

Readiness for Driving: IADL Checklist

Parent/Guardian/Occupational Therapist/Case Manager: Please complete this entire checklist to the best of your knowledge based on the young person's activities and performance *over the last 12 months*. For each statement, put the appropriate score (0 to 3) in the unshaded box of the column that most appropriately describes the young person's abilities in that area. The 0 to 3 rating scale is described at the top of each category. If appropriate, have the young person fill out a separate checklist for themselves. Together, they can be used to compare answers to **promote discussion and set goals** for driving and community skills.

Driving is a complex instrumental activity of daily living (IADL), especially for a novice driver. The complexity of driving can be explained in three levels: Operational, tactical, and strategic. Operational is the physical aspects of driving (e.g., steering, using pedals) that become automatic once they are learned. Tactical level is applying the rules of the road while maneuvering the vehicle such as stopping at a stop sign or following lane markings. Strategic is the planning aspects of driving both before driving (e.g., determining the best route, considering weather conditions) as well as managing unexpected problems like detours with construction or road closures.

Young people need to develop the foundational skills that will support them in all three levels of driving through building independence in their everyday activities at home, school, work, and community settings. These may include: multi-tasking; following rules and instructions; solving problems as they emerge; time management; caring for a sibling or pet; preparing a simple meal; or managing money. Although novice drivers may have not attained **all** the skills listed below before learning to drive, they should have attained some of the skills.

Name of person being rated: _____

Age: _____

Name of person completing form: _____

Relationship: _____

Personal and Healthcare Skills			
<i>0 = cannot do 1 = does with difficulty 2= able to do, but needs reminders 3 = able to do without reminders</i> <i>NA = don't know or no opportunity to do.</i>	<i>For therapists only:</i> <i>Operational (O)</i> <i>Tactical (T) Strategic (S)</i>		
Performance: Score each statement with scale above.	O	T	S
Self-care			
1. Chooses appropriate clothes to wear for weather or activity			
2. Completes daily personal grooming which includes hair, nails, showers, using deodorant			
3. Manages time for routine self-care to be ready for routine appointments, school, or work			
Medical			
4. Takes personal/common medications appropriately			
5. Anticipates when a prescription needs to be refilled			
6. Attends to simple first aid (bandage for cut)			
7. Understands personal health status/diagnoses			

Personal responsibilities			
8. Charges devices (phone, computer, tablet) for daily use			
9. Manages cell phone (calls, messages, texts) in a timely manner			
10. Complete school or work assignments on time			
Comment:			
Home & Family Responsibilities			
<i>0 = cannot do 1 = does with difficulty 2= able to do, but needs reminders 3 = able to do without reminders</i> <i>NA = don't know or no opportunity to do.</i>			<i>Operational (O)</i> <i>Tactical (T) Strategic (S)</i>
Performance: Score each statement with scale above.	O	T	S
Laundry			
1. Sorts clothes for washing			
2. Operates the washer and dryer			
3. Folds laundry			
4. Plans for doing laundry ahead of need			
Household maintenance and responsibilities			
5. Maintains bathroom (flush toilet, hang towels, replace toilet paper)			
6. Recognizes need and completes minor repairs (change light bulb, repair/assemble item, unclog toilet)			
7. Completes assigned chores in a timely manner			
Emergency/ Safety			
8. Uses cell phone to dial 000 or parents in an emergency			
9. Uses household products as directed on label, including precautions and correct amounts			
10. Comfortable at home alone for 2-5 hours without checking with or from caregivers			
Comment:			

Cooking and Kitchen Activities			
<i>0 = cannot do 1 = does with difficulty 2= able to do, but needs reminders 3 = able to do without reminders</i> <i>NA = don't know or no opportunity to do.</i>			<i>Operational (O)</i> <i>Tactical (T) Strategic (S)</i>
Performance: Score each statement with scale above.			O T S
Kitchen skills			
1. Uses knives and kitchen tools (peeler, can opener) safely			
2. Cleans table or kitchen counter, puts food away, washes dishes or fills dishwasher, puts dishes away			
3. Operates stove, oven, and/or microwave safely			
4. Checks for spoiled food			
Cooking			
5. Makes own breakfast or lunch			
6. Follows recipe or directions on a box			
7. When a utensil or an ingredient is not available, independently chooses a reasonable substitute			
8. Plans a meal for themselves and others			
Comment:			
Interpersonal Relationships			
<i>0 = cannot do 1 = does with difficulty 2= able to do, but needs reminders 3 = able to do without reminders</i> <i>NA = don't know or no opportunity to do</i>			<i>Operational (O)</i> <i>Tactical (T) Strategic (S)</i>
Performance: Score each statement with scale above.			O T S
At home			
1. Assists in caring for pets or younger sibling			
2. Follows rules in the home (cleanliness of shared space, use of TV/computer, refrigerator items)			
In community			
3. Withholds and shares personal information as appropriate			
4. Asks for directions/assistance from a store employee/stranger to find an item or public restroom, office, or address			
5. Asks for help at school or work when uncertain of instructions or needs assistance			
6. Recognizes and avoids phishing scams or people inappropriately asking for money			
Comment:			

Community Skills			
<i>0 = cannot do 1 = does with difficulty 2= able to do, but needs reminders 3 = able to do without reminders</i> <i>NA = don't know or no opportunity to do.</i>			<i>Operational (O)</i> <i>Tactical (T) Strategic (S)</i>
Performance: Score each statement with scale above.			O T S
Personal mobility			
1. Rides a bike, quad bike, scooter on bike path, quiet residential area, or in a park (limited distractions)			
2. Rides a bike or scooter on streets shared with regular vehicle traffic			
3. Plans a bike or scooter route to get to a destination and adapts the route as needed (planning)			
4. Crosses a busy street with a crosswalk using traffic signals			
5. Crosses streets with traffic where there are no crosswalks demonstrating attention to traffic			
Public transportation			
6. Pays for fares (bus, ride shares) using cash, cards, or mobile apps			
7. Follows rules and social norms for riding on buses, train, taxis or ride shares			
8. Plans a trip using public transportation, ride share, or taxi considering time to and from a destination			
Navigation, money, and time management			
9. Follows directions to an unfamiliar restroom, office, or classroom			
10. Navigates as a pedestrian to an unfamiliar place using maps or map apps			
11. Plans and organizes routines to get to work or class on time			
12. Accomplishes tasks and obligations in timely manner			
13. Manages money, savings and use of credit/debit card			
14. Budgets for purchases such as excursions, meals, or items (movies, video games) money management			
Shopping			
15. Physically manages trolley			
16. Using a list, can find items in a store while maneuvering a trolley			
17. Creates a shopping list			
18. When an item is not available in a store, chooses a reasonable substitute			
Comment:			

Developed by Dr. Miriam Monahan (Miriam@driverrehabinstitute.org) and Dr. Anne Dickerson (dickersona@ecu.edu)