



CONNECTICUT STATE DEPARTMENT OF EDUCATION

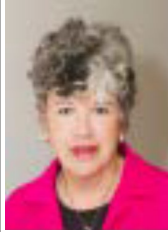







Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic

Life Skills / Self-Help Skills

May 8, 2020

Supporting Parents and Caregivers of Students with High Needs During the COVID-19 Pandemic

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Supporting Parents/Caregivers of Students with High Needs During the COVID-19 Pandemic

[Resource Guide](#)

[One-Pager](#)

[Getting Started](#)

- 1) Some Functional Tips
- 2) Self-Care for the Parent/Caregiver
- 3) Setting Up the Environment for Continued Educational Opportunities at Home

[Overview & Getting Started Webinar](#)

- [Download the Presentation](#)



The purpose of this guide is to provide parents and caregivers of students with high needs guidance, tools, and resources to help support your efforts to engage your child/young adult in continued educational opportunities during the COVID-19 pandemic. The RESC Alliance has coordinated with the Connecticut State Department of Education (CSDE), the Connecticut Parent Advocacy Center (CPAC), and the Connecticut Association of Private Special Education Facilities (CAPSEF) to assemble online resources. These resources have been organized into ten different topical categories, listed below, and are meant to assist parents/caregivers in navigating the world of continued educational opportunities. These resources are not meant as a substitute for the work families and district personnel have developed as a team, but as a supplemental resource to assist with developing engaging activities for students throughout the day. Access the complete resource guide here: [Supporting Parents/Caregivers of Students with High Needs During the COVID-19 Pandemic](#).

Session Presenter & Goal



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Session Goal

- ✓ Provide an overview of the ***Life Skills / Self-Help Skills*** section in the resource guide

<https://bit.ly/highneeds-lifeskill>

Life Skills / Self-Help Skills

LIFE SKILLS SUPPORTS

Life skills are functional skills or tasks that develop independence, self-esteem, and increase the likelihood that a person will be successful across multiple environments. Supporting and creating opportunities for children to practice life skills during the COVID-19 pandemic can be both challenging for any parent/caregiver, as well as helpful! Engaging in life skills activities promote self-control, positive thinking, and organizational habits. Any skill that will help a child succeed in life is a life skill. It is also important to include executive function skills (i.e. organizing, planning, prioritizing, decision making) throughout your child's daily activities when possible. Collaboration and communication with school-based teams, creating a routine that incorporates life skills, and setting expectations are crucial, especially during the COVID-19 pandemic.

Life Skills Checklist

- Health and Safety Skills (following signs, pedestrian safety, asking for directions, etc.)
- Career Path Skills (creating a resume, job specific skills, etc.)
- Self-Determination/Advocacy (polite refusal, requesting help, attempting new tasks, etc.)
- Socialization (peer relationships, social communication, basic greetings, etc.)
- Community Participation (handling money, creating a list, navigating a store/town, etc.)
- Transportation (walking, cycling, driving, taking public transportation, etc.)
- Home Living Skills (vacuuming, washing dishes, laundry, etc.)
- Self-Regulation (sensory integration, taking a break, etc.)

Life Skills / Self-Help Skills

SELF-HELP SKILLS SUPPORTS

Self-Help skills fall under the umbrella of life skills. They are basic life skills that promote independence and positive self-esteem in everyday tasks, such as: folding clothes, unloading the dishwasher, tying shoes, etc. Practicing and engaging in these daily tasks develop and strengthen children's success across multiple settings and domains. Supporting and creating opportunities for children to practice self-help skills during the COVID-19 statewide school classroom closures can be both challenging and tiresome for any parent/caregiver; however, providing consistent practice of these self-help skills in a natural environment can reduce that challenge, once your child is independent! Engaging children in these tasks, such as self-care, could provide you with ease to focus on other priorities, while your child strengthens these functional skills AND cares for themselves. Collaboration and communication with school-based teams, creating a routine that incorporates self-help skills, and setting expectations are crucial, especially during the COVID-19 school classroom closure.

Self-Help Skills Checklist

- Dressing Skills (ties shoes, puts on a shirt, fastens clothes, etc.)
- Hygiene Skills (washes hands, applies deodorant, brushes teeth, etc.)
- Bathing Skills (uses soap, applies/rinses out shampoo, dries with towel, etc.)
- Grooming Skills (uses comb/brush, applies lotion, etc.)
- Feeding Skills (uses utensils, drinks from cup/sucks from straw, chews with mouth closed, etc.)
- Toileting Skills (wipes after BM's, stays dry throughout the day/night, requests toilet across settings, etc.)
- Independence Skills (chores, makes choices, requests help, polite refusal (e.g., "No thanks."), etc.)

Thank You! – Be Safe!

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We are all in this together!