

Independent Living

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OSSE Division of Specialized Education
Secondary Transition Webinar Series

Independent Living



Webinar Overview

Objectives:

- Define independent living and briefly chart its history
- Identify knowledge and skills necessary for successful independent living
- Identify community resources for independent living

Guiding Questions:

1. What is independent living?
2. How do we prepare our students with disabilities to successfully live and participate in their community?
3. What independent living resources are available to people with disabilities?

Guiding Question 1

What is independent living?

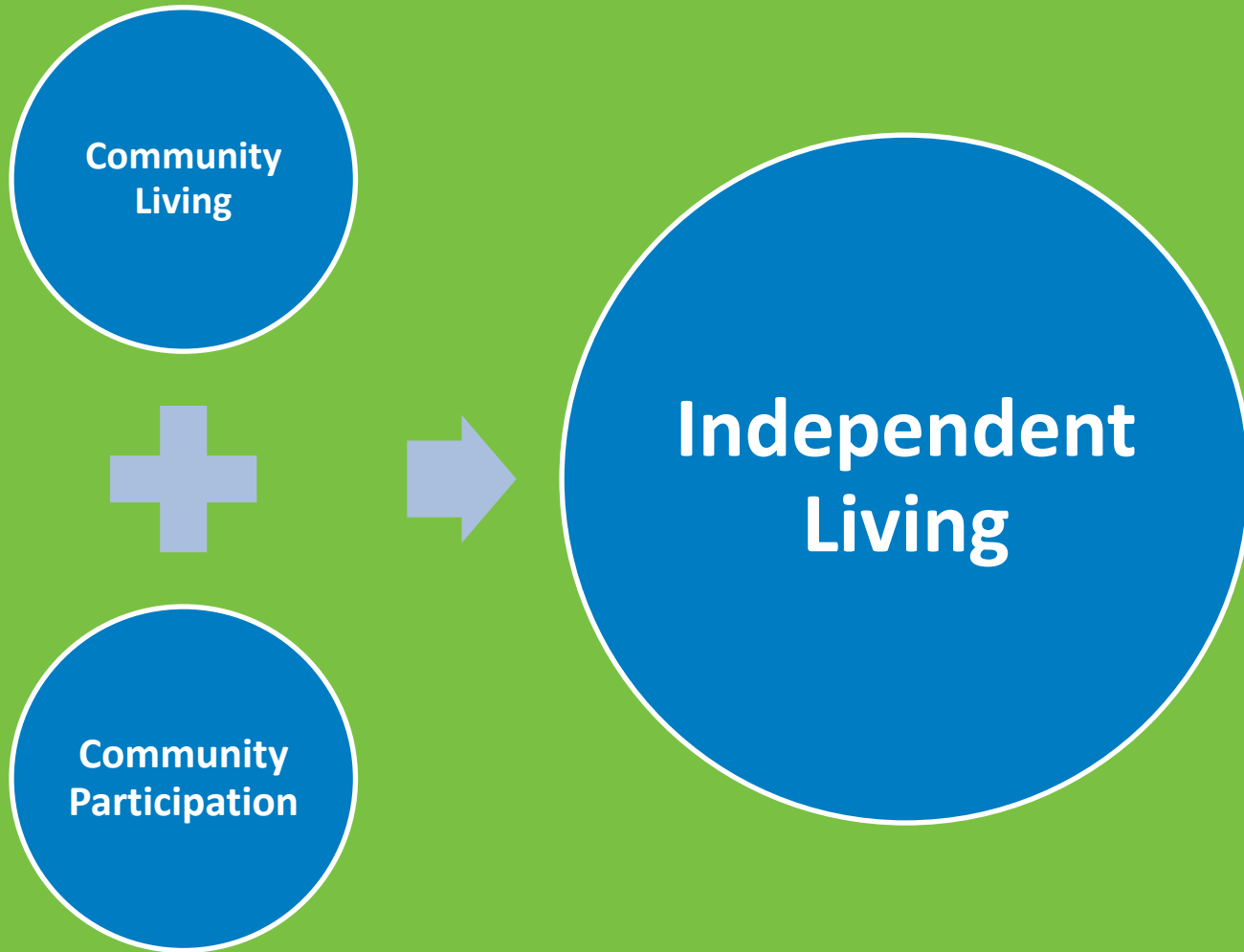


What is Independent Living?

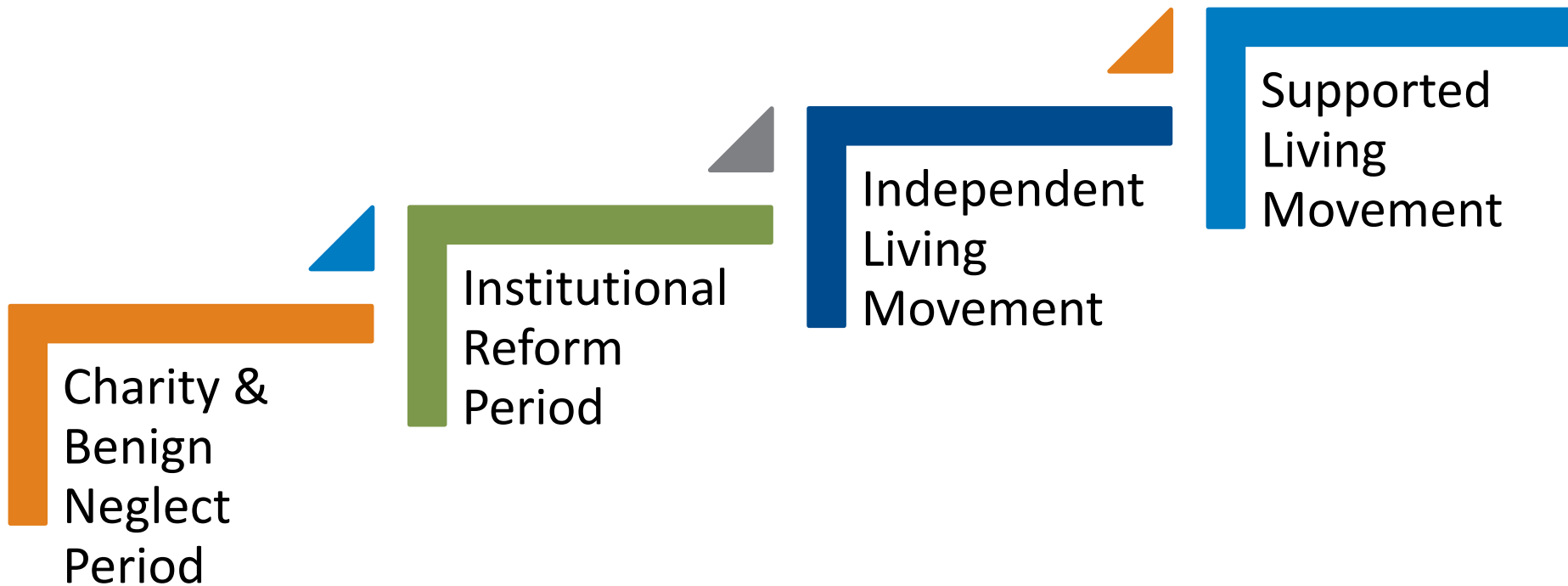
independent living *n.*

A living arrangement that maximizes independence and self-determination, especially of persons with disabilities living in a community

What is Independent Living?



A History of Independent Living for Individuals with Disabilities



(Test, Aspel, & Everson, 2006)

Current Challenges

- Obtaining affordable housing
- Asset building
- Community presence and participation
- Providing comprehensive and flexible supportive living services

(Test, Aspel, & Everson, 2006)

Statistics

- 25% of people with disabilities had an annual household income of \$15,000 or less
 - Compared to 9% of individuals without a disability
- 35% of individuals with disabilities worked full- or part-time
 - Compared to 78% of individuals without a disability

(Sitlington, Neubert & Clark, 2010)

- Students with disabilities out of school for less than 2 years were almost 3 times more likely to be living at home than their nondisabled peers and 2 times more likely after being out of school 3-5 years.

(Johnson, 2003)

What Skills do I Use?



Skill Domains for Independent Living

Financial
Literacy

Food
Management

Personal
Hygiene

Health

Housekeeping

Transportation

Emergency and
Safety Skills

Accessing
Community
Resources

Interpersonal
Skills

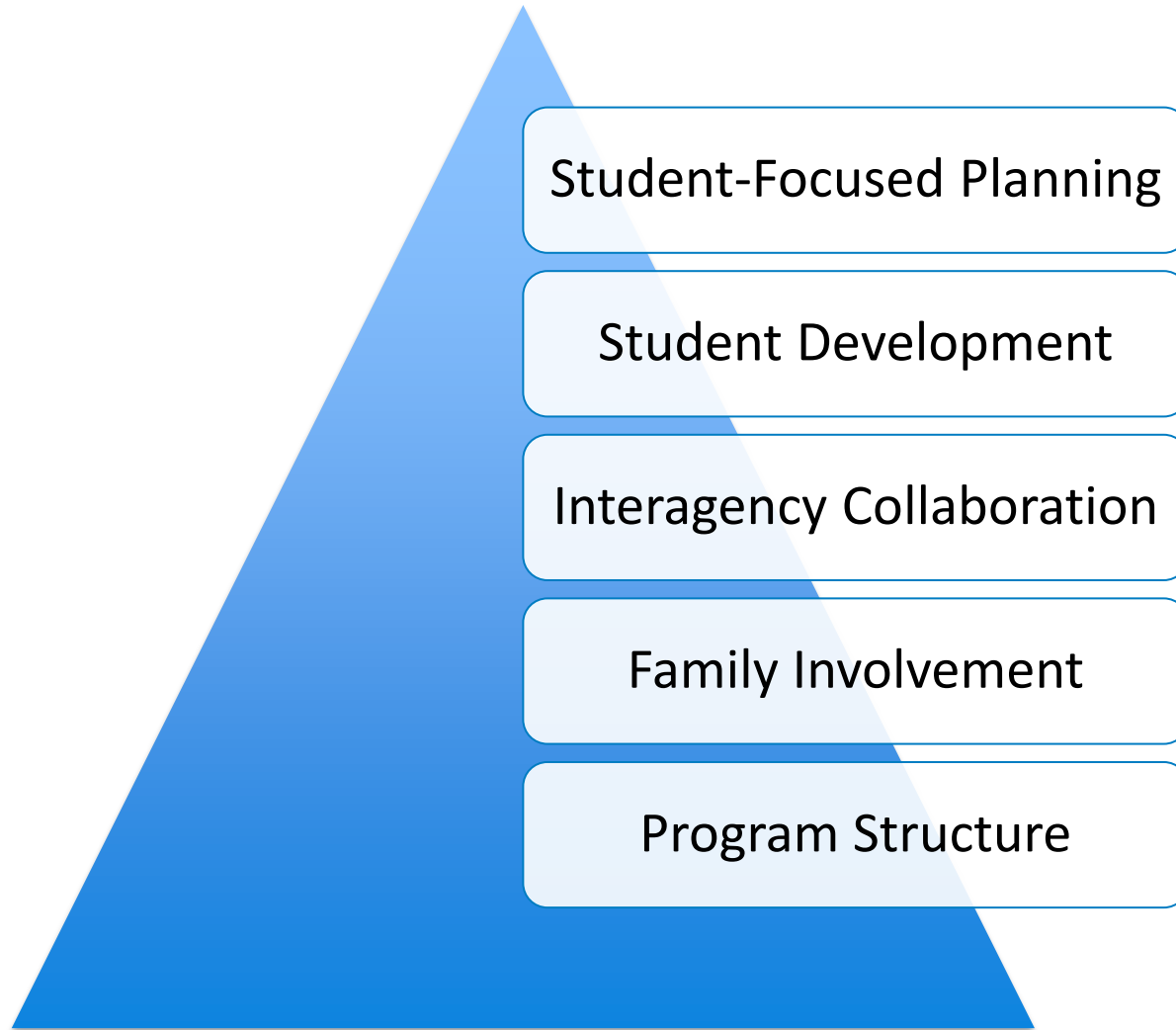
Leisure Skills

Guiding Question 2

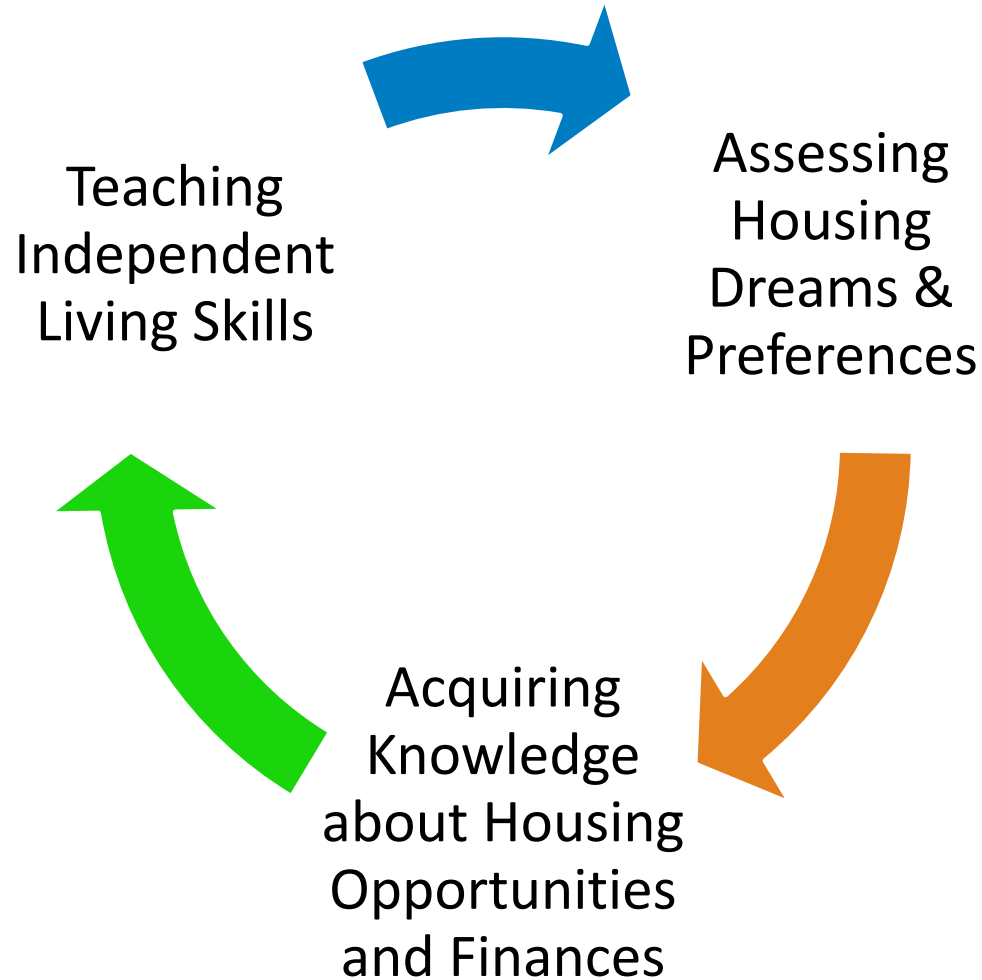
**How do we prepare our students
with disabilities to successfully
live in their community?**



Taxonomy for Transition Programming



Preparing Students for Community Living Opportunities



Assessing Housing Dreams and Preferences

- Begin early
- Create a comprehensive IEP
- Infuse into the curriculum and school day whenever possible



Questions to Think About

- Where do you spend most of your free time?
- Where would you like to live?
- What places would you like to live near?
- What makes a place safe to you?
- Who are the important people in your life and how might they help you move into and live in your dream home?

(Test, Aspel, & Everson, 2006)

Questions to Think About

- What features would you like in your home?
- What characteristics would you like in a neighborhood?
- What would your ideal home look like?
- When would you like to move into your dream home?
- What steps do you need to take to make your housing dream a reality?

(Test, Aspel, & Everson, 2006)

Acquiring Knowledge about Housing Opportunities and Finances

Invite speakers from housing authorities, banks, and real estate companies

Invite residents and staff from supported living organizations to speak

Have students interview professionals and give reports on affordable housing, lending, and real estate

Have students interview family members or other adults about renting vs. buying

Have students research local housing opportunities

Review the real estate section of the newspaper or real estate websites

Volunteer for organizations such as Habitat for Humanity

Speak with a self-advocate from the local Center for Community Living about housing and self-determination

Teaching Independent Living Skills

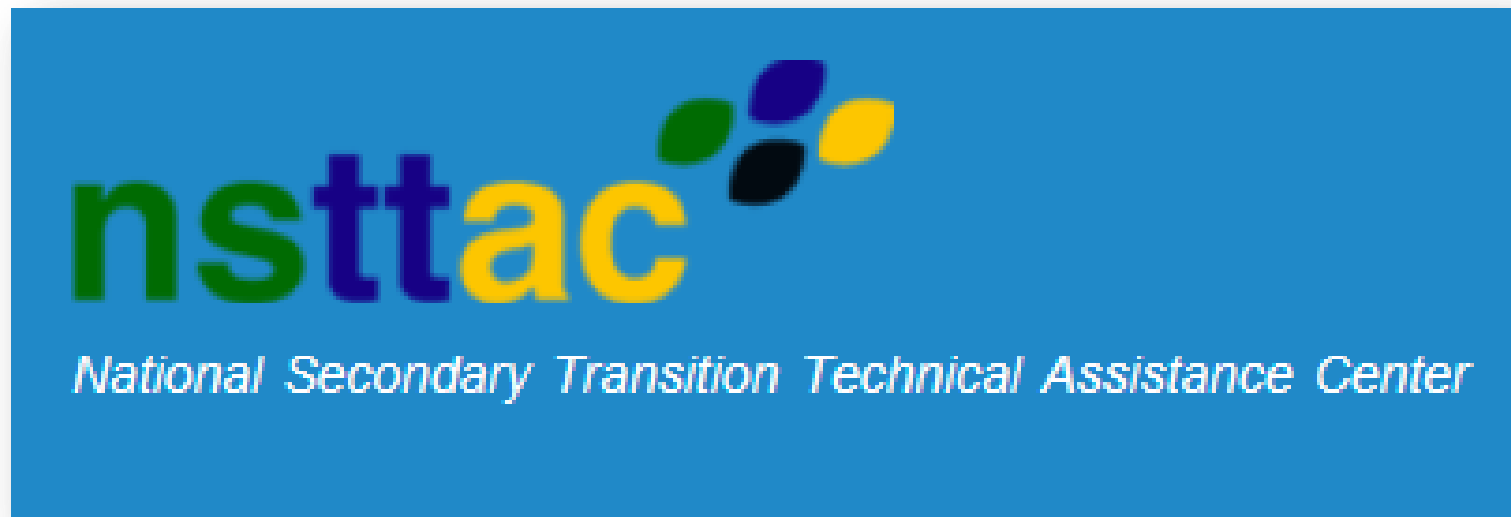
Examples of Suggested Skills for Independent Living :

- Perform household cleaning chores
- Plan, shop for, store, and prepare nutritious meals
- Recognize household hazards
- Know when and whom to call in emergencies
- Maintain household records and bills
- Use transportation
- Move around the community safely and efficiently
- Interact with others in the community and home



Best Practices

- National Secondary Transition Technical Assistance Center (NSTTAC)
- Evidence based practice descriptions



Strategies for Family Involvement

- Assign household chores to young adults
- Encourage students to budget for expenses using money earned through allowance, employment, or other income
- Involve students in family discussions about housing, choices, finances, and long-term plans
- Discuss housing preferences and dreams
- Discuss the relationship between housing and employment

(Test, Aspel, & Everson, 2006)

Guiding Question 3

How do we prepare our students with disabilities to successfully participate in their community?



What is Community Participation?

Leisure &
Recreation

Relationships

Health

Transportation

Civic &
Community
Engagement

Finances

Legal Matters

Self-Determination and Community Participation

Self-Determination Skills:

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting
- Risk-taking and safety
- Self-evaluation
- Self-advocacy
- Internal locus of control
- Self-awareness
- Self-efficacy
- Self-knowledge



Planning & Preparing for Community Participation

Leisure & Recreation

- Athletics and sports
- Drama and theater
- Socializing with peers
- Hobbies and clubs

Relationships

- Social skills
- Sex education
- Family life education
- Parenting
- Communication skills
- Interpersonal skills

Health

- Adult service linkages
- Substance abuse education
- Health insurance
- Access to medical care
- Medication education
- First aid

Planning & Preparing for Community Participation

Transportation

- Driver's education
- Establishing transportation budgets and schedules
- Identify public and private transportation options
- Car care

Civic & Community Engagement

- Voting
- Draft registration
- Volunteering
- Community centers
- Community education programs

Finances

- Budget
- Credit
- Banking
- Saving and investing
- Consumerism
- Shopping

Legal Matters

- Legal rights
- Legal responsibilities

Community-Based Instruction (CBI)

- Community-Based Instruction (CBI) is an individualized instructional method that teaches students functional skills in the students' natural environments.
- The goal of CBI is to teach students to function as independently as possible in as many community environments as possible to enhance their quality of life.



CBI Benefits for Students

- Increase appropriate social and community behaviors
- Develop specific skills critical to the individual's independent functioning within the community
- General increase of independence in community mobility
- Develop age appropriate social skills necessary to complete community transactions
- Develop skills and work habits appropriate to community and employment settings

What Might CBI Look Like?



- Purchasing groceries at a local grocery store
- Ordering and eating lunch at a local restaurant
- Conducting research at a public library
- Planning for and using public transportation during a fieldtrip
- Exploring potential jobs through job site visits
- Evaluating postsecondary education opportunities through campus visits

Strategies for Family Involvement

- Involve students in planning family and individual activities during evening and weekend free time
- Encourage students to make plans with friends while considering schedules, transportation, and expenses
- Encourage students to introduce their friends to you and discuss relationships
- Help students to set goals and create plans to reach those goals
- Identify and use public transportation opportunities
- Provide opportunities for students to assume more responsibility for making health choices more independently
- Provide the student with opportunities to meet privately with his or her doctors.

Guiding Question 4

What independent living resources are available to people with disabilities?



Agencies and Organizations





KIDS ENJOY EXERCISE NOW

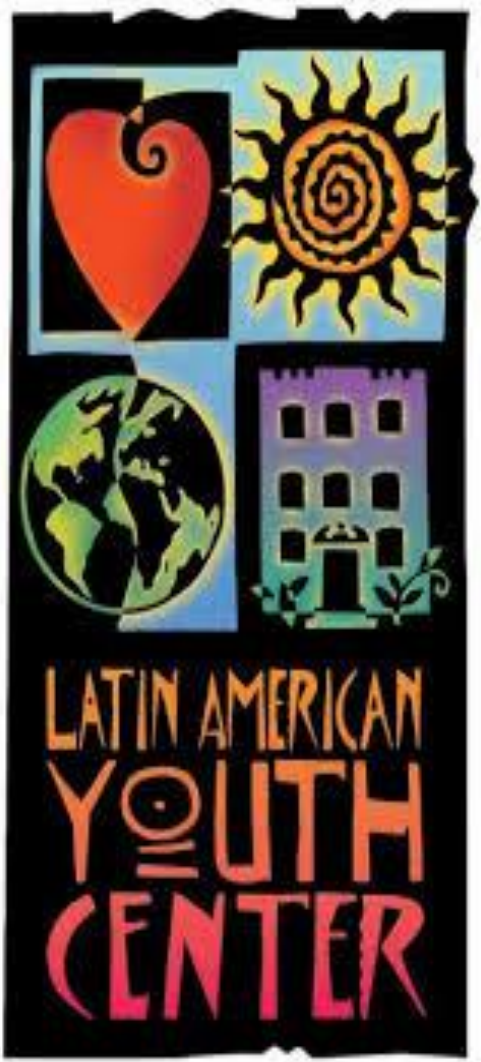
greater dc



DISTRICT OF COLUMBIA
DEPARTMENT
OF
DISABILITY SERVICES



The DC
Center for
INDEPENDENT
Living



Wrap Up

Guiding Questions:

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References

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