

Developing Meaningful Independent Living Goals as an IEP Team



Procedural Requirement:

The only area in which postsecondary goals are not required by the IEP is independent living skills. Goals in the area of independent living are required only if appropriate. It is up to the student's IEP team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE.

Comments to IDEA, Federal Register, Vol.71, No.156, p.46668, August 2006

Effective Practice:

The Measurable Postsecondary Goal in the area of Independent Living Skills should be developed based on results of the most current age appropriate transition assessment. It is important that the entire IEP team has input in determining if the child needs independent living goals. Regardless of the type of disability the student has, independent living goals may be necessary to live as independently as possible once the student graduates from high school.

- When you reach Step 7 in the PTP process, you will be asked to consider an independent living goal for the student. Independent living goals should not just encompass daily living needs. Instead look at a wide array of needs for the student in the community and home to help support them being as independent as possible. Determine if identified skills are performed independently and consistently or performed inconsistently or not at all.**
 - Please view the [Effective Practice Postsecondary Transition Plan \(PTP\) Example](#)
 - Use the created goal to develop Pre-Employment Transition Services to develop needed skills
 - The developed goal is in conjunction with what is going to happen once the student exits high school

- Using assessment data to make decisions.**
 - Use an age appropriate transition assessment to gain information on a student's current skills and where they will need additional instruction/opportunities.
 - For up to date assessment guidance / resources use: [Transition Tennessee Assessment Database](#) To access the assessment database, create an account on the Transition Tennessee webpage.
 - After reviewing age appropriate transition assessments, encourage the IEP team to discuss if an independent living goal is appropriate. If the goal is not appropriate, indicate in the additional information box as to why the team agreed no postsecondary independent living goal was necessary.

- ❑ Consider the list below when discussing potential independent living goals and needs during IEP team meetings. This list includes a wide range of independent living needs, however is not all encompassing.

<p>Community Belonging</p>	<ul style="list-style-type: none"> ❑ Navigating the community for employment related resources ❑ Navigating the community for education and training related resources (to include accessing ADA accommodations) ❑ Navigating the community for leisure, entertainment and community activities ❑ Locates and uses community services (stores, banks, medical facilities, health department, police) ❑ Responds appropriately to environmental cues (signs, sirens) ❑ Develops a network of support (friends, neighbors, co-workers)
<p>Healthy Relationships</p>	<ul style="list-style-type: none"> ❑ Development of self-advocacy and self-determination skills ❑ Maintains relationships with family and friends; establishes new friendships ❑ Understands the concept of sexuality (physical self, reproductive process, dating, relationship, marriage) ❑ Makes informed choices regarding sexual behavior ❑ Understands basic parenting skills ❑ Develop emergency procedures for use at home and in the community ❑ Healthy relationships (including sexual education)
<p>Safety, Law and Decision Making</p>	<ul style="list-style-type: none"> ❑ Following laws for personal and other's safety ❑ Safely use social media accounts and the internet ❑ Practices community safety routines (when to talk to strangers, avoiding unsafe locations, locking doors, asking for directions) ❑ Discussion of supported decision making if needed ❑ Registration with selective service ❑ Applying for state identification ❑ Registering to vote ❑ Understands rights as a person with a disability ❑ Demonstrates safety precaution in the home ❑ Performs basic first aid skills (treating cuts, burns, performing Heimlich) ❑ Understands when it is appropriate to call 911
<p>Communication Skills</p>	<ul style="list-style-type: none"> ❑ Assistive technology goals - (if there is assistive technology being utilized during the school day and it may be utilized after graduation, the goals should be discussed)

	<input type="checkbox"/> Taking direction from supervisors <input type="checkbox"/> Getting along with peers <input type="checkbox"/> Sending emails and making phone calls <input type="checkbox"/> Accessing resources in first language <input type="checkbox"/> Is able to express needs, accommodations and wants <input type="checkbox"/> Responds appropriately to typical exchanges with others (saying hello, being bumped or brushed against, making small talk, sarcastic remarks) <input type="checkbox"/> Resolves conflict through discussion, reasoning, and compromise
Transportation Plan	<input type="checkbox"/> Driver's license <input type="checkbox"/> Utilizing public transportation and mass transit <input type="checkbox"/> Carpooling/rideshare <input type="checkbox"/> Calling for taxi or other reliable transportation; selects transportation appropriately <input type="checkbox"/> Organizes transportation and possesses required transportation documentation <input type="checkbox"/> Understand car insurance <input type="checkbox"/> If driving, knows of automotive maintenance schedules and routines
Personal Finance	<input type="checkbox"/> Budgeting/money management <input type="checkbox"/> Checking/savings accounts/ATM and debit cards <input type="checkbox"/> Understanding loans/leases <input type="checkbox"/> Credit limits and credit scores <input type="checkbox"/> Understanding pay stubs and taxes - to include accessing any items related to wages and pay on-line <input type="checkbox"/> Understand and use a credit card wisely, compound interest <input type="checkbox"/> Evaluates cost of services
Housing	<input type="checkbox"/> Living on campus <input type="checkbox"/> Living alone (owning/renting) <input type="checkbox"/> Understanding a lease <input type="checkbox"/> Investigate rental or homeowner's insurance <input type="checkbox"/> Living with a roommate <input type="checkbox"/> Receiving housing support from long term care <input type="checkbox"/> Understand special housing programs (HUD, Movin' Out, etc.) <input type="checkbox"/> Sets up living setting (organizes furniture, arranges for utilities and services)
Taking Charge of Health Care	<input type="checkbox"/> Medical decision making (including mental health and counseling)

	<ul style="list-style-type: none"> <input type="checkbox"/> Proactive decisions revolving around medical needs (including scheduling regular appointments, accessing health care systems and refilling prescriptions) <input type="checkbox"/> Developing self-advocacy and self-determination skills <input type="checkbox"/> Develop emergency procedures for use at home and the community, as well as creating emergency phone contacts <input type="checkbox"/> Finding local adult health care providers <input type="checkbox"/> Understanding and communicating personal health care needs, discussing necessary accommodations and disability related medical needs <input type="checkbox"/> Personal care and self-care; follows a daily routine (personal hygiene, dressing, selecting clothes) <input type="checkbox"/> Dietary needs (including shopping, meal decision making / nutrition, food preparations and cooking skills) <input type="checkbox"/> Physical and mental well-being; recreation and leisure
Self-Advocacy	<ul style="list-style-type: none"> <input type="checkbox"/> Expresses strengths and needs; asks for accommodations when needed <input type="checkbox"/> Expresses preferences appropriately, identifies long and short term goals, and takes steps to reach goals <input type="checkbox"/> Advocates for self in situations outside of school <input type="checkbox"/> Understands their disability



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