



MOSAIC Independence Assessment
Adult Living

Assessor Name: _____ Student, Parent or Teacher

Student Name: _____ Home Campus: _____ Date: _____

4=Full Independence 3= Functional Independence 2=Supported Independence 1=Participation

Circle one number for each section that best describes the adult student

4	Self-initiates and completed all household chores
3	Needs initial prompts to start and complete household chores
2	Requires initial support in starting and completing household chores
1	Visual cues and direct support to complete daily routine tasks/chores
4	Maintains personal hygiene
3	Maintains personal hygiene with occasional reminders
2	Maintains personal hygiene with prompting and on-going reminders
1	Direct assistance in maintaining and completing personal hygiene routines
4	Plan, purchases and cooks well balances meals
3	Plans, purchases and/or cooks well balances meals with minimal assistance
2	Participate in planning and preparing well-balances meals with written and visual cues
1	Participates in preparing well balances meals with one on one support
4	Sets up own appointments and relays accurate information
3	Sets up appointments w/initial support and uses support in relaying information with complete accuracy.
2	Aware of need for appointment: requires prompting in setting up appointments and remembering the date
1	Support person sets up appointments and adult willingly follow directions to attend appointment
4	Problem solves personal, career and other life decisions with minimal support
3	Problem solves personal , career and other life decisions with intense support
2	Aware of problems and need for support: needs direct intervention in problem solving
1	Adult solves problem on behalf of the student
4	Uses available resources to solve everyday problems
3	Asks for assistance in solving everyday problems
2	Identifies everyday problems and requires assistance in solving the problems
1	Direct support to solve everyday problems
4	Budgets money and uses and ATM, Gift or Debit care or is able to access cash readily
3	Budgets money and uses ATM, Gift or Debit card and uses an online account successfully with support
2	Needs weekly support in budgeting money and setting goals for money. Often does not plan for money purchases
1	Direct support needs in money management

MOSAIC Independence Assessment
Life Long Learning

4=Full Independence 3= Functional Independence 2=Supported Independence 1=Participation

Circle one number for each section that best describes the adult student

4	Accesses post –secondary education information, weighs options, and makes decisions with minimal support.
3	Support person guides options for post-secondary education, adult weighs in and makes a decision with the initial support.
2	Support person guides options for post-secondary education with concrete examples, adult experiences, and the adult makes a decision with support.
1	Support team arranges for functional skills education
4	Arrives to class on time with necessary materials
3	Arrives to class on time with necessary materials using visual reminders about 80% of the time
2	Arrives to class on time with necessary material using occasional reminders
1	Support person arranges transportation for community based learning opportunities.
4	Time manages and completes assignments on time. Uses organization system regularly
3	Manages time and completes assignments with support in organization. Uses organization system with prompts
2	Support person provides task analysis of assignments with reminders of deadlines and creation of calendar.
1	Support person is part of modeling or demonstrating skills for time management and organization
4	Independently choses and enrolls in classes that meet their learning potential
3	Requires initial support in enrolling in classes that meet their learning potential with strengths and interests in mind
2	Follows a plan for classes based on interest and learning potential and receives occasional support in fulfilling this plan
1	Support person enrolls students in classes that meet their learning potential.
4	Follows syllabus, accesses resources and organizes tasks to complete project
3	Initial prompts to follow syllabus, access resources and organize tasks to complete projects
2	Occasional prompts and support to follow syllabus, access resources and organize tasks to completed projects
1	Support person completes projects with adult
4	Works well in group situations, generates original ideas
3	Works well in group situations, generates ideas based on group member's idea
2	In group situations, rely on heavy support from group members, is able to follow specific directions
1	In group situations, adult wants to be in the group: adult requires one-on-one support in completing and communicating assigned task
4	Seeks support when needed and advocates easily for their needs
3	Seeks support occasionally and is often unsure of abilities and strengths and awkward in self -advocacy skills
2	Very unsure of abilities/strengths and aware of need for support, often but does not know how to ask for help
1	Adult uses basic communication skills to solicit support

MOSAIC Independence Assessment *Employment*

4=Full Independence 3= Functional Independence 2=Supported Independence 1=Participation

Circle one number for each section that best describes the adult student

4	Has a resume, can complete a job application or could easily fill out or explain each of these documents, Readily learns and is willing to ask questions and can talk about needed accommodations.
3	Adult practices completing job application frequently using visual supports, creates a resume with support and can fulfill job application requirements with periodic support
2	Adult is successful when supports are readily available in the application and interview process. Has maintained some supported employment and or an internship with success.
1	Adult participates in direct support 1 to 8 hours per week in a supported work environment (internship, job sites, campus based work setting)
4	Has skills to maintain a job
3	Developing and practicing skills to maintain a job with few supports
2	Developing and practicing skills to find maintain a job with will need job specific extended support
1	Does not have a paying job or internship
4	Recognizes and or anticipates problems, and follows through with steps to appropriately solve the problem
3	Recognizes problems, can generate solutions, may need assistance to prioritize and implement new strategies
2	Requires support to recognize problems and follow through with steps to generate solutions
1	Support person monitors adult for problems in job setting or internship and supports in recognizing problems and finding solutions
4	Manages time, tasks, and productivity on the job
3	Manages time, tasks, and productivity on familiar job with no support
2	Manages learned tasks on the job with support person occasionally available, support person gives structure to expanding paid employment
1	Tasks are concrete and repetitive, uses prompts as reminders in sequencing, task initiation, time management and productivity.
4	Self – advocates for needs on the job, comfortably discloses ADA accommodations if needed
3	Practices self-advocacy for needs on the job. Support person gives advice about advocacy needs, but adult can follow up
2	Practicing self-advocacy for needs on the job, support person helps initiate advocacy needs, and prompts for follow up
1	Support person advocates for the adult for needs on the job and seeks out support from other people to solve issues
4	Uses communication system appropriately
3	Uses communication system to relay information at a familiar job, however information is not always clear or accurate or organized.
2	Support person practices with adult using various communication systems for a purpose
1	Uses supported communication facilitated by one on one support
4	Works cooperatively with team/group/supervisor and manages workload without assistance.
3	Works with support to create a team common goal and follow team plan to achieve goal
2	Follow directions and accepts suggestions given by team to achieve common goal with support
1	Team provides direct support for the adult in working towards a common goal

MOSAIC Independence Assessment
Recreation and Leisure

4=Full Independence 3= Functional Independence 2=Supported Independence 1=Participation

Circle one number for each section that best describes the adult student

4	Manages calendar, sets appointments and resolves conflicts in schedule
3	Manages calendar, sets up appointments and resolves conflicts with prompts
2	Maintains calendar with visual and verbal prompts. Set apts and resolves conflicts in schedule with prompts
1	Calendar is maintained by support person and follows schedule with support
4	Networks with family and friends independently
3	Initial support/reminders provided to network with family and friends (may have ability but lack desire)
2	Support provided to schedule and plan family and friend activities. Adult recognizes desire to network with family and friends but needs prompts to follow through.
1	Support person plans time for adult to spend with family and friends
4	Uses media sources to locate recreational events
3	With initial support can use media to locate recreational events
2	Can choose an event when given a predetermined list of events
1	Support person chooses and plans recreational events
4	Organizes get-togethers with friends and peers
3	Uses task analysis (visual tools) to organize get- togethers
2	Has ideas of wanting to plan get- togethers, but requires support on organization
1	Support Person uses community resources to plan social events and to arrive safely
4	Responds to and organizes transportation to attend social functions independently
3	Responds to invitations and organizes transportation with support. Attends social functions with reminders
2	Attends social functions with initial support in RSVP, and transportation coordination
1	One on One support is provided in scheduling and providing all events and transportation
4	Makes and maintains personal relationships
3	Learning to make and maintain long-term personal relationships and is provided occasional guidance on maintaining relationships
2	Identifies potential friends, but needs support in recognizing social cues or following through on expectations to maintain relationships
1	Long term relationships maintained with long term support and are typically limited to family, family friends or paid supports
4	Resolves conflict within relationships appropriately, and negotiates solutions to satisfy personal needs
3	Conflict resolution is often awkward and requires peer support to prevent being taken advantage of
2	Peer/support person assist in conflict resolution
1	Support person resolves conflict for the adult