spray bottle filled with water ■ Dustpan
- Removes throw rug(s) ■ Shakes rug(s) outside (Use skill **CARE OF THROW RUGS** if formal training on shaking rug is necessary)
- Moves furniture as specified in directions
- Mists head of dust mop with water ■ Mists mop head evenly ■ Sprays appropriate amount of water on mop head ■ Sprays water on mop head only
- Grasps dust mop with both hands ■ Holds dust mop appropriately for dusting ■ Begins dust mopping corner section
- Uses correct dust mopping motions ■ Maintains entire dust mop head flat on floor ■ Uses appropriate pressure
- Dust mops section of floor until it is thoroughly and completely dusted ■ Shakes dust mop gently over undusted portion of floor
- Mops dust into pile ■ Dust mops floor in methodical manner (i.e. follows a pattern to insure all sections of floor are dusted)
- Dust mops entire floor ■ Grasps dustpan handle with one hand ■ Holds dustpan right side up
- Holds dustpan so edge of dustpan is next to pile of dust ■ Grasps dust mop handle near base with other hand
- Places mop head at side of dust pile opposite edge of dustpan ■ Pushes dust into dustpan
- Picks up dustpan ■ Without spilling contents ■ Carries dustpan to appropriate refuse container ■ Without spilling contents
- Empties dustpan into refuse container ■ Empties without spilling contents ■ Replaces furniture ■ In original position(s)
- Replaces throw rug(s) ■ Replaces in original position(s)
- Takes dust mop outside ■ To appropriate shaking area (e.g. away from laundry on clothesline, away from other people)
- Grasps dust mop handle with both hands ■ Placement of hands is appropriate for shaking ■ Extends arms away from body
- Turns head aside to avoid breathing dust ■ Shakes dust mop ■ Vigorously ■ And effectively
- Maintains firm grasp on dust mop handle throughout shaking ■ Shakes dust mop until all loose dust is removed
- No matter remains embedded in mop head (e.g. threads, bits of paper) ■ Puts away material(s) ■ In appropriate storage area(s)
- Dust mops floor in reasonable amount of time:

## 177.2 WET MOPPING

**Client identifies, verbally or non-verbally, each material selected for training.**

- |            |              |              |                          |
|------------|--------------|--------------|--------------------------|
| ■ Broom    | ■ Dustpan    | ■ String mop | ■ Bucket with wringer    |
| ■ Dust mop | ■ Sponge mop | ■ Bucket     | ■ Floor cleaning product |

**Client reasonably explains purpose of each material selected for training.**

- |            |              |              |                          |
|------------|--------------|--------------|--------------------------|
| ■ Broom    | ■ Dustpan    | ■ String mop | ■ Bucket with wringer    |
| ■ Dust mop | ■ Sponge mop | ■ Bucket     | ■ Floor cleaning product |

The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using the same type of materials available to client at home. Entries are provided below for instructor to indicate the location of floor client is to mop (e.g. client's bathroom), floor preparation method (i.e. sweeping or dust mopping), and materials client is to use (e.g. string mop, bucket with wringer, and Mr. Clean).

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## WET MOPPING (Cont.)

*Location of floor client is to mop:*

*Floor preparation method client is to use:* \_\_\_\_\_Sweeping \_\_\_\_\_Dust mopping

*Materials client is to use:*

- Client collects: Broom or dust mop ■ Dustpan
- Removes furniture from floor ■ Removes throw rug(s)
- Shakes throw rug(s) outside (Use skill **CARE OF THROW RUGS** if formal training on shaking rug is necessary)
- Sweeps or dust mops floor ■ Thoroughly (Use skills **SWEEPING** or **DUST MOPPING** if formal training is necessary)
- Puts away floor preparation material(s) ■ In appropriate storage area(s)
- Collects: Sponge mop or string mop ■ Bucket or bucket with wringer ■ Floor cleaning product
- Fills bucket with appropriate amount of water ■ Water temperature is appropriate
- **Demonstrates understanding of all warnings supplied with cleaning product (e.g. injurious to eyes, how to treat eye contamination, what product can and should not be used for)**
- Measures correct amount of cleaning product ■ Measures without spilling product
- Adds cleaning product to mop water ■ Adds without spilling product
- Uses mop head to mix solution ■ Mixes solution thoroughly
  - Sponge mop**
    - Holds mop head over bucket ■ Activates wringing mechanism
  - String mop**
    - Places mop head in wringer ■ Wrings mop (e.g. by activating wringer, by pushing down on mop)
- Mop is sufficiently wrung ■ Wrings mop without spilling ■ Begins mopping corner section ■ Diagonally opposite doorway
- Uses correct mopping motions ■ Uses appropriate pressure ■ Wets and wrings mop as needed throughout mopping
- Stands on unmopped portion of floor only ■ Keeps bucket within reach ■ On unmopped portion of floor
- Wet mops section of floor until it is thoroughly and completely clean
- Mops floor in methodical manner (i.e. follows a pattern to insure all sections of floor are mopped and can exit without stepping on wet floor)
- Mops entire floor ■ Empties mop water ■ Empties in appropriate place ■ Rinses mop bucket ■ Outside of bucket is dry
- Rinses mop head ■ Rinses thoroughly ■ Wrings mop sufficiently ■ Washes hands
- Uses cleaning product safely throughout mopping (e.g. does not rub eye with contaminated hand)
- Puts away materials ■ In appropriate storage area(s) ■ Checks to determine whether floor is completely dry before walking on it
- Replaces furniture ■ Replaces in original position(s) ■ Replaces throw rug(s) ■ In original position(s)
- Replaces furniture and/or rug(s) only after floor is dry ■ Wet mops floor in reasonable amount of time:

## 178.1 DUSTING

Client identifies, verbally or non-verbally, each material selected for training.

- Dust cloth ■ Furniture polish (spray)

Client reasonably explains purpose of each material selected for training.

- Dust cloth ■ Furniture polish (spray)

The following tasks are intended for use either in a room in client's home (preferable) or in a room at the habilitation facility using same type of materials available to client at home. Entries are provided below for instructor to indicate location of room client is to dust (e.g. client's dining room), materials client is to use (e.g. dust cloth treated with Pledge), and specific items client is to dust (e.g. all furniture, small items, and bookshelves).

*Location of room client is to dust:*

*Materials client is to use:*

*Specific items client is to dust:*

- Client collects: Dust cloth ■ Furniture polish spray
- **Demonstrates understanding of all warnings supplied with furniture polish (e.g. injurious to eyes, how to treat eye contamination, what product can and should not be used for)**
- Dust cloth is clean ■ Takes dust cloth and furniture polish spray to appropriate area to treat cloth (e.g. away from food areas)
- Shakes furniture polish spray thoroughly ■ Points nozzle away from body ■ Treats dust cloth by spraying its surface lightly
- Uses appropriate amount of furniture polish spray ■ Uses furniture polish spray safely (e.g. does not spray toward self or others)
- Dust cloth is folded (e.g. in fourths, in half)
- Begins dusting item with highest horizontal surface ■ Removes object(s) from item to be dusted ■ Uses appropriate dusting motions ■ Dusts item thoroughly ■ Dusts item in methodical manner (i.e. dusts all horizontal and vertical surfaces, dusts item from top to bottom) ■ Replaces object(s) removed ■ Replaces object(s) in original position(s) ■ Refolds dust cloth to obtain clean dusting surface as necessary



## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## DUSTING (Cont.)

- Dusts room in methodical manner (i.e. follows a pattern to insure all items are dusted) ■ Dusts all items as specified in directions
- Takes dust cloth outside ■ To appropriate shaking area (e.g. away from laundry on clothesline, away from other people)
- Shakes dust cloth ■ Vigorously ■ And effectively
- Puts away material(s) ■ In appropriate storage area(s) ■ Dusts room in reasonable amount of time:

## 179.1 GLASS CLEANING

Client identifies, verbally or non-verbally, each material selected for training.

- Glass cleaner spray ■ Paper towels ■ Chamois ■ Newspaper ■ Squeegee ■ Stepladder

Client reasonably explains purpose of each material selected for training.

- Glass cleaner spray ■ Paper towels ■ Chamois ■ Newspaper ■ Squeegee ■ Stepladder

The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using same type of materials available to client at home. The tasks are designed to accommodate cleaning windows or mirrors using ready-to-use glass cleaner in a spray container (e.g. Windex) rather than a product that requires mixing (e.g. ammonia). If training on window and mirror cleaning is necessary, develop a second skill for whichever type of glass cleaning will not be dealt with here by copying the appropriate tasks. Entries are provided below for instructor to indicate type of glass client is to clean (i.e. window or mirror); whether window is to be cleaned inside, outside, or both; amount and location of glass (e.g. all windows in client's kitchen); and materials client is to use (e.g. Windex and newspaper).

Type of glass client is to clean: \_\_\_\_ Window \_\_\_\_ Mirror

Client is to clean window: \_\_\_\_ Inside \_\_\_\_ Outside \_\_\_\_ Both

Amount and location of glass client is to clean:

Materials client is to use:

- Client collects: Glass cleaner spray ■ Paper towels ■ Chamois ■ Newspaper ■ Squeegee ■ Stepladder
- Demonstrates understanding of all warnings supplied with glass cleaner (e.g. injurious to eyes, how to treat eye contamination, what product can and should not be used for)
- Removes object(s) obstructing glass (e.g. knickknacks from windowsill)
  - Stepladder
    - Sets up stepladder ■ Properly (Use skill USE OF STEPLADDER if formal training on use of stepladder is necessary)
    - Climbs ladder ■ Safely
    - Climbs to appropriate height to reach top of glass
- Shakes aerosol spray thoroughly ■ Holds container upright ■ Aims nozzle at glass only ■ Holds container appropriate distance from glass ■ Sprays cleaner on glass ■ Sprays appropriate amount of cleaner on glass
- Uses drying material specified in directions ■ Holds drying material appropriately for use ■ Uses appropriate drying motions
- Cleans all areas of glass (e.g. entire windowpane) ■ Glass is clean (e.g. no streaks) ■ And dry
- Cleans all glass specified in directions
  - Stepladder
    - Uses stepladder safely throughout glass cleaning ■ Descends ladder ■ Safely
- Uses glass cleaner safely throughout cleaning (e.g. does not rub eye with contaminated hand)
- Replaces object(s) removed for cleaning (e.g. knickknacks on windowsill)
- Disposes of paper towels or newspaper in appropriate receptacle ■ Puts away materials ■ In appropriate storage area(s)
- Cleans glass in reasonable amount of time:

## 179.2 SINK CLEANING

Client identifies, verbally or non-verbally, each material selected for training.

- Cleanser ■ Sponge ■ Cloth ■ Brush

Client reasonably explains purpose of each material selected for training.

- Cleanser ■ Sponge ■ Cloth ■ Brush

The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using same type of materials available to client at home. Entries are provided below for instructor to indicate location of sink client is to clean (e.g. client's kitchen sink) and materials client is to use (e.g. Comet and sponge).

Location of sink client is to clean:

Materials client is to use:

- Client collects: Cleanser ■ Sponge ■ Cloth ■ Brush
- Demonstrates understanding of all warnings supplied with cleanser (e.g. injurious to eyes, how to treat eye contamination, what product can and should not be used for)

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## SINK CLEANING (Cont.)

- Wets applicator (sponge, cloth, or brush) ■ Wrings (shakes) applicator to remove excess water
- Applies cleanser to applicator ■ Or bottom of sink ■ Applies appropriate amount of cleanser to applicator or sink
- Scours area around faucet ■ And entire rim of sink
- Scours inside of sink: Back ■ Right side ■ Front ■ Left side ■ Bottom of sink
- Removes basket strainer ■ Scours drain ■ Scours inside of basket strainer ■ And outside of basket strainer
- Uses appropriate scouring motions ■ Rinses applicator as needed ■ Reapplies cleanser to applicator or sink as needed
- Rinses sink ■ Rinses until all cleanser residue is removed ■ Wipes faucet with damp sponge or cloth
- Dries faucet with appropriate drying material (e.g. soft dry cloth) ■ Counter adjacent to sink is dry
- Uses cleanser safely throughout sink cleaning (e.g. does not rub eye with contaminated hand) ■ Rinses applicator thoroughly
- Wrings (shakes) applicator to remove excess water before putting it away
- Puts away material(s) ■ In appropriate storage area(s) ■ Cleans sink in reasonable amount of time:

## 180.1 BATHTUB CLEANING

**Client identifies, verbally or non-verbally, each material selected for training.**

- Abrasive cleanser ■ Non-abrasive cleanser ■ Sponge ■ Cloth ■ Brush

**Client reasonably explains purpose of each material selected for training.**

- Abrasive cleanser ■ Non-abrasive cleanser ■ Sponge ■ Cloth ■ Brush

**The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using same materials available to client at home. Entries are provided below for instructor to indicate location of bathtub client is to clean (e.g. tub in client's bathroom), type of bathtub surface (e.g. enamel), and materials client is to use (e.g. Comet and sponge).**

*Location of bathtub client is to clean:*

*Type of bathtub surface client is to clean: \_\_\_\_\_ Enamel \_\_\_\_\_ Fiber glass*

*Materials client is to use:*

- Client collects: Abrasive cleanser ■ Non-abrasive cleanser ■ Sponge ■ Cloth ■ Brush
- **Demonstrates understanding of all warnings supplied with cleanser (e.g. injurious to eyes, how to treat eye contamination, what product can and should not be used for)**
- Wets applicator (sponge, cloth, or brush) ■ Wrings (shakes) applicator to remove excess water
- Applies cleanser to applicator ■ Or bathtub ■ Applies appropriate amount of cleanser to applicator or bathtub
- Scours rim of bathtub
- Scours inside of bathtub: Front ■ Left side ■ Back ■ Right side ■ Bottom of bathtub
- Uses appropriate scouring motions ■ Rinses applicator as needed ■ Reapplies cleanser to applicator or bathtub as needed
- Rinses bathtub ■ Rinses until all cleanser residue is removed ■ Wipes fixtures with damp sponge or cloth
- Dries fixtures with appropriate drying material (e.g. soft dry cloth) ■ Floor adjacent to bathtub is dry
- Uses cleanser safely throughout bathtub cleaning (e.g. does not rub eye with contaminated hand) ■ Rinses applicator thoroughly
- Wrings (shakes) applicator to remove excess water before putting away ■ Puts away materials ■ In appropriate storage area(s)
- Cleans bathtub in reasonable amount of time:

## 180.2 TOILET CLEANING

**Awareness of malfunctioning toilet**

- "What can cause a toilet to become plugged?" (Putting inappropriate material in toilet, too much toilet tissue . . . )
- "What will happen when a toilet becomes plugged?" (Toilet won't flush properly, may overflow . . . )
- "If a toilet will not flush properly, what can you do?" (Use a plunger, ask a knowledgeable person to help you . . . )
- "If you cannot fix a plugged toilet, what should you do?" (Ask someone for help and don't use toilet or let anyone else use it until it is fixed)
- "Why should you be sure not to use a plugged toilet?" (Toilet may overflow, unplugging toilet will be more complicated . . . )
- "If you cannot fix a plugged toilet, who could you ask for help?"

**Client identifies, verbally or non-verbally, each material selected for training.**

- Sanitizing cleaner ■ Rubber gloves ■ Toilet bowl brush ■ Sponge ■ Cloth ■ Bucket

**Client reasonably explains purpose of each material selected for training.**

- Sanitizing cleaner ■ Rubber gloves ■ Toilet bowl brush ■ Sponge ■ Cloth ■ Bucket

**The following tasks are intended for use either in client's home (preferable) or at the habilitation facility using same materials available to client at home. Entries are provided below for instructor to indicate location of toilet client is to clean (e.g. toilet in client's bathroom) and materials client is to use (e.g. Pine Sol, rubber gloves, sponge, bucket, and toilet bowl brush).**

*Location of toilet client is to clean:*

*Materials client is to use:*

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## TOILET CLEANING (Cont.)

- Client collects: Sanitizing cleaner ■ Rubber gloves ■ Toilet bowl brush ■ Sponge ■ Cloth ■ Bucket
- **Demonstrates understanding of all warnings supplied with cleaner (e.g. injurious to eyes, how to treat eye contamination, what product can and should not be used for)**
- Puts on rubber gloves
- Cleaning outside of toilet**
  - Fills bucket with appropriate amount of water as indicated on cleaner
  - Measures correct amount of cleaner ■ Without spilling product
  - Adds cleaner to water in bucket ■ Without spilling product
  - Uses sponge or cloth to mix solution ■ Mixes solution thoroughly ■ Wrings sponge or cloth to remove excess cleaner
  - Cleans tank ■ Cleans top ■ And underside of toilet seat cover
  - Cleans top ■ And underside of toilet seat ■ Cleans rim of toilet bowl ■ Cleans outside of toilet bowl
  - Cleans floor adjacent to base of toilet ■ Rinses sponge or cloth in bucket as needed
- Cleaning toilet bowl**
  - Flushes toilet if necessary ■ Measures correct amount of cleaner ■ Without spilling
  - Pours cleaner into toilet bowl ■ After flushed bowl has refilled with water
  - Uses toilet brush, sponge, or cloth and cleans underneath rim ■ Cleans toilet bowl
  - Empties cleaning solution ■ In appropriate place
  - Flushes toilet ■ Lowers toilet seat and cover
- Rinses bucket ■ Outside of bucket is dry ■ Rinses sponge or cloth ■ Thoroughly
- Wrings sponge or cloth to remove excess water before putting away ■ Rinses toilet brush ■ Thoroughly
- Shakes toilet brush to remove excess water before putting away ■ Removes rubber gloves ■ Washes hands
- Uses cleaner safely throughout toilet cleaning (e.g. does not rub eye with contaminated hand)
- Puts away materials ■ In appropriate storage area(s) ■ Cleans toilet in reasonable amount of time:

## 181.1 REPLACING TOILET TISSUE

This skill is intended for use either in client's home (preferable) or at the habilitation facility using same type of toilet tissue holder available to client at home. The tasks are designed to accommodate a toilet tissue holder with a spring loaded two-piece cylinder that is inserted through the core of the toilet tissue and is snapped in place in the holder.

Client is shown a toilet tissue holder with an empty tissue core in place on the cylinder and is asked to replace it with a new roll of tissue.

- Client collects roll of toilet tissue ■ Removes protective wrapping from new roll ■ Without damaging tissue

**REMOVING EMPTY TISSUE CORE**

- Moves empty core to one end of cylinder ■ Until one end of core touches holder
- Grasps cylinder at opposite end of core ■ With thumb and finger (e.g. index finger) of one hand
- Pushes cylinder to compress spring ■ Pushes until one end of cylinder is released from holder
- Moves cylinder out of alignment with holder ■ Removes other end of cylinder from holder
- Slips tissue core off cylinder ■ Disposes of core in appropriate receptacle
- Removes empty tissue core in reasonable amount of time:

**PUTTING NEW ROLL OF TISSUE IN PLACE**

- Cylinder components are properly assembled
- Holds cylinder at one end ■ With opposite end of cylinder pointing slightly upward to maintain assembly
- Inserts upward end of cylinder through core of new roll of tissue ■ Inserts one end of cylinder into holder
- Moves roll of tissue to same side of holder as inserted cylinder end ■ Pushes opposite end of cylinder to compress spring
- Aligns opposite end of cylinder with holder ■ Allows spring to decompress while guiding cylinder end into holder
- Releases grasp on cylinder when it is firmly seated in holder
- Puts new roll of tissue in place in reasonable amount of time:

## 181.2 EMPTYING THE GARBAGE

This skill is intended for use either in client's home (preferable) or at the habilitation facility using same materials and disposal method client is expected to use at home. Entries are provided below for instructor to indicate location(s) of garbage client is to empty (e.g. wet garbage under kitchen sink, trash in all wastebaskets in house); disposal method and type of liner client is to use for wet garbage (e.g. secures plastic liner with twist tie, places in garbage can outside, and puts new plastic liner in kitchen receptacle); and disposal method and type of liner client is to use for trash (e.g. collects trash in large paper bag, folds down top of bag to close, places bag in garbage can outside, and lines wastebaskets with small paper bags).

## VI. HOUSEKEEPING AND SAFETY AT HOME

## EMPTYING THE GARBAGE (Cont.)

*Location(s) of garbage client is to empty:*

*Disposal method and type of liner client is to use for wet garbage:*

*Disposal method and type of liner client is to use for trash:*

**Wet garbage**

- Client collects twist tie    ■ Gathers up opening of plastic liner
- Holds plastic liner closed with one hand    ■ A reasonable distance below upper edge of liner
- Wraps twist tie around liner with other hand    ■ Twists ends of twist tie to fasten liner closed
- Removes liner from receptacle    ■ Disposes of wet garbage as specified in directions    ■ Without spilling garbage
- Places new liner in wet garbage receptacle    ■ Inserts liner in receptacle properly

**Trash**

- Collects receptacle for trash (e.g. large paper bag)
- Empties trash from wastebasket into receptacle    ■ Without spilling trash
- Empties all wastebaskets    ■ Effectively closes receptacle for trash
- Disposes of trash as specified in directions    ■ Without spilling trash
- Places new liner(s) in wastebasket(s)    ■ Inserts liner(s) in wastebasket(s) properly
- Empties garbage in reasonable amount of time:

## 182.1 CHANGING LIGHT BULBS: In Table Lamps

This skill is intended for use either in client's home (preferable) or at the habilitation facility using the same type of lamp(s) as in client's home. The tasks are designed to accommodate lamps with or without removable shades. It is suggested to determine the type(s) of lamp(s) client will be trained to change light bulbs in and to select the corresponding tasks. Entries are provided below for instructor to indicate type of lamp client is to use (e.g. lamp with removable shade) and wattage of light bulb client is to replace (e.g. 75 watt bulb).

*Type of lamp client is to use:*    \_\_\_\_ With removable shade    \_\_\_\_ Without removable shade

*Wattage of light bulb client is to replace:*

- Client collects replacement light bulb    ■ Of appropriate wattage
- Lamp is turned off    ■ Unplugs lamp

**Removing lamp shade**

- Unscrews nut that secures lamp shade to lamp    ■ Unscrews while holding lamp shade in place
- Lifts up lamp shade    ■ Lifts until bottom of shade is above lamp    ■ Removes lamp shade without knocking over lamp

**Removing burned out light bulb**

- Protects hand if light bulb is too warm (e.g. uses handkerchief to grasp bulb)
- Grasps light bulb appropriately for unscrewing    ■ Rotates light bulb    ■ In correct direction
- Maintains appropriate grasp on light bulb throughout unscrewing
- Rotates light bulb until it is completely unscrewed from socket    ■ Removes light bulb from socket

**Putting in replacement light bulb**

- Aligns threads of replacement bulb with socket    ■ Grasps light bulb appropriately for screwing into socket
- Rotates light bulb    ■ Rotates in correct direction
- Maintains appropriate grasp on light bulb throughout screwing into socket    ■ Screws bulb into socket completely
- Releases forward pressure on bulb as soon as it is screwed completely into socket (i.e. does not risk damaging bulb by continuing to rotate it)
- Plugs in lamp    ■ Turns on lamp to determine whether replacement bulb works before replacing shade    ■ Turns off lamp

**Replacing lamp shade**

- Lifts lamp shade above lamp    ■ Lamp shade is right side up
- Lowers lamp shade over lamp without knocking over lamp    ■ Aligns screw on lamp with hole in framework of lamp shade
- Guides screw through hole in framework of lamp shade    ■ Aligns nut with screw
- Screws on nut    ■ Screws nut in correct direction    ■ Screws on nut completely    ■ Lamp shade is straight
- Disposes of burned out light bulb in appropriate place    ■ Changes light bulb in reasonable amount of time:

## 182.2 CHANGING LIGHT BULBS IN CEILING FIXTURES: Cover Attached With Setscrews

This skill is intended for use either in client's home (preferable) or at the habilitation facility using the same type of ceiling fixture as in client's home. The tasks are designed to accommodate ceiling fixtures with bulb(s) enclosed in a glass cover that is attached to the light fixture with two or more setscrews. Entries are provided below for instructor to indicate location of ceiling fixture client is to change light bulb in (e.g. ceiling light in client's kitchen) and wattage of light bulb client is to replace (e.g. 100 watt bulb).

*Location of ceiling fixture client is to change bulb in:*

*Wattage of light bulb client is to replace:*

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## CHANGING LIGHT BULBS IN CEILING FIXTURES: Cover Attached With Setscrews (Cont.)

- Client collects replacement light bulb    ■ Of appropriate wattage
- Ceiling fixture is turned off    ■ Collects stepladder
- Sets up stepladder    ■ Properly (Use skill **USE OF STEPLADDER** if formal training on use of stepladder is necessary)
- Climbs ladder    ■ Climbs safely    ■ Climbs to appropriate height to change light bulb
- Removing glass cover**
  - Protects hands if glass cover or light bulb is too warm (e.g. uses handkerchief to handle cover or bulb)
  - Places one hand directly under glass cover (to hold it in place)    ■ Turns setscrew    ■ In correct direction
  - Loosens setscrew without removing it from light fixture
  - Loosens all setscrews    ■ Until glass cover can be removed from light fixture
  - Maintains hold on glass cover throughout loosening setscrews
  - Removes glass cover from light fixture    ■ And sets cover in appropriate place
- Removing burned out light bulb**
  - Grasps light bulb appropriately for unscrewing    ■ Rotates light bulb    ■ In correct direction
  - Unscrews burned out light bulb only    ■ Maintains appropriate grasp on light bulb throughout unscrewing
  - Rotates light bulb until it is completely unscrewed from socket    ■ Removes light bulb from socket
- Putting in replacement light bulb**
  - Aligns threads of replacement bulb with socket    ■ Grasps light bulb appropriately for screwing into socket
  - Rotates light bulb    ■ In correct direction
  - Maintains appropriate grasp on light bulb throughout screwing it into socket    ■ Screws bulb into socket completely
  - Releases forward pressure on bulb as soon as it is screwed completely into socket (i.e. does not risk damaging bulb by continuing to rotate it)
- Turns on ceiling fixture to determine whether replacement bulb works before replacing cover    ■ Turns off ceiling fixture
- Replacing glass cover**
  - Aligns glass cover with rim of light fixture
  - Guides glass cover into rim of light fixture    ■ Until glass cover is in appropriate position
  - Holds glass cover in place with one hand    ■ Turns setscrew    ■ In correct direction
  - Tightens setscrew until it touches glass cover    ■ Tightens all setscrews    ■ Until glass cover is held firmly in place
  - Releases forward pressure on setscrew as soon as it touches glass cover (i.e. does not risk damaging cover by screwing setscrews too tightly)
- Uses stepladder safely throughout light bulb changing    ■ Descends stepladder    ■ Safely
- Disposes of burned out light bulb in appropriate place    ■ Puts away stepladder in appropriate storage area
- Changes light bulb in reasonable amount of time:

## 183.1 CHANGING LIGHT BULBS IN CEILING FIXTURES: Cover Attached With Decorative Nut

This skill is intended for use either in client's home (preferable) or at the habilitation facility using the same type of ceiling fixture as in client's home. The tasks are designed to accommodate ceiling fixtures with bulb(s) inside a glass cover that is attached to the light fixture with a single decorative nut in the center of the glass cover. Entries are provided below for instructor to indicate location of ceiling fixture client is to change light bulb in (e.g. ceiling light in client's bedroom) and wattage of light bulb client is to replace (e.g. 60 watt bulb).

*Location of ceiling fixture client is to change bulb in:*

*Wattage of light bulb client is to replace:*

- Client collects replacement light bulb    ■ Of appropriate wattage
- Ceiling fixture is turned off    ■ Collects stepladder
- Sets up stepladder    ■ Properly (Use skill **USE OF STEPLADDER** if formal training on use of stepladder is necessary)
- Climbs ladder    ■ Climbs safely    ■ Climbs to appropriate height to change light bulb
- Removing glass cover**
  - Protects hands if glass cover or light bulb is too warm (e.g. uses handkerchief to handle cover or bulb)
  - Holds glass cover in place with one hand    ■ Turns nut    ■ In correct direction
  - Removes nut from light fixture    ■ Removes glass cover from light fixture    ■ And sets cover in appropriate place
- Removing burned out light bulb**
  - Grasps light bulb appropriately for unscrewing    ■ Rotates light bulb    ■ In correct direction
  - Unscrews burned out light bulb only    ■ Maintains appropriate grasp on light bulb throughout unscrewing
  - Rotates light bulb until it is completely unscrewed from socket    ■ Removes light bulb from socket
- Putting in replacement light bulb**
  - Aligns threads of replacement bulb with socket    ■ Grasps light bulb appropriately for screwing into socket
  - Rotates light bulb    ■ In correct direction

## VI. HOUSEKEEPING AND SAFETY AT HOME

## CHANGING LIGHT BULBS IN CEILING FIXTURES: Cover Attached With Decorative Nut (Cont.)

- Maintains appropriate grasp on light bulb throughout screwing it into socket
- Screws bulb into socket completely
- Releases forward pressure on bulb as soon as it is screwed completely into socket (i.e. does not risk damaging bulb by continuing to rotate it)
- Turns on ceiling fixture to determine whether replacement bulb works before replacing cover
- Turns off ceiling fixture
- Replacing glass cover**
  - Aligns hole in center of glass cover with screw on light fixture
  - Glass cover is right side up
  - Guides glass cover over screw
  - Until glass cover is in appropriate position
  - Holds glass cover in place with one hand
  - Aligns nut with screw on light fixture
  - Turns nut
  - In correct direction
  - Tightens nut until glass cover is held firmly in place
  - Releases forward pressure on nut as soon as it is sufficiently tightened (i.e. does not risk damaging cover by screwing nut too tightly)
- Uses stepladder safely throughout light bulb changing
- Descends stepladder
- Safely
- Disposes of burned out light bulb in appropriate place
- Puts away stepladder in appropriate storage area
- Changes light bulb in reasonable amount of time:

## 184.1 SETTING THE THERMOSTAT

This skill is intended for use either in client's home (preferable) or at the habilitation facility using the same type of thermostat client will be expected to set at home. Entries are provided below for instructor to indicate location of thermostat client is to set (e.g. thermostat in client's living room) and a maximum of six different temperature settings and the situation when each setting is to be used (e.g. Setting #1: 68° — day or evening when someone is home; Setting #2: 55° — when going to bed; Setting #3: 50° — when leaving home for less than 24 hours; Setting #4: 45° — when leaving home for 24 to 72 hours; Setting #5: 40° — when leaving home for more than 3 days; Setting #6: Off — when temperature outside is 70° or more).

Instructor asks client to imagine each situation specified below and to set the thermostat accordingly. It is suggested the situations be presented in random order each training session to insure client is responding to the information rather than rote sequencing. See *MATH SKILLS PROGRAM, Section I*, for formal training on reading numbers.

*Location of thermostat client is to set:*

*Temperature settings and situations when client is to use them —*

Setting #1:	Setting #3:	Setting #5:
Setting #2:	Setting #4:	Setting #6:

- Client locates thermostat
- Sets thermostat for Setting #1 when given the corresponding situation to imagine as indicated above
- Sets thermostat for Setting #2 when given the corresponding situation to imagine as indicated above
- Sets thermostat for Setting #3 when given the corresponding situation to imagine as indicated above
- Sets thermostat for Setting #4 when given the corresponding situation to imagine as indicated above
- Sets thermostat for Setting #5 when given the corresponding situation to imagine as indicated above
- Sets thermostat for Setting #6 when given the corresponding situation to imagine as indicated above

## 184.2 OPERATING DRAPES

This skill is intended for use either in client's home (preferable) or at the habilitation facility using drapes that operate in the same manner as those in client's home. It is suggested to determine whether client will be trained to operate hand drawn drapes, cord drawn drapes, or both types and to select the corresponding tasks. Entries are provided below for instructor to indicate location(s) of drapes client is to operate (e.g. drapes in client's living room and bedroom), and type(s) of drapes client is to operate (e.g. both hand and cord drawn).

*Location(s) of drapes client is to operate:*

*Type(s) of drapes client is to operate: \_\_\_\_\_ Hand drawn \_\_\_\_\_ Cord drawn*

## OPENING HAND DRAWN DRAPES

Client is shown a pair of hand drawn drapes in the closed position and is asked to open the drapes to the extent specified below (e.g. approximately halfway).

*Extent to which client is to open hand drawn drapes:*

- Client grasps inside edge of drape
- Grasps near curtain rod
- Slides drape along rod toward edge of window
- Slides drape gently (i.e. does not risk damaging)
- Opens drape to extent indicated above
- Opens both drapes
- Opens drapes in reasonable amount of time:

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## OPERATING DRAPES (Cont.)

## CLOSING HAND DRAWN DRAPES

Client is shown a pair of hand drawn drapes in the open position and is asked to close them to the extent specified below (e.g. completely).

*Extent to which client is to close hand drawn drapes:*

- Grasps inside edge of drape    ■ Grasps near curtain rod    ■ Slides drape along rod toward middle of window
- Slides drape gently (i.e. does not risk damaging)    ■ Closes drape to extent indicated above
- Closes both drapes    ■ Closes drapes in reasonable amount of time:

## OPENING CORD DRAWN DRAPES

Client is shown a pair of cord drawn drapes in the closed position and is asked to open the drapes to the extent specified below (e.g. completely).

*Extent to which client is to open cord drawn drapes:*

- Locates cords    ■ Grasps correct cord (may select incorrect cord initially provided error is corrected independently)
- Pulls cord to open drapes    ■ Pulls cord gently (i.e. does not risk damaging)    ■ Opens drapes to extent indicated above
- Opens drapes in reasonable amount of time:

## CLOSING CORD DRAWN DRAPES

Client is shown a pair of cord drawn drapes in the open position and is asked to close the drapes to the extent specified below (e.g. completely).

*Extent to which client is to close cord drawn drapes:*

- Locates cords    ■ Grasps correct cord (may select incorrect cord initially provided error is corrected independently)
- Pulls cord to close drapes    ■ Pulls cord gently (i.e. does not risk damaging)    ■ Closes drapes to extent indicated above
- Closes drapes in reasonable amount of time:

## 185.1 OPERATING SHADES

This skill is intended for use either in client's home (preferable) or at the habilitation facility using shades that operate in the same manner as those in client's home. It is suggested to determine whether client will be trained to operate spring tension roller shade, cord operated roll-up shade, or both types and to select the corresponding tasks. Entries are provided below for instructor to indicate location(s) of shade(s) client is to operate (e.g. shades in client's kitchen and bathroom) and type(s) of shade(s) client is to operate (e.g. both spring tension and cord operated).

*Location(s) of shade(s) client is to operate:*

*Type(s) of shade(s) client is to operate:*    \_\_\_\_\_ Spring tension roller    \_\_\_\_\_ Cord operated roll-up

## RAISING SPRING TENSION ROLLER SHADE

Client is shown a spring tension roller shade in the lowered position and is asked to raise the shade to the extent specified below (e.g. approximately three-quarters of the way).

*Extent to which client is to raise spring tension roller shade:*

- Client grasps pull of shade or bottom of shade at slat    ■ Pulls shade downward    ■ An appropriate amount
- Raises shade by raising arm while maintaining grasp on shade    ■ Raises shade to extent indicated above
- Releases grasp on shade when shade stabilizes in place (i.e. shade does not roll up when grasp is released)
- Raises shade gently (i.e. does not risk damaging)    ■ Raises shade in reasonable amount of time:

## LOWERING SPRING TENSION ROLLER SHADE

Client is shown a spring tension roller shade in the raised position and is asked to lower the shade to the extent specified below (e.g. to windowsill).

*Extent to which client is to lower spring tension roller shade:*

- Grasps pull of shade or bottom of shade at slat    ■ Pulls down shade    ■ Gently (i.e. does not risk damaging)
- Lowers shade to extent indicated above    ■ Does not unroll shade completely
- Releases grasp on shade when shade stabilizes in place (i.e. shade does not roll up when grasp is released)
- Lowers shade in reasonable amount of time:

## RAISING CORD OPERATED ROLL-UP SHADE

Client is shown a cord operated roll-up shade in the lowered position and is asked to raise the shade to the extent specified below (e.g. completely).

*Extent to which client is to raise cord operated roll-up shade:*

- Client grasps both lengths of cord    ■ Grasps evenly
- Pulls cord to correct position    ■ And releases automatic cord lock    ■ Pulls cord to raise shade
- Raises shade gently (i.e. does not risk damaging)    ■ Raises shade to extent indicated above
- Maintains even grasp on both lengths of cord    ■ Shade is raised evenly
- Pulls cord to correct position    ■ And activates automatic cord lock    ■ Raises shade in reasonable amount of time:



## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## OPERATING SHADES (Cont.)

## LOWERING CORD OPERATED ROLL-UP SHADE

Client is shown a cord operated roll-up shade in the raised position and is asked to lower the shade to the extent specified below (e.g. to windowsill).

*Extent to which client is to lower cord operated roll-up shade:*

- Grasps both lengths of cord    ■ Grasps evenly
- Pulls cord to correct position    ■ And releases automatic cord lock
- Lowers shade by allowing weight of shade to pull cord upward    ■ Lowers shade to extent indicated above
- Maintains even grasp on both lengths of cord    ■ Shade is lowered evenly
- Lowers shade gently (i.e. does not risk damaging)
- Pulls cord to correct position    ■ And activates automatic cord lock    ■ Lowers shade in reasonable amount of time:

## 186.1 OPERATING VENETIAN BLINDS

This skill is intended for use either in client's home (preferable) or at the habilitation facility using venetian blinds that operate in the same manner as those in client's home. An entry is provided below for instructor to indicate location(s) of blind(s) client is to operate (e.g. blinds in client's dining room).

*Location(s) of blind(s) client is to operate:*

## RAISING VENETIAN BLIND

Client is shown a venetian blind in the lowered position and is asked to raise the blind to the extent specified below (e.g. completely).

*Extent to which client is to raise venetian blind:*

- Grasps both lengths of cord    ■ Grasps evenly    ■ Pulls cord to correct position    ■ And releases automatic cord lock
- Pulls cord to raise blind    ■ Raises blind to extent indicated above    ■ Maintains even grasp on both lengths of cord
- Blind is raised evenly    ■ Raises blind gently (i.e. does not risk damaging)
- Pulls cord to correct position    ■ And activates automatic cord lock    ■ Raises blind in reasonable amount of time:

## LOWERING VENETIAN BLIND

Client is shown a venetian blind in the raised position and is asked to lower the blind to the extent specified below (e.g. to windowsill).

*Extent to which client is to lower venetian blind:*

- Grasps both lengths of cord    ■ Grasps evenly    ■ Pulls cord to correct position    ■ And releases automatic cord lock
- Lowers blind by allowing weight of blind to pull cord upward    ■ Lowers blind to extent indicated above
- Maintains even grasp on both lengths of cord    ■ Blind is lowered evenly
- Lowers blind gently (i.e. does not risk damaging)
- Pulls cord to correct position    ■ And activates automatic cord lock    ■ Lowers blind in reasonable amount of time:

## ADJUSTING SLATS ON VENETIAN BLIND

Client is shown a venetian blind and asked to adjust the slats to the angle(s) specified below (e.g. approximately 45°, 90°, 180°).

*Type of mechanism for adjusting angle of slats on blind client is to operate:*    \_\_\_\_\_ Wand    \_\_\_\_\_ Cords

*Angle(s) to which client is to adjust slats:*

- Venetian blind is in appropriate position for adjusting angle of slats

## Wand

- Turns wand    ■ In correct direction (may turn in incorrect direction initially provided error is corrected independently)
- Turns wand gently (i.e. does not risk damaging)

## Cords

- Grasps correct cord (may select incorrect cord initially provided error is corrected independently)
- Pulls cord to adjust slats    ■ Pulls cord gently (i.e. does not risk damaging)
- Adjusts slats to angle(s) indicated above    ■ Adjusts angle of slats in reasonable amount of time:

## 186.2 BED CARE: Materials Recognition

Client is shown the materials selected for training, and asked for each: "What is this?"

- |                       |                    |                            |                |
|-----------------------|--------------------|----------------------------|----------------|
| ■ Mattress            | ■ Sheet            | ■ Electric blanket control | ■ Pillow       |
| ■ Mattress cover      | ■ Blanket          | ■ Quilt                    | ■ Pillow cover |
| ■ Fitted bottom sheet | ■ Electric blanket | ■ Bedspread                | ■ Pillowcase   |
| ■ Flat top sheet      |                    |                            |                |

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## BED CARE: Materials Recognition (Cont.)

Client is shown several items including the materials selected for training, and asked for each: "Point to \_\_\_\_\_."

- |                       |                    |                            |                |
|-----------------------|--------------------|----------------------------|----------------|
| ■ Mattress            | ■ Sheet            | ■ Electric blanket control | ■ Pillow       |
| ■ Mattress cover      | ■ Blanket          | ■ Quilt                    | ■ Pillow cover |
| ■ Fitted bottom sheet | ■ Electric blanket | ■ Bedspread                | ■ Pillowcase   |
| ■ Flat top sheet      |                    |                            |                |

Client reasonably explains purpose of each material selected for training.

- |                       |                    |                            |                |
|-----------------------|--------------------|----------------------------|----------------|
| ■ Mattress            | ■ Sheet            | ■ Electric blanket control | ■ Pillow       |
| ■ Mattress cover      | ■ Blanket          | ■ Quilt                    | ■ Pillow cover |
| ■ Fitted bottom sheet | ■ Electric blanket | ■ Bedspread                | ■ Pillowcase   |
| ■ Flat top sheet      |                    |                            |                |

## 187.1 BED CARE: Making A Bed

This skill is intended for use either in client's home (preferable) or at the habilitation facility using same size bed with same bedding materials as bed client is expected to make at home. Client is shown a bed with bedding in disarray and is asked to make the bed. An entry is provided below for instructor to indicate location of bed client is to make (e.g. client's bed at home). If client will be trained at the facility, it is suggested to determine the following information and indicate it in the entries also provided below: size of bed client is to make (e.g. twin bed) and bedding materials on bed client is to make (e.g. two sheets, blanket, bedspread, and pillow in pillowcase).

*Location of bed client is to make:*

*Size of bed client is to make:*

*Bedding materials on bed client is to make:*

- Removes pillow from bed    ■ And sets pillow in appropriate place
- Grasps top hem of top sheet    ■ And pulls hem to head of bed    ■ Top sheet lays reasonably smoothly    ■ And reasonably evenly over both sides of bed    ■ Top sheet is tucked in appropriately at sides    ■ And foot of bed
- Grasps top hem of blanket or quilt    ■ And pulls hem toward head of bed    ■ Top hem of blanket or quilt lays an appropriate distance below top hem of sheet    ■ Blanket or quilt lays reasonably smoothly    ■ And reasonably evenly over both sides of bed    ■ Blanket or quilt is tucked in appropriately at sides    ■ And foot of bed    ■ Electric blanket hangs loosely (i.e. is not tucked in)    ■ Pulls up all blankets or quilts
- Folds top hem of sheet over blanket(s) and/or quilt(s)    ■ Sheet is folded back reasonably smoothly    ■ And reasonably evenly
- Grasps top hem of bedspread    ■ And pulls hem to head of bed    ■ Folds back bedspread    ■ An appropriate amount    ■ Bedspread is folded back reasonably smoothly    ■ And reasonably evenly    ■ Bedspread hangs reasonably evenly over both sides of bed    ■ Bedspread hangs appropriately over foot of bed
- Pillow is inserted in pillowcase appropriately    ■ Places pillow at head of bed    ■ In appropriate position    ■ Lifts top hem of bedspread over pillow    ■ Bedspread covers pillow completely    ■ Head of bedspread lays reasonably smoothly    ■ Smooths crease of bedspread under pillow
- Makes bed in reasonable amount of time:

## 187.2 BED CARE: Changing A Bed

This skill is intended for use either in client's home (preferable) or at the habilitation facility using same size bed with same bedding materials as bed client is expected to change at home. An entry is provided below for instructor to indicate location of bed client is to change (e.g. client's bed at home). If client will be trained at the facility, it is suggested to determine the following information and indicate it in the entries also provided below: size of bed client is to change (e.g. twin bed), bedding materials in place on bed client is to change (e.g. mattress cover, two sheets, electric blanket, quilt, pillow in pillow cover, and pillowcase), and bedding client is to collect (e.g. fitted bottom sheet, flat top sheet, and pillowcase).

Client is shown a bed with bedding materials in place and is asked to change the bed.

*Location of bed client is to change:*

*Size of bed client is to change:*

*Bedding materials in place on bed client is to change:*

*Bedding client is to collect:*

- Client collects bedding as specified above    ■ And sets it in appropriate place in bedroom
- Removes pillow from soiled pillowcase    ■ And sets pillow in appropriate place
- Removes bedspread, blanket(s) and/or quilt(s) from bed    ■ And sets them in appropriate place
- Electric blanket is turned off    ■ Unplugs electric blanket    ■ And removes it from bed
- Removes soiled sheets from bed    ■ And places soiled sheets and pillowcase in appropriate receptacle (e.g. hamper)
- Mattress cover lays smoothly    ■ And appropriately positioned on mattress

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## BED CARE: Changing A Bed (Cont.)

**FLAT BOTTOM SHEET**

- Spreads flat sheet over mattress
- Sheet is right side up (e.g. not sideways) ■ And right side out (e.g. pattern on sheet faces upward)
- Adjusts sheet until it hangs evenly over sides ■ And head and foot of bed ■ Sheet lays smoothly
- Tucks in sheet firmly at head of bed ■ Tucks in sheet firmly at foot of bed

**Corner fold**

- Grasps edge of sheet on side with one hand ■ An appropriate distance from corner of mattress (e.g. 12 inches)
- Lifts edge of sheet upward ■ Until edge of sheet between hand and corner is perpendicular to bed
- Tucks in hanging portion of sheet firmly at corner with other hand
- Releases grasp on edge of sheet ■ Sheet hangs smoothly ■ Tucks in side of sheet firmly at corner
- Sheet remains completely tucked in when hand is removed ■ Tucks in sheet at all four corners

- Tucks in sheet on both sides of mattress

**FITTED BOTTOM SHEET**

- Spreads fitted sheet over mattress
- Sheet is right side up (i.e. not sideways) ■ And right side out (i.e. finished side of corner seam faces outward)
- Pulls one corner of sheet over corresponding corner of mattress
- Corner seam of sheet is aligned properly with corner of mattress ■ Pulls all four corners of sheet over corners of mattress
- Sheet lays smoothly over head, foot, and sides of mattress

**TOP SHEET**

- Spreads top sheet over bed
- Top sheet is right side up (e.g. not sideways) ■ And right side out (e.g. pattern faces bottom sheet)
- Adjusts top sheet until it hangs evenly over both sides ■ And top hem of sheet is at head of bed
- Top sheet lays smoothly ■ Tucks in sheet firmly at foot of bed

**Corner fold**

- Grasps edge of sheet on side with one hand ■ An appropriate distance from foot of bed (e.g. 12 inches)
- Lifts edge of sheet upward ■ Until edge of sheet between hand and corner is perpendicular to bed
- Tucks in hanging portion of sheet firmly at corner with other hand ■ Releases grasp on edge of sheet
- Sheet hangs smoothly ■ Tucks in side of sheet firmly at corner
- Sheet remains completely tucked in when hand is removed ■ Tucks in both corners of top sheet

- Top sheet is tucked in appropriately at sides

**BLANKET OR QUILT**

- Spreads blanket or quilt over bed
- Blanket or quilt is right side up (i.e. not sideways) ■ And right side out (e.g. correct side of quilt faces upward)
- Adjusts blanket or quilt until it hangs evenly over both sides ■ And top hem lays an appropriate distance below top hem of sheet
- Blanket or quilt lays smoothly
- Plugs in electric blanket ■ Snaps corners on electric blanket ■ Electric blanket hangs loosely (i.e. is not tucked in)
- Tucks in blanket or quilt firmly at foot of bed

**Corner fold**

- Grasps edge of blanket on side with one hand ■ An appropriate distance from foot of bed (e.g. 12 inches)
- Lifts edge of blanket or quilt upward ■ Until edge of blanket or quilt between hand and corner is perpendicular to bed
- Tucks in hanging portion of blanket or quilt firmly at corner with other hand
- Releases grasp on edge of blanket or quilt ■ Blanket or quilt hangs smoothly
- Tucks in side of blanket or quilt firmly at corner ■ Blanket or quilt remains completely tucked in when hand is removed ■ Tucks in both corners of blanket or quilt

- Blanket or quilt is tucked in appropriately at sides

- Folds top hem of sheet over blanket(s) and/or quilt(s) ■ Hem of sheet is folded back smoothly ■ And evenly

**BEDSPREAD**

- Spreads bedspread over bed
- Bedspread is right side up (e.g. not sideways) ■ And right side out (i.e. correct side of bedspread faces upward)
- Adjusts bedspread until it hangs evenly over both sides ■ And appropriately over foot of bed
- Bedspread lays smoothly ■ Folds back top of bedspread ■ An appropriate amount
- Bedspread is folded back smoothly ■ And evenly
- Inserts pillow in pillowcase ■ Inserts completely ■ Pillow lays appropriately in pillowcase
- Places pillow at head of bed ■ Places in appropriate position ■ Lifts top hem of bedspread over pillow

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## BED CARE: Changing A Bed (Cont.)

- Bedspread covers pillow completely    ■ Head of bedspread lays smoothly
- Smooths crease of bedspread under pillow
- Changes bed in reasonable amount of time:

## 189.1 WIPING FEET BEFORE ENTERING HOUSE

- "Why is it a good idea to wipe your feet before entering a house?" (You won't track soil or water on floor, you'll help prevent slipping, it'll help keep floor clean . . . )
- "When is it a good idea to wipe your feet before entering a house?" (Every time you enter; when it's raining; when shoes might be soiled . . . )

Client identifies, verbally or non-verbally, each material selected for training.

- Doormat    ■ Throw rug

Client reasonably explains purpose of each material selected for training.

- Doormat    ■ Throw rug

Client is shown a doormat and/or throw rug in place in front of a door and is asked to wipe feet. It is recommended the tasks be trained in context (i.e. client is entering from outdoors, and client's shoes actually need wiping). An entry is provided below for instructor to indicate whether client is to be trained to wipe feet on doormat, throw rug, or both.

Client is to be trained to wipe feet on:    \_\_\_\_ Doormat    \_\_\_\_ Throw rug    \_\_\_\_ Both

## DOORMAT

- Client steps onto mat    ■ Steps onto mat with both feet    ■ Moves foot back and forth on mat
- Wipes entire sole of shoe on mat    ■ Applies sufficient pressure to wipe sole of shoe
- Wipes sole of shoe an appropriate number of times    ■ Wipes both shoes    ■ Steps off of mat    ■ Mat lays flat
- Mat is in original position    ■ Wipes feet in reasonable amount of time

## THROW RUG

- Client steps onto rug    ■ Steps onto rug with both feet    ■ Moves foot back and forth on rug
- Wipes entire sole of shoe on rug    ■ Applies sufficient pressure to wipe sole of shoe
- Wipes sole of shoe an appropriate number of times    ■ Wipes both shoes    ■ Steps off of rug    ■ Rug lays flat
- Rug is in original position    ■ Wipes feet in reasonable amount of time

## 189.2 USE OF DOOR LOCKS: Push-Button Type

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a lockset with same features as that in client's home. The skill is designed to accommodate locksets on interior doors that are locked by pushing in a button on the inside knob when door is closed to lock the outside knob. Rotating the inside knob or closing the door releases the button automatically, and the inside knob is always free for immediate exit. This type of lockset can be locked only from inside a room. An entry is provided below for instructor to indicate location of door client is to lock (e.g. client's bedroom door).

Instructor and client enter a room, and client is asked to lock the door.

Location of door client is to lock:

- Client closes door    ■ Closes completely    ■ Pushes in button on inside knob    ■ Until lock is activated

## 189.3 USE OF DOOR LOCKS: Turn-Button Type

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a lockset with same features as that in client's home. The skill is designed to accommodate locksets on interior or exterior doors that are locked by turning or by pushing in and turning a button on the inside knob to a locked position (e.g. horizontal). The button is released only when it is turned manually to an unlocked position (e.g. vertical). The lock can be opened from the outside with a key, and the inside knob is always free for immediate exit. An entry is provided below for instructor to indicate location of door client is to use (e.g. client's back door).

Location of door client is to use:

## LOCKING DOOR UPON ENTERING

Instructor assures door is *unlocked* before giving client directions. Instructor and client enter a room, and client is asked to close and lock the door.

- Client closes door    ■ Closes completely    ■ Pushes in button on inside knob    ■ Turns button    ■ In correct direction
- Turns button until lock is activated    ■ Locks door in reasonable amount of time

## PREVENTING GETTING LOCKED OUT

The purpose of the following tasks is for client to prevent getting locked out by unlocking the door before leaving. Instructor assures door is *locked* before giving client directions. Client is asked to leave the room, close the door, get an item, and return.

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF DOOR LOCKS: Turn-Button Type (Cont.)

- Turns button    ■ Turns in correct direction    ■ Turns button until lock is released

## LOCKING DOOR UPON EXITING

Instructor assures door is *unlocked* before giving client directions. Instructor and client leave the room, and client is asked to lock the door.

- Door is open    ■ Pushes in button on inside knob    ■ Turns button    ■ In correct direction
- Turns button until lock is activated    ■ Closes door    ■ Completely
- Checks door to insure it is locked (e.g. attempts to open door)    ■ Locks door in reasonable amount of time

## UNLOCKING DOOR FROM OUTSIDE

Instructor assures door is *locked* before giving client directions. Client is given key(s) and asked to unlock door from outside. An entry is provided below for instructor to indicate whether client is to be given only the key for this door or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Selects correct key    ■ Grasps key appropriately for inserting in lock    ■ Aligns end of key with lock
- Key is right side up    ■ Inserts key into lock    ■ Inserts completely    ■ Turns key    ■ In correct direction
- Turns key until lock is released    ■ Stops turning key when lock is released    ■ Opens door
- Turns key in opposite direction to release key from lock
- Stops turning key when key can be withdrawn from lock (e.g. does not lock door)    ■ Withdraws key from lock
- Unlocks door in reasonable amount of time

## 190.1 USE OF DOOR LOCKS: Turn-Knob Type

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a lockset with same features as that in client's home. The skill is designed to accommodate locksets on interior or exterior doors that are locked by pushing in and turning the inside knob to a locked position. The lock is released when the door is opened by turning the knob on the inside or by unlocking with a key from the outside. An entry is provided below for instructor to indicate location of door client is to use (e.g. client's front door).

*Location of door client is to use:*

## LOCKING DOOR UPON ENTERING

Instructor assures door is *unlocked* before giving client directions. Instructor and client enter a room, and client is asked to close and lock the door.

- Client closes door    ■ Closes completely    ■ Pushes in inside knob
- Turns knob    ■ In correct direction while pushing in knob
- Turns knob until lock is activated    ■ Locks door in reasonable amount of time

## LOCKING DOOR UPON EXITING

Instructor assures door is *unlocked* before giving client directions. Instructor and client leave room, and client is asked to lock the door.

- Door is open    ■ Pushes in inside knob    ■ Turns knob    ■ In correct direction while pushing in knob
- Turns knob until lock is activated    ■ Closes door    ■ Completely
- Checks door to insure it is locked (i.e. attempts to open door)    ■ Locks door in reasonable amount of time

## UNLOCKING DOOR FROM OUTSIDE

Instructor assures door is *locked* before giving client directions. Client is given key(s) and asked to unlock door from outside. An entry is provided below for instructor to indicate whether client is to be given only the key for this door or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Selects correct key    ■ Grasps key appropriately for inserting in lock    ■ Aligns end of key with lock
- Key is right side up    ■ Inserts key into lock    ■ Inserts completely    ■ Turns key    ■ In correct direction
- Turns key until lock is released    ■ Stops turning key when lock is released    ■ Opens door
- Turns key in opposite direction to release key from lock
- Stops turning key when key can be withdrawn from lock (e.g. does not lock door)    ■ Withdraws key from lock
- Unlocks door in reasonable amount of time

## 190.2 USE OF DOOR LOCKS: Deadbolt Type

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a deadbolt with same features as that in client's home. The skill is designed to accommodate deadbolts on exterior doors that are operated with a key on the outside and either a key or a thumbturn on the inside. Entries are provided below for instructor to indicate location of door client is to use (e.g. client's front door) and mechanism for operating deadbolt from inside (e.g. thumbturn).

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF DOOR LOCKS: Deadbolt Type (Cont.)

*Location of door client is to use:*

*Mechanism for operating deadbolt from inside:*    ☐ Key    ☐ Thumbturn

**UNLOCKING WITH KEY**

Instructor assures deadbolt is *locked* before giving client directions. Client is given key(s) and asked to unlock the deadbolt and open the door. An entry is provided below for instructor to indicate whether client is to be given only the key for the deadbolt or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Selects correct key    ■ Grasps key appropriately for inserting in lock    ■ Aligns end of key with lock
- Key is right side up    ■ Inserts key into lock    ■ Inserts completely    ■ Turns key    ■ In correct direction
- Turns key until deadbolt is retracted    ■ Stops turning key when deadbolt is retracted    ■ Opens door
- Turns key in opposite direction to release key from lock
- Stops turning key when key can be withdrawn from lock (e.g. deadbolt remains retracted)    ■ Withdraws key from lock
- Unlocks door in reasonable amount of time

**LOCKING WITH THUMBTURN**

The following tasks are designed to accommodate deadbolts that operate with a thumbturn on the inside. Instructor assures deadbolt is *retracted* before giving client directions. Client is asked to lock the deadbolt.

- Door is closed    ■ Turns thumbturn    ■ Turns in correct direction
- Turns thumbturn until deadbolt is thrown completely    ■ Stops turning thumbturn when deadbolt is thrown completely
- Checks door to insure deadbolt is thrown (e.g. attempts to open door)    ■ Locks door in reasonable amount of time

**UNLOCKING WITH THUMBTURN**

The following tasks are designed to accommodate deadbolts that operate with a thumbturn on the inside. Instructor assures deadbolt is *locked* before giving client directions. Client is asked to unlock the deadbolt and open the door.

- Turns thumbturn    ■ Turns in correct direction    ■ Turns thumbturn until deadbolt is retracted
- Stops turning thumbturn when deadbolt is retracted    ■ Opens door    ■ Unlocks door in reasonable amount of time

**LOCKING WITH KEY**

Instructor assures deadbolt is *retracted* before giving client directions. Client is given key(s) and asked to lock the deadbolt.

An entry is provided below for instructor to indicate whether client is to be given only the key for the deadbolt or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Door is closed    ■ Selects correct key    ■ Grasps key appropriately for inserting in lock    ■ Aligns end of key with lock
- Key is right side up    ■ Inserts key into lock    ■ Inserts completely    ■ Turns key    ■ In correct direction
- Turns key until deadbolt is thrown completely    ■ Stops turning key when deadbolt is thrown completely
- Turns key in opposite direction to release key from lock
- Stops turning key when key can be withdrawn from lock (e.g. deadbolt remains thrown)    ■ Withdraws key from lock
- Checks door to insure deadbolt is thrown (e.g. attempts to open door)    ■ Locks door in reasonable amount of time

**191.1 USE OF DOOR LOCKS: Locks On Storm Doors**

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a storm door with same features as that in client's home. The skill is designed to accommodate storm doors that lock on the outside with a key and on the inside with a slide mechanism. An entry is provided below for instructor to indicate location of storm door client is to use (e.g. storm door at client's front door).

*Location of storm door client is to use:*

**UNLOCKING WITH KEY**

Instructor assures storm door is *locked* before giving client directions. Client is given key(s) and asked to unlock and open the storm door. An entry is provided below for instructor to indicate whether client is to be given only the key for the storm door or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Selects correct key    ■ Grasps key appropriately for inserting in lock    ■ Aligns end of key with lock
- Key is right side up    ■ Inserts key into lock    ■ Inserts completely    ■ Turns key    ■ In correct direction
- Turns key until lock is released    ■ Stops turning key when lock is released
- Turns key in opposite direction to release key from lock
- Stops turning key when key can be withdrawn from lock (e.g. does not lock storm door)    ■ Withdraws key from lock
- Opens storm door    ■ Unlocks storm door in reasonable amount of time

**LOCKING FROM INSIDE**

Instructor assures storm door is *unlocked* before giving client directions. Client is asked to lock storm door from the inside.

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF DOOR LOCKS: Locks On Storm Doors (Cont.)

- Storm door is closed    ■ Pushes or pulls locking mechanism    ■ In correct direction
- Pushes or pulls locking mechanism until lock is activated    ■ Stops pushing or pulling mechanism when lock is activated
- Checks storm door to insure it is locked (e.g. attempts to open it)    ■ Locks storm door in reasonable amount of time

## UNLOCKING FROM INSIDE

Instructor assures storm door is *locked* before giving client directions. Client is asked to unlock and open the storm door from the inside.

- Pushes or pulls locking mechanism    ■ In correct direction
- Pushes or pulls locking mechanism until lock is released    ■ Stops pushing or pulling mechanism when lock is released
- Opens storm door    ■ Unlocks storm door in reasonable amount of time

## LOCKING WITH KEY

Instructor assures storm door is *unlocked* before giving client directions. Client is given key(s) and asked to lock the storm door. An entry is provided below for instructor to indicate whether client is to be given only the key for the storm door or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Storm door is closed    ■ Selects correct key    ■ Grasps key appropriately for inserting in lock
- Aligns end of key with lock    ■ Key is right side up    ■ Inserts key into lock    ■ Completely
- Turns key    ■ Turns in correct direction    ■ Turns key until lock is activated
- Stops turning key when lock is activated    ■ Turns key in opposite direction to release key from lock
- Stops turning key when key can be released from lock (e.g. door remains locked)    ■ Withdraws key from lock
- Checks storm door to insure it is locked (e.g. attempts to open it)    ■ Locks storm door in reasonable amount of time

## 192.1 DEALING SAFELY WITH STRANGERS AT THE DOOR: When Client Is Home Alone

The purpose of this skill is for client to learn one specific method to deal effectively with strangers at the door when client is home alone. The skill is designed to accommodate a variety of methods — from not responding as if no one were home to handling the stranger's request properly. It is recommended instructor and client's parents, houseparents, or significant others decide on one method client is to use to deal with strangers. Indicate the information in the entries provided below, and select the corresponding tasks.

## WHEN CLIENT BECOMES AWARE THERE IS SOMEONE AT THE DOOR, CLIENT IS —

- \_\_\_\_\_ Not to respond (i.e. does not indicate in any manner that someone is home)
- \_\_\_\_\_ To determine who is at door without opening door
- \_\_\_\_\_ Other:

## CLIENT IS TO DETERMINE WHO IS AT DOOR BY —

- \_\_\_\_\_ Looking through one-way viewer
- \_\_\_\_\_ Looking out window
- \_\_\_\_\_ Other:

## AFTER CLIENT HAS DETERMINED PERSON AT DOOR IS STRANGER, CLIENT IS —

- \_\_\_\_\_ Not to respond (i.e. does not indicate in any manner that someone is home)
- \_\_\_\_\_ To open door
- \_\_\_\_\_ To open door using safety precaution(s) specified (e.g. safety chain engaged):
- \_\_\_\_\_ Other:

## WHEN CLIENT OPENS DOOR TO STRANGER, CLIENT IS —

- \_\_\_\_\_ To indicate another person is home but cannot come to door
- \_\_\_\_\_ To handle stranger's request properly
- \_\_\_\_\_ To use pat response(s) specified:
- \_\_\_\_\_ Other:

INFORMATION CLIENT SHOULD NOT REVEAL TO STRANGER (e.g. personal information such as name, telephone number):

## WHEN CLIENT MAY PERMIT STRANGER TO ENTER HOME —

- \_\_\_\_\_ Never
- \_\_\_\_\_ Stranger may enter only under circumstances specified:
- When client becomes aware someone is at door, responds as indicated in directions above
- Determines who is at door as indicated in directions above
- After determines person at door is stranger, responds as indicated in directions above
- When opens door to stranger, responds as indicated in directions above
- Does not reveal information as indicated in directions above
- Permits stranger to enter home only under circumstances specified in directions above
- Closes    ■ And locks door when stranger departs



## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## 193.1 DEALING SAFELY WITH STRANGERS AT THE DOOR: When Other Person Is Home With Client

The purpose of this skill is for client to learn one specific method to deal effectively with strangers at the door when other person is home with client. The skill is designed to accommodate a variety of methods — from informing other person there is someone at the door to independently handling the stranger's request properly. It is recommended instructor and client's parents, houseparents, or significant others decide on one method client is to use to deal with strangers. Indicate the information in the entries provided below, and select the corresponding tasks.

**WHEN CLIENT BECOMES AWARE THERE IS SOMEONE AT THE DOOR, CLIENT IS —**

- ☐ To inform other person there is someone at the door
- ☐ To determine who is at door without opening door
- ☐ To open door
- ☐ To open door using safety precaution(s) specified (e.g. safety chain engaged):
- ☐ Other:

**CLIENT IS TO DETERMINE WHO IS AT DOOR BY —**

- ☐ Looking through one-way viewer
- ☐ Looking out window
- ☐ Other:

**AFTER CLIENT HAS DETERMINED PERSON AT DOOR IS STRANGER, CLIENT IS —**

- ☐ To inform other person there is a stranger at the door
- ☐ To open door
- ☐ To open door using safety precaution(s) specified (e.g. safety chain engaged):
- ☐ Other:

**WHEN CLIENT OPENS DOOR TO STRANGER, CLIENT IS —**

- ☐ To excuse self and get other person
- ☐ To determine nature of stranger's request, excuse self, and get other person
- ☐ To independently handle stranger's request properly
- ☐ To use pat response(s) specified:
- ☐ Other:

**INFORMATION CLIENT SHOULD NOT REVEAL TO STRANGER (e.g. personal information such as name, telephone number):**

**WHEN CLIENT MAY PERMIT STRANGER TO ENTER HOME —**

- ☐ Never
- ☐ Stranger may enter only under circumstances specified:
- ☐ When client becomes aware someone is at the door, responds as indicated in directions above
- ☐ Determines who is at door as indicated in directions above
- ☐ After determines person at door is stranger, responds as indicated in directions above
- ☐ When opens door to stranger, responds as indicated in directions above
- ☐ Does not reveal information as indicated in directions above
- ☐ Permits stranger to enter home only under circumstances specified in directions above
- ☐ Closes ☐ And locks door when stranger departs

## 193.2 DEALING SAFELY WITH STRANGERS ON THE TELEPHONE

The purpose of this skill is for client to learn to deal safely with strangers on the telephone who have reached a wrong number, who are selling something or taking a survey, or who are making an annoying call. An entry is provided below for instructor to indicate information client should not reveal to stranger (e.g. name, telephone number, address, indication client is home alone). See *COMMUNITY SKILLS PROGRAM, Section VI*, for formal training on use of telephone.

*Information client should not reveal to stranger:*

**CALLER HAS REACHED WRONG NUMBER**

**Instructor arranges for client to answer telephone when caller has reached a wrong number.**

- ☐ Client answers telephone appropriately ☐ Informs caller he/she has reached a wrong number
- ☐ Does not reveal information as indicated in directions above ☐ Hangs up telephone

**CALLER IS SELLING SOMETHING OR TAKING A SURVEY**

**Instructor arranges for client to answer telephone when caller is selling something or taking a survey.**

*When another person is home with client, client is to: ☐ Give call to other person ☐ Handle call independently*

- ☐ Client answers telephone appropriately ☐ Excuses self appropriately ☐ And gives call to other person
- ☐ Appropriately declines sale or survey
- ☐ Does not reveal information as indicated in directions above ☐ Hangs up telephone

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## DEALING SAFELY WITH STRANGERS ON THE TELEPHONE (Cont.)

## CALLER ANNOYS

Instructor arranges for client to answer an annoying call (e.g. caller talks but refuses to identify self, caller does not talk, caller breathes heavily, caller uses obscene language). It is suggested to vary the content of the call(s) each training session to insure client is learning to deal effectively with a variety of annoying calls.

- Client answers telephone appropriately    ■ Does not reveal information as indicated in directions
- Hangs up telephone as soon as nature of call is apparent

## 194.1 USE OF WINDOW LOCKS: Double-Hung Window

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a window with same features as that in client's home. The skill is designed to accommodate double-hung windows where the lower window moves up to open and down to close, and the locking mechanism must be manually engaged and disengaged by rotating a moveable portion of the lock. An entry is provided below for instructor to indicate location of window client is to use (e.g. client's bedroom window).

*Location of window client is to use:*

## UNLOCKING WINDOW

Instructor assures window is *locked* before giving client directions. Client is asked to unlock and open the window completely.

*Client is to use only handle(s) to open window:*    \_\_\_\_ Yes    \_\_\_\_ No

*If client is to open window by grasping frame, indicate part(s) of frame client is to grasp and describe grasp client is to use:*

- Drapes, shades, or blinds are in appropriate position for opening window (e.g. drapes are open)
- Grasps moveable portion of lock    ■ Grasps in correct place (e.g. by thumbturn)    ■ Rotates moveable portion of lock
- Rotates in correct direction    ■ Continues rotating moveable portion of lock until removed completely from fixed portion
- Stops rotating moveable portion of lock as soon as it is removed from fixed portion of lock (i.e. does not risk damaging lock)
- Unlocks window in reasonable amount of time
- Grasps window as indicated in directions    ■ Grasp is appropriate for raising window (e.g. grasp is sufficiently firm)
- Hands touch window frame only (i.e. do not touch glass)    ■ Lifts up window    ■ Until window is open completely
- Opens window safely (i.e. does not break or risk breaking glass)    ■ Opens window in reasonable amount of time

## LOCKING WINDOW

Instructor assures window is *open completely* before giving client directions. Client is asked to close and lock the window.

*Client is to use only handle(s) to close window:*    \_\_\_\_ Yes    \_\_\_\_ No

*If client is to close window by grasping frame, indicate part(s) of frame client is to grasp and describe grasp client is to use:*

- Drapes, shades, or blinds are in appropriate position for closing window (e.g. drapes are open)
- Grasps window as indicated in directions    ■ Grasp is appropriate for lowering window (e.g. grasp is sufficiently firm)
- Hands touch window frame only (i.e. do not touch glass)    ■ Lowers window    ■ Completely
- Closes window safely (i.e. does not break or risk breaking glass)    ■ Closes window in reasonable amount of time
- Grasps moveable portion of lock    ■ Grasps in correct place (e.g. by thumbturn)
- Rotates moveable portion of lock    ■ In correct direction
- Continues to rotate moveable portion of lock until it is inserted completely in fixed portion of lock
- Stops rotating moveable portion of lock as soon as it is inserted completely in fixed portion of lock (i.e. does not risk damaging lock)    ■ Locks window in reasonable amount of time

## 194.2 USE OF WINDOW LOCKS: Casement Window

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a window with same features as that in client's home. The skill is designed to accommodate casement windows where the window is hinged on one side, opened and closed with a handle, and the locking mechanism is manually engaged or disengaged by turning the handle. An entry is provided below for instructor to indicate location of window client is to use (e.g. client's dining room window).

*Location of window client is to use:*

## UNLOCKING WINDOW

Instructor assures window is *locked* before giving client directions. Client is asked to unlock and open the window completely.

- Drapes, shades, or blinds are in appropriate position for opening window (e.g. drapes are open)
- Grasps handle    ■ Grasp is appropriate for unlocking window (e.g. grasp is sufficiently firm)
- Turns handle    ■ Turns in correct direction    ■ Turns handle until locking mechanism is disengaged
- Stops turning handle as soon as locking mechanism is disengaged (i.e. does not risk damaging handle)
- Unlocks window in reasonable amount of time
- Opens window    ■ Opens completely    ■ Opens window safely (i.e. does not break or risk breaking glass)
- Opens window in reasonable amount of time

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF WINDOW LOCKS: Casement Window (Cont.)

## LOCKING WINDOW

**Instructor assures window is open completely before giving client directions. Client is asked to close and lock window.**

- Drapes, shades, or blinds are in appropriate position for closing window (e.g. drapes are open)
- Grasps handle    ■ Grasp is appropriate for closing window (e.g. grasp is sufficiently firm)
- Turns handle    ■ Turns in correct direction    ■ Turns handle sufficient amount to allow window to close
- Maintains handle in above position until window is closed    ■ Closes window    ■ Completely
- Closes window safely (i.e. does not break or risk breaking glass)    ■ Closes window in reasonable amount of time
- Turns handle    ■ In correct direction to engage locking mechanism
- Continues to turn handle until locking mechanism is engaged
- Stops turning handle as soon as locking mechanism is engaged (e.g. does not risk damaging)
- Locks window in reasonable amount of time

## 195.1 USE OF WINDOW LOCKS: Sliding Window

This skill is intended for use either in client's home (preferable) or at the habilitation facility using a window with same features as that in client's home. The skill is designed to accommodate sliding windows where the window moves sideways to open and close, and the locking mechanism is automatically engaged when the window is closed completely. An entry is provided below for instructor to indicate location of window client is to use (e.g. client's bathroom window).

*Location of window client is to use:*

## OPENING WINDOW

**Instructor assures window is closed completely before giving client directions. Client is asked to open the window.**

- Drapes, shades, or blinds are in appropriate position for opening window (e.g. drapes are open)
- Grasps handle    ■ Grasp is appropriate for opening window (e.g. grasp is sufficiently firm)
- Manipulates handle to release automatic locking mechanism (e.g. pulls back on handle)
- Manipulates handle safely (i.e. does not damage or risk damaging handle)
- Hands touch window frame only (i.e. do not touch glass)    ■ Slides window open    ■ Completely
- Opens window safely (i.e. does not break or risk breaking glass)    ■ Opens window in reasonable amount of time

## CLOSING WINDOW

**Instructor assures window is open completely before giving client directions. Client is asked to close the window completely.**

- Drapes, shades, or blinds are in appropriate position for closing window (e.g. drapes are open)
- Grasps handle    ■ Grasp is appropriate for closing window (e.g. grasp is sufficiently firm)
- Hands touch window frame only (i.e. do not touch glass)    ■ Slides window closed    ■ Completely
- Automatic locking mechanism is engaged    ■ Closes window safely (i.e. does not break or risk breaking glass)
- Closes window in reasonable amount of time

## 195.2 FIRE SAFETY

The purpose of this skill is to increase client's awareness of fire safety. It is suggested a speaker be invited to give a presentation on fire prevention. See *COMMUNITY SKILLS PROGRAM, Section VI*, for formal training on telephoning the fire department. Use skills 135.1 - 136.2 if formal training on fire safety in kitchen is necessary.

- "Name three things you can do to help prevent a fire in your home." (Have home inspected for fire hazards, store flammable liquids properly, use space heaters properly . . . )
- "How can you find out if your home has fire hazards?" (Have home inspected . . . )
- "Who can inspect your home for fire hazards?" (Fire department . . . )

## FLAMMABLE LIQUID

- "Name three flammable liquids." (Gasoline, kerosene, cleaning fluid, lighter fluid, furniture oil, paint . . . )
- "Where should flammable liquids be stored?" (In well-ventilated place away from heat and flame)
- "How should flammable liquids be stored?" (In original containers or in clearly marked and appropriate safety containers)

**Client is shown a container of flammable liquid and asked to store it. It is suggested to vary the flammable liquid used each training session to increase client's awareness of the variety of flammable liquids commonly found in a home.**

- Client stores flammable liquid in well-ventilated place away from flame and heat

## PORTABLE SPACE HEATER

- "Where should a space heater be placed?" (Away from all flammable material such as furniture, drapes, paper . . . )
- "Why is it important to turn off a space heater when it is not being used?" (Could start a fire if left unattended . . . )
- "Why is it important to place a space heater close to the outlet where it is plugged in?" (Prevent heater from being knocked over by person tripping over cord or heater . . . )

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## FIRE SAFETY (Cont.)

**Client is shown a portable space heater and asked to set it up.**

- Sets space heater right side up    ■ Sets heater on floor    ■ Sets heater safe distance from flammable materials
- Sets space heater close to wall outlet (i.e. out of traffic pattern)    ■ Space heater is turned off    ■ Plugs in space heater
- Cord of space heater lays safely (e.g. not in area where person might trip; does not lay against heater)

## CLOTHES DRYER

- "How could a fire start in a clothes dryer?" (Lint built up in lint trap can burst into flames, combustible material placed in dryer on high heat can ignite . . .)

**Client is asked to inspect lint trap of clothes dryer and determine whether it should be cleaned before operating dryer.**

- Client correctly determines whether lint trap should be cleaned

## FIREPLACE

- "When should a screen be used on a fireplace or wood stove?" (Whenever fireplace is in use, when wood stove is in use with door or doors open)
- "Why should a screen be used whenever there is an open fire?" (Prevent sparks from flying out into the room . . .)
- "Where should fuel for a fireplace or wood stove be stored?" (Safe distance away from heat and sparks so won't ignite . . .)
- "Why should a fireplace or wood stove chimney be cleaned regularly?" (Prevent chimney fires)

**Role-play: Client is asked to imagine there is a fire in the fireplace or wood stove, to inspect the immediate area for safety, and to correct any unsafe conditions (e.g. open fire screen, wood or paper on hearth, flammable material near wood stove). It is suggested instructor arrange unsafe conditions for some training sessions, vary the specific unsafe conditions, and arrange some training sessions with no unsafe conditions.**

- Client identifies unsafe condition(s)    ■ Corrects unsafe conditions
- Indicates correctly when no unsafe conditions are present

## SMOKE DETECTOR

- "Why is it important to have a smoke detector(s) in a home?" (Provides early warning of possible fire . . .)

**Client is asked to check a smoke detector and determine whether it is in working order. If smoke detector is battery operated, client is asked to demonstrate changing battery(ies) before checking to determine whether detector is in working order.**

**Changing battery(ies)**

- Client demonstrates: Removing cover from battery-operated smoke detector    ■ Removing battery(ies)
- Inserting replacement battery(ies) in correct place    ■ And position
- Demonstrates replacing cover on smoke detector
- Changes battery(ies) without damaging smoke detector
- Depresses lever, pushes button, etc. to determine whether smoke detector is in working order
- Indicates correctly whether smoke detector is in working order

## FIRES AND FIRE ALARMS

- "Why is it important to have a fire extinguisher in a home?" (Might allow you to put out a small fire before it can spread . . .)
- "If you suspect your house is on fire, what should you do?" (Call fire department and get out of house . . .)
- "Where is a good place to keep the telephone number for the fire department?" (Taped on the telephone . . .)
- "If you need to call the fire department but cannot locate the number quickly, who can you call for assistance?" (Telephone operator . . .)
- "If you call the fire department to report a fire, what information will you need to give?" (Complete address of location of fire . . .)
- "What is a fire alarm?" (Device that summons fire department, warns people to evacuate a building . . .)
- "When should a fire alarm be activated?" (Only when there is a fire . . .)
- "Where are fire alarms usually located?" (Public buildings, apartment houses, some street corners . . .)
- "What is a false alarm?" (Reporting a fire by calling the fire department or activating a fire alarm *when there is no fire* . . .)
- "What can happen to a person who reports a false alarm?" (Get in trouble, pay a fine . . .)

**Client is asked to locate the fire alarm nearest client's home and explain how to activate it.**

*Location of fire alarm nearest client's home:*

- Client locates fire alarm    ■ Fire alarm located is the nearest to client's home
- Reasonably explains how to activate the alarm

## 196.1 USE OF MATCHES AND CANDLES

**The purpose of this skill is to train a client who uses matches (e.g. client who smokes, client who burns decorative candles) to use them safely. See HEALTH AND SENSORY-MOTOR SKILLS PROGRAM, Section I, for clients who smoke.**

*Client must be given 100% supervision, and instructor must be prepared to intervene.*

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF MATCHES AND CANDLES (Cont.)

Client is presented with a book of matches and a candle in a candlestick and is asked to set the candle in an appropriate place and light it.

- Sets candle in appropriate place (e.g. away from flammable material)
- Candle and candlestick rest securely (e.g. on flat surface, will not tip over) ■ Opens matchbook ■ Grasps one match
- Holds matchbook appropriately for tearing out match ■ Tears match out of book ■ At base of match stick
- Tears out only one match ■ Closes cover before striking match ■ Holds matchbook appropriately for striking match
- Holds match appropriately for striking ■ Draws match head along striking surface
- Draws match head along striking surface with sufficient speed ■ And pressure to ignite match
- Holds burning match securely ■ And appropriately for lighting candle (e.g. holds near torn end of match)
- Uses all safety precautions while holding burning match (e.g. keeps flame away from hair, clothing, other flammable material)
- Touches flame to wick of candle
- Holds flame to wick of candle until wick ignites ■ Or match must be extinguished to prevent burning fingers
- Extinguishes match by blowing on it or shaking it appropriately ■ Places burned match in appropriate receptacle
- Lights additional match(es) until wick ignites
- Lights match(es) and candle safely (i.e. does not burn self; instructor does not need to intervene)

The following tasks are designed to accommodate extinguishing a candle with a candle snuffer or by blowing out the flame. It is suggested to determine the method client is to use, indicate method in the entry provided below, and select the corresponding tasks. Client is shown a burning candle and asked to extinguish it.

Method client is to use to extinguish candle: \_\_\_\_\_ Candle snuffer \_\_\_\_\_ Blowing out flame

**Candle snuffer**

- Grasps snuffer appropriately for use ■ Places correct end of snuffer over candle
- Snuffer is sufficiently close to candle ■ Holds snuffer over candle until flame is extinguished

**Blowing out flame**

- Blows at flame of candle
- Blows at candle from appropriate distance (i.e. close enough to extinguish flame but far enough to avoid burning self)
- Blows with appropriate force (i.e. strong enough to extinguish flame without scattering melted wax)
- Blows until candle is extinguished
- Extinguishes candle safely (i.e. does not burn self; instructor does not need to intervene)

## 197.1 USE OF FIRE EXTINGUISHER

This skill is intended for use either with the fire extinguisher available to client at home (preferable) or with a fire extinguisher with the same features provided by the facility. The skill is designed to accommodate multi-purpose dry chemical extinguishers rated for Class A, B, and C fires. It is recommended a speaker be invited to demonstrate use of fire extinguishers.

*Role-play:* Client is asked to imagine there is a small fire. It is suggested to use a picture of a fire or some other visual aid at which client will aim fire extinguisher. It is recommended client use a discharged extinguisher for training. If a charged extinguisher is used, however, client is *not* to discharge contents. An entry is provided below for instructor to indicate condition of fire extinguisher client is to use (e.g. discharged).

Client is given a fire extinguisher and asked to put out the "fire."

Condition of fire extinguisher client is to use: \_\_\_\_\_ Discharged \_\_\_\_\_ Charged

- Grasps fire extinguisher appropriately for use ■ Holds extinguisher securely ■ Stands appropriate distance from "fire"
- Prepares to activate extinguisher by pulling pin, releasing latch, pressing puncture lever, etc. ■ *If extinguisher is charged, reasonably explains how to pull pin, release latch, press puncture lever, etc.*
- Grasps extinguisher nozzle ■ Aims nozzle at base of "fire"
- Activates extinguisher by squeezing or pressing handle, etc. ■ *If extinguisher is charged, reasonably explains how to squeeze or press handle, etc.*
- Maintains handle in activated position ■ Sweeps nozzle back and forth at base of "fire" ■ Releases handle

**AWARENESS OF MAINTAINING FIRE EXTINGUISHER OPERATIONAL**

- "How often should a fire extinguisher be inspected by a service company?" (Annually)
- "How often should a fire extinguisher be recharged?" (Annually and after every usage)
- "How can you tell when a fire extinguisher was recharged?" (Check date on tag . . .)
- "How can you tell if a fire extinguisher needs recharging?" (Check the gauge . . .)
- "Where can you take a fire extinguisher to be inspected and recharged?"

Client is shown two identical fire extinguishers, only one of which is charged. Client is asked to determine which extinguisher is charged and which one is not.

- Locates gauges ■ Correctly indicates which extinguisher is charged
- Correctly indicates which extinguisher is *not* charged

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## 198.1 PLUGGING AND UNPLUGGING TWO-PRONG AND THREE-PRONG PLUGS

## PLUGGING TWO-PRONG PLUGS

Client is shown an electric appliance with a two-prong plug (e.g. table lamp, radio, toaster) and is asked to plug in and turn on the appliance. It is suggested to vary the appliance used each training session to insure client is learning to manage a variety of plugs.

- Hands are dry    ■ Locates unused outlet    ■ Appliance is turned off
- Grasps plug appropriately for inserting in outlet (e.g. with thumb and first finger)    ■ Aligns prongs with outlet
- Inserts prongs into outlet    ■ Inserts completely    ■ Plugs in cord without touching prongs    ■ Or outlet
- Turns on appliance

## UNPLUGGING TWO-PRONG PLUGS

Client is shown an electric appliance that is turned on and plugged in with a two-prong plug (e.g. portable TV, fan, portable typewriter). Client is asked to unplug the appliance. It is suggested to vary the appliance used each training session to insure client is learning to manage a variety of plugs.

- Hands are dry    ■ Turns off appliance
- Grasps plug appropriately for removing prongs from outlet (e.g. with thumb and first finger)
- Grasps plug only (i.e. does not grasp cord)    ■ Grasps plug firmly
- Pulls plug    ■ Until prongs are removed completely from outlet
- Unplugs cord without touching prongs    ■ Or outlet

## PLUGGING THREE-PRONG PLUGS

Client is shown an electric appliance with a three-prong plug (e.g. microwave oven, typewriter, drill) and is asked to plug in the appliance. It is suggested to vary the appliance used each training session to insure client is learning to manage a variety of three-prong plugs.

- Hands are dry    ■ Locates unused outlet    ■ Outlet will accept three-prong plug    ■ Appliance is turned off
- Grasps plug appropriately for inserting in outlet (e.g. with thumb and first finger)    ■ Aligns prongs with outlet
- Inserts prongs into outlet    ■ Inserts completely    ■ Plugs in cord without touching prongs    ■ Or outlet

## UNPLUGGING THREE-PRONG PLUGS

Client is shown an electric appliance with a three-prong plug that is plugged in (e.g. calculator, portable air conditioner, space heater). Client is asked to unplug the appliance. It is suggested to vary the appliance used each training session to insure client is learning to manage a variety of three-prong plugs.

- Hands are dry    ■ Appliance is turned off
- Grasps plug appropriately for removing prongs from outlet (e.g. with thumb and first finger)
- Grasps plug only (i.e. does not grasp cord)    ■ Grasps plug firmly
- Pulls plug    ■ Until prongs are removed completely from outlet
- Unplugs cord without touching prongs    ■ Or outlet

## 198.2 USE OF EXTENSION CORDS

- "If the cord on an appliance is too short to reach the nearest outlet, what can you do?" (Move the appliance, use extension cord . . . )
- "How can an extension cord be dangerous?" (Using outdoors a cord rated for indoor use, overloading capacity of cord . . . )
- "If you use an extension cord with an appliance for which the cord is not intended, what can happen?" (Can cause a fire . . . )
- "If you are not sure if an extension cord is safe to use with a specific appliance, what should you do?" (Ask knowledgeable person . . . )
- "Why is it important to inspect extension cords before using them?" (Cord may be damaged and cause a fire . . . )
- "Describe three types of damage an extension cord might have." (Cord frayed, cord cut, plug or outlet not fastened securely, ground prong missing . . . )

## SELECTING AND USING EXTENSION CORD

Client is shown an electric appliance with a two-prong plug (e.g. radio, portable TV, table lamp). Instructor assures the appliance is located so that its cord will not reach the nearest outlet. Client is shown several different extension cords, one or more of which is unsafe for use (e.g. 6', 6' frayed cord, 18', 25' three-prong), and is asked to select the appropriate extension cord and plug in the appliance. It is suggested to vary the appliance, the location of the appliance, and the types and lengths of extension cords used each training session to insure client is learning to manage a variety of plugs and extension cord requirements.

- Hands are dry    ■ Appliance is turned off    ■ Locates unused outlet    ■ Selects outlet nearest appliance
- Selects correct type of extension cord    ■ Selects extension cord of appropriate length
- Inspects extension cord for damage    ■ Inspects plug end    ■ And outlet end
- Correctly indicates whether extension cord is safe to use    ■ Selects extension cord that is safe to use
- Grasps plug on appliance cord with one hand    ■ Grasps plug appropriately for inserting in outlet of extension cord
- Grasps outlet of extension cord with other hand    ■ Holds outlet appropriately for receiving plug

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF EXTENSION CORDS (Cont.)

- Aligns prongs of appliance plug with extension cord outlet
- Inserts prongs of appliance cord into extension cord outlet ■ Completely
- Grasps extension cord plug appropriately for inserting in wall outlet ■ Aligns prongs of extension cord with wall outlet
- Inserts prongs of extension cord into wall outlet ■ Completely
- Plugs extension cord into wall outlet without touching prongs ■ Or outlet
- Extension cord lays safely (e.g. does not cross doorway or lay in traffic pattern, is not under rug)

## DISCONNECTING AND STORING EXTENSION CORD

Client is shown an electric appliance with a two-prong plug that is plugged in with an extension cord (e.g. clock, radio, table lamp). Client is asked to unplug the appliance and store the extension cord. It is suggested to vary the appliance and length of extension cord used each training session to insure client is learning to manage a variety of plugs and extension cords.

- Hands are dry ■ Appliance is turned off
- Grasps extension cord plug appropriately for removing prongs from wall outlet
- Grasps only extension cord plug (i.e. does not grasp cord) ■ Grasps extension cord plug firmly
- Pulls extension cord plug ■ Until prongs are removed completely from wall outlet
- Grasps appliance cord plug with one hand ■ Grasps plug appropriately for removing prongs from extension cord outlet
- Grasps only appliance cord plug (i.e. does not grasp cord) ■ Grasps appliance cord plug firmly
- Grasps extension cord outlet with other hand ■ Grasps outlet appropriately for removing appliance cord plug
- Grasps extension cord outlet only (i.e. does not grasp cord) ■ Grasps extension cord outlet firmly
- Pulls outlet and plug in opposite directions ■ Pulls until prongs are removed completely from extension cord outlet
- Force of pull is appropriate (e.g. elbows do not bump furniture when cords come apart suddenly)
- Coils extension cord properly (i.e. does not damage or risk damaging cord by tying knots, bending cord sharply, etc.)
- Coils extension cord reasonably neatly ■ Puts away extension cord ■ In appropriate storage place

## 199.1 SECURING THE HOUSE: When Home Alone

## WHEN HOME ALONE IN DAYTIME

The following tasks are intended for use in client's own home. Client is asked to imagine he or she is home alone in the daytime. Instructor asks client to secure the house. It is recommended instructor, client, and client's parents or significant others decide the security measures client is to use when home alone in the daytime, indicate the information in the entries provided below, and select the corresponding tasks.

*Location of window(s) that may be open or unlocked:*

*Location of drapes, shades, or blinds that are to be closed:*

*Location of door(s) that may be open or unlocked:*

## WINDOWS

- Checks all windows that are to be locked
- Assures all windows to be locked are locked (Use skills 194.1 - 195.1 for formal training on locking windows)
- Checks all drapes, shades, or blinds that are to be closed ■ Assures all drapes, shades, or blinds that are to be closed are closed (Use skills 184.2 - 186.1 for formal training on operating drapes, shades, or blinds)

## DOORS

- Checks all doors that are to be locked
- Assures all doors that are to be locked are locked (Use skills 189.2 - 191.1 for formal training on locking doors)

## WHEN HOME ALONE IN EVENING

The following tasks are intended for use in client's own home. Client is asked to imagine he or she is home alone in the evening. Instructor asks client to secure the house. It is recommended instructor, client, and client's parents or significant others decide the security measures client is to use when home alone in the evening, indicate the information in the entries provided below, and select the corresponding tasks.

*Location of window(s) that may be open or unlocked:*

*Location of drapes, shades, or blinds that are to be closed:*

*Location of door(s) that may be open or unlocked:*

## WINDOWS

- Checks all windows that are to be locked
- Assures all windows to be locked are locked (Use skills 194.1 - 195.1 for formal training on locking windows)
- Checks all drapes, shades, or blinds that are to be closed ■ Assures all drapes, shades, or blinds that are to be closed are closed (Use skills 184.2 - 186.1 for formal training on operating drapes, shades, or blinds)

## DOORS

- Checks all doors that are to be locked
- Assures all doors that are to be locked are locked (Use skills 189.2 - 191.1 for formal training on locking doors)



## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## 200.1 SECURING THE HOUSE: Before Going To Bed

This skill is intended for use in client's own home. Client is asked to imagine he or she is about to go to bed. Instructor asks client to secure the house. Entries are provided below for instructor to indicate location of window(s) that may be left open or unlocked; location of thermostat(s) and temperature(s) client is to set; electric appliances that are to be unplugged (e.g. heat producing appliances such as space heater or iron, appliances without an on/off switch such as coffee maker or curling iron); and electric appliances that are to remain operating (e.g. refrigerator, freezer, clocks). It is assumed all other electric appliances may be left plugged in but turned off. Entries also are provided for instructor to indicate how client is to deal with fire in a fireplace or wood stove (e.g. close stove door and damper), and location of light(s) client may leave turned on (e.g. night light in bathroom).

*Location of window(s) that may be left open or unlocked:*      *Location of thermostat(s) and temperature(s) client is to set:*

*Electric appliances that are to be unplugged:*

*Electric appliances that are to remain operating:*

*How client is to deal with fire in fireplace or wood stove:*

*Location of light(s) that may be left turned on:*

**WINDOWS**

- Checks all windows that are to be locked
- Assures all windows to be locked are locked (Use **skills 194.1 - 195.1** for formal training on locking windows)
- Checks all drapes, shades, or blinds that are to be closed      ■ Assures all drapes, shades, or blinds that are to be closed are closed (Use **skills 184.2 - 186.1** for formal training on operating drapes, shades, or blinds)

**THERMOSTAT**

- Checks thermostat(s) indicated in directions      ■ Thermostat(s) is (are) set at temperature(s) indicated in directions (Use **skill 184.1** for formal training on setting thermostat)

**APPLIANCES TO BE UNPLUGGED**

- Checks all appliances that are to be unplugged      ■ Assures all appliances that are to be unplugged are unplugged

**APPLIANCES TO REMAIN OPERATING**

- Appliances indicated in directions remain operating
- Appliances are operating safely (e.g. space heater in bedroom is safe distance from flammable materials)

**APPLIANCES TO BE TURNED OFF**

- Checks all appliances that are to be turned off      ■ Assures all appliances that are to be turned off are turned off

**DOORS**

- Checks all doors that are to be locked (e.g. all outside doors)      ■ Assures all doors that are to be locked are locked (Use **skills 189.2 - 191.1** for formal training on locking doors)

**IGNITED MATERIAL**

- Deals with fire in fireplace or wood stove as indicated in directions
- Candles are extinguished
- Cigarettes, cigars, or pipes are extinguished

**MISCELLANEOUS**

- House is reasonably straight (e.g. no items in traffic pattern which might cause person to trip)

**LIGHTS**

- Checks all lights that are to be turned off      ■ Assures all lights that are to be turned off are turned off

## 200.2 SECURING THE HOUSE: When Leaving

**WHEN LEAVING HOUSE IN DAYTIME**

The following tasks are intended for use in client's own home either when client is last person to leave the house in the daytime and actually is responsible for securing it (preferable), or client is asked to imagine that situation. Entries are provided below for instructor to indicate location of window(s) that may be left open or unlocked; location of thermostat(s) and temperature(s) client is to set; electric appliances that are to be unplugged (e.g. heat producing appliances such as space heater or iron, appliances without an on/off switch such as coffee maker or curling iron); and electric appliances that are to remain operating (e.g. refrigerator, freezer, clocks). It is assumed all other electric appliances may be left plugged in but turned off. Entries also are provided for instructor to indicate how client is to deal with fire in a fireplace or wood stove (e.g. close stove door and damper), and location of light(s) client may leave turned on.

*Location of window(s) that may be left open or unlocked:*      *Location of thermostat(s) and temperature(s) client is to set:*

*Electric appliances that are to be unplugged:*

*Electric appliances that are to remain operating:*

*How client is to deal with fire in fireplace or wood stove:*

*Location of light(s) that may be left turned on:*

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## SECURING THE HOUSE: When Leaving (Cont.)

**WINDOWS**

- Checks all windows that are to be locked
- Assures all windows to be locked are locked (Use **skills 194.1 - 195.1** for formal training on locking windows)
- Checks all drapes, shades, or blinds that are to be closed ■ Assures all drapes, shades, or blinds that are to be closed are closed (Use **skills 184.2 - 186.1** for formal training on operating drapes, shades, or blinds)

**THERMOSTAT**

- Checks thermostat(s) indicated in directions ■ Thermostat(s) is (are) set at temperature(s) indicated in directions (Use **skill 184.1** for formal training on setting thermostat)

**APPLIANCES TO BE UNPLUGGED**

- Checks all appliances that are to be unplugged ■ Assures all appliances that are to be unplugged are unplugged

**APPLIANCES TO REMAIN OPERATING**

- Appliances indicated in directions remain operating ■ Appliances are operating safely

**APPLIANCES TO BE TURNED OFF**

- Checks all appliances that are to be turned off ■ Assures all appliances that are to be turned off are turned off

**IGNITED MATERIAL**

- Deals with fire in fireplace or wood stove as indicated in directions
- Candles are extinguished
- Cigarettes, cigars, or pipes are extinguished

**LIGHTS**

- Checks all lights that are to be turned off ■ Assures all lights that are to be turned off are turned off

**DOORS**

- Checks all doors ■ Assures all doors are locked except door client will use as exit if it requires locking from outside (Use **skills 189.2 - 191.1** for formal training on locking doors)
- Has keys on person for re-entry ■ Exits house ■ Closes door completely ■ Door used for exit is locked

**WHEN LEAVING HOUSE IN EVENING**

The following tasks are intended for use in client's own home either when client is last person to leave the house in the evening and actually is responsible for securing it (preferable), or client is asked to imagine that situation. Entries are provided below for instructor to indicate location of window(s) that may be left open or unlocked; location of thermostat(s) and temperature(s) client is to set; electric appliances that are to be unplugged (e.g. heat producing appliances such as space heater or iron, appliances without an on/off switch such as coffee maker or curling iron); and electric appliances that are to remain operating (e.g. refrigerator, freezer, clocks). It is assumed all other electric appliances may be left plugged in but turned off. Entries also are provided for instructor to indicate how client is to deal with fire in a fireplace or wood stove (e.g. close stove door and damper), and location of light(s) client may leave turned on (e.g. light over kitchen sink, front porch light).

*Location of window(s) that may be left open or unlocked:*

*Location of thermostat(s) and temperature(s) client is to set:*

*Electric appliances that are to be unplugged:*

*Electric appliances that are to remain operating:*

*How client is to deal with fire in fireplace or wood stove:*

*Location of light(s) that may be left turned on:*

**WINDOWS**

- Checks all windows that are to be locked
- Assures all windows to be locked are locked (Use **skills 194.1 - 195.1** for formal training on locking windows)
- Checks all drapes, shades, or blinds that are to be closed ■ Assures all drapes, shades, or blinds that are to be closed are closed (Use **skills 184.2 - 186.1** for formal training on operating drapes, shades, or blinds)

**THERMOSTAT**

- Checks thermostat(s) indicated in directions ■ Thermostat(s) is (are) set at temperature(s) indicated in directions (Use **skill 184.1** for formal training on setting thermostat)

**APPLIANCES TO BE UNPLUGGED**

- Checks all appliances that are to be unplugged ■ Assures all appliances that are to be unplugged are unplugged

**APPLIANCES TO REMAIN OPERATING**

- Appliances indicated in directions remain operating ■ Appliances are operating safely

**APPLIANCES TO BE TURNED OFF**

- Checks all appliances that are to be turned off ■ Assures all appliances that are to be turned off are turned off

**IGNITED MATERIAL**

- Deals with fire in fireplace or wood stove as indicated in directions
- Candles are extinguished
- Cigarettes, cigars, or pipes are extinguished

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## SECURING THE HOUSE: When Leaving (Cont.)

## LIGHTS

- Checks all lights that are to be turned off
- Assures all lights that are to be turned off are turned off

## DOORS

- Checks all doors
- Assures all doors are locked except door client will use as exit if it requires locking from outside (Use skills 189.2 - 191.1 for formal training on locking doors)
- Has key on person for re-entry
- Exits house
- Closes door completely
- Door used for exit is locked

## 202.1 USE OF PADLOCKS: Key-Operated Padlock

This skill is designed to accommodate a variety of key-operated padlocks. It is suggested to vary the item used with a padlock each training session to insure client is learning to manage a padlock with a variety of items (e.g. padlock inserted through hasp, through chain, through looped ends of cable, through small holes).

## UNLOCKING AN ITEM

Client is shown an item that is locked with a key-operated padlock (e.g. locker, cabinet, gate). Client is asked to unlock the padlock, remove padlock from item, and lock the padlock. An entry is provided below for instructor to indicate whether client is to be given only the key for the padlock or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Selects correct key
- Grasps key appropriately for inserting in keyhole

## Alignment method 1

- Aligns end of key with keyhole

## Alignment method 2

- Inserts tip of key into keyhole
- Turns key
- Until keyhole is aligned with slot in case
- Key is right side up
- Inserts key into keyhole
- Inserts completely
- Turns key
- In correct direction
- Turns key until shackle is released from case
- Stops turning key when shackle is released
- Turns case
- Turns until shackle can be removed from item
- Slips shackle out of item
- Aligns free end of shackle with hole in case
- Holds padlock appropriately for locking

## Locking shackle: method 1

- Pushes free end of shackle into hole in case
- Until shackle automatically locks in place

## Locking shackle: method 2

- Pushes free end of shackle into hole in case with one hand
- And maintains end of shackle at sufficient depth in hole
- Turns key with other hand
- Turns key in correct direction
- Until shackle is locked in place
- Stops turning key when shackle is locked in place
- Turns key in correct direction to release key from padlock
- Stops turning key when key can be withdrawn from keyhole (e.g. padlock remains locked)
- Withdraws key from keyhole
- Unlocks item in reasonable amount of time

## LOCKING AN ITEM

Client is shown a key-operated padlock that is locked and an item to be locked with the padlock (e.g. trunk, shed, metal box). Client is asked to lock the item with the padlock. An entry is provided below for instructor to indicate whether client is to be given only the key for the padlock or several keys from which client is to select the correct key.

*Number of keys client is to be given:*

- Item to be padlocked is closed or otherwise appropriately positioned to accept padlock
- Chain or cable is placed appropriately
- Selects correct key
- Holds padlock appropriately for unlocking
- Grasps key appropriately for inserting in keyhole

## Alignment method 1

- Aligns end of key with keyhole

## Alignment method 2

- Inserts tip of key into keyhole
- Turns key
- Until keyhole is aligned with slot in case
- Key is right side up
- Inserts key into keyhole
- Inserts completely
- Turns key
- In correct direction
- Turns key until shackle is released from case
- Stops turning key when shackle is released
- Turns shackle
- Sufficient amount to allow free end of shackle to be inserted in item to be padlocked
- Holds padlock appropriately for inserting in item
- Inserts free end of shackle into and through correct part(s) of item (e.g. through appropriate links in chain)
- Turns case
- Turns until free end of shackle is aligned with hole in case
- Holds padlock appropriately for locking

## Locking shackle: method 1

- Pushes free end of shackle into hole in case
- Until shackle automatically locks in place

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## USE OF PADLOCKS: Key-Operated Padlock (Cont.)

**Locking shackle: method 2**

- Pushes free end of shackle into hole in case with one hand    ■ And maintains end of shackle at sufficient depth in hole
- Turns key with other hand    ■ Turns key in correct direction    ■ Until shackle is locked in place
- Stops turning key when shackle is locked in place
- Turns key in correct direction to release key from padlock
- Stops turning key when key can be withdrawn from keyhole (e.g. padlock remains locked)
- Withdraws key from keyhole    ■ Locks item in reasonable amount of time

## 203.1 USE OF PADLOCKS: Combination Padlock

This skill is designed to accommodate both combination padlocks with preset combinations and variable combination padlocks (i.e. combination is set by owner and can be changed at any time). It is suggested to vary the item used with a padlock each training session to insure client is learning to manage a padlock with a variety of items (e.g. padlock inserted through hasp, through chain, through cable, through small holes).

**UNLOCKING AN ITEM**

Client is shown an item that is locked with a combination padlock (e.g. locker, gate, cabinet). Client is asked to unlock the padlock, remove padlock from item, and lock the padlock. Entries are provided below for instructor to indicate the type and combination of padlock client is to use and whether client is to memorize the combination or may use a written cue. Entries also are provided to indicate the combination in the corresponding tasks below (e.g. ■ Turns dial    ■ In correct direction: RIGHT).

Type of combination padlock client is to use:    \_\_\_\_Preset    \_\_\_\_Variable

Combination of padlock client is to use:

Client is to memorize combination:    \_\_\_\_Yes    \_\_\_\_No    Client may use written cue:    \_\_\_\_Yes    \_\_\_\_No

**Preset combination padlock****First number**

- Turns dial    ■ In correct direction:
- Turns dial number of rotations specified before stopping at first number:
- Stops at first number:

**Second number**

- Turns dial    ■ In correct direction:
- Turns dial number of rotations specified past first number:
- Stops at second number:

**Third number**

- Turns dial    ■ In correct direction:
- Turns dial number of rotations specified past second number:
- Stops at third number:

**Fourth number**

- Turns dial    ■ In correct direction:
- Turns dial number of rotations specified past third number:
- Stops at fourth number:

**Variable combination padlock**

- Rotates first dial    ■ Stops at first number:
- Rotates second dial    ■ Stops at second number:
- Rotates third dial    ■ Stops at third number:
- Rotates fourth dial    ■ Stops at fourth number:
- Pulls case    ■ Pulls until shackle is released    ■ Opens combination lock from memory
- Turns case    ■ Turns until shackle can be removed from item    ■ Slips shackle out of item
- Turns dial of *preset* combination padlock    ■ Rotates one or more dials of *variable* combination padlock
- Aligns free end of shackle with hole in case    ■ Holds padlock appropriately for locking
- Pushes free end of shackle into hole in case    ■ Pushes until shackle locks in place
- Unlocks item in reasonable amount of time

**LOCKING AN ITEM**

Client is shown a combination padlock that is locked and an item to be locked with the padlock (e.g. locker, tool box, gate). Client is asked to lock the item with the padlock. Entries are provided below for instructor to indicate the type and combination of padlock client is to use and whether client is to memorize the combination or may use a written cue. Entries also are

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## USE OF PADLOCKS: Combination Padlock (Cont.)

provided to indicate the combination in the corresponding tasks below (e.g. ■ Turns dial ■ In correct direction: RIGHT).

Type of combination padlock client is to use: \_\_\_\_Preset \_\_\_\_Variable

Combination of padlock client is to use:

Client is to memorize combination: \_\_\_\_Yes \_\_\_\_No Client may use written cue: \_\_\_\_Yes \_\_\_\_No

■ Item to be padlocked is closed or otherwise appropriately positioned to accept padlock

■ Chain or cable is placed appropriately ■ Holds padlock appropriately for unlocking

**Preset combination padlock****First number**

■ Turns dial ■ In correct direction:

■ Turns dial number of rotations specified before stopping at first number:

■ Stops at first number:

**Second number**

■ Turns dial ■ In correct direction:

■ Turns dial number of rotations specified past first number:

■ Stops at second number:

**Third number**

■ Turns dial ■ In correct direction:

■ Turns dial number of rotations specified past second number:

■ Stops at third number:

**Fourth number**

■ Turns dial ■ In correct direction:

■ Turns dial number of rotations specified past third number:

■ Stops at fourth number:

**Variable combination padlock**

■ Rotates first dial ■ Stops at first number:

■ Rotates second dial ■ Stops at second number:

■ Rotates third dial ■ Stops at third number:

■ Rotates fourth dial ■ Stops at fourth number:

■ Pulls shackle ■ Pulls until shackle is released from case ■ Opens combination lock from memory

■ Turns shackle ■ Sufficient amount to allow free end of shackle to be inserted in item to be padlocked

■ Holds padlock appropriately for inserting in item

■ Inserts free end of shackle into and through correct part(s) of item (e.g. through appropriate links in chain)

■ Turns case ■ Turns until free end of shackle is aligned with hole in case ■ Holds padlock appropriately for locking

■ Turns dial of *preset* combination padlock ■ Rotates one or more dials of *variable* combination padlock

■ Pushes free end of shackle into hole in case ■ Pushes until shackle locks in place

■ Locks item in reasonable amount of time

## 204.1 USE OF STEPLADDER

This skill is intended for use either in client's home (preferable) or at the habilitation facility using the same type of stepladder available to client at home. Instructor assures stepladder is in safe working order before giving client directions. Client is asked to do something that requires use of a stepladder (e.g. wash window out of client's reach, get book from high shelf). It is recommended the activity client is asked to perform be something client knows how to do since the primary emphasis of this skill is using a stepladder. It is suggested to vary the activities client is to perform each training session to insure client is learning to use a stepladder safely at several heights. An entry is provided below for instructor to indicate number of rungs on stepladder client is to use.

Number of rungs on stepladder client is to use:

■ Locates stepladder ■ Grasps stepladder appropriately for carrying ■ Carries stepladder to area where it will be used

■ Carries stepladder carefully (e.g. does not bump items, does not drop stepladder) ■ Rests two front legs of stepladder on floor

■ Holds stepladder vertically ■ Opens frame of stepladder ■ Opens completely ■ Sets all four legs of stepladder on floor

■ Hinges are locked in open position

■ Positions stepladder for efficient use (e.g. will not need to lean to side of ladder and stretch to perform activity)

■ Positions stepladder for effective use (e.g. will not need to reposition ladder once on it in order to perform activity)

■ Stepladder rests evenly on floor ■ Holds onto stepladder ■ Holds firmly ■ Places hand(s) on appropriate part(s) of ladder

■ Steps onto bottom step of stepladder ■ Places feet securely on steps while climbing ■ Climbs ladder to appropriate height

■ Maintains hold on stepladder while climbing ■ Moves hand(s) as necessary ■ Performs activity

■ Descends stepladder one step at a time ■ Places feet securely on steps while descending

## HOME ENVIRONMENT SKILLS

## VI. HOUSEKEEPING AND SAFETY AT HOME

## USE OF STEPLADDER (Cont.)

- Maintains hold on stepladder while descending    ■ Moves hand(s) as necessary    ■ Steps off stepladder onto floor
- Uses stepladder safely (i.e. does not fall or risk falling)    ■ Releases hinges from open position
- Closes frame of stepladder    ■ Closes completely    ■ Closes stepladder safely (e.g. does not pinch fingers)
- Puts away stepladder    ■ In appropriate storage area

## 205.1 USE OF FLASHLIGHT

## CHANGING BATTERIES

**Client is shown a flashlight and several batteries in assorted sizes. Client is asked to change the batteries in the flashlight and turn it on.**

- Grasps flashlight barrel appropriately for unscrewing cap of battery compartment
- Turns cap of battery compartment    ■ In correct direction
- Maintains firm grasp on flashlight while unscrewing cap    ■ Unscrews cap completely    ■ Removes cap from flashlight
- Sets cap in appropriate place    ■ Gently (i.e. does not damage or risk damaging)
- Tips open end of flashlight toward hand    ■ Slides out battery into hand
- Slides out all batteries    ■ Carefully (e.g. does not drop batteries)
- Sets old batteries in appropriate place    ■ Selects correct number    ■ And size of replacement batteries
- Inserts end of replacement battery into open end of flashlight    ■ Inserts correct end of replacement battery
- Slides replacement battery into flashlight    ■ Inserts all replacement batteries in flashlight    ■ In correct direction
- Holds flashlight barrel appropriately for screwing on cap    ■ Aligns cap with barrel of flashlight
- Pushes cap    ■ Until coil is sufficiently compressed to screw on cap
- Maintains pressure while turning cap    ■ Until cap is threaded on barrel
- Screws cap in correct direction    ■ Screws on cap completely
- Turns on flashlight by depressing button, sliding lever, etc.    ■ Demonstrates turning off flashlight

## CHANGING BULB

**Client is shown a flashlight and several bulbs in assorted sizes. Client is asked to change the bulb in the flashlight and turn it on.**

- Grasps flashlight barrel appropriately for unscrewing lamp head unit    ■ Turns lamp head unit    ■ In correct direction
- Maintains firm grasp on flashlight while unscrewing lamp head unit    ■ Unscrews lamp head unit completely
- Removes lamp head unit    ■ Carefully (i.e. does not damage or risk damaging)
- Sets flashlight barrel in appropriate place    ■ Batteries remain in flashlight barrel
- Grasps lamp assembly appropriately for removal from base of lamp head unit
- Lifts lamp assembly out of base of lamp head unit    ■ Gently (i.e. does not damage or risk damaging)
- Sets base of lamp head unit in appropriate place    ■ And position (e.g. face down)
- Holds reflector appropriately for removing housing from base of lamp assembly
- Removes housing by unscrewing or unsnapping it from lamp assembly    ■ Carefully (i.e. does not damage or risk damaging)
- Sets housing in appropriate place    ■ And position (e.g. on end so it will not roll)
- Removes bulb from reflector    ■ Sets bulb in appropriate place    ■ Selects correct replacement bulb
- Inserts replacement bulb through hole in reflector    ■ In correct direction
- Snaps or screws housing on lamp assembly    ■ Completely
- Grasps lamp assembly appropriately for inserting in base of lamp head unit    ■ Holds base of lamp head unit appropriately
- Slides lamp assembly into base of lamp head unit    ■ Carefully (i.e. does not damage or risk damaging)
- Lamp assembly rests evenly on lens    ■ Holds flashlight barrel appropriately for screwing on lamp head unit
- Aligns lamp head unit with flashlight barrel    ■ Lamp head unit remains assembled
- Pushes lamp head unit    ■ Until coil in flashlight barrel is sufficiently compressed to screw on lamp head unit
- Maintains pressure while turning lamp head unit    ■ Until lamp head unit is threaded on barrel
- Screws lamp head unit in correct direction    ■ Screws on lamp head unit completely
- Turns on flashlight by depressing button, sliding lever, etc.    ■ Demonstrates turning off flashlight

Notes: