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 range 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.**

Independent Living Area	Examples of Skills to Take into Consideration
Community Belonging	❑ 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)
Healthy Relationships	❑ 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)
Safety, Law and Decision Making	❑ 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

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

Taking Charge of Health Care	❑ Medical decision making (including mental health and counseling) ❑ Proactive decisions revolving around medical needs (including scheduling regular appointments, accessing health care systems and refilling prescriptions) ❑ Developing self-advocacy and self-determination skills ❑ Develop emergency procedures for use at home and the community, as well as creating emergency phone contacts ❑ Finding local adult health care providers ❑ Understanding and communicating personal health care needs, discussing necessary accommodations and disability related medical needs ❑ Personal care and self-care; follows a daily routine (personal hygiene, dressing, selecting clothes) ❑ Dietary needs (including shopping, meal decision making / nutrition, food preparations and cooking skills) ❑ Physical and mental well-being; recreation and leisure
Self-Advocacy	❑ Expresses strengths and needs; asks for accommodations when needed ❑ Expresses preferences appropriately, identifies long and short term goals, and takes steps to reach goals ❑ Advocates for self in situations outside of school ❑ Understands their disability

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