Abstract
This experiential component is entitled, A Daily & Community Living Skills Training Program for Adolescents with Different Abilities. The purpose of this project was to collaborate with occupational and speech therapists, at an outpatient pediatric clinic, to construct materials for a weekly group therapy summer program. The core concentration was the overall development of materials, which focused on the education of daily community living activities, and the reeducating of the focus group, the author was only able to recruit one caregiver, one child and one therapist to participate in the open discussion. However, adequate insight and opinions were still collected on what daily and community living activities were thought to be the most important and appropriate for adolescents (with and without disabilities) to participate in on a regular basis. The information gathered during the focus group was analyzed and compared. The focus group results, along with the literature review became the basis for the selection and development of weekly unit topics and program materials.

Focus Group
A one night focus group was held at Belmont University, in order to gain therapist, caregiver and child perspectives on the topic of adolescent participation in daily and community living activities. Unfortunately, due to unforeseen weather circumstances and the rescheduling of the focus group, the author was only able to recruit one caregiver, one child and one therapist to participate in the open discussion. However, adequate insight and opinions were still collected on what daily and community living activities were thought to be the most important and appropriate for adolescents (with and without disabilities) to participate in on a regular basis. The information gathered during the focus group was analyzed and compared. The focus group results, along with the literature review became the basis for the selection and development of weekly unit topics and program materials.

Focus Group Results
Using information collected from the focus group and evidence from literature, program curriculum was developed. Although eight unit topics were established, due to time constraints only five units were fully constructed. Collaboration with the expert mentor assisted the author with determining each topic's level of importance. To begin the development of materials, an activity analysis was completed on each activity. This provided information on what performance skills were required for independent participation for a particular activity. From there, various educational materials, games, and simulated activities, which focused on specific skill training, were created and added to the program curriculum. All material was organized into separate binders, as well as stored on a USB drive, for easy accessibility and use by occupational and speech language pathologists at the outpatient clinic.

Program Development
Using information collected from the focus group and evidence from literature, program curriculum was developed. Although eight unit topics were established, due to time constraints only five units were fully constructed. Collaboration with the expert mentor assisted the author with determining each topic’s level of importance. To begin the development of materials, an activity analysis was completed on each activity. This provided information on what performance skills were required for independent participation for a particular activity. From there, various educational materials, games, and simulated activities, which focused on specific skill training, were created and added to the program curriculum. All material was organized into separate binders, as well as stored on a USB drive, for easy accessibility and use by occupational and speech language pathologists at the outpatient clinic.

Material Examples

A pre and post program participation assessment measure was created to evaluate the success of each of the unit topics and the program materials to educate, train and ultimately improve group members' independence in completing daily and community activities. After a thorough review from a summative committee (made up of occupational therapists impartial to the residency project), subjective validity was established, which stated that the outcome measure met the needs of the program and followed clinic guidelines.

Timeline

References