**Skills for Maximizing Independence and Employability**

**Nine Critical Areas of Focus for IEP planning and development**

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| **Skill** | **Home Activities** | **School Activities** | **Fading Strategies** |
| **Communication System**  initiates, understands, can respond, make choices, able to make needs/wants known, generalize across environments/people  **Verbal:** may require A/T, i.e. augmentative device  **Non-verbal:** Visual system: written, pictures, sign language; schedule, pix exchange, A/T, i.e. PDA, Board maker, actual pix  Tactile: symbols, switches |  |  |  |
| **Social Skills**  Appropriate Behavior/Interaction: Setting/Environment: work, school, home, community activities  **Personal Space/Boundaries:** appropriate physical distance, physical interaction (yes/no): i.e. when appropriate for handshaking, hugging, handholding **Social Interaction:** with peers, co-workers, family members topics: what to share/ask or not share/ask, when/who to share/ask, i.e. for work: before/after shift, breaks  **Asking/Indicating need for Assistance:**  Can person ask/indicate the need for assistance, know when to ask/indicate and who to ask |  |  |  |
| **Skill** | **School Activities** | **Home Activities** | **Fading Strategies** |
| **Personal Hygiene**  **Independent with ADL’s;** initiate, perform with/without external cues, if need cues, what format, needs physical assistance, A/T-written/picture schedule  i.e. work, can independently toilet, dress and eat, A/T as needed |  |  |  |
| **Team Work:** relationship development, getting along with others, appropriately interacting within environment/setting, performing assigned tasks |  |  |  |
| **Dependability:** shows up on time , performs tasks in an efficient and consistent manner, can stay focused on task independently  **Follow Directions:** Accepts/Applies directions and input from job coach, teacher, co-workers, supervisor; utilizes A/T as needed  **Timeliness:** understands the passage of time, can tell time, can wait if needed for class/shift to begin or bus to arrive/depart i.e. Follow work/school schedule, shift/class beginning/end, break time; transitioning to/from break back to work/class; what supports needed for A/T /accommodations needed-written, visual schedule |  |  |  |
| **Skill** | **School Activities** | **Home Activities** | **Fading Strategies** |
| **Work Ethic & Expectations**  Developing work expectation, understanding workplace expectations, the importance of work, skill development, work choices, strengths and barriers  **Pre Employment Skills**  **Arrives school/work ready:** well rested, appropriately dressed, good hygiene, eaten breakfast, has lunch/snack/money to purchase ; positive attitude; **arriving at work/school independently**, Access, school or routed bus, exiting bus knowing where to go, put items away , which class/work site, how to begin tasks  **performing assigned tasks:** understanding what assigned tasks/expectations are, knowing where to begin, what does finished look like, access quality, timeliness of task(s) completion, prioritize tasks and initiate next task(s), problem solving |  |  |  |
| **Self Advocacy**  Understands and can ask/indicate needs, can ask/indicate/provide accommodations if needed  Self Awareness |  |  |  |
| **Skill** | **School Activities** | **Home Activities** | **Fading Strategies** |
| **Community Awareness**  **and Access**  Safety skills; Ability to call/indicate needs/help; ability to ride public transportation ; aware of surroundings; independently ride Access/routed bus |  |  |  |
| **Health/Nutrition:** Understanding healthy eating and making healthy food choices, identify medical issues/concerns  **Emotional/Mental Health:**  **Recreation/Leisure activities:** can indicate/make choices about preferred activities, development and maintenance of relationships/friendships; identify mental health concerns/issues |  |  |  |