

LEVEL OF SUPPORT T-CHART

A Process to Increase My Child/Young Adult's Levels of Independence

PARENT PLANNING CHART

Child's Name: _____ Date: _____

Column 1: In Column #1, list the things you do for your child/young adult that you believe they should be able or need to be able to do for themselves. List only 5 items. (DO NOT THINK ABOUT THE DISABILITY AT THIS POINT.)

Column 2: (a) Look at Column #1 and pick one item that you want to work on first. DO NOT pick the hardest one. It is important to learn the process and set you and your child up for success and not a struggle without success. (b) Determine what you need to do to help the child become more independent and need you less. (c) Do you need to teach the skill? (d) If teaching the skill before did not work, determine an accommodation that will help your child get the job done, be more independent. (YOU CAN ASK THE SCHOOL TO HELP AND THAT THE SKILL BE ADDED TO THE IEP.)

Column 3: Chart progress. Mark the date you chart progress. Ask the teacher for ideas if you need help. If you reach the goal, go back to Column #1 and find the next area you would like to work on.

Question: What am I doing for my child that he/she should be doing for him/herself?	What skill, behavior, or accommodation can be taught or developed to develop more independence?	Evaluation of Progress (Date and Rating) C = Continue P = Progress is being made M = Met
		Parent Rating

EXAMPLE

Henry has many things he needs to learn in order to be more independent at home and in the community. Do not list them all- list no more than five. Of the five, pick one to work on first. Determine if you need to teach the skill or if an accommodation will work. Then chart your progress. NOTE: When you start, start with an easy skill to teach so you can learn how to do this.

<p>Question: What am I doing for my child that he/she should be doing for him/herself?</p>	<p>What skill or accommodation can be taught or developed to develop more independence? <i>List ideas and try them. You will eventually find something that works but if you don't identify the support that needs to be reduced and put together a plan to fix it, your child will always have high support needs and this is a real serious problem in adult life!</i></p>	<p>Evaluation of Progress (Date and Rating) C = Continue P = Progress is being made M = Met</p>
<p>Remind Henry to not use too much shampoo</p> <p>Someone needs to be with Henry at all times when we leave the home to go to the store, to church, to the park, etc.</p> <p><i>The foods Henry likes require a microwave or stove. Henry may not have access to a microwave. If he has a job, he will need to pack a lunch.</i></p> <p><i>Needs to be reminded to wipe after going to the bathroom</i></p>	<p>Does Henry know what to do and not do it? No, he does not know but we have tried to teach it.</p> <ol style="list-style-type: none"> 1. We have tried teaching Henry to pour only enough shampoo that it does not spill out of his hand. That did not work. <p>Have we tried any accommodations?</p> <ol style="list-style-type: none"> 2. We at tried using a pump bottle but Henry just kept pumping. <p>Is there another accommodation that might work?</p> <ul style="list-style-type: none"> - Mrs. Smith found a Shampoo Bar that is like a bar of soap. Her son rubs his hair with the bar of shampoo soap and that works. - Lupe's mother said she saw on an Internet site, "www.instructables.com" a way to "reduce your liquid soap usage" by putting another bottle cap with a hole on the pump. <p>PLAN: we will try the "instructables" idea.</p>	<p>Parent Rating</p> <p>P- we are making progress. Putting the extra piece on the soap pump dispenses less soap. We are teaching Henry to pump one time.</p>