


**SKILL IT TO WIN**

**IT**


Sharonda Johnson- Services for the  
Underserved



**Welcome!**



**Hi! I am Sharonda Johnson, a senior residential habilitation specialist at Services for the Underserved in the Developmental Disabilities Division. I have been in the field for over 15 years and at the agency for 8 years in this role. I started as a Res Hab specialist/ QIDP and then was promoted to Sr. RHS. I also am a self-direction broker and the Chair of the Self advocacy group at SUS. Most recently, I co led a supportive living grant training series at SUS, where 7 of our persons supported took an 8-month course to gain necessary skills to live a more independent, fulfilling life.**



**This workshop focuses on taking skills outside of the “classroom”. The approach is on shying away from traditional methods of teaching and instead focusing on a more real life, hands on approach to learning. In this session, we will look at training materials, modules, and discuss the importance of incidental learning with a focus on trial and error.**



# Icebreaker- "The Skill Scavenger Hunt"

Activity: Work the room and find attendees to check boxes off on your "Skill Bingo" card. You must find people in the room who can perform a specific "hidden" life skill

# Evolution of the Clubhouse Model

- Discuss the shift from traditional habilitation to the modern, peer-led clubhouse environment. "We aren't just teaching people how to cook a meal; we're teaching them how to navigate a kitchen when the stove won't light. One is a task; the other is independence."
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*Focus: Transitioning from clinical "habilitation" to community-integrated "life-mastery."*

## The Old Way (Clinical/ISP Focus)

## The "Skill It to Win It" Way (Clubhouse Focus)

**Compliance-Driven:** Focuses on meeting a goal because it's on paper.

**Connection-Driven:** Focuses on a skill because it helps someone join a club, get a job, or host a friend.

**Artificial Environments:** Practicing "folding laundry" in a windowless basement room.

**Natural Environments:** Using the clubhouse kitchen, local laundromat, or grocery store.

**Top-Down Instruction:** The staff is the expert; the individual is the student.

**Peer-Led Collaboration:** Members mentor each other; staff are "coaches" on the sidelines.

**Static Planning:** The plan stays the same for six months regardless of progress.

**Dynamic Pivoting:** We use "Curveballs" to teach resilience, not just the task itself.

# The "Success Metrics"

You want to end by proving that "Skill It to Win It" actually works. Move away from "Hours of Service" and toward Quality of Life markers.

## Slide: How Do We Define a "Win"?

Use a clean, bold table to compare traditional data vs. transformative data.

### Traditional Metric (The "Old" Way)

### The "Win It" Metric (The "New" Way)

"Attended 4 cooking classes."

"Successfully invited a neighbor over for coffee."

"Met 80% of ISP goals."

"Navigated a missed bus connection without a panic attack."

"Completed a budget worksheet."

"Opened a savings account for a specific goal (e.g., a concert)."

"Staff-reported progress."

"Member-reported confidence."

# Mnemonic Aids

There are numerous evidence-based techniques that can help persons with IDD improve their memory skills. These strategies can be tailored to individual needs and preferences, making them effective across the spectrum.

A mnemonic device or aid is a memory trick or memory device that aids as a learning technique that aids information retention or retrieval in the human memory, often by associating the information with something that is easier to remember.

It makes use of elaborative encoding, retrieval cues and imagery as specific tools to encode information in a way that allows for efficient storage and retrieval. It aids original information in becoming associated with something more accessible or meaningful—which in turn provides better retention of the information.

# Visual Supports and Picture Schedules

Visual aids are particularly effective for persons supported who often process visual information more readily than auditory input. Implementing visual supports and picture schedules can help with:

- Remembering daily routines and tasks
- Following multi-step instructions
- Understanding and recalling social expectations
- Reducing anxiety associated with transitions.

For example, a visual schedule using pictures or symbols can help an individual remember the steps involved in getting ready for school or work. This not only supports memory but also promotes independence and reduces anxiety associated with transitions.

## Chunking and Categorization Strategies:

Chunking involves breaking down large pieces of information into smaller, more manageable units. This technique can be particularly helpful for people who may become overwhelmed by too much information at once.

Categorization, on the other hand, involves organizing information into logical groups or categories. These strategies can help with:

- Remembering lists of items or instructions
- Organizing and recalling factual information
- Improving working memory capacity

# GROCERY TRIP CHECKLIST

## ✓ S.T.ORE



**S - SUPPLIES:**  
List, Money,  
Bags, Phone



**T - TRANSPORT:**  
Bus, Walk, Time

# O

**O - ONLY LIST:**  
Get what you  
you wrote!




**E - EVERYTHING**  
**HOME:** Food away!

# E

**R - RECEIPTS:** Get receipt, Card safe  
Card safe



Use a dry-erase marker to check off each step! 

# Technological Tools and Apps for Memory Enhancement

In today's digital age, there are numerous technological tools and applications designed to support memory enhancement and daily functioning for persons with IDD

## Digital Organizers and Reminder Systems:

Digital calendars, to-do list apps, and reminder systems can be invaluable tools for people who struggle with time management and prospective memory. These tools can help with:

- Scheduling and remembering appointments
- Breaking down tasks into manageable steps
- Setting reminders for important deadlines or daily tasks

## Memory Training Apps:

These apps often use gamification techniques to make memory training engaging and enjoyable. Some popular options include:

- Lumosity: Offers a variety of cognitive training games, including memory exercises
- CogniFit: Provides personalized brain training programs based on individual cognitive profiles
- Elevate: Focuses on improving various cognitive skills, including memory, through daily training sessions

## Assistive Technology for Daily Living and Task Completion:

Some examples include:

- Smart home devices that can provide reminders and assist with daily tasks
  - Wearable devices that can track routines and provide prompts
- Text-to-speech and speech-to-text tools to support communication and memory recall
- Elevate: Focuses on improving various cognitive skills, including memory, through daily training sessions

# Tailoring Memory Improvement Strategies to Individual Needs

It's important to recognize that memory enhancement strategies should be tailored to the unique needs, strengths, and challenges of each individual

## Assessing Individual Strengths and Challenges

### Collaborating with Therapists and Educators:

A multidisciplinary approach involving therapists, educators, and family members can be highly effective in developing and implementing memory enhancement strategies.

This collaboration can ensure that:

- Strategies are consistently applied across different settings (home, school, therapy sessions)
- Techniques are aligned with individual learning styles and preferences
- Progress is monitored and strategies are adjusted as needed

### Monitoring Progress and Adjusting Approaches:

Regular assessment of the effectiveness of memory enhancement strategies is crucial. This may involve:

- Keeping track of improvements in daily functioning and task completion
  - Conducting periodic formal assessments to measure memory skills
- Gathering feedback from the individual, family members, and professionals involved in their care



# Materials

**[https://susinc-my.sharepoint.com/:b:/g/personal/sjohnson\\_sus\\_org/IQATXUD1Jy0TRKw7KLTi0gyfAagf06X6\\_nghe8\\_-uhg094I](https://susinc-my.sharepoint.com/:b:/g/personal/sjohnson_sus_org/IQATXUD1Jy0TRKw7KLTi0gyfAagf06X6_nghe8_-uhg094I)**

**[https://susinc-my.sharepoint.com/:b:/g/personal/sjohnson\\_sus\\_org/IQDJCBI9bVNMRr6FHCJ50DuAAF8uI5t64A7jq9dh61XIsB6](https://susinc-my.sharepoint.com/:b:/g/personal/sjohnson_sus_org/IQDJCBI9bVNMRr6FHCJ50DuAAF8uI5t64A7jq9dh61XIsB6)**



# Meaningful Valued Outcomes and detailed Task Analysis

Meaningful valued outcomes are the results that truly matter in any endeavor. They are the outcomes that drive impact, create value, and contribute to overall success. Here are some key points to consider when evaluating and achieving meaningful valued outcomes:

*Outcome-Driven Thinking:* Focus on results rather than just outputs to deliver real value. This mindset changes how we work, connect, and deliver change.

*Meaningful Impact*

*Specific and Observable:* Outcomes should be specific, observable, and measurable from the start to ensure clarity and effectiveness in evaluation.

*Meaningful and Relevant:* Outcomes should capture the essence, purpose, and value of the person, providing meaningful feedback for decision-making and improvements.

**Confidence**

**Independence**

**Community Employment**

**How do we  
measure  
"Winning"**

**Growth**

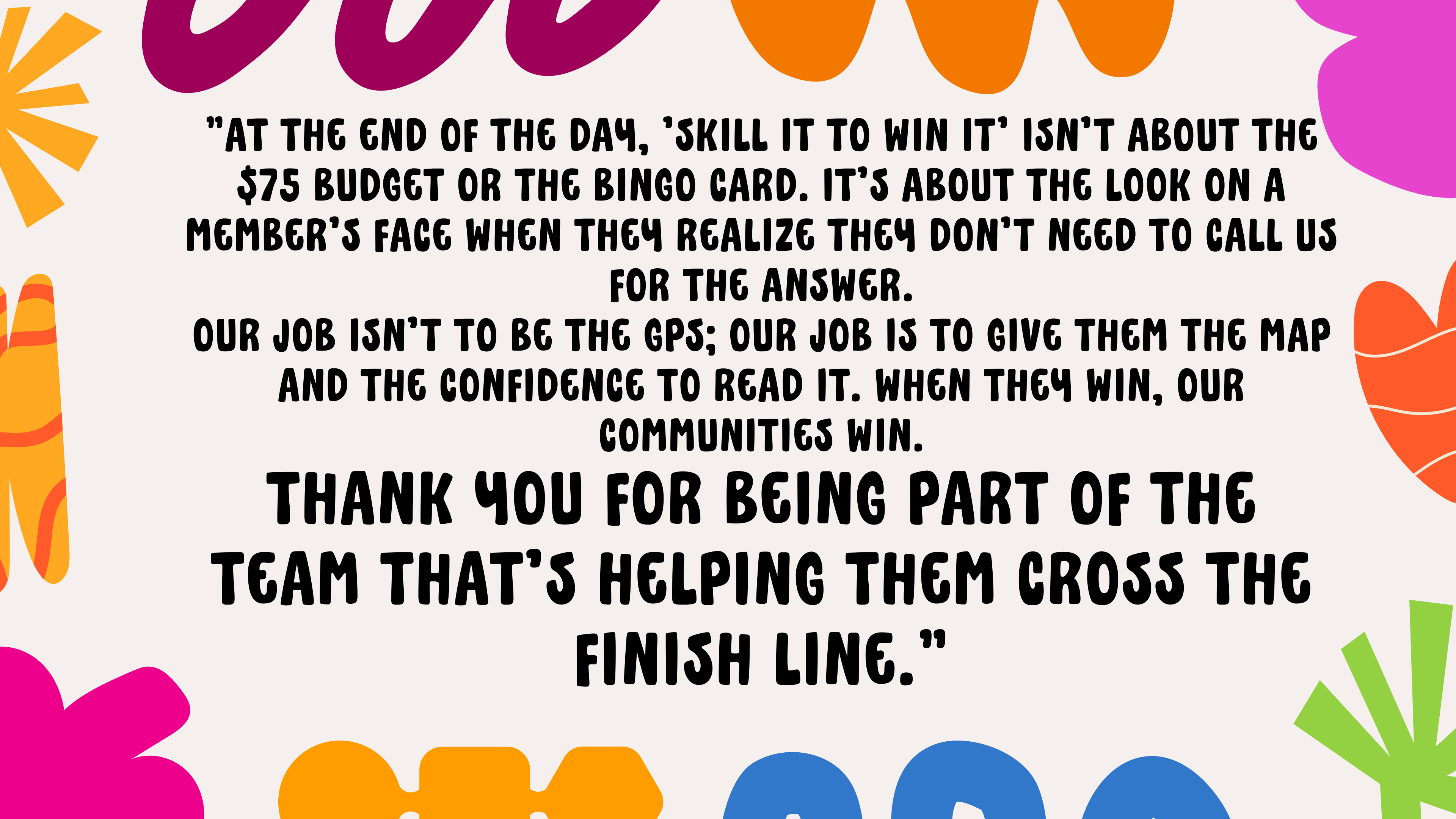
**Relevant idea**

**Resulting idea**



**Contact**

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**"AT THE END OF THE DAY, 'SKILL IT TO WIN IT' ISN'T ABOUT THE \$75 BUDGET OR THE BINGO CARD. IT'S ABOUT THE LOOK ON A MEMBER'S FACE WHEN THEY REALIZE THEY DON'T NEED TO CALL US FOR THE ANSWER.**

**OUR JOB ISN'T TO BE THE GPS; OUR JOB IS TO GIVE THEM THE MAP AND THE CONFIDENCE TO READ IT. WHEN THEY WIN, OUR COMMUNITIES WIN.**

**THANK YOU FOR BEING PART OF THE TEAM THAT'S HELPING THEM CROSS THE FINISH LINE."**



**Thank you!**

