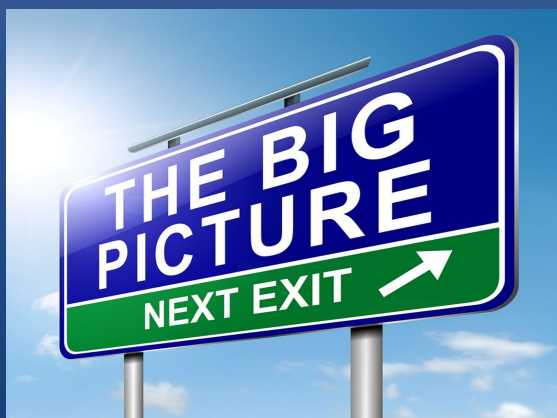




# Preparing to Live Independently With Support

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## Agenda...



1. Skills to build early on
2. Looking into the future
3. Considerations for supports



## Self Advocacy



- Telling others what you need or want
- Communicating about things that are hard, worrying, or causing you anxiety
- Asking for help

## Determine Goals

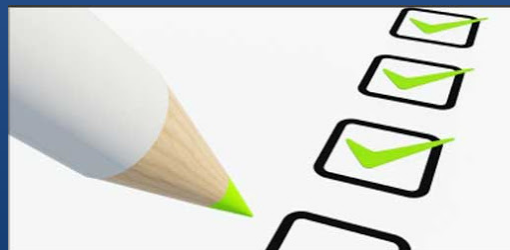
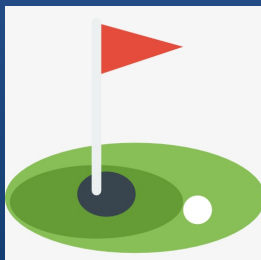
As a team, discuss:

- What are the ultimate goals for the student and the family?
- What skills need to be developed and built now?



# Adaptive Daily Living Skills (ADLs)

What are they and why do they matter?



## Everyday Supports for Daily Living

#1 Salad Dressing	<i>RALPHS - Jan. 2017</i>
#2 BBQ sauce Mustard Ketchup	#19 Aisle Pinesol Dish soap Laundry soap Lysol Sponges
#3 Rice Vinegar Pickles Salsa	#20 Juice Gatorade
#4 Fruit Cups Applesauce	#21 Water Crystal Light Flavored Water Popcorn
#5 Soup	#24 Cookies Crackers
#6 Spaghetti Sauce Pasta	#25 Nuts Popcorn Peanut Butter Jelly Raisins Bread
#7 Cards Granola Bars	Produce: Apples Cuke Berries Raddish Red Onion Bagged Lettuce Romaine in package Bananas Grapes
#8 Cereal	
#9 Jello PAM Olive Oil Rice Vinegar Chips	

- Visuals
- Calendars/schedules/cell phone reminders
- Routines
- Think about:
  - What works best for you? How do you use these supports? What might you need to learn to use them more independently?

## Break It Down

- What are the skills needed to reach that goal?
- What pre-requisite skills should be worked on now to support those goals?
- What are the areas of need?
- Where are others providing support for the individual?
- What do *you* do each day that the individual might need support accomplishing?

## Example: Live Independently

### ***Medication:***

Does the individual know how to:

- Monitor their medications and know when it's low and needs a refill? (Before the bottle is completely empty)
- Can they refill medication on their own? If not, who does that?

### ***Wellness/Health:***

- Who do they tell if they aren't feeling well?
- Can they identify things that are "out of the ordinary" but not "typical illness"?
- Can the student call themselves out of work if they are ill?

## Example: Live Independently

### ***Communication:***

- If their bus is late, will they know what to do, who to call?
- Do they know the process for requesting time off work?

### ***Personal Care:***

- Can they create a shopping list for their own daily needs?
- When their razor blade is dull, can they identify that, change it, and then also identify that they need to purchase new blades?