

Progress Notes for Bettie White for April 2011

Goal: To develop the skills that I need in order to increase social opportunities and make new friends

Date	Notes
4.1.11	<p>Today I met Bettie at her house to begin working towards her goals. We spent some time talking and sharing ideas. She is interested in movies, music and games (tennis, volleyball and kickball). When questioned Bettie stated she does not know where to go to do these things so I suggested that we do some research at the library. Bettie does not have a library card so we decided to start there. Bettie does not ride the bus independently because she does not differentiate between a stranger and a friend. Bettie has one friend that she sees every once but less often since they moved out of the neighborhood and she would need to take the bus to get there. I know the bus route from her house to the library so I directed us to the bus stop. Bettie gave the driver her money and took a seat with me following her. She spoke with me on the bus and we talked about things she likes, things she doesn't like and how we might spend our time together. Once at the library, we spent a few minutes role playing how to ask the information clerk for a library card. I suggested what she might say and she repeated me until she felt comfortable approaching the clerk. Once at the desk she looked to me for confirmation and I prompted her for what to write in the application. She knows her contact information but needed assistance identifying where to write her name, address, etc onto the form. After that we returned to Bettie's on TriMet and continued our discussion about what our work together is going to look like. Bettie seems to do well with choosing between several options but may not initiate an idea on her own.</p>
4.13.11	<p>Today I met Bettie at her house and decided to go back to the library to do our research on activities that she is interested in. On the bus, she talked with another rider who had a unicorn tshirt on. She had mentioned to me that she likes unicorns so I said hello to the person and mentioned that I like her shirt. Bettie chimed in and said she did, too. We had conversed with her until our stop with me stepping in when Bettie appeared that she did not know what to say next. At the library, I showed Bettie where the internet computers are and how to sign up for a station. We role played how to ask for this, Bettie asked and then I prompted her through the interaction. Because she does not know her bus routes we looked on the TriMet website and I assisted her by sitting next to her and instructing her on what to type and where to click. She did not have any cash on her so we couldn't print the route from her house to the library but she said she would bring money next time. We also searched the Portland Parks and Recreation website for free summer events. She needed assistance with reading the website, verbal instruction and pointing where to click or type. After explaining her options for dates and events she decided she would like to watch Singin' In the Rain at Laurelhurst Park on May 4th. Bettie crosses the street safely, minds the signals, and was able to direct us back to her house once off the bus.</p>
4.20.11	<p>Today when I arrived at Bettie's house I asked Bettie if she thought she would like to learn how to visit her friend, RM. Bettie is quite expressive when she's excited and this seemed to be something that really excited her. I reminded her to bring her money for printouts (she already had it in her purse) and to bring RM's address along. She copied this from her phonebook. This time she said she knew the way to the bus stop – I did have to correct one turn that she wanted to make. On the bus, I prompted her on when to pull the signal for our stop and I reviewed what she will need to do at the library to reserve an internet computer. At the library, she approached the desk independently and needed some prompts to complete her reservation. Bettie requires consistent affirmation that she is proceeding in the right way. Bettie required prompting, pointing and demonstration to navigate the internet search. She printed route information for her home to library trip and home to RMs house trip. She required assistance with paying in the form of verbal prompts and direction. On the way home, I suggested that she call RM to set a time where we could come and visit. At home, she called RM and we agreed to meet on 4.30 at 11:30 am for lunch. We looked at the bus schedule and decided it would take about 45 minutes to get there so agreed to meet at 10:30 am to set out.</p>
4.30.11	<p>Bettie was ready to go when I arrived. I asked if she had her spending money, cell phone and keys, she had everything ready. We walked to the bus stop and this time Bettie headed us in the right direction all the way. On the bus, she was so excited that she talked to everyone around us about visiting RM and where we were going to lunch. I asked the driver to let us know when our stop arrived and instructed Bettie that the driver can help with things like this when she needs it. She scooted a bit too close to one individual and I quietly suggested that she sit back in her seat to give the other ride some room. She happily complied and then scooted closer to the person she was talking with. I prompted her several times to sit back in her seat. The last time I said it she seemed uncomfortable because she looked at me sideways. Our stop came and I had to interrupt her conversation and prompt her to step off the bus – this is the first time I've seen her so interactive with others. I instructed her on the directions and we arrived at RMs house. There are a number of restaurants within walking distance; Bettie and RM agreed on Baja Fresh. Bettie needed some assistance with initiating the decision-making process on where to go, speaking more softly, and making a</p>

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4.30.11 continued	<p data-bbox="224 216 1563 422">Decision on where to eat. At Baja Fresh, Bettie needed assistance to read the menu and place her order. Although she can read, she seems to become confused about where to find the menu and easily distracted from the ordering process. She is easily directed with verbal prompting and follows my lead. It seems that if she were more assertive she would be much more able to navigate these interactions independently. Bettie required reminders to keep her voice at a level that everyone in the restaurant would be comfortable with. She required little assistance in maintaining conversation with RM. On our way home I touched base with Bettie about her reaction when prompting her earlier – I asked what is the best way to remind her of personal space and voice volume. She prefers that I lightly tap her elbow if possible as a reminder so we'll see how that works next time.</p> <p data-bbox="175 409 1437 1682">SAMPLE</p>