

**Independent Living Postsecondary Goal
IEP Team Decision Assistance Form**

Student: Chase Williams

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 assessment may be necessary to adequately identify goal(s).

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

Yes – performs independently and consistently

No – performs inconsistently or not at all; consider an independent living goal

NA – not an area of independence being considered at this time

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

Personal Safety and Interpersonal Relationships

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

Self-Advocacy

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

Additional Independent Living Skills

	Yes	No	NA
Knows how to access accommodations in education, employment & community	___	<u>X</u>	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

If “No” was answered for any of the skills identified above, a postsecondary goal should be considered for the area of independent living. The discussion questions below help further identify an appropriate goal.

Independent living goal(s) needed at this time? X Yes ___ No

Is additional assessment information needed in the area of independent living? Why?
No additional assessment information is needed at this time.

- What are the 3 most important independent living skills to be addressed in IEP?
1. preparing food
 2. maintaining & acquiring clothes
 3. accessing services for accommodations

How can we work on these particular skills throughout this coming year (i.e., instruction, related services, post-school living objectives, daily living skills, and/or functional vocational evaluation)?
See Transition Plan in the IEP.

What annual IEP goal(s) will enable the student to meet the postsecondary independent living goal?
See Annual Goals in the IEP.