

The Levels of Independence

The Levels of Independence system is used to track data related to the student's ability to acquire and use the skills necessary for safe independence in the community. The skills identified on the data sheet are taught, practiced by the student and mastery documented. Students are given the opportunity to travel and go to work independently as they prove the ability to do so safely.



Red = staff accompaniment at all times



Yellow = some independence though staff is close by



Green = able to travel and work independently

Students are checked off on the data sheets as they demonstrate the skills demonstrating the ability to travel independent and safe.

Name: _____

Level:1

Red Sticker



1. Responsible items:

____ emergency card

____ watch

____ bus pass/tokens

____ verbal/written plan

____ \$1.50 phone money (6x \$.25)

2. Phone Operation :

____ coin deposit

____ dials correctly

____ organization

3. Practice phone call to CLP:

____ name

____ location

____ reason: problem/solution

____ return time or plan

3. Demonstrates safe pedestrian skills

____ cross walks

____ sidewalks

____ aware of moving vehicles when walking through parking lots

4. Define:

____ stranger

____ acquaintance

____ friend

5. Discriminate:

____ private information

____ public information

6. Leaves a message on CLP answering machine _____

7. Leaves a phone number when paging CLP/staff _____

Name: _____

Level: 2

Yellow Sticker

Date: _____

Destination: _____



W/ Group? _____

1. **Responsible items:**

_____ emergency card

_____ \$1.50 phone money (6x\$.25)

_____ watch with correct time

_____ bus pass or tokens

2. **Check-in phone call to CLP:**

_____ name

_____ location

_____ problem

_____ solution

_____ return time

3. **Bus plan:** Make a plan _____ Follow plan _____

4. **Verbalize safety issues:**

_____ role play stranger/refusal skills

_____ demonstrate differences between public/private information during role plays

_____ demonstrate differences between strangers/aquaintances/friends during role plays

_____ practice with staff or peers if necessary

Scoring:

4 indicates the task was performed independently: no prompts or assistance.

3 indicates the task was performed after a general or indirect prompt.

2 indicates the task was performed after a more specific, direct prompt.

1 indicates the task was performed after a physical prompt/role model.

0 indicates the task was not performed or required constant prompts or assistance.

Name: _____

Level: 3

Green Sticker



1. Responsible items:

- _____ emergency card
- _____ \$1.05 phone money (3x \$.25, 3x \$.10)
- _____ watch
- _____ bus pass/tokens

2. Check-in phone call to CLP:

- _____ name
- _____ location
- _____ problem/solution, if necessary
- _____ return time

3. Show complete bus plan with transfers

- _____ verbalize destination and return time
- _____ show back-up plan if needed

4. 10 transfer bus trips which include Eugene Station stop (except Gateway trip)

5. Demonstrate safety issues:

- _____ participate in role play as troublemaker
- _____ participate in role play as refuser
- _____ pass staff led "refuser" test
- _____ demonstrate these skills in community setting

6. May practice in team with peers

7. Follow plan independently with 1 & 2 above to receive sticker

Green Sticker Trips

Name: _____

Date:
Team Trips

Dates:
Independent

- | | | | |
|-------|-------|-------------------------------------|-------|
| _____ | _____ | 1. River Road/ Santa Clara area | _____ |
| _____ | _____ | 2. Bethel/ Danebo area | _____ |
| _____ | _____ | 3. South Eugene/ Willamette area | _____ |
| _____ | _____ | 4. South Eugene/ Amazon area | _____ |
| _____ | _____ | 5. West 11th area | _____ |
| _____ | _____ | 6. University area | _____ |
| _____ | _____ | 7. LCC Main campus area | _____ |
| _____ | _____ | 8. Springfield/ Thurston area | _____ |
| _____ | _____ | 9. Springfield/ Centennial area | _____ |
| _____ | _____ | 10. Springfield/ Hayden Bridge area | _____ |