

LIFE SKILLS LIBRARY

Life Skills — How to Choose

AdaptAbility Co Life Skills Library. The one-page router. A family or a coach lands on the right program to start in about two minutes, without reading all of them first. Same spirit as the fitness library's Intake and Routing Sheet, we're meeting the person where they are, not sorting them. Read [00 Life Skills Library – Overview](#) once so the tone behind these questions is right.

◆ Start with what daily life actually needs

The Life Skills Library has eight programs. You don't run them in a set order and you don't need all of them at once. You start with the one that would change a day the most, right now, for this person. Pick the skill that comes up every day, that they want, or that would take the most weight off the home. Everything else waits its turn.

If the pressing thing is...	Start here
Getting ready in the morning, dressing, teeth, hair, hygiene	Getting Dressed and Personal Care
Feeding themselves, a snack, a drink, a safe meal	Kitchen and Cooking Safety
Buying things, handling money, a store without getting lost or shortchanged	Money and Shopping
Their room, their laundry, keeping their own space	Keeping a Space
Moving through the world, crossing safely, a store, a bus, a vehicle	Getting Around
Body autonomy, safe and unsafe touch, saying no, telling, spotting manipulation	Body Safety and Self-Advocacy
Water, pools, bath time, the lake, and being safe around all of it	Water Safety and Swimming
Wound tight, bedtime battles, hard transitions, "calm down" never works	Stillness and Slowing Down

Most people will eventually want several of these. Choosing one to be the home base for now is not choosing against the others, it's just deciding where the first win comes from.

◆ Two honest tie-breakers

Pick the highest-payoff, lowest-effort win first. If two programs feel equally needed, start with the one that pays off daily and asks the least to get going. A made bed takes one minute and changes a whole room. Pushing the microwave button gets a hungry person fed. Early wins build the belief that makes the harder programs possible later.

Three programs are safety-first, and safety can jump the line. Getting Around (crossing streets, traffic, wandering), Body Safety and Self-Advocacy, and Water Safety and Swimming protect the person in ways the others don't. If danger awareness near roads is a live worry, if the person is at the age or the setting where body safety needs to be in place, or if water is anywhere in the person's life while wandering is part of the picture, those move up the list regardless of what else is going on. Safety isn't a later program.

And one program pairs with all of them. Stillness and Slowing Down is the regulation floor under every other skill in this library. If hard moments are what derail every routine you try, start there, or run it alongside whatever home base you pick. It asks four minutes a day.

◆ Read the two dials before you start (same as everywhere)

Every program in this library flexes to the person on the same two dials the fitness library uses. Read them in plain, warm language, never as a label put on the person.

- **Support level, what they need from a coach on this skill:** Hands-On (best with someone fully alongside, one step at a time), Shared (follows a multi-step routine with reminders, self-corrects), or Light (self-directs, wants refinement). This names our job, not their ceiling.

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- **Functionality level, how independently they manage this part of daily life today:** higher support needs, moderate, or largely independent.

Read them separately and read them fresh for each skill. A person can be Light on dressing and Hands-On in the kitchen. Re-read them over time and hand back more as they show they're ready.

◆ Every program is built the same way

So once you've picked one, you already know how it runs. Break the skill into steps. Teach from the finish line backward, so they always end on a step they own. Prompt show, then guide, then tell, least help first, then fade, with more care held on anything genuinely dangerous. Make it real, real clothes, real food, real money, real rooms, real streets. And keep the dignity in front the whole time. These are adults, or kids becoming adults, learning to run their own lives, never babied, never done-for.

◆ How this pairs with the rest of AdaptAbility Co

- **With the fitness library.** Many life skills are movement skills wearing clothes. Getting up from a chair, holding and gripping, carrying, standing steady. The fitness programs build the raw capacity, the life-skills programs point it at a real task. Run them together.
- **With the add-ons.** The Caregiver Companion, the Sensory Adaptations, the Visual / Picture-Card format, the Coach's Quick Start, and the Wins Journal all apply to every program here. A routine as picture cards, run sensory-friendly, tracked as wins, is this library at its best.
- **With the family self-check.** If you're not sure where the person stands or which community and support level fits, the "Find Your Starting Point" family self-check walks you there in a few minutes.
- **With the app.** Every program here is a future app module, already organized the app's way. Nothing gets rebuilt, it gets pointed at the person, then poured into "virtual me."

◆ The output

One home-base program to start, the right read on both dials, any pairings from the fitness library or the add-ons, and the safety-first programs flagged if they apply. Start there, run it in the real daily moment, and revisit the choice as the person grows. When the first skill is owned, come back to this page and pick the next.

This is a routing tool for coaching and skill-building, not medical or therapy advice. For significant motor, sensory, cognitive, or safety needs, coordinate with the person's occupational therapist or care team, and treat the safety-critical programs with the extra care they call for.

This program is for coaching and skill-building, not medical, legal, or therapy advice. Individual needs vary; for significant motor, sensory, communication, or behavioral needs, coordinate with the person's occupational therapist, speech therapist, or care team.

