

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 an independent living goal

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

	Yes	No	NA
Home Living			
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	—	—	—
Household and Money Management	Yes	No	NA
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	—	—	—
Transportation	Yes	No	NA
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	—	—	—
Law and Politics	Yes	No	NA
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	—	—	—
Community Involvement	Yes	No	NA
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 addressed 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)?