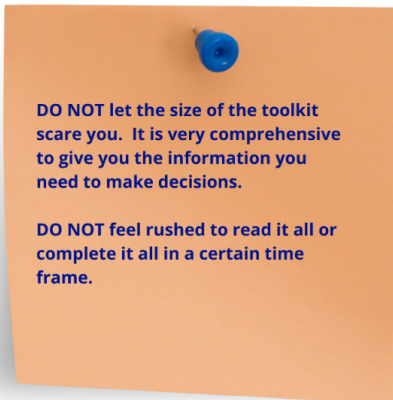


How to Use the Toolkit

This toolkit was made for YOU, the person with a disability. The people who support you may choose to go through it with you. That might be your parents, other family members, workers, or teachers.

We suggest these steps. But feel free to use it any way you want.



- **I Need to Practice** – this means you have many of the steps required to master the skill, but you still need more practice before it’s considered a mastered skill.
- **I’m Going to Start This** – this means you want to start learning this new skill.
- **I Will Always Need Help** – this is a skill that has been determined you will always need some level of assistance.
- **This Does Not Apply to Me** – this is for items that don’t apply to you.
- **Note Column** – this is a great place to make short notes about the skill and continued challenges or tips.

Read each skill and then put a ✓ in the appropriate column. Be 100% honest when making your choice. The purpose of doing this isn’t to see how many “I Can Do This” boxes you can check off. The purpose is to create a plan to help you build more skills to live independently.

Also, **REPEAT** this statement as many times as necessary:

I DO NOT NEED TO LEARN EVERYTHING ON ALL OF THESE LISTS TO LIVE INDEPENDENTLY.

We want to always presume competence and never assume someone can’t do something. Think about these lists as general education lists. Then think about accommodations and modifications you get in school. Independent living works the same way. There will be some things you really need to be able to do, but other things that would be nice to do, but not required. The great thing is YOU and your family get to decide what you **MUST** do, what your family, friends, and service providers can do to support you, and then YOU can decide if you are ready to say, **INDEPENDENT LIVING, HERE I COME!**

STEP 1

Each big skill area is broken down into single skills. Some of them have a lot of parts and others don’t. For example,

Checklist

Independent Living Skills	I Can Do This	I Need To Practice	I’m Going to Start	I Will Always Need Support	This doesn’t apply to me.	Notes
SELF-DETERMINATION & SELF-ADVOCACY SKILLS						
I am self-determined and can effectively self-advocate for myself.						
If you cannot effectively self-advocate for yourself, please complete the skills needed.						
<input type="checkbox"/> I can explain my disability.						
<input type="checkbox"/> I know my strengths.						
<input type="checkbox"/> I know my challenges.						
<input type="checkbox"/> I am comfortable speaking up for myself.						
<input type="checkbox"/> I know my projected graduation or exit time from school.						

This big area is Knowing Who You Are and What You Need. Under each section you will mark one of the following columns:

- **I Can Do This** – this means you have mastered this skill.

Once you complete the first step, you will move on to Step 2 and identify what items you want to work on as part of your school transition plan. Be realistic about how many things you can add to your transition plan. It's better to add fewer skills and work on mastery than to have a bunch and not master any.

STEP 2

To identify skills for your transition plan, put a ✓ in the checkbox before the skill.

Independent Living Skill	I Can Do This	I Need to Practice	I'm Going to Start
SELF-DETERMINATION & SELF-ADVOCACY SKILLS (BASIC)			
<input checked="" type="checkbox"/> I attend my IEP meetings.		<input checked="" type="checkbox"/>	

We recommend having both you and your parents, family, or caregiver go through the checklists together. The checklists can then be used at upcoming IEP meetings to create goals you will need to live independently. If you are already out of high school, you can still do this step and share it with family, independent living centers, or others assisting you to live independently.

As mentioned previously, it is recommended you start with Section 1 – Decision Making and Section 2 – Self-Determination & Self-Advocacy, as those are the foundation for success.

STEP 3

Share the checklist with your IEP team or anyone that is assisting you in living independently. Have regular discussions on how to meet your goals.

STEP 4

The checklist should be considered a living document. It should be placed somewhere that is visible so you don't forget about it. You can hang it on your refrigerator, a bulletin board, etc. But DO NOT file it away or put it somewhere you won't see it every day.



The checklist can be used by students, parents, family members, guardians, caretakers, teachers, and others who are involved in helping a student live independently.