

## Lesson Plan

**Objective:** To use the **Lifestyle Development Process** to change the social and activity patterns for students with severe disabilities.

**Setting and materials:** A comfortable place to meet in community or at school.

### Content taught

- Used the Lifestyle Development Process (LDP), a form of person-centered planning.
- The LDP consists of five steps and three evaluation measures.

### Teaching procedure

#### Basic Steps of the LDP

**Step 1: Vision planning.** Assist family members, friends, neighbors, service providers, and others to describe their vision of a quality life in the community for the target individual. Whenever possible, the student is included in this step of the process.

- Information is obtained concerning the student's:
  - a. background and history
  - b. current daily and weekly schedule
  - c. current program placement
  - d. current social and friendship network
  - e. behavioral, communication, and/or skill excesses and/or deficits, and the current intervention approaches to each of these
  - f. primary caregiver skills and attitudes.
- The student's current daily and weekly schedules are compiled and compared to those of a typical, nondisabled peer.
- The discrepancies between the two are identified and documented as baseline information, along with other evaluation measures.

**Step 2: Assessing and remediating barriers to participation.** A process for assessing and remediating service delivery or other barriers that are interfering with the student's ability to participate in integrated school or community settings.

- Once potential barriers are identified, a variety of strategies are used to attempt to remediate them, as part of what Gallessich (1985) referred to as "social/political consultation".
- A variety of research and literature review articles that address the barrier(s) of concern are provided to the relevant service providers.

**Step 3: Assembling meaningful routines and schedules.** Identification of the capacities, strengths, and preferences of the student.

- Teachers identify where and with whom the individual wants to live, work, relax, and spend leisure time.
- Teachers analyze the student's daily schedule in light of his or her learning strengths, learning styles, and capacities.
- Planning meetings, informal home and community-based interviews, and observations are used to gather the required information.

**Step 4: Developing specific intervention strategies.** Programs and staff training are provided in areas such as:

- a. functional analysis of behavior and application of nonaversive behavior management strategies.
- b. Augmentative and alternative communication assessment and intervention techniques
- c. Systematic instructional strategies.

**Step 5: Evaluating effectiveness and developing a monitoring system.** The student's daily and weekly schedules are reviewed to determine the extent to which they reflect the goals, objectives, and intervention strategies identified in the preceding steps. This review also evaluates the extent to which the lifestyle discrepancies identified in Step 1 have been eliminated.

### **Method of evaluation**

Three empirically validated measures are utilized to evaluate intervention effectiveness related to lifestyle changes:

- The Resident Lifestyle Inventory (RLI). The RLI (Wilcox & Bellamy, 1987) is a 17-page interview form that requires approximately 45 min to administer and provides information on 144 different leisure and personal management activities taken from listings in *The Activities Catalogue* (Newton et al., 1987).
- Social Network Analysis Form (SNAF). The SNAF (Kennedy, Horner, & Newton, 1990; Kennedy et al., 1990) is a three-page form used in a 15-30 min interview to gather information about the social network of a person with disabilities.
- Program Quality Indicators (PQI) checklist. The PQI checklist (Meyer, Eichinger, & Park-Lee, 1987) contains 123 items that represent the "most promising practices" in educational programs for persons with severe disabilities, as gleaned from a literature review and survey of nationally recognized experts in the field.

**Lesson plan based on:** Malette, P., Mirenda, P., Kandborg, T., Jones, P., Bunz, T. & Rogow, S. (1992). Application of a lifestyle development process for persons with severe intellectual disabilities: A case study report. Journal of the Association for Persons with Severe Handicaps, 17, 179-191.