

PREPARING FOR MORE INDEPENDENT LIVING



Building Skills & Experiences • Identifying Supports

Created by:



With the generous support of:





Center for Independent Futures believes any individual can live independently in the community, as long as the necessary supports are put in place. Our goal is for each individual to reach his or her greatest potential and become a contributing member of the community.

As an individual prepares to move into a more independent living situation, it is important to plan carefully. The first step is to take an inventory of an individual's interests, current functional living skills, and experiences that can be built upon. In addition, the skills that need to be taught and the accommodation or supports to be put in place to ensure a safe and productive life need to be identified.

Center for Independent Futures offers a comprehensive life skills assessment for the individuals we support. This packet provides a portion of our skills inventory. The items included have been carefully chosen and are considered the core skills that are necessary for a life of independence. Each item must be assessed to determine whether an individual can independently perform the skill or what accommodations/supports need to be put in place. The packet is designed to help individuals and families begin the preparation process on their own prior to their son or daughter moving out.

Often, family members of an individual with a disability fall into the pattern of "doing for" rather than "doing with." "Doing with" is a coaching process that gives the individual more responsibility and is a proven method that leads to more sustainable learning. As they prepare their son or daughter for a more independent life, families need to step back and shift responsibility. This new mind-set will allow the family to observe what the individual's capabilities are and where he or she needs support.

This packet provides a road map for families beginning the preparation process with their son or daughter. Center for Independent Futures' philosophies and processes are included in this document, along with tools for families to use to guide their preparation process.

Preparing for More Independent Living

A FULL LIFE: CENTER FOR INDEPENDENT FUTURES' FULL LIFE MODEL™

Center for Independent Futures' approach is grounded in the pursuit of a full life.

The Full Life Model™ is a visual representation of the areas that make up a Full Life. At the center of the Model are Hopes & Dreams for the future. Surrounding Hopes & Dreams are eight Full Life Circles – the pieces of rich and full lives. We work on goals and skills in each Circle, and balance the Circles to create lives that best reflects our values and realizes our Hopes & Dreams.

THE FULL LIFE MODEL™



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As part of this package, a link to a short video explaining the Full Life Model™ has been provided. Please view the video now to better understand our model.

Link to Full Life Model Video: <http://bit.ly/FullLifeModel>



Center for Independent Futures has outlined a philosophy of support that guides our work with individuals. It is useful for families to understand and adopt these principles as they work with their loved one using this packet.

OUR PHILOSOPHY

Center for Independent Futures creates opportunities for individuals to exercise choice, gain experience, take on responsibility, and build relationships through their own processes. Our goal is for each individual to reach his or her greatest potential and become a contributing member of the community.

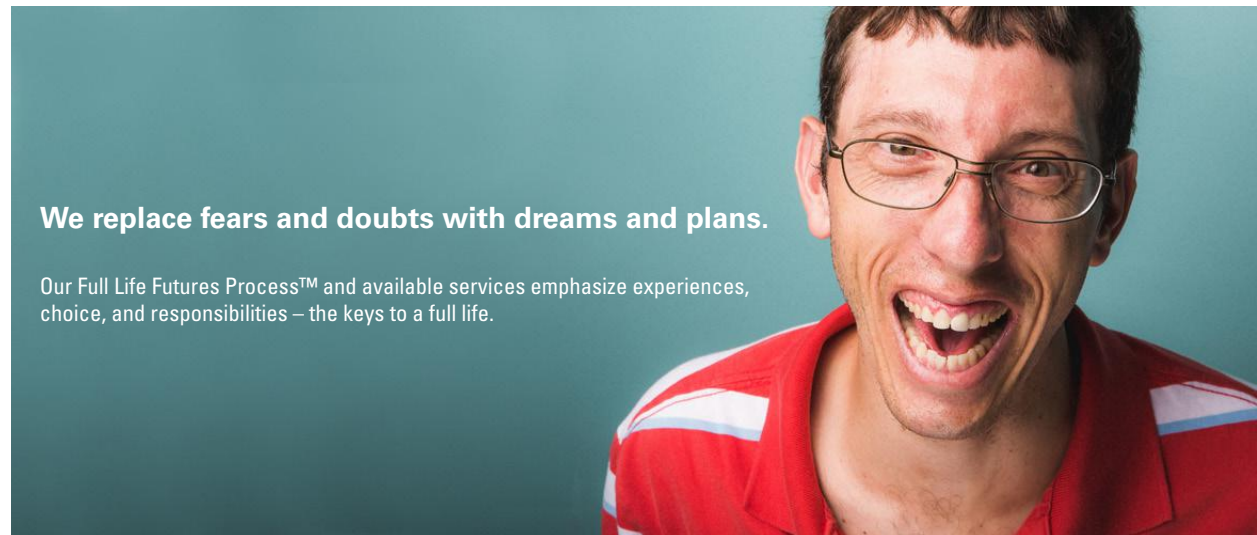
- Our models emphasize choice: an individual's right to make decisions based on his or her hopes and dreams.
- We believe individuals learn best through experience: the opportunity to see, taste, touch, hear, feel, or try something firsthand.
- Our products and services encourage responsibility: the right to have ownership of one's ideas, actions, and choices.
- Most importantly, CIF's work is grounded in relationships: the ties and connections, whether familial, professional or personal, that strengthen and sustain us.

Link to Support Video: <http://bit.ly/CIFBestPractice>

Preparing for More Independent Living

CENTER FOR INDEPENDENT FUTURES SUPPORT MODEL

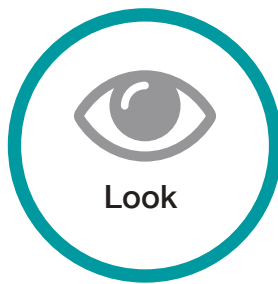
THE FULL LIFE PROCESS™



Center for Independent Futures support model is called the Full Life Futures Process. At the core of the Full Life Futures Process are the Three L's—Listen, Look, and Learn.



Person-Centered Planning



Skills Inventory



Skills Training

THE SKILLS INVENTORY

The "Look" element of our support model is the Skills Inventory. Center for Independent Futures' Skills Inventory was developed through research of best practice models for functional living skill identification and assessment and refined in our work with individuals and families.

Our skills inventory is a snapshot of the life skills an individual has had the opportunity to learn, experiences yet to be obtained, and supports that need to be in place for an independent life.

Preparing for More Independent Living

CORE SKILLS FOR LIVING IN THE COMMUNITY

On this page, you will find a list of 35 Core Skills for a life of independence.

These 35 Core Skills were selected from the 275 skills included in Center for Independent Futures' Skills Inventory.

There are skills included from each of the 8 circles of the Full Life Model™.

The outcome of the inventory will determine the skills that need to be learned and practiced as well as what supports need to be put in place for an independent life.

Families can begin to work with their son or daughter on these skills to prepare for more independent living.

A pre- and post-training/coaching inventory worksheet for these skills is included at the end of this packet.

CIRCLE	SKILL
MY PLACE	Plans meals with a variety of foods
	Locates items in a grocery store
	Uses kitchen appliances/tools safely
	Keep rooms neat and orderly
	Does laundry (including sorting, water temp., soap, and drying)
EARNING MY WAY	Identifies all denominations of money
	Distinguishes between wants and needs
	Anticipates and plans for daily financial needs
WELLNESS	Identifies and accesses an "in case of emergency" contact number in a cell phone
	Responds in a safe manner if approached by a stranger
	Can place a "911" call
	Maintains good personal hygiene
	Dresses appropriately for the weather and the occasion
	Names personal medications and their purpose
	Identifies and practices a variety of ways to exercise
GETTING AROUND	Identifies places to go in the community
	Identifies modes of transportation in his/her community
	Safely uses public transportation
	Travels by foot or wheelchair safely
COMMUNITY ENGAGEMENT	Identifies personal networks and community resources for Community Engagement
	Advocates for self; asks for help
	Finds charitable organizations in his/her community in order to give back
FUN & TALENTS	Identifies activities of interest
	Engages in activities alone
	Joins in group activities
LIFELONG LEARNING	Identifies learning styles
	Advocates for accommodations for learning
	Identifies topics of interest for continued learning
	Manages time within a daily schedule
	Sets an alarm clock
	Uses internet to find information
CONNECTIONS	Identifies personal networks and community resources for Connections
	Develops and maintains relationships
	Connects with others in a variety of ways
	Responds in a safe manner when personal space is invaded

Preparing for More Independent Living

PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

Center for Independent Futures has developed a process to train skills and identify necessary supports. We use the following process to work with individuals when assessing and teaching independent living skills.

Center for Independent Futures **SKILLS DEVELOPMENT PATTERN** **TOOLS FOR SKILLS ACQUISITION**



**Buy-in and commitment are important to the skills acquisition process.
Without buy-in, the tools/methods will be unsuccessful.**

Center for Independent Futures, © 2004

Preparing for More Independent Living

PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 1: ASSESS

During this step, it is important to get a realistic picture of what the individual can achieve related to the identified skill. Observation is the best method of assessment. It is useful to determine if the individual can transfer the skill to a variety of settings (i.e. walking safely in her own community and also practicing safe habits in an unfamiliar community).

NOTE: Use the pre-training/coaching inventory worksheet included at the end of this packet for this step.



OBSERVATION TIPS

Know when to step back and observe

Observe a skill for the first time without too much support. In the beginning, you are trying to get a picture of current skill levels. Always let the individual try something first.

Be aware of the “Halo Effect”

Research around assessment procedures reveals that an observer may evaluate behavior in a way that validates his/her previous impression of the person. This is called the “halo effect.” The halo effect:

- Creates the potential to “see what we want or expect to see” instead of reality
- Obscures seeing behaviors that are unexpected but significant
- Is more likely to occur when the observer is more familiar with the individual

Beyond observing skills sets, look for:

- Social interactions
- Emotional responses and behaviors – take the individual’s “emotional temperature”
- How the individual takes direction or responds to suggestion
- Initiative – does the individual initiate without prompting? Take the initiative to do the task steps?
- Motivation – what motivates the individual to act?
- Learning – how does the individual process information?

Remain objective and non-judgmental throughout the observation session

It can be difficult for both the parent and the individual to change the pattern of “doing for” – for the individual to step up and take the lead and for the parent to step back and “see with new eyes” their son or daughter’s capabilities. Here are two strategies to try:

- Have a friend or other relative work with the individual using this process.
- Film the individual engaged in demonstrating a life skill to see their capabilities in a new light.

Preparing for More Independent Living

PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 2: TEACH/COACH

PLANNING

After observing skills, draft a plan for skill teaching and for coaching skill development.

Using the Planning Worksheets included at the end of this packet, work with the individual to rank his/her motivation/interest in learning each skill. (See the tips about motivation included in this packet.)

Use the Planning Worksheet to document:

- the experiences the individual has and how they currently practice the skill
- adaptations made or supports that are currently in place for skill completion
- the plan for building on this skill so the individual integrates it fully into his/her life, the skill has meaning for the person, and the individual can transfer their ability to complete the skill using other tools and/or in other settings.

TEACH/COACH

Demonstration is the best way to begin teaching a skill. This can be done by conducting a step-by-step live demonstration involving the individual as appropriate, or showing a video of a skill demonstrated step-by-step. Once the skill has been demonstrated, the individual is invited to take the lead in completing the skill. Verbal, visual, physical, or hand-over-hand prompting can be provided by the coach.

In order to demonstrate the step-by-step process, a task analysis must be done. See instructions on the next page to understand task analysis.

TEACH/COACH

**Task Analysis
Step-by-Step Demonstration
Supply Visual Aids
Auditory Directions
Hands-on Experience**

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PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 2: TEACH/COACH

TASK ANALYSIS

Written by Tom McIntyre – www.BehaviorAdvisor.com 8/27/04

Many of the day-to-day behaviors in which we engage without even thinking about them are really quite complex, comprised of many smaller, discrete, singular, specific sub-behaviors that we perform in a certain order. Consider “one” behavior done easily even when you are tired and distracted: Brushing your teeth. When you think about it (which we rarely do), brushing is really a bunch of distinct simple behaviors performed one after another.

TEACH/COACH

**Task Analysis
Step-by-Step Demonstration
Supply Visual Aids
Auditory Directions
Hands-on Experience**

Brushing Teeth

1. Pick up the tooth brush
2. Wet the brush
3. Take the cap off the tube
4. Put paste on the brush
5. Brush the outside of the bottom row of teeth
6. Brush the outside of the top row of teeth
7. Brush the biting surface of the top row of teeth
8. Brush the biting surface of the bottom row of teeth
9. Try to make yourself understood while answering the question of someone outside the door
10. Brush the inside surface of the bottom row of teeth
11. Brush the inside surface of the top row of teeth
12. Spit
13. Rinse the brush
14. Replace the brush in the holder
15. Grasp cup
16. Fill cup with water
17. Rinse teeth with water
18. Spit
19. Replace cup in holder
20. Wipe mouth on sleeve
21. Screw cap back on tube
22. Place tube back in roommate’s toiletry/shave kit so s/he doesn’t realize that you forgot to bring toothpaste on the trip!

While you may brush your teeth in a different order (and leave out the sleeve part), you get the idea. Others of you are already thinking: “Gee, each of those steps could have been ‘broken down’ or sub-divided into even smaller steps”. For example, the first step, “picking up the toothbrush” requires the behaviors of locating the toothbrush, reaching toward it, grasping it, turning the bristles upward, etc. How small you decide to make the steps will depend on your best guess as to how well the individual will be able to understand the process and the sequential steps. Some individuals will display the desired behavior after only 5 steps being provided for them to follow. Others would need 20 increments in order to become competent in that action.

Task analysis is used most often with those who have problems mastering complex behaviors (e.g., individuals with autism, people with cognitive disabilities or mental illness, young children). Many of you have engaged in the process when non-impaired friends have asked, “How did you do that?” all without even being aware it had been given a name!

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PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 2: TEACH/COACH

PROMPTING

Visual prompts

To use a visual prompt, the teacher/coach may demonstrate, point or gesture. This prompting method includes any visual cues that involve no physical contact with the individual.

Auditory (Verbal) prompts

- Verbal cues take the form of instruction (“Place your hand...”) or questions (“What do you do next?”). Remember to build in response time for the individual.
- Verbal cues should be clear and concise. Start with one verbal cue at a time. A more complex approach is offering two or more instructions.
- Help an individual develop his or her own verbal prompts by asking, “What should you do next?” Over time, this “self-talk” will help the individual internalize the steps.
- Using only verbal cues can lead to prompt dependency. Use verbal prompts alongside gestural prompts. Withdraw the verbal prompts to finally leave only gestural prompts. Then fade gestural prompts ending with independent task completion.

Physical (Kinesthetic) prompts

Physical prompting occurs when the teacher/coach is touching the individual, but the individual controls some of the movement. Any partial guidance, such as holding the individual’s wrist or shadowing and lightly touching his or her hand falls in this category.

Hand-over-Hand

A trainer uses hand-over-hand prompting when he or she must physically direct the individual supplying all movement.

PROMPTING TIPS

Before the coaching session, use your cell phone, tablet, or other device to film someone actually doing the steps identified in the task analysis.

- Play the video for the individual before teaching the skill.
- Make the video available to the individual to view as needed when practicing independently.

Take still photos to document each step.

- Print the photos and ask the individual to put them in the correct order to complete the task.
- Put the photos into a document or a PowerPoint presentation with each of the steps written above the photo. Use this tool to teach the skill and to prompt next steps.

TEACH/COACH

Task Analysis
Step-by-Step Demonstration
Supply Visual Aids
Auditory Directions
Hands-on Experience

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PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 3: PRACTICE

Practice the skills, continuing to use prompts as necessary.

Over time, the teacher/coach can reduce verbal, visual, physical, and hand-over-hand support as the individual learns to complete the skill more independently.

The teacher/coach needs to use his or her judgement to determine when and how to allow more independence as a skill is learned. Pulling back on prompts should only be done if the teacher/coach feels it is appropriate and if doing so does not put the individual at risk for injury.

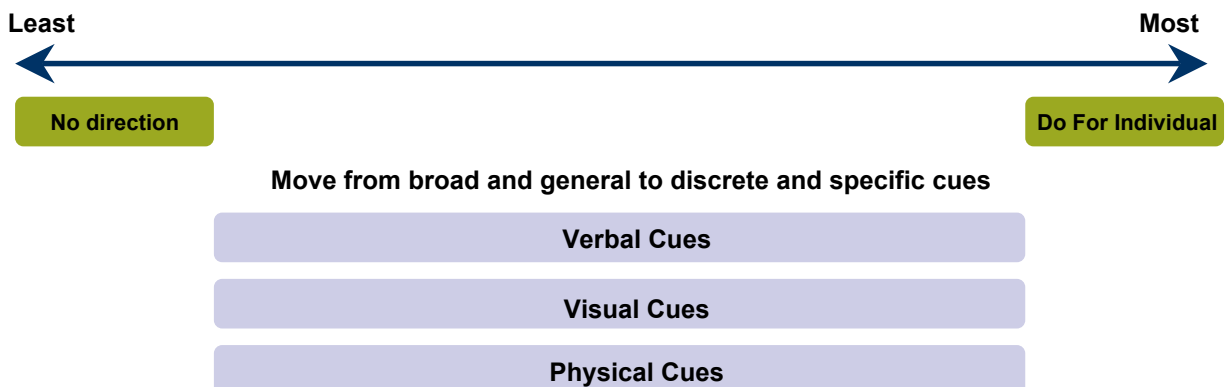
Through practice, the teacher/coach should identify adaptations or specific supports needed by the individual to complete the skill as independently as possible.



Instructional Design Strategies

(Least to most prompting hierarchy)

Prompting Hierarchy - Task Accomplishment



- Observe Learning Style Preferences: Auditory • Visual • Kinesthetic
- Observe Initiative and Motivation
- Observe “emotional temperature” of the individual

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PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 3: PRACTICE

REINFORCEMENT

A reinforcer is a consequence following a behavior that makes it more likely that the same behavior will occur again. Reinforcing behaviors while the skill is being practiced will help strengthen the behavior.

TYPES OF REINFORCERS:

- Social Reinforcers: Attention from others, i.e. hugs, smiles, verbal praise
- Activity Reinforcers: Games or recreation
- General Reinforcers: Something you trade for other reinforcers, i.e. money, tokens, checks, stars



Caution: The overuse of verbal praise can cause dependency on reinforcement as motivation to perform a task.

HOW TO REINFORCE: Make sure the reinforcer is...

Appropriate

- Something the participant likes.
- Makes sense in light of the task.
- Does not interfere with the task.
- Should not exceed the amount of time taken to do the task.

Immediate

The sooner you reinforce the behavior after it occurs...

- The less time there is for inappropriate behavior to occur.
- The more likely the behavior is to happen again.

Consistent

Behaviors should be reinforced by everyone the individual works with in the same way. If the behavior is reinforced in different ways by different people, the individual may:

- Get confused.
- Learn different behaviors for different people.
- Not progress as quickly as possible.

Document the reinforcers that work best for your loved one below:

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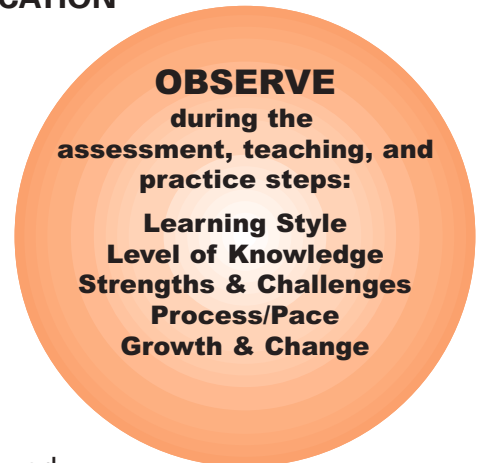
PROCESS FOR SKILLS TRAINING & SUPPORT IDENTIFICATION

STEP 4: OBSERVATION

During this step the teacher/coach continues to create a realistic picture of what the individual can actually achieve related to the identified skill.

Throughout the 4-step process, the teacher/coach measures and responds to success – partial skill demonstration or full skill attainment – as well as effectiveness of accommodations or supports.

In addition, the teacher/coach observes the individual's preferred learning style (Visual, Auditory, Kinesthetic) by using a variety of prompting methods.



Identify the preferred learning style of your loved one below:

Visual	Auditory (Verbal)	Kinesthetic (Physical)
Seeing and Reading	Listening & Speaking	Touching & Doing
Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-charts, and more.	Auditory learning style involves the transfer of information through listening to the spoken word, of self or others, and of other noises.	Kinesthetic learning involves physical experience - touching, feeling, holding, trying tasks, and other hands-on experiences.

Use the worksheets provided in this packet to document necessary adaptations or supports and the plan for continued coaching/teaching of the basic skills identified by Center for Independent Futures for living in the community.

A WORD ABOUT MOTIVATION...

Motivation to learn a skill needs to come from the individual to be successful. Here are some suggestions on how to spark motivation:

- Help to create a vision for the individual of what will be possible once he or she learns a skill. Build this vision by taking the individual to visit a peer's apartment, practicing a skill with a peer who has mastered it, and/or view Center for Independent Futures' videos that show individuals living independent lives.
- Include the individual in determining what needs to be learned to reach a dream or goal.
- Make a plan for skill development together around the individual's unique interests.
- Let the individual choose skills to work on developing.
- Allow the individual to rank their interest in learning each skill on the Independent Living Skills worksheets provided.

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SUMMARY

The use of Center for Independent Futures' process for Skills Training and Support Identification is an on-going process.

A skill is not fully acquired until it is integrated into the life of the individual, has meaning for the person, and can be transferred to other settings. It is likely that an individual will need to relearn elements of a skill when transferring it to new environment or using different tools.

We hope that this packet has given you ideas and tools to work with your loved one as they prepare for more independent living.

For more information on Center for Independent Futures, visit our website:

www.independentfutures.com

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Worksheets

Task Analysis Worksheet

Pre-Training/Coaching Inventory

Planning Worksheets

Post-Training/Coaching Inventory

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TASK ANALYSIS WORKSHEET

Using the brushing teeth task analysis example as a model, use this worksheet to create a task analysis for skills you plan to work on with your son or daughter.

	TASK NAME:
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

See if your son/daughter can tell you the steps to complete a task.

Write each step identified on a sticky note (one step on each note).

Ask your son/daughter to help you put the steps in the correct order.

Once you have completed the task analysis, write the steps in order on this worksheet.

Test the task analysis with someone else to see if the steps you identified are understandable, in the correct order, and complete.

The completed task analysis is a tool to use in step-by-step instruction with your son or daughter when teaching/coaching this skill. Auditory instructions (verbal prompts) can be read from this analysis.

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BASIC SKILLS FOR LIVING IN THE COMMUNITY : SKILLS INVENTORY – Pre-Training Inventory

CIRCLE	SKILL	Achieved	In Progress	Needs Supports (Describe)	
MY PLACE	Plans meals with a variety of foods				
	Locates items in a grocery store				
	Uses kitchen appliances/tools safely				
	Keep rooms neat and orderly				
	Does laundry (including sorting, water temp., soap, and drying)				
	Identifies all denominations of money				
	Distinguishes between wants and needs				
EARNING MY WAY	Anticipates and plans for daily financial needs				
	Identifies and accesses an “in case of emergency” contact number in a cell phone				
	Responds in a safe manner if approached by a stranger				
	Can place a “911” call				
	Maintains good personal hygiene				
	Dresses appropriately for the weather and the occasion				
	Names personal medications and their purpose				
GETTING AROUND	Identifies and practices a variety of ways to exercise				
	Identifies places to go in the community				
	Identifies modes of transportation in his/her community				
	Safely uses public transportation				
	Travels by foot or wheelchair safely				

Preparing for More Independent Living

BASIC SKILLS FOR LIVING IN THE COMMUNITY : SKILLS INVENTORY – Pre-Training Inventory

CIRCLE	SKILL	Achieved	In Progress	Needs Supports (Describe)
COMMUNITY ENGAGEMENT	Identifies personal networks and community resources for Community Engagement			
	Advocates for self; asks for help			
	Finds charitable organizations in his/her community in order to give back			
FUN & TALENTS	Identifies activities of interest			
	Engages in activities alone			
	Joins in group activities			
LIFELONG LEARNING	Identifies learning styles			
	Advocates for accommodations for learning			
	Identifies topics of interest for continued learning			
	Manages time within a daily schedule			
	Sets an alarm clock			
	Uses internet to find information			
CONNECTIONS	Identifies personal networks and community resources for Connections			
	Develops and maintains relationships			
	Connects with others in a variety of ways			
	Responds in a safe manner when personal space is invaded			

Preparing for More Independent Living

MY PLACE INDEPENDENT LIVING SKILLS WORKSHEETS - PLANNING WORKSHEET

SKILL	RANK	EXPERIENCES/HOW PRACTICED	ADAPTATIONS/SUPPORTS IN PLACE	PLAN FOR BUILDING ON SKILLS AND EXPERIENCES
Plans meals with a variety of foods				
Locates items in a grocery store				
Uses kitchen appliances/tools safely				
Keep rooms neat and orderly				
Does laundry (including sorting, water temp., soap, and drying)				

Rank = Individual rank on a scale of 1 - 3 their interest in learning the skill.

1 = Very Interested 2 = Somewhat Interested 3 = Not interested

Preparing for More Independent Living

WELLNESS INDEPENDENT LIVING SKILLS WORKSHEETS - PLANNING WORKSHEET

SKILL	RANK	EXPERIENCES/HOW PRACTICED	ADAPTATIONS/SUPPORTS IN PLACE	PLAN FOR BUILDING ON SKILLS AND EXPERIENCES
Identifies and accesses an "in case of emergency" contact number in a cell phone				
Responds in a safe manner if approached by a stranger				
Can place a "911" call				
Maintains good personal hygiene				
Dresses appropriately for the weather and the occasion				
Names personal medications and their purpose				
Identifies and practices a variety of ways to exercise				

Rank = Individual rank on a scale of 1 - 3 their interest in learning the skill.

1 = Very Interested 2 = Somewhat Interested 3 = Not interested

Preparing for More Independent Living

EARNING MY WAY & GETTING AROUND INDEPENDENT LIVING SKILLS WORKSHEETS - PLANNING WORKSHEET

SKILL	RANK	EXPERIENCES/HOW PRACTICED	ADAPTATIONS/SUPPORTS IN PLACE	PLAN FOR BUILDING ON SKILLS AND EXPERIENCES
Identifies all denominations of money				
Distinguishes between wants and needs				
Anticipates and plans for daily financial needs				
Identifies places to go in the community				
Identifies modes of transportation in his/her community				
Safely uses public transportation				
Travels by foot or wheelchair safely				

Rank = Individual rank on a scale of 1 - 3 their interest in learning the skill.

1 = Very Interested 2 = Somewhat Interested 3 = Not interested

Preparing for More Independent Living

COMMUNITY ENGAGEMENT & LIFELONG LEARNING INDEPENDENT LIVING SKILLS WORKSHEETS - PLANNING WORKSHEET

SKILL	RANK	EXPERIENCES/HOW PRACTICED	ADAPTATIONS/SUPPORTS IN PLACE	PLAN FOR BUILDING ON SKILLS AND EXPERIENCES
Identifies personal networks and community resources for Community Engagement				
Advocates for self; asks for help				
Finds charitable organizations in his/her community in order to give back				
Identifies learning styles				
Advocates for accommodations for learning				
Identifies topics of interest for continued learning				
Manages time within a daily schedule				
Sets an alarm clock				
Uses internet to find information				

Rank = Individual rank on a scale of 1 - 3 their interest in learning the skill.

1 = Very Interested 2 = Somewhat Interested 3 = Not interested

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CONNECTIONS & FUN & TALENTS INDEPENDENT LIVING SKILLS WORKSHEETS - PLANNING WORKSHEET

SKILL	RANK	EXPERIENCES/HOW PRACTICED	ADAPTATIONS/SUPPORTS IN PLACE	PLAN FOR BUILDING ON SKILLS AND EXPERIENCES
Identifies personal networks and community resources for Connections				
Develops and maintains relationships				
Connects with others in a variety of ways				
Responds in a safe manner when personal space is invaded				
Identifies activities of interest				
Engages in activities alone				
Joins in group activities				

Rank = Individual rank on a scale of 1 - 3 their interest in learning the skill.

1 = Very Interested 2 = Somewhat Interested 3 = Not interested

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CIRCLE: _____ **INDEPENDENT LIVING SKILLS WORKSHEETS - PLANNING WORKSHEET**

SKILL	RANK	EXPERIENCES/HOW PRACTICED	ADAPTATIONS/SUPPORTS IN PLACE	PLAN FOR BUILDING ON SKILLS AND EXPERIENCES

Rank = Individual rank on a scale of 1 - 3 their interest in learning the skill. 1 = Very Interested 2 = Somewhat Interested 3 = Not interested

Preparing for More Independent Living

BASIC SKILLS FOR LIVING IN THE COMMUNITY : SKILLS INVENTORY – Post-Training Look

CIRCLE	SKILL	Achieved	In Progress	Needs Supports (Describe)	
MY PLACE	Plans meals with a variety of foods				
	Locates items in a grocery store				
	Uses kitchen appliances/tools safely				
	Keep rooms neat and orderly				
	Does laundry (including sorting, water temp., soap, and drying)				
	Identifies all denominations of money				
	Distinguishes between wants and needs				
EARNING MY WAY	Anticipates and plans for daily financial needs				
	Identifies and accesses an “in case of emergency” contact number in a cell phone				
	Responds in a safe manner if approached by a stranger				
	Can place a “911” call				
	Maintains good personal hygiene				
	Dresses appropriately for the weather and the occasion				
	Names personal medications and their purpose				
GETTING AROUND	Identifies and practices a variety of ways to exercise				
	Identifies places to go in the community				
	Identifies modes of transportation in his/her community				
	Safely uses public transportation				
	Travels by foot or wheelchair safely				

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BASIC SKILLS FOR LIVING IN THE COMMUNITY : SKILLS INVENTORY – Post-Training Look

CIRCLE	SKILL	Achieved	In Progress	Needs Supports (Describe)
COMMUNITY ENGAGEMENT	Identifies personal networks and community resources for Community Engagement			
	Advocates for self; asks for help			
	Finds charitable organizations in his/her community in order to give back			
FUN & TALENTS	Identifies activities of interest			
	Engages in activities alone			
	Joins in group activities			
LIFELONG LEARNING	Identifies learning styles			
	Advocates for accommodations for learning			
	Identifies topics of interest for continued learning			
	Manages time within a daily schedule			
	Sets an alarm clock			
	Uses internet to find information			
	Identifies personal networks and community resources for Connections			
CONNECTIONS	Develops and maintains relationships			
	Connects with others in a variety of ways			
	Responds in a safe manner when personal space is invaded			