

BEHAVIORAL HEALTH DIVISION

Independent and Supported Living

A Guide for Individuals, Service Providers, and Family Members



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Introduction

The Guide to Independent and Supported Living was developed to assist individuals and teams make decisions and set attainable goals regarding Independent Living options. The guide and the included Skill Building Assessment Tool are designed to be used together for planning.

Independent Living promotes self-determination, self-respect and equal opportunities. Independent Living does not mean doing everything alone or living in isolation. Independent Living means being given the same choices and control in our every-day lives that our non-disabled citizens enjoy.

Independence takes time. It is never too early to start educating about safety, and daily skills needed to successfully live independently.

It's never too early to start planning for independence

Many of the skills needed to live an independent lifestyle may be taught formally or informally. Personal safety, emergency plans, transportation safety and skills, meal preparation and financial management are important places to start.



Tips to Grow Independence in Your Child; from a Tired Mom Who's Been There

-By Terri Dawson

When our son, Ted, was born with Down syndrome 30 years ago we had no idea what direction to take to support our son's learning and development. In our small community of Buffalo, WY we had many friends and others who supported and guided us to the next step. We armed ourselves with information about Down syndrome, services and child growth and development. We decided to do anything it took to help him succeed. That began with the expectation Ted would learn to read, write and participate in school and the community. Our dream was that he would live as independently as he could, with a meaningful job that allowed him to be productive and happy. That bar was set high early for his success. Over the years, we stayed true to those high expectations. We anticipated the need for flexibility if he showed us we needed to change direction or compromise on a different outcome. The journey was not without twists, turns and bumps. Here are some of the things we learned along the way—some as notes for Ted, and some as suggestions for parents/others. For Ted: 1. Just because you have a disability doesn't mean you get a "bye", or don't have to do your chores. Chores are an important daily responsibility. They give each of us purpose and value in our ability to do them well. 2. Just because you have a disability doesn't mean you can't try something that might not "seem" to be appropriate or achievable for you (or what others say you are capable of accomplishing). 3. Do what your boss says when he gives you a task at work. This is an important work skill, and the job is about what your boss needs, not what you think you should do or would rather do. For parents and/or others: 4. Just because there is a "system" or "program" doesn't mean you have to go with it. Be creative and come up with your own plan for your child/adult. 5. You can teach or learn a lot with a football analogy (think: strengths and interests) 6. There are a lot of details in learning how to live independently, and we have to teach our children to understand and pay attention to those details. We also have to teach them to ask for help if you don't understand what to do or how to do it.

Ted lives in a small house that we purchased almost two years ago. He does his own cooking (microwave mostly), cleaning and laundry. When his dad and I visit every couple of weeks, we also stay in the house. For the past few months he has had a roommate that works shiftwork and comes and goes a lot. They see each other once or twice a week and get along great. Ted works full time. He needs to work so he can help with the mortgage, utilities and other living expenses, since we have made the choice to not apply for or receive disability income. He walks to and from work in the summer. In the winter, he walks to work and takes a cab home after his night shift. He has a church community and uses natural support of friends to get him to church each week. Through the church he does volunteer work, which he enjoys. His sister, and her family live across the street and support Ted by getting his groceries each week. Twice a week he goes to the rec center with a (paid) waiver support person and works out. He also has another sister in Cody, and she and her boyfriend also help look after Ted's well-being. **He is happy to live on his own, making his own choices and doing his own thing.**

Section I Living Independently

Choice

Independent Living and supported living are ways an individual is able to develop his or her independence and live on their own terms. Some people with disabilities may choose to live independently with Waiver and natural supports. Others may choose to live independently and rely only on natural supports. For those who choose to live independently and receive Waiver supports it is important the Individual's Plan of Care reflects his/her support needs to successfully live independently.

Person Centered Planning

Person-centered planning puts people in charge of determining the direction of their lives. Through the encouragement of teams which include natural supports and Waiver supports Person Centered Planning leads to greater involvement in the community and a more satisfying quality of life for the individual.

Before anyone begins working towards living on his or her own, there are many things for the person to consider. Is independent living right for me? Do I want a roommate? Where do I want to live? What can I afford?

Person Centered Planning is a way to help an individual figure out where he or she is going in life, and what support is needed to get there. Person Centered Planning is never completed; it follows the individual throughout life and helps guide supports as needs change. To be effective, Person Centered Planning requires getting to know the individual and their goals.

Obstacles

People with disabilities often encounter barriers which limit choices. Some barriers are obvious such as lack of ramped entrances and accessible bathrooms. While other barriers are less obvious such as community bias, financial limitations, exploitation, risk of physical harm, and difficulty securing transportation.



Common Q&A

➤ **Q: Will we lose Waiver services?**

A: The goal of increased independent living is to ensure appropriate Waiver supports remain in place to help provide a safe and successful living environment for participants.

➤ **Q: Will the Waiver Individual Budget Amount (IBA) be reduced?**

A: IBA's are determined on an individual basis. IBA's are based on participant support and service needs, and Level of Service (LOS).

➤ **Q: If we switch to Supported Living services and determine it is not right for the participant can we return to Residential Services?**

A: A successful transition may take time. The goal of the Waiver is to provide supports to help this success while maintaining the safety of the participant. Service needs are based on individual needs.

➤ **Q: What are the incentives to providers to encourage Independent Living?**

A: Assisting individuals to achieve success in the most independent living situation is the responsibility of the team as a whole.

➤ **Q: How do we find affordable and safe housing on a fixed income?**

A: Contact the local Housing Authority for your area.

➤ **Q: What happens if there is an emergency and staff/natural supports are not available?**

A: A proper emergency protocol will alleviate this concern.

➤ **Q: Is video and/or audio monitoring allowed?**

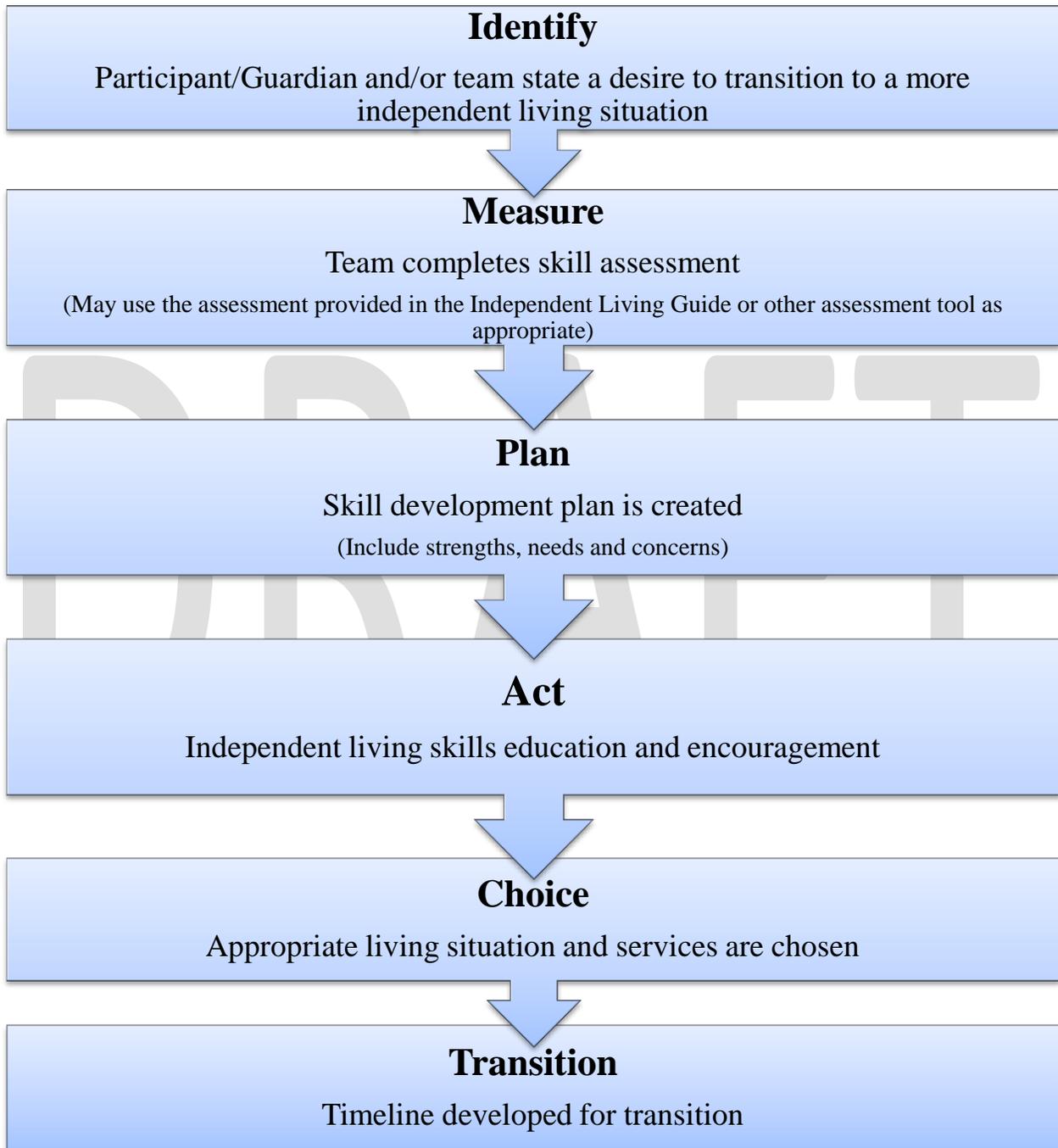
A: Video monitoring requests will be considered on an individual basis.

➤ **Q: Will Independent Living lead to isolation?**

A: With proper supports in place participants will enjoy full community integration and independence.

Section II Transitioning and Services: Supporting an Independent Lifestyle

Creating positive **IMPACT** on participant lives through greater independence



Identify

Driving the process of successful independent living is the motivation to succeed. The individual should express a desire to live more independently. Support from team members is essential. In addition to the desire for greater independence, the individual must be willing to participate to the greatest extent possible.

Measure

Assessment

Once the individual has decided to work towards a goal of independent living, the team will conduct an assessment. The assessment should focus on determining what the individual's skills and abilities are currently. The assessment may take place in the individual's home or in various community locations such as banks, stores, and restaurants. The individual may be asked to complete some tasks to demonstrate skill level. During the assessment process, time is spent with the individual and many questions are asked to gather information to create a transition plan. The assessment should be considered the preliminary step to be completed before the transition begins. The team will meet to review the results of the assessment. The information gathered during the assessment will be used by the individual and the team to develop goals and objectives. Often, there will be several skill areas to work on. The assessment can help to prioritize needs so the most important and critical matters are addressed first.

Plan

With Person Centered Planning open communication needs to be established early in the process. When independent living is being explored it is critical team members develop a clear understanding of the individual's strengths, needs, wants, and desires. Team members cannot do their jobs effectively if they do not have the necessary information from the individual and/or their family.

Action

Complete and open communication is very important to success. When all members of the team are not communicating well, community living can unravel. Communicating information among team members lessens the chance of misunderstandings and difficulties, and promotes successful community living.

Choice

➤ **Types of Supports**

Following completion of the assessment in section III the team will discuss what types of supports are needed based on the individual's assessed needs and strengths. When the needs and strengths are clearly identified, the team will decide what services and supports will best meet those needs.

➤ **Choosing Services**

Consider not only the Waiver team, but also other types of supports outside of the Waiver. Consider including these natural or non Waiver supports in the team. Each member may not fully understand the other person's role and services being provided. Service providers must remember this is a new world to the individual they are working with and take time to explain the system, what their job is, and what they can and can't do. For service options outside of the Waiver, teams may refer to County Resource Guides often developed and maintained by their County Extension Agency.

➤ **Waiver and Non-Waiver Supports and Finding Providers**

After the assessment has been completed and the team has decided what services match the assessed needs the next step is to find suitable providers or supports. When interviewing providers the participant should be included in the interview process to ensure compatibility. People chosen to provide waiver and non-waiver supports will need adequate training and buy in to the individual's goal to live more independently.

➤ **Natural Supports (family, friends, church, and community)**

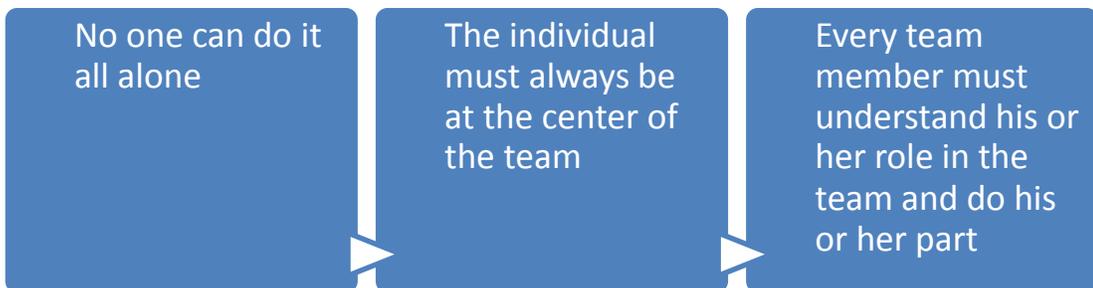
The team should always consider the individuals natural support systems when building a plan for independent living. Together the combined supports can build a team that provides relevant supports to enhance the individual's quality of life and promote success.

Transition

It is important to develop a detailed timeline for the transition. Measurable goals and realistic timeframe allow the individual to track his/her own progress and know exactly where he/she is in the process of achieving the desired independence.

The time between the completion of the assessment and an actual move into the community also involves obtaining the necessary items for a successful transition. There is a lot involved in the planning and transition process. Some items to consider are:

- Saving money for an apartment
- Finding a roommate
- Exploring transportation options
- Finding an apartment
- Planning for the move, including making arrangements with friends, family, and movers
- Gathering needed household items and furniture
- Establishing relationships
- Setting up safety plans



Section III Skill Building and Planning Assessment

This assessment is to be used by individuals and teams to heighten planning, address potential risks, encourage independence, develop skills, determine available supports and enhance quality of life. Each individual’s needs may vary depending upon his/her abilities, supports and environment. Individuals with visual or hearing impairments may need additional supports to assist with safety in the community and at home, such as flashing light smoke detectors. This tool encourages teams to look at the following areas:

- | | | |
|---------------------|---------------------|------------------------|
| 1. Community Safety | 6. Behaviors | 10. Personal |
| 2. Health/Medical | 7. Home Environment | Care/Daily Living |
| 3. Relationships | 8. Home | 11. Mental Health |
| 4. Abuse | Modifications | 12. Police Involvement |
| 5. Financial | 9. Fire Safety | |
| Exploitation | | |

1. Community Safety

This area is intended to assess the individual’s capacity to be safe in various locations within the community. Thought should be given as to whether or not the person has or can learn the necessary basic skills to handle themselves in specific situations. Areas for consideration include the following:

- | | |
|--|---|
| <ul style="list-style-type: none"> • possession of personal identification and understanding of this information • knowledge of emergency telephone numbers and contact people • ability to use telephone for emergencies • need for direct staff supervision or supervision for specific locations and times • neighborhood and street safety. Knowledge of traffic lights, use of cross walks | <ul style="list-style-type: none"> • ability to be alone in the community • appropriate interaction with strangers • ability to protect self in unsafe situations • safe use of public transportation • ability to access police, hospital, fire, etc. when needed |
|--|---|

Skill: Community Safety	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

2. Health/Medical Care and Needs

This area is intended to assess the individual’s medical and health care needs. Areas include the following:

- weight control and diet compliance
- aspiration, risk of choking, ability to eat/chew
- allergies
- history of falls, or balance problems
- personal hygiene and dental care
- medically fragile condition
- specific mobility needs
- agreement/follow through to take medications
- how will medications be delivered to residence
- seeking medical advice, keeping medical appointments, consent for medical treatment
- responding to emergency medical care
- safe use of medical equipment

Skill: Health/Medical care and Needs	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

3. Relationships

This area is intended to assess the person’s understanding of relationship issues. This includes identifying the individual’s capacity to be involved in relationships and to understand various boundary issues relating to sexual behavior and contacts. Areas for consideration include the following:

- ability to develop appropriate friendships
- understanding of healthy sexual choices and lifestyles
- understanding of legal or safe social behavior
- understanding of privacy
- ability to communicate appropriate words that relate to boundaries, appropriate touch and space
- capacity for developing healthy relationships
- displays sexually risky behavior, inappropriate sexual behavior in public
- knowledge of birth control/safe sex (avoiding STD’s)
- understanding when to say “no” and recognition other person has capacity to say “no”
- understanding of how to stop unwanted sexual advances
- general understanding internet safety and potential dangers of the internet

Skill: Relationships	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

4. Abuse

This area is intended to assess the person’s vulnerability to possible abuse, neglect, mistreatment or other serious type of incidents that may cause serious harm to the individual. This area would review any prior history of abuse, any current areas of concern as well as the likely potential for risk for abuse in the person’s future. Areas for consideration include the following:

- history of victimization
- vulnerability due to limited communication skills, etc.
- prior traumatic events,
- potential for domestic violence
- proximity/contact with potential abusers
- caregiver/family concerns
- dependence on others for personal care
- inappropriate behaviors and relationships
- potential for or history of abusing others
- use of internet and potentially risky websites, etc.

Skill: Abuse	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

5. Financial Exploitation

This area is intended to assess the person's potential to be taken advantage of in terms of their financial assets, such as SSI/SSDI checks and other checks/income, banking accounts, credit cards, cash on hand, etc. Areas for consideration include the following:

- understanding of the value money
- having access to own funds for personal use
- ability to manage finances and conduct banking
- ability to safely carry money
- capacity to pay bills
- ability to keep records/receipts on money spent
- use of credit cards
- potential to be manipulated/taken advantage of in the area of finances
- safe/reasonable use of Debit/ATM card
- knowingly gives money away inappropriately
- pays unreasonable share of costs,
- knowing what to do if robbed/assaulted
- history of credit card debt
- vulnerable to rep payee

Skill: Financial Exploitation	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

6. Behaviors

This area is intended to assess the person's potential to display behaviors that may be harmful to self or to others. Areas for consideration include the following:

- self injurious
- aggressive actions, destructive behaviors
- fire setting
- drug or alcohol use/abuse
- symptoms of mental health condition/illness
- need for professional support (counseling, psychiatrist, etc.)
- threats or aggressive actions to self or others
- attempts at elopement
- unsafe sexual behaviors
- sexual offender behaviors
- use of or access to weapons, handgun, etc.
- hoarding behaviors
- poor treatment of animals
- refusal of services
- other possible criminal behavior

Skill: Behaviors	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

7. Home Environment

This area is intended to assess the person's ability to be safe within their own home and to understand what to do if there were an emergency. Areas for consideration include the following:

- ability to stay alone
- capacity to protect self in unsafe situations, ability to call for help or use 911
- knowledge of how to access contact person(s) for emergencies
- understanding safe kitchen practices, safe cooking skills
- ability to maintain sanitary conditions
- awareness of security and safety devices
- knowledge of using safe water temperatures
- knowledge of and use of telephone, cell phone for calls for help or emergencies
- knowledge of basic first aid
- identifying and communicating to the appropriate person any potential building hazards
- general understanding of proper response for any phone solicitation,
- smoking safety
- ability for using keys to home/apartment
- knowledge of what to do in the event of any power outages
- appropriate response for interaction with strangers
- appropriate response to people coming into the home
- appropriate relationships with neighbors, general skills for living safely in neighborhood
- problems with social isolation

Skill: Home Environment	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

8. Home Modifications

This area is intended to assess the person's ability to access and move throughout the property safely. Areas for consideration include the following:

- Is the individual able to access the dwelling with no problems or is a ramp or handrails needed?
- Is the individual able to turn light switches on/off? Is the lighting adequate?
- If in a wheelchair, is the individual able to get the chair through doorways?
- Is the individual able to open/close doors? Windows?
- Is the bathroom sink accessible?
- Is the individual able to get on/off the toilet? Is the toilet paper roll easy to use and within one outstretched arm distance from the toilet?
- Is a grab bar needed in the shower/tub?
- Is the individual able to easily enter/exit the tub/shower? Is the individual able to reach the faucet and controls? Can the individual adjust the water temperature? Is there non-skid safety treads or a mat on the bottom of the tub?
- Can the individual reach the medicine cabinet?
- Does the individual have access to the kitchen sink and food preparation areas? Can they access all of the kitchen appliances? Pots and pans?
- Can the individual easily open/close door, open/close deadbolt and other locks, enter/exit dwelling, view visitors?

Skill: Home Modifications	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

9. Fire Safety

This area is intended to assess the person’s fire safety skills and understanding of what to do in the event of a fire. Areas for consideration include the following:

- capacity for understanding of and checking for possible safety hazards
- knowledge of what to do in case of fire or fire drill, ability to independently exit a building
- understanding proper response for smoke alarms
- safe use of electrical circuits
- ability to call 911 in an emergency
- using safe smoking habits
- skills for cooking safety
- knowledge of escape route exits to evacuate
- proper use of space heaters,
- proper use of extension cords and electrical outlets
- storage and use of flammable items, candles, etc.
- safe use of medical equipment (oxygen tanks)

Skill: Fire Safety	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

10. Personal Care/Daily Living

This area is intended to assess the person’s vulnerability in terms of personal care and daily living skills. Areas for consideration include the following:

- identifying self, telephone number, address, etc.
- communicating needs
- daily living skills
- hygiene
- ability to bathe
- dental care
- toileting
- capacity to follow directions from health/medical providers
- use of adaptive equipment,
- mobility/accessibility issues
- dependence on staff for eating/drinking
- need for staff supervision or personal assistance
- making good choices for personal care
- maintaining safely functioning adaptive equipment

Skill: Personal Care/Daily Living	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

11. Mental Health

This area is intended to assess the person’s history or current issues relating to any mental health concerns. Areas for consideration include the following:

- capacity/cognition
- depression
- screening to identify areas of treatment need
- access to specialists for treatment,
- evaluation/assessment
- dual diagnosis
- medical counseling
- refusal or inconsistent administration of psychotropic medications
- refusal or inconsistent appointments with professionals
- suicidal gestures/actions
- psychiatric hospital admissions,
- lack of follow through on discharge plans
- psychosocial stressors
- problems with substance abuse

Skill: Mental Health	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

12. Police Involvement

This area is intended to assess the person’s criminal history or any police involvement. Areas for consideration include the following:

- history of criminal behavior
- illegal acts
- inappropriate calls to police
- fire setting
- vandalism
- causing harm to others
- poor judgment regarding continued relationships with problem individuals
- making false accusations,
- court ordered services or supervision

Skill: Police Involvement	Describe Areas of Strength, Areas That May Need Additional Skills and Areas Which Will Always Require Supports	Skill Building Plan/Available Supports
Strengths:		
Increased Skills In		
Needs:		

Skill Building Planning Worksheet

This worksheet is provided as a tool to assist teams develop a plan to determine areas in which skills can be developed and areas which will likely always require waiver and/or natural supports as identified through the “Is it Right for Me” Skill Building and Planning Tool.

Date of Initial Assessment _____ Review _____ Review _____
 Person(s) Completing Assessment _____

Skill Area	Specific Skill	Who Will Assist With Skill Building	Waiver Services Available	Natural Supports Available
1. Community Safety				
2. Health/Medical				
3. Relationships				
4. Abuse				
5. Financial Exploitation				
6. Behaviors				
7. Home Environment				
8. Home Modifications				
9. Fire Safety				
10. Personal Care/Daily Living				
11. Mental Health				
12. Police Involvement				

Section IV Tips for Planning a Successful Transition

Things to Consider

- ✓ Budget
- ✓ Location
- ✓ Roommates
- ✓ Household Needs

A successful transition may take several months. Learning independent living skills may take several years.

Budget

How Much Can I Afford?

Whether disabled or not, probably the primary factor determining how anybody lives is what s/he can afford. Unfortunately, persons with developmental disabilities are often on very low fixed incomes, choices may be limited. It is also important to keep in mind when an individual is living in the community, he or she is fully responsible for his/her personal living expenses, such as housing payment (rent or mortgage); Insurances, utilities (heat; electricity; water etc.), groceries; sundries (cleaning products, etc.); furniture; and spending money. rent, utilities, groceries, and spending money. Individual's must live within their means whether income is from Social Security, Supplemental Security Income, Social Security Disability Income, a trust, wages from a job, or any combination of these.

Things to Remember When Starting Your Search for a Place to Live

- Approach your housing search like you would a job search. Be organized, serious, professional, and make sure you stand out as the best applicant.
- Explore classified ads, and the Internet for listings. Check the listings every day, and respond quickly when a landlord calls you back.
- Know what you really want and don't want. Be flexible with the rest of your criteria. Be prepared to decide on the spot to leave a deposit and/or credit check fee.
- If you leave a message on an answering machine, be sure to speak clearly and slowly, and repeat your name and phone number.
- Keep your credit in good standing. Obtain a free copy of your credit report, correct any errors.
- Be prepared with all the information you need to complete a rental application: Prior addresses, bank account and credit card numbers, a list of references. Landlords may not respond to incomplete applications.
- Contact your references ahead of time to be sure your information on them is current and they are aware that you have used them as a reference.
- Consider preparing a renter's resume. You may have to repeat the information on the application, but you will stand out as well-organized and prepared.

Location

When moving into a new home it is important to consider the location of your residence. Is it close to work? Bus stops? Grocery store? Are your favorite activities accessible? Is it close to family and friends? You may need to look at several different locations before finding the home that is perfect for you. For a list of things to consider while apartment or house hunting, see Appendix 1.

Roommates

When living independently in the community some people like to have roommates or housemates to share costs and provide companionship. Living alone may offer more privacy, but it can also lead to financial difficulties and isolation. Sharing living space and costs with a friend or peer can often be beneficial but can also present issues that need to be addressed.

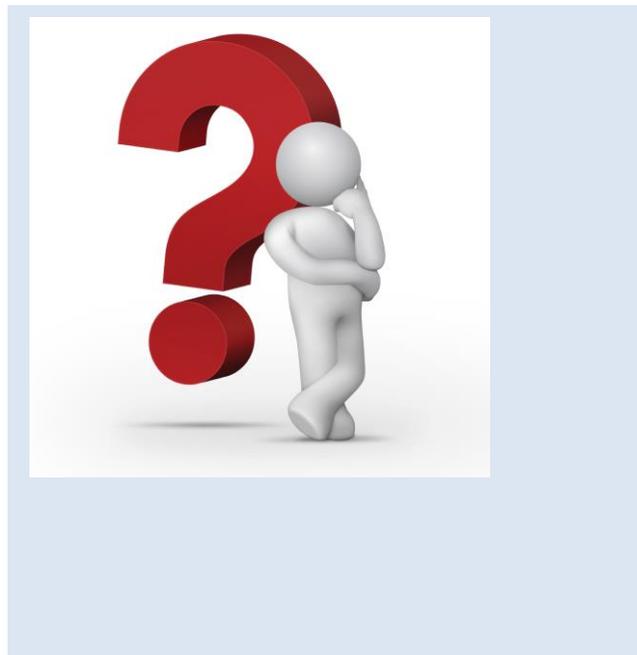
If you choose to have a roommate, that choice is very important. Everyone is an individual with his or her own personality and preferences. Some people like to keep an organized house; others are more relaxed with house keeping. Some people are early risers and others are “night owls” who prefer to stay up late. Some people like to cook their own meals, while others prefer to eat food prepared by a restaurant. Before looking for a roommate, the team should work closely to determine the personality preferences of an individual and what he or she is looking for in a roommate. Appendix 2 lists some questions that might be helpful when interviewing prospective roommates.

Setting Up a Household

When living in an apartment or house of your own you will quickly discover you need a lot of different things. Large items such as furniture and smaller items such as cooking utensils and lamps. It can be difficult to purchase everything you need all at once. Prioritize what is needed and make a list. Ask friends and relatives for donations or visit thrift shops and garage sales. For a checklist of items that are typically needed in a household, see Appendix 3.

Appendices

1. Questions to Consider While Looking for Your Home
2. Roommate Questionnaire
3. Household Items to Consider
4. Resources



Questions to Ask While Looking for Your Home

About the Neighborhood

Is a bus line nearby? _____

Is there shopping that you can and wish to access nearby? _____

Is your bank close? _____

Is it close enough to your family, friends, and other natural supports? _____

Is it close enough to places in the community that you like or would like to go, such as your church, a recreation center, your job, the movies? _____

What is the neighborhood like? _____

About Accessibility

1. Do doors permit a wheelchair to enter, i.e., are they at least 32" wide? _____
2. Are there ramps on the complex grounds (including entrance to rental if needed)?
3. If so, what are their locations? _____
4. Is there adequate handicapped parking and accessibility to the rental from the
5. parking lot? _____
6. How many floors does the complex have? _____
7. If there is more than one floor, are there elevators? _____
8. Are kitchen and bathroom cabinets at a level that will allow wheelchair access? _____
9. Is there a roll-in shower? _____
10. Is there a hand-held shower head with ample hose? _____
11. Are there grab bars in the bathroom (toilet and tub)? _____
12. Will the carpet permit a wheelchair to operate freely? _____
13. Are there accessible (entry and equipment) laundry facilities? _____
14. Are there accessible recreational facilities? _____

15. Are the hanging rods in the closet lowered? _____
16. Do the doors have handles that you are able to use? _____
17. Is there a level approach to the apartment? _____
18. Is there an emergency call system in the bedroom? _____
19. Is the surrounding neighborhood accessible? _____
20. Are the electrical controls and outlets accessible from a wheelchair? _____
21. Are there audio and visual smoke detectors for safety? _____
22. Are there single-level water mixer faucets? _____
23. Is there enough space in kitchen and bath for a wheelchair to make a 360° turn? _____
24. Are there front controls on the stove? _____
25. Will the landlord permit modifications to the property? _____

About the Property

1. Are there any special rules that you would have a problem with? _____
2. Is there a washer and dryer in the unit or complex? _____
3. Is there a Laundromat nearby? _____
4. Is it furnished? _____
5. Does the refrigerator work? _____
6. Do the stove and oven work? _____
7. Is there a counter on which to fix food? _____
8. Are there cupboards to store dishes, pots, and pans? _____
9. Is there space to store food? _____
10. Does the kitchen sink have hot and cold water? _____
11. Are there any signs of roach or mice infestation? _____

12. Are there enough bedrooms? _____
13. Are there enough bathrooms? _____
14. Is the apartment downstairs/upstairs? _____
15. Are the rooms large enough? _____
16. Is there enough closet space? _____
17. Is there a yard? _____
If so, do you have to maintain it? _____
18. Are pets allowed? _____
19. Is the unit clean? _____
20. Are there good locks on all the doors leading outside? _____
21. Do the ceilings and walls look good? (Don't accept holes, cracks, or peeling paint.) _____
22. Are there permanent lights in every room? _____
23. Is there at least one outlet (plug in) in every room? _____
24. Are the floors in good condition? _____
25. Are the windows in good repair? (Don't accept broken windows.) _____
26. Are there good locks on all the windows? _____
27. Do the windows open easily? _____
28. Does the heat work? _____
29. Is there air conditioning? _____
30. Is there a smoke alarm that works? _____
31. Do the bathroom sink and bathtub or shower have both hot and cold water? _____
32. Does the toilet work? _____

About Finances

1. Is there a credit check? _____
2. Who pays for the credit check? _____
3. How much is the rent? \$ _____
Can you afford it? _____
4. What is the length of the lease? _____
5. How much is the security/cleaning deposit? \$ _____
Is it refundable when you move out?
6. How many roommates do you want/need? _____
7. How much will each roommate's rent be? \$ _____
8. Who pays for the water? _____
How much? \$ _____ per month
9. Who pays for the gas and electricity? _____
How much? \$ _____ per month
10. Who pays for the cable TV? _____
How much? \$ _____ per month
11. Are start up deposits required on any of the utilities? _____
How much? \$ _____

Roommate Questionnaire

Name of potential roommate _____

1. Phone number where you can be reached _____
2. Male____ Female____ Age____
3. Have you ever lived on your own before? _____
4. Where would you like to live? _____
5. How much rent can you pay? _____
6. What utilities are you willing to split?
7. Cable TV Internet Telephone Gas Electric Water/Sewer
8. Do you know how to write checks and pay bills? _____
9. Do you have a job? _____
10. Where do you work? _____
11. Are you in school? _____
12. What do you do in your spare time? _____
13. Where does your family live? _____
14. Do you smoke? _____
15. Do you drink alcohol? _____
16. Do you have any pets? _____
17. Are you willing to live with pets? _____
18. Are you interested in doing things socially together? _____
19. Do you cook? _____
20. What kind of music do you listen to? _____
21. What kind of TV programs do you like? _____

22. How many hours a day do you watch TV? _____

23. What time do you usually get up in the morning? _____

24. What time do you usually go to bed? _____

25. Do you have frequent visitors? _____

26. How many at a time? How often? _____

27. Will any of your guests be staying overnight? _____

28. How often? _____

29. Are you gone a lot? _____

30. Do you have kids? _____

31. How many? What are their ages? _____

32. How would you describe yourself? (circle all that apply):

- | | | |
|----------|-----------|---------------|
| Outgoing | Social | Talkative |
| Reserved | Shy | Introspective |
| Active | Organized | Introverted |
| Homebody | Sloppy | Solitary |
| Busy | Private | Fun |
| Tidy | Easygoing | Loving |
| Relaxed | Tense | Responsible |
| Quiet | Emotional | |

33. What are your pet peeves? _____

34. What major household items do you have (see Household Items to Consider)?

35. What household items are you willing to share? _____

Appendix #3

Household Items to Consider

Kitchen Utensils

silverware
paring knives
can opener
bottle/can opener
vegetable peeler
rubber spatula
metal spatula
wooden spoons
slotted spoon
colander/strainer
measuring cups and spoons
potato masher
cheese slicer
sauce pans
frying pan and lid
13" x 9" cake pan
cookie sheets
casserole dishes with covers
pizza pan
plates
bowls
coffee cups
drinking glasses
mixing bowls
microwave oven
garbage bags
plastic wrap
plastic food storage bags
aluminum foil
napkins
paper towels
paper plates
step stool
cookbook(s)
microwave cookware
cutting board
salt and pepper shakers
kitchen timer
large wastebasket
dish drainer and tray
silverware tray
2 quart pitcher and cover
food storage dishes
ice cube trays
dish towels

pot holders—mitt-type
nylon pot scrubbers
sponges

Furniture

table
chairs
bed frame
mattress and box springs
dresser or chest of drawers
mirror
night stand
lamps
coffee table
bookshelves
TV stand

Bedding

mattress pad
sheets (2 sets)
pillow (s)
pillowcases
blankets (2 or 3)
bedspread/comforter
couch

Miscellaneous

alarm clock or clock radio
wastebasket
laundry basket
hangers
throw rugs
electric fan
pictures or wall decorations

Floor/Window Coverings

door mat
throw rugs
curtains/draperies

Home Entertainment

radio/stereo
television

Bathroom Cleaning and Maintenance Needs

bath towels
hand towels
wash cloths
bath mat
shower curtain and rings
soap
toilet paper
facial tissue (e.g. Kleenex)
wastebasket
toilet bowl brush and holder
plunger
first aid kit personal
grooming supplies

Tools

hammer
screwdrivers (Phillip's head
and regular)
scissors
light bulbs

Clothing Care

laundry detergent

Equipment

vacuum cleaner
extra vacuum bags
broom
dust pan
mop
bucket
rubber gloves
sponges
dust cloths and cleaning rags

Cleaning Supplies

all-purpose, household
cleaner
window cleaner
toilet bowl cleaner
dish soap