

Everyday Health Routines



Facilitator Guide



Department of
Developmental
Disabilities

UCCEDD
University of Cincinnati Center for
Excellence in Developmental Disabilities



LifeCourse Nexus
Training and Technical Assistance Center
UMKC Institute for Human Development • UCCEDD

Everyday Health Care Routines Facilitator Guide

Training Description

This training will discuss everyday health routines you will need to learn as you transition from youth health care to adult health care. It is meant to help you explore ways you can get and stay healthy in your adult life. This training goes along with the EZ-Reader *Everyday Health Care Routines*.

Audience

Young people transitioning into adulthood.

Time

30 minutes

Materials

To facilitate this training, you will need:

- PowerPoint presentation
- Facilitator Guide
- Computer
- Projector (if in person)
- Audio
- EZ-Reader
- Worksheets (see appendix)
- Chart paper
- Sticky notes
- Markers, highlighters, pens and pencils

Learning Objectives

The participants will:

1. Identify ways to organize health care
2. Prioritize how to manage medication
3. Describe healthy living

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Facilitator Notes

This training is scripted with additional ways you can engage participants. Please review this Facilitator Guide and the notes section of the PowerPoint before you begin the training. This training can be presented by a trainer or co-trainers. There will be opportunities for an additional trainer or a person with lived experience to share their experiences throughout the training.

Vocabulary on the Facilitator Guide:

- **Read Slide**—read word for word from the slide
- **SAY**—read the script provided (sentences are not on the slide—they are available for extra ways to discuss the slide)
- **ASK**—read the scripted questions (additional ways to engage the participants added if no response)
- Person with lived experience—self-advocate or family member


Key Words

Medication dispenser—pill dispensers that assist patients in following their medication plan.

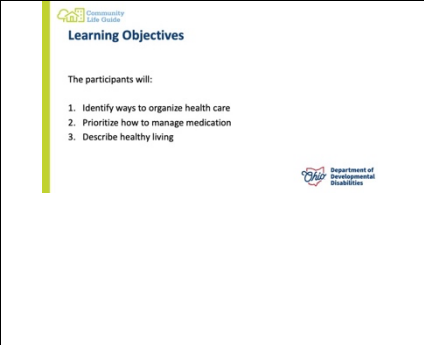
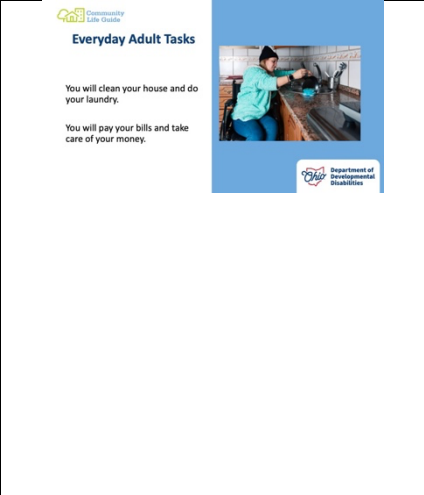
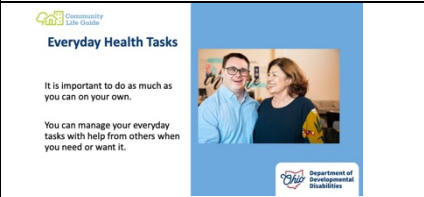
Pharmacy—a store where medical drugs are dispensed and sold.

Food groups—any types of food classified in various nutritional schemes (vegetable, fruit, dairy, grain, and protein).




Food labels—information about a product’s identity and contents and how to handle, prepare and consume safely

Discussion Points and Learning Activity	Materials/Slides	Co-Trainer or Person with Lived Experience
Section 1 – Introduction 1-2 minutes		
<p>SAY: Refer to EZ-Reader <i>Everyday Health Care Routines</i>. This training will discuss understanding healthy routines. We will refer to the EZ Reader throughout the training. A learning activity will be completed in the training.</p> <p>Please ask questions as we go through.</p>		




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<p>SAY: In the training today, we will talk about:</p> <ul style="list-style-type: none"> • Different ways to organize your health care through everyday routines. • How to manage your medication • Healthy lifestyle through healthy eating, staying active and understanding your mental health. <p>This looks differently for many people.</p>		
<p>Section 2 – Adult Tasks 1-2 minutes</p>		
<p>SAY: Everyday adult tasks look different for people.</p> <p>ASK: What are some tasks you do around the house?</p> <p>Facilitator Notes: <i>Give examples if participants do not respond.</i> <i>Ex. Help clean room, unload dishwasher, etc.</i></p> <p>SAY: As an adult, you will take care of your living space by yourself or with help.</p> <p>Read Slide</p>		
<p>SAY: As you become an adult, you will need to take care of your own everyday health care.</p> <p>Read Slide</p>		

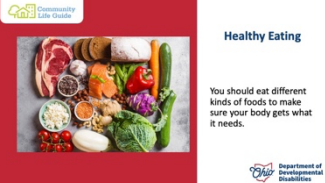

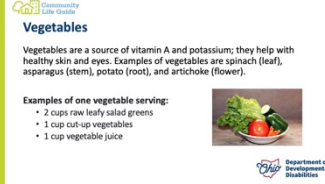
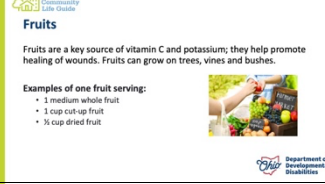

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<p>SAY: Taking care of your health through regular check-ups is important.</p> <p>Read Slide</p> <p>SAY: You have talked about transitioning to adult health care in earlier trainings.</p> <p>SAY: It is important to understand your health care.</p>		
<p>Section 3 – Medication Awareness 3 minutes</p>		
<p>Read Slide</p> <p>SAY: Part of understanding your health is understanding what medication you take and why.</p> <p>ASK: What does that look like in your everyday life?</p> <p>ASK: How will you manage medications as an adult?</p> <p>Facilitator Notes: <i>Be sensitive to participants that may not want to share. Person with lived experience can share to help.</i></p>		<p>Give examples/share answers to help participants respond.</p>
<p>Facilitator Notes: <i>Questions below can be “thoughtful” questions. Participants do not necessarily need to answer but “think” about what they are doing now.</i></p>		








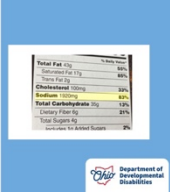







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<p>ASK: How do you organize your medication now?</p> <p>ASK: Do you have a family member, support person, etc., help you take medication or manage medication?</p> <p>SAY: Knowing how to organize your medication will help you become more independent when managing your medication.</p> <p>Read Slide</p>		
<p>Read Slide</p> <p>ASK: What are some other ways to organize medication?</p>		
<p>SAY: Getting prescription refills is another task you might need to do.</p> <p>Read Slide</p>		
<p>Section 4 – Healthy Living <i>10 minutes</i></p>		
<p>Read Slide</p> <p>SAY: Living a healthy life means paying attention to what you put in your body.</p>		





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Read Slide	 <p>Healthy Eating</p> <p>You should eat different kinds of foods to make sure your body gets what it needs.</p> <p>Department of Developmental Disabilities</p>	
Read Slide	 <p>Healthy Eating</p> <p>Part of healthy living is understanding the types of food you should eat everyday.</p> <p>Food Groups Fruits and Vegetables Dairy Protein Grains</p> <p>Department of Developmental Disabilities</p>	
Read Slide	 <p>Vegetables</p> <p>Vegetables are a source of vitamin A and potassium; they help with healthy skin and eyes. Examples of vegetables are spinach (leaf), asparagus (stem), potato (root), and artichoke (flower).</p> <p>Examples of one vegetable serving:</p> <ul style="list-style-type: none"> • 2 cups raw leafy salad greens • 1 cup cut-up vegetables • 1 cup vegetable juice <p>Department of Developmental Disabilities</p>	
Read Slide	 <p>Fruits</p> <p>Fruits are a key source of vitamin C and potassium; they help promote healing of wounds. Fruits can grow on trees, vines and bushes.</p> <p>Examples of one fruit serving:</p> <ul style="list-style-type: none"> • 1 medium whole fruit • 1 cup cut-up fruit • ½ cup dried fruit <p>Department of Developmental Disabilities</p>	
Read Slide	 <p>Dairy</p> <p>Dairy provides a significant source of calcium and vitamin D; they help develop strong bones and teeth. The dairy group includes milk, yogurt and cheese.</p> <p>Examples of one dairy serving:</p> <ul style="list-style-type: none"> • 1 cup milk • 1 cup yogurt • 1-ounce cheese <p>Department of Developmental Disabilities</p>	

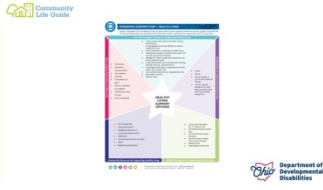
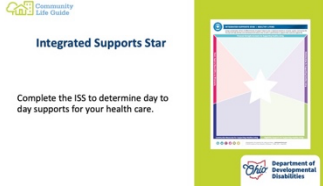
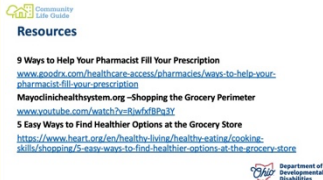

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<p>Read Slide</p>	 <p>Protein</p> <p>Protein helps build strong muscles. Chicken, fish, eggs, beans and nuts are examples of protein sources.</p> <p>Examples of one ounce protein equivalents:</p> <ul style="list-style-type: none"> • 1 tablespoon peanut butter • 1-ounce cooked seafood, meat or poultry • 1 egg or 2 egg whites  	
<p>Read Slide</p>	 <p>Grains</p> <p>Grains are a key source of B-vitamins, which provide the body with energy. Whole grains provide more health benefits like fiber, which keeps the body feeling full longer.</p> <p>Examples of one serving of grains:</p> <ul style="list-style-type: none"> • 1 slice bread • 1 small tortilla • ½ cup cooked rice, pasta or cereal  	
<p>Read Slide</p> <p>SAY: Foods that are more convenient or easy to make have high amounts of salt, sugar and fats.</p>	 <p>Check Labels</p> <p>Read the food labels to find out what is in the food and drink you buy.</p> <p>Watch for how much salt, sugar and fats are in food or drinks.</p>  	
<p>www.youtube.com/watch?v=RjwxfBPq3Y (1:58)</p> <p>SAY: This video takes you through the grocery store. Highlighting areas with the healthiest food.</p>	  	
<p>SAY: In addition to eating healthy, physical activity is very important.</p> <p>Read Slide</p> <p>SAY: Make physical activity a part of your daily routine.</p>	 <p>Staying Active</p> <p>You can be physically active while doing house or yard work.</p> <p>You can plan physical activities, like daily walks, sports, yoga or stretching.</p>  	




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<p>SAY: Eating healthy and being active will help you have a healthy weight.</p>		
<p>SAY: It is important to take care of your mental health.</p> <p>Read Slide</p>		
<p>Read Slide</p>		
<p>Section 4 – Healthy Living 10 minutes</p>		
<p>SAY: The Integrated Support Star looks at 5 areas and what support you may need.</p> <p>Strengths: What are our own strengths, skills or assets? What can we use, learn, etc., to build capacity or support our needs?</p> <p>Relationships: Who are the people in our lives? Who could help with one small thing?</p> <p>Technology: Who doesn't use technology these days? Technology can be high tech or low tech.</p> <p>Community Supports: Where are places, groups or resources in the community you use or have access to?</p> <p>Eligibility Supports: What (if any) supports do you receive? How can they help you transition to adult health care?</p>		<p>Review sections with trainer.</p>

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<p>SAY: Here is an example of supports around healthy living.</p> <p>Facilitator Notes: <i>Talk through each area of the star.</i></p>		
<p>Read Slide</p> <p>SAY: The Healthy Living Integrated Supports Star (ISS) helps you explore supports that can help you reach your goals for living a healthy life.</p> <p>SAY: List supports for day-to-day health care to help you in your daily routines.</p> <p>Facilitator Notes: <i>The participants can complete this as a group to practice or break into smaller groups. Ideas can be shared, or you can discuss a scenario to have participants create a Healthy Living ISS.</i></p>		
<p>SAY: These resources were used to create this training. It is important to understand how healthy living can be put into your everyday routines. This training goes along with the EZ-Reader <i>Everyday Health Care Routines</i>. Thank you for joining us.</p>		
		

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Discussion Points and Learning Activity	Materials/Slides	Co-Trainer or Person with Lived Experience
	 <p>Community Life Guide</p> <p>A Project of: Department of Developmental Disabilities</p> <p>Developed By:</p>   <p>UCCEDD LifeCourse Nexus</p>	

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