Transition Assessment Tools
Independent Living
<table>
<thead>
<tr>
<th>Skills at home</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
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</thead>
<tbody>
<tr>
<td><strong>Kitchen:</strong></td>
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<tr>
<td>Operate appliances (cook top, oven, microwave, toaster, dishwasher)</td>
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<tr>
<td>Use common kitchen tools (can opener, bottle opener, knife, measuring cups and spoons, grater, timer, egg beater, ice cream scoop)</td>
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<tr>
<td>Help plan and prepare meals</td>
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<tr>
<td>Follow a recipe</td>
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<tr>
<td>Put away the leftovers</td>
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<tr>
<td>Set the table</td>
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<tr>
<td>Do the dishes</td>
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<tr>
<td>Familiarity with contents of packaged foods</td>
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<tr>
<td><strong>Laundry</strong></td>
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<tr>
<td>Put dirty clothes in hamper</td>
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<tr>
<td>Sort clothes</td>
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<tr>
<td>Use washer and dryer</td>
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<tr>
<td>Iron</td>
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<td>Hand wash</td>
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<td>Fold clothes</td>
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<tr>
<td>Put clothes away</td>
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<tr>
<td><strong>With the Family</strong></td>
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<tr>
<td>Watch TV news and discuss together</td>
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<tr>
<td>Help take care of siblings</td>
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<tr>
<td>Participate in family decisions</td>
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<tr>
<td>Plan family outing</td>
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<tr>
<td>Take care of pets</td>
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<tr>
<td><strong>Housekeeping</strong></td>
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<tr>
<td>Clean room</td>
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</tbody>
</table>

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children’s Rehabilitation Center at the University of Virginia.
**Adolescent Autonomy Checklist, Cont’d.**

<table>
<thead>
<tr>
<th>Skills at Home</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
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</thead>
<tbody>
<tr>
<td><strong>Housekeeping, Cont’d.</strong></td>
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<tr>
<td>Make the bed/change the bed</td>
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<tr>
<td>Choose decorations for room</td>
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<tr>
<td>Minor repairs (change light bulbs, repair or assemble toys)</td>
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<tr>
<td>Take out the trash</td>
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<tr>
<td>Basic sewing/mending skills</td>
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<tr>
<td><strong>Gardening</strong></td>
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<tr>
<td>Plant a garden</td>
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<tr>
<td>Mow/water the lawn</td>
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<tr>
<td>Weed the garden</td>
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<tr>
<td>Learn appropriate use of garden tools</td>
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<tr>
<td><strong>Emergency</strong></td>
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<tr>
<td>Plan fire exits and emergency procedures</td>
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<tr>
<td>Know where candles and flashlights are</td>
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<tr>
<td>Use a fire extinguisher</td>
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<tr>
<td>Know how to turn water off</td>
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<tr>
<td>Know community emergency telephone numbers</td>
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<tr>
<td>Know where extra house key is located</td>
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<tr>
<td>Unclog the sink or toilet</td>
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<tr>
<td><strong>Personal Skills</strong></td>
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<tr>
<td>Use the phone</td>
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<tr>
<td>Have a house key</td>
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<tr>
<td>Budget allowance</td>
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<tr>
<td>Go shopping</td>
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<tr>
<td>Have privacy in the bathroom</td>
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<tr>
<td>Manage personal grooming (shampoo, bath, shower)</td>
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<tr>
<td>Skills at Home</td>
<td>Can Do Already</td>
<td>Needs Practice</td>
<td>Plan to Start</td>
<td>Accomplished</td>
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<tr>
<td><strong>Personal Skills, Cont’d.</strong></td>
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<tr>
<td>Get a haircut</td>
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<tr>
<td>Choose appropriate clothes to wear</td>
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<tr>
<td><strong>Health Care Skills</strong></td>
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<tr>
<td>Understand health status</td>
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<tr>
<td>Be aware of existence of medical records, diagnosis information, etc.</td>
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<tr>
<td>Prepare questions for doctors, nurses, therapists</td>
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<tr>
<td>Respond to questions from doctors, nurses, therapists</td>
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<tr>
<td>Know medications and what they’re for</td>
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<tr>
<td>Get a prescription refilled</td>
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<tr>
<td>Keep a calendar of doctor, dentist appointments</td>
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<tr>
<td>Know height, weight, birthdate</td>
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<tr>
<td>Learn how to read a thermometer</td>
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<tr>
<td>Know health emergency telephone numbers</td>
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<tr>
<td>Know medical coverage numbers</td>
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<tr>
<td>Obtain sex education materials/birth control if indicated</td>
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<tr>
<td>Discuss role in health maintenance</td>
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<tr>
<td>Have genetic counseling if appropriate</td>
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<tr>
<td>Discuss drugs and alcohol with family</td>
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<tr>
<td>Make contact with appropriate community advocacy organization</td>
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<tr>
<td>Take care of own menstrual needs and keep a record of monthly periods</td>
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<tr>
<td><strong>Community Skills</strong></td>
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<tr>
<td>Get around the city (pedestrian skills, asking directions)</td>
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<tr>
<td>Community Skills, Cont’d.</td>
<td>Can Do Already</td>
<td>Needs Practice</td>
<td>Plan to Start</td>
<td>Accomplished</td>
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<tr>
<td>Get around the city (pedestrian skills, asking directions)</td>
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<tr>
<td>Use public transportation (taxi, bus, etc.)</td>
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<tr>
<td>Locate bathroom in unfamiliar building (i.e. know how to ask)</td>
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<tr>
<td>Know about neighborhood stores and services</td>
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<tr>
<td>Use a pay phone</td>
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<tr>
<td>Use a phone book</td>
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<tr>
<td>Open a bank account</td>
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<tr>
<td>Get a library card</td>
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<tr>
<td>Get a picture ID</td>
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<tr>
<td>Get a Social Security Card</td>
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<tr>
<td>Use Post Office</td>
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<tr>
<td>Volunteer for community services</td>
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</table>

<table>
<thead>
<tr>
<th>Leisure Time Skills</th>
<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
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</thead>
<tbody>
<tr>
<td>Help plan a party</td>
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<tr>
<td>Invite a friend over</td>
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<tr>
<td>Subscribe to a magazine</td>
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<tr>
<td>Read a book</td>
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<tr>
<td>Plan a TV viewing schedule</td>
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<tr>
<td>Go for a walk</td>
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<tr>
<td>Join the Scouts, YMCA/YWCA, 4-H Club</td>
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<tr>
<td>Go to a recreation center</td>
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<tr>
<td>Go to camp</td>
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<tr>
<td>Attend school functions (plays, dances, concerts, sports)</td>
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<tr>
<td>Go to Church</td>
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<tr>
<td>Keep a calendar of events</td>
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<tr>
<td>Participate in a sport</td>
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</table>
## Adolescent Autonomy Checklist, Cont’d.

<table>
<thead>
<tr>
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<th>Can Do Already</th>
<th>Needs Practice</th>
<th>Plan to Start</th>
<th>Accomplished</th>
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<tbody>
<tr>
<td><strong>Skills For The Future-Education</strong></td>
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<tr>
<td>Meet with school Guidance Counselor</td>
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<tr>
<td>Check future educational options</td>
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<tr>
<td><strong>Vocational/Technical Options</strong></td>
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<tr>
<td>Contact school Guidance or DVR Counselor</td>
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<tr>
<td>Check on local workshops/job opportunities</td>
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<tr>
<td>Find out about apprentice programs</td>
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<tr>
<td>Get information from community colleges</td>
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<tr>
<td>Learn how to apply for a job</td>
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<tr>
<td><strong>Vocational/Technical Options, Cont’d.</strong></td>
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<td>Check on local workshops/job opportunities</td>
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<tr>
<td>Get information from community colleges</td>
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<tr>
<td>Learn how to apply for a job</td>
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<tr>
<td><strong>Living Arrangements</strong></td>
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<tr>
<td>Be aware of federal housing regulations for the disabled</td>
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<tr>
<td>Explore group homes and tenant support apartment living programs</td>
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<tr>
<td>Find out about financial assistance programs</td>
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<tr>
<td>Learn how to manage money and budget household expenses</td>
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<tr>
<td>Understand leases</td>
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<tr>
<td>Know the responsibilities of a tenant &amp; landlord</td>
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<tr>
<td>Know how to fill out an application</td>
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<tr>
<td>Check for wheelchair accessibility if needed</td>
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<tr>
<td>Look into transportation</td>
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<tr>
<td>Know about services: electricity, phone, water</td>
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</tbody>
</table>
Assessment of Financial Skills and Abilities

Money Management and Banking
a) Budgeting
   ___ Knows how to save money
   ___ Knows how “wants” and “needs” apply to his or her life
   ___ Understands concept of budgeting
   ___ Can consider personal factors in determining a budget (e.g., important to this person to set aside money to go to dances twice a month)
   ___ Can compute total amount of bills owed
   ___ Knows how to organize receipts and bills needed to formulate a budget
   ___ Can resolve hypothetical budgeting problems
   ___ Remembers to pay bills

b) State, Federal, and Local Taxes
   ___ Can read words, terms, and abbreviations associated with taxes
   ___ Can understand the meaning of tax terminology (e.g., FICA, gross)
   ___ Can read own W-2 form
   ___ Can discuss the purpose of a W-2 form and taxes
   ___ Knows of the requirements for filing an income tax return
   ___ Knows when to file income tax
   ___ Able to read the IRS tax forms (e.g., 1040 EZ)
   ___ Knows how to identify which form to use
   ___ Knows how to save receipts and tax documents necessary to complete tax filing
   ___ Knows of tax assessor services (e.g., H & R Block)
   ___ Knows how to determine the cost of tax assessor services
   ___ Knows about various tax charges for property tax, state and federal income

c) Banking
   ___ Knows purpose of a checking and savings account
   ___ Can read and complete banking forms
   ___ Knows how to deposit pay or other check
   ___ Knows purpose of a check and responsibilities when writing a check
   ___ Can fill out a check completely and correctly
   ___ Knows how to complete check registry
   ___ Remembers to complete check registry
   ___ Can reconcile a bank statement to monitor account balance(s)
   ___ Can get banking questions answered by a bank representative

Comparison Shopping
___ Knows how to use unit pricing to comparison shop
___ Knows how to do computation for comparison shopping when using coupons
___ Knowledge of the concept of a sale
___ Knowledgeable of sales terminology
___ Knowledgeable about manufacturer warranties
___ Knows how to locate different types of stores and is knowledgeable about their differences (e.g., pricing, wholesale, type of merchandise sold)
___ Knows about salesperson tactics to persuade a consumer to make a purchase
Understanding Advertising
____ Can read and is familiar with terms associated with advertising
____ Knows the function of advertising
____ Can distinguish between an honest value and suspicious terms used in advertising

Credit
____ Understands concept of credit, leasing, and credit cards
____ Can complete a credit application
____ Can read credit contracts
____ Can identify the cash price and credit price of an item and calculate the difference in value
____ Knowledgeable of cash advances and different types of loans
____ Knows what to consider when borrowing money
____ Can complete a loan application
____ Knowledgeable of the different “do’s” and “don’ts” of credit
____ Knowledgeable of credit rating system and the importance of a good credit rating
____ Knows consumer rights and resources pertaining to credit and loans

Purchasing and Maintaining a Car
____ Knows responsibilities of purchasing or leasing a car
____ Knowledgeable of terms associated with purchasing or leasing a car
____ Knows several places to purchase a car
____ Can read classified advertisements pertaining to car sales
____ Can distinguish factual statements from possibly misleading terminology
____ Knowledgeable of what factors to consider when purchasing a car
____ Knows the financial aspects associated with purchasing a car
____ Can determine the amount of money he or she is able to spend on the car purchase
____ Can determine the difference in the amount of money in possession and the sales price of a particular car
____ Can determine the best size, model, and so on of car that will suit his or her needs
____ Can interact with a car salesperson
____ Knowledgeable about car maintenance, its importance, and the cost of car maintenance
____ Knowledgeable of car maintenance terminology
____ Can budget for car maintenance costs
____ Knows where to take a car to get maintenance performed

Insurance
____ Knowledgeable of the concept of insurance and its purpose
____ Knowledgeable of various types of insurance (i.e., life, car, health, disability, social security, burial)
____ Knowledgeable of insurance terminology
____ Can read information describing the benefits and costs of various insurance policies
____ Knowledgeable of eligibility terms
____ Knowledgeable of what items are not covered by a given policy
____ Can compare different plans for the same type of insurance
____ Knowledgeable of social security and its benefits
____ Aware of different benefits available to persons over the age of 65
____ Knowledgeable of Medicare and who is eligible for benefits under this plan
____ Can compute how much of his or her income could be spent on insurance
____ Knows the role of an insurance agent in helping someone determine the type and amount of insurance to buy

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# Daily Checklist

**Student:** ____________  
**Week:** ____________  
**Activity:** ____________  

<table>
<thead>
<tr>
<th>What do I need to do?</th>
<th>Monday</th>
<th>Tuesday</th>
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**Total completed:**

✓ = I did this!!!  
X = I did not do this!

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Form 7.6. Daily Checklist.

*The Transition Handbook: Strategies High School Teachers Use that Work!*

by Carolyn Hughes, Ph.D., and Erik W. Carter, M.Ed.

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Independent Living Assessment Instrument

I. Independent Living Assessment (Verbal)

Goal: To discriminate ability for safe independent living within an apartment setting

A. Hygiene, personal cleanliness, and clothing
   1. How did you dress today?
   2. Did the weather outside influence your choice of clothes?
   3. Do you like to take a bath or a shower?
   4. Can you describe your routine for bathing or showering and dressing to me?
   5. How do you shop for clothes? Do you like to go by yourself or with a friend?
   6. When is it important to wash your hands?
   7. How often do you brush your teeth?
   8. How often do you wash your hair?
   9. How do you handle hygiene when you have your period?

B. Apartment cleanliness and care
   1. Do you do all of your own housekeeping? If you need help with it, who do you ask and how?
   2. What would you do if your toilet backed up onto the bathroom floor?
   3. Where is the garbage kept?
   4. What would you do if you saw bugs in your apartment?
   5. Who would you call if:
      a. The sink was clogged?
      b. Something was broken?
      c. The heat was not working?
   6. Do you have a special day to do your laundry? Do you do it with assistance or independently?

C. Kitchen skills
   1. What are your favorite meals to cook?
   2. Tell me about the word nutrition.
   3. Do you shop for food on your own or with another person?
   4. Can you show me where you keep:
      a. TV dinners?
      b. Hamburger, other meats?
      c. Cheese?
      d. Unopened cans of fruit?
      e. Open cans of food?
      f. Milk?
      g. Cereal?
5. What happens to food when the refrigerator breaks?
6. How can you tell if food is spoiled?
7. Can you show me how you:
   a. Wash dishes?
   b. Broil a steak?
   c. Bake a chicken?
   d. Boil eggs; water?
   e. Clean floor?
   f. Store paper products?
   g. Clean refrigerator?

D. Body care, first aid, emergencies, and safety
1. What happens when you are sick?
2. What would you do if you cut your finger and it was bleeding?
3. When might you need to call the emergency number?
4. When do you stay home from work because you are not feeling well?
5. Do you have a doctor whom you see when you are not feeling well? When have you needed to call him or her?
6. If someone has a seizure, what could you do?
7. What would you do if you smelled smoke or suspected a fire?
8. If there were a fire in your building, what would you do?
9. Are there precautions you can take to avoid having a fire occur in your apartment?
10. When someone knocks at your door, do you open it right away?
11. If someone were breaking into your apartment, what would you do?
12. When someone buzzes your apartment, do you check to see who it is before allowing them to enter the building?

E. Use of Public Transportation, Community Resources, and Leisure Time
1. How often do you take the metro bus?
2. How did you learn the routes that you use?
3. How do you find out about new activities?
4. Do you travel alone at times? Are there times when you prefer going with a friend?
5. How do you get to the grocery store? Is there a convenience store nearby for quick trips?
6. How do you spend evenings home alone when nothing special is going on?

INDEPENDENT LIVING SKILLS ASSESSMENT TOOL

INSTRUCTIONS

In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.

**Scoring** should be based on the lowest level of completion.

The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.

**Completing Category O**

It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach “Exceptional” in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.

**Time frames for completion**

All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.

<table>
<thead>
<tr>
<th>COVER SHEET</th>
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<tbody>
<tr>
<td>NAME OF YOUTH:</td>
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<tr>
<td>PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT</td>
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<table>
<thead>
<tr>
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<td>BASIC</td>
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<td>Job Seeking Skills</td>
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<td>N</td>
<td>Legal Skills</td>
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<tr>
<td>O</td>
<td>Pregnancy Prevention/Parenting and Child Care</td>
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</tbody>
</table>
### Category A: Money Management and Consumer Awareness

**Basic** - Must know 3 of 5 to advance to the next level of accomplishment:
- Knows values of coins and currency.
- Can make a transaction at a local store and count change.
- Has an understanding of the difference between “luxuries” and “necessities” in food, transportation, clothing, housing.
- Understands the difference between “sale price” and “regular price”.
- Can identify one way to save money on purchases.

**Intermediate** - Must know 4 of 6 to advance to the next level of accomplishment:
- Can open a checking or savings account.
- Can write checks/make withdrawals and make deposits.
- Can record banking transactions (either checking or savings).
- Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
- Understands the difference between gross wage and take home pay.
- Can use a calculator to add, subtract, divide and multiply.

**Advanced** - Must know 4 of 6 to advance to the next level of accomplishment:
- With assistance can make out monthly budget covering regular expenses for independent living.
- Shows some “sales resistance” to “something for nothing” advertising and “low weekly payment” credit plans.
- Can read monthly bank statements, compare balances, make adjustments as necessary (deduct service charges, check fees, adjust for differences in the balance).
- Can comparison shop using unit pricing information.
- Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows where to go to get assistance in filing taxes.
- Knows how to clip and use coupons.

**Exceptional** - Must know at least 3 to be rated as exceptional:
- Budgets for unanticipated emergencies, seasonal bills, etc.
- Understands buying on credit, loans, interest, and late payment penalties.
- Understands payroll deductions, taxes, FICA, insurance.
- Can complete a short tax form.
- Can balance a checkbook.
- Has regular savings program.

### Category B: Food Management

**Basic** - Must know at least 3 of 4:
- Washes hands before eating and preparing food.
- Can order in a cafeteria or fast food restaurant.
- Can describe food pyramid and foods that contribute to a healthy life style.
- Knows name and use of cooking utensils.

**Intermediate** - Must be able to do 5 of 8:
- Can order a meal from the menu in a restaurant
- Can fix a breakfast for one
- Can fix a lunch for one
- Can fix a dinner for one
- Can make out a grocery shopping list
- Can use cooking utensils effectively and safely (knives, grater, can opener, potato peeler, egg beater, etc.)
- Can use kitchen appliances effectively and safely
- Can use acceptable table manners

**Advanced** - Must know 5 out of 7:
- Stores perishable items under refrigeration.
- Recognizes signs of spoilage in food.
- Can follow the instructions for preparing canned or frozen foods.
- Can plan weekly menu of nutritious meals.
- Can shop for a week’s menu and stay within a food budget.
- Can set the table properly.
- Can carry out a grocery-shopping trip (selecting items on the shopping list and paying the cashier).

**Exceptional** - Must know at least 3:
- Prepares recipes from a cookbook.
- Can adjust recipes to feed more or less people than called for in the recipes.
- Understands how to use dates on food packages to prevent spoilage. (see next page)
**Category B: Food Management (continued)**

**Exceptional - Must know at least 3: (continued)**

- Prepares and eats a balanced diet.
- Understands and can use unit pricing to comparison shop.

**Category C: Personal Appearance and Hygiene**

**Basic - Must be able to do 4 of 4:**

- Can dress self (including underwear, socks, and tied shoes) in a reasonably acceptable fashion.
- Can bathe self.
- Knows how to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to sex.
- Brushes teeth regularly.

**Intermediate - Must be able to do 3 of 3:**

- Showers or bathes regularly.
- Keeps hair clean and neat.
- Dresses in reasonably clean clothing.

**Advanced - Must be able to do 4 of 6:**

- Can read clothing labels and determine which clothes are to be dry cleaned, hand washed, and machine-washed.
- Can sort and machine-wash clothes at a Laundromat using appropriate temperatures, amounts of soap, bleach, etc.
- Can dry clothes in a dryer using appropriate settings.
- Knows the cost of and can budget money for special hair and nail care (i.e., permanents, braiding, manicures, etc.).
- Can iron clothes.
- Can sew on buttons and make minor clothing repairs.

**Exceptional - Must know at least 2:**

- Can hand wash items following the instructions on the label.
- Knows appropriate clothing to wear for almost all occasions.
- Knows approximate cost of dry cleaning and can arrange for dry cleaning.

**Category D: Health**

**Basic - Must know 5 of 6:**

- Can open childproof container.
- Knows not to take someone else’s medication.
- Knows that drugs, alcohol, and tobacco may be harmful to your health.
- Knows parts of the body and sexual functioning.
- Knows how pregnancy occurs.
- Knows how and where to get emergency health care.

**Intermediate - Must know 3 of 4:**

- Can recognize and describe symptoms of colds, flu, and other common health problems.
- Knows what to do for a minor cut, a minor burn, a splinter.
- Understands the risks of pregnancy and sexually transmitted diseases.
- Understands the risks of drug and alcohol abuse.

**Advanced - Must know 9 of 13:**

- Can take own temperature using an oral thermometer.
- Can nurse self through cold or flu.
- Recognizes/makes correct use of “over the counter” drugs for pain, stomach upset, diarrhea, fever, cold/allergy.
- Can call a doctor or dentist and schedule an appointment.
- Can read a prescription label correctly and follow the instructions.
- Can take medication without supervision.
- Knows how to dispose of drugs in a safe manner.
- Knows how to use what is included in a First Aid Kit.
- Knows how to obtain a copy of personal immunization records and medical history.
- Knows methods of birth control and how to obtain birth control devices.
- Knows how to prevent the spread of sexually transmitted diseases.
- Has selected a doctor, dentist or clinic for regular health care.
- Understands the importance of medical insurance.

**Exceptional - Must know at least 2:**

- Is conscious of diet, exercise, good eating habits, and other preventative health measures.
- Can determine when to go to an emergency room and when to make an appointment with the family doctor or clinic.
- Has obtained medical insurance.
### Category E: Housekeeping

#### Basic - Must know 3 of 4:
- Can wash dishes adequately using soap and hot water.
- Can change a light bulb.
- Can make a bed.
- Knows how to dispose of garbage.

#### Intermediate - Must know 3 of 5:
- Can use vacuum cleaner properly and change bags.
- Can change bed linen.
- Knows how to prevent sinks and toilets from clogging.
- Knows how to sweep floor and stairs, wash wood and linoleum floors, wash windows, dust, polish furniture, clean toilet, clean bathtub and sink.
- Knows appropriate cleaning products to use for different cleaning jobs.

#### Advanced - Must know 5 of 7:
- Knows how to stop a toilet from running.
- Knows how to use a plunger to unstop a toilet or sink.
- Can defrost the refrigerator, if necessary.
- Can clean a stove.
- Knows how to conserve energy and water.
- Perform routine house-cleaning to maintain the home in a reasonably clean state.
- Uses drawers and closets appropriately for storage.

#### Exceptional - Must know at least 3:
- Knows what repairs a landlord should perform.
- Can do minor household repairs.
- Is able to contact the landlord and request repairs.
- Can change a fuse or reset a circuit breaker.
- Can measure a window for shades or curtains.
- Knows how to get rid of and avoid roaches, ants, mice, etc.

### Category F: Housing

#### Basic - Must know 2 of 2:
- Understands the concept of renting.
- Knows how to access emergency shelter.

#### Intermediate - Must know 3 of 4:
- Can read want ads for vacancies.
- Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).
- Can calculate the costs associated with different types of housing.
- Can describe pros and cons of choosing a roommate.

#### Advanced - Must know 6 of 9:
- Can identify type of housing that is within budget and meets current housing needs.
- Can calculate “start up” costs (Utility deposits, connection fees, security deposit, first month’s rent, purchase of furniture and all other household items).
- Can complete a rental application.
- Can ask the landlord about the available apartment to determine if it meets their needs.
- Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.
- Shows some concern for the rights of other residents with regard to property and noise.
- Understands the consequences if the rights of other residents are not respected.
- Understands the implication of the security deposit.
- Knows the role of a landlord.

#### Exceptional - Must know at least 2:
- Demonstrates the ability to get along with other residents and the landlord.
- Knows how to get help if there is a conflict with the landlord.
- Can access emergency assistance for utilities.

### Category G: Transportation

#### Basic - Must know 3 of 6:
- Can ride a bicycle safely.
### Category G: Transportation (continued)

#### Basic - Must know 3 of 6: (continued)
- Understands and uses seat belts.
- Familiar with any form of public transportation available.
- Knows the nearest public bus stop to your home.
- Knows amount of money required for bus fare.
- Knows the nearest town with bus services.

#### Intermediate - Must know 3 of 6:
- Aware of consequences of driving without a license and insurance.
- Has successfully completed a Driver's Ed class.
- Knows how to call a taxi and provide information needed. Knows the approximate cost of taking a taxi.
- If given instructions, can make public transportation journey involving several transfers.
- Knows requirements for foster parent reimbursement for providing transportation.
- Can give directions.

#### Advanced - Must know 4 of 5:
- Can arrange routine transportation to work or school.
- Knows what is required to get a driver’s license.
- Has driver's permit.
- Can fix a bicycle.
- Can read a map.

#### Exceptional - Must know 2 of 3:
- Knows how to do basic car maintenance.
- Can estimate cost of owning and operating a car for a month/year including tabs and insurance.
- Has a driver’s license.

### Category H: Educational Planning

#### Basic - Must know 2 of 2:
- Has a realistic view of his/her chances for completing high school.
- If high school graduation is not realistic, understands what a GED is and how to obtain one.

#### Intermediate - Must know 3 of 4:
- Can fill out forms to enroll in an educational program.
- Has a general idea of what education is needed for the job he/she wants.
- Can discuss educational/vocational plans with teachers/counselor.
- Is aware of educational resources available in the community.

#### Advanced - Must know 4 of 6:
- Knows how to obtain school transcripts.
- Is aware of current educational credits and standing.
- Has an appropriate educational plan for the job selected.
- Understands educational/skill requirements for job selected.
- Is aware of the cost of higher education/vocational training.
- Knows the difference between a loan and a grant.

#### Exceptional - Must know at least 3:
- "Shops around" to find the best educational resources.
- Knows where to find and how to access adult education or vocational training in the community.
- Knows how to obtain financial aid/scholarships for additional education.
- Understands future prospects and probable living standards relative to levels of education and specialized skills.
- Is able to identify the connection between course work and vocational goals.

### Category I: Job Seeking Skills

#### Basic - Must know 2 of 2:
- Has reasonable idea of the types of jobs available to him/her.
- Knows what the minimum wage is.

#### Intermediate - Must know 4 of 5:
- Can fill out a standard job application form.
- Can read the want ads and find appropriate leads.
- Can complete a mock interview giving appropriate answers to potential questions.
  (see next page)
### Category I: Job Seeking Skills (continued)

#### Intermediate - Must know 4 of 5: (continued)
- Can make appointment for a job interview.
- Knows appropriate clothing to wear for the interview.

#### Advanced - Must know 6 of 8:
- Can write a resume.
- Has a completed job application/fact sheet to take on a job interview.
- Knows to prepare for a job interview.
- Can complete a job interview.
- Knows the function of and can contact the public employment agency.
- Knows the function of and understands that private employment agencies charge fees.
- Can identify ads placed by private employment agencies.
- Can contact temporary employment services.

#### Exceptional - Must know at least 2:
- Has a resume.
- Can follow up an interview with a letter.
- Is able to maturely weigh the advantages of one job over another.
- Understands legal discrimination and where to seek help if discriminated against illegally.

### Category J: Job Maintenance Skills

#### Basic - Must know 3 of 4:
- Dresses for work appropriately.
- Reports to work on time.
- Knows job responsibilities and how to complete job tasks.
- Knows to contact employer when not able to go to work.

#### Intermediate - Must know 3 of 4:
- Know how to read a pay stub.
- Knows appropriate way to talk to supervisor.
- Knows what behaviors will get a person fired immediately.
- Knows how to ask for help with a problem on the job.

#### Advanced - Must know 4 of 5:
- Knows if eligible for sick time, vacation time, or personal time.
- Knows what a grievance procedure is.
- Know what to do to get a raise.
- Knows where and when not to talk with co-workers.
- Has a plan for handling anger when angry at supervisor, co-workers, or customers.

#### Exceptional - Must know at least 3:
- Can implement anger management plan in majority of cases.
- Knows how to use company grievance procedure to resolve disagreements.
- Knows companies “unwritten policies” and can function within them.
- Knows how to ask for a raise.
- Knows what to do to be eligible for promotion.
- Knows legal rights as an employee.

### Category K: Emergency and Safety Skills

#### Basic - Must know 4 of 5:
- Knows functions of police, ambulance and fire department. Can reach each by calling the appropriate number.
- Is trained to evacuate the residence in case of fire.
- Knows proper way of disposing of smoking materials, if smokes.
- Knows how to lock and unlock doors and windows.
- Knows how to check smoke alarm and how to replace battery.

#### Intermediate - Must know 3 of 5:
- Understands basic fire prevention (No smoking in bed, using gas stove to heat, excessive use of extension cords, frayed electrical cords, etc.).
- Knows how to use a fire extinguisher.
- Knows that improperly used appliances can cause fires.
- Can recognize the smell of a gas leak. (see next page)
**Category K: Emergency and Safety Skills (continued)**

**Intermediate - Must know 3 of 5:** (continued)
- ☐ Knows what to do, and whom to call if she/he smells a gas leak.

**Advanced - Must know 2 of 3:**
- ☐ Knows the different methods for putting out different kinds of fires.
- ☐ Knows how to properly store cleaning materials.
- ☐ Can usually determine when professional medical help is needed.

**Exceptional - Must know 2 of 2:**
- *Youth may have their cards, but completion of the other areas is important. The rating should be based on the lowest area where they have completed the skills.*
  - ☐ Has completed First Aid training.
  - ☐ Has completed CPR training.

**Category L: Knowledge of Community Resources**

**Basic - Must know 4 of 5:**
- ☐ Knows how to get emergency information by telephone.
- ☐ Knows whom to contact if injured or sick.
- ☐ Knows where nearest supermarket or shopping district is located.
- ☐ Knows how to access emergency food and shelter.
- ☐ Knows how to access crisis line.

**Intermediate - Must know 3 of 5:**
- ☐ Knows where nearest Laundromat is located.
- ☐ Knows where personal bank is located.
- ☐ Can use the yellow pages to obtain information.
- ☐ Knows location of nearest CSO.
- ☐ Knows location of nearest post office and how to use it.

**Advanced - Must know 3 of 5:**
- ☐ Knows whom to contact if utilities disconnected, or heat goes out.
- ☐ Knows where and how to register for selective service.
- ☐ Knows where the nearest state employment office is located.
- ☐ Can obtain a copy of birth certificate and a duplicate social security card.
- ☐ Has awareness of “specialized” resources: mental health counseling, consumer counseling, VD clinics, student aid offices, tenant groups, animal control, public recreation, etc.

**Exceptional - Must know at least 2:**
- ☐ Knows who elected representatives are and how to contact them.
- ☐ Has obtained a library card.
- ☐ Knows what the Better Business Bureau does and how to contact it.

**Category M: Interpersonal Skills**

**Basic - Must know 5 of 5:**
- ☐ Can respond to introductions and answer simple questions.
- ☐ Can identify one friend.
- ☐ Look others in the eye and shakes hands if other person offers.
- ☐ Can make “small talk” (face to face).
- ☐ Communicates with at least one person weekly.

**Intermediate - Must know 4 of 6:**
- ☐ Can make introductions, including approaching others to introduce self.
- ☐ Is aware of boundary issues.
- ☐ Is not harmful to others.
- ☐ Can ask for help.
- ☐ Can explain feelings.
- ☐ Can identify relationships that may be hurtful or dangerous.

**Advanced - Must know 8 of 13:**
- ☐ Can identify personal strengths and needs (with assistance if necessary).
- ☐ Accepts invitations from others to be involved in social activities.
- ☐ Make arrangements with peers for social activities. (see next page)
### Category M: Interpersonal Skills (continued)

#### Advanced - Must know 8 of 13: (continued)
- ☐ Knows where to get help if unable to resolve interpersonal conflicts alone.
- ☐ Has some ability to resolve conflicts with others.
- ☐ Refrains from physical violence as a means of solving interpersonal conflict.
- ☐ Has practiced how to say “no” to a peer who is trying to persuade him/her to do something wrong.
- ☐ Can develop a realistic plan with appropriate steps identified to achieve goals.
- ☐ Can carry out plans with some assistance provided.
- ☐ Can describe the “best possible” outcome if the goal is achieved and the “worst possible” outcome if the goal is not achieved.
- ☐ Can describe the relationship between actions and consequences.
- ☐ Has “good” table manners (can use knife, fork, spoons, napkin appropriately).
- ☐ Avoids hurtful or dangerous relationships.

#### Exceptional - Must know at least 3:
- ☐ Labels and expresses anger or other strong feelings appropriately, “talks out” problems.
- ☐ Has demonstrated the ability to say “no” to peers.
- ☐ Can develop and carry out a personal plan for goal achievement without supervision.
- ☐ Can anticipate, with limited input from others, what consequences might be associated with different choices.
- ☐ Knows when and how to send written thank-you notes.
- ☐ Can close a relationship or say “good bye” in a healthy manner.

### Category N: Legal Issues

#### Basic - Must know 2 of 2:
- ☐ Has the phone number of someone to call if arrested or victimized.
- ☐ Understands generally what actions are against the law and what the consequences are.

#### Intermediate - Must know 4 of 7:
- ☐ Knows personal rights if arrested.
- ☐ Knows what the function of a lawyer is.
- ☐ Knows legal age for buying alcohol and tobacco products.
- ☐ Understands the meaning of “legal age” in legal terms (what you can do, what you cannot do).
- ☐ Knows how to read a contract.
- ☐ Has understanding of dependency process.
- ☐ Knows how and where to register to vote.

#### Advanced - Must know 3 of 4:
- ☐ Knows the responsibility to register for selective service, if male.
- ☐ Aware of availability of free legal services.
- ☐ Understands the consequences of signing a contract or a lease.
- ☐ Knows the legal penalty for all of the following:
  - ☐ Buying, possessing, selling, and smoking marijuana and other drugs
  - ☐ Buying and drinking beer and alcohol underage
  - ☐ Trespassing
  - ☐ Shoplifting
  - ☐ Burglary
  - ☐ Possession of stolen property
  - ☐ Traffic violations

#### Exceptional - Must know at least 2:
- ☐ Show good citizenship and an understanding of the rights and responsibilities of a citizen.
- ☐ Is registered to vote.
- ☐ Knows where to go to vote.
- ☐ Knows the difference between “felony”, “misdemeanor”, and “violation”.

### Category O: Pregnancy, Parenting and Child Care

#### Basic/Pregnancy - Must know 6 of 6: (All youth complete this part)
- ☐ Knows resources for birth control.
- ☐ Knows location of family planning office.
- ☐ Knows options for birth control.
- ☐ Knows options for pregnancy. (see next page)
### Category O: Pregnancy, Parenting and Child Care (continued)

#### Basic/Pregnancy - Must know 6 of 6: (All youth complete this part) (continued)

- [ ] Knows dangers of drugs, alcohol, and tobacco during pregnancy.
- [ ] Knows what adequate pre-natal care is.

#### Intermediate/Parenting and Child Care - Must know 10 of 10: (Pregnant or parenting teens)

- [ ] Knows where to obtain pre-natal care.
- [ ] Knows not to leave child without supervision.
- [ ] Can provide appropriate supervision for child.
- [ ] Is comfortable being alone with child.
- [ ] Knows how to bathe child and change diapers.
- [ ] Knows how to access community resources (WIC, PHN).
- [ ] Knows how to engage child in appropriate play (reading, singing, drawing, building things, etc.).
- [ ] Knows the available options for regular childcare.
- [ ] Selects appropriate people to periodically baby-sit with child.
- [ ] Knows where to go for help if child is sick.

#### Advanced - Must know 5 of 6: (Pregnant or parenting)

- [ ] Can select toys appropriate for child’s age and developmental level.
- [ ] Can discipline without using extreme measures (hitting, screaming, with holding necessary food or care).
- [ ] Can make arrangements for regular childcare.
- [ ] Takes child to childcare on time. Picks child up from childcare on time.
- [ ] Spends “quality” time with child each day (talking, playing together, listening to the child, etc.).
- [ ] Knows where to go for help with parenting.

#### Exceptional

- [ ] Knows what behaviors are appropriate for the child’s age and developmental level.
- [ ] Knows the costs and benefits of each child care arrangement available.
## PARENTS OF TEENAGERS
### SURVIVAL CHECKLIST

### PREPARE COOKED MEALS

<table>
<thead>
<tr>
<th>Can your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>set a table?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fry bacon?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>make toast?</td>
<td></td>
<td></td>
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<tr>
<td>fry and scramble eggs?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>recognize basic food groups?</td>
<td></td>
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<tr>
<td>prepare a balanced diet for a day?</td>
<td></td>
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<tr>
<td>prepare a balanced diet for a week?</td>
<td></td>
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<td></td>
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<tr>
<td>recognize if foods have spoiled?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>roast a variety of meats?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mash potatoes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make salads?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>cook vegetables?</td>
<td></td>
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</tbody>
</table>

### COMPARISON SHOPPING

#### Wearing Apparel

<table>
<thead>
<tr>
<th>Can your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>plan a wardrobe that includes school, leisure, and dress clothes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>buy shoes that fit?</td>
<td></td>
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<tr>
<td>recognize types of materials?</td>
<td></td>
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<tr>
<td>check the quality of items?</td>
<td></td>
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<tr>
<td>check seams to see how well they are constructed?</td>
<td></td>
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<tr>
<td>realize bargains?</td>
<td></td>
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<tr>
<td>take advantage of sales?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>compare prices?</td>
<td></td>
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<tr>
<td>know to keep sales slips?</td>
<td></td>
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<tr>
<td>know how to return items?</td>
<td></td>
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<tr>
<td>figure percentages on sales items?</td>
<td></td>
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</tbody>
</table>

#### Appliances

<table>
<thead>
<tr>
<th>Can your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare prices?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>check for quality?</td>
<td></td>
<td></td>
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<tr>
<td>evaluate discounts?</td>
<td></td>
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</tbody>
</table>

#### Geography

<table>
<thead>
<tr>
<th>Can your teenagers:</th>
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<th>some</th>
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<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>navigate to most areas of your city?</td>
<td></td>
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</tr>
<tr>
<td>name surrounding towns and cities?</td>
<td></td>
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<tr>
<td>use a road map?</td>
<td></td>
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<tr>
<td>tell you in which country they live?</td>
<td></td>
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<tr>
<td>read road signs?</td>
<td></td>
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<tr>
<td>ask help in directions?</td>
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</table>
### Mathematics

<table>
<thead>
<tr>
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<th>some</th>
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</thead>
<tbody>
<tr>
<td>Can your teenagers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>add?</td>
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<tr>
<td>subtract?</td>
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<tr>
<td>multiply?</td>
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<tr>
<td>divide?</td>
<td></td>
<td></td>
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<tr>
<td>figure averages?</td>
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</tr>
<tr>
<td>figure percentages?</td>
<td></td>
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<tr>
<td>make change for one dollar?</td>
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<tr>
<td>make change for ten dollars?</td>
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<tr>
<td>make change for one hundred dollars?</td>
<td></td>
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<tr>
<td>tell time?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>measure in inches?</td>
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<tr>
<td>measure in feet?</td>
<td></td>
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<tr>
<td>measure in yards?</td>
<td></td>
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<tr>
<td>recognize common measurements and compare them? Such as:</td>
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<tr>
<td>a teaspoon?</td>
<td></td>
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<tr>
<td>a tablespoon?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a cup?</td>
<td></td>
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<tr>
<td>a pint?</td>
<td></td>
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<tr>
<td>a quart?</td>
<td></td>
<td></td>
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<tr>
<td>a gallon?</td>
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</table>

### Reading

<table>
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<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
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</thead>
<tbody>
<tr>
<td>Can your teenagers read:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a novel?</td>
<td></td>
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<tr>
<td>the daily newspaper?</td>
<td></td>
<td></td>
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<tr>
<td>directions on medicine bottles?</td>
<td></td>
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<tr>
<td>directions on detergent boxes?</td>
<td></td>
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<tr>
<td>cookbook instructions?</td>
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<tr>
<td>monthly statements?</td>
<td></td>
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<tr>
<td>traffic signs and symbols?</td>
<td></td>
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<tr>
<td>an index in a book?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>and use a telephone book?</td>
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<tr>
<td>and use the white pages?</td>
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<tr>
<td>and use the yellow pages?</td>
<td></td>
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<td></td>
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<tr>
<td>and use the encyclopedia?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>and use a library?</td>
<td></td>
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</tbody>
</table>

### Home Maintenance

<table>
<thead>
<tr>
<th>Activity</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can your teenagers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>replace a light switch?</td>
<td></td>
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<tr>
<td>check the safety of an extension cord?</td>
<td></td>
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<tr>
<td>replace a fuse?</td>
<td></td>
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<tr>
<td>replace a door hinge?</td>
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<tr>
<td>replace a door knob?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>hang a picture?</td>
<td></td>
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</tr>
<tr>
<td>paint a room?</td>
<td></td>
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<tr>
<td>paint trim on a house?</td>
<td></td>
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</tr>
<tr>
<td>clean out guttering?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>mow the yard?</td>
<td></td>
<td></td>
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<tr>
<td>trim around walks?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>use insecticides safely?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>store tools?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>put up a shelf?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>set a thermostat?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>replace and clean furnace and air-conditioner filters?</td>
<td></td>
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</tr>
<tr>
<td>defrost a refrigerator?</td>
<td></td>
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<tr>
<td>clean the stove and oven?</td>
<td></td>
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</tr>
<tr>
<td>replace light bulbs?</td>
<td></td>
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</tr>
<tr>
<td>get a key made?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>clean the house:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dust, vacuum, mop, wax?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>clean and disinfect a bathroom?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>make a bed?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>get rid of roaches?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>tell which clothing should be laundered and which dry-cleaned?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>wash and iron clothing?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>tell which cleaning fluids are best for what jobs?</td>
<td></td>
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</tr>
<tr>
<td>do simple mending and sew on buttons?</td>
<td></td>
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</tr>
<tr>
<td>contact the landlord or a professional for more serious problems?</td>
<td></td>
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</tr>
</tbody>
</table>

### Appliances

<table>
<thead>
<tr>
<th>Activity</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can your teenagers operate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a toaster?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a stove?</td>
<td></td>
<td></td>
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<tr>
<td>a vacuum sweeper?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a dish washer?</td>
<td></td>
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<td></td>
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<tr>
<td>a clothes washer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a clothes dryer?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a lawn mower?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a garbage disposal?</td>
<td></td>
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</tr>
<tr>
<td>an electric mixer?</td>
<td></td>
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</tr>
<tr>
<td>an oven?</td>
<td></td>
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<tr>
<td>an iron?</td>
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</tbody>
</table>

(continues)
### CARPENTRY
<table>
<thead>
<tr>
<th>Can your teenagers use a:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
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</tr>
</thead>
<tbody>
<tr>
<td>hammer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>screwdriver?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>pliers?</td>
<td></td>
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</tr>
<tr>
<td>hand drill?</td>
<td></td>
<td></td>
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<tr>
<td>hand saw?</td>
<td></td>
<td></td>
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<tr>
<td>level?</td>
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<tr>
<td>square?</td>
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</tbody>
</table>

### HEALTH
<table>
<thead>
<tr>
<th>Can your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply a tourniquet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean a cut?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>apply simple bandages?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop someone from choking on food?</td>
<td></td>
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</tr>
<tr>
<td>give mouth-to-mouth resuscitation?</td>
<td></td>
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</tr>
<tr>
<td>recognize symptoms of colds?</td>
<td></td>
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</tr>
<tr>
<td>recognize the cause of certain pains?</td>
<td></td>
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</tr>
<tr>
<td>treat a minor burn?</td>
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</tr>
<tr>
<td>decide when to use home remedies?</td>
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</tr>
<tr>
<td>decide when to go to the doctor?</td>
<td></td>
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</tr>
<tr>
<td>administer simple medication?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>identify minor infections?</td>
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</tr>
<tr>
<td>use a thermometer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supplement diet with needed vitamins?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>carry out a proper program of physical exercise?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PERSONAL GROOMING
<table>
<thead>
<tr>
<th>Do your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>know how often to bathe, wash hair, brush teeth, etc.?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know the importance of using a deodorant?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know how to buy toiletries: razor blades, deodorant, toothpaste, shampoo, etc.?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>recognize quality in what they buy so they won’t be misled by false advertising?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SEXUALITY
<table>
<thead>
<tr>
<th>Do your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>know the biological basics of sex?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand their own sexual drives?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accept responsibility for their own sexuality?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand birth-control measures?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand basics of sexual hygiene?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know where to seek professional advice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel they can discuss problems with you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNICATION
<table>
<thead>
<tr>
<th>Can your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>dial a long-distance number?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dial station-to-station?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dial person-to-person?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>call collect?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>readily find emergency numbers?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>organize and compose a personal letter and thank you note?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>converse well in private conversations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>state opinions backed by reason and fact?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CURRENT EVENTS
<table>
<thead>
<tr>
<th>Can your teenagers:</th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>read the newspaper?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch the evening news and discuss current events?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know the name of president of the United States?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TRANSPORTATION

Can your teenagers:

- use public transit systems?
- drive a car safely?
- recognize minor mechanical problems?
- take the car to a reputable mechanic?
- change a tire?
- check the oil, water, transmission fluid and the windshield washer?
- be responsible for seeing that the car receives proper maintenance?

<table>
<thead>
<tr>
<th></th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
</table>

### EMPLOYMENT

Do your teenagers know how to:

- apply for employment?
- fill out an application form?
- write a business letter?
- mail packages?
- obtain a social security card?
- use a credit card?
- pay monthly bills?
- balance a checkbook?
- open a checking account?
- keep a bank account?
- open a savings account?
- apply for a loan?
- write checks?
- fill out income tax forms?

<table>
<thead>
<tr>
<th></th>
<th>no</th>
<th>some</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
</table>
Applying the Personal Preference Indicators to Postsecondary ADULT LIVING, EMPLOYMENT, AND EDUCATION

Adapted by Lorrie Sylvester, PT, MS and the Zarrow Center for Learning Enrichment, University of Oklahoma from: Moss, Jan. 1997, 2006. The Personal Preference Indicator. Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center, Publication No. CA298.jm Revised 2002, 2006vnw, 2010ls

**************************************************************************
Preference Indicators
FAVORITES

What are the person’s favorites? Do you know why? How can you tell? Can their “favorites” be molded into a career interest/job, possible post-secondary schooling opportunity, or adult living avenue? Circle all that apply and then give rationale.

| Outside | Color |
| Inside | Movement |
| Music | Games |
| Friend | Toys |
| Words | Touch, smooth or rough |
| Structure | Smells |
| Being alone | Sounds |
| Being sung to | Activities |
| Non-structure | TV show time of day |
| Daytime | Place to go |
| Nighttime | Animals |
| Place to go | Clothes |

Who are the person’s favorite people? Do you know why? How can you tell? How would this impact his/her employment, adult living, or post-secondary education?

What are the person’s favorite things about him/herself? How do these favorite things relate to employment, adult living, or postsecondary education?

Emotion Indicators
FEELINGS

What calms the person? Do you know why? How can you tell? Anything else? Can their “feelings” be considered in a career interest/job, possible post-secondary schooling opportunity, or adult living avenue? Circle all that apply and then give rationale.
<table>
<thead>
<tr>
<th>Holding</th>
<th>Being sung to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocking</td>
<td>Colors</td>
</tr>
<tr>
<td>Smells/odors</td>
<td>Being talked to</td>
</tr>
<tr>
<td>Music</td>
<td>Animals (which ones?)</td>
</tr>
<tr>
<td>Lights</td>
<td>Laughter</td>
</tr>
<tr>
<td>Working alone/with others?</td>
<td>Other?</td>
</tr>
</tbody>
</table>

What makes the person happy? How do you know?

<table>
<thead>
<tr>
<th>Outdoors</th>
<th>Indoors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>Visiting</td>
</tr>
<tr>
<td>A special place</td>
<td>Music or sounds</td>
</tr>
<tr>
<td>Food</td>
<td>Objects (which ones?)</td>
</tr>
<tr>
<td>Doing things alone? With others?</td>
<td>Other?</td>
</tr>
</tbody>
</table>

What motivates the person? How can you tell? How can motivations impact employment, adult living, and education pursuits?

<table>
<thead>
<tr>
<th>Free time</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure time</td>
<td>Food</td>
</tr>
<tr>
<td>Kind of privileges</td>
<td>TV</td>
</tr>
<tr>
<td>A particular person</td>
<td>Money</td>
</tr>
<tr>
<td>Toys or objects</td>
<td>Free time</td>
</tr>
<tr>
<td>Animals</td>
<td>Music</td>
</tr>
<tr>
<td>Sounds</td>
<td>Colors</td>
</tr>
<tr>
<td>Other?</td>
<td></td>
</tr>
</tbody>
</table>

What does the person dislike? How can you tell? How can this information be useful in planning employment, adult living, or post-secondary education?

<table>
<thead>
<tr>
<th>Noise</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rushing</td>
<td>Smells</td>
</tr>
<tr>
<td>Being alone</td>
<td>Being in a crowd</td>
</tr>
<tr>
<td>Certain tastes</td>
<td>Eating</td>
</tr>
<tr>
<td>Rules</td>
<td>Tactile sensations (soft, rough, touch)</td>
</tr>
<tr>
<td>Other?</td>
<td></td>
</tr>
</tbody>
</table>
What does the person fear? How can you tell? How does this impact employment, adult living, or postsecondary education planning?

- Sounds
- Crowds
- Slipping/falling
- Adults or children?
- Animals
- Water
- Movement
- Falling
- Darkness
- Lights/brightness
- Colors

What coping mechanisms does he/she use? How do you know? How will this information help the person on a job, at college, or at home?

Socialization Indicators

Consider each question below and tell how the answer can impact the person’s employment, postsecondary education, and/or adult living situation.

1. How does the person communicate on his/her own?

2. Does the person have a nickname? If so, what is it?

3. How accurately does the person relate information to you and to others?

4. Does the person have a sense of humor?

5. How does the person show affection?

6. Does the person prefer to be alone or do activities alone or with someone? If with someone, who?
7. How would you describe the person’s relationship with his/her peers?

8. Does the person request to be with or visit someone, relative, friend, etc.?

9. Does the person have a concept about being very cautious with strangers?

10. Does the person respond to facial expressions? Which ones? How?

11. Does the person use facial expressions to communicate? Which ones? What do they mean?

<table>
<thead>
<tr>
<th>Self-determination Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHOICES</strong></td>
</tr>
</tbody>
</table>

Does the person make choices? If not, why? How do Choices impact employment pursuits?

- **Food**
  - Mealtime
  - Restaurant

- **Dressing**
  - Clothing preference

- **Bedtime**
  - Bedroom décor
  - Night light
  - Time to arise

- **Music**
  - Soft
  - Loud

- **Activities**
  - Chores
  - Exercise
  - Private time
  - Free time

- **Time of Day**
<table>
<thead>
<tr>
<th>Sports TV</th>
<th>Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sporting events Participation</td>
<td></td>
</tr>
<tr>
<td>Direct care staff</td>
<td>Bathing or showering</td>
</tr>
<tr>
<td>Equipment</td>
<td>Soap/deodorant</td>
</tr>
<tr>
<td>Medication</td>
<td>Hygiene</td>
</tr>
<tr>
<td>Therapies</td>
<td>Cologne/perfume</td>
</tr>
<tr>
<td>Refer to other preferences</td>
<td>Toothpaste/mouthwash</td>
</tr>
<tr>
<td>Travel/vacation</td>
<td>Friends</td>
</tr>
<tr>
<td>Other?</td>
<td></td>
</tr>
</tbody>
</table>

**Physical Indicators**

**BODY CLOCK**

*What is the person’s best functioning time? How can you tell? How does body clock impact employment options and pursuits?*

<table>
<thead>
<tr>
<th>Morning</th>
<th>Mid - morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Evening</td>
</tr>
</tbody>
</table>

*Preference for rising?*

| Early | Late |

*Preference for eating?*

| Indifferent | Show hunger |

*Preference for working?*

<table>
<thead>
<tr>
<th>Morning</th>
<th>Mid-morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Evening</td>
</tr>
</tbody>
</table>

*Preference for going to bed?*
Afternoon     Evening

Nighttime

When does the person tire?

Mid-morning

Afternoon     Evening

If the person takes regular medication(s), what time of day does he/she take them and what are the effects?

Do they plan activities to coincide with his/her body clock? Explain.

**Health Indicators**

**HEALTH**

What information about the person’s health do you have available? How does health information and health status impact a person’s ability to work, go to school, or live as an adult?

- Frequently ill?  
- Well most of the time?

- Affected by allergies?  
- Susceptible to infections?

Check the frequency of the following conditions...feel free to add others.

<table>
<thead>
<tr>
<th>Condition</th>
<th>frequent</th>
<th>infrequent</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stomach ache</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earache</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seizures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fevers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other? (List)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How do you know when the person feels bad? Good? How does this impact work, school, and adult life?

How does the person feel about going to the doctor? Does the person have an adult-focused primary care or other medical provider?

<table>
<thead>
<tr>
<th>Family Role Indicators</th>
<th>ROLE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How is the person involved with family? How does this impact postsecondary adult living, employment, or education plans?</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Some</th>
<th>Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>Responsibilities</td>
</tr>
<tr>
<td></td>
<td>Hierarchy, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Who are the person’s caregivers? Who is relief to the primary caregivers? Paid/unpaid supports? How do caregivers relate to employment, postsecondary education, and adult living?

How is the person included in choice making? How often? Why or why not? How is this relevant for postsecondary employment, education, and adult living?

Is discipline used by caregivers? If so, what kind? Time out, re-direction, other...?

How does the person plan for their future? Next year? 5 years? 10 Years?

What are your greatest concerns or worries for the person as he/she pursues postsecondary adult living, employment, and/or education? Why?

<table>
<thead>
<tr>
<th></th>
<th>Educational</th>
<th>Financial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medical</td>
<td>Employment</td>
</tr>
<tr>
<td></td>
<td>Housing</td>
<td>Other?</td>
</tr>
</tbody>
</table>

NOTES:
<table>
<thead>
<tr>
<th>Support Areas</th>
<th>Will Do On My Own</th>
<th>Informal Support Through Family/</th>
<th>Community Service Assistance Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having Enough Income To Support Myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeting</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Paying Bills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Using a Checkbook</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning new skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housekeeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking medicines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranging Dr appts/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentist appts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility needs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Adaptive needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Self-Care Abilities Listing

### EATING
- Takes soft food from a spoon
- Takes liquids from a cup
- Feeds self with fingers
- Feeds self with spoon with assistance
- Drinks from a cup with minimal assistance
- Feeds self with spoon neatly
- Feeds self with spoon and fork considerably spilling
- Uses table knife and fork correctly and neatly
- Uses napkin for its purpose
- Drinks from straw with minimal assistance
- Does not order at public eating places
- Orders simple meals like hamburgers
- Orders complete meals

### TOILETING
- Uses toileting undergarments
- Uses toilet if placed there at intervals
- Has toilet accidents during the day:
  - Frequently
  - Occasional
  - Never
- Lowers pants at the toilet without help
- Sits on the seat without help
- Uses toilet tissue appropriately
- Flushes toilet after use
- Puts on clothes without help
- Washes hands without help

### DRESSING
- Must be dressed completely
- Resists when being dressed
- Cooperates when being dressed
- Removes simple articles of clothing
- Puts on simple articles of clothing
- Dresses self with help
- Dresses self with verbal prompting
- Removes shoes without assistance
- Ties shoe laces without assistance
- Completely dresses self without assistance
- Chooses suitable clothing
- Puts clothes in drawer neatly
- Hangs clothes neatly
- Puts dirty clothes in laundry without verbal prompt

### GROOMING
- Makes no attempt to wash or dry self
- Resists when being washed or dried by others
- Cooperates when being washed or dried by others
- Attempts to use soap and wash self
- Dries hands and face
- Washes face and hands with soap
- Washes and dries self reasonably well with prompting
- Washes and dries self completely independently
- Prepares and completes bathing unaided
- Recognizes the need to bathe frequently
- Uses deodorant when prompted
- Uses deodorant independently
- Brushes teeth when prompted
- Brushes teeth independently
- Combs/brushes hair with prompting
- Combs/brushes hair independently
- Shampoos hair
- Shaves
- Trims nails with assistance
- Trims nails independently
- Attends to own needs during menstrual period
- Blows nose when needed
### PERSONAL BELONGINGS
Take care of personal belongings…
- ☐ Never
- ☐ Seldom
- ☐ Usually
- ☐ Always/regularly

### ROOM CLEANING
- ☐ Does not clean room at all
- ☐ Cleans but no thoroughly
- ☐ Cleans room well, e.g., sweeping, dusting, tidying

### TABLE CLEANING
- ☐ Does not clean table at all
- ☐ Clears table of unbreakable dishes
- ☐ Clears table of breakable dishes

### FOOD PREPARATION
- ☐ Does not prepare food at all
- ☐ Prepares simple foods with no mixing or cooking, e.g., sandwiches
- ☐ Mixes and cooks simple foods, e.g., eggs, pancakes, TV dinners
- ☐ Prepares adequate complete meals (may use canned or frozen foods)

---

Source: with permission from Pleasant View, Inc. application
Survey of Indoor and Outdoor Recreational Activities

Student's Name: ________________________________

Today's Date: ________________________________

Person Completing Form: _______________________

Directions: The student, parent/guardian, or teacher may complete this form. Place a check beside the activities that the student has participated in. For students completing this form: Circle any items that you would like to try sometime.

Indoor Activities

Structured Solo Indoor Activities

_____ Singing a requested song
_____ Reciting the alphabet/poem/story
_____ Computer games
_____ Video games
_____ Completing a puzzle
_____ Making a photo album
_____ Organizing something
_____ Listening to a talking book
_____ Reading a book/magazine/newspaper
_____ Completing a model airplane or similar project
_____ Arts and crafts
_____ Playing a specific song on a musical instrument
_____ Following a cooking recipe
_____ Sewing
_____ Taking a class for fun
_____ Other

Unstructured Solo Indoor Activities

_____ Solitary card games
_____ Make-believe play
_____ Making up songs
_____ Painting/drawing/doodling
_____ Arts and crafts
_____ Listening to music
_____ Playing a musical instrument

Watching television or a movie
Writing a letter
Exercising indoors
Applying fingernail polish/makeup
Arranging flowers
Giving the dog a bath
Going shopping alone
Playing games at an arcade
Volunteering
Other

Structured Team/Group Indoor Activities
Board games
Charades
Singing together or in a choir
Playing cards
Following a recipe together
Quilting with a group
Attending a comedy club or live performance
Attending a musical performance
Attending an indoor sporting event
Bowling
Other

Unstructured Team/Group Indoor Activities
Watching a movie together
Eating together
Dancing
Socializing
Socializing over the phone
Visiting a museum, exhibit, or art gallery
Going shopping together
Other

Outdoor Activities

Structured Solo Outdoor Activities
Planting a flower/tree
Washing a car
Yard work/mowing the yard
Building a tree house or other structure
Running an obstacle course
Other
Unstructured Solo Outdoor Activities

- Playing an outdoor game alone
- Playing with sporting equipment/toys
- Exercising outdoors
- Walking/playing with the dog
- Flying a kite
- Hiking/walking
- Fishing
- Swimming
- Bicycling
- Running
- Swinging
- Gardening
- Going to the park alone
- Making something by self outdoors
- Other

Structured Team/Group Outdoor Activities

- Exercising together
- Group swimming games
- Working on/fixing car
- Playing a game of baseball, golf, kickball, hide and seek, volleyball, etc.
- Attending an outdoor concert
- Christmas caroling
- Attending an outdoor sporting event
- Playing putt-putt golf
- Other

Unstructured Team/Group Outdoor Activities

- Fishing/hunting with a group
- Camping
- Bird watching
- Bicycling with a group
- Group car drive
- Star gazing
- Barbecuing
- Going on a picnic
- Attending a festival or fair
- Boating/sailing/canoeing or tubing
- Going to the park together
- Horseback riding
Skiing or sledding
Going to the zoo
Visiting an amusement park
Other

Questions To Consider

1. Tally up the number of checked activities for each category:
   Number of:
   - Structured Solo Indoor Activities
   - Unstructured Solo Indoor Activities
   - Structured Team/Group Indoor Activities
   - Unstructured Team/Group Indoor Activities
   - Structured Solo Outdoor Activities
   - Unstructured Solo Outdoor Activities
   - Structured Team/Group Outdoor Activities
   - Unstructured Team/Group Outdoor Activities

2. Were more indoor or outdoor activities checked off?
   Are the outdoor activities performed at the same one or two locations?

3. Were more group or solo activities checked off?
   Are the group activities performed with the same group of people?

4. Were more unstructured or structured activities checked off?

5. How many activities were selected that require a brief versus long amount of time to complete?
   Number brief: _____
   Number long: _____

6. Were more activities selected that are performed during the day or at night?

7. Are the checked-off activities age appropriate for this person?

8. Are more activities done at the school, home, or community setting?

9. Are the activities self-initiated by the student?
   Are the activities the student's choice?
   Does the student regulate how long the activity will last or how long the student will engage in the activity?

10. Are the activities constructive?

11. Does the student know how to plan for recreational activities (e.g., transportation, money, others, time)?
12. Does the student possess adequate social skills to participate successfully in team/group activities?

13. Is the student knowledgeable of the rules or expectations of the activities he or she engages in?

14. Does the student seem to enjoy or relax during particular recreational activities?

15. Which individual interests and preferences are emerging as the strongest choices?

16. Has the student developed any lifelong interests, hobbies, or activities?

17. Did you notice any other patterns?
Transition Health Care Assessment

The adolescent demonstrates knowledge of his/her health condition and its management by:

1. Being able to explain the etiology and pathophysiology underlying his/her medical condition. Yes No N/A
2. Describing long-term management and treatment regimen. Yes No N/A
3. Identifying actual or potential problems in adhering to treatment. Yes No N/A
4. Describing the use of prescribed medications. Yes No N/A
5. Stating the normal and abnormal pertinent laboratory values and diagnostic test results and their meaning. Yes No N/A

Adolescent engages in preventative health behaviors by:

1. Keeping appointment with a Primary Care Physician (PCP). Yes No N/A
2. Being current with immunizations and health care screenings. Yes No N/A
3. Abstaining from using alcohol, cigarettes, and drugs, and having unprotected sex. Yes No N/A
4. Taking adequate measures for self-protection such as wearing orthotics. Yes No N/A
5. Wearing Medi-Alert bracelet/necklace. Yes No N/A
6. Engaging in some form of regular exercise. Yes No N/A
7. Visiting dentist on a regular basis. Yes No N/A
8. Maintaining an oral hygiene program of brushing and flossing teeth. Yes No N/A
9. Recognizing early signs and symptoms of infections (URI, UTI). Yes No N/A

Adolescent demonstrates knowledge of emergency measures by:

1. Having reliable phone access at home. Yes No N/A
2. Keeping list of phone numbers of family and friends to call in urgent/emergency situations/matters. Yes No N/A
3. Keeping list of phone numbers of health and nonhealth emergency services, poison control center. Yes No N/A
4. Identifying the location of the nearest ER. Yes No N/A
5. Notifying the fire department of special needs and reviewing their emergency evacuations. Yes No N/A
6. Notifying utility companies of additional service needs. Yes No N/A
**Adolescent demonstrates understanding of his/her need for environmental modifications/accommodations by:**

1. Having electrical modifications done for life support equipment (ventilator) or other durable equipment such as hover lift.  
   - Yes  
   - No  
   - N/A

2. Securing storage space for supplies and equipment.  
   - Yes  
   - No  
   - N/A

3. Having wheelchair ramps and modifications made for doors, tubs.  
   - Yes  
   - No  
   - N/A

4. Disposing of supplies (e.g., needles) properly and safely.  
   - Yes  
   - No  
   - N/A

**Adolescent demonstrates the ability to monitor his/her health condition by:**

1. Knowing when to seek medical care.  
   - Yes  
   - No  
   - N/A

2. Identifying triggers for problems or flare-ups of medical condition.  
   - Yes  
   - No  
   - N/A

3. Being able to describe environmental risks affecting his/her medical condition (increased elevations, large crowds, airport scanners).  
   - Yes  
   - No  
   - N/A

**Adolescent demonstrates ability to manage his/her special health care needs by:**

1. Keeping appointments with specialty care provider(s).  
   - Yes  
   - No  
   - N/A

2. Knowing when to order medications and supplies.  
   - Yes  
   - No  
   - N/A

3. Knowing when to replace durable equipment.  
   - Yes  
   - No  
   - N/A

4. Keeping extra/backup supplies or equipment.  
   - Yes  
   - No  
   - N/A

5. Demonstrating ability to manage attendant(s), home health aide(s), school aide(s), and interpreter(s).  
   - Yes  
   - No  
   - N/A

6. Demonstrating ability to hire and use personal attendants/assistants (PAS).  
   - Yes  
   - No  
   - N/A

**Adolescent demonstrates ability to communicate effectively by:**

1. Seeking answers to health-related concerns.  
   - Yes  
   - No  
   - N/A

2. Being able to ask questions of providers.  
   - Yes  
   - No  
   - N/A

3. Obtaining appropriate communication devices/systems as needed.  
   - Yes  
   - No  
   - N/A

4. Making contact with teen/young adult support groups/camps.  
   - Yes  
   - No  
   - N/A

**Adolescent demonstrates ability to access community resources by:**

1. Locating resources in the community.  
   - Yes  
   - No  
   - N/A

2. Demonstrating ability to access community resources.  
   - Yes  
   - No  
   - N/A

3. Accessing community transportation as need arises.  
   - Yes  
   - No  
   - N/A

4. Providing school nurse with relevant health care information such as medication schedule during school hours, necessary treatments, and conditions that require monitoring.  
   - Yes  
   - No  
   - N/A (continues)
Adolescent demonstrates responsible sexual activity by:

1. Identifying high-risk situations for exploitation and victimization. Yes  No  N/A
2. Being able to provide reliable sexual history (e.g., nature/level of sexual activity, previous pregnancies, number of partners, STDs, exposure to HIV). Yes  No  N/A
3. Describing how an STD affects and is affected by the chronic condition. Yes  No  N/A
4. Using contraception/STD prevention strategies. Yes  No  N/A

Adolescent demonstrates knowledge of need to obtain information and reproductive counseling by:

1. Knowing when to seek reproductive counseling. Yes  No  N/A
2. Understanding the implications of pregnancy and timing of pregnancy in terms of age. Yes  No  N/A
3. Considering the realistic challenges of becoming a parent. Yes  No  N/A

Adolescent demonstrates ability to keep track of health records by:

1. Having copy of health records. Yes  No  N/A
2. Ensuring adult provider has health records. Yes  No  N/A
3. Having insurance card or copy. Yes  No  N/A
4. Recording and keeping appointments for medical visits, dental care, and so on. Yes  No  N/A

Adolescent demonstrates knowledge of health insurance concerns and issues by:

1. Identifying when eligibility terminates for health insurance coverage. Yes  No  N/A
2. Budgeting or making arrangements for medically related expenses not covered by third party payer. Yes  No  N/A
3. Applying for income assistance (SSI) and public financed health services. Yes  No  N/A

Adolescent demonstrates knowledge of his/her accommodations as specified by law by:

1. Identifying need for school/work setting accommodations. Yes  No  N/A
2. Contacting the college/university Office of Disabled Students. Yes  No  N/A
3. Being able to describe rights as specified in Americans with Disabilities Act. Yes  No  N/A
4. Accessing other community based agencies for services (e.g., social service, vocational rehabilitation). Yes  No  N/A
Adolescent demonstrates ability to use transportation safely by:

1. Recognizing the limitations of driver’s license and ability to drive.
   - Yes  No  N/A

2. Knowing how to take bus, train, or other mode of public transportation.
   - Yes  No  N/A

3. Reading bus or other mode of transportation travel schedule.
   - Yes  No  N/A

4. Having the correct/sufficient amount of money for fare, pass, or auto usage.
   - Yes  No  N/A

5. Knowing the destination address, phone number, and general direction of where it is located.
   - Yes  No  N/A

6. Knowing etiquette according to mode of transportation (e.g., waiting one’s turn, getting up for elderly).
   - Yes  No  N/A

7. Being knowledgeable of and able to access local transportation (e.g., Dial-A-Ride, Access Van).
   - Yes  No  N/A

8. Being aware of safety concerns in traveling neighborhood and community routes.
   - Yes  No  N/A

9. Knowing length of travel time required and how it will impact scheduling of the day’s activities (e.g., when it will get dark, getting back in time for meals).
   - Yes  No  N/A

10. Knowing to avoid sitting next to passengers with colds, cough, and so on.
    - Yes  No  N/A

11. Being able to identify appropriate protective behaviors/interactions with strangers.
    - Yes  No  N/A

12. Carrying phone number of trusted individuals (friends/family) who can provide assistance if needed (e.g., missing last bus of day).
    - Yes  No  N/A

13. Always informing trusted individual(s) of where he or she is going and time of return.
    - Yes  No  N/A

# Transportation Needs

How do you get to the places you like to go to? Do you need help finding a way to get to:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td></td>
<td></td>
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<tr>
<td>School</td>
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<tr>
<td>Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
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</tbody>
</table>

**Various Community Settings:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Restaurant</td>
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</tr>
<tr>
<td>Bank</td>
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<tr>
<td>Grocery store</td>
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<tr>
<td>Laundromat</td>
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<td></td>
</tr>
<tr>
<td>Post office</td>
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<tr>
<td>Clothing store</td>
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<tr>
<td>Health care facility</td>
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<tr>
<td>Government services</td>
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<td></td>
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<tr>
<td>Social/recreational services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church/synagogue/mosque</td>
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</tbody>
</table>

**Other Places**

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