

**Excerpts from**  
**APS Healthcare, Inc., Georgia ERO**  
**2001 Resource Guide, Treatment Request &**  
**Integrated Reporting Survey**

**[www.apshealthcare.com](http://www.apshealthcare.com)**

**Focusing on Goals, Objectives and Interventions for  
Community Support**

## General Goals, Objectives and Interventions

...the following is another example of goal setting focused in the environments of living, learning, working and social.

### Goal:

[Consumer's Name] \_\_\_\_\_ intends to [live, learn, work, socialize] \_\_\_\_\_  
at [Name of Place] \_\_\_\_\_ within/by [time frame or date (six to twelve months)]  
\_\_\_\_\_.

### Objective:

[Consumer's name] \_\_\_\_\_ will [what the person needs to do] \_\_\_\_\_  
in [circumstances: where and with whom] \_\_\_\_\_ [#/% of times per day/week/  
month/quarter] \_\_\_\_\_.

### 1. Personal Hygiene

A category of skills and practices conducive to health, cleanliness, grooming and tasks that make one presentable.

#### General Goals:

- A.) Demonstrate ability to perform skills conducive to neatness and cleanliness.
- B.) Verbalize steps to good personal hygiene.
- C.) Consistently performs personal hygiene skills independently.
- D.) Demonstrate awareness of need to obtain/maintain proper tooth brushing or grooming habits.

#### General Objectives:

- A.) Learn steps required for proper/adequate bathing.
- B.) Perform steps of bathing with minimal (verbal) assistance.
- C.) Demonstrate awareness of proper tooth brushing frequency.
- D.) Verbalize warning signs of tooth decay.

#### General Therapeutic Interventions:

- A.) Provide verbal feedback to help consumer recognize difficulties in the bathing process.
- B.) Assist consumer in developing techniques that help the consumer overcome personal difficulties impeding success.
- C.) Assist consumer with obtaining access to necessary materials to complete hygiene tasks.

### 2. Household Tasks

The routine tasks of managing and keeping one's dwelling environmentally safe and livable.

#### General Goals:

- A.) Maintain a clean and safe living environment.
- B.) Demonstrate an improvement in quality of living.

*General Objectives:*

- A.) Acknowledge difficulty with maintaining living environment by requesting assistance.
- B.) Maintain regular cleaning schedule.
- C.) Identify when garbage needs to be taken out and take out.
- D.) Ensure clean linen and towels are always available.

*General Therapeutic Interventions:*

- A.) Provide client with a daily checklist to maintain personal living environment.
- B.) Provide daily log or calendar to record what needs to be cleaned.
- C.) Discuss importance of maintaining clean environment.

**3. Cooking/Nutrition**

Skills associated with selecting, preparing and consuming foods to maintain health.

*General Goals:*

- A.) Awareness of five food groups.
- B.) Understanding of the importance of nutritionally balanced meals.
- C.) Awareness of examples of what constitutes junk food.
- D.) Understanding of the impact of sugar and other foods upon mood and energy level.

*General Objectives:*

- A.) List five food groups.
- B.) List at least three foods found within each of the five food groups.
- C.) Prepare simple, nutritious meal.
- D.) Keep a journal of food consumed for nutritive analysis.
- E.) Make a grocery list containing nutritious foods from each of the food groups.

*General Therapeutic Interventions:*

- A.) Assist consumer with identification of nutritious foods.
- B.) Provide list of foods contained within the five food groups.
- C.) Discuss the importance of maintaining healthy eating habits.
- D.) Teach healthy and nutritious eating habits.
- E.) Discuss importance of eating tasty, nutritious meals.

**4. Personal Safety**

Skills used to identify and protect oneself from the threats of danger, harm, or loss.

*General Goals:*

- A.) Remain free from bodily harm.
- B.) Demonstrate understanding of potentially dangerous situations.

*General Objectives:*

- A.) Follow rules of personal safety in public places/environments.
- B.) Verbalize safety procedures when faced with potentially dangerous situations.
- C.) Dry hands before using electrical appliances.

*Personal Therapeutic Interventions:*

- A.) Develop a safety awareness protocol and practice on "Personal Safety Day."
- B.) Discuss personal safety methods and practice in group.
- C.) Discuss consequences of not following safety methods and practices.

**5. Leisure/Recreational**

Skills used in managing one's free time; identifying and planning for involvement in social and non-work activities that are enjoyable and refreshing.

*General Goals:*

- A.) Improve socialization skills

- B.) Enhance quality of life
- C.) Increase interactions with others.

*General Objectives:*

- A.) Identify preferred activity or social event.
- B.) Attend activities with friends outside the home.
- C.) Plan for and entertain friends or social group in home.

*General Therapeutic Interventions:*

- A.) Direct Skill Teaching of introducing yourself.
- B.) Skills Programming for choosing social activities.

**6. Social/Family Relations**

Skills required for successfully interacting with others; expressing oneself and communicating understanding of others; has satisfying relationships.

*General Goals:*

- A.) Improve interactions with family/friends.
- B.) Expand social circle.
- C.) Improve social etiquette.

*General Objectives:*

- A.) Converse with others at arm's length distance.
- B.) Engage in relevant conversation with others.
- C.) Recognize when to display affection.
- D.) Cover mouth when coughing.
- E.) Distinguish between proper and improper table manners.

*General Therapeutic Interventions:*

- A.) Provide group to develop, improve and enhance social etiquette.
- B.) Develop a friendship group to help improve social interactions and expand social circle.
- C.) Develop a conversation group.

**7. Coping Skills/ Emotional Management**

Skills used within one's mind to manage thoughts, feelings, or situations, i.e., calming, self-talk and reframing.

*General Goals:*

- A.) Reduce anxiety in strange or new environments.
- B.) Increase confidence.
- C.) Improve ability to handle demanding situations.

*General Objectives:*

- A.) Identify five methods to reducing anxiety in unfamiliar surroundings.
- B.) Practice anxiety reducing methods with familiar individuals before attempting methods in new settings.
- C.) List ways to internally reduce anxiety
- D.) Identify external methods of increasing confidence.

*General Therapeutic Interventions:*

- A.) Teach relaxation techniques.
- B.) Discuss appropriate use of relaxation techniques (when to use).
- C.) Assist with the identification of specific variables that promote/increase anxiety.

**8. Childcare/Parenting**

Skills associated with socially accepted methods of caring for the physical, emotional, intellectual, and spiritual needs of children.

*General Goals:*

- A.) Improvement in positive interactions with child or between child and parent.
- B.) Adopt positive methods of discipline within three months.
- C.) Reestablish healthy communication with teenage daughter.

*General Objectives:*

- A.) Selecting discipline methods: 100% of the time per week Marie will choose an appropriate consequence for Johnny when he disobeys.
- B.) Initiating conversation: 75% of the time per week, Barbara will ask open-ended questions about her daughter's day when she arrives home from school.

*General Therapeutic Interventions:*

- A.) Direct Skill Teaching of selecting discipline methods.
- B.) Skill Programming for initiating conversation.

**9. Financial Management**

Skills associated with the budgeting of funds, paying of bills, and planning for future needs based on one's financial resources.

*General Goals:*

- A.) Adhere to monthly budget
- B.) Improve money management skills
- C.) Learn banking skills

*General Objectives:*

- A.) Develop monthly budget
- B.) Write checks to pay bills
- C.) Learn to use 24-hour banking
- D.) Pay monthly bills using money allocated for these expenses.

*General Therapeutic Interventions:*

- A.) Assist consumer in formulation of monthly budget (determine amount of money to be spent on food, clothing, recreation, etc.).
- B.) Practice with consumer, maintaining check ledger.
- C.) Practice filling out bank forms with consumer.

**10. Medical/Medication Management**

Skills associated with monitoring and treating (according to physician orders) one's own medical condition(s), i.e., monitoring symptoms, taking medication, recognizing triggers and reporting symptoms.

*General Goals:*

- A.) Understand side effects of medication.
- B.) Know/understand the dangers of mixing medication (over-the-counter with prescription).
- C.) Understand the need for medication
- D.) Understand the importance relating information to your doctor.

*General Objectives:*

- A.) Read and follow medication dosage.
- B.) Understand and verbalize the effects of mixing medications with over the counter drugs.
- C.) Understand and verbalize the effects of drugs and alcohol when mixed with medications.
- D.) Be aware of all possible sides effects of medications.

*General Therapeutic Interventions:*

- A.) Develop health class.
- B.) Provide medication health awareness class.
- C.) Role play and practice verbalizing concerns related to medications with physician.

## **11. Mobility Within Community**

Skills associated with accessing and utilizing various transportation resources; also skills associated with accessing and utilizing needed and wanted services, activities, organizations, professionals, etc.

*General Goals:*

- A.) Improve/increase community awareness.
- B.) Increase/expand community involvement.
- C.) Enhance quality of life through increased independence.

*General Objectives:*

- A.) Identify community activities of interest.
- B.) Identify arrival/departure times of buses based on desired education.
- C.) Scheduling Transportation: Twice per week, Mark calls to arrange his own rides to the market.

*General Therapeutic Interventions:*

- A.) Practice looking up bus schedule
- B.) Assist consumer with development of social calendar.
- C.) Skill Programming for scheduling transportation.

## **12. Literacy/Basic Math**

Skills associated with a functional level of reading, writing, and math.

*General Goals:*

- A.) Increase literacy skills.
- B.) Receive a high school diploma or GED certificate.

*General Objectives:*

- A.) Identify factors that contributed to termination of education.
- B.) Identify negative consequences that have occurred due to lack of high school completion.
- C.) Verbally verify the need for a high school diploma or GED.
- D.) Describe personal and family educational achievements and struggles.
- E.) Verbalize positive self-talk regarding educational opportunities.

*General Therapeutic Interventions:*

- A.) Explore attitude toward education and the family, peer and/or school experiences that led to termination.
- B.) Confront with need for further education.
- C.) Support and direct toward obtaining further academic training.
- D.) Reinforce and encourage in pursuing educational and/or vocational training by pointing out the social, monetary and self-esteem advantages.
- E.) Give encouragement and verbal affirmation when there is work toward increasing educational level.
- F.) Reframe negative self-talk in light of testing results or overlooked accomplishments.

## **13. Prevocational**

Skills one must possess upon entering the work environment; not necessarily related to a particular industry or job. Skills associated with job readiness.

*General Goals:*

- A.) John will establish an Overall Rehabilitation Goal in the working environment within the next six months.
- B.) I intend to work as a receptionist in the clerical unit at New Hope Center for the next six months.
- C.) I intend to complete the Work Readiness Program within nine months.

*General Objectives:*

- A.) Researching alternative environments: Three days per week, John will describe the characteristics of two different work environments he has researched during Vocational Awareness Group.
- B.) Marie will increase her typing accuracy by 20% each month.
- C.) Answering the Phone: 90% of the time per day, Betty greets callers professionally when answering the telephone at New Hope Center.

*General Therapeutic Interventions:*

- A.) Direct Skill Teaching for researching alternative environments.
- B.) Skill Programming for typing.
- C.) Skill Programming for answering the telephone.

# Psychosocial Rehabilitation and Recovery

Community Friendship in Atlanta, Georgia provides a strengths-based, recovery-focused, consumer-driven model. They have developed materials that break down skill sets into specific skill categories organized according to the four major environments of living, learning, working, and social. They also have provided a list of suggested wordings for interventions that staff members may utilize to assist consumers in their recovery.

The following pages give lists of specific skill categories developed by Community Friendship. These lists are not meant to be exhaustive. However, they do contain appropriate skills, which the Center for Rehabilitation Research and Training at Boston University defines by the following four elements: behavioral, purposeful, generalizable and perfectible.

At the end of this section there is a list of words that appear to look like skill names but that do not meet the characteristics of a skill because they are passive in nature. For instance, “participating” or “attending” are more passive as opposed to the lists below containing more active skills.

## Skills List by Environments

### 1. Living Environment

#### Grooming/Hygiene

Scheduling Hygiene Tasks  
Brushing Teeth  
Brushing Hair  
Selecting Makeup  
Applying Makeup  
Applying Perfume/Cologne  
Washing Body

Setting Alarm  
Assessing Appearance  
Recognizing When to Cut Hair  
Applying Deodorant  
Asking for Help  
Washing Hair  
Washing Clothes

#### Dressing

Selecting/Choosing Clothes  
Setting Alarm  
Matching Clothes to Weather  
Tucking in Shirt  
Putting on Clothes

Assessing Appearance  
Washing Clothes  
Dressing for Bed  
Asking for Help  
Choosing Accessories

#### Housekeeping

Analyzing Household Chores  
Dividing up Chores  
Selecting Cleaning Materials  
Operating a Vacuum  
Washing Windows  
Setting Alarm  
Recognizing When to Clean Apt.  
Comparison Shopping  
Prioritizing Needs

Scheduling Household Chores  
Operating a Washing Machine  
Operating a Dryer  
Ironing  
Waxing Floors/Stripping Floors  
Folding Clothes  
Buying Clothes  
Washing Clothes  
Asking for Help

#### Cooking



- Selecting Meals
- Cooking by a Recipe
- Heating Food
- Storing Food
- Buying Groceries
- Operating a Stove
- Asking for Help

**Leisure Activities**

- Selecting Activities
- Evaluating Activities
- Inviting Friends
- Riding the Bus
- Choosing Friends
- Scheduling Weekend Activities
- Exploring New Activities
- Recognizing When to Interrupt
- Listening

**Family Gatherings**

- Analyzing Family Interaction
- Expressing Feelings/Opinions
- Conversing about Family
- Conversing about Impersonal Topics
- Discussing Differences of Opinion
- Resolving Conflicts
- Recognizing Others' Personal Space
- Recognizing Emotions Escalating
- Offering Assistance

**Parenting**

- Diapering
- Potty Training
- Disagreeing
- Praising Appropriate Behavior
- Establishing Family Meetings
- Actively Listening

**Parties**

- Responding to Personal Statements
- Telling Jokes
- Expressing Feelings
- Acknowledging Gifts
- Acknowledging Praise
- Selecting Friends
- Asking to be Included

**Group Therapy/Group Situations**

- Recognizing Feelings
- Expressing Feelings
- Speaking in Turn
- Identifying Interpersonal Barriers
- Scheduling Appointments

**Selecting Utensils**

- Modifying Recipes
- Serving Food
- Recognizing Spoiled Food
- Preparing Balanced Meals
- Recognizing High Calorie Foods
- Preparing Simple Meals

- Scheduling Activities
- Selecting Movies
- Resolving Conflicts
- Initiating Activities
- Recognizing Others Personal Space
- Reading
- Interacting with Others
- Asking to be Included
- Recognizing Body Language

- Responding to Criticism
- Conversing about Sports
- Complimenting
- Listening
- Compromising
- Initiating Conversation
- Recognizing When to Interrupt
- Asking to be Included

- Setting Limits
- Establishing Consequences
- Resolving Conflicts
- Resolving Parental Differences
- Communicating Feelings

- Requesting Assistance
- Expressing Opinions
- Choosing Gifts
- Praising
- Assisting
- Initiating Conversation
- Interacting with Others

- Setting Goals
- Responding to Feelings
- Asking for Help
- Resolving Conflicts
- Identifying Present Level of Skill

Interacting With Others  
Recognizing When to Interrupt

### **Fixing Household Items/Home Repair**

Choosing Furniture  
Stripping Wallpaper  
Recognizing Maintenance Chores  
Repairing Furniture  
Changing Light Bulbs

### **First Aid**

Offering Support  
Selecting Action Steps  
Evaluating Medical Progress  
Resuscitating

### **Health**

Recognizing When Meds are Low  
Self-Administering Medications  
Recognizing Angry Feelings  
Exercising  
Rejecting Alcohol/Drugs  
Recognizing Addictive Behaviors

### **Making Clothes**

Selecting Patterns  
Selecting Material  
Selecting Methods  
Evaluating Size

### **Pet Care**

Selecting Pets  
Shampooing Pets  
Playing with Pets

### **Sports**

Serving a Ball  
Resolving Conflicts  
Giving Directions  
Responding to Personal Statements  
Expressing Disagreements

### **Working With Others**

Identifying Community Resources  
Conversing about Social Topics  
Dividing Work Responsibilities  
Discussing Differences of Opinion  
Recognizing When to Interrupt  
Recognizing Angry Feelings  
Recognizing Emotions Escalating  
Focusing on Personal Activities  
Clarifying Verbal Comments  
Initiating Program Manager Contact  
Listening  
Initiating Conversation

Finding Alternatives to Violence  
Recognizing Body Language

Choosing Repair Jobs  
Repairing Appliances  
Asking for Help  
Selecting Repairmen  
Expressing Opinions

Analyzing Medical Problems  
Preparing Medical Materials  
Requesting Medical Assistance  
Recognizing When to Assist

Scheduling Appointments  
Recognizing Physical/Psych. Symptoms  
Recognizing Side Effects  
Asking for Help  
Recognizing Medication Benefits  
Recognizing Relapse Symptoms

Knitting  
Sewing  
Embroidering  
Crocheting

Training Pets  
Solving Health Emergencies  
Recognizing Symptoms

Evaluating Play  
Assessing Performance  
Expressing Opinion  
Selecting Game/Sport

Expressing an Opinion  
Asking Personal Questions  
Requesting Favors  
Responding to Questions  
Asserting Oneself  
Recognizing Body Language  
Asking for Help  
Resolving Conflicts  
Recognizing When to Assist  
Informing Staff of Conflicts  
Expressing Feelings  
Discussing Impersonal Topics

Interacting with Others

**Budgeting**

Selecting Spending Priorities  
Assessing Finances  
Paying Rent  
Prioritizing Bills  
Recognizing Affordable Housing  
Exploring Housing Options

**Banking**

Balancing a Checkbook  
Paying Rent

Selecting Friends

Allocating Money  
Consolidating Debts  
Paying Bills  
Saving Money  
Buying Groceries  
Prioritizing Needs

Writing a Check/Money Order  
Saving Money

**2. Working Environment**

**Meeting With Supervisor**

Responding to Feedback  
Clarifying Instructions  
Requesting Assistance  
Resolving Conflicts  
Expressing Feelings  
Asking for Help  
Riding a Bus  
Discussing Differences of Opinion  
Listening to Others  
Interrupting  
Initiating Conversation  
Discussing impersonal Topics  
Initiating Additional Tasks  
Requesting Information

Clarifying Feedback  
Requesting Feedback  
Sharing Self-Evaluation  
Discussing Problems  
Recognizing Emotions Escalating  
Expressing Opinions  
Scheduling Appointments  
Compromising  
Responding  
Recognizing When to Interrupt  
Interviewing  
Pursuing Job Leads  
Saying No to Employer

**Working With Others**

Identifying Community Resources  
Conversing about Social Topics  
Dividing Work Responsibilities  
Discussing Differences of Opinion  
Recognizing When to Interrupt  
Recognizing Angry Feelings  
Recognizing Emotions Escalating  
Focusing on Personal Activities  
Clarifying Verbal Comments  
Initiating Program Manager Contact  
Recognizing Others' Personal Space  
Initiating Conversation  
Interacting with Others  
Recognizing Feelings  
Speaking in Turn  
Identifying Interpersonal Barriers  
Establishing Supervisor Relationship  
Rejecting Offers of Drugs/Alcohol

Expressing Opinions  
Asking Personal Questions  
Responding to Questions  
Requesting Favors  
Asserting Oneself  
Recognizing Body Language  
Asking for Help  
Recognizing When to Assist  
Informing Staff of Conflicts  
Listening  
Expressing Feelings  
Selecting Friends  
Discussing Impersonal Topics  
Interviewing  
Setting Goals  
Scheduling Appointments  
Finding Alternatives to Violence  
Resolving Conflicts

Responding to Others Feelings

### **Break Time/Lunch Breaks and Parties at Work**

Responding to Personal Statements

Telling Jokes

Expressing Feelings

Acknowledging Gifts

Acknowledging Praise

Selecting Friends

Asking to be Included

Introducing Self

Inviting

### **Budgeting**

Selecting Spending Priorities

Assessing Finances

Paying Rent

Prioritizing Bills

Recognizing Affordable Housing

Exploring Housing Options

### **Banking**

Balancing a Checkbook

Paying Rent

### **Grooming/Hygiene**

Scheduling Hygiene Tasks

Brushing Teeth

Brushing Hair

Selecting Makeup

Applying Makeup

Applying Perfume/Cologne

Washing Body

### **Dressing**

Selecting/Choosing Clothes

Setting Alarm

Matching Clothes to Weather

Tucking in Shirt

Putting on Clothes

### **Health**

Recognizing When Meds are Low

Self-Administering Medications

Recognizing Angry Feelings

Exercising

Rejecting Alcohol/Drugs

Recognizing Addictive Behaviors

Monitoring Illness

Requesting Assistance

Expressing Opinions

Choosing Gifts

Praising

Assisting

Initiating Conversation

Interacting with Others

Discussing Impersonal Topics

Answering/Asking Questions

Allocating Money

Consolidating Debts

Paying Bills

Saving Money

Buying Groceries

Prioritizing Needs

Writing a Check/Money Order

Saving Money

Setting Alarm

Assessing Appearance

Recognizing When to Cut Hair

Applying Deodorant

Asking for Help

Washing Hair

Washing Clothes

Assessing Appearance

Washing Clothes

Dressing for Bed

Asking for Help

Choosing Accessories

Scheduling Appointments

Recognizing Physical/Psych. Symptoms

Recognizing Side Effects

Asking for Help

Recognizing Medication Benefits

Recognizing Relapse Symptoms

## **3. Learning Environment**

### **Getting Into School/Taking Courses**

Designing

Operating \_\_\_\_\_

Listening  
Defining Words/Terms  
Answering Questions  
Discussing Topics  
Summarizing Facts  
Clarifying Points  
Researching  
Spelling  
Identifying \_\_\_\_\_  
Illustrating Points  
Comparing Literature  
Comparing/Contrasting  
Applying for College  
Interviewing for College/School  
Exploring School Funding Options  
Filling out Applications

#### **Grooming/Hygiene**

Scheduling Hygiene Tasks  
Brushing Teeth  
Brushing Hair  
Selecting Makeup  
Applying Makeup  
Applying Perfume/Cologne  
Washing Body

#### **Dressing**

Selecting/Choosing Clothes  
Setting Alarm  
Matching Clothes to Weather  
Tucking in Shirt  
Putting on Clothes

Memorizing Math Equations  
Asking Questions  
Expressing Opinions  
Analyzing Concepts  
Responding to Feedback  
Writing Numbers  
Reading  
Requesting Information  
Listing \_\_\_\_\_  
Measuring \_\_\_\_\_  
Explaining \_\_\_\_\_  
Naming \_\_\_\_\_  
Requesting Transcripts  
Selecting College/School  
Applying for Loans/Grants  
Choosing Courses

Setting Alarm  
Assessing Appearance  
Recognizing When to Cut Hair  
Applying Deodorant  
Asking for Help  
Washing Hair  
Washing Clothes

Assessing Appearance  
Washing Clothes  
Dressing for Bed  
Asking for Help  
Choosing Accessories

## **4. Social Environment**

#### **Leisure Activities**

Selecting Activities  
Evaluating Activities  
Inviting Friends  
Riding the Bus  
Choosing Friends  
Scheduling Weekend Activities  
Exploring New Activities  
Recognizing When to Interrupt  
Listening  
Expressing Feelings/Thoughts

#### **Family Gatherings**

Analyzing Family Interaction  
Expressing Feelings/Opinions  
Conversing Family/Impersonal Topics

Scheduling Activities  
Selecting Movies  
Managing Conflicts  
Initiating Activities  
Recognizing Others Personal Space  
Reading  
Interacting with Others  
Asking to be Included  
Recognizing Body Language

Responding to Criticism  
Conversing about Sports  
Complimenting

Offering Assistance  
Discussing Differences of Opinion  
Resolving Conflicts  
Recognizing Others' Personal Space  
Recognizing Emotions Escalating  
Explaining Symptoms/Illness

### **Making Friends**

Selecting Friends  
Explaining Symptoms  
Initiating Conversation  
Discussing Impersonal Topics  
Interacting with Others  
Initiating Activities  
Requesting Information  
Listening Actively  
Recognizing Body Language  
Rejecting Offers of Drugs/Alcohol

### **Making Clothes**

Selecting Patterns  
Shampooing Pets  
Selecting Methods  
Evaluating Size

### **Pet Care**

Selecting Pets  
Shampooing Pets  
Playing with Pets

### **Sports**

Serving a Ball  
Resolving Conflicts  
Giving Directions  
Responding to Personal Statements  
Expressing Disagreements

### **Dances**

Selecting Partners  
Answering/Asking Questions  
Discussing Impersonal Topics

### **Parties**

Responding to Personal Statements  
Telling Jokes  
Expressing Feelings  
Acknowledging Gifts  
Acknowledging Praise  
Selecting Friends  
Asking to be Included

Listening  
Compromising  
Initiating Conversation  
Recognizing When to Interrupt  
Asking to be Included

Speaking in Turn  
Discussing Personal Topics  
Compromising  
Responding  
Interrupting  
Recognizing When to Interrupt  
Asking to be Included  
Praising Friends  
Saying No  
Inviting Others

Carding Wool  
Knitting  
Sewing  
Embroidering

Training Pets  
Solving Health Emergencies  
Recognizing Symptoms

Evaluating Play  
Assessing Performance  
Expressing Opinion  
Selecting Game/Sport

Introducing Self  
Inviting  
Interacting with Others

Requesting Assistance  
Expressing Opinions  
Choosing Gifts  
Praising  
Assisting  
Initiating Conversation  
Interacting with Other

## **Words that Sound Like Skills But Are More Passive Than Active**

Allowing  
Arriving  
Asserting  
Attending  
Avoiding  
Being  
Completing  
Complying  
Controlling  
Developing

Doing  
Feeling  
Following  
Functioning  
Handling  
Having  
Hearing  
Hoping  
Keeping  
Knowing

Learning  
Liking  
Maintaining  
Monitoring  
Motivating  
Participating  
Performing  
Practicing  
Reading (unless the  
basics)  
Remembering

Resisting  
Seeing  
Staying  
Taking  
Talking  
Trying  
Using  
Wanting  
Wishing  
Writing (unless  
handwriting)

## A Structure for Staff Interventions

1. Staff will remind member...
2. Staff will encourage...
3. Staff will assist...
4. Staff will demonstrate...
5. Staff will transport...
6. Staff will accompany...
7. Staff will offer emotional support by...
8. Staff will review progress...
9. Staff will advocate...
10. Staff will follow up...
11. Staff will monitor...
12. Staff will praise...
13. Staff will provide feedback...
14. Staff will assist exploring alternatives to...
15. Staff will assist in budgeting...
16. Staff will mediate...
17. Staff will link to...
18. Staff will evaluate progress toward...
19. Staff will ask...
20. Staff will suggest...
21. Staff will call...
22. Staff will contact...
23. Staff will advise...
24. Staff will coordinate...
25. Staff will show...
26. Staff will help...
27. Staff will tell...
28. Staff will recommend...
29. Staff will instruct...
30. Staff will walk along side...
31. Staff will inspect...
32. Staff will train...
33. Staff will observe...
34. Staff will point out...
35. Staff will talk...
36. Staff will direct...
37. Staff will listen...
38. Staff will reinforce...
39. Staff will write...
40. Staff will chart...
41. Staff will graph...
42. Staff will explain...
43. Staff will indicate...
44. Staff will refer...
45. Staff will consult...