1. **What is an Independent Living (IL) postsecondary goal?**

   IL is defined as those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996) in the following domains: leisure/recreation, maintain home and personal care, and community participation. [NSTTAC-National Secondary Transition Technical Assistance Center].

   *IL postsecondary goal that occurs after high school is not just about the place where someone lives . . . but the skills needed for community life.*

2. **What does the Law say?**

   IDEA says . . . Beginning not later than the first IEP to be in effect when the child turns 16 (14 for Indiana) or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, *where appropriate,* independent living skills . . . [34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]

   The only area in which postsecondary goals are not required in the IEP is in the area of independent living skills.... It is up to the child’s IEP Team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE.” [Emphasis added] 71 Fed. Reg. 46668 (Aug. 14, 2006).

3. **How do you assess for an IL postsecondary goal?**

   Age-appropriate transition assessments will determine if a student needs additional support beyond what a typical adolescent would need and/or direct instruction to meet his/her postsecondary goal.

   The question is about how the student is doing with his/her money skills, daily life skills, self-care, social/emotional, etc., as compared to typical peers. Will family provide those typical supports or will a student need more additional support? If more support is needed, an IL may be appropriate. Most, if not all, students with moderate/intensive needs will need an IL postsecondary goal.

   **EXAMPLE:** Based on the Brigance Transition Skills Inventory and Independent Living checklist, Ali needs supports in all aspects of money management, daily life skills, self-care and socialization. Ali and her parents see her living in a supported living environment in the future. They hope one day she participate in all aspects of community life as possible, including work.

   **Postsecondary IL Goal:** After high school, I will live in my own place and independently prepare for work each day, including dressing myself, making my lunch, and accessing transportation.
4. **If a student needs an IL postsecondary goal, what else is required to ensure compliance?**

The Transition IEP must have an annual goal and transition services/activities that align to the IL postsecondary goal. Each year an additional or new transition assessment is conducted to help move the student toward his/her postsecondary goal.

5. **If IL postsecondary goal is not needed or not applicable, how is it addressed in the Transition IEP?**

Based on the evidence of an IL transition assessment (e.g., Planning for Community Life Survey, Adolescent Autonomy Checklist), the assessment results are summarized including any completed student observations (e.g., student has a part-time job, has his/her driver’s license etc.).

**EXAMPLE:** Based on the Planning for Community Life Skills worksheet, the goal-planning activity conducted in 7th grade Social Studies class and discussion with his parents, Dakota demonstrates age-appropriate daily life skills, money skills, self-care and social skills. Dakota makes his lunch for school each day, has chores at home, and is active in his church and school. His parents will provide the needed life skills supports in the future. *An IL postsecondary goal is not needed.*

6. **If an IL postsecondary goal is not needed or not applicable, do I need to do a new assessment each year?**

NO. You only need to conduct an assessment when the student turns 14 as the evidence that an independent living postsecondary goal is not applicable.

However every year you must revisit IL to determine if changes have occurred in the student’s life where an IL goal may be needed. If a student’s life has changed that requires IL goal and instruction (e.g., traumatic brain injury, mental health issues, failure to progress as compared to age-appropriate peers), then an IL transition assessment is needed.

7. **Should I add additional supporting information if the IL postsecondary goal was not needed?**

You may add additional information to show how a student continues to grow. This is an example of a quality approach versus a compliant approach.

8. **Where can I get additional resources?**

- Indiana Secondary Transition Resource Center website – [www.instrc.indiana.edu](http://www.instrc.indiana.edu)
- Transition Assessment online module- [http://connect.iu.edu/transitionassessment](http://connect.iu.edu/transitionassessment)
- Transition Assessment Resource Guide – found at [www.instrc.indiana.edu](http://www.instrc.indiana.edu/) under Professional Development Resources then Click student-Focused Planning
- Transition IEP online module - [http://connect.iu.edu/transitioniep](http://connect.iu.edu/transitioniep)
- Transition IEP Rubric – found under 2012 Tuesday’s Transition Tips for Teachers [www.instrc.indiana.edu](http://www.instrc.indiana.edu) or Student-Focused Planning