

Belmont University

Belmont Digital Repository

OTD Capstone Projects

School Of Occupational Therapy

Spring 4-1-2022

Assessment of Independent Living Skills for Adults with Intellectual and Developmental Disabilities: The BrightStone Experience

Amy Mack

Belmont University School of Occupational Therapy, amymack28@gmail.com

Follow this and additional works at: <https://repository.belmont.edu/otdcapstoneprojects>



Part of the [Occupational Therapy Commons](#)

Recommended Citation

Mack, Amy, "Assessment of Independent Living Skills for Adults with Intellectual and Developmental Disabilities: The BrightStone Experience" (2022). *OTD Capstone Projects*. 87.
<https://repository.belmont.edu/otdcapstoneprojects/87>

This Poster is brought to you for free and open access by the School Of Occupational Therapy at Belmont Digital Repository. It has been accepted for inclusion in OTD Capstone Projects by an authorized administrator of Belmont Digital Repository. For more information, please contact repository@belmont.edu.



Assessment of Independent Living Skills for Adults with Intellectual and Developmental Disabilities: The BrightStone Experience



Amy Mack, OTD/S
 Faculty Mentor: Halle King, OTD, OTR/L
 Expert Mentor(s): Dru Victory and Brenda Hauk

Mission, Vision, and Background

- Mission: "To provide a comprehensive work, social support, and residential community for adults with special needs, expanding their potential and helping them develop mentally, physically, socially, emotionally, and spiritually.
- Vision: "Our vision is to provide whole life care, meeting the needs of job, home, recreation and social, physical, and health in a God-centered, caring environment."
- Background: BrightStone recently purchased 138 acres of land in Williamson County, which will be used to provide job training, life skills classes, therapeutic activities, and community living opportunities for adults with intellectual and developmental disabilities (IDD).

Agency Needs and Project Goals

- As BrightStone is in the process of building their new campus, several gaps in service and agency needs have been identified, including the following:
- *Gaps in service*
 - Plans for a residential program with minimal resources to aid in the application process
 - *Agency Needs*
 - A residential application for potential residents
 - A home living assessment to be used both as an intake form and as an annual assessment of functional independent living skills
 - A separate intake form to identify the appropriate level of supported housing needed for each applicant

- Primary goal: development of a three-part residential application including the following:
- A detailed residential assessment to be completed by the applicant's primary caregiver
 - Structured interview questions to be completed in-person with a BrightStone staff member, the applicant, and the applicant's primary caregiver
 - Descriptions of BrightStone's supported housing levels and housing selections based on application responses and applicant or family preference

Purpose of Project Materials and Steps to Completion

- The previously listed materials will be used to:
- Evaluate applicants' independent living skills as well as sensory preferences and behavioral tendencies
 - Place students in appropriate level of supported housing based on interview and assessment responses
 - Monitor accepted applicants annually to document any changes in progress and formulate occupation-based goals based on challenge areas

- Steps to completion:
- Research importance of ADL completion for adults with intellectual and developmental disabilities, skills required for successful participation in supported living settings, and existing assessments used to evaluate independent living skills
 - Distribute anonymous survey to BrightStone caregivers, BrightStone staff members, and Belmont OTD students to determine highly-valued independent living skills
 - Develop assessment draft based on research and survey responses
 - Seek feedback from expert mentors, faculty mentor, registered OTs, and similar organizations
 - Practice assessment with prospective residents and identify areas of confusion and/or weakness
 - Continual refinement of assessment draft based on feedback
 - In-service presentation to BrightStone staff regarding purpose, administration, and scoring of assessment

Project Outcomes

- Residential assessment including evaluation of the following skills: dressing, bathing/showering, toileting/toilet hygiene, personal hygiene, meal preparation and planning, housekeeping and home maintenance, medication management, personal safety and boundaries, and money management
- Detailed in-person interview questions regarding social preferences, sensory preferences, and challenging or maladaptive behaviors
- Housing recommendations based on assessment responses, interview, and applicant preference

Project Outcomes

	Ind	SPV	Min	Mod	Max	Total	N/A
BATHING/SHOWERING							
TRANSFERS							
Transferring into shower/tub							
Transferring out of shower/tub							
SHOWERING/BATHING PROCESS							
Turning on water							
Adjusting water temperature/maintaining safe temperature							
Wetting hair and body							
Washing hair with shampoo							
Washing hair with conditioner							
Washing front of body							
Washing back of body							
Washing genital/perineal area							
Turning off water							
Drying hair using towel							
Drying body using towel							

Figure 1. Sample documentation of BrightStone Residential Living Assessment

1. What things are important for your loved one to have a good day?
2. What is your loved one's current daily routine from waking up to going to bed?
3. What skills does your loved one perform on your own currently?
4. What independent living skills do you feel your loved one needs help with?
5. What independent living skills do you want your loved one to learn or improve upon?
6. What does your loved one like to do in your free time?
7. Does your loved one prefer to spend your free time alone or with others?
8. Does your loved one experience any difficulties with certain textures, sounds, or lights?
9. Please describe your loved one's sleeping habits.
 - a. What time do they usually go to bed?
 - b. What time do they usually wake up?
 - c. Do they wake up throughout the night?
 - d. Do they experience any nighttime seizures?
 - e. Additional comments:

Figure 2. Sample documentation of in-person interview questions, to be individualized for each student's needs

Note: written instruction manual, paper copy, and electronic copy of all deliverables have been delivered to expert mentors for BrightStone's personal use

Acknowledgements

- A very special thanks to:
- My expert mentors, Dru Victory and Brenda Hauk, for their collaboration, support, and willingness to welcome a student to BrightStone during such a transformational time in the program's history
 - My faculty mentor, Dr. Halle King, for her support, feedback, and guidance throughout this process
 - BrightStone staff, for welcoming me into their classrooms with joy, grace, and patience
 - BrightStone students and caregivers, for encouraging me daily and welcoming me to the BrightStone family with open arms