



Steps Towards Independence

Task: Independence following Daily Medication Routine

Task Step:	I Independent	Needs some help	Needs a lot of help	Type of help Needed	<u>Short-Term Goal Area?</u>
Identify times of day he/she is supposed to take medication		X		<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input checked="" type="checkbox"/> Reminders/Prompts	
Consistently takes medication on time		X		<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input checked="" type="checkbox"/> Reminders/Prompts	Priority goal - shift from schedule based medication routine (after breakfast) to time-based every 12 hours)
Knows what medication to take -Correct medication -Correct Dose		X		<input type="checkbox"/> Physical Assistance <input checked="" type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	Can read bottle or match visual picture of pills/name to bottle to pull out correct tabs to fill weekly med organizer, with step by step fade to use of bottle/visual with supervision
Reads and understands prescription bottles for number of tablets and time of day			X	<input type="checkbox"/> Physical Assistance <input checked="" type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	
Knows symbols or words for day of week to use pill organizer	X			<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	
Able to set up weekly pill organizer accurately using instructions on bottles and/or visual support			X	<input type="checkbox"/> Physical Assistance <input checked="" type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	Needs more practice opening childproof prescription bottles -
Can access medication in order to take it: knows where kept, can open containers, etc.	X			<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	
Puts medications back in safe place after taking them		X		<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input checked="" type="checkbox"/> Reminders/Prompts	
Carries medications with him/her during the day (if needed)			X	<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input checked="" type="checkbox"/> Reminders/Prompts	Shifting to situation where he will be able to carry rescue meds and will need to be responsible for them.
				<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	
				<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Step by Step instruction <input type="checkbox"/> Reminders/Prompts	



Steps Towards Independence

Task: Independence following Daily Medication Routine

Goals for Increased Functional Independence:

1. increase ability to read prescription bottles for dosage and time of day to correctly fill weekly pill organizer
2. Increase independence opening prescription bottles and cutting tabs in half when needed
3. Increased consistency taking medication at indicated times without parent prompts, especially on weekend

Our Plan:

L	E	T	GO
Training supports for Learner	Environment/ setting changes	Task Modifications/ Tools	Goals
<p>Start training pill organizer set up every weekend</p> <p>Practice reading prescription bottles with support to place correct tabs in organizer</p> <p>Teach reason important to keep meds at same time each day</p>	<p>Set aside time each Sunday to set up medications in pill organizer</p> <p>Keep prescriptions in accessible and consistent location</p> <p>Provide distraction-free setting to work on task</p> <p>Keep pill organizer in consistent, accessible location</p>	<p>Visual supports- - pics of tablets to take - highlight info on prescription bottle or - add easy to read label to prescription bottle</p> <p>Weekly pill organizer with clearly labeled days and am or pm</p> <p>Alarms set on phone; alarms set on watch</p>	<p>Will set up weekly pill organizer with only supervision and check for accuracy</p> <p>Will consistently take medication at ~12 hour intervals weekdays and weekend.</p>

Caregiver Concerns:

(worries, apprehensions; needs)

What if he forgets!!!!!!

What if he has a seizure and no one is around to help him and give him his rescue meds?!?!

What if he makes a mistake and takes the wrong medicine at the wrong time?!?!

How will I know if he does it correctly?!?!

Individuals Concerns:

(worries, apprehensions; needs, desires)

LET Go; LET Grow - Addressing Concerns & Needs:

Blank space for addressing concerns and needs.



Steps Towards Independence

Task: Self Advocating for Accommodations for Hearing Impairment

Task Step:	I Independent	Needs some help	Needs a lot of help	Type of help Needed	Short-Term Goal Area?
Has knowledge and understanding of disability levels of hearing loss	X				
Has knowledge of environmental barriers to function (optimal hearing): extraneous sounds (heating vents; hallway noise); settings with high volume & poor acoustics (gym, cafeteria, playground)	X				
Applies knowledge to identify solutions and accommodations across settings (best seating to maximize his hearing ability and to maximize the use of other senses)		X		Initial support for new settings	Yes
Communicates information about disability, barriers, and needed accommodations/ support to teachers			X	Parent has always done	Yes
Advocates for optimal seat if initially unavailable or conditions change requiring him to move			X	Relies on others to see he is struggling and suggest	Yes
Ask others to repeat or face him when speaking if needed			X	Does not speak up when not hearing	Yes
Will use technology supports when appropriate & advocate if they are not provided or not working (hearing aid/FM system)		X		Needs checkins from adults	Yes

Our Plan:

L	E	T	GO
Training supports for Learner	Environment/ setting changes	Task Modifications/ Tools	Goals
<p>Support student to create written brief description of disability, list of barriers and accommodations that support his learning</p> <p>Parent/student/teachers meet to share written information and identify best seat → Parent prompts student to meet with teachers/helps set up time, but student meets individually with teacher with follow up email.</p>	<p>Explore different school environments: bring student to each setting to identify the barriers/ optimal seating in each</p>	<p>Develop a code or gesture with each teacher to indicate a need for help (if uncomfortable asking)</p>	<p>Gain skills and comfort problem solving and communicating to others to have needs met</p> <p>Independently access accommodations and supports</p>