

Section 6

Strategies that go beyond the basics

Overview

This next section focuses on life outside of the home. Without the basics addressed in Section 5, it is incredibly hard to get on with other important aspects of life like those addressed here. Learning the basics paves the way for the person to engage in these “higher order” or more difficult activities, for example, taking public transportation, buying their own groceries and perhaps studying or getting a job.

As in Section 5, strategies for some of the activities have two sets of illustrations—one for people who have trouble getting started, the other for people who have difficulty staying organized. Where the strategies will be similar regardless of the kinds of difficulties the person has, there is just one illustration. Feel free to pick and choose from the suggestions in each illustration. No doubt some will be more relevant for you than others.

Now, let’s get out into the world.

Grocery shopping

A good diet can't happen without shopping to support it. Grocery shopping also provides an opportunity for people to get out. For people with negative symptoms of schizophrenia, and possibly depression and anxiety, shopping also is a potential way to overcome the inertia of the illness, practise a range of practical and social tasks, and battle anxiety.

People who have trouble getting started may not get around to shopping or may not shop until they are out of everything. They may not buy enough items, or may not put away food they have bought. People who are disorganized may buy items not on the list, go over budget, lose shopping items and belongings in the store, and buy without a plan so supplies run out and spoil.

Here are some strategies to consider if these things sound familiar.





Let's start with supplies

Grocery shopping: What do I need?

SUPPLIES	IDEAS	NOTES
Shopping instructions	Create a step-by-step check-list. For example: 1. Get money 2. Get shopping list 3. Get bus fare (both directions) 4. Take bus to supermarket 5. Get shopping cart 6. Check off items on list 7. Check change given	
Fanny pack or cell phone case with pockets	Use for storing grocery money. Alternative: Use a sealed envelope labelled with the intended date of shopping and "\$ for groceries" Keep coins for the shopping cart in a wallet	
Shopping list	Place by the phone, taped to the kitchen counter, or on the fridge or a magnetic board, with a pen or pencil attached by a string	

Grocery shopping (continued)

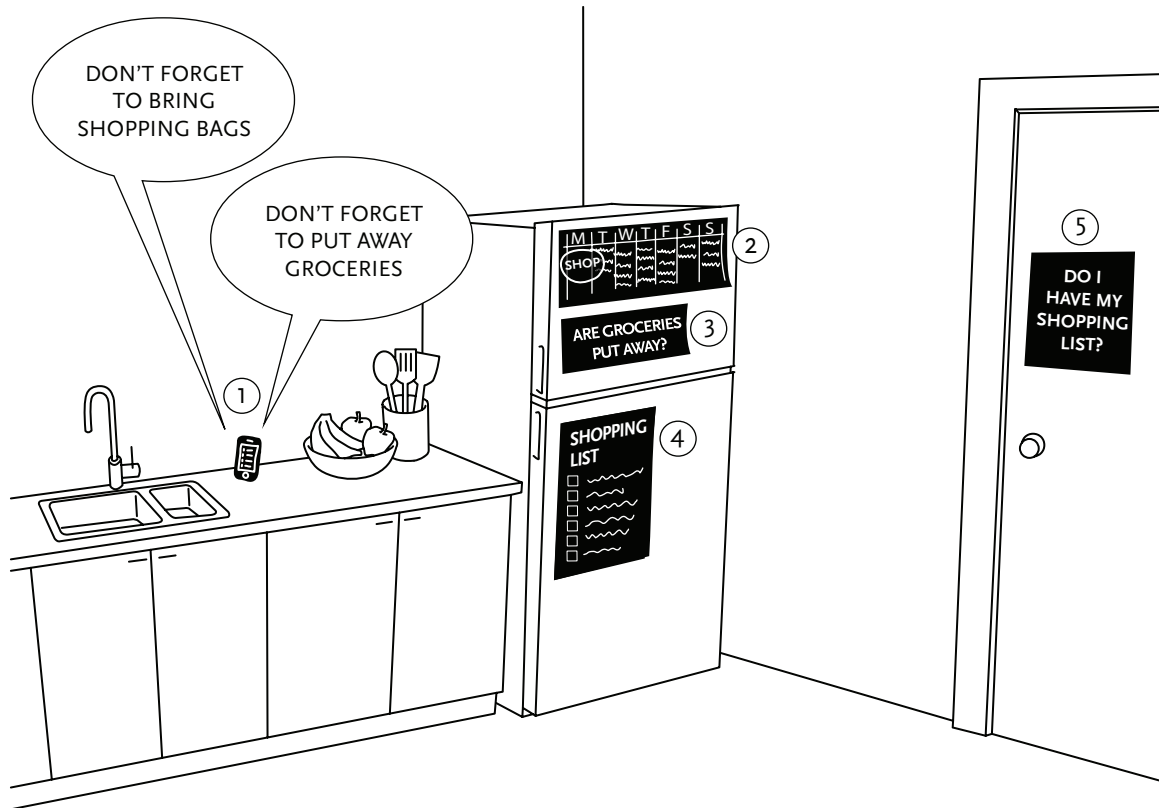
SUPPLIES	IDEAS	NOTES
Shopping bags	Put a container for shopping bags next to where shoes or the list are kept	
Pre-printed grocery lists with items needed regularly	<p>Leave space to add new items. Organize the list the same way the person moves through the store (e.g., fruit, then bread, then cleaning supplies)</p> <p>Include essential hygiene and self-care items as well as groceries. If the person tends to get disorganized or buys things on impulse, on top of the list write “Don’t buy anything that is not on the list!”</p>	
Checklists of things to bring shopping	Tape a checklist to the counter or post on fridge of items to bring (e.g., money, coins for the cart, bags, list)	
LEGEND:  trouble getting started  trouble staying organized		



Strategies

Grocery shopping

Trouble getting started



1. Set a calendar alert on the person's cell phone that provides reminders about what to bring shopping and what to do when back home. Or, until the person is in the habit, send them a text or call to remind them.
2. Schedule shopping on the weekly calendar.
3. Post a sign on the fridge, or an alert on the person's cell phone, asking if they have put the groceries away.
4. Create a shopping list and post it on the fridge.
5. Put a note on the door that reads, "Do I have my shopping list" (or "Do I have my money, my backpack, my bags?").

Grocery shopping

Trouble staying organized



1. Write out the shopping list. At the top of the list, write, “Buy only what is on the list.”
2. In a coat pocket, backpack pocket, fanny pack or purse, place money for groceries and a shopping list.
3. Put grocery money in a sealed envelope with a note to remind your relative to count their change. Cash is preferable because the person could overspend if using a credit or debit card. (If the person has a credit card, keep it at home in a secure place rather than in a wallet, with a sticker on both sides saying, “Do I really need this credit card?”)

Additional general shopping tips

- Consider together the best time to shop—perhaps at a time when the supermarket is not very busy and is better stocked.
- Initially go to the store with the person for some trial runs—travelling by bus, car or walking. Go through the shopping routine together, preparing the route that will be used every time, and ticking off items on the list as you pick them up. (If you have made a meal plan ahead of time, this will help in making the list.) Practise a last recheck of the

list before heading to the checkout. Don't do the shopping for the person but provide support. This is particularly important for people with more challenges.

- Discuss afterward the different conversations the person had while on the shopping excursion. How did these interactions go? Is there anything that could have been said or done differently? What worked well and what didn't?



Celebrating successes

Talk together about what shopping was like—what was funny, memorable or irritating—and help the person to build it into their lives. Get together for a meal prepared by your loved one, sharing the story of picking the recipe, buying the items and preparing the food:

Since you've been doing all your own grocery shopping, have you noticed any changes? Have you saved money? Do you find your diet has changed? Are you eating better?

Give them money to buy a treat at the grocery store next time.

Transportation

Transportation greatly affects people's quality of life. How we get around and how much we get around—to social, leisure and work activities—is key to most of our lives. And the journey can be as important as the destination!

Social and community isolation is strongly linked to declining mental health, but transportation can help solve this problem. Though taking local transit or taxis can be expensive, there are subsidies for transit passes; and biking, practising walking longer distances, carpooling, saving for special trips and prioritizing are all ways to economize. As well, here are a few CAT-informed approaches to make the journey easier. They address issues such as getting lost, missing the bus, getting off at the wrong stop, losing bus fare, and leaving items on buses or in cabs.



Let's start with supplies

Getting around: What do I need?

SUPPLIES	IDEAS	NOTES
Wallet-sized laminated card	Include instructions on what to do if the person gets lost or misses the stop	
Wallet-sized map of transit system	This is available at transit stations	
Transit tokens or tickets	Preferable to cash if the person finds it hard to set money aside	
Backpack for belongings	Many compartments are better for organization	
A reminder recording or calendar alert	Use to remind the person what he or she needs for the trip	
Pass for a special service bus (if relevant)	Provides door-to-door transportation	
Recording to use with earphones	Messages every few minutes to encourage the person to be aware of their surroundings (e.g., "Where am I now?", "Is the next stop mine?" ^{TGS})	
LEGEND: ^{TGS} trouble getting started ^{TSO} trouble staying organized		



Strategies

Taking transit

Trouble getting started



1. Laminate a card for the person to keep in their wallet, with instructions about what to do if they get lost.
2. Consider routes that are more pleasing, interesting and motivating (e.g., getting a coffee on the way, passing a favourite landmark or park).
3. Keep fare money separately so it doesn't accidentally get spent on something else.
4. Set an alarm to alert the person when to leave for the bus (e.g., a two-minute warning or whatever will work best for the person).
5. Put a list of bus times by the door (or program into a cell phone app if this exists in your area).

Taking transit

Trouble staying organized



1. Work with the person to practise asking, “Is this my stop?” every time they exit transit.
2. Laminate a wallet card with instructions about what to do if the person gets lost.
3. Practise using a specific coat or backpack pocket or lanyard for passes or fares.
4. Make sure the person has a transit map if they tend to get lost.

Other helpful tips

Assess the benefits of getting out, and forms of travel

- Draw a line down the middle of a page. On one side list the benefits of getting out more and on the other side list the challenges. Consider them together and see if some of the challenges can be addressed with CAT skills. TGS
- Ask the person if physical issues (e.g., sore joints, foot pain, fatigue) are part of a problem with getting around. If so, consult a physician and address problems (e.g., more comfortable shoes, a walker, physiotherapy, progressive exercise).
- Brainstorm safe travel options other than transit, such as cycling and walking.

Practice taking the bus together

- Start by providing simple, clear instructions on how to use transit to get to regular destinations (e.g., nearest bus stop, fares, transfers, schedules).
- Ride with the person on regular routes at first, to practise. But don't help too much! People learn the most by making small mistakes and getting help afterward. This could include going to the doctor's office or grocery store. Then provide step-by-step instructions for taking the route, which the person can keep in their purse or wallet. This may apply more to people with greater challenges.
- Help the person come up with a good way to ask the driver to remind him or her of the stop ("Could you please tell me when the xx stop is next?"); to practise asking themselves, "Is this my stop?"; to look for a specific landmark as they leave the bus; and to figure out ahead of time what they will do if they get lost.
- Encourage or help the person practise using more challenging routes—going further as desired, to enhance skills.



Celebrating successes

There are many ways to celebrate gains in getting around more easily. Go on trips together. Ask the person to tour you through their neighbourhood, share what they have discovered and, when spending time together, use skills to explore and enjoy each other's company.

Call attention to how having an easier time getting around is leading to bigger goals:

Since you have started taking the bus, it seems like you've been getting to work on time, seeing friends and family more, and doing more shopping. Does it feel more liberating to be out and about more on your own? Do you find that you're saving money by being able to go to different shops to find things that could be cheaper?

Managing money

Most people with schizophrenia who live on benefits struggle with the stress of not having enough money. This problem is almost always due to the inadequate funds society allocates to support people with such illnesses. Managing the little money they have then becomes all the more important. Problems in managing money can include too often allowing others to borrow food, cigarettes and cash; not paying bills; and spending too much on some things while not having enough for others. Try to work collaboratively and keep a focus on key goals: having money for a special purchase or vacation, eating more healthily and being able to travel in the city and get to events. These should be the primary goals, and being strategic about money is the means to get there.



Let's start with supplies

Here are some strategies that might help.

Managing money: What do I need?

SUPPLIES	IDEAS	NOTES
Change jar	Keep on the dresser	
Wallet or change purse	Keep in a regular place (e.g., on the dresser)	
Gift card	Load with a limited amount of money, if spending too much in one place is an issue. (You could also tape a card inside the person's wallet that reads, "Is this in my budget?")	
A file box	Use a box or other container for bills and important papers	
A monthly spreadsheet of expenses	Alternative: a spending diary or notebook	
A backpack with a pocket for storing money and important belongings	Alternative: a cell phone with a money pocket	
Envelopes and stamps for paying bills	Not needed if you can set up an online process for paying bills	
LEGEND: trouble getting started trouble staying organized		



Strategies

Problems in managing money can include often allowing others to borrow food, cigarettes and cash; not paying bills; and spending too much on some things while not having enough for others

Managing money

To begin, discuss the benefits to your relative being able to manage their money independently. Then follow these tips to help this happen. Strategies presented here are quite general, and so they will often be the same whether the person has trouble getting started or trouble staying organized.



1. Add paying bills to calendar or checklists.
2. Put a picture on the wall of what the person could buy in a month with their savings, and mark what they have saved so far and how much more they need. (You could also use a reminder sign about the goal of saving, e.g., "If I spend too much money on pop, I won't have money for a dinner out or the game at the end of the month.")
3. Start using a spending diary to record expenses. Review when visiting.
4. Practise using a spreadsheet to track bills and expenses for groceries, movies, etc.
5. Work with the person on the best way to store money (e.g., in envelopes by category such as groceries, restaurants, transportation). Also discuss the best ways to pay for things (e.g., credit and debit cards, cash). Purchase a wallet, etc., as needed.
6. Start a file box where you can keep bills.

Other helpful tips

Managing a budget and paying bills

- Help the person to:
 - manage first \$20 a week, then gradually increase the amount (if the person has not had control of finances before)
 - create a spreadsheet for monthly bills
 - create a budget for all expenses, incidentals and entertainment for the month
 - pay bills (include paying bills on one daily checklist per week or on the calendar)
 - use envelopes to manage money for the month, with each envelope allocated for a specific purpose (e.g., clothing, groceries) ^{TSO}
 - figure out how much is spent per month or year on an unhealthy habit such as smoking (if this is a problem), and consider what that money could go toward instead (e.g., a trip, a special piece of furniture)
 - start a spending diary; assign homework of recording every expenditure during the week. Review each time you visit. After the person has kept a diary for one month, use the knowledge gained to plan the budget for following months.

Finding ways to economize or spend carefully

- Encourage the person to count any change that is handed to him or her when shopping.
- Discuss strategies such as buying in bulk; for example, instead of buying individual snacks or pop, buy a large bag of snack food (e.g., chips or pretzels) and put in small zip-lock bags. Label with each day of the week.
- Place out of sight food or other items that the person too often gives away to visitors, and have them practise politely saying no.
- Shop in less expensive stores.

Creating reminders

- Make a sign to remind the person of their saving (or not spending) goal (e.g., “If I spend too much on sodas, I won’t have money for dinner out at the end of the month.”)
- Put a reminder on the refrigerator with dates to mail bills.
- Tape a card to the inside of the person’s wallet that reads, “Is this in my budget?”
- Write down how to politely decline when people ask to borrow money or other items, and review this as needed in the moment.



Celebrating successes

After reviewing the spending diary, celebrate successes rather than point out problems. Help them see their being able to accomplish these tasks as steps to reaching bigger life goals.

*You didn’t run out of grocery money this month. That must have felt like a big relief.
And you didn’t even have to borrow money to do that. How are you feeling about that?
It looks like you are now halfway to meeting your goal of being able to buy a cell phone.*

Social skills and communication

CAT does not generally provide social activities through its program, but does encourage people to get involved in activities in their community. People may not initiate conversations, or may isolate themselves, and not answer the phone. Others may speak too loudly and keep jumping topics, talk a bit too much and get too close to people, and may lose track of social events.



Let's start with supplies

Staying in touch: What do I need?

SUPPLIES	IDEAS	NOTES
Phone	This could be a land line or a cell phone (smartphone or otherwise)	
Laminated wallet card with list of greetings and conversation starters	Examples: "Man, it's cold, eh?" "You been on any trips lately?"	
Phone numbers of friends taped near the phone	Add pictures of the friends as well as their names if more of a prompt is needed TGS	
Sign saying, "Am I talking too much or too loud today?"	Place this sign near the phone	
Daily checklist, calendar and alarm that include social activities (e.g., "Call a friend")	Practise filling in new information for each week	
Note pad with pen or pencil	Attach to phone with string	
Instructions for answering the phone (for people with greater challenges)	Attach it to the phone, along with a pen or pencil and pad. Steps for when the person being called is not home: 1. Say hello 2. Let caller know the person they want is not in 3. Ask if you can take a message 4. Write down what they say 5. Read the message back to the caller and make any corrections	
LEGEND: TGS trouble getting started TSO trouble staying organized		

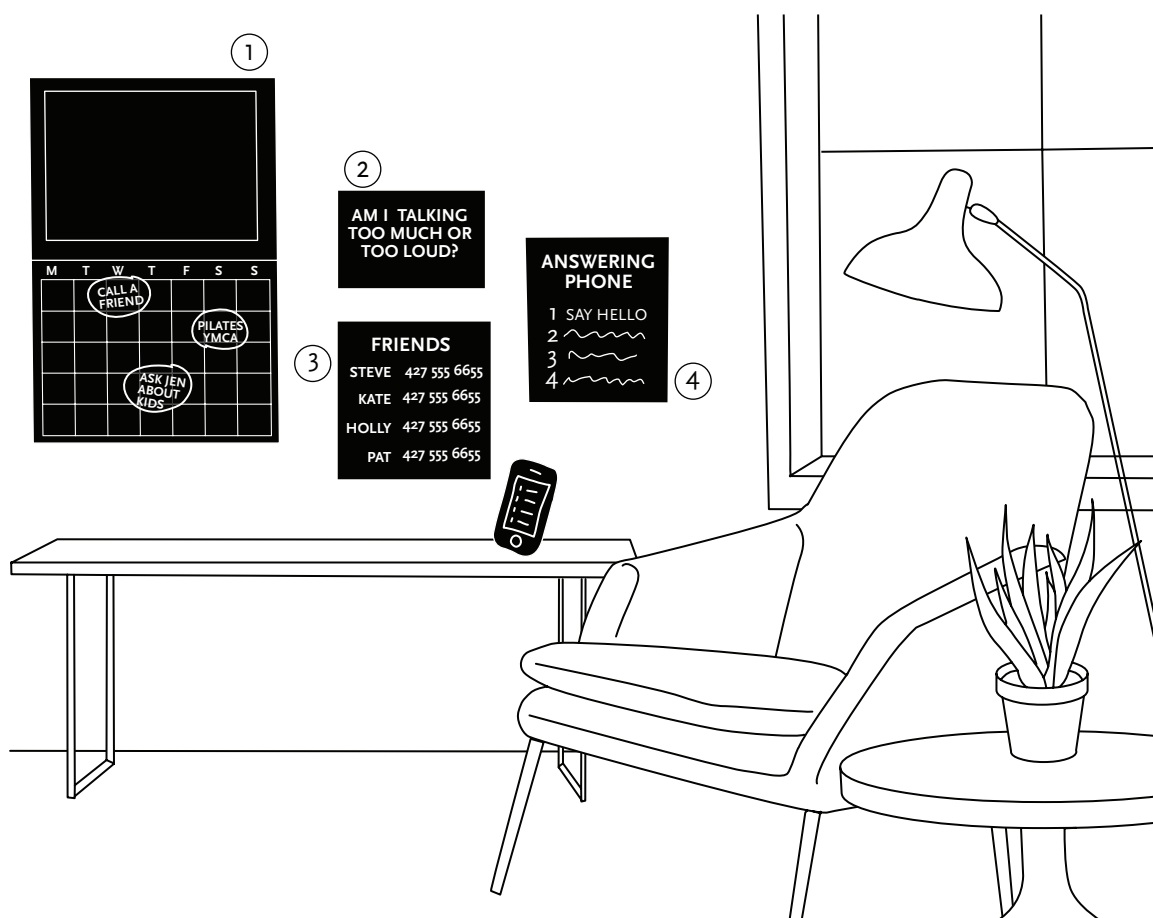


Strategies

Here are a few ideas to address challenges someone might have with having conversations, talking on the phone and getting involved socially, whether with friends or in different organized activities.

Socializing and communicating

Trouble getting started



1. Put a calendar on the wall that includes social activities (e.g., call a friend on one day, “go to class at the Y” and “ask Jen about kids” on another).
2. Put a sign in the living space saying, “Am I talking too much or too loud?”
3. Tape a list of friends’ phone numbers near the phone.
4. Create a sign that lists the steps to answering the phone.

Socializing and communicating

Trouble staying organized



1. Engage in a conversation to give your relative practice in talking to others. Provide gentle feedback about volume, amount of talking and personal space.
2. Engage in different activities together, such as playing cards.
3. Provide a list of greetings and conversation starters (e.g., “Man, it’s cold/hot today, eh?” “You do any trips lately?” “You following the playoffs?”). Then practise them together.
4. Put a sign in the home (as appropriate) that reads, “Am I talking too much or too loud?”

Other helpful tips

Practise having conversations

- Gently provide feedback about how it would be helpful if the person looked at you when talking and spoke a little louder.
- Demonstrate appropriate eye contact, if staring is an issue.

- Role-play the difference between interactions with family members, with friends and with strangers in the community.
- Change the phone alarm sound frequently so it remains noticeable, to remind the person about the shared project of keeping better connected.
- Try conversational role-plays.
- Discuss topics and boundaries—what types of things are best spoken about in service settings, with friends and family, with acquaintances?

Think about ways to socialize

- Add social activities to calendar, alarm and checklist routines.
- Do social things together. Provide gentle encouragement and feedback as needed.
- Encourage participation in a sport, game, leisure group/club or spiritual-based activities. They could also join a social skills group or special interest or hobby group, or get involved in a religious program, if that is relevant for them.
- Work through transportation issues, if the person wants to get involved in different social activities. (Review the section on transportation on page 70.)
- Take the person out into a social situation (e.g., to a restaurant, store, day program or grocery store, or on a walk) and model social behaviours such as smiling, saying hello or starting a short conversation). Discuss afterwards how these interactions went.
- If others live with the person, try to include them in conversation and to foster connections.
- Encourage them to get involved in different activities (e.g., board games, walk to coffee shop).
- Tour a local community centre together, and explore other budget-conscious options to get more socially active.

When your relative gets better at socializing, they'll tend to feel better: they will be less isolated, will get positive feedback from others and will have better self-esteem



Celebrating successes

Unlike more basic strategies for daily living, improving social skills are likely to be obviously and inherently rewarding. People will tend to feel better: they will be less isolated, will get positive feedback from others and will have better self-esteem. You could consider and celebrate together how the person has progressed from working on more basic skills to developing more complex ones that can enrich their lives.

A few months ago, you were barely leaving the house. And now you're going out almost every day and calling and connecting more with your relatives.

It was great the way you engaged your cousin at the park today—with the questions, the handshake, all of it. You are getting back in the groove, my friend!

How are you enjoying spending time at the community centre? And what do you think of that yoga group?

How about we celebrate by going out to dinner and a movie tonight?

Leisure skills

For many people, leisure activities are an important part of the path to wellness and a better quality of life. Being involved in different activities can help people to feel more included socially and more engaged psychologically, culturally and spiritually. And for many, having activities to go to can provide the impetus to get up and get out of the house in the morning, and possibly find eventual volunteer or paid employment.

People who have trouble getting started might not be able to identify what interests them, and they may spend a lot of time alone, watching TV. People who are challenged by being disorganized might start a lot of things or make choices about activities that they then abandon, either because they lose interest or because they don't have the money or resources to continue.



Let's start with supplies

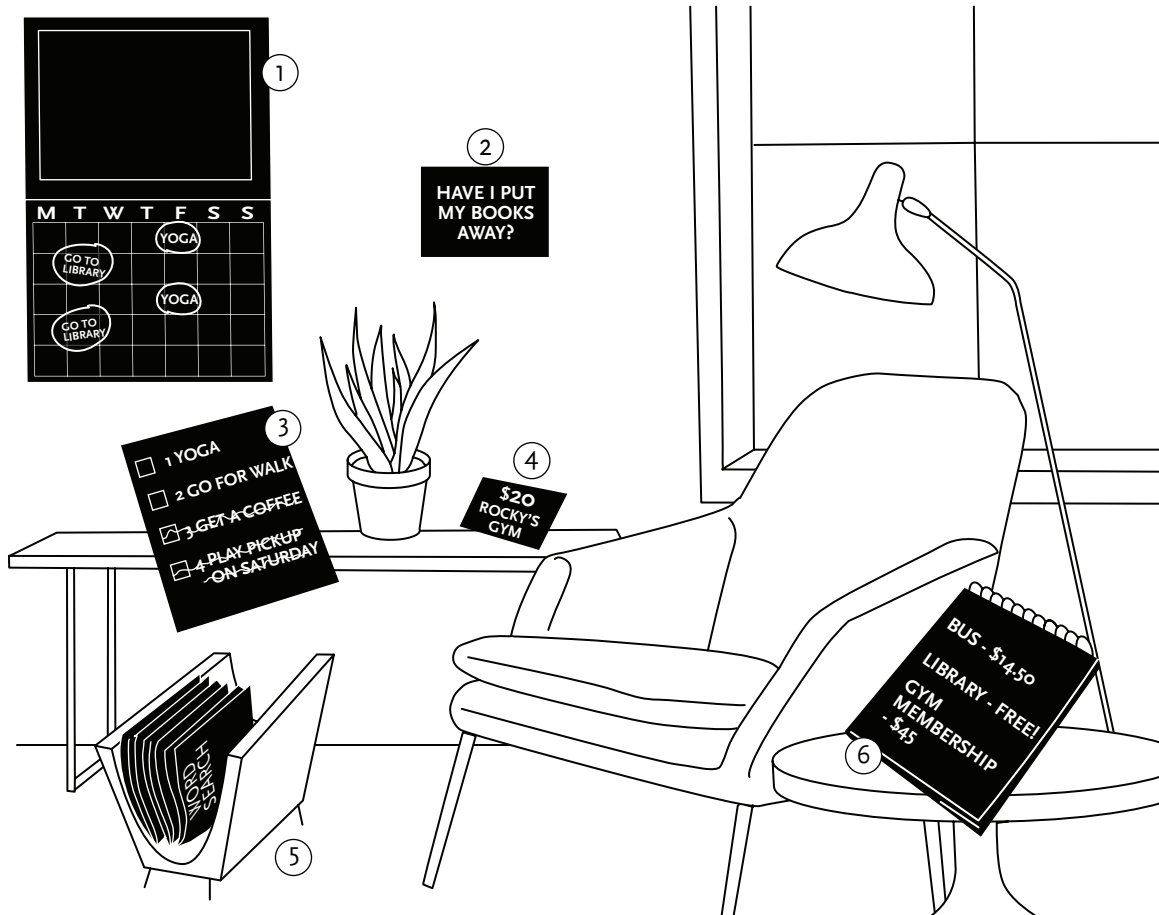
Being active: What do I need?

SUPPLIES	IDEAS	NOTES
Books or magazines, cards, board games, paints, fishing rod and tackle, gym membership, etc.	Put in obvious places in the home ^{TGS}	
Small gift cards to pay for a certain activity	Discuss together the most appealing ones	
Transit passes for travel to activities	Ensure they are stored in a consistent place	
Notepad	Jot down ideas for activities	
Checklist or calendar	Use to record or keep track of activities	
LEGEND: ^{TGS} trouble getting started ^{TSO} trouble staying organized		



Strategies

Spending leisure time





1. Schedule specific activities into a checklist or calendar (e.g., read sports magazine for 15 minutes, go to library to catch weekly music performance, do yoga, go for a walk, get a coffee, play pick-up on Saturday).
2. Post a sign that reads, “Have I put my books away?” and any other signs to remind the person to tidy up.
3. Make a checklist of possible activities for the day (e.g., yoga, going for a walk, meeting a friend for coffee, planning a pick-up game for the weekend).
4. Provide gift cards to ensure that money is used for that activity rather than on something else.
5. Provide the person with supplies to engage in activities, such as reading, baking, fishing, or playing word or board games. Create a dedicated space where indoor activities can be done (e.g., a sofa and table in a quiet area of a room), and remove clutter and distractions from the space.
6. Leave a notepad next to the sofa to write down possible activities for the day, and their cost.

Other helpful tips

Explore different activities and interests

- Initially engage in activities with the person.
- Work with the person to identify one leisure interest. If they have trouble coming up with ideas, ask about interests they had before they got ill. Ask about specific activities (e.g., “Do you like any sports? What about music?”)
- Provide the person with supplies to engage in activities, such as reading, painting, baking, fishing. You may initially need to do the activity with the person until he or she gets into the swing of things.
- Ask the person what their favourite subject was in school. Bring things for them to do that might allow them to enjoy similar types of things at home (e.g., books, art supplies, signing up for a free math course online).
- Work with the person to identify the space in the home that would be best to work on certain hobbies.

Create a schedule of activities, and checklists and reminders

- Give the person a weekly schedule, with days of the week across the top, and time in one-hour increments (e.g., from 7:00 a.m. to 7:00 p.m.) down the left margin. Before scheduling new activities, ask the person (or others if you are not sure the person can do this on their own) to fill it out for one week, so you can both see what the person is doing on a typical day. If it is mostly blank, reflect together on how great it would be to have more happening. Then make a daily checklist that—in addition to other tasks—includes one leisure activity. Be specific (e.g., “Garden for half an hour,” “Watch one TED Talk”).
- Leave a notepad next to the bed or any other convenient place, and a sign that reads “What activity would I like to do today?” Have the person write these ideas down for a week. Review the list at the next visit.
- In an obvious place, post a list of the leisure ideas that the person has suggested. Have the person check them off as they participate in them through the week.
- Post a sign that encourages the person to finish an activity; for example, “Did I finish quilting?” 
- Put a sign on any unopened supplies to encourage the person to complete unfinished projects before engaging in new ones. It could read, for example, “Don’t open until I finish painting the clock.” 



Celebrating successes

This is one of the easier areas to celebrate. Join the person in what they are doing. Admire what they have produced, and help them recognize what they have accomplished—maybe using photographs, or posting on social media if they use it (e.g., taking a selfie at the park to share with family).

Work skills

A large body of research and experience speak to the crucial role of employment in the lives of people with severe mental illness. Among other benefits, employment allows people to be more involved socially, to know that their identity is not defined by their diagnosis, and to alleviate financial strain. It also helps them on the road to recovery. Even working a few hours a week can make a big difference in someone's confidence.

People who have trouble getting started might have difficulty beginning work tasks. They may complete one task without moving on to the next, and work slowly. People who struggle with disorganization might have trouble focusing and finishing tasks, may focus on less important parts of tasks, and might get caught up in conversations and other activities that take them away from their work.



Let's start with supplies

Work skills: What do I need?

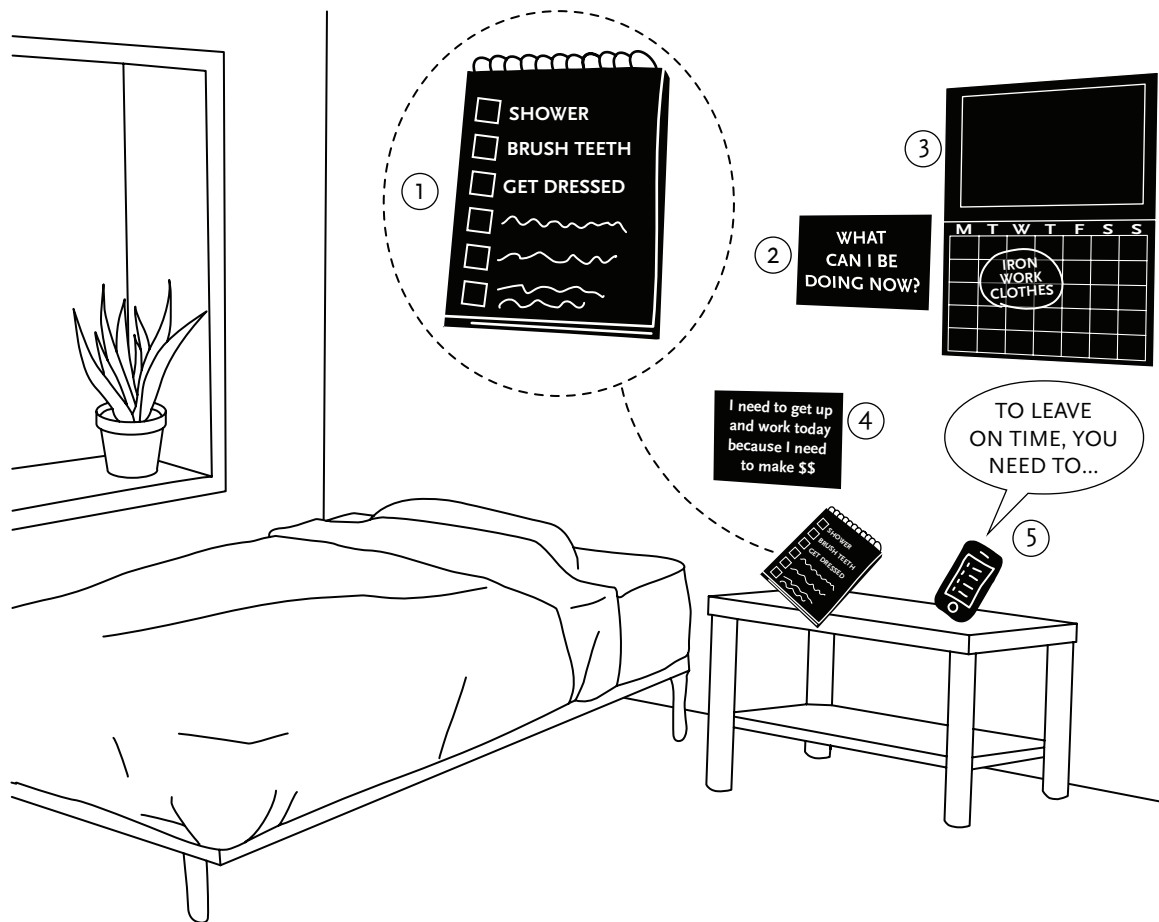
SUPPLIES	IDEAS	NOTES
Audio recorder	For recording steps to tasks TSO	
Wall calendar with a pen attached	Same calendar used for recording other CAT activities, but with a focus on work	
Phone or other alarm	Program in work-related activities	
Signs	Place in key places where prompts are needed for specific activities or to break down tasks	
A "What if" list	Top five to 10 problems that might arise in the work situation, and their solutions	
LEGEND: TGS trouble getting started TSO trouble staying organized		



Strategies

Working

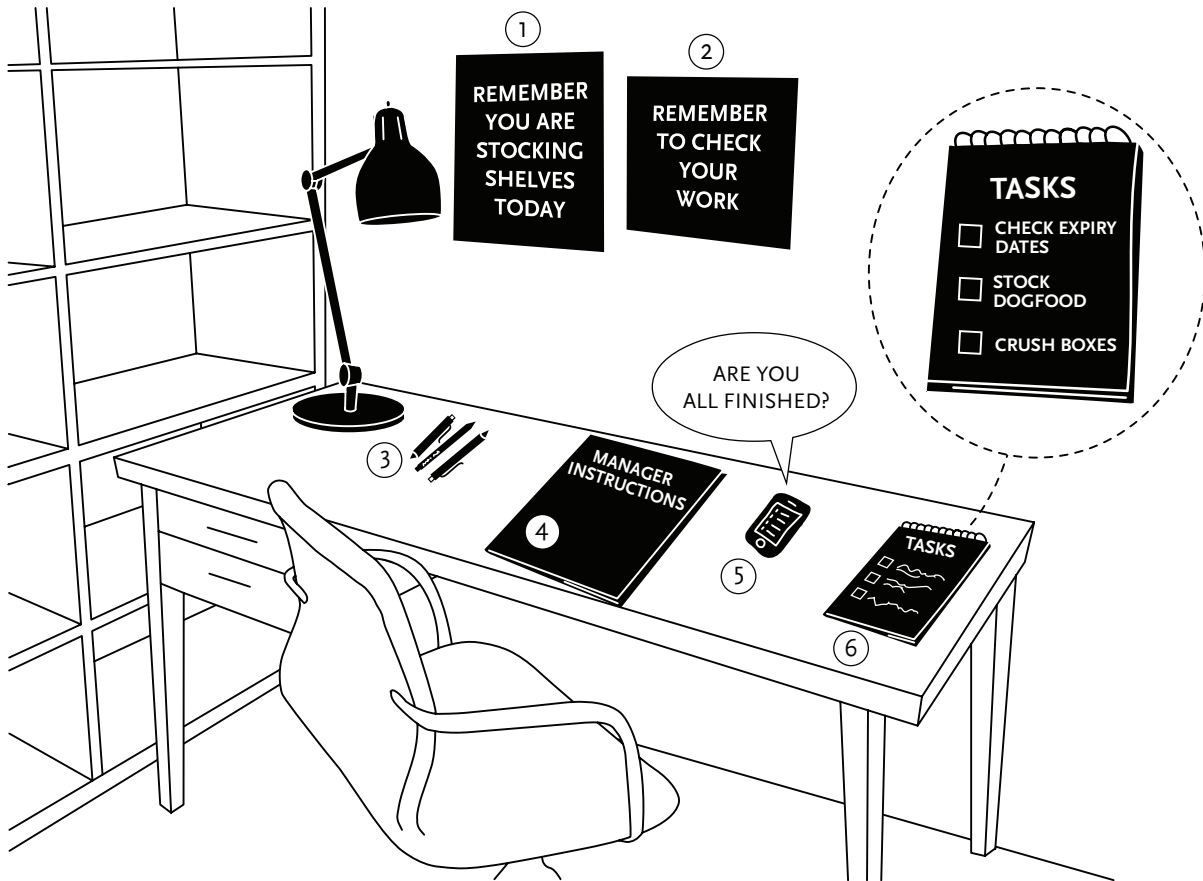
Trouble getting started



1. Put a checklist on the bedside table of things to do to get ready for work (e.g., shower, brush teeth, pack transit pass and money for lunch).
2. Create signs that ask things like, "What is next?" "What can I be doing now?" "Have I finished getting ready?"
3. Include on the wall calendar things required to get ready for work (e.g., iron work clothes).
4. Create a sign next to the bed that reads, "I need to get up and work today because it will help me [in X, Y, and Z ways]."
5. Have the person practise what they will need to do by using audio recordings of the required tasks, by practising together or by putting them on an app on their cell phone (e.g., "Are you on task? . . . Check off what you've done . . . Are you all finished?").

Working

Trouble staying organized




1. At the workplace, post a sign at eye level that prompts the person to remember what they are working on today. This sign might need to be revised each day.
2. Post a sign that reads, "Remember to check your work."
3. Remove all distractions from workspaces. Work on things like finding a space to work that is not next to distractions (e.g., chatty people). Practise turning off the cell phone.
4. Keep a notebook with a list of workplace instructions.
5. Get an app that provides quiet alarms periodically, or use a recorded message that periodically cues the person to look at what they are doing, determine whether they have finished their current task, and decide what is needed next. These should be simple steps that break down tasks into manageable parts.
6. Use checklists, broken down by steps and tasks, to be ticked off as work is completed. Encourage and practise the regular use and checking of this list.

Employment allows people to be more involved socially, to know that their identity is not defined by their diagnosis, and to alleviate financial strain

Other helpful tips

Here are some CAT suggestions:

Record steps, create checklists, provide prompts and minimize distractions

- Give the person a checklist with each larger task broken down into steps. For example, rather than say “Stock the shelves,” provide a list of each stage in the task. The more challenges the person has, the more detailed the steps should be; consider using pictures.
- Use an audio message to walk the person through each step in a work task, which can be repeated as needed, with reminders (e.g., “Remember, you’re working on putting the A part on the B part today”). Each step should also include a verbal prompt to signal that the person should begin (e.g., “It’s time to place labels on files now. I’d like you to start by . . .”). Make sure to record encouraging statements and reinforce the person’s efforts along the way (e.g., “You have already made four folders. Great work. Let’s keep going.”)
- Remove all distractions from the workspace. If possible, have the person work in a cubby area with walls on three sides to minimize distractions from others. Remove phone, posters, plants and any other objects irrelevant to the specific work task.
- Provide frequent verbal prompts—as often as every few minutes—to redirect the person to focus on the task. 

Post signs as reminders

- Place a sign at eye level directing the person’s attention to the specific task (e.g., “What should I be doing right now to get this job done?”)
- Place another large sign at eye level that reads, “When this job is done, ask X, ‘What can I do next?’”
- Place a sign where the task is completed, reminding the person to check their work. For example, if the task is to make files with matching labels and then place them in a cabinet, the sign on the file cabinet would say, “Do the labels match?”
- Clearly label all relevant work supplies.
- Meet with the person’s supervisor or employer to discuss these kinds of strategies and how they might be integrated into the work space.



Celebrating successes

Celebrate work successes, such as getting their first pay cheque, getting their hours increased or receiving a promotion:

You hadn’t been working for three years, and now you’ve managed to keep your job for several months, and you’re getting your hours increased after the holidays. Let’s go out and celebrate by getting something you’ll need for work—a mug? A lunch bag?