

Skills for Maximizing Independence and Employability
Nine Critical Areas of Focus for IEP planning and development

Skill	Home Activities	School Activities	Fading Strategies
<p><u>Communication System</u> 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: <u>Visual system:</u> written, pictures, sign language; schedule, pix exchange, A/T, i.e. PDA, Board maker, actual pix <u>Tactile:</u> symbols, switches</p>			
<p><u>Social Skills</u> <u>Appropriate Behavior/Interaction:</u> 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</p>			

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<p><u>Personal Hygiene</u> 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</p>			
<p><u>Team Work:</u> relationship development, getting along with others, appropriately interacting within environment/setting, performing assigned tasks</p>			
<p><u>Dependability:</u> shows up on time , performs tasks in an efficient and consistent manner, can stay focused on task independently</p> <p><u>Follow Directions:</u> Accepts/Applies directions and input from job coach, teacher, co-workers, supervisor; utilizes A/T as needed</p> <p><u>Timeliness:</u> 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</p>			

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<p><u>Work Ethic & Expectations</u> Developing work expectation, understanding workplace expectations, the importance of work, skill development, work choices, strengths and barriers</p> <p><u>Pre Employment Skills</u> 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</p>			
<p><u>Self Advocacy</u> Understands and can ask/indicate needs, can ask/indicate/provide accommodations if needed</p> <p>Self Awareness</p>			

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<p><u>Community Awareness and Access</u> Safety skills; Ability to call/indicate needs/help; ability to ride public transportation ; aware of surroundings; independently ride Access/routed bus</p>			
<p><u>Health/Nutrition:</u> Understanding healthy eating and making healthy food choices, identify medical issues/concerns</p> <p><u>Emotional/Mental Health:</u> <u>Recreation/Leisure activities:</u> can indicate/make choices about preferred activities, development and maintenance of relationships/friendships; identify mental health concerns/issues</p>			