

## Determining the Need for Independent Living Postsecondary Goal(s)

This form is designed to help the IEP team decide if a student needs a postsecondary goal in the area of independent living. Independent living includes the skills and knowledge an individual needs to direct his or her life at home and in the community. Transition assessment information should be taken into account when completing this form and additional assessments may be necessary to adequately identify goal(s).

Review each statement and consider whether the student possesses the identified skills.

Yes - student performs skill independently and consistently

No - student performs skill inconsistently or not at all; consider and independent living goal

NA - this is not an area of independence being considered at this time

<b>Home Living</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
Follows daily living routine (e.g., personal hygiene, dressing, selecting clothes)	___	___	___
Purchases, prepares and stores food; maintains a healthy diet	___	___	___
Performs light household maintenance (e.g., cleaning, unclogging drains or toilets)	___	___	___
Appropriately makes and receives telephone calls	___	___	___
Follows disaster safety routines for fire and natural disasters	___	___	___
<b>Household and Money Management</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
Creates and maintains checking and savings accounts	___	___	___
Manages money (e.g., counts money, makes change, budgets, pays bills)	___	___	___
Evaluates costs of services (e.g., banking, telephone, leasing, credit cards, loans)	___	___	___
Locates & acquires place to live (e.g., finds housing, understands rental agreements)	___	___	___
Sets up living needs (e.g., organizes furniture, arranges for utilities and services)	___	___	___
Understands the importance of a good credit rating, how to view and interpret a credit report, and methods to improve a credit rating	___	___	___
<b>Transportation</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
Selects appropriate method of transportation	___	___	___
Possesses required transportation documentation (e.g., driver's license, bus pass)	___	___	___
Organizes transportation (e.g., carpool partners, bus or cab service)	___	___	___
Navigates throughout community using preferred mode of transportation	___	___	___
If driving, knows of automobile maintenance schedules and routines	___	___	___
<b>Law and Politics</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
Knows how to participate in voting and political decision-making	___	___	___
Understand the basic local, state, and national laws	___	___	___
Understand their rights as a person with a disability	___	___	___
<b>Community Involvement</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
Locates and participates in leisure, recreation, and community activities	___	___	___
Locates and uses community services (stores, banks, medical facilities, recreation facilities, health department, police department, social services)	___	___	___
Completes paperwork for medical treatment, community services, insurance, etc.	___	___	___
Plans and acquires wardrobe (e.g., selects appropriate clothes, compares prices)	___	___	___
Responds appropriately to environmental cues (e.g., signs, sirens)	___	___	___

**Personal Safety and Interpersonal Relationships**

	Yes	No	NA
Performs basic first aid to self and seeks medical assistance when appropriate	___	___	___
Practices community safety routines (e.g., when to talk to strangers, avoiding unsafe locations, locking doors, asking for directions)	___	___	___
Understands when it is appropriate to call 911	___	___	___
Knows CPR and when it is necessary	___	___	___
Maintains relationships with family and friends; establishes new friendships	___	___	___
Understands the concepts of sexuality (e.g., physical self, reproductive process, dating, relationships, marriage)	___	___	___
Makes informed choices regarding sexual behavior	___	___	___
Understands basic parenting skills and responsibilities	___	___	___

**Self-Advocacy**

	Yes	No	NA
Expresses strengths and needs; asks for accommodations when needed	___	___	___
Expresses preferences appropriately, identifies long- and short-range goals and takes steps to reach goals	___	___	___
Assertively advocates for self in situations outside of school	___	___	___
Responds appropriately to typical exchanges with others (e.g., saying hello, being bumped or brushed against, making small talk, sarcastic remarks, etc.)	___	___	___
Resolves conflicts through discussion, reasoning, and compromise	___	___	___

**Additional Independent Living Skills or Comments**

	Yes	No	NA
_____	___	___	___
_____	___	___	___
_____	___	___	___

**If “No” was answered for any of the above listed skills, a postsecondary goal may be considered for the area of independent living involved.**

The discussion questions below help to further identify an appropriate independent living goal(s).

Is an independent living goal(s) needed at this time for the student? \_\_\_ Yes \_\_\_ No

Is additional assessment information needed in the area(s) of the independent living of concern?

Yes \_\_\_ No \_\_\_ Why? \_\_\_\_\_

If necessary, what are the three most important independent living skills to be addresses in the IEP?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How can we, the staff, work on these particular skills throughout this and future school years? (e.g., related services, instruction, post-school living objectives, daily living skills, and/or functional vocational evaluation)

\_\_\_\_\_

What annual IEP goal(s) will enable the student to meet the postsecondary independent living goal(s)?

\_\_\_\_\_