



Self-Care Skills Correlated with Improved Education, Employment, and Independent Living Outcomes

What is the level of evidence?

This predictor of post-school success has been labeled by NTACT at a Research Based level of evidence regarding independent living skills, based on two *a priori* correlational studies and a Promising level of evidence regarding education and employment skills, based on one *a priori* correlational study and three exploratory correlational studies. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the predictor?

Self-care/independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.

What are the essential characteristics?

1. Provide instruction, as needed based on assessment data, in (1) financial planning, (2) self-help, (3) cooking, (4) housekeeping, (5) home maintenance, (6) using transportation, (7) clothing care, (8) accessing community services, (9) time/ organizational management, (10) self-determination, (11) social roles/ citizenship, (12) community/peer relationships, or (10) critical thinking and problem solving.
2. Embed self-care/independent living skills instruction into academic coursework to help students connect academic skills to post-school goals.
3. Provide instruction in self-care independent living skills in multiple settings including general education, special education, and community.
4. Provide individual, small group, or whole class instruction in independent living and self-care skills, as appropriate.
5. Provide students multiple opportunities to practice independent living skills throughout the school day in real-life situations using real-life materials and equipment.

***Independent living skills may include skills for functioning in an environment that requires interaction with people from different CLD backgrounds.*

6. Provide transition services (e.g., completing housing application, obtaining Social Security Disability) for students to accomplish postsecondary independent living goals.

7. Conduct ongoing assessment of self-care/independent living skills to identify and evaluate levels of skill attainment, maintenance, and generalized use of skills in other settings where use of skills are required.
8. Teach home and community recreation skills that can be done alone or with others in both organized and informal settings.

Where is the best place to find out how to do this practice?

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Self-Care and Independent Living Skills available here:

https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fact-Sheet_IndependentLiving_Delphi_Final.pdf.

Additionally, there are numerous Practice Descriptions and corresponding Lesson Plan Starters for teaching specific self-care and independent living skills at www.TransitionTA.org under Transition Planning and Effective Practices for Independent Living.

References used to establish this evidence base:

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- Heal, L. W., & Rusch, F. R. (1994). Prediction of residential independence of special education high school students. *Research in Developmental Disabilities, 15*, 223–243.
- Mazzotti, V.I, Rowe, D. A., Sinclair, J., Poppen, M., Woods, W., & Shearer, M. L. (2015). Predictors of post-school success: A systematic review of NLTS-2 secondary analyses. Career Development and Transition for Exceptional Individuals. 10.1177/2165143415588047
- Papay, C. K., & Bambara, L. M. (2014). Best practices in transition to adult life for youth with intellectual disability. *Career Development and Transition for Exceptional Individuals, 37*, 136–148.
- Roessler, R. T., Brolin, D. E., & Johnson, J. M. (1990). Factors affecting employment success and quality of life: A one year follow-up of students in special education. *Career Development for Exceptional Individuals, 13*, 95–107.

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Korterling, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

Reference used to define and identify characteristics of this predictor:

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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