



Lesson 1: Motivation

An Excerpt from the Healthy Relationships Curriculum

A highly adaptable program that teaches challenging life skills to school students and older individuals with various special needs.

For more information on how your school or organization can start implementing this curriculum, please visit:

HealthyRelationshipsCurriculum.org

How to use this Workbook

The workbooks are designed to help the participant learn important social skills needed for healthy relationships. Each lesson will provide an overview and list of lesson objectives. The lessons structure serves as an outline for you to follow but can be modified based on need.

Workbook Layout

The lessons are set up as follows:



Guide Information

This section gives you the goal and overview of the lesson. This section also includes some materials you will use during the lesson. It also describes some challenges you may encounter during the lesson.



Materials List

When preparing for the lesson, guides will find a list of materials needed. These materials help make the lesson more concrete and hands-on. The material list serves as a general guide. It will be helpful to present a variety of products to promote generality.



Show What You Know

This section is related to understanding what the participant already knows about the topic. This will give you a general understanding of what is already known and what needs more attention. This should be completed together.



Activity

Each lesson has interactive activities or worksheets. The activities and worksheets assist the participant in applying the skills while discussing the lessons. This should be completed together.



Homework

Each lesson provides an example for homework. Feel free to use the examples or design your own homework. Homework can be a measure of independence and understanding. This should be completed independently by the participant, but be available to assist if needed.



There will also be a **STOP SIGN** at the end of each lesson. This is to remind you to check for mastery before moving on.



Check for Understanding

The check for understanding questions are designed to make sure the participant is retaining the information. The series of questions cover the lesson objectives. You, as the guide, can add more questions specific to the participant should he or she need more clarification or understanding. This should be done together.

Building Participant Motivation

As you work through this workbook, you may determine that the participant already has knowledge related to certain task and topics but lacks the motivation. For some individuals, motivation can be a very important aspect of this workbook aside from the actual material. A participant can have all the knowledge in the world, but if he or she is not using it, the knowledge is worthless.

It is also important to note, that individuals with an autism spectrum disorder or other developmental disabilities don't always know what he or she is expected to know. They may have the knowledge of what they are supposed to do but in new situations or with new people or in different circumstances, that knowledge is lost and require specific direction. They may appear that they are not motivate when, in fact, they may just need reminders or concrete directions of what to complete.

What does this have to do with you? A LOT! You, as the guide, must be the participant's coach or cheerleader to ensure the skills are being retained and USED. Establishing motivation is key in developing a routine in the participant's life. Motivation comes from the combination of confidence in one's ability to successfully complete a task and understanding, if possible, of the importance of completing a task in one's personal life. Motivation can be established in several ways here are some common examples:

1. **Pairing the task with a preferred activity**

This simply means taking the non-preferred task and using preferred activities or items to make them more motivated to do it. Think about how to present a task with preferred activity or item of the participant.

2. **Token economy**

This means having the participant earn some sort of "token." When the participant completes what is presented or expected, he or she can later "cash in" the token for something he or she wanted. For example, an allowance. The dollars earned would be the token that the participant can use immediately or save for a bigger item. This helps keep an individual motivated to continue completing tasks.

3. **Contingencies**

Make the activity dependent on something else the participant likes. Think about and discuss with other family members how to use contingencies. For example, in order to receive the Wi-Fi password daily, a shower must be taken and clothes need to be changed. "First – Then" statements work well as well as setting guidelines for preferred activities. For example, "First, do this, and then you can do this."

4. **Be a cheerleader/encourager**

The participant needs to feel confident that he or she can complete the task. Show the participant the steps, and allow him or her to practice smaller steps before trying to demonstrate the large procedure. Celebrate as each step is mastered. Try not to be critical of the participant during this learning stage.

5. **Show the importance**

It may be difficult for the participant to understand the importance of learning personal hygiene, body awareness or relationship skills. Start by allowing the participant to find pictures he or she likes of groups or couples in a magazine. Point out that the individuals in the picture are happy. Then ask if the couple looks like they have good hygiene. Have the participant observe how they are communicating with each other through their bodies. Imagine what they are saying to each other. Explain that the people in the pictures understand the importance of good personal hygiene, how to keep their body safe and how to have strong friendships and relationships. Ask the participant if they want to have those things as well.

Lesson 1: Motivation

This lesson deals with motivation. People are motivated by different things. People are motivated to receive some sort of reward or avoid some sort of punishment. These rewards and punishments can be internal, like feeling proud or feeling guilt, or they may be external like getting to do a favorite activity or avoiding a punishment, such as losing a preferred activity/item. If someone is not internally motivated, start with external motivation.

Individuals with autism or developmental disabilities often don't always know what they are supposed to do. They may have the knowledge and may want to please others but don't always know what is expected of them. Individuals with autism often have difficulty generalizing tasks across different settings, situations or with different people. As a result, they may need concrete and/or specific direction based on the situation or setting. The individual doesn't necessarily need to know why certain things need done but would benefit from being taught that it is part of his or her daily routine, and it is important to complete his or her routine daily.



Guide Information

This section is to address the participant's motivation to complete the hygiene tasks.

Many individuals know how to complete the tasks, but lack motivation for various reasons.

Some reasons a participant doesn't engage in hygiene tasks may include sensory needs, feeling like washing is a waste of time (or he or she would rather be doing something else) and feeling like washing doesn't make a difference in how he or she presents him- or herself or are treated. Sometimes the participant might feel uncomfortable in his or her home bathroom. With someone with an autism spectrum disorder, as well with those with other developmental disorders, it is often difficult to have discussions on finding out the true reason as to why he or she doesn't complete hygiene tasks. As a result, the best way to include these tasks is to make it a part of their daily routine. If the individual is able to have open discussions, the questions in this section are conversation starters. Spend time with each one as the participant needs, rather than answering and moving on. Develop plans to address his or her needs and concerns.

The external motivation for good personal hygiene may come from a desire to get employment or form relationships with others. Washing is only the first step to accomplishing these goals, and the participant may need other motivation to be able to keep working towards these goals while maintaining good hygiene practices. The most important thing for this section is to work with the participant, and use some creative ideas to overcome his or her fears and barriers to help the participant work towards his or her personal goals. Bear in mind that some participants may lack self-confidence which can be reflected in poor personal hygiene.



Show What You Know

Please complete the following questions to the best of your ability. Remember, these questions are to review what you already know, so it is okay if you don't know the answers. If you do not know or understand the questions, please ask your guide or trusted individual for help.

1. Do you think it's important to be clean? On a scale of 1-10, how important is it to you for you to be clean?

2. Why is it important for you to be clean?

3. How do you feel when you don't stay clean?

4. How do you feel after you clean yourself?

5. Would you treat someone differently if he or she looked dirty?

6. Would you treat someone differently if he or she smelled bad?

7. What would make you want to do a better job of staying clean?

8. Which of the following would help you do a good job washing?

- Listening to music while I shower or brush teeth
- Talking to a parent or caregiver while I wash
- Picking out my own soap
- Using a timer
- Having choices for when I shower
- Having a routine/schedule
- Other: _____

9. How do you feel when you do not brush your teeth? How does your breath smell? How do your teeth feel?

10. How do you feel when you have brushed your teeth?

11. What do you think when you see someone who is missing teeth or has black or chipped teeth?

12. Do you think self-esteem is affected by hygiene?

13. How do you think you might feel differently about yourself if you washed and brushed daily?



Activity

Please complete the following activity. This will help you put into practice what was covered in this lesson. If you need help, please ask your guide or trusted individual.

1. What is something you really want to do? Why?

2. What is something you don't want to do? Why?

3. What is something you have to do?

4. On the next page, make a list of things you want to do, don't want to do and have to do using the table provided. Be sure to put personal hygiene on the list.

Things I Want to Do

Things I Don't Want to Do

Things I Have to Do



Homework

Please complete the following activity over the next week. This homework is important to complete in order to continue practicing the skills learned in this lesson. After a week of performing the following items or tasks, you will review your homework with your guide or trusted individual to discuss what you learned.

1. Think of one thing you would like to improve this week related to your personal hygiene.

2. What is your goal, and can it be achieved in a week?

3. What are the steps in reaching your goal?
 1. _____
 2. _____
 3. _____
 4. _____

4. What can you reward yourself with each day you complete your goal? For example, if your goal is to brush your teeth at least one time per day, you may treat yourself to your favorite treat on the days you brush your teeth.

5. Rate each day from 1-5 (1 = little effort to 5 = most effort) and what you rewarded yourself with each day.

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

Day 7: _____

6. Did you reach your goal? If so, great job! If not, what were the barriers or reasons why you think you did not reach it?
