

PROJECT PREPARE

SURVIVAL SKILLS CHECKLIST

(Preparing for Adulthood through Survival Skills Development)

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Survival Skills Checklist . . .

INTRODUCTION AND INSTRUCTIONS

The Survival Skills Checklist (SSC) has been developed to assist individuals as they prepare for their “launch” into full adulthood. The process of “becoming an adult” involves much more than passing a certain chronological age. Many skills are necessary for survival, and they need to be included in an individual’s personal “roadmap” that is essential for a safe and successful journey through life. These survival skills need to be developed while the individuals are still in school, at least by the completion of their high school or college years. Young adults who try to launch (or move out from the family home) prematurely (that is, without these survival skills) are likely to experience a very bumpy journey with multiple “breakdowns and collisions” along the Highway of Life. The checklist is designed to allow parents (or other adults) to be involved in the assessment and Plan of Action processes. The parents (or other adults) can complete the SSC on the young person and their perspectives can be added to the information gained by the individual’s own self-assessment. This teamwork approach is highly recommended when a young person is very serious about “launching” and wants to be as prepared as possible for the experience.

Part One, the Survival Skills Assessment, contains a listing of personal skills grouped in ten specific areas of concern. The lists are not intended to be exhaustive but rather representative of the types of survival skills needed for adulthood. Each area contains two blank spaces in which your additional items can be included. As you work on Part One, just circle the number that reflects the skill level you think you currently have for that item. Feel free to add personal notes in the margins to help explain why you answered an item the way you did. The same scoring system is used for all items, even though some items admittedly may seem more important than others. The scoring is designed to reveal a person’s growth as skills are strengthened and reassessed at a later time. Increased scores obviously reflect positive growth. Part One ends with a summary of scores for the Survival Skills areas.

Part Two, the Planning Worksheet for Survival Skills Development, provides the individual a process for identifying specific skills for which growth is desired. The person then develops a Plan of Action (priorities and strategies) for achieving that improvement.

Although this SSC can be used by young adults for launch preparation purposes, I recommend that parents start using the checklist when their child is about age twelve. That kind of start allows several years for periodic assessment, planning, and skills development. Parents who use this approach know that they are working diligently in specific ways to equip their children and to enable them to experience a positive launch into full adulthood.

Best wishes in your preparations for adulthood—and for the journey ahead! -- Dr. Bill Baker

Project Prepare . . .

SURVIVAL SKILLS CHECKLIST

Name: _____ Age: _____

Completed by: _____ Date completed: _____

PART ONE: SURVIVAL SKILLS ASSESSMENT

SURVIVAL SKILLS AREAS/ITEMS	CURRENT LEVEL OF SKILL					
	Low		Medium		High	
	1	2	3	4	5	6
(1) FINANCIAL MANAGEMENT SKILLS (FMS):						
1. Develop a personal budget (spending/saving plan)	1	2	3	4	5	6
2. Open and manage a personal bank account	1	2	3	4	5	6
3. Use personal bank account (write check, ATM, debit)	1	2	3	4	5	6
4. Balance personal bank account (online/paper)	1	2	3	4	5	6
5. Apply for a credit card or loan (contract, etc.)	1	2	3	4	5	6
6. Open and manage a personal savings account	1	2	3	4	5	6
7. Maintain financial records (IRS, medical, etc.)	1	2	3	4	5	6
8. Complete tax forms	1	2	3	4	5	6
9. Understand basic interest rates	1	2	3	4	5	6
10. Rent (lease) a personal residence	1	2	3	4	5	6
11. Understand process of purchasing a personal residence	1	2	3	4	5	6
12. Understand the cost of setting up a separate residence	1	2	3	4	5	6
(whether one is renting or buying the residence)						
13. Practice comparison shopping to save money.	1	2	3	4	5	6
14. Identify an appropriate financial advisor	1	2	3	4	5	6
15. Secure insurance (car, health, house, renter's, etc.)	1	2	3	4	5	6
16. File an insurance claim	1	2	3	4	5	6
17. Use computerized financial management software	1	2	3	4	5	6
18. Understand cost and financial aid for education	1	2	3	4	5	6
19. _____	1	2	3	4	5	6
20. _____	1	2	3	4	5	6

Total FMS Score: _____

(2) EMPLOYMENT SKILLS (ES):

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Possess specific job skills (entry-level) | 1 | 2 | 3 | 4 | 5 | 6 |
| (vocational training, certification, college, etc.) | | | | | | |
| 2. Have (or get) a personal Social Security card | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Organize a job search | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Complete a job application | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Engage in a basic job interview | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Write a basic business letter | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Follow instructions to complete basic job tasks | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Function as a member of a work/business team. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Write a personal resume | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total ES Score: _____

(3) TIME MANGEMENT SKILLS (TMS):

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Able to get up on time in mornings (with no assistance) | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Able to get to activities on time (school, work, etc.). | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Able to complete activities in a timely manner | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Able to manage curfew limits that are set | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Able to manage bedtime/sleep routines | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Able to manage time for completing major projects | 1 | 2 | 3 | 4 | 5 | 6 |
| (organizing/prioritizing time in order to meet deadlines) | | | | | | |
| 7. Able to negotiate time issues with friends/authority figures . . . | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total TMS Score: _____

(4) INFORMATION SERVICES SKILLS (ISS):

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Use a telephone directory (online or paper) | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Access telephone directory assistance | 1 | 2 | 3 | 4 | 5 | 6 |
| (know when to access and understand cost of the service) | | | | | | |
| 3. Choose a cell phone carrier and data plan | 1 | 2 | 3 | 4 | 5 | 6 |
| (understand the plan's costs, limits, and obligations) | | | | | | |
| 4. Use basic features of a cell phone | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Use basic computer programs | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Access and use basic Internet services. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Set up and use personal email account | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Use basic services at a public library | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Use Post Office and shipping services | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total ISS Score: _____

(5) TRANSPORTATION SKILLS (TS):

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Get a driver's license | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Select and buy a car | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Maintain a car: | | | | | | |
| a. Check tires (air pressure) | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Check fluids (oil, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Change a flat tire | 1 | 2 | 3 | 4 | 5 | 6 |
| d. "Jump-start" a car | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Maintain the battery (water/posts, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| f. Clean the car (wash, wax, vacuum, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| g. Put in correct fuel | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Locate a reputable mechanic for repairs | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Read a map (MapQuest, GPS, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Get car registration/tags | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Fly on a plane (tickets, security, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Use public transit system (buses, subway, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Secure (and understand) insurance for car. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Know proper procedures if in a car accident | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Use car emergency services and roadside assistance | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total TS Score: _____

(6) FOOD PREPARATION SKILLS (FPS):

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Plan meals for a week | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Purchase food for balanced meals | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Read and use a recipe. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Set a dining table appropriately | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Use a stove/oven for cooking | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Use a microwave oven for cooking. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Inspect food for spoilage (expiration dates). | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Store food properly | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Prepare and serve a full meal | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Use electric appliances (mixer, blender, toaster, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Understand kitchen sanitary concerns | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Perform kitchen clean-up activities | 1 | 2 | 3 | 4 | 5 | 6 |
| (wash, dry, store the dishes, utensils, and cookware) | | | | | | |
| 13. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total FPS Score: _____

(7) HOUSE MAINTENANCE SKILLS (HMS):

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Adjust a household thermostat | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Turn on/off electric power (circuit box, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Change a fuse or reset circuit breaker. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Replace furnace filters | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Turn on/off water to house (cut-off valve, meter, etc.). | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Replace a light bulb | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Apply for public utilities | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Use household appliances: | | | | | | |
| a. Use a vacuum cleaner | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Use a dishwasher | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Use a refrigerator/freezer | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Clean household appliances and bathroom fixtures | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Unstop a "plugged-up" commode. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Use a lawn mower and yard tools. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Use basic tools (wrenches, screwdrivers, etc.). | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Perform basic housekeeping tasks | 1 | 2 | 3 | 4 | 5 | 6 |
| (make a bed, sweep, mop, dust, take out garbage, etc.) | | | | | | |
| 14. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total HMS Score: _____

(8) HEALTH AND SAFETY SKILLS (HSS):

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Provide basic first aid assistance | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Get CPR certification | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Use a thermometer to determine body temperature | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Practice good personal hygiene | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Use good sexual hygiene | 1 | 2 | 3 | 4 | 5 | 6 |
| (understand birth control and its limitations/risks) | | | | | | |
| 6. Practice good manicure/pedicure care | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Fill a medicine prescription at a pharmacy | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Access hospital/police emergency services (911/ER, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Secure personal residence (doors, security system, etc.). | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Practice safety in public places | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Put out small house fires | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Use telephone hotlines (poison, suicide, abuse, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Prevent personal identity theft | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total HSS Score: _____

(9) CLOTHING SKILLS (CS):

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Select and buy clothes | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Sort and wash clothes | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Coordinate colors of clothes (wardrobe) | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Do simple mending of clothes | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Provide shoe care (polishing, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Take care of clothes (folding, hanging, storing). | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Iron clothes (skill, appropriateness, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Select clothes for a specific occasion (formal, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total CS Score: _____

(10) PROBLEM-SOLVING SKILLS (PSS):

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Use a basic problem-solving process: | | | | | | |
| a. Able to identify the key issue to be resolved. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Able to identify several potential solutions | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Able to gather information about each solution. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Able to weigh the strengths/weaknesses of solutions. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Able to make a personal choice among the solutions. | 1 | 2 | 3 | 4 | 5 | 6 |
| f. Able to make a plan of action to implement the choice | 1 | 2 | 3 | 4 | 5 | 6 |
| g. Able to put the plan into effect and resolve the problem | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Possess ability to problem-solve effectively with people: | | | | | | |
| a. Willing to request and consider other people’s input | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Able to manage personal emotions in times of conflict. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Able to admit or acknowledge personal mistakes/errors. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Willing and able to apologize clearly for personal errors | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Able to set personal goals and develop a plan of action | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Able to handle disappointment when goals are not met | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Able to resist impulsiveness in decision-making | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Able to distinguish between personal “wants” and “needs” | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. _____ | 1 | 2 | 3 | 4 | 5 | 6 |

Total PSS Score: _____

SUMMARY OF TOTAL SCORES FOR SURVIVAL SKILLS AREAS

	ACTUAL SCORE (Sum of all circled items)	POSSIBLE SCORE Number of total items X 6 (Do not count unused blanks)	PERCENTAGE Actual score divided by possible score
1. Financial Management Skills (FMS)	_____	_____	_____
2. Employment Skills (ES).	_____	_____	_____
3. Time Management Skills (TMS)	_____	_____	_____
4. Information Services Skills (ISS)	_____	_____	_____
5. Transportation Skills (TS)	_____	_____	_____
6. Food Preparation Skills (FPS).	_____	_____	_____
7. House Maintenance Skills (HMS).	_____	_____	_____
8. Health and Safety Skills (HSS)	_____	_____	_____
9. Clothing Skills (CS).	_____	_____	_____
10. Problem-solving Skills (PSS)	_____	_____	_____

Discussion: Consider the percentages in the third column above for the Survival Skills areas. The higher percentages reflect stronger skills, whereas lower percentages indicate less skill. This awareness can be helpful as you assess your readiness for adulthood. Obviously, these selected areas do not represent all of the skills that you will need for a safe and successful launch into adulthood, but at least they provide helpful information about key concerns. You may want to enlarge your preparation process by adding other Survival Skills areas that you believe are important to your future well-being.

Next: Now that you have completed the basic skills inventory you are ready to move into Part Two. In that section you will select specific skills for which growth is needed and you'll develop a Plan of Action that will help you become stronger in those particular skills. Best wishes in your continuing journey in Survival Skills Development!

PART TWO: PLANNING WORKSHEET FOR SURVIVAL SKILLS DEVELOPMENT

Name: _____ Date: _____

Instructions for Part Two:

Take one Survival Skills area at a time. First, place each item in the correct column below based upon the skill level you've assigned to that item. This assessment will reveal items to be worked on for improvement and items to be celebrated as personal strengths. Secondly, select one or more growth items from (A) and (B) as a "Specific skill to improve." Then, use Section B for developing a personal Plan of Action. Identify key resources that can help you to improve in that item. Set a specific date on your calendar at which time you will review, assess, and modify your Plan of Action regarding that growth item. A separate page will be dedicated for each skills area for your convenience. There is a "Continuation Page" at the end that you can photocopy and use if you choose to work on more than two items at a time. (The rest of this page is intentionally left blank and can be used for your personal notes.)

SURVIVAL SKILLS AREA #1: FINANCIAL MANAGEMENT SKILLS (FMS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #2: EMPLOYMENT SKILLS (ES)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #3: TIME MANAGEMENT SKILLS (TMS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #4: INFORMATION SERVICES SKILLS (ISS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page" —or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #5: TRANSPORTATION SKILLS (TS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #6: FOOD PREPARATION SKILLS (FPS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #7: HOUSE MAINTENANCE SKILLS (HMS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page" —or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #8: HEALTH AND SAFETY SKILLS (HSS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page" —or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #9: CLOTHING SKILLS (CS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____

A. To improve this skill I will do the following:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

B. Types of help needed from other people: _____

C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

SURVIVAL SKILLS AREA #10: PROBLEM-SOLVING SKILLS (PSS)

Section A: Identifying Skill Levels

(A)
 LOW SKILL LEVEL
 Scores: 1-2
 (Growth Definitely Needed)

(B)
 MEDIUM SKILL LEVEL
 Scores: 3-4
 (Growth Desirable)

(C)
 HIGH SKILL LEVEL
 Scores: 5-6
 (Strength Area)

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Section B: Plan of Action (Developing Priorities and Strategies)

1. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

2. Specific skill to improve: _____
 - A. To improve this skill I will do the following:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - B. Types of help needed from other people: _____
 - C. Date for reviewing and assessing this action plan: _____

(For additional items please photocopy and use the final "Continuation Page"—or you can use blank paper, whichever you prefer.)

Continuation Page for . . .

Section B: Plan of Action (Developing Priorities and Strategies)

Note: This page can be photocopied and used for any of the Survival Skills Areas as additional items are selected for improvement.

Survival Skills Area # _____ **“** _____ **”**

3. Specific skill to improve: _____
- A. To improve this skill I will do the following:
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- B. Types of help needed from other people: _____
- C. Date for reviewing and assessing this action plan: _____
4. Specific skill to improve: _____
- A. To improve this skill I will do the following:
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- B. Types of help needed from other people: _____
- C. Date for reviewing and assessing this action plan: _____
5. Specific skill to improve: _____
- A. To improve this skill I will do the following:
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- B. Types of help needed from other people: _____
- C. Date for reviewing and assessing this action plan: _____
6. Specific skill to improve: _____
- A. To improve this skill I will do the following:
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- B. Types of help needed from other people: _____
- C. Date for reviewing and assessing this action plan: _____