Student Orientation Booklet

Spring, 2019

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Ithaca College’s

Center for Life Skills

at Longview

This handbook has been designed for you, to serve as an orientation and reference guide for the Center for Life Skills program.

 **Ithaca College**

**School of Health Sciences and Human Performance**

**Center for Life Skills**

**Mission/Vision Statement**

**Vision Statement**

The Center for Life Skills program is committed to developing, implementing, and refining a model interdisciplinary, experiential, student-centered learning opportunity as an integral part of the School of Health Sciences and Human Performance curriculum while providing a service to the community.

**Mission Statement**

As a Sciences and Human Performance, the Center for Life Skills is an academic and experiential learning laboratory providing therapeutic activities to promote community re-integration for individuals who have experienced a neurological impairment.

To meet this mission we are developing, implementing, and sustaining a model program to provide a venue for comprehensive interdisciplinary training program for students involved in the School of Health Sciences and Human Performance.

Experiential learning- hands on therapeutic programs with community-based participants supported by faculty guidance and mentorship.

Interdisciplinary collaboration- through networking opportunities, co-operative intervention, team meetings, and community re-integration.

Service learning- by allowing students to bring classroom knowledge and skills to meet an important community need.

Providing evidence based practice as a means to enhance the quality of life and independence for individuals with chronic neurological impairments.

# WELCOME!

We hope you find this handbook helpful. The faculty and staff of CLS are excited to have you join our program and look forward to working with you this semester. We anticipate that working with the Center for Life Skills program will be a fun, rewarding, and educational experience.

# CRITIERIA FOR PARTICIPANTS

Participants are individuals who have experienced a CVA (stroke) and have residual deficits that prevent them from fully participating in the activities that would improve the quality of their life. Participants will have a medical clearance from their physician and will have sufficient endurance to participate in the length of the program. All participants will be assessed with an initial evaluation and with the Stroke Impact Scale, Version 2.0. Participants will need to display minimal difficulty with or supervision needed in at least three of these five areas:

* Mobility
* Communication
* Leisure/Recreation
* Memory/Thinking
* Daily Living Skills

These individuals must also be independent (or in some instances need supervision/set-up) in hygiene, toileting, and eating.

# ON-SITE CONTACT

Please contact Catherine Gooch, CTRS, Program Manager at 607-375-6312 or cgooch@ithaca.edu

Longview Emergency Number (Susan Howe): 375-6310.

# FACILITY

Our facility is wheelchair accessible with wide doorways, ramps into the building, and accessible bathrooms. The Center has a main multi-purpose room, a full kitchen, private therapy room, Program Managers office, an exercise room, use of a conference room, and outdoor access.

# HOURS

The Center for Life Skills hours for the Spring, 2019 session are:

 Monday 9:00 am. to 12:00 pm

 Wednesday 9:00am to 11:45 am

 Friday 9:00 am. to 11:45 am

# DIRECTIONS

**To Longview:** From Ithaca, take 96B South towards Ithaca College. Longview is one half mile south of the College’s Main Entrance. Turn right onto 1 Bella Vista Drive.

**To the Center of Life Skills:**

Enter Longview through the main entrance. From the lobby proceed straight to the

elevators. Take the elevator down to level 2. Make a left out of the elevator and

make another immediate left. Go through the one single door and the Center is on the

right.

## INCLEMENT WEATHER POLICY

### In the event of inclement weather, the center will follow the Ithaca City School District’s

cancellations. If the schools are delayed, the center will be closed

for the day. The students will be responsible to contact their faculty member to make

further plans on where to meet. Local radio stations that you can tune into to hear

closings are: WHCU 870 AM, WYXL(Light) 97.3 FM, WQNY 103.7. As soon as a

confirmation of a closing has been made the program manager will have the closing

recorded on the Center’s answering machine as soon as possible.

## SAFETY OF PARTICIPANTS

In general, if there is an incident that does not require medical attention, please alert your

clinical supervisor and the program manager so the incident can be documented

appropriately.

If there is a medical emergency, please contact faculty member and program manager

to assess the situation. The program manager will notify EMS, Longview, and a Family

member if needed. Taking medication while at the Center is the responsibility of the

participant. We will not disperse any medication for any reason.

If assisting with lunch or planning a cooking activity, please be informed of their

diet restrictions, if any. Lunches are labeled and given to the appropriate participant, if

they cannot do so independently.

**CONFIDENTIALITY**

Students are not to speak about participants or their work regarding participants to

anyone outside the Center. When referring to participants via e-mail or correspondents

students must use first and last initials, or first name only (not full name) when referring

to the participants.

Remember that though we are a small, informal program, we must strive to always speak

in a professional, mature manner.

**DOCUMENTATION**

Each participant has a chart at the Center. All documentation concerning the participant

will be placed in this chart and will include: Initial intake, Evaluations, Progress Notes,

Goal/Program Plan, and Family Conferences.

**Initial Intake:** SIS 2.0 version, initial assessment summary

**Evaluation:** All evaluations from each discipline. Place in the evaluation section, most recent on top.

**Progress Notes**: To be recorded at least 1x per week each week for each discipline. The

progress note section is divided into monthly sections.

**Goal/Program Plan:** The participant’s signed goal sheet (listing the participant’s goals

for the semester)will be on top of the Participant Program Plans. Each participant has

between 3-5 goals. Each program plan represents each long term goal. These program

plans must be completed within two weeks after the long term goals are developed.

**Special Notes:** Please do not write in pencil, use white-out, or completely cross out

words or phrases. Use only established CLS forms. All progress notes and evaluations

must be signed by your clinical supervisor.

**Mid-Term Summaries and the End of the Term Summaries:** These summaries are

invaluable tools for all students, faculty, staff, participants and their families. Guidelines

are at the end of this booklet (pg.11).

**HEALTH & SAFETY**

If you are running a fever, or experiencing cold/flu symptoms please do not participate in

the Center for Life Skills program. We do not want to jeopardize the health of our

participants, faculty, staff, or fellow students. If you notice a rash, change in skin color,

or another medical observation with a participant, please alert the program manager so

she can address the situation with the participant.

A first aid kit is available for use it is stored under the kitchen sink in the kitchen area.

Please use universal precautions when working with the participants. If you are using

physical contact with the participants, wash hands thoroughly between participants.

Gloves will be readily accessible at the Center if needed.

All surface areas will be cleaned with a disinfectant (1:10 solution) at the end of the day.

All exercise equipment shall be cleaned by the participant/staff/student immediately upon

completion of their activity.

There are pillows available for positioning activities. Each is covered with a vinyl covered, please clean after each use. If they were used for the head/neck areas or under clothing.

**FACILITY**

All students and staff are responsible for keeping the Center clean and presentable. All

tables and chairs must be clear and in good order at the end of your program. Please place

backpacks, etc on the table in the back of the program room. Coats may be hung in the

closet. Please keep valuables at home or on you as we do not have a secure location to

lock up personal items.

After a program or activity, please be sure to have all table top surfaces clean, supplies

stored away, and dishes dried and put away. The participants can assist in these activities

as part of their individualized program goals!

**SESSIONS**

There are two sessions per year.

*Fall session:* Early-September to mid-December

*Spring session*: Late January to early May

Please see session calendar for specific dates that the program will be closed (major

holidays and Ithaca College breaks).

# STAFF

We have a wonderful multi-disciplinary faculty team. The faculty includes:

Program Manager, Catherine Gooch

Occupational Therapy Clinical Supervisor, Alyson Pasquale

Physical Therapy Clinical Supervisors- Samantha Brown, Sarah Fishel, and Megan Hotchkiss

Therapeutic Recreation Clinical Supervisor, Jan Monroe

Speech-Language Pathology Clinical Supervisor, Susan Durnford and David Hajjar

**Professionalism**

Professionalism is important at the Center for Life Skills and at any other professional experiences you may have in the future.

**Professionalism** demonstrates that you:

* care about what you are doing
* take pride in yourself, your field of expertise
* are trustworthy
* are sincere
* have good quality and quantity of work
* are a good role model
* maintain professional etiquette and ethics
* have a competitive edge!

Professionalism includes maintaining a professional attitude, speaking appropriately (no slang), dressing professionally, and interacting with others in a polite and respectful manner.

**ATTIRE**

Please wear neat and casual clothing which will allow you to assist participants in

active therapy sessions. Sandals, open-toe shoes, tank-tops, halters,

leggings, yoga pants, jeans and sleeveless shirts are not permitted.

Please take action to make sure that undergarments are not in view and that clothing is

not excessively tight or revealing in nature.

Center for Life Skills nametags are to be worn at all times while present in the Center.

**PROGRAM PLANNING**

There will be a large number of programs and activities/interventions planned by difference disciplines throughout the semester. They are likely to be creative, goal oriented and well prepared. When planning your program please make sure that they are age-appropriate and will add to the overall experience for the individual.

 Programs (whether it is a baking/cooking activity, game, craft, etc) should create a positive and supportive environment. They should be interesting to the participant and add: success, accomplishment, growth, and competence.

When planning a specific program not only think about the outcomes, but if the project is of quality and the most appropriate selection for the individual or group.

**Programs**

**Occupational Therapy** focuses on planning and leading activity type groups with the goals of increasing endurance, motor performance, cognition and social interaction. The groups may consist of cooking groups, woodworking, ceramics, community outings, as well as activities determined by the participants. Graduate students will focus on activities of daily living, functional mobility, and general motor control as well as community reintegration (including car transfers, ordering from menus, grocery gathering, and shopping). Management of hypertonicity will also be addressed through home exercise programs. Relaxation techniques and possible splinting.

**Physical Therapy** will work on general flexibility, strengthening, and endurance activities. Focus will be directed to exercise that improve balance, activities to improve functioning and decrease physical barriers in the community (such as stairs, curbs, uneven surfaces, transfers, etc.) An individual exercise program will also address each client’s individual needs.

**Speech Pathology** provides the identification, assessment and nonmedical management of speech, voice, language and swallowing impairments, as well as cognitive-communication impairments. Interpersonal social communication skills are also addressed (e.g. initiation of a conversation, appropriate tone of voice, etc.). Clients may be recommended for speech-language therapy even though they do not have apparent speech problems, but because they have higher level of cognitive-language impairments, which inhibit their ability to function effectively in their environment. Assessment of current communication environments and identification of communication partners will also be a focus. Referrals will be made in the following situations: physician referral if swallowing appears unsafe; an audiologist referral if hearing is questioned; and or a ear –nose throat physician referral in the presence of a voice disorder and or when clients complain of laryngeal pain.

**Therapeutic Recreation** will include therapy-based activities that encourage social interaction, activity skill development, development and maintenance of cognitive skills, leisure education and community reintegration. Activities may include pet assisted therapy, discussion groups, computer programs, crafts, tabletop games, and programs focusing on how to utilize leisure time wisely.

**Nutrition Therapy** Participants will benefit from nutritional workshops, participant and family education, and follow up recommendations. Sessions will involve 3-4 Friday sessions scheduled throughout the semester.

**Center for Life Skills**

**Meeting Guidelines**

**Team Meetings**

**Involved Individuals:** Faculty, Staff, and Students

**Facilitator:** Program Manager or designated faculty

**Purpose**: Develop**/**Review participant’s progress, status, goals.

**Frequency:** At leastfour times a semester.

**Documentation:** Minutes are recorded by the program manager, formalized, and placed in Team Meeting Minutes binder.

**Family Conferences**

**Involved Individuals:** Faculty, staff, students, participants and their families

**Facilitator:** Program Manager or designated faculty

**Purpose:** Participant/family education, review of participant’s progress (goals/objectives), and health status are discussed. Feedback from the family/participant are heard and the determination of continuing CLS services.

**Frequency:** At least once per participant each semester

**Documentation:** The minutes are recorded and finalized by the program manager. They are given to the participant/family and placed in the individuals chart.

**Staff/Faculty Meetings**

**Involved Individuals:** Faculty and Staff only

**Facilitator:** Program Manager or designated staff

**Purpose:** Team development, communication, schedules and programming issues. Discussion/evaluation of participants accepted into the program at “Wrap Up” and “Start Up” meetings before and after each semester are also included.

**Frequency:** At least four times a semester, and as needed

**Documentation:** Program Manager will record and formalize minutes to be placed in the Staff/Faculty Meeting binder.

ITHACA COLLEGE

School of Health Sciences and Human Performance

**Center for Life Skills**

**Spring, 2019**

**Program Schedule**

## Monday (9am-12noon)

9:00am-10:00am Speech Therapy

10:0am-10:45 am Speech and Occupational Therapy

10:45am-11:00am Nourishment Break

11:00am-12:00noon Occupational Therapy

12:15pm-1:00pm Family Conferences/Team meetings (Alternating with Weds)

**Wednesday (9am-11:45am)**

9:00am-10:00am Therapeutic Recreation

10:00am-10:45am Therapeutic Recreation/Speech Therapy

10:45am-11:00am Nourishment Break

11:00am-11:45am Speech Therapy

12:00pm -12:45pm Family conferences/Team meetings (Alternating with Mondays)

### **Friday (9am-11:45am)**

9:00am-10:00am Therapeutic Recreation

10:00am-10:45am Therapeutic Recreation/Physical Therapy

10:45am-11:00am Nourishment Break

11:00am-11:45am Physical Therapy

**Spring, 2019**

**Session Dates**

**Monday, February 4** - First day of Spring session

**Monday, March 11**  -Center closed for Spring Break

**Wednesday, March 13 ­-**Center closed for Spring Break

**Friday, March 15** -Center closed for Spring Break

**Friday, May 3**  -CLS Last Day and Luncheon

Ithaca College

School of Health Sciences and Human Performance

**Center for Life Skills**

# Guidelines for Mid and End-Term Evaluation Summaries

1. **Place participant’s name (if sending via email-use only first name or initials) and your discipline, at the beginning of your summary, on top of the page.**

## Goldie or GH

Physical Therapy Summary

 **2.** **State the goals (from the goal sheet) that you are addressing, and any objectives that you may have developed for that goal. The objectives may differ from each discipline. Measurement outcomes do not have to be stated.**

1. Increase physical endurance
2. Increase spontaneous and expressive language

# Write a summary/narrative stating the participant’s current status/progress for each goal. (End of semester include if it is recommended for a participant to continue with another semester involvement or if it is appropriate for the participant to engage in a transition (last) semester.

Include recommendations for exercises, programs, or activities to continue (for End of Term eval). Write your summary as if you are speaking to the participant. Instead of stating “the client” make it more personable by using their name.

 **4. Please set line spacing at 1.5, 12 point Times New Roman**

**5. Include your name and the clinician’s name (with credentials) at the conclusion of the summary.**

Tim Clancy, Therapeutic Recreation Student

Susie Smith, CTRS, Clinical Supervisor

1. **Please return to your clinical supervisor for final approval, they will forward it to Catherine. Thank you!**

ITHACA COLLEGE

**SCHOOL OF HEALTH SCIENCE AND HUMAN PERFORMANCE**

**CENTER FOR LIFE SKILLS**

## SUPPLY REQUEST FORM

## Please submit to program manager electronically (cgooch@ithaca.edu) or with form

## (hard copy) by Wednesday 3:00pm for the following week program plans.

**Please check CLS supplies/sakai Inventory check list *before* ordering, receive faculty approval.**

**For student purchases (if student is shopping and purchasing supplies with their own funds): check supplies, receive faculty approval, save receipt and return to Catherine for reimbursement.**

# Date of Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Program and Discipline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Responsible Faculty and Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Estimated number of participants involved\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Items Required Quantity (be as specific as possible)**

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**Ithaca College**

**Center for Life Skills**

**Family Conference Reports**

Participant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Family Conference\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. Welcome/Greeting (Re-introduce self)

 a. Positive Statement (What does the participant “bring” to the program?)

 (Compliment the participant, why we enjoy their participation!)

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II. State the assessments tools used with the participant.

 a. Share their purpose, results, areas of need, and positive indicators (strengths)

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III. State the Goals you are working on with the participant.

 a. Be specific, include how you are working on these goals.

 b. Include how the participant is responding to programs/activities.

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IV. Conclusion

 a. Include the plan for the remainder of the semester, recommendation for transition semester?

 b. Ask for feedback, questions, “Is there anything else we can do for you?”

 c. End on a positive note, repeat compliment or a positive “story”.

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**Center for Life Skills**

**Directions for using Sakai documents**

1. Students have “access” on the CLS site, but they will have editing permission for the Participant Goal folder.
2. Go to Participant Goal Folder
3. Select the desired participant and the goal you want to enter info on
4. Once opened, type your information
5. To save your work! Click Save As, save it to your desktop, my documents or wherever you would like to place it temporarily,, remember where you put it!
6. Click save, if you get a prompt, you can click Replace Existing file,
7. Go back to participant’s goal folder, Click on Action, under action click on upload new version
8. Click browse, go to where you saved the document and open
9. Click upload new version, if you get a prompt about converter, click ”okay” and it will then be saved. Thank you!

**Physical Therapy Terms**

**Levels of Assistance**

Independent: the client is completely independent with the task, not verbal or physical instruction needed.

Supervision: the client requires a professional to be there to assure physical and/or mental safety.

Minimal Assistance: the client will need verbal cues, hand hold assist, assist to steady the chair, etc. The client needs less than 24% of help.

Moderate Assistance: the client will need assistance with 50% of the task.

Maximum Assistance: the client will need assistance with 75% of the task.

Totally Dependent: the client will rely on another individual to complete the task.

Example of a note:

1. Pt required min A to walk 50 feet with a walker. (fair to poor)
2. Mr. Smith walked 50 feet with a standard walker, verbal cues for proper hand placement on the walker and therapists hand behind his back to keep his weight shifted forward to maintain balance. (better)

# CLS Speech-Language Pathology Glossary

**Agnosia:** Loss of ability to recognize things through a particular sensory system. For example, visual agnosia refers to the inability to put together visual information so that it makes sense. The person can see the object, but yet not make sense of it.

**Anomia:** Loss of the ability to recall the names of persons, places or things.

**Aphasia:** A communication disorder caused by brain damage and characterized by complete or partial language impairment. It impacts comprehension (auditory & or reading) as well as expression (verbal, gestural and or written).

**Aphonia:** Loss of voice

**Apraxia:** Inability to perform sequenced motor movements due to a programming problem. Inability to volitionally produce movements, while involuntary movements are fine (e.g. person can sing or say something automatic, but not produce meaningful speech).

**Augmentative & Alternative Communication:** Any approach designed to support, enhance, or supplement the communication of individuals who are not independent verbal communicators. Can use either low-tech or high-tech devices to augment speech.

**Breathiness:** An audible escape of air or a “weak” vocal tine suggestive of glottal insufficiency.

**Dysarthria:** A collective group of motor speech disorders due to impairment originating in the central or peripheral nervous system. Respiration, articulation, phonation, resonation, and/or prosody may be impaired. Swallowing may also be impaired.

**Dysphagia:** impairment in the swallowing process.

**Dysphonia:** Any “abnormal” vocal quality suggesting an interruption of normal voice production.

**Executive Functions:** Those abilities used to direct analytical behavior (e.g. self correction, inhibition, initiation, judgment, reasoning, etc.). Typically associated with the frontal lobe.

**Glottic Closure**: The degree that the vocal cords come together during the closed phase of vibration.

**Hoarseness**: Excessive “noise” in the signal creating an unpleasant, rough vocal quality.

**Intonation:** Pitch, stress and junction of the spoken language. Can communicate such intents as exclamation or interrogation.

**Language:** use of word(s) or non-verbal means to understand and or communicate something to another person. Involves the use of syntax (grammar), semantics (meaning) and pragmatics (social use).

**Monotone:** Speech perceived as lacking variance in stress, intonation and or prosody.

**Paraphasia:** A word substitution err, which may either sound the same (e.g. “docket” for “pocket”) or from a related semantic category (e.g. “dog” for “cat”).

**Perseveration:** Is the tendency to continue an activity, motor or mental, once started and to be unable to modify or stop the behavior even though it has been acknowledged to be inappropriate.

**Pitch:** Is the acuteness of tone which depends upon the number of vibrations produced by the vocal folds. The higher the pitch, the more vibrations thus the more acute the tone.

**Pragmatics:** Functional use of language in a given context (e.g. language used in given situations. such as when greeting a friend, ordering food in a restaurant, etc.).

**Presbylarynx**: Physiological changes to the vocal cords due to aging, resulting in atrophy/bowing of the muscle.

**Prosody:** A melody of speech determined by pitch, quality, strength and duration.

**Semantics:** Study of the meaning of language.

**Speech-Generating Device (SGD):** A device solely dedicated to spoken output. This device is deemed necessary to augment communication.

**Syntax:** Rules that govern the sequencing of words in sentences (grammar).

**Topic Maintenance:** Ability to maintain the topic of conversation for a socially acceptable amount of time.

**Turn-taking:** Ability to initiate a conversational turn, and share conversation with a communication partner.

**Vocal Fatigue:** A “tired” voice or feeling of excessive effort to phonate.