The Development of the “Success Screen” for the Residents of the Park Center Emerging Adults Program

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Literature Review

Many adolescents with mental health diagnoses have difficulty with activities of daily living (ADLs) and instrumental activities of daily living (IADLs) due to cognitive deficits and inaccurate perception of abilities (Gould, Sabbag, Durand, Patterson, & Harvey, 2013). A study by Lipskaya, Jarus, and Kotler (2011) depicted a correlation between negative symptoms and IADL performance in individuals with schizophrenia. Lipskaya, Jarus, and Kotler, (2011) Lyapke, and Buck (2007) stated that individuals with a diagnosis of schizophrenia may have functional deficits. The researchers believe that these individuals may experience deficits in the areas of learning, coping preference, behavior regulation/emotional stability, impulse control, short-term memory/long-term memory, working memory, attention, and motor function (Aubin, Chapparo, Gélinas, Stip, & Rainville, 2009). A study by Lipskaya, Jarus, and Kotler (2011) depicted a correlation between negative symptoms and IADL performance in individuals with schizophrenia. A study by Lipskaya, Jarus, and Kotler (2011) depicted a correlation between negative symptoms and IADL performance in individuals with schizophrenia. According to the literature, individuals who have grown up in foster care or who experience symptoms of bipolar disorder and schizophrenia may have functional deficits that are not always readily apparent. Courtney, Pikavin, Grogran-Kaylor, & Nesmith (2001) stated that individuals leaving the foster care system may have difficulty managing money and finding jobs. In their study one third of surveyed individuals leaving foster care did not feel they were prepared to find jobs or manage money (Courtney, Pikavin, Grogran-Kaylor, & Nesmith, 2001).

Problem Statement

Young adults who have been diagnosed with mental illness and desire placement in residential programs that focus on community integration should be screened for safety awareness in performance of daily life in order to determine appropriate housing placements. Existing cognitive screening tools are mostly not skill-based, or have been normed on a geriatric population. This invalidates their use with those who are transitioning to adulthood. The development of a functional screen (The “Success Screen”) is needed at the Park Center residential program in order to give the staff an accurate assessment of the clients’ current levels of function in independent living.

Abstract

The purpose of this project was to create the “Success Screen,” a functional screening tool to be used during intake for the Park Center Emerging Adults Residential Program. The diagnoses of residents in this program typically include bipolar disorder, schizophrenia, and schizoaffective disorder. The majority of these individuals are referred for admission as they age out of the foster care system. The screening tool was created to explore functional ability prior to acceptance. Interviews were conducted with staff and clients and activity analyses were performed in order to determine the skills needed to successfully participate in the program. This list was consolidated to focus on tasks related to safety. Clients were assessed using existing evaluations of visual perceptual skills and life skills. Those scores were compared with results from the “Success Screen.” The results suggest that the screen was able to detect significant problems regarding judgment and safety, however, a more thorough method of screening would be needed to detect more subtle safety concerns. Future studies and projects should explore instructional methods and level of supervision needed for individuals who perform at different levels on screens and assessments of safety and independence.

Timeline For Project

Phase I: Information Collection
- Observe
- Review Literature
- Activity Analyses

Phase II: Creation of Functional Screens
- Ideate Screens
- Create Screens

Phase III: Piloting of Functional Screens
- Administer Screens
- Administer Existing Assessments
- Implement Changes

Performance Skills Required for Success in the Park Center Emerging Adults Program
- Level of Arousal/Consciousness/Awareness of Reality
- Orientation to Place and Self
- Judgment
- Insight
- Short Term Memory/Long Term Memory/Working Memory
- Temporal Relationships
- Recognition
- Selective/Sustained Attention/Divided Attention/Cognitive Flexibility
- Categorization
- Generalization
- Scanning/ Figure ground/Pursuits/Saccades
- Discrimination of Sensations/Multisensory Processing
- Behavioral Regulation/Emotional Stability/Impulse control

According to Park Center Members:
- Organization
- Working Out
- Healthy Eating
- Income Management
- Willingness to Learn from Program
- Social Communication Skills
- Listening to Staff Using Resources
- Emergency Management
- Management of Appointments
- Timelessness
- Transportation
- Care of Others
- Hygiene
- Cleaning
- Cooking
- School Skills

According to Park Center Staff:
- Safety Awareness
- Meal Preparation
- Emergency Management
- Communication Skills
- Reaching Sexual Advances
- Appointment Management
- Transportation
- School Registration
- Stress Tolerance
- Attention
- Judgment
- Assertiveness
- Medication Management
- Willingness to Learn from Program

According to Both Members and Staff:
- Willingness to Learn from Program
- Emergency Management
- Communication Skills
- Appointment Management
- Transportation
- Medication Management
- Meal Preparation
- School Skills

Results

The results of this project include safe participation in required activities of daily living. Pictured: Preparing dinner at Park Center

References


